



PROJECT INTEGRATIVE AND INCLUSIVE SCHOOL ACTIVITIES: A SCHOOL STRATEGIC INTERVENTION TO SUSTAIN INCLUSIVE EDUCATION DURING CRISIS SITUATION

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ABSTRACT

This study aimed to determine the Extent of Project Integrative and Inclusive School Activities as a school strategic intervention to sustain inclusive education during crisis situations experiences of the teachers, parents, and staff in the implementation of this program. The respondents were two administration staff, seventy-one teachers, and three hundred forty-three parents. There were 7 for in- depth- inter interviews and 7 for focus group discussions. Quantitative data for analysis utilized descriptive correlational determined that the independent variable has a significant relationship to the dependent variable. Linear regression determined that no domain in the independent variable significantly influenced the dependent variable. However, the whole model significantly influenced the dependent variable. The study revealed that Project IISA was very much extensive, which implies that the project is very much observed. The level of the school's strategic intervention to sustain inclusive education during a crisis situation was very high and described that this program is very experienced. Thematic analysis was used to surface emerging themes. Analyzed results on the quantitative side were used for triangulation in qualitative data. Results imply that challenges were encountered during the crafting and designing of the project and implementing the project, and sustainability of the project. The different insights in the implementation of Project IISA to sustain inclusive education during crisis situations are the Monitoring Checklist, Strong partnership/collaboration, and Learning motivation.

Keywords: Project IISA, Strategic Intervention, Inclusive Education, Crisis situation, Phil.

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The Researchers

I. CONTEXT AND RATIONALE

Covid-19 pandemic has ill the academic mobilization of the Department of Education in the country. This has shifted the education platform and mode of delivery from face to face to distance learning using the appropriate delivery mode. Students' participation had never been a question in leveraging the academic performance of the students (Cimmino, 2007). During this crisis situation, the teachers find difficulties in figuring the transpired knowledge on the performance side of the students due to these invisible foes. Of which, limit the actions to make in ensuring the transfer of learning. Participation of the students during this crisis situation is one of the braces to be hurdled in giving grades for the learners. Further, challenged the inclusive education policy as one of the departments of education's responsibilities.

During this pandemic crisis, education is still opted to continue nor no academic freeze at hold (UNESCO, 2019). In this type education students' performance and participation will be hampered and sacrificed due to the limitations given by the IATF health protocols. However, there were no integrative and inclusive activities tailored in the department to counter the crisis being faced in the country to provide equal opportunities for the students to showcase their skills as an expression of what they learned in the given competencies. Even browsing in the internet there are no platform or activities that can suggest to address the problem of determining performance and participation of the students during crisis situation.

The Project Integrative and Inclusive School Activities (Project IISA) is one of the school activities that can bridge the continuity of education a midst crisis situation. The school of Maragusan National High School have been doing this Project IISA for three-year time now which initiated by sir Emmanuel B. Clarion, who is the current school principal. This project created for the students to participate in school activities by allowing them to showcase their abilities in their own level.

This project made by crafting different activities which are based on the skills and hobbies divulge in the student's profile sheet. Project IISA edition will depend on the month of celebration and subject culminating activities. Nevertheless, curriculum will not jeopardize but modified and contextualized that fits the local setting to sustain inclusive education (DO. 72 s. 20019).

The researchers are determined to study the domain of Project IISA as practiced and utilized by the school, its relationship to inclusive education, and the experiences of the school administrator, teachers, and parents. This study was conducted at Maragusan National High School, Maragusan, Davao de Oro. Sources of data and information were gathered from the administrators, teachers, and parents as functionaries in delivering the project.

II. INNOVATION, INTERVENTION, AND STRATEGY

Project Integrative and Inclusive School Activities (Project IISA). The central concept of the K to 12 Basic Education Program is Comprehensive Education. This supports the right of every Filipino to standard, equal, culture-based, and full basic education. All Filipinos will realize their full potential through inclusive education. The Education for All (EFA) initiative in 2015 included provisions to ensure that all Filipinos will able to achieve what UNESCO is initiating in the provision of education options and to obtain sufficient education in an inclusive classroom setting. Accordingly, during crisis times, education must not be disrupted and distance learning is one of the schemes for continuing education.

Crafting and designing activities. This project was created by school administrators and teachers to provide access and help the 3,497 students increase their level of involvement in all activities, and improve their full potential of these students. To make it more integrative in a way, prior profiling was done to ensure the inclusion of the activities crafted.

The performance standards of the curriculum were modified based on the most condensed skills and hobbies of the students depicted during the profiling.

Activities were contextualized and localized based on the trending activities in the society such as; photography, portraiture, educational meme, face art, dance solo, Tiktok challenge, modeling statement muse, vlogs, acapella song, song composition, graphic organizer, fun learning, home project, 21st-century problem, infomercial, creative mask, MNHS souvenir making, slogan, calligraphy, acrostic poetry, coffee art, dish garden, sketching, leaf art, stone art, doodle art, storytelling, oration, poetry reading, poetry writing and others that fit the subject edition. Those non-writing events or performances will be sent online, the rest will be inserted in their kits during the retrieval of outputs. Participants were monitored by the class advisers to ensure the participation of all class members. With these activities and a number of editions, the students can showcase their skills and talents even in distance learning.

In order to ensure that the activities were more concise, institutional meetings were conducted to formulate mechanics, guidelines, and criteria. Then, the group of teachers in the different subject areas was tasked to craft the committees and timeline of the implementations and judging of outputs. The school invites different judges coming from the other schools in the district or even in the division. Some were experts from local government units and alumni. The mechanics of the activities were deliberated by the subject teachers and submitted to the school head for verification and enhancement.

The final guidelines are then forwarded to the level heads for the dissemination of activities to the class advisers.

