



POLICY WHITE PAPER

Advancing Philippine STEM Education Through Transnational Knowledge Transfer and Teacher Capacity Building

A Five-Year Philippine Framework for Transnational STEM Teacher
Development, Inclusive Learning, and Evidence-Based Knowledge Transfer

Learning recovery | teacher capacity | inclusive STEM | diaspora knowledge circulation

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EXECUTIVE SUMMARY

The Philippines has already articulated the policy foundations for a modern form of national capacity building: strengthen education and science, improve teacher quality, recover lost learning, mobilize Filipino expertise wherever it resides, and localize implementation so that communities can own and sustain the results. The 1987 Constitution gives priority to education, science and technology, requires the State to enhance teachers' professional advancement, and directs the adaptation of technology from all sources for national benefit.¹

This white paper proposes a five-year framework for converting overseas professional experience into Philippine-owned capacity in Physics, Science, mathematics integration, inclusive instruction, teacher mentoring, and evidence-based learning recovery. The model is not a sequence of stand-alone webinars. It is a structured cycle of needs assessment, co-design, trainer development, classroom implementation, evidence collection, revision, local replication, and progressive transfer of leadership.

Philippine law and current government programs already recognize the developmental value of overseas Filipino knowledge. The Commission on Filipinos Overseas (CFO) was created to preserve ties with Filipinos abroad and to undertake programs concerning their activities in the Philippines. The Philippine Innovation Act goes further by establishing a Diaspora for Innovation and Development Program intended to mobilize high-level Filipino expertise for innovation and development.²³

The proposed framework connects that diaspora-development architecture with the country's learning-recovery and teacher-development agenda. It is designed around five principles: local relevance before replication; teacher capacity before scale; evidence before expansion; accessibility for underserved schools; and Philippine leadership as the end state.

CORE KNOWLEDGE-CIRCULATION CYCLE

OBSERVE AND LEARN -> DOCUMENT -> PHILIPPINE CONSULTATION -> CONTEXTUALIZE -> TRAIN -> IMPLEMENT -> MEASURE -> REVISE -> PHILIPPINE-LED REPLICATION

1. KNOWLEDGE CIRCULATION AS A PHILIPPINE DEVELOPMENT STRATEGY

Philippine migration policy has moved beyond a narrow view of diaspora contribution as remittances alone. BaLinkBayan describes itself as a one-stop platform for diaspora engagement and expressly seeks to tap the knowledge, expertise, skills, networks, material resources, and financial resources of overseas Filipinos for

¹ Republic of the Philippines, 1987 Constitution, art. II, sec. 17; art. XIV, secs. 1, 5, 10, and 12. <https://lawphil.net/consti/cons1987.html>

² Republic of the Philippines, Republic Act No. 11293, "Philippine Innovation Act," April 17, 2019, sec. 18, Diaspora for Innovation and Development. https://lawphil.net/statutes/repacts/ra2019/ra_11293_2019.html

³ Republic of the Philippines, Batas Pambansa Blg. 79, "An Act Creating the Commission on Filipinos Overseas and for Other Purposes," June 16, 1980. https://lawphil.net/statutes/bataspm/bp1980/bp_79_1980.html

Philippine development. This is an important policy signal: geographic distance need not prevent structured contribution when institutions provide mechanisms for coordination, accountability, and local ownership.⁴

Recent CFO-LGU initiatives reinforce the same direction. In Laoag, the CFO and the city government conducted capacity-building activities to localize the BaLinkBayan framework and help non-resident Filipinos remain active partners in local economic and social growth. In Palawan, the CFO and the provincial government similarly emphasized investment, tourism, philanthropy, and knowledge exchange as pathways for non-resident Filipinos to participate in local development.⁵⁶

The CFO's volunteer platform expressly discusses skills and knowledge transfer as a contemporary form of bayanihan. It identifies science and technology transfer, business and trade transfer, cultural and social transfer, and programs such as Balik Turo and Balik Scientist as channels through which overseas Filipinos can contribute expertise to the Philippines. The policy lesson is not that every foreign practice should be imported. The stronger lesson is that knowledge can circulate through organized partnerships in which local institutions define needs, select what is relevant, and retain responsibility for implementation.⁷

