



Technical Education and Skills Development Authority



LABOR MARKET INTELLIGENCE REPORT

ISSUE NO. 1 | SERIES OF 2020



LABOR MARKET
INTELLIGENCE REPORT

ENABLING THE DISABLED

Social Equity for all

Issue no. 1 | Series of 2020

Technical Education and Skills
Development Authority (TESDA)



I. EXECUTIVE SUMMARY

In the Philippines, it is estimated that about 1.44 million persons or 1.57 percent of the population has a disability, and is highest among the 15-49 years of age, based on the 2010 Census of Population and Housing. Persons who are classified as working age is from 15 years old and above. While the government needs to be responsive to the needs of all persons with disability (PWDs), catering to the requirements of the working age PWDs can be of particular concern for TESDA to help them to become more productive and improve the quality of life of these citizens.

The Convention on the Rights of Persons with Disabilities and its Optional Protocol invokes the universal recognition to the dignity of persons with disabilities, and that State Parties are obliged “to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.” As a State Party to the Convention, one of the Philippine government’s response is the Magna Carta for Disabled Persons where the State shall support to capacitate PWDs through employment and education. PWDs should be provided the opportunity “to develop their skills, and intellectual and physical potential as the short-term costs of educating and integrating persons with disabilities will be surpassed by the long-term savings to families and society.” Inclusive and accessible education requires the provision of various assistive devices and technologies and other support services to facilitate the effective education and training of all learners with special needs.

Though there are some barriers such as social, economic, physical, political conditions and other hindering factors that prevent the PWDs to participate in the labor market, still, there are companies/business establishments in the Philippines that have hired PWDs. In terms of occupations, the PWDs are engaged in the agriculture sector as farmer/farm worker/ livestock and poultry raiser. Some are also engaged as laborers or unskilled workers, as Professionals, Technicians and Associate Professionals, Clerical Support Workers, and Service and Sales Workers. Based on the data of companies employing PWDs, most of these companies/business establishments are involved in restaurants and mobile food service activities. The next in number are those involved in call centers and back-office related activities. Incentives are given to private companies that hire PWDs.

The skills requirements to be learned by the PWDs depend on the type of disability they possess. Hence, in order for the TVET programs to be responsive to the employability needs of the PWDs, several recommendations are proposed, such as: provide training programs that will be responsive to the employment of PWDs; develop programs that are not yet available but relevant to the PWDs; strengthen advocacy program to encourage PWDs to enroll to different TVET programs; provide quality training programs with available resources that addressed the needs of the PWDs, and consult relevant government and non-government agencies for the development and implementation of the programs for the PWDs.



II. BACKGROUND

Persons with Disability, as defined by the Magna Carta for Disabled Persons, is defined as “those suffering from restriction of different abilities, as a result of a mental, physical or sensory impairment, to perform an activity in the manner or within the range considered normal for a human being.”

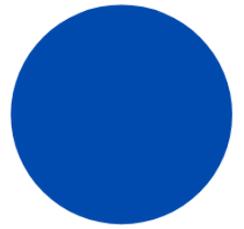
The National Council for Disability Affairs (NCDA) defined 7 foregoing disability categories:

1. Communication Disability – An impairment in the process of speech, language or hearing which includes: a) Hearing impairment is a total or partial loss of hearing impairments function which impedes the communication process essential to the language, educational, social and/or cultural interaction, b) “Speech and Language impairments” means one or more speech/language disorder of voice, articulation, rhythm and/or receptive and expressive process of language.
2. Disability due to chronic illness - Based on DOH Administrative Order No. 2009-0011 Chronic Illness us define as a group of health conditions that last a long time. It may get slowly worse over time or may become permanent or it may lead to death. It may cause permanent change to the body and it will certainly affect the person’s quality of life.
3. Learning Disability – is any disorder in one or more of the basic psychological processes (perception, comprehension, thinking, etc.) involved in the understanding or in using spoken or written language.
4. Intellectual Disability- is a disability resulting from organic brain syndrome (i.e. mental retardation, acquire lesions of the central nervous system, dementia, and or non-psychotic disorder)
5. Orthopedic Disability – is a disability in the normal functioning of the joints, muscles and limbs.
6. Mental/Psychosocial Disability – is defined as any acquired behavioral, cognitive, emotional or social impairment that limits one or more activities necessary for effective interpersonal transactions and other civilizing process or activities for daily living such as but not limited to deviancy or anti-social behavior.
7. Visual Disability – is one who has impairment of visual functioning even after treatment and/or standard refractive correction, and has visual acuity in the better eye of less than (6/18 for low vision and 3/60 for blind), or a visual of less than 10 degrees from the point of fixation. A certain level of visual impairment is defined as legal blindness. One is legally blind when your best corrected central visual acuity in your better eye is 6/60 or worse or your side vision is 20 degrees or less causing disability.

In the Philippines, it is estimated that about 1.44 million persons or 1.57 percent of the population has a disability, and is highest among the 15-49 years of age, based on the 2010 Census of Population and Housing. Persons who are classified as working age is from 15 years old and above. While the government needs to be responsive to the needs of all PWDs, catering to the requirements of the working age PWDs can be of particular concern for TESDA to help them to become more productive and improve the quality of life of these citizens.



III. RELEVANT POLICIES



A. Convention on the Rights of Persons with Disabilities and its Optional Protocol

The Convention invokes the universal recognition to the dignity of persons with disabilities, and that State Parties are obliged “to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.” The Convention is guided by the following principles:

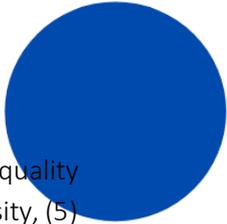
- Respect for inherent dignity, individual autonomy including the freedom to make one’s own choices, and independence of persons
- Non-discrimination
- Full and effective participation and inclusion in society
- Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity
- Equality of opportunity
- Accessibility
- Equality between men and women
- Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities

The convention also articulates that accessibility is the tool that will enable full and effective participation and inclusion of PWDs. “Countries are required to identify and eliminate obstacles and barriers and ensure that persons with disabilities can access their environment, transportation, public facilities and services, and information and communications technologies.” As to education, “States are to ensure equal access to primary and secondary education, vocational training, adult education and lifelong learning, employing the appropriate materials, techniques and forms of communication especially for those who are blind, deaf and deaf-blind.” PWDs “have equal rights to work and gain a living. Countries are to prohibit discrimination in job-related matters, promote self-employment, entrepreneurship and starting one’s own business, employ persons with disabilities in the public sector, promote their employment in the private sector, and ensure that they are provided with reasonable accommodation at work.”

B. ILO Disability Inclusion Strategy and Action Plan

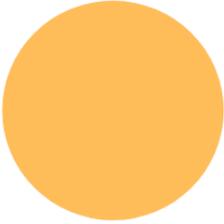
The International Labor Organization has a Disability Inclusion Strategy and Action Plan for 2014-2017, this strategy and its action plan guide the ILO’s efforts towards becoming an organization that is truly inclusive of women and men with disabilities. They cover the full spectrum of the ILO’s work, including its internal practices, and build on reform results to work more effectively as ‘ONE ILO’.





The strategy is guided by the following principles: (1) Non-discrimination, (2) Equality of opportunity, (3) Accessibility, (4) Respect for disability as part of human diversity, (5) Gender equality, and (6) Involvement of persons with disabilities through their representative organizations. *See Annex 1*

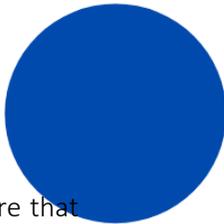
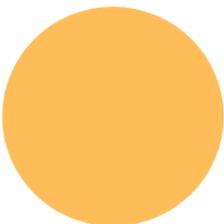
C. Magna Carta for Disabled Persons



Republic Act No. 7277 or the Magna Carta for Disabled Persons articulates the granting of the rights and privileges for disabled persons, for them to be capacitated “to attain a more meaningful, productive and satisfying life.”

- Sections 5-9 provides an extensive discussion on the employment of PWDs. Section 5 articulates that PWDs shall not be “denied access to opportunities for suitable employment” and “shall be subject to the same terms and conditions of employment and the same compensation, privileges, and other related benefits and incentives as a qualified able-bodied person.” The section also mentions that “five percent (5%) of all casual, emergency and contractual positions in the Department of Social Welfare and Development; Health; Education, Culture and Sports; and other government agencies, offices or corporations engaged in social development shall be reserved for disabled persons. Section 6 alludes that “if suitable employment cannot be provided to PWDs, the State shall endeavor to provide it by means of sheltered employment. By placing PWDs in sheltered employment, it shall accord due regard to the individual qualities, vocational goals and inclinations to ensure a good working atmosphere and efficient production.” In addition, section 7 states that PWDs “shall be eligible as apprentices or learners; Provided, that their handicap is not much as to effectively impede the performance of job operations in the particular occupation for which they are hired; Provided, further, that after the lapse of the period of apprenticeship if found satisfactory in the job performance, they shall be eligible for employment.” Section 8 conveys the incentives for private entities for employing PWDs. The employers are entitled to an additional deduction equivalent to 25% of the total amount paid as salaries and wages to PWDs. Section 9 mentions that “the State shall take appropriate vocational rehabilitation measures that shall serve to develop the skills and potential 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 provisions 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. Section 10 is on Vocational Guidance and Counselling, whereby measures on providing and evaluating vocational guidance and counselling to enable disabled persons to secure, retain and advance in employment. It shall ensure the availability and training counsellors and other suitability qualified staff responsible for the vocational guidance and counselling of disabled persons.



