

Message of the Editor Emeritus

Children are the most vulnerable individuals in a community, and they deserve a safe and nurturing atmosphere for development. Intervention becomes necessary when children are put in an environment that is unsafe and threatening for their well-being. It is the duty of this Department to make sure that children have access to appropriate programs and resources that would contribute to the attainment of their welfare.

The second issue of the Social Welfare and Development Journal articulates and strengthens the role of the DSWD in promoting the interest of children and the need to provide them with a suitable atmosphere for growth and providing them the opportunities to have a better future.

The article by Dr. Maria Kristine Mendoza is centered on the importance of recovery and rehabilitation programs in the transformation of a child from a troubled state to environment of peace and compassion.

Another critical area for Child Welfare and Protection involves the threat of disasters and climate change in the lives of children. More children would survive disasters if they were equipped with the information and skills related to disaster risk reduction and response, such skills will not only benefit the children but their families and communities as well. This is the reason why the article Innovative Participatory Tools to Promote Child and Youth-Centered Disaster Risk Reduction: Evidence from Eastern Samar by Prof. Ladylyn Lim-Mangada, Mr. Ed Roquino and Ms. Katharine Haynes, will be helpful to increase awareness on this need.

Our readers from government and private organizations will also benefit from the 2009 Account of Newspaper Articles on Suicide (by Denia Gamboa and Ma. Edna Lapuz - Estal) on the need to establish mechanisms that prevent cases of suicide especially on the part of children.

Finally, the DSWD is taking the lead in promoting increasing education opportunities for children, and the feature on Preparing Children in Institutions for Independent Living by Ms. Rosario Dela Rosa from the Kaisahang Buhay Foundation gives primacy to this need, as well as the contribution of civil society groups and the importance of developing partnerships with government in translating these principles to practice.



CORAZON JULIANO-SOLIMAN
Secretary

“The New Kids In Town...What Lies Ahead?”

A GLIMPSE IN THE LIFE OF THE SELECTED REINTEGRATED CHILDREN
FROM THE REGIONAL REHABILITATION CENTER FOR YOUTH (RRCY) IN REGION VI

Ms. Maria Kristine F. Mendoza, Ph. D.

ABSTRACT

This qualitative-quantitative study aimed at determining the actual experiences of the six selected children who underwent legal processes during law enforcement and rehabilitation at the Regional Rehabilitation Center for Youth (RRCY) in Region VI, and the role and influence of their family, peers, school/workplace, RRCY, and the Barangay Council for the Protection of Children (BCPC) in their reintegration to the community. The cases consisted of six purposively selected male children in conflict with the law (CICL) rehabilitated within 2002 to 2007 at the center. Self-esteem and social adaptation of the six cases were assessed through psychological tests. Structured questions were employed using matrices as guide during interviews and field visits with members of community where the CICL were reintegrated. Logical matrix analysis showed that CICL experienced being handcuffed, abused during their arrest, and fingerprinted. All the selected CICL availed

of behavioral interventions, like self-improvement and value formation upon return to their communities.

Discussions with the members of BCPCs revealed they did not provide any service to CICL in their reintegration and lacked the Three-Year Comprehensive Juvenile Intervention Program that should have included community-based programs for CICL in their reintegration, thus, the role and influence of the structure towards the CICL in the community was not fulfilled. In the Rosenberg Self-Esteem Test (RSE), all the cases got normal results indicating positive self-esteem correlated with positive general self-regard, self-confidence, social confidence, physical appearance, and popularity. Basic Personality Inventory (BPI) of majority revealed normal to very low scores indicating social adaptability, only a few had high elevations on some scales such as, Persecutory Ideas, Self-Depreciation, Deviation, Depression, Anxiety, and Thinking Disorder.

Chapter I

INTRODUCTION

Children are considered as the most vulnerable sector of our society. There are differing views that would directly or indirectly describe the meaning of a child according to one's perception. In whatever way we view and treat our children, the most important thing is that, their needs are satisfied for their continuing growth and their human rights and dignity are respected.

“While we try to teach our children all about life, our children teach us what life is all about.” This quotation by an anonymous person mirrors the reality that confronts the most vulnerable sector of our society. While we are molding our children to grow as upright citizens, threats and misdeeds may happen at times resulting in our undesirable acts and behavior that endanger our children. Sad and insightful stories would be left behind. One good example of a story is

about the life and experiences of CICL.

If what Dr. Rod Hillman said a long time ago is significant that, “experience affects the formation of the synapses among neurons to establish pathways for different hierarchies of the brain that govern or control our intellectual, emotional, psychological, and physical responses to stimuli,” then we will not wonder when we produce children with threatened conditions and compromised future, especially, those who are in conflict with the law for their experiences hamper their growth and development as human beings.

Presidential Decree (PD) 603 or the Child and Youth Welfare Code was passed on December 10, 1974 to ensure that every child has the right to protection against exploitation, improper influences, hazards, and other conditions or circumstances prejudicial to his physical, mental, emotional, social

and moral development. To what extent can laws protect our children and entirely free them from torture, deprivation of liberty, and death penalty due to offense? On the other hand, children who committed theft, robbery, and even more serious crimes such as rape and homicide, probably didn't really like doing such, or they were sometimes victims of circumstances. Will these circumstances then make a child less human? What lies ahead for these children who came from a rehabilitation center as they are reintegrated into the community, is a big question.

A comprehensive study on the selected CICL admitted to the Regional Rehabilitation Center for Youth (RRCY) in Region VI was conducted to determine if the child-offender's rights were respected upon arrest and rehabilitation, the role and influence of the community-his family, peers, school or workplace, RRCY and the BCPC. Their self-esteem and social adaptation were also determined as measures of the benefits of rehabilitation.

OBJECTIVES OF THE STUDY

This study aimed to document the lives of six (6) formerly rehabilitated CICL in RRCY VI to ascertain if their rights were not violated and if needed interventions and assistance in the reintegration phase were sustained by the community in general to make them "new kids in town." Specifically, it aimed to:

- Determine if law enforcement and rehabilitation of CICL were in accordance with their rights and provisions in PD 603, Convention on the Rights of the Child (CRC), and Republic Act (RA) 9344;
- Determine the role and influence of the family, peers, school/workplace, the BCPC, and RRCY in assisting the child to live a new life in the reintegration phase; and
- Determine the level of self-esteem and social adaptation in the reintegration phase among CICL.

Theoretical and Conceptual Framework of the Study

Human rights are inherent to human beings regardless of race, gender, nationality, religion, language, or any status. These rights are interrelated, interdependent, and indivisible. Protection is one of the indivisible four broad categories of child rights. Laws and issuances for children, both in the Philippines and in nations that ratified and adopted the CRC adhere to the principle that in all actions concerning children, the best interests of the child shall be the primary

consideration. This principle is promoted from PD 603 to CRC and RA 9344 which strongly advocates that every child should be safe and free from all forms of abuse, neglect, and exploitation. Thus, it is sensible to say that there is a great difference between a child crime and an adult crime.

Children as offenders are, in most legal systems, not deemed fully conscious moral individuals, and as such, the best way to deal with them is through rehabilitation rather than punishment (Vikram Nair, 2001). Nair's perspective manifests in RA 9344 for the author and supporters of the law urges the whole community to take part in preventing children to commit crimes and for all sectors to collaborate in reforming those who violated the law, instead of imprisoning and torturing them.

Cesare Beccaria (1764), a classical theorist way back in 1700, advocated deterrence theory with the assumption that every crime is committed by a rational evaluation that is utilitarian in nature. The issue is that most crimes are committed by those who do not usually make rational calculations beforehand and children are most vulnerable to this. Survival and protection rights under the CRC are concerned with ensuring, protecting, preventing, and responding to threats in every child's life. It is stated in CRC that neither capital punishment nor life imprisonment without possibility of release shall be imposed for offenses committed by persons below 18 years old.

The best long-term solution to juvenile crime could be reform of the child. Children are more susceptible to reform and the rates of defiance and resistance to authority for child offenders under counseling in the United States and Asian countries is significantly lower than that of adult offenders (Nair, 2001). Imprisoning them, and worst, with adult offenders may likely increase the chance of defiance and resistance to authority since they will be adversely influenced by adult offenders being in the same environment.

Another strong justification for rehabilitation of juvenile delinquents rather than imprisonment for them is restorative justice theory. Khanyisile Mpuang (2005) said that this theory was the product of a realization that the retributive approach to punishment is not effective as it does not compel the offender to take responsibility for his or her actions for it denies the rights of the victim and the interests of society and there is, therefore, no attempt to restore the breach that was created. Retributive justice defines a crime as the breaching of law and, therefore, an offense against the State and its laws, while restorative justice defines a crime as an offense against a person and a

relationship and that the main purpose is to restore the rights of the victim and the relationship (Mpuang, 2005).

The concept of restorative justice is used in the Philippines in handling CICL and is stipulated in RA 9344. It seeks to obtain reparation for the victim, thereby reconciling the offender, the offended party and the community, and at the same time, reassures the offender's reintegration into the society. Also, it enhances public safety by activating the offender, the victim and the community in prevention strategies.

Reintegration demands that the scope of the legal system be enlarged so that the future life of the offender in the community is considered in sentencing and during the correctional phase (Mpuang, 2005). By now it should be clear that reintegration concept not only serves the social interest by preventing recidivism or the act of a person repeating an undesirable behavior after he has either experienced negative consequences of that behavior, or has been treated or trained to extinguish that behavior, but also serves the personal life of the offender who benefits from opportunities of a crime-free life.

Reintegration should introduce the broader social issues into the criminal justice system, creating an area of convergence with the social welfare, public health, educational systems, and local structures. Collaboration is needed from and within all stakeholders including the civil society organizations to ensure that CICL harmoniously and peacefully live a new life in the community.

Figure 1: shows the paradigm of collaboration between and among all sectors in helping the CICL or the "new kids in town" be restored in the society

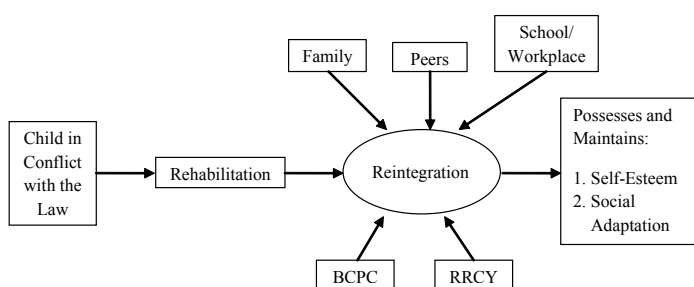


Figure 1. Paradigm of collaboration among sectors in restoring CICL

The schematic diagram shows that through rehabilitation in RRCY, the CICL is deemed ready for reintegration to his family or custodian. Rehabilitation is seen as a process that restores the child offender's deviant behavior, thus, capacitating him enough to restore relationships with his family and co-exist

with the whole community (school/workplace, peers, BCPC, and RRCY) which are considered as favorable factors to his fast and sustained adaptation and adjustment in the new life outside the rehabilitation center. It is hypothesized that self-esteem and social adaptation are possessed by the "reintegrated child."

DEFINITION OF TERMS

The terms used in the study were defined according to their conceptual and operational meanings, as follows:

Barangay Council for the Protection of Children

Is defined in Presidential Decree 603 as a community body that shall coordinate with the Council for the Welfare of Children in drawing and implementing plans for the promotion of child and youth welfare. In the study, it is the structure that helps the CICL maintain behavioral transformation in the community through after-care support services, such as counseling and other activities.

Child in Conflict with the Law

Is a child or young person who is alleged to have committed or who has been found to commit an offense (The United Nations Standard Minimum Rules for the Administration of Juvenile Justice as adopted by General Assembly Resolution 40/33 on 29 November 1985). A juvenile/CICL, in this study, is any child above 15 and below 18 years old who was a juvenile delinquent and underwent rehabilitation at the RRCY in Region VI.

Family

Is defined in Article XV of the 1986 Philippine Constitution as the foundation of the nation and the basic unit of the society where children are molded. In the study, family is biological composed of the parents and siblings of the rehabilitated child or the guardian/custodian consisting of relatives or other people with whom the child is reintegrated.

Peer

According to Merriam-Webster Dictionary (2010) is one that is of equal standing with another or belonging to the same societal group especially based on age, grade, or status. In the study, a peer is a companion of the CICL in the reintegration phase.

Rehabilitation

Is the process of rectifying or modifying a child's negative behavior or attitude which enables the child to change his negative behavior into something positive and acceptable to the community (Rule 71, Part XI of RA 9344). In the study, rehabilitation is considered as an action or treatment provided by the Social Workers and related professionals in RRCY to help CICL deal with the problems that led them into the crime so they do not re-offend again and defy authority.

Reintegration

According to Rule 71, Part XI of Republic Act 9344, is the process which promotes or facilitates the acceptance of the child back in the community with the healing of the victim's and the community's wounds that were inflicted on them by the offense. In this study, reintegration phase is seen as bringing back the rehabilitated child to his own family.

School

Is viewed by Hirsch (1996) as a venue providing all children equally the knowledge and skills that would keep them independent and free. School is considered in this research as the venue where the selected CICL learn through classroom instruction and interaction with others.

Self-esteem

According to Mruk (2006) is intensely personal, in part because it says something about who one is and how he lives his life. It may either have something to do with an abiding sense of worthiness as a person or the experience of being able to solve problems competently, or both. In this study, self-esteem is the value the CICL puts into himself after the rehabilitation.

Social adaptation

Is the ability to live and express oneself according to social restrictions and cultural demands (McGraw-Hill Dictionary of Modern Medicine, 2002). Social adaptation is defined in the study as the capacity of the rehabilitated child to harmoniously live with the people in his environment.

Workplace

Is a place where people are employed (The American Heritage Dictionary: 4th edition, 2005). In this study, workplace is where activities and tasks were delivered by the CICL in order to earn wage or compensation.

SCOPE AND LIMITATIONS OF THE STUDY

This study involved six selected male CICL rehabilitated at RRCY in Region VI between 2002-2007 and were reintegrated to their respective communities. Particularly, those who committed cases, such as crime against person or homicide, drug-related violations, and crime against property, were purposively selected. The research used qualitative and quantitative approaches, such as field notes and recordings, case study method, and standardized tests in determining the objectives stated. The results of psychological tests taken by the respondents within the rehabilitation were not used because they were incomplete, thus, comparison as to the level of their self-esteem before rehabilitation and during reintegration were not made.

Inductive data analysis was done on data regarding the life of the reintegrated child offenders as they interacted with their families, school or workplace, and the community represented by the BCPC. Quantitative analysis was done on psychological tests to measure the level of self-esteem and social adaptation of the cases.

Significance of the Study

This study dealt with comprehensive documentation of the lives of six "new kids in town" or those selected CICL in Region VI, and the assessment of their rehabilitation and reintegration to determine if these were in accordance with what is being stipulated in PD 603, CRC, and RA 9344.

Children in Conflict with the Law

Particularly, the results or findings and recommendations will help the cases form positive realizations to sustain their successful reintegration in the community and not re-offend again.

Family of the CICL

This study will enable the family of participants realize their influence in the undesirable action of their

children, and their responsibilities over their children's reintegration phase.

Community of the CICL

The conduct of this study was a big advantage to the community, specifically, the personnel in the CICL's workplace, or school of the "new kid in town," and BCPC of their vital responsibilities to help CICL in their locality sustain successful reintegration with the rest of the members of the community.

Barangay Council for the Protection of Children

The results of this study will enable the Barangay Council for the Protection of Children realize their big influence on

the children in their community, their responsibility to those who commit offenses, and their commitment to establish juvenile delinquency plans that would prevent commission of crimes by the children. It is important that they know the provisions of the laws and issuances for children to better serve the specific age group.

Regional Rehabilitation Center for Youth

This study will help RRCY in Region VI validate their influence towards those who have been rehabilitated if indeed these children possess and maintain positive self-esteem and social adaptation in their reintegration phase. The results may serve to help the government strengthen the structures working for the protection of children thereby, serving their best interest.

Chapter II

REVIEW OF RELATED LITERATURE

This chapter presents literature related to the present study. The reality behind CICL is presented first, followed by studies on rehabilitation of children breaking the law, family and community, and self-esteem and social adaptation.

On Children in Conflict with the Law

The Defence for Children International (DCI) presented in Geneva (2007) the research, "From Legislation to Action? Trends in Juvenile Justice System Across 15 Countries." It was a preliminary mapping of the implementation of relevant international standards on juvenile justice in Albania, Argentina, Belgium, Bolivia, Canada, Chile, Costa Rica, France, Ghana, Italy, The Netherlands, Niger, Palestine Sierra Leone, and Uganda.

The findings of Defense for Children International revealed that in vast majority of cases, children deprived of their liberty were abused by professionals charged with their care, and by other detainees, with total impunity. Information from the national sections suggested that there was an increasing culture of "responsibility" and "accountability" where these practices were denounced and disciplinary action was taken against the perpetrators of these acts. The study concluded in general that, limiting factors preventing States or the government from using diversion and alternatives to deprivation of liberty included misuse of financial and human resources as well as poor

infrastructure and training.

A thematic consultation for United Nations Secretary General's study (April 4-5, 2005) on Violence Against Children in Conflict with the Law was held in Geneva. The participating countries, including the Philippines, reported that the key issues that brought CICL were: (1) the use of justice system for children in need of care and protection; the criminalization of normal, petty misbehavior, survival behaviors and status offenses; and the criminalization of children who are victims of abuse; (2) violence in the home and dysfunctional families; (3) the failure of care and protection systems, including the lack of social support systems, appropriate social policies, and preventive programs; (4) discrimination against vulnerable groups of children, including negative attitudes and stigmatization of children based on race, gender, ethnicity, etc.; and (5) social and economic conditions, particularly poverty and socio-economic inequalities.

A research made by Sandra Egger (2005) entitled, "Assessment of Children in Conflict with the Law," was commissioned by UNICEF Cambodia. The broad aim of the study was to examine the way CICL in Cambodia were treated. According to Egger, there were serious deficiencies in the laws and in the response of the criminal justice agencies, and the rights of children were routinely violated at all stages in the criminal justice process. There was no age

of criminal responsibility and no system of juvenile justice in Cambodia. Children were generally detained in adult prisons and usually, were not separated from adult prisoners.

Felisa U. Etemadi, Ching Li Ye, and Cresencio Bermudez, Jr (2004) conducted the research entitled, "Children in Conflict with the Law in Cebu: Profile and Experience with the Juvenile Justice Process" funded by the Save the Children Foundation UK-Philippine Programme. Salient findings focused on the socio-demographic profile of CICL in the five localities the gaps in the prevailing juvenile justice process, and the impact of these on CICL. The research identified the most common offenses committed by CICL were theft, robbery and rugby sniffing for males, and theft and shabu (popular name for metamphetamine hydrochloride, an illegal drug) for females.

Florence Martin and John Parry-Williams (2005) of Save the Children Foundation published a study entitled "The Right Not to Lose Hope: Children in Conflict with the Law – A Policy Analysis and Examples of Good Practice." They presented the truth they discovered about youth offending, that primarily, overwhelming majority of CICL (over 90% of them) were indeed petty offenders, who mainly commit offenses against property. They added the fact that four out of five children who committed an offense only committed once in their lifetime, is not only true of the Philippines, of Laos, of Kenya or Ethiopia, but is also true of industrialized countries and even countries facing major levels of social and community violence.

Save the Children Foundation-United Kingdom Chapter (2004) made a study, *Breaking Rules: Children in Conflict with the Law and the Juvenile Justice Process in Metro Manila, Cebu and Davao Cities*. The objectives focused on generating and analyzing quantitative and qualitative data on the situation of children in conflict with the law, describe the processes in administering children's justice at the community, police and prosecutor level and to identify gaps and problems, establish the various stages CICL are within the justice system, and understand better the impact of the criminal justice system by seeking the views of children who have been directly affected by it.

