

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City



EIGHTEENTH CONGRESS
First Regular Session

House Bill No. 5470

Introduced by CIBAC Party-List Representatives
Eduardo "Bro. Eddie" C. Villanueva and Domingo C. Rivera

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

EXPLANATORY NOTE

In a study presented before the 2nd National Convention on Education, Business and Management, it was revealed that most parents, educators and members of local school boards in Region XI have "low knowledge and awareness on learning disabilities. Even their level of knowledge in special education is likewise unimpressive... This predicament if not abated is continuously detrimental both to the individual with [learning disability]; for their self-worth and productivity and to the society for its cost and safety." ¹

This bill seeks to address this lack of awareness on learning disabilities. It ensures that (i) all children and youth with special needs have access to a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living, (ii) qualified teachers and professionals are available to meet the needs of children and youth with special needs, and (iii) the public is knowledgeable of learning disabilities to facilitate their early detection and

¹ The knowledge and perceptions on learning disabilities in the cities of Region XI of the Philippines and a region in New York City, N.Y., U.S.A., Marlyn C. Saludes and Artenita Dante. Available at http://www.ildd.jp/gtid/acmr_19/pdf/11.pdf. Date last accessed: January 8, 2017.

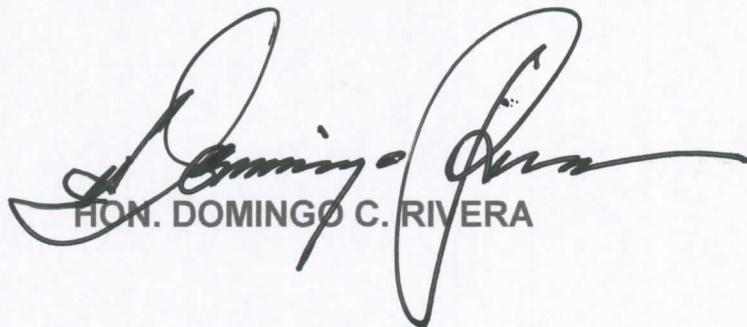
ensure that appropriate measures are undertaken to provide children and youth with special needs with quality and appropriate education.

In the United States, prior to the enactment of a similar act in 1975, it was estimated that over four (4) million children with disabilities were denied appropriate access to education. Over four decades later, more than six (6) million school-age children have benefitted from the statute and are recipients of free appropriate public education and special education services.

This bill seeks to achieve the same objectives and follow the example of countries that have successfully provided a free appropriate public education to children and youth with special needs.

Given the significance of this bill, its immediate passage is earnestly sought.


HON. EDUARDO "BRO. EDDIE" C. VILLANUEVA


HON. DOMINGO C. RIVERA

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

EIGHTEENTH CONGRESS
First Regular Session

House Bill No. 5470

Introduced by CIBAC Party-List Representatives
Eduardo "Bro. Eddie" C. Villanueva and Domingo C. Rivera

AN ACT
INSTITUTING INCLUSIVE EDUCATION AND ESTABLISHING
INCLUSIVE EDUCATION HUBS FOR CHILDREN AND YOUTH WITH
SPECIAL NEEDS 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. Title.** – This Act shall be known as the “*Inclusive Education for Children*
2 *and Youth with Special Needs Act.*”

3
4 **SECTION 2. Declaration of Policy.** – It is hereby declared the policy of the State to
5 protect and promote the rights of children and youth with disabilities to quality
6 education, and to take appropriate steps to make education accessible to them. The
7 State recognizes their vital role in nation building and shall include their needs as
8 integral part of national development strategies.

9
10 It is also the policy of the State to fully support their welfare and development, ensure
11 their full integration in society, as well as facilitate their active participation and
12 inclusion in the affairs of the State.

13
14 This is in accordance with Section 13 of both Articles II and XIII of the Constitution;
15 Articles 3(1), 3(3), 3(6) and 12 of Presidential Decree No. 603, otherwise known as
16 the Child and Youth Welfare Code; Sections 12 to 14 of Republic Act No. 7277, as

1 amended, otherwise known as the Magna Carta for the Disabled Persons; UN
2 Convention on the Rights of the Child; Incheon Strategy to make the Rights Real for
3 Persons with Disabilities in Asia and the Pacific, and other relevant laws and
4 international conventions.

