

EXPLORING CHALLENGES AND SUCCESS STORIES OF INCLUSIVE EDUCATION POLICY IMPLEMENTATION IN DEPED FROM THE SCHOOL HEADS' PERSPECTIVES: A SUSTAINABLE DEVELOPMENT GOAL

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ABSTRACT

The primary objective of inclusive education policy is to guarantee fair and impartial opportunities for all students to get a high standard of education, encompassing individuals with varying needs and capabilities. With this, this research investigates the challenges and success stories of schools through the school heads in the implementation of inclusive education policies within the Department of Education (DepEd), as perceived by school administrators. The respondents of this study are the 17 public school heads within the Alamada West District, Alamada, Cotabato. Moreover, this study primarily aims to ascertain the primary obstacles encountered by school administrators while implementing inclusive education policies, to reveal instances of successful implementation that exemplify effective techniques and exemplary approaches, and to offer suggestions for enhancing the implementation of inclusive education. A qualitative study design was employed to conduct semi-structured interviews with school administrators from various educational contexts within the Department of Education (DepEd) system. The findings of the thematic analysis identified three prominent themes for each research question 1 (strategies and best practices implementing the policy): catering all types of learners, stakeholders' support and differentiated instruction; 2 (challenges): budgetary limitations, the necessity for teacher training, and parental assistance as primary obstacles; and 3 (success stories): heightened rates of student enrollment, the cultivation of values among kids, and enhanced academic performance. In light of the aforementioned findings, this study offers suggestions for effectively tackling obstacles and facilitating the successful implementation of inclusive education. These recommendations encompass ensuring sufficient financial resources, allocating resources towards teacher training initiatives, cultivating partnerships with parents and stakeholders, and replicating successful inclusive practices. The study highlights the significance of tackling obstacles while utilizing examples of achievement to establish inclusive educational settings that enable all students to thrive.

Keywords: *challenges, success stories, inclusive education policy, implementation school heads, sustainable development goal, strategies*

INTRODUCTION

Modern educational systems all around the world share a commitment to inclusive education as a core value. It stresses the value of accommodating learners of varying cognitive levels, physical limitations, and cultural backgrounds in the same classroom. Indeed, the Department of Education shares this vision, working to give every child an excellent education no matter their background or circumstances.

This study is based on one of the Sustainable Development Goals (SDGs) which emphasized that Inclusive education is a fundamental component of the broader effort to achieve sustainable development worldwide. Specifically, it is enshrined in Sustainable Development Goal No. 4 (SDG 4), which calls for "quality education for all" by 2030. Inclusive education, as an integral part of this goal, is designed to ensure that every child, regardless of their abilities, socio-economic background, gender, or other diverse characteristics, has equal access to high-quality education (UNESCO, 2018).

In a study conducted by Medina (2021), he was able to stress that in the Philippines, similar to a large number of other countries, has had its fair share of difficulties in properly implementing legislation regarding inclusive education. These difficulties according to his findings are frequently brought about by a wide range of causes, such as a lack of resources, inadequate teacher training, societal stigmas, and cultural views. As a consequence of this, he suggested that it is absolutely necessary to do research on the real-world experiences of people who are at the forefront of this implementation process, namely the principals of the schools.

Consequently, according to the results of the study of Ainscow and Miles (2022), it is typically the responsibility of the school heads, sometimes known as principals or headmasters, to play a crucial role in the implementation of policies within their particular educational institutions such the inclusive education policy. They are accountable for the management of resources, the supervision of teachers, and the cultivation of an atmosphere that is amenable to inclusive education. As a result, their points of view are extremely helpful in gaining an understanding of the challenges and triumphs associated with the implementation of inclusive education policy in DepEd.