The findings revealed that 90% of CICL arrested, 94% of 5, 233 CICL in Cebu or whose cases had been lodged with Family Courts (99% of 706 cases in Metro Manila and 91% of 452 cases in Davao) were first-time offenders. Moreover, a greater number (86%) of CICL in various custodial centers in Cebu were found

to be there for the first time and the majority of them were also first-time offenders. The studies also found that abuses from law enforcers (verbal, physical and psychological) were common occurrences and the rights of children were often denied or violated.

The article, *Kids Behind Bars* (edited by Stan Meuwese and printed in 2003) presented that based on global estimates, there were at least one million children deprived of their liberty worldwide. It also stated that the proportion of juveniles in prison varies per country from 0.5 to 30% of the total prison population. The kids behind bars emphasized that children in institutions all over the world were victims of acute social discrimination, and endemic denial of their civil, political, economic, social and cultural rights, particularly in comparison with children who lived with their families. The identified ill conditions resulted in abandoning children in an institutional system prejudices their emotional, mental and physical development.

On Rehabilitating Children in Conflict with the Law

UNICEF Montenegro (June 15, 2009) wrote in its media center the provision in Article 40 of the UN CRC, that children in conflict with the law have the right to "treatment that promotes their sense of dignity and worth." Within juvenile justice system reform in Montenegro, alternatives to judicial proceedings for juvenile offenders were introduced into the legal system. As a result, the court or the prosecutor general may impose alternative measures to juvenile for a crime punished by a fine or up to five years in prison. In order for this to happen, prosecutors needed to learn about the benefits of alternative measures, which was the aim of the roundtable organized by UNICEF, Ministry of Justice and European Commission in Podgorica in the same year.

Save the Children Foundation (2004) published the book, *Children in Conflict with the Law in Cebu: Profile and Experience with Juvenile Justice System*. It included the CICL experience during rehabilitation presenting that all respondents generally agreed that RRCY is much better than Bagong Buhay Rehabilitation Center (BBRC). A certain respondent liked RRCY because it is not a jail. Since it has no grills, it was like home. The children had enough supplies for basic needs, staff was attentive, and recreational activities at the same time were provided.

Another publication of Save the Children Foundation UK (2004) was, *Breaking Rules: Children in Conflict with the Law and the Juvenile Justice*

Process (The Experience in the Philippines. The study conducted in Luzon (Metro Manila), Visayas (Cebu City), and Mindanao (Davao City) aimed to examine the trends in the statistics and the nature of problems and issues confronting CICL as they go through the formal justice system. The result showed that 93 CICL (88%) in Cebu study agreed that their stay in RRCY prepared them to go back to their communities and they are optimistic about their behavior change. The respondents in the same City said they learned to be responsible and respectful towards their elders.

On Family and Community

Rede Samson's (January 2009) speech, "Work with Children in Conflict with the Law: A Continuing Challenge for the Salesian Philippine South Province," in Don Bosco Forum, highlighted the fact that young Filipino offenders were often from large families with five to six children with very low income (only about Eighty Nine Euros-€ 89.00) per month and often fathers were unemployed. The speech emphasized that breakdown of family means that poverty is even more grinding as single parents try to provide for their children.

Chief Researcher Sandra Egger (2005) of the Research Institute for Asia and the Pacific (University of Sydney, Australia) conducted, "An Assessment about Children in Conflict with the Law/Child Justice." The information reported the children's background prior to imprisonment that revealed a picture of social, economical and educational disadvantage. A disturbingly high number had both parents deceased (16.9%) and fewer than half were living with both parents (42.4%). The educational level achieved by the children prior to incarceration was not high. Many did not complete Grade 1 (18.6%) and more than half of the sample left school at Grade 4 or below (55.9%). Less than half could read and write (40.7%).

Florence Martin and John Parry-Williams' (2005) research on, "The Right Not to Lose Hope: Children in Conflict with the Law – a policy analysis and examples of good practice," was funded and published by Save the Children Foundation. The report demonstrated that same patterns were found throughout the world in the lives of children who ended up in conflict with the law, whether in Honduras, the Philippines, Uganda or China. More often than not there was a background of poverty, marginalization or exclusion, a pattern of violence or neglect in the family or community, a failure in the child's care and protection support mechanisms, lack of opportunities and loss of hope.

Felisa U. Etemadi, Ching Li Ye, and Cresencio

Bermudez Jr. (2004) study on, "Children in Conflict with the Law in Cebu: Profile and Personal Experience with the Juvenile Justice Process," reported that the parents of majority of the CICL were alive, and living together. Almost half of the CICL in BBRC, however, had broken families. Meanwhile, six (6) out of (ten) 10 CICL were not living with their parents at the time of the arrest.

C. W. Morris (1934) stated that, "the human individual who possesses a self is always a member of a larger social community, a more extensive social group, than that in which he immediately and directly finds himself, or to which he immediately and directly belongs." The attitude of the family (parents and siblings) towards a rehabilitated child should foster love and support towards his renewal.

On Barangay Council for the Protection of Children

The Department of the Interior and Local Government (DILG) issued Memorandum Circular No. 2002-121 to all Provincial Governors, City/Municipal Mayors, Punong Barangays, DILG Regional Directors, Field Officers, and Others Concerned on August 5, 2002, on the subject, Revised Guidelines on the Organization and Strengthening of the Local Councils for the Protection of Children (LCPC) at the Provincial, City, Municipal, and Barangay Levels. It mandated all Local Chief Executives to organize/reorganize provincial, city, municipal, and barangay Council for the Protection of Children (CPC) at all levels and lead in the implementation of all children's programs in their respective localities.

The legal bases for the aforementioned Memorandum Circular which mandated the creation and strengthening of structures were: Republic Act 7610 (Special Protection of Children Against Child Abuse, Exploitation and Discrimination Act; Articles 359 and 360 of the Civil Code of the Philippines; Article 87 of Presidential Decree (PD) 603 (Child and Youth Welfare Code); and Republic Act 8980 (Early Childhood Care and Development).

The passage of the RA 9344 or the "Juvenile Justice and Welfare Act" of 2006 given more emphasis on the LCPC's crucial role in the protection of our children. Title III, Chapter 1, Section 15 of the Act provides that, LCPC shall be strengthened and be the primary agency to coordinate with and assist the LGUs in the formulation of a comprehensive plan on juvenile delinquency prevention and to oversee its proper implementation.

All regions in Visayas reported 100% (16)

Provincial Council for the Protection of Children (PCPC) organization, All the 16 organized PCPC were assessed on functionality status. Region VII has the highest percentage of functional PCPC with 100% while Region VI has the lowest with 33.3%.

In the City Council for the Protection of Children (CCPC) functionality, all regions in Visayas reported 100% (32) CCPC organization. All organized CCPC were assessed on functionality status. Region VIII has the highest percentage of functional CCPC (100%) while Region VI has the lowest (38%).

The Municipal Council for the Protection of Children report showed that all 376 municipalities in the Visayas Region reported a 100% MCPC organization. Of the total organized, 374 were assessed with Region VIII having the highest (46%) functional MCPC while Region VI has the lowest (29%). In Region VI, only 115 of the 117 organized MCPC were assessed.

In the Barangay Council for the Protection of Children (BCPC) functionality, Regions VII and VIII have 100% BCPC organization in the Visayas area, while Region VI has 99.98%. Of the total, 11,443 BCPC organized, 11,228 were assessed on their functionality status. Region VIII had the highest functional BCPC with 28% while Region VI, the lowest at 17%. In Region VI, only 3,835 of the 4,050 organized BCPC were assessed.

On Self-Esteem and Social Adaptation

A research entitled, "Causes of Juvenile Delinquency," was done by Kanjanawong Surewere (2007) to study causes of committed crimes and measures to solve the committed crimes among juvenile delinquents. In this study, social and environmental causes pointed out that educational

levels of most of juvenile delinquents were secondary school and primary school at almost the same rate, parent's marital status were either separated or divorced, their residence were in slum areas, having been brought up with permissive type of child rearing, the relationship between parents did not depend on each other.

Kwok Leung and Sing Lau (1988) of Chinese University of Hongkong studied, "The Effects of Self-Concept and Perceived Disapproval of Delinquent Behavior in School Children," in 1988. To evaluate the hypotheses, 1,668 students from Grade 7 to Grade 9 responded to a questionnaire that measured their general self-esteem.

The study showed that regression analyses indicated that poor academic self-concept and poor relationship in school and with parents were related to a higher frequency of delinquent behavior. However, a higher frequency of delinquent behavior was related to a more positive self-concept with regard to social ability and physical ability. Finally, higher perceived approval from parents and peers was related to more delinquent behavior.

Kenneth St. C. Levy (1997) studied, "The Contribution of Self-Concept in the Etiology of Adolescent Delinquent to provide further data on the self-concept of adolescents, both delinquent and non-delinquent. It was hypothesized that higher self-concept would be related to lower delinquency. The results supported the notion that self-concept and delinquency were related by more than a mere global relationship. According to Levy, they tend to show that the relationship between these two was complex, but that some of the components of self-concept and their relationships with delinquency can be assessed.

Chapter III

METHODOLOGY

This chapter presents the research design, the cases of CICL, data gathering techniques, data gathering tools, data collection, and data analysis procedures.

Research Design

This is primarily a qualitative study that employed descriptive narratives such as case study method, field notes and recordings on the life of the six "new kids in town" or the selected CICL from RRCY in Region

VI who were in their reintegration phase at the time of the study. A comprehensive documentation was done about the CICL's experiences, from their arrest and rehabilitation, and the role and influence of their communities during the time of the study. Quantitative data on the frequency of these experiences were included together with psychological tests, such as Rosenberg Self-Esteem Scale and Basic Personality Inventory that determined the level of the CICL's self-esteem and social adaptation.

Participants to the Study

Six selected CICL released in 2002-2007 were taken as participants and comprehensively studied. Their ages range from 13-18 years at the time of the commission of crimes against person or homicide, drug-related violations, and against property. One case (Junior) committed the offense thrice and was brought to RRCY twice (13 & 16). All the CICL lived in the provinces of Aklan, Guimaras, and Capiz and cities of Roxas and Iloilo at the time of the study together with their biological parents or custodian

whom they called and considered as families during the reintegration phase.

Since there were confidentiality issues on the cases and rules governing the operations of RRCY, approval from the DSWD Secretary was obtained before the conduct of the study and cases were chosen upon recommendation of social workers, based on the available records in the center. A meeting with the center personnel was conducted to get the profile of the six CICL. Table 1 shows the data on the apprehension and discharge of the cases.

Table 1. Profile of the Six Selected Children in Conflict with the Law

Dimension	I.L.A. alias "Juan"	A.A. alias "Pedro"	A.E. alias "Joaquin"	D.D. alias "Amar"	C.B. alias "Danding"	M.R.H. alias "Junior"
A.) Apprehension						
1. Age upon the commission of offense	17	17	17	16	17	13, 16, 18
2. Nature of Offense	Crime Against Person	Crime Against Property	Drug Related Violation	Crime Against Property	Crime Against Property	Crime Against Property
3. Status of Offense	Dismissed	Dismissed	Dismissed	Dismissed	Dismissed	Dismissed
B.) Discharge						
1. Nature of Discharge	Return to Custodian	Return to Custodian	Return to Parents	Return to Custodian	Return to Relative	Return to Relative
2. Age upon Discharge	19	18	20	18	18	13, 16, 18
3. Age during data Gathering	19	23	21	20	20	22
C.) Personal Data						
1. Highest Educational Attainment	Primary	Graduated B.S. Education	3rd Year High School	Secondary	2nd Year B.S. Agriculture	Primary
2. Civil Status	Single	Single	Single	Single	Single	Single
3. Religion	Roman Catholic	Roman Catholic	Roman Catholic	Roman Catholic	Roman Catholic	Roman Catholic

Purposive sampling was employed to ensure that the most informative segment of the population was taken. The cases were personally selected by Social Workers assigned at the center with the following criteria:

(a.) greater possibility that they will cooperate and accommodate the researcher's request; (b.) accessible to the researcher and residing in Region VI; and (c.) released to their respective guardians or custodians.

Data Gathering Techniques

The researcher employed qualitative methods and quantitative techniques of gathering data.

Qualitative Methods

Case study method was used by the researcher to do an empirical inquiry about the life and experiences of the CICL with law enforcement, rehabilitation, and reintegration in the community. In particular, the researcher made use of this qualitative research method to examine the real-life situations and provide the basis for the application of ideas and extension of methods relevant to the objectives stated.

Field Research was done in the study with the primary goal of capturing what happened without being judgmental. In the case of the CICL, this was done by presenting them in their own terms and perspectives, and gathering data in the natural setting where they were reintegrated. Primarily, data gathered in the field focused in their present life and the role and influence of their families, peers, school/workplace, RRCY, and BCPC.

Direct Naturalistic Observation What has been generated from the field research, such as the role, influences, and factors that helped the CICL adapt in the community as described by their family members, peers, school personnel and work supervisors, and BCPCs were validated through actual and objective observations. Camera and video recorder were used to document the observed phenomenon.

Direct observation on how the family and others in the community were treating, interacting, and influencing the selected CICL and how the CICL related in return was also done during actual data gathering.

Indigenous techniques of collecting information as described by Pepua (1982, Sikolohiyang Pilino) were used. In order to establish rapport and cooperation with the subject and other participants to the study, the sequence of interpersonal relationship as suggested by Enriquez was followed, starting from engaging a *"tulay"* to *"padalaw-dalaw."* A *tulay* or *bridge* was identified to introduce the researcher to the child offender and his family, peers, school or workplace, RRCY, and the BCPC.

During the **interviews** and **focus group discussions**, *pakapa-kapa* (groping) was specifically

used to build rapport with families, peers, school personnel, workplace managers/supervisors, BCPC members, and RRCY personnel. Questions focused on preliminary matters as the school/work in general and on basic things such as how well they knew the case, and for how long. Through *pakikiramdam* (*sensing*), the researcher determined if it was time to proceed to the study proper and then introduced to the interviewees the study, their possible involvement in the study, and the purpose of the study. *Pagtatanung-tanong* (*questioning*) and *pakikipagkuwentuhan* (*story telling*) techniques were then used to get to the interview proper. *Pagdalaw* (*visits*) helped in establishing closer interpersonal relationships and facilitating direct observation of the CICL and the community.

Quantitative Techniques

The frequency of the experiences of the CICL was taken and used to present the data gathered from the field. Standardized tests were employed to determine the level of the CICL's self-esteem and social adaptation. Specifically, Rosenberg Self-Esteem Scale and Basic Personality Inventory were used. Detailed descriptions, scoring, and interpretations of the two standardized tests mentioned are included in data gathering tools and procedures.

Data Gathering Tools

The interviews and focus group discussions were conducted in March-June 2009. Three consecutive visits per component (family, peers, school or workplace, and BCPC) covered the actual data gathering. During the first visit, the study and its purpose were discussed with each of the CICL and the community (family, peers, school or workplace, and BCPC) to get their informed consent (through the help of a *tulay* who linked the respondents to the researcher and the assistants). The family, peers, the school administrator or work manager/supervisor were then interviewed on the topics covered in the research instruments and techniques. After which, focus group discussions were conducted with the BCPC to get more information.

Interviews and FGDs were done during visits. Events that transpired in the three field visits were recorded. In this study, semi-structured interview with the use of matrices was employed, consisted of a series of questions about the CICL and their experiences with law enforcement and rehabilitation. Particular questions to the six CICL were: (a) before

rehabilitation: what factors triggered the delinquent act; (b) law enforcement experienced related to the arrest; (c) during rehabilitation: length of stay, experiences, learnings, and realizations; (d) during reintegration: daily routine, role, and influence of the community; (e) factors that helped faster adaptation in the community; (f.) attitude towards the future; and (g.) possibility of repeating the offense.

The peers were also interviewed about: (a.) length of friendship with the CICL; (b.) memories with the CICL before the commission of crime; (c.) traits of the CICL; (d.) reaction to the delinquent act and how it hampered their relationship; (e.) behavior of the CICL in the reintegration phase; (f.) changes on relationship in the reintegration; (g.) possibility of the respondent repeating the offense again based on their own observation of them; and (h.) role and influence to the CICL in the reintegration.

The family was asked about: (a.) structure or composition, (b.) role and influence on the CICL, (c.) socio-economic status, (d.) relationship between parents/guardian, (e.) parental supervision, relationship of siblings to each other and the parents, (f.) communication pattern between family members, (g.) decision making, and (h.) belief system such as religion and morality.

The school administrators or workplace managers/supervisors were visited to get the following information about the CICL: (a) nature of work and length of stay in the school/workplace, (b) performance in school/work including attendance, punctuality, and output, (c.) behavior in the environment, (d.) relationship with others, (e.) role and influence on the CICL. Quantitative technique was used to derive frequencies from information gathered.

Focused group discussion (FGD) was done with small groups, usually four to eight persons who were asked to respond to series of questions from the researcher. Participants formed a circle and heard each other's responses to the questions. The objective was to get at what people really thought about an issue or issues in a social context where the participants could hear the views of others and consider their own views accordingly. This FGD was employed to the BCPC to get pertinent information on their role and influence in the reintegration phase of the CICL including: (a.) composition or membership of BCPC, (b.) functions as a committee, (c.) frequency of meetings and documentation reports, (d.) actions during the child offender's commission of the crime, and (e.) behavior of the CICL in the community during reintegration phase.

Rosenberg Self-Esteem Scale (RSE) was used to measure the six CICL's level of self-worth. According to the manual, this scale contains ten items that assess global self-esteem (Morris Rosenberg, 1965). Rosenberg scored the ten-question scale that was presented with four response choices, ranging from strongly agree to strongly disagree, as a six-item Guttman scale. The first item included questions one to three, and received a positive score if two or three of its questions were answered positively. Questions four, five, nine, and ten were aggregated into two other items that were scored positively, if both questions had positive answers. Questions six to eight counted individually formed the final three items. For the negatively worded RSE questions, responses that expressed disagreement, and hence, were consistent with high self-esteem, were considered positive or endorsed.

Basic Personality Inventory (BPI) was employed to know the social adaptability of the cases. The inventory appraised a number of broad facets of personality and psychopathology of the child offenders. The BPI was designed to make limited linguistic demands on the respondent, to be relatively short, and to be convenient to score, while providing useful information in profile form.

The BPI is a 12-scale personality inventory consisting of 240 true or false items measuring relatively differentiated components of psychopathology. These 240 statements describe activities, interests, and characteristic behaviors. Items were tested in the standardization process on a number of populations for readability and comprehensibility. The item order was designed to maximize scoring convenience with a single template and to provide respondents with variations in item content.

The following presents a list of the scale names and abbreviations and outlines scale descriptions characteristic of both low and high score for each of the 11 substantive scales and for the critical item scale, Deviation. The scales can be organized into six broad categories, namely: A. Measures of Inadequate or Deviant Socialization and Impulse Control – *Interpersonal Problems*, *Alienation*, *Impulse Expression*; B. Measures of Mood and Personal/Emotional Adjustment – *Depression*, *Anxiety*, *Hypochondriasis*; C. Measures of Cognitive Functioning – *Persecutory Ideas*, *Thinking Disorder*; D. Measures of Self Perception and Sociability – *Self Depreciation*, *Social Introversion*; E. Measure of Critical Deviant Behaviors – *Deviation*; F. Measure of Test Taking Style – *Denial*.

Data Gathering Procedure

The researcher had a meeting with RRCY personnel in Guimaras Province to finalize the cases to be included in the study. After accepting the choice of the Center staff of the six child offenders to be involved, the researcher conducted the first visit to each case in his present dwelling. Hired research assistants accompanied the researcher for them to know the procedures and the kind of data to be gathered. The assistants were involved in the field works, directly and naturally observing the CICL, and conducted interviews and focus group discussions with the participants to get pertinent data.

The second and third sessions was conducted by the research assistants without the researcher. Matrices designed for the interviews and focus group discussions, and verbatim reports were accomplished by the assistants a week after every visit.

