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AN INTERDISCIPLINARY PUBLICATION

Editorial Board



Dr. Johnny B. Decatoria is a Clinical Psychologist, Educator, Psychotherapist, Clinical Social Worker and a Trauma Specialist. He finished his Liberal Arts degree in Psychology at the University of Negros Occidental-Recoletos in Bacolod City and completed his Master of Arts in Clinical Psychology at Far Eastern University-Manila. In 1994, he earned his Ph.D. in Clinical Social Work and Psychology at La Salle University in U.S.A. under the assistance of the United Nations Development Program (UNDP). He

has worked as Consultant for over 10 years with United Nations Agencies, particularly, UNDP/UNICEF and UNHCR. He assisted UNICEF in a number of Caribbean Government Countries as a Clinical Psychologist and Social Services Consultant in providing professional and technical assistance in developing child abuse management programs including CICL, and training social workers, counselors, health personnel, police and prison officers, corrections officers, particularly in the management of cases such as, victims of violence and trauma in many countries like Saint Lucia, Barbados, Antigua, and Commonwealth of Dominica. At the same time, he had lent his professional expertise with the Penal Reform International based in England and with offices in France and the Caribbean. Dr Decatoria has also worked for the UNHCR in Thailand where he was responsible for implementing psycho-social and mental health services for Vietnamese and Cambodian survivors of violence who were victims of rape and boat piracy attacks. His last two international work assignments are Kosovo and West Africa where he had served as Social Services Technical Adviser and Trainer, providing technical assistance to United Nations and international agencies in developing mental health programs and services to individuals and families who were victims of war. Dr. Decatoria is a Diplomate and Board Certified Expert in Traumatic Stress, awarded by the American Academy of Experts in Traumatic Stress in New York. Eight years ago, he founded the first ever Psychotrauma Clinic in the country, the University of Santo Tomas Graduate School Psychotrauma Clinic in Manila, a community service program of the UST Graduate School, where he served as Consultant and Director. He taught at the UST Graduate School a number of Counseling and psychology courses. At the same time, he served as consultant to a number of government agencies such as, the Department of Social Welfare and Development, Bureau of Corrections, and Department of Justice.



Dr. Emma Porio is Professor and Chair of the Department of Sociology and Anthropology at the Ateneo de Manila University (ADMU). She directed the Global Urban Research Initiative for Southeast Asia (1994-1998), chaired the Technical Panel for Sociology and Anthropology in the Commission on Higher Education (CHED) of the Philippines (1997-2007) and of the Governing Council of the Philippine Social Science Council (2004-2006) and president of the Philippine Sociological Society (1999-2002). Currently, she is a

member of the Executive Committee of the Europe-based, International Sociological Association (ISA), Board of Directors of the Global Development Network (Washington, DC), and international advisor of the panel on climate change of the American Sociological Association. From 1994-1998 she served as regional coordinator for the Global Urban Research Initiative (GURI) in Southeast Asia. Under her leadership (1996-2002), the Department of Sociology of the Ateneo de Manila University became a CHED Center of Excellence. She sits as research advisor to several NGOs or civil society organizations (CSOs) specializing in urban/local governance, housing, children, poverty, and gender such as the Huairou Commission (New York), International Housing Cooperative Board (Washington, D.C.) and the Forum of Researchers for Human Settlements (Rome). She obtained her PhD (Sociology) from the University of Hawaii and the East-West Center (USA) and has been a recipient of several international research fellowships, the most recent being the Ash Institute Fellowship for Local Governance (Harvard University). For the past 15 years, Dr. Porio has done extensive research on children, women, poverty, development, and governance. She has served as consultant to the World Bank, United States Agency for International Development (USAID), Asian Development Bank, Ford Foundation, and UN agencies like the UNICEF, UNDP, UNFPA, ILO, and WHO. She has written several books including *Partnership with the Poor*, *Pathways to Decentralization*, *Children in Drugs in the Philippines*, *Children in Drugs in Southeast Asia*, and *Urban Governance and Poverty Alleviation in Southeast Asia*.

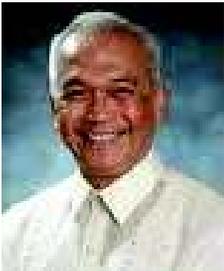


Dr. Lois Engelbrecht has all three degrees in social work. She was born and grew up in India and worked primarily in Asian countries, especially in the Philippines. She has written a variety of materials that are aimed at direct social work and community workers in the area of prevention and treatment of child sexual abuse. Her particular expertise is project development, and has been a part of developing new programs in Malaysia, China, Vietnam, Saudi Arabia, and India. She is a founder of the Center for the Prevention and Treatment of Child Sexual Abuse in Quezon City. Her

work has been translated into Hindi, Tamil, Bahasa Malay, Tagalog, Arabic, Chinese, and Vietnamese.



Reynaldo J. Lesaca Jr., M.D is a privately practicing psychiatrist of 35 years. He recently retired from government after 17 years of service with the National Kidney and Transplant Institute in Quezon City. He is the only transplant psychiatrist in the country with extensive experience in organ donation and transplantation. He also does consultation-liaison work in the hospital. He was founding president of the Center for the Prevention and Treatment of Child Sexual Abuse in 1995 and served as such for ten years. In 2010 he was appointed as Emeritus President of the Center by the Board of Trustees. Dr. Lesaca offered his clinical services to child and adolescent clients who are victims of child sexual abuse. His influence was essential in getting Personal Safety Lessons incorporated in the curricula of public elementary and high schools with the Department of Education. Dr. Lesaca is also a staunch medical activist.



Dr. Jose Andres Sotto returned to the Philippines in January 2003, after more than 25 years abroad, to accept a call to join the Faculty of Asian Theological Seminary (ATS) and to serve as Consultant to the Department of Social Welfare and Development (DSWD). At ATS, he spearheaded the construction of the Counseling Center and served as Head of the Counseling Department. Dr. Sotto developed, and supervised, the Comprehensive Continuing Education for DSWD Psychologists, a three-year-intensive training program that featured a (live-in) four-week-grounding in theory and practice, as well as two years of one-on-one mentoring in the field. As a suicidologist and community activist, Dr. Sotto founded the South Essex Adolescent Crisis Services in Ontario, Canada, in response to the rising incidence of suicide attempts among teens in the area. This intervention program was the first of its kind in Southwestern Ontario, employing advanced case management approaches. He also served as a consultant to the Children's Aid Societies of Ontario and the Detroit Youth Home, Michigan, USA, on cross-cultural issues in child abuse prevention and treatment, juvenile justice, and adoption. Dr. Sotto's direct involvement in these programs led him to broader engagement in advanced case management, suicide prevention, trauma counseling, forensic social work, and psychological debriefing of disaster victims/workers around the world. In 1991, Dr. Sotto was appointed Director of the International Facilitating Committee of the United Nations Conference on Environment and Development (*Earth Summit*) held in Rio de Janeiro, Brazil. After his term, he joined the Immigration and Refugee Board of Canada as a refugee law judge, and continued his work as community-based

pastoral counselor and therapist. Dr. Sotto earned his Ph.D. in Counseling and Special Education (minor in Social Work) from Wayne State University, Detroit, Michigan; his Master of Education from the University of Windsor, Canada; his Bachelor of Education from Wesleyan University-Philippines; and his *Certificate in Youth Ministry* from Princeton Theological Seminary, New Jersey. Dr. Sotto was the recipient of the *Governor General Medal of Honor for Community Development* on the occasion of Canada's 125th Anniversary. He has also been named *Most Outstanding Filipino-Canadian Leader* on seven different occasions. Dr. Sotto's current field of study is on male victims of sexual abuse.

Call for Papers

The research on and experience in child sexual abuse in the Philippines is increasing. In order to fill the gap in disseminating the research, the editorial team will make every effort to seek out that research for publication.

Our first several issues will thank its contributors with P4,000.

Refer to the back of this journal for the guidelines for submission. We seek academic as well as practical articles to increase our understanding of the multidisciplinary context of child sexual abuse. Researchers and practitioners in the field of social work, psychology, psychiatry, medicine, law, and education are all invited to contribute to filling in all pieces of the puzzle for effective services in the prevention and treatment of child sexual abuse.

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AN EDITORIAL NOTE page 1

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Pensinsula: Results from Focus Group Discussions**

Maria Theresa Cordial-Gulapa, RSW..... page 3

Abstract

Nationwide the Center for the Prevention and Treatment of Child Sexual Abuse, together with the Department of Education, has implemented Personal Safety Lessons (PSL) in 10 regions, 58 school divisions and over 510 schools. It was taught to over 100,000 students since it was piloted in 1995. Appropriate research was conducted throughout the process to assess student learning, teacher awareness and readiness to teach, parent participation, and general system preparedness to respond.

During the first 15 years, the project had been concentrated in Luzon and Visayas areas. In 2011, the PSL project expanded into the Zamboanga Peninsula for two reasons. One, is that there had been a high prevalence of child abuse cases reported to DSWD in Region 9. The second, is that it was a response to the government's call to prioritize humanitarian and social welfare efforts in Mindanao due to its social and political instability and peace issues.

In previous years, assessment of the materials and methodology were sought using pre- and post-tests. The issues to assess learning were body access, private body parts, touch, safety rules, secrets, blame, intuition, support system, assertiveness and self-esteem. However, because of the cultural and other issues that differ between Luzon and Visayas, we felt the need to expound on the data previously collected. For this purpose, we selected the focus group discussion technique in order to give more meaning to the generic pre- and post-test examinations done in Luzon.

Three of the issues were predominant: 1) Body access and touch: Most of the elementary students viewed PSL as lessons that help

protect them from "bad" people", dangerous situation/s and unwanted touch. Secondary students were more specific by stating that the lessons are for child sexual abuse prevention. 2) Safety rules: It appears that safety rules related to stranger danger is dominant. 3) Private body parts: The issue of sex remains a major factor, with difficulties talking about sex perhaps impeding effectiveness of personal safety lessons.

However, of significance is that the students enjoyed the methodology of open discussion used in the lessons. They recognized the importance of the subject because they are aware of the issue from the media. They stated clearly that all students should learn prevention.

A partial list of unpublished Philippine university research related to child sexual abuse

Monaliza V. Calapini-Prasad and Lois J. Engelbrecht page 16

The purpose of the Philippine Journal of Child Sexual Abuse is to encourage Philippine-based research that will facilitate to build a national paradigm for child protection. Most research is western-based and published in western international journals. This journal aims to publish indigenous research in order to develop effective services to our indigenous population. This appears a daunting challenge. Yet local research does exist, albeit mostly unpublished.

The search for university research yielded a healthy list. This article shares a mere handful from some of the Luzon and Visaya universities. The next issue will share Mindanao research. The research chosen to share were not for any particular purpose except to show the multidisciplinary nature of the issue.

In order to maintain the integrity of the individual authors, very little editing was done on the text. The purpose of what editing did occur was to report the research in a somewhat similar format. This was a challenge because the research was done at different levels (course work, thesis, dissertation) and from different universities and thus using different formats with different expectations and standards.

