

COMMENTS ON SENATE BILLS ON SPECIAL EDUCATION

Proposed Senate Bills	On Specific Sections	Comments/Questions
SBN 78 AN ACT PROVIDING FOR A SUPPORT MECHANISM FOR THE PROGRAMS OF THE DEPARTMENT OF EDUCATION GEARED TOWARDS THE ADVANCEMENT OF THE INTERESTS OF CHILDREN WITH SPECIAL NEEDS By: Sen. Alan Peter Cayetano	On Section 5. Allocation of the Special Education Fund. To fulfill the intent of this Act to extend regular and sustained support for the education and well-being of children with special needs, ten percent (10%) of the proceeds of the Special Education Fund (SEF) released to the local school boards of each local government (LGU)...shall be automatically set aside by the local school board to support programs of the Department Education, done in coordination and consultation with the respective local chief executives, and the local school boards for special education centers and schools within the territorial jurisdiction of such local government unit concerned.	<p>The efficiency of LGUs in collecting the real property tax and the income class of LGUs affect the size of SEF. In particular, fifth and sixth income class municipalities, mostly those that are mainly rural or classified as deprived, depressed, and underserved, are at a major disadvantage because the low level of real property tax values in these areas means that SEF is likewise small, and thus hardly able to augment the operations and maintenance needs of schools in their jurisdiction (Manasan et al., 2011)¹.</p> <p>Because of the potential disparities in the ability to raise funds for the SEF among LGUs, how can we ensure that low income municipalities can still provide education support for children with special needs? It should be noted as well that NOT all LGUs have Special Education Centers/Schools.</p> <p>Would it be sensible to propose the establishment of at least one SPED center per legislative district?</p>
SBN 996 AN ACT INSTITUTING INCLUSIVE EDUCATION AND ESTABLISHING SPECIAL EDUCATION CENTERS FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS IN ALL PUBLIC SCHOOLS DIVISIONS, PROVIDING FOR STANDARDS AND GUIDELINES, AND APPROPRIATING FUNDS THEREFOR By: Sen. Win Gatchalian	On Section 20 Parent, Sibling, and Caregiver Education. A formal training on counselling program shall be developed through the joint efforts of DepED, DSWD, LGUs, ECCD Council, DOH , disable people's organization (DPO's), parent support organization, health professional organizations, non-government organizations (NGOs), and civil society organizations (CSOs) to equip	<p>Perhaps it is also good to include the Department of Health (DOH) since there is Caregiver education in the title of section 20. Although Section 19 specifies Health and Nutrition Services and Interventions where DOH is mentioned, modules on basic health care, emergency and/or disaster preparedness can also be taught to parents and/or guardians of children with special needs.</p>

¹ Manasan, R., Celestino, A., Cuenca, J. Mobilizing LGU Support Services for Basic Education: focus on the Special Education Fund. PIDS Discussion Paper Series No. 2011-07. <http://dirp4.pids.gov.ph/ris/dps/pidsdps1107.pdf>

	<p>parents, siblings, and caregivers of CYSNs with working knowledge of special education, an understanding of the psychology of CYSNs and the awareness of their crucial role as educators so that they , in turn , can maximize their knowledge and skills to fully participate in developing the potentials of CYSNs.</p>	<p>Are the funds sufficient to cover related activities for all the aforementioned stakeholders? If not, would it be possible to come up with a priority list, as well as a registry of CYSNs, for this purpose?</p>
	<p>On Section 22. Public Information, Education, and Communication. A nationwide information dissemination campaign on the prevention, <u>early identification</u> and the strategic intervention programs for Children and Youth with Special Needs (CYSNs) shall be intensified. This shall be the joint responsibility of the Philippine Information Agency (PIA), Council for the Welfare of Children (CWC), the National Council for Disability Affairs (NCDA), and the DepEd. Likewise, the DepEd in collaboration with DOH, the Department of Labor and Employment (DOLE) and LGUS shall disseminate materials and information regarding effective practices in working with, training and education CYSNs.</p>	<p>Public awareness and disability sensitivity training must also be promoted in public and private offices, especially if there are employed persons with disabilities.</p> <p>Aside from early identification, EARLY DETECTION² of disabilities (e.g., before 6 years old), which can lead to early intervention and can prevent more serious illnesses of the child is important. Thus, there is a need to include in the PhilHealth benefits not just newborn screening but also the expanded newborn screening to detect more disorders. The existing list of disorders being tested are:</p> <ul style="list-style-type: none"> • Congenital Hypothyroidism • Congenital Adrenal Hyperplasia • Galactosemia • Phenylketonuria • Glucose-6-Phosphate-Dehydrogenase Deficiency • Maple Syrup Urine Disease

² Reyes, Celia. 2017. Improving Health Condition of Women and Children with Disabilities. Power point presentation during the dissemination forum of the research "Poverty Alleviation of Women and Children with Disabilities in Developing Countries held at PIDS Conference Hall, Centris Tower, EDSA cor Quezon Avenue on March 15, 2017.



