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GOJUST GOVERNANCE IN JUSTICE
A JUSTICE SECTOR REFORM PROGRAMME

DILG

SALIGAN

Module on the Formulation of Comprehensive Local Juvenile Intervention Programs (CLJIP) and Child Rights-based Local Ordinances

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Foreword

In 2022, SALIGAN, in partnership with UNOPS and the Department of Interior and Local Government (DILG), implemented the project entitled "Enhancing Local Government Capacities in Delivering Justice Services for Children at Risk (CAR) and Children in Conflict with the Law (CICL)." One key aspect of this project involves crafting a training manual for the formulation of a Comprehensive Local Intervention Program (CLJIP) for children at risk and children in conflict with the law at the city and barangay levels.

This training manual was developed based on the 2015 Juvenile Justice and Welfare Commission (JJWC) and DILG Guideline on the Localization of the Comprehensive National Juvenile Intervention Program (CJNIP). It also incorporates the JJWC's Manual on the Formulation of Comprehensive Barangay Juvenile Intervention Program (CBJIP) and the results of a comprehensive policy review of the existing CLJIPs in the different Justice Zones in the cities of Naga, Baguio, Quezon, Davao, and Bacolod. The development process included consultation sessions with the respective Local Council for the Protection of Children and with the CAR and CICL of Naga City, which revealed the following analysis: (1) the identified issues regarding CAR and CICL primarily focus on children as both victims and perpetrators, alongside the influence of family and community, but there's limited evaluation of how duty-bearers and existing mechanisms impact CAR and CICL situations; (2) lack of genuine and meaningful consultation with CAR and CICL during the project development cycle resulted in interventions that do not address their genuine needs; and, (3) the gender aspect was not taken into account during the development of the CLJIP.

These identified gaps were addressed in this training manual by providing the following enhancements from the previously mentioned guidelines and manual of the DILG and JJWC: (1) A module on the international and national legal framework for the realization of the protection rights of CAR and CICL which lay down the commitment and duties of the government in respecting, protecting and fulfilling the human rights of the CAR and CICL; (2) Module on child rights programming that will provide the LCPC the capacity to formulate the CLJIP using the Theory of Change complemented with the principles of children participation and gender sensitivity. This will help ensure that the interventions are child rights-focused and gender-responsive; (3) The use of the assessment tool in analyzing the situation of CAR and CICL which help the LCPC target the issues in the context of the fulfillment of the rights of CAR and CICL, the duty-bearers, the institutional framework and the gender aspect of the children situation.

This training manual underwent pilot-testing in the cities of Naga, Balanga, and Baguio during the conduct of the Trainers Training on the Formulation of the CLJIP and has resulted in the enhancement of their respective CLJIPs and are currently in the process of developing their 2024-2027 CLJIPs. We hope this manual serves as a valuable resource for all LCPCs at all levels of the local government unit, practitioners, and advocates dedicated to the welfare and development of children. Through our collective efforts, we strive to create inclusive and supportive environments where every child can thrive, free from harm and discrimination.

Thank You.

SALIGAN

EUROPEAN UNION

MESSAGE

I would like to congratulate the Philippine Department of the Interior and Local Government (DILG) on the publication of the Module on the Formulation of Comprehensive Local Juvenile Intervention Programs (CLJIP) and Child Rights-based Local Ordinances.

We were able to support this process led by the DILG's National Barangay Operations Office (NBOO) through our Governance in Justice programme (EU GOJUST). The training module is a step forward in the realization of the Philippine commitment to the Convention on the Rights of the Child, as it protects the rights of Children at Risk and Children in Conflict with the Law.

The module is an important resource for the training of key local officials at the barangay, municipal, and city levels who are key in the promotion of the welfare of children. We are happy to note that the process of building a pool of trainers for this module is well underway.

The European Union has been a committed partner to the Philippine Justice Sector reform since 2006. Our engagement is based on the critical role played by the justice system in enforcing and strengthening the rule of law and human rights, including the rights of the child.

Working together, we strive to make real-time justice accessible to all, especially for children at risk and children in conflict with the law.

H.E. Luc Véron
Ambassador of the European Union to the Philippines

Republic of the Philippines
DEPARTMENT OF THE INTERIOR AND LOCAL GOVERNMENT
DILG-NAPOLCOM Center, EDSA cor. Quezon Avenue, West Triangle, Quezon City
www.dilg.gov.ph

Message

As one of the GOJUSTII program partners, the DILG has always believed that protecting and promoting child rights is not only a duty but also an investment for the future.

Local government units (LGUs) play a critical role in helping address the needs of children, including children-at-risk (CAR) and children in conflict with the law (CICL).

To ensure that adequate support is provided to CAR and CICL at the local level, Republic Act 9344 or the Juvenile Justice and Welfare Act mandates LGUs from the barangay to the provincial level to institute a Comprehensive Local Juvenile Intervention Program (CLJIP) with the necessary budget to implement their respective juvenile intervention programs.

This supports the country's commitment to Article 40 of the United Nations Convention on the Rights of the Child (UNCRC) which provides that the treatment of children within justice systems must uphold their dignity and worth.

Hence, the Department of the Interior and Local Government (DILG) extends its utmost gratitude to the **European Union (EU), Governance in Justice II (GOJUST II) Programme, and Sentro ng Alternatibong Lingap Panlegal (SALIGA**N) on the publication of the **Module on the Formulation of Comprehensive Local Juvenile Intervention Programs (CLJIP) and Child Rights-Based Local Ordinances**.

This manual serves as a handy reference guide for LGUs to champion child rights in their localities and ensure alignment of local efforts with international standards. It is also a vital resource in developing and implementing programs and policies that uphold juvenile justice and welfare.

We fervently hope that this transformative tool will equip the users with a comprehensive and reliable resource and enable them to navigate the complexities of the laws on children at risk (CAR) and in conflict with the law (CICL).

May this manual enhance the capacity of local governments to foster an environment that respects and upholds our children's inherent worth and dignity.

Let us continue to work together towards a Bagong Pilipinas where people and children live, work, do business, and play in just, inclusive, and sustainable communities.

ATTY. BENJAMIN C. ABALOS, JR.
Secretary

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Message

Atty. Izza Mari D. Laurio
OIC-Director, National Barangay Operations Office

The National Barangay Operations Office (NBOO) expresses its commendation and gratitude to the *Sentro ng Alternatibong Lingap Panlegal* (SALIGAN) Inc. through the Governance in Justice (GOJUST) Program in developing the *Module on the Formulation of Comprehensive Local Juvenile Intervention Programs (CLJIP) and Child-Rights Based Local Ordinances.*

The development of this Module is timely and a must strategy expected to bring "synergy among stakeholders at the local level in designing and delivering Social Protection programs"[1] for Children at-Risks (CAR) and Children in Conflict with the Law (CICL). This Module will not only guide the LGUs in crafting their respective juvenile intervention programs, but will also inform them on the recent trends and developments in the Child Protection spectrum such as gender fluidity, child justice system, child rights-based planning, child participation, restorative justice and among others.

Aside from the process based-approach formulation of the CLJIP, highlighting the importance of child rights-sensitive local legislation in the Module is a welcome and opportune innovation for DILG. Through local ordinances, local mechanisms spearheading CAR and CICL will be assured that interventions are implemented, knowing that the development, implementation, monitoring and evaluation of the said interventions are supported with legislations.

On our end, NBOO will continue to work with SALIGAN and other partner child-focused organizations and agencies. Albeit limited resources, NBOO commits its full support not only to the implementation of this Module, but in the Department's "shared responsibility of overseeing LGUs in enhancing their capacities to ensure that needed interventions in particular areas of concern such as CAR and CICL, will be provided."[2]

-0-

[1] Strategy Framework to Strengthen Social Protection, Philippine Development Plan (PDP) 2023-2028
[2] DILG Strategic Plan 2024-2028

DSWD
Department of Social Welfare and Development

BAGONG PILIPINAS

MESSAGE

The Department of Social Welfare and Development (DSWD) acknowledges the need to collaborate with other duty-bearers to efficiently and effectively address the needs of children, especially children in conflict with the law (CICLs) and children at risk (CARs).

This can be done through the proper execution and full implementation of Republic Act No. 9344 or the Juvenile Justice and Welfare Act (JJWA) as amended, which provides a comprehensive and child-sensitive procedure to rehabilitate children and prevent them from re-offending.

Thus, a whole-of-nation and whole-of-society approach is necessary to ensure that CICLs, other children in need of special protection and their families, are given access to all the necessary interventions to help the children renew their lives and become well-rounded citizens.

With this, I would like to extend my heartfelt congratulations to the Department of the Interior and Local Government – National Barangay Operations Office (DILG-NBOO) and the Sentro ng Alternatibong Lingap Panlegal, Inc. (SALIGAN) for publishing this training manual for the formulation of a Comprehensive Local Intervention Program (CLIP).

This manual will serve as a vital resource material for duty-bearers and other stakeholders in the formulation, implementation, and monitoring of programs and interventions for CICLs and CARs that will help build an enabling environment for them to attain their full potentials.

Rest assured that the DSWD will provide all the necessary assistance in fulfilling the strategic interventions of the different local government units (LGUs) to protect and promote the rights and welfare of CARs and CICLs.

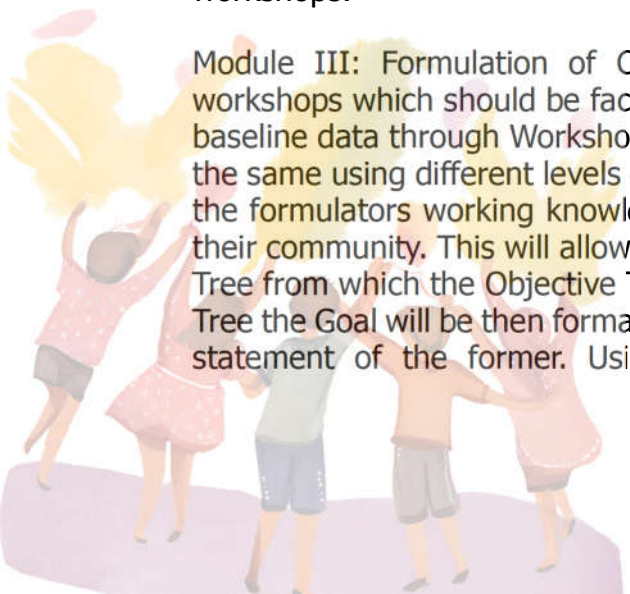
REX GATCHALIAN
Secretary

DSWD Central Office, IBP Road, Batasan Pambansa Complex, Constitution Hills, Quezon City, Philippines 1126
Website: http://www.dswd.gov.ph Tel Nos.: 89319143, 89318101 local 10086

Executive Summary

Children are essential part of national development no matter what situation or circumstances they belong to. While the State and its duty-bearers, including parents, are responsible to the protection and promotion of their rights, children are not mere beneficiaries or end-receivers of services and privileges but are rights-holders who are entitled to opportunities to contribute in the formulation of mechanisms and programs meant for their benefit. This principle applies to all children especially the Children at Risk and Children in Conflict with the Law who are commonly vulnerable to the neglect of their rights if not its violation. In using this module, the trainers should forego common stereotypes and biases towards juvenile delinquency and bear in mind that CAR and CICLs are also victims of circumstances. This Module on the Formulation of the Comprehensive Local Juvenile Intervention Program (CLJIP) and Child Rights-based Local Ordinances envisions the same by emphasizing the use of child rights programming. The Module consist of five (5) parts which are organized to establish first a foundation of child rights-based principles and sensitize the users of this module to a child-appropriate and gender sensitive approaches which is vital to address intersectional needs of children at risk and children in conflict with the law. Each part includes sessions and workshops that can be facilitated through its respective activity guides.

Module I: Gender Sensitivity Awareness and Orientation seeks to sensitize first the formulators of CLJIP to a gender-sensitive approach in programming for children. Through an orientation on sex, gender, and the sexual orientation, gender identity and expression (SOGIE) of persons and understanding the common biases and stereotypes based on gender especially of girls. The first module also provides a guide to the formulators on gender-sensitive communication which they must adopt not only in the writing of their CLJIP but also in the implementation of their programs with children.
Module II: Child Rights and Juvenile Justice in the Philippines aims to emphasize to the formulators the different child rights principles to which programs and mechanisms within their CLJIP should be anchored as good foundational knowledge on these will guide them in a more child-appropriate and sensitive formulation of programs. Salient features of the Republic Act 9344 as amended or the Juvenile Justice and Welfare Act are also discussed particularly focusing on the mandates for the formulation of the CLJIP. It also introduces the guide in the programming of the actual CLJIP itself as an overview of the following workshops.



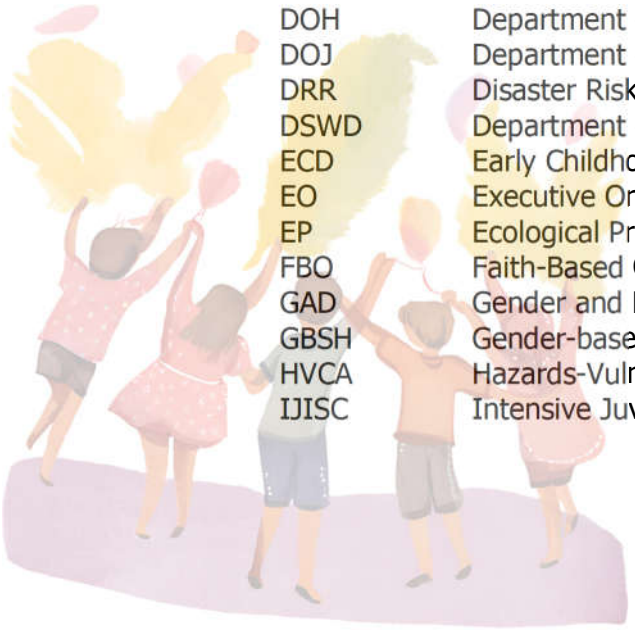
Module III: Formulation of CAR and CICL-informed CLJIP consist of sessions and workshops which should be facilitated in order as it follows the process of first laying the baseline data through Workshop 1 to identify the problem statement and further analyze the same using different levels of analysis during Workshop 2 as guided by Session 1 and the formulators working knowledge on the circumstances of children, CAR, and CICL in their community. This will allow them to have a clear guide in later creating their Problem Tree from which the Objective Tree will be derived from. While transforming the Problem Tree the Goal will be then formally derived from the transformation of the general problem statement of the former. Using the Objective Tree, the trainers should guide the

formulators in filling out the Results Matrix'es Goal, Outcome, Output and its other parts. The interventions and programs should be based from the identified root causes in the problem tree and its transform version in the objective tree. The by-product Results Matrix will now be the basis for the formulation of the Monitoring and Evaluation Tool for the CLJIP.

Module IV: CLJIP Mainstreaming to the CLJIP and LDIP provides a discussion and a guide in the formulation of a Work and Financial Plan of the CLJIP while mainstreaming the same to the present development plans of the city/municipality/barangay.
Module V: Institutionalization of CLJIP will provide a guide on the formulators on how create child rights-based local ordinances especially those that will address the problems previously identified by them. While a resolution will be enough for the institutionalization of the formulated CLJIP, as CAR and CICL service providers, they must also learn how to enact policies that will promote the rights of the latter.
Using this Training Module, the trainers are encourage to allow the barangay/city/municipality to identify on their own actual problems encountered by the locality concerning CAR and CICL in order to achieve a more comprehensive and CAR-CICL-informed CLJIP.

Acronyms

AIP	Annual Investment Program
BCPC	Barangay Council for the Protection of Children
BJIP	Barangay Juvenile Intervention Program
BOM	Budget Operations Manual
CAFAB	Coercively Assigned Female at Birth
CAMAB	Coercively Assigned Male at Birth
CAR	Children at Risk
CAT	Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
CBJIP	Comprehensive Barangay Juvenile Intervention Program
CCA	Climate Change Adaptation
CCPR	Covenant on Civil and Political Rights
CDP	Comprehensive Development Plan
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CERD	Convention on the Elimination of all Forms of Racial Discrimination
CESCR	Covenant on Economic, Social and Cultural Rights
CICL	Children in Conflict with the Law
CLJIP	Comprehensive Local Juvenile Intervention Program
CNJIP	Comprehensive National Juvenile Intervention Program
CRC	Convention on the Rights of the Child
CRP	Child Rights Programming
CRSA	Child Rights Situational Analysis
CSC	Commission on Civil Service
CSO	Civil Society Organization
CSWDO	City Social Welfare and Development Office
CWD	Children with Disabilities
DBM	Department of Budget and Management
Dep Ed	Department of Education
DILG	Department of Interior and Local Government
DOF	Department of Finance
DOH	Department of Health
DOJ	Department of Justice
DRR	Disaster Risk Reduction
DSWD	Department of Social Welfare and Development
ECD	Early Childhood and Development
EO	Executive Order
EP	Ecological Profile
FBO	Faith-Based Organization
GAD	Gender and Development
GBSH	Gender-based Sexual Harassment
HVCA	Hazards-Vulnerabilities-Capacity Assessment
IJISC	Intensive Juvenile Intervention and Support Center



IRA	Internal Revenue Allotment
IRR	Internal Rules and Regulations
JJWA	Juvenile Justice and Welfare Act
JMC	Joint Memorandum Circular
LCE	Local Chief Executive
LCPC	Local Council for the Protection of Children
LDC	Local Development Council
LDF	Local Development Fund
LDIP	Local Development Investment Program
LDRRMF	Local Disaster Risk Reduction and Management Fund
LDRRMP	Local Disaster Risk Reduction and Mitigation Plan
LGBTQIA+	Lesbian Gay Bisexual Transgender Queer Intersex Asexual Plus
LGSF-FA	Local Government Support Fund-Financial Assistance
LGU	Local Government Unit
LMPT	Local Project Management Team
ME	Monitoring and Evaluation
MGB	Manifestation of Gender Bias
MOV	Means of Verification
MSWDO	Municipal Social Welfare and Development Office
NEDA	National Economic Development Authority
NGO	Non-Government Organization
NTA	National Tax Allotment
ODA	Official Development Assistance
PCW	Philippine Commission on Women
PNP	Philippine National Police
PO	People's Organization
PPA	Program Project Activities
RJJWC	Regional Juvenile Justice Welfare Council
SC	Supreme Court
SK	Sangguniang Kabataan
SLE	Structured Learning Exercises
SOGIESC	Sexual Orientation Gender Identity and Expression and Sex Characteristics
SUC	State Universities and Colleges
TWG	Technical Working Group
UDHR	Universal Declaration of Human Rights
UNCRC	United Nations Convention on the Rights of the Child
VAW	Violence Against Women
VAWC	Violence Against Women and their Children
WCPC	Women and Children Protection Center
WFP	Work and Financial Plan

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Module I

Gender Sensitivity Awareness Orientation

Introduction

Children at risks (CAR) and children in conflict (CICL) enjoys the same human rights as everyone else across the world. Like other people from different age groups, the identification of children's needs especially CAR and CICLs, requires in-depth assessment of cross-cutting issues and rights for a wholistic determination of appropriate programs and policies that address the root causes of children being at risk and in conflict with the law. One of the crucial cross-cutting issue that requires attention and sensitivity is on gender. With the evolution in human rights, gender rights which is closely related and rooted from women and girls' rights, becomes a topical subject of discrimination and violation of rights among people of different ages. Children, especially, lack the sufficient capacity to shield themselves from discrimination and violations of their gender rights owing to their minority status. CAR and CICLs becomes more vulnerable to this violation of gender rights. Emerging from previous consultations, some of these violations are experienced by CAR and CICLs within the legal and intervention systems. Thus, gender sensitivity, amongst service providers engaging with CAR and CICLs, is a must. In this module, service providers will be oriented on the relevant concepts and principles on gender sensitivity especially the revolutionary concept of SOGIESC (Sexual Orientation, Gender Identity and Expression, and Sex Characteristics).

1.1. Session 1: Understanding, Sex, Gender, and Diverse Identities

1.1.1 Introduction

The LBGTQIA+ Community is a minority social group that faces social exclusion in the following spheres: Education, Health, Employment, Family Affairs, Religion, Media, and Politics. While the Philippines is predominantly Catholic, the country is known as "one of the most LGBT-friendly countries in Asia" with a relatively relaxed social norm on LGBT issues. Nonetheless, like other nations, the rights of Filipino LGBTQIA+ are still being denied. Conservative fundamentalists marginalize the minority group by citing Bible verses and Church doctrines to support their traditional view that there are only two genders.[3] Contrary to the protests of conservative legislators, a law specifically for the LGBTQIA+ Community is indispensable not only to promote their social acceptance and deter discrimination and violence against them but also to encourage them to be active members of society. A SOGIESC Law is essential to genuinely uphold equality in society.[4] Ally organizations campaign for the passage of anti-discrimination laws first and foremost to address the existing stigma that would hinder the passage of other similar legislation.[5] The SOGIESC Bill, first filed in 2000, has been sitting in the legislative body for twenty-three (23) years and is now the longest-running bill under Senate interpellation in the Philippines. Apart from ordinances passed by a few LGUs alongside Art. II, Sec. 11 of the Const., Sec. 3 of R.A. No. 9710, and the Memorandum for the CSC and DSWD, there is no national law that expressly protects the community from discrimination.

1.1.2 Learning Objectives

At the end of this session, the participants are expected to -

1. Understand Sexual Orientation, Gender Identity, Gender Expression, or Sex Characteristics (SOGIESC) and be able to determine their SOGIESC;
2. Be familiar with laws that protect the rights and safety of the members of the LGBTQIA+ Community; and
3. Ensure a safe environment for members of the LGBTQIA+ Community by recognizing their SOGIESC, honoring and respecting their human rights, and promoting inclusion and diversity.

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[3] De Guzman, C., In the Philippines, You Can Be Both Openly LGBT and Proudly Catholic. But It's Not Easy, available at: https://time.com/6184345/lgbt-philippines-catholic-church-pride/ last accessed 8 August 2023.

[4] Commission on Human Rights, Statement of the Commission on Human Rights welcoming the approval of the SOGIESC equality bill by the House Committee on Women and Gender Equality, available at: https://chr.gov.ph/statement-on-the-commission-on-human-rights-welcoming-the-approval-of-the-sogiesc-equality-bill-by-the-house-committee-on-women-and-gender-equality/ last accessed 08 August 2023

[5] Fabillar, C. and Fellizar, D., Social Acceptability of the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Community among Local Government Legislators in the City of San Fernando, Pampanga, available at: https://ovcre.uplb.edu.ph/journals-uplb/index.php/JHE/article/download/430/369/ last accessed 08 August 2023

1.1.3 Key Learning Points

1. Everyone has Sexual Orientation, Gender Identity, Gender Expression, or Sex Characteristics (SOGIESC). While sex remains immutable, gender is fluid, and gender roles are changeable.[6]
2. LGBTQIA+ Rights are Human Rights. Gender Equality will be truly achieved when the marginalized sectors of society are empowered so that they may reach their full potential as persons and human beings. This entails that women's rights are not only recognized but reinforced, macho men views are quashed, and the members of the LGBTQIA+ community are not discriminated against but are wholly accepted in society.[7]
3. Hate crimes against members of the LGBTQIA+ Community remain a significant problem globally. It is a social issue fueled by the lack of laws protecting the marginalized community. Apart from ordinances passed by a few LGUs alongside Art. II, Sec. 11 of the Const., Sec. 3 of R.A. No. 9710, and the Memorandum for the CSC and DSWD, there is no national law expressly protecting the community from discrimination.
4. It is the obligation of the State to uphold the inherent dignity of every Filipino and to provide equal protection of laws to all. Sexual Orientation, Gender Identity, Gender Expression, or Sex Characteristics (SOGIESC) is essential to one's individuality. The passage of the SOGIESC Equality Bill will strengthen human rights standards, specifically those guaranteeing equality and non-discrimination, as provided by the 1987 Constitution and Safe Spaces Act (R.A. No. 11313), among others.

1.1.4 Methodology/Materials

1. Structured Learning Exercise: Short Video Presentation
    a. Duration:
    b. Material to be used: LCD projector and laptop
    c. Links to Videos:
        i. What is SOGIESC? – https://youtu.be/ol25KSCMHnw
        ii. What does the acronym LGBTIQ+ mean? – https://youtu.be/c2KKm3mRJ34

2. Input Discussion:
    a. Duration: 1-hour discussion, 15 minutes for Q&A
    b. Materials to be used: PowerPoint Presentation, Projector

[6] Claudio, S., Sex, Gender, and SOGIE, available at: https://www.rappler.com/voices/thought-leaders/106575-sex-gender-sogie/ last accessed 08 August 2023

[7] Junio, A., Gender Equality in the Philippines: The LGBTQ Community and their Fight for Freedom, available at: https://www.kfaw.or.jp/correspondents/docs/24-3_Philippine_E.pdf last accessed 08 August 2023

c. Discussion Outline
   i. Preliminary Definitions
   ii. LGBTQIA+, defined.
   iii. SOGIESC, defined.
   iv. Determining One's SOGIE
   v. Laws protecting the LGBTQIA+ Community
   vi. Rights of the LGBTQIA+ Community under Jurisprudence
   vii. SOGIESC Equality Bill

1.1.5 Lecture Notes

A. Gender and Sex

Sex refers to a combination of a range of bodily sex characteristics and the biological dimensions of chromosomes, gonads, and hormones. It is the classification of a person as having female, male, and/or intersex sex characteristics.

Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for individuals based on the sex they were assigned at birth. It reflects one's sexual identity in relation to society and culture, which may broadly include one's sexual preference. Concepts in gender studies cover gender identity, gender roles, and gender stereotypes.

The Safe Spaces Act defines Gender as referring to a set of socially ascribed characteristics, norms, roles, attitudes, values, and expectations identifying the social behavior of men and women, and the relations between them.[8]

B. LGBTQIA+, defined.[9]

LGBTQIA+ is an acronym for lesbian, gay, bisexual, transgender, intersex, queer or questioning, asexual, and "plus", referring to people with diverse SOGIESC who identify using other terms. These terms describe a person's Sexual Orientation, Gender Identity, Gender Expression, or Sex Characteristics (SOGIESC).

Those who identify as **Lesbian** are women whose enduring romantic, emotional, and/or physical attraction is to women.

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[8]Sec. 3(d), R.A. No. 11313, An Act Defining Gender-Based Sexual Harassment in Streets, Public Spaces, Online, Workplaces, and Educational or Training Institutions, Providing Protective Measures and Prescribing Penalties Therefor (Safe Spaces Act), available at https://lawphil.net/statutes/repacts/ra2019/ra_11313_2019.html/ last accessed 21 August 2023

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[9] UN IOM, Full Glossary of Terms, International Organization for Migration, available at https://publications.iom.int/system/files/pdf/iml_34_glossary.pdf last accessed 21 August 2023

Those who identify as **Gay** are men whose enduring romantic, emotional, and/or physical attraction is to men; also, women who are attracted to other women.

Bisexual refers to persons who have the capacity for romantic, emotional, and/or physical attraction to people of more than one gender. It may be used as an umbrella term for non-monosexual identities.

Transgender refers to those whose gender identity differs from what is typically associated with the sex they were assigned at birth and the gender attributed to the individual by society, whether that individual identifies as a man, a woman, simply "trans" or "transgender," with another gender or with no gender.

Queer is considered inclusive of a wide range of diverse sexual orientations, gender identities, and expressions. It is used by many people who feel they do not conform to a given society's economic, social, and political norms based on their sexual orientation, gender identity, and gender expression. It may be used as an umbrella term for people with diverse SOGIESC.

Questioning is a term that describes people who are exploring their Sexual Orientation, Gender Identity, Gender Expression, and Sex Characteristics (SOGIESC).

People with **Intersex** characteristics are those whose sex characteristics differ from two expected patterns of "female" (xx, estrogen, vagina, etc.) and "male" (xy, testosterone, penis, etc.) and cannot be easily categorized as either of them. Variations may be apparent before or at birth, while others are not apparent until after puberty or later, or may not be physically apparent at all.

Asexual refers to those who may experience romantic or emotional attraction but generally do not experience sexual attraction. Asexual may be used as an umbrella term encompassing demisexual, greysexual, and other terms. Demisexual and greysexual/grey-asexual describe people with varying degrees of sexual attraction.

C. SOGIESC, defined.[10]

SOGIESC is an acronym for Sexual Orientation, Gender Identity, Gender Expression, and Sex Characteristics.
Sexual orientation refers to each person's capacity for profound emotional, affectional, and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender (Preamble, Yogkarta Principles).

Gender identity refers to each person's deeply felt internal and individual experience of

[10] Ibid..

gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech, and mannerisms (Preamble, Yogyakarta Principles). It refers to one's intimate knowledge and experience of their gender (i.e., cisgender, transgender, non-binary).

Gender Expression is the use of a range of cues, such as names, pronouns, behavior, clothing, voice, mannerisms, and/or bodily characteristics, to interpret other individuals' genders. In other words, it refers to how gender is manifested, which includes heteronormative, transgender, and transexual. To note, however, that gender expression is not necessarily an accurate reflection of gender identity (i.e., gender non-conforming persons).

In the Safe Spaces Act[11], the framers collectively defined Gender identity and/or expression, providing that it "refers to the personal sense of identity as characterized, among others, by manner of clothing, inclinations, and behavior in relation to masculine or feminine conventions. A person may have a male or female identity with physiological characteristics of the opposite sex, in which case this person is considered transgender."

Sex Characteristics are biological characteristics relating to sex, such as genitalia, chromosomes, gonads, hormones, and internal reproductive organs. It may be **Primary**, which refers to those present at birth, or **Secondary**, which refers to those developed during puberty. Sex Characteristics are not synonymous with Assigned Sex at Birth, the former being broader in scope, while the latter specifically concerns external genitalia and excludes those with ambiguous genitalia (i.e., people with intersex characteristics).

D. Determining One's SOGIE

Everyone has a preferred gender and sexual orientation, which can only be personally determined. Other persons can neither disclose another's SOGIE without consent nor assume their SOGIESC.

1. **Sexual Orientation** was previously a matter of sexual attraction, but now it includes actions and behavior in response to attraction. It is PERSONAL and may even change over time. The relationship status and/or sexual experience is not determinative of one's sexual orientation. It goes beyond sexual preference, sexual behavior, lifestyle, and way of life when describing an individual's feelings for or attraction to other people. For instance, one who identifies as bisexual remains as such despite being partnered with another of the opposite sex. Furthermore, sexual orientation is

[11] Sec. 3(f), R.A. No. 11313. Sec. 3(f), R.A. No. 11313. Safe Spaces Act.

separate from gender identity. Ergo, a transgender (gender identity) may be heterosexual, gay, lesbian, bisexual, or queer.

Sexual Orientation encompasses hetero-, homo-, bi-, pan- and asexuality, as well as a wide range of other expressions of sexual orientation. The romantic, emotional, and/or physical attraction of **Heterosexual** persons is to people of a different gender, while **Homosexual** persons are to people of the same gender. Homosexual persons are more commonly known as gay and lesbian. Meanwhile, the capacity for romantic, emotional, and/or physical attraction of **Bisexual** persons is to people of more than one gender, and **Pansexual** persons to people of any gender. Lastly, **asexual** persons are those who generally do not experience sexual attraction, although romantic or emotional attraction is not entirely precluded.

2. **Gender expression** is not necessarily an accurate reflection of **Gender Identity** – such that persons with diverse SOGISC may or may not have diverse gender expression. While gender expression is external and/or physical, gender identity is internal and may not be readily apparent.

   Classifications of gender expression can be a combination of **Masculine, Feminine, and Androgynous**. These cues are established by society. Thus, what is masculine and feminine may change over time and vary by culture.

   On the other hand, individuals may identify themselves as **Cisgender** (or conforming to the sex assigned at birth) or **Transgender** (or identify differently from what is typically associated with the sex they were assigned at birth.
   "Non-binary" may also be used to describe an internal sense of gender differing from the sex assigned at birth and the gender attributed to the individual by society, whether that individual identifies as a man, a woman, simply "trans" or "transgender," with another gender or with no gender. In other words, non-binary refers to those whose gender falls outside the male-female binary.

3. **Sex Characteristics** refer to physical features relating to sex. Although infants are usually assigned their sex (i.e., male or female) at birth based on the appearance of the external anatomy alone, a person's sex is a combination of a range of bodily sex characteristics – some of which are not readily apparent at birth and may emerge from puberty or later.

Notably, there are persons **"coercively assigned female [male] at birth" (CAFAB and CAMAB)** who are born as intersex infants and are assigned a binary sex through non-consensual surgeries.

SOGIESC	Classifications
Sexual Orientation	Romantic, emotional and/or physical attraction – hetero-, homo-, bi-, pan- and asexuality, etc.
Gender Identity	Personal experience of gender – Cis- or Transgender, Non-binary
Gender Expression	Cues or interpretation of gender – any combination of Masculine, Feminine, and Androgynous.
Sex Characteristics	Physical features – xx, estrogen, vagina, xy, testosterone, penis, etc.

Illustration:

Gender Identity	**CIS WOMAN** (~~straight~~)
Sex assigned at Birth	Female
Sex Characteristics	xx, estrogen, vagina
Gender	Woman
Gender Expression	ANY
Sexual Orientation	ANY

Gender Identity	**TRANS MAN**
Sex assigned at Birth	Female
Sex Characteristics	xx, estrogen, vagina
Gender	Man
Gender Expression	ANY

Sexual Orientation	ANY

Gender Identity	**NON-BINARY**
Sex assigned at Birth	Male
Sex Characteristics	xy, testosterone, penis
Gender Expression	ANY
Sexual Orientation	ANY

Along with culture, religion, and age, sexuality and gender comprise one's identity. An individual's identity is one's understanding of oneself. Thus, it cannot be defined by another, more so by society. One's gender identity does not dictate gender expression and/or sexual orientation, and vice-versa. SOGIE are independent of each other and are dynamic. Significantly, **gender identity, like sexuality, is fluid and is capable of changing over time**. It is neither limited to the sex assigned at birth or their sex characteristics, nor is limited to only "male" and "female." Similarly, there are countless ways in how one publicly expresses their gender through appearance and behavior.[12]

The SOGIE Spectrum provides a clearer view of the fluidity of gender, which may only be determined personally. Hence, nobody is compelled to or may compel another to define their gender identity and sexual orientation. No one may impose on another to conform to societal norms on gender expression. What must be done, however, is to accept and respect the SOGIESC of everyone, whether one chooses to conceal[13] or come out.[14]

[12] Headspace, "What is gender identity", available at: https://headspace.org.au/explore-topics/for-young-people/gender-identity/ last accessed 21 August 2023

[13]Defined in UN IOM, Full Glossary of Terms, supra. as "Describes the act of keeping private one's SOGIESC, either as a personal preference or to avoid harm." https://publications.iom.int/system/files/pdf/iml_34_glossary.pdf last accessed 21 August 2023

[14] Defined in UN IOM, Full Glossary of Terms, supra. as "a process of self-acceptance wherein individuals acknowledge their identity, then share it with others." https://publications.iom.int/system/files/pdf/iml_34_glossary.pdf last accessed 21 August 2023

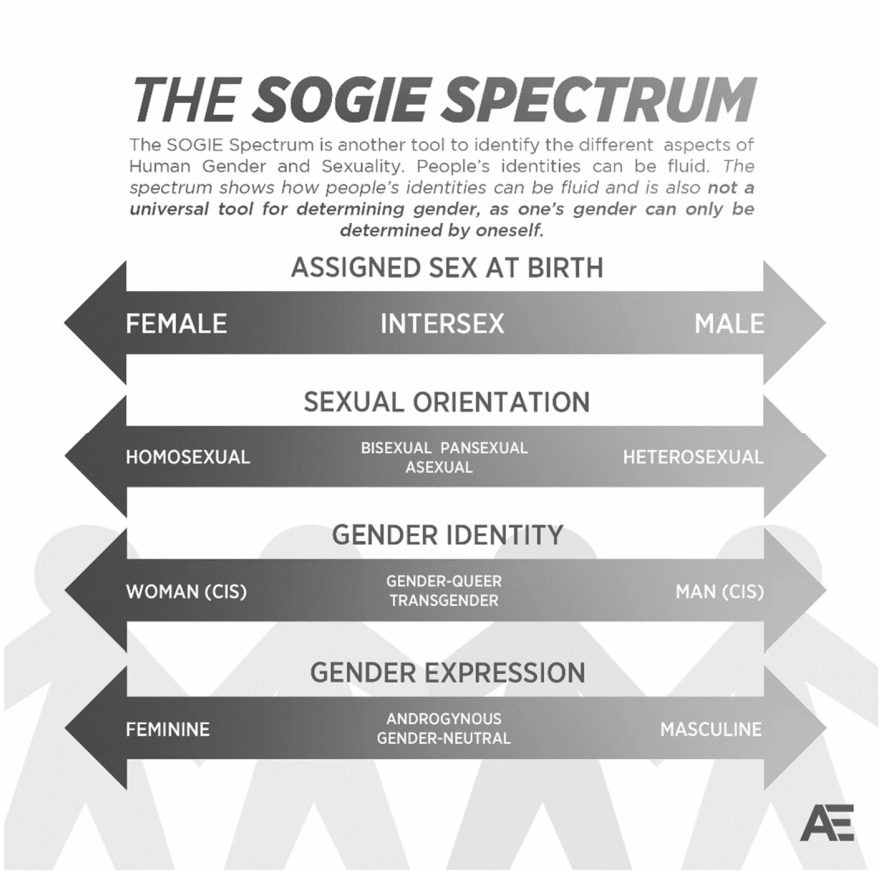

Figure 1. The SOGIE Spectrum lifted from Assortedge[15]

In a gender-binary or heteronormative paradigm where male and female are the only acceptable genders, transgenders and people with diverse SOGIE are ostracized. An example of a daily injustice being faced by the LGBTQIA+ community is the denial of entry of transgenders in both male and female public restrooms; another would be the bullying and mistreatment of LGBTQIA+ students in schools, worsened by discriminatory policies and practices.[16] In more severe instances, a study showed that no less than fifty (50) non-binary Filipinos were murdered from 2010 to 2020, and approximately fifty percent (50%) of transgender people and bisexual women experience sexual violence during their lifetime. The LGBTQIA+ are constantly being discriminated against due to their SOGIESC, some experience far worse than others.[17]

[15] Available at: https://www.facebook.com/assortedge/photos/the-sogie-spectrum-is-another-tool-to-identify-the-different-aspects-of-human-ge/1516491481810441/ last accessed 22 August 2024

[16] Human Rights Watch, Just Let us be: Discrimination against LGBT Students in the Philippines, available at: https://www.hrw.org/report/2017/06/22/just-let-us-be/discrimination-against-lgbt-students-philippines last accessed 22 August 2023

[17] Pagulayan, C., How the Queer History of the Philippines inspires our Struggle today, available at: https://views-voices.oxfam.org.uk/2022/06/how-the-queer-history-of-the-philippines-inspires-our-struggle-today/ last accessed 22 August 2023

E. Laws protecting the LGBTQIA+ Community

Everyone has SOGIE. Despite this, the members of the LGBTQIA+ community are still being discriminated against due to their SOGIE, which is deemed contrary to social and cultural norms. Prejudice due to the adverse perception of the LGBTQIA+ community is widely prevalent. These attitudes are more known as Homo-, Bi-, Trans- and Intersexmisia,[18] Homo-, Bi-, Trans- and Intersexphobia,[19] Heterosexism/ Heteronormativity,[20] Cissexism/Cisnormativity,[21] Gender-based violence,[22] among others. In the worst scenario, the LGBTQIA+ become victims of human rights abuses and hate crimes.[23] The mistreatment and daily injustices may also come in the form of denial of access to social services, deprivation of education and employment opportunities, and vulnerability to harassment and violence, to name a few.

1. The Philippine Constitution

The Bill of Rights provides that "No person shall be deprived of life, liberty, or property without due process of law, nor shall any person be denied the equal protection of the laws."[24] LGBTQIA+ people are entitled to the guarantees and protections outlined in the Constitution. They neither seek nor claim to be entitled to new or special rights. Instead, they call for respect for human rights they possess which is not, in any way, diminished by their SOGIE.

2. Magna Carta of Women

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[18] Defined in UN IOM, Full Glossary of Terms, supra. as "Hatred or dislike of gay or lesbian people, bisexual people, transgender people or intersex people, respectively, that may manifest in exclusionary behavior, stigma, harassment, discrimination and/or violence3 available at https://publications.iom.int/system/files/pdf/iml_34_glossary.pdf last accessed 22 August 2023

[19]Defined in UN IOM, Full Glossary of Terms, supra. as "Fear of gay or lesbian people, bisexual people, transgender people or intersex people, respectively, which may manifest in exclusionary behavior, stigma, harassment, discrimination and/or violence." Available at https://publications.iom.int/system/files/pdf/iml_34_glossary.pdf last accessed 22 August 2023

[20] Defined in UN IOM, Full Glossary of Terms, supra. as "Viewing heterosexuality as superior; assuming all people are heterosexual." Available at https://publications.iom.int/system/files/pdf/iml_34_glossary.pdf last accessed 22 August 2023

[21]Defined in UN IOM, Full Glossary of Terms, supra. as "Viewing cisgender people as superior; assuming all people are cisgender." Available at https://publications.iom.int/system/files/pdf/iml_34_glossary.pdf last accessed 22 August 2023

[22] Defined in UN IOM, Full Glossary of Terms, supra. as "Any act of violence targeting an individual on the basis of their gender. It includes acts that inflict physical, sexual or psychological harm or suffering, the threats of such acts, coercion and arbitrary deprivation of liberty, whether occurring in public or private life. GBV encompasses violence against people based on their SOGIESC because diverse SOGIESC is often perceived as a transgression of gender norms." Available at https://publications.iom.int/system/files/pdf/iml_34_glossary.pdf last accessed 22 August 2023

[23]Defined in UN IOM, Full Glossary of Terms, supra. as "Acts that constitute an offense under criminal law and are motivated by bias or prejudice towards particular groups of people, including threats, property damage, assault, and murder." Available at https://publications.iom.int/system/files/pdf/iml_34_glossary.pdf last accessed 22 August 2023

[24] Article III, Section 1, 1987 Philippine Constitution, available at https://www.officialgazette.gov.ph/constitutions/1987-constitution/ last accessed 21 August 2023

Section 3 of RA 9710 reiterates equal rights of all individuals based on the United Nations Convention on Human Rights. It states, "All individuals are equal as human beings by virtue of the inherent dignity of each human person. No one, therefore, should suffer discrimination on the basis of ethnicity, gender, age, language, sexual orientation, race, color, religion, political, or other opinion, national, social, or geographical origin, disability, property, birth, or other status as established by human rights standards."

3. The Safe Spaces Act (R.A. No. 11313)

The law covers all forms of gender-based sexual harassment (GBSH) in public spaces, including online spaces, and provides available protective measures and penalties. However, this does not supersede the Anti-Sexual Harassment of 1995 (RA 7877). Thus, an offender may be charged under both laws if applicable. It defines GBSH as "any unwanted and uninvited sexual actions or remarks against any person regardless of the motive for committing such action or remarks." Specifically, the law includes prohibitions against GBSH in public spaces, online, work, and educational institutions regardless of rank or moral ascendancy and gender compared to RA 7877.

4. Maternity Leaves

In case of death, absence, or incapacity of the child's father, the optional allocation of the maternity leave credits may be granted to the current partner of the female worker sharing the same household, regardless of sexual orientation or gender identity.[25] The current partner of the female worker is deemed an alternate caregiver who may receive up to seven (7) days of the allocated maternity leave of the female worker. The provision is without distinction as to the current partner's SOGIE, it only requires that they live together and that the child's best interest is considered.

5. Philippine HIV and AIDS (Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome) Policy Act of 2018 (R.A. No. 11166)

A key provision of the new law allows minors from 15 to 17 years old to undergo HIV testing even without parental consent. Meanwhile, if they are younger than 15 and are pregnant or engaged in high-risk behavior, they are also eligible for HIV testing and counseling, given the assistance of a licensed social or health worker.

[25]Sec. 14, SSS Circular No. 2019-009, Guidelines on the Payment of the Maternity Benefit, available at https://www.sss.gov.ph/sss/DownloadContent?fileName=ci2019-009.pdf, last accessed 22 August 2023

6. **The Responsible Parenthood and Reproductive Health Act of 2012 (R.A. No. 10354)**

   The law covers several issues concerning the LGBTQIA+, such as access to safe, appropriate, and gender-responsive medical and mental health services and information, reproductive health, and sexuality education, and gender equality. Reproductive health can be defined as a state of complete well-being in matters relating to one's sexual and reproductive life. It implies that people are able to have a responsible, safe, consensual, and satisfying sex life and that they have the capability to reproduce and the freedom to decide if, when, and how often to do so. Further, it implies that men and women attain equal relationships in matters related to sexual relations and reproduction.

7. **Mental Health Act (R.A. No. 11036)**

   Republic Act No. 11036, otherwise known as the Mental Health Act, secures the rights and welfare of persons with mental health needs and mental health professionals. It provides mental health services from the barangay levels, as well as integrates psychiatric, psychosocial, and neurologic services in regional, provincial, and tertiary hospitals. Moreover, it focuses on improving the country's mental health care facilities, starting with promoting mental health education in learning institutions and workplaces.[26]

8. **Anti-Violence Against Women and their Children Act of 2004**
   A law that seeks to address the prevalence of violence against women and their children (VAWC) by their intimate partners like their husband or ex-husband, live-in partner or former live-in partner, boyfriend/girlfriend or ex-boyfriend/ex-girlfriend, dating partner or former dating partner. The acts of violence covered under the law are Physical Violence, Sexual Violence, Psychological Violence, and Economic Abuse – all of which are punishable.

9. **The Anti-Bullying Act (R.A. No. 10627)**
   Provides for the protection of children from any form of violence, abuse, discrimination, or exploitation. Among the forms of bullying that the law seeks to address is gender-based bullying, or "any act that humiliates or excludes a person on the basis of the actual or perceived SOGI of the person."

[26] Ager, M., Duterte signs PH Mental Health Law, available at: https://newsinfo.inquirer.net/1002845/breaking-duterte-signs-ph-mental-health-law#ixzz88Lejc7jg last accessed 23 August 2023

F. Relevant Decisions Relating to the Rights of LGBTQIA+

1. **Silverio v. Republic**[27]
   The Supreme Court declared that essential to one's legal capacity and civil status is their sex. However, there is no special law in the Philippines governing sex rearrangement and its effects; ergo, no law allows the change of entry in the birth certificate as to name and sex on the grounds of sex reassignment. Thus, Petitioner Silverio was declared not entitled to the reliefs he sought. It was found that all entries in the petitioner's birth certificate, including those corresponding to his first name and sex, were all correct – no correction was necessary.

2. **Republic v. Cagandahan**[28]
   Sexual development in cases of intersex persons makes the gender classification at birth inconclusive. It is at maturity that the gender of such persons, like the respondent, is fixed.

3. **Ang Ladlad v. Comelec**[29]
   This case has successfully established a distinct legal identity for LGBTs, albeit for a specific purpose only. It follows that both expressions concerning one's homosexuality and the activity of forming a political association that supports LGBT individuals are protected as well.

[27] Silverio vs. Republic, G.R. No. 174689, 22 October 2007 available at https://lawphil.net/judjuris/juri2007/oct2007/gr_174689_2007.html last accessed 24 August 2023

[28] Republic vs. Cagandahan, GR No. 166676, July 12, 2008 available at https://lawphil.net/judjuris/juri2008/sep2008/gr_166676_2008.html last accessed 24 August 2023.

[29] Ang Ladlad vs. COMELEC, GR No. 190582, April 8, 2010, available at https://lawphil.net/judjuris/juri2010/apr2010/gr_190582_2010.html last accessed 24 August 2023.