BOOK REVIEW

Innocence, Knowledge and the Construction of Childhood: The contradictory nature of sexuality and censorship in children's contemporary lives. by K.H. Robinson, K. H page 36
Reviewed by Emily Roque

AN EDITORIAL NOTE

Welcome to the fourth issue, 2014 edition of the Philippine Journal of Child Sexual Abuse (PJCSA).

We continue and struggle to come out with regular issues of our journal, what with the paucity of articles and papers being done and written pertaining to child sexual abuse (CSA) in the country. With this comes the appeal for more studies, papers, and articles in this field to keep our publication going.

This journal aims to attract two types of research: original, theoretical and empirical contributions in clinical or community practice. The issue has a representative sample of the latter type.

The second article is a partial bibliography of researches done in university/class settings. This work was commissioned because of the difficulty in getting our colleagues to conduct research in the area of child sexual abuse and have it published. We have to generate our own experience, data, and knowledge to build Filipino-based studies, document and put it in writing to hopefully have it published locally and even internationally.

As President Emeritus of the Center for the Prevention and treatment of Child Sexual Abuse (CPTCSA), it is my pleasure to announce that we were able to get funding to a tune of \$5000 a year for such research/es. For those who are interested to avail of this support, please let us know if you wish to make your own research and evidence-based practice on child sexual abuse.

Let me end with a quote from our recent, beloved visitor, His eminence Pope Francis who said in one of his homilies that " we need to protect, guide, and encourage our young people. " We are all GODs children. Go tell the world of his love!

Reynaldo J. Lesaca, Jr., MD

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Announcing a monetary grant for Philippine multidisciplinary research related to the sexual abuse of children. The award will be administered by the Center for the Prevention and Treatment of Child Sexual Abuse.

Awardees will be granted US\$5,000 to support the research.

Candidates must submit proposals to CPTCSA and their work qualified for publication in the Philippines Journal of Child Sexual Abuse.

**For information, contact Dr. Lois J. Engelbrecht
ljengelbrecht@hotmail.com**

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**Students' Responses to Personal Safety Lessons in
Zamboanga Peninsula: Results from Focus Group Discussions**
Maria Theresa Cordial-Gulapa, RSW

Abstract

Nationwide the Center for the Prevention and Treatment of Child Sexual Abuse, together with the Department of Education, has implemented PSL in 10 regions, 58 school divisions and over 510 schools. It was taught to over 100,000 students since it was piloted in 1995. Appropriate research was conducted throughout the process to assess student learning, teacher awareness and readiness to teach, parent participation, and general system preparedness to respond.

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In previous years, assessment of the materials and methodology were sought using pre- and post-tests. The issues to assess learning were body access, private body parts, touch, safety rules, secrets, blame, intuition, support system, assertiveness and self-esteem. However, because of the cultural and other issues that differ between Luzon and Visayas, we felt the need to expound on the data previously collected. For this purpose, we selected the focus group discussion technique in order to give more meaning to the generic pre- and post-test examinations done in Luzon.

Three of the issues were predominant: 1) Body access and touch: Most of the elementary students viewed PSL as lessons that help protect them from "bad" people", dangerous situation/s and unwanted touch. Secondary students were more specific by stating that the lessons are for child sexual abuse prevention. 2) Safety rules: It appears that safety rules related to stranger danger is dominant. 3) Private body parts: The issue of sex remains a major factor, with difficulties talking about sex perhaps impeding effectiveness of personal safety lessons.

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Introduction

Sexual abuse exists. In 2010-2011, the Department of Social Welfare and Development (DSWD) data showed that about 50% of child abuse cases reported to them nationwide was sex abuse (DSWD-Policy Development and Planning Bureau, 2011). The Center for the Prevention and Treatment of Child Sexual Abuse (CPTCSA) conducted the Juvenile Victimization Survey (http://www.unh.edu/ccrc/jvq/index_new.html) the same year among 698 students. Data showed that 12% of the students experienced some form of sexual victimization, the highest was sexual exposure and the lowest was pornography (Lompero, Engelbrecht 2012). Because of the impact of sexual abuse on children (Rabainillo, 2012) it can be assumed that prevention of this crime is necessary. Teaching personal safety in schools is one of the prevention strategies that CPTCSA has adopted. According to research (Davis & Gidycz, 2000) children who participated in personal safety programs showed significant improvement in prevention-related knowledge and skills. Those in preschool and early elementary school showing the greatest gains. The most effective programs teach skills over multiple sessions, provide opportunities to practice the skills, and include parental involvement (Davis & Gidycz, 2000; Finkelhor, Asdigian, & Dziuba-Leatherman, 1995).

Personal Safety Lessons (PSL) is a violence prevention program at the school level. PSL teaches children appropriate information and skills, and works to build self-esteem to increase protective behaviors against abuse, specifically child sexual abuse. The program also strengthens the capacities of adults to prevent and respond to children who are sexually abused (Finkelhor, 2007; Wurtele, 2010).

Nationwide the Center for the Prevention and Treatment of Child Sexual Abuse, together with the Department of Education, has implemented PSL in 10 regions, 58 school divisions and over 510 schools. It was taught to over 100,000 students since it was piloted in 1995. PSL was mandated by the Department of Education through Department Order No. 45 series of 2009 (referred to as the "Institutionalization of the Personal Safety Lessons (PSL) in both public elementary and secondary schools nationwide"). Appropriate research was conducted throughout the process to assess student learning, teacher awareness and readiness to teach, parent participation, and general system preparedness to respond.

During the first 15 years, the project had been concentrated in Luzon and Visayas areas. In 2011, the PSL project expanded into the Zamboanga Peninsula with the support of Cordaid, a Netherland-based international funding agency. There were two reasons for the expansion. One, is that there had been a high prevalence of child abuse cases reported to DSWD in Region 9. The second, is that it was a response to the government's call to prioritize humanitarian and social welfare efforts

in Mindanao due to its social and political instability and peace issues.

In the first year of personal safety that CPTCSA implemented in Zamboanga Peninsula, 70 schools were selected, coming from 6 school districts in 3 school divisions. The school divisions chose the pilot school districts based on proximity to the school division and prevalence of child abuse cases. Each school district selected 10 elementary and 2 secondary schools; 1 school district could not include any secondary schools due to conflict of schedule during the onset of the PSL Teacher's Training. A total of 29,534 students were taught PSL.

The project began by providing training sessions to capacitate and prepare teachers, schools administrators and supervisors for implementation. Highlights of these 3-day sessions included the enhancement of teacher capacity to handle disclosures; this component is perhaps the most important because, based on previous experience, teaching personal safety to students results in disclosures. During the 2 years of implementation in Zamboanga Peninsula, a total of 22 disclosures were recorded, 7 of which were reported for proper case management through the CPTCSA trained multidisciplinary teams.

To support the PSL project implementing schools, especially in cases of disclosures, multi-disciplinary teams (MDT) were organized in each implementing town; each MDT was composed of social workers, police, health officers and other LGU officials.

Supervision and support of the project were provided through quarterly meetings and annual evaluations conducted with school heads and supervisors. These meetings helped to determine the strengths and progress as well as threats and challenges of the implementation. Personal safety lessons teaching observations were regularly conducted by school heads, supervisors and CPTCSA staff to guide the teachers, especially in the contextualization of topics given the new population.

Supervisory meetings included assessment of the lessons from the perspective of the teachers. Recommendations from the team during the first year were considered for the project improvement in 2012. One recommendation was for the expansion of the project to other schools in their municipalities and to the whole province and to intensify community advocacy to involve other stakeholders such as parents and community leaders in the protection of children. This recommendation indicated strong support for the project concept and procedures.

Numerous additional positive feedback was solicited from the personal safety teachers after the first year, among those were: students are more open to express their feelings with teachers; teachers became more sensitive to the behaviors of their students, they do not quickly judge bad behaviors; and teachers increased their comfort level in uttering the private body parts.

Purpose of the study

The Mindanao region is different culturally from Luzon and the Visayas, thus the need to understand the impact of the materials in this new population. At the end of the first 2-year period, CPTCSA wanted to determine the depth of knowledge acquired and the level to which the project was felt and applied in the lives of the school children. In previous years, assessment of the materials and methodology were sought using pre- and post-tests. The issues to assess learning were body access, private body parts, touch, safety rules, secrets, blame, intuition, support system, assertiveness and self-esteem.

Because of the cultural and other issues that differ between Luzon and Visayas, we felt the need to expound on the data previously collected. For this purpose, we selected the focus group discussion technique in order to give more meaning to the generic pre- and post-test examinations done in Luzon.

The primary purpose of the study was to determine relevancy of the present materials and how to make needed revisions to fit the characteristics of the unique populations in Mindanao.

Research questions

The focus group discussions were guided by three major questions:

1. How did the students perceive the personal safety lessons?
2. What are the personal safety concepts that are significant to the students? In what context are they significant?
3. How did the students apply the concepts in their lives?

Methodology

The authors chose participatory action research to determine the impact of the personal safety lessons on students. The specific methodology of focus group discussion was used to gather and document opinions and experiences. This methodology facilitates the ability to gather the participant's thoughts, feelings and opinions on matters affecting them. The focus group discussion is a rapid assessment, semi-structured data gathering method in which a purposively selected set of participants gather to discuss issues and concerns based on a list of key themes drawn up by the researcher/facilitator (Kumar, 1987).

The information gathered will have a double impact, one of which is to help design relevant programs. Of equal importance is that this methodology of collecting information could also help students themselves to view their situation in different perspectives and help them slowly change the way they view themselves as part of the bigger society. An important goal for the process is that it leads adults to increase recognition that children can think and speak for themselves. The intent is that the adult will eventually learn to listen to children and youth and

act to be more responsive to their needs (Dela Cruz, et. al., 2002).

While teachers and school administrators were helpful in the monitoring and evaluation of the project, student recipients of the personal safety lessons have a vital role in assessing the impact of the lessons in their lives. As stated in the United Nations Convention on the Rights of the Child (UN-CRC), respect for the child's opinions and the right to be heard are important principles. Under the UN-CRC, children have the right to an opinion, freedom of expression and the right to appropriate information (Dela Cruz, et. al, 2002).

Respondents

60 students randomly selected (30 grade 6 and 30 2nd year high school) participated in the focus group discussion. Each school division was represented by 20 students; 10 were from elementary and 10 were from secondary schools.

A total of 6 focus group discussions with 10 participants each were conducted. Participants were grouped according to their grade/year level. Each group consisted of 5 males and 5 females. Although the initial plan for elementary was to get 1 student representative in each of the 10 PSL implementing schools, the criteria changed due to teacher requests to get students from nearby schools so as to avoid giving unnecessary inconvenience to students who would come from schools far from the focus group discussion venue.

The focus group discussions were held about mid-way between the second year of the lessons for some students and after a second full year of lessons for others. That is, all the participating students had received one full year of personal safety lessons. Their second year of lessons were completed by 20 of the students while 40 were only mid-way through the lessons at the time of the research.