		<p>On the other hand, the expanded newborn screening tests 28 disorders, including the existing 6 mentioned above:</p> <ul style="list-style-type: none"> • Hemoglobinopathies (Alpha Thalassemia, Beta Thalassemia, Hemoglobin C, Hemoglobin D, Hemoglobin E, Sickle Cell Disease) • Amino acid disorders (Homocystinuria, Hypermethioninemia/Methionine Adenosine Transferase Deficiency, Tyrosinemia Type I, Tyrosinemia Type II) • Fatty acid disorders (Carnitine Palmiolytransferase I Deficiency, Carnitine Palmiolytransferase II Deficiency, Carnitine Uptake Deficiency, Glutaric Acidemia Type II, Long Chain Hydroxyacyl-CoA Dehydrogenase Deficiency, Medium Chain-Acyl-CoA Dehydrogenase Deficiency, Short Chain Acyl-CoA Dehydrogenase Deficiency, Very Long Chain-Acyl-CoA Dehydrogenase Deficiency) • Organic acid disorders (3-Methylcrotnyl CoA Carboxylase Deficiency, Glutaric Acidemia Type I, Isovaleric Acidemia, Methylmalonic Acidemia, Multiple Carboxylase Deficiency, Propionic Acidemia) • Urea cycle defect (Citrullinemia) • Cystic Fibrosis • Biotinidase Deficiency
SBN 1298 AN ACT PROVIDING FREE APPROPRIATE PUBLIC EDUCATION TO CHILDREN WITH DISABILITIES, APPROPRIATING	On Section 4 Establishment of Office of Special Education Programs. There shall be created an Office of Special Education Programs (hereinafter, the	Perhaps it is also better to include monitoring of programs and activities, as part of the mandate of Office of the Special Education Programs. This will ensure that programs and activities are implemented



<p>FUNDS THEREFOR AND FOR OTHER PURPOSES By: Sen. Joel Villanueva</p>	<p>“Office”) within the Department of Education (hereinafter, the “Department”), which shall be the principal agency in the Department for administering and carrying out this Act and other programs and activities concerning the education of children with disabilities</p> <p>On Section 5 Functions of the Office of Special Education Programs.</p>	<p>well at the regional and provincial offices, down to the district schools.</p> <p>Adding the monitoring mandate, it would then be best to add the following: (g) To maintain a database of relevant information (e.g., trainings conducted, participants’ profile like gender and type of disabilities, among others); and, (h) To conduct periodic review of programs and activities in order to update the curricula or, if possible, process and impact evaluations of the different interventions being implemented.</p> <p>Another aspect is to look at the supply-side factors like the number of SPED graduates who are currently employed by DepEd, by the private schools/learning centers; and, number of those who are going abroad; among others.</p> <p>One of the issues we found during our key informant interviews with SPED teachers in Mandaue City, Cebu is the need to further enhance their capabilities to handle different types and/or multiple disabilities in one classroom setting especially those with intellectual disabilities.</p> <p>If SPED schools become mandatory in every legislative districts, then supply of SPED trained teachers should also be concern of DepED in the long-run.</p>
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<p>SBN 1331 AN ACT INSTITUTING INCLUSIVE EDUCATION AND THE ESTABLISHMENT OF INCLUSIVE EDUCATION LEARNING RESOURCE CENTERS FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS IN ALL PUBLIC SCHOOLS DIVISIONS, PROVIDING FOR STANDARDS AND GUIDELINES, AND APPROPRIATING FUNDS THEREFOR By: Sen. Juan Edgardo "Sonny" M. Angara</p>	<p>SEC. 5. Establishment of Inclusive Education Learning Resource Centers for Children and Youth with Special Needs in all Public Schools Divisions. SEC. 7. Staffing and Responsibilities. — In addition to teachers with special training to handle children and youth with special needs, each Inclusive Education Learning Resource Center shall have a Supervisor, an Administrative Core and Placement Committee. Mobile Special Education (SPED) teachers and the Mobile Multi Specialist Inclusive Education Division Support Team who will serve as human resource complement.</p>	<p>Reviewing the literature on school participation of children disabilities³ indicate that PWD children who are living farther from school are less likely to be attending school because parents have greater worries about the safety of their children, especially girls⁴. Given that access to school is also another issue, particularly in rural areas, then perhaps <u>"a mobile/bus SPED school"</u> that is equipped with specialized learning tools, and assistive devices, technologies and services can also be considered at the district level (perhaps) to complement with the mobile special education teachers.</p>
<p>SBN 468 AN ACT INSTITUTING INCLUSIVE EDUCATION THROUGH SPECIAL EDUCATION IN ALL PUBLIC AND PRIVATE ELEMENTARY AND</p>	<p>On Section 9. Itinerant/Mobile SPED teachers. Itinerant/Mobile SPED teachers shall also be appointed whenever necessary</p>	<p>Are there additional incentives for these mobile SPED teachers?</p>

