

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



SENATE

S. No. 55

Introduced by SENATOR MANUEL "LITO" M. LAPID

AN ACT
INSTITUTING INCLUSIVE EDUCATION AND ESTABLISHING
INCLUSIVE EDUCATION HUBS IN ALL PUBLIC SCHOOLS
DIVISIONS, PROVIDING FOR STANDARDS AND GUIDELINES,
AND APPROPRIATING FUNDS THEREFOR


EXPLANATORY NOTE

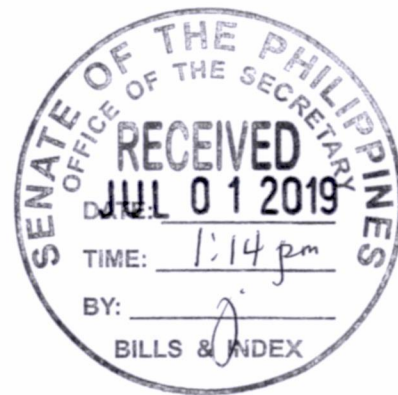
Children must not be hindered to enter and participate in a regular school due to their disabilities and special needs. They should be provided with opportunities to build their confidence and enhance their skills. Further, they shall be provided with avenues and resources to develop their full potential.

Though it is the policy of the State to promote and protect the right of all citizens to quality education and to take appropriate steps to make education accessible to them and the provisions of Presidential Decree No. 603 or the Child and Youth Welfare Code and R.A. No. 7277 or the Magna Carta for Persons with Disability (PWDs), discrimination against children with disabilities is still evident in our society. Further, the educational system's incapability to provide inclusive and quality education for children with disabilities still persists.

Thus, this bill seeks to provide accessible and quality education to children with disabilities by instituting adequate and tailored education for each learner and by establishing inclusive education hubs in all public school divisions. This bill likewise intends to minimize, if not at all remove, the stigma attached to and discrimination against, children with disabilities.

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


MANUEL "LITO" M. LAPID
Senator



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

1 Section 1. *Title.* – This Act shall be known as the “Inclusive Education Act”.

2
3 ARTICLE I

4 POLICIES AND OBJECTIVES

5
6 Sec. 2. *Declaration of Policy* – It is hereby declared the policy of the
7 State to protect and promote the rights of children and youth with disabilities to
8 quality education, and to take appropriate steps to make education accessible to
9 them. The State recognizes their vital role in nation-building and shall include their
10 needs as integral part of national development strategies.

11 It is also the policy of the state to fully support their welfare and
12 development, ensure their full integration in society, as well as facilitate their active
13 participation and inclusion in the affairs of the state.

14 This is in accordance with Section 13 of both Articles II and XIII of the
15 Constitution; Article 3(1), 3(3), 3(6) and 12 of Presidential Decree No. 603,
16

17 otherwise known as the *Child and Youth Welfare Code*; Sections 12 to 14 of Republic
18 Act No. 7277, as amended, otherwise known as the *Magna Carta for the Disabled*
19 *Persons*; Republic Act No. 10410 or the Early Years Act; Republic Act No. 10533 or
20 the Enhanced Basic Education Act; UN Convention Against Discrimination In
21 Education; International Covenant on Economic, Social And Cultural Rights;
22 International Covenant on Civil And Political Rights; International Convention on the
23 Elimination of all Forms of Racial Discrimination; Convention on the Elimination of all
24 Forms of Discrimination Against Women; Convention Concerning Indigenous and
25 Tribal Peoples in Independent Countries; UN Convention on the Rights of the Child;
26 Sections 25 to 28, 30 and 31 of the Republic Act No. 8371 or Indigenous Peoples
27 Republic Act of 1997 (IPRA); Republic Act No. 11054 or the Organic Law for the
28 Bangsamoro Autonomous Region in Muslim Mindanao; International Convention on
29 the Protection of the Rights of all Migrant Workers and Members of their Families;
30 Convention Concerning the Prohibition and Immediate Action for the Elimination of
31 the Worst Forms of Child Labour; UNESCO Salamanca Statement; Article 21, 24 and
32 30 of the UN Convention on the Rights of Persons with Disabilities; Incheon Strategy
33 to make the Rights Real for Persons with Disabilities in Asia and Pacific, and other
34 relevant laws and international conventions.

