



Knowledge, Skills, and Attitudes of Receiving Senior High School Teachers towards Inclusive Education in Angelo L. Loyola Senior High School

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Abstract

In the current educational setting, the responsibility for teaching students with special needs no longer lies exclusively with special education (SPED) teachers. This shift indicates that the educational paradigm has shifted toward inclusion, necessitating regular interaction and collaboration between receiving teachers and students with special needs (Saloviita, 2018; Byrd R. & Alexander M. 2020) ^[9].

This study attempted to assess the level of knowledge, skills and attitude of receiving or regular teachers toward inclusive education in Angelo L. Loyola Senior High School, City of Carmona Cavite. It determined the receiving or regular teachers' level of knowledge, on inclusive education, their level skills and attitude toward inclusive education. Further, it probed the relationship between respondents' level of knowledge and level of skills on inclusive education; between the respondents' level of knowledge and attitude for inclusive education and between respondents' level of skills toward inclusive education. This study, which utilized the descriptive correlational research design, employed 73 regular teachers for its respondents.

The findings of the study revealed that the receiving or regular teachers had high level of knowledge on inclusive education with an average mean of 2.93. They had high level of skills inclusive education with an average weighted mean of 3.16. Also, their level of attitude toward inclusive education was "positive" with an average weighted mean of 3.34. Further, there was significant relationship between the respondents' level of knowledge and skills on inclusive education as shown by the probability value of 0.000 was lower than the 0.001 level of significance; significant relationship between the respondents' level of skills and attitude toward inclusive education as shown by the probability value of 0.000 was higher than the 0.01 significance level. However, there was a low significant relationship between the respondents' level of knowledge and attitude for inclusive education as shown by the probability value of 0.025 was less than the 0.05. significance level.

It was concluded in the study that the receiving or regular senior high school teachers are conversant about inclusive education. They are generally capable to or inclined toward inclusive education. They have positive attitude or optimistic outlook to incorporate inclusive education in their regular teaching processes. Likewise, the higher their level of knowledge on inclusive education the higher is their level of skills for inclusive education and the higher their level of skills for inclusive education the positive is their attitude toward inclusive education.

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1. Introduction

In the current educational setting, the responsibility for teaching students with special needs no longer lies exclusively with special education (SPED) teachers. This shift indicates that the educational paradigm has shifted toward inclusion, necessitating regular interaction and collaboration between receiving teachers and students with special needs (Saloviita, 2018; Byrd & Alexander, 2020) ^[9].

With the passage of decree in the Philippines considering the Republic Act No. 11650 “Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act”. Specifically, this encourages learning institutions to take into consideration the diverse needs of learners with disabilities. Involving them in general education system to facilitate collaborative action in and by the school community, as well as their inclusion in the highest attainable standard of every Filipino to quality, equitable and complete education.

Inclusion indeed shows necessity in increasing demand to enrich knowledge in existing educational programs to equip teachers with relevant skills and teaching learning knowledge to provide quality education for all. Furthermore, inclusive education is largely depending on teachers’ attitudes towards learners with special needs and on the resources available to them (Dapudong, 2014; Baguisa, 2019) ^[14, 6].

Although the worldwide, national policies and city government on inclusive education have their commendable purposes, less attention have been paid on significant obstacles encountered in implementing inclusive education which includes challenges in teachers’ preparation, rigid curriculum structures, limited support services, inadequate infrastructure, and gaps in knowledge, skills and suitable behavior/ attitude of receiving or regular teachers toward inclusive education (Allam, & Martin, 2021) ^[6]. Further, knowledge, skills and attitudes of teachers are the most important variables in the education for children with disabilities. Despite the difficulties encountered by the teachers in accommodating students with special needs, they provide the best possible strategies to cater to their students’ learning needs (Mercado, & Regencia, 2023) ^[28].

From these premises, the researcher determined the knowledge, skills and attitude of receiving or regular senior high school teachers for inclusive education in Angelo L. Loyola Senior High School, City of Carmona, Cavite.

