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Implementation and Sustainability of Inclusive Education Programs Towards Curriculum Development Framework

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Abstract. This study proposed a Sustainability Curriculum Framework for Inclusive Education, addressing the need for research-based and structured educational guidelines. To address the challenges in achieving Inclusive Education, the researcher created this to promote equality and equity for all students in terms of learning opportunities. The purpose of this study is to develop a sustainability curriculum framework for inclusive education that is customized to the Philippine Educational system context. Its focus is on the systemic barriers and the different theories fused into one: the Socio-Emotional Learning Theory, the Social Model of Disability, and the Integrated Curriculum Model. A Mixed-Methods approach was employed, combining quantitative analysis from the Likert Scale Questionnaire responses and qualitative data from the Focus Group Discussions with School Heads. The respondents of this study were purposely chosen. There were 304 school heads from 24 schools across the Luzon Island. The school heads include principals, school directors, master teachers, grade-level chairs, department and subject area coordinators, and moderators of public and private schools in various areas of Luzon. Findings from the study revealed that inadequate teacher training, resource limitations, and policy gaps are hindrances to the effective implementation of Inclusive Education.

Keywords: Inclusive Education; curriculum; framework; school heads; learning opportunities

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1. Introduction

The United Nations Children's Fund (UNICEF) stated in its discussion on the *Rights of a Child* that every child in the world has the right to access education (UNICEF, n.d.). Whether in the Philippines or any other country globally, one of the government's priorities is to ensure that the youth are sent to school to receive an education. Several developed countries give free education to children. Families, especially parents, send their children to school, hoping that they will learn and acquire new skills and abilities. They also look forward to the preparation that their children can experience to better their future.

But if the child has disabilities, it is difficult for the schools to give them what they need because having this kind of student requires more preparation, training, and several orientations. Before the term *special education* was popularized, many children with disabilities were not given proper guidance and the kind of assistance that they needed. Many children with learning disabilities are treated as students who misbehave in class or are often perceived as lazy. Some students with special needs who have more severe diagnoses just stay home, like those with physical disabilities, because they are treated as less productive people.

That is the stereotype that persisted for several decades and has resurfaced repeatedly in our society around the world. When special education schools were established, various institutions began to advocate for children with disabilities. There are schools for physical disabilities, particularly for the blind, mute and deaf, and other types. Schools for learning disabilities also emerged when neurodevelopmental pediatricians started diagnosing more children with Autism, attention deficit hyperactivity disorder or ADHD, Dyslexia, and other disorders.

However, when the United Nations Educational, Scientific, and Cultural Organization, or UNESCO, began its movement on *Education for All*, the goal of inclusion spread around the world, as it aimed to meet the needs of all children, youth, and adults by 2015. *Education For All* emphasizes the right of a child to get an education. It means that children have the right to get quality education regardless of gender, race, color, country, nationality, religion, or other backgrounds.

After reading several works of literature and a decade of educating children with special needs, the researcher became an advocate of inclusion. The researcher is a former experienced special education teacher. She was trained to teach children with different learning disabilities and behavioral disorders for ten years. She also believes that with the help of the Department of Education, the country can open up its educational system and prepare schools to cater to children with special needs. It can either be for physical disabilities or learning difficulties.

However, there are legal categories of Special Education based on Individual with Disabilities Education Act (IDEA 2004). The thirteen categories of SPED (IDEA, 2004) are as follows: Autism, Blindness, Deafness, Emotional Disturbance or EBD, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopaedic

Impairment, Other Health Impairment, Specific Learning Disability, Speech and Language Impairment, Traumatic Brain Injury or TBI and Visual Impairment. Also, it was indicated in the R.A. 9442 or the Magna Carta for Disabled persons that the people with disabilities are entitled to have education assistance and to pursue preschool, elementary, high school, college and post graduate education as well as vocational and technical education in both public and private schools (Llego, n.d.).

This means that there is also a legal basis for disabled persons to be given the right to attend school, the main purpose of Inclusive Education Programs worldwide. The 1994 Salamanca Statement also stated that all children have the right to learn together, regardless of the place or institution, and any difficulties they may encounter (Llego, n.d.). The statement also highlights the importance of Inclusive Education where all types of learners can study in the same space and the same classroom.

If our educational system advocates for Inclusive Education, that will make schools more flexible in handling regular students and those with special needs in the same classroom. Special education schools can also expand their expertise and strategies by catering to a diverse range of students. There will be no more biases, no more stereotypes, and no more segregation of special education students through this. With these goals, schools can start by training educational leaders and preparing them for this immense opportunity. Inclusive Education is not just focused on regular students or those with special education needs. The focus is on the different types of students learning in the same space or classroom.

Based on the DepEd Order No. 72, s. 2009 or the Inclusive Education as Strategy for Increasing Participation Rate of Children, a comprehensive inclusive program for children with special needs, has the following components: to begin with is the Child Find. According to the Manila Bulletin News, the DepEd issued the Child Find policy for learners with disabilities (Hernando-Malipot, 2022). The objective of this initiative is to increase student participation and ensure that all students receive equitable and quality education. Through a family mapping survey, the learners with disabilities are identified, located and evaluated to facilitate their inclusion in the general basic education system (Hernando-Malipot, 2022).

It also aims to monitor the implementation of the said policy and promote cooperation in advocating for children with difficulties, disabilities and developmental delays among the people in the communities. This policy was also issued to comply with Section 8 of the Enhanced Basic Education Act of 2013 (R.A. 10533), which states the inclusiveness of the Enhanced Basic Education in addressing the physical, cultural, psychosocial, and intellectual needs. The Child Find also covers children who are five and above and have a diagnosis of disability or observed to have developmental delays.

In addition, Child Find also accepts children who need related services in public or private schools offering the basic education program including those in the ALS

or Alternative Learning System, Muslim Education Program, Indigenous Peoples Education, Out of School Youth, and Community Learning Centers (Hernando-Malipot, 2022). To add to the DO 72, s. 2009 are the following: an Assessment to continue the process of identifying the strengths and areas of concern, Program Options for the traditional schools without teachers who are trained in handling SPED students will be given educational services, Curriculum Modifications will also be included to adjust to the needs of all types of learners and the last will be Parental involvement which is very essential in increasing the participation rate of children in this comprehensive program.

More importantly, the gaps in the specific parts stated above should be addressed through the proposed curriculum framework for the sustainability of this study. It is the school head's task to unite the entire teaching staff for a collective vision of instruction. The principal and other administrative personnel must understand the objective of inclusion so that they can effectively communicate this purpose to their teachers and staff.

The head is responsible for the implementation of an effective program. Historically, we are very familiar with the kind of set-up in which children with physical and learning disabilities are separated from regular students. On the other hand, if our educational system were more open to Inclusive Education, parents would not have to look for schools and isolate their children from others. There will be no more "special children." However, instead, children in an inclusive education system will feel more accepted and supported. According to the parents of students at Wordlab School (Edukasyon.ph, 2018), a former school built for children with learning disabilities, they searched for other schools because traditional and more prominent schools did not want to accept their children due to their difficulties. It is very vivid that many schoolteachers are not trained to educate these children

Here in the Philippines, the teachers experience obstacles that impact teaching and learning. Based on the study on Inclusive Education: Lived Experiences of 21st Century Teachers in the Philippines (Macabenta, et al., 2023), these are recurring instances because of the inadequate preparation and expertise in special education and the lack of educational services. These lived experiences proved that despite the many years of Inclusive Education in the Philippines, some schools are still exploring the programs and most of them are still having difficulties providing the needs of the students in this kind of set-up. During the years of its implementation, there were schools that catered to physically and learning-disabled students that did not have sufficient numbers of personnel to handle the difficulties.

Aside from this, there is also a continuous need to incorporate more seminars and training for teachers and instructors to address concerns about Inclusive Education. Stakeholders also have to be involved in resolving these concerns. Through this study, future researchers and readers interested in Special and Inclusive Education will become aware of the specific needs of the program,

which can be reflected in the curriculum framework that the researcher will create at the end of this study.

