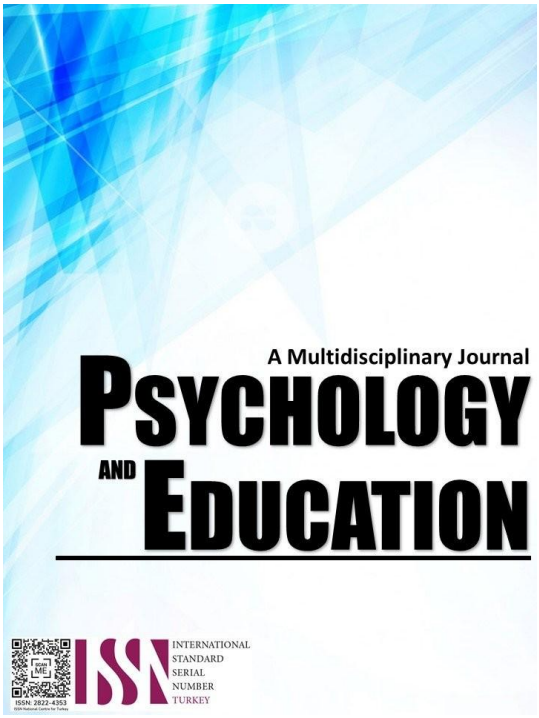
INCLUSIVE EDUCATION IMPLEMENTATION IN THE PHILIPPINES: A SYSTEMATIC REVIEW



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Research Article

Inclusive Education Implementation in the Philippines: A Systematic Review

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Abstract

This systematic review presents the situation of inclusive education in the Philippines, highlighting both its successes and persistent challenges over the years. Inclusive education has been promoted as a means of providing equitable learning opportunities, especially among students with disabilities. The review indicates that while school personnel, administrators, and parents are generally supportive of inclusive practices, there remains considerable diversity in their understanding and ability to implement them effectively. Practicing in various settings suggests that effective implementation is contingent upon key determinants, including access to professional development, effective and supportive leadership, adequate infrastructure, and community engagement. Enthusiasm for inclusive education is present in both urban and rural areas, but rural communities tend to be limited by the constraints of few resources and training facilities compared to the high institutional support prevalent in cities. While teachers' positive dispositions provide a promising foundation for inclusive practices, without explicit policy direction, ongoing professional development, and collaborative efforts from stakeholders, these are not enough. Ongoing barriers such as the absence of teaching and learning resources, excessive teacher workload, late identification of students with special needs, and variable conceptual understanding continue to hinder real progress. This review calls for the immediate necessity of going beyond policy rhetoric, pushing for a school culture where inclusion is actually practiced and substantiated by systemic reforms, multi-sector partnerships, and collective commitment towards educational equity.

Keywords: *Inclusive Education, Systematic Review, Institutional Support, Professional Development, Mainstreaming*

Introduction

Inclusive education in the Philippines promotes equal learning opportunities for all students, regardless of their condition, by fostering a supportive and accommodating environment. Various initiatives have been implemented to ensure that students with disabilities are included in mainstream education, allowing them to participate fully in school activities. However, not all schools are fully inclusive due to a lack of resources, teacher training, awareness, and appropriate learning tools, which hinder effective implementation. Providing acceptance for students with disabilities and equipping teachers with the necessary training can create a more inclusive and supportive learning environment (Galleto & Bureros, 2017). This study examines existing research on inclusive education in the Philippines to highlight best practices and challenges, aiming to develop a standardized approach that can be implemented nationwide to help students with disabilities reach their full potential (Macabenta et al., 2023).

Students with special needs in the Philippines have the opportunity to receive quality education that empowers them and ensures equal learning opportunities. While progress has been made in implementing inclusive education, many areas still struggle due to gaps in resources, teacher training, and awareness. These challenges hinder its full adoption, limiting opportunities for students who need specialized support. Inclusive education was officially adopted in 1997 by the Department of Education in the Philippines as a viable educational alternative due to limited funds to build a separate special education infrastructure (Inciong & Quijano, 2013). Collaboration between stakeholders plays a vital role in achieving a more inclusive environment, as existing policies and programs continue to expand access for children with special needs (Basister & Valenzuela, 2021). This systematic review aims to assess the current state of inclusive education in the Philippines, identify strengths and weaknesses, and provide recommendations to improve policies, practices, and outcomes.

