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Toward a gender-responsive, participatory community-based child protection system – Lessons from victim-survivors and service providers of a safe home and a community in the Philippines

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**Toward a gender-responsive, participatory
community-based child protection system – Lessons
from victim-survivors and service providers of a safe
home and a community in the Philippines**

October 2019 – June 2021

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F O R E W O R D

This study brought us closer to the lives of people we have been working to serve. Their experiences of child sexual exploitation and perceptions of how to stop it enabled us to formulate a proposed framework of child protection. In the course of our implementing the framework, the process fleshed out the framework, taught us some new lessons, and informed our proposed position statement.

*Our interventions in this study consisted of educational assistance, livelihood support, family and individual counseling and training, health care, and referrals/linking up with relevant agencies. When asked what other forms of assistance could be done, the subjects, their families, and others in the community gave responses that have multiplier effects rather than one-shot dole outs. They mentioned more education, scholarship, more loans, capital, training, seminars, family planning, help in securing documents for job application, business, and initial housing assistance. Perhaps the way the question was asked trained their minds to think of assistance that would lead to independence and viability. The question was: **What other forms of help can be given to those who can be helped, in a way that will not make them dependent on others forever?***

There were 5 batches of samples for the surveys in this study, involving more than 70 individuals. The intervention part had 9 additional subjects, plus the constellation of their families and the community. But the ultimate goal of research is to study the sample not only to describe the sample but to allude to probabilities in the greater population. Out there,

many children are still waiting to be protected, to be helped, and as this study shows, can be helped.

- G. Velazco

Abstract

This research project gathered from victims, survivors and community people their experience and knowledge of sexual exploitation and trafficking of children, their perception of circumstances that lead to exploitation, as well as measures that can stop it. From their responses, the aim was to formulate a framework of a gender responsive, participatory community-based child protection system, test this framework, and formulate a position statement based on the findings and lessons learned.

A survey instrument with content, age, and gender validation and a community-validated checklist of indicators of being sexually exploited, were the tools used to gather data from victims and survivors in an urban poor community in Manila, and in the provinces of Cebu, Marinduque, Rizal, Cagayan de Oro, and Iligan during the period October 2019-June 2021. Six batches of samples were used. A framework of interventions to protect the child was formulated. The interventions consisted of individual, family, and gender-focused counseling and training, and assistance with health, education, linking up with resources, and livelihood. By the end of the 6-month period of implementing the framework, the child subjects were enrolled in school, excited about their school supplies, and healthier; the parents were pursuing decent means of livelihood, the local government social workers were involved in monitoring the subjects, other people in the community were involved in implementing the interventions, and most importantly, signs of neglect, abuse and exploitation among the child subjects were eliminated. The subjects, their family, and the community gave positive feedback on the interventions, in interviews and discussions.

It is concluded that child protection is possible, with the participation of the child, the family, and the community. It should be holistic, targeting all areas of community-identified vulnerabilities, and integrated and interactive, rather than piecemeal. It should be done in the context of a changed value system facilitated by a therapeutic relationship between the child and his/her family on the one hand and the child care worker on the other hand. Gender responsiveness should help breed a generation that sees the value of each gender, is aware of, and transcends gender biases and prejudices that result in gender inequality, and works toward the empowerment of whatever gender one identifies with, while respecting and empowering those of others.

Assistance should not be a one-time dole out, but rather, a roll out, which generates a sense of responsibility, a motivation to maintain and grow the assistance, and a sense of ownership of whatever is gained from the individual's or the family's efforts. Finally, the mission of child protection necessitates not just a movement but also a move toward being part of the child's life.

Executive Summary

This research project was conducted to find out how existing efforts of child protection could be augmented or improved, with the participation of the community, victims and survivors, and respecting all kinds of gender. The aim was to formulate a framework of child protection and a position statement of a gender responsive, participatory community-based child protection system.

The subjects came from the Love146 safehomes in a rural area, an urban poor community in Manila, and the provinces of Cebu, Marinduque, Rizal, Cagayan de Oro, and Iligan, where former Love146 clients have been reintegrated. An interview questionnaire was constructed, after undertaking the process of validation for wording, age, and gender, using different samples. Research ethics were observed. The interview respondents consisted of 10 male survivors, 10 female survivors, 10 male victims, 10 female victims, and 10 formal and informal leaders, friends and relatives of the victims/survivors, and NGOs working in the community, answering the questions of what leads to children being trafficked and what could stop child trafficking. Data was content-analyzed. Chi-square test of independence was performed to determine if there is a relation between gender and victim/survivor status on the one hand and perception of causative factors and preventive measures on the other hand.

There was a significant relationship between victim/survivor and perceived factors that lead to being sexually exploited ($p < .05$). No other significant relationship among the variables was found. Fourteen categories of factors/events that lead to being sexually exploited emerged. These were collapsed into five, namely, neediness of family (often a burden for girls and women), dysfunctional family, exploitative family (with girls usually exploited by family), self-inadequacies/self-issues, and social environment. Fifteen categories of preventive measures emerged, which were reduced to four, namely, empowerment through education, good teaching and awareness; adopting the right values; strengthening the family, socio-economic wise; and access to government assistance and other resources.

The findings were discussed with a group of other victims, survivors, and community people who were not part of the interview sample. Based on the findings and on the discussion with this group, a framework of child protection and proposed organizational structure to complement the framework were formulated to include a focus on girls and women, boys and men, family/marital counseling, livelihood/poverty alleviation, education/scholarships, health, very young children, and national/international advocacy.

Based on the framework and proposed organizational structure in the framework, Love146 staff were chosen to man the girls and women desk, boys and men desk, family/marital counseling desk, livelihood/poverty alleviation desk, education/scholarships desk, health desk, very young children's desk, and national/international advocacy desk, as Desk Officers. People from the community were also chosen to be Co-Officers of the mentioned desks. The Co-Officers liaised between the community and the Love146 staff.

A series of lectures was conducted to equip the Officers with knowledge and skills

in holistically helping and interacting with the target groups.

Another group of victims, survivors, and community members were asked for indicators of being or at risk of being sexually exploited and trafficked. Their responses were formed into a Checklist, which was then validated by another group of victims, survivors, and community members. Based on the validated Checklist, the community nominated the subjects to be helped, consisting of 3 boys, 3 girls, and 3 very young children (6 years and below).

Interventions consisted of individual and family counseling, exploration of gender-based difficult experiences, counseling on gender rights and empowerment, health counseling and referral, provision of educational needs, advocacy with relevant government agencies, and provision of livelihood, such as cart and mobile store goods and equipment, and capital for online selling, with signed agreement of paying back, as well as conditionalities on child protection, and counseling on financial management.

One part of evaluation consisted of qualitatively examining the documented process of intervention. Another was comparing the Checklist of Indicators pre- and post-intervention to see if there is a difference. Both the pre- and post-intervention Checklists were accomplished by the Co-officers from the community and other community members. This group, as well as the subjects and their families were also asked to express verbally their own perception of the progress of the subjects, as estimates of reliability and criterion-related validity vis a vis the Checklist.

Almost all of the items in the Checklist that were checked pre-intervention were unchecked post-intervention. The subjects also expressed changed ways of thinking. The Co-officers and other community members also expressed observed improvement and changed way of doing things in the lives of the subjects. Linking up with the village leadership and with the Local Government Units has proven to be life-changing for the neglected or abandoned child. Witnessing our initiative and the participation of local officials, parents started to take responsibility for their children. The subjects' families have become contributors to the community's economy, since they now have small businesses and do not have to ask for food from their neighbors. The children are excited about the school supplies and are looking forward to being in school in the next school year. Parents have learned to access the Health Center for free vitamins and common medications. Local officials are suddenly stimulated to do their job and started to also look after the child.

It is concluded that child protection in the community is possible, but necessitates the participation of the child, the family, and the community in a systematic process. It needs to be holistic, targeting all areas of identified vulnerabilities. For external assistance to have a lasting and multiplier effect long after the helper is gone, assistance has to be given in the context of a changed value system and modified way of doing things. This can happen in the context of a therapeutic relationship between the helper on the one hand and the subject and family on the other hand, wherein the subjects develop enough trust to allow themselves to be aware, to explore, to grow, and to work toward the goal of improving life. The counseling sessions should give rise to the family's better valuing of the child of whatever gender and to greater consideration of their needs; thus the researchers' training on

the psychology of young children and adolescents, wherein the needs of the child of any gender are foremost; thus the Game Theory, wherein it is taught that the needs of one outweigh the needs of the many. Heretofore, child trafficking was rampant because of the value that the needs of the many (the whole family) outweigh the needs of the one (the child who had to be trafficked for food for the family).

The discussions with the family and relevant agencies should lead to better collaboration between the two on behalf of the child, and greater confidence of the family to tap existing resources; thus, the lectures on different NGOs and GOs that can be tapped for educational, health, and other concerns. The educational assistance should encourage the subject's and family's enthusiasm for the subject's education and the possibilities that education can bring; thus, the counseling sessions on education. The gender-focused counseling should breed a generation that sees the value of each gender, is aware of, and transcends gender biases and prejudices that result in gender inequality, and is working toward the empowerment of whatever gender one identifies with, while respecting and empowering those of others. Both boys and girls in this study experience difficulties because of their gender.

Livelihood assistance should not be a dole out. Rather, it should be a roll out, which generates the adults' sense of responsibility for the family's livelihood, a motivation to maintain and grow the assistance, and a sense of ownership of whatever will be gained.

The components of holistic intervention should be integrated/interactive and not piecemeal or compartmentalized. In this study, the signed agreement between Love146 and the subjects incorporates and integrates child protection of whatever gender, education, health, tapping resources, and livelihood. Livelihood assistance was provided on the basis of child protection and observing child rights, as well as on resolve to take responsibility for the family's livelihood.

Finally, the mission to protect children in extremely difficult circumstances necessitates that one becomes part not only of a movement, but also of the child's life, meeting the child's needs and engaging them in a process of enhancing their self-esteem, exploring what they could become, identifying options and resources, building their self-confidence, informing them of their rights, and making realistic plans for the future.

1. Introduction

The mission of Love146 is to end child sexual exploitation and trafficking. Love146 rescues and runs safe homes for, girl and boy victims in the Philippines. Love146 also works and has an ongoing relationship with a street and homeless community in the red light district of Manila, where child sexual exploitation is rampant, aiming to help stop the exploitation through education scholarships, livelihood assistance, health services, counseling, linkages, and awareness raising.

Love146 has been working with this community since 2012, first by providing meals in the Love146 soup kitchen, at the same time attending to the children's health and school needs, providing livelihood to parents, raising awareness through monthly seminars, and eventually admitting and rehabilitating some of the children in the Love146 safehomes.

By listening to the children in this community, Love146 has come to know that many of them were being sexually exploited and trafficked, sadly by relatives, and child sex trafficking was the main means of livelihood of many families.

1.1 Project Objectives

In line with the mission of Love146, which is ending child sexual exploitation and trafficking, this study was conducted to

- 1.1.1 document the child sexual exploitation and trafficking experiences/knowledge of victims/survivors, other community members and service providers;
- 1.1.2 enable communities to develop an action plan and implement a community-based child sex trafficking preventive framework; and
- 1.1.3 develop a policy paper on proposed actions to improve existing community-based child protection systems.

This project looked at the life stories of survivors and victims of sexual exploitation and trafficking. It surveyed the perceptions of 10 male and 10 female survivors of sex trafficking, and 10 male and 10 female victims of sex trafficking, as well as formal and informal village leaders, local officials, close family friends and relatives, and NGOs working in the community, as to how and at what point/s the traffic could have been or could be stopped. Based on these perceptions, a framework of preventive measures was derived. The findings of the survey were presented to selected community people to further elicit their views on the findings. The framework was finalized to incorporate these community people's views.

For the second phase of this report, the community was organized and mobilized to apply the framework. An evaluation was conducted to determine the effects of the preventive measures. First, a derived checklist of indicators of being/at risk of being trafficked was accomplished by some community members pre- and post-intervention to determine if there was improvement in the risk situation of the subjects. Then, discussions and interviews were also conducted with other community members to ask if the subjects were helped and how.

1.2 Research questions

This study sought to answer the following questions:

- 1.2.1 What are the stories of the subjects, as to their experience of being sexually exploited or witness to exploitation?
- 1.2.2 What events and factors in the subjects' lives led to their being exploited at the times they were exploited, based on the perception of the subjects? Are there significant differences in these perceived factors and events of males vs. females and victims vs. survivors?
- 1.2.3 What could have been done at those times to prevent the exploitation, based on the perceptions of the subjects and the individuals and groups in the lives of the subjects? Are there significant differences in these perceived preventive measures of males vs. females and victims vs. survivors?

- 1.2.4 What framework can be derived from the perceived events and factors leading to the exploitation and the perceived preventive measures?
- 1.2.5 How can the community be organized and mobilized to implement the derived framework?
- 1.2.6 What are the subjects' and community's perceptions of the effects of their implementation, after six months?
- 1.2.7 How do the subjects and the community evaluate the framework and interventions?
- 1.2.8 Based on the study, what position statement can be proposed to improve existing community-based child protection systems.

1.3 Significance of the study

Asking other groups of victims, survivors and community people about their views on the findings of the research enhanced the discussion. The analysis of this knowledgeable group highlighted the issues insinuated by the subjects, such as, among others, poverty, parental neglect abuse, peer influence, personal values, authorities' indifference, and gender-based life difficulties.

Another value of this research is that there is community involvement from beginning to end, and the resulting anti-exploitation measure is the initiative, brainchild, and therefore, owned by the community. Thus, the community's potential in resolving its issues is highlighted. We have always maintained that child sex trafficking will not be ended in the safe home; it will be, in the community.

The construction of the questionnaire used to gather the data, with efforts for age and gender validation, can serve as a model of the process of instrument development that can gather reliable and valid data.

The concept of deriving a Checklist of Indicators of being/at risk of being trafficked, which was supplied and ranked by the community, can serve as a precursor to more comprehensive checklists or guides on detecting children who are experiencing exploitation.

The position statement being offered can serve as an adjunct to existing anti-trafficking and child protection systems.

2. Method

2.1 Setting. The subjects came from the Love146 safehomes in the province, an urban poor community in Manila, and the provinces of Cebu, Marinduque, Rizal, Cagayan de Oro, and Iligan, where former Love146 clients have been reintegrated.

2.2 Sampling. Six batches of purposive samples were used for this study:

Sample	No. of respondents	Objective/ Expected Output	Method	English translation of the question	Quality Control	
2.2.1 Sample for the wording and content validation for age and gender of the Interview Questionnaire	2 boys (<18 years old) 2 girls (<18 years old)	With known history of being exploited/trafficked; agreed with signature to be interviewed after the informed consent form was read in the local language	Age- and gender-valid Interview Questionnaire asking about the subjects' life stories, factors that led to their being exploited, and what could have been done to prevent the exploitation	Face-to-face individual interviews asking: <i>Kung nais kong makatulong sa mga biktima ng trafficking o pambubugaw at nais kong malaman kung saan ako makatutulong, papaano ko itatanong ang naging buhay nila, kung ano ang mga bagay o pangyayari na nagtulak sa pagbugaw sa kanila, at kung paano sana napigilan ang pagbugaw sa kanila? Ano ang mga salitang pwede kong gamitin na maiintindihan nila? Anong mga salita ang hindi ko pwedeng gamitin, at bakit?</i>	<i>If I want to help victims of trafficking and want to know where I could help, how should I ask about their life, the factors or events that led to their being trafficked, and the possible preventive measures? What words should I use that they would understand? What words should I not use, and why?</i>	Interviewers were trained for one day on objectives of the study, objectives of the interview, interview techniques, ethical considerations, recording, and faithfulness to the data
	2 adult males (>18 years old) 2 adult females (>18 years old)					
2.2.2 Sample for pilot testing of the constructed Interview Questionnaire	1 boy	With known history of being exploited/trafficked; agreed with signature to be interviewed after the informed consent form was read in the local language	Refined and finalized age- and gender-valid Interview Questionnaire asking about the subjects' life stories, factors that led to their being exploited, and what could have been done to prevent the exploitation	Face-to-face individual interviews asking about the constructed Interview Questionnaire: <i>Kung nais kong makatulong sa mga biktima ng trafficking o pambubugaw at nais kong malaman kung saan ako makatutulong, maaari ko bang itanong ang mga tanong dito sa hawak kong listahan ng mga tanong? Ano ang mga pwede kong itanong o sabihin dito? Ano ang hindi dapat? Maaari mo bang sagutin ang mga tanong na ito?</i>	<i>If I want to help victims of trafficking and want to know where I could help, can I ask the questions in the list of questions that I have here with me? Which of these questions can I ask? Which ones should I not ask? Can you answer these questions?</i>	Interviewers were trained for one-half day on objectives of the pilot testing, ethical considerations, recording, and faithfulness to the data
	1 girl					
	1 adult male					
	1 adult female					

Sample	Respondents	Objective/Expected Output	Method	Quality Control
2.2.3 a Sample for the final administration of the Interview Questionnaire to victims/survivors	10 male survivors	- factors in the subjects' lives that led to their being exploited/trafficked - perceptions on how the exploitation could have been prevented	Face-to-face individual interviews asking the finalized questions in the Interview Questionnaire	Interviewers were trained for one-half day on objectives of the final interview, ethical considerations, recording, and faithfulness to the data
	10 female survivors			
	10 male victims			
	10 female victims - agreed with signature to be interviewed after the informed consent form was read in the local language			
2.2.3 b Sample for the final administration of the Interview Questionnaire to the community	10 formal and informal village leaders, local officials; close family friends and relatives; and selected NGOs working in the community; agreed with signature to be interviewed after the informed consent form was read in the local language	- community's' perceptions of factors that lead to exploitation and what could prevent it. -Data from 2.2.3 a and 2.2.3 b combined to obtain a comprehensive list of factors that lead to being exploited/trafficked, as well as what could prevent it, as experienced by victims/survivors and as perceived by the community, leading to a community derived anti-trafficking framework	Modified questions not asking about personal experience but rather what is observed among specific victims and survivors and in society in general	
2.2.4 Sample for deriving the Checklist of Indicators of being/at risk of being trafficked	Focus group discussion with 5 males and 5 females in the community aged 18 – 50 to derive the Checklist; individual interview with 4 female survivors and 4 male survivors to rank the items in the Checklist	Ranked checklist of 29 indicators of being/at risk of being trafficked; identification of the subjects based on the checklist of indicators	FGD and individual interviews asking for indicators of a child being trafficked or at risk of being trafficked; ranking of the indicators from the strongest to the weakest	Adults from the community were asked for indicators. Another group, consisting of survivors, was asked to rank the indicators, thus validating the prominent indicators and eliminating from the top ranks the weaker indicators; subjects for intervention were chosen on the basis of the checklist
2.2.5 Sample for the delivery of interventions	3 girls/women, 3 boys/men, and 3 very young children (6 years and below), based on the criterion of at least 6 of the top 20 indicators and at least 9 of the total 29 indicators.	Documentation of the process of delivering the interventions; validation of the framework of interventions	Based on the identified measures that can prevent exploitation, the subjects were given livelihood assistance, counseling, education supplies, etc.	Continuing education provided by the Research Director to staff who were delivering the interventions; Constant consultation and case conferences between the Research Director and the staff delivering the interventions. Staff are licensed social workers.

