

An Update

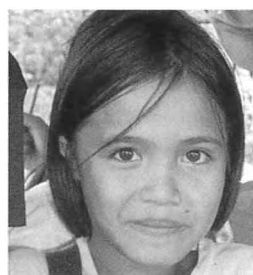
Girl-Children Have Rights Too!



An Update



Girl-Children Have Rights Too!



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Preface

Girl-Children Have Rights Too ! tells us of the many challenges the girl-child faces virtually everywhere – from her very own home, in her school, in the streets and in conflict-prone areas.

This document is even more valuable with the inclusion of significant information necessary to enable us to propose or update policies and initiate programs and services in the promotion of the rights of the girl-child. With this publication, our commitment towards girl-child friendly society is enhanced.

From this day onwards, we will have more concrete efforts to look at the situation of the Filipino girl-child which we have not collectively and continuously done before. Hereon, all policymakers, national and local government executives and program implementors will have concrete bases for action on the girl-child.



Ma. Elena S. Caraballo

Executive Director

Foreword

In many parts of the world, discriminatory behaviours and practices threaten the survival and development of the girl-child. Girls are likely to be least fed and educated. At their tender age they share the burden of maintaining their families, as home managers and sometimes as care givers of family members afflicted with HIV-AIDS. Incidents of rape, incest and other forms of sexual abuse, particularly those occurring within the home seriously threaten their personal security and well being. Governments and non-government organizations continue to face the challenge of determining the magnitude of trafficking and commercial sexual exploitation of the girl-child.

In the Philippines, very subtle discrimination remains evident in child-rearing practices, in the assignment of home responsibilities, in the enjoyment of health and nutrition services, educational benefits and leisure, and in the participation of the girl-child in decision-making at home and in the community. The many faces of violence and exploitation continue to be a major stumbling block to the full enjoyment of their rights.

Our partners in the Child-Friendly Movement, particularly the Girl-Child Sub-Task Force with the leadership of the Council for the Welfare of Children, is resolute in pursuing advocacy and action at all levels. This second edition of the Girl-Children Have Rights Too! is an advocacy and information material matched with the Philippines' Medium Term Strategic Framework on the Girl-Child. It is hoped that by understanding their situation we are better guided in the actions we take for and with the girl-children.

You may wish to use the information contained in this book either in full or by specific sections. We invite you, however, to see the girl-child issues not as separate concerns --- on her lack of nourishment and education, her need for protection or meaningful participation. Our goal is the full enjoyment of all the rights of every girl-child !



Terrel M. Hill
UNICEF Representative

Introduction

Three years ago, the United Nations Children's Fund published a document entitled *"Girl- Children Have Rights Too !"* It was primarily intended to enlighten the general public about the situation of the Filipino children, particularly the girl-children. It also hoped to move service providers and key stakeholders to initiate responses that would address the problems girl-children are faced with, that hinder their development.

Three years later, the data, the statistics, the information – survey and research results - characterizing the situation of the girl-child have reached alarming proportions. Updating this document became an urgent recognition of the worsening situation of the girl-children as glaringly reflected in the data and information that have been currently generated and reported.

The update of this document takes on the form of presentation that focuses on the child's rights and that highlights the many, many violations – some continuing, most increasing - of these rights as they particularly affect the girl-children. It then presents some structures and systems that have been institutionally set up for the increasing cases of abuse to reach a phase of resolution. It also provides a listing of the various resources available – both government and non-government, that have taken on the commitment and the responsibility in responding to the concerns of the girl-children. A matrix of existing legal instruments that set the basis for all needed action is then presented. The closing portion of the update spells out a menu of some recommended actions to address the glaring gaps in fulfilling the provisions of the girl-child's rights.

A wealth of data and information remain undocumented and unreported. For data that is available, there is an urgent need to disaggregate them by gender, if planning and implementing are to be more grounded. For information to be utilized, there is a compelling need to come together to share what worked and what didn't work. There is too much to do and too much at stake for the girl-child, not to reach out to each other and affirm each other's efforts and success stories.

This information booklet has been updated to allow for better programming by the various stakeholders, that would hopefully be more responsive, more urgent, and more realistic. It is also hoped that the progression of institutional and organizational interventions and responses – or lack of it - would allow relevant policies to be developed - ways of thinking, ways of feeling, ways of doing things - that would ultimately impact on the lives of Filipino children, the girl-children in particular.

But more than that, it is hoped that the data and information shared would serve as a strong wake-up call – not only for those institutionally mandated to respond – but more realistically and more urgently, for each of us, for you and me. Such that our daughter, our sister, our niece, our granddaughter, our girl neighbor, the unknown girl on the street, in our community, in our school, in our church, in the factory, in the farm, in the mine – any girl-child whose life you and I may touch - may reach womanhood and personhood, whole and developed to her full potential.