2. Methods

The researcher utilized the descriptive–correlational method of research, which describes the nature of the situation as it exists at the time of the study and examines relationships between variables (Smith & Brown, 2020; Collado *et al.*, 2024; Bartolata *et al.*, 2024) ^[43, 12, 8]. The descriptive–

correlational method was used in this study. According to Johnson and Miller (2020) ^[21], the descriptive method of research is a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause-effect relationships, followed by accurate interpretation with or without statistical methods. As they stated, correlational research investigates a range of factors, including the nature of the relationship between two or more variables.

The primary source of data for this study was the receiving of regular teachers who handled students with special education needs in Angelo L. Loyola Senior High School in the City of Carmona, Cavite. Only the empirical data generated from them were statistically treated and analyzed.

The population of this study consisted of 89 receiving or regular teachers at Angelo L. Loyola Senior High School in the City of Carmona, Cavite. The sample size of 73 respondents was determined using the Slovin’s formula with 95% confidence level. Actual selection of respondents was done using simple random sampling.

The researcher utilized a modified or adopted questionnaire from the study of Tapong (2019), titled Knowledge, Attitude, and Readiness of Regular Elementary School Teachers for Inclusive Education in Las Navas Central Elementary School. It consists of three parts. Part 1 focused on the respondents’ level of knowledge in inclusive education, part 2 was about the respondents’ level of skills in Inclusive Education, and part 3 covered the respondents’ attitude toward inclusive educations.

Since the questionnaire was adapted or modified, it was subjected to face and content validity. It was reviewed by a panel of experts in special education, statistics, and research for their comments and suggestions. After incorporating the necessary modifications, it was presented to the adviser for final approval before being distributed to the target respondents.

Likewise, the questionnaire underwent a Cronbach’s Alpha reliability test, yielding a result of 0.514 for respondents’ level of knowledge toward inclusive education, 0.824 for respondents’ level of skills toward inclusive education, and 0.776 for respondents’ attitude toward inclusive education at Angelo L. Loyola Senior High School, City of Carmona, Cavite.

Table 1: To determine the regular teachers’ level of knowledge on inclusive education, the following scale was used

Assigned Points	Numerical Ranges	Categorical Responses	Verbal Interpretations
4	3.25- 4.00	Strongly Agree (SA)	Very High
3	2.50 - 3.24	Agree (A)	High
2	1.75 - 2.49	Disagree (D)	Low
1	1.00 - 1.74	Strongly Disagree (SD)	Very Low

Table 2: To determine the regular teachers’ level of skills in inclusive education, the following scale was utilized

Assigned Points	Numerical Ranges	Categorical Responses	Verbal Interpretations
4	3.25- 4.00	Strongly Agree (SA)	Very High
3	2.50 - 3.24	Agree (A)	High
2	1.75 - 2.49	Disagree (D)	Low
1	1.00 - 1.74	Strongly Disagree (SD)	Very Low

Table 3: To determine the regular teachers’ attitude toward inclusive education, the following scale was used

Assigned Points	Numerical Ranges	Categorical Responses	Verbal Interpretations
4	3.25- 4.00	Strongly Agree (SA)	Very Positive
3	2.50 - 3.24	Agree (A)	Positive
2	1.75 - 2.49	Disagree (D)	Less Positive
1	1.00 - 1.74	Strongly Disagree (SD)	Least Positive

The researcher personally administered the survey instrument to the respondents. First, the researcher asked personally the permission from the head of the school concerned for the conduct of the study. After gaining permission, the researcher introduced himself and explained to the respondents the purpose of the study. He explained to the respondents the

procedures of answering the survey forms and assured them the confidentiality of the information they provided to the researcher. The questionnaires were collected right after they had been answered by the respondents. The gathered data were tallied, analyzed and interpreted.