5

6

7 Towards this end, the State shall:

- 8
- 9 a) Adopt the policy of inclusive education;
- 10 b) Establish Inclusive Education Hubs; and
- 11 c) Provide vital support mechanisms required to ensure their effectiveness.

12

13 All children and youth with special needs (CYSNs) in any degree of educational need
14 shall therefore have the opportunity to be developed in the most supportive and
15 encouraging environment, consistent with the provision of a quality education that best
16 meet their needs.

17

18 **SECTION 3. Objectives.** – This Act aims to:

- 19
- 20 a) Provide CYSNs free, appropriate, and accessible public education and related
21 services in preparation for adult living and community life;
- 22 b) Provide CYSNs access to quality, regular education curriculum, through the
23 formal and alternative delivery systems;
- 24 c) Provide access to free basic education and vocational training for all children
25 and youth removed from the worst forms of child labor in accordance with
26 Article 7 of the United Nations Convention on Child Labour;
- 27 d) Institute inclusive education and establish inclusive education hubs;
- 28 e) Implement a system of no discrimination in the delivery of education services;
- 29 f) Implement an educational system of no segregation, unless necessary;
- 30 g) Facilitate the inclusion of CYSNs into regular education in accordance with the
31 United Nations Convention on the Rights of Persons with Disabilities,
32 Sustainable Development Goal No. 4, the Incheon Strategy to make the Rights
33 Real for Persons with Disabilities in Asia and the Pacific, Republic Act No.
34 11054 or the Organic Law for the Bangsamoro Autonomous Region in Muslim
35 Mindanao, and Republic Act No. 8371 or the Indigenous Peoples Rights Act of
36 1997;
- 37 h) Establish an adequate and relevant inclusive education support system for
38 every CYSNs found to be excluded or marginalized due to a disability or other
39 special needs;
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49

- 1 i) Ensure that CYSNs fully develop their potentials and become fully participative
2 members of society;
- 3
- 4 j) Recognize cultural diversity and provide members of cultural minorities equal
5 access to education, without prejudice to their right to establish and control their
6 educational systems and institutions in a manner appropriate to their cultural
7 methods of teaching and learning in accordance with Section 30 of the
8 Indigenous Peoples Rights Act of 1997;
- 9
- 10 k) Allow participation of appropriate indigenous leaders in schools, communities
11 and international cooperative undertakings like festivals, conferences,
12 seminars and workshops to promote and enhance their distinctive heritage and
13 values in accordance with Section 31 of the Indigenous Peoples Rights Act of
14 1997;
- 15
- 16 l) Recognize the right to manifest, practice, develop, and teach their spiritual and
17 religious traditions, customs and ceremonies in accordance with Section 33 of
18 the Indigenous Peoples Rights Act of 1997;
- 19
- 20 m) Strengthen the Child Find System of CYSNs ages zero (0) to (18) eighteen
21 years old;
- 22
- 23 n) Empower parents with information on the rights of children and inclusive
24 education and provide opportunities to actively participate in children's learning;
- 25
- 26 o) Enable and empower parents and family members of CYSNs by training and
27 equipping them with capabilities to refer or intervene with regard to disorders,
28 disabilities and abilities of their children;
- 29
- 30 p) Increase school retention and cohort survival of CYSNs;
- 31
- 32 q) Affirm the right of CYSNs to seek, receive and impart information and ideas
33 through all means and forms of communication of their choice, including spoken
34 language, Filipino Sign Language, braille, tactile communication, large print,
35 accessible multimedia, audio, augmentative and alternative modes, means and
36 formats of communication as stated in the Convention of the Rights of Persons
37 with Disabilities;
- 38
- 39 r) To closely consult with and actively involve persons with disabilities, including
40 children with disabilities, through their representative organizations;
- 41
- 42 s) Create significant and positive changes in community attitudes and school
43 orientation towards diversity and the need to provide inclusive education and
44 proper care of all CYSNs; and
- 45
- 46 t) Affirm the right of indigenous peoples and Muslim CYSNs to a complete,
47 adequate and integrated system of education, relevant to their needs.