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- As to education, section 12 of the law declares that “the State shall ensure that disabled persons are provided with adequate access to quality education and ample opportunities to develop their skills, and shall take appropriate steps to make such education accessible to all disabled persons. It shall be unlawful for any learning institutions to deny a disabled person admission to any course it offers by reason of handicap or disability. The State shall take into consideration the special requirements of disabled persons in the formulation of education policies and program. It shall encourage learning institutions to consider the special needs of disabled persons with respect to the use of school facilities, class schedules, physical education requirements and other pertinent consideration. The State shall also promote the provision by learning institutions, of auxiliary services that will facilitate the learning process for disabled persons. Section 13 affirms that “the State shall provide financial assistance to economically marginalized but deserving disabled students pursuing post-secondary or tertiary education. Such assistance may be in the form of scholarship grants, student loan programs, subsidies, and other incentives to qualified disabled students in both public and private schools.

D. Other Relevant Laws

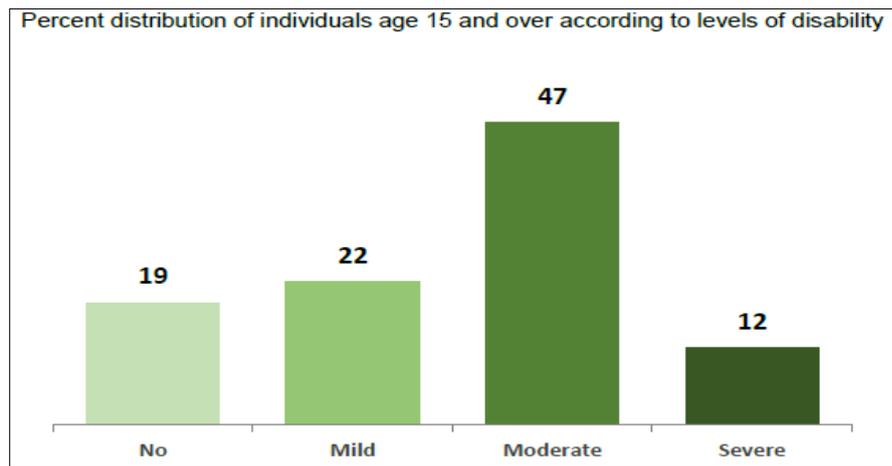
- Republic Act No. 10524 entitled “An Act Expanding the Positions Reserved for Persons with Disability” amends employment provisions in the Magna Carta for Disabled Persons. Per its Implementing Rules and Regulations, the National Vocational Rehabilitation Centers (NVRCs) and Area Vocational Rehabilitation Centers (AVRCs) to enhance the employability of PWD; refer trained PWDs thru their NVRCs and AVRCs for job placement; and provide auxiliary aid to trained PWDs that will facilitate their employment.”
- Republic Act No. 10754 – An Act Expanding The Benefits And Privileges Of Persons With Disability (PWD) states that “Educational assistance to PWD, for them to pursue primary, secondary, tertiary, post tertiary, as well as vocational or technical education, in both public and private schools, through the provision of scholarships, grants, financial aids, subsidies and other incentives to qualified PWD, including support for books, learning materials, and uniform allowance to the extent feasible: Provided, That PWD shall meet the minimum admission requirements.”



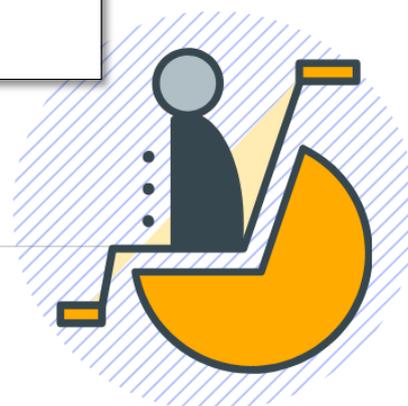
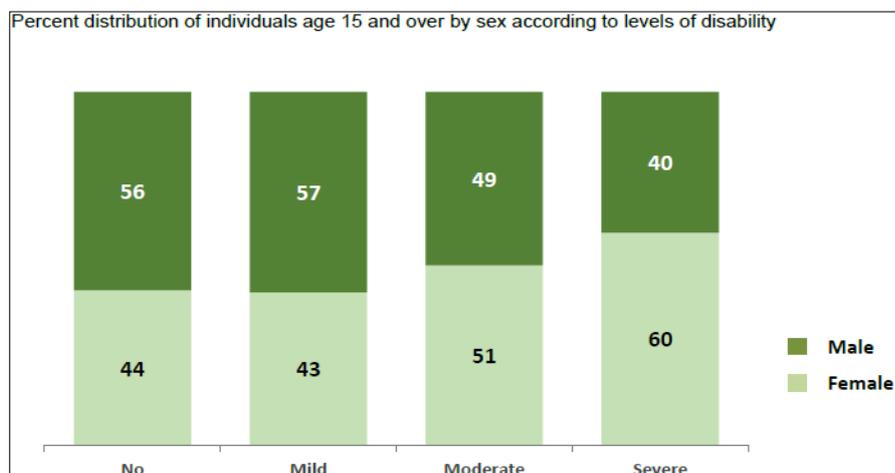
IV. CURRENT SITUATION

In 2016, the Philippine Statistics Authority (PSA) conducted the National Disability Prevalence Survey (NDPS). The NDPS is a survey for individuals age 15 and over, aimed to measure different levels of disability at the population level, i.e., both persons with significant or severe levels of disability and persons with moderate or low levels. The 2016 NDPS was able to complete interviews to 10,240 sampled individuals nationwide. This survey has the following results:

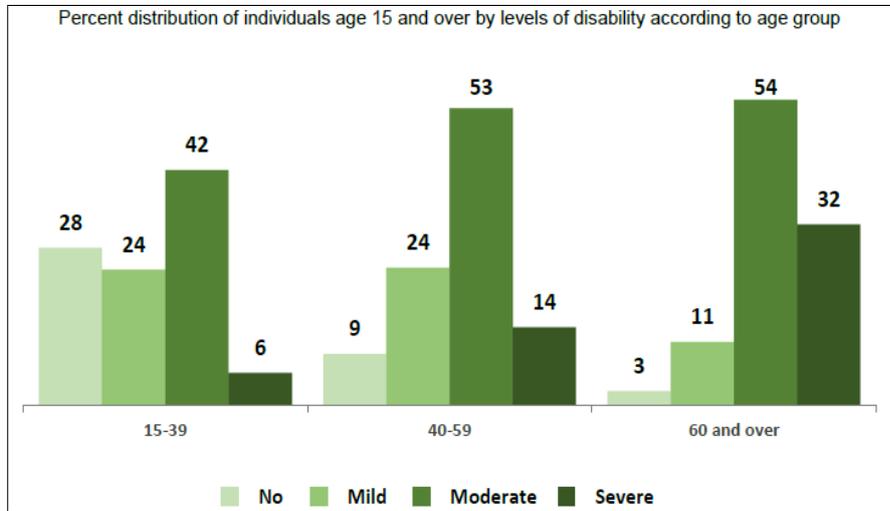
- The disability prevalence rate among Filipinos 15 years old and older is at 12%, as these are the individuals with severe disability. 47% experienced moderate disability; 23% with mild disability; and 19% with no disability.



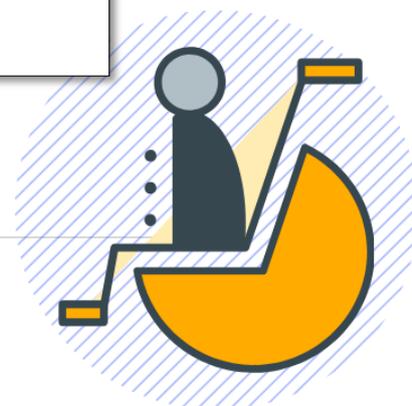
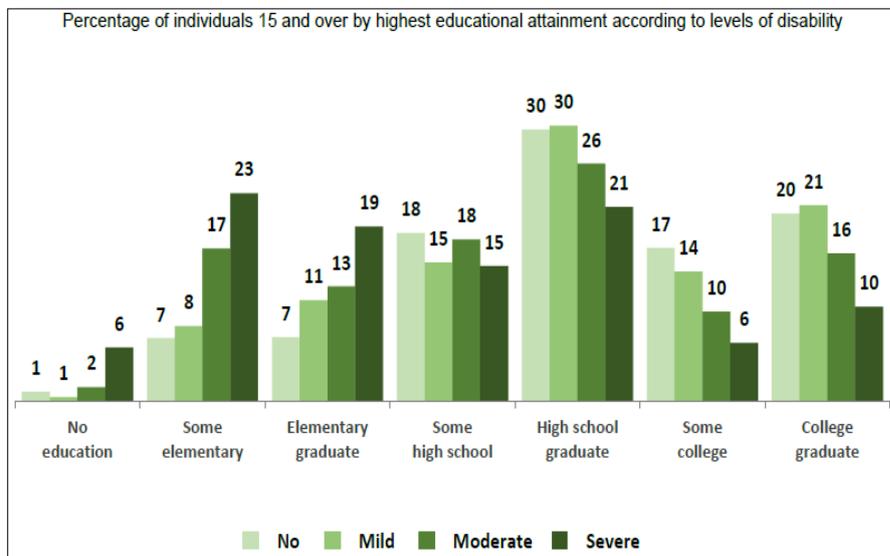
- There is also a greater number of females than males with severe disability (15% and 9%, respectively), and moderate disability (49% and 45%, respectively).