This study aimed to provide new knowledge, information, and analysis, not just about the meaning and essence of Inclusive Education. The study also focused on the implementation and sustainability of Inclusive Education programs in selected private and public institutions in Luzon, Philippines. The proposed curriculum structure recommendations and the framework for the sustainability aspect of the paper were based on the responses and the interpretation of quantitative and Qualitative data, as well as the results of this study.

The insights of the school heads concerning this present study can also help our country address the challenges in Filipino students' comprehension, regardless of whether they have disabilities or not. It is challenging to become an educator because of the responsibility of what students will or will not learn in the classroom. Hence, becoming a school head is even more challenging because it is not just about ensuring a smooth implementation of what educators need to teach. The heads are also responsible and accountable for every decision they make and its effect on the teachers, students, other stakeholders, and the whole school.

Currently, the Department of Education Inclusive Education Framework Policy includes the Development of the Learning Resources as part of the new innovation. The Learning Resources will include content that is aligned with the principles of an Inclusive and Contextualized Curriculum. This is also stipulated in R.A. 10533 otherwise known as the Enhanced Basic Education Act of 2013. The R.A.10533 defined the inclusivity of the Enhanced Basic Education through the design of the different programs for the different types of learners. According to the DepEd Policy Framework (Llego, n.d.), the Act also mentions that the categories of Inclusion are not limited to learners with disabilities, learners under difficult circumstances, Madrasah Education, Indigenous Peoples' Education, and the Gifted and Talented Learners.

The innovation of learning resources will be based on and consider the diversities of learners' abilities, knowledge, learning styles, study habits, interests, motivation, multiple intelligences, and other circumstances (Llego, n.d.). Moreover, based on R.A. 11650, or the Policy for Inclusion and Services for Learners with Disabilities, an additional innovation will be the Inclusive Learning Resource Centers for Learners with Disabilities. The purpose of this is to support their inclusion in the general education system, particularly to the formal school system as provided in the Individualized Education Plans (R.A. 11650, 2022).

Inclusive education has become in demand around the world, ensuring that all types of learners receive quality education regardless of their abilities and limitations. The Department of Education in the Philippines' Universal Design for Learning (UDL) has emphasized that inclusion is a right of every student, not just a privilege. However, despite this, significant gaps remain in the implementation and sustainability of Inclusive Education in both private and public schools. To begin with, there is no standard curriculum for Inclusive Education. Schools just

modify instructions and activities. They do not redesign the curriculum for inclusion.

Additionally, there are differences in the implementation of Inclusive Education between private and public schools. This part is fully discussed with details in Chapters 3 and 4 of this study. Furthermore, there is a problem in identifying disabilities earlier or sooner because there are no standard assessment tools for special needs. Other than that, there are challenges in sustainability due to a lack of funds, support, and teachers.

The purpose of this study is to bridge the gap in light of the challenges mentioned. This will address the existing gaps because the researcher proposed a sustainability curriculum framework crafted and tailored to the Inclusive Education programs of both private and public schools. The objective of this study is to develop a proposed framework that can help schools sustain their Inclusive Education programs. The goal is for the researcher to assess the sustainability of the Inclusive Education program in public schools and selected private institutions. Through this, the educational system would be more successful and student-centered, as every child would have the opportunity to learn and be accepted.

The present study aims to determine the implementation and sustainability of inclusive education programs.

It seeks to answer the following questions:

1. What is the profile of the schools in relation to:
 - 1.1. Total number of Special Education students in school
 - 1.2. Total number of Special Education students in a class
 - 1.3 Number of Special Education teachers in the whole school
 - 1.4. Number of regular teachers teaching in Inclusive Education programs of the school

2. How may the implementation and sustainability of Inclusive Education Towards Curriculum Framework Development will be described by:
 - 2.1. Administration
 - 2.2 Curriculum and Instruction
 - 2.3 Supervision
 - 2.4. Related services

3. What are the curriculum structures that can be recommended to help sustain the Inclusive Education Programs in public and private schools?

4. What framework can be proposed to support the sustainability of inclusive education programs in public and private schools?

2. Literature Review

In this study, the researcher made an effort to gather and analyze articles, journals, and papers related to the topic from various authors and scholars. Conducting a

review of the related literature played a crucial role in the research process, as familiarity with existing studies helped the researcher identify what had already been established and what previous efforts had been made in the field.

2.1 Studies on the Implementation and Sustainability of Inclusive Education Programs Around the World

Many parents, teachers, and school leaders are worried about the difficulties of enrolling children with disabilities in their respective schools. The primary concern is the impact of inclusion on the academic performance of mainstream students. However, it is also important to note that if schools are inclusive and accept all children from different communities, the fears would not be too relevant because school administrators might also explore, study, and learn from one another.

Therefore, inclusive and child-friendly education should be seen as an approach to school improvement: inclusion is about making quality education for all (Rajendran, n.d.).

Children who learn together learn to live together (Rajendran, n.d.). There are also some inclusive classroom practices that Rajendran indicated in her paper entitled *Importance of Inclusive Education: The Role of School Teachers*. The first is about the teachers learning to accept each student as a unique and diverse individual. More special education teachers understand and can apply practices that are appropriate for students with disabilities and special needs. That is why general educators, or mainstream teachers can consult SPED teachers for ways to teach the increasing variety of groups of students in schools nowadays.

As the educational system around the world continues to adopt inclusion in schools, the role of teachers is increasingly emphasized in providing quality education to diverse types of learners. By promoting peer tutorials, instructional assistance, team teaching, and other development opportunities in the classroom and school, inclusion teachers can advocate for and address the needs of their students with special needs. Furthermore, inclusive education also promotes collaboration among all educational partners, teachers, and students in the classrooms. The mainstream students can also do collaborative learning along with the students with special needs through group and pair activities, games, and other tasks and responsibilities in the classroom.

The success of Inclusive Education can also be found in the work of Peter Grames in Save the Children Laos (Schuelka, 2018). Since their Inclusive Education projects began in the early 1990s, the number of inclusive schools has grown to 539. Due to this, performance and achievement for students with or without disabilities primarily increased. On the other hand, there are barriers to practicing inclusion in low-income countries. It is also important to note that there is a shift from barrier-deficit thinking to enabling success, and seeking “what is working” in inclusive education can be observed in the World Bank and USAID partnership in Africa (World Bank, 2017).

A study by Kuzobovska et al. (2023) explored the competence and psychological readiness of the teachers to work with students with special needs in elementary, high schools and higher education institutions. Based on the findings, the importance of teacher preparation is high in ensuring the sustainability of inclusive education practices (Kuzobovska et al., 2023). Currently, we face challenges in finding experts who can effectively teach our Special Education students. The study, written by Kuzobovska and the other authors, emphasizes the competence of teachers to work with Special Education students across all levels. If the world lacks experts or Special Education teachers, then it will be difficult for the schools to cater to the needs of these types of learners. This study also underscores the crucial role of teacher preparedness in the successful implementation and sustainability of Inclusive Education worldwide.

2.2 Educational Leaders on Inclusive Education

The purpose of Inclusive Education, according to a research paper titled "Lead to Include: Educational Leadership for Inclusive Education" (Hunt et al., 2024), is to integrate. Integration is a process of placing individuals with disabilities in existing mainstream educational institutions, provided they can adjust to the standardized requirements of such institutions (Hunt et al., 2024). The authors conducted this study to focus on the influence and role of educational leadership in ensuring that the students with disabilities are included in the system because they remain at risk for exclusion, oppressed and marginalized from the school systems around the world.

The school heads, which include administrators and principals, have a crucial role in promoting the successful implementation of inclusive education in the schools they manage and lead (Dar et al., 2022). The role of a leader is to improve the education system in their school at all levels. It is the school heads' task to collaborate and coordinate with stakeholders, including parents, teaching and non-teaching staff, students, and other community members, to deliver quality education.

According to Dar et al. (2022), the scope of school heads' roles and responsibilities in implementing inclusive education has a major effect because they are connected and associated with student achievement both inside and outside the school. Due to this, as leaders, they play a very significant role in implementation because they are the people in charge of tailoring educational programs in the actual practice of Inclusive Education.

