

BUILDING PHILIPPINE TEACHER CAPACITY FOR INCLUSIVE MATHEMATICS AND LEARNING RECOVERY

A Policy Framework for ARAL-Aligned Tiered Support, Accessible Instruction,
and Sustainable Knowledge Transfer

PHILIPPINE POLICY WHITE PAPER

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EXECUTIVE SUMMARY

The Philippines has entered a consequential stage of learning recovery. The Constitution requires the State to protect and promote the right to quality education and to maintain an educational system responsive to national and community needs. The Academic Recovery and Accessible Learning (ARAL) Program Act now provides a statutory national intervention architecture for learners who fall below expected proficiency, including in mathematics, while DepEd implementing guidelines operationalize identification, tutoring, intervention, and monitoring mechanisms.^{1 2}

The urgency remains significant even as national indicators improve. DepEd's 2026 summer remediation guidance expressly includes ARAL-Mathematics among the four ARAL components and treats targeted remediation as part of the continuing effort to close learning gaps. In May 2026, DepEd reported that the number of learners assessed as “not or low proficient” in mathematics declined from about 13 million at the beginning of School Year 2025-2026 to about 6.8 million by year-end. That improvement is material, but the remaining scale of need supports a sustained shift from episodic remediation toward stronger classroom instruction, earlier identification, accessible intervention, and teacher capacity that can be reproduced across schools.^{3 4}

This white paper proposes a Philippine adaptation of an inclusive mathematics and tiered-support model: a coherent system that links high-quality core mathematics instruction, targeted ARAL-aligned intervention, individualized support for learners with disabilities, and continuing professional development for teachers. It is designed to complement not replace DepEd programs. The proposal is also consistent with the Quality Basic Education Development Plan (Q-BEDP) 2025-2035, which emphasizes evidence, decentralized experimentation, evaluation, learning, and knowledge sharing.⁵

The proposed design draws conceptually from two 2026 publications by Imelda E. Aguilar. The first organizes inclusive mathematics around accessible core instruction, tiered support, language and disability access, educator capacity, and data-driven evaluation. The second focuses on the workforce architecture required to sustain implementation through stackable competency development, coaching, and instructional leadership. For this Philippine white paper, those design

¹Republic 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; Department of Education, DepEd Order No. 018, s. 2025, Implementing Guidelines of the Academic Recovery and Accessible Learning (ARAL) Program, June 13, 2025, <https://www.deped.gov.ph/2025/06/13/june-13-2025-do-018-s-2025-implementing-guidelines-of-the-academic-recovery-and-accessible-learning-program/>.

²Republic of the Philippines, 1987 Constitution, art. XIV, secs. 1-2, <https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/3/353>.

³Department 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/>.

⁴Department of Education, DepEd Order No. 010, s. 2026, Guidelines for the Implementation of the 2026 Summer Remediation Programs, April 28, 2026, https://www.deped.gov.ph/wp-content/uploads/DO_s2026_010r.pdf.

⁵Department of Education, Quality Basic Education Development Plan 2025-2035: An Implementation Strategy for the 5-Point Education Reform Agenda, 2025, <https://www.deped.gov.ph/wp-content/uploads/Quality-Basic-Education-Development-Plan-QBEDP-2025-to-2035-29-July-2025.pdf>.

concepts are re-grounded entirely in Philippine law, policy, and institutions; no foreign legal standard is relied upon.^{6 7}

DESIGN RULE

“MTSS” is used in this paper only as a descriptive systems-design term for organizing increasingly intensive levels of learner support. It is not presented as a Philippine statutory mandate. The operative legal and administrative anchors are Philippine: ARAL, inclusive-education legislation, DepEd professional-development policies, local-governance rules, and related Philippine issuances.

I. AUTHORIAL AND PROFESSIONAL FOUNDATION

Dr. Imelda E. Aguilar is a licensed professional teacher in the Philippines and U.S.A. with a Doctor of Philosophy in Educational Leadership and Management and a Master of Arts in Education specializing in Special Education. Her professional experience spans nearly two decades of elementary, special-needs, and secondary education practice. In Philippine public-school settings, she taught learners with autism, Down syndrome, hearing impairment, visual impairment, and other special educational needs; prepared individualized education plans; adapted general-education lessons in mathematics, English, and science; coordinated with parents; helped establish and lead a special education program; and mentored teachers in inclusive practice. Her later secondary-school work has added differentiated mathematics instruction, multilingual learner support, behavioral intervention, progress monitoring, co-teaching, and multidisciplinary planning.