Research process

Two CPTCSA staff (the authors) facilitated the focus group discussion assisted by personal safety lessons trained teachers who acted as process documenters. Each author/researcher handled 3 focus group discussions each.

The group was seated in a circular arrangement with appropriate space apart. The FGD started with an introduction of self by the CPTCSA staff and statement of purpose: "I am happy to see all of you and I would like to thank you for participating in this activity. Our activity for today has something to do with your PSL lessons. It is but great importance to us to know your views and opinions about the lessons taught to you because it will guide us to do the next steps towards the improvement of PSL so it will be more responsive to you. We would like to know from you on how far did you learn the concepts taught in PSL. There is no right or wrong answers - we only need your honest opinions. If you are not ready to

answer the question just tell me you are not ready. I will not push you to answer questions that make you uncomfortable. Since there might be one of us who will be sharing some sensitive personal experience/s, I would like to request all of you that the information you will hear will just remain in this group. But before we begin let us first know each other.”

Students introduced themselves with their name, school attended and adjectives that best described themselves. Warm up questions were also discussed such as, “What rights as a child do you know or are your favorites?” “What day and how often were you taught PSL?” “What lesson are you at now?” These administrative questions were asked to contextualize the answers of the participants. For one, you may not get a lot of PSL concepts from a student who was taught PSL only for a month compared to a student who had completed all the lessons.

Part 1 of the FGD used open-ended questions:

1. What does personal safety mean to you?
2. What happens during PSL class?
3. What do you like about PSL? What about PSL that you do not like if there's any?
4. What are the changes in your life and your family's lives because of PSL?
5. Do you recommend this to other students?
6. What recommendation can you give to improve PSL?

Part 2, the reinforcement activity, was conducted through art work to better understand responses and extract the major concepts that were learned. Each student was given a half sheet of Manila paper and crayons. They were instructed to draw a person figure on the top with enough remaining space to answer the following questions:

Head - what did you learn the most in PSL?

Heart - what is the importance of PSL in your life?

Hand - what are the changes in your life because of PSL?

Feet - what will you do if someone tries to hurt or abuse you?

Blank space - who do you consider as your support system?

Each session lasted 2 hours.

Each student was given the chance to respond to questions and to share their experiences related to the questions, but nobody was forced to do so. In part 2, the students were allowed to break out from the circular arrangement to make their individual person figure. Prior to doing their individual artwork, the facilitator reminded them to approach her in case they have questions or clarifications. The facilitator also approached silently the students while doing their artwork. They were given 20-30 minutes to complete their work. Once finished, they were requested to go back to the circular arrangement and were asked to share their output with the rest of the group. The artworks were collected but the students were ensured that their outputs would be read only by the facilitator.

Cordial-Gulapa

The facilitator sat next to the students within the circular arrangement while the documenter sat outside the circle to ensure that she/he would have no influence over the students' responses. The documenter wrote down the students' responses and handed it over to the facilitator at the end of the focus group discussion.

At the end of the session, the facilitator thanked the group and regarded each one for their important contribution and active participation. They were again assured that all information shared would be kept confidential. Snacks were served before dismissing the student participants.

Responses

Responses Part 1

#1. What does personal safety mean to you? A common response from the elementary students was that it teaches how to protect themselves or to keep them away from dangerous situations or from "bad people". In high school, the common response was that personal safety means to "be alert" for abusive people.

#2. What happens during personal safety class? Grade 6 students recalled that they had many role-playing with themes of finding solutions to get away from difficult situations. High school students recalled that they often had essay writing on their experience related to personal safety. A high school student shared that during personal safety lessons, the teacher spoke the proper names of the private body parts. Students, especially boys, laughed upon hearing the words while others whispered to each other. Students perceived that the reason for this behavior is that it is not normal for them hearing adults speaking to them about the private body parts especially if spoken in Bisaya dialect. Of concern to the researcher was one response from a student who viewed teaching the private body parts as malicious. Most of the students viewed the atmosphere during the personal safety teaching as relaxed and enjoyable. Students agreed that personal safety is different from all the other subjects because the questions are simple and practical and gave the freedom to speak and share their experiences.

#3. What do you like about PSL? What about PSL that you do not like if there's any? Most of the grade 6 students liked the safety rules such as, not giving information or accepting gifts from people not known to them. There were two students who liked assertiveness topics such as saying "No" to bribery and unsafe touch. An interesting response from high school students was that they liked the topic about stereotyping and labelling as it helped in lessening conflict. High school students also liked the topic on problem solving. One student said it helped her clarify first what is the problem and to seek help or support from a trusted person. Probing questions were asked of students to encourage them to expound on their responses and to determine the depth of their understanding of

the concepts. For example, the facilitator asked, "What are the lessons you liked the most?" A student responded that she appreciated the lesson about not talking to or getting things offered by a stranger. The facilitator asked a follow-up question, "But what if a trusted adult invited you to go with him to watch a movie in the mall but insisted you do not need to ask permission from your parents because they trust him anyway?" The student replied that she would still ask permission from her parents.

#4. What are the changes in your life and your family's lives because of PSL? An interesting response was from a female high school student who shared that prior to personal safety teaching she was fond of name calling and touching the buttocks of her female classmates to tease them. When personal safety was taught she realized that it is important to respect other people's boundaries and be sensitive to the feelings of others. She also learned that it is not OK to touch other person's private body parts. Since then she tried to avoid saying hurtful words to others and especially touching other people's private body parts. Of concern were two students who stated that their parents/guardian did not like the idea of teaching the private body parts. One student said that her mother forbids her to teach the proper names of private body parts to her younger siblings. When probed, both students said that their parents/guardian did not attend the personal safety orientation nor was given a letter. Prior to teaching, teachers invited parents to orient them about personal safety. Most of the teachers integrated the personal safety lessons orientation into their first parent's general meeting/ assembly. Some teachers sent letters to parents who were not able to attend the orientation to introduce personal safety and to inform them that it will be part of lessons to be taught to their children.

#5. Do you recommend this to other students? Most of the students recommended that personal safety be taught to other students. Their reasons were: 1) so that children will be able to protect themselves from abusive persons; 2) so that children will be taught decision making skills and assertiveness; 3) so that children will learn how to be sensitive to other person's feelings; and 4) so that they too can share what they learned from personal safety with their siblings.

#6. What recommendation can you give to improve the personal safety lessons? Students recommended to continuously teach personal safety and to reach other children that are out-of-school or children living in mountainous or far flung areas. Students expressed their awareness on the increasing number of children who were sexually abused that they see and hear in the news. Other students recommended lengthening the time for personal safety teaching or teaching it at least twice a week. A student recommended to maintain the open forum and sharing of experiences of students as it gives them the freedom to express themselves. Another student suggested to provide additional teaching aid materials, like workbooks to make the lessons more interesting. A grade 6 student

suggested to organize a personal safety quiz-bee and to write an article about personal safety in their school paper.

To synthesize, the students' affirmation that they want other children to benefit from the lessons could imply the positive effect of learning personal safety in their own lives. Of interest is the suggestion for more opportunities to share experiences inside the classroom, such as, through open fora. Certainly giving students more opportunities to share is positive. However, this change challenges one, the methodology presently used to teach personal safety, especially given that class sizes tend to be very high and two, that time allotted to teach personal safety may not be enough to facilitate discussion and sharing of ideas.

Responses Part 2

The second part of the session appeared fun for the students. Some preferred to do their artwork alone, some in buddies while some in groups of three or more. The students had time to ask clarifying questions before beginning their work.

We have categorized the responses according to personal safety concepts of body access, private body parts, touch, safety rules, secrets, blame, intuition, support system, assertiveness and self-esteem.

All the students learned something from the personal safety lessons. The two major concepts that the students learned and were perceived as important were touch (21/60) and safety rules (20/60). These components are taught in the early units of the personal safety program and were taught the most recently prior to the focus group discussion. This could be a factor why these concepts were so well remembered.

Under the concept of touch, 33% stated that they liked and learned the most about the differences between safe, unsafe and confusing touch. They could clearly differentiate the three kinds of touches, but could not articulate the three touching rules when asked to recite them. However, when asked questions such as, "What would you do when someone touches your private body parts?", they responded either saying, "no" to the person or asking for help. This appears to indicate that while not remembering the actual wording of the rules, they did retain the message of the rules. When asked what they appreciate about the lessons on touch, respondents said that the information gave them awareness that no one has the right to touch their private body parts. Knowing this helped them confidently say, "no!" to unwanted touch even to people known to them.

Under the concept of safety rules, 30% of the students stated the specific concern to not give personal information to strangers.

Concepts on assertiveness (5/60), decision making (2/60) and empathy (3/60) received few comments. These components are taught during the second half of the program and 40 of the respondents had only been taught half of the lessons in their second year. This means that

Table 1: Categorization of Responses

PSL Concepts	Responses	# of responses
Body Parts		
	Learned the appropriate name for private body parts	1
	Total	1
Touch		
	Learned the difference between safe and unsafe touch	7
	Touching Rule 1	4
	Touching Rule 2	7
	Touching Rule 3	1
	Touching Rule 1-3	2
	Total	21
Safety Rules		
	Do not go with or talk to strangers	6
	No hitching	3
	No going out of the house after dark	1
	Always keep the door locked	1
	Be alert when crossing the streets	1
	Do not give personal information to strangers	6
	Do not swim to shallow water	1
	Do not accept gifts from strangers	1
	Total	20
Intuition		
	Total	0
Support System		
	I know trusted adults whom I can run to for help	1
	Total	1
Blame		
	Do not blame and be judgmental	2
	Total	2
Secrets		
	Total	0
Assertiveness		
	Taught how to be assertive. Say NO! to people with bad intention	2
	Say no to bribery	2
	Learned different ways to defend myself from abusive person	1
	Total	5
Decision making		
	Learned how to make good decisions	1
	Learned how to choose friends wisely. Do not go with bad influenced friends	1
	Total	2
Empathy		
	I learned to be careful to what I say to others	1
	Avoid labelling classmates	1
	Be sensitive to the feelings of my classmates	1
	Total	3

the respondents who were in the second half of the project, rather than had completed the full two years, had not yet been taught the components for the second time in the second year.

To synthesize, students felt the most important components in personal safety are learning about touch and safety rules. The fact that so few commented on equally important components of assertiveness, decision-making and empathy needs further research. The concepts of secrecy and intuition do not appear at all. The fact that some of the students had not yet completed their full second year could be relevant. The concepts of touch and safety rules are taught during the first half of the lessons so this could be a reason for the few responses about other concepts. Another reason however, could be that the concepts need reinforcement through repetition to enhance retention.

Student assessment and teacher assessment

Questions that related to the teacher comments were not asked so there is no data to indicate that students are more open to express their feelings with teachers. However, the request from the students to have more open discussion could indicate that students were encouraged by teachers, which in turn could be some evidence that, as they claim, teachers became more sensitive to the behaviors of their students. This needs further research. But certainly, the fact that the students could talk about private body parts could indicate that the teachers had increased their comfort level with these terms.

