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**Department of Social Welfare and Development**  
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## **Guidelines in the Implementation of the Enriched Training Curriculum of the Vocational Rehabilitation Centers**

### **I. INTRODUCTION**

Rehabilitation of Persons with Disabilities (PWDs) is defined as the recovery of the basic right as a human being to move within the mainstream of society and engage in gainful and meaningful employment. Vocational rehabilitation, while giving careful attention to cost effectiveness and efficiency, is ultimately aimed at enhancing the quality of life of the PWD by providing the individual with appropriate employment to enable him/her to participate in the mainstream of vocational and social activity.

The enrichment of the training curriculum of the Vocational Rehabilitation Centers (VRCs) seeks to upgrade the training courses of the four (4) vocational rehabilitation centers to enable the trained PWDs meet the demands of the competitive labor market.

This guideline provides the implementing procedures and the interventions in the provision of integrated range of services to the clients. It defines the roles and functions of the different services operating in the VRCs.

### **II. RATIONALE**

Between 1980 until 2003, there had been several attempts to estimate the number of persons with disabilities. Surveys were undertaken by the National Council for the Welfare of Disabled Persons (NCWDP), National Statistics Office (NSO), Department of Health (DOH), and the University of the Philippines - College of Health. The surveys yielded disparate non-comparable results due to the different methods used for screening, like the inclusion of functional assessment. The United Nations World Health Organization (WHO), however, estimates that there are around 8.4 million Filipinos with disabilities. WHO used 10% or the figure number to describe or define the population of persons with disabilities in any given situation.

Consistent with the principle of equal opportunity for PWDs and workers in general, the Philippine Government takes appropriate vocational rehabilitation measures that serve to develop the skills of PWDs and enable them to compete favorably for productive and remunerative employment opportunities in the labor market. Aside from the National Institute for Technical Vocational Education and Training - Technical Education and Skills Development Authority

(NITVET-TESDA), PWDs access to vocational skills training was provided by the four (4) Vocational Rehabilitation Centers of the Department of Social Welfare and Development strategically located around the country.

The Vocational Rehabilitation program aims to enable persons with disabilities become productive and contributing members of society through integration in the work force. The four (4) centers provide integrated services of social adjustment, vocational guidance and counseling, psychological, medical and dental services, vocational training, and job placement.

However, per latest available data (2002-2003), the VRC graduates experienced difficulty in integrating themselves into the labor market. For instance, the 26,940 PWDs who availed of the vocational skills training in the four VRCs, only 10,121 or 38% were absorbed in competitive labor employment. The garment trade, for example, though with increasing graduates annually, became more self-employed than absorbed in the labor market. As a result of the focus group discussion conducted in the four (4) VRCs, the following needs/problems were raised: antiquated facilities and equipment of the VRCs have made the center not conducive to learning for PWDs; the outmoded and inadequate training equipment has also hampered the transfer of skills of the vocational training instructors, inadequate exposure of trainees with the modern training equipment has unfavorably affected their training performance and opportunity for job placement; and the low exposure of the vocational training instructors and trainees to the technology employed in Philippine industries resulted to poor job prospects for PWDs. Apparently, aside from the inadequate and outmoded training, brought about by the existing antiquated equipment, there was a mismatch between the courses offered on the skills developed among the graduates, vis-à-vis the available employment demand in the local industry.

To address this concern, the Social Technology Bureau embarked on the enrichment of the training courses offered by the four (4) VRCs. The enrichment of the training curriculum aims to upgrade the quality of the vocational training courses to match the skills requirement of the labor market.

Thus, the enriched training curriculum would focus on "employable" or "employment - able skills" of the PWDs.

### **III. DESCRIPTION OF THE PROJECT**

The project includes new courses and redesigned/enriched existing courses that are more effective and responsive to the demand of the labor market.

The enriched training curriculum of the four (4) VRCs is the government's response to further equip the PWDs with appropriate employable skills. It serves to upgrade the quality of vocational training and rehabilitation services in the

four (4) VRCs to encourage the PWD to compete in the labor market. At the same time, it serves as the springboard to the eventual expansion of vocational rehabilitation and employment opportunities to all the VRC graduates.

