COMMUNITY-BASED REHABILITATION

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THE PHILIPPINES
Background

The Philippines has 300,000 square kilometers with 85,236,913 population. Life expectancy is 69.91 years, females have longer life expectancy than males, 72.28 years and 66.44 years, respectively. Elementary and Secondary is the only compulsory education but the country’s literacy rate is 92.5%. The country’s unemployment is 10.1%.
Philippines has several laws on Persons with Intellectual Disabilities to name a few are: Philippine Constitution, Republic Act of 7277 or the Magna Carta for Disable Persons; Education Act of 1982 or the Batas Pambansa Bilang 232, Philippine Action Plan (1990-2000) in Support for EFA, Child and Youth Welfare Code.
Situation of Disable in the Philippines

- big population - estimated 8.5 million are disabled
- existence of poverty particularly in rural areas
- limited financial resources of LGU for social services
- limited or non-existence of services to poor
- disability is not recognized as a social issue
THE PHILIPPINES

Situation of Disable in the Philippines

• discrimination of disable
• dearth of specialists PT/OT/SPED
• rehabilitation/therapeutic services are expensive
• IDs are seen burden and unproductive
• IDs are excluded in vocational training and employment
COMMUNITY- BASED REHABILITATION

decentralization of responsibility and resources, both human and financial, to community-level organizations
The CBR method is embodied by Stimulation and Therapeutic Activity Center (STAC), Urdaneta City, Pangasinan, Philippines. STAC provides free and comprehensive rehabilitation services to poor Filipino Children with Disabilities with age 0-14.

Stimulation and Therapeutic Activity Center (STAC) envisioned to integrate children with disabilities in the community.
COMMUNITY-BASED REHABILITATION PROGRAMS & SERVICES

- Physical Therapy
- Occupational Therapy
- Social Component
- Special Education
- Other Services
COMMUNITY-BASED REHABILITATION

Physiatrist Evaluation

Hydrotherapy

Physical Rehabilitation

Barangay Health Workers’ Training

PHYSICAL THERAPY
COMMUNITY- BASED REHABILITATION

OCCUPATIONAL THERAPY
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SOCIAL COMPONENT

Referral to Specialists

Resource Mobilization/Leadership/Capacity Building
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SPED Session

School Visit

SPECIAL EDUCATION

Home Visit

School Referral
COMMUNITY-BASED REHABILITATION

SPECIAL EDUCATION

Parents’ Consultation

LGU Coordination

Teachers & Daycare Workers Training
COMMUNITY-BASED REHABILITATION

OTHER SERVICES
THE

PROJECT PROPOSAL
BAKERY PROJECT FOR
YOUNG ADULTS WITH IDs
BACKGROUND

Poverty remains to be prevalent in the Philippines. Unemployment and underemployment rates have been an upswing despite the government efforts to generate more employment. Many of the medical health/education professionals leave the country due to good financial opportunity. Because of this, there is a dearth of professionals or specialists working for IDs.

The country can hardly offer employment opportunity even to the non-disabled Filipino youth. The scenario is worse to the youth with disabilities, including IDs. The IDs, therefore, are more vulnerable to conditions of poverty and unemployment as a result of their disability.
The families of IDs despite their pauperism/deprivation in life send their ID children in school with high expectation that their ID children will be given a job in the future. The expectation of IDs’ parent proved to be nil. In the end the IDs are teased and perceived to be burden and unproductive members of the family and society at large.

Stimulation and Therapeutic Activity Centers (STAC) are situated in different prefectures of Philippines. One of the STAC centers is located in Urdaneta City, Pangasinan. Its operation and management is taken over by the local government unit. It fully instituted structural changes and adjustments in society that would eliminate barriers that hinder full participation of PWDs.
NICO-STAC, a non-profit organization, in coordination with LGU, exemplifies a community approach that bridges integration of YAWDs. It provides services on special education, pre-vocational and vocational training to young adults. However, it does not give employment opportunities to IDs.

The Bakery Project, thus, was conceptualized. It aims to improve the living conditions of Young Adults with Intellectual Disabilities (YIDs). The Bakery Project will generate employment to Young Adults with Intellectual Disabilities with age range from 15-24 years old living in Urdaneta City, Pangasinan.
The Bakery Project will be located in Urdaneta Central Elementary School, Urdaneta City, Pangasinan. The proposed targeted consumers of the bakery are the 60 teachers/administrators and 1500 students of the school. Teachers and students in the school observe a snack in the morning and in the afternoon excluding lunch.