1.2 Session 2: Manifestation of Gender Bias and Assumptions

1.2.1 Introduction

On a daily basis, both men and women of all ages and stature perform acts that display prejudice toward one gender over the other. Our personal experiences, upbringing, and culture mold this prejudice. A straightforward illustration of this bias occurs when a stay-at-home woman, responsible for childcare, household management, and community involvement, dedicating an average of 12 hours daily, is asked about her occupation and promptly responds, "I don't have a job." In this situation, work done outside the formal economy, which is mainly dominated by men, is "not considered as work." Paralegals must possess the ability to recognize various forms of gender bias and understand associated practices. This knowledge equips them to respond effectively and appropriately in addressing such biases.

1.2.2 Learning Objectives

At the end of the session, the participants would be able to:

1. To share and illustrate the different manifestations of oppression of women in all aspects of life.
2. To show that women oppression is deeply rooted in history and continues up to the present.
3. To illustrate that even if women suffer from oppression, women are still in a more disadvantageous position.
4. To bring across the point that the most significant manifestation of gender oppression that women experience is violence.
5. To share their assumptions on different situations that influence or relate to gender.
6. To see the differences between the participants' assumptions on gender and reflect on it.

1.2.3 Key Learning Points

1. Women experiences are universal and gender oppression happens all over the world.
2. In the workplace, women are also at a disadvantage since what they can do is undervalued. With this, they are often marginalized in many ways.
3. Violence occurs when a stronger and more powerful person or group takes advantage and abuses another person or group who has limited strength or power.
4. Gender equality is a heavy burden for women to bear.
5. Women's rights are human rights.
6. Assumptions on gender, regardless of the differences, should not be treated as strife between men and women.

7. Gender assumptions are not against men.
8. Both men and women are victims of gender biases and assumptions.
9. Both men and women are stakeholders in the advocacy for gender equality.

1.2.4 Methodology/Materials

1. Structured Learning Exercise: Presentation of MGB Altar
2. Input Session
3. Workshop

1.2.5 Activity Guide

1. Summarize first the Sex and Gender and Herstory as the root of women's oppression – an introduction to the manifestation of gender biases in different areas of life.
2. The facilitator shall present the MGB Framework to create an extensive picture of women's experiences
3. MGB Framework shall be presented in the following manner:

Manifestation of Gender Bias

a. Marginalization
    i. Family
    ii. Economy
b. Subordination
    i. Position and Status (family, community)
    ii. Decision-Making (family, community, and nation)
c. Multiple Burden
    i. Work at home, in the office, and in the community
d. Stereotyping (socialization)
    i. Child-rearing
    ii. Mass media
    iii. Religion
    iv. Workplace
    v. Language
e. Violence against women
    i. Definition of violence and violence against women
    ii. The three elements of violence against women
    iii. Where violence occurs
    iv. Different types of violence against women: sexual harassment, domestic violence, rape, and prostitution

f. Personal
    i. Loss of confidence in their bodies
    ii. Personal effects of MGB-low self-esteem
g. Cross - Summary
    i. Burden of women
    ii. Concerted efforts of women and men towards change and equality of sexes.

1.2.6 Notes to Facilitator

1. Like the previous activities, it is necessary to prepare the visual aids to be used:
    a. Visual aids should be arranged in the order of sequence according to input. Again, it would help to indicate numbers at the back as guide.
    b. Remember to put adhesive at the back.
2. Discuss the MGB on a personal level. As much as possible, give concrete examples from the lives of ordinary women. In this section, the participants need to be able to relate their own experiences in the discussion.
3. Use the concrete events in the Story of Kapinangan as examples in discussing each manifestation to present women's condition throughout history.

1.2.7 Lecture Notes

The discussion in these lecture notes was adopted from the Paralegal Manual on the Elimination of Violence Against Women, SALIGAN, 2021, available at Paralegal Manual on the Elimination of Violence and Discrimination Against Women, last accessed July 2023.

Our history played a significant role in shaping the situation of women today. Yet, even to this day, many traditional beliefs continue to affect the status of women. Several developments have brought about changes and developments for humanity, but new problems arise that affect women.

Manifestations of Gender Bias	Forms	Vision
Economic Marginalization		
The process which forces women out into the periphery of economic & social life, on the periphery of decision-making process, as well as diminishing the value of the activities in which	• Non-valuation/ non-recognition or undervaluation of women's work • Women have less access to or control over resources and benefits	• Equal pay for work of equal value • Economic Independence • Economic Opportunities

they engage and through which they contribute to the national development process.	• Unequal pay for work of equal value • Unequal or limited opportunities for women • Women's vulnerability from exacting sexual favors	
Gender Stereotype		
A generalized view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by, or performed by, women and men. A gender stereotype is harmful when it limits women's and men's capacity to develop their personal abilities, pursue their professional careers and/or make choices about their lives	• Girls are expected to play with dolls and boys should play with trucks • Housekeeping and childcare are women's responsibility • Men always have the final say in choosing the place to live and the school for their children	• Liberation from stereotyped images • Non-sexist child rearing • Non sexist language
Political Subordination		
the institutionalized subordination by men of women in terms of decision-making in families, organizations and in the society	Higher status of men in the family, in organizations and in society • Men's decision generally prevails • Non-inclusion or not genuine participation of women in decision-making process • Women are placed in a lower rank or position, they are seen	Recognition of women's capabilities • Quality of women participation in decision-making processes

	as weak, oppressed and owned by men	
Multiple Burden		
The involvement of women in the three spheres of work, namely, the reproductive, productive and community work.	• Women working for longer and more fragmented days than men	• Shared parenting • Shared housework • Shared breadwinning

Workshop on Basic Gender Assumptions

The roles of women, men, and children in communities are greatly influenced by their gender. Different upbringings, cultures, and environments may bring variances in assumptions regarding one's gender. However, patterns that lead to common assumptions can be seen once compared.

1.2.8 Activity Guide

1. In the conduct of the activity, the facilitator is responsible for distributing one phrase from the following list to each participant:

    a. "Ka-lalaki mo na bata masyado kang madaldal."
    b. Ang mga babaeng anak ay dapat na matuto at tumulong sa mga gawaing bahay. at ang mga lalaking anak ay dapat na magaling sa sports."
    c. Tunay kang lalaki kung ikaw ay _____.
    d. Ikaw ay isang babae kung ikaw ay _____.
    e. Kung gusto ng babae na makaiwas sa karahasan kailangan na siya ay magbihis ng maayos, huwag magpagabi sa labas at hindi maging malapit sa mga lalaki.
    f. Ang karahasan laban sa kababaihan ay dapat pasan ng lahat ng tao—hindi lang ng babae.
    g. Ang paglihis ng mga babae sa inaasahang pag-uugali at pagkilos ay nagbibigay ng karapatan sa mga lalaki na suhetuhin ang mga babae.
    h. Ang pagsasabi sa isang batang babae na "malandi kang bata ka" ay paglabag sa kanyang karapatang pantao.
    i. Ang paghihigpit sa mga batang babae ay normal lamang samantalang ang mga batang lalaki ay malayang gawin ang nais sa labas ng bahay dahil wala naming mangyayaring masama sa kanila.
    j. Ang paninigaw, pagmumura, at kaunting pananakit sa mga batang lalaki na pasaway ay hindi maiiwasan at minsan ay kailangan upang sila ay matuto.
    k. Obligasyon ng mga anak na babae na pagsilbihan ang kanilang ama, ina, at mga kapatid na lalaki.

l. Ang panliliit at kawalan ng kumpyansa sa sariling kakayahan ay epekto ng karahasan na nararanasan ng isang babae.
m. Ang pananakit ng lalaki ay nagdudulot din ng masamang epekto sa kanya, tulad ng: hirap bumuo ng makabuluhang relasyon at paggamit ng dahas ang natatanging paraan.
n. Ang pagpalo sa mga anak ay normal lamang at hindi dapat pinapakialaman ng mga hindi kapamilya.
o. Ang pagiging malapit sa lalaki, pagiging bungangera o ang kawalan/kakulangan ng kasanayan sa mga gawaing bahay ay sapat na dahilan upang suhetuhin ang isang babae ng kanyang magulang.
p. Ang pagiging bakla o tomboy ay nakakahawa.
q. Ang domestic violence ay nagaganap lamang sa mahihirap na pamilya.
r. Kung talagang hindi gusto ng babae ang pambubugbog ng asawa o partner, aalis siya sa relasyon nila.
s. Ang mga taong gumagawa ng mga sekswal na pag-atake ay mga "pervert" o may deperensya sa pag-iisip.
t. Ang kasabay na pangungurot, paninigaw at pagmumura habang pinagsasabihan ang anak ay paraan ng pagdidisiplina ng magulang sa mga anak.
u. "Ang tamang pagpalo ay hindi ikamamatay ng bata kundi makapagliligtas pa sa kanya sa kamatayan."
v. Ang pagiging madaldal at tsismoso ng isang lalaki ay indikasyon na ito ay bakla.
w. Ang isang batang babae na puro kalalakihan ang kaibigan ay maaaring maging tomboy.
x. Magagamot ang pagiging tomboy kapag ito ay pinilit makipagrelasyon sa isang lalaki.
y. Makisig ang isang lalaki, bata man o matanda, kung hindi ito basta umiiyak. Samantalang mahihina ang mga lalaki na mababaw ang luha.

2. Each participant should be able to share their opinion on whether they agree or not on the phrase and why. In phrases that need to be completed, they shall do so and explain why.
3. The facilitator should be able to document the comments of the participants to be able to analyze the assumptions as the trainings are conducted.

1.3 Session 3: A Gender-Sensitive Language

1.3.1 Introduction

Gender mainstreaming has been one of the key strategies in gender and development is all aspects of governance and public service. Apart from planning gender-inclusive programs and projects, gender mainstreaming particularly involves adopting gender-sensitive language in both the formulation and the implementation of activities that promote gender equality. One of the tests of whether the implementation of a program/project is gender-responsive is the use of gender-sensitive language. Language, as the primary instrument of communication, is vital in addressing common insensitivities caused by poor and stereotypical expressions in the course of the implementers' execution of their functions.

This Session on Gender Sensitive Language has been adapted from the Non-sexist Language Manual, A tool for inclusive language, an original idea from the World Association of the Major Metropolises. The original manual can be accessed at https://www.metropolis.org/sites/default/files/resources/Metropolis_Non-sexist_Language.pdf

1.3.2 Learning Objectives

At the end of the session, the participants are expected to:

1. Familiarize themselves with the basic rules in the use of gender-fair and sensitive language;
2. Identify commonly used gender-insensitive expressions in the course of implementation of CAR-CICL interventions;
3. Cultivate the habit of systematically eradicating stereotypical language, expression, and biases associated with diverse genders through regular practice.

1.3.3 Key Learning Points

1.3.4 Methodology/Materials

1. Structured Learning Exercise (SLE): Manila Paper, Markers
2. Input – discussion
   Discussion Outline:
   a. Language as a Tool
   b. Policy Mandates to Use Gender-Sensitive Language
   c. The Gender Inclusivity Scale
   d. Rules in the Use of Gender-Neutral and Sensitive Language

1.3.5 Activity Guide

1. Before the discussion, conduct the structured learning exercise first before proceeding with the input discussion.
2. After the SLE, discuss the topic using the lecture notes. Allow the participants to raise questions or try letting the participants guess the proper gender-neutral or sensitive terms applicable contrary to the identified gender-insensitive examples.
3. At the end of the session, use the tool by asking them the questions and let them answer based on their recent experience as service providers.
4. Structure Learning Exercise:
    a. Present to the group, one by one, the following gender pronouns, and let the participants guess the corresponding gender-sensitive or neutral pronouns.

Gender-insensitive	Gender-neutral
1. Chairman	Chairperson
2. Stewardess	Flight Attendant
3. Mankind	Humankind
4. Congressman/Congresswoman	Representative
5.Fireman	Firefighter
6.Waiter/Waitress	Server/Waitstaff
7.Manpower	Human resource/ Workforce
8.Businessman	Businessperson
9. Landlord/landlady	Property owner/property manager
10.Salesman/saleslady/saleswoman	Salesperson

1.3.6 Lecture Notes

Language, as a human invention to communicate, aims to express and convey thoughts and information between people. In the Gender-Fair Language: A Primer by Thelma Kintanar, it further elaborates on the importance of language, especially its appropriate use as it: (1) articulates consciousness, (2) reflects culture, and (3) affects socialization.

In addressing issues involving children, especially with children at risk (CAR) and children in conflict with the law (CICL), it is crucial to employ approaches that are not only suitable for children but also sensitive to gender considerations. Ultimately, any approach that lacks gender sensitivity or is discriminatory is inherently inappropriate for children.

When it comes to gender, linguists have studied and innovated various ways to make it inclusive and eliminate possibilities of discrimination or sexism to promote equality among genders in every level of society and human growth. Language determines the tolerance, normalization, and acceptance levels of its speakers, shaping their global vision. This means that if a language continues to demean, ignore, or stereotype a particular sex or

gender by using the generic masculine form, it is more likely that sexist behaviors will persist.[30]

English is a natural gender language, which means that some pronouns and most nouns are gender-neutral, while some pronouns and specific nouns mark gender. To tackle gender inequality, we must look at the way we communicate. Using gender-sensitive and gender-neutral language helps bring about social change and achieve real equality.[31]

Policy Mandates for the Use of Gender-Sensitive Language

Magna Carta of Women (R.A. 9710)[32]	Section 3. All individuals are equal as human beings by virtue of the inherent dignity of each human person. No one, therefore, should suffer discrimination on the basis of ethnicity, gender, age, language, sexual orientation, race, color, religion, political, or other opinion, national, social, or geographical origin, disability, property, birth, or other status as established by human rights standards.
	Section 9 (c) All government personnel involved in the protection and defense of women against gender-based violence shall undergo a mandatory training on human rights and gender sensitivity pursuant to this Act.
CSC Memorandum Circular No. 12 s. 2005. Use of Non-Sexist language in All Official Documents, Communications, and Issuances[33]	The Commission emphasized that since government employees and officials encounter gender issues every day, the use of non-sexist language in preparing letters, memoranda, and other issuances will encourage them to make a conscious effort to avoid implicit and explicit discriminative language

[30] Non-sexist Language Manual, A tool for inclusive language, original idea from World Association of the Major Metropolises, available at https://www.metropolis.org/sites/default/files/resources/Metropolis_Non-sexist_Language.pdf last accessed 24 August 2023.

[31] Ibid.

[32] RA No. 9710, Magna Carta of Women, available at https://www.officialgazette.gov.ph/2009/08/14/republic-act-no-9710/ last accessed 24 August 2023.

[33] "CSC MC 12, s. 2005: Use of Non-Sexist Language in All Official Documents, Communications, and Issuances," *CIVIL SERVICE GUIDE: A Compilation of Issuances on Philippine Civil Service*, accessed November 5, 2023, https://www.csguide.org/items/show/538 last accessed 24 August 2023.

	against women or men. Which will in turn help promote gender sensitivity in the bureaucracy.
PNP -NSU-24-1-16 (WCPC) Manual in the Handling of Cases of Children at Risk and Children in Conflict with the Law (2016) [34]	Sec. 3 (1) The apprehending officer shall conduct the search of the child in a friendly, non-degrading and gender-sensitive manner. A female child shall only be searched by a female police officer.
Department Circular. 023. Standards for the Gender-Sensitive and Child-Friendly [35]Public Assistance Desks and Interview/ Investigation Rooms	Provides general guidelines in the establishment and operation of gender sensitive and child-friendly public assistance desks and investigation rooms in the prosecution offices nationwide, in relation to the relevant laws, policies, issuances and standards.
A.M. No. 21-11-25 SC Proposed Rules on the Use of Gender-Fair Language in the Judiciary and Gender-Fair Courtroom Etiquette[36]	Provided the guidelines on the use of gender-fair language in the judiciary and gender- fair courtroom etiquette. The guidelines was provided for the elimination of sexist, stereotypical and discriminative terminologies in language use as well as provide guidelines for lawyers conducts themselves in the courtroom.
DILG Memorandum Circular No. 2023-104[37]	Section 5.4.1 The Punong Barangay shall designate a VAW Desk Officer who is trained in gender-sensitive handling of cases, preferably a female Sangguniang Barangay Member or a female barangay tanod. In cases where there are no female Sangguniang Barangay member or barangay tanod,

[34] Manual in Handling Cases of Children at Risk and Children in Conflict with the Law, Women and Children Protection Center (2016).

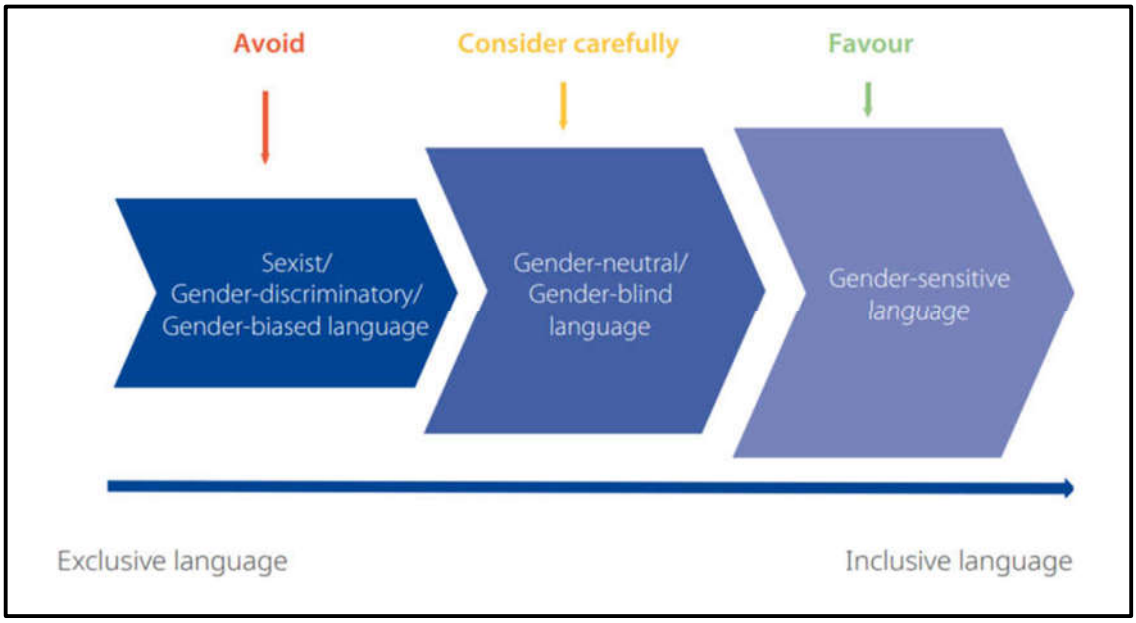
[35] Department Circular. 023. Standards for the Gender-Sensitive and Child-Friendly Public Assistance Desk and Interview Room (2017), available at https://doj.gov.ph/files/gad/Department%20Circular%20No_%20023.pdf last accessed 29 August 2023.

[36] A.M. No. 21-11-25 SC Proposed Rules on the Use of Gender-Fair Language in the Judiciary and Gender-Fair Courtroom Etiquette https://sc.judiciary.gov.ph/wp-content/uploads/2022/11/21-11-25-SC-1.pdf last accessed 29 August 2023.

[37] DILG Memorandum Circular No. 2023-104, Guidelines on the Operationalization of VAW Desk, August 1, 2023, available at https://dilg.gov.ph/issuances/mc/Guidelines-on-the-Operationalization-of-the-Barangay-Violence-Against-Women-VAW-Desk/3768 last accessed 29 August 2023.

	the Punong Barangay can assign community volunteers provided that she/he possesses the qualities of a VAW Desk Officer.

The Gender Inclusivity Scale



Gender-sensitive language is gender equality made manifest through language. Gender equality in language is attained when women and men – and those who do not conform to the binary gender system – are addressed through language as persons of equal value, dignity, integrity, and respect. There are several ways in which gender relationships can be expressed with accuracy, such as avoiding the use of language that refers explicitly or implicitly to only one gender and ensuring

Gender-neutral language: This is not gender-specific and considers people in general, with no reference to women or men. It is also called gender-blind language.

Example of gender-neutral language: "People do not fully appreciate the impact they have on the mental health of their peers."

Gender-discriminatory language: The opposite of gender-sensitive language. It includes words, phrases, and/or other linguistic features that foster stereotypes, or demean or ignore women or men. At its most extreme, it fails to treat the genders equally in value, dignity, integrity, and respect.

Example of gender-discriminatory language: "Ambassadors and their wives are invited to attend an after-dinner reception.

Sexism in Language

It is the use of language that devalues members of one sex, and almost invariably women, thus fostering gender inequality. It discriminates against women by rendering them invisible by trivializing them at the same time that it perpetuates notions of male supremacy.[38]

KEY PRINCIPLES FOR THE INCLUSIVE LANGUAGE USE

One should aim to follow the following principles to make their language use inclusive and transformative.

1. Recognize and challenge stereotypes.
2. Be inclusive and avoid omission and making others invisible.
3. Be respectful and avoid trivialization and subordination.

Guiding questions for choosing between gender-neutral and gender-sensitive language:

• Will mentioning gender shed light on key aspects of the issue you are discussing? If so, use gender-sensitive language. If not, use gender-neutral language.

• Are you referring to people in general or a specific group? If you are mentioning people in general, it may be acceptable to use gender-neutral language (in some cases), whereas if you are mentioning a specific group it is usually relevant to discuss gender.

• Are you explicitly aiming to be inclusive to those of a non-binary gender? If so, you may wish to opt for gender-neutral language (particularly the third person plural: "they", "them", etc.) or else to use other gender- sensitive terms.

Note: In the proper use of grammar, the use of "they" may be treated as an error despite the common trend to use it as a "non'binary" term. You may have the option to rephrase or use the plural form of the subject noun of your sentence to eliminate error in the use of the word "they".

TIP! Do not automatically assume transgender people identify as 'non-binary'. Many transgender people do identify with one gender; this gender may just differ to the one assigned to them at birth.

[38] Kintanar, Thelma B. Gender- Fair Language, A Primer, University Center for Women's Studies, University of the Philippines, 1998, available at https://library.pcw.gov.ph/wp-content/uploads/2020/12/Filipiniana-Gender-Fair-Language-A-Primer-1998.pdf last accessed 24 August 2023.

Rules in the Use of Gender-Neutral and Sensitive Language

1. Avoiding stereotypes – stereotypes are generalized images about people within a society.
   A gender stereotype is a preconceived idea where women and men are assigned characteristics and roles determined and limited by their gender. Stereotypes about gender often take one of two forms. One assumes all members of a category (such as a profession) share a gender, for example, the assumption that all company directors are men and all secretaries are women. The other is assuming that all members of a gender share a characteristic, for example, believing that all women love to shop or that "boys don't cry."

   These stereotypes hurt people of all genders by placing expectations on what people should be. In many cases, unconscious cultural stereotypes will be expressed through the language we use, meaning people use these expressions even when they do not hold these assumptions. Repeating these stereotypes reinforces the assumptions at their core. Therefore, you should actively avoid stereotypes in the language you use.

   A. Avoid gendered pronouns (he or she) when the person's gender is unknown.
   When using a gendered pronoun (e.g., he or she), the speaker assumes the gender of the person they are talking about. Often, people use gendered pronouns even when they do not know the gender of the person they are talking about or when talking about a group of people that could be of either gender. This practice perpetuates gender stereotyping by repeating commonly held expectations about the gender of people in certain roles. Instead, it would be best if you used gender-neutral language. A common way to do this is to use the plural "they." This is becoming more and more common in standard English. However, since common grammar rules use "they" in cases of plural nouns/pronouns, you may choose to rephrase or convert to plural the subject of the sentence.

   Examples:

X	Gender Discriminatory The length of a child in conflict with the law's diversion arrangement depends on his behavior during the program.
/	Gender-neutral language The length of children in conflict with the law's diversion arrangement depends on their behavior during the program.
X	Gender Discriminatory Every social worker should practice gender sensitive and responsive approaches in the conduct of her work.
/	Gender sensitive

	Every social worker should practice gender-sensitive and responsive approaches in the conduct of her or his work; or Social workers should practice gender-sensitive and responsive approaches in the conduct of their work.

Gendered pronouns come in a few forms (she or he, hers or his, herself or himself, her and him.

> Tip! Do not rely on "he/him/man" when talking about an individual in the abstract – this excludes women from the conversation.

B. <u>Avoid irrelevant information about gender.</u>

When speaking or writing about occupations, do not provide irrelevant information about people's gender. Doing this supports the stereotype that the "normal" version of this profession is gendered. For example, saying 'female lawyer' implies that lawyers are normally male. For this reason, terms such as female professor or male nurse should not be used. **Instead, you should simply use the occupation title with no gender description.**

X	**Gender-discriminatory language** The youth federation chairman Jose Aquino works closely with the chairman of the sports committee Matthew Diaz to plan events.
/	**Gender neutral language** The youth federation chair Jose Aquino works closely with the chairperson of the sports committee Matther Diaz to plan events.
X	**Gender-discriminatory language** Betty is a career woman.
/	**Gender sensitive language** Betty is focused on her career.

Another common way that gender is included in writing about people when it is not relevant is through using gendered nouns. These are nouns that imply the gender of the person (e.g., policeman and policewoman). Instead, avoid using these nouns to describe people and use something gender-neutral (e.g., police officer).

*The term career woman is gender-discriminatory and should never be used. It carries extra information that suggests it is unusual for a woman to be career-focused and is insulting to women – one never hears of a "career man."

Tip!
There is usually no reason to include someone's gender when speaking about a professional – just leave it out

C. Avoid gendered stereotypes as descriptive terms.
Avoid using words that imply a gender connotation to describe an aspect of a person or object. It is especially important to avoid doing this where the gendered term is used as an insult.

These expressions usually paint the feminine as the negative. Describing something as feminine is used as an insult, often to mean weak or ineffective. Using language in this way is sexist. Do not employ gender stereotypes to describe the way something is or the way the action is done.

X	Gender discriminatory language Paul's ladylike handshake did not impress his new boss who believes that sales people need a firm handshake
/	Gender-sensitive language Paul's weak handshake did not impress his new boss who believes that sales people need a firm handshake.
X	Gender discriminatory language You throw like a girl.
/	Gender-sensitive language You do not throw well.
X	Gender discriminatory language The team taking part in the charity obstacle who were scared of the cold water had to man up and dive in the first obstacle.
/	Gender-sensitive language The team taking part in the charity obstacle who were scared of the cold water had to be tough and dive in the first obstacle.

* The phrase, "like a girl", carries an implicit connotation in English, suggesting the action is performed badly or in a silly and weak manner. Some campaigners are trying to reclaim this phrase to show the positive side of being "like a girl"!

D. Gendering inanimate objects

Assigning a gender to an inanimate object by using gendered pronouns to discuss it applies cultural connotations to characteristics. These connotations are related to gender stereotypes and help to perpetuate them. It would be best to use the pronoun "it" to talk about inanimate objects.

X	Gender discriminatory language The ship slipped her moorings.
/	Gender-sensitive language The ship slipped its moorings.
X	Gender discriminatory language Delegates are free to make presentations in their mother tongues and translations will be provided.
/	Gender-sensitive language Delegates are free to make presentation in their native languages and translations will be provided.
X	Gender discriminatory language Last month, the Philippines and her citizens woke up to a super typhoon.
/	Gender-sensitive language Last month, the Philippines and its citizens woke up to a super typhoon.

Tip!

When personifying inanimate objects (i.e. for a cartoon story) think: what objects have been given a gender and is this based on stereotypes? It is also important to include both female and male characters rather than treating the male as neutral.

E. Using different adjectives for women, girls, men, and boys.

Sometimes, different adjectives are used in English to describe the same feature in women and men. There are also some words that – despite not having an explicit gender – have strong connotations that are strongly associated with only women or men. This stems from the fact that some character traits, such as being ambitious, are considered by society attractive in men but negative in women. It is not always easy to spot when adjectives are promoting gender stereotypes. The examples in the table below show some words to look out for and to avoid using to describe women.

Semantic non-equivalence:
These are words in English that are supposed to be equivalent, but actually the female versions of the words have gained negative connotations over the years. You should think carefully about the connotations of words before using them. For example, consider:

governor	Governess
master	Mistress
patron	Matron
sir	Madam
bachelor	Spinster
host	hostess

Tip! When describing a characteristic of a woman, ask yourself, "Would I ever use this word to describe a man?" (and vice versa). If not, then look for a term without gender connotations.

Adjectives to avoid gender connotations:

Adjectives commonly used for women (derogatory)	Better language
Bossy or pushy	**Assertive**
Loose	**Having sexual confidence – no male equivalent**
Emotional or hormonal	**Passionate, enthusiastic, empathetic**
Ditz	**Silly**
Frigid	**Lacking sexual responsiveness – no male equivalent**
Frumpy	**Dowdy and old fashioned**
Shrill	**High-pitched, grating voice**
Hysterical	**Irrational**

F. Avoid using stereotypical images.

We communicate ideas about the world not only through language but also through the images we choose to use. A piece of communication is gender-discriminatory if the people within the images are only depicted in stereotypical ways (i.e., female homemakers and male builders). Ensure that the images you use in your communication material do not reinforce gender stereotypes by including a broad mix of people in different environments. More examples are on the next page to help you understand this distinction.

Emojis

Many people use emojis (or emoticons) to express themselves when communicating electronically. Many of these emoji sets repeat stereotypes by putting men in active roles (sports people or professionals) and only including women in stereotypical pursuits (cutting hair or dancing), or not including women at all. Some providers now include more options so that you can make more inclusive and gender-sensitive choices. When you use emojis, remember that these are also a way to make your communication supportive of gender equality.

Tip! Colors are often arbitrarily connected to one gender, such as pink for women and blue for men. When designing communication materials, check the colors you have used, and do not use color as a shorthand for gender.

2. Avoiding Invisibility or Omission

A. Do not use "man" as a neutral term.

The term man is sometimes used to describe the experience of all human beings. However, this practice ignores the experience of women as equal members of the human race and contributes to their omission from public life. It can impact their lives; for example, if the word "man" is used throughout a job advert, a woman may be less likely to apply. You should not use "man" to refer to the experiences of all people.

X	Gender discriminatory language Fire is man's greatest invention.
/	Gender-neutral language Fire is humanity's greatest invention.

Tip! When writing about the history of human achievement, it is very important not to use the male as generic. Otherwise, it would seem that all major advances have been made by men and women have not contributed anything to humanity's progress. "Man" is cast as generic in several stock expressions; try rewording them to make them applicable to all people.

X	Gender-discriminatory language Under the law, all men are equal.
/	Gender-neutral language Under the law, all people are equal.
/	Gender sensitive language Under the law, all women and men are equal.

Gender-discriminatory language	Better language
Man in the street	Average person
Every man for himself	Everyone for themselves
Mankind	Humankind
To a man	Every person

B. <u>Do not use "he" to refer to unknown people.</u>
Using "man" to mean all people collectively propagates the invisibility and omission of women; using "he" to represent any given individual does the same. Avoid using "he" when referring to the generic experience of all people, as this removes women from the common experience.

X	Gender-discriminatory language The responsible citizen will report anything suspicious he sees in a place.
/	Gender sensitive language The responsible citizen will report anything suspicious she or he sees in a place.
X	Gender-discriminatory language

	Each student-applicant must submit his resume.
/	Gender-sensitive language Each student-applicant must submit her or his resume; or The student-applicant must submit their resumes.

Tip! Some people have started using gender-neutral pronouns instead of traditional gender pronouns. An illustration of this concept is the use of "ze." For instance, 'Ze', 'Hir', 'Hirs', 'Hirself', such as in the sentence: "Ze does hir homework hirself." Employing such terms can be a means of inclusivity for individuals identifying as non-binary gender. However, the use of these terms are not common here in the Philippines.

C. <u>Do not use gender-biased nouns to refer to groups of people.</u>
Gendered nouns and adjectives used to denote generic experiences encourage us to view the world as mainly having relevance to men. The word "manmade" equates the word "man" with "human". The term "postman" suggests all postal workers are men. In a gender-equal society, it is important to use language that recognizes that these posts can be held by women or men. Gendered nouns and adjectives should be avoided and replaced with gender-neutral terms.

X	Gender-discriminatory language Manmade fabrics can actually require less manpower to produce than natural fabrics.
/	Gender sensitive language Synthetic fabrics can actually require fewer human resources to produce than natural fabrics.
X	Gender-discriminatory language The forefathers of today's citizens used the same bravery and courage in fighting injustice.
/	Gender-sensitive language

	The ancestors of today's citizens used the same bravery and courage in fighting injustice.

Gender-discriminatory language	Gender-neutral language
Policeman or policewoman	Police officer
Businessman or businesswoman	Business executive
Repairman	Repairer, technician
Steward or Stewardess	Flight attendant
Salesman	Salesperson, sales clerk
Workman	Worker

Tip! English gives you the option to make generic terms apply to women as well (e.g., "landlord" or "landlady"), but it is generally better to use a gender-neutral term for most professions.

Tip! When referring to a mixed-gender group, you should avoid the phrase "the guys" as this takes the male as generic and representative of the whole group.

D. Take care with "false generics"

Although gender-neutral language can overcome the use of the male as the generic term, this form of language is not always appropriate. It may ignore key gender elements of the subject under discussion. Furthermore, although the language may appear neutral, custom may mean that in practice, people continue to interpret a generic reference (such as "people") to mean men.

Examples of gender-neutral language	Why gender-neutral language may be inappropriate in this context	Better language (gender-sensitive)
In 2014, 14% of people aged 18-65 stated that they had experienced sexual	This language may obscure the fact that women are disproportionately	**In 2014, 23% of women and 5% of men aged 18-65 stated that they had**

violence in the previous year.	exposed to sexual violence and result in support services not being designed in a way that takes this into account. For example insufficient numbers of women doctors may be employed to examine victims. And if sexual violence is a relatively uncommon experience for men, male victims may need extra support to come forward.	**experienced sexual violence in the previous year.**
Philippines is playing well today and likely to win the match. Filipino women will also be playing tomorrow.	Appears to refer to people in general but actually refers only to men, due to the stereotype that men playing sports is the 'norm'. In contrast when women play sports their gender will often be made explicit, as this is seen as 'atypical' ("Lithuania's women"). This runs the risk of further entrenching common stereotypes. There is no ideal linguistic solution here. To challenge stereotypical thinking it is important either to mention gender when referring to both women and men in	**Filipino men are playing well today and likely to win the match. Filipino women will also be playing tomorrow.**

	sports, or not to mention gender at all (including when the players are women). In this case, in order to avoid confusion it is probably easiest to mention gender in both cases.	

E. Use proper greetings and other forms of inclusive communication

There are many ways to make sure that all your communication material feels like it is aimed at all people, not just one gender. When creating a piece of communication material, consider the following:

1. **Choice of voice-over artist**. Consider if the gender of the voice-over is perpetuating stereotypes, such as using only a male voice to impart information. Aim for a mix of genders.
2. **Choice of photographs/drawings/images**. Think about whether they are repeating stereotypical gender roles or whether they only include one gender.
3. **Gender of individuals given in examples.** Ensure that the individuals in the examples show a mix of genders in different roles. (i.e., ensure that men are not always in positions of power in a given scenario).

Reminder!

Instead of using Dear Sir, the gender-sensitive writer should use: Dear Sir or Madam or Dear Madam or Sir. However, if the person uses specific titles such as Atty., Dr., Engr., or Office, you may choose to use the same to address the person.

3. Subordination and trivialization

Subordination and trivialization are ways of using language that reinforce men's traditional dominance over women or belittle or insult women. Trivialization is any language that makes something seem unimportant, and it is closely related to subordination. Often, things related to women are trivialized through language that makes something sound "small" or "cute". This may appear benign but can have the effect of reinforcing women's subordinate place in society.

Take care that your language actively promotes gender equality by not trivializing or subordinating women.

A. Naming conventions

Traditional titles for women, Mrs. (married) or Miss (single), used to refer to their marital status, whereas the term for men, Mr., was neutral in this regard (either married or single). This naming convention signals a woman's relationship to a man within her name, inviting the hearer to consider this part of her identity rather than presenting her as an individual. The term Ms. avoids this, which, like Mr., does not denote marital status.

When referring to women, you should generally use the term Ms. (which does not denote marital status).

Another point to look out for in writing is referencing. When referring to a woman, use the same conventions as you would when referring to a man. Using a first name to refer to a woman when you have used a surname for a man indicates a lack of respect for the woman in comparison to the man.

Always use the same naming conventions for men and women.

Sometimes, people refer to women in relation to men. Avoid doing this by ensuring that you are always referring to women as people in their own right.

X	Gender-discriminatory language Mr. and Mrs. Pedro Santos are attending today's parent-teacher conference.
/	Gender sensitive language Jessica Santos and Pedro Santos are attending today's parent-teacher conference.
X	Gender-discriminatory language Amorsolo and his research assistant Trisha were pioneering social researchers for the improvement of children's rights.
/	Gender-sensitive language Amorsolo and his research assistant Martinez were pioneering social researchers for the improvement of children's rights. *In this example, "Martinez" is the last name of Trisha. When using the last name of a male in the same statement, use as well the last name of the female. You

	may also use instead the complete name of each person so as to avoid marginalizing women.

Tip! The terms "maiden name" and "married name" reflect the tradition of a woman changing her name to match her husband's and make relationship status an integral part of a woman's name. Instead, just refer to someone's "last name."

Tip! Some women may refer to themselves using Miss or Mrs. If someone refers to themselves in this way, you should use the same title when referring to them.

B. Word phrase hierarchy

Some pairs of words and phrases are habitually used in a fixed order, usually with the male version appearing first. This reflects and reinforces the cultural value assigned to each. Try to avoid repeating these word pairings in the order that they are heard. These example phrases are not always gender-discriminatory, but because they are always said this way, they have become so. You should be aware of the word order of your phrases and make sure that you are not always putting the male version first.

X	Gender-discriminatory language The husband and wife team established the charity themselves. The man and woman, both affected by the issue decided to do something to help others.
/	Gender sensitive language The wife and husband team established the charity themselves. The man and woman, both affected by the issue decided to do something to help others.

Phrases to look out for: King and Queen

Men and women

Ladies and gentlemen

Boys and girls

Tip! Although it might seem awkward at first, consider switching the order of these phrases each time you use one.

C. Patronizing language

One example of trivialization is the addition of diminutive affixes to denote that the referent is female. Gender-sensitive writers should avoid these expressions as they can trivialize women.

Language which refers to people unknown to you in terms of endearment ("My dear", "Darling", "Love", and "Dear" when used in speech) is patronizing, condescending, and promotes trivialization. These forms should not be used unless the interlocutor has a close relationship with the speaker.

Another common way of trivializing women is to refer to adult women as "girls." This is patronizing and should be avoided. Additionally, sometimes the word "woman" is used dismissively (e.g. "Get out of my way, woman!")

In addition to refraining from blatant gender-based insults, it is essential to avoid inadvertently patronizing women through the use of seemingly harmless terms.

X	Gender-discriminatory language The usherette helped me to my seat just as the actress came on the stage..
/	Gender sensitive language The usher helped me to my seat just as the actor came on stage. * *Tip! Think about the meaning of the words kitchenette and novelette compared to the words kitchen and novel to see the effect of the –ette suffix.*
X	Gender-discriminatory language I'll get one of the girls from my office to help me move boxes.
/	Gender-neutral language I'll get one of the employees from my office to help me move the boxes; or I'll get one of the women from my office to help me move the boxes. *Tip! Do not pertain to grown females/ women as girls nor use the term to pertain to men as weak.*

Practical Tool to Test Knowledge

Checklist

Do you recognize stereotypes and avoid repeating them through your language?	☐
Do you actively seek ways of being inclusive to both women and men?	☐
Does your language reflect the idea that women, men and those of a nonbinary gender are independent persons of equal value, dignity, integrity and respect?	☐
When using gender-neutral language, have you considered whether there might be hidden gender elements to the discussion that mean you should be using gender-sensitive language instead? *Tip! Policymakers and law-makers should almost always try to use gender-sensitive language, rather than gender-neutral language.*	☐
Do you avoid terms that may be patronizing or belittling to one gender?	☐
Would the adjectives that you use to describe one gender be equally applicable to another gender?	☐
Did you check your document for gender-biased language?	☐
Have you avoided describing women solely in relation to men?	☐
Do you avoid using "man" or "he" to describe the experiences of everyone?	☐
When describing professional occupations, have you used gender-neutral terms, such as chair, spokesperson and headteacher?	☐

Congratulations!
If you answered yes to all of the above, the chances are your language is free of gender bias!

Module II

Child Rights and Juvenile in the Philippines

Introduction

Cases and situations involving children at risks (CAR) and children in conflict (CICL) require appropriate and a guaranteed child rights-based handling by service providers and intervention programs. To ensure the protection of CAR and CICLs while undergoing the intervention system and the legal process, various frameworks are created both on international and local levels. In this module, these frameworks will present the minimum standards as well as the mandates to establish and sustain a comprehensive intervention program for CAR and CICLs.

2.1 Session 1: International Legal Framework for the Protection of Rights of Children at Risk/Child in Conflict with the Law (CAR/CICL)

2.1.1 Introduction

The Convention on the Rights of the Child (CRC) is the only legally binding international instrument that imposes obligations on States parties to respect, protect, and fulfill the specific human rights of children in all spheres of life. In addition to the CRC and General Comments No. 10 and 24, there is a wealth of material at the international level to guide the practical implementation of the specialized systems necessary to ensure children's access to justice, specifically the CAR and CICL. The session will lay down the basis for the formulation of a Comprehensive Local Juvenile Intervention Program (CLJIP) from the international legal framework to ensure holistic and child rights-based juvenile intervention programs for CAR and CICL.

2.1.2 Learning Objectives

By the end of the session, the trainers should be able to:

1. Elaborate the concept of human rights in relation to children's rights and made the participants understand the international legal instruments where CAR CICL rights are protected;
2. Explain and present the rights of CAR CICL as provided in international documents such as the Beijing Rules, the Riyadh Rules, and the Havana Rules;
3. Analyze the significance of the legal framework for the administration of restorative justice and the child justice system for CAR CICL.

2.1.3 Key Learning Points

1. Children and young people have the same general human rights as adults and specific rights that recognize their special needs. Children are neither the property of their parents nor helpless objects of charity. They are human beings and are the subject of their rights.

2. The UNCRC recognizes the fundamental human dignity of all children and the urgency of ensuring their well-being and development. It makes it clear that the basic quality of life should be the right of all children rather than a privilege enjoyed by a few.

3. The United Nations Rules for the Protection of Juveniles Deprived of their Liberty should be applied without discrimination of any kind as to race, color, sex, age, language, nationality, religion, political or other opinion, cultural beliefs or practices, birth or family status, property, ethnic or social origin, and disability. The juveniles' beliefs, practices, and moral concepts should be respected.

4. Any form of detention or imprisonment or the placement of a person in a public or private custodial setting, from which this person is not permitted to leave at will, by order of any judicial, administrative, or other public authority is considered as deprivation of liberty.

2.1.4 Methodology/Materials

1. Structured Learning Exercise (SLE): Exploring and understanding the rights of CAR and CICL
2. Input – discussion
   a. Human Rights
   b. United Nations Convention on the Rights of the Child (UNCRC)
   c. UNCRC General Comment No. 24 on children's rights in the child justice system (2019)
   d. UN Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules, 1985)
   e. UN Rules for the Protection of Juveniles Deprived of their Liberty (The Havana Rules, 1990)
   f. UN Guidelines on the Prevention of Juvenile Delinquency (The Riyadh Guidelines, 1990)
3. Materials Needed: Metacards, marker and masking tape, LCD projector, PowerPoint presentation.

2.1.5 Activity Guide

1. Present the learning objectives and describe the outline, then proceed with the discussion on the international legal framework.

2. As an introduction to the discussion, it is important to present the concept of human rights, its characteristics, and specific examples. The core principles and four categories of rights under the CRC are the highlights of the UNCRC discussion.

3. Conduct an SLE on identifying children's rights will facilitate the discussion. The facilitator should refer to the metacards for specific examples of children's rights. Participants are encouraged to actively participate in the discussion. (See Part V. of this session for the SLE)

4. The facilitator should encourage participatory discussion; participants may be asked to give salient features of international rules and general comments during the discussion.

5. Go through the outline topics to present the legal framework from UNCRC General Comment No. 24, Beijing Rules, Riyadh Rules, and Havana Rules.

STRUCTURED LEARNING EXERCISE: EXPLORING AND UNDERSTANDING THE RIGHTS OF CAR AND CICL

a. Begin by creatively saying out loud the phrase "Bilang bata, ano ba ang aking mga karapatan? (As a child, what are my rights?) The SLE will review and identify what the rights of a child are.
b. Give each participant a metacard and a marker. Ask them to think back to their childhood and remember what rights they had, and then write them down in the metacards.
c. In addition, participants will be asked to provide an example of a CAR or CICL-specific right and include it in the metacards as an example of these rights.
d. Participants will post each metacard on the board. The facilitator may call a participant to explain what is written in the metacards.
e. The facilitator will go over the metacards and group them based on the UNCRC's four categories of rights and another group for the CAR/CICL rights.
f. Emphasize that the activity is helpful in finding out what the participants already know and what they think they need to know about the topic to be covered by the session.
g. The table shows the expected responses of the participants.

Survival	Development	Protection	Participation	CAR CICL
Right to have a good life	Right to education	No to corporal punishment	Join organizations or clubs in school	Right to counsel
To have a family and a name	Play and enjoy	Free from discrimination and any form of violence	Express opinions and participate in consultations	Diversion/ intervention program
Right to food and other necessities	Access to information	Freedom from torture or any inhuman punishment	Right to vote	Right to a fair trial

Processing:

1. Ask the participants, how do they find the activity?
2. Expound the rights of the CAR CICL as the core of the session.
3. Connect the responses to the human rights of a child.
4. In closing the SLE, ask them if these rights are being observed, promoted, and respected.

2.1.6 Lecture Notes

A. Human Rights

Human Rights Principles

Human rights are universal legal guarantees protecting individuals and groups against actions and omissions that affect their freedoms and human dignity.

Characteristics of human rights:[75]

1. **Inalienable:**
   - Every human being is born with human rights;
   - Human rights cannot be taken away;
   - Rights are concerned with inherent human worth and dignity. You have them simply by virtue of being human, and they cannot be given or taken away.

2. **Universal:**
   - All human beings have the same rights - everywhere - all the time (there are situations allowing restriction of certain human rights, e.g., freedom of movement of criminals in jail; and right to information during a state of emergency).
     - All rights for all people in all places at all times. Opposes notions of cultural relativism and implies consideration of all non-discriminatory aspects

3. **Indivisible and interconnected:**
   - All rights are linked and have effects on each other:
   - If one right is denied, this has an impact on other rights;
   - One person's enjoyment of rights should not come as a result of the suppression of the rights of others
   - There is no hierarchy of rights - they are equally important to each other (the compossibility problem). You cannot selectively choose certain rights while

[75] Paralegal Manual on the Elimination of Violence Against Women, SALIGAN, 2021, available at Paralegal-Manual-on-the-Elimination-of-Violence-and-Discrimination-against-Women.pdf (saligan.org), last accessed July 2022.

neglecting others as it suits your purpose. They are an interdependent, interrelated, and mutually reinforcing whole (the idea of a web or net).

Human rights cannot be given up. Right holder is entitled to rights	Duty-bearer has obligations for rights
- has rights; - is entitled to claim rights [participation]; - can demand accountability from duty bearers; - has the responsibility to respect the rights of others (which then puts them in the role of duty-bearer)	- Has responsibility to fulfill, protect, and respect rights [accountability]. - Duty-bearer connects the right holder with their right. Without duty bearers fulfilling their obligations, the right remains out of reach for right holders. Where duty-bearers are barriers between the right holder and the right object, right holders cannot claim their rights or realize their entitlements to rights. Without access to rights objects, rights remain abstract.