3. Results and Discussions

Table 4: Teachers' Level of Knowledge on Inclusive Education

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I have detailed understanding on Republic Act No. 11650, known as the Inclusive Education Act, establishes a policy of inclusion and services for learners with disabilities in the Philippines.	3.16	High	4
2. I am knowledgeable on the policy of establishing and maintaining Inclusive Learning Resource Centers of Learners with Disabilities in support of their inclusion in the general education system.	3.25	Very High	3
3. My education background has prepared me to effectively teach special needs students.	2.78	High	7
4. I am provided with sufficient in-service training through my school district which allows me the ability to teach students with special needs	2.78	High	7
5. I don't have sufficient teaching strategies in order to be able to make appropriate accommodations for students with special needs.	2.78	High	7
6. Regular teachers should not be responsible for teaching children with special needs.	2.36	Low	10
7. All students who have special needs for any reason need to receive their education in a regular education classroom.	2.85	High	5
8. Both regular education teachers and special education teachers should teach students with special needs in one classroom at the same time.	2.58	High	9
9. My district supervisor should provide me with sufficient training opportunities in order for me to appropriately teach students with special needs	3.44	Very High	1
10. I can approach my colleagues for assistance when needed if I have students with special needs in my classroom.	3.33	Very High	2
Average Weighted Mean	2.93	High	

As presented in Table 4, the respondents had "high" level of knowledge on inclusive education with an average mean of 2.93. This means that the regular senior high school teachers were acquainted with inclusive education.

Specifically, they had "high" level of knowledge on inclusive education with weighted means ranging from 2.58-3.44 along - Indicator 9 - 'My district supervisor should provide me with sufficient training opportunities in order for me to appropriately teach students with special needs' was ranked 1st with a mean of 3.44. Indicator 10 - 'I can approach my colleagues for assistance when needed if I have students with special needs in my classroom' was ranked 2nd with a mean of 3.33. Indicator 2 - 'I am knowledgeable on the policy of establishing and maintaining Inclusive Learning Resource Centers of Learners with Disabilities in support of their inclusion in the general education system' was ranked 3rd with a mean of 3.25. Indicator 1 - 'I have detailed understanding on Republic Act No. 11650, known as the Inclusive Education Act, establishes a policy of inclusion and services for learners with disabilities in the Philippines' was ranked 4th with a mean of 3.16. Indicator 3 - 'My education background has prepared me to effectively teach special needs students'. Indicator 4 - 'I am provided with sufficient in-service training through my school district which allows

me the ability to teach students with special needs" and indicator 5-'I don't have sufficient teaching strategies in order to be able to make appropriate accommodations for students with special needs' three -way tied in rank 7th with a mean of 2.78. Indicator 8 - 'Both regular education teachers and special education teachers should teach students with special needs in one classroom at the same time' was in ranked 9th with a mean of 2.58.

However, the respondents had "low" level of knowledge along Indicator 6 - 'Regular teachers should not be responsible for teaching children with special needs' was ranked 10 with a weighted mean of 2.36.

The results imply that the regular teachers are utmost aware of individual differences and the rights of every learner with exceptionalities in the regular classroom as well as giving the LSEN reasonable accommodation. They are also obliged to implement the decree under the Republic Act No.11650 "Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act". Specifically, the law that encourages learning institutions to take on consideration the diverse needs of learners with disabilities for all grade levels, and provide appropriate steps to promote accessible education.

Table 5: Teachers' Level of Skills in Inclusive Education

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I know how to teach each of my students differently according to their characteristics and needs.	3.05	High	8.5
2. I can design teaching units and lessons with the diversity of students.	3.10	High	6
3. I can adapt the way I assess the individual needs and design differentiated instructions of each of my students.	3.23	High	4
4. I am able to adapt my communication techniques to ensure that all students can be successfully included in the mainstream classroom.	3.26	Very High	3
5. I have corresponding pedagogical knowledge and classroom management skills to educate students with special needs.	2.95	High	10
6. I tailored teaching materials to respond to the needs of my student.	3.11	High	5
7. I set clear and consistent rules that establish expectations and boundaries for students with diverse behaviors.	3.33	Very High	2
8. I can implement positive behavior support strategies to address challenging behaviors in a constructive manner.	3.42	Very High	1
9. I can leverage special needs students' interests to engage and motivate them in learning.	3.08	High	7
10. I stay informed about best practices and collaborate with specialists, head teachers, special education teachers and other special needs students professionals.	3.05	High	8.5
Average Weighted Mean	3.16	High	

As presented in Table 5, the respondents had "high" level of skills on inclusive education with an average mean of 3.16. This means that the regular senior high school teachers were skilled to incorporate inclusive education in the regular teaching – learning process. Specifically, they had "high" level of skills with weighted means ranging 2.95 – 3.42 on Indicator 8 – 'I can implement positive behavior support strategies to address challenging behaviors in a constructive manner' was ranked 1st with a mean of 3.42. Indicator 7 'I set clear and consistent rules that establish expectations and boundaries for students with diverse behaviors' was ranked 2nd with a mean of 3.33. Indicator 4 – 'I am able to adapt my communication techniques to ensure that all students can be successfully included in the mainstream classroom' was ranked 3rd with a mean of 3.26.

