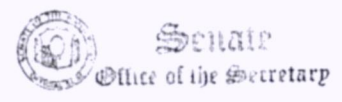


EIGHTEENTH CONGRESS OF THE )  
REPUBLIC OF THE PHILIPPINES )  
*First Regular Session* )

**SENATE**

S. No. 69



'19 JUL -1 P1 :44

Introduced by Senator **PIA S. CAYETANO**

RECEIVED BY:

**AN ACT  
INSTITUTING INCLUSIVE EDUCATION, ESTABLISHING INCLUSIVE  
EDUCATION LEARNING RESOURCE CENTERS FOR CHILDREN AND YOUTH  
WITH SPECIAL NEEDS (CYSNs) IN ALL PUBLIC SCHOOLS DIVISIONS,  
PROVIDING FOR STANDARDS AND GUIDELINES, AND APPROPRIATING  
FUNDS THEREFOR**

EXPLANATORY NOTE

This measure was first developed and written by the undersigned as Chairperson of the Senate Committee on Education, Arts, and Culture in the 16<sup>th</sup> Congress with the assistance of the Advisory Council for the Education of Children and Youth with Disabilities, a body organized by the Department of Education (DepEd) in collaboration with the disability sector and stakeholder representatives. Our objective in writing this bill was to provide a framework for accessible quality education for Children and Youth with Special Needs (CYSNs). However, due to limited time, the measure did not pass in the 16<sup>th</sup> and 17<sup>th</sup> Congress.

At present, DepEd records show that majority of the 5.5 million children with special needs<sup>1</sup> in the country remain outside of the public education system. This is due to the lack of accessibility features in schools compounded by other attitudinal and environmental factors.

<sup>1</sup> As mentioned during the hearing of the Committee of Basic Education and Culture of the House of Representatives on bills on inclusive education on 09 October 2017

This bill addresses the problem by providing measures to address and remove the attitudinal and environmental barriers within our education system and allow CYSNs to be integrated and participate in the regular school system to the greatest extent appropriate to enable them to live normal lives.

In view of the foregoing, the urgent passage of this bill is earnestly sought.



PIA S. CAYETANO

**SENATE**

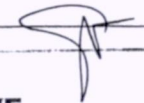
**S. No. 69**



Senate  
Office of the Secretary

'19 JUL -1 P1:44

Introduced by Senator **PIA S. CAYETANO**

RECEIVED BY: 

**AN ACT**

**INSTITUTING INCLUSIVE EDUCATION, ESTABLISHING INCLUSIVE EDUCATION LEARNING RESOURCE CENTERS FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS (CYSNs) IN ALL PUBLIC SCHOOLS DIVISIONS, PROVIDING FOR STANDARDS AND GUIDELINES, AND APPROPRIATING FUNDS THEREFOR**

*Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:*

1 Section 1. *Short Title.* – This Act shall be known as the “Inclusive Education  
2 for Children and Youth with Special Needs Act.”

3 Sec. 2. *Declaration of Policy.* – The following are hereby declared the policies  
4 of the State to:

- 5 • protect and promote the rights of Children and Youth with Special Needs  
6 (CYSNs) to quality education, and to take appropriate steps to make education  
7 accessible to them;
- 8 • recognize the vital role of CYSNs in society, and include their needs as integral  
9 part of national development strategies, and facilitate their active participation  
10 and integration in public, civic and State affairs;
- 11 • give full support for their welfare and development, to ensure their full  
12 integration to society as well as to facilitate their active participation in the  
13 affairs of the State;
- 14 • consider the special requirements of disabled persons in the formulation of  
15 inclusive educational policies and programs;
- 16 • encourage learning institutions to take into account the special needs of  
17 disabled persons with respect to the use of school facilities, class schedules,  
18 physical education requirements, and other pertinent consideration;

- 1 • promote the provision by learning institutions, especially higher learning  
2 institutions of auxiliary services that will facilitate the learning process for  
3 disabled persons to ensure inclusive and equitable quality education and  
4 promote lifelong learning opportunities for all;
- 5 • recognize the right of the CYSNs to education on the basis of equal opportunity,  
6 in particular, making primary education compulsory and available free for all  
7 and accessible to every CYSNs;
- 8 • recognize the right of CYSNs to the highest attainable standard of health and  
9 to facilities for the treatment of illness and rehabilitation of health and ensure  
10 that no child is deprived of his or her right of access to such health care and  
11 rehabilitation services; and
- 12 • ensure that CYSNs belonging to ethnic, religious or linguistic minorities or  
13 persons of indigenous origin shall not be denied the right to education,  
14 treatment, or rehabilitation in community with other members of his or her  
15 group, to enjoy his or her own culture, to profess and practice his or her own  
16 religion, or to use his or her own language.