Inclusive education provides a supportive learning environment and ensures that all students, regardless of their background, identity, and learning needs due to disabilities, have equal access to quality education. According to Jardinez and Natividad (2024), inclusive education is the process of integrating individuals with disabilities into a regular classroom, and it helps reflect the world's commitment to equal educational opportunities as outlined in the UNCRPD. It emphasizes the importance of embracing diversity and promoting acceptance among students who are impaired. By implementing inclusive education, schools can foster a learning environment that eliminates exclusion and supports all students' growth and success. By embracing inclusive practices, schools can offer social advantages to learners with special needs, enhance their self-esteem, and teach regular education learners how to work with those different from them (Cruz, 2024). In the context of inclusive education, it involves turning ideas and strategies into real-world practices that promote education with additional support to cater to the diverse needs of the learners, creating a more compassionate and just learning environment for all. Thus, it also offers teachers' training to support or cater to students with different abilities, to ensure that students reach their potential.

In promoting inclusive education in the Philippines, it is essential to foster a learning environment that accommodates all students, regardless of their condition. To create such an environment, it is vital to provide ongoing professional development for educators and ensure access to adequate resources and support systems that cater to the diverse needs of all learners. The implementation of inclusive education has paved the way for students with special needs to access mainstream classrooms, promoting equal educational opportunities regardless of their challenges. This study is important for all stakeholders as it emphasizes the need to improve policies and teaching approaches within the Philippine context. Understanding how inclusive education is implemented empowers teachers to enhance curriculum development, participate in targeted training, and build stronger support systems. This systematic review aims to raise awareness and deepen understanding of inclusive education practices in the country, ultimately supporting the goal of providing equitable and quality education for every learner.

Research Questions

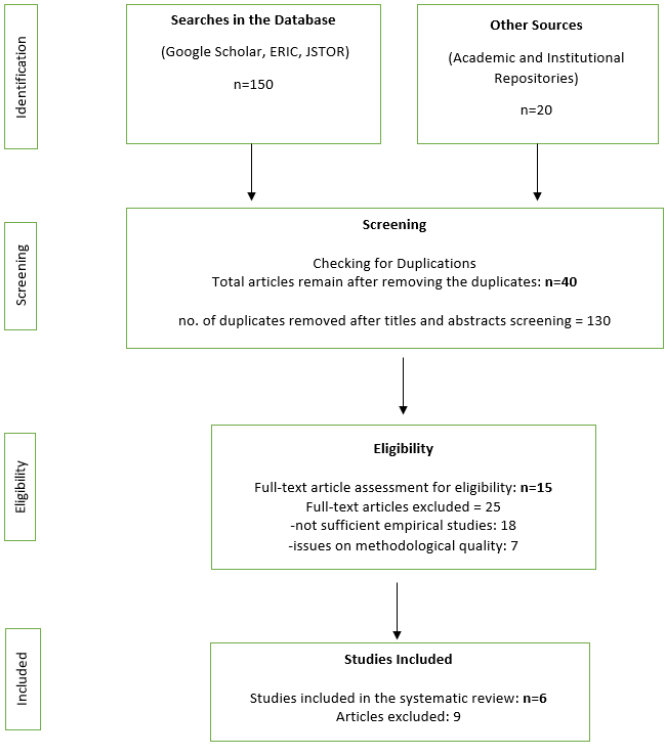
The systematic review assessed the implementation of the inclusive education program in the Philippines by analyzing the findings of all published scientific papers related to inclusive education. Specifically, this study.

1. Determined the similarities, significance, and patterns observed in all the papers.
2. Identified the method or design used in the surveyed materials.
3. Investigated the significant results and conclusions made in the chosen articles.

Methodology

This study used the systematic review design to investigate the scientific papers pertaining to the implementation of inclusive education in the Philippines. The essential points were coded to answer the research question of this study. The systematic review captured the published articles from 2020 up to the present. From the 150 articles, only 6 papers were selected to be analyzed. This is done through the PRISMA Diagram.