That combination matters for the proposed Philippine initiative because the model is not limited to subject-matter training. It requires the integration of mathematics pedagogy, disability access, language-responsive instruction, teacher coaching, data use, and instructional leadership. Dr. Aguilar’s doctoral work on leadership and teacher performance, graduate preparation in special education, classroom experience, and sustained exposure to tiered intervention and professional learning provide a practical basis for a knowledge-transfer role focused on implementation rather than abstract advocacy.

II. PHILIPPINE LEGAL AND POLICY ARCHITECTURE

A. Inclusive education is a system obligation, not a separate program

Republic Act No. 11650 establishes inclusion as a policy across early and basic education and defines inclusive education in terms of accommodation, modification, adaptation, and individualization. It also recognizes Universal Design for Learning (UDL), institutionalizes

⁶Imelda E. Aguilar, “Building National Teacher Capacity for Inclusive MTSS Implementation: A Micro-Credentialing and Instructional Leadership Framework,” International Research Journal of Education and Technology 9, no. 2 (February 1, 2026), <https://www.irjweb.com/viewarticle.php?aid=Building-National-Teacher-Capacity-for-Inclusive-MTSS-Implementation%3A-A-Micro-Credentialing-and-Instructional-Leadership-Framework>.

⁷Imelda E. Aguilar, “Designing a National Inclusive Mathematics and MTSS Framework for Diverse Learners, Including English Language Learners and Deaf/Hard-of-Hearing Students,” International Research Journal of Education and Technology 9, no. 1 (January 21, 2026), <https://www.irjweb.com/viewarticle.php?aid=Designing-a-National-Inclusive-Mathematics-and-MTSS-Framework-for-Diverse-Learners%2C-Including-English-Language-Learners-and-Deaf%2FHard-of-Hearing-Students>.

individualized education planning, and requires the development of Inclusive Learning Resource Centers (ILRCs) and teacher capability-building. This is directly compatible with an inclusive mathematics model in which access is designed into instruction before learners fail, while more individualized supports remain available when needed.⁸

For Deaf learners, Republic Act No. 11106 declares Filipino Sign Language (FSL) the national sign language of the Filipino Deaf and requires its use as the language of instruction in deaf education, subject to individual choice and appropriate communication modes. Accordingly, an inclusive mathematics initiative must treat visual representation, accessible instructional materials, communication access, and FSL-aware planning as core design requirements rather than optional accommodations. DepEd Order No. 044, s. 2021 likewise provides an administrative framework for educational programs and services for learners with disabilities within the K to 12 system.^{9 10}

B. Teacher capacity already has a Philippine quality-assurance structure

Republic Act No. 11713 strengthens teacher education, institutionalizes the National Educators' Academy of the Philippines (NEAP), links pre-service and in-service development, and assigns the Teacher Education Council a central role in evidence-based standards, professional growth, research, and quality assurance. Republic Act No. 10912 separately establishes continuing professional development for regulated professions and recognizes formal, nonformal, informal, online, and self-directed learning, together with accumulated credit units and quality assurance.^{11 12}

At the basic-education level, the Philippine Professional Standards for Teachers (PPST) provide a career-stage framework for teacher development and a basis for learning programs, performance support, selection, and promotion. DepEd Order No. 35, s. 2016 supplies a practical school-based delivery mechanism through Learning Action Cells (LACs), which are intended as collaborative professional-development communities focused on teaching and learning. NEAP recognition and credit-unit banking policies add a formal quality-assurance pathway for professional-development programs and courses.^{13 14 15}

⁸Republic 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; Department of Education et al., Implementing Rules and Regulations of Republic Act No. 11650, July 18, 2024, <https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/2/101580>.

⁹Department of Education, DepEd Order No. 044, s. 2021, Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program, November 2, 2021, https://www.deped.gov.ph/wp-content/uploads/2021/11/DO_s2021_044.pdf.

¹⁰Republic of the Philippines, Republic Act No. 11106, Filipino Sign Language Act, October 30, 2018, https://lawphil.net/statutes/repacts/ra2018/ra_11106_2018.html.

