

BUILDING SUSTAINABLE INCLUSIVE EDUCATION CAPACITY IN THE PHILIPPINES

A Five-Year Knowledge-Transfer and Teacher-Leadership Framework for Learners with Disabilities

Zenith G. Rosales

*Founder, Zenith IDEA & Inclusion Consulting
Special Education Team Leader, Bayanihan Teachers™*

ABSTRACT

The Philippines has established a substantial legal and policy foundation for inclusive education, yet the practical value of that framework depends on whether schools and educators can translate statutory commitments into consistent instructional practice. Republic Act No. 11650 institutionalizes inclusion and services for learners with disabilities and provides for Inclusive Learning Resource Centers, individualized educational planning, capacity development, support services, and a multi-year implementation structure. The Department of Education subsequently disseminated the Act's implementing rules through DepEd Memorandum No. 043, s. 2025, providing an operational reference for implementation across the basic education system.

This white paper proposes a five-year knowledge-transfer and teacher-leadership framework for strengthening inclusive education capacity in the Philippines. The framework connects specialized professional knowledge with teacher development, Learning Action Cells, school-based application, accessible instructional resources, academic recovery, mentoring, and locally led replication. Its premise is that expertise creates greater public value when it is contextualized for Philippine conditions, applied in actual instructional settings, measured, refined, transferred to other educators, and ultimately sustained by Philippine practitioners themselves.

The model therefore moves beyond one-time seminars. It organizes professional learning as a continuing cycle of preparation, implementation, observation, evaluation, mentoring, and train-the-trainer development. The intended endpoint is not permanent dependence on an external source of expertise, but a distributed network of Philippine educators capable of adapting, teaching, and sustaining inclusive practices within their own professional communities.

Keywords: *inclusive education; learners with disabilities; teacher capacity; knowledge transfer; Learning Action Cells; Inclusive Learning Resource Centers; academic recovery; teacher leadership; Philippines*



I. EXECUTIVE SUMMARY

The central challenge for inclusive education in the Philippines is no longer simply whether inclusion is recognized in law. The more consequential implementation question is whether schools, teachers, instructional leaders, families, and support systems possess the practical capacity to convert legal and policy commitments into meaningful participation and learning. The 1987 Constitution protects and promotes the right of citizens to quality education and directs the State to take appropriate steps to make education accessible to all.¹ The Magna Carta for Disabled Persons likewise requires access to quality education and directs educational institutions and public authorities to consider the requirements of persons with disabilities in educational policies and programs.² Republic Act No. 11650 develops that framework further by establishing a specific policy of inclusion and a system of services for learners with disabilities.³

This paper responds to that implementation challenge through five mutually reinforcing elements: teacher capacity, contextualized instructional resources, school-based implementation, measurable learner support, and Philippine-led replication. Together, these elements are intended to help move inclusive education from policy recognition toward repeatable professional practice.

**TEACHER CAPACITY → CONTEXTUALIZED RESOURCES → SCHOOL-BASED IMPLEMENTATION → MEASURABLE
LEARNER SUPPORT → PHILIPPINE-LED REPLICATION**

Professional development is therefore treated as an implementation process rather than an isolated event. Educators acquire knowledge, contextualize it for their learners and schools, demonstrate and apply the practice, observe results, document outcomes, refine the intervention, and transfer successful approaches to other educators. The framework is designed to complement existing government programs, school leadership, Department of Education authority, and Philippine professional-development structures. It does not create a parallel regulatory system; instead, it offers an organized pathway through which specialized experience can be transformed into locally relevant resources and progressively transferred to Philippine practitioners.