School heads are responsible for setting and implementing the philosophy, vision, mission, and goals of their respective schools. They must create a strategic course of action aligned with the institutional goals to maximize the performance of their organization. Additionally, they are also expected to set the objectives of schools and ensure that stakeholders acknowledge, embrace, and understand them (Global Education Monitoring Report, n.d.). This means that regarding teaching and learning, school heads are responsible for the successful implementation of the curriculum and programs.

As leaders of the educational system, the school heads implementing Inclusive Education are responsible for upholding the standards of the institution. They

need to be able to professionally prepare and train themselves first, in order to effectively manage the implementation of programs in their schools. The preparations of the school heads start with being familiar with the role, work conditions, and preparing the teachers, parents and students. The school heads of PAU Excellencia Global Academy Foundation, Inc. in the Philippines emphasized that there are four key dimensions to be an effective leader in a school that manages diversity (Kilag et al., 2024).

The authors elaborate on the importance of the following: integrating multicultural beliefs and perspectives into a curriculum, providing equal and accessible opportunities, promoting equality and equity, and fostering an inclusive school culture that values and respects differences (Kilag et al., 2024). The literature in this part emphasizes the role of educational leaders in implementing Inclusive Education programs in schools.

2.3 Studies on Learning Disabilities

Learning disabilities are caused by genetic and neurobiological factors that alter brain functioning, affecting one or more cognitive processes related to learning. These processing problems can interfere with the acquisition of basic skills, such as reading, writing, and math. They can also interfere with higher-level skills such as organization, time planning, abstract reasoning, long or short-term memory, and attention.

It is essential to recognize that learning disabilities can significantly impact an individual's life beyond academics, affecting relationships with family, friends, and the workplace (Learning Disabilities Association of America, n.d.). The signs and symptoms can be identified during the early years of schooling because difficulties with writing, reading, spelling, and math can be detected as early as the primary years. Other LD (learning-disabled) people survived school and went through life without proper intervention. Most of these people are unaware of the reasons why academics are challenging for them or why they are problematic in terms of personal relationships.

In the Philippines, the Department of Education (DepEd) has recorded 136,523 children with various disabilities in both public and private schools at the elementary and secondary levels combined (Saludes & Dante, 2006). The paper also indicates that there is no conclusive report on the inclusion of learning disabilities, as an estimated 5 to 7 percent of any given population, or approximately 49,000 students, are affected by LD.

The World Health Organization (WHO) estimated that 10% or about 8.5 million Filipinos have disabilities, with 3.9 million requiring rehabilitation services regularly. However, only 0.9 million have access to health services. According to a 2005 study by the Department of Education, 2.7 million Filipino children have disabilities, yet only 78,144 (1.9%) are attending school. In Metro Manila, an estimated 100,000 children with disabilities in each major city are yet to be identified and properly diagnosed by a medical professional (Janairo, 2013).

With the help of the Department of Health, the government is considering providing support to medical practitioners to detect and provide proper diagnosis and treatment for individuals with physical and learning disabilities. Based on the findings, learning and physical disabilities are recognized both worldwide and in the Philippines. Studies in Davao and reports from the Department of Health for Metro Manila indicate that children with difficulties and disorders are being diagnosed and are beginning to receive assistance.

Today's children are our future; teaching them tolerance of those differently Abled now ensures a more accepting society in the years to come (Disabled World, 2022). In the next part of the paper, the researcher aims to discuss and elaborate on the studies in training educational leaders and mentoring teachers in inclusive education. It can be challenging to face the possibility that a child has a learning disorder (Kemp et al., 2025). There is no parent who wants their children to suffer from anything in this world. Additionally, according to Kemp et al. (2025), it is essential to remember that children with learning difficulties are no different from everyone else. These children simply need to be taught in ways that are suitable for their capabilities (Kemp et al., 2025).

2.4 Definitions and Important Information about the Curriculum and Curriculum Development

Curriculum and instruction are often closely linked in the field of education, yet it is essential to distinguish between the two concepts clearly. The curriculum encompasses a diverse range of student activities, tasks, and experiences within the school setting. The instruction focuses on the accurate delivery of experiences and activities. Some educators perceive the curriculum as inclusive of instruction, while others believe that instruction encompasses the curriculum. Despite the frequent use of the term "curriculum" in education, it remains crucial to define it accurately. However, according to Instructor Clio Stearns of Study.com, there are as many different ways of defining a curriculum as there are people who develop it. The challenge lies in designing or implementing a curriculum without a thorough understanding of its true essence.

According to Stearns (2021), they will work with the idea that curriculum (curricula for plural) is a term that describes everything that students learn in school. Some curricula they plan for, and some simply arise. The curriculum affects both adults and children. In a nutshell, the curriculum is complicated--just like life and learning are complicated (Stearns, 2021). If teachers have noticed that students have many questions, it is a good thing. Teachers plan and work with the curricula, and the best way to start is by stating questions about the subject matter.

A well-structured curriculum should be guided by fundamental questions that address key concepts at a conceptual level. Educators should formulate at least three to five guiding questions to help students achieve their learning objectives. By focusing on these questions, educators can create a more coherent and meaningful curriculum. Teachers implement the curriculum and depend moreover on the quality of teaching and learning strategies, learning materials,

and assessments (IBE UNESCO, n.d.). The monitoring and evaluation of the curriculum also require assessment to ensure it is responsive to the new requirements and challenges of the world today. However, just like any other plan or document, a curriculum must be developed. A curriculum undergoes curriculum development.

2.5 Synthesis

The researcher believes that the old references should be retained because a thorough review of related literature necessitates a comprehensive approach, encompassing both foundational and recent studies. In this study, the researcher ensured that recent sources were used while maintaining older studies for foundational or historical context. The older references above are essential because these establish the theoretical and academic background of this study. As seen in the articles and research works cited in this literature review, there is still a balance between old and new references, as the researcher has incorporated new readings recently written and published by other authors or scholars.

2.6 Theoretical Frameworks

Three theories were integrated for this study: the Social Model of Disability, the Integrated Curriculum Model, and the Socio-Emotional Learning Theory.

The Socio-Emotional Learning (SEL) Theory focuses on the development of social and emotional skills. This will ensure that educators and learners cultivate skills such as positive interpersonal relationships, communication, empathy, and self-awareness. These are essential skills for Inclusive Education. The Integrated Curriculum Model (ICM) was also utilized for its interdisciplinary, differentiated, and adaptable curriculum, which can address diverse learning needs while promoting active engagement and student-centered approaches.

The third is the Social Model of Disability. This illustrates the systemic changes required to remove barriers, promote equality and equity, and create a highly accessible and inclusive educational system or environment. And finally, when the three theories or models are combined, they result in an inclusive education that is not just a concept, but a sustainable and practical reality, characterized by a holistic, supportive, and acceptable learning environment.

3. Methodology

3.1 Overview, Research Design, Methods and Techniques

The present study employed an Explanatory Sequential Design of mixed methods research. Othman et al. (2020) stated that data integration is a vital and novel methodological approach when using mixed-method research. To get the most out of your data, it needs to blend qualitative and quantitative findings. The value of mixed methods research is enhanced, and the weakness of a single strategy is reduced through data integration. Throughout the research process, integration can occur, beginning with the formulation of research goals and objectives and continuing through design, techniques, analysis, and the presentation of findings. Illustration, convergence validation, and the creation of data richness are the primary goals of data integration. These objectives bring the study issue to life by bringing together the results of several approaches.