Conclusion

The issues to assess learning were body access, private body parts, touch, safety rules, secrets, blame, intuition, support system, assertiveness and self-esteem. Only some of these issues were stated by the students, indicating either that they these were the most important or that other issues were not learned.

Body access and touch: Most of the elementary students viewed PSL as lessons that help protect them from "bad" people", dangerous situation/s and unwanted touch. Secondary students were more specific by stating that the lessons are for child sexual abuse prevention. This is possibly because PSL in secondary clearly defines the concept of rape, for example, while in elementary PSL teaches the Touching Rules. This is a good indication that the structuring of the lessons in an ascending age appropriate manner worked well, as the students can clearly articulate the context of personal safety in their respective learning competency.

Safety rules: It appears that safety rules related to stranger danger is dominant. This may imply the need for reinforcement in personal safety lessons that even persons known to them may have the potential to hurt or abuse them.

Private body parts: The issue of sex remains a major factor, with difficulties talking about sex perhaps impeding effectiveness of personal safety lessons. The reluctance of some parents/ guardians to say the exact term of the private body parts is a clear indication that Parent's Orientation on PSL is important so they can effectively participate in reinforcing PSL concepts taught in school and increase consistency of learning from school and home.

Of most significance is how the students perceive the lessons. They appeared to enjoy the methodology of open discussion. They recognized the importance of the subject because they are aware of the issue from the media. They stated clearly that all students should learn prevention.

Recommendations

CPTCSA is embarking on the next major step to operationalize the mandate that all public schools must teach personal safety. The focus group discussion did not provide rich data, but has given some baseline information from which to build further research and enrich present teaching. The following recommendations must be considered as new lessons are designed:

1. The issue of sex remains a major factor, which means that other means of teaching about sex and sexuality are needed.
2. Include in the Teacher's Training important reminders below so they can also emphasize these with their students:
 - Lessen the emphasis on stranger danger and increase students' awareness of early warning signs of people they know or who are close to them including family members, relatives and friends.
 - Emphasize to the teachers of the need to include parents in the education process in as many creative means as possible.
 - Find creative ways for teachers to have more open discussions in their classrooms.
3. Include in the Teacher's Training the topics of decision making and empathy building.

Further research is needed as follows:

1. Homogenous grouping for focus group discussions, such as grade level. This will also help develop the present story-telling methodology used in elementary grades and role playing in high school.
2. Further research after several years of PSL to determine learnings at different levels to understand the lesson impact on the students longitudinally.
3. Encourage partner organizations who are replicating PSL to conduct FGDs to solicit more baseline data for the improvement of the PSL program from the point of view of the student recipients and their parents.

Resources

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**A partial list of unpublished Philippine university research related
to child sexual abuse**

Monaliza V. Calapini-Prasad and Lois J. Engelbrecht

Introduction

The purpose of the Philippine Journal of Child Sexual Abuse is to encourage Philippine-based research that will facilitate to build a national paradigm on child protection. Most research is western-based and published in western international journals. This journal aims to publish indigenous research in order to develop effective services to our indigenous population. This appears a daunting challenge. Yet local research does exist, albeit mostly unpublished.

The search for university research yielded a healthy list. This article shares a mere handful from some of the Luzon and Visaya universities. The next issue will share Mindanao research. The research chosen to share were not for any particular purpose except to show the multidisciplinary nature of the issue.

In order to maintain the integrity of the individual authors, very little editing was done on the text. The purpose of what editing did occur was to report the research in a somewhat similar format. This was a challenge because the research was done at different levels (course work, thesis, dissertation) and from different universities and thus using different formats with different expectations and standards.

In order to build a quality paradigm from which to build our services, we have two purposes for this bibliography. One is to, as stated, encourage and build Philippine research. The second is to encourage universities to come together to set reporting standards and a means for all unpublished materials to be accessed online.

At present, the CPTCSA library has collected hard copies of a vast amount of research from universities around the country, from schools of social work, nursing, psychology, education and others. This article shares but an important handful.

for the full list, visit the CPTCSA library

Aguero, Eduardo Emilio, scj. (2001). Predisposing factors and psychosocial state of sexually abused girls undergoing rehabilitation. Xavier University.

Summary: The purpose of this study was to come up with a profile of sexually abused girls in Cagayan de Oro, explore the predisposing factors that rendered them vulnerable for sexual abuse and to evaluate their present psychosocial state. Specifically, this study looked into the family situation and condition of the sexually abused girls at the time of the abuse considering their family set-up, mother-daughter relationship, father-daughter relationship, mother-father relationship, parents' occupation, livelihood and educational attainment, living conditions, and the girls' work, education and relationship to peers. It also sought to assess the present situation and condition of the sexually abused girls at the rehabilitation center of KDF and at their foster homes regarding their relation to caretakers and peers, care and services rendered to the girls by KDF, their living conditions, education and "work. Finally, this study sought to establish the present psychosocial state of the sexually abused girls under the aspects of basic trust, autonomy, initiative, industry, identity and defense mechanisms.

Conclusions and implications. Based on the findings of the study, the following conclusions and implications are drawn:

- The sexual abuse occurred while the girls were living in unsatisfactory conditions, whose family structure includes an absentee parent, particularly the mother, problematic father-mother relationship and the parents' indifference to the girls' disclosure of the abuse itself.

- The mothers of these girls tend to be emotionally weak and codependent under the influence of dominant husbands, or emotionally distant and unavailable wives to their husbands. The fathers tend to be unconcerned, violent, uneducated, untrustworthy, selfish and irresponsible.

Another characteristic of the abusive situation of these girls is the vigilant surveillance of the perpetrator, who controls the victim and imposes his will on her (and sometimes also on her mother) not allowing her to interact with others, alienating her from social contact. Poverty and one-or two-room houses where neither parents nor girls have their own bedrooms are other general conditions that rendered the girls prone to be abused within their own families. Jobless fathers take advantage of the absence of the girls' mothers to abuse their daughters.

At present the girls feel secure under the care of KDF in an environment they consider safe and trusting where counseling sessions, spiritual guidance, educational support and placement in foster homes is beneficial to them.

The present psychosocial state of the sexually abused girls may lead them to remain dependent on persons who are significant to them, thus hindering them from attaining autonomy and self reliance. Their low self-esteem and negative self-concept can make them vulnerable to bad influences, who might introduce them to substance abuse and even to sexual promiscuity. They could be easily manipulated and are prone to be emotionally and psychologically abused. They may just keep quiet when they are forced to work or nagged by authority figures. Their inadequacy in relation to their peers and particularly to the opposite sex may lead them to be aloof, withdrawn and vulnerable to depression. Their fear of the opposite sex may render them incapable of relating to boys, curbing them of a kind of relationship that is crucial in their psychosocial development. Denial and lack of self-knowledge and self-acceptance makes these girls unpredictable regarding their reactions and decisions. They may attempt desperate moves to end their suffering when in touch with their wounds and pains. Running away, cutting classes, quitting their studies and even suicide might be possible options for them.

By reinforcing them in their capabilities and skills and guiding them towards self-determination these girls could be empowered to growth and psychosocial development. They can be led to appreciate their own goodness and sacredness through psycho-spiritual counseling, liturgical celebrations, recollections and other religious activities.

Basco, Selena. (2002). The social work treatment approach at the Department of Social Welfare and Development Therapy Center for Sexually Abused Children. Department of Social Work, College of Social Work and Community Development University of the Philippines Diliman.

This descriptive study underscored the importance of providing treatment to children victims of sexual abuse and the important role of the Department of Social Welfare and Development (DSWD) in providing treatment programs through the Therapy Center Facilities. The study looked into the social work helping process between the social worker and the child as well as the treatment approaches and techniques used and further related these to the treatment effects. Using the system framework, the study generated profiles of the children; characteristics of social

work; elements in the helping process; and the perception on the effects of treatment through key informant interviews, review and analysis of secondary data that is illustrated in two case studies. The three DSWD therapy centers in National Capital Region (NCR), Cebu City and Davao City were covered by the study. A total of 33 children victims of sexual abuse and eight Social Workers participated in the study.

The findings of the study indicated that most of the children victims are incest cases with low educational attainment. Most of them have intact families prior to the abuse and came from low income levels where the fathers are predominantly farmers. The effect of sexual abuse is manifested by emotional, behavioral and social symptoms such as, a) low self-esteem; b) negative feelings of physically damaged, anger and hatred; c) withdrawn and; d) sexualized behavior.

Data on Social Workers showed that they have received adequate training on therapy work which helped them perform their role in the therapy center. Their long years of service and work experience helped them gain skills in dealing with various nature of case as well as give them sufficient experience in case management.

Generally, children showed positive perception on the role of the Social Workers as a professional helping person. Personal and professional qualities of the Social Workers as being warm, kind, supportive, understanding and goof attending behaviors facilitated the acceptance of the negative experience of abuse and enhance rapport building.

Social Workers perceived high level of satisfaction in providing treatment services and adequacy of professional knowledge and skills in relation to the work performance. Moreover, the importance of establishing a meaningful and supportive therapeutic activity at the initial stages of treatment, creating proper setting to enable the child to feel safe and protected was recognized. However, the quality of service suffer gaps on case management because of the absence of clear technical direction, multiplicity of roles of the Social Workers; inadequacy in recording and documentation; absence of supervision; and lack of monitoring and evaluation.

Borres, Ma. Lorena T; Llanos, Juan Emmanuel N.; Tirados, Rei Aziel L. (2007). Incestuous abuse and its impact on personality and adjustment of the abused. Xavier University Ateneo de Cagayan

The study focused on the effect of incestuous abuse to personality and adjustment of the abused. To determine whether the abuse incident gave an impact to the lives of the abused, three

types of test were conducted. Three female respondents were subjected to answer these researcher-made questionnaires on self-concept, self-worth and relationship with authority figures, Basic Personality Inventory and 16PF® Fifth Edition. The results of these standardized tests and researcher-made questionnaires were verified by an interview with them. And for further verification of the behavior of the abused, there was another interview with their significant others. It was later found out that the abuse had an impact on the personality and adjustment of the abused in terms of how they see themselves, how they perceive their worth and how they relate to other people and to the authority figure. The abuse shaped some aspects of their lives which shaped who they are right now.

Camarse, Manuel G. (2007). Visual Arts Therapy on the sociability and trust of sexually abused adolescents. University of Santo Tomas.

Adolescents who have been abused, either recently or earlier in their lives possess very unique set of needs from a counseling relationship. Since at this age they are already aware of what had happened, it is very difficult for them to disclose because of fear and- shame. As they grow different expectations faces them which pose as challenges. Security of relationships is the most important human need, and it governs as well as motivates social behavior and development. Art therapists working with groups of sexually abused children have stressed the central therapeutic value of art-making process. Anderson in 1995 said that the process of working with the art materials is the treatment. This study made use of a specifically designed visual arts therapy as its instrument and its effect to the sociability and trust of sexually abused adolescents as measured by the Emotional Profile Index (EPI). The study had sixty four male and female sexually abused adolescents from two DSWD centers in Cavite. Pretest - Posttest Control Group Design was used which allowed the comparison of the subjects' level of trust and sociability before and after the experimental group undergone the ten sessions of visual arts activities. Interpretation of the output was not given priority, but the study hoped that as they spend recreational time doing the activities, they may regain trust and improve sociability as the innate healing power of the visual arts affects them.