#### IV. LEGAL BASES

This guidelines draw its mandate from the following:

1. **Republic Act No. 1179 of 1954** *"An Act to Create a Social Security System Providing Sickness, Unemployment, Retirement, Disability and Death Benefits for Employees"* provides for the promotion of vocational rehabilitation of the blind and other disabled and their return to civil employment. It also provides for the establishment of the Office of Vocational Rehabilitation (OVR) in charge of implementing the major programs or vocational rehabilitation of the former Social Welfare Administration (SWA).
2. **Republic Act No. 997 of 1956** *(Reorganization Plan 50) as amended by Republic Act No. 1231 in 1956 providing the establishment of the Pilot Rehabilitation Training Center (now NVRC). Section 23, Item No. 2 of Reorganization Plan 50, provides for the administration of the sheltered workshop under the Pilot Rehabilitation Training Center (now RSW) for the disabled persons. The PRTC has a dual purpose of training clients and production of goods for sale in marketing outlets, provides for the reorganization plan which defines the organizational functional structure of the office including that of the Vocational Rehabilitation Sector at the Regional Office.*
3. **Republic Act No. 2615 of 1959** *An Act to amend certain sections of RA 1179, entitled "An Act to provide for the promotion of vocational rehabilitation of the blind and other handicapped persons and their return to civil employment", and to create a National Council on Rehabilitation. It provides for the establishment of nine (9) regional rehabilitation training centers and also extends the six month period of Vocational Training for the disabled trainees to a period of one year.*
4. **Republic Act No. 5416 of 1968** *"An Act Providing for Comprehensive Social Services for Individuals and Groups in Need of Assistance, Creating for this Purpose a Department of Social Welfare."* elevated the former SWA into a status of a Department. With the enactment of the law, the OVR became a Bureau which expanded the clientele to cover the Special Groups which include the Released Prisoners, Negative Hansenites, Recovered Drug Dependents and Alcoholics, Disadvantaged Women, Mentally Retarded and Improved Mental Patients.

5. **Republic Act No. 7277 of 1991** (*Magna Carta for Disabled Persons and Its Implementing Rules and Regulations*) "An Act providing for the rehabilitation, self-development and self-reliance of disabled persons and their integration into the mainstream of society and for other purposes."

**Specifically, under Title II – Rights and Privileges of Disabled Persons**

- **Chapter I Section 9, Vocational Rehabilitation** – Consistent with the principle of equal opportunity for disabled workers and workers in general, the State shall take appropriate vocational rehabilitation measures that shall serve to develop the skills and potentials of disabled persons and enable them to compete favorably for available productive and remunerative employment opportunities in the labor market.

The state shall also take measures to ensure the provision of vocational rehabilitation and livelihood services for disabled persons in the rural areas. In addition it shall promote cooperation and coordination between the government and non-government organization and other private entities engaged in vocational rehabilitation activities.

The Department of Social Welfare and Development shall design and implement training programs that will provide disabled persons with vocational skills to enable them to engage in livelihood activities and obtain gainful employment. The Department of Labor and Employment shall likewise design and conduct training programs geared towards providing disabled persons with skills for livelihood.

- **Section 10. Vocational Guidance and Counseling** – The Department of Social Welfare and Development, shall implement measures providing and evaluating vocational guidance and counseling to enable disabled persons to secure, retain and advance in employment. It shall ensure the availability and training of counselors and other suitably qualified staff responsible for the vocational guidance and counseling of disabled persons.

6. **Batas Pambansa 344** "An act to enhance the mobility of disabled persons by requiring certain buildings, institutions, establishments and public utilities to install facilities and other devices".

## **V. OBJECTIVES**

### **General:**

To provide Persons with Disabilities appropriate employable skills through an enriched training curriculum to enable them to become competitive in the labor market.

### **Specific:**

The Project seeks to achieve the following specific objectives:

- 1) Expand and upgrade the existing training courses of the vocational rehabilitation centers to meet the demands of the competitive labor market;
- 2) Physical rehabilitation and upgrading of center's facilities, tools and equipments;
- 3) Enhance the competency skills of vocational instructors to maintain the quality of training program; and
- 4) Network with non-government organizations, local government units, other national government agencies, peoples organizations and members of civil society to generate employment opportunities;

## **VI. AREAS OF COVERAGE**

The project will cover the four centers nationwide, to wit:

- 1) National Vocational Rehabilitation Center (NVRC) in NCR at J.P. Burgos St., Proj. 4, Quezon City.
- 2) Area Vocational Rehabilitation Center (AVRC I) in Region I, at Bonoan Binloc, Dagupan City.
- 3) Area Vocational Rehabilitation Center (AVRC II) in Region VII, at Labangon, Cebu City.
- 4) Area Vocational Rehabilitation Center (AVRC III) in Region IX, at Logoy Diutay, Mampang, Zamboanga City.

## VII. PROJECT COMPONENTS

Preparation for employment of PWDs can be accomplished by strengthening their potentials thru the following components with the assistance of the rehabilitation team composed of the Social Worker, Psychologist, Medical Doctor, Instructors, Superintendent and Placement Officer.