The idea of a right implies: Accountability (duty bearers), Participation and empowerment (rights holders claiming rights)

Key human rights documents/instruments: Define international standards

- 1945 UN Charter: peace, human rights, development
- 1948 Universal Declaration of Human Rights (UDHR)
- 1949 Geneva Conventions (Humanitarian Law/Laws of War)
- 1965 Convention on the Elimination of all Forms of Racial Discrimination (CERD)
- 1966 Covenant on Civil and Political Rights (CCPR)
- 1966 Covenant on Economic, Social, and Cultural Rights (CESCR)
- 1979 Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)
- 1984 Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)
- 1989 Convention on the Rights of the Child (CRC)

B. United Nations Convention on the Rights of the Child (UNCRC)[76]

The UN Convention on the Rights of the Child (CRC) is a comprehensive code of rights for children. It is the most widely ratified international instrument in history. Since its adoption by the United Nations General Assembly in 1989, 191 countries have become State Parties to the convention. This convention sets standards for virtually every aspect of the child's life, from health to education, from social to civil rights.

The CRC has gained importance as more and more countries ratified/acceded (agreed) to it. These standards have now been agreed to by countries in every region of the world, thus reinforcing that the standards are universal. The CRC can be used as a powerful tool for advocacy as a country cannot claim its uniqueness as an excuse for not living up to the universal standards.

The UNCRC comprises four main pillars - the right to survival, the right to protection, the right to development, and the right to participation. These rights are based on the non-discrimination principle, and all actions must be in line with the best interests of children.

Principles of the Convention on the Rights of the Child (CRC)

1. The best interests of the child

   Article 3 establishes that in all actions concerning children, the best interests of the child should be a primary consideration. CRC emphasizes that government, public, and private bodies must ascertain the impact of their actions on children to ensure that the best interests of the child are a primary consideration, giving proper priority to children and building child-friendly societies. The principle is to be used in situations of disagreements between people or institutions or where there is a lack of clarity in laws. The application of this article is not limited to policy making. It applies to the individual child as well. How a course of action might affect a particular child must be examined closely to determine the child's best interest.

   Decision makers need to consider the objective standards deemed to be in the child's best interest, bringing together experts from various sectors and the subjective ones, which consider the child's views.

[76] UN Human Rights Office of the High Commissioner, Universal Document, available at Convention on the Rights of the Child | OHCHR, last accessed August 2022

The best interests of the child are a broad term, reinforcing that the short-term and long-term impacts on children both must be considered: a comprehensive application of rights which could include: child-friendly services or child-sensitive practices - e.g., child-friendly schools. Apply the best interest principle to services for children. This principle should not be used to reinterpret the law nor to subvert the fulfillment of any rights articulated in the CRC.

2. Non-discrimination

Article 2 establishes that child rights apply to all children all the time, anywhere, without discrimination of any kind on the grounds of gender, disability, ethnicity, religion, or citizenship. The theme of non-discrimination is of special importance for the protection of children. This overriding principle ensures that measures of protection are aimed at removing all discrimination in every field.

3. Participation

Article 12 sets out the principle that children have the right to be heard in all matters concerning them, with their views being duly considered based on their age and level of maturity. This theme runs throughout the CRC together with the child's right to freedom of expression and other civil liberties. The significance of this article is that it requires children to be assured of the right to express their views freely and to be heard with their views given due weight.

4. Survival and development

Article 6 prioritizes children's rights to survival and development and the right to develop to their fullest potential in every aspect, including their personality, talents, and abilities. Note that the concept of right has at its base in the idea of accountability but is not listed explicitly as a principle of the CRC.

Specific children's rights under UNCRC:

- Art 12 Right to Juvenile Justice
- Art 12 Protection from arbitrary arrest, detention, exile
- Art 12 Right to privacy fully respected at every stage of the proceedings
- Art 12 Presumption of innocence until proven guilty, protection from conviction for acts not considered as a crime at the time it was committed
- Art 16 Right to privacy
- Art 10 Entering or leaving countries for family reunification
- Art 22 Rights of Child Refugees
- Art 7 Right to a name and nationality

- Art 12 Respect for the views of the child
- Art 6 Right to life, survival, and development
- Art 14 Freedom of thought, conscience, and religion

Duties and responsibilities of the primary duty bearers, rights holders, and secondary bearers in the implementation of CRC:

The CRC defines two primary duty bearers: parents and other legal guardians; and the state:

- Parents, legal guardians, and others responsible for the child:
  - Have primary responsibility for the upbringing and development of the child, and the best interest of the child is their basic concern (Art 18)
  - Schools secure, as far as they can, the living conditions necessary for the child's survival and development (Art 27)
  - Should provide direction and guidance for the child to claim their rights (Art 5)

- The State: Must observe three levels of fulfillment of human rights:
  - To respect: not to do any action that would interfere with rights.
  - To protect: to prevent violation of human rights by others (third parties)
  - To fulfill: to take positive action to ensure the rights are met in addition to the state.

C. General Comment 24 – Children's Rights in the Child Justice System (2019) Replaces General Comment 10[77]

The UN Committee on the Rights of the Child has published General Comment No.24 on children's rights in the child justice system, replacing General Comment No.10 (2007) on children's rights in juvenile justice. It intended to further explain specific rights outlined in the United Nations Convention of the Rights of the Child (UNCRC) and guide countries in implementing child justice systems that promote and protect children's rights.

It reflects the developments that have occurred since 2007 as a result of the promulgation of international and regional standards, the Committee's jurisprudence, new knowledge about child and adolescent development, and evidence of effective practices, including those relating to restorative justice. It

[77] Children's Right in the Child Justice System (2019) Replaces General Comment 10: Footnote: UN Human Rights Office of the High Commissioner, Universal Document, available at General comment No. 24 (2019) on children's rights in the child justice system | OHCHR, last accessed July 2022.

also reflects concerns such as the trends relating to the minimum age of criminal responsibility and the persistent use of deprivation of liberty.

It encourages countries to raise the minimum age of criminal responsibility to at least 14 years. It also covers a range of issues, such as issues relating to children recruited and used by armed groups, including those designated as terrorist groups, and children in customary, indigenous, or other non-State justice systems.

Objectives and scope

a) To provide a contemporary consideration of the relevant articles and principles in the Convention on the Rights of the Child, and to guide States towards a holistic implementation of child justice systems that promote and protect children's rights;
b) To reiterate the importance of prevention and early intervention, and of protecting children's rights at all stages of the system; and
c) To promote key strategies for reducing the especially harmful effects of contact with the criminal justice system, in line with increased knowledge about children's development, in particular:
    - Setting an appropriate minimum age of criminal responsibility and ensuring the appropriate treatment of children on either side of that age;
    - Scaling up the diversion of children away from formal justice processes and to effective programs;
    - Expanding the use of non-custodial measures to ensure that detention of children is a measure of last resort; and
    - Ending the use of corporal punishment, capital punishment, and life sentence.

The Committee encourages the use of non-stigmatizing language relating to children alleged as, accused of or recognized as having infringed criminal law. Some of the important terms used in the present general comment are:

1. Child justice system:[78] the legislation, norms and standards, procedures, mechanisms, and provisions specifically applicable to, and institutions and bodies set up to deal with, children considered as offenders.
2. Deprivation of liberty: any form of detention or imprisonment or the placement of a person in a public or private custodial setting, from which this person is not permitted to leave at will, by order of any judicial, administrative, or other public authority.

[78] In the English version of the present general comment, the term "child justice system" is used in place of "juvenile justice".

3. Minimum age of criminal responsibility: the minimum age below which the law determines that children do not have the capacity to infringe the criminal law.
4. Restorative Justice: any process in which the victim, the offender, and/or any other individual or community member affected by a crime actively participates together in resolving matters arising from the crime, often with the help of a fair and impartial third party. Examples of restorative processes include mediation, conferencing, conciliation, and sentencing circles. (par. 2)

Comprehensive Child Justice Policy

1. Prevention of child offending, including early intervention directed at children below the minimum age of criminal responsibility

Prevention and early intervention programs should be focused on support for families, those in vulnerable situations, or where violence occurs. Support should be provided to children at risk, particularly children who stop attending school, are excluded, or otherwise do not complete their education. Peer group support and a strong involvement of parents are recommended. State parties should also develop community-based services and programs that respond to children's specific needs, problems, concerns, and interests and provide appropriate counseling and guidance to their families.

Early intervention for children below the minimum age of criminal responsibility requires child-friendly and multidisciplinary responses to the first signs of behavior that would be considered an offense if the child were above the minimum age of criminal responsibility.

2. Interventions for children above the minimum age of criminal responsibility

Under Article 40 (3) (b) of the Convention, States parties are required to promote the establishment of measures for dealing with children without resorting to judicial proceedings whenever appropriate. In practice, the measures generally fall into two categories:

a. Measures referring children away from the judicial system at any time before or during the relevant proceedings (diversion):
b. Measures in the context of judicial proceedings.

3. Age and child justice systems

Eighteen years and offenses committed with adults. In cases where a young person Under Article 40 (3) of the Convention, state parties are required to establish a minimum age of criminal responsibility, but the article does not

specify the age. Children below the minimum age of criminal responsibility at the time of committing an offense cannot be held responsible in criminal law proceedings.

The child justice system should apply to all children above the minimum age of criminal responsibility but below the age of 18 years at the time of the commission of the offense. Child justice systems should also extend protection to children below the age of 18 at the time of the commission of the offense but who turn 18 during the trial or sentencing process.

A child who does not have a birth certificate should be provided with one promptly and free of charge by the State whenever it is required to prove age. Suppose there is no proof of age by birth certificate, the authority should accept all documentation that can prove age, such as notification of birth, extracts from birth registries, baptismal or equivalent documents, or school reports.

Offenses committed before and after commits several offenses, some occurring before and some after the age of 18 years, State parties should consider providing for procedural rules that allow the child justice system to be applied in respect of all the offenses when there are reasonable grounds to do so.

4. Guarantees for a fair trial

a. Article 40 (2) of the Convention contains an important list of rights and guarantees aimed at ensuring that every child receives fair treatment and trial. States parties should enact legislation and ensure practices that safeguard children's rights from the moment of contact with the system. Safeguards against discrimination are needed from the earliest contact with the criminal justice system and throughout the trial, and discrimination against any group of children requires active redress. In particular, gender-sensitive attention should be paid to girls and to children who are discriminated against on the basis of sexual orientation or gender identity.
b. No retroactive application of child justice (art. 40 (2) (a)). No child shall be held guilty of any criminal offense that did not constitute a criminal offense, under national or international law, at the time it was committed.
c. Presumption of innocence (art. 40 (2) (b) (i)). The presumption of innocence requires that the burden of proof of the charge is on the prosecution, regardless of the nature of the offense. The child has the benefit of the doubt and is guilty only if the charges have been proved beyond reasonable doubt.
d. Right to be heard (art. 12). Children have the right to be heard directly, and not only through a representative, at all stages of the process, starting from

the moment of contact. The child has the right to remain silent and no adverse inference should be drawn when children elect not to make statements.

e. Effective participation in the proceedings (art. 40 (2) (b) (iv)). A child who is above the minimum age of criminal responsibility should be considered competent to participate throughout the child justice process.
f. Prompt and direct information of the charge(s) (art. 40 (2) (b) (ii)). Every child has the right to be informed promptly and directly (or where appropriate through his or her parent or guardian) of the charges brought against him or her. Authorities should ensure that the child understands the charges, options, and processes.
g. Legal or other appropriate assistance (art. 40 (2) (b) (ii)). States should ensure that the child is guaranteed legal or other appropriate assistance from the outset of the proceedings, in the preparation and presentation of the defence, and until all appeals and/or reviews are exhausted. The Committee requests States parties to withdraw any reservation made in respect of article 40 (2) (b) (ii).
h. Decisions without delay and with the involvement of parents or guardians (art. 40 (2) (b) (iii)). The Committee reiterates that the time between the commission of the offense and the conclusion of proceedings should be as short as possible. The longer this period, the more likely it is that the response loses its desired outcome.
i. Freedom from compulsory self-incrimination (art. 40 (2) (b) (iv)). The commission of acts of torture or cruel, inhuman or degrading treatment in order to extract an admission or confession constitutes a grave violation of the child's rights (Convention on the Rights of the Child, art. 37 (a)).
j. Presence and examination of witnesses (art. 40 (2) (b) (iv)). Children have the right to examine witnesses who testify against them and to involve witnesses to support their defense, and child justice processes should favor the child's participation, under conditions of equality, with legal assistance.

D. United Nations Standard Minimum Rules for the Administration of Juvenile Justice ("The Beijing Rules") [79]

These rules have been implemented due to a resolution of the United Nations General Assembly regarding the treatment of Juvenile and Underage offenders and prisoners in member nations. The drafting of these rules took place at a Conference in Beijing. Initially, these rules were named as Bill of Rights for Young Offenders, but gradually these rules were renamed as the United Nations Standard

[79] UN Human Rights Office of the High Commissioner, Universal Document, United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) | OHCHR, last accessed July 2022

Minimum Rules for the Administration of Juvenile Justice. These rules were adopted by the United Nations General Assembly on 29th of November, 1985.

General Principles:

1. Member States shall seek, in conformity with their respective general interests, to further the well-being of the juvenile and her or his family.
2. Member States shall endeavor to develop conditions that will ensure the juvenile a meaningful life in the community.
3. Sufficient attention shall be given to positive measures that involve the full mobilization of all possible resources to promote the well-being of the juvenile, and of effectively, fairly, and humanely dealing with the juvenile in conflict with the law.
4. Juvenile justice shall be conceived as an integral part of the national development process of each country, within a comprehensive framework of social justice for all juveniles.
5. These Rules shall be implemented in the context of economic, social and cultural conditions prevailing in each Member State.
6. Juvenile justice services shall be systematically developed and coordinated to improve and sustain the competence of personnel involved in the services, including their methods, approaches, and attitudes.

The objective behind the implementation of the rules by the United Nations:

These Rules were implemented to strengthen the juvenile justice system worldwide. The aim and objective of this initiative have been highlighted in Rule 5.

a. One of the main objectives is the well-being of the Juvenile, emotionally, mentally, and physically. This has been a primary focus of legal systems in which underage offenders are dealt by family courts or administrative authorities, but the well-being of a juvenile must also be emphasized in a criminal court model to ensure that the penalties awarded for their offenses are not merely punitive in nature.

b. The second objective behind the implementation of these rules is "the principle of proportionality". This concept has acted as a mechanism to curb any punitive sanctions. The response and reformative measure awarded to juvenile offenders should be based on not just the gravity of the offense committed but also the personal circumstances of the offender. Personal factors such as the family situation, social status, and the injury caused due to the offense should affect the reaction's proportionality.

Sometimes, the reaction towards an offense to ensure the welfare of the juvenile offender may go beyond necessity and, therefore may infringe upon their fundamental rights. Therefore, the proportionality of the reactions to the offender and the offense, including that of the victim, must be safeguarded.

Scope of the Rules and definitions used (Rule 2)

The Beijing Rules shall be applied to juvenile offenders impartially, without distinction of any kind, for example, as to race, color, sex, language, religion, political or other opinions, national or social origin, property, birth, or other status.

The Standard Minimum Rules and the terms entailed in it are so formulated to be applicable within different legal systems, and at the same time, set some minimum standards for the proper treatment of offenders.

Age of Criminal Responsibility according to the Beijing Rules (Rule 4)

The minimum age for criminal responsibility of a Juvenile varies immensely and depends upon the history and culture of that country's legal system. An unlikely but modern approach would consider whether the child can live up to the psychological and moral components of criminal responsibility according to their individual discernment and their understanding be held responsible for their extreme antisocial behavior.

Rights of the Juveniles (Rule 7)

Rule 7 highlights key criteria that are fundamental components of a fair and just trial and are internationally recognized in current human rights agreements. The following are the minimum rights of juveniles under the Rule shall be guaranteed at all stages of proceedings:

1. Presumption of Innocence
2. Right to get notifications on the charges
3. Right to remain silent
4. Right to counsel
5. Right to have a guardian or a parent present
6. Right to the confrontation and cross-examination of the witnesses
7. Right to appeal to a higher authority

Other features of the Beijing Rules:

- The juvenile's right to privacy shall be respected at all stages to avoid harm being caused to her or him by undue publicity or by the process of labeling. (Rule 8)
- Upon the apprehension of a juvenile, her or his parents or guardian shall be immediately notified of such apprehension, and, where such immediate notification is not possible, the parents or guardian shall be notified within the shortest possible time thereafter. (Rule 10)
- The police, the prosecution or other agencies dealing with juvenile cases shall be empowered to dispose of such cases, at their discretion, without recourse to formal hearings, in accordance with the criteria laid down for that purpose in the respective legal system.
- Detention pending trial shall be used only as a measure of last resort and for the shortest possible period.
- The Juvenile Offender, during the entire course of the proceedings, shall have the right to be represented by a legal advisor and to seek free legal aid if there is a provision with that regard in the country in which they are being tried.
- Capital punishment shall not be imposed for any crime committed by juveniles.
- Juveniles shall not be subject to corporal punishment.
- The competent authority shall have the power to discontinue the proceedings at any time.

E. UN Rules for the Protection of Juveniles Deprived of their Liberty (The Havana Rules), 1990[80]

The Havana Rules ensure that juvenile detainees and offenders are given fair treatment and consideration for their age. This UN agenda acts to counterbalance the growing trend of decreasing the age of criminal responsibility in domestic law to enable children (below 18 years of age) to be prosecuted for criminal offenses on par with adults. The Havana Rules have reiterated the importance of reintegration, rehabilitation, and reformation, by stating that juveniles who are detained in institutions should be "guaranteed the benefit of meaningful activities and programs which would serve to promote and sustain their health and self-respect, to foster their sense of responsibility and encourage those attitudes and skills that will assist them in developing their potential as members of society." (Rule 12)

[80] UN Human Rights Office of the High Commissioner, Universal Document United Nations Rules for the Protection of Juveniles Deprived of their Liberty | OHCHR, last accessed July 2022

Fundamental principles

The juvenile justice system should uphold the rights and safety and promote the physical and mental well-being of juveniles.

1. Juveniles should only be deprived of their liberty in accordance with the principles and procedures outlined in these Rules and in the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules).
2. Deprivation of the liberty of a juvenile should be a disposition of last resort and for the minimum necessary period and should be limited to exceptional cases.
3. The Rules are intended to establish minimum standards accepted by the United Nations for the protection of juveniles deprived of their liberty in all forms, consistent with human rights and fundamental freedoms, and with a view to counteracting the detrimental effects of all types of detention and to fostering integration in society.
4. The Rules should be applied impartially, without discrimination of any kind as to race, color, sex, age, language, religion, nationality, political or other opinions, cultural beliefs or practices, property, birth or family status, ethnic or social origin, and disability.
5. States should incorporate the Rules into their legislation or amend it accordingly and provide effective remedies for their breach, including compensation when injuries are inflicted on juveniles. States should also monitor the application of the Rules.
6. The competent authorities should constantly seek to increase the awareness of the public that the care of detained juveniles and preparation for their return to society is a social service of great importance, and to this end, active steps should be taken to foster open contacts between the juveniles and the local community.

The Rules provide detailed treatment standards for juveniles under arrest or awaiting trial (Rules 17-18). These include:

1. Right to the presumption of innocence;
2. Detention before trial should be limited to exceptional circumstances;
3. Speedy trial to ensure detention for the shortest possible duration; iv. Right to legal counsel;
4. Right to free legal aid;
5. Privacy and confidentiality for communications with legal counsel;
6. Opportunities to pursue work with remuneration/education/training during detention (this should not be compulsory and should not be the reason for extending the period of detention); and
7. Right to leisure and recreation.

Scope and Application of the Rule:

The Rules apply to all types and forms of detention facilities where juveniles are deprived of liberty. The Rules shall be implemented in the context of the economic, social and cultural conditions prevailing in each Member State.

The Havana Rules provided in detail how juvenile facilities should be managed (Rules 19-80).

The Rules provide **guidelines for the management of juvenile facilities.**

1. Records are confidential, and access to them is only granted to authorized persons.
2. All juveniles should be helped to understand the regulations governing the internal organization of the facility, the goals and methodology of the care provided, the disciplinary requirements and procedures, and their rights and obligations during detention.
3. Facilities and services shall meet all the requirements of health and human dignity.
4. Every juvenile of compulsory school age has the right to education suited to his or her needs and abilities and designed to prepare him or her for return to society.
5. Every juvenile should have the right to a suitable amount of time for daily free exercise in the open air whenever weather permits. During which time, appropriate recreational and physical activities should be provided.
6. Every juvenile should be allowed to satisfy the needs of his or her religious and spiritual life.
7. Every juvenile shall receive adequate medical care.
8. Contacts with the wider community.
9. Limitations of physical restraint and the use of force.
10. Disciplinary procedures.
11. All juveniles should benefit from arrangements designed to assist them in returning to society, family life, education, or employment after release.

F. United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines) December 14, 1990[81]

[81] UN Human Rights Office of the High Commissioner, Universal Document, United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines) | OHCHR, last accessed July 2022

Fundamental principles

1. Juvenile delinquency prevention is an essential part of crime prevention in society. Young people can develop non-criminogenic attitudes by engaging in lawful, socially useful activities and adopting a humanistic orientation towards society and outlook on life.

2. The successful prevention of juvenile delinquency requires efforts on the part of the entire society to ensure the harmonious development of adolescents, with respect for and promotion of their personality from early childhood.

3. A child-centered orientation should be pursued. Young persons should have an active role and partnership within society and should not be considered as mere objects of socialization or control.

4. The need for and importance of progressive delinquency prevention policies and the systematic study and elaboration of measures should be recognized. These should avoid criminalizing and penalizing a child for behavior that does not cause serious damage to the development of the child or harm to others.
5. Community-based services and programs should be developed for the prevention of juvenile delinquency, particularly where no agencies have yet been established. Formal agencies of social control should only be utilized as a last resort.

General Prevention

Comprehensive prevention plans should be instituted at every level of Government and include the following:

a. In-depth analyses of the problem and inventories of programs, services, facilities, and resources available;
b. Well-defined responsibilities for the qualified agencies, institutions, and personnel involved in preventive efforts;
c. Mechanisms for the appropriate co-ordination of prevention efforts between governmental and non-governmental agencies;
d. Policies, programs, and strategies based on predictive studies to be continuously monitored and carefully evaluated during implementation;
e. Methods for effectively reducing the opportunity to commit delinquent acts;
f. Community involvement through a wide range of services and programs;
g. Close interdisciplinary cooperation between national, State, provincial, and local governments, with the participation of the private sector, representative

citizens of the community to be served, and labor, child-care, health education, social, law enforcement, and judicial agencies in taking concerted action to prevent juvenile delinquency and youth crime;

h. Youth participation in delinquency prevention policies and processes, including recourse to community resources, youth self-help, and victim compensation and assistance programs;
i. Specialized personnel at all levels.

Legislation and juvenile justice administration

Governments should enact and enforce specific laws and procedures to promote and protect the rights and well-being of all young persons specifically on:

a. Prevention of victimization, abuse, and exploitation.
b. Ensure that any conduct not considered an offense or not penalized if committed by an adult is not considered an offense and not penalized if committed by a young person;
c. Protection from drug abuse and drug traffickers; and
d. Ensure that no child or young person is subjected to harsh or degrading correction or punishment measures in schools or any other institution.
e. Establishment of an office of ombudsman or similar independent organ would ensure that the status, rights, and interests of young persons are upheld and that proper referral to available services is made.
f. Law enforcement and other relevant personnel, of both sexes, should be trained to respond to the special needs of young persons and should be familiar with and use, to the maximum extent possible, programs and referral possibilities for the diversion of young persons from the justice system.

2.2. Session 2: Child Rights-Based Approach in the Planning and Implementation of CAR/CICL-Related Policies, Programs and Projects

2.2.1 Introduction

Despite the number of international frameworks that exist to provide the standard in administering justice for children who come in contact with the law or those at risk, there is still a wide gap in translating these frameworks into regional policies and programs. For those with CAR/CICL-related programs and policies, it can be said that these are less than responsive to the actual needs and concerns of the CAR/CICL because of the lack of participation of the concerned children in the planning, implementation, and monitoring of these policies and programs. The experiences that CAR/CICL go through attest to this. Thus, there is a need to adopt child rights programming in the formulation, implementation, and evaluation of the CLJIP.

2.2.2 Learning Objectives

At the end of the session, the trainers are expected to:

1. Understand and internalize the concepts and principles of children's right to be heard, practical ways to implement it in different settings, especially in judicial proceedings and other public arenas;
2. Understand and internalize the framework for gender-responsiveness in programming;
3. Develop an understanding of the application of children's participation and gender perspective in the process of formulating, implementing, and monitoring the CLJIP; and
4. Be able to simplify and articulate the key learnings for the piloting sessions at the barangay level.

2.2.3 Key Learning Points

1. Adults do not always have sufficient insight into children's lives to make informed and effective decisions on the legislation, policies, and programs designed for children. Children's participation is paramount in developing child rights-based and issue-focused programs and projects. It is in this way that the government and the community will be assured of the implementation of programs and policies that respond to the actual needs of children, especially the marginalized and disadvantaged sectors, such as the children at risk and children in conflict with the law. It will also promote the sustainability of all the initiatives for children since they will be taking an active part in the formulation, implementation, and monitoring of the same.

2. However, children's participation is more than just a concept. The UNCRC provided for the standards in the implementation of this right to ensure meaningful and effective participation. All duty-bearers must comply with these standards.

3. Equally important in children's programming is to ensure that the gender dimension of all programs and policies is considered and acted upon.

2.2.4 Methodology/Materials

1. Structured Learning Exercise (30 minutes) – The Buzz!
2. Input-discussion (1.5 hours)
   Discussion Outline:
   a. Children Participation
   b. Importance of Listening to Children's Views
   c. Legal Analysis of Article 12, UNCRC
   d. Forms of Child Participation
   e. Nine Basic Requirements for Effective and Ethical Participation
   f. Implementing Article 12 in Alternative Care
   g. Implementing Article 12 in Local Communities
   h. Gender Responsive Programming Framework
3. Materials Needed: Laptop, LCD Projector, slide presentation

2.2.5 Activity Guide

1. Start the session by emphasizing that despite the growing number of international frameworks (as discussed in the earlier topic) providing guidance in implementing effective interventions to CAR & CICL, there is still an ongoing challenge in the translation of the same in local policies. And for LGUs who have existing programs and projects for them, most are lacking in terms of their responsiveness to the actual needs of the children and in fulfilling the four major categories of children's rights, particularly their right to participate in matters affecting them. See the introduction part of this session guide.

2. Discuss briefly that at the end of this session, the participants are:
   a. Able to define children's participation and identify practical ways on how to implement the same in different settings, particularly in the public arena;
   b. Able to understand the framework of gender-responsive programming; and
   c. Understand and internalize the relevance of children's participation and gender perspective in the formulation of the CBJIP

3. Proceed with the structured learning exercise. Mention that before your discussion, an activity will be conducted to allow the group a quick moment of reflection and

discussion on how, as parents, caregivers, and officials of the community, they were able to exercise children's participation at home and the community. See the SLE part of this session guide.

4. Acknowledge the participation of each group. Tell the participants that you will return to the points raised during the input discussion.

5. Start the discussion on the concepts of children's participation, the importance of listening to children's views, the framework of General Comment No. 12, and the requirement for ethical and meaningful participation. Ensure that each principle is explained in the context of a CAR/CICL. See Lecture Notes.

6. Proceed with the discussion of the framework for a gender-responsive programming. Introduce this topic by explaining briefly that the empowerment of CAR&CICL will be strengthened if their gender concerns and issues are also the primary focus during the planning, formulation, implementation, and assessment of the CLJIP.

7. Continue with the discussion of the framework for mainstreaming gender in programming.

8. End the discussion by emphasizing that the above principles, concepts, and processes are at the core of the development of a child rights-sensitive CLJIP.

STRUCTURED LEARNING EXERCISE – "THE BUZZ!"

1. Divide the participants into buzz groups according to their barangays. Ask them to sit comfortably in their chosen area within the venue and discuss among themselves the following points:
    - Definition of "children participation or child's right to be heard."
    - What are the ways this right is exercised at home, in school, and in the community?
    - What is the purpose of children's participation?

2. Tell the participants they have 10 minutes to discuss among themselves, and they need to assign one from their group to share their discussions with the rest of the group. After 10 minutes, ask the participants to return to the plenary area. Ask for volunteers. If there is none, assign a few sharers. Give them a maximum of 2 minutes per sharing.

3. Ask the participants to listen carefully and avoid reporting ideas that other groups have already reported. After every presenter, ask the group if there are comments or clarifications. If there are comments, allow them to be shared with the group. Take note of the sharing and comments given. List the key ideas on a whiteboard. Read them individually and provide a little discussion, if needed, to summarize the points given for the activity. To effectively facilitate, the facilitator must possess a solid understanding of the fundamental concepts of children's participation and recognize its importance. See Lecture Notes.

2.2.6 Lecture Notes

I. Children's Right to Participation. The discussion about children participation in this lecture notes has been adapted from Every Child's Right to Be Heard. A Resource Guide on the UN Committee on the Rights of the Child General Comment No. 12 by Lansdown, Gerison (2011). The original manual, toolkit, and guidance can be accessed at https://resourcecentre.savethechildren.net/pdf/5259.pdf/

A. Children Participation

Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) establishes the right of children to be involved in decisions that affect them, both as individuals and as a group. This right to be heard and be taken seriously is one of the fundamental values of the Convention. It is not only a free-standing right, but the Committee on the Rights of the Child has identified Article 12 as one of its four general principles. In other words, it must be considered in the implementation of all other rights and as one of the general measures of implementation of the UNCRC.

Article 12, together with the other key civil rights in the UNCRC, recognizes the child as an active agent in exercising his or her rights. This right of active engagement has been broadly conceptualized as "participation", although the term itself is not used in Article 12. Of course, children have always participated in many ways within societies; for example, at the community level, through play and the arts, and in their economic contribution to their families. In the context of Article 12, however, the term participation has evolved. It is now widely used as a shorthand term to describe the process of children expressing their views and having them taken seriously.

Participation can be defined as an ongoing process of children's expression and active involvement in decision-making at different levels in matters that concern them. It requires information-sharing and dialogue between children and adults based on mutual respect. It requires full consideration of their views, taking into account the child's age and maturity.

B. Importance Of Listening To Children's Views

1. **Participation contributes to personal development**.

There is a growing body of evidence that routinely asking children's views and experiences into account – within the family, at school, and in other settings – helps develop children's self-esteem, cognitive abilities, social skills, and respect for others. The most effective preparation for building self-confidence is to achieve a goal for oneself and not merely to observe someone else attain that goal. However, children who are highly marginalized, such as CAR/CICL, find it very hard to achieve this on their own and need support through organized participation if they are to realize their potential.

2. **Participation leads to better decision-making and outcomes**.

Adults do not always have sufficient insight into children's lives to make informed and effective decisions on the legislation, policies, and programs designed for children. Children have a unique body of knowledge about their lives, needs, concerns, and ideas and views derived from their direct experience. For instance, consultation with the CAR/CICL is an important factor in ensuring the effectiveness of the settlement agreement between and among the child offender, victim, and their parents. Decisions that are fully informed by children's perspectives will be more relevant, effective, and sustainable.

3. **Participation serves to protect children**.

The right to express views and have them taken seriously is a powerful tool through which to challenge situations of violence, abuse, threat, injustice or discrimination. If they are encouraged to voice what is happening to them, and provided with the necessary mechanisms through which they can raise concerns, it is much easier for violations of rights to be exposed. Furthermore, adults can act to protect children only if they are informed about what is happening in children's lives; and often it is only children themselves who can provide that information. Addressing violence against children in families, schools, prisons, and institutions, as well as combating exploitative child labor, can be significantly enhanced by empowering children to share their experiences directly with those in positions of authority who can take appropriate action.

4. **Participation contributes to preparation for civil society development, tolerance and respect for others**.

Children's involvement in groups, clubs, committees, non-governmental organizations (NGOs), boards, unions and other forms of organization offers them opportunities for helping to strengthen civil society, learning how to contribute towards community development, and recognizing that it is possible to make a positive difference. Participation also offers children from diverse backgrounds opportunities to build a sense of belonging, solidarity, justice, responsibility, caring, and sensitivity. Through participation, children can develop those capacities, starting with negotiations over decision-making within the family, resolving conflicts in school, and contributing to policy developments at the local or national level. It can equip children to learn to respect differences, resolve conflicts peacefully, and strengthen their capacity to arrive at win-win solutions. Supporting a child's right to be heard in the early years is integral to nurturing citizenship over the long term.

5. **Participation strengthens accountability.**

Building opportunities for children to engage in issues of concern to them in their local community not only contributes to civic engagement, but also strengthens the capacity for holding governments and other duty-bearers to account. Knowledge of one's rights, learning the skills of participation, acquiring confidence in using and gathering information, engaging in dialogue with others, and understanding the responsibilities of governments are all vital elements in creating an articulate citizenry. Governments have a key role to play in ensuring that citizens have the awareness, commitment, and capacity to challenge government action or inaction through democratic and peaceful means and to contribute to positive policy-making and improved allocation of resources. Building these opportunities for children from the earliest ages will contribute significantly to creating accountable and transparent governance, not only at the government level but in all arenas children and young people inhabit.

C. Legal Analysis Of Article 12, UNCRC

Article 12 of the Convention on the Rights of the Child provides:

1. States Parties shall **assure the child who is capable of forming his or her views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child**.

2. For this purpose, the child shall, in particular be provided the **opportunity to be heard in any judicial and administrative proceeding**s affecting the child, either **directly or through representative or an appropriate body**, in a manner consistent with the procedural rules of national law.

ARTICLE 12, Paragraph 1

"Assuring the right to express views"

Governments have an obligation to take all appropriate measures to ensure that the right to be heard is fully realized for all children. This means that the necessary legislation and policies must be in place to enable all children to exercise their right to be heard. Additional measures will be needed to ensure that groups of children likely to experience social exclusion are afforded equal rights to be heard. For example, children with disabilities and CAR/CICL, who are often denied the right to education and marginalized within their communities, will need support to enable them to express their views. These children must be able to exercise their rights to express views and have them taken seriously on an equal basis with others, and that they should be provided with age- and disability-appropriate assistance to enable them to do so. CAR/CICL's experiences of neglect and abuse may lead to the development of offending behavior, or they may tend to isolate; thus, trained and child-rights sensitive handlers must facilitate these children during consultations so that they can express their views effectively and safely.

"Every child capable of forming his or her views."

Governments should start from a presumption that a child has the capacity to form a view: it is not up to the child to prove their capacity. It is not even necessary for children to have a comprehensive understanding of an issue affecting them simply because they are capable of forming a view on the matter. The term "views" means going beyond developed views, including feelings, insights, interpretations, concerns, and ideas. Implementation of Article 12 requires recognition of and respect for non-verbal forms of communication such as play, body language, facial expression, or drawing and painting, through which very young children make choices, express preferences, and demonstrate understanding of their environment. It must be emphasized that most CAR/CICL communicate effectively through non-verbal forms of communication. They may say one thing but may mean another because of their psychological or emotional issues. Thus, it is important to observe their body language

and facial expression during conversations, and they may be encouraged to use drawing or painting in expressing their thoughts.

"The right to express views freely"

The child has the "right to express those views freely." This means that children must be able to express views without pressure. They must not be manipulated or subjected to undue influence from others. The child must be allowed to express his or her views and not those of others. It is also important to recognize that Article 12 does not imply any obligation on children to express their views. It is a right, not a duty; the child can choose whether to exercise it. In order to express views freely, children need:

- Information that is relevant, appropriate, and available in forms and at a level they can understand.
- 'spaces' where they are afforded the time, encouragement, and support to enable them to develop and articulate their views clearly and confidently. For example, in consulting with CAR/CICL, the body/office needs to provide time for these children to prepare for the meeting/conferences/hearing and ensure that all members of the body/office are respectful of the children's
- safety to explore and express their views without fear of criticism or punishment.

"The right to express views in all matters affecting them."

The right recognized in Article 12 applies "in all matters affecting" children, even those not specifically covered by the UNCRC, when those same questions have a particular interest for the child or when they might affect his or her life, for example, issues relating to the environment.

"The obligation to give due weight in accordance with age and maturity."

The weight to be given to children's views needs qualifying. It must account for the child's age and maturity: in other words, the child's level of understanding of the implications of the matter. It is important to note that age alone does not necessarily provide guidance as to children's levels of understanding. When it is not possible to comply with the child's views, he or she should always be informed of the decision and the reasons behind it. In considering the weight to be given to the child's views, it is also necessary to pay attention to Article 5 of the UNCRC, which stresses that the direction and guidance provided by parents, legal guardians, or members of the extended family or community must take account of children's evolving capacities to

exercise their rights. For instance, a CAR/CICL may have very little guidance from their parents/ guardians, which may affect their understanding of certain things, situations, or circumstances. Thus, greater guidance must be accorded to them in making decisions for themselves compared to those children with greater capacities, where more autonomy and responsibility to make decisions for themselves may be given.

Article 12 Paragraph 2

"The right to be heard in judicial or administrative proceedings."

This provision applies to all relevant judicial proceedings related to children's lives. This includes children in conflict with the law; child victims of physical or psychological violence, sexual abuse, or other crimes. The reference to administrative proceedings extends the entitlement to be heard in proceedings to include, for example, education, health, environment, living conditions, or protection. Both types of proceedings may involve alternative dispute mechanisms such as mediation and arbitration.

The right to be heard applies to proceedings that are both initiated by the child or initiated by others in which the child has an interest. Children are entitled to know what rights they have to be heard, how they will be able to be heard in any proceedings, and how decisions are made.

Children have a right to be heard "either directly or through a representative or appropriate body". In other words, children who can form a view themselves should be given an opportunity to decide how they wish to be represented and whether to be heard directly. Wherever possible, the child must be given the opportunity to be heard directly in any proceedings. However, in some circumstances, there will be procedural rules that require this to be done through a representative. In such a case, the following safeguards must be observed:

- It is the child's own views that must be transmitted rather than those of the representative. The best interests of the child are a primary consideration.
- The representative must not seek to represent the interests of any other person, such as the parents, or institution or body such as a residential home or local municipality. Their role is exclusively to represent the views of the child.
- The method chosen for conveying views is determined by the child where the child is competent to do so.

- Representatives must have the necessary knowledge and understanding of the relevant proceedings and how they work in order to advise and support the child effectively.
- The representative may be the child's parent, a lawyer, a social worker, or other type of advocate. However, in some circumstances where there is a conflict of interest, it is not appropriate for the child to be represented by the parent.
- The protection and safety of the child must, at all times, be respected and fulfilled.

D. Forms of Child Participation

Consultative participation. This is a process in which adults seek children's views in order to build knowledge and understanding of their lives and experiences. It is characterized by being adult-initiated and adult-led and managed. Therefore, it does not allow for sharing or transferring decision-making processes to children. However, it does recognize that children have expertise and perspectives that need to inform adult decision-making. Consultative processes can be used to ascertain the views of children of all ages, including very young children. They should not be limited to those able to engage in 'adult' forms of communication. Methodologies must be adapted in accordance with the evolving capacities of children. For instance, in the case of CAR/CICL, consultative participation may be done during a focused group discussion on the identification of issues and concerns experienced by them in the family, school, community, or in alternative home care as a preparatory stage for the formulation of the CLJIP. There is a recognition that CAR/CICL are the best informant on the matter.

Collaborative participation. This provides a greater degree of partnership between adults and children, with the opportunity for active engagement at any stage of a decision, initiative, project, or service. It can be characterized as adult-initiated, involving partnership with children and empowering children to influence or challenge both process and outcomes. Individual decisions within the family, in education, and healthcare can also be collaborative rather than consultative and involve children more fully in decision-making processes. Collaborative participation provides an opportunity for shared decision-making with adults and for children to influence both the process and the outcomes in any given activity. For instance, consultative process may become collaborative in the case of the formulation of CLJIP when the CAR/CICL are enabled to design specific programs and projects identified by the local government toward the prevention of and intervention for juvenile delinquency.

Child-led participation. This is where children are afforded the space and opportunity to initiate activities and advocate for themselves. It is characterized by the identification of issues by the children themselves, children controlling the process, and adults serving as facilitators rather than leaders. Children can initiate action as individuals, for example, in choosing specific projects and implementing it themselves or in partnership with the government, identifying their particular advocacy agenda, or strengthening their sector's capacities through organizing and capacity building. The role of adults in child-led participation is to act as facilitators, resource providers, technical assistants, and child protection workers to enable children to pursue their objectives.

E. Nine Basic Requirements for Effective and Ethical Participation

1. **Transparent and informative**. Children must be provided with full, accessible, diversity-sensitive and age-appropriate information about their right to express their views freely and for their views to be given due weight, and how this participation will take place, its scope, purpose and potential impact. Meeting this requirement will necessitate that: The roles and responsibilities of all involved (children, adults, and other stakeholders) are clearly outlined, understood, and agreed upon. Clear goals and targets are agreed upon with the children.

2. **Voluntary**. Children should never be coerced into expressing views against their wishes and should be informed that they can cease involvement at any stage. Meeting this requirement will necessitate that children have time, sufficient information, and support to make informed decisions about their participation.

3. **Respectful**. Children's views must be treated with respect, and they should be given opportunities to initiate ideas and activities. Adults working with children should acknowledge, respect, and build on good examples of children's participation, for instance, in their contributions to the family, school, culture, and work environment.

4. **Relevant**. Opportunities must be available for children to express their views on relevant issues and enable them to draw on their knowledge, skills, and abilities. Children's participation should build on their personal knowledge – the information and insights that children have about their own lives, their communities, and the issues that affect them.

5. **Facilitated with child-friendly environments and working methods**. The approaches to working with children should be adapted to their capacities.

Adequate time and resources should be made available to ensure that children are adequately prepared and have the confidence and opportunity to contribute their views. Consideration needs to be given to the fact that children will need differing levels of support and forms of involvement according to their age and evolving capacities.

6. **Inclusive**. Participation must be inclusive, avoid existing patterns of discrimination, and encourage opportunities for marginalized children, including both girls and boys, to be involved. Children are not a homogeneous group, and participation needs to provide equal opportunity for all without discrimination on any grounds. Programs also need to ensure that they are sensitive to the context of religion, culture, disability, and circumstances of children from these sectors.

7. **Supported by training**. Adults need preparation, skills, and support to facilitate children's participation effectively, to provide them, for example, with skills in listening, working jointly with children, and engaging children effectively in accordance with their evolving capacities.

8. **Safe and sensitive to risk**. In certain situations, the expression of views may involve risks. Adults have a responsibility towards the children with whom they work with. They must take every precaution to minimize the risk to children of violence, exploitation, or any other negative consequence of their participation. Action necessary to provide appropriate protection will include the development of a clear child-protection strategy that recognizes the particular risks faced by some groups of children, as well as the extra barriers they face in obtaining help.

9. **Accountable**. Children are also entitled to be provided clear feedback on how their participation has influenced outcomes. Wherever appropriate, children should be given the opportunity to participate in follow-up processes or activities. Monitoring and evaluation of children's participation needs to be undertaken, where possible, with the children themselves.

F. Implementing Article 12 in Alternative Care

Children placed away from home in alternative care need specific measures to ensure that their voices are heard and taken seriously. The informal day-to-day processes which take place in families and through which views can be expressed and discussed are not so easily available for children living in institutions or foster care. As one of a large number of children in an institution, it is all too common for a child's concerns to be disregarded and for decisions to be made without any

regard for their wishes. Furthermore, children in care are particularly vulnerable when their views are not listened to or taken seriously. Although alternative care environments are established to provide care, guidance, support, and protection to children, the boys and girls who live in them may be at heightened risk of violence compared with children living at home with their parents.

Governments, with responsibilities for providing substitute care for children unable to be looked after by their families, are required to ensure that all actions they take are in the best interests of those children. Measures to ensure the right of the child to be heard in alternative care include the following:

Legal right to be involved in individual decisions relating to all aspects of the care system. The Committee recommends that family group conferences be an effective model for ensuring that children are heard in decision-making processes. The right to be heard and taken seriously needs to include children in foster care, children's homes, care and penal institutions, and health facilities. Mechanisms such as family group conferences are effective for ensuring that children are heard in decision-making processes.

Legal right to be consulted in the development of care services. Consultative processes need to be developed for children's involvement in the development of legislation and policy, as well as feedback mechanisms on the implementation of laws, policies, and practices relating to care services. Children with experience of being looked after within care services have a unique body of expertise to contribute to the development of improved provision for other children. In some countries, children and young people who have experienced being in care have established their organizations to provide information, support, and advocacy to other children and young people in institutions. They have also provided feedback on the quality of services and changes needed to improve them. Governments should consider supporting the development of such initiatives and engaging with children as a source of expertise when formulating and evaluating legislation, policies, and programs.

Access to information. To be able to express informed views, children must be provided with information about any proposed placement, care, and/or treatment plan, the options available, and the implications of any proposed action. Information must be provided in a form consistent with the child's evolving capacities, and she or he must be given time to consider the information and ask questions before being expected to respond to any proposed decisions.

Independent and safe complaints mechanisms. It is imperative that children can access independent and safe complaint mechanisms without fear of punishment or retribution. Information about the procedures and how to use them should be readily accessible to all children in care. They need to know who they can make a complaint to. There needs to be a range of options, as there may be occasions when a nominated person is the subject of the complaint. They should also be entitled to access to an advocate or representative to help them make complaints and advise and support them through this process.

Independent inspectorate. The establishment of a well-trained and independent inspectorate is necessary to monitor compliance with the rules and regulations governing the provision of care, protection, or treatment of children in accordance with the obligations under Article 3. The inspectorate should be mandated to have unimpeded access to residential facilities, including those for children in conflict with the law, to hear the views and concerns of children directly and to monitor the extent to which their views are listened to and given due weight by the institution itself. Children should be entitled to be heard in private with assurances of confidentiality consistent with their best interests.

Independent monitoring body. An independent monitoring body, such as a children's ombudsperson or commissioner, is needed, with powers to undertake investigations and make unannounced visits to residential facilities and institutions, including those for children in conflict with the law, to listen to children in private, and recommend specific actions to respond to these views.

Consultative mechanisms. Effective consultative mechanisms need to be introduced, such as a representative council of children, both girls, and boys, in the residential care facility, with the mandate to participate in the development and implementation of the policy and any rules of the institution. The Committee also recommends that regular reviews of children's views be considered, as well as reviews of their impact on policy-making, court decisions, and program implementation.

G. Implementing Article 12 in Local Communities

Article 12 includes the right of children to play an active role within their local communities. The Committee on the Rights of the Child encourages the support and development of initiatives, including the growing number of local

youth parliaments, municipal children's councils, and ad hoc consultations, where children can voice their views in decision-making processes.

A commitment to children's participation involves recognition of children as a source of strength and opportunity for local communities rather than a 'problem' to be resolved. For example, punitive action will be targeted at young people who commit crimes without any recognition of the social and economic drivers of their behavior. A participatory approach would, instead, focus on working with young people to identify the challenges they face within their communities; for example, the lack of opportunities for employment and recreation, the lack of safe places to meet, the negative attitudes of older people towards them or the lack of recognition of the contribution they can make to their community. Respecting their right to participate is not only an important entitlement but will also benefit the communities in which they live. Some approaches that might be developed include:

Child-led initiatives and organizations enable children to organize among themselves to identify those issues of concern to them and to determine how to take action to address them.

Representation of local bodies with responsibility for the management of local issues. Local committees with responsibilities such as education, forest management, housing, child protection, and water conservation and utilization should include representatives of child-governed organizations. In addition, children can play a key role in managing and updating data and information related to their local community. Their active engagement will enable local governments to improve the planning and monitoring of children and young people.

Targeted consultations on local policy issues through which children in general or specific groups of children can contribute their perspectives. For example, children can be invited to comment on the design of parks, school playgrounds, health facilities, or local transport systems to ensure more appropriate services. Children with disabilities might be engaged in an audit of the accessibility of local transport and buildings. Children across a wide age range in a given area might be involved in determining how safe that area is for children and what might be done to reduce the dangers to which they are exposed. Within a refugee camp, a children's forum might be established to monitor children's access to food, shelter and protection from violence and exploitation.