There was no significant difference between the two groups in terms of sociability and trust prior to the intervention of Visual Arts Therapy. With the intervention of Visual Arts Therapy, the post test results showed that the experimental group

showed a significant increase when it comes to trust. This implies that Visual Arts Therapy as an intervention contributed positively in the improvement of trust of the sexually abused adolescents. In terms of Sociability, although there was an increase in the post test mean score in the experimental group, it was not significant. This implies that the intervention using the Visual Arts Therapy has no significant contribution in the improvement of instability of the sexually abused adolescents. The study showed that even with the minimal of interaction during the sessions, the innate healing power of the Visual Arts Therapy significantly affects the trust of the sexually abused adolescents, but in the sociability aspect, the minute increase may not have been significant but further studies might be of help to identify other factors on how to improve sociability with the use of Visual Arts therapy. This means that the participants would have a healing experience from their emotional wound, through regained self-confidence and hopefully better adjustment to the demands of the world when it is their time to move out of the institution.

Chresstel, John Basnig; Jaro, Jasmine; Unabia, Chinky Jane. (2007). The personality profile of the incest survivors and their coping behaviors. De La Salle University - Dasmaringas.

The general aims of the study was to know the personality profile of incest survivors and their coping behaviors. The specific aims were to know the respondent's demographic profile, personalities' strength and weaknesses and positive and negative coping behavior.

Scope and Coverage: The researchers obtained nine females who were survivors of incestuous abuse perpetrated by their stepfathers and biological fathers aged 17 below. Incestuous abuse include touching of breasts and genitals, oral sex, masturbation and/or sexual intercourse. The respondents were interviewed in an Institution that is a subsidiary of Department of Social Welfare and Development Alabang, Muntinlupa City. This research would not, in other way, give emphasis on the offender's history, family background and socio-economic status.

Methodology: Case study method was utilized in this study to determine the personality profile of incest survivors and their coping behaviors and since detailed description of people being studied is needed in this research. The researchers used purposive sampling design in selection of respondents.

Findings: The respondents' age ranges from 5-16 years old, who had incestuous experience mostly with their stepfathers as early as 3 years old. And because they are still young when the abuse happened and don't have much idea how serious it was, they just ignored it and resorted to playing to cope with the abuse they had.

Conclusion: With the 9 respondents gathered, the youngest is 5 years old while the oldest is 16 years old. They had incestuous experience which started as early as 3 years old and perpetuated mostly by their stepfathers. Two of the respondents were sexually abused by their biological fathers. Their mothers seldom come home that gives the opportunity to their perpetrators to sexually abuse them. The respondents were mostly from lower class families. Their common problem is their cognitive development which is the result of having no formal education. They also experience anxiety and depression brought by their incestuous experience. Since they are young and have not yet understood how serious the abuse they had, they just shifted their attention to what could be enjoying for them and it is through playing.

Dimzon-Gotico, Maria. (2008). Sexually abused women and children: Profile, abuse experience and health outcomes. Central Philippine University.

This research study was conducted to determine the profile, abuse experience and health outcomes of sexually abused women and children referred and examined at the Women and Child Protection Unit (WCPU) of Western Visayas Medical Center from June 2005 to June 2007. Specifically, the study aimed to describe the profile of the sexually abused women and children in terms of age, sex, civil status and location of residence; the abuse experience as to type, episode and time of reporting abuse, the relationship and number of perpetrator of the abused and the physical, reproductive and psychologic health outcomes of sexual abused victims. A descriptive retrospective study, a total enumeration of 553 cases of sexually abused clients seen and examined at the WCPU, Department of Obstetrics-Gynecology and who were subsequently referred to the Department of Psychiatry was done. Descriptive statistics was utilized using frequency distribution and cross tabulation. Results of the study showed that sexually abused victims were predominantly 12-17 years old who were in their adolescence stage. They were predominantly female, single and were residing outside Iloilo City. The predominant type

of abuse experienced by the victims was forced sexual intercourse with majority being committed against them by people associated with them, either as neighbor, boyfriend, friend and employer. The relatives followed, with the uncle, father, cousin, grandfather and other relatives as offenders. The victims had predominantly single episode and single perpetrator at a given time. Reporting of abuse were mostly delayed with the majority reporting the abuse more than 72 hours after it occurred. Health outcomes of the abuse were categorized as physical, reproductive and psychologic in nature. The most common physical outcome experienced by the victims was bodily pain of various forms as the most often complained about. The common reproductive outcome as consequences of the abuse were pregnancy and sexually transmitted infections (STI), such as STI-unspecified, gonorrhea, hepatitis B, syphilis, trichomoniasis and fungal infections.

Of those cases referred to the Department of Psychiatry with patient records available at the WCPU and who were diagnosed of a psychologic outcome, the most predominant diagnosis was Post Traumatic Stress Disorder (PTSD). There is no difference in the type of sexual abuse when grouped according to relationship of perpetrator. Whether known as associates or the nearest blood relative/ kin, forced sexual intercourse was still the most predominant offence. There was no specific type of sexual abuse to a certain perpetrator, whatever the relationship maybe with the victims. There was a difference in the type of sexual abuse when grouped according to age, sex and civil status. Forced sexual intercourse was the predominant type of abuse among all the age groups except for the six years old and below. The female population was at high risk for sexual assault. The single population was of higher risk for all types of sexual abuse, whether forced or mixed type (forced sexual intercourse with physical abuse/ sexual assault with physical abuse). The health outcomes differed according to age group, sex and civil status while physical outcomes were common in all age groups. It was the 12-17 years old who sustained most physical, reproductive and psychologic outcomes. The female and single population had the most number with health outcomes, whether, physical, reproductive or psychologic in nature. Forced sexual intercourse resulted to all physical, reproductive and psychologic outcomes. There is difference in the health outcomes when grouped according to type of sexual abuse and study results revealed an association between the health outcomes and the type of sexual abuse.

Sexual abuse remains a gender-based violence with women and children victimized because of sex-role stereotyping and the cultural belief of a male-dominated society which still looked upon them as the "weaker vessel", an object sexual pleasure and satisfaction. With this, women and children are high risk for victimization. The findings in this study which identified the adolescent as the most at risk for sexual violence indicates that their individual and uniqueness contributed to their victimization. Their growth and development issues are of utmost consideration.

Sexual violence in various forms are perpetrated by people who are dominant and maintain a position of authority over the women and children victims. These people abuse their power over those that are physically, emotionally weak to fight against them. Sexual abuse by trusted people who are in the persons of neighbors, relatives can cause terrible pain from the betrayal and loss of innocence.

In relation to delayed reporting of sexual abuse, it can be deduced that sexual abuse while a horrific crime that can cause traumatic stress to the victims and their loved ones, it remains underreported.

While threat to own life and fear of endangering safety of loved ones, maybe reasons, most victims opt to remain silent. Sexual abuse to a certain extent, is a private, domestic secret of the individual victim and the family. Further, delayed reporting may result to delayed detection of physical, reproductive and psychologic outcomes. Hence, treatment when required may also be delayed and health outcomes compounded.

Health and illnesses are influenced by various factors. Using Stuart's model, predisposing factors such as age group, sex and civil status influence their ability to handle stress, confront or rendered them vulnerable the precipitating stressor, which was the abuse experience, eventually resulted to health outcomes, whether physical, reproductive or psychologic in nature. The younger the victim, the less reproductive ready, the more physical outcome reported while the more reproductively prepared but less emotionally stable had more reports of reproductive and psychologic outcomes.

The type of sexual abuse to a certain extent, influenced the type of health outcomes that the victims experienced which are consistent with documented cases in related studies. Also, the health outcomes vary according to type of sexual abuse and there is an association between the type of sexual abuse and type of health outcomes that developed among the victims.

Dueñas , Vivienne Alexis E.; Sia, Kenny Keith J.; Yu, Lian Ryal F. (2010). Proposed self-worth enhancement program for sexually abused children. De La Salle University – Dasmariñas.

With the subsistence of sexual abuse in the Philippines in the present day, this research was carried out to help sexually abused children to recuperate their self-worth as one of the important factors that has been disarranged in a child's life. Descriptive-qualitative was used in this research along with interview as a method. The researchers formed a semi structured interview guide questions in order to collect data and/or information to create themes that will help formulate a program in helping the SAC. The data came from the three psychologists that have conducted researches and have personally encountered the SAC in Bahay Tuluyan ng mga Bata (Home for Girls) in Dasmariñas, Cavite. The said institution accommodates children ages 5 to 17 who have been sexually and physically neglected and abused.

Based on the three respondents' similar interview statements, the themes created were zeroed in the most important factor that affects sexually abused children — their sense of self-worth. Moreover, the respondents' statements support the related literatures that discuss how sexual abuse affects children on how they value themselves. Aside from this, being sexually abused has negative effects on what they feel and think of themselves such as dealing with opposite sex, feeling of depression, anxiety, and withdrawal which lead to having a low sense of self-worth. However, this can be recuperated through a strong support from their family and people who care for them.

Evans, Mochah; Matienzo, Myrnelle Joy C.; Rolos, Melissa; Dunwan, Lester Ryan P.; Napolitano, Sahara V. (2013). Knowledge on child abuse and preventive practices of parenting in selected Barangays of Silang Cavite. College of Nursing Adventist University of the Philippines.

The study is about the knowledge on child abuse and preventive practices. Its main aim of this study is to determine the knowledge of parents and their preventive practices on child abuse. This also served to answer the problems formulated such as the level of knowledge about child abuse, the extent of parent's preventive practice on child abuse, significant relationship between the parent's knowledge on child abuse and their preventive practices and significant difference in the knowledge and preventive practices of parents on child

abuse considering their age, educational attainment, religion, employment status of parent, marital status, socio-economic status and which were used as moderator variables and their effects on preventive practices of the respondents.

The study focused only to the parents' knowledge and preventive practices on child abuse. The respondents were 100 parents from Barangay Putting Kahoy Silang Cavite.

Quantitative descriptive design was used in the study, using the population of parents with children under the age of 10 years old. The instrument used was a questionnaire divided into three parts: the demographic data of the respondents, their knowledge about child abuse, and their preventive practices on child abuse.

Mean, standard deviation, Pearson's correlation coefficient and analysis of variance were used in encoding and treating the data gathered.

The respondents were chosen based on non-probability sampling specifically convenient sampling wherein data was collected conveniently available in the community.

Result of the finding showed that majority of the respondent has high knowledge level with same preventive practices regarding child abuse. The result also revealed that there is no significant relationship between knowledge and preventive practices towards child abuse. It does not matter of what level of knowledge a person has, they still do the same practices.