II. THE PHILIPPINE INCLUSIVE-EDUCATION IMPERATIVE

Inclusive education requires more than the physical enrollment of a learner with disability in a school. Meaningful inclusion depends on access to appropriate instruction, accessible materials, communication supports, reasonable accommodation, individualized planning, responsive assessment, family participation, trained personnel, and mechanisms for determining whether support actually reaches the learner. Republic Act No. 11650 provides the principal contemporary statutory foundation for these elements, including individualized education planning, support and related services, Inclusive Learning Resource Centers, teacher and family capacity building, and monitoring mechanisms.⁴

The Department of Education's dissemination of the implementing rules through DepEd Memorandum No. 043, s. 2025 reinforces the operational character of the law by providing a current administrative reference for

¹ Republic of the Philippines, 1987 Constitution, art. XIV, secs. 1-2. <https://lawphil.net/consti/cons1987.html>

² Republic of the Philippines, Republic Act No. 7277, "Magna Carta for Disabled Persons," March 24, 1992, secs. 12-14. https://lawphil.net/statutes/repacts/ra1992/ra_7277_1992.html

³ Republic of the Philippines, Republic Act No. 11650, March 11, 2022. https://lawphil.net/statutes/repacts/ra2022/ra_11650_2022.html

⁴ Republic of the Philippines, Republic Act No. 11650, secs. 3-7, March 11, 2022. https://lawphil.net/statutes/repacts/ra2022/ra_11650_2022.html



implementation.⁵ The practical question at school level is therefore not whether inclusive education has a policy basis, but how that policy can be converted into consistent, repeatable, and context-sensitive instructional practice.

Teachers occupy a central position in that translation. Even a well-designed policy cannot independently adapt a lesson, identify an instructional barrier, adjust pacing, communicate with families, monitor progress, or coordinate daily support. Sustainable inclusion consequently requires both institutional infrastructure and practitioner capability. This white paper focuses on the second component while remaining aligned with the first.

III. FROM INDIVIDUAL EXPERTISE TO INSTITUTIONAL CAPACITY

A recurring weakness in professional-development initiatives is the assumption that transferring information is equivalent to building capacity. A seminar may increase awareness and a module may introduce a technique, but sustainable capacity develops only when educators can apply, evaluate, adapt, explain, and eventually teach the practice to others.

The proposed framework therefore uses the following professional-learning cycle:

LEARN → CONTEXTUALIZE → DEMONSTRATE → IMPLEMENT → OBSERVE → MEASURE → REFINE → REPLICATE

Under this model, each training activity should lead toward application; each application should generate evidence; and each effective practice should become a potential learning resource for other educators. The framework intentionally reduces dependence on a single expert. Its long-term objective is to develop Philippine teacher-leaders who can train, mentor, contextualize, and sustain implementation within their own schools, Learning Action Cells, local professional networks, and partner institutions.

IV. PHILIPPINE LEGAL AND POLICY FOUNDATION

The framework rests on Philippine law and policy rather than imported legal standards. Article XIV of the 1987 Constitution places quality and accessibility at the center of the State's educational responsibilities.⁶ In *Pimentel v. Legal Education Board*, the Supreme Court discussed the constitutional concepts of quality and accessibility in education and situated educational opportunity within a broader social-justice framework; because the case arose in the legal-education context, this paper relies only on that general constitutional discussion rather than treating the decision as a special-needs education ruling.⁷

Republic Act No. 7277, as amended, separately protects access to quality education for persons with disabilities and requires educational institutions and public authorities to consider disability-related requirements in educational policies and programs.⁸ Republic Act No. 11650 provides the more specialized basic-education framework. It defines inclusive education in terms of participation, presence, achievement, accommodation, modification, adaptation, and individualization; it institutionalizes the Individualized Education Plan; and it

⁵ Department of Education, DepEd Memorandum No. 043, s. 2025, "Dissemination of the Implementing Rules and Regulations (IRR) of Republic Act No. 11650," May 9, 2025. <https://www.deped.gov.ph/2025/05/09/may-9-2025-dm-043-s-2025-dissemination-of-the-irr-of-ra-no-11650/>

⁶ Republic of the Philippines, 1987 Constitution, art. XIV, secs. 1-2. <https://lawphil.net/consti/cons1987.html>

