



S E N A T E

S. No. 1907

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PREPARED BY THE COMMITTEES ON BASIC EDUCATION,  
ARTS AND CULTURE JOINT WITH THE COMMITTEES ON  
WAYS AND MEANS; FINANCE; AND WOMEN, CHILDREN,  
FAMILY RELATIONS AND GENDER EQUALITY WITH  
SENATORS LAPID, CAYETANO, GATCHALIAN, ANGARA,  
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AN ACT INSTITUTING SERVICES FOR LEARNERS  
WITH DISABILITIES IN SUPPORT OF INCLUSIVE  
EDUCATION, ESTABLISHING INCLUSIVE LEARNING  
RESOURCE CENTERS OF LEARNERS WITH  
DISABILITIES IN ALL MUNICIPALITIES AND  
CITIES, PROVIDING FOR STANDARDS,  
APPROPRIATING FUNDS THEREFOR, AND FOR  
OTHER PURPOSES

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

- 1           SECTION 1. *Short Title.* – This Act shall be known as  
2   the "Instituting Services for Learners with Disabilities in  
3   Support of Inclusive Education Act".

1           SEC. 2. *Declaration of Policy.* – It is the policy of the  
2 State to protect and promote the right of all citizens to  
3 quality education at all levels and shall take appropriate  
4 steps to make such education accessible to all. Towards  
5 this end, it shall recognize, protect, and promote the rights  
6 of all learners with disabilities to education based on equal  
7 opportunity. It shall make such education compulsory and  
8 accessible to them by ensuring that no learner with  
9 disability is deprived of the right of access to an inclusive,  
10 equitable, and quality education.

11           The State likewise recognizes the vital role of  
12 learners with disabilities in society. It shall accordingly  
13 include their diverse needs as an integral part of national  
14 development strategies, guarantee their social protection,  
15 and facilitate their active participation and inclusion in  
16 public, civic, and State affairs.

17           SEC. 3. *Objectives.* – This Act shall pursue the  
18 following objectives:

19           (a) To provide learners with disabilities free and  
20 appropriate public early and basic education and support

1 services based on their needs, and in preparation for  
2 independent living and community life;

3 (b) To provide learners with disabilities access to the  
4 general education system through formal school systems,  
5 including alternative delivery services, in accordance with  
6 the “United Nations Convention on the Rights of Persons  
7 with Disabilities”, “UNESCO Convention Against  
8 Discrimination in Education”, “The Incheon Strategy to  
9 Make the Rights Real for Persons with Disabilities in Asia  
10 and the Pacific”, Republic Act No. 11510 or the  
11 “Alternative Learning System Act”, and other specific  
12 rights and benefits under existing laws;

13 (c) To establish and maintain Inclusive Learning  
14 Resource Centers of Learners with Disabilities in support  
15 of their inclusion in the general education system;

16 (d) To ensure that learners with disabilities develop  
17 their potential toward self-sufficiency and become fully  
18 participative members of society;

19 (e) To create significant and positive changes in  
20 community orientation towards disability to ensure that

1 learners with disabilities are understood, appreciated, and  
2 respected for their differences by the members of their  
3 communities and by society in general;

4 (f) To further develop a system for identification,  
5 referral, and intervention for learners with disabilities;

6 (g) To identify, through a Child Find System, learners  
7 with disabilities who are not receiving early and basic  
8 education services;

9 (h) To institutionalize the development,  
10 implementation, and review of the Individualized  
11 Education Plan for the quality education of learners with  
12 disabilities;

13 (i) To provide parents or guardians with information  
14 and opportunities to actively participate in the possible  
15 placement options and educational programs for learners  
16 with disabilities to enable them to make informed choices  
17 and decisions;

18 (j) To enable and empower all teachers, including  
19 those with disabilities, parents, guardians, and family  
20 members by training and equipping them with capabilities

1 to detect, refer or intervene concerning disorders,  
2 disabilities, and abilities of the learners;

3 (k) To train and equip all teachers, including child  
4 development teachers and workers, principals,  
5 administrators, non-teaching staff of the school, sign  
6 language interpreters, parents, and guardians, as partners  
7 in the primary care, development, education, and  
8 advancement of learners with disabilities;

9 (l) To increase school retention and cohort survival of  
10 learners with disabilities;

11 (m) To establish an effective consultative mechanism  
12 that will actively involve learners with disabilities, when  
13 appropriate, and their representative organizations in the  
14 implementation of this Act and in resolving issues relating  
15 to it; and

16 (n) To ensure the inclusion of the Filipino Sign  
17 Language as the first language (L1) or mother tongue of  
18 the deaf learners under Republic Act No. 10533 or the  
19 “Enhanced Basic Education Act of 2013”.

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

3           (a) *Basic Education* refers to education intended to  
4 meet basic learning needs that provide the foundation for  
5 subsequent learning. It encompasses kindergarten,  
6 elementary, and secondary education of learners with  
7 disabilities.

8           (b) *Child Development Centers (CDCs)* are the day  
9 care centers established in every barangay under Republic  
10 Act No. 6972 or the “Barangay-Level Total Development  
11 and Protection of Children Act” and converted to CDCs  
12 under Republic Act No. 10410, otherwise known as the  
13 “Early Years Act (EYA) of 2013”. CDCs are implementing  
14 health, nutrition, early education, and social services  
15 development programs that provide for the basic holistic  
16 needs of learners with disabilities below five (5) years old  
17 to promote their optimum growth and development. These  
18 also include national CDCs as provided in Republic Act  
19 No. 10410.

1           (c) *Child Find System (CFS)* refers to the system of  
2 identification, location, and evaluation of all learners with  
3 disabilities who are not receiving basic education services  
4 for purposes of facilitating their inclusion into the general  
5 basic education system. It likewise covers learners below  
6 five (5) years old who are not receiving early education  
7 services and programs under Republic Act No. 10410.

8           For purposes of this Act, a child refers to a person  
9 below eighteen (18) years of age. Age shall be determined  
10 either by the chronological or mental age of the learner  
11 with disability, as may be appropriate.

12          (d) *Deaf* refers to a sub-set of deaf individuals with  
13 hearing loss who use the natural visual language of the  
14 community and support its goals and values as a linguistic  
15 and cultural minority.

16          (e) *Early Education* refers to the education of learners  
17 below five (5) years old pursuant to Republic Act No. 10410  
18 which adequately prepares them for the formal learning  
19 system that begins at kindergarten.

1           (f) *Filipino Sign Language (FSL)* refers to the  
2 national sign language of the Philippines as declared under  
3 Republic Act No. 11106 or “The Filipino Sign Language  
4 Act”, and used by deaf Filipinos as their unique visual  
5 language and distinct from spoken Filipino.

