



Republic of the Philippines
Department of Social Welfare and Development
Batasan Pambansa Complex, Constitution Hills
Quezon City
Telephone No. 931-8101 to 07

JEC 5 2003

Administrative Order No. 85
Series of 2003

Subject: **GUIDELINES ON THE IMPLEMENTATION OF
COMMUNITY-BASED SOCIAL LABORATORY FOR
CHILDREN & YOUTH WITH DISABILITIES**

I. RATIONALE

The number of children and youth now comprise a significant proportion of school aged children. Among them are children and youth who are either born with or have acquired physical, sensory, or mental impairments.

The latest Philippine census reveals that of the 75 million population, 50 percent are of school-age or 37.5 million are between ages 0 to 20 years. In any given population, the universal estimate of children with special needs is 12 percent. Two percent of these (750,000) are gifted while 10 percent (3,750,000) are children and youth with disabilities.

The enrollment data of children with special needs (SY 2002-2003, Elementary and Secondary) showed that only a little more than 66,635 or 1.02 percent of children and youth with special needs are enrolled in elementary and secondary schools. Thirty-five, nine hundred ninety-three (35,993) of these are being served.

This indicates that the vast majority of children and youth with disabilities have very little opportunity of being included in the schemes and programs that provide early education. They cannot get even the most basic education because there not enough teachers, especially in the rural areas, who have the appropriate knowledge, skills, and attitude (KAS) to handle students with disabilities.

Undoubtedly, this emerging concern should take the front seat and should be contained in order to protect and promote the right to education of Filipino children and youth with disabilities. This implies an obligation by the State, family and communities to protect and promote their rights as advocated in the United Nations Convention of the Rights of Children (UN-CRC).

To address this concern, the Department of Social Welfare and Development, through the Social Technology Bureau has conducted a two-year pilot project (1999-2000) entitled "Tuloy Aral Walang Sagabal (TAWAG) Project" which aims for the mainstreaming of 3-6 years old children and 6-18 years old youth with disabilities in the regular day care service program, and referral (of those children of school age and youth) in regular or special school and community.

The problem seen, however, is how to sustain the implementation of TAWAG; hence, the development of the Community-Based Social Laboratory for Children and Youth with Disabilities emerges. As such, this facility is expected to build the capacities of parents, caregivers, day care workers, volunteers, and other intermediaries in the mainstreaming of children and youth with disabilities.

II. LEGAL BASE

Mainstreaming ultimately aims at the integration of the children and youth with disabilities into the regular school system and eventually in the community. Crucial to this are the legislations, executive orders, and other official issuances from the national government.

The Constitutional provision which mandates that every Filipino be provided access to quality education is the primary basis for special laws and other landmark legislations passed which include:

- ❖ Republic Act 3562, enacted in 1963, "An Act to promote the Education of the Blind in the Philippines".
- ❖ Republic Act 5250, enacted in 1968 and which established the 10-year Training Program for Teachers of Special and Exceptional Children in the Philippines.
- ❖ P.D. 603 "Child and Youth Welfare Code" issued in 1977, a comprehensive law which included many provisions on the rights, needs and rehabilitation of the disabled and special categories of children.
- ❖ Presidential Decree No. 1509, issued in 1974, which created the National Commission Concerning Disabled Persons, now known as the National Council for the Welfare of Disabled Persons (NCWDP). The Council which remains the coordinating body of all public and private efforts in the rehabilitation of the disabled is under the Department of Social Welfare and Development.

- ❖ Batas Pambansa Blg. 232, "The Education Act of 1982," which recognizes the state's responsibility to provide special education services within the formal school system.
- ❖ Batas Pambansa Blg. 344 passed in 1982, known as the "Accessibility Law, An act to enhance the mobility of disabled persons by requiring certain buildings, institutions, establishments, and public utilities to install facilities and other devices.
- ❖ Republic Act No. 7277, passed in 1992, otherwise known as the Magna Carta for Disabled Persons, an Act providing for the rehabilitation, self-development and self-reliance of disabled persons and their integration into the mainstream of society.
- ❖ The United Nations proclaimed 1983-1992 as the "United Nations Decade of Disabled Persons" which infused life into the country's efforts to serve its disabled. Concrete objectives were set out in the World Programme of Action concerning disabled persons which was adopted by the United Nations General Assembly in December 1982.
- ❖ Presidential Proclamation No. 125 "Proclaiming the Nationwide Observance of the Asian and the Pacific Decade of Disabled Persons in the Philippines, 1993-2002."
- ❖ Proclamation No. 240 of August 2002 signed by President Gloria Macapagal-Arroyo declaring the period from the year 2003 to the year 2012 as the Philippine Decade of Persons with Disabilities.