The adviser now presents the activities and allows the students to choose the event. Group chats were created to house all the online competitions and added all the advisers and judges for viewing all entries. For the offline competition, the students received the mechanics inserted in their kit and submit it back when finished. Crafting school activities are exemplary learning instruments that trigger the learners to hone their motor skills, and scientific skills to discover new perspectives by doing.

This can also develop good character and even decreases stress. Learners may be able to read books or journals. They reused and modify available materials at home. Thus, offers great learning and bonding opportunity for the whole family. Sometimes, may turn hobbies into a functional and earning path (Bertgert, 2016).

Implementation of the project. The IISA project consists of eight editions, depending on each subject field. Information drives were given through letters inserted in their learning kits and posted on the official Facebook page of Maragusan National High School. Project launching was also made. All students were given equal opportunity to showcase their talents and abilities in various aspects and to freely choose to engage in their chosen activity. The theme and activities were based on each subject assigned and categorized by grade level.

They were given one month to work out their assigned task and were judged by the invited stakeholders and other expert teachers in the different fields of events contested. Their performances were incorporated into their performance task and graded. Evaluation and monitoring of the different editions were constantly included during the institutional meetings. All coordinators of the subject were required to submit the accomplishment report for bookbinding and compilation of Project IISA in different editions.

Sustainability of the project. Parental participation was raised to make this project more viable and retain the involvement of the students and to sustain the project.

Every edition of Project IISA modifies the different events so the students may engage in another way of it and will not get used to it. Materials needed were being provided especially those materials need to buy outside the home. All participants were given awards and certificates to promote and edify the confidence of students in engaging in the activities. The top 5 winning results will be posted on the Facebook page by the coordinators and advisers for the participants to know the results.

This project was included in the School Improvement Plan for Access to Education. Thus, Project IISA helps to ensure the student's participation in all school events, even in the midst crisis situation. It also increases the role of parents in pursuing education even in distance learning mode, thus heightening parental involvement.

The quality of activities and their purpose has been largely promoting positive development for all students. Though this endeavor paved the way for developing quality education but do not forget the cultural responsibilities (Simpkins et al. 2017).

III. ACTION RESEARCH QUESTIONS

The researchers were measuring the domains of the project Integrative and Inclusive school activities to sustain inclusive education during a crisis situation and gather the experiences of the implementer of the project.

1. What is the extent of Project IISA in terms of:

- a. Crafting and designing of activities,
- b. Implementation of the project, and
- c. Sustainability of the project.

2. What is the level of the school intervention platform to sustain inclusive education during crisis situations in terms of:

- a. Child find,
- b. Curriculum modification
- c. Parental involvement

3. What is the relationship between Project IISA and the school's strategic platform to sustain inclusive education during crisis situations?

4. Which domain in Project IISA significantly influences the school's strategic intervention to sustain inclusive education during crisis situations?

5. What are the experiences of the administrators and teachers in implementing Project IISA to sustain inclusive education during a crisis situation?

Research Hypotheses

1. There is no significant relationship between project integrative and inclusive school activity and the school platform to sustain inclusive education during a crisis situation?

2. Which domain in project integrative and inclusive school activity significantly influences the school platform to sustain inclusive education during a crisis situation?

IV. ACTION RESEARCH METHODS

a. Research Design

The purpose of this study was to determine the extent of Project IISA, its domain that significantly influences the sustainability of inclusive education during a crisis situation. This study explored the experiences of the parents or guardians, class advisers, and school administrators in the implementation of project integrative and inclusive school activities (Project IISA) as a strategic intervention for inclusive education during a crisis situation using an explanatory sequential mixed method design as illustrated below. This involved a two-base mixed methods design. The first was the use of quantitative non-experimental design utilizing descriptive-correlational techniques. It is non-experimental research since the independent variable of the study was not manipulated and there was no random assignment to groups (Johnson and Christensen, 2008).

The researchers used the correlational descriptive design to determine the significant relationship between whether the single independent and the single dependent variables complement. The use of linear regression to determine which domain influences the dependent variables. The design that initiated the collection of quantitative data was analyzed using statistical tools followed by qualitative data using thematic analysis (Creswell, 2014). In the quantitative data collection phase of the study, the researchers collected survey data from school administrators, class advisers, and parents or guardians of Maragusan National High School. The researchers collected the necessary data for (1) one month. During the qualitative phase, a phenomenological research approach was utilized during the data collection. We, the researchers explored the experiences of school administrators, class advisers, and parents or guardians which illuminated and explained the quantitative data results.

The Follow-up explanation model was used when the result shows an extreme statistical difference in scores to expand the quantitative results (Creswell, 2006) This was used to determine the factors to sustain the Project IISA implementation as a platform of inclusive education during a crisis situation. This is good for one (1) month of data gathering also.

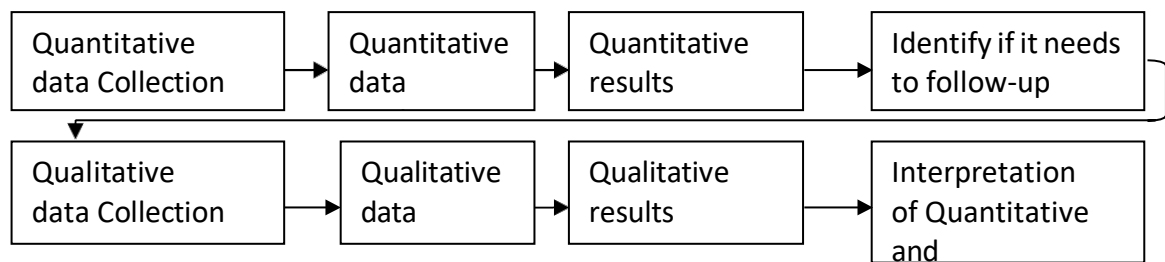


Figure 1: Explanatory Sequential Design: The Follow-up Explanation Model

b. Participants and/or other Sources of Data and Information

A total of 71 class advisers out of 86 of them, 2 administrators out of 2, and 343 out of 3,148 parents or guardians in Maragusan National High School were recruited to participate in the quantitative data collection phase of the study. The numbers of respondents were identified using the raw-soft tool which gives the minimum number of necessary respondents to meet the statistical constraints. These numbers of respondents were needed to have a confidence of 95% that the real value was within the positive and negative measured or surveyed value. The researchers have utilized the researchers-made questionnaires but modified them to contextualize the local setting in order to gather relevant data.

