TWO COUNTRIES AND A GLOBAL MOVEMENT

by: Hazel C. Loreto
Teacher II

After reading the references given and one related literary research article, I came to an understanding that inclusive education (IE) is now considered a global movement. Perhaps the international initiative of inclusive education has long been beating in the circulation of education, be it in a localized classroom setting or in the major arteries of international pedagogical institutions. Moreover, countless comparative literatures have been made in an attempt to define inclusive education and consolidate the styles and structures of inclusive education programs from varying countries. As a result, different outcomes and suggestions thereafter are already out there regarding the research and journals of inclusive education program in some countries. Some articles may have seen difficulties, if not failures, in achieving the desired principles and practices of inclusive education. On the other hand, the data gathered and conclusions generated are being used to further advance the movement, as well as to fill in the glaring gaps – since many realized that inclusive education is an actual uphill movement of yet another societal hard struggle for equality. Nevertheless, both national governments and international organizations like the United Nations are very active in collaborations and promulgations of resolutions to ensure that inclusivity is existing in educational institutions.

Although making comparisons about two countries practicing inclusive education would be rendered unfair due to the differences in culture, governance, and resources – it is still practical, however, in some academe purposes and conceptual establishment. In fact, comparative approach in research literatures is not that unusual. And, I have decided to compare Italy with the Philippines, among the six countries presented from the main reference materials given. It is important to note though that the literature used to extract details for inclusive education in Italy was dated 1994 as opposed to the research made by Michael Muega in 2019 and the textbook from 2013 to gain information for the inclusive education settings in the Philippines. Anyway, the Philippines is way far behind Italy with regards to modernity in its inclusive education principles and philosophies. As for Italy, it has its own difficulties and barriers. Knowing that Italy became one of the losing countries during
the Second World War, the country had major setbacks in its pedagogical legislations and resources. Nevertheless, Italy is still considered as a major success story in inclusive education; as it is widely considered a phenomenon when its number of special education schools drastically diminished. Not to mention the rich history of Italy in the Age of Enlightenment and as the birthplace of Montessori schools with other known psychologists in pedagogy, the Philippines have a long way to go in inclusive education. The discrepancy could be reflected from the study of Muega (2019) that even from the respondents that are practicing, or involved, in inclusive education institutions could not admit with certainty with confidence in their principles of inclusive education. On the bright side, the Philippines is still young as a country and has a lot of pedagogical models to draw styles and principles from the established pioneering countries of inclusive education movement. And, besides, the Philippines is steadily progressing as K-12 Program came into effect more than 5 years ago.

It is known that inclusive education is an ongoing process… Perhaps a perpetual process as its legislation processes and pedagogical styles are continually evolving and adapting to the ever changing contemporary world. So, after reading three reference materials and some countless information from the web, I found myself believing that the quest for equality in education is still ongoing, which is obviously evident from the two countries – Italy and the Philippines, towards a global movement of inclusivity in education.

References:
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