In the third field visit, the researcher administered Rosenberg Self-Esteem Scale and Basic Personality Inventory to each case. An expression of gratitude was done to the families of the CICL and BCPC members for the help given. The contract with the hired research assistants was terminated after they finished the second and third field visits to the community. The researcher returned to the CICL's community and gathered more data to fill gaps in information submitted by the assistants. The results of the field research, RSE, and BPI were then integrated to make comprehensive interpretations.

The RRCY staff was convened after accomplishing all field visits to discuss their role in the reintegration phase of the child offenders, and to give feedback about

the results of the field works and recommendations of the researcher based on the findings.

Data Analysis Procedure

The researcher used Inductive Data Analysis of the field interviews and focus group discussions conducted for a detailed description of the CICL's real life situation and the role of the community in the reintegration phase. This assessed the data from field interviews and focus group discussions conducted. Particularly, events were considered and interpretations on developments during the field works were developed. Similar events were noted from every visit and from different respondents to identify patterns and uniqueness across cases.

Since matrices served as guide in the interviews, Logical Analysis or Matrix Analysis was used to further interpret the data taken from the field. Similarities and differences of results from the interviews and focus group discussion were compared from one respondent to another to make a profile of the CICL's family and community in general. Frequency distribution and percentage were employed and presented to show relevant quantitative details of data gathered.

Rosenberg and Basic Personality Inventory's scoring methods provided in the manuals were used to get the scores of the respondents on the self-esteem scale and social adaptability. Interpretations were done with the aid of respective manuals of the two tests. In the RSE, scores between 15-25 are within normal range while scores below 15 suggest low self-esteem. The BPI suggests that standard scores in the scales of 10-50 are very low, 51-70 are normal, and 71-110 are markedly elevated.

Chapter IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data, their analysis, and interpretation in accordance with the objectives of the study.

Experiences of the Selected CICL Regarding Law Enforcement

In this study, the cases experienced being handcuffed, physically forced, abused, and tortured during the arrest and questioning. Table 2 shows the CICL's experiences with the law enforcement officers and other parties involved, upon their commission of offense.

Table 2. Experiences of Selected CICL During Law Enforcement

Experiences	Frequency
Use of Handcuffs	2
Physical force (e.g. grabbing)	1
Torture	1
Verbal Threat	1
Fingerprints taken	1
Parents informed	2
Brought to PNP Station	6
Referred to CSWDO/MSWDO/DSWD	3
Detained at PNP	6
Detained at BJMP	4
Referred to RRCY	6

Two out of six cases experienced being handcuffed. Amar and Junior who both committed crime against property were humiliated while they were arrested in public. Amar verbalized he was ashamed because of the presence of many people (“kahuluya gid ya kay damo tawo”) since he was arrested by the CI at SM City mall where he was caught with an unpaid shirt. Junior was arrested by the Police officer, handcuffed him and immediately took him to the station. Physical force was used with Junior when he was suddenly grabbed without any warning by the Barangay Tanod and brought to the police station when someone pointed at him to be the culprit in stealing two sacks of onions.

Article 40 of CRC states that, “children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below where children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.”

Among the negative experiences of the CICL presented on Table 2, the most painful experience was that of Danding who committed crime against property. He was tortured, kicked, and mauled by the security guard after catching him in the warehouse stealing some metal scraps. Joaquin who was accused of drug-related violation was threatened by the Police officer to admit the offense, thus, he was forced to tell a lie and was brought to RRCY even if he said he did not commit the offense.

The experiences of the CICL, such as being handcuffed, physically forced, tortured, and threatened were all against the law as stated in Articles 19 and 37 of CRC, Article 3.1, 3.8 of PD 603, and RA 9344 which states that, “the child in conflict with the law shall have (a) the right to be treated with humanity and respect for the inherent dignity of the person, and in a manner which takes into account the needs of a person of his/her age; and (b) the right not to be subjected to torture or other cruel, inhuman or degrading treatment or punishment.”

These particular experiences of the selected CICL were similar to what Sandra Egger (2005) revealed when she made an assessment of CICL in Cambodia. Egger found serious deficiencies in the laws and in the response of the criminal justice agencies, and that the rights of children were routinely violated at all stages in Cambodia’s criminal justice process.

Juan (committed crime against person) and Danding broke the law between 2006-2007 when

RA 9344 was already implemented and yet they experienced being detained in PNP stations. The flow chart of RA 9344 shows that when a child commits an offense without discernment, the Law Enforcement Officer (LEO) should take proper procedures like identifying himself, explaining to CICL the reasons for arrest, nature of offense and his Constitutional rights, and determining the age of the child as parts of the initial contact with the child. Within eight (8) hours after apprehension, the LEO should notify the parents/guardian, Local Social Welfare and Development Office, and Public Attorney’s Office, then take the CICL to a mental and health office for physical and mental examination.

The experiences of Juan and Danding to be detained in the police stations were against Rule 28.a of RA 9344 that prohibits locking up a CICL in a detention cell nor being detained in the Provincial, City, or Municipal jail, even if there are quarters separate from adult detainees. This circumstance deprived them of their right to liberty.

All the six CICL reported were taken into police station and detained there for a minimum of one night and a maximum of 45 days (in the case of drug-related crime) before being referred to juvenile facilities. The legal procedures commonly experienced by the cases were: being detained at the PNP station, referred to CSWDO/MSWDO/DSWD, and referred to RRCY. Of these four (4) legal procedures, being detained at PNP and being referred to RRCY were experienced by all the cases.

Majority of these selected CICL experienced being imprisoned in BJMP that should be for adult detention only. This particular experience of being detained in PNP and BJMP was against the provision in Article 37 of CRC that ensures the protection of CICL in order not to be put in prison with adult prisoners. Rule 5 of RA 9344 further supports this violation since it says that any CICL has the right not to be unlawfully or arbitrarily deprived of his/her liberty, making detention or imprisonment being a disposition of last resort, and shall be for the shortest appropriate period of time. This rule further instructs that CICL should be separated from adult offenders at all times.

The negative experiences of the CICL confirm the report of the Defence for Children International (2007) presented in Geneva that indeed, “many State parties still have a long way to go in achieving full compliance with the CRC, from the areas of procedural rights to the development and implementation of measures in dealing with CICL without resorting to judicial proceedings, and the use of deprivation on liberty only

as a measure of last resort.”

Experiences of the Selected CICL with Rehabilitation

Five CICL experienced livelihood and skills enhancement programs like welding, sewing, and handicraft making. Other interventions provided were religious activities and educational assistance. The family of the CICL is also allowed to visit them at the center and when needed, dialogue with the parents of the CICL is done to resolve conflicts and issues between them and their parents. These services were confirmed by the cases that indeed they experienced such upon rehabilitation in RRCY VI as shown on Table 3.

Table 3. Experiences of the Selected CICL at the Rehabilitation Center

Experiences	Frequency
Intervention	
Behavior/Self-Improvement	6
Religious/Values Formation	2
Livelihood/Skills Enhancement	5
Educational	4
Program on Values Formation	
Spiritual	1
Self-Development/Behavioral Change	5
Family, Love	4

Five CICL expressed that there was notable improvement in their behavior as they learned to value love, their family, and the importance of prayer. Juan realized how important prayer and family were in his life to make him change into a better person (“didto gid ko nakapaminsar nga importante gale ang pangadi kag pamilya sa akon kabuhi para magbag-o ako”), while Junior, who committed the same offense thrice and was admitted at RRCY twice for stealing said regrets always happen in the end (“nasa huli ang pagsisisi”).

Joaquin, who according to him was only forced to admit the crime, said he also learned many things from his stay in the center such as: to control his temper all the time, delinquent acts will not reap good (“wala gid may ihatag nga kamayuhan ang pag-obra sang malain”), and not to lose hope (“may pag-asa man gyapon maskin natabo ni sa akon”). Danding realized there is a corresponding liability in his every

wrongdoing, thus, he became broad-minded, hopeful of the future, and caring for his uncle for his unbounded support for him despite his misconduct. Both Pedro and Amar stated they do not want to be involved in such offenses again and would stay away from bad company and influence of peers.

The CICL were also interviewed about their experiences with staff and personnel from RRCY. Majority said that staff were caring, accommodating, encouraging, kind, and nice. However, there were two CICL who claimed there were some who used bad words when talking to the minors, who did not provide their personal needs and supplies, and who were very watchful of their movements.

The researcher found out that due to poverty, parents of CICL could not afford their P 94.00/day counterpart for the rehabilitation in the center. Article 194 of PD 603 emphasizes the care and maintenance of youthful offender that, “if the parents or those persons liable to support the CICL can not pay all or part of said expenses, the Municipality in which the offense was committed shall pay one-third of said expenses or part thereof; the Province to which the Municipality belongs shall pay one-third; and the remaining one-third shall be borne by the national government.

Due to limited budget of the Local Government Units, their counterpart for the CICL’s rehabilitation was not paid on time. This circumstance affected the total operation of the RRCY, especially in terms of fund allocation and resources, resulting into limited or in some cases, lack of supplies for the CICL on rehabilitation.

In the duration of stay at the center, CICL experienced activities designed to improve their behavior and transformation in their values which they attributed to their rehabilitation as provided under the laws. All the cases availed of behavioral interventions, such as self-improvement and values formation. They were also taught how to do household chores and other activities.

The experiences of the CICL in this study are similar to the findings in the book published by Save the Children Foundation UK (2004) entitled, *Breaking Rules: Children in Conflict with the Law and the Juvenile Justice Process (The Experience in the Philippines)*. The study was conducted in Metro Manila, Cebu, and Davao Cities which presented that 93 CICL (88%) in the Cebu study agreed that their rehabilitation at RRCY prepared them for their reintegration to the community and that they were optimistic about their behavioral change.

Actual Role and Influence of the Community

The actual roles and influence of the family, peers, school or workplace of the CICL, the BCPC, and the RRCY in the reintegration were ascertained in this study.

The Role and Influence of the Family

Table 4 presents the role and influence of the family of the selected CICL when they were reintegrated with them.

Table 4. Role and Influence of the Family to Selected CICL in their Reintegration

Role and Influence of the Family	Frequency
Role	
Provide material security (food, clothing, shelter)	4
Provide educational needs (tuition fee, school supplies, allowance, others)	3
Demonstrate affection to fulfill emotional needs	5
Provide guidance and counseling	6
Influence	
Encourage open communication among members to express feelings and opinions freely	5
Inculcate good behavior and values (through dialogues and counseling)	5
Constant reminder to stay away from bad influence	6

Four CICL received provision for their physiological and safety needs such as food, shelter, and clothing. The two CICL, Juan and Pedro, lived separately from their foster families having houses of their own. They were both working, thus, capable of buying their personal needs.

Three CICL who were back in school were provided with educational needs. Joaquin's biological parents, and Amar and Danding's guardians shouldered their tuition fees, school supplies, allowances, and other school expenses. Joaquin said he helped his parents earn extra allowance from time to time by selling crafts he learned to make at RRCY. Amar was shy to ask money from his foster parents to spend for his school projects since he was not related by blood to them but they voluntarily gave him money including his allowance.

Five CICL experienced love, care, and understanding from their families. Joaquin, Junior, Juan, and Amar who lived with either their biological family or relatives really felt their affection. Even Pedro who was reintegrated to a priest felt his custodian's genuine concern. Amar felt that his foster parents cared for him since they accepted and supported him with his needs, however, he did not feel yet the kind of affection that real parents have for their child.

The family has strong influence in CICL's reintegration for it is with them that they are exposed most often. Five CICL were influenced by their biological and foster parents to openly express their ideas, opinions, and feelings so that there is open communication line among family members, especially when faced with family constraints. Through this, Juan and Danding said they became closer to their uncle, listened to their piece of advice and even consulted them about their plans in life who both gave them full support ("grabe gid ya suporta ni Uncle sa akon"). Joaquin, Junior, Pedro, and Amar all said they shared feelings and problems with their parents and guardian since they were free to express those. The priest who took care of Pedro wants problems to be expressed and discussed openly, then would give fair judgment afterwards.

All six CICL received guidance and counseling from their biological and foster family in their reintegration, especially with their future plans and behavioral reforms. Most of the CICL's elders counsel them to bridge the gap with any family member with whom they had misunderstanding. Majority of the selected CICL had their emotional needs and basic needs fulfilled.

All the parents and custodians of the six CICL inculcated good behavior and values to them, corrected them when they misbehaved, and constantly reminded them to stay away from bad peers and influences. The parents of CICL guided them to maintain their good behavior, such as being obedient, industrious, disciplined, responsible, honest, helpful, and hardworking, through counseling and dialogue.

The actual role played by the family of the six CICL in their reintegration was being active in providing for basic, educational, and other needs. Most of the CICL experienced being treated like real family members by their relatives and custodians. An important element of parenting role was fulfilled because parents and custodians showed parental responsiveness by being attuned and supportive to CICL's special needs. According to Baumrind (1991), these responses will foster individuality, self-regulation, and self-assertion.

The Role and Influence of Peers to Selected CICL in their Reintegration

CICL's peers were asked about their role and influence in CICL's lives during reintegration phase. Table 5 shows the data relevant to peer's role and influence.

Table 5. Role and Influence of Peers to Selected CICL in their Reintegration

Role and Influence of Peers	Frequency
Role	
Companion	4
Listener/Adviser	4
Influence	
Encourage to maintain positive behavioral transformation and avoid bad peers when together	6

Four peers of the CICL said their role towards their CICL friend when they were reintegrated to the community was more of their companion, listener, and adviser. They usually come together in their spare time such as when they played basketball and talked about their life issues. The peers became their sounding board since they expressed their feelings and future plans to them, and also elicited their advices.

All the peers of the six CICL influenced them to become better persons by encouraging them to maintain their positive behavior like helpfulness, friendliness, kindness, thoughtfulness, and generosity, and even helped them to avoid bad peers or influences when they were together.

All the six CICL's peers confirmed that commission of the crime by their friends did not hamper their friendship. According to them, it was even the time their CICL friends needed their full support as true friends. Not one among the peers of the selected CICL believed any of the cases could repeat the offense considering the CICL's realizations and experiences before, during and after rehabilitation, thus, their friendship remained sincere as it was before.

The Role and Influence of School/Workplace

The school is expected and directed to work together with families, government and non-government agencies in the prevention of juvenile delinquency and in the rehabilitation and reintegration

of the CICL. Specifically, Rule 20.b of RA 9344 says that the educational system should provide adequate, necessary and individualized educational schemes for children manifesting difficult behavior and children in conflict with the law.

In the study, three CICL continued their studies their respective community. Joaquin and Amar were in secondary level and Danding is in college. Two CICL were working, Juan as laborer in his uncle's farm and Pedro as a collector in a certain company. Both have worked for about one year already.

Classroom teachers, advisers, and principals in the schools where the three CICL studied revealed that their curriculum promoted the CICL's potentials and capabilities such as the mental, physical, and personality. They worked with parents by discussing whatever concerns their children had during the meeting of the Parents and Teachers Association where parents were required to meet regularly. In extra-curricular activities like field demonstration, parade, sports related activities, and others, Joaquin was active and showed satisfactory achievements. Amar's performance was very satisfactory; in fact he belonged to the top 10 in his class for the first and second grading periods. Meanwhile, Table 6 presents the role and influence of the school and workplace.

Table 6. Role and Influence of School/Workplace to Selected CICL in Reintegration

Role and Influence of the School/Workplace	Frequency
Role of the School	
Promote and develop full potentials (mental, talent, personality)	3
Work with parents and others concerning school activities	3
Implement extra-curricular activities	3
Provide counseling	3
Promote policies and rules that are fair and just	3
Help with financial needs	1
Influence of the School	
Motivate the students to learn more and finish studies	3
Encourage the CICL to perform well in class and maintain good behavior in school	3

Role and Influence of the School/Workplace	Frequency
Role of the Workplace	
Promote good work ethics (e.g. punctual, efficient, honest)	2
Develop good work attitudes (e.g. helpful, responsible, optimistic)	2
Reinforce work done (salary, wage)	2
Influence of the Workplace	
Encourage good interpersonal relationship with co-workers	2
Motivate to perform well	2

Policies and rules in school were applied equally to all the students. The school authorities emphasized that CICL were treated as regular children and received fair judgment from their teachers and classmates. Counseling was done if needed. One CICL received financial help from the teachers with his school expenses.

The wholesome influence of the three schools through the pleasant attitude of the teachers and advisers motivated the CICL to learn more and finish their studies. These school personnel also encouraged them to excel in class, and maintain good behavior such as being respectful, cooperative, and trustworthy. Joaquin demonstrated that he can behave well, is reliable, and can comply to assigned tasks. Amar was obedient and possessed a father-figure image among the other students, thus, often leads the class in school activities.

Juan did not finish elementary education and decided not to pursue to his studies rehabilitation and worked in his uncle's farm instead. Pedro is working at St. Peter Memorial Plan as a collector. The supervisors of the two CICL revealed they promoted good work ethics among those they employed, such as punctuality, efficiency, and honesty. Efficiency was monitored by checking daily employees' attendance and accomplishment of tasks. According to supervisors, the two report for work promptly and were seldom tardy. Pedro was specifically described to be "on time in remitting the collections." In fact, he was very efficient and would soon be promoted though the position was not yet specified. Juan worked even after 5:00 PM just to finish his tasks on the farm. Juan was said to be, "hardworking and industrious," while doing his work in the farm such as plowing the field and planting rice.

The workplace was true to its role in developing

good work attitudes and reinforcing the employees with compensation. The two CICL have demonstrated positive attitude in doing their tasks. Pedro was "honest and responsible" with his remittances while Juan possessed positive outlook in his work. When their supervisors were asked to describe how the CICL dealt with them, Pedro was said to be "polite and obedient," while Juan was "industrious and helpful." Both the CICL performed their tasks well, were accepted in their workplace, and consequently had good interpersonal relationships with co-workers.

In accordance with the law, the access to educational assistance is not a privilege but a right of every child. Article 71, Chapter I of PD 603 emphasizes that, the State shall see to it that no child is refused admission in public schools, especially in elementary education where all parents are mandated to let their children complete at least this level. However, Juan was not able to continue his studies and did not finish his primary course. The CICL opted to work in order to support himself and earn a living.

Aside from the academic aspect, other services were limited to providing counseling, as needed and free access to classroom instruction. The most integral part supposed to be implemented by the institutions as their obligation towards these CICL, as stated in Rule 20.2 of RA 9344, to provide for adequate, necessary and individualized educational schemes for children in conflict with the law was left out. Treating the CICL equally with regular students is not equivalent to giving them the kind of education and assistance they needed. The law says special provision because this group needs special attention and individualized educational schemes to bridge the gap since they stopped going to school until they were rehabilitated and reintegrated to the community. There is still individual enhancement and guidance that should be given to these children to ensure that reform will be sustained and maintained even beyond school days.

The Role and Influence of BCPC and RRCY

The study showed that the BCPCs did not play any role in selected CICL nor influenced them in their reintegration to the community. There were few programs and activities for children provided by the BCPCs relevant to their function to serve and protect the children in the community. Conduct of meetings, scholarship grants, and information campaign were among the identified programs of the barangays for children breaking the law.

Cases on juvenile delinquency were referred to DSWD in their respective area such as in the case of

Barangay San Miguel, where Pedro was reintegrated. Barangay Candelaria where Juan resided had no specific program except for Day Care Service and Supplemental Feeding. The members of the BCPC of Barangay Tanza where Junior returned had no idea what programs and activities to implement probably because they were not aware of their roles and how they would assist the children in their barangay, in general.

Only Barangay San Miguel, Jordan Guimaras and Barangay Concordia, Buenavista Guimaras where Pedro and Amar resided, respectively, had functional BCPC at the time of the study. BCPC in Barangay Candelaria, New Washington, Aklan and Poblacion President Roxas where Juan and Danding resided, respectively, were semi-functional, while the BCPCs in Barangays Lawa-an, Roxas City and Tanza-Estanzuela, Iloilo City where Joaquin and Junior lived were non-functional.