The Tabular presentation below shows the distribution of respondents. Shown also in the chart are the numbers of respondents from the different participants of the school. The Mathematical operation utilized by the researchers in the conduct of this study. The survey was conducted from April to May 2021.

The respondents were favorably chosen because the researchers would like to find out the extent of project integrative and inclusive school activities and the level of the school platform to sustain inclusive education during the crisis situation of Maragusan National High school. The respondents will determine the significance of the project which will combat the crisis situation for inclusive education. Using the researchers made- questionnaires. They inferred results base in their experiences.

School Respondents	Population of Distribution	Percentage of Respondents	Sample Respondents
Administrator	2	0.06 %	2
Parents	3,148	10.60 %	343
Class advisers	86	2.19 %	71
Total	3,236	12.85 %	416

The area of this study was focused only for the 2-school administrator, 71 class advisers for junior and senior high school, and 343 parents or guardians of the students of Maragusan National High School. This was bounded within the west district of Maragusan situated at Talisay street, Poblacion, Maragusan, Davao de Oro and the only mega school in the local. The researchers created an official group chat or direct messaging when the participants were advised to work from home.

In the phenomenological qualitative approach, we used purposeful sampling to identify the 14 informants representing the administrators, class advisers, and parents or guardians of Maragusan National High School, and part of the samples was used during the descriptive survey. We we divided the informants into 2 groups, seven for in-depth interviews (IDI) and seven for focus group discussion (FGD).

We intentionally choose these informants because they all primarily participated in crafting and designing the activities, and implementing the project and were probably involved in mapping, and modifying the curriculum to sustain the project. The (60) sixty-minute interview of teachers began with a portion wherein participants were asked to give consent to participate in the interview. We used pseudonyms for our participants to protect their identity from the information of the study. This was to protect their privacy and confidentiality was kept (Creswell, 2016).

c. Data Gathering Method

The researchers-made questionnaires were used to develop as the survey instrument. This 30-minute survey of the respondents began with a portion wherein the respondents were asked to give consent to participate in the survey. The researchers' questionnaire asked to assess the extent of Project IISA in crafting and designing activities, in the implementation of the project, and in the sustainability of the project. The level of school intervention was measured if it can influence to the sustainment of inclusive education during the crisis as per mandated by DepED Order No. 72, series of 2009.

The researchers made- questionnaires that were validated by internal validators and then followed by external validators who modified and enhanced the items to gather relevant data. After incorporating their corrections and comments, questionnaires underwent pilot testing of 50 samples outside of the target sample area. Results were analyzed for validity and reliability test using Cronbach alpha. The items that were formulated under the independent variable got the rated value of 0.904 with the description of good interval consistency. On the dependent variable items, Cronbach alpha result was 0.912 with the same description of good interval consistency also.

The researcher- made questionnaires were divided into two sets. One was for Project Integrative and Inclusive School Activities in terms of crafting and designing of activities, implementation of the project, and sustainability of the project with five items respectively. The other one was for the school platform to sustain inclusive education during crisis situation in terms of child find, curriculum modification, and parental involvement. The researchers personally asked permission to the principal and hand out the questionnaires to elicit information.

The following ratings was used to describe the extent of project integrative and inclusive school activities:

Range of Means	Description	Interpretation
4.30 – 5.00	Very much Extensive	If the extent of project integrative and inclusive school activities is very Much observed.
3.50– 4.20	Much Extensive	If the extent of project integrative and inclusive school activities is much observed.
2.70 – 3.40	Moderately Extensive	If the extent of project integrative and inclusive school activities is moderately observed.
1.90 – 2.60	Less extensive	If the extent of project integrative and inclusive school activities is less observed.
1.00 – 1.80	Not Extensive	If the extent of project integrative and inclusive school activities is not observed.

<i>Range of Means</i>	<i>Descriptive Equivalent</i>	<i>Description</i>
4.30 – 5.00	Very High	the school intervention to sustain inclusive education during crisis situation is very much experienced.
3.50 – 4.20	High	If the school intervention to sustain inclusive education during crisis situation is much experienced.
2.70 – 3.40	Moderate	If the school intervention to sustain inclusive education during crisis situation is moderately experienced.
1.90 – 2.60	Low	If the school intervention to sustain inclusive education during crisis situation is less experienced.
1.00 – 1.80	Very Low	If the school intervention to sustain inclusive education during crisis situation is not experienced

The following steps will be employed in gathering the data:

First, we underwent a meeting as to what and how we are going to conduct our research and plot a plan regarding the conduct of the study. Second, send letters to the administrators and forwarded them to the level heads for approval to conduct the study. Third, conducted the study used the interview inquiry approach and described an interview inquiry as a "moral enterprise" this has been done with one aspect of the researcher's role. Whether it was the researcher or an assistant who was doing the interviewing, forming relationships with respondents seems to be rather inevitable (Dornyei, 2007).

While interviewing, we used their personal empathy to make the respondents feel more at ease and therefore more willing to tell "their story". This resulted in the researchers most often will experience a (close) relationship with the informants and

probably feeling obliged to protect data from outsiders. Finally, it was important to emphasize that the discussion was about personal views and experiences and therefore there were no right or wrong answers.

The informant's interview aimed to gather data that answered query number one (5) what are their experiences in conducting project integrative and inclusive school activity? Reflections of experiences included behavior or attitude (Bailey, 2006).

d. Data Analysis Plan

The gathered data were tabulated and analyzed using the following statistical tools. The following statistical tools were used in the computation of the data as well as in the testing of the hypotheses at a 0.05 level of significance.