17 *Sec. 3. Objectives.* – This Act shall pursue the following:

- 18 (a) Provide CYSNs free and appropriate public education and related services in  
19 accordance with their needs, and in preparation for adult living and community  
20 life;
- 21 (b) Provide CYSNs access to general education curriculum through the formal  
22 systems and alternative delivery services in education;
- 23 (c) Facilitate the inclusion and integration of children with special needs into the  
24 mainstream education in accordance with the United Nations Convention on  
25 the Rights of Persons With Disabilities, and the Incheon Strategy to Make the  
26 Rights Real For Persons With Disabilities in Asia and the Pacific;
- 27 (d) Institute Inclusive Education and establish Inclusive Education Learning  
28 Resource Centers for inclusion of CYSNs in the educational mainstream in the  
29 least restrictive environment;
- 30 (e) Ensure that CYSNs fully develop their potentials toward self-sufficiency and  
31 become fully participative members of society;

- 1 (f) Ensure that CYSNs understand, appreciate and respect differences amongst  
2 groups and members of society in which they live;
- 3 (g) Identify, through a Child Find System, CYSNs ages three (3) to twenty-four  
4 (24), and infants and toddlers, under the age of three (3), in compliance with  
5 Republic Act No. 10410, otherwise known as the *Early Years Act*;
- 6 (h) Develop, implement, and review Individualized Education Plan;
- 7 (i) Provide parents with information and opportunities to actively participate in the  
8 possible placement options and educational programs for their children and to  
9 enable them to make informed choices and decisions;
- 10 (j) Enable and empower parents and family members by training and equipping  
11 them with capabilities to identify, prevent, refer or intervene with regard to  
12 disorders, disabilities and abilities of their children;
- 13 (k) Train and equip special education teachers, regular teachers,  
14 principals/administrators, non-teaching staff of the school, and caregivers, as  
15 primary sources of care, development, education and advancement of CYSNs;
- 16 (l) Increase school retention and cohort survival of CYSNs; Create significant and  
17 positive changes in community orientation towards disability and the need to  
18 provide inclusive education and proper care of CYSNs; and
- 19 (m) To closely consult with and actively involve persons with disabilities, including  
20 CYSNs through their representative organizations in the implementation of this  
21 Act and issues relating to it.

22 Sec. 4. *Definition of Terms.* – As used in this Act, the following shall be defined  
23 as follows:

24 (a) *Basic Education* - refers to education intended to meet the basic  
25 learning needs which provide the foundation on which subsequent  
26 learning can be based. It encompasses early childhood, kindergarten,  
27 elementary and secondary education as well as alternative learning  
28 systems for out-of-school learners and those with special needs;

29 (b) *Child Find System* - refers to the process of identifying, locating,  
30 and evaluating every qualified CYSNs, and coming up with a list of CYSNs  
31 who are not receiving public education; and through the child  
32 development teachers/workers who are under the jurisdiction of local

1 government units (LGUs) shall take appropriate actions to notify parents  
2 or guardians of CYSNs of the LGUs' duties and responsibilities towards  
3 CYSNs;

4 (c) *Children and Youth with Special Needs (CYSNs)* – refers to  
5 children and youth who are gifted or talented, or with intellectual  
6 disabilities, learning disabilities, mental, emotional or behavioral  
7 disorders, speech and language disorders, sensory impairments, autism,  
8 long term physical or health disabilities, deafblindness and multiple  
9 handicapping conditions which in interaction with various barriers may  
10 hinder their full and effective participation in society on an equal basis  
11 with others and are in need of special education as well as services for  
12 rehabilitation. They differ from the average children in  
13 neuropsychological characteristics, sensory and cognitive abilities,  
14 neuromuscular or physical characteristics, and social attributes to such  
15 an extent that the use of modified school practices or special education  
16 services are required to develop them to maximum capability;

17 (d) *Disability* – refers to 1) long-term physical, mental, intellectual or  
18 sensory impairment that substantially limit one or more physiological or  
19 anatomical function of an individual or activities of such individual; 2)  
20 limitation or difficulty encountered by an individual in executing a task or  
21 action; and 3) a participation restriction or problem experienced by an  
22 individual in involvement in life's situations.