6           (g) *Inclusive Education* refers to a process of  
7 addressing and responding to the diversity of needs of all  
8 learners by moving towards the end goal of full  
9 participation, presence and achievement in learning,  
10 cultures and communities, and eliminating exclusion  
11 within and from education. It involves accommodation,  
12 modification, adaptation, and individualization in content,  
13 approaches, structures, and strategies, with a common  
14 vision that covers all learners of the appropriate age range,  
15 and a conviction that it is the State's responsibility to  
16 educate all children.

17           It also focuses on achieving quality education that  
18 fosters diversity and flexibility towards full participation of  
19 all learners with disabilities.



1           (h) *Inclusion* refers to a process where all learners,  
2 regardless of their background and abilities, are given an  
3 equal chance to play, learn, and interact together in the  
4 same learning environment. It is an approach where every  
5 learner is valued, supported, and given access to equal  
6 opportunities and learning experiences within an Inclusive  
7 Learning Resource Center, CDC or school setting.

8           (i) *Inclusive Learning Resource Center of Learners*  
9 *with Disabilities (ILRC)* refers to a physical or virtual  
10 center that provides support services to teaching and  
11 learning, using appropriate, accessible, disability-,  
12 linguistically-, culturally-, and gender-sensitive  
13 instructional learning materials, tools, devices, gadgets,  
14 and equipment to facilitate and enhance learning, and  
15 assessment tools and instruments to evaluate  
16 developmental domains and specific areas of concern to  
17 determine appropriate services and placement decisions,  
18 with support services from medical, health, and allied  
19 professionals for care, rehabilitation, and development of  
20 learners with disabilities.

1           (j) *ILRC Personnel* refer to all personnel who are  
2 considered qualified by the Department of Education  
3 (DepEd) to administer special needs services as provided in  
4 this Act. These include, but not limited to, guidance  
5 counselors, teacher aides, all persons who are qualified to  
6 teach sign language or braille, para-teachers, learning  
7 support aides, and other persons as may be qualified by the  
8 DepEd to teach learners with disabilities in the ILRC,  
9 CDC, a resource room, or inside or outside a regular  
10 classroom.

11           (k) *Individualized Education Plan (IEP)* refers to the  
12 systematic, purposive, and developmental educational  
13 programming of curricular and instructional priorities and  
14 contents designed to meet the educational requirements of  
15 a learner with disability and ensure mastery learning of  
16 skills and behaviors. It includes the services to be provided  
17 and the duration and frequency of such services, describes  
18 the learner's present level of performance, how the  
19 learner's disabilities affect academic performance, and  
20 specifies accommodations and modifications. An IEP shall

1 be designed to meet the unique educational needs of a  
2 learner with disability who shall receive appropriate  
3 services, have real opportunities for equality, and fully  
4 participate in the general education system and the  
5 community. It shall likewise aim at developing the  
6 learner's strengths and talents to achieve the greatest  
7 possible self-sufficiency and independent living.

8 (l) *Learners with Disabilities* refer to learners in the  
9 general early and basic education system, who require  
10 additional support and adaptive pedagogic methods due to  
11 their long-term physical, mental, intellectual, or sensory  
12 impairments, which in interaction with various barriers  
13 may hinder their full and effective participation in society  
14 on an equal basis with others. They are placed in the age-  
15 appropriate grade levels by the multidisciplinary team  
16 based on the latter's assessments and diagnoses of the  
17 learners. For purposes of this Act, chronological age may  
18 be used to determine the appropriate placement or  
19 activities. Mental age may be used in determining the

1 appropriate support services for learners with disabilities  
2 to participate in age-appropriate placement or activities.

3 (m) *Learning Support Aides* refer to qualified persons  
4 who work together in collaboration with special needs  
5 education teachers and para-teachers as defined in this  
6 Act, and contribute to the provision of services that  
7 promote achievement and progression of learners with  
8 disabilities. They may include those persons with  
9 experience in caring for learners with disabilities,  
10 graduates of a caregiving course under the Technical  
11 Education and Skills Development Authority (TESDA) or  
12 its accredited schools or training centers, and graduates of  
13 senior high school with caregiving as his or her specialized  
14 subject.

15 (n) *Multidisciplinary Team* is composed of  
16 professionals who, in collaboration with the parents or  
17 guardians, provide for the learner's overall health and  
18 well-being. They participate in developing, implementing,  
19 and reviewing an IEP using multidisciplinary,  
20 transdisciplinary, or other effective approaches. Each

1 member delivers specific services, including, but not  
2 limited to, the educational assessment and diagnosis of  
3 learners with disabilities.

4 (o) *Multi-year Roadmap* refers to a document that  
5 shall serve as a guide to government agencies and private  
6 stakeholders for the optimal realization of the objectives of  
7 this Act. It shall be part of and aligned with the basic  
8 education roadmap as formulated by the DepEd. It shall  
9 likewise contain the current policy, practices, gaps, and  
10 challenges affecting the early and basic education of  
11 learners with disabilities, set detailed targets and  
12 outcomes for a minimum period of five (5) years and  
13 provide the public and private stakeholders specific actions  
14 or interventions including implementation and monitoring  
15 strategies and annual budgetary requirements. It shall be  
16 subject to a periodic review and updating to determine its  
17 implementation status and ensure that the delivery of  
18 services envisioned in this Act is sustained.

19 (p) *Para-teachers* refer to those who have taken the  
20 licensure examination for teachers but were unable to

1 qualify, and have been issued by the Board for Professional  
2 Teachers a special permit indicating their area of  
3 assignment and their completion of training programs on  
4 special needs education, or inclusive education to teach  
5 learners with disabilities.

6 (q) *Private Sector* refers to private individuals,  
7 partnerships or entities such as organizations of persons  
8 with disability, parent-support organizations, health  
9 professional organizations, community-based organizations  
10 or nongovernmental organizations (NGOs), and business  
11 and industry groups.

12 (r) *Quality Education* refers to the appropriateness,  
13 relevance and excellence of the education given to meet the  
14 diverse needs and aspirations of learners with disabilities  
15 and society.

16 (s) *Related Services* refer to support services which  
17 include, but not limited to, linguistic solutions for deaf  
18 learners' concerns, speech-language pathology and  
19 audiology services, interpreting services, intervenor  
20 services, psychological services, physical and occupational

1 therapy, recreation, social services, school health services,  
2 counseling, rehabilitation, and other mental health  
3 services orientation and mobility services, medical  
4 services, and transportation services, as may be required to  
5 assist a learner with disability to fully enjoy the rights and  
6 benefits from education services.

7 (t) *Reasonable Accommodation* refers to the necessary  
8 and appropriate modification and adjustments not  
9 imposing a disproportionate or undue burden, where  
10 needed in a particular case, to ensure learners with  
11 disabilities the enjoyment or exercise on an equal basis  
12 with others of all human rights and fundamental freedoms  
13 including their right to quality education.