³ Tansel, A. 2002. Determinants of school attainment of boys and girls in Turkey: individual, household and community factors. *Economics of Education Review*, 21: 455-470.

⁴ Siddiqui, A. and U. Iram. 2007. Socioeconomic determinants of school progression in Pakistan. *Applied Econometrics and International Development*, 7-2: 179-196.



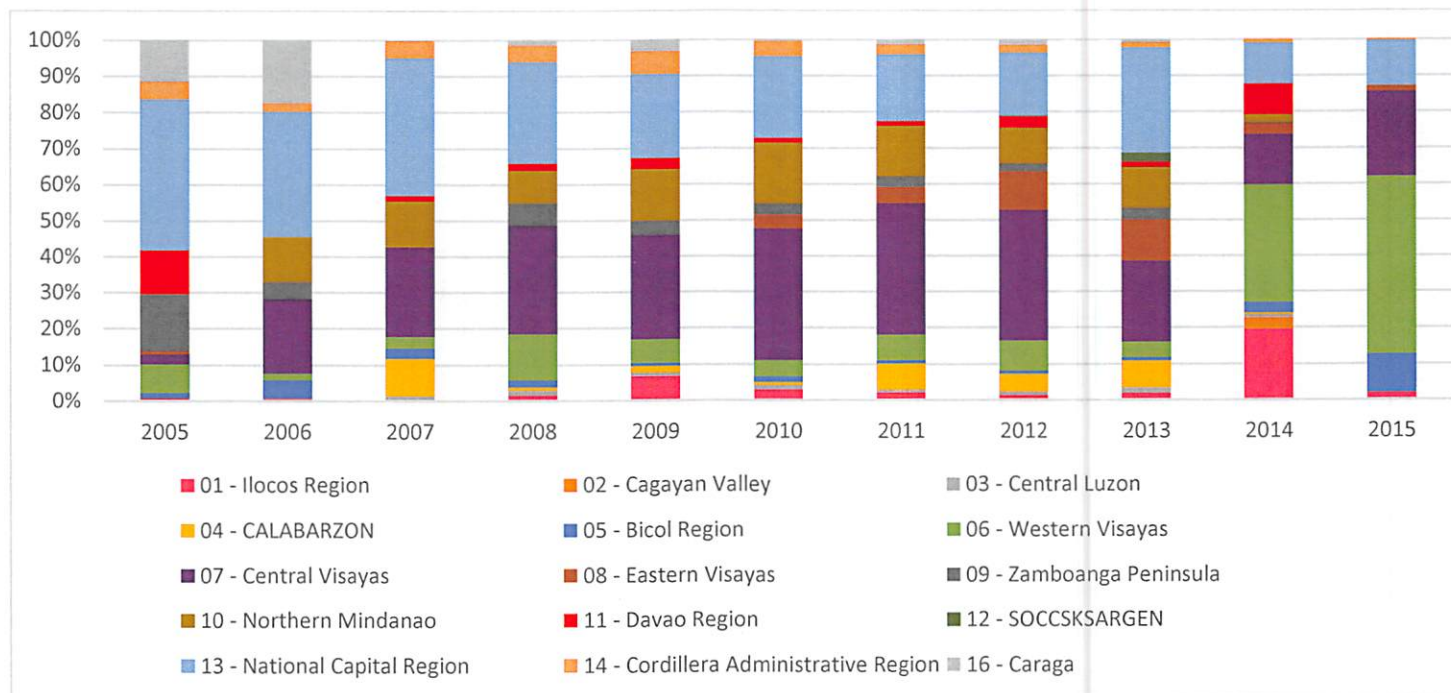
<p>SECONDARY SCHOOLS NATIONWIDE FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS AND ESTABLISHMENT OF THE BUREAU OF SPECIAL EDUCATION CREATING THE IMPLEMENTING MECHANISMS THEREOF, PROVIDING GUIDELINES FOR GOVERNMENT FINANCIAL ASSISTANCE AND OTHER INCENTIVES AND SUPPORT AND FOR OTHER PURPOSES By: Antonio "Sonny" F. Trillanes</p>	<p>and on a need basis. He/She shall be assist isolated or remote schools with specialized equipment, individual, programs, curriculum adjustment, teaching aids and building modifications.</p> <p>And related to Section 19. Special Instructional Materials</p>	<p><i>One of the issues in the field during our survey of the research "Poverty Alleviation of Women and Children with Disabilities in Developing Countries" in Cebu, Philippines in 2015 was the refund for the allowable expenses for the ALS Mobile teacher. She shared that the refund usually takes about a year after she submitted the official receipts for the learning materials she purchased in the conduct of her duties as mobile ALS teacher.