III. PROJECT DESCRIPTION

In 1994 to 1998 project Social Mobilization for Persons with Disabilities, Senior Citizens and their Families, SOCMOB was conceptualized and implemented in all 16 regions of the country. The five (5) years pilot project demonstrated strategies on its three components, such as:

- EDPID - Early Detection, Prevention, Intervention of Disabilities among 0-6 years old children.
- SHG - Self-Help Groups of Persons with Disabilities.
- SCVR - Senior Citizens as Volunteer Resource.

When the SOCMOB project was evaluated in 1999, it was found being implemented by the LGUs in 134 municipalities covering 1,116 barangays. The implementation of EDPID was observed to be strong on medical intervention but integration in the day service program and the regular school was lacking because of the limited knowledge and skills of teachers/workers in handling children with disabilities.

The problem seen in integration of these children in day care is the lack of skills of day care workers. Similarly, in school, the lack of skilled teachers who knew how to handle children with difficulties in learning, moving, seeing or hearing, impedes the full realization of education for all (EFA). A sequel of SOCMOB, the TAWAG project was developed and implemented to provide the needed capability building of the day care workers, parents, volunteers and other intermediaries.

The Community-Based Social Laboratory for the Mainstreaming of Children and Youth with Disabilities will sustain the TAWAG project. It is a viable facility managed by the city/municipal social welfare development office in the community to serve as the immersion, hands-on training venue for parents/caregivers of children and youth with disabilities, community volunteers, day care workers and other intermediaries/stakeholders for the integration/mainstreaming of children and youth with disabilities into the day care service program, regular school and into the community.

It is a community-based training facility, which aims to build the capacities/capabilities of families of children and youth with disability in their proper care and management and foster the optimal development of the child/youth with disability for his/her mainstreaming. The Roving Day Care Worker (RDCW) trained on early intervention, childhood care and development serves as the trainer to demonstrate to the parents/caregivers, day care workers, volunteers, etc., the proper care and management of 3-6 years old children with disability. It involves the presence and active participation of parents and siblings of the child/youth with disability in continuing the activities at the home-based setting. Hence, this Social Laboratory (SOCLAB) shall serve as the vehicle to equip the parents and siblings of the child/youth with disability the knowledge, attitude, and skills in managing home-based intervention. Likewise, it encourages them to seek intervention early and tailor services that are appropriate to the needs of their child/youth with disability.

The SOCLAB is the TAWAG RESOURCES CENTER itself where close interactions and relationships among the roving day care workers are built towards the main goal of mainstreaming the child and youth with disability.

IV. OBJECTIVES

General:

To build the capacities of the day care workers, intermediaries, parents and siblings toward mainstreaming the children & youth with disabilities.

Specific:

1. To establish a TAWAG Resource Center.
2. To provide skills training and enhancement activities to parents and siblings of children/youth with disabilities, day care workers, volunteers and significant others.
3. To help the children and youth with disabilities develop their physical, mental, social, verbal, and language skills to prepare them for mainstreaming into regular day care service program, SPED and regular school.
4. To increase the level of commitment of the families and the community for the mainstreaming of children and youth with disabilities.
5. To strengthen networking and resource generation for the sustainability of the SOCLAB.

V. TARGET BENEFICIARIES

The target clientele are:

- a) Children with disabilities 3-6 years old served under the EDPID component of Social Mobilization (SOCMOB) project. They are for integration in Day Care Service Program.
- b) Children with disabilities 7-14 years old who are out-of-school and cannot be integrated into the Day Care Service Program. They are for integration in SPED/Regular School.
- c) Children/Youth with disabilities 15-24 years old who are out-of-school identified from the SELF-HELP Group component of SOCMOB project. They are for referral for Vocational Training.
- d) Immediate family members of guardians of children and out-of-school youth with disabilities and volunteers from their community who will be assisting in the mainstreaming activities.

VI. TARGET AREAS

Target site shall be chosen from among the cities/municipalities where both SOCMOB and TAWAG projects were implemented with the following features:

1. Accessible and strategically located
2. Existence of TAWAG Day Care Resource Center, SPED and other learning institutions where children and youth with disabilities can be mainstreamed.
3. Presence of a trained roving day care worker.
4. Presence of children and youth with disabilities with seeing, hearing, moving, and learning difficulties who needed to be mainstreamed into day care service program and regular school.
5. Pool of parents of children and youth with disabilities as volunteers supportive to the project.
6. C/MSWDO commitment with trained social workers in the case management and rehabilitation planning of TAWAG beneficiaries.
7. LGU support demonstrated by local resolution adopting the project and the provisions of logistics and manpower, salary of roving day care worker.
8. Support NGOs/POs/other civic/religious organizations.
9. Stable peace and order situation.

