

# **JOURNAL**

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## **THE SOCIAL WELFARE AND DEVELOPMENT JOURNAL**

The Social Welfare and Development (SWD) Journal is the official journal of the Department of Social Welfare and Development (DSWD), featuring social welfare and development articles and researches, including those with policy and program implications. The SWD Journal is published every semester (June and December).

It usually contains six sections, namely: the editorial, original research articles, articles on SWD guidelines, articles on program and policies, briefs reviews and letters to the editor.

Its target readers are: DSWD national and local offices, SWD organizations/institutions, SWD committees on the Senate and House of Representatives, national government agencies (NGAS), non-government organizations (NGOs), donor agencies, researchers, the academe and the general public.

Articles for the Journal are solicited from DSWD officials and staff as well as members of SWD organizations (such as the National Association of Social Work Educators, Inc., Association of Provincial/City/Municipal Social Welfare and Development officers), academe and NGOs. All articles are peer-reviewed

*Message*  
of the  
Editor Emeritus



### Greetings from the DSWD

The Department of Social Welfare and Development continuously strives to share factual, timely, and updated information gathered from extensive researches and studies undertaken by practitioners on social welfare and development.

For this issue, SWD Journal features the “Exploratory Analysis of LGU Investment Priority and Expenditures on Social Welfare Services in Region VI” which can serve as guide for regional policy and advocacy. Republic Act 7160 or the Local Government Code (LGC) tasks the LGUs to be primarily responsible for providing basic social services to their constituents. As such, there is a need to understand their spending behaviour and decision-making, especially on how they provide and allocate

funds for this purpose.

An article, entitled “A Documentation of the City of Tagaytay LGU Best Practice in Building a City of Character” chronicles the efforts and initiatives of the local officials in integrating the practice of the 49 positive character qualities among their constituents. Some of these programs and activities are: Character Training Seminar for Business Establishments, Scholars Recollection and Character Seminar, Character Examination for aspiring and current government scholars, TOP COP Character Training Seminar, SK Leadership Training, Team Building and Character Seminar, Pre-Marriage Character Seminar, and Character Examination for Government Employees, among several others implemented to constantly foster awareness of the character qualities. These programs resulted to the success of Tagaytay City consequently earning the distinction as “City of Character” worthy of emulation by other LGUs.

Another article, entitled, “The Impact of Positive Psychology on the Ego Strength and Character Traits of Children in Conflict with the Law” by Dr. Flordeliza M. Buhay of Ateneo de Davao University delves into the ego strength and character traits of 17 male - children in conflict with the law who were admitted at the Regional Rehabilitation Center for Youth Region XII. The study aims to explore approaches to interventions built on the enhancement of positive traits, building of strengths and helping clients find untapped sources for positive change.

On the other hand, Memorandum Circular No. 1 Series of 2012, “Re-clustering of Offices, Bureaus, Services and Units (OBSUs) at the DSWD Central Office,” outlines the background and structure of the new organizational structure of the Department.

In the past years, there was a rapid expansion of operations and corresponding increase in the budget of DSWD. Although the DSWD continues to enjoy high-trust ratings as a result of the excellent service provided to our clients and beneficiaries, there are still areas for improvement.

Hence, the re-clustering at DSWD Central Office aims to further strengthen the Department’s operations, and increase the efficiency and synchronicity of the different OBSUs in the achievement of DSWD’s vision, mission, and reform agenda.

As we continue to work towards the attainment of our VMG and reform agenda, we shall also continue to exert efforts to produce quality researches and studies as part of our overarching goal to provide faster, better, smarter programs and services.

  
**CORAZON JULIANO-SOLIMAN**  
Secretary

# EXPLORATORY DATA ANALYSIS OF LGU EXPENDITURE ON SOCIAL WELFARE SERVICES IN REGION VI: IMPLICATIONS FOR REGIONAL POLICY AND ADVOCACY

DSWD Field Office VI

## I. RATIONALE

The Local Government Code (LGC) of 1991 paved the way for greater local autonomy in an effort to bring government closer to the doorsteps of the people. The promulgation of the said code was actually in accordance with a 1987 constitutional provision that declared, "the state shall ensure the autonomy of local governments." It was toward making this policy operational that the Constitution of the Republic of the Philippines mandated Congress to legislate a local government code that would devolve substantial political and administrative authorities to LGUs long held in check by central government authorities.

At the forefront, the Local Government Units (LGUs) have the direct responsibility and accountability in attaining the eight major goals embodied in the MDGs, namely: 1) eradicate extreme poverty and hunger; 2) achieve universal primary education; 3) promote gender equality; 4) reduce child mortality; 5) improve maternal health; 6) combat HIV/AIDS, malaria and other major diseases; 7) ensure environmental sustainability; and 8) develop a global partnership for development through good and effective governance.

RA 7160 or the Local Government Code (LGC) tasks the LGUs to be primarily responsible for providing basic social services to their constituents. As frontline institutions, the LGUs have significant roles to play to realize the goals. For the most part, the achievement of the MDG targets largely depends on the delivery of devolved basic social services. The LGUs make a significant portion of public expenditure decisions at the local levels.

As local governments take on greater roles in the provision of public services, they require greater resources and the means to generate these or getting it from different sources. At the same time, greater decentralization brings with it the need to strengthen mechanisms for transparency and accountability in local government budgeting and spending.

As such, there is a need to understand the spending behavior of LGU, especially on how they provide and allocate funds for the delivery of social welfare services.

The importance of inquiry on LGUs expenditure on basic social services cannot be over emphasized for it is the core of LGU existence and responsibility to provide these basic services. The Department of Social Welfare and Development (DSWD) Regional Field Office VI, would like to have a clearer understanding of LGU expenditure on basic social welfare services as basis for policy review and advocacy work. An evidence-based policy development is crucial in attaining the goals of the department. This is also a guide in programs and projects formulation in partnership with LGUs to be more responsive to their needs. The results of this study have important implications on regional advocacy plan to be more attentive to the needs of LGUs and other partners. Information from this research will be utilized in tapping support to fund social welfare services.

## II. THE RESEARCH PROBLEM

The main objective of the study is to review the investment priority profile of LGUs in Western Visayas focusing on LGUs budget allocation and expenditures along social welfare services. The LGUs' revenues and expenditure was assessed, and observe behavior of budget allocation and expenditure on social welfare services. Using descriptive and comparative statistics, the study explored the investment programs and expenditure of various LGUs (Provinces, HUCs, CCs and MLGUs).

## III. REVIEW OF RELATED LITERATURE

There have been many studies conducted on the assessment and impact of the implementation of the Republic Act 7160 or the Local Government Code of 1991. Researches have explored the various dimensions of LGUs and how it was able to operationalize and implement its additional powers. At the national level, many studies focused on the impacts of devolved programs run by the LGUs. The concerns of researches did not only focus on the strategies of devolution but more importantly its impact on national development. The LGC of 1991 is envisioned to diffuse power from a highly centralized national government to allow more rational distribution of power in local government. The rationale for decentralization is to improve the governance system and efficient delivery of basic services and faster development.

Though many researches have discussed issues of income and expenditure, very few have dealt with LGUs financing of social welfare services and so far none from Region VI.

Most recent is the work of Cua, (2010) entitled, "Financing the Millennium Development Goals at the Local Level: An Assessment of Local Government Units' (LGU) Expenditure for Basic Social Services. The study focused on the review of fiscal profile of LGUs in Northern Mindanao. His study look at the budgetary support to MDGs particularly social spending. It assessed LGU income and expenditure, and observed behavior of social spending and its components e.g., health, nutrition and population (HNP), education, social welfare (SW), etc. by estimating elasticities based on the data from Bureau of Local Government Finance (BLGF) on region X LGUs' income and expenditures for the period 2001–2004. His findings pointed to social welfare services to have the highest in terms of expenditure elasticity while education was the lowest. The study also pointed out that LGUs have an access income, which implies that there are available resources needed to support the MDGs commitment and goals.

Interesting is the work of Layug (2010) that discuss the BLGU financial management. Layug's research was borne out of the need to address scarcity of evidence-based studies on barangay financing, analyzes and evaluates key issues on financing of devolved functions at the barangay level, with particular focus on fund utilization and program allocation, and proposes some policy options addressing the issues. Its key findings include: (i) there is a mismatch between financial capabilities and devolved functions owing to limited funds being spent mostly on personal services, with little money left to finance these functions; (ii) different priorities of barangays mean different utilization of their Barangay Development Fund (BDF), with some of them failing to spend on important basic services such as education and health, as well as on economic development sector; (iii) like other barangays, those in the study areas in Agusan del Sur and Dumaguete City are found to be highly IRA dependent, with IRA comprising 85 to 97 percent of total income; (iv) barangays are not addressing the misalignment of revenue and expenditure assignment, as well as the counter-equalizing and disincentive effects of IRA, by not raising enough own-source revenues in their localities and optimizing their use of corporate powers.

As a policy intervention strategy to help barangays financially and eventually matter in local service delivery, this paper proposes three major options, namely: (i) giving the barangays the option of allowing the higher LGUs to deliver the development-enhancing services such as education and health that they themselves cannot deliver effectively and sustainably; (ii) making a paradigm shift in understanding and practicing barangay economic development by spending their BDF mostly on economic-enhancing activities aimed at increasing their coffers which would eventually enable them to fund other sectoral responsibilities; and (iii) giving incentives to barangays that excel in their own-source revenue performance and creative use of corporate powers.

Manasan (2007) assessed whether provincial LGUs allocate their budget resources in accordance with human priority development imperatives in the context of the more decentralized environment. The study further analyzed the expenditure pattern of provincial governments before and after devolution; related PLGUs' spending on social and human priority needs to the provinces' human development status, and look at the impact of local revenues and IRA shares on the expenditure pattern of provincial governments.

The result of the regression analysis suggests that higher per capita IRA tends to be associated with higher per capita social sector expenditures. The relationship was found to be statistically significant in the case of the IRA, on the one hand, and total social service expenditure, human priority expenditure, and health expenditure, on the other. On the other hand, the relationship between the latter set of variables and local source revenue was not statistically significant. This may be indicative of the tendency of many provincial governments to rely on the IRA rather than on locally generated revenue in financing local programs. In contrast, the opposite is true in the case of education expenditure. That is, the positive relationship between per capita education expenditure and per capita locally sourced revenue is found to be statistically significant while that between the former and per capita IRA is not.

Manasan study also revealed that the budget allocation of provincial governments on the social sectors (i.e., total social services, education, health, and human development priorities) is not consistent

with objective indicators of need (i.e., human development status). There is a statistically significant positive relationship between 1993/1994 per capita total social service expenditures of provincial governments and 1990/1994 human development index (HDI). That is, governments of provinces which registered higher human development index spent more on all the social sectors combined on a per capita basis than those with lower HDI. Similar results were established between per capita education expenditure and functional literacy and between per capita health expenditure and life expectancy although the relationship was significant.

#### **IV. OBJECTIVES OF THE STUDY**

The specific objectives of the study were as follows:

1. Determine and compare the allocations and spending for the implementation of basic social welfare services against the total budget and expenditures of the LGUs;
2. Identify the utilization rate for specific basic social welfare services programs, projects and activities classified according to program beneficiaries of the LGUs;
3. Ascertain and evaluate the disparity in the percentage of allocations and spending for the implementation of basic social welfare services against total budget when LGUs were grouped as a whole and classified according to income class per LGU category;
4. Find out and assess differences in the percentage of spending for the implementation of basic social welfare services against Supplemental Budget allocation when LGUs were grouped as a whole and classified according to income class per LGU category;
5. Identify parameters used in the prioritization of programs, projects and activities implemented when LGUs were grouped as a whole and classified according to income class per LGU category.
6. Construct policy recommendations and framework for advocacy in encouraging LGUs to give priority to the implementation of social welfare service programs, projects and activities.

#### **V. METHODOLOGY**

##### **A. Research Design**

The study utilized the descriptive research design in analyzing the data to respond to the research objectives of the study. The study was undertaken

to look into the allocations and spending priority by the LGUs for the implementation of their basic social welfare services. Likewise, the research study attempted to find out differences in the allocations and spending among different income class.

##### **B. Study Area**

Total enumeration or census of all the LGUs in the region was done in the study. The study covered all the 6 provinces, 2 highly urbanized cities, 14 component cities and 117 municipalities in Region VI. All these LGUs were provided with survey instruments, however, in the process of retrieval of the instruments, two (2) provincial, one (1) component city, and one (1) municipality refused to participate in the study because they were not able to submit the survey instruments mailed to them after several follow-ups and retrieval visits were made by the data collectors.

##### **C. Data Gathering Procedures**

The study utilized primary and secondary data to respond to the study objectives. Secondary information from Bureau of Local Government Finance in Region VI (2004-2009) was gathered. In addition, Annual Investment Plan (AIP) was also gathered from LGUs as source of their appropriation for social welfare services. Records of expenditures from the Treasurer's Office, Office of the Budget Officer and Accounting Office of the LGUs were also examined.

The primary data gathering was generated through the conduct of key informant (KI) survey with people involve in preparation of the investment program and disburse funds in the LGUs. A semi-structured survey instrument was formulated to gather the data from the key informants of the study. The respondents in the study included the MSWDO, Budget Officers, Sangguniang Bayan (SB) members and Local Chief Executives.

##### **D. Data Processing and Analysis**

Descriptive and inferential statistical tools were used to analyze the data gathered. Frequency count, percentages, means, measures of dispersion and ranks were employed to describe the allocations and spending of the LGUs for the implementation of basic social welfare services; programs, projects and activities for various beneficiaries; and parameters used in the prioritization of programs, projects and activities implemented.

The analysis of variance was undertaken to find out difference in the allocations and spending of the LGUs for the implementation of basic social welfare services when classified according to income class per LGU category.

All data processing and analyses in the study were done employing the Statistical Package for Social Science (SPSS) software. In processing and analyzing the data collected, the information gathered were first converted to ennumerical codes and inputted in Microsfot Excel format. The data in Microsfot Excel format was then exported to the SPSS format to tabulate and undertake the different statistical analysis computations.

## VI. RESULTS AND DISCUSSIONS

Table 1 presents the profile of the respondents of the study. Almost all (98.50%) the respondents from the Local Social Welfare Development Office were City/Municipal Social Welfare and Development Officer. The remaining small percentage of the key informants from the LSWDO were Social Welfare Officer 2 (0.75%) or Clerk (0.75%). Nearly three fourths (74.30%) of the key informants from the Budget/Accounting Office were Budget Officers. About one fifth (19.70%) were City/Municipal Accountants and the remaining small proportion were City/Municipal Social Welfare and Development Officer (4.50%) or Administrative Assistant (1.50%).

All (100.00%) of the key informants from the LSWDO have permanent positions.

Table 1. Profile of Respondents

Characteristics	Frequency	Percent
Position LSWDO KI:		
CSWDO/MSWDO	133	98.50
SWO2	1	0.75
Clerk	1	0.75
Total	135	100.00
Position Budget/ Accounting KI:		
Accountant	26	19.70
Budget Officers	98	74.30
MSWDO	6	4.50
Adm. Asst.	2	1.50
Total	132	100.00
Employment Status LSWDO KI:		
Permanent	135	100.00
Casual/Contractual	0	0.00
Total	135	100.00

The profile of the local government units included in the study is found in Table 2. More than one third (35.50%) of the LGUs included in the study were 4<sup>th</sup> class municipalities. About one fourth (24.40) of the LGUs were 3<sup>rd</sup> class municipalities. More than one eight (15.60%) were 2<sup>nd</sup> class municipalities and

another more than one eight (15.60%) were 1<sup>st</sup> class municipalities. The remaining proportions were either 5<sup>th</sup> class (7.40%) or highly urbanized cities (1.50%).

In terms of level, more than eight for every ten (85.90%) LGUs in the study were municipalities. One for every ten were cities and the remaining small proportion were provinces (3.00%).

As to provincial breakdown, about one third (32.60%) of the LGUs in the study were from the Province of Iloilo. About one fourth (23.00%) were from Negros Occidental and one eight of the LGUs in the study were from the provinces of Antique (14.10%), Aklan (13.30%), and Capiz (12.60%). The remaining less than one tenth (4.40%) were from the Province of Guimaras.

Of the 135 LGUs surveyed, more than three fourths (77.80%) had Annual Social Welfare Development/Investment Plan in 2009 while nearly eight for every ten (79.30%) had Annual SWD/Investment Plan in 2010.

Table 2. Profile of Local Government Units

Characteristics	Frequency	Percent
Class:		
Highly Urbanized City	2	1.50
1 <sup>st</sup>	21	15.60
2 <sup>nd</sup>	21	15.60
3 <sup>rd</sup>	33	24.40
4 <sup>th</sup>	48	35.50
5 <sup>th</sup>	10	7.40
Total	135	100.00
Level:		
City	15	11.10
Municipality	116	85.90
Province	4	3.00
Total	135	100.00
Province:		
Aklan	18	13.30
Antique	19	14.10
Capiz	17	12.60
Guimaras	6	4.40
Iloilo	44	32.60
Negros Occidental	31	23.00
Total	135	100.00
Annual SWD /Investment Plan 2009:		
With Plan	105	77.80
Without Plan	30	22.20
Total	135	100.00
Annual SWD /Investment Plan 2010:		
With Plan	107	79.30
Without Plan	28	20.70
Total	135	100.00

The profile of the LGUs in terms of revenues and budget is shown in Table 3. The average total income of the LGUs in 2009 was Php 131.37 million which increased to Php 143.98 million in 2010 or a 9.60 percent increase. Average total internal revenue allotment was Php 112.96 million in 2009 which increase by 9.17 percent at Php 123.32 million on 2010. The total 20% development fund in 2009 increased by 11.65 percent or from an average of Php

22.642 million in 2009 to 25.279 million in 2010. On the other hand, average supplemental budget of the LGUs had reduced by 25.67 percent from Php 31.517 million in 2009 to Php 23.426 million in 2010. Of the average supplemental budget of the LGUs, Php 1.609 million or 5.10 percent was spent for Social Welfare Services in 2009. There was an increase of 15.12 percent in the average supplemental budget spent for Social Welfare Services by the LGUs in 2010 at Php 1.852 million. This makes the average amount spent for Social Welfare Services 7.91 percent of the total supplemental budget in the same period.

Table 3. Profile of Local Government Unit Revenues and Budget

Characteristics	2009		2010	
	Mean	Standard Deviation	Mean	Standard Deviation
Total Income	131,370,000	263,265,000	143,980,000	285,501,000
Total IRA Fund	112,960,000	189,435,000	123,320,000	201,590,000
Total 20% Devt. Fund	22,642,000	40,282,500	25,279,000	44,741,700
Supplemental Budget	31,517,000	77,263,600	23,426,000	70,647,700
Spending for Social Welfare Services from Supplemental Budget	1,609,000	5,024,840	1,852,300	5,500,420

Table 4 shows the average budget allocation per sector/item of the LGUs in 2009 and 2010. The average budget allocation for Social Welfare in 2009 was about Php 9.064 million or an increase of 38.20 percent in 2010 at about Php 12.53 million in 2010. Comparing the average budget allocation for social welfare program and services to other items/sector, it ranked 8<sup>th</sup> having the highest budgetary allocation in 2009 and became the 7<sup>th</sup> priority in terms of budget allocation in 2010.

Table 4. Local Government Unit Budget Allocation Per Sector

Sector/Item	2009			2010		
	Mean	Rank	Standard Deviation	Mean	Rank	Standard Deviation
Infrastructure	12,864,000	5	36,353,000	13,714,000	5	31,750,400
Economic/Livelihood	12,835,000	6	46,065,200	17,417,000	4	55,365,200
Health	9,108,595	7	22,840,000	12,623,617	6	41,770,000
Education	2,747,378	13	5,306,878	3,765,954	13	10,020,000
Social Welfare	9,064,789	8	49,080,000	12,527,263	7	69,460,000
Agriculture	2,632,517	14	2,982,204	3,036,750	15	4,952,767
Personal Services	48,481,756	1	75,720,000	52,241,672	1	86,590,000
MOOE	29,368,992	3	46,850,000	42,872,635	2	87,870,000
Supplementary Fund	17,098,782	4	35,310,000	11,606,062	8	15,550,000
Others:						
Capital Outlay	8,356,742	10	14,410,000	10,004,727	9	17,700,000
Calamity Fund	3,329,337	12	2,056,392	3,601,679	14	2,154,199
Subsidy to MEEED	362,000	15	-	3,805,000	12	-
Aid to Different Barangays	177,200	16	242,625	382,774	16	698,184
20% Development Fund	8,498,271	9	9,154,579	8,763,766	10	9,894,531
Mayor's Office	3,544,428	11	4,394,850	4,565,313	11	4,970,532
Others	35,492,440	2	78,630,000	34,372,898	3	82,640,000
Grand Total	135,610,000		267,927,000	159,830,000		331,984,000

The average budget utilization per sector/item of the LGUs in 2009 and 2010 is reflected in Table 5. In 2009, the average budget utilization for Social Welfare was about Php 4.988 million with an increase of 31.39 percent in 2010 at about Php 6.554 million in 2010. The budget utilization for social welfare program and services ranked 9<sup>th</sup> having the highest budgetary allocation in 2009 and lowered to 10<sup>th</sup> in terms of highest budget utilization in 2010.

It can be observed that the total budget allocation for Social Welfare is not being efficiently utilized because about half was expended in 2009 (55.03%) and about the same percentage was not utilized in 2010 (52.32%).

Table 5. Local Government Budget Utilization Per Sector

Sector	2009		2010	
	Mean	Rank	Standard Deviation	Standard Deviation
Infrastructure	10,327,000	6	30,352,500	9,548,900
Economic/Livelihood	8,259,000	7	17,960,200	13,438,000
Health	12,427,972	5	42,000,000	16,432,039
Education	2,903,970	10	9,248,237	3,663,131
Social Welfare	4,988,747	9	11,580,000	6,554,651
Agriculture	2,418,877	12	2,869,931	3,147,714
Personal Services	49,867,053	2	82,990,000	53,016,158
MOOE	34,298,216	3	113,500,000	44,953,037
Supplementary Fund	15,146,916	4	30,150,000	8,324,500
Others:				
Capital Outlay	6,344,686	8	12,970,000	7,207,880
Calamity Fund	276,000	15	352,139	752,573
Subsidy to MEEED	2,884,921	11	-	28,840,121
Aid to Different Barangays	214,900	16	261,684	457,087
20% Development Fund	2,310,885	13	1,118,592	1,834,825
Mayor's Office	436,800	14	-	823,415
Others	54,150,555	1	186,500,000	55,718,262
Grand Total	124,810,000		346,242,000	142,400,000

As to manpower resources of the Local Social Welfare and Development Office, Table 6 shows the profile of the employees. The LSWDO has an average permanent employee of 7 and average non-permanent employee of about 4. It has a total employee of about 11. It has an average of one (1) Social Welfare Officer III, one (1) Social Welfare Officer II, and one (1) Social Welfare Officer. As for the Clerk in the LSWDO, there is usually one (1) permanent clerk and one (1) non-permanent clerk or an average of two (2) clerks in the office. The average number of Administrative Aide is one (1) which usually holds a permanent position. For Day Care Workers, there are usually four (4) Day Care Workers, with two (2) usually holding permanent position and the other two (2) are non-permanent. Not all LSWDOs have casual employee hired by the LGUs nor have permanent Youth Development Officer. The average total monthly salary of non-permanent employees assigned in the LSWDO is Php 15,287.83 while the permanent employees is Php 103,888.28.



Table 6. Profile of Local Social Welfare Office (LSWDO) Employee

Characteristics	Mean	Standard Deviation
Number of Permanent Employee	7.22	13.15
Number of Non-Permanent Employee	3.42	8.33
Total Employee	10.52	15.96
Permanent:		
CSWDO/ MSWDO	1.00	0.09
SWO III	1.47	1.62
SWO II	1.09	0.29
SWO	1.09	2.32
Clerk:		
Permanent	0.69	1.54
Non-permanent	1.53	2.01
Total	2.22	2.52
Adm. Aide:		
Permanent	0.97	3.26
Non-permanent	0.16	0.80
Total	1.13	3.32
Day Care Workers:		
Permanent	2.16	8.17
Non-permanent	1.78	8.53
Total	3.92	12.70
Casual LGU Link	0.18	0.66
Permanent Youth Development Officer	0.13	0.36
Total Salary of Permanent Employee	1000117.46	185898
Total Salary of Non-permanent Employee	15,287.83	30781.82
Total Salary of LSWDO Employees	103,888.28	104935

The budget allocation and utilization for Social Welfare and Development Programs and Services by sector in 2009 and 2010 is found in Table 7. Among the non-mandatory allocations, the Aid in Crisis Situation had the biggest share in the Social Welfare and Development Programs and Services budget allocation for 2009 and 2010 at an average of Php 715,989 and Php 818,784, respectively. Programs and Services for persons with disability had the least budget allocation for the same period at Php 79,806 and Php 77,147, respectively.

For the mandatory allocation, the 5% Calamity Fund had the biggest average allocation in 2009 at Php 2.8496 million as well as in 2010 at Php 3.1071 million. The least budget allocation was for 1% Provision for RA 9344 in 2009 at Php 26,483 while the least budget allocation in 2010 at Php 33,767 was the 5% for Persons with Disability. In terms of budget utilization among the non-mandatory, the Aid in Crisis Situation had the highest utilization for 2009 and 2010 at an average of Php 661,612 and Php 774,940, respectively. Programs and Services for women had the least budget utilization at Php 67,027 in 2009 and Php 63,314, respectively.

The 5% GAD Fund had the biggest utilization both in 2009 and 2010 at Php 1.1663 million and Php 1.2768 million, respectively. The least utilization was for the 1% Provision for RA 9344 both in 2009 and in 2010 at Php 15,205 and Php 16,048, respectively.

Table 7. Budget Allocation and Utilization for Social Welfare and Development Programs and Services, By Sector

Sector/Item	2009			2010		
	Mean	Rank	Standard Deviation	Mean	Rank	Standard Deviation
Allocation for:						
Youth	263,282		1,377,450	263,645		1,223,150
Children	480,287	4	899,252	593,823	4	1,224,570
Older Persons	119,088	2	172,662	165,174	2	341,207
Persons with Disabilities	79,806	5	192,242	77,147	5	118,441
Women	86,120	7	169,361	88,443	7	169,778
Family	454,096	6	308,117	464,844	6	2,898,290
Aid in Crisis Situation	715,989	3	1,993,500	818,784	3	1,918,810
Total Non-Mandatory Allocation	2,172,100	1	61,021,549	2,443,100	1	52,666,799
5% Calamity Fund	2,849,600	2	4,598,190	3,107,100	2	5,131,940
5% Older Persons	68,549	3	241,341	68,967	3	24,981
5% Persons with Disabilities	34,761	4	89,964	33,767	4	86,482
5% GAD Fund	1,688,500	5	5,892,740	2,138,400	5	7,251,300
1% Provision for RA 9344	26,483	6	102,425	34,909	6	120,136
Total Mandatory Allocation	4,576,500	2	71,421,990	5,302,600	2	86,844,140
Grand Total	6,748,600	3	125,000,000	7,745,700	3	113,000,000
Utilization for:						
Youth	212,054	4	1,072,010	118,587	5	296,846
Children	429,623	2	969,816	461,787	2	889,920
Older Persons	97,978	5	163,391	142,185	4	328,594
Persons with Disabilities	70,569	6	43,487,500	65,415	6	113,161
Women	67,027	7	144,669	63,314	7	130,234
Family	410,323	3	2,771,330	423,569	3	2,659,280
Aid in Crisis Situation	661,612	1	1,968,760	774,940	1	1,860,960
Total Non-Mandatory Allocation	5,627,700	2	518,000,000	2,014,200	2	4,496,460
5% Calamity Fund	770,100	2	2,502,590	836,660	2	3,020,590
5% Older Persons	37,822	3	105,278	43,640	3	114,772
5% Persons with Disabilities	21,789	4	61,460	22,422	4	63,569
5% GAD Fund	1,166,300	5	4,646,580	1,276,800	5	5,280,130
1% Provision for RA 9344	15,205	6	53,130	16,048	6	56,291

Average percentage utilization for Social Welfare and Development Program and Services by sector is shown in Table 8. Among the non-mandatory allocation, the Aid in Crisis Situation had the most efficient utilization at 99.32% and 107.11 average utilization rate in 2009 and 2010, respectively. The least efficiently utilized budget allocation was for youth at 86.46% in 2009 and the allocation for persons with disabilities at 85.49% in 2010. The average utilization rate of the budget allocation for non-mandatory Social Welfare and Development Program and Services was higher in 2010 at 100.86 than in 2009 at 88.46% or an average of 94.66% for the last two years.

For mandatory allocations, highest average utilization rate was for the 5% GAD Fund in 2009 and the 5% for Older Persons in 2010 at 91.36% and 94.18%, respectively. The lowest average utilization rate was for the 5% Calamity Fund both in 2009 and 2010 at 51.72% and 45.12%, respectively. The total utilization rate for the mandatory allocation was higher in 2009 at 51.57% in 2009 than in 2010 at 44.78 or an average of 48.17% in the last two years. The over-all utilization

rate for Social Welfare and Development Program and Services is higher in 2010 at 72.64% compared to the 62.40% average utilization rate in 2009 or an average utilization rate of 67.52% for the last two years.

Table 8. Average Percentage Utilization of Budget Allocation for Social Welfare and Development Programs and Services, By Sector

Sector/Item	Utilization Rate			
	2009		2010	
	Percent	Rank	Percent	Rank
Youth	86.46	7	89.71	4
Children	88.97	5	91.99	2
Older Persons	98.70	2	91.99	3
Persons with Disabilities	90.49	4	85.49	7
Women	91.31	3	86.16	6
Family	87.76	6	88.95	5
Aid in Crisis Situation	99.32	1	107.11	1
Total Non-Mandatory Allocation	88.46		100.86	
5% Calamity Fund	51.72	5	45.12	5
5% Older Persons	90.20	2	94.18	1
5% Persons with Disabilities	88.23	3	77.43	3
5% GAD Fund	91.36	1	80.13	2
1% Provision for RA 9344	78.98	4	73.25	4
Total Mandatory Allocation	51.57		44.78	
Grand Total	62.40		72.64	

The average percentage of the total budget allocations and utilization for basic social welfare services when LGUs are grouped according to income class is reflected in Table 9. LGUs which belong to the 3<sup>rd</sup> class had the highest percentage allocation for social services out of their total budget in 2009 as well as in 2010. The analysis of variance revealed that no significant difference in the mean percentage allocations for social services out of the total budget when local government units were grouped according to their income class with the computed p-values (p=0.442 and 0.803) all greater than 0.05 in 2009 and 2010. Thus, regardless of their income class, the percentage of allocation for basic social welfare programs and services is more or less the same at about 5 percent.

In terms of budget utilization for basic social welfare services, LGUs in the 2<sup>nd</sup> class had the highest percentage utilization of their total budget allocation in 2009 and 2010. Likewise, the analysis of variance revealed that no significant difference in the mean percentage utilization for social services out of the total budget when local government units were grouped according to their income class with the computed p-values (p=0.290 and 0.411) all greater than 0.05 in 2009 and 2010. Thus, regardless of their income class, the percentage of utilization for basic social welfare programs and services is more or less the same at about 6 percent.

Table 9. Percentage of Total Budget Allocation and Utilization for Basic Social Welfare Services, By Class

Class	2009			2010		
	Mean	Rank	Standard Deviation	Mean	Rank	Standard Deviation
Allocation for Social Services:						
HUCs and 1 <sup>st</sup>	4.95	3	5.26	5.45	3	6.20
2 <sup>nd</sup>	5.49	2	7.51	5.40	4	6.99
3 <sup>rd</sup>	6.81	1	10.48	6.76	1	8.14
4 <sup>th</sup>	4.22	4	4.02	5.61	2	6.17
5 <sup>th</sup>	2.86	5	1.89	3.81	5	2.99
Total	5.07		6.81	5.68		6.61
p-value	0.442 <sup>ns</sup>			0.803 <sup>ns</sup>		
Budget Utilization for Social Services:						
HUCs and 1 <sup>st</sup>	4.04	4	3.18	4.47	4	4.32
2 <sup>nd</sup>	10.71	1	22.94	11.20	1	23.36
3 <sup>rd</sup>	6.07	2	10.15	6.28	2	8.70
4 <sup>th</sup>	4.31	3	4.52	5.46	3	8.73
5 <sup>th</sup>	3.76	5	2.35	4.47	5	3.28
Total	5.77		11.22	6.36		11.70
p-value	0.290 <sup>ns</sup>			0.411 <sup>ns</sup>		

Table 10 presents the percentage of total supplemental budget utilized for Basic Social Welfare Services. In 2009, LGUs in the 5<sup>th</sup> class have the highest mean percentage of supplemental budget utilized for basic social welfare services at 39.91 percent. However, in 2010, LGUs in the 2<sup>nd</sup> class had the highest mean percentage of their supplemental budget spent for Basic Social Welfare Services at 15.73 percent. The results of the analysis of variance revealed that no significant difference in the mean percentage utilization of supplemental budget for social services when local government units were grouped according to their income class with the computed p-values (p=0.520 and 0.652) all greater than 0.05 in 2009 and 2010. Thus, regardless of their income class, the percentage of utilization of supplementation budget allocations for basic social welfare programs and services is more or less the same at about 10 percent.

Table 10. Percentage of Supplemental Budget Utilization Against Allocation for Basic Social Welfare Services, By Class

Class	2009			2010		
	Mean	Rank	Standard Deviation	Mean	Rank	Standard Deviation
HUCs and 1 <sup>st</sup>	4.54	5	4.32	7.16	4	9.46
2 <sup>nd</sup>	14.78	2	31.48	15.73	1	33.11
3 <sup>rd</sup>	10.98	3	21.12	10.67	2	13.30
4 <sup>th</sup>	8.56	4	17.03	8.96	3	17.64
5 <sup>th</sup>	18.63	1	39.91	4.26	5	2.28
Total	10.06		21.53	9.91		18.58
p-value	0.520 <sup>ns</sup>			0.652 <sup>ns</sup>		

The parameters used by the LGUs in budget allocation prioritization are presented in Table 11. Among the highly urbanized cities and 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 5<sup>th</sup> class municipalities, they allocate their budget based on the needs of their constituents while among 4<sup>th</sup> class municipalities, they allocate their budget based on the priority thrusts of the local government unit.

Table 11. Parameters Used in the Budget Allocation Prioritization, By Class

Parameters/Class	Yes		No		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<b>Need</b>						
HuCs and 1 <sup>st</sup>	13	15.70	1	7.10	14	14.40
2 <sup>nd</sup>	17	20.50	1	7.10	18	18.60
3 <sup>rd</sup>	19	22.90	4	28.60	23	23.70
4 <sup>th</sup>	26	31.30	8	57.10	34	35.10
5 <sup>th</sup>	8	9.60	0	0.00	8	8.20
<b>Total</b>	<b>83</b>	<b>85.60</b>	<b>14</b>	<b>14.40</b>	<b>97</b>	<b>100.00</b>
<b>Priorities</b>						
HuCs and 1 <sup>st</sup>	11	13.30	3	21.40	14	14.40
2 <sup>nd</sup>	16	19.30	2	14.30	18	18.60
3 <sup>rd</sup>	17	20.50	6	42.90	23	23.70
4 <sup>th</sup>	32	38.60	2	14.30	34	35.10
5 <sup>th</sup>	7	8.40	1	7.10	8	8.20
<b>Total</b>	<b>83</b>	<b>85.60</b>	<b>14</b>	<b>14.40</b>	<b>97</b>	<b>100.00</b>
<b>Requirements</b>						
HuCs and 1 <sup>st</sup>	10	16.70	4	10.80	14	14.40
2 <sup>nd</sup>	12	20.00	6	16.20	18	18.60
3 <sup>rd</sup>	11	18.30	12	32.40	23	23.70
4 <sup>th</sup>	21	35.00	13	35.10	34	35.10
5 <sup>th</sup>	6	10.00	2	5.40	8	8.20
<b>Total</b>	<b>60</b>	<b>61.90</b>	<b>37</b>	<b>38.10</b>	<b>97</b>	<b>100.00</b>
<b>Others</b>						
HuCs and 1 <sup>st</sup>	3	33.30	11	12.50	14	14.40
2 <sup>nd</sup>	1	11.10	17	19.30	18	18.60
3 <sup>rd</sup>	3	33.30	20	22.70	23	23.70
4 <sup>th</sup>	2	22.20	32	36.40	34	35.10
5 <sup>th</sup>	0	0.00	8	9.10	8	8.20
<b>Total</b>	<b>9</b>	<b>9.30</b>	<b>88</b>	<b>90.70</b>	<b>97</b>	<b>100.00</b>

## VII. CONCLUSIONS

The following are the significant findings of the study:

1. In terms of allocations for the implementation of basic social welfare services of LGUs, it can be observed that though there was an increase in the average budget allocation for social welfare programs from 2009 to 2010, implementation of social welfare program is not very much the priority of the local government units. It ranked 8th having the highest budgetary allocation in 2009 and became the 7th priority in terms of budget allocation in 2010.

With regards to spending for the implementation of basic social welfare services of LGUs, the budget utilization for social welfare program and services ranked 9th having the highest budgetary utilization in 2009 and lowered to 10th in terms of highest budget utilization in 2010. It can be observed that the total budget allocation for Social Welfare is not being efficiently utilized because about half was expended in 2009 (55.03%) and about the same percentage was not utilized in 2010 (52.32%).

2. Among the non-mandatory allocations, the Aid in Crisis Situation had the biggest share in the Social Welfare and Development Programs and Services budget allocation while the programs and services for Persons with Disability had the least budget allocation both in CY 2009 and 2010. For the mandatory allocations, the 5% Calamity Fund had the biggest budget allocation

for both CY 2009 and CY 2010 while the 1% Provision for RA 9344 had the least budget allocation in CY 2009 and the 5% for Persons with Disabilities was given the least budget in CY 2010.

