



Case Analysis of Bahay Pag-asa as a Partner for Education-Based Community Extension: A Qualitative Approach

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Abstract. Majority of community extension programs focus on the socioeconomic development of poor families and communities in the Philippines. Little is known about the feasibility of establishing extension programs for underprivileged and underrepresented sectors such as juvenile transformation centers. This study intends to streamline programs and potential services that can address the needs of youth currently housed at Bahay Pag-Asa as a form of community engagement. Using an exploratory case study approach, data were collected through in-depth interviews, observations, and immersion among the five (5) staff of the facility. After data saturation, using the risk-needs-responsiveness (RNR) model, data were analyzed inductively through an etic perspective. Key findings revealed the following themes: (1) from a temporary shelter to a juvenile center, (2) from being lonely to an instant family, (3) from the community to the society, (4) to educate is to re-integrate, and (5) integrating services for the children's progress. Data from this research will be used to develop a comprehensive community extension program plan for the Institute of Education, Arts, and Sciences.

Keywords: *community extension, juvenile centers, linkages, partnership*

INTRODUCTION

As a public tertiary education facility and to become a champion of sustainable community engagement, the City College of Angeles, through its Institute of Education, Arts, and Sciences in partnership with Community Extension Office, is in need to formulate a contextualized, community-based program that caters the lost, the last, and the least. To facilitate this, this research takes a deeper look at Bahay Pag-Asa, located in Barangay Sta. Teresita. A transformation center that offers rehabilitation and intervention for children in conflict with the law (CICL), supervised by the City Social Welfare and Development Office.

Children in conflict with the law are one of the most sensitive issues in research, especially in conservative societies. Countries with more urbanized populations have higher registered crime rates than those with strong rural lifestyles and communities (World Youth Report, 2003). As in the case of the Philippines, the number of juvenile delinquents increased from 10,388 in 2017 to 11,228 in 2019, with physical injury being the crime most committed by minors (Ng, 2019). The likelihood of deviant acts occurring in this context depends in many respects not only on the unavailability of legal opportunities, but also on the level of access



to illegal opportunities (World Youth Report, 2003). More often, these minors are neglected, not just in practice but in academic discourse as well.

In 2006, the Philippine Congress passed the Juvenile Justice and Welfare Act or Republic Act 9344, which “covers the different stages involving children at risk and children in conflict with the law from prevention to rehabilitation and reintegration.” Specifically, this law stipulates the State “recognizes the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty and exploitation, and other conditions prejudicial to their development (RA 9344, Section 2, Paragraph C).

A large problem arose from the treatment according to the juveniles when they were placed in jails. Most juvenile delinquents were not segregated from hardened adult criminals in the biggest jails in the Philippines, such as in the Muntinlupa jail outside Manila, so that after their release, they went back to the street with more knowledge of crime. This severely hampered the social integration of youth offenders after they left the prison. Chances were high that these young offenders would become chronic delinquents and eventually harden criminals (Laserna, 2010).

RA 9344 defines the Juvenile Justice and Welfare System as a system dealing with children at risk and children in conflict with the law, which provides child-appropriate proceedings, including programs and services for prevention, diversion, rehabilitation, re-integration, and aftercare to ensure their normal growth and development (Sanchez, n.d.). Therefore, the roles of education and value formation are important. However, not all government-run juvenile centers are fully equipped with services that are ideal in nature.

This is where the community extension occurs. The Commission on Higher Education (CHED) Memorandum Order No. 48 Series of 1996 stresses that higher education institutions must have a credible community extension program that may take the form of continuing education, application of research results, community services, etc. As the IEAS offers a variety of programs that can cater the needs of Bahay Pag-Asa, the purpose of this research is to streamline the programs and at the same time offer potential services that can address the needs of the youth currently housed at Bahay Pag-Asa as a form of community engagement. As manifested in the CCA Research Agenda for 2020 – 2025, one of the priority areas is community-based study. This research intends to produce the following output: (1) a comprehensive needs analysis of the Bahay Pag-Asa in terms of skills development, community and social re-integration, and life-long learning, leading to (2) a detailed City College of Angeles – Bahay Pag-Asa Framework for Community Partnership – that will serve as a guide and basis for designing programs that can be implemented in the future.

