

**Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila**

**Twentieth Congress
First Regular Session**

HOUSE BILL NO. 1887



Introduced by Hon. Alexandria P. Gonzales

EXPLANATORY NOTE

Section 1, Article XIV of the 1987 Philippine Constitution mandates the State to “protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.”

Despite progress in access to education, quality and inclusivity remain persistent challenges. Many learners from disadvantaged sectors—persons with disabilities (PWDs), indigenous peoples, learners from low-income families, those in geographically isolated and disadvantaged areas (GIDAs), and learners with diverse cultural and linguistic backgrounds—continue to face barriers to equitable education. Gaps in teacher training, learning resources, and inclusive learning environments have led to unequal learning outcomes.

This bill seeks to institutionalize the Quality and Inclusive Education Act, which ensures that the Philippine education system provides not only access, but also meaningful participation and success for all learners, regardless of their background or circumstances.

The proposed measure aims to:

- Standardize quality benchmarks across schools;
- Promote inclusive curriculum and pedagogy;
- Strengthen teacher competencies in inclusive education;
- Support learners with disabilities and learning difficulties;
- Address systemic disparities in access to learning technologies, infrastructure, and support services.

In light of the above, the immediate passage of this bill is earnestly sought.


ALEXANDRIA P. GONZALES

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

Twentieth Congress
First Regular Session

HOUSE BILL NO. 1887

Introduced by Hon. Alexandria P. Gonzales

**“An Act Institutionalizing Quality and Inclusive Education for All Learners and
Appropriating Funds Therefor”**

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

SECTION 1. *Short Title.* - This Act shall be known as the “Quality and Inclusive Education Act.”

SEC. 2. *Declaration of Policy.* - It is hereby declared the policy of the State to ensure that every Filipino learner has access to quality, equitable, and inclusive education. The State shall provide opportunities for all learners to reach their full potential, regardless of physical ability, socio-economic status, gender, ethnicity, religion, or geographic location.

SEC. 3. *Definition of Terms.* - As used in this Act:

- a. Inclusive Education refers to a philosophy and practice that ensures all learners, including those with disabilities and other marginalized sectors, are welcomed and supported in regular classrooms.
- b. Quality Education refers to education that meets academic standards, supports holistic development, and equips learners with skills for life and livelihood.
- c. Learners with Special Needs include persons with disabilities, children at risk, and those requiring modified instructional strategies or support services.
- d. GIDA means Geographically Isolated and Disadvantaged Areas.

SEC. 4. *Inclusive Curriculum and Learning Environment.* The Department of Education (DepEd), in coordination with CHED and TESDA, shall:

- a. Integrate inclusive and multicultural content into all levels of the curriculum;
- b. Adopt Universal Design for Learning (UDL) principles;
- c. Ensure that all public schools are equipped with appropriate infrastructure and learning materials for inclusive education;
- d. Mandate the establishment of resource centers for learners with special needs in all school divisions.

SEC. 5. *Teacher Training and Capacity Building.* - The DepEd, CHED, and TESDA shall:

- a. Institutionalize pre-service and in-service training programs on inclusive education strategies;
- b. Offer scholarships for teachers specializing in special education and inclusive pedagogy;
- c. Encourage deployment of trained teachers to underserved communities and GIDAs.

SEC. 6. *Equitable Resource Allocation.* - The government shall prioritize funding for:

- a. Schools in disadvantaged areas;
- b. Learning support programs for struggling learners;
- c. Assistive technologies and devices;
- d. Development and distribution of inclusive learning materials in various languages and formats.

SEC. 7. *Monitoring and Evaluation.* - The DepEd shall establish an Inclusive Education Monitoring and Evaluation Unit to regularly assess the implementation of this Act and report to Congress annually.

SEC. 8. *Partnership with Stakeholders.* - The government shall actively partner with local government units (LGUs), civil society organizations, parent associations, and the private sector to promote inclusive education.

SEC. 9. *Appropriations.* - The amount necessary for the implementation of this Act shall be included in the annual General Appropriations Act.

SEC. 10. *Implementing Rules and Regulations.* - Within six (6) months from the effectivity of this Act, the DepEd, in coordination with CHED, TESDA, and other relevant agencies, shall promulgate the necessary implementing rules and regulations.

SECTION 11. *Separability Clause.* - If any provision of this Act is declared unconstitutional, the remaining provisions shall remain in full force and effect.

SECTION 12. *Repealing Clause.* - All laws, executive orders, or regulations inconsistent with this Act are hereby repealed or amended accordingly.

SECTION 13. *Effectivity.* - This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,