⁷ *Pimentel et al. v. Legal Education Board*, G.R. Nos. 230642 and 242954, September 10, 2019. https://lawphil.net/judjuris/juri2019/sep2019/gr_230642_2019.html

⁸ Republic of the Philippines, Republic Act No. 7277, "Magna Carta for Disabled Persons," March 24, 1992, secs. 12-14. https://lawphil.net/statutes/repacts/ra1992/ra_7277_1992.html



establishes Inclusive Learning Resource Centers as physical or virtual centers capable of providing accessible materials, assessment tools, technical assistance, training, and related services.⁹

The implementing rules disseminated through DepEd Memorandum No. 043, s. 2025 provide the current administrative framework for implementing these statutory commitments.¹⁰ The Basic Education Development Plan 2030 adds a broader system-level context by emphasizing quality, expanded access for disadvantaged groups, learner resilience and life skills, positive learning environments, and system-wide capacity development.¹¹ Together, these authorities support an implementation model that strengthens educator capability while remaining within existing Philippine governance structures.

V. A PHILIPPINE ADAPTATION OF THE SCALED INCLUSIVE INSTRUCTIONAL SYSTEM

The proposed Philippine adaptation draws from the author's earlier work on scalable inclusive instructional systems but reorganizes that work around Philippine policy, school structures, and professional-learning mechanisms. The adaptation has four integrated components.

1. Inclusive Curriculum Access and Contextualized Instruction

Teachers need practical methods for identifying barriers between learners and curriculum expectations. These may include adjustments to instructional presentation, pacing, task complexity, communication format, classroom participation, learning materials, assessment, or opportunities for learner engagement. Contextualization is essential: adaptation should reflect Philippine curriculum expectations, available personnel, local languages, school resources, class size, family circumstances, cultural context, and the support infrastructure actually available to the participating school.

2. Individualized Educational Planning and Progress Monitoring

Republic Act No. 11650 expressly institutionalizes the development, implementation, and review of the Individualized Education Plan and defines it as systematic educational programming designed to meet the unique educational requirements of a learner with disability.¹² The proposed framework therefore emphasizes meaningful educational goals, clear instructional strategies, regular observation, simple progress-monitoring tools, collaboration among personnel, and periodic review.

Documentation should remain proportionate and useful. Monitoring is most valuable when it answers practical questions: Is the learner participating? Is the intervention being implemented as intended? Is progress occurring? What requires modification? Data collection should support instructional judgment rather than become an administrative burden detached from learner needs.

3. Literacy, Numeracy, and Academic Intervention

Academic recovery cannot be separated from inclusive education. Learners with disabilities may also require targeted support in reading, mathematics, science, language, communication, or other foundational skills. Republic Act No. 12028 established the Academic Recovery and Accessible Learning Program as a national intervention

⁹ Republic of the Philippines, Republic Act No. 11650, secs. 4-7, March 11, 2022.
https://lawphil.net/statutes/repacts/ra2022/ra_11650_2022.html

¹⁰ Department of Education, DepEd Memorandum No. 043, s. 2025, "Dissemination of the Implementing Rules and Regulations (IRR) of Republic Act No. 11650," May 9, 2025. <https://www.deped.gov.ph/2025/05/09/may-9-2025-dm-043-s-2025-dissemination-of-the-irr-of-ra-no-11650/>

¹¹ Department of Education, DepEd Order No. 24, s. 2022, "Adoption of the Basic Education Development Plan 2030," May 30, 2022.
https://www.deped.gov.ph/wp-content/uploads/2022/05/DO_s2022_024.pdf

¹² Republic of the Philippines, Republic Act No. 11650, sec. 3(h) and sec. 4(h), March 11, 2022.
https://lawphil.net/statutes/repacts/ra2022/ra_11650_2022.html



program for learners who are below required proficiency levels, particularly in reading, mathematics, and science.¹³ DepEd Order No. 010, s. 2026 provides current guidance for the 2026 Summer Remediation Programs and expressly links those programs to the ARAL framework and targeted interventions for learners with foundational skill gaps.¹⁴

For learners with disabilities, academic intervention should be implemented in a disability-responsive manner. Additional instruction is not sufficient if the instruction remains inaccessible. The relevant question is whether remediation is appropriately paced, differentiated, supported by usable materials, and delivered through communication and participation strategies that reflect the learner's actual needs.