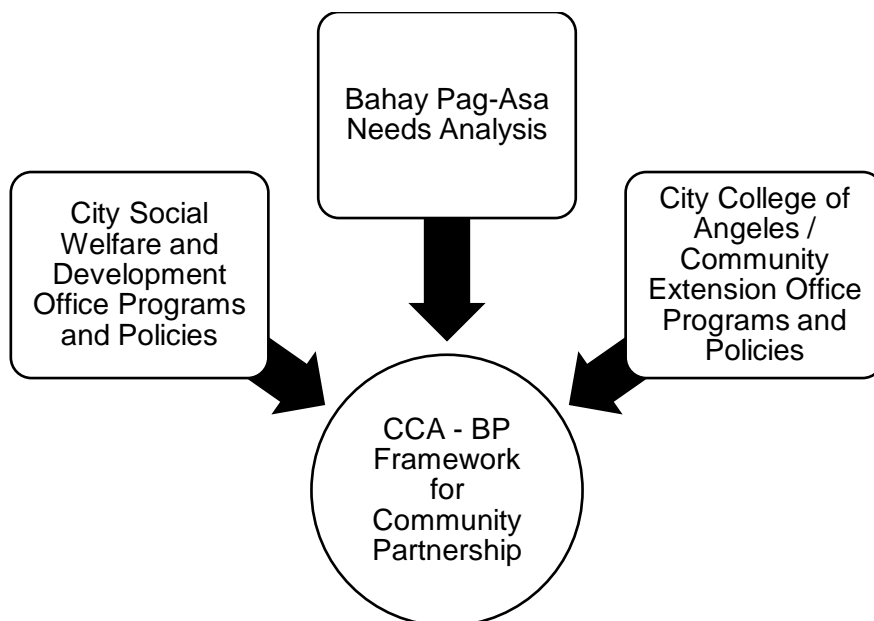


Figure 1. *Conceptual Framework of the Study*

The United Nations Children’s Fund (UNICEF) estimated that more than one million children are behind bars worldwide. Many are held in decrepit, abusive, and demeaning conditions, deprived of education, have access to meaningful activities, and have regular contact with the outside world (Human Rights Watch, 2016). Universally, these children are labelled as Children in Conflict with the Law (CICLs). ‘Children in conflict with the law’ is defined as anyone under 18 who comes into contact with the justice system as a result of being suspected or accused of committing an offence. In some cases, children who engage in criminal behavior have been used or coerced by adults. Most children in conflict with the law have committed petty crimes, some of which are not considered criminal by adults. Children are arrested, detained by the police, and sent to institutions, including prisons, under systems of justice, which in many cases are set up for adults (Save the Children, n.d.). Figure 1 depicts the outcomes of this research.

As Save the Children (2004) puts it, there is a need to examine how national and local governments allocate resources on children’s issues, programs, and policies. The Philippines already has several existing laws that sufficiently address child protection, but there are problems in terms of enforcement because of the lack of budget for implementation. The lack of a budget does not necessarily reflect a lack of resources. Reasons could be other issues...”. This statement indicates that there is indeed a need to look into how CICL are being handled in terms of culturally and community-based rehabilitation and development. In this sense, the role of the City Social Welfare and Development Office is emphasized. As the main agency to promulgate juvenile correction and rehabilitation, its programs and policies should be well aligned with the youth’s interest in subsequent community and social integration.



In terms of needs analysis, the application of the Risk-Needs-Responsivity (RNR) model in adult correctional research and practice is well developed but remains underway in the juvenile justice system. The RNR model may facilitate a shift from punitive practices in the juvenile justice system toward individualized assessment and treatment of youth, fostering rehabilitation and reintegration (Brogan et al 2015). In this research, a deeper look into the current lives and experiences of youth under the care of Bahay Pag-Asa can shed light on how the local government and other stakeholders can take part in address this gap.

Finally, to complete the triad, the City College of Angeles's role is to address the needs of CICL. Currently, there is no sustainable education-based community partnership between the two institutions. Most programs that address the needs of the community are planned and executed by the Community Extension Office. Thus, this study will try to navigate the current programs and policies implemented by the college to streamline the potential services it can offer to improve the holistic rehabilitation of youth offenders housed in Bahay Pag-Asa.

An alternative philosophy, restorative justice, and a new mission, the balanced approach, which requires that juvenile justice systems be attentive to making amends to the community, increasing offender competencies, and protecting the public through processes in which offenders and the community are active participants. Implementing this new approach involves developing a new mission and goals for juvenile justice, reallocating resources, redesigning job descriptions, developing new reporting measures and data-collection systems to monitor effectiveness, prioritizing new programs and practices, and developing new roles for citizens and offenders in the justice process. This evolutionary process can build on existing programs and practices, such as community services and restitution, work experience, and other competency-development interventions that help achieve sanctioning, rehabilitative, and public safety objectives (Bazemore et al, 1997).