<p>2.2.6 Sample for evaluating the interventions</p>	<p>3 Co-officers from the community 3 community members; subjects and families</p>	<p>Evaluation of the interventions and framework</p>	<p>Co-officers and community members were interviewed for their rating of the subjects on the Checklist; subjects and their families were interviewed as to the effects of the assistance on their lives.</p>	<p>The interviews served as criterion-related validation of the Checklist.</p>
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2.3 Design. The stories of 10 male and 10 female victims of sexual exploitation/trafficking, and stories of 10 male and 10 female survivors of sexual exploitation/trafficking were gathered in interviews. The subjects, as well as the formal and informal village leaders, local officials, close family friends and relatives, and NGOs working in the community, were also interviewed as to their perception of how and at what point/s the exploitation could have been or could be stopped. Their responses were categorized. Based on the categorized responses, a framework of child protection was derived. Selected community people were further interviewed about their views on the findings of the study. The framework was finalized considering their views.

The community was involved in applying the framework. Community members enumerated the indicators of a child being trafficked or at risk of being trafficked. The indicators were made into a checklist. Items in the checklist were ranked by victims, survivors, and other community members from the strongest to the weakest indicators. On the basis of the strongest indicators in the checklist, the subjects for intervention were chosen by community members. After six months of intervention, community members again rated the subjects on the checklist. The difference in the checklist pre- and post-intervention was noted. Interviews and discussions were also conducted in the community to determine the effects of the anti-trafficking measures, and look more closely at the framework in terms of its effectiveness as well as necessary modifications. The subjects and their families were also interviewed for their feedback on the interventions.

2.4 Tools. The following tools were constructed for this study, based on data gathered from relevant groups. The aim was to come up with a research tool that would be understandable, not offensive to any age group or gender or status, and within the ability of the subjects to answer:

2.4.1 EXPLORATORY QUESTIONNAIRE - for the wording and content validation for age and gender of the questions on factors that led to victims' being exploited/trafficked, and what could have been done to prevent the exploitation

Target Participants: 2 boys, 2 girls, 2 adult males and 2 adult females with known history of being trafficked

2.4.2 PILOT INTERVIEW QUESTIONNAIRE – for pilot testing of the constructed Interview Questionnaire asking about the subjects' life histories, factors that led to their being exploited/trafficked, and what could have been done to prevent the exploitation/trafficking

Target Participants: 1 boy, 1 girl, 1 adult male, and 1 adult female with known history of being trafficked

2.4.3 FINAL INTERVIEW QUESTIONNAIRE – for gathering of data on the subjects' lives that led to their being exploited/trafficked, and their perceptions on what could have been done to prevent the exploitation/trafficking; for gathering the community's perceptions of factors that lead to exploitation/trafficking and what could prevent it.

Target Participants: 10 male survivors, 10 female survivors, 10 male victims, 10 female victims; at least 10 formal and informal village leaders, local officials; close family friends and relatives; and selected NGOs working in the community

The ability of the subjects to answer the Pilot Questionnaire and the comprehensiveness of the data that were obtained by the Pilot Questionnaire from the subjects validated the Pilot Questionnaire. Hence, the Pilot Questionnaire was finalized as the **Final Questionnaire**.

2.4.4 CHECKLIST OF INDICATORS OF BEING/AT RISK OF BEING TRAFFICKED

– for identifying the subjects for intervention; for evaluating the interventions by comparing the checklist pre- and post-intervention

Target Participants: 5 males and 5 females in the community aged 18 – 50 to derive the checklist; 4 female survivors and 4 male survivors to rank the checklist; 3 co-officers and 3 community members to accomplish the checklist pre- and post-intervention

Appendix A shows the process of age and gender validation of the questionnaire, starting with the Exploratory Questionnaire, which was then modified into the Pilot Questionnaire, based on the exploratory participants' feedback on the draft questionnaire. **Appendix A** also shows the resulting Pilot Questionnaire, which eventually served as the Final Questionnaire. (Available upon request)

Appendix B shows the Informed Consent Forms for the different groups of respondents, which were administered before the administration of the Exploratory Questionnaire, Pilot Questionnaire and Final Questionnaire.

Appendix C shows the Tagalog translation of the Informed Consent Forms.

Appendix D shows the Community-Derived Checklist of Indicators of Being/At Risk of Being Sexually Exploited/Trafficked, with English translation.

2.5 Data gathering procedure

The following procedure was followed in order to obtain the needed data:

Step/Activity	Purpose
1. training of all interviewers in standards, procedures, ethics, and tools	To meet standards and establish procedures of the research
2. informal gathering with the community to introduce the research	To establish rapport with the community and subjects and to promote understanding and acceptance of the research by the community and subjects
3a. interview of the exploratory sample about the proper wording of the questions in the questionnaire 3b. framing of the questions based on the exploratory sample's comments 3b. piloting of the refined questionnaires with the pilot sample	To establish age and gender validity of the questionnaire
4. interviews with the main sample in phase 1	To gather the subjects' perception of the factors that led to their being exploited/trafficked; To gather the subjects' and the people's perception of what could have been done to prevent the exploitation/trafficking
5. content analysis, categorization, tabulation	To organize the data for statistical and qualitative analysis
6. statistical analysis	To determine if there are significant differences between the genders and between status of exploitation/trafficking
7a. drafting of a tentative framework 7b. presenting the findings to selected community people to elicit their take on the findings 7c. revising the framework based on the selected people's feedback on the findings 7d. FGD with the community to discuss the framework 7e. implementing the organizational structure suggested in the framework 7e. appointment of Love146 staff as officers of the different desks in the organizational structure 7f. nominating community people to be involved in implementing the interventions in the framework as co-officers 7g. orienting the staff and community co-officers on the project 7h. survey of the community people and survivors as to indicators of a child being sexually exploited or at risk of being sexually exploited 7i. deriving a checklist of indicators based on the survey 7j. ranking of the indicators by another group of community people and survivors from the strongest indicator to the weakest 7k. deriving a checklist of indicators from the strongest to the weakest, based on the composite rankings 7l. identification of subjects for the study, based on the number of checked indicators (at least 6 of the top 20 indicators and at least 9 of the total 29 indicators)	To formulate a community-based guide or framework for the implementation of a gender-responsive, participatory community-based child protection system; To elicit the community's suggestions on how to go about implementing the framework, people to be nominated as implementors and subjects, and the step by step procedure To implement the interventions

<p>8a. equipping the officers with relevant knowledge and skills in establishing rapport and therapeutic relationship with the family and individual subjects Lecture-discussions:</p> <ol style="list-style-type: none"> 1. Survey Risk Assessment – Renie Martin, Sept. 10, 2019 2. Livelihood and Poverty Alleviation - government and non-government initiatives toward poverty alleviation and how to access them; livelihood opportunities; income management – Martina Serote, Nov. 25, 2020 3. National and International Advocacy - national and international agencies dealing with specific problems of safety and security, legal, human rights, and other issues surrounding child trafficking – Leslie Quinones, Nov. 26, 2020 4. Education - DepEd programs for indigents, other avenues toward education, vocational programs, scholarships – Joyce Pornillos, Nov. 27, 2020 5. Family and Marital Counselling - parenting skills, conflict resolution within the family, children's needs, spouses' needs, family systems, functional and dysfunctional families – Dr. G. Velazco, Dec. 2, 2020 6. Gender issues that the family/community should be aware of; gender roles and expectations and potential/actual problems; existing gender inequalities; awareness of boys and girls of their position in society as a result of gender; gender based violence, measures to intervene in gender inequalities. – Mona Mariano, Dec. 17, 2020 7. Individual counseling (leads and responses – Dr. G. Velazco, Dec. 7, 2020 8. Psychology of very young children – Dr. G. Velazco, Dec. 19, 2020 9. Adolescence – Dr. G. Velazco, Dec. 19, 2020 10. The Game Theory in Love146 interventions Debunking "The needs of the many outweigh the needs of the few (or the one)", which is embedded in the culture of child trafficking, especially of girls and women, to satisfy the needs of the family; Promoting "The needs of the few (or the one) outweigh the needs of the many"; Introducing the Game Theory where Love146 is one of the players, to demonstrate in economic and quantifiable terms that satisfying the needs of the ones sum up to the satisfaction of the needs of the many - Dr. G. Velazco, Dec. 19, 2020 <p>8b. Initial interviews with the subjects and their families, establishing rapport, orientation to the project, gathering baseline data</p>	
9. Interventions	To implement and test the framework of interventions
10.. Evaluation of the interventions by the subjects, guardians, and the community; evaluation using the Checklist of Indicators	To get the community's feedback on the interventions, as well as suggestions on how the interventions can be improved; To elicit the community's commitment to continue implementing the framework

10. formulating a position statement based on the data	To consolidate the findings to add to existing child protection systems
11. Write-up	To feedback to the larger community; to share through a policy statement

2.6 Data treatment/analysis. Content analysis of life events and factors immediately and eventually leading to sexual exploitation/trafficking was done. Frequencies were derived. Chi-square tests with contingency tables were computed to determine if there are significant differences in the perceived events and factors across the genders and status of exploitation. Since the subjects are homogeneous in terms of economic status, economic status is not a variable. Educational attainment is not a variable either since almost all of the subjects are elementary level.

The perceptions of the subjects, as well as the formal and informal village leaders, local officials, close family friends and relatives, and NGOs working in the community, as to how and at what point/s the exploitation/traffic could have been or could be stopped or prevented, were content-analyzed. Frequencies were derived. Chi-square tests with contingency tables were computed to determine if there are significant differences in the perceived preventive measures across the genders and status of exploitation/trafficking. The subjects' perceptions were formulated into a framework of child protection. The community-derived indicators of being/at risk of being sexually exploited and trafficked were formulated into a checklist and validated by other community members. Counseling sessions were process recorded. Feedback of the subjects, their family, and the community on the interventions was recorded and compared with the checklist post-intervention.

2.7 Ethical Considerations. The five principles of research ethics were observed, such as, minimizing the risk of harm, obtaining informed consent, protecting anonymity and confidentiality, avoiding deceptive practices, and providing the right to withdraw.

The UNICEF Ethics Procedure in research involving children also emphasizes respect, beneficence and non-maleficence, and justice.

In addition, the following ethical issues in research with children in humanitarian contexts were considered, as specified in Berman, G., Hart, J., O'Mathúna, D., Mattellone, E., Potts, A., O'Kane, C., Shusterman, J., and Tanner, T. (2016). *What We Know about Ethical Research Involving Children in Humanitarian Settings: An overview of principles, the literature and case studies*, Innocenti Working Paper No. 2016-18, UNICEF Office of Research, Florence:

- Institutional capacity to train staff to work respectfully with children and their communities and to listen to children's priorities or to acknowledge limitations to doing so
- Power relations and relationships between and among investigators, communities, caregivers, different children, adults, and researchers
- Harms and benefits, environmental safety and security of children and staff, appropriate methods of implementation, taking photos and videos, and engaging children to understand, inform, and reflect on risks
- Informed consent and determining competency to consent
- Privacy and confidentiality and culture/age/context appropriate approaches to privacy
- Payment compensation and ancillary services, need or approach to compensation, opportunity cost of participation, equity, voluntariness, and reciprocity
- Communication of results, feedback into communities, and using research for change

Gender and child sensitive tools were developed. To this end, interviews with different target groups were conducted to determine the appropriate questions and proper wordings of questions.

The interviewers were also trained in basic linguistic and paralinguistic responses , as well as basic counseling techniques, to handle disclosures during interviews.

Selected community members were involved in the discussion of the results.

2.8 Community consultation, action planning and implementation

From the very beginning of this study, the community was involved. Male and female adult and child victims and survivors of sex trafficking were consulted about the appropriate wording of the questionnaire that asked about experiences of sexual exploitation and how it could be avoided. The questionnaire was pilot tested with another, similar group from the community. Thus, the questionnaire was validated for content, age, and gender before it was administered to the sample that answered the questionnaire.

The community was also consulted about indicators of a child being trafficked or at risk of being trafficked. Their responses comprised the Checklist of Indicators. Another group from the community validated the Checklist by ranking the items from the strongest indicators to the weakest. The bottom 6 items were discarded.

On the basis of the checklist, the subjects for intervention were chosen through a consensus of selected community people and Love146 staff.

The interventions, which were delivered by the working group, consisted of counseling, referral, livelihood assistance, and school supplies. After six months, the working group, together with some people from the community were engaged in a focus group discussion and interviews to gather their perceptions of the effects of their preventive efforts. The Checklist was also used to determine if there is a difference between pre- and post- intervention. The effectiveness of the framework was assessed vis a vis the earlier data on subjects' perceptions of how exploitation could be stopped and children could be protected.

The Policy Statement was formulated in consultation with some community members. The Statement is composed of lessons learned that both affirm the framework and flesh it out or give substance to concepts in the framework.

2.9 Operational definition of terms

Child sexual exploitation (CSE). A form of sexual abuse wherein a child is given gifts, food, drugs, money, status, privileges or affection in exchange for performing sexual activities. For children (anyone under 18 years old), consent is irrelevant, and the element of means (e.g., force) is not necessary.

Sex trafficking. The recruitment, transportation, transfer, harboring, use or receipt of persons who under threat, force, coercion, fraud, deception or abuse of power are sexually exploited for the financial or material gain of another. For children (anyone under 18 years old), consent is irrelevant, and the element of means (e.g., force) is not necessary

Survivor. A child or adult (above 18) who was sexually trafficked but is no longer being trafficked.

Victim. A child or adult who has currently experienced being sexually trafficked and is currently being sexually trafficked.

2.10 Scope and Limitations

This research was conducted from October 2019 to June 2021, pausing from March 2020 until January 2021 due to the pandemic and lockdowns. The study was focused on gathering accounts of victims' and survivors' experiences of exploitation, as well as the community people's observations about it, and their perceptions of what caused the exploitation and what could have stopped it. The aim was to formulate and implement a gender responsive, community-based framework of child prevention and protection system and later facilitate the community's evaluation of the framework and its implementation. Eventually, a position statement based on the findings is proposed.

Sampling was not random because the subjects had to fulfill specific criteria, and those fulfilling the criteria had to be located and handpicked in order to achieve a comprehensive domain of perceptions.

The subjects came from the Love146 safehomes in the province, an urban poor community in Manila, and the provinces of Cebu, Marinduque, Rizal, Cagayan de Oro, and Iligan, where former Love146 clients have been reintegrated.

Because of the pandemic, face to face interactions with the subjects and the community, which were done in the first part of the study, were done on a limited basis during the latter part, and interactions, especially counseling, were sometimes/ virtual. But delivery of materials, such as, educational supplies, clothing, groceries, etc., and signing of contracts, were done face to face, while observing health protocols.

The surveys had more than 70 respondents. There were additional 9 intervention subjects for more in-depth and comprehensive intervention.

3.0 Findings on the survey of experiences and perceptions

3.1 Stories of the subjects, as to their experience of being exploited/trafficked or being witness to exploitation/trafficking

Below are the non-redundant summaries of the subjects' experience with sexual exploitation/trafficking. Identical or similar experiences are presented only once.

Group of Subjects and Summary of experience
Male victims
Because of poverty, I allow myself to be used by gays in order to have money.
I am jobless, with no support from family. I am also a drug addict. It has become normal for me to have some money when used by gays.
My mother works in a far place. My father is in prison. My mother sends some money but it's not enough for utilities and food. I want to buy things like liquor and cigarettes so I go with gays to have some money.
My family does not give me money. My only way to support my vices is to go with gays. My peers introduced me to this kind of job.

