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FOREWORD

The sexual abuse of children is among the most tragic and heart-rending of problems that we face as a society today.

Over the years, incest, pedophilia, molestation, and rape cases have been met with embarrassment and shocked outrage and then discussed in hushed tones. These problems were simply too shocking to be dealt with in the full light of day. Worse yet, in many instances, sexual abuse cases among children were often swept under the rug by families, friends, and the victims themselves. Dealing with mixed feelings of guilt, shame and physical pain, the people concerned tended to think that it was best not discussed at all. Hidden under the cover of darkness, it was hoped that the scars of the abuse would fade with time.

The stories of abuse that do escape to the surface grip and shock us. The numbers alarm us. We saw a total of 11,045 child abuse cases in the department of social welfare and development in the year 2000. Of these cases, 5,148 involved the sexual abuse of girl children, while 37 involved male children.

Yet these numbers do not give us a complete picture of the problems that our children face, because a greater percentage of cases of sexual abuse involving children are never exposed or brought to the surface.

Under the cover of darkness, the victim's voice is forever silenced by fear, shame and guilt. Under the cover of darkness, that victim is forever left on his or her own to deal with the scars of the abuse.

What then can we do to respond to the problem of sexual abuse of our children?

To prevent it, we need to raise awareness at the level of the family, the school and the broader community. To deal with it, we need to be able to reach out to the victims, allow them to find their voice and subsequently provide them with the tools for healing their physical and emotional wounds.

Stairway Foundation seeks to respond to the plight of our sexually abused children by bringing awareness of the problem to new levels and equip those who are trained to respond to such cases in the best ways possible. The animation tool kit, in particular, is meant to provide a glimpse into the problem of child sexual abuse while providing the crucial "safety nets" for children whose experiences of abuse may emerge as a result of the viewing process.

In paving the way for these cases to emerge to the surface and be treated with the assistance of properly trained professionals, the animation tool kit serves a unique and invaluable function in our endeavor to help sexually abused children. In the process, we will have come one step closer to enabling our children to dream of a better and brighter future.

Corazon Juliano-Soliman

Secretary

Department of Social Welfare and Development

Republic of the Philippines

MESSAGE

from The Center for the Prevention and
Treatment of Child Sexual Abuse

Twelve years ago, when I first became involved with the issue of Child Sexual Abuse in the Philippines, discussion and services revolved around exploitation, with a focus on the tourist sex trade. At that time we still wanted to believe that the problem came from outside – we were in denial about our own role and abuse of our own children. The issue of child sexual abuse in the family was not a part of the vernacular, because the terminologies used for child exploitation were so general and vague, that the secret of sexual abuse within families was kept hidden. Over the succeeding years, the harsh reality has been revealed. Child sexual abuse in families, incest against our daughters and our sons, has far too long caused harm and dysfunction for our children and for the family unit. Child victims of abuse far outnumber child victims of sexual exploitation.

Through the pioneering work of dedicated Filipino social workers, whom we at the Center for the Prevention and Treatment of Child Sexual Abuse are honored to have worked with, and the dedication and commitment of educators and civic leaders, the terrible secret of family incest has been brought into the light of day. Today, we are working together through various agencies and through proactive education of children, parents, and communities to give children who are victims of incest and family abuse the hope of healing, renewal and family recovery.

An important addition to our efforts is the use of animation as a learning tool for children. The animation video "Daughter" provides social workers and teachers with another tool with which to empower children with the knowledge and skills they need to end the cycle of abuse that is destroying their lives. I am excited to endorse "Daughter," as an effective means for presenting the issue of incest and family abuse of children.

We have come a long way in the past ten years to define and develop programs to assist children and families who are ravaged by the effects of incest in their home. The publication of the "Daughter" Animation Tool Kit demonstrates another step forward in our efforts to save our children, strengthen our families and provide better life for the children on the Philippines. We at CPTCSA are honored to be able to be a part of the dynamic work of Stairway Foundation.

Lois J. Engelbrecht (MSW)

Center for the Prevention & Treatment of Child Sexual Abuse

NOTE

Lois Engelbrecht has extended her vocation for the protection of children against sexual abuse to encompass two more organizations in Kuala Lumpur, (The Children) and Hanoi (Prevent Child Sexual Abuse).

AUTHOR'S NOTES

It is the second day of the workshop and an atmosphere of trust has been established between the children and the facilitators. I sit with a group of boys and girls who have been abused in one way or another. Most have shared willingly and sometimes even eagerly about their adventures and experiences in the streets. They talk openly about substance abuse and physical abuse, and sometimes they even embellish their stories to out do each other. Some stories get so bizarre that they are truly unbelievable and the group erupts in laughter. When I direct the conversation onto sexual abuse the room falls silent. The whole atmosphere and dynamics of the group have changed. I take out the story of "Daughter" and begin reading. Slowly everybody returns to Earth and moves closer in to me as I read the story out loud. Large black and white drawings accompany the reading.

"He made me touch him and he started kissing me. He made me come to his room every night. He told me that what we did was what all daughters did with their fathers. He told me it was our secret and not to tell..."

As I read, I observe body language and take mental note of certain behaviors. I notice a boy starts tapping the floor with his hand. A girl vigorously scratches her arm. Another stares into space. Another grasps her legs and puts her head to her knees. They seem distant, but I can tell that they are listening intently. We come to a funny part and everyone laughs. That's a good sign. The humor helps to lighten up the atmosphere a bit. I come to the end of the story. I allow the group a moment of silence and a bit of time to reflect before asking questions. The questions are simple and open-ended which allow room for discussion. The keen participation indicates that the young people could relate to the story and identify with the characters. When I ask the question whether the story is true to life, the girl who had put her head on her knees answers with tears in her eyes and says, "I am like Daughter." "Her story is my story." And thus the healing process begins...

The "Daughter" Animation Tool Kit has proven effective in helping children and young people to open up about sexual abuse. Non-threatening and non-intimidating, the animation could be a first step in helping young people to break free from the damaging effects caused by the abuse.