METHODS

The researcher employed an exploratory case study approach as a preliminary investigation prior to the main inquiry (Becker, et al 2022). Since this study will serve as the backbone of a complete program proposal, the results from this research will be used to guide subsequent assessments on the feasibility of establishing a long-term community extension project. Furthermore, an in-depth interview was conducted among the key players within the unit, Bahay Pag-asa. Five personnel from the center were interviewed and shadowed. The researcher also immersed the unit in order to observe and be familiar with the culture, processes, and standards within the system.

Gathered data were processed using manual qualitative analysis, particularly by developing thematic analogs to satisfy the objectives of this study. From an etic perspective, themes were generated using an inductive approach.



RESULTS AND DISCUSSION

The succeeding section presents the general findings of the interviews and observations. The themes that emerged are as follows: (1) From a temporary shelter to a juvenile center, (2) from being lonely to an instant family, (3) from the community to the society, (4) to educate is to re-integrate, and (5) integrating services for the children's progress.

From a temporary shelter to a juvenile center

Operated by the City Social Welfare and Development Office (CSWDO), Bahay Pag-asa was initially conceived to cater to the plight of street children in Angeles during the 90's. Its main purpose is to place these children in a safe and caring home and to provide them with all the basic essentials of life on a temporary basis. The youth involved are then given the opportunity to develop and mature in this environment. They have the opportunity to develop their potential through psychological assistance, spiritual counseling, recreational activities, and a sense of hope. Their release depended on the availability of family members to cater to them.

As a transformational center for youth in distress, the Bahay Pag-asa was designed as a temporary shelter for homeless children, young street dwellers, and neglected youth plying within the city. Being a highly urbanized commercial city, Angeles has been home to a variety of businesses, making it a hub for development. As one of the interviewees stated: "Mga na-rescue lang talaga initially ang ina-admit namin dito. Usually yung mga palaboy, rugby boys, 'tsaka mga beggars. So once na-contact na namin ang family o 'yung immediate relative nila, na te-turn over din sila," (those who were rescued (children) are being admitted here. Usually, these are street dwellers, rugby boys, or beggars. Once the family or immediate relatives are contacted, we turn them over.") According to Yusuf, Daud, and Arshat (2021), good parenting strategies are needed, so adolescents might have more room to discover their true passions, which might translate into more joy for adolescents. Thus, parents are important buffers against deviant peer networks that are consistent across different angles.

Currently, there are no established data on how many youths dwell within the streets or are homeless. Phillipp (2020) estimates that homeless children in the Philippines are approximately 250,000; however, this number could be as high as one million (World Youth Alliance, 2021). With the implementation of RA 9344, Bahay Pag-asa's mandate shifted. Section 16 of the law dictates that "All LGUs shall appoint a duly licensed social worker as its local social welfare and development officer tasked to assist children in conflict with the law." As far as the BP is concerned, the majority of residents are either neglected or abandoned. Most of these children were housed in the facility during the trial.

"So 'nung may bagong law na nga about CICL (Children in Conflict with the Law), no choice kami but to follow, syempre. Kaya ang nangyari, lahat ng mga batang may kaso, dito na dinala. So parang naging dalawa na yung services namin: una sa mga na-rescue, and then yung sa mga may kaso," (So when the new law about CICL was implemented, we do not have any choice but to follow, of course. This is when all the children with cases were brought here,) as explained by one of the staff. As mentioned by Lee (2020), residential programs



have a long history of treating youth with emotional and behavioral disorders. Although efforts to reduce reliance on residential settings have decreased the prevalence of these settings, some youths still need more structure and support than what a family setting can provide. In such a situation, BP, as a facility of transformation, is indeed a tool to reform youth with court cases.

With the current setup, the center needed to elevate its programs to cater to the ongoing needs of the juvenile justice system, and at the same time fulfill its original mandate, which is to cater to the rescued youth in Angeles City. In 2021, the local government announced its plan to spend 20 million pesos and build a center for child care, rehabilitation, and reformation to be called “Kanlungan ng Kabataan” (Del Rosario, 2021). Under existing laws, the center’s budget is determined by the executive-legislative agenda of the city. Most of the center’s budget is spent on operational and human resources. On the operational side, this includes the basic necessities of the youth, such as food and toiletries, and maintenance of the center’s office, dormitory, and facilities. However, most of the budget is allocated to human resources. Currently, the center has 12 full-time parents, one social worker, and one office clerk. They were supervised and managed by the central director.