35

36 Towards this end, the State shall:

- 37 (a) Adopt the policy of inclusive education;
38 (b) Establish Inclusive Education HUBS; and
39 (c) Provide vital support mechanisms required to ensure their effectiveness.

40

41 All children and youth with disabilities (CYDs) in any degree of educational
42 need shall therefore have the opportunity to be developed in the most supportive
43 and encouraging environment, consistent with the provision of a quality education
44 that best meets their needs.

45

46 Sec. 3. *Objectives.* – This Act aims to:

- 47 (a) Provide CYDs free, appropriate, and accessible public education and related
48 services in preparation for adult living and community life;

- 49 (b) Provide CYDs access to quality, regular education curriculum, through the
50 formal and alternative delivery systems;
- 51 (c) Provide access to free basic education and vocational training for all children
52 and youth removed from the worst forms of child labour in accordance with
53 Article 7, UN Convention on Child Labour;
- 54 (d) Institute inclusive education and establish inclusive education hubs;
- 55 (e) Implement a system of no discrimination in the delivery of education services;
- 56 (f) Implement an educational system of no segregation, unless necessary;
- 57 (g) Facilitate the inclusion of CYDs into regular education in accordance with the
58 United Nations Convention on the Rights of Persons With Disabilities,
59 Sustainable Development Goal No. 4, the Incheon Strategy to make the
60 Rights Real for Persons with Disabilities in Asia and the Pacific, Republic Act
61 No. 11054 or the Organic Law for the Bangsamoro Autonomous Region in
62 Muslim Mindanao; and Republic Act 8371, otherwise known as the Indigenous
63 Peoples Rights Act of 1997;
- 64 (h) Establish an adequate and relevant inclusive education support system for
65 every CYD found to be excluded or marginalized due to a disability or other
66 special needs;
- 67 (i) Ensure that CYDs fully develop their potentials and become fully participative
68 members of society;
- 69 (j) Recognize cultural diversity and provide members of cultural minorities equal
70 access to education, without prejudice to their right to establish and control
71 their educational systems and institutions in a manner appropriate to their
72 cultural methods of teaching and learning in accordance with Section 30 of
73 Republic Act No. 8371, otherwise known as the Indigenous Peoples Rights Act
74 of 1997;
- 75 (k) Allow participation of appropriate indigenous leaders in schools, communities
76 and international cooperative undertakings like festivals, conferences,
77 seminars and workshops to promote and enhance their distinctive heritage
78 and values in accordance with Section 31 of Republic Act No. 8371, otherwise
79 known as the Indigenous Peoples Rights Act of 1997;

- 80 (l) Recognize the right to manifest, practice, develop, and teach their spiritual
81 and religious traditions, customs and ceremonies in accordance with Section
82 33 of Republic Act No 8371, otherwise known as the Indigenous Peoples
83 Rights Act of 1997;
- 84 (m) Strengthen the Child Find System of CYDs ages zero (0) to (18) eighteen;
- 85 (n) Empower parents with information on the rights of children and inclusive
86 education and provide opportunities to actively participate in children's
87 learning;
- 88 (o) Enable and empower parents and family members of CYDs by training and
89 equipping them with capabilities to refer or intervene with regard to disorders,
90 disabilities and abilities of their children;
- 91 (p) Increase school retention and cohort survival of CYDs;
- 92 (q) Affirm the right of CYDs to seek, receive and impart information and ideas
93 through all means and forms of communication of their choice, including
94 spoken language, Filipino Sign Language, braille, tactile communication, large
95 print, accessible multimedia, audio, augmentative and alternative modes,
96 means and formats of communication as stated in the Convention of the
97 Rights of Persons with Disabilities;
- 98 (r) To closely consult with and actively involve persons with disabilities, including
99 children with disabilities, through their representative organizations;
- 100 (s) Create significant and positive changes in community attitudes and school
101 orientation towards diversity and the need to provide inclusive education and
102 proper care of all CYDs.
- 103 (t) Affirm the right of indigenous peoples and Muslim learners to a complete,
104 adequate and integrated system of education, relevant to their needs.