Group of Subjects and Summary of experience
I was drunk when a gay raped me. Then he said I was only worth Php150.00. Then I thought that this kind of job would get me money for cigarettes, snacks and would help me keep up with my peers, since my mother would not give me money.
Because of poverty and lack of guidance from my parents, and when we lack money to buy our basic needs, I would go to gays for easy money. Even though it's a dirty job, it's better than stealing. My father is in jail. My mother does not give enough money. And when I cannot control my vices, I go to gays.
I was neglected by my parents. They were busy at work, have no time for me. I'm hooked on drugs and gambling. I did not go to school so I'm gullible. I'm envious and easily lured into trying to also have what others have, not noticing that something bad is already happening to me.
I roam a lot with my friends, so sometimes my father would hit me in front of many people. I'm pig-headed and would not obey my parents. I ran away from home to work. I was recruited for this job by my friends.
My wife left me for another man. I'm the only one looking after my child, so I need money. I did not finish my schooling so I can't find a job. My friend, who used to be a dancer, introduced me to this kind of job. In this job there are no requirements.
I need money because my children are still very young. I want to give them a better life. My mother is already old. I am the only breadwinner. I support my mother because she is already old. When she got sick, I didn't have any money to give her, so I was forced to work as a macho dancer. I'm ashamed of my job but I can't do anything about it. There is an old woman who pays me for sex. I need the money.
I came to have a family too early. It's difficult to find a job. My parents were too poor to continue to send me to school. In this job it's easy to have money without much effort.
I was abandoned by my parents. It was my grandparents who looked after me. But they are already weak. With extreme poverty and being unschooled, this is my only way to have money. Being paid by sugar mommies or old women looking for sex is the fast and easy way to have money.
My parents do not care about me. I live with people who adopted me but they don't treat me well. I was not able to go to school and my friends took me to this job. Even though this job is not good, I get to eat three times a day. The street is my life. I live on prostitution with old women and gays.
My mother is dead. My father is with his new wife, who treat me really bad, starves me, makes me sell cooked bananas but does not give me any, feeds me burnt rice, and makes me sleep outside the house. Eventually, I got hooked on vices, stole, and worked as a macho dancer. This is my livelihood now.
My mother and I need money to buy food for my siblings. My mother is sick. Gays give me money and clothes. My father is in prison. So we also need money to visit him.
I have a best friend who went with gays and he would take me with him, until I also went with gays, because they have money. My mother and grandmother cautioned me but I did not listen to them. And then a gay raped me and sodomized me. I am now constantly apprehensive that I would meet another gay like that.
Female victims
I gallivant a lot. I also have a lot of friends. Wherever they are, there I am as well, drinking in the house and in bars. In hanging around different places, maybe that's how it happened, or maybe, this is what we want.
I didn't get affection from family and friends. That's why I ran away. My family discouraged me from continuing my schooling. They said this is all I can be. I struggled on my own and I needed to look after myself and look for money, until I landed in this job.
When I was 14, I ran away from home, then I met a friend who was in this kind of job, so I got into it myself. I ran away because I wanted to help my family. My mother is a housewife and my

Group of Subjects and Summary of experience
father works in the farm. I am far from my family. But if I know that it will help my family, I go ahead. That's why I am in this kind of job.
Because of poverty, I only reached second year high school. I had a friend and I didn't know she had this kind of job. She took me to the bar and told me what happens in the bar, until I started to do what she did. Money is easy to get here. I have to support my mother because she is already old, and also my child. I will do anything to support my child. When I stopped schooling and I got pregnant, I had to support more people, that's why I got into this job. I used to earn Php 2,500 per month when I was working in an eatery. I can get that money in just one night here, even more.
I am an orphan and my siblings rely on me. I only reached grade 2 so selling my body is all I can do to earn money. I have a child that I need to support and I'm the only breadwinner. I met my friends when I rebelled against my mother, because when my father died, she immediately remarried. I then had to stop schooling. My friends introduced me to this job.
I am poor and lack education so I have no choice but to stick to what is available even though it is dangerous. I pity my children when they have nothing to eat so I sell my body. My husband also pimps me when there is no money. I allow myself to be pimped by my husband when we have no money to buy rice and milk.
I got pregnant and I'm the only one supporting my child. I am very poor and did not go to school. I don't ask help from my parents because I'm ashamed of what I have done. I didn't want my child to go hungry so when my friend told me about this job, I took it. I tried to work as a helper and a saleslady in the mall but I didn't last. The salary was too low; I prefer this job at the bar.
We are poor and I am responsible for the whole family. Money is easy in this job. Sometimes I feel so small, but because I have to support 11 people, I sacrifice my whole being.
I did not listen to my parents. I did not go to school either because all I wanted was to be with my friends and to have money. I met this lesbian who became my partner. I loved her so much and I would do anything for her. When she told me that she would take me to the bar to work there, at first, I refused. But I didn't want her to leave me, so I finally agreed. Then she took almost all of my earnings. Eventually she left me. Nevertheless, I continued with this job because money here is easy.
I ran away from home because I wanted to be with my friends all the time. I did not want to be a burden to people I was staying with, so I looked for ways to feed myself. My friends introduced me to this job. I got pregnant. I went home to leave my baby with my mother. I continued to work in the bar, until now. It's easy money. There are no requirements and the income is big. What I earn feeds me and my family.
My parents neglected me. They did not have a job. So I had to find ways to support myself. I sell myself to Americans. As a child, I was ignorant and easily deceived. I was not aware then that if you're given money, something bad is going to happen to you.
We are very poor. My mother is jobless. My father is a farmer with some sidelines. I have many siblings and money was never enough. I tried working as a domestic helper but the income was very little. When I started working at the bar, I earned more in one night than one month's work as a nanny. I got used to the job because it helps my family.
My cousin pimped me. When a customer looked for a woman, I was the one given by my cousin. I went along because she is my cousin and they were always forcing me. I also need the money.
We are very poor. I did not finish schooling. I hate to see my parents suffering. This job is my way to help ease their suffering. This is a practical job, instead of going hungry. My neighbors also have the same job, so it seems that it is okay.
I left home because of poverty, in order to look for a job. My mother stays at home and my father works as a pedicab driver. Money was scarce. I saw my friends work as "on call" so I engaged in also being "on call". When my friend calls to say there is a customer, I go to the customer. I did not go to school, got pregnant at an early age, my partner left me, so I rely on this job for a living.

Group of Subjects and Summary of experience
The people in my community are hooked on drugs and free sex to them seems normal. When I was just 8 years old, my cousins had been molesting me. My older brother took me to different places. He said we would just play; it turned out we were already doing something wrong. I got used to it and when I had a boyfriend, we also did it. I came to have a gay friend and he told me to just work in the bar so I would have money.
I come from a broken family. My mother always left us to go with her friends on a drinking spree. I was alone in the house. My older sister has left. My older brother is hooked on drugs. I don't know who my father is. Sometimes I work, driving a pedicab. Eventually I met children on the street. I had a boyfriend who was just out for sex. Often, I have sex with people just to have something to eat.
My mother and father left me. I live with my grandparents. My mother is crazy about other men. I sell my body because my classmate was also doing it. I'm doing it so I can have my own money to buy things I want. My grandparents are poor. I use the money to support my projects in school. Now I can also buy luxuries for myself.
I live in a squatters' area. I hang around with jobless people there even though my family warned me against it. Eventually I met a pimp. She said we would just have some drinks with customers. It turned out she was already selling me. At first, I was afraid, but she gave me money. I am now happy because I have money and I can buy whatever is in fashion, but my parents are not aware.
Male Survivors
The youth like me who are ignorant are being used by foreigners. We just need money.
My parents lacked time to discipline and care for, me. I got attracted to money, which got me in trouble.
Our stepfather beat us up when he was drunk, so my siblings and I ran away from home. Perhaps, if I was admitted into a foundation, like my stepsister was, I would now have a better life and not like this.
We were very poor. We lived in a cart. My younger brother was ill and needed medicines but we had no money, so he was sold, maybe so that my parents would also have money for drugs and cigarettes. I got into that job so that we would have something to eat. My father was not earning enough. We could hardly eat.
My parents were addicts. I was on the street, where it was difficult to avoid those things and people who have ill motives toward children. When it comes to money, people, especially children easily get attracted to it. The police here just do not care.
Once when I was drunk, a gay raped me. He gave me Php 150. At first, I felt dirty. My friends lured me into it.
My friends and I were on the street, jobless. I was forced to do it because I was afraid that my friends might think I was not up to it and I should not belong to the group anymore.
Female survivors
I was 12 years old, naïve and easily deceived. I thought that my aunt would send me to school, but she just pimped me.
My mother died and my father almost raped me. I ran away from home. I looked for a job but nothing was available except prostitution.
My mother would beat me up if I didn't obey her. My body has scars from her beating. I also had to do it so that we would have money to buy food. I also did it because I didn't want to go hungry; my mother said that she would not give me food if I didn't go online. I also obeyed my mother so that my father would not scold her. I was also afraid that if I didn't obey my mother, she would force my younger siblings in my stead. I don't want them to grow up indecent.
I was 4 or 5 years old. I could not defend myself. I was told that parents should be obeyed at all times. So I begged so we would have money for food. My parents were both hooked on drugs. I

Group of Subjects and Summary of experience
would be beaten up if I went home without having begged any amount of money. My siblings and I were always very hungry. I was sold to be raped by a foreigner. But all the alms and the sale of my body only went to my parents' vices.
My parents needed money to buy drugs and cigarettes. They were only thinking of themselves. They would hurt me if I refused to be sold.
I did not know that it was what would happen to me. He said we would only eat at Jollibee. He said that if I didn't follow what he wanted, he would hurt me more. He tied my hands and feet and I could not move. I was so afraid and defenseless.
I went with my uncle because of poverty and I was an orphan. My uncle owed a lot of money that he had to pay. I was lured to obey him because of his sweet talks. Later he would beat me up if I refused to take a customer.
I am an orphan and no one supports me so I do this job.
We didn't have money anymore and my mother needed an operation, I didn't want to lose my mother. I wanted her to be operated on immediately. My father had an accident and he was not operated on so he died. I didn't want that to happen to my mother. I didn't care anymore what nude pictures of mine were being sent online. I just wanted to have money so my mother would get operated on as soon as possible.
We were poor. We didn't have tv. I was very young and unmindful of my surroundings. My parents were away at work. My older siblings were not at home either. I was alone. I went to watch tv at the neighbor's house, as I used to do, not knowing that our neighbor was already planning something evil. There, people abused me and then sold me to others. I found out later that the brother of my friend who had been my playmate since we were both very young, was one of those who sold me.
Community people
Poverty and lack of guidance from parents. Drugs and deranged thinking of some people.
Lack of education and awareness of rights, laws. Parents themselves taking their children to pedophiles. Children not conceived out of love but because of drunkenness or being high on drugs, so they are neglected or abandoned. Lack of jobs of parents so they ask their children to sell flowers as a front and then later go to the bar.
Poverty. Being out of school. Influence of the internet. Parental neglect. Naivete of children. Parents wanting to have money by pimping their children and children saying they want to help their family.
In this area, there are many foreigners, pedophiles, gays, wanting to have pleasure. They are dangerous especially when they give gifts like candies and chocolates, which are attractive to children. There are parents, who, because the foreigners and pedophiles are generous, would readily entrust their children to them. There are many gays nowadays who take pictures of the youth on the street. Children are gullible so they are easily victimized. Parents who are poor and cannot buy food use their children, especially there in Dakota. Groups are formed of 7-8 young people to steal. Parents allow them because the children bring home money.
When there is no support from family, children support themselves. They go for easy money. When children are experiencing hardships and then there is offer of release from hardships in exchange of illegal acts, children are easily tempted to take the offer and they are abused.
Many bookings of children are done through the internet. People around here have gadgets, no matter how poor, so they are able to get customers and foreigners can contact them easily.
My mother left us looking for other men. We always have nothing to eat. We don't go to school. My stepfather takes drugs and abuses my siblings and me. He told us not to tell anybody, or he would kill us. We don't know what to do. We cannot defend ourselves. Mother does not believe us.

Group of Subjects and Summary of experience
Many children here grow up and live on the street. In order to eat and support their vices, they would do anything illegal.

3.2 Events and factors in the subjects' lives that led to their being exploited/trafficked at the times they were exploited, based on the perception of the subjects

Fourteen relevant categories of responses to the question initially emerged. These categories were then collapsed into 5 categories:

Table 3.2.1 Initial 14 categories of subjects' responses to the question on factors that led to their being exploited/trafficked, with some examples, later collapsed into 5 categories.

Initial 14 categories/Examples of responses	5 categories for statistical analysis
<p>1. Desire to help needy family as breadwinner</p> <p>"My mother needs the money to buy food for my siblings." "I need the money to support my mother, who is old, and also my child." "I pity my children when they have nothing to eat so I sell my body."</p>	1. Neediness of family
<p>2. Neglected/Lacked parental support//Had to survive by self</p> <p>"My parents do not care about me. The one who adopted me doesn't treat me well, so I ran away and then landed in this job." "My mother and father left me. I live with my grandparents who are also poor, so I have to look after myself." "We are a broken family, parents are always out, children are all over the streets and have to look after themselves." I was being beaten up at home. I ran away and lived on the street."</p>	2. Dysfunctional family
<p>3. Had to support drug addiction of parents</p> <p>"For my parents to have money to buy drugs." "My parents are hooked on drugs and are not in their right mind so they neglect their children. They take the money we earn from begging to buy drugs."</p>	3. Exploitative family
<p>4. Exploited/pimped/sold by family</p> <p>"When we lack money, my partner pimps me." "My uncle owed money. He had to pimp me to pay his debts."</p>	
<p>5. Forced/threatened/physically abused into submission by family</p>	

Initial 14 categories/Examples of responses	5 categories for statistical analysis
<p>“My mother threatened that I would not be given food if I didn’t obey her.”</p> <p>“My mother beat me up if I didn’t give her enough money.”</p>	
<p>6. Lured by easy money</p> <p>“Money in this job is easy.”</p> <p>“I did not go to school and won’t be able to find a decent job. There are no requirements in this kind of job.”</p> <p>“I allow myself to be used by gays because they give me food and clothes. I don’t have to work hard.”</p>	4. Self-inadequacies, self-issues
<p>7. Rebelliousness</p> <p>“When my father died, my mother took another partner immediately so I ran away from home. I had to support myself and I got this job.”</p> <p>“I didn’t listen to the admonition of my parents.”</p> <p>“I roamed a lot. I did not listen to the advice of my family.”</p> <p>“I was always out of the house. I wanted to be with friends all the time. I obeyed them rather than my own family.”</p>	
<p>8. Lack of education and awareness/ignorance/gullibility/naivete</p> <p>“I was very young. I didn’t know that what was happening was wrong.”</p> <p>“She said she would send me to school. It turned out that she was already selling me.”</p> <p>“I didn’t go to school. I believed what people were telling me, not knowing that they had ill motives of pimping me.”</p>	
<p>9. Had to support vices/addiction</p> <p>“I need money to buy cigarettes and drugs.”</p> <p>“I had to go with gays in order to be able to buy the things I wanted.”</p>	
<p>10. Peer influence</p> <p>“It was my friend who introduced me to this job.”</p> <p>“Easy sex and prostitution seem to be normal in this place, my friends are doing it, so I think it is all right for me to do the same.”</p> <p>“My friends encouraged me to work in the bar.”</p>	5. Social Environment
<p>11. Under the situational influence of alcohol/drugs</p> <p>“I was drunk when raped by a gay. He gave me money. I thought it was cool if I could earn that way easily.”</p>	
<p>12. Lack of concern by authorities</p>	

Initial 14 categories/Examples of responses	5 categories for statistical analysis
“The police here do not care.”	
13. Survival on the street “The street is my life. I prostitute myself with gays and old women and that is how I live.” “Poor children are on the street. And there are many foreigners and pedophiles looking for pleasure. It’s inevitable that children will be abused.”	
14. Influence of internet “Many bookings of children are done through the internet. People around here have gadgets, no matter how poor, so they are able to get customers and foreigners can contact them easily.”	

3.2.2 Relationship between gender and the above perceived factors and events that led to being exploited/trafficked

Frequencies of the male victims + male survivors vs female victims + female survivors on the different perceived factors and events were derived.

Chi-square test of independence was performed to examine the relation between gender and perceived factors that lead to being exploited/trafficked. The relation between these variables was not significant, χ^2 (df = 4, N = 89) = 1.952454, $p > .05$. There was no significant association between gender and perceived factors leading to being exploited.

3.2.3 Relationship between the above perceived factors and events that lead to being exploited/trafficked and the situation of victims vs. survivors

Frequencies of the male victims + female victims vs male survivors + female survivors on the different perceived factors and events were derived.

Chi-square test of independence was computed to examine the relation between status of exploitation/trafficking (victims vs survivors) and perceived factors that lead to being exploited. There was a significant relationship between these two variables, χ^2 (df = 4, N = 89) = 10.54, $p < .05$. Perception of factors leading to being exploited is influenced by whether they are still being exploited or they have already survived.

3.3 What could have been done at those times to prevent the exploitation, based on the perceptions of the subjects and the individuals and groups in the lives of the subjects

Fifteen relevant categories of responses to the question initially emerged. These categories were then collapsed into 4:

Table 3.3.1 Initial 15 categories of subjects' responses to the question on what could have prevented the exploitation/trafficking, with some examples, later collapsed into 4 categories.