Indicator – 3 'I can adapt the way I assess the individual needs and design differentiated instructions of each of my students' was ranked 4th with a mean of 3.23, indicator 6 'I tailored teaching materials to respond to the needs of my student' was ranked 5th with a mean of 3.11., indicator 2 – 'I can design

teaching units and lessons with the diversity of students' was ranked 6th with a mean of 3.10, indicator 9 – 'I can leverage special needs students' interests to engage and motivate them in learning' was ranked 7th with a mean of 3.08, indicator 1 – 'I know how to teach each of my students differently according to their characteristics and needs' and indicator 10 – 'I stay informed about best practices and collaborate with specialists, head teachers, special education teachers and other special needs students professionals' were tied in rank 8.5, and indicator 5 – 'I have corresponding pedagogical knowledge and classroom management skills to educate students with special needs' had a weighted mean of 2.95 and was ranked 10.

The findings of the study support the study of Fortune-Wilson (2023) [18], which emphasized on, a need of positive intervention support with use of orientation seminar and workshops are necessary for the receiving or regular teachers to address the learners' needs appropriately. The results positive behavior support strategies to address challenging behaviors in a constructive manner.

Table 6: Teachers' Attitude toward Inclusive Education

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I feel comfortable working with students with disabilities and their parents.	3.15	Positive	7
2. I believe in the importance of maintaining professionalism and ethical standards in all aspects of my work even in handling students with special needs.	3.60	Very Positive	1
3. Both students with and without disabilities can get academic improvement because of inclusive education.	3.44	Very Positive	5.5
4. I feel teachers pay more attention to children with special needs than their typically developing peers in an inclusive classroom.	3.00	Positive	9
5. Inclusive education is likely to have a positive effect on the social and emotional development of students with special needs.	3.44	Very Positive	5.5
6. I demonstrate sensitivity and awareness when providing care and teaching regular students with special needs.	3.52	Very Positive	3.5
7. I prioritize and promote learners' learnings, skills and well-being during my class.	3.52	Very Positive	3.5
8. I express empathy and compassion towards regular students and with special needs.	3.59	Very Positive	2
9. I am not worried that my workload will increase if I have students with specific educational support needs in my class.	2.99	Positive	10
10. I feel that inclusion sounds good in theories but does not work well in practice.	3.11	Positive	8
Average Weighted Mean	3.34	Very Positive	

As shown in Table 6, the respondents had a “very positive” attitude towards inclusive education with an average weighted mean of 3.34. This means that they were highly predisposed or inclined towards inclusive education. In particular, the “positive attitude” with weighted mean ranging from 2.99 -3.60 to indicator 2-‘I believe in the importance of maintaining professionalism and ethical standards in all aspects of my work even in handling students with special needs’ was ranked 1st with a mean of 3.60, indicator 8- ‘I express empathy and compassion towards regular students and with special needs’ was ranked 2nd with a means of 3.59, indicator 6 - ‘I demonstrate sensitivity and awareness when providing care and teaching regular students and with special needs’, and indicator 7- ‘I prioritize and promote learners’ learnings, skills and well-being during my class’, were tied at rank 3.5 with means of 3.52, Indicator 3 – ‘Both students with and without disabilities can get academic improvement because of inclusive education’ and indicator 5 – ‘Inclusive education is likely to have a positive effect on the social and emotional development of students with

special needs’, were tied in rank 5.5 with means of 3.44, indicator 1 - ‘I feel comfortable working with students with disabilities and their parents’ was ranked 7th the with a mean of 3.15, indicator 10 - ‘I feel that inclusion sounds good in theories but does not work well in practice’ was ranked 8th with a mean of 3.11, indicator 4 - ‘I feel teachers pay more attention to children with special needs than their typically developing peers in an inclusive classroom’ was ranked 9th with a mean of 3.00, and indicator 9 – ‘I am not worried that my workload will increase if I have students with specific educational support needs in my class’, was ranked 10 with a weighted mean of 2.99.