4. Teacher Collaboration, Resource Sharing, and Implementation Support

Inclusive practice becomes more sustainable when educators are not required to solve complex instructional problems independently. Shared lesson resources, implementation guides, mentoring arrangements, case discussions, professional learning communities, accessible digital repositories, and structured peer support can reduce duplication and allow effective local practices to spread. The purpose is not standardization for its own sake, but a common implementation language that still permits local adaptation.

VI. TEACHER CAPACITY AND LEARNING ACTION CELLS

The Philippines already possesses an institutional mechanism suited to sustained teacher learning: the Learning Action Cell. DepEd Order No. 35, s. 2016 established the LAC as a school-based continuing professional development strategy and describes it as a professional learning community intended to improve teaching practice and learner achievement.¹⁵ This existing mechanism offers a practical pathway for integrating inclusive-education capacity building without creating an unnecessary parallel system.

Inclusive-education content may be adapted for LAC sessions addressing areas such as:

- curriculum adaptation and accessible instructional design;
- individualized learner support and educational planning;
- communication access and participation supports;
- structured literacy and foundational academic intervention;
- behavior, engagement, and classroom participation;
- family collaboration and home-school communication;
- progress monitoring and instructional adjustment;
- assistive and accessible learning resources;
- collaboration between general and special needs educators; and
- the transition from professional learning to classroom implementation.

LAC participation can also create a pathway for identifying future teacher-trainers. Educators who demonstrate consistent implementation, reflective practice, and peer-support capability can gradually assume facilitation and mentoring roles, allowing the system to develop local expertise rather than relying indefinitely on outside instruction.

¹³ 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

¹⁴ Department of Education, DepEd Order No. 010, s. 2026, "Guidelines for the Implementation of the 2026 Summer Remediation Programs," 2026. https://www.deped.gov.ph/wp-content/uploads/DO_s2026_010r.pdf

¹⁵ 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



VII. LITERACY AND ACADEMIC RECOVERY

Learning recovery has become a major component of contemporary Philippine basic-education policy. Republic Act No. 12028 provides the statutory basis for the ARAL Program and identifies learners below required proficiency levels in reading, mathematics, and science among its covered groups.¹⁶ DepEd Order No. 010, s. 2026 then provided implementation guidance for the 2026 Summer Remediation Programs.¹⁷

In May 2026, the Department of Education reported that approximately 4.5 million learners who began School Year 2025-2026 as struggling readers improved their proficiency level by the end of the school year; the same report described substantial reductions in the number of learners classified as not or low proficient in mathematics.¹⁸ These results provide a current policy context for strengthening targeted intervention, but inclusive implementation requires an additional question: whether the intervention is accessible to learners with disabilities and sufficiently responsive to individualized needs.

The proposed framework therefore connects academic recovery with inclusive instructional design. Where a school is implementing reading, mathematics, science, or summer remediation initiatives, teacher-leaders can help participating educators adapt materials, pacing, presentation, participation demands, and progress-monitoring procedures so that learners with disabilities can access the intervention meaningfully.

VIII. INCLUSIVE LEARNING RESOURCE CENTERS AND ACCESSIBLE RESOURCES

Republic Act No. 11650 establishes Inclusive Learning Resource Centers as a principal support structure for learners with disabilities. The statute assigns ILRCs functions that include educational assessment, support for individualized educational planning, production and availability of instructional materials, technical assistance and training for teachers and families, referral and multidisciplinary coordination, monitoring of services, and adoption or replication of research-based innovative approaches.¹⁹

A knowledge-transfer initiative can complement this architecture by developing reusable resources that schools and teacher-leaders may adapt to local needs. These can include adapted lesson templates, visual supports, simplified instructional materials, communication aids, literacy resources, progress-monitoring tools, family guides, implementation checklists, teacher-training modules, facilitator guides, and contextualized case examples.

