

EIGHTEENTH CONGRESS OF THE
REPUBLIC OF THE PHILIPPINES
First Regular Session



'19 JUL 11 A11:29

SENATE

S. B. NO. 345

RECEIVED BY: J

Introduced by SENATOR JOEL VILLANUEVA

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 ensure 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 aware of learning disabilities to facilitate their early detection and ensure that appropriate measures are undertaken to provide children and youth with special needs with quality and appropriate education.

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.jldd.jp/gtid/acmr_19/pdf/11.pdf. Date last accessed: January 8, 2017.

In the United States, prior to the enactment of a similar act in 1975, it was estimated that over 4 million children with disabilities were denied appropriate access to education. Over four decades later, more than 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.

The immediate passage of this bill is earnestly sought.



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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 for
2 Children and Youth with Special Needs Act.”
3

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

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

14 This is in accordance with Section 13 of both Articles II and XIII of the
15 Constitution; Articles 3(1), 3(3), 3(6) and 12 of Presidential Decree No. 603,
16 otherwise known as the Child and Youth Welfare Code; Sections 12 to 14 of
17 Republic Act No. 7277, as amended, otherwise known as the Magna Carta for
18 the Disabled Persons; UN Convention on the Rights of the Child; Incheon
19 Strategy to make the Rights Real for Persons with Disabilities in Asia and the
20 Pacific, and other relevant laws and international conventions.
21
22

1 Towards this end, the State shall:

- 2
- 3 a) Adopt the policy of inclusive education;
- 4
- 5 b) Establish Inclusive Education Hubs; and
- 6
- 7 c) Provide vital support mechanisms required to ensure their
- 8 effectiveness.

9

10 All children and youth with special needs (CYSNs) in any degree of

11 educational need shall therefore have the opportunity to be developed in the

12 most supportive and encouraging environment, consistent with the provision

13 of a quality education that best meets their needs.

14

15 **SEC. 3. Objectives.** – This Act aims to:

- 16
- 17 a) Provide CYSNs free, appropriate, and accessible public education and
- 18 related services in preparation for adult living and community life;
- 19
- 20 b) Provide CYSNs access to quality, regular education curriculum,
- 21 through the formal and alternative delivery systems;
- 22
- 23 c) Provide access to free basic education and vocational training for all
- 24 children and youth removed from the worst forms of child labor in
- 25 accordance with Article 7 of the United Nations Convention on Child
- 26 Labour;
- 27
- 28 d) Institute inclusive education and establish inclusive education hubs;
- 29
- 30 e) Implement a system of no discrimination in the delivery of education
- 31 services;
- 32
- 33 f) Implement an educational system of no segregation, unless necessary;
- 34
- 35 g) Facilitate the inclusion of CYSNs into regular education in accordance
- 36 with the United Nations Convention on the Rights of Persons with
- 37 Disabilities, Sustainable Development Goal No. 4, the Incheon Strategy
- 38 to make the Rights Real for Persons with Disabilities in Asia and the
- 39 Pacific, Republic Act No. 11054 or the Organic Law for the
- 40 Bangsamoro Autonomous Region in Muslim Mindanao, and Republic
- 41 Act No. 8371 or the Indigenous Peoples Rights Act of 1997;
- 42
- 43 h) Establish an adequate and relevant inclusive education support system
- 44 for every CYSNs found to be excluded or marginalized due to a
- 45 disability or other special needs;
- 46
- 47 i) Ensure that CYSNs fully develop their potentials and become fully
- 48 participative members of society;
- 49

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

1 **SEC. 4. Definition of Terms.** – As used in this Act, the following shall be
2 defined as follows:

- 3
- 4 a) Basic Education - refers to education intended to meet the basic
5 learning needs, which provides the foundation on which subsequent
6 learning can be based. It encompasses early childhood, kindergarten,
7 elementary and secondary education as well as Alternative Learning
8 Systems;
 - 9
 - 10 b) Child Find System - refers to the system of identifying, locating and
11 referring CYSNs with disabilities and special educational needs for
12 early intervention or education support services as needed;
 - 13
 - 14 c) Disability - is an umbrella term for impairments, activity limitations, and
15 participation restrictions referring to the negative aspects of interaction
16 between individuals with health conditions and contextual factors;
 - 17
 - 18 d) Special educational needs - refer to traits, conditions, backgrounds or
19 circumstances requiring extra measures to allow the learner to fully
20 participate within the educational system. These special needs may
21 include, but are not limited, to their lack of equal access to all levels
22 and forms of education based on age, gender, religion, culture and
23 inclusion in a particular cultural minority;
 - 24
 - 25 e) Inclusive Education – is a process of addressing and responding to the
26 educational needs of all CYSNs, regardless of ethnicity, sex, age,
27 disability, religion, sexual orientation, or other protected characteristics.
28 It responds to the diverse needs of all CYSNs by increasing
29 participation in learning, cultures and communities, and totally reducing
30 exclusion within and from education. It involves changes and
31 modifications in content, approaches, structures and strategies, with a
32 common vision, which covers all children and youth of all ages,
33 affirming in the process the State's conviction that it is the
34 government's mandate and responsibility to educate all children and
35 youth without discrimination or favor.

36

37 It shall also focus on the achievement of high quality, appropriate and
38 relevant education for all CYSNs and students, and the development of
39 more inclusive and conducive learning environments without focusing
40 on marginal issues;

- 41
- 42 f) Inclusive Education Hub - refers to a teaching or learning inclusive
43 education support system for students, teachers, school personnel and
44 other education stakeholders. The IE Hub provides information,
45 materials and know-how on addressing the educational needs of
46 various CYSNs including indigenous peoples, Muslim CYSNs,
47 gifted/talented CYSNs, children in difficult circumstances and CYSNs.
48 It provides students, teachers, school personnel and other education
49 stakeholders appropriate instructional learning materials, tools,
50 devices, gadgets, equipment to facilitate and enhance learning as well

- as assessment tools and instruments to evaluate developmental domains and specific areas of concern necessary in determining appropriate services and placement decisions;
- g) Private Sector Participation - refers to all forms of indispensable, substantial and meaningful participation of private individuals, partnerships, or groups or entities, disabled people's organizations, community-based organizations, or non-governmental organizations, in the delivery of educational and rehabilitative services for CYSNs;
- h) Special Education (SPED) - refers to a continuum of services that allow CYSNs to access regular education and/or other specialized education services for CYSNs with severe conditions;
- i) Inclusive, Universally-Designed Instructional Materials - include textbooks in braille, large type, audio, digital or any other medium, multimedia materials in Filipino Sign Language and other forms, or any assistive technology that convey information to a student or otherwise contributes to the learning process;
- j) Individualized Education Program (IEP) - refers to the systematic, purposive and developmental educational programming of curricular and instructional priorities and contents designed to meet a CYSNs' needs and aimed at ensuring mastery learning of target skills and behaviors. It specifies the services to be provided and how often; describes the CYSNs' present level of performances; and how the learner's disabilities affect academic performances; and specifies accommodations and modifications to be provided for the learner. An IEP must be designed to meet the educational needs of a child in a fully inclusive, accessible and appropriate environment;
- k) CYSNs - refer to persons with long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. This includes indigenous and Muslim children and youth with disabilities.
- l) Universal Design for Learning (UDL) - refers to an educational framework that:
- 1) Provides flexibility in the way information is presented, in the way students respond or demonstrate knowledge and skills, and in the way students are engaged; and
 - 2) Reduces barriers in instruction, provides appropriate accommodations, supports, challenges and maintains high achievement expectations for all students, including students with disabilities and students who have limited English proficiency.

1 It is also a set of principles that guide the design of inclusive classroom
2 instruction and accessible course materials. UDL urges the schools to
3 provide for:

- 4 1) Multiple means of representation in recognition of various ways
5 CYSNs may perceive and comprehend information that is
6 presented to them;
- 7 2) Multiple means of action and expression, which give CYSNs
8 opportunities to express what they know; and
- 9 3) Multiple means of engagement as some CYSNs may work better
10 alone, with a partner, in a small group, or when the whole class is
11 engaged.

12 **SEC. 5. Establishment of Inclusive Education Learning Resource Hubs
13 for CYSNs in all Public School Divisions.** – An Inclusive Education
14 Learning Resource Center for CYSNs shall be established in all public school
15 divisions nationwide where there are no existing SPED Centers.