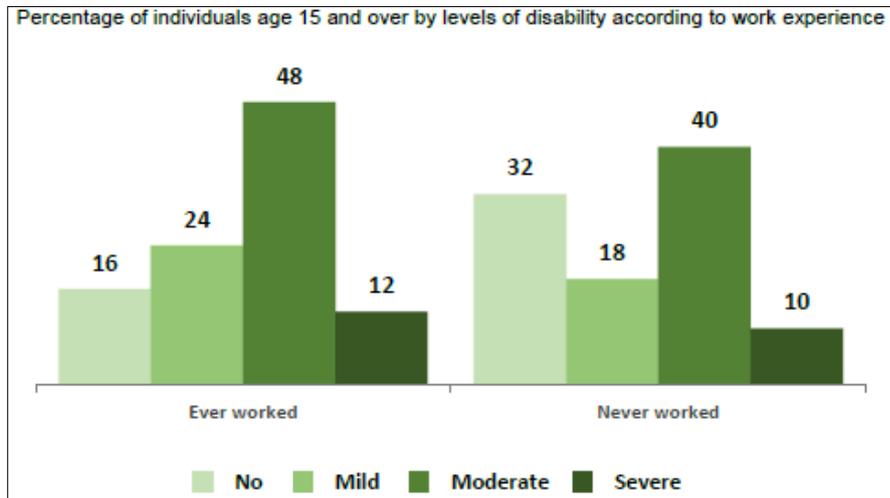
- Those who are age 60 and older has the highest severe disability (32%) and moderate disability (54%) incidences. However, moderate disability is also high among the 40 to 59 years old (53%) and 15 to 39 years old (42%). Those who are age 15 to 39 had the lowest (6%) severe disability prevalence followed by those who are age 40 to 59 (14%). Mild disability prevalence among the 15 to 39 years and 40-59 years age brackets are the same at 24%.



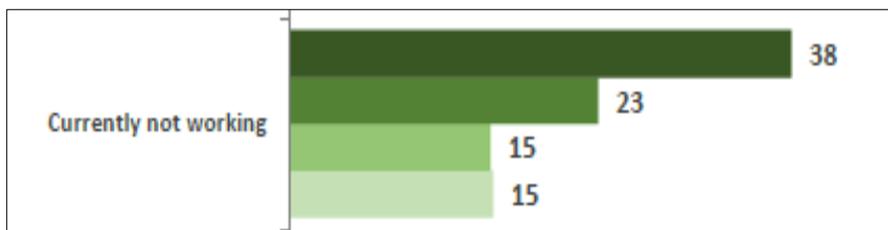
- With regard to highest educational attainment, most persons with severe disability have only reached elementary level (23%), completed high school (21%), and completed elementary (19%). Most of those with moderate disability completed high school (26%), had some high school (18%) and some elementary education (17%).



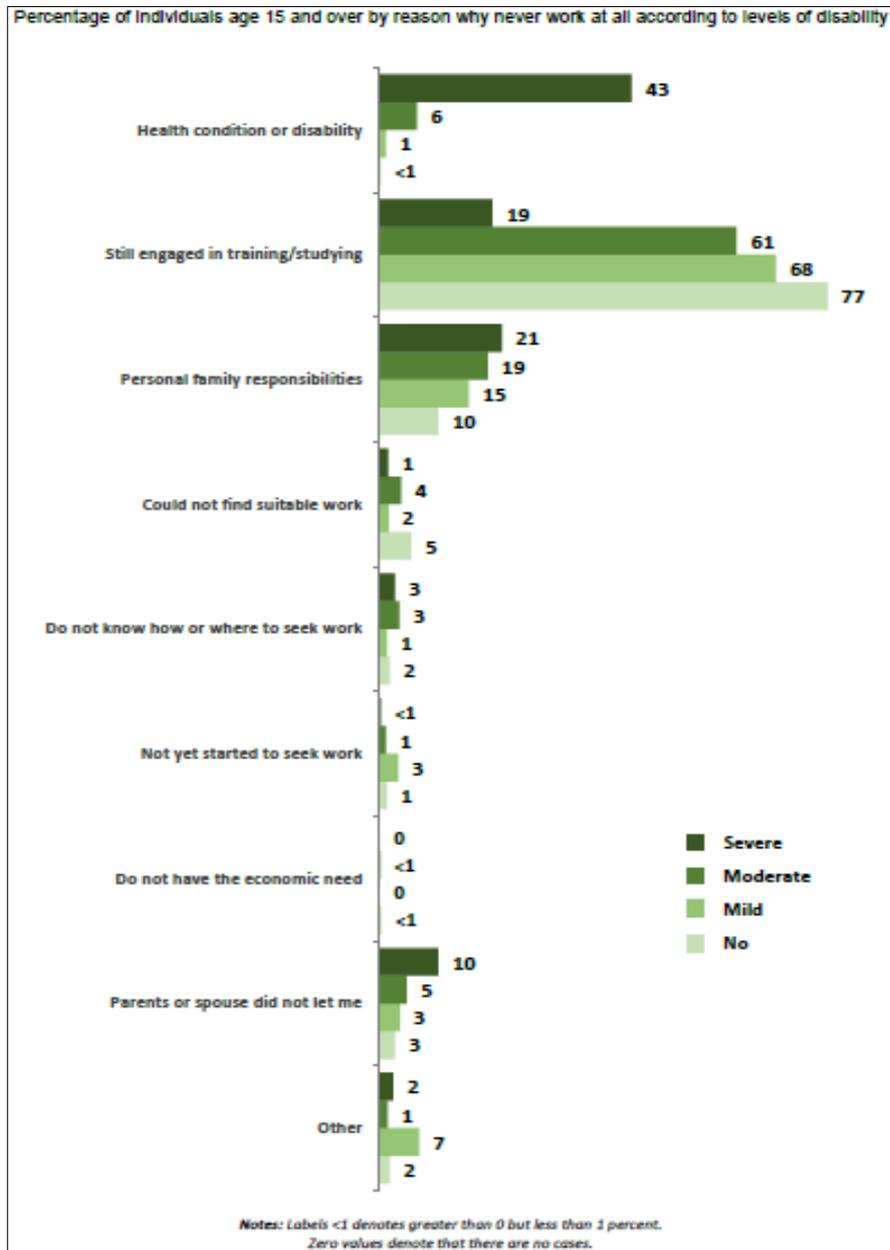
- With regard to work experience, only 12% of those with severe disability ever worked, and 10% of them never worked. From among those with disability, those with mild disability has the highest percentage that have ever worked (48%), and also the highest percentage of those who have never worked (40%).



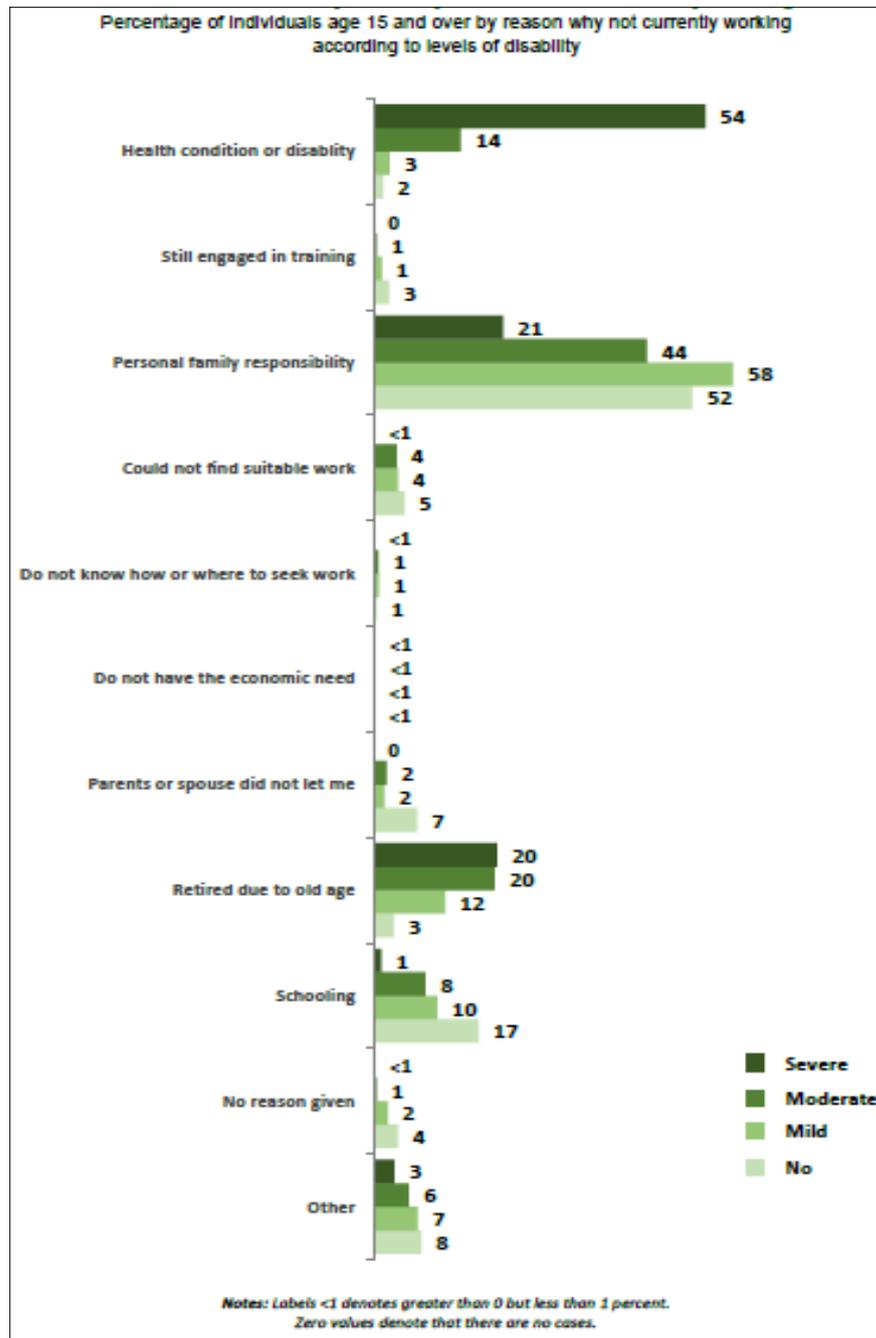
- For those who are not working, 38% are with severe disability, and 23% have moderate disability.



