



The Need for Play and Creativity in Children's Rehabilitation Process: a Field Study in the Philippines

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Abstract

The situation of children in the Philippines is not in accordance with the rights stipulated under the CRC. The extreme poverty and widespread corruption in the country creates an abusive and neglectful environment for people, with children being the most severely affected. The Philippine state does not appear to respect, protect and fulfil its obligations under international law. Other agents, such as NGOs therefore assume responsibility to fulfil the needs of children. Many children are maltreated and in need of rehabilitation.

This thesis is based on a field study focusing on the work performed by two NGOs in the Philippines that help children renew their lost childhood. The aim is to draw attention to the needs the child has in their development and wellbeing, especially the need for play and creativity. Two needs that tend to get overlooked in the assessment of the best interest of the child.

Abstract Tagalog

Ang kalagayan ng mga bata sa Pilipinas ay hindi naayon sa mga karapatang ihinahayag sa ilalim ng UNCRC. Ang labis na kahirapan at laganap na kurapsyon sa bansang Pilipinas ay nagdudulot ng mapang-abuso at mapag-pabayang kalagayan ng mga mamamayan nito, at higit na naapektuhan nito ang mga kabataan. Ang gobyernong Pilipinas ay hindi ginagalang, iniingatan at tinutupad ang kanyang mag pananagutan sa ilalim ng batas pang internasyonal. Ang ibang ahensya tulad ng “NGO (Non-Government Organization)”, ang siya pang umaako ng mga responsibilidad upang matugunan ang pangangailangan ng mga kabataan. Maraming kabataan ang namamaltrato ang nangangailangan ng tamang pagkalinga tungo sa ikabubuti nila.

Ang pagsasaliksik na ito ay ginampananan ng dalawang NGO sa Pilipinas at ka-base sa aktwal na pag-aaral na may higit na atensyon upang maibalik sa mga bata ang nawala nilang kabataan. Ang layunin nito ay tumawag-pansin sa mga pangangailangan ng bata sa kanyang paglago at kapakanan, lalu’t higit ang pangangailangan upang makapaglaro at kalayaang pang-malikhain, ang dalawang pangangailangan na madalas makaligtaan sa pagsusuri ng higit ng kapakanan ng bata.

Abstract Swedish

De förhållanden som många filippinska barn lever under stämmer inte överens med de rättigheter de har under barnkonventionen. Extrem fattigdom och utbredd korruption gör att människor lever under svåra livsförhållanden och de värst utsatta är barnen. Den filippinska staten varken respekterar, skyddar eller uppfyller dess skyldigheter under internationell lag. Därför måste andra aktörer, som olika NGOs, ta på sig ansvaret för att barnens behov ska bli uppfyllda. Många barn från försummande och utnyttjande situationer är i behov av rehabilitering.

Denna uppsats är baserad på en fältstudie med fokus på det arbete som två NGOs på Filippinerna utför för att ge barn tillbaka deras förlorade barndom. Syftet är att väcka uppmärksamhet kring de behov som barn har för deras utveckling och välbefinnande, speciellt behovet av lek och kreativitet, två behov som tenderar att komma i skymundan i arbetet för barnets bästa.

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1.1. Introduction

Within all societies children are considered one of the most vulnerable groups. Often they cannot individually claim their rights and/or are unaware of the rights they possess. Due to the economical, social and political situation in many developing countries there is a greater risk of human rights being neglected. The reasons for the neglect can be varied. The state may also lack the means and/or the ability to protect and guarantee the rights of the individual. In some instances states can also be reluctant to uphold these rights. Notwithstanding the reasons for state neglect for this civic responsibility, the need to uphold the human rights remains.

The role of different grass-root and non-governmental organisations (NGOs) is of great importance for the realisation of the human rights when states are not fulfilling their responsibilities. This is particularly true for children. Being minors, they naturally lack voting rights, hence the moral imperative to uphold their rights is critical. This work focuses primarily on research concerning rehabilitation after sexual abuse, imprisonment and other forms of neglect. A research conducted at two NGOs in the Philippines in the spring of 2008.

In the Philippines the economic, social and political rift between classes is enormous. While there is a small and extremely wealthy elite, the majority of people live below the poverty line. According to the World Bank, 40 % of the Philippine population earn less than \$2 a day (World Bank 2007). The harsh living conditions of the poorer group have led to a high rate of criminality. As a result the prisons are overcrowded. Small children are even put in prison, together with adults, for crimes varied from vagrancy and petty crimes, to more severe criminality. Many children are also forced into other abusive situations, such as child labour¹. Sex tourism and the sex industry per se is a huge problem in the Philippines. Many children (both boys and girls) are forced into this business, often under false premises of work opportunities in restaurants and households far away from their homes (Preda Foundation 2008). Many children we studied in our research endured harsh living conditions associated from child sexual abuse.

¹ Any reference to child labour does not refer to all kinds of work performed by children, only to the ones that are harmful to the children's wellbeing and development, as defined by the Convention on the Rights of the Child, article 32

1.1.1. The International Convention on the Rights of the Child

Under the International Convention on the Rights of the Child (CRC) states have agreed to ensure fundamental rights to all children worldwide. The first declaration that acknowledged children's rights was the Declaration of Geneva adopted by the League of Nations in 1924. This declaration did not however put any obligations on states and did not see the child as a right holder. This declaration was rather a principal statement among states. In 1959 the International Labour Organization (ILO) brought up the question of children's welfare to international agenda. The Second World War highlighted to the world the severe neglect of children and the realisation to protect their needs. A temporary social commission under the United Nations (UN) started to draft the Declaration of the Rights of the Child with a special focus on the need to protect the child's welfare (Office of the United Nations High Commissioner for Human Rights 2007: 3-23). In 1978 the Polish People's Republic addressed the need to adopt an internationally binding instrument protecting the rights of the child. It was intended that the international society now had the necessary preconditions to put legally binding obligations on states. The UN a few years earlier raised the concern of children's rights being neglected. This was especially important in developing countries where they realised that measures had to be taken to stop this neglect. The Polish proposal was therefore well-received (Office of the United Nations High Commissioner for Human Rights 2007: 29ff). Awareness about the neglect and abuse of children grew stronger in the global community. People in developed countries gained a greater knowledge about this global situation. Strategically it was suitable for states to involve themselves politically in changing the situation for the children of the world, having their voters eyes fixed on them (Iremark 2002: 7).

Not only states but also NGOs worldwide participated actively in drafting the legislative act and recognised this opportunity to improve the awareness concerning "...the urgent needs of children and of the necessity to take action to meet those needs" (Office of the United Nations High Commissioner for Human Rights 2007: 37). After many years of drafting the convention for the protection of children's rights, the CRC was finally ready for ratification by member states on November 20, 1989. On December 2, 1990, it became a legally binding document for ratifying states.

1.1.2. The implementation of children's rights in the Philippines

The Philippines has ratified the CRC without any reservations and therefore the Philippine state bears the ultimate responsibility for the wellbeing of the Philippine children. Even though the Philippines has this international obligation to guarantee the children their rights and protect them from any form of neglect, the country is known to have a high rate of child protection neglect.

A greater understanding was acquired of the extent of the impact of this neglect on the Philippine children. Also we better understood what special needs children have from abusive situations. We also achieved a better insight to the organisational structures and the daily struggles of these organisations to overcome the reluctance and ignorance shown regarding children as right holders. It was observed that there is a reluctance and ignorance common among many people, including state officials that come in contact with children.

1.2. Purpose

Every right in the CRC is based on the fundamental needs that a child has in their development process to become a physically and mentally healthy adult. The purpose of the thesis is to highlight the needs behind the rights of the child, especially the right to play and creativity, and the importance these rights have for the development and rehabilitation of children. Globalisation has created more awareness regarding global concerns due to the greater flow of information and interaction of people. Media and NGO reports show the negative impact on children caused by wars, discrimination, poverty and other forms of neglect and abuse. This has created greater political awareness that the needs of the child must be protected internationally (Iremark 2002: 7f).

A responsibility for ratifying states under the CRC is “to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse” (CRC, Article 19§1). Even though states have agreed to this right, the protection stipulated under the right is not yet a reality for many children. Our aim, however, is not to examine the means with which the state is trying to implement these rights or why the state neglects these responsibilities. The fact that children are being neglected is evidence enough to claim that the state, whatever the reason may be, is not fulfilling its duties under the CRC. The CRC is a global commitment between states. The

realisation of children's rights has not been fulfilled by states but instead by local grass-root organisations and NGOs. Hence, in accordance with our purpose to describe children's right to rehabilitation, under article 39 in the CRC, from a perspective based on the needs of the child, we are concentrating on a bottom-up perspective, namely the role that grass-root organisations and NGOs have for the realisation of the rights of children from abusive situations.

One of the consequences of the different kinds of neglect mentioned earlier is that children are forced to grow up and take care of themselves at an early age. Play and creativity are necessary and important parts of the child's development. They are often ill-considered or forgotten when the children have to concern themselves with their own survival. A common perception is that children can play everywhere and that for a child everything is play. This is correct and ironically also inaccurate. Children can play everywhere in the sense that they do not need special toys nor particular playgrounds. Using their imagination they can create their own toys out of what their surrounding has to offer them and playgrounds are often places that do not even have this deliberate function. Most importantly children need to be given the opportunity to play. When children for example need to work all day, they lack this opportunity. They also need to have safe (and stimulating) surroundings in order to play to protect them from any kind of harm. The International Play Association (IPA) states that children have always been playing, during all times throughout history and in all cultures. Along with other needs such as proper nutrition, healthcare, a safe and secure home and education, the play is a fundamental need for children in their development. During the drafting of the CRC the UN deliberately included play and creativity as rights of the child knowing the significance that these areas have for the child's development. It is a way of learning to live, and playing is a necessity for children to be able to develop physically, mentally, emotionally and socially (IPA World 2008). We therefore want to relate the importance of play and creativity, under article 31 in the CRC, to the rehabilitation of abused children. In order to do so we decided to observe and participate in the daily work performed by two NGOs in the Philippines, contributing to the rights being fulfilled for these maltreated children.

The International Convention on the Right of the Child

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child (CRC).

1.3. Questions

1. What are the needs of abused children in their rehabilitation process?
2. What importance do play and creativity have for the rehabilitation of neglected and abused children?

1.4. Point of departure

Even though the state is considered the main agent under the CRC, we have looked into the work and responsibility taken by other agents, namely two NGOs situated in the Philippines; Stairway Foundation Inc. (from now on named as Stairway) and Preda Foundation, People's Recovery, Empowerment and Development Assistance (from now on named as Preda). The field study made at these two NGOs is our primary material. Our thesis is mainly of a qualitative nature, focusing on participating observations and interviews made with social workers at the NGOs. We think it is important that researchers do not try to exclude their feelings and experiences when making a field study in such a delicate area as child maltreatment. From a feminist research perspective, feelings, experiences and subjectivity, as a result of the closeness to the field, all have to be a natural part of the research (May 2001: 63-78). This is therefore a standpoint we agree upon. We do not believe that objectivity, when studying human relations and social structures and problems, is a useful tool, but rather a mean to study statistics and scientific related matters.

For our research we also used an international legally binding instrument, the CRC, which the Philippines has ratified² and thereby is obligated to follow. Most attention is paid to article 31 (as the right to play and creativity) and article 39 (what we perceive as the right to rehabilitation), as well as literature studies on theories about children's needs and the importance of play and creativity in their rehabilitation process.

1.5. Our preconceptions and our theoretical standpoint

We believe the world to be unequal. Children are affected by these inequalities in different ways. Depending on what socio-economic situation they live in some children are more vulnerable than others to their rights being neglected. Privileged adults also use these inequalities to abuse children and their rights, such as through paedophilia and child labour. This is why we believe poverty to be a huge obstacle in the upholding of children's rights. The world is also unequal in a socio-cultural aspect in the sense that it is dominated by men, and in most countries women do not have the same advantages and possibilities. This is also true for children, who are even more vulnerable to inequalities, as they do not have the right to vote and lack that possibility to influence their own lives. This becomes controversial in countries where children are treated as adults where they assume adult responsibilities and chores. Especially in those countries we see unwillingness from the state to take on the responsibility of children's rights. That is why we believe the work of individuals in different grass-root organisations and NGOs to be of paramount importance for the upholding of children's rights.

1.5.1. The need to protect the human rights universally in order to fulfil children's needs

We recognise that children may have different needs depending on their situation, however we do not believe that needs is a cultural condition but instead an individual one. To make sure that the needs of every child are fulfilled, it is of outmost importance to protect their human rights universally. Although rights are being neglected, states have nevertheless an obligation to maintain basic human rights. We can agree that some situations are more severe in certain cultures, or parts of the world, for example the problem concerning sex tourism, but we believe this to be a product of the economical, political and social situation of the region. This however does not mean that there exist any natural differences between societies, but

² Ratified by the Philippines on August 21, 1990, entry into force on September 20, 1990

these differences are a human creation. We believe there is a danger in referring to natural differences that would justify different rights to different people. This idea of people inheriting specific biological and/or cultural differences is also the argument used to defend inequalities and exploitation of people all over the world.

Every right within the CRC is essential for a child's wellbeing, however there is a tendency that some rights are ranked more important than others. For example we do not believe that the right to play has been highly prioritised in general. We therefore think it is important to highlight the rights that are commonly seen as secondary. Children's rights are a new phenomenon in the international society, but the needs behind the rights have always existed. Depending on each child's life situation the needs may vary, this does not however mean that some of the child's rights can be neglected. A street child that must work all day due to the instinct to survive, and due to lack of time, energy, safe and supportive surroundings, will most likely have most, if not all of their rights neglected. Even if the primary human instinct is to survive, this does not eliminate the basic human needs that must be fulfilled in order to have a satisfactorily life, something that is especially important when it comes to children.

1.6. Method, material and criticism of the sources

1.6.1. Motivation of our field study

Our starting point emerged out of the international acknowledgment of play and creativity as fundamental rights of the child. The establishment of rights springs out of the recognition that human beings have anticipatory needs. Despite of this, the fulfilment of these needs is not a reality for all children. In many countries children are subjected to harsh conditions that do not enable them to fulfil their need of play and creativity. We chose to do our field study in the Philippines, a country known to have a high percentage of children from abusive situations. We also found the Philippines an interesting place to make a field study because it was our belief that the abuse of these children does not receive appropriate attention in the world community. In addition, since the Philippines used to be an American colony, many people speak English and we therefore believed to reduce the language barriers (Denscombe 2000: 181).

1.6.2. Selecting NGOs for our research

One of us had been to the Philippines earlier, through the Swedish Red Cross folk high school, and thereby already had knowledge about different NGOs that work for the protection of the rights of the Philippine children. Therefore when deciding upon which organisations to include in our field study we started by choosing three of these grass-root organisations in different regions of the Philippines that use different ways to rehabilitate children from abusive situations.

We visited all three NGOs during our stay in the Philippines in the spring of 2008. Due to a misunderstanding about the purpose of our stay we are not able to include one of the organisations in our research. As we will show later in the method chapter, our purpose during the stay at the NGOs was to observe and actively participate in the organisations' every day activities, and by no means to intervene and change their program. When we arrived at the second organisation, the summer break had just started for the children, which meant that a lot of children were absent and at their homes with their families. The rest of the children did not attend school or have any other obligations as they were on summer break. This organisation did not understand our purpose of stay, and believed that we were simply volunteers. Due to the summer break and the fact that they normally let volunteers be a big part of the settings and planning of activities with the children, they did not have a program for us to observe and participate in during our stay. This misunderstanding was of course unfortunate as we intended to include their work in our research. We know from other NGOs and by reading the organisation's Web Page and other materials that they have an impressive rehabilitation program. Due to the fact that our research is based on the organisations' own work and not our intervention in the activities unfortunately we cannot include this organisation in the thesis.

1.6.3. Delimitations

The reason to focus on a grass-root level is that we believe grass-root organisations to be organisations that spring out of the actual context. International organisations on the other hand arrive to the context. We therefore considered grass-root organisations as more likely to possess knowledge of the complex and different needs in the actual surroundings. Furthermore we also assumed the structure of grass-root organisations to be less bureaucratic than bigger organisations'. As we also wanted to study the need for play and creativity we considered this to be advantageous. The activities and processes within the different

organisations were therefore our artificial delimitation. As the organisations we stayed at work jointly with other grass-root organisations as well as international organisations, we found it necessary to also make a geographical delimitation, namely the territory where our organisations are situated (Denscombe 2000: 51). Moreover with our choice we wished to use our collected information to verify or reject already established and well-known theories of children's need for play and creativity for their development and wellbeing.

1.7. Field study: Choice of method

1.7.1. Qualitative research

Our thesis is mainly based on what is known as qualitative research. Nonetheless choosing one approach does not exclude others. In qualitative research the values and character of the scientist are important for the collecting and analysing of the material. The purpose of using a qualitative method for analysing the material is to find patterns, repeated phenomena and/or deviating behaviours. The aim of analysing the material in this way is to be able to make generalisations that later may be compared with already existing theories (Denscombe 2000: 248f). Qualitative method is advantageous since the results and theories spring from analysing real life situations. In contrast to quantitative research, the qualitative one offers a much more multifaceted picture of the social reality that is being studied. This is important in order to demonstrate the complexity within human relations and social phenomena (Denscombe 2000: 259f). Furthermore we wanted to participate in the daily work of the NGOs to better understand *why* something occurs instead of *what* it is that happens. These variables indicated that a qualitative method of processing our material better suited the purpose of our study (Denscombe 2000: 203ff).

1.7.2. Difficulties and limitations with qualitative research

Due to the difficulties in being objective in analysing the gathered material the outcome will be characterised by certain subjectivity. There is always a risk that scientists, consciously or unconsciously, will strive to confirm theories based on their prior knowledge. This is due to difficulties for scientists to disregard their preconceptions (Denscombe 2000: 249f). Hence it is naive to believe that the scientist will ever be fully objective, and therefore it is of great importance to be aware of the subjectivity of values that one brings into the research (Denscombe 2000: 253). Since the qualitative research is closely linked to how the scientist analyses the material the question whether the results can be reliable will arise. We believe to

have minimised the risk of inaccuracy by being two scientists experiencing and observing differently (Denscombe 2000: 250f).

We believe the greatest risk of qualitative research to be that the studied area could get de-contextualised. In order to handle a vast amount of data some kind of tool for organising this data is required. By organising, naming and coding material there is a risk that the process will endanger the connection to the real life experiences that the coding represents. Furthermore this way of analysing has a tendency of neglecting variations that differ from any pre-determined explanation. Disregarding misfit data makes the research lose its complexity of social relations (Denscombe 2000: 261). In order for us to be able to diminish these risks we always tried to remain conscious of them.