Initial 15 categories/Examples of responses	4 categories for statistical analysis
<p>1. Importance of having gone to school</p> <p>"If only, I was able to go to school, then I didn't have to have that kind of job." "If only, my parents sent me to school, then I would have a decent job."</p>	<p>1. Empowerment through education, good teaching and awareness</p>
<p>2. Being aware of, and resistance to deception by people</p> <p>"Take children away from bad influences." "I should not have trusted strangers." "I should not have trusted my aunt."</p>	
<p>3. Listening to family members' advice</p> <p>"If I only listened to my mother's advice to stay away from my gay friends, I would not have sunk this low." "If I only listened to my parents to finish my studies, I would have a good job now."</p>	
<p>4. Seeking good peers and positive influence</p> <p>"I should not have desired the approval of bad peers." "In avoiding mockery by my gang, I landed in trouble; I just hope that gay did not give me any disease."</p>	<p>2. Adopting the right values</p>
<p>5. Upholding one's worth and dignity</p> <p>"I should not have allowed my partner to pimp me." "One should be aware of one's worth." "I should not have given in to what my mother wanted me to do."</p>	
<p>6. Staying away from vices and obsessions</p> <p>"I was too obsessed with easy money." "I wanted to buy certain things and I didn't care about how to get the money to buy them." "If I did not have to support my drug addiction, I would not be in this job."</p>	
<p>7. Perseverance to find decent source of income</p> <p>"If I just stayed as a domestic helper and not aimed for big easy money, I would not have this kind of life."</p>	

Initial 15 categories/Examples of responses	4 categories for statistical analysis
"I should have looked for a more decent job."	
8. Spiritual strength "Pray and ask for guidance."	
9. Compliance with laws and ordinances "Follow curfew." "Village officials should do roving and monitoring as they are mandated." "Observe proper clothing."	
10. Responsible parenting "This would not have happened to me if my father knew how to defend and protect me." "If my parents did not have too many children, then they would be better able to look after us." "My parents did not have time for me." "I wish my father was not an addict."	3. Strengthening Family, socio-economic wise
11. Financial stability "If my father was not jailed, then I would not be the one looking for money to buy food." "If my father and mother had good jobs, then this would not have happened to me." "If my mother did not get sick, and if we had money, then this would not have happened to me."	
12. Family Intact and protected "I wish my mother had stayed in the Philippines and did not have to work abroad." "If my wife did not leave us for another man, then I would look for a decent job." "My parents are separated and us children are all over the streets. If we were all together then I would not have to do this in order to eat." "If my father were not in jail, then things would be better." "It's important to have a home, a roof over our heads, where we can be safe." "Children should have a home and not live on the street." "Focus on relationships and love within the family."	

Initial 15 categories/Examples of responses	4 categories for statistical analysis
13. Government initiative "Government should know what is really happening and help people based on actual situation." "Government should not allow bad elements to enter the country." "Government should help those who have been abused." "Government should give food to the hungry." "People should be given livelihood."	4. Access to government assistance and other resources
14. Educating the people "There should be seminars on family development." "Parents should have seminars on good parenting." "Village officials should inform and educate the people on how to fight abuse." "There should be teaching on the proper use of the internet."	
15. Seeking help from authorities "I should have told the police" "Ask the help of neighbors." "Report to the DSWD." "Ask the help of village officials."	

3.3.2 Relationship between gender and the perceived preventive measures

Frequencies of the male victims + male survivors vs female victims + female survivors on the different perceived preventive measures were derived.

Chi-square test of independence was performed to examine the relation between gender and perceived preventive measures. The relation between these variables was not significant, χ^2 (df = 3, N = 74) = 1.3126, $p > .05$. There was no significant association between gender and perceived preventive measures.

3.3.3 Relationship between the perceived preventive measures and the situation of victims vs. survivors

Frequencies of the male victims + female victims vs male survivors + female survivors on the different perceived preventive measures were derived.

Chi-square test of independence was performed to examine the relation between preventive measures and the situation of victims vs survivors. The relation between these variables was not significant, χ^2 (df = 3, N = 74) = 1.8738, $p > .05$. There was no significant association between gender and perceived preventive measures.

4. Discussion of the survey findings

In discussing the survey findings, this research adopts the phenomenological perspective;

the researchers' interpretation is put on hold. Phenomenology is an approach to research that emphasizes the commonality of a lived experience within a particular group. The goal is to arrive at a more complete description of the nature of a particular phenomenon (Creswell, 2013). Thus, in discussing the survey findings, other victims, survivors and community people not part of the survey samples, were consulted, as the relevant knowledgeable group that shares the common experience or phenomenon of exploitation/trafficking with the subjects.

4.1 Views of other victims, survivors, and community on the findings

The reactions of other victims, survivors, and other community members to the findings can be classified as concurrence, emotional (empathy), or clarification of what were said by the sample respondents.

Concurrence:

"What they said is true about being in bad company, temptations/vices and not listening to parents."

"With the poor economy, it is true that we need to have education in order to avoid being trafficked."

"It's really poverty that brought all this about. The rich abuse the poor. When it comes to money, the poor would just go along."

Emotional (Empathy):

"It's painful to think of what happened to them, that there are many children in the family and they are going hungry. Parents should really be responsible."

"My heart was pained about the reasons their lives were broken. It is sad that others experienced worse than my own experience."

"I pity them, that at a young age, they were abused. They struggled to live. I feel lucky that I am now in a safe place and far from things that should not be done."

"I feel sad that there are so many children experiencing abuse."

"I struggled because I never imagined that so many children are experiencing that. I never imagined that what I experienced before, they are also experiencing now. I was aghast and angry. Why are people still doing that bad thing? Why can't parents look for a better job for their children."

"I pity those children who, at a young age, were forced to do bad things just to have money to buy food. It's not their fault because they lack love and caring of parents."

"It is sad because many of those children did not go to school; they prioritized their vices and where they would be happy. They should have followed their parents if their parents' advice would be for their own good."

"I cried at the story of very young children being dragged into that situation. It's really

poverty they cry about.”

“I’m sad because it’s all about the deficiency of parents. The families are poor and the children are neglected.”

Clarification

“In my experience, the young victims are usually raped. The older victims are pimped because customers prefer their bodies.”

“The young victims are usually deceived and it’s not their choice. The older victims usually have a choice and they do it because of their ambition or they want to help their families. Others do it to keep up with their peers.”

“For the younger victims, it’s not their decision. They just obey because they think it’s the right thing to do. The older victims, they choose to do it in order to survive even though they know it is wrong.”

“For the younger victims, it’s their parents who force them to do wrong. They are also forced to beg because there is no money. They do not go to school. The older ones do it to have their own money.”

“The young victims do it because they do not know right from wrong. They just obey their parents who tell them it’s for their own good. The older victims say they’re doing it for their family. It’s when they survive that they realize what they did was wrong.”

“There’s no difference between young and old victims because usually it’s parents who prod them. But it’s already the fault of the older ones because they can look for a job that might be low-paying but will put them on the right side.”

“The older victims do it because it’s where they can be happy and buy what they want. The younger ones are just deceived; they think what they’re doing is right.”

“There is no difference between males and females because it all ends up the same way. Females are sold to men and the males look for somebody to support them.”

“Both males and females are poor. Both have had family problems. But I think more females are victimized and they are also weaker. There are also more females who would say, ‘We don’t have food anymore.’ They care more for the family, which leads to their doing wrong just to give food to the family. The boys are usually teased and prodded by peers, marry early, or support their vices.”

“The males would usually go to gays and old people. The females would take up anybody.”

“Both males and females have been pimped, but the females would usually use the money to feed the family, but the males would sometimes burden the family even more.”

“The females seem to be more abused because they struggle for daily survival. But the males do it more to have money to gamble or support their vices.”

“Young and old, it’s all about poverty. The young children are usually dragged into it by their own family and relatives. Most are broken families so they go hungry. And then, all around them it’s being done by many people, so they grow up thinking that it is not right,

but it is the normal situation they grew up in.”

“The young children do not know enough; they are taught. The older ones know that it is wrong but they still do it to have money for the family and for themselves.”

“The young children are used by their parents, as in videos. The older ones go to bar on their own in order to have money for the family.”

“They are all the same, males and females, because they all did not receive caring from their parents and they are all in need of money because they are all poor.”

“Men usually have more courage to go into that kind of situation. Girls are controlled by their parents. They won’t do it on their own. They just obey. But later they get used to it and they do it voluntarily.”

“The girls are sold by their parents because they are girls. Money is easier when it’s girls. The boys land there because they ran away from bad family where what they see and hear are not good, so they run into bad company.”

Based on the above discussion by the knowledgeable group, there is reason to consider the difference between the experiences of younger victims/survivors and older ones. There is also reason to consider the difference in the experiences of girls and boys.

4.2 Framework that can be derived from the perceived events and factors leading to the exploitation/traffic and the perceived preventive measures, based on the stories of the subjects and discussion of other victims, survivors and community people

A framework was initially drafted based on the findings. Based on the discussion of other victims, survivors and community people, the draft was revised and finalized:

Toward a Gender-Responsive, Community-Based Child Protection System: A Proposed Framework (Prevention and Protection in the Eyes of Victims, Survivors and Community)

Prevention generally comes before protection and is meant to implement measures to avoid the threat before it happens. Protection is a combination of specific security steps and safety procedures used to defend against and eliminate existing threats.

The respondents stated both prevention and protection measures so both will be included in this framework.

At different points in the lives of sexually exploited children, they say their exploitation could have been prevented. From the expressed reasons for the broken lives of these children, we discern a pattern from which we can infer a framework of prevention and protection that could prevent other children’s lives from being at risk and protect at-risk children from further exploitation.

- 4.2.1 Marital and family counseling and values clarification could at least have made father and mother become aware of the consequences of family disintegration, iron out differences that could be sorted out, highlight the things that they really value beyond the momentary emotional outbursts, or if separation was really indicated, put the immediate future of the children in the agenda and answer questions on

where the children should be placed, how the children are to be supported, how the children can continue to connect with both parents. There is a need for government and non-government institutions actively facilitating this kind of intervention.

- 4.2.2 In the Third World, dire poverty is the most common root cause of children landing in extremely difficult circumstances. If government and non-government institutions could actively promote and support small-scale entrepreneurship that can generate more jobs at the local/village level, then some of this poverty and the difficult life-situations it results in, could be reduced. There should be more poverty alleviation programs by government as well as non-government groups, and these programs must be implemented.
- 4.2.3 The community is an important resource that could potentially deter abuse of children inside and outside the home. The involvement of the local government in the lives of children within the community can encourage children to seek the help of community officials when they find themselves unable to deal with the difficult home or environmental situation.
- 4.2.4 There is an urgent need for social work agencies to be more active in getting the children off the streets. These children are hungry, sick, and vulnerable to abuse and exploitation. They will allow anything to be done to them just to get food into their empty stomachs.
- 4.2.5 There is a need for agencies to be alert and on the lookout for children being trafficked, or children being brought into brothels. Being there before the door shuts the child in, spells the difference between a life preserved and a life ruined beyond repair. There should be more frequent rescue operations.
- 4.2.6 In some countries where not all street children can be accommodated in safehomes, feeding shelters can also make a huge difference. With food and the protection of four walls that can provide homeless children a refuge, much harm can be prevented from touching the lives of children, especially at night.
- 4.2.7 Free schools with stipends are a universe removed from free schools alone. Even with free schooling, many children are not able to go to school because of lack of money for transportation and food. Children in school find additional support in their teachers and peers. Children out of school or on the streets are alone and easy prey. It would be better for such schools to also have dormitories where homeless children could stay for free.
- 4.2.8 Advocacy groups within the country should call for stricter laws and firm enforcement of the laws against pimps and traffickers and families that allow their children to be trafficked. The modus operandi of the pimps and traffickers must be widely exposed.
- 4.2.9 The international community and organizations should be more vigilant about the status of children in a suspected country or province and clamor or pressure governments for change when human rights are violated.
- 4.2.10 Programs should pay particular attention to the subject of gender equality and make sure that the situation and rights of girls and women are emphasized in a society where they are usually at a disadvantage from birth.

Thus, the areas of prevention and protection revolve around the individual child, the family, the immediate community outside the family, the national level, and the international community. Prevention, or if not, then survivor care, has to consider these five spheres in order to cover all possible sources of threat and maintain or restore the well-being and dignity of the child.

At the risk of stating the obvious, the greater the efforts at specific aspects of prevention, the less do we need to do survivor care in those aspects. As we do more prevention in one aspect, then over time, we shall do less survivor care in that aspect, which is a sign of improved conditions.

Without such preventive measures, vulnerable children end up being abused, neglected, and/or exploited. The end results in these children are the different behavioral problems as well as the mental disorders that we now have to deal with in survivor care, if they survive at all.

Fundamentally, what we seek for children is for them to achieve a sense of empowerment. Children are empowered by making them aware of their rights as individuals in society. Children are empowered when they are enabled to make something of themselves by providing them with education or training that will open up opportunities and increase their options and build their sense of self-worth. Children are empowered when they are allowed to organize themselves into a structure that would be recognized in the community as the legal organization of children, training and uniting them against abuse, exploitation, and neglect.

Survivor **care is actually repair of the damage as well as prevention of further damage**. The prevention before anything has happened can be called macro-prevention, while the prevention within survivor care in order to prevent further damage can be called micro-prevention, wherein we deal with the specific effects of lack of macro-prevention, and deter their worsening or aggravation.

Concentrating on macro-prevention necessitates the need for restructuring many societies that heretofore have been pouring more of their resources into responding to problems and much less of such resources into preventing the problems from occurring.

Prevention and Protection at Different Levels	Results of Lack of Prevention and Protection (What Actually Happened to Vulnerable Children)
<p style="text-align: center;">The Individual Child</p> <ul style="list-style-type: none"> • Empower children mentally by providing them with formal or vocational education through which they could make something of themselves, i.e., pursue a career and gain economic independence. • Empower children psychologically by making them aware of their children's rights and of their specific worth and potentials as individuals. • Empower children physically by promoting their health through proper nutrition, adequate medical treatment, and protection from bodily harm. 	<p>Uninformed, weak, insecure, alone and/or helpless, children are abused, exploited, and neglected. Girls are treated differently from boys and are generally at a greater disadvantage.</p>

<ul style="list-style-type: none"> • Empower children as a group by encouraging them to organize as a structure that would be recognized in the community as the legal organization of children, training and uniting them against abuse, exploitation, and neglect, and to which they could run for refuge. • Empower children by inculcating in them the socially upheld values that can help them thrive successfully in a community of people. • Empower, especially the younger children by organizing groups and fora that will tackle their specific needs and providing a system by which they can be encouraged, informed, and equipped to seek help as needed. • Strengthen girls and young women by organizing them, and equipping them with knowledge, confidence, skills, and access to resources. • Support boys, young men and men to promote gender equality and pursue achievements through the positive role of men in the lives of others. 	
<p style="text-align: center;">The Family</p> <ul style="list-style-type: none"> • Sustain the family as a viable unit that meets the physical, mental, and psychological needs of the child, especially the very young child. • Provide livelihood opportunities • Make available family crisis interventions, family counseling, and parental counseling that target and monitor at-risk families. • Enable the family to work toward gender equality within the family. 	<ul style="list-style-type: none"> • The family is unable to provide for the child • The family malfunctions • The family disintegrates • Without the protection of a well-functioning family, the child becomes alone and/or helpless and could be abused, exploited, and/or neglected.
<p style="text-align: center;">The Immediate Community Outside the Family</p> <ul style="list-style-type: none"> • Local officials/government should have a children's desk from which children in the community could seek help, or where cases of at-risk children could be reported. • Local citizens should be on the lookout for children being trafficked or being brought to brothels; more rescues should be conducted. • Local officials or citizens or NGO's could have feeding centers where hungry street children could be fed, clothed, or sheltered. • Raise the awareness of the community about gender inequalities and how they affect the individual throughout life. 	<p>Without the concern and protection of other people in the community, the perpetrators and sometimes the family are free to abuse, neglect, and exploit the children, especially the girls, without reservations.</p>
<p style="text-align: center;">The National Level</p> <ul style="list-style-type: none"> • Anti-poverty measures should trickle down to those who need it, the poor. • There should be stricter laws and firm enforcement of the laws against pimps and traffickers and families that allow their children to be exploited and trafficked. The modus operandi of the pimps and traffickers must be widely exposed. 	<p>Without such laws, or the enforcement of existing laws that seek to protect children, unbridled criminality against children continues.</p> <p>Without such national provision for free schooling and the</p>

<ul style="list-style-type: none"> • The National government should have explicit laws or decrees providing for free education and the means to avail of free schooling, which should be clearly set aside in the national budget. • The National government should be made aware of possible gender inequalities in the distribution of resources and educated on how to equalize opportunities for girls and boys, men and women. 	<p>means to pursue it, children continue to roam the streets looking for livelihood, where they are easy prey to abuse and exploitation.</p>
<p style="text-align: center;">The International Community</p> <ul style="list-style-type: none"> • There should be more vigilance on the status of children in a suspected country and clamor or pressure for governments to change policies and practices that violate human rights. • There should be greater collaboration in the international community to combat sexual exploitation using the internet. • There should be more awareness of gender inequalities occurring in particular cultures and calling of attention of concerned governments. 	<p>Without this support from the international community, the lack of initiative from the community and national levels continue to leave the children abused, exploited, and neglected.</p>

The statistics show that we have horribly failed the children at the individual, family, community, national, and international levels of prevention.

