

Evaluation of Inclusive Education Practices: Basis for Enhanced Inclusive Education Program

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Abstract

Education for everyone, at all costs—this is the fundamental principle of inclusive education. Being a right and not a privilege, it seeks to promote and provide quality services and learning experiences to students without any discrimination or bias. Highlighted in various local and international government and educational initiatives and policies such as the Magna Carta for Persons with Disabilities of 1992, United Nations Conventions on the Rights of Persons with Disabilities, Republic Act 10533 also known as Enhanced Basic Education Act of 2013, and in many others—inclusive education has become immensely significant. Having the University of Batangas Junior High School Department as the locale, the study focused on evaluating the existing inclusive education practices and determining the extent of implementation of these practices toward proposing an enhanced inclusive education program. Employing a descriptive method of research, questionnaires were distributed to the administrators and faculty members of the department. Using weighted mean and ranking in analyzing the data, it was found that the department’s administrators and faculty members have a clear understanding of their roles as inclusive education implementers. The practices and services onward promoting and providing inclusive education were also observed. Moreover, through inclusive education, the students were able to participate and engage more in the department’s academic and non-academic programs. Furthermore, consistent fortification of the practices and constant evaluation of the inclusive education program was suggested to further provide and sustain education for everyone, at all costs.

Keywords: Education, Inclusive Education, Descriptive, Philippines