2. LEARNING RECOVERY REQUIRES MORE THAN SHORT-TERM REMEDIATION

The Academic Recovery and Accessible Learning (ARAL) Program Act established a national learning-intervention framework for learners who are below minimum proficiency levels, with particular attention to reading, mathematics, and science. The statutory choice to include science alongside foundational literacy and numeracy is significant. It recognizes that academic recovery must eventually restore subject-specific competence, not merely basic participation.⁸

DepEd Order No. 010, s. 2026 operationalizes summer remediation across public elementary and secondary schools. Its rationale acknowledges persistent gaps and reports that, at the end of School Year 2025-2026, substantial shares of learners in later key stages remained at low proficiency levels in mathematics. The Order therefore continues targeted intervention through ARAL summer programs and other remediation pathways.⁹

The same year also produced evidence that targeted intervention can generate movement at scale. DepEd reported that approximately 4.5 million learners who began the school year as struggling readers improved their proficiency level by year-end, based on the agency's literacy and numeracy assessment systems. The

⁴ Commission on Filipinos Overseas, "About BaLinkBayan," accessed September 30, 2026. <https://balinkbayan.gov.ph/about>

⁵ Commission on Filipinos Overseas, "CFO, Palawan LGU to Harness Non-resident Filipinos in Local Economic Development," August 4, 2026. <https://balinkbayan.gov.ph/news/cfo-palawan-lgu-to-harness-non-resident-filipinos-in-local-economic-development>

⁶ Commission on Filipinos Overseas, "CFO and LGU Laoag Collaborate to Build Localized Framework for Non-Resident Filipinos," July 13, 2026. <https://balinkbayan.gov.ph/news/cfo-and-lgu-laoag-collaborate-to-build-localized-framework-for-non-resident-filipinos>

⁷ Commission on Filipinos Overseas, "Volunteer: Developing Bayanihan Through Diaspora Volunteering," BaLinkBayan, accessed September 30, 2026. <https://balinkbayan.gov.ph/donate-and-volunteer/volunteer>

⁸ Republic of the Philippines, Republic Act No. 12028, "Academic Recovery and Accessible Learning (ARAL) Program Act," October 16, 2024. https://lawphil.net/statutes/repacts/ra2024/ra_12028_2024.html

⁹ Department of Education, DepEd Order No. 010, s. 2026, "Guidelines for the Implementation of 2026 Summer Remediation Programs," April 28, 2026. https://www.deped.gov.ph/wp-content/uploads/DO_s2026_010r.pdf

appropriate policy conclusion is neither complacency nor pessimism. It is that structured intervention, when tied to assessment and follow-through, can produce measurable gains and should be strengthened in subjects where cumulative learning gaps remain severe.¹⁰

For Physics and secondary Science, this means designing recovery around prerequisite concepts, misconceptions, mathematical reasoning, vocabulary, graph interpretation, and opportunities to revisit incomplete learning. A learner who has missed an early concept in force, waves, energy, measurement, or proportional reasoning may encounter compounding difficulty later. The framework proposed here therefore treats remediation as a continuous instructional design function rather than a one-time end-of-year event.

3. TEACHER CAPACITY IS THE SCALABLE UNIT OF REFORM

A national learning-recovery strategy cannot depend indefinitely on outside specialists. The scalable unit is the teacher who can diagnose a problem, select or adapt an intervention, observe evidence, and share the improved practice with colleagues. DepEd Order No. 35, s. 2016 established Learning Action Cells as school-based professional learning communities intended to improve teacher practice and learner achievement. The LAC structure provides an existing Philippine mechanism into which carefully designed knowledge-transfer activities may be integrated, where authorized by responsible school officials.¹¹

Republic Act No. 11713 strengthens the teacher-education system and institutionalizes the National Educators' Academy of the Philippines, emphasizing competence, integrity, continuing professional growth, modern teacher education, mentoring, research, and instructional-resource development. Republic Act No. 12288 adds a career-progression framework based on merit, fitness, competence, subject-area knowledge, pedagogical knowledge, professional standards, and responsive professional development. Together, these laws favor a model in which training produces demonstrated competence and usable instructional outputs rather than attendance certificates alone.^{12,13}

Inclusion must be built into that capacity. Republic Act No. 11650 requires an inclusive, equitable, and quality educational system for learners with disabilities and adopts a whole-of-community approach involving schools, families, the academe, and other stakeholders. For STEM training, inclusion therefore should not be a separate module added after the main curriculum. It should shape lesson design, laboratory access, language support, pacing, assessment, and the choice of materials from the outset.¹⁴