According to Youth Underground (2020)(<http://youth-underground.com/facts-figures/>):

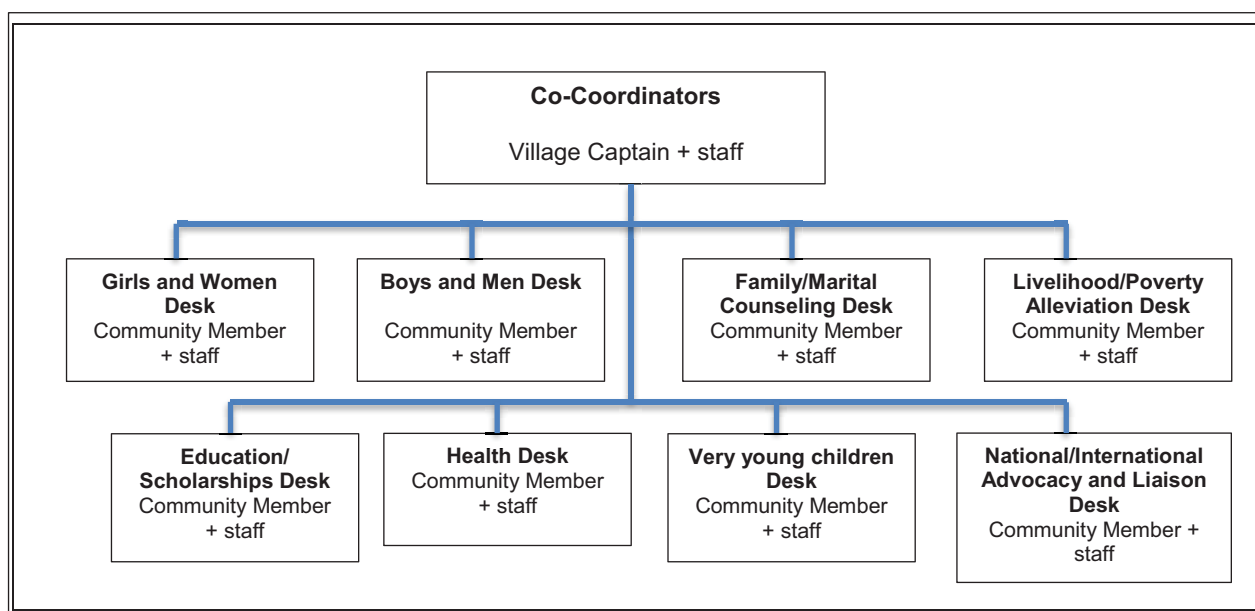
- The prime victims of human trafficking are less than 18 years old.
- There are 5.4 victims of human trafficking for every 1,000 people in the world.
- 1 in 4 victims of human trafficking are children.
- Approximately 130 people are trafficked worldwide every hour. Most of these are children.
- Over one million children are trafficked for the sex trade every year.
- Approximately 30 million children have lost their childhood to human trafficking in the past 30 years.
- Some children forced into human trafficking are as young as 4 years old.
- Sexual exploitation earns 66% of the global profits of human trafficking.
- The average age of a sex trafficked child is 13-14 years old.
- A pimp can make up to \$150,000-\$200,000 per child a year.
- 1 in 3 children who run away from home are approached by a trafficker within 48 hours of their running away.

The Philippines has also become the global epicenter of online sexual exploitation of children.

So we come to the crux of this framework: Where can the worker be in all these? They could be everywhere, every step of the way.

- a. *They could be there with the children*, engaging them in a process of enhancing their self-esteem, exploring what they could become, identifying options and resources, building their self-confidence, informing them of their rights, and making realistic plans for the future. Under a therapeutic guidance, the child could grow to be strong individuals, empowered to take control over their lives and able to say “No” or “Enough”. They could also transform norms to favor both genders and achieve equality for all.
- b. *They could be there with the family*, raising parents’ awareness of their responsibilities, making family members aware of personalities within the family and helping them accept, adjust to, and enhance each other, troubleshooting conflicts in relationships, conducting family crisis interventions, and facilitating explorations of the family’s socioeconomic options. It is the worker’s sensitivity that can detect areas of actual and potential crisis and introduce preventive or remedial measures. It is the worker who can help modify personality structures toward the improvement of family relationships. It is the worker who can raise awareness and help equalize treatment of boys and girls within the family.
- c. *They could be there in the community*, helping community officials understand, identify, and intervene for children at risk. As the first point of contact for children rescued from the streets, brothels, or difficult home situations, the worker could immediately provide a respite from these children’s sufferings and henceforth create a corrective environment leading to their healing.
- d. *They could be there in the frontline of advocacy*, educating the national and international public on the dynamics of abuse, exploitation, and neglect, gender inequality, and their effects on the children. They could convince the publics on the seriousness of the problem for the world and the urgency that all sectors of society do something now.

4.3 Proposed organizational structure to complement the gender-responsive, community-based child protection framework



5. Implementation of the framework

5.1 Establishing the organizational structure

Based on the problem areas identified by the subjects in the survey and emphasized in the framework, initially eight desks were formed, each manned by a Love146 staff as

Officer and a chosen adult from the community as Co-Officer. These desks were: Girls and Women, Boys and Men, Very young children, Health, Family/Marital Counseling, Livelihood/Poverty Alleviation, Education/Scholarship, and National/International Advocacy. Eventually, the structure was trimmed down to three desks and incorporated the rest of the desks within each: Girls and Women, Boys and Men, and Very Young Children (6 years and below)

5.2 Equipping researchers/officers/co-officers with knowledge and skills in holistic therapeutic relationship

The Officers (Love146 staff) were given lectures that equipped them with relevant knowledge and skills in establishing rapport and engaging in a therapeutic relationship with the family and individual subjects, as well as information on available sources of help. The officers later shared the topics with the Co-Officers. The lectures were:

5.2.1. Livelihood and Poverty Alleviation - government and non-government initiatives toward poverty alleviation and how to access them; livelihood opportunities; income management – Martina Serote, Nov. 25, 2020

5.2.2. National and International Advocacy - national and international agencies dealing with specific problems of safety and security, legal, human rights, and other issues surrounding child trafficking – Leslie Quinones, Nov. 26, 2020

5.2.3. Education - DepEd programs for indigents, other avenues toward education, vocational programs, scholarships – Joyce Pornillos, Nov. 27, 2020

5.2.4. Family and Marital Counselling - parenting skills, conflict resolution within the family, children's needs, spouses' needs, family systems, functional and dysfunctional families – Dr. G. Velazco, Dec. 2, 2020

5.2.5. Gender issues that the family/community should be aware of; gender roles and expectations and potential/actual problems; existing gender inequalities; awareness of boys and girls of their position in society as a result of gender; gender-based violence, measures to intervene in gender inequalities. – Mona Mariano, Dec. 17, 2020

5.2.6. Individual counseling (leads and responses) – Dr. G. Velazco, Dec. 7, 2020

5.2.7. Psychology of very young children – Dr. G. Velazco, Dec. 19, 2020

5.2.8. Adolescence – Dr. G. Velazco, Dec. 19, 2020

5.2.9. The Game Theory in Love146 interventions- Dr. G. Velazco, Dec. 19, 2020
Debunking "The needs of the many outweigh the needs of the few (or the one)", which is embedded in the culture of child trafficking, especially of girls and women, to satisfy the needs of the family; Promoting "The needs of the few (or the one) outweigh the needs of the many"; Introducing the Game Theory where Love146 is one of the players, to demonstrate in economic and quantifiable terms that satisfying the needs of the one sums up to the satisfaction of the needs of the many.

5.3 Deriving the Checklist of Indicators of being (or at risk of being) sexually exploited

Before the subjects for intervention were chosen, 5 male and 5 female adult members of the community were asked what they perceived to be indicators of children being sexually exploited or at risk of being sexually exploited. From their responses, a checklist of 29 indicators was derived. (**Appendix D**). Then, 4 female survivors and 4 male survivors were asked to rank the indicators from the strongest to the weakest. This finalized checklist of indicators was used by the Co-officers from the community to select the intervention subjects from the community, consisting of 3 girls/women, 3 boys/men,

and 3 very young children (6 years and below), based on the criterion of at least 6 of the top 20 indicators and at least 9 of the total 29 indicators.

5.4 Subjects selection based on the checklist of indicators

The subjects were nominated by five community people based on the Checklist of Indicators, specifically, at least 6 of the top 20 indicators and at least 9 of the total 29 indicators. The subjects consisted of 3 very young children(6 years and below), 3 girls/women, and 3 boys/men.

5.5 Interventions

The interventions consisted of establishing rapport and counselling, participatory needs assessment, gender-focused counseling, livelihood assistance anchored on child protection, linkages and referral, educational assistance in enrollment and educational supplies, .

5.5.1 Establishing rapport; counselling

The staff were trained in leads and responses that enabled them to communicate in a way that promoted a trusting and supportive relationship as a base for interactions. The staff were also trained in counseling techniques that encouraged the subject/family to explore self, family, and possibilities, and work toward a more satisfactory life. The families were also engaged in values clarification and processing of parenting styles and concepts of children. The psychology and rights of children were also discussed.

Appendix E (available upon request) shows excerpts from the process recording of initial counseling of staff with the subjects and their families, during which the other interventions were delivered.

5.5.2 Participatory needs assessment

The staff and subjects collaborated to assess the needs of the subjects that could be met by this project within the set time frame. Such needs were school enrollment and school supplies, livelihood, health, counselling, and linking up with relevant agencies.

5.5.3 Gender-focused counseling

Gender responsiveness in this study involved exploring the subject's concept, experience and feeling about their gender, their perception of how they can move forward and be empowered as a girl, boy, gay, etc. , and what they (especially the boys) can do to contribute to gender equality in society. Initial gender-focused conversations were conducted with the subjects, which served as take-off for the series of gender-focused counseling sessions in the course of this research. The idea was to help start the process of breeding a generation that is aware of, and transcends gender biases and prejudices that result in gender inequality, and is working toward the empowerment of whatever gender they identify with, while respecting and empowering those of others.

The exploration revealed the subjects' experienced difficulties as a result of their gender. Some of them are:

- *Whenever we are in the street begging, people would give more alms to girls because people think girls are nicer when they beg. People are afraid of us because we are boys. Then I would have very little money to buy food, often none at all.*
- *I'm not able to have schooling fit for my age. People say it's ok for boys not to go to school. They should just work.*
- *I am told that I am a nuisance. I always want to have a playmate. We play on the street and also in the plaza. I am beaten up more often than the girls because I am a boy.*
- *I'm being bullied because I'm effeminate.*
- *I am depended upon for household chores, as the eldest girl among my siblings – washing dishes, laundry, everything. Sometimes I do my modules but I also have to look after my siblings. Nobody teaches me on my modules.*
- *Girls are usually the ones taken to the hotels, like me before. I was among those. What I now know is how to take care of my two kids. Of course as the woman, I am really the one to take care of my kids. Even though I'm sick, I have to move around for my kids. Nobody will help me aside from myself.*

The counseling sessions also generated ideas in the young subjects on how they could move forward and be empowered, or how they can use their being a man, woman, gay, lesbian, etc. to succeed in a decent way. Some of the children's thoughts are:

- *I should be a policeman someday who will catch evil people.*
- *I will get an education so I'll be a good father and breadwinner.*
- *I will study so I can help my grandmother.*
- *I will not insult others and not allow others to insult me.*
- *I will show others that I deserve to be respected, whether I am straight or gay because I also respect others and because I will have achieved great things in life.*
- *I will be persevering and raise my siblings well. Mother is in prison, she is not here, but I will get a decent job and see to it that me and my siblings finish our education.*
- *I will study to be a lawyer.*
- *I will raise my children well.*
- *I will make my children proud of me.*
- *I will be nice and respectful in talking to people.*


Also in the course of processing, the children expressed how they could promote respect for all genders.

- *The girls can get very fussy, but I don't fight with them.*
- *When the girls get insulted, I will defend them.*
- *I will play with the girls when they want to play with us. I will not leave them out.*
- *Sometimes people belittle the girls because they are just girls. I will not do that.*
- *I will not tease those who are effeminate.*
- *When people tease me as effeminate, I will ignore them, but I will show them that I am a good person.*
- *I will defend my brother whenever he is bullied because of his gender.*
- *We will play games that include the girls.*
- *I will show the boys that we are just equal in important things.*

5.5.4 Livelihood assistance

Livelihood assistance was offered with agreement on two conditions: that the children in the family would be protected from abuse and other forms of exploitation and maltreatment; and that there would be some form of the family's taking responsibility for their own livelihood by paying back, at cost, and on installment basis, the goods provided for a small business. On the other hand, Love146 provided carts for mobile stores and other equipment free-of-charge.

The signed agreement underscores the principle of the Game theory, where Love146 is one of the players, that "the needs of the one outweigh the needs of the many," and not the opposite, which is "the needs of the many outweigh the needs of the one", which is at the root of child trafficking, especially of girls and women, wherein the child was being trafficked to provide for the needs of the whole family. In this study, the whole family would lose the material assistance if the needs and rights of the child were disregarded, and the assistance they would lose was explained in quantifiable terms. It was also explained that the assistance outweighed the gains they would get, in the present and in the long run, from trafficking the child, or maltreating them in any way. Below is the English translation of one of the signed agreements:



LOVE 146
end child sex slavery & exploitation

AGREEMENT ON PROVISION AND RECEIPT OF LIVELIHOOD ASSISTANCE

DATE: _____

I, _____, _____ years old, residing at _____, am in receipt of a cart and merchandise in the amount of Php 1, 921.35 from Love146 Inc., which is one-half of the total Php 3, 842.70, and promise to fulfil this Agreement, in exchange for the assistance given to my family.

Contents of the Agreement:

1. Responsibility to the child:
 - a. I will not put my child in any situation wherein he/she needs to do something to feed himself/herself or obtain money to buy his needs.
 - b. I will not make them work or use them to obtain money for the expenses of our family or of anyone else.
 - c. I will ensure the education of my child/ren, send them to school, and provide for their school needs.
 - d. I will provide for their health maintenance and protection from illnesses through proper nutrition, adequate rest and sleep, proper hygiene, and consulting a doctor whenever necessary.
 - e. I will fulfil all of their human and child rights.
 - f. I will protect them from abuse by other people.

2. Responsibility for the small business

- a. I will use the cart and the merchandise that I received only in the agreed upon way. I will not sell the cart because I need it to peddle the merchandise.
- b. I will not stop the business without talking to the donor and the signatories in this Agreement.
- c. The cart is a donation to my family by Love146. The merchandise I will pay for little by little, as a demonstration of my responsibility and determination to uplift the situation of my family from our own efforts. I will fulfill the scheduled dates of payment in order to receive further assistance, and they are as follows:

<u>DATE OF PAYMENT</u>	<u>AMOUNT OF PAYMENT</u>
	Php 110.00
	Php 110.00
	Php 110.00
	Php 110.00
	Php 131.35
	Php 150.00
	Php 150.00
	Php 150.00
	Php 150.00
	Php 150.00
	Php 150.00
	Php 150.00
	Php 150.00
	Php 150.00
	Php 150.00
	Php 150.00
TOTAL	Php 1, 921.35

This amount is one-half of the total amount I will receive. The next half, Php 1, 921.35, will be given upon my compliance with all of the responsibilities stated above.

Name and signature of Recipient

Address

Name and signature of Donor

Position/Organization

Name and signature of Witness

Position/Address

5.5.5 Educational assistance

Educational assistance was in the form of assistance in enrollment and provision of educational supplies, as well as counseling and encouragement to persevere in getting an education, emphasizing the possibilities of an improved life, with education. The parents were also linked up with school officials that they could reach out to on behalf of their children's educational needs.

5.5.6 Health education and referral

The subjects and their families were given health education in the areas of proper hygiene, adequate nutrition, rest and sleep, and prompt consultation with the doctor. The families were also linked up with the health clinics for assessment and free vitamins. Monthly, the families were monitored and given virtual seminars and updates about the pandemic.

6. Results and evaluation of interventions

6.1 Feedback of the subjects, their guardians, and the community on the interventions

The subjects were asked what were their thoughts about the assistance (interventions) given to them. Their guardians and some members of the community were also asked about their observation of the subjects before and after assistance was given. Below are their responses.

- *I am happy that I was helped. You told me that I have school supplies? Thank you for that. My mother is there, scavenging. Things are now okay, she is now always with me, although I still play in the morning. It's good that she now notices me. Before, I hardly saw her.*
- *I really want to study because I always see my cousins doing their modules. Thank you because I will now be able to go to school because you helped me enroll and you also gave me school supplies. I really do not know how to write well because I had no materials for writing.*
- *Thank you for the school supplies and also for the food commodities given to my grandmother. She is able to sell and we now have food everyday.*
- *It helps with our expenses and tides us over. Before, we borrowed money from all those we knew in order to buy milk and pampers for my baby, but because of the help you gave, we are now able to handle the expenses and even save money.*
- *I am happy because you helped my father and my grandmother. This is our only source of money for our expenses in the house. I'm also excited about the school supplies that were given to me. Thank you.*
- *I am happy because we now have a store and I will be studying again because I will be given pencils... and notebooks... and crayons.*
- *Thank you because my mother now has a store and I am taking vitamins.*
- *Even though I have a job, my son also needs things that I could not give him. Now, something has been started. I will continue with my job so that I do not have to depend on others to help my son. Thank you for helping my son and my family.*
- *The help we received is a big help to add to our finances here in the house. The job of J's father does not pay much. A big thanks to Love146, they look after*

Jeremy.