The Bakery Project will produce 1000-1500 breads per day and each bread will be sold for Php 1.00. The monthly estimated income of the bakery is Php 22,000.00. The employed Young Adults with Intellectual Disabilities (YIDs) will earn Php 3,000.00-Php 4,000.00 per month.
PROCESS

PROPOSAL SUBMISSION TO LGU
↓
APPROVAL OF THE PROJECT
↓
PROPOSAL, ORIENTATION AND APPROVAL OF OTHER PROJECT PARTNERS
ADVOCACY ACTIVITIES
EXPLORATION OF RESOURCES – FINANCIAL AND HUMAN
CONSTANT COORDINATION AND LINKAGES
↓
IDs EMPLOYMENT AND FULL INCLUSION
THE BAKERY PROJECT
(First Step and Result)

PRESENTATION OF THE PROPOSAL TO LOCAL GOVERNMENT UNITS (MAJOR PARTNER)

- COURTESY CALL
- ORIENTATION
- PROPOSAL

APPROVAL OF THE PROJECT BY LGU AND MOE

CONSTRUCTION OF THE LIVELIHOOD AND SKILLS TRAINING CENTER
THE BAKERY PROJECT

FAÇADE AND INTERIOR OF THE LIVELIHOOD AND SKILLS TRAINING CENTER
THE BAKERYPROJECT
(Second Step and Result)

PRESENTATION OF THE PROPOSAL TO OTHER PROJECT – STAC PARENTS ASSOCIATION AND STAFF

(Partner 1)

SET APPOINTMENT

PLA: Focus Group/Semi Structured Interview

STAC PARENTS AND STAFF

ACCEPTANCE AND SUPPORT OF THE PROJECT BY PARENTS AND STAFF
THE BAKERY PROJECT
(Second Step and Result)

- Presentation of the proposal to other partners – MOE (Partner 2)
- Approval of the project
- Endorsement of the Bakery Project to UCES/UNHS/BADIPA ES
- Allotment of 80 SQM building
- Endorsement of Bakery products to 1500 pupils, 60 teachers, administrators & parents
THE BAKERY PROJECT

GATE OF URDANETA CENTRAL ELEMENTARY SCHOOL

80 SQ/M BUILDING FOR THE BAKERY OF IDS
THE BAKERY PROJECT

CLASSROOM FOR THE INITIAL TRAINING ON BAKING

THE TRAINEES
The Bakery Project

(Step Three and Result)

Advocacy activities for the Bakery Project to the City Administrator

Orientation

City Administrator endorses Bakery products to LGU seminars/training
ADVOCACY ACTIVITIES FOR THE BAKERY PROJECT TO THE MOE ADMINISTRATORS/TEACHERS
COORDINATION – participants/logistics
CONDUCT OF TRAINING ON IDS

MOE ADMINISTRATORS AND TEACHERS’ AWARENESS ON IDS & SUPPORT FOR THE BAKERY THROUGH PRODUCT PATRONIZATION

THE BAKERY PROJECT
(Step Three and Result)
THE BAKERY PROJECT

INCLUSIVE EDUCATION TRAINING ON IDs & ADVOCACY FOR THE BAKERY PROJECT
THE BAKERY PROJECT
(Step Four and Result)

EXPLORATION OF RESOURCES:
FINANCIAL & HUMAN RESOURCES
&
CONSTANT COORDINATION AND
LINKAGE TO PARTNERS

RAISE SUPPORT FOR THE PURCHASE OF BAKERY EQUIPMENT AND ITS SUSTAINABILITY
PRESENT SITUATION

• Existence of two infrastructure for the bakery project for IDs (Livelihood Skills and Training Center & 80 sqm building)

• Involvement of parents, teachers and other specialists

• Initial training of the IDs in the school is scheduled by July to September

• Identification of baker due to exodus

• Proposal on the purchase of bakery equipment in the offices of: 1) LGU - Congressman, City Mayor, Vice Mayor, City Council; 2) Civic Organizations - Rotary Club, Ilaw ng Panginoon, Filipino Chinese is on deck
SIGNIFICANT OUTCOMES

• Optimization of resources both financial and human
• Provision of services ie PT/OT/SPED
• LGU recognized disability as part of plan for human and social development
• Increased awareness on disability issues
• Advocacy on the rights of C/YWDS
• Training of MOE Administrators and Teachers, BHWs, Daycare Workers, Parents and others
• Inclusion of C/YWDS in school and in community at large
• Disability particularly IDs are “bridge” to vocational training and employment
LESSON LEARNED

Keep the passion to SERVE OTHERS in order to MAKE A DIFFERENCE in the LIVES of PWIDs.
THANK YOU VERY MUCH