



# Inclusion: Core Principle of the K to 12 Basic Education Program



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# DepEd Mandate



**“...shall protect and promote the rights of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all.”**

**-Article 14, Section 1 of the Philippine Constitution**



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# DepEd Vision



**We dream of Filipinos  
who passionately love their country  
and whose values and competencies  
enable them to realize their full potential  
and contribute meaningfully to building the nation.**

**As a learner-centered public institution,  
the Department of Education  
continuously improves itself  
to better serve its stakeholders.**



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# Team Vision



**By 2022,  
we will have a nation-loving  
and competent lifelong  
learners able to respond  
to challenges and opportunities  
through the delivery of quality, accessible,  
relevant  
and liberating K to 12 program  
by a modern, professional, pro-active,  
nimble, trusted and nurturing DepEd**



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# DepEd Mission



To protect and promote the right of every Filipino to quality, equitable, culture-based and complete basic education where:

- **Students learn in a child-friendly, gender-sensitive, safe and motivating environment**
- **Teachers facilitate learning and constantly nurture every learner**
- Administrators and staff, as stewards of the institution, ensure an **enabling and supportive environment** for effective learning to happen.
- Family, community and other **stakeholders are actively engaged and share responsibility for developing life-long learners.**



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# Core Values

Maka  
Diyos  
Tao  
Bayan  
Makakalikasan



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# Ambisyon Natin 2040

The Philippines shall be a country where all citizens are free from hunger and poverty, have equal opportunities, enabled by fair and just society that is governed with order and unity. A nation where families live together, thriving in vibrant, culturally diverse and resilient communities.



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## SDG Goal 4:

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”



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# The K to 12 Philippine Basic Education Curriculum Framework



## CONTEXT

### PHILOSOPHICAL & LEGAL BASES

- RA 10533 The Enhanced Basic Education Act
- The 1987 Phil. Constitution
- BP 232, Education Act of 1982
- RA 9155, Philippine Governance Act
- The vision, mission statements of DepEd
- SOUTELE, 1976
- The EDCOM Report of 1991
- Basic Education Sector Reform Agenda (BESRA)
- The four pillars of education (UNESCO)

### NATURE OF THE LEARNER

- Has a body and spirit, intellect, free will, emotions, multiple intelligence, learning styles
- Constructor of knowledge and active maker of meaning, not a passive recipient of information

### NEEDS OF THE LEARNER

- Life skills
- Self-actualization
- Preparation for the world of work, entrepreneurship, higher education

### NEEDS OF NATIONAL & GLOBAL COMMUNITY

- Poverty reduction and human development
- Strengthening the moral fiber of the Filipino people
- Development of a strong sense of nationalism
- Development of productive citizens who contribute to the building of a progressive, just, and humane society
- Ensuring environmental sustainability
- Global partnership for development



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# K to 12



## INCLUSION:

## CORE PRINCIPLE of K to 12

- promotes institutional sensitivity and responsiveness : nature, situation, realities of the learners



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# K to 12



## INCLUSIVE EDUCATION: POLICY PERSPECTIVE of K to 12

- realized through learner-centered and context responsive programs



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# International Legal and Standard-setting Instruments



1. UN Conventions on the Rights of the Child (1989)
2. World Declaration on Education for All (1990)
3. UNESCO Salamanca Statement and Framework for Action (1994)
4. 2007 UN Declaration on the rights of the Indigenous Peoples
5. The Education 2030 Framework for Action



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# Philippine Legal Bases for Inclusive Education



1. The 1987 Philippine Constitution (Art.XIV, Sec 1 & 2)
2. RA No. 10533, The Enhance Basic Education Act of 2013
3. RA No.10157, The Kindergarten Education Act
4. RA No. 9155, The Governance of Basic Education Act of 2001
5. RA No. 8371, The Indigenous Peoples Rights of 1997



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# Philippine Legal Bases for Inclusive Education



6. P.D. 603 - The Child and Youth Welfare Code
7. RA No. 7610 – Special Protection of Children against Child Abuse, Neglect, Cruelty, Exploitation and Discrimination
8. RA No. 9344, The Juvenile Justice and Welfare Act of 2006
9. RA No. 9442 amending RA No. 7277- The Magna Carta for Disabled Persons
10. RA No. 10665, An Act Establishing the Open High School System in the Philippines
11. RA No. 10361, The Domestic Workers Act or Batas Kasambahay