Consequently, the result showered no significant difference in the knowledge and preventive practices of the parents when age, employment status, marital status, and economic status are considered. However when the educational attainment is considered, there is a x1 significant difference in the knowledge of the respondents which means that the higher the knowledge the more they will do preventive practices on child abuse.

There is also a significant difference in the knowledge and preventive practices towards child abuse when religions is considered where Seventh-Day Adventists has the highest score for both knowledge and preventive practices meaning that Seventh-Day Adventist has higher knowledge And preventive practices towards child abuse than other religions.

Lajara, Gerald Joseph J.; Ladena , Lovely L.; Umali, Diane Irish d. O. (2008). Post traumatic stress disorder as experienced by sexually abused children and adolescents of Bahay Tuluyan for Girls – Dasmariñas, Cavite and their outlook in life. De La Salle University – Dasmariñas.

The aim of this study was to identify the posttraumatic experiences and outlook in of the sexually abused children and adolescents of Bahay Tuluyan for Girls in Dasmariñas, Cavite.

1. The participants of this study were children and adolescent victims of sexual abuse. Particularly, they were girls who are presently under rehabilitation at Bahay Tuluyan for Girls in Dasmariñas, Cavite. Most of them were referred by the concerned citizens and social workers from their respective areas within Region IV-A. Before being brought to the institution, all of them were able to study. Their cases of sexual abuse, varies in three, acts of lasciviousness, rape and incest. Among the three, incest has the highest.

2. Generally, in terms of familial relationship, majority of the participants were product of broken homes. Most of them have also their stepfamilies particularly stepsiblings and stepfathers. Upon having the stepfathers, it also appeared that they are the usual family members that the participants were in-conflict with, aside from siblings. It was also found out that most of the perpetrators were their stepfathers. On the lighter side, it was revealed that majority of the participants were very close with their respective siblings even though it was also found out that participants were in-conflict with family members. While in school, generally, they have a harmonious relationship with their classmates and professors though at times petty fights cannot be avoided.

3. It was revealed that majority of the participants were “positive” in the Trauma Screening Questionnaire (TSQ), meaning there is a high probability that they are still in the process of overcoming their past experiences since most of their answers fall on the reexperiencing area of the screen. Upon interviewing the social worker and resident psychologist of the institution, it was discovered, that most of the time, when victims were brought to the institution they reacted negatively. Also, often times, victims have furious feelings towards their offenders; however, forgiveness can still possibly be attained. Victims of incest had the slowest time of recovery while victims of acts of lasciviousness and rape were the fastest to recover.

4. Overall, all of the participants are in good relationship towards the people in the institution and as well as to the institution itself.

Lequigan, Juliana L. (2009). Proposed psycho-spiritual interventions of the sexually abused children of Nehemiah Girls Home. University of San Carlos Cebu City

This paper is a descriptive-qualitative case study research on sexually-abused children, using the cross case analysis. It intends to know the background of the respondents, the factors causing the abuse, the consequences of the sexual abuse, the intervention schemes applied to the children and their response to these intervention. Ten girls from Nehemiah Girl's Home were chosen as respondents. The House-Tree-Person, Draw-A-Person were administered. Children's Problem Checklist was also provided for the house parents care givers and other significant adults to be filled up. Group sessions were also conducted. Interview and observation were also employed to the children, the Social Worker and the house parents and teachers. A case study was made for each respondent, after which, the case studies were used in the cross-case analysis.

The subjects were from the age 9-18, whose family were separated through death or were suffering in marital instability as in a live-in situation. Most of them survived through begging, scavenging, or just dependently stay with their grandparents.

They were referred and admitted through their parents, relatives, and other concerned citizens, to avail of free education and live in a better environment.

Most of them were abused between the ages of 5 - 8 years old. Only two were abused by their relatives or family members while the rest were abused by their neighbors. They were abused in different forms from fondling to rape. Some of them kept the incident for long because of fear, guilt and embarrassment.

Comparing their conditions from the time they were admitted until the present, they have showed a lot of improvements. They have been physically healthy. They are now able to control their emotions. They can interact smoothly without arguments. They have also shown seriousness in their studies, so they can reach their goals. They have been striving in school. Adjusting and mingling with others are also the things they are gradually been earning. Above all, they have established a strong bonding with God. These improvements shown were attributed to their positive response to counseling, Bible Studies, and activities and programs set for them. In their house Three-Person, Draw-a- Person, and Children's Problem Checklist, they have showed similar and consistent

interpretations. Majority of them are in emotional instability and still having a difficult time reaching out to others as well as letting others in. They have high level of anxiety, but have shown positive outlook of the future. Their self-esteem was also low because of their traumatic experiences. Others may have experienced crises and identity, very low self-concept, fear in relationship with others as well as with the environment. Others have also shown guilt, hostile feelings and have used fantasy as their coping.

Leva, Christine Abigail P.; Ornales, Carina S.; Tigulo, Mark T. (2000). Needs analysis of selected sexually abused adolescents of Bahay ng mga Bata (Home for Girls): Implication for program intervention. College of Liberal Arts, De La Salle University – Dasmariñas.

The general aim of the study was to be able to create a program intervention based on the needs analysis of selected sexually abused adolescents of Bahay ng mga Bata (Home for Girls). The specific aims were:

1. To be able to know the needs reflected in the modified Mooney Problem Checklist;
2. To be able to know the effect of trauma on the sexually abused adolescents through the adapted Stiles Checklist;
3. To be able to know the adolescents' concept of trauma through the adapted Kritisberg Sentence Completion Test; and
4. To be able to know the significant needs of the sexually abused adolescents through modified Mooney Problem Checklist and adapted Stiles Checklist and adapted Kritisberg Sentence Completion Test.

Scope and Coverage: The study was limited to analyzing the personality needs of the sixteen sexually abused female adolescents with ages that range from 12 to 17 years old housed at the Bahay ng mga Bata (Home for Girls) in Dasmariñas, Cavite. The said personality needs were measured through the administration of paper and pencil tests which included the modified Mooney Problem Checklist to identify the areas of problems of the sexually abused adolescent subjects. The adapted Stiles Checklist and Kritisberg Sentence Completion Test to assess the concepts of incest and trauma that the survivors have.

Methodology: The researchers used the Descriptive-Research Method and three paper and pencils tests namely; 1) modified Mooney Problem Checklist; 2) adapted Stiles Checklist; and 3) adapted Kritisberg Sentence Completion Test for gathering, analyzing, evaluating and interpreting the data.

The researchers have chosen this because it is appropriate in the evaluation of the rehabilitation program that will be proposed in the said study. Also, this method helped in the purpose of thoroughly analyzing the needs of the sexually abused adolescents in order for the researchers to come up with a flexible rehabilitation program more suited to help them better with their present situation.

Major Findings: The researchers discovered that the needs of these sexually abused female adolescents lie primarily on the psycho-emotional and interpersonal and intrapersonal dimensions. These findings were reflected in the results of the tests administered to the participants such as the modified Mooney Problem Checklist, adapted Stiles Checklist and adapted Kraitsberg Sentence Completion Test.

Conclusions: Based on the findings of the researchers, the needs of the rape survivors did lie on the four dimensions namely; 1) physiological; 2) psycho-emotional; 3) psycho-spiritual; and 4) interpersonal and intrapersonal. Basically, however, according to the results of paper and pencils tests administered, the common needs of the participants concentrated more on the psycho-emotional and interpersonal and intrapersonal dimensions. Fewer problems need to be addressed under the other two dimensions. The program intervention proposed, on the other hand, are said to be appropriate for these are based on the participants' own needs analysis.

Lumadilla, H.R. (2002). Self-concept and anxiety level of child abused victims: Basis for proposed psycho social development program. Philippine Women's University.

The study was undertaken to determine the self-concept and anxiety level of the child-abused victims in Caritas_Bukid Kabataan Center as a basis for proposed psychosocial development program. Specifically, it sought to determine whether the self-concept and anxiety level differ in terms of age, gender, grade/year level and type of abuse.

The participants included the total population of the child-abused victims of Caritas-Bukid Kabataan Center, Gen. Trias, Caviet, during the school year 2001-2002.

This study utilized the descriptive type of research. The data were gathered through the use of Pasao Self-Concept Rating Scale and Children Manifest Anxiety Scale in determining the self-concept and scores on anxiety level of the participants. The data were interpreted and analyzed using frequency distribution, percentage, mean, t-test for independent samples, chi-square test and Pearson r.

Results indicated that the overall level of self-concept, participants had a mean of 344.23, which can be interpreted as above average or positive self-concept. Based on the ten factors, only the Emotionality factor was below average and the rest of the remaining factors were above average.

Findings showed that the mean anxiety level of the participants is 32.22, which is average, and which is also positive.

The composite overall self-concept showed a very small negative correlation against anxiety level. This relationship implies that as the level of anxiety increases the overall composite self-concept decreases, or as the level of anxiety decreases, the overall composite self-concept increases. It can also be noted that the significant correlation coefficient between anxiety level and composite factor (Pasao) self-concept of -0.254 indicates that as the composite self-concept rating of participants increases the anxiety level of the participants' decreases.

Among the conclusions stated are that the participants appear to be more resilient to the effects of abuse and this group of child-abused victims still have their positive outlook in life despite of their negative past experiences.

Neri, Eden A. (2001) Counseling child abuse victims using directive and non-directive approaches. University of San Carlos - Cebu City.

This study focused on counseling child abuse victims using directive and non-directive approaches in order to determine the influence in their psycho-emotional rehabilitation. The quasi-experimental method of research was used in the study. Available data and researcher-made questionnaires were used to determine the socio-demographic profile of the respondents. Twenty child abuse victims of Misamis Occidental were involved in the study.

Majority of the respondents were 14-16 year-old females who belonged to large families with 6-9 members. Majority of the child abuse victims belonged to families whose means of livelihood was farming. Incidence of children attending Grades 1 and 6 was quite high because there were some cases of regression like not being able to write, read and remember what; Has learned after the child experienced abuse hence, a need to retain or re-enroll the child to lower grades despite their older age. Furthermore, the case of incest abuse with the biological father as the perpetrator was high among the children being studied. The psycho-emotional state of the subjects specifically in the context of fear, guilt, confusion,

openness/ability to relate, and love/respect/harmony before the counseling session was at a moderate level

Results showed a highly significant influence of non-directive approaches and a significant influence of directive approach on the psycho-emotional rehabilitation of child abuse victims. The use of non-directive counseling approach especially on child abuse cases proved to be beneficial to both counselee and counselor however, results of this study call for a paradigm shift in counseling. Since there is no single intervention that would immediately restore or rehabilitate the distorted psychoemotional state of child abuse victims, an integrated, coordinated, multi-faceted counseling approach is recommended.

Laws on child abuse cases should be strengthened and strictly implemented to provide visible support and protection of children's rights. It is also recommended that schools should focus on prevention by alerting children of the threat and existence of child abuse within the family and the community. Teacher education should be improved to enable them to detect abuse and better support children. Support groups should be increased. In addition, family therapy should be conducted to ensure that the entire members of the family understand their role in the psycho-emotional rehabilitation of the abused child.

