



Save the Children

ACT! AMPLIFYING CHILDREN'S VOICES FOR TRANSFORMATION

Local Policy Guide Workbook for the Implementation of Republic Act (RA) 11650: The Inclusive Education Act



THIS WORKBOOK BELONGS TO:

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HOW TO USE?

This workbook can be completed by children of varying ages, genders, and abilities. If they can, they may complete it by themselves in one sitting. On the other hand, assistance can also be provided by parents, friends, and educators. The following are prompts, cues, and assistance suggested to enable all children to learn from the workbook:

FOR THE BLIND OR KIDS WITH VISUAL IMPAIRMENT	<ul style="list-style-type: none"> » Use prescription/reading glasses or magnification devices to enlarge print. » Instructions could be read-aloud to them. » A digital version can be provided so that technology apps can be utilized.
FOR KIDS WHO ARE DEAF OR HARD OF HEARING	<ul style="list-style-type: none"> » Filipino Sign Language (FSL) Translation may be provided for additional information or instruction. » Modelling/ demonstration of how to carry-out the instructions (e.g. tracing) can be provided for those who are still unable to read or use sign language.
FOR KIDS WHO ARE STILL UNABLE TO READ OR HAVE DIFFICULTY FOLLOWING WRITTEN INSTRUCTIONS	<ul style="list-style-type: none"> » Read the information and instructions aloud. Ask the children what they understood from what was read. Afterwards, allow them to complete the activities as independently as they can.



FOR KIDS WHO HAVE GROSS MOTOR AND FINE MOTOR DIFFICULTIES	<ul style="list-style-type: none"> » Complete the workbook while seated in a chair or mobility device (e.g. wheelchair) and table of appropriate height and size. » Use appropriately-sized writing, coloring, and cutting tools. As an example, shorter crayons may be used by kids with developing hand control. Markers may also be used by kids with weak control of pencil grip. » Hand-over-hand or tactile assistance may initially be provided when coloring, tracing, or cutting. Ensure that assistance given will be decreased.
FOR KIDS WHO HAVE DIFFICULTY ATTENDING FOR LONG PERIODS OF TIME	<ul style="list-style-type: none"> » Sensory-based or movement-based preparatory activities (e.g., jumping, dancing) may be provided to help them regulate before answering the workbook. » Kids can also complete the workbook while seated/prone on the floor or while seated on an exercise ball. » Complete the workbook in an environment with lessened distractions. The workbook can be completed in chunks, with movement breaks in between.

HI! I'M INKA, YOUR "INCLUSION BUDDY"!

I love learning!

And I hope all kids get the chance
to learn and go to school.

This can be possible through
something we call the 'Inclusive
Education Act'. Let's find out
more about it!



THE STORY

On a bright morning in November 2023, Save the Children Philippines (SCP) with its partners, visited the outstanding Ricardo P. Cruz Elementary School in Taguig City. The team came prepared with fun-filled games and drawing activities to talk about the Inclusive Education Act or RA 11650. That morning, they then met 10 bright boys and girls with varying disabilities studying at different grade levels in the school.

The team was in awe of how talented and smart the learners were. They were able to tell their stories, and shared their needs and who could support them. That morning, the SCP team learned that children truly are the best advocates in making schools safe and inclusive.

It is with this lesson that this workbook was created. Learners with disabilities, with their unique talents and abilities, are fully capable of advocating for their rights when given appropriate information and adequate support. This workbook will serve as a fun medium for you to learn about the what, why, who, and where of RA 11650. You can complete this workbook by yourself, or along with your allies - your friends, family, caregivers, and teachers. Enjoy learning!



WHAT? INCLUSIVE EDUCATION FOR ALL!

Children like you have the right to free and appropriate public early and basic education. Moreover, **INCLUSIVE EDUCATION** makes sure that all learners with their unique needs and abilities can play, learn, and interact together in school, and in the community.



LET'S GET TO KNOW YOU FIRST!
WRITE DOWN YOUR ANSWERS ON THE BOXES BELOW:

What is your name? Where do you go to school?

What things are you good at?

What things do you find hard doing?

DID YOU KNOW?!

The Inclusive Education Act or Republic Act (RA) 11650 is a law that was passed in March 11, 2022 to make sure that inclusive education is implemented in all schools in our country. Its official name is an 'Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education, establishing Inclusive Learning Resource Centers of Learners with Disabilities in all School Districts, Municipalities and Cities, providing for standards, appropriating funds therefor and other purposes.' That is quite long right? Now, let's just call it the IE Act.

WHY THE IE ACT?

