

Memorandum Circular No: 14
Series of 2019

Guidelines for the Establishment of a Comprehensive Training Program for Houseparents of Residential Care Facilities for Children

I. RATIONALE

Currently, there is no model training program for Houseparents of residential care facilities (RCF) for children. Although, the Department conduct trainings for Houseparents based on their expressed need, there is no comprehensive training package that adequately equips Houseparents in the intricate tasks of parenting children. There is a need therefore to institutionalize a model training program for Houseparents delivered through a common capacity building framework.

It is necessary to capacitate Houseparents as primary care givers who provide substitute parental care to children in RCF, which is an alternative form of temporary care for children whose parents/guardians are unable to take care of them properly.

As part of the helping team, Houseparents also contribute in preparing the children for reintegration to their families, placement in foster and adoptive families and for independent living. In cases where immediate reintegration to their families and/or placement in foster and adoptive families is unavailable, residential care remains to be a response to children who have been abandoned, neglected and abused.

It is a necessity therefore to equip Houseparents with the necessary knowledge, skills, and attitude on the proper ways of parenting children. There is likewise a need to capacitate Houseparents on emerging trends and practices on child care, especially that the children under their care are considered *Children in Need of Special Protection* or CNSP.

CNSPs are children whose rights have been grossly violated and who are in need for special protective interventions, including basic and specialized services. These children require “specialized” care due to the difficult circumstances they have gone through in life.

The DSWD has some 4,124 CNSP-clients being served in its 29 residential care facilities for children and youth all over the country as of the first semester of 2018 according to the DSWD’s Program Management Bureau (PMB). For the Local Government Unit (LGU), there are 257 facilities and 388 for Non-Government Organization (NGO) according to the DSWD’s Standard’s Bureau with no updated data however as to how many children are currently in their custody.

It is a known fact however, that poverty and child abuse is correlated. With poverty conditions unabated, it can be predicted that there will be more CNSPs requiring placement in RCF. And with the growing number of CNSP needing care, the mounting tasks of providing the needs, recovery, and rehabilitation of these children cannot be taken for granted. There is a need therefore to ensure that quality care is rendered to these children, as it is first and foremost, their right.

The Philippines, being one of the signatories to the UN Convention on the Rights of the Child (UNCRC) is mandated to meet children’s basic needs and help them reach their full potential. Central to this is the acknowledgment that every child has basic fundamental rights which includes the right to life, survival and development, protection from violence, abuse or neglect, an education that enables children to fulfil their potential, be raised by, or have a relationship with, their parents, express their opinions and be listened to. The Houseparents’ role in the attainment of these basic fundamental rights is crucial as they are substitute parents expected to make RCFs a family-life-environment for CNSPs.

Along with this mandate, the DSWD with its partner stakeholders ensures that the Department’s Vision, Mission and Goals as well as the Organizational Outcomes (OOs) are attained to impact changes in clients, beneficiaries and intermediaries’ lives, behavior and capacity.

The Department, through this policy therefore can satisfy a current necessity of institutionalizing a comprehensive capacity building program for Houseparents that is primarily anchored on the Department's mandate to provide social protection and promote the rights and welfare of the poor, vulnerable and the disadvantaged individual. Establishing a model training program for Houseparents of RCFs for Children likewise contributes to the attainment of the DSWD's "Organizational Outcome No. 2: Rights of the poor and vulnerable sectors promoted and protected," "Organizational Outcome No. 4: Continuing compliance of SWD agencies to standards in the delivery of social welfare services ensured", and "Organizational Outcome No. 5: Delivery of SWD programs by local government units (LGUs), through local social welfare and development (LSWDOs), improved". All of this effort shall ensure that the rights and welfare of children in RCFs are protected, promoted and respected.

II. LEGAL BASES

United Nation's Convention on the Rights of the Child

United Nation's Guidelines for the Alternative Care of Children (No. V Framework of Care Provision, No. 55 and No. VII Provision of Alternative Care, No. 71)

The 1987 Constitution of the Philippines, Article II Section 23 which states that "the State shall encourage non-governmental, community-based or sectoral organizations that promote the welfare of the nation."