14 (u) *Special Needs Education* refers to the customized  
15 instructional program or service designed to meet the  
16 diverse needs of an individual learner with disability,  
17 which may necessitate supplementary aids and services  
18 and teaching strategies in the classroom or non-academic  
19 settings. They include instructions on physical and  
20 vocational education, social skills development, and basic

1 survival needs, and providing reasonable accommodations,  
2 modifications, adaptations, and individualization, as  
3 needed. It is geared towards the inclusion of learners with  
4 disabilities into the general education system that will  
5 enable them to realize their full potential and prepare  
6 them as independent functioning members of society. The  
7 term “Special Needs Education” shall replace the term  
8 “Special Education (SPED)”.

9 (v) *Special Needs Teacher* refers to an individual who  
10 teaches academic and life skills to basic education learners  
11 who have a range of disabilities and learning difficulties  
12 using various strategies targeting the learners’ holistic  
13 development. A special needs teacher works in tandem  
14 with a general education teacher in planning, teaching and  
15 providing support to learners with disabilities. He or she  
16 has a degree in any of the following: Bachelor of Special  
17 Needs Education, Bachelor of Elementary or Secondary  
18 Education with Specialization in Special Needs Education,  
19 or Allied Undergraduate and Graduate degrees with  
20 eighteen (18) units in Special Needs Education, and is



1 qualified to teach Special Needs Education as provided in  
2 existing rules and regulations of the DepEd.

3 (w) *Teachers* refer to all persons engaged in teaching  
4 at the elementary and secondary levels, whether on full-  
5 time or part-time basis, including industrial arts or  
6 vocational teachers and all other persons performing  
7 supervisory or administrative functions, or both, in all  
8 schools in the aforesaid levels and qualified to practice  
9 teaching under existing laws.

10 (x) *Transition Program* refers to a coordinated set of  
11 courses and activities for learners with disabilities that:

12 (1) is designed within an outcome-oriented process,  
13 which promotes movement from school to post-school  
14 activities that include post-secondary education, vocational  
15 training, integrated employment, supported employment,  
16 continuing and adult education, adult services,  
17 independent living, or community participation;

18 (2) is based upon the individual learner's needs,  
19 taking into account the learner's preferences and  
20 interests; and

1           (3) includes instruction, related services, and  
2 community experiences.

3           (y) *Universal Design* as defined in the “United  
4 Nations Convention on the Rights of Persons with  
5 Disabilities”, refers to the design of products,  
6 environments, programs, and services to be usable by all  
7 people, to the greatest extent possible, without the need for  
8 adaptation or specialized design. “Universal design” shall  
9 not exclude assistive devices for particular groups of  
10 persons with disabilities where this is needed.

11           SEC. 5. *Inclusion Policy for Learners with Disabilities*  
12 *in Public and Private Schools.* – No learner with disability  
13 shall be denied admission and inclusion in any public or  
14 private early or basic education school in the country to  
15 afford such learners with equitable opportunities to  
16 educational services: *Provided,* That the services and  
17 reasonable accommodation accorded the learners with  
18 disabilities shall be based on the IEP as provided in this  
19 Act.

1           SEC. 6. *Establishment of ILRCs.* – The DepEd, in  
2 collaboration with local government units (LGUs), shall  
3 establish and maintain at least one (1) ILRC in all cities  
4 and municipalities. All existing SPED Centers shall be  
5 converted to and renamed as “Inclusive Learning Resource  
6 Center”.

7           The LGUs may establish satellite ILRCs in schools,  
8 the operations and maintenance of which shall be included  
9 in the School Improvement Plan (SIP). The SIP refers to a  
10 roadmap that lays down the school’s specific interventions  
11 and solutions to corresponding identified priority  
12 improvement areas and aims to improve the three (3) key  
13 result areas in basic education: access, quality, and  
14 governance.

15           In coordination with ILRCs within their cities or  
16 municipalities, private early or basic education schools  
17 may likewise establish additional facilities needed for the  
18 education of learners with disabilities: *Provided*, That the  
19 DepEd shall provide the minimum standards for  
20 compliance to be considered an ILRC: *Provided, further*,

1 That the DepEd shall provide non-monetary incentives,  
2 such as a seal of excellence awards scheme to LGUs and  
3 schools to encourage the establishment and maintenance of  
4 better ILRC services and facilities.

5 SEC. 7. *Functions of the ILRC.* – The ILRC shall  
6 function as a learning resource center of learners with  
7 disabilities to deliver free services in support of inclusive  
8 education towards capacitating all schools in the country to  
9 educate learners with disabilities effectively. It shall:

10 (a) implement the CFS to ensure that all learners  
11 with disabilities who are not receiving early and basic  
12 education services are identified, located, and evaluated,  
13 and facilitate their inclusion into the general education  
14 system;

15 (b) utilize the expertise of a multidisciplinary team to  
16 conduct educational assessments and diagnoses of learners  
17 with disabilities for the preparation of their IEPs, and  
18 determine appropriate services and placement options;

19 (c) spearhead the preparation, implementation, and  
20 review of the IEP;

1           (d) provide support to learners with disabilities and  
2 their diverse needs for their inclusion in the general  
3 education system;

4           (e) produce appropriate teaching and learning  
5 materials for learners with disabilities, including, but not  
6 limited to, FSL materials for deaf learners, Braille for the  
7 blind and visually impaired, and augmentative and  
8 alternative instructional materials for learners with  
9 developmental disabilities;

10          (f) provide and facilitate consultative mechanism,  
11 counseling, technical assistance, and training to general  
12 basic education teachers, administrators, child  
13 development teachers and workers, non-teaching  
14 personnel, parents, caregivers, guardians, or other family  
15 members on the education of learners with disabilities;

16          (g) establish a referral system that shall provide and  
17 organize multidisciplinary services needed by learners  
18 with disabilities and their families to mobilize community  
19 resources;

1           (h) monitor and ensure that learners with disabilities  
2 within the city or municipality receive the appropriate  
3 services needed, including FSL interpreting;

4           (i) deliver such services under the ILRC's transition  
5 program, alternative educational programs, and early  
6 intervention program, among others. Alternative  
7 educational programs refer to programs provided to  
8 learners with disabilities who are not able to attend school  
9 due to the severity of their disabilities or other  
10 circumstances, or both. The range of alternative  
11 educational programs or placements may include, but not  
12 limited to, home-based, hospital-based or community-based  
13 instruction;

14           (j) initiate and implement successful research-based  
15 innovative approaches in providing educational or support  
16 services to learners with disabilities;

17           (k) orient the LGUs served by the ILRCs on the  
18 psychology, diverse needs, and potentials of learners with  
19 disabilities;

1           (l) provide access to auxiliary aids and services that  
2 are non-educational, but which enhance the education  
3 process for the learners with disabilities. These shall  
4 include, but not limited to:

5           (1) Language and speech therapy, occupational  
6 therapy, physical and physiotherapy, among other modes  
7 of treatment, through a multidisciplinary team;

8           (2) Quality reading and writing materials, especially  
9 Braille materials for learners with visual impairments, or  
10 other effective methods of delivering communication  
11 materials;

12           (3) Acquisition and adaptation of equipment or  
13 devices;

14           (4) Provision of consultation for creating appropriate  
15 and reasonable accommodation in the classroom, among  
16 others;

17           (5) Provision of qualified sign language interpreters  
18 for deaf learners;

1           (6) Assistance and monitoring in the transfer, or  
2 admission of eligible learners with disabilities to post-  
3 secondary or tertiary education institutions; and

4           (7) Other similar services and actions or all types of  
5 aids and services that facilitate the learning process of  
6 learners with disabilities;

7           (m) provide or facilitate the provision of related  
8 services to learners with disabilities; and

9           (n) perform other functions as may be necessary.