For utilization of budget for specific basic social welfare services programs, projects and activities classified according to program beneficiaries, the Aid in Crisis Situation had the biggest budget utilized and the least utilized was the programs and services for women both in CY 2009 and 2010 among the sectors with non-mandatory allocations. In terms of mandatory utilizations, the 5% GAD Fund had the highest budget utilization in both CY 2009 and 2010 while the 1% Provision for RA 9344 had the least utilization rate in both CY 2009 and 2010.

In terms of average percentage utilization of the budget allocation for Social Welfare and Development Program and Services, the Aid in Crisis Situation (99.32% and 107.11%) was the most efficiently used in both CY 2009 and 2010 among the non-mandatory items. On the other hand, the least efficiently utilized budget allocation was for the youth (86.46%) and persons with disabilities (85.49%) in CY 2009 and 2010, respectively. For the mandatory allocations, the highest average utilization rate was for the 5% GAD Fund (91.36%) in CY 2009 and the 5% for Older Persons (94.18%) in CY 2010 and the lowest utilization rate was for the 5% Calamity Fund ( 51.725% and 45.12%) both in CY 2009 and CY 2010. The average percentage utilization rate of the budget allocation for the non-mandatory allocation is 94.66% and for mandatory allocation is 48.17% and the over-all utilization rate for Social Welfare and Development Program and Services is 67.52% for the last two years.

3. Data revealed that on the average, only 5 percent of the total budget was allocated for basic social services in 2009 and about 6 percent in 2010 when LGUs were grouped as a whole. LGUs which belong to the 3rd class had the highest percentage allocation for social services out of their total budget. No significant difference in the mean percentage

allocations for social services out of the total budget was found when local government units were grouped according to their income class. Thus, regardless of their income class, the percentage of allocation for basic social welfare programs and services of LGUs is more or less the same at about 5 percent. In terms of budget utilization for basic social welfare services, LGUs in the 2nd class had the highest percentage utilization of their total budget allocation. Likewise, no significant difference in the mean percentage utilization for social services out of the total budget was found when local government units were grouped according to their income class. Therefore, regardless of their income class, the percentage of utilization for basic social welfare programs and services is more or less the same at about 6 percent.

On the other hand, on the average, 5.07 percent of the total budget was utilized for basic social services in 2009 and about the same percentage of 5.68 percent in 2010 when LGUs were grouped as a whole. LGUs in the 5th and 2nd class have the highest mean percentage of supplemental budget utilized for basic social welfare services. No significant difference in the mean percentage utilization of supplemental budget for social services when local government units were grouped according to their income class was found. Hence, regardless of their income class, the percentage of utilization of supplemental budget allocations for basic social welfare programs and services is more or less the same which is about 10 percent.

4. The average percentage of spending for the implementation of basic social welfare services against total allocations for Supplemental Budget was about 10 percent in both 2009 and 2010 when LGUs were taken as an entire group. In 2009, LGUs in the 5th class have the highest mean percentage of supplemental budget utilized for basic social welfare services at 39.91 percent. However, in 2010, LGUs in the 2nd class had the highest mean percentage of their supplemental budget spent for Basic Social Welfare Services at 15.73 percent. The

results of the analysis of variance revealed that no significant difference in the mean percentage utilization of supplemental budget for social services when local government units were grouped according to their income class with the computed p-values ( $p=0.520$  and  $0.652$ ) all greater than  $0.05$  in 2009 and 2010. Thus, regardless of their income class, the percentage of utilization of supplemental budget allocations for basic social welfare programs and services is more or less the same at about 10 percent.

5. Among the 2nd class municipalities, they allocate their budget based on the need of their constituents while among 4th class municipalities their budget allocation was primarily based on the municipalities' priority thrusts. For the 5th class municipalities, requirements of the municipalities was used basis in budget allocation while highly urbanized cities and 1st and 3rd class municipalities use other parameters.

## VIII. RECOMMENDATIONS

Based on the significant findings of the study, the following recommendations are forwarded:

### For the Local Government Unit's Level

1. Local Social Welfare and Development Offices must prepare a work and financial plan or annual investment plan to be presented and advocated to the Local Chief Executives.
2. Ensuring commitment of Local Social Welfare and Development Officers must improve for full implementation of Social Welfare and Development Programs, thus maximizing use of fund. If executed properly, they can maximize the utilization of allocated budget and the disadvantaged groups can fully benefit from the programs and services of government intended for them.
3. To monitor their allocations and spending for efficient budget utilization in the implementation of Social Welfare Programs and Services, budget allocation and utilization must be regularly monitored by the

Local Social Welfare and Development Office for each sector/item. Regular monitoring of fund utilization shall help identify which sector/item lag behind in the utilization of its budget so that proper interventions can be made.

4. Updated and reliable data and information on the situation of the disadvantaged groups in the community must be prepared to be presented to decision makers so that they can be aware and give more priority to Social Welfare Programs and Services in the allocation of budget of the LGUs.

#### **For the Department of Social Welfare and Development**

1. The Department can formulate a Results-Based Monitoring and Evaluation manual that local social welfare office can adopt to monitor physical and financial accomplishments in the implementation of basic social welfare services programs, projects and activities.
2. Capability building activities can be facilitated for Municipal Social Welfare Officers on Results-Based Monitoring and Evaluation tools and agree on the most workable flow and consolidation of reports to operationalize the system.
3. The Department can conduct an Annual Performance Review to be attended by Local Social Welfare Development Officers to validate consolidated reports submitted relative to the delivery of basic social welfare services. This activity will likewise provide a venue to local implementors to share their experiences in implementing social welfare development programs, projects and activities as well as in advocating to the local chief executives and other stakeholders.
4. As an offshoot of the Annual Performance Review activity, an Annual Performance Report on the Delivery of Basic Social Welfare Services can be prepared and distributed to all the local government units. This report will disseminate to various target groups such as local chief executives, other decision makers, stakeholders and implementers the physical and financial performance of their

local government units in the delivery of basic social welfare services so they can help ensure the maximum use of resources.

5. Research investigations on implementation issues, location-specific social and resource mobilization, cost-effective implementation, and the impact of the different basic social welfare services programs, projects and activities especially those funded by the national government can be undertaken to address the weaknesses and gaps in programs, projects and activities implementation. In addition, studies on critical policies and legislation needed to effectively finance and implement basic social welfare services programs can be conducted so that policy and implementation issue papers can be made and communicated to Congress, local sanggunians, and other decision makers for appropriate actions.

## THE IMPACT OF POSITIVE PSYCHOLOGY ON THE EGO STRENGTH AND CHARACTER TRAITS OF CHILDREN IN CONFLICT WITH THE LAW

Flordeliza Mendaros-Buhay, Ph. D.

### ABSTRACT

This study was designed to find out the impact of positive psychology on the ego strength and character traits of 17 male children in conflict with the law (CICL) who were admitted at the Regional Rehabilitation Center for Youth (RRCY), Region XII. This research measured the levels of ego strength and character traits before and after the intervention. This study employed quasi-experimental design with one-shot treatment which lasted for 28 days. The statistical tools that were used in this study were mean, Wilcoxon Ranks Test, Spearman's Rho and Cronbach's Alpha. Two researcher-made tools were used and have a validity average of 3.7 each based on clarity, objectivity and suitability. These tools yielded a Cronbach's Alpha of .61 and .95. There was a significant difference in the level of the Ego Strength from pretest and posttest: Ego Status  $p = .004$ ; Social Status  $p = .001$ ; Goal Setting and Striving  $p = .001$ ; Good Mental Health  $p = .005$ . Physical Status did not have a significant difference in pretest and posttest. On the other hand, nine character traits gained significant difference in pretest and posttest. There was a significant relationship between Ego Status and Authenticity, Ego Status and Self-regulation, Social Status and Authenticity, Good Mental Health and Authenticity, Physical Status and Appreciation, Physical Status and Prudence, and Physical Status and Persistence. The psychosocial profiles of CICL have been found to have a deficit in attachment with parents, poor care-giving in childhood, and disadvantaged social support, but subjects have various potentials for better development.

### INTRODUCTION

#### BACKGROUND OF THE STUDY

Life at a rehabilitation center may not only be routine and stagnant but could be detrimental to mental and emotional health as clients could be prone to anxiety and boredom or depression. Hence, an approach to intervention that is built on the enhancement of positive traits, the building of strengths, and helping clients find untapped resources for positive change

(Seligman, 2002) may be explored. Martin Seligman, the proponent of Positive Psychology posits that people can be very creative problem-solvers if therapists just work with clients to nurture already existing skills, talents, and strengths. Therefore, one of the tasks of good therapists should be to amplify client's strengths as well as to help decrease debilitating negative emotions. Positive Psychology reflects on the nature of living systems –systems in which positive emotions act with negative emotions, character strengths act with character weaknesses, and human virtues act with human vices, intrapersonally, interpersonally and extrapersonally (Carr, 2004). An intervention can be aimed at addressing the human tendency to search for meaning in life and relate himself to something greater than the individual self. The intervention exercises could be designed to help the subjects find forgiveness, love, integrate their personality, and discover and experience unique coping strategies which could pave positive self-esteem, sense of control, optimism, positive social relationships, and sense of meaning and purpose to life. These may include self-awareness, self discovery and nurturing leisure through flow and mindfulness as interventions of Positive Psychology. Leisure activities can elevate to a state of flow which is essential to a sense of well-being and life satisfaction. These are activities that provide for a sense of autonomy, a break from routine, and involve frequent positive relationships with other people. When an activity is intrinsically enjoyable to a person, there may be a common set or psychological experiences that help to define or identify an activity as "fun" (Compton, 2005). Interestingly, this new method of bringing about change in a troubled individual has been developed and being practiced for only about a decade now. Unlike other psychotherapeutic techniques, this method is non-pathological and is concerned with the enhancement of happiness and well-being, involving the scientific study of the role of personal strengths and positive social systems in the promotion of optimal well-being (Carr, 2004). As was aptly expressed by the proponent of Positive Psychology himself, that Psychology is not just the study of weakness and damage; it is also the study of character strengths and

virtues. Treatment is not just fixing what is broken; it is nurturing what is best within ourselves (McCormick & Boleman, 2007). Positive Psychology emphasizes what is going right with people, maximizes their strengths and fosters future growth. It provides a wealth of useful inspiration for personal development and growth (<http://www.suite101.com>).

There are much challenges posted before helping professionals to provide a long-term treatment for both offenders and non-offenders who are charged in court. Children in conflict with the law have tarnished perception of themselves because of their unfavorable circumstances in life. Records show that crimes committed by juvenile delinquents have already reached an alarming stage. Over 50,000 children in the Philippines have been arrested and detained since 1995 with ages 15 to 17 as the highest offenders (Cabo, 2008). At DSWD (Department of Social Welfare and Development) drop-in center alone like the one in Kidapawan City, 23 percent of children in conflict with the law (CICL) ended up in jail two months after their discharge in 2009 (Gaviola, 2010). Of all the cases reported and handled by DSWD, 56 percent of the clients were CICL with offenses against property as highest and chastity as lowest. Notably, peer influence was the highest motivator among the offenses committed by these populaton. The way institutions and authorities treat them exacerbates their feeling of self-devaluation and their maladaptive behaviors. Their developmental equilibrium is further threatened because of the abuses they experience with authorities and the criminal justice system. Government institutions and apprehending officers violate laws supposedly for the welfare of these children and that other stake holders for the protection of children are not well-informed of their roles in the judicial process of these minors (Etemadi, 2005). Most of these children eventually learn helplessness from their experiences with the police and develop more antisocial behaviors instead of restorative undertakings. Although there have been advances in the legislations of the children's rights and on going arbitration on the amendments to Republic Act 9344, a number of lapses in the protocol of apprehension and rehabilitation are reported first hand by CICL themselves and validated by other social researchers on children's rights. According to these CICL, they are physically abused during arrest and detention at police stations and standard operating procedures are not followed. Much haunting are documented brutal killings of

street adolescents allegedly involved with illegal activities especially in Davao City (Templa, 2004). In certain jails, CICL are detained in small, unventilated concrete cells measuring three by seven meters and containing over a hundred convicted adult prisoners that mix freely with the children. In Olongapo City, CICL are locked up in secret cells with no beds, furniture, faucet, hand basin or toilet, and are mistreated and mixed with mentally disturbed adult women (Bruce, 2005).

Republic Act 9344 or The Juvenile Justice & Welfare Act of 2006 provides that CICL, who are 15 years old and or below are exempt from criminal liability and subject to intervention programs. The legislation has provisions that as part of the restorative measures, CICL are protected in a temporary shelter in a Regional Rehabilitation Center for Youth (RRCY). There are also ongoing measures undertaken in the Philippines in designing restorative justice of CICL through the initiative of various non-governmental organizations (NGO's) in collaboration with government institutions. As helping professionals are trying to generate interventions, there is a pressing necessity to explore on other options of psychotherapeutic techniques. Studies in the United States point out that even children who find themselves in trouble once or twice or many times still have a chance to change (Wilson, 2000). Intervention programs reduced overall recidivism rates among juvenile offenders even without having them punished (Etemadi, 2005). Paul Barner (2004) of Davao City reported in his thesis on children at risk that positive aspects of a child may balance some negative aspects. Barner further pointed out that discipline, love and guidance are what children need and if these elements cannot be found at home, they may find these at church, school or clubs like scouting.

Hence in this study, ego strength, the part of a person's personality which is in contact with the external world in daily life was investigated. The person's ego which is involved both in the feeling and thinking, incites and directs his life activities and reflects a person's capabilities for adaptability, cohesive identity, personal resourcefulness, self-efficacy and self-esteem, and connotes mental health. This is evident in a person's interpersonal competence, a sense of purpose, life satisfaction, and the capacity for meaningful activity (Cassel, 1959). Congruent to non-punitive and non-pathologic framework, this study focused on the effects of Positive Psychology on the ego strength and character traits and virtues of CICL.

Moreover, the researcher deemed it necessary to develop two research instruments for this special population with consideration of their culture and language. Although the tools are inspired by two standardized tests, (The Ego Strength Q-Sort Test by Russel Cassel, ( 1959) published by Psychometric Affiliates and Character Strengths and Virtues. A Handbook & Classification (2004) by Martin Seligman and Christopher Peterson published by Oxford University Press), the researcher-made instruments contain statements that reflect the daily activities and lifestyle of ordinary Filipinos employing the Visayan dialect which is the prototype lingua franca of Region XII.

## THEORETICAL FRAMEWORK

This study is anchored on Martin Seligman's positive psychology and Russell Cassel's theory on ego strength.

Seligman's theory of positive psychology posits that positive emotions, positive character and positive institution can enhance human conditions. Focusing on human strengths, personal fulfillment and civic virtue (Seligman, Steen, Park, & Peterson, 2005), positive psychology magnifies good life, well-being and pursuit of happiness. Seligman points understanding and nurturing the highest qualities of personal life and civic life as a positive force of enhancing happiness and satisfaction in life using the character strengths and virtues of the individual (Seligman, 2000). This implies that positive psychology can foster optimism and hope over learned helplessness and promotes competence through positive models of intervention to effect positive changes among the CIKL and ameliorate their stigma and adversities.

On the other hand, Cassel's (1959) ego strength theory, which was developed from Sigmund Freud's psychoanalytic theory, is the positive personality asset that will enable the individual to adapt to the external world. A person's ego is that part of the personality charged with maintaining one's happiness and by assessing the degree to which one is happy provides an index of his ego strength. Since the ego is the portion of the personality which comes into contact with other persons and with the environment and situation, it is continuously in battle to gain happiness and satisfaction for the individual. Ego strength has both intrapsychic

and interpersonal dimensions. It implies composite internal capacities, both cognitive and affective, that individuals bring to their interactions with others and with the social environment. Like a solid foundation of a well-built house, ego strength supports the individual across developmental stages in the pursuit of his life goals, dreams and ambitions especially under stressful conditions or during turbulent times (<http://pagerankstudio.com/blog2010/05/ego-strength/htm>).

Furthermore, Cassel believes that ego strength provides an individual with a cohesive sense of self, ensures coping abilities, increases as individuals grow in maturity, and is recognizable during initial clinical assessment and throughout psychotherapy. Deficits in ego strength can manifest as poor judgment, difficulties with reality testing, and problems with interpersonal relationships or intimacy. Moreover, a lack of ego strength can also manifest in extreme defensiveness, lack of self-control, and the inability to regulate emotions or to self-soothe when distressed. Ego deficits are also apparent in the individual with poor self-esteem, no cohesive identity, unrealistic or inconsistent life goals, and issues with mastery and competence (<http://webpace.ship.edu/cgboer/erikson.html>). Ego is the aspect of one's personality charged with the attainment of happiness, which means that the stronger the ego, the greater the chances for happiness. Happiness always involves a complete interrelationship among and dependence on the developmental nature of the physical, emotional, social, intellectual, and educational attributes of an individual.

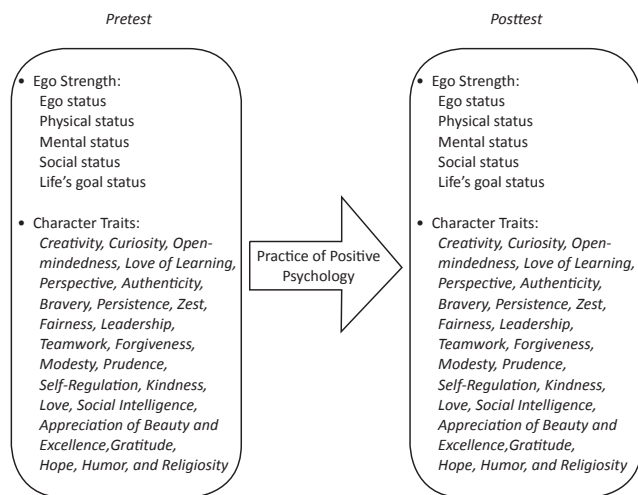
## CONCEPTUAL FRAMEWORK

Ego strength has a precarious role in a person's activities of life because it is the aspect of the personality that maintains contact with the outside world. It is also an indicator of how a person meets his needs in accordance with reality because the ego makes him aware of his needs and satisfies these at the right time and appropriate ways. It is therefore important to know the individual ego strength of CIKL because studies reveal that children who are deficit of certain character traits tend to come in trouble with the law. It is crucial to assess their character strengths in order to create a baseline for the intervention design. Through positive psychology exercises, the intervention shall aim to strengthen their weak character traits by eliciting the best traits from them.



Positive psychology embraces positive emotions, positive character, and positive institutions. Positive psychology exercises will be employed to explore on overcoming the ego deficits of CICL rather than focusing on “repairing” the worst in them. Therefore, it is vital to make a grasp on the absence or presence of the virtues and the character traits in the CICL. Hence, the following character traits will be assessed: *creativity, curiosity, open-mindedness, love of learning, and perspective; Courage: bravery, persistence, integrity, zestlove, kindness, social intelligence, fairness, leadership, teamwork, forgiveness, modesty, prudence, self-regulation, appreciation of beauty and excellence, gratitude, hope, humor, spirituality or religiosity.* Through positive psychology, the CICL will engage in the positive exercises and become happier individuals who find more purpose and meaning in life through their discovery of their positive traits. These positive traits will naturally overcome their ego deficits and will learn new ways of looking at their circumstances and learn optimism.

Figure 1. Conceptual Framework



## STATEMENT OF THE PROBLEM

This study examined the effects of Positive Psychology to the ego strength and character traits of CICL. It specifically answered the following questions:

1. What are the content validity indices of Ego Strength Test (EST) and Victory Profile (VP)?
2. What are the levels of ego strength and character traits of CICL before the intervention?
3. Is there a significant difference in the levels of ego strength and character traits before and after the intervention?

4. Is there a significant relationship between the levels of ego strength and character traits?
5. What are the psychosocial profiles of the respondents based on the data gathered from social case study reports, personal interviews, and report of house parents?

## NULL HYPOTHESES

Ho1: There is no significant difference in the levels of ego strength before and after the intervention.

Ho2: There is no significant difference in the levels of character strengths before and after the intervention.

Ho3: There is no significant relationship among the levels of ego strength and character traits before and after the intervention.

## SCOPE AND DELIMITATION OF THE STUDY

The study was conducted among 17 male children whose ages were 18 below when they were alleged as, accused of, or adjudged as having committed an offense under the Philippine laws. They are currently detained as juvenile offenders and are under the custody of the Regional Rehabilitation Center for Youth (RRCY) of the Department of Social Welfare in Region XII located in Tupi, South Cotabato.

The intervention program focused on Positive Psychology technique and was conducted in 28 days with inclusive dates from January 16 to February 12, 2011. Three days each week were spent with the researcher-therapist and four days with the house parents of RRCY who were oriented on homeworks to be accomplished by the clients during the week. No other activities were introduced during the 28 day-therapy to ensure that the Positive Psychology intervention caused the effects as measured in from pretest to posttest. The number of respondents yielded limited generalizability with regards to the whole target population.

## SIGNIFICANCE OF THE STUDY

In spite of the new law on the treatment of CICL, its implementation largely depends on the awareness and conscientiousness of various agencies, national and local authorities, and national and local government units such as the police, social workers, and court personnel.

This study will be beneficial to national authorities – the Secretary of Department of Social Welfare and Development and the Regional Directors –to draw insights in designing effective intervention programs for CICL. Understanding the nature of CICL will make social workers and house parents become proactive in managing the RRCY and become productive in their chosen rehabilitative programs.

The findings in this psychotherapeutic intervention will help congressmen and governors, as leaders of local government units, to allocate their authorized funds of one percent (1%) of their IRA (Interim Revenue Allotment) as stipulated in the provision of Republic Act 9344, Section 15; one percent from the barangays and an equal counterpart from the LGU (Local Government Unit), municipal or city government, provincial government, and from the national government, each at 1/3 share of the financial burden to subsidize its effective implementation (Congress of the Philippines).

This study will also shed light to the officers of courts, prosecutors and policemen who have some misgivings on the protocols in apprehending CICL and the manner intervention programs are undertaken. The concept of the ego strength is important to children's intrapsychic and interpersonal relationships.

Through this study, parents become more informed on the premium of providing their children respect and quality time to develop in them the elements of ego strength and nurturing character traits which are most absorbed at home.

School administrators will intelligently consider the programs, curriculum and relative policies that will increase the ego strengths of the school children and adopt Positive Psychology exercises in assisting children to focus on what is good in them in competence and character. For teachers, being directly in contact with the students, to be vigilant in their verbal and non-verbal messages and labeling of children and their consequences. As most CICL are dropouts from school, teachers should be more conscientious in their speech so that they become vessels of building up the best in children rather than demoralize them and devastate the children's aspirations and well-being. Teachers can strive for lifting up the weak learners and channeling children to professionals when necessary.

Most importantly, this study will allow clinical psychologists to view their practice from a new perspective –that is, looking at clients as individuals who have potentials and personal strengths rather than pathologies. The Positive Psychology framework will empower clinicians to design therapy programs that are unique and non-pathologizing. Therefore, intervention programs can become fun, uplifting, enhancing and empowering. Ultimately, clinical psychologists can become more effective consultants of social institutions in designing psychotherapy and prevention programs and establish positive institutions and positive communities.

## OPERATIONAL DEFINITION OF TERMS

The following terms are defined according to their function in this study:

**Character Traits**—these are the 24 traits listed in the conceptual framework

The following are their definitions:

1. *Creativity* – coming up with unique ways of doing things
2. *Curiosity* – showing interest in exploring and discovering things
3. *Open-mindedness* – seeing situations and experiences from all sides
4. *Love of learning* – initiating to improve one's skills and knowledge on one's own or formally
5. *Perspective* – being able to gain insights on his experiences and its implications with other people
6. *Bravery* – able to stand with his belief and challenges even if unpopular
7. *Persistence* – completing a task started in spite of difficulties
8. *Authenticity* – knowing what he feels and wants and takes responsibility for one's feeling and actions
9. *Zest* – takes life with excitement and enthusiasm

10. *Love* – giving importance to relations with others, especially in sharing and caring
11. *Kindness* – doing compassionate deeds and favors for others
12. *Social intelligence* – able to relate well with others
13. *Teamwork* – working with others and doing assigned tasks and volunteers to do tasks other than his
14. *Fairness* – executes decisions the same ways to everyone
15. *Leadership* – making others do things in a group or organization and preserves harmonious relationship among members
16. *Forgiveness* – extending one's mercy when wronged and giving another chance to fix relationships
17. *Modesty* – letting others speak well of one's good deeds and achievements and does not consider oneself greater than others
18. *Prudence* – giving importance to the implications of one's choices and spends more time weighing moves before taking any action
19. *Self-regulation* – Regulating what one feels and does; being disciplined; controlling one's appetites and emotions
20. *Appreciation of beauty and excellence* – able to see and feel wonder and awe in nature, artistic skills like painting and dancing, and theatre or stage performance
21. *Gratitude* – recognizing the good things in one's life and acknowledging what other people have done, and taking time to express thanks
22. *Hope* – can look forward to the best things in the future and exerting effort to achieve it
23. *Humor* – taking the good things in seemingly difficult times and finding time to laugh at one's circumstances

24. *Religiosity* – possessing strong belief in the power of someone supreme and sovereign and recognizing the need to relate with the greater one to live a meaningful life

**Character Strengths** – refer to the top five highest scores gained in each character trait in the VP.

**CICL** – refers to children in conflict with the law. These are the 17 children who are admitted at the Regional Rehabilitation Center for Youth (Region XII) in Tupi, South Cotabato. They were below 18 years old but not less than 15 years and one day old when they were alleged as, accused of, or adjudged as having committed an offense under the Philippine laws.

**Ego Deficit** – refers to the results of the researcher-made test called Ego-Strength Test (EST); the lowest score in an area or areas as classified in the EST.

**Ego Strength** – refers to the five dimensions namely: ego status, social status, goal setting and involvement, good mental health and physical status. This is measured by the researcher-made instrument EST. The result of EST is the general measure of the well-being or happiness of the CICL.

1. The *ego status* score is interpreted as being a measure of self-sufficiency of the individual. It includes feeling secure, self-approval and acceptance of personal responsibility.
2. The *social status* score is the individual's prestige with his peers;
3. The *goal setting and striving* score is concerned with assessing the person's involvement with his plans and achievements;
4. The *good mental health* is the person's adjustment with his home life, disposition, relationships and self-expression; and
5. The *physical status* is the individual's status with respect to health and basic necessities of life – food and shelter.

Positive Psychology – refers to the 28-day psychotherapeutic technique which includes different exercises and activities conducted indoor or outdoor by the researcher-psychotherapist to the CICL at RRCY Region X11.

Psychosocial profile – refers to the emotional and psychosocial aspects of CICL which includes parental care they have received, peers, and education.

## REVIEW OF RELATED LITERATURE

The literature presented in this chapter serves to facilitate the readers' better understanding of the chosen psychotherapeutic technique and relationships of the variables in this study. Covered in this chapter are moral development of adolescents, their family, their characteristics and offenses, theoretical causes of antisocial behaviors, and successful interventions.

Likewise, studies and theories of Positive Psychology, positive emotions, spirituality and well-being, character strengths and virtues, related exercises that promote the development of character traits, are also discussed. In addition, positive psychology exercises on leisure, flow, mindfulness, peak performance and savoring are explained to lay further grounds on the choice of the psychotherapeutic technique used in this study. Studies that have been conducted on Positive Psychology are also presented to help readers and other researchers find the "missing link" between the present behaviors and the desired behaviors of the CICL.

## MORAL DEVELOPMENT OF ADOLESCENTS

Adolescence is the transition period that links childhood and adulthood. Erikson (1979) described it as a moratorium, a temporal and psychological gap between the security of childhood and the autonomy of adulthood. Adolescents are prone to peer pressure that can have great influence or impact on their attitudes, values, and behaviors. According to George Herbert Mead (1982), children begin to perceive themselves from the perspective of the generalized other, the community as a whole. Knowing the norms and values of society, children can begin to know how their actions are perceived by others. Mead said that everyone has an "I" and a "me." The "I" is the individual or the true self and the "me" is the way one acts indifferent social situations under the norms of society. Through social interaction, people learn the acceptable "me" and that children develop their "selves" through social interaction and begin to pattern their "selves" after a role model.

Erikson believed that personality develops in a series of stages and described the impact of social experience across the lifespan. During adolescence, children are exploring their independence and developing a sense of self. They explore different possibilities for career, interests, friends, etc. At this age, adolescents are trying different behaviors and values from what they have learned at home. Those adolescents who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and a feeling of independence and control. Those who remain unsure of their beliefs and desires will be insecure and confused about themselves and the future. They are trying to define themselves separate from their parents, although, in the end, most adolescents adopt many of their parents' values and behaviors as well as unique views of their own (Liebert, Nelson & Kail, 1986).

Professor Larry Nucci (2001) of the University of Illinois at Chicago defines morality as "one's concepts, reasoning and actions which pertain to the welfare, rights and fair treatment of persons." Nucci cited psychologists Jean Piaget and Lawrence Kohlberg of their assumption that morality goes beyond adherence to social norms and conventions.

Piaget identified four stages of cognitive development with the final stage, "Formal Operations," occurring in adolescence. Moving beyond the concrete phase in which they develop the ability to reason and think abstractly about solid objects and observable reality, adolescents are able to think in purely abstract terms, taking various points of view into consideration. Kohlberg expanded on Piaget's work and theorized six stages of moral development, with adolescents failing somewhere within the third and fourth stages. In stage 3, Good Interpersonal Relationships, a sense of right and wrong is based on what's best for those young people who actually know family members, friends and members of their local communities. In stage 4, they think more broadly in terms of society as a whole. Their morality is still tied to laws and social norms, but they have more sophisticated understanding of why such laws and norms are important (Liebert, R.M., Nelson, R. & Kail, R.V., 1986).

While adolescents may have access to the level of morality as Kohlberg and Piaget described, the discoveries of brain researches call into question whether or

not it is reasonable to expect teenagers to act consistently on their sense of morality. In 2004, the American Bar Association (ABA) reported on collaborative brain research done by scientists at Harvard, UCLA and the National Institute of Mental Health (NIMH). They found that the frontal lobe goes through more changes in the teenager years than at any other stage and is “not done being built yet” according to NIMH researcher Jay Giedd. In addition, the ABA notes that hormonal changes cause emotional upheavals that can override moral reasoning and lead to risky behaviors (Roberts, 2010).

## **FAMILY ENVIRONMENT OF YOUNG OFFENDERS**

Saplala (2001) cited Athen’s explanations that experiences of child abuse appear to be a predictor that has been observed in earlier studies of violent behavior convicted felons who committed violent crimes. The experience of abusive behavior from the child’s caregivers is enough to make the child’s repressed anger carry on further in life and he begins to understand later on that resorting to violence is the means to overcome further threat.

Family factors which may have an influence on offending include the level of parental supervision, the way parents discipline a child, parental conflict or separation, criminal parents or siblings, parental abuse or neglect, and the quality of the parent-child relationship. Children brought up by lone parents are more likely to start offending than those who live with two natural parents. However, once the attachment children feel towards their parent(s) and the level of parental supervision are taken into account, children in single parent families are no more likely to offend than others. Conflict between a child’s parents is also much more closely linked to offending than being raised by a lone parent (Walklate, 2003). If a child has low parental supervision, he is much more likely to offend.

Many studies have found a strong correlation between a lack of supervision and offending, and it appears to be the most important family influence on offending (Farrington, 2002). In an interview conducted at DSWD-Surallah, Socorro Subillaga (2010) explains that commonly, when parents do not know where their children are, what their activities are, or who their friends are, children are more likely to have delinquent friends. A lack of supervision is connected

to poor relationships between children and parents, as children who are often in conflict with their parents may be less willing to discuss their activities with them. Children with a weak attachment to their parents are more likely to offend.

In an interview on March 27, 2010, Mrs. Nanig Sanoy, head of the Regional Rehabilitation Center for Youth, Region XII, disclosed that a number of clients in the center have been involved with theft, drugs and alcohol. Furthermore, Billiones (2010) cited Matilde Manuel’s lecture that family related factors leading to drug use are a means of escape from strict and dominating parents, lack of communication among family members, unharmonious familial atmosphere, overprotective or too permissive parenting, parental absence or neglect due to work and other occupation, and rebellious and obstinate children who defy authority.

Another unique cultural dynamics of CICL is that child-rearing is often left to the care of the female authority figure or significant other. König & Lidner (1994) postulate that an absent father figure can result in a strong enmeshed dynamics with mother and a sense of having to rescue mother from her predicament of poverty. CICL are undergoing a complexity of the different interactions in their development and there are areas that are worth considering in their cognitive and moral development and some implications of their brain development. Moreover, the socio-economic status of families of CICL is mired in poverty and children are inadvertently sacrificed. This validates the previous study of Templa (2004) which underscores that in their study, 82 percent of adolescent respondents claimed to be street children. According to official estimates, 34.2 percent of the Filipino population in year 2000 lived in poverty threshold. An analysis of government data also reveals that 77.4 percent of Filipino families do not earn enough to maintain a decent standard of living. Ibon Foundation further estimates that some 92 percent of rural families are poor.

## **CHARACTERISTICS OF YOUNG OFFENDERS**

Young offenders share common characteristics that make up a general behavioral profile that pertain to them. However, it is important to consider that they are believed to have common characteristics that are overtly manifested in their behavior and nature.

Individual psychological or behavioral risk factors that may make offenses more likely to happen include intelligence, impulsiveness or the inability to delay gratification, aggression, empathy, and restlessness (Farrington, 2002). Children with low intelligence are likely to do worse in school. This may increase the chances of offending because low educational attainment, a low attachment to school, and low educational aspirations are all risk factors for offending in themselves. Children who perform poorly at school are also more likely to be truants, which is also linked to offending. Young males are more likely to be impulsive which could mean they disregard the long-term consequences of their actions, have a lack of self-control, and are unable to postpone immediate gratification. This may explain why they disproportionately offend (Farrington, 2002; Walklate, 2003). In addition, impulsiveness is seen by some as the key aspect of a child's personality that predicts offending. However, it is not clear whether these aspects of personality are a result of "deficits in the executive functions of the brain" or a result of parental influences or other social factors (Graham & Bowling, 1995).

A quantitative research on 9,945 juvenile male offenders between the ages of 10 and 18 in the 1970s in the United States was used to examine a trend among a small percentage of career criminals who accounted for the largest percentage of crime activity. The trend exhibited a new phenomenon amongst habitual offenders. In this study, habitual offenders were youth who experienced more than five police encounters. The phenomenon indicated that only six percent of the youth qualified under their definition of a habitual offender and yet were responsible for 52 percent of the delinquency within the entire study. The same six percent of chronic offenders accounted for 71 percent of the murders and 69 percent of the aggravated assaults (Wolfgang et al., 1972). This phenomenon was later researched among an adult population in 1977 and resulted in similar findings. S. A. Mednick did a birth cohort of 30,000 males and found that one percent of the males were responsible for more than half of the criminal activity. The habitual crime behavior found among juveniles is similar to that of adults. Habitual offenders will make a 'career' of bad choices and bad behavior and probably end up, sooner or later, dead or in prison. These juvenile offenders are in need of treatment because they have a negative disposition and high propensity to continue committing crime (Delisi, 2005). A number of factors influence the vulnerability of CICL like their family environment.

## OFFENSES OF YOUTH

A cross-sectional survey offenses of youth conducted in 2003, reports that of 740 youth in Missouri State Division and Youth Services, 38.5 percent reported lifetime inhalant use. Youth ranged from very mildly to severely antisocial. In another study, Wu and other colleagues estimated that two million 12 to 17 - year olds in the U.S. had used inhalants (Howard & Perron, 2009).

A study conducted by Templa (2004) and team of researchers on CICL in Region XI, particularly in Davao City, reports that 55 percent of the CICL are repeat offenders with initial offenses committed as far as the year 2002. Offenses committed by CICL range from sniffing rugby, petty theft, rape, frustrated murder and murder. Furthermore, Templa and associates reported that the Tambayan Center for the Case of Abused Children, Inc. in Davao City reports that violations of adolescents include sniffing rugby, petty theft, prostitution, and going against the 10 o'clock curfew imposed by the city. Similar observations were made by the researcher of Save The Children UK-Philippines Program in 2004 on offenses in Tagum City and Nabunturan. Most repeat offenders in 2002 in Davao was 55 percent, while in Nabunturan, more than 57 percent of CICL had previous records of theft and other petty crimes. Meanwhile, serious offenses like rape, murder and frustrated murder were reported in Surallah, Cotabato (Subillaga, 2010) and Kidapawan City (Gaviola, 2009).

## THEORETICAL CAUSES OF ANTISOCIAL BEHAVIOR

Classical criminology stresses that causes of crime lie within the individual offender, rather than in their external environment. For classicists, offenders are motivated by rational self-interest, and the importance of free will and personal responsibility is emphasized. Rational choice theory is the clearest example of this approach. Another belief is the labeling theory which states that once young people have been labeled as criminal they are more likely to offend. The idea is that once labeled as deviant, a young person may accept that role and be more likely to associate with others who have been similarly labeled (Eadie & Morley, 2003). Labeling theorists say that male children from poor families are more likely to be labeled deviant and that this may partially explain why there are

more lower-class young male offenders. Acting out these ideals may make young men more likely to engage in antisocial criminal behavior. Young men may actually be naturally more aggressive and daring. The way young men are treated may make them more susceptible to offending. Current positivist approaches generally focus on the culture. A type of criminological theory attributing variation in crime and delinquency over time and among territories to the absence or breakdown of communal institutions (e.g., family, school, church, and local government) and communal relationships that traditionally encourage cooperative relationships among people (Walklate, 2003).

The Theory of Differential Association also deals with young people in a group context, and looks at how peer pressure and the existence of gangs could lead them into crime. It suggests young people are motivated to commit crimes by delinquent peers and learn criminal skills from them. The diminished influence of peers after men marry has also been cited as a factor in desisting from offending. There is strong evidence that young people with criminal friends are more likely to commit crimes themselves. However, it may be the case that offenders prefer to associate with one another, rather than delinquent peers causing someone to start offending (Brown, 1998).

One suggestion is that ideas of masculinity may make young men more likely to offend. Being tough, powerful, aggressive, daring and competitive may be a way young men attempt to express their masculinity (Brown, 1998). According to a study led by Florida State University criminologist Kevin M. Beaver as cited by Tori et al. (1998), adolescent males who possess a certain type of variation in a specific gene are more likely to flock to delinquent peers. Among delinquents, gender contrasts revealed that girls, although less self-confident than their male peers, had better social skills and were more aware of their emotions.