The results mean that teachers are giving their all to attend to the needs of their learners with special educational needs through encouraging attitude, quality instruction and varied teaching styles. Further, this implies that teachers are boosting the morale of learners with special needs and encouraging them to do well with other students (Gordon, 2017; Isaeva *et al.* 2019).

Table 7: Relationship between Teachers’ Level of Knowledge and Level of Skills for Inclusive Education

	Pearson r	p-value	Interpretation
The Respondents’ Level of Knowledge and Level of Skills for Inclusive Education	0.417** Moderate correlation	0.000	Significant
**Significant @ 0.01			

As presented in Table 7, there was a significant relationship between the teachers’ level of knowledge and level of skills inclusive education as shown by the Pearson r value of 0.417 (moderate correlation) and the obtained p-value of 0.000, which was lower than 0.01 level of significance. This means that the higher the teachers’ level of knowledge on inclusive, the higher their level of skills in it.

The findings of the study support the study of Mercado, & Regencia (2023) [28], titled the lived experiences of teachers handling learners with special needs in the Division of Biñan

City. The study's results will serve as the basis for designing various learning and development programs and pieces of training that would enhance the capability of teachers in dealing with learners with special needs and provide a support system to teachers in the implementation of inclusive education. Based on the findings of the study, teachers are the core facilitators of future leaders' skills, knowledge, and values. Teachers who are motivated enough can perform their duties and responsibilities well and yield good results in the long run.

Table 8: Relationship between the Teachers’ Level of Knowledge and Attitude toward Inclusive Education

	Pearson r	p-value	Interpretation
The Respondents’ Level of Knowledge and Attitude toward Inclusive Education	0.263* Low correlation	0.025	Significant
*Significant @ 0.05			

As reflected in Table 8, there was a low but statistically significant correlation between teachers’ level of knowledge and their attitude toward inclusive education as shown by the Pearson r value of 0.263 and the obtained p-value of 0.025, which was lower than 0.05 level of significance. This mean that as teachers’ level of knowledge on inclusive education increases, their attitude toward it tends to be more positive, though the relationship is weak.

In the study of Sarason (2015) [39] as indicated by Allam and Martin (2021) [6], one of the main purposes of the educational

process is to “produce responsible, self-sufficient citizens who possess the self-esteem, initiative, skills and wisdom to continue individual growth and pursue knowledge.” Such an idea of education brings to light initiatives to promote the self-determination of students with disabilities. Enhancing students with disabilities’ self-determined behavior characteristics has been a considerable element of policy, research, and curriculum standards and teaching practices to help students to have a smooth and successful transition.

Table 9: Relationship between the Respondents’ Level of Skills and Attitude toward Inclusive Education

	Pearson r	p-value	Interpretation
The Respondents’ Level of Skills and Attitude toward Inclusive Education	0.455** Moderate correlation	0.000	Significant
**Significant @ 0.01			

As gleaned from Table 9, there was a significant relationship between the teachers’ level of skills and attitude toward

inclusive education as shown by the Pearson r value of 0.445 (moderate correlation) and the obtained p-value of 0.000,

which was lower than 0.01 level of significance. This means that the higher the teachers' level skills in inclusive education, the more positive their attitude towards it. The findings of the study support the paper of Juvoven *et al.* (2019), which stated that teachers must receive training on knowledge, skills and positive attitude towards learners with special needs with different backgrounds and characteristics. Also, they require continuing assistance to avoid and deal with instances of peer victimization, rejection, and isolation.

Action plan for the receiving or regular teachers toward Inclusive education school Year 2024-2025

Based on the findings of this study, the researcher developed an action plan aimed at enhancing the knowledge, skills, and strategies of receiving teachers in effectively supporting students with special education needs in an inclusive education setting. This plan includes targeted professional development, resource allocation, and practical interventions to ensure a more inclusive and supportive learning environment.