</i></p> <p>Is there a way for DepEd to make the materials readily available for the teachers perhaps through innovative ways such as use of tablets, mobile LCD projectors or other technology-based applications? Also, can a voucher system for teachers be put up in purchasing teaching materials in designated bookstores/educational suppliers?</p>
<p>SBN 899. AN ACT TO EXPAND AND REVITALIZE THE SPECIAL EDUCATION PROGRAM FOR GIFTED AND HANDICAPPED CHILDREN AND YOUTH IN THE PHILIPPINES By. Sen. Joseph Victor Ejercito and Sen. Joel Villanueva</p>	<p>On Section 10. Provision of Training of Personnel. The Department of Education, in collaboration with the Commission on Higher Education and the Technical Education and Skills Development Authority, shall develop special education courses for adoption and implementation by accredited higher education institutions.</p>	<p>Is it possible to include in the in-service training of teachers, especially for high school SPED teachers, a module on livelihood and entrepreneurial skills, which can be integrated in their curricula? This can help the PWDs at the secondary level to gain skill sets that will make them employable, especially those whose conditions are not severe. Annex B, Figures 2 and 3, below show the school participation rate of children with disabilities. Figure 2 shows that although girls with disability have higher school participation than boys, they have higher drop-out rate (8.2%) between ages 15 and 16 than boys (5.65%). Moreover, Figure 3 shows that overall school participation rate of PWD children are lower than that of non-PWD children, for all school ages.</p>