Presidential Decree 603 or the Child and Youth Welfare Code

Republic Act 7610 otherwise known as an "Act Providing for Stronger Deterrence and Special Protection against Child Abuse, Exploitation and Discrimination, and for Other Purposes"

Section 3 of Republic Act 5416 of 1968 otherwise known as "Providing for Comprehensive Social Service for Individuals and Groups in Need of Assistance, Creating the Department of Social Welfare, which states that the Department shall "set standards and policies to insure effective implementation of public and private social welfare programs"

Administrative Order No. 11 Series of 2007 entitled Revised Standards on Residential Care Service

Administrative Order No. 15, Series of 2012 or the Amended (Amended Administrative Order No. 11 Series of 2007 entitled Revised Standards on Residential Care Service

DSWD Administrative Order No. 7, Series of 2012 or the DSWD Child Protection Policy

Memorandum Circular No. 16, Memorandum Circular No. 16, Series of 2014 (Standards for the Functionality of Local Social Welfare and Development Offices)

Memorandum Circular No. 18, Series of 2018 or the Revised Guidelines Governing the Registration, Licensing, of Social Welfare and Development (SWD) Agencies and Accreditation of Programs and Services

III. OBJECTIVES

General:

To establish a comprehensive training program for Houseparents of residential care facilities for children for effective delivery of services

Specific:

1. For the Houseparents to acquire enhanced knowledge, attitude and skills on parenting Children in Need of Special Protection;
2. For the children to have their rights and welfare guaranteed, protected, promoted, respected and fulfilled;
3. For the residential care facilities to approximate a family-life environment that is child-centered, rights-based and gender-sensitive;
4. For the residential care facilities: to contribute in attaining the status of a Center of Excellence

IV. COVERAGE/SCOPE

The policy contained herein shall provide access to Houseparents of all residential care facilities for children managed by DSWD, LGU and NGO.

V. DEFINITION OF TERMS

Children - refer to persons below eighteen (18) years of age or those over but are unable to fully take care of themselves or protect themselves from abuse, neglect, cruelty, exploitation or discrimination because of a physical or mental disability or condition¹

Children in Need of Special Protection (CNSP) - refer to all persons below 18 years of age, or those 18 years old and over but are unable to take care of themselves because of physical or mental disability condition; who are vulnerable to or are victims of abuse, neglect, exploitation, cruelty, discrimination and violence (armed conflict, domestic violence and other analogous conditions prejudicial to their development)²

Houseparents - refer to an employee of residential care facilities for children in-charge with the responsibilities for the general care and development of children, implementation and coordination with other units on the status of child development, reporting to the administration any unusual incident and physical condition of children and performance of other administrative tasks. As referred to in this guideline, it shall refer to the target participants for the Training on Houseparenting.

Local Government Units (LGU) - Pursuant to Section 15 of Republic Act 7160 or the Local Government Code, it is a body politic and corporate endowed with powers to be exercised by it in conformity with law. As such, it shall exercise powers as a political subdivision of the national government and as a corporate entity representing the inhabitants of its territory. For

¹ Pursuant to Section 3A of Republic Act 7610 of 1992 otherwise known as An Act Providing for Stronger Deterrence and Special Protection against Child Abuse, Exploitation and Discrimination, and for Other Purposes

² According to the Memorandum Circular No.29, Series of 2005 or the Guidelines in the Implementation of Support Service for Birth Registration of Children in Need of Special Protection and Foundling

the purpose of this guideline, it shall refer to the residential care facilities managed by these LGUs;

Comprehensive Training Program - refers to the primary capacity building program for Houseparents from public and private-run residential care facilities for children. It shall be composed of a Training of Trainers and the Training on Houseparenting.