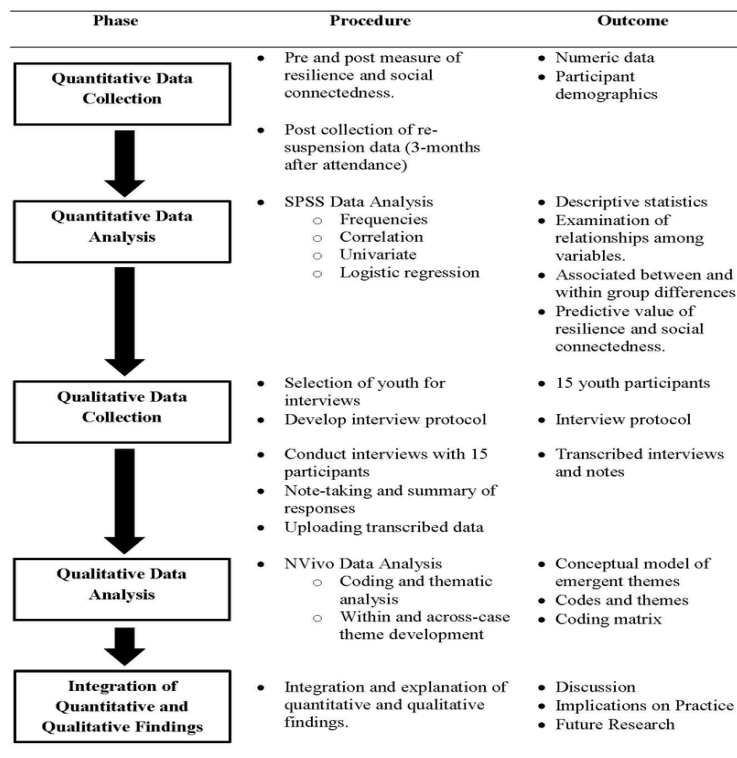


Figure 1: Explanatory Sequential Design Process

The goal of this study is to assess the sustainability of Inclusive Education Programs in schools that have been offering them for more than a year. The researcher initially wanted to focus on the schools offering Inclusive Education Programs for ten years. However, during the pilot testing, it was observed that some public schools had just begun their respective Inclusive Education Programs. The result of the pilot testing also showed that there are more schools that have been offering the program for less than ten years only. Through the Explanatory Sequential Design, both the Qualitative and Quantitative data will be analyzed and integrated.

As the study aimed to determine the level of implementation and gauge the sustainability of inclusive education programs, several phases of data collection were conducted. In the first collection method, or the quantitative phase, the researcher collected data through a 4-point Likert Scale Questionnaire. In the questionnaire, the respondents provided information about their profile, which was essential for the researcher to determine the total number of students with special needs, gifted and advanced learners in their school and within a class, the total number of Special Education teachers in the entire school, and the teachers assigned to Inclusive Education classrooms. After gathering the respondents' school profiles, the implementation of Inclusive Education was measured by rating the following aspects: Administration, Teachers, Related Services, and the School Curriculum.

The second phase involved the Focus Group Discussion (FGD) with the school heads. In this qualitative phase, the researcher utilized an FGD Guide that was designed after analyzing the data from the first phase. Although an initial FGD guide was included in the study, it was subject to modifications based on the quantitative analysis and results.

The sections of the FGD guide, as outlined in the actual research instrument, covered the following areas: Leadership in Inclusive Education, Implementation of Inclusive Education, Curriculum Modifications, Learning Delivery and Instruction, Successes and Challenges, and Potential Improvements for sustaining Inclusive Education Programs. The results obtained from both phases were used to create curriculum structure recommendations and propose a framework that would assist schools in sustaining their Inclusive Education Programs effectively.

The integrated results were used to create curriculum structure recommendations and frameworks that aimed at helping schools sustain their Inclusive Education programs. The analysis and results from the first phase served as the basis for designing the tool used in the second phase. The second phase involved the qualitative aspect of the study, which consisted of a Focus Group Discussion (FGD) with the school heads.

3.2. Population, Sampling and Respondents of the Study

As mentioned in the Research Methods and Techniques section, the study's respondents were school heads from private and public schools in Luzon, Philippines. The School Division Offices in Manila, Quezon City, San Juan, and other cities and provinces determined which schools offer Inclusive Education. The researcher used this information to choose schools based on the inclusion criteria of the target respondents. For the private institutions, the school heads came from the established schools offering Inclusive Education Programs. These respondents' schools were purposively chosen using a nonprobability sampling.

In terms of geographic distribution, the researcher picked the respondents from biggest regions and provinces of Luzon that they would be well-represented. The respondents also came from both private and public schools in the different regions of the island. Some schools are more experienced in inclusive education, and the researcher chose a purposive sampling method because public and private schools have differences in the years of implementation. The experience with inclusive practices is highlighted in Table 1 below. The table indicates the number of years of inclusive practices in public and private schools.

The respondents represented a diverse sample, comprising educational leaders of varying positions, years of leadership in their schools, years of experiences in inclusive education, number of students with special needs and gifted and advanced learners, number of students in general in their school, number of Special Education teachers, number of regular teachers teaching in Inclusive Education classrooms, total number of students per class. They came from both public and private institutions, urban and rural schools.

3.3 Research Instrument

This study examined the Inclusive Education Program implementation in the private and public schools in Luzon, Philippines. First, a 4-point Likert scale questionnaire was used to determine the level of implementation of inclusive education programs in the selected public and private institutions. The result of the first phase determined the design of the Focus Group Discussion (FGD) Guide that was used in the Qualitative aspect of the study. The researcher had already created a sample of the Focus Group Discussion Guide that could still be modified once the results of the Likert Scale Questionnaire were analyzed.

After creating the actual Focus Group Discussion Guide, the researcher called for two separate FGD sessions for the leaders to gather their answers. After the discussion, thematic analysis and coding were conducted, allowing the researcher to write a narrative of the Qualitative results that were integrated with the quantitative results from the Likert Scale Questionnaire. The integrated results became the basis of the proposed outputs of the researcher: Curriculum Structure recommendations and the Framework for Sustainability of Inclusive Education Programs. The actual copies of the research instruments were attached in the Appendices part of this paper.

3.4 Validation and Pilot Testing of Research Instruments

The two questionnaires were validated by seven experts from the fields of Educational Leadership, Languages and Special Education. The experts are Ph.D and Ed.D graduates from prominent schools/ universities. Their profiles along with their signed Instrument Validation Forms are included in the Appendices part of this study. The experts were able to help the researcher improve the face, content and construct of the Likert Scale Questionnaire and the Focus Group Discussion Guide. The comments and suggestions of the Special Education experts improved the content and order of the questions. The recommendations of the Educational Leadership experts also improved the Administration part of the questionnaires, and the Language expert has helped in improving the overall construct of the research instruments.

The Likert Scale Questionnaire attached in the Appendices serves as the basis for creating the Focus Group Discussion Guide, which will be adjusted based on the results of the first phase of data gathering. Both questionnaires are researcher-made with dimensions and indicators based on the Survey on the Effectiveness of Inclusive Education Implementation at Elementary Schools (Mulyeni, 2014) and the content of the article on DepEd Inclusive Education Policy Framework (Llego, n.d.). The parameters of sustainability were based on the criteria of the actual definition of "sustainability." The criteria on the level of implementation were indicated in the questionnaire located in the Appendices part of this paper.

As the researcher follows ethical considerations, the validated Quantitative questionnaire was used in the pilot testing. Letters of consent were also crafted for the schools and school heads for the pilot testing. The thirty-four school heads from private and public schools in Luzon were included in the pilot testing. A letter to do pilot testing was given to the respondents. The content of the consent letters are attached in the Appendices part of the paper. During the pilot testing,

respondents completed the Likert Scale Questionnaire created by the researcher. The Likert Scale Questionnaire has two parts: the profile of the respondents and the implementation of Inclusive Education. Under the Implementation of Inclusive Education, there are also several parts that were rated using the scales with four (4) as the highest and one (1) as the lowest range. Each part that has the dimensions and indicators is divided into five (5). The five (5) parts of the Likert Scales Questionnaire are the following: Administration of School with Inclusive Education Programs, Administration in terms of Inclusion and Diversity in school, The Teachers, Related Services, and The School Curriculum. After the pilot testing, the researcher arranged the responses in a table to test the reliability of the questions.

3.5 Reliability Testing

The item-total correlations and the Cronbach's alpha were identified in assessing consistency of the Likert Scale Questionnaire. To ensure that the data results could be utilized for the analysis of the study, a Cronbach's alpha value should indicate that the questionnaire is a reliable research instrument. The consistency of the questions was based on the high Cronbach's alpha values. It showed that the respondents' answers were consistent. The consistency demonstrated that the measurements and the items were both reliable.