The IE Act was passed so that the State can protect and promote the right of all children to quality education and make it accessible to all. Can you guess what RA 11650 wants to achieve or its specific objectives? Put a check (/) if you think it is the correct answer, and a cross (x) if it is not.



- ☐ To ensure that learners with disabilities develop their full potential so they can be independent and participate fully in society.
- ☐ To create a positive change in the community wherein persons with disability are understood, appreciated, and respected for their differences by members of society.
- ☐ To stop learners with disabilities from enrolling or push them to quit school.
- ☐ To help and empower, not only learners with disabilities, but also teachers, parents, guardians and family members by training them.
- ☐ To close down schools for children with disabilities.

WHERE? THE ILRC!

The IE Act aims for learners with disabilities from 3 to 24 years of age to develop their full potential through free and appropriate public early and basic education and related services in preparation for independent living and community life. To do this, Inclusive Learning Resource Centers (ILRC) would be established.

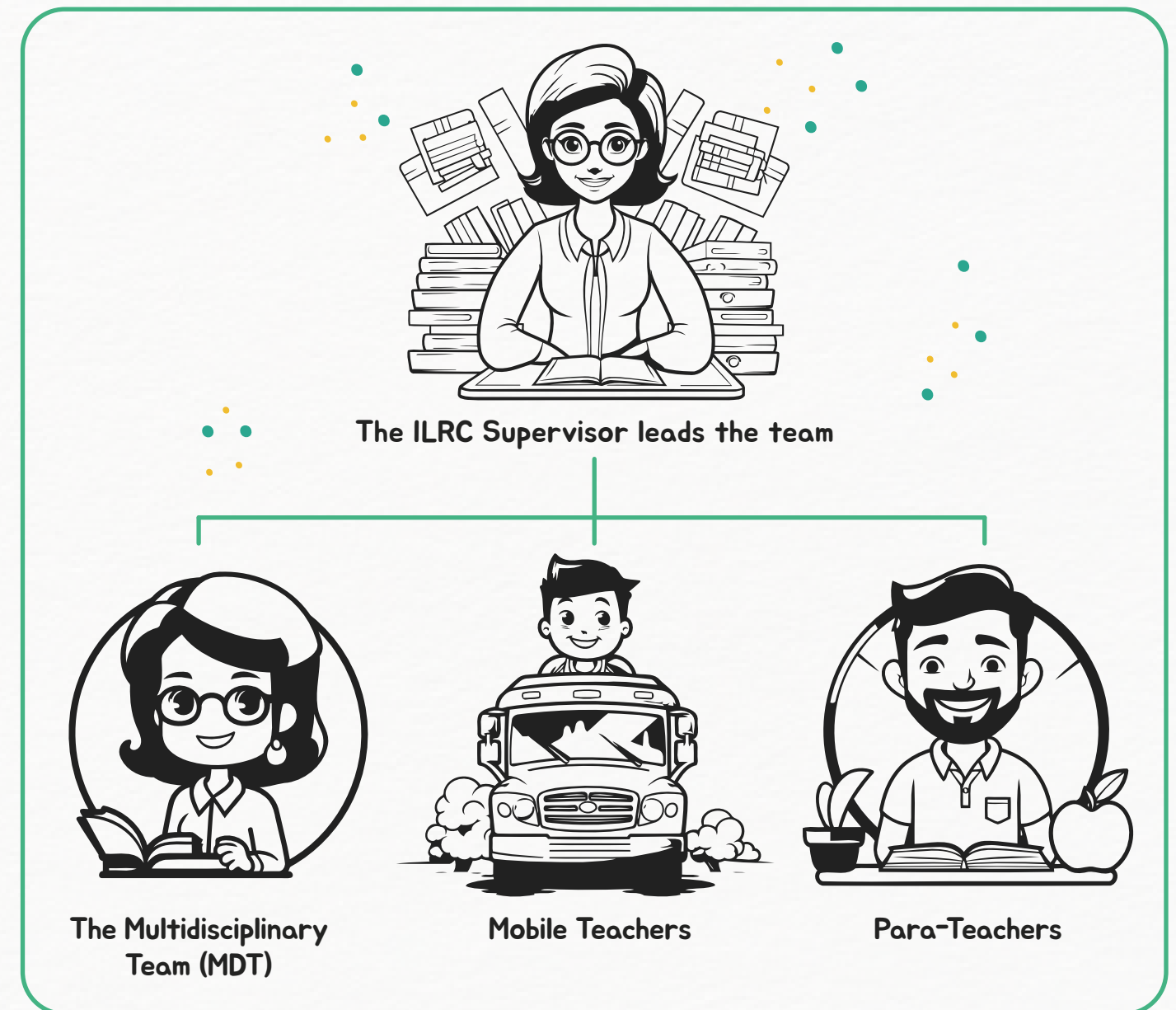
The ILRC is an accessible center that can provide support and related services to teaching and learning, while adopting the Universal Design for Learning (UDL). There should be at least one (1) ILRC in every city and municipality. Special Education or SPED Centers may also be converted into ILRCs.