From being lonely, to an instant family

Based on the center’s records, the majority of residents grew up in dysfunctional families. Some of them were abandoned by both parents, others ran away or were neglected, while the majority did not have a mother or father figure in their lives. According to Peter and Nwadukwe (2022), there is a strong link between family structure and juvenile delinquency, and children in single-parent broken homes commit more crimes than children from homes that are conflict-free. As such, BP residents eventually end up committing crimes at a young age. Currently, cases in these children range from petty (theft, vagrancy, etc.) to heinous (rape, murder, drugs, etc.).

In terms of operating the center, similar to a normal family, operating a juvenile center is not a joke. Careful planning of routines, meals, and simultaneously controlling the mischievous nature of its residents are just a few of the main concerns of the staff (See Table 1). “Kahit na mahirap mag maintain dito, medyo maaawa ka rin sa kanila. Kadalasan kasi, kaya nagkaganyan ang buhay nila, walang pamilyang gumagabay. Kaya minsan, hindi rin maiiwasan na magkagulo mga bata,” (even though it is difficult to maintain, you will empathize with them (pertaining to the youth-in-residence). Most of the time, their lives are miserable because they do not have families to guide them, which is why they ended up that way.) At the time of the visit, there were currently 27 youth offenders housed at Bahay Pag-asa and three additional minors who were rescued the night before.

Day-to-day life at the center is routine. From morning until bedtime, all residents were expected to follow these rigid rules. “Naka-plan lahat ‘yan. Kailangan nila sundin kasi mahigpit kami dito. Mababawasan ‘yung leisure time nila kapag nagka problem sa isang activity. Kaya ni lu look forward nila every weekend, dun lang nagbabago yung ginagawa nila,” (Everything is planned. They needed to follow the plan because we were strict about it. Their leisure time is compromised if they deviate from their activities. That is why they look forward every



weekend because of their routine changes') shared by one staff member. However, this can lead to a negative consequence: lack of skill-building activities available to residents, with residents often allocating their time to activities (e.g., television and video games), which might not promote pivotal life skills (Luna, Anderson, & Rapp, 2022). Thus, providing a carefully designed program is necessary in rehabilitative centers such as BP.

Table 1. *Schedule of Daily Activities of Bahay Pag-Asa*

Time Range	Activity
5:00 am to 7:00 am	Wakeup call <ul style="list-style-type: none"> - Fix bed - Morning hygiene - Breakfast
7:00 am to 10:00 am	Rotational Tasks <ul style="list-style-type: none"> - Gardening - Laundry - Cooking (breakfast, lunch, and dinner) - Dishwashing - Cleaning (dorm/sleeping area, comfort rooms, hallways, open spaces)
10:00 am to 1:00 pm	Mid-day <ul style="list-style-type: none"> - Lunch - Watching Television
1:00 pm to 6:00 pm	Study time <ul style="list-style-type: none"> - Modular - Online classes Leisure time <ul style="list-style-type: none"> - Watching television (basketball, noontime shows, news, etc.) - Board games (chess, etc.) - Sports (basketball and volleyball)
6:00 to 8:00 pm	Night call <ul style="list-style-type: none"> - Dinner - Night hygiene - Lights out

"Lahat sila may task, depende kung anong araw. Tinuturuan namin sila ng mga gawaing bahay para masanay sila. Para at least kapag natapos na yung kaso nila, if ever man, alam nila paano mag survive sa labas," (all of them have tasks, depending on the day. We teach them household chores, so that they will adapt. At least when their cases are resolved, they will know how to survive in the real world.) Quips one of the house parents. As mentioned in Tian (2019), social interactions during daily chores and play illustrate that learning-by-doing is more than a simple and individual skill development process, but involves spatial-temporal social institutions and complex social relations. These activities not only constitute life-long skills but also emphasize the roles that residents must embody as part of a community.



However, this does not translate into an easy path as BP residents also experience transitions. “Yung iba sa kanila syempre, nagkakahiyaan at first. Kasi di sila sanay sa tulungan, sa ganitong set up. Halos sila kasi lumaki na walang pamilya or broken family. So, wag ka na mag expect na agad agad, cooperative. Pero eventually, nakaka realize ‘yan na they need to follow. Or else, mas mahihirapan sila,” (some of them feel shy at first. They were not used to help with this setup. They grew up with no family or broken family. Therefore, they do not expect to cooperate immediately. Eventually, they realize that they need to follow. Otherwise, they will have difficulty,” quipped by the staff. McQuillan et al. (2018) proposed that during these transitions, many youths are required to take responsibility for navigating the complex systems between youth and adulthood, such as being in conflict with the law. Thus, they became ambivalent and withheld.