105
106 Sec. 4. *Definition of Terms.* – As used in this Act, the following shall be
107 defined as follows:

- 108
109 (a) *Basic Education* - refers to education intended to meet the basic learning
110 needs which provides the foundation on which subsequent learning can be

111 based. It encompasses early childhood, kindergarten, elementary and
112 secondary education as well as Alternative Learning Systems;

113 (b) *Child Find System* - refers to the system of identifying, locating and referring
114 learners with disabilities and special educational needs for early intervention
115 or education support services as needed;

116 (c) *Disability* - is an umbrella term for impairments, activity limitations, and
117 participation restrictions referring to the negative aspects of interaction
118 between individuals with health conditions and contextual factors.

119 (d) *Special educational needs* - refer to traits, conditions, backgrounds or
120 circumstances requiring extra measures to allow the learner to fully
121 participate within the educational system. These special needs may include,
122 but are not limited to their lack of equal access to all levels and forms of
123 education based on age, gender, religion, culture and inclusion in a particular
124 cultural minority;

125 (e) *Inclusive Education* – is a process of addressing and responding to the
126 educational needs of all learners, regardless of ethnicity, sex, age, disability,
127 religion, sexual orientation, or other protected characteristics. It responds to
128 the diverse needs of all learners by increasing participation in learning,
129 cultures and communities, and totally reducing exclusion within and from
130 education. It involves changes and modifications in content, approaches,
131 structures and strategies, with a common vision, which covers all children and
132 youth of all ages, affirming in the process the State's conviction that it is the
133 government's mandate and responsibility to educate all children and youth
134 without discrimination or favor.

135 It shall also focus on the achievement of high quality, appropriate and
136 relevant education for all learners and students, and the development of more
137 inclusive and conducive learning environments without focusing on marginal
138 issues;

139 (f) *Inclusive Education Hub* - refers to a teaching or learning inclusive education
140 support system for students, teachers, school personnel and other education

141 stakeholders; the IE Hub provides information, materials and know-how on
142 addressing the educational needs of various learners including indigenous
143 peoples, Muslim learners, gifted/talented learners, children in difficult
144 circumstances and learners with disabilities. It provides students, teachers,
145 school personnel and other education stakeholders; appropriate instructional
146 learning materials, tools, devices, gadgets, equipment to facilitate and
147 enhance learning as well as assessment tools and instruments to evaluate
148 developmental domains and specific areas of concern necessary in
149 determining appropriate services and placement decisions.

150
151 (g) *Private Sector Participation* refers to all forms of indispensable, substantial
152 and meaningful participation of private individuals, partnerships, or groups or
153 entities, disabled people's organizations, community-based organizations, or
154 non-governmental organizations, in the delivery of educational and
155 rehabilitative services for learners with disabilities and special educational
156 needs;

157
158 (h) *Special Education (SPED)* - refers to a continuum of services that allow
159 learners with disabilities and special educational needs to access regular
160 education and/or other specialized education services for learners with severe
161 conditions.

162
163 (i) *Inclusive, Universally-Designed Instructional Materials* - include textbooks in
164 braille, large type, audio, digital or any other medium, multimedia materials in
165 Filipino sign Language and other forms, or any assistive technology that
166 convey information to a student or otherwise contributes to the learning
167 process.

168
169 (j) *Individualized Education Program (IEP)* - refers to the systematic, purposive
170 and developmental educational programming of curricular and instructional
171 priorities and contents designed to meet a learner's needs and aimed at
172 ensuring mastery learning of target skills and behaviors. It specifies the
173 services to be provided and how often; describes the learner's present level of

174 performances; and how the learner's disabilities affect academic
175 performances; and specifies accommodations and modifications to be
176 provided for the learner; and an IEP must be designed to meet the
177 educational needs of that one child in a fully inclusive, accessible and
178 appropriate environment.

179
180 (k) *Children and Youth with Disabilities (CYDs)* refer to persons with long-term
181 physical, mental, intellectual or sensory impairments which in interaction with
182 various barriers, may hinder their full and effective participation in society on
183 an equal basis with others. This includes indigenous and Muslim children and
184 youth with disabilities.