Information that surfaced during the focused group discussion with the BCPCs of the communities where the CICL were residing at the time of the study, revealed how weak the implementation of laws and issuances for children were. The visited BCPCs had no comprehensive plan on delinquency prevention nor community-based programs, thus, there were no documented activities for the CICL in their reintegration to the community which was also considered a critical phase wherein CICL could easily go back to their old ways.

PD 603 in 1974 already mandated the organization of Local Council for the Protection of Children, in which the BCPC is under its umbrella. The Civil Code of the Philippines or Republic Act 386 on June 18, 1949 supported Memorandum Circular 2002-121 of DILG at the national level directing all local chief executives, to establish Councils for the Protection of Children and re-organize it. Republic Act 7610 (Special Protection of Children Against Child Abuse, Exploitation, and Discrimination Act) signed on June 17, 1992 provided strong deterrence, and special protection against child abuse, exploitation and discrimination, and their corresponding penalties. Republic Act 8980 or the Early Childhood Care and Development Act of 2000 that promulgates a comprehensive policy and national system for children 0-6 years old required that Local Councils for the Protection of Children would be strengthened.

Given these legal bases, the re-organization and strengthening of BCPCs was still an issue at the time of this study. The DILG Memorandum Circular 2002-121 clearly directed all local chief executives to organize/reorganize at the Provincial, City, Municipal, and barangay level the Council for the Protection of Children

and lead in the implementation of all children's programs in their respective localities to be fully harnessed for the efficient and effective implementation of all major areas of concern for children.

In accordance with RA 9344 of 2006 that further explains the function, role, and composition of the BCPC for the protection of CICL, Rule 15.d, Section 1 of Part III, was found by the researcher as not implemented by all the six BCPCs. This particular duty and responsibility of the LCPC to serve as the primary structure to coordinate with and assist the LGU concerned for the adoption of the Comprehensive Juvenile Intervention Program as provided in Rule 18, and to oversee its proper implementation was not carried out because the BCPCs failed to develop a comprehensive plan and proceed with it. No record could show that technical assistance was provided by any of the upper structures (national, provincial, municipal, city) for the implementation of such in the visited barangays.

The lack of the three-year Comprehensive Plan would mean that CICL cases could not be monitored as affirmed. The absence of this plan further means that there were no prevention and diversion programs for juvenile delinquency at the barangay levels, there was lack of monitoring mechanisms for all the activities to assist the CICL and protect the children from possible delinquency, lack of feedback mechanism to upper structures which could be used for reference and further referral system, non utilization of the 1% annual Internal Revenue Allotment (IRA) for the use of identified programs and services in the comprehensive plan, lack of advocacy and recommendation for local legislations promoting child survival, protection, participation and development. There will also be issues on the quality of television shows and print media materials and coverage detrimental to children, and most of all lack of review of existing policies of units providing services to CICL.

The researcher also gathered that the role played by the RRCY in the CICL's reintegration was to get feedback reports from the LGUs as stated in Rule 77 of RA 9344 on progress of the child in the community, however, not all even complied with this.

The CICL's Self-Esteem and Social Adaptation

It is important that reintegration phase of the CICL reflects their positive view of themselves to be able to relate well with others, easily adapt to their community, and prevent any delinquent behavior to occur again

so that they could maintain their “new kids in town” image. Table 7 shows the results of the Rosenberg Self-Esteem Scale administered to the reintegrated CICL to determine their level of self-esteem.

Table 7. Results of Selected CICL's Rosenberg Self-Esteem Scale Test

Case	RSE Result	Interpretation
Juan	21	Normal
Pedro	19	Normal
Joaquin	20	Normal
Amar	17	Normal
Danding	16	Normal
Junior	17	Normal

The scores of the six CICL in Rosenberg Self-Esteem Scale Test (RST) ranged from 16-21 points; all are within normal range. This means that all cases possessed positive self-esteem, attributed to positive general self-regard, self-confidence, social confidence, physical appearance, and popularity. The RSE test emphasized that the common elements of positive and high self-esteem are linked with others' appraisal of the person, comparisons to others, culturally influenced identities, and specific skills (Peplau & Perlman, 1982; Shaver & Brennan, 1991; Leary, 1983; Johnson, 1973).

To determine the level of CICL's social adaptation, Basic Personality Inventory was administered, particularly consisting of 12 scales. Table 8 presents the results.

Table 8. Results of Selected CICL's Basic Personality Inventory Test

BPI Scale	Juan	Pedro	Joaquin	Amar	Danding	Junior
Hypochondriasis	Very Low	Normal	Very Low	Normal	Normal	Very Low
Depression	Normal	Very Low	Very Low	Normal	Markedly Elevated	Normal
Denial	Normal	Normal	Normal	Normal	Normal	Normal
Interpersonal Problems	Very Low	Normal	Very Low	Very Low	Very Low	Very Low
Alienation	Normal	Normal	Normal	Normal	Normal	Normal
Persecutory Ideas	Normal	Markedly Elevated	Markedly Elevated	Normal	Normal	Normal
Anxiety	Normal	Normal	Normal	Normal	Markedly Elevated	Normal
Thinking Disorder	Very Low	Normal	Very Low	Normal	Markedly Elevated	Normal
Impulse Expression	Very Low	Normal	Normal	Normal	Normal	Normal
Social Introversion	Normal	Very Low	Normal	Normal	Normal	Normal
Self-Depreciation	Normal	Normal	Normal	Markedly Elevated	Normal	Normal
Deviation	Normal	Normal	Normal	Markedly Elevated	Markedly Elevated	Normal

***Legend: Standard Score (T score) falls within 10-50 is very low, 51-70 is normal, and 71-110 is markedly elevated**

Juan's BPI results in all the 12 scales ranged from normal to very low levels. “Normal level” in the scales of depression, denial, alienation, persecutory ideas, anxiety, social introversion, self-depreciation, and deviation scales indicate that Juan has the tendency to be cheerful and persistent, show normal affect and not afraid to discuss unpleasant topics, trust others

easily, remain calm even in a crisis situation, to enjoy other's company, to believe in his ability to accomplish things, and to be free from unusual symptoms and modes of thoughts. While his very low scores in hypochondriasis, interpersonal problems, thinking disorder, and impulse expression scales may suggest that he is not preoccupied with physical complaints,

respects authority, is able to concentrate normally and maintain sensible conversation, and generally has the patience to cope with a lengthy and tedious task.

The results of Pedro's BPI show that he got a markedly elevated scale in persecutory ideas, thus, his tendency at times to believe that certain people are hostile and may make life unpleasant for him may be high. His normal level of hypochondriasis, denial, interpersonal problem, alienation, anxiety, thinking disorder, impulse expression, self-depreciation, and deviation scales indicate that he does not have excessive bodily concern, can answer questions about himself frankly, cooperates fully with leadership, displays ethical and socially responsible attitudes and behavior, can distinguish daydream from reality, appears to be even-tempered, self-assured in dealing with others, and generally shows behavior similar to the majority. On the other hand, Pedro's very low scores in depression and social introversion may imply his optimistic attitude about the future and his interest to spend much time with others.

Only the persecutory ideas scale of Joaquin was markedly elevated and this may indicate his difficulty to trust others with feeling of being threatened at times. Normal results in denial, alienation, anxiety, impulse expression, social introversion, self-depreciation, and deviation scales suggest his tendencies to avoid impression management, to report a sense of obligation toward society and its laws, to carefully consider the future before acting, to like to talk and know many people, to be self-assured, and to display usual behavior like that of the majority. Joaquin's very low scores in hypochondriasis, depression, interpersonal problems, and thinking disorder may show that he does not have excessive bodily discomforts, is cheerful and confident, readily accepts criticisms from others, and maintains sensible conversations.

Amar got markedly elevated scales in self-depreciation and deviation. These elevations may mean that the CICL may feel worthless and undeserving at times, and may demonstrate behavior patterns different from most people. However, despite these high elevation, Amar had normal scales in hypochondriasis, depression, denial, alienation, persecutory ideas, anxiety, thinking disorder, impulse expression, and social introversion. These may indicate that he is not occupied with physical complaints, has an optimistic attitude about the future, is not afraid to discuss unpleasant topics, reports a sense of obligation towards society and its laws, accepts responsibility for the events in life without being malicious to others, maintains self-control even

in a crisis situation, maintains sensible conversations, appears to be even-tempered and level-headed, and enjoys the company of people. His interpersonal problem scale was very low which further suggests that he may not easily get irritated, respects authority, and readily accepts criticisms from others.

Danding got high elevations in depression, anxiety, thinking disorder, and deviation. These markedly elevated scales may indicate that the case may consider himself to be inadequate, may look at the future pessimistically, is easily scared and afraid of the possibility of physical or interpersonal danger, and is markedly confused at times. However, the rest of the scales showed normal results and in fact very low level in interpersonal problem to be specific. The normal to very low scales mentioned may suggest that Danding is free of excessive bodily complaints, shows normal affect, displays ethical and socially responsible attitudes and behavior, trusts others easily, generally has the patience to cope with a lengthy and tedious task, likes to talk and know many people, self-assured and believes in his own ability to accomplish things, and tends to be free from unusual symptoms and modes of thought. While the very low result of interpersonal problem scale may further indicate that the case has the capacity to cooperate fully with leadership and readily accepts criticisms from others.

The BPI test of Junior showed that he got normal results in almost all scales except in hypochondriasis and interpersonal problems where he got very low. These results indicate that the case may not have excessive bodily concern, reports a feeling of confidence, cheerfulness, and persistence even when experiencing disappointment. The CICL may also have an optimistic attitude about the future, accepts feelings as part of self and avoid impression management, cooperates fully with leadership and readily accepts criticism from others, displays ethical and socially responsible attitudes and behavior, trusts others easily, and remains calm and takes things as they come without fear or apprehension. The results may further show that Junior is able to concentrate normally and maintain sensible conversations, is level-headed, enjoys others' company, self-assured, and generally shows behavior patterns similar to majority of people.

Despite the markedly elevated results in particular scales of some CICL, these were not enough to generalize them to possess psychopathological symptoms and maladaptive behaviors reflected in the results of the researcher's interviews with selected

community folks and focus group discussions with the BCPC and RRCY personnel. Their disclosures reveal transformation and positive social adaptation. Furthermore, some elevations are not unusual among young delinquents. Case 10 (Depression and interpersonal conflict in a young male offender) found in BPI manual indicated that elevations on

Interpersonal Problems and Alienation revealed a pattern of psychopathology that is relatively common in young offenders, but in this study, no CICL got an elevation in any or both of these. Observations on CICL's behavior by the researcher during the interviews and test results did not include flat affect and withdrawn state.

Chapter V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes the summary of significant findings, conclusions, and recommendations of the study.

Summary

The study documented the life of the six CICL or the "new kids in town" in their reintegration to the community. Specifically, it determined: 1.) if law enforcement and rehabilitation of children in conflict with the law were in accordance with their rights and provisions of Presidential Decree 603, Convention on the Rights of the Child (CRC), and Republic Act (RA) 9344; 2.) The role and influence of the family, peers, school/ workplace, the BCPC, and RRCY in assisting the child live a new life in the reintegration phase; and 3.) The level of self-esteem and social adaptation in the reintegration phase among CICL.

Six selected CICL released in 2002-2007 were taken as participants and purposively studied on March-June 2009. Their ages ranged from 13-18 years upon their commission of the crime: crimes against person or homicide, drug-related violations, and against property. All the CICL lived in provinces of Aklan, Guimaras, and Capiz and cities of Roxas and Iloilo at the time of the study together with their biological parents or custodian whom they called and considered as families during the reintegration phase.

Qualitative methods (case study, field research, direct naturalistic observation, interview, focus group discussion, and indigenous techniques) were used to gather data and present it from the perspectives of CICL and the community. Quantitative method was employed to determine the level of CICL's self-esteem and social adaptation through the use of psychological tests, specifically the Rosenberg Self-Esteem Scale

and Basic Personality Inventory. Scoring and interpretations were based on the manual.

The data gathering tools included matrices used as guide in the semi-structured interviews and focus group discussions. Standardized tests were employed to get the level of CICL's self-esteem and social adaptation. To assess the data from the field interviews and focus group discussions, the researcher used Inductive Data Analysis and Logical Matrix Analysis to record similarities and differences of results that were compared from one case to another. Frequency distribution was employed and presented to show relevant quantitative details of data gathered.

Summary of Findings

The present investigation has the following findings:

1. The CICL experienced being handcuffed, abused during their arrest, and fingerprinted. All were taken by the police officers and were detained in police stations for a minimum of one night and a maximum of 45 days before being referred to juvenile facilities. Three were brought to BJMP where they stayed for an average of one month. One CICL who was implicated in an illegal drug case was brought to the City Rehabilitation Center and stayed there for two years. All of them were referred to RRCY for rehabilitation.
2. The CICL were provided at the Regional Rehabilitation Center for Youth in Region VI with social services including psychosocial care, education, homelife, dietary, health, recreational, and other cultural activities and spiritual enhancement. All the selected CICL

availed of behavioral interventions like self-improvement and values formation. Majority experienced activities that improved their behavior as they learned to value love, their family, and the importance of prayer. They were also taught how to do household chores and other activities. Majority of the CICL described the staff of the center as accommodating, kind and caring. However, two CICL said some staff did not provide their basic needs, used bad words when talking to the minors, and very watchful of their movements.

3. Most of the cases experienced being treated like real family members of their relatives and custodians. Their family provided them with food, shelter, clothing as well as educational emotional instilled needs, and guidance and counseling. All the parents and custodians of the six CICL inculcated good behavior and values to them, and constantly reminded them to stay away from bad peers. The family influenced the CICL through open discussions and dialogues to maintain their good behavior such as being obedient, industrious, disciplined, responsible, honest, helpful, and hardworking.
4. Majority of CICL's peers said their role to them was more of being a companion, listener, and adviser. They influenced the CICL to maintain positive behavior and become better persons when they were together.
5. The school where the three CICL enrolled gave them fair treatment, the same curriculum, classroom instruction, and other related activities. However, there was no individualized educational schemes provided for any CICL. The two CICL who were working were given equal chance in the workplace to develop good work attitudes and were compensated in return. The school personnel and workplace supervisors encouraged them to perform well and demonstrate good interpersonal skills.
6. Discussions with members of BCPCs revealed they did not play any role nor influenced the CICL during reintegration phase in the community. Furthermore, all BCPCs lacked the Three-Year Comprehensive Juvenile Intervention Program that should have included community-based programs for CICL in their reintegration, thus, the role and influence of the structure towards the CICL in the community was not fulfilled.

7. The Rosenberg Self-Esteem Scale Test of the CICL ranged from 16-21 points, all within normal scale. This means that the six cases have positive self-esteem, correlated with positive general self-regard, self-confidence, social confidence, physical appearance, and popularity. Most of the CICL got normal to very low results in BPI scales. Some had markedly elevated scales but these would not be enough to correlate them with maladaptive behavior and psychopathological symptom unless validated and assessed further with other psychological tests and evaluations.

Conclusions

The following conclusions were drawn from the findings of the study:

1. The CICL's experiences with law enforcement, such as being handcuffed, physically forced, tortured, and threatened are not in accordance with CRC, PD 603, and RA 9344. Article 40 of CRC states that, "children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings."
2. The experiences of the CICL at the rehabilitation center are in accordance with Rule 74.a of RA 9344 since they received care, protection and assistance for their social, educational, vocational, medical, and physical needs.
3. The inability of parents and concerned to LGUs pay their counterpart for rehabilitation of CICL which resulted to limited or lack of supplies at RRCY during their rehabilitation are not in accordance with Article 194 of PD 603 and Rule 78.a of RA 9344, which emphasizes that care and maintenance of youthful offenders is the responsibility of the CICL's family and the concerned LGUs.
4. The experiences of the selected CICL with their families, peers, schools, and workplaces, and the role and influence the CICL received from their community in the reintegration, give back to them their right to live in a society that

can offer them an “environment free from bad influences and conducive to the promotion of their health and the cultivation of their desirable traits and attributes” (Article 3 of PD 603).

5. The situation of CICL who were working without finishing their studies first is contrary to section 13 of RA 9344 stating that, all CICL should be given opportunities to be back to school and not to be employed, as much as possible, so as to have greater and better opportunities for employment. Furthermore, lack of individualized educational schemes for children in conflict with the law who were in school is contrary to Rule 20.2 of RA 9344 requiring the educational system to provide the CICL with such and not only limited to counseling and fair treatment.
6. BCPCs found without the Three-Year Comprehensive Juvenile Intervention Program are not fulfilling their mandate as per Rule 15.d of RA 9344 that directs the Local Council for the Protection of Children of every LGU to coordinate, assist, and oversee proper implementation of such intervention program at the barangay level.
7. Non-functionality and non-reorganization of BCPCs is not in harmony with provisions in the:
 - a. Civil Code of the Philippines or RA 386 (June 18, 1949) that government shall establish Councils for the Protection of Children;
 - b. RA 7610 (June 17, 1992) or the Special Protection of Children Against Child Abuse, Exploitation, and Discrimination Act which provides for stronger deterrence, and special protection against child abuse, exploitation and discrimination, and its corresponding penalties;
 - c. RA 8980 or the Early Childhood Care and Development Act of 2000 that promulgates a comprehensive policy and national system for children 0-6 years old. Section 8 [XI] of RA 8980 also requires the organization of the National ECCD Coordinating Council (ECCD CC) and coordinating committees at all levels except in the barangay where the BCPC already exists.

What RA 9344 (2006) further explains and clearly states regarding the function, role, and composition of the BCPC for the protection of CICL along with the

adoption of the Comprehensive Juvenile Intervention Program is lacking in all the visited BCPCs.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are presented:

1. The experiences of the selected CICL regarding law enforcement show weak implementation of laws and issuances for children. Law enforcers need to uphold principles of restorative justice as stipulated in PD 603, CRC, and RA 9344. Therefore, their knowledge and skills in implementing relevant laws for CICL should be upgraded through seminars and workshops that will strengthen the Juvenile Justice System.
2. The unpaid dues of the CICL's parents and LGUs at RRCY VI resulted to limited or lack of supplies at the center, thus, the center should send an official notice to concerned parties requesting them to settle their counterpart obligations.
3. Positive roles and influences of the CICL's family can lead to maintained behavioral transformation of the CICL in the community. Parent Effectiveness Seminar should be regularly conducted in the community to educate parents and custodian of CICL on parental responsibilities over the total personality component (physical, mental, emotional, social, and moral development) of their children.
4. Venue for the conduct of seminars on law awareness and abuse prevention among school authorities should be provided for them to determine their responsibilities and to develop individualized learning scheme for the CICL enrolled in their school.
5. BCPC functionality should be strengthened. Furthermore, the BCPC should craft and implement the Three-Year Comprehensive Juvenile Intervention Program for delinquency prevention including community-based programs to minimize re-commission of offenses of the CICL.
6. Psychological assessment should be conducted to CICL as part of the regular monitoring in their reintegration stage to ensure that any maladaptive changes and psychopathological symptoms that may lead the CICL again into committing offensive behaviors, be monitored and acted upon.

7. This is an exploratory study in the field of psychology particularly with children in conflict with the law. This study comprised a relatively small number of CICL within a limited period

and location. More participants to be given longer time frame should be included in future researches.

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Innovative Participatory Tools to Promote Child and Youth-Centered Disaster Risk Reduction: Evidence from Eastern Samar

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ABSTRACT

Disasters threaten the safety of children due to negative impact on their health, education and food security. It affects their right to develop. Innovative approaches are needed to amplify their cares and concerns that promote their participation and capacity for adaptation.

This paper seeks to generate evidence on whether improving the participation of children in Disaster Risk Reduction (DRR) and amplifying their voice in DRR policy spaces through participatory tools helps vulnerable communities to reduce their disaster risks. Working in three (3) municipalities in Eastern Samar, this study worked on participatory video tools around DRR with children's groups as a way to influence their communities and policy makers.