Materials should be designed for adaptation rather than rigid replication. A rural school with limited specialist access may require a different implementation pathway from an urban school located near established support services. The framework should therefore prioritize practices that are feasible within the local setting and can be strengthened as institutional capacity increases.

IX. BAYANIHAN TEACHERS™ AS A KNOWLEDGE-TRANSFER VEHICLE

Bayanihan Teachers™ may serve as an independent professional collaboration and dissemination platform through which participating educators exchange instructional knowledge, receive mentoring, access professional-development materials, join virtual learning activities, and develop teacher-leadership capacity. Its role should remain clearly distinguished from governmental authority.

¹⁶ 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

¹⁷ Department of Education, DepEd Order No. 010, s. 2026, “Guidelines for the Implementation of the 2026 Summer Remediation Programs,” 2026. https://www.deped.gov.ph/wp-content/uploads/DO_s2026_010r.pdf

¹⁸ Department of Education, “DepEd, Nagtala ng Pag-angatsa 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/>

¹⁹ Republic of the Philippines, Republic Act No. 11650, secs. 6-7, March 11, 2022. https://lawphil.net/statutes/repacts/ra2022/ra_11650_2022.html

The initiative does not replace the Department of Education, school divisions, school leadership, universities, Inclusive Learning Resource Centers, professional regulators, local government units, or other public institutions. Participation by public schools or government entities should occur only through appropriate authorization and documented collaboration. The platform's contribution is narrower and more practical: it can provide an organized bridge between professional expertise and educators who wish to contextualize that expertise for Philippine instructional settings.

KNOWLEDGE DEVELOPMENT → PROFESSIONAL LEARNING → CLASSROOM APPLICATION → MENTORING → DOCUMENTATION → LOCAL LEADERSHIP → WIDER DISSEMINATION

X. THE KNOWLEDGE-TRANSFER MULTIPLIER MODEL

Figure 1. Knowledge-Transfer Multiplier Model

PROFESSIONAL EXPERIENCE ABROAD → BAYANIHAN TEACHERS™ SPECIAL EDUCATION TEAM LEADER → PHILIPPINE TEACHER-TRAINERS → PARTICIPATING EDUCATORS AND SCHOOLS → LEARNERS WITH DISABILITIES AND THEIR FAMILIES

The multiplier model changes the unit of impact. The immediate output of professional experience is not limited to the work performed by one educator. Knowledge can be organized into resources, demonstrations, training activities, mentoring systems, and implementation tools. Philippine teacher-trainers can then contextualize and transfer those practices to additional educators, who apply and refine them within their own schools and professional communities.

The long-term objective is therefore not permanent reliance on the original knowledge source. It is progressive Philippine ownership of the knowledge-transfer process. The model becomes sustainable when local educators can explain the underlying principles, adapt the practice to context, support peers, evaluate implementation, and train the next group of practitioners.

XI. FIVE-YEAR IMPLEMENTATION ROADMAP

The five-year roadmap is deliberately developmental. Each stage builds the conditions required for the next, moving from contextualization and pilot application toward local leadership, institutional collaboration, evaluation, and Philippine-led continuation.

Year	Development Stage	Principal Activities	Intended Outputs
1	Foundation and Contextualization	Needs mapping; stakeholder consultations; resource development; introductory professional learning; baseline documentation.	Philippine-adapted modules; resource repository; baseline implementation profile.
2	Pilot Implementation	Teacher mentoring; selected pilot activities; LAC integration; classroom application; structured feedback.	Implementation records; revised resources; local case examples.
3	Train-the-Trainer	Identify teacher-leaders; facilitator preparation; peer coaching; professional learning communities.	Philippine teacher-trainers; facilitator guides; peer-led professional learning.