10           The ILRC may also provide the same services to all  
11 other learners as identified by school officials and teachers,  
12 parents, guardians, or the learners themselves.

13           Learners with disabilities enrolled in private schools  
14 may also avail of the services provided under this Act.

15           SEC. 8. *Hiring of ILRC Personnel; Functions.* – In  
16 addition to teachers with special training, special needs  
17 teachers, teacher aides, licensed social workers, and other  
18 allied professionals with the knowledge, skills, and special  
19 training in interacting and dealing with learners with  
20 disabilities, the DepEd shall coordinate with the



1 Department of Health (DOH) and Department of Social  
2 Welfare and Development (DSWD) for the hiring of the  
3 necessary personnel and support staff, including qualified  
4 persons with disabilities, to operate, administer, and  
5 oversee the ILRC.

6 Each ILRC shall have an ILRC Supervisor and a  
7 multidisciplinary team, and supported by mobile teachers,  
8 a mobile multidisciplinary team, and para-teachers  
9 wherever necessary. They shall have the following  
10 functions:

11 (a) ILRC Supervisor. – The ILRC Supervisor shall:

12 (1) administer and supervise the delivery of support  
13 services of the ILRC;

14 (2) monitor and supervise the provision of technical  
15 assistance, training, and enhancement programs of the  
16 ILRC personnel;

17 (3) regularly prepare reports on the operations of the  
18 ILRC to include the progress of learners with disabilities;  
19 and

1           (4) perform such other related functions as may be  
2 provided in the Implementing Rules and Regulations  
3 (IRR).

4           (b) Multidisciplinary Team. – The multidisciplinary  
5 team shall prepare the IEPs of all learners with disabilities  
6 based on the multidisciplinary team’s assessments and  
7 diagnoses, monitor and evaluate the implementation of the  
8 IEP, and ensure that learners with disabilities are  
9 educated in the general education system with their peers  
10 with or without disabilities.

11           The multidisciplinary team shall be composed of  
12 any or all of the following professionals and specialists, as  
13 may be necessary: Educational Psychologist; Guidance  
14 Counselor; Psychometrician; Developmental Pediatrician;  
15 Neurological Psychiatrist; Physical Therapist;  
16 Occupational Therapist; Speech and Language Therapist;  
17 Speech Language Pathologist; Reading Specialist;  
18 Specialist for Braille and other augmentative and  
19 alternative modes of communication; FSL Specialist; FSL  
20 Interpreter; Sign Communication or Visual Specialist;

1 special needs teacher, who shall be the lead interventionist  
2 and implementor of the IEP; and ILRC Supervisor.

3 The school head for school-based ILRC and the  
4 general education teachers are likewise members of the  
5 multidisciplinary team.

6 (c) Mobile Teachers. – Except when the ILRC  
7 supervisor deems otherwise, mobile teachers shall be  
8 hired. Their principal task is to assist in the CFS and  
9 determine appropriate learning modalities using the  
10 services of the ILRC. They shall likewise share  
11 responsibility for planning and scheduling, assist isolated  
12 or remote schools with specialized equipment, individual  
13 programs, curriculum adjustment, and teaching aids, and  
14 perform other related functions. Mobile teachers shall  
15 either be special needs teachers or teachers who have  
16 finished the necessary training programs on special needs  
17 education to be provided by the DepEd.

18 (d) Mobile Multidisciplinary Team. – At least one (1)  
19 mobile multidisciplinary team in every municipality and  
20 city shall be organized as determined by the ILRC

1 Supervisor. The team members shall serve as mobile  
2 consultants of the schools, the ILRCs, and the LGUs. It  
3 shall be composed of necessary professionals and  
4 specialists in the multidisciplinary team as stated in  
5 paragraph (b) of this section.

6 The mobile multidisciplinary teams shall be  
7 prioritized for deployment to efficiently reach as many  
8 LGUs as possible. Pursuant to this, the DepEd, in  
9 consultation with the advisory council on the education of  
10 learners with disabilities and appropriate professional  
11 organizations, shall consider various programs to allow  
12 allied medical professionals in relevant fields to join the  
13 mobile multidisciplinary teams;

14 (e) *Para-teachers.* – Para-teachers shall be hired and  
15 assigned to areas where there is a shortage or absence of a  
16 special needs teacher, as identified and provided by the  
17 DepEd. They shall perform the same tasks as special needs  
18 teachers within their areas of assignment: *Provided,* That  
19 they shall have completed the necessary training programs  
20 on inclusive education to teach learners with disabilities

1 prior to the performance of their tasks: *Provided, further,*  
2 That the completion of such training programs shall be  
3 indicated in the special permit.

4 After the expiration of their special permits, para-  
5 teachers may be prioritized for employment within the  
6 ILRC in order to utilize their experience. The DepEd shall  
7 provide opportunities for para-teachers to further develop  
8 their skills in special needs education.

9 To ensure the effective implementation of this Act,  
10 the DepEd, DOH, and DSWD may hire other necessary  
11 personnel and support staff for the ILRC such as learning  
12 support aides.

13 *SEC. 9. Remuneration, Benefits, and Incentives for*  
14 *ILRC Personnel and Staff and Teachers.* – The salary  
15 grades of the heads supervising the ILRCs, teachers, and  
16 other personnel shall be in accordance with the Revised  
17 Compensation and Position Classification System and  
18 other Civil Service Rules and Regulations.

19 The DepEd shall endeavor to attract the best  
20 available and qualified teaching staff and talents through

1 adequate remuneration, benefits, scholarship and training  
2 grants, teacher exchange programs, incentives and  
3 allowances, and other means of securing their job  
4 satisfaction and tenure in their respective posts.

5       SEC. 10. *Scholarship Program and Service*  
6 *Obligation.* – The DepEd, in collaboration with the  
7 Commission on Higher Education (CHED), shall develop a  
8 scholarship program for in-service teachers who shall take  
9 courses or the required master’s degree units on special  
10 needs education, inclusive education, or other related  
11 courses to equip them with knowledge on policies,  
12 principles, and pedagogies on inclusive education. The  
13 grantees shall be required to fulfill an obligation to return  
14 service in the DepEd.