23 It does not just entail a health problem but shall reflect the interaction  
24 between features of a person's body and features of the society in which  
25 he lives as well as the difficulties he/she has encountered to remove the  
26 environment and social barriers.

27 (e) *Inclusive Education* – refers to a process of addressing and  
28 responding to the diversity of needs of all learners by increasing  
29 participation in learning, cultures and communities, and reducing  
30 exclusion within and from education. It involves changes and  
31 modifications in content, approaches, structures and strategies, with a

1 common vision which covers all children of the appropriate age range and  
2 a conviction that it is the responsibility of the state to educate all children.  
3 It shall also focus on the achievement of high quality education for all learners  
4 and the development of more inclusive societies and not just on marginal  
5 issues.

6 (f) *Individual Education Program (IEP)* - refers to the systematic,  
7 purposive and developmental educational programming of curricular and  
8 instructional priorities and contents designed to meet a learner's special  
9 needs and aimed at ensuring mastery learning of target skills and  
10 behaviors. It specifies the services to be provided and how often;  
11 describes the learner's present level of performances; and how the  
12 learner's disabilities affect academic performances; and specifies  
13 accommodations and modifications to be provided for the learner; and  
14 an IEP must be designed to meet the unique educational needs of that  
15 one child in the Least Restrictive Environment appropriate to that child.

16 (g) *Learning Resource Center (Center)* - refers to a teaching/learning  
17 support system for students, teachers, school personnel and other  
18 education stakeholders of CYSNs with appropriate, accessible, disability-  
19 , cultural and gender- sensitive instructional learning materials, tools,  
20 devices, gadgets, equipment to facilitate and enhance learning;  
21 assessment tools and instruments to evaluate developmental domains  
22 and specific areas of concern necessary in determining appropriate  
23 services and placement decisions; medical, health and allied professionals  
24 for care, rehabilitation and development of learners.

25 (h) *Least Restrictive Environment (LRE)* – refers to the situation when  
26 a learner, who has a disability, should have the opportunity to be  
27 educated with non-disabled peers, to the greatest extent appropriate.  
28 The CYSNs should have access to the general education curriculum, or  
29 any other program that non-disabled peers would be able to access. The  
30 CYSNs should be provided with supplementary aids and services  
31 necessary to achieve educational goals if placed in a setting with non-  
32 disabled peers. The CYSNs should receive an appropriate version of the

1 educational and social benefits which non-disabled students routinely  
2 receive in school.

3 (i) *Private Sector Participation* - refers to all forms of indispensable,  
4 substantial and meaningful participation of private individuals,  
5 partnerships, groups or entities, disabled people's organizations,  
6 community-based organizations or non-government organizations,  
7 business and industry groups in the delivery of educational and  
8 rehabilitative services for CYSNs.

9 (j) *Special Education (SPED)* - refers to the customized instructional  
10 program/service designed to meet the unique needs of individual CYSNs,  
11 which may necessitate the use of supplementary aids and services and  
12 teaching strategies in classroom and non-academic settings, and includes  
13 instructions on physical and vocational education, social skills  
14 development and travel training. It is geared towards the integration of  
15 CYSNs into the mainstream education that will prepare them as  
16 independent functioning members of the society.

17 (k) *Special Instructional Materials* - refers to textbooks in Braille, large  
18 type, audio, digital or any other medium or apparatus, that convey  
19 information to a student or otherwise contributes to the learning process.

20 (l) *Universal Design for Learning (UDL)* is a scientifically valid framework  
21 for guiding educational practice established by Department of Education  
22 (DepED) that:

23 (1) provides flexibility in the ways information is presented, in  
24 the ways students respond or demonstrate knowledge and skills, and in  
25 the way students are engaged; and

26 (2) reduces barriers in instruction, provides appropriate  
27 accommodations, supports challenges and maintains high achievement  
28 expectations for all students, including students with disabilities and  
29 students who have limited English proficiency.

