

## **Bulacan Polytechnic College and Tanglaw Pag-Asa Partnership Towards Youth Upliftment**

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*Through the years there have been many trends in rehabilitation programs for juvenile delinquents the world over. These continue to progress in more innovative ways to help cease or reverse the increasing problems in the literacy program of the center involved in the rehabilitation program. The juvenile literacy program is comprehensive in dealing with children who come in conflict with the law (Griffin, 2010). The system is a way of providing chances to juvenile inmates to be productive after their rehabilitation stages. In the province of Bulacan, Philippines a rehabilitation center named Tanglaw was created by the provincial government to facilitate in the reformation of the young law offenders. The place is situated near the capitol for easy monitoring. Currently, approximately 200 juvenile offenders have committed various crimes such as theft, robbery, drug addiction, sexual offense, etc. and are confined in the center. The local government of Bulacan through the Department of Social Welfare Development (DSWD) works hand in hand with the Bulacan Polytechnic College (BPC) through a Memorandum of Agreement (MOA, 2017) in building a better future for the young inmates. It is in this course that BPC is responsible for the following: 1. is in-charge in the documentation requirements in coordination with the Tanglaw Pag-asa Youth Rehabilitation Center; 2. provides the needed instructors or trainers as well as the modules for the crash course program; 3. provides for the manpower and the academic structure for a short period for the benefit of the clientele; and 4. accepts the discharged residents in their particular area to be accepted as regular students anytime when in custody of the Center is discharged. The main aim of this research is to provide literacy training to the juvenile delinquents of Tanglaw rehabilitation center. Specifically, it is hoped that the program will: 1. avoid recidivism; 2. allow Tanglaw residents to pursue their college training; 3. give a chance to Tanglaw residents to re-enter in the society and; 4. turn their lives productive. The collaboration of BPC and the Provincial Government of Bulacan (PGB), through the Provincial Social, Welfare Development (PSWDO) started with the signing of Memorandum of Agreement (MOA) and the operation started in August 2015. Resources from BPC, both human and curricular documents, were utilized. Schedules of training were arranged based on the time agreed. Methods and procedure conducted in the training were patterned on the regular practice of BPC. Once the Tanglaw residents completed the study period and successfully passed the requirements, they were given a certificate of completion and can readily enroll for tertiary education. The residents of Tanglaw gained a new kind of life that could lead to professionalism. Former delinquents in their behavior and attitudes who become problems of the society are now successful graduates of BPC. It is in this course that the institution intends to propel its way in serving more the Rehabilitation Center. At present, two are enrolled at BPC, and at the moment, one has graduated already (HRS).*

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*Keywords: youth upliftment, partnership, study, juvenile literacy program*

### **Introduction**

Through the years there have been many trends in rehabilitation programs for juvenile delinquents world over and these continue to be with many more innovative ways to help cease or reverse the increasing problems through the literacy program. The juvenile literacy program is a comprehensive term for dealing with children who come into conflict with the law (Griffin, 2010). The system is a way of providing chances to juvenile inmates to be productive after their rehabilitation stages.

In the early days punishment which was once used almost exclusively by authorities to deal with juvenile delinquents was determined to cause greater issues and therefore rehabilitation instead became the best solution so far. The juvenile delinquent rehabilitation frame centers on the counseling/guidance/treatment of the offender with the assumption that interventions such as probation supervision, work readiness, incarceration, training, cognitive skills training, and behavior therapy will change behavior and reduce the frequency of juvenile offenses (Bradshaw and Roseborough, 2005). McGuire (2001) defines rehabilitation programs for juvenile delinquents as a plan of learning opportunities which shares much in common with the notion of the curriculum in an educational setting. It constitutes a circumscribed set of activities that have specific objectives and it consists of several interconnected elements. Rehabilitative programs may be set up to provide literacy training for income generation, for instance supplying adolescents and young people with increased economic opportunities, professional training, education, increased role and responsibility of local communities in dealing with juvenile delinquents, provision of new places/environment and assistance to help prevent the offender's involvement in delinquent activities. It is essential for juvenile delinquent's re-entry into the mainstream society because being rehabilitated sets the foundation to lead a healthy lifestyle in the community once out of the juvenile justice system (Bradshaw and Roseborough, 2005). At the same time, some of the rehabilitative methods address the personal needs of juvenile delinquents and give them realistic options to make within the society without having to recidivate (Lober, Farrington and Petechuk 2003). The problem with juvenile delinquency is becoming more complicated and the programs aimed at their treatments now proliferate in almost all institutions/communities (U.S Department of Justice, 2007). However, these programs are either ill-equipped to deal with the present realities or are not implemented fully. Many countries have done little or nothing to deal with these problems and international programs are proving insufficient. The countries are engaged in activities aimed at juvenile crime prevention but the overall effect of these programs is rather weak because the mechanisms in place are often inadequate to address the existing situation (Campaign for Youth Justice, 2007, Acoca, 1999).