The animation tool kit may be a small step in the fight against child sexual abuse, but could be a great one in the eyes of a child.

Monica Ray Jørgensen

Artistic Director, SFI

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INTRODUCTION

Child Sexual Abuse (CSA)



“When she left, it was the beginning of the nightmare. I was no longer a little twelve-year old girl. I became the mother of four children and the sex object of my own father.”

Child abuse is a frightening reality in the Philippines, as it is in many other countries of the world. Of all the forms of abuse of children, sexual abuse may be the gravest, possibly leaving the deepest scars on the victim. It is a violence that does not necessarily require use of physical force, and therefore it easily leaves the abused child with the false notion that they bear responsibility for what is happening because they somehow gave their consent. . A sense of guilt is added to the child’s feeling of pain, shame and confusion.

The United Nations Convention on the Rights of the Child (UNCRC) states clearly that child sexual abuse is a violation of children’s human rights. Article 34 of the UNCRC specifically states that “every child has to be protected from all forms of sexual exploitation and sexual abuse.” The convention has called upon all governments, NGOs and other institutions and organizations to undertake measures to protect the child from all forms of sexual abuse and sexual exploitation. Yet sexual abuse is largely not talked about or even reported. It is a most sensitive issue, which so far has been kept hidden in the shadows, which only benefits offenders. To eliminate and prevent all forms of abuse on our children, it is of extreme importance that we as caregivers and teachers learn to comfortably address the issue at hand and enable victimized children to get help, as well as to develop and implement strategies for prevention.

Awareness plays a key role in implementing prevention programs. However, materials on this issue are not sufficient, updated, or even attractive to young people. The “Daughter” animation tool kit was created as a response to the scarcity of relevant information and educational material appealing to youth in the hope that many teachers and students will use it and benefit from it.

The Tool Kit aims to educate the community and to open dialogue about child sexual abuse. It addresses the need to be informed and to be familiar with the issue of sexual abuse in order to help battle the detrimental effect deeply corrupting young innocent victims and to eventually safeguard them from further abuse. This animated video hopes to contribute to breaking free from the shackles of a taboo that has kept many victims in silence, as it helps in breaking free from the general community’s ignorance, apathy or simply cowardice to face this issue.

» What We Hope To Accomplish

We suggest that these materials be used for prevention, early intervention, and treatment. In terms of prevention, our aim is two fold: first, to have the Tool Kit create discussion around this issue, and second, to educate teachers, children, parents and communities about this issue. Regarding early intervention, our aim is that this tool kit will enable individuals to be able to report to relevant authorities. In terms of treatment, we hope the animation and the debate around it will initiate the first step of healing for children who have been abused and help them break out of their shackles of silence to disclose their nightmares.

» Are We Ready?

Once we invite sexually abused children to go through the door of disclosure we must be absolutely sure that we are ready and prepared to help them throughout the process of healing. A safety net of people and institutions must be in place. Preparation for this important task begins with understanding child sexual abuse and continues through part 2 of this Manual.

» What Are the Forms of Child Sexual Abuse?

There are several forms of sexually related violations of children. The most well known in many developing countries, particularly in South East Asia, is exploitation, which refers to commercial sex trade. We hear stories about foreign pedophiles and the boys, girls, families, and even whole communities that they trick and abuse. Pedophiles are adults, usually men, who want sex only with children. Pedophiles each have their own preferences for age and gender, but the most common victims of pedophiles are young boys. The issue of child sexual exploitation is being confronted in the animation "A Good Boy", which tells the story of a street child, Jason, who is being victimized by a foreign pedophile. "A Good Boy" is also written and produced by Stairway Foundation Inc.

Another kind of sexual violation of children is referred to as assault. This is when the abuser is a stranger or not well known to the child and kidnaps or lures the child somewhere for sex.

The most common form of sexual violation of children is, however, sexual abuse. The difference between abuse and assault is the fact that a relationship exists between the child and the abuser and thus the abuse is an abuse of the relationship. The very fact that sexual abuse is about a relationship and not about an event is the reason why most children cannot tell others what happened, and

why most sexual crimes against children are abuse and not assault or exploitation.

In the story, "Daughter," we witness a case of abuse because of the relationship between father and daughter.

» What Is Child Sexual Abuse?

Child sexual abuse is when a more powerful person uses a less powerful person for sexual gratification. An example is when an adult uses a child for his/her own sexual gratification. When the offender and the victim are in the same immediate or extended family, the abuse is called "incest."

However, the definition of abuse does not depend only on the involvement of an adult, though that is most often the case. A sexual act between two minors, where one exerts power over the other, is also considered sexual abuse.

There is a variety of forms of sexual abuse of children. Roughly, they can be divided into two different categories: touching and non-touching abuse. Non-touching abuses include exhibitionism, exposure to pornography, voyeurism, and communicating in a sexual way, for example through telephone or the internet and letting down the bars of privacy so that the child watches or hears sexual acts. Touching abuses include kissing, fondling, oral sex, vaginal or anal intercourse, or attempted intercourse.

CHILD SEXUAL ABUSE IS A CRIME PUNISHABLE BY LAW.

» What are the Characteristics of Child Sexual Abuse?

Perhaps the most important characteristic of child sexual abuse is that the offender depends on secrecy. Without secrecy there would be no sexual abuse, because no culture or society supports sex with children. But, if no culture supports it, then how can it be so prevalent today?

Silence is easy when it comes to sex. One explanation for the prevalence of child sexual abuse today is that we don't teach our children about their private body parts. When we teach all the other parts of our body, but leave out the genitals, parts of the body that children know exist, we could be teaching a sense of shame about our private body parts. Something unspeakable. Thus, if something happens to the private body parts of a child, they would not know how to tell anybody what happened. The result is that too many children will not or cannot tell their parents or other trusted adults about an inappropriate touch, or what we call an "unsafe touch."