While inclusive education is strictly implemented in Deped (Arcidiacono and Baucal, 2020), a huge research gap is found on the exploration of the challenges and success stories from the school heads' perspectives (Boroson, 2019; Fedilo, 2019; and Buenavista, 2021). Furthermore, while previous studies (Hornby, 2020 and Koller, 2020) uncovered various challenges faced by school heads in implementing inclusive education policies, it may not delve deeply into the practical solutions, successful approaches or success stories they have employed.

Furthermore, through this study, understanding the strategies and support systems that have proven effective in addressing these challenges can provide valuable insights for improving the implementation of inclusive education policies and support future policymaking and professional development initiatives in this context.

FRAMEWORK

This study is anchored on these three theories: Social Constructivism (Lev Vygotsky, 1968); Universal Design for Learning (UDL) Theory (Rose & Meyer, 1990) and Policy Implementation Theory (Pressman & Wildavsky, 2023).

Social Constructivism (Lev Vygotsky, 1968). Lev Vygotsky's social constructivism places a premium on the significance of relationships between school administrators, teachers and students. According to this school of thought, students do better in classrooms where they are able to work together and socialize with their classmates. The social constructivist lens can be used to investigate how school administrators comprehend the collaborative nature and social dynamics of inclusive classrooms.

Furthermore, Social Constructivism, developed by Lev Vygotsky (1968), is still widely used in the field of education. This idea highlights the significance of socialization and cultural background in the formation of one's mind. Vygotsky claimed that learning is not a solitary activity but rather takes place in the context of significant interactions with others. This view stresses the value of group study, communication among students, and the scaffolding provided by more experienced classmates and teachers. Cooperative learning, group activities, and the inclusion of cultural diversity in the curriculum are just a few examples of how Vygotsky's theories have influenced contemporary pedagogy. In addition, his Zone of Proximal Development (ZPD) theory emphasizes the importance of individualizing instruction based on a student's current level of knowledge, setting goals that are doable with some help. Vygotsky's Social Constructivism, which highlights the interconnection of learning and social interaction, continues to inform and expand contemporary educational systems.

METHOD

Research design

For the purpose of carrying out this investigation, a qualitative research approach was used. In this study, qualitative research was undertaken in order to establish the significance that participants attribute to the many research challenges that they have experienced in the past or are currently going through (Boroson, 2021). This study aims to establish the significance that participants attach to the many research challenges that they have faced in the past or are presently going through.

The researcher conducted qualitative research as a means of offering an interpretation of the findings of this qualitative study as well as making sense of the findings itself (Hornby, 2020). To be more particular, the researcher looked at the scenarios in their natural settings in order to give a description of the typical times as well as the challenging periods. In addition, qualitative research is adaptable, allowing the researcher to construct and deconstruct the technique according to the needs of the study, making it possible for the research to go back and forth between a variety of various implementations. Therefore, if the data are not saturated, which is a need for triangulation, the researcher can confirm the reliability of the data by retracing her steps. This is only

possible if the data have not been completely collected. This is a possibility only if all of the data have not yet been acquired in their entirety. The qualitative approach of phenomenology that the researcher will use to explore people's lived experiences in regard to a phenomenon is outlined by Creswell (2013). The researcher will be responsible for carrying this out. In a manner of speaking, the objective of this qualitative research method is to throw light on particular occurrences or conditions.

Respondents

The College teachers in private education institutions in Region 12 were the respondents of this study. Using the Slovin's formula to compute the sample size, a total of 300 teachers were selected using the stratified sampling technique.

Instruments

Sets of adopted questionnaires were used to gather data from the respondents. Even if the tools already have validity and reliability assessment. These instruments were subjected to validity and reliability test. The instruments include: burnout inventory (Borritz & Kristensen, 2004), self-awareness questionnaire (Trapnell & Campbell, 1999), and psychological well-being questionnaire (Hauser & Springer, 2003).

Statistical Tools

Mean and Standard Deviation was used to determine the levels of burnout, self-awareness, and psychological well-being of teachers. Moreover, the Pearson Product Moment Correlation was utilized to determine the relationship between burnout, self-awareness, work engagement, and psychological well-being of teachers. Furthermore, the multiple regression analysis was used to measure the influence of burnout and self-awareness on the psychological well-being of teachers.