1. **Social Adjustment** – this shall be undertaken by the social workers whose main concern will be the PWD's social functioning in order to enable him/her reach the optimum adjustment to his/her disability and work toward social integration in his family and community. This can be achieved through the conduct of social casework, social group work, and community participation.

Social casework is helping the individual client gain insight of his strengths and weaknesses. This method enables his/her to cope with his/her personal problems to facilitate adequate social functioning. Social group work is assisting a number of clients attain maximum opportunities for social participation by sharing their problem, interests, ambition, and solution to problems. Community involvement is working with client's family and community to participate in the rehabilitation effort of the client.

The goal is to help the client develop decision making skills through case management. The willingness and sincerity of the client to undertake training (per rehabilitation plan) must be carefully determined and assessed by the social worker.

The output shall be measured by the number of disabled persons provided with appropriate social and allied services for their adjustment in the work environment.

2. **Vocational Guidance and Psychological Assessment** – this shall be undertaken by the psychologist to assist the PWDs formulate his vocational goal through the evaluation assessment of his mental ability, aptitude and skills.

This consists of vocational guidance and psychological testing and evaluation. Vocational guidance provides information about suitable work and/or training opportunities. The psychological testing and evaluation provide data about the individual clients, his/her adjustment to himself, to others and the environment.

Psychosocial evaluation shall be one of the basis in the formulation of treatment plan.

3. **Medical Assessment** – this shall be undertaken by the medical officer to ensure that PWDs are physically fit to undergo vocational skills training.

This consists of medical evaluation of the PWD's disability, general health status, and psychiatric evaluation, when necessary.

The medical evaluation shall be the basis in determining the physical capacities and limitations of the PWD with regard to daily activities and job performance.

4. **Vocational Training/On-the-Job-Training** – this shall be undertaken by the vocational instructors in providing the PWDs with the knowledge and skills in occupation and activities that would lead to economic productivity. Likewise, the disabled shall be helped to develop his/her positive work habits and attitudes to acquire a maximum degree of proficiency necessary to perform a suitable job on a competitive level with non-disabled persons. This is undertaken through on-the-job-training in either open, self, or sheltered employment. The package of vocational training services provided to the client increases his self-esteem and enhances his occupational skills for employment.

The output shall be measured based on the following indicators:

⇒ Number of persons with disabilities provided vocational training.

- Physical Disabilities
  - Orthopedically Handicapped
  - Visually Impaired
  - Hearing Impaired
  - Other Handicap
    - Cleft Palate
    - Harelip
    - Arrested TB
    - Claw Hand
    - Hunchback
- Social Disability
  - Recovering Drug Dependent
  - Released Prisoner
  - Negative Hansenites
  - Mendicants

⇒ Number of persons with disabilities provided with appropriate social and allied services for their adjustment in the work environment.

⇒ Number of courses offered in the center

5. **Job Placement** – this shall be undertaken in coordination with the prospective employees, by the Placement Officer to ensure the economic sufficiency of the trained PWD through selective placement. The trained PWD is placed or explored for the right job suitable to his skills, abilities, and capacities to achieve gainful occupation. The employment skills requirement in the industry will be determined by the ability and capability of the PWD in performing the job. It will be evaluated at the end of the job placement. Flexible and realistic assistance to the trained PWD will help him overcome apprehensions and difficulties in being gainfully employed.

The output shall be measured along the following indicators:

- Number of persons with disabilities who are available for productive and remunerative employment.
- Number of persons with disabilities provided with suitable vocational training for gainful employment.
- Number of persons with disabilities accessed to capital assistance to start a project/business of their own.
- Increase in employment opportunities on the part of PWD graduates whose skills now are marketable and employable.
- Number of PWD graduates placed and with a regular income whether:
  - Open Employment
  - Self Employment (SEA-K)
  - Sheltered Employment

6. **Integration of Commercial/Livelihood Component to the Center's Facility** – to enable the center to gradually become a self-liquidating facility, possible opportunities shall be identified. This involves identification of a portion of the facility to be developed and allocated for commercial establishments. This aims to generate revenue for the Center that would serve as augmentation fund for operating expenses. Management of possible commercial uses shall be offered but not limited to PWDs. To ensure hiring of PWDs, a Memorandum of Agreement (MOA) shall be executed to whichever establishments leasing a space within the center. This is to provide the PWD with another form of employment opportunities. A livelihood promotion committee shall be formed in every VRC to develop employment opportunity for employable PWDs. *Possible commercial*



uses to be validated feasible are: training with dormitory facility; commercial space for lease; massage and spa parlor; fast food, etc. This component is projected to contribute to increase the employment opportunities for VRC graduates. This is one of the components for the upgrading of the four (4) VRCs.

