Filipinos have a high regard for formal education and have high expectations of it. Education has a key position in the political, economic, social, and cultural life of the Philippines. It has continuously been unambiguously seen as a pillar of national growth as well as a fundamental route to social and monetary portability and mobility. The amount of the national government's spending plan that is allocated to education is an unequivocal indicator of the importance placed on education. According to the Bureau of Elementary Education-Special Education Division (2005) of the Department of Education (DepEd), the nation's largest organization receives the highest annual spending allocation among government offices, as mandated by the 1987 Philippine Constitution. According to the Bureau of Elementary Education-Special Education Division (2005) of the Department of Education (DepEd), the nation's largest organization receives the highest annual spending allocation among government offices. A comparable right to education is guaranteed by the 1987 Constitution for each and every Filipino citizen. There was a provision in the law that said, "The State will maintain and promote the privilege enjoyed by all natives to receive excellent education at all levels, and will find a means to make education accessible to everyone." The provision of various curricular programs in the Philippine educational system is one of the multiple responses taken by the Philippine Congress to fulfill the expressed demands of students around the country.

The fact that individual pupils have distinct learning requirements and priorities that may be catered to, enhanced, or updated, hence extending the competence of these students, is based on Mendoza (2014)'s (2014) analysis of these specific curricular programs being supplied in vital education. The effective implementation of such programs is dependent on a variety of factors, including the locations of Special
Education(SPED), instructors, administrators, instructional materials, hardware, offices and auxiliary staff as well as guardians.

As with ordinary education, the central motivations for special education are the same as those for regular education: the ideal development of the student as a self-sufficient, self-directed, and intentional individual, capable of designing and dealing with their own life and reaching their most elevated potential as an individual and as a member of society. Special education was, without a doubt, established as a deeply specialized zone of education in order to supply children with exceptionalities with unmistakable open doors from other children in order for them to lead a meaningful, deliberate, and fulfilling existence.

References: