ISSUES AND CHALLENGES IN THE IMPLEMENTATION OF SPED IN THE PHILIPPINES

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Using various research studies as source, it was found that although DepED and/or government as a whole has a very high regard for the inclusivity and opening of doors for special education, the problem remains still in areas that can be very difficult to stabilize.

In a study conducted by Michael Muega in Quezon City, it was found that ‘while IE is being practiced in the schools of the participants or in schools attended by CSN, much remains to be done in order to deliver a just case of inclusion’ (Muega, 2016). In addition, Muaga also found out that some parents of CSN are worried about the lack of IE knowledge and training among many teachers of inclusive schools.

Similarly, stated in Narciso Rabara’s entry on the Asia Pacific Journal of Contemporary Education and Communication Technology (APJCECT) in his study on the Sped in public schools in Region I, is the need for DepED to improve on its methods in implementing inclusive education. There is a need for the Department of Education, with the help of other stakeholders to expand basic education services so as to cater more beneficiaries. In order for the mainstreaming of CSN to actually happen, there is a strong need to improve and empower the SPED classes (Rabara, 2017).

The challenge still remains today for the special education in the Philippines, particularly in the attempt to successfully mainstream inclusive education to the children with special needs and learners with exceptional abilities. As a component of a larger sector, i.e. education itself is being confronted with many issues that have been present not only today but have been existing for so long. Lack of adequate spaces for conducive learning and number of trained Sped teachers vis-à-vis licensed professionals to teach in public schools nationwide are also a standing problem. Budget allocation and appropriate trainings, in addition, are also visible challenges to the education sector.

However, as the country progresses, the education still also remains as one of the concepts that are given high regard by our fellow Filipinos. It is in this premise, that as educators, we are one in this fight towards a better, more accessible and high quality education for all.
References:

Inclusive Education in the Philippines: Through the Eyes of Teachers, Administrators, and Parents of Children with Special Needs by Michael Arthus G. Muega

The Education of Exceptional Children in Public Elementary Schools in Region I by Narciso D. Rabara, Ph.D.