A second characteristic of child sexual abuse is that of intent. The definition of child sexual abuse states clearly that there must be the intent of sexual gratification by the adult or older/more powerful minor. However, regardless of the intent of the more powerful person, the vulnerable person could be affected in a way very different from that intent. Adults must always take into consideration the feelings of the child. Instead of doing this, society tends to focus on the words of the offender, often someone who is a gifted manipulator who can turn behaviors into many "intents," including that the behavior was just an accident or meant as affection.

» Who Are the Perpetrators?

In the Philippines, as in many other places, much emphasis is placed on family values and building strong families. Families are meant to be safe places. Nevertheless, statistics show that families are the most common source of sexual abuse against children. The chart below shows the perpetrators in 501 cases of sexual abuse reported to the Philippine police and the Department of Social Welfare and Development in the year 2000.

Most families are indeed safe and nurturing places, but it is important to not become blind to the large number of our children suffering from abuse within their own families, or from friends or acquaintances of the family.

» What Is the Strategy of the Offender?

The most important characteristic of Child Sexual Abuse is the "Grooming Process" used by offenders. The sexual offender must go through an entire process before touching the child inappropriately. Sexual abuse is not about individual touching acts, but about relationships. Sexual offences begin far before the touching. They begin in the mind of the sexual offender.

This grooming is a normal human game we all play in setting any relationship, whether it be courting or friendship or neighbors. The problem with the sexual offenders is that they use common and healthy human relationship skills for very insidious reasons. The process of grooming is not unlike courting between a girl and boy prior to marriage, and it allows the offender to recognize the needs of the child that they can meet and develop a relationship with the child and possibly the family.

All children, as do all people, have some vulnerability, and sexual offenders are gifted manipulators, who will search for and find that particular vulnerability. The offender may become the father figure or the math tutor

Perpetrators of Sexual Abuse - Year 2000

Of the 501 cases, 13 had multiple perpetrators, 18.4% are minors

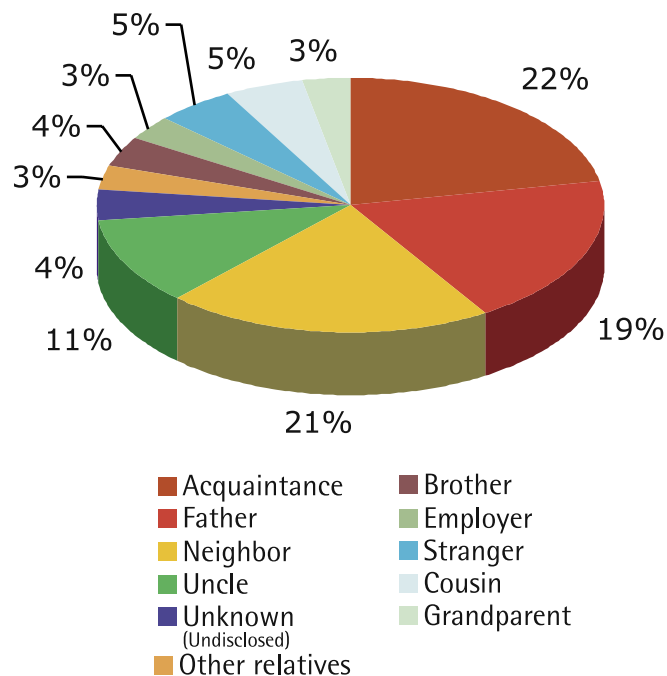


Figure 1: Perpetrator Information Chart. Courtesy of Child Protection Unit Website

and in that way that also pleases the adults surrounding the child. In time touching will begin. The offender needs to desensitize the child to this unusual touch by putting it into a context, such as sex education or love. This desensitizing eventually leads to sex. At this stage, the child is confused, but has grown to love the offender and knows that the family approves of this adult; which is multiplied with instances of incest.

In cases of incest, the child is given the inappropriate burden of protecting the offender from jail, keeping the family together and keeping the abuse silent. This inappropriate burden often causes the child to accommodate the abuse by convincing herself that the relationship and actions are all right, because the offender is loved and respected by others. To cope with the situation the child accepts the context the offender has made, such as love, and keeps silent. This is referred to as the Accommodation Syndrome.

Understanding the characteristics of child sexual abuse and its insidious nature and how the offender prepares the victim helps us better understand how and why children are affected by sexual abuse. Understanding the Accommodation Syndrome helps us understand why children remain silent.

» What Are the Effects of Child Sexual Abuse?

All abuse is traumatic and harmful in some way to victims. But most sexual offenders leave no physical signs or evidence of their abuse.

Physical signs of sexual abuse include:

- STDs
- urinary tract infections
- pregnancy at a young age
- unusual smells or bleeding
- difficulty walking or sitting
- bruises or wounds on the genitalia and mouth

Children victimized by sexual abuse are more often affected cognitively and emotionally, symptomized through their behavior. Child abuse will have a variety of effects on children, depending on the child's age, gender, the type of abuse, duration of abuse, who the offender is, degree of violence used, etc. The symptoms the child shows will depend further on their age, their own mental health, coping mechanisms, social support and their gender. Though girls are more vulnerable to sexual abuse than boys are, male victims are far from exceptional.

ANGER is generally manifested differently with males and females. Females tend to internalize their anger, even turning it onto themselves. At times their anger turns into depression. Males tend to externalize their anger, as they are socialized to be more aggressive. Their anger turns into blaming others or destructive behavior against people and things.

GENDER AND SEXUALITY issues are particularly prevalent among boys because of homophobia, or fear of homosexuality. Most offenders are men, and thus the boy victims fears they were either already homosexual to begin with, which is why they were chosen by the offender, or that they are now infected with homosexuality. Girls may behave pseudo-homosexually because they seek women for safety, again because most offenders are men, and this could result in eventual inappropriate sexual behaviors with other women. Boys who respond homosexually because of their abuse could be pseudo-homosexual as well.