48

49 **SECTION 4. Definition of Terms.** – As used in this Act, the following shall be defined
50 as follows:

- 1
- 2 a) Basic Education - refers to education intended to meet the basic learning
3 needs, which provides the foundation on which subsequent learning can be
4 based. It encompasses early childhood, kindergarten, elementary and
5 secondary education as well as Alternative Learning Systems;
- 6
- 7 b) Child Find System - refers to the system of identifying, locating and referring
8 CYSNs with disabilities and special educational needs for early intervention or
9 education support services as needed;
- 10
- 11 c) Disability - is an umbrella term for impairments, activity limitations, and
12 participation restrictions referring to the negative aspects of interaction between
13 individuals with health conditions and contextual factors;
- 14
- 15 d) Special educational needs - refer to traits, conditions, backgrounds or
16 circumstances requiring extra measures to allow the learner to fully participate
17 within the educational system. These special needs may include, but are not
18 limited, to their lack of equal access to all levels and forms of education based
19 on age, gender, religion, culture and inclusion in a particular cultural minority;
- 20
- 21 e) Inclusive Education – is a process of addressing and responding to the
22 educational needs of all CYSNs, regardless of ethnicity, sex, age, disability,
23 religion, sexual orientation, or other protected characteristics. It responds to the
24 diverse needs of all CYSNs by increasing participation in learning, cultures and
25 communities, and totally reducing exclusion within and from education. It
26 involves changes and modifications in content, approaches, structures and
27 strategies, with a common vision, which covers all children and youth of all
28 ages, affirming in the process the State's conviction that it is the government's
29 mandate and responsibility to educate all children and youth without
30 discrimination or favor.
- 31
- 32 It shall also focus on the achievement of high quality, appropriate and relevant
33 education for all CYSNs and students, and the development of more inclusive
34 and conducive learning environments without focusing on marginal issues;
- 35
- 36 f) Inclusive Education Hub - refers to a teaching or learning inclusive education
37 support system for students, teachers, school personnel and other education
38 stakeholders. The IE Hub provides information, materials and know-how on
39 addressing the educational needs of various CYSNs including indigenous
40 peoples, Muslim CYSNs, gifted/talented CYSNs, children in difficult
41 circumstances and CYSNs. It provides students, teachers, school personnel
42 and other education stakeholders appropriate instructional learning materials,
43 tools, devices, gadgets, equipment to facilitate and enhance learning as well as
44 assessment tools and instruments to evaluate developmental domains and
45 specific areas of concern necessary in determining appropriate services and
46 placement decisions;
- 47
- 48 g) Private Sector Participation - refers to all forms of indispensable, substantial
49 and meaningful participation of private individuals, partnerships, or groups or
50 entities, disabled people's organizations, community-based organizations, or

- 1 non-governmental organizations, in the delivery of educational and
2 rehabilitative services for CYSNs;
- 3
- 4 h) Special Education (SPED) - refers to a continuum of services that allow CYSNs
5 to access regular education and/or other specialized education services for
6 CYSNs with severe conditions;
- 7
- 8 i) Inclusive, Universally-Designed Instructional Materials - include textbooks in
9 braille, large type, audio, digital or any other medium, multimedia materials in
10 Filipino Sign Language and other forms, or any assistive technology that
11 convey information to a student or otherwise contributes to the learning
12 process;
- 13
- 14 j) Individualized Education Program (IEP) - refers to the systematic, purposive
15 and developmental educational programming of curricular and instructional
16 priorities and contents designed to meet a CYSNs' needs and aimed at
17 ensuring mastery learning of target skills and behaviors. It specifies the services
18 to be provided and how often; describes the CYSNs' present level of
19 performances; and how the learner's disabilities affect academic performances;
20 and specifies accommodations and modifications to be provided for the learner.
21 An IEP must be designed to meet the educational needs of a child in a fully
22 inclusive, accessible and appropriate environment;
- 23
- 24 k) CYSNs - refer to persons with long-term physical, mental, intellectual or
25 sensory impairments, which in interaction with various barriers may hinder their
26 full and effective participation in society on an equal basis with others. This
27 includes indigenous and Muslim children and youth with disabilities.
- 28
- 29 l) Universal Design for Learning (UDL) - refers to an educational framework that:
- 30
- 31 1) Provides flexibility in the way information is presented, in the way students
32 respond or demonstrate knowledge and skills, and in the way students are
33 engaged; and
- 34
- 35 2) Reduces barriers in instruction, provides appropriate accommodations,
36 supports, challenges and maintains high achievement expectations for all
37 students, including students with disabilities and students who have limited
38 English proficiency.
- 39
- 40 It is also a set of principles that guide the design of inclusive classroom
41 instruction and accessible course materials. UDL urges the schools to provide
42 for:
- 43
- 44 i. Multiple means of representation in recognition of various ways CYSNs
45 may perceive and comprehend information that is presented to them;
- 46
- 47 ii. Multiple means of action and expression, which give CYSNs
48 opportunities to express what they know; and
- 49