In the province of Bulacan, the Philippines a certain rehabilitation center named Tanglaw was created by the provincial government to facilitate in the reformation of the young law offenders. The place is just situated near the capitol for easy monitoring. Currently, approximate 200 juvenile offenders have committed various crimes such as theft, robbery, drug addiction, sexual offense, etc. The local government of Bulacan through the Department of Social Welfare Development (DSWD) works hand in hand with the Bulacan Polytechnic College (BPC) through a Memorandum of Agreement (MOA) in building a better future for the young inmates. It is in this course that BPC is responsible for the following:

1. Is in- charge in the documentation requirements in coordination with the Tanglaw Pag-asa Youth Rehabilitation Center;
2. Provides the needed instructors or trainers as well as the modules for the crash course program;
3. Provides for the manpower and the academic structure on the shortest period for the benefit of the clientele; and
3. Accepts the discharged residents in their particular area or accept as regular students anytime when the residents are discharged in the custody of Tanglaw Center.

The main aim of this study was to provide literacy training to the juvenile delinquents of Tanglaw rehabilitation center. Specifically, it is hoped that the program will: 1) avoid recidivism; 2) allow Tanglaw residents to pursue their college training; 3) give a chance to Tanglaw residents to re-enter in the society; 4) turn their lives productive; and 5) lessen the number of inmates inside Tanglaw.

This work is premised on social learning theory (Bandura, 1977). This theory is based on how an individual conforms and accepts the rules, laws, and morals of society. When there are positive role models within the home and community, the individual can learn positive ways of achieving goals. When there is a presence of violence in the home, the individual learns that violence is the only available way of coping with frustrations. This means that the more positive the environment a child is placed in the more likely s/he can conform to society and become a non-delinquent (Champion, 2004). The theory has been applied in Social Control Theories, conflict criminology and labeling theories that tried to explain the emerging and more radical social environment. Moreover, people believe that they could observe the behavior and see the process of social learning, e.g. parents watched their children and saw the influence of other children on their own; they could also see what kind of effect they had on their children, i.e. the processes of differential association and reinforcement. The conservative political parties were advocating an increase in punishment to deter crime. Unlike labeling theory, social learning theory actually supports the use of punishment which translates into longer sentences for those convicted and helps to explain the increase in the prison population that began in the early 1970s (Burgess and Akers, 1969) Although the approach appears less mechanistic than behaviorism, social learning theorists generally do not believe in free will and take a deterministic view of human behavior. Their emphasis on the role of cognitive and motivational factors may appear to give freedom of choice a role in behavior but it should be remembered that a person's motivation is the product of learning that took place at an earlier time and that therefore their 'choices' are not free. They share with the behaviorists a tendency to favor the nature side of the nature-nurture debate although it is generally assumed that the capacity for observational learning must be innate. Like behaviorism and other scientific approaches to psychology, social learning theory is a representation of concepts /constructs of interest in a study, their observable manifestations and the interrelationships among and between them (nomological) in its outlook and holds the similarities between people to be more important than the differences. Along with the nomological outlook comes a reductionist approach in explaining behavior; whereby, even the most complex things that people do are explained in terms of relatively simple fundamental processes of learning. In the context of this study, the theory is related to the environment under which juvenile delinquents have been placed, i.e. if the conditions have positive role models, the juvenile delinquents are able to learn and acquire positive habits which can be more influential in the recovery process; otherwise, they may recidivate if put in conditions where people do not conform to the rule of law.