15       The DepEd shall take into consideration the  
16 personnel requirement for the inclusive education of  
17 learners with disabilities at the regional level as indicated  
18 in the multi-year roadmap.

1           SEC. 11. *Pre-Service Education and In-Service*  
2 *Training.* – The DepEd shall collaborate with the CHED to  
3 ensure that teacher education institutions offering  
4 bachelor of elementary or secondary education degrees  
5 include in the curriculum courses on inclusive education  
6 which are updated and responsive to the diverse needs of  
7 learners with disabilities.

8           In order to adequately provide the needed personnel  
9 for the implementation of this Act, the CHED, TESDA, and  
10 DepEd shall closely coordinate and effectively implement  
11 programs necessary to support the continuing education of  
12 DepEd personnel including a unified system for ladderized  
13 education, which shall have a mechanism for conversion of  
14 career experience into education degree credits. This shall  
15 include programs for transitions and progressions for  
16 teaching and non-teaching personnel, such as, but not  
17 limited to, programs for an education degree graduate to  
18 become a special needs education teacher, and a  
19 Psychology degree graduate to become a guidance  
20 counselor: *Provided,* That they shall pass the required

1 licensure examinations or were issued the required  
2 certifications.

3       The DepEd shall also collaborate with relevant  
4 partners in the government, the academe, and the private  
5 sector to develop and conduct appropriate training  
6 programs, advanced seminars, and workshops on disability  
7 for all in-service teachers, which may include those in  
8 private schools, to upgrade their skills and develop new  
9 professional competencies and enhance the services for  
10 learners with disabilities.

11       The Professional Regulation Commission shall ensure  
12 that a separate field of specialization on special needs  
13 education and inclusive education shall be incorporated in  
14 the licensure examination for teachers.

15       SEC. 12. *IEP Preparation and Review.* – With the  
16 active participation of the special needs teachers, in  
17 collaboration with the multidisciplinary team and with the  
18 consent of the parents or guardian of the learners with  
19 disabilities and the learners with disabilities themselves,  
20 when appropriate, IEPs for all learners with disabilities



1 who require specially designed instruction and educational  
2 support services and programs shall be prepared by the  
3 schools, the CDCs, and the ILRCs. The IEPs shall be based  
4 on the educational assessment and diagnosis of the  
5 learners with disabilities by the multidisciplinary team  
6 and other relevant specialists. The parents or guardians of  
7 the learners with disabilities shall be given a copy of the  
8 IEP.

9       The IEP shall likewise be subject to an annual review  
10 or at such other period as may be determined by the  
11 multidisciplinary team, which shall not be later than one  
12 (1) year from its implementation to assess the progress of  
13 learners with disabilities and revise the plan when  
14 necessary.

15       An IEP review shall likewise be conducted upon the  
16 request of the parents or the school for its early review if  
17 there is a determination that such review is necessary. The  
18 result of the IEP review or the necessity of revising the  
19 same shall be communicated with the parents or guardian

1 of the learners with disabilities and the learners with  
2 disabilities themselves, when appropriate.

3       SEC. 13. *The Bureau of Learning Delivery as*  
4 *Implementing Bureau.* – The Bureau of Learning Delivery  
5 (BLD) of the DepEd shall implement the provisions of this  
6 Act. It shall:

7       (a) Implement the provisions of this Act in  
8 coordination with other national government agencies and  
9 offices as implementing partner agencies, and adopt an  
10 effective mechanism to ensure the implementation and  
11 enforcement of existing laws for learners with disabilities  
12 that contribute to their educational, physical and  
13 psychosocial well-being;

14       (b) In consultation with the Advisory Council on the  
15 Education of Learners with Disabilities created pursuant  
16 to this Act, other implementing partner agencies and  
17 stakeholders, adopt a national policy on inclusive  
18 education and prepare and regularly update a multi-year  
19 roadmap, supported by annual work and financial plans,  
20 for the effective implementation of this Act;

1           (c) Ensure that learners with disabilities are  
2 guaranteed their right of access to free public early and  
3 basic education services;

4           (d) Participate in the development and  
5 implementation of an efficient and effective CFS in  
6 collaboration with the LGUs, the ILRCs, the Early  
7 Childhood Care and Development (ECCD) Council, and  
8 organizations of persons with disabilities;

9           (e) Implement policies and standards for the use of  
10 learning delivery modalities for learners with disabilities,  
11 including the training of their teachers on distance  
12 education;

13           (f) Supervise, monitor, evaluate, and assess the  
14 compliance, operations and performance of the schools and  
15 the ILRCs and their personnel pursuant to this Act, and  
16 regularly submit reports thereon to the Secretary of  
17 Education (Secretary). It shall likewise collaborate and  
18 coordinate with the ECCD Council with respect to its  
19 mandate, and with other implementing partner agencies;

1 (g) Maintain a system for identification, referral, and  
2 intervention for learners with disabilities initiated by the  
3 DepEd in coordination with the ECCD Council and other  
4 relevant stakeholders;

5 (h) In consultation with a multidisciplinary team and  
6 organizations of persons with disabilities, develop the IEP  
7 framework and the guidelines for its preparation, and  
8 evaluate fundamental changes both in educational practice  
9 and the design of educational services for inclusion of  
10 learners with disabilities in the general education system;  
11 and

12 (i) Such other necessary functions for the effective  
13 and efficient implementation of this Act.

14 SEC. 14. *Progressive Realization of Inclusive*  
15 *Education.* – The multi-year roadmap as provided in  
16 Section 13(b) of this Act shall be crafted to ensure the  
17 timely compliance of the implementation of this Act, and  
18 the progressive realization of inclusive education.

1           Towards this end, the multi-year roadmap, shall  
2 provide yearly targets for the following, such as, but not  
3 limited to:

4           (a) Conversion of existing SPED centers to ILRCs,  
5 giving priority to those handling the most number of  
6 learners with disabilities;

7           (b) Creation of ILRCs in cities and municipalities  
8 without existing SPED centers, giving priority to those  
9 cities and municipalities with the most number of learners  
10 with disabilities;

11           (c) Creation of plantilla positions for ILRC personnel  
12 and staff, with consideration for career progression, in  
13 accordance with Section 8 of this Act; and

14           (d) Creation of plantilla positions for teaching and  
15 non-teaching personnel needed for the implementation of  
16 this Act.

17           The DepEd shall submit the funding  
18 requirements, with its corresponding annual targets for  
19 the implementation of the roadmap to the Department of  
20 Budget and Management and other concerned agencies for

1 the determination of appropriate budget allocation and  
2 inclusion under the yearly national expenditure program of  
3 the government.