- 1 iii. Multiple means of engagement as some CYSNs may work better alone,
2 with a partner, in a small group, or when the whole class is engaged.
3

4 **SECTION 5. Establishment of Inclusive Education Learning Resource Hubs for**
5 **CYSNs in all Public School Divisions.** – An Inclusive Education Learning Resource
6 Center for CYSNs shall be established in all public school divisions nationwide where
7 there are no existing SPED Centers.
8

9 **SECTION 6. Functions of the Inclusive Education Learning Resource Hub.** – The
10 Hub shall serve as a teaching support system that shall promote inclusive education
11 in all schools. It shall:
12

- 13 a) Integrate and include identified CYSNs in regular classes;
14
- 15 b) Conduct assessment of CYSNs with disabilities and special educational needs
16 to evaluate and determine developmental levels, goals and appropriate
17 services;
- 18 c) Develop early intervention programs for 0-4 years of age, in coordination with
19 the Early Childhood Care and Development (ECCD) Council and pertinent
20 LGUs;
- 21
- 22 d) Provide specialized learning programs for CYSNs;
23
- 24 e) Develop disability-specific learning support system;
25
- 26 f) Undertake and monitor case management and coordination services of CYSNs
27 within the district or division, as the case may be;
28
- 29 g) Ensure that the CYSNs within the district or division, shall receive the
30 appropriate and quality services needed;
31
- 32 h) Provide in-service training to regular and special education teachers,
33 administrators, non-teaching personnel and parents on inclusive education;
34
- 35 i) Produce appropriate teaching and learning materials for the identified CYSNs;
36 j) Ensure that schools within the district or division implement individualized
37 education programs, and appropriate transition, alternative and early
38 intervention programs;
39
- 40 k) Provide support and access to auxiliary aids and services that facilitate the
41 education process for the CYSNs. These may include:
42
- 43 1) Language and speech therapy, occupational therapy, physical and
44 physiotherapy, and other modes of therapeutic interventions through Mobile
45 Multi-Specialist Inclusive Education Division Support Team;
46
- 47 2) Provision of and access to special, inclusive and universally-designed
48 instructional materials including assistive technologies;
49

- 3) Interpretation in Filipino Sign Language, and other similar services and actions that facilitate the learning process of CYSNs;
 - 4) Teacher aides, para-teachers or shadow teachers assisting regular education teachers in inclusive classrooms; and
 - 5) Other services relevant to CYSNs.
- l) Establish a referral and redress mechanism that shall address the challenges and difficulties of the families of CYSNs;
 - 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
 - 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.