RESULTS AND DISCUSSION

In this research problem, the study answered the specific questions pertaining to the strategies and best practices of the school heads in implementing inclusive education policy of DepEd.

Table 1. Qualitative analysis on the strategies and best practices of the school heads in implementing inclusive education policy of DepEd.

Issues Probed	Core Ideas	Codes/Categories/Nodes	Essential Themes
On the strategies and best practices of the school heads in	<ul style="list-style-type: none">Catering all types of learnersImplementation of multigrade and LSEN (Learners with Special	The school caters all types of learners using different initiatives and intervention programs.	Catering all types of learners of Stakeholders' support Differentiated instruction.

<p>implementing inclusive education policy of DepEd</p>	<p>Education Needs) programs.</p> <ul style="list-style-type: none"> ● Implementation of school-initiated intervention programs such as Project CARE ● Proper coordination with LGU ● Working together with the stakeholders ● Implementing programs that engages the community ● Asking support from the stakeholders ● Provision of accessible learning materials to learners ● Using differentiated instruction ● Employing peer tutoring and mentoring ● Following “Education for all” concept ● Provision of varied teaching and learning strategies for different types of learners ● Following the principles of differentiated instruction. 	<p>The school implements the inclusive education policy with proper coordination and support from the stakeholders.</p> <p>The school employs the aid of differentiated instruction.</p>	
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The analysis revealed three significant emerging themes with regards to the strategies and best practices of the school heads in implementing inclusive education policy of DepEd. Such themes were a) Catering all types of learners with different relevant programs; b) Stakeholders’ support; and c) Differentiated instruction.

These findings of the study underscore the necessity of adopting inclusive education strategies that stress catering to various learners, garnering the support of

stakeholders, and using differentiated instruction approaches at the classroom level. The said themes offer useful insights that can be utilized by school administrators and policymakers in the field of education who are attempting to establish inclusive learning environments that encourage fair access to education for all students. Moreover, these themes are supported by the following IDI and FGD to wit:

On the theme “catering all types of learners with different relevant programs,” IDI3 supported that:

As a school head, I make sure that our school caters all types of learners from all walks of life regardless of their economic, physical, emotional, religious and learning statutes. Coupled with this inclusive education policy implementation, we, in our school implements multigrade class program, Alternative Delivery Mode (ADM) program and program pertaining to Learners with Special Education Needs (LSEN). All of these help us to be inclusive in offering basic education to all Filipino learners. (IDI3, Q1.1.1)

This is congruent with the findings of the study of Ainscow and Miles (2022) which revealed that when educational institutions provide diverse programs that respond to the needs of various learners, they cultivate an inclusive atmosphere that facilitates both academic achievement and personal development for each student. Customizing programs to cater to a wide range of demands promotes student involvement and drive, resulting in enhanced academic performance and decreased disparities in accomplishment. Furthermore, the promotion of inclusion fosters a feeling of belonging and acceptance among students, equipping them with the necessary skills to succeed in a society characterized by diversity. Schools provide assistance to kids with special needs and encourage continuous learning, enabling students to acquire the required skills and experiences for success outside of the classroom. In general, the provision of appropriate programs that cater to a wide range of learners guarantees that each student is provided with the necessary assistance and resources to achieve their maximum capabilities, so fostering a more equal and intellectually stimulating educational environment for all individuals.