## **SUCCESSFUL INTERVENTION TO YOUTH OFFENDERS IN THE PHILIPPINES**

Malou Mangahas (2009) shares one story of rescue and renewal about Cebu's CICL at the Community Scouts Center organized by Cebu City police's juvenile section. The program made use of diversion as an approach to give the child offenders a second chance at life. The center provided them life skills training and job employment contract with Pepsi Cola Company.

The boys washed Pepsi soft drink bottles by hand, for a token fee of 25 centavos per bottle or six pesos per 24 bottle case. The boys opened their bank savings account. They also raised hogs, ducks and goats, planted vegetables, wove buri, did carpentry, welded chairs and plant holders, made hollow blocks, crafted fashion accessories, and cultured earthworms. The boys were trained in the scout patrol system, organized as troops and registered with the Boy Scouts of the Philippines. Scout leaders were designated for various duties. They also restarted their studies mostly as graders in the city's public schools. Some of them were accelerated to higher grades. Sponsors of scholarship programs were tapped for them to pursue college. The center's target is for the CICL to finish at least high school and find employment for them. Today two of these boys are now law enforcers – a liaison officer of the police's Community Scouts Youth Guidance Center, and the other, a traffic officer.

Rev. Paul Barner studied 21 most delinquent children among the 500 students of Barner Learning Center (BLC) in Davao City. In his study, Barner itemized the characteristics that predispose these children-at-risk to delinquency and examined the advantages of early interventions among these children. BLC provided intervention to decrease the potential of the child-at-risk to become a child in conflict with the law through education and adoption program. Adopting students so they can go to school were done through finances, prayer and gift-giving. One can adopt a child by donating \$20 a month or a birthday offering of \$10 (Barner, 2010; Barner, 2004).

In Surallah, South Cotabato, through the initiative of the Municipal Social Welfare Officer, Mrs. Socorro Subillaga, and in partnership with the Local Government Unit headed by Mayor Romulo Solivio, a four-day live-in seminar was conducted on Establishing Helping Relationship as a preventive measure for delinquency. Participants were 25 out-of-school youth (OSY) from 17 barangays who were identified to have leadership potentials in their community. These OSY were trained on Basic Counseling Skills and the Counselor as a person. They have become assistants to the local DSWD and were issued with an identification card (ID) as recognized helpers of the community. The intervention was conducted by a four-member team: two candidates for doctorate degree in Clinical Psychology from Ateneo de Davao University, a psychologist - seminarian, and a school

administrator and owner who served as the organizer and programmer. In summer 2011, a follow-up seminar (module II) for the intervention program shall be organized.

In Cebu City, Felisa Etemadi (2005) of Free Rehabilitation, Economic, Education and Legal Assistance Volunteers' Association (FREELAVA), a non-government organization, piloted a community-based programme in 12 barangays that builds on local governance structures and involves collaboration among barangay officials, professionals and community volunteers, including former child offenders who serve as peer educators. The goal is to prevent child offenders from entering the criminal justice system by putting into practice two basic principles in the Convention on the Rights of the Child – “the best interests of the child” and “detention or imprisonment” as a measure of last resort and for the shortest appropriate period of time. Specifically, this initiative is built on the principle of restorative justice which holds that crime is a violation of people and relationships and creates obligations to make things right. Drawing on this framework, and with its track record in the community development work, FREELAVA has used community organizing as the over-arching strategy in implementing the diversion programme. Etemadi's program has core strategies that included mobilizing the support and participation of the communities through the formation and capacity building of 12-member Children Justice Committees (CJCs) which work for the settlement, reconciliation and mediation of reported cases involving child offenders and recommend appropriate psychosocial interventions and other necessary assistance to diverted children; training and involvement of community volunteers – each pilot barangay has a pool of 10 community volunteers who become child rights advocates in their respective localities; they undergo training on the basics on paralegal work and community organizing, diversion and restorative justice, gender and child sensitivity, the psychodynamics of children in conflict with the law, mediation and reconciliation, psychosocial interventions and counseling; the participation of peer educators – 15 to 18 - year old diverted or released child offenders who are exposed to leadership training, facilitating skills training, anger management, basic counseling and team building; and community outreach and education. According to the author, this community-based diversion pilot program has led to several positive changes, which

included: a decline in the number of child arrests and decreasing incarceration rates and abandonment of detention cells for children in all the pilot barangays.

In partnership with Shoe Mart (SM), DSWD has put up the National Training School for Boys in Tanay, Rizal which serves as a rehabilitation center for CICL – for therapy, counseling, non-formal education, and vocational skills training in welding, automotive repair, practical electronics, computer literacy, and agro-farming (<http://www/smprime/index.ph.=587&type=&sec=50&aid=2327>). Similarly, the Center for Restorative Activities Development and Learning Experiences (CRADLE) offers non-formal education and other programs for physical, intellectual, and spiritual development of the CICL. It is also encouraging to note that the the Juvenile Justice Welfare Council (JJWC) through DSWD Undersecretary Alicia R. Bala, will prioritize the establishment of Youth homes in every city and municipality as mandated by RA 9344 (Devera, 2010).

## THE DEVELOPMENT OF POSITIVE PSYCHOLOGY

Seligman, Park & Peterson (2005) highlight the fact that from Buddha through the human potential movement of the 1960s, the pioneering work of Michael Frodyce, and the self-improvement industry of the 1990s, at least 100 interventions claiming to increase happiness lastingly have been proposed. Several researchers have collected these and have distilled about 40 of them into a form that is replicable and capable of being presented in a manual. For Seligman and his team, the questions still remain whether these interventions really work, and which are at best placebos. Hence they experimented on Happiness Exercise through the internet using the random assignment, placebo controlled design (RCT or randomized controlled trial), and they designed five happiness exercises and one placebo control exercise. Each exercise was delivered via the internet and could be completed within one week. One of these exercises focused on building gratitude, two focused on increasing awareness of what is most positive about oneself, and two focused on identifying strengths and character. The placebo did journaling for one week about early memories. They followed the participants for six months. Participants were 35 to 54 - year old males and females.



The results of the interventions showed that of the two exercises, using Signature Strengths in a new way and three good things, participants increased happiness and decreased depressive symptoms for six months. Another exercise, the Gratitude Visit, caused large positive changes for one month. The other exercises of the placebo control created positive but transient effects of happiness and depressive symptoms. Gratitude visit showed the largest positive changes in the whole study. Writing three good things each day and why they happened and using Signature Strengths in a new way showed that participants were happier (Seligman et al., 2005). Other positive exercises like flow, mindfulness, spirituality and film are discussed in the succeeding literature.

In Positive Psychology, positive emotions play a prominent role. However, one of the barriers to its development was the assumption that positive and negative emotions were simply opposite and balanced ends of an emotional continuum. Compton (2005) cites Barbara Fredrickson who says that positive emotions provide nonspecific action tendencies that can lead to adaptive behavior. Positive emotions also provide the spark of changes in cognitive activity that can lead to newer and more adaptive thought-action tendencies. This means that people behave in specific ways because they have learned to associate certain cognitive activities or ways of thinking with certain actions. An activity may start with a positive emotion, which motivates a number of exploratory activities that result in new learning that is then stored in memory and can be used to direct future behaviors.

Barbara Fredrickson's broaden-and-build model posits that positive emotions broaden our awareness and then build upon the resultant learning to create future emotional and intellectual resources. Positive emotions help us to broaden our available options to maximize our future resources. According to Fredrickson, these resources are more durable than the transient emotional state that led to the acquisition. By consequence, then, the often incidental effect of experiencing in positive emotion is an increment in durable personal resources that can be drawn on later in other contexts and in other emotional states. Positive emotions not only broaden our awareness and build up resources, but also indicate that those resources are more lasting than positive emotions that initiated them.

Amazingly, positive emotions may act as antidote to the unfortunate effects of negative emotions (Fredrickson & Joiner, 2002). The undergoing hypothesis states that positive emotions help both the body and mind regain a sense of balance, flexibility, and equilibrium after the impact of negative emotions. Positive emotions help undo the after effects of stress reactions in a shorter period of time. Laughter, for example, helps the body of the physiological and biochemical after effects associated with the fight or flight response. The same effect can help to restore flexibility and expenses to thinking after experiencing the narrowing of attention associated with the negative emotion (Compton, 2005).

Moreover, Positive Psychology has also a great influence in goals and well-being. Goals that are the result of intrinsic motivation are personally valued; realistic and freely chosen seem to be better at raising subjective well-being. The pursuit of goals that are meaningful to us is more fulfilling than chasing after goals that are imposed on us by others on that which we do not value (Lyubomirsky, 2001). Well-being is enhanced by seeking goals associated with positive relationships and helping others, while self-centered goals decrease well-being. Lyubomirsky cited Tim Kasser & Richard Ryans' study that well-being is enhanced when people pursued goals that facilitate affiliation, intimacy, self-acceptance and community involvement. Goals that are valued by one's culture may also be effective in raising well-being (Cantor & Sanderson, 1999). Another important element in flourishing well-being is a person's spirituality.

Zinnbaur, Pargament & Scott (1999) defines religion as referring to a spiritual search that is connected to formal religious institution. The term spirituality refers to the human tendency to search for meaning in life through self-transcendence in the need to relate to something greater than the individual self. McCullough, Sawyers & Larson (1997) indicated that there exist a fairly substantial number of studies that have looked at how religiosity and spirituality may have an impact on physical and mental health. These researchers have found that people who are more religious and engage in more religious activities tend to be healthier, both mentally and physically. Donahue & Benson (1995) have been fairly consistent in finding that greater participation in religious activities is significantly related to higher well-being, lower rates of delinquency, alcoholism, drug abuse, and

other social problems. David Myers (1992) reports that surveys in North America and Europe found out that religious people, more often than non-religious people do, report feeling happy and satisfied in life.

Religion may influence mental and physical health because of six reasons. Religiosity provides for social support; helps support healthy lifestyles; helps promote personality integration; increases generativity; provides unique coping strategies; and provides a sense of meaning and purpose (Pargament, Smith, Koenig & Perez 1998; Emmons, 1999). These lead to an individual's subjective well-being which is the state of a person's happiness and satisfaction with life and level of neuroticism (Compton, 2005). Synonymous to Emmons' (1999) is Deiner's (2010) and other findings that there are six core variables that best predict happiness and satisfaction with life. These are positive self-esteem, sense of perceived control, extroversion, optimism, positive social relationship, and sense of meaning and purpose to life. These variables are embodied in the 24 character strengths and six virtues of Seligman & Peterson.

Importantly, Rothbaum, Weisz, and Snyder (1982) claimed religious people believe that God has the ultimate control over their lives. People can gain a sense of control by associating themselves with a person, philosophy or system that they view as more powerful than themselves. It emphasizes that it is possible to feel in control by consciously and deliberately giving up control to a more powerful force, such as God. A very recent study by Richard Davidson (2000) recorded brain activity of a Tibetan Buddhist monk who had extensive experience with meditation. Davidson also found recognizable patterns of brain activity that are associated with both positive and negative moods and that for most people, meditation changes brain activity toward the patterns associated with positive moods. Studies have also shown that the practice of meditation and other spiritual disciplines can help increase factors associated with positive mental health such as empathy, creativity, and self-actualization (Davidson et al., 2003). Further studies of experienced followers of meditation have found that meditation can induce experiences such as equanimity, bliss, ineffability, and a sense of selflessness (Murphy & Donovan, 1997).

## DIFFERENT POSITIVE PSYCHOLOGY EXERCISES

**Flow.** Mihaly Csikszentmihalyi conducted a study in 1988 about experience and enjoyment, fun, play or the sense of being intrinsically motivated. He introduced the theory of *flow* which proposes that happiness and well-being can be associated with remarkable experience that involves altered perceptions of self, time and abilities. Csikszentmihalyi says that higher well-being can be the result of experiencing an altered state of consciousness at least in its more intense forms. Children are able to enter flow states spontaneously and frequently and the ability to experience flow may also be innate and a universal human experience (Csikszentmihalyi, 1988). Indicators that flow is experienced include regulation of thoughts, emotions, behavior and attention; better perception of oneself and abilities; and increased happiness and well-being.

When the information keeps coming into awareness in congruent with goals, the psychic energy flows effortlessly (Csikszentmihalyi, 1990) and increases a sense of mastery, a sense of participation in life, and the ability to stay absorbed and interested in daily experience which is one of the key ingredients of a happy and fulfilling life. Csikszentmihalyi (1997) said that the first step to enjoying life more is to learn how to engineer daily activities in order to foster rewarding experiences. For him, the engineering of daily experiences has much to do with finding the right balance between skills and challenges. To produce more flow in life, one has to find a way to balance the challenges of an activity with their skill level in a context that provides immediate feedback (Carr, 2004). Any activity can be used for this purpose, all that is required is to find a way to challenge oneself, make the task more interesting and pay attention to what one is doing. Intense flow experiences are induced when the demands of the situation push the person to the limits of his or her skill level. Yet, the feeling of complete engagement is creative and playful. This is common among athletes, musicians and video-game enthusiasts –almost anyone who loses himself in a favorite pursuit (Wallis, 2005). The development of flow leads to another exciting level of performance – the peak performance.

**Peak Performance.** Compton (2005) referred to Gayle Privette who used the term peak performance to describe those moments during flow when an individual performs at a level that is beyond normal

level of functioning. A person is experiencing peak performance when he is more efficient, more productive, or in some ways better than the ordinary behavior. This performance may occur in any facet of human activity: intellectual, emotional, or physical. According to Compton, Privette saw that the ability to exhibit peak performance is a universal potential in human beings. She described four parameters of peak performance as clear focus of self, intense relationship between the object and the experience; a strong interaction to complete a task; and a spontaneous expression of power.

Peak performance is experienced during flow and is associated when there is a strong sense of self in relationship with some objects. The object can be almost anything, but it must be something with reason and the person is deeply committed to or intensely fascinated by the task. Peak performance represents an intrinsic value to the person and culminates in a direct, active engagement with the valued subject (Privette, 1981). Peak performance is often found in activities that a person is deeply involved with, committed to, absorbed in, or emotionally connected with.

**Mindfulness.** Another interesting perspective of leisure that elicits positive emotion is mindfulness. Pioneered by Ellen Langer, mindfulness represents another approach that centers on awareness and the quality of attention that we bring to everyday experiences. Langer (1997) found that certain style of attention was related to increased well-being and better adoption. Mindfulness is paying attention to one's own ongoing experience in a way that allows openness and flexibility. It is being fully present and being aware during one's daily activities. When people are mindful, they are open to new experiences and points of view, are able to create new categories for information processing, and pay attention to process as well as outcomes. Well-being is associated with actively participating in the ongoing experiences of life with openness and creativity which gives us the opportunity to experience the world with fresh eyes and ears. Mindfulness can also help one to be open to new information and to allow seeing more than one point of view. It can help to break down the rigid categories that make information processing easier at the expense of understanding and complexity. The best thing to mindful approach to life is that it helps focus on the process of living life rather than the goals and hopes for accomplishments and a more powerful

way of looking at leisure (Compton, 2005).

**Savoring.** Seligman (2002) quoted Fred Bryant & Joseph Veroff who introduced the term savoring as an awareness of pleasure along with a quite deliberate attempt to focus attention on the sensation and relish it during flow experience. Bryant and Veroff believe there are four basic types of savoring: basking, or receiving praise and congratulations; marveling, or getting lost in the wonder of the moment; luxuriating, or indulging in a sensation; and thanksgiving, or expressing gratitude. They also believe that there are five basic ways to enhance savoring and promote the possibility of savoring. The first is absorption, or allowing oneself to be immersed in the experience. Because a person must focus on sensations, the second is sharpening the sense, or focusing on one sensation while blocking out others. The next way to promote savoring is through memory building. Here, the idea is to do something to help remember an experience later on. This is the reason that many people buy souvenirs – to help them remember moments of joy or savoring. Fourth, one can help promote savoring by sharing with others. Again, most people automatically seek out other people to share their positive experiences with others and congratulate oneself. Csikszentmihalyi identifies the elements of flow as: (1) There are clear goals every step of the way; (2) There is immediate feedback to one's action; (3) There is a balance between challenges and skills; (4) Action and awareness are merged; (5) Distractions are excluded from consciousness; (6) There is no worry of failure; (7) Self-consciousness disappears; (8) The sense of time becomes distorted; (9) The activity becomes "autotelic" which denotes an end in itself or done for its own sake ([en.wikipedia.org/.../Positive\\_psychology](http://en.wikipedia.org/.../Positive_psychology)).

## THE LANGUAGE OF FILM AND MOVIES

Movies transcend all barriers and differences. Whether these barriers are cultures, language, religion, or geographic founders in belief system, movies inform us about human condition. A film's plot provides infrastructure and supports the subtext. The plot provides surface meaning while the subtext provides deeper meaning (Dick, 2002). Positive Psychology theories, virtues, and strengths lie in the film's subtext. Subtext refers to the complex structure that builds upon the various associations which the narrative evokes in the viewer. They emerge as powerful theme motifs and as qualities which the character inhabits (i.e., their instincts, motivations,

beliefs, emotions, and behavior).

Other subtext components include culture and customs of setting and location, as well as the social and political dynamics of the communities and organizations portrayed in a film. Another cue of subtext is the use of metaphor, like the roses used throughout *American Beauty*. The cinematic craft-cinematography, lighting, sound, set design, and special effects, play an important role in accentuating the film's theme. Consider the visual effects used in *Forrest Gump* that follow a feather, symbolizing hope, floating up at the conclusion of the film. Furthermore, the renowned film maker Stanley Kubrick once remarked, "If it can be written or thought, it can be filmed." The medium of film, more than any other art form, is able to portray the subtleties of the human mind, thoughts, emotions, instincts, and motives and their impact on behavior. This makes Positive Psychology movies a natural vehicle for examining character strengths, and how they are developed and maintained. Strengths are often connected with an individual's sense of self as well as with his behavior and character strengths that abound in cinema. The most Positive Psychology strengths portrayed in film are bravery, persistence, hope, love, kindness and spirituality (Wedding & Neimic, 2003).

## **CHARACTER STRENGTHS AND VIRTUES (CSV)**

Research on CSV reports a remarkable similarity in the relative endorsement of the 24 characteristic strengths by adults. The most commonly endorsed ("most like me") strengths in 40 countries are kindness, fairness, authenticity, gratitude and open-mindedness and the lesser strengths include prudence, modesty, and self-regulation. According to the team researchers headed by Seligman, CSV regard positive trait as individual differences that exist in degrees. For youth in the United States, hope, teamwork and zest were common. They also classified strengths "of the heart" – zest, gratitude, hope, and love which are more robustly associated with life satisfaction than the more cerebral strengths, such as curiosity and love of learning (Park & Seligman 2005). They found out that the heart strengths of adults and youth are predictors of subsequent life satisfaction and postulate that it makes sense to study what is right about people in addition to what is wrong. Park shares that Authentic Happiness coaching program is conducted for the widespread dissemination of Positive Psychology on

the positive side of life. The efficacy of psychological interventions to increase happiness has been found out to be caused by, and brings more benefits than, just feeling good. Happy people are healthier, more successful and more socially engaged, and the causal directions run both ways (Lyubomirsky, 2001).

## **RESEARCH METHODOLOGY**

This presents the Research Design, Locale of the Study, Respondents, Research Instruments, Data Collection, Procedures, and Data Treatment. Also included is the development of detailed intervention program.

## **RESEARCH DESIGN**

This study is qualitative and quantitative in nature. It describes the ego strength and character strengths of CICL. Positive Psychology was employed as an intervention, and appropriate tools measured each factor to qualify and quantify every component mentioned therein.

A combination of descriptive and quasi-experimental designs were utilized: O1 X O2 This is presented where O1 as observation before the intervention (pretest); X as the intervention (Positive Psychology); O2 as observation after the intervention (posttest).

## **LOCALE OF THE STUDY**

This study was conducted at the Regional Rehabilitation Center for Youth (RRCY) in Tupi, South Cotabato. The facility is isolated from the DSWD offices and sections. It is located about two kilometers away from the national highway and rests on a fully-fenced hilltop which is a portion of a two-hectare donated lot. It is a concrete single-storey building which has two separate rooms which can accommodate 50 children and furnished with wooden single beds with mattresses. Monobloc dining tables and chairs are provided at the dining room and receiving room. There are four bathrooms and five water-sealed comfort rooms. An office for the Center Head is provided and another room for house parents, a counseling room, a clinic and an isolation room. Separate basketball and volleyball courts have been put up at the main entrance.

The RRCY is managed by a Center Head who is a registered social worker with another registered

social worker who attends to court hearings of the clients and acts as their counselor. They report to duty regularly from 8:00 o'clock in the morning to 5:00 o'clock in the afternoon, from Monday to Friday. Other RRCY personnel include two female and four male house parents who are residents of nearby barangays and who take shifts every eight hours every day.

## **SUBJECT OF THE STUDY**

The subject of this study were 17 male children who were below 18 years old when alleged as, accused of, or adjudged as having committed an offense under the Philippine laws. They are the CICL admitted at the RRCY, Region XII in Tupi, South Cotabato. Fifteen of them are children who have dropped out from elementary education and two from high school. Their parents' occupations are helpers, vendors, drivers and laborers. They live in the barrios in the rural areas of Region XII.

## **RESEARCH INSTRUMENTS**

Inspired by the Ego strength Q-Sort Test of Russell N. Cassel (1959), the researcher constructed an ego strength profile tool to fit the culture of the Filipino CICL. The Visayan dialect was utilized as medium because it is the lingua franca of Region XII. This researcher-made test is called the Ego Strength Test or EST. It includes five basic aspects in the developmental nature of the individual, namely: (1) Ego status (self-sufficiency); (2) Social status (personal prestige); (3) Goal setting and striving (ego involvement); (4) Good mental health (personal adjustment); and (5) Physical status (physical health). The Likert scale is utilized where 1 is "least like me" or "dili ko ingon ana"; and 5 as "most like me" or "pirmi ko nga ingon ana". EST is composed of a total of 121 items and was edited by a doctor in linguistics and native speaker of the Visayan language prior to the validation of three practicing experts – a doctor of philosophy in clinical psychology, a clinical psychologist who has vast years of experience as a psychometrician, and a statistician. The inter-rater validation was based on clarity, suitability and objectivity. EST was pilot-tested on January 10, 2011 to eight 15-17 year - old CICL at the Surallah DSWD drop-in-center in Surallah, South Cotabato and has statistically established reliability using the program called SPSS Version 18.0 which yielded a Cronbach's alpha of 0.61.

The scoring for each positive statement is as follows: 1=1, 2=2, 3=3, 4=4, and 5=5. For negative statement: 1=5, 2=4, 3=3, 4=2, and 5=1. Each factor score is separately computed and a total score is cumulated which becomes overall score for ego strength. For both pretest and posttest, administration was in a group with five small clusters composed of three to four subjects. The clustering was based on the reading ability of the subjects because the subjects differ in their reading skills. One houseparent or a facilitator was assigned in a cluster. The therapist read the questions one by one and questions were entertained along the process.

The second research instrument measured the Character Traits. This tool was inspired by the list of Seligman and Peterson Character Strengths and Virtues (2005). It is called Victory Profile (VP) which consists of 24 character traits in 224 dichotomous statements. Scoring for positive statement is as follows: YES= 2, NO=1; for negative statement YES = 1 and NO= 2. Scores are computed separately for each character trait.

The character traits are creativity, curiosity, open-mindedness, love of learning, perspective, authenticity, bravery, persistence, zest, fairness, leadership, teamwork, forgiveness, modesty, prudence, self-regulation, kindness, love, social intelligence, appreciation of beauty and excellence, gratitude, hope, humor, and religiosity. The Visayan dialect was used as the medium. The assistance of a doctor of linguistics whose mother tongue is Visayan was sought to ensure the linguistic elements of morphology, syntax, lexicon and pragmatics. This tool was also validated by the same experts who validated EST using the criteria on clarity, suitability and objectivity. It was pilot-tested to eight 15-17 year - old CICL at Surallah DSWD drop-in center and yielded a Cronbach's alpha of 0.95 using SPSS version 18. Test administration was in group with five clusters. Each cluster has three to four subjects and a houseparent or staff to assist the psychotherapist.

## **DATA COLLECTION PROCEDURE**

Initial interviews were conducted with DSWD staff in Kidapawan City, Surallah and Koronadal City; Bureau of Jail Management and Penitentiary (BJMP); and Police Stations regarding the CICL profile and general management of the centers. On the other hand, a request letter to conduct the study at the RRCY was

submitted on January 6, 2011 by the researcher to the office of DSWD Secretary Corazon “Dinky” N. Soliman through DSWD Region X11. The request was subsequently approved. (Appendix A)

Prior to the start of the 28-day intervention program, the researcher conducted an orientation to RRCY personnel to brief them on the rationale and mechanics of the whole psychotherapy. On the same day, the researcher conducted the interview of the CICL using the questionnaire for demographic profile. It was followed by the pretest using the EST and VP. House parents and staff assisted the non-readers. After 28 days, the researcher administered EST and VP tools as posttest.

## DATA TREATMENT

Descriptive statistics were used to describe the levels of ego strength and character strengths. These tools include frequency counts, percentages and mean.

For both researcher-made instruments, the EST and VP, each of their reliability was tested by using the alpha model reliability analysis. This was used to evaluate the quality of each item and to obtain the Cronbach’s alpha reliability coefficient value. Data analysis was made using the program called SPSS Version 18.0.

The effects of the Positive Psychology to the ego strength and character traits of the CICL were measured by McNemar-Bowker Test and Wilcoxon Signed-Ranks Test. The relationships among variables were tested using Spearman’s Rho Correlation Coefficient.

The individual psychosocial profiles of the subjects are presented together with the information data which were gathered from the subjects’ disclosure during the intervention sessions, personal interviews, and report of the house parents.

## THE INTERVENTION PROGRAM

The intervention program started with the preliminaries and orientation which was conducted by the therapist at the RRCY administrative office on January 14, 2011 from 8:00 to 10:00 o’clock in the morning. It was attended by the center head, the social worker, all house parents, and the support staff.

For two hours, the therapist discussed extensively all concerns related to the research and clarified all questions from the RRCY personnel. The items taken in the conference included the following:

### PRELIMINARIES & ORIENTATION

- I. Orientation of house parents and facilitators - 8:00 –10:00AM
  - Unfreezing
- II. My purpose in RRCY
- III. Ethical standards of research and intervention
- IV.
  - a. Confidentiality
  - b. Recording
  - c. Reporting
  - d. Documentation
  - e. Informed Consent
- V. What is Positive Psychology?
- VI. Why Positive Psychology?
- VII. Activities for 28 day-intervention program
- VIII. The roles of house parents in the intervention

### ORIENTATION PROGRAM FOR PARTICIPANTS

- A. Orientation of research participants -10:00 –12:00NN
  - Unfreezing
- B. My Purpose in RCCY
- C. Ethical Standards
- D.
  - a. Confidentiality
  - b. Recording
  - c. Documentation

d. Informed Consent

e. Testing

What is Positive Psychology?

E.

What participants will do?

F.

The program of activities for 28 days

G.

Administer pretest

H.

On January 15, 2011, the day following the orientation, the therapist administered the pretest to the subjects with the assistance of her team and the RRCY house parents. Having established the benchmark of the study, the intervention program officially started on January 16, 2011.

As reflected in the program, a total of 12 sessions were conducted in 28 days. The following are brief descriptions of each session and number of days conducted:

**Session 1** (One Day). Establishing Rapport and Empathy - Making the subjects comfortable with the psychotherapist by allowing them to talk about themselves—their names and what symbolize them; their favorites—food, song, actor, actress, movie, and color.

**Session 2** (Three Days). Self-awareness - The subjects revealed their perception of themselves and shared their realizations of overcoming negative traits by focusing on the positive. Here, the subjects learned that their positive traits can overpower their negative traits.

**Session 3** (One Day). Positive Communication - Subjects learned proper ways of identifying their emotions and expressing themselves. They also learned to value good communication in relationships.

**Session 4** (Two Days). Self-improvement and Discovery - Exploring the things the subjects want to do in life. Encouraging them that dreams have to be talked about in order for them to happen. Visualizing them will make an impact in their mind.

**Session 5** (Five Days). Self-exploration - The discovery of one's strengths and abilities through hands-on exercises in art, painting, vegetable etching, dance,

cooking, and playing musical instruments.

**Session 6** (Eight Days). Developing Flow - Focusing on a piece of work and finishing the work at one's pace provided the subjects the sense of autonomy and control. Mastery is developed and facilitates feeling of empowerment.

**Session 7** (One Day). Positive Thinking Exercises in ongoing activities - These enhance self-confidence and do away with negativity.

**Session 8** (One Day). Positive Perspective - Reflecting on one's valuation of self from realistic assessment. The subjects identified hindrances and found available options of their respective circumstances.

**Session 9** (Three Days). Positive Personhood - Understanding how God created man and his plan for every person. The subjects indulged in activities simulating brokenness and how hope can be focused in God's promises in His word.

**Session 10** (One Day). The New Me - Clarifying weaknesses and assets gives confidence in God's word by releasing negative labels and replacing those with God's power and forgiveness.

**Session 11** (One Day). Positive Social Behavior - Hands-on activities in social manners and table etiquette can establish one's relationship and confidence in interpersonal dealings.

**Session 12** (One Day). Closing Ritual - Putting together insights during the intervention program by performing rituals to internalize personal realizations.

Following the culmination of the intervention program, the therapist conducted the posttest to the subjects on February 13, 2011 with the assistance of her team and the members of the RRCY personnel.

To summarize the Positive Psychology program implemented to the CICL as a psychotherapeutic intervention. A matrix of the key elements of the intervention has been presented to provide the readers the schematic focus, rationale, objectives, preparations, therapist's role, goal and expected outcome of each session.

*Summary of Key Elements of the Positive Psychology Psychotherapeutic Intervention for CIGL*

Session 1			
Establishing Rapport and Empathy	Rationale	Objectives	Preparation
	-Create a friendly atmosphere and acceptance -Ask subjects to pick three candies and say their name and describe themselves and share their favorite actor, singer, song, unforgettable experience and happiest moment or saddest moment.	-To make clients and therapist comfortable and ease -To know clients' perception of himself and his experience	-Different colored candies -power point  Questions: -What do you symbolize yourself or your name? -What is your favorite color and why? -favorite song -actor/actress -unforgettable experience -happiest or saddest

Schematic Focus	Therapist's Role	Goal	Expected Outcome
-Perception of one's self -Interests and aspirations -Symbolisms	-Watch for optimism and affirm -Watch for negative outlooks for possible options or for baseline for counseling	-To set a friendly atmosphere -To gather information about the clients	-Clients to be comfortable with therapist and trusting Disclosure of one's experiences and self

Session 2			
Self-Awareness	Rationale	Objectives	Preparation
	-Client is guided to elicit consciousness to one's strength and weaknesses  -Make clients list 25 good and bad qualities -Let them identify what the good and bad -Ask clients how the bad qualities overshadow the good qualities.	-Clients will identify the positive physical attributes and negative traits -They will acknowledge multiple aspects of self and will increase self acceptance -Lead themselves to self assessment and nurture strength. -Resolves the changes needed to overcome negative qualities.	-Multicolored candies -Manila paper -Pentel pens -Crayons -Masking tape -Bond paper and pens -Magazines -Glue -Lecturette in powerpoint  Question -What are your good and bad qualities? Write 25 good and bad on the bond paper -How many are good? -How many are bad? -What do you do with the good traits? How can these overcome your bad traits?

Schematic Focus	Therapist's Role	Goal	Expected Outcome
-Weaknesses -Helplessness -Hopelessness -Strengths -Potentials -Optimism	-Prepare Questions -Facilitate Verbalizations -Affirm Statements -Guide subjects to see better perspective by suggesting options and reassurance of available help	-To change his perception of self into positive self with hope and optimism	Verbalize optimism Finds options and signify willingness to explore solutions to his circumstances

Session 3			
Positive Communication	Rationale	Objectives	Preparation
	-Expressing oneself is important in all relationships. It is necessary to identify and learn ways of expressing oneself	-To be aware to his feelings -To know healthy ways of expressing oneself -To express his feelings in "I statement" -Use consciously "I statement" in being considerate of others' feelings	-Huge pictures of human faces on stick.
Schematic Focus	Therapist's Role	Goal	Expected Outcome
-Openness to communication -Preoccupation of feelings – dominant themes of feelings	-Lecturette on "I statement" -"Identifying emotions" -Ways to say -Coach and practice with subjects	-To express in a more effective and proper way -To ventilate one's feelings in more effective ways	-Can use "I statements" to express himself

Session 4			
Self-Improvement and Self-Discovery	Rationale	Objectives	Preparation
	-Self-discovery of talents and abilities repair stigma Empowerment from knowledge of one's interests and potentials and dreams	-To gain a new and fresh insights about themselves are their hidden potentials -To know one's talents, abilities, and assets -To nurture spontaneously one's interest intrinsically	-Colored magazines -Manila paper -Crayons -Scissors -Paint -Glue
Schematic Focus	Therapist's Role	Goal	Expected Outcome
-Positive outlook -Pessimism -Realistic assessment	-Take note of positive and negative perceptions and -Provide meaningful affirmation and encouragement and realistic options	-To widen the perspective of subjects in relation to his potentials, and strengths and his future	-Express appreciation of oneself and develop skills and abilities -Take initiative to nurture interest -To make plans or strategies for his dreams

Session 5			
Self-Exploration (FLOW)	Rationale	Objectives	Preparation
	-The discovery of one's strengths and abilities builds fundamental courage in using these strengths and abilities everyday in work, love, play and other experiences -Skills are source of ego involvement and establishes good mental health	-To identify three interest fields -To learn new skills in art and painting, cooking, food decorating and dancing -To gain better perspective -To feel empowered -To pursue the mastery of these skills -To be confident of his potentials	-Art materials -Vegetables or fruits -Small knives for etching -CD for dance -Stove -Ingredients for cooking



Schematic Focus	Therapist's Role	Goal	Expected Outcome
-Assets/Abilities or Interests -Positive attitude -Concentration -Indifference or lack of goal setting striving	-Watch out helplessness and throw light by guiding subjects to options -Inform clients of private and government programs -Encourage and affirm visualization of dreams and verbalization -Network with experts in dancing, Vegetable or Fruit Art -Explain the Structure Learning Experience (SLE) -Process the experiences -Give lecturette on optimism and Creating yourself guide questions.	-To learn optimism and widen perspective of himself and the future	-Discovery of skills -Realize barriers of helplessness and overcome negative attitude and challenges -Visualize himself 10 years from now -Specify his immediate plans -Picture/Drawing on his wall of his plans and ambition

Session 6			
Developing Flow	Rationale	Objectives	Preparation
	-All skills can be developed provided that the individual is given opportunities to have these abilities and potentials	-To focus on a piece of work and finish the work at one's pace -To gain deeper insights of the experience -To experience silence and in deep concentration	-What are your options? -How do you realize your dreams? -What vocabulary do you want to remove from your mind? -What word/s do you want to use to describe yourself and the future?

Schematic Focus	Therapist's Role	Goal	Expected Outcome
-Learning Optimism -Overcoming Hindrances -Schematic Focus	-Guide subjects to examine the experience of concentrating and doing one's best in doing something	-To gain inner satisfaction in doing things and find joy in involving oneself through productive engagements	-Finish the work assigned beyond mediocrity -Finds joy in tasks -Challenged to do higher level of work to match one's ability a sense of participation in life, and the ability to stay absorbed and interested in daily experience

Session 8			
Positive Perspective	Rationale	Objectives	Preparation
	-Reflecting on one's valuation of self from realistic assessment is liberating and empowering -Expressing one's emotions is liberating and this facilitates looking for better options -Mastery in doing something develops self-confidence -Clear thinking leads to visualize dreams and sets hope and courage	-To identify one's aspirations and dreams -To have insights in overcoming hindrances -To list down incapacitating emotions and attitudes -To find ways in overcoming undesirable feelings toward one's dreams -To feel hopeful	Questions: -What are the hindrances to your dreams? -What are the available options? -Can you compare now and 10 years from now?

Schematic Focus	Therapist's Role	Goal	Expected Outcome
-Hopelessness -Optimism	-Guide subjects to discover his skills and abilities	-To gain new positive insights about one's abilities and skills	-Discovery of skills -Realize barriers of hopelessness and overcome negative attitude to challenges -Positive Perspective -Absorption, or allowing oneself to be immersed in the experience

Session 9			
Positive Personhood	Rationale	Objectives	Preparation
	-Understanding how God created man and His plan for every person brings hope	-To know God's love -To gain a new perspective of God's plan -To be thankful to God	-Bible verses post on wall -Paper and pens -Eggs

Schematic Focus	Therapist's Role	Goal	Expected Outcome
-Personhood in God's love and God's plan	-Choose verses about God's love and its depth, forgiveness and its width -Wonderful plan for everyone	-To receive God's word as loving, forgiving, and restorative	-Expression and understanding of God's love -Accept God's forgiveness -Recognize God's power for restoration and bright future and plan for him.