1.8. Case study

By concentrating our study on two NGOs and their work with the rehabilitation of children from abusive situations, we were given a greater possibility to receive a more detailed comprehension of various problems, solutions and phenomena that would not have been revealed had we focused on many organisations. By doing this kind of study, the goal is to highlight the general problems by looking at the complexity of single situations. A survey of one or a few cases is much more intense and revealing than a mass-screening, making it easier to identify the consequences of different actions. Mass-screenings can, in comparison with case studies, be said to be more superficial. Case studies get as close to the reality as possible since they do not take place in a make-believe but in a natural environment (Denscombe 2000: 41f).

Furthermore various methods for collecting material are used in a case study research. The material obtained in our field study has been compared through method triangulation. We have been working with three methods, namely interviews, observations and written sources. Using different methods increases the quality and credibility of the research since each method can provide a new and/or different perspective which may or may not confirm one another (Denscombe 2000: 102f).

1.8.1. Difficulties and limitations with case studies

One of the criticisms of case studies is that they are unique and therefore not applicable for other cases. Even so, we believe that human rights are universal and therefore so should the needs behind the human rights be considered as common for all humans. Furthermore there may exist difficulties in deciding what should and should not be included in the study. It might also be a sensitive issue, from an ethical perspective, to get access to documents, people and environments. Trust is both time consuming and an ethical consideration as we left the organisations after collecting the material for our thesis. In order to eliminate the risk of harming or disturbing the organisations' daily work we chose to focus on the social workers and their experiences of working with these children (Denscombe 2000: 53f). This will be discussed more thoroughly under the passage regarding ethics in science.

The presence of the scientist can also create an unfavourable effect in the studied environment. When people are conscious of being observed they may become uncomfortable and change their normal behaviour. This is something we believe to have prevented by choosing organisations that are accustomed to having volunteers as well as other visitors attending their daily work. Additionally we stayed for two weeks at each organisation, where we tried to become a natural part of the environment, by participating in their daily activities (Denscombe 2000: 60).

1.9. Observations

The ability to observe varies from individual to individual and therefore the results produced by different individuals may also differ. This is caused by individuals having different memory capabilities and the fact that their engagement may vary. Elements such as the individual's physical and mental state, as well as previous experiences and habits may also influence the individual's ability to observe (Denscombe 2000: 166f).

1.9.1. Participating observation

The kind of observation that we have used in our research is called participating observation, which means that we have participated in the organisations' daily work. By no means have we tried to hide the purpose of our stay, on the contrary we have been totally open from the start that our aim was to gather information for our thesis (May 2001: 188). This method is the one most likely not to have preconceived opinions affecting the result. Using other methods the

scientists consciously or unconsciously chooses to search for evidence that confirms their theory. We believed this to be the best method for us so that we did not have our preconceived opinions change the outcome of what we saw and experienced. We did not change the daily work of the organisations, but only observed and participated in the activities that were to take place with or without our presence.

1.9.2. Method of observation; induction

The method we used is called induction, which means that we created our theories along with observing, in contrast to deduction which tests already established theories on the reality (May 2001: 179f). It was therefore of great importance that we did not determine beforehand a hypothesis that we wanted to confirm through our stay. The purpose of observation is to learn about the situation, not to find aspects that will affirm already determined assumptions (Denscombe 2000: 178). Hence we chose organisations that we knew use creative methods as an important element as well as focusing on other factors in their rehabilitation work. Unlike other methods observation is a constantly reflecting process, which provides a flexibility giving possibilities to change focus (May 2001: 192). The chosen method helped us identify the children's needs and then be able to compare these observations with already established theories about the same.

We also agree upon the idea that it is easier to understand a phenomenon by experiencing it, and participation also diminishes potential linguistic and cultural differences (May 2001: 184f). Observation is however a very demanding research method that is not only time consuming (it takes time to be accepted and to establish confidence with people in new surroundings) but also demands a great deal of effort and close attention from the scientist. This is why we decided to complement our observations with interviews made with the social workers and other staff members (May 2001: 186/194).

1.9.3. Field notes and analysing our observations

To make sure not to forget or neglect any of the observations, we made a routine out of writing them down daily. It is not possible to remember all the impressions one gets and the memory also has a tendency to be selective. In order not to intervene with the natural environment of the organisations these field notes were written down after the observations took place and outside of the studied area (Denscombe 2000: 179).

1.9.4. Ethics in participating observation

By employing participating observation the risk of accessing delicate information is greater than by using other methods to obtain material. In order to make sure that the information we use in the thesis does not harm anyone we have not revealed anyone's identity without their consent and regarding the children their identity is never revealed. No child's entire life story is presented in its wholeness to prevent any link being made to an individual child. Instead we have chosen to join fragments of different Philippine children's life stories to make sure not to violate anyone's integrity. Interviewed social workers and responsible staff members at the NGOs were also given the opportunity to read through the thesis and comment on any inaccuracy (Denscombe 2000: 179f).

1.10. Interviews

Due to financial as well as time limitations we chose to stay two weeks at each organisation. This made the interviews with the social workers and other staff members at the organisations an important complement to any information not possible to obtain during our stay. Furthermore these interviews showed to be important for our research since the social workers possess many years of knowledge regarding the children's needs that would not be possible for us to comprehend during a couple of weeks. This gave us a more detailed and profound understanding about the children's needs (Denscombe 2000: 132ff). We used a semi-structured and personal interview technique, starting out with questions relating to specific topics, but keeping our mind open and flexible to let the person being interviewed more freely discuss and explore the topics (Denscombe 2000: 135f). The interviews took place at a certain distance from the organisation and its work, in order not to be disturbed, but still in a surrounding familiar and therefore relaxed and safe to the interviewed (Denscombe 2000: 143).

The fact that it is stressful to take notes during an interview made us choose to instead record the interviews. This also handed us the opportunity to listen more actively. Recording may however create certain insecurity and reduce the sincerity, as the interviewee is aware that every word is being documented. Before doing the interviews we considered the pros and cons and found recording advantageous since the questions were not regarding the interviewed per se, but concerning their professional knowledge about children's needs. However a tape recorder cannot illustrate the atmosphere during an interview, so a few notes

were necessary in order to describe emotions and body language. We considered video recording as a solution to this aspect, but disregarded this alternative since it increases the insecurity and self-awareness of the interviewed (Denscombe 2000: 144ff).

1.10.1. Difficulties and limitations with interviews

An important aspect for us to consider when conducting interviews was how our own person and identity affected the person being interviewed. There were some aspects that we could not change, such as age, sex and ethnicity, but that we knew could affect the answers of the interviewee. We chose to make our interviews in the end of our stay, after getting to know the staff, in order to make sure that the interviewed person would have as much trust as possible regarding our background and research. We also tried to respect aspects that we however could affect, such as following the dress codes, keeping an open mind and being attentive (Denscombe 2000: 138ff).

One obstacle regarding the interview technique can be whether or not the answers are fully accurate and trustworthy, and whether we as researchers are interpreting the answers correctly. This risk is minimised by letting the interviewed read the material before it being published and furthermore by us using different methods for gathering the material and thereby being able to compare these data (Denscombe 2000: 157f). Furthermore the method of interviewing requires a total commitment and at the same time it demands objectivity. These two requirements may seem like a contradiction of terms. Is it really possible to be a hundred percent committed to a task and at the same time be objective? We do not see this critique as relevant as we do not find it important or even possible to analyse data without contributing with one's own values. We believe that everyone, voluntarily or involuntarily, brings their own values into the research. Our aim was not to investigate the reality by statistics and numbers, but to study the complexity of the social reality that many children endure. As a result of this we believed it more important to show commitment and we also saw a potential problem in getting other individuals to open up and speak freely if we were to keep too much of a distance.

1.11. Written sources

Written sources were used in various ways. First of all we have explored the organisations' Web Pages. Since these are very well-documented this gave us genuine background

information about their work, in turn giving us the possibility to focus more on observing the human relations, since not so much time had to be spent on receiving information about how the organisations work per se. The other area of written sources that we have included in our thesis is the work of well-recognised child psychologists and their theories about children's needs and the importance of play and creativity. Furthermore we have been using literature recommended by Swedish play theorists. The final area of written sources is official publications and statistics made by states, meaning international conventions such as the CRC as well as other unilateral, bilateral and multilateral documents between states. The latter, along with our field study, is our primary material (Denscombe 2000: 188-196).

1.12. Values in research

1.12.1. A feminist stand point

Values are a natural part of the mind of the human being, something that does not only affect everyone in their everyday life, but also in their choices and interpretations as researchers. The researcher has pre-perceptions of the world and the motivation to initiate the research, the goal and the purpose of the research, methods used to gather information, analysing the material and in what way the result is finally being used are all reflecting the researcher's values. A common critique within research is that the process is too influenced by values and thereby cannot be seen as relevant. Feminist research opposes these claims. First of all it points out that there is no universal law for what is relevant, neither for goodness, justice, truth et cetera (May 2001: 28). These are all relative, for example truth for some may not be truth for others. Whether the research is relevant or not does not have to do with values, but with for whom the research is destined. Objective research can be totally irrelevant if it is presented for the wrong target group as much as subjective research can be irrelevant for some but highly relevant for others. Furthermore feminist research does not wish to separate the researcher from the studied area, as it does not see the importance of separating sense and sensibility. Besides we consider that the conception of the scientist being objective springs out of the inadequate conception that the private, social and subjective are female traits, meanwhile the public, static and objective are male traits. This point of view would make the man the only legitimate scientist (May 2001: 165).

We chose to disregard from this conception of what is relevant and objective research as we did not want our thesis to be characterised by what is considered male values. We share the

feminist standpoint that our feelings and experiences ought to be included in our research to make it relevant. Of main importance to us was to comprehend the socio-cultural situation and what needs the children of these situations have. This was nothing that we could measure and analyse from a distance (May 2001: 63-78).

1.13. Ethics in science

One of the most debated topics when it comes to ethics in science is whether or not the goal justifies the means. Some debate that the means are justifiable if they lead to a political good cause or that they enlighten the public about an important subject. In addition some believe that all means are justifiable if the aim is to reveal the truth. Essentially ethics is about what is just and fair regarding who is affected by the research and not so much about whether or not the means justify the results. Therefore we as researchers had to ask ourselves some ethical questions before our field study and during the analysing of our material. One decision we made was to not use the abused children as primary material as we feared that such an approach could rapture their rehabilitation process and violate their integrity (May 2001: 79ff). Instead we chose to focus on the work of the organisations and their social workers, as they have many years of experience of working with abused children.

Furthermore we took into consideration whether it is ethically justifiable as privileged students from the West to visit and study other people's hardship. The children we intended to include in our study had already been exploited and abused and we therefore were in doubt if our presence would mean a new form of exploitation of the children. This was another reason for our motivation to focus on the social workers experiences and the observations we could make during our stay. Yet another motivation for our field study was that we see it as vital that other agents than the state itself highlight and pay attention to mistreatments and abusive situations. It may not always be in the interest of the state to inform the world of the present situation as it may conflict with economic interests they have with other states, regarding for example tourist investments and foreign aid.

1.14. Disposition

There are probably as many ways to present a field study as there are field studies themselves. Before deciding on how to relate what we experienced during our field study we read several

other field study presentations to find the way that would best represent us and our results. We deliberately chose to present the two NGOs that we visited separately since it is our belief that this will give the reader a more personal sensation, being handed a passage to the everyday life of each organisation, one at a time. The two organisations are, despite working towards the same goal, using different means. It is not our intention to compare the work of these two NGOs, but rather to see the effect their work has on the abused children and their rehabilitation. In accordance with the feminist research standpoint, we believe that the emotions and the personal experiences of the researcher are important parts of a research. As such we decided to explain in detail our experiences during our stay at the two NGOs. Also, since the researcher is to be seen as a subject of the study, by retelling our personal experiences this way, we also give attention to our own presence.

In order to answer our questions we will start with a short introduction to the Philippines, and what abusive situations many of the children there face, in chapter 2.1. followed by chapter 2.2. that details the rehabilitation of children from abusive and neglectful situations. Thereafter chapter 2.3. turns to the importance of play and creativity in the child's development. After that the NGOs included in our field study will be introduced along with our own field study experiences in chapter 3. In chapter 4 we analyse and sum up the results from our studies on what needs abused and neglected children have in their rehabilitation process, and the importance that play and creativity have for their rehabilitation.

2.1. Brief history of the Philippines, with a background to the abuse of the Philippine children

For centuries the Philippines has been under the influence and rule of other nations. Beginning with the Spanish colonisation in the 1570s, the country has a history of being ruled and exploited by other countries. A problem that still lingers today is the unequal distribution of land. This was an inheritance from Spanish rule, since a common strategy for the colonisers was to make allies among the natives by distributing land to just a few individuals. The legacy left from this era today, is an enormous rift between the small and extremely wealthy elite and the majority that live in extreme poverty. During the 19th century a great dislike towards the Spanish colonisers and a longing for independence started a resistance among the upper class. At the time, Spain was at war with the United States over another of its colonies, Cuba, and as a result of this dispute Spain sold the Philippines to the United States. In 1846 the Philippines became an American colony and even though they were promised independence in the future, this never occurred. It was not until 1946, after being occupied by Japanese since 1941, the country finally achieved its independence. Another inheritance from the Spanish colonisation is the country's dominating religion, Catholicism. Until the 1970s the Catholic Church had immense power, but still today the Church has a large influence in political issues and it has an enormous influence in the everyday life and choices (Landguiden 2007).

2.1.1. Freedom fighters or terrorists? The children caught in the line of fire

Corruption and bad governance have been major problems for the political stability of the country, which has led to a great distrust to politicians among the Philippine people. As a result, there are several separatist movements within the Philippines. In Mindanao for example, different Muslim groups have requested their independence mostly due to anger towards the neglect of the Muslim minority shown by the Philippine government. There is also a large communist movement in the Philippines, mainly antithetical to the military and police force, and also local politicians. Due to the extreme poverty and harsh conditions for many farmers many people from the countryside have joined different communist organisations (Landguiden 2007). The numerous armed conflicts around the country constitute a risk for the children, not only do they risk losing their parents in the war, they are themselves an attractive work force in the struggles. Children are brought into war by different means. Some are lured with a promise of a more prosperous life, a way out of poverty, and some are being coerced or abducted. Notwithstanding how the children are

drawn into war their rights are being severely violated. Child soldiers are raped, tortured and killed. Street children and orphans run a greater risk of being kidnapped, once again illustrating how poverty constitutes a threat to the children's safety (Preda Foundation, Country Report 2001a).

2.1.2. The urbanisation leading to hardships in the streets

During the 1960s the Philippines was one of the richest countries of the region, however they have not been able to uphold this economic growth due to the difficulties of managing the enormous inequalities that exist within the country. The political instability, corruption, high crime rate and the numerous armed conflicts with national groups make the country unfavourable for foreign investments (Landguiden 2007). The World Bank states that the Philippines has been able to handle successfully with the fiscal deficit and therefore is on the right path for an economical growth. They do however believe that the real challenge for the country's economical growth is to turn the burdensome situation of poverty and bad governance to a more equal and fair society that will foster a politically stabile state (World Bank 2007). Besides the massive gap between the rich and the poor, there are also differences among regions, where the region around Manila is the most favourable one (Landguiden 2007). This does not however mean a higher living standard for most people. After Mindanao, Manila is the region most affected by severe hunger (Preda Foundation, Country Report 2001b). It is common for families or children on their own to migrate from the rural areas, to move to the big cities in search of a better life. The cities also mean of great danger for children. In Manila alone there are at least 100,000 street children (Nyholm 2005b). These children are living under inhumane conditions, exposed to all sorts of dangers without any form of protection and safe places to rest and simply be children. They are walking around the streets bare foot, with open wounds and rashes, and without sanitation and/or means to treat even basic illnesses.

2.1.3. Overseas workers and the children left behind

In 2006 the public debt was 75 % of the GDP (World Bank 2007) and the high unemployment rate has resulted in a lot of people migrating abroad. An important part of the Philippine economy is the investments that overseas Philippine workers make in their home country. A large problem in the Philippines however is that a great number of Philippine citizens are forced to work in the black market for example as housekeepers, where they have long working hours and low salaries. Even children are forced into the black market (Landguiden

2007). Having so many adults working abroad signifies another problem, namely many parents leaving their children behind. A lot of the Philippine children are left without one or even both parents. Most sexual abuse taking place in the home is committed by the father or a close relative, in general when the child is alone with the abuser. This signifies a heightened risk for the Philippine children's safety (Preda Foundation, Country Report 2001a).

2.1.4. The sex industry – a continuation of the oppression and abuse of children

Due to the political instability, the Philippines has difficulties in competing with its neighbouring countries in attracting tourism. However there exist large problems of sex tourism where children are also being abused (Landguiden 2007). The reason that there has been such an explosion in the commercial sexual exploitation is closely linked to the American military that for many years was based in the country. The American epoch brought with it sex bars, bars that stayed on for the tourists once the bases and the soldiers left. The sex tourism that followed can be seen as an unwanted expansion of the regular tourism. While away from their own country the tourists consume in a way they might not do at home. Behaviours that would be thought of as inappropriate, to say the least, are suddenly accepted, maybe referring to differences in culture (Preda Foundation, Country Report 2001a). Once again it shows how poverty leads to a severe abuse of the most defenceless.

The Philippines has been called the sex capital of the world (Tate 1995). Something all sex tourists should be aware of before contributing to the oldest form of repression and slavery is that studies show that huge percentages, 60% to 92 %, of adult prostitutes have suffered from sexual abuse as children (Gonzalez-Fernando 2002: 72f). Where there is an open sex market accepting the exploitation of women it is also much easier to keep a hidden sex industry that oppresses and abuses children.

It is not the free choice, but poverty that creates the sex industry, making women and children easy targets, and in the Philippines alone, up to 100,000 children are forced into prostitution (Kinne 2002). History has shown how countries in the North have exploited countries in the South, the natural resources, the people, and today no one can claim to be unaware of the ongoing abuse of the children (Tate 1995). With the Philippines still being a favourite destination for paedophiles from around the world (Nyholm 2005a) the increase in sexually transmitted diseases, especially hiv/aids, obviously constitutes a great risk for these children's health. Even more heart-breaking is that the demand for younger children is said to have

amplified as a result of the wider spread of the disease. This is due to the abusers believing that the risk of contracting the disease is smaller when exploiting a child's young body. Contrary to this belief, children's bodies are much more likely to contract sexually transmitted diseases as they suffer a much more severe damage since their bodies are not fully developed and ready for sexual activities. A large problem in the Philippines regarding the spread of hiv/aids is the role of the Catholic Church. Given the significant influence the Church has over the life of the majority of the population, they also rally against the use of condoms which is having horrendous consequences (Preda Foundation, Country Report 2001a).

2.1.5. Child work and the worst form of child labour

A lot of Philippine children are working. In the Philippines it is common to see children guard parked cars, find parking lots, sell plastic bags, cigarettes and souvenirs, beg for money and involved in prostitution (Own experiences). Completely prohibiting child work might in many cases actually leave the children worse off. However there is a big difference between child work and child labour. While child work is appropriate to the child's age, performed in a safe surrounding and supervised by responsible adults, during limited hours, leaving the child with time to attend school, to play and rest, child labour burdens the child and deprives them of their inherent rights. A lot of the Philippine children are working under the worst forms of child labour (Preda Foundation, Country Report 2001a).