POWERLESSNESS, or **LEARNED HELPLESSNESS** occurs most often when the offender is close to the child and family, exerting power over the child. The child feels there is nothing they can do, thus they become compliant not only in the relationship, but often to other aspects of life.



Common effects of child sexual abuse are:

- » Distrust of others and themselves
- » Terror and anxiety
- » Shame, guilt, and self-hatred
- » Alienation from their bodies
- » Isolation and withdrawal from people and activities
- » Powerlessness, depression, and extreme passivity
- » Anger
- » Obsession with sex or complete aversion to it
- » Questioning their sexuality and gender
- » Drug and alcohol use, abuse and addiction
- » Eating and sleeping disorders
- » Perfectionism and workaholicism
- » Mental illness and suicide
- » Sexual offending

Children who are abused are more at risk for further abuse. Children who are abused are at risk to become abusers.

» Who Can Be Sexually Abused?

All children are vulnerable to sexual abuse, particularly girls, simply because children are smaller, have less information about the world and sex, and give unconditional love. Sexual abuse and incest occur in every race, class, religion, culture, and country.

Pre-school children are more at risk to incest, thus both boys and girls are equally vulnerable. School-age children are more at risk to being abused by extended family members and non-family members, and here boys are more at risk because we protect our girls. At this age, boys are most at risk from pedophiles. During adolescence boys and girls are equally at risk from pedophiles as well as from one another for date or acquaintance rape. It

is generally believed that girls are far more at risk than boys, but this is because boys tend not to report abuse.

Once a child has been sexually abused and has not received appropriate help, support and understanding for what has happened, s/he is particularly vulnerable to being sexually abused again by another perpetrator.

Certain children are more vulnerable, like those whose emotional needs are not met, who are emotionally deprived, or otherwise abused. Because these children need attention perpetrators will exploit that need. Children from unhappy families, or children who have few friends, are good examples. Again, this is not the child's fault. The child did not create the fact that their needs were not met, nor the fact that someone exploited that need.

» The Hidden Scourge

Sexual abuse or incest can occur anywhere, at any time, often in front of other people who do not, or choose to not see. In many cases, both adults and children are reluctant to report sexual abuse for many reasons. Abusers manipulate cultural elements and values and perpetuate misconceptions to silence their victims and other family members. In the Philippines, *hiya* (propriety and dignity) and *utang na loob* (gratitude/solidarity) are two positive values. Yet, these values can be manipulated by abusers to silence the victims leading them to believe that the family's *karangalan* or honor depends on their silence (Marcelino et al 2000). The fact that victims are young and dependent tends to be also a major obstacle to disclosure.

» Why Don't Children Tell Adults About Abuse?

Children often cannot tell about a touching problem because of the fear of:

REMEMBERING. Children often cope with their abuse by pushing it so far back in their minds that they "forget." To remember means to feel hurt again.

LOSS OF LOVE. Children often worry that their parents or friends won't love them once they know about their abuse because now they are "dirty." This is often because children will take responsibility for their abuse. Children also often fear separation from their family because of the telling.

SHAME & GUILT. Children either know or can sense that their sexual experiences with an adult are wrong. By telling someone and acknowledging that this happened, they fear the shame of the abuse. Older children will

experience more of a sense of guilt than younger children.

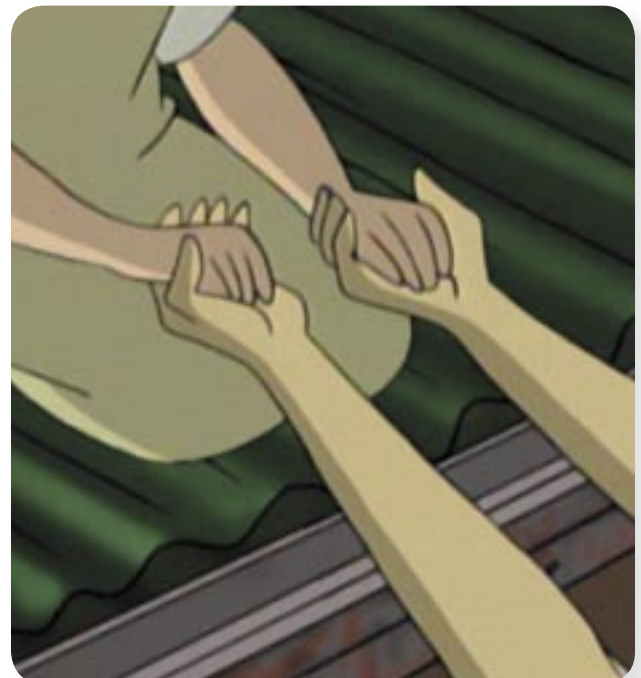
BLAME. Children fear that they will be blamed for the sexual touches, that they somehow wanted it. Adults tend to be believed over the child, and offenders often state that the child "asked" for the sexual touch. (Children ask for affection and attention, which are their rights; they do not ask for sex, for which they cannot have appropriate context for consent.

HARM. Offenders often maintain control over their victims by threatening harm to them or their families if they tell. Children are then burdened with the inappropriate responsibility for keeping their families safe.

UNDERSTANDING THESE FEARS OF DISCLOSURE WILL HELP IN YOUR APPROPRIATE RESPONSE.

» What Can Be Done?

The best way to protect children and youth against sexual abuse is to give them the knowledge and skills necessary for their safety and well being, and by creating in our families and communities an atmosphere in which they feel safe enough to come forward if they are being mistreated or abused. Children who know that they have rights, who are well informed about inappropriate touching, who are taught to trust their feelings about situations and people, and who know where to get help if needed, are less likely to be victims of any type of assault.



How to Use the Animation



He made me touch him and he started kissing me. He made me come to his room every night. He told me that what we did was what all daughters did with their fathers. Somehow I felt it wasn't right what we were doing in the night. I tried to tell someone about it. I told several people, but nobody would listen to me. They said I was fantasizing and making it all up. When they didn't believe me, I felt embarrassed and guilty by the things I had said.

