Told the Untold Accounts of the Senior High School Learners with Disabilities (LWDs): Bases for Equitable Pedagogical Interventions

Authors: Jonard V. Verdeflor & Mary Grace L. Castillo

Abstract

This qualitative study aimed to collect and analyze the narratives and stories of the senior high school learners with disabilities of Leonora S. Salapantan National High School. The key informants were purposively chosen and identified as learners with disabilities. Using the content analysis method, this study examined and analyzed the narratives and stories of the of the learners with disabilities in this time of pandemic. The data were collected over a certain period of time using interviews and the themes were drawn using open and selective coding. The results showed that the basic services that the learners with disabilities needed most were free transportation, home visitation from the teachers and advisers for their progression of learning and competency to read and write. The difficulties and challenges that the senior high school learners with disabilities in learning and instruction in this time of pandemic were lack of learning resources, money, and difficulty to avail quality of education without the help of the teachers who can assist them to understand the modular activities. The innovative programs of the school such as the LSSNHS Project Read Program, has to report, asses and evaluate the learners with disabilities and those learners who are struggling and those have reading difficulties progression in reading and comprehension skills development should be overseen and given importance. This program shall craft localized reading modules intended for the learners with disabilities who have reading difficulties. Moreover, the craftsmanship of the proposed "THREE Rs' Innovation must be seriously and diligently planned, tackled and implemented. And, the plead of the learners with disabilities of free transportation in all public vehicles must be given attention and taken action wholeheartedly and collectively.

It is hoped therefore, that with a clear roadmap for the bases for equitable pedagogical interventions for the school's academic development to be more inclusive and quality.

Keywords: Pedagogical interventions, learners with disabilities, senior high school learners.

1. Introduction

Leonora S. Salapantan National High School is the only national high of the Municipality of San Miguel, despite everything that is going in the world today, DepEd has made for us to come together and celebrate knowledge as we begin a new era in the face of education. The school is trying her best to address the call of the persons with disability in the municipality and its neighbouring towns to avail a quality education. The school has a total of 2659 junior high school learners for the fiscal year 2020- 2021, the grade 7 has 646, 349 boys and 297 are girls, the grade 8 has 646, 340 are boys

World Voices Nexus **is an open-access journal published by WCCES and licensed under** CC BY-NC-SA 4.0

and 306 are girls, grade 9 has 792, 413 are girls and 379 are boys, the grade 10 has 575, 302 are girls and 273 are boys and grade 11 has 483, 253 are girls and 230 are boys and the grade 12 has 502, 223 are boys and 279 are girls.

"An inclusive classroom is designed to welcome all types of learners, lends itself to differentiated instruction, and sets the stage for student success."

Today, our world has been stricken with a pandemic. Many lives were lost. Everything is affected but the delivery of quality education never surrenders and never stops. The Department of Education ensures to its mission that learning must continue. The Leonora S. Salapantan National High School with the strong leadership of Dr. Mary Grace L. Castillo, P- III, together with the determined and compassionate faculty and staff of this humble institution complies and enjoins all the mandates of the Department of Education to serve better and to provide the quality services to the people most especially to its learners' needs. This institution shares its knowledge and solutions to flatten the curve on how to manage the effects of the pandemic to the education landscape of the Municipality of San Miguel. Quoting the words by our Secretary Leonor Briones, during the South East Asian Ministers of Education Organization (SEAMEO) Ministerial Policy e- Forum heal last June 18, 2020; "*It has been a tough period for every school system in the world. But there is a silver lining in every dark cloud. School systems is many countries have had to adjust to blended forms of learning in response to the pandemic, using the Internet, TV, and even radio, as alternate platforms for students to gain access to education resources."*, her articulation provokes and challenges this institution to craft this research.

