

Inclusiveness of Child-Friendly School System in Public Secondary School

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Abstract:

This study investigated the level of implementation on the inclusiveness of Child-Friendly School System (CFSS) of Barobo National High School, Barobo, Surigao del Sur Philippines. It utilized the descriptive method where 150 respondents consisting of administrators, teachers and students were asked about their evaluation of the program through a survey questionnaire. Results revealed that the program implementation of the public secondary school has strengths and weaknesses. The strengths include the presence of a school mission and/or vision statement and existence of policies about inclusive, child-friendly education; convenient, affordable, and safe mode of transport is available from home to school for all children; monitoring mechanisms exist to identify students prone of dropping out; all children have equal opportunities to participate in all school and classroom activities; the school has links with existing health authorities who provide periodic health examinations for children regardless of background or ability; parents receive information from the school about their children's attendance, participation, and achievement; the school has staff, such as counsellors; teachers believe that all children can learn regardless of their background and ability; the school allows teachers to innovate teaching methods for helping all children learn; teachers can identify culture and gender bias in teaching materials, the school environment, and in their own teaching; and learning materials are in the language children use in and out of school. On the other hand, the weaknesses of the program implementation as to inclusiveness include the non-existence of school measures for assisting children with special needs and providing for their learning (e.g., braille materials, signers for the deaf, multilingual resources); the school lacks facilities that meet the needs of all students, such as separate toilets for girls and ramps (not stairs) for physically

disabled students; not all students have textbooks and learning materials that match their learning needs; teachers are not aware of resources that are available to assist children with special learning needs; no community members with diverse backgrounds and abilities are invited and welcomed into the class as resource persons; and children do not understand the concept of inclusive education and can identify culture and gender bias in learning materials. This reality calls for sustainability of the program implementation strengths while fortifying linkages of internal and external stakeholders to address the weaknesses of the implementation in order to convey a more inclusive child-friendly school system.

Keywords: *inclusiveness, child-friendly, child-friendly school system, public school, secondary school*

1. Introduction

In many countries today, child-friendly schools system (CFSS) has played an indispensable role in transporting child rights into classroom practice and school management. This system ensures that all learners regardless of their differences and diversity are given equal opportunities in school as they continue to prune their knowledge skills and attitude through the provision of inclusive educational set up.

Specifically, the system promotes equality, respect, non-discrimination and inclusiveness for all children, satisfy the needs and abilities of different groups of children in one and the same classroom to effect optimum development of all children.

The framework of Child-Friendly School System framework was conceived in Thailand in 1997. This was used as a means of translating the Convention on the Rights of the Child (CRC) into school management and classroom practice (Singh, 2002).



As it was conceived, it is at the heart of the program that all children are given access to a high quality basic education which is also fundamental to achieving all other Millennium Development Goals (MDGs) which include poverty, hunger, gender equality, child mortality, and water and sanitation. Meaning, all other MDGs could be achieved if children are provided high quality basic education.

From its conception in Thailand, this relevant system has been widely adopted around the world including the Philippines which made considerable advances in terms of implementing this system.

With its implementation, UNICEF formulated a child-friendly school manual containing five dimensions namely: inclusiveness, effectiveness, health, safety and protection, gender-friendliness, and community involvement.

Among these dimensions, Friend and Bursuck (1996), stated that inclusion stands for the philosophy that students with disabilities should be fully integrated into general education classrooms as long as they are making progress toward the achievement of IEP goals, even if they cannot meet classroom or content demands. Peters (2003) also observed that inclusive education being implemented at different levels embraces different goals and is based on a range of varied motives. Inclusive education operates on the principle that almost all children start in a general classroom.