Findings indicated the significant role of children and youth as sources or informants within risk communication systems. They carried their messages to political leaders in the different administrative levels of government. The ability of children and youth to act to reduce their risks resonates throughout the paper. A child-adult centered approach to DRR is being offered here.

INTRODUCTION

Traditionally, mainstream approaches and theoretical models on climate change and disaster risk reduction have disregarded the role of children and youth in the decision-making process, particularly in communicating risks and in effecting risk reduction. This study seeks to redress this balance and validate if the participation of children and youth in disaster risk reduction can help vulnerable communities reduce

their disaster risks.⁴ This research has tried the use of participatory video (PV) to amplify the voices of children and youth in the policy making realm.

The PV program was implemented by the international NGO Plan⁵ in three highly vulnerable locations in Eastern Samar. The occurrence of hazards in these locations as a whole has significantly hampered socio-economic development. Implementing effective disaster risk management measures that would reduce the destructive impact of these hazards is highly challenging.

The research employed qualitative interviews, focused questionnaires, focused group discussions and participatory workshops. Tools used to both facilitate and document the process included video cameras, voice recorders, note taking and digital cameras.

Brief theoretical context

Although it is common knowledge that children are highly vulnerable to disasters and climate change, current theory and practice tend to assume that children are passive victims with no role to play in communicating risks, participating in the decision-making processes, or preventing disasters (Mitchell et al 2008). However, a growing body of evidence has shown that children have a valuable and unique ability to conceptualize and analyze risk and with support, can take action to reduce risks and communicate to others (Mitchell et al 2009; Haynes et al, in prep; Tanner et al 2010).

Disasters and climate change impact are caused by the underlying social, political and economic conditions of a community in addition to environmental factors,

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⁵Plan UK is spearheading an innovative risk reduction project wherein children (via formal school settings and informal groups) are supported in their efforts to claim their right to safety and to campaign for disaster risk reduction (DRR). This project also involves integrating DRR within Plan's ongoing development work, ensuring child-centered disaster risk reduction (CC-DRR) approaches are a programmatic concern for all sectors

and thus, require locally appropriate adaptation strategies. However, constraints to easily share knowledge and views often exist within developing countries, between those who face risks and those who control policy, such as available resources, poor infrastructure and limited time. In particular, children who are often the most marginalized group, face the greatest hurdle to get their voices heard. In these circumstances participatory video, which also removes the necessity for literacy, has been shown as an effective way to include and reach the powerless and bring about more equitable outcomes (Kendon, 2003). The child-centred participatory video approach puts one of the most marginalized groups at the centre of the advocacy process.

Participatory video (community video) has been used in development practice and research since the mid 70s (Kendon 2003; Mhando 2005). As Okahashi (2000) notes “video promises a different literacy – a way to send a message without writing and to get a message without reading”. However, the approach goes beyond simply helping people communicate but also increases self-esteem and community connection (Okahashi, 2000). Others have noted its use to empower those who previously had no control over the media or what was reported about them (Mhando 2005). As Kendon (2003, p143) notes, participatory video has been used in the process of consultation, advocacy, community mobilisation policy dialogue, to communicate participatory development processes with the public and donor agencies and also to carry out participatory research.

In contrast to participatory research where a researcher may hold and use a camera to record data (visual note taking) this study aimed to make participatory documentaries that were child led. It was hoped that the process would be an effective medium through which the children could gain knowledge about disaster and climate change issues, research the global / local causes and solutions, learn video documentary skills, and engage with stakeholders in order to advocate for adaptation and disaster risk reduction (DRR) programming. This notion of participatory documentary video making puts children in a “videoactive context” emphasizing behavior and observation in both directions—in front of and behind the camera.

Research Aim

This study seeks to safeguard and empower

children living in vulnerable communities with high risks of disasters by promoting greater understanding and appreciation of disaster risks and children’s role in disaster management. In particular, the study examines the efficacy of an innovative child centered tool to promote the voices of children to communicate issues on risk reduction.

Research Question

Can participatory tools be used to enable children in vulnerable communities to influence and improve DRR policy and to increase learning and knowledge communication between vulnerable groups on DRR?

FIELDWORK LOCATIONS

General disaster context

The Philippines is the fourth most disaster prone country in the world, according to the International Red Cross and Red Crescent Societies. 5,809,986 Filipinos were killed or injured as a result of disasters or man-made calamities over a ten-year period (1991-2001).⁶ The disaster context is very similar to Indonesia since the Philippines is also an archipelago on the Pacific Ring of Fire and is highly prone to earthquakes, volcanoes and tsunamigenic earthquakes. Its location within a tropical climate zone makes it highly susceptible to typhoons, storm surges and monsoon rains, making riverine and costal flooding a common hazard. The combination of high rainfall, earthquakes and land clearance/environmental degradation means that landslides are a significant risk in many regions. Over the last few decades, the forest cover of the Philippines has reduced from over 17 million to approximately 6 million hectares. Virgin or old-growth forest, which covered 10 million hectares in the 1950s, are now reduced to about 700,000 hectares.⁷

Disaster context of fieldwork locations

The study’s target locations in the Philippines are the municipalities of Llorente, Oras and Salcedo within the Province of Eastern Samar. The Province has 23 municipalities covering 597 villages, and is one of the most disaster affected areas in the country. The Province is bounded on the east by the Philippine Sea and the Pacific Ocean and to the south by the Leyte Gulf. The interior is undulating, covered with dense tropical vegetation and drained by numerous rivers and

⁶*Txtmania.com\Philippine Disasters*

⁷*Asian Development Bank (1994). Forestry Sector Study of the Philippines. Agriculture Department, Pasig City.*

creeks. Most of the coastal towns are located on narrow plains and at high tide many are surrounded by water.

As typhoons typically track westwards across the Philippines,⁸ Eastern Samar is highly exposed, although no major storms have made landfall in the Province during the last decade. It also lies between two major faults, the Philippine trench and the Negros trench, making earthquakes a common occurrence. As the Province is proximate to the Pacific Ocean, it receives significant rainfall throughout most of the year. Storm surges happen from time to time and there is a constant threat of tsunami. The frequent heavy rainfalls and earthquakes repeatedly cause landslides and floods which often isolate affected villages. In February 2008, the Provincial government of Eastern Samar placed the Province under a state of calamity due to flooding brought about by heavy rains. The disaster affected more than 34,000 families in the province, or 173,969 persons of whom at least 55% were children. The disaster also caused damage to agriculture, properties and infrastructure amounting to about US\$ 21.5 million. The Municipalities of Llorente, Oras and Salcedo were three of the most affected areas in the province. Llorente suffers from flashfloods, soil erosion and landslides; Oras from riverine flooding; and Salcedo from flooding and typhoons.

Geography of fieldwork locations

The income of the majority of the households within Llorente, Oras and Salcedo fall below the poverty threshold. The community is dominantly Catholic.

Salcedo People are engaged in fishing, farming and planting vegetables for their sources of income. Chromite mining is undertaken within the community. The video documentary focused on Barangay Cagaut, a coastal and low-lying area.

Llorente Rice planting, fishing and copra production are the basic livelihoods within the municipality. The target area of the documentary is Barangay Barobo.

Oras Farming and fishing are the primary economic sources in the area. Copra production is also a source of income for the inhabitants. The documentary will target Barangay Cadian, an island Barangay within a river system.

PHASE 1 - TRAINING

THE TRAINING PROCESS

The research methods employed have been participatory. Children are not only the subject of the research but are involved at each stage in order to shape the research questions. The children are in charge of the video making process with some guidance in using the technology and also the topic of disaster risk reduction (DRR) and climate change. In this sense, participatory video recording should be classified as one form of qualitative inquiry.

Specialist facilitators plus a video production mentor were hired to guide the children through the process of film making. All the children conducted the training together in Borongan, Eastern Samar. The basic and advanced workshops were conducted between March 4-8, 2009 and April 27-30, 2009, respectively.

The children involved were between the ages of 13-21.

The children of Llorente, Oras and Salcedo were members of a group named, The Young Hearts Media Correspondents, a group organized by Plan for the project. There were 28 children who attended the basic workshop. The participants were mostly female (18 female and 10 male). The basic training was done in 5 days and was classroom-based.

Site	Boys	Girls
Llorente	3	4
Oras	4	9
Salcedo	3	5
Total	10	18

The advanced workshop was attended by 23 children (7 from Llorente, 8 from Salcedo, and 8 from Oras. Again the group was dominated by female (16 female and 7 male).

The film topics

Storyboards and ideas were developed over the course of the advanced workshop. The children's ideas for their films were closely related to what they

⁸Typhoons in the Philippines can also change course and track northeastwards as the storms approach the Asian landmass.

considered were the priority risks and problems facing their communities.

In Salcedo, the children identified the Barangay of Caga-ut as high risk and singled out chromite mining as the dominant hazard. Their second ranked hazard was flooding due to typhoons and discussed that the potential for disaster was worse as the municipality has no early warning system.

In Llorente, the children identified that the hazards of flash flooding, landslides and soil erosion were a serious risk to Barangay Barobo. They stated that these hazards were caused by illegal logging and sand quarrying, and that students crossing the low bridge in the barangay were especially vulnerable.

Flood was identified as the major hazard in Oras. The children drew a hazard map of Brgy. Cadi-an to demonstrate to the group the vulnerable location of the Brgy. on the flood plain.

The issues on chromite mining, sand quarrying and garbage dumping were the topics decided by the children for their PSAs. The effects of these activities and the messages the children wished their films to communicate are displayed on Table 1.

Table 1. The film topics the children in Eastern Samar wish to explore

	Topic	Effect	Message
Salcedo	Chromite Mining	Water pollution Flash floods Forest Clearing	Chromite mining ay itigil para sa kapakanan at ikabubuti ng mamayan at kabataan. (Stop Chromite Mining for the betterment of the people and the children.)
Llorente	Sand Quarrying	Flood Soil Erosion	Anong kinabukasan ang naghihintay sa kabataan kung ang mundo nila ay unti-unting nawawala? (What future awaits the children when the world around us is slowly disappearing?)

Oras	Garbage Dumping	Water Pollution Diseases Flood	Ilog ay sagipin, tamang disiplina ay pairalin. (Be disciplined to save the river.)
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Longer documentary

For their longer documentary the children decided to examine and document the flooding that occurred in the municipality of Oras, Eastern Samar in December 2008. The focus would be on the severely affected barangays, namely Brgy. Cadian, Brgy. Cagdine and Brgy. Batang.

The children intended to interview affected residents including children, a school teacher, barangay captain, and a government official. In addition to identifying the impacts to the community, and especially the children's education, they wished to explore the causes and possible risk reduction measures which could be taken.

The story concepts were further developed in the advanced workshops into storyboards.

Examples of the story board / shooting sequence are shown on Table 2.

Table 2. Story Sequence from Team Salcedo, Philippines

Seq. 1	Makikita ni Paolo ang nagmimina sa loob ng isang liblib at maputik na lugar sa Brgy. Caga-ut. (Paolo sees a continuing mining operation in an isolated and muddy area in Barangay Caga-ut.)
Seq. 2	Aliw na aliw si Paolo sa panonood sa mga taong nagtratrabaho sa mining area. (Paolo is amazed watching people in the mining area.)
Seq. 3	May mga taong nagpuputol ng mga kahoy. (There were also people cutting trees.)
Seq. 4	Napag-isip isip niya na umupo lang muna at tumingin sa mga taong nagmimina. (He sat down and watched the people in their mining operation.)
Seq. 5	Nakaidlip si Paolo. (Paolo fell asleep.)
Seq. 6	Nanaginip siya ng masama. Naroon daw siya sa loob ng isang mining area, na unti-unti ng nababawasan ang mga puno. (He dreamed that he is in a mining area and saw the degradation of the forest.)

6A (Illustration)	Naglakad si Paolo sa loob ng mining area. (Paolo is walking inside the mining area.)
6B (Illustration)	Unti-unting nababawasan ang puno sa mining area. (Trees are slowly decreasing in the mining area.)
6C (Illustration)	Putol na lahat ang puno sa mining area (No more trees in the mining area.)
6D (Illustration)	Ang mga greenhouse gases ay tumataas papunta sa atmosphere. (Greenhouse gases are rising to the atmosphere.)
6E (Illustration)	Mainit ang panahon. (The weather is hot.)
6F (Illustration)	Pinagpapawisan si Paolo (Paolo is sweating.)
6G (Illustration)	Biglang dumilim, maitim ang ulap. (Suddenly, it was dark.)
6H (Illustration)	Bumuhos ang malakas na ulan. (There was heavy downpour.)
6I (Illustration)	Napuno ng tubig ang mga hukay sa mining area. (Mining area gets flooded.)
6J (Illustration)	Close up ng tubig sa loob ng hukay. (Mining pits are filled with water.)
6K (Illustration)	Dumaloy ang tubig galing sa hukay patungo sa ilog. (Water flows towards the river.)
6L (Illustration)	Binaha ang barangay. (The barangay becomes flooded.)
6M (Illustration)	Lumubog sa baha ang mga bahay. (Houses are submerged in the flood waters.)
6N (Illustration)	Naanod ang mga bahay. (Houses were swept by rushing water.)
Seq. 7	Bigla siyang napabangon. (He suddenly wakes up.)
Seq. 8	Natulala siya, habang nakatingin sa paligid. (He was astonished and gazes at his surroundings.)
Seq. 9	At sinabing, "Kung magkatotoo ito, paano na kami? May bukas pa ba kaming haharapin?" (Paolo asks himself: "What if my dream comes true, what will happen to us in the future?")
Seq. 10	SLIDE: "Stop global warming." Or "STOP GLOBAL WARMING FOR THE FUTURE GENERATION"

Discussion of Phase 1

The workshops ran to a more limited schedule than originally intended as the children were still in school and the workshops had to be fitted around the children's busy timetable. The schedule was arranged so that the children were able to attend full day sessions.

None of the children had previously participated in the DRR program and their knowledge base was low. Therefore, the training workshops had to focus more on DRR and climate change issues which meant that certain aspects of the PV training were covered more rapidly than was ideal. In addition, this meant that more adult input and guidance was given than was previously envisaged, in order to get the children to link climate change with their chosen topics.

However, in general by the end of the workshop and filming processes the children's knowledge of disaster issues and climate change was good. The children quickly recognized the risks which faced their community, prioritize them for action, recommend possible solutions and very passionately chose their film topics. They were also able to effectively map who the responsible stakeholders were and prepare questions for them.

The children recognized the need for advocacy and felt that they as children were well placed to carry this out. They felt that their films would be important for communication and awareness raising in the community and at higher levels of government.

PHASE TWO

Community screening and feedback

On August 15 and 16, 2009, the children, local Plan staff and the local researchers convened for a screening and feedback session. The films included three draft 30 second PSA's: Salcedo: "Chromite mining and flooding," Oras: "Flooding and food security," Llorente: "Impacts of flooding and preparedness," and one longer 5 minute film which explored the issues of flooding in Llorente in more detail.

SCRIPTS

LLORENTE Title:

Always Ready for the Continuous Flooding in Brgy. Barobo

AUDIO	VIDEO
<p>Narration:</p> <p>After five days of heavy rain last February 17, 2009 the entire community of Barobo experienced a kind of flooding that has never occurred in our community. The flood is caused by the lack of trees brought about by illegal cutting and the impact of climate change. Many things were destroyed and domestic animals drowned... But we are fortunate because we were prepared.</p>	<ul style="list-style-type: none"> • Child Narrating • Pictures of cut trees and heavy rain (dissolving one after the other) • Footages from the PSA (result of the flood)
<p>Narration:</p> <p>During that time we were ready and able to avoid the waist-deep flood. Upon realizing that the water was rising, we packed our things, secured them in places that cannot be reached by water and headed to the evacuation site.</p>	<p>Video of the reenactment during the flood (from PSA)</p>
<p>Narration:</p> <p>This experience has taught us that we can prepare for disaster and do something as a people and community to mitigate the risks that come with it. This way, we can avoid its recurrence. These simple and practical measures can do a lot to save lives and properties...</p>	<p>On-cam child narration</p>
CUT TO:	

Interview:

(Young Hearts Media Correspondent interview Barangay Children's Association)

As a child leader what can you suggest to prepare the community in preventing the risks associated with flooding?

Shared activities of the Children Association to the YHMC:

- Risk mapping lead by children
- Tree growing
- Establishment of Early Warning System (rain gauge, water level gauge)
- Identify evacuation sites
- Disaster Preparedness seminar to the barangay council

- interview with the leader in a Children's Association and with the members

- footages of the barangay profile
- Simulation of the suggested activities (Video)

Narration:

With the help of our local council, we meet as a community where our parents and the different community groups agree to cooperate and work together...

- Actual Footages of PSA screening workshop in the community
- Actual Video Footage of the Community Meeting

Conclusion:

Disasters happen. But we can avoid the loss of lives and damage to properties if we are prepared. Let us not wait for another flood to happen in Barobo. Together, let us do our share as an individual, and as a community.

- Child Narrating
- Footages
- Children Doing Risk Mapping
- Children Tree Growing
- Children Conducting awareness symposium
- Children making video documentary

ORAS Title:**Severe Flood in Oras**

AUDIO	VIDEO
<p>We are the Young Hearts Media Correspondents of Eastern Samar, a group of children engaged in monitoring the floods in Oras...allow us to share how this flood had affected our education.</p>	<p>A narrator and the other Young Hearts Production Team members standing behind.</p>
<p>Narration:</p> <p>In the province of Eastern Samar, Oras had most of the upstream barangays (villages) devastated by flood.</p> <p>In the village of Cadian, around xxx houses were destroyed, ricefields were washed out, and books in schools were soaked in the water, rendering them totally useless.</p> <p>The same is true in the villages of Batang and Cagdine....</p>	<p>Upstream barangays (villages) of Oras will be shown here – footage will be from the PSA</p> <p>Interview:</p> <ul style="list-style-type: none"> • mother with sacks of rice being ruined by flood • Pictures and available videos during the flood will be shown, like the books destroyed during the flooding, flooded ricefields and houses submerged in flood water <p>Interview with a student who experienced the flood. He will point out traces of the level of water and books destroyed during the flooding.</p> <p>Interview of the librarian and Teacher (footage from the PSA)</p>
<p>Narrator:</p> <p>Classes were cancelled, schools were closed... school supplies were destroyed...</p>	<p>Footage of books destroyed and the status of classrooms after the flood (from the PSA)</p> <p>Interview with children on their experience and how flood affects their education</p>

CUT TO:

<p>Narration:</p> <p>In the past, flooding didn't occur in our village despite heavy rain. The recent flood caught us all by surprise. This has prompted us to look closely and investigate what triggered the flooding.</p> <p>We needed an expert to help us understand why and how this happened.</p>	<p>Interview with PAG-ASA:</p> <p>They will try to explain the Geographical location of Oras Upstream villages, the effect of Climate Change (short clips)</p> <p>The narrator to summarize the points raised by the experts.</p> <p>To provide clips/pictures regarding the causes of climate change</p> <p>DRR Expert (short footages only)</p> <p>Narrator to summarize the points raised by the DRR expert.</p>
<p>Part 3</p> <p>Narration:</p> <p>As children, what can we do?</p> <p>There are a lot of ways to prevent and mitigate the effects of flooding, especially its impact on our education. As children, we joined hands in seeking the help of our school administrators, our village Councils and parents so that we can be more prepared and hopefully prevent the same damage from happening again.</p> <p>We also sought the opinions of other children.</p>	<p>(Actual Footage of the meeting of school administrators, barangay council members, parents and children on what can be done to reduce the impact of flooding on our education)</p> <p>Suggestions of children to parents and authorities:</p> <ol style="list-style-type: none"> 1. Hang cabinets in school (to protect books from floods) 2. Possible relocation of school

	<p>3. Renovation of school structures/facilities destroyed by floods</p> <p>4. Provision of new books, reading materials</p> <p>5. Disaster-awareness and preparedness campaign for the community</p>
<p>Part 4 Narration:</p> <p>In the recent past climate has become unpredictable... at one point, the sun is up brightly, and in the blink of an eye, rain would suddenly pour...and then the floods.</p> <p>Today, we do not know when disasters will hit... if we are not prepared, the impact will be great. I enjoin fellow children like us to always be cautious and prepared for potential disasters. Let us make use of all the learnings we received from the disaster-awareness and preparedness campaigns initiated in our respective communities.</p>	<p>Narrator with students in the background.</p>

Table 5. Dates and locations of the final film screenings

	Salcedo	Oras	Llorente
Community screening	Brgy. Caga-ut September 18	Barangay Cadian September 20	Barangay Barabo, September 19
Municipal Screening	September 23	Oras SB Hall September 21	Municipal Hall, Llorente September 22
Municipal Screening	September 23	Oras SB Hall September 21	Municipal Hall, Llorente September 22
Provincial Screening	Borongan Government Offices, Eastern Samar September 25		

All the community screenings were attended by the filmmakers, barangay officials, a selection of adults and children residing in the community, Plan staff, researchers and 6 students from the University of the Philippines. There were approximately 50 participants in each workshop.