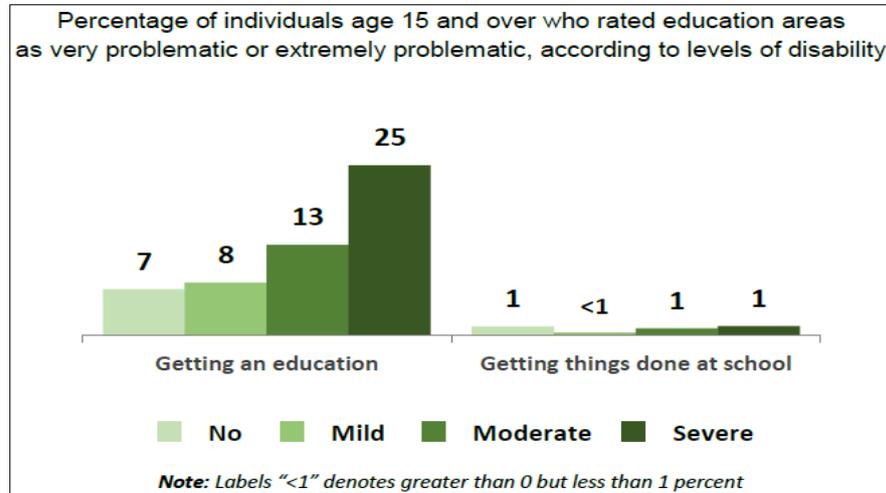
- For those with severe disability who have never worked, this is primarily due to their health condition or disability (43%), personal family responsibilities (21%) and Still engaged in training or studying (19%).



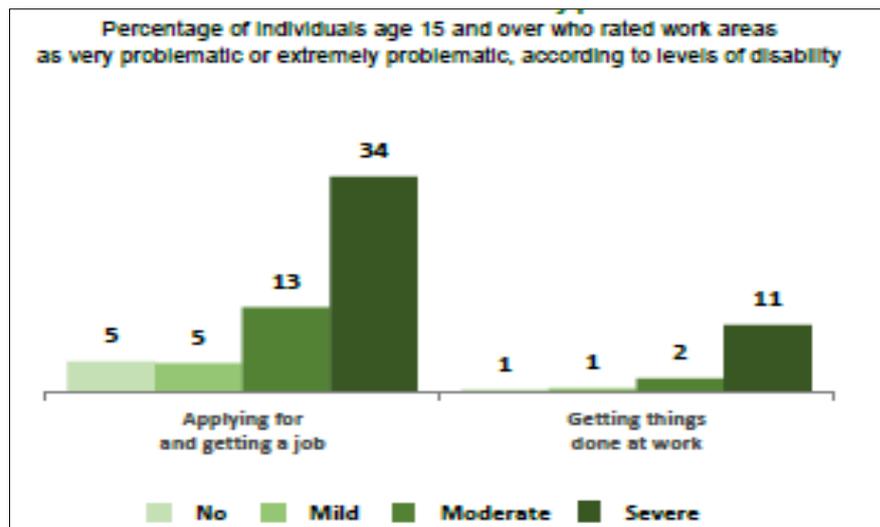
- For those who have worked before but are currently not working, more than half (54%) of those with severe disability reported that they are currently not working due to their health condition or disability. In contrast, the top reason for those with mild (58%), moderate (44%) and no disability (52%) for not working is dealing with personal family responsibilities.

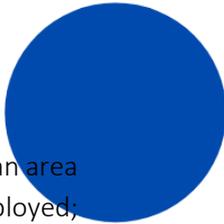


- As to getting an education, 25% of those with severe disability and 13% with moderate disability find it very or extremely problematic.

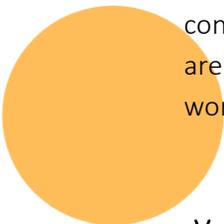


- As to applying for and getting a job, 34% of those with severe disability and 13% with moderate disability find it very or extremely problematic.





In the study by Mina (2013), (1) Proportion of employed among PWD respondents in the urban area is relatively higher than that in the rural area; (2) Roughly half of working PWDs are underemployed; (3) Employed PWDs in the urban area is dominated by the visually-impaired while the hearing-impaired has the highest proportion of employed in the rural area; (4) The leading occupation among PWDs in the urban area is masseur while farmer/farm worker/ livestock and poultry raiser in the rural area, although many respondents in both areas are also engaged in entrepreneurial activities (e.g., managing a sari-sari store, e-load business, among others) and are working as helpers/utility workers or laborers; (5) The majority of employed respondents in both areas are considered as vulnerable workers—self-employed and unpaid family workers; (6) Some PWDs who are wage/salary workers are considered as informally employed as they are working as temporary workers without formal contract, seasonal workers, or hired on a daily basis.



V. ISSUES

The mainstreaming of PWDs into employment have varying requirements due to the differing barriers that hinder PWDs to become economically productive. As described by the International Labour Organization (2003) there are social, economic, physical, political conditions, and other hindering factors that prevent persons with disabilities to equally participate in the labor market, such as:

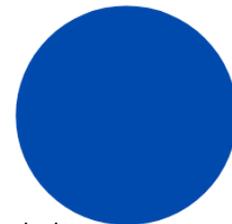
- a. Negative attitudes arising from ignorance, myths, stereotypes, fear and invisibility, lack of awareness and information about disability;
- b. Unequal access to training and employment;
- c. Inaccessible building, communication systems and transportation;
- d. Lack of access to assistive devices, technology, support services, and information;
- e. Psychosocial barriers resulting from years of exclusion and discrimination;
- f. Lack of policy support including legislation, enforcement of legislation, and
- g. Comprehensive implementation efforts with regard to employment and training provisions.”

As to being unable to compete on the relevant skills, education and qualifications, these should be addressed by allowing PWDs to develop their skills, and intellectual and physical potential (Edmonds, 2005)”. Edmonds (2005) adds that “the short-term costs of educating and integrating persons with disabilities will be surpassed by the long-term savings to families and society.”

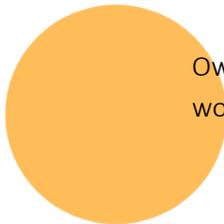


Mr. Grant Javier, Executive Director of the Project Inclusion Network, a non-government organization advocating the empowerment of PWDs, said that “we wanted to educate people that hiring PWDs is a good business move. We wanted to change the story from one of charity, which is limited and can suffer from donor-fatigue, to that of a good business practice, which can be replicated”. “Giving PWDs gainful employment is good for the PWD because it promotes continuous development for them; it is good for their co-workers because they become more aware of PWD issues and concerns; and ultimately, it is good for business because PWD employees are loyal and they get the job done,” Javier added.





In a 2013 study by the Philippine Institute for Development Studies, it was observed that "pessimism and lack of self-esteem" prevented PWDs from even trying to participate in "mainstream employment." They either believed that there wasn't any work for them out there or they were too "shy to go out and interact with other people." The same study showed that only 57.1% of PWDs here in the country are employed, as opposed to the 93.4% national employment rate, with 58.3% of PWDs in urban areas and 41.9% of PWDs in rural areas all having work.



Owing to their disabilities, they have special rights in the workplace that help them perform their work to the best of their ability and to fulfill their maximum potential.

VI. DISABILITY AND INCLUSION STRATEGIES

Australia has one of the good examples of the use of Assistive Technology (AT) to cater the needs the Persons with Disability. The fact is, majority of the population benefits from using assistive technology in various aspects in their daily lives. In 2018, one in five Australian have a disability or functional limitation, 17.7% of the population or 4.4 million people. Assistive Technology (AT) is any device, system or design used by individuals to perform tasks that might otherwise be difficult or impossible. At range from simple household items like a jar opener to the more complex items like pressure care mattress that prevents pressure sores. In short, anything that assists individuals to perform daily activities can be considered assistive technology. Most people apply technology in their daily lives; using voice-activated devices, smart phones, remote controls to perform tasks easier. For people with physical or cognitive impairments (disabilities), assistive technology is essential in the following manner (1) assisting them to communicate and learn; (2) enabling them to participate in work and/or social environment, and (3) helping them to achieve independence and improve their quality of life.

In its advisory, the Commission on Human Rights gave a call for proactive collaboration and advocacy to the three education agencies "to provide assistive devices and technology, sign language interpretation, specialized materials and equipment, augmentative and alternative modes of communication, and other support services to facilitate the effective education and training of all learners with special needs."