Delinquent behaviors among juveniles encompass aggressive acts like theft, vandalism, fire setting, truancy, running away from school/home, defying authority and other antisocial behaviors. All these could be halted if delinquent adolescents were effectively rehabilitated within the rehabilitation schools. According to the Child Care Act (2011), it is the principal objective of children rehabilitation schools to provide appropriate educational and training programs and facilities for children referred to them by a court and by having regard to their health, safety, welfare and interests, including their physical, psychological and emotional wellbeing, providing proper care, guidance and supervision for them, preserving and developing satisfactory relationships between them and their families, exercising

proper moral and disciplinary influences on them, recognizing personal, cultural and linguistic identity of each of them (Children's Act, 2001). This is to promote the children's reintegration into society and prepare them to take their place in the community as persons who observe the law and are capable of making a positive and productive contribution to society (Kikuvi, 2011). Lauer and Prescott (1998) contend that effective rehabilitation programs are those that focus on changing behavior ~~12~~ and beliefs conducive to crime. According to Siegel (2002) if successful rehabilitation were not the ultimate goal of juvenile corrections, then the use of residential facilities would be an expensive exercise in futility. Every effort must, therefore, be put to make juvenile delinquents' rehabilitation an effective process.

Oluoch (1993) analyzed adolescent and theft and intervention by the juvenile courts. His study involved serious and violent juvenile offenders in detention. He reported that the best intervention programs were capable of reducing recidivism rates by as much as 40%. He regarded this figure as an accomplishment of considerable practical value in terms of expenses and social damage associated with the delinquent behavior of these juveniles.

Since the remand home was viewed as a temporary location for the boys, there was no funding given towards training them with a useful skill. However, the study showed that the boys often stayed longer than the prescribed years and there was usually plenty of time for them to learn a skill. In general, the juvenile justice system suffered from lack of funding and the remand homes greatly relied on support from UNICEF and NGOs since the government was unwilling to commit funding for the skills training (Stephanie and Corinne, 2011).