SBN 1414 AN ACT INSTITUTING INCLUSIVE EDUCATION THROUGH THE ESTABLISHMENT OF INCLUSIVE EDUCATION LEARNING RESOURCE CENTERS FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS IN ALL PUBLIC SCHOOLS DIVISIONS, PROVIDING FOR STANDARDS AND GUIDELINES, AND APPROPRIATING FUNDS THEREFOR By: Paolo Benigno "Bam" Aquino IV	SEC. 16. 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 of CYSNs enrolled in public schools shall be entitled to the benefits and incentives provided under R.A. No. 8525, otherwise known as the Adopt-a-School Act and its implementing rules and regulations.	As of September 17, 2015, there are 120 companies listed in DepEd's website which are partners in the Adopt-A-School Program (see annex C). Is there a target for DepEd as to the number/s of partner companies per year?
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Annex A

Figure 1. Regional share of SPED graduates, Philippines, 2005-2015

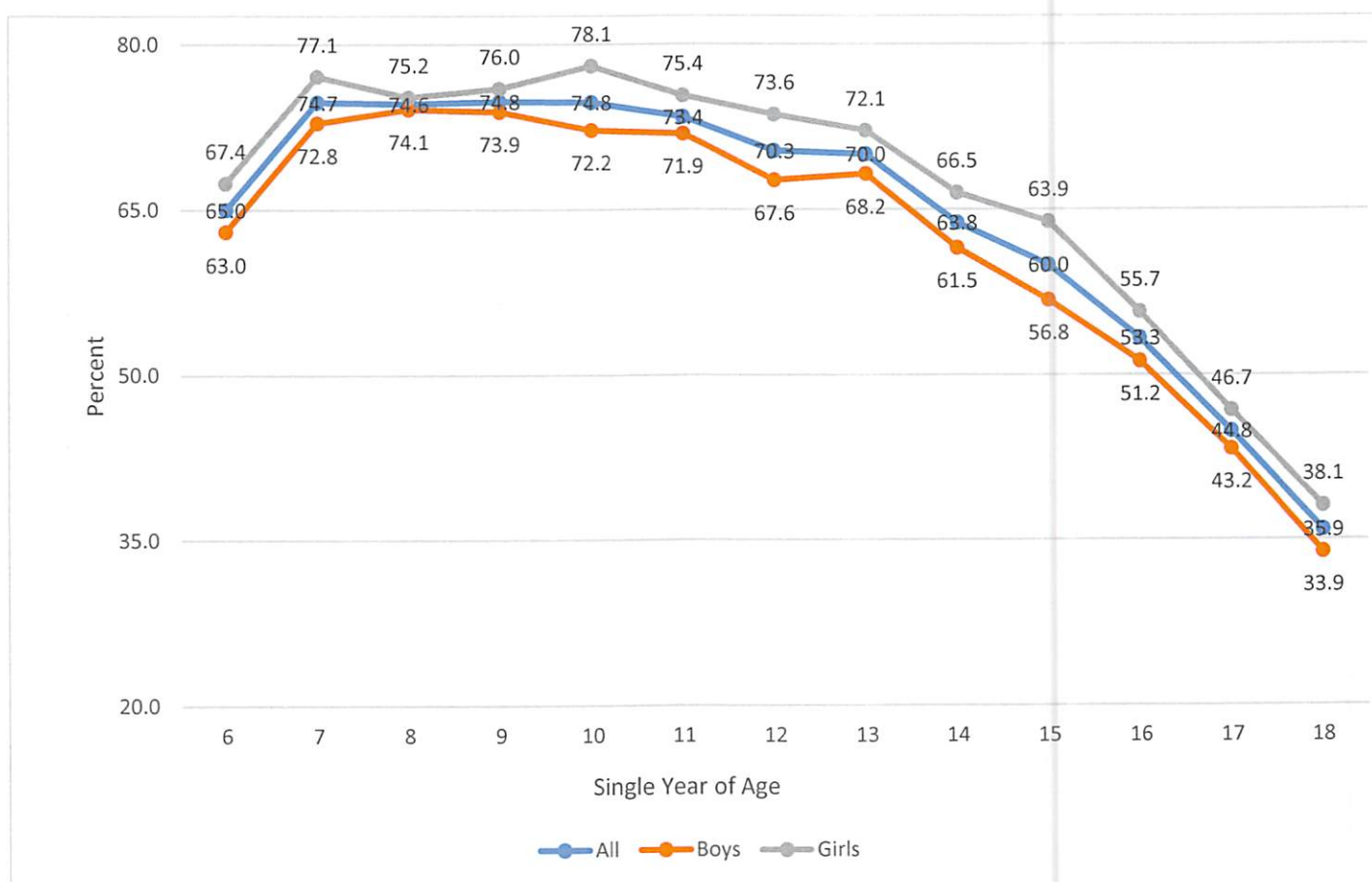


Source of basic data: Commission on Higher Education

Note: Figures shown are aggregates of Pre-baccalaureate, Baccalaureate, Post-baccalaureate, Master in Special Education, and Doctoral programs in Special Education.

