K-12 PROGRAM: AN OPEN DOOR FOR LEARNERS WITH SPECIAL NEEDS

by:
Karen R. Tongco
Teacher I, Pilar Elementary School

Education is seen as one of the most basic and important concepts in the Philippines. Filipinos associate education to sense of entitlement and often regarded as one’s stepping stone to success. In fact, we often hear parents telling that education is the only pamana they can give to their children. As early as three to four years old, children are enrolled in classes where simple recitation of ABCs and sunny days continue to evolve as these kids are promoted to a higher level, year by year.

With the entry of the Enhanced Basic Education Act of 2013 (Republic Act 10533) or the K-12 program, the government sought to improve the quality of the education in the country and to align the Philippine education setting with its neighbors in Asia and around the globe. The program wanted the produce of this curriculum to be more likely to adapt to the outside world after they graduate, by integrating various programs in Senior High (STEM, HUMSS, GAS, etc.) specifically intended for various kinds of a child’s intelligence. After facing a lot of doubt on its first stages of implementation, the K-12 program has been around for quite some time now.

At present, we have become very much aware with various types of learning set-ups and different types of intelligence into which students bloom not just as students per se, but as individuals capable of becoming their best versions when they grow up. When people are nourished, motivated and accepted into who they are and what they are capable of, they generate a more positive outlook in life and in turn contribute positively to the community and overall economic growth.

In this assumption, those who belong to the children with special or different kind of learning needs must also be taken into consideration.

Moreover, K-12 program highlights the inclusiveness of basic education act which has policies for gifted and talented, learners with disabilities, Muslim learners (Madrasah program) and Indigenous Peoples Education (Odoño, 2014).
References:

A Glimpse on Special Education: Challenges within Philippine Educational System by Shaira Odoño