Pineda, Lee Y. (2002) Sexual abuse: Its emotional costs. West Visayas State University, Iloilo City.

This descriptive study-qualitative research took the form of a case study dealt with the ten sexually abused victims from ages seven to fifteen years old, residing in the city and province of Iloilo, who voluntarily came into the open telling their experiences of sexual abuse. Anchored on Freud's psychoanalytic theory emphasizing the impact of sexual and aggressive drives on the individuals psychological functioning. It aimed at having a comprehensive understanding of the experiences of the sexually abused and the perception of other people in the context of their present behavior.

Data were generated with the use of a research-made interview guide, observation guide and guide questions for the focus group discussion which was validated by the jurors. These include behavior questions, feeling questions and opinion questions which captured what had been done to the sexually abused victims. Their feelings and thoughts about the experience and what they did after the incident.

Descriptive statistics like percentage and mean were calculated in some items but specific details illuminated by tallying, ranking and enumeration. The phenomenon investigated was presented in narrative form as a collective story.

Information revealed that sexual abuse was very damaging and the remnants of pain it had caused cannot be entirely wiped out. It has made the victim feel more vulnerable, distant, illusive and uninvolved. Each sexually abused victim suffered in his/her whole life paying its emotional costs.

Seen relevant for educators, social workers, guidance counselors and those in the legal profession. This study is a challenge in designing relevant strategies, approaches and educational programs and services that would address the public, the victims and the perpetrators in preventing their recurrence and in rehabilitating those who were abused.

Song, Mary Jacqueline Y. (2007). The relationship between resiliency and forgiveness among sexually abused children and adolescents. Centro Escolar University.

Perspectives in dealing with the issue of sexual abuse have almost always centered on the downsides of being a victim, its negative effects and implications to the child, as if there is already a negative package bounded by this phenomenon that the victim is so hopeless and helpless to the extent of being unable to recover to normalcy. This conspiracy is so because people in this society have this presumption that children are vulnerable, passive, weak, incapable, and have diminished capacity to survive on their own. This attitude tends to neglect and rob the rights of the children especially the sexually abused survivors to live, transform, and actualize to persons of great potential. More studies are needed that will overhaul these pathetic notions.

Statement of the problem:

1. What is the profile of the subjects according to the following characteristics: age, sex, birth order, place of origin, religion, educational attainment, educational status, age when abuse began, duration of abuse, trauma experiences, parental status, parents' educational attainment and work status, age, sex, relationship and work status of the perpetrator, and length of stay in the institution/center.

2. How can the subjects be described according to the following characteristics: resiliency 9total external asset clusters / protective factors, total internal asset cluster / resilient traits), and forgiveness (affect, behavior, cognition)

3. How did the resiliency levels of the subjects compare when grouped according to the following characteristics: age and sex of the subject, birth order, place of origin, religion, age when abuse began, parental status, and length of stay in the institution/center.

4. How did the degree of forgiveness among the subjects compare when grouped according to the following characteristics: age and sex of the subject, religion, age when abuse began, duration of the abuse, trauma experiences, sex and relationship to the perpetrator

5. What is the relationship between each of the following: total asset cluster (external and internal) and forgiveness domains (affect, behavior, cognition)

6. How does resiliency, as measured by CHKS-HKRA (California Healthy Kids Survey – The Healthy Kids Resilience Assessment) relate to forgiveness as revealed in the EFI (Enright Forgiveness Inventory)?

Conclusions

1. Majority of the sexual abuse cases in the study involved perpetrators who had close encounters with these children and adolescents as members of the family, household, friends or neighborhood.

2. Most of the sexually abused survivors came from dysfunctional families or broken homes that made the sexually abused child and adolescent difficult to talk about their feelings, thoughts or experiences.

3. Children survivors of sexual abuse were more resilient than the adolescents.

4. Male survivors tended to be more forgiving than their female counterparts.

5. The development of resiliency in a sexually abused child and adolescent is a product of the interaction between the child's protective factors and resilient traits.

6. Resilience in sexually abused children and adolescents did not mean they chose to forgive in order to live but instead they had decided to live because they chose to give themselves and this world another chance for which they were indeed capable of.

7. Even as the sexually abused children and adolescents were able to survive the abuse, at the same time they also learned to develop certain patterns of behavior which were the actual responses to the abuse itself.

8. Sexually abused children and adolescents were so enormously attached to their own victimization that it had become part of their identity; hence, it kept them constantly feeling the hurt and pain and made it difficult for them to forgive.

Taniajura, June B. (2000). The coping mechanisms of selected sexually abused children. Miriam College Foundation.

This study is an exploratory investigation of the coping mechanisms sexually abused children use as they adjust to their life during and immediately after the experience of sexual abuse. Some 45 female respondents with ages 7 to 14 years were selected from three different institutions situated in the National Capital Region.

To accomplish the major purpose of this study, the researcher answers the following questions: 1) What is the demographic profile of the sexually abused children? 2) What are the types of coping mechanisms they use? 3) What is the prevalence of the coping mechanisms and their efficacy as perceived by the children themselves? 4) To what extent do the findings agree with other studies?

The study relied on a 24-item questionnaire, an adaptation from Kidscope (as 15-item questionnaire designed for children aged 7 to 12), that lists the different coping mechanisms and an unstructured interview questions to gather the necessary information. Generally, data analysis was made by identifying and categorizing the coping mechanisms. Responses were tallied and tabulated to arrive at frequency distributions. Means and percentages were used to get summary tabulations on the different variables.

The study found out that: 1) the demographic profile of the respondents in the study is consistent with the findings of other studies done here and in the U.S. like the average age of the victims, the mean age of the child at the onset of abuse, the number of times the child is abused, the duration of the abuse and the most frequent perpetrators; 2) the respondents of this study made use of all types of coping mechanisms, namely avoidant coping, angry coping, internalized coping and active social coping; 3) the most preferred coping mechanism by the children is the active social coping and the most effective coping mechanism as perceived by the children is also the active social coping 4) the children's choice of active social coping as the most effective coping mechanism was proven right because the type of coping often viewed by experts as helpful is the active social coping.

BOOK REVIEW

Robinson, K. H. (2013). *Innocence, Knowledge and the Construction of Childhood: The contradictory nature of sexuality and censorship in children's contemporary lives*. New York: Routledge, 170 pages.

How does one talk to children about sex and sexuality? When should parents have "the talk" with their children? At what age should schools teach children sex education and to what extent? How does one explain to a child why his or her classmate has two mothers or two fathers? These are some of the important questions Kerry H. Robinson explores and attempts to answer in her book entitled *Innocence, Knowledge and the Construction of Childhood: The Contradictory Nature of Sexuality and Censorship in Children's Contemporary Lives* (2013).

Robinson's book relevantly comes in to challenge and examine notions of sexuality in a changing world. Her central thesis revolves around how children's access to knowledge about sexuality is regulated, and how such a regulation increases their vulnerability to sexual exploitation and abuse. But the major insight Robinson gives is how adults have failed to acknowledge children as agents, or as having sexual subjectivities. She asserts that children can construct their own notions of sexuality, despite adults' restriction of access to such knowledge. Robinson has keenly observed a critical research gap due to the ethical dilemma that researchers encounter in studying childhood and sexuality. Robinson shares Plummer's (1990) view that there is very little research done on how children perceive sexuality. The dilemma exists because of beliefs that children have a possibility of being exploited during the research process. Nevertheless, she pushes with the study and cites works from her previous researches on children and sexuality, where she conducted focus groups with children, parents, early childhood educators and teachers. She also mentions works by other researchers to further debunk certain beliefs on childhood sexuality. Robinson's "controversial" arguments on childhood and sexuality are theoretically informed by the post-developmental perspective, feminist poststructuralism, queer and postcolonial perspectives. She also largely borrows Michel Foucault's insights on discussing notions of sexuality and childhood, particularly on surveillance.

The book is divided into seven chapters, starting with a lengthy

discussion on the dominant heteronormative discourses when it comes to sexuality, the construction of the vulnerable child through childhood innocence and moral panic, how institutions such as schools have taught children about sexuality, the varying sexual subjectivities of children and their parents, and, lastly, recommendations on the re-conceptualization of children's sexuality.

Robinson sees the discourse on sexuality as a discourse of power. She introduces concepts such as difficult knowledge and subjugated knowledge. Difficult knowledge, such as sexuality, is a "result of the struggles of power among competing discourses, telling society who can think, speak and with what authority" (Ball 1990). As an example, Robinson refers to how heterosexuality becomes the norm, while non-heterosexuality is seen as a form of deviance. Religious beliefs also tend to frame such discourses. As a result, adults feel discomfort when discussing sexuality and introducing different forms of sexualities to children, fearing that the latter would explore and experiment. The construction of sexuality, thus, becomes difficult knowledge. Similarly, subjugated knowledge, according to Foucault, refers to "knowledge that has been historically and politically dismissed, disqualified, considered naive and inadequate and located on the lower levels of the hierarchy of knowledge" (p. 28). A similar term, the Other, are those "marginalized, silenced, denigrated or violated; defined in opposition to, and seen as other than, the privileged and powerful groups that are identified as representing the idealized, mythical norm of the society" (p. 4; Robinson and Jones Diaz 2006). Robinson states how non-heterosexuals and their lives form part of subjugated knowledge and an example of the Other. It is also interesting how Robinson frames power relationships throughout the book according to binaries—adult/child, male/female, heterosexual/homosexual, asexual/sexual child and the innocent child/knowing child.

Robinson then explores in great detail the historical processes by which censorship and regulation on childhood sexuality, as well as the notion of childhood innocence, came about. Childhood innocence was largely influenced by the Christian narrative of the baby Jesus as a sacred child, eventually resulting to the "binary of a fallen and knowing adult and the innocent unknowing child" (p. 43). In the Victorian era, child sexuality was viewed by moral entrepreneurs in the theological and medical institutions as sinful and a pathological problem. As middle class ideologies emerged, childhood became closely linked to the class' morals and values as children were assigned to the private space of the home. Starting with a highly publicized event involving an abused young girl in the late 1800s, child protection laws and organizations were formed, legalising the role of the state in protecting the welfare of children and their moral development. This includes the censorship of "children's access to drugs, alcohol, weapons and perceived obscene materials" (p. 46). During these times, the boundaries between adulthood

and childhood were legally defined by the state. From the nineteenth until the twenty-first century, the medicalization of childhood resulted to new organizations and businesses as well as childhood diseases, including premature sexuality. Robinson claims that children's sexuality, or Foucault's "pedagogization of children's sexuality", was caught in the belief that "parents, families, educators, doctors and psychologists" should constantly monitor and intervene to assure the moral development of the child (p. 48). In this context, the formation of childhood was linked to the social good and became critical in the "construction of the good normative citizen-subject" (p. 49). Surveillance is furthered by the digital age. Children have a variety of access to the internet, while parents fear the things they might find: pornography, violence, profanity, chatting with strangers. Net filters become a form of surveillance for parents who can see their children's online activities. It also restricts them from accessing sites which should not be "for children". According to Robinson, these schemes of restricting information adds to the vulnerability of children when it comes to their sexuality, as it is one of the places where they can answer personal questions about sexuality without shame. As Thorne (2009) puts it, "childhood is formulated at the intersections of the states, markets and family".