3.6 Data Gathering Procedure

After the two phases of data gathering, the gathered data were tabulated, analyzed, interpreted, and integrated confidentially. A quantitative discussion was conducted in the first step of the data collection process to complement the qualitative data that were collected in the second step. The experiences of school heads in implementing inclusion were highlighted to inform curriculum structure recommendations and suggest a framework for sustaining the programs. In the first phase, which is for Quantitative data, Mean, Standard Deviation, and Descriptive Statistics were utilized.

For the Qualitative aspect, Thematic Analysis was used to analyze the Focus Group Discussion transcripts. In the Focus Group Discussion Guide that the researcher created, there was a column for keywords to record important words from the discussion. The common themes from the set of keywords were identified to conduct Thematic Analysis. The results of the Qualitative part were integrated with the Quantitative results to determine the overall results of the study. The expected outputs were the Curriculum structure recommendations and the proposed framework for the Sustainability of the Inclusive Education Programs.

The proposed framework encompassed all aspects involved in the Inclusive Education Programs. Below were the parts that were included:

1. Administration
2. Teachers
3. Related services
4. Curriculum

3.7 Data Analysis and Process

Statement of the Problem No. 1 was addressed based on the school profiles. The respondents provided the details of the total number of Special Education students in the school, in the class, and the number of Special Education and regular teachers teaching in Inclusive Education programs of the school.

Statement of the Problem no. 2 was answered through a Likert Scale Questionnaire. In this section, the implementation and sustainability of Inclusive Education in Curriculum Framework Development are described in the following areas: Administration, Curriculum and Instruction, Supervision, and Related Services. This was also supported by the focus group discussion conducted with the school heads.

In addition, the Focus Group Discussion helped the researcher gather recommendations for curriculum structures. These curriculum structures were used to create the actual outputs of this study. Through the discussion guide created by the researcher, the school heads provided answers that helped generate suggestions and recommendations for curriculum structures. The school heads were from the public and private institutions in Luzon, Philippines.

The final output of this paper is a proposed framework to support the sustainability of Inclusive Education in public and private schools. After analyzing the gathered data and integrating the results of the Quantitative and Qualitative data, the researcher created a framework. The purpose of this was to help the schools in the Philippines offering Inclusive Education sustain and continue to improve the programs for their students.

The results of the study also served as the basis for identifying parts that could be added or included in the proposed framework. Thus, the parts of the framework were modified as the researcher determined the integrated results. After conducting the data gathering, the researcher also indicated the tables and other details needed for the discussion part.

4. Results and Discussion

This section presents and analyzes the results.

For this part, Descriptive Statistics, Frequency, Percentage, Mean and Standard Deviation were used to get the results of the gathered data. Each table contains numerical values, and the frequency, percentage, mean, and Standard Deviation are interpreted. This study received 304 responses from public and private schools. There are 37 respondents who are school heads from private schools and 257 from public schools. The *years of experience* as school heads were not a part of the inclusion criteria due to the limited number of schools implementing Inclusive Education Programs. The respondents of this study were purposively chosen.

Table 1: Years of Inclusive Education Program in Private and Public Schools

| Elementary and High Schools in Luzon | Mean | Standard deviation | Years of Inclusive Education |
|--------------------------------------|-------|--------------------|------------------------------|
| Private Schools | 8.03 | 4.41 | 8.03 years |
| Public Schools | 15.74 | 8.53 | 15.74 years |

4.1 Quantitative Findings

Based on the data gathered from the schools, Table 1 above shows that private schools have been implementing their Inclusive Education Programs for 8.03 years (SD = 4.41), as indicated by the responses of the 37 purposively chosen heads from all over Luzon. In public schools, their implementation is already 15.74 years long (SD = 8.53), which means they have been doing this for a longer time compared to private schools. This is according to the responses of 257 public school heads.

While some schools are already established in terms of their programs, others just recently started their Inclusive Education practices. The relatively high standard deviation of public schools shows the disparities in the full growth of Inclusive Education Programs. Schools with inclusive education programs have become more refined over the years in terms of their policies and practices. The schools that are just starting are still in the process of development. Across all schools where the research gathered its data, the number of Inclusive Education years affects the effectiveness and consistency of implementation.

Table 2: Summary of the different Domains from the Quantitative Findings

| Domain | Mean | Standard Deviation | Adjectival Rating | Description |
|---|--------|--------------------|---|--|
| 1. Administration of Schools with Inclusive Education Programs | 2.8973 | .58593 | Sufficiently Provided - Moderately Implemented | Implemented but with some inconsistencies or areas for improvement |
| 2. Administration in terms of Inclusion and Diversity in school | 3.1766 | .47882 | Sufficiently Provided - Moderately Implemented | Implemented but with some inconsistencies or areas for improvement |
| 3. The Teachers | 3.2168 | .48142 | Sufficiently Provided - Moderately Implemented | Implemented but with some inconsistencies or areas for improvement |

| | | | | |
|--------------------------|--------|--------|---|--|
| 4. Related Services | 3.0434 | .54793 | Sufficiently Provided - Moderately Implemented | Implemented but with some inconsistencies or areas for improvement |
| 5. The school Curriculum | 3.0908 | .59495 | Sufficiently Provided - Moderately Implemented | Implemented but with some inconsistencies or areas for improvement |
| Overall | 3.085 | .53781 | Sufficiently Provided - Moderately Implemented | Implemented but with some inconsistencies or areas for improvement |

Table 2, the Summary of the different domains from the Quantitative findings, illustrates that all domains are sufficiently provided based on the range of the Likert Scale Questionnaire. However, because it is only sufficient, the level of implementation for both public and private schools across all areas of Luzon is still moderate. This means that it is already implemented but still requires improvement due to inconsistencies. The domain that received the highest mean is *The Teachers* with an overall mean of 3.2168, while the lowest is *Administration of School with Inclusive Education Programs* with an overall mean of 2.8973. Despite the discrepancy in numbers, the two domains are still sufficient for the respondents, and the level of implementation remains moderate.

4.2 Qualitative Findings

This study employed a Thematic Analysis as its Qualitative Data Analysis (QDA) approach, following Braun & Clarke (2021). The Thematic Analysis was selected because it enabled the identification, organization, and interpretation of patterns or themes that emerged from the qualitative data. Through this method, the study examined participants' perspectives on the different parts of the Focus Group Discussion that sustain Inclusive Education Programs in private and public schools. Through these, the researcher was able to categorize recurring themes that reflect the key implementation factors or the program.

To improve and enhance the transparency of the thematic analysis approach used in analyzing the Qualitative aspect of the paper, Atlas.ti was utilized to systematically manage, code, and retrieve data. This software tool supported the code refinement of the transcripts gathered by the researcher. The researcher also created a sheet to gather the Focus Group Discussion (FGD) responses before using Atlas.ti for coding. The codes were then organized into axial categories on the repetitive or recurring patterns and similarities. The core themes were also developed to represent the hidden or underlying meanings in the data.

Based on the findings from the Focus Group Discussions, key insights were revealed, and these will be discussed below. The key insights are the following: leadership strategies, student support programs, institutional commitment, policy compliance, and professional development. Most respondents mentioned preparing their teachers and non-teaching staff. However, one of them responded that they had been doing it for the past 34 years due to a legal basis. The other one responded that they started doing it because of the Department of Education memorandum.

The key insights emphasized the crucial role of school heads or administrators in strengthening inclusive learning environments and ensuring that high-functioning learners and students with special needs receive the appropriate student support system. One of the most prominent themes that emerged is the need for capacity-building among teachers and educators. The respondents emphasized that it is crucial to ensure their teachers are adequately prepared for a successful Inclusive Education Program. This emphasized the recognition that Inclusion starts with teacher training. Without well-prepared teachers, implementing inclusive education practices and policies would remain a challenge.