Year	Development Stage	Principal Activities	Intended Outputs
4	Institutional Expansion	Prospective collaboration with schools, universities, LGUs, ILRCs, professional associations, and community partners.	Broader implementation network; locally adapted resources; stronger referral and collaboration pathways.
5	Sustainability and Replication	Evaluation; dissemination; final toolkit; implementation report; succession planning.	Philippine-led continuation and replication framework.

Named institutions should be identified in publication or implementation records only when an actual partnership, endorsement, participation agreement, or documented collaboration exists. This distinction protects the integrity of the roadmap by separating prospective engagement from established institutional relationships.

XII. MONITORING AND MEASURABLE OUTCOMES

A credible implementation framework must be capable of showing what actually occurred. The five-year initiative should therefore monitor both reach and implementation quality. Measurement should be proportionate to the activity, feasible for participating educators, and useful for improving the next cycle of implementation.

Measurement Area	Illustrative Indicator
Educator participation	Number completing training, mentoring, or structured professional-learning activities.
Institutional reach	Schools, communities, or organizations represented.
Teacher leadership	Number of participating educators assuming trainer, facilitator, or mentor roles.
Professional learning	LAC or other professional-learning activities conducted.
Resource development	Modules, guides, instructional tools, and accessible resources completed or adapted.
Classroom implementation	Documented use of adapted strategies, supports, or materials.
Learner support	Evidence of improved access, participation, instructional responsiveness, or progress toward identified goals.
Family involvement	Family-support, consultation, or communication activities.
Replication	Peer-led implementation beyond the initial participant group.
Sustainability	Continuation of activities without direct dependence on the original trainer.

Numerical targets should be established only after a realistic needs and capacity assessment. Measurability is strengthened by credible baselines and documented implementation, not by assigning arbitrary numbers before the participating context is known.

XIII. SUSTAINABILITY AND PHILIPPINE-LED REPLICATION

Sustainability begins when local educators can continue the work without continuous direct instruction from the original developer. This requires three forms of transfer: knowledge transfer, or understanding the practice;

implementation transfer, or applying and evaluating the practice; and leadership transfer, or teaching and supporting others.

By Year Five, the preferred outcome is a distributed network of Philippine educators capable of facilitating professional learning, mentoring colleagues, adapting resources, documenting implementation, and identifying priorities for further development. Digital repositories can preserve resources, but repositories alone do not create sustainability. Human leadership, professional judgment, and local ownership remain essential.

XIV. NATIONAL AND LOCAL DEVELOPMENT VALUE

Recent initiatives of the Commission on Filipinos Overseas provide a wider Philippine development context for organized knowledge exchange by Filipinos abroad. In July 2026, the CFO and the City Government of Laoag conducted capacity-building activities to strengthen a localized BaLinkBayan framework for non-resident Filipinos and local development.²⁰ In August 2026, the CFO and the Provincial Government of Palawan described knowledge exchange, together with investment, tourism, and philanthropy, as one way non-resident Filipinos can participate in provincial development.²¹

BaLinkBayan itself describes its role as a digital gateway connecting overseas Filipinos with opportunities to establish businesses, volunteer, donate, access government services, and remain engaged with Philippine development.²² These initiatives do not create an education-specific mandate for a private knowledge-transfer program, but they provide a relevant policy context for structured, documented participation by Filipinos abroad in national and local development.

For inclusive education, professional contribution need not be limited to a single institution or one-time training activity. Virtual professional learning, mentoring, collaborative resource development, teacher-leadership networks, and properly authorized institutional partnerships can provide additional channels through which expertise becomes locally usable. The relevant measure is whether knowledge is actually transferred, adapted, used, documented, and progressively placed under Philippine professional leadership.

XV. POLICY RECOMMENDATIONS

First, teacher capacity should be treated as part of the implementation architecture of inclusive education. Infrastructure, legal standards, and support systems are more likely to produce consistent learner-level effects when educators receive sustained opportunities to understand, apply, and refine inclusive practices.