Session 10			
The New Me	Rationale	Objectives	Preparation
	-In the light of God's word, clarifying one's setbacks and assets -Intentionally confront oneself to leave the past	-To review awareness of negative labels and negative outlook -To change negative labels to positive labels from God's perspective -To learn insights on God's Plan and power and forgiveness	-Deflated balloons -Air pump -Balloon sticks -Sheets of paper

Schematic Focus	Therapist's Role	Goal	Expected Outcome
-Intent desire to change	-Watch out for lingering discouragement and resentment -Lecturette	-To look at one's past as learning years and gain healthier outlook	-Release of forgiveness to self and acceptance of mistakes -Let go of negative attitude perceptions -Optimism

Session 11			
Positive Social Behaviors	Rationale	Objectives	Preparation
	-Dealing with others the way a person presents himself can create opportunities and establish good relationship -Knowledge in social behavior boosts one's confidence in interpersonal dealing	-To know the proper use of dining utensils -To learn refinement in dining -To learn correct ways of introducing people and decorum -To develop sense of propriety in speech and actions	-Special menu (chicken or beef) -Soup -Spoon and fork, bowl and serving spoons -Glass set on the table for each child -Platter of rice and serving spoon

Schematic Focus	Therapist's Role	Goal	Expected Outcome
-Receptivity to Social graces, refinement in language and movement and propriety	-Prepare utensils -Cook the dish -Discuss basics of social graces and table etiquettes	-To empower children and lift their worth as a person by learning good manners and propriety	-Feeling of respect to oneself and others -Observance of propriety and refinement -Shows refinement of speech and movement -Demonstrate self-regulation

Session 12			
Closing Ritual/Who AM I?	Rationale	Objectives	Preparation
	-Putting together insights empower subjects to gain positive perspective of himself and his future -Rituals can be powerful act of expressing intrapsychic experiences -Simulation of the desired future can help visualize one's dreams	-To clarify one's learning -To enact transformation process -To feel good and hopeful of the changes as seen in the physical representations	-New shirts, coats -Black garbage plastic -Camera -Make up -Banquet -Curtain
Schematic Focus	Therapist's Role	Goal	Expected Outcome
-Perspective change -Goal setting and Involvement -Good mental health	-Facilitate recall of salient parts of every session and integrate learning  -Reflection: Who Am I as God's sees me?	-To integrate all sessions and utilize in changing to positive perspective, positive emotions and exercise optimism	-Realization of positive self -Set goals -Learned Optimism

## PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This provides the presentation, analysis and interpretation of data in the study. These topics are presented in four parts, namely: Part I – The Test Development; Part II – Baseline Measures of EST and VP; Part III- Conduct of the Positive Psychology-Framed Intervention for CICL ; and Part IV-Results of the Positive Psychology Intervention

### PART I. TEST DEVELOPMENT

**A. Validating the EST and VP.** Two research instruments were constructed purposely for this study to measure the ego strength and character traits of Filipino CICL. The Ego Strength Test (EST) and Victory Profile (VP) were edited by a doctor of linguistics who teaches at the University of Southern Mindanao and a native speaker of the Visayan language. Said instruments were then subjected to inter-rater validation by three experts in their field: a practicing psychotherapist, a psychometrician with a doctorate degree, and a statistician who is a candidate for a doctorate.

These instruments were quantitatively and qualitatively validated using the criteria on clarity, suitability and objectivity. Each statement is scored five (5) as the highest and one (1) as the lowest for each criterion. A mean score of 2.5 gets the agreement of the validators as to the usefulness and appropriateness of the item statement. Hence, statements in the tools with a mean score below 2.5 were deleted. Thirty-two statements were deleted from VP. Both tests gained 3.7 average for inter-rater validation. Further revisions were employed as implementation of the qualitative suggestions of the validators to further reconstruct the syntax and improve the lexical choices. The pilot testing of the instruments was done at DSWD-Surallah Drop-in Center with eight 15-17 years old CICL respondents and was treated for reliability measure. Using the Cronbach's Alpha  $\alpha$ , EST has a computed  $\alpha$  of 0.61 and VP  $\alpha$  is 0.95. This means that both tools are considered reliable since the acceptable alpha for reliability is 0.60 –0.70 ([http://en.wikipedia.org/wiki/Internal\\_consistency](http://en.wikipedia.org/wiki/Internal_consistency)).

EST is easy to answer because the statements are precise and answered by checking the corresponding number of the respondent's answer. EST uses the Likert scale of 1–5. On the other hand, VP uses dichotomous statements where a respondent checks his corresponding answer of either YES or NO. However, the tests have their weakness as both are lengthy for CICL considering that majority of them are educationally disadvantaged. With 121 items, EST takes 30–45 minutes to answer, while VP has 224 items and takes at least one hour to answer. The scoring for positive statements are 1 = 1, 2 = 2, 3 = 3, 4 = 4, and 5 = 5; while for negative statements, 1 = 5, 2 = 4, 3 = 3, 4 = 2, and 5 = 1.

### B. Ego Strength Test Scoring

The following are the five dimensions of EST and the number of items with the actual highest and lowest score of the population. The number of items for each dimension is also provided.

**Table 1:**  
*Five dimensions of EST and the number of items with the highest and lowest scores*

Factors	Number of Items	Highest Score	Lowest Score
Ego Status	22	101	45
Social Status	27	109	62
Goal Setting and Striving	24	110	70
Good Mental Health	31	143	64
Physical Status	17	83	79
Overall	121	109	67

After determining the highest score and lowest score of the population, the following are the computed Range of EST. It consists of the five dimensions of Ego Strength and its overall score and their descriptions.

**Table 2**  
*Range Scores for the Five Factors of Ego Strength and Overall Score and their Descriptions*

Ego Status	Social Status	Goal Setting	Good Mental Health	Physical Status	Overall score	Description
45– 56	62– 71	70– 80	64– 80	78–79	66– 75	Below Average
57– 67	72– 81	81– 90	81– 96	80–81	76– 84	Low Average
68– 78	82– 91	91–100	97–112	82–83	85– 93	Average
79– 89	92–102	101–110	113–128	84–85	94–102	High Average
90–101	103–112	111–120	129–144	86–87	103–111	AboveAverage

**C. Victory Profile Scoring**

Table 3 shows the character traits in Victory Profile (VP) tool with number of items and highest and lowest score for each trait of the population. The equivalent scores for positive statements are: YES = 2, NO = 1. On the other hand, negative statements are scored: YES = 1 and NO = 2.

**Table 3**  
*VP and the number of items with the highest and lowest scores*

Character Trait	Number of Items	Highest Score	Lowest Score
Authenticity	10	18	14
Bravery	10	20	17
Persistence	20	36	22
Zest	10	19	12
Love	10	19	17
Social Intelligence	8	15	13
Kindness	11	20	16
Fairness	10	19	13
Leadership	10	18	14
Teamwork	10	18	13
Appreciation	9	18	15
Gratitude	7	14	11
Hope	10	17	13
Humor	9	17	9
Religiosity	9	18	16
Forgiveness	7	12	8
Modesty	5	8	5
Prudence	11	17	13
Self-Regulation	8	15	9
Perspective	10	20	16

Table 4 shows the scores of the 24 character traits which was derived from ranges with their corresponding nominal descriptions. This table serves as the basis for determining the levels of the subjects' Character Traits.

**Table 4 Range Scores of VP and their descriptions**

Character Traits	Low	Average	High
Authenticity	14 – 15	16 – 17	17 – 18
Bravery	17 – 18	19 – 20	21 – 22
Persistence	22 – 26	27 – 31	32 – 36
Zest	12 – 14	15 – 17	18 – 19
Love	16 – 17	18 – 19	20 – 21
Social Intelligence	13 – 14	15 – 16	17 – 18
Kindness	16 – 17	18 – 19	20 – 21
Fairness	13 – 15	16 – 17	18 – 19
Leadership	14 – 15	16 – 17	18 – 19
Teamwork	13 – 14	15 – 16	17 – 18
Appreciation	15 – 16	17 – 18	19 – 20
Gratitude	11 – 12	13 – 14	15 – 16
Hope	13 – 14	15 – 16	17 – 18
Humor	9 – 11	12 – 14	15 – 17
Religiosity	16 – 17	18 – 19	20 – 21
Forgiveness	8 – 9	10 – 11	12 – 13
Modesty	5 – 6	7 – 8	9 – 10
Prudence	13 – 14	15 – 16	17 – 18
Self Regulation	9 – 11	12 – 13	14 – 15
Creativity	12 – 13	14 – 15	16 – 17
Curiosity	11 – 13	14 – 15	16 – 17
Love of Learning	15 – 16	17 – 18	19 – 20
Open Mindedness	11 – 12	13 – 14	15 – 16
Perspective	10 – 12	13 – 15	16 – 18

**PART II. BASELINE MEASURES ON EST AND VP.**

The mean score of the pretest of the Ego Strength of CICL measured in the Ego Strength Test (EST) and levels are provided below. This serves as baseline measure in determining the effect of the Positive Psychology intervention to the ego strength of CICL.

**Table 5**  
*Mean Scores and Levels of Ego Strength of CICL Before the Intervention*

	Mean	Level
Ego Status (Self-Sufficiency)	73.68	Average
Social Status (Personal Prestige)	90.89	Average
Goal setting & Striving (Ego involvement)	99.73	Average
Good Mental Health (Personal Adjustment)	106.89	Average
Physical Status	81.36	Average
Overall Ego Strength	90.51	Average

The levels of the overall ego strength before and after the intervention are 90.51 average and 102.81 above average, respectively. The levels of the five factors of ego strength are as follows: Ego Status –73.68 average; Social status–90.89 average; Goal setting–99.73 average; Good Mental Health–106.89 average; Physical Status –81.36 average. The data give a clear picture that the overall ego strength of the CICL before the intervention is average. The results may have been least expected of the CICL given their circumstances and the assumptions give by Casell. This may suggest that the score is their present happiness and satisfaction at RRCY. The average ego strength suggests that CICL have sufficient cohesive sense of self and coping abilities therefore, the subjects in this study are not ego deficit at the start of the intervention.

Their average score in social status before the intervention indicates that they are satisfied in their social activities and have friends. Being with other CICL makes one feel he belongs to a group who share similar circumstances. In fact at RRCY, they regained the belongingness which was lost when they were in their community and their exclusion from schools where they are supposed to be. Congruently, goal setting score is also average which seems that CICL find involvement in the daily activities at RRCY.

The next table provides the mean scores of the CICL in the pretest for the Character Traits measured in the Victory Profile(VP). This serves as the baseline measure in determining the effect of the Positive Psychology intervention to the character traits of CICL.

Table 6  
*Mean Scores and Levels of Character Traits of CICL Before the Intervention*

Character Traits	N	Mean	Level
Authenticity	17	16.36	Average
Bravery	17	18.63	Average
Persistence	17	34.42	High
Zest	17	16.10	Average
Love	17	18.31	High
Social Intelligence	17	14.26	High
Kindness	17	19.94	High
Fairness	17	16.00	Average
Leadership	17	16.73	High
Teamwork	17	15.78	Average
Appreciation	17	16.73	High
Gratitude	17	12.52	Average
Hope	17	16.10	High
Humor	17	14.21	Average
Religiosity	17	16.36	Low

Forgiveness	17	9.73	Average
Modesty	17	6.47	Average
Prudence	17	16.05	Average
Self Regulation	17	10.78	Low
Creativity	17	14.10	Average
Curiosity	17	14.00	Average
Love of Learning	17	16.89	Average
Open Mindedness	17	12.26	Average
Perspective	17	11.47	Low

The data in Table 6 provide the levels of Character Traits and Virtues of CICL which are as follows: Authenticity – average; Bravery – average; Persistence –high; Zest – average; Love – High; Social Intelligence – high; Kindness – high; Fairness – average; Leadership – high; Teamwork – average; Appreciation – high; Gratitude – average; Hope – high ; Humor – average; Religiosity – low; Forgiveness – average; Modesty – average; Prudence – average; Self-Regulation – low; Creativity – average; Curiosity – average; Love of Learning – average; Open-mindedness – average, and Perspective – low.

It is important to mention in this interpretation that traits are relatively enduring personal characteristics. Plomin and Caspi (1999) endorsed the theory that 40–50 percent of traits may be accounted to the genetic factors and 50 percent to environmental factors. In other words, although character traits are hereditary, they can be developed over time. The results in the pretest reveal that CICL have strengths which conforms to what Seligman believed that every individual has something good and something right is going on in all individuals.

### **PART III. THE CONDUCT OF POSITIVE PSYCHOLOGY- FRAMED INTERVENTION**

Having determined the baseline of the subjects' Ego strength and Character Traits, the researcher conducted the Positive Psychology –framed intervention. The interactions of the subjects with the psychotherapist and facilitators in each module can be drawn from the verbalized responses of the subjects. Some realizations are also highlighted. The intervention program took 28 days to complete. Three days in a week were facilitated by the researcher-therapist while four days were handled by the RRCY house parents. These house parents were oriented with the assignments the therapist gave to the subjects to be accomplished during the week. Whole-day sessions were conducted by the therapist

every meeting. The activities were designed for both indoor and outdoor settings which included group process, games, teamwork, creative and visual arts, performing arts, movies and other pop culture along with lecturettes.

This portion presents the conduct of the 12 modules and its highlights with a unifying theme of "Learning Optimism". The exercises focused on the theme Learning Optimism. The modules are: (1) Establishing Rapport and Empathy; (2) Self-awareness; (3) Positive Communication; (4) Self-improvement and Discovery; (5) Self-exploration (Flow); (6) Developing Flow; (7) Positive Check; (8) Positive Perspective; (9) Personhood; (10) The New Me; (11) Positive Social Behavior; and (12) Closing Ritual. In addition to the modules, short exercises in Mindfulness were done 15 minutes a day during the first and second weeks.

The modules during the first week were Establishing Rapport and Self-awareness (**Modules 1 & 2**). These were aimed at making the subjects and the therapist be comfortable and with ease in guiding each subject to elicit consciousness to his strengths and weaknesses. It was expected that the subjects can identify the positive and negative physical, cognitive attributes and traits, acknowledge multiple aspects of self and increase self-acceptance and resolve the changes needed to overcome negative qualities and their negative perceptions and label towards one's self. Here were some of what they shared about themselves:

*"Ako po si Marino M. Mangga. Mahilig ako sa mangga kasi matamis at paborito kong ulam. Palaging mangga ang ulam ko sa amin Ma'am. Madali akong magalit. Paborito kong artista si Anne Curtis at John Lloyd. Gusto ko maging doctor."* ("I'm Marino M. Mangga. I like mangoes because it's savory and it's my favorite viand. I always had mango for my viand, Ma'am. I easily get provoked. Ann Curtis and John Lloyd are my favorite performers. I want to be a doctor.")

*"Ako si Nelson. Taga Cagayan de Oro. Naglayas ko adtung 12 years old pa ko Ma'am. Gipaundang ko ug eskwela kay nagbarkada ko Ma'am. Sa billiaran ko gatambay. Pero Best in Math ko pag-graduate sa elementary. Bisag asa ko nagpuyo Ma'am, hangtud naabot ko sa Tupi."* ("I'm Nelson, from Cagayan de Oro. I left home when I was twelve years old, Ma'am. They had me quit school because I went with a bad company. I hang around at the billiard halls. But I was

Best in Math when I finished the elementary. I lived just anywhere till I got to Tupi.")

Mindfulness exercise was given in the afternoon before Module 2 was introduced. When asked how they felt after the Mindfulness exercise, the children reported:

*"Nakatulog ako Ma'am." (I fell asleep, Ma'am.)*

*"Nalimutan ko ang mga problema ko, daw relax ang katawan ko." (I forgot my problems, and my body relaxed.)*

*"Narinig ko Ma'am ang mga ibon at pati ang tingog ng heart ko." (I heard the birds, Ma'am, and even my heart.)*

*"Nakiramdam ako talaga Ma'am sa hininga ko, daw bala nawala ang akig ko kay auntie." (I really listened to my breathing, Ma'am, and it seemd my anger at my Aunt was gone.)*

*"Tahimik ang isip ko Mam." (My mind is calm, Ma'am.)*

In **Module 3**, the subjects learned to be aware of the emotions and expressed their feelings in a non-aversive manner through the "I Statement" exercises. They were spontaneous, *"Ay! ganyan pala sabihin. Hindi galit."* ("So it's said that way. Not angry.") One mused, *"Ti OK eh! Waay away kung subong mahambal ta pareho kay Ma'am."* ("So, that's OK! There'd be no trouble if right now we talk like Ma'am.") Another commented, *"Kasi Ma'am kung may magsigaw sa'yo, ang gawin natin magsigaw din."* ("Because, Ma'am, when someone shouts at you, you tend to shout back.")

These were their "I Statements":

*"Nainis ako kasi sinuot mo ang T-shirt ko. Sa sunod magpaalam ka." (I feel offended when you wore my T-shirt. Next time, you ask my permission.)*

*"Ma, nagmahay ko kay wala ka gatawag sa akon. Pwede sa sunod Ma tawagi ko. Kung mahimo bisitaha ko nimo." (Ma, I'm sad because you didn't call me up. If you can, please call me up, or visit me here.)*

*"Auntie, naakig ako sa imon kay gipadakop mo ako nga waay ako sala. Sa sunod auntie maghambalanay tani ta." (Auntie, I'm mad at you because you put me in prison even if I am innocent. Next time Auntie, I hope we can talk.)*

The houseparents continued the homework of listing three pleasant events; and mindfulness was also continued during the four days when the psychotherapist was not at RRCY. The Gratitude Lists of the subjects included the following:

- pasalamat ko kay Kuya Nards (I thank, Kuya Nards)
- kay Ate Lor (for Ate Lor)
- sa gitara (for the guitar)
- malapit na magbalik sila Ma'am Flo at Sir Nes (Ma'am Flo and Sir Nes would soon be back)
- pagkain at snacks (meals and snacks)
- masaya kami (we are happy)
- palagi kaming may ginagawa (we always had something to do)
- binisita ako ni Mama at mga kapatid ko (my Mama and my siblings visited me)
- at last mag-hearing na ang kaso ko (at last, there would be hearing for my case)
- may pag-asa pa pala (there's still hope afterall)
- may bagong basketball (there's a new basketball)
- maka painting ako (I can do painting)
- sa pizza (for the pizza)
- kay Kuya Dan (for Kuya Dan)
- pagturo ni Kuya JR at Kuya Arvi (Kuya JR and Kuya Arvi teaching us)

On the second week, the Self-improvement Module facilitated the subjects to identify their interests and obstacles and considered ways to overcome those obstacles and pursue mastery of their skills. The therapist invited four experts to teach visual arts, dance, cooking and entrepreneurship, and vegetable etching. Three of them were child offenders themselves – one experienced being under the custody of the police and was put into the locked-up cell while the two other peer educators used to be with bad peers but are now employed in a school as an executive driver and a dance trainer who is a working student of his godfather and is graduating this year in Hotel and Restaurant Management. The subjects found inspiration from the resiliency and positive transformation of the resource persons. *"Kuya, unsa imong sala? Nakagawas lagi ka Kuya? Giunsa nimu Kuya pag-eskwela?"* ("Kuya, what is your offense? You're out of jail. How did you manage to go to school?") asked one boy. *"Nabarkada ko ug gibato namu ang lamp sa kalsada atbang sa Gaisano. Gidakop ko sa sekyu tapos gipriso ko sa locked-up jail sa police. Gipyansahan ko sa akong uncle tapos*

*gikuha ko sa akong ninong ug sa ila na ko nagpuyo. Layo ko sa akong pamilya tulo na ka tuig. Gipalayo ko sa akong mga barkada ug hapit na ko mag graduate,"* ("I got involved with a bad company and we threw stones at the street lamp fronting the Gaisano store. The security guard caught me and had me locked up in the police jail. My uncle bailed me out and my godfather took me and I lived with them. I was away three years from my family. They took me away from my bad company and now I am about to graduate,") explained the resource person.

*"Ikaw Kuya Leo, unsa imong kaso?"* ("You, Kuya Leo, what's your case?") inquired another boy. *"Wala koy kaso. Pabugoy-bugoy lang. Sayaw sa barkada. Tambay. Gipaila-ila ko sa usa ka pastor sa usa ka magtiayon nga nangita ug dance trainer sa ilang eskwelahan. Gidawat ko nila, sa ila ko nagpuyo ug nag-eskwela pud ko. Dugay na ko sa ila upat na ka tuig ug hapit na sab ko maggraduate. Sige ko ug practice sa akong paningkamut. Maningkamot ko nga naay bag-o nga steps kada tudlo naku sa mga bata,"* ("I have no case. Just being naughty. Dancing with friends. Hanging around. A pastor introduced me to a couple who were looking for a dance instructor in their school. They took me in, I lived with them, and I also went to school. I've been with them long, four years already, and I am about to graduate. I always practice in my endeavor. I endeavor to come up with new steps every time I teach the children,") enthused the dance trainer. *"Kuya, kami pud unta mapareho sa inyo,"* ("Kuya, we hope we would also be like you.") commented one boy.

The subjects realized and discovered that their lack of awareness of their skills caused them to be reluctant. Their perception of themselves incapacitated them from developing their potentials. Some principles in doing these activities can be applied in other areas of their life that is thinking what you want clearly, saying it or writing it and do it by taking one small step. Always say what you want, then this will lead to actions and lead to where one wants to achieve or do.

The subjects were able to discover that they can dance, draw, mix colors of paint; can follow instructions in cooking (pizza) from measuring flour and ingredients, kneading, toppings and baking. They also realize the value of attention and patience as they follow the step by step procedure in etching the watermelon. They all displayed having fun in the activities. They continued on the dance exercises during the week by themselves

and presented at the municipal convocation. The therapist provided for them poster paint, brushes, oslo paper and pre-drawn sheets for painting which they worked on for the week with the house parents. Here are some of what they said:

*"Makasunod pala Ma'am basta step by step ang pagturo."* ("Ma'am, we found out we can follow, as long as the teaching was done step by step.")

*"Sa simula Ma'am nahirapan ako kasi na-isip ko mahirap mag-ukit ng melon. Wag ka lang pala pauna ng negative. Thank you po, pagsabi sa akin Ma'am na subukan ko lang. Masarap ang pakiramdam."* ("At the outset, Ma'am, it was difficult. It wasn't easy because I was thinking it was hard to sculpt a melon. I found out I should not be preemptive with negativism. Thanks, Ma'am, for telling me to just try doing it. I feel good about it.")

*"Ma'am, first time ko mag-paint at parang mahal ang paint na ito, Ma'am? Alauna na kami natulog, Ma'am. Kung hindi kami pinilit ni Kuya Ian matulog, mag-paint pa sana kami."* ("Ma'am, it's my first time to paint and this paint look expensive, Ma'am?" "We went to bed at one AM, Ma'am. Had kuya Ian not forced us to sleep, we would still have gone on painting.")

**Module 5** was introduced next which is the continuation of Module 4. This is called Developing Flow where subjects engaged in more exercises in art, painting, dancing, singing and playing musical instruments and cooking. The subjects reported feelings of peace and respite while doing the art work. They had long hours of work with immense concentration for the first time in their lives. The house parents reported the enthusiasm and sense of pride of the children. Their silence and discipline were remarkable during their activities. They also reported that no physical fights had occurred that week. *"Ang hirap silang mag-curfew Ma'am. Ayaw matulog hanggang di matapos at kahit tapos na, gumawa na naman ng iba. Konti na lang ang paint Ma'am,"* ("It's difficult to let them observe curfew, Maa'm. They don't go to sleep till they're done, and even so, they want to do another one. We're running out of paint, Ma'am,") quipped a house parent. *"Walang away Ma'am kasi busy,"* ("There's no trouble at all, because everyone's busy,") he added.

The subjects reported that they experienced positive emotions and calmness and joy during and after the

sessions and the house parents observed the absence of aggression. Remarkably, the participants displayed broader awareness and created emotional resources in their dealings with themselves and others. *"Parang nakapag-isipisip ako Ma'am. Guma-an ang loob ko at parang nawala ang gulo ng ulo ko."* *"Daw indi ko gusto mag-undang sa gin-ubra ko Ma'am."* ("I thought it made me ponder, Ma'am. I felt lighter and the confusion in my head was gone. I don't feel I want to stop doing what I'm doing.")

The subjects spent more time finishing their goal for the day. The therapist met them one hour in the morning before they work and three hours in the evening. The subjects shared their deprivations and sentiments in life and their feelings while doing the activities and what it meant to them. *"Dito lang ako nakahawak ng paint Ma'am,"* shared one boy. *"Pwede na tayo magnegosyo ng pizza. Bakit hindi tayo tinuruan. Sana noon pa,"* ("It's just here I was able to handle paint, Ma'am,") shared one boy. "We can now do pizza business. Why didn't they teach us? They should have, a long time ago,") expressed another subject. Their interest and feeling of excitement intensified with the introduction of Module 6 where they aimed at having more output and better quality than the previous days' work that they set as their goals for the day. The therapist conducted group counseling for three hours and listened to the positive feelings of respite, sense of achievement, self-respect and self-esteem. The lecturette was given with emphasis that positive thoughts, use of positive words, and positive belief are the key to developing flow and peak performance. *"Gusto pa naming pagandahin yong sunod Ma'am. Mas maganda."* ("We want to improve the next one, Ma'am. Make it better.")

The subjects continued on sharing their inner experience in **Module 7** – Positive Check Exercises and **Module 8** – Positive Perspective where most of them expressed gratitude for the importance and respect given to them. They identified their dreams and aspirations as well as their hindrances and together with the therapist, they explored on their options. The therapist gave them assignment to write on their respective wall positive thoughts or desires and wishes, and empowering words: Finish the sentence "I am \_\_\_\_\_;" "I can \_\_\_\_\_;" "I will \_\_\_\_\_." The subjects did this for four days while the therapist was away. The house parents were tasked to check that the subjects did their assignment. Another assignment was to write at least three gratitude letters

to people they owe thank you but have not expressed it. These letters were read the following week and some were mailed. Meanwhile, the concrete walls at the main entrance of the RRCY were draped with the wallpapers of the subjects which read: *"Ako ay masipag."* *"Magaaral ako."* *"Ako ay nagbago na."* *"Ako ay may respeto sa nakakatanda sa akin."* *"Magpolice ako."* *"Gusto ko maging house parent."* *"Gusto ko magkapitan ng barko."* *"Gusto ko maging cook sa barko."* *"Magbabago na ako. Hindi na ako ang dating exconvict na kilala nila at tuturuan ko ang mga bata para hindi sila matulad sa akin."* *"Gusto ko maging doctor."* *"I am hard working."* *"I will go to school."* *"I have changed."* *"I respect those who are older than me."* *"I want to be a policeman."* *"I want to be a house parent."* *"I want to be a captain of a ship."* *"I want to be a cook in a ship."* *"I will change. I will no longer be the ex-convict that they used to know and I will teach children not to be like me."* *"I want to be a doctor."*)

**Module 9** is Personhood which is the spirituality aspect of the therapy. In this module, the therapist aimed to address the human tendency to search for meaning in life and relate himself to something greater than the individual self. These exercises were expected to help the subjects find forgiveness, love, integrate their personality, and discover and experience unique coping strategies which could pave positive self-esteem, sense of control, optimism, positive social relationships, and sense of meaning and purpose to life.

To illustrate the message, the therapist tossed an egg to a subject to catch. Several eggs were tossed a number of times and were caught many times also, but still fell to the ground and were broken. The therapist asked the subjects what would they feel or think or say if they were the egg. All participants expressed negative emotions like: *"Waay gid gusto sa ako."* *"Kanus-a kaha ko mabu-ak."* *"Wala gid ko nada."* *"Makatakot daw pagtapon ng itlog di mo bal-an kung masalo o kon mabuka. Daw bala tayo hindi mo alam anong mahitabo sa atun, mo."* ("Nobody ever likes me." "When will I break apart?" "I am good for nothing." "They say it's scary to throw an egg. You don't know if it's caught or breaks. We can never tell what will happen to us.") Everybody was able to verbalize their sadness, resentment and fears, and hopelessness. Afterwards, the therapist posted chosen Bible verses in the Tagalog version. The subjects were instructed to read those verses, copy three verses of his choice and memorize one. Singing of gratitude songs to God was

introduced and singing was accompanied with a piano keyboard by a seminarian-musician.

The following day, in **Module 10** – The New Me, the children were made to recall their negative perceptions of themselves and feelings and wrote these on a strip of paper and attached them to balloons. The subjects were then asked to recite their chosen verse or read. House parents read to those who cannot read and copied the verses for them. They discussed the verse what it meant to them. Hopelessness was changed to hope; guilt to forgiveness; resentment to gratitude; and fear to courage. Each subject pricked his balloon with the negative emotions and thoughts while he recited his promise verse. Then, everyone nailed the last strip of paper with negative emotions and perceptions of one's self on a standing log. This module ended with singing of gratitude songs accompanied by a keyboard and was closed by individual prayers. Some of their negative emotions were: *walang silbi, magnanakaw, bobo, pasaway, sinungaling, basura, mababa ang pinag-aralan.* (useless, thief, dumb, naughty, liar, garbage, barely gone to school). After the counseling session they watched Hermie. *"Hindi pa tapos si Lord sa akin,"* ("The Lord isn't done with me yet,") was their favorite quote from the movie.

The following are some of their chosen and memorized Bible verses:

Psalm 103. (8) *Si Yahweh ay mahabagi't mapagmahal, hindi madaling magalit, wagas ang pag-ibig.* (9) *Banayad nga kung magalit, hindi siya nagtatanim; yaong taglay niyang galit, hindi niya kinikimkim.* (10) *Di katumbas ng pagsuway, kung siya ay magparusa, hindi tayo sinisingil bagama't tayo'y may sala.* (11) *Ang agwat ng lupa't langit, sukatin ma'y hindi kaya, gayon ang pag-ibig ng Diyos, sa may takot sa kanya.* (12) *Kung gaano kalayo ang silangan sa kanluran, gayon din niya inalis sa atin ang ating mga kasalanan.* (13) *Kung paano nahahabag ang ama sa anak niya, gayon siya nahahabag sa may takot sa kanya.* (15) *Ang buhay ng mga tao'y parang damo ang katulad, sa parang ay lumalago na katulad ay bulaklak;* (16) *nawawala't nalalagas, kapag ito'y nahanginan, nawawala na nga ito at hindi na mamamasdan.* (17) *Ngunit ang pag-ibig ni Yahweh ay tunay na walang hanggan, sa sinuman na sa kanya'y may takot at pagmamahal; ang matuwid niyang gawa ay wala ring katapusan.* (8) The Lord is compassionate and



gracious, slow to anger, abounding in love. (9) He will not always accuse, nor will he harbour his anger for ever; (10) he does not treat us as our sins deserve or repay us according to our iniquities. (11) For as high as the heavens are above the earth, so great is his love for those who fear him; (12) as far as the east is from the west, so far has he removed our transgressions from us. (13) As a father has compassion on his children, so the Lord has compassion on those who fear him; (14) for he knows how we are formed, he remembers that we are dust. (15) As for man, his days are like grass, he flourishes like a flower of the field; (16) the wind blows over it and it is gone, and its place remembers it no more. (17) But from everlasting to everlasting the Lord's love is with those who fear him, and his righteousness with their children's children – (18) with those who keep his covenant and remember to obey his precepts.)

*Psalm 139. (1) Ako'y iyong siniyasat, batid mo ang aking buhay, ang lahat kong lihim, Yahweh, ay tiyakmong nalalaman. (2) Ang lahat ng gawain ko, sa iyo ay hindi lingid, kahit ikaw ay malayo, batid mo ang aking isip. (3) Ako'y iyong nakikita, gumagawa o hindi man, ang lahat ng gawain ko'y pawang iyong nalalaman. (4) Di pa ako umiimik, yaong aking sasabihi'y alam mo nang lahat iyon, lahat ay di malilihim. (5) Ika'y laging kapiling ko, katabi ko oras-oras, ang likas mong kalakasan ang sa aki'y nagiiingat. (1) O Lord, you have searched me and you know me. (2) You know when I sit and when I rise; you perceive my thoughts from afar. (3) You discern my going out and my lying down; you are familiar with all my ways. (4) Before a word is on my tongue you know it completely, O Lord. (5) You hem me in – behind and before; you have laid your hand upon me.)*

**Module 11** – Positive Social Behavior focused on manners and social graces. The therapist addressed the need of the subjects to be accepted in public with their behavior, movement and distance, speech, clothing, decorum, table manners and etiquette. The workshop was conducted where the children did the return demonstration on manners and social graces and table manners, and actual dining was done.

Greetings, introducing based on age, gender, position, use of spoon and fork, proper strokes, spoon in soup, handling and passing on glasses and utensils, use of serving spoons, waiting for one's turn, and distance when in a queue were discussed. The therapist and the team were allowed to eat with the children during the three meals. Group counseling was conducted

in the evening where they expressed elation in their experience and the knowledge that they can do what they think only the rich and educated can do. The following are some of what they shared:

*"Masaya Ma'am, Sir kasi sabay kayong kumain sa amin. Parang may nanay at tatay kami."* ("We're happy, Sir, Ma'am, because you eat together with us. We feel like we have a mother and a father.")

*"Daw mayaman kami Ma'am ."* ("We're like rich, Ma'am.")

*"Akala ko ang mayaman lang ang marunong gumamit ng serving spoon at tinidor."* ("I always thought only the rich know how to use serving spoon and fork.")

*"Nami magtinidor Ma'am. Pero hindi kami gumagamit. Ang daliri man namin ang magtulak ng pagkain sa kutsara."* ("It's good to use fork, Ma'am. But we don't use one. It's our fingers that push food into the spoon.")

*"Desente kami Ma'am."* ("We're decent, Ma'am.")

*"Siguro Ma'am, hindi na kami ikahiya ni Mam Rose at Kuya Omar kasi marunong na kami ng table manners."* ("Perhaps, Ma'am, Ma'am Rose and Kuya Omar will no longer be ashamed of us because we know table manners now.")

In **Module 12**, The Closing Ritual, the subjects were instructed to wear the shirt they can throw away. Then, they were made to write on small strips of paper the negative traits they want to remove from them. These small strips of paper were then taped on the shirts they were wearing. Everyone shared his negative perception of himself and how he can become the new person with positive traits. They included their options in the future and the hope in God's promises and wonderful plan in their lives and expressed that they hope to be given another chance to fix their lives and be able to study and work at the same time or simply to earn a living. What they wrote on strips of paper and attached to their shirt included the following:

- *Walang silbi* (Useless)
- *Bobo* (Moron)
- *Patapon* (Vagabond)
- *Basura* (Garbage)
- *Walang Pag-asa* (Hopeless)

- *Paghiganti* (Revenge)
- *Pasangi* (False accusation)
- *Pangit* (Ugly)
- *Pasaway* (Naughty)
- *Tamad* (Lazy)
- *Ex-convict* (Ex-convict)
- *Walang nagmamahal* (Unloved)
- *Walang galang* (Disrespectful)

After that, they wrote on another sheet:

- *Step by step*
- *Mahal ng Diyos* (Loved by God)
- *May respeto* (Gained respect)
- *Mag-aaral* (Will go to school)
- *Patawad* (Forgiveness)
- *Marunong magluto* (Learned how to cook)
- *Masunurin* (Obedient)
- *Masipag* (Industrious)
- *Pasensya* (Patience)
- *Pakumbaba* (Humility)
- *Dasal* (Prayer)
- *May pag-asa* (Hopeful)

After everyone had done these, each one removed his shirt, one after the other, literally threw it into the black garbage bag, said his prayer, and put on his brand new shirt which the therapist bought for him. As part of the ritual, the therapist hired a professional photographer and set-up a studio. Each of the subjects had to pose for a portrait shot in formal attire. . One by one, the subjects posed for the camera in coat and tie which were also provided to them by the therapist. Group counseling then followed the pictorial. They all expressed that they felt important and thanked the therapist for the respect, opportunity and time given to them. Most of them said that it is only now that they feel respected and that felt handsome and importantly feel hopeful. The therapist integrated guide questions of the movie *Hermie* and likened all transformations are possible with God and that God is not finished with anybody yet. God loves all and that love is a virtue everyone must intentionally learn to do. Nobody deserves God's love –no, not one. All have sinned and God forgives all sinners and has plans to prosper everyone and not to harm. The therapist closed the session with the reflection on “Who am I as a person as God sees me.” Everybody then sang “Panginoon” (“Lord”) which lyrics are as follows:

*Panginoon, O aking Diyos sambahin ang ngalan mo  
Awit ng papuri at pasasalamat sa Iyo*

*Dakilang pagmamahal sa Iyo lamang nadama  
Ang buhay ko'y binigyan mo ng kakaibang saya.  
(O Lord, my God, praised be your name  
A song of praise and thanks for you  
Great love I felt only from you  
You gave my life a different kind of joy.)*

The closing program was culminated with an audio-visual presentation of the CICL during the four-week psychotherapy sessions. It was highlighted by reading of gratitude by each subject to people they want to thank. Among those who receive gratitude letters were the house parents, the guard, the social workers and the therapist and her staff. It was made more meaningful with the presence of DSWD regional officials and a special banquet was tendered as celebration of hope. Each of the CICL received his medal recognizing his Character Strength.

## PART IV. RESULTS OF THE POSITIVE PSYCHOLOGY-FRAMED INTERVENTION FOR CICL

After the conduct of the intervention, its effects were measured by comparing the pretest and posttest scores. The succeeding data show the results of the EST and VP before and after the intervention and the relationship of the two constructs.

### The Pretest and Post Test Results of EST

Table 7  
*Difference in the Mean Scores of Ego Strength Before and After the Intervention using the Wilcoxon Signed Ranks Test*

Factors of Ego Strength	Before	Level	After	Level	p value	Interpretation
Ego Status (Self-Sufficiency)	73.68	Average	86.89	High Average	-2.91 <sup>a</sup> * .004	Significant
Social Status (Personal Prestige)	90.89	Average	109.05	Above Average	-3.34 <sup>a</sup> * .001	Significant
Ego Involvement (Goal Setting)	99.73	Average	112.0	Above Average	-3.46 <sup>a</sup> * .001	Significant
Mental Health (Personal Adjustment)	106.89	Average	124.68	High Average	-2.83 <sup>a</sup> * .005	Significant
Physical Status	81.36	Average	81.42	Average	-1.00 <sup>a</sup> .317	Not significant
Overall Status	90.51	Average	102.81	Above Average		

Significant level @ 0.05 ( 2-tailed)

The data revealed that of the five factors of Ego Strength, four factors significantly increased. These factors are the Ego Status (Self-Sufficiency) with a computed value of .004; Social Status (Personal Prestige) = .001; Goal Setting & Striving (Ego Involvement) = .001; and Good Mental health (Personal Adjustment) = .005.