VII. PROJECT COMPONENTS

To ensure the effective implementation of the project, its components are as follows:

a. Advocacy and Social Preparation

An overall program plan shall support the implementation of the skills training and enhancement activities in the center. This includes the development of training modules appropriate to the problems and needs of the child and youth with disability based on rehabilitation plan and assessment of the social worker.

b. Capability-Building and Technical Assistance

This involves skills trainings and conduct of related sessions by the trained roving day care worker to equip the parents and siblings of the child/youth with disability and other intermediaries/stakeholders appropriate knowledge, attitudes and skills in helping the child/youth with disability. Activities shall be geared at improving the capabilities of the parents, day care workers, intermediaries, parents and siblings towards the mainstreaming of the child/youth with disability.

c. Networking and Resource Generation

This involves tapping and maximizing internal and external resources from the LGUs, other GOs, NGOs, POs and private sector to ensure that the needs of the center are appropriately responded to. These include the tools and resource materials needed for the skills training and enhancement activities.

d. Provision of Social Welfare Intervention

The following social welfare intervention shall be provided through the LGU, NGO and other agencies:

1. Day Care Services – all services available to regular day care children shall also be made available to children and youth with disabilities. These include supplemental feeding, growth monitoring and the like. These will be provided in the TAWAG Resource Center.
2. Special Education Services – the provision of the opportunity for enrollment in SPED in close coordination with DepEd.
3. Social and Recreational Services – provide opportunities for social interaction with peers and participation in sports, recreation and socio-cultural activities. These will be facilitated in the TAWAG Resource Center.
4. Referral Services – these 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.

e. Monitoring, Evaluation and Technical Assistance

This is the provision of the following:

1. Regular monitoring of the project at the municipal and barangay levels by the Municipal/City Social Welfare Development Office.

2. Regular technical assistance by the DSWD Central Office and Field Office.
 3. Annual evaluation as basis for further program enrichment / development
- f. Documentation of the Project

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

VIII. IMPLEMENTING PROCEDURES

1. The Social Technology Bureau, together with the DSWD Field Office shall conduct orientation/consultation meeting with stakeholders to concretize partnership and collaboration with key players in the community. This is to elicit active participation and coordinate resources and services that may be availed of by the children and youth with disabilities.

The stakeholders shall include the head of local government units, chairman of the social welfare service of the local government unit, Chairman of the Regional concerned for the Welfare of Disabled Persons leaders at the barangay and heads or representatives of non-government agencies and government. Agencies. They shall serve as the SOCLAB inter-agency core members which will serve as partners in the implementation of the program.

2. The DSWD Field Office shall coordinate with the Local Government Units the identification of the SOCLAB site. Discuss with the LGEs the **basic criteria** and **features** of the SOCLAB.
3. The DSWD Field Office Focal Person shall assist the Roving Day Care Worker in the development of the program plan and training modules. Monitor its implementation through visit in the projects site. Give her the needed support in terms of technical assistance.
4. Periodic reporting shall be done monthly for submission at the Social Technology Bureau.

IX. ROLES AND RESPONSIBILITIES

A. DSWD Central Office

1. Prepare the guidelines in the implementation of the project.

2. Conduct initial orientation/consultation meetings with the LGUs and other intermediaries in collaboration with DSWD Field Offices.
3. Allocate augmentation funds for the LGUs in the operationalization 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. Conduct evaluation as basis for policy and program development/enrichment.
7. Conduct documentation of the project at the national level.
8. Prepare quarterly reports of the project.

B. DSWD Field Office

1. Conduct consultation with LGUs to determine their interest, readiness, commitment and capacity to implement the project.
2. Initiate advocacy activities that will create awareness and interest to the project to ensure mainstreaming of children and youth with disabilities.
3. Monitor project implementation and provide technical assistance.
4. Assign staff as focal person to the project.
5. Develop and maintain linkages with local officials, NGOs, and other GOs in the area relative to project implementation.
6. Conduct evaluation and documentation of the project at the regional level.
7. Ensure judicious disbursement and utilization of funds.
8. Document best practices and success stories of the project for submission to the Central Office
9. Prepare and submit quarterly report on the project to the Central Office.
10. Identify and recommend to the Central Office areas for policy formulation and further program development.

C. Local Government Units

1. Implement and supervise the project.
2. Provide the site of the center.
3. Assign a social worker as focal person for case management of beneficiaries and regular supervision to the roving day care worker who will be the trainor/resource person in the skills training and enhancement activities in the center.
4. Provide administrative support in the implementation of the project.
5. Identify resources for the provision of social services that will address to the specific needs of children and youth with disabilities.
6. Work for the passage of local resolution in support to the implementation of the SOCLAB.
7. Develop and maintain linkages with NGOs and other GOs and other groups for the mainstreaming and eventual community integration of children and youth with disabilities.
8. Support public awareness raising campaign concerning persons with disabilities.
9. Facilitate mainstreaming of children and youth with disabilities into the day care service program and regular school.
10. Prepare and 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 Office and Field Offices for their guidance.

Issued in Quezon City, this 5th day of Dec. 2003.


CORAZON JULIANO-SOLIMAN
Secretary
Department of Social Welfare and Development