¹¹Republic of the Philippines, Republic Act No. 10912, Continuing Professional Development Act of 2016, July 21, 2016, https://lawphil.net/statutes/repacts/ra2016/ra_10912_2016.html.

¹²Republic 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.

¹³Department of Education, DepEd Order No. 001, s. 2020, Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders, January 9, 2020, https://www.deped.gov.ph/wp-content/uploads/2020/01/DO_s2020_001.pdf; Department of Education, DepEd Order No. 020, s. 2020, Adoption and Implementation of NEAP Professional Development Credit Unit Banking Mechanism for Participation of Teachers and School Leaders in NEAP-Recognized Professional Development Programs and Courses, August 20, 2020, https://www.deped.gov.ph/wp-content/uploads/2020/08/DO_s2020_020.pdf.

¹⁴Department 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.

These authorities make it unnecessary to create a parallel credentialing bureaucracy. The more defensible Philippine approach is to design short, stackable competency modules that are mapped to PPST domains and delivered through recognized professional-development channels. Any “micro-credential” or digital badge should initially be described as a proposed competency record and should not be represented as NEAP-recognized or PRC-accredited unless and until the relevant Philippine authority grants that status.

C. Local adaptation and underserved communities are built into the governance framework

Republic Act No. 9155 places the school at the heart of the formal education system and recognizes governance structures that translate national policy into programs responsive to local needs. This supports a design in which the framework is nationally coherent but locally adapted through regional offices, schools division offices, school heads, LACs, ILRCs, and local partners. The 2026 Last Mile and GIDA Schools Act further directs evidence-based support for geographically isolated, disadvantaged, and underserved communities and requires attention to learner participation, retention, and outcomes. The proposed model should therefore be tested in settings that include—not exclude—schools facing access and resource constraints.^{16 17}

Table 1. Philippine policy alignment of the proposed framework

Philippine authority	Policy function	Proposed operational use
RA 12028 / ARAL	Learning recovery for below-proficiency learners	Targeted mathematics intervention, progress checks, transition back to strong core instruction
RA 11650 / ILRC framework	Inclusive education, UDL, individualized support	Accessible mathematics design, IEP-responsive supports, ILRC coordination
PPST / LAC / NEAP	Teacher standards and continuing professional learning	Competency modules, coaching, lesson study, school-based learning cycles
RA 9155	Decentralized basic-education governance	Local contextualization through SDOs and schools while preserving DepEd authority
RA 12321	Support for Last Mile, GIDA, and underserved schools	Equity-oriented pilot selection and remote/hybrid capacity delivery

¹⁵Department of Education, DepEd Order No. 42, s. 2017, National Adoption and Implementation of the Philippine Professional Standards for Teachers, August 11, 2017, https://www.deped.gov.ph/wp-content/uploads/2017/08/DO_s2017_042.pdf.

¹⁶Republic of the Philippines, Republic Act No. 12321, Last Mile and GIDA Schools Act, July 22, 2026, https://lawphil.net/statutes/repacts/ra2026/ra_12321_2026.html.

¹⁷Republic of the Philippines, Republic Act No. 9155, Governance of Basic Education Act of 2001, August 11, 2001, https://lawphil.net/statutes/repacts/ra2001/ra_9155_2001.html.

III. THE PROPOSED BAYANIHAN INCLUSIVE MATHEMATICS CAPACITY FRAMEWORK

The proposed framework has five mutually reinforcing components. First, inclusive core mathematics instruction should be designed for variability from the outset through multiple representations, explicit modeling, visual supports, structured mathematical language, formative checks, and opportunities for different forms of learner response. Second, learners who remain below expected proficiency should receive targeted, time-bounded support aligned with ARAL and school intervention procedures. Third, learners requiring more intensive or individualized support should receive coordinated services consistent with inclusive-education, IEP, ILRC, and communication-access requirements. Fourth, teachers should receive job-embedded professional development linked to actual classroom evidence. Fifth, implementation should be monitored through learner outcomes, participation, teacher practice, and fidelity indicators.