- **His mother has changed a lot. She now treats him well. He can now eat. It's good that you gave livelihood to the family.**
- **This is really a big help, especially now that there is covid, a lot of people are unable to eat. In our family, we are now able to eat somehow, especially my children.**
- **The service we got was good because we received the assistance fast, and there was no need for complicated papers. Thank you.**
- **C was helped a lot. They can now buy what they need. They can buy milk for her baby. I was also helped because I was C's delivery boy at her store.**
- **This is a big help for us, especially since we are poor, homeless and I am a single parent. One of my daughters is pregnant and will soon give birth. Their father gives money very rarely and not enough. It's difficult not to have livelihood. That's why Ma'am I am really grateful that we have this livelihood assistance.**
- **I am happy that you helped us because somehow, I am able to help my husband, who is a scavenger. There is also now something we can call our own. Thank you very much because if not for you, our situation would be more difficult. We have been moving from place to place; but now, hopefully, we will have a better life.**
- **The assistance was a big help for them. It's difficult to find capital nowadays. You get a loan with 5/6 interest. But with you, there is no interest. In 5/6 loans, the interest is 10%. That is why the help that you gave is really great. For example, C. She's already a mother. She is busy looking after her children but she can now do online selling because of your help. It's like she is young but she knows how to make ways because of you. In the case of J, when he goes home, he now has something to eat because of their store. They were able to roll out the money. I noticed that B is now always clean. Maybe his mother is now taking care of him. The parents now treat their children better.**
- **Your help had a good effect on those you helped. The livelihood alone, wherein their child is with them and no longer on the street, is already a big help. They no longer neglect their child.**
- **I was enlightened on how to treat my children.**

When asked what other forms of assistance could be done, the subjects, their families, and others in the community gave responses that have multiplier effects rather than one-shot dole outs. They mentioned more education, scholarship, more loans, capital, training, seminars, family planning, help in securing documents for job application, business, and initial housing assistance. Perhaps the way the question was asked trained their minds to think of assistance that would lead to independence and viability. The question was: **What other forms of help can be given to those who can be helped, in a way that will not make them dependent on others forever?**

6.2 Evaluation based on the checklist of indicators

CHECKLIST OF INDICATORS PRE- AND POST-INTERVENTION
Summary for all Subjects

Indicator		Subject/Age																	
		A 11 yrs. old		C 16		K 11		B 12		J 8		Ba 9		Jo 6		R 4		P 6	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1.	<i>Inuutusan mismo ng magulang ang bata na sumama sa bugaw o sa foreigner.</i> <i>(Parent commands the child to go with pimp or foreigner)</i>																		
2.	<i>Nagsabi ang bata na dinadala siya sa hotel at iniwan doon ng mga magulang.</i> <i>(Child said he/she is taken to hotel and left there by parents)</i>																		
3.	<i>Padikit-dikit sa mga foreigner o pasipat-sipat sa mga foreigner</i> <i>(Child stays close to foreigners or is on the lookout for foreigners)</i>											√							
4.	<i>Nagsasabi na may nag-sponsor na foreigner sa kanya</i> <i>(Child says there is a foreigner who sponsors him/her)</i>																		
5.	<i>Nanilimos/ Isinasama sa panlilimos ng magulang</i> <i>(Begs or taken along by parents to beg)</i>					√		√		√		√		√		√		√	
6.	<i>Nagkwento na siya'y naghahanap ng aruga ng mas nakatatanda na hindi kakilala dahil sa kakulangan ng aruga mula sa magulang</i> <i>(Has said that he/she looks for caring by adult strangers because of lack of caring from parents)</i>			√															
7.	<i>Nagsabi na ang pamilya'y nangangailangan ng pera</i> <i>(Has said that his/her family is in need of money)</i>	√		√		√		√		√		√	√	√		√		√	√

8.	Sinasabing siya'y berbal na inaabuso ng kanyang mga magulang (Is saying that he/she is being verbally abused by his/parents)			✓															
9.	Matamlay/ Tahimik o hindi palasalita (Lethargic/quiet or does not usually talk)								✓										
10.	Sinasabi niyang hindi siya nakakapag-aral dahil walang hanapbuhay ang magulang (Is saying that he/she is not able to go to school because parents are jobless)	✓		✓		✓		✓		✓		✓		✓		✓		✓	
11.	Nagsasabi ang bata na walang pakialam ang magulang/walang oras para sa kanila (Is saying that parents do not care, have no time for them)	✓		✓				✓				✓							
12.	Iniiwan sa lansangan ng magulang/pamilya. Abandoned in the street by parents/family	✓				✓		✓		✓		✓		✓		✓		✓	
13.	Nakikitang laging tulala o malayo ang iniisip (Looks dazed or always lost in thought)					✓													
14.	Nagsabi na siya'y minamaltrato ng kanyang mga magulang (Said that he/she is being maltreated by parents)																		
15.	Hiwalay ang magulang (Parents are separated)	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓						✓
16.	May pasa/sugat sa katawan dahil sa pananakit ng mga tao (Body has bruises/wounds inflicted by people)					✓				✓		✓		✓		✓		✓	
17.	May bisyo/ Ang mga kabataang gumagamit ng marijuana o droga (Uses marijuana or drugs)									✓		✓							
18.	Umiiilag o umiiwas makisalamuha sa iba (Avoids people)									✓	✓			✓					
19.	Kapag tinanong ang bata ay sobrang layo ng sagot niya sa tanong/ Hindi makausap ng matino (When asked, child gives unrelated answer/unable to have a sane conversation)											✓							

20.	<i>Pagsuot ng damit na nakakaakit sa iba/ Ginagaya ang sexy na pananamit na nakikita sa iba</i> <i>(Wears attractive clothes; imitates sexy clothes seen in others)</i>			✓														
21.	<i>Nagsasabi na siya'y sobrang lungkot at nakakaramdam na siya'y walang silbi</i> <i>(Says that he/she is extremely sad and feels useless)</i>			✓														
22.	<i>Nagkwento na siya'y na-iimpluwensiyahan ng barkada</i> <i>(Said that he/she is being influenced by peers)</i>	✓		✓			✓	✓	✓									
23.	<i>Gala/ Mga batang palaboy-laboy</i> <i>(Roams around)</i>	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
24.	<i>Gutom/Payat/Hindi nakakakain ng maayos</i> <i>(Hungry/thin/does not eat well)</i>	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
25.	<i>Nagsasabi na hindi siya makatulog kahit pilitin niya</i> <i>(Says that he/she is unable to sleep even if he/she tries to)</i>			✓														
26.	<i>Hindi sumusunod kapag inutusan ng magulang</i> <i>(Does not obey parents' commands)</i>	✓		✓			✓	✓										
27.	<i>Nahihiya/Mahiyain</i> <i>(Shy)</i>								✓		✓	✓	✓	✓	✓	✓	✓	✓
28.	<i>Kapag nasaktan siya ay nakikitang nananakit din ng iba</i> <i>(Retaliates when hurt by others)</i>	✓		✓						✓								
29.	<i>Mga batang lumalabag sa mga curfew</i> <i>(Violates curfew)</i>	✓		✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

TOTAL: _/29 (Almost all of the checked indicators pre-intervention were unchecked post-intervention).

7. Discussion

The subjects, their family, and others in the community gave positive feedback on the interventions. Some of the specific ways in which the subjects and their families were helped are illustrated by the words of a community member: *"It was a big help for them. It's difficult to find capital nowadays. You get a loan with 5/6 interest. But with you, there is no interest. In 5/6 loans, the interest is 10%. That is why the help that you gave is really great.... The parents now treat their children better."*

The Checklist of Indicators, as accomplished by the community, also shows that almost all of the indicators of being/at risk of being sexually exploited were eliminated.

When asked what other forms of assistance could be done, the subjects, their family, and others in the community gave responses that have multiplier effects and not one-shot dole outs. They mentioned more education, scholarship, more loans, capital, training, seminars, family planning, help in securing documents for job application, business, housing. Perhaps the way the question was asked trained their thought to think of assistance that would lead to independence and viability. The question was: ***What do you think are other forms of help that can be given to those who can be helped, in a way that will not make them dependent on others forever?***

8. Conclusion and Data-Informed Position Statement

The survey subjects' experiences of child sexual exploitation and perceptions on how to stop it enabled us to formulate a framework of child protection. In the course of our implementing the framework, the process fleshed out the framework, taught us some new lessons, and informed our proposed position statement.

The position statement is a sharing of what we found worked and a collection of initial lessons learned, which could be expanded and built upon in the future.

It is concluded that child protection in the community is possible, but necessitates the participation of the child, the family, and the community in a systematic, sustained process. It needs to be holistic, targeting all areas of identified vulnerabilities. For external assistance to have a lasting and multiplier effect long after the helper is gone, assistance has to be given in the context of a changed value system and modified way of behaving, especially toward the child. This can happen in the context of a therapeutic relationship between the helper on the one hand and the subject and family on the other hand, wherein the subjects develop enough trust to allow themselves to be aware, to explore, to grow, and to work toward the goal of improving life for the whole family. The counseling sessions should give rise to the family's better valuing of the child of whatever gender and to greater consideration of their needs; thus the researchers' training on the psychology of young children and adolescents, wherein the needs of the child of any gender are foremost; thus the Game Theory, wherein it is inculcated that the needs of one outweigh the needs of the many. The discussions with the family and relevant agencies should lead to better collaboration between the two on behalf of the child, and higher confidence of the family in tapping existing resources; thus, the lectures on different NGOs and GOs that can be tapped for educational, health, and other concerns. The educational assistance

should encourage the subject's and the family's enthusiasm for the subject's education and the possibilities that education can bring; thus, the counseling sessions on education.

Gender responsiveness needs to be a process of promoting awareness, allowing exploration, and facilitating growth and empowerment. The gender-focused counseling should help breed a generation that sees the value of each gender, is aware of, and transcends gender biases and prejudices that result in gender inequality, and works toward the empowerment of whatever gender one identifies with, while respecting and empowering those of others. This study revealed that both boys and girls suffer from difficulties because of gender. No one should have to suffer because of gender.

Livelihood or material assistance should not be a dole out. Rather, it should be a roll out, which generates one's sense of responsibility for the family's livelihood, a motivation to maintain and grow the assistance, and a sense of ownership of whatever will be gained from engaging in the livelihood activity.

The components of holistic intervention should be integrated/interactive and not compartmentalized. In this study, the signed agreement between Love146 and the subjects incorporates and integrates child protection of whatever gender; it also includes education, health, tapping resources, and livelihood. Livelihood assistance was provided on the basis of child protection and observing child rights, as well as on resolve to take responsibility for the family's livelihood.

Finally, the mission of protection of children in extremely difficult circumstances necessitates being part not only of an organization but also of the child's life. To repeat the last part of the framework:

We need to be:

- *with the children*, engaging them in a process of enhancing their self-esteem, exploring what they could become, identifying options and resources, building their self-confidence, informing them of their rights, and making realistic plans for the future. Under a therapeutic guidance, the child could grow to be strong individuals, empowered to take control over their lives and able to say "No" or "Enough". They could also transform norms to favor both genders and achieve equality of all, girls, boys, men, women, lesbians, gays, etc.
- *with the family*, raising parents' awareness of their responsibilities, making family members aware of personalities within the family and helping them accept, adjust to, and enhance each other, troubleshooting conflicts in relationships, conducting family crisis interventions, and facilitating explorations of the family's socioeconomic options
- *in the community*, helping community officials understand, identify, and intervene for children at risk
- *in the frontline of advocacy*, educating the national and international public on the dynamics of abuse, exploitation, and neglect, gender inequality, and their effects on the children. They could convince the publics on the seriousness of the problem for the world and the urgency that all sectors of society do something now.

9. About Love146

Founded in 2002, Love146 is an international human rights organization working to end child trafficking and exploitation. With headquarters in New Haven, Connecticut and approximately 80 global staff, Love146 maintains programs and offices throughout the U.S., in the Philippines, and the U.K., and currently operates pilot programs on the continent of Africa.

Love146 Philippines' programs include holistic survivor care for trafficked and exploited children, and working with local communities to eradicate child trafficking and exploitation. Love146 Philippines' Survivor Care (the Round Home for girls and White Home for boys) provides the provision of a safe home and holistic, effective care in a space conducive to a child's rehabilitation. Love146 also contributes in the child's family and community, and participates in collaborative work with others. Love146's community development program focuses on street community families in Manila, intervening and helping restore survivors, and rehabilitating the community.

Previously in 2014 the Philippines' Department of Social Welfare and Development granted the Love146 the "Salamat Po" award for Best Non-Government Organization (NGO) nationwide. Additionally, in 2015, DSWD Region 4A awarded Love146 the Best NGO residential-based, for its operations in the Round Home.

Love146 Philippines works closely with local government and law enforcement agencies in its respective locations, such as the Philippines DSWD, the City Social Welfare Development Offices, the National Bureau of Investigation (NBI) and respective local law enforcement agencies, and schools. In addition, Love146 works with peer NGOs in terms of referrals, pursuit of justice, or sharing resources.

10. Appendices

Appendix A

**Process of age and gender validation of the questionnaire, starting with the Exploratory Questionnaire, which was then modified into the Pilot Questionnaire, based on the exploratory participants' feedback on the draft questionnaire; the resulting Pilot Questionnaire, which eventually served as the Final Questionnaire.
(Available upon request)**

Appendix B

Informed Consent Forms for the different groups of respondents, which were administered before the administration of the Exploratory Questionnaire, Pilot Questionnaire and Final Questionnaire.

INFORMED CONSENT FORMS (ENGLISH)

For various Respondents of Love146 Research

Toward a gender-responsive, participatory community-based child protection system

A. Information Sheet for Children (preferably 12+)

Toward a gender-responsive, participatory community-based child protection system

Good morning/afternoon, my name is _____. I am a staff of Love146. We work with communities and other organizations like Plan International to help communities protect children and young people from being exploited and abused.

We want to invite you to be one of the participants in an interview. Before you decide to take part, it is important that you understand why we are doing this activity and what it will involve. Please ask questions if there is anything that is not clear or if you would like more information.

We are conducting a study on how children, their parents and communities can prevent and protect themselves from being exploited and abused by people in the family, school, community, and even outside your community. We are conducting this study in selected communities in **Manila and Laguna**, and around **40 children and adults** will be interviewed for about **30** minutes.

The information you share will help children, young people, parents and community residents especially the community officials to identify solutions and implement community actions to prevent, respond and report abuse cases.

We will be talking about the reasons why boys, girls and young people are exploited and abused by people they know, the people they do not know and even people they meet somewhere and on-line. We want to know at what point that these could have been prevented from happening. The interview will take 30 minutes.

Do you have to take part?

Your participation is completely voluntary but your opinions and possible experiences could be very helpful to people in your community. Your decision to participate or not participate will not affect Love146's ongoing assistance to you or to the community.

Keeping your information private and safe

Please take note that we will not obtain your names, your specific address or take pictures, so no one can later identify you as informant.

“We will be writing everything you tell us and what other children tell us, but we will not write down your name on any reports. It is very important to Love146 to keep children safe. We won’t tell anyone what you say unless we are worried about your safety or the safety of another child. If this happens, we will tell Love146, who might talk to other organizations or services so that they can help”

What if you don’t want to do the research anymore?

You don’t have to answer any questions that you don’t want to, and if you feel uncomfortable and want to stop the interview or leave the discussion at any point, that it is okay. We can stop the interview if you do not feel comfortable with the questions.

How can you find out more about the research study?

We will share the findings back to children and young people, parents and community leaders and some of you during community identification of solutions and actions. There will be a child-friendly summary report that we can share with you and your communities.

Support services you can contact

If you are worried about something, or feel uneasy about someone, or have questions and follow up complaints, you can approach the persons below. They will ensure that your concerns are addressed properly:

Dr. Gundelina Velazco, Executive Director (Love146, Inc.)

If you don’t want to talk to the research team, or we are the cause of your feeling uneasy, then you could speak to Sheila Estabillo, Project Manager, Cybersafe Project (Plan International Philippines) or the Department of Social Welfare and Development.

Your protection is so important to us!

Would it be alright for me to ask you some questions? We hope you can join us in this important activity. Do you have any questions? Would you like to participate in the interviews?

Thank you.

- Yes, I would like to be interviewed
- No, I do not want to be interviewed

Assent form for children

Project Title: Toward a gender-responsive, participatory community-based child protection system

Participant Identification #: _____

Read out the information sheet with the children, and use a signer, as necessary. If using a recorder, show and demonstrate the recorder so they understand how it works.

Do you understand why we are doing this activity? ☺ ☹

Are you happy to talk to me? ☺ ☹

Do you understand that you can stop me at any time ☺ ☹

and you don't have to answer questions that you don't want to?

Are you happy that I record the information with the recorder? ☺ ☹

(Demonstrate this)

Do you know whom to approach or talk to if you have concerns? ☺ ☹

Name **OR** initials **OR (if names are not being collected)** smiley face **OR** verbal assent:

Date: _____

Researcher: _____

Date: _____

Signature: _____

B. For individual interviews of Community Members (Adults and youth (18-24 years old) in the sample community)

Information Sheet

Toward a gender-responsive, participatory community-based child protection system

Good morning/afternoon, my name is _____. I am a staff of Love146. We work with communities and other organizations like Plan International to help communities protect children and young people from being exploited and abused.

We want to invite you to be one of the participants in an interview. Before you decide to take part, it is important that you understand why we are doing this activity and what it will involve. Please ask questions if there is anything that is not clear or if you would like more information.

We are conducting a study on how children, their parents and communities can prevent and protect themselves from being exploited and abused by people in the family, school, community, and even outside your community. We are conducting this study in selected communities in **Manila and Laguna**, and around **40 children and adults** will be interviewed for about **30** minutes.

The information you share will help children, young people, parents and community residents especially the community officials to identify solutions and implement community actions to prevent, respond and report abuse cases.

We will be talking about the reasons why boys, girls and young people are exploited and abused by people they know, the people they do not know and even people they meet somewhere and on-line. We want to know at what point that these could have been prevented from happening. The interview will take 30 minutes.

Do you have to take part?

Your participation is completely voluntary but your opinions and possible experiences could be very helpful to people in your community. Your decision to participate or not participate will not affect Love146's ongoing assistance to you or to the community.

Keeping your information private and safe

Please take note that we will not obtain your names, your specific address or take pictures, so no one can later identify you as informant.

"We will be writing everything you tell us and what other parents and children tell us, but we will not write down your name on any reports. It is very important to Love146 to keep children safe. We won't tell anyone what you say unless we are worried about your safety or the safety of another child. If this happens, we will tell Love146, who might talk to other organizations or services so that they can help"

What if you don't want to do the research anymore?

You don't have to answer any questions that you don't want to, and if you feel uncomfortable and want to stop the interview or leave the discussion at any point, that it is okay. We can stop the interview if you do not feel comfortable with the questions.

How can you find out more about the research study?

We will share the findings back to children and young people, parents and community leaders and some of you during community identification of solutions and actions. There will be a child-friendly summary report that we can share with you and your communities.

Support services you can contact

If you are worried about something, or feel uneasy about someone, or have questions and follow up complaints, you can approach the persons below. They will ensure that your concerns are addressed properly:

Dr. Gundelina Velazco, Executive Director (Love146, Inc.)