And only then can you and I be able to say "in touching one girl-child's life, there is one less abused, violated, discriminated girl-child".

Sub-Task Force on the Girl-Child
Council for the Welfare of Children

Acknowledgement

A simple but sincere thank you...

- ... to each member of the **Sub-Task Force for the Girl Child** who shared
 - ... their efforts in the struggle for the girl-child
 - ... their energies that recharged each other in moments of frustration and letting go
 - ... their commitment to "keep walking the extra mile" for the girl child
- ... to **UNICEF's Maya Remigio, Reggie Molera and Mi Ann Maglipon** who shared
 - ... their technical support by providing direction, data updates and editorial work
 - ... a professional and warm partnership
- ... to **CWC's Connie Salcedo** who shared
 - ... her constancy, her vigilance – over and beyond work demands – for the girl child
 - ... her untiring efforts not only at keeping us going but at keeping us together
- ... to **Tina Monzon Palma and Bantay Bata** who gave us access to their records and reports and shared
 - ... their work – that was awesome in scope and capability
 - ... their stories – that were painfully real and heart wrenching
 - ... the results of their work – that were incredible, heartwarming and hopeful
- ... to **Tita IFF, Tita Nellie and each and every colleague in LUNDUYAN** who shared
 - ... their time, their facilities, their coffee – that facilitated the work that needed to be done
 - ... their discipline, their expertise, their experiences – that kept us on course and in focus
 - ... their life stories, their struggles, their triumphs, their values and commitment – that move each other in relentlessly pursuing the cause of each child
 - ... their only daughters and themselves
 - ... their poems and songs of the girl child – that touch and move every person to act
- ... to **Angelico Gabriel Mercader and Med Ramos** who shared
 - ... their artistic talent, creativity, amazing energy in laying out this material
- ... to **Cops Opeña Mercader** who toiled to help us is making this valuable resource on the girl child
 - ... for being a girl-child advocate
- ... to **each child advocate and worker** who shared
 - ... their work, their data, their information – that brought us face-to-face with the stark realities, the alarming situation of the girl child
 - ... their frustrations, their achievements – that brought the struggle for the girl child - even if only an inch -closer to one less abused, discriminated, violated girl-child
- ... to **each girl-child** who allowed us into their lives as we attempt to put faces to their dreams, their pains and joys in realizing their dreams
 - ... Isabelle Therese who fill our lives with grace as our girl child of today, our woman of tomorrow
 - ... the children of Barangay Sto. Domingo
 - ... the children with LUNDUYAN



This House

This House is not a home

It is empty and dark inside

It is useless to speak

Since no one will listen to me

They say I'm only a child

And I have no right

To express myself

Because I'm only a child

Part 1

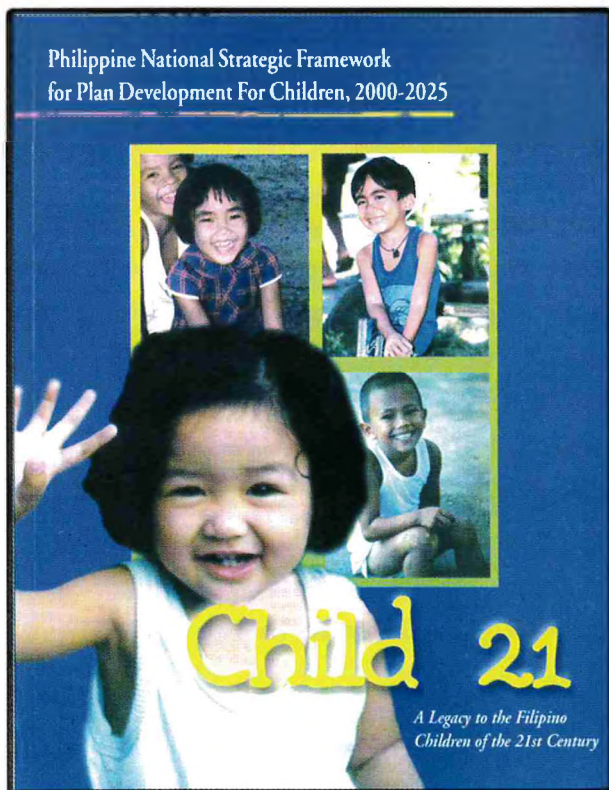
THE VISION FOR THE FILIPINO CHILD



The Filipino Child as presented in *Child 21*
(or the Philippine National Strategic Framework
for Plan Development for Children, 2000-2025)
envisions that...