Table 2. A Philippine tiered-support architecture for mathematics

Level	Primary function	Illustrative Philippine-aligned practices
Core / Universal	Prevent avoidable learning barriers and build mastery for the broadest number of learners.	UDL-informed lesson design; explicit mathematics vocabulary; visual and concrete representations; frequent formative assessment; flexible grouping; accessible materials.
Targeted	Provide additional support to learners identified as below expected proficiency.	ARAL-Mathematics-aligned small-group instruction; focused skill cycles; short-interval progress checks; LAC review of common misconceptions and intervention response.
Intensive / Individualized	Respond to persistent or disability-related barriers requiring individualized planning.	IEP-linked mathematics goals where applicable; ILRC collaboration; reasonable accommodation; FSL/communication access; individualized pacing and specialized instructional supports.
Cross-cutting system	Strengthen implementation quality and sustainability.	Teacher coaching; data review; school leadership; family communication; implementation monitoring; locally adapted training resources.

IV. TEACHER CAPACITY: FROM ONE-TIME TRAINING TO DEMONSTRATED PRACTICE

A central risk in education reform is treating training attendance as equivalent to implementation. The proposed capacity model instead requires evidence of practice. Each module should combine

concise content, a classroom application task, an artifact or observation, reflection, and coaching feedback. The unit of progress is therefore not the seminar certificate but demonstrated use of the skill in a Philippine classroom.

The recommended stack comprises five competency domains:

- Inclusive Mathematics and UDL: designing lessons with multiple representations, response options, and participation pathways while maintaining grade-level expectations.
- Learning Recovery and Tiered Intervention: using DepEd-approved assessment information to identify priority skills, plan targeted mathematics support, and review response to intervention.
- Language-Responsive Mathematics: teaching mathematical vocabulary, reasoning, and problem representation in ways that reduce avoidable language barriers while respecting current DepEd language policy.
- Deaf and Hard-of-Hearing Access: planning visually accessible mathematics, coordinating communication supports, and respecting FSL and individual communication choices under Philippine law.
- Data, Coaching, and Instructional Leadership: facilitating LAC inquiry cycles, analyzing common learner errors, documenting implementation, and developing school-based coaches who can support peers.

Progression can be organized as Practitioner, Coach, and Lead Facilitator pathways. The labels are functional rather than regulatory. Formal recognition should be pursued through existing NEAP and PRC processes where appropriate. This keeps the model aligned with Philippine quality assurance and creates a pathway from individual teacher learning to school-level implementation capacity.

V. DIASPORA KNOWLEDGE TRANSFER AS A PHILIPPINE DEVELOPMENT MECHANISM

The Commission on Filipinos Overseas (CFO) provides an established Philippine policy channel for engaging overseas Filipinos in national and local development. BaLinkBayan describes itself as a digital gateway connecting overseas Filipinos with opportunities to start businesses, volunteer, donate, and access government services. For education, the relevance is not that CFO becomes an instructional regulator; rather, it can facilitate connections through which overseas expertise is matched with Philippine institutions that retain legal and professional authority over program implementation.¹⁸

Recent CFO-LGU practice reinforces the viability of localized knowledge-transfer arrangements. In July 2026, CFO and Laoag City conducted capacity-building activities to localize the BaLinkBayan framework, including program mapping and technical skills transfer to LGU personnel. In August 2026, CFO and the Provincial Government of Palawan expressly identified knowledge exchange, alongside investment, tourism, and philanthropy, as a contribution that non-resident Filipinos can

¹⁸Commission on Filipinos Overseas, “BaLinkBayan Contact,” accessed October 7, 2026, <https://balinkbayan.gov.ph/contact>.

make to local development. These examples support a structured education model in which a Filipino professional abroad contributes expertise through an accountable partnership with DepEd offices, LGUs, schools, or other authorized institutions.^{19 20}

For Dr. Aguilar, the knowledge-transfer role should be specific and bounded: co-develop contextualized training modules with Philippine partners; train an initial cohort of teacher-facilitators; demonstrate inclusive mathematics lesson design; support LAC-based coaching cycles; develop implementation tools; mentor local leads through a defined transition period; and transfer ownership of materials and routines to Philippine educators. Sustainability should be measured by the ability of local facilitators to continue the work without continuing dependence on the original resource person.

VI. PILOT IMPLEMENTATION AND GOVERNANCE

The framework should begin as a bounded pilot rather than a claim of immediate nationwide adoption. A willing Schools Division Office, selected schools, an ILRC or special-needs focal unit, and a partner LGU could jointly establish a twelve-month implementation cycle. Where feasible, the pilot should include at least one underserved or GIDA cluster so that accessibility, connectivity, staffing, and contextualization challenges are tested rather than deferred.

