INCLUSIVE EDUCATION - PERSONS WITH DISABILITIES’ HOPE

by:
Melody C. Mañalac
Teacher III, Townsite Elementary School

The Philippine government crafted a development program to target the ultimate goal which is to increase the participation and admission on the basic education of every Filipino child. Providing education to all Filipinos opened another learning system to supplement formal schooling to reach and better serve those in difficult situations. This involves not only the Department of Education but the participation of the entire society, including the national and local government agencies and civil society groups as providers of basic learning needs.

With this view, a Republic Act 7277, also known as Magna Carta for Disabled Persons was made which delivers the rehabilitation, self-development and self-confidence of disabled persons and their incorporation into normal society with the normal people.

Special education aims to incorporate learners with disabilities and exceptional needs to regular schools together with normal learners of the community.

Students of all abilities and credentials want classrooms that are inclusive and express respect. All children have the right to education and work within the group. For those students with disabilities, the classroom setting may present certain trials that need accommodation and concern. These children should not be devalued or discriminated by being excepted since there is no valid reasons for isolation. Children with disabilities are describing themselves as survivors who are looking for acceptance.

Most kids with disabilities have intellectual abilities as everyone else. They just need to be taught in ways that are designed to their unique learning styles. As a regular
teacher having no training on Special Education Program, the most fulfilling part of it is you know that you help them in such a way that they can be succeed in their life even though they are not normal like your other students.

Townsite Elementary School supports the Deped Inclusive Education Program. We catered the needs for learning of a 13-year-old blind pupil who is now in Grade Six. Even though he is blind, he is studying together with the normal children. He attended his whole day classes and do all the activities required for every subjects with the guidance of his teachers.

As a teacher handling children with special needs, we must be very observant at identifying our children’s performance in school so that we can provide options or recommendations to their guardians or parents and get the necessary help whenever available. We should give them the feeling of belongingness and acceptance in order for them to fully accept the formal schooling.

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