Moreover, on the theme “stakeholders’ support,” IDI4 pointed out that:

In our school, we have a program PESA (placement of enrollment in school age) and project CARE (children are respected and educated). With the collaboration of the PTA and BLGU, we intensify the conduct of early registration, home visitation and child mapping in all sitios and feeding areas to make sure that all learner must be in school regardless of their diverse needs. we strengthen the advocacy with the parents and other stakeholders by posting tarpaulin in all conspicuous areas and giving of flyers. (IDI4, Q1.1.1)

This corroborates with the findings of Arcidiacono and Baucal (2020) which highlighted that the cultivation of a collaborative and conducive educational environment

is facilitated when schools gain support from stakeholders for the learning of learners. The active participation of stakeholders, such as parents, teachers, local communities, and educational authorities, cultivates a collective feeling of accountability and dedication towards the achievement of students. This form of assistance improves the efficacy of educational endeavors by offering supplementary resources, specialized knowledge, and diverse viewpoints. Furthermore, the active involvement of stakeholders fosters transparency and accountability within decision-making procedures, thereby guaranteeing the proper representation and resolution of students' demands and goals. Through collaborative efforts, educational institutions and relevant parties establish a conducive environment that fosters the intellectual, emotional, and social development of students, thereby enhancing the educational system and the wider society.

Finally, the theme “differentiated instruction,” was supported by IDI6 by stating that:

Primarily, our partnership and collaboration with other stakeholders-internal and external have great contribution towards the achievement of our success stories particularly the implementation of inclusive education policy and the establishment of our school as an independent secondary school here in Alamada. Aside from this, our efforts to implement inclusive education practices, adopting a differentiated instruction approach made our implementation of the inclusive education policy more meaningful and successful. With this, teachers are encouraged to employ various teaching strategies that will cater different types of learners and different learning styles. Also, positive behavior and strengthening the parent community engagement have contributed greatly towards the attainment of the success in the implementation of the said policy though our school is just a newly established school. (IDI6, Q3.3.3)

This gains support from Boroson (2019) who stressed that the implementation of differentiated instruction is crucial in promoting inclusive education as it involves adapting teaching methods to cater to the varied requirements, talents, and learning preferences of every student. Educators establish an inclusive and captivating learning environment by tailoring education to accommodate the unique abilities, interests, and problems of each student. In addition to fostering academic success, this individualized approach also fosters a sense of inclusivity and empowerment among students, irrespective of their diverse origins or individual capabilities. Furthermore, the implementation of differentiated education fosters a sense of collaboration and peer support among students in the classroom, as they develop an understanding and appreciation for the distinct contributions and perspectives of their peers. In conclusion, with the adoption of differentiated instruction, inclusive education is actualized, wherein each pupil is esteemed, assisted, and afforded the chance to achieve their utmost capabilities.

The challenges that the school heads encounter in implementing inclusive education policy of DepEd

The second research question of this study aimed to explore the challenges that the school heads encounter in implementing inclusive education policy of DepEd.

Table 2. Qualitative analysis on the challenges that the school heads encounter in implementing inclusive education policy of DepEd

Issues Probed	Core Ideas	Codes/Categories/ Nodes	Essential Themes
<p>On the challenges that the school heads encounter in implementing inclusive education policy of DepEd</p>	<ul style="list-style-type: none"> ● The lack of resources such as learning materials ● Lack of funds ● Challenges on budget ● Financial support to purchase materials to augment learning of learners with special needs ● Financial capability of the school ● Lack of monetary resources ● Lack of funding ● Availability of teacher capable to handle learners with special needs ● Lack of teacher trainings ● Poor background of teachers handling learners with special needs ● Lack of training for teachers on inclusive education ● Teachers' training ● Parental support 	<p>The school lacks financial resources to provide necessary materials for inclusive education particularly for learners with special needs</p> <p>The teachers lack training and background to fully implement inclusive education policy.</p> <p>The school needs parental support to successfully implement the policy.</p>	<p>Financial support Teachers' training Parental support</p>

	<ul style="list-style-type: none">● Parents' collaboration with the teachers and the school● Parental support to their children's learning● Parents' engagement with school● Parents' role on inclusive education implementation		
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The analysis revealed three significant emerging themes with regards to the challenges that the school heads encounter in implementing inclusive education policy of DepEd. Such themes were a) financial support; b) teachers' training; and c) parental support.