Average Mean. This was used to determine the extent of project IISA and the level to sustain inclusive education during crisis situations to answer research questions 1 and 2.

Standard Deviation. This was used to measure the dispersion of the frequency distribution.

Pearson-r. This was used in determining the relationship of Project IISA as a strategic platform for inclusive education during a crisis situation when qualifying in parametric test.

Linear Regression. This was used to determine the degree of influence of the domains of Project IISA as sustaining the strategic intervention to sustain inclusive education during a crisis situation

According to Creswell (2006), the gathered data from IDI and FGD was analyzed thematically. The researchers made list and read through all responses to identify the key statements and general themes and organized excerpts of each discussion so that recurrent themes could be coded and further analyzed.

The answer of the participants was analyzed using thematic analysis. Thematic analysis is a method of analyzing and reporting patterns or themes with data using thematic analysis in this study was very helpful because it was flexible and a useful research tool that can probably grant a substantial, complex, and rich account of the data. We followed the steps in analyzing the data to mention: familiarize data, generate initial codes, search for themes, review the themes, define and name themes, and construct the report (Creswell & Miller,2000).

Triangulation technique using validating quantitative data model was employed to validate and extend information. This was to widen the quantitative results from the survey by emerging from open-ended qualitative questions. We gathered both types of data within the survey instrument as shown in the illustration below. (Creswell, 2006).

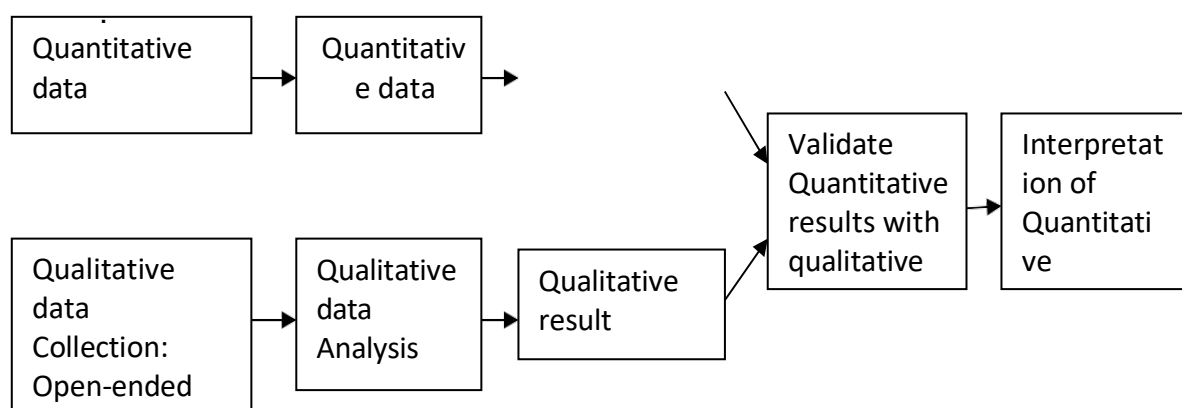


Figure 2: Triangulation Design: Validating Quantitative Data Model

e. Ethical Consideration

As we faced this research, the Belmont report (2014), was served as a guide in dealing with the research:

Respect for Persons. The participant was asked to participate voluntarily by an informed consent and treated autonomously. The content of the questions was explained clearly and comprehensively. The collected information was protected by discarding recorded voices.

Beneficence. This entails that the participants were conditioned and built with harmonious conversations to eliminate doubts about expressing opinions. Set the mode in a safe and sound so they may feel secure and protected. They decided where will the interview take place. Let them feel also that it was beneficial for them when they share and gain in their part for they will acquire new knowledge.

Justice. During and after the interview, all participants were treated fairly. That even in different situations issues will remain of their own to avoid conflict of opinions. Both groups received the same benefits especially in selecting participants. During focus group discussions, all their decisions were made clear to avoid irrelevant issues.

V. DISCUSSION OF RESULTS AND REFLECTION

This part reveals all the inferential results which were analyzed at the significance level of 0.05. Textual and tabular presentation based on the problems that rose in the previous part. The data for results, analysis, and interpretation of the study are discussed the from highest to lowest means of the different indicators from the different variables. This part also presents the discussion about the influence of Project Integrative and Inclusive School Activities in the sustainability of inclusive education during a crisis situation. Validation of this result through qualitative triangulation and thematic analysis is also discussed in this part.

Extent of Project Integrative and Inclusive School Activities

The purpose of this study is to describe the extent of Project Integrative and Inclusive School Activities or Project IISA in terms of crafting and designing activities, implementation of the project, and sustainability of the project. These indicators played a significant role in sustaining inclusive education during crisis situations. Inclusive education gives children an equal grasp of the opportunity to learn and develop their skills to thrive (UNICEF, 2019). An integrative strategy of school activities helps the learners to get a holistic view of reality, and hone their ability to acquire real-life skills. They will be able to connect what they are learning in one subject to related content in another subject (Dimalanta, 2016).

Table 1 shows the extent of Project Integrative and Inclusive School Activities in terms of crafting and designing activities implementation of the project, and sustainability of the project. This shows the overall mean score of 4.43, with a standard deviation of 0.73 and the descriptive equivalent of very much extensive. This means that the extent of Project IISA is very much observed.

The indicator that garnered the highest mean score of 4.45 with a standard deviation of 0.76 is the implementation of the project with a descriptive equivalent of very much extensive. This exhibit is appended in Table 1.1 with the following mean scores: *the school launched the different editions and the different integrative and inclusive activities* -4.64, *communicated the teachers through meetings and parents trough PTA board meeting and send letter to the parents* -4.55, *ensured equal participation and opportunities given to students to showcase their abilities* -4.44, *allocated school funds of materials for the different activities* -4.34, and *invited external partners to judge the work of the students* – 4.30.

These facts substance the implementation of the school project that girdle the educational difference in different levels that happen as the design and development become stable (Yemini, Oplatka, Sagie;2018).