Table: 10

Key/ Result Areas/ Areas of Concern	Objectives	Strategies/ Activities	Time Frame	Persons Involved	Fund	Output
Programs for Professional Development of Receiving Teachers Project Enhancement on Knowledge, Skills and Positive Behavior/Attitude for Students with Special Educational Needs	To be oriented with the types special educational needs and writing an IEP Individualized Education Program for Students with Special Education Needs (SNED)	Working on teachers' professional enhancement programs on basic contents of IEP 1. Basic Handicapping condition 2. Student's Basic Level of Functioning 3. Annual Goals 4. Alternative Programs Considered by IEP Team 5. Optimizing the Development of Special Needs Children	June 2025	Receiving Teachers Special Education Teachers SPED Coordinators School Head SPED Supervisor	City Government and DEPED Fund	100% of Receiving Teachers were trained of the purpose and content of the IEP
Programs for Basic Accommodation Students with Special Needs Teachers' Guide on Dealing with students in Inclusive Education Set-up	To be understood the significance of accommodation learners with special education need in the aspect of Knowledge, Skills, and Attitude of Receiving Teachers	Presentation Accommodations Providing in large Print Reducing the number of items per page or line Timing and Scheduling Accommodations	First and Second Semesters	Receiving Teachers Special Education Teachers SPED Coordinators	City Government and DEPED Fund	100% of Receiving Teachers were informed on proper accommodation on SPED students. These showcased the positive attitude and skills of receiving
Program Evaluation	To assess the effectiveness of the knowledge, skills and positive enhancement plan toward inclusive education	Conduct regular evaluation and feedback sessions with receiving teachers, students, parents and school heads	1 st Semester	Program Coordinators	DEPED Fund	Program Coordinators on enhancement skills were conversant on the effectiveness of professional development trainings/workshops for receiving teachers.

4. Conclusions

In the light of the above findings of the study, the following conclusions were derived:

- The respondents demonstrate a high level of knowledge about inclusive education, indicating their awareness and understanding of its principles, policies, and

implementation.

- The respondents exhibit a high level of skills in inclusive education, suggesting their ability to apply inclusive teaching strategies and practices effectively.
- The respondents show a very positive attitude toward inclusive education, reflecting their openness, willingness, and commitment to fostering an inclusive learning environment.
- Greater knowledge in inclusive education may contribute to the development of more effective skills in inclusive teaching.
- Knowledge may influence teachers' perceptions and acceptance of inclusivity.
- Teachers with stronger skills tend to have a more positive outlook on inclusive education.
- There is a need to implement the action plan to enhance knowledge, skills, and attitudes toward inclusive education, ensuring more effective implementation in their teaching practices.

5. Recommendations

In the light of the findings and conclusions, the following are offered as recommendations for possible action:

- The receiving or teachers should consider the behavioral management, techniques, teaching strategies, lesson delivery, classroom management, prompting and containing of student with special needs as factors regarding their knowledge, skills and attitude in handling students with special needs.
- Special Needs Education (SNED) Coordinators and receiving or regular teachers need constantly working up with new ways to support the academic and emotional requirements of students with special needs. To support children with special needs, teachers must adapt to their teaching strategies and lesson content. They must also enhance their knowledge in contents and pedagogies, classroom management skills and attitude in handling special needs students.
- Special education teachers should serve their technical know-how in developing Individual Education (IEP) to enable receiving teachers in determine the individual needs of students, adapt flexible teaching methods, and implement effective strategies inside the classroom to ensure that the child receives specialized instruction and support.
- Administration should offer a grant to school districts to create and support a Teacher Information and Training Program that will navigate on knowledge in contents and pedagogy, behavioral management and sustain positive attitude toward inclusive education.
- School heads need to provide more special educational needs training, sufficient learning support providers and educational resources as well as in-depth specialization courses that provide specialized practices for implementing the special education strategies in their classrooms as well as offering teaching strategies on how to bridge theory and practice not only for general but also for special needs education.
- For the future studies may ponder covering a higher scope of respondents. In terms of grade levels, special education experiences and educational backgrounds for further research efforts, this study might be extended considering other factors about the receiving or regular teachers' level of knowledge, skills and attitude on

inclusive education

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