There have been several studies conducted relative to CFSS implementation including that of Orkodashvili's (2010) which revealed that experience is now showing that a framework of rights-based, child-friendly schools can be a powerful tool for both helping to fulfill the rights of children and providing them an education of good quality. Enueme (2011), in her evaluation of the program disclosed that the system has positive impact to both the children, teachers, and the school community as a whole. Moreover, Chidi (2013) also pointed out that quality assurance should be demonstrated through capacity building and monitoring by the government and UNICEF. Hence, there should be constant in-service training of teachers on child friendly pedagogies.

All such studies cited above covered the implementation of the system in foreign countries. It was in 1999 that the child-friendly school system was introduced in the Philippines and piloted in 131 elementary schools, with the goal of improving education quality by transforming schools into healthy, tolerant, inclusive and protective learning environments. The Department of Education expanded fifty three (53) public secondary schools in 2006 and 2007, respectively. However, though this system has been implemented in the country for long years already, studies conducted about it have been

scarce. Hence, this study primarily aimed to address such demand to evaluate the system in the Philippine context. Particularly, this study is focused on the CFSS implementation of Barobo National High School in Surigao del Sur which has been one of the child-friendly schools in the country since 2011. More so, while the aforesaid studies gauged the system in foreign countries in a broader dimension, the present study is more specific as it puts emphasis on one particular dimension – the inclusiveness.

With this attempt, school administrators and other stakeholders could gain insights regarding their response to the implementation of the program. This study will also give a concrete idea to the policy-makers and program implementers as to the real context of child-friendly school system as implemented. Furthermore, these data could be utilized to fortify the child-friendly school system not only in the institutions where this study is conducted but in all implementing academes through intervention activities if necessitated.

2. Methodology and Techniques Used

The researchers used the descriptive method to determine the level of implementation on the inclusiveness of child friendly school system of Barobo National High School by noting significant statistics that was derived through qualitative description. It collected data at a particular point in time with intention of describing the nature or identifying the standards. The study adopted this strategy because it is best used when collecting information about people's perceptions and opinions. This method enabled the researchers to bring out the level of implementation of CFSS in terms of inclusiveness.

The study was conducted at Barobo National High School, Barobo, Surigao del Sur, Philippines. It is one of the implementing schools of child-friendly school system in the Philippines. A total of 150 participants were taken as sample for the study. To determine this number, the researchers utilized the universal sampling for the 3 school administrators and 47 teachers. For the 50 grade 10 students, the researchers used the stratified random sampling, and for 50 parents from grade 10, the researchers employed the convenience sampling method.

The researchers made use of questionnaire as a survey instrument adapted from the original questionnaire formulated by UNESCO (2008). The researchers made some modifications by focusing on one dimension only which is inclusiveness. In this dimension, three key performance area were evaluated namely: mechanisms for ensuring access to all children regardless of background or ability;

Scale	Level	Interpretation
4.50-5.00	Excellent	<i>if the item in the questionnaire is always implemented by the school having a very accurate description</i>
3.50-4.49	Very satisfactory	<i>if the item in the questionnaire is often implemented by the school having accurate description</i>
2.50-3.49	Satisfactory	<i>if the item in the questionnaire is sometimes implemented by the school having partly accurate description</i>
1.50-2.49	Fair	<i>if the item in the questionnaire is seldom implemented by the school having a poor description</i>
1.00-1.49	Poor	<i>if the item in the questionnaire is never implemented by the school having a very poor description</i>

mechanisms for respecting and responding to diversity that ensure equal opportunity in learning and learning achievement for all children regardless of background or ability; and mechanisms for eliminating stereotypes within the curriculum, learning materials, and teaching-learning processes. The drafted questionnaire underwent validation from experts before it was used. Experts suggested to translate the items in vernacular for better understanding of the respondents. A five-point Likert scale was used to quantify the perceptions of the respondents.