2.1.6. Children behind bars

The situation for children working in the streets is hazardous. Not only is the work they perform not taking place in a safe environment, as earlier discussed they are running a greater risk of getting abducted by liberation armies or terrorist groups, abused by paedophiles and also running into problem with the police. A lot of them turn to sniffing glue in attempts to reduce the hunger and to heal the pain and fear of police abuse. In the Philippines there are approximately 20,000 incarcerated children. Every day 150 children are thrown into prisons for petty crimes, for example vagrancy or pick-pocketing. Not only are they put in overcrowded cells, they are put in cells lacking good sanitation and ventilation, without beds and enough food. They are also together with adult inmates, incarcerated for the most heinous crimes, such as murder, alleged terrorism and sexual abuse. The children are victims of violence from other inmates and prison guards and are regularly being raped and sexually harassed, and if they try to resist they get beaten up even more (Rogers 2005/2006 & Cullen 2006: 252).

In the Philippines, being arrested is a sign of guilt even if you are in fact innocent, and the children are therefore often forgotten in prisons and spend several years locked up even though their only crime is being poor (Cullen 2006: 283). Even girls have been found in male prison cells, justified by a police officer as necessary to give the inmates sex opportunities from time to time, in order to keep them calm (Cullen 2006: 252). Situations like these are however mostly true for boys. Girls in general do not end up in prison, it is more likely for them to end up in prostitution than to turn to criminality (Rogers 2005/2006). Nor are the children safe from the people that are supposed to protect them. The Philippine law enforcement is known to severely abuse and torture the children (Araneta-de Leon 2002: 97) and with the abuse of children being such a lucrative business, it is hard to fight it when even policemen and local government officials profit from the sex industry (Buchholz & Milne).

There are many threatening and abusive situations that the children in the Philippines face. A lot of the children are put through severe abuse and their rights are being violated. All children that have been maltreated do not react in the same way, and there are also various ways to meet these children's needs. In order to get a better understanding of what needs the children have and how to assist the children in the best possible way a chapter on rehabilitation of children from abusive and neglectful situations will follow.

2.2. Rehabilitation of children from abusive and neglectful situations

2.2.1. Maltreated children

Maltreatment is any harm by physical abuse, psychological abuse, physical neglect, or psychological neglect inflicting physical damage and/or traumas on the child, that affects the child's development negatively in short-term and/or long-term (Righthand; Kerr & Drach 2003: 17). Maltreated children react in different ways to the abuse and neglect they have endured. Children with different maltreatment stories may cope in different ways with their traumas, and they all have individual needs in their rehabilitation process (Talley 2005: 184). It is therefore very important to assess every child's maltreatment case as an individual story to find out what has happened to the child and what kind of help the child needs in order to foster the best interest of the child (Silovsky 2005: 233f). It is not possible to know beforehand what has happened to a child, but we can assume and distinguish certain signs that normally are consequences of a maltreated child. These consequences may have severe

impact on the child's development through severe physical and psychological ill health, emotional and social underdevelopment, difficulties in anger control, stress management, lack of concentration abilities and other self-regulating capabilities (Azar & Cote 2005: 147). But it may also demonstrate itself through lighter interpersonal problems, cognitive impairment, aggression, suicidal behaviour, anxiety disorders and substance misuse (Cattanch 2008: 28).

The most important thing to consider when handling maltreated children is that their experiences risk producing negative outcomes for the child throughout their life if not treated and helped. Often a maltreated child is a victim not only of one kind of abuse or neglect but a combination of several forms of maltreatment and the way a child reacts to this maltreatment is very different. There is no formula for what impacts certain abuse or neglect may have. There is research that shows that some outcomes are more likely to happen when a child is maltreated, however these are not universal rules, but merely guidelines. Some children do not show any symptoms from the abuse (Righthand; Kerr & Drach 2003: 24ff).

2.2.2. Maltreated child assessment

Physically abused children not only suffer from physical injuries due to the abuse, they also have emotional disturbances, peer relationship problems and an increased aggressive behaviour. Children exposed to violence often use violence themselves to resolve conflicts. Sexually abused children often have low self-esteem and self-worth. They may feel powerless, shamed and guilt through emotional stress disorders such as anxiety, phobias, depression and/or aggressive behaviour. In the long-term, sexual abuse may lead to serious psychological and social disturbances, alcohol and substance abuse, severe depression, suicidal behaviour and profound relationship problems. Psychologically, maltreated children often exhibit psychological aggressive behaviour, as well as a higher risk of criminal behaviour and problems adjusting to their social surroundings. They also show lower self-esteem and difficulties with concentration at school. Children suffering from physical and psychological neglect show tendency on delay in language skills and underdevelopment intellectually. They also tend to have more emotional and behavioural problems, relationship problems and may become either extremely passive and depressive or exceptionally active (Righthand, Kerr & Drach 2003: 19ff).

2.2.3. Children's survival strategy

Maltreated children seem to have tendencies to make survival strategies in handling with their problems. This is due to the fact that children do not understand the world outside of the child's own life. What is happening to the child is what the child perceives as normal. Sometimes these strategies have direct negative impact on the child's development and sometimes the psychological damages will first show after a long time (Irgens 2002: 17ff). One of these survival strategies may be that the child develops a perception that the world is untrustworthy. Building up trust for this child is therefore a vital part of the child's rehabilitation, so that the child will drop their survival strategy and start to trust their surroundings. Other areas connected with children's survival strategies may be lack of affection, control, understanding, interest and hope (Talley & Ornelas Knight 2005: 125-142). Educating children about abuse and neglect makes them aware that it is not a normal and accepted behaviour towards children and this awareness makes them able to help themselves to keep themselves safe from abuse (Cattanch 2008: 14). After making the child aware of the maltreatment, the next step in the rehabilitation process is to make the child understand that they are not the cause or at all responsible for the maltreatment (Pardeck 2005: 275).

2.2.4. Putting words to the abuse

Many neglected children have difficulties in expressing themselves regarding the abuse. Expression training by different activities on developing their own identity is thereby important so that they can understand and express how they feel. It is then less complicated for the grown-ups to know how to help the child as the child will more easily express their needs (Silovsky 2005: 247f). If and when the child knows that the abuse is wrong, it then becomes harder to talk about. Fear of not being believed, fear of different consequences such as being abandoned, threats and manipulations from the abuser, and feelings of confusion, guilt and shame makes it harder for the child to talk about the abuse (Irgens 2002: 18). Sexual abuse is even harder for children to talk about. Nakedness and genitals are embarrassing subjects for children to discuss, as it is for many adults as well. That parents do not use the proper words (such as vagina and penis) when talking about sex with their children, also increases this insecurity and embarrassment among children when dealing with sexual abuse (Lyon 2005: 66).

2.2.5. Sex education, part of the rehabilitation

Sex educating for children is very important and even more important for sexually abused children so that they will be able to have a healthy sexuality in the future (Stauffer & Deblinger 2005: 324). Sexually abused children often have difficulties in natural physical contact and it is important that they learn how to say no; set up boundaries and learn that there is a difference between non-sexual touch and sexual touch (Gustavsson & Schyberg 1996: 16). Child sexual abuse is a stimulation to an area that the child is physically and emotionally unprepared for due to their age, and the younger the child is when exposed to the sexual abuse, the more severe will the physical and emotional consequences be for the child's development (Cattanch 2008: 32). It is therefore important that sex education is appropriate to the child's age, especially for sexually abused children. They must be taught about the changes to their bodies, how puberty affects the body and most importantly that they get to understand the boundaries and their right to their own bodies and how they have the right to be protected from abuse. It is also important to educate what may be called the children's safety people, which is all the people around them, such as teachers, police officers, parents and others that may come in contact with children, to protect them from any potential harm (Silovsky 2005: 251f).

2.2.6. Family participation in the child's rehabilitation process

Research has shown that parental support will affect the child's responsiveness to rehabilitation treatment (Silovsky 2005: 257). Abusive parents often lack parenting skills and knowledge about how childhood affects a child's development (Filcheck; McNeil & Herschell 2005: 286). By making parent interventions, improvements can be made to the awareness of child development and thereby change negative attitudes that cause the abuse and neglect (Righthand; Kerr & Drach 2003: 90). Such bad attitudes may be the common perception that children are belongings instead of individuals with human needs and rights. Family meetings and interviews can have both good and bad outcomes depending whether the family is supportive and willing to change behaviour or if the family is reluctant. The interviewer/social worker can observe the interaction between the family members and thereby determine where the problems lay, but it can also increase the child's feeling of guilt and being unwanted. Some topics however may not be suitable for the child to hear due to age and immaturity (Urquiza & Blacker 2005: 99f).

2.2.7. Group and/or individual therapy?

There is no general consensus about when to use the one or the other. Less educated families tend however to reach better results through individual therapy (Righthand; Kerr & Drach 2003: 103). Group therapy may on the other hand be a good means to help maltreated children. Children from abusive situations at times feel alone and abandoned, having feelings of guilt and shame. Meeting others with similar experiences can help the child to realise that they are not alone and this is an important step in their way out of social isolation from the surroundings. Children from severe abusive situations may feel the meeting with one person alone in a room as intimidating and being in a group initially may be less overwhelming. It is also a good instrument in treating neglected children as more children can be helped in less time (Silovsky 2005: 231). Even if children are not blaming themselves for the abuse, they may know that the abuse was wrong and feel ashamed or have other negative feelings. Group therapy can be a positive place for peer support and exchanging experiences so that the children do not feel alone (Silovsky 2005: 249).

Considering that the harsh living conditions are a reality for so many Philippine children, it is not difficult to understand that they risk forgoing play activities. In order to provide a background to how essential this is for a child's development and health, the next chapter will be discussed regarding play.

2.3. The importance of play and creativity in the child's development

2.3.1. The needs behind play

Play in itself is not important, it is the needs behind play that drives the child to play. The child's play and fantasy are the means they use to understand their own life and their life surrounding. It is wrong to assume that play is only for fun and for pleasure. This is an adult concept. In reality the child's play is something serious, they are in fact practicing real life through this activity. Play and creativity are therefore universal as they are important needs for all children in all socio-cultural surroundings (Vygotskij 1998: 267). The child's interests are developed within their environment. These needs are the driving force in a child's behaviour. It is a stimulating force for the child's action (Vygotskij 1998: 9).

2.3.2. The child's development phases, seen as three realities

Every child goes through a development process in their childhood. The child's interests and needs will change their behaviour throughout the development to adulthood. These different development phases will be demonstrated as different structures and activities of the child (Vygotskij 1998: 4). The first activity in a child's life is bonding with the mother (or person in role of the mother). This is where the child first develops trust to the surrounding world, and a developed distrust at this stage will more or less linger on for the remainder of the child's life (Erikson 1993: 224ff). Donald Woods Winnicott (2003) describes this as the start of the child developing three realities that will affect them throughout their entire life. The first reality is the inner and psychological reality and is every person's individual property. The second reality is the outer reality that the child shares with everyone else and the third is where we find play and cultural experiences. This third reality is a product of the individual's personal experiences within their environment. This is something that differs greatly from person to person (Winnicott 2003: 165ff).

2.3.3. The third reality

Certain needs may however develop in specific surroundings as external factors affect us and stimulate us to do and want different things. This is why the surroundings of the child must be seen as a subjective factor, provoking specific actions and therefore also certain needs. Needs are not only objective nor are they only subjective, but must be seen in a complex combination of both. Lev Semjonovitj Vygotskij (1998) recognises that needs are influenced more by the socio-cultural environment than the child's biological characters (Vygotskij 1998: 10f). This intermediate reality unites the inner reality with the outer reality. In order for the third reality to be created for the child it is important that the role of the mother actively acclimatises after the needs of the child. This acclimatisation will over time be reduced along with the child's ability to understand their surrounding world and to endure losing the illusion of being the sole being of the universe (Winnicott 2003: 31ff). It is in this third reality where we find play and creativity that work as the connection between the children's experiences of themselves being all there is and realising that other objects and phenomena exist outside of the child itself. In order for this reality to emerge there is a great need for trust and reliability. This is why it is important that the early relationship between the child and the person taking the role of the mother is well-protected and safe, since the child at this stage is completely dependent. This third reality between mother and child later on grows into a reality between the individual and the society. If the child's needs are being cared for and they

are given the chance to creatively play they will also be able to create, and form the ability to contribute to the cultural area in life (Winnicott 2003: 158ff). In this reality and with the resulting interacting activities with other individuals, starting with the mother and then passing on to involve others, is where the child develops their individual self (Mead 1969: 135).

2.3.4. Creativity – a necessity in order to understand the world

Children under three years do not have a perception of themselves as individuals and therefore do not understand the concept of doing things later or pretending to play and recreate a situation. They are living in the present, stimulated by the situation as it is. The child's imaginary capability emerges when they realise that they are individuals. Then the child starts to live out wishes and aspirations through the play. They also start to be aware of relations to others and this is also included in the child's play. Often the child's wishes are not possible to achieve in real life and the child is therefore using play to live out these desires (Vygotskij 1980: 173-198). By taking on different personalities of others they develop their own identity (Mead 1969: 153). The child is not yet aware of their motives behind their own play, but is only reflecting what was learned and other experiences. Throughout the child's development and maturing process, the child's needs and motives change and therefore the play of the child also changes with time. The more aware the child is of themselves and the more experience the child has, the more capable they are of imagination (Vygotskij 1980: 173-198). Creativity and imagination are therefore closely linked to the different experiences for a child, as experiences are the foundation for developing creativity. The greater experience the child has, the greater will be the child's creativity in their play. Creativity is therefore a vital part of the child's development, as it is used by the child to understand their experiences. A child does not only use experiences to understand the world, they can also use other experiences, such as education. All these experiences help the child's creativity to develop and by that the child will also understand the world more. Every new experience is linked with a special feeling for the child, and the increasing experiences make it easier for children to express themselves (Vygotskij 1995: 15-22).

2.3.5. Playing is practising real life and learning the social rules

A child's play resembles more real life as their experiences grow. This is how the child develops and matures. Play is then more influenced by rules about what is accepted in the play and what is not. Rules in the child's play help the child to learn self-management and to

control impulses. This is a necessary part in the child's development to become an adult and an important part of our society, since adults are required to show others respect and cooperation. Children learn their moral and accepted behaviour both through their parents and/or other adults discussing what is right and wrong. Through their play with other children, they themselves are also part of setting up the rules for the play (Vygotskij 1980: 180ff). In the interaction (play) with others the child must accept and assume attitudes of the group and by that the child learns the social rules that also exist in our society (Mead 1969: 154ff). Their play will later on be replaced with these rules that will guide the child through a life as an adult. This is why it is important that the child is able to play throughout childhood. They are therefore practicing real life and learning the moral and ethics of life (Vygotskij 1980: 180ff).

2.3.6. Playing is life saving

Furthermore Winnicott (2003) links creativity to all human activities. Creativity exists in every intentional activity that a well-functioning individual does, in ones approach to different things and in ones studies. This is what distinguishes humans from animals. The creativity in human actions makes the difference between living a meaningful life and merely existing. Without creativity, the individual may feel indifference and may not be able to see a reason to live (Winnicott 2003: 113ff). Individuals need to feel that they are seen and acknowledged by others to feel that their lives have a meaning (Winnicott 2003: 178ff). Play and creativity are both parts of the development process and therefore also a part of the child's psychological health. During the years that a child uses creativity in play, they will develop a feeling of competence, if the child receives positive acknowledgment and access to safe and stimulating surroundings, or otherwise they will have a feeling of incompetence and inferiority (Erikson 1993: 235f).

2.3.7. Threats to playing

The child can have play interrupted or failed by their surroundings in various ways. For various reasons, such as family and economical situations, children may be forced to take on responsibilities that ought not to be theirs. They may be required to work to provide for their family or raise their siblings for example. Being forced into these grown-up responsibilities the child will pre-age and lose an important part of their life; their spontaneity, the playing and the creative impulse that comes with being carefree (Winnicott 2003: 221f). Another extremely severe danger for the child's play and the child's welfare is if someone misuses the child's natural impulses. Playing also involves the body and certain intense interests are in

some ways linked to certain aspects of physical excitement. An arousal of the erogenous zones is a threat to play and therefore the child's sensation of existing as a person. When someone violates the child's urges, that person is extinguishing the possibility to play and severely violating the child, putting at risk the child's whole sensation of existing as a person (Winnicott 2003: 89).

Playing is not always safe and it is therefore important that responsible adults are at hand, if the playing turns into something threatening. Organising play in this way is not the same as to lead the play as adults should just be there and not intervene unless the children's playing is threatening (Winnicott 2003: 87). To understand the world, which is not only good and beautiful, the child also needs to play what we adults may see as chaotic and evil games. Fairy tales also have bad and ugly creatures, as well as good and beautiful ones. Children need to be able to play these personalities to learn and understand their surrounding world. Erikson (1993) names these two different playing forms as white and black games. The white games are the ones that are pedagogical and full of order, while the black games are the ones that are characterised by disorder and chaos. Adults often misinterpret the play of the child and intentionally or unintentionally intervene when the play is not following the grown-ups rules and order. There is also a tendency among adults to correct children's language, which also is a way of putting order into the child's self-expression. The solution to black games, if they become destructive, is creativity. The child needs to play both order and disorder to develop and to be able to understand the world. Creativity can be used to replace the child's need of black games since creativity can be characterised more by chaos than order (Erikson 1993: 96-105).

2.3.8. Play as a mean to heal

After practicing healing of both grown-ups and children, as a paediatrician and a psychoanalyst, Winnicott (2003) realised the essential role playing has for any individual to grow up as a healthy and well-functioning person. Even while treating emotionally and mentally disturbed persons play and creativity is of great importance. He referred to psychotherapy as taking place in an area where two play areas coincide/overlap; the play area of the patient and the one of the therapist, and emphasised the need for both patient and therapist to be capable of playing. A patient that is not able to play needs to be helped to find this ability, hence it is first after this being discovered that the therapy can start. This is because only by playing an individual will achieve creativity and fully exercise ones

personality, and it is only by achieving creativity that one gets to find one self (Winnicott 2003: 92ff). Winnicott (2003) also points out that psychoanalysing is not the only way that the child's play can be used. Playing is a creative experience, a fundamental way of life and is in itself a self-healing activity and therapy. It is therefore important to hand the child the possibilities and safe surroundings to play (Winnicott 2003: 87).