VII. MAIN DISCUSSION

A. Employment Projection

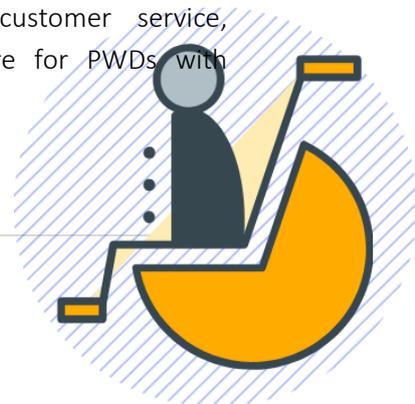
Republic Act No. 10524 entitled “An Act Expanding the Positions Reserved for Persons with Disability” states that “government agencies shall reserve at least 1% of their regular and non-regular positions for PWDs. Private corporations, on the other hand, who employ at least 100 employees are encouraged to reserve at least 1% of all positions for PWDs. Those who employ less than 100 employees are encouraged to hire PWDs.”

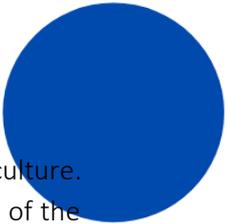
B. Occupation of PWDs

In the study by Mina (2013), there is a differentiation of occupations between the PWDs in the rural area (Batangas) and in the urban area (Metro Manila). In the rural area, 41.3% who are employed are laborers/unskilled workers, 17.3% are farmers/forestry workers/fishermen, and a little over 20% are service workers/shop/market sales workers or trades, production and related workers. In the urban area, technicians and associate professionals have the highest share of PWD workers at 33.6%, followed by laborers and unskilled workers at 22.1%. The study also reports that significant proportion of PWDs both in the rural and urban areas are self-employed/own account workers, with a few unpaid family workers.

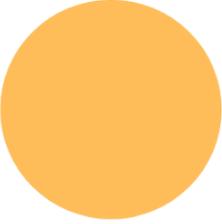
Similar results for the urban areas revealed in the study by Tacadao and De Luna-Narido (2016) that covered PWDs that have physical, visual and hearing/speech impairment in NCR, IV-A, and III. 52% of the employed PWDs are technicians and associate professionals (massage therapists and technical support in Business Process Outsourcing), and 23% are in elementary occupations (hand packer and packing machine operators).

In the study conducted by Kono (2015) majority of PWD wheelchair-users find employment in sheltered workshops such as “House with No Steps” in Manila and “Goodwill Industries” in Cebu, whereas, the aforementioned institutions are employing hundreds of persons with a varied range of disabilities including also the hearing impaired. Other PWDs who are hearing impaired usually work in the kitchen of fast food chains. People with visual impairment face a different but difficult problem. They are fed up with the limited career choice as they have either massage therapist or musicians. Likewise, the study shows that the skills needed by the PWDs depends of their disability. For the PWDs who are hearing impaired opted to work in fast food chain must be equipped with skills either in cookery or baking. For visual impairment, must equipped with skills in musical or massage. Skills on customer service, entrepreneurship, social media marketing and digital arts are for PWDs with Psychosocial Disability, Orthopedic Disability.





In addition to the aforementioned skills, PWDs are can be also engaged in Agriculture. The International Disability Rights Monitor (IDRM), reported that 57.1 percent of the PWDs in the Philippines are employed, 30.9 percent of which are engaged in agriculture such as farmers, forestry workers or fishermen while 10.8 percent are laborers or unskilled workers.



In India, there the government has training for agriculture and Green Certificate Training Project for the Persons with Disabilities since they belong to the informal economy and dependent to agriculture. Work participation rate is low among females as compared to males and in urban areas as compared to rural areas. A high work participation rate in rural areas is due to the fact that agriculture, which is the main occupation in rural areas, has a capacity to absorb large chunk of disables both educated and uneducated.

C. Benefits of Hiring PWDs

Truelogic, a digital marketing company in the Philippines, enumerated the benefits of hiring PWDs, as the company itself welcome diversity in their workplace:

1. Companies that hire PWDs can enjoy these incentives under the Implementing Rules and Regulations (IRR) of the Bureau of Internal Revenue (BIR): 1) An additional deduction of 25 percent from the private entity's gross income of the total amount paid as wages and salaries to PWDs; 2) Companies are also entitled to an additional deduction from their net income if they change or enhance their physical facilities for the benefit of PWDs. This deduction is equivalent to 50 percent of the direct costs of the modifications or improvements.
2. Employing PWDs can promote a more positive image for the business. Hiring individuals with disabilities is an excellent opportunity for a company to show its diverse workforce to the public. As a result, this may make the company more appealing to potential clients and workers. Additionally, other businesses in the area may follow suit to boost their reputation, which can make the business climate more diverse.
3. Companies should see individuals with disabilities as an untapped resource of talents and skills and consider hiring potential PWD employees, thereby expanding their talent pool.
4. Employees with disabilities understand how hard it is to land a job. Thus, they often display greater loyalty to their employer and show how much they want the job. This loyalty minimizes turnover costs and can even lead to increased productivity.



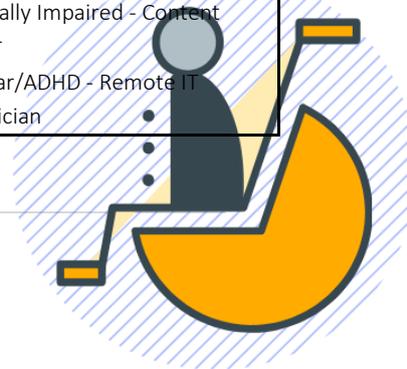
D. Companies that hire PWDs

Jim Sinocchi, head of the Office of Disability Inclusion at J.P. Morgan Chase, discusses that PWDs “are coming into firms with the right qualifications and competing for jobs that able-bodied people are doing. And they are not here to replace able-bodied people, by no means — they want to be part of a workforce because they have the skills.” The company recognizes that “employees with disabilities bring exceptional skills, academic qualifications and professional experience to the workplace.” However, certain accommodations need to be done so that PWDs can perform their job functions.

In the Philippines, there are various companies/business establishments that have pronounced that they are hiring PWDs. Some of them are listed below:

Company Name	Description	PSIC Classification Number	PSIC Title	Remarks
Bounty Agro Ventures, Inc. (Chooks to Go)	a leading poultry and livestock company	472	Retail sale of food, beverages and tobacco in specialized stores	In a 2017 release, Bounty Agro Ventures Inc. hired a visually impaired as a programmer in its Information Systems Department, and a hearing impaired as a financial assistant.
Farron Café	offers proudly Filipino coffee	563	Beverage serving activities	PWDs are hired as baristas and service crew
Grain Foundation for PWD Inc. (GFPI)	run the following social enterprises: Dunamai Korean Food, Dunamai Salon and Dunamai Cafe	561	Restaurants and mobile food service activities	The foundation partners with TVIs to provide training to PWDs on Beauty Care and Nail Care NC II, Food and Beverages NC II, Barista NC II, Bread and Pastry NC I and Housekeeping NC II. These trainees are hired in the social enterprises of the foundation.
Truelogic	digital marketing company	822	Call centers and other related activities	Current job openings: <ul style="list-style-type: none"> • Customer Service Representative • Content Marketer • Senior PPC (Pay-per-Click) Specialist • Content Writer • Home-based Writer • SEO Specialist • Python Developer • Content Editor

Company Name	Description	PSIC Classification Number	PSIC Title	Remarks
	converting them into affordable men's dormitories			
Happy Project	creates pouches, shirts, tote bags, and aprons	142	Custom tailoring and dressmaking	products are made by the Persons With Disability work force from the DSWD National Vocational and Rehabilitation Center
Project Lily PH	creates eco-uling, an eco-friendly charcoal made from water lilies, coconut husks, and other agri-forest wastes	162	Manufacture of products of wood, cork, straw and plaiting materials	provides livelihood for PWDs (physical) through the production of environment-friendly charcoals, or eco-charcoals, made from water lily, coconut husk and other agricultural waste
Genashtim	online learning solutions and online support services	855	Other education services	<p>From the staff in the Philippines,</p> <p>Visually Impaired - HR Manager, Client Support Manager, Client Support Executive</p> <p>Mobility Impaired - Production Manager, Abled Online – IT Support Supervisor, Client Support Executive, QA Analyst, Operations Assistant, Secretary to the Executive Director / Recruitment Officer, Web Administrator, Content Development Assistant/Operations Assistant, Operations Supervisor, Operations Assistant/Recruitment Support Specialist</p> <p>Orthopedically Impaired - IT Specialist, Web Developer, Quality Assurance Supervisor, Web Master, Client Support Executive</p> <p>Speech Defect - Remote IT Technician</p> <p>Cerebral Palsy - Mobile Apps Developer</p> <p>Physically Impaired - Content Writer</p> <p>Bi-polar/ADHD - Remote IT Technician</p>