After all data were gathered, the Statistical Package for Social Science (SPSS) Version 16 was utilized by the researcher to ensure reliable interpretations. To find out the level of implementation in terms of inclusiveness, weighted

mean was used where the scores were interpreted as follows:

Table 1. Interpretation on the level of implementation on the Inclusiveness of Child Friendly School System

3. Results and Discussion

After gathering the data, the following results were gleaned about the implementation of child friendly school system in terms of inclusiveness in Barobo National High School, Barobo, Surigao del Sur, Philippines as rated by the school administrators and teachers, students, and parents. This evaluation confers the weak and the strong points of inclusiveness through its three key performance areas (kpa).

From the standpoint of the school administrators and teachers, they rated the level of implementation of child friendly school system in terms of inclusiveness 4.38 with a descriptive level of *very satisfactory* (see table 11). Looking closely, kpa 1 or mechanism for ensuring access to all children regardless of back ground and ability was rated 4.41 (very satisfactory). On this kpa, item about teachers having the ability to give presentation to other teachers, parents, and community members on developing an inclusive classroom was rated by the respondents as *excellent* with the mean score of 5.00. This can be justified by the school program on mentoring and community of practice. In this program, expert teachers mentor beginner teachers, and those teacher who handled subject that were not on their field of expertise. Aside from that, the school also conducted fora, seminars and livelihood training in the community.

For kpa 2 or mechanism for respecting and responding to diversity that ensure equal opportunity in learning and learning achievement for all children regardless of background or ability, the respondents rated this 4.31 with a descriptive level *very satisfactory*. On this kpa, items on teachers' awareness of resources that were available to assist children with special learning needs had a satisfactory rating with a mean score of 3.38, and item on school having facilities that meet the needs of all students, such as separate toilets for girls and boys and ramps (not stairs) for physically disabled students garnered a mean score of 3.28 with descriptive level of *satisfactory*. This could mean that the school does not have ample materials to cater students with special needs like braille, books, and other related instructional materials for students with special needs. This scenario was a confirmation of Enueme's (2003) findings that upon the implementation of CFSS, most of the school's

facilities were not ready. Textbooks and other instructional materials were not aligned for the program. Another problem is on facilities like toilets for children. Although there were some toilets ramps. Those buildings with ramp were newly constructed infrastructures while buildings built 10 to 20 years ago do not have ramps. On this case the school should make plans on how to address such problems.

intended for boys and girls, it however could not cater the large student population of the school. In every classroom, only a single toilet is available for both genders. Moreover, only few buildings had

On the contrary, kpa 3 or eliminating stereotypes within the curriculum, learning materials, and teaching process got a mean score 4.42 (very satisfactory). On this kpa, item on teachers believing that all children can learn regardless of their background and ability was rated by the respondents as excellent with mean score of 5.00. This result signifies that the school officials and teachers rendered their services without biases.

Table 2. Level of implementation of CFSS in terms of inclusiveness as perceived by school administrators and teachers in KPA 1

KPA 1. MECHANISM FOR ENSURING ACCESS TO ALL CHILDREN REGARDLESS OF BACK GROUND AND ABILITY	Mean	Descriptive Level	Rank
1. The school has a mission and/or vision statement and policies exist about inclusive, child-friendly education.	4.82	Very Satisfactory	3
2. The school has a master list of students' age (boys and girls).	4.92	Very Satisfactory	2
3. The school conducts regular campaigns to encourage parents to enroll their children.	4.68	Very Satisfactory	5.5
4. All children have equal access to an affordable education	4.54	Very Satisfactory	8
5. The school facilities are physically accessible to all children.	4.52	Very Satisfactory	9
6. Monitoring mechanisms exist to identify students prone of dropping out	4.68	Very Satisfactory	5.5
7. The school has copies of documents or resources at national or regional levels that address inclusive education for children with diverse backgrounds and abilities.	3.94	Very Satisfactory	11.5
8. The school knows which professional organizations, para-professionals, advocacy groups, and community organizations offer resources for inclusive education that will benefit children with diverse backgrounds and abilities.	3.98	Very Satisfactory	10
9. The school provides opportunities for exchanging ideas with the community to increase all children's access to school regardless of their background or ability	3.94	Very Satisfactory	11.5
10. The school has effective support, supervision, and monitoring mechanisms in which everyone participates in making future decisions.	4.64	Very Satisfactory	7
11. The school has measures for assisting children with special needs and providing for their learning (e.g., Braille materials, signers for the deaf, multilingual resources)	3.44	Very Satisfactory	14
12. Convenient, affordable, and safe mode of transport is available from home to school for all children.	4.74	Very Satisfactory	4
13. Teachers visit 'model schools' and/or attend workshops or classes on developing an inclusive classroom	3.82	Very Satisfactory	13
14. Teachers can give presentations to other teachers, parents, and community members on developing an inclusive	5.00	Excellent	1