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# Scope of Policy Framework



- Guide all programs,

both formal and non-formal education

and the support systems that enable their effective implementation



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# Policy Statement



## The policy framework



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# GUIDING PRINCIPLES



## INCLUSIVE EDUCATION

### 1. *Responsiveness to rights*

- *realizes DepEd commitments: quality, equitable, culture-based and complete*
- *Rights-based Approach (RbA)- recognition, promotion and protection*



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# GUIDING PRINCIPLES



## INCLUSIVE EDUCATION

### 2. *Sensitivity and Responsiveness to Context*

- *recognizing and valuing diversity of learners, schools and communities*



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# GUIDING PRINCIPLES

## INCLUSIVE EDUCATION



3. *Inclusion : recognizes and respects learners' rights to relevant and responsive to their contexts*
- *No learner left behind.*



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# The K to 12 Philippine Basic Education Curriculum Framework



Higher Education



Employment



Entrepreneurship



Middle Level Skills Development

*Holistically Developed Filipino with 21<sup>st</sup> Century Skills*

**Being and Becoming a Whole Person**

## SKILLS

*Information, Media, and Technology Skills  
Learning and Innovation Skills  
Communication Skills  
Life and Career Skills*

## LEARNING AREAS

*Language  
Technology and Livelihood Education (TLE)  
Mathematics and Science  
Arts and Humanities*

## Curriculum Support System

*Teachers*

*Materials,  
Facilities,  
and  
Equipment*

*ICT*

*Assessment*

*School  
Leadership  
and  
Management*

*Schools  
Divisions  
Technical  
Assistance*

*Community-  
Industry  
Relevance  
and  
Partnerships*

## Monitoring and Evaluation System

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# KEY DIMENSIONS



LEARNER

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# KEY DIMENSIONS



CURRICULUM

LEARNING  
RESOURCES

LEARNER

EDUCATIONAL  
ASSESSMENT

LEARNING  
DELIVERY



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# KEY DIMENSIONS



## A. LEARNER

- learner-oriented, relevant and appropriate education
- programs responsive to diverse learners
- learner's participation and representation



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# KEY DIMENSIONS



## B. K TO 12 CURRICULUM

- inclusion as a key standard & principle
- MTB-MLE, varied TLE offerings, tracks and strands
- SPED, Madrasah Education, IP Education, Special Interest Programs, ADMs/FLOs, ALS
- Quality differentiated instructions thru:
  - ☐ Contextualization of curriculum and learning materials
  - ☐ Equal opportunities for active participation in teaching-learning process
  - ☐ Provision of options to create, learn and share what they know and what they can do in both curricular and co-curricular activities



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# KEY DIMENSIONS



## C. DEVELOPMENT OF LEARNING RESOURCES

- locally developed and contextualized learning resources
- varied contexts in learning materials
- learner's knowledges, learning styles, multiple intelligences, interests
- sensitive to social and cultural contexts with the community as a learning resource



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# KEY DIMENSIONS



## D. LEARNING DELIVERY

- Flexible, option of programs for different types of learners based on context, background, needs, interests



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# Leadership and performance must impact on:



- Teaching-Learning:  
Quality, Relevant, Liberating basic education

Are the students learning? Are the students meeting the standards?

Does teaching-learning at basic education improve the life of his/her family? community development? nation building?



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# KEY DIMENSIONS



## E. EDUCATIONAL ASSESSMENT

- recognizes particularities of learners
- Formative and evaluative
- Traditional and non-traditional
- Authentic assessment