The strengthening of national STEM capacity is also visible in Republic Act No. 12310, which expanded the Philippine Science High School System and expressly promotes STEM education, research and

¹⁰ Department of Education, "DepEd, nagtala ng pag-angat sa literacy at numeracy sa buong bansa," May 6, 2026. <https://www.deped.gov.ph/2026/05/06/deped-nagtala-ng-pag-angat-sa-literacy-at-numeracy-sa-buong-bansa/>

¹¹ Department of Education, DepEd Order No. 35, s. 2016, "The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning," June 7, 2016. https://www.deped.gov.ph/wp-content/uploads/2018/10/DO_s2016_035.pdf

¹² Republic of the Philippines, Republic Act No. 12288, "Career Progression System for Public School Teachers and School Leaders Act," September 12, 2025. https://lawphil.net/statutes/repacts/ra2025/ra_12288_2025.html

¹³ Republic of the Philippines, Republic Act No. 11713, "Excellence in Teacher Education Act," April 27, 2022. https://lawphil.net/statutes/repacts/ra2022/ra_11713_2022.html

¹⁴ Republic of the Philippines, Republic Act No. 11650, "Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act," March 11, 2022. https://lawphil.net/statutes/repacts/ra2022/ra_11650_2022.html

development, innovation, and participation in international collaborations and scientific activities. Although the present framework is intended for a broader range of public-school communities, the statute illustrates the national importance attached to deeper STEM capability and stronger pathways into science and technology careers.¹⁵

4. NATIONAL EDUCATION REFORM FAVORS INTEGRATED, DATA-DRIVEN IMPLEMENTATION

Congress created the Second Congressional Commission on Education to conduct a comprehensive assessment of Philippine education and recommend targeted reforms. In 2026, Congress extended EDCOM II's term and expressly directed attention to measurable learning outcomes, teacher and school-leader development, inclusive learning environments, and emerging technologies.¹⁶¹⁷

The resulting National Education and Workforce Development Plan 2026-2035 describes an education system that should become integrated, responsive, and data-driven. The Senate adopted the plan as a ten-year national policy framework through Senate Concurrent Resolution No. 8. This long horizon matters. Learning recovery and teacher development should not be designed as disconnected projects with short funding lives; they should be connected to an enduring system of assessment, professional learning, implementation support, and accountability.¹⁸

EDCOM II's systematic review of twenty-two teacher professional-development programs in the Philippines found recurring drivers of success: alignment with curriculum, teacher effectiveness, professional collaboration, attention to learner outcomes, administrative support, cost-effective delivery, and sustained commitment. It also identified barriers such as financial constraints, weak connectivity, heavy workloads, resistance to change, and insufficient monitoring. A five-year knowledge-transfer strategy should therefore be designed around those realities rather than assuming that access to online content alone will change classroom practice.¹⁹

5. A PRACTICE-BASED EVIDENCE BASE FOR PHYSICS AND SCIENCE RECOVERY

The author's prior work provides two practical starting points for a Philippine-focused framework. The first is the use of Strategic Intervention Materials (SIM) as targeted instructional support. In a quasi-experimental

¹⁵ Republic of the Philippines, Republic Act No. 12310, "Expanded Philippine Science High School System Act," October 3, 2025. https://lawphil.net/statutes/repacts/ra2025/ra_12310_2025.html

¹⁶ Republic of the Philippines, Republic Act No. 12315, "An Act Extending the Term of the Second Congressional Commission on Education," March 4, 2026. https://lawphil.net/statutes/repacts/ra2026/ra_12315_2026.html

¹⁷ Republic of the Philippines, Republic Act No. 11899, "Second Congressional Commission on Education (EDCOM II) Act," July 23, 2022. https://lawphil.net/statutes/repacts/ra2022/ra_11899_2022.html

¹⁸ Second Congressional Commission on Education, "The National Education Plan (2026-2035)," 2026; Senate of the Philippines, Senate Concurrent Resolution No. 8, 20th Congress. <https://edcom2.gov.ph/publications/the-national-education-plan-2026-2035/>; <https://ldr.senate.gov.ph/legislative-issuance/senate-concurrent-resolution-no-8-20th-congress>