Implementation of Inclusive Education in the Philippines PRISMA Diagram



Results and Discussion

Regional Analysis Table

Region	*Commonalities*	*Significance to Inclusive Education Research*	*Patterns Observed*
Western Mindanao Region (Region IX), Philippines.	Teachers exhibit favorable attitudes towards inclusive education (IE) despite limited professional training.	Highlights the importance of teacher perceptions in the successful implementation of IE programs.	Positive attitudes towards IE are present, but there's a recognized need for enhanced training and resources.

Isabela, Cagayan Valley (Region II), Northern Luzon, Philippines	Schools accommodated both students with and without disabilities in shared learning spaces. Teachers were generally supportive, and administrators facilitated inclusion.	Exemplifies how rural schools can serve as strongholds for inclusive education, reinforcing national efforts despite limited resources.	Implementation relied heavily on school leadership, teachers lacked formal preparation, and parental concerns persisted.
National Capital Region (Region III)- Quezon City, Philippines.	Teachers, school heads, and parents generally support in (IE) but many still lack full understanding and proper training to apply it effectively.	Shows how limited stakeholder understanding can affect inclusive education success, even with policy support.	Support is present, but there is a clear need for conceptual clarity, practical training, and better implementation.
Las Piñas City, National Capital Region (NCR), Luzon, Philippines	Teachers are mostly young, female, and show positive attitudes toward inclusive education. Many are moderately experienced and hold at least a bachelor's degree.	Demonstrates how a teacher's background and attitudes can support the use of engaging methods for inclusive education.	Inclusive education is supported but faces challenges such as infrastructure gaps, varied teacher readiness, and the need for continuous training and policy support.
Davao Region (Region XI)	School administrators and teachers shows strong support to the implementation of inclusive education (IE). Children with special needs are mainstreamed into regular classes. Involvement of both public and private schools in the implementation.	Davao is a major city in Southern Philippines that highlights how inclusive education (IE) is implemented at the kindergarten level. Serves as a sample region that represents the challenges of inclusion in both urban and rural areas in Davao.	Teacher dedication is observed as high-level. Active parental involvement varies; some are highly active, while others are less active. School facilities are modified-becoming accessible for the inclusion. In-service teacher trainings are conducted regularly.
District II, Pasig City, Philippines.	Teachers and school heads feel confident in teaching and managing inclusive classrooms. There are some problems with training, materials, and funding. Workload is the biggest issue for many.	Centres on evaluating how prepared public schools are in integrating learners with special educational needs (SPED). Illuminates both strengths (teacher competencies, infrastructure) and gaps (training, resources)	Training for teachers is not enough — many still need more help and guidance. Learning materials are limited — there aren't enough tools and resources for students with special needs. Money or funding is a problem — schools don't have enough budget to support inclusive education fully.

Across the regions studied, a clear trend emerges: positive teacher attitudes toward inclusive education (IE) are common, but successful implementation is uneven and highly dependent on access to training, administrative support, stakeholder understanding, and school resources. Urban and well-supported areas like Davao and NCR cities tend to integrate IE more actively, with more structured teacher training, modified facilities, and clearer policy implementation. In contrast, rural or underserved areas such as Isabela, Western Mindanao, exhibit teacher willingness, but limited institutional support and a lack of understanding of IE policies and methods. These patterns reflect similar national challenges seen in education innovations—implementation often falls on individual teacher dedication rather than systemic design.

Importantly, inclusive education's effectiveness depends on context, not just policy presence. Regions with proactive school leadership, regular teacher training, and parent involvement, like Davao and Pasig, report stronger inclusion practices. Meanwhile, areas with vague training and weak stakeholder understanding, such as Quezon City and Region IX, struggle to move from theory to consistent practice.

In Region IX (Western Mindanao), teachers show favorable attitudes toward inclusive education despite lacking formal training, demonstrating the critical role of perception and the urgent need for professional development. As observed in Region II (Isabela, Cagayan Valley), rural schools support inclusion through shared classrooms and administrative backing. However, teacher preparation and parental acceptance remain inconsistent. In Region III – Quezon City, stakeholders such as the teachers, school heads, and parents are supportive, but often lack clarity about IE principles and practical implementation. Support exists more on paper than in application. In NCR – Las Piñas City, teachers, mostly young and educated, support IE but encounter infrastructural gaps, workload issues, and uneven training. Positive outlooks exist, but support systems vary. In Region XI (Davao), strong regional implementation—especially in kindergarten—features regular training, modified classrooms, and a mix of active and passive parental engagement. Davao serves as a model of urban-rural IE balance. In Pasig City, District II, teachers are confident and competent in

inclusive classrooms. However, material shortages, funding limits, and heavy workloads continue to challenge consistent practice.

