

A PROPOSED ACTION PLAN TO ENHANCE INCLUSIVITY IN BASIC EDUCATION

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Abstract

The study provides information in the implementation of the management the three levels of intervention using pertinent documents taken from the action plan, work plan and narrative reports and unstructured interview. 12 guidance personnel across the grade level were involved in the study from five secondary schools. The first level intervention is school-wide high-quality instruction and behavioral support which includes youth development program, values formation program, and health and nutrition program inclusive in general education involving family-community support. The secondary level intervention is targeted, needs-specific, preventive, and protective to address student with at-risk behavior and learning difficulties and involves guidance and counselling, peer counselling, home visitation service, and afterschool activities. The tertiary level intervention is specialized or individualized intervention for students with rigorous needs to restore students' well-being and underscores the alternative learning system accreditation and equivalency, and home study program. A proposed action plan to enhance inclusivity in basic education is predetermined to ensure that intervention and support program practices are integrated and sustain the framework and benefit to increase program credibility, consistency, positive student outcomes, and intensified school personnel and stakeholders' support. Hence, the more explicit the core components of an intervention program are defined, the more readily the practice can be implemented inclusively.

Keywords: *Action Plan, Basic Education, Inclusive Education, Management of Student-at-Risk*