¹⁹ Frederick T. Talaue et al., "Systematic Review of Professional Development Programs for Teachers in the Philippines," Second Congressional Commission on Education, May 21, 2025. <https://edcom2.gov.ph/publications/systematic-review-of-professional-development-programs-for-teachers-in-the-philippines/>

Grade 7 Science study at Flora A. Ylagan High School, SIM was used to address wave concepts through materials aligned with DepEd competencies and validated by expert and master teachers. The reported results favored the SIM intervention over traditional instruction while also recognizing that learner differences require varied strategies.²⁰

The second is a Catch-Up Fridays model developed in Physics instruction. The model reserves structured time for students to revisit incomplete work, close conceptual gaps, receive feedback, and progress toward mastery. Its central contribution is not the particular day of the week but the design principle: build recovery time into the instructional system before small gaps become permanent barriers.²¹

These two approaches can be combined. SIM provides structured, competency-focused resources; scheduled catch-up cycles provide time and a routine for using them. In a Philippine implementation, neither approach should be treated as universally effective without local testing. Materials should be mapped to current competencies, piloted with participating teachers, adjusted for language and resources, and evaluated with baseline and follow-up evidence.

6. THE FIVE-YEAR TRANSNATIONAL STEM KNOWLEDGE-TRANSFER FRAMEWORK

The proposed framework uses a gradual progression from contextualization to Philippine-led replication. Five years allows sufficient time to avoid the common failure mode of introducing an intervention, documenting initial enthusiasm, and expanding before implementation quality is understood.

Year	Primary Purpose	Illustrative Outputs
Year 1	Contextualize and establish the evidence baseline	Needs assessment; curriculum mapping; partner consultation; baseline measures; initial module and toolkit prototypes
Year 2	Pilot and develop trainers	Lead-trainer cohort; demonstration teaching; Physics/Science intervention pilots; mentoring protocols; first implementation report
Year 3	Replicate across schools and professional communities	Cascade training; Learning Action Cell integration where approved; low-cost robotics and applied STEM activities; expanded digital repository

²⁰ Reymond S. Dela Cruz, "Effectiveness of Strategic Intervention Materials (SIM) on the Academic Performance of Grade 7 Students," Pantao (The International Journal of the Humanities and Social Sciences) 4, no. 3 (2025): 3722-3729. https://www.researchgate.net/publication/394662423_Effectiveness_of_Strategic_Intervention_Materials_SIM_on_the_academic_performance_of_grade_7_students

²¹ Reymond S. Dela Cruz, "Catch-up Fridays: Bridging Gaps and Boosting Learning in Physics," Pantao (The International Journal of the Humanities and Social Sciences) 4, no. 3 (2025): 4354-4357. https://www.researchgate.net/publication/395091019_Catch-up_Fridays_Bridging_gaps_and_boosting_learning_in_Physics

Year 4	Validate, compare, and refine	Cross-site action research; implementation fidelity review; revised modules; practitioner briefs; local co-leadership of major training components
Year 5	Institutionalize Philippine leadership and continuity	Philippine-led training cycle; succession roster; open/adaptable resource collection; final evaluation; five-year sustainability and research agenda

Year 1: Contextualization and Readiness

The first year should begin with Philippine needs, not foreign content. Participating schools or professional groups should identify priority competencies, common learner misconceptions, available technology, language considerations, teacher workload, and realistic implementation windows. Existing resources should then be mapped to these conditions. No module should be described as "best practice" merely because it originated abroad; its value should depend on relevance, feasibility, and evidence in the receiving context.

Year 2: Pilot, Trainer Development, and Coaching

The second year should prepare a core group of Philippine educators to become trainers and implementation coaches. Competence should be demonstrated through lesson facilitation, resource adaptation, peer observation, feedback, and an implementation portfolio. Classroom pilots should be small enough to permit close support and large enough to reveal operational problems.

Year 3: Responsible Replication

The third year should expand only the components that have shown acceptable feasibility and usefulness. Trained facilitators may lead school-based sessions, mentoring, or Learning Action Cell activities where permitted. A low-bandwidth repository should support teachers who cannot depend on continuous connectivity. The goal is not maximum reach at any cost, but wider reach without losing instructional quality.