We believe in the unique potential of narratives and stories to overcome barriers that often interfere with the learning process of children and youth who are at risk or with their means of expression, especially when dealing with difficult issues. Whether told through live action or animation, stories have a power that can touch and open young people in surprising and amazing ways.

Stories use powerful metaphors that serve as both models and mirrors for our lives. As young people watch and listen, discuss and tell stories, they learn to connect

to themselves, to each other, and to the world of ideas; to cultivate the imagination; to heighten social awareness by exploring the conflicts depicted with simplicity and wisdom.

» Who will Use the Animation Tool Kit

Teachers, social workers, counselors or any person who is trained and qualified to handle this sensitive issue can use this material. It is of utmost importance that whoever will use this material will use it with care and with proper guidance, so they will be able to respond to disclosure during or after the presentation. The information, guidelines and suggestions following here should prepare you for a safe and constructive session.

» Guide to Facilitators

Participatory techniques are encouraged in the sessions; the learners are allowed to articulate their experiences (if any) and to see the relevance of the story in their own lives. This methodology is based on the following framework:

- Begin with the experience and reality of the learner
- Establish the experience and reality of the character in the story
- Identify commonalities/gaps between the learner's reality and the character's reality
- Synthesize the discussions, ideas and experiences into a critical framework
- Anchor the new framework into action.

The following are the specific instructions in conducting the session.

» Before Showing the Video

Before showing the video it is important that the person handling the session is prepared.

- Watch the video at least twice before your first session with youth. Any questions you may have should first be answered to your full understanding.
- Be well grounded with the issue of child sexual abuse by reading information about it or seek training in qualified centers/institutions dealing with child sexual abuse.
- Understand your own sexuality and sexual issues.
- Research resources about child sexual abuse and have direct contact with at least one resource to increase

your credibility as well as be able to find answers to questions you cannot answer during the course of sessions with youth/families.

- Distribute information or resources about child sexual abuse or write resources list on the board.
- Gather copies of existing policies or procedures related to reporting child sexual abuse.
- Be aware that the video may trigger strong and elicit strong emotions from the participants who are survivors of child abuse.
- Be prepared to respond to such an occurrence and consider how you can create a safe atmosphere for discussion during the session.
- Invite experts from children's protective services or other resource organizations to attend the sessions and to make presentations.
- Just before you press the start button of the video player, address the students/participants' fears, prejudices and assumptions about child sexual abuse through a brief discussion

» Stopping the Video

The teacher/facilitator may stop the video at key moments in the middle of screening "Daughter". Though this may cause annoyance and shock because of the disruption, this can also be a powerful technique.

In the experience of other organizations that also use video materials for youth training, they have found that stopping the video can promote dialogue in three levels':

- It allows the youth to define in their own way what is happening in the film and the lives of characters
- It allows the youth to project their own feelings and experiences into the film
- It allows genuine and safe explorations of the young people's feelings and thoughts through the characters

The youth audience will be asked for their input on what would happen. It is important for them to realize that the cartoon is not only a narrative but also a story into which they could enter and play a role. The use of open-ended questions at this point is important.

» Sample Questions:

Scene: When the father asked the daughter to come to his room

- What do you think is the intention of the father?

- What is the daughter feeling at the moment?
- Can you imagine something like this happening to someone that you know?
- Does anyone want to talk about a similar situation?
- What would you do if you were the daughter in the story?

» Sample Activity

You may ask the students to act out the scene and make them decide how the story will continue. The outcome of the scene will depend on the choices the person will make in dealing with the situation. Choices would include whether or not to tell, whom to tell, when to tell, and how to tell.

» After Showing the Video

Leave the lights out for the duration of the tape through the credits to allow the students/participants time to compose themselves in the event they were upset by the content. Allow spontaneous comments to emerge before posing questions of your own. Asks general questions about feelings and reaction to the cartoon video. Then lead them to deeper analysis of the issue.

The guidelines below are to help you facilitate the discussion:

- Use open-ended questions.
- Whenever possible allow the students/participants to respond to comments or questions rather than dominating with your ideas and responses. A possible question following participants' comments could be to ask them, "Why?"
- Recognize that this issue may be emotionally charged, it is important to encourage the students to listen without interrupting each other.
- If you are uncertain about a non-participating student's desire to speak, gently ask if he/she has anything to say or to add. However, it is best to not place attention onto a student who wishes to be quiet. Rather, seek the person out alone at a later time.
- If someone is angry about an issue brought forward during the session, be sure that you understand the point he/she is trying to make; avoid hostility to intensify by avoiding unwanted comments or questions. However, it is important to allow the anger, but guide the student towards assertive anger

with questions such as going through the problem solving steps.

- If someone discloses a history of child sexual abuse during the discussion period, reassure him or her of your support, help protect his/her privacy, offer resources for support and assist with reporting as appropriate.
- Leave adequate time for the discussion period following the videotape; don't introduce a subject or idea without sufficient time to explore it and reach a resolution on the topic.

» Other Activities

The discussion can be followed by a role-play or talk through on how the youth consider the problem in the context of their lives and how it should be resolved. Another activity is to ask the group to re-write or change the story. The youth participants are encouraged to change the direction of the film or explore moments in the film where the characters would have taken a different path. The young people can consider different ways of ending the film with the situation resolved and the measures taken to bring this about. Throughout the discussion, remember to focus on the feelings of the students or the characters they present/role-play.

The aim of these activities is to get young people talking about the issues raised in the story. These activities will facilitate engagement and encourage them to think critically, to make decisions and to explore sensitive issues freely and comfortably. As facilitator feel free to create and to explore!