Municipal children's councils to create opportunities for participation in decision-making. These bodies must be managed by children and young

people, with the active support and facilitation of adults. They need formal and regular access to local elected decision-making bodies and to be respected and taken seriously at that level. Many such bodies have been set up, and in some cases, they are allocated budgets to spend on issues

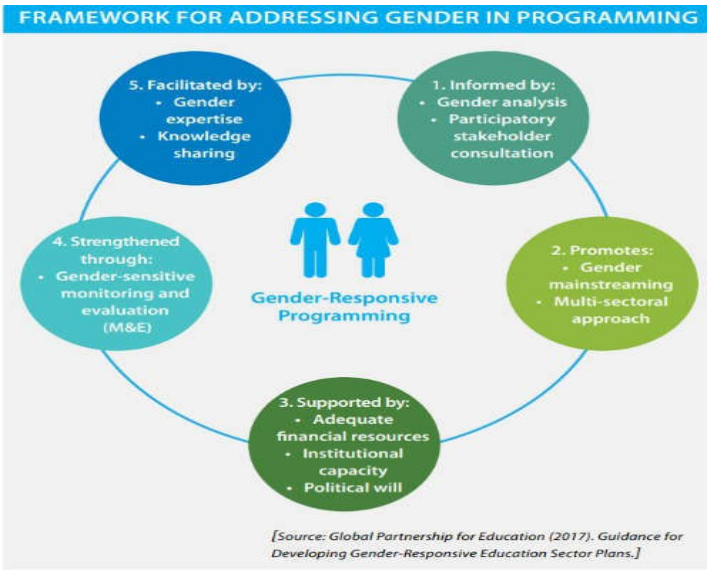
Research to inform policy and service provision is to be undertaken by and with children. Children can participate in identifying the gaps in knowledge about a particular dimension of their lives, developing the research questions and methodology, undertaking surveys or interviews, analyzing data, and formulating recommendations.

Peer education. Peer education supports children to provide information, support, and awareness to other children. Examples include initiatives where children take literacy programs out to children working and living on the streets and health education programs to share information on HIV and AIDs or hygiene and sanitation, including juvenile prevention and reintegration programs.

Children as monitors or auditors of local services. Children can be involved in investigating local hospitals and health services, as well as the police and schools, to monitor whether they comply with the principles and standards of the UNCRC.

Community dialogue. Involving children in dialogue with other community members can effectively resolve conflict, build resilience, and reinforce cultural and community assets.

II. **Gender-Responsive Programming Framework.** The discussion about gender-responsive programming in this lecture notes has been adapted from the GENDER TOOLKIT: Integrating Gender in Programming for Every Child in South Asia, UNICEF Regional Office for South Asia (2018). The original toolkit can be accessed at https://www.unicef.org/rosa/sites/unicef.org.rosa/files/201812/Gender%20Toolkit%20Integrating%20Gender%20in%20Programming%20for%20Every%20Child%20UNICEF%20South%20Asia%202018.pdf.



The following framework shows key elements that can help ensure policies and programs to be gender-responsive.

1. Gender-responsive programming is informed by gender analysis.

Gender analysis is the collection and analysis of quantitative data (numbers, percentages, proportions, ratios) and qualitative information (preferences, beliefs, attitudes, behaviors, values, scope, etc.) through a gender lens. It is a systematic methodology for examining the differences in roles and norms between women and men, girls and boys; the different levels of power they hold; their differing needs, constraints and opportunities, and the impact of these differences in their lives.

Three basic components of gender analysis:

a. Gender and sex-disaggregated data and information
b. Analysis (knowing what the information means)
c. Gender perspective (analyze the differences between women and men, girls and boys)

Gender analysis is useful to reveal the nature and extent of gender inequalities and discrimination against women and girls, including men and boys. In concrete, gender analysis supports:

a. To avoid making assumptions about the lives of women and men, girls and boys; instead understand their different needs, roles, status, access to resources, interests, capacities, power, and priorities.
b. To understand why those differences exist and obtain a thorough understanding of an issue and/or situation in which all groups within a population are considered.
c. To understand how the cultural, economic, and legal environment places women and girls (or men and boys) at a disadvantage in terms of opportunities throughout their lives and the linkages between inequalities at different societal levels.
d. To understand how these differences may prevent women and girls as well as men and boys from participating in or benefiting from programs/projects.
e. To recommend specific actions to meet the needs of women, men, girls, and boys in an equitable manner, including addressing gender discrimination, gender-based violence (GBV), and discriminatory gender norms.
f. To monitor and evaluate the progress achieved in closing the gaps between women and men, girls and boys in their ability to access and benefit from an intervention, as well as reducing gender discrimination.

2. Gender-responsive programming is informed by participatory stakeholder consultation.

Participatory stakeholder consultation is important from a gender perspective. Consulting with a diverse range of stakeholders, such as civil society, relevant ministries, and community and religious leaders, as well as the partners who will be in charge of implementing the plan at the local level —and represented by women, men, girls, and boys—and hearing their views during program planning, design, monitoring and evaluation (M&E) will help ensure their different needs and priorities are understood and addressed. This may sometimes mean actively promoting and supporting the involvement of women and girls in planning and decision-making and ensuring that men and boys support this effort.

3. Promotes gender mainstreaming through gender-targeted actions and gender integration.

Promotes gender mainstreaming through gender-targeted actions where clear, realistic, and appropriate strategies, interventions, targets and quotas for women's, men's girls' and boys' participation are included in different levels of program outcomes, based on sex- and gender-disaggregated

analysis and baseline data and through gender integration by ensuring that gender concerns cut-across all areas of each sector and are made an integral part of the vision and goals, the overall design, financing, implementation arrangements, and monitoring and evaluation (M&E) mechanisms.

4. Promotes gender mainstreaming in a multi-sectoral approach

Recognizes the broader issues of gender discrimination and social norms, the origins of which often lie outside of the sector in the wider political, economic, social, and legal environments. Highlights how each sector can play a role in addressing these disadvantages.

5. Supported by Adequate financial resources.

Financial resources are essential to integrate gender in the program systematically. Their successful implementation requires strategic commitment in terms of human and financial resources.

6. Necessary institutional capacity and political will

Programming to achieve gender equality is most likely to succeed if it results from a process led by the government with active participation by all national stakeholders and if the gender approach and strategy are understood and fully owned by the ministries and departments that will implement the plan. This usually involves assigning responsibility to specific actors and creating and following an implementation timeline. Assessing the capacity of sector stakeholders to analyze, identify, and address gender issues during the program development process and appraisal is recommended, as is building any resources required for capacity building in the budget.

Finally, because planning implementation depends on a wide range of actors at different levels (centralized and decentralized), capacity at all levels must be addressed. To that end, planning the interventions is a form of capacity development, making the program preparation process as important as the final product.

7. Strengthened through Gender-sensitive monitoring and evaluation (M&E)

In the monitoring and evaluation (M&E) plan, objectives, and indicators should reflect the anticipated changes and benefits for women and men, girls

and boys, and regular monitoring assesses whether planned targets and objectives are being met. For the M&E to be gender-sensitive, it is crucial that all relevant data be disaggregated by sex and age with additional relevant gender-sensitive indicators.

8. **Gender-responsive programming is facilitated by consulting with gender experts and knowledge sharing.**

Relevant technical expertise can make it easier for planning teams to implement the preceding gender framework elements in a structured manner. Planners and other stakeholders may decide to seek help from gender experts to promote and facilitate advocacy work on gender equality and assist with integrating gender into the program. Experts can be selected to provide general guidance on gender integration and gender in a specific sector and input on areas of particular importance in a given country. On the other hand, knowledge sharing refers to documenting and recording lessons learned and best and innovative practices related to gender mainstreaming, enabling planners and practitioners to learn from the experiences of others and will help to apply and improve their work.

2.3 Session 3: Understanding Juvenile Justice and the Development of Comprehensive Local Juvenile Intervention Program (CLJIP)

2.3.1 Introduction

As a signatory of the United Nations Convention on the Rights of the Child since 1990, the Philippines adheres to the principle of "restorative justice" in implementing processes involving children in conflict with the law. As part of its constitutional mandate to involve the youth in nation-building, it includes placing children's best interests in conflict with the law and children at risk. In 2006, when the Juvenile Justice and Welfare Act was enacted, the age for criminal responsibility increased, and a lot of the pending cases were dismissed, providing suitable diversion programs and allowing children in conflict with the law to reintegrate themselves into the community and the latter to revert to its former order. It reinforced the concept that children in conflict with the law are not just mere offenders but victims of circumstances that led to them. The concept of Juvenile Justice in the principle of restorative justice allows communities to heal as it assists the child in conflict with the law and children at risk to contribute to nation-building and prevent them from re-offending.

2.3.2 Learning Objectives

At the end of the session, the trainers are expected to be able to:

1. Comprehensively understand the restorative justice and principles of juvenile justice per the UN Convention of the Rights of the Child and the Beijing Rules.
2. Discuss the national framework of the juvenile justice system in the Philippines and the roles of stakeholders in the community.
3. Elaborate on the salient issuances for the implementation of CLJIP.
4. Describe the process for the development of the Comprehensive Local Juvenile Intervention Program in their own words, as well as its outline.

2.3.3 Key Learning Points

1. Restorative justice is meant to give the CICL a chance to be reintegrated into the community and allow the community to heal and restore itself to its previous order. It is not meant to deprive the victim of retribution and justice.

2. The duty to protect the rights of CAR/CICLs is a community effort; thus, the barangay, up to the judicial system, must guarantee and promote their well-being.

3. Interventions can be given to children even before they come in contact with the law, while diversion is a program for CICLs who are found to be responsible for the offense.

4. A Comprehensive Local Juvenile Intervention Program includes activities, services as well as mechanisms that address the rights of CAR/CICL and prevent children from conflicting with the law in the future or as they are minors.

2.3.4 Methodology/Materials

1. Structured Learning Exercise: BATA, BATA IKAW AY MAY MAGAGAWA
2. Input Discussion
   Outline:
   a. The Concept of Juvenile Justice
   b. The Philippine Mandate on Juvenile Justice
   c. Republic Act No. 9344, the "Juvenile Justice and Welfare Act of 2006, as amended by the R.A. No. 10630
   d. Relevant Issuances in the Establishment of CLJIP
   e. The Comprehensive National Juvenile Intervention Program (CLJIP) Framework
   f. Comprehensive Local Juvenile Intervention Program Development Process
3. Materials Needed: PowerPoint Presentation, Projector, Laptop, Tape, Metacards, and Pentel Pens.

2.3.5 Activity Guide

The trainer should be guided by the following steps in the conduct of this session:

1. The trainers are expected to prepare the materials for the SLE and lecture beforehand.

2. Briefly introduce yourself. You may also add the short foreword (introduction) in this session guide as part of your introduction to the session.

3. Proceed to the conduct of the SLE by referring to Part III of this session.

4. After the SLE, relate one or two statements from the participants' outputs during the SLE to the following lecture. Example: "#Implement JJWA. Then, explain that for us to implement the provisions of the JJWA, we must understand how our juvenile justice system at present came about. Say that in the following lecture, we hope to achieve the following objectives." Include the objectives of this session in your presentation and follow the order of the topics in the lecture notes.

5. In conducting the lecture, keep gender and child-sensitive language in mind and emphasize the key learning points. In the last part of the lecture notes, use the outputs the trainers submitted as a reference in describing a community that protects, promotes, and lets CAR/CICL participate in all phases of developing programs that affect them.

6. In paragraph F of the session, point the participants to an already prepared outline of the CLJIP (posted in the venue on a manila paper) and explain to them that during the process of developing the CLJIP, they will already answer the needed information in each part of the program's outline. See the illustration below:

I.	**Background and Rationale of the Plan**	Orientations will supply the formulators with the principles and legal basis
II.	Major Problems and Challenges Confronting CAR and CICL	Baselining and the situational analysis will supply the needed information for the narrative in this part
III.	Goal and Expected Results	Workshops on Situational Analysis. The problem, Objective Tree, and Result Matrix Formulation will answer this.
IV.	Program Components and Interventions	Workshop on Identification of Program Strategies and others will answer this
V.	Local Referral Network and Coordination	Planning and other workshops will answer this
VI.	Monitoring and Evaluation	
Annex	Results Matrix	The matrix from which your plans and budget may root.

7. At the end of the lecture, allow them to raise their questions or manifestations for not more than 15 minutes.

8. End the session by briefly outlining the topics discussed and a few manifestations during the open forum in one or two sentences and introducing the topic for the next session.

Structured Learning Exercise**: BATA, BATA, IKAW AY MAY MAGAGAWA.**

In this activity, the trainers are expected to be able to show their stand on the rights of children at risk and children in conflict with the law using a slogan or a statement in support thereof. The following will guide the facilitator in conducting the same:

1. Using the metacards distributed to the trainers, the facilitator will instruct them to write a slogan/ short statement/hashtag in support of or relating to the rights of children at risk and children in conflict with the law. The following are examples:
    - Children, not criminals.
    - #ImplementJJWA
    - Yes to prevention and rehabilitation, no to lowering the minimum age of criminal responsibility
    - Bata, bata, marami pang magagawa!
2. The trainers will be given 15 minutes to write in their metacards and paste it in front.

3. After all the trainers submit their metacards, the facilitator will review and select a few or find at least five volunteers to explain their statements.
4. The activity should be able to show the facilitators the trainers' take on juvenile justice and the rights of the child. Ensure that at the end of the day, trainers, with their consent, take pictures with their slogans/statements for documentation as a form of their commitment to pursue the rights of CAR and CICLs.

2.3.6. Lecture Notes

A. The Concept of Juvenile Justice

1. Juvenile justice is a principle that is conceived as an integral part of the national development process of each country, within a comprehensive framework of social justice for all [children in conflict with the law], thus, at the same time, contributing to the protection of the young and the maintenance of a peaceful order in society. The juvenile justice system shall emphasize the well-being of the juvenile and shall ensure that any reaction to juvenile offenders shall always be in proportion to the circumstances of both the offenders and the offense.[82]

   Responses however to children in conflict with the law or to juvenile delinquency in countries differ both in policy and culture. Examples thereof are the following models that most countries have adopted:

2. **Juvenile Justice Models**[83]

   a. Welfare Model – gives emphasis on the child's well-being. Child-care experts are prioritized as experts. Use of formal process: partial; prefers nonjudicial process. • Prime objective: protection and well-being of the juvenile is emphasized, with treatment taking priority over due process. • Examples: Australia (police cautioning, family group conferencing, juvenile justice teams); New Zealand (restorative justice and family group conferencing).

   b. Legalistic Model - Emphasis is on applying the law over treating the juvenile. Stresses when and how the law is used if a juvenile is involved. • Key personnel: lawyers • Use of formal process: full • Prime objective: due process and formal action take priority over treatment because the emphasis is on applying the law. •

[82] General Assembly A/RES/40/33, United Nations Standard Minimum Rules for the Administration of Juvenile Justice ("The Beijing Rules") (1985), available at https://www.ohchr.org/en/instruments-mechanisms/instruments/united-nations-standard-minimum-rules-administration-juvenile last accessed 3 March 2023.

[83] Reichel, P. L., & Reichel, P. L. (1999). *Comparative criminal justice systems: A topical approach*, Chapter 9. An international perspective on juvenile justice system (p. 339). Upper Saddle River, New Jersey: Prentice Hall.

Examples: Indonesia (no juvenile court structure); Italy (prescribed legal procedures with modifications for the accused's age).

c. Corporatist Model - A model that incorporates a range of sanctions to unite "just deserts" and restorative justice principles. • Key personnel: administrators and bureaucrats • Use of formal process: partial; prefers nonjudicial process. • Prime objective: emphasis is on operating an effective juvenile justice system with increased efficiency and decreased delays. • Example: England and Wales (order sanctions; youth offending teams and Youth Justice Board; government intervention and cooperation of various professional and interest groups).

d. Participatory Model - Emphasis is on active participation by community agencies and citizens to contain the harmful behavior of young people. • Key personnel: community members • Use of formal process: scarce; prefers extralegal process. • Prime objective: education of all citizens and the full integration of misbehaving youth into a law-abiding society without any significant formal legal intervention. • Examples: Cuba (education and treatment as opposed to criminal law and the court system); China (education is the tool for young offenders – "help and cooperation teams," labor is the device used by surveillance and rehabilitation centers to reform the older delinquents).

B. The Philippine Mandate on Juvenile Justice

(1) "The State recognizes the vital role of the [children and the] youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism and encourage their involvement in public and civic affairs."

- Article II, Section 13, Philippine Constitution

The Philippine Constitution guarantees the obligation of the State to protect and promote the welfare of youth, especially that of children. Children are to be treated equally without discrimination, which includes children in conflict with the law and children at risk. Through the principle of parens patriae, a parent of one's nation or country, the State has the ultimate duty to protect children not just in the absence of parents/guardians but with the society to prepare them to become good citizens of the country in the future. "Ang kabataan ang pag-asa ng bayan," a truth spoken by the national hero, Dr. Jose Rizal, which the State must continue to ensure by providing measures so that the children of this nation are guided to their right path.

Before the enactment of the present laws protecting especially the rights of children in conflict with the law, the criminal age of responsibility was from 9 years old and above, which means, as early as nine, a child can be subjected to penalties brought about by criminal prosecution and justice. This has led to many children suffering inside jails with adult detainees and losing their chances to develop as youth in communities that will nurture their potential to become good Filipinos. Fortunately, in 2006, the age of criminal responsibility was raised, which protected the youth from the disproportionate and dignity-degrading punishment of children who came in conflict with the law. While the new law adhered to the international standards of promoting "restorative justice," this did not prevent the restitution to the victims. Rather, it opted for healing with the victim and his/her family and the community. The following are features of the law protecting the rights of CAR and CICLs, which provides for mandates to promote their rights as well as their well-being and prevent them from crossing the path of the criminal justice system:

- Diversion Programs: Emphasizes alternatives to criminal punishment for CICLs.
- Minimum Age of Criminal Responsibility: Raised to 15 years old.
- Rights of Children in Custody: Ensures dignity, no violence, and access to legal assistance, education, and healthcare.
- Confidentiality: Protects the privacy and identity of CICLs.
- Rehabilitation and Reintegration: Focuses on comprehensive programs for CICLs' well-being.
- Restorative Justice: Promotes repairing harm and involving all stakeholders.
- Specialized Committees: Establishes local committees for program implementation and monitoring.

(2) As part of the basic understanding of the juvenile justice system in the Philippines, one must understand the difference between a "child at risk" and a "child in conflict with the law," which can be described in the following[84]:

[84] DILG M.C. No. 2017-043, Barangay Protocol in Managing Cases of Children in Conflict with the Law and Children at Risk, Juvenile Justice and Welfare Act (2017)

Child at risk	Child in conflict with the law
Violation of: - local ordinances - light offenses and misdemeanors against public order or safety; and - offenses not applicable to children and exempt them from prosecution	"alleged as, accused of, or adjudged as having committed an offense under the Philippines laws
Examples: curfew, truancy, anti-smoking and anti-drinking ordinance, vandalism, trespassing, gambling, etc.	Examples: theft, robbery, physical injuries, malicious mischief, rape, murder

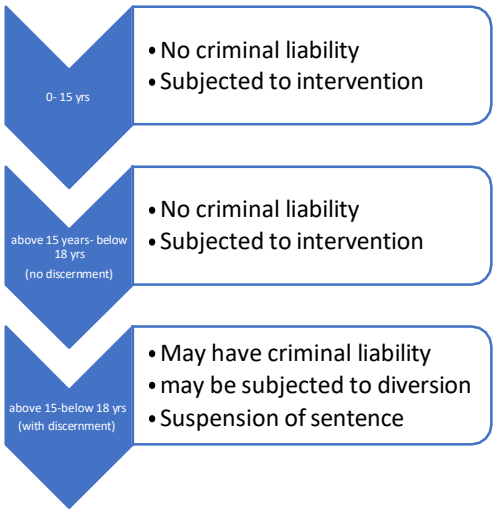
C. Republic Act. No. 9344, the "Juvenile Justice and Welfare Act of 2006, as amended by R.A. No. 10630.

(1) The enactment of RA 9344 revolves around the application of Restorative Justice for the attainment of the best interest of the child [in conflict with the law]. To knowledgeably integrate the principle of restorative justice in the implementation of measures as provided in this law, it is necessary to understand the said principle.

Restorative Justice – is a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations to heal and put things as right as possible (2002 cited in Government of New Zealand, Ministry of Justice 2003: 5). The principle aims to administer justice to repair the harm done to the victim and the community. In restorative justice, restitution to the victim is not the end of justice. Still, it extends to the reintegration of the child in conflict with the law and healing of the community through a process where all the parties work together to restore a sense of community without discrimination to the CICL.

(2) To briefly describe how CAR and CICL are managed in accordance with the juvenile justice and welfare law, the following illustration may help in understanding its overall concept.

- A child, fifteen (15) years of or under at the time of the commission of the offense, shall be exempt from criminal liability. However, the child shall be subjected to an intervention program. (Section 6, RA No. 9344).



At the time of the initial contact with the CICL, the latter is taken into custody by enforcement officers or private citizens. The offense and the age of the CICL must be determined immediately to identify the appropriate measure that the authority must adopt.

While children at the age of 15 and below are free from criminal liability, they should still be subjected to intervention to address possible causes of the offense and to prevent re-offending. CICLs above 15 years but below 18 years of age who, upon assessment of the DSWD, acted without discernment shall also undergo intervention.

Note that the intervention may be done through a community-based intervention program or commitment to a child/youth care facility. If commitment to a facility is necessary, consent must be secured from the parent/guardian; otherwise, a petition for involuntary commitment is needed.

However, if the CICL, who is above 15 but below 18 years old, is found to have acted with discernment, the latter shall undergo a diversion proceeding. The parents/guardian, after the proceeding, may consent or execute already a diversion contract to proceed with the diversion program. However, if the parents/guardian disagrees with the CICL's decision to undergo a diversion, the case shall continue with the formal legal proceedings with the prosecutor. If formal legal proceedings happen, in case of conviction, the CICL is entitled to a suspended sentence until he or she turns 21.[85]

(3) Knowing the difference between the following will help you understand this.

- **Intervention** - refers to a series of activities designed to address issues that caused the child to commit an offense. It may take the form

[85] R.A. No. 9344, The Juvenile Justice and Welfare Act of 2006, available at https://lawphil.net/statutes/repacts/ra2006/ra_9344_2006.html last accessed 22 March 2022

of an individualized treatment program that includes counseling, skills training, education, and other activities that will enhance his/her psychological, emotional, and psycho-social well-being.

- **Diversion** - refers to the program that the child in conflict with the law is required to undergo after he/she is found responsible for an offense without resorting to formal court proceedings. The appropriate diversion program is determined through a diversion proceeding before a committee.

- **Community-based programs** - refer to the programs provided in a community setting developed for purposes of intervention and diversion, as well as rehabilitation of the child in conflict with the law, for reintegration into his/her family and/or community.

(4) Other mandates under R.A. No. 9344, as amended

- Moved the supervision of the Juvenile Justice and Welfare Council (JJWC) from the Department of Justice (DOJ) to the Department of Social Welfare and Development (DSWD)

- Establishment of Bahay Pag-Asa and an Intensive Juvenile Intervention and Support Center (IJISC) facility within it.

  - The Bahay-Pag Asa is a 24-hour child-rearing institution to be established and funded, and managed by the LGU and licensed and/or accredited non-government organizations providing short-term residential care for CICL waiting for court disposition of their cases or transfer to another jurisdiction[86] or those abandoned (neglected child) aging not lower than 12 years old[87].
  - The IJISC is a special facility allocated for children in conflict with the law. This adopts a more intensive multi-disciplinary intervention program developed with DOH, DSWD, DepEd, and DILG.

- Development of a Comprehensive Local Juvenile Intervention Program
  A three (3) year program that includes both community-based and center-based intervention and diversion programs to prevent children

[86] Revised Implementing Rules and regulation of the Juvenile Justice and Welfare Act (Republic Act No. 9344), as Amended by R.A. No. 10630.

[87] Ibid. Rule 41.a

from being in conflict with the law, reform, and reintegrate CICLs into the community.

- Agencies and Bodies Concerned with the development of a CLJIP

  - LGUs and their LCPCs (to be given special focus later)
    - The barangay
    - The Sangguniang Kabataan
  - Child-focused institutions
  - NGOs
  - People's Organizations
  - Educational Institutions
  - Health Institutions
  - Agencies involved in delinquency prevention

D. Relevant Issuances in the Establishment of a CLJIP

1. **DILG Memorandum Circular 2016-068.** Guidelines for Local Government Unit on the Development of the Comprehensive Local Juvenile Intervention Program (CLJIP)

- The issuance provided a guideline for LGUs to accomplish their mandate to formulate a CLJIP, which shall cover 3-5 years and with allocations by the LGU. The guidelines provided for the categories and examples of community-based programs that should be included in the CLJIP.

- The circular mandates that before the formulation of a juvenile intervention program, it is important that a situational analysis must be conducted by the LGU, which data shall serve as the baseline for the PPAs that will be included in the comprehensive program as well as mainstreaming the CLJIP in local development programs and investment plans.

2. **DILG Memorandum Circular 2014-43.** Establishment of Bahay Pag-asa in Every Province and Highly Urbanized City

- The circular mandates that every province and highly urbanized city is responsible for building, funding, and operating a Bahay Pag-asa within their jurisdiction.

- Strict observance and implementation of RA. No. 9344 should be observed by governors and mayors of highly urbanized cities.

3. **DILG Memorandum Circular 2017-43.** Adoption of the Barangay Protocol in Managing Cases of Children at Risk (CAR) and Children in Conflict with the Law (CICL)

   - Provided for adopting a barangay protocol that provides information on handling child-related cases, initial contact, diversion proceedings, prevention programs, child custody, and other CAR and CICL interventions. It also serves as a practical guide for barangay officials and other duty-bearers to properly assist CAR and CICL.

E. The Comprehensive National Juvenile Intervention Program (CNJIP) Framework[88]

1. RA No. 9344 mandated the Juvenile Justice and Welfare Council to periodically develop a comprehensive 3 to 5-year national intervention program, with the participation of government agencies concerned, NGOs, and youth organizations. In 2007, the JJWC adopted the CNJIP Framework. The CNJIP Framework ensures that policies, strategies, and courses of action proposed in the document conform with the key principles for child and juvenile rights under RA No. 9344 to be responsive to the needs and protective of the rights of both CAR and CICLs.

   Guiding Principles for the CNJIP based on RA No. 9344

   a. Proposed policies, strategies, and courses of action must be **age-specific;**
   b. They must also be **gender sensitive and responsive** to each gender's specific needs;
   c. Proposed policies, strategies, and courses of action must be **culturally sensitive**, in consideration of the different ethnic, religious, and cultural backgrounds of young Filipinos;
   d. They must also be **based on** and adherent to **human rights**; and
   e. They must incorporate the principles of **restorative justice**.

2. A Child-focused Framework

   The CNJIP must always be centered on the child. The child's rights must be the primary consideration before any process of identifying their needs should be considered. After all, the child's exact needs can only be determined if and only if their rights are known and laid out for anyone to recognize which ones are either violated or neglected. The CNJIP's

[88] DILG-JJWC, Guidelines for the Local Government Units on the Development of the Comprehensive Local Juvenile Intervention Program (2015)

framework also shows that children are surrounded by factors such as their family and the community that may affect their growth and development.

Children's relationship to these factors and their overall environment must also be included in assessing the overall well-being of CAR/CICLs. Local CLJIPs will now come to operate to analyze their situation, especially their rights, through its program. To ensure its success, duty-bearers and the program itself must have the provisions, program, capacity, and resources to guarantee that services and activities are sustained and efficiently implemented.

3. Three Levels of Intervention under the CLJIP

The CNJIP framework consists of three levels of intervention that are interlinked to one another depending on the circumstances of a child in conflict with the law. Each intervention has different strategies to ensure its target objectives are met. The levels are the following:

i. Primary Intervention (developmental)
   - general measures to ensure social justice and opportunity
   - develop potentials and strengths of children, the family, and the community
   - focus on the root causes of offending
   - e.g., health services and education, creation of a youth center for the care and development of children

ii. Secondary Intervention (preventive and protective)
   - assist and prevent the CAR from offending
   - focus on problem areas of the child, family, and community
   - e.g., development of foster families, organization of youth

iii. Tertiary Intervention (remedial)
   - aims to restore the child's function in the community, repair the damages caused by the offense, and prevent re-offending.
   - e.g., temporary shelter, counseling of CICL, and vocational training

   *Note: This will be discussed further in another session

4. **Institutions concerned with the development of the CLJIP**

i. The Barangay and the BCPC

- Encourage the participation of all sectors in the barangays concerned with the prevention of juvenile delinquency;
- Set aside the budget for the annual implementation of the intervention programs;
- Review and assess annual coordination with the BCPC in the implementation of intervention programs;
- Ensure that no children are admitted to or detained in jails;
- Strengthen the BCPC
- Pay a portion of the expenses for care and maintenance of the CICL if the parents cannot afford it;
- Institute community-based programs for intervention, diversion, and rehabilitation; and
- Enact policies protecting and promoting children's rights, such as CAR and CICL.

ii. The Sangguniang Kabataan

- Promulgate resolutions necessary to carry out the objectives of R.A. 9344;
- Initiate programs that complement the intervention and diversion programs initiated by the city/municipality/barangay through the L/BCPCs as well as those implemented by national agencies;
- Create such bodies and committees as it may deem necessary to effectively carry out its programs and activities for juvenile intervention and diversion and
- Consult and coordinate with all youth organizations in the barangay to formulate policies and implement programs on juvenile intervention and diversion.

NOTE: The Sangguniang Kabataan is specifically provided under Section 17 of R.A. No. 9344 to coordinate with the LCPC (BCPC) in formulating and implementing juvenile intervention and diversion programs. As part of its mandate, it is expected to create programs, as mentioned above, that also provide interventions for CAR/CICL at their budget's expense.

iii. NGOs

- Develop and facilitate program and direct service to CICL;

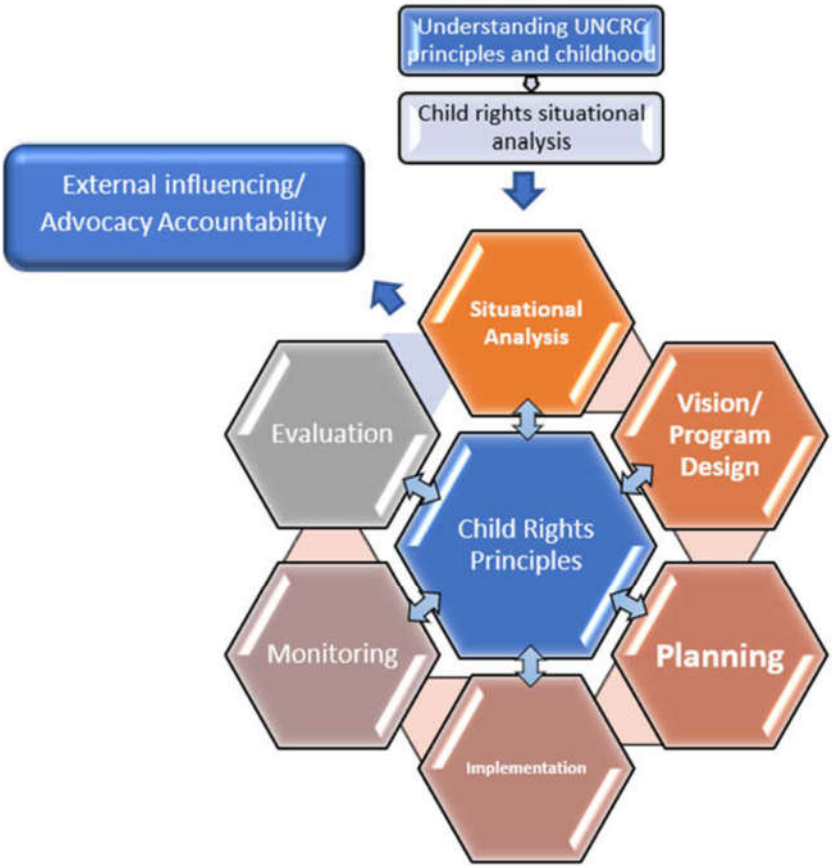
- Participate in program and policy development and implementation;
- Facilitate the conduct of research studies on juvenile justice, children in conflict with the law;
- Monitor and evaluate the implementation of programs and services;
- Build and strengthen coalition/network working on CICL and Children in need of special protection;
- Participate in enhancing existing structure like BCPC/LCPC through capability building;
- Participate in the baselining of CICL and data banking;
- Participate in establishing and managing Youth Homes;
- Advocacy and awareness campaigns; and
- Participate in the documentation of best practices.

iv. Child-focused institutions
v. People's organizations
vi. Educational institutions
vii. Health institutions
viii. Other agencies involved in delinquency prevention

F. Comprehensive Local Juvenile Intervention Program Development Process[89]

To fully understand the process of developing a CLJIP, a clear picture of its concept must be fully visualized by the committee who will be assigned by the barangays to formulate the said program. Below is a diagram of the program development cycle for the development of child rights-based CLJIP.

[89] Ibid.



Based on the guidelines provided by the DILG, the diagram shows that a situational analysis must be conducted to identify the appropriate programs and activities that would suit the needs of CAR/CICL in the community. Under the guidelines, the numbers of CICL and the offenses they committed need to be identified. Using the previous tool provided, the most that the CLJIP team could extract from such is an increase or decrease in numbers and proportions of CAR/CICL who have committed specific offenses. From this, the team may expound, for example, that since most of the offenses committed by CAR/CICLs are property crimes, they must be undergoing economic difficulties within the family. Hence, a need for a livelihood or economic support may be concluded.

This method, however does not extend to the **actual children's rights situation of CAR/CICLs**. The enhanced process of developing CLJIP shall then apply Child Rights Programming and a Child Rights Situational Analysis using Child Rights Principles, which will be further discussed in the next sessions. For now, imprint the diagram into your mind and fill it with information as you go through the training. To give you a preview of the stages in the CLJIPs development, the following are brief descriptions of the stages, which shall likewise be explained as we go through the training.

1. Establishment and/or orientation of Local Council for the Protection of Children (LCPC)
    - all levels of LGUs are mandated to establish an LCPC (in the case of barangays, BCPC)
    - Consists of volunteers from the community, youth representatives and representatives from public and private institutions to pursue children's rights.
    - Youth organization chair, day-care worker, barangay health worker, barangay nutrition scholar, NGO, children/youth representative (SK), people's organization, parent-teacher representative, and other
    - The BCPC must be oriented on its function in the protection of children, CAR, and CICL in the community.
    - NOTE: If there is already an existing BCPC, formulators of CLJIP may proceed to the next item.

2. Creation and Orientation of Local Project Management Team/ Technical Working Group (LMPT/TWG)
    - The Barangay Chairperson shall issue a resolution/executive order forming the LMPT/TWG and identifying its composition, roles, and responsibilities in formulating a CLJIP.
    - The TWG shall comprise members of the BCPC under the guidance of the Barangay Chairperson.
    - Members of the group must have knowledge of the existing child protection laws and have undergone training on the Convention on the Rights of the Child.
    - Orient them on their role in the formulation, the CNJIP framework, and the tools they will be using for the formulation, which are the following:
        a. Salient features of the RA 9344 as amended
        b. CNJIP framework
        c. Roles of BCPC and other stakeholders in the barangay
        d. Tools and templates for the formulation of the CLJIP
        e. Child protection survey tool
        f. Results matrix

3. Data gathering and establishing the baseline data

    In establishing the baseline, the technical working group must accomplish the **Child Protection Survey Tool.** The following should be readily available to them to accomplish the said tool.
        a. Barangay Profile

b. Demographics
c. Ordinances and Policies for child protection, CAR, and CICL
d. Programs, interventions, services, and facilities for child protection
e. Community structures and mechanisms

4. Assessment of CAR/CICL Situation, Processing, and Development of Problem Statement
    - The TWG will assess the data in each item in the survey tool and identify underlying issues that affect CAR and CICLs. They will conclude what problems the raw data presents and determine which of these problems need to be prioritized based on their gravity, the capacity of the duty-bearers, and the facilities needed and available. See Workshop I: CAR/CICL Situationer for the discussion and further instructions on how to conduct the assessment.

<u>The CICL Situation</u>

5. CAR/CICL Situation Levels of Analysis
    - With a working knowledge of the current situation of children, CAR, and CICL in their community, the TWG must analyze the prioritized problem deeper and on different levels. To do this, the TWG can use suggested levels of analysis to address CAR and CICL problems and fulfill their rights. To guide the TWG in the analysis, this will be discussed under Workshop II on the topic of CAR/CICL Situational Analysis.

6. Causality Analysis (Problem Tree and Objective Tree Analysis)
    - This is still part of the process of analysis; however, the results of this, through the help of problem and objective tree workshops, will help the TWG find the underlying and root causes of issues as well as set target results. Analysis using these workshops will help the TWG later to accomplish the results matrix and identify appropriate strategies to attain the overall goal of the program.

7. Identification of Goals, Outcomes and Output and Formulation of Results Matrix
    - The resulting objective tree from the preceding workshop will help accomplish the target goal, the outcomes, and the outputs in the result matrix.

8. Identification of Programs and Strategies
    - After accomplishing the goal, outcomes, and outputs in the results matrix, it is now time to identify the appropriate strategy and formulate

the activities whose accomplishment can be measured by quantity and quality. While the indicators in the results matrix from the preceding workshop will directly help identify the appropriate strategy, referring back to the problem tree will also guide the TWG in ensuring that the strategies they identify still answer the issues they previously identified.

Now that the TWG has accomplished the results matrix and gone through all the workshops, it is time to formulate their CLJIP based on the following outline:

I.	**Background and Rationale of the Plan**
II.	Major Problems and Challenges Confronting CAR and CICL
III.	Goal and Expected Results
IV.	Program Components and Interventions
V.	Local Referral Network and Coordination
VI.	Monitoring and Evaluation
Annex	Results Matrix

* A workshop will guide the formulation of the Contents of the Outline

<u>Mainstreaming the CLJIP in the Barangay Development and Investment Plans</u>

9. Budgeting, Planning, and Monitoring and Evaluation.
    - For all the targeted program strategies and interventions to be implemented, it is imperative to integrate it into the budget and plans of the barangay. While the R.A. 9344 itself has identified that the budget of 1% can be deducted from the national tax allocation of the barangay for the BCPC function, including the formulation and implementation of the CLJIP, funding of the intervention is not limited to it. This means that in order that allocations be made for the interventions, the latter must be incorporated into the barangay development and investment plans.

10. Monitoring and Evaluation
    - The TWG should be able to conduct a review process and recognize the achievements and gaps in the implementation of the CLJIP.

11. Institutionalization of the CLJIP

- To enable the CLJIP and its duty-bearers to operate, institutionalization of the program is necessary through a resolution. It is also ideal for LGUs – since existing policies are also required to be included in the CLJIP formulation – to enact ordinances that would promote the rights of CAR/CICL and address identified issues surrounding them.

NO STIGMA: Communities That Protect, Promote, and Let CAR/CICLs Participate

Juvenile Justice, as a principle applying restorative justice, involves the community and is centered on the protection of the rights of children and conflicts with the law and children at risk. The goal of the establishment of a Comprehensive Juvenile Intervention Program in local governments (barangay, city/municipality, provincial) is to protect and promote the rights and welfare of the country's children at risk (CAR) and children in conflict with the law (CICL). It primarily aims to prevent CAR from committing crimes and ensure that CICL are rehabilitated and reintegrated into their families and communities. It is also meant to institutionalize a restorative justice and welfare system for CAR and CICL by encouraging and strengthening institutional partnerships.[90] Undeniably, while the Juvenile Justice and Welfare Act has been in place since 2004, implementation of the juvenile justice system as provided therein has remained challenged.

The establishment of CLJIPs will provide a conglomerate of services for intervention and a system that continues to capacitate duty-bearers or actors to give child-appropriate and expedited remedies for both CAR/CICLs and victims. In a community where an effective juvenile intervention program is present, cases of CAR/CICL decrease over time until there are no more of the children come in contact with the law for committing an offense or are put at risk of degradation due to poor economic, social, political and cultural situation. It is a community where children are aware of their rights from the moment they learn to perceive their surroundings. Children are aware of ordinances relating to them even without being subjected first to its prohibitory or beneficial provisions.

[90] Juvenile Justice and Welfare Council, Comprehensive National Juvenile Intervention Program 2018-2022, First Edition 2017

Module III

Formulation of CAR and CICL – Informed CLJIP

Introduction

Section 18 of the Republic Act No. 9344 otherwise known as the Juvenile Justice and Welfare Act mandates that "a Comprehensive Juvenile Intervention Program covering at least a three- period shall be instituted in the LGU from the barangay to the provincial level xxx". In line with this, the DILG issued Memorandum Circular 2016-68 providing the "Guidelines for Local Governments on the Development of Local Juvenile Intervention Program." The program will include developmental, protective and preventive, and remedial interventions for children, children at risk and children in conflict with the law. The interventions in the program differ from those usually targeting children but will focus on addressing the rights and needs of CAR and CICL. In this module, trainers are instructed to guide the localities in formulating their programs that target the present issues confronting children that contribute to their exposure to risk and those already experienced by CAR and CICLs in the community.

3.1 Workshop I: Children in Conflict with the Law and Children at Risk (CAR CICL Situationer

3.1.1. Introduction

The CLJIP framework provides that a situation analysis of the CAR and CICLs in the community must be conducted. To analyze the situation, baseline data must be available to determine the underlying problems of CAR/CICL in the community. A modified UN Child Protection Survey Tool will set the baseline data in this workshop.

3.1.2. Learning Objectives

At the end of the workshop, the trainers are expected to be able to:

1. Assist the participants in answering the Child Protection Survey Tool and establish baseline data to assess and identify issues relating to CAR/CICL;
2. Guide the participants in applying a child rights-based approach in the assessment of the baseline data.
3. Explain how to formulate a problem statement.

3.1.3. Key Learning Points

1. To successfully apply principles of child rights under the Convention on the Rights of the Child, different tools for a rights-based approach must consistently be used by both formulators and implementers of the programs.

2. Baseline information for analyzing the situation of children, CAR, and CICL in the community may come from secondary and primary data.

3. A problem statement results from an assessment of the baseline data and must be formulated to present the current situation of CAR/CICLs without recommending a solution.

4. Formulators of the CLJIP must have a working knowledge of the CAR/CICL situation in their community to assess the data properly gathered.

3.1.4. Methodology/Materials

1. Input Lecture
2. Workshop

3.1.5. Activity Guide

The following guide should be able to help the trainer in conducting the session:

1. Before proceeding with the workshop, divide the participants into two or more groups – depending on the number – and have them settle down with their respective groups first. Each group must designate a facilitator, documenter, and representative among them during the presentation of their output.

2. Relate the topic for this session to the previous one. In the last session, you discussed juvenile justice, the laws, and the issuances that implement it. You have also given an overview of the process of developing a CLJIP. In this session, you will guide them in establishing a baseline previously discussed in the development process of CLJIP. Briefly discuss the workshop and the activity process using the introduction to this session and the workshop notes.

3. Explain how to answer each part of the tool and allow them to work with their group to answer the tool.

4. Participants should be given at least an hour (depending on the allotted time for the formulation training) to accomplish the tool. During such time, trainers should be present to clarify how to complete the tool.

5. Guide the participants in identifying the problem statement, which will be the reference in the situational analysis.

6. After each group has identified their problem statement, have their representative present their problem statement and briefly explain how they came up with it.

I. WORKSHOP NOTES AND LECTURE GUIDE:

A. A good child rights-based program – which will be discussed more in the next session – is based on good child rights-based baseline information.

The establishment of the baseline data is the first step in ascertaining the CAR/CICL situation in the LGU[55]. Establishing the data involves using a survey and gathering and collecting data and relevant information using a set of questionnaires. Information that will be needed will include but is not limited to the following:

[55] DILG-JJWC, Guidelines for the Local Government Units on the Development of the Comprehensive Local Juvenile Intervention Program (2015)

1. Barangay (LGU) profile – location and geographical description, topography, socio-economic conditions, income sources/classification, and unique features of the barangay.
2. Demographics – population of children, number of CAR and CICL, number of protection cases, offenses and crimes committed by children,dren, etc.
3. Ordinances and policies concerning children, CAR, and CICL.
4. Existing community structures, mechanisms, and interventions for children, CAR/CICL

B. All this information may be gathered through different **sources,** which can be the following:

i. Primary Sources – gathered directly
ii. Secondary Sources – gathered indirectly through other agencies or materials.

Review of Primary Data	Review of Secondary Data
To validate secondary data and identify specific issues not addressed by the secondary data.	To consolidate and organize available data to build a picture of current understanding of the situation
This will allow us to discover if there are particular groups of children that duty-bearers may have little or no information	To identify gaps in information and data that may require inputs from the primary sources
Sources: Children, parents and caregivers, professional/service providers, decision-makers, and other stakeholders.	Common Sources: * national government agencies, CSOs and NGOs, private sector, research institutions, media, academe, reliable internet sources

In gathering data to establish baseline information in the CLJIP process, it must be remembered that the approach should be child rights-based. Hence, upon gathering secondary data from different institutions and agencies, assessment, and analysis of the same, it is ideal to gather information from primary sources to

validate the secondary data and to gather more information on the actual situation of CAR/CICL rights in the community.

However, for the purpose of this workshop, only the secondary data gathered and brought by the participants will be used. However, as far as possible, the data in each right/group of rights should be disaggregated so that a picture develops of how different children in different situations experience the realization of their rights – or not.

Disaggregation should be by **gender, age,** and (as appropriate) **various population groups,** such as child-headed households, urban/rural households, education level, wealth, disability status, ethnicity, religion, etc. Be aware that it is not always possible to make statistical comparisons across different data sources or infer commonalities between different studies[56].

C. How to make a Problem Statement (Statement of the Problem)

(1) What is a problem statement?

- A problem statement is a statement that is a short, clear explanation or description of an issue that needs to be changed or needs timely action to improve. A good problem statement stimulates a creative thinking process as it will serve as a basis for developing an action plan or goals that need to be accomplished to resolve the problem.

(2) How do we make a problem statement?

i. Gather and Observe

A statement must be objective, focusing only on the facts and leaving out opinions. Using a given set of data, observe what it presents as an issue. The statement must answer 5Ws. What, Who, When, Where and Why

a. Who is affected?
b. What is the current state, unmet need, or desired state?
c. When does it occur, and what is the timeframe for it to occur?
d. Where is it occurring? Specific location.
e. Why does it need to be resolved?

[56] Dixon, Peter, Children Rights Situation Analysis Guidelines, Save the Children, available at https://resourcecentre.savethechildren.net/pdf/crsa_guidelines2.pdf/ last accessed 12 October 2022

ii. Framing the Problem

In framing the problem, one must generate a creative thinking process among the planning group or a discussion.

While discussing the problem statement, a good way to test it is for the group to ask the following questions:

a. Does the problem appear to have only one solution?
b. Does it describe a symptom instead of a problem?
c. Does the statement show that there is not enough time, budget, or people?
d. Does it lack an obvious solution?
e. Does it stimulate brainstorming and discussion?

Note that when crafting your problem statement, avoid providing a solution or a recommendation. It must present the specific issue the group wishes to address.

iii. Be stubbornly curious.

In discussing the problem, the group must dig deeper for the root cause and ask why while fully documenting their process to aid them later in the following workshops.

(3) Sample Problem Statements:

a. In the last year, less than 20% of children of the Municipality of AAA participated in different youth activities compared to the preceding year, which shows a 50% decline.

b. The disposition of CICL cases in ABC City has been poor since 2019, showing only an average of 1 case per semester resolved.

c. Congestion of the rate of CAR and CICL in Bahay Pag-asa of XYZ Province has inflated/increased at 190% since 2020.
   - ⇒ What is wrong? **The congestion rate of CAR and CICL in Bahay Pag-Asa increased**
   - ⇒ Where does the problem occur? **XYZ Province**
   - ⇒ When did the problem occur? **Since 2020**
   - ⇒ Who is affected? **CAR and CICL**
   - ⇒ What is the extent, and how can we say there is an increase? **The congestion rate is at 190%**

D. Workshop Proper: Answering the CAR/CICL Protection Survey Tool (Attached as Annex A)

Looking back to DILG MC No. 2016-068, which provided for the guidelines in the localization and formulation of a CLJIP, we remember that to effectively formulate and plan activities and mechanisms within the CLJIP, a situational analysis of children, especially Car/CICLs must be conducted. The DILG and JJWC have provided a tool in each of their materials for formulating a juvenile intervention program. Using the child rights-based approach through child rights programming, we again consider that children consistently go through growth phases and evolve their capacities as they age. Many factors influence the attainment of their rights. To integrate child-rights programming in the process of analyzing the situation of children, the "CAR/CICL Protection Survey Tool " has been enhanced to apply child rights-based assessment.