When rehabilitating maltreated children it is important to use creative tools and play, as this is the way a child learns about their surroundings and with this, better understands what has happened to them. Furthermore, by using the means of creativity and play it is easier to reach out to maltreated children and make them disclose, an important step in their rehabilitation process. All children need play and creativity for their development, however when treating abused and neglected children, this can be used as a therapy for the children to cope, accept and move on with their lives. We visited two grass-root organisations in the Philippines that use different means to rehabilitate maltreated children. Their many years of working with the rehabilitation of abused and neglected children make them specialists in this area and have formed unique rehabilitation programs that are best suited for these children. We will start to give a short description of these NGOs as well as more thorough description of our field study at the organisations. We will highlight all the different areas of play and creativity that they use in their rehabilitation programs, and also all other needs that these maltreated children have in order to fully recover and move on with their lives.

3.1. Introduction to Stairway

Stairway is a residential rehabilitation centre for street children, including those with tuberculosis and from prisons. It is also a learning and resource centre for children's rights, with a special focus on prevention and treatment of child sexual abuse. This NGO was founded by Monica Ray Jorgensen and Lars Jorgensen in 1990. Today their largest focus is on children's rights advocacy. They have two social workers working fulltime in the advocacy program, teaching schoolteachers, police officers, church leaders, parents and many more professionals working with children that may have been or are being sexually abused.

In its advocacy program Stairway has produced two animations about child sexual abuse; *Daughter, A Story of Incest* (Ray & Perez 2003) and *A Good Boy, A Story of Paedophilia* (Ray 2005). The animations are primarily focused on treating sexually abused children. They make it easier to reach out to sexually abused children as the children may feel too ashamed to talk about their experiences and sometimes they even blame themselves for letting the abuse happen. By using creative methods, Stairway is making it easier for the children to identify themselves and relate to the characters in the stories about child sexual abuse. This also makes it easier for the children to discuss experiences so that their rehabilitation process can start. The animations help the children understand that they are not alone with this burden and that child sexual abuse is a crime and that whatever may have happened it is never their fault. At Stairway they have realised that creativity is also a good method for reaching out to adults. Therefore the animations are also used to



Art at Stairway

create awareness about child sexual abuse among adults, especially among professionals that in some way come in contact with children through their work. A third animation, which is about child trafficking, is being developed for the advocacy program to reach out to adults. In the advocacy program other creative methods, such as workshops and different interactive

activities are also used. Using creative methods makes the teaching and coping with such a graphic topic less painful and easier to handle.

Stairway also uses theatrical performances to campaign against neglected children. These are performed by former street children and victims of sexual abuse. The latest performance, *Cracked Mirrors* (Ray 2005: performed at present) is about child sexual abuse where the actors themselves actually were sexually abused as children. The fact that the show is authentic makes it even more intense and heart breaking, and after the performance the actors appear before the audience to discuss child sexual abuse. This is an unforgettable moment that will stay in our hearts forever. The theatrical method is also used to reach out and teach children on the streets and in prisons about their rights and the dangers of drug abuse, hiv/aids and child sexual abuse.

Within the residential program, Stairway each year hosts twelve boys from a rehabilitation centre outside of Manila. This rehabilitation centre resembles a prison, as the conditions are inhumane, and many of the boys have been there for several years of their childhood. Each year the staff of Stairway makes a hard decision about which of the boys from this rehabilitation centre are taken out to come and live at Stairway. Criteria such as sexual abuse, severe neglect and boys with tuberculosis are given priority as Stairway specialises in these areas. A child's economic background has no influence, at Stairway they rather look into which child has the greatest need of being rescued. This is a hard and very emotional process for the staff as they would rather see all of the boys at the rehabilitation centre removed from these dreadful conditions. It is a necessity for Stairway's rehabilitation program not to host too many boys, otherwise the quality of their rehabilitation will suffer. During the year that the boys stay at Stairway they are given back their lost childhood.

Situated in fabulous surroundings, close to a beach and mountains and, most importantly, far away from the settings that are related to their abuse and neglect, Stairway has inspiring and calm environments that are well-suited for children in distress. In addition, Stairway has its own non-formal school where staff from Stairway teaches the boys from each unique individual's capabilities. Some of the boys have never attended school or have very little education. The goal in the boys' rehabilitation process is also to build and strengthen their self-confidence and placing them in an ordinary public school is not advantageous. Furthermore staff specialises in different areas, such as music, sport, art and handicraft. The

staff is responsible for the everyday activities of the boys, and they are given income-generating skills in various areas to improve their self-esteem and of course just to play and have fun. All of these activities are performed collectively, so that the child learns to trust in others and develop teamwork skills. Every child is also seen as an individual, being taken care of and loved. Stairway has a psychologist that has sessions with each and every child, depending on their special needs. Being seen as a unique individual is essential for the child to process the trauma and to be able to love themselves again.

After their year at Stairway the boys are evaluated and reintegrated either into their own families or by other means into the society again. Stairway offers these neglected children a safe environment where they are allowed to be children. They learn to love and be loved, appreciate and be appreciated. Most importantly they have a place where they do not have to worry about mistreatment or their rights being neglected (Stairway Foundation Inc. 2008, interviews with staff at Stairway & field study observations).

3.2. Field study presentation of Stairway

3.2.1. First impression

The first NGO that we visited during our field study in the Philippines was Stairway. After having spent a few days on our own in Manila we were picked up in the morning on March 10, 2008, by Lars Jorgensen, who together with his wife Monica Ray Jorgensen are the founders of the organisation. Since Lars Jorgensen had been to a meeting in Manila we were fortunate to travel with him back to Stairway. Before the journey we met some of the children on whose life Stairway has had an impact. Some children working in the street came up to talk to Lars Jorgensen and were very happy to see him and to answer his questions on how they were making a living for themselves and how they were doing. They were children who had formerly been participating in the Stairway rehabilitation program. During the drive to Batangas where we took the ferry to Puerto Galera, on the island of Mindoro where Stairway is situated, we spoke a lot with Lars Jorgensen and learnt about his organisation and its work. We had already formed a very positive impression of Lars Jorgensen, over the telephone and through email, and by reading the Stairway's Web Page. We had learnt a lot about the organisation and its inspiring work with rehabilitation and advocacy through creative expressions. This impression intensified during the drive.

During the drive we also gained an insight on how many Philippine people are living. We drove by communities consisting of tin roof houses and shelters built with whatever material could be found. There were also a lot of people living under the bridges we passed. We were told, later on, that some of the vacant areas we drove past had also been shanty towns. However when the government discovers a need for the land or basically wants to clear the place of the embarrassing sight of the poor population, the bulldozers are put in to simply flatten the area to the ground. The road to Batangas was similar to most roads in the Philippines. Its sidewalks were jam-packed with advertising billboards, promoting alcohol and skin whitening cream. Lars Jorgensen told us about the struggle performed by several gender NGOs a few years back, contra a whisky producer that had a commercial add asking “Have you ever tried a fifteen year old?” A word game on the abuse of minors. The NGOs won this fight, but this is a good example of the negligence towards the severe abuse of the Philippine children that is taking place every day.



The stage

When arriving at Stairway, the following words sprang to our minds upon first seeing the organisation and the surroundings; colourful, beautiful, green, flowery, open and fenceless. This was a relaxing and inspiring place to anyone and especially to children in need of a safe environment. On the premises, what was once a summer house has expanded to include the main building where the founders live with their two children, the nipa huts where the staff lives, the boys’ house, the school building and the office building with a kitchen. There was also a stage for performing plays, meetings, music jamming sessions and that also exists as an open and inviting place for recreation. The newest building of Stairway is the so called yellow house, a beautiful building created to house the many local and international visitors of the organisation, coming for example to volunteer or to participate in training conducted by Stairway. Outside the building there are two ping pong tables that are frequently used by the boys as soon as they have spare time. As we were taken to the nipa hut that had been prepared for our arrival we also reflected on the many rights of the child being outspoken and advertised around the complex in the shape of beautiful creative paintings.

During our first day, we took the opportunity to discover the surrounding area of the organisation. Walking along the beach, listening to the sound of the waves, we set off over the rocks separating Aninuan Beach from near laying White Beach, an area that at night time turns into a party area, with an atmosphere that in many ways resembles that of Manila. The boys at Stairway are therefore prohibited to go to White Beach without being accompanied by Stairway staff, since the area contains many of the dangers and problems that the boys encountered on the streets. When we returned from our walk we saw the children playing on the beach, making flips and playing volley ball. Lars Jorgensen was sitting in the sand with Monica Ray Jorgensen and our first impression of his wife was just as good as the one of himself. We sat watching the sunset until the daily beach time was over and we returned together to the organisation to have dinner. We could already tell that the children are offered a lot of free time for spontaneous activities, but that they also have chores like setting and clearing the tables and washing the dishes. When the boys in charge of setting the tables and bringing the food had finished their duties, the staff and the children sat down together to have dinner. The staff was very friendly and the atmosphere between the staff and the children felt relaxed and family like. Lars Jorgensen and Monica Ray Jorgensen have their dinner in the main house, together with their two children, something we believe to be a positive thing, as their own children also need to have their right to their own family fulfilled.



Office and kitchen building

3.2.2. Rehabilitation program

The boys attending Stairway's rehabilitation program come from a rehabilitation centre run by the government. The description that both the staff and the boys of Stairway gave is that it is like a prison. The conditions are awful. There are no mattresses, so the children sleep directly on the cement floor. The children commonly call it *impyerno*, the Tagalog word for hell. There is a hierarchy in the state rehabilitation centre. The children fight among themselves and it is the law of the jungle that rules, the survival of the fittest. The one holding the highest position in the rehabilitation centre is the major, followed by the commandant, by whom the rules are set using verbal and physical punishments. When staying at Stairway the

boys have to respect that they are all equal and neither staff nor children are allowed to use violence. In the so called wrap-ups, held twice a week by the residential social worker, the children are taught how to verbalise their concerns in a group and how to solve conflicts. This is something they are faced with on a regular basis, living and/or working on the streets. The children are also able to ventilate any other concern they might have, including their concerns regarding their peers.

During their stay, the boys also have personal development activities. These are performed in the group twice a month. Another group activity is the group counselling taking place twice a week. Every month there is also counselling taking place on an individual basis. This counselling looks at the individual needs of the child. This can also take place more often, if the need for it arises. All of these activities are performed by the residential social worker. If she identifies a need for the child to undergo more profound psychotherapy the child will be referred to the psychologist at Stairway. The psychologist also conducts group therapy with the boys, with special attention to sexual abuse.

Upon arrival the boys are given a three day orientation, called the kids' orientation. The topics that are covered deal with the children's past, their present and their future. It also includes what expectations the children have of Stairway and what Stairway expects from them. Another very important step in the beginning of their stay at Stairway is the pre-medical evaluation, in order to determine the status of the boys' health. This is something that might vary from the health certificate handed over by the state rehabilitation centre. Their health upon arrival to Stairway is not always at its best, they are tired, malnourished and some of them have more severe health problems. One example we were told was of a boy who had been put through heart breaking cruelty by his stepfather. To punish the boy, the stepfather would force him to stair straight into the sun, during the day's brightest hours. This happened on a regular basis leaving the child with severe eye damage and cataract on both eyes. Upon the boy's stay at Stairway, this was initially discovered and operated on. The boy also had scars and a deformed ear after the beatings he took in order to save his mother from getting physically abused.

Since our stay took place in the end of the boys' year at Stairway, we were there for the post-medical evaluation they undergo before leaving the organisation. This is to ensure that the children are in good health when they are reintegrated into society. The boys that are not



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find ready for reintegration, for another year of rehabilitation. This was also the case when we stayed at Stairway. Even though the children leave Stairway it does not mean that they are no longer of any concern to the organisation. Stairway still communicates with the children and/or the supervisors in charge of them, to see that their development is progressing and that they are doing well.

3.2.3. Capacity building and family settings

The twelve boys that we met, all in the age of 13 to 19 years old, are a perfect example of the most inspiring, motivated, active and responsible teenagers. One thought that sprang to our minds was if the easy going spirit and approach of the children would have been the same, would we have come in the beginning of their stay? We were told that there is a big difference in their behaviour when the boys first arrive. Coming from the state residential centre, where they have not been shown any support, love or care, it is no surprise that the boys are reluctant in the beginning. Stairway with its staff and surroundings is a culture shock for them. The way the children are treated in Stairway greatly differs from what most of them have experienced before. After living on the streets, they have been thrown into the state residential centre for cases like vagrancy, sniffing glue or other petty crimes. Being thrown into prison-like facilities for several years for minor offences, have deprived these children of their childhood and development. The children are brought to the state residential centre either by the police or the Social Welfare Department, after having been picked up on the streets by so called rescue teams. These rescue teams have the responsibility to keep the streets clean of street children, so they put them in prison-like residential centres and call it rehabilitation.

reintegrated into their families will normally be transferred to another institution for evaluation and case management. The one year rehabilitation program is filled with activities to strengthen the children, give them abilities and build their self-esteem. Sometimes however, one year does not suffice. This depends on the personal growth of the child. Each year Stairway normally keeps one or two boys, whom they do not

The family setting that Stairway provides for the boys is important for their rehabilitation and development. Not all the boys come from a poor or unloving background. The reason for boys living on the streets can be various, one example is peer pressure. Common for the boys however is that they normally have been away from their families for a long time. The boys brought to Stairway have usually spent one to four years in the state rehabilitation centre. Even though it is not true for all, many of the boys do not know the meaning of a loving and caring family. At Stairway they are offered one year of childhood, which a lot of them until then have missed out on. They are offered a childhood in the sense that they are not only allowed to play, and simply be children, but they are also offered a childhood in the sense that they have adults around them guiding them, teaching them values and responsibility, giving them education, caring for them, showing them love, respect and trust.

Many of the boys have never attended school before they arrive at Stairway. Some do not even know how to spell their names. When the children leave the organisation they have learnt how to read and write. This is something that builds their self-esteem and offers them a better chance in life. Since the children cannot stay at Stairway indefinitely the capacity building that the organisation provides them with is very important. The children are therefore guided by Stairway. The organisation provides them with options, so that they are capable to help themselves when time comes to leave the organisation. The art and handicraft that the boys are taught play an important role. Stairway provides the children with the material and the knowledge to make flutes, dream catchers and jewellery, among other things. The organisation then buys the products from the boys, and the money earned will be registered in the boys' account at Stairway. This account is a way to teach the boys how to value and handle money, since after having all personal hygiene supplies given to them for free, after three months they start paying 30 percent themselves. Besides learning the value of money, being taught handicraft provides the boys with a way to make a living when leaving Stairway. Creativity is this way used to provide them with an alternative and respectable way to survive.

The trust that the boys are shown is also something new to them. They are accustomed to being looked upon as glue sniffers and thieves, basically as a menace to society. The staff at Stairway does not build a picture of the boys based on their past experiences. They do not look at them as criminals but as victims of the society they live in, and that they show that they believe in them also gives the children faith that they can develop and improve their own lives. The staff members at Stairway are called *ates* (big sisters) and *kuyas* (big brothers) and

so are the residential boys. To be called kuya is in order for them to realise their own importance and responsibility, not only towards themselves but also to the people around them, their community and their environment. During our stay at Stairway we experienced this responsibility taken by the boys during Holy week. In general there was no specific program during this holiday. Some chores like cleaning and washing clothes still had to be done, but otherwise it was mostly sport and recreation, having a good and fun time. Everyone was enjoying a lot of playing, movie watching, and beach time as always in the afternoons. One night the boys were allowed to join the party area over at white beach, where concerts were performed each night. Six workers (us included) went with the boys, but instead of having the workers watching over and supervising the boys, we all looked after one another. This was done in a so called buddy-buddy system, consisting of two boys and one worker, all three looking after one another as a team.

3.2.4. Prevention and treatment of child sexual abuse

Along the way, working with the rehabilitation of the children, Stairway realised that numerous of them had been sexually abused, and while in general the children speak openly about other mistreatments and abuses the children find it extremely hard to talk about sexual abuse. Stairway did not feel equipped and skilled enough on the issue of treating sexually abused children, therefore an expert from Manila was requested to give training to all the staff of Stairway. Even with the right knowledge it can be hard to reach out to the sexually abused children and have them disclose, and Stairway realised that they needed other tools in order to do so. It was Monica Ray Jorgensen who came up with the idea of using creativity, leading to the creation of the animations *Daughter, A Story of Incest* (Ray & Perez 2003), and *A Good Boy, A Story of Paedophilia* (Ray 2005). Beforehand the children participate in workshops, role-plays and games, giving the Stairway staff a presumption of whom they believe to have been sexually abused. The animations then make it easier for the children to understand that they have nothing to be ashamed of and that they are innocent victims. The animations also help the children to disclose since it is easier for them to speak in terms of themselves as being *A good boy* or a *Daughter* than to say that they have been sexually abused.

Besides the therapy of the residential children, Stairway also conducts counselling to social workers, teachers and others, who are not knowledgeable on how to handle sexually abused children. When deciding on whom to contact for the training on sexual abuse Stairway looks at who needs it most, and also equally importantly where it will have a multiplying effect,

meaning where the staff will pass on their received knowledge to the children and other adults. Not all children can be accommodated at Stairway, so after having children disclose in schools or elsewhere the personnel will be asked if they are equipped to have therapy for the children. If not, the children will be referred to a NGO in Manila, the same organisation that once trained the Stairway staff. It is important that they are trained and knowledgeable people around the children after they disclose, since they otherwise would be left alone with an opened wound. The training that Stairway provides is mainly conducted in Manila and Mindoro, but training is also conducted in the rest of the Philippines and on an international level.

3.2.5. Creative expressions as a tool to prevent and treat sexual abuse

Both in its preventative work and in the therapeutic treatment of the children Stairway uses creative expressions as a primary tool. Before the two animations were created, Stairway had already seen the wide and positive effect in reaching out to people using the mean of theatre. Their musical *Goldtooth*, based on an animation by Street Kids International called *Goldtooth* (Lowry & Lamb 1994), that helped the participating children to recover from the abuse they had been exposed to was also the starting point for the advocacy. The musical that had its first show in Manila in March 1999 was at the time considered cutting edge. It also made its way to the UN. Lars Jorgensen told us that even though theatre might be the best way to affect people, you cannot reach out to everyone. Using animations Stairway has a tool that can reach a much broader crowd and by doing so has a bigger impact.

During our stay at Stairway both Lars Jorgensen and Monica Ray Jorgensen were working extremely hard on their third animation, *Red Leaves* (Ray; under production), a story directed to adults about the trafficking of children. They want it to be ready as soon as possible, since the advocacy program actually saves lives. It is not enough to help the children if there is nothing done to deal with what is causing their pain and suffering. There is also a constant fight against people's tendency to get used to even the most horrendous maltreatments and abuses, so in order for society not to get used to street children and to sexual abuse Stairway is faced with a constant need to shock. There is also a great need for changing attitudes in society. Once Stairway had a presentation in India and one man stood up after watching *Daughter, A Story of Incest* (Ray & Perez 2003) and said that the father's abuse of his own daughter was the mother's fault, since she had left to work abroad and by doing so she neglected the sexual needs of her husband, forcing him to use his own child.