You can find below some suggestions on the questions to ask after the viewing:

» Open-ended questions

- » *What are your impressions of the story?*
- » *How does it make you feel? Does the story seem realistic to you?*
- » *How does Daughter deal with her problem? What are the different feelings Daughter experiences and why?*
- » *What are Mimi's feelings toward her uncle?*
- » *How does Daughter perceive herself?*
- » *What choices did Daughter have in this story regarding her relationship with her father?*
- » *Is Daughter a "good" daughter?*

- » *Are there any significant persons/role models in Daughter's life?*
- » *What are her wishes and aspirations?*
- » *What theme/issue is touched upon in the story?*
- » *Where does the character live?*
- » *Is it realistic?*
- » *What did the father do to his daughter?*
- » *What effects would this have on the daughter?*
- » *How do you define home? How do you define family?*
- » *Can you imagine something like this happening where you live?*
- » *What would you do if you were in the character's position? Name a few options that you have.*
- » *Who were the people Daughter could get help from?*
- » *How do you think they would respond if she told them her story?*

» Interactive Activities and Games

- » *Acting/role play/drama*
- » *Re-writing the story*
- » *Picture/poster codes (using images to start a discussion)*
- » *Focused discussions*



Dealing with Disclosures

The film may trigger disclosure of a youth participant of his/her experience of sexual abuse. S/he may tell you directly and specifically what is going on, or s/he may hint indirectly at a situation. Just like in the story, the child may sometimes use "strings attached," such as asking the teacher/facilitator to promise not to tell anyone (a promise a teacher/facilitator cannot keep). Or, the youth will think up of a story and may claim the problem belongs to someone else. Use your judgment in deciding how much to discuss the situation with the child/youth. Often a child/youth is willing to reveal the details of an incident only once. It is important that the Government social worker be able to hear this directly from the child.

The teacher/facilitator's role is not to investigate or verify the situation, but rather to listen and support the child, and make the report to set in motion the process of getting help for the child. Your support to the child is important. In order to do this, note the following recommendations:

- Reassure the child that it is okay to tell what happened.
- Tell the child what to expect. If you don't know, say so, but let the child know s/he can be supported by you.
- If possible, call in a support team in case you need help in determining reasonable cause.
- Project a calm, understanding and supportive attitude to the child/youth.
- Avoid having the child/youth repeat his/her explanation to different members of the staff.
- Let the child/youth know that you must tell authorities to get help, but you will tell only those who need to know and each of them will keep her/his story confidential.
- Reassure the child/youth that it is not her/his fault.
- Trust your gut feelings.
- Understand the importance of early reporting.
- Remember that anyone, especially an educator, who reports in good faith is protected from civil liability.
- Respect the child's privacy by not discussing the situation out of school or the center.
- Remember that reporting is a request for an investigation into a suspected case of abuse.
- After reporting, it is important to maintain a supportive presence for the child/youth.



» Reporting a Disclosure

A report of child abuse to authorities must be made within 48 hours after there is reasonable cause to believe that a child has suffered abuse. All reports or other actions must be kept confidential.

Reports can be made through:

- The principal or any higher authority that will contact the proper authorities within the stated time frame.
- A written form given to authorities, with copies to the principal or executive director/supervisor of the center and Support Team
- Contact authorities directly after reporting to the principal or executive director/supervisor.

The report should be made prior to contacting the child's family. It is the responsibility of the government social worker to notify the family of the referral, unless assistance in doing so is requested by DSWD.

Each incidence of possible abuse should constitute a separate referral. Even if you have made a referral on a child to the proper authorities previously, if there is a new incident or injury, you need to report again.

Your school/center/institution may have a reporting protocol that may assign reporting responsibility to the principal or other administrator. Your responsibility to report suspected abuse cannot be waived by administrative veto. Reporting anonymously does not meet the mandatory reporting obligation of an educator/counselor/facilitator.

When making a report to the authorities you should include as much of the following information as is available.

- Child's name, address, birth date and gender
- Parent's name, address, home phone (if possible) and work places
- Nature and extent of the suspected abuse
- Information on previous injuries or background data
- Identity of alleged abuser (if known)

The frequently asked questions below will guide you further in dealing with child sexual abuse disclosures.

» Frequently Asked Questions

How can I continue to work with a parent after making a referral?

It is important to convey to the parent that you are mandated by law to report any injury that may be non-accidental. But in doing so you are making no judgment or assumption of abuse. This can help defuse a parent's reaction, as parents that feel judged or accused by a teacher/counselor or school/center tend to withdraw or stay angry. Your own attitude of acceptance of the reality of the reporting law, and willingness to demonstrate that referral will not mean that you treat the parent any differently, is important. They may need assurance from you that this is the case. When parents maintain anger and resentment, you may need to remind yourself that in choosing between the safety of the child or the good will of the parents, your choice speaks for itself.

Will making a referral really help the child or will s/he just be in more trouble with his/her family?

Early intervention in abusive situations is important to lessening the damage to the child and to interrupt a pattern in the family that may escalate in severity or frequency. If a child is being mistreated by a member of his/her family there are usually multiple factors contributing to this situation. Addressing those family needs can make a difference to all family members. Intervention by the authorities is both child-focused and family oriented. Remember that making a report may not help the child, but it is certain that making NO report will NOT help the child.

How will I know the outcome of a referral I make to the authorities?

As the referent, you may call and check on the status of the case. The social worker can share with you information that is not confidential.

May I make a report and have my name kept anonymous?

The authorities will ask that you not request anonymity in making a report unless there are unusual or extenuating circumstances. In most cases, the specific information the

educator/counselor possesses is needed to make a specific complaint. If court testimony is involved, the reporter's identity will need to be disclosed. However, the authorities will keep reporting names confidential and keep your identity safe unless required by law.

Is there a presumption of good faith when one reports a case of child abuse?

Yes. A person who, acting in good faith, reports a case of child abuse shall be free from any civil or administrative liability arising there from. There is a presumption that the person acted in good faith.

When shall protective custody be taken?

If the investigation discloses sexual abuse, the duly authorized officer or the government social worker shall immediately remove the child from his/her home or the establishment where s/he was found and place her/him under protective custody to ensure the child's safety.

When should the authorities ask for suspension/deprivation of parental authority?