4       SEC. 15. *Advisory Council for Education of Learners*  
5 *with Disabilities.* – An Advisory Council for Education of  
6 Learners with Disabilities (Council), which shall be  
7 composed of representatives from various disability sectors  
8 and a representative from the academe, is hereby created.

9       The Council, which shall directly coordinate and  
10 collaborate with the Secretary, shall have the following  
11 powers and functions:

12       (a) Represent learners with disabilities and their  
13 respective organizations, and participate in consultative  
14 meetings of the DepEd and other organizations of persons  
15 with disabilities in the formulation of policies, plans and  
16 strategies, educational programs, rules and regulations,  
17 guidelines, or regulatory changes on the education of  
18 learners with disabilities;

1           (b) Conduct research and policy studies on inclusive  
2 education and other matters related to the education of  
3 learners with disabilities;

4           (c) Participate in crafting, amending, or updating the  
5 roadmap referred to in Section 13 of this Act, and monitor  
6 and evaluate its implementation;

7           (d) Subject to compliance with the provisions of  
8 Republic Act No. 10173 or the “Data Privacy Act of 2012”,  
9 gather, consolidate, or interpret relevant data on the  
10 education of learners with disabilities, and prepare the  
11 necessary report for the Secretary;

12           (e) For purposes of assessment, monitor the delivery  
13 of services for learners with disabilities as provided in this  
14 Act;

15           (f) Review existing and recommend new legislation to  
16 promote the educational welfare, and physical and  
17 psychosocial well-being of learners with disabilities; and

18           (g) Perform other similar functions as may be  
19 necessary.

1           Subject to a prior consultation with organizations of  
2 persons with disabilities, other NGOs and relevant  
3 stakeholders regarding the composition of the Council and  
4 the qualifications and terms of office of the members, the  
5 DepEd, within sixty (60) days from the effectivity of this  
6 Act, shall issue the necessary orders on the creation and  
7 composition of the Council, and direct the Department,  
8 bureaus, and its attached agencies to extend the necessary  
9 assistance and cooperation to the Council in the  
10 performance of its functions. The composition of the  
11 Council and the qualifications and terms of office of its  
12 members shall be stated in the IRR of this Act.

13           The Council is independent from the DepEd and its  
14 members shall not be entitled to any compensation in the  
15 performance of their functions.

16           SEC. 16. *Learner Information System.* – The DepEd,  
17 through its Information and Communications Technology  
18 Service, shall maintain and regularly update a secure  
19 Learner Information System (LIS). It shall contain and  
20 store relevant disaggregated data of learners with



1 disabilities such as, but not limited to, their personal  
2 information, socio-economic profiles, IEP, performance,  
3 educational progress, and relevant medical records. The  
4 LIS shall likewise include information on existing ILRCs,  
5 status of delivery of services, list of public and private  
6 partners, and other relevant information that may be  
7 identified by the DepEd.

8         Subject to the accessibility and security guidelines to  
9 be included in the IRR of this Act, the LIS shall be linked  
10 to the CFS of the LGUs, the ECCD Council, and to the  
11 information systems of other implementing partner  
12 agencies. Access to data by said agencies shall be limited  
13 to such data that are relevant to their roles and functions.

14         All implementing partners, public and private, and  
15 their personnel, teachers, and third party service providers  
16 shall ensure compliance with the provisions of Republic  
17 Act No. 10173.

18         SEC. 17. *Continuing Research to Identify the Needs of*  
19 *Learners with Disabilities.* – The DepEd, in collaboration  
20 with relevant national government agencies and the

1 private sector, shall undertake continuing research to  
2 identify and design strategies and programs that shall  
3 meet the diverse needs of learners with disabilities. Such  
4 continuing research shall also be used to develop  
5 instructional techniques for use by the ILRCs towards  
6 improving the acquisition of skills by learners with  
7 disabilities for their transition to independent living,  
8 technical vocational training or competitive skills  
9 development, and to design holistic programs for all  
10 schools and ILRCs to enhance the potential of the learners  
11 with disabilities for community participation.

12 SEC. 18. *Learner Assistance.* – The DepEd, DSWD,  
13 and the LGUs shall develop programs to support the  
14 financial, educational and accessibility needs of all  
15 learners with disabilities, particularly the economically  
16 disadvantaged learners with disabilities, as envisioned in  
17 Republic Act No. 8425, otherwise known as the “Social  
18 Reform and Poverty Alleviation Act”.

19 The benefits accorded by Republic Act No. 8545,  
20 otherwise known as the "Government Assistance to

1 Students and Teachers in Private Education (GASTPE)  
2 Act" shall likewise be extended to eligible learners with  
3 disabilities in the secondary level based on the criteria  
4 under the said law on academic qualifications and financial  
5 needs of the learners with disabilities, among others.

6 SEC. 19. *Instructional Materials.* – Publishers shall  
7 grant the DepEd the authority to transcribe adopted  
8 instructional materials into accessible format which  
9 include, but not limited to, Braille, large-print format,  
10 electronic, non-print, or multi-media format for learners  
11 who are blind, visually impaired or otherwise print  
12 disabled, without penalty or payment of royalty as  
13 provided in Republic Act No. 8293, otherwise known as the  
14 “Intellectual Property Code of the Philippines”, as  
15 amended. The publishers of a newly adopted instructional  
16 material shall provide the digital copy in accessible format  
17 of such materials for the purpose of producing their  
18 accessible versions for learners with disabilities.

19 The accessible versions shall be produced by the  
20 DepEd or by non-profit accessible book producers which

1 shall indicate the copyright owner and the date of the  
2 original publication, and shall be copied and distributed  
3 without cost to either the learners with disabilities or their  
4 teachers-in-charge for instructional purposes. Production  
5 of instructional materials for learners with disabilities  
6 shall be in compliance with the “Marrakesh Treaty to  
7 Facilitate Access to Published Works for Persons Who Are  
8 Blind, Visually Impaired, or Otherwise Print Disabled”,  
9 international and local laws, as well as rules and  
10 regulations issued by the appropriate government  
11 agencies.

12       SEC. 20. *Family Members, Guardians, and*  
13 *Caregivers’ Education and Roles.* – Formal trainings,  
14 orientations, and counseling programs for parents, other  
15 family members, guardians, and caregivers of learners  
16 with disabilities shall be developed and initiated by the  
17 DepEd, and implemented in coordination with the LGUs,  
18 DSWD, ECCD Council, and the private sector. These  
19 programs shall equip and provide them with awareness  
20 and understanding of inclusive education such as the

1 rights, privileges, benefits, and diverse needs of learners  
2 with disabilities. These shall likewise set their essential  
3 roles as partners in educating learners with disabilities, so  
4 as to maximize their knowledge and skills to fully  
5 participate in developing the potentials of learners with  
6 disabilities.