From the thematic analysis, it could be gleaned that the study's results revealed three significant themes pertaining to the difficulties faced by school administrators in the implementation of the inclusive education policy established by the Department of Education (DepEd). Indeed, the lack of financial assistance has been identified as a significant barrier, suggesting that inadequate money impedes the successful implementation of inclusive education projects. Educational administrators encounter constraints when it comes to delivering essential resources, accommodations, and support services to effectively address the varied requirements of students. Additionally, the research emphasized the importance of teachers' training, highlighting that deficiencies in professional development initiatives impede educators' capacity to proficiently employ inclusive pedagogical approaches and cater to a wide range of students. Finally, the significance of parental support became apparent, underscoring the necessity of cultivating cooperation and involvement with parents in order to establish a nurturing relationship between home and school that promotes inclusive educational approaches. These findings highlight the complex difficulties that school administrators experience in supporting inclusive education and emphasize the necessity for specific interventions and institutional assistance to effectively overcome these obstacles.

Moreover, the first theme "financial support" was supported by IDI6 who indicated that:

Yes, definitely. There are resource related challenges that can hinder the implementation of inclusive education in our school. Our limited financial resources which is our very big problem from the beginning poses a significant challenge. In addition, we also lack materials and learning resources which are essential for supporting students' academic needs,

providing professional development opportunities for teachers is also crucial for us. Managing these challenges requires a proactive and strategic approach. For me, I advocate for increased funding and support for inclusive education by partnering with internal and external stakeholders and seek sponsorship by connecting with friends, classmates and former students/ colleagues both here and abroad. I also engage with local government agencies particularly the BLGU and LGU to help us provide financial resources or in-kind support. This way, we continue to thrive and survive, and for this year 2024, we are grateful to have our MOOE allocation that I am still processing as of this time. (IDI6, Q2.2.1)

This agrees with the findings of Buenavista (2021) which stated that when educational institutions receive sufficient financial resources to effectively execute inclusive education, a wide range of advantages arise. Adequate funding enables the allocation of essential resources, accommodations, and support services customized to address the varied requirements of all students, guaranteeing fair and equal access to high-quality education. Furthermore, the provision of financial assistance allows educational institutions to allocate resources towards specialized training initiatives for educators, thereby equipping them with the necessary expertise and competencies to proficiently execute inclusive pedagogical approaches and cater to the needs of a wide range of students. Furthermore, the provision of sufficient financial resources enables the establishment of an optimal educational setting that is furnished with assistive technologies, adapted materials, and accessible amenities. This fosters an inclusive ambiance wherein each student is esteemed and assisted. Financial assistance plays a crucial role in dismantling obstacles to inclusivity, promoting scholastic achievement, and cultivating a climate of diversity, fairness, and exceptionalism inside educational institutions.

The second theme “teachers’ training” gained support from the statement of IDI6 which states:

Without proper training of teachers, teachers may struggle to effectively address the diverse learning needs of students which can impact their engagement and academic success. Therefore, teachers must be trained properly for them to have proper background on implementing this inclusive education policy of DepEd. Also, without appropriate infrastructure and accommodations, students may face difficulties in navigating and exploring the school environment and participating fully in classroom activities. (IDI6, Q2.1.1)

This is congruent to the findings of Cruz (2023) which highlighted that when educators undergo comprehensive training to effectively implement inclusive education, a multitude of advantages can be expected. Teachers, who possess the requisite knowledge and skills to cater to various learning requirements, have the ability to establish inclusive classrooms that foster a sense of worth and assistance for every student. Adequate training empowers educators to utilize a range of teaching methods, adjustments, and provisions to cater to the specific requirements of learners, thus fostering fair and equal opportunities for education for everyone. Moreover, educators

who have received training in inclusive education has enhanced capabilities to cultivate a constructive and nurturing educational setting, wherein diversity is embraced and students are motivated to engage in collaborative efforts and mutual learning. Furthermore, the implementation of efficient teacher training fosters professional advancement and job contentment, enabling educators to make significant contributions to the scholastic and interpersonal progress of every pupil. By allocating resources towards comprehensive teacher training, schools may guarantee the effectiveness of inclusive education efforts, resulting in greater academic achievements and increased prospects for student success.