30 It is also a set of principles that guide the design of inclusive classroom  
31 instruction and accessible course materials. The three principles of  
32 UDL are:



1 (1) *Recognition* – refers to multiple methods of representation that  
2 give learners a variety of ways to acquire information and build  
3 knowledge;

4 (2) *Strategic Learning* – refers to multiple means of student action  
5 and expression that provide learners alternative modes for demonstrating  
6 what they have learned; and

7 (3) *Affective Learning* – refers to multiple modes of student  
8 engagement that tap into learners' interests, challenge them  
9 appropriately and motivate them to learn.

10 *Sec. 5. Inclusion Policy for Children and Youth with Disabilities in Public Schools.*

11 – The policy of inclusion for children and youth with disabilities shall be instituted in  
12 all public schools to afford them with equitable opportunities to educational services:  
13 Provided, That the degree of inclusion shall be determined based on the Individual  
14 Education Program of the child and the assessment by the Inclusive Education Hub in  
15 consultation with the child and his/her parent/s.

16 Accordingly, CYSNs shall be educated in the least restrictive environment  
17 elected from a continuum of placements provided by the Department of Education to  
18 meet their unique needs. The range of alternative placements shall include instruction  
19 in regular classes; special education classes as provided for in Republic Act No. 7277,  
20 as amended; special schools; home instruction; and instruction in hospitals and  
21 institutions.

22 *Sec. 6. Establishment of Inclusive Education Learning Resource Centers.* – All  
23 Public Schools Divisions of the DepED shall establish an Inclusive Education Learning  
24 Resource Center, hereinafter referred to as the Center, for CYSNs, where there are no  
25 existing Center. *Provided, That* all Centers shall comply with the Universal Design for  
26 Learning as defined under Section 4, subparagraph (I) of this Act. *Provided, further*  
27 *That,* all Centers and facilities for CYSNs shall also be compliant with the requirements  
28 of Batas Pambansa Bilang 344, otherwise known as the "Accessibility Law."

29 *Sec. 7. Functions of the Center.* – The Center shall function as a learning  
30 resource center that shall assist in promoting inclusive education to capacitate regular  
31 schools to effectively handle the needs of children and youth with special needs. It  
32 shall:

- 1 (a) conduct assessment of CYSNs to evaluate developmental domains and  
2 specific areas of concern and determine appropriate services and grade  
3 placement options;
- 4 (b) support children with disabilities and special needs so that they could be  
5 integrated/included in regular schools in the least restrictive environment;
- 6 (c) conduct school-based training of CYSNs;
- 7 (d) produce appropriate teaching materials for CYSNs;
- 8 (e) provide training to regular teachers, administrators, non-teaching personnel  
9 and parents on inclusive education;
- 10 (f) monitor case management of CYSNs within the division;
- 11 (g) ensure that the CYSNs within the division shall receive the appropriate  
12 services needed;
- 13 (h) implement the programs of the Center such as Individualized Education  
14 Program, transition program, alternative educational programs and early  
15 intervention program;
- 16 (i) establish referral system that shall provide and develop multidisciplinary  
17 services needed by CYSNs to address the challenges and difficulties of the  
18 families of CYSNs, and to stimulate community resources which shall promote  
19 and foster systems integration within education and healthcare delivery  
20 systems and other child and youth-serving systems; and
- 21 (j) provide access to auxiliary aids that are basically non-educational, but which  
22 enhance the education process for the CYSNs, these services may include:
- 23 (1) Language and speech therapy, occupational therapy, physical and  
24 physiotherapy, among other modes of therapy, through multi-  
25 disciplinary specialist team;
- 26 (2) Quality reading, or other effective methods of delivering reading  
27 materials to individuals with visual impairments;
- 28 (3) Acquisition or modification of equipment or devices;
- 29 (4) Appropriate classroom accommodation;
- 30 (5) Other similar services and actions or all types of aids and services  
31 that facilitate the learning process of CYSNs; and

1 (6) Assistance and/or monitoring the transfer, or admission of qualified  
2 CYSNs to post-secondary or tertiary education institutions.