The authorities shall ask the court to suspend the parental authority of the parent or legal guardian when such parent/legal guardian has sexually abused the victim. The request should be for permanent deprivation of the offending parent of legal guardian.

To whom may parental authority be transferred?

The child/victim should be placed under the care of a relative. Should there be no competent relative to assume substitute parental authority, the child should be placed under the care and custody of the social authorities or a duly accredited children's home, orphanage, or similar institution.

Who may file a complaint of child sexual abuse?

The following may file a complaint:

- The offended party;
- The parent or legal guardian of the offended party;
- An ascendant or collateral relative of the child within the 3rd civil degree of consanguinity;
- A duly authorized officer of social worker;
- An officer, a social worker, or a representative of a licensed child-caring institution;
- The barangay chairman; or
- At least 3 concerned citizens of the community where the abuse took place who have personal knowledge of the offense committed.

Quick Reference Mandated Reporting Guidelines

What are the documents to be submitted in filing a criminal case?

The sworn statement of the child and that of his/her witnesses, the birth certificate of the child, results of the physical/mental examination and/or medical treatment, and other relevant evidence.

Is publicity of a case involving a child punishable under law?

All records pertaining to cases of sexual abuse shall be strictly confidential and no information relating thereto may be disclosed, except in connection with any court of official proceeding based thereon. A violation shall be punishable by imprisonment up to (1) year or a fine of not more than P2,400.00, or both.

What is the Support Team and How it Can Help You

A Support Team or other form of Multidisciplinary Teams may exist in your community or local school area, consisting of local professionals including social workers, psychologists, lawyers, police and educators who have been trained in child sexual abuse. The purpose of this team is to support you in determining how, when, and whom to report, follow-up cases that have been reported, and support the present child protection authority system.

» Training and Workshops Available

Stairway Foundation facilitates workshops for children and caregivers combining the issue of Children's Rights and Prevention of Child Sexual Abuse. SFI is part of a network of organizations addressing the issue of protecting children and youth from sexual abuse; other organizations that are working towards the protection and well being of the children and youth include our long time partner, Center for the Prevention and Treatment of Child Sexual Abuse (CPTCSA) which is pioneer in the Philippines in the field of prevention and treatment of child sexual abuse.

Notes

¹ This information is from Building Bridges With Stories: Sharing Experiences from our Workshops, a companion to the Risk and Decision-making Workshops that featured the animated films "Goldtooth" and "Karate Kids" by Street Kids International, a Canadian based street children organization

² All the information on disclosures and reporting is taken from Teacher's Guide to Child Protection in the Philippines, an educational material developed by the Center for the Prevention and Treatment of Child Sexual Abuse (CPTCSA).

Who Must Report

Mandated reporters include

- Health professionals
- Child care custodians
- Child protective agency employees
- Teachers/School administrators

Anyone else who knows or reasonably suspects that child abuse has occurred may report

What Must be Reported

A mandated reporter must make a report when there is a reasonable cause/suspicion of child abuse. No proof is needed.

Child sexual abuse includes any coercive sexual behavior involving as person under eighteen; this includes

- Rape and other forced sexual behavior
- Sexual behavior when there is an inherent power difference between parties, as when, for example the offender is the child's work supervisor or teacher

When Must Reports Be Made

Mandated reports must be made either orally or in writing, within 48 hours from knowledge of factor or circumstances that give rise to a belief that a child has suffered abuse.

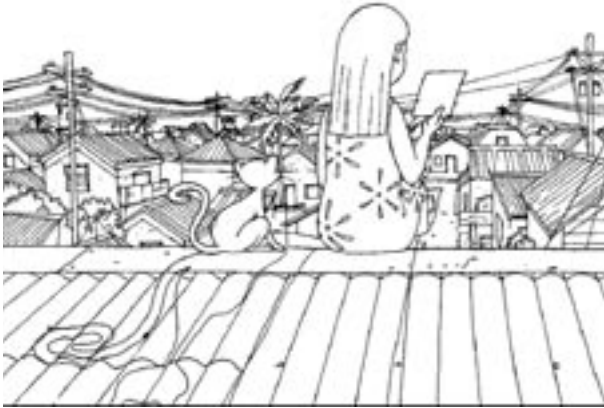
To Whom a Report May be Given

One may report to any of the following agencies:

- Most reports are made to local DSWD agencies.
- Police, i.e. Women's and Children's Desk
- NBI or DOJ Task Force on Children's Protection
- Barangay Committee for the Protection of Children
- Commission on Human Rights – Child Unit
- Bantay Bata or Bantay Banay
- Child Protection Unit – PGH

The Original Story "Daughter"

By Monica Ray



Leaning over the toilet, my stomach heaves painfully, pushing vomit up through my mouth. I cough harshly and my eyes water over. Afterwards, I wash my face and dry it off with the towel hanging on the wall. I look at myself in the mirror. I don't look sick, but I certainly feel sick. Still feeling slightly dizzy, I drag myself over to the little space that is our kitchen. In it are: a refrigerator, a blender, a toaster, a rice cooker, a coffee maker and a stove with an oven. Leaning heavily on the rim of the sink, I reach for my purple toothbrush. It stands in a tall cup along with five others. Sometimes there are six. That's when our mother is home for a visit. She works overseas as a housemaid. My four siblings and I rarely see her. She only comes home for one month out of the year. It isn't enough time for her to be with us, but when she's home, she usually brings lots of wonderful gifts for us and many nice things for our home, like the appliances we have in our kitchen and the karaoke in our living room.

When mother is home, we love to sit around her and listen to all of the interesting stories she has to tell about living overseas. She tells us how everybody lives in big beautiful houses and drives fancy cars. And how the children have lots of toys and clothes. The way people live overseas is a far cry from how we live here. We live in a part of Manila called Santa Anna. It is crowded and polluted. We live in a small two-story house made out of cement. Upstairs is divided into three small sections divided by plywood walls. The downstairs area has a bathroom, a small

front room and a kitchen. It's an ok house, but it is good when our mother is home, then I don't have to be the mother of the house anymore. Since she took the job overseas working as a housemaid, I had to take on the role of mother. There was no other way. She needed to work because our father was out of work. Our mother, of course, wasn't too happy about leaving us, but she needed the job to help make ends meet, so that we could eat and go to school. Besides, she wanted to give us many of things that growing children ought to have, like Nintendo games and our own watch.