Teams who will accomplish the tool will have to understand what each part of the tool seeks to identify deeper than the surface data that it demands. The following are the parts of the tool that the team must accomplish:

Part I. **Basic Information**

(1) The population, as disaggregated by sex and age group, will help the team identify age-appropriate programs for CAR/CICL. The table can also be adjusted to include the number of non-binary (LGBTQIA+) children within the population.

(2) Number of indigenous people living in the community, if there are.

(3) Functionality of BCPC - DILG Memorandum Circular 2008-126 provides for the "Revised Guidelines in Monitoring the Functionality of the local Council for the Protection of Children (LCPC) at all levels and for all purposes." The issuance sets forth how the functionality of L/BCPCs can be assessed through the following areas: (i) Organization, (ii) Meetings, (iii) Policies, Plans, and Budget, and (iv)Accomplishments.

(4) The budget allocated for the activities of BCPC – allotment for BCPC is at least 1% of the Barangay NTA.

(5) For the list of resolutions/ordinances for children's welfare, note the number of the latter meant for CAR/CICL or provisions relating to them.

(6) Types of crimes committed against children. Take note of the crimes committed against CAR/CICL, especially during and after apprehension.

(7) Types of crimes committed by children – in recent years, most of the crimes committed by CICLs are on property (theft, robbery, damage to property, etc.) Take note of the percentages/number of a particular crime mostly committed by a specific age group or sex (gender).

(8) Summary: Number of CICL - As instructed, do not double count the number of children if one belongs to two or more categories. This means that a child in this table could only be counted in one, so it is better to count her/him in the last or the current category they belong to.

(9) Number of CAR – same as the preceding table; do not overcount; instead, choose the one to which the CAR currently belongs.

(10) Violations of child rights against CAR/CICL – violations against CAR/CICL may be at home or in alternative homes/detention, community, and legal system. This does not preclude data reference from reliable sources other than government agencies.

(11) Interventions available in the community – by interventions in this item, it means community-based interventions, diversion, or programs for CAR/CICL. You may also include specific activities by the BCPC in relation to CAR/CICL.

(12) Other types of child protection cases reported to the barangays are not limited to those resolved or settled within the barangay. Even those reported but were immediately referred to must be documented and included in this data.

(13) Gender Context – provide the context of the gender situation of CAR/CICL and children in the community and explain why differences are present.

    (a) In this item, each group must be able to apply their observations and experiences. Results from a priorly conducted consultation with children CAR/CICL for the purpose of formulating the CLJIP will come in handy in gauging the biases, stereotypes, and discrimination on children depending on their age, gender or sex, culture, religion, etc.

Example: Most activities for the youth are for boys (e.g., basketball tournaments)

Boys/Girls are more favored to be representatives in barangay activities/ meetings requiring a child representative.

Note that this item pertains to "**enjoyment**" of the child's rights, so first, determine what rights children should enjoy in your community, such as the right to leisure, shelter, food, education, participation, etc.)

(b) In this item, each group must be able to apply their observations and experiences. Results from a priorly conducted consultation with children CAR/CICL for the purpose of formulating the CLJIP will come in handy in gauging the biases, stereotypes, and discrimination on children depending on their age, gender or sex, culture, religion, etc.

Example: Boys are treated harshly or less child-sensitive compared to girls and non-binary children in case of apprehension on rescue.

Non-binary CAR/CICL are automatically referred to as a community-based intervention or diversion because Bahay Pag-asas only have room for boys and girls.

Girl CAR/CICLs suffer from gender-insensitive comments and blaming from adults.

Note that this item pertains to "**violations"** of the child's right, so determine first what rights of children are violated in your community, such as the right against abuse, right to presumption of minority, right to the presence of a parent/guardian, right to counsel, right to counsel, right to a safe and child-friendly temporary care or custodial facility, right to, privacy, etc.)

3.2. Session 1: Child Rights Programming and CAR/CICL Rights-Based Situational Analysis and Assessment

3.2.3. Introduction

The CLJIP is a development project that contains an inclusive plan for achieving children's rights in juvenile justice. The programs and projects contained therein are intended to respond to the non-fulfillment or violations of the children's rights, particularly the CAR and CICL. It is, therefore, important that the scope and extent of the problems and issues faced by the CAR and CICL at home, in school, and in the community are defined and prioritized even before the start of the planning of the CLJIP. This is when the child rights programming (CRP) approach becomes necessary.

CRP offers a framework that, when applied throughout the program cycle, should start to produce a demonstrable improvement in the lives of the children. It must be integrated into all stages of the project development cycle, from preparatory activities to planning, formulation, implementation, monitoring, and evaluation of the CLJIIP. This approach will require changes and shifts from the usual ways of doing things to focusing on new methods. One of which is the conduct of the child rights situational analysis (CRSA), which is intended to facilitate the in-depth review of the extent to which children's rights are being enjoyed and an analysis of factors that cause the non-fulfillment of these rights. Understanding the nature and extent of the CAR/CICL-related problems and analyzing their root causes will help duty-bearers develop an issue-based and child rights-responsive CLJIP.

3.2.4. Learning Objectives

At the end of this session, the trainers can:

1. Understand and articulate the concepts, importance, and processes involved in CRP and CRSA;

2. Participate in conducting a child rights situational analysis using the (workshop) analysis tool and identify other targeted issues contributing to/causing the general problem identified in the previous workshop;

3. Identify priority issues that will be addressed by the CLJIP;

4. Formulate a summary statement of the initial result of the situational analysis conducted; and

5. To simplify and facilitate a similar session during the piloting at the barangay level.

3.2.5. Key Learning Points

1. The focus of conducting a Child Rights Situation Analysis is to gather sufficient information to produce an adequate analysis to formulate a particular project, in this case, the CLJIP Plan.

2. The main idea of the CRSA is to identify the actual issues faced by the CAR/CICL and address them in the CLJIP. Thus, it is important that all issues are identified and considered. To do this, the analysis of the general problem identified will be based on four levels of analysis that will focus on different areas of concern relevant to achieving a child rights-responsive CLJIP, to wit:
   - fulfillment of children's rights
     - institutional framework
     - duty-bearers
     - gender-perspective

3. Children's participation at the project and policy levels is paramount in CRSA. It is important to ensure the incorporation of all children's views and concerns, including alternatives to children's physical participation. The views need to be based on the children's informed decisions.

3.2.6. Methodology/Materials

1. SLE (30 mins)
2. Input-discussion (1 hour)
3. Workshop (1.5 hours)
4. Laptop, LCD Projector, slide presentation, and (workshop) Analysis tool

3.2.7. Activity Guide

1. Before starting with the discussion, mention that now that they have identified their **general problem statement**, they need to analyze further the underlying causes that contribute to the problem to come up with a child-right responsive CLJIP with programs and projects that directly address the actual issues of the CAR & CICL in their respective community.

2. Then, mention to the group that the current session will tackle child rights programming and child rights situational analysis. Since the CLJIP is a development project to be implemented by the local government unit, it is necessary to apply CRP and CRSA in its formulation. Discuss the specific objectives of the session, to wit:

   At the end of the session, the participants are able to:

- Understand the basic concepts and processes of child rights programming and how it is used in the project development cycle;
- Understand the concept of and participate in the conduct of child rights situational analysis;
- Use the result of the analysis to understand the extent and causes of the CAR&CICL-related problem and
- Come up with a general description of the initial analysis and assessment of the problem.

3. Proceed with the first **structured learning exercise.**

STRUCTURED LEARNING EXERCISE:

a. Ask the group for examples of projects and programs that have been implemented or are being implemented in their respective communities/barangay. Ask 1-2 volunteers to share the process observed in identifying the programs to be implemented until the implementation stage. Take note of the answers by writing them down on a manila paper/whiteboard.
b. Say thank you to all the sharers. Tell them you will all go back to their answers as you go along with the discussion on child rights programming.

4. Guided by the slide presentations, proceed with the input discussion on child rights programming and the project development cycle (See lecture notes). The discussion will be done to orient the participants with the process involved in developing a project, such as the CLJIP, and what practical ways may be done to integrate child rights programming principles. This way, the participants will appreciate this new concept in project development.

5. Use the examples given during the SLE to illustrate the concepts and processes discussed. During the project development cycle discussion, emphasize the importance of conducting a child rights situational analysis. In this stage, the problems relating to CAR&CICL are thoroughly discussed to surface the major issues that need to be prioritized and focused on during the development of the intervention program.

6. After the discussion, ask the participants to remember the examples of projects given during the SLE. Ask the previous sharer (or any volunteer) to tell the group how the project/program turned out. Was it successful? Were the objectives of the program achieved? Ask the sharer to analyze their process. Was there a difference between the process used and the one identified under the CRP? Could the project have been improved under the CRP?

7. Take note of the sharing by briefly validating the sharer's answers. Take from their answers those highlighting the importance of conducting a child rights situational analysis. Bring the participants' attention back to the project development cycle and emphasize that situational analysis sets every stage of the program development cycle in motion.

8. Guided by the slide presentations, discuss the concepts and process of child rights situational analysis. (See lecture notes) Explain that in the previous session, they were able to identify the general situation of the CAR&CICL in their community/barangay. Now, they will further analyze the different causes of the identified problem using a conceptual framework providing various levels of analysis, such as the fulfillment of children's rights, institutional framework, duty-bearers, and gender perspectives that will facilitate the strategic mapping of the different causes/issues contributing to the identified problem. Thus, bringing focus to the CAR & CICL, the structures, and duty-bearers should protect, fulfill, and respect their rights and mechanisms to ensure gender equality.

9. After the input discussion, proceed with the workshop.

3.3. Workshop II: Child Rights Situational Analysis and Formulation of Summary Statement of Analysis

3.3.1. Workshop Guide

a. Divide the group (according to barangays). Instruct them to assign a facilitator, a documenter, and a reporter.

b. Give each group member a printed copy of the workshop tool to ensure that all of them will participate in the discussion. Instruct them to follow the instructions provided when answering the guide questions and write their answers on scratch paper. The facilitators must assist the group during their discussions.

c. Explain that the workshop tool contains questions that will elicit the specific causes/ issues related to the identified problem and focus on the four main strategic components of a child-focused project/program: the fulfillment of children's rights, institutional framework, duty-bearers, and gender perspective. The questions are derived from General Comment No.10 and related international documents providing standard programs and services for juvenile justice intervention plans.

d. After answering all questions, instruct the group to identify two priority issues for each level of analysis. Each group must discuss the implications of the identified issues on the given problem. How does it contribute to the problem? The issues may be prioritized according to the major and important ones that can be addressed by the CLJIP. The group may use voting to determine which of the issues identified will be prioritized.

e. After identifying the two main priority issues for each level of analysis, it will be written on a metacard and, accordingly, posted on the column provided on the manila paper previously prepared.

f. The group will then formulate general statements about the initial result of the analysis for each component. Four general statements will be produced for this portion of the workshop. The summary statement will be written in Manila Paper or projected through the LCD. **(See sample formulation attached as Annex to this module)**

g. Each group will be given 5 minutes to present their output and 15 minutes to revise the same according to the comments and suggestions of the other group.

h. End the session by telling the participants that the identified priority issues will be analyzed further in the next session. The other identified issues will be set aside in the meantime. They will return to them during the workshops in Module 3.

3.3.2. Lecture and Workshop Notes

A. CHILD RIGHTS PROGRAMMING (CRP)

CRP is a **rights-based approach** to programming that integrates the international human rights system's norms, standards, and principles into the plans, policies, and development processes. The reason for having a specific approach like this is that children and human beings have their own special needs and vulnerabilities. In other words, children are like adults but also different from them in other ways. This is why there is a special international convention on the human rights of children and why development organizations working with girls and boys need a rights-based approach adapted to the special situation of children.[57]

One useful way of thinking about CRP is to consider the definition of its three component words:

- Child**-** Every boy and girl under 18 years, a period of childhood accorded special consideration in human rights terms (UDHR Art 26b), characterized as a period of evolving capabilities and vulnerabilities relative to those of adults.
- Rights – defined as international human rights applicable to children, set out primarily in the UN CRC but also to be found in all other human rights conventions.
- Programming – management of activities, including analysis, planning, implementation, and monitoring, towards a defined goal or objective, involving good development practice.

The combination of these three definitions provides an overall working definition of CRP: "Child rights programming means using the principles of child rights to plan, implement, and monitor programs with the overall goal of improving the position of children so that all boys and girls can fully enjoy their rights and can live in societies that acknowledge and respect children's rights.

A rights-based approach, such as the CRP, is a new way of looking at development. It challenges the traditional perception of welfare and needs-based approach to programming wherein children are seen merely as beneficiaries of programs or objects of charity with very little participation in formulating and monitoring development projects intended to uplift their welfare and conditions. In a rights-based approach, children are empowered to claim their rights and entitlements and be involved in decision-making, thus increasing the accountability of duty-bearers and creating programs and interventions that are sustainable and responsive to their needs.

[57] Child Rights Programming Handbook, Second Edition, Save the Children Sweden, July 2005. https://resourcecentre.savethechildren.net/pdf/2658.pdf/.last accessed 31 March 2023

The CLJIP is an example of a development project that seeks to effect positive changes in the lives of the CAR and CICL. However, its effectiveness remains a challenge for most LGUs because the programs identified and included are reiterations of the general programs and services for all children in the community. Often, this is because programs are identified with insufficient data and information tackling the underlying causes that bring children at risk or in conflict with the law. This is further aggravated by the lack of consultation with the CAR and CICL, the best and primary informants on the issues affecting them. Integrating CRP in the development of the CLJIP is an effective way of addressing the current gap in the implementation of RA No. 9344, mandating the formulation of the CLJIP.

B. INTEGRATING CHILD RIGHTS PROGRAMMING IN THE PROJECT DEVELOPMENT CYCLE[58]

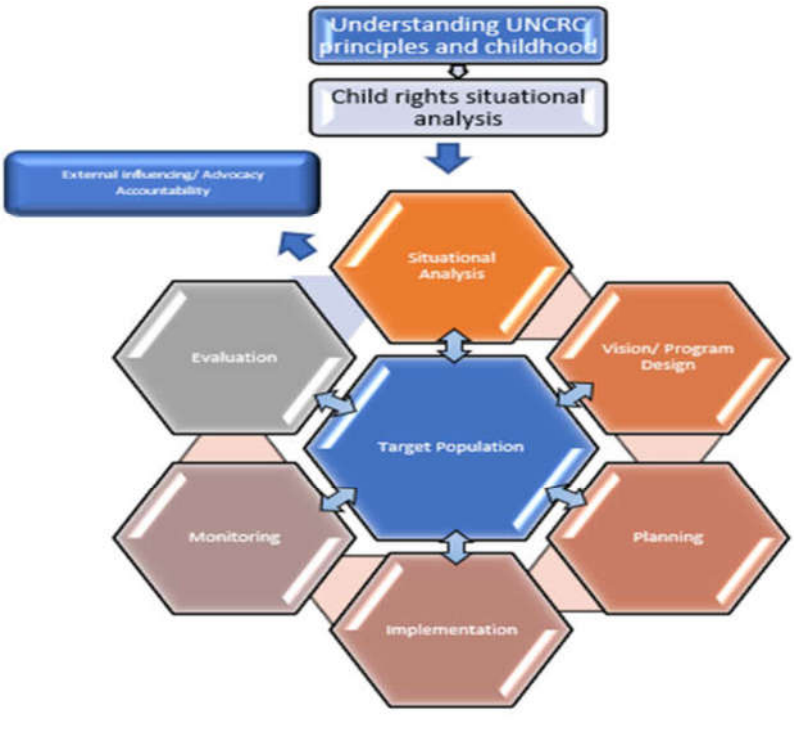


Figure 1. Project Development Cycle using child rights programming

[58] Child Rights Programming, How to Apply Rights- Based Approaches to Programming, Save the Children Sweden, Second Edition (2005).

Figure 1 shows that CRP Principles must be integrated into every stage of the project cycle, beginning with a rights-based situation analysis and continuing until the evaluation and reassessment of the original situation analysis.

The CLJIP, as a development project, will have to undergo the stages of a development cycle. Thus, the LMT and local government unit must be familiarized with the different stages to appreciate how the CRP Principles can strengthen the planning, implementation, monitoring, and evaluation of the CLJIP.

Stages of Project Development Cycle

1. Conduct of situational analysis.

   Situation analysis is an assessment of the condition of the target population, in this case, the CAR and CICL. It focuses on the actual issues and concerns facing them in the context of the economic, social, political, and cultural situation of the problem. It also looks into other factors that directly or indirectly impact the target population, such as poverty, urbanization, gender inequality, and governance.
   The issues are further analyzed and assessed to identify causes for the fulfillment and non-fulfillment of the human rights of the CAR and CICL, the institutional framework and duty-bearers that influence the scope and impact of the problem, and how all these affect gender equality. This will be discussed further in the next topic under this session.

2. Development of the project design.

   The project design is developed as a strategy to address the problems identified in the situational analysis and to transform these problems into change, which can be a development change, behavioral change, or policy change. As such, the project design must be developed based on the situational analysis results. The CLJIP will be created using Results-Based Management and Theory of Change as planning tools. The change results intended to be achieved for the CAR/CICL will be reflected in the CLJIP Results Matrix, which will be discussed further under Module 4.

3. Planning.

   Planning is the process of translating the program design into a work plan, usually referred to as an "Annual Work Plan." The Annual Work Plan is usually based on the results matrix. This is to ensure that the activities to be

undertaken will produce the specific outputs that will lead towards achieving relevant outcomes. Together, the outcomes are expected to lead towards attaining the desired project goals. Apart from the activities, work plans also specify the targets, indicators, responsible persons, budget, and sources of funding.

4. Implementation.

   Implementation is the process of carrying out the activities in the work plan, usually sequentially or as specified in the work plan. The quality of supervision, teamwork, dedication, and individual attitudes of the staff generally determines the success or failure of implementation.

5. Monitoring.

   Monitoring keeps track of the progress and quality of program implementation. It assesses whether the program objectives are met and determines the reasons why. It identifies problems or gaps and provides evidence to inform possible adjustments while the implementation is going on to improve program effectiveness and efficiency.

6. Evaluation.

   Evaluation is a systematic and impartial exercise that determines a program's relevance, coherence, effectiveness, efficiency, impact, and/ or sustainability. It determines whether or not the intended program results or change are achieved and explains the factors that affect program performance. Evaluation may be conducted at the beginning or middle of the program implementation or at the end.

Key Components of CRP Principles

When applied to different stages in the project development cycle, the following CRP Principles are expected to bring about real changes for children. CRP takes the general human rights principles and concepts and the UNCRC principles and concepts as a starting point, to wit:

1. Focus on children: a clear focus on their rights, and role as social actors.
2. Holistic view of children: considering all aspects of a child while making strategic choices and setting priorities.
3. Accountability: a strong emphasis on accountability for promoting, protecting, and fulfilling children’s rights across a range of duty-bearers

from the primary duty bearer - the state (e.g., local government unit) to the private sector, the media, child-care professionals, and other individuals with direct contact with children.

4. Supporting duty-bearers: Consider the ways in which duty-bearers could be helped to meet their obligations through technical assistance, budget support, and other forms of partnership.
5. Advocacy: advocacy, public education, and awareness-raising are important as programming tools to ensure that duty-bearers are held accountable.
6. Participation: the promotion of children's effective participation in programming (and beyond) according to children's evolving capacities.
7. Non-discrimination: a commitment to the inclusion of the most marginalized children and challenging discrimination on such grounds as gender, class, ethnicity, (dis)ability, etc.
8. The best interests of children: consideration (with children) of the impact on children of all program choices.
9. Survival and development: a focus on the immediate survival of children and a commitment to ensuring the development of their full potential.
10. Children as part of a community: an understanding of children's place in their families, communities, and societies and the role that their parents and other carers have in defending their rights and guiding children's development.
11. Root causes and broad issues: a focus on the underlying causes and immediate violations.
12. Partnerships: building partnerships and alliances to promote, protect, and fulfill children's rights.
13. Information and knowledge. Facilitating access to and understanding of children's rights for themselves, their communities, and key duty-bearers, including government.

Thus, incorporating a CRP perspective within the CLJIP formulation would mean change in the usual way of working and putting emphasis on certain areas, such as intently focusing on the participation of CAR/CICL in the project development and in increasing the capacity of duty-bearers to engage with children. The systematic use of a CRP approach (and the combination of all its components) should determine the program and ensure real changes for children. "Good development practices" are already being observed that may be applied in the CLJIP formulation. These are:

- An initial needs or situation analysis covering areas such as risks, power, stakeholders, root causes, and gender;
- Sustainable responses and interventions;
- Community-based interventions;

- Capacity building and partnership;
- Consultation with community actors;
- Gender awareness, analysis, targeting, and
- Learning through monitoring, evaluation, and research.

C. CHILD RIGHTS SITUATIONAL ANALYSIS (CRSA)[59]

CRSA is the first step in the project development cycle. As already emphasized, a good development project strategically responds to the actual needs and concerns of the target beneficiaries. With the data on CAR and CICL consolidated under Workshop 1, the next step is to assess the environment to identify the conditions and/or problems of the CAR and CICL and analyze the cause of said conditions and/or issues of CAR and CICL. This process is referred to as child rights situation analysis. This will be undertaken in this session.

To understand this process, it is important first to understand the basic concepts and steps involved in CRSA.

CRSA is a process of analyzing gaps in child rights fulfillment, contexts, and underlying causes, which serve as the basis for making strategic decisions and identifying priority actions that will have the highest impact on children's rights. It involves mapping the rights violations and gaps in fulfillment analysis of both immediate and underlying causes of the violations of children's rights, cultural practices, and attitudes should be analyzed, including legislation and its implementation.

Thus, a good CRSA is:

- Based on evidence. The use of relevant data or information gathered and validated by the local government unit or any of its offices from the community, especially the CAR/CICL and those directly engaged with them.
- Based on children's lived experiences and views. Children are experts in matters that directly affect them. Consultations with them are the best way to obtain the necessary information to effectively inform the development, implementation, and monitoring of projects targeted to improve their welfare.
- Addresses the underlying and root causes of the issues. Because there is a conscious assessment and scanning of not just the problems and issues but also the underlying causes of the latter, the resulting project can be

[59] Ibid.

expected to strategically respond to the issues and provide a sustainable solution.

- Logical and leading to the desired change. CRSA is part of a development project cycle. It follows a certain process and uses relevant analysis tools and frameworks (CNJIP framework) set to achieve the fulfillment of the rights of CAR/CICL and ensure that they will no longer be put at risk nor placed in conflict with the law.

It is important to take into perspective that in rights-based situation analysis, it is important to view girls and boys (from various backgrounds) as citizens and as holders of rights and not just as recipients of development benefits and to make sure that all children have an equal say. Often, the adults take responsibility for claiming rights on behalf of children. It is important to focus on their situation – how empowered they are to assert children's rights and their capacities to claim them.

D. SCOPE OF CRSA[60]

- Geographic (national, regional, specific local area)
- Sectoral (child workers, IP children, children with disabilities, children at risk, or children in conflict with the law)
- Thematic (education, health, protection, access to justice)
- Issue-based (VAC, urban relocation, child participation, juvenile justice)

E. STEPS IN CRSA[61]

1. **Information Collection, Collation, and Preparation for Analysis for Situation Analysis**.

   Throughout the CRSA, information needs to be collected, checked for gaps, and more information collected. Information may be derived from the following variety of sources:

   - information for child rights violations from the perspective of issues such as social, economic, political, cultural context, values, practices and perceptions, legal and policy framework, budgetary, administrative, and structural aspects, etc., which are usually contained in reports of national/local government, government agencies or private individuals or group, such as civil society organizations and children-interest groups.

[60] Ibid.
[61] Ibid.

- information and insight gained through children's participation, including any recommendations they might have.
- information and insights gained through adults with the responsibility to claim rights on behalf of children, including their level of understanding and sensitivity to children's rights.

In the formulation of the CLJIP, this portion is conducted under Module 1, Session II, through answering the UNICEF Child Protection Assessment Tool.

2. **Situational Analysis and Assessment**[62]

In the assessment and analysis for the CLJIP Formulation, it is important that the scope and extent of the CAR & CICL problem must be identified and clarified. It must be identified **who are affected** (e.g., children in poverty, social orphans, street children, maltreated, abused, or exploited children) and **where they occur** (urban areas, rural areas, province or barangay-wide, or as specifically as at home, temporary shelters, in school or the community), including peculiar conditions that beset them (e.g., age, physical or mental disabilities or special needs, gender equality concerns). The analysis must also look into the impact of governance structures, policies, gaps in the implementation of CAR/CICL-related mandates, and duty-bearers' capacity. To do this, the identification of issues may be done on four levels to ensure that the analysis will target specific components of CRP. Simply stated, the problem statement under Workshop 1 may be analyzed further using the following framework:

a. Child Rights Fulfillment Analysis

Child rights analysis helps in further focusing on the gaps and problems sought to be addressed by clearly identifying the issues and the specific rights being violated. When using an issues-based approach such as child labor, child sexual abuse, disability, gender-based violence, children in conflict with law, etc., analysis should be undertaken of which rights are violated for which groups of children in relation to the areas in which the organization is planning to work or is already working. In the case of CAR and CICL, it is important to know the specific rights and entitlements afforded to them by relevant national law and international children rights documents, such as individualized assessment and intervention, protection against abuse while at home and in temporary

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shelter and the right to be heard about their opinion on matters that affect them. See lecture notes under Module 1, Session I.

This category of analysis should not just look for what is missing in achieving children's rights but also explore areas where some positive steps have been taken or where there has been substantial progress towards achieving rights. At the same time, there might be areas where the situation has become much worse for children in certain situations.

b. Institutional Framework Analysis.

For an effective CRSA, it is important to understand the context of the work - the legal and administrative structure of the government. This initial analysis and the understanding of the overall structure of the government system will feed into the later Responsibility Analysis (duty-bearer analysis). This focuses on the available mechanisms and structure in the government by which the mandates for the fulfillment of the rights of children are to be undertaken. In the case of the CAR and CICL, this may refer to local policies, legislative measures, enforcement mechanisms, and referral systems providing services and programs that will respond to the individual needs of the CAR and CICL and prevent them from being in conflict with the law, including the capacity of the service providers.

c. Responsibility Analysis.

Identifying those responsible or accountable towards child rights is vital in developing appropriate responses to a problem area. This could be perceived in two ways, i.e., those responsible for fulfilling the rights of children and, secondly, those responsible for child rights violations and denials. Very often, those who are responsible for fulfilling rights are also those who violate children's rights. It's important to probe if there are any negative actions that duty-bearers might be taking that could potentially harm child rights. Suppose children and young people are the holders of rights and have a legal entitlement to secure their rights. In that case, those responsible for fulfilling these rights must be identified and made accountable and responsive.

Although governments are often seen as the primary duty-bearers, and indeed it is their responsibility to ensure that rights are secured, other adult members of society – individuals and groups – are also duty-bearers. Children also have responsibilities – not violating other

children's and adult's rights. This means that these individuals and groups have an active role in securing the rights of the young people in their care.

d. Power and Gender Analysis.

Gender stereotyping is a systematic process that begins at birth and is continually shaped and modeled throughout life. Learning sex-specific gender roles is a prominent feature of childhood. During the socialization process, children learn throughout their childhood that the amount/level of power they can enjoy is very much based on their economic, social, and cultural status. This sets the roots for patterns of discrimination in the lives of children. They learn who is powerful and who is not; who has higher status and who does not; who has almost guaranteed access to development opportunities and who does not; whose voice would be heard and who's not; who has access and control over resources that affect their lives and who does not; and whose rights are seen as important and whose are not.

To realize a just society and enable all children to enjoy all their rights, it is important that they learn to recognize discriminatory social patterns and understand their negative implications that would mark a person's entire lifespan. For the LPMT, it is important to understand the specific nature of discrimination to enable them to design appropriate interventions and adopt appropriate approaches.

3. **Analysis of Immediate and Root Causes.**

The cause of the identified problems or issues for each framework above may be probed more in-depth. It can be examined according to the immediate, underlying, and basic root causes. This will be tackled in the next session.

4. **Identifying the Priority Issues.**

There are a number of problems that CAR and CICL may be confronted with, and these have to be prioritized according to the major and important ones that can be addressed by the CLJIP. It is important to remember to focus on specific priority problems. Without focus, the analysis runs the risk of resulting in a vast array of problems that cannot be supported nor addressed in program planning.

The participation of stakeholders, particularly the CAR and CICL, must be ensured by the LPMT during the identification of issues, analysis of root

causes, and during the prioritization of issues to ensure that the actual issues are surfaced and considered. The assessment result may also be consulted and validated with said stakeholders before formulating the situational analysis report.

5. **Formulation of the Situational Analysis Report.**

The result of the CRSA will be the main basis of the program planning for the CLJIP. Thus, the LPMT shall prepare a situational analysis report on CAR/CICL, which shall consist of two documents:

a. A brief version of the report with a maximum of 10 pages and
b. A comprehensive written and documented report on the situation of CAR/CICL. This will increase the LGU's understanding of the situation of the CAR and CICL and provide the basis for the appropriate policies and actions to address the identified issues toward the realization of the rights of CAR and CICL.

The Situational Analysis Report shall be submitted and presented to the LCE and LCPC. The LCE, in turn, through its LPMT, shall submit a copy of the brief version to the RJJWC through the DILG Regional Office. The LGU Situational Analysis Report shall form part of the regional and national report, which shall then be submitted to the President and Congress.

The suggested outline of the Situational Analysis Report is found below:

I. INTRODUCTION. Context of the Situational Analysis Report

II. METHODOLOGY. Process undertaken to collect, analyze, and validate data and identify and analyze problems.

III. PROFILE OF THE PROVINCE, CITY, OR MUNICIPALITY General description of the area - geography, topography, demography, socio-economic conditions, income sources/classification, unique, and other features.

IV. THE SITUATION OF CHILDREN Demographics – child population, number (and/or percentage) of children at-risk and children in conflict with the law; typology of child protection cases, offenses committed; number (and/or percentage) of crimes committed against/by children Ordinances and Policies for child protection, CAR, CICL Local programs, intervention, services and facilities for child protection, CAR, CICL (child, family, community and victims)

LGU and community structures, mechanisms for child protection, CAR, CICL Findings based on Child Protection Survey Tool and other official sources of data Assessment and analysis of the major problems of CAR and CICL.

V. CONCLUSION AND RECOMMENDATIONS. Recommendations for tackling the identified issues and obstacles could include implementing policies such as ordinances or resolutions and devising strategic plans to address them effectively. These can help determine the components and interventions of the CLJIP.

A simpler situational analysis summary may be formulated to prepare the Comprehensive Barangay Juvenile Intervention Plan.

I. WORKSHOP

Most of the questions under this analysis tool may be answered by a "yes" (the program or service is present in the community) or a "no" (the program/service being asked is not present or not fully functional). After answering "yes" or "no", the group must further discuss or ask the following questions among themselves:

- If "yes", how does the presence of the program, activity, or service affect the CAR/CICL-related problem? Did it help resolve the issue? Was there a gap in the implementation? Is there a need to improve its implementation?
- If "no", what do you think is the effect of the absence of the activity, program, or service referred to in the question? Does the lack of this program contribute to the problem identified? How?

F. TOOL FOR ANALYSIS

LEVEL OF ANALYSIS	GUIDE QUESTIONS
Fulfillment of Children's Rights	• Are the CAR/CICL **protected against all forms of abuse and discrimination** in the home and while in alternative care, in school, in the community, and while in the justice system? • Are there specific groups of CAR/CICL whose rights are greatly violated in the community? For instance, LGBTQIA+, children with

	disabilities, IP children, or children living in poverty. Are their **vulnerabilities or peculiar conditions being addressed**? Are the programs and services available to CAR/CICL equally available and accessible to them? • Is the current program and services for CAR/CICL sufficient to address their specific needs in terms of development in knowledge, behavior, personality, and other capacities? Is there an **individual assessment and evidence-based intervention program** that will focus on the different needs and capacities of each CAR/CICL? • Is there a **comprehensive and interdisciplinary assessment** of the CAR/CICL's needs and progress? • Is CAR/CICL aware of their rights and entitlements under national laws and international conventions that the Philippine Government has ratified? What can they claim, and how, when, and where? • Is there a mechanism to promote and support education and other campaigns to ensure that all aspects of the UNCRC is made known and upheld for children in the child justice system? • Is there a **venue or forum in the local community** where the CAR/CICL can articulate their rights? • Are children consulted and/or provided **the opportunity to participate in all stages of the planning, formulation, implementation, and monitoring of the CLJIP**? Are they engaged in activities such as research, FGD, and consultation? Are their opinion considered and included as part of the policy/principle adopted in the CLJIP?

Institutional framework	• Does the program and services for CAR/CICL include **prevention and early intervention programs**? Is it child-friendly and multi-disciplinary? • Is there a **specialized community-based service** for Children who are assessed to be in need of support or who are at risk? Is this program different from those available to CICL? Does this community-based service and program respond to the specific needs, problems, concerns, and interests of the CAR? • Is there an **intensive family and community-based treatment program** designed to make positive changes in aspects of the various social systems (home, school, community, peer relations) that contribute to the serious behavioral difficulties of the CAR/CICL? • Is there a provision for adequate and effective **assistance to children who experience communication barriers and other physical/ mental disabilities** by well-trained professionals? • Are there **specialized units** within the police, the judiciary, the court system, the prosecutor's office, and specialized defenders or other representatives who provide legal or other appropriate assistance to the child? • Is there an established **inter-agency referral system** that will effectively coordinate programs and services provided by these specialized units? • Is **data gathering and research** conducted to support the development of intervention programs and services for CAR/CICL and the formulation of CLJIP? Is research undertaken

	in line with existing international guidelines on the involvement of children in research? • Is there a **regular evaluation of the CLJIP**, particularly the effectiveness of the programs and services for each individual and the CAR/CICL in general? • Is there a sufficient provision for **budget sources** for the identified programs and services under the CLJIP? Is the Sangguniang Kabataan Budget maximized? Are the program and services identified under the CLJIP mainstreamed in the local development plans?
Duty-bearers	• Does the CLJIP include programs or services that are intended to provide **assistance to parents** (or other caregivers) in acquiring the capacities necessary to carry out their child-rearing responsibilities and improve the parent-child relationship? • Are the duty-bearers, particularly those in LGU and government offices, like the social worker, police officers, local council members, and the LCE, **knowledgeable of the specific CAR/CICL rights** under national laws and international human rights documents? • Do the duty-bearers possess the capacity and skills to provide **child rights sensitive and child-friendly handling of cases**? • Do the duty-bearers have the motivation, capacity, and resources to work for positive changes?
Gender perspective	• Are there differences in the situation and issues faced by girls, boys, and other genders who are identified as CAR/CICL?

	• Are there differences in the impact of the intervention programs among girls, boys, and other genders? • Are there differences in the **access to intervention programs and services** for girls, boys, and other genders? • Are there **differences in the opportunity** to participate in decision-making among boys, girls, and other genders? • How does the existing gender relations affect children?

After answering the analysis tool, each group shall identify the priority issues that they think are the most important in terms of contributing to the extent of the problem of the CAR/CICL and which their CLJIP will address. After prioritizing the issues, each group may formulate the summary situational analysis for each level by stating the 2-3 issues identified for each level as the cause contributing to the problem identified in Workshop I.

The other input will be used later in the planning stage and must still be noted.

3.4. Workshop III: Formulation of a Problem Tree

3.4.1. Introduction

Previous sessions and workshops allowed us to set the baseline data and the process of an effective child rights situational analysis and programming. In the process of such analysis, issues encountered by CAR/CICL in the communities are better addressed as it emphasizes the rights of children, CAR, and CICLs, thus allowing duty-bearers to implement effective interventions that fulfill the former's rights. While the concept of CAR/CICL might be new to some communities, juvenile delinquency has long been recognized as one of the hindrances to the development of the youth into responsible citizens of the nation. Using the communities' own experience and observations, this workshop will identify the underlying causes of juvenile delinquency in their locality, enabling them to use it later as a basis for identifying appropriate actions for intervention.

3.4.2. Learning Objectives

At the end of the workshop, the trainers are able to have the participants:

1. Understand the importance and concept of causality analysis in programming and how to formulate it.
2. Formulate the problem tree based on the problem statement from Workshop I and the levels of analysis in CRSA.
3. Facilitate the processing of the problem tree by validating the identified cause of the problem statement and juvenile delinquency in their locality.

3.4.3. Key Learning Points

1. Causality Analysis probes the immediate causes of non-realization of children's rights to determine the underlying and basic/root causes of the problem.

2. A problem tree analysis is also called a situational analysis or just a problem analysis. It helps to find solutions by mapping out the structure of causes and effects around an issue, similar to a mind map, but with more structure.

3.4.4. Methodology/Materials

1. Input Discussion
2. Workshop Proper
3. Materials to be used: Pentel Pens, Meta cards, Tape, PowerPoint Presentation, Projector

3.4.5. Activity Guide

1. Divide the participants into groups, preferably their group designations from the previous workshops.

2. Using the problem statement formulated from Workshop I related to CAR/CICL issues in the community, paste the problem statement as the top-most meta card in the problem tree. (See diagram in the Workshop Notes herein).

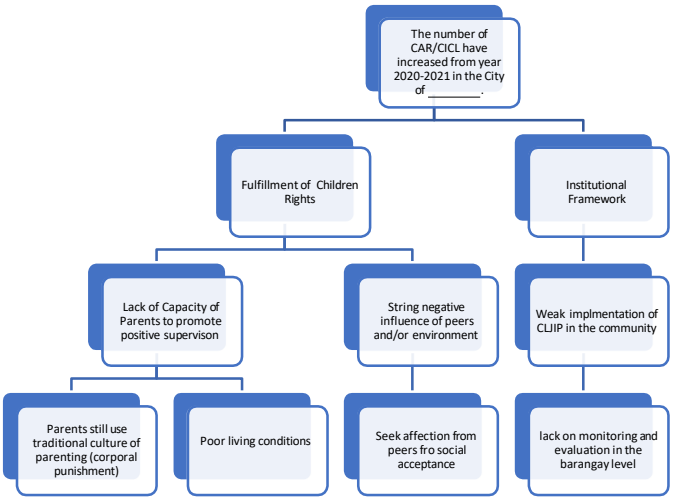
3. Place separately under the problem statement the immediate causes identified from the previous workshop, namely:
   - ⇒ Fulfillment of children's rights
   - ⇒ Institutional Framework
   - ⇒ Duty-Bearers
   - ⇒ Gender-Perspective

4. Note that the meta card's color for the problem statement must be different (e.g., yellow) from the immediate causes (e.g., red). Each group will be given two colors (one for the underlying cause and one for the root causes) of meta cards on which they will write down the causes of the problem (problem statement) from the perspective of each immediate cause.

5. The facilitator/trainer may divide the analysis by each immediate cause per group if they see fit.

6. The following are example guide questions in facilitating the workshop:
   - ⇒ Do you think that the non-fulfillment of the rights of children causes the problem identified? The institutional framework? The duty-bearers? Lack of gender perspective?
   - ⇒ Why do you think these rights are not fulfilled?
   - ⇒ Why do you think that the cause of the problem is the institution? Why? Is it lacking in something?
   - ⇒ Why do you think the duty-bearers also caused this problem? Are they lacking in some capacities? Why do they lack these?
   - ⇒ Why do you think the lack of gender perspective is one of the causes of this problem? Why is there no gender perspective?

   Continue asking and discussing why a specific cause exists among each group while writing it down in the metacards. Below is an example:



7. After each group has decided and discussed the identified causes, they may paste it under each immediate cause and discuss briefly why these causes relate to one another.

8. Validate the causes by asking all the participants if they agree with the causes identified by each group.

3.4.6. **Workshop Notes**

A. The Causality Analysis

Causality Analysis probes the immediate causes of non-realization of children's rights to determine the underlying and basic/root causes of the problem[63]. Causality analysis allows duty-bearers to identify and remedy the causes of community problems, especially CAR/CICL, and point out its effect or the resulting problems it seeks to eliminate. While this process is commonly practiced for the sake of programming and planning, it may help duty-bearers assimilate its concept to their everyday performance of duty to develop a habit of constant consciousness and awareness of issues encountered by CAR/CICL.

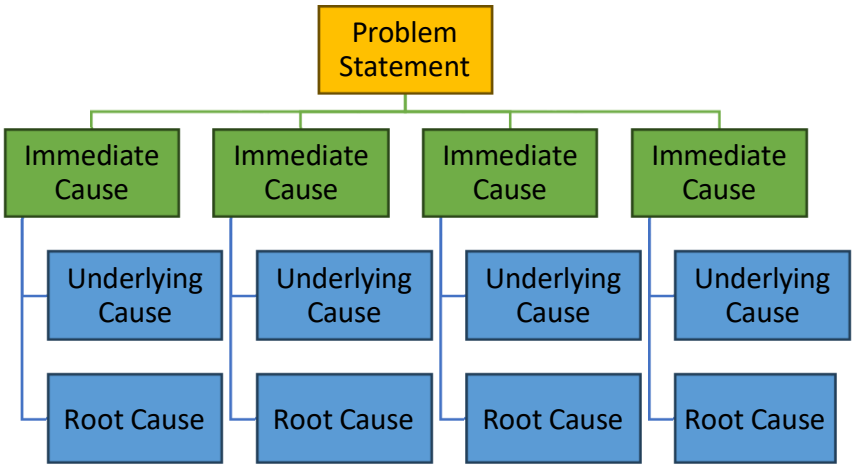
In the input discussion in the formulation of a problem statement, we remember that the last step is to constantly ask "why" the said problem exists in the community. The process by which you identify these causes or the answers to your why is what involves "causality analysis." Note that there are various methods for

[63] DILG-JJWC, Guidelines for the Local Government Units on the Development of the Comprehensive Local Juvenile Intervention Program (2015)

conducting a causality analysis, but for this session, we will directly use one of its kinds, namely the "problem tree analysis."

B. Problem Tree Analysis

A problem tree analysis is also called a situational analysis or just a problem analysis. It helps to find solutions by mapping out the structure of causes and effects around an issue similar to a mind map, but with more structure. As mentioned, while causality analysis may be conducted through other methods, using a problem tree gives the duty-bearer better visualization in identifying causes. Below is an example of a problem tree diagram.



In this diagram, we imagine the root and underlying causes as the tree's root and trunk, the immediate causes as the branches, and the problem statement as the leaves or the resulting fruit, hence the name "Problem Tree."

Remember that in the previous session, we have already identified the immediate causes, namely: (a) fulfillment of children's rights, (b) institutional framework, (c) duty-bearers, and (d) gender perspective.

C. Advantages of using a problem tree

(1) It helps make complex problems easier;
(2) It allows the duty-bearer to relate one cause to another and the effecting problem;
(3) Since a connection between various causes and effects can be visualized, the duty-bearers can see the direction of the problem and how to solve it.

D. Workshop Proper (refer to the activity guide)

3.5. Workshop IV: Formulation of an Objective Tree

3.5.1. Introduction

We have learned from previous modules and sessions about child rights programming and formulation of child rights-based analysis, including preparing a problem tree that requires us to understand the complexity of the CAR/CICL problems we want to solve through enhancing CLJIP. The session will facilitate the processing of the problem statement and transform it into an objective tree. Formulating an objective tree is a collaborative process to achieve the vision and provide a complete picture of the possible positive result. It involves transforming problem statements into a vision of how things would be if the problem were reduced or eliminated.

3.5.2. Learning Objectives

By the end of the session, the participants are expected to:

1. Understand the concepts of the objective tree and how it is formulated.
2. Formulate the objective tree based on the problem statement identified in the previous session.
3. Facilitate a workshop on the processing and formulation of an objective tree considering the desired future situations for CAR and CICL in the community.

3.5.3. Key Learning Points

1. Problem tree analysis (situational analysis or just problem analysis) helps find solutions by mapping out the cause-and-effect structure around an issue, similar to a mind map but with more structure. The objective tree aims to identify specific objectives that will overcome each element of the problem tree.

2. The objective tree describes the desired future situation and is a step toward designing what the project will do. It can help you determine your project's outputs, outcomes, and impacts. The concept behind the objective tree is simple: convert the problems you identified in your problem tree into objectives by turning the problem statements into enabling conditions for the ideal state. In general, the objective tree mirrors the problem tree.

3. Objectives are important in guiding your project design and measuring your success. When writing the statements on your problem tree, you used negative language. Simply changing these to positive statements will help shape your objectives. For instance, "lack of resources" will become "increased resources.

3.5.4. Methodology/Materials

1. Participative discussion
2. Workshop: Formulation of Objective Tree
3. Materials Needed:
    - Colored metacards and marker
    - Manila paper and masking tape
    - Powerpoint presentation

3.5.5. Activity Guide

1. The facilitator will first present the session objectives and expectations from the participants before discussing the concept, nature, advantages, and limitations of the objective tree.
2. The facilitator will proceed with the discussion by presenting the PowerPoint presentation on the formulation of the objective tree.
3. During the discussion, refer to the board where the problem tree is posted to have a reference for the discussion.
4. After the participative discussion, the facilitator may ask questions and clarifications before the group workshop.

Workshop: Formulation of Objective Tree

5. Following the result of the Problem Tree Workshop, the facilitator will ask the participants to look again at the problem tree and examine the problem, its causes, and its consequences. This will help the participants assess the range of issues and problems faced by or related to the CAR CICL.

6. The same group from the previous workshop will work together to formulate the objective tree. They will analyze the problem by identifying the ends and means in the problem tree diagram.

7. Each group will use a laptop or metacards with markers for the workshop. A facilitator will be selected to lead the discussion, along with a documenter and a reporter who will present the output in the plenary.

8. The negative situations of problem three will be converted into solutions, which are stated as positive achievements. These positive statements are objectives that show the hierarchy of means and ends.

9. Since negative situations in the problem tree must be reformulated into achievable positive situations, it is important that all group members are involved in the discussions.

10. To transform the problem tree into an objective tree, simply rephrase each element into a positive solution statement. The facilitator may ask, "What is meant by that statement?" to clarify some vague statements.

11. Be more specific.

12. Another useful question is to expand and clarify design objectives: Why? How? And What?

13. Group deliberation and consultation will help to prioritize, assess how realistic the achievements of the objectives might be, and identify additional means to achieve the desired ends.

14. Once completed, the objective tree provides a summary picture of the desired future situation, including the indicated means by which ends can be achieved.

15. The output shall be presented after 1 hour of group workshop and subject to plenary discussion and critiquing.

Processing

16. After the plenary presentation of the workshop results, the facilitator will process the output and ask the following questions:
    a. Are these interventions more likely to bring about the desired results?
    b. Are these interventions sustainable?
    c. Are the financial means available?
    d. Do we have the technical capacity and support to implement the actions?

3.5.6. Lecture Notes

Objective Tree Analysis

An Objective Tree is a Problem Tree transformed into a set of future solutions to the problems. Each negative problem is converted into an objective by rewriting it as a positive future statement.

Also called the means-ends tree or solution tree, this tool allows us to transform from the problem tree the causes (roots) into means and the effects (leaves) into ends. It is a guide towards the analysis of alternatives by taking the means into strategies.