Non-government Organization (NGO) - refers to a non-stock, non-profit domestic corporation duly registered with the Securities and Exchange Commission (SEC) or a cooperative duly registered with the Cooperative Development Authority (CDA) committed to the task of socio-economic development and established primarily for providing goods and services to the public. This includes social welfare and development (SWD) agencies that implement social welfare and development programs and projects³. For the purpose of this guideline, it shall refer to the residential care facilities managed by these NGOs;

Residential Care - refers to a service delivery mode that provides 24 hour group care living as an alternative family care arrangement to residents whose needs cannot be met by their families⁴.

Social Workers - refers to a practitioner who by accepted academic training and social work professional experience possesses the skills to achieve the objectives as defined and set by the social work profession, through the use of the basic methods and techniques of social work (casework, group work, and community organization) which are designed to enable individuals, groups and communities to meet their needs and to solve the problems of adjustment to a changing pattern of society and, through coordinated action, to improved economic and social conditions, and is connected with an organized social work agency which is supported partially or wholly from government or community solicited funds⁵. In these guidelines, it refers to the

³ According to Memorandum Circular No. 15, series of 2009 or the Guidelines on the Management and Utilization of Priority Development Assistance Fund (PDAF)/Congressional Initiative (CI)

⁴ According to Administrative Order no. 11, series of 2007 or the Revised Standards on Residential Care

⁵ In accordance with Republic Act 4373 or an Act to Regulate the Practice of Social Work and the Operation of Social Work Agencies in the Philippines and for Other Purposes

social workers employed by residential care facilities for children who are target participants in the Training of Trainers.

VI. OPERATIONAL GUIDELINES

A. General Policies

1. This training program shall be mandatory to all currently employed Houseparents of the DSWD residential care facilities for children with custodial care function, regardless of employment status, to be credited under the minimum required hours of training per year anchored on the minimum basic qualification standard for staff. It shall likewise be mandatory for newly hired Houseparents by the DSWD to undergo such training;
2. LGU and NGO residential care facilities for children are likewise enjoined to adopt this training program;
3. The DSWD shall generate a pool of trainers who will serve as members of the training team for the roll-out of the Training of Trainers on Houseparenting;
4. The Training of Trainers shall be implemented to social workers of residential care facilities for children by the Social Welfare Institutional Development Bureau (SWIDB) and Human Resource Management and Development Service (HRMDS) in partnership with the Program Management Bureau and the concerned Learning and Development Section (LDS), Capacity Building Section (CBS) and Standards Unit (SU) of the DSWD Field Offices.
5. In the exigency of service, psychologists/psychometricians may also be tapped to participate in the Training of Trainers and serve as part of the pool of trainers to handle certain topics which are deemed to be in their area of competence.

B. Implementation Scheme

1. Training Needs Assessment

1.1 Training Needs Assessment for the Training of Trainers

Prior to the preparation of the design and implementation of the Training of Trainers, the SWIDB and HRD will conduct an assessment for the staff that will participate, to determine the training that they require to effectively implement the Training on Houseparenting. To accomplish this, intended participants will be asked to complete the Training Needs Assessment Tool for the Training of Trainers which is made an integral part of the Training Manual on Houseparenting (see Annex D for the Training Manual).

1.2 Training Needs Assessment for the Training on Houseparenting

Prior to the preparation of the design and implementation of the Training on Houseparenting, the concerned CBS and LDS will utilize the existing Training Needs Inventory Tool of DSWD to determine the training needs of the Houseparents. To augment this, the Training Needs Assessment Tool for the Training on Houseparenting which is made an integral part of the Training Manual on Houseparenting (see Annex B for the TNA Tools) shall also be utilized.

2. Preparation of the Training Design

The SWIDB and HRMDS will prepare the Training Design for the Training of Trainers based on the results of the Training Needs Analysis for Social Workers. Moreover, the concerned CBS and LDS will prepare the Training Design for the Training on Houseparenting based on the results of the Training Needs Analysis for Houseparents.

The concerned Bureaus, Offices and Sections will follow the existing template of DSWD in preparing their respective Training Designs.