SECTION 7. Powers and Functions of Department of Education. – The DepEd shall be the lead agency in the implementation of the provisions of this Act. As such, it shall:

- a) Establish an IE Hub in every district or division with goal of establishing one in every public school;
- b) Supervise all IE Hubs;
- c) Develop IE programs;
- d) Replication of successful innovative approaches in providing educational or related services;
- e) Ensure the inclusion of CYSNs with disabilities and special educational needs in regular education and provide disability-specific educational services for CYSNs with severe conditions;
- f) Enter into cooperative arrangements or contracts with public or private nonprofit agencies, institutions, or organizations for the establishment or creation of IE Hubs and implementation of inclusive education;
- g) Ensure inter-agency coordination, cooperation and integration of services among welfare agencies;
- h) Train and equip special and regular education teachers, teacher aides, para teachers, principals, administrators, non-teaching staff of the school, caregivers and parents on inclusive education strategies;
- i) Diagnose and conduct educational evaluation of CYSNs;

- 1 j) Provide consultative, counseling and training services for the families of
2 CYSNs; Provide parents with information and opportunities to actively
3 participate in the possible placement options and educational programs for their
4 children and to enable them to make informed choices and decisions;
5
6 k) Provide for equitable distribution of funds and provide for separate funding for
7 the education of CYSNs, gifted children and youth, indigenous peoples,
8 madrasah, and children in difficult circumstances;
9
10 l) Implement familiarization programs for the municipality or city being served by
11 the IE Hub; and
12
13 m) Enter into agreements with medical and allied medical professional groups.

14
15 **SECTION 8. Program Office.** – Inclusive education programs shall be under the
16 Student Inclusion Division of the Bureau of Learning Delivery under the Office of the
17 Undersecretary for Curriculum and Instruction of the DepEd. The Student Inclusion
18 Division shall assist in the formulation, implementation, monitoring, and evaluation of
19 policies, programs, and services for, but not limited, to CYSNs with disabilities and
20 special educational needs.

21
22 **SECTION 9. Local Government Unit Participation.** – The LGUs shall enact
23 appropriate ordinances to implement the provisions of this Act including the
24 establishment of an IE Fund, a portion of which may be allocated for the following:

- 25
26 a) Provision of sites and buildings where there are no existing school facilities that
27 may be used for the inclusive education of CYSNs, as well as the establishment
28 of Child Development Centers (CDCs) pursuant to Section 22 hereof;
29
30 b) Identification, coordination and partnership with public or private, local or
31 international organizations for Inclusive Education programs and provision of
32 equipment to the IE Hubs, among others;
33
34 c) Operation of Inclusive Education programs, including the payment of salaries,
35 allowances, and other benefits of teaching and non-teaching personnel in the
36 IE Hubs, as well as in the conduct of competency trainings;
37
38 d) Delivery of health and nutrition services and interventions and educational
39 assessment programs for CYSNs in their respective localities as initiated by
40 DepED;
41
42 e) Development of government and community awareness and responsiveness
43 to the needs of CYSNs; and
44
45 f) Share the responsibility for the implementation, regulation, enforcement and
46 monitoring of the provisions of this Act, within their territorial jurisdiction.

47
48 **SECTION 10. Role of Department of Interior and Local Government (DILG).** – The
49 DILG shall ensure the LGUs' compliance with the provisions of this Act. Specifically, it
50 shall ensure that all LGUs work with schools and communities towards eliminating

1 exclusion as a consequence of negative attitudes and lack of response to diversity in
2 ability, race, economic status, social class, ethnicity, language, religion and sex,
3 among others.

4

5 **SECTION 11. Roles of Department of Health (DOH), National Nutrition Council
6 (NNC), and ECCD Council.** – The DOH, NNC and ECCD Council shall provide health
7 care and nutritional services and interventions for CYSNs, including, but not limited,
8 to diagnosis of medical conditions and provision of rehabilitation services. The DSWD,
9 DepEd and LGUs shall take part in the implementation of these health and nutritional
10 services and interventions.

11

12 **SECTION 12. Role of Department of Social Welfare and Development (DSWD).** –
13 The DSWD shall be responsible for the effective management and provision of social
14 and welfare services for poor and deserving CYSNs based on their assessed needs.

15

16 **SECTION 13. Role of the Department of Public Works and Highways (DPWH).** –
17 The DPWH shall ensure that the school buildings and other facilities for CYSNs are
18 compliant with Batas Pambansa Blg. 344, otherwise known as the Accessibility Law
19 and other pertinent laws.

20

21 **SECTION 14. Role of the Commission on Higher Education (CHED).** – The CHED
22 shall establish a disability support service in state colleges and universities and
23 encourage private colleges and universities to do the same.