One of the most important aspects of Inclusive Education is the role of school heads in ensuring its successful implementation. The Qualitative responses emphasized that school administrators and principals are at the front line of the program implementation, as they need to oversee modifications in curriculum, instructional approaches and school policies. This means that inclusion is not just about teaching strategies but also an institutional commitment. School heads should ensure compliance with mandates, facilitate professional development for teachers, and monitor the overall effectiveness of program implementation.

Another recurring theme in the discussion is the changes made in instructional delivery and curriculum design to manage the different types of learners. The schools adjust the physical learning facilities and teaching methodologies to support the students with special needs. Some institutions integrate specialized modifications, while others prefer to provide extended assistance and additional support without altering the curriculum. This highlighted the need for differentiated approaches, where flexibility is applied based on the philosophy, student profiles, and available resources and materials. The answers from public school teachers who are also in a special school demonstrate a positive and proactive approach to professional learning.

This ensures support and expert guidance from the specialists in the Special Education field. Schools can establish their capacity to meet the needs of different types of learners by investing in continuous professional development. The teachers must ensure that students receive instructions that are equivalent to their learning types and abilities. There are various teaching and learning strategies employed in schools, including remediation activities, differentiated instruction, and contextualized learning. Based on the gathered responses, a dual approach is employed, where struggling learners receive extended assistance and support,

while Gifted and Talented students are provided with enrichment opportunities. It is crucial to determine the level of support that is appropriate for students in Inclusive Education, especially when assessing them. One of the main strategies used by schools to support the different types of learners is differentiation in instruction. Schools modify their methods to accommodate both high-performing and struggling students. It is difficult for learners to receive timely support because the factors mentioned above affect early identification and intervention. This is the reality in public schools, which is why some schools have not yet started offering Inclusive Education Programs, as found by the researcher during her data gathering in the Summer of 2024. Most public schools are traditional schools, and even though they receive government funding, the dilemma lies with parents, who often cannot afford to attend therapies and developmental pediatricians.

Despite the challenges, schools are continuously achieving success in Inclusive Education through structured assessments, student-focused remediations and interventions and teacher commitment. To answer the question regarding successful stories, all of them have mentioned the successes of their former students. The school heads are happy to know that their students finished college and are now working as professionals. The emphasis on the need for teacher training, more structured assessments, resources, and collaboration was highlighted in the findings for the effective implementation of Inclusive Education. According to the school heads, they recognize that securing partnerships, refining assessment strategies, and enhancing teacher competencies are significant to providing quality education for Special Education students.

A recurring theme in this part is the urgent need for teacher training in terms of specialized techniques or strategies, doing differentiated instruction and the Individualized Education Plans (IEP). The schools also plan to create IEP teams and coordinate with the specialists so that they can tailor-fit their intervention programs to the specific needs of their students. On the other hand, there are major barriers to implementing Inclusive Education programs, one of which is the limited funds for intervention programs and therapies. Despite this, the school heads are aware that Special Education programs are now available in college as a bachelor's degree course. This will greatly help the teacher's constraints and lack of experts within the system. As school heads explore collaborations and partnerships, they refine their Inclusive Education programs to gain access to resources.

The objective of this is to create a sustainable Inclusive Education policy that is structured and aligned with the global practices. As the researcher concludes the Qualitative Data Analysis, the goal is to find a way to sustain inclusive education programs in schools. The successful sustainability is still heavily reliant on collaboration among internal and external stakeholders. Each head that was included in the Focus Group Discussion is taking steps towards a whole-school approach by including their non-teaching personnel in support services and planning. Some school heads also engage with local government units (LGUs) and other experts to improve their services for Special Education students. And

because they want to have consistency in terms of implementation, the school heads emphasize the need for training for all their school personnels.

The key priorities in this part are as follows: engage non-teaching personnel and stakeholders, address challenges related to funding, create IEP teams, improve assessment tools, and develop training for teachers. The school heads participating in the Focus Group Discussion aim to provide specialized instructions and techniques, create a supportive learning environment, and foster more partnerships to sustain their inclusion programs. Through these initiatives, schools can reinforce their programs by ensuring that students, regardless of their abilities and limitations, have access to learning experiences that will benefit them both now and in the future.

The Focus Group Discussion with the school heads supported the findings of the Quantitative data results in the previous pages of this study. In terms of leadership or administration, despite coming from a traditional school origin, all of them are very willing to implement and sustain the Inclusive Education Programs. They want to make sure that their schools and locations are conducive for learning, and since the result in the Quantitative findings showed that this is still sufficiently provided, the school heads would only want to improve this by preparing their teachers and hiring Special Education teachers. Through this, they can train, monitor, and supervise, which will be very helpful in managing their Inclusive Education Programs.

All the findings in the Quantitative study turned out that everything is sufficiently provided and the Inclusive Education is moderately implemented despite the challenges. The school heads found an opportunity to tackle the challenges through the Focus Group Discussions the challenges so the researcher can become more aware of the needs. The school heads mentioned that they are all managing the implementation, but despite its adequacy, they are all worried about its sustainability. On the other hand, private schools, because they have funds, continue to thrive. The public schools became very repetitive in their responses regarding the capacity and training of their teachers. But for the researcher, it should all start with a formal curriculum for Special Education that can be used in the recent trend of Inclusive Education.

The results in the Quantitative findings from the different domains above shows that implementation is moderate and can adapt to changes over time because their needs are sufficiently provided for them. It is also the same with the Qualitative findings, when the school heads narrated that they are surviving and doing further developments. Nonetheless, the lack of funds and the teacher's constraints can be addressed by first creating a curriculum on Inclusive Education. The teacher training is often cited as a key requirement for inclusive education, but the challenge goes beyond the initial exposure. The effectiveness of teacher preparation for inclusive classrooms requires an approach that is multi-dimensional. It means it should include both attitudinal readiness and technical competence. The comprehensive development programs for teachers must cover topics such as behavioral management strategies, Universal Design for Learning,

differentiated instruction and collaboration planning with other special education professionals. It must be continuous and included in the teachers' ongoing professional growth. The training should highlight understanding disability from a rights-based and social perspective, so they can recognize and challenge practices that exclude individuals in traditional classroom structures. The professional development must include access to updated research on inclusive pedagogy, lesson study groups, coaching and peer mentoring.

These support systems would help the teachers adapt to learners or students with diverse needs over time rather than treating inclusive education as a one-time technical repair or fix. Furthermore, aside from knowledge and skills, it is also vital for them to foster a reflective and positive attitude toward inclusion. Teachers need structured opportunities to examine their beliefs about differences or diversity, challenge biases, and build a shared vision of inclusion as the core value of educational equity.

Since there is no formal curriculum for Special Education and the trend now is including these students in the same space and classrooms where the regular or mainstream students are, the researcher found the need to create a Curriculum Framework for Inclusive Education. The schools will be able to use this not only for students with special needs but also for their advanced learners or Gifted and Talented Students. Through this study, we can start with a framework and then the rest will follow. In the final Statement of the Problem, the researcher will respond to the question about the proposed output, which is the Curriculum Framework for Inclusive Education.

4.3 Proposed Curriculum Framework

Based on the Qualitative discussions above, the researcher proposes a Curriculum Framework that schools can use. This is where we can start so that implementation can become sustainable. At the bottom of this discussion is a Venn diagram created to show the similarities and differences between the public and private Schools in terms of the Curriculum Outline that the researcher created. The sustainability curriculum framework below for inclusive education was thoughtfully crafted to meet the varied learning needs of students, including those with learning disabilities as well as gifted and talented individuals. It is crafted as a Venn Diagram to show the Inclusive Education in public and private schools.

The heart of this framework revolves around essential insights into how learners differ, effective intervention methods, and opportunities for enrichment. It weaves Social and Emotional Learning (SEL) into its curriculum to nurture resilience and empathy in every student, helping them grow in self-awareness and teamwork. Furthermore, it incorporates advanced cognitive skills, such as critical thinking, creativity, and leadership, into the curriculum, designed to engage and challenge gifted learners, while focusing on important behavioral skills, including task management, attention building, and collaboration, for those with disabilities.