This research would identify equitable quality educational interventions for the learners with disabilities who are enrolled at Leonora S. Salapantan National High School. According to Embultora and Delgado (2014) that;

"Inclusion is a basic right of every Filipino child with special needs to education, rehabilitation, support services, work training and employment opportunities, community participation and independent living. In the Philippines, the provision of inclusive education is anchored on the philosophy that all children and youths with special needs must receive every support including appropriate education within the system (DECS, 1999 & Camara, 2002)." (p.23)

2. Research Objectives and Questions

This research aimed to gather narratives and stories of the learners with disabilities enrolled at Leonora S. Salapantan National High School for school year 2021-2022, which served as bases for equitable instructional interventions.

To establish the intent of this study, this sought answers to the following questions:

a) What were the basic services that the Junior and Senior High School students with disabilities need most in terms of the delivery of instructions during this COVID-19 crisis?
b) What were the difficulties and challenges they have encountered in learning and instruction in this time of pandemic?
c) What innovative programs and specific LAC sessions had crafted, created and implemented to deliver equitable quality education by the teachers of Leonora S. Salapantan National High School?

3. Literature Review

The literature pertinent to the present inquiry and investigation is presented which includes the following topics: (1) Instructional Scaffolding (2) Inclusive Education, (3) Learning Action Cell, and (4) Summary.

World Voices Nexus is an open-access journal published by WCCES and licensed under CC BY-NC-SA 4.0

Based on the school dropout rate data SY 2016-2017 to 3.11%, SY 2017-2018 to 3.00%, SY 2018-2019 to 4.49%, and SY 2019-2020 to 4.95%, the school aims to zero dropout rate in the next school year and so with the help of this innovation.

So, this school-based research will help the learners with disabilities in the Municipality of San Miguel to avail the quality education. This locally research will enhance and help to increase graduation rate of the school and to lower the dropped-out rate of the school. And to empower the physically handicapped learners of the educational opportunities that these children could avail of. The school is active to conduct this research to address the problem of the high school learners with disabilities to therefore, educate their rights to receive appropriate education within the regular or inclusive classroom setting. As what DepEd Order 72, s. 2009 stipulated in paragraph 2 that states, *"Inclusive education embraces the Action Cell Philosophy of accepting all children regardless of race, size, shape, color, ability or disability with the support from school staff, students, parents and the community."*

The research is entitled; *Narratives and Stories of High School Learners with Disabilities (LWDs) Enrolled at Leonora S. Salapantan National High School: Basis for Equitable Instructional Interventions and Learning Action Cell (LAC) Sessions.*This research provides guidance, discover, educate and boost their morals through home visitation and provide necessary activities like tutorial program and scaffolds and resolve problems of the persons living with who have the difficulty to write, understand, and could hardly access the school learning printing modules. This will hopefully give the chance to the learners with disabilities to mentally and morally upright individuals.

Instructional Scaffolding

Vygostsky underscores that; "Instructional scaffolding as a strategy supporting learners." He coined a definition of instructional scaffolding that focused on teacher practices. He also defined this, "the role of teachers and others in supporting the learners' development and providing support structures to get to the next stage or level" (Raymond,2000).
According to Traver, et al., that instructional scaffolding supports student learning and growth by shifting cognitive engagement from the teacher to the student (Fisher &Frey, 2007). As a teacher delivers new content to the student, they must be aware of each student's location within the Zone of Proximal Development (ZPD).

Inclusive Education

Inclusive education is defined as all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instructions, interventions, and supports that enable them to meet success in the core curriculum.

According to Inciong and Quijano (2004), that to educate as many children as possible and with limited funds to build a separate special education infrastructure to cater to the needs of children with disabilities, inclusive education was officially adopted in 1997 by the Department of Education in the Philippines as a viable educational alternative. Fu werthermore, other aspects related to inclusive education such as teacher education, policies as well as lessons learned so far from inclusion efforts and future challenges are also described.

However, the inclusion of students with disabilities within the mainstream school system is not highly practiced only few schools like Iloilo National High School adopts this practice. If all schools have adopted and embraced this inclusion of education for sure no students are left behind. And all have given equal importance to avail quality of education in this time of pandemic. This imitative would help educational institutions to craft policies and initiatives for the possible future directions of the promotion of inclusion.