Company Name	Description	PSIC Classification Number	PSIC Title	Remarks
Gourmet Gypsy Art Café	restaurant	561	Restaurants and mobile food service activities	Open Hand School for Applied Arts has provided employment opportunities and skills development to students with special needs and autism through its restaurant, Gourmet Gypsy Art Café.
Dohtonburi	chain of restaurants	561	Restaurants and mobile food service activities	employs persons with autism
Kko Kko	chain of restaurants	561	Restaurants and mobile food service activities	employs persons with autism
Shakey's	chain of restaurants	561	Restaurants and mobile food service activities	Shakey's "Project Love 'Em Down", in partnership with the Down Syndrome Association of the Philippines in 2018, gives persons with Down Syndrome the opportunity to participate in real-life guest engagement activities and assist in food service tasks in company-owned stores.
Caravan Food Group, Inc. (Elait! and Overdoughs)	Elait, which serves artisanal rolled ice cream, and Overdoughs, which sells fried dough with mouth-watering dips, in a variety of forms, from classic doughnuts to beignets and Turkish loukoumades.	561	Restaurants and mobile food service activities	employs hearing/speech disability
Zambawood	hotel/beach resort	551	Short term accommodation activities	employs persons with autism, deaf
Sunshine Farm	flower farm	11	Growing of non-perennial crops	employs PWDs to cultivate the farm
McDonald's Philippines	signed agreements with the local government units of Caloocan City and Antipolo City to hire PWDs	561	Restaurants and mobile food service activities	employs PWDs as service crew
Max's Group	chain of casual dining restaurants	561	Restaurants and mobile food service activities	employs persons with autism
Fruitas Group of Companies	food cart franchising	561	Restaurants and mobile food service activities	employs hearing/speech disability

Company Name	Description	PSIC Classification Number	PSIC Title	Remarks
SM Markets	chain of supermarkets	471	Retail sale in non-specialized stores	employs persons with autism as customer assistant, sales clerk, bagger
Southstar Drug	chain of drugstores	477	Retail sale of other goods in specialized stores	hired PWDs in their head office, as well as in their operations

Most of the companies/business establishments are involved in restaurants and mobile food service activities. The next in number are those involved in call centers and back-office related activities.

VIII. SKILLS NEEDS

Below are the skills needs based on the identified job functions of companies hiring PWDs:

Jobs	PSOC Code	Description	Type of Disability that can perform job	TESDA TR
Farmer/farm worker/ livestock and poultry raiser	611	Market gardeners and crop growers	Communication, Mental/Psychosocial, Learning, Intellectual, Orthopedic	Agricultural Crops Production NC I Agricultural Crops Production NC II Agricultural Crops Production NC III Grains Production NC II Fish Capture NC I Fish Capture NC II Horticulture NC III Animal Production (Poultry-Chicken) NC II Animal Production (Swine) NC II Animal Production (Ruminants) NC II
	612	Animal producers		
	613	Mixed crop and animal producers		
	621	Forestry and related workers		
	622	Fishery workers, hunters and trappers		
	631	Subsistence crop farmers		
	632	Subsistence livestock farmers		
	633	Subsistence mixed crop and livestock farmers		
	634	Subsistence fishers, hunters, trappers and gatherers		
Massage Therapist	3255	Massage Therapist	Visual, Communication, Learning, Mental/Psychosocial	Hilot (Wellness Massage) NC II Massage Therapy NC II
Programmer	2512 2513 2514	Software Developer Web and Multimedia Developer Application Programmer	Communication, Orthopedic, Learning	Game Programming NC III Programming (.Net Technology) NC III Programming (Java) NC III Programming (Oracle Database) NC III
Tailor	7531	Tailor, Dressmaker, furrier and Hatter	Communication, Orthopedic, Learning	Tailoring NC II
Dressmaker	7531	Tailor, Dressmaker, furrier and Hatter	Communication, Orthopedic, Learning	Dressmaking NC II
Financial Assistant	3313	Accounting associate professionals	Orthopedic, Learning	Bookkeeping NC III

Service Crew/Waiter/Food and Beverage Assistant	5131	Waiter	Communication, Learning	Food and Beverage Services NC II Food and Beverage Services NC III Food and Beverage Service NC IV
Baker	7512	Bakers, pastry-cooks and confectionery makers	Communication, Learning	Bread and Pastry Production NC II
Barista	8183	Packing, bottling and labeling machine operators	Communication, Learning	Barista NC II
Housekeeper	5152	Domestic housekeeper	Communication, Learning	Housekeeping NC II Housekeeping NC III Housekeeping NC IV
Customer Service Representative/Customer Service Associate/Call Center Agent	4222	Contact center information clerks	Orthopedic	Contact Center Services NC II
SEO Specialist	2166	Graphic and multimedia designers	Communication, Orthopedic, Learning	Web Development NC III
Web Developer	2513	Web and multimedia developers		
Sales Representative	2433	Technical and Medical Sales Professionals	Orthopedic	Customer Services NC II
Sales Clerk	5223	Shop Sales Assistant		
Customer Assistant	4222	Customer Service Representative		
IT Support/IT Technician/IT Specialist	3511 3512	Information and communications technology operations technicians Information and communications technology user support technicians	Communication, Orthopedic, Learning	Computer Systems Servicing NC II
Content Development	2519	Software and applications developers not elsewhere classified	Communication, Orthopedic, Learning	Animation NC II 2D Animation NC III 3D Animation NC III Visual Graphic Design NC III
Pharmacy Assistant	3213	Pharmaceutical technicians and assistants	Communication, Orthopedic, Learning	Pharmacy Services NC III

The table shows that most of the jobs accepting PWDs fall under the Professionals, Technicians and Associate Professionals, Clerical Support Workers, and Service and Sales Workers. Also, it shows that most of the job occupations in the restaurants and mobile food service activities have corresponding TVET programs through the TESDA Training Regulations.

As to the types of disabilities that can perform the specified occupations, these were taken from the initial examples of jobs/occupations where PWDs are hired, provided that certain accommodations are made for the PWDs to be able to perform the jobs. This list will need further validation with the industries, companies and other experts in the employment of PWDs.

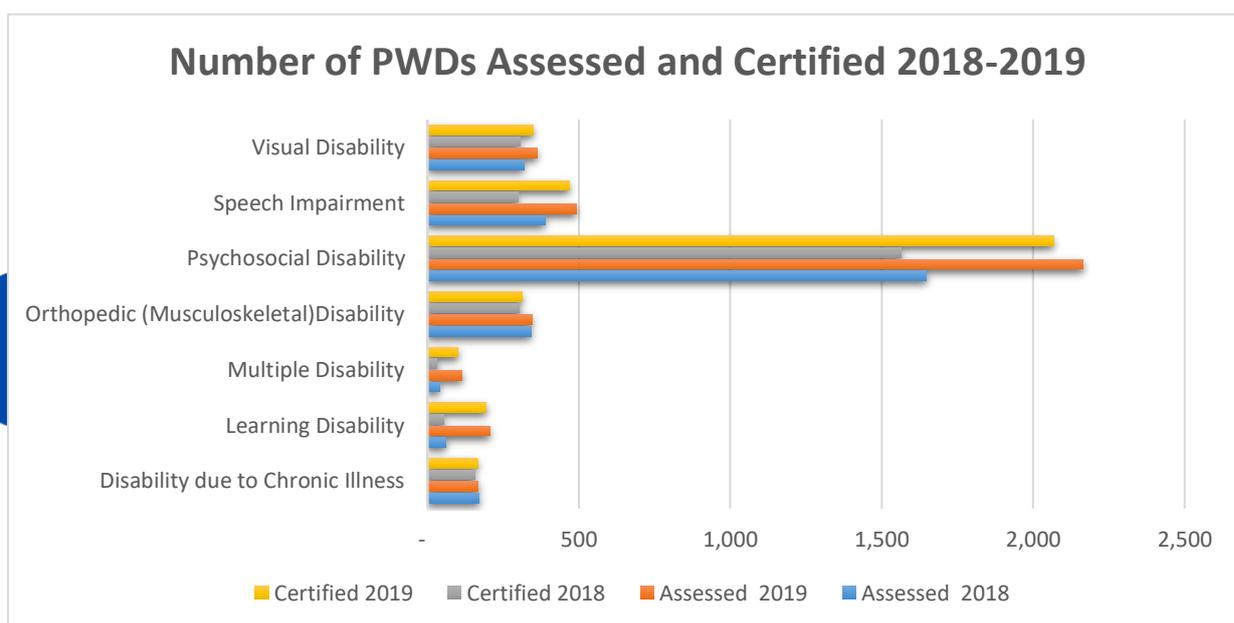


IX. TVET CAPACITY

Total Number of PWDs Enrolled, Graduated, Assessed and Certified

REGION	2018				2019			
	Enrolled	Graduates	Assessed	Certified	Enrolled	Graduates	Assessed	Certified
Autonomous Region in Muslim Mindanao (ARMM)	34		24	22	34	30	9	9
Cordillera Administrative Region (CAR)	192	197	25	22	307	296	93	87
National Capital Region (NCR)	687	609	595	555	1960	1732	411	407
Region I – Ilocos	279	262	255	251	449	395	250	249
Region II - Cagayan Valley	253	261	635	617	359	348	1407	1387
Region III - Central Luzon	335	327	165	142	494	450	156	124
Region IVA - CALABARZON	305	304	243	208	466	440	665	595
Region IVB - MIMAROPA	177	183	74	65	366	353	81	79
Region IX - Zamboanga Peninsula	106	104	84	63	319	309	50	47
Region V – Bicol	512	479	89	70	451	394	100	88
Region VI - Western Visayas	228	226	238	204	366	410	128	116
Region VII - Central Visayas	93	88	267	258	195	171	135	128
Region VIII - Eastern Visayas	84	84	30	27	217	193	46	45
Region X - Northern Mindanao	387	361	47	44	800	687	196	193
Region XI – Davao	29	42	110	106	445	399	55	45
Region XII – SOCCSKSARGEN	70	71	46	30	143	116	46	45
Region XIII – CARAGA	158	150	40	26	375	353	21	15
TOTAL	3,929	3,779	2,971	2,713	7,746	7,076	3,849	3,659

The number of enrollment and graduates that are PWDs almost doubled from 2018 to 2019. However, Most of the PWDs availed of training programs that have No Training Regulation (NTR) and community-based programs.