CAN YOU HELP THE LEARNER GET TO THE LOCAL ILRC?



WHO? THE TEAM!

An ILRC must have at least one (1) team of professionals and specialists to provide the services needed to support inclusive education. Can you color the ILRC team?



Mobile teachers are teachers trained in Special Needs Education who will help schools, near and far, to think of ways for students to learn best. Para-teachers, on the other hand, are hired to help in areas where there are few or no Special Needs Education (SNED) teachers.

Several community helpers may be a part of the multidisciplinary team in the ILRC. Can you find them in the word search?



A	B	C	D	E	R	S	F	G
C	O	U	N	S	E	L	O	R
H	I	J	K	L	A	P	T	M
D	E	V	P	E	D	X	X	N
X	B	B	R	A	I	L	L	E
Z	Z	Q	Q	S	N	E	D	X
F	S	L	W	V	G	M	J	K

1. COUNSELOR
2. OT
3. PT
4. SLP
5. DEV
6. FSL
7. READING
8. BRAILLE
9. SNED



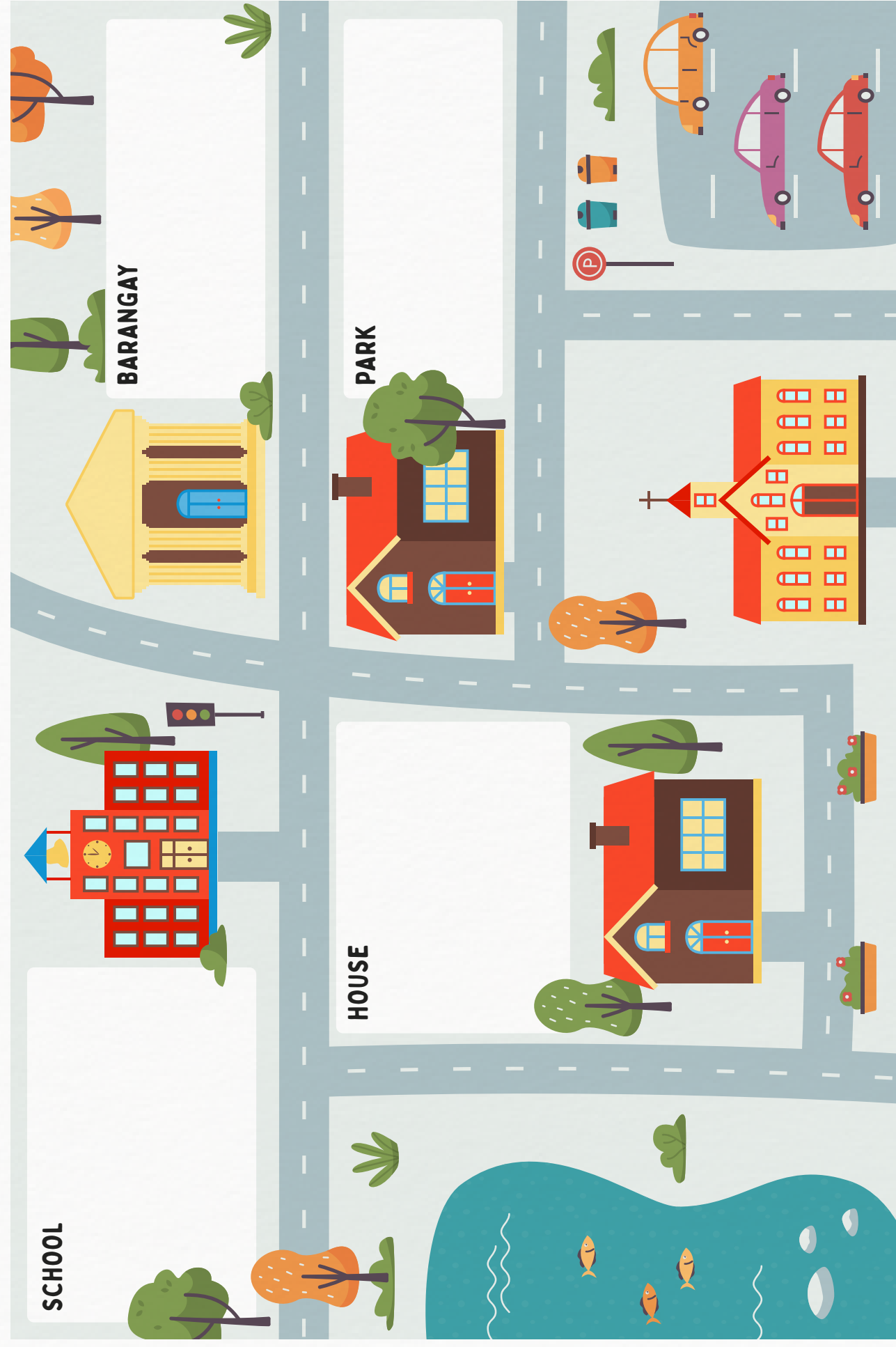
How many did you find? Have you met any of them in real life? According to the IE Act, the multidisciplinary team may be composed of any, or all of the following professionals:

- » Educational Psychologist
» Guidance Counselor
» Psychometrician
» Developmental Pediatrician
» Psychiatrist
» Physical Therapist
» Occupational Therapist
» Speech Language Pathologist
- » Reading Specialist
» Specialist for Braille and other augmentative and alternative modes of communication
» FSL Specialist/ Interpreter
» Special Needs Education Teacher



WHO? I, MY FAMILY, AND MY COMMUNITY!

Aside from the ILRC team, the whole community should be able to support inclusive education. This includes you, your friends, your family, relatives, teachers, and even your barangay and city leaders. Do you know them? Draw them or write their names in the place they stay or work in.



CAREGIVER'S CORNER

Under the IE Act, parents, other family members, guardians, and other care providers shall have formal training, orientations, and programs to equip and provide them with awareness and understanding of inclusive education. As such, some information that caregivers must know include the following:



Each learner with disability must have an Individualized Educational Plan or IEP prepared by the Multidisciplinary Team (MDT) in the ILRC. An IEP is created and reviewed annually and contains the services, duration and frequency, and level of performance of each learner, specifying accommodations and modifications.



Learners with disabilities have rights, privileges, benefits, and diverse needs. Moreover, there are procedural safeguards and processes to resolve disputes and complaints to protect their educational rights.



Local government units have specific responsibilities in providing resources, services, and assistance to support inclusive education. The following offices can be sought for support by parents, guardians and care providers:

- » Barangay
- » Persons with Disability Affairs Office (PDAO)
- » Department of Education Schools Division Office (DEPED-SDO)
- » City Social Welfare and Development Office
- » Municipal/City Health Office



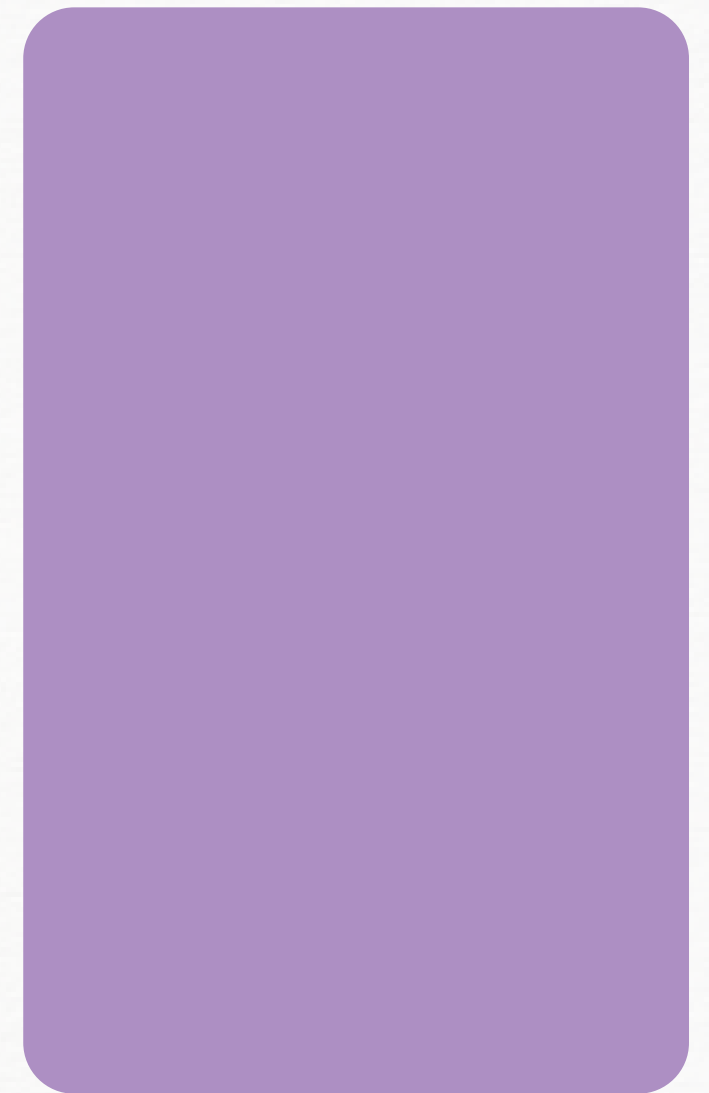
OF COURSE, NO BULLYING!