185
186 (l) *Universal Design for Learning (UDL)*- refers to an educational framework that:

187 (1) Provides flexibility in the way information is presented, in the ways
188 students respond or demonstrate knowledge and skills, and in the
189 way students are engaged; and

190 (2) Reduces barriers in instruction, provides appropriate
191 accommodations, supports, challenges and maintains high
192 achievement expectations for all students, including students with
193 disabilities and students who have limited English proficiency.

194
195 It is also a set of principles that guide the design of inclusive classroom
196 instruction and accessible course materials. UDL urges the schools to
197 provide for:

198
199 1. Multiple means of representation in recognition of various ways
200 learners may perceive and comprehend information that is
201 presented to them;

202 2. Multiple means of action and expression, which give learners
203 opportunities to express what they know; and

- 204 3. Multiple means of engagement as some learners may work better
205 alone, with a partner, in a small group, or when the whole class is
206 addressed.

207
208 *Sec. 5. Establishment of Inclusive Education (IE) hubs for CYDs in all Public*
209 *School Divisions.* The DEPED will establish an IE Hub in every district or division with
210 the goal of establishing one in every public school.

211
212 *Sec. 6. Functions of the IE Hub.* – The IE Hub shall serve as a teaching
213 support system that shall promote inclusive education in all schools. It shall:

- 214
215 (a) Integrate and include identified CYDs in regular classes;
216 (b) Conduct assessment of CYDs to evaluate and determine developmental
217 levels, goals and appropriate services;
218 (c) Develop early intervention programs for 0-4 years of age, in coordination
219 with the Early Childhood Care and Development (ECCD) Council and
220 pertinent LGUs;
221 (d) Provide specialized learning programs CYDs with severe conditions;
222 (e) Develop disability specific learning support system;
223 (f) Undertake and monitor case management and coordination services of CYDs
224 within the district or division, as the case may be;
225 (g) Ensure that the CYDs within the district or division, shall receive the
226 appropriate and quality services needed;
227 (h) Provide in-service training to regular and special education teachers,
228 administrators, non-teaching personnel and parents on inclusive education;
229 (i) Produce appropriate teaching and learning materials for the identified
230 learners;
231 (j) Ensure that schools within the district or division implement individualized
232 education programs, and appropriate transition, alternative and early
233 intervention programs.
234 (k) Provide support and access to auxiliary aids and services that facilitate the
235 education process for CYDs. These may include:

236

237

(1) Language and speech therapy, occupational therapy, physical and physiotherapy, and other modes of therapeutic interventions through Mobile Multi-Specialist Inclusive Education Division Support Team;

240

241

(2) Provision of and access to special, inclusive and universally-designed instructional materials including assistive technologies;

242

243

(3) Interpretation in Filipino Sign Language, and other similar services and actions that facilitate the learning process of learners;

244

245

(4) Teacher aides, para-teachers or shadow teachers assisting regular education teachers in inclusive classrooms;

246

247

(5) Other services relevant to CYDs.

248

249

(l) Establish a referral and redress mechanism that shall address the challenges and difficulties of the families of learners;

250

251

(m) To stimulate community resources which shall promote and foster systems inclusion within education and healthcare delivery systems and other child and youth-serving systems; and

252

253

254

(n) Ensure that all schools cultivate inclusive values by implementing relevant programs including anti-bullying, parents and community education, cultural sensitivity, disability sensitivity and prejudice-reduction programs.

255

256

257

258

Sec. 7. Powers and functions of DEPED. The DepEd shall be the lead agency in the implementation of the provisions of this Act. As such, it shall:

259

260

261

A) Establish an IE Hub in every district or division with goal of establishing one in every public school;

262

263

(b) Supervise all IE Hubs;

264

(c) Develop IE programs;

265

(d) Replication of successful innovative approaches in providing educational or related services;