3.2.6. Play to reach out to both children and adults in taboo matters

Whenever Stairway conducts a training, play is used in the sense of workshops and role plays, since they have experienced a different effect than if only lecturing. Using creative expressions creates active participants. In the Philippines the majority is not comfortable speaking about sexuality and part of the training is to teach the participants to use the proper word for genitals, and to not use a symbolic word. Adults in general and parents in particular, need to be comfortable with the proper terms, so that they can talk about them in a natural way and in their turn teach their children to use the proper terms. We were given a terrible example of a little girl who was told her vagina was called flower. This girl was sexually abused, but when she told her mother that someone had touched her flower her mum answered that the girl should not worry, that there are a lot of flowers, so it is okay. A horrible example of a child revealing a sexual abuse and then believing what was done to her was something her mother did not respond to, that the mother actually thought the abuse was okay, simply because the mother believed that the girl was talking about the flowers in the garden. Both adults and children are taught to use the correct words for genitals. Also, to approach this taboo subject, play is used. For example the participants have to say the proper words as a password in order to be able to cross a make-believe bridge. Not a completely easy task, especially for a lot of men leading them to excuse themselves, so that they do not have to attend the exercise, for example saying they have to go to the toilet. For many it is the first time they will actually use the proper word.

3.2.7. Fighting for rights and justice – a risky business

Being a children's rights defender working against the sexual exploitation of the children is not a totally safe dedication in the Philippines. When Lars Jorgensen and Monica Ray Jorgensen first arrived to Puerto Galera it was a safe haven for paedophiles, and still today there is sexual abuse taking place every day. Even though there is a fear that there would be a tendency of having the place returning to what it once was, it is difficult to be too aggressive in ones work against the exploitation of children. The Philippines is a country where a life costs very little to end, and if the staff and founders of Stairway would have to leave to protect the lives of themselves and their families, the work of Stairway would end. Earlier Lars Jorgensen could detect the child abuse in the area in a completely different way. Being a white man walking along the beach or the streets he would get asked if he was looking for a woman. If the answer would be no, the age would diminish and he would be offered a young girl or a child. Now Lars Jorgensen is too well-known in the area to get asked, but if ever

going somewhere else in the Philippines the whispering voices of the people selling women and children like objects are never far away.

3.2.8. The CRC as a tool in the prevention and rehabilitation work of child sexual abuse

At Stairway the CRC is used as a tool to reach out to both children and adults. The message that the children have rights is clearly outspoken and proclaimed by creative means all over the organisation. When it comes to the advocacy work, the CRC is a valuable tool. It helps to have a document that states that children are human beings with rights and privileges. It helps in advocacy when trying to change the way people think, especially when it comes to dealing with people who still believe children to be the property of the parents. This is a belief that unfortunately is still quite common in the Philippines. Furthermore, by having the CRC as a base, Stairway finds it easier to explain why children need to be protected from sexual abuse. The convention also simplifies the work by explaining that there exist needs for more than just food, clothes and housing for the children's survival. In order to have a healthy person more is required, such as love and also play. It is important to establish the rights of the child before the actual protection can start. It is also very important for the children to know their rights. Stairway finds help in the CRC when making children aware of their rights and integrating them in their everyday life.

3.2.9. Play and creativity as tools in the rehabilitation and development of the child

When they at Stairway teach children and the rest of the society about the rights of the child they use creative expressions. By having children using past experiences in a creative way helps them to create awareness about the rights that they have. It can also be extremely difficult for children to put words to the abuse they have experienced or problems they are dealing with. Through play and creative expressions they are given a tool to reveal that. At Stairway they find play as something absolutely necessary. Not only is it essential for the child's development, building up their self-esteem and teaching them how to socialise and deal with feelings and experiences, it can also be used as a tool for rehabilitation. Through art, dance and music children learn discipline and teamwork and how to participate and interact. The child can also use creative expressions such as painting and singing as a mean to handle former abuse. For example the boy with the cataract, beaten by his stepfather, put his past experiences into a rap song and found a creative way to start the healing process. This way the creativity offers Stairway a mean to see the state of the child, and what they have to work with.

It is also possible to see how the rehabilitation is progressing by observing the way the children play. When the children first arrive at the organisation the way they play is very different from when they leave. In the beginning the children are a lot more passive, they are tired and malnourished, and the play easily turns into an aggressive situation since the children are sensitive and protective of themselves. Already after a few days at the organisation a change can be noticed. By being put through creative expressions the children start to feel good and healthy, and the anger and the tension are reduced as the children begin to work on their strengths and weaknesses. Their play intensifies and then turns less aggressive.

At Stairway they do not believe that children lose the ability to play, but the child needs to be given opportunity and knowledge to play. They agree with the importance of a safe environment for the child, since an environment where the child does not feel safe may deprive the child of inspiration to play or lead to only negative play. This is something that happens while being abused. Being deprived of playing also signifies a deprivation of the child's development that if not corrected immediately, might develop negatively later on in life. We found the youngest boy at the organisation to be a good example of the effects that lack of play has on the child's development and social skills. The boy never had the opportunity to be a child, to play, before he came to Stairway. He started working at an early age and was beaten if he did not make enough money. This boy had problems playing and socialising with the other boys in the rehabilitation program. Instead he was playing alone, with the dogs or with the children of the social workers who are much younger than himself.

3.2.10. Leaving Stairway

One night we were all having a barbeque at the main house and the boys were watching movies. We noticed that one of the boys had been missing the whole day. He was going through depression, something we were told to be common for the boys with their looming departure from Stairway. After having had an inspiring and strengthening year they know that they will be going back to what once drew them to the streets, and that life will be hard on them again. Not all of them will be able to manage the return back to their former environments. Peer pressure and other factors might contribute to some of them having a fallback. As hard as we ourselves found it leaving this place, with its inspiring and dedicated staff, we can only imagine how hard it must be for the boys who here were given back a lost childhood. They are leaving a place and people that have strengthened them and that have

seen them through the process of changing from the mistrusting street children that first arrived, with street values and a reluctance to give out their real identities and addresses, to one of the brothers in this big Stairway family. It is hard for the children to leave Stairway, the staff that has become their new family, the beautiful surroundings and the whole Aninuan community, that treats them with respect and acceptance. At Stairway they are careful not to hide from the boys what is going to happen to them on departure. In order to prepare them for the separation they start processing everything a few months before the boys' departure. They also try to incorporate in the boys' minds that what now comes is the beginning and not the end.

3.2.11. Preparation of the family and the community before the boys' reintegration

We were advised of the importance of not only preparing the boys, but also their families and the communities they live in. It is important that the child is not looked at in a bad way or treated like a criminal, since this would have negative effects on him, as a constant distrust could lead to the child giving everyone a valid reason for the blame and distrust he is given anyway. The residential social worker will also make pre and post home visits, to detect the reason for the child taking to the streets initially and to determine whether these conditions have changed. From the twelve boys that we observed, eight were brought back to their



The Yellow House

families. The families of the other four did not qualify, as they did not have the capability to protect the welfare of their child. Stairway is a difficult place to leave for both boys and staff. The staff admires the respect given to them by the founders, the opportunity for themselves to develop within their work and quite a few of them are former street children themselves.

3.2.12. When the boys leave Stairway

Before the boys departure they are given a graduation. Diplomas were given to all of the boys and medals were given out for good achievements. One boy we witnessed receive a special medal, a sort of comforting medal as he would have been left without any accolade. There seemed to be mixed feelings among the boys. There was joy and pride in the air, after having graduated, but there was also sadness, that the time at Stairway was coming to an end. In the end of March the boys left for another town, where they would have time for evaluations and reflections over three days. The place felt very empty without them and gave a preview on how the place would be like when the boys started leaving in the beginning of April. During the months between the departure of one batch of boys and the arrival of another, means a lot of work for Stairway. Staff evaluations were made identifying weaknesses and strengths. The difficult work of selecting new boys from the state rehabilitation centre then took place.

Before leaving for the Philippines we were concerned that our presence at the NGOs would signify yet another abuse of the children. Lars Jorgensen on the contrary noted that it is good to have Westerners coming over, so that the children can see that not all the Westerners are paedophiles. Furthermore Stairway believes in networking, which is also a big part of their work, and they collaborate with national as well as international governmental and non-governmental organisations and institutions. One of these collaborations is with the International School of Manila (ISM), and through the International Community Actively Responding to their Environment program (ICARE) young people on most opposite levels of society get to know each other. Experiences during this week leave a strong impact and influence the children's outlets and decisions later on in life. For the Stairway boys it is also important to realise that they can actually be better at certain things, like art and handicraft, than their privileged peers.

Leaving Stairway was for us difficult and emotional. The time we had spent at the organisation felt just ideal for gathering the information and material that we had come to collect. The organisation, the staff and the boys were so open with information that upon our departure we had all that we needed (Stairway Foundation Inc. 2008; interviews with staff at Stairway and field study observations).

3.3. Introduction to Preda

Preda is a NGO situated in Olongapo City, which used to be the location for an American marine base. The organisation works with the rescuing and rehabilitation of children from abusive situations, particularly children used in the sex industry and imprisoned children. Father Shay Cullen, an Irish Columban Missionary priest came to the Philippines in 1969 to work for the protection of human rights, especially the rights of women and children. Together with a Philippine couple, Merle and Alex Hermoso, he started Preda in 1974. The original mission was to help drug abusing teenagers. Today Preda is working within a variety of different areas to change attitudes and economic, political and social structures that give rise to severe neglect



Art at Preda

of the human rights. Even though Preda is mostly known for its work towards syndicates and paedophiles abusing Philippine children, rescuing and treating these sexually abused children from brothels and prosecuting the offenders, they also work for a sustainable environment, Fair Trade, advocacy, rescuing children from prisons and much more.

3.3.1. The projects of Preda

Preda today consists of twelve projects, all with their own separate staff and budget. When we visited Preda the organisation had 84 staff members, where approximately ten are social workers. The remainder have different duties depending on what project department they work for, for example legal representatives or facilitators. We will introduce ten of the programs shortly and then the two we were particularly focusing on during our stay at Preda will be introduced a bit more detailed.

Rescue Every Child Today (REACT) is a residential program with therapeutic treatment, education and legal assistance to boys in conflict with the law (CICL-boys). The boys are rescued from overcrowded prisons where they have been incarcerated with adults in inhuman conditions. Legal services (Legal) give children legal help, both for children accused of crimes and those being victims of sexual abuse. Street Child Education Early Kontakt and Outreach (SEEKOUT) goes out to the street children where they live on the streets and

protects them from harassment of police officers and gives legal assistance when needed. They give the street children education, clothes, food, health care and also love, care and friendship. A future goal is to open a residential home for those street children that wish to leave the streets. Preventive Education and Public Speaking department (PEPS) is an advocacy group that goes out and informs teachers, social workers, community officials and church leaders about child sexual abuse, drug abuse and hiv/aids through education and preventive seminars. They also orientate children, youth and young people and inform them about their rights. PEPS started AKBAY, which will be discussed later. Public, Special Human Rights Education (SHARE) works with lobbying to the community on child protection and are also working to improve the legal procedures in child abuse cases, through for example the Juvenile Justice bill. Furthermore they work against child pornography and for reforms of the imprisoning system in the Philippines. Research, Advocacy, Information and Networking (RAIN) works to build awareness in the Philippines and abroad through media and cooperation with other NGOs and agencies.

Indigenous Peoples Assistance Community Training (IMPACT) works for protecting the environment and helps indigenous people in their fight for ancestral lands as well as gives out scholarships for youth in the project. Scholarship for Youth (SCHOLAR) gives education to disadvantaged children, especially Philippine-American children, as there are many forgotten and abandoned children, the so called throw away children, from the many years that the Americans had a marine base in Olongapo. Internet Safety Campaign (INSEC) conducts advocacy for internet safety, to combat the internet child pornography. Fair Trading includes both handicraft and dried fruit. They give interest free loans and help the farmers to get a fair price for their work at the world market. Fair Trade is a big success in helping families to survive on their work, preventing children from running away from home to go to the cities and finally ending up in prostitution or other form of abusive situations (Preda Foundation 2008 & Cullen 2006: 291).

Childhood For Children (CFC-girls), which is one of the projects we were more closely researching, is a residential program that hosts rescued girls from brothels, the streets and abusive homes. The girls are divided into two different programs and residential homes, namely CFC-girls and CASEC. CFC-girls hosts girls from abusive homes, and many of them have been sexually abused by relatives or other people in their surroundings. CASEC, which stands for Commercially And Sexually Exploited Children, consists of girls rescued from the

sex industry. Before the girls are taken into custody by CFC-girls the social workers and a research team from CFC-girls conduct an investigation to see if the girls are being sexually abused or abused in other ways. If so is the case Preda will take temporary, protected custody of the girls, who will stay at the residential centre for at least eight months to a year. In this program the girls are given therapeutic treatment, through emotional expression therapy and family therapy counselling, occupational activity, outings and legal assistance. The program has a psychologist that is responsible for psychological evaluation, and if a girl has very severe psychological problems she will get submitted to psychological intervention. The goal is to give the girls' self-esteem, confidence, education, personal dignity and empowerment to seek justice for the abuse as a part of their healing process.

The CFC-girls program is also developing play therapy for the small girls at the centre, as it is easier to help small children disclose through play and creativity. The girls at the CASEC have the same therapy but are more focused on occupational therapy to give them skills and self-esteem to be more independent and not to go back to the sex industry when leaving the residential program. An important part of the residential program is to try to reintegrate the children with their own families. In the Philippines the family bounds are quite strong, and when the rehabilitation process is over, the children should live normal lives and grow up with their families. This is to prevent them from becoming institutionalised children. After a reintegration with the family, Preda will continue to monitor the case to see that everything is going well.

Youth organising and empowerment training (AKBAY) and Theatre training production, is the other project we focused on. They are giving seminars, workshops, starting social projects and summer camps to train in social and family values and leadership empowerment. AKBAY is divided into several commissions, with youth representatives from different towns in Zambales and Olongapo, with specific work tasks for each commission. This organisation was created to help children and youth be heard in the community and empower them to work for the protection of their rights. They have over 500 members between 12 and 25 years old throughout the province. AKBAY also helps the residential boys and girls in their rehabilitation process through workshops, seminars and theatre performances conducted with the children to allow them to tell the world in a creative way about their experiences and the abuse they have been through. CICL-boys performed a play about their time in overcrowded prisons, how they first where abandoned by their parents and then abused in the prisons. Even

though the play was in Tagalog, there was no need to speak the language to understand the severe abuse, pain and neglect that these boys had been put through. We never saw the CFC-girls' play, but we were told that it was about victims of abuse, prostitution and exploitation, all this put together in a creation story with a biblical base. The theatre group, with children up to 22 years old performing, has been touring around Europe, Canada, Australia and the Philippines since the year of 2000 to raise awareness about the social problems that give rise to the sex tourism and abuse of children. It is a musical talking about sex tourism, mining and environmental destruction, three big social problems in the Philippines (Preda Foundation 2008; interviews with staff at Preda & field study observations).

3.4. Field study presentation of Preda

3.4.1. First impression

Our first impression of Preda started already back home in Sweden, when contacting this NGO, asking if it would be possible to come and visit their organisation and take part in their activities for our thesis research. As we had heard and read about their extraordinary work with rescuing girls from sex bars, rescuing boys from prisons and their work to prosecute paedophiles from different nationalities, we were very keen to visit and include this organisation in our work. Almost immediately after contacting Preda we received an answer from Father Shay Cullen, one of the founders of the organisation that we were more than welcome to come and stay at Preda to gather information and to learn more about their work. His email was friendly and inspiring and we were very excited to meet this man, so committed to his work that he has been nominated three times for the Nobel Peace Prize.

Preda was the third and last NGO that we visited during our field study in the Philippines. We arrived to Olongapo City in the evening on April 24, 2008, and had two weeks of stay. Father Shay Cullen came to pick us up in one of the cars of the organisation, to drive us up the hill where Preda is situated. It is not far, and it would have been easy for us to take one of the jeepneys to get there by ourselves, but after a long and tiresome day of travelling, it was nice to have someone to pick us up. The fact that Father Shay Cullen himself came, even though he is a very busy man, made us feel even more welcome.

3.4.2. Breaking up of facades

In Olongapo some street children, working with directing cars to parking lots, started to chat with us, asking what we were doing in Olongapo and where we were going. Mentioning Preda their attitude towards us changed, and we immediately felt a sense of respect and a genuine welcoming from these children. They did not see us as tourists exploring and possibly even exploiting the area and every time we met these children after that they treated us as equals and as their friends. Many children all over the Philippines work in the streets, by different means. They all had a special facade when approaching us, as we were a potential source of income to them. This is the same facade that all tourists face meeting these children in the streets. It is a state of sadness and submission. Especially in Manila, we had experienced this state of submission from children selling cigarettes and souvenirs or begging for money to ease their hunger and suffering. We had also watched tourists and other rich people use this submissive state to strengthen their own self-esteem and to make themselves feel better and more worth than these children. As we returned to Manila several times during our stay in the Philippines, we familiarised ourselves with some of the street children in the streets where we lived, and after a time this facade also disappeared among these children. In the end of our stay they did not beg for money or look at us with sad eyes, instead they were happy to see us, hugged us and laughed and smiled. Some of them even started to call us big sisters.

This breaking up of facades became quite obvious when we were sitting drinking coffee at a coffee shop in Malate, Manila. One of the girls working in the streets, who we had met several times and never really been able to talk to, came to say hi to us. We invited her to sit with us and have a drink in the shadow and she brightened up when she realised that we wanted her to join us. It is not often that you witness such a proud young girl from the streets. To us her life seemed even harder than for the other street children we met, and the submissive state was even more obvious in her. People passing her by in the streets did not even look at her. She had been in a fire accident and lost both her legs, and now had to beg for money to pay for her medicine. She was twelve years old and depending on the goodwill of people to give her money for the medication she so desperately needed. She sat there in the shadow with us and talked to us like friends, like equals, and she seemed happy to be seen as an equal and not as a burden to people and the society. During our coffee break she went off a few times when she saw a tourist or somebody that looked like they had money, put the mask

of submission back on, and begged for money. Then she came back to us again, jumped up into the chair and took off the mask and continued to talk to us like friends.

This state of feeling as equals, not more or less worth than anyone else, was the first thing that we experienced when reaching Olongapo, and all this just by mentioning Preda. We felt grateful and privileged for having the opportunity to stay at this organisation, which work, as we later found out, is well-recognised and respected by a lot of people in the surroundings. However this is not true for everyone. We also discovered that a lot of people were trying to diminish Preda's work by threatening, making false accusations against them, and by other means trying to protect the business of exploiting children that Preda is combating every day. Politicians, local government officials, police officers, bar owners, foreigners and many others are conducting this work against the work of Preda. They are all protecting their own interests, and it is a sad state that so many people from different levels of the society are earning an income on the exploitation of children.