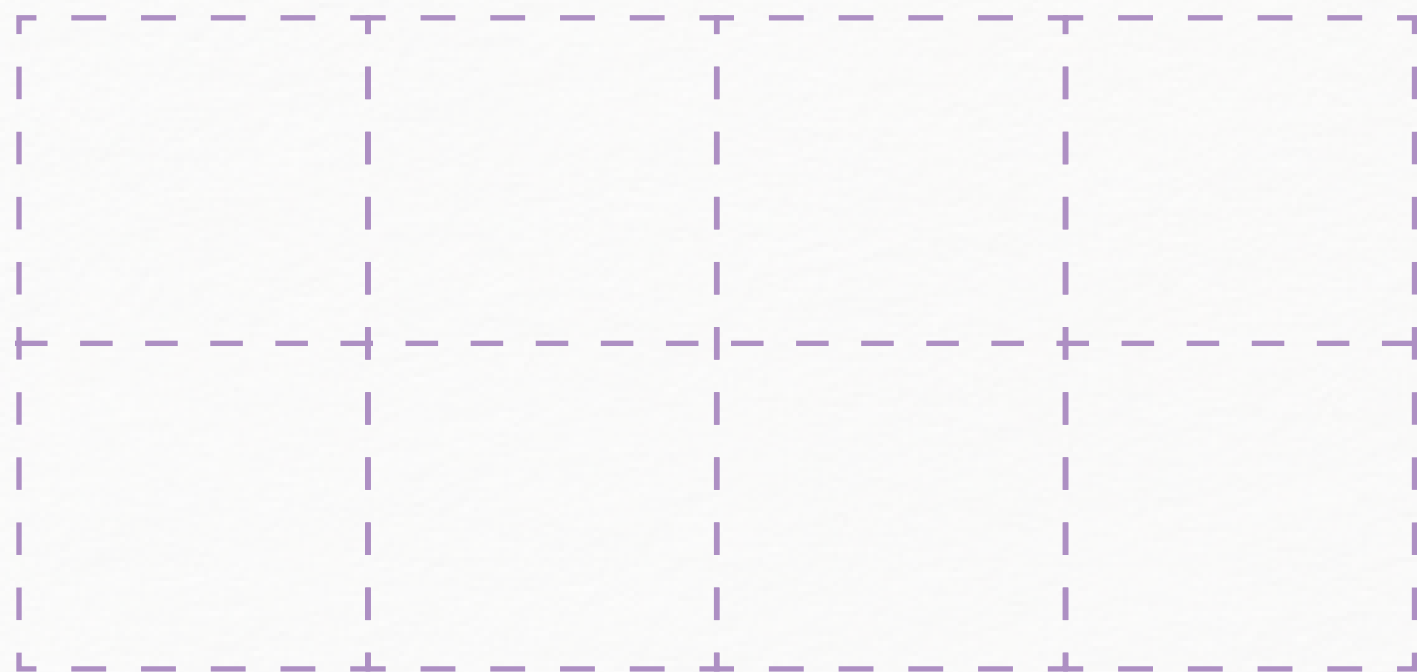
Inclusive education also ensures that learners like you are safe and free from neglect, abuse, cruelty or exploitation, bullying, and discrimination. If you witness or are experiencing bullying, it should be immediately reported to the teacher, school principal, school officer, or designated offices such as the Student Anti-Bullying Action Center (SABAC). Incidences of bullying must be reported so that they can be investigated and resolved. There should be **ZERO TOLERANCE** for bullying.

Can you spot which of the following acts are examples of bullying, and which are not? Cut the pictures then paste them on the proper column.

BULLYING!

NOT BULLYING!





You can paste your photo here and that of your friend!



WE ARE MORE "THE SAME" THAN DIFFERENT.



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