Nevertheless, Walden and Allen (2019) argued that less attention has been paid to everyday interactions between correctional staff members and detained youth. “Kung mapapansin n’yo po, halos mga gawaing bahay mga ito (while pointing to the schedule). Dito kasi, pamilya nag turing namin sa isa’t isa. Ako ‘yung nanay, sila mga anak ko. Magkakapatid sila. ‘Yun ang gusto namin ma-realize nila, (If you’ll notice, almost all of these are household chores. Here, we consider ourselves to be a family. I am my mother, and they are my children. They are siblings’) share one of the houseparents. For the staff, this assumed role is not merely a part of a job description, but rather takes responsibility as heads of “households” within the structure of a juvenile center. This places a difference in the cultural and social perspectives of Filipino houseparents.

In other societies, as Washburn and Menart (2019) point out, the majority of juvenile facilities leave youth traumatized, disconnected, and poorly prepared for life after release. “We focus sa ganito kasi it would be easier sa re-integration nila once na natapos na kaso nila. So, if may babalikan silang family, at least alam nila paano gumalaw at magtrabaho sa loob ng bahay, hindi sila magiging pabigat. Hindi sila pagsisilbihan,” (We focus on this because it would be easier to re-integration once their cases are solved. If they still have a family to return to, at least they know how to work and do household chores, they will not be a burden. No one will serve them”) added by one of the staff. In a study made by Menon and Cheung (2018), the emphasized the holistic nature of programs and service components for helping juveniles gain internal awareness and access external resources. Such a mechanism will not only develop the required skills, but also equip the residents with a proper mindset and purpose.

From the community, to the society

To address the needs of children in juvenile centers, a multi-prong approach is necessary. As Vidal et al. (2019) point out, these residents are concurrently served in child welfare, behavioral health, and juvenile justice systems. Additionally, these youth are a high-risk and vulnerable population, often due to their experience of multiple adversities and trauma; therefore, they have multiple needs and pathways for multisystem involvement. “Mahalaga sa amin kapag may ganitong tulong sa labas. Aside sa na be-break ‘yung pagkaburyong ng mga bata, nakakaramdam sila na hindi sila persecuted. Imagine, wala na nga sila dalaw from their families, tapos repetition pa nangyayari sa kanila dito sa loob,” (It is important for us that



help is coming. Aside from breaking the boredom of children, they feel that they are not persecuted. Imagine, nobody is even visiting them, from their families, and then what happens here is just repetition,") one staff points out. As emphasized by van Miert et al. (2022), a positive group climate in juvenile justice centers contributes to improvements in motivation for positive behavior, reducing incidents, and even recidivism.

To suppress boredom and unnecessary skirmishes among residents, leisure time was provided (Table 1). However, this is insufficient. "Bale pinapahiram lang namin sila ng mga bola sa basketball o kaya sa volleyball. Minsan naman, 'yung mga board games like chess, monopoly, etc. Wala pa talaga kaming program for sports. Minsan, may mga NGOs (Non-Government Organizations) nagpupunta, ayun nakikipag laro. Pero after that, balik na sa dati," (So, we let them use balls like basketball or volleyball. At other times, we let them play board games such as chess and monopoly. We did not have any sports program. There were times when NGOs went here and played with them. After that, we return to the usual.>"). Jacobs et al. (2019) stressed that sports programs are effective in helping youth develop important social, psychological, and physical skills.

In addition to sports, several institutional linkages and partnerships have been established between BP and the community (see Table 2). "Nakakatanggap kami ng tulong siguro once or twice a month. Halos donation gaya ng hygiene products, damit, kumot, etc. Pagkain madami din. Pero 'yung actual na socialization or formation, madalang lang talaga." (We receive help probably once or twice a month. The majority are donations, such as hygiene products, clothes, and blankets. Food as well. But the actual socialization or formation, its very minimal,") As mentioned in the study of Luna, Anderson, and Rapp (2022), the prevalence of non-communicative activities in juvenile justice facilities might limit social interactions, reducing the likelihood pivotal skills receive reinforcement. Socialization is key to fostering development among residents. Thus, activities such as sports can contribute to the holistic nature of rehabilitation.