If you don't want to talk to the research team, or we are the cause of your feeling uneasy, then you could speak to Sheila Estabillo, Project Manager, Cybersafe Project (Plan International Philippines), or the Department of Social Welfare and Development

Your protection is so important to us!

Would it be alright for me to ask you some questions? We hope you can join us in this important activity? Do you have any questions? Would you like to participate in the interviews?

Thank you.

- Yes, I would like to be interviewed
- No, I do not want to be interviewed

CONSENT Form for Parents and Young adults

Project Title: Toward a gender-responsive, participatory community-based child protection system

(Tungo sa isang sistema ng proteksyon ng mga bata na tugma sa mga kasarian at batay sa pakikilahok ng komunidad)

Participant Identification #: _____

I, _____, _____ years old, am being invited to participate in a survey to be conducted by Love146, Inc. The study will be conducted in selected areas in **Manila and Laguna**, and around **40 children and adults** will be interviewed for about **30** minutes.

I understand that:

- (1) The main objective of this study is to gather perceptions on how to protect children and adults from being harmed or exploited by other people;
- (2) All my answers will be treated as highly confidential and will not be taken against me;
- (3) I am also entitled to refuse answering questions that I feel I should not respond to;
- (4) I can withdraw from this study anytime even if the interview has started;
- (5) All my personal information will be kept strictly confidential and will not be revealed in any writing/reports that will come out of the study; and

I am free to contact **Dr. Gundelina Velazco** and **Ma. Sheila Estabillo of Plan International and the DSWD** if I have questions.

I confirm that:

- (1) I have read the foregoing information or it has been read to me;
- (2) I have had the opportunity to ask questions about the interview and any questions that I have asked have been answered to my satisfaction; and
- (3) I consent voluntarily to participate in this research.

Name of Respondent (optional) _____	
Signature of Respondent _____	Date: _____

If the respondent is not literate:

I have read the consent form to the potential participant in its entirety, and he/she has had the opportunity to ask questions. I affirm that the individual has given consent freely.

Name of FI	Thumb Print of Respondent:
Signature of FI	
Date	

Researcher: _____

Date: _____

Signature: _____

C. For Professionals, Service Providers, and other Adults in sample communities

Information Sheet

Toward a gender-responsive, participatory community-based child protection system

Good morning/afternoon, my name is _____. I am a staff of Love146. We work with communities and other organizations like Plan International to help communities protect children and young people from being exploited and abused.

We want to invite you to be one of the participants in an interview. Before you decide to take part, it is important that you understand why we are doing this activity and what it will involve. Please ask questions if there is anything that is not clear or if you would like more information.

We are conducting a study on how children, their parents and communities can prevent and protect themselves from being exploited and abused by people in the family, school, community, and even outside your community. We are conducting this study in selected communities in **Manila and Laguna**, and around **40 children and adults** will be interviewed for about **30** minutes.

The information you share will help children, young people, parents and community residents especially the community officials to identify solutions and implement community actions to prevent, respond and report abuse cases.

We will be talking about the reasons why boys, girls and young people are exploited and abused by people they know, the people they do not know and even people they meet somewhere and on-line. We want to know at what point that these could have been prevented from happening. The interview will take 30 minutes.

Do you have to take part?

Your participation is completely voluntary but your opinions and possible experiences could be very helpful to people in your community. Your decision to participate or not participate will not affect Love146's ongoing assistance to you or to the community.

Keeping your information private and safe

Please take note that we will not obtain your names (optional for you), your specific address or take pictures, so no one can later identify you as informant.

“We will be writing everything you tell us and what other parents and children tell us, but we will not write down your name on any reports. It is very important to Love146 to keep children and young people and their parents safe. We won't tell anyone what you say unless we are worried about your safety or the safety of another child. If this happens, we will tell Love146, who might talk to other organizations or services so that they can help”

What if you don't want to do the research anymore?

You don't have to answer any questions that you don't want to, and if you feel uncomfortable and want to stop the interview or leave the discussion at any point, that it is okay. We can stop the interview if you do not feel comfortable with the questions.

How can you find out more about the research study?

We will share the findings back to children and young people, parents and community leaders and some of you during community identification of solutions and actions. There will be a child-friendly summary report that we can share with you and your communities.

Support services you can contact

If you are worried about something, or feel uneasy about someone, questions and follow up complaints, you can approach the persons below. They will ensure that your concerns are addressed properly:

Dr. Gundelina Velazco, Executive Director (Love146, Inc.)

If you don't want to talk to the research team, or we are the cause of your feeling uneasy, then you could speak to Sheila Estabillo, Project Manager, Cybersafe Project (Plan International Philippines), or the Department of Social Welfare and Development.

Your protection is so important to us!

Would it be alright for me to ask you some questions? We hope you can join us in this important activity? Do you have any questions? Would you like to participate in the interviews?

Thank you.

- Yes, I would like to be interviewed
- No, I do not want to be interviewed

CONSENT Form

Project Title: Toward a gender-responsive, participatory community-based child protection system

Participant Identification #: _____

I, _____, _____ years old, am being invited to participate in a survey to be conducted by Love146, Inc. The study will be conducted in selected areas in **Manila and Laguna**, and around **40 children and adults** will be interviewed for about **30** minutes.

I understand that:

- The main objective of this study is to gather perceptions on how to protect children and adults from being harmed or exploited by other people;
- All my answers will be treated as highly confidential and will not be taken against me;
- I am also entitled to refuse answering questions that I feel I should not respond to;
- I can withdraw from this study anytime even if the interview has started;
- All my personal information will be kept strictly confidential and will not be revealed in any writing/reports that will come out of the study; and
- I am free to contact **Dr. Gundelina Velazco** and **Ma. Sheila Estabillo of Plan International and the DSWD** if I have questions.

I confirm that:

- I have read the foregoing information or it has been read to me;
- I have had the opportunity to ask questions about the interview and any questions that I have asked have been answered to my satisfaction; and
- I consent voluntarily to participate in this research.

Name of Respondent (optional)	
Signature of Respondent	Date: _____

If the respondent is not literate:

I have read the consent form to the potential participant in its entirety, and he/she has had the opportunity to ask questions. I affirm that the individual has given consent freely.

Name of FI	Thumb Print of Respondent:
Signature of FI	
Date	

Researcher: _____

Date: _____

Signature: _____

D. Consent Form for Parents/Guardians for Children attending focus group discussions and meetings within the sample community

Date _____

I/We, _____ from
 _____ (name of Parents/Guardian and address) allow
 my daughter/son, _____ (full name of Child) to
 participate in a half-day consultation of children on the project: *Toward a gender-responsive,
 participatory community-based child protection system*

Staff from Love 146 _____ with the knowledge of community
 officials, will conduct the activity and are responsible for his/her care and protection.

I/We recognize that if an illness or emergency involving my/our child should occur, medical
 treatment may be required. I/We authorize Love 146 and community officials to take immediate
 appropriate actions and to inform us soonest.

I/We have read the attached principles and discussed them with my/our child. I/We have been
 given the contact of Dr. Gundelina Velasco, Executive Director of Love146 and Ma. Sheila
 Estabillo of Plan International and the DSWD if I/WE have questions.

 Name and Signature of Parent/Guardian of the Child/Date

E. LOVE146 social workers consent form for/on behalf of children staying in the Safehome (who are participants to this study)

Date _____

I/We, _____ from
 _____ (Love146 safehome and address) allow our client,
 _____ (full name of Child) to participate
 _____ in a half-day consultation of
 children on the project: *Toward a gender-responsive, participatory community-based child protection system*

I/We, as Love 146 social worker/s , _____ with the knowledge of Love146, will conduct the activity and are responsible for his/her care and protection.

I/We recognize that if an illness or emergency involving the child should occur, medical treatment may be required. I/We shall take immediate appropriate actions.

I/We have read the attached principles and discussed them with my/our child. I/We have been given the contact of Dr. Gundelina Velasco, Executive Director of Love146 and Ma. Sheila Estabillo of Plan International and the DSWD if I/WE have questions.

 Name and Signature of Parent/Guardian /Social Worker for the Child/Date

Appendix C

Tagalog translation of the Informed Consent Forms

Annex C.1

INFORMED CONSENT FORMS (TAGALOG)

For various Respondents of Love146 Research

Toward a gender-responsive, participatory community-based child protection system

(Tungo sa isang sistema ng proteksyon ng mga bata na tugma sa mga kasarian at batay sa pakikilahok ng komunidad)

F. Information Sheet for Children (preferably 12+)

Toward a gender-responsive, participatory community-based child protection system

(Tungo sa isang sistema ng proteksyon ng mga bata na tugma sa mga kasarian at batay sa pakikilahok ng komunidad)

Magandang umaga/hapon, ako si _____. Nagtatrabaho ako sa Love146. Nakikipagtulungan kami sa mga komunidad at iba pang grupo gaya ng Plan International para tulungan ang mga komunidad na bigyan ng proteksyon ang mga kabataan laban sa pagsasamantala at pang-aabuso.

Gusto sana naming imbitahin ka na sumali sa isang pakikipag-usap. Bago mo sabihin kung sasali ka, dapat mo munang maintindihan kung bakit namin ginagawa ito at kung ano ang mga kailangan. Maaari kang magtanong kung may hindi ka maintindihan o kung may gusto ka pang malaman.

Pinag-aaralan namin kung paano mapoprotektahan ng mga bata, mga magulang, at mga komunidad ang mga sarili nila laban sa pagsasamantala at pang-aabuso ng ibang tao sa pamilya, paaralan, at komunidad, at kahit na sa labas ng komunidad. Ginagawa namin ang pag-aaral na ito sa mga piniling komunidad sa Manila at Laguna, at may **40 kabataan at nakatatanda** ang tatanungin sa loob ng **30** minuto.

Ang mga impormasyong sasabihin mo ay makatutulong sa mga bata, kabataan, mga magulang at naninirahan sa komunidad, lalo na mga opisyal para makaisip ng solusyon at magsagawa ng aksyon para maihinto, makatugon, at magreport ng mga kaso ng pang-aabuso.

Pag-uusapan natin ang mga dahilan kung bakit ang mga batang lalaki at babae at mga kabataan ay napagsasamantalahan at naaabuso ng mga taong kilala nila, mga taong hindi nila kilala, at kahit na mga taong nakilala lang nila kung saan at sa internet. Gusto naming malaman kung kalian o sa anong punto sana naiwasan ito. Ang pag-uusap natin ay tatagal ng 30 minuto.

Kailangan mo bang sumali?

Ang pagsali mo ay hindi pinipilit, pero ang iniisip at posibleng naging karanasan mo ay talagang makatutulong sa mga tao sa iyong komunidad. Ang desisyon mo na sumali o hindi sumali ay hindi makaaapekto sa ginagawang pagtulong ng Love146 (sa iyo) o sa komunidad.

Pagpapanatiling lihim at ligtas ang impormasyong ibibigay mo

Pakitandaan mo na hindi namin kukunin ang iyong pangalan, tinitirhan, o larawan, kaya walang makapagsasabi na nagbigay ka ng impormasyon.

“Isusulat namin ang lahat ng sasabihin mo at ng ibang bata pero hindi namin isusulat ang pangalan ninyo sa anumang report. Mahalaga para sa Love146 ang kaligtasan ng mga bata. Hindi namin sasabihin kahit kanino ang sasabihin mo, maliban na lang kung nag-aalala kami sa kaligtasan mo o ng isa pang bata. Kung mangyayari ito, sasabihin namin sa Love146, na maaaring humingi ng tulong sa ibang organisasyon o serbisyo.”

Paano kung ayaw mo nang sumali sa pag-aaral na ito?

Hindi mo kailangang sumagot sa anumang tanong kung ayaw mo, at kung hindi ka na komportable at gusto mo nang ihinto ang interbyu o umalis, okay lang yon. Pwede nating ihinto ang interbyu kung hindi ka na komportable sa mga tanong.

Paano mong malalaman ang tungkol sa pag-aaral na ito?

Ibabahagi namin ang resulta ng pag-aaral sa mga bata at kabataan, mga magulang, mga opisyal sa komunidad at ilan sa inyong mga bata sa okasyon ng pag-iisip ng komunidad ng mga solusyon at aksyon. Magkakaroon din ng report na maiintindihan ng mga bata, na ibabahagi namin sa inyo at sa komunidad.

Mga serbisyong suporta na pwede mong kontakin

Kung may inaalala ka o hindi komportable sa kahit na kanino, o may tanong o reklamo, maaari mong kontakin ang mga tao sa ibaba. Sisiguraduhin nila na matutugunan nang tama ang anumang inaalala mo:

Dr. Gundelina Velazco, Executive Director (Love146, Inc.)

Kung ayaw mong makipag-usap sa mga nagsasagawa ng pag-aaral na ito, o kami ang dahilan ng pag-aalala mo, maaari mong kausapin si Sheila Estabillo, Project Manager, Cybersafe Project (Plan International Philippines), o ang Department of Social Welfare and Development.

Ang proteksyon mo ay mahalaga sa amin!

Okay lang bang may mga itanong ako sa iyo? Sana ay makasali ka sa mahalagang gawaing ito. May tanong ka ba? Gusto mo bang sumali sa tanungan?

Salamat.

[] Oo, gusto kong matanong

[] Hindi, ayokong matanong

Dokumento ng pagpayag ng bata

Project Title: Toward a gender-responsive, participatory community-based child protection system

Participant Identification #: _____

Read out the information sheet with the children, and use a signer, as necessary. If using a recorder, show and demonstrate the recorder so they understand how it works.

Naiintindihan mo ba kung bakit tayo nag-uusap ngayon? ☺ ☹

Okay ba sa iyo na makipag-usap sa akin? ☺ ☹

Naiintindihan mo ba na pwede mo akong pahintuin sa ☺ ☹

anumang oras na gusto mong ihinto ito at hindi mo kailangang

sagutin ang tanong na ayaw mong sagutin? ☺ ☹

Okay lang ba sa iyo na itape ko ang sasabihin mo gamit itong ☺ ☹

tape recorder? (Demonstrate this) ☺ ☹

Alam mo ba kung sino ang kokontakin mo kung may inaalala ka? ☺ ☹

Name **OR** initials **OR (if names are not being collected)** smiley face **OR** verbal assent:

Date: _____

Researcher: _____

Date: _____

Signature: _____

G. For individual interviews of Community Members (Adults and youth (18-24 years old) in the sample community)

Information Sheet

*Toward a gender-responsive, participatory community-based child protection system
(Tungo sa isang sistema ng proteksyon ng mga bata na tugma sa mga kasarian at batay sa pakikilahok ng komunidad)*

Magandang umaga/hapon, ako si _____. Nagtatrabaho ako sa Love146. Nakikipagtulungan kami sa mga komunidad at iba pang grupo gaya ng Plan International para tulungan ang mga komunidad na bigyan ng proteksyon ang mga kabataan laban sa pagsasamantala at pang-aabuso.

Gusto sana naming imbitahin ka na sumali sa isang interbyu. Bago mo sabihin kung sasali ka, dapat mo munang maintindihan kung bakit namin ginagawa ito at kung ano ang mga kailangan. Maaari kang magtanong kung may hindi ka maintindihan o kung may gusto ka pang malaman.

Pinag-aaralan namin kung paano mapoprotektahan ng mga bata, mga magulang, at mga komunidad ang mga sarili nila laban sa pagsasamantala at pang-aabuso ng ibang tao sa pamilya, paaralan, at komunidad, at kahit na sa labas ng komunidad. Ginagawa namin ang pag-aaral na ito sa mga piniling komunidad sa Manila at Laguna, at may **40 kabataan at nakatatanda** ang tatanungin sa loob ng **30** minuto.

Ang mga impormasyong sasabihin mo ay makatutulong sa mga bata, kabataan, mga magulang at naninirahan sa komunidad, lalo na mga opisyal upang makaisip ng solusyon at magsagawa ng aksyon para maihinto, makatugon, at magreport ng mga kaso ng pang-aabuso.

Pag-uusapan natin ang mga dahilan kung bakit ang mga batang lalaki at babae at mga kabataan ay napagsasamantalahan at naaabuso ng mga taong kilala nila, mga taong hindi nila kilala, at kahit na mga taong nakilala lang nila kung saan at sa internet. Gusto naming malaman kung kailan o sa anong punto sana naiwasan ito. Ang interbyu ay tatagal ng 30 minuto.

Kailangan mo bang sumali?

Ang pagsali mo ay hindi pinipilit, pero ang opinyon at posibleng naging karanasan mo ay talagang makatutulong sa mga tao sa iyong komunidad. Ang desisyon mo na sumali o hindi sumali ay hindi makaaapekto sa ginagawang pagtulong ng Love146 (sa iyo) o sa komunidad.

Pagpapanatiling lihim at ligtas ang impormasyong ibibigay mo

Pakitandaan mo na hindi namin kukunin ang iyong pangalan, tinitirhan, o larawan, kaya walang makapagsasabi na nagbigay ka ng impormasyon.

“Isusulat namin ang lahat ng sasabihin mo at ng mga magulang at ibang bata pero hindi namin isusulat ang pangalan ninyo sa anumang report. Mahalaga para sa Love146 ang kaligtasan ng mga bata. Hindi namin sasabihin kahit kanino ang sasabihin mo, maliban na lang kung nag-aalala kami sa kaligtasan mo o ng isa pang bata. Kung mangyayari ito, sasabihin namin sa Love146 na maaaring humingi ng tulong sa ibang organisasyon o serbisyo.”

Paano kung ayaw mo nang sumali sa pag-aaral na ito?

Hindi mo kailangang sumagot sa anumang tanong kung ayaw mo, at kung hindi ka na komportable at gusto mo nang pahintuin ang interbyu o umalis sa anumang punto, okay lang yon. Pwede nating ihinto ang interbyu kung hindi ka na komportable sa mga tanong.

