



LRS Reports

Legislative Research Service



SUMMARY OF SENATE BILL ON SECOND READING*

Second Regular Session, Eighteenth Congress

S. B. NO. 1907 AN ACT INSTITUTING SERVICES AND PROGRAMS FOR LEARNERS WITH DISABILITIES IN SUPPORT OF INCLUSIVE EDUCATION, ESTABLISHING INCLUSIVE LEARNING RESOURCE CENTERS OF LEARNERS WITH DISABILITIES IN ALL MUNICIPALITIES AND CITIES, PROVIDING FOR STANDARDS, APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES.

Authors: Senators Lito Lapid, Pia Cayetano, Win Gatchalian, Sonny Angara, Cynthia Villar, Joel Villanueva, Ramon Revilla, Jr., Juan Miguel Zubiri, Nancy Binay, and Risa Hontiveros

Referred to: Committees on Basic Education, Arts and Culture; Ways and Means; Finance; and Women, Children, Family Relations and Gender Equality

Key words: learners with disabilities; general formal education; Inclusive Learning Resource Centers (ILRCs); Bureau of Inclusive Education; Advisory Council for Education of Learners with Disabilities; United Nations Convention on the Rights of Persons with Disabilities; UNESCO Convention Against Discrimination in Education; The Incheon Strategy to Make the Rights Real for Persons with Disabilities in Asia and the Pacific

This bill seeks to provide learners with disabilities access to the general formal education system by providing support services and programs to cater to their special needs. The objective is for learners with disabilities to enjoy full participation and access to the general education system through formal school systems, including alternative delivery services, in accordance with the "United Nations Convention on the Rights of Persons with Disabilities", "UNESCO Convention Against Discrimination in Education", "The Incheon Strategy to Make the

* LRS publishes summarized information of Senate bills under consideration for second reading in the First Regular Session, 18th Congress. The annual budget (General Appropriations Act); tax, banking and finance, and other bills which are predominantly fiscal in nature will not be included in the LRS reports.

Rights Real for Persons with Disabilities in Asia and the Pacific", and other specific rights and benefits under existing laws; thus preparing them for adult living and community life as full-fledged members of Philippine society. This bill expressly prohibits the denial of admission or inclusion of any learner with disability in any public or private basic education school.

This bill defines Inclusive learning as a process where all learners, regardless of their background and abilities, are given an equal chance to play, learn, and interact together in the same learning environment. It is an approach where every learner is valued, supported, and given access to equal opportunities and learning experiences within an ILRC, CDC or school setting.

This bill also provides for the establishment of Inclusive Learning Resource Centers (ILRCs) at the city or municipal level by the DepEd, in collaboration with the local government units (LGUs). The ILRC will serve as a sort of one-stop-shop for the delivery of free support services to learners with disabilities and the local implementation of the various inclusive education programs established by this Act.

The ILRC will be composed of multidisciplinary teams of special education teachers, psychologists, guidance counselors, social workers, interpreters, and other allied medical professionals. The LGUs may also establish satellite ILRCs at the school level.

This bill also creates the Bureau of Inclusive Education (BIE) for the purpose of policy integration, harmonization, and coordination. The BIE is tasked to develop and maintain the Learners with Disabilities Information System in coordination with the Department of Information and Communications Technology. This secure system will hold all relevant information of learners with disabilities as well as all data concerning the implementation of this Act.

This bill also mandates the formation of an Advisory Council for Education of Learners with Disabilities. The advisory council shall be composed of representatives from various organizations of persons with disabilities and a representative from the academe. The council will collaborate directly with the Secretary of Education and the DepEd bureaucracy, thus fostering an inclusive approach to policy formulation, research, and evaluation by engaging directly with the most important stakeholders.

This bill further mandates DepEd to be the lead agency in the implementation of this Act in coordination with other agencies such as the DOH, DSWD, DOJ, DPWH, DOLE, and TESDA, among others.

The DOH shall provide learners with disabilities with healthcare needs services such as child mental health service, health plans, oral health care, and family-to-family health information and education. It shall likewise coordinate with the ILRC for the services of Barangay Health Workers.

The DSWD shall be responsible for the effective management and provision of social and welfare services for learners with disabilities based on the assessed needs of the learners, subject to its prescribed guidelines.

** LRS publishes summarized information of Senate bills under consideration for second reading in the First Regular Session, 18th Congress. The annual budget (General Appropriations Act); tax, banking and finance, and other bills which are predominantly fiscal in nature will not be included in the LRS reports.*

The Department of Justice and the Integrated Bar of the Philippines shall establish a mechanism for free legal assistance for learners with disabilities and their parents or guardians in connection with the enforcement of their rights under this Act. It shall likewise be responsible in enforcing existing laws on the protection of learners with disabilities.

The Department of Public Works and Highways shall prescribe the proper physical indoor and outdoor set-up of the ILRC and ensure that the ILRC, roads, sidewalks, ramps, railings, and the like shall be constructed, built, and maintained in accordance with Batas Pambansa Big. 344, otherwise known as the "Accessibility Law" and universal design concepts to ensure their accessibility and the mobility of learners with disabilities.

The DOLE shall develop a training program for the learners with disabilities, transition from school to work; provide the ILRC current market analysis and job coaching sessions before and during their employment; and facilitation of apprenticeship and job placements, together with its attached agencies

The Technical Education and Skills Development Authority (TESDA) shall provide vocational training when necessary. The Public Employment Service Office (PESO), on the other hand, shall conduct employability enhancement seminars, provide pre-employment counselling and orientation, and offer programs and activities on employment assistance pursuant to R.A. No. 8759, otherwise known as the "PESO Act of 1999", as amended.

The DOLE, TESDA, and PESO shall lead the promotion of Inclusion of learners with disabilities among public and private Institutions and comply with the requirements set forth under R.A. No. 7277, otherwise known as the 'Magna Carta for Disabled Persons "as amended by R.A. No. 10524. They shall likewise disseminate materials and conduct orientation and information campaign concerning effective practices in working with and training learners with disabilities.

This bill also created the Joint Congressional Oversight Committee (JCOC) on Inclusive Education to oversee, monitor and evaluate the implementation of this Act. The JCOC shall be composed of five (5) members each from the Senate and the House of Representatives with the Chairs of the Committees on Basic Education of both Houses as Co-chairs. The Chairs of the Committees on Higher and Technical Education of both Houses shall likewise be designated as members of the JCOC. The Speaker of the House of Representatives and the President of the Senate shall designate the other three (3) members of the JCOC of the House and the Senate, respectively, from among the members of the Committees on Basic Education, one (1) member of which shall be from the minority.

(Summary prepared by: Elvie F. Isleta, 11 February 2021)

* LRS publishes summarized information of Senate bills under consideration for second reading in the First Regular Session, 18th Congress. The annual budget (General Appropriations Act); tax, banking and finance, and other bills which are predominantly fiscal in nature will not be included in the LRS reports.