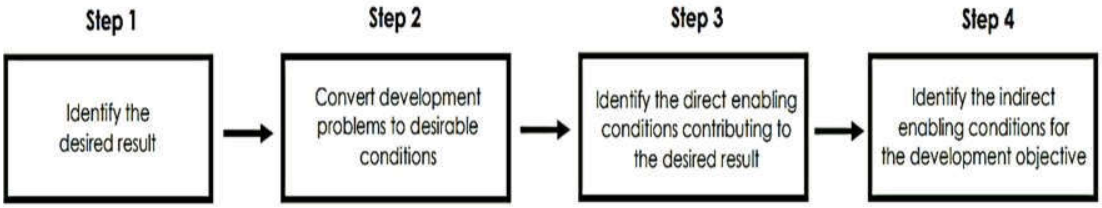
A problem tree is a graphic tool that helps structure hierarchically identified problems (the negative situation), clarifying their cause-effect relationship. The objective tree is the positive interface of the problem tree, hierarchically organizing the corresponding objectives (positive situation).

The objective tree aims to identify specific objectives that will overcome each element of the problem tree. Objective trees are important in guiding your project design and measuring your success. When writing the statements on your problem tree, you used negative language. Simply changing these to positive statements will help shape your objectives. For instance, "lack of resources" will become "increased resources."

By synthesizing the present negative situation and the positive future situation, the problem/objective trees inform the problem analysis. It specifically supports organizational decision-making in identifying potential interventions and strategies.

The problems and objective trees are critical in designing the project's main objective. They are often used as a starting point to develop the intervention logic in the Logical Framework Approach.

Process in the formulation of the Objective Tree:



Phase 1: Identify the Desired Result.

The desired result comes from the core problem you identified in your problem tree. Rephrase the core problem statement so that it is the desired result that your project will bring about. This desired result will become the overall goal/objective for your project. Remember that your desired outcome should be realistically achievable within the limits of your project. If not, you may need to revisit your problem tree to identify a more manageable problem.

Phase 2: Development Problems to Desirable Conditions.

Next, start at the top of your problem tree, where you have already identified broader development challenges associated with your core problem. Convert these into desirable conditions that the desired result will contribute to. These broader positive effects correspond to the impacts of your project; your project will not achieve these broader effects on its own, but if you successfully achieve your desired result, the project should contribute to achieving these impacts.

Think carefully about how you phrase desirable conditions; these new statements should be realistic and achievable. In some cases, when working on your objective tree, you may identify additional information or considerations that need to be included in the problem tree. This is normal, but you should avoid modifying your problem tree to align with the objectives tree you are developing without gathering additional evidence to support the new parts of the problem tree.

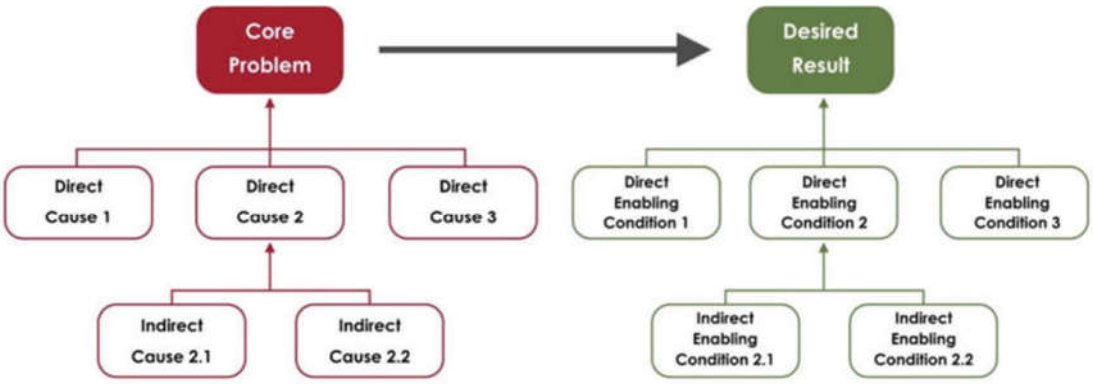
Phase 3: Identify the Direct Enabling Conditions Contributing to the Desired Result

On the next level, below your new desirable conditions statements, rephrase the direct causes of the core problem you have identified into factors that can lead to the desired result. If necessary, you might need to add new statements to achieve the desired conditions, but ensure you have a solid evidence base for anything you add.

Phase 4: Identify the Indirect Enabling Conditions for the Development Objective

Next, move to what you have determined to be the indirect drivers of the core problem and rephrase them so that they are now enabling conditions for the development objective (Figure 3). You will find that your objective tree takes much less time to complete than your problem tree. However, it is equally important to "test the logic" of your objective tree as it is with your problem tree. As you work through the direct and indirect enabling conditions, reflect upon the causal relationships between the different levels. Ensure that the indirect enabling conditions in the lower levels are sufficient to bring about the direct enabling conditions in the higher levels. You may decide to invite various stakeholders to review the objective tree to make sure that it makes sense.

Diagram of Converting your problem tree to an objective tree.



Advantage of the objective tree.

- The future situation is visualized around the resolution of the problems previously detected.
- The relationship of the problem with the means and ends is understood briefly.
- The objectives to be considered are weighted according to their order of importance or sequence in their resolution.
- There is a starting point to initiate the solution to the central problem: The solution alternatives.
- A well-performed problem/objective tree provides a complete picture of the existing negative and potential positive situations. They allow systematic weighting of problems and objectives against the organizational mandate and capacity of the organization.

Limitations:

- It may be difficult to develop a neutral problem or objective tree without being influenced by the mandate and capacity of the organization.
- The objective tree should not be confused with the solution that may be adopted to reach the objectives.

3.6. Session 2/ Workshop V: CLJIP Project Design Formulation

3.6.1. Introduction

As already pointed out in the earlier sessions, the CLJIP project desires to address problems confronted by CAR/CICL and the community. Before implementing a program like the CLJIP, a project design must be created to guide the implementation process. This is called the Theory of Change (TOC) in social development. The TOC or the CLJIP Project Design/Results framework gives an idea of what needs to be done based on the current situation of CAR/CICL in the community toward the desired change.

After thoroughly understanding the issues and concerns surrounding the situation of CAR/CICL, as reflected in the problem tree workshop, the subsequent step involves considering the desired result identified in the objective tree workshop from the previous session. Following this, the next stage in the child rights project development cycle is the formulation of the project design. This session will tackle how to formulate a CLJIP Project Design/results framework.

3.6.2. Learning Objectives

At the end of this session-workshop, the trainers are able to:

1. Understand the key concepts and components of a CLJIP program design; and
2. Be able to formulate a CLJIP program design/results framework based on the result of the project-objective tree analysis workshop.

3.6.3. Key Learning Points

1. All projects and programs must start with a project design.
2. Applying CRP in the preparation of the design will ensure that each activity will contribute to program outputs and outcomes. It involves assessing all possible risks to children, thus allowing for mitigation plans.

3.6.4. Methodology/Materials

1. Input-discussion (1 hour)
2. Workshop (1.5 hours)
3. Materials Needed**:** Laptop, LCD Projector, workshop tool, slide presentation, manila paper, markers and masking tapes

3.6.5. Activity Guide

1. Introduce the session by mentioning the introduction part of this session. Then, using the slide presentation, present the objectives of this session as stated above.

2. Then, explain that you will briefly go back to the results of the problem-objective tree analysis workshop because that will be the main basis in the formulation of the CLJIP results framework. Present the diagram showing the comparison of the problem and objective tree. If possible, use the same diagram from the previous workshops. Go over each metacard and emphasize their relationship as follows:
    - The **problem tree diagram** shows the problem statement, the targeted issues contributing to the problem confronting CAR/CICL and the community (categorized into four areas/levels) and the respective causes thereof.
    - The **objective tree diagram** is the positive formulation of the problem statements; thus, it provides the framework for formulating the program design/CLJIP results framework, including the goal, outcome, and output.

3. Using the slide presentation, explain the comparison of the two diagrams further. Then, continue with discussing the different concepts (results matrix and the different result statements) and steps in designing a CLJIP. After the discussion of each result statement, a sample problem will be given to test whether the participants understood the discussion. Encourage the participants to formulate theirrespective statementst regarding the results. If possible, ask each group to answer the practice exercise. **(See lecture notes).**

4. Then, present the CLJIP results matrix and discuss each part **(See lecture notes).** After the discussions, ask if there are questions or clarifications**, clarify** any vague concepts or ideas.

5. Proceed with Workshop IV, which is the formulation of the CLJIP Results Matrix. Divide the group according to their original groupings. Instruct them to choose a facilitator, documenter, and reporter. Hand each group a copy of the results framework template written in Manila Paper or a soft copy of the template if the groups can provide it for their respective laptops. Invite them to observe the template and allow the group to recognize the different program design components based on the earlier discussion.

6. Invite them to look at the diagram of the problem tree and objective tree posted on the wall. Instruct them to formulate the results statements (goal, outcome and output) based on the objective tree.
    - Long-term goal: this will be formulated from the objective tree's statement of **goal/impact**.
    - Outcome: this will be formulated from the positive translation of the **immediate cause** or the issues/problems focusing on the four strategic areas/level of analysis
    - Output: this will be formulated from the positive translation of the **underlying/root cause**.

7. Ask the participants to observe the guidelines in the development of the results statement **(See lecture notes).**

8. Instruct the groups to continue answering the remaining items of the results matrix by following the guidelines. Answer the column for indicator, baseline, and target. Then, identify the respective assumptions and risks that may positively or negatively affect each outcome/output.

9. Give each group 45 minutes to fill out the results framework template. Proceed with the presentation and critiquing of the output. Each group will be given 15 minutes to present and another 30 minutes to revise their output.

3.6.6. Lecture Notes

The discussions on CLJIP Project Design Formulation in this lecture notes have been adopted from the following references:

- DILG-JJWC Guidelines for the Local Government Units on the Development of the Comprehensive Local Juvenile Intervention Program (2015)
- JJWC's Manual on the Formulation of Comprehensive Barangay Juvenile Intervention Program (CBJIP)

A. INPUT-DISCUSSION

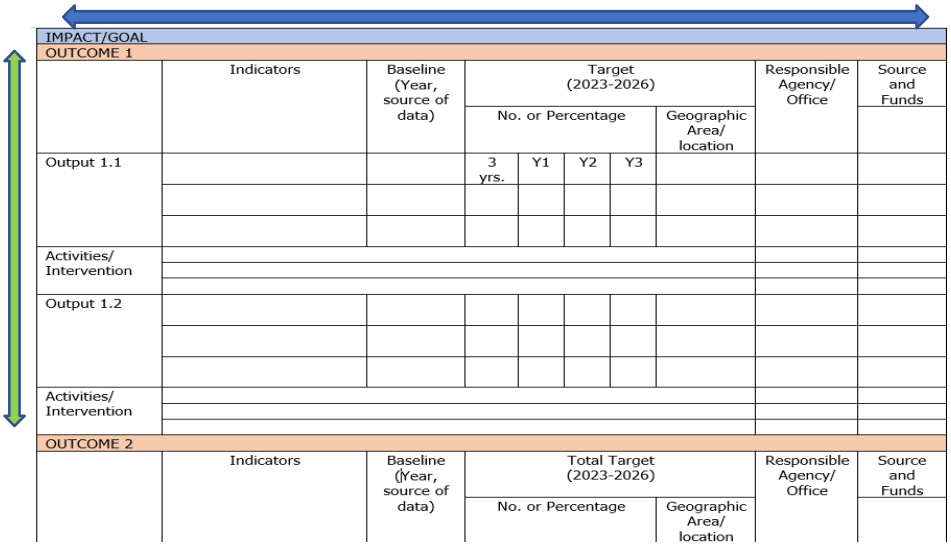
A CLJIP is designed by following three major steps, that is: (1) goals and results formulation and target setting; (2) identification of programs and strategies; and (3) costing and budgeting. The result of these steps is contained in a document called the CLJIP Results Matrix, which will later serve as a guidepost for designing the CLJIP.

B. CLJIP RESULTS MATRIX

A results matrix provides easy visualization of the program design and shall be used at a latter point for progress and performance monitoring. It is a critical tool in formulating the program design and, thus, should be prepared before the actual writing of the plan. Equally important during the preparatory stage for the writing of the CLJIP and the results matrix is to conduct an analysis of the organization's capacity, which includes:

- Strengths (niche) and weaknesses
- Areas for potential growth
- Partners and networks
- Funding
- Organizational culture
- Systems and structures
- Human resources

Further, the results matrix is a logical framework that follows vertical and horizontal logic. The hierarchy of results, such as the goal, outcome, and output are defined using the vertical logic (green arrow). In contrast, the horizontal logic (blue arrow) identifies the indicators, baseline, and targets, and the corresponding components, interventions or activities **(See sample results matrix below).**



IMPACT/GOAL									
OUTCOME 1									
	Indicators	Baseline (Year, source of data)	Target (2023-2026)					Responsible Agency/ Office	Source and Funds
			No. or Percentage				Geographic Area/ location		
Output 1.1			3 yrs.	Y1	Y2	Y3			
Activities/ Intervention									
Output 1.2									
Activities/ Intervention									
OUTCOME 2									
	Indicators	Baseline (Year, source of data)	Total Target (2023-2026)					Responsible Agency/ Office	Source and Funds
			No. or Percentage				Geographic Area/ location		

C. COMPONENTS OF A RESULTS MATRIX

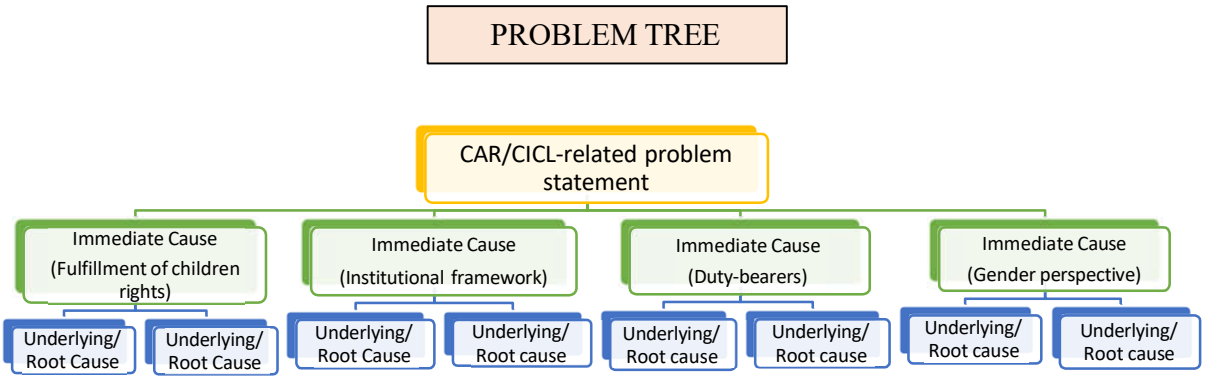
1. RESULTS STATEMENTS

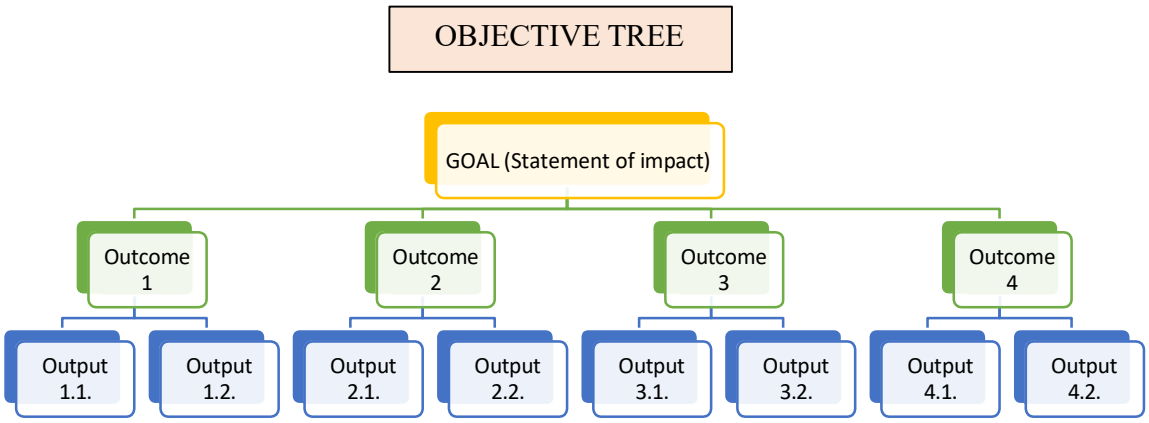
A result is a measurable change in a state or condition derived from a cause-and-effect relationship. Simply stated, it shows how the achievement of lower-level results (output or outcome) leads to the achievement of the next higher order of results (outcome or goal). There are normally three levels of results, they are:

a. GOAL (OR IMPACT) or the long-term change that shall define the improvement in the lives, situations, or conditions of targeted beneficiaries (in the localization of the CNJIP, these should be children at-risk and/or children in conflict with the law);
b. OUTCOME or the medium-term change that shall define the change in behavior, capacities, and skills; it is the result of a combination of outputs; and,
c. OUTPUT or the short-term change that shall define the quantity, quality, and timeliness of goods and services; it results from the completion of a number of activities or the performance of implementers.

2. FORMULATION OF THE RESULTS STATEMENTS

The goal, outcome, and output may be developed based on the results of the problem tree and objective tree analysis, particularly the formulation under the objective tree. As earlier emphasized, the "objective tree" is useful in ensuring that each level of result should contribute to the higher result. Thus, the following guidelines:





a. Formulation of the LONG-TERM GOAL

- The long-term goal of the CLJIP will be formulated from the statement of impact reflected under the objective tree**.** It is usually formulated as the opposite of the summary statement of the problem.

- In formulating the goal statement, it must be kept in mind that the same should be based on the CNJIP Framework, which aims for the fulfillment of the rights of the CAR/CICL, specifically for the latter to be prevented from being in circumstances that will have them in conflict with the law

and, to achieve the full development or rehabilitation of the CAR/CICL. This means that the goal statement must be reflected in this aim.

- Use change language instead of action language. This means indicating the expected situation/condition at the end of the plan period. Where possible, put the subject at the beginning of the result statement.
- Use wordings that are consistently understood and not interpreted differently by different constituents. If possible, specify the time frame

EXAMPLE 1

The traditional way of stating an objective is:
"To ensure that all courts handling cases of children follow child-sensitive procedures."

It can be transformed into a result statement, such as:
"Child-sensitive handling of cases is mainstreamed in all courts," or
"Child-sensitized and child-friendly justice system capable of adjudicating child cases expeditiously."

EXAMPLE 2

"Increased promotion of market-oriented policies" may be improved this way:
"Increased economic growth for women in rural areas."

Take note that in both examples- the first formulation is more "process-oriented". It focuses on the action to be performed rather than the result if said action will be achieved. On the other hand, the second formulation for each example highlights the result of the action intended.

EXERCISE

1. "Decrease of CAR/CICL by 20% in 2025" may be improved this way. "The rights of CAR and CICL are fulfilled, and their numbers are decreased by 20% in 2025.

b. Formulation of the OUTCOME

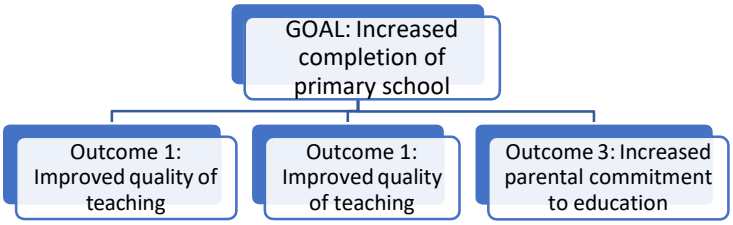
- This will be formulated from the positive translation of the immediate cause identified under the problem tree. Take note that the identified OUTCOMES are pivotal in achieving the GOAL. Simultaneously, these outcomes stem from a combination of OUTPUTS. In essence, when you go down from the

goal to the outcomes, it's crucial to inquire: "How can the goal be achieved?" This initiates the formulation of the lower-level results or outcomes.

- Use change language instead of action language, as shown above.

EXAMPLE:

Below, you will see that the accomplishment of lower-level objectives (outcomes) will cause the next higher-level objective (goal) to occur. In this example, the hypothesis is that if Outcomes 1, 2, and 3 occur, it will lead to the Goal.



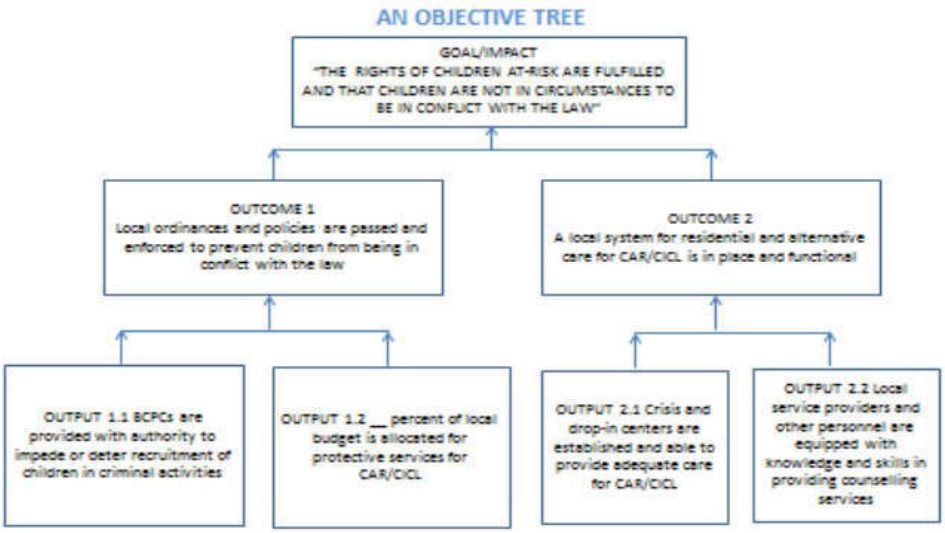
c. Formulation of the Output

- This will be formulated from the positive statement of the immediate cause and/or root cause of the problem tree. It must be noted that the OUTPUT results from the completion of a NUMBER OF ACTIVITIES OR STRATEGIES to be implemented, and these are conditions that will make the OUTCOME happen.

- Use change language instead of action language, as shown above.

EXAMPLE

Below is an example of the formulation of the results framework from the goal, the outcome, and the output. You will see the relationship between the different levels of results and each other and how the lower-level results contribute to the higher results.



After formulating the results statement, check the logic using the IF and THEN statements below. Let's take Outcome Statement 2 as an example:

- IF crisis and drop-in centers are established and able to provide adequate care for CAR/CICL
- IF service providers and personnel are equipped with knowledge and skills in providing counseling services
- THEN residential and alternative care for CAR/CICL will be established and made functional

Another way to check is to ask the question HOW and SO WHAT? As you move down from the goal to the outcome and down to the output, you ask the question HOW. Let's take, for example, the diagram above.

Looking at the goal, **HOW** can the rights of a CAR be fulfilled? **HOW** can children be prevented from being in conflict with the law?	**ANSWER**: Establish a local system that will provide functional residential and alternative care for the CAR/CICL (Outcome statement)

Then, looking at the outcome, **HOW** can the local system for alternative care be established and made functional?	**ANSWER:** (1) By establishing crisis and drop-in centers that are able to provide adequate care and (2) by capacitating service providers and personnel with the necessary knowledge and skills in providing counseling services (Output statement)

Now, try moving from the output to the outcome to the goal. Here, ask the question SO WHAT?

Looking at the output statements, **SO WHAT** if crisis and drop-in centers are established? **SO WHAT** if service providers are capacitated in skills and knowledge?	**ANSWER:** A local system for alternative care will be established and will be functional (Outcome statement)
Then, looking at the outcome statement, **SO WHAT** if there is an alternative care that is established?	**ANSWER:** The rights of CAR will be fulfilled, and children will be prevented from being in conflict with the law (Goal statement)

IDENTIFICATION OF CRITICAL ASSUMPTIONS AND RISK

At this point, the next step is to identify the set of critical assumptions relevant to achieving the Goal.

A critical assumption is defined as a general condition under which the development hypothesis will hold true. Critical assumptions are outside the scope of the project implementers, but they reflect conditions that are likely to affect the achievement of results of the CLJIP Results Framework. Critical assumptions may also be expressed as risks or vulnerabilities.

Identifying critical assumptions, assessing associated risks, and determining how they should be addressed is a part of the strategic planning process. Assessing risk is a matter of balancing the likelihood that the critical assumption will hold true with the ability of the team to address the issue.

2. **INDICATOR**.

- An INDICATOR is a necessary measurement of evidence of result or progress towards achieving the result at different levels (goal/impact, outcome, output), which can be used for monitoring and reporting. The measurement may be expressed in quantity or quality. It is normally expressed in terms of number, percentage, proportion, or ratio.
- A performance indicator is used to measure an output.
- An indicator must be clearly stated to determine if the implementers (duty-bearers) are on the right track or are doing things right.

EXAMPLES:

QUANTITATIVE	infant mortality rate, school enrolment rate, school drop-out rate, number of out-of-school youth, number of children in conflict with
QUALITATIVE	"BCPC functionality" as "child-friendly", "child-sensitive", "appropriate behavior"

If a result and indicator are qualitative, it is important to define or provide a set of criteria. For example, "BCPC functionality" must indicate the functionality assessment or criteria used by the Department of the Interior and Local Government - basic, progressive, mature, or ideal. Likewise, define terms such as "child-friendly", "child-sensitive", and "appropriate behavior."

3. **BASELINE, YEAR, AND SOURCE OF DATA**.

Establish the baseline for the indicator using the latest data before the target year of the plan. For example, if your indicator is the "number of children in conflict with the law" and your plan period is 2014-2016, indicate the number (e.g., 50), year (e.g., 2023) and the source of the data (e.g., DILG/PNP).

4. **COMPONENT, INTERVENTION**.

Identify the component or intervention that shall contribute to achieving the desired results. The interventions can be general or specific at primary, secondary, or tertiary levels. A list of these is provided. Local and innovative interventions can also be identified. Examples of these interventions:

- General interventions - Parent Effectiveness Service, life skills training;
- Primary interventions - Early Childhood Care and Development, creation of Youth Resource Centers in every municipality;

- Secondary interventions - Psycho-social interventions such as group/individual sessions by the social worker for children at risk; involvement of former CICL in self-help groups as advocates; family therapy for families of children at risk;
- Tertiary interventions include release on recognizance, temporary shelter, psycho-social and therapeutic programs, financial assistance and support services, the organization of peer support groups, and a diversion program.

NOTE: This portion will be tackled in the next session

5. **RESPONSIBLE LGU OFFICE OR AGENCY**.

Identify the "duty-bearer" or the office of the LGU, the local office of a national agency, or an NGO responsible for the particular component or intervention. Note that there can be more than one duty-bearer responsible for a component.

6. **BUDGET AND FUND SOURCE**.

Allocate budgetary resources for each corresponding result component and intervention. Specify the fund source.

Below is an illustration of a filled-out CLJIP Results Matrix

GOAL: *All children in (name of province, city or municipality) are safe and free from violence, abuse, neglect and exploitation by 20__* *All children in (name of province, city or municipality) are not at-risk to be in conflict with the law by 20__*									
EXPECTED RESULT (OUTCOME, OUTPUT)	INDICATOR	BASELINE YEAR SOURCE OF DATA	TARGET					COMPONENT INTERVENTION	RESPONSIBLE LGU OFFICE OR AGENCY	BUDGET & FUND SOURCE
			NO. OR PERCENTAGE				GEOGRAPHIC AREA OR LOCATION			
			3 YRS	Y1	Y2	Y3				
OUTCOME 1: *Children in conflict with the law in Bahay Pag-Asa are rehabilitated and prevented from re-offending*	*No. of CICL in Bahay Pag-Asa rehabilitated*	*50* *2012 PNP DSWD*	*50*	*30*	*40*	*50*	*Bahay Pag-Asa, Bgy. 101*	*Intensive Juvenile Intervention and Support Center*	*CSWDO*	*P1,000,000 LGU IRA*
OUTPUT 1.1 *Guidance counselors, social workers and other members of the Multi-Disciplinary Team in Bahay Pag-Asa acquire refresher courses to upgrade their skills in case management and intensive interventions*	*No. of MDT members who undergo at least 2 skills training in case management and intensive interventions*	*0*	*15*	*15*	*-*	*15*	*Bahay Pag-Asa, Bgy. 101*	*Capacity Building*	*CSWDO*	*P200,000*

D. WORKSHOP

After the discussion, take a 10-minute health break. Then, proceed to divide the participants according to their respective barangay. Using the matrix below, instruct them to fill in the space provided for goal, outcome, output, indicators, baseline, and target. Proceed to provide an assumption and risk.

IMPACT/GOAL									
OUTCOME 1									
	Indicators	Baseline (Year, source of data)	Target (2023-2026)					Responsible Agency/ Office	Source and Funds
			No. or Percentage				Geographic Area/ location		
Output 1.1			3 yrs.	Y1	Y2	Y3			
Activities/ Intervention									
Output 1.2									
Activities/ Intervention									
OUTCOME 2									
	Indicators	Baseline (Year, source of data)	Total Target (2023-2026)					Responsible Agency/ Office	Source and Funds
			No. or Percentage				Geographic Area/ location		

ASSUMPTIONS AND RISKS:

3.7. Session 3: The CLJIP Program Component

3.7.1. Introduction

Comprehensive Juvenile Intervention Programs seek to address issues concerning children at risk and children in conflict with the law. In the previous sessions, you have learned to identify and prioritize issues that need to be resolved through developmental, protective, preventive, and remedial programs. While the framework and structure of the CLJIP have already been provided through DILG's guidelines for localization, the programs, projects, and activities to be included therein remain to depend on the results of the situational analysis. Hence, while most CLJIPs may look identical at face as it follows the guidelines, identified problems and desired outcomes may differ depending on the rights-based situation of CAR/CICL in the LGU. In this chapter, outputs from the previous session will be used as a reference and basis to narrow down suitable activities and strategies to achieve the goal of the CLJIP.

3.7.2. Learning Objectives

At the end of the session, the trainers are expected to be able to be able:

1. Explain the components of CLJIP to the participants.
2. Guide the participants in generating program strategies based on the CRSA, problem tree, and objective tree.
3. Learn to fill out the results matrix with suggested strategies, interventions, desired results, and targets.

3.7.3. Key Learning Points

1. A CLJIP must have three components for interventions, namely:
   - primary intervention (developmental)
   - secondary intervention (protection and prevention)
   - tertiary interventions (remedial)

2. Strategies are approaches to achieve specific goals of a program or project. Each strategy may birth to one or more activities using such an approach.

3. Program strategies and activities must enable an environment for child participation.

4. Children, CAR/CICL, should also be included in the validation and monitoring of CLJIP, in addition to consultations before its implementation.

3.7.4. Methodology/Materials

1. Input lecture
   a. The CLJIP Framework Program Components
   b. Identifying Program Strategies
2. Workshop: Identification of Program Strategies

3.7.5. Activity Guide

1. The following steps will guide the trainer in facilitating the session and workshop as they take reference also with the lecture and workshop notes on the succeeding Part V. The facilitator/trainer is advised to do the following:

2. Begin the session by discussing the three levels of interventions as program components of the CLJIP using the lecture notes. Make sure to remind them that when thinking about these levels of interventions, remembering the identified problems during the problem tree and the children's rights under child rights programming will help formulate suitable strategies for the program.

3. Give them examples of strategies they can adopt, as provided in the lecture notes. Let them also refer to their CBJIP and the CLJIPs of their city/municipality if available.

4. After discussion, ask the participants to group with their respective barangays as in previous workshops. Distribute meta cards and all needed materials and templates for the workshop to them.

5. In the preceding session workshop, we filled out the Goal, Outcome, and Output in the Results Matrix. Now, explain that to complete the matrix, you must brainstorm with your teammates on what appropriate strategies would lead to the desired outcomes of the local intervention program;

6. To familiarize the participants with different strategies and guide them in formulating rights-based activities for CAR/CICL, discuss the CLJIP program components and how to generate program strategies under lecture notes.

7. After a brief discussion on program strategies, allow the participants to work with their respective groups to brainstorm strategy ideas by providing them with a copy of the results matrix they have previously filled out with goals, outcomes, outputs, and indicators. Refer to the tips provided at the end of this session to facilitate the group activity.

8. At least 1 hour (or more) should be provided for the participants to work together

properly and consider using the tools and lessons from previous sessions.

9. Trainers/facilitators must be present or designated to each group to answer any clarification in answering the results matrix.

3.7.6. Lecture Notes

A. Input Discussion: The CLJIP Framework Program Components

Looking back on our discussion under Module 1, Session III on the CLJIP Framework, you will find that there are three levels of interventions that Section 19 of R.A. 9344 requires:

> SEC. 19. Community-based Programs on Juvenile Justice and Welfare. – The LGUs shall institute community-based programs on juvenile justice and welfare through the LCPC, schools, youth organizations, and other concerned agencies. The LGUs shall provide community-based services that respond to children's special needs, problems, interests, and concerns and offer appropriate counseling and guidance to them and their families. These programs shall consist of three levels:
>
> a. Primary intervention includes general measures to promote social justice and equal opportunity, which tackle perceived root causes of offending;
> b. Secondary intervention includes measures to assist children at risk and
> c. Tertiary intervention provides measures to avoid unnecessary contact with the formal justice system and other measures to prevent re-offending.

In the program components of the CLJIP framework, it is important that these three levels can be found in the myriad of strategies and interventions as well as their descriptions. While these strategies and interventions can be found in the results matrix, it is also advised that they be listed in a menu of general primary, secondary, and tertiary interventions. Examples of these interventions are the following:

- General interventions – these are found commonly in three levels of intervention, mostly in preventive/primary since it applies to equally to all children of any situation in the community.
    - Parent effectiveness service, life skills training.

- Primary Interventions – developmental in nature. These are general measures to promote social justice and equal opportunity, which tackle the root cause of offending, therefore, developing potentials and sustaining strengths of the child, family, and community to prevent circumstances of the child being at risk of offending. Interventions are centered on the community as the larger system,

including its members – the families and their children and individuals – to contribute to general community welfare.

  - Early Childhood Care and Development. Creation of Youth Resource Centers in the municipality.

- Secondary Interventions – preventive and protective in nature. These are measures that assist the child at risk of offending, his/her family, and the community to prevent circumstances that make the child conflict with the law. Interventions are focused on problem areas in the child, family, and community so that in resolving such problems, the child's circumstances would return to a healthy and functioning state.
  - Psycho-social interventions such as group/individual sessions by the social worker for children at risk; involvement of former CICL in self-help groups as advocates; family therapy for families of children at risk;

- Tertiary Interventions – the interventions aim to restore his/her functioning state, repair the damages created as a result of his/her offense functioning state, repair the damages created as a result of his/her offense, and prevent re-offending. Interventions are heavy on the child and his/her immediate support system. The community helps to support the rehabilitation process of the child and the family
  - release on recognizance, temporary shelter, psycho-social and therapeutic programs, financial assistance and support services, organization of peer support groups, and diversion program.

While the CNJIP and the guidelines provide that LGUs may adopt existing programs for children for general and primary interventions, this does not mean that the interventions must be general programs for children only. It is still advised, especially based on the findings of the situational analysis, that the programs under the primary interventions address the root causes of CAR and CICL. In the conduct of situational analysis, the formulator must take note of the root causes of CAR/CICL.

Examples:

As to primary interventions:
Problem: Commission of Theft
Root Cause: Poor social and economic circumstances
Recommended Strategy/Intervention: Life Skills Training for Adolescents/ Scholarship/Livelihood Assistance to Parents and Guardians/ Recreational Activities

As to secondary interventions:
Problem: CAR/CICL feel discriminated against in the access to services for them

Cause: Gender and child-insensitive comments from community and duty-bearers
Suggested preventive intervention/strategy: GST and Training for duty-bearers on appropriate child-sensitive and responsive approaches

As to tertiary intervention:
Problem: Re-offense
Cause: Lack of income, trauma
Restorative/Re-integration Strategy: Psychological evaluation, skills training

As illustrated above, the strategies and interventions can be derived from the identified causes of CAR/CICL problems since it is what the program seeks to address.

B. Identifying Program Strategies

In the previous sessions, we have learned to set our goals and target results to address the problems we found as we go through the child-rights situational analysis. Refer to the results matrix and try to generate your group's suitable strategies for corresponding output and indicators. See the results matrix below:

IMPACT/GOAL									
OUTCOME 1									
	Indicators	Baseline (Year, source of data)	Target (2023-2026)					Responsible Agency/ Office	Source and Funds
			No. or Percentage				Geographic Area/ location		
Output 1.1			3 yrs.	Y1	Y2	Y3			
Activities/ Intervention									
Output 1.2									
Activities/ Intervention									

Insert here your program strategies' activities/interventions

To help participants in brainstorming these strategies, understanding the following will be helpful:

Strategy - a common approach that can be undertaken to achieve one or more goals under conditions of uncertainty. These are commonly categorized into:

i. Legislation and policy formation – legislative actions (ordinance, lobbying, consultations, research, etc.) If the specific activity aims primarily to form a policy, then the strategy belongs in this category

ii. Governance – issuances of orders that are administrative in nature. Suppose the strategy seeks to improve and provide guidance in the implementation of the program.

iii. Capacity building - to develop and enhance skills and knowledge of duty-bearers and right-holders through training, coaching, etc.

iv. Advocacy/ Awareness-raising – meant to increase knowledge of the populace or influence with an idea people and organizations

v. Service delivery – involves service providers' direct engagement with beneficiaries to deliver specific services, amenities, material aid, technical assistance, psychological support, or any type of help that will benefit them

vi. Monitoring and evaluation – ensure that the goals of programs are accomplished

- To understand it better, strategies are different from programs and activities. A program or a project is broader and may include several strategies, while the latter includes activities.

In generating strategies for the CLJIP, remember that the principles of child rights and a rights-based approach must be used. Take note of the CRSA tools discussed in the previous sessions. We also remember that in child rights programming, we noted that to make sure that the CLJIP are well consulted with the beneficiaries of which, CAR/CICL and children participation must be achieved through a consultation for the exact purpose to which their responses will be used. In this case, the formulation of a CLJIP.

Children Participation – while participation of children in activities is considered "participation itself," this is not the only participation we seek to deliver in a child rights-based programming. In the formulation of CLJIP, it must be:

i. **CO-DESIGNED with children -**this means that the draft design must be presented and elaborated clearly to the children so that they may give feedback on whether they are comfortable or there is confusions in understanding the workflow of the referral system and the overall CLJIP. Again, we reiterate that CAR/CICLs must not be treated as mere

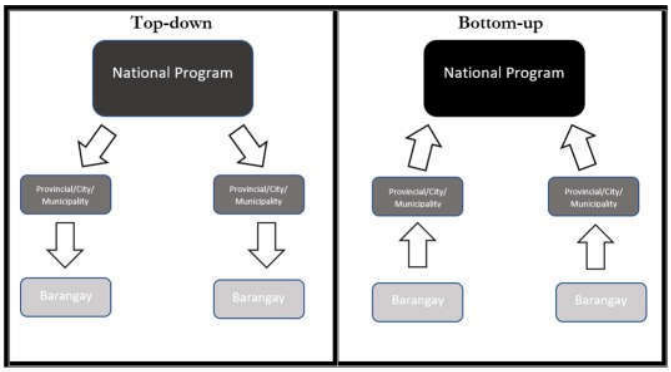
beneficiaries but as active participants in developing the programs and strategies just like other children.

ii. **Participation Outcome in the Logical Framework –** in providing outcomes from participation, make sure that it is from activities that enable them to express their opinions and not mere attendance to an activity.

iii. **Strategies to Promote Child Participation and Support Child-led Activities –** we mentioned that activities for child participation may include but are not limited to policy or program consultation. On the other hand, child-led activities facilitate CAR/CICL or children. This doesn't mean, however that the activity must be initiated without the influence or help of duty-bearers. In enabling an environment that promotes child participation, duty-bearers or the CLJIP itself may include strategies for CAR/CICL or children to conduct activities that they can direct.

Determining the appropriate strategies to adopt:

In deciding what strategies are suitable to the needs of the children and CAR/CICLs in the community, duty-bearers must have a working knowledge of the context of CAR/CICL in their community and sufficient familiarity to determine factors affecting the said children. As repeatedly mentioned, in addition to CAR/CICL needs, their rights should also be considered in the adoption of intervention strategies. At the same time, the barangays should also be aware of their own capacity to implement strategies. This means that the barangays must also be aware of existing barriers within their realm of implementation. Tailoring strategies to specific situations that may be unique to a specific community can be difficult. Thus, using "top-down" and "bottom-up" methods will help determine strategies.



In identifying the strategies and programs the barangays can adopt, the latter should have a working knowledge of the existing programs at the city/municipality/provincial and national levels. This will help them anchor some activities that are already funded by the city/municipality. It will also help the upper level of LGUs and the national obtain valuable data from the ground level.

In the following matrix, the facilitator should be able to fill out before the workshop existing programs at the national and municipal/city/provincial level, which the barangay can refer to:

Sifting: Strategies and Activities

	LEGISLATION POLICY FORMULATION	**GOVERNANCE**	**CAPACITY-BUILDING**	**ADVOCACY/ AWARENESS-RAISING**	**SERVICE DELIVERY**	**MONITORING AND EVALUATION**
NATIONAL						
PROVINCIAL						
MUNICIPAL/ CITY						
BARANGAY						
PRIVATE SECTOR						

Example:

	LEGISLATION POLICY FORMULATION	**GOVERNANCE**	**CAPACITY-BUILDING**	**ADVOCACY/ AWARENESS-RAISING**	**SERVICE DELIVERY**	**MONITORING AND EVALUATION**
NATIONAL	Development and issuance of Revised IRR	Incentives and awards for BCPC/LCPC		Development of IEC materials		Compliance monitoring of LCPC
PROVINCIAL						Strengthen M&E of program implementation
MUNICIPAL/ CITY	Ordinance establishing CLJIP		Training of barangays on child case-handling		Psychosocial Therapeutic interventions	Strengthen M&E of program implementation
BARANGAY	Development and Resolution establishing CBJIP	Mapping of service providers for CAR/CICL		Promote family-planning scheme	Livelihood programs	
PRIVATE SECTOR		Inclusion of NGOs as members of formulators of CLJIP		Awareness-raising on the rights of the child	Privately-own child welfare and rehabilitation centers	

*NOTE: The above tables are for the trainers/facilitators' reference in providing information to each group of participants on available interventions in the city/municipality. However, they may choose to distribute an accomplished copy of the same or a readied list of interventions at the provincial/city/municipality level to help the participants see if there are existing mechanisms/structures they can anchor into their community-based intervention.

Strategies consist of activities with specific objectives in line with the target outcome of interventions.

Sample Program Strategies and Activities

Strategies	**Activities**
Legislation	- Formulation of CBJIP - Adoption of CBJIP - Ordinance adopting City/Municipality Ordinance concerning CAR/CICL - Ordinance establishing a particular community-based intervention in the barangay
Governance	- Convene BCPC members to gain their support in the implementation of programs - Strengthening of BCPC
Advocacy	- Awareness-raising through the distribution of IEC materials on children's rights - Posting in conspicuous places child-rights - Social media information campaigns - Radio and TV programs/segments - Positive parenting seminars or focused group discussions with parents on child-CAR/CICL support - Information drives in schools and communities - Barangays may also add awareness raising during barangay assemblies
Capacity Building	- Training on child-rights-based approaches, language, and behaviors for duty-bearers - Gender sensitivity training for service providers - child-sensitive language to staff and implementers of child services

	- Training on leadership and communication for CAR/CICL - Seminar on Basic rights of CAR/CICL under the national and international laws - Life skills training for CAR/CICL - Family development sessions - Intensive life skills training - Vocational technology training
Policy Advocacy	- Lobbying with the barangay council to increase the budget for assistance for CICL - Dialogues - Adoption of a CBJIP
Service Delivery	- Legal support - Counselling - Scholarship or alternative education - Community-based diversion programs in the barangay - Livelihood
Child Participation	- Cond of children's consultation on ordinances and programs affecting or benefitting children
Planning and Monitoring	- Inclusion of child representatives and consultations in planning and monitoring with children through annual program implementation review of CB/LJIP.
Community Organizing/Mobilization	- Fundraising to support children -initiated/led activities - Inclusion of children volunteers in facilitating CBJIP activities
Fund-raising	- Fund-raising activity for the purchasing of sports equipment for recreation - Fun Run activity to raise funds for the construction of a recreational facility (playground) for children

These strategies are not limited to the activities listed above. The participants of these training should refer to their goals, outcomes, and outputs in the Results Matrix to identify the appropriate strategy. As they identify what suitable strategy will result in such outcomes, group members may list down activities using the identified strategy. They may prioritize later which ones should be included in the matrix.

3.8. Workshop VI: Identification of Programs and Strategies

3.8.1. Introduction

Refer to the **results matrix** previously filled out with goals, outcomes, and outputs from the preceding session (Workshop IV: CLJIP Results Matrix Formulation.

Remember that the activities/ interventions provided must be able to give the required indicators of the output. To put it simply, the activities must be able to achieve the objective output while attaining the required indicators. Take note also of the possible sources of funds for such activity/intervention by referring to Session VIII on Local Budgeting of this Manual (pg.__)

IMPACT/GOAL									
OUTCOME 1									
	Indicators	Baseline (Year, source of data)	Target (2023-2026)					Responsible Agency/ Office	Source and Funds
			No. or Percentage				Geographic Area/ location		
Output 1.1			3 yrs.	Y1	Y2	Y3			
Activities/ Intervention									
Output 1.2									
Activities/ Intervention									

Some tips for the trainer/facilitators:

- While it is easier to use as a basis the indicators previously identified in the preceding workshop on goals, outcome, and output identification, it is necessary that the participants refer back to their identified issues under the problem tree to check whether the activities they have identified address such problems.
- Encourage the participants to formulate their community-based interventions, which are not anchored from a higher LGUs program but based on and specifically to address a unique issue in the community.
- Remind the participants also to consider their barangay's capacity for formulating activities. This is to say that if the intervention requires capacity on the part of the duty-bearer, it is advisable to include a capacity-building strategy. This also applies to the need for awareness-raising before expecting the community to participate

in an intervention or activity that requires knowledge on a certain subject, such as Car/CICL rights.

3.8.2. Reference

2015 Guidelines for the Local Government Units on the Development of the Comprehensive Local Juvenile Intervention Program (CLJIP), Department of Interior and Local Government in partnership with the Juvenile Justice and Welfare Council

Manual on the Formulation of "Comprehensive Barangay Juvenile Intervention Program using Results-Based Management and Theory of Change, Juvenile Justice and Welfare Council

3.9. Session 7: Monitoring and Evaluation of the CLJIP and the Remaining Parts of the CLJIP

3.9.1. Introduction

Monitoring and evaluation are useful tools to improve project performance. This module is designed to provide the LGUs/LCPCs/BCPCs with rules for monitoring and evaluating activities to enhance the delivery of services, activities, and plans incorporated in the CLJIP. The tool provided in this module can be used to improve the present situation in CAR/CICL. Assessment is very important to determine the relevance and level of achievement of project objectives, the effectiveness and efficiency of the project, its impact, and its sustainability. Also, evaluations can provide lessons learned from the project implementation process.

3.9.2. Learning Objectives

By the end of the session, the trainers should be able to:

1. Understand the basic concepts and importance of monitoring and evaluating the CLJIP.
2. Present the monitoring and evaluation tool for CLJIP implementation.
3. Provide trainers with guidance and tips on leading the monitoring and evaluation process of the CLJIP.

3.9.3. Key Learning Points

1. Monitoring and Evaluation (M&E) is a continuous management function that assesses if progress is made in achieving expected results, to see the gaps in implementation, and to highlight whether there are any unintended effects (positive or negative) from the activities. [64]
2. Monitoring and evaluation can be used to demonstrate that programs and activities have had a measurable impact on expected outcomes and have been implemented effectively.
3. Monitoring and evaluation provide the necessary data to guide strategic planning, design and implement programs and projects, and allocate and re-allocate resources better.[65]

3.9.4. Methodology/Materials

1. Input Discussion
   a. Presentation of the concept of monitoring and evaluation

[64] *Investment Learning Platform (ILP)* *Monitoring and Evaluation for learning and performance improvement | Investment Learning Platform (ILP) | Food and Agriculture Organization of the United Nations (fao.org)*
[65] *Why is monitoring and evaluation important? (endvawnow.org)*

b. Why do we need to monitor and evaluate?
c. What do we monitor?
d. What do we evaluate?
e. Guidelines for Monitoring and Evaluation Tools

2. Materials Needed:
   a. Powerpoint presentation, laptop, and LCD
   b. Monitoring and evaluation tool

3. Workshop: Fill out the CLJIP Results and Performance Monitoring Report Matrix (See guidelines below)

3.9.5. Activity Guide

1. Start the session by presenting the learning objectives and letting the participants know they are now in the last part of the formulation of CLJIP.

