



ACCESS TO EDUCATION OF PERSON WITH DISABILITIES: BASIS FOR ENHANCED SUPPORT SYSTEM

Dr. Precious Naj Culla-Alcantara

preciousnaj.alcantara@ub.edu.ph

Orcid Number: 0009-0003-3882-4996

Dr. Minerva Apita Chavez

minerva.apita@ub.edu.ph

Orcid Number: 0000-0002-3656-1016

Ms. Mheralyn F. Silang

mheralyn.silang@ub.edu.ph

Orcid Number: 0000-0003-3669-1766

ABSTRACT

This study explores the accessibility of education for persons with disabilities (PWDs) in three barangays of Lipa City Sabang, Balintawak, and Bulacnin as a basis for enhancing local government support systems. Grounded in national laws and international frameworks on inclusive education, it examines the demographic profile of PWDs, identifies existing support mechanisms, and analyzes the challenges they face in accessing educational services. Using a structured questionnaire and a four-point Likert scale, data were collected from 597 respondents and analyzed through descriptive statistics and tests of association.

Findings reveal that most PWDs are concentrated in basic education levels, with limited progression to tertiary studies. Financial assistance and scholarships emerged as the most visible and effective support, while access to assistive technologies, inclusive teaching strategies, and psychosocial services remain insufficient. Gender disparities and age-related

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gaps suggest the need for targeted outreach and life-course educational planning. The study highlights systemic barriers such as inadequate infrastructure, limited teacher training, and weak inter-agency coordination.

The research underscores the importance of integrating LGU-led initiatives with family-centered interventions to create a holistic and responsive support system. It recommends strengthening registration and profiling, expanding inclusive training for educators, improving access to assistive devices and communication tools, and enhancing psychosocial and parental support. Specifically, it describes the demographic profile of respondents in terms of age, gender, educational attainment, and family income; identifies existing local government support systems in education; examines the current challenges faced by PWDs in accessing educational services; and analyzes the relationship between the existing local support system and the challenges encountered. These insights aim to inform policy refinement and program development, ensuring that PWDs receive equitable, inclusive, and sustainable educational opportunities across all life stages.

Keywords: *persons with disabilities, inclusive education, local government support, assistive technologies, psychosocial services, educational access, Lipa City*

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