3 Sec. 8. *Partnership Mechanism.* – the DepED and the concerned agencies may  
4 coordinate and enter into cooperative agreement, arrangement or contract with other  
5 government agencies, private non-profit agencies, institutions or organizations duly  
6 accredited or recognized by the government agencies, civil society, business and  
7 industrial sector, and other concerned sectors in the furtherance of the provisions of  
8 this Act: *Provided,* That the DepED shall coordinate with Department of Health (DOH),  
9 Department of Social Welfare and Development (DSWD), Department of Public Works  
10 and Highways (DPWH), Commission on Higher Education (CHED) and the National  
11 Council on Disability Affairs (NCDA) for the establishment or creation of Centers on  
12 the implementation of programs such as the following:

- 13 (a) Technical assistance to Center teachers who are preparing to serve or are  
14 serving CYSNs for inclusion and mainstreaming;
- 15 (b) Training of professional or related services personnel including all regular  
16 teachers;
- 17 (c) Replication of successful innovative approaches in providing educational or  
18 related services to CYSNs;
- 19 (d) Facilitation of parental involvement in the education of their CYSNs;
- 20 (e) Diagnosis and educational evaluation of CYSNs;
- 21 (f) Consultative, counseling and training services for the families of CYSNs;
- 22 (g) Familiarization of the municipality or city being served by an *Inclusive*  
23 *Education Learning Resource Centers* with the problems and potentials of  
24 children and youth; and
- 25 (h) Enter into agreements with medical and allied medical professional groups.

26 Centers created under this Section shall remain part of the DepED System.

27 Sec. 9. *Responsibilities of Agencies.* – The agencies, in conformity with their  
28 respective charters and mandates, shall define and delineate their respective areas of  
29 responsibility with respect to the implementation of this Act. These areas shall be  
30 subject to periodic re-assessment of the Inter-Agency Coordinating Council on  
31 Inclusive Education (IACCIE), as provided on Sec. 10 of this Act, whenever necessary.

32 For purposes of this Act, the following shall be the responsibilities of agencies:

1 (a) *Role of the Department of Education (DepED)* – The DepED shall be the lead  
2 government agency responsible for the implementation of this Act to ensure  
3 inter-agency coordination and integration of services among school systems;  
4 early intervention programs; mainstreaming of CYSNs to regular classroom set-  
5 up; CYSNs welfare agencies; CYSNs availability of access and classification of  
6 developmental domains and establishment of a referral system and redress  
7 mechanism for parent or guardian.

8 (b) *Role of the Department of Health (DOH)* – The DOH shall provide health care  
9 services for children and youth with special healthcare needs; child mental  
10 health service providers; health plans; oral health providers; family-to-family  
11 health information and education; advocacy organizations and other  
12 community organizations serving CYSNs and their families. Integration between  
13 primary care and mental health services as extremely important, thereby the  
14 DOH, National Nutrition Council (NNC) and the Early Childhood Care and  
15 Development Council (ECCD) shall provide inclusive health and nutrition  
16 services and interventions for the implementation of this Act.

17 (c) *Role of the Department of Social Welfare and Development (DSWD)* – The  
18 DSWD shall be responsible for the effective management and provision of social  
19 and welfare services for poor and deserving CYSNs based on the assessed  
20 needs of the CYSNs subject to its prescribed guidelines.

21 (d) *Role of the Department of Public Works and Highways (DPWH)* – the DPWH  
22 shall prescribe the proper physical set-up of the Center, and build and maintain  
23 roads for the accessibility of CYSNs and Person with Disabilities (PWDs).

24 (e) *Role of the Department of Interior and Local Government (DILG)* – the DILG  
25 shall promulgate the policies and guidelines relevant to the implementation of  
26 this Act by the local government units.