3.4.3. The Preda Foundation, the different buildings and its work



View of Subic Bay

Arriving at Preda we saw an amazing huge building with trees, bushes and flowers protecting the outdoor from the gashing sun and making the place look calm and peaceful. Turning around, having the house behind you, there was a beautiful view of Subic Bay. Leaning over the fence we could see the jeepneys climbing up the road of the mountain where Preda is situated. Still there are no cars passing outside the Preda building, making it a safe and protected environment for play and recreation. Outside the main entrance is a basketball net where children were playing and having fun every day. The main building is where all the different projects have their offices, where Father Shay Cullen has a combined office and bedroom, where the volunteers sleep and where a big conference room is situated. The entire way up to Preda, Father Shay Cullen talked and introduced us a bit more to their work. After arriving and being introduced to some of the staff all the tension of being in a new place was washed away. Their hospitality was warm and welcoming and we felt at home right away. The girl responsible for all the volunteers showed us around, and Father Shay Cullen who was very busy hurried away for a meeting.

The main building is connected to a building where the CFC-girls live. Especially during the evenings and at night time the door to the CFC-girls must be locked due to the risk that girls run away and/or get kidnapped. A lot of girls at the CFC-girls have been sexually abused, and



Main building

many of them by close relatives. These girls may have pending cases in courts and until their cases are finished they need to be protected from people that may come and force or try to persuade them, by different means, to withdraw or change their testimonies. If the father is the abuser of the girl, the family may also risk losing the financial provider if the father is put in prison. This is also why the mother of the family often does not dare to speak out and testify against the abuser. This is not the only obstacle of prosecuting the abusers. Each hearing is only about

five minutes long, meaning that a case takes many years to conclude, sometimes up to nine years. Witness fatigue is a huge problem for these young girls. Young abused girls may actually be grown-up women before their cases are finished and before justice is served.

3.4.4. Bringing justice to the sexually abused girls

Preda believes that justice for their sexual abuse is an important step for the girls before they can be rehabilitated from their traumas. The child must be present during the hearings, which is a very hard emotional process for the girls as they must meet their offenders face to face over and over again. Preda works for and tries to diminish the number of times that the girls must be present at court hearings to spare them from this emotional pain, but normally they need to attend at least eight to ten times. The times that the girl must attend, the staff members of Preda do everything they can to comfort and support the child to make it easier. To help the children prepare themselves for the hearing, the staff practices the court hearings with the children at the Preda centre. This is made in a kind of role play of a pretended court room with prosecutors and defenders, played by the Preda staff, and where the child, like in real life, will have to take the witness stand. By doing this the child will be familiarised with the whole process, practicing with people they can trust and rely on at the organisation and thereby the real court hearing may not be as intimidating and scary as it otherwise is for a

small child. It is too expensive to have a private prosecutor so Preda is forced to use a public prosecutor. In Olongapo there are only four public prosecutors to eight courts.

3.4.5. Boys rescued from prisons

The CICL-boys residence is situated a bit further up the hill. Here boys with pending cases wait for judgments from the courts. They are all rescued from prisons, where they are often locked up with adults for longer time than the maximum punishment is for the crimes which they are accused of. At the time when we visited Preda they had a case of theft of approximately 300 PHP or \$6 (Exchange Rates 2009), which can give a verdict of up to six months in prison. The accused child had already been imprisoned for nine months and Preda was therefore working for a dismissal of the case, as the child already had been imprisoned for a longer period than the maximum punishment for that kind of crime. Preda hosts these boys at CICL-boys centre until their trials have ended, if they promise that the boys will show up for the trial hearings. The boys stay there during the entire trial process and get legal assistance from Preda. The primary legal help that Preda gives these boys is to work to diminish their potential punishment. For petty crimes, such as theft, Preda tries to get the child into a rehabilitation program instead of having them sentenced to prison. When the case is about more severe crimes, and the evidence against the boy are overwhelming, Preda will plea bargain. They try to convince the boy to plead guilty, so as to lower the court verdict and persuade the judge to give a suspended sentence to be served at Preda.

The Philippine law states that children under fifteen years old cannot be held responsible for any criminal act that they may have performed. Preda focuses on helping boys over fifteen years old that are in conflict with the law, but even boys under fifteen years old are hosted in this residential care centre since the reality in the Philippines does not correspond to the law. A lot of children under fifteen years are imprisoned. When visiting prisons and police detention centres in for example Metro Manila the staff of Preda often finds boys under fifteen years old being imprisoned with adults. Preda then rescues these children and takes them to the Preda centre. Every region in the Philippines is supposed to have a state rehabilitation centre, but even if this is a legally binding obligation there are only ten to fifteen of these in the Philippines. This is because it costs a lot to build these centres and as the fine for not having a rehabilitation centre is only 5,000 PHP or \$107 a year (Exchange Rates 2009), many regions choose not to build any centre and just pay the fines instead. Regarding the existing ones, they are severely overcrowded and Preda would however not send the

children there after rehabilitation at Preda, since they find the state facilities to be inhuman. At Preda they strive to rehabilitate the children within six to eight months, however most of the children stay for a year. The boys stay at Preda until the organisation can find a foster family or until they are of age and get a job. The CICL-boys home also hosts other children in need, such as abandoned children. If the child is over six years old, the state institutions seldom take responsibility of the child as children over six years old are harder to put into adoption than the younger ones. Therefore Preda sometimes takes in abandoned children and children in need with no one else to care for them. There is also an old lady living at the Preda centre, in the main building. She is a piano teacher, who had nowhere to go after having her rooms washed out by floods. With no family left in Manila she came to Preda to stay.

3.4.6. Fair Trade

Next to the main building, on the right hand side of the driveway up to Preda is the Fair Trade storage house. Here all the Fair Trade products, produced by families included in Preda's Fair Trade project, are stored and checked for quality before they are shipped to different buyers. Some of the older girls from CFC-girls get the opportunity to work here to earn some money. As their cases often continue until they are grown-ups, they are old enough to work and they also want to earn their own money. They do the quality check for the products.



Fair Trade Christmas angels

3.4.7. History of sex tourism in Olongapo and Angeles City

Preda also has another house for girls rescued from prostitution. Before, when the Americans had their naval army base in Olongapo, the city was flourishing with sex bars and rent by the hour rooms. A lot of women and children were victims of the Americans in the sex industry and a massive campaign initiated and led by Preda finally resulted in the American army leaving Olongapo. The same thing occurred in Angeles City, where the American army had

an air force base. The army finally left this area as well, but a new and similar problem emerged in both cities after the army left. Sex tourists from all over the world began to travel to these cities to exploit women and children. At Preda the campaign to turn the naval and air force bases into economic development zones continued. After ten years of campaigning the conversion of the former bases was a reality and today each of the former bases provides approximately 80,000 respectful work opportunities. This does however not signify an end to the abuse of women and children in the sex industry. In Olongapo the sex industry was reduced by two thirds, but Preda is still campaigning to close down the sex bars outside the city in Barrio Barretto and Baloy Beach. In Angeles City the former air force base is also providing approximately 80,000 work opportunities. Even though this is considered the centre of employment the sex tourism is still immense. Men from all over the world travel to this isolated city in the country side to exploit young girls and children.

3.4.8. Angeles City – the city of open slavery

Some of the children in Angeles City have been rescued from bars by Father Shay Cullen and his staff. They pretend to be paedophiles and then they rescue the girls and take them to Preda where they are protected and safe from abusers. Father Shay Cullen is however too well-known in Angeles City now and therefore it is not possible for him to go on these rescuing missions anymore, and sometimes volunteers or other staff members try to go there to see if they can find any children. Father Shay Cullen suggested us to go to Angeles City to get a personal and more detailed picture of what Preda is up fighting against. One evening we went with two other volunteers, a girl from Ireland and one from Canada. It is a long bus drive from Olongapo City and we had to change to take a tricycle the last road. Angeles City is not easy to find, and we realised that this place is not by any means somewhere that tourists just happen to pass on their journey, but a place that they most deliberately go to. As there is nothing else but sex bars in the city all these privileged foreigners come there with the plan to exploit young women.

Fields Avenue is the main street of Angeles City, with sex bars and night clubs all over. The city looked like a movie setup, nothing more than bars, one after another, advertising of young women, and signs in the windows inviting the customers to “come in and get dirty”. The bars all had names with a sexual reference, such as for example *the Tender Touch*, *the Dirty Duck*, *Brown Sugar*, *the Doll House* among many more. *The Doll House* has more than 200 women for sale, all of them with a number tag, so that the sex tourists can tell the

Mamasan which number that they would like to buy. Apart from the prostitutes and some other local girls we were the only women to be seen in this city. We could not see any other white women there and we could tell by the faces and expressions of the foreigners, the local sex tourists and the bar owners that we were not welcome. Would we not have been four women going together it might have been more intimidating, but together we decided not to be scared off.

We had dinner in one of the restaurants on top of one of the bars. We were not welcome in the club, which like many of the other bars and clubs had signs that non-accompanied women were not allowed. Sitting there we had a good view of the entire bar street and could see one man receiving a hand job in a street corner and a girl coming out naked on the balcony to catch her breath from one of the hotels that rented out rooms per hour. Afterwards we went out into the street again and searched for a bar that allowed us to enter. Most of them did not want us there, but we finally found one and went in for a drink. Inside the girls were dancing in bikinis on a stage with number tags on them. Many of them seemed drugged and it all resembled a slave market, which is in fact exactly what it is. When we came into the bar, there were many men, but almost all of them left the bar one by one after our arrival. They most likely felt insecure and intimidated by our presence. Seeing Western women was perhaps not what they had expected going to Angeles City. We did not see any children in the bar, even though the women were very young. Father Shay Cullen told us that the children are normally hidden in some basement, and only on request will they be brought out. The Mamasan was asking us a lot of questions and we could tell that she was not sure if we were a potential threat or potential customers. It was hard to talk to the girls as we were supervised by the Mamasan and the bar owner the whole time, but we began to chat a short and heartbreaking moment with some of the girls. One thing is for sure, those girls were not there because they wanted to - they were there because they had no other choice.

3.4.9. Girls rescued from the sex industry

Preda rescues girls from bars like these in Angeles City, and then they get to live in a house situated in Barrio Barretto. This is called the CASEC-girls residential home. These girls have a slightly different program than the CFC-girls as they are accustomed to earning money from prostitution and therefore easily run away from the residential home to earn money, with a great risk of getting victimised by the sex industry again. Their program is therefore more based on occupational therapy so that the girls will learn new skills and hopefully not fall

back into the sex industry. They are also included in the Fair Trade program, where they learn how to sew, and get assignments to collect, count and sort the Fair Trade products.

3.4.10. Occupational training for boys

The older boys have another house in a different area than the main building of Preda. This residential home is situated in Castillejos and began in January 2008. When we were there, there were twelve boys between sixteen and eighteen years old. This is a residential home for the boys where they get new occupational skills before they are reintegrated into the society, so that they do not need to engage in criminal activities after they leave Preda. They learn farming, handicraft, how to drive tricycles and cars and other occupational skills. The house is situated in a fantastic area, with amazing environment and with no traffic or other disturbing elements around the house.

3.4.11. The transparency of Preda

Our first evening at Preda passed quickly, and the next day started with a morning staff meeting. We were introduced by Father Shay Cullen to the rest of the staff, and then the meeting continued with a discussion about the different projects and their daily program and the programs for the following days. This procedure is done every morning to gather everyone and get feedback and updates about the different projects. Every important check point is written down on a calendar board so that everyone is updated with what is happening. We had a quick meeting with Father Shay Cullen who gave us information about whom in the organisation to contact for the different activities and whom to contact to get the information we wanted. Even though Preda is a large organisation with many different projects and a lot of staff, the organisation has a total transparency in their work. Everything is also very well-organised so that we were able to talk to different staff members and get information without difficulty.

3.4.12. Feeding program

One day during our stay, we also joined the Preda staff in their feeding program. Every Monday to Friday they go to Olongapo City and give street children nutritious food. By the time we were there this had been going on for a year. They also make interviews with the street children, keep records of their backgrounds and their difficulties. We were told that one of the children that came up to us that day did not have a proper birth certificate, which means that he is what in the Philippines is called an illegitimate child. Children without a father do

not have the same rights as other children in the Philippines. In order to get a birth certificate it is necessary to apply for one at the government office, and the reason why this boy did not have one was because that every time that his father had the money to pay for the certificate, he would instead go to a bar and spend all the money on alcohol.

3.4.13. Creative, recreational and empowering activities

During our first day, there were no children at the centre. They were all at the yearly Sports fest a few hours drive away. Instead we spent the first day to get to better know the staff and all their different projects. The second day we decided to join the children at the Sports fest. This Sports fest is held every year and at the time there were eleven different NGOs and governmental organisations participating. It is a joint event during three days, where the children compete in different sports, play, make performances and get to know new friends from other organisations, have a lot of fun and most importantly it helps to strengthen their self-confidence. We were met with a lot of enthusiasm and joy, children running around enjoying and playing, others relaxing and some competing in different games. The day ended with ceremonies, with handing out prizes to the winners of the competitions. All the different organisations had practiced singing, dancing, and other forms of performances that now they showed to their new friends.

Preda arranges a variety of activities, with sports and play like Sport fest all year round to give the children happy childhood memories, and so that the children develop their capability to interact with others and work in teams. Large arrangements like this one are not possible to have every week, however the weekly program for the children at Preda is full of stimulating and recreational activities within the organisations framework. They often make day trips to for example the beach, the river and other calm and relaxing areas. They have educational field trips, sports, games, outings, different youth camps with different themes, commercial film and stage play viewing, trips to the mall and the public market, music and dance lessons and formations of choirs, dance and theatre groups.

3.4.14. Combining responsibility and fun



Painting at Preda

One combination of responsibility and pleasure activity is the weekly laundry day. Every weekend the children go to a river with marvellous surroundings to do their laundry. The girls go on Saturdays and the boys on Sundays. These house chores, which may seem hard work and a boring task, were made into a day of recreation, play and a lot of fresh air. The children started to wash their clothes in the river, chit chatting with each other and hanging the clothes to dry in the sun. While the clothes were drying, the children could do as they pleased. We had brought a picnic that we ate together and after that some children were playing in the river, some were relaxing in the shadow and others, especially the older girls were sitting talking with each other about teenage matters. The laundry day each weekend is a whole day away from the centre, but only one or two hours are actually used for washing clothes, the rest of the day is recreation and play in calm and peaceful surroundings.

3.4.15. Changing the sleeping patterns of street children

Preda has also recognised problems with sleeping patterns of street children. This is due to life on the street making them alert and attentive to people in the streets that may be a threat, and the hunger driving them to search for food at all hours of the day. Preda has been using a method of play and recreation for those children with sleeping disorders. They take the children out of the context (the streets) that is causing the sleeping disorders, away from pimps and paedophiles and other potential threats such as the harassments from police officers. Preda then takes them to a safe and stimulating surrounding where the children get to spend several days playing, doing sports and singing until they are so tired in the evenings that they fall asleep. After a few days the children are back in a normal sleeping pattern again (Cullen 2006: 261).

3.4.16. Non-formal education

The children also get non-formal education, to prepare those that cannot read and write to become fully functional in a formal educational program. There is also technical and vocational skills training, whose purpose it is to enhance the chances for the residents to get employment after they leave Preda. This includes basic computer skills, training on how to

write and fill out work applications, and training in different handicraft, sewing and welding. To help the children develop their self-esteem and confidence Preda performs value formation and character building activities to teach the children right from wrong, in order to try to keep them away from crime when leaving Preda. The children also get legal assistance as previously explained and the organisation ensures they receive proper health and dental care. To empower the children to speak out for their rights and for other children's rights, Preda engages them in rallies in support for children's rights through for example the media. These are all part of the child's rehabilitation process, as they help to strengthen and build the child's self-confidence and to give back parts of the childhood they have lost.

3.4.17. Specific therapeutic and rehabilitation activities

Emotional release therapy sessions are conducted for all the residents. The number of times a child attends the session is based on the individual needs of the child, as some children need more sessions than others. The emotional release therapy sessions are conducted by Father Shay Cullen, a project coordinator, a psychotherapist and project officers. It is carried out in a sound isolated room on top of the main building. One session consists of a maximum of ten children at a time, girls and boys separated and younger and older children as well. The children are encouraged to remember the events that have occurred to them and to release their anger, frustration, despair and other emotions they may have buried inside them. It has been proved to be a very efficient method for helping the children to get over their abuse and to confront and understand what has happened to them. The social workers and facilitators have noticed that a lot of children use violence and screaming as a defence mechanism to handle all the bad memories they have. Emotional release therapy helps the children to combat their anger, pain and frustration under supervision of adults and professionals, so that they can move on and rehabilitate better. Giving the children new dignity and self-esteem makes them less prone to crimes and violence. Even though emotional release therapy is most effective for the majority of the children, psychiatric intervention is sometimes needed for the children who have severe emotional disturbances and/or behavioural problems as a sign of unsolved problems due to their abuse. Then the children are, after an individual psychological evaluation, referred to a psychologist for treatment.

3.4.18. Play therapy for small children

Some of the smallest children have problems disclosing and talking about their abuse. They often do not understand what has happened to them, and therefore cannot talk about the abuse

in a proper and understandable way. Preda is developing a program for small children based on play therapy. By using play and toys it is easier for the small children to disclose and describe what has happened to them.

3.4.19. Creativity as a mean to deal with traumas

Preda also uses creative methods to help the children express their experiences and traumas. Theatre is a well-utilised instrument for the children to express their feelings and tell about their traumas. The children themselves choose what their play should be about, how the story goes and then perform it themselves. Often the plays are about life on the streets, in brothels or in prisons. Everyone is free to participate in the writing of the play, and the children thereby not only express their own feelings through the play, but also learn how to communicate and listen to other children with different or similar experiences. These plays are then shown in public, at different festivals and other arrangements to let the public know what is happening to children in the Philippines. As mentioned before we saw the CICL-boys' play during a welcoming party to a group of visitors and all the volunteers while we were there.

3.4.20. Reintegration of the children

Preda works hard for the children to be reintegrated into their families again. They have family meetings where they, together with the family and the child in question, discuss the difficulties and problems inside the family, the emotional problems of the child and the child's needs. Preda has noticed a greater risk for the child to blame themselves for the abuse and to feel guilty if the family is not supportive of the child. These children are also more hostile and aggressive than children with supportive families, and there is also a greater risk that the child will run away from Preda to seek reassurance and love outside of Preda if the child does not have a supportive and understanding family. Therefore Preda has family conciliations and meetings to make the family understand their responsibilities towards their child, and to change the attitudes within the family that once put the child in an abusive situation. If the family is supportive, emotionally and financially ready to take custody of the child, the child will eventually go back to live with the family.