To ensure sustainability, the framework emphasizes the importance of allocating resources effectively, providing robust support systems, and conducting ongoing assessments and feedback. It advocates for the development of Individualized Education Plans (IEPs) and Advanced Learning Plans (ALPs) to monitor progress and customize learning objectives. Teacher training is prioritized, featuring professional development and access to resources to address both challenges and needs for acceleration. Engagement from all stakeholders, particularly parents and specialists, is essential to establishing a robust support system that promotes inclusivity.

The purpose of integrating the Socio-Emotional Learning (SEL) Theory, the Integrated Curriculum Model (ICM), and the Social Model of Disability is based on their shared emphasis on student- or learner-centered approaches, which are inclusive and holistic. The SEL Theory focuses on the development of self-awareness, interpersonal skills and emotional intelligence. These are the capacities that are related to or foundational for empathy and equity in learning environments. SEL aligns directly with the Social Model of Disability, which reframes disability as an outcome or product of social barriers, rather than individual deficiencies. When combined, the theories emphasize the deconstruction of external structural barriers and the support of learners' internal capacities. Both of these are from SEL and Social Model Theories.

By providing the instructional strategy that embeds inclusive values and social-emotional learning into meaningful, interdisciplinary learning, the Integrated Curriculum Model complements both. It shows real and authentic connections across subject areas, real-world applications, and responsive differentiation. This then operationalizes the values of SEL and the Social Model in classroom practice. Together, the three theoretical frameworks form a comprehensive framework that addresses the pedagogical, emotional, structural and social dimensions of inclusive education.

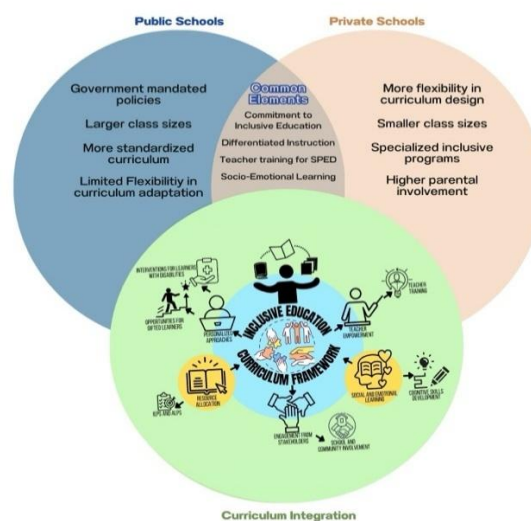


Figure 2: Sustainability Curriculum Framework for Inclusive Education

The development of the proposed sustainability curriculum framework for inclusive education was grounded in the Qualitative results or findings of this study. The process in developing this was iterative and interpretative, beginning with axial and open coding of responses from school heads. The themes that emerged were analyzed to identify core elements that contribute to the implementation and sustainability of Inclusive Education programs. Based on the themes, initial framework components were conceptualized and refined through several rounds of review and revisions, ensuring alignment and coherence with both literature and data. No formal expert validation or pilot testing was conducted at this stage. However, the framework was cross-referenced with best practices and existing research in inclusive education to examine its theoretical and practical relevance.

5. Conclusion

The findings of this study revealed systematic challenges, including resource constraints and teacher shortages, a lack of teacher preparation and expertise, and gaps in policy implementation. Despite the Quantitative findings that showed sufficiency in the implementation of Inclusive Education Programs, the school heads used the Focus Group Discussion as a great opportunity to highlight their challenges and successes in teaching students with learning difficulties and the Gifted and Talented individuals. They all called them the Special Education students.

The framework for sustainability of Inclusive Education will serve as a starting guide or a foundation to address the challenges. The framework promotes adaptability for the students with different learning styles and flexibility in contexts. It can contribute to bridging the gaps in the Special Education field in terms of policy and implementation. This framework offers an approach that provides sustainability and improvement to the Special Education services across the Philippines. The study also revealed that Inclusive Education is different when comparing private and public schools. Both types of schools are aiming to implement the programs.

However, public schools accept more Special Education students due to Department Orders from the Department of Education, legal mandates, accessibility and government funds that they receive. On the other hand, private schools focus on personalized programs that require an individualized approach, often referred to as “small-scale” programs. Additionally, the lack of parental acceptance and awareness of their children with special needs is a major challenge faced by many schools. In public schools, financial problems limit access to remediation, enrichment, and intervention programs, as well as therapies in hospitals.

6. Recommendations

The researcher provides some actionable steps that educators, future researchers, schools, and policy makers can do to effectively overcome the barriers and challenges that were mentioned in the findings of the study. Through the recommendations below, readers will benefit from suggestions that provide clear

guidance to improve towards the goal of sustaining Inclusive Education not just in their schools but also throughout the Philippines.

For the Educators:

1. Continue to engage in professional development training to enhance skills in Inclusive Education.
2. Use the frameworks as guides for classroom strategies with differentiated instructions for diverse types of learners.
3. Pursue certifications and continuing education in Inclusive teaching or education.

For the Future Researchers:

1. Longitudinal studies can be conducted to assess the scalability and sustainability of the frameworks in various regions of the Philippines.
2. Take a look at the framework created by the researcher and explore the impacts on the outcomes of students and the preparations of teachers in Special Education settings.
3. The long-term impact of Inclusive Education must be expanded in research or studies.
4. Future research papers should look at the career and academic progression of Special Education graduates.
5. Continue to do analysis of adaptive teaching strategies and differentiated instruction in Inclusive classrooms.

For the Schools:

1. Develop collaboration among stakeholders, particularly teachers, parents, and students. This is to implement inclusive practices effectively.
2. Pilot the Sustainability Framework for Inclusive Education to know and evaluate its effectiveness, efficiency and applicability.
3. SPED training and workshops should be implemented for the teachers, especially those who handle general education subjects.
4. The collaboration between SPED and general education teachers should be enhanced through co-teaching and mutual support in creating IEPs to monitor progress and develop more effective intervention strategies.

For the Policy Makers:

1. Ensure that there is alignment between the national education goals, as informed by policy revisions, and the framework the researcher created.
2. Find and allocate resources for the infrastructure, learning materials and teacher training to support Inclusive Education in your schools.
3. Adopt the Sustainability Framework on Inclusive Education as a basis in developing your school's curriculum or the formal SPED Curriculum.
4. Refine admission processes and subject assessments. Help the parents and children with special needs be diagnosed sooner or as early as possible by identifying early assessment programs.

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Appendix 1 - Likert Scale Questionnaire

Topic: Implementation and Sustainability of Inclusive Education Programs Towards Curriculum Development Framework

Instructions: Please answer the information asked for each item.

Name of the respondent: _____ (Optional)

Designation/Position: _____ School: _____

Years of Inclusive Education Program in your school: _____

I. Profile of the Respondent's School

A. Total number of students with special needs/ gifted and advanced learners in school.

- 1 - 5
- 6 - 10
- 11 - 15
- 16 - 20
- 21 - 30
- 31 - 50
- Others, please specify: _____

B. Total number of students with special needs/ gifted and advanced learners in a class.

- 1 - 5
- 6 - 10
- 11 - 15
- 16 - 20
- Others, please specify: _____

C. Total number of students per class: _____

D. Number of SPED teachers in the whole school: _____

E. Number of Regular teachers teaching Inclusive Education: _____

II. Implementation of Inclusive Education

Instructions: Describe how your school's Inclusive Education Programs are being carried out by answering the following statements below. School leaders must use the scale below to indicate the level of agreeability. (4 being the superiorly implemented and 1 for the parts that need improvement). This part aims to determine the challenges and personal experiences of the school heads in implementing Inclusive Education Programs.