2. Before the discussion and workshop, the facilitator should ask and inform the participants of the results and their outputs from previous seminars and activities. They mentioned that the result matrix would be used in the session; hence, it would be helpful if they had completed the matrix.

3. Proceed with the discussion on the basic concept of monitoring and evaluation. The PowerPoint presentations will guide the facilitator. The order of discussion is as follows:
   (a) the basic concept of monitoring and evaluation,
   (b) the importance of M&E; and
   (c) the presentation and discussion of the M&E tool and scorecard for the implementation of CLJIP.

4. Using the PowerPoint presentation, explain further the significance of monitoring and evaluation. Then, encourage the participants to think about the impact of having or conducting a monitoring and evaluation process for every project or activity provided in the CLJIP. (See Lecture notes)

5. After the basic introduction to monitoring and evaluation, the facilitator will present the M&E tool. A copy of the tool will be shown to the plenary, and each part will be explained. The guidelines on how to fill out the tool will be the highlight of the discussion. (See M&E Tool as Annex __)

6. Show the result matrix from workshop five again to refresh the participants. The resulting matrix will be the data source for completing the monitoring and evaluation workshop.

7. Proceed with the presentation of the CLJIP Results and Performance Monitoring Report Matrix Workshop

8. Present the CLJIP Results and Performance Monitoring Report Matrix and discuss each part (see lecture notes). For clarity, the facilitators should present an example to guide the participants during the workshop. After the discussion, ask if there are any questions or clarifications.

9. Proceed with Workshop 7, Formulation of the Monitoring and Evaluation Tool for the CLJIP/CBJIP. Divide the group according to their original groupings. Instruct participants to choose a facilitator, documenter, and reporter. Hand each group a soft copy of the template for the tool. Participants are instructed to bring laptops for easy facilitation of workshops. Instruct each group to familiarize themselves with the template and recognize what is needed in the template from the CLJIP results matrix.

10. Each group may present their respective output, and the facilitator/s will critique the results. Other groups may express their comments and suggestions for improvement.

11. Facilitators are expected to check and guide the groups during the workshop and adjust the time if needed.

3.9.6. Lecture Notes

Monitoring and Evaluation[66]

Monitoring and Evaluation is a process of continued gathering of information and its analysis to determine whether progress is being made towards pre-specified goals and objectives and highlight whether there are any unintended (positive or negative) effects from a project/program and its activities.

Monitoring

Monitoring is a continuous process of collecting, analyzing, documenting, and reporting information on progress to achieve set project objectives. It helps identify trends and patterns, adapt strategies, and inform project or program management decisions.

[66] Monitoring-and-Evaluation-2.pdf (drmuchelule.com)

Evaluation

Evaluation is a periodic, systematic, objective assessment of an ongoing or completed project, program, or policy, its design, implementation, and results. It involves gathering, analyzing, interpreting, and reporting information based on credible data. The aim is to determine the relevance and fulfillment of objectives, developmental efficiency, effectiveness, impact, and sustainability.

Importance of Monitoring and Evaluation

1. Support project/program implementation with accurate, evidence-based reporting that informs management and decision-making to guide and improve project/program performance.
2. Contribute to organizational learning and knowledge sharing by reflecting upon and sharing experiences and lessons.
3. Uphold accountability and compliance by demonstrating whether or not our work has been carried out as agreed and in compliance with established standards and with any other stakeholder requirements
4. Provide opportunities for stakeholder feedback.
5. Promote and celebrate project/program work by highlighting accomplishments and achievements, building morale, and contributing to resource mobilization.
6. Strategic management in the provision of information to inform the setting and adjustment of objectives and strategies.
7. Build stakeholders' capacity, self-reliance, and confidence, especially beneficiaries and implementing staff and partners, to effectively initiate and implement development initiatives.

Characteristics of monitoring and evaluation

Monitoring tracks changes in program performance or key outcomes over time. It has the following characteristics:

1. Conducted continuously
2. Keeps track and maintains oversight
3. Documents and analyzes progress against planned program activities
4. Focuses on program inputs, activities, and outputs
5. Looks at the processes of program implementation
6. Considers program results at the output level
7. Consider the continued relevance of program activities to resolving health problems. Reports on program activities that have been implemented
8. Reports on immediate results that have been achieved

Evaluation is a systematic approach to attribute changes in specific outcomes to program activities. It has the following characteristics:

1. Conducted important program milestones
2. Provides in-depth analysis
3. Compares planned with actual achievements
4. Looks at processes used to achieve results
5. Considers results at outcome level and in relation to cost
6. Considers the overall relevance of program activities for resolving health problems
7. References implemented activities
8. Reports on how and why results were achieved
9. Contributes to building theories and models for change
10. Attributes program inputs and outputs to observed changes in program outcomes and/or impact

Key Benefits of Monitoring and Evaluation

a. Provide regular feedback on project performance and show any need for 'mid-course' corrections
b. Identify problems early and propose solutions
c. Monitor access to project services and outcomes by the target population;
d. Evaluate achievement of project objectives, enabling the tracking of progress towards achievement of the desired goals
e. Incorporate stakeholder views and promote participation, ownership, and accountability
f. Improve project and program design through feedback provided from baseline, mid-term, terminal, and ex-post evaluations
g. Inform and influence organizations through analysis of the outcomes and impact of interventions and the strengths and weaknesses of their implementation, enabling the development of a knowledge base of the successful interventions (i.e., what works, what does not,t and why).
h. Provide the evidence basis for building consensus between stakeholders

Monitoring and Evaluation of CLJIP

A CLJIP Results and Performance Monitoring Report Form is prepared to facilitate easy reporting and monitoring of the CLJIP Plan. A report form shall be prepared by the Local PMT for submission to the LCPC and the LCE. A Copy of the Report Form shall be submitted to the DILG Regional Office and DILG through their respective regional focal persons. As a monitoring tool, it is important that the indicator is clearly defined, the baseline data is established, and the target is clearly set.

An indicator measures evidence of progress towards a result or that a result has been achieved. A clearly defined indicator is critical to objective monitoring and to answer the questions: Are we doing things right? How do we know? What will be our basis for measuring the results?

Each LGU should regularly monitor the CLJIP using the monitoring and evaluation tools based on the CLJIP results matrix.

Monitoring and evaluation are the last part of the CLJIP. They should provide a description of the M&E scheme, including the monitoring and reporting process flow and the mechanisms and requirements for periodic program reviews.

CLJIP Results and Performance Monitoring Report Matrix

The Results and Performance Monitoring Report Matrix is the monitoring tool to collate and monitor the progress of the CLJIP/CBJIP of an LGU. It will facilitate assessing and evaluating the results and allow other approaches to be considered if necessary. The matrix tool includes the following:

Expected Results: a measurable change in a state or condition that is derived from a cause-effect relationship. There are normally three levels of results:

- GOAL (OR IMPACT) or the long-term change that shall define the improvement in the lives, situations, or conditions of targeted beneficiaries (children at-risk and/or children in conflict with the law);

- Outcome: the medium-term change that shall define the change in behavior, capacities, and skills; it is the result of a combination of outputs; and
- Output: the short-term change that shall define the quantity, quality, and timeliness of goods and services; it results from the completion of a number of activities or the performance of implementers.

Indicator: An indicator is a necessary measurement of evidence of a result or progress towards achieving the result at different levels (goal/impact, outcome, output), which can be used for monitoring and reporting. A performance indicator is used to measure an output.

Definition: Explain how the results are measured or calculated. It may explain the target results or provide a specific guide to facilitate the achievement of the output and outcome.

Target: The target stated in the result matrix shall be copied here as the basis of the result monitoring report matrix.

Actual Accomplishment: State the actual results of each target here and provide a difference if the target has not been achieved.

Component or Intervention: The component or intervention must contribute to the achievement of the desired results. The interventions can be general or specific at the primary, secondary, or tertiary levels. This portion shall be culled out of the result matrix.

Means of Verification (MOV): The tools used and processes followed to collect the data necessary to measure the progress of the CLJIP/CBJIP. The data collected may be quantitative or qualitative. Qualitative data is more open-ended and often collected through interviews, focus groups, and other qualitative data collection methods.

Responsible LGU/Agency/NGO: The "duty bearer," or the office of the LGU, the local office of a national agency, or an NGO responsible for the particular component or intervention. Note that there can be more than one duty-bearer responsible for a component. This portion shall be culled out of the result matrix.

Budget Allocation: Allocate specific budgetary resources for each corresponding result, component, or intervention.

Remarks: State any useful information pertaining to the data here. It can include important explanations or reasons for the target's achievement, under-achievement, or non-achievement. Also, budget remarks, sources and implication should be explained in this column.

Guidelines for the CLJIP Results and Performance Monitoring Report Matrix:

1. Fill out the CLJIP Results and Performance Monitoring Report Form before or at the beginning of the year to be covered by the report. Indicate the year covered by the report.

2. The following shall be derived from the CLJIP Results Matrix and transcribed in the appropriate column of the CLJIP Results and Performance Monitoring Report Form:

CLJIP Results and Performance Monitoring Report Matrix	CLJIP Result Matrix
Column 1	Expected Result

Column 2	Indicator
Column 4	Target No. &/or %, Area
Column 7	Component/Intervention
Column 9	Responsible LGU, Agency, NGO (include designated position
Column 10	Budget Allocation – in Philippine Peso

3. Columns 3 (Definition) and 8 (Means of Verification MOV) shall be formulated at the beginning of the year to facilitate the achievement of the expected results.

4. At the end of the year, or immediately afterwards, complete the following:

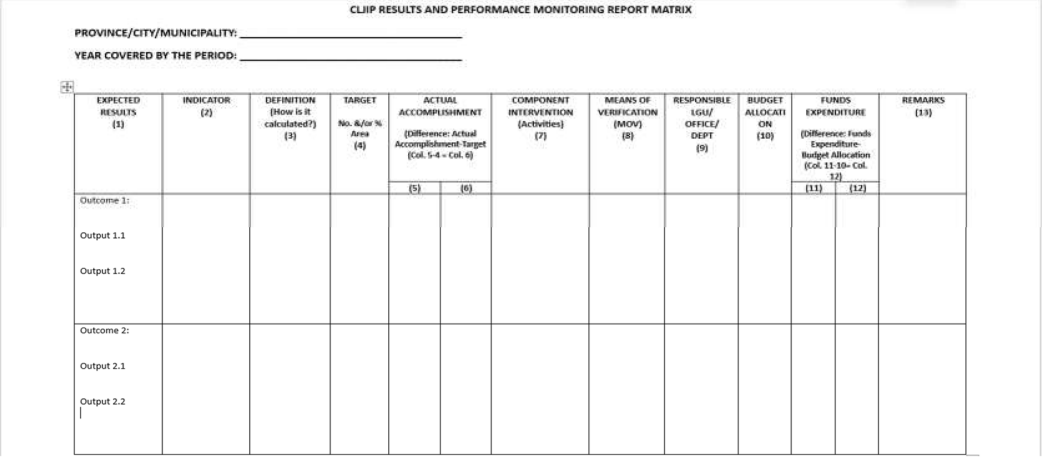
Column 5	Actual Accomplishment	Indicate the Actual Accomplishment for the year covered by the report in Column 5
Column 6	Difference: Actual Accomplishment-Target (Column 5-4 = Column -6)	Determine if the target was accomplished. Actual Accomplishment (Column 6) minus the Target (Col. 4) = the Difference. Put the difference in Col. 6. A shortfall of Actual Accomplishment from the Target is negative, while an Actual Accomplishment more than the Target is positive.
Column 11	Funds Expenditure	Indicate the Funds Expenditure in Col. 9
Column 12	Difference: Funds Expenditure-Budget Allocation (Col. 9-8 = Col. 10)	Determine if funds were spent according to the budget allocated for the particular component or intervention. Funds Expenditure (Col. 9) minus Budget Allocation (Col. 8) = the Difference. Put the Difference in Col. 10.
Column 13	Remarks	Indicate any useful information pertaining to the data. It can include

		important explanations or reasons for achievement, under-achievement, or non-achievement of the target

To substantially assess the CLJIP, the team, including the implementers, is encouraged to assess and evaluate the PPAs related to children, specifically CAR/CICL. The questions below may serve as a guide in the assessment process. The guide questions are divided into four categories such as (1) Project Implementation; (2) Sustainability and Institutional Framework; (3) Gender Dimension; and (4) Overall Assessment.

Project Implementation	1. What methods (qualitative/quantitative, participatory, etc.) did you use to monitor and assess changes in relation to the main goal and objectives? 2. Which indicators did you find difficult? What action did you take in response? 3. Lessons learned? 4. Is there cooperation with other actors? What contributions did those actors make? 5. What are the significant changes in the lives of CAR/CICL? 6. What is the impact of these changes on different groups of children? 7. Do we require the participation of CAR/CICL in the development of intervention programs? 8. Is there a consultation and/or validation with the CAR/CICL on the formulation of a comprehensive juvenile intervention program?
Sustainability and Institutional Framework	1. What local structures, policies, and capacities have been created or strengthened? 2. What roles of your agency/office/organization and the target groups have changed? 3. Will the positive effects/results achieved be sustainable? 4. What other sources of funding have been maximized for the activities?
Gender Dimension	1. What gender issues have been identified that are relevant to CAR CICL?

	2. Are the target participants achieved? (50%women) 3. Are the materials, language, and examples used by the implementers/ facilitators during the implementation of the activity gender-sensitive? 4. Does the activity design ensure full participation of women, girls, and persons of diverse SOGIE by considering the activity venue, schedule, and similar considerations?
Overall Assessment	1. What is your overall assessment of the achievement of the main goal/objectives? 2. What key lessons has your agency/office/organization learned from project implementation? 3. What conclusions do you draw from project implementation?



CLJIP RESULTS AND PERFORMANCE MONITORING REPORT MATRIX

PROVINCE/CITY/MUNICIPALITY: _____

YEAR COVERED BY THE PERIOD: _____

EXPECTED RESULTS (1)	INDICATOR (2)	DEFINITION (How is it calculated?) (3)	TARGET No. &/or % Area (4)	ACTUAL ACCOMPLISHMENT (Difference: Actual Accomplishment-Target (Col. 5-4 = Col. 6)		COMPONENT INTERVENTION (Activities) (7)	MEANS OF VERIFICATION (MOV) (8)	RESPONSIBLE LGU/ OFFICE/ DEPT (9)	BUDGET ALLOCATION (10)	FUNDS EXPENDITURE (Difference: Funds Expenditure- Budget Allocation (Col. 11-10= Col. 12)		REMARKS (13)
				(5)	(6)					(11)	(12)	
Outcome 1: Output 1.1 Output 1.2												
Outcome 2: Output 2.1 Output 2.2												

3.9.7 References

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Module IV

CLJIP Mainstreaming to the CDP and LDIP

Introduction

The Comprehensive Local Juvenile Intervention Program requires budget allocations and inclusion in the work plans of local government. To effectively implement the interventions with the CLJIP of LGUs these interventions must be integrated into its local development, and investment plans. The preceding module focused on the mainstreaming of the intervention programs in the local development plans and the formulation of a work and financial plan which will guide the local governments in the effective and efficient implementation of interventions for CAR and CICLs. The formulation of the said plans will likewise aid the implementers in the monitoring of the programs.

4.1 Session 1: Local Budgeting and Sources of Funds for Children-Related Programs and Interventions

4.1.1 Introduction

One of the challenges in juvenile justice and welfare administration is the insufficient capacity of the LGU in the planning, budgeting, and fund allocation for child-related policies and programs.

The budget for the development and implementation of the CLJIP may be sourced from the one percent (1%) Internal Revenue Allotment (IRA) allocated for the strengthening and implementation of the programs of the LCPCs for CAR and CICL. Since 1% IRA may not be sufficient to cover the cost of implementing the CLJIP, Section 18 of RA 9344, as amended, provides that the LGUs shall also allocate an amount necessary to implement their respective CLJIPs in their Annual Budget. As amended, the Revised IRR of RA 9344 also encourages the LGUs to allocate additional funding for implementing the CLJIP, such as private sector funds and official development assistance (ODA). Thus, the need to maximize other available fund sources in the local government unit and complement the CLJIP with the other local planning documents is encouraged. This session will tackle the different budget sources for CAR/CICL programs and services.

4.1.2 Learning Objectives

At the end of this session, the trainers can:

1. Have increased knowledge about the different sources of funds available for child-related programs and activities;
2. Identify specific fund sources for the identified intervention programs and activities included in the CLJIP;
3. Simplify and articulate what they learned during the piloting session in the barangay.

4.1.3 Key Learning Points

1. Children's rights cannot be fully realized without an effective, transparent, and accountable governance system, which includes budgeting as a major component thereof, that will contribute to improving service delivery mechanisms to CAR/CICL in this particular case;

2. The child fund is not sufficient to support intervention and diversion programs for CAR/CICL. Since the latter belong to the bigger child population, ensuring the CLJIP complements other child-related local development plans under the broader Local Development Plan for Children (LDPC) is important. In doing so, the circumstances, conditions, and available data about it will contribute to the LGU's overall program for child protection.

3. LCPC is an institutional mechanism in all levels of the LGU whose main functions are to advocate for the rights of children, especially the marginalized, disadvantaged, and exploited groups of children (LGBTQIA+, children with disabilities, CAR and CICL, among others) and to initiate and recommend to the local sanggunian and local chief executive interventions that will implement children rights. As such, the LCPC must advocate for mainstreaming the CLJIP in the local development plan as this will be the main key to realizing children's rights and one of the fulfilments of the LCPC's duties as children's advocate.

4.1.4 Methodology/Materials

1. Structured Learning Exercise (15 minutes)
2. Input-discussion (45 minutes)
3. Materials Needed: Laptop, LCD Projector, and slide presentations

4.1.5 Activity Guide

1. Open this session by mentioning the points discussed in the introductory part. Then, proceed to the presentation of the learning objectives-

   At the end of the session, the participants can:
   - Have increased knowledge about the different sources of funds available for child-related programs and activities and
   - Identify specific funding sources for the identified intervention programs and activities in the CLJIP.

2. Proceed with the **structured learning exercise (SLE).**

SLE: Budget Search

BUDGET SEARCH

S	A	N	G	G	U	N	I	A	N	K	A	B	A	T	A	A	N	F	U	N	D
A	B	C	D	E	F	G	H	H	A	H	I	J	K	L	M	N	O	P	Q	R	R
T	U	L	O	C	A	L	D	I	S	A	S	T	E	R	F	U	N	D	S	R	C
G	D	E	F	G	H	S	D	F	G	H	U	I	O	P	B	F	G	H	R	T	H
A	A	B	A	C	D	D	A	B	S	D	E	D	D	A	B	C	D	E	G	G	I
D	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	A	A	H	H	Q	L
B	A	D	F	G	H	J	I	L	D	E	F	F	F	D	F	F	F	F	H	R	D
U	A	B	D	E	V	E	L	O	P	M	E	N	T	F	U	N	D	D	I	D	B
D	A	D	F	B	G	D	F	G	H	H	H	H	H	Q	Q	R	S	D	D	T	U
G	S	W	E	R	G	B	T	H	N	Y	U	J	M	U	K	J	L	I	R	G	D
E	C	D	E	B	T	S	E	R	V	I	C	I	N	G	D	F	G	G	C	H	G
T	D	W	Q	D	W	E	R	D	B	G	H	F	G	H	J	I	K	L	T	T	E
A	C	S	D	E	F	C	V	B	R	T	T	H	N	U	J	Y	H	K	T	G	T
S	P	E	C	I	A	L	E	D	U	C	A	T	I	O	N	F	U	N	D	G	H
A	B	C	D	E	F	G	H	G	I	J	L	K	L	M	N	P	O	Q	O	H	K

a. Explain to the participants that there are various sources of budget that are allowed under existing policies, such as the child fund, IRA, special education fund, etc.. to which child-related programs and activities may be charged. The objective of the SLE is to test whether the participants are aware of these different budget sources.

b. Hand over the word search puzzle to each participant. Give them 10 minutes to search for the words. After the allotted time, ask them to exchange their papers for the checking.

c. Ask for volunteers to give their answers. Give the remaining answer if not all answers were given. Ask who got the highest score. Ask the group to pass all the papers in front. Collect them.

d. Thank the participants for their cooperation.

3. Guided by the slide presentations, proceed with the discussion of the concepts of local budgeting and sources of funds for program and activity implementation **(See lecture notes)**. Explain that the inputs during the discussion will be relevant during their workshop in the formulation of the work and financial plan for the CLJIP activities and programs. Their full attention and participation will be appreciated.

4. End the discussion by reiterating these two points as emphasized under the key learning point above:

    - The CLJIP must be mainstreamed or integrated into the local development plan of the LGU (in particular, the barangay in this case) to ensure that the identified projects and programs therein will be part of the priority programs of the LGU that will also be included in their local investment plan.

    - LCPC is an institutional mechanism in all levels of the LGU whose main functions are to advocate for the rights of children, especially the marginalized, disadvantaged, and exploited groups of children (LGBTQIA+, children with disabilities, CAR and CICL, among others) and to initiate and recommend to the local sanggunian and local chief executive interventions that will implement children rights. As such, the LCPC must advocate for mainstreaming the CLJIP in the local development plan as this will be the main key to realizing children's rights and one of the fulfilments of the LCPC's duties as children's advocate.

4.1.6 <u>Lecture Notes</u>

A. DIFFERENT BUDGET SOURCES

1. Children Fund (DILG MC No 2012-120).

Section 15 of RA No. 9344 mandates the creation of a Local Council for the Protection of Children at the City, Municipality, and Barangay levels. It allocates 1% of the IRA to strengthen and implement PPA.

a. The following programs, projects, and activities that the Child Fund may fund are the following:

- Preparation of the Local Development Plan for Children and Local Investment Plan for Children
- Conduct advocacy and capacity-building activities for the promotion of children's rights and welfare and strengthening of stakeholders

- Establishment and maintenance of children's database system and installation of local information system on children
- Assistance to Children in Need of Special Protection
- Monitoring of the implementation of local and national laws on children and assessment of PPAs

b. Outsourcing of funds

LGUs are encouraged to increase their allocation for the LCPC from the 1% IRA share to ensure that all plans for children are provided with funds and implemented. Further, they may outsource their fund or partner with private organizations and entities that provide financial assistance to children PPAs.

c. Implication of the Mandanas-Garcia Ruling

The term "internal revenue allotment" in the LGC of 1991 shall be understood as pertaining to the allotment of the LGUs derived from the national taxes. Thus, all collections of national taxes are now included in the computation of the base of the just share of the LGU.

PPAs that involve functions and services that have already been devolved to the local governments pursuant to Section 17 of the LGC and other pertinent laws will be phased out by the NGAs. The final list of PPAs that will be scaled down/phased out by the NGAs will be based on their respective DTPs submission.

LGUs can tap civil society organizations, the private sector, and State Universities and colleges (SUCs) to assist in their Devolution Transition Plans. Specifically, these stakeholders can serve as active members of the Devolution Committee by helping design survey instruments, establishing performance indicators (especially in relation to the CLJIP Results Matrix), and being active members of the Local Development Council, LCPC, and other special bodies. Additionally, LGUs can be less dependent on the National Tax Allotment (NTA). They can tap the support of people's organizations, the private sector, and the academe in generating progressive sources of local revenues for the CLJIP.

2. Development Fund (20% OF NTA)

Section 287 of RA No. 7160 mandates that each LGU shall appropriate in its annual budget no less than twenty percent (20%) of its annual NTA to the Local Development Fund (LDF), which shall only be used on development projects.

PPAs covered by the LDF (DOF-DILG JMC No. 2020-01)

The development projects that may be included under the 20% DF shall be those that are necessary, appropriate, or incidental to efficient and effective local governance and those that are essential to the promotion of the general welfare of the people.

3. Special Education Fund

A portion of the Special Education Fund may be used to support alternative learning modalities, digital education, digital infrastructure, and continuity plans, such as purchasing equipment, supplies, and materials.

4. Sanguniang Kabataan Funds

a. **Nature of the SK Funds.** Ten percent (10%) of the general fund of the barangay shall be set aside for the Sangguniang Kabataan. The Sangguniang Barangay shall appropriate the Sangguniang Kabataan funds lump sum, which shall be disbursed solely for youth development and empowerment. The Sangguniang Kabataan shall have financial independence in its operations, disbursements, and encashment of its funds, income, and expenditures.

b. **Charges to the SK Development Fund.** Both the Comprehensive Barangay Youth Development Plan and Annual Barangay Investment Program shall give priority to programs, projects, and activities that will promote and ensure equitable access to quality education, environmental protection, climate change adaptation, disaster risk reduction and resiliency, youth employment and livelihood, health and anti-drug abuse, gender sensitivity, sports development, and capability building which emphasizes leadership training.

5. GAD Budget (PCW-NEDA-DBM JMC 2012-01)

The GAD Budget is the total amount provided in the General Fund Budget of the LGU to finance the PPAs in the GAD Plan. At least 5% of the LGU's total annual appropriation is earmarked for GAD-related activities and attributed to the existing PPAs of the LGU budget.

The GAD Plan and Budget must be guided by the desired outcomes and goals embodied in the Magna Carta of Women, other relevant laws, the Philippine Plan for Gender and Development, and the succeeding term plans for GAD as well as the UNCEDAW and other international commitments

a. Expenses that can be charged TO THE 5% GAD budget

- PPAs that address GAD issues and GAD mandates
- Capacity Development on gender and development
- Activities related to the development and/or strengthening of enabling mechanisms that support the GAD efforts of the LGU
- Construction expenses for gender-responsive or GAD-mandated facilities, such as Day care centers, VAWC Centers, Halfway houses for trafficked women and girls, and Women crisis center

6. Local Disaster Risk Reduction and Management Fund (LDRRMF)

Section 21 of RA No.10121 provides that the LDRRMF amounting to not less than 5% of the estimated revenue from regular sources shall be set aside to support activities and programs that implement the following:

a. Disaster Prevention and Mitigation include the following: conduct of trainings on disaster preparedness and response; conduct of simulation exercises to test the skills developed; and stockpiling of emergency supplies and materials
b. Disaster Preparedness
c. Disaster Response
d. Disaster Rehabilitation and Recovery

The PPAs to be charged against the Local Disaster Risk Reduction and Mitigation Fund (LDRRF) must be included in the Local Disaster Risk Reduction and Mitigation Plan (LDRRMP) and integrated into the approved Annual Investment Program (AIP) of the LGU.

7. Local Government Support Fund-Financial Assistance (LGSF-FA) to Local Government Units and support for capital outlays and social programs

a. **Debt Servicing.** Local government units (LGUs) in the Philippines are authorized to borrow or incur debts to finance development but with certain limitations provided by the Local Government Code of 1991. The main controlling statutory requirement is for provinces, cities, municipalities, and villages not to exceed 20% of their annual regular income going into debt servicing. The range of purposes for which local governments are allowed to borrow are tied up with their expenditure responsibilities, and this varies according to the type and level of LGU, and their capacity to access financing. These commonly include capital investment projects, socioeconomic enterprises, and self-liquidating and income-generating projects.

b. Borrowings of local governments, however, are limited to the following purposes:
    - Construction, installation, improvement, expansion, operation, or maintenance of public facilities, infrastructure facilities, housing projects, acquisition of real property, and the implementation of other capital investment projects;
    - Establishment, development, or expansion of agricultural, industrial, commercial, house financing projects, livelihood projects, and other economic enterprises;
    - Acquisition of property, plant, machinery, equipment, and necessary accessories; and Financing of self-liquidating, income-producing development or livelihood projects.

The local chief executive (LCE) must be duly authorized by the local legislative council, known as the Sanggunian, through a resolution to negotiate, enter into, and sign contracts for and on behalf of the local government. The proposed project to be financed by the loan should be included in the Approved Annual Investment Plan (AAIP), an implementation instrument of an LGU for a particular term-based agenda for the current year.

MAINSTREAMING OF CLJIP INTO THE LOCAL DEVELOPMENT PLAN

The CLJIP must be mainstreamed into the Local Development Investment Program (LDIP), the principal instrument for implementing the Comprehensive Development Plan. It is a document that translates the CDP into programs and projects and selects those that will be picked up by the LGU for funding in the annual general fund budget or through special fund generation schemes.

4.1.7 References

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4.2 Session 2/Workshop I: Incorporating CLJIP in CDPs and Formulation of the Work and Financial Plan of the CLJIP

4.2.1 Introduction

The CLJIP must be mainstreamed into the Local Development Investment Program (LDIP), the principal instrument for implementing the Comprehensive Development Plan. It is a document that translates the CDP into programs and projects and selects those that will be picked up by the LGU and funded in the annual general fund budget or through special fund generation. These programs and projects include activities that will protect children from violence, neglect, exploitation, and discrimination. It will develop children's fullest potential regarding their right to participation.

4.2.2 Learning Objectives

At the end of the session, the trainers can:

1. Understand the importance of mainstreaming the CLJIP in the Local Development Investment Plan (LDIP).
2. Identify the process of local development planning and be able to facilitate the mainstreaming and integration of programs, projects, and activities related to CAR and CICL.
3. Facilitate the drafting of the work and financial plans for the CLJIP.

4.2.3 Methodology/Materials

1. Input discussion and workshop
2. Materials Needed: Laptop, LCD Projector, Slide Presentation Workshop Tool

4.2.4 Activity Guide

1. As a facilitator, discuss the learning objectives and describe how the session will introduce the steps involved in the local development planning process. Ensure that trainers understand the importance of mainstreaming children, specifically CARCICL, programs, and projects, in the development plans of the LGU.

2. Go through the outline of topics that will be covered in the session:

    a. Basic concepts of a comprehensive development plan, a local development investment plan, an annual investment plan, and a work and financial plan
    b. Local development process and mainstreaming CLJIP in the local development plans
    c. Workshop: integration of programs, projects, and activities in the work and financial plan

3. Start with presenting the concept and process of local development planning and describe the different plans in the local government unit. Differentiate between the CDP, LDIP, AIP, and WFP. Facilitators shall be guided by the PowerPoint presentation.

4. Go through mainstreaming and integrating CLJIP into the local development plans. Provide tips on how LCPC can lobby to incorporate CLJIP programs, plans, and activities.

5. After the input discussion, the workshop on work and financial planning will follow. The work and financial plan template shall be presented, and we will discuss each column and give examples of what is required per column. (See lecture notes.) Table no. 4 shall be the template for the work and financial plan.

6. The same group from previous workshops will work on the work and financial plan. The Result Matrix from the previous workshop shall reference some data needed for the work and financial plan. The facilitator shall ensure groups have their Matrix Results for easy and fast workshop activity.

7. The facilitator will be guided by the description of each column and provide examples of how to formulate what is being asked in each column. The workshop groupings will be the same as the previous ones. Each group will submit their work for plenary review and discussion.

4.2.5 Lecture Notes

Important terms and concepts:

Comprehensive Development Plan (CDP)

The Comprehensive Development Plan (CDP) is one of the plans that local Government Units (LGUs) are mandated to formulate as stated in the Local Government Code of 1991. It plays a pivotal role in guiding the future of local government throughout the country. This plan will be the compass guiding the LGU toward sustainable, resilient, and vibrant communities. A CDP operationalizes the land use plan. With an updated and operational comprehensive development plan, the local government unit has a long list of priority programs, projects, and activities for the next six to nine years.

Local Development Investment Plan (LDIP)

The Local Development Investment Program (LDIP) is the principal instrument for implementing the CDP. It is a document that translates the CDP into programs and projects and selects those that will be picked up by the LGU for funding in the annual general fund budget or through special fund generation schemes. The LDIP is coterminous with the CDP.

Annual Investment Plan

The Annual Investment Plan (AIP) is the work and financial plan of the Local Government Unit (LGU) for one year. The AIP identifies projects and programs to be appropriated in the Annual Budget, and the projects and programs within the AIP are the producers of the results in the LGU.

CDP Preparation Process

Step 1. Organize and mobilize the planning team. The first step in CDP preparation will lay the foundation for the succeeding steps. The composition of the planning team will dictate the CDP's inclusiveness, comprehensiveness, and ownership. The local chief executive will issue an Executive Order (EO) for the formulation of CDP. The EO is the document that gives authority to the local planner and the planning team to coordinate and demand cooperation from other sectors.

Step 2. Revisit existing plans and LGU visions for their responsiveness to recent mandates and prevailing situations, and identify and profile the existing plans the LGU has. This will help the planning team limit or expand the ecological profile (EP) scope. Existing sectoral and thematic plans that are still responsive to the prevailing situation can be incorporated into the CDP. However, if these existing plans are deemed obsolete, they must be updated by including the concerned sector or theme in the EP.

One of the sectoral/thematic plans for the protection of children includes the CAR and CICL.

Table II. NGA Mandated/Prescribed Sectoral and Thematic Plans

NGA-mandated plans	Other sectoral/thematic plans
1. Action Plan for the Protection of Children	1.Nutrition Action Plan
2. Aquatics and Fisheries Management Plan	2.ICT Plan
3. Annual Culture and the Arts Plan	3.Local Shelter Plan
4. Anti-Poverty Reduction Plan	4.Plan for the Elderly
5. Local Coconut Development Plan	5.Plan for Health and Family Planning
6. LDRRMP	6.Coastal Management Plan
7. Food Security Plan	7.Information Strategic and
8. Forest Management Plan	Management Plan
9. Gender and Development Plan	8.People's Plan
10. Integrated Area Community Public Safety Plan	9.Business Plan/Strategy
11. Local Entrepreneurship Development Plan	10.Capacity Development Agenda/HRMD Plan
12. Sustainable Area Development Plan	11.Transportation Management Plan
13. Local Tourism Plan	
14. Small and Medium Enterprise Development Plan	
15. SAFDZ Plan	
16. Solid Waste Management Plan	
17. Watershed Management Plan	
18. ADSDPP	
19. Plan for PWDs	
20. Forest Land Use Plan	
21. Local Climate Change Action Plan (LCCAP)	
22. Peace and Order Public Safety Plan (POPS Plan)	

Step 3. Prepare Ecological Profile and Structured List of PPAs. The third step will essentially start the Comprehensive Development Planning Cycle as prescribed in the CDP Guide. More than half of the workplan for preparing the CDP should be dedicated primarily to ecological profiling and identifying issues and the interventions to address them as contained in the structured list of PPAs. This is where consultations with all stakeholders are of primary importance. Their participation should be prioritized to ensure that their concerns are made known and addressed.

The LCPC and other stakeholders will organize a consultation and planning session to formulate a plan like the CLJIP, in which specific PPAs for children, such as CAR and CICL, will be included. Children's participation is crucial in mainstreaming their issues and concerns in the local development process, which fulfills their participation rights.

Step 4: Prepare the Local Development Plan. The fourth step in CDP formulation is investment programming. This is where the PPAs are given their corresponding resource requirements like funding, time, and manpower. Usually, LGUs only prepare the Annual Investment Plan (AIP), which provides only a year's worth of PPAs for the length of their term. The LDIP, on the other hand, is a two 3-year investment program (6 years in total) that provides for a long-term, more impactful, related, and sustainable list of PPAs.

The Local Development Investment Program (LDIP) is the principal instrument for implementing the CDP. The projects, programs, and activities (PPAs) related to children will be sourced from the 1% as provided by law. Still, other fund sources can be maximized to augment the available funds for children. LCPC should consider the fulfillment of children's fundamental rights in identifying PPAs. The LCPC should ensure that PPAs related to children are included in the LDIP for certain funding.

The LDIP should have a time frame of three (3) years. Its annual component is what is referred to as the Annual Investment Program (AIP). The preparation of the LDIP is mentioned as one of the bases for the budget document in DBM's Budget Operations Manual (BOM). An investment program in public finance also utilizes the investible portion of the local budget.

Step 5: Prepare Needed Implementation Instruments. The fifth and last step in CDP preparation is the preparation of several instruments and authority levers that will aid in implementing the priority PPAs in the LDIP. A very good plan remains just another document if it is not implemented. This step also provides the linkage from planning to budgeting and completes the cyclical nature of planning through monitoring and evaluation strategies.

CLJIP Mainstreaming

The CLJIP must be integrated into the Local Development Investment Program (LDIP), which is the primary tool for implementing the Comprehensive Development Plan. The LDIP is a document that converts the CDP into programs and initiatives and selects those that the LGU will fund in the annual general fund budget or through special fund generation schemes.

The major activities under the LDIP preparation include the following: (1) preparation of project briefs for every PPAs; (2) screening and prioritization of the structured list of PPAs; (3) determine total investible funds; and (4) formulate the corresponding financial plan.

1. **List of CLJIP Programs and Projects**: The LDIP shall contain the list of CLJIP programs and projects with their corresponding costs to be funded from city/municipal sources ranked by level of urgency and importance and those with their corresponding fund augmentation from other sources, i.e., province, national government, foreign donors/grants.

2. The prescribed form shall be used to ensure that the CLJIP is incorporated into the LDIP

3. Table 1: Project List Template

Project No.	Project Name & Brief Description	Proponent	Estimated Cost

- A Project Brief;
- A Project Brief for each of the projects should also be prepared. The template for the project brief is Table No. 2.

Table 2: Project Brief Template

Project Brief Template
With Instructions and Guide Questions

Name and Type of Project	State the working name of the project. Indicate the category of the project. (Infrastructure and other physical capital, public and private institutions, social local economic

	development, environmental management, and others)
Description	Provide a short description of the project. If possible, in 2-3 sentences
Program Components	State the different components of the project. Provide the indicative duration of each component. ● What places, activities, and groups in the same area are targeted by the project? List the things that need to be done to produce the desired output ● Is a formal feasibility/ design study required? ● Who would manage implementation? ● What complementary measures are needed to ensure project success or reinforce the intended effects? ● Who would manage implementation?
Proponents	Indicate the proponent or proponents of the project.
Justifications	Rationale/ objective derived from the CLUP/ CDP Indicate the issue being addressed as identified in the plan ● What indicators of development does the proposed project address? ● What other places is the project likely to have an effect on, and how? ● What social and economic activities in what locations are likely to be affected by the project, and how? ● In what way, if any, is the proposed project related to other planned or ongoing area development activities?
Intended Beneficiaries	Identify the intended beneficiaries of the project – population sector or geographical area. Specify how boys and girls or specific areas will be benefited

Estimated Cost	Indicate the amount of implementation funding required. Classify into human power, materials, equipment, etc. by activity component, where applicable and in pesos if possible) • Materials ___ • Human Resources (Labor) _____ • Equipment _____ • Etc. _____ TOTAL Php _____ • What is the likely funding source? Is the project expected to be financially self-sufficient?
Program Term	Indicate the duration number of years of the project.
Target Output/Success Indicators	Indicate target output, corresponding success indicators, and means of verification. Quantify if possible. • What complementary measures are needed to ensure project success or reinforce the intended effects? • Will the project lower transaction costs? • Will the project reduce barriers to participation? • Will the project increase local area employment? • Will the project increase income multiplication? • What will the impact of the project be on public revenue and expenditure? • Is the project meant to improve the area's socio-economic performance in other ways?
Possible Risks	Possible Risks or External Factors that Could Frustrate the Realization of the Project It may be natural, social, economic, etc.
Expected Private Sector Response	Specify desired private sector participation, e.g., investments What are the expected responses by the private sector and other stakeholders to the changes that will result from the project?

- The 3-year CLJJP and LDIP and their annual component, the Annual Investment Program (AIP), shall link the plan and the local budget. This simply means the local budget should be based on the programs and projects identified in the investment program.
- Costing of results (objectives) rather than lines or single items can be done. This allows local policy- and decision-makers to determine if the budget is sufficient or lacking to allow additional or supplemental budget allocation.
- LDIP planning should be harmonized with the local budget cycle so that the budgetary requirements for the implementation of the plan can be incorporated into the AIP and the Appropriations Ordinance. The LDC shall cull out the AIP from the approved LDIP so that this is integrated into the Annual Executive Budget. The LDC shall endorse the AIP to the Provincial/Municipal/City Budget Officer for budget preparation and in determining the annual budgetary allocations for PPAs vis-à-vis allocations for other purposes.

Table 3: Annual Investment Plan Template

AIP Summary Form
CY___ Annual Investment Program (AIP)
By Program/Project/Activity by Sector
As of _____
Name of Municipality/City/Province: _____

AIP REF. CODE	PROGRAM/ PROJECT/ ACTIVITY DESCRIPTION	IMPLEMENTING OFFICE/ DEPARTMENT	SCHEDULE OF IMPLEMENTATION		EXPECTED OUTPUTS	FUNDING SOURCE	AMOUNT IN PESO			
			STARTING DATE	COMPLETION DATE			PS	MORE	CAPITAL OUTLAY	TOTAL

The purpose of the local work and financial plan is to allocate program funds to the identified PPAs on the basis of guidelines and priorities. It will showcase the budget and detailed financial program. A systematic expenditure of funds toward the accomplishment of planned PPAs will be the highlight of the plan. The table for the preparation of the local work and financial plan is provided in Table 4.

Column	**Description**
1. Project	State the name of the project and indicate the category of the project. Copy this from the Results Matrix
2. Activity	What specific activities are to be conducted? Examples of activities are capacity building, the development of policies, modules, and construction. Etc. Copy this from the Results Matrix
3. Brief Project Description	Outline the details of the project, including all its phases and processes involved. It addresses the problem that initiated the project and the desired goals and objectives.
4. Target Month Implementation	When is the specific date, month, or quarter of implementation?
5. Outputs	Describes the result of the activity. What have you done? What is measured here are the actions taken towards the goal. Copy this from the Results Matrix
6. Outcomes	The actual added value of the output for the target group. What value have you created? The difference made by the outputs is being measured here.
7. Budget Allocation	The amount allocated for the project.
8. Responsible Office/Agency/Person	I am in charge of project implementation, which includes monitoring. Copy this from the Results Matrix

Table 4: Local Work and Financial Plan

Work and Financial Plan

(LGU)_____

PROJECT	ACTIVITY	BRIEF PROJECT DESCRIPTION	TARGET MONTH IMPLEMENTATION	OUTPUTS	OUTCOMES	BUDGET ALLOCATION	RESPONSIBLE OFFICE/AGENCY/ PERSON

In preparation for the local work and financial plan, the CLJIP Results Matrix shall be the main data source to complete the work and financial plan. The activities identified in the results matrix shall be copied and

In mainstreaming CLJIP, the role of the local planning team is very important; they should participate in the prioritization of activities and ensure that all sectors are properly represented. The children's sector and the CAR-CICL focal person should contribute to the planning process. The local finance committee should formulate a sound and objective resource mobilization plan and financing plan for LDIP to make a sound financial system.

Facilitators may enumerate some roles of the local finance committee:

- Coordinate with the BLGF, DBM, or other NGAs for necessary assistance with forecasting.
- Coordinate closely with the planning team in the preparation of the LDIP.
- The Local Treasurer, in consultation with the Bureau of Local Government Finance (BLGF), will generate Medium-Term Revenue Forecasts (3-6 years) for the Internal Revenue Allotment (IRA), own-source revenues, borrowings, and other grants and, in consultation with an LDC prepare the Resource Mobilization Plan and Financing Plan.
- In consultation with the Department of Budget and Management, the Local Budget Officer will prepare the medium-term plan and budget.

Local Council for the Protection of Children[67]

It is a council organized at the provincial, city, municipal, and barangay levels that serves as the umbrella organization for all children's concerns. It is a council fully harnessed to be an efficient and effective advocate of children's rights that implements all children's programs at the local levels.

As the primary unit in the promotion of children's rights, it shall assist the LGUs in ensuring the fulfillment of their rights and development. The following strategies can help to incorporate PPAs related to children, specifically CAR CICL.

- Strengthen children's organizations to be an efficient and effective advocate of child rights.
- Formulate children and gender-fair, culturally relevant, and responsive plans and programs.
- Establish and maintain a database on children.
- Provide a mechanism for coordinative linkages.
- Conduct capability-building programs.

4.2.6 References

Local Planning Illustrative Guide Preparing and Updating Comprehensive Development

[67] Local Council for the Protection of Children (LCPC) | Department of the Interior and Local Government Region XII (dilg.gov.ph)

Module V

Institutionalization of CLJIP

Introduction

Upon the formulation of a Comprehensive Local Juvenile Intervention Program, the local sanggunian must now institutionalize the program and its respective plans to give it the force and effect to the implementers in the locality. The institutionalization may be the last stage in the formulation of the CLJIP but it also marks the beginning of its implementation. Through the endorsement by the Local Council for the Protection of Children to the Sanggunian and the adoption of which in a form of resolution, the CLJIP is hereby institutionalized. In the previous modules, we realized that some of the interventions and target objectives can be made possible through policymaking specifically, a child-rights based legislation. To enable the enactment of policies that target the fulfillment of the rights of CAR and CICL while also addressing their needs, this module also included a guide for the formulators in the enactment of ordinances adopting child rights principles as they have learned from Module II.

5.1 Session 1: Child Rights Sensitive Local Legislation Process

5.1.1 Introduction

Over the years, social development efforts to empower children as citizens of the country have been scaling up. There are efforts among different levels of LGU in terms of child-friendly and child-sensitive programs and projects. Still, most of them depend on whether it is among the administration's priorities. Thus, one LGU may have an exemplary child-related program, while the other may have zero programs for children. Also, LGUs with programs promoting children's rights may not sustain it for long. In these instances, children are the ones at the losing end. Hence, there is a need to institutionalize social development initiatives through enacting policies that will legitimize the efforts of advocates, service providers, children, and stakeholders.

The Local Council for the Protection of Children (LCPC) is a community-based mechanism that is both strategic and effective in the implementation of policies, programs, projects, and activities that promote, protect, and implement the four categories of children's rights. A DILG-issued circular emphasized that LCPCs at all local government levels, including the BCPC, should perform functions mandated under existing laws related to CICL, CAR, and children in need of special protection. It also provided that the LCPC must, among others, make recommendations for enacting policies and programs that will promote, respect, protect, and fulfill children's rights to their respective local legislative council and local chief executive. This function can't be highlighted more than advocating for a child and CAR/CICL-sensitive legislation, which is seen as instrumental in strengthening the capacity of the community to address the various needs of the CAR/CICL in a rights-based and child-friendly manner.

5.1.2 Learning Objectives

At the end of the session, the trainers are able to:

1. Refresh on the concepts and basic processes in local legislation;
2. Understand the concept of child rights-sensitive legislation and apply the same in the formulation of local policies, such as ordinances and resolutions promoting and implementing children's rights and welfare;
3. Articulate and explain the concepts, principles, and processes during the piloting session with the barangay.

5.1.3 Key Learning Points

1. Local legislative processes can address relevant issues and concerns of the children in the community.

2. An ordinance for CAR/CICL must consider their specific rights, needs, and vulnerabilities, which are different from those of other children who are not in conflict with the law.

5.1.4 Methodology/Materials

1. Input-Discussion (45 minutes)
2. Materials Needed: Slide presentation, laptop, LCD projector

5.1.5 Activity Guide

1. Open this session by mentioning the points discussed in the introductory part. Then, continue by emphasizing that the formulation of CLJIP is among the many social development projects currently implemented by the LGUs. Its institutionalization is even mandated under the guidelines issued by the DILG for the formulation of CLJIP. Specifically, it provided that the CLJIP must be legitimized through a policy by the Sangguniang concern adopting and incorporating the same in their respective comprehensive development plan. Thus, this session will tackle the necessary tools and processes for the enactment of a child-rights sensitive policy.