3. Training of Trainers

The Training of Trainers (TOT) on the Use of the Training Manual on Houseparenting, as recommended, shall be attended by social workers from concerned residential care facilities that will, afterwards, send participants to the training on Houseparenting. Through this scheme, the training may be sustained by trained social workers through in-facility roll out trainings. The TOT shall focus on the content and usage of the Training Manual on Houseparenting. It shall have, at a minimum, the following components, the:

3.1. *Perspective Setting.* It prepares the RCF social workers for the task of implementing the training to Houseparents of residential care facilities, by providing common perspective. The module provides a situationer on children in the residential care facilities in the Philippine context, examines selected legal instruments for children, and discusses the role of facility social workers in the realization of the objectives of the training for Houseparents. Lastly, it presents the principles of adult learning and transformative education as the suggested learning perspectives in the implementation of the Training on HouseParenting.

3.2 *Orientation on the Use of the Different Modules.* The participants shall be oriented on the content and structure of the training modules. There will also be methodologies employed as recommended by the Training Manual on Hosue Parenting for the trainers to be familiar with the delivery of these activities.

3.3 *Training Management* . It provides the participants with a quick guide to the fundamentals of Training Management. The sessions focus on the phases of Training Management which include Training Needs Assessment, Training Program Design, Training Implementation, Training documentation and Training Monitoring and Evaluation. Some essential tips and strategies are provided in this training such as enhancing communication skills, handling anxiety of the learning facilitator or speaker, and how to ensure the smooth flow of training sessions. The module also orients the participants that training management involves a team with specific tasks crucial to the success of the training as a whole.

4. Roll out of the Training on Houseparenting

Ideally, the training activities for Houseparents shall be conducted in cluster, as this will facilitate the establishment of networks and exchange of resources between facilities. The implementation of the 10 modules of the *Training on Houseparenting* shall require at least 10 days for completion. It is recommended to be staggered as the Houseparents and the trainers (social workers) can only spare a few days for the training activities every month. The current scheme is 3-4-3 days. This means that the training shall be implemented in 3 legs, with 3 training days for the first leg, 4 days for the second leg and 3 days for the final leg. This will also give ample time for the trainers to prepare for succeeding training leg.

For the first leg, the first 4 modules of the training shall be covered: Child' Rights Perspectives, Self-awareness, Organizational Awareness and External Awareness. For the 2nd leg the focus shall be the delivery of Modules 5-7: Custodial Care, Behavioral Management, and Problem Solving. During the third leg, it will include discussion on Modules 8-10: Crisis Intervention, Safety and Security, and Record Keeping.

4.1 Training Program Component

There are ten (10) modules contained in the Training Manual on Houseparenting. The initial two modules: *Child's Rights Perspective* is for Houseparents to learn that child's rights are human rights, and the legal bases of their job or vocation; while *Self Awareness* is intended for the Houseparents to be aware of themselves as caregivers to children in need of special protection. These two modules are important to be implemented prior to the 8 modules as it provides a good foundation for the ensuing modules. On the other hand, the other eight modules are dedicated to the other recognized themes on Houseparenting . The following are brief descriptions of every module:

First Leg:

Module 1: Self-Awareness provides the Houseparents with tools for self-assessment to help them discover their strengths, weaknesses, opportunities and threats and to better understand their roles as members of the helping team for child care.

Module 2: Child's Rights Perspective introduces the concept of human rights, its core principles and ideas and situates the Houseparents' as duty bearers responsible in ensuring that the rights of every resident are fulfilled. It provides a discussion on the United Nations Convention on the Rights of the Child (UNCRC), its basic concept and principles, as one of its key instruments in ensuring the fulfilment of child's rights in the country. Furthermore, salient provisions of selected Philippine laws and policies protecting children are also included in this module.