Method/Design Analysis

Article Title	*Method/Design Used*
Inclusive Education: Perceptions and Attitudes Among Filipino High School Teachers.	Qualitative descriptive research design
Assessing the Implementation of Inclusive Education Among Children and Youth with Special Needs.	Qualitative research with guided interviews
Inclusive Education in the Philippines: Through the Eyes of Teachers, Administrators, and Parents of Children with Special Needs.	Grounded Theory and Qualitative Analysis
Inclusive Education: Navigating the Implementation and Challenges Among Public Elementary Teachers in Las Piñas City, Philippines.	Quantitative designs
The Inclusive Kindergarten in the Philippines: Access and Ample Opportunities for Early Learners with Special Needs.	Descriptive Evaluative Design (Clarificative Evaluation Design by John Owen) and Qualitative Design (via Focus Group Discussion)
Challenges of Inclusive Education Program Implementation: Towards an Action Plan Development.	Descriptive method of research with the survey questionnaire as the data gathering instrument.

Categorization by Research Design Type

Design Type	*Articles That Used It*	*Characteristics*	*Strengths*	*Weaknesses*
Qualitative (Descriptive/Phenomenological)	*Region IX (Western Mindanao), Region II (Isabela), NCR (Quezon City).*	Focuses on lived experiences, themes, and individual perceptions.	Captures in-depth understanding of teacher attitudes and real classroom dynamics.	Limited generalizability, relies on small sample sizes.
Grounded Theory (Qualitative)	*NCR (Quezon City)*	Builds theory from stakeholder perspectives using structured coding and themes.	Strong for theory development in areas lacking established frameworks.	Requires skilled analysis and interpretation.
Quantitative	*NCR (Las Piñas City)*	Uses numerical data and statistical methods (e.g., surveys, frequency analysis).	Enables measurement of trends across larger populations, useful for policy and administrative insights.	May miss emotional or contextual complexity.
Correlational	*Region XI (Davao)*	Combines policy evaluation with focus group discussions and qualitative data.	Offers comprehensive insight into both implementation outcomes and stakeholder feedback.	Integration can be complex, needs careful design.
Descriptive / Survey-Based	*Pasig City*	Gathers standardized data through questionnaires.	Useful for identifying broad trends and teacher needs in inclusive education.	May lack nuance or deep personal experiences.

Qualitative designs dominate inclusive education research in the Philippines. Regions such as Western Mindanao (Region IX), Isabela (Region II), and Quezon City (NCR) favored descriptive and phenomenological approaches, reflecting a focus on lived teacher experiences, stakeholder perceptions, and classroom realities. Grounded theory designs in Quezon City were applied to develop local frameworks of inclusive education. These helped capture the complexity of multi-stakeholder involvement—including teachers, administrators, and parents—where no unified national model is in place.

Quantitative approaches, as seen in Las Piñas City, were used to measure variables such as teacher demographics, attitudes, and preparedness. These designs are ideal for large-scale comparisons and serve policy-level decision-making. Mixed-method and clarificative evaluation designs, like those in Davao (Region XI), were implemented to measure not only outcomes but also the quality of implementation. These are particularly effective in evaluating systemic reforms like inclusive kindergarten education. Survey-based descriptive designs, such as in Pasig City, helped identify widespread trends such as insufficient materials, lack of

funding, and heavy teacher workload. While efficient, these methods often require qualitative follow-up to explore underlying causes.

The variation in research design reflects not only the researchers' goals but also the regional context, resource availability, and local educational priorities. Qualitative methods are most prevalent in rural or resource-limited regions (e.g., Region IX, Region II), where teacher voice and contextual understanding are more important than numerical generalizations. These designs give voice to classroom-level challenges and adaptive practices. Grounded theory in urban regions like NCR is used where diverse stakeholders are present, allowing researchers to build theory from bottom-up perspectives in the absence of a fully standardized inclusive education model. Quantitative studies, like in Las Piñas City, are typically conducted in areas with better infrastructure, trained personnel, and policy enforcement. These settings allow the use of structured tools like surveys and statistical analysis, supporting evidence-based planning and funding allocation.