Throughout history, the "economically useful child" became the "economically useless, but emotionally priceless child" (Zelizer 1985). Robinson cites the importance of distinguishing the child and the adult through the notion of childhood innocence as well as putting emphasis on protecting the child is said to be at the foundation of the policies and laws on children's welfare. In the context of child abuse, all the encounters of children with sex and sexual behaviour are considered non-consensual. Given the historical context of the repression of sexual knowledge, children become vulnerable not only because they have limited power but also due to their lack of knowledge on sexual acts.

Robinson critically brings in other "regulatory tools" used for childhood surveillance such as the concept of stranger danger and moral panic. The stranger danger concept as a "highly emotive and rhetorical language" (McRobbie and Thornton 1995) became popular with the occurrence of child sexual abuse, telling parents to warn their children against paedophiles. Parents who believed that their children were mature enough to be alone in public spaces were dubbed as "irresponsible parents" (Arlington and Stevenson 2012). But studies support that stranger danger is a rare occurrence, almost a myth. Two studies cited by Robinson argue that 80 percent of the children who experienced sexual abuse and molestation were caused by people they know: parents, relatives, or a friend of the family; only 13 percent were by strangers (p. 52). The stranger becomes the "political scapegoat", as the family is important in the socialization of children.

Similarly, moral panic is another form of surveillance where the

“dominant group calls for the hegemony of values and morals when it is challenged by the changing times” (p. 54; Hier 2003). Robinson cites examples where television shows for children were greatly criticized for having “homosexual undertones”—a Teletubby character perceived as a boy bears the color purple and carries a handbag in the 2007 show Teletubbies, and Bert and Ernie’s relationship in Sesame Street. The sex education book “Where Did I Come From?” was banned by the Malaysian government because, according to conservative groups, the “degree of obscenity inside the book was too much” (cited in Chong 2012). The book contained detailed descriptions of sex, with nude pictures of males and females showing their anatomical parts. The government agreed, stating that the book violated legal laws related to pornographic materials.

Robinson also asserts another idea from the book that, in schooling the vulnerable child, dominant discourses would re-align fluid definitions of sexuality and ensure that non-conformance is avoided through sanctions such as harassment and marginalization. Such hegemonic discourses are heavily embedded in the laws, policies and school curricula. Robinson mentions a powerful statement about the curricula: “The knowledge that is excluded from curricula can be equally as powerful as that which is included” (p. 65). Sex education, for example, subjugates the non-heteronormative subjects. The curricula leave out the understanding of same-sex relationships, and even teaching in class affects children’s realities. Even in children’s everyday experiences, non-conformists to the heterosexist values and practices—even the physical appearance, for example, if a boy looks like a girl and vice versa—are bullied and marginalized.

Robinson contends that developmentalist discourses, which have normative markers on a child’s development to adulthood, are also forms of surveillance in terms of regulating age-appropriate knowledge. She notes how a child who knows too much on sexuality is considered a “corrupt child”. However, according to her, previous studies on the field think otherwise. She effectively presents researches which describe how teaching sexuality education to children do not encourage sexual curiosities at a young age. She affirms how countries which have a liberal view on sexuality—providing access to free contraceptives, for example—have less cases of teenage pregnancy and other social problems related to sex. The results also show that formal sex education are out of sync from children’s realities.

Robinson lastly explores children’s subjectivities through her 2012 study where she conducted focus group discussions with children aged four and five years and their parents on their understanding of love, marriage, intimacy and relationships. She found that children have constructed their sexualities through information available from their parents, families, friends, the media and the Internet, and “through their daily ex-

periences, especially of observing others—older children, young people or adults, and pets and other animals” (p. 87). However, an interesting finding is how children assumed themselves to be heteronormative subjects and imposed this discourse on their peers by “policing” them and becoming gatekeepers of heteronormativity themselves. Furthermore, Robinson found how the meaning of sexuality for children is “generally about love, relationships, and emotional and physical pleasure” (p. 138); this is different from how adults perceive sexuality, which is mainly focused on sex acts.

In the parents’ focus group, adults found it difficult to discuss sex to their children because they believe it might have a negative impact on their children’s emotional state in terms of readiness to the topic of sexuality and it being a social taboo, which further reinforced sexuality as a difficult knowledge. Robinson raises the dilemma about how parents are not properly equipped to talk to their children about sexuality. As she quotes Martin and Luke (2010): “there is widespread cultural agreement that parents should protect their children from sexual abuse, but there is not nearly as much consensus about what parents should be saying to their young children about other sexual issues” (p. 119). Based on their own experiences, they themselves learned about sexual activities not from their parents but from their friends. They have also conveyed the fear that if they teach their children about sexuality, they will be dubbed as a “bad parent” because they have a “knowing child”, which is said to be an indicator that a child has experienced sexual abuse.

Robinson offers the suggestion of perceiving the construction of childhood as a “queer space”, where children can explore and negotiate the “different discourses of gender”. She observes how children’s realities now include classmates belonging to same-sex families, neighbours and television show characters who are cross-dressers, and mothers who believe in non-traditional patriarchal practices where women do not take their partners’ surnames, among others. Her book is indeed essentially relevant to a changing world inhabited by children.

Robinson also recommends that children should be informed about sexuality for them to have a “healthy sexual development” which is not based on “myths and misconceptions”. Having “the talk” also counteracts social taboos between parents and children and promotes ethical behaviors towards sexuality. Robinson mentions how researches showed children engage in unethical behaviours such as “gendered and sexual harassment, and homophobic-based harassment” (p.141). She proposes a revisiting and reconstructing of the school curricula, as well as re-training teachers and early childhood educators, so that children’s sexualities are included to promote ethical sexual behavior. She suggests Carmody’s ethical sexuality education programme which consists of: care of the self, care of others, negotiation, and reflection (2009). Robinson believes that following such a program encourages children’s agency—to be able

to “stand up for one’s rights, resist peer pressure and take responsibility for the decisions one makes” (p. 143).

This book reaches out to those who have a big responsibility in shaping children’s construction of childhood and sexuality: the parents, teachers and early childhood educators, policy makers and the society in general. When it comes to sexuality, children have a voice. It imparts to its readers the importance of acknowledging children’s active sexual subjectivities and in informing children about sexuality grounded on their realities. Robinson asserts the significance of shaping children who are well-informed and can think critically and evaluate issues concerning sexuality, whether its their own sexual self or that of others.

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Emily Roque
Department of Sociology and Anthropology
School of Social Sciences
Ateneo de Manila University

GUIDELINES FOR SUBMISSION

The Philippines Journal of Child Sexual Abuse provides a multidisciplinary forum on all aspects of child sexual abuse. The Journal will have the two distinct parts of the dialogue on critical pluralism of child sexual abuse in the Philippines: research-based academic manuscripts and evidence-based practical manuscripts. The purpose of the journal is to enhance our understanding of child sexual abuse in the Philippines.

Types of contributions:

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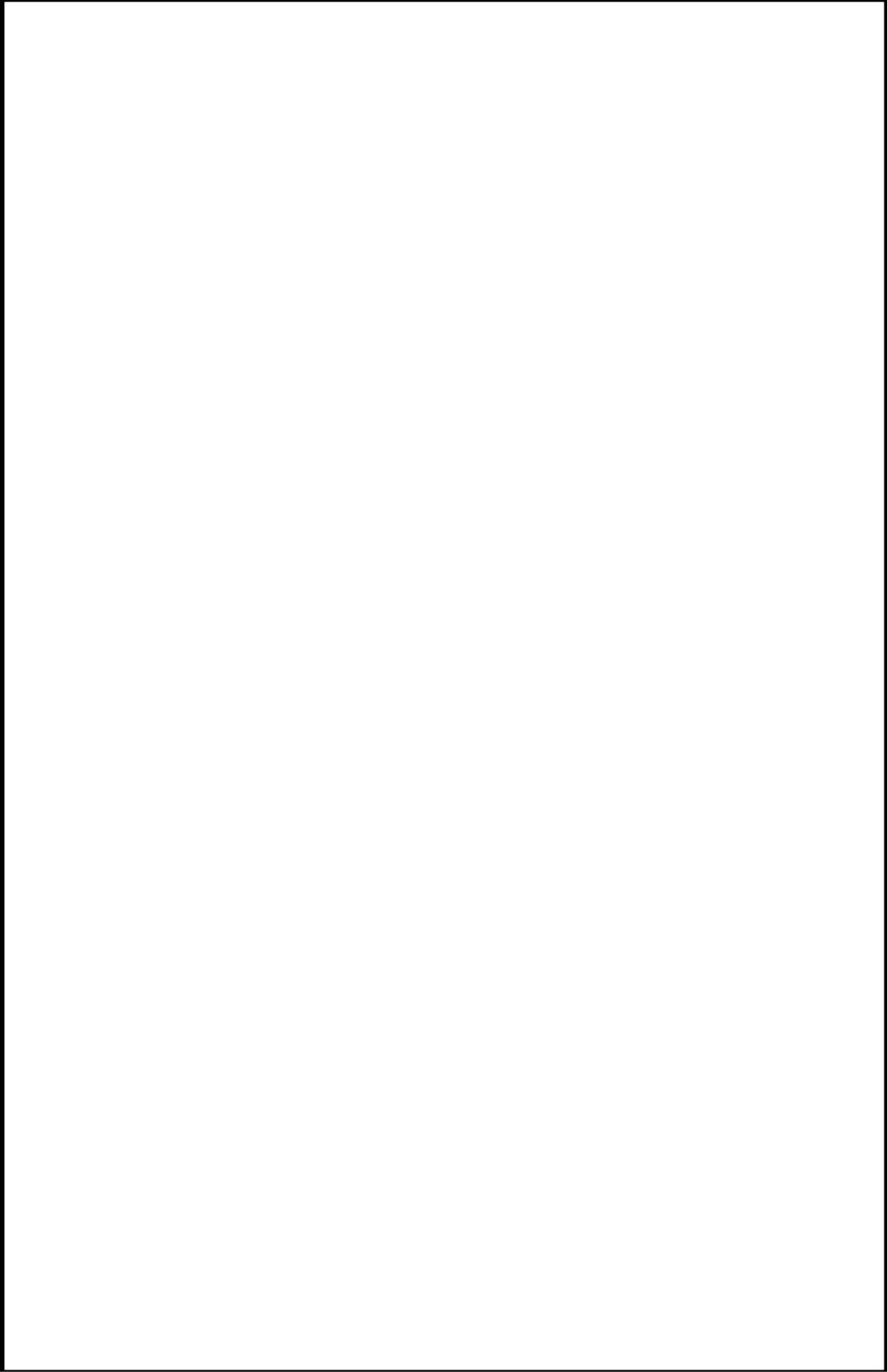
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