The second highest indicator appended in Table 1.2 is the sustainability of the project with a mean score of 4.42 and a standard deviation of 0.69 which describe as very much extensive. This employs that the school *gave awards and certificates to promote and defy the confidence in engaging the activities -4.68, included in school improvement plan as an activity in the access to education -4.56, considered the diversity of culture the project more viable and retain the involvement of the students -4.20.*

Table 1. The Extent of Project Integrative and Inclusive School Activities

Indicators	Mean	SD	Description
Crafting and Designing of Activities	4.42	0.75	Very Much Extensive
Implementation of the Project	4.45	0.76	Very Much Extensive
Sustainability of the Project	4.42	0.69	Very Much Extensive
Overall	4.433	0.73	Very Much Extensive

The lowest indicator is the crafting and designing of activities with a mean score of 4.42 and a standard deviation of 0.75 describes as very much extensive. As appended in Table 1.3 indicates that the school *considered the students' technology resources and provided materials being used in the activities and encouraged them to utilize localized materials -4.51, determined all activities with the integration of*

language, literacy, skills, and values -4.47, conducted institutional meetings to formulate mechanics, guidelines and criterion according to subject area -4.38, made the profile of the students to determine the most condensed skills and to ensure the inclusivity of the activities -4.38, and modifies the performance standards based on the common hobbies and skills of students -4.37.

Teachers instinctively know that projects are beneficial, even if they do not grasp every component of a successful project or have expertise supporting project-based learning. The belief is that the best approach to developing information or understanding, is through the construction of something shareable, outside of a student's head. Even though the learning happens during the project development process, those artifacts are frequently thought of as projects. Such objects are indications of learning. To ensure that students have everything they need for their projects and can keep the finished products together for long enough for others to learn from them, a sufficient quantity is required (Stager, 2022).

Students' academic achievements, skills acquired, interests, accomplishments, and aspirations are all captured in Student Profiles, which are prepared to be displayed as necessary for further education and professional prospects. Student profiles include basic information, self-descriptions, education, career goals, courses taken, and work history. It also provides a spot to post hobbies, talents, badges gained, accomplishments, and memberships (Shinde, 2022).

A performance-based evaluation often gauges a student's capacity to put the knowledge and skills, they've learned from a unit or units of study into practice. Traditionally, the task challenges students to use their higher-order thinking skills to create a product or complete a process. Otherwise, we should reassess the

assignment. Great projects have a self-regulating feedback loop, just like hobbies. (Hilliard, 2015; Stager, 2022).

The goal of the project is to make the curriculum useful, efficient, and responsive to local and global societal needs. The five learning areas, which emphasize integration and different teaching and learning methods, are the center of the curriculum revisions (Bureau of Elementary Education, 2004).

Laying projects into operation is the essential part of referencing the planning phase to the completed strategy. Strategic, which renders project implementation of paramount importance to planning processes. All the individuals who work as a team to complete a project or run a business are stakeholders. Involving stakeholders in planning and designing projects, their timelines, and desired outcomes, often contributes to making the overall work involved in the project easier. If planned and executed properly, creative promotions can be an effective approach to garner attention, build support, or raise money for an issue (Ingram, 2022; Developing a Plan for Communication, 2022).

Additionally, access to equal chances in educational programs and pursuits regardless of sexuality, ethnic background, or gender preference, including non-academic activities and sports in implementing the program is a must and to be considered (ACCES, 2014).

The first step toward achieving sustainability is educating students in a supportive, sustainable, engaging, and enjoyable environment. A sustainable schools projects is an integrating context for curriculum, community partnerships, and campus practices (Urguhart, 2015; Cirillo, 2022). Similarly, schools can consistently give students opportunities to apply what they learn by integrating sustainability into

governance, teaching and learning frameworks, and campus and facility management (UNISCO, 2016).

Subsequently, the COVID-19 pandemic and the ensuing school closings made it clear that parents would have to take on the full responsibility of raising their children and fostering their learning. The parents confirmed that they were actively assisting their kids with their education throughout the pandemic (Azubuike and Aina, 2020)

Level of the School Strategic Intervention to Sustain Inclusive Education during Crisis Situation

Table 2 presents the summary of the level of the school's strategic intervention to sustain inclusive education during the crisis situations in Maragusan National High School in terms of child find, curriculum modification, and parental involvement. It can be gleaned that the overall mean score is 4.41, with a standard deviation of 0.71 having a descriptive equivalent of very high. This means that the school's strategic platform to sustain inclusive education during crisis situations is very much experienced.

Further, among the three indicators, curriculum modification had the highest mean score of 4.46 with a standard deviation of 0.66 having a descriptive equivalent of very high. This means that the school strategic platform to sustain inclusive education during the crisis situations in terms of curriculum modification is much experienced. Hence, the curriculum modification has the following items as appended in table 2.1 that the school Project IISA has *used various instructional materials -4.55, used simple changes to classroom activities to increase child's engagement and learning - 4.49, involved combinations of altered content, conceptual difficulty, educational, educational goals and instructional method -4.44, facilitate or maximize a student's participation which provides the student with greater opportunity to learn - 4.39.*

The items on child find as appended in Table 2.2 got a mean score of 4.42 with a standard deviation of 0.67 having a descriptive equivalent of very high. This edifies that the school's Project IISA in terms of child find is very much experienced. The mean scores on the different items of this indicator are the following:

Table 2: The level of the School Strategic Platform to Sustain Inclusive Education during Crisis Situation

Indicator	Mean	SD	Description
Child Find	4.41	0.67	Very High
Curriculum Modification	4.46	0.66	Very High
Parental Involvement	4.34	0.80	Very High
Overall	4. 41	0.71	Very High

the project took appropriate steps to make education accessible to all -4.54, maintained a record of children who are receiving special education and related services -4.46, enhanced basic education designated to address the physical, psycho-social, and cultural needs of learners - 4.45, reached out and serve all learners assessed and observed with disabilities including those at risk requiring special program services -4.38, developed practical methods to identify which kids qualify for special education and related services -4.25.