"Wouldn't you want those things," she'd smile at us.

"Yes, we would love to have all of those nice things," we would say excited.

"Well," she said. "Then I must go and make some money to give you all of the wonderful things you would like."

Then she turned to me and said, "Daughter, you are the eldest girl. You are responsible for your siblings and must take good care of your father and the house. You are the mother while I am away. I depend on you. If you do a good job, I will give you a nice pair of gold earrings, when I return home."

"Yes, mother," I nodded with tears in my eyes. "I will not let you down."

When she left, it was the beginning of a nightmare. I was no longer a little twelve-year-old girl. I became a mother of four children and a sex object of my own father.

The first couple of weeks without her were rough. But soon my siblings began to cooperate and listen to me. I got very

good at taking care of them and doing the household chores. I was usually the last to go to bed, after tidying up the house and preparing for the next morning.

"You finished your chores?" my father would ask me.

"Yes sir, everything is clean and ready for tomorrow."

"Come in here, I want to talk to you."

"What about?"



"Close the door."

He made me touch him and he started kissing me. He made me come to his room every night. He told me that what we did was what all daughters did with their fathers. He told me that it was our secret and not to tell. Somehow, I felt it wasn't right what we were doing in the night. I tried to tell someone about it. I told several people, but nobody would listen to me. They said I was fantasizing and making it all up. When they didn't believe me, I felt embarrassed and guilty by the things I had said.

When my father found out from my aunt what I had told her, he whipped me black and blue and threatened to kill me, if I ever spoke about this to anybody again. Terrified, I never uttered another word about what we did.

Another year passed and the molestation turned into violence. When I refused my father's advances, he would beat me, and then he would rape me. I started to put on several layers of clothing, so that he couldn't get to me, but this only made his ire even worse. Consequently, he started to tell me how to dress. He made me wear clothes that made me feel exposed and shameful. Silently, I screamed out for help, but no one answered.

Then mother came home. She looked wonderful. I was so happy to see her. When we embraced, I just cried in her arms. She had no idea what I was going through. Finally, when the two of us were alone, I tried to tell her about my problem.

"My goodness, you've grown up," she said. "Look at you daughter. You look like a little lady. Here, these are for you. You've earned them."

"Mother...I...."

"What is it? she asked smiling. "Your father tells me you are quite the little mother. He tells me you take very good care of your siblings and the house."

"Mother...father...he makes me do things. He touches me and kisses me."

"Of course he does. He's your father."

"He makes me do things...He makes me touch him."

"How dare you talk like that about your father. How can you? With all of the sacrifices that we are making?"

I don't want to hear another word from you. Do you hear me?"

"Yes, mother."

Then she left. Somehow I felt she knew what was going on between my father and me, but she felt too ashamed of herself to confront him. She ignored the problem and pretended it never happened.

Going out with my friends was an ordeal. My father became very possessive and jealous. Sometimes he did not allow me to go out. Whenever I would return from being with friends, he would ask me very personal questions. Like if I had sex with them or not. It was humiliating. I couldn't take it anymore. Desperate I tried to run away. I stayed with a relative, but my father found me and threatened to kill me, if I ran

away again. I felt trapped and alone in the world. I had nowhere to go and no one to turn to for help. I lived in constant fear, shame and humiliation

I brush my teeth vigorously over the sink and spit the toothpaste out of my mouth. I fill a glass with water and rinse thoroughly. I start to prepare the breakfast. I boil some rice in the rice cooker. Remove some eggs from the refrigerator; crack them over the pan on the stove. Toast some bread in the

toaster and make some fresh coffee in the coffeemaker. I set the table. My siblings wake up, eat breakfast and go to watch the early morning cartoons on the color television set that our mother brought from overseas during her last visit home nine months ago. Everyone has eaten except my sister. Usually she is the first to get



up to help me in the kitchen. I go to her room. "Wake-up. Time to get up sleepy head." She still lies in her bed with the covers pulled up over her. I go over to her and pull them down.

"Get up now, it's late." I say.
"Alright, I'll get up." She rises reluctantly and goes into the bathroom. When I start to make her bed, I notice a red spot where she had been lying.
"He has been here too," I say to myself. "What to do?"

The End



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POSTSCRIPT

Most of the children and youth we have worked with and cared for here at Stairway over the past decade have not been orphans, but rather refugees, who have fled their homes (of some description) due to violence and abuse. These children and their families are nearly all victims of abject poverty, which inevitably has a corrupting effect on human morals, values and relationships. Having said this, I must emphasize that child sexual abuse is not a malaise confined to those most deprived in our society. It is an evil taking its toll in all nations, cultures and social classes.

In Stairway's residential program we accommodate children with scars on their souls, and with time we have come to learn that the deepest rooted and the most detrimental of all their scars are those begotten from sexual abuse. Abused children's reluctance to speak out about their horrifying experiences merely reflects the norms and practices of the society. Child sexual abuse is not an obvious problem, which makes it easier for us to ignore it. Silence, however, will not make the problem go away. In cases of abuse, as in most other contexts, silence is perceived as an indication of consent, which is for the benefit of the offenders only.

We must break out of the false illusion that we can protect our children through tough legislation alone. More importantly, we need altered attitudes of no tolerance towards abuse in the local communities - a process that begins with education and information.

With the Animation Tool Kit "Daughter", we aim to provide a vehicle that can help abused children overcome their shame, fear and confusion and allow them to disclose their traumatic experiences in a safe and receptive environment. We hope it will be a useful tool to be utilized by teachers, social workers and other caregivers in our common cause to protect our children and put an end to child sexual abuse.

Lars C. Jorgensen
Director, SFI