Mixed-method approaches (e.g., Davao Region) are selected in contexts where both policy implementation and lived experiences matter. These regions often balance rural and urban settings and benefit from regular teacher training and program monitoring. Descriptive and survey-based designs (e.g., Pasig City) are valuable for capturing broad system-level data, especially for identifying needs in training, budgeting, and materials. However, they risk overlooking nuanced classroom dynamics unless paired with qualitative insights. At the end of the day, no single method dominates inclusive education research across the Philippines. Instead, researchers choose based on access, population, and local challenges. This methodological diversity strengthens the national understanding of inclusive education by capturing both the measurable and the meaningful aspects of practice.

Respondents and Sampling Analysis

Study Title	*Respondents*	*Sampling Method*	*Characteristics*
Inclusive Education: Perceptions and Attitudes Among Filipino High School Teachers (Region IX)	7 high school teachers	Purposive sampling	Small, single-group sample of experienced high school teachers, focused on perceptions and practical understanding of inclusive education.
Assessing the Implementation of Inclusive Education Among Children and Youth with Special Needs (Region II)	2 school heads, 13 teachers, 2 SPED teachers, and 213 parents (26 with special needs children, 187 without)	Purposive sampling (combined with convenience sampling)	Respondents were chosen based on their direct involvement in inclusive education, representing diverse school roles and family backgrounds.
Inclusive Education in the Philippines: Through the Eyes of Teachers, Administrators, and Parents of Children with Special Needs.	*91 total; 57 teachers, 14 administrators, 20 parents*	Purposive Sampling	Involved selected teachers, administrators, and parents with direct experience in inclusive education. Focused on their insights, attitudes, and practical challenges in implementation.
Inclusive Education: Navigating the Implementation and Challenges Among Public Elementary Teachers in Las Piñas City, Philippines	*251 public elementary teachers*	Random sampling	A large sample from two districts in Las Piñas City focused on teacher demographics, attitudes, and challenges in implementing inclusive education.
The Inclusive Kindergarten in the Philippines: Access and Ample Opportunities for Early Learners with Special Needs	*84 school administrators (principals) and 251 kindergarten teachers – a total of 335 respondents*	Purposive Sampling	School administrators who have been in service for 2 years or more. Kindergarten teachers with an experience of 2+ years in teaching. Only schools that were involved in the implementation of inclusive kindergarten programs were selected: Public schools (58), and Private schools (26)
Challenges Of Inclusive Education Program Implementation: Towards An Action Plan Development Psychology And Education: A Multidisciplinary Journal 2023.	*24 school administrators and 82 teachers*	Purposive Sampling	Educators actively involved in inclusive classrooms, mix of administrative and instructional roles.

Sample Size Variability

Sample sizes ranged widely, from as few as 7 high school teachers in Region IX to 335 respondents (administrators and kindergarten teachers) in the national-level kindergarten study. Larger samples, such as in Las Piñas with 251 teachers) were typically found in quantitative studies, providing broader trends and generalizable results. Smaller samples, especially in qualitative designs like Region IX and Region II, offered more focused insights into perceptions, experiences, and challenges, ideal for depth over breadth.

Respondents Groups

Teachers were the most frequently studied population, especially in public elementary and secondary schools. Some studies included school heads/administrators, offering leadership perspectives on IE implementation. Parents, both of children with and without special needs, were also included in Region II and NCR-based studies, broadening the scope of insights into home-school collaboration and community involvement. Students themselves were not primary respondents, showing a gap in learner-focused perspectives in the inclusive education research landscape.

Sampling Approaches

Purposive sampling was the most common method, especially in qualitative and mixed-method studies, where respondents were selected based on experience and involvement in inclusive programs. Random sampling was applied in the Las Piñas study, allowing for more statistically reliable generalizations. Some studies combined purposive and convenience sampling in Region II, ensuring respondent relevance while accommodating accessibility constraints. Across several studies, clear criteria for inclusion, such as the years of experience, involvement in inclusive classrooms, helped improve the validity of responses, even in non-random samples.