The lowest mean score among the three indicators in the school platform to sustain inclusive education during a crisis situation is the parental involvement - 4.34 having a standard deviation of 0.80. This is described as very high, which means that this item is very much experienced.

Additionally the items and mean scores of this indicator appended in Table 2.3 are as follows: the Project IISA of the school *raised the importance of parental involvement in the educational process of their children during the COVID-19 pandemic* -4.40, *promoted parental involvement and children's development subjective well-being* -4.35, *recognized the cultural influences and the effects of parent's involvement in and expectations of their children's development and learning* -4.35, and *involved the parents to help and provide support at home for learning* -4.28.

As stated by Lilla Dale McManis (2022) Inclusive education is when all students, despite of any struggles they may have, are placed in age-appropriate general education classes that are in their own local public schools to earn adequate teaching, interventions, and supports that enable them to achieve success in the core curriculum.

During COVID-19, education support staff in particular discussed the significance of their role in maintaining connections between students with additional learning needs and peers at school by utilizing a variety of strategies (Sharma and May 2020).

The Department of Education released order number 72 series 2009, the Inclusive Education as Strategy for Increasing Participation Rate of Children which guarantees the right for these children to obtain suitable education within the normal or inclusive school setting. Finding these children's locations entails using the family mapping survey, advocacy efforts, and networking with nearby health professionals. Child Find is a law that mandates that school districts have a procedure for assessing students with disabilities (Barzallo, 2022). The Child Find System or CFS is described as a system of identification, location, and evaluation of all learners with disabilities who are not receiving basic education services under Republic Act 11650.

Curriculum Modifications are to promote the best learning possible depending on each individual's requirements and potentials, this shall be done in the form of adaptations and accommodations. Instruction and activity modification in the classroom are a process that calls for new ways of thinking and the creation of teaching-learning techniques. It also involves a change in any of the steps in the teaching methods. Curriculum adjustments shall include service delivery methods like cooperative or team teaching, consulting teacher programs, and others (DepEd Order 72, series 2009).

Parental involvement is an important factor to developed a child being and the educational process. I am the amount of participation a parent has come to attendance in any activities in school. It is also important that the school recognizes the existence of cultural differences to understand how parents involve in their children's education and expectations of their children's development (Bartolome, Mamat, Halim, 2017).

Significant Relationship Between Project Integrative and Inclusive School Activities and the School Strategic Intervention to Sustain Inclusive Education during Crisis Situation

Table 3 presents the significant relationship between the extent of project integrative and inclusive school activities and the level of the school's strategic platform to sustain inclusive education during a crisis situation. The null hypothesis was tested at a 0.05 level of significance using *Pearson Correlation Coefficient*. Data show that the computed r-values are 0.557, 0.457, and 0.513 with probability levels of 0.000, 0.000, and 0.000 respectively which are lesser than the 0.05 level of significance. Thus, the null hypothesis is rejected. This means the there is a significant relationship between Project integrative and inclusive school activities and the school strategic intervention to sustain inclusive education during crisis situations.

In times of crisis, the process of education and learning takes on a different form. Due to accessibility issues, it has been difficult for teachers and students to maintain academic engagement. Giving students options in their learning's pace, location, and mode is at the heart of flexible learning, which can be supported by effective pedagogical methods. However, it is important to keep in mind that projects and evaluation activities should center on the needs of the learners, including their safety and well-being (Dayagbil, 2021).

Table 3: Relationship Between Project Integrative and Inclusive School Activities and the School Strategic Platform to Sustain Inclusive Education during Crisis Situation

Independent Variables	Mean	SD	Dependent Variables	Mean	SD	P- Value	Decision $\alpha=0.05$
Crafting and Designing of Activities	4.42	0.75	Inclusive Education during Crisis Situation	4.42	0.67	0.000	Reject Ho
Implementation of the Project	4.54	0.76		4.46	0.66	0.000	Reject Ho
Sustainability of the Project	4.42	0.69		4.32	0.80	0.000	Reject Ho

Regression Analysis on the Influence of the Domains of Project Integrative and Inclusive School Activities to the School Strategic Platform to Sustain inclusive Education during Crisis Situation

Table 4 reveals the regression analysis on the level of influence of domains in Project IISA to the school strategic platform to sustain inclusive education during crisis situation. The data infer that there is no domain in Project IISA that significantly influences to sustain inclusive education during a crisis situation. Since the probability level of crafting and designing activities, implementation of the project, and sustainability of the project are 0.771, 0.196, and 0.144 respectively. These values are higher than the level of significance of 0.05. This can be interpreted that the null hypothesis which stated that there is no domain in Project IISA significantly influences the school's strategic platform to sustain inclusive education during crisis situations is accepted and thus does not reject H_0 .

Table 4
Regression Analysis on the Influence of the Domains of Project Integrative and Inclusive School Activities to the School Strategic Platform to Sustain inclusive Education during Crisis Situation

Independent Variable	Unstandardized Coefficient		Standardized Coefficient	P-value	Decision $\alpha=0.05$
	Beta	Std Error	Beta		
Constant					
Crafting and Designing of Activities	1.602	0.468	0.114	0.771	Do not Reject H_0
Implementation of the project	1.450	0.457	0.160	0.196	Do not Reject H_0
Sustainability of the project	0.775	0.526	0.168	0.144	Do not Reject H_0

