



Administrative Order No. 61
Series of 2003

**SUBJECT : GUIDELINES FOR THE IMPLEMENTATION
OF THE TULOY ARAL WALANG
SAGABAL (TAWAG) PROJECT**

I. RATIONALE

Children and youth with disabilities have the same human rights as other children. They have the rights to survival, protection, development and participation.

Recognizing their rights and the fact that there are very limited programs for children with disabilities specifically in the rural areas, the Department of Social Welfare and Development (DSWD), through its Programs and Projects Bureau, has conceptualized a project targeting pre-school children with disabilities in January 1999.

The development of a program for this particular group is also in line with the mandate of RA 7277 or the Magna Carta for Disabled Persons, Chapter 4 Section 21 which stipulates "that the state shall ensure that persons with disabilities are provided with the necessary auxiliary social services that will restore their social functioning and participation in the community". e.g. provision of day care services for children with disabilities of pre-school age.

One of the programs developed and turned over to LGUs by the Department is Social Mobilization for Persons with Disabilities, Senior Citizens and their Families (SOCMOB) under Department Order No. 49, Series of 1994. From its component of Early Detection, Prevention and Intervention of Disabilities (EDPID) among children ages 0-6, a total of 202,188 children had been assessed where 2,739 had been found with apparent disabilities. Aside from medical referral, these children must be provided with other rehabilitation services that will help them function to their maximum level thus hasten their integration into community life.

REPUBLIKA NG PILIPINAS
**KAGAWARAN NG KAGALINGANG PANLIPUNAN
AT PAGPAPAUNLAD**

DEPARTMENT OF SOCIAL WELFARE AND DEVELOPMENT
BATASAN PAMBANSA COMPLEX, CONSTITUTION HILLS
QUEZON CITY

II. PROJECT DESCRIPTION

The Tuloy Aral Walang Sagabal or TAWAG project is a sequel to the SOCMOB of Persons with Disabilities, Senior Citizens and their families, particularly the components on Early Detection, Prevention and Intervention of Disability (EDPID). It aims for the mainstreaming of 3-6 years old children and out-of-school youth with disabilities in the regular day care service program, and referral of those children of school age and youth in regular or special day / care school and community life.

To realize the goal of the project, the Local Government Units (LGUs) shall first identify one (1) day care worker who will be trained as a roving day care worker who will be given appropriate training to help lessen the functional limitations of children with difficulties in learning, seeing, hearing and moving. Parents, siblings and other interested members of the community, who will also be trained appropriately, will assist the day care workers in handling children with disabilities.

In this context, TAWAG is a CALL to everyone who may wish to participate in one way or another, in helping a child with disability “enjoy a full and decent life, with dignity and achieve the greatest degree of self-reliance and social integration possible” as advocated in the United Nations Convention of the Rights of Children (UN-CRC).

III. OBJECTIVES

To develop/enhance the physical, spiritual, social, mental and psychological functioning of children and out-of-school youth with disabilities to facilitate their integration into regular day care/school and community life.

Specific Objectives:

1. To mainstream pre-school children and out-of-school youth with disabilities for integration into regular day care service/classes and to community life through the provision of appropriate rehabilitation services.
2. To motivate the family members to actively participate in the rehabilitation activities of their children or sibling by providing them opportunities to enhance their knowledge and skills in assisting persons with disabilities.
3. To develop capabilities of "roving day care workers" who will work closely and collaboratively with special education workers, regular day care workers, parents and caregivers in the management of their children with disabilities.



4. To provide social services to children and out-of-school youth with disabilities in the community such as provision of assistive devices, self and social enhancement, referred to educational assistance and vocational skills training.
5. To generate public awareness and support in mainstreaming children and youth with disabilities into community life thru various advocacy and networking activities.
6. To document experiences/best practices and maintain data bank for subsequent conduct of research for policy and program development.

IV. TARGET CLIENTELE

A. Clientele

The target clientele of this project are children with disabilities who are:

1. 3-6 years old; and
2. Ages 6 below 18 years and above who are presently out of school.

B. Areas

Target Areas shall be those with high prevalence of children with disabilities. If the project is to be implemented in non-SocMob areas, TAWAG will be implemented simultaneously with SocMob strategies.

V. PROJECT COMPONENTS

A. Capability Building which shall include:

1. Orientation of the municipal/city, barangay officials and representatives of other GOs, NGOs and civic and religious groups to generate their commitment and involvement in the implementation of the project.
2. Training of DSWD and LGU implementors on the appropriate knowledge, attitude and skills in implementing the project.
3. Training of Roving Day Care Workers - regular day care workers identified and assigned by the LGUs to be roving day care workers in the management of 0-6 years old children with disabilities shall be trained along the management of mentally retarded, blind, deaf and multi-disability children.
4. Training of family members/volunteers - this shall include parents, siblings, guardians of the clients and community volunteers who shall be given opportunities to participate in training such as orientation and



mobility, sign language, braille reading and writing, and others to enable them to assist their children/siblings in their rehabilitation activities.