24

25 **SECTION 15. Continuing Research to Identify the Needs of CYSNs.** – The DepED,
26 by itself or in coordination with organizations or institutions, shall undertake continuing
27 research to identify and design programs that shall meet the full range of needs of
28 CYSNs: *Provided*, That such continuing research shall also be used to develop
29 instructional techniques and materials for use by the IE Hubs towards improving the
30 skills of the CYSNs necessary for their transition to independent living, vocational
31 training or competitive development: *Provided, further*, That such continuing research
32 shall be used by the DepED for its physical education and therapeutic recreation
33 program to be used by the IE Hubs in increasing the potential of the CYSNs for
34 community participation.

35

36 **SECTION 16. Student Assistance.** – The DepED, DSWD, DOLE, NCDA and the
37 LGUs shall develop programs to support the financial and educational needs of the
38 marginalized or disadvantaged CYSNs, as defined under Republic Act No. 8425,
39 otherwise known as the Social Reform and Poverty Alleviation Act.

40

41 The benefits accorded by Republic Act No. 8545, otherwise known as the Government
42 Assistance to Students and Teachers in Private Education (GASTPE) Act shall
43 likewise be extended to qualified CYSN students in the secondary level, without
44 discrimination on the basis of sex, ethnicity, religion and ability or disability.

45

46 **SECTION 17. Recreational and Artistic Opportunities.** – The DepED shall develop
47 opportunities for appropriate individual and group recreation, artistic and social
48 activities for CYSNs.

1 **SECTION 18. Inclusive Instructional Materials.** – Publishers shall grant the DepEd
2 the authority to transcribe and produce adopted or translated instructional materials
3 into accessible format, without penalty or payment of royalty in accordance with
4 Republic Act No. 8293, otherwise known as the Intellectual Property Code of the
5 Philippines; *Provided*, That publishers of a newly adopted instructional material shall
6 provide, not later than the second working day after the adoption of a textbook, a digital
7 copy to the DepEd for the purpose of producing accessible versions of the textbooks
8 for CYSNs with visual impairment, learning disabilities and deaf and hard of hearing
9 students. The accessible versions may be produced by the DepEd or by non-profit
10 accessible book producers or organizations, which may be copied and distributed
11 upon request by a Division School Superintendent for instructional purposes.
12

13 Copies of these instructional and learner materials shall be furnished without cost to
14 either the CYSNs or their teachers.
15

16 **SECTION 19. Hiring of Personnel and Staff.** – In addition to teachers with special
17 trainings and licensed social workers who have knowledge and skills in delivering
18 quality inclusive education, the DepEd, DOH and DSWD may hire the necessary
19 personnel and support staff to operate, administer and oversee the IE Hub.
20

21 The DepEd shall actively recruit teachers or staff with disabilities and those belonging
22 to indigenous peoples and Muslim communities. As far as practicable, they shall be
23 provided with reasonable accommodation, and shall not be required to undergo
24 medical examination when the same is contrary to their customs, practice or religion.
25

26 **SECTION 20. Remuneration, Benefits and Incentives for Inclusive Education
Personnel and Staff.** – The DepED shall enhance the right of the teachers/instructors
27 to professional advancement and ensure that the schools shall endeavor to attract the
28 best teaching staff and talents who have the knowledge and skills to deliver quality
29 inclusive education. This may be done through adequate remuneration, benefits,
30 scholarship and training grants, teacher exchange programs, incentives and
31 allowances and other means of securing their job satisfaction, fulfillment and job
32 security.
33

34 A similar program shall be designed for support personnel to include interpreters,
35 psychologists, social workers and health service professionals/workers involved in the
36 education and rehabilitation of CYSNs.
37

38 SPED teachers and regular teachers teaching CYSNs shall have the same salaries
39 and benefits, and the compensation and position classification system of the
40 concerned teachers shall be adjusted accordingly.
41

42 **SECTION 21. In-Service Training of Teachers, Administrators, Non-Teaching
Personnel.** – To enhance the inclusive education program, the DepEd shall
43 coordinate with the appropriate national government agencies to offer basic and
44 advanced seminars on disability awareness, human rights and inclusive education for
45 the concerned education stakeholders.
46

47 The appropriate and necessary trainings, seminars and other opportunities for
48 upgrading the performance of DepEd teachers implementing the inclusive education
49

1 curriculum shall be conducted and evaluated by the National Educators' Academy of
2 the Philippines (NEAP).