Annex B

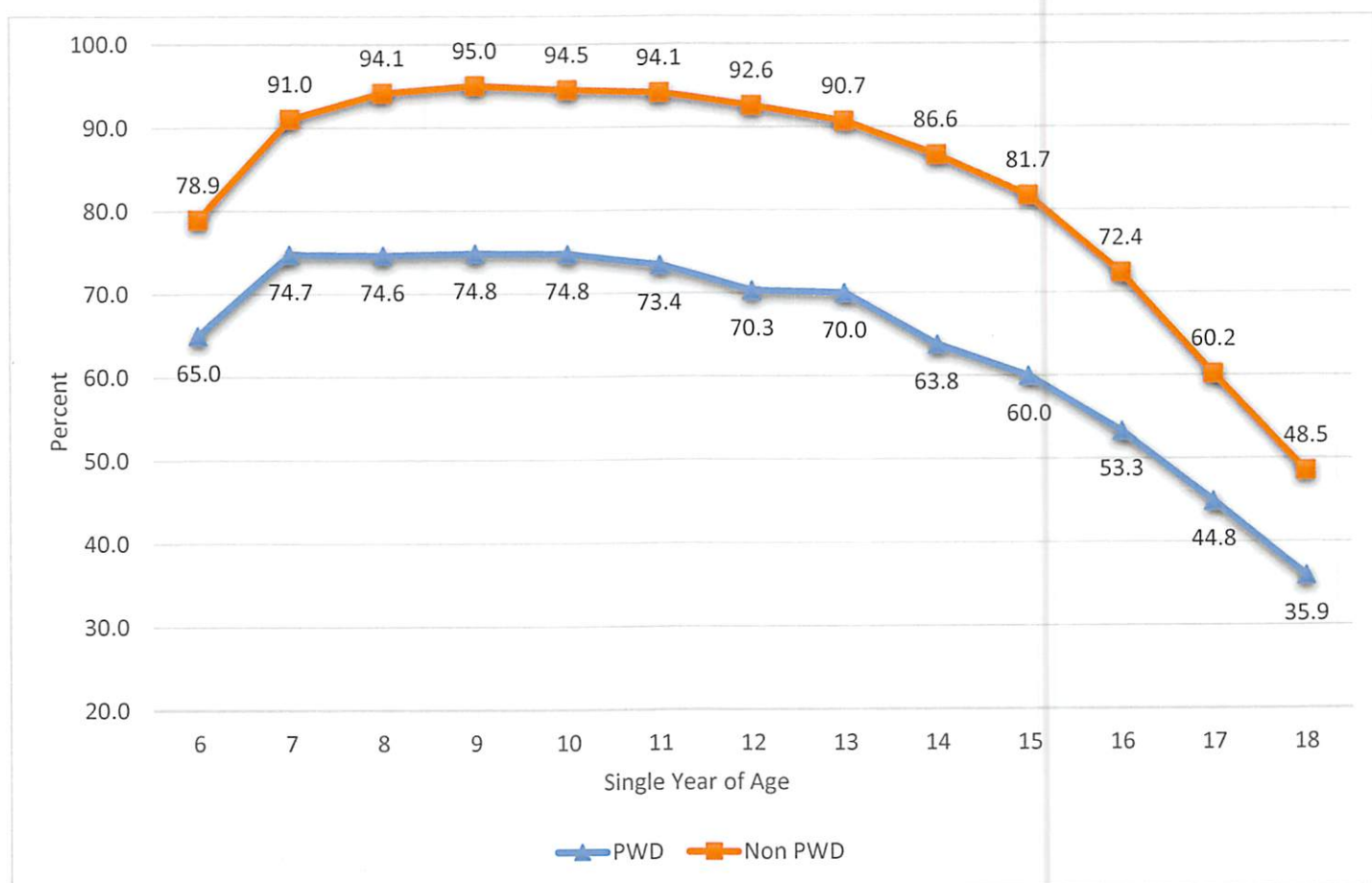
Figure 2. School participation rate of children with disability, Philippines, by sex, 2010



Source of basic data: 2010 Census of Population and Housing (CPH), Philippine Statistics Authority (PSA)

Note: The 20-percent sample of the 2010 CPH data set was used.

Figure 3. School Participation rate of children with and without disability



Source of basic data: 2010 Census of Population and Housing (CPH), Philippine Statistics Authority (PSA)

Note: using 20 percent sample



Annex C

List of partners of Department Education Adopt-A-School (ASP)