Education Levels Represented

Elementary education was the focus in most studies, such as in Las Piñas, Inclusive Kindergarten, Region IX. Secondary school teachers were the focus in Region IX. Early childhood education was highlighted in the Inclusive Kindergarten study, with both public and private schools participating. There was limited to no inclusion of tertiary-level respondents or student perspectives, indicating a possible gap in higher education-focused IE research. The respondents and sampling strategies across these inclusive education studies reveal a diverse but uneven landscape of research practice in the Philippines:

Studies with larger and structured samples demonstrate strong methodological design and enable generalizable findings, valuable for education policy development and program planning. Smaller, qualitative studies offer deep contextual and emotional insights, which are essential for understanding teacher perceptions, implementation barriers, and day-to-day classroom realities in inclusive education. Some studies, while rich in narrative data, lacked clear sampling procedures or detailed demographic information. This reduces replicability and overall research rigor, especially in cases where multiple stakeholder groups were included without a breakdown. The inclusion of parents, school administrators, and kindergarten teachers across several studies adds a multi-stakeholder perspective, enriching the findings and emphasizing the community-wide effort required for effective inclusion. However, the notable absence of student voices, particularly those with special needs, presents a significant gap, suggesting that future research must integrate learner perspectives to ensure inclusive education policies reflect lived experiences.

Thematic Clustering of Results

Study Title	*Region*	*Key Results/Findings*
Inclusive Education: Perceptions and Attitudes Among Filipino High School Teachers.	*Region IX*	Teachers showed positive attitudes toward inclusive education but highlighted moderate understanding and a need for more training and support.
Assessing the Implementation of Inclusive Education Among Children and Youth with Special Needs	*Region II*	Parents were involved consistently, and signs of inclusive practices were clearly present.
Inclusive Education in the Philippines: Through the Eyes of Teachers, Administrators, and Parents of Children with Special Needs.	*Region III*	Teachers, parents, and school heads were in favor of inclusive education, but many felt unsure how to do it right and needed more training and clearer support.
Inclusive Education: Navigating the Implementation and Challenges Among Public Elementary Teachers in Las Piñas City, Philippines	*National Capital Region (NCR)*	Teachers had good attitudes and supported inclusion, but faced issues like lack of training, materials, and uneven readiness
		(Clustered by Theme) Level of Implementation - IE in kindergarten programs is highly implemented - 6 out of 8 indicators are found "very high", with academic content and assessment as the highest, along with school policies and administrative support, teacher skills, knowledge

		and attitude, students, special subject areas/extracurricular activities, and community. - 2 indicators, teacher development and school environment, are found "high".
The Inclusive Kindergarten in the Philippines: Access and Ample Opportunities for Early Learners with Special Needs	*Region XI - Davao Region (Southern Philippines)*	Attainment of Program Objectives - Five components are rated "high" in terms of attainment (child find, assessment, program options, curriculum modification, and parental involvement) - Parental involvement and curriculum modification with highest mean scores, while child find with the lowest mean—which shows a need for better early identification of children with special needs. Best Practices - Modified curriculum (modifies teaching strategies in an inclusive classroom) (designs intervention programs for children with special education needs) - In-service training (assesses children having educational needs in their classroom) - Teacher dedication (progresses teacher performance and improves children's day-to-day functioning). Challenges - attitude of teachers towards inclusive education (some educators view disabilities as illnesses and inclusion as burdensome) - workload of teachers (difficulty in managing time and handling responsibilities) - acceptance of parents having children with special needs (some parents are supportive, while others are disengaged) - assessment and strategies in handling children with behavioral problems (lack of trainings and resources) High perceived competence in evaluation, teaching strategies, and classroom management
Challenges of Inclusive Education Program Implementation: Towards an Action Plan Development	*Pasig City*	Training, materials, and money are lacking. Heavy workload is a major problem. Admins and teachers see the same challenges.

Positive Attitudes and Support for Inclusive Education Are Widespread But Vary in Depth of Understanding. Most studies revealed positive teacher, administrator, and parent attitudes toward inclusive education. In Region IX (Western Mindanao), teachers showed supportive attitudes but admitted to moderate understanding and a need for training. In Region III (Quezon City), stakeholders favored inclusion but felt unsure how to implement it properly due to a lack of training and clear policies. In NCR (Las Piñas), teachers generally supported IE but cited issues like uneven readiness, missing materials, and limited training. Support for inclusion exists nationwide, but understanding and preparedness remain inconsistent, pointing to the urgent need for capacity-building efforts.