7 For this purpose, parents, guardians, or other family  
8 members should also be apprised of procedural safeguards  
9 and processes to resolve disputes and complaints to protect  
10 the educational rights of learners with disabilities, as well  
11 as of their rights to actively participate and be involved in  
12 all aspects and stages of the latter's education as provided  
13 in this Act.

14 SEC. 21. *Incentives for Private Sector Participation.* –  
15 Partnership between the government and the private  
16 sector catering to the diverse needs of learners with  
17 disabilities shall be encouraged. Any donation from the  
18 private sector for the provision of the necessary  
19 educational assistance, facilities, materials, and other  
20 appropriate support services for learners with disabilities

1 shall be entitled to the benefits and incentives provided  
2 under Republic Act No. 8525, otherwise known as the  
3 “Adopt-A-School Act” and its IRR.

4 The DepEd, shall formulate and adopt minimum  
5 standards for such donations from the private sector to  
6 ensure quality delivery of support services for learners  
7 with disabilities.

8 *SEC. 22. Responsibility of Government Agencies.* – The  
9 DepEd shall be the lead agency in the implementation of  
10 this Act. It shall ensure inter-agency coordination and  
11 integration of services among relevant national  
12 government agencies as provided in their respective  
13 charters and mandates. For this purpose, the DepEd shall  
14 collaborate and coordinate with the following  
15 implementing partner agencies for their respective roles as  
16 follows:

17 (a) DOH – The DOH shall provide learners with  
18 disabilities with healthcare needs services such as child  
19 mental health service, health plans, oral health care, and  
20 family-to-family health information and education. It shall

1 likewise coordinate with the ILRC for the services of  
2 Barangay Health Workers.

3 (b) DSWD – The DSWD shall be responsible for the  
4 effective management and provision of social and welfare  
5 services including auxiliary social services, for learners  
6 with disabilities based on the assessed needs of the  
7 learners with disabilities, subject to its prescribed  
8 guidelines.

9 (c) Department of Justice (DOJ) – The DOJ and the  
10 Integrated Bar of the Philippines shall establish a  
11 mechanism for free legal assistance for learners with  
12 disabilities and their parents or guardians in connection  
13 with the enforcement of their rights under this Act. The  
14 DOJ, in coordination with other relevant agencies, shall  
15 likewise be responsible in enforcing existing laws on the  
16 protection of learners with disabilities.

17 (d) Department of Public Works and Highways  
18 (DPWH) – The DPWH shall prescribe the proper physical  
19 indoor and outdoor set-up of the ILRC and ensure that the  
20 ILRC, roads, sidewalks, ramps, railings, and the like shall

1 be constructed, built, and maintained in accordance with  
2 Batas Pambansa Blg. 344, otherwise known as the  
3 “Accessibility Law”, and universal design concepts to  
4 ensure their accessibility and the mobility of learners with  
5 disabilities.

6 (e) Department of Labor and Employment (DOLE) –  
7 The DOLE shall develop a training program for the  
8 learners with disabilities’ transition from school to work;  
9 provide to the ILRC current market analysis and job  
10 coaching sessions before and during their employment; and  
11 facilitation of apprenticeship and job placements, together  
12 with the TESDA, and the Public Employment Service  
13 Office (PESO). The TESDA shall provide technical and  
14 vocational training when necessary. The PESO, on the  
15 other hand, shall conduct employability enhancement  
16 seminars, provide pre-employment counseling and  
17 orientation, and offer programs and activities on  
18 employment assistance pursuant to Republic Act No. 8759,  
19 otherwise known as the “PESO Act of 1999”, as amended.



1           The DOLE, TESDA, and PESO shall lead the  
2 promotion of inclusion of learners with disabilities among  
3 public and private institutions and comply with the  
4 requirements set forth under Republic Act No. 7277,  
5 otherwise known as the “Magna Carta for Disabled  
6 Persons”, as amended by Republic Act No. 10524. They  
7 shall likewise disseminate materials and conduct  
8 orientation and information campaign concerning effective  
9 practices in working with and training learners with  
10 disabilities.

11           (f) *Department of the Interior and Local Government*  
12 (*DILG*) – The DILG, in consultation with the DepEd,  
13 LGUs, and other relevant agencies and stakeholders, shall  
14 promulgate policies and guidelines relevant to the  
15 implementation of this Act by the LGUs.

16           (g) *LGUs* – The LGUs shall also perform the following  
17 functions:

18           (1) Partner with public or private volunteers and  
19 private organizations, local or international, for technical  
20 guidance and information dissemination campaigns and

1 funding support to augment the funding for the services  
2 pertaining to this Act;

3 (2) Participate in all efforts concerning inclusion of  
4 learners with disabilities in the general education system,  
5 health services, transport services, and other social and  
6 welfare services;

7 (3) Adopt measures to raise awareness in the  
8 community to respond to the needs of learners with  
9 disabilities; and

10 (4) Share the responsibility with national government  
11 agencies and other stakeholders for the implementation,  
12 regulation, enforcement and monitoring of the provisions  
13 of this Act.

14 Notwithstanding the provisions of Sections 235 and  
15 272 of Republic Act No. 7160, otherwise known as the  
16 "Local Government Code of 1991," the Local School Boards  
17 shall be authorized to set aside a portion of the proceeds of  
18 the Special Education Fund to supplement the funds of the  
19 DepEd and other implementing partner agencies for the  
20 delivery of support services for learners with disabilities.

1           (h) *Komisyon sa Wikang Filipino* – The Komisyon sa  
2 Wikang Filipino shall be responsible in the implementation  
3 of the provisions of Republic Act No. 11106, otherwise  
4 known as “The Filipino Sign Language Act” in relation to  
5 early and basic education.

6           SEC. 23. *Establishment of Barangay Help Desks.* – All  
7 cities and municipalities shall establish a help desk in  
8 every barangay within their jurisdiction. In coordination  
9 with the Persons With Disability Affairs Office (PDAO)  
10 established under Republic Act No. 7277, as amended by  
11 Republic Act No. 10070, it shall function as the focal unit  
12 in the barangay to assist learners with disabilities, their  
13 parents or guardians, caregivers, and other family  
14 members on matters affecting the education and provision  
15 of services to learners with disabilities. Barangays with  
16 existing help desks may perform this function.

17           For this purpose, the ILRC may facilitate the proper  
18 training of barangay help desk personnel to perform their  
19 functions under this section. The ILRC shall likewise  
20 ensure that necessary information and materials on the

1 rights of learners with disabilities under this Act and other  
2 existing laws are available in the help desks.

3         SEC. 24. *Protection of Learners with Disabilities.* –

4 The DepEd shall ensure the protection of learners with  
5 disabilities against neglect, abuse, cruelty or exploitation,  
6 bullying, discrimination, and other acts or conditions  
7 prejudicial to their physical and psychosocial well-being  
8 and development as provided in this Act, Republic Act No.  
9 7277, as amended, Republic Act No. 10627 or the “Anti-  
10 Bullying Act of 2013”, Republic Act No. 7610 or the  
11 “Special Protection of Children Against Abuse,  
12 Exploitation and Discrimination Act”, and other existing  
13 laws.