266

- 267 (e) Ensure the inclusion of CYDs in regular education and provide
268 disability-specific educational services for learners with severe
269 conditions;
- 270 (g) Enter into cooperative arrangements or contracts with public or
271 private nonprofit agencies, institutions, or organization for the
272 establishment or creation of IE Hubs and implementation of
273 inclusive education;
- 274 (h) Ensure inter-agency coordination, cooperation and integration
275 of services among welfare agencies;
- 276 (i) Train and equip special and regular education teachers, teacher
277 aides, para teachers, principals, administrators, non-teaching staff
278 of the school, caregivers and parents on inclusive education
279 strategies;
- 280 (j) Diagnose and conduct educational evaluation of CYDs;
- 281 (k) Provide consultative, counselling and training services for the
282 families of learners; Provide parents with information and
283 opportunities to actively participate in the possible placement
284 options and educational programs for their children and to enable
285 them to make informed choices and decisions;
- 286 (l) Provide for equitable distribution of funds and provide for
287 separate funding for the education of learners with disabilities,
288 gifted children and youth, indigenous peoples, madrasah, and
289 children in difficult circumstances;
- 290 (m) Implement familiarization programs for the municipality or city
291 being served by the IE Hub; and
- 292 (n) Enter into agreements with medical and allied medical
293 professional groups.

294

295 Sec. 8. *Program Office.* – Inclusive education programs shall be under the
296 Student Inclusion Division of the Bureau of Learning Delivery under the Office of the
297 Undersecretary for Curriculum and Instruction of the DepEd. The Student Inclusion

298 Division shall assist in the formulation, implementation, monitoring, and evaluation
299 of policies, programs, and services for, but not limited to CYDs.

300

301 Sec. 9. *Local Government Unit Participation.* LGUs may allocation a portion of
302 their Inclusive Education Fund for the following:

303

304 (a) Provision of sites and buildings where there are no existing school
305 facilities that may be used for the inclusive education of CYDs, as well
306 as the establishment of Child Development Centers (CDCs) pursuant to
307 Sec. 22 hereof;

308 (b) Identification, coordination and partnership with public or private, local
309 or international organizations, for Inclusive Education programs and
310 equipment, among others;

311 (c) Operation of Inclusive Education programs including the payment of
312 salaries, allowances, and other benefits of teaching and non-teaching
313 personnel in the IE Hubs, as well as in the conduct of competency
314 trainings;

315 (d) Delivery of health and nutrition services and interventions, educational
316 assessment program of CYDs in their respective localities that would
317 be initiated by the DepEd;

318 (e) Development of government and community awareness and
319 responsiveness to the needs of CYDs; and

320 (f) Share the responsibility for the implementation, regulations,
321 enforcement and monitoring of the provisions of this Act, within their
322 territorial jurisdiction.

323

324 The LGUs shall enact appropriate ordinances to implement the provisions of
325 this Act including the establishment of an IE Fund.

326

327 Sec. 10. *Role of Department of the Interior and Local Government (DILG) –*
328 The DILG shall ensure the local government units' compliance with the provisions of
329 this Act. Specifically, it shall ensure that all local government units work with schools

330 and communities towards eliminating exclusion that is a consequence of negative
331 attitudes and lack of response to diversity in race, economic status, social class,
332 ethnicity, language, religion, gender, sexual orientation and ability.

333

334 Sec. 11. *Roles of Department of Health (DOH), National Nutrition Council*
335 *(NNC), and ECCD council* - The DOH, NNC and ECCD council shall provide health
336 care and nutritional services and interventions for CYDs, including but not limited to
337 diagnosis of medical conditions and provision of rehabilitation services. The DSWD,
338 DEPED and LGUs shall take part in the implementation of these health and
339 nutritional services and interventions.

340

341 Sec. 12. *Role of Department of Social Welfare and Development (DSWD) –*
342 The DSWD shall be responsible for the effective management and provision of social
343 and welfare services for poor and deserving CYDs based on their assessed needs.

344 Sec. 13. *Role of the Department of Public Works and Highways (DPWH) –* The
345 DPWH shall ensure that the school buildings and other facilities for CYDs are
346 compliant with B. P. 344, otherwise known as the "Accessibility Law".

347

348 Sec. 14. *Role of the Commission on Higher Education ((CHED).* – The CHED
349 shall establish a disability support service in state colleges and universities and
350 encourage private colleges and universities to do the same.