World Voices Nexus is an open-access journal published by WCCES and licensed under CC BY-NC-SA 4.0

Learning Action Cell

As stated in the DepEd Order No. 35, s. 2016, Learning Action Cell (LAC) is a session conducted by group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in school. Such challenges may include learner diversity and student inclusion, content and pedagogy, assessment and reporting, and 21st century skills and ICT integration. DepEd envisions that these LAC Sessions will serve as a school-based continuing professional development strategy for the improvement of teaching and learning. As such, this study aims to tackle, discuss and assess the possible school based shared and collaborative learning programs, innovations, and interventions to be given to the learners with disabilities of the Leonora S. Salapantan National High School. This delivery mode enables the teachers to possibly enhance their skills to uplift the learning deliveries to the learners with disabilities with sustainable quality basic services.

In this time of pandemic, the learners with disabilities are vulnerable and very much affected in availing educational services. So, this aims to identify and evaluate the basic services that they need in learning and process. The school must render equitable services through instructional scaffoldings for them to avail. And for the inclusion of education is adhered and implemented in the school. This must be practiced and properly implemented with the guidelines by the Department of Education. Also, the collaboration with the stakeholders, municipal agencies, alumni, parents and school authorities is observed without reservations for the benefits of the learners with disabilities. If all necessary steps are identified the school must do necessary activities through the dissemination by using learning action cell activity. Moreover, the school has a big role to properly discuss, plan and give necessary actions to meaningfully and successfully achieve the goals and objectives of this research.

4. Scope and Limitations

This qualitative study was limited to the Grade 7, 8,9, 10 and Senior High School students, Grades 11 and 12 with disabilities of the Leonora S. Salapantan National High School.

The key informants of this research were the learners with disabilities of the Leonora S. Salapantan National High School. The key informants were he identified learners with disabilities from Grades 7, 8,9,10,11,12 who are currently enrolled for the school year 2020- 2021 of Leonora S. Salapantan National High School.

This focused on the narratives and stories of the learners with disabilities as the key informants. Their narratives and stories were the bases for analyses of the equitable instructional services. In gathering data, the researchers used research-made questionnaire. On the other hand, the open-ended questions to gather more narratives and stories from the key informants. The questionnaire was evaluated by the experts.

This research used narrative design because it tackles about the experiences and difficulties of the learners who are physically challenged their sentiments and their personal views about in today's learning and instructions. The researchers conducted interviews and observations about their previous personal experiences and challenges.

The data were analyzed and interpreted using coding process, thematic analysis procedures, and content analysis

5. Research Methodology

World Voices Nexus is an open-access journal published by WCCES and licensed under CC BY-NC-SA 4.0

This study used a qualitative research design specifically the narrative study design. A narrative study design reports an interesting story about the personal experiences of an individual (Creswell,2016). From the over all story, the qualitative researcher can identify themes that emerge from the story as well as report the overall story. Highlight an epiphany or significant turning point in the life of the individual. At these points, the story takes a decided turn or new development that shapes the outcome of the story. Place the story and themes within a specific context or situations (Verdeflor, 2021). This research used narrative design because it tackles about the experiences and difficulties of the students who are physically challenged their sentiments and their personal views about in today's learning and instructions. The researchers conducted interviews and observations about their previous personal experiences and challenges.

Sampling

The key informants were only to three learners with disabilities. Key informant one has a speech impairment, the other one has an auditory processing disorder and the last has cleft palate disability by birth.

A purposive sample is a non-representative subset of some larger population and is constructed to serve a very specific need or purpose. Purposive sampling is a technique in which the researcher relies on his or her own judgment when choosing members of a population to participate in the study. This procedure places significant considerations on a group or individual's knowledge and information about the phenomenon under study and their willingness to cooperate with the researcher (MacMillan & Schumacher, 1989). Purposive sampling understandably results in saving time and money.