Dependent Variable: School strategic platform to sustain inclusive education

Note: $R = 0.509$, $R^2 = 0.332$, F-ratio 5.654 P-value = 0.000

However, the whole model significantly influences the dependent variable given the $R = 0.0509$, F - the ratio of 5.654 having a P -value of 0.000. Making sure children with different skills, abilities, strengths, and disabilities are as fully incorporated as possible into general education has long been considered inclusion in education. A larger scope is required to build a school that is really inclusive. It necessitates a change in culture that is supported and embraced by the faculty, administration, and students of the institution. Families and parents are resources and allies because they offer a valuable perspective on the needs, talents, and skills of their children. Maintaining open lines of contact with families promotes consistency in the application of interventions and adjustments and keeps students more interested in their schoolwork and learning. A wide range of cultures must be represented in the curriculum materials. The concept is developed into web accessibility in learning, a set of guidelines that enhance inclusion by ensuring that training considers all sorts of students (Da Vinci, 2020)

A strong belief in including everyone is necessary for inclusion. Teams implement these procedures who concentrate on implementation initiatives in a framework that allows. Afterward, systematic changes can be made to improve schools and become the norm for working in a highly effective school system. Enabling contexts to result from and in order to ensure that procedures are followed exactly as intended and that their efficacy is maintained throughout time, educators and teams intentionally adjust district and school systems. The persistent usage of effective methods over generations of practitioners is substantially influenced by skilled teams that concentrate on implementation activities (Jackson, 2018).

Qualitative Result

What are the experiences of the administrators, class advisers, and parents or guardians in implementing Project IISA to sustain inclusive education during a crisis situation?

Engagement is not the same as “fun” or even “entertaining.” Engagement means students see the value of the learning and are mentally engaging with the information, actively thinking, and forming meaningful associations. Their thinking is challenged. It starts with building relationships with students and getting to know them as learners. Students will be more engaged in a room where they know the teacher cares about them. We have to constantly check the thermostat in the room to see what is working according to Reading and Writing Haven (2020).

Research Question No. 1. What are the challenges you encountered in crafting and designing the activities?

In order to answer this research question, IDI was conducted with the key informants and several sub-questions were asked to provoke their ideas. The informants were also asked about the challenges they encountered in crafting and designing of the activities. The major essential themes and core ideas for the research question number 1 was presented in Table 1. The participants had their responses on the challenges in crafting and designing the activities. Out of the answers of the participants, three major themes emerged: *inclusivity of activities, students' preference/choice of participation, and students' trends, and hobbies*. Table 1 shows the essential themes and core ideas on *What are the challenges encountered in crafting and designing the activities*.

Table 5: Essential Themes and core concepts on What are the challenges encountered in crafting and designing the activities

Essential Themes	Core Ideas
Inclusivity of activities	<ul style="list-style-type: none"> Equally divided activities. Activities are based on the number of students per class. Each member of the class has their own assigned task.
Student's preference/choice of participation	<ul style="list-style-type: none"> Students are free to choose the activity to have participated in. They can choose either individual or group activities and tasks.
Students' trends and hobbies	<ul style="list-style-type: none"> Students' may choose to send output either online or offline. Activities were based on the trending doable activities. Activities were made sure that students can relate to it Aimed to develop students' skills and hobbies.

Inclusivity of activities

It was revealed during the conduct of IDI that the school administrators and class advisers consider the inclusivity of activities in crafting the activities. This is supported by one of the respondents who mentioned that he made sure

that the activities crafted are inclusive. He then said that all students must be participating in all the activities.

This is also supported by Lit (pseudonym) where she pointed out the inclusivity of the activities. She stated that the number of activities should be equal to the number of students in the classroom. She then said:

“To make sure that all students will participate, the activities must be equal or almost to the number of students in the classroom.” (IDI-002)

Student's preference/choice of participation

During the conduct of this humble undertaking, it was disclosed that students have their preference or choice among the activities to have participated in. One of the respondents quoted that students can freely choose from the activities to participate in. According to him, they can choose either individual or group activities.

As stated by Eng (pseudonym), Students may choose to send output either online or offline.

“The students have their freedom to choose whether they will submit their output online or offline during the module delivery and retrieval time.” (FGD-005)

Students' trends and hobbies

The data from IDI and FGD revealed that students will participate more when they can relate to the activities given. One of the answers the participants said that its activities should be based on the hobbies of the students for them to engage more.

“The students become more participative and active when the activities suit to their hobbies or skills” (IDI-004)

Fil (pseudonym) also agreed to the previous statement. She added:

“Some of the students engage more to the activities for they want to explore another activity to discover more their skills” (FGD-003).

Research Question No. 2: How did you manage the implementation of Project IISA?

Throughout the conduct of the study, the participants were not hesitant in giving their answers. They really had fun during the interview. The essential themes and core ideas on How did they manage the implementation of Project IISA are presented below. There were four major themes that emerged as presented in table 2; *curriculum modification, parental involvement, constant follow-up and meetings, and a rewards system.*

Table 6. *Essential Themes and core concepts on How did they manage the implementation of Project IISA.*

Essential Themes	Core Ideas
Curriculum modification	<ul style="list-style-type: none">• Integrative Performance tasks and activities were modified due to the new learning modality.• Adapting to the new learning modality• Modified activities per learning areas
Parental involvement	<ul style="list-style-type: none">• Parents helped out in doing the tasks and activities• Some activities need the participation of the parents
Constant follow-up and meeting	<ul style="list-style-type: none">• Support and follow up on their student's submission of outputs.• Communicate with the parents to make sure the participation of the students.

Reward system

- Conduct meetings before and after the implementation of the activities
 - Inform the students and parents regarding the activities to be contested.
 - All winning and participating entries were given a certificate of recognition a
 - Top 5 winners were posted on the official Facebook page of the school
 - Overall winning class will be rewarded with materials needed in their respective classroom
-

Curriculum modification

It was manifested during the conduct of IDI and FGD that curriculum modification must be considered. This is suggested by one of the respondents as she stated that activities must be modified due to the new learning modality. She then said that various activities should be according to the learning areas.

This is also supported by Math (pseudonym) who pointed out that the activities must be based on the new learning modality. He then said:

“Since we are in the new normal setting, all activities must be modified in order to maintain the student’s participation.” (FGD-002)

Parental involvement

Indeed, parental involvement has a great impact on students’ participation. Activities with the special participation of the parents are more engaging.