The children cannot stay at Preda forever. Not only is it considered better for the child to be with their family, it is also a question of space at the centre. The longer a child stays, the longer it takes before Preda can help other children in need, as they do not have unlimited

space and recourses. Reintegration with the family is however not always possible, the family may lack the financial means to take care of their child in a way that fosters the child's needs, or the family may be reluctant and unsupportive. There are also cases where the abuser is a close relative, as the father or brother, and to reintegrate a child to such a family may put the child at risk of getting abused again. In all of these cases the first thing Preda tries to find is another relative that may be supportive, such as a grandmother or an aunt. The last solution is to refer the child to another rehabilitation centre, but to avoid the child becoming institutionalised is their primary focus. Afterwards, the staff at Preda will continue to monitor how the reintegration is going and make follow-ups from time to time to make sure that everything is working out in the best interest of the child.

3.4.21. The commitment of the staff

The Preda staff is very enthusiastic and organised. They work hard within their different projects and the daily morning meetings ensure high transparency and understanding for the different projects. The staff also receives education to improve their work to better treat abused children and ensure that their needs are fulfilled. This is done by training and seminars to give the staff knowledge and skills to remedy bad attitudes and habits.

Both Stairway and Preda ensure the best interest of the child is of primary focus. The way they work has been developed over many years of experience working with maltreated children. They are working in the actual context, 24 hours a day, all year around, and are therefore experts in the needs of maltreated children. Many of the needs fulfilled at the organisations are needs that all children have. The difference working with maltreated children is that the way to fulfil the needs is somehow different depending on what kind of abuse the child has been subjected to, also based on age, culture, environment and social differences. All children have similar needs, yet some of them need more attention to particular needs, for example the need for love and care if the child has been deprived of this. In a country like the Philippines, organisations like Preda and Stairway are making sure that children's needs are fulfilled. They are the true defenders of children's rights.

4.1. Analysis

The purpose of our thesis, as mentioned in the introduction, is to emphasise the needs that abused and neglected children have in their rehabilitation process and to highlight the importance play and creativity have for their rehabilitation. In order to do so we have used a bottom-up perspective based on the needs of children. We have been studying the role that two grass-root organisations have for the realisation of children's rights. With the intention of determining the needs abused and neglected children have in their rehabilitation process, it is important to analyse deeper than to just look at the needs children demonstrate. It is essential to also look at the surrounding factors and what brought on the neglect of the needs. This is to determine the causes and not merely the effects. To do so we will discuss the following topics; wellbeing and how this is connected to human needs, the equal importance of all rights under the CRC and their interdependence, the importance of a bottom-up perspective, advantages and difficulties with having grass-root organisations fulfilling the children's needs, the reason for focusing on why something happens and not only what it is that happens, culture shocks, the importance of preventive work and naturally also the rehabilitation work at our NGOs and the signification of play and creativity. Ultimately we will summarise a general picture about children's needs in their rehabilitation process.

4.1.1. *The importance of children's rights*

One of the most important components in an individual's life is their wellbeing. Human beings have a variety of needs that must be fulfilled in order to be able to lead a healthy and meaningful life. Wellbeing is however not only a state of physical health, meaning absence of disease, but also includes several elements of psychological character and environmental aspects. The World Health Organization defines health as "...a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity..." (Constitution of the World Health Organization), and also states that it must permit a productive life, both socially and economically (World Health Organization, Searo 2008).

The World Health Organization, the UN and other global organisations have recognised these different areas of human needs and have therefore put legally binding obligations on states to make sure that these needs are fulfilled and protected. Children are in a much greater need than adults to have someone to fulfil and protect their needs, as they are not able to influence on their own lives to the same degree as adults. Neglecting children's needs may also have

severe consequences for their development and impact on the rest of their lives. Children were given universal and equal rights to protect their needs under the CRC as a result of an awareness in the international society that children needed special protection. This is not only from harmful people in the child's surroundings but also from neglectful behaviours from transnational organisations and also from the states themselves.

When human rights conventions were adopted the world community deliberately did not put all rights in one and the same convention, instead they created an everlasting debate in the international society about which rights being the most important. As human rights are created from our basic needs, this separation of rights also makes an assumption and discussion in the international society that some human needs are more or less important. Unequal social and political circumstances lead to unequal human capabilities. Grass-root organisations and NGOs are fighting against this unequal condition. Many use these unequal human capabilities as proof to claim that different societies, and thereby different individuals, need different things depending on where they live and their life situation in general.

It is not our purpose to discuss this division of rights here, but highlight that there does not exist a consensus in the international society for what are the most central rights for humans. When it comes to the children's rights however, there seems to be an awareness in the international society that it is not possible to claim some of their rights as more or less significant, and thereby all the rights of the child are included in one convention. This means that, while states have not been able to agree upon the equality of rights for all humans, they do agree that all children have the same needs and thereby must have the same rights. The important difference we want to emphasise here is that there exists no hierarchy between rights under the CRC. All rights, and thereby all needs of children, are stipulated under one convention, making all rights equally central parts of what is needed for a child's physical and mental wellbeing and development. Ensuring food, shelter and medical help is not enough for a child's wellbeing and development. Education is both a tool for empowering and strengthening the child's self-esteem and confidence. It is also means for the child to better understand and to have knowledge about their surroundings, as the child learns by experience, not only by themselves, but also through education. Play and creativity are also tools for the children to develop and understand the world they live in. All of these needs are equally important parts of the child's wellbeing. A child needs to have all of their rights under the CRC fulfilled to ensure a normal childhood and healthy development.

Cultural, social and economical differences can however evoke urgent survival needs of children; hunger produces the need for food, diseases call for the need of medical attention and so on, but this does not mean that a child with these urgent survival needs does not have other needs as well. For example a hungry child still has the need to play to understand and learn about the world they are living in. They still need safe and stimulating surroundings to develop and be protected from harmful individuals and behaviours. However some needs may first develop given certain circumstances, such as the need for rehabilitation. If a child is not neglected or abused, then the child will of course not need rehabilitation. However this is due to the circumstances and there exists no culture or society that can absolutely guarantee that a child never be abused or neglected. The child thereby needs to have this right protected even though an abuse or neglect has never happened to them before. This is why it is so important that children's rights are seen and treated as equally important. The way to fulfil the rights may differ due to the context of the child's surroundings, but the needs behind the rights are all of the same importance for the child's development. The CRC is thereby a very strong tool when it comes to this equality of rights for every child of the world.

No matter where the child is or under what circumstances, every child has the same rights. In this way the global community declares that there is no such thing as biological inherited differences, which would justify different rights. Inequalities and exploitation of children are not to be accepted anywhere, not by anyone, and this is an important and large step in the work of children's needs around the world. That being said, there is still a tendency to rank children's rights. Play and creativity are not seen as equally important as other more physical related needs. By examining rehabilitation theories and the importance of play and creativity for the development of the child, we hope to have shown that it is ignorant to proclaim these areas as less important when understanding the development process of the child.

4.1.2. The importance of a bottom-up perspective

Human rights are a global commitment between states and states are also seen as the main agents in fulfilling these rights. Nevertheless there is a discussion in the international society about whether it is possible to talk about human rights as being global when it is actually grass-root organisations and NGOs that are implementing human rights on a local level, as the states themselves are not living up to their obligations (Roth 2007: 121). The Philippines is one of these countries, and in the Philippines the neglect of the children is so severe and widespread that it is not possible for the state to claim it as non-existing. There are plenty of

human rights reports from different NGOs, the media and others agents continuously informing the world about the severe maltreatment of children that is taking place. Our own experiences during our field study also confirmed this. However in this thesis we are not examining why the Philippine state is lacking in its duties, but are looking into the work of those who are fulfilling the children's rights, and therefore we believe it to be of significance to talk about globalisation from above and globalisation from below.

The globalisation from above is the joint movement between states and international organisations that may strengthen human rights but that also may diminish the work of the protection of the human rights. The latter is what we have experienced firsthand when Philippine state officials profit from child sex slavery, when police officers harass street children, arrest them for petty crimes and incarcerate them in cells together with adults and many other crimes towards children performed by state officials. It is evident that in a country like the Philippines, with so much corruption among state officials and where children receive little or no help, even seen as a burden to the society, other agents than the state must take responsibility for securing the protection of children's rights. It is globalisation from below, which includes the global solidarity and collaboration of groups of individuals that work against the negative impacts of globalisation from above (Harris & Seid 2004: 34).

Organisations such as Stairway and Preda have emerged out of necessity. Father Shay Cullen (Preda) came to the Philippines as a Columban missionary and saw the neglected children in need and decided to dedicate his life to help them. Preda started out as a rehabilitation centre for drug addicts and today the organisation works with many different issues. All these issues created a need for some other agent than the state to ensure the protection of the needs of the children. It is a similar story about the rise of Stairway. Lars Jorgensen and Monica Ray Jorgensen went on holiday to the Philippines and when they saw the maltreatment of children they took it upon themselves to become defenders of children's rights in a country where this did not even seem to exist. When time passes these organisations change their work in order to fulfil the needs of the children in the surroundings. New problem areas arise while old forms of abuse and neglect change shape and/or disappear, often as a result of the impact of these organisations. The organisations' work therefore also changes with time to meet the new needs that arise within the context they work. They are fulfilling the needs that children have in a country where there exists little governmental support to protect a child's rights. This is why a bottom-up perspective is so important.

We could spend equally number of pages investigating what, how and why the Philippine state does not live up to its international duties to protect its children. We find it more important however to look to individuals that are actually making sure that these rights are being fulfilled. Children cannot take care of themselves, and if the state does not fulfil its duties, some other agent must take its place. The goal will of course always be that there will be no need for organisations like Stairway and Preda and that every state will take care of every single child and make sure that their rights are fulfilled. Until that day, the most important agents in the struggle for children's rights are individuals like the ones we met during our field study.

The greatest advantage of grass-root organisations like Preda and Stairway is that they emerge from the actual context, and thereby have a more and closer understanding about what children in a particular contextual need. As soon as organisations get larger and further away from the actual context they also lose important firsthand knowledge about the region, the problems there, and how to manage them. Larger organisations may well know what is happening in a special context but not as thoroughly why something is happening. Why something is happening is very important when assessing children's needs in the best interests of the child. We can see from a wider perspective that children in the Philippines run away from the rural areas to the urban areas, and that many of them end up in prostitution and/or other forms of dangerous occupations. This is a common occurrence. If someone wants to help these children from these dangers without knowing why this migration from rural to urban areas occurs, then they will most likely not help the children in the best way, and that the children end up in a similar danger after the help is finished is a large risk. This is because the underlying reason for the children ending up in harmful situations in the first place is not dealt with.

Both Preda and Stairway are working in the context where these children run away and end up in abusive situations. They know that it is not only enough to take the children away from the situation but that the problem is much more complicated. Children often run away from rural areas to escape poverty. They come to the cities with one goal - to earn money. The problem is that often they do not have any education and/or occupational skills and therefore their options are limited. Without money, anywhere to live and with low self-esteem due to difficulty finding work, and without a safety net of caring and protective adults, they are easy targets for pimps and others that lure them into abusive situations. Both Stairway and Preda

know that their rescued children they host cannot stay with them forever and one day they will be back on the streets. Despite the children being rehabilitated and in good health, there is a risk that they will eventually go back to the same abusive situations that they once were saved from if they still do not have any skills that will give them other work opportunities. Poverty, the lack of skills and self-esteem are some of the reasons why children end up in prostitution, turn to criminality and/or end up in other abusive situations. Stairway and Preda therefore give occupational training to the children as part of their rehabilitation program. Not only do they get a creative outlet and express themselves through creating, but they also learn skills that they will have after they leave the organisations to be reintegrated into the society. Preda also works with Fair Trade, helping out families in the rural areas to overcome poverty, so the children do not feel obliged to run away to escape their life situation. Fair Trade is a not only a fair and good way for farmers to earn a decent living, it is also a preventive action to keep children safe and away from abusive situations. The work of Preda and Stairway is situated in the actual context where children are exposed to abusive and dangerous situations, making them knowledgeable about why the children end up there and they can therefore better help the children and fulfil their needs.

Another example of this is the work that Stairway does in changing the attitudes that people have towards sex in the Philippines. For an organisation that does not have the same knowledge about the context, the awareness building of sex and the work to change attitudes may not really seem like a help for abused children. However Stairway works in this context and they know that if you do not change people's attitudes then the problem with child sexual abuse will continue as before. By changing attitudes and making people understand that child sexual abuse is a crime they are helping children before the actual abuse occurs. Both Preda and Stairway work hard at building awareness of child abuse and changing the attitudes of people that specifically come in contact with children through their work. They know that preventive work is both cost effective and an efficient method to change people's acceptance of child abuse.

Stairway and Preda are not located in the same area of the Philippines, and this is more obvious how the actual context affects the work of these NGOs. They are two organisations that work for the same cause and have the same goal, to work for the protection of children's rights. The means that they use to reach that goal is in some aspects similar but in other aspects also very different. This difference is since the needs that the children have in the

surroundings differ, not greatly, but regional differences do exist. The structures of the organisations also differ. Stairway has an intense rehabilitation program for a small number of abused boys and Preda has a rehabilitation program that assists more children under a longer period. This is due to the capacity of the organisations and their financial assets. It is no secret that these organisations are depending on donations from individuals and organisations, and if they had more money they could help even more children. However there are not unlimited assets and thereby the program must be adjusted to correspond to the amount of money that is at hand. So not only does the environment shape the work of these organisations, but funding does as well. More funding could change the way the organisations work, but it is also possible that their work would be very similar with more funding. What we have learned during our field study is that the way these organisations work is what they perceive as the most effective way considering their financial situation in that particular cultural, political and social context they work in.

4.1.3. The importance of studying why instead of what

Most research draw conclusions from statistics and writings about what is happening in a particular context. These methods however miss the complexity of single situations in a more holistic and multifaceted perspective, as the example of migration from rural to urban areas show. From what is happening it is possible to see and make statistics over a phenomenon in an area, but it is harder to make strategies for reducing risk factors and increase protective factors. For risk assessment it is necessary to understand why a phenomenon is happening. This is why we chose to do a field study instead of a purely theoretical study.

We wanted to study real life situations to understand the socio-cultural situation in a given area and the consequences for different phenomena in a given context. By studying the two NGOs individually we have been able to distinguish patterns and behaviours that repeat themselves when specific circumstances occur. We can use this to make generalisations when comparing the existing theories about children's needs. We also identified deviating behaviours which we think are signs of people being individuals. Like the theories about rehabilitation note, some behaviour are more common following an abuse, but it is not certain that a child will react exactly in a particular way. Individuals react and cope with traumas in different ways. For this we needed to participate in the NGOs daily work. We would not have been able to get a holistic view by simply reading their work.

Some of our experiences in the field came as a culture shock to us. The Philippines is a culture with values in the society that do not always agree with the values we understand from Sweden. Examples of our culture shocks are from areas such as morality, personal values, tradition and religion. The views on sexuality, crime/legal penalties and family settings/parents obligations are particularly different from what we know in Sweden. We have reflected upon and discussed whether these culture shocks have had an impact on our research, and concluded that they most definitely have. It was in the culture shocks where we learned the most about the Philippine culture and social society, both in positive and negative ways. These shocks made us question our own values and preconceptions. Cultural differences were not unfamiliar to us, however it is very different to confront them in person. To be exposed to them was when we realised that our thesis was more based on our own values.

The purpose of highlighting children's needs is something we already believed to be very important. We already believed that play and creativity are important parts of a child's development and the way we gathered information also reflects our ethics and values. We discussed this thoroughly when arriving at the second organisation, which is not included in this thesis. We then had a better understanding about how our own values made us observe things from a certain perspective and the fact that the method we had chosen beforehand diminished the effects our own values had on the results from the field study. Participating observation is the method least likely to influence the results by having preconceptions and different values brought into the field. As we had come to an understanding about how strong our own values were, we chose to be very strict and not deviate from our choice of method. We believe we have diminished our influence on the field study results as much as possible, knowing that some subjectivity always would be an integrated part of our research. Our aim was not however to totally exclude ourselves from the results, as we do not believe that to be possible or even desirable. One thing is for sure, that without making this field study and being faced with the culture shocks, we would not have been able to understand the complexity and phenomena occurring in one specific context and not in others. We came as close to the reality as we could in a natural environment and better understood what children in that context needed for their rehabilitation process and how important play and creativity are for these children.

Child maltreatment risk assessment is a complex area and we do not think ourselves to be able to give solutions to what is necessary in the rehabilitation process of maltreated child cases. We are trying to show how organisations work to help maltreated children, as they are the specialists in this area. There exists a lot of research on how to rehabilitate maltreated children, but not all solutions go hand in hand and particularly not all methods are effective in all contexts. Due to cultural, economical and political obstructions the rehabilitation will vary in different contexts. The organisations' work appears to be using positive rehabilitation methods consisting with the rights of the child in their particular context. By this we are not proclaiming that this is the way to do it, neither are we saying this is not the way to do it, we are simply showing what they are actually doing and reflecting their expertise in this area. We are not educated in conducting child maltreatment evaluations, but we are human rights students and therefore from the perspective of children's rights we draw conclusions about these organisations' work to uphold and protect the rights of the child.

4.1.4. Children's needs in their rehabilitation process

There are many theories about how to rehabilitate maltreated children. In our thesis we have included professors specialising in areas concerning the treatment of abused and neglected children, child psychologists who are specialising in play therapy, drama therapy and many other areas concerning children's wellbeing and research from different NGOs working with maltreated children. The methods used by the mentioned NGOs that work with these children are consistent with the theories and the needs the children are said to have. As pointed out in the chapter on "Rehabilitation of children from abusive and neglectful situations" it is extremely important to look at each child as a unique individual. Although there are certain common symptoms there are probably as many different ways of coping with an abuse as there are maltreated children. The children that have been abused also act differently. In order to survive they assume different strategies. Common behaviours or symptoms are aggressiveness, violence, feelings of shame, guilt and depression. Many start to use drugs in order to escape and to cope with the negative memories. Symptoms like these could all be found in the children brought to Preda and Stairway. They have lost their trust in the surrounding world and to rebuild this trust and make the children feel safe it is important that rules and regulations are kept.

Children from abusive homes and/or from the streets, living under continuing threats from for example officials, paedophiles and older gang members may not know how to react to conflict

or problems in other ways than with frustration, anger and violence. They are accustomed to always having to be alert and protective of themselves. They need to learn social skills and how to work in teams. Activities that strengthen children's ability to work together and make new friendships are very important for them to overcome their instinct to react to conflict with violence. The anger and aggressiveness that characterise many of the children when they arrive are being dealt with in group sessions. At Stairway, the children learn to verbalise their anger and concerns through the wrap-ups, and through group activities the children learn teamwork, trust and how to socialise. Preda uses a different method for children to deal with their anger and suppressed feelings, namely the emotional release therapy. The two organisations have different methods of therapy, but both strive to rid the children of their anger, in order to come to terms with their experiences. This is necessary to build their self-esteem and to be able to move on with their lives. Still it is important to give the child the possibility to individual sessions as well, and always be alert to the specific child's needs in their development and rehabilitation process. Both Preda and Stairway recognise the individual needs of children, and these are taken into consideration in the individual therapy as well as in the group therapy.