classroom			
Mean	4.41	Very Satisfactory	

Table 3. Level of implementation of CFSS in terms of inclusiveness as perceived by school administrators and teachers in KPA 2

KPA 2. MECHANISM FOR RESPECTING AND RESPONDING TO DIVERSITY THAT ENSURE EQUAL OPPORTUNITY IN LEARNING AND LEARNING ACHIEVEMENT FOR ALL CHILDREN REGARDLESS OF BACKGROUND OR ABILITY	Mean	Descriptive Level	Rank
1. The school has a list of barriers that can prevent it from being fully inclusive	4.02	Very Satisfactory	8
2. The school shows respect for children of all religions	3.68	Very Satisfactory	9
3. The school has staff, such as counsellors and special teachers, who can identify and help students' with special learning needs.	4.76	Excellent	5
4. The school, with the support of students and community members has a plan to support the participation of children with disabilities.	4.4	Very Satisfactory	6
5. The school has links with existing health authorities who provide periodic health examinations for children regardless of background or ability.	4.86	Excellent	3.5
6. The school has facilities that meet the needs of all students, such as separate toilets for girls and ramps (not stairs) for physically disabled students.	3.28	Satisfactory	11
7. The school has a supply of clean, safe drinking water to all children regardless of the background or ability.	4.06	Very Satisfactory	7
8. Teachers are aware of resources that are available to assist children with special learning needs.	3.38	Satisfactory	10
9. All children have equal opportunities to participate in all school and classroom activities.	4.86	Excellent	3.5
10. All students help to develop guidelines and rules in the classroom and in the school regarding inclusion, non-discrimination, violence, and abuse.	4.92	Excellent	2
11. Parents receive information from the school about their children's attendance, participation, and achievement.	4.94	Excellent	1
Mean	4.31	Very Satisfactory	

Table 4. Level of implementation of CFSS in terms of inclusiveness as perceived by school administrators and teachers in KPA 3

KPA 3. ELIMINATING STEREOTYPES WITHIN THE CURRICULUM, LEARNING MATERIALS, AND TEACHING	Mean	Descriptive Level	Rank
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PROCESS			
1. The school allow teachers to innovate teaching methods for helping all children to learn.	4.84	Excellent	2
2. The content of the curriculum relates to the everyday experiences of children.	4.46	Very Satisfactory	9
3. The curriculum integrates literacy, numeracy, and life skills into all subject areas	4.82	Excellent	4
4. The curriculum promotes attitudes such as respect, tolerance to cultural backgrounds.	3.86	Very Satisfactory	14
5. In learning materials, children with diverse backgrounds and abilities are portrayed positively.	4.52	Excellent	8
6. In learning materials, the topics are interesting to children with diverse backgrounds and abilities.	4.14	Very Satisfactory	10
7. Teachers believe that all children can learn regardless of their background and ability.	4.94	Excellent	1
8. Teachers can identify culture and gender bias in teaching materials, the school environment, and in their own teaching.	4.84	Excellent	3
9. Teachers are free to adapt curriculum, lessons, and school activities to the needs of children with diverse backgrounds and abilities.	4.8	Excellent	5
10. Teachers use content, language, and strategies in their teaching that help all students to learn regardless of their background or ability.	4.7	Excellent	6
11. Teachers can assess children's learning in ways that are appropriate to the children's abilities and needs, rather than only depending upon examination scores.	4.12	Very Satisfactory	11.5
12. Community members with diverse backgrounds and abilities are invited and welcomed into the class as resource persons.	3.5	Very Satisfactory	15
13. Children understand the concept of inclusive education and can identify culture and gender bias in learning materials.	3.94	Very Satisfactory	13
14. Children with learning difficulties and abilities have equal opportunities to learn and to express themselves in the classroom and at school.	4.12	Very Satisfactory	11.5
15. Children with physical disabilities have opportunities for physical play and development.	4.68	Excellent	7
Mean	4.42	Very Satisfactory	