Year 4: Cross-Site Validation and Research

By the fourth year, multiple implementation sites should produce enough evidence for comparison. Action research can examine which adaptations work under different resource conditions, which concepts remain difficult, whether trainer support predicts implementation quality, and which materials should be simplified or discontinued. Findings should be reported transparently, including negative or inconclusive results.



Year 5: Philippine-Led Sustainability

The final year should shift the center of gravity toward Philippine-based leadership. At least two local co-leaders should be prepared for each major module, materials should remain editable subject to attribution and institutional rules, and the repository should be organized so that future cohorts can use and improve the resources. The final evaluation should identify what should continue, what should be redesigned, and what should end.

7. GOVERNANCE, QUALITY ASSURANCE, AND ETHICAL SAFEGUARDS

A credible knowledge-transfer initiative requires governance equal to its educational ambition. Each participating institution should retain authority over curriculum alignment, teacher participation, student access, research approval, and use of local data. Student-level information should be de-identified for public reporting. Recorded sessions, photographs, or student work should be used only under applicable institutional permissions and privacy rules.

Quality assurance should operate at four levels: content accuracy; instructional usability; implementation fidelity; and outcome evidence. A resource may be scientifically correct but unusable in a large class. A workshop may be well received but fail to change instruction. A lesson may be implemented faithfully but show no measurable learner benefit. The framework should treat each of these as distinct questions and revise accordingly.

The Balik Scientist Act offers a Philippine example of structured expertise circulation: it supports short-, medium-, and long-term engagements, requires coordination with host institutions, monitors obligations, and assesses actual or anticipated impact. The present education framework is not the Balik Scientist Program, but the statute offers a useful governance lesson: diaspora expertise becomes more valuable when it is matched to host needs, time-bound, monitored, and evaluated.²²

8. PHILIPPINE JURISPRUDENCE: QUALITY AND INSTITUTIONAL JUDGMENT

Philippine jurisprudence does not prescribe a particular transnational teacher-development model. It does, however, reinforce principles relevant to program design. In *Tablarin v. Gutierrez*, the Supreme Court recognized the legitimacy of reasonable educational standards directed toward quality and professional competence. The implication for a teacher-capacity initiative is that participation alone should not be treated as proof of competence; trainer readiness should be demonstrated through observable performance and evidence.²³

²² *University of the Philippines v. Ayson*, G.R. No. 88386, August 17, 1989.

https://lawphil.net/judjuris/juri1989/aug1989/gr_88386_1989.html

²³ Republic of the Philippines, Republic Act No. 11035, "Balik Scientist Act," June 15, 2018.

https://lawphil.net/statutes/repacts/ra2018/ra_11035_2018.html

In *University of the Philippines v. Ayson*, the Court emphasized the institutional dimension of academic freedom and the authority of educational institutions to determine academic aims and how best to attain them. Applied cautiously to this context, the principle supports local institutional judgment: Philippine schools and educators should decide what is appropriate to teach, how imported or overseas-derived materials should be adapted, and whether a proposed method fits their learners and resources. The framework therefore positions overseas expertise as an input to Philippine decision-making, not a substitute for it.²⁴

9. LEGISLATIVE DIRECTION: STEM CAPACITY AND REINTEGRATION

Current legislative proposals also show continuing attention to STEM capacity and the organized relationship between Filipinos abroad and national development. House Bill No. 9735 proposes strengthening the STEM education system through curriculum reform, teacher development, infrastructure, school expansion, and scholarships. As of September 30, 2026, the measure remained pending in the House Committee on Basic Education and Culture and is cited here only as evidence of current legislative attention, not as binding law.²⁵

In parallel, Senate Bill No. 1776, one of the pending Bagong Balikbayan proposals, seeks a comprehensive, integrated, and sustainable reintegration program for overseas Filipino workers. It likewise remains pending and therefore carries no binding legal effect. Its relevance is directional: policymakers continue to consider more structured ways to connect overseas experience, reintegration, and national development.²⁶

These proposals should not be overstated. The stronger legal foundation remains existing law: the Constitution, the CFO mandate, the Philippine Innovation Act, ARAL, teacher-education and career-progression statutes, inclusive-education law, and the country's adopted ten-year education policy framework. The pending measures simply show that STEM strengthening and overseas Filipino engagement remain active areas of legislative concern.