Finally, the third theme about “differentiate instruction,” FGD11 highlights that:

As the school head of a school, I always encourage my teachers to integrated differentiated instruction because I know this is one of the best strategies towards achieving inclusive education in DepEd. When learners are provided with different activities based on their learning styles, favorable learning outcomes are expected. (FGD11X, Q2.2.1)

The result is relevant to the findings of the study of Dela Cruz (2020) which emphasized that by utilizing differentiated teaching, teachers effectively implement inclusive education, fostering a dynamic and responsive learning environment that promotes the achievement of every student. Teachers cultivate a sense of inclusivity and belonging among students, irrespective of their backgrounds or learning difficulties, by customizing instruction to accommodate the varied needs, interests, and skills of learners. Differentiated education enables educators to offer personalized assistance and adjustments, so guaranteeing that every student is afforded significant learning opportunities that cater to their own aptitudes and areas requiring improvement. Furthermore, by the modification of instructional approaches, resources, and evaluations to cater to a wide range of learning styles, educators enable students to actively participate in the educational program in manners that align with their unique preferences and capabilities, thereby fostering enhanced comprehension and proficiency in the subject matter. In essence, differentiated teaching enhances fairness, involvement, and scholastic achievement for every student, cultivating an environment of inclusiveness and exceptional performance in the classroom.

The success stories in implementing inclusive education policy of DepEd

This third research question focuses on exploring the success stories in implementing inclusive education policy of DepEd.

Table 3. Qualitative Analysis on the success stories in implementing inclusive education policy of DepEd

Issues Probed	Core Ideas	Codes/Categories/ Nodes	Essential Themes
On the success stories in implementing	<ul style="list-style-type: none"> Increased enrollment rate 	The school has increased its enrollment rate.	Increased enrollment rate Value formation

<p>inclusive education policy of DepEd</p>	<ul style="list-style-type: none"> ● Increased engagement among learners and parents ● Many learners would like to enroll in a certain school ● Enrollment retention rate is sustained ● Strengthened value formation ● Value integration ● Valuing people from all walks of life ● Developed sense of acceptance and equity ● Equal opportunity for all ● Education for all ● Increased learners' performance ● Improved learners academic performance ● Increased learners' engagement ● Improved learners scores ● Increased learners' retention rate ● Increased academic achievement 	<p>The school strengthened value formation.</p> <p>There is a significant increase in learners' performance.</p>	<p>Increased academic achievement</p>
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For this part of the exploration, there were three significant themes being revealed by the thematic analysis regarding with the success stories win the implementation of the inclusive education policy. Such themes were a) increased enrollment rate; b) value formation; and c) increased academic achievement.

As observed, the study's findings indicated three prominent themes pertaining to the achievements in the execution of inclusive education policy, as elucidated through thematic analysis. One noticeable impact that has emerged is the increase in enrollment rates, which suggests that inclusive education initiatives have resulted in improved educational opportunities for marginalized and historically underserved populations. This implies that the implementation of inclusive policies has successfully eliminated obstacles to admission and engagement, leading to a more comprehensive and fairer educational framework. Furthermore, the concept of value formation surfaced, emphasizing the profound influence of inclusive education on the personal and social growth of pupils. Exposure to a variety of viewpoints and life experiences allows kids to develop empathy, tolerance, and respect for others, which promotes a culture of inclusivity and acceptance in schools. Finally, the emergence of enhanced academic accomplishment has been identified as a crucial determinant of success, indicating that the implementation of inclusive education policies has resulted in enhanced learning outcomes for all pupils. Schools have achieved improved levels of academic achievement by addressing varied learning needs and offering customized support, which has resulted in increased student engagement, motivation, and performance.