351

352 Sec. 15. *Continuing Research to Identify the Needs of* learners with
353 disabilities and special educational needs. – The DepEd, by itself or in coordination
354 with organizations or institutions, shall undertake continuing research to identify and
355 design programs that shall meet the full range of needs of CYDs: *Provided,* That
356 such continuing research shall also be used to develop instructional techniques and
357 materials for use by the IE Hubs towards improving the skills of CYDs necessary for
358 their transition to independent living, vocational training or competitive
359 development: *Provided, further,* That such continuing research shall be used by the
360 DepEd physical education and therapeutic recreation program to be used by the IE
361 Hubs to increase the potential of the children and youth for community participation.

362

363 Sec. 16. *Student Assistance.* – The DepEd, DSWD, DOLE, NCDA and the
364 LGUs shall develop programs to support the financial and educational needs of the
365 marginalized or disadvantaged CYDs, as defined in Republic Act No. 8425, known as
366 the *Social Reform and Poverty Alleviation Act.*

367

368 The benefits accorded by Republic Act No. 8545, otherwise known as the
369 "*Government Assistance to Students and Teachers in Private Education (GASTPE)*
370 *Act*" shall likewise be extended to qualified CYDs students in the secondary levels,
371 without discrimination on the basis of sex, ethnicity, religion and disability.

372

373 Sec. 17. *Recreational and Artistic Opportunities.* – The DepEd shall develop
374 opportunities for appropriate individual and group recreation, artistic and social
375 activities for CYDs.

376

377 Sec. 18. *Inclusive Instructional Materials.* – Publishers shall grant the DepEd
378 the authority to transcribe and produce adopted or translated instructional materials
379 into accessible format, without penalty or payment of royalty in accordance with
380 Republic Act No. 8293, otherwise known as the "*Intellectual Property Code of the*
381 *Philippines.*" *Provided, That,* publishers of a newly adopted instructional material
382 shall provide, not later than the second working day after the adoption of a textbook
383 titles by the DepEd, the digital copy as specified by the DepEd for the purpose of
384 producing accessible versions of the textbooks for learners with visual impairment,
385 learning disabilities and deaf and hard of hearing students. The accessible versions
386 may be produced by the DepEd or by non-profit accessible book producers or
387 organizations, which may be copied and distributed upon request by a Schools
388 Division for instructional purposes.

389

390 Copies of these instructional and learner materials shall be furnished
391 without cost to either the CYDs or their teachers.

392

393 Sec. 19. *Hiring of Personnel and Staff.* - In addition to teachers with special
394 trainings and licensed social workers who have knowledge, and skills in delivering
395 quality inclusive education, the DEPED, DOH and DSWD may hire the necessary
396 personnel and support staff to operate, administer and oversee the IE Hub.

397

398 Active recruitment of teachers or staff with disabilities and from indigenous
399 and Muslim communities shall be done with the provision of reasonable
400 accommodation for their participation as members of the school community,
401 removing any legislative or policy barrier which require them to fulfill specific medical
402 eligibility criteria.

403

404 Sec. 20. *Remuneration, Benefits and Incentives for Inclusive Education*
405 *Personnel and Staff.* -The DepEd shall enhance the right of the teachers/instructors
406 to professional advancement and ensure that the schools shall endeavor to attract
407 the best teaching staff and talents who have the knowledge and skills in delivering
408 quality inclusive education through adequate remuneration, benefits, scholarship and
409 training grants, teacher exchange programs, incentives and allowances and other
410 means of securing their job satisfaction and fulfillment as well as their long and
411 stable tenure in their respective posts.

412

413 A similar program shall be designed for support personnel to include
414 interpreters, psychologists, social workers and health service professionals/workers
415 involved in the education and rehabilitation of CYDs and other special needs..

416

417 The salary grades of special education (SPED) teachers and regular teachers
418 teaching CYDs shall be the same. To implement the same, the Revised
419 Compensation and Position Classification System shall be adjusted accordingly.

420

421 Sec. 21. *In-Service Training of Teachers, Administrators, Non-Teaching*
422 *Personnel.* - To enhance the inclusive education program, the DepED shall
423 coordinate with the appropriate national government agencies to offer basic and

424 advanced seminars on disability awareness, human rights and inclusive education for
425 the concerned education stakeholders.