16 **SEC. 6. Functions of the Inclusive Education Learning Resource Hub.** –
17 The Hub shall serve as a teaching support system that shall promote inclusive
18 education in all schools. It shall:

- 19 a) Integrate and include identified CYSNs in regular classes;
- 20 b) Conduct assessment of CYSNs with disabilities and special
21 educational needs to evaluate and determine developmental levels,
22 goals and appropriate services;
- 23 c) Develop early intervention programs for 0-4 years of age, in
24 coordination with the Early Childhood Care and Development (ECCD)
25 Council and pertinent LGUs;
- 26 d) Provide specialized learning programs for CYSNs;
- 27 e) Develop disability-specific learning support system;
- 28 f) Undertake and monitor case management and coordination services of
29 CYSNs within the district or division, as the case may be;
- 30 g) Ensure that the CYSNs within the district or division, shall receive the
31 appropriate and quality services needed;
- 32 h) Provide in-service training to regular and special education teachers,
33 administrators, non-teaching personnel and parents on inclusive
34 education;
- 35 i) Produce appropriate teaching and learning materials for the identified
36 CYSNs;

- 1 j) Ensure that schools within the district or division implement
2 individualized education programs, and appropriate transition,
3 alternative and early intervention programs;
- 4
- 5 k) Provide support and access to auxiliary aids and services that facilitate
6 the education process for the CYSNs. These may include:
- 7
- 8 1) Language and speech therapy, occupational therapy, physical and
9 physiotherapy, and other modes of therapeutic interventions
10 through Mobile Multi-Specialist Inclusive Education Division Support
11 Team;
- 12
- 13 2) Provision of and access to special, inclusive and universally-
14 designed instructional materials including assistive technologies;
- 15
- 16 3) Interpretation in Filipino Sign Language, and other similar services
17 and actions that facilitate the learning process of CYSNs;
- 18
- 19 4) Teacher aides, para-teachers or shadow teachers assisting regular
20 education teachers in inclusive classrooms; and
- 21
- 22 5) Other services relevant to CYSNs.
- 23
- 24 l) Establish a referral and redress mechanism that shall address the
25 challenges and difficulties of the families of CYSNs;
- 26
- 27 m) To stimulate community resources which shall promote and foster
28 systems inclusion within education and healthcare delivery systems
29 and other child and youth-serving systems; and
- 30
- 31 n) Ensure that all schools cultivate inclusive values by implementing
32 relevant programs including anti-bullying, parents and community
33 education, cultural sensitivity, disability sensitivity and prejudice-
34 reduction programs.

35

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

- 39
- 40 a) Establish an IE Hub in every district or division with goal of establishing
41 one in every public school;
- 42
- 43 b) Supervise all IE Hubs;
- 44
- 45 c) Develop IE programs;
- 46
- 47 d) Replication of successful innovative approaches in providing
48 educational or related services;
- 49

- 1 e) Ensure the inclusion of CYSNs with disabilities and special educational
2 needs in regular education and provide disability-specific educational
3 services for CYSNs with severe conditions;
- 4
- 5 f) Enter into cooperative arrangements or contracts with public or private
6 nonprofit agencies, institutions, or organizations for the establishment
7 or creation of IE Hubs and implementation of inclusive education;
- 8
- 9 g) Ensure inter-agency coordination, cooperation and integration of
10 services among welfare agencies;
- 11
- 12 h) Train and equip special and regular education teachers, teacher aides,
13 para teachers, principals, administrators, non-teaching staff of the
14 school, caregivers and parents on inclusive education strategies;
- 15
- 16 i) Diagnose and conduct educational evaluation of CYSNs;
- 17
- 18 j) Provide consultative, counseling and training services for the families
19 of CYSNs; Provide parents with information and opportunities to
20 actively participate in the possible placement options and educational
21 programs for their children and to enable them to make informed
22 choices and decisions;
- 23
- 24 k) Provide for equitable distribution of funds and provide for separate
25 funding for the education of CYSNs, gifted children and youth,
26 indigenous peoples, madrasah, and children in difficult circumstances;
- 27
- 28 l) Implement familiarization programs for the municipality or city being
29 served by the IE Hub; and
- 30
- 31 m) Enter into agreements with medical and allied medical professional
32 groups.

33

34 **SEC. 8. Program Office.** – Inclusive education programs shall be under the
35 Student Inclusion Division of the Bureau of Learning Delivery under the Office
36 of the Undersecretary for Curriculum and Instruction of the DePED. The
37 Student Inclusion Division shall assist in the formulation, implementation,
38 monitoring, and evaluation of policies, programs, and services for, but not
39 limited, to CYSNs with disabilities and special educational needs.