These findings emphasize the beneficial effects of inclusive education policies on student registration, the development of values, and academic achievement, emphasizing the significance of ongoing endeavors to foster inclusivity and fairness in education.

The first theme "increased enrollment rate," FGD12 underscores that:

With the religious implementation of the inclusive education policy, our school has noted significant increase in our enrollment rate. We believe this is due to the many initiatives and intervention programs led by the school to cater all types of learners. (FGD12, Q3.3.1)

This is congruent to the results of the study Forlin (2022) which revealed that the rise in enrollment rates resulting from the effective implementation of inclusive education is a notable advancement in the pursuit of equal educational opportunities for all students. This is a clear indication that inclusive education projects have successfully addressed the needs of underrepresented and historically underserved populations by eliminating obstacles to admission and engagement, thereby guaranteeing equitable educational opportunities for all students. The rise in student numbers demonstrates a more extensive dedication to inclusivity and social justice in the school system, where all students, irrespective of their background or abilities, are embraced and assisted. Furthermore, the increase in rates of student enrollment not only enhances educational prospects for individual learners but also plays a role in enhancing the education system as a whole by cultivating variety, advancing societal unity, and developing a culture of inclusive excellence. The rise in enrollment rates serves as a testament to the significant impact of inclusive education in fostering equal educational opportunities and establishing the groundwork for a society that is both inclusive and affluent.

The second theme "value formation" gains support from the statement of IDI4 which states:

Because of the intervention of the projects CARE (children are respected and educated) and project LOVE (learners orient to value education) we strengthen the value of respect and unity despite of their diversity and we also minimize the presence of bullying. As of now children are happy and enjoy playing in the safe and positive learning environment. (IDI4, Q3.1.1)

This theme agrees with the findings of Giorgi (2020) which discussed that the implementation of inclusive education has a significant and transforming effect on students' personal and social development, leading to the creation of values. Inclusive education cultivates empathy, comprehension, and reverence for others by exposing students to a wide range of perspectives, experiences, and backgrounds. This, in turn, nurtures a culture of inclusivity and acceptance inside educational institutions. Students develop an understanding and admiration for the distinct contributions and viewpoints of their classmates, which promotes a feeling of inclusion and camaraderie. In addition, inclusive education offers students the chance to cultivate crucial social and emotional competencies, like effective communication, collaborative abilities, and conflict resolution, which are important for successfully navigating a globalized and varied society. Through the promotion of principles such as fairness, acceptance, and variety, inclusive education not only molds students' personal qualities and perspective, but also equips them to become empathetic and involved members of society who actively contribute to the construction of inclusive communities.

The third theme "increased academic achievement" of the learners is supported by FGD17 stating:

Academically, by the help of promoting inclusive education, students are able to overcome their doubts and fears where it is evident that they are performing well in class and in any contest. Students with disabilities were able to openly communicate with others without hesitation because they feel the sense of community in school thereby noting significant increase in their academic achievements. (FGD17, Q3.1.1)

This corroborates with the findings of Gonzales (2023) which underscored that the positive impact of successful implementation of inclusive education on learners' academic accomplishments demonstrates the transformative potential of inclusive practices in fostering equal learning outcomes for all students. Inclusive education efforts have successfully improved student engagement, motivation, and performance by addressing various learning requirements and offering customized assistance. Personalized instruction, accommodations, and interventions that cater to the unique strengths, problems, and interests of students have been found to yield enhanced learning outcomes in various domains. Additionally, the inclusive classroom setting promotes cooperation, assistance from peers, and a feeling of inclusion, all of which enhance academic achievement. The rise in scholastic accomplishments not only demonstrates the efficacy of inclusive education in addressing the varied requirements of students but also emphasizes its capacity to foster fairness, superiority, and educational attainment for all students, irrespective of their background or aptitude.

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