### Conceptual Framework

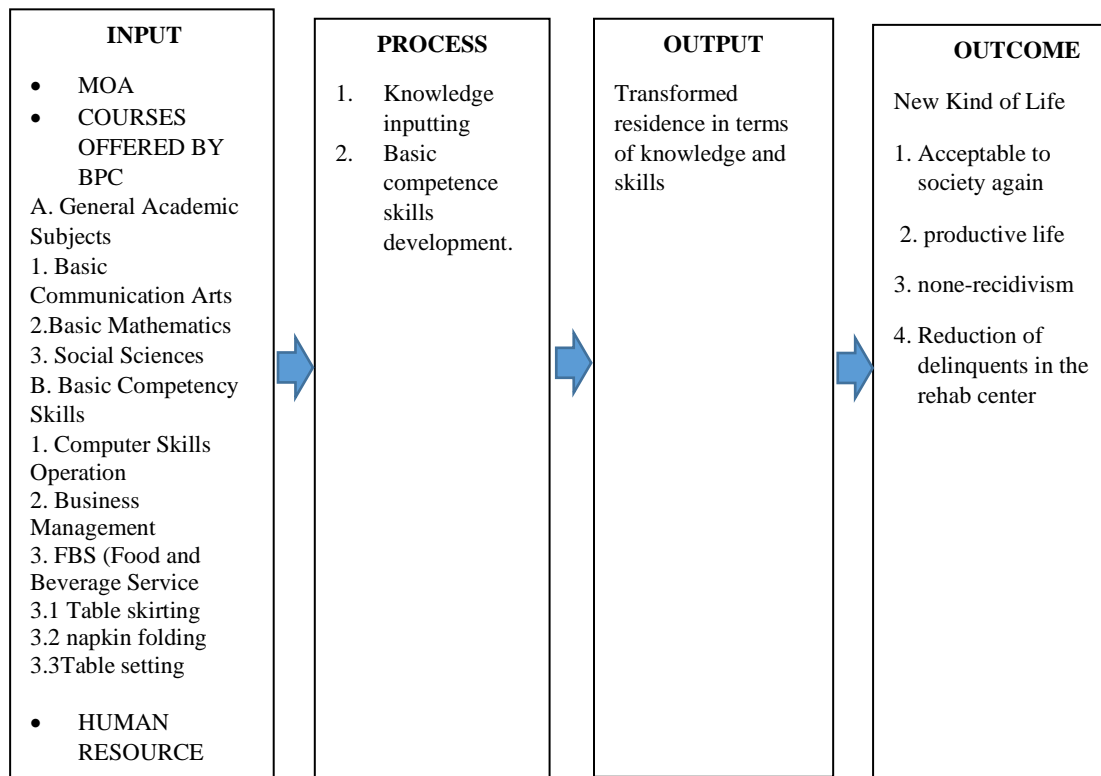


Figure 1. Conceptual Framework

In this work, the proponents used the IPO conceptual paradigm. Rehabilitation program through literacy training to the juveniles includes Basic Communication Arts, Mathematics, Basic Computer Operation, Business Management, FBS (Food and Beverage Service): Table skirting, napkin folding, Table setting falls under Input, while knowledge on inputting basic competence skills development is covered under Process. Transformed residence in terms of knowledge and skills is the output. Finally, the outcome of the study is the new kind of life having the following: acceptable to the society again, productive kind of life, none –recidivism and reduction of congestion in the rehabilitation center.

## **Results and Findings**

Using a crash course package curriculum instruction, this learning system was utilized. Selected faculty members bearing their competency skills in their areas of mastery were commissioned to carry the package of instruction needed to suffice learning program plausible and productive. So, it is in this course that time allotment for the learning package was woven to get rid of schedule conflict with the mother school's (BPC) academic program. This program is in a continuum process by a batch of residents of Tanglaw embedded in the program portfolio. Once the residents meet the requirement for graduation, they can proceed in enrolling at BPC to take up any of the Tech-Voc or degree programs offered. They should pass the entrance examination given by the college and after having cleared by Tanglaw of their offense. Preferred courses offered are more on none usage of instruments that can be used by the students in case of the arousal of violence.

### **Courses Offered**

- Basic Communication Arts
- Mathematics
- Basic Computer Operations
- Business Management
- FBS (Food and Beverage Service): Table skirting, napkin folding, Table setting

The program started between the collaboration of BPC and the Provincial Government of Bulacan (PGB) through the provincial DSWD. Once the Memorandum of Agreement (MOA) was signed, the operation started. Resources from BPC, both human and curricular documents, were utilized. Schedules of training were arranged based on the time agreed. Methods and procedure conducted in the training were patterned after the regular practice of BPC. Once the Tanglaw residents completed the study period and successfully passed the requirements, they were given a certificate of completion and can readily enroll for tertiary education.

## **Discussion**

The collaboration of BPC and the Provincial Government of Bulacan (PGB) through the Provincial Social Welfare Development (PSWDO) started with the signing of Memorandum of Agreement (MOA); after it, the operation started. Resources from BPC, both human and curricular documents, were utilized. Schedules of training were arranged based on the time agreed. Methods and procedure conducted in the training were patterned after the regular practice of BPC. Once the Tanglaw residents completed the study period and successfully passed the requirements throughout, they were

given a certificate of completion and can readily enroll for tertiary education. The residents of Tanglaw gained a new kind of life that could lead to professionalism. Former delinquents in their behavior and attitudes who become problems of the society are now successful graduates of BPC. It is in this course that the institution intends to propel its way in serving more the Rehabilitation Center. At present, two are enrolled in BPC, and at the moment, one has graduated already (HRS).

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