“As a parent, I am helping my student in making and doing the task given so that it will be submitted before the deadline. (IDI-001).”

It was also revealed that parents must remind their students to submit and

participate in every activity.

Pe (pseudonym) stated that:

“I always remind my student to participate and submit output on time. (IDI-003).

Constant follow-up and meeting

It was revealed from the IDI and FGD that to ensure the participation of the students, meetings should be done before implementing the activities.

“conduct of meetings regarding the activities are done to make sure the participation of the students” (IDI-005)

Art (pseudonym) also agreed to the previous statement. He added:

“all activities should be properly planned out through meeting of the concerned persons” (FGD-001).

Reward system

The data from IDI and FGD revealed that giving awards and recognition is very effective. Students will be more participative when they are given recognitions.

“Winning entries are given recognitions and will be posted on the official Facebook page of the school” (IDI-006)

Scie (pseudonym) also agreed to the preceding statement. She added:

“certificates are given to all participants to recognize their efforts and participation” (FGD-007).

Research Question No. 3: What are your insights in the implementation of Project IISA to sustain inclusive education during crisis situations?

In order to grasp fully the insights of the facilitators and parents, these were the three specific questions being asked during the IDI and FGD to elicit the responses of the participants of this study, namely: What did you do to sustain the participation of the students on the project? What are your suggestions to improve the implementation and sustain the project? What are your thoughts regarding the impact of Project IISA?

From the responses of the participants during the conduct of this study, there were three major themes that emerged as presented in table 3; *Monitoring Checklist*, *Strong partnership/collaboration*, and *Learning motivation*. The following themes are based on the answers of the respondents all throughout the IDI and FGD. They shared different thoughts based on the questions given and they revealed their ideas reflected in the table below.

Table 7. Essential Themes and Core Ideas on What are the insights in the implementation of Project IISA to sustain inclusive education during crisis situations?

Essential Themes	Core Ideas
Monitoring Checklist	<ul style="list-style-type: none"> • All submitted entries are checked and listed in the monitoring. • Send out letters of communication for those who have no signal in their places. • Retrieved entries from the module delivery are checked and recorded by the advisers.
Strong partnership/collaboration	<ul style="list-style-type: none"> • Activities are with the special participation of the parents and other members of the family. • Call up the parents to follow up with their student's participation • Meeting and evaluation of the activities are done after the implementation • Additional points in their performance task in each subject.
Learning motivation	<ul style="list-style-type: none"> • Students aimed to submit their entries before the deadline. • All participants will be given certificates and required to post photos with their certificates

Monitoring Checklist

It was revealed during the conduct of this study that in order to sustain the participation of the students, a monitoring checklist is needed. Based on the focus group discussion, the participants expressed that students will submit output regularly when it is monitored.

As stated by Sining (pseudonym) that in order to encourage the students to participate, the checklist is should be monitored. She then said that:

“Students are motivated to participated when it is closely monitored by the advisers” (FGD-004)

Also, Ap (pseudonym) stated that monitoring is needed to check the participation of the students.

“advisers are opted to monitor the outputs of the students” (IDI-007)

Strong partnership/collaboration

It was acknowledged by the participants during the interview that some of the activities are participated in by the parents. Dance (pseudonym) pointed out that parents are encouraged to participate and support their students.

“call up the parents to follow-up the outputs of the students,” (FGD-005)

Tle (pseudonym) then said that the parent's meetings should be done after the evaluation. He added that:

“to evaluate the implementation, there should be a meeting conducted.” (IDI-005).

Learning motivation

It was acknowledged by the participants during the interview that some of the activities are participated in by the parents. Dance (pseudonym) pointed out that parents are encouraged to participate and support their students.

Tle (pseudonym) then said that the teachers' meetings and evaluations should be done by the administrators and teachers. He added that:

“to evaluate the implementation, there should be an evaluation and meetings conducted.” (IDI-005).

Based on the results of the study, the following are listed based on the responses from the in-depth interview informants and from the focus group discussion participants:

Firstly, the findings revealed that most of the challenges you encountered in crafting and designing of the activities were the inclusivity of activities, students' preference/choice of participation, and students' trends, and hobbies. Secondly, in the implementation of Project IISA, the following should be considered: Curriculum modification, parental involvement, constant follow-up and meetings, and a rewards system. Thirdly, the different insights in the implementation of Project IISA to sustain inclusive education during crisis situations are the Monitoring Checklist, Strong partnership/collaboration, and Learning motivation.

Reflection

Public schools have a significant duty to locate, identify, and assess any children who require special education. Searching for and locating these children is a crucial first step in ensuring that they receive the support they require to succeed in school. The planning, execution, and assessment of educational programs and services that cater to the needs of all students is a process that requires the active involvement of students, families, educators, and other community members. To remove barriers between various groups of people and make sure that everyone feels valued and welcomed in our educational institutions, everyone must keep cooperating.

The global education system is impacted by the coronavirus. Therefore, distance learning is a way to keep the educational system going. The factors that schools can control chiefly whether and how the school is considered to be the most significant from the perspective of educational policy especially in sustaining the student's participation during crisis situations.

Project IISA or Project Integrative and Inclusive School Activities of Maragusan National High School as a whole model have significantly influenced the sustainability of inclusive education during crisis situations. This continuously enables the students to participate even if they stayed at home. Through a strong and determined leader who envision how to hurdle this barrier to student engagement, the students will continue to value education.

The demand is made by educational institutions to create a resilient learning system employing data based on needs and evidence in order to implement responsive and proactive solutions. COVID-19's implications in education institutions necessitate a range of viewpoints from all parties involved, the school heads, teachers, parents, students, and the stakeholders. Curriculum adaptation addresses both the substance of what is to be studied and taught as well as how it is to be taught, tested,

and learned in light of the difficulties caused by the pandemic. A project's design should put the learner first.

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