In the purposive sampling method, the researcher assumed that only a limited number of people can serve as primary data sources due to the nature of the research design and aims and objectives. Patton claims that purposeful sampling is a technique widely used in qualitative research for the identification and selection of information- rich cases for the most effective use of limited resources (Patton, 2002).

The key informants of this research were limited to the learners with disabilities of Leonora S. Salapantan National High School from Grades 7, 8,9,10,11, and 12.

6. Data Collection

The first step the researchers asked the list of the learners with disabilities from the Guidance Coordinator. The second step was the identification of the key informants' basic information from the registrar's office if they were previously enrolled in the school. The researchers finalized the list of the key informants and submit it to principal for validation and approval. Then, the researchers developed a research made – designed interview protocol or interview instrumentation on the bases of the key informants' personal experiences and challenges in this time of pandemic of learning modalities and instruction deliveries.

The following steps were utilized for the interview steps by (Creswell, 2016) in conducting interview for data collection:

The researchers asked permission from the principal with the help of the council chairmen in identifying the learners with disabilities in each grade level. And with the consolidation and identification of the key informants the guidance counselor was responsible to the tasks. The researchers decided with the help of the advisers to identify the learners with disabilities who are learners with disabilities enrolled for the school from Grades 7, 8,9,10, 11 and 12. The researcher asked the Guidance Coordinator of the list of learners with disabilities who were previously enrolled or who will be enrolling at the Leonora S. Salapantan National High School. These students were the participants of this research. The researchers talked to the parents and ask prior permission if they would allow their children to be interviewed and as respondents. Then, letter was sent to them signed by the researchers, and with the approval of the principal. The researchers contacted each learner using the contact information they provided during their first enrolment

World Voices Nexus is an open-access journal published by WCCES and licensed under CC BY-NC-SA 4.0

through messenger, zoom or contact mobile phone numbers. This study was supposed to be done through the face- to-face interviews. But because of the pandemic, the researcher gathered enough narratives to provide enough information for the research. This interview would typically last for 20 to 30 minutes. According to Carter (1992), that the key informant interviews are qualitative in-depths interview with the people who know what is going on inside the classroom or inside the house or learning facility. The key informants are the key personalities of the place who can give enough and exact information about an experience or situation.

Ethical Issues

This research observed the ethical procedures in the conduct of the study. According to COPE, "good research should be well adjusted, well-planned, appropriately designed, and ethically approved. To conduct research to a lower standard may constitute misconduct." According to Verdeflor (2021), "however, the researcher included an informed consent and requested the parents and the participants before they were allowed to be interviewed." The researchers accomplished letters of consent to the parents and to the key informants before they were allowed to be interviewed. All these steps were done before the study begun, during the collection, data analysis, and the interpretation of the data.

To be able to collect the data needed for this research, the researchers secured prior clearance from the office of the principal and from the parents. For the key informants, a letter was made for them to sign to signify their consent. The researchers followed the proper health protocols set by the Department of Education and Inter- Agency Task Force (IATF) when face-to-face interview was needed the following things and actions were mainly observed like wearing of face mask, face shield, physical/social distancing, and proper hand washing were strictly followed, when face to face interaction is permitted. The researchers made sure that face-to-face interaction was limited and online interaction was mainly observed and properly followed.

Prior the conduct of this research, an approval letter from the principal was needed. And the parents of the learners with disabilities were informed through letter consent since these participants are minors. Likewise, the approval and consent of the learners with disabilities were necessary before the conduct of the interview. The confidentiality and anonymity of the participants all throughout the study was ensured by the researchers. In addition, the key informants who were the learners with disabilities were encouraged to participate in this study but they were given the freedom to withdraw anytime with infinite pleasure if they ought to refuse to be part of the study anymore.

And the researchers informed with the use of social media platforms or face to face dissemination about the research results to the parents and to the learners with disabilities who were the key respondents of the study.

Data Collection

The researchers would carefully and manually transcribe all the responses of the interviewees.