By 2025, every Filipino Child will be:

- born healthy and well, with an inherent right to life, endowed with human dignity;
- happy, loved, and nurtured by a strong, stable and GOD-loving family;
- living in a peaceful, progressive, gender-fair, and child-friendly society;
- growing safe in a healthy environment and ecology;
- free and protected by a responsive and enabling environment;
- reaching her (his) full potential with the right opportunities and accessible resources;
- imbued with Filipino values steeped in her (his) indigenous cultural heritage;
- assertive of her (his) rights as well as those of others;
- actively participating in decision-making and governance, and
- in harmony and in solidarity with others in sustaining the Filipino nation.



Part 2

THE FRAMEWORK FOR THE GIRL-CHILD



The Convention on the Rights of the Child:

guarantees girl-children the same rights as boys in support of the principle of non-discrimination on the basis of sex.

Girl-children have unique needs:

derived from being female with a particular role in biological reproduction when they come of age.

The number of girl-children in the Philippines:

- reached nearly half of the child population in the Philippines in 1995;
- is projected to reach 16.7 million in the year 2000;
- is projected to increase to 17.4 million in the year 2005.

Who is the Girl-Child?

She is a girl below 18 years old.

She has rights both as a child and as a girl, regardless of age, race, religion, social and economic status.

The Convention on the Rights of the Child specifically says so and our Constitution affirmed these.

Her future as an adult depends on her upbringing.

We, her family, are her eyes.

All her first thoughts... words...emotions...feelings... emanate from us.

We, as a family belong to a community.

We, the community, are entrusted with the girl-children in our school...church...playground... mall...street...

Where her first learnings are strengthened...enhanced... increased...developed.

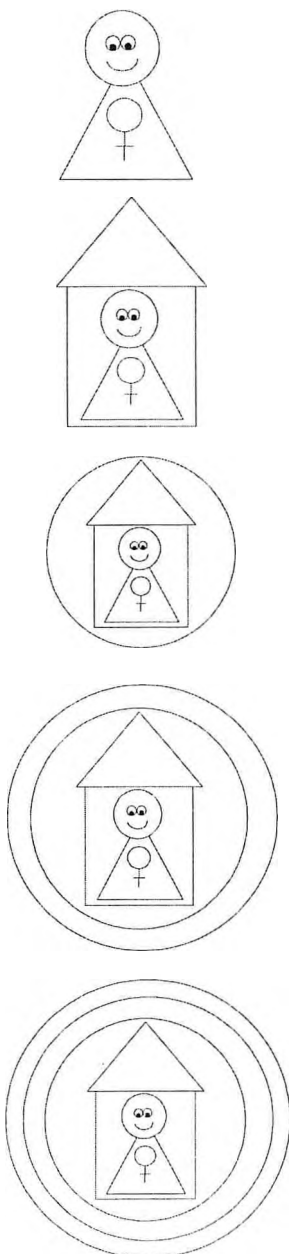
We, as a community of families belong to a nation.

We, the nation, is mandated by the girl-children through their families...their communities... to insure that each girl-child is provided for ...developed...protected...recognized.

We, as a nation of communities, belong to the world.

We, the world, is where the girl-child realizes and utilizes her full potential as a human being.... able... caring... nurturing... responsible... equal... whole.

The girl-child is at the center.



Part 2

THE FRAMEWORK FOR THE GIRL-CHILD

But what is happening to the Girl-Child?



- Of the more than 100 million out-of-school youth, 60 million are girls.
- Between 60 million and 100 million women are 'missing' from the world's population – victims of gender-based infanticide, malnutrition and neglect.
- Ninety percent of domestic workers, the largest group of child workers in the world, are girls between 12 and 17 years old.
- In some areas, HIV infection rates are 5 times higher for girls than for boys.

Worldwide

The girl-child has been found to be discriminated from the earliest stages of life, through her childhood and into adulthood.

In some areas of the world, men outnumber women by 5 in every 100, due to harmful attitudes and practices, such as:

- female genital mutilation,
- son preference -- resulting in female infanticide,
- prenatal sex selection,
- early marriage, including child marriage,
- violence against women,
- sexual exploitation or sexual abuse,
- discrimination against girls in food allocation, and
- other practices related to health or well-being.

Thus, fewer girls than boys survive into adulthood.

In 1990, 130 million children had no access to primary school – of these, 81 million were girls. This has been attributed to:

- customary attitudes,
- child labor,
- early marriages,
- lack of funds,
- lack of adequate schooling facilities,
- teenage pregnancies and
- gender inequalities in society at large as well as in the family.