On the other hand, the grade ten students evaluated the level of implementation of Child Friendly School System in terms of inclusiveness as very satisfactory with a mean score of 4.16 (see table 11). Kpa 1 had the highest mean score of 4.24 (very satisfactory), of which item 2

convenient, affordable, and safe mode of transportation is available from home to school for all children recorded a rating of 4.44 (very satisfactory). This means that the school location is very accessible because any form of transportation is present to cater the transportation needs of the

students. Thereby, teachers would have an easy means of reaching learners who need special attention because of the accessibility of the school to their homes. This reality supports to Ryan's, et. al. (1997) contention that an inclusive school should be accessible to the learners and a physical integration of school facilities are evident to cater learners need.

For kpa 2, the mean score was 4.19 with a descriptive level of *very satisfactory*. Among the items in this kpa, item about students receiving regular assessment information to help them monitor their progress recorded the highest mean score of 4.68 with descriptive level as *excellent*. This is an affirmation to Asagwara's (1997) assertion that monitoring student's performance, giving remediation to students with academic

problems and reporting of student's performance quarterly were important factors to help students improve both in academic and co-curricular, and help students who are prone to dropping out.

Lastly, kpa 3 garnered a mean score of 4.04 with descriptive level of *very satisfactory*. On this kpa, item about children understanding the concept of inclusive education and can identify culture and gender bias in learning materials was rated as the lowest with the mean score of 3.46 or *satisfactory*. This result can be attributed on teacher's delivery of instruction to the learners particularly in concretizing the concept of culture and gender equality to the learner. Based on the result, school should create a program that would address gender and culture bias across the curriculum.

Table 5. Level of implementation of CFSS in terms of inclusiveness as perceived by Grade 10 Students in KPA 1

KPA 1. MECHANISM FOR ENSURING ACCESS TO ALL CHILDREN REGARDLESS OF BACK GROUND AND ABILITY	Mean	Descriptive Level	Rank
1. The school conducts regular campaigns to encourage parents to enroll their children to school	4.04	Very Satisfactory	2
2. Convenient, affordable, and safe mode of transport is available from home to school for all children.	4.44	Very Satisfactory	1
Mean	4.24	Very Satisfactory	

Table 6. Level of implementation of CFSS in terms of inclusiveness as perceived by Grade 10 Students in KPA 2

KPA 2. MECHANISM FOR RESPECTING AND RESPONDING TO DIVERSITY THAT ENSURE EQUAL OPPORTUNITY IN LEARNING AND LEARNING ACHIEVEMENT FOR ALL CHILDREN REGARDLESS OF BACKGROUND OR ABILITY	Mean	Descriptive Level	Rank
1. The school shows respect for children regardless of religious background	4.54	Excellent	3
2. The school has procedures to identify and assist students with special learning needs.	3.76	Very Satisfactory	9
3. The school has a plan to support the participation of children with disabilities.	3.88	Very Satisfactory	7
4. The school has facilities that meet the needs of all students, such as separate toilets for girls and ramps (not stairs) for physically disabled students.	3.78	Very Satisfactory	8
5. The school has a supply of safe drinking water.	4.02	Very Satisfactory	6
6. All students have textbooks and learning materials that	3.72	Very Satisfactory	10

match their learning needs.			
7. All students are able to learn in their mother tongue while they master the national language.	4.42	Very Satisfactory	5
8. All students receive regular assessment information to help them monitor their progress.	4.68	Excellent	1
9. All children have equal opportunities to participate in all school and classroom activities.	4.62	Excellent	2
10. All students help to develop guidelines and rules in the classroom and in the school regarding inclusion, non-discrimination, violence, and abuse.	4.48	Very Satisfactory	4
Mean	4.19	Very Satisfactory	