There is no consensus on whether individual or group therapy is most effective when it comes to the rehabilitation of maltreated children. Once again we see the importance of examining each child's rehabilitation process as unique. At Stairway and Preda they have concluded that the most effective therapy for their children is to have both individual and group therapy. As stated in the rehabilitation chapter, group therapy does not only reach out to many and is less expensive, but it is also helpful for the child to know that others share similar experiences. With this knowledge, the children also learn that although abuse happened to others, the abuse is always wrong and never the child's fault. It can be very difficult for the child to express what they have experienced and it is therefore important to provide the child with expression training and means for the child to disclose.

Creativity is being used at both Preda and Stairway. For example Preda uses theatre. The pieces are performed by the children and even more important is that the children are the authors of the stories. This way it makes it easier for the children to relate to the story, since it is based on their own experiences, and using the theatre this way also provides a creative mean for them to express themselves and what they have experienced. Another way of allowing the children to know that they are not the only ones being abused is the way used by

Stairway, namely showing the animations of child sexual abuse. This way the children are offered a way to disclose, an important step for them to start their rehabilitation process. It is said that it is important that both the child and the therapist know how to play, and that a creative and open mind is an important requirement in people working with the rehabilitation of abused children. In the example of the smaller girls at Preda, that are not yet skilled to verbally express the abuse they experienced, play therapy hands them the necessary tool.

It is also highly important to be able to express oneself when it comes to treating children that have been sexually abused. It is essential that children are given sexual education as well as their network of reliable adults. It is important for their so called safety people to know and be comfortable with the proper names for sex and the genitals. An important step in both Preda's and Stairway's work is therefore to provide sexual education to both children and adults. Also here, play and creativity are useful tools, since it can be hard to reach out to people in such a taboo area.

4.1.5. The need for play and creativity in the rehabilitation process

Abused children need alternative and creative ways to be able to speak about the abuse they have experienced. At both Stairway and Preda they acknowledged this need, through role play, workshops and theatre. Creativity is also necessary for the child to further develop, since in order to develop, the child needs to understand their experiences. More experiences means more creativity just as more creativity this way would mean more experiences, all leading to a better understanding of the world. In order to deal with their experiences of their former abuse, playing this way makes the child master of the event.

It was stated earlier that it is especially important for abused children to have established rules and regulations. However when it comes to the children's play and creativity, and therefore also their development, it is important that the surrounding adults do not make the rules, but only help the child to get started. At Stairway the children were first given the knowledge on how to make handicraft and jewellery, and then they were free to create themselves. At both Preda and Stairway the children were offered stimulating and safe surroundings, making the children do things they had never done before, since the surrounding is a subjective factor. The children's former surroundings, the oppressive homes, the streets, the brothels, the state residential centres, the prisons, all deprived the children their right to their childhood and development. This does not mean that the needs were not necessary, quite the opposite. The

rights children have are like we have said before universal, but it is important to see what social context the children come from, since it strongly influences how to approach the needs of the child. The needs of these abused children are not different from the needs of other children, but they needed a safe and stimulating surrounding to be able to profit from all their other rights. They needed responsible adults around them, teaching them values, guiding them, supporting them and making them feel safe, respected and loved. All children need these areas to be fulfilled, but we saw them as urgent needs in the rehabilitation process of abused children, because without these needs being fulfilled as well, the rehabilitation would not be effective.

Both organisations acknowledged the need to strengthen the children's self-esteem. This was done in a creative way, providing the children with happy childhood memories, as the children were given tools to develop feelings of competence. At both organisations, they had daily activities including creativity and play, and they also had special occasions that inspired the children and made their self-confidence rise. Examples of this are the Sports fest that is a yearly event for the children at Preda, and the regular get-togethers with the children of the International School of Manila, for the Stairway children. These events offer the children a good time, play and fun, and leave them with a feeling of competence and worth as a result of their achievements. At the organisations they also provide the children with skills. Since it is important to have the social context in mind the knowledge they are given will also provide them with an alternative way of living after leaving the organisations. While passing on a possible means to survive, they also give the children new experiences, contributing to their development into adults. Having certain skills will raise the children's self-confidence, as contrary to a child without skills who will also perceive themselves in that way.

By playing with others, children learn to socialise and to work together in a team. To be able to contribute to and take part of the social society is very important. At the organisations, the children were given this opportunity. Within the play as well as other individual and group activities, the children learnt how to control their feelings and impulses, an important knowledge needed in order to live in and take part of the social society. The children were taught values by the adults, but they also learnt this through playing with their peers. Teamwork skills are developed with age, and so is an individual's ability to self-control. However for the children to fully develop into finding their place as socialising and contributing wellbeing members of the society, stimulating surroundings and other factors are

still needed. It is important that the children are not alone in the process of finding themselves, in learning how to control their impulses, dealing with conflicts and cooperating. At the organisations the children were given the support needed for this significant part of their development and rehabilitation.

4.1.6. The rights' interdependence

The rights in the CRC are all dependent on one another, they are all important based on the needs of the child in order to develop into a wellbeing socially functioning adult. It is therefore essential that they all exist in the same legally binding document. All these rights and needs are equally important for the children to have fulfilled in their rehabilitation process. They all carry one another. There is a basic need for food and shelter, but as discussed earlier, this alone is not enough. In order for the maltreated children to be well they need rehabilitation. For the rehabilitation to proceed all the needs have to be fulfilled. The child needs a safe and stimulating surrounding. They need to play in order to develop and also to process past experiences. There is a need for education, for health care, for love and care. The child also has a need for recreation, and in the rehabilitation work of abused children there is a special need for relaxation training since it is important for the children to calm down, release tension and regain self-control over their feelings. These are just a few examples of the rights that the child has and the needs behind the rights that have to be fulfilled in order for the child to develop.

At Preda and Stairway they have many years of experience working with maltreated children. Throughout the years they have learnt what they find to be the best ways to help these children in their rehabilitation process. Based on their experiences in the close work with these children they have learnt about the child's needs in order for their rehabilitation to proceed and for them to develop and turn into wellbeing and self-esteeming young citizens. The needs recognised by the NGOs are also the same rights stipulated under the CRC. The fact that they are claimed under the CRC makes it easier for the NGOs to reach out with this extremely important issue. The CRC provides them with an efficient tool in the fight for children's rights.

4.1.7. How to reduce risk factors and increase protective factors

The NGOs that we visited work very hard and do a tremendous work with the rehabilitation of maltreated children in the Philippines. However as they themselves have pointed out it is not enough with the rehabilitation work. Imagining utopia there would be no need for organisations such as Stairway and Preda, but unfortunately the reality is far from that ideal world. The abuse of children is a sad reality and in order to try and reduce this ongoing abuse as much as possible a lot of effort has to be put into preventative work. The advocacy work, being a large part of both organisations can be said to function as a call in order to wake up the sleeping society.

The CRC is a powerful tool. Even though the rights stipulated under this convention are not a reality for many children, the CRC makes a change of attitudes possible. With the convention it is easier to educate adults on the rights the children inherit, and therefore on the importance of fulfilling the needs that proceed the rights. As a lot of people still see children as the property of their parents it helps to have a legally binding document stating that so is not the case. The CRC also empowers the children themselves. Even if their rights are not fulfilled it is meaningful for them to know that the neglect towards them is not acceptable. Knowing that they have rights and that their abuse is a severe neglect of their rights give them certain self-esteem and self-value. Knowing that there are people fighting for their rights give them possibilities to dream and to have goals as well as strength to keep on living and fighting. An effective way to spread the knowledge of children's rights is by educating children that afterwards educate their peers. Often maltreated children do not have trust in adults, as it is adults that often are the cause of the neglect and abuse. Therefore it is easier for children to reach out to other children. This method is used by both Preda and Stairway. It is important that children know their rights so that they have the ability and knowledge to say no. This way it is, as discussed earlier, important with sexual education and expression training, so that the child can put words to the abuse.

A large part of Preda's work consists of prosecuting sexual offenders. This might have a deterrent effect on child sexual abuse, with the offenders knowing the consequences of these crimes. According to Preda, the prosecutions are also of great importance in the rehabilitation process of the abused children. Neither Preda nor Stairway believes that it is possible or even desirable for the children to forget about their abuse. However the children need to forgive and accept what has happened to them in order for them to move on and be able to lead a

healthy life as adults. To be able to forgive and accept, the children must deal with the abuse they have suffered. At Stairway this is done by putting words to the abuse. One way of doing this is by workshops and other creative methods. Preda uses other methods for the children to reach this state of acceptance and forgiveness. Emotional release sessions are used as a therapy for the children to deal with the maltreatment. This is a way for the children to accept what happened to them, but in order to forgive Preda believes that the children need justice.

As many children that have suffered physical violence tend to take to violence themselves, and many that have been emotionally maltreated tend to do the same, it is also important to reach these children to stop the chain of abuse. As psychologically abused children often react with a psychologically aggressive behaviour and a tendency to criminality, it is important to reach these children and rehabilitate them. This is furthermore extremely important when it comes to sexually abused children. As a child that has been sexually abused may come to believe the abuse to be something normal, since this reality may in turn lead to abusing someone younger, for example a younger sibling. One preventative measure could be offender treatment for children. This is where the offender is a juvenile and treatment is given in order to save the child and also the rest of the society.

We all have to take our responsibility regarding the neglect and abuse of children. Even if the abuse is happening somewhere else that does not mean that it is not our responsibility. For example one may not think of the impact that choice of products have. A simple action as choosing Fair Trade products can actually save lives. Due to poverty a lot of people, among them children, leave their rural homes behind and move to the bigger cities, looking for a more prosperous life. As the lives in the cities provide much hardship and many dangers, as discussed earlier, a lot of children end up on the streets, in prostitution or in prisons. Fair Trade hands the rural farmers a possibility to earn a just income for their work and their products. This gives them a higher living standard and may prevent the urbanisation. Poverty is often what causes neglect and creates situations where privileged people can abuse children. In a country like the Philippines, the exploitation of women and children is a direct effect of poverty. The widespread corruption, discussed earlier, enables the exploitation and enslavement of people, as it is not only the pimps that earn money on this trade of people. This of course complicates the work of organisations like Stairway and Preda, since they not only have to fight the offenders but the entire system. When assessing children's needs it is therefore not possible to work exclusively with fulfilling children's rights. It is absolutely

necessary to have a holistic work approach, to not only focus on treating the consequences, but also to obviate the origin. Hence it is not sufficient only to rehabilitate the maltreated children. Eliminating poverty and changing attitudes are equally significant components in the work of fulfilling children's needs. Consequently it is important with preventative work to stop the maltreatment of children. At the present there are far too many children in need of rehabilitation. Nonetheless the next important question is what happens to the children after they leave the organisations. An area we feel that the organisations lack in their rehabilitation process is their post-rehabilitation work. There is a risk that the children will be subject to the same abuse if there is no post-rehabilitation work. Neither Preda nor Stairway adequately resolves this issue. When discussing this with the organisations they have stated that it is the lack of resources and funding that prohibits them from this important work.

4.2. Summary

Under the CRC, there exists no hierarchy between rights. This is due to the international awareness that all the rights stipulated under the CRC are based on fundamental needs that the child has for their development and wellbeing. Some children may not have the need for all rights to be fulfilled, such as the right to rehabilitation³, although it is important that the right is protected and stated as equal for all children⁴. It is actually quite controversial to say that children must have the right to rehabilitation as this right implies that their other rights under the convention must have been neglected, otherwise there would be no need for rehabilitation. As stated under the CRC, states shall ensure that children are not subjected to abuse and neglect⁵, but this is not a reality in the Philippines. The state then has the responsibility to rehabilitate these maltreated children, but often their conditions get even worse after spending time in state rehabilitation centres as they do not take into account the best interest of the

³ CRC, article 39 "States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child."

⁴ CRC, article 2§1 "States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status."

⁵ CRC, 19§1 "States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child."

child⁶, and severely neglect many needs of the children. Instead it is the globalisation from below, consisting of grass-root organisations and NGOs that takes on this responsibility. We have been focusing on children in need of rehabilitation, in other words children that have been wronged as the need for rehabilitation has emerged. However rehabilitation is not the only need these children have, they need to have all their rights strengthened in order for the rehabilitation to be successful.

When the children arrive at the organisations one of the first needs that must be fulfilled is to look after their physical health⁷. The children are often malnourished and suffer from various diseases⁸. These are urgent needs upon arrival, and can inaccurately be seen as a hierarchy of rights and needs of the child. However they are not more or less significant than all the other needs, but an equally important part in the whole rehabilitation process. Although in order to enable the fulfilment of the rest of the needs these urgent needs must be dealt with.

These maltreated children come from oppressive living conditions and as the rehabilitation theories we have presented tell, children in these kind of situations tend to make their own survival strategies by for example seeing anyone in their surroundings as a potential threat or seeing themselves as non-worthy. In their rehabilitation process they need to overcome these survival strategies, which are not only harmful to themselves and also their surroundings. They often take to substance abuse, violence and criminality, however they need the opposite from what they are used to, namely a safe and loving home, stimulating surroundings and healthy living conditions⁹. They are therefore protected from anyone and/or anything that is harmful and/or threatening to them¹⁰. Children lacking safe surroundings are not able to relax

⁶ CRC, article 3§1 “In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.”

⁷ CRC, article 24§1 “States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.”

⁸ CRC, article 24§2 “States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:” “(c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;”

⁹ CRC, Preamble “Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding”

¹⁰ CRC, article 32§1 “States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.” & CRC, article 33 “States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the

and tend to be anxious and stressed. They need recreation¹¹ to learn how to calm down, control their feelings and release anger and stress. In order to become a participating part of the society it is important to control impulses and frustrations by learning social skills and teamwork. Responsible adults that treat the children with respect need to be at hand, teaching them values and ethics, to guide and support them and to make them feel loved and wanted. These people in charge of the children must also set up rules and regulations. The child needs to know what is expected from them and what they can expect from their surroundings to be able to rebuild trust. Play theories also recognise the child's ability to learn self-control and management through rules and regulations. Studies show that these are all important parts of a child's development to understand and learn the social rules of the society.

Play theories and other theories regarding the wellbeing of children confirm that maltreated children need play and creativity¹² in their rehabilitation. Play and creativity, as explained earlier, are essential areas in order for the child to develop and understand the world. A lot of these children have not had the possibility to play and be creative in the way they want and need to fully develop. This does not only give the children happy childhood memories, it is also a way for the children to express themselves¹³ in sensitive matters. This way of expression training makes it easier for the children to disclose and put words to the abuse, vital steps in order to accept and later on forgive, which is important in the rehabilitation process. Creative group activities are also important as the child needs to understand that they are not alone with this burden. Creative means are also used in the important work of teaching

relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.” & CRC article 34 “States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent: (a) The inducement or coercion of a child to engage in any unlawful sexual activity; (b) The exploitative use of children in prostitution or other unlawful sexual practices; (c) The exploitative use of children in pornographic performances and materials.” & CRC, article 35 “States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.” & CRC article 37 “(a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment.” “(b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;” (c) Every child deprived of liberty... shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;” & CRC article 38§2 “States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.”

¹¹ CRC, article 31§1 “States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.”

¹² Ibid.

¹³ CRC, article 13§1 “The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.”

children about the taboo matter of sex. Sex education is essential for sexually abused children. As the rehabilitation theories point out, sexually abused children must have sex education to learn to be comfortable with their bodies so that they can have a sexually healthy life as adults. They also need to learn that not all kind of touch is a sexual touch, but that when they feel threatened they can and shall set up boundaries and say no. They also need to have people educated in sex issues so that the surrounding is aware about how to talk about sex in a proper way, and how to treat sexually abused children in the best way. To improve self-confidence and self-esteem children also need regular education¹⁴. All the experiences help the child to understand the world they live in.

Learning skills is yet another way of strengthening the children's self-esteem and feeling of competence. As research show that maltreated children tend to have both low self-esteem and bad self-confidence, it is considered very important to raise their feeling of self-worth. The children are aware that they cannot stay at the organisations indefinitely. Giving them possible means to make a living for themselves after leaving, by learning special skills, therefore also helps them in their rehabilitation process, as they do not have to fear as much what is to come. Another important need for the children before leaving the organisations is to learn about their rights¹⁵. In the Philippines, organisations have noticed the difficulties in reaching out to children in the streets as they do not trust adults, and it is thereby essential to have the rehabilitated children spreading their knowledge about children's rights. It also builds their self-confidence that knowing any neglect of their rights is a crime. However they also need to have supportive people in their surroundings, that continue to work and stand up for the protection of their rights. This is why advocacy about children's rights and also changing attitudes is considered a need that children have in their rehabilitation process. The organisations we visited found support in the CRC when doing advocacy work. The fact that these international principles are accepted as a part of the national law gives them an instrument when convincing people about children's rights. It is also an effective tool to be used when dealing with Philippine courts, other tribunals and administrative authorities that come in contact with children through their work.

¹⁴ CRC, 29§1 "States Parties agree that the education of the child shall be directed to: (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin"

¹⁵ CRC, article 42 "States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike."

To combat the causes of child maltreatment another need for the children is the work to reduce poverty. Poverty is one of the causes to why children end up in abusive situations in the first place and therefore preventive work must be performed as well. The way the organisations fight poverty in the rehabilitation work is by teaching the children occupational skills and engaging them and their families in Fair Trade.

To be able to assess what is in the best interest of the child in their rehabilitation process it is significant to consider cultural, social and economical differences. For example in the Philippines the family is highly valued and reintegrating children back to their families, if the families are supportive, will help the child rehabilitate faster¹⁶. Rehabilitation theories also agree upon the importance of family for the child, however if the family is not supportive it may actually hurt the child more by bringing the family into the therapy.

People helping the children must be flexible to meet the needs the child has developed in that particular context¹⁷ and also special individual needs. Being seen as an individual¹⁸ is a very important need for the maltreated child, but also to feel social belonging. There does not seem to be any consensus among psychologists and other people that work with maltreated children on what is most important for the child, the individuality or the social belonging. Our organisations, in accordance with the CRC, believe that these children need both. They have however, in accordance with rehabilitation theories, noticed that sexually abused children tend to do better in group sessions to start with, so that they understand that they are not alone and that they need not be ashamed.

¹⁶ CRC, article 9§1 “States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.” & CRC, article 20§3 “Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.”

¹⁷ CRC, Preamble “Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child”

¹⁸ CRC, Preamble “Considering that the child should be fully prepared to live an individual life in society...”

It is also believed that getting justice¹⁹ is a way to move on in the rehabilitation of the child. We are not sure that we agree upon that claim, but as mentioned earlier, we are not experts in rehabilitating children. However, we do see the need to get the offenders prosecuted, although we believe that there must be a change in the judicial law in the Philippines, so that children are not forced to meet their offender over and over again in the court room.

All these needs mentioned above have to be fulfilled in order for the child to recover from maltreatment both physically and psychologically. If not treated the neglect of children's needs may have consequences for the rest of their lives.

¹⁹ CRC, article 12§2 “For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.”

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Translation

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