The municipal screenings were attended by the filmmakers, two or three barangay officials, 6 to 10 municipal government officers, one or two teachers, PLAN staff, researchers and students from the University of the Philippines.

Questions were specifically adapted for children, adults and decision makers with some revisions in the preparation of the questions. The questionnaire was translated from English into the local language or dialect by local Plan staff and local researchers. Consequently, the community and municipal results from each of the three areas are as follows:

Salcedo

14 adults, 16 children and 15 decision makers completed a pre-screening survey.

Results prior to the film screening

Majority of the children, adults and decision makers stated that they had experienced storms/flooding/strong rains within the last 10 years. 87.5% of the children stated that they had experienced earthquakes, compared to 28.6% of the adults and no decision makers. Landslides were listed by 33.3%

PHASE THREE

Community and government screenings

Results

All community, municipal and provincial level screenings were held in Eastern Samar in September 2009 (Table 5).

of the decision makers but only 12.5% of the children and 7.1% of the adults. (Table 6)

Table 6

Response	Adults		Children		Decision Makers	
	f	%	f	%	f	%
Storms	10	71.4	15	93.75	11	73.3
Floods	12	85.7	16	100	5	33.3
The change of color of the river	1	7.1		0		0.0
Earthquakes	4	28.6	14	87.5		0.0
Landslide	1	7.1	2	12.5	5	33.3
Strong Rains		0.0	2	12.5		0.0
Total responses	28		49		21	
Total respondents	14		16		15	

Participants could list multiple responses.

All the decision makers listed the cause of these disasters as due to climate change, other human causes and a lack of awareness. Similarly, although with a more specific response, majority of the children and adults (87.5%, 14 and 35.7%, 5) stated that the disasters were due to trees being removed. Meanwhile, 25% of the children (4) stated chromite mining as a cause with two children (12.5%) also listing hunger and poverty. Further, 28% of the adults (4) stated that storms and rains were the cause. Neither the children nor decision makers listed natural events as a contributing factor.

Although majority of the participants felt that disaster risks would get worse, it was considered most strongly by 78.6% (11) adults and 66.7% (10) decision makers. Children were more evenly split with 56.3% (9) stating that the situation had worsened, with the other to 43.7% (7) stating that disaster risks had decreased.

Varied responses were obtained from the children and adults on the actions that they have taken to address the disaster. They mentioned disaster response activities, such as evacuation and seeking assistance from barangay and municipal decision makers to provide relief. In comparison, majority of the decision-makers mentioned an environmental awareness program. Views on who was responsible to take action to reduce disaster risks were strikingly different between the children, adults and municipal decision makers. 81.3% (13) children and 71.4% (10) adults ranked Barangay officials as those responsible to take action. In comparison, 80% (12) of the decision makers listed everybody (the citizens) as responsible.

In response to what activities adults could undertake to reduce risks, the children and adults both

stated tree planting in greatest numbers (children 75%, 12; adults 43%, 6). Whereas, the decision makers stated broader activities such as education (33.3%, 5) and effective planning (33.3%, 5). Similarly, when asked what children could do to reduce disaster risks the adults and children again listed tree planting in greatest numbers (children 68.8%, 11; adults 42.9%, 6). The decision makers again replied in greatest numbers with the broad activity of participating in disaster mitigation (40%, 6).

Results post- film screening

There were 14 adults, 15 children and 14 decision makers who completed a pre-screening survey

In terms of what new information they had learned from the film, all participants stated that they had learned about the dangers of chromite mining (children 31.3%, 5; adults 42.9%, 6; decision makers 60%, 9). Participants also stated that they had learned about the relationship between chromite mining and an increased risk of flooding, the pollution of water, the existence of youth organizations advocating for disaster risk reduction, and the relationship of mining to climate change. For unknown reason, none of the children answered the questions on the solutions outlined in the film or the actions the children stated they would carry out to reduce risks. Majority of the children and adults were happy with the chromite problem presented, however, a few of the decision makers stated that problems relating to health and education would have also been important to document.

When asked again what are the causes of the disaster risks faced in their community 28.6% (4) adults now listed chromite mining and one (7.1%) listed poverty. Prior to the film, no adults had listed chromite mining or poverty, only natural events and tree clearance. There was also an increase from the children and decision makers in specifically naming chromite mining as a cause, although prior to the screening a number of children had mentioned chromite mining and the decision makers had dominantly cited human causes in general.

The adults and decision makers felt that the largest benefit to the children and adults who participated in the film making was on raising their general knowledge and awareness (21.4%, 3 adults; 57.1%, 8 decision makers). While the children also noted this benefit (20%, 3) they specifically identified the increased knowledge concerning the benefits from tree planting (33.3%, 5). All the children, decision

makers and majority of adults (71.4%, 10) agreed that the film could help raise awareness at the community level. All the decision makers and majority of the children (93.3%, 14) agreed that the film could also raise awareness at the Municipal level although only a third of the adults (35.7%, 5) agreed to this. Majority of the children (86.7%, 13) and decision makers (92.9%, 13) also felt that the film could raise awareness at the Provincial level, however, only minority of adults agreed (21.4%, 3) to this.

Exactly half of the adults and just over half (57.14%) of the decision makers believed that both children and adults were equally effective in raising awareness and influencing members of the community to take action. In comparison, majority of the children (80%, 12) rated themselves as the most effective (Table 7).

Table 7. Effectiveness to raise awareness and influence community members to take action

Response	Adults		Children		Decision Makers	
	F	%	F	%	F	%
Children	2	14.29	12	80	4	28.57
Adults	0		0		0	
Equal	7	50.00	3	20	8	57.14
No answer	5	35.71			2	14.29
TOTAL	14	100	15	100	14	100

When asked who was more effective in influencing government officials, the children did not consider children effective, instead their response was now divided between adults, and children and adults equally. In comparison, decision makers still considered children to be more effective than adults, with a divided response between children, and children and adults equally (Table 8). The response of the adults was divided between all groups.

Table 8. Effectiveness to raise awareness and influence the government to take action

Response	Adults		Children		Decision Makers	
	F	%	F	%	F	%
Children	3	21.43			6	42.86
Adults	3	21.43	8	53.33	1	7.14
Equal	3	21.43	7	46.67	7	50
No answer	5	35.71				
TOTAL	14	100	15	100	14	100

There was no real change in the post film response from children and adults in terms of what children could do to reduce disaster risks with the majority mentioning tree planting/stopping tree clearance. The decision makers were now more specific and had changed from their pre-film response of “participating in disaster risk reduction activities’ to stating that children have an important role in information dissemination and awareness raising on disasters, through mediums, such as films and posters.

The majority of participants felt they could help and support children to raise awareness and take action by supporting their advocacy activities. Two Municipal decision makers also stated they would help through legislation.

During the discussion following the screening the children commented that the film truthfully showcased problems they actually experienced in the community – chromite mining and flooding. Though majority of the adults agreed with the proposed solutions in the documentary, some expressed the livelihood benefits from chromite for some residents in the barangay. They suggested that that it could continue safely if cleared land was re-planted once mining had been finished in that area. A number of adults suggested that alternative livelihoods would need to be supported if chromite mining would be abandoned. The decision makers strongly agreed to the proposed solutions in the film. They stated that campaigns, networking with concerned agencies, alternative livelihoods, and ordinances regulating or prohibiting chromite mining must be initiated. Some also suggested a full consultation in the barangay in order to find solutions to the problems.

Majority of the adults and decision makers agreed that the children have an important role to advocate and initiate changes. In particular, the Municipal decision makers were very positive about the potential role for children in effecting change. They claimed that children are more enthusiastic than the adults. In addition, they stated that, as the children are the future leaders of society it is important that they are aware and engaged in important issues. However, they added that parents, teachers and other adult community members should also be involved in the campaign alongside the children.

Oras

Results prior to the film screening

16 children, 16 adults and 11 decision makers completed a pre-screening survey.

Table 9. Disasters experienced in Oras

Response	Adults		Children		Decision Makers	
	F	%	F	%	F	%
Storms	12	75	3	18.8	7	63.64
Floods	14	87.5	15	93.8	6	54.55
Fire	2	12.5	2	12.5	1	9.09
Landslide / Soil Erosion	2	12.5	3	18.8	0	0.00
Earthquake	10	62.5	8	50.0	5	45.45
Total Responses	40		31		19	
Total Participants	16		16		11	

Participants identified a range of disasters they had experienced in Oras (Table 9). Those dominantly listed included storms and floods followed by earthquakes. A high proportion of decision makers (64%), adults (63%) and children (44%) attributed these disasters to natural causes; however, human activities such as illegal logging, improper garbage disposal and climate change were also identified as causes. Five (5) of the children (31.3%) also listed the geographical location of the Barangay as a causal factor. This was not listed by the adults or decision makers. In addition, two of the children (12.5%) listed the wider vulnerability factor of drug dealing in the community (Table 10).

Table 10. Causes of disasters experienced in Oras

Response	Adults		Children		Decision Makers	
	F	%	F	%	F	%
Climate Change	1	6.25	0	0	1	9.1
Natural cases (e.g Typhoon)	10	62.5	7	43.8	7	63.6

Illegal Logging / Kaingin	4	25	3	18.8	3	27.3
Improper Garbage Disposal	1	6.3	0	0	2	18.2
Man-made	0	0	0	0	3	27.3
Geographical location of the barangay	0	0	5	31.3	0	0
Unrelated Answers (e.g Drug Dealer)	0	0	2	12.5	0	0
Total responses	16		17		16	
Total Participants	16		16		11	

While the majority of children felt that the disaster situation would get worse (62.5%, 10) adults were equally grouped, with 7 (43.8%) stating it would get worse and the same number stating it would improve. A slight majority (2) of the decision makers stated that the situation would get better.

In response to a qualitative question on what activities had already been undertaken in the community to minimize the effects of storms and flooding, respondents stated: education campaigns to increase preparedness and response to warnings, evacuation planning, activities to stop illegal logging, construction of roads and the elevation of some houses.

The children stated in highest numbers that responsibility for action to reduce the impact of disasters rests on the Barangay officials and the community. The adults similarly answered with Barangay officials as the most cited response. In comparison, the decision makers felt that it was the responsibility of the national government and local government unit / Municipal Disaster Coordinating Council (Table 11).

Table 11. Responsibility for action in Oras

Response	Adults		Children		Decision Makers	
	F	%	F	%	F	%
LGU / MDCC	3	18.75	1	6.25	4	36.36
Plan Philippines	3	18.75	1	6.25	1	9.09
People / Community	4	25	8	50	1	9.09
Brgy. Council	11	68.75	8	50	0	0.00
BDCC	1	6.25	0	0	1	9.09
Government in general	0	0	3	18.75	1	9.09
All should help	0	0	1	6.25	0	0.00
Friends	0	0	1	6.25	0	0.00
National Government (Military)	0	0	0	0	6	54.55
Total Responses	22		23		14	
Total Participants	16		16		11	

Majority of participants stated that adults could help reduce disaster risks by participating in the community activities, projects, and programs whose goals are environmental protection (children 62.5%, 10; adults 68.8%, 11; and 90.9%, 10 decision makers).

Participating in policy and decision making was listed by half the adults (50%, 8) as an activity children can participate in to reduce disaster risks. Surprisingly, no children or decision makers stated this response. The majority of decision makers (55%, 6) stated that children could handle communication and advocacy on DRR. This was also listed by a quarter of adults (4, 25%). Again no children listed advocacy or communication as an activity they could carry out. Instead the majority of children (75%, 12) and a third of decision makers (36%, 4) listed activities such as tree planting, cleaning up the Barangay and waste disposal.

Results post- film screening

16 adults and 13 children completed the post film screening. Due to time constraints, only 4 decision makers completed some of the questions. In terms

of new information the majority of adults and children stated that they had learned about the danger flooding posed on children's education. A few of the adults and children suggested that the film could have been improved with more details on other areas which needed help and more focus on the aftermath of a disaster.

Post-screening answers on the causes of disasters experienced were similar to the pre-screening responses where natural causes (typhoon) remained the dominant answer. The activity of land clearance also remained however, two of the adults also now listed the geographical location of the Barangay as a cause.

The majority of adults and a few of the children felt that the largest benefit to the children and adults who participated in the film making was their ability to help the community lobby their concerns to the barangay council. Other answers from the children and adults included increased knowledge about what to do when disaster occurs.

The majority of children and adults (92%, 12; 81%13) agreed that the film could help raise awareness at the community level. Majority of the children but only half of the adults (92%, 12; 50%, 8) agreed that the film could raise awareness at Municipal level. Majority of the children and half of the adults (85%, 11; 50%, 8) agreed that the film could also raise awareness at the Provincial level.

Majority of the children and adults believed that both children and adults were equally effective in raising awareness and influencing members of the community to take action (Table 12).

Table 12. Effectiveness to raise awareness and influence community members to take action

Response	Adults		Children	
	F	%	F	%
Children	2	12.5	3	23.08
Adults	1	6.25	0	0
Equal	11	68.75	9	69.23
No answer	2	12.5	1	7.69
TOTAL	16	100	13	100

However, when asked who was more effective at raising the awareness of and influencing government members to take action, majority of the children and adults believed that adults were most effective (Table 13).

Table 13. Effectiveness to raise awareness and influence the government to take action

Response	Adults		Children	
	F	%	F	%
Children	2	12	1	7.69
Adults	11	68.75	10	76.92
Equal	1	6.25	1	7.69
No answer	2	12.5	1	7.69
TOTAL	16	100	13	100

The most stated activity by the adults that children could engage in had changed from participating in policy and decision making, prior to the film screening, to communicating the concerns of youth to officials post-screening. There was no change for the children, who continued to list activities related to stop logging and tree planting in highest numbers.

Participants felt that they could help the children with these activities through advocacy on their behalf and support to the activities they carried out.

Llorente

Results prior to the film screening

Ten (10) children, 14 adults and eight (8) decision makers completed a pre-screening survey.

Majority of the children, adults and decision makers stated that they had experienced storms/flooding within the last 10 years. A number of the adults also listed earthquakes (Table 10). All the adults stated that illegal logging was the cause of these disasters. Decision makers stated illegal logging, quarrying and natural causes (typhoon). Children did not complete this question.

Table 13

Response	Adults		Children		Decision Makers	
	F	%	F	%	F	%
Storms	11	79	4	40	6	75
Floods	12	86	9	90	7	88
Fire	5	36	1	10	1	13
Earthquake	9	64	2	20		
Landslides	2	14	3	30		
El Nino	1	7				
Insurgency					1	13

Total Responses	40		19		15	
Total Respondents	14	100	10	100	8	100

All of the adults felt that disaster risks would get worse. In comparison, the children and decision makers were more also equally grouped with almost equal numbers stating it would get better and worse. A few of the adults, children and decision makers stated that tree planting and awareness raising campaigns had been conducted to reduce risks. A few of the decision makers also mentioned planning and legislation by government authorities.

Views on who should be responsible to take action were quite uniform with the majority equally stating the local government units and the community. Almost half of all participants stated that adults could help reduce disaster risks by attending seminars or communication activities in order to increase their awareness of disaster issues. A few adults and children also listed tree planting. The majority of children and adults felt that children could help best through tree planting (children, 60%, 6; adults, 86%, 12) while the decision makers were evenly distributed amongst a range of activities including participation in decision making, awareness and advocacy on disaster issues and tree planting.

Results post- film screening

Ten (10) children, 14 adults and eight (8) decision makers completed a post-screening survey.

After watching the film, majority of the participants stated that they had gained new information about what everyone can do to reduce disaster risk in the barangay. Activities listed included tree planting and educating others to increase awareness in the community. Five (5) of the adults (36%) stated that after watching the film they became more aware of the reasons why disasters had been increasing. Majority of participants were happy with the film topic chosen, however, other preferred topics include landslides, livelihood, typhoon, and mining. When asked again what are the causes of the disaster risks faced in their community the adults again listed logging although they were now more specific and also listed kaingin (forest burning) as a form of land clearing. The decision makers also replied in the same way they had prior to the film and listed logging and quarrying although a couple of them now also listed the specific activity of kaingin. Only three (3) children completed this

question with two stating logging and one quarrying.

Overall, the participants felt that the benefit to the children and adults who participated in the film making was in raising their general knowledge and awareness on what to do during a disaster (children, 38%, 3; adults 57%, 8; decision makers 50%, 4). However, the adults (93%, 13) stated in highest numbers that the benefit to those who participated was that they were able to express what they wanted to say on the issue.

All the adults (100%, 14) and all bar one of the children and one of the decision makers (90%, 9; 88%, 7) agreed that the film could help raise awareness at the community level. All the adults and children, (14, 100%; 10, 100%) and all bar two of the decision makers (76%, 6) agreed that the film could also raise awareness at municipal level. All the adults and children, (14, 100%; 10, 100%) and all bar one of the decision makers (88%, 7) agreed that the film could raise awareness at the Provincial level.

Majority of the children (90%, 9) exactly half of the adults (50%, 7) and none of the decision makers thought that adults and children were equally effective in communicating at the community level. Majority of the decision makers (75%, 6) and just over a third of the adults (36%, 5) thought that adults were most effective at communicating (Table 14).

Table 14. Effectiveness to raise awareness and influence community members to take action

Response	Adults		Children		Decision Makers	
	F	%	F	%	F	%
Children	1	7.15	0	0	0	0
Adults	5	35.7	1	10	6	75
Equal	7	50	9	90	0	0
No answer	1	7.15	0	0	2	25
TOTAL	14	100	10	100	8	100

When asked who was more effective at influencing government officials, majority of the children (70%, 7) and over half of the adults (57%, 8) stated that adults were more effective. 36% of the adults (5) stated that both children and adults were equally effective. The decision makers were more evenly distributed with 3 stating that both adults and children were equally effective and 2 stating that adults were more effective (Table 15).

Table 15. Effectiveness to raise awareness and influence the government to take action

Response	Adults		Children		Decision Makers	
	F	%	F	%	F	%
Children	1	7.15	1	10	1	12.5
Adults	8	57.15	7	70	2	25
Equal	5	35.7	2	20	3	37.5
No answer	0	0	0	0	2	25
TOTAL	14	100	10	100	8	100

There was no change in the post film response from children and adults in terms of what children could do to reduce disaster risks with the majority mentioning tree planting (children 90%, 9; adults 57%, 8). The response from the decision makers was also similar to that prior to the film screening, although they no longer mentioned participating in decision making and only referred to cooperation, information dissemination, garbage disposal and tree planting.

Suggestions for action by Barangay officials

The film makers wanted barangay officials to establish an organization that will support and implement risk reduction measures, such as tree planting and provide alternative livelihood to the illegal loggers and kaingin farmers. In addition, they wanted action to stop illegal logging and kaingin farming.

Suggestions discussed by the film makers and the community to be presented by the children to the legislators

- To impose disciplinary actions on those who engage in any illegal activities that destroy the environment.
- A system for quick reporting from the barangay to higher authorities regarding environmental violations.
- An expanded scholarship program for tertiary level to help economically challenged students.
- Formulation of a disaster preparedness plan.