10. MEASURABLE OUTCOMES FOR A FIVE-YEAR PROGRAM

A five-year program should be evaluated through a balanced scorecard that distinguishes reach from effect. Suggested indicators include:

- number and completion rate of lead trainers, with demonstration-based competency evidence;
- number of contextualized modules, intervention materials, and low-cost laboratory or robotics activities developed and reviewed;
- percentage of participating teachers who implement at least one transferred strategy and document its use;
- changes in teacher knowledge or confidence measured through pre- and post-training instruments;
- learner progress on selected competencies using locally approved baseline and follow-up measures;

²⁴ *Tablarin v. Gutierrez*, G.R. No. L-78164, July 31, 1987. https://lawphil.net/judjuris/juri1987/jul1987/gr_1-78164_1987.html

²⁵ House of Representatives, 20th Congress, House Bill No. 9735, "An Act Strengthening the Science, Technology, Engineering, and Mathematics (STEM) Education System through Curriculum Reform, Teacher Development, Modernized Infrastructure, School Expansion and Free Scholarships and Appropriating Funds Therefor," filed June 3, 2026; pending with the Committee on Basic Education and Culture as of September 30, 2026. <https://congress.gov.ph/house-members/view/G013>

²⁶ Senate of the Philippines, 20th Congress, Senate Bill No. 1776, "Bagong Balikbayan Act," filed February 5, 2026; pending in committee as of September 30, 2026. https://legacy.senate.gov.ph/lis/bill_res.aspx?congress=20&q=SBN-1776

- number and quality of classroom action-research or implementation briefs;
- frequency of mentoring, peer observation, and Learning Action Cell integration where authorized;
- number of Philippine-based facilitators who independently co-lead or lead modules by Years 4 and 5;
- accessibility of resources in low-bandwidth, downloadable, and editable formats; and
- evidence that unsuccessful practices were revised or discontinued rather than preserved for appearance.

This measurement approach is consistent with the national shift toward data-informed reform while avoiding a simplistic equation between attendance and impact. The desired endpoint is not a large archive of presentations. It is a Philippine professional community that can continue diagnosing learner needs, adapting resources, mentoring colleagues, generating evidence, and sustaining improvements without permanent dependence on one overseas educator.

11. POLICY CONCLUSION

The Philippines does not lack policy support for knowledge circulation. The constitutional mandate favors education, science, professional advancement, adaptation of technology, and local participation. Statutes support learning recovery, teacher development, inclusion, innovation, diaspora expertise, and STEM capacity. DepEd has institutional mechanisms for remediation and professional learning. CFO programs increasingly connect non-resident Filipinos with local development and skills transfer. EDCOM II has supplied a ten-year framework emphasizing integration, responsiveness, data, and sustained reform.

The remaining challenge is implementation architecture. A useful transnational education initiative must be disciplined enough to avoid symbolic volunteering and flexible enough to respect local context. It should begin with a Philippine-defined need, develop local trainers, test interventions in classrooms, measure results, revise openly, and move authority toward Philippine-based leaders.

A five-year horizon is appropriate because capacity building is developmental. Year 1 establishes context; Year 2 tests and prepares trainers; Year 3 expands responsibly; Year 4 validates and improves; Year 5 transfers leadership and institutional memory. Such a sequence turns international professional experience into a renewable Philippine resource rather than a one-time presentation.

For Physics and Science education in particular, the combination of targeted intervention materials, protected catch-up time, teacher mentoring, inclusive instructional design, applied STEM activities, and action research offers a practical route from learning recovery to durable capacity. The most important measure of success will be whether Philippine educators can eventually operate, improve, and replicate the system on their own.

ABOUT THE AUTHOR

Reymond Sus Dela Cruz, Ph.D., is a Physics and Science educator, mentor, and researcher with more than twenty-five years of teaching experience across secondary and postsecondary settings. His professional work includes Physics instruction, Science education, strategic intervention materials, learning-recovery design, robotics coaching, teacher mentoring, inclusive and differentiated instruction, and educational research. He earned a doctorate in Educational Management and continues advanced study in Special Education. His

practice has included work with diverse learners, curriculum collaboration, instructional-material development, and the mentoring of early-career educators. This white paper builds on that professional trajectory while locating the proposed framework within Philippine law, policy, administrative practice, jurisprudence, and current education-reform initiatives.