The data suggest that the ego status of the CICL which is the measure of self-sufficiency and concerned with feeling secure and increased acceptance of responsibility (Cassel, 1959), has significantly increased. This may also be interpreted that the exercises of Self-awareness, Self Exploration, and Flow and Transcendence facilitated the self-approval of the CICL. Apparently, this is what Fredrickson and Joiner (2002) postulate that positive emotions may act as antidote to the important effects of negative emotions as expressed by a participant, *“Doon sa jail mas lalo akong napasama. Ang mga matatanda nagtuturo ng lahat ng kasamaan—paano magtakas, maghiganti; mang-lamang at magnakaw. Kamuntik pa akong mamatay. “He would declare, “Paglabas ko, hindi na ako ex-convict na kilala sa lugar namin. Magpapastor ako para turuan ang mga bata na huwag nila akong tularan.”* (“There inside the prison I became even worse. The older ones were teaching us all sorts of bad things—how to break jail, avenge, take advantage, steal. I nearly got killed.” He would declare, “Once I get out of here I will no longer be the same ex-convict they used to know. I will be a pastor and I will teach children so they won’t follow in my steps.”) House parents endorsed him as one who has improved in his interpersonal skills and self-regulation. The stigma and resentment of the CICL are overcome as positive emotions help both the body and mind regain a sense of balance, flexibility and equilibrium after the impact of negative emotions.

The enhanced ego strength indicates that the activities are systematically planned and engaged in by the CICL. This happens when individuals do something intrinsically motivated or engaged in *flow*. The flow exercises introduced during the therapy like painting, arts, fruit etching, dancing, playing musical instruments paved a sense of mastery and a sense of participation in life. The ability to stay absorbed and interested in daily experience is one key ingredient of a happy and fulfilling life. The first step to enjoying life more is to learn how to engineer daily activities in order to foster rewarding experiences (Csikszentimhalyi, 1997), as one subject put it, *“Habang tinitingnan ko si Kuya naga-ukit ng melon Ma’am, sabi ko sa sarili ko*

*mahirap gawin. Kaya nakiusap po ako sa inyo na kung pwede sayaw lang ang salihan ko. Nong kinausap mo ako Ma’am na subukan ko lang at pina-alaala mo ang step by step positive attitude, parang gusto ko na rin subukan para meron naman akong gawin na bago. Kaya sinubukan ko at tama pala na nasa isip lang talaga ang mahirap gawin. Kailangan pala subukan muna. Masaya ako Ma’am, na nagawa ko rin ang pag-ukit ng melon. Hindi ko alam paano sabihin, kasi parang hindi ko talaga kaya gawin at hindi ko namalayan tapos na pala ako. Parang nalimutan ko ang oras at palibot Ma’am. Parang nawala ang mga iniisip ko na problema. Basta masaya ako, Ma’am. First time ko po kasi gumawa nito.”* (“While I was looking at Kuya sculpting the melon, Ma’am, I told myself it’s difficult to do it. That’s why I’m asking you if I can just join dancing instead. But when you told me, Ma’am, to just try it and you reminded me of the step by step positive attitude, I felt like trying it so that I will have done something different for a change. And so I tried, and found out that indeed difficult is only in the mind. I found out I really just need to try first. I was happy Ma’am, that I finally was able to sculpt the melon. I don’t know how to say it, because I thought I really can’t do it, but before I knew it, I was done! I seemed to have forgotten the time and my surrounding, Ma’am. It seemed like I forgot my problems too. I was just happy, Ma’am. Because it was my first time to do it.”) During the therapy, the participants were introduced to different activities which they have to do according to their choice and pace. Each of them was allowed to plan his schedule of activities and the time frame of coming up with the output.

The results of the ego involvement of the CICL are congruent with what Carr (2004) said that to produce flow in life, one has to find a way to balance the challenges of an activity with his skill level in a context that provides immediate feedback. The CICL apparently found their tasks interesting which made them pay attention to what they were doing. Intense flow experiences are induced when the demands of the situation push the person to the limits of his skill level as shared by the subject in the preceding paragraph.

The good mental health score of the CICL has computed p-value of .005 which means that there is a significant difference before and after the intervention. This score is the measure of the degree of personal adjustment of the CICL at the time of the test. It is concerned with disposition, home life, tolerance, worry, calmness,

sense of humor, psycho sexual relationship and self-expression as manifested by a subject when he explicitly said, *“Sa loob ng provincial jail natuto akong maging masama—mas naging matigas ang loob at mapaghiganti at palaging nasa isip paano makapuga.”* (“Inside the provincial jail I learned to become bad—I became more hardened and vengeful and I always thought of breaking jail.”) He learned optimism by being prayerful. He was the first one to memorize his Bible verse—Psalm 139:10 which says *“Tiyak ikaw ay naroon, upang ako’y pangunahan, matatagpo kita roon upang ako ay tulungan.”* (“Even there your hand will guide me, your right hand will hold me fast.”) He further said, *“Dito sa center ako nakadama ng respeto at natuto rin magrespeto sa sarili ko at sa ibang tao, lalo na sa nakakatanda sa akin.”* (“Here at the center I felt respected and I also learned to respect myself and others, especially the older ones.”) The significant difference of the Good Mental Health of the CICL, like the one given, can be attributed to Ellen Langer’s theory on mindfulness which is one of the approaches used in the intervention. Langer (1997) postulates that mindfulness brings individuals to awareness and centers on the quality of attention to everyday experiences and thus increases their well-being and adaption. Because mindfulness is paying attention to one’s own ongoing experience, it allows openness and flexibility (Compton, 2005) as expressed previously by subjects. Moreover, as emphasized by Barbara Fredrickson (2009), positive emotions help people broaden their available options. This has been observed as CICL verbalized realizations, feel important and listened to, respected and accepted, they see brighter chances of overcoming their weaknesses and learn optimism in the midst of their disadvantages in poverty, lack of education and dysfunctional families. The increase of the good mental health score may also be credited to the spirituality intervention provided to the CICL. Emmons (1999) and Diener (2000) found that religiosity promotes personality integration which greatly influences mental health and provides unique coping strategies.

Meanwhile, some congruence of the increase in the scores and verbalization of some subjects may be found in these texts, *“Aminin ko po Ma’am masama ang mga kaibigan ko. Palagi kaming nasabak sa gulo kasi pumapatol kami agad. Istambay kasi Ma’am, walang magawang iba. Pero ang pagnakaw Ma’am ng pera sa bangko hindi namin ginawa. Mali ang pagpili ko ng kaibigan. Ngayon po iwas na ako sa*

*gulo kahit dito sa center. Nag-mindfulness po ako sa malayo pag-nagagalit ako at pwede pala akong umiwas. Palagi ko po iniisip ang tinuro nyo sa amin na mag-isip ng mga magagandang bagay at mga pasalamat. Hindi na po ako magbarkada paglabas ko. Kahit matanda na ako Ma’am para grade 3, mag-aral ako Ma’am. Matatapos ko rin step by step, ‘di ba Ma’am?’* (“I have to admit, Ma’am, my friends are bad. We always figure in a brawl because we are easily provoked. We hang around a lot, for lack of nothing better to do, Ma’am. But stealing money from a bank, Ma’am, is something we cannot do. I chose the wrong friends. Now I really keep out of trouble, especially here at the center. Whenever I am angry, I do mindfulness from a distance and I found out I can keep myself out of trouble. I always think of what you taught us, to think of beautiful and good things and of what to thank for. I will no longer get involved with bad company once I step out of jail. Even if I’m too old for grade three, Ma’am, I will go to school. I will soon finish school, a step at a time, right, Ma’am?”) These statements pose the presence of goal setting of the subject and his social life before which reveals that his choice was without judgment as compared to the present. It is apparent now that this subject exercises discernment in his social engagement which is an indicator of a positive change in his good mental health. The same subject together with the two companions suspected to have robbed a local bank in their city pleaded to the therapist that their relatives be visited and informed that they are doing well at RRCY and that if the therapist can help them in the case. *“Ma’am, kilala nyo si Ma’am Glory? Siya po ang may hawak ng kaso namin. Hindi pa kami naka-hearing kahit ika isa lang, Ma’am. Ma’am, mahiya ako pero pwede nyo po mabisita ang Ate ko sa palengke sila, Ma’am. May tindahan sila ng uling, Ma’am,”* (“Ma’am, do you know Ma’am Glory? She is the one handling our case. We have not had a hearing yet, not even one. Ma’am, I’m a little ashamed of it, but, do you think you can visit my Ate? They’re at the market, Ma’am. They sell charcoal,”) requested one boy. *“Ako rin po, Ma’am. Malapit sa tulay po ang bahay ni Ate,”* (“Me too, Ma’am. My Ate’s house is close by the bridge,”) continued another one. *“Ma’am gusto ni Ate magbisita diri Ma’am pero wala sya’y pamasahe,”* (“Ma’am, Ate wants to visit here but she has no fare,”) said the other boy charged with the same offense. The following week the therapist returned to RRCY with the sister of one of the boys and pictures of the siblings of the other two boys who requested the therapist

to visit their loved ones. Another subject enthused, *“Magtrabaho gid ako Ma’am kag ma-aral. Yan ang gawin ko Ma’am at tapuson ko. Indi pareho sang una nga may mga obra ako pero masama at pag may plano kami ng mga amigo ko, ginahimu gid namun. Salamat Ma’am kay gibuligan nyo kami makita ang among pag-asa. May pag-asa pa gali ako.”* (“I would really work, Ma’am, and go to school. That’s what I would do, Ma’am, and I will finish it. Unlike before that I had a work, but it was bad, and when my friends and I plan on something we really carry it out. Thank you, Ma’am, that you helped us see our hope. There’s still hope for me, after all.”) This revelation indicates the difference in goal setting. Having positive social support which they sensed from the therapist may have encouraged them and find hope hence expressed some goals in their lives. House parents also reported that most subjects are reading books and would request for explanation from them. *“Sabi ng mga bata Ma’am, magstudy daw sila para makapasa sa ALS next exam. Masisipag silang mag-aral, Ma’am. Nagbabasa na at nagtatanong ng meaning at nagpapa-explain sila.”* (“The children said, Ma’am, that they will study so they can pass the ALS exam next time around. They study deligently, Ma’am. They are now reading and asking for the meanings of words, and are asking for certain things to be explained.”) The center head noticed that fights, irritability and defiance were the house parents’ problems before but not until the third week of the therapy. *“Hindi namin alam paano sila tulongan Ma’am noon. Pag may violation, kinakausap namin at may sanction. Pero pabalik-balik ang violations. Parang hindi maka intindi. Pero simula nang third week po ninyo dito, malaki ang pagbabago. Wala nang away at suntukan at nakawan ng ulam at pagsuot ng t-shirt na hindi kanila. Yan kasi ang palaging dahilan ng away nila. May pakonti-konting inisan pero hindi katulad noon Ma’am, konting bagay lang suntukan agad.”* (“We don’t know then how to help them, Ma’am. When there’s a violation, we talk to them and impose a sanction. But the violations recur. It’s like they don’t understand. But starting the third week of your stay here, they changed a lot. There are no more brawls and fighting and stealing food and wearing shirts that aren’t theirs. These are the common causes of their fighting. Yes, there are still provocations every now and then but it isn’t like before when they hit each other at the littlest thing.”) The statements of the subjects may mean that children do not know where to run for support and this implies that adults must initiate directly or indirectly

the help they can offer. In the preceding statements, CICL have realizations and resolutions to overcome their negative qualities and found better options. This may suggest that the learning experiences provided during the therapy sessions on self-awareness and self exploration have facilitated self examination and realistic assessment allowing them to figure out their options and what they value in life. It is also important to mention that the attention given to the case of the three CICL who were charged of bank robbery at the Regional Trial Court in Kidapawan City and forging linkages with individuals in the community created better chances of continuous rehabilitation outside RRCY. The case was heard and was dismissed. The three children are presently hosted by a couple in the locality. This was made possible with the initiative of the RRCY leadership with the local DSWD from where the children come from. They supported the case presentation of the three CICL with the assurance that a foster family and a school offered them employment placement and free education. It may be said that when government institutions and private social institution like schools can take part in fostering positive emotions and changes.

On the other hand the Table 8 provides the individual scores of the subjects in the pretest and post test of Victory Profile using the McNemar-Bowker Test. The data given suggests that there are more frequency counts of subjects who gained scores from pretest to posttest. Scores of all 17 subjects increased in bravery, zest, kindness, leadership, humor, religiosity, prudence, curiosity and perspective. The intervention which included discovery of one’s strengths and weaknesses as well as acceptance to both qualities may have facilitated their perspective which is the ability to take counsel from others and having ways of looking at the world that make sense to oneself. In addition, Donahue and Benson (1995) found out that spirituality emerges as a beneficial source of coping strength and at times recovery from emotional illness. House parents reported that those who have improved in their interpersonal relationships were also noticed to have overtly shown spirituality. One subject shared, *“Madali ako magalit noon, Ma’am. Napansin ko na hindi na ako napipikon. Palagi po ako nag-mindfulness at memorize ko po ang Jeremiah 29:11-13, ‘Sapagkat batid kong lubos ang mga plano ko para sa inyo; mga planong hindi ninyo ikakasama kundi para sa inyong ikabubuti. Ito’y mga planong magdudulot*

*sa inyo ng kinabukasang punung-puno ng pag-asa. Kung maganap na ito, kayo'y tatawag, lalapit, at dadalangin sa akin, at diringgin ko naman kayo. Kapag hinanap ninyo ako, ako'y inyong matatagpuan; kung buong puso ninyo akong hahanapin.*" ("I easily get angry then, Ma'am. I now notice I don't easily get provoked anymore. I always do mindfulness and I have memorized Jeremiah 29:11-13, 'For I know the plans I have for you,' declares the Lord, 'plans to prosper you and not to harm you, plans to give you hope and a future. Then you will call upon me and come and pray to me, and I will listen to you. You will seek me and find me when you seek me with all your heart.'") Another subject shared how he looks at the world with sense to himself, "*Daw malamig ang ulo ko Ma'am. Nagbag-o ang pananaw ko abi. May rason gali nga nahuli ako. Akala ko hindi na ako mapatawad ng Diyos sa nagawa ko. Napatawad Nya pala ako at mahal. Magbabagong buhay na ako, Ma'am.*" "It seems my head has cooled off, Ma'am. It's because my point of view has changed. As it turned out, there's a reason why I got caught. I thought God would no longer forgive me for what I've done. He has forgiven and loved me. I will now change for the better, Ma'am.") He memorized these verses, "*Banayad nga kung magalit, hindi siya nagtatanim; yaong taglay niyang galit, hindi niya kinikimkim; Di katumbas ng pagsuway, kung siya ay magparusa, hindi tayo sinisingil bagama't tayo'y may sala. Ang agwat ng lupa't langit, sukatin ma'y hindi kaya, gayon ang pag-ibig ng Diyos, sa may takot sa kanya. Kung gaano kalayo ang silangan sa kanluran, gayon din niya inalis sa atin ang ating mga kasalanan.*" ("He will not always accuse, nor will he harbour his anger for ever; he does not treat us as our sins deserve or repay us according to our iniquities. For as high as the heavens are above the earth, so great is his love for those who fear him; as far as the east is from the west, so far has he removed our transgressions from us.")

The willingness of the CICL to start a new life and take the challenges to be victorious in the midst of unfavorable circumstances and resolved to stand in their convictions even if unpopular is an indicator of bravery. As a group, their zest was very apparent in their excitement and cooperation during psychotherapy sessions and leadership was exercised in the team activities even beyond session time and were conducted without heated arguments. The fact that house parents reported that there were no more fights among them reveals their significant kindness

and prudence. Their hunger for new activities, attentiveness to new learn new skills and self initiated reading of books provided for them are indicative of curiosity.

However, the intervention has its weaknesses. The score of Self-regulation did not yield increase. This finding proposes that it takes longer period of time to develop Self-regulation and that because traits are enduring personal characteristics, the 28-day Positive Psychology intervention program is not sufficient to improve the certain traits. This may be construed that Positive Psychology intervention alone may not be effective in nurturing self regulation as this may require behavioral modification. The intervention may need another combination of psychotherapeutic technique to work out on certain traits like Self-regulation. Kocharanska and Knaack (2003) forwarded that effortful control, the ability to suppress a dominant response to perform a subdominant response, was highly longitudinal and coherent across tasks thus appeared to be a trait like characteristic of children personality. Children who had been inhibited developed higher effortful control and developed strong conscience.

Another hypothesis in this study is that there is no significant difference in the levels of character traits before and after the intervention. Table 9 presents the mean scores, the level of ego strength before and after the intervention, and the level of significance using Wilcoxon Signed Ranks Test. The data in Table 9 show the mean scores of the 24 character traits before and after the intervention and their level of significance. The following character traits yielded significant increase: Bravery ( $p = .049$ ), Zest ( $p = .000$ ), Kindness ( $p = .016$ ), Humor ( $p = .050$ ) Leadership ( $p = .040$ ), Religiosity ( $p = .000$ ), Prudence ( $p = .010$ ), Curiosity ( $p = .001$ ) and Perspective ( $p = .000$ ).

Table 9  
*Difference in the Mean Scores of Character Traits of CICL Before and After the Intervention Using Wilcoxon Signed Ranks Test*

Character Traits	Before	Mean		Level	p-value
		Level	After		
Authenticity	16.36	Average	16.57	Average	.619
Bravery	18.63	Average	19.26	High	.049*
Persistence	34.42	High	34.68	High	.544
Zest	16.10	Average	18.68	High	.000*
Love	18.31	High	18.26	High	.905
SocialIntelligence	14.26	High	14.78	High	.079
Kindness	19.94	High	21.21	High	.016*
Fairness	16.00	Average	16.73	Average	.116
Leadership	16.73	High	17.47	High	.040*
Teamwork	15.78	Average	16.36	High	.189
Appreciation	16.73	High	17.36	High	.064
Gratitude	12.52	Average	12.94	High	.215
Hope	16.10	High	16.10	High	.942
Humor	14.21	Average	15.36	High	.050*
Religiosity	16.36	Low	17.89	High	.000*
Forgiveness	9.73	Average	9.63	Average	.690
Modesty	6.47	Average	7.21	High	.170
Prudence	16.05	Average	17.36	High	.010*
Self-Regulation	10.78	Low	11.42	Low	.179
Creativity	14.10	Average	13.63	Average	.134
Curiosity	14.00	Average	15.47	High	.001*
Love of Learning	16.89	Average	17.21	Average	.163
Open Mindedness	12.26	Average	12.21	Average	.803
Perspective	11.47	Low	16.36	High	.000*

Significant level @ 0.05 (2-tailed)

The significant increase in the religiosity of CICL may suggest the influence of mindfulness exercises and Biblical verses which were combined approaches used during the intervention. House parents reported that a number of participants observe solitude more than twice a day. The intervention which included meditation and mindfulness exercises may have influenced the scores of these character traits. Meditation has a positive effect on immediate and long-term psychological well-being according to Murphy and Donovan (1999). It leads to a reduction in physiological arousal and induces a positive mental state. Moderate correlations have been found between happiness and involvement in religious activity in North America (Myers, 2000). Meditation, which for some is a spiritual practice, has also been associated with a better personal well-being.

The scores in prudence and kindness may be attributed to the relationship CICL have established with acquaintances like the house parents, social workers, the therapist and team who are neither family nor close friends (Buss, 2000). The house parents were effective model of gentleness and kindness to the

subjects. It follows therefore that to enhance sense of well-being of CICL, the stakeholders of RRCY may need to do networking with civic organizations and private individuals to develop strategies for promoting friendship and relationship with CICL as emotionally expressed by a subject, *"Masaya dito Ma'am. Dito namin kayo nakilala at kayo pa lang ang nagbigay sa amin ng halaga na hindi dito nagtrabaho. At dito, Ma'am hindi na kami nag-aaway at palaging kaming busy. Masarap tumira dito kasi may tumutulong na mga house parents at social workers. Ginagamot nila ang mga sakit ko at nilalagyan ng ointment ang aking sugat. Parang pamilya lalo na kung sabay kayong kumain sa amin ni Sir. Para kaming may tatay at nanay. Pwede kami magpasyal sa inyo Ma'am, paglabas namin?"* ("It's happy here, Ma'am. It's here where we met and knew you, and you were the first ones who aren't working here who gave us value. Here we no longer get into fights and we always keep ourselves busy. It's good to stay here because there are house parents and social workers who help us. They cure my ailment and put ointment on my wound. It feels like family especially when you and Sir eat together with us. It seems like we have a father and a mother. Can we visit you, Ma'am, when we get out of here?") The center head however laments that among the rehabilitation centers, CICL do not get private supporters and benefactors unlike orphanages and the center for abused women. *"As in, wala talagang supporter ang mga bata Ma'am kasi mga offenders ang turing sa kanila,"* ("The children don't really have anyone supporting them, Ma'am, because they are treated as offenders,") she said.

It is important to note that when these CICL were still outside RRCY, they did not have sufficient basic needs in life. This may explain the gratitude level of the CICL who may have a relative satisfaction of their physical status at the RRCY than when they were with their family. Social Comparison theory proposes that personal happiness is based on the perceived discrepancy between one's own situation and that of others' (Wood, 1996). Downward social comparison, where the standard to which an individual compares his situation is lower, results in greater satisfaction than upward social comparison. This was affirmed by most participants, *"Kahit na paksiw palagi ang ulam Ma'am, sigurado naman may kakainin araw-araw. Hindi katulad sa labas, hahanapin mo pa ang pagkain at hindi sigurado may mahahanap kami." "Mas maganda ang kalagayan namin dito kumpara sa loob*

ng jail. Mainit, maingay, nakakatakot kasi kahit anong oras meron pwedeng mangyari.” (“Even if we always have *paksiw* for viand, as long as there’s something to eat daily. Unlike outside, you will have to look for food and you’re not sure you will find them.” “Our plight here is much better compared to inside the jail. There it’s hot, noisy, scary, because anytime anything can happen.”) During the therapy sessions of flow exercises like painting and fruit etching, most CICL reported that they experienced an unusual deep concentration and goal orientedness and followed by a feeling of joy and contentment. Much more amazing for them was their intense drive to make more challenging projects in painting and complex dance moves. Ryan and Deci (2000) forwarded that people’s intrinsic motivation is strengthened by offering them choices about how they complete tasks, opportunities for self-direction, and feedback which confirms that they have performed a task well. Those who are intrinsically motivated show more interest and excitement. They generally report higher self-esteem and subjective well-being. Those described by the subjects affirmed what Carr (2004) mentioned that flow develops in carrying out activities with concentration and gradually increasing the difficulty aimed so that the challenge matches with the level of growing skill.

Another psychological process could also have occurred among the CICL. Carr (2000) sheds light on this by declaring that a reframing attempt to mentally step out of the old frame and look at problems within the context of an alternative frame of reference makes the emotional impact of the problems less severe. Tennen and Affleck (2002) proposed that reframing may have worked on the subjects’ increase on perspective. Benefit finding and benefit reminding dawned among the participants. According to McCullough, Pargament and Thoresen (2000), people highlight the positive benefits of the apparently adverse situation. This was validated by a subject who enthused, “*Nagpapasalamat ako kay Jayjay (not real name) Ma’am, na kahit na gidawit nya kami sa police. May magandang bunga ang pagpunta ko dito sa RRCY. Kung hindi ako nadala dito Ma’am, hindi ako magbagong buhay. Hindi ko po kayo nakilala ni Sir at nila kuya. Hindi ko sana natutuhan ang mga awit at salita ng Diyos at magpainting, magluto ng pizza, lahat-lahat ng tinuro n’yo sa amin Ma’am, Sir., Lalung-lalo na ang mindfulness kasi may pagbabago sa isip ko kung ginagawa ko tuwing umaga, tanghali at gabi bago matulog. Nagpapasalamat pa rin ako na kahit hindi totoo ang bintang sa amin, may mabuting nangyari sa akin dito sa RRCY. Sana makabawi kami sa inyo Ma’am, Sir balang araw.*” Based on the data provided, the null hypothesis is rejected. This means

that there are significant differences in the levels of ego strength and character traits and before and after the intervention. Based on the data presented, the null hypothesis that there is no significant difference in the levels of ego strength and character traits is rejected.

### Relationship of Ego Strength and Character Traits

In order to establish the relationship of the ego strength and character traits, the SPSS version 18 application, specifically the Spearman’s Rho Correlation, was used and the results are shown in Table 10.

Table 10 Relationship Between the Ego Strength and Character Traits Using Spearman’s Rho

Character Traits		Factors of Ego Strength				
		Ego Status	Social Status	Goal Settings and Involvement	Good Mental Health	Physical Status
Authenticity	r	.493	.560	.424	.484	.118
	p	.032*	.013*	.071	.036*	.632
Bravery	r	.001	.052	.028	.104	.048
	p	.995	.832	.909	.671	.847
Persistence	r	.105	.125	.001	.362	.507
	p	.669	.610	.996	.127	.027*
Zest	r	.318	.233	.216	.365	.149
	p	.185	.338	.374	.124	.844
Love	r	.052	-.067	-.216	.090	-.103
	p	.839	.786	.374	.713	.675
Social Intelligence	r	.019	.096	.140	-.045	-.116
	p	.937	.696	.567	.853	.636
Kindness	r	.195	.095	-.129	.276	-.441
	p	.424	.700	.597	.253	.059
Fairness	r	-.230	-.418	-.341	-.201	-.074
	p	.344	.075	.153	.409	.763
Leadership	r	.129	-.026	-.015	.205	.147
	p	.597	.916	.951	.399	.548
Teamwork	r	.103	-.013	.018	.132	-.284
	p	.676	.957	.940	.590	.238
Appreciation	r	.016	.169	.165	.220	-.646
	p	.949	.489	.499	.365	.003*
Gratitude	r	.265	.259	.151	.363	-.186
	p	.272	.284	.537	.126	.445
Hope	r	-.182	-.246	-.223	.004	.338
	p	.455	.310	.358	.987	.157
Humor	r	.282	.223	-.075	.242	.170
	p	.243	.359	.760	.318	.487
Religiosity	r	-.125	.038	.231	-.006	.319
	p	.610	.878	.340	.980	.183
Forgiveness	r	-.023	-.149	-.039	-.222	-.258
	p	.925	.541	.874	.361	.286
Modesty	r	-.089	-.162	-.037	-.049	.163
	p	.717	.507	.880	.843	.506
Prudence	r	-.106	-.311	-.237	-.183	.516
	p	.666	.196	.328	.454	.024*
Self-Regulation	r	.468	-.389	-.137	-.335	-.196
	p	.043*	.099	.575	.162	.422
Creativity	r	-.101	-.204	-.305	.038	.115
	p	.680	.403	.204	.877	.639
Curiosity	r	.227	.243	.119	.321	.318
	p	.350	.316	.626	.181	.185
Love of Learning	r	-.253	-.345	-.444	-.090	.019
	p	.297	.147	.057	.713	.938
Open-Mindedness	r	-.156	-.104	.125	.097	.184
	p	.523	.672	.609	.694	.451
Perspective	r	.001	.084	.451	.139	-.026
	p	.997	.733	.053	.571	.916

Significant level @ 0.05 (2-tailed)



Table 10 shows the correlation of the five factors of ego strength and 24 character traits. Seven separate figures illustrate the different associations as follows: Figure 1 for the correlation between Ego Status and Authenticity; Figure 2 for Social Status and Authenticity; Figure 3 for Good Mental Health and Authenticity; Figure 4 for Physical Status and Persistence; Figure 5 for Physical Status and Appreciation; Figure 6 for Physical Status and Prudence; and Figure 7 for Ego Status and Self-Regulation.

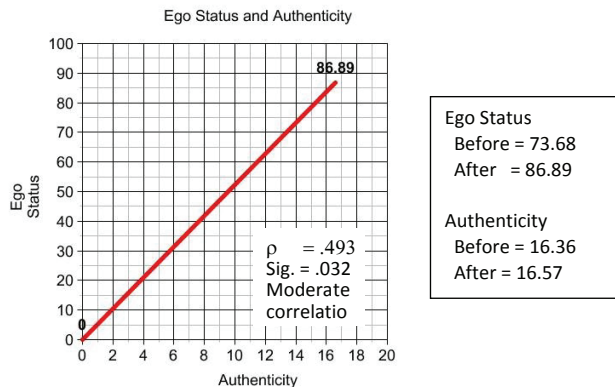


Figure 1. Correlation between Ego Status and Authenticity using Spearman's Rho Correlation

The positive correlation between ego status and Authenticity proposes that as CICL approve themselves, they become true in presenting their feelings and take responsibility of their actions. An implication could be that when CICL feel good about themselves, they are able to express what they want and how they feel. A statement emotionally uttered by a participant was unexpected when asked during the closing program, "What would you like to say?" Without hesitation, he said, "Nagpapasalamat ako sa mga magulang ko, lalung-lalo na kay Mama. Sa inyo Ma'am at Sir, sa tulong ninyo. Ngayon masasabi ko na hindi pa ako handa mabuhay sa labas, Ma'am. Paano kung yayain ako ng mga kaibigan ko? Dito muna ako Ma'am hanggang 'di pa ako sigurado sa sarili ko." ("I thank my parents, especially my Mama. And to you, Ma'am, Sir, for your help. Now I can say that I am not quite ready yet to live outside of prison, Ma'am. Suppose my bad company would ask me out again? I would prefer to stay here while I'm not yet sure of myself.") Convinced, the social worker whispered to the therapist, "Hindi na mahirap kausapin ang mga bata Ma'am. Nakaka-express na sila ng damdamin nila." ("The children are not difficult to talk with, Ma'am. They now know how to express their feelings.")

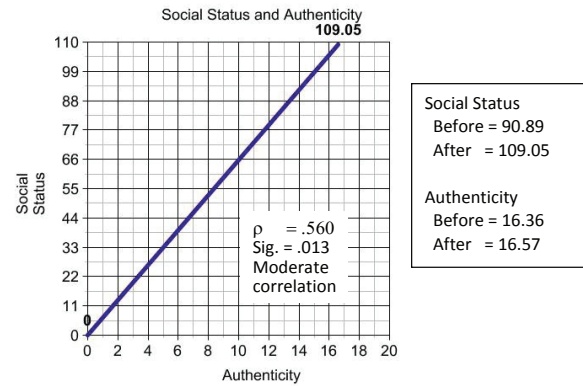


Figure 2. Correlation between Social Status and Authenticity using the Spearman's Rho Correlation

Figure 2 illustrates the positive correlation between Social Status and Authenticity. This means that as one variable increases, the other variable also increases. The relationship between the two variables could mean that as CICL become spontaneous and accepting to their feelings, they improve in making friends and in dealing with others. Consequently, CICL improve their confidence and find prestige with friends and peers whom they think have values honored by the culture. They are likely to maintain close friends and to trust and to respect group members. The CICL may have internalized their flow experiences being engaged in the activities provided during the intervention such that they improved their sense of self which is a mark of a person with Authenticity. Diener and Lucas (1999) upheld that people report greater happiness on days when they achieve highly valued goals than on days when they achieve less. This is supported by house parents who attested that there has never been a fight among CICL since the third week of the intervention, "Nawala ang sakit ng ulo namin, Ma'am. Walang away simula nang marami silang ginagawa. Nahirapan kami magcurfew Ma'am, kasi ayaw nila tumigil ng painting kahit past 12 ng gabi. Sa araw naman may nagsasayaw at naga-gitara."

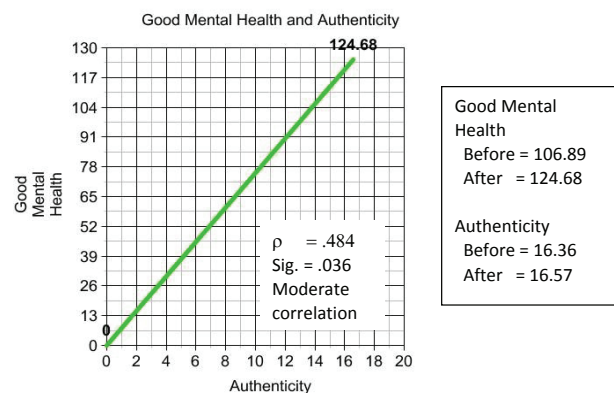


Figure 3. Correlation between Good Mental Health and Authenticity using the Spearman's Rho Correlation

Good Mental Health is positively correlated with Authenticity which means that as one increases, the other one also increases. During the therapy sessions of flow exercises like painting, fruit etching, dancing, and playing of musical instruments, most CICL reported that they experienced an unusual feeling of joy and contentment. "Daw nalimutan ko bala Ma'am ang oras. Hindi ako tumigil hanggang natapos ko 'yong painting ko kagabi," ("It's as if I forgot the time, Ma'am. I didn't stop until I finished my painting last night,") mused one subject. Yet another one expressed, "Indi ko bala mahambal ano tu Ma'am, basta nami ang pamatyag ko. Masaya ako, Ma'am. Daw tahimik ang ulo ko haw. Daw waay tao sa palibot ko." ("I cannot quite express it exactly, Ma'am, but I feel good about it. I'm happy, Ma'am. It seems my mind is peaceful. It's like nobody is around.")

These reports affirm what Privette (1981) found out that when individuals are deeply involved with, committed to, absorbed in or emotionally connected with activities, they create a strong sense of self which is a mark of authenticity. The CICL may have internalized their flow experiences being engaged in the activities provided during the intervention such that they improved their sense of self which elicited their authenticity. Moreover, house parents attested that there has never been a fight among CICL since the third week of the intervention. This could be what Diener and Lucas (1999) upheld that people report greater happiness on days when they achieve highly valued goals than on days when they achieve less.

Another correlation in this study was found out between Physical Status and Persistence. The relationship of the two variables is moderately negative.

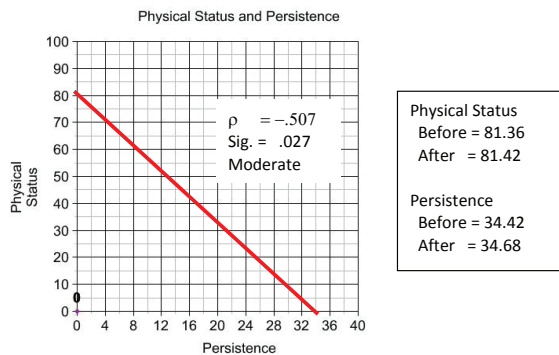


Figure 4. Correlation between Physical Status and Persistence using the Spearman's Rho Correlation

Figure 4 illustrates that as one increases, the other variable decreases. This means that as their Physical Status decrease, their Persistence increases as aptly stated by a subject, "Sanay na kami sa hirap Ma'am. Kaya naming magtiis ng mahihirap na trabaho makakain lang kahit ng simpleng ulam." ("We're used to hardships, Ma'am. We can handle very difficult work just so we could eat even simple food.") Providing their basic needs therefore must be dispensed with discretion because it may only be beneficial to them when done in moderation.

Figure 5 shows a negative correlation between Physical Status and Appreciation. A coefficient correlation of -.46 is moderately high correlation (Sevilla, 1998).

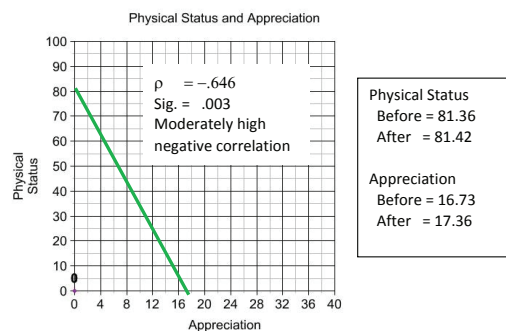


Figure 5. Relationship between Physical Status and Appreciation of Beauty and Excellence using Spearman's Rho Correlation.

The data in Figure 5 show a negative association between Physical Status and Appreciation. The relationship may be interpreted as CICL Physical Status increase; they are likely to become unappreciative of nature and arts or pursue mastery of skills because they have yet to meet their physical needs which are more necessary for physiological wellness.

Figure 6 shows a positive correlation between Physical Status and Prudence. These two variables have established positive relationship. Prudence is a character trait which is manifested in being careful with one's choices, not taking undue risks and not saying or doing things that might later be regretted (Seligman, 2000).

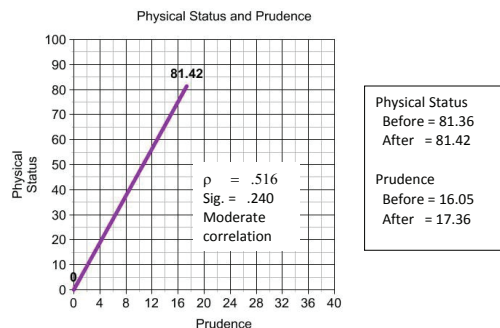


Figure 6. Correlation between Physical Status and Prudence using Spearman's Rho Correlation. As Physical Status increases, Prudence also increases. The moderate correlation implies that when their physical needs are met, they also exercise care for their choices and do not take risks and are more careful with what they say and do. This may be interpreted that when the basic needs of CICL are met, they are able to discern risks in their actions or with the availability of basic needs; they are not prone to committing risky behaviors. This poses a very important message that CICL are vulnerable to committing offenses that is taking risk when their basic needs are not satisfied.

Figure 7 shows the positive correlation between Self-regulation and Ego Status or Self-sufficiency. In this study, Self-regulation was measured at low level before and after the intervention while ego status significantly increased after the intervention.

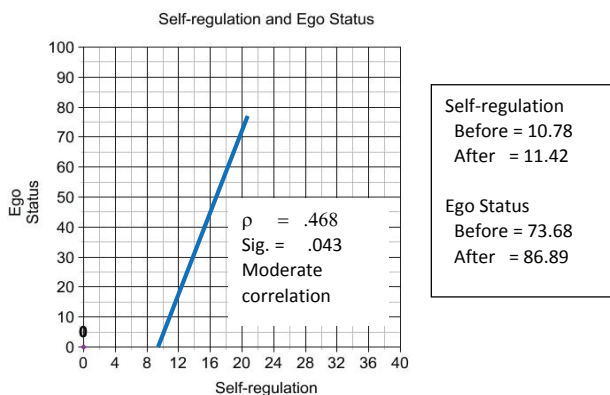


Figure 7. Correlation between Self-Regulation and Ego Status using Spearman's Rho Correlation.

As Ego Status (Self-sufficiency) increases, Self-regulation increases. Self-regulation requires being mindful of what one feels and does. It compels discipline and control over one's appetites and emotions (<http://www.meaningandhappiness.com/psychology-research/1stofpersonal-strength.html/>). The positive correlation implies that CICL have better Self-regulation of their feelings and actions when they enhance their Ego Status or Self-sufficiency. This may be construed that when CICL have become realistic with the circumstances of their life, self-confident and become aware of their feelings and thoughts, they become accepting of themselves and are better in controlling their actions. The data gathered means that the null hypothesis stated as there is no significant relationship between ego strength and character traits and virtues is rejected.

## SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Presented are summary, conclusions, and recommendations of this study.

The purpose of this study is to determine the effects of Positive Psychology to the ego strength and character traits and virtues of CICL admitted at RRCY, Region XII. The study used the quasi-experimental design. The subjects are 17 male CICL admitted at RRCY. Two researcher-made tools were developed and validated and administered. The data gathered were subjected to test using Cronbach's alpha, McNemar-Bowker Test, Wilcoxon Signed Ranks Test; and Correlation Coefficient using Spearman's Rho.

### Findings

The two researcher-made tools, EST and VP have a validity average of 3.7 each based on clarity, objectivity and suitability. They yielded a Cronbach's alpha of 0.61 and 0.95, respectively which means both tools are reliable and valid. The overall level of ego strength of CICL is average before and above average after. Ego status is average before to high average after; Social Status and Goal Setting & Striving are average before to above average after; Mental Health is average to high average; and Physical Status did not gain any difference in their level which is average before and after. The level of character traits and virtues are as follows: Authenticity – average-average; Bravery – average-high; Persistence – high-high; Zest – average-high; Social Intelligence – high-high; Kindness – high-high; Fairness – average-average; Leadership – high-high; Teamwork – average-high; Appreciation – high-high; Gratitude – average-high; Hope – high-high; Humor – average-high; Religiosity – low-high; Forgiveness – average-average; Modesty – average-high; Prudence – average-high; Self-regulation – low-low; Creativity – average-average; Curiosity – average-high; Love of Learning – average-average, Open-mindedness – average-average, and Perspective – low-high. There is a significant difference in the levels of the Ego Strength and Character Traits from pretest and posttest. For Ego Strength: Ego Status  $p = .004$ ; Social Status  $p = .001$ ; Goal Setting and Striving  $p = .001$ ; Good Mental Health  $p = .005$ . Physical Status does not have a significant difference in pretest and posttest. On the other hand, nine character traits gained significant difference in pretest and posttest: Bravery  $p = .049$ ; Zest  $p = .000$ ;

Kindness  $p = .016$ ; Humor  $p = .050$ ; Leadership  $p = .040$ ; Religiosity  $p = .000$ ; Prudence  $p = .010$ ; Curiosity  $p = .001$ ; and Perspective  $p = .000$ .

There is a significant relationship between Ego Strength and Character Traits. The following are the correlation coefficient: Ego Status and Authenticity positive correlation  $p = .493$ ; Ego Status and Self-regulation positive correlation  $p = .468$ ; Social Status and Authenticity positive correlation  $p = .560$ ; Good Mental Health and Authenticity positive correlation  $p = .484$ ; Physical Status and Appreciation negative correlation  $p = -.646$ ; Physical Status and Prudence positive correlation  $p = .516$ ; and Physical Status and Persistence negative correlation  $p = -.507$ .

The psychosocial profiles of CICL have been found to have a deficit in attachment with parents, poor caregiving in childhood and disadvantaged social support yet subjects have strengths that could enable them to transcend their circumstances.

### Conclusions

Drawn from the findings of the study, it is concluded that Positive Psychology has enhanced the ego strength and nine character traits of CICL. Therefore, Ho1 is rejected; Ho2 is rejected; and Ho3 is rejected. The levels of overall ego strength and character traits differ from pretest and posttest. For ego strength, only the physical status did not increase and four factors yielded significant increase while for character traits, nine increased and seventeen traits did not increase. There are correlations among factors of ego strength and certain character traits. Lastly, the two researcher-made tools, EST and VP are found to be reliable and valid instruments.

### Recommendations

Based on the findings of the research, the following are the recommendations:

#### Positive Psychology Intervention

1. The utilization of Positive Psychology should be encouraged as intervention to help CICL foster goal setting and involvement with activities as these contribute to good mental health and enhance the development of existing character traits. Positive Psychology may be combined with Behavioral Psychotherapy as children respond to both positive reinforcement and negative reinforcement.

2. Longer period of Positive Psychology may be conducted to CICL to enhance the low level of self-regulation which increased by only 0.63 or .05 per cent during the 28-day program. The intervention program should be able to increase the level of self-regulation that is statistically computed as significant with at least a p-value of 0.05.

#### Research Instruments

3. Although establishing validity indices, with 121 items and 224 of EST and VP respectively, these tools are lengthy for the CICL profile. There is a need to revise both tools to shorter version and undergo further test development. These may be administered to more number of respondents at various RRCY.

#### For DSWD and DEPED

4. Fifteen of the 17 CICL have elementary education; therefore it is imperative to introduce alternative education at RRCY; for DepEd to deploy a Special Education Teacher major in Behavior Problem to handle classes at RRCY. In addition, a Vocational Rehabilitation Worker must be employed as a regular item of DSWD to teach CICL vocational skills and develop a strong referral system with TESDA for the National Certification (NC) of every skill program CICL finish. NC is a requirement for local and overseas employment. This will prepare CICL for their eventual economic independence and elevate their ego strength. CICL will take the Philippine Evaluation and Placement Test (PEPT) through Alternative Learning System (ALS) to qualify for acceleration program.
5. The increase in ego status, social status, goal setting and striving and good mental health as well as the character traits bravery, zest, kindness, leadership, humor, religiosity, prudence, curiosity and perspective implies that enhancing skills through painting, dancing, music and cooking and positive exercises and personhood have empowered the subjects, hence the RRCY center Head and the staff have to sustain these activities or introduce similar programs by inviting resource persons to equip the CICL.

6. Majority of the subjects have dysfunctional families and some are homeless, therefore it is necessary for DSWD to assist and monitor the CICL who are released that they get sufficient basic needs. The center may facilitate adoption of CICL to foster homes otherwise staying at the RRCY may be preferred over release and reintegration with the community if basic needs are jeopardized.
7. The negative correlations of physical status to persistence and appreciation pose a need to involve CICL in product generation like gardening or handicraft and sell to be able to value hard work and its reward. Those who produce more may have the privilege of having new clothing and personal care wants like facial care, deodorant or perfumes. This way persistence is developed. Most of the CICL would request these toiletries from house parents. Otherwise, saving the earned amount is suggested.
8. One devastating concern of the subjects is the long wait for court hearings. Majority of them never had yet their case arraignment. With the demands of court hearings and counseling of the CICL, the RRCY needs to unload social workers from counseling sessions so they can give ample time for their legal responsibilities. DSWD must create a Rehabilitation Team composed of a licensed psychologist, two licensed social workers, a SPED-Behavior Problem Teacher, Vocational Rehabilitation Worker and house parents.
9. In as much as social workers and house parents expressed their limitations as to their knowledge in rehabilitation techniques, DSWD needs to train house parents on parenting styles that do not only facilitate development but also heals stigma brought about by the child's circumstances and family environment.

#### For Local Government Units

10. Because there is a need to employ competent resource persons to conduct activities and provide materials needed to carry out programs at the center, LGU authorities must ensure allocation of government funds of one percent from the national budget, congressional, municipal or city, and barangay are delivered conscientiously. Without

sufficient funds, the whole operation will be compromised to mediocrity. Activities may be for cultural and educational enrichment and exploring indigenous materials may be tried. The community-based rehabilitation "outpatient" set-up may be another option under the supervision and guidance of the social welfare. Competency and life skills development, leadership training, spiritual enrichment and socio-cultural and recreational activities are suggested.

11. For Local Government Units to mobilize existing Barangay Council for the Protection of Children (BCPC) so that preventive measures are adopted or restorative process should begin at the barangay level. BCPC can settle offenses at their level by initiating mediation and counseling. They can facilitate agreement and help design diversion programs.

#### For the Community

12. As most CICL expressed their despair yet have dreams and aspirations of going back to school and work at the same time, private individuals or institutions or foundations must take part in the advocacy of continuous restorative process by adopting children through foster homes and educational scholarship. DSWD must network with individuals, families and institutions.

## A DOCUMENTATION OF THE CITY OF TAGAYTAY'S BEST PRACTICES IN BUILDING A CITY OF CHARACTER

### City Government of Tagaytay

#### BACKGROUND

Tagaytay City is a component city known as City of Character. The concept of a "City of Character" was created after Mayor Francis Tolentino attended the meetings of the League of Cities Philippines. He learned about the International Association of Character Cities, a group organized in Oklahoma City where the top priority is teaching character values and good attitude to their people. Thereafter, by virtue of City Resolution No. 99-911 which was approved on January 3, 2000, the City of Tagaytay became a member of the International Association of Character Cities with the aim of putting Tagaytay at the forefront of character building among local government units within the entire Philippines.

Like any other cities and municipalities in the province of Cavite, Tagaytay City faces various social problems on malnutrition, unemployment, rampant crime, juvenile delinquency, violence, drugs, unemployment, poverty, dysfunctional families and community indifference. They believe that lack of Character is actually the root of all these societal problems. This situation calls for a concrete action and concerted efforts by the City Government of Tagaytay through building a City of Character. They believe that Character program is the most valuable and timely instrument in combating these social problems. Through the holistic implementation of programs and services in all departments of City Government and other concerned government agencies NGOs, POs and civil society with emphasis on Character, these social problems are totally eradicated.

The City Government of Tagaytay envisioned a true City of Character where elected officials, community leaders and citizens recognize the importance of good character and are actively involved in the formation of a community where families are strong, homes and streets are safe and peaceful, education is effective, business is productive and people are to one another.

To materialize their vision, it is supported by its objectives to wit:

1. To promote a positive environment which emphasizes positive character qualities in every sector of the community
2. To find and build more positive role models who will demonstrate positive character qualities, responsibly committing themselves to exemplifying in their personal lives and inspiring others to do the same
3. To put Tagaytay at the forefront Character building among all local government units within the entire Philippines by implementing an intensive full scale character training campaign and program.

On April 24, 2000, the City Government of Tagaytay formally launched the City of Character Program. To ensure that this program are well implemented in the entire City, a Community Coalition for Character was organized and established to be the City Government's partner/counterpart in the implementation of the Character First Tagaytay Program composed of the following sectors: Tagaytay Homeowners Association, Federation of Senior Citizens, Bankers Association of Tagaytay City, Tagaytay Religious Association, Tagaytay Tourism Council, Tagaytay Kalikasan Jaycees, Rotary Club of Tagaytay, DECS Tagaytay, Tagaytay Component Police, Sangguniang Kabataan Federation, Association of Barangay Captains, City Government of Tagaytay, Our Lady of Lourdes Parish Church, and the Development Academy of the Philippines.

#### PROGRAMS AND ACTIVITIES TO INSTILL CHARACTER IN THE CITY

##### A. ACTIVITIES FOR SCHOLARS / STUDENTS

1. **Scholars Recollection and Character Seminar** – a special activity focusing on the youth and how they may be developed and trained as leaders in shaping character focused activities and programs. For their parents, this is a special activity to remind them once again how important it is to mold their children in the path of virtuous characters.
2. **Character Examination for aspiring and current government scholars** - as part of the requirements for the scholarship granted by the City Government, character examinations are also given to the student applicants in order to assess aptitude as well as attitude.

3. **City Government Scholars Grand Reunion** – One day gathering of past and present scholars of the City Government of Tagaytay. The reunion con-celebration of the character program's 10th Anniversary. The occasion's theme is Character First Program: Noon at Ngayon, Isang Dekada Na!
4. **Character awards for students** – Awards during graduation rites are also character focused. Student exemplifying certain character qualities are recognized and rewarded for maintaining positive behavior.

#### B. Character Seminars for Various Groups / Sectors

1. **Character Training Seminar for Business Establishments** – Prior to the renewal of business permit, establishments with five (5) employees and above are required to attend this seminar. The seminar aims to build a character-based establishment that recognizes the importance of developing good character qualities in building more productive and dynamic businesses. It encourages business establishments to constantly contribute in the promulgation of the City of Character Program through their own initiated program/activities.
2. **CCT Students and Teachers Character Seminar** – An orientation seminar for all freshman students and teachers at City College of Tagaytay. Topics discussed are the vision and objectives of the Character program and their important roles in its implementation program.
3. **TOP COP Character Training Seminar** – A one day seminar for the young and newly assigned tourist oriented policemen of the city. The purpose of the seminar is for them to be aware of the program, become more efficient, effective and reliable in handling tourists concerns and complaints.
4. **Pre-Marriage Character Seminar** – A two (2) hour seminar for would be couples securing a marriage license, aim to teach/educate couples on the importance of building marriages and families founded on character.
5. **Character Seminar for Tricycle Drivers** – All tricycle drivers in the city are required to attend a character seminar before the issuance of their franchise. It teaches the practice of different character qualities in their work especially when dealing with their passengers.
6. **Character Seminar for boat canvassers, street vendors and horse jockeys** – All boat canvassers, street vendors and horse jockeys are required to attend a character seminar before the issuance of their permit.

#### C. Advocacy and Education

1. **Orientation of Lakbay Aral Delegates** – An hour orientation of Lakbay Aral delegates from different cities and municipalities encouraging them to formulate and adapt similar programs of Tagaytay City.
2. **Printing of Character First Materials** – continuous massive information dissemination through different advertising materials such as posters, brochures and strategy handbook. This is to intensify the promotion of the City's Character Program both in and outside the City.
3. **Operation Pulot Kalat, Iwas Basura** – Clean up drive, de-weeding and revisiting of the trees along the highway.
4. **Integration of twenty four (24) Character qualities in values education classes in elementary and secondary levels.** This is to ensure that the 24 essential character qualities are integrated in values education classes in both elementary and secondary levels.
5. **Monthly Flag Ceremony reports of accomplishments** – During monthly flag ceremonies, all Departments within the city are required to report their accomplishments particularly on how they applied the character of the month.

#### D. Capability Building and Other Activities

1. **SK Leadership Training, Team Building and Character Seminar** – An activity to bring the youth together and to create an environment to understand the importance of strengthening ties among them and contribute towards becoming a true city of character.
2. **Barangay Character Workshop** – This is to create a group of trainers from barangay officials and members who would be the City Government's counterpart in giving character seminar to different sectors of the community and is also responsible in monitoring the program as well.
3. **Youth Summer Camp** – A three (3) day seminar for out-of-school youth, City Government Scholars and SK Chairmen. They will be encouraged to organize activities to highlight the Character Program. The output of this activity shall be contributory to the citywide move towards becoming a true City of Character.
4. **Character Examination for Government Employees** – Government employees aspiring for promotion or other government positions and those seeking employment in the City Government has to undergo this character examination as part of the process.

## PROGRAM/PROJECT GAINS AND ACHIEVEMENTS

1. The CSWDO and other departments like City Health Office, City Population Office and Department of Education as the social welfare arm of the City Government of Tagaytay were given priority by the City Government in the speedy delivery of programs and services concerning health and welfare of its citizenry. Through its package of services, the needs of the constituents were immediately responded.
2. Number of OSYs and other disadvantaged youth was given the opportunities to attend formal schooling and enhanced their intellectual functioning through ALS Program. Free tuition fees and other school obligations are provided by City College of Tagaytay. Through these programs, no OSY is recorded.
3. Active engagement of OSYs, Youth and Children in different activities initiated by City Government prevented the youth and children from engaging different vices. Likewise, attendance to values formation sessions and spiritual activities helped the youth and children enhanced their self-esteem and developed self-belongingness among other youth. Regular conduct of Youth Camp and monthly Character Seminar is also conducted. It has brought a very significant impact on the lives of the youth in the city. Through this activity, the youth are able to internalize their role in terms of nation building.
4. Regular conduct of parent education sessions and spiritual enhancement activities with emphasis on character building is conducted once a month to parents and members of existing organizations. This gained realization of their parental obligation towards their children. They have also strengthened their involvement in community activities and became an advocate on responsible parenthood and character building.
5. The opportunity to attend skills training/livelihood trainings thru the assistance of the City Government and other partner agencies with emphasis on character have increased the level of employment in the entire City of Tagaytay.
6. One of the innovative approaches of the City Government is giving the beneficiaries/constituents the opportunity to participate and involve in the program planning with the support of the stakeholders and partner

agencies. As a result, they themselves appreciate each other's significant role in building a community of character and even strengthened their relationship with each other.

## IMPACT

1. Since the implementation of programs/services and activities are Character based, it is more responsive to the need of the disadvantaged women, youth, children and families, thus improving the quality of life of the recipient. The programs and services implementation are interconnected using family approach as in values formation, spiritual enhancement, skills training, educational services, preparation for livelihood and health services. As a result, it gradually strengthened the family social belief, relationship, positive values as well as improved family health condition.
2. The beneficiaries have increased their level of participation by rendering voluntary work like contributing their time and efforts for the common good benefiting their communities. The involvement of the communities and stakeholders are visible. They have maintained partnership and networking with other government and non-government agencies within and outside the LGU. As a result, resources and expertise are shared and maximized, reducing duplication of efforts and enhancing operational efficiency. As a result, the City Government of Tagaytay has received series of awards and recognition to wit:
  - Best Proposal Award for Innovative Projects in Healthy Cities – establishing a health promoting school in the city
  - Best Proposal Award for Innovative Projects in Healthy Cities – Enforcement of 100% Indoor Smoke Free workplaces, bars and restaurants
  - Most Outstanding Alternative Learning System (ALS) Program Implementor
  - Outstanding in Child Health Care Award Presidential Award for the Most Child Friendly City – finalist for CY 2009 and 2010
  - Cleanest and Greenest City in the Province
  - Best Proposal Award – Local Action for Social Determinants of Health in Urban Settings: Shelter and Housing
  - Gawad Galing Pook – People's Park in the Sky Top 10
  - Gawad Galing Pook – Tagaytay Financial Engineering Program Top 20
  - National Legislative Award
- 3.
- 4.



- National Honor Awardee for Nutrition – highest award given to a Local Government Unit for outstanding implementation of Nutrition Program for being a consistent Banner and Crown Awardee on Nutrition Program
- Most Competitive City (Small Cities Category) – 3rd for CY 2002 and 2004

Because of the uniqueness of the program, and its societal change that could result from replicating it, many Municipalities and Cities from different parts of the country became interested in forging a similar character program such as the one started by Tagaytay. The municipalities and cities that have declared and formally launched their City/Town of Character Program include the following:

- Quezon City
- Oton, Iloilo
- Gapan City
- Nueva Ecija
- Cagayan de Oro City
- Misamis Oriental
- Island Garden of Samal
- Davao del Norte
- Naujan, Oriental Mindoro
- Daet, Camarines Norte
- Mandaue City
- Cebu
- Sorsogon City
- Bacolod City
- Davao City
- Baguio City
- Tanauan City, Batangas
- Baras, Rizal

Private schools from other towns have also adopted the Character Program. Some of these schools include Sacred Heart of Jesus Academy, Alfonso, Cavite, Fr. Luigi Caburlotto Montessori, Buho, Silang, Cavite and Urdaneta College, Pangasinan.

## PROJECT SUSTAINABILITY/ TRANSFERABILITY

To sustain the character initiative implemented on a city wide level, the City Government, together with the Community Coalition for Character, are spearheading various programs and activities that are all directed towards the development of the City of Tagaytay as a true City of Character. Through its creative partnership both in local and international organizations, they were able to generate resources to augment the City budget to support the projects / program intended for the program.

Likewise, the City Government created an Office “Character Office” to ensure that all projects, programs and activities are well implemented. Also the NGOs/ corporations/companies/people’s organization and other resources were also tapped in generating external resources for the implementation of the projects. Further, resolutions are then created and implemented to ensure that programs are sustained to wit:

1. City Resolution No 99-991 – a resolution endorsing the City of Tagaytay to be a Member in the International Association of Character Cities all over the world and adopting its mission statement
2. City Resolution No. 2000-1028 – a resolution supporting Senate Resolution No. 750 authored by the Hon. Senator Loren Legarda Leviste known as “A resolution imploring our government Officials, both local and national as well as civic and community leaders and media entities, to maintain and encourage positive character qualities, and urging President Joseph Estrada to declare the Philippines as a Nation of Character”
3. City Resolution No. 2000-1037 – a resolution authorizing the Local Chief Executive to grant and release a one time productivity character bonus/ incentive for all City Hall appointed employees
4. City Resolution No. 2000-1048 – a resolution requiring all business establishments to undergo character training seminar before the release of business permit
5. City Resolution No. 2004-1326 – a resolution endorsing the City College of Tagaytay to instill implement/include in their curriculum the Character Program
6. City Resolution No. 2005-1492 – a resolution recognizing and accrediting the Tagaytay Community Council for Character as an NGO organized to promote the Character Program of the City Government of Tagaytay
7. City Ordinance No. 2000-161 – An ordinance regulating the use of cellular phones, two-way radios, and laser lights inside churches. or other places of worships, movie houses/ theaters and public libraries where the use of the same causes nuisance and providing penalties for violation thereof subject to all legal and existing rules and regulations
8. City Ordinance No. 2001-169 - An ordinance requiring all business establishments with 5 employees and above to pay 200 pesos as character training fee before the renewal of their business permits
9. City Ordinance No 2001-190 An ordinance requiring all city residents, motorists, passenger riding in all public utility vehicles to observe the Six O Clock Habit by means of offering a two minute silent prayer
10. City Ordinance No. 2001-183 – An ordinance requiring all tricycle operators/drivers to undergo character training and to pay 20 pesos as character training fee before the issuance of certification

# MEMORANDUM CIRCULAR No. 1 Series of 2012

## SUBJECT: RE-CLUSTERING OF OFFICES, BUREAUS, SERVICES, AND UNITS (OBSUS) AT THE DSWD CENTRAL OFFICE

### Department of Social Welfare and Development

#### I. RATIONALE:

In the past years, there was a rapid expansion of operations and a corresponding increase in the budget of DSWD. Amidst all of this, DSWD continues to enjoy high-trust ratings, however, there are still areas for improvement.

The main objectives of the re-clustering of DSWD are to (1) further strengthen the Department’s operations, and (2) increase the efficiency and synchronicity of the different OBSUs in the achievement of DSWD’s vision, mission, and reform agenda.

#### II. BACKGROUND

As background, Ms. Angelita Gregorio-Medel, a consultant under the SWDRP, proposed the re-clustering of DSWD (see Figure 1) in order to provide for a closer and constant collaboration among concerned bureaus and services that need to strategically work together. The other recommendations of the consultant were the following:

- sustain the consultative process and handholding of greatly affected OBSUs like the SWIDB, HRMDS, PDPB, and MISS so that they are able to go through critical transition period when they are unsure, sometimes resistant, and often overwhelmed by challenges and demands that these changes place upon them;

- emphasize that coach monitors will play an important role in the retooling; rebuilding of systems; and shift in thinking, attitudes and behaviors required of DSWD, specifically of the affected OBSUs;
- ensure accomplishment of work that needs to be done such as change strategy mapping, work plan, competency profiling, job matching, re-drafting of the performance contract, and cascading of the consultative process at the office-level; and
- closely monitor the effects of re-clustering. A formal assessment must be planned, including the review of appropriateness of setting up a dedicated bureau for disaster management, to check if it would contribute to DSWD’s efficiency in performing its functions.

At the same time, because of rising poverty and demand for better social protection coverage, the Department engaged in developing a Social Welfare and Development Reform Agenda (RA). This aims to improve the delivery of social services to the poor and enhance the capacity of DSWD to lead in social protection (see Figure 2).

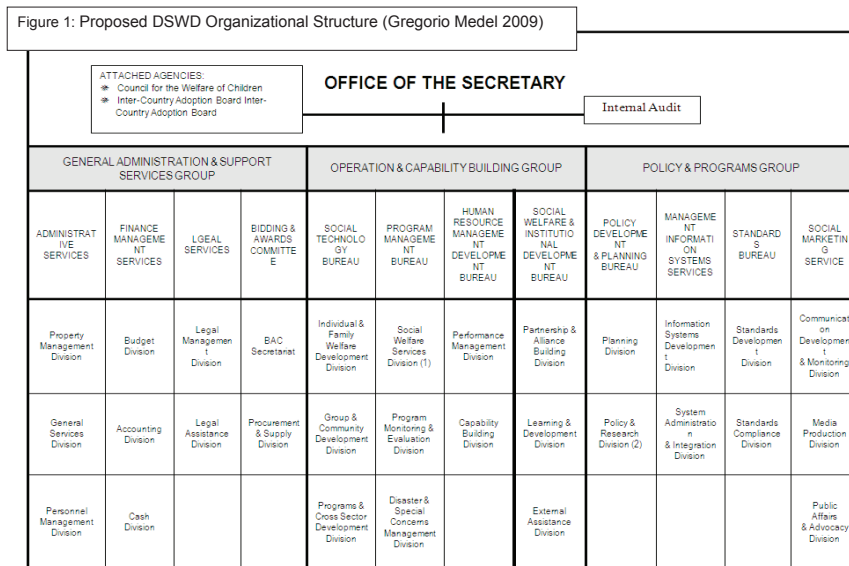
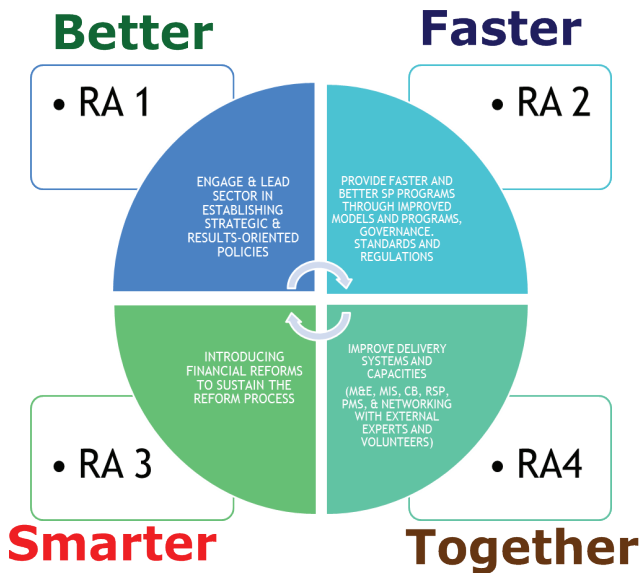


Figure 2: DSWD's Reform Agenda



The importance of organizational re-clustering in concretizing DSWD's Reform Agenda is further illustrated in the Performance Governance System Balanced Scorecard (PGS-BSC).

The Performance Governance System - Balanced Scorecard (PGS-BS) was crafted based on the balanced scorecard technology of Kaplan and Norton to enable government agencies to address the challenges of governance i.e. fairness, accountability, transparency, direction and performance.

The DSWD Scorecard (see Figure 3) illustrates commitments that the Department desires to meet in order to improve its organization performance. The scorecard and strategies of the Department constitute a "live document" that can be further enhanced as the agency learns to be more purposeful in coming up with initiatives and strategies that would transform it into its vision of becoming the world's standard for delivery of coordinated social services and social protection for poverty reduction by 2030.

As indicated in its Strategy Map (See Figure 4), the DSWD will (1) build mechanisms for coordinated delivery of social services and (2) enhance internal process in performing regulatory, program and management functions. This will be the basis for (3) reengineering the organization to be responsive to the environment and staffing requirements. DSWD will also endeavor to (4) develop a culture of excellence, that results in (5) transparency in financial transactions. This will attract partners to (6) generate

financial resources, and will also (7) guarantee that there is value-based allocation and utilization of public resources.

As a social protection agency, committed to realize its mission or core purpose, DSWD seeks to be an effective catalyst to develop (8) high-performing, proactive and supportive partners, (9) and sectors who advocate for their own rights. In the end, all these steps will help DSWD become a premiere agency that not only cares for the poor, but is also able to harness convergence in order to (10) mitigate risks and reduce vulnerability of the poor and disadvantaged sectors.

It must be noted that the DSWD strategy map and scorecard comprise the change management blueprint of the RA, indicating the course by which the Department should steer itself to achieve breakthrough results. Given the indicators of PGS-BSC, we can see how refinements in the organizational structure can have a positive effect on the attainment of DSWD's vision. Moreover, the PGS-BSC strategy emphasizes the necessity to consider all recommendations from studies undertaken on DSWD's organizational structure, as well as DSWD's own accounting of its management experience, in order to create a new structure that will be more responsive to DSWD's current organizational needs.

### III. LEGAL BASIS:

**Executive Order No. 396** (June 3, 1951) created the Social Welfare Administration (SWA) to improve the living conditions of Filipinos, both in the cities and rural areas, who are in dire circumstances

**Republic Act No. 5416** (May 15, 1968), the Social Welfare Act of 1968, upgraded the SWA into a department-level agency, the Department of Social Welfare (DSW).

**Presidential Decree No. 994** (September 18, 1976) renamed the DSW to the Department of Social Services and Development (DSSD).

**Executive Order No. 123** (January 30, 1987) provided for another name change and organizational structuring of the MSSD, which was renamed the Department of Social Welfare and Development (DSWD)

**Executive Order No. 292** (July 25, 1987), the Administrative Code of 1987, embodied changes in administrative structures and procedures designed to serve the people, including vesting the Secretary with the authority and responsibility for the exercise of the mandate of the Department and for the discharge of its powers and functions, including its supervision and control.

**Republic Act No. 7160** (October 10, 1991), the Local Government Code of 1991, devolved DSWD's service delivery functions to the local government units,

except the maintenance and operations of centers and institutions.

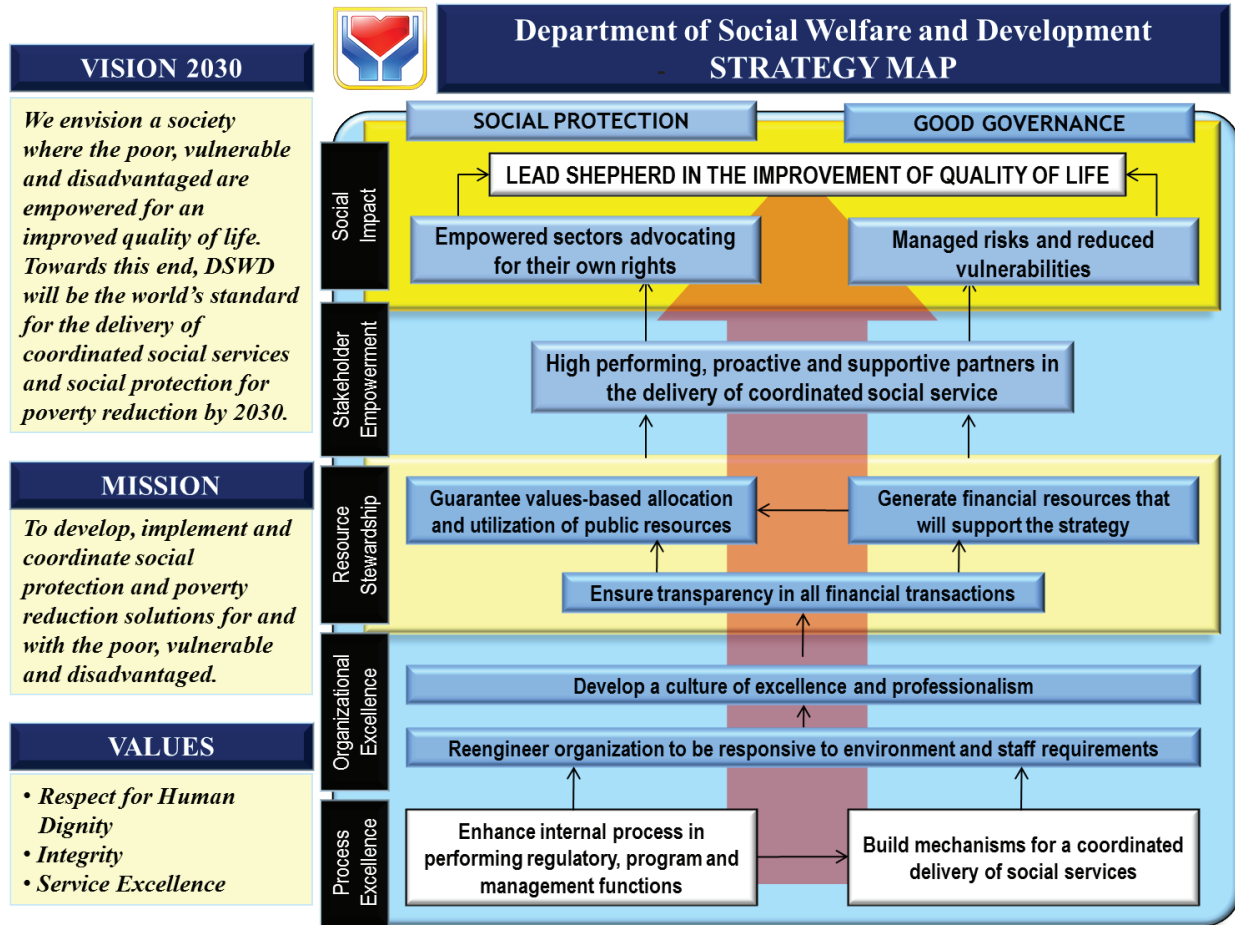
**Executive Order No. 15** (August 20, 1998) redirected the functions and operations of DSWD from a direct service deliverer to a technical assistance provider as a result of the devolution of basic services

**Executive Order No. 221** (June 30, 2003), an amendment to EO No. 15, redirected the functions and operations of DSWD.

**Figure 3: DSWD Scorecard**

DEPARTMENT OF SOCIAL WELFARE AND DEVELOPMENT SCORECARD								
P	#	DSWD STRATEGIC OBJECTIVES	OBJECTIVE OWNERS	#	DSWD STRATEGIC MEASURES	TYPE		TARGETS
						LD	LG	2030
SOCIAL IMPACT	A	Lead in the improvement of the Quality of Life	Secretary	1	Poverty Incidence			8%
				2	Social Protection Index			0.8
				3	Client Satisfaction Rating			95%
SOCIAL IMPACT	B	Empowered sectors advocating for their own rights	Secretary	4	% of development plans capturing sectoral issues			90%
				5	Prevalence Rate of Risks and Vulnerabilities per Sector			reduced to 10% of baseline
STAKEHOLDER EMPOWERMENT	D	High performing, proactive and supportive partners in the delivery of coordinated social services and social protection	Usec PPG	6	Percentage of high performing partners			90%
				7	Trust rating of stakeholders			95%
				8	Percentage of intermediaries adopting and/or supporting coordinated social services and social protection			95%
RESOURCE STEWARDSHIP	E	Values-based allocation and utilization of public resources	Usec GASSG	9	Absorptive Capacity			100%
				10	Percentage of budget shortfall			0%
	F	Generate financial resources that will support the strategy	Usec GASSG	11	Financial Management Integrity rating by Donor Agencies/Independent Evaluators			95%
				12	Percentage of Disallowance			less than 10%
ORGANIZATIONAL EXCELLENCE	H	Develop a culture of excellence	Usec GASSG	13	Performance Rating of the Agency			95%
				14	% of officials conferred with CESO rank			100%
	I	Reengineer organization to be responsive to environment and staff requirements	Usec GASSG	15	Percentage of intermediaries/communities delivering/implementing devolved services and programs			100%
				16	Percentage of completion of a functional Learning Institute (NOTE: delivered by 2016)			100%
				17	Percent of items filled by qualified personnel			100%
PROCESS EXCELLENCE	J	Build mechanisms for a coordinated delivery of social services	Usec OCBG	18	Rate of Exclusion			0%
				19	Percentage of units accredited as service of excellence			90%
	K	Enhance internal process in performing regulatory, program and management functions	Usec OCBG	20	Percentage of transactions completed within the processing time			100%

Figure 4: DSWD Strategy Map



**VISION 2030**  
*We envision a society where the poor, vulnerable and disadvantaged are empowered for an improved quality of life. Towards this end, DSWD will be the world's standard for the delivery of coordinated social services and social protection for poverty reduction by 2030.*

**MISSION**  
*To develop, implement and coordinate social protection and poverty reduction solutions for and with the poor, vulnerable and disadvantaged.*

**VALUES**

- Respect for Human Dignity
- Integrity
- Service Excellence

**III. DESCRIPTION**

There shall be five (5) groups at the Central Office under which the different OBSUs will be clustered, namely:

1. The Office of the Secretary (OSEC) Group
2. The Operations and Programs Group (OPG)
3. The Policy and Plans Group (PPG)
4. The Institutional Development Group (IDG), and the
5. General Administration and Support Services Group (GASSG)

Annex A contains the over-all organizational chart of the Department.

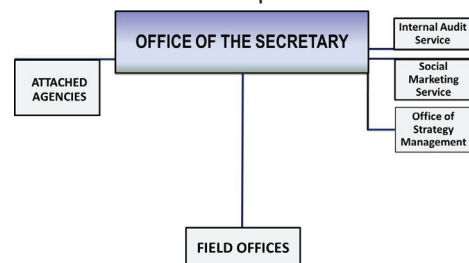
**OFFICE OF THE SECRETARY (OSEC) GROUP**

The Secretary has the authority and responsibility for the exercise of the mandate of the Department and the discharge of its powers and functions, and thus exercises supervision and control of the Department.

The Office of the Secretary (OSEC) consists of the Secretary, the Undersecretaries, and Assistant Secretaries, together with the personnel in their immediate offices, while the OSEC Proper is composed of the Secretary and her direct staff. The OSEC Group will be composed of the OSEC Proper, the Internal Audit Service (IAS), the Social Marketing Service (SMS), and the Office of Strategy Management (OSM).

The Secretary will also directly supervise and monitor the performance of 16 Field Offices to ensure the delivery of strategic outputs, including timely, efficient, and effective program implementation. As such, all Field Offices report directly to the Secretary.

**Structure of the OSEC Group**



## Internal Audit Service

### General Function:

The Internal Audit Service (IAS) assists management in all matters relating to operations and management control through the independent appraisal of the adequacy and effectiveness of internal controls, and the conduct of management and operations audits.