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| 1 8990 Housing Development Corporation | 60 Japan Seamen's Union |
| 2 Aboitiz Foundation Inc. | 61 JD Pamana Foundation |
| 3 Aboitiz Group of Companies | 62 Johnson and Johnson |
| 4 Aboitizland, Inc. | 63 Kasilak Foundation |
| 5 ABS-CBN | 64 Knowledge Channel |
| 6 Academic Solutions Inc. | 65 LIMKETKAI Manufacturing Corporation |
| Aklat, Gabay, Aruga Tungo sa Pag-Angat at Pag-asa (AGAPP) | |
| 7 Foundation Inc. | 66 LTS Department Store |
| 8 Alsons Development and Investment Corp. | 67 LTS Supermarket |
| 9 Amway Philippines, L.L.C. | 68 Luzon Hydro Corp. |
| 10 Assisi Development Foundation | 69 Magna Anima |
| 11 Associated Marine Officers and Seamen's Union of the Philippines | 70 Mañosa and Co, Inc. |
| 12 Awesome Lab, Inc. | 71 Metrobank Foundation Inc. |
| 13 Azzurra Prime Ventures, Inc. | 72 Microdata |
| 14 Banko Sentral ng Pilipinas Officers Club, Inc. | 73 Monolith Construction & Development Corporation |
| 15 BDO Foundation, Inc. | 74 Mustard Seed System Corporation |
| 16 Binhi English Literacy Foundation, Inc. | 75 National Book Store Foundation Inc. |
| 17 BPI Foundation, Inc. | 76 Ogilvy & Mathers Philippines Inc. |
| 18 Care Philippines | 77 One Meralco Foundation Inc. |
| 19 Catidig Flores and Palarca law | 78 Pag-Ibig Fund |
| 20 Cebuana Lhuillier Foundation, Inc. | 79 Petron Corporation Inc. |
| 21 CFC Educational Foundation, Inc. | 80 Phil Gold Processing & Refining Corp. |
| 22 Chevron | 81 Phil Trident Land |
| 23 City Savings Bank | 82 Philam Life Foundation Inc. |
| 24 Coca-Cola Far East Limited | 83 Philippine Amusement and Gaming Corporation |
| 25 Coca-Cola Foundation Inc. | 84 Philippine Football Federation, Inc. |
| 26 Colgate-Palmolive Philippines | 85 Philippine Foremost Milling Corp. |
| 27 Cosmic Philippines | 86 Philippine Long Distance Telephone Company |
| 28 Cotabato Light and Power Company | 87 Pilmico Foods Corp. |
| 29 Cut Unlimited Inc. | 88 Prime Meridian Powergen Corp. |
| 30 Davao Doctors | 89 Pru Life |
| 31 Department of National Defense/Armed Forces of the Philippines | 90 Pureforce and Rescue |
| 32 Department of Public Works and Highways | 91 R.K. Shimizu (Nagasaki) Foundation, Inc. |
| 33 Deutsche Bank Ag Manila Branch | 92 Radiowealth Finance Company, Guevara Foundatio |
| 34 DILG/BFP | 93 Ramon Aboitiz Foundation Inc. |
| 35 DM Wenceslao & Associates Inc. | 94 RIL Transport Inc. |
| | Rufino Guy Susim and Shirley Guy Scholarship |
| 36 EDC | 95 Program |
| 37 Edu Co. | 96 Samsung Electronics |
| 38 EM2A Partners & Co. | 97 San Beda College |
| 39 Energy Development Corp | 98 San Carlos Solar Energy, Inc. |



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| 40 FEU | 99 Security Bank Foundation |
| 41 FGP Corp. | 100 Simon Enterprises |
| 42 Filminera Resources Corporation | 101 SM Foundation Inc. |
| 43 First Balfour | 102 SM Prime Holdings Inc. |
| 44 First Gas Power Corp. | 103 Smart Communications |
| 45 First Gen. Hydro Power Corp. | 104 Soliman Foundation |
| 46 First Natgas Power Corp. | 105 SSS |
| 47 Foundation for Rural Electrification for Economic Development | 106 Stairway Foundation Inc. |
| 48 Friends of Hope | 107 Stanfilco |
| 49 Gakken Phils. | 108 STI Education |
| 50 Global Peace Foundation Phils. | 109 Thrive Solar Energy Phils. |
| 51 GMA Kapuso Foundation | 110 Total Hygienicare |
| 52 Green Core Geothermal Inc. | 111 Trans-Asia Oil and Energy Development Corp. |
| 53 GSIS | 112 Trans-Asia Power Generation Corp. |
| 54 Hart Hanks Phils. | 113 Trans-Asia Renewable Energy Corporation |
| 55 Health Futures Foundation Inc. | 114 Tukod Foundation |
| 56 Hedcor Inc. | 115 Tutoring Club |
| 57 HEDCOR Sibulan Inc. | 116 Unilever Philippines |
| 58 Hocheng Philippines Corp. | 117 United Coconut Planters Life Assurance Corp. |
| 59 Holcim Philippines | 118 University of the Philippines |
| | 119 Uygongco Foundation Inc. |
| | 120 Visayan Electric Company |

This list has been updated as of September 17, 2015
Source: <http://www.deped.gov.ph/partnerships>

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