In order to verify the data derived by the researchers through interview, the narratives from the key informants would be analyzed and interpreted using the four stages:

These data analysis stages were:
First, the data gathering through interviews with the key informants and first- level coding based on their answers and information provided. The researcher would carefully and manually transcribe verbatim all the responses of the key informants.

World Voices Nexus is an open-access journal published by WCCES and licensed under CC BY-NC-SA 4.0

Second-level coding would include close reading of their answers and responses. Third level-coding and determining the contents of their responses and information. Connecting the contents of their responses would be used for identification of what basic services, innovations and programs would be adopted, utilized by the teachers for the benefits of the physically challenged students.

7. Results and Discussion

The Basic Services with the Learners with Disabilities (LWDs) Need Most

In this time of pandemic, the learners had difficulties in accessing quality of education. But the Department of Education urges that education must continue using the different learning modalities such as; modular distance learning, online distance learning, and television/radio- based instruction. The Department of Education continues to confront issues brought about by the corona virus diseases; the Leonora S. Salapantan National High School is gladly addressing the challenges in the basic education through its commitment Basic Education Learning Continuity Plan (BE-LCP) under DepEd order No. 012, s. 2020.

The Leonora S. Salapantan National High School Basic Education Learning Continuity Plan (LSSNHS BE-LCP) is anchored and hooked with the mandate of Section 1, Article XIV of the !987 Constitution for the state to protect and promote the right of all citizens to quality of education at all levels, and to take appropriate actions and steps to make education accessible to all specifically the learners of Leonora S. Salapantan National High School in all levels. Additionally, the school's (BE-LCP) is anchored with the Section 6, Chapter 1 of the Republic Act No. 9155, or the Governance of the Basic Education Act of 2001, DepEd is having the authority, accountability, and responsibility for ensuring access to, promoting in, and improving the quality of basic education. And, with the law that mandates all schools nationwide to ensure inclusive education for learners with disabilities, Republic Act (RA) 11560, inked by the President of the Republic of the Philippines Rodrigo Duterte, provides that no learner shall be denied admission based on their disability.

There is no better teaching practice than experience. Sharing an experience within the context of the lecture consolidates learning, foster better understanding and impresses longer in the minds of the participants. It simply puts theories to practice first hand. Experience is the best teacher.

Each of the participants had an unforgettable experience so far as a physically handicapped.

On the question asked that what are the unforgettable experiences you have experienced so far as a physically handicapped or any discrimination before pandemic? During pandemic?

One participant articulated:

"Bisitahon man kami ni Ma'am ukon Sir sa amon balay kag tudluan sang basa kag pa-intindi sang mga nasulat sa modules kay bisan gani sa eskwelahan indi ako kaintintindi kag kabalo magsabat sang mga outputs nga ara sa modules."

(Whether Ma'am or Sir visits us in our house and teach me to read and understand what is written in the modules even at school I do not understand and know to answer the outputs in the modules)

So, in this way home visitation is necessary to all not only to the learners with disabilities but because of the pandemic this activity was not highly encouraged but not home

visitation is now encouraged by observing IATF protocols and guidelines because of the threat of the pandemic. According to Baeder (2010), teacher home visits gives families opportunity to share their culture

World Voices Nexus is an open-access journal published by WCCES and licensed under CC BY-NC-SA 4.0

and background with teachers. When teachers understand the culture and expertise of parents and extend the opportunities for parents to get involved, levels of parent involvement have been shown to increase.

Leonora S. Salapantan National High School has implemented its "BULIG- BASA Program", this program has been a big help to all learners not only to the learners with disabilities to access reading ability and comprehension ability to answer their modules. When the pandemic has been gradually mitigated this program has been implemented and deployed teachers to go barangays with identified learners with difficulties in reading and to the learners with disabilities with the support of the Local Government Unit and the barangay officials.

In truth, this is all we can do anyway. To voice whether verbally or non-verbally through sharing and telling by the power of words and actions it creates greater safety, connection and openness. On the question, what can you share and tell to the Leonora S. Salapantan National High School, if ever you will be enrolled in the school next year?