27 (f) *Role and participation of Local Government Units (LGUs)* – The LGUs shall  
28 allocate a portion of their Special Education Fund (SEF) for the following:

- 29 (1) Provision of sites, buildings or centers where there are no existing school  
30 facilities that may be used for the special education of CYSNs, as well as the  
31 establishment of Child Development Centers (CDCs) pursuant to Sec. 11  
32 hereof;

- 1 (2) Identification, coordination and partnership with public or private  
2 volunteers, and private organizations, national or international, duly  
3 recognized and accredited by appropriate government office, for  
4 information dissemination campaigns, funding support to augment the  
5 funding for Inclusive Education programs and activities;
- 6 (3) Provide assistive devices, instructional materials and teacher's training  
7 provisions;
- 8 (4) Provision of funds for the delivery of health and nutrition services and  
9 interventions, educational assessment program for CYSNs in their respective  
10 localities that would be initiated by the DOH and DepED, respectively;
- 11 (5) Participate in all efforts concerning integration of CYSNs to regular schools,  
12 health services, transport services and other social and welfare services;
- 13 (6) Develop government and community awareness and responsiveness to the  
14 needs of CYSNs and PWDs;
- 15 (7) Provide a venue for redress mechanism in case parents are not amendable  
16 to educational program for CYSNs under the jurisdiction of the Local School  
17 Boards;
- 18 (8) Share the responsibility for the implementation, regulations, enforcement  
19 and monitoring of the provisions of this Act, within their territorial  
20 jurisdiction, such as child find system and referral system; and
- 21 (9) Enact appropriate ordinances to implement the LGUs role in this Act.

22 Sec. 10. *Inter-Agency Coordinating Council on Inclusive Education (IACCIE).*

23 For purposes of policy integration, harmonization and coordination of functions,  
24 there is hereby created, an Inter-Agency Coordinating Council on Inclusive Education  
25 (IACCIE), which shall be attached to the DepED and which shall be composed of the  
26 following officials or their duly authorized representatives, up to the level of Assistant  
27 Secretary or its equivalent:

- 28 • Secretary of the DepED, as Chairperson;
- 29 • Secretary of DOH as Co- Chairperson;
- 30 • Secretary of DSWD as Co-Chairperson;
- 31 • Secretary of Department of Finance – DOF
- 32 • Secretary of DPWH

- 1 • Secretary of DILG
- 2 • Secretary of Department of Labor and Employment – DOLE
- 3 • Director General of Technical Education and Skills Development
- 4 Administration – TESDA
- 5 • Commissioner of Commission on Higher Education – CHED

6 The IACCIE shall perform the following functions:

- 7 (a) Develop and set criteria on Individual Educational Programs. Evaluate
- 8 fundamental changes both in educational practice and in the design of
- 9 educational services for inclusion of CYSNs in regular schools. Inclusive
- 10 Education involves changes in philosophy, curriculum, teaching strategy and
- 11 structural organization;
- 12 (b) Implement appropriate and coordinated programs in health and related
- 13 physiological and psychological health services, multidisciplinary domains,
- 14 transportation and accessibility for CYSNs;
- 15 (c) Acts as catalyst of change and source of information, for the benefits of both
- 16 the regular students and CYSNs;
- 17 (d) Constitute and authorize a multidisciplinary body to conduct an annual audit to
- 18 determine the compliance of the Centers on its operations;
- 19 (e) Documentation, monitoring and assessing the performances of the Centers and
- 20 its personnel; on information dissemination; and coordination with partner
- 21 agencies or local government units.

22 Sec. 11. *The IACCIE Technical Working Committee.* – The IACCIE shall be

23 supported by a Technical Working Committee (TWC) which shall be composed of

24 representatives from the following agencies and institutions:

- 25 (a) Bureau of Curriculum Development of DepED
- 26 (b) Early Childhood Care and Development Council of ECCD
- 27 (c) National Council on Disability Affairs (NCDA)
- 28 (d) Council for the Welfare of Children (CWC)
- 29 (e) National Nutrition Council (NNC) of DOH
- 30 (f) Local School Boards of Local Government Units –League of Provinces, Cities
- 31 or Municipalities
- 32 (g) Health organizations such as Philhealth and other healthcare services – DOH

1 (h) Civil society organizations on persons with disability concerns

2 (i) Academe

3 The TWC shall provide groundwork technical support to the IACCIE on its  
4 activities to capture varied clientele scope and needs, mainstream programs, and  
5 reach grassroots levels. Representatives of civil society organizations and the  
6 academe shall be nominated through a process designed by the IACCIE.