5. Organization Development Facilitation - this involves interventions towards building parents/DCC organizations for mutual support, self-help, and promotion of TAWAG.
6. Developing Area - Based Social Laboratories/Demonstration Centers - this involves identification of model day care centers which could be developed as centers of excellence for TAWAG where other day care workers can observe and learn.

B. Provision of Social Services

1. Provision of Assistive Devices - this shall include provision of assistive devices like wheelchairs, crutches, braces case, corrective eye glasses, etc. to improve the physical functioning of children and out-of-school youth with disabilities.
2. Self and Social Enhancement services such as:
 - Provision of survival communication skills like braille reading, scriptwriting, sign language and others.
 - Training on orientation and mobility and daily living skills.
 - Counseling sessions with the clients and their families geared towards psychosocial adjustment.
 - Participation of clients in sports, musical and art contest and other socio-cultural activities.
3. Educational and Vocational Skills Training - this shall involve assessment and referral of out-of-school youth with disabilities for Philippine Education Placement Tests (PEPT), school placement, vocational skills training and vocational and job counseling. This is to be facilitated by the local Social Welfare and Development Office.
4. Referral Services - these shall include accessing other support services and sustenance from GOs and NGOs with related rehabilitation services to children and youth with disabilities like physical/occupational therapy, surgical, medical, etc.

C. Integration to Day Care Service Program/Special Education/Regular School

Integration of children with disabilities to Day Care Service/Special Education/Regular School shall be facilitated by the trained roving day Care worker, local social worker, volunteers and significant others after the provision of preparatory activities which shall include psycho-social preparation, among others. Close monitoring and coordination shall also be undertaken to ensure that children and youth with disabilities benefited from the integration.

D. Monitoring, Evaluation and Technical Assistance

This shall include the provision of the following:

1. Regular monitoring of the project at the municipal and barangay levels by the Municipal/City Development Office. (Please see Appendix A for monitoring form)
2. Regular technical assistance by the DSWD Central Office and Field Office.
3. Annual evaluation as basis for further program enrichment / development.

E. Research and Documentation

1. Research

A research component shall be integrated in the project to determine its effectiveness and impact on the targeted beneficiaries.

2. Documentation

Program documentation shall be done to record project accomplishment, benefits, best practices and success stories.

VI. BUDGET REQUIREMENTS

The budget requirement of the project for CY 2003 and the subsequent years shall be incorporated in the annual budget of the DSWD Field Offices and Local Government Units.

VII. IMPLEMENTING PROCEDURES

To implement the TAWAG project, the following rehabilitation processes shall be undertaken by the Field Office/local government units/volunteer/ family/other individuals:

1. Validation/Assessment - all children and out-of-school youth with disabilities identified based on the masterlist of SOCMOB project (EDPID) shall be assessed to determine their status of reintegration. For non-SOCMOB areas but where the TAWAG project is to be implemented, the SOCMOB strategies have to be utilized to fasttrack the reintegration processes.
2. Rehabilitation Planning - a rehabilitation plan shall be formulated with the family members will be encouraged to participate in all phases of activities i.e. identifying resources within the family, planning, implementation of rehabilitation plans, monitoring and evaluation of the activities of the clients.
3. Provision of Rehabilitation Services - services based on the plan shall be provided to the clients by the LGU, the volunteer, the family and other individuals or organizations.
4. Follow-up and Feedback - regular follow-up and feedback system shall be installed by the Field Office to ensure that appropriate services are delivered.
5. Case Closure - a case shall be considered closed when the child shall have been mainstreamed in the SPED, regular school or community.

VIII. ROLES and RESPONSIBILITIES

A. DSWD Central Office

- 1) Conduct initial orientation/workshop to LGUs and other intermediaries in collaboration with DSWD Field Offices.
- 2) Facilitate the capability building activities for the roving day care workers, Field Office focal person and other intermediaries at the Field Office / Provincial / City / Municipal Level.
- 3) Allocate augmentation funds for the implementation of the project.
- 4) Monitor and provide technical assistance to the DSWD Field Offices on the operationalization of the project.
- 5) Consolidate and analyze reports submitted by the regions.
- 6) Prepare quarterly reports of the project.
- 7) Conduct evaluation as basis for policy and program development/enrichment.
- 8) Conduct documentation of the project at the national level.



B. DSWD Field Office

- 1) Conduct consultation with LGUs to determine their interest, readiness, commitment and capability to implement the project.
- 2) Conduct orientation of LGU implementors in the pilot / expansion areas.
- 3) Monitor project implementation and provide technical assistance to LGU implementors.
- 4) Develop and maintain linkages with local officials, NGOs, other government agencies in the area relative to project implementation.
- 5) Conduct evaluation, research and documentation of the project at the regional level
- 6) Identify and recommend to the DSWD-Central Office areas for policy formulation and further program development.
- 7) Ensure judicious disbursement and utilization of funds.
- 8) Prepare and submit quarterly report on the project to the Central Office (e.g. number of 3-6 years old children/youth with disabilities mainstreamed, disbursement and utilization of funds. (Please see Appendix B for quarterly report form)
- 9) Document best practices and success stories of the project for submission to the Central Office as inputs for the development of a compendium on this.
- 10) Conduct semi-annual / annual over-all program evaluation.