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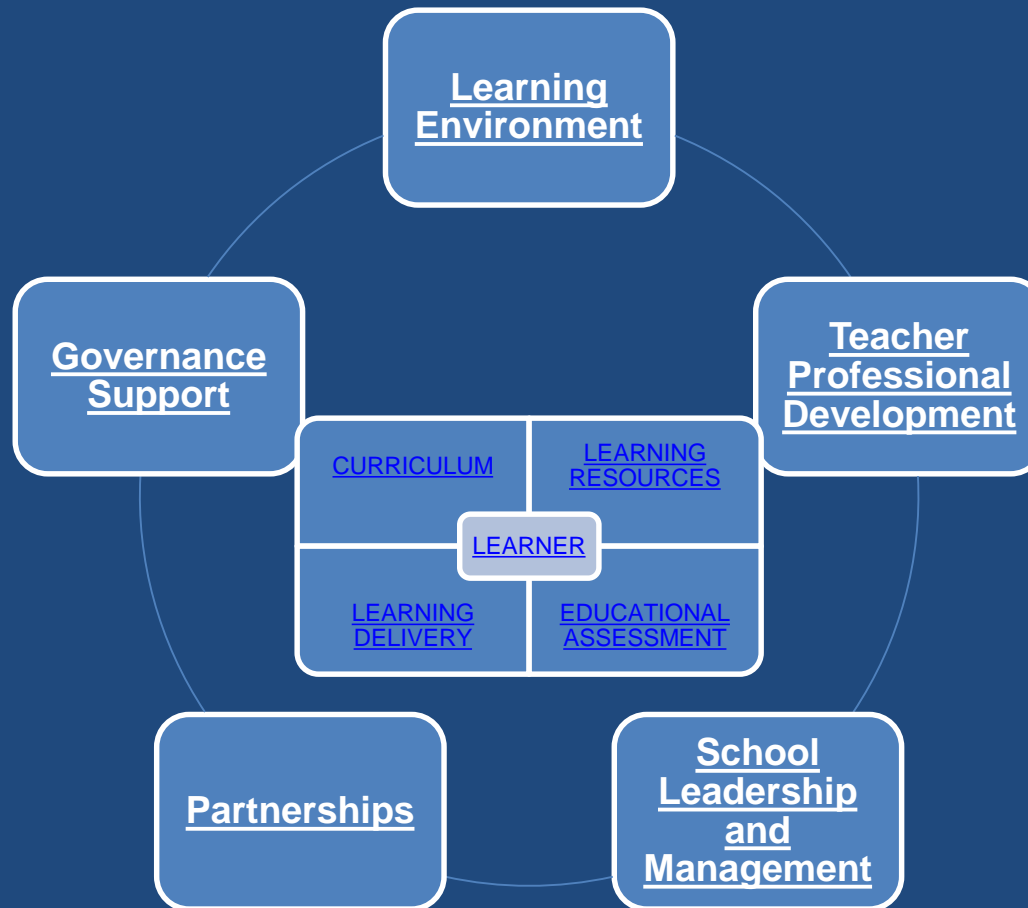
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# KEY DIMENSIONS



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# KEY DIMENSIONS



## F. LEARNING ENVIRONMENT

- support and complement learning delivery
- facilitate learning and reinforce effective teaching-learning
- protects learner's rights



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# KEY DIMENSIONS



## G. TEACHER PROFESSIONAL DEVELOPMENT

- all teachers are implementers of inclusive education
- continuous capacity development based on Phil. Prof. Standards for Teachers(August 2017)
- Inclusive Education in Teacher Education Programs
- stakeholders involvement in the teaching-learning process



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# KEY DIMENSIONS



## H. SCHOOL LEADERSHIP AND MANAGEMENT

- Inclusive Education as a perspective and policy shall guide all schools
- Inclusive Education in School-based Management and in the School Improvement Plan
- Encourage practices and innovations



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# Transformational Leadership



- “Excellence with a soul should become the core business of the Asian Academic community.”
  - Mok Ka Ho, 2015
- “Caring is the key to excellence.”
  - Lorna Dig Dino, 1997



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# KEY DIMENSIONS



## I. PARTNERSHIPS

- advocacy and social mobilization
- institutionalized engagement of stakeholders and partners
- expand and strengthen linkages and partnerships



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# KEY DIMENSIONS



## J. GOVERNANCE SUPPORT

- Inclusive Education in planning and programming
- Responsiveness of planning standards to diversity of learners
- Coordination with LGUs
- Maximize use of Special Education Fund and other resources



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# K to 12



## INCLUSIVE EDUCATION

Perspective



Policy



Practice



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# STRATEGIC DIRECTIONS, 2017-2022



## Team Vision

By 2022, we will have a nation-loving and competent lifelong learners able to respond to challenges and opportunities through the delivery of quality, accessible, relevant and liberating K to 12 program by a modern, professional, proactive, nimble, trusted and nurturing DepEd

## Strategic Goal

Expand access to basic education

Improve quality and relevance

Modernize education

## Strategic Objectives

- Expand coverage of inclusion programs
- Expand access to secondary education
- Provide non-classroom facilities
- Improve partnership building and linkages

- Full implementation of k-12 program
- Improve quality of teachers
- Expand the use of technology for learning
- Enrich curricula to address cross-cutting issues
- Foster critical thinking

- Automate core systems and processes
- Improvement procurement process
- Accelerate research and development
- Improve human resource development



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# THANK YOU!



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# A Peaceful & Happy Journey



God bless.

Move on  
with Love!

From:

*Lorna Dig Dino*

*Undersecretary for Curriculum and Instruction*

*Department of Education*

*November 27, 2017*



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