7 *Sec. 12. Inclusion of Children with Special Needs in Child Development Centers.*

8 – Child Development Centers (CDCs) specially designed for pre-school children and  
9 their parents, where early identification of disabilities and/or special needs and  
10 introductory educational and intervention programs will be administered, and  
11 development of future multi-disciplinary child development centers shall be  
12 established near all schools or within existing Inclusive Education Learning Resource  
13 Centers. As far as practicable, the use of CDCs and facilities shall be maximized.

14 The ECCD Council shall coordinate with DepED, DSWD, DOH, LGUs and other  
15 agencies to provide the necessary support and programs for children with special  
16 needs under five (5) years old.

17 *Sec. 13. Hiring of Personnel and Staff.* – In addition to teachers with special

18 trainings and licensed social workers who have knowledge, skills and special trainings  
19 in handling cases of CYSNs and to ensure the effective implementation of this Act, the  
20 DepED, DOH, and DSWD may hire the necessary personnel and support staff to  
21 operate, administer and oversee the Center.

22 *Sec. 14. Remuneration, Benefits and Incentives for Inclusive Education*  
23 *Learning Personnel and Staff.* – The salary grades of Special Education (SPED)  
24 teachers; and Program Directors managing the Centers shall be in accordance with  
25 the Revised Compensation and Position Classification System and other civil service  
26 rules and regulations.

27 The DepED shall enhance the right of the teachers/instructors to professional  
28 advancement and ensure that the Centers shall endeavor to attract the best available  
29 teaching staff and talents through adequate remuneration, benefits, scholarship and  
30 training grants, teacher exchange programs, incentives and allowances and other  
31 means of securing their job satisfaction and fulfillment as well as their long and stable  
32 tenure in their respective posts. A similar program shall be designed for support

1 personnel to include interpreters, psychologists, social workers and health service  
2 professionals/workers involved in the education, health and rehabilitation of children  
3 with special needs.

4 The DepED shall identify at least one (1) leading institution or university in  
5 Luzon, Visayas, Mindanao and in Metro Manila, Metro Cebu and Metro Davao whose  
6 faculty is considered or regarded as highly competent in the area of special education  
7 and where a uniform or standardized curriculum for any post-graduate education  
8 program shall be designed to benefit SPED teachers and other personnel of the  
9 centers. The manner of selection of such institution shall be provided under the rules  
10 and regulations to be formulated to implement the provisions of this Act.

11 *Sec. 15. In-Service Training of Teachers, Administrators, Non-Teaching*  
12 *Personnel.* – To enhance the inclusive education program, the DepED shall coordinate  
13 with the appropriate national government agencies to offer basic and advanced  
14 seminars on disability awareness and inclusive education for the concerned education  
15 stakeholders.

16 The appropriate and necessary trainings, seminars and other opportunities for  
17 upgrading the performance of DepED teachers implementing the inclusive education  
18 curriculum shall be conducted and evaluated by the National Educators' Academy of  
19 the Philippines (NEAP).

20 *Sec. 16. Continuing Research to Identify the Needs of CYSNs.* – The DepED,  
21 by itself or in coordination with organizations or institutions, shall undertake continuing  
22 research to identify and design programs that shall meet the full range of needs of  
23 CYSNs: *Provided,* That such continuing research shall also be used to develop  
24 instructional techniques for use by the Centers towards improving the acquisition of  
25 skills by the CYSNs necessary for their transition to independent living, vocational  
26 training or competitive skill development: *Provided, further,* That such continuing  
27 research shall be used by the DepED in designing holistic programs for all schools and  
28 all Inclusive Education Resource Learning Centers to increase the potential of the  
29 children and youth for community participation.

30 *Sec. 17. Student Assistance.* – The DepED, DSWD, DOLE, NCDA and the LGUs  
31 shall develop programs to support the financial and educational needs of the



1 marginalized or disadvantaged CYSNs, as defined in Republic Act No. 8425, known as  
2 the *Social Reform and Poverty Alleviation Act*.

3 The benefits accorded by Republic Act No. 8545, otherwise known as the  
4 "*Government Assistance to Students and Teachers in Private Education (GASTPE) Act*  
5 " shall likewise be extended to qualified CYSNs students in the secondary levels.