3

4 **SECTION 22. Inclusion of Children with Disabilities and other Special Needs in**
5 **Child Development Centers.** – Child Development Centers (CDCs) specially
6 designed for pre-school children and their parents, where early identification of
7 disabilities and/or special needs and introductory educational and intervention
8 programs will be administered, shall be established near or within existing CDCs or in
9 other CDCs. The CDCs shall also take part in capacity-building and awareness
10 campaigns for parents and communities.

11

12 The ECCD Council shall coordinate with DepEd, DSWD, DOH, LGUs and other
13 agencies to provide the necessary support and programs for children with disabilities
14 under five (5) years old.

15

16 **SECTION 23. Incentives for Private Sector Participation.** – Partnership between
17 the government and private institutions catering to the needs of CYSNs shall be
18 encouraged. Private entities who or which team up with DepED or provide the
19 necessary educational assistance and service to CYSNs enrolled in public schools
20 shall be entitled to the benefits and incentives provided under Republic Act No. 8525,
21 otherwise known as the Adopt-a-School Act of 1998 and its implementing rules and
22 regulations.

23

24 **SECTION 24. Family Members, Guardians, Caregivers and Day Care Workers**
Education. – A formal training and counseling program shall be developed jointly by
25 LGUs, in coordination with DepEd, DSWD, ECCD Council, DOH, disabled people's
26 organizations (DPOs), parent-support organizations, health professional
27 organizations, healthcare services, non-government organizations (NGOs), and civil
28 society organizations (CSOs) to equip family members, guardians, caregivers of, and
29 day care center workers handling, CYSNs with working knowledge of inclusive
30 education and understanding of the psychology of CYSNs, and awareness of their
31 crucial role in the education and development of CYSNs. Parents shall also be
32 apprised of procedural safeguards to protect the educational rights of children and
33 their parents and processes to resolve disputes and complaints relating to the
34 education of CYSNs.

35

36 **SECTION 25. Public Information, Education and Communication.** – A nationwide
37 information dissemination campaign on the early identification and the strategic
38 intervention programs for CYSNs shall be intensified. This shall be the joint
39 responsibility of the Philippine Information Agency (PIA), Council for the Welfare of
40 Children (CWC), NCDA and the DepED. The DepED, in collaboration with the DOH,
41 DOLE, CHED, TESDA and DILG, shall also disseminate materials and information
42 concerning effective practices in working with and training and education of CYSNs.

43

44 Private media outlets and organizations are encouraged to participate in the
45 dissemination of relevant materials and information regarding effective practices in
46 working with and training and educating CYNs.

1 The responsible agencies shall also collect and analyze relevant disaggregated data
2 on CYSNs, with due regard to the provisions of Republic Act No. 10173, otherwise
3 known as the Data Privacy Act of 2012.

4

5 **SECTION 26. Appropriations.** – The secretaries of DepEd, DOH, DILG, DPWH
6 DSWD, and heads of ECCD Council and NCC shall include a separate line item in
7 their respective budgets in the General Appropriation Act funds for CYSNs and for the
8 proper implementation of this Act.

9

10 **SECTION 27. Implementing Rules and Regulations.** – Within ninety (90) days from
11 the effectivity of this Act, the DepED, in coordination with the DSWD, Department of
12 Interior and Local Government (DILG), DOH, Department of Finance (DOF), Bureau
13 of Internal Revenue (BIR), CWC, ECCD Council, and NCDA, and in consultation with
14 the DPOs, para-support organizations, health professional organizations, and NGOs
15 and CSOs that are working with CYSNs, shall promulgate and issue the necessary
16 guidelines for the effective implementation of this Act.

17

18 **SECTION 28. Separability Clause.** – If any provision or part hereof is held invalid or
19 unconstitutional, other provisions not affected thereby shall remain in full force and
20 effect.

21

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

25

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

28

29

30 Approved