Table 2. *Type of Help and Community Partners of Bahay Pag-Asa*

Type of Help	Community Partners
Donation (Clothes, Hygiene Kits, Blanket, Food, etc.)	Companies, foundations, individuals, Clark Development Corporation, etc.
Education and Training	Alternative Learning System – Department of Education (ALS-DepEd) Technical Education and Skills Development Authority (Tesda)
Arts and Crafts	Various individuals / foundations
Values and Faith-based Formations	Various churches

Speaking of holistic, spiritual needs is also addressed in BP. "May taga Church dito, usually nagpupunta mga 'yan around Saturday or Sunday. So magdadasal muna sila, magbabasa ng Bible, tapos sharing. And pag natapos na activity nila, ayun papakainin na mga bata. Tapos na. So babalik na naman sila after two weeks," (There are those coming from the Church, usually they go here around Saturdays or Sundays. They pray, read the Bible, and



then share it. Once completed, they feed the children. That's it. they will go back after a week or two,") mentioned by the staff. Stansfield et al. (2020) stressed that the use of religion in an extrinsic manner was beneficial, suggesting that incarcerated individuals may seek religion to gain social support and overcome rejection and loneliness. Moreover, it is evident that such activities foster self-reflection and social connections.

However, not all of these activities were beneficial. Most community engagement activities involve a range of activities, including dole-out operations (Lubuguin et al. (2018). "Gusto sana namin, if ever may tutulong man, mas maganda if long-term yung mga program or project nila. Kadalasan kasi, bitin mga bata. After makagawa ng ganito, after maka accomplish ng ganyan, tapos na. And then mag hihintay na naman ng matagal bago may darating na project. So parang cycle lang siya. Ulit-ulit." (What we want is. If there is help, it would be better if the programs or projects are for the long term. Most of the time, children are longing. After this activity, once completed, it was performed. They would then wait again for another project. Thus, it is similar to a single cycle. Never ending,"). This is a perennial problem among community extension services. Key development activities include partnerships with local governments, training needs assessment through grassroots-level participation, and the design of practical education training programs must be emphasized (Llenares and Deocaris, 2018).

Partnerships and linkages are the key components of successful juvenile rehabilitation. "Hindi naman kami mahigpit kapag may willing. Lalo na kapag alam namin na makakatulong talaga sa development ng mga bata. Basta proper channeling and coordination. Sensitive kasi mga cases nila," (We are not strict for as long as they can really help in the development of the children. As long as proper channeling and coordination exist. This is because their cases are sensitive.'). Montalbo et al. (2021) emphasized that a tri-focal partnership model illustrates the dynamic interplay of the roles and functions among higher education institutions, local government units, and other government agencies, which builds a sustainable community extension project in the community.

To educate is to re-integrate

Reformation and re-integration are the goals of juvenile centers. Therefore, education plays an important role. "Malaki talaga ang factor ng education lalo na sa formation ng mga bata. Habang hinihintay nila yung progress ng kaso nila, hindi sila nawawalan ng pag-asa. Normally, umaabot ng 5 to 10 years mga kaso. Kawawa sila kung walang progress na mangyayari," (Education is a big factor, especially in the formation of the child. While waiting for their cases to progress, they did not lose hope. Normally, their cases range from 5 to 10 years. It is pitiful if they will not progress.'). Extension programs have a great impact on the economic and social status of the community and can be validated by the number of adaptors who are engaged in entrepreneurial and other similar training activities they received (Salazar, 2020).

Not all residents are fortunate to engage continuously in education and training. "May mga residents tayo na hindi man lang nakapasok sa school. As in zero. Never sila nakahawak ng pencil or paper. Ganyan sila napagkaitan ng tadhana. So as moral obligation, hindi naman



kasi sakop ng job description natin ang magturo. Kami na gumagawa ng paraan paano sila matuto kahit basic man lang,” (We have residents who did not go to school. They never held pencils or papers. That is, how unfortunate they are. As a moral obligation, although not part of our job description, we usually teach them. We make ways to help them even if it is just basic.’). Mwangangi (2019) pointed out that non-family factors that impact juvenile delinquency include a lack of access to education. Thus, education creates better opportunities for residents to redeem themselves.

Table 3. *Current Grade Levels of Bahay Pag-Asa Residents*

Grade Level	Number of Residents
Senior High School (Gr.11 and 12)	2
Junior High School (Gr. 7 to 10)	6
Elementary (Gr. 1 to 6)	16
Not Enrolled	3

Although the staff of Bahay Pag Asa recognize the importance of education and training among its residents, they are well aware that it is one of their weaknesses. “May ilang residents dyan, natigil mag-aral. Kaya sobrang hirap na sa kanila ang makabalik. Kahit kami, gusto man namin tulungan, wala kami proper training. Bale modules lang kasi sila. Walang hands-on,” (We have a few residents who stopped schooling. Therefore, it is very difficult to study them again. Although we want to help them, we do not have adequate training. They just use modules. There are no hands-on”). Cox (2021) reports that staff members in juvenile facilities manage the core tensions between the care and control of young people’s lives. Therefore, focusing on the particular needs of education and training burdens the heavily bound responsibilities of staff.