426

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

431

432 *Sec. 22. Inclusion of Children with Disabilities and other Special Needs in*
433 *Child Development Centers.* – Child Development Centers (CDCs) specially designed
434 for pre-school children and their parents, where early identification of disabilities
435 and/or special needs and introductory educational and intervention programs will be
436 administered, shall be established near or within existing Centers or in other
437 Centers. The CDCs and facilities shall also take part in capacity-building and
438 awareness campaigns for parents and communities.

439

440 The ECCD Council shall coordinate with DepED, DSWD, DOH, LGUs and other
441 agencies to provide the necessary support and programs for children with disabilities
442 under five (5) years old.

443

444 *Sec. 23. Incentives for Private Sector Participation.* – Partnership between
445 the government and private institutions catering to the needs of CYDs shall be
446 encouraged. Private entities who or which team up with DepEd or provide the
447 necessary educational assistance and service to CYDs enrolled in public schools shall
448 be entitled to the benefits and incentives provided under R.A. No. 8525, otherwise
449 known as the *Adopt-a-School Act of 1998* and its implementing rules and
450 regulations.

451

452 *Sec. 24. Family Members, Guardians, Caregivers and Day Care Workers*
453 *Education.* – A formal training and counseling program shall be developed jointly by
454 LGUs, in coordination with DepEd, DSWD, ECCD Council, DOH, disabled people's
455 organizations (DPOs), parent-support organizations, health professional

456 organizations, healthcare services, non-government organizations (NGOs), and civil
457 society organizations (CSOs) to equip for family members, guardians, caregivers and
458 day care center workers of CYDs working knowledge of inclusive education, and
459 understanding of the psychology of CYDs, and the awareness of their crucial role
460 educators, so that they, in turn, can maximize their knowledge and skills to fully
461 participate in developing the potentials of CYDs. Parents should also be apprised of
462 procedural safeguards to protect the educational rights of children and their parents
463 and processes to resolve disputes and complains related to the education of CYDs.

464

465 *Sec. 25. Public Information, Education and Communication.* – A nationwide
466 information dissemination campaign on the early identification and the strategic
467 intervention programs for CYDs shall be intensified. This shall be the joint
468 responsibility of the Philippine Information Agency (PIA), CWC, NCDA and the
469 DepEd. Likewise, the DepEd, in collaboration with the DOH, DOLE, CHED, TESDA
470 and DILG shall disseminate materials and information concerning effective practices
471 in working with, training and education of CYDs.

472

473 Private media outlets and organizations are encouraged to participate in the
474 dissemination of relevant materials and informaiton regarding effective practices in
475 working with, training and educating CYNs.

476

477 Towards a meaningful implementation of this Act, the above government
478 agencies shall collect accurate and disaggregated data on CYDs.

479

480 *Sec. 26. Appropriations.* – The secretaries of DepEd, DOH, DILG, DPWH
481 DSWD, and heads of the ECDD Council and NCC shall immediately include in the said
482 agencies' programs the implementation of this Act, the funding of which shall be
483 included in the General Appropriations Act. A separate line item budget for CYDs
484 shall be incorporated in the budget of said agencies.

485

486 *Sec. 27. Implementing Rules and Regulations.* – Within ninety (90) days
487 from the effectivity of this Act, the DepED, in coordination with the DSWD,

488 Department of Interior and Local Government (DILG), DOH, Department of Finance
489 (DOF), Bureau of Internal Revenue (BIR), CWC, ECCD Council, and NCDA, and in
490 consultation with the DPOs, pare-support organizations, health professional
491 organizations, and NGOs and CSOs that are working with CYDs, shall promulgate
492 and issue the necessary guidelines for the effective implementation of this Act.

493
494 Sec. 28. *Separability Clause.* – If any provision or part hereof is held invalid
495 or unconstitutional, other provisions not affected thereby shall remain in full force
496 and effect.

497
498 Sec. 29. *Repealing Clause.* – All laws, presidential decrees, executive orders,
499 rules and regulations contrary to or inconsistent with the provisions of this Act are
500 hereby repealed, modified, or amended accordingly.

501
502 Sec. 30. *Effectivity Clause.* – This Act shall take effect fifteen (15) days after
503 its publication in the Official Gazette or in a newspaper of general circulation.

504
505 *Approved,*

506