THE PROVINCIAL GOVERNMENT OF EASTERN SAMAR

Borongan, Eastern Samar

Pre-screening

The activity was attended by nine (9) representatives from the Department of Education, Philippine Information Agency, the Provincial Planning and Development Office of the Provincial government and the Provincial Board of the province.

Table 16. Disasters experienced by the Provincial decision makers

Response	Decision Makers	
	F	%
Flooding/ Floods	8	89
Typhoons/Strong Typhoons/ Storms	7	78
Landslides/erosion	3	33
Earthquakes	4	44
Tidal wave/seawater upsurge	2	22
Limited potable water	1	11
Air Pollution	1	11
Total responses	26	
Total respondents	9	100

Majority of the Provincial decision makers had experienced flooding and typhoons (Table 16). The majority attributed the cause of these disasters to illegal logging/slash and burn (89%, 8), while five (5) decision makers (56%) also stated that the disasters were caused by improper waste disposal.

On the other hand, five (5) thought the situation would get worse (56%), while (33%, 3) thought the situation would improve. Activities which had already been carried out included mitigation / adaptation measures by NGOs, GOs, members of the community and also various awareness raising programs. The majority stated that those responsible to take action were the local leaders and public officials (78%, 7). They also noted that the communities were responsible to take action.

The Provincial decision makers stated in highest numbers that adults within the community can help reduce disaster risks by simply doing what's right and setting a good example to others (56%, 5). In

comparison the majority stated that children can help reduce disaster risks by being advocates for the protection of the environment.

Post screening

Participants stated that they had learned about the impact of illegal mining and logging and also that youth/children can be instruments for change. The participants were happy with the problems presented in the films, however, they listed various other issues that they would like to see films about including: problems funding alternative livelihoods, solid waste management, quarrying, corruption, distorted educational system, rising criminality, illegal gambling, malnourished children, child mortality and deaths during pregnancy and child-birth.

When asked again what are the causes of the disaster risks faced in their communities, the Provincial decision makers answered again in highest numbers that the cause was illegal logging/slash and burn (56%, 5). However, instead of the second highest cause mentioned being improper garbage disposal, mining (33%, 3) and the illegal extraction of gravel and sand (44%, 4) were now listed. Participants felt that the adults and children who had participated in the film making had benefited in terms of their knowledge and awareness.

All the participants agreed that the film can help raise awareness at the community, municipal and provincial level (100%, 9).

A slight majority of participants stated that adults and children are equally effective at communicating at the community level (56%, 5). However, (33%, 3) stated that children were more effective (Table 17)

Table 17. Effectiveness to raise awareness and influence community members to take action

Response	Decision Makers	
	F	%
Children	3	33
Both the same	5	56
Adults	1	11
Total	9	100

When asked who was more effective at influencing government officials, the participants stated that similar to their response at the community level, that adults and children are equally effective (67%, 6). Likewise, 3 participants (33%) listed children as more effective (Table 18).

Table 18. Effectiveness to raise awareness and influence the government to take action

Response	Decision Makers	
	F	%
Children	3	33
Both the same	6	67
Adults		
Total	9	100

There was no change in the post film response in terms of what children could do to reduce disaster risks with the majority stating awareness-raising and advocacy .

Participants felt they could help the children achieve their goals by supporting their plans and also through assistance on information dissemination to other schools within the province and to get their message to the Governor.

Combined data from Salcedo, Oras and Llorente

Where possible, data on questions that were asked both before and after the film screening were combined from the three Barangays in order to provide enough numbers for statistical significance tests to be conducted.

Recognizing disaster risks

Respondents were asked to rate the capacity of children to recognize disaster risks to the community both before and after watching the films. As detailed on Table 20, a significant difference was found from the Municipal decision makers who rated the success of children in recognizing disaster risks to be higher after watching the film (p<0.0005).

Communicating disaster risks

Respondents were asked to rate the success of children to communicate at the community, municipal and provincial levels, both before and after watching the films. As detailed on Table 21 at the community level only a significant difference was found for the municipal decision makers who rated the success of children to be higher after watching the film (p<0.01). At the municipal level (Table 22) a significant difference was identified for both the children (p<0.005) and the Municipal decision-makers (p<0.025), who both rated the communication success of children to be higher after watching the film. A significant difference was also found for the adults, however, they rated the success of children to communicate at the municipal level to be lower after watching the film (p<0.005).

A similar pattern was identified at the provincial level Table (23). Here a significant difference was noted for the children (p<0.005) and adults (p<0.01), who after watching the film rated the ability of children to communicate at the provincial level to be higher. Again the adults rated the success of the children lower after watching the film ((p<0.005).

Figures 1 and 2 Demonstrate graphically the change in the views of adults and children during pre and post film screening

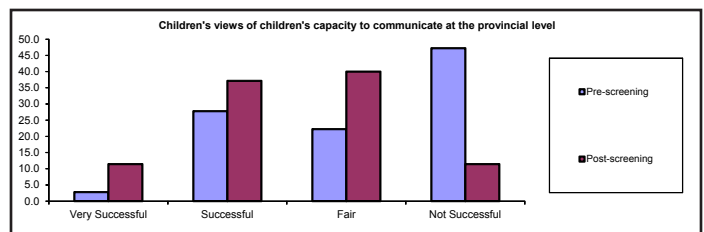
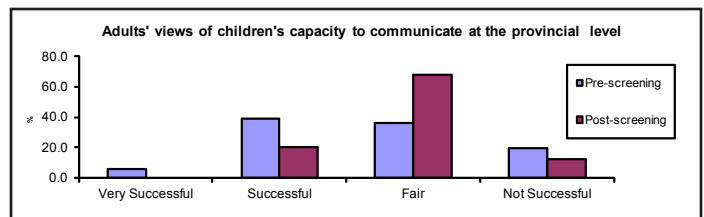


Table 20

Participants' views on the capacity of children to recognize disaster risk in the community						
	Adults	(adj)		Children	(adj)	Municipal
Very Successful	1	0.000		4	2.229	2
Successful	15	15.097		13	15.600	9
Fair	17	16.258		18	14.486	16
Not Successful	3	4.645		4	6.686	0
		Chi square =	0.66		Chi square =	3.77
		p >	0.4		p >	0.2
		df =	2		df =	3

Table 21

Participants views on the capacity of children to communicate disaster risks at the community level						
	Adults	(adj)		Children	(adj)	Municipal
Very Successful	1	0		4	2	2
Successful	15	13		13	16	9
Fair	17	14		18	14	16
Not Successful	3	4		4	7	0
		Chi square =	1.89		Chi square =	3.77
		p >	0.2		p >	0.2
		df =	2		df =	3

Table 22

Participants views on the capacity of children to communicate disaster risks at the community level						
	Adults	(adj)		Children	(adj)	Municipal
Very Successful	1	0.0000		0	9	0
Successful	17	9.0667		14	12	5
Fair	13	20.4000		8	13	12
Not Successful	3	4.5333		15	3	1
		Chi square =	18.94		Chi square =	49.85
		p <	0.005		p <	0.005
		df =	2		df =	3

Table 23

Participants views on the capacity of children to communicate disaster risks at the provincial level						
	Adults	(adj)		Children	(adj)	Municipal
Very Successful	2	0		1	4	0
Successful	14	7		10	13	10
Fair	13	24		8	14	11
Not Successful	7	4		17	4	1
		Chi square =	25.03		Chi square =	46.41
		p <	0.005		p <	0.005
		df =	2		df =	3

EXPLORING THE USE OF PV AS COMMUNICATION AND ADVOCACY TOOL

Children as risk identifiers

- Prior to the actual video production, during the basic and advanced level workshops, the children were tasked to identify risks in their communities through different methods. The children identified a range of risks relating to the natural and social environment. Further workshop discussion and activities enabled the children to explore the social causes behind the disasters they faced.
- The children or members of the video production team singled out the most pressing disaster or activity in the community that triggers the occurrence of disasters for their film topics.
- On average workshop participants thought the children were able to identify disaster risks in the community. A significant increase was identified from Municipal decision makers who rated the capacity of children to identify risks in the community to be higher after watching the film.

Children taking local action

- Evident in all the video documentaries were the practical solutions proposed by

the children. Majority of the workshop participants recognized that it is not solely the responsibilities of government to take direct actions but of all community members as well.

- The range of actions that children can undertake, based on their perceptions of what they can do (as shown in the films) and what others (community members and decision makers) believe children can get involved in, demonstrates that children can play an active role in disaster management. Children can be instrumental in information dissemination campaigns from the community level and up, and in taking more direct actions in the community such as tree planting, waste management and cooperation with other community members and sectors.

Children as local communicators

- The respondents, in the pre- and post-screening, expressed that the children can be successful in communicating disaster risks at all levels. The majority of respondents also expressed that the video documentaries presented to them the realities and problems confronted by the communities. Many stated that the extent of these problems and the social causes were previously unknown to them. They agreed to the content of the films – the problems presented, the causes identified, and the solutions proposed.
- The respondents/audience were able to understand and comprehend the film because they had used the local dialect Waray-Waray.
- From the initial investigation process to the formal screening workshops, the children were brave and confident. They were well prepared, asked appropriate questions and expressed themselves freely but politely.

Children as lobbyists – communicating to local government units

- The participatory video and workshop process facilitated children to communicate

their case to the local government units. They were able to lobby their interests and problems of their communities. However, a number of the children expressed their lack of confidence to speak and stand up for their rights especially when faced with powerful individuals.

- The children gained a better understanding about the operations of the government and why there is no immediate action regarding their concerns.
- The children evolved during the process from fearful to active agents of change. Most adults and decision makers recognized their potentials in obtaining public sentiments and in initiating actions.

CHALLENGES AND LESSONS LEARNED

Short time frame

Due to the short time frame for this research it may have been more effective to implement the participatory video project in areas which had already undergone DRR training, thereby enabling the children to concentrate on video production while advancing their DRR knowledge. Instead, the children had to learn multiple new skills and knowledge from a low base-level on top of other family and school commitments. This also restricted the time available for the children to really explore the causes and impact of the problem they had identified. Most of the children experienced problems absorbing the topics (in their own terms, they experienced confusion over the lectures given, headaches, and sleepiness. This meant that there was more adult input into the scripts than may otherwise have been necessary. The use of participatory learning techniques other than the use of powerpoint could have been more dominant. However, this was a teaching method used because of the short time frame.

Participation of local government units

The avoidance tactics seen by officials at the provincial screening highlights the difficulties in getting children's voices to be heard at the local government level. Many promises were made by

decision makers but it is unclear if they will ever be implemented..

Child safety

Children need to be protected if they are to take on contentious issues. Strong relationships with church organizations, schools and civil society groups who can work together to protect and support children as they advocate for change, are needed.

PV verses an adult guided documentary

More traditional participatory video used in the development field would have far less direction from the program leaders and funders. Often scriptless, it would involve grass-roots people moving forward in iterative cycles of shooting and reviewing until the message communicated says what they would like it to say in the most appropriate way (Johansson et al., 1999 in Kindon, 2003). As noted by Mhando (2005) documentary video production is often viewed as a creative treatment of reality in order to produce an entertaining film, while participatory video production is more about the process rather than the final product. Participatory videos can therefore lack a creative and dramatic structure. However, formal structures can interfere with the participatory video making process especially when outsiders such as funders or program leaders dictate a certain structure or output.

The main objective for the children was to develop a video for their community and local government level advocacy. In addition, Plan wanted a quality product to be shown to audiences outside of the community. In particular, the aim was to show the documentaries during the Conference of Parties in Norway, December 2009. The funding groups had a very technocratic understanding of disasters. Although they were sympathetic to the social causes and underlying vulnerabilities in the communities, they wanted the documentaries to concentrate on the consequences of natural disasters and preparedness measures. This created tension between wanting to give the children space

to develop their own messages on issues they felt were important for their community, and the need for quality films with focus on climate change and 'natural' disaster.

Although initially intended to be entirely child-led, there was considerable assistance from adults, both local and international, with the topics chosen, script development and editing. There was significantly more outside assistance. The videos are highly compelling and engaging tool for international meetings one can not help but hear the adult voices.

If the goal is local level child-led advocacy then a balance between the two approaches described above would be best. Alternatively, a collaborative approach guided by both children and adults may well be the best formula for international advocacy.

The period of fieldwork coincided with the occurrence of Typhoon Ketsana over central Luzon. The typhoon caused approximately 460 deaths and the highest level of precipitation in Metro Manila ever recorded. The disaster was widely attributed to climate change by development workers and the government. There was minimal discussion on the issues of corruption and poverty that have led to overcrowding and very little urban planning, disaster planning or risk reduction measures. Adaptation to potential climate change requires recognition and eradication of the underlying socio-economic factors that make people and their communities vulnerable to adverse effects of disaster.

Efficacy of PV and advocacy projects

There is currently a low level of knowledge and capacity within local government units to implement risk reduction and climate change adaptation. PVs and youth who carry the voices of their community have great potentials to raise awareness of disaster risks reduction. Further, advocacy and lobby efforts may influence decision makers to allocate realistic budget for CC-DRR and help to develop mitigation and adaptation policies that would benefit children and communities.

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The 2009 Account of Newspaper Articles on Suicide

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ABSTRACT

This paper aims to bring forth suicide as the pressing incident that needs special attention because of the increasing occurrence, particularly cases that directly affect children and women as victims. The concept and its description, method and causes of suicide are deliberated to establish common ground of knowledge on suicide. Suicide is the act of intentionally killing oneself attributed to mental disorder. Individuals opt to this kind of act because of hopelessness and inability to find options to solve their problems. It is essential that a systematic account of suicide cases nationwide will be done for appropriate preventive and proactive measures.

The Council for the Welfare of Children (CWC) initially prepared the 2009 account on suicide cases based on the articles covered in its existing newspapers, such as Manila Bulletin, Philippine Star, and Philippine Daily Inquirer. Foreign and local suicide cases published in the newspapers are classified into murder-suicide, assisted suicide, suicide pact, suicide attacks, and suicide acts associated with self-inflicted harm. It shows that the most common suicide method in the Philippines is hanging while in a foreign country it is through a gun shot. Also, more male commit suicide than female. Suicidal act is a result of depression from socio-economic crisis, problems on health, family, love or marital, legal predicament, teenage pregnancy, and terrorism. The other reasons are emotional and mental status.

The Council for the Welfare of Children, therefore, proposes the need for collaboration among government agencies, local citizen's organizations, mental health practitioners and related professionals to eliminate, if not reduce, the incidence of suicide through proactive interventions.

INTRODUCTION

One of the alarming causes of death is suicide which is a very sensitive phenomenon because it

reflects the mental state of the person. Suicide is described as intentional destruction of the self to end one's life. People think of suicide when they are desperate and unable to find solutions to problems.

Suicidal behavior is attributed to some underlying impairment of mental faculties. A person who commits suicide is considered not in a sound disposition because of inability to think of the consequences of the act. Suicide (Latin *suicidium*, from *sui caedere*, "to kill oneself") is the term used for the deliberate self-destruction of a human being, by causing their body to cease life function (en.wikipedia.org/wiki/Suicide). Suicide is sometimes interpreted in this framework as a "cry for help" and attention, or to express despair and the wish to escape, rather than a genuine intent to die (Centre for Suicide Prevention).

Suicidal behavior is more likely to occur when the person is under stressful situations such as economic difficulties, individual crisis, poverty, loss of job or unemployment, problems on health, family, love or marital concerns and other difficult situations. Hence, it is of primary concern that if someone is in the offing menace of harming himself or herself, that person should always have a companion. It is important that an utmost attention be provided to address the concern through preventive and proactive interventions. It is imperative that a good database should be established to properly account the cases on suicide nationwide.

The CWC, on its limited capacity, tried to observe the subject matter to help address the concern by initially preparing an account on suicide cases based on the articles published in the newspapers, such as Manila Bulletin, Philippine Star, and Philippine Daily Inquirer.

RESULTS ON THE ACCOUNT OF NEWSPAPER ARTICLES

A purposive account of 2009 newspaper articles on suicide was made, which focus on the tone of

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items. Items not included in the account are measures of prominence (e.g. frequency of reporting, day of week, page of item, location on page, headline size, text size, analysis of photographs, and orientation of reporting).

For 2009, the total number of featured suicide cases was 74. Of these, 54 cases are local and 20 cases are foreign including the assisted suicide through prescribed drugs as featured in the said newspapers. The most numbered month of suicide cases in the whole year of 2009 was in August with 11 local cases wherein the top method is through hanging.

Classification of suicide cases based on the above-cited newspaper articles are murder-suicide or an act in which an individual kills one or more persons immediately before or at the same time kills himself or herself and the motivation for the murder in murder-suicide can be purely criminal in nature or be perceived by the perpetrator as an act of care for loved ones in the context of severe depression; suicide bombing attacks or when an attacker perpetrates an act of violence against others, typically to achieve a military or political goal, that results in his or her own death as well; assisted suicide where individuals who wish to end their own life may enlist the assistance of another person to achieve death, usually a family member or physician may help carry out the act if the individual lacks the physical capacity to do so even with the supplied means; suicide pact or describes the suicides of two or more individuals for example married in an agreed-upon plan like to die together, or separately and closely timed whose motivations are intensely personal and individual; and suicide acts associated to self-inflicted harm (en.wikipedia.org/wiki/Suicide).

However, generalizing self-harmers to be suicidal is, in the majority of cases, inaccurate because self-harm is defined as the intentional, direct injuring of body tissue without suicidal intent (en.wikipedia.org/wiki/Suicide).

Following is the summary table of suicide cases featured in the newspaper by method of suicide. The numbers are not representing a nationwide status because this is only based on the newspaper articles as cited earlier. It shows that the most common suicide method in the Philippines is hanging while in a foreign country it is through a gun shot. Also, more male commit suicide than female.

The table also shows that most of suicide cases were committed by the adults; only 11 local cases and one (1) foreign case were committed by the

youth aged 15 – 19. However, majority of the 15-19 age bracket who committed suicide are 17 years old. Common causes of suicide among this age group are breakup or rift of relationship; financial difficulty; family; teenage pregnancy and problems in school like being ignored by the teachers and mocked by fellow students. Suicidal behavior is a result of desolation and even disintegration of emotional and mental health balance because of the reasons cited earlier.

The problem associated with mental health issues among children and adolescents is significant due to social stigma attached to it which oftentimes leads to discrimination, isolation and depression (2008 Mental Health Situation of Filipino Adolescents, a monograph). It is said that this stage is a peak age for the onset of mood swing, the development of idealistic feelings, and identity crisis.

Hence, it is important to support these young people through promotion of mental health development to help them become productive and maintain optimal psychological and social functioning and well-being (2008 Mental Health Situation of Filipino Adolescents, a monograph).