### Specific Functions:

1. Ensure the adequacy of internal control systems for safeguarding the assets and resources of the Department;
2. Provide the management with advice and suggest options/alternatives in making sound programmatic, operational and financial decisions, particularly on the management of assets, liabilities and risks;
3. Ascertain the reliability and integrity of programmatic, operational and financial information, and the means used to identify, measure, classify and report such information;
4. Review the extent of compliance with laws, government regulations, management policies and guidelines, as well as the statutory and regulatory requirements of the COA, the Department of Budget and Management (DBM) and other offices;
5. Ascertain the extent to which the assets and other resources of the Department are accounted for and safeguarded from losses of all kinds;
6. Review and evaluate the soundness, adequacy and application of accounting, financial, and other operating controls, and promote the most effective control at reasonable cost;
7. Review operations or programs to ascertain whether the results are consistent with established objectives and goals and whether the operations or programs are being carried out as planned;
8. Study the management of current and fixed assets to promote efficiency and economy, as well as to ensure that Department assets are sufficiently covered with security against losses and that contingent liabilities are pro-actively considered;

9. Assist management in the review/development/updating of administrative arrangements, structures, operational and management systems;
10. Undertake studies/audit on special concerns and perform related tasks/special assignments as may be assigned by the Secretary; and
11. Perform such other functions as may be provided by law.

### Key Result Areas

1. Internal Control System
2. Risk Management
3. Good Governance

The two (2) divisions of IAS are:

**Management Audit Division** - responsible for conducting a separate evaluation of the effectiveness of the internal controls of management systems such as the human resource management system, financial management system, quality management system, risk management system and their sub-systems.

**Operations Audit Division** - evaluates the effectiveness, efficiency and economy of operations, including the appraisal of the operating systems and their sub-systems.

## Social Marketing Service (SMS)

### General Functions:

The Social Marketing Service is responsible for undertaking advocacy, social marketing and networking activities to promote social change and to nurture the Department's relationships with its publics and stakeholders. SMS shall institutionalize a feedback mechanism to ensure that the development policies and messages embodied in the vision, mission and goal of the Department are effectively communicated.

### Specific Functions

1. Formulate and implement the DSWD's communication and advocacy plans and policies to promote social change;
2. Design and implement a feedback mechanism to enable the Department to effectively communicate its key messages to its publics;

3. Develop, produce, and disseminate IEC materials to communicate the DSWD's key messages to its publics;
4. Provide technical assistance to DSWD units and Field Offices in their media relations, advocacy, social marketing and networking activities.

#### **Key Result Areas**

1. Public Relations, Advocacy and Social Marketing
2. Information, Education, and Communication (IEC) Materials Development and Production
3. Communication Development and Research

The three (3) divisions under SMS are:

#### **Public Affairs and Advocacy Division (PAAD)**

1. Implement the Department's communication, publicity and advocacy plans in coordination with the DSWD Central Office units, Field Offices and other stakeholders;
2. Provide technical assistance to concerned units along media relations, advocacy, social marketing and networking activities;

Promote linkages with public information, public relations and media offices and organizations; and

Develop and maintain effective and favorable public relations.

#### **Media Production Division (MPD)**

1. Conceptualize, develop, package and produce IEC materials using popular language to include:
  - a. a system of pre-testing information materials for effectiveness and impact prior to mass production; and
  - b. of an efficient distribution system for IEC materials produced.
2. Provide technical assistance to DSWD Central Office units and Field Offices along IEC materials development and production.

#### **Communication Development and Research Division (CDRD)**

1. Undertake study and assessment of the knowledge, attitude and practice of DSWD publics relative to social welfare and development;

2. Formulate and develop a communication and advocacy plan including a feedback mechanism suited to the needs of the DSWD publics;
3. Determine and develop core messages based on the vision, mission and goal of the Department; and
4. Recommend policies to enhance and strengthen DSWD communication and advocacy programs.

#### **Office of Strategy Management (OSM)**

##### **General Functions:**

The Office of Strategy Management shall devise, integrate and coordinate the development, enhancement and execution of organizational strategies to ensure achievement of DSWD's vision, mission and goals.

##### **Specific Functions:**

1. Integration and clearing-house of existing and any proposals for strategic frameworks and initiatives of the Department
2. Monitor the DSWD's strategic performance
3. Ensure that key initiatives are undertaken at all levels of the organization to support the strategy
4. Organize strategy reviews and learning meetings

Also, part of its coordinating and integrating functions are to:

1. Recommend initiatives, formulate and update the strategy as needed
2. In coordination with the Social Marketing Service, develop a comprehensive communication and education process to promote the strategy
3. Facilitate planning & budgeting link to the strategy
4. Oversee the management of strategic initiatives
5. Ensure alignment of key initiatives as well as initiatives of each individual with the strategy
6. Facilitate process to identify and share best practices

##### **Key Result Areas:**

1. Strategy Development
2. Coordinate Strategy Communication
3. Alignment of Core Processes to Strategy (e.g. budget, HR, KM, etc)

4. Monitoring of Strategy Execution
5. Strategy Review and Enhancement
6. Oversee Operations Review

### **OPERATIONS AND PROGRAMS GROUP (OPG)**

The Operations and Programs Group (OPG) shall operationalize a focused approach in the development, implementation and management of social welfare and development programs and services. The OPG shall also mainstream the national-initiated and the core poverty reduction programs such as the Pantawid Pamilya, SEA-K and KALAHI-CIDSS.

#### **General Function:**

1. Provide leadership in the development and management of social protection programs and services, and in orchestrating the effective implementation of core poverty reduction programs thru various strategies and approaches.
2. Responsible in facilitating the convergence effort of the Department in coordination and collaboration with other DSWD clusters, line agencies and other concerned offices/ organizations.

#### **Specific Functions:**

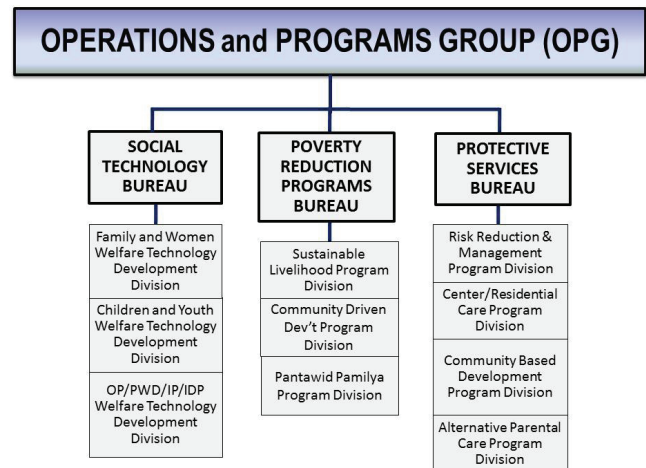
1. Manage, monitor and evaluate the effective implementation of social protection and poverty reduction programs thru convergence, team approach and other innovative strategies;
2. Oversee and supervise the operations of the PRB, PSB and STB through the installation and maintenance of effective business processes within the cluster;
3. Provide technical assistance and resource augmentation to Field Offices and international social services offices;
4. Lead in disaster risk reduction and management along disaster response in collaboration with other clusters and stakeholders;
5. Lead in the development and pilot-testing of SWD social technology programs and strategies;
6. Undertake planning , budgeting and monitoring processes for OPG;
7. Institutionalize a standard performance system of the bureaus/offices under the OPG in coordination with the Human Resource Development Bureau;

8. Collaborate and coordinate with national agencies, regional and international organizations for programs operations concerns;
9. Enhance and sustain inter-cluster initiatives and collaborations on various OPG and inter-cluster concerns.

#### **Key Result Areas**

1. Management, monitoring and evaluation of programs implementation
2. Development and enhancement of social welfare and development technologies
3. Provision of technical assistance and resource augmentation assistance

#### **Structure of the OPG**



### **SOCIAL TECHNOLOGY BUREAU (STB)**

#### **General Function:**

The Social Technology Bureau is responsible for the development and enhancement of customer- driven social protection technologies<sup>1</sup> addressing the current and emerging needs/ issues of the poor, vulnerable and disadvantaged individuals, groups or families.

#### **Specific Functions:**

1. Conduct and utilize research studies based on the emerging needs of the sector towards the development/enhancement of responsive and innovative programs, projects strategies, approaches or interventions;
2. Develop program design, guidelines & manuals on the implementation of social



- protection technologies;
3. Pilot test social protection technologies and conducts assessment to determine its effectiveness and responsiveness to the target sector served;
  4. Ensure the adoption/institutionalization of social protection technologies;
  5. Conduct social marketing and promotion for replication of social protection technologies;
  6. Provide technical assistance and resource augmentation to DSWD Field Offices and other stakeholders in the development of social protection technologies and documentation of best practices;
  7. Establish, mobilize and maintain resource network with local, regional, national and international organizations/groups for technical cooperation and partnership in social technology/program development and/or enrichment;
  8. Maintain database of social protection technologies developed and contributes to the Department's Knowledge Exchange Center (KEC);

<sup>1</sup>Operational Definition of Social Technologies Based on AO34 (2003), MC 6 (2011)

9. Develop and implement foreign-assisted social protection projects;
10. Deploy and supervise Social Welfare Attaches, Social Work Interns and Technical and Administrative Assistants in foreign posts;
11. Ensure transparency and accountability in all transactions.

#### **Key Result Areas:**

1. Development of new SWD technologies
2. Enrichment of existing programs and services

The three (3) divisions in STB are:

#### **Family and Women Welfare Technology Development Division**

##### **General Function:**

The Family and Women Welfare Technology Development Division is responsible for the development and management of the pilot implementation of customer-driven social protection technology for family and women welfare.

##### **Specific Functions:**

1. Conduct research, situational analysis, rapid assessment, review of related literature, towards the development/enhancement of responsive innovative strategies, approaches or interventions;
2. Formulate concept papers based on research or studies;
3. Conduct inter-division/bureau meetings along social protection technology development;
4. Conduct consultation meetings, dialogues, FGDs with partners and stakeholders in the development of social protection technologies;
5. Develop program design, M&E tool, logical framework, guidelines, and manuals on the implementation of social protection technologies;
6. Conduct capability building activities in relation to the pilot implementation of social protection technologies;
7. Manage the pilot implementation of STB-initiated project;
8. Monitor and provide technical assistance in the implementation of the FO-initiated social protection technologies;
9. Conduct mid-term and terminal project evaluation;
10. Prepare periodic and final pilot project documentation reports;
11. Package and prepare marketing plan of completed pilot projects for replication;
12. Ensure the adoption/institutionalization of social protection technologies in the pilot areas; Endorse completed social protection technology projects to the Department's Knowledge Exchange Center (KEC);
13. Ensure full utilization of budget allocation;
14. Formulate and monitor implementation of WFP;
15. Represent the Department in the Inter-Agency Committee Membership such as IACVAWC – GAD, HIV – PNAC TWG, National Committee on the Filipino Family, Inter-Agency Council Against Trafficking in Persons, Dangerous Drugs Board, ASEAN Training Center on Prevention and Drug Education and PCW Board Meeting.

#### **Children and Youth Welfare Technology Development Division**

##### **General Function:**

The Children and Youth Welfare Technology

Development Division is responsible for the development and management of the pilot implementation of customer-driven social protection technology for children and youth welfare.

**Specific Functions:**

1. Conduct research, situational analysis, rapid assessment, review of related literature towards the development/enhancement of responsive innovative strategies, approaches or interventions;
2. Formulate concept papers based on research or studies;
3. Conduct inter-division/bureau meetings along social protection technology development;
4. Conduct consultation meetings, dialogues, FGDs with partners and stakeholders in the development of social protection technologies;
5. Develop program design, M&E tool, logical framework, guidelines, and manuals on the implementation of social protection technologies;
6. Conduct capability building activities in relation to the pilot implementation of social protection technologies;
7. Manage the pilot implementation of STB-initiated project;
8. Monitor and provide technical assistance in the implementation of the FO-initiated social protection technologies;
9. Conduct mid-term and terminal project evaluation;
10. Prepare periodic and final pilot project documentation reports;
11. Package and prepare marketing plan of completed pilot projects for replication;
12. Ensure the adoption/institutionalization of social protection technologies in the pilot areas;
13. Endorse completed social protection technology projects to the Department's Knowledge Exchange Center (KEC);
14. Ensure full utilization of budget allocation;
15. Formulate and monitor implementation of WFP;
16. Represent the Department in the Inter-Agency Committee Membership such as Juvenile Justice and Welfare Council, NYC Advisory Council/TWG, CNSP Committee, CWC Technical Management Committee, Special Committee on Child Protection, National ECCD TWG, BCPC Advisory Committee, Committee on Family and Alternative Parental Care, Sub-

committee on sexual abuse and commercial exploitation, Sub-committee on Children affected by armed conflict, Sub-committee on street children, CWC committee on HIV/AIDS, Sub-committee on children with Disabilities and the Committee on the Special Protection of Children.

**Older Persons/Persons with Disabilities/Indigenous Peoples/Internally Displaced Persons Welfare Technology Development Division**

**General Function:**

The Older Persons/Persons with Disabilities/Indigenous People/Internally Displaced Persons Welfare Technology Development Division is responsible for the development and management of the pilot implementation of customer-driven social protection technology for Older Persons/Persons with Disabilities/Indigenous Peoples/Internally Displaced Persons.

**Specific Functions:**

1. Conduct research, situational analysis, rapid assessment, review of related literature towards the development/enhancement of responsive innovative strategies, approaches or interventions;
2. Formulate concept papers based on research or studies;
3. Conduct inter-division/bureau meetings along social protection technology development;
4. Conduct consultation meetings, dialogues, FGDs with partners and stakeholders in the development of social protection technologies;
5. Develop program designs, M&E tool, logical framework, guidelines, and manuals on the implementation of social protection technologies;
6. Conduct capability building activities in relation to the pilot implementation of social protection technologies;
7. Manage the pilot implementation of STB-initiated project;
8. Monitor and provide technical assistance in the implementation of the FO-initiated social protection technologies;
9. Conduct mid-term and terminal project evaluation;
10. Prepare periodic and final pilot project documentation reports;

11. Package and prepare marketing plan of completed pilot projects for replication;
12. Ensure the adoption/institutionalization of social protection technologies in the pilot areas;
13. Endorse completed social protection technology projects to the Department's Knowledge Exchange Center (KEC);
14. Ensure full utilization of budget allocation;
15. Formulate and monitor implementation of WFP;
16. Represent the Department in the Coalition of Support for the Elderly (COSE) – Project Advisory Committee.

### **ISWSFN and Special Projects Units**

These units are under the Office of the Bureau Director/ Assistant Bureau Director where projects are being carried out by the Bureau with funding from different agencies whether local or international. Projects in these units do not necessarily follow the social technology development phases except for the conduct of pilot testing, guidelines and manual preparation:

#### *ISWSFN Unit Functions:*

1. Supervise and provide direction/technical assistance in the implementation of SWD policies to address the needs of the target clientele;
2. Develop operational guidelines and other technical materials for the use of the social welfare attaché and social work interns;
3. Consolidate, analyze and provide technical inputs and recommendations on the reports submitted by the social welfare attaché and social work interns;
4. Monitor the implementation of WFP of Social Welfare Attaches;
5. Assist in the conduct of the on-site project supervision;
6. Maintain database of cases of Overseas Filipinos in distress;
7. Liaise with partner agencies.

#### *Special Project Unit Functions:*

1. Conduct consultation meetings, dialogues, FGDs with partners and stakeholders in the development of social protection technologies;
2. Develop M&E tool, logical framework, guidelines, and manuals on the implementation

- of social protection technologies;
3. Conduct capability building activities in relation to the pilot implementation of social protection technologies;
4. Manage the pilot implementation of the project;
5. Conduct mid-term and terminal project evaluation;
6. Prepares periodic and final pilot project documentation reports;
7. Package and prepare marketing plan of completed pilot projects for replication;
8. Ensure the adoption/institutionalization of social protection technologies in the pilot areas;
9. Endorse completed social protection technology projects to the KEC;
10. Formulate and monitor implementation of WFP;

### **PROTECTIVE SERVICES BUREAU (PSB)**

#### **General Function:**

The Protective Services Bureau (PSB) shall supervise, monitor and provide technical assistance and resource augmentation for responsive and efficient implementation of social welfare and development (SWD) programs and projects to ensure the protection of the vulnerable sectors.

#### **Specific Functions:**

1. Supervise and monitor the operations and implementation of programs/projects and provide technical assistance related to disadvantaged children, youth, women, persons with disabilities, older persons and family and community;
2. Develop and implement a program/project operations review and evaluation system utilizing the program supervision model to ensure effective and efficient programs and projects implementation;
3. Develop institutional mechanism to establish and maintain networks/alliances at the national level to support the implementation of SWD programs and projects;
4. Lead the planning, coordination and monitoring of all disaster response efforts in accordance with RA 10121, also known as National Disaster Risk Reduction and Management Act of 2010.

**Key Result Areas:**

1. Technical assistance and resource augmentation
2. Protective services monitoring and evaluation

The four (4) divisions in PSB are:

**Community-Based Welfare and Development Program Division****General Function:**

The Community-Based Welfare and Development Program Division is responsible for the provision of technical assistance and resource augmentation for the devolved and retained community based program/services for the vulnerable sectors such as, children in need of special protection, youth with special needs, women in especially difficult circumstances, persons with disability, older persons, disadvantaged families and communities at risk, to empower and move them to a situation where they are active participants in their development.

**Specific Functions**

1. Monitor and provide technical assistance to Field Offices and intermediaries relative to the implementation of retained and devolved programs/services especially those which receive resource augmentation from the Department;
2. Review and formulate with policy recommendations as bases for the STB's enhancement of existing community based programs/services;
3. Study and assess the need of the Field Offices and recommend allocation of program funds and augmentation support for LGUs and other intermediaries;
4. Serve as secretariat to inter-agency committee on the sector where the DSWD is the chair;
5. Maintain database on the different sectors and provided technical inputs to field offices in the documentation of best practices along community based programs and services.

**Center/Residential Care Services Division:****General Function:**

The Center/Residential Care Services Division monitors and provides technical assistance to DSWD facilities

rendering residential care and center-based services, particularly in terms of the case management of the residents and clients.

**Specific Functions:**

1. Supervise, monitor and provide technical assistance to residential and non-residential care services and facilities;
2. Review and evaluate programs or service implementation and endorse recommendations to STB for the enhancement of existing residential and non-residential care programs/services and facilities;
3. Assess the need of the Field Offices and recommend allocation of program funds and augmentation support;
4. Assess the centers/residential care facilities along areas of Administration and Organization, Program Management, Case Management, Helping Strategies/Services/Interventions and Physical Structure and Safety through the National Inspectorate Committee as basis for action of duty bearers and stakeholders towards achieving "centers of excellence";
5. Coordinate and collaborate with government and non-government entities in planning and organizing programs, projects and activities towards improving and sustaining internal capacities of centers and residential care facilities;
6. Manage database on residential and non-residential care services and facilities and provide technical assistance to Field Offices in the documentation of good practices.

**Risk Reduction and Management Program Division****General Function**

The Risk Reduction and Management Program Division leads in the planning, coordination and monitoring of all disaster response efforts in accordance with RA 10121, also known as National Disaster Risk Reduction and Management Act of 2010.

**Specific Functions**

1. Develop and enhance program operational guidelines on disaster management and special concerns to ensure smooth implementation in the Field Offices/LGUs and intermediaries;

2. Translate international/global standards as applied to local disaster management situations;
3. Monitor and provide technical assistance and resource augmentation to Field Offices and other intermediaries for the implementation or management of disaster and special concerns;
4. Manage the implementation of disaster management programs/projects and fast track nationwide implementation;
5. Enhance existing procedures, structures and mechanisms on disaster data management unit;
6. Study and assess the need of the Field Offices and recommend allocation of program funds and augmentation support for LGUs and other intermediaries;
7. Act as the Secretariat or focal point for the inter-agency, inter-cluster, inter country coordination efforts along disaster management and special concerns; and
8. Maintain database of all disaster management and special concerns-related projects and activities and document best practices on these concerns.

### **Alternative Parental Care Program Division**

#### **General Function**

The Alternative Parental Care Program Division monitors and provides technical assistance to the DSWD Field Offices Adoption Resource and Referral Unit (ARRU) on the requirements and process of issuance of certification declaring a child as legally available for adoption, local adoption and foster care program in accordance with the existing laws and issuances.

#### **Specific Functions**

1. Supervise, monitor and provide technical assistance to ARRU focal persons at the regional level on adoption, certification and foster care;
2. Monitor DSWD and other stakeholder's compliance to turn around period in the issuance of DSWD certification declaring child as legally available for adoption and local adoption;
3. Review dossiers of children for issuance of certification to declare child as legally available for adoption and for local matching/issuance of inter-country clearance;

4. Review and evaluate certification, adoption and foster care program/service implementation and endorse recommendations to STB as basis for development of new strategies/technologies/enhancement of existing policies;
5. Coordinate and collaborate with government and non-government agencies in planning and organizing programs, projects and activities towards improving and sustaining internal capacities of staff handling adoption, foster care and certification;
6. Serve as Secretariat to the DSWD National Child Welfare Specialist Group (NCWSG) relative to adoption and other alternative parental care programs/services;
7. Manage database on cases of children issued with certification declaring child as legally available for adoption, child placed out to local families, and children placed under foster care.

### **POVERTY REDUCTION PROGRAMS BUREAU (PRPB)**

#### **General Function**

The Poverty Reduction Programs Bureau (PRPB) shall be primarily responsible for the management of SWD core programs and projects for poverty reduction.

#### **Specific Functions**

1. Plan, coordinate and institutionalize the implementation and effective complementation of SWD programs and strategies;
2. Monitor, evaluate and document the implementation and results of convergence strategies based on a common M & E framework and systems;
3. Develop training designs and programs in coordination with the IDG for institutional and capacity development of the Bureau;
4. Develop institutional mechanisms in establishing and maintaining networks/ alliances at the national level to support the implementation of SWD programs, projects and strategies;
5. Provide policy recommendations to PPG based on results of program monitoring and evaluation;
6. Provide knowledge resources/products to IDG;
7. Serve as secretariat to National Inter-Agency and/or Steering Committees lodged with the Bureau, where DSWD is the chair.

## Key Result Areas

1. Management of program strategies
2. Programs Monitoring and evaluation
3. Support to Knowledge Management, Capacity Building, Policy Development and Partnership Building

There are three (3) divisions in PRPB:

### Sustainable Livelihood Division

#### General Function

The Sustainable Livelihood Division is responsible in managing the implementation of sustainable livelihood programs and projects and shall lead the Department's efforts in establishing linkages and networks for potential partners.

#### Specific Functions

1. Manage, monitor and evaluate the implementation of sustainable livelihood programs and projects;
2. Identify issues and gaps in the program implementation and makes the necessary policy recommendations to PPG based on results of program monitoring and evaluation;
3. Initiate and lead the efforts to network and link with other potential partners for sustainable livelihood program;
4. Develop the Sustainable Livelihood Plan, including budgeting and programming of the sustainable livelihood program implementation;
5. Coordinate with the DSWD Finance Service and other concerned offices regarding the financial aspect of sustainable livelihood programs;
6. Review and enhance operational guidelines/policy of sustainable livelihood programs and projects;
7. Manage livelihood-related concerns and special activities such as trade fairs and exhibits;
8. Attend inter-bureau and inter-agency meetings related to livelihood programs;
9. Provide technical assistance to FOs relative to the sustainable livelihood program implementation;
10. Act on livelihood referrals from other offices/agencies and walk-in clients;
11. Maintain database on sustainable livelihood programs.

### Community-Driven Development Program Division

#### General Function

Community-Driven Development Program Division is responsible for the overall management of the KALAHI-CIDSS project and other projects implemented using the community driven development approach.

#### Specific Functions

1. Act as the Secretariat to the National Steering Committee and the National Inter-Agency Committee;
2. Plan, direct, and coordinate project implementation across all regions and agencies, including LGUs;
3. Recommend to the Project Director, the framework of strategies and procedures - service delivery, training and social marketing/communications systems - within which the units responsible for managing different project sub components will operate;
4. Coordinate with the DSWD Finance Service, DBM and COA regarding financial matters of the project;
5. Prepare progress reports to the Project Director, National Steering Committee, national oversight agencies, and donor agencies of the project;
6. Coordinate the efforts of LGUs, NGOs, media and other partner agencies to monitor barangay sub-projects, in accordance with the procedures instituted by the Project Director and the Project Steering Committee; and
7. Recommend to the Project Director any administrative and management issues for resolution.

### Pantawid Pamilya Program Division

#### General Function

The Pantawid Pamilya Program Division executes all plans, policies, tasks and activities in the implementation of the CCT program. This division is responsible for the operation of the program systems and procedures through its five major units and five support units.

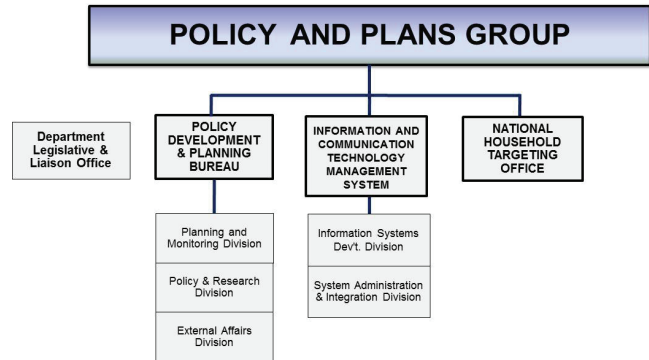
#### Specific Functions

1. Manage and monitor the operations of the

2. Pantawid Familya Program;
2. Oversee and supervise operations at the NPMO and RPMO levels;
3. Provide technical assistance and monitors field operations and implementation;
4. Oversee and monitor overall program budget and disbursement and ensures efficient, effective and economical use of resources;
5. Formulate, implement and monitor implementation of program policies, guidelines and regulations;
6. Evaluate program accomplishments and provides recommendations in changes in program plans, policies and guidelines;
7. Ensure the proper coordination and timely information about the program for all agents involved including other central government agencies, province and regional governments service providers, beneficiaries, social control groups among others.

4. Information and Communication Technology Management
5. Development and Management of National Data Base of the Poor
6. Monitoring & Evaluation
7. External Social Welfare & Development Liaisoning
8. SWD Legislative Liaisoning

#### Structure of the PPG



#### POLICY DEVELOPMENT AND PLANNING BUREAU (PDPB)

##### General Functions:

The PDPB is primarily responsible for providing leadership in the formulation, monitoring and evaluation of policies and plans of the Department and of the social protection sector along social welfare and development and social safety nets. It is also responsible in coordinating and facilitating inter-office, inter-bureau and inter-agency meetings on ASEAN, APEC, UN and other bilateral agreements relative to the monitoring of compliance to regional and international commitments/instruments in line with social protection particularly on social welfare and social safety nets. It coordinates the development and promotion of the Department's policy reform and legislative agenda and in conducting basic and policy researches. The Bureau also provides leadership and/or secretariat support to various technical working groups (TWGs) and inter-office bodies within and outside the Department.

#### POLICY AND PLANS GROUP (PPG)

The Policy and Plans Group serves as a venue for communicating, advocating, coordinating and collaborating on matters relating to policy development and plan formulation, information communication technology (ICT) service management, national poverty targeting at household level and liaisoning with the legislative branch and partners for priority social safety nets, social welfare and development policies.

It also serves as a venue to ensure inter-operability (vertical and horizontal) between and among offices, bureaus, services of the central office and the field offices.

The PPG will be composed of the Policy Development and Planning Bureau (PDPB), the Department Legislative Liaison Office (DLLO), the National Household Targeting Office (NHTO), and the Information and Communication Technology Management Service (ICTMS) [formerly the Management Information Systems Service (MISS)].

#### Key Result Areas

1. Social Welfare & Development Policy Development
2. Plans Development & Implementation Management
3. Social Welfare & Development Research

#### Key Result Areas

1. Policy, Research and Plan Formulation
2. External Relations Development and Management of National, Regional and International Commitments

### 3. Social Protection Advocacy

The three (3) divisions in PDPB are:

#### **Planning and Monitoring Division**

1. Lead in the formulation of the annual thrusts and directions and annual report of the Department.
2. Together with FMS coordinate the preparation of the Department's Annual Work and Financial Plan.
3. Provide planning and monitoring parameters/guidelines in the formulation of the agency, regional and sectoral plans (e.g. planning based on the results of the Program/Performance Review and Evaluation Workshop);
4. Initiate the formulation/updating of the strategic, medium and short-term plans of the Department and the social protection sector particularly on social welfare and development and social safety nets.
5. Develop and implement the planning and reporting system of the Department.
6. Provide leadership in the enhancement and generation of social protection statistics (social welfare and development and social safety nets).
7. Monitoring and evaluation of DSWD organizational performance, programs and projects
8. Operationalize the DSWD-wide monitoring & evaluation system.
9. Provide technical assistance on social protection planning, monitoring and evaluation, reporting and statistics (e.g. Social Protection and Development Report).

#### **Policy and Research Division**

1. Provide leadership in the formulation of policies of the Department and of the social protection sector along social welfare and development (SWD) and social safety nets (SSN)
2. Provide direction and leadership in undertaking analysis of/for SWD/SSN policies to determine gaps and measures to address the gap in coordination with concerned groups
3. Monitor and evaluate the Department's SWD/SSN policies
4. Formulate and monitor the implementation of the Department's medium-term research agenda.

5. Initiate the preparation of research proposals, assessment of research proposals and conduct of research necessary for decision making, planning, policy formulation and legislative requirements
6. Provide secretariat support to inter-agency and inter-office committees (e.g. NMDC, NCMB, NCCF, SDC-SCSP and HDPRC)
7. Provide technical assistance along policy and research.

#### **External Affairs Division**

1. Initiate, coordinate and facilitate inter-office, inter-bureau and inter-agency meetings on ASEAN, APEC, UN and other bilateral/multilateral agreements relative to the monitoring of compliance to regional and international commitments/instruments along social welfare and development<sup>2</sup>/social protection.
2. Participate in the formulation of social protection policies at ASEAN, APEC, UN and within the bounds of other bilateral/multilateral agreements.
3. Initiate activities in social protection at ASEAN & APEC.
4. Lead in the development of project/activity proposals for supporting/funding of the ASEAN and APEC bodies.
5. Facilitate the crafting/consolidation of the Department/Philippine position on emerging regional and international issues/concerns for bilateral/multilateral cooperation relevant to the social protection sector.
6. Provide technical and secretariat support to APEC and pertinent ASEAN bodies such as AMMSWD, SOMSWD, ASCC, SOCA, ACWC.
7. Provide technical and secretariat support for Official Development Assistance (ODA) programs/projects.

#### **Department Legislative Liaison Office (DLLO)**

The DLLO, with the guidance of the Department Legislative Liaison Officer, shall promote the priority legislative agenda of the Department and other proposed legislative measures certified as urgent by the President.

<sup>2</sup>Though we are establishing and claiming our lead role in social protection, we need to secure our role as the leader in SWD, thus we need to retain social welfare and development since it is the essence of the Department. We lead the social protection initiative of the nation but adjunct to that social welfare and development is our main concern.



### General Functions:

1. Advocate for the passage of priority policy reforms and development programs through a strategic information dissemination campaign and sustained day-to-day collaboration with the two Chambers of Congress, as well as with other interest groups to generate maximum support for the policy development and legislative agenda of the Department.
2. It shall liaise with legislators relative to the implementation of their Priority Development Assistance Fund (PDAF) and Congressional Initiatives (CI) in coordination with concerned offices.
3. Provide technical and administrative support to the Department Legislative Liaison Officer in the performance of his/her functions, pursuant to the Memorandum of 13 September 2011 issued by the Office of the President through the Executive Secretary on the subject, "Strengthening the Legislative Liaison System," Presidential Memorandum Order No. 128 and Presidential Memorandum Order No. 142, "Creating the Presidential Legislative Liaison Office under the Office of the President" in 1987.

### Specific Functions

1. In coordination with the other units shall: a) develop and implement an advocacy action plan to support the Department's legislative agenda, and b) mobilize advocacy support groups;
2. Coordinate legislative and policy-related activities between the Department and the various committees of two Houses of Congress;
3. Ensure attendance of concerned DSWD Director/Assistant Director to Committee hearings and TWG meetings in both Houses of Congress;
4. Monitor and lobby for the immediate consideration and enactment of priority legislative measures;
5. Provide staff support and background information on legislative measures and policies to key officials in the Department and such other offices and centers, upon request, especially in connection with attendance to Congressional hearings, fora and other

- venues for public discussion on policy issues related to pending legislative measures; and
6. Ensure the timely preparation and submission of position papers on pending legislative measures in consultation with the appropriate officials and units of the Department;
7. Liaise with legislators relative to the implementation of their Priority Development Assistance Fund (PDAF) and Congressional Initiatives (CI) in coordination with concerned office/s; and facilitate requests of legislators for: a) relief goods during calamities; b) inclusion of Pantawid Pamilya beneficiaries; c) funding for the construction/rehabilitation of Day Care Centers/Senior Citizens Centers;
8. Submit monthly reports to OSEC on action taken on various requests of solons;
9. Provide monthly accomplishment reports to solons;
10. Ensure compliance to the Secretary's commitments to legislators; and
11. Maintain individual folders (each legislator) re: PDAF updates/concerns.

### Key Result Areas

1. Policy and Legislative Advocacy on Social Protection
2. Coordinating, Liaisoning and Networking on DSWD-led and DSWD supported legislative agenda

### NATIONAL HOUSEHOLD TARGETING OFFICE (NHTO)

The National Household Targeting Office ensures the development and adoption of relevant unified criteria that identifies poor households who would be beneficiaries of social protection programs. It aims to improve access and utility to/of the national database of poor households of various social protection stakeholders.

### Key Result Areas

1. Data-based Management of Poor Households
2. Household Targeting System Management
3. Data Sharing

The four (4) units in NHTO are:

### **Information and Technology Unit**

1. System Analysis and Development
  - Performs analysis of business requirements and implement the appropriate Software Development Life Cycle.
  - Reviews and enhances established routines and measures of security for data processing and IT management.
  - Performs analysis of quality control and assurance requirements.
  - Develops and designs the appropriate solutions through quality control and assurance plans, protocols and policies.
  - Makes the necessary adjustments and customization of existing software applications.
  - Provides a thorough checking and evaluation on the data stored in the database.
  
2. System Administration
  - Establishes and implements IT policies and protocols based on the mandate and operational requirements of the targeting system.
  - Lead in the development, administration and management of the NHTS-PR database
  - Recommends revisions and enhancements to policies pertaining to Data Management and Processing;
  - Ensures all data mining and generated reports yields correct interpretation of the data stored in the database.
  - Provide and monitor on-line access of data-users
  - Monitors and resolves escalated issues related to quality assurance, security management, systems administration and systems development;
  - Provides technical assistance and support for IT users at Central, Field Offices and other stakeholders.

### **Statistics Unit**

1. Develop and evaluate methodologies and procedures in identifying poor households;
2. Provide recommendations in the development

- of an efficient targeting system;
3. Generate pertinent statistical data and other poverty related reports that would assist various stakeholders in the implementation of social protection programs;
4. Develop validation routines to enhance data integrity and accuracy;

### **Advocacy Unit**

1. Promote the adoption of the targeting system as the sole source of beneficiaries for social protection programs
2. Develop and share IEC materials in the conduct of advocacy and social marketing activities at the national, regional and local government levels in coordination with SMS.
3. Establish and maintain liaison and networking with data users and other stakeholders for data sharing.
4. Perform follow-through activities to monitor data utilization of data users

### **Monitoring and Coordinating Unit**

1. Formulate, review and enhance policies, systems and procedures for planning, programming, reporting, and monitoring and evaluation of the Project;
2. Develop and implements training programs for Regional Project Management Offices and other Field Staff in coordination with SWIDB;
3. Conduct monitoring and spot checks on the implementation of field activities of RPMOs;
4. Provides technical assistance to the Regional Project Management Offices (RPMOs) to ensure achievement of its annual targets and objectives.

### **Information and Communication Technology Management Service (ICTMS)**

The Information and Communication Technology Management Service (ICTMS) [formerly the Management Information Systems Service (MISS)] is the service which strategically supports the Department's social protection and poverty alleviation strategies for improved quality of life. The service supports the achievement of the Department's Reform Agenda in its leadership role in social protection and social welfare

and development through development, enhancement and maintenance of management and information and communication technology (ICT) systems.

**General Functions:**

1. Responsible in determining and recommending necessary, cost effective infrastructures and systems that enhance the DSWD's competency for ICT governance.
2. Serves as the service manager for the Department-wide ICT systems and infrastructure through a mainstreamed approach.
3. Serves and works across offices, bureaus, services and units (OBSUs) and Field Offices (FOs) of the DSWD to sustain the productive application of ICTs to social protection and social welfare and development programs, projects, administration and services.
4. Fosters the efficient and effective use of ICT by the DSWD OBSUs by providing advice, tools, information and services to help OBSUs and FOs use ICT to improve administration and service delivery – often referred to as e-government.
5. Sorks with other government agencies, non-government organizations, the academe, business, and the citizens and other bodies at various levels to realize and maintain the department's commitment to e-government and e-governance.

**Specific Functions:**

1. In coordination with the OBSUs, lead the development of the Department's long-term Information and Communication Technology Management Framework;
2. Provide consultancy services to the bureaus, services and offices of the Department in the identification, development and implementation of appropriate ICT systems for the major social protection and poverty reduction programs and projects;
3. Provide technical assistance to the various OBSUs and Field Offices in
  - a. the development, organization and capacity building of their respective ICT units and staff;

- b. the definition and development of terms of reference and deliverables along ICT equipment and systems procurement;
- c. the regular operations and maintenance of ICT systems and equipment

4. In collaboration with responsible OBSUs and FOs, develop ICT risk management assessment and management systems for the major social protection and poverty reduction programs and projects;
5. Monitor the implementation of the ICTM systems and procedures of various OBSUs and FOs.