The table above shows the total number of PWDs Assessed and Certified from 2018-2019 according to the type of disability, whereas, the Psychosocial Disability has the highest number of Assessed and Certified.

As to the top Qualifications (With Training Regulations) enrolled by the PWDs per year, these are:

2018	2019
Massage Therapy II	Bread and Pastry Production II
Contact Center Services II	Computer Systems Servicing II
Food Processing II	Contact Center Services II
Web Development Level III	Cookery II
Beauty Care II	Electrical Installation and Maintenance II
Computer Systems Servicing II	Electronics Products Assembly and Servicing II
Electronics Products Assembly and Servicing II	Food and Beverage Services II
Barista II	Hilot (Wellness Massage) II
Bread and Pastry Production II	Housekeeping II
	Organic Agriculture Production II

Of the 15 qualifications listed above, the Massage Therapy, Wellness Massage, Barista, Bread and Pastry Production, Computer Systems Servicing, Contact Center Services, Food and Beverage Services, Housekeeping and Web Development are the qualifications required in the jobs where PWDs are hired.

Other TESDA Initiatives

TESDA is a member of the NCDA's Sub-Committee on Training, Employment and Livelihood. By participating in this committee, TESDA is able to get information about the skills needs of the PWDs and be able to provide such trainings. In its Memorandum of Agreement with NCDA, TESDA provides free skills training where PWDs avail of the Training for Work Scholarship Program (TWSP).

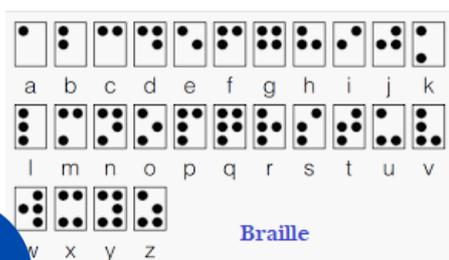
While provision of relevant training programs for PWDs is important, there is currently no available data that describes how TVET institutions are promoting inclusion and accessibility in the provision of education. This is part of the NTESDP 2018-2022 where TVET programs are to be designed to meet their specific and particular skills and learning needs.

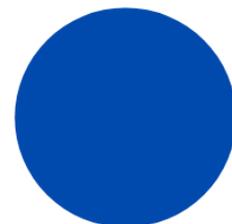


X. WAY FORWARD

In order for TVET programs to be truly responsive to the needs of the Filipino PWDs, the following are recommended for TESDA:

- To provide training programs that will be responsive to the employment requirements of PWDs. Skills training for PWDs can be purposively identified to make sure that the program is appropriate to their special needs and likewise to make sure employment after the training. Further, the scholarship provision should focus on programs that have demand for PWDs and corresponds to the type of their disabilities.
- For the programs that are not yet available but relevant to the PWDs, TESDA may initiate the development of this program or encourage companies to register the program so that the PWDs will receive the corresponding training certificate.
- TESDA to strengthen the advocacy program for the PWDs to encourage them to enroll in programs that are applicable to their disability. Also, to consider adding unit/s to the program which focus on uplifting the self-esteem and career development of the PWDs.
- TESDA has to make sure that in providing programs for PWDs the following are present/available to ensure the quality of the training programs:
 - Trainers who are equipped with competencies on sign language, use of Braille and other assistive devices for PWDs;
 - Equipment/facilities/devices that are PWD friendly should be available in the training centers;
 - Design learning methodologies that are applicable for the PWDs; and
 - Make physical learning spaces accessible to PWDs.
- Consult relevant government and non-government agencies on the development and implementation of the programs for the PWDs as they have special needs as compared to others.

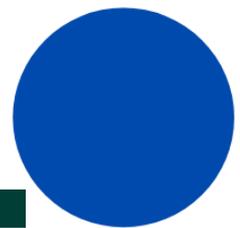




International Labour Organization Disability Inclusion Strategy and Action Plan 2014 – 2017

Results	Indicators (Baselines)	Targets	Indicative activities	Key partners
1. Enhanced promotion of international standards relevant to persons with disabilities	Number of references in ILO CEACR reports to persons with disabilities or disability as a prohibited ground of discrimination (2013: 54)	2014-15: 70 2016-17: 90	Publication to promote coherence and synergies between the CEACR work related to ILO Conventions No. 111 and No. 159 and the CRPD	<ul style="list-style-type: none"> • NORMES • FPRW • GED
	Number of CRPD Committee recommendations focusing on training, employment and social protection of persons with disabilities that are in line with recommendations of the ILO supervisory mechanism (2013: 4)	2014-15: 18 2016-17: 20	<p>Publication on reasonable accommodation covering persons with disabilities and other groups of workers</p> <p>Mainstream International Labour Standards promotion activities (ratification, implementation) include persons with disabilities</p> <p>Assessment of the impact and relevance of ILO standards with respect to the effective promotion and protection of the rights of persons with disabilities, in particular in light of recent developments, including the adoption of the CRPD</p>	
Results	Indicators (Baselines)	Targets	Indicative activities	Key partners
2. Disability perspective reflected in all programming and reporting	Number of references to disability in the outcome areas, cross-cutting themes and governance outcomes of the transitional strategic framework 2016-17. (Explicit disability indicator falls under Outcome 2 "skills development" in 2010-15 SPF)	1 outcome 1 cross-cutting policy driver	Engagement with and support to ACI teams regarding the inclusion of persons with disabilities	<ul style="list-style-type: none"> • PROGRAM • Field offices • ACI teams • Outcome areas teams • Centenary initiative teams • GED
	% of reports to the GB and ILC that effectively reflect disabilities issues (2013: 31)	2014-15: 40 2016-17: 50	Involvement with PROGRAM and outcome area teams in relation to the transitional strategic framework 2016-17, including Centenary Initiatives	
	% of DWCPs that explicitly mention persons with disabilities in priority or outcome statements. (48% of 61 draft or final DWCPs in April 2012)	2014-15: 60 2016-17: 75	Promote the inclusion of disability considerations in all relevant reports to the GB and the ILC, by reviewing draft GB and ILC reports and provide technical support on disability inclusion as required	
	% of 2014-15 CPOs explicitly mentioning disability issues (2012-13: 3.6)	2014-15: 5 2016-17: 8	Engagement with and support to field offices regarding future DWCPs and CPOs, as well as reporting on implementation	
Results	Indicators (Baselines)	Targets	Indicative activities	Key partners
3. Increased attention to people with disabilities in ILO's work with constituents and in its technical cooperation	Number of governments introducing legal and policy changes to support disability inclusion with ILO support (2012-13: 3)	2014-15: 5 2016-17: 8	Conduct capacity building courses on labour market inclusion of persons with disabilities, at national level, regionally at ITC Turin, including in collaboration with on-going TC projects	<ul style="list-style-type: none"> • ACTRAV • ACT/EMP • GOVERNANCE (Labour Law and Reform) • Other HQ Technical Departments • PARDEV • Field offices • ITC Turin • ILO GBDN • ILO/Irish Aid Partnership Programme – Disability • PARDEV • GED
	Number of ILO general technical cooperation projects and programmes that explicitly target persons with disabilities (2013: 20)	2014-15: 25 2016-17: 35	Provide technical advice to ILO constituents, on request, on the training, employment and social protection of persons with disabilities	
	Number and type of initiatives undertaken with workers' organizations (None)	2014-15: 5 2016-17: 15	Provide advice and training to field offices, on request, on how to include people with disabilities in their work	
	Number of ILO GBDN meetings and awareness raising trainings held for active and potential company members, and employers' organizations (2012-13: 5)	2014-15: 17 2016-17: 19	<p>Updated version of TC disability inclusion guidance prepared and available on PARDEV website</p> <p>PARDEV Technical Cooperation Manual revised to include reference to the inclusion of persons with disabilities</p> <p>Review of ILO TC projects from disability perspective</p>	
	Number of active company GBDN members (2013: 23)	2014-15: 25 2016-17: 40	<p>Advice provided on project design and implementation, on request</p> <p>Sensitization and capacity building provided on request to TC programme and project staff, and included in relevant training courses.</p> <p>Disability Equality Training provided to constituents and /or field offices upon their request</p> <p>Continue to recruit new members and provide support to GBDN company members and employers' organizations through the secretariat based at ILO HQ</p>	