High Implementation Levels Observed in Well-Supported Regions. In Region XI (Davao), IE is strongly implemented at the kindergarten level, with 6 of 8 program indicators rated "very high" such as the school policies, academic content, and administrative support. Components like curriculum modification, assessment, and parental involvement received high scores. Best practices included modified teaching strategies, in-service training, and teacher dedication. When teacher skills, admin support, and parental involvement are aligned, inclusive education is not only feasible but highly effective.

Multi-Stakeholder Engagement Strengthens Inclusion Efforts. In Region II (Isabela), Parents actively participated, and inclusive practices were consistently observed. In Region III, teachers, school heads, and parents were all involved, though many felt they needed more structured guidance. Kindergarten study in Region XI emphasized the role of the community and home-school partnerships in sustaining IE. Cross-stakeholder collaboration—especially among parents, teachers, and administrators—is essential for inclusive education to thrive.

Persistent Challenges: Teacher Workload, Limited Training, and Resource Gaps. NCR (Las Piñas) and Pasig City reported problems with training access, teaching materials, and funding. In Pasig City, teachers and school heads agreed that heavy workload was a major issue. Region XI (Davao) noted concerns with attitudes toward disabilities, lack of strategies for behavioral challenges, and inconsistent parental acceptance. Despite willingness, systemic barriers like inadequate training, limited resources, and teacher burnout limit inclusive education's full potential.

Early Identification and Specialized Strategies Need Improvement. In Region XI (Davao), "Child find" scored lowest among IE components, revealing a need for improved early detection of children with special needs. Teachers also cited a lack of strategies and resources to manage behavioral concerns. Early identification systems and classroom intervention strategies must be prioritized to support the most vulnerable learners.

The results and findings across the reviewed inclusive education studies confirm its growing acceptance and potential in the Philippine context, but with clear limitations that the most successful implementations were observed in well-supported school environments, such as in Davao Region, Pasig City, where administrative backing, teacher training, and parental involvement were actively present. These settings demonstrated how inclusive education can function effectively when embedded in a supportive

ecosystem. Positive teacher attitudes and community support are the most consistent strengths—educators across all regions expressed empathy, patience, and a willingness to include students with special needs, even without formal training. These human-centered values are vital in creating inclusive spaces. Implementation success varies widely, depending on factors like training access, policy clarity, resource availability, and stakeholder readiness. Regions with unclear training systems or heavy teacher workloads struggle to move beyond good intentions. Significant barriers remain, including insufficient teaching materials, limited classroom strategies, and inconsistent understanding of inclusion practices. In some cases, teachers still viewed disabilities through a medical or deficit-based lens, suggesting a need for deeper values formation and mindset change.

Conclusions of the Reviewed Materials

Study Title	*Region*	*Summary of Conclusion*
Inclusive Education: Perceptions and Attitudes Among Filipino High School Teachers.	*Region IX*	Teachers generally hold positive perceptions of inclusive education; however, their ability to implement it is limited by a lack of training and institutional support. The study recommends incorporating inclusive education into teacher preparation programs and providing continuous support for teachers in the field.
Assessing the Implementation of Inclusive Education Among Children and Youth with Special Needs	*Region II*	Inclusive practices were already being applied in schools, with educators and administrators expressing strong support. However, the lack of sufficient training and limited access to materials made it difficult to fully carry out inclusive education.
Inclusive Education in the Philippines: Through the Eyes of Teachers, Administrators, and Parents of Children with Special Needs Teachers.	*Region III*	Most teachers, parents, and school heads believe in inclusive education, but many feel unsure about how to do it right. They need better training, clearer guidance, and steady support to make inclusion really work in classrooms.
Inclusive Education: Navigating the Implementation and Challenges Among Public Elementary Teachers in Las Piñas City, Philippines	*National Capital Region (NCR)*	Most teachers were young, female, and moderately experienced. Inclusive education was generally well practiced, but faced issues like infrastructure gaps, teacher biases, and varied readiness. Ongoing training, improved facilities, and strong policy support were recommended.
The Inclusive Kindergarten in the Philippines: Access and Ample Opportunities for Early Learners with Special Needs	*Region XI – Davao Region (Southern Philippines)*	The study concluded that the inclusive kindergarten program in Davao City is generally well-implemented. Despite some challenges, several best practices were observed to address the issues in IE implementation in kindergarten programs. Teacher trainings, child find of schools, and parent-community involvement should be given of utmost importance to improve and enhance IE for young children.
Challenges Of Inclusive Education Program Implementation: Towards An Action Plan Development Psychology And Education: A Multidisciplinary Journal 2023.	*District II, Pasig City*	Teachers and school heads are confident and capable of handling diverse learners. However, they still need more training, learning materials, and financial support. The study suggests creating an action plan to solve these problems and improve the program.