40

41 **SEC. 9. Local Government Unit Participation.** – The LGUs shall enact
42 appropriate ordinances to implement the provisions of this Act including the
43 establishment of an IE Fund, a portion of which may be allocated for the
44 following:

- 45
- 46 a) Provision of sites and buildings where there are no existing school
47 facilities that may be used for the inclusive education of CYSNs, as
48 well as the establishment of Child Development Centers (CDCs)
49 pursuant to Section 22 hereof;

- 1 b) Identification, coordination and partnership with public or private, local
2 or international organizations for Inclusive Education programs and
3 provision of equipment to the IE Hubs, among others;
4
- 5 c) Operation of Inclusive Education programs, including the payment of
6 salaries, allowances, and other benefits of teaching and non-teaching
7 personnel in the IE Hubs, as well as in the conduct of competency
8 trainings;
- 9
- 10 d) Delivery of health and nutrition services and interventions and
11 educational assessment programs for CYSNs in their respective
12 localities as initiated by DepED;
- 13
- 14 e) Development of government and community awareness and
15 responsiveness to the needs of CYSNs; and
- 16
- 17 f) Share the responsibility for the implementation, regulation,
18 enforcement and monitoring of the provisions of this Act, within their
19 territorial jurisdiction.
- 20

21 **SEC. 10. Role of Department of Interior and Local Government (DILG).** –
22 The DILG shall ensure the LGUs' compliance with the provisions of this Act.
23 Specifically, it shall ensure that all LGUs work with schools and communities
24 towards eliminating exclusion as a consequence of negative attitudes and
25 lack of response to diversity in ability, race, economic status, social class,
26 ethnicity, language, religion and sex, among others.

27

28 **SEC. 11. Roles of Department of Health (DOH), National Nutrition
29 Council (NNC), and ECCD Council** - The DOH, NNC and ECCD Council
30 shall provide health care and nutritional services and interventions for CYSNs,
31 including, but not limited, to diagnosis of medical conditions and provision of
32 rehabilitation services. The DSWD, DepEd and LGUs shall take part in the
33 implementation of these health and nutritional services and interventions.

34

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

39

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

44

45 **SEC. 14. Role of the Commission on Higher Education (CHED).** – The
46 CHED shall establish a disability support service in state colleges and
47 universities and encourage private colleges and universities to do the same.

48

49 **SEC. 15. Continuing Research to Identify the Needs Of CYSNs.** – The
50 DepED, by itself or in coordination with organizations or institutions, shall

1 undertake continuing research to identify and design programs that shall meet
2 the full range of needs of CYSNs: *Provided*, That such continuing research
3 shall also be used to develop instructional techniques and materials for use by
4 the IE Hubs towards improving the skills of the CYSNs necessary for their
5 transition to independent living, vocational training or competitive
6 development: *Provided, further*, That such continuing research shall be used
7 by the DepED for its physical education and therapeutic recreation program
8 to be used by the IE Hubs in increasing the potential of the CYSNs for
9 community participation.

10
11 **SEC. 16. Student Assistance.** – The DepED, DSWD, DOLE, NCDA and the
12 LGUs shall develop programs to support the financial and educational needs
13 of the marginalized or disadvantaged CYSNs, as defined under Republic Act
14 No. 8425, otherwise known as the Social Reform and Poverty Alleviation Act.
15

16 The benefits accorded by Republic Act No. 8545, otherwise known as the
17 Government Assistance to Students and Teachers in Private Education
18 (GASTPE) Act shall likewise be extended to qualified CYSN students in the
19 secondary level, without discrimination on the basis of sex, ethnicity, religion
20 and ability or disability.
21

22 **SEC. 17. Recreational and Artistic Opportunities.** – The DepED shall
23 develop opportunities for appropriate individual and group recreation, artistic
24 and social activities for CYSNs.
25

26 **SEC. 18. Inclusive Instructional Materials.** – Publishers shall grant the
27 DepEd the authority to transcribe and produce adopted or translated
28 instructional materials into accessible format, without penalty or payment of
29 royalty in accordance with Republic Act No. 8293, otherwise known as the
30 Intellectual Property Code of the Philippines; *Provided*, That publishers of a
31 newly adopted instructional material shall provide, not later than the second
32 working day after the adoption of a textbook, a digital copy to the DepEd for
33 the purpose of producing accessible versions of the textbooks for CYSNs with
34 visual impairment, learning disabilities and deaf and hard of hearing students.
35 The accessible versions may be produced by the DepEd or by non-profit
36 accessible book producers or organizations, which may be copied and
37 distributed upon request by a Division School Superintendent for instructional
38 purposes.
39