## **7. Monitoring, Technical Assistance and Evaluation**

The Social Technology Bureau shall conduct regular monitoring visits and provide technical assistance to assist the VRCs in program implementation and monitor progress of the program. These include monitoring of the condition of the PWDs after having been employed as well those who are not yet employed.

Likewise, mid-year annual evaluation shall be done as basis for further program enrichment and development of the program.

## **8. Documentation**

Program documentation shall be done to capture and record the gaps in the implementation on the strategies and procedures in accordance with the needs of the VRCs as well as best practices.

# **VIII. IMPLEMENTATION OF ENRICHED CURRICULUM**

To ensure the competitiveness of PWDs in the job market, the following new and enriched courses could be implemented where employment opportunities are possible over a wide range including government offices and private businesses:

### **a. New**

#### **1. Basic Computer Course (Information Communication Technology)**

Training module on ICT will provide wider work opportunities for PWDs via E-commerce that today dominates our job market. PWDs can be employed as call center personnel, medical transcribers and encoders among others.

#### **2. Computer Repair**

The training module will provide the PWDs appropriate skills in trouble shooting computer hardware/software. This will help PWDs abreast with the current trend in information communications technology specifically in the repair of computers.

### **3. Cellphone Repair**

The training module will access PWDs appropriate skills in cellphone repair which also dominates the job market.

### **4. Waiter/Bartender**

The training module will enable PWDs especially deaf and orthopedically handicapped persons have the opportunity to be employed in restaurants, food chains and hotels as service crew/waiter/bartender.

### **5. Soapmaking/Perfume making**

The training module will provide appropriate skills on how to prepare/manufacture various soaps/detergents that can be marketed in DSWD centers, institutions, malls etc.

### **6. Home Aid Service**

These modules provide PWDs with appropriate knowledge and skills in housekeeping. They can be employed as room stewards in hotels, resorts and other lodging establishments.

### **7. Entrepreneurship**

The training module will help PWDs to be abreast with the basic concept of business management and financial management. With this, PWDs can eventually engage in livelihood activities i.e. wheelchair/crutches/prosthesis making, canteen management etc. towards economic independence.

### **8. Canteen Management**

As a short term course, the PWDs are trained on basic food preparation, small scale selling, and food service. To widen the skills of the trainees, catering services could be included to enhance better employment of graduates.

#### **b. Enriched**

The following curriculum are still existing in the four (4) VRCs and continues to meet the demand of the labor market. Enrichment of these curriculum gives better and brighter chances for PWDs for a more productive employment.

## **1. Dressmaking and Tailoring**

The training module/course outline corresponds to job requirements in the labor market. With the exposure of the PWDs in garment making, the courses could be expanded into garment trade.

## **2. Massage/Reflexology**

The training module could be expanded into scientific massage. Foot spa for example is one of the newest trends in scientific massage. To harness the skills of the PWD in body and foot spa, the expertise of consultants should be tapped. This ensures the competitiveness of the visually impaired persons in scientific massage.

# **IX. INSTITUTIONAL STRENGTHENING**

## **A. Social Technology Bureau (STB)**

- Develop program guidelines/manual of the enriched training curriculum of the Vocational Rehabilitation Centers;
- Provide orientation, capability building, technical assistance/consultation with DSWD Field Office;
- Provide resource augmentation during pilot project implementation;
- Monitor the implementation of the enriched training curriculum of the VRCs for further program development; and
- Conduct national evaluation of pilot project implementation.

## **B. Regional Office**

- Provide technical assistance to VRC head;
- Monitor and evaluate the project to determine areas needing technical assistance;
- Submit quarterly report of the pilot implementation to STB with analysis and recommendation;
- Access VRC clientele/graduates to offices/agencies/companies for livelihood assistance;

- Coordinate with LGUs, NGOs and GOs in the development of Labor Market Information, Data Bank and Retrieval System;
- Institutionalize data base networking among GOs, LGUs, and NGOs; and
- Participate in the evaluation of the project.

**C. Vocational Rehabilitation Centers**

- Facilitate the conduct of training based on the enriched curriculum
- Assist/access the graduates for possible employment/livelihood assistance;
- Submit quarterly accomplishment/status report to the Regional Office with analysis and recommendation;
- Coordinate with FO on areas needing technical assistance;
- Document success stories/problems encountered/challenges in the implementation of the project; and
- Participate in the evaluation of the project.

**D. Local Government Unit**

- Provide livelihood assistance;
- Assist in networking with offices and establishments for possible employment of PWDs;
- Provide support services to PWD clients; and
- Participate in the evaluation of the project.

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 2nd day of February 2005.

  
**CORAZON JULIANO-SOLIMAN**  
 Secretary  
 Department of Social Welfare and Development