To lessen the additional duties of staff, partnerships with key government agencies exist. As seen in Table 2, the ALS programs of DepEd and TESDA mainly cater to this need. “Yung ALS lang ka-partner namin dito. So iniwan lang mga modules nila. Tulungan kami. Minsan nga hindi namin alam paano ‘yung lesson. Pero kailangan mairaos. Achievement ‘yun ng bata kapag nakatapos sila. At least kung lalabas na sila, may hawak silang diploma,” (It’s just the ALS that we are partner with. They leave the modules. We help one another. There are times when we do not know the lessons. But we need to finish. It is an achievement for the child if they finish the modules.” Nesterov (2019) pointed out that convicted juveniles need to gain knowledge about what methods exist to acquire additional education or to continue what they start, how and where to study, and what forms of education exist. Once juvenile delinquents undergo the program, they are given a new hope and new direction in life to pursue their dreams (Borela, 2020).

With regard to continuing education, BP personnel acknowledged the benefits of implementing similar programs for their residents. “Naniniwala kasi ako na education is the best solution. Mga bata pa sila. Nagkataon lang na wala silang pamilya, na expose sila sa mga masasamang environment or tao. Pero kung nakapag aral at nagabayan sila, malamang wala dito mga ‘yan,” (I believe that education is the best solution. They are still young. It is just so that they do not have a family, and they are exposed to bad environments or people.



However, if they studied or guided, more or less they are not here,” Coker in 2021 mentioned that juvenile delinquents have poor outcomes as adults with higher rates of drug abuse, poor high school graduation rates, and lowered employment well into adulthood. Thus, to ensure a productive citizen, a community must invest in education.

Integrating services for the children’s progress

Since Bahay Pag Asa already has an established system of accommodating community partners, the integration of services and programs can be achieved. As mentioned during the interviews, several community partners already pre-positioned their resources and expertise. In this sense, the Institute of Education, Arts, and Sciences (IEAS) can also be proposed as a beacon of learning. Adolescents in juvenile justice facilities often lack critical social, academic, and vocational skills, which may limit their academic and employment opportunities following their release (Luna, Anderson, & Rapp, 2022). The foregoing section presents the proposed framework (Figure 2), which can be utilized to identify the needs of residents in BP. Guided by the Risk-Needs-Responsivity (RNR) model, this framework may facilitate a shift from punitive practices in the juvenile justice system toward individualized assessment and treatment of youth, fostering rehabilitation and reintegration (Brogan et al 2015).

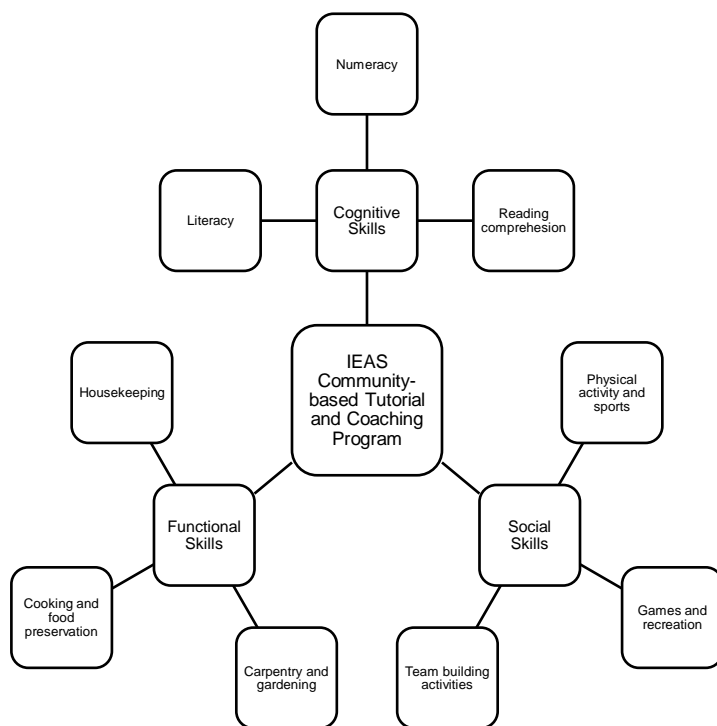


Figure 2. *Proposed Program Framework for Bahay Pag-Asa*

This framework is centralized to the strength of IEAS – tutorial and coaching. The IEAS programs are well equipped with faculty and students that may aid BP residents in addressing the learning gaps they have acquired. Students in these programs can be taught to deliver



activities and, at the same time, learn from their practices. There is an increasing appreciation of the impact of higher education extension in the teaching and learning process, as students apply their disciplinary knowledge to help address real-world problems (Llenares and Deocarís, 2018).