Second, existing Philippine professional-development mechanisms should be used wherever appropriate. The Learning Action Cell is already recognized by DepEd as a school-based continuing professional development strategy and can provide a practical setting for collaborative problem-solving, contextualization, and peer support.²³

Third, inclusive education should remain connected to the national academic-recovery agenda. The ARAL Program provides a statutory framework for targeted learning intervention, while disability-responsive adaptation

²⁰ 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>

²¹ 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>

²² Commission on Filipinos Overseas, "BaLinkBayan: Contact Us," accessed September 30, 2026. <https://balinkbayan.gov.ph/contact>

²³ 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

can help ensure that learners with disabilities are not excluded from the benefits of remediation because the instructional format itself creates a barrier.²⁴

Fourth, resources should be designed for adaptation rather than a single setting. Materials should allow contextualization according to language, school resources, learner characteristics, geography, available specialist support, and local implementation capacity.

Fifth, train-the-trainer pathways should be built into the model from the beginning. Sustainability should be measured partly by whether Philippine educators progress from participants to mentors, facilitators, and local professional-learning leaders.

Sixth, monitoring should be integrated into implementation rather than treated only as a final-stage exercise. Training, classroom use, learner participation, educator feedback, resource adaptation, and peer replication should generate evidence throughout the five-year period.

Seventh, appropriate pathways for non-resident Filipino knowledge contribution should be explored in ways consistent with existing Philippine institutions. CFO and BaLinkBayan initiatives demonstrate current government interest in structured participation by Filipinos abroad in local development, including knowledge exchange.²⁵

Eighth, education-financing proposals should be followed without treating pending measures as enacted law. One example is Senate Bill No. 450 in the 20th Congress, which proposed expanding the purpose and application of the Special Education Fund under the Local Government Code.²⁶ These proposals may be relevant to future policy discussion, but implementation and funding recommendations should remain anchored in law actually in force unless and until a proposal is enacted.

XVI. CONCLUSION

The Philippines already possesses a substantial legal and policy foundation for inclusive education. The continuing challenge is to convert that framework into consistent instructional capability across diverse school environments. A five-year knowledge-transfer and teacher-leadership framework offers one practical means of strengthening that bridge.

The purpose of the framework is not to import a foreign educational system or establish a private substitute for public educational authority. Its purpose is to organize professional knowledge so that it can be contextualized for Philippine schools, transferred through Philippine educators, tested through implementation, improved through evidence, multiplied through teacher leadership, and sustained through local professional capacity.

The most meaningful measure of success is therefore not the number of training sessions conducted. It is whether teachers become more capable of responding to learners with disabilities; whether schools gain usable resources and implementation practices; whether teacher-leaders emerge who can support others; whether families encounter more responsive educational systems; and whether Filipino learners with disabilities experience stronger access, participation, dignity, independence, and educational opportunity.

²⁴ 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

²⁵ 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>; 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>.

²⁶ Senate of the Philippines, Senate Bill No. 450, "Expanding the Purpose and Application of the Special Education Fund," 20th Cong., filed July 10, 2025. https://legacy.senate.gov.ph/lis/bill_res.aspx?congress=20&q=SBN-450



That is the transition from individual expertise to institutional capacity - and from knowledge transfer to sustainable Philippine educational development.

ABOUT THE AUTHOR

Zenith G. Rosales is a special education educator and inclusion-focused instructional-systems practitioner with more than a decade of professional experience supporting learners with diverse and complex educational needs in the Philippines and the United States. Her work has included inclusive classroom instruction, low-incidence special education, individualized educational planning, curriculum adaptation, literacy intervention, progress monitoring, professional collaboration, and educator capacity development.

She is the founder of Zenith IDEA & Inclusion Consulting and serves as a Special Education Team Leader with Bayanihan Teachers™. Her professional work focuses on translating specialized educational knowledge into practical resources, teacher-development strategies, mentoring structures, and scalable systems of support. Her published work has examined inclusive instructional systems and special-education workforce capacity, while her continuing professional agenda emphasizes Philippine adaptation, teacher leadership, and sustainable knowledge transfer.