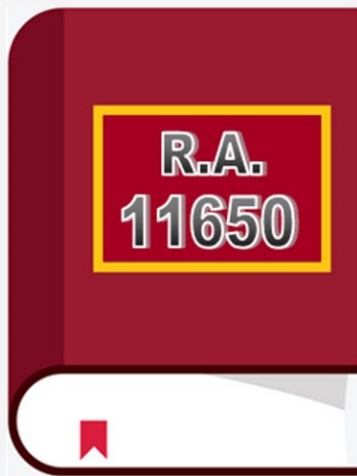


WHAT YOU NEED TO KNOW ABOUT

R.A. 11650



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1

No learner with disability is deprived of the right of access to an **inclusive, equitable, and quality education**, and promote lifelong learning opportunities for them.

2

The **whole-of-community approach** shall be adopted for the inclusion of learners with disabilities in the general education system and the community.

3

The State shall support the **diverse needs** of learners with disabilities and promote and support **provision of services** that will facilitate their learning process.

4

No learner with disability is deprived of **protection** and the right of access to the highest attainable standard of **health care** and **rehabilitation services**.

5

The State guarantees the **social protection** of learners with disabilities and facilitates their active **participation** and **inclusion** in public, civic, and State affairs.

(Sec. 2. Declaration of Policy)

“Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education, Establishing Learning Resource Centers of Learners with Disabilities in All Schools Districts, Municipalities and Cities, Providing for Standards, Appropriating Funds Therefor, and for Other Purposes.”



Inclusive Education for Learners with Disabilities



Free and appropriate public early and basic education and support and related services based on their needs, and in preparation for independent living and community life.

(Sec. 3. Objectives)



Policy of inclusion is instituted in all early and basic education schools, both public and private. All schools shall ensure equitable access to quality education to every learner with disability, such that no learner shall be denied admission on the basis of disability.

(Sec. 5. Inclusion Policy)



Establish and maintain **Inclusive Learning Resource Centers of Learners with Disabilities (ILRC)** in support of their inclusion in the general education system. All existing SPED Centers shall be converted to ILRCs.

(Sec. 6. Establishment of ILRCs)



Establish and Implement a **Child Find System** to ensure that all learners with disabilities who are not receiving early and basic education services are identified, located, and evaluated, and facilitate their inclusion into the general education system.

(Sec.7. Functions of the ILRC)



Utilize the expertise of a **Multi-disciplinary Team** to conduct educational assessments and diagnoses of learners with disabilities, to identify specific developmental areas of concern and determine appropriate services and placement options for the preparation of their IEPs.

(Sec.8. Hiring of ILRC Personnel)



Institutionalize the development, implementation and review of the **Individualized Education Plan (IEP)** for the quality education of learners with disabilities.

(Sec.12. IEP Preparation and Review)

Multi-disciplinary Team refers to a group of health and allied health professionals, general education and special needs teachers, specialists (braille, sign, etc.), guidance counselors, who, through their specialized assessment, shall provide for the overall health and well-being of learners with disabilities and ensure that they are included within the general education system.

No Child Left Behind in Education



Deliver services under the **Early Intervention Program** (educational program, therapy, treatment, nutritional intervention or family support), **Alternative Educational Programs** and **Transition Program** for learners with disabilities. **(Sec. 7. Functions of the ILRC)**



Produce and ensure the availability of **appropriate teaching and instructional materials** for learners with disabilities. Provide access to **auxiliary aids and services** that are non-educational, but which enhance the education process for learners with disabilities. **(Sec. 7. Functions of the ILRC)**



Learner Assistance programs shall be developed to support the financial, educational and accessibility needs of all learners with disabilities, particularly the economically disadvantaged learners with disabilities, as envisioned in Republic Act No. 8425, otherwise known as the "Social Reform and Poverty Alleviation Act". **(Sec. 19. Learner Assistance)**



Protect learners with disabilities within the ILRC and school premises against neglect, abuse, cruelty or exploitation, bullying, discrimination, and other acts or conditions prejudicial to their physical and psychosocial well-being and development as provided in this Act and other existing laws. **(Sec. 25. Protection of Learners with Disabilities)**



Procedures shall be established and maintained to ensure that learners with disabilities and their parents or guardians are guaranteed **Procedural Safeguards** for the enforcement and protection of their rights under this Act, including the provision of free and appropriate public education. **(Sec. 26. Procedural Safeguards)**



Pre-Service and In-Service Training of Teachers - Ensure that teacher education institutions offering bachelor of elementary or secondary education degrees include in the curriculum courses on inclusive education which are updated and responsive to the diverse needs of learners with disabilities. **(Sec. 11)**



Mobile teachers shall be hired to assist in the Child Find System and determine appropriate learning modalities using the services of the ILRC. **Para-teachers** shall be hired and assigned to areas where there is a shortage or absence of a special needs teacher. **Learning Support Aides** will be hired to work together in collaboration with special needs education teachers and para-teachers. **(Sec. 8)**

Alternative Educational Programs refer to programs provided to learners with disabilities who are not able to attend school due to the severity of their disabilities or other circumstances.

Transition Program refers to movement from school to post-school activities that includes post-secondary education, vocational training, integrated employment, supported employment, continuing and adult education, adult services, independent living, or community participation.

Whole-of-Community Approach

An **Inter-Agency Coordinating Council for Learners with Disabilities** headed by the DepEd shall be created for policy integration, harmonization, and coordination of functions to ensure that all government and private organizations involved are effectively implementing the provisions of RA 11650. **(Sec. 13)**



An **Advisory Committee for Education of Learners with Disabilities**, which shall be composed of representatives from various disability sectors and the academe will be created to participate in the formulation of policies, plans, and strategies, educational programs, rules and regulations, guidelines, or regulatory changes on the education of learners with disabilities. **(Sec. 16)**



Equip parents and other family members with awareness and trainings on inclusive education such as the rights, privileges, benefits, and diverse needs of learners with disabilities. These shall likewise set the **essential roles of parents and families as partners in educating learners with disabilities**, so as to maximize their knowledge and skills to fully participate in developing the potentials of learners with disabilities. **(Sec. 22. Family Members' Education and Roles)**



Partnerships between government and the private sector catering to the diverse needs of learners with disabilities shall be encouraged. Any donation from the private sector in favor of the DepEd for the provision of the necessary educational assistance, facilities, materials, and other appropriate support and related services for learners with disabilities shall be incentivized. **(Sec. 23)**



Local Government Units (LGUs) shall participate in all efforts concerning inclusion of learners with disabilities in the general education system, health services, transport services, and other social and welfare services. It shall adopt measures to raise awareness in the community to respond to the needs of learners with disabilities and enact appropriate ordinances to implement the LGU's role in this Act. **(Sec. 24. Responsibility of Government Agencies)**



A **Multi-year Roadmap** shall serve as a guide to government agencies and private stakeholders for the **Progressive Realization of Inclusive Education**. It shall set detailed targets and outcomes for a minimum period of five (5) years and provide the public and private stakeholders specific actions or interventions including implementation and monitoring strategies and annual budgetary requirements. **(Sec. 15 Progressive Realization of Inclusive Education)**