Paano mong malalaman ang tungkol sa pag-aaral na ito?

Ibabahagi namin ang resulta ng pag-aaral sa mga bata at kabataan, mga magulang, mga opisyal sa komunidad at ilan sa inyo sa okasyon ng pagtalakay ng komunidad sa mga solusyon at aksyon. Magkakaroon din ng report na maiintindihan ng mga bata na ibabahagi namin sa inyo at sa komunidad.

Mga serbisyong pwede mong kontakin

Kung may inaalala ka o hindi komportable sa kahit na kanino, o may tanong o reklamo, maaari mong kontakin ang mga tao sa ibaba. Sisiguraduhin nila na matutugunan nang tama ang anumang inaalala mo:

Dr. Gundelina Velazco, Executive Director (Love146, Inc.)

Kung ayaw mong makipag-usap sa mga nagsasagawa ng pag-aaral na ito, o kami ang dahilan ng pag-aalala mo, maaari mong kausapin si Sheila Estabillo, Project Manager, Cybersafe Project (Plan International Philippines), o ang Department of Social Welfare and Development.

Ang proteksyon mo ay mahalaga sa amin!

Okay lang bang may mga itanong ako sa iyo? Sana ay makasali ka sa mahalagang gawaing ito. May tanong ka ba? Gusto mo bang sumali sa interbyu?

Salamat.

Oo, gusto kong mainterbyu

Hindi, ayokong mainterbyu

CONSENT Form for Parents and Young adults

Project Title: Toward a gender-responsive, participatory community-based child protection system

Participant Identification #: _____

Ako, si _____, _____ taong gulang, ay inaanyayahang sumali sa isang pag-aaral na isasagawa ng Love146, Inc. Ang pag-aaral ay gagawin sa mga piniling lugar sa **Manila at Laguna** at may **40 bata at nakatatanda** ang iinterbyuhin sa loob nang may **30** minuto.

Naiintindihan ko na:

- (6) Ang pangunahing layunin ng pag-aaral na ito ay magtipon ng mga pananaw kung paano mapoprotektahan ang mga bata at nakatatanda laban sa paggawa ng masama o pagsasamantala ng ibang tao;
- (7) Ang lahat ng sagot ko ay hindi sasabihin kahit kanino at hindi gagamitin laban sa akin;
- (8) Ako rin ay may karapatang tumangging sumagot sa mga tanong na ayaw kong sagutin;
- (9) Pwede akong huminto ng pagsagot kailanman, kahit na nagsimula na ang interbyu;
- (10) Lahat ng impormasyon tungkol sa akin ay hindi ibubunyag sa anumang report na ilalabas kaugnay ng pag-aaral na ito; at

Malaya kong makokontak si **Dr. Gundelina Velazco at Ma. Sheila Estabillo ng Plan International at ang DSWD** kung may mga tanong ako.

Pinatutunayan ko na:

- (4) Nabasa ko ang mga nakasulat sa itaas o binasa ito sa akin;
- (5) Binigyan ako ng pagkakataong magtanong ng tungkol sa interbyu at lahat ng tanong ko ay nasagot sa aking kasiyahan; at
- (6) Ako ay pumapayag nang kusa na sumali sa pag-aaral na ito.

Pangalan ng Sumasagot (boluntaryo) _____	
Pirma ng Sumasagot _____	Date: _____

If the respondent is not literate:

I have read the consent form to the potential participant in its entirety, and he/she has had the

opportunity to ask questions. I affirm that the individual has given consent freely.

Name of FI	Thumb Print of Respondent:
Signature of FI	
Date	

Researcher: _____

Date: _____

Signature: _____

H. For Professionals, Service Providers, and other Adults in sample communities

Information Sheet

*Toward a gender-responsive, participatory community-based child protection system
(Tungo sa isang sistema ng proteksyon ng mga bata na tugma sa mga kasarian at batay sa pakikilahok ng komunidad)*

Magandang umaga/hapon, ako si _____. Nagtatrabaho ako sa Love146. Nakikipagtulungan kami sa mga komunidad at iba pang grupo gaya ng Plan International para tulungan ang mga komunidad na bigyan ng proteksyon ang mga kabataan laban sa pagsasamantala at pang-aabuso.

Gusto sana naming imbitahin ka na sumali sa isang interbyu. Bago mo sabihin kung sasali ka, dapat mo munang maintindihan kung bakit namin ginagawa ito at kung ano ang mga kailangan. Maaari kang magtanong kung may hindi ka maintindihan o kung may gusto ka pang malaman.

Pinag-aaralan namin kung paano mapoprotektahan ng mga bata, mga magulang, at mga komunidad ang mga sarili nila laban sa pagsasamantala at pang-aabuso ng ibang tao sa pamilya, paaralan, at komunidad, at kahit na sa labas ng komunidad. Ginagawa namin ang pag-aaral na ito sa mga piniling komunidad sa Manila at Laguna, at may **40 kabataan at nakatatanda** ang tatanungin sa loob ng **30** minuto.

Ang mga impormasyong sasabihin mo ay makatutulong sa mga bata, kabataan, mga magulang at naninirahan sa komunidad, lalo na mga opisyal, upang makaisip ng solusyon at magsagawa ng aksyon para maihinto, makatugon, at magreport ng mga kaso ng pang-aabuso.

Pag-uusapan natin ang mga dahilan kung bakit ang mga batang lalaki at babae at mga kabataan ay napagsasamantalahan at naaabuso ng mga taong kilala nila, mga taong hindi nila kilala, at kahit na mga taong nakilala lang nila kung saan at sa internet. Gusto naming malaman kung kalian o sa anong punto sana naiwasan ito. Ang interbyu ay tatagal ng 30 minuto.

Kailangan mo bang sumali?

Ang pagsali mo ay hindi pinipilit, pero ang opinyon at posibleng naging karanasan mo ay talagang makatutulong sa mga tao sa iyong komunidad. Ang desisyon mo na sumali o hindi sumali ay hindi makaaapekto sa ginagawang pagtulong ng Love146 (sa iyo) o sa komunidad.

Pagpapanatiling lihim at ligtas ang impormasyong ibibigay mo

Pakitandaan mo na hindi namin kukunin ang iyong pangalan, tinitirhan, o larawan, kaya walang makapagsasabi na nagbigay ka ng impormasyon.

“Isusulat namin ang lahat ng sasabihin mo at ng mga magulang at ibang bata pero hindi namin isusulat ang pangalan ninyo sa anumang report. Mahalaga para sa Love146 ang kaligtasan ng mga bata, mga kabataan, at magulang. Hindi namin sasabihin kahit kanino ang sasabihin mo, maliban na lang kung nag-aalala kami sa kaligtasan mo o ng isa pang bata. Kung mangyayari ito, sasabihin namin sa Love146 na maaaring humingi ng tulong sa ibang organisasyon o serbisyo.”

Paano kung ayaw mo nang sumali sa pag-aaral na ito?

Hindi mo kailangang sumagot sa anumang tanong kung ayaw mo, at kung hindi ka na komportable at gusto mo nang pahintuin ang interbyu o umalis sa anumang punto, okay lang yon. Pwede nating ihinto ang interbyu kung hindi ka na komportable sa mga tanong.

Paano mong malalaman ang tungkol sa pag-aaral na ito?

Ibabahagi namin ang resulta ng pag-aaral sa mga bata at kabataan, mga magulang, mga opisyal sa komunidad at ilan sa inyo sa okasyon ng pagtalakay ng komunidad ng mga solusyon at aksyon. Magkakaroon din ng report na maiintindihan ng mga bata na ibabahagi namin sa inyo at sa komunidad.

Mga serbisyong pwede mong kontakin

Kung may inaalala ka o hindi komportable sa kahit na kanino, o may tanong o reklamo, maaari mong kontakin ang mga tao sa ibaba. Sisiguraduhin nila na matutugunan nang tama ang anumang inaalala mo:

Dr. Gundelina Velazco, Executive Director (Love146, Inc.)

Kung ayaw mong makipag-usap sa mga nagsasagawa ng pag-aaral na ito, o kami ang dahilan ng pag-aalala mo, maaari mong kausapin si Sheila Estabillo, Project Manager, Cybersafe Project (Plan International Philippines), o ang Department of Social Welfare and Development.

Ang proteksyon mo ay napakahalaga sa amin!

Okay lang bang may mga itanong ako sa iyo? Sana ay makasali ka sa mahalagang gawaing ito. May tanong ka ba? Gusto mo bang sumali sa interbyu?

Salamat.

Oo, gusto kong mainterbyu

Hindi, ayokong mainterbyu

CONSENT Form

Project Title: Toward a gender-responsive, participatory community-based child protection system

(Tungo sa isang sistema ng proteksyon ng mga bata na tugma sa mga kasarian at batay sa pakikilahok ng komunidad)

Participant Identification #: _____

Ako, si _____, _____ taong gulang, ay inaanyayahang sumali sa isang pag-aaral na isasagawa ng Love146, Inc. Ang pag-aaral ay gagawin sa mga piniling lugar sa **Manila at Laguna** at may **40 bata at nakatatanda** ang iinterbyuhin

sa loob nang may **30** minuto.

Naiintindihan ko na:

- (1) Ang pangunahing layunin ng pag-aaral na ito ay magtipon ng mga pananaw kung paano mapoprotektahan ang mga bata at nakatatanda laban sa paggawa ng masam o pagsasamantala ng ibang tao;
- (2) Ang lahat ng sagot ko ay hindi sasabihin kahit kanino at hindi gagamitin laban sa akin;
- (3) Ako rin ay may karapatang tumangging sumagot sa mga tanong na ayaw kong sagutin;
- (4) Pwede akong huminto ng pagsagot kailanman, kahit na nagsimula na ang interbyu;
- (5) Lahat ng impormasyon tungkol sa akin ay hindi ibubunyag sa anumang report na ilalabas kaugnay ng pag-aaral na ito; at
- (6) Malaya kong makokontak si **Dr. Gundelina Velazco at Ma. Sheila Estabillo ng Plan International at ang DSWD** kung may mga tanong ako.

Pinatutunayan ko na:

- (1) Nabasa ko ang mga nakasulat sa itaas o binasa ito sa akin;
- (2) Binigyan ako ng pagkakataong magtanong ng tungkol sa interbyu at lahat ng tanong ko ay nasagot sa aking kasiyahan; at
- (3) Ako ay pumapayag nang kusa na sumali sa pag-aaral na ito.

Pangalan ng Sumasagot (boluntaryo) _____	
Pirma ng Sumasagot _____	Date: _____

If the respondent is not literate:

I have read the consent form to the potential participant in its entirety, and he/she has had the opportunity to ask questions. I affirm that the individual has given consent freely.

Name of FI _____	Thumb Print of Respondent:
Signature of FI _____	
Date _____	

Researcher: _____

Date: _____

Signature: _____

I. Consent Form for Parents/Guardians for Children attending focus group discussions and meetings within the sample community

Petsa _____

Ako/Kami, _____ mula sa _____ (pangalan ng Magulang/Guardian at tirahan) ay pumapayag na ang aming anak na si, _____ (buong pangalan ng bata) ay sumali sa kalahating araw na pakikipag-usap sa mga bata kaugnay ng proyektong: *Tungo sa isang sistema ng pagprotekta ng komunidad sa mga bata na patas sa mga kasarian at batay sa pakikilahok ng komunidad.*

Ang mga kawani ng Love 146 na sina _____ at _____,

sa kaalaman ng opisyal ng komunidad, ang magsasagawa ng pakikipag-usap at responsable sa kanilang pansariling pangangalaga at proteksyon.

Alam ko/namin na kung ang aking/aming anak ay magkakaroon ng karamdaman o emergency sa loob ng gawaing ito, maaaring mangailangan siya ng gamutan o lunas. Pinahihintulutan ko/namin ang Love146 at opisyal ng komunidad na magsagawa ng agaran at angkop na aksyon at ipagbigay alam ito sa amin sa laong madaing panahon.

Nabasa ko/namin ang mga kalakip na panuntunan ng gawaing ito at tinalakay ko/namin ito sa aking/aming anak. Binigyan ako/kami ng impormasyon kung paano kokontakin si Dr. Gundelina Velazco, Executive Director ng Love146 at Ma. Sheila Estabillo ng Plan International at ng DSWD kung ako/kami ay may tanong.

Pangalan at Lagda ng Magulang/Guardian ng Bata/Petsa

J. LOVE146 social workers consent form for/on behalf of children staying in the Safehome (who are participants to this study)

Date _____

I/We, _____ from
 _____ (Love146 safehome and address) allow our client,
 _____ (full name of Child) to participate
 _____ in a half-day consultation of
 children on the project: *Toward a gender-responsive, participatory community-based child
 protection system*

I/We, as Love 146 social worker/s , _____ with the knowledge of
 Love146, will conduct the activity and are responsible for his/her care and protection.

I/We recognize that if an illness or emergency involving the child should occur, medical
 treatment may be required. I/We shall take immediate appropriate actions.

I/We have read the attached principles and discussed them with my/our child. I/We have been
 given the contact of Dr. Gundelina Velazco, Executive Director of Love146 at Ma. Sheila
 Estabillo of Plan International and the DSWD if I/WE have questions.

 Name and Signature of Parent/Guardian /Social Worker for the Child/Date

Appendix D

Community-Derived Checklist of Indicators of Being/At Risk of Being Sexually Exploited.

CHECKLIST OF INDICATORS

PANGALAN NG BATA: _____ KASARIAN: _____
 (Name of Child) (Gender)

ADDRESS: _____ EDAD: _____
 (Age)

PETSA NG KAPANAKAN: _____ PETSA NG PAG-INTERBYU: _____
 (Date of Birth) (Date of Interview)

Lagyan ng tsek (✓) kung narinig o naobserbahan sa bata/kalahok.
 (Check if heard or observed in the child/subject).

1.	<i>Inuutusan mismo ng magulang ang bata na sumama sa bugaw o sa foreigner.</i> (Parent commands the child to go with pimp or foreigner)
2.	<i>Nagsabi ang bata na dinadala siya sa hotel at iniwan ng mga magulang.</i> (Child said he/she is taken to hotel and left there by parents)
3.	<i>Padikit-dikit sa mga foreigner o pasipat-sipat sa mga foreigner</i> (Child stays close to foreigners or is on the lookout for foreigners)
4.	<i>Nagsasabi na may nag-sponsor na foreigner sa kanya</i> (Child says there is a foreigner who sponsors him/her)
5.	<i>Nanlilimos/ Isinasama sa panlilimos ng magulang</i> (Begs or taken along by parents to beg)
6.	<i>Nagkwento na siya'y naghahanap ng aruga ng mas nakatatanda na hindi kakilala dahil sa kakulangan ng aruga mula sa magulang</i> (Has said that he/she looks for caring by adult strangers because of lack of caring from parents)
7.	<i>Nagsabi na ang pamilya'y nangangailangan ng pera</i> (Has said that his/her family is in need of money)
8.	<i>Sinasabing siya'y berbal na inaabuso ng kanyang mga magulang</i> (Is saying that he/she is being verbally abused by his/parents)
9.	<i>Matamlay/ Tahimik o hindi palasalita</i> (Lethargic/quiet or does not usually talk)
10.	<i>Sinasabi niyang hindi siya nakakapag-aral dahil walang hanapbuhay ang magulang</i> (Is saying that he/she is not able to go to school because parents are jobless)

11.	<i>Nagsasabi ang bata na walang pakialam ang magulang/walang oras para sa kanila</i> (Is saying that parents do not care, have no time for them)
12.	<i>Iniiwan sa lansangan ng magulang/pamilya.</i> Abandoned in the street by parents/family)
13.	<i>Nakikitang laging tulala o malayo ang iniisip</i> (Looks dazed or always lost in thought)
14.	<i>Nagsabi na siya'y minamaltrato ng kanyang mga magulang</i> (Said that he/she is being maltreated by parents)
15.	<i>Hiwalay ang magulang</i> (Parents are separated)
16.	<i>May pasa/sugat sa katawan dahil sa pananakit ng mga tao</i> (Body has bruises/wounds inflicted by people)
17.	<i>May bisyo/ Ang mga kabataang gumagamit ng marijuana o droga</i> (Uses marijuana or drugs)
18.	<i>Umilag o umiiwas makisalamuha sa iba</i> (Avoids people)
19.	<i>Kapag tinanong ang bata ay sobrang layo ng sagot niya sa tanong/ Hindi makausap ng matino</i> (When asked, child gives unrelated answer/unable to have a sane conversation)
20.	<i>Pagsuot ng damit na nakakaakit sa iba/ Ginagaya ang sexy na pananamit na nakikita sa iba</i> (Wears attractive clothes; imitates sexy clothes seen in others)
21.	<i>Nagsasabi na siya'y sobrang lungkot at nagsabing nakakaramdam na siya'y walang silbi</i> (Says that he/she is extremely sad and feels useless)
22.	<i>Nagkwento na siya'y na-i-impluwensiyahan ng barkada</i> (Said that he/she is being influenced by peers)
23.	<i>Gala/ Mga batang palaboy-laboy</i> (Roams around)
24.	<i>Gutom/Payat/Hindi nakakakain ng maayos</i> (Hungry/thin/does not eat well)
25.	<i>Nagsasabi na hindi siya makatulog kahit pilitin niya</i> (Says that he/she is unable to sleep even if he/she tries to)
26.	<i>Hindi sumusunod kapag inuutusan ng magulang</i> (Does not obey parents' commands)
27.	<i>Nahihiya/Mahiyain</i> (Shy)
28.	<i>Kapag nasaktan ang bata ay nakikitang nananakit din ng iba</i> (Retaliates when hurt by others)
29.	<i>Mga batang lumalabag sa mga curfew</i> (Violates curfew)

TOTAL: _/29

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