2. Discuss briefly the objectives of the session, to wit:

   At the end of the session, the participants are able to:
   - Increase knowledge of the concepts and basic processes in local legislation and
   - Understand the concept of child rights-sensitive legislation and apply the same in the formulation of local policies, such as ordinances and resolutions promoting and implementing children's rights and welfare;

3. Proceed with a quick review of the local legislation concepts and processes, emphasizing the barangay's legislative function and the BCPC's role in advocating for policies and programs to promote the welfare of CAR/CICL and to prevent them from being in contact with the law.

4. Then, elaborately discuss the excerpts from the UNCRC-based assessment tool for legislation that is applicable to CAR/CICL issues and concerns. This assessment tool measures the compliance of proposed legislation to the standards set by UNCRC and other national laws protecting the rights and welfare of children. At this point, ask whether there are questions and/or clarification. Discuss the answer.

5. Before ending the discussion, reiterate that in addition to the limitations to legislation provided under the Local Government Code, which must be complied with for the proposed policy to be valid, the standards set forth under the UNCRC-based assessment tool are encouraged to be applied in the development of the CAR/CICL proposed policy.

6. Then, announce to the participants that the writeshop will follow.

5.1.6 Lecture Notes

A. Local Legislation

The exercise by the sanggunian of the power to legislate at the local level results in either ordinances or resolutions. An ordinance is a local law that is of a general and permanent nature and established by a sanggunian. A resolution is not a law but an expression of sentiments, opinions, decisions, or positions rendered by the sanggunian on proprietary functions and private concerns and has no permanent value.

Section 384, LGC of 1991, "As a basic political unit, the barangay serves as the primary planning and implementing unit of government policies, plans, programs, projects and activities in the community, and as a forum wherein collective views of the people may be expressed, crystallized and considered, and where disputes may be amicably settled."

Local legislation is a participatory process. Local legislation is made by key stakeholders in the LGU, such as:

- The Sanggunian or local legislation body
- The local chief executive
- The constituents, for instance (children's groups)
- CSOs, NGOs, and POs
- Private sector and other interest groups (children-interest groups)
- Sangguniang Barangay for the Punong Barangay

Local legislation is a tool for the operationalization of Section 16 of the 1991 Local Government Code of the General Welfare Clause, which covers the following aspects:

- Preservation and enrichment of culture,
- Promotion of health and safety,
- Enhancement of the right of the people to a balanced ecology
- Encouragement of and support to the development of appropriate and self-reliant scientific and technological capabilities
- Improvement of public morals

- Maintenance of peace and order and preservation of the comfort and convenience

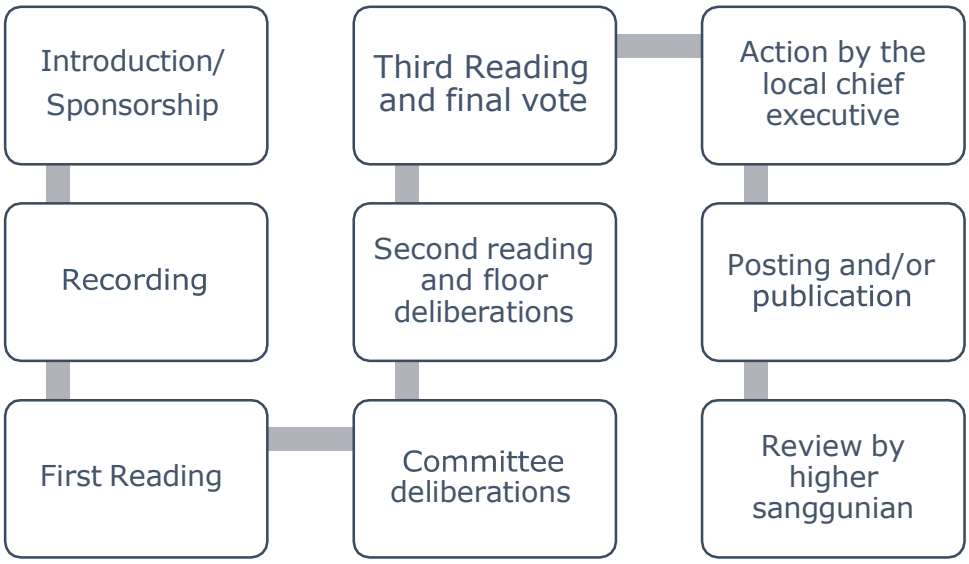
B. Limitation of Local Legislation

All duly enacted laws are presumed to be valid. That presumption, however, may be set aside by the courts when invalidity or unreasonableness appears on the face of the ordinance or is established by proper evidence.

For an ordinance to be valid in substance, the following must be true:

(1) It must not contravene the Constitution or any statute.
(2) It must not be unfair or oppressive.
(3) It must not be partial or discriminatory
(4) It must not prohibit but may regulate trade.
(5) It must be general and consistent with public policy.
(6) It must not be unreasonable.

C. Legislative Process



A proposed measure becomes an ordinance or a resolution at the sanggunian through the following steps:

1. Introduction/sponsorship: A sanggunian member or members introduce a proposed measure in the form of an ordinance or a resolution.

2. Recording: The secretary to the sanggunian records the proposed measure, assigns a number to it, includes it in the order of business for the next session, and submits the proposed measure properly to the sanggunian.

3. First reading: The secretary reads the title of the proposed measure, and the presiding officer refers the measure to the appropriate committee.

4. Committee deliberations: The committee will conduct discussions on the proposed matter. For this purpose, it may call for public hearings. Public hearings are mandatory if the proposed matter is a tax or revenue ordinance. After the discussions and/or public hearings, the committee may, through a committee report, (a) recommend that proposed legislation be taken up without any amendments, (b) recommend the consideration of the proposed legislation but with changes, or (c) not recommend the proposed measure for legislation.

5. Second reading and floor deliberations: If the committee report is favorable, the proposal is submitted to the whole sanggunian for debate and discussion. The secretary reads the entire proposal, and members are asked to comment. Amendments are added if necessary.

6. Third reading and final vote: The proposal is again submitted to the floor for consideration. Voting on the measure then takes place. If the measure garners the majority vote, it is presented to the local chief executive for approval.

7. Action by the local chief executive: The local chief executive may signify approval of the measure by signing it or signify disapproval by vetoing the measure within the period provided by law. If the measure is vetoed, the sanggunian may override the veto through a 2/3 vote. If the local chief executive neither signs nor vetoes the measure, the law shall be deemed signed upon the lapse of the said period provided by law.

8. Posting and/or publication: The secretary shall post a copy of the approved ordinance on the bulletin board at the entrance of the provincial capitol or city/municipal/barangay hall and in at least two other conspicuous places.

9. Review by higher sanggunian: The enactment of a legislation is subject to review by the higher sanggunian. The Sangguniang Panlalawigan reviews legislation by component cities and municipalities, while the Sangguniang Bayan or Lungsod reviews legislation by barangays

Barangay Council for the Protection of Children (BCPC)

The BCPC shall be the operational LCPC unit at the barangay level. They shall be the functional unit to assist local and national authorities in the identification, implementation, and monitoring of programs, projects, and activities (PPAs) for the promotion of child welfare and the protection of their rights, especially those focused on the survival, development, protection, and participation of children.

Specific Function of BCPC in relation to CAR/CICL

Formulate measures to prevent or stop juvenile delinquency and assist parents/guardians of CAR/CICL or children who need counseling to obtain an expert's opinion or help.

In the formulation of a child rights-sensitive legislation, barangay sanggunian may refer to the following guide to ensure that ordinances on CAR/CICL are in line with child rights principles:

	GENERAL PROVISIONS
	Does the ordinance adopt the four principles of the UNCRC as part of the statement of policies and principles of the ordinance ➢ **Right to Survival and Development** ➢ **Right to be heard on matters that affect children** ➢ **The best interest of the child** ➢ **Nondiscrimination**
	Does the ordinance include as part of its legal basis the international legal framework defined by the UN Convention on the Rights of the Child, the UN Convention on the Elimination of all Forms of Discrimination Against Women, Universal Declaration on Human Rights, United Nations Standard Minimum Rules for the Administration of Juvenile Justice (the Beijing Rules), the United Nations Guidelines for the Prevention of Juvenile Delinquency (Riyadh Guidelines) and the UN Rules for the Protection of Juveniles Deprived of Liberty? Does it include the national legal framework on CAR/CICL, such as the Principles in the Administration of Juvenile Justice and Welfare) of Title I of RA 9344, the policies, strategies, and courses of action proposed?
	Does the Code define the roles and responsibilities of parents as the primary caregivers responsible for supporting the child's

	basic needs and nurturing and guiding children per the provisions of the CRC?
	Is there a provision that supports parents to enable them to provide for the basic needs of their children and nurture their children in a manner consistent with the CRC (e.g.. support to parenting programs, skills development, and livelihoods for parents, CRC education specifically targeting parents)
	NONDISCRIMINATION AND INCLUSION
	Does the provision of the ordinance eliminate discrimination on the basis of sex, age, ethnicity, religion, income status, residence, sexual orientation, gender identity, gender expression, and disability?
	Does the ordinance encourage inclusion, especially of children who are most marginalized and deprived, such as girls, LGBTQIA+ children, young children, children with disabilities, children at risk, children in conflict with the law, children with HIV, children in prostitution, children relocate, children in disaster-prone and conflict-affected areas, unregistered/undocumented children, among others? Are children left out or excluded because of any provision of the proposed ordinance?
	Are there provisions that provide greater protection for the marginalized, disadvantaged, and exploited sectors of children, such as girls and LGBTQIA+ children, children with disabilities, IP children, and children living in urban poor communities, to address their issues related to inequity discrimination, marginalization, and violence?
	Does the provision penalize children for "status offenses" or acts that are considered a violation or a crime solely on the basis of age? Such as curfew violation, anti-truancy, anti-vagrancy, use of alcohol, membership in gangs, begging, running away, simple disobedience, or misbehavior? Note: Status offense refers to acts that are not considered offenses or crimes if committed by adults. Status offenses are a form of age discrimination.
	DEVELOPMENTAL RIGHTS
	EDUCATION
	Are there provisions promoting and supporting early childhood and development (ECD) programs and 0-3 programming, including implementing non-center-based ECD programs?
	Are there provisions supporting programs to improve children's access to quality formal, non-formal, and alternative basic

	education, especially for the most deprived and marginalized (girls, LGBTQIA+ children, young children, children with disabilities, children-at-risk, children in conflict with the law, children with HIV, children in prostitution, children relocatees, children in disaster-prone and conflict-affected areas, unregistered/undocumented children, among others)?
	Are there provisions promoting and ensuring safe, hazard-free, and violence-free schools, daycare centers, training centers, and other learning institutions and facilities for children at risk, children in conflict with the law, and children with special needs?
	Are there provisions supporting relevant training and capacity building among daycare workers, teachers, and school personnel that include the application of children's rights
	Is there a provision supporting the formation of pupil/student organizations, their projects and activities, and their active participation in school governance?
	Is there a provision supporting school health and nutrition programs, including WASH in schools?
	Is there a provision for hazard-free and child-friendly facilities or programs for recreation and leisure activities of children of all ages, including libraries, parks, playgrounds, and spaces for children's clubs?
	Is there a provision supporting the access to education of working and out-of-school youth, including CAR/CICL?
	Is there a provision providing medical and auxiliary services for children with disabilities (CWDs)?
	SURVIVAL RIGHTS
	• Provisions for free birth registration, including free late registration for children from low-income families and for children born in evacuation centers or those who lost their birth certificates due to fires, flooding, armed conflict, displacement, and other emergencies.
	• **Promotion of the rights of children in emergencies, including CAR/CICL who are staying in children's home**
	HEALTH
	Are there provisions promoting specific health programs that address the needs of children across the life cycle (pre-birth, birth to adolescence)? Is access to these services made specially available to marginalized and disadvantaged children, such as girls, LGBTQIA+ children, young children, children with disabilities, children at risk, children in conflict with the law,

	children with HIV, children in prostitution, children relocate, children in disaster-prone and conflict-affected areas, unregistered/undocumented children?
	Are there provisions promoting exclusive breastfeeding of up to six months and complementary feeding from seven months onwards, infant and young child feeding, and other programs that address hunger and malnutrition?
	Are there provisions promoting children's access to appropriate sexual and reproductive health information and services, including sexuality education, especially those that help prevent early pregnancy, HIV and AIDS, and STDs, especially among young adolescents?
	Are there provisions supporting relevant training and capacity building for health professionals and community health workers that include children's rights and the respectful treatment of children?
	Are provisions improving children's access to WASH facilities that meet minimum standards?
	HUMANITARIAN EMERGENCIES
	Are there provisions supporting the conduct of needs assessment among children immediately after a disaster and the use of the results to inform the Local Government's humanitarian response?
	Are there provisions promoting the rights and well-being of children (especially those who are marginalized) in the preparedness, response, recovery, and rehabilitation phases of emergencies?
	Is there a provision for setting up mechanisms for coordinating the effective delivery of basic services for children during emergency preparedness, response, recovery, and rehabilitation?
	RISK REDUCTION AND RESILIENCE
	Are there provisions supporting hazards-vulnerabilities-capacity assessments (HVCAs) with children and using the results to inform risk reduction plans and strategies?
	Are provisions strengthening children's participation in disaster risk reduction (DRR) and climate change adaptation (CCA)?
	Are provisions supporting incorporating children's concerns in local DRRM and local CCA, including local development plans and budgets?
	Are there provisions supporting social protection programs (such as cash transfers and financial assistance) and anti-poverty and livelihood programs that will support children and

	their families to ensure that they enjoy a dignified standard of living?
	RELOCATION AND DISPLACEMENT (for highly urbanized cities, urban resettlement sites, and areas with displaced communities due to disasters)
	Is there a provision/s promoting children's well-being and protecting children's rights during demolitions and before, during, and after relocation? Including CAR/CICL?
	Is there a provision/s ensuring that children's needs are considered in the design and construction of housing units (temporary) and the development of common spaces?
	Is there a provision/s for consultations with children before, during, and after the relocation process?
	Is there a provision/s for social protection programs for families who have been recently relocated?
	Is there a provision ensuring that children and families affected by displacement and relocation have full access to basic services, including child-focused services and basic utilities?
	Is there a provision for setting up and maintaining a database /information system and a system for documenting the movement of children and monitoring children's situation before, during, and after relocation?
	PROTECTION RIGHTS
	Does the ordinance contain an explicit prohibition of corporal or physical, humiliating, and degrading punishment in all settings, especially at home, in children's homes, or temporary shelters, schools, rehabilitation centers, and detention centers?
	Does the ordinance include an explicit definition of corporal punishment and positive discipline?
	Is there a provision promoting the practice of positive discipline among parents, house parents, teachers, and other caregivers through positive discipline training, peer support group formation, and counseling, among others?
	Is there a provision that will prevent and address all forms of violence against children?
	Are there provisions specifically prohibiting traditional practices that are harmful to children, such as child marriage and female genital mutilation?
	Are there provisions prohibiting activities constituting child prostitution and other forms of sexual exploitation, unsafe migration, child trafficking, child pornography, and other

	activities that expose children to risks of abuse and exploitation in cyberspace?
	Are there provisions that prevent and address harmful child labor?
	Are there provisions supporting relevant training and capacity building for social workers, law enforcers, barangay tanod, daycare workers, teachers, health workers, and other service providers that include children's rights and the respectful treatment of children?
	Are there provisions ensuring that all child-care facilities under the City's jurisdiction follow the standards set by the DSWD, including the adoption and enforcement of a child protection policy, adequate and appropriate training for center-based staff, and quality center-based programs and services?
	Is there a provision setting up a comprehensive juvenile justice program in accordance with RA 9344 or the Juvenile Justice and Welfare Act as amended?
	PARTICIPATION RIGHTS
	Does the provision promote children's voluntary, safe, and meaningful participation and ensure their involvement is not tokenistic? Is this provision available even to marginalized, disadvantaged, and exploited groups of children?
	Is there a provision ensuring children's right to information, privacy, freedom of expression and opinion, and to form their association? Is this provision available even to marginalized, disadvantaged, and exploited groups of children?
	Is there a provision protecting children from harmful information and media? Is this provision available even to marginalized, disadvantaged, and exploited groups of children?
	Are there provisions supporting and promoting the formation of children's organizations or clubs that are in their best interest? Is this provision available even to marginalized, disadvantaged, and exploited groups of children?
	Is there a provision supporting children's activities and initiatives that benefit other children in the community?
	Are there provisions providing venues and processes for children (especially marginalized children) to be consulted and heard in decisions related to governance, such as in policy-making, local planning, and budgeting, and have their opinions and suggestions taken into account?

	Are there opportunities for children to be represented in the Katipunan ng Kabataan, local councils for the protection of children, local school boards, local health boards, local development councils, local DRRM councils, and other local special bodies, where the selection of representatives follow inclusive processes?
	GENERAL MEASURES FOR CRC IMPLEMENTATION
	Is there a provision/s for assessing the potential impact of a proposed government policy and other decisions on children and their enjoyment of their rights, and the use of the results to inform proposed policy measures?
	Are there provisions for strengthening and ensuring resources for the local councils to protect children (LCPCs), the barangay councils to protect children (BCPCs), and other inter-agency mechanisms?
	Are provisions strengthening children's and civil society's participation in the LCPCs and BCPCs?
	Is there a provision supporting the establishment and maintenance of a comprehensive information system/database and monitoring system for children and their situations?
	Is there a provision supporting education and raising awareness of children's rights among children, adults, and the general public?
	Is there a provision supporting increased investment in children's programs?
	Is there a provision mandating capacity building for all handlers of children in terms of understanding, recognizing, and fulfilling children's rights, children-sensitive handling of cases, and creating child-friendly spaces for children to participate and cooperate?

5.2 Workshop 1: Formulation of CAR/CICL Related Ordinance

5.2.1 Introduction

Children in conflict with the law (CICL) and children at risk (CAR) live in communities, the barangay itself, like others. As frontliners in the protection of the rights and delivery of services, barangays are responsible for ensuring that CAR/CICLs are guaranteed a safe and child-sensitive community in the fulfillment of its mandate as duty-bearers, a child and CAR/CICL sensitive legislation in instrumental in setting rules at the community level for the guidance of both the BCPCs and the residents themselves.

5.2.2 Learning Objectives

At the end of the session, the participants would be able to:

1. The trainers are expected at the end of the writeshop to successfully guide the participating barangay in formulating an ordinance based on existing issues in their community.

5.2.3 Key Learning Points

The following are some points that the trainers need to emphasize during the writeshop:

1. For barangay ordinances to be effective, their formulation must consider not only the issues existing in the community but also the capacity of the barangay in its implementation as well as the mechanisms available already in higher LGU level (city/municipality/provincial)

2. Ordinances must be based on existing laws, rights, and current situations/issues in the locality.

5.2.4 Methodology/Materials

1. The activity will adopt a writeshop method for the participants to learn by experience the formulation of an ordinance.

2. The writeshop should be given at least two and a half hours to accomplish the task.

5.2.5 Activity Guide

The following can be used as a guide by the trainers in the conduct of the writeshop:

1. At the start of the session, emphasize again the key learning points from the previous session on child rights-based legislation.

2. Explain to them briefly that the writeshop should apply the principles they learned from Day 1 of the training for them to complete a child-rights based ordinance.

3. Using the writeshop notes below, orient them on the basic parts of an ordinance and some tips in its formulation.

4. After this brief orientation, allow them to work with their respective groups using a printed ordinance template with an assigned facilitator and documenter. Encourage them to have all their members share their views on an ordinance they have decided on. The trainers should also be present during the venue and supervise the groups, allowing them to be available in case of clarification and mentor the participants while they go through the process.

   Note: Given the limited time for the activity, the trainers may instruct the participants to just write in bullet form the points that need to be included in each provision of the ordinance.

   Example: SECTION 3: Definition of Terms. The following are terms that will be used in the ordinance:
   (1) Child at risk (CAR) -
   (2) Children in conflict with the law (CICL) –

5. The trainer/facilitators should also have an available internet connection or knowledge of existing child protection and welfare laws that the participants can use as the basis of their ordinance's subject.

6. After writing the salient features of their respective ordinances, each group will have to present them for critique by the participants and the trainer. Refer to the tips in the formulation of an ordinance under the writeshop notes and lessons from the previous session on legislation.

5.2.6 Writeshop Notes

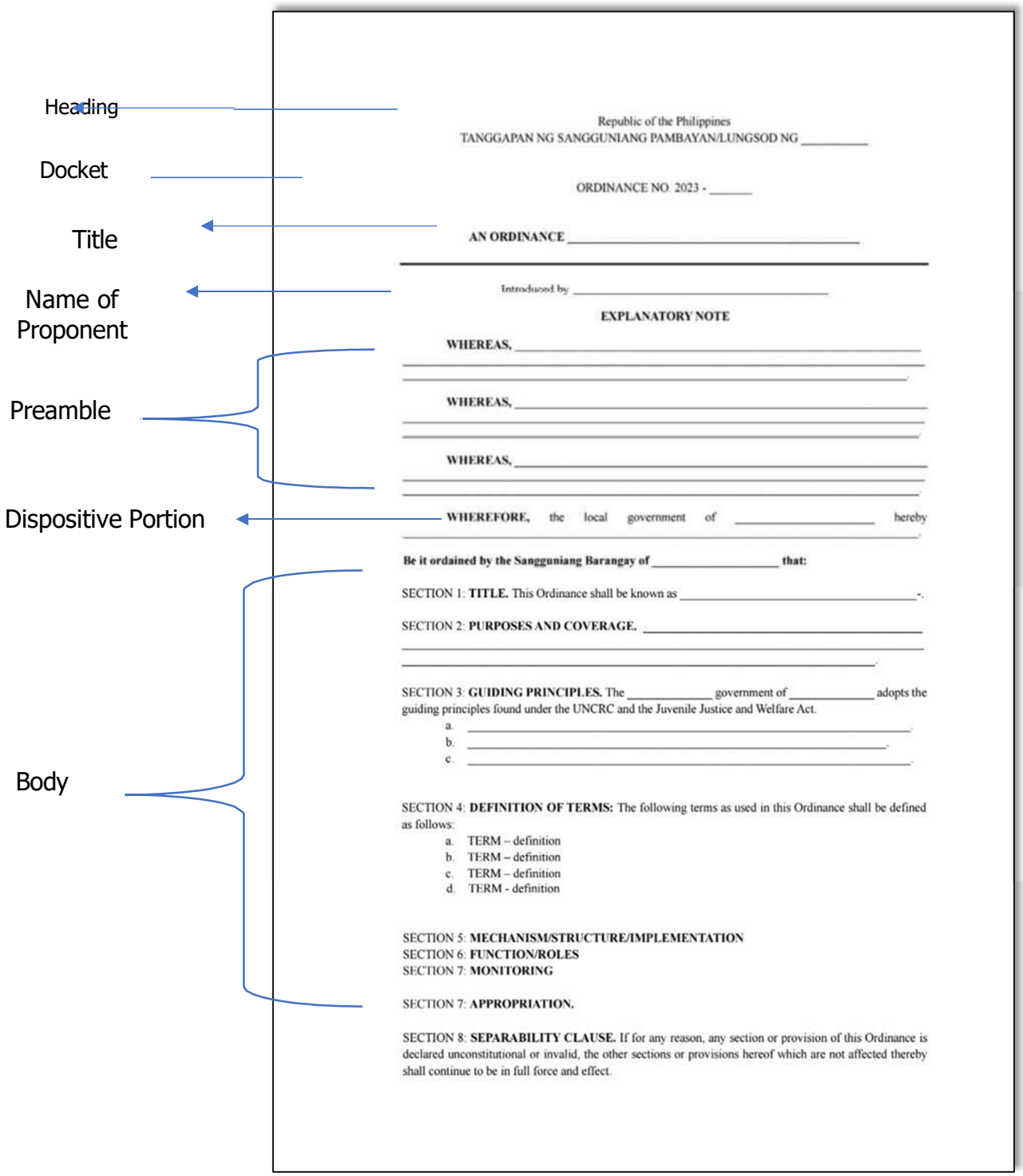
(1) THE ORDINANCE
As previously defined, an ordinance is a rule of conduct of a permanent nature enacted usually by an LGU that requires three readings and posting/publication. Note how it is differentiated from a resolution in the previous session.

(2) Kinds of an Ordinance
Since an ordinance is just a law enacted at a local level, most of its kinds are the same as any other law, such as the following:

- General Welfare Ordinance – tends to improve, benefit, or contribute to the lives of the public and general application
- Regulatory Ordinance – to control or manage a specific act or privilege
- Tax and Revenue Ordinance – seeks to impose a burden on the property or people
- Appropriation Ordinance – provides for either the general or annual budget of an LGU or for a specific purpose
- Administrative Ordinance – seeks to direct, instruct, or guide duty-bearers/officers in their work within the agency, body, or office.
- Amendatory Ordinance – seeks to amend/alter a previously existing ordinance

(3) Parts of an ordinance

a. Heading – must include the local government and its Sanggunian that will enact the ordinance
b. Docket Number – used to track the ordinance and for recording purposes
c. Title – the subject of the ordinance. This must cover only one subject matter.
d. Name of Proponent – Organization, body, or a Sanggunian member who authors or seeks the approval of the ordinance. Sanggunian members are usually the ones who propose or sponsor the ordinance. Proponents are sometimes called by advocates their "champions."
e. Preamble (Whereas/Explanatory Notes) – gives the legal basis of the ordinance, the issue or situation that motivated its formulation (e.g., lack of enough interventions), and other rationale of the ordinance
f. Dispositive Portion – includes the action or the exact ordinance content it seeks to ordain.
g. Body - the provisions in an ordinance:

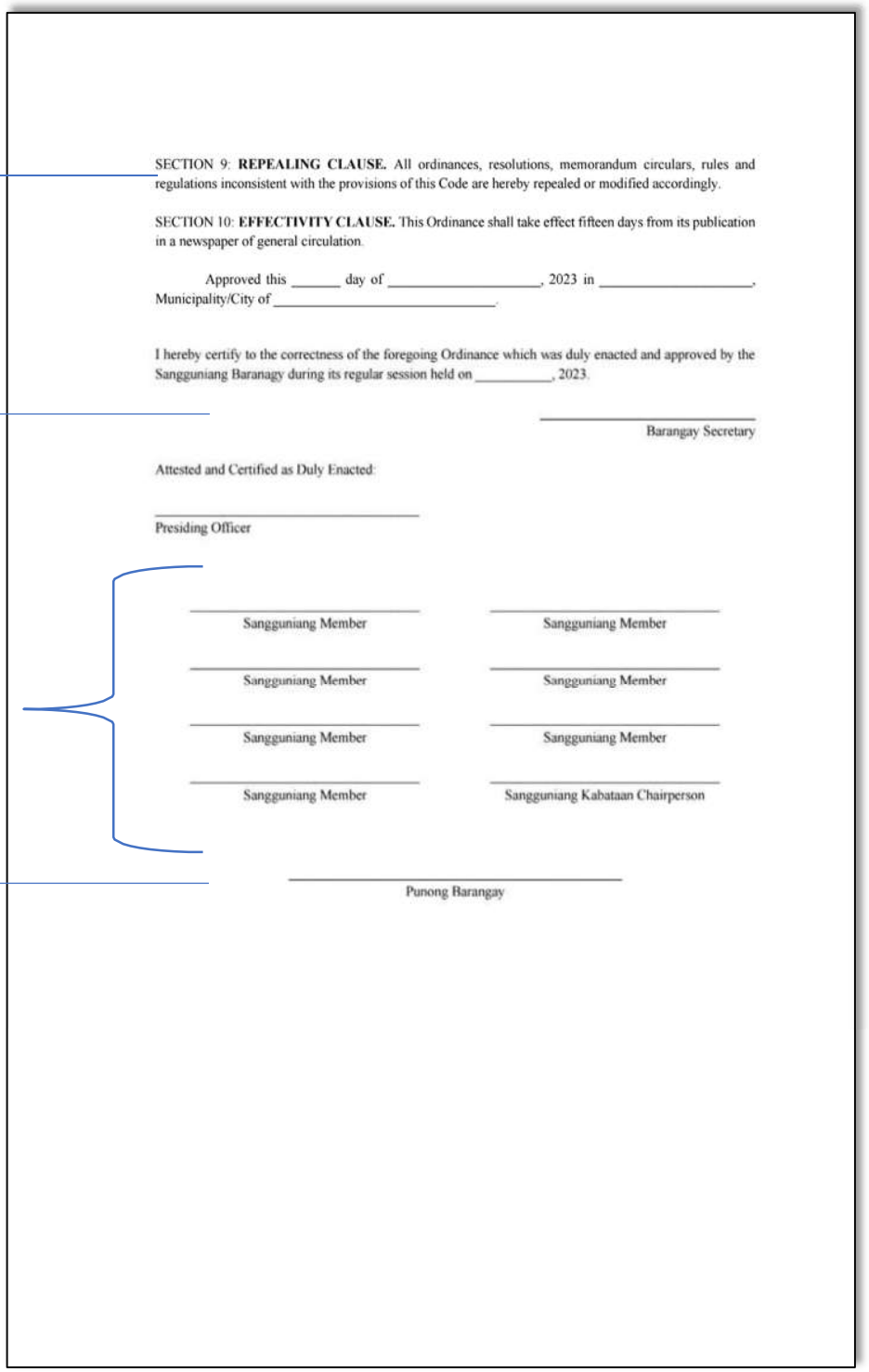

Heading
Docket
Title
Name of Proponent
Preamble
Dispositive Portion
Body
Republic of the Philippines
TANGGAPAN NG SANGGUNIANG PAMBAYAN/LUNGSOD NG _____
ORDINANCE NO. 2023 - _____
AN ORDINANCE _____
Introduced by _____
EXPLANATORY NOTE
WHEREAS, _____
WHEREAS, _____
WHEREAS, _____
WHEREFORE, the local government of _____ hereby _____
Be it ordained by the Sangguniang Barangay of _____ that:
SECTION 1: TITLE. This Ordinance shall be known as _____.
SECTION 2: PURPOSES AND COVERAGE. _____
SECTION 3: GUIDING PRINCIPLES. The _____ government of _____ adopts the guiding principles found under the UNCRC and the Juvenile Justice and Welfare Act.
a. _____
b. _____
c. _____
SECTION 4: DEFINITION OF TERMS: The following terms as used in this Ordinance shall be defined as follows:
a. TERM – definition
b. TERM – definition
c. TERM – definition
d. TERM - definition
SECTION 5: MECHANISM/STRUCTURE/IMPLEMENTATION
SECTION 6: FUNCTION/ROLES
SECTION 7: MONITORING
SECTION 7: APPROPRIATION.
SECTION 8: SEPARABILITY CLAUSE. If for any reason, any section or provision of this Ordinance is declared unconstitutional or invalid, the other sections or provisions hereof which are not affected thereby shall continue to be in full force and effect.

Action

Attestation and Certification by the Barangay Secretary

Signature of the Sanggunian Members

Approval by the Barangay



SECTION 9: **REPEALING CLAUSE.** All ordinances, resolutions, memorandum circulars, rules and regulations inconsistent with the provisions of this Code are hereby repealed or modified accordingly.

SECTION 10: **EFFECTIVITY CLAUSE.** This Ordinance shall take effect fifteen days from its publication in a newspaper of general circulation.

Approved this _____ day of _____, 2023 in _____, Municipality/City of _____.

I hereby certify to the correctness of the foregoing Ordinance which was duly enacted and approved by the Sangguniang Baranagy during its regular session held on _____, 2023.

_____
Barangay Secretary

Attested and Certified as Duly Enacted:

_____
Presiding Officer

_____ Sangguniang Member
_____ Sangguniang Member
_____ Sangguniang Member
_____ Sangguniang Member
_____ Sangguniang Member
_____ Sangguniang Member
_____ Sangguniang Member
_____ Sangguniang Kabataan Chairperson

_____
Punong Barangay

ANNEXES

Annex A

BARANGAY WORKSHEET ON THE
SITUATION OF CHILDREN IN CONFLICT WITH THE LAW AND CHILDREN AT RISK

BARANGAY CAR/CICL PROTECTION SURVEY TOOL

INTRODUCTION

This WORKSHEET aims to collect data on children and the existing programs, projects, and activities for the protection and welfare of children, particularly those in conflict with the law, at risk, and those who are victims of abuse, violence, exploitation, and neglect. This is the main Assignment of the CBJIP Team that needs to be accomplished before the workshop proper.

The WORKSHEET is divided into four main sections, namely: (1) Basic Information, which focuses on governance structures and mechanisms for child protection in the LGU; (2) Social Welfare System for Children and Families; (3) Legal System and Justice for Children; and (4) Other Related information.

The data for the questionnaire can be sourced from the Barangay itself, the Barangay Secretary from the City/Municipal Planning and Development Office, the City/Municipal Social Welfare Office, Municipal/City PNP-WCPC, the local Department of the Interior and Local Government, and the City/Municipal Council for the Welfare and Protection of Children.

INSTRUCTIONS: Please fill out this worksheet as a requirement for the Workshop on the Formulation of the CBJIP.

Barangay _____ Municipal/City _____
Province _____ Region _____

PART 1: Basic Information

1. **What is the most recent population estimate for the Barangay? YEAR _.**

Age Group	Gender			Total
	Boy	Girl	Non-Binary	
0-7				
8-12				

13-17				
TOTAL				

2. **Are there indigenous peoples or tribal groups living in the Barangay?**

Name of Indigenous People or tribal groups	Population Estimate	Estimated number of Children

3. **Check below the level of functionality of your BCPC. CHECK ONLY ONE**

DILG Classification Levels	Description of the Levels	Check the appropriate answer. Check one only
Basic	The BCPC has been organized and is meeting regularly	
Progressive	The BCPC has been organized, is meeting regularly, and has a Progressive Accomplishment Report	
Mature	The BCPC has developed a barangay action plan for Children with been organized and is meeting regularly	
Ideal	The BCPC has developed a barangay action plan for Children, is able to submit Accomplishment Reports regularly, and has indicators demonstrating concrete results	

4. **How much is the budget allocated for the activities of the BCPC***

YEAR	**Budget Allocation for BCPC**	**Percentage of the IRA** (%)	**Amount spent for children** (Php)	**Percentage Spent over budget**

				allocation (%)
20__				
20__				
20__				

*The percentage spent over budget allocation can be obtained by dividing the amount spent over the budget allocation for BCPC and multiplying the result by 100.
** Last three (3) years

5. **List down below resolutions/ordinances adopted by the Barangay for the welfare and protection of children.**

Policy Reference Number	**Year**	**Title/Description**

6. **What types of crimes have been committed against children in the past two years?**

Crimes Against Children	Age Range			20__				20__				TOTAL			
				Number of Victims				Number of Victims				Number of Victims			
	0-7	8 - 12	13 - 17	BOY	GIRL	NON-BINARY	TOTAL	BOY	GIRL	NON-BINARY	TOTAL	BOY	GIRL	NON-BINARY	TOTAL
Rape															
Incestuous Rape															
Attempted/Frustrated Rape															
Acts of Lasciviousness															

Physical Injuries															
Kidnapping/ Illegal Detention															
RA 9208 as amended by RA 10634 (Trafficking in Persons)															
Drugs/Substanc e abuse															
Others, please specify.															
TOTAL															

7. **What types of crime have been <u>committed by children in conflict with the law</u> (CICL) in the past 2 years? (Data may also be generated from the Municipal/City CSWDO Municipal/City PNP or the Children and Women's Protection Desk.)**

Crimes Against Children	Age Range			20__				20__				TOTAL			
				Number of Victims				Number of Victims				Number of Victims			
	0-7	8 - 12	13 - 17	BOY	GIRL	NON-BINARY	TOTAL	BOY	GIRL	NON-BINARY	TOTAL	BOY	GIRL	NON-BINARY	TOTAL
Rape															
Incestuous Rape															
Attempted/Frust rated Rape															
Acts of Lasciviousness															
Physical Injuries															
Kidnapping/ Illegal Detention															

RA 9208 as amended by RA 10634 (Trafficking in Persons)															
Drugs/Substance abuse															
Others, please specify.															
TOTAL															

8. Summary: Number of Children in Conflict with the Law (CICL) and their status. (If a child is covered by multiple categories, choose the last category. Avoid double counting.)

Categories of CICL	Age Range			20__				20__				TOTAL			
				Number of Victims				Number of Victims				Number of Victims			
	0-7	8 - 12	13 - 17	BOY	GIRL	NON-BINARY	TOTAL	BOY	GIRL	NON-BINARY	TOTAL	BOY	GIRL	NON-BINARY	TOTAL
Number of CICL undergoing Diversion Program															
Number of CICL undergoing Diversion Program															
Number of CICL in Bahay Pag-asa															
Number of CICL under Intensified Juvenile Intervention and Support for Center - IJSC															

Number of CICL undergoing After Care Program															
Number of CICL that have re-offended															
Number of CICLs that have been fully integrated															
Number of CICL undergoing Community-based Rehabilitation Program - CBDR															
Others, please specify.															
TOTAL															

9. **Number of Children at Risk as defined in R.A 9344 as amended (Choose only one category for the child. Avoid double counting.)**

Categories of CAR	Age Range			20__				20__				TOTAL			
				Number of Victims				Number of Victims				Number of Victims			
	0-7	8 - 12	13 - 17	BOY	GIRL	NON-BINARY	TOTAL	BOY	GIRL	NON-BINARY	TOTAL	BOY	GIRL	NON-BINARY	TOTAL
A number of children violate local ordinances															
Curfew Hour															
Truancy															
Parental Disobedience															
Anti-Smoking															

Anti-Drinking															
A number of children commit light offenses and misdemeanors against public order or safety															
Disorderly conduct															
Public scandal															
Harassment															
Public intoxication															
Criminal nuisance															
Vandalism															
Gambling															
Mendicancy – Presidential Decree No. 1563															
Littering															
Public Urination															
Trespassing															
Prostitution – Section 202 of the Revised Penal Code															
Sniffing Rugby – Presidential Decree No. 1619															

Number of children out of school															
Number of street children															
Number of children who are members of gangs															
Number of living in a community with a high level of criminality or drug abuse; and															
Number of Children in a situation of armed conflict															
TOTAL															

10. What violations of children's rights are committed against CAR/CICL? (At home, alternative care, in the community and legal system)

Children Rights	Age Range			20__				20__				TOTAL			
				Number of Victims				Number of Victims				Number of Victims			
	0-7	8 - 12	13 - 17	BOY	GIRL	NON-BINARY	TOTAL	BOY	GIRL	NON-BINARY	TOTAL	BOY	GIRL	NON-BINARY	TOTAL

Protection Rights															
Survival Rights															
Developmental Rights															
Participation Rights															
Others, please specify.															
TOTAL															

11. What interventions/ activities for CAR/CICL are available for them in the community? *

Primary Intervention (Developmental)	**Secondary Intervention (Preventive and Protective)**	**Tertiary Intervention (Remedial)**	**Others**

12. What <u>OTHER</u> types of child protection cases have been reported and assisted in the Barangay? (You may also get answers from the LSWDO, C/MHO, or the PNP/WCPD.)

Children Rights	Age Range			Number of Reported Cases											
				20__				20__				TOTAL			
				Number of Victims				Number of Victims				Number of Victims			
	0-7	8 - 12	13 - 17	BOY	GIRL	NON-BINARY	TOTAL	BOY	GIRL	NON-BINARY	TOTAL	BOY	GIRL	NON-BINARY	TOTAL
Children in emergencies															

Orphaned children due to Covid-19															
Children infected with Covid-19															
Children whose parents lost jobs due to COVID-19															
Children with disabilities															
Children of Indigenous families															
4Ps families															
child surrenderers in relation to the Philippine Campaign Against Illegal Drugs															
Child marriage															
TOTAL															

13. Answer briefly the following gender context.

a. What are the differences between the situations of girls, boys, and non-binary CAR/CICL regarding the enjoyment of their rights**? What contributes to these differences**

b. How are girls, boys, and non-binary CAR/CICL differently by the violation and non-fulfillment of their rights**?**

14. Make a list of NGOs, CSOs, FBOs, POs, and Children /Youth Organizations that work on child protection in your Barangay.

NAME OF NGOs, CSOs, FBOs, Pos, Youth Children's Organization	Responsible person and designation	Email Address	Phone number Landline and mobile	Services/Specialization Offered

Sources of Data:

- Barangay Secretary
- City/Municipal Planning and Development Office
- City/Municipal Social Welfare Office
- Municipal/City PNP-WCPC
- LGOO, Department of Interior and Local Government
- City/Municipal Council for the Welfare and Protection of Children

Annex B

BARANGAY _____ CICL & CAR SITUATION AND ANALYSIS

CICL & CAR SITUATION

As to population and basic circumstances of children

The data shows that there is a total of _____ (state here the total number of children) children in Barangay_____, of which _____ are girls, _____ are boys, and _____ have identified as non-binary. Of the total number of children, _____ belongs to the 0-7 age group, _____ to 8-12 age group, and _____ to13-17 age group. This data indicates a need for more gender-sensitive and age-appropriate policies, programs, projects, and activities.

As to Children in Conflict with the Law (CICL) and Children-at-Risk (CAR)

A total of ____ children in Barangay _____ are identified to be CICL, of which are girls, ____ are boys, and _____ have identified to be non-binary. The data show that children ages _____ and _____ (girls, boys, and non-binary) children are more inclined to commit crimes/ infractions of laws. In the last two years, there is a showing that the top most crimes/ infractions of law committed by CICLs are _____, _____, _____, _____.

On the other hand, a total of _____ are identified to be children-at-risk, of which are girls, ____ are boys, and _____ have determined to be non-binary. In particular, these children are considered _____, _____, _____ (e.g., neglected, abandoned, street children).

For both CICL and CAR, the crimes committed against them are _____, _____, _____, _____.

These data show that there was an _____ (increase/decrease) in the number of CAR/CICL in the last two years. Most crimes committed against them are crimes against _____, _____, _____ **(for** example, person, property, and other categories of crimes).

As to CAR/CICL-related programs

The community interventions offered in the barangay focus mainly on the_____(protection/survival/development/participation) rights of children. Most of the interventions offered are at the _____ (city/municipality/provincial) level, while those that are offered by the barangay are mostly promote the_____ (protection/survival/development/participation rights) of the child. CAR/CICL programs under the barangay are implemented by the _____. This shows that the barangay _____ (has/does not have) community-based interventions which (are/are not) anchored on _____ (city/municipality/provincial) level.

As to the allocation of the budget

The budget for the BCPC is _____ (more/less) than 1% of the barangay's allocation. _____ (percentage spent on children/CAR/CICL) of the BCPC budget was spent on programs and activities for children/CAR/CICL. Note: The barangay may include which programs spend the most on the budget, such as health, education, recreation, etc.
Source of budget: other source of funding: increasing/decreasing

As to existing NGOS

Existing NGOs in the community offer _____ (legal/psychological/livelihood/educational/health services and assistance).

Gender Context of CAR/CICL in the cCommunity(-insert here your answers in item 13 (a) and (b)

Most of the activities for the youth are enjoyed by _____ (boys/girls/non-binary) children such as _____ (e.g., recreational activities like basketball, etc., training and leadership opportunities, etc.). _____ (Boys/Girls/Non-binary) enjoy representation in local bodies and activities. In sum. _____ (boys/girls/non-binary) enjoy their rights in the barangay.

More _____ (boys/girls/non-binary) children encounter violations of their rights in the barangay setting, such as _____.

GENERAL PROBLEM STATEMENT:

_____
_____
_____
_____. (Write here the result of the Workshop I)

SITUATIONAL ANALYSIS

A child rights situational analysis (CRSA) was conducted to understand the extent and scope of the CAR/CICL problem identified above by further discussing and analyzing four major areas of concern that specifically target the gaps in the fulfillment of the rights of the CAR/CICL, effectiveness of institutional mechanisms, including duty-bearers, to carry out the policies and programs mandated for CAR/CICL and how these contribute to gender inequality. On another level, the CRSA also looks deeper into the different causes that contribute to the problem identified. The following is the result of the analysis conducted:

1. Fulfillment of Children's Rights
   As to the fulfillment of rights, the analysis showed that ___(insert here the immediate causes of non-fulfillment of some or all of children's rights that contributed to the general problem by referring to the accomplished problem tree). This can be rooted from _____.

(insert here immediate causes that the institutional framework contribute to the general problem) is another

2. Institutional Framework
   _____
   _____
   _____
   _____.
3. Duty bearer
   _____
   _____
   _____.
4. Gender Perspective
   _____
   _____
   _____.

Annex C

Decreased CAR/CICL by 50% in Naga City by 2025								
Indicators	Baseline	Target (2023-2026)					Responsible Agency/ Office	Source and Funds
		No. or Percentage				Geographic Area/ location		
		3 yrs.	Y1	Y2	Y3			
OUTCOME 1								
1.1.1.								
1.1.2								
1								
2								
3								
1.2.1								
1.2.2								
1								
2								
3								
OUTCOME 2								
1 2								
2.1.1								
2.1.2 1								
1								
2								
3								
2.2.1								
2.2.2								
1								
2								
3								

Annex D

CLJIP RESULTS AND PERFORMANCE MONITORING REPORT MATRIX

PROVINCE/CITY/MUNICIPALITY: _____

YEAR COVERED BY THE PERIOD: _____

EXPECTED RESULTS (1)	INDICATOR (2)	DEFINITION (How is it calculated?) (3)	TARGET No. &/or % Area (4)	ACTUAL ACCOMPLISHMENT (Difference: Actual Accomplishment-Target (Col. 5-4 = Col. 6)		COMPONENT INTERVENTION (Activities) (7)	MEANS OF VERIFICATION (MOV) (8)	RESPONSIBLE LGU/ OFFICE/ DEPT (9)	BUDGET ALLOCATION (10)	FUNDS EXPENDITURE (Difference: Funds Expenditure-Budget Allocation (Col. 11-10= Col. 12)		REMARKS (13)
				(5)	(6)					(11)	(12)	
Outcome 1: Output 1.1 Output 1.2												
Outcome 2: Output 2.1 Output 2.2												

REFERENCES

A. Laws, policies, issuances, and jurisprudence

1987 Philippine Constitution

Republic Act No. 9710, Magna Carta of Women

Republic Act No. 9344, Juvenile Justice and Welfare Act of 2006, and its Implementing Rules, as amended by R.A. No. 10630

Republic Act No. 10630, An Act Strengthening the Juvenile Justice System in the Philippines Amending for the Purpose Republic Act No. 9344, Otherwise Known as the "Juvenile Justice and Welfare Act of 2006" and Appropriating Funds Therefor

Republic Act No. 11313, An Act Defining Gender-Based Sexual Harassment in Streets, Public Spaces, Online, Workplaces, and Educational or Training Institutions, Providing Protective Measures and Prescribing Penalties Therefor

SSS Circular No. 2019-009, Guidelines on the Payment of the Maternity Benefit

DILG M.C. No. 2017-043, Barangay Protocol in Managing Cases of Children in Conflict with the Law and Children at Risk

CSC MC 12, s. 2005: Use of Non-Sexist Language in All Official Documents, Communications, and Issuances," CIVIL SERVICE GUIDE: A Compilation of Issuances on Philippine Civil Service,

Department Circular. 023. Standards for the Gender-Sensitive and Child-Friendly Public Assistance Desk and Interview Room

A.M. No. 21-11-25 SC Proposed Rules on the Use of Gender-Fair Language in the Judiciary and Gender-Fair Courtroom

DILG Memorandum Circular No. 2023-104, Guidelines on the Operationalization of VAW Desk

Silverio vs. Republic, G.R. No. 174689, 22 October 2007 Republic vs. Cagandahan, GR No. 166676, July 12, 2008

Ang Ladlad vs. COMELEC, GR No. 190582, April 8, 2010

B. International Human Rights Documents

UN Convention on the Rights of the Child

United Nations Standard Minimum Rules for the Administration of Juvenile Justice ("The Beijing Rules"), 1985

United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines)
General Comment No. 24 (2019), Children's Rights in the Child Justice System

UN Rules for the Protection of Juveniles Deprived of their Liberty (The Havana Rules), 1990

General Comment No. 12 (2009), The Right of the Child to Be Heard

C. Manual, primers, toolkits, expert opinion, and other online sources

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