Another heart-warming narrative from the participant was;

"Gusto ko gid makatapos eskwela bisan disabled ako kag gusto ko gid kabalo magbasa."

(I really want to finish schooling even though I am disabled and I want to be able to read.)

Learning how to read is every leaner's need. That is, 80% of the Filipino students did not reach the minimum level of proficiency in reading. Their poor scores in English, Mathematics, and Science are attributed to the students' lack of ability in basic reading and comprehension. According to Tomas, et. al. (2021), the perceived causes, origins and attendant variables of the students' reading level were non-mastery of the elements of reading, presence of learners-at-risk, and no culture of reading. The suggested reading programs and activities may form part in the creation of contextualized reading curricula and be used as reading literacy initiatives in the schools. These initiatives are categorized as Literacy Program, Individual Reading Recovery Program and Enrichment/Enhancement Program.

The school is now having a "Project Read Program", a special reading program created to assist struggling young learners including the learners with disabilites teach how to read and comprehend. The LSSNHS Project Read is spearheaded by Mrs. Razel Joy Cabag- Salvado, it aids to learners struggling in reading and literacy and develop their reading skills and self-confidence.

The Difficulties and Challenges Encountered

Everyone face difficulties and challenges in everday life. Moreso, in this difficult time we have bombarded with so much of these. Our learners are vulnerable to difficulties and challenges on how to avail quality of education. Also, teachers suffer on how to deliver quality of education to their learners. Since, modular modality is now prevalent mode of modality. Our learners specially the learners with disabilities have been victims for overcoming difficulties and challenges encountered in this unprecedented time. Majority of the learners including the learners with disabilities have been tested and affected by this phenomenon their education has brought into cliff hanging. But despite the odds, the Leonora S. Salapantan National High School is in full force and committed to do its duties and responsibilities to deliver quality if education to all learners using the different modalities. The school wants to be successful, and tries its best; with the collaboration and collective efforts of the school authorities these difficulties and challenges have been given solutions.

Undeniably, our education has tremendously and adversely shaken but it never dies and never stops. The schools have done these significant activities because they value you as learners who dream big and stand

World Voices Nexus is an open-access journal published by WCCES and licensed under CC BY-NC-SA 4.0

stall despite atrocity. In this new normal, it is highly encouraged that all must work together as one for this successful academic development of the country. As the old, African adage says, and I quote; “It takes a village to educate a child.” No one can do it alone; schools need help from everyone in order for education to succeed. In this time of pandemic, they promise to paint your dreams a new color of hard work, love and dedication. One participant emotionally expressed his thoughts by saying;

“Kabudlay gid magtuon sa subong nga pandemya, si nanay magkadto sa barangay makuha modules ko ginalakat ya lang kay wala plete.”

(It’s hard to study during the pandemic, my mother goes to the barangay to get modules, she is just walking because there is no fare.)

Emotionally, poverty is seems to be the problem but because of the parents enthusiasm, love, care and stamina the education of his child is never compromised. This commendable act of parent has been praised and shared to the school authorities and to the local officials that they may have to craft interventions on how to help some parents who are struggling to get the modules of their children. The LGU had given free vehicles and transportation services to deliver the modules to the far flung barangays of the municipality through the coordination with the school principal to the LGU. It can be inferred that this parent is in full support of her child’s education. She gives hope and glory to her child that no matter who he is, where he is from, his dreams are valid.

Innovative Programs and Specific LAC Sessions to be crafted, created and implemented by the teachers of Leonora S. Salapantan National High School.

As stated in the DepEd Order No. 35, s. 2016, Learning Action Cell (LAC) is a session conducted by group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in school. Such challenges may include learner diversity and student inclusion, content and pedagogy, assessment and reporting, and 21st century skills and ICT integration. DepEd envisions that these LAC Sessions will serve as a school-based continuing professional development strategy for the improvement of teaching and learning. As such, this study aims to tackle, discuss and assess the possible school based shared and collaborative learning programs, innovations, and interventions to be given to the learners with disabilities of the Leonora S. Salapantan National High School. This delivery mode enables the teachers to possibly enhance their skills to uplift the learning deliveries to the learners with disabilities with sustainable quality basic services.