Inclusive Education Works—But Requires Training and Policy Alignment

Region IX (Western Mindanao) discussed that teachers have positive perceptions but struggle with implementation due to a lack of training and support. In Region III (Quezon City), stakeholders believe in inclusive education, but need clearer guidance and steady institutional backing. In Region II (Isabela), inclusive practices exist but are hindered by insufficient materials and professional development opportunities. Support for inclusive education is present, but success depends on integrating IE into teacher training and aligning it with school policies and resources.

Inclusive Education Bridges Gaps in Traditional Classrooms

In NCR (Las Piñas), teachers reported that inclusion is generally practiced, but biases, readiness gaps, and infrastructure issues hinder its full effect. The Davao study emphasized modified teaching strategies, in-service training, and curriculum adjustment—all geared to better meet diverse learning needs. Inclusive education addresses the limitations of traditional, one-size-fits-all instruction, helping modern classrooms serve all learners more equitably.

Implementation Success Varies Widely by Region and School Support

In Region XI (Davao), it showed well-implemented inclusive kindergarten programs, backed by admin support and teacher preparation. In Pasig City, teachers are competent and confident, but resource gaps and workload stress limit long-term success. Where there is strong leadership, structured training, and community involvement, inclusive education thrives, but success is uneven across regions.

Stakeholder Collaboration Enhances Program Outcomes

In Regions II and III, inclusion efforts involved parents, teachers, and school heads, reflecting shared responsibility. In Davao and Pasig, schools emphasized the value of community involvement and child find programs to reach underserved learners. Inclusive education is not a teacher-only task—multi-stakeholder collaboration enhances implementation and sustainability.

Challenges Remain—Resources, Bias, and Early Identification

In Pasig and Las Piñas, there are persistent issues with funding, access to materials, and infrastructure quality. In the Davao study, it was noted that difficulties with early identification ("child find") and teacher attitudes toward children with behavioral issues were uncovered. Despite positive momentum, critical gaps in funding, mindset, and diagnostic tools still need to be addressed for IE to be consistently effective.

The studies' conclusions collectively paint a picture of inclusive education as a promising but complex commitment in Philippine schools. It succeeds when aligned with clear policy, community involvement, and strong teacher support structures. It often leads to improved access, engagement, and emotional safety for learners with diverse needs, especially in well-supported regions. However, success is not guaranteed. Implementation quality depends heavily on training availability, administrative leadership, cultural attitudes, and sufficient classroom resources. Across studies, there is growing agreement that inclusive education must move beyond being a policy mandate—it must become an institutional culture, shaped by professional development, responsive curriculum, and whole-school collaboration.

Conclusion

The six reviewed studies on inclusive education reveal significant thematic and methodological similarities, highlighting a national trend of growing support for inclusive practices across Philippine schools. Across all regions, teachers, school heads, and parents generally express positive perceptions of inclusive education, viewing it as a moral and professional responsibility. Most studies employed qualitative approaches, emphasizing the importance of capturing the lived experiences of stakeholders to understand classroom realities and implementation challenges. A common thread among the findings is the need for structured and ongoing teacher training, better access to teaching materials, and adequate infrastructure to support diverse learners. Community and parental involvement also emerged as a recurring element, particularly in early childhood and kindergarten settings, where collaboration strengthens inclusive outcomes. While some areas, such as Davao and Pasig, demonstrate well-supported and effective models, others continue to face barriers related to funding, teacher readiness, and cultural attitudes toward disability. Like gamification research, inclusive education studies also lack long-term tracking, with most focusing on current perceptions and short-term results. Collectively, the studies suggest that inclusive education in the Philippines is gaining momentum but requires deeper systemic support to become fully embedded in school culture and practice.

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