Phase 1 — Contextualization and baseline

The implementing team should map existing mathematics achievement data, ARAL arrangements, LAC schedules, inclusive-education resources, teacher development priorities, and available accessibility supports. Training content should be reviewed for alignment with current DepEd curriculum and assessment rules. No imported screening instrument or instructional requirement should displace DepEd-authorized tools or local decision-making.

Phase 2 — Training of teacher-facilitators

A first cohort should complete the foundational modules and produce evidence of classroom application. Local school heads and designated coaches should participate from the beginning so that the training is linked to school improvement, observation, feedback, and LAC routines rather than operating as an external seminar series.

Phase 3 — Classroom implementation and coaching

Teachers should implement short inquiry cycles: identify a learning barrier; select an inclusive or targeted strategy; apply it; collect learner evidence; discuss results in a LAC or coaching session; and retain, revise, or discontinue the strategy based on evidence. Where learners with disabilities

¹⁹Commission 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>.

²⁰Commission 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>.

require individualized supports, teachers should coordinate with the relevant school and ILRC processes rather than treating the tiered framework as a substitute for IEP-based planning.

Phase 4 — Evaluation, refinement, and controlled replication

At the end of the pilot, the SDO and school partners should compare baseline and endline indicators, review implementation fidelity, document barriers, identify adaptations, and decide whether the model should be revised, extended, or discontinued. Replication should occur only after the pilot yields credible evidence of feasibility and added value.

VII. MEASUREMENT AND ACCOUNTABILITY

The framework should use a small, disciplined set of indicators tied to decisions rather than a burdensome reporting system. Learner measures can include movement across DepEd mathematics proficiency categories, progress on priority competencies, ARAL participation and completion, attendance, and—where applicable—progress on individualized goals. Teacher measures can include completion of application tasks, quality of lesson artifacts, observed use of inclusive strategies, and evidence of data-informed instructional adjustment. System measures can include LAC implementation, coaching frequency, retention of trained facilitators, accessibility of materials, and the proportion of participating schools able to sustain routines without external facilitation.

Evaluation should also ask an equity question: who benefits and who does not? Data should be examined, where lawfully available and operationally appropriate, by disability status, school context, geographic disadvantage, and other locally relevant learner characteristics. The goal is to detect whether an intervention that appears successful in aggregate is leaving particular groups behind.

VIII. CURRENT NATIONAL POLICY AND LEGISLATIVE DIRECTION

The proposed framework is timely because Philippine education policy is moving toward stronger evidence, teacher development, and context-sensitive pedagogy. Republic Act No. 12322, which became law in August 2026, gives DepEd flexibility to determine the pedagogical approaches it considers most effective for mastery, subject to periodic review for relevance and effectiveness. That flexibility favors disciplined piloting and evaluation: innovation is defensible when it remains under DepEd authority, is responsive to learners, and is tested against outcomes.²¹

Congress has also adopted the National Education and Workforce Development Plan 2026-2035 and EDCOM II recommendations as a ten-year policy framework through Senate Concurrent Resolution No. 8. In the House of Representatives, pending measures further demonstrate legislative attention to mathematics and STEM teacher development. House Bill No. 7064 proposes

²¹Republic of the Philippines, Republic Act No. 12322, An Act Allowing the Department of Education the Flexibility to Determine the Pedagogical Approaches to Be Implemented in the Basic Education Curriculum, August 2, 2026, https://lawphil.net/statutes/repacts/ra2026/ra_12322_2026.html.

strengthening basic-education quality through the development of globally competitive science and mathematics teachers, while House Bill No. 9735 proposes a broader STEM package that includes curriculum reform and teacher development. These bills are not controlling law and should not be treated as enacted policy; they are relevant only as indicators of current legislative concern with teacher quality and mathematics/STEM capacity.^{22 23 24}