14         SEC. 25. *Procedural Safeguards.* – The DepEd shall  
15 ensure that learners with disabilities and their parents or  
16 guardians are guaranteed procedural safeguards for the  
17 enforcement and protection of their rights under this Act.  
18 Procedural safeguards refer to policies, procedures, and  
19 other administrative approaches which include, but not  
20 limited to, the rights to be informed and be served written

1 notices on matters affecting the education of the learner  
2 with disability, to participate in IEP deliberation meetings,  
3 to access records, and to file a complaint if dispute  
4 resolution fails.

5         The DepEd shall likewise ensure the speedy  
6 disposition of any complaint filed by learners with  
7 disabilities, their parents, guardians, caregivers, or other  
8 family members, which shall be immediately acted upon  
9 and resolved not later than thirty (30) calendar days from  
10 receipt of the complaint. Any DepEd official, teacher, or  
11 employee, and CDC or ILRC personnel who shall cause any  
12 undue delay and fail to comply with the said prescribed  
13 period shall be held administratively liable.

14         SEC. 26. *Public Information, Education and*  
15 *Communication.* – The DepEd and the Philippine  
16 Information Agency shall conduct an intensified  
17 nationwide information dissemination campaign on the  
18 rights of learners with disabilities under this Act and other  
19 existing laws, which shall include the prevention, early  
20 identification, assessment of a disabling condition, and the

1 strategic intervention programs for learners with  
2 disabilities.

3 All information dissemination campaign materials  
4 shall be in accessible formats which include, but not  
5 limited to, Braille, large-print format, electronic, non-print,  
6 or multi-media format.

7 SEC. 27. *Whole-of-Community Approach.* – For the  
8 inclusion of learners with disabilities in the general  
9 education system and the community, a whole-of-  
10 community approach shall be adopted to facilitate  
11 collaborative action in and by the school community, the  
12 academe, and other stakeholders, public or private, to  
13 foster the involvement and participation of every sector,  
14 especially the organizations of persons with disabilities,  
15 the learners with disabilities, and their parents and other  
16 members of their families.

17 SEC. 28. *Interpretation Clause.* – The provisions of  
18 this Act and its IRR shall be liberally construed in favor of  
19 the best interests of the learners with disabilities as

1 enunciated in the “United Nations Convention on the  
2 Rights of the Child”.

3       SEC. 29. *Administrative Sanctions.* – The DepEd and  
4 other implementing agencies shall ensure compliance with  
5 the provisions of this Act. Any private school, DepEd  
6 official, teacher, or employee, and CDC or ILRC personnel  
7 who shall violate or fail to comply with any provision of  
8 this Act shall be dealt with administratively.

9       SEC. 30. *Mandatory Review; Impact Assessment;*  
10 *Submission of Report to Congress.* – The DepEd, in  
11 partnership with LGUs, other relevant agencies, and the  
12 private sector, shall conduct a mandatory annual review of  
13 the implementation of this Act and its IRR and submit a  
14 report to Congress to measure its effectiveness, identify the  
15 gaps, issues and challenges, and ensure its proper  
16 implementation. An evaluation system shall be established  
17 to assess the impact of this Act and the progress of  
18 learners with disabilities.

19       SEC. 31. *Transitory Provision.* – All public and private  
20 basic educational institutions and the ILRCs shall be given

1 a period of not more than five (5) years from the effectivity  
2 of this Act to comply with its provisions and requirements.

3 Pending the establishment of the ILRCs and the full  
4 implementation of the multi-year roadmap as provided in  
5 this Act, cities and municipalities may share one (1) ILRC,  
6 as may be necessary.

7 Upon the effectivity of this Act, the DepEd shall  
8 conduct an evaluation of all schools to determine their  
9 readiness in delivering services for learners with  
10 disabilities, including a general assessment on the number  
11 and condition of every learner with disability, as well as  
12 the resources and personnel they need within the five-year  
13 period: *Provided*, That the DepEd shall coordinate with  
14 CHED to ensure the supply of qualified professionals  
15 through recruitment of students in the appropriate courses  
16 and ensure their seamless progression from higher  
17 education to employment, taking into consideration the  
18 demand for such personnel in the multi-year roadmap as  
19 provided in this Act.



1           SEC. 32. *Appropriations.* – The amount necessary for  
2 the implementation of this Act shall be charged against  
3 those authorized in the current appropriations of the  
4 DepEd and other implementing partner agencies.  
5 Thereafter, the amount necessary for its continued  
6 implementation shall be included in their budget as a  
7 separate line item in the annual General Appropriations  
8 Act.

9           SEC. 33. *IRR.* – Within ninety (90) days from the  
10 effectivity of this Act, the DepEd, in consultation with  
11 concerned government agencies and other education  
12 stakeholders, shall issue the rules and regulations  
13 implementing the provisions of this Act. The IRR issued  
14 pursuant to this section shall take effect thirty (30) days  
15 after its publication in a newspaper of general circulation.

16           Copies of the IRR and the roadmap referred to in  
17 Section 13 shall be transmitted to the Chairs of the  
18 Committees on Basic Education of both Houses of Congress  
19 not later than six (6) months and one (1) year, respectively,  
20 from the effectivity of this Act.

1           SEC. 34. *Joint Congressional Oversight Committee*  
2    (*JCOC*) *on Inclusive Education*. – There is hereby created a  
3    JCOC to oversee, monitor and evaluate the  
4    implementation of this Act. The JCOC shall be composed of  
5    five (5) members each from the Senate and the House of  
6    Representatives with the Chairs of the Committees on  
7    Basic Education of both Houses as Co-chairs. The Chairs of  
8    the Committees on Higher and Technical Education of both  
9    Houses shall likewise be designated as members of the  
10   JCOC. The Speaker of the House of Representatives and  
11   the President of the Senate shall designate the other three  
12   (3) members of the JCOC of the House and the Senate,  
13   respectively, from among the members of the Committees  
14   on Basic Education, one (1) member of which shall be from  
15   the minority.

16           SEC. 35. *Separability Clause*. – If any provision or  
17   part hereof is held invalid or unconstitutional, the  
18   remainder of the law or the provision not otherwise  
19   affected shall remain in full force and effect.

1           SEC. 36. *Repealing Clause.* – All laws, presidential  
2 decrees, executive orders, issuances, rules and regulations,  
3 or parts thereof contrary or inconsistent with the  
4 provisions of this Act are hereby repealed, amended, or  
5 modified accordingly.

6           SEC. 37. *Effectivity.* – Notwithstanding the non-  
7 issuance of the IRR, this Act shall take effect fifteen (15)  
8 days after its publication in the *Official Gazette* or in a  
9 newspaper of general circulation.

Approved,