2009 Summary of Suicide Cases Published in the Newspaper per type of suicide acts

LOCAL				
Age-Range by Type	No. of Case/s	Sex		Causes
		M	F	
Hanging				
41 – above	10	8	2	Fit of rage over money; jealous over extra marital relations; depression of pregnant teenager after her live-in partner returned one day late; breakup with a loved one; forced to cut short studies and burdened with an ailing mother; poverty; loss of job or jobless; fed up with nagging wife; declined to buy him a car
35 – 40 years old	3	2	1	
30 -34 years old	1	1	-	
25 – 29 years old	1	1	-	
	** 1			
20 – 24 years old	2	2	-	
15 – 19 years old	6	4	2	
Sub-total	24	18	5	

Shooting				Jealous rage to live-in partner; blaming self for being a black sheep in the family; a robber gang leader killed himself when cornered by pursuing; jobless; emotionally disturbed; poverty, depression on finances, health (e.g lung cancer or still undetermined health problem, family, love or marital concerns.)
41 –above	5	4	1	
35 – 40 years old	-	-	-	
30 -34 years old			-	
25 -29 years old	1	1	-	
20 – 24 years old	1	1	-	
15 – 19 years old	-	-	-	
Sub-total	7	6	1	
Stabbing				Jealous rage prompted to stab dead his live-in partner and took his own life.
41 – above ↓ 15 – 19 years old	1	1	-	
Sub-total	1	1	-	
Slashing of Pulse				
41 - above ↓ 15 - 19 years old	-	-	-	
Sub-total	1	1	-	
Herbicide	*** 17	-	-	Causes not identified because this is a feature report
Sub-total	17	-	-	
Silver Cleaning Solution				
40 –above ↓				

15 – 19 years old	2 *** 2	-	2	Spat with live-in partner
Sub-total	4	-	2	
Assisted suicide through prescribed drugs				
41 - above ↓ 15 – 19 years old	-	-	-	
Sub-total	-	-	-	
GRAND TOTAL	54	26	8	
FOREIGN				
Age-Range by Type	No. of Case/s	Sex		Causes
		M	F	
Hanging				On-going corruption probe
41 – above	1	1	-	
35 – 40 years old	-	-	-	
30 -34 years old	-	-	-	
25 – 29 years old	-	-	-	
20 – 24 years old	-	-	-	
15 – 19 years old	-	-	-	
Sub-total	1	1	-	
Shooting				Awash in debt, default on mortgage payment and fired from job; no immediate indication of motive but it
41 - above	2	2	-	
35 – 40 years old	*1	-	-	
30 -34 years old	-	-	-	

25 -29 years old	-	-	-	was reported that the boy was a below-average student and was not engaged in school events and also experienced social stigma; the father of a boy who alleged he was sexually molested by pop star Michael Jackson
20 – 24 years old		-	-	
15 – 19 years old	3	3	-	
Sub-total	6	5	-	
Stabbing				
41 - above ↓ 15 – 19 years old	-	-	-	
Sub-total	-	-	-	
Slashing of Pulse				
41 - above ↓ 15 - 19 years old	-	-	-	
Sub-total	-	-	-	
Herbicide	-	-	-	
Sub-total	-	-	-	
Silver Cleaning Solution				
40 –above ↓ 15 – 19 years old	-	-	-	
Sub-total	-	-	-	

Assisted suicide through prescribed drugs				Cancer; terminal ailments
41 - above ↓ 15 – 19 years old	2 *11	1	1	
Sub-total	13	1	1	
GRAND TOTAL	20	7	1	

Note: * - Age and Sex not identified
 ** - Age, Sex and Causes not identified
 *** - A feature report only (age, sex and causes not identified)

Method of suicide of both local and foreign in order of most to least form were: Hanging (25 cases with 19 male and 5 female; 1 case has no identification whether male or female); Drinking deadly herbicide (17 cases – no identification whether male or female); Shooting (13 cases—11 male and 1 female; 1 case has no identification whether male or female); Drinking Silver Cleansing Solution (4 cases – 2 female; 2 cases have no identification whether male or female); and Slashing of pulse (1 case- male).

The causes of suicide cases resulted from depression because of poverty, money or economic difficulty, extra marital relationship, loss of job or unemployment, jealous rage, rift or breakup with loved ones (e.g. boyfriend, girlfriend), chronic health conditions, an ongoing corruption probe, teenage pregnancy, and terrorism.

Some of the suicide acts committed by adults, mostly men, are directly affecting children and women as victims of fatal acts. Some of the notable local murder-suicide cases are that of a man who killed himself after he strangled to death his two small children with unknown motive (Manila Bulletin, 01-06-09); an American who stabbed dead his Filipina wife before hanging himself over money (Philippine Daily Inquirer, 01-10-09); a jealous stricken public school teacher hanged herself after poisoning to death her five-year-old son because of her husband's extra marital affairs (Manila Bulletin, 01-24-09); a man suspecting his wife was having an affair with another man, slashed the throats of his two kids (Manila Bulletin, 08-24-09); police lieutenant shot his wife and then killed himself in front of their 10-year-old daughter (Philippine Star, 03-20-09); and a jealous businessman stabbed his

live-in partner then stabbed himself in front of their 22-year-old daughter.

Moreover, the foreign murder-suicide cases are that of a man who fatally shot his wife, five young children and himself claiming that the couple had just been fired from their hospital jobs, awash in debt, and default on his mortgage payment (Philippine Star, 01-31-09); a 17-year-old burst into classroom in his former high school and gunned down students before he killed himself without immediate indication of motive but the shooting claimed that fellow students had mocked him and the teachers ignored him (Manila Bulletin, 03-13-09); an accountant for a railroad operator killed his wife and his three children before fatally shooting himself (Manila Bulletin, 04-20-09); and two teenagers killed 12 students and a teacher in the 1999 shooting rampage at Columbine High School where 21 people were injured before killing themselves (Manila Bulletin, 10-12-09).

Featured cases through the assisted-suicide (e.g. use of prescription drugs or drank a small amount of clear liquid) with 11 deaths are also reflected in the total data on committed suicide acts. Excluded in the said total statistics on suicide cases is the case of a girl who tried to commit suicide by shooting herself. Furthermore, a total of seven (7) foreign cases of suicide bombing are also excluded because it involved many victims.

CONCLUSIONS

Based on the account on newspaper articles on suicide, the conclusions are as follows:

1. Most suicide cases were committed by adults; out of the total suicide cases both local and foreign, only 12 cases were committed by youth, 15-19 years old, which means 16.2% of the total number of suicide cases accounted for. However, majority in the 15-19 age bracket who committed suicide are aged 17. Nonetheless, suicide is a concern because it devastated the lives of innocent individuals wherein some of the victims are pregnant teenagers and some are barely young fatal victims of suicide acts under the same age bracket.

The common causes of suicide for the 15-19 age group are social stigma resulting to isolation, depression, disintegration of emotional and mental health balance; problem on love, school and family, teenage pregnancy, and financial

difficulty. Hence, the mental health of the young people is at stake that will definitely imperil their active social and economic stability.

It is said that when the health of the young is in danger, the health of the nation is likewise in jeopardy (2008 Mental Health Situation of Filipino Adolescents, a monograph, Philippine Mental Health Association).

2. The inclusion of suicide in the list of reportable causes of death aside from injury will be of great help for a better account of cases on suicide nationwide. It is a primary concern of the government, particularly the Department of Health, to establish a systematic database on suicide for preventive and proactive measures.

The National Center for Health Facility Development and the National Epidemiology Center/Department of Health have the primary responsibility to ensure appropriate intervention program for the need of individuals to reduce, if not eliminate the incidence of suicide acts and its implications particularly murder-suicide.

3. Since suicidal behavior is attributed to mental disorder, a need for collaboration among government agencies, local citizen's organizations, mental health practitioners and related professionals, to promote mental health development, especially for teenagers, because it is said that adolescence stage is a peak age for the onset of mood swing, the development of idealistic feelings and identity crisis, among others.

RECOMMENDATIONS

The following recommendations are being proposed based on the assessment of newspaper articles, ideas discussed and conclusions in this paper:

Policy

1. Considering that suicide is the tenth (10th) leading cause of death worldwide (Source: Hawton K, van Heeringen K (April 2009). "Suicide") with about one million people dying by suicide annually (La Vecchia C, Lucchini F, Levi F (July 1994). "Worldwide trends in suicide mortality), the National Center for Health Facility

Development-Department of Health (DOH), Republic of the Philippines may consider the inclusion of suicide in the list of reportable causes of death since aside from the injury it causes, is to establish a systematic database on suicide cases for preventive and proactive measures.

This will ensure an appropriate intervention program for the need of individuals to reduce or eliminate incidence of suicide cases acts and its implications particularly murder-suicide. The Department in collaboration with the National Center for Mental Health and the Philippine Mental Health Association should collaborate in establishing a database system on suicide cases because this is one of the preventable causes of death. In order to have a more systematic information/data on suicides, the National Epidemiology Center of DOH may consider suicide, whether as lone fatality or with other victims an reportable cause of death which is being reported by the Department of Health.

2. For the Council for the Welfare of Children to include suicide concern in country report or similar periodic report on that matter, and include all legislative and administrative policy measures undertaken to address the issue of suicide.
3. Another issue that can be discussed is the assisted suicide or euthanasia or the so called "mercy killing" for terminally ill patients because this is a contentious moral and political issue in many countries. Unlike in Washington and London, the Philippines does not have a law allowing assisted suicide because this is considered as a criminal offense.

RESEARCH

A research study may be considered to determine the reasons or factors why hanging is the most common suicide method in the Philippines and also, why more male commit suicide than female.

Preventive Interventions

1. Strengthen collaboration among government agencies, local citizen's organizations, mental health practitioners and related professionals to promote mental health development since suicidal behavior is attributed to mental disorder. Particularly, with the recent implementing guidelines of the National Mental Health Policy.
2. Incorporate concepts on mental hygiene in the education curriculum for elementary and high school.
3. Promote community-based proactive measures including training for primary healthcare workers to help individuals who commit suicide.
4. Intensify advocacy, promotion and information dissemination activities on the development of information, education and communication (IEC) materials on the prevention of suicide.
5. Engage the active involvement of local chief executives to address suicide concern in their localities and provide the needed financial support to ensure the reduction, if not elimination of suicide cases.
6. Create a committee composed of government agencies, namely: the Department of Health, Council for the Welfare of Children, Philippine Mental Health Association, National Center for Mental Health, Department of Social Welfare and Development, and Department of the Interior and Local Government, to combat suicide and related concerns among children, and ensure that needed procedures are properly implemented.

Monitoring is an important task of this committee because this would help establish a better account on suicide cases nationwide, particularly among children.

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Preparing Children in Institutions for Independent Living

By Rosario B. dela Rosa*

INTRODUCTION

In 1999 when I joined Kaisahang Buhay Foundation (KBF) the first initiative I did was to do caseload inventory with the social workers for case management. I found out that we had three foster children aged 13, 15 and 16 who had been in our foster homes since they were 5, 7 and 6 years old, respectively. All three were presented for adoption matching, but two were never matched and one was matched but was not accepted. I also found out that KBF was helping three boys in Boys Town, an institution in Marikina, being managed by the City of Manila. Apparently, they will soon be released because they were graduating from high school and could no longer stay in the institution. These boys were placed for temporary shelter by their relatives who gave fictitious addresses and eventually abandoned them. The boys were fearful where they would go after graduation. All their lives they stayed in the institution. A high school diploma is not enough to prepare one to live decently in an employment scarce and highly competitive world.

Then there was a boy who graduated from Boys Town who was allowed to stay in our office while enrolled in a social work course sponsored by a donor. Definitely an office is not a place to live.

Another girl was staying in our Home for Single Mothers, while going to school also sponsored by a donor. She left home at age six (6) because she could no longer take the physical battering from her paternal relatives. Her parents separated and the girl was left behind with the relatives. She slept in sidewalks, ate when she could beg enough, ran around in Metro Manila to evade the police rounding up street children. Eventually, she was rescued and admitted in the DSWD's Nasyon ng Kabataan. When she was being prepared for adoption, a relative showed-up and claimed her from Nasyon ng Kabataan, brought her home and sexually molested her. She again escaped from home and KBF came to her rescue and placed her in a foster home. Her foster parents

wanted to adopt her but somehow her prolonged stay in multiple settings and institutions had made her unable to establish trust, affection and bonding. She started telling lies and picking money from her foster parents. KBF took her back and temporarily allowed her to stay in our Home for Single Mothers, which is definitely not the place for her to stay.

All these situations of children prompted KBF to conceptualize and develop Independent Living and Educational Assistance (ILEA).

RATIONALE

A research on the "Overuse of Institutions for Young Children in Europe" conducted by Kevin Browne of the Center for Forensic and Family Psychology, University of Birmingham, UK, showed that young children who are admitted in institutions before the age of six months suffer long term developmental delay. Those who are placed in a caring environment by the age of six months will probably recover and catch-up on their physical and cognitive development. Improvements are seen in cognitive ability when children are removed from institutional care at an early age and placed in a family. However, difficulties with social behavior and attachments may persist, leading to a greater chance of antisocial behavior and mental health problems. Consequently, it is recommended that children less than 3 years old, with or without disability, should not be placed in a residential care without a parent or a primary caregiver.

Likewise, institutional care has shown costing an average of three times more than foster care/or with families.

Thousands of homeless children who were abandoned, neglected, orphaned, and surrendered, are staying in government institutions, in non-government child-caring agencies, or in licensed foster homes. But not all of them are fortunate

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enough to be adopted or to be reunited with their birth families/relatives. They have to be prepared to support themselves when they have grown older or are no longer qualified to stay in the institution or foster families.

KBF believes that in the absence of a permanent family that will love, care, guide and prepare a child for adult life, a child should be empowered to take care of himself/herself. Through ILEA, the child, if given the chance, can become independent, self-reliant, productive, God-fearing, and an asset to nation building.

Legal Basis

The implementation of ILEA is based on the following:

Presidential Decree 603 or “The Child and Youth Welfare Code” – Article 3. Rights of the Child

- Every child has the right to a wholesome family life that will provide him with love, care and understanding, guidance and counseling, and moral and material security. The dependent or abandoned child shall be provided with the nearest substitute for a home.
- Every child has the right to an education commensurate with his abilities and to the development of his skills for the improvement of his capacity for service to himself and to his fellowmen.

Presidential Decree 603 – Article 4. Responsibilities of the Child

- Exert his utmost to develop his potentials for service, particularly by undergoing a formal education suited to his abilities, in order that he may become an asset to himself and to society.

Vision, Mission, Objectives

The ILEA service aims to provide every child aged-out from orphanages and institutions the opportunity to finish school to support himself/herself for a decent life. The beneficiaries are called “scholars.” Moreover, it helps children in centers and institutions to acquire education according to their mental capacity, learn home life skills, acquire employment, and establish a loving and permanent family. It also provides

secondary, vocational and in special cases, college education, a group home as venue to learn home life skills, enable individuals to “heal” and regain self-worth and dignity, strengthen capability to trust, to relate with others and to be integrated in the community, inculcate love of God, family, country and environment, to get employment after graduation and guide them to establish a loving and permanent family.

Service Components

The service covers educational assistance, Genesis group home where the scholars can stay while studying, casework, groupwork, job placement, follow-up and aftercare.

Who are eligible to become scholars?

These are children who are not adopted and are no longer eligible by age in institutions and who have no family to return to. If they have families, these are the families who caused the separation due to physical and/or sexual abuse and return is not deemed safe/feasible.

The Kaisahang Buhay Foundation is renting one apartment for nine (9) boy scholars, situated just across the KBF office. We were previously renting another apartment for five (5) girl scholars but they are now occupying a room in the KBF building which was used as the clinic for the Foundation’s foster children.

Since 2000 until now, the ILEA service is supported by Les Amis Enfants du Monde (AEM) – France at \$6,300.00 and Sourires d’Enfants (SDE), Belgium, at 5,000 Euro, respectively on an annual basis. The Philippine International Aid Fund (PIAF), Rotary Club of Murphy-Quezon City & International Rotary Club of Cashmere & Leavenworth-Washington, UNICEF and RAF Forwarding also helped but only on a one-time basis.

The scholars pledged that after six (6) months of gainful employment, they will share five percent of their salary to be deposited in a Trust Fund for Independent Living and Educational Assistance.

Expenditures

The KBF spends P 437,960.00 or P31,282.85 per scholar/year, broken down as follows: secondary education receives P13,860 per scholar/year; two-year vocational course, P29,850.00 per scholar/year; four-year college course P 73,350.00 per scholar/year; and home maintenance which costs P437,960.00 or 31,282.85 per scholar/year.

Success stories

So far, the ILEA has benefited 53 scholars since the effort started in the year 2000, while five (5) graduated from four-year courses: Social Work, Nursing, Accounting, Education and Marine Engineering, all are already working (one is working abroad) and living on their own. Meanwhile, 16 graduated from vocational courses: Home Electrician, Computer Technician, Computer Programmer, Food Technology, Garment Technology, Hotel & Restaurant Management, Computer Secretarial, Drafting, Automotive, Refrigeration and Air Conditioning, Nursing Assistant and Computer Technology. All have work (two are working abroad) and living on their own. Two (2) finished high school and did not pursue higher education managing their own business of selling cooked food.

Of the 23 scholars, seven (7) are happily married. One has two kids and the other three have one kid each and three are not in a hurry to have children. The others decided that marriage can wait because they want to insure that their children will all be wanted. They want to break the cycle of unwanted children. They do not want history to repeat itself through them. Also, we always remind them to have only two children for zero population growth in the Philippines.

One (1) scholar was sent by the Department of Social Welfare and Development (DSWD) to Sweden to talk about her experience from institutional care to independent living. Six (6) scholars, two (2) girls in 2004 and four (4) boys in 2007 were sent to the United States of America by DSWD to attend Character Building Program (CBP) at the Institute of Basic Life Principles (IBLP) for two-and-a-half months. The six (6) scholars are now serving as speakers on CBP to other children. One (1) was sent to attend the World Youth Day in Australia in 2008 sponsored by a church-based organization.

Sad Stories

However, there were also sad stories left behind.... 12 scholars did not finish their two-year vocational course and four (4) did not finish high school. The

child who was battered by her paternal relatives became a street child, institutionalized, claimed back by a relative who sexually molested her, fostered, stayed in a Home for Single Mothers before joining ILEA left us when she was a semester away from graduation in a psychology course at the Central Colleges of the Philippines (CCP). It seemed that all the traumatic situations that she experienced were just too much for her and was not completely healed. Accordingly, she has a child with her first boyfriend and another child with her second boyfriend. All these relationships ended with the children left with their paternal grandparents who are maltreating them.

One child who was purposely left by her mother in a market when she was five (5) years old, has a vivid memory of what happened after being left, like begging for food, sleeping on the sidewalk before rescue by the police and placement in a government child caring agency. The mental evaluation indicates that she has an above-average intelligence quotient (IQ) but left college after one year. She lived with a boyfriend with one child. She was battered. She and her boyfriend were given counseling but decided to separate and give up the child for adoption. One girl has had several relationships producing two children and these children are now in an orphanage.

One (1) had depression and died at 18 years old. She was a victim of incest, abused by her father at the age of 11 and gave birth to a boy. The mother placed her in an institution, never came back and whose whereabouts are unknown. Further, one (1) was placed in the Philippine Center for Mental Health (PCMH) because she started having hallucinations and delusion scaring the other girl scholars. She is still at the PCMH.

To date, KBF has 14 scholars: 10 in high school and four (4) college, one taking up Nursing, one – AB Psychology, one – Computer Technician and one – BS in Community Development.

I pray that the cycle of poverty, abandonment, abuse and institutionalization will be broken if more of us will be more caring and generous, and share modest efforts similar to the Independent Living and Educational Assistance Service.

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:

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

*ⁿ = the number of the endnote (i.e., 1, 2, 3...)

For example:

¹Martin 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:

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

Books edited or compiled should be cited, as follows:

ⁿName 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:

¹Martin 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:

ⁿTitle of the Book (City of Publication: Name of Publishing Company, Date of Publication), Page Number/s.

For example:

¹Madame Curie: A Biography (New York: Oxford University Press, 1995), 12.

REFERENCE BOOKS:

ⁿ"Name of Article," Name of Encyclopedia, Year of Publication ed.

For example:

³"Philippines," Encyclopedia Britannica, 2007 ed.

GOVERNMENT DOCUMENTS:

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

For example:

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

REFERENCES AUTHORED BY COMPANIES/ ORGANIZATIONS:

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

For example:

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

JOURNALS:

ⁿName of author, "Title of the Article," Title of the Journal, Magazine or Newspaper Volume Number, Issue Number (Date): Page/s.

For example:

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

ONLINE SOURCES:

ⁿName of author, "Title of the Article," Cite Link (last accessed: date)

For example:

⁹Hanna G. Folger, "What is Color Therapy?" 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:

ⁿLast name of author, "First Words of Article Title," Page Number.

For example:

¹⁰Kingsley and Brown, "Madame Curie," 62.

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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).

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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.

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