40 Copies of these instructional and learner materials shall be furnished without
41 cost to either the CYSNs or their teachers.
42

43 **SEC. 19. Hiring of Personnel and Staff.** – In addition to teachers with
44 special trainings and licensed social workers who have knowledge and skills
45 in delivering quality inclusive education, the DepEd, DOH and DSWD may
46 hire the necessary personnel and support staff to operate, administer and
47 oversee the IE Hub.
48

49 The DepEd shall actively recruit teachers or staff with disabilities and those
50 belonging to indigenous peoples and Muslim communities. As far as

practicable, they shall be provided with reasonable accommodation, and shall not be required to undergo medical examination when the same is contrary to their customs, practice or religion.

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

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

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

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

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

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

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

SEC. 23. Incentives for Private Sector Participation. – Partnership between the government and private institutions catering to the needs of CYSNs shall be encouraged. Private entities who or which team up with DepED or provide the necessary educational assistance and service to CYSNs enrolled in public schools shall be entitled to the benefits and

1 incentives provided under Republic Act No. 8525, otherwise known as the
2 Adopt-a-School Act of 1998 and its implementing rules and regulations.

3

4 **SEC. 24. Family Members, Guardians, Caregivers and Day Care Workers**

5 **Education.** – A formal training and counseling program shall be developed
6 jointly by LGUs, in coordination with DepEd, DSWD, ECCD Council, DOH,
7 disabled people's organizations (DPOs), parent-support organizations, health
8 professional organizations, healthcare services, non-government
9 organizations (NGOs), and civil society organizations (CSOs) to equip family
10 members, guardians, caregivers of, and day care center workers handling,
11 CYSNs with working knowledge of inclusive education and understanding of
12 the psychology of CYSNs, and awareness of their crucial role in the education
13 and development of CYSNs. Parents shall also be apprised of procedural
14 safeguards to protect the educational rights of children and their parents and
15 processes to resolve disputes and complaints relating to the education of
16 CYSNs.

17

18 **SEC. 25. Public Information, Education and Communication.** – A
19 nationwide information dissemination campaign on the early identification and
20 the strategic intervention programs for CYSNs shall be intensified. This shall
21 be the joint responsibility of the Philippine Information Agency (PIA), Council
22 for the Welfare of Children (CWC), NCDA and the DepED. The DepED, in
23 collaboration with the DOH, DOLE, CHED, TESDA and DILG, shall also
24 disseminate materials and information concerning effective practices in
25 working with and training and education of CYSNs.

26

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

30

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

34

35 **SEC. 26. Appropriations.** – The secretaries of DepEd, DOH, DILG, DPWH
36 DSWD, and heads of ECCD Council and NCC shall include a separate line
37 item in their respective budgets in the General Appropriation Act funds for
38 CYSNs and for the proper implementation of this Act.

39

40 **SEC. 27. Implementing Rules and Regulations.** – Within ninety (90) days
41 from the effectivity of this Act, the DepED, in coordination with the DSWD,
42 Department of Interior and Local Government (DILG), DOH, Department of
43 Finance (DOF), Bureau of Internal Revenue (BIR), CWC, ECCD Council, and
44 NCDA, and in consultation with the DPOs, para-support organizations, health
45 professional organizations, and NGOs and CSOs that are working with
46 CYSNs, shall promulgate and issue the necessary guidelines for the effective
47 implementation of this Act.

1 **SEC. 28. Separability Clause.** – If any provision or part hereof is held invalid
2 or unconstitutional, other provisions not affected thereby shall remain in full
3 force and effect.
4

5 **SEC. 29. Repealing Clause.** – All laws, presidential decrees, executive
6 orders, rules and regulations contrary to or inconsistent with the provisions of
7 this Act are hereby repealed, modified, or amended accordingly.
8

9 **SEC. 30. Effectivity Clause.** – This Act shall take effect fifteen (15) days
10 after its publication in the Official Gazette or in a newspaper of general
11 circulation.
12 **Approved,**

13