The Leonora S. Salapantan National High School is the only secondary school in the municipality of San Miguel which the haven of skills and knowledge of the learners. This secondary school was chosen to be part of the Programme for International Student Assessment (PISA) 2023. The school has implemented “BULIG BASA PROGRAM” which was conceived, crafted and implemented way back then but now this program has been so active in catering the reading difficulties not only with the learners with disabilities but for all. This innovative program won first place during the 2020 municipal innovation contest and was a division finalist respectively. It has been the school’s pet innovation program since the start of the pandemic that exerted their efforts to extend and to go barangay to barangay to help all learners to read including the learners with disabilities.

The school shall tap its stakeholders meeting with all the sectors of the specifically to all the transportation sectors like tricycle drivers’ association, jeepney drivers’ association and padyak drivers association to collaborate and help the learners’ with disabilities with the help of the municipal officials by crafting municipal ordinance for free transportation fare to all disabled learners within the Municipality of San Miguel. This proposed local intervention that the school must spearhead and take necessary movement through a consultative meeting or conference with all the above-mentioned sectors be it private or public

World Voices Nexus is an open-access journal published by WCCES and licensed under CC BY-NC-SA 4.0

sectors to mitigate the difficulty of the learners' with disabilities in going to school if the full blown face-to-face classes in the whole country shall be permitted implemented and allowed.

And all programs, innovations and interventions must be inclusive. Education is the pathway out of poverty and the foundation for a better future. There is no dispute to that. The government should invest more on education locally and globally in order to have an equitable and balance educational competitiveness by sponsoring local school scholarships or give to causes that build schools, supply quality localized books and learning materials and highly technologically advanced facilities and equipment and therefore, train teachers in remote areas of the Philippines. By simply helping remove some of the barriers to education, we are not just enriching the individual lives and leveling the playing field- we are also molding and adding talented and value-oriented teachers to the school system.

To further articulate and to give emphasis on the phrase "inclusivity of education" in the Philippines this is empirically relevant to be closely given a favorable attention in the country. The President of the Philippines, Rodrigo Roa Duterte has signed a law mandating all schools nationwide to ensure inclusive education for learners with disabilities. Republic Act (RA) 11560, inked by Duterte on March 11, provides that no learner shall be denied admission based on their disability. This policy instituted in all early and basic education schools, both public and private. Under this law, all learners with disabilities, whether enrolled in public or private schools, shall be accorded services and reasonable accommodation based on the

Individualized Education Plan (IEP) and shall have the right to avail of the appropriate support and related services. It also mandates creation of an Inclusive Learning Resource Center (ILRC) of learners with disabilities. The ILRC shall be a "physical or virtual center" that will serve as a one-stop shop for the delivery of free support services to learners with disabilities and the implementation of inclusive education programs. So, the collaborative efforts of the Department of Education (DepEd), and with local government units (LGUs), shall initially establish and maintain at least one ILRC in all cities and municipalities. This highly commendable act shall be a great help to tackle global challenges and issues.

Another significant educational activity and platform that the Philippine Education System shall boost and genuinely do is to invest more on research, teachers' trainings / continuing professional development both local and abroad and technology development specifically in agriculture and fishery education since the Philippines is agriculturally and fishery sufficient and rich. So, if our Philippine Education System should give more importance and priority to these important things for sure our country shall be more productive and therefore food security is highly available and stable. Because if we are food sufficient, the country shall not be recorded as the most number of food insecure people in Southeast Asia, "with 59 million Filipinos suffering from moderate to severe lack of consistent access to food." So, the commendable effort of the DepEd Regional Office VI headed by Dr. Ramir Uytico is to integrate farm school education in the region.

With the collaborative efforts of the educational learned personalities / leaders and communities are greatly encouraged and this is one of the best practices and vehicles that we, Filipinos, should master to craft our Philippine Education to be more globally competitive and advanced. We must think global and act local for the betterment of the country.