**Key Result Areas:**

1. ICT Governance
2. ICT Strategy and Value Innovation
3. ICT Solutions Delivery and Quality Assurance
4. ICT Infrastructure, Security and Service Support

The two (2) divisions in ICTMS are:

**Information Systems Development Division (ISDD)**

1. Lead the formulation of the Information Systems Strategic Plan [ISSP] in consultation with the different offices, bureaus and services;
2. Conduct and document business process and requirements analysis, systems analysis and perform design and process modeling;
3. Assess and recommend appropriate systems development environment/platforms;
4. Design, write, test/debug or troubleshoot applications;
5. Maintain the source code of applications;
6. Conduct systematic monitoring of software engineering processes, tools and methods used to ensure quality of applications developed;
7. Develop and administer testing tools;
8. Conduct and document system tests;
9. Conduct/implement structured approaches to transitioning individuals, teams and organizations from pre- to desired state to motivate and empower DSWD officials and employees to accept and support the institutionalization of the changes in the business processes brought about by the use of information and communications technology;

10. Facilitate the preparation of user manuals, guide and instructions, ICT training design and syllabus; and the implementation of ICT training and competency development activities;
11. Conduct assessment/evaluation on how the applications developed and deployed responded to the requirements of the business owners and users;
12. Document and track the processing of change requests;
13. Provide technical supervision and support to the ICT Management Units [ICTMU] of the Field Offices on the performance of their tasks along systems development, deployment, maintenance and monitoring; and
14. Seek and explore knowledge, experiences, information and other references to improve information systems development processes in the Department.

#### **Systems Administration and Integration Division (SAID)**

1. Implement policies and procedures on infrastructure management and system administration;
2. Enforce information security management policies and procedures;
3. Document, process and provide interventions to requests for service support;
4. Coordinate with other IT teams in the Department on matters pertaining to system administration, information security management and service support;
5. Provide technical assistance to users on matters pertaining to system administration, information security management and service support
6. Monitor and document issues, concerns, incidents and interventions on system administration, information security and service support;
7. Administer Service Level Agreements
8. Prepare documentation reports and recommendation on system administration, information security management and service support;
9. Partners with other government agencies and private organizations to strengthen system administration, information security management and service support in the department;

10. Provides technical supervision and support to the ICT Management Units [ICTMU] of the Field Offices along ICT Service Management; and
11. Seek and explore knowledge, experiences, information and other references to improve system administration, information security management and delivery of service and operations support in the Department

#### **INSTITUTIONAL DEVELOPMENT GROUP**

The Institutional Development Group shall initiate and sustain the development, coordination and synergy among and in-between DSWD intermediaries and stakeholders to enable them to become empowered, pro-active and highly supportive partners in the delivery of coordinated social services.

#### **General Functions:**

1. Build capacities of its institutional partners through training/capability building, knowledge management, technical assistance, standards development and enforcement, as well as resource generation and management.
2. Build organizational capabilities towards fostering a culture of excellence and professionalism thru a re-engineered organization that is responsive to institutional and organizational requirements.

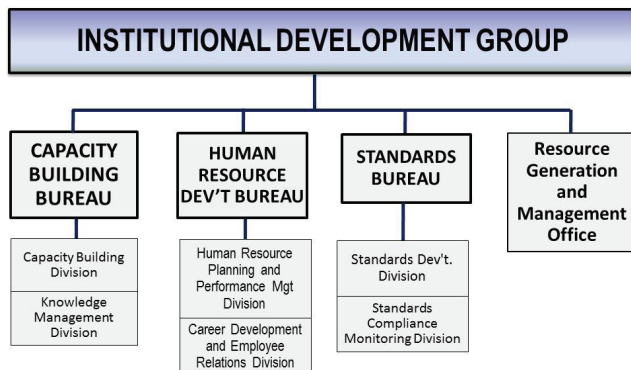
#### **Specific Functions**

1. Conduct and regularly update the situational analysis that would look into the institutional and organizational development needs and requirements of the SPPR sector. This is in collaboration with the other clusters and stakeholders;
2. Lead in the formulation and periodic review/ updating of the institutional and organizational development strategies, policies and plans of the department;
3. Harmonize and coordinate the efforts with the different OBS of the department and institutional partners in the implementation of the ID strategies; and
4. Conduct regular monitoring and periodic evaluation of the department's ID and OD strategy implementation.

## Key Result Areas

1. Knowledge Products Development and Utilization
2. Responsive Capability Building Program
3. Standards Development & Enforcement
4. Timely and Harmonized Resource and Technical Assistance Accessing
5. Responsive HR Management and Development Policies, Plans & Programs

## Structure of the IDG



## Capacity Building Bureau

### General Function

Capacity Building Bureau (formerly SWIDB) is responsible for enhancing the competencies of staff and partners (intermediaries and stakeholders) of DSWD in performing and achieving its goals as lead in the social welfare and social protection sector.

### Specific Functions

1. Conducts CBB needs assessment and develop appropriate interventions based on competency requirements of the DSWD staff and stakeholders (intermediaries and partners);
2. Update and maintain database for qualified service providers, learning networks, pool of resource persons and training venues for CBB requirements;
3. Maintain core groups of specialists to respond to the CBB requirements relative to major sectoral program concerns of the Department;
4. Manage and maintain the Knowledge Exchange Center (KEC) as a facility for knowledge exchange and Interaction; and

5. Provide technical assistance relative to capability building and knowledge management to DSWD staff and partners (intermediaries and stakeholders)

## Key Result Areas

1. Responsive capability building program for DSWD staff and partners (intermediaries and stakeholders)
2. Functional Knowledge Management System
3. Management of the Knowledge Exchange Center (KEC)
4. Technical Assistance relative to capability building and knowledge management.

There are two (2) divisions in CBB:

### Capacity Building Division

1. Conduct needs assessment for the development and implementation of capability building interventions for DSWD staff and partners
2. Update and maintain the database for qualified service providers, pool of resource persons and training venues for the procurement of outsourced capability building service providers.
3. Provide technical assistance relative to capability building of DSWD staff and partners

### Knowledge Management Division

1. Develop the DSWD knowledge management strategies, policies, and framework.
2. Establish systems, mechanisms, and procedures for the packaging of knowledge products
3. Operate and maintain the Knowledge Exchange Center as the virtual facility of the KSWD Knowledge Management System
4. Create linkages and networks with other related knowledge management initiatives in the country, the ASEAN and the Asia-Pacific region

## Human Resource Development Bureau (HRDB)

### General Function

Human Resource Development Bureau (HRDB) is responsible for services related to addressing the Department's manpower requirements and ensuring the well-being of personnel towards greater employee productivity and overall organizational effectiveness.

It shall lead the development of policies and systems relative to manpower planning, recruitment and selection, performance management, human resource needs assessment, career development and employee welfare and labor relations.

### Specific Functions

1. Advise management on the development of human resource development (HRD) policies, programs, and standards;
2. Implement, review and develop HRD policies and programs for the attainment of organizational goals;
3. Conduct research and development studies relative to manpower planning; human resource needs assessment; recruitment, selection and placement; performance management; career management and development; and employee welfare and labor relations;
4. Maintain pertinent database relative to human resource development, performance management, career development, and other organizational development concerns;
5. Provide technical assistance to support the implementation and enhancement of HRD policies, programs and systems in the Field Offices and other operating units in the Central Office and;
6. Maintain effective liaison with other offices relative to its key result areas.

### Key Result Areas

1. Manpower Planning
2. Human Resource Needs Assessment
3. Recruitment, Selection and Placement
4. Performance Management
5. Career Management and Development
6. Employee Welfare and Labor Relations

There are two (2) divisions in HRDB:

#### Human Resource Planning and Performance Management Division

This Division is responsible for staffing policies and activities which involve manpower planning, recruitment, selection and performance appraisal/management. Its specific functions include:

1. Development and implementation of the merit promotion plan for personnel;
2. Management, review and enhancement of the recruitment, selection, and placement policies and systems;
3. Conduct of job analyses and manpower needs assessments of offices, bureaus, services, units, and projects;
4. Review and enhancement of staffing structures along competency-based organizational and systems analyses; and
5. Implementation, review and enhancement of the Department's performance management system and performance appraisal system.

#### Career Development and Employee Relations Division

This division is responsible for the strengthening of the Department's career management and development systems, as well as the implementation of activities geared towards the promotion of employees' welfare and the improvement of employee relations. Its specific functions include:

1. Preparation, review and updating of the HR development plans;
2. Development and implementation of career management and development programs;
3. Development and implementation of a health and wellness program for personnel;
4. Management of the medical and dental clinic for workplace health and safety;
5. Implementation and monitoring of local and foreign scholarship programs, as well as specialized trainings for personnel;
6. Implementation of alternative capability building interventions appropriate to the needs of the Department's human resources, such as job rotation, reshuffling, teambuilding, work improvement teams, job coaching, career counseling, mentoring, among others;
7. Conduct of capability building needs assessments at the individual level and organizational level;
8. Coordination with the SWIDB and other units in the planning and development of capability building programs for offices, bureaus, services and units; and
9. Provision of assistance to officials and employees relative to their participation in

trainings, scholarships, and other personnel development programs.

### **Standards Bureau (SB)**

#### **General Function**

The Standards Bureau is responsible for fulfilling the regulatory and quality assurance roles of the Department.

#### **Specific Functions**

1. Develop national standards on registration, licensing and accreditation of Social Welfare and Development Agencies (SWDAs) and service providers;
2. Provide technical assistance to the Regional Field Offices and SWDAs along implementation and compliance to standards;
3. Monitor compliance of the FOs, Registered, Licensed and Accredited (RLA) SWDAs and service providers to the set standards on community-based and center-based programs and services;
4. Develop policies, provide technical assistance and monitor the implementation by the RLAs and service providers granted authority to conduct national fund drives;
5. Facilitate duty-free entry of foreign donations to SWDAs and Service Providers endorsed for duty-free entry and monitor distribution and utilization of the same;
6. Develop and manage on-line data base system of SWDAs and service providers; and
7. Document good practices along standards regulation and enforcement

#### **Key Result Areas:**

1. Registration, Licensing and Accreditation of Social Welfare and Development Agencies (SWDAs) and Service Providers
2. Standards Development, Compliance Monitoring and Enforcement
3. Development and Maintenance of Area-based Partnership and Alliances
4. Regulation of National Fund Drives
5. Facilitation of Duty-Free Entry of Foreign Donations to SWDAs with valid RLAs.

There are two (2) divisions in SB:

#### **Standards Development Division**

1. Conduct environmental scanning on emerging social welfare standards, issues and trends in aid of standards development and legislations
2. Conduct dialogue, policy fora and consultation sessions on standards review and development involving SWDAs and other stakeholders e.g. ABSNET.
3. Develop/revise/enrich policies, guidelines, tools and instruments for registration, licensing and accreditation of SWDAs and service providers for quality implementation for SP programs/services, fund drives and importation of foreign donations
4. Develop and pilot test strategies relative to standards development and enrichment for quality service delivery of SP programs/services
5. Conduct of orientation on approved guidelines/standards/tools
6. Rationalize a system of grievance and discipline and incentives intended for SWDAs engaged in SWD activities and ensure its implementation
7. Advocate legislative agenda relative to the regulation of SWDAs and SWD service providers
8. Manage information and maintain databank relative to standards development including documentation of good practices and/or strategies in promoting standards compliance of good practices and/or strategies in promoting standards compliance

#### **Standards Compliance Monitoring Division**

1. Conduct assessment and recommend issuance of corresponding certificates for the registration and licensing of SWDAs and accreditation of SWAs programs and services and service providers
2. Recommend qualified and eligible registered, licensed and accredited SWDAs and service providers for access to benefits and incentives
3. Provide resource augmentation and technical assistance to SWDAs and ABSNET
4. Act on referrals from various agencies, organizations relative to the registration, licensing and accreditation and other related standards concerns

5. Monitor compliance with SWD standards, rules and regulations on registration, and licensing of SWDAs, accreditation of service providers and SWDAs (NGOs, LGUs and DSWD) SWD programs and services and national fund drives
  6. Provide technical assistance to SWDAs and ABSNET
  7. Ensure functionality and sustainability of ABSNET in all provinces, regions and national
  8. Manage complaints and information on appealed cases on violations allegedly committed by SWDAs for prompt and proper disposition
  9. Recommend policy measures in addressing gaps in the implementation of policies concerning registration, licensing and accreditation of SWDAs
  10. Enforce regulatory policies to unregistered/unlicensed SWDAs
  11. Advocacy on quality improvement guidelines
  12. Manage information and maintain databank on registered and licensed SWDAs and accredited SWDAs' programs and services and service providers and other relevant information as basis for program, standards, systems and policy formulation
4. Evaluate completed TA activities and provide policy recommendations to the Department in order to promote mutual accountability for results between DPs and the Government.
  5. Manage the day-to-day operations of the DSWD Technical Assistance Facility (TAF) and serve as secretariat to the TAF Steering Committee with DSWD as Chair.
  6. Convene and facilitate coordination between and among the different DSWD technical working groups (TWGs) and TAF Consultative Bodies (CBs) including National Government Agencies (NGAs), DPs, intermediaries and other stakeholders.
  7. Formulate the Annual Technical Assistance and Resource Generation Plan and periodically review the 5-Year Strategic Plan for the operation of the TAF.
  8. Provide technical assistance in the development and packaging of project proposals based on a resource generation plan.
  9. Ensure documentation of best practices and lessons learned from technical assistance delivery and resource generation.

### **Resource Generation and Management Office (RGMO)**

#### **General Function**

The Resource Generation and Management Office (RGMO) is responsible for the harmonized generation and timely delivery of financial resources and technical assistance for DSWD.

#### **Specific Functions**

1. Conduct periodic review of TA and resource requirements of the Department and shall coordinate with the other OBSUs for the resource generation needs of institutional partners
2. Review and analyze project proposals based on identified strategic priorities and monitor implementation of all approved TA activities with the proponent OBSUs and NPMOs.
3. Establish and maintain strategic alliances with different Development Partners (DPs) and proponent organizations to ensure timely provision of resources to stakeholders.

#### **Key Result Areas**

1. Timely and efficient delivery of financial resources
2. Documentation and sharing of best practices in TA and Resource Generation
3. Coordinated and harmonized donor funds
4. Activity monitoring and evaluation
5. Support for policy development and network-building

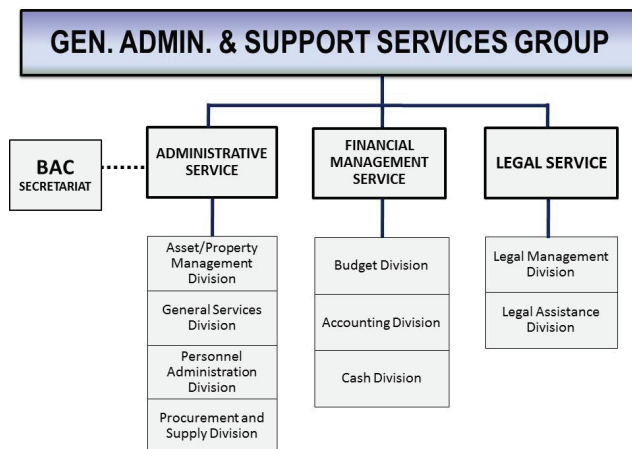
### **GENERAL ADMINISTRATION AND SUPPORT SERVICES GROUP (GASSG)**

#### **General Function:**

Provides leadership, staff expertise and support in the management/administration of financial resources, facilities and the physical infrastructure, personnel administration, legal management and assistance, supplies and other logistical management of procurement activities in a manner that is transparent, accountable, proactive, results oriented, and value adding to the stewardship of the DSWD's resources.



### Structure of GASSG



### ADMINISTRATIVE SERVICE

#### General Function:

Administrative Service is primarily responsible for the provision, maintenance and management of logistical requirements to support the Department in the attainment of its vision and mission. It develops policies and formulates plans and programs related to the provision of logistical services and personnel administration. It is also responsible for the provision of services related to procurement, property and supply management, record management, maintenance of properties/facilities, operation of transportation, communication, utility services and supervision of janitorial and security services. It ensures that appropriate management systems and procedures are in place for economical, efficient and effective administrative services.

#### Specific Functions:

1. Develop and recommend policies, programs, and procedures relative to efficient and effective property management, provision of transportation/ communication/ security/ janitorial services, maintenance of assets/ properties and personnel transactions;
2. Provide logistical support, strategic services and technical assistance to the Department;
3. Responsible for the custodianship of all properties of the Department;
4. Ensure policies, programs, systems and procedures on the efficient and effective record management, provision of transportation/ communication/ security /janitorial services, maintenance of facilities and assets of the

Department are in place and implemented; and

5. Implement and monitor personnel programs of the Department.

#### Key Result Areas

1. Property Management
2. Asset Management
3. Record Management
4. Facility Maintenance
5. Transportation, Communication, Utility, Janitorial and Security Services Supervision and/or Operation
6. Personnel Administration

There are four (4) divisions in AS:

#### Asset/Property Management Division

1. Recommend policies, programs and procedures on management and disposition of real properties, equipment, semi-expendable properties and waste materials;
2. Conduct an inventory and keep a record of all fixed assets and semi-expendable properties of the Central Office;
3. Complete documentation, registry and acquisition of all fixed assets including donations;
4. Prepare documents for insurable real properties, motor vehicles and equipment as well as registration, if necessary;
5. Responsible for the safekeeping, updating of necessary documentation on the ownership of all real properties and fixed assets of the Department including provision of security, if required;
6. Advise the management on applicable laws, rules and regulations on assets occupied by informal settlers, and on how to regulate its entry thereon;
7. Codify and document all specific management decision and agreements reached on informal settlers;
8. Advise the management on the acquisition and disposition of donated property;
9. Responsible in the conduct of annual physical inventory of properties and preparation of reports;
10. Responsible in the custodianship of all properties of the Department;

11. Responsible for the issuance, safeguarding and updating of Memorandum Receipts for equipment, semi-expendable, and non-expendable properties, including Invoice-Receipts of Property;
12. Monitor the insurance of all real properties of the Department nationwide;
13. Responsible in the inventory and disposition of unserviceable or obsolete properties through sale or transfer to other government agencies;
14. Provide technical assistance to other operating units on area of expertise.

#### **General Services Division**

1. Develop and recommend policies, programs and procedures for the efficient and effective record management, provision of transportation / communication / security / janitorial services, maintenance of vehicle, equipment, building and ground, as well as other assets of the Department;
2. Ensures that the policies, programs, system and procedures on the efficient and effective record management, provision of transportation / communication / security/ janitorial services, maintenance of vehicles, equipment, building and ground, as well as other assets of the Department are in place and implemented;
3. Responsible for the provision of efficient and effective record management, including retrieval and disposition, as well as messengerial services. It shall include safeguarding of historical and important documents;
4. Ensure the upkeep of the building, equipment and other physical property of the Department;
5. Ensures compliance to safety standards of the work place, roadworthiness of the vehicles, availability of water and power supply, clean and healthy work environment;
6. Implements infrastructure projects;
7. Provide technical assistance on the record management maintenance of equipment, building, facilities and other physical property, as well as engineering and construction works of the Department.

#### **Personnel Administration Division**

1. Advise and update management on personnel policy and administration;

2. Establish and implement an integrated personnel program that shall ensure periodic/regular review of classification and remuneration of positions in the Department;
3. Administer policies/rules, monitor and act on all personnel matters relating to attendance, tardiness, leave of absence, retirement, and other personnel records transactions;
4. Administer the classification and compensation plan of DSWD positions and personnel;
5. Prepare payroll of personnel for salaries and other compensation and benefits;
6. Maintain personnel records and files;
7. Generate, maintain, and submit personnel statistics/information and reports needed by the management and oversight agencies;
8. Maintain plantilla of personnel of the Department;
9. Determine and recommend expenditure level of personnel services;
10. Prepare/issue appointments and contracts of service of personnel of the Department; and
11. Implement administrative and disciplinary sanctions imposed on erring personnel of the Department.

#### **Procurement and Supply Division**

1. Responsible for the procurement of logistical support whether goods or related services, through either purchase or lease
2. Recommend policies, programs and procedures on procurement.
3. Ensure that the policies, programs, systems and procedures on procurement of equipment, supplies, materials, related services, and other logistical support are in place and implemented
4. Responsible in the forecasting, operation and issuance of stockpile
5. Provide technical assistance on logistical concerns
6. Supervise the management of the National Relief Operation Center (NROC) including receipt of donations

#### **BIDS AND AWARDS COMMITTEE SECRETARIAT**

##### **Specific Functions:**

1. Manage and monitor procurement activities and processes for the Bids and Awards Committee (BAC);

2. Process bidding and procurement requirements to purchase goods and services;
3. Provide technical assistance relative to bidding processes;
4. Recommend policies, programs and procedures on bidding; and
5. Ensure policies, programs, systems and procedures on bidding goods and services and other logistical support;
6. Provide administrative support to the BAC;
7. Organize and make all necessary arrangements for the BAC meetings;
8. Attend BAC meetings with the Secretary;
9. Prepare minutes of the BAC meetings;
10. Monitor procurement processes for the BAC, procurement activities and milestones for proper reporting to relevant agencies when required;
11. Consolidate Project Procurement Management Plan of various units of the agency into an Annual Procurement Plan (APP);
12. Make arrangement for the pre-procurement and pre bid conferences and bid openings;
13. Be the central channel of communications for the BAC with end users, Project Monitoring Offices, other units of the line agency, other government agencies, providers of goods, works and consulting services, and the general public;
14. Provide comments/inputs on project proposals of proponent for PDAF project;
15. Check and review Requisition Issuance Slip (RIS) and Purchase Requisition (PR) for end-user from entry-point for proper form prior to endorsement to PSD;
16. Ensure that all procurement transactions are included in the Approved APP/PPMP;
17. Post invitation to bid and request for quotations;
18. Prepare abstract of quotations prior to endorsement to the BAC or the approving authority;
19. Provide technical assistance to other offices/units/FOs;
20. Provide procurement monitoring report;
21. Establish/maintain registry of suppliers;
22. Recommend policies re: DSWD implementation of RA 9184;
23. Build linkages and networking with GPPB and other major stakeholders; and
24. Advocate RA 9184 within the Department and among bidders.

## FINANCIAL MANAGEMENT SERVICE

### General Function:

The Financial Management Service is responsible for the preparation and implementation of an effective financial plan to support the Department's program/ activities/ projects aimed at achieving its desired outcome and mandate; development and implementation of policies and guidelines for the effective, efficient and economical management of financial resources of the department; management of financial and related non-financial information system to ensure timely compliance with reporting requirements of oversight agencies and statutes, and to support or provide management with relevant information and advice / options in decision-making process; and the evaluation and analysis of the operating performance of various responsibility centers of the Department. It is composed of four Divisions: Budget Division, Accounting Division, Cash Division and Management Division.

### Specific Functions:

1. Formulate and implement fiscal policies and guidelines of the agency;
2. Review and consolidate the Department budget proposal;
3. Prepare annual financial plans of the Department;
4. Ensure propriety, legality and completeness of claims,/ financial transactions of the Department;
5. Provide management and oversight agencies with timely, relevant and accurate financial and management reports;
6. Provide efficient and effective management of cash of the Department to ensure optimal utilization;
7. Provide financial advice and options to enable management to make sound financial decisions on matters relating to management of assets, liabilities and risks; and
8. Provide various units of the Department with staff advice and assistance on budgetary, financial and cash management matters;

### Key Result Areas:

1. Fiscal Policy Formulation
2. Fiscal Management
3. Technical Assistance on Financial Concerns

There are three (3) divisions in FMS:

#### **Budget Division**

1. In coordination with the Planning Bureau, formulate key performance indicators (KPI) of bureaus / offices / units of the Department;
2. Recommend policies and guidelines in the preparation of annual budget estimates and in the execution of the budget;
3. Develop and improve budgetary methods and procedures;
4. Provide fund estimates in support of the Department's operations, plans, and programs / projects /activities;
5. Assist management in the presentation of the Department's budget estimates before the Department of Budget and Management, legislative bodies and other oversight and administrative agencies;
6. Prepare annual work and financial plans;
7. Certify to the availability of allotments;
8. In coordination with concerned units, allocate available funds to priority programs and projects;
9. Issue allotment advice in support of the fund requirements of programs/ projects / activities of various offices;
10. In coordination with concerned bureaus / offices / units, prepare Operation Performance Analyses (OPA) report indicating variances between actual performance and the set KPIs of said bureaus / offices / units;
11. Provide technical assistance to other units in the application and utilization of budgetary methods and the budget system, and other related financial concerns;
12. Prepare financial reports for management guidance and as required by higher authorities;
13. Perform such other functions as may be provided by law.

#### **Accounting Division**

1. Advise management on financial matters;
2. Prepare and submit financial reports to management, oversight agencies, legislative and other administrative bodies, and financial institutions;
3. Maintain basic and subsidiary accounting records and books of accounts to reflect accurate and current financial information required by existing auditing rules and regulations and by management;

4. Ensure propriety, legality and completeness of all claims/financial transactions;
5. Certify to the availability of funds; obligate funds;
6. Prepare billings to debtors or notice of liquidation to officials and employees with cash advances, suspensions and disallowance;
7. Provide technical assistance to FOs accounting units and various units of the Department on accounting matters; and
8. Perform such other functions as may be provided by law.

#### **Cash Division**

1. Prepare monthly cash program;
2. Monitor cash position of the Department to ensure maintenance of optimal cash balance;
3. Collect, receive and deposit cash and checks;
4. Ensure timely payment of accounts;
5. Prepare and submit cash reports to management and oversight agencies;
6. Perform such other functions as may be provided by law.

### **LEGAL SERVICE**

#### **General Function**

The Legal Service is primarily responsible for providing technical assistance and legal support to the Department's various offices, bureaus, services, units and personnel. It assists the Department by handling administrative cases involving Department personnel and certain litigated cases, by providing the Department legal opinions and advice on matters involving its formal mandate and the exercise of its official powers and functions, and by rendering similar and related services.

#### **Specific Functions**

1. Handle, and provide technical assistance regarding, administrative and litigated cases.
2. Provide legal opinions, advice and services on matters involving the Department's official mandate and the performance of its authorized powers and functions.

### Legal Management Division

1. Assist in fact-finding investigations regarding possible administrative offenses involving Department personnel.
2. Prosecute and hear administrative cases involving Department employees.
3. Coordinate with and assist the Solicitor General or the State Prosecutor in cases involving the Department and Department personnel in their official capacities.
4. In certain instances and with the proper deputation, represent the Department, and Department personnel in their official capacities, in litigated cases.
5. Provide technical assistance to retained and volunteer lawyers handling litigated cases.
6. Render other legal services the Department Secretary may request.

### Legal Assistance Division

1. Render legal opinions and advice on proposed policies, guidelines, internal rules, personnel matters, and other matters relating to the official functions of Department offices, bureaus, services, units and personnel.
2. Draft and review contracts, agreements and other legal documents and instruments involving the Department.
3. Comment on relevant draft treaties and bills pending in Congress.
4. Help draft Implementing Rules and Regulations (IRRs) for relevant laws, and other executive issuances.
5. Respond to legal queries from Department clients and other offices.
6. Render other legal services the Department Secretary may request.

### Key Result Areas

1. Legal Assistance
2. Legal Management

## IV. TRANSITORY PROVISIONS

Designation and Assignment of Officials. The designation and assignment of the members of the Executive Committee pursuant to this re-clustering

shall be announced in subsequent issuances. There shall be no changes in the assignment and/or designation of heads of offices, bureaus, services, and units until after a review of current assignments is completed by the Cluster Head(s), Coach-Mentor(s), EXECOM, and after approval by the Secretary. The usual policy of consulting affected personnel prior to any pending movements shall be observed in all cases.

Consultation and Information Dissemination. All Cluster Heads, with the assistance of other members of the Executive Committee, are hereby directed to conduct consultative and information dissemination activities to help promote understanding and support of this Memorandum Circular among the units and personnel within their respective clusters. Special attention shall be given to offices, bureaus, services, and units where personnel movements may be effected pursuant to the re-defined mandates and functional arrangements of the Department, as defined hereunder.

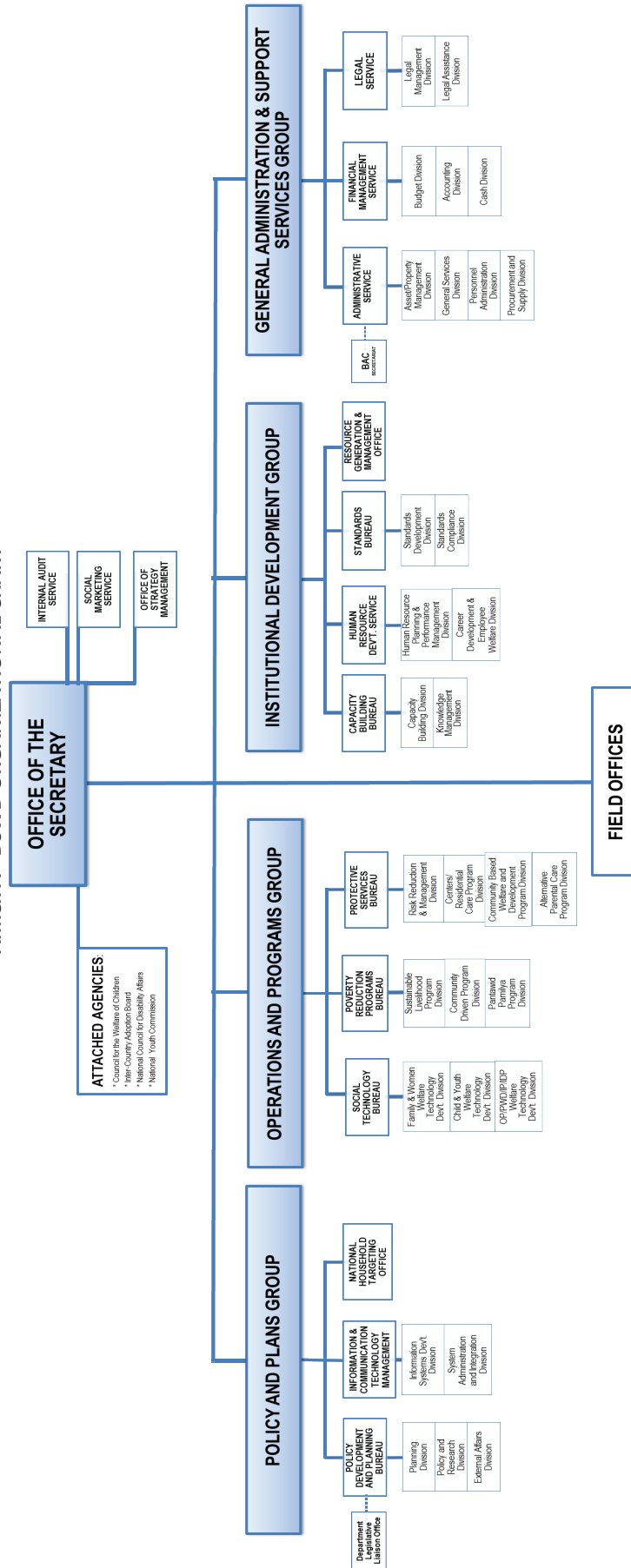
Field Office Structures and Systems. Appropriate adjustments shall be made on the structures and systems of the Field Offices to ensure harmonization with the re-clustering at the Central Office pursuant to this Memorandum Circular. All clusters are hereby directed to provide adequate support to the Field Offices to effectively manage changes at the regions within their respective areas of responsibility.

All other Department issuances are hereby revoked or amended as applicable. This memorandum shall take effect immediately.

Issued this 9th day of February 2012.

  
CORAZON JULIANO-SOLIMAN  
Secretary

Annex A - DSWD ORGANIZATIONAL CHART



## GUIDELINES FOR CONTRIBUTORS

### Original Communications

The Social Welfare and Development (SWD) Journal accepts original and preferably unpublished articles on SWD-related programs, such as an assessment of DSWD's community and center-based programs, DSWD Projects, and other SWD-related initiatives from NGOs and other development agencies. The copyright of published articles shall be owned by the Journal.

The SWD Journal Editorial Board composed of the Editorial Adviser, Editor-in-Chief, Associate Editors, Managing Editor, and Assistant Managing Editor will review all submitted articles based on clarity of language and validity of supporting evidence. The SWD Journal Editorial Board reserves the right to reject articles proven as plagiarized and/or with weak supporting evidence, as well as the right to edit articles to conform to editorial policy.

### Manuscripts

Clear manuscripts, tables and illustrations must be encoded in Times New Roman font size 12 double-spaced on A4-sized bond paper with one (1) inch margin on all sides. Articles should be a maximum of 50 pages long including tables, charts, annexes, and title page.

The title page should contain the manuscript's complete title as well as the author's full name, degrees obtained, organization, academic affiliations, address and contact numbers. Page numbering should begin with the title page, followed by the disclosure of conflicts of interest as page 2, abstract as page 3, etc. Abbreviations must be spelled-out or defined at first appearance in the text, tables, figures, or summary. American spelling, as indicated in the Webster's International Dictionary, is preferred. Mathematical equations/formula, if any, should be written in a single line. For example:

$$a+b=c; dy/dx=B; [(a-b)(c+d)] / (m+n) = r$$

Manuscripts must also be printed on one side of the page only and submitted in triplicate along with a soft copy (diskette or CD-RW).

### Conflicts of Interest

Submitted manuscripts should contain the author's full disclosure of all potential conflicts of interest. Conflicts of interest arise when an author and/or the institutions he/she is affiliated with have financial or personal relationships that may inappropriately influence the author's opinions. These relationships are also known as dual commitments, competing interests, or competing loyalties. As such, financial relationships such as employment, consultancies and the like should be disclosed.

Authors should also state explicitly whether potential conflicts do or do not exist and provide pertinent details in a separate page following the title page. Journal editors reserve the right to publish this information if deemed necessary.

### Summary (Abstract)

Abstracts with a maximum of 500 words should accompany all submitted articles. They should contain the salient points of the paper and follow the format prescribed for manuscripts.

### References

The Modern Language Association (MLA) Style should be used for text format, endnotes and bibliography.

1. Book and journal titles should be italicized (i.e. People's Journal). Title of journal articles, working papers, and other reference documents, however, should not be italicized nor set in quotation marks but written in ALL CAPS (i.e. AN ANALYSIS OF DSWD PROGRAMS AND PROJECTS).
2. Endnotes are indicated in superscript after the quotation, paraphrased sentence, or summarized material from books, journals and other sources.

Endnotes should be numbered consecutively. Note that there should be no space between the punctuation and the endnotes. Also, only Arabic Numbers (1, 2, 3...) are used for endnotes and not Roman Numeral Numbers (I, II, III...).

3. Indicate the endnotes at the end of the article using the following formats:

#### BOOKS:

<sup>n</sup>Name of Author/s, Title of the Book (City of Publication: Name of Publishing Company, Date of Publication), Page Number/s.

\* <sup>n</sup> = the number of the endnote (i.e., 1, 2, 3...)

For example:

<sup>1</sup>Martin V. Kingsley and Christine N. Brown, Madame Curie: A Biography (New York: Oxford University Press, 1995), 12.

For books with three or more authors, use "et al."

For example:

<sup>1</sup>Martin V. Kingsley, et al., Madame Curie: A Biography (New York: Oxford University Press, 1995), 12.

Books edited or compiled should be cited, as follows:

<sup>n</sup>Name of Author/s, "Title of Article," in Title of the Book, ed. Name of Editor (City of Publication: Name of Publishing Company, Date of Publication), Page Number/s.

For example:

<sup>1</sup>Martin V. Kingsley, "Madame Curie: A Biography" in Biographies of Women Scientists, ed. Harris C. Johnston (New York: Oxford University Press, 1995), 12.

Books with no author or editor stated should be

cited as follows:

<sup>a</sup>Title of the Book (City of Publication: Name of Publishing Company, Date of Publication), Page Number/s.

For example:

<sup>3</sup>Madame Curie: A Biography (New York: Oxford University Press, 1995), 12.

#### REFERENCE BOOKS:

<sup>n</sup>"Name of Article," Name of Encyclopedia, Year of Publication ed.

For example:

<sup>3</sup>"Philippines," Encyclopedia Britannica, 2007 ed.

#### GOVERNMENT DOCUMENTS:

<sup>n</sup>Name of Country, Name of Government Office, Title of the Article (Place of Publication: Publisher, Year of Publication), Page Number/s.

For example:

<sup>6</sup>Philippines, Department of Social Welfare and Development, Annual Report 2006 (Philippines: DSWD, 2006), 10-15.

#### REFERENCES AUTHORED BY COMPANIES/ ORGANIZATIONS:

<sup>n</sup>Name of Country, Name of Organization, Title of the Article (Place of Publication: Publisher, Year of Publication), Page Number/s.

For example:

<sup>7</sup>Philippines, Philippine Development Organization, Development Report 2006 (Philippines: PDO, 2006), 15-20.

#### JOURNALS:

<sup>n</sup>Name of author, "Title of the Article," Title of the Journal, Magazine or Newspaper Volume Number, Issue Number (Date): Page/s.

For example:

<sup>8</sup>Wilbur M. Mason, "Rice Farming in the Philippines," The Agriculture Review vol. 6, issue no. 2 (June 2007): 25.

#### ONLINE SOURCES:

<sup>n</sup>Name of author, "Title of the Article," Cite Link (last accessed: date)

For example:

<sup>9</sup>Hanna G. Folger, "What is Color Therapy?" [http://www.colortherapy.com/hannah\\_g\\_folger.htm](http://www.colortherapy.com/hannah_g_folger.htm) (last accessed: June 20, 2007)

If sources will be used repeatedly, the shortened form for citations may be used, as follows:

<sup>n</sup>Last name of author, "First Words of Article Title," Page Number.

For example:

<sup>10</sup>Kingsley and Brown, "Madame Curie," 62.

#### Illustrations

Clear original drawings/pictures may also be submitted along with the manuscript. Drawings/pictures should be properly identified at the back or on a separate sheet, properly numbered, with the name of artist/s, a short caption, as well as the title of the manuscript where the drawing/picture will be used. Clear and sharp photographic prints should be submitted in sizes that complement the width of the journal (8 ½ inches).

Drawings and photographs may also be scanned, saved in jpeg format, and included as a separate file attachment in the CD-RW or diskette containing the manuscript/s to be submitted.

#### Tables

Tables should have a brief informative title and a Roman number separately from the figures. Each table should be encoded on a separate sheet of paper. Likewise, tables with content that can be fully incorporated in the text should be removed to minimize the number of tables.

#### Brief Reviews

In addition to original research, the SWD Journal will also publish brief reviews that summarize and analyze SWD-related articles or major papers.

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