Scale:

| |
|---|
| <p>4 - Superiorly Implemented:</p> <ul style="list-style-type: none"> • Implementation accurately reflects the desired criteria. |
| <p>3 - Sufficiently Provided:</p> |

| |
|--|
| <ul style="list-style-type: none"> Implementation is sufficient and can adapt to changes over time. |
| <p>2 - Feasible Implementation:</p> <ul style="list-style-type: none"> Implementation is feasible in terms of time, expense, and required skills. |
| <p>1 - Needs Improvement:</p> <ul style="list-style-type: none"> Implementation requires modification for optimal performance. |

| Dimensions and Indicators | 4 | 3 | 2 | 1 |
|--|---|---|---|---|
| I. Administration of School with Inclusive Education Programs | | | | |
| 1. Provides Teaching tools and equipment for all types of students. | | | | |
| 2. Make sure that classrooms are in good condition and are conducive to learning. | | | | |
| 3. Uses resource rooms to give extended accommodations to children with special needs or gifted and advanced learners. | | | | |
| 4. Assigns related experts for the resource rooms to help children with special needs and assist the gifted and advanced learners. | | | | |
| 5. Gathers school equipment that matches the needs of the different types of learners. | | | | |
| 6. Gives Pre-service training for teachers to prepare them for inclusive education. | | | | |
| 7. Gives pre-service training for teachers to prepare them for giving accommodations, extended assistance, and behavioral management. | | | | |
| 8. Continuously enhances the competencies of teachers, instructional managers, and non-teaching personnel. | | | | |
| 1. Creates a learning environment that exhibits inclusion for all learners and facilitates teaching and learning processes that address different learning styles and needs. | | | | |
| II. Administration in terms of Inclusion and Diversity in school | | | | |
| 1. Shows the importance of diversity through its policies. | | | | |
| 2. Encourages acceptance and diversity in school. | | | | |
| 3. Shows the importance of diversity through its programs, and events. | | | | |
| 4. Respects individuals and values their differences. | | | | |

| | | | | | |
|--------------------------|---|--|--|--|--|
| 5. | Encourages the school personnel and students to treat everyone fairly. | | | | |
| 6. | Fosters an environment that allows students to ask for help and assistance without fear. | | | | |
| 7. | Helps the students understand and appreciate their schoolmates' strengths and talents despite having difficulties in class. | | | | |
| 8. | Serves the needs of students with special needs and all types of learners and leads in creating an environment that invites learning. | | | | |
| 9. | Provides a school that is safe, challenging, and supportive for each student. | | | | |
| 10. | Applies rules and regulations that can accommodate the needs of the students. | | | | |
| 11. | Modifies syllabus, lesson plans, and teaching strategies that can cater to all types of students. | | | | |
| 12. | Implements activities for all types of students. | | | | |
| 13. | Monitors the methodologies and strategies of the teachers inside their Inclusive Education classrooms. | | | | |
| 14. | Gives constant feedback on teachers' methodologies and strategies. | | | | |
| 15. | Monitors how the teachers deal with the different types of learners. | | | | |
| 16. | Gives constant feedback on how the teachers deal with their learners. | | | | |
| 17. | Monitors and evaluates the different aspects of the Inclusive Education Programs. | | | | |
| 18. | Leads the school in modifying the curriculum by giving in-service training. | | | | |
| 19. | Monitors the creation of the syllabus and lesson plans that will suit the Inclusive Education learning environment. | | | | |
| 20. | Gives constant feedback on how teachers can improve learning delivery and approach. | | | | |
| III. The Teachers | | | | | |
| 1. | Depict the important knowledge, understanding, and skills in a unit, content, and lesson. | | | | |
| 2. | Assess the students' knowledge, understanding, and skills throughout the study segment. | | | | |

| | | | | | |
|---------------------------------|--|--|--|--|--|
| 3. | Use the assessment data results to plan the next lessons. It depends on the learning gaps, the mastery of skills, and the knowledge and understanding of the instructions. | | | | |
| 4. | Handle students with learning disabilities by giving extended assistance, remediation, and differentiated instruction without excluding them from the others. | | | | |
| 5. | Handle gifted or advanced students by giving them activities and tasks that will challenge them more without excluding them from others. | | | | |
| 6. | Ensure equal education for everyone in the class. | | | | |
| 7. | Handle gifted or advanced students by giving them activities and tasks that will challenge them more without excluding them from others. | | | | |
| 8. | Handle regular students in class by continuously giving them fair treatment and equal attention. | | | | |
| 9. | Ensure that behavior management for different types of students is balanced and modified. But no one is excluded and isolated. | | | | |
| 10. | Give accommodations to students with different learning styles based on their strengths and interests. | | | | |
| IV. Related Services | | | | | |
| The school... | | | | | |
| 1. | has a space to display learning products or outputs of students | | | | |
| 2. | has a library that can accommodate students with special needs | | | | |
| 3. | has laboratories for Science and Technology subjects that can be used by all types of learners | | | | |
| 4. | creates other learning opportunities for the students | | | | |
| 5. | considers recommendations from experts such as Developmental pediatricians, psychiatrists, and psychologists so that the school can also accommodate students with special needs and advanced or gifted learners along with the regular students | | | | |
| 6. | has continuous capacity-building on Inclusive Education of teaching and non-teaching personnel | | | | |
| V. The School Curriculum | | | | | |
| The school... | | | | | |
| 1. | modifies the Curriculum through the school's syllabus and lesson plans | | | | |

| | | | | | |
|----|---|--|--|--|--|
| 2. | modifies and adjusts the lessons, activities, and tasks using a Learner-Centered approach | | | | |
| 3. | actualizes a Curriculum that is relevant and contextualized | | | | |
| 4. | creates the learning resources based on the diversities of the learners' skills, learning styles, abilities, study habits, motivation, interests, and other circumstances | | | | |
| 5. | ensures that learning resources are free from discriminatory content and are appropriate to diverse or different types of learners | | | | |
| 6. | consistently monitors the learning delivery and instruction to address the needs of all types of learners | | | | |
| 7. | ensures that there is technical support in adjusting, contextualizing, and modifying the curriculum, the teaching and learning materials, and using inclusive assessment and learning-centered pedagogy | | | | |

Appendix 2 - Focus Group Discussion Guide

I. Introductory Information

- A. Consent of the respondent
 B. Code of the respondent: _____

II. Focus Group Discussion parts:

| Parts and Questions | |
|--|--------------------------------|
| I. Leadership in an Inclusive Education Setting | Keywords Identification |
| 1. How did the school administration plan for the Inclusive Education Programs in your school? 2. As a school head, how did you prepare the whole school and the teachers to handle Inclusive Education students? | |
| II. Implementation of Inclusive Education Programs in school | Keywords Identification |
| 1. How did you modify your school's policies to accommodate all types of learners? 2. What are the strategies in delivery and instructions that suit every student and make sure they grasp the learning materials? 3. How do heads and teachers in your school help the students promote an environment that understands and appreciates differences? | |
| III. The Curriculum modifications and changes in learning delivery and instruction in school | Keywords Identification |
| 1. What are the adjustments and modifications given to the students with learning difficulties? 2. How do you help your teachers motivate the advanced and gifted learners in class? | |
| IV. The Successes and Challenges of the Schools in an Inclusive Education Setting | Keywords Identification |
| 1. What are the successes and challenges you encountered in implementing Inclusive Education Programs? 2. As a school head, what are the developments that you do along with the other leaders of your institution, to address the challenges you encounter in implementing the Inclusive Education Programs? | |
| V. The Improvements that the school can do | Keywords Identification |
| 1. What are the aspects of your Inclusive Education Programs that still need further improvement for the purpose of sustainability practices? 2. How can you continuously help your teaching and non-teaching personnel in terms of handling Inclusive Education students? | |

Appendix 3 - Level of Implementation Description based on the Likert Scale Questionnaire

From the Likert Scale Questionnaire:

| |
|--|
| <p>4 - Superiorly Implemented:</p> <ul style="list-style-type: none"> • Implementation accurately reflects the desired criteria. |
| <p>3 - Sufficiently Provided:</p> <ul style="list-style-type: none"> • Implementation is sufficient and can adapt to changes over time. |
| <p>2 - Feasible Implementation:</p> <ul style="list-style-type: none"> • Implementation is feasible in terms of time, expense, and required skills. |
| <p>1 - Needs Improvement:</p> <ul style="list-style-type: none"> • Implementation requires modification for optimal performance. |

Descriptions for the interpretation:

4 - Superiorly Implemented = Highly Implemented

3 - Sufficiently Provided = Moderately Implemented

2 - Feasible Implementation = Minimally Implemented

1 - Needs Improvement = Little to No Implementation