This proposed school innovation the "THREE Rs" of Relief, Recovery and Rebuilding must be taken consideration in the LAC Session of the school. Relief is to give you urgent resources so that we can provide effective remote instructions and supports at scale in this time of pandemic. Recovery is to provide extra investments to help students, teachers and community make up lost ground as we return to in-school operations. Rebuilding is to redesign the system to focus on nurturing the whole child and equal provision of opportunities.

World Voices Nexus is an open-access journal published by WCCES and licensed under CC BY-NC-SA 4.0

Summarily, these are just localized innovations, interventions, best practices and actions of the Philippine Education System that gear toward a better education in the Philippines to be globally competitive and globally advance and unique in the contribution to achievement of the Sustainable Development Goals.

8. Conclusion

Relatively, in creating and achieving inclusivity of education at Leonora S. Salapantan National High School revisit and redesign their localized innovations, interventions and programs to address not only the learners with disabilities but also for all learners. And that,

the school is ought to provide and deliver equal access to affordable learning atmosphere, to eliminate gender and discrimination.

Based on the preceding themes, the following conclusions were made:

i. The parents, local government unit and school authorities' participations especially this time of pandemic in their children's learning needs are imperative and have brought a positive impact in the teaching-learning process of their children. The concerns of the learners with disabilities must be given preferential attention and solution with the collective efforts of all the concerned entities for the school can deliver inclusive and quality education for all and to elevate literate rate in the municipality. So, the collective parental, stakeholders' and teachers' involvements and supports of the school as well as the Local Government Unit (LGU) to the children's education are pinned down through this investigation. With the collaborative efforts of the educational learned personalities / leaders and communities are greatly encouraged and this is one of the best practices and vehicles that we, Filipinos, should master to craft our Philippine Education to be more globally competitive and advanced. We must think global and act local for the betterment of the country.

ii. The assessment and results from the evaluation and progression of the learners with disabilities must be reported to all for everybody's knowledge, understanding and comprehension. Issues such as home visitations and reading difficulties of the Learners with Disabilities (LWDs) should be tackled in the school's Learning Action Cell (LAC Sessions.)

iii. The school's programs, interventions and innovations must be inclusive, quality and accessible to all learners in conformity to the Department of Education's vision, mission and core values.

References

Creswell, J.W. (2016). 30 Essential skills for the qualitative researcher.Thousand Oaks, CA: Sage.

Committee on Publications Ethics (COPE) 2005. Guidelines on the publication and Code of Conduct.

Embultura , Frank S. & Delgado B. Nilda. Age-appropriate inclusive pre-school programme:Tales of feat and wonder. Arnec Connections. 2014; (8):23-25.

Fischer, D., & Frey, N. (2007). The formative assessment action plan. Alexandria, VA: Association of Supervision and Curriculum Development.

Raymond, E. (2000). Cognitive characteristics learners with mild disabilities (pp. 169-201).

Stojiljkovic, M (2017, June 07). The boy changed his community in Serbia. https://resillienteducator.com/wp-content/uploads/sites/34/2017/11/inclusive-education- info.

World Voices Nexus **is an open-access journal published by WCCES and licensed under** CC BY-NC-SA 4.0

Teresita G. Inciong & Yolanda S. Quijano (2004). Inclusive of children with disabilities: the philippines experience, Asia Pacific Journal of Education, 24:2, 173-191, DOI: 10.1080/02188791.2004.10600208

Tomas, M. Villaros, E. and Galman S. (2021). The Percieved Challenges in Reading of Learners: Basis for School Reading Programs. Open Journal of Social Sciences, 9, 107-122. doi: 10.4236/jss.2021.95009

Verdeflor, Jonard (2021) Construct of the imagined island. Iloilo City: University of San Agustin.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Massachusetts: Harvard University Press.

World Voices Nexus is an open-access journal published by WCCES and licensed under CC BY-NC-SA 4.0