Table 7. Level of implementation of CFSS in terms of inclusiveness as perceived by Grade 10 Students in KPA 3

KPA 3. ELIMINATING STEREOTYPES WITHIN THE CURRICULUM, LEARNING MATERIALS, AND TEACHING PROCESS	Mean	Descriptive Level	Rank
1. The content of the curriculum relates to the everyday experiences of all children in the school whatever their background or ability.	4.04	Very Satisfactory	6
2. The curriculum promotes attitudes such as respect, tolerance, and knowledge about one's own and others' cultural backgrounds.	4.26	Very Satisfactory	4
3. In learning materials, the topics are interesting to children with diverse backgrounds and abilities.	4.24	Very Satisfactory	5
4. In learning materials, people with diverse backgrounds and abilities are included in history, literature, and art.	4.28	Very Satisfactory	3
5. Learning materials are in the language children use in and out of school (such as on the playground).	4.48	Very Satisfactory	1
6. In learning materials, the language used encourages children with diverse backgrounds and abilities to be interested in the text and is free of discrimination.	3.76	Very Satisfactory	12
7. Teachers can assess children's learning in ways that are appropriate to the children's abilities and needs	3.9	Very Satisfactory	10
8. Children understand the concept of inclusive education and can identify culture and gender bias in learning materials.	3.56	Very Satisfactory	13
9. Children with diverse backgrounds and abilities have equal opportunities to learn and to express themselves in the classroom and at school.	3.98	Very Satisfactory	7
10. Children with learning difficulties have opportunities to review lessons so they can understand better	3.84	Very Satisfactory	11
11. All children have opportunities to read, write, and learn	3.92	Very Satisfactory	9

in their own language (mother tongue).			
12. Children with physical disabilities have opportunities for physical play and development.	3.94	Very Satisfactory	8
13. Children with diverse backgrounds and abilities actively participate in outreach clubs (e.g., youth groups) and community development or service organizations (e.g., scouts).	4.3	Very Satisfactory	2
Mean	4.04	Very Satisfactory	

From the parents' perspective, they evaluated the level of implementation on the inclusiveness of child friendly school system as *very satisfactory* with the mean score of 4.24 (see table 11). For kpa 1, parents rated this as very satisfactory with the mean score of 4.42. On this kpa, the school having a master list of students both boys and girls was rated as *excellent* by the respondents. This result can be justified on the school form 1 of the advisers and school performance indicators where the list of students with complete information is posted. For kpa 2, it logged a mean score of 4.42 with descriptive level of very satisfactory. On this kpa, item about parents receiving information from the school about their children's attendance, participation, and achievement were rated by the respondents as excellent with mean score 4.76. The result can be justified by the quarterly parents' meeting conducted by the school including the opening of classes orientation, year-end general assembly, follow-up meeting conducted by the advisers, and a home visitation to those students at risk of dropping out.

Finally, for kpa 3, parents rated this kpa as very satisfactory with mean score 3.89. There were only two items for this kpa, *the content of the curriculum relates to everyday experiences of all children and community members with diverse background and abilities are welcomed into the class as resource person*. The two items were rated as very satisfactory with the mean scores 3.92 and 3.86 respectively. These results indicated that teachers integrated daily classroom activities through the experiences of the students and this can be manifested on the lesson log prepared by the teachers and also the school invited some guests or experts that served as speaker to their fora and seminars conducted. This can be attested through the forum and seminars conducted by the school such as DRMM seminar, infomediary seminar for riceponsible, recollection, GAD seminar, human trafficking seminar, anti-bullying campaign, gender and culture literacy forum, annual recollection for students, and other related activities.