Module 3: Organizational Awareness covers the need for the Houseparents to develop awareness on the structures, process and activities inside and outside the organization. It includes a better understanding of their facility's vision, mission, goals, philosophy,

values, policies, and procedures; and most importantly, the rationale behind their programs and services. It also includes session on *Program Maintenance* emphasizing that HP is a key player in the multidisciplinary approach in providing care to the residents. Specifically, it describes the residential facilities' rationale behind the multidisciplinary approach to child care, its benefits, and its challenges. The module also recognizes the role of the Houseparents in implementing the facility's programs and services, while identifying the facility's strengths, threats and areas for improvement and what opportunities may be available to address these.

Module 4: External Awareness explores external factors such as partners, networks, stakeholders and the physical environment that may potentially affect the residents and staff in the facility. In addition, the importance of networking and establishing linkages with other individuals, groups or organizations shall also be briefly discussed, and networking tips shall be provided.

Second Leg:

Module 5: Custodial Care aims to enhance the knowledge, skills and attitude of Houseparents in handling children and youth in need of special protection for them to effectively perform their role as duty bearers. Through this module, the Houseparents are equipped with basic knowledge on responsible parenting, child development milestones, and gender sensitivity among others. The module also assist the Houseparents in developing communication skills appropriate for the child's development, and to identify signs of behavioral problems and techniques in helping children in need of special protection. The module also offers child-friendly techniques that may help the Houseparents in facilitating and managing the facility's programs and services.

Module 6: Behavioral Management discusses specific KSA (knowledge, skills and attitude) competencies required among Houseparents handling children in need of special protection as required by the HPS. Special emphasis is given on knowledge and application of techniques in positive disciplining as the more appropriate response in addressing untoward incidences arising from difficult behaviors and discipline issues among the residents under their care.

Module 7: Problem Solving tackles problem solving as a necessary skill of the Houseparent. Specifically, the module discusses the philosophy, steps and development of skill in problem solving. Houseparents are helped through this module to create an institutional climate where residents are equipped and encouraged to explore and discuss their problems for possible solutions.

Third Leg:

Module 8: Crisis Intervention builds on the experiences of the Houseparents by concretizing their best crisis intervention practices into guidelines. The module also provides tips and guidelines in dealing with situations of conflict, suicide and temper tantrums. It also imparts strategies to prevent or minimize physical harm to the residents and covers the Houseparents' roles in each phases of crisis intervention. This module also covers stress management techniques to effectively handle the stress brought about by crisis experienced in the facility.

Module 9: Safety and Security is focused on providing the Houseparents basic understanding on the concept of safety and security. This module aims to capacitate the Houseparents on how to ensure the safety and security of residents from man-made hazards and natural phenomena. This module also gives a brief background on Disaster Risk Reduction and Management (DRRM). In line with empowering children, this module equips the Houseparents with methodologies which can be utilized in teaching children to protect themselves from some of the common hazards and threats.

Module 10: Record Keeping covers the importance of record keeping and how this will impact the programs and services provided to the residents. It also highlights the importance of accuracy and timeliness in report writing as well as providing helpful tips in writing these reports. It impresses on the Houseparents how keeping track of data through reports and records are significant to the rehabilitation of the residents and the operation of the facility.

5. Monitoring and Evaluation

To monitor and evaluate the effectiveness and sustainability of this policy and the Training Program for the Houseparents, mechanisms for monitoring and evaluation shall be installed as follows:

1. Existing protocols of the Department shall be followed in the preparation and submission of the Training Documentation Reports;
2. Conduct of Training for HPs shall be included in the Capacity Building and Learning Development Quarterly Reports for submission to the Program Management Bureau. The same shall be included in the Technical Assistance and Resource Augmentation (TARA) Accomplishment Report in the case of NGO and LGU RCF staff, as part of the agency TARA mandate;
3. The CBS, LDS, LGUs and NGOs shall monitor the implementation of Re-Entry Action Plan (REAP) and Impact Evaluation Tool completed and submitted by the participants/trained staff;
4. Utilize existing monitoring tool to determine the impact of the training program to DSWD, NGOs, LGUs HPs and to the clients over all aspect which shall be the basis for monitoring of compliance to this policy and enhancement of the training module for the coming years;
5. The Standards Unit shall monitor participation and compliance of Social Welfare and Development Agencies (SWDAs) on the Training Program through accreditation process;
6. Monitoring of the Trained Staff with service obligation to ensure return of investment (ROI) shall be done by the LDS for organic staff and CBS/SU for LGU and NGO staff;
7. The LDS, CBS shall design and/or maintain a Database of Trainings Conducted and Trained Houseparents, to determine number of training hours achieved by the staff and determine their compliance or non-compliance with the required 24-hours training as per the rules of the Civil Service Commission and as per DSWD Administrative Order No. 15, Series of 2012 in the case of NGO and LGU RCF staff;
8. The CBS shall design/maintain a Database for the pool of Trainers that underwent the Training of Trainers on Houseparenting;