Girls are not being offered the same opportunities as boys in decision-making processes.

- They take on heavy domestic chores at a very early age.
- They are expected to manage both educational and domestic responsibilities, often resulting in:
 - poor scholastic performance
 - early drop-out from schooling.
- They are not encouraged or given the opportunity to pursue scientific, technological training or education.
- They are less encouraged than boys to participate in and learn about the social, economic and political functioning of society.

There are gender-based processes that need to be addressed, to rectify existing gender inequalities:

- curricula,
- materials and practices,
- teachers' attitudes and
- classroom interaction.

Part 2

THE FRAMEWORK FOR THE GIRL CHILD



Discrimination in getting access to nutrition and physical and mental health services endangers the girl-child's current and future health.

- Around 450 million adult women in developing countries are stunted as a result of childhood protein-energy malnutrition.
- Children of young mothers had higher levels of morbidity and mortality.
- Early marriage and early motherhood –
 - severely curtail educational and employment opportunities and
 - would likely have long term adverse impact on their and their children's quality of life.
- More than 15 million girls aged 15 – 19 give birth each year. Early motherhood entails complications during pregnancy and delivery and risk of maternal death that is much greater than average.

Girls are more vulnerable than boys to the consequences of unprotected and premature sexual relations.

Sexual violence or sexually transmitted diseases, including HIV / AIDS, have a devastating effect on children's health, due to factors such as:

- youth,
- social pressures,
- lack of protective laws and
- failure to enforce laws.

Girls are more vulnerable to all kinds of violence, particularly sexual violence, including -

- rape,
- sexual abuse or exploitation,
- trafficking
- possibly the sale of their organs or tissues and
- forced labor.

The girl-child with disabilities faces additional barriers or needs as she is discriminated upon.

The girl-child found to be particularly vulnerable are the abandoned, the homeless and displaced, street children and children in areas of conflict.

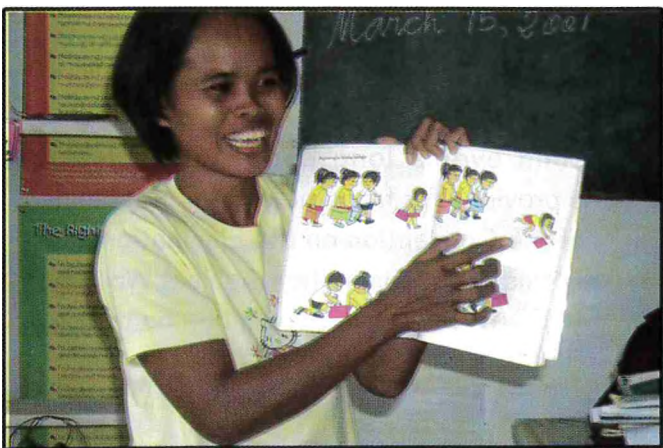
Nationwide

Nationwide, the girl-child is faced with —

- culture-based discrimination within the family and society
- increasing rate of teenage pregnancy
- increasing rate of reproductive health problems among adolescent girls
- lack of services or facilities for both pre-adolescent and adolescent girls
- gender stereo-typed concepts still existing in textbooks
- sensational reporting of cases involving girl-children
- negative portrayal of girl-children on TV, radio, advertisements and magazines
- more reported cases of physical or psychological abuse
- more reported cases of sexual abuse
- more girl-children involved or victims of Commercial Sexual Exploitation of Children (CSEC)



- girl street children are more vulnerable to exploitation
- girl street children are more vulnerable to HIV / AIDS, STD and teenage pregnancy
- lack of appropriate services or facilities to respond to girl street children
- more girl-children are being hired as domestic helpers
- more girl-children live away from home
- girl-children from rural areas are victims of illegal recruitment
- lack of awareness in handling girl-children involved in armed conflict.



Part 2

THE FRAMEWORK FOR THE GIRL-CHILD

The Strategic Development Framework for the Girl-Child

Central to any move or action for the girl-child are the following principles:

The Guiding Principles

While children go through the same stages of development, a child remains a unique individual. He or she possesses distinct -

- potentials,
- temperamental disposition,
- reactions,
- development pattern and
- personality.

All of these are shaped by:

- varying family and social relations,
- cultural background,
- a host of socio-economic and environmental factors.

Children are born with inherent and inalienable rights as human beings.

They possess a set of unique rights of childhood on their particular gender-based characteristics.

Engender children's programs —

"a shift to gender equality that is child-centered entails a shift in attention or analysis

- from women to gender
- from adults to children
- from children to girls and boys

in order to identify and reduce gender-specific disparities in childhood between girls and boys".