Table 8. Level of implementation of CFSS in terms of inclusiveness as perceived by parents in KPA 1

KPA 1. MECHANISM FOR ENSURING ACCESS TO ALL CHILDREN REGARDLESS OF BACK GROUND AND ABILITY	Mean	Descriptive Level	Rank
1. The school has a mission and/or vision statement and policies existing about inclusive, child-friendly education, including a policy against discrimination.	4.8	Excellent	3
2. The school has a master list of students' age (boys and girls).	5	Excellent	1
3. The school conducts regular campaigns to encourage parents to enroll their children	4.7	Excellent	4
4. The school has effective support, supervision, and monitoring mechanisms in which everyone participates in learning about and documenting changes in inclusive practices, as well as in making future decisions.	4.52	Excellent	7
5. Teachers can give presentations to parents on developing	4.24	Very	8

	an inclusive classroom and the value of diversity in the classroom.		Satisfactory	
6.	Parents know about inclusive education and offer ideas and resources for assisting the school to become more inclusive.	3.82	Very Satisfactory	2
7.	The parents/external stakeholders help the school reach out to all children who have been excluded from school.	3.6	Very Satisfactory	5
8.	The parents participate in school planning and policymaking, and include the views of children in the decision making process	4.56	Excellent	6
Mean		4.42	Very Satisfactory	

Table 9. Level of implementation of CFSS in terms of inclusiveness as perceived by parents in KPA 2

KPA 2. MECHANISM FOR RESPECTING AND RESPONDING TO DIVERSITY THAT ENSURE EQUAL OPPORTUNITY IN LEARNING AND LEARNING ACHIEVEMENT FOR ALL CHILDREN REGARDLESS OF BACKGROUND OR ABILITY		Mean	Descriptive Level	Rank
1.	The school, with the support of students and community members, has a plan to support the participation of children with disabilities.	3.82	Very Satisfactory	3
2.	The school has links with existing health authorities who provide periodic health examinations for children regardless of background or ability.	4.68	Excellent	2
3.	Parents receive information from the school about their children's attendance, participation, and achievement.	4.76	Excellent	1
Mean		4.42	Very Satisfactory	

Table 10. Level of implementation of CFSS in terms of inclusiveness as perceived by parents in KPA 3

KPA 3. ELIMINATING STEREOTYPES WITHIN THE CURRICULUM, LEARNING MATERIALS, AND TEACHING PROCESS		Mean	Descriptive Level	Rank
1.	The content of the curriculum relates to the everyday experiences of all children in the school whatever their background or abilities.	3.92	Very Satisfactory	1
2.	Community members with diverse backgrounds and abilities are invited and welcomed into the class as resource persons.	3.86	Very Satisfactory	2
Mean		3.89	Very Satisfactory	

Table 11. Summary on the level of implementation on the inclusiveness of child friendly school system as perceived by the respondents

KEY PERFORMANCE AREA	Administrators and Teachers		Students		Parents	
<i>Kpa 1. Mechanism for ensuring access to all children regardless of back ground and ability</i>	4.41	VS	4.24	VS	4.42	VS
<i>Kpa 2. Mechanism for respecting and responding to diversity that ensure equal opportunity in learning and learning achievement for all children regardless of background or ability</i>	4.31	VS	4.19	VS	4.42	VS
<i>Kpa 3. Eliminating stereotypes within the curriculum, learning materials, and teaching process</i>	4.42	VS	4.04	VS	3.89	VS
Overall	4.38	VS	4.16	VS	4.24	VS

Using SWOT analysis and based on the findings above, the researchers were able to deduce the strengths and weaknesses based on the rating of the respondents in the level of implementation of Child Friendly School System in terms of inclusiveness.

In terms of inclusiveness, among the strengths of this dimension specifically in kpa 1 or mechanism for ensuring access to all children regardless of background and ability were the school has a mission and/or vision statement and policies exist about inclusive, child-friendly education; convenient, affordable, and safe mode of transport is available from home to school for all children; monitoring mechanisms exist to identify students prone to dropping out; and all children have equal opportunities to participate in all school and classroom activities. On these aspects, the school delivered high significant services.

But these strengths were paired with weaknesses based on the evaluation of the respondents. Among the weaknesses were items on the school has measures for assisting children with special needs and providing for their learning (e.g., Braille materials, signers for the deaf, multilingual resources); the school has facilities that meet the needs of all students, such as separate toilets for girls and ramps (not stairs) for physically disabled students; and all students have textbooks and learning materials that match their learning needs. These weaknesses could be an opportunity to improve the school like the school should make a strong linkage from its external partners like LGU, private sectors, NGO's and private individuals in order to seek support and source out funds to finance these needs of the school. But in finding these funds, question arises on how dedicated the partners in supporting the school and how much funds can be given. According to Bryk (2010) a strong partnership within the internal and external stakeholders is one of essential factors that a school must possess. A school must develop rapport among

its partners to help it realize its goal towards improvement. He recommended that the formulation on memorandum of agreement and memorandum of understanding would help the linkage strong.

For kpa 2 or mechanism for respecting and responding to diversity that ensures equal opportunity in learning and learning achievement for all children regardless of background or ability, the strengths was on item parents receive information from the school about their children's attendance, participation, and achievement. Ironically, teachers' awareness of resources that are available to assist children with special learning needs which was rated by respondents low. But with the existing problem, the school should communicate with SGC, PTA, Kasilak Foundation of DOLE, and LGU, make an orientation program or seminar workshop of the teacher's pedagogy on the integration of child friendly system across the curriculum, and conduct a seminar workshop/ writeshop pertaining on how to handle special learner on a child friendly manner. But this can be hindered on some issues like attitude of teachers, students, and parents towards the program and sustainability of funds in conducting the seminar and program. According to Al-Zyoudi's (2006) one of the significant factors on the implementation of program was attitude. Attitude would affect the efficacy of the implementation especially if most of the respondents of the program had a negative response. Thus, he recommended that to implement the program effectively, a proper and in depth orientation must be conducted for a better understanding and acceptance among the target respondents.

Meanwhile, for kpa 3 or eliminating stereotypes within the curriculum learning materials, and teaching aids the strengths were items on teachers believe that all children can learn regardless of their background and ability and learning materials are in the language children use in and out of school (such

as on the playground). As to the weaknesses of this kpa, items on children understand the concept of inclusive education and can identify culture and gender bias in learning materials considered as weak item. To address this problem, an intensified info-drive campaign and school based forum about CFSS both external and internal stakeholders and intensification of school program like fun and game must be realized. But limited funds and resources might hinder the sustainability of the activity. Alferez and Palmes (2012) observed that inclusive education being implemented at different levels embraces different goals and is based on a range of varied motives for a better understanding of the learners. In addition Peter (2003) says that inclusive education must operate on the principle that almost all children start in a general classroom. Moreover, the concept places emphasis on the aspects of equality regardless of back ground and ability. Biases must be addressed and proper education on gender equality, culture indifference must be delivered through integration on daily lesson activities.

4. Conclusion and Recommendation

Drawn from the findings above, it can be concluded that in terms of inclusiveness, the child-friendly school system was implemented very satisfactorily. Its strengths are evident, however there are areas which need to be improved to make the implementation of the program even more successful. The strengths could be sustained by creating a sustainability plan to ascertain that the successful implementation is maintained. Stakeholders, both internal and external, should also work collaboratively to address the weaknesses of the program implementation in order to ensure a more inclusive child-friendly school system.

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