9. The concerned DSWD Bureaus shall set a specific timeline to review and enhance the existing modules/training program to best address the current and evolving trends/practices in the service delivery of Houseparents;
10. The concerned CBS and LDS shall submit a fund utilization report on the Training.

6. Source of Funds

1. PMB shall augment funds of the Field Offices for the implementation of the training program for DSWD RCFs.
2. SWIDB shall augment the funds of the Field Offices for the implementation of the training program for NGO and LGU RCFs, in cases where the TARA funds of the Field Office have been exhausted.
3. Cost sharing and other resource generation strategies may also be explored to fund the training program.

VII. INSTITUTIONAL ARRANGEMENT

1. **The Social Welfare Institutional Development Bureau (SWIDB), being the capacity building arm of the Department:**
 - 1.1. Shall be responsible in the review and enhancement of the training program;
 - 1.2. Shall make the training manual more accessible through the Knowledge Management portal;
 - 1.3. Shall spearhead the implementation of the Training of Trainers (TOT) LGU and NGO RCF staff for improved delivery of social welfare services.
2. **Human Resource Management and Development Service:**
 - 2.1. Shall spearhead the implementation of the Training of Trainers (TOT) for DSWD RCF staff for improved delivery of social welfare services.
3. **The Program Management Bureau:**
 - 3.1. Shall provide necessary assistance to HRD in the implementation of the Training of Trainers (TOT) for staff of select DSWD RCF per region.

4. The Standards Bureau:

- 4.1. Shall be responsible in providing consultative and information services among registered/licensed and accredited residential care facilities regarding the existence and availability of this training program;
- 4.2. Monitor compliance of RCF as part of the continuous development of child care staff as part of the DSWD accreditation process in accordance with A.O.15, series of 2012;

5. The DSWD Field Offices, through:

- 5.1. The Capacity Building Section (CBS) shall organize and spearhead the roll out Training on Houseparenting for participants coming from LGU and NGO RCFs as part of its mandate to capacitate LGU and NGO staff for improved delivery of social welfare services. The Training on Houseparenting, to be implemented with the assistance of trained social workers in the TOT, may be implemented in partnership with the Learning and Development Section so that Houseparents from DSWD RCFs may be mixed together with RCFs from LGU and NGO RCF for knowledge-exchange and networking purposes. This training program shall be made available to any registered, licensed and/or accredited residential care facilities;
- 5.2. The Learning and Development Section, shall be responsible in organizing this training for Houseparents of DSWD RCF operating in that region;
- 5.3. Capacity Building Section shall organize, in coordination with the Standards Section, additional training on Houseparenting on a needs basis;
- 5.4. The Standards Section shall be responsible in providing consultative and information services among the registered/licensed and accredited residential care facilities in its database regarding the existence and availability of this training program. It shall also identify the RCF whose Houseparents require the training;
- 5.5. The Standards Section shall coordinate with the Area-based Standards Network (ABSNET) in monitoring the impact of this training to the Houseparents of their member-agencies.

VIII. **EFFECTIVITY.** This order takes effect immediately for the guidance of all concerned. All issuances that are inconsistent with this Memorandum Circular are hereby revoked.

Issued this 7th day of August, 2019.



ROLANDO JOSELITO D. BAUTISTA
Secretary

Certified True Copy:
/ 28.8.19
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