As the majority of faculty members are licensed professional teachers, their expertise in teaching can be tapped to further enhance the progress of residents. As mentioned during the interviews, not all staff in BP are aware of the basics of teaching and learning processes. Thus, integrating the capacity of faculty members and students will be of great help in ensuring that BP residents will fully maximize their learning potential. Incarcerated youths have a more complex set of circumstances than their adult counterparts and are likely to have more stakeholders involved in their transition from the juvenile justice system back into the community, specifically in the education sector (Cumming, et al, 2018).

The enhancement of cognitive skills is an important part of the tutorial and coaching program. Cognitive skills refer to brain-based skills needed in the acquisition of knowledge, manipulation of information, and reasoning (Kiely, 2014). The Institute offers a program on English Language Studies and Mathematics; thus, implementing pedagogies on reading comprehension, literacy, and numeracy skills will not be an issue. As part of their learning outcomes, teachers and students in this program must be able to elicit cognitive development from their learners.

Furthermore, since re-integration is one of the key objectives in juvenile formation, the development of social skills is necessary. Social skills refer to any competence that facilitates interaction and communication with others, where social rules and relations are created, communicated, and changed in verbal and nonverbal ways (Charlop, Lang, & Rispoli, 2018). According to Sumithra and Komalavalli (2022), personality traits have to be improved in order to reduce the crimes performed by adolescents, and their basic needs have to be fulfilled in order to bring about a change in their lives. Under the IEAS, the Psychology, Physical Education, and Special Needs Education programs can be tapped to facilitate this fragment. All programs are expected to contribute to the value formation and personality development of residents with BP. As there is a connection between physical activity, games, and recreation and crime prevention, their prominent roles as a diversionary tool must be emphasized (Morgan and Parker, 2022).

Finally, we developed functional skills as part of a long-term program. Functional skills are skills that people need for their working and personal lives; they can study for qualifications in practical ways and apply core skills to real-life situations (Storey, 2022). In this sense, the TVE program can only provide the required skills. Offering these relationship-based skills and training programs can restrain them from repeating criminal behavior because self-employment as an occupational career path can help overcome potential employers' discriminatory attitudes, and these entrepreneurship programs can improve self-awareness, rational thinking, and social skills (Akhtar and Golra, 2021).

Facility-wise, BP is fortunate, as the local government is supportive of this initiative. Currently, it has a basketball court, kitchen and laundry area, workshop area, conference room, and



open space. All these factors are conducive to both indoor and outdoor activities. In 2021, it was announced that a P20-million center for childcare, rehabilitation, and reformation centers will be built. Dubbed as "Kanlungan ng Kabataan," this will serve as a one-stop-shop youth custody center where the Bahay Pag Asa and Sagip Batang Solvent will be located.

Conclusion

Based on the gathered data and available conceptual evidence, Bahay Pag-asa as a juvenile correction institution can benefit from long-term community extension services focusing on education and skills development. Interestingly, both institutions are known beacons of hope: Bahay Pag Asa for children in conflict with the law, and IEAS for future teachers. This commonality is sufficient to build trust between the two. However, there are some aspects that need to be considered. Encouraging youth success in and beyond detention (Walden & Allen, 2019) must be the ultimate goal in such partnerships. Forging partnerships with communities is necessary for higher education institutions, not just for accreditation. With well-equipped faculty and students, the holistic delivery of education and training needs is not a hindrance. With the support of the local government, other agencies, and stakeholders, the direction of residents' lives can be improved and changed. However, residents' cognitive, functional, and social skills cannot be developed overnight. Gregorio et al. (2020) pointed out that long-term commitment to community extension is attributed mainly to sustainable livelihood, equitable sharing of benefits, strong leadership, effective governance, and improved human and social capital. Thus, mutual commitment to such partnerships must be emphasized for both Bahay Pag Asa and the Institute. Furthermore, a deeper look into volunteerism and community engagement of both faculty and students from the Institute is needed, as this is a key ingredient in synergizing the potential of a partnership between both institutions.

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