6 *Sec. 18. Recreational and Artistic Opportunities.* – The DepED shall establish  
7 opportunities for safe and wholesome individual as well as interactive group recreation  
8 and social activities for CYSNs, optimal use of their leisure hours and advancement of  
9 their physical, mental, social and cultural development.

10 *Sec. 19. Special Instructional Materials.* – Publishers shall grant the DepED the  
11 authority to transcribe adopted instructional materials into accessible format, without  
12 penalty or payment of royalty in accordance with Republic Act No. 8293, otherwise  
13 known as the "*Intellectual Property Code of the Philippines.*" Provided, That,  
14 publishers of a newly adopted instructional material shall provide, not later than the  
15 second working day after the adoption of a textbook titles by the DepED, the digital  
16 copy as specified by the DepED for the purpose of producing accessible versions of  
17 the textbooks for students with reading disabilities. The accessible versions may be  
18 produced by the DepED or by non-profit accessible book producers, which may be  
19 copied and distributed upon request by a Schools Division for instructional purposes.

20 Copies of these instructional materials shall be furnished without cost to either the  
21 CYSNs or their teachers in charge.

22 *Sec. 20. Family Members, Guardians, Caregivers and Day Care Workers*  
23 *Education.* – A formal training and counseling program for family members, guardians,  
24 caregivers and Day Care Workers of CYSNs shall be developed jointly by the DepED,  
25 DSWD, LGUs, ECCD Council, disabled people's organizations (DPOs), parent-support  
26 organizations, health professional organizations, healthcare services, non-government  
27 organizations (NGOs), and civil society organizations (CSOs) to facilitate a working  
28 knowledge of special education, and understanding of the psychology of CYSNs and  
29 set their important role as educators, so as to maximize their knowledge and skills to  
30 fully participate in developing the potentials of CYSNs.

31 *Sec. 21. Incentives for Private Sector Participation.* – Partnership between the  
32 government and private institutions catering to the needs of CYSNs shall be

1 encouraged, private entities who or which team up with DepED or provide the  
2 necessary educational assistance and service of CYSNs enrolled in public schools shall  
3 be entitled to the benefits and incentives provided under R.A. No. 8525, otherwise  
4 known as the *Adopt-a-School Act* and its implementing rules and regulations.

5       Sec. 22. *Public Information, Education and Communication.* – A nationwide  
6 information dissemination campaign on the prevention, early identification and the  
7 strategic intervention programs for CYSNs shall be intensified. This shall be the joint  
8 responsibility of the Philippine Information Agency (PIA), CWC, NCDA and the DepED.  
9 Likewise, the DepED, in collaboration with the DOH, DOLE, CHED, TESDA and DILG  
10 shall disseminate materials and information concerning effective practices in working  
11 with, training and education of CYSNs.

12       Sec. 23. *Appropriations.* – The Secretary of the DepED, DOH, and DSWD shall  
13 immediately include in the Department's programs the implementation of this Act, the  
14 funding of which shall be included in the annual *General Appropriations Act*. A  
15 separate line item budget for CYSNs shall be incorporated in the budget of the DepED.

16       Sec. 24. *Implementing Rules and Regulations.* – Within one hundred twenty  
17 (120) days from the effectivity of this Act, the Secretaries of the DepED, DOH and  
18 DSWD, in coordination with Heads of other concerned agencies, and the Chairpersons  
19 of the Committees on Basic Education, Arts and Culture of the Senate and the House  
20 of Representatives shall promulgate and issue the necessary guidelines for the  
21 effective implementation of this Act. The implementing rules and regulations issued  
22 pursuant to this section shall take effect thirty (30) days after its publication in two  
23 (2) national newspapers of general circulation.

24       Sec. 25. *Separability Clause.* – If any provision or part hereof is held invalid or  
25 unconstitutional, the remainder of the law or the provision not otherwise affected shall  
26 remain valid and subsisting.

27       Sec. 26. *Repealing Clause.* – All laws, presidential decrees, executive orders,  
28 rules and regulations contrary to or inconsistent with the provisions of this Act are  
29 hereby repealed, modified, or amended accordingly.

30       Sec. 27. *Effectivity Clause.* – This Act shall take effect fifteen (15) days after  
31 its publication in the Official Gazette or in a newspaper of general circulation.

Approved,