C. Local Government Units

- 1) Implement and supervise the project.
- 2) Assign a social worker for case management of beneficiaries and a day care worker who shall be trained as the roving day care worker to provide the necessary skills in the integration / re-integration processes.

The functions of a roving day care worker (per Rule V-G of IRR, RA 7277) are as follows:

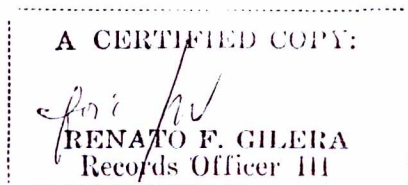
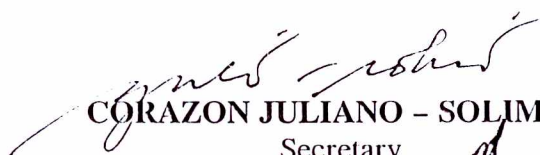
- Prepare the child with disability for integration in a regular day care center nearest the child's residence.



- ❑ Coordinate with day care worker in-charge on how to handle a child with disability and what activities can be given in order that all the children can participate.
 - ❑ Assist day Care worker in developing skills in handling children with disabilities.
 - ❑ Assist day care worker in encouraging parents of children with disabilities to participate in Day Care projects / activities.
 - ❑ Assist in the organization of parents of children and youth with disabilities for sharing sessions and feedbacking.
- 3) Provide administrative support in the implementation of the project.
- 4) Facilitate mainstreaming of children with disabilities in day care services and regular school.
- 5) Access out-of-school youths with disabilities to vocational training, practical skills development and livelihood training or for school placement thru the Philippine Education Placement Test (PEPT).
- 6) Promote the absorption of out-of-school youths with disabilities in the labor force thru self, open or sheltered employment.
- 7) Identify resources for the provision of social services that will address to the specific needs of children and youth with disabilities.
- 8) Develop and maintain linkages with NGOs, other GOs and other groups for the mainstreaming and eventual community integration of children and youth with disabilities.
- 9) Support public awareness raising campaign concerning persons with disabilities.
- 10) Submit quarterly status report to DSWD Field Offices as basis for further program development.

This Order takes effect immediately and revokes previous issuances inconsistent herewith. Let copies of this Order be given to all units at the Central and Field Offices for their guidance.

Issued in Quezon City, this 27th day of May 2003.

CORAZON JULIANO - SOLIMAN
Secretary
Department of Social Welfare and Development

**MONITORING FORM
FOR BENEFICIARIES
TULOY ARAL WALANG SAGABAL PROJECT
CY _____**

Appendix A

Region: _____

Address: _____

List of Beneficiaries (1)	Age (2)	Sex (2)	Disability (2)	Status of Integration (3)			
				Day Care		Regular School	
				IN	OUT	IN	OUT

Prepared by: _____

Noted by: _____

Name/Position

Regional Director

Instructions:

1. Indicate names of beneficiaries.
2. Indicate age, sex, disability of beneficiaries
3. Put a check whether beneficiary has been integrated in Day Care or Regular School.



ARAL WALANG SAGABAL PROJECT
Quarterly Report
For _____ **Quarter, CY** _____

Region: _____
 Address: _____

REGION	DEMONSTRATION AREA (1)		EXPANSION AREA (1)		NUMBER ASSESSED (2)								TOTAL	NUMBER OF BENEFICIARIES PROVIDED WITH INTERVENTIONS (3)					NUMBER INTEGRATED (4)			
	PROVINCE	MUNICIPALITY / CITY	PROVINCE	MUNICIPALITY / CITY	VI	SI	HI	ORTHO	MR	AUTISTS	MULTI	OH		ASSISTIVE DEVICE	SELF & SOCIAL ENHANCEMENT	EDUCATIONAL & VOCATIONAL TRNG. SKILLS	MEDICAL ASSISTANCE	HOME-BASED PROG.	DAY CARE	SPED	REGULAR SCHOOL	
																					ELEM.	SECONDARY

Prepared by: _____

 Name and Position

Noted by: _____

 Regional Director

Instructions:

1. Indicate project site either demonstration or expansion area per province and municipality/city in the region;
2. Indicate number of target beneficiaries assessed per category of disabilities;
3. Indicate number of beneficiaries provided with assistive devices, self and social enhancement skills, medical assistance and home-based programs.
4. Indicate number of beneficiaries integrated in Day Care, SPED and Regular School (Elementary/Secondary)