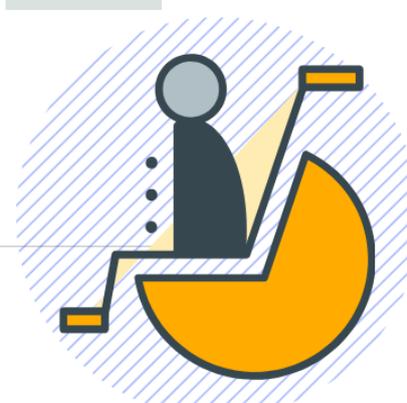


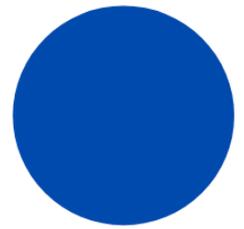


Results	Indicators (Baselines)	Targets	Indicative activities	Key partners
4. Disability-inclusive ILO internal practices promoted	Number of measures improving implementation of the ILO Policy on the Employment of Persons with Disabilities (No baseline)	2014-15: 2 2016-17: 6	Actions taken to improve the ILO Policy on the Employment of Persons with Disabilities, resulting from the 2014 ILO staff survey on disability inclusion	<ul style="list-style-type: none"> • DDG/MR • HRD • INTSERV • RELMEETINGS • DCOMM • GED
	ILO HQ building renovation complies with accessibility standards (No baseline)	2016-17: Southern part of main building accessible	INTSERV (Facilities Management) continues action to improve accessibility of HQ and field offices INTSERV reviews emergency evacuation procedures from a disability perspective and makes changes as required	
	Number /% of internal reports and external publications and reports that meet accessibility standards. (None)	2014-15: 5 GED and GBDN publications in accessible PDF 2016-17: 100% of GED and GBDN publications in accessible PDF	INTSERV staff sensitized on disability requirements in collaboration with GED, as required RELMEETINGS (OFFDOC) takes action to increase accessibility of internal reports PRODOC takes action to increase accessibility of ILO official publications RELMEETINGS (MMU) takes action to arrange meetings that foresee specific needs for people with disabilities DCOMM takes action to improve the accessibility of the ILO websites	
% of content on ILO information websites that complies with the World Wide Web Consortium standards level A (No baseline)	2014-15: 50 2016-17: 70			

Results	Indicators (Baselines)	Targets	Indicative activities	Key partners
5. Strengthened knowledge base	Number of active users of ILO Knowledge Sharing Platform (PLONE) on disability inclusion (2013: 145)	2014-15: 250 2016-17: 400	ILO Knowledge Sharing Platform (PLONE) on disability inclusion updated, extended and maintained	<ul style="list-style-type: none"> • DDG/P • ACT/EMP • ACTRAV • RESEARCH • Statistics • GED
	Number of new publications and tools focused on persons with disabilities or including adequate attention to persons with disabilities (2013: 11)	2014-15: 14 2016-17: 18	Knowledge gaps identified and publications and tools to address these gaps undertaken, in collaboration, where appropriate, with other Departments Preparing disability-focused contributions to upcoming mainstream ILO publications	

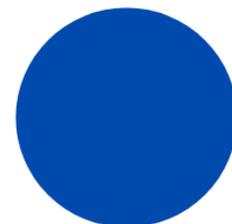
Results	Indicators (Baselines)	Targets	Indicative activities	Key partners
6. Strengthened strategic cooperation within the UN system	% of UNPRPD-funded projects at country level and globally that involve ILO field offices or HQ. (2012-13: 64)	2014-15: 40 2016-17: 50	Lead and reinforce UN system wide work on the Employment of People with Disabilities, linked to the post-2015 Development Agenda	<ul style="list-style-type: none"> • New York office • ACT/EMP, ACTRAV (Global Partnership on the Employment of People with Disabilities) • Field offices • PARDEV • GED
	Number of post-2015 development targets or indicators that include reference to persons with disabilities in areas related to the ILO mandate. (None)	2014-15: 2	Participate actively in UN inter-agency meetings concerning the implementation of the CRPD Collaborate in initiatives of other UN agencies, linked to ILO mandate. Participate in the Policy Board and Management Committee of the UNPRPD Provide technical advice to ILO country offices participating in joint UN agency projects funded by the UNPRPD Engage actively in discussions regarding indicators and targets for the post-2015 Development Framework, including in collaboration with the Inter-Agency Support Group for the CRPD	





Results	Indicators (Baselines)	Targets	Indicative activities	Key partners
Communicating internally and externally	% of ILO staff taking ILO on-line course on persons with disabilities. (None)	2014-15: 5 2016-17: 15	Online training course on persons with disabilities available to all staff and managers	<ul style="list-style-type: none"> • DCOMM • HRD • INFOTEC • ITC Turin • GED
	Number of disability champions in HQ and field offices (None)	2014-15: 30 2016-17: 50	Tailor-made training and advice to ILO staff and constituents, upon request	
	Number of visitors to and downloads from ILO disability inclusion website (2013: 8,740 visitors; 11,581 downloads)	2014-15: 20'000 visitors 20'000 downloads 2016-17: 30,000 visitors 30,000 downloads	Maintenance of the disability section of the ILO website Strategic use of the International Day of Persons with Disabilities and other mainstream events to promote ILO messages on decent work for people with disabilities Support provided to disability champions to enable them to acquire disability-related knowledge and technical capacity	
	Number of reports on disability issues and ILO disability activities on ILO general websites and social media channels. (2013: 39)	2014-15: 50 2016-17: 70		





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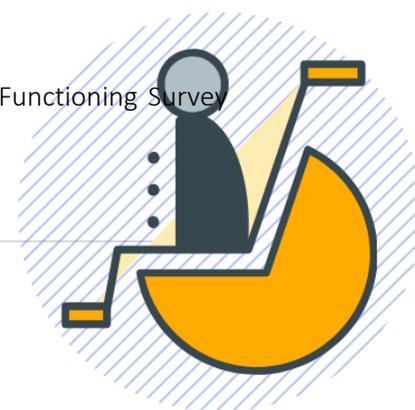
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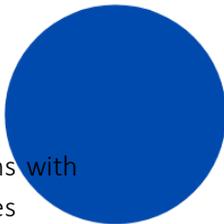
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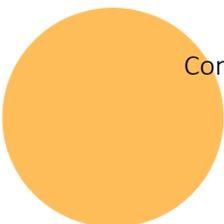




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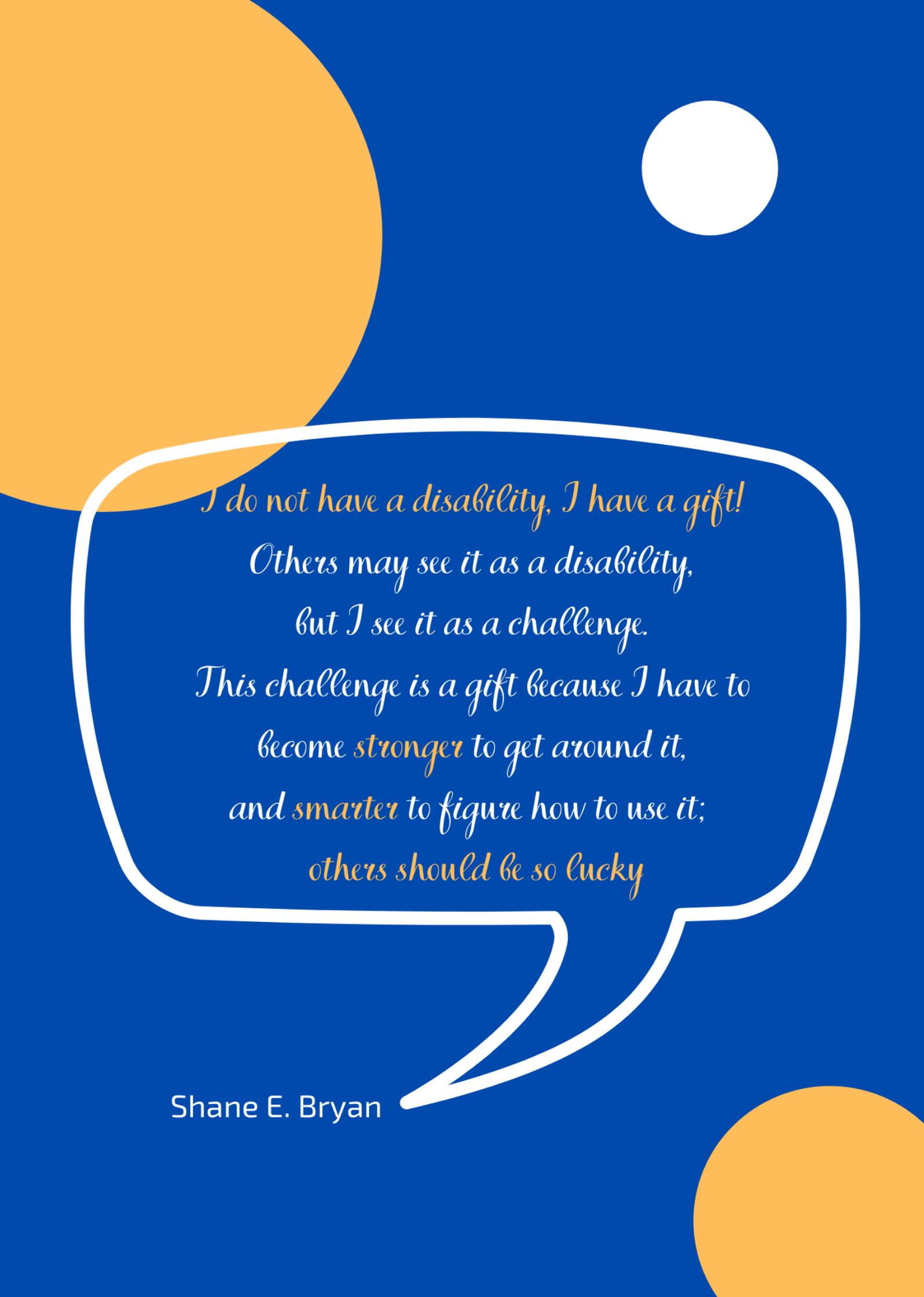
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I do not have a disability, I have a gift!

*Others may see it as a disability,
but I see it as a challenge.*

*This challenge is a gift because I have to
become **stronger** to get around it,
and **smarter** to figure how to use it;
others should be so lucky*

Shane E. Bryan



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