IX. PHILIPPINE JURISPRUDENTIAL ANCHOR

Philippine jurisprudence supports a careful distinction between legitimate educational quality regulation and overbroad control. In *Pimentel v. Legal Education Board*, the Supreme Court recognized the State's authority to pursue quality education through reasonable supervision and regulation while emphasizing constitutional limits and the need for reasonableness. *Pimentel* concerned legal education, not K to 12 mathematics, and therefore does not prescribe the design of this initiative. Its relevance is narrower: education reform should remain connected to lawful institutional authority, quality objectives, and reasonable implementation. The proposed framework follows that principle by locating decision-making within existing DepEd, school, and Philippine professional-development structures rather than creating a private parallel system.²⁵

X. POLICY RECOMMENDATIONS

A Philippine pilot should proceed only through institutional cooperation and documented quality assurance. The following actions are recommended:

- DepEd alignment first. Secure participation of the relevant SDO and school leadership, and map every intervention component to existing curriculum, ARAL, inclusive-education, and teacher-development rules.
- Use ARAL as the targeted-recovery anchor. Do not duplicate or compete with ARAL-Mathematics; strengthen teacher ability to identify learning gaps, deliver focused support, and connect remediation to stronger core instruction.
- Build accessibility into mathematics design. Apply UDL, reasonable accommodation, ILRC coordination, and FSL/communication-access principles from the outset rather than after a learner fails to participate.

²²House of Representatives of the Philippines, 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 Thereof," filed June 3, 2026, pending with the Committee on Basic Education and Culture as of October 7, 2026, <https://www.congress.gov.ph/legislative-documents?page=20>.

²³House of Representatives of the Philippines, House Bill No. 7064, "An Act Strengthening the Quality of Basic Education by Developing Globally Competitive Science and Mathematics Teachers and Appropriating Funds Thereof," filed January 12, 2026, pending with the Committee on Basic Education and Culture as of October 7, 2026, <https://www.congress.gov.ph/legislative-documents?congress=20&page=15>.

²⁴Senate of the Philippines, Senate Concurrent Resolution No. 8, 20th Congress, adopting the National Education and Workforce Development Plan (2026-2035) and recommendations of the Second Congressional Commission on Education as a ten-year policy framework, adopted March 18, 2026, <https://ldr.senate.gov.ph/legislative-issuance/senate-concurrent-resolution-no-8-20th-congress>.

²⁵Supreme Court of the Philippines, *Pimentel v. Legal Education Board*, G.R. Nos. 230642 and 242954, September 10, 2019, https://www.lawphil.net/judjuris/juri2019/sep2019/gr_230642_2019.html.

- Deliver teacher development through Philippine structures. Use LACs, coaching, PPST mapping, and, where pursued, NEAP/PRC recognition pathways. Avoid presenting proposed badges or modules as officially accredited before approval.
- Create a train-the-trainer exit strategy. Require local facilitators to demonstrate the ability to deliver modules, coach peers, analyze data, and revise materials so that expertise remains in Philippine institutions.
- Prioritize underserved contexts. Include schools serving disadvantaged communities, with delivery modes and materials designed for resource variability and connectivity constraints.
- Measure before scaling. Establish baseline indicators, short-cycle monitoring, endline review, and a written replication decision. Scale only elements that demonstrate feasibility, accessibility, and educational value.
- Use diaspora platforms as connectors, not substitutes for education authorities. CFO/BaLinkBayan and LGU partnerships can help mobilize overseas expertise, while DepEd and Philippine professional bodies retain their respective statutory roles.

CONCLUSION

The Philippines does not need another stand-alone education reform layered on top of existing mandates. It needs better connection among mandates already in force: learning recovery under ARAL; inclusive education and UDL under Republic Act No. 11650; FSL and communication access under Republic Act No. 11106; teacher standards and continuing professional development under PPST, NEAP, and national teacher-education laws; local adaptation under Republic Act No. 9155; and targeted support for underserved schools under the Last Mile and GIDA Schools Act.

The Bayanihan Inclusive Mathematics Capacity Framework is therefore best understood as an implementation bridge. It converts those policy commitments into a practical sequence of accessible classroom design, targeted mathematics intervention, individualized support, job-embedded teacher learning, instructional coaching, and locally owned leadership. Dr. Aguilar's professional background and published framework provide a credible technical starting point; Philippine law and institutions provide the governing structure. The decisive test should be practical: whether the model strengthens teacher capacity, improves mathematics access and mastery, and leaves participating Philippine schools with greater independent capability than they had before the knowledge transfer began.