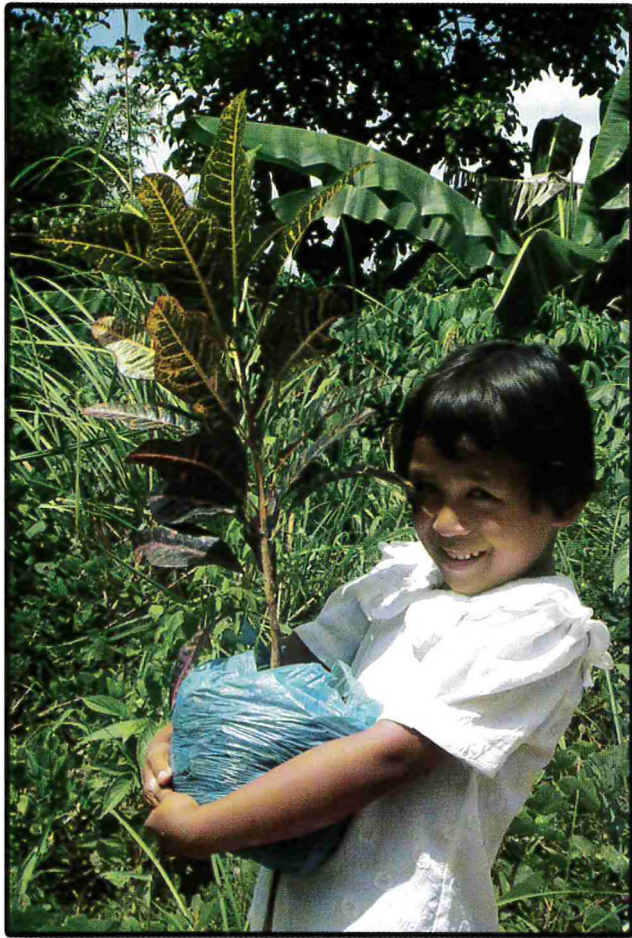
The family retains basic and primary responsibility for recognizing and responding to the differing needs and concerns of their own girl-child and boy-child.

Gender and development (GAD) advocates have a responsibility to progressively work on their personal biases and prejudices in their own life situation to prepare and equip themselves to make a difference in the lives of others.

The Conceptual Framework

The Framework for the Girl-Child views the girl-child through a gender and development perspective which -

- highlights the distinct but complementary roles or responsibilities of the two genders.
- addresses issues of inequity or inequality that have negated the development and growth of the girl-child over a long period of neglect.
- is provided for from the gender perspectives of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of the Child (CRC).



Like A Tree

Like a tree I need to grow
Where I stand
To sway in the wind
And bask in the heat of the sand

Like a tree I need
To be loved and nurtured
Be protected from any harm
And be given what I must

Don't end my life before my time
Keep me up please
Please be kind

Don't cut me down
Or pull me out
Like a tree , I serve mankind

Like a tree I will
Listen to your story
Watch you daily
As you huddle in my arms

Part 3

THE RIGHTS OF THE CHILD



In the Vienna Declaration and Programme of Action adopted at the 1997 World Conference on Human Rights, four general principles were enshrined in the Convention on the Rights of the Child (CRC) which are meant to help with the interpretation of CRC and guide national programs of implementation.

The Four General Principles

1. PRINCIPLE OF NON-DISCRIMINATION

- Equality of opportunity
 - Girls should be given same opportunities as boys.
 - These children should have the same rights as others:
 - refugee children,
 - children of foreign origin,
 - children of indigenous or minority groups and
 - children with disabilities.
 - All children should have opportunity to enjoy an adequate standard of living.

2. PRINCIPLE OF BEST INTERESTS OF THE CHILD

- In resolving issues or in decision-making –
 - Prioritize the child's interest and rights.
 - Consider whether any of the child's right will not be jeopardized.
- Decisions by –
 - courts of law,
 - administration authorities,
 - legislative bodies and
 - public or private social-welfare institutionsshould take the best interests of the child.

3. PRINCIPLE OF RIGHT TO LIFE, SURVIVAL AND DEVELOPMENT

- This should be ensured to the maximum extent possible.
- "Development" should be interpreted in a broad sense or qualitative dimension. It should not only be concerned for the physical, but also for the mental, emotional, cognitive, social and cultural development.

4. PRINCIPLE ON VIEWS OF THE CHILD

- Children are free to have opinions in all matters affecting them.
 - Their views should be given due weight in accordance with their age and maturity.
 - They have the right to be heard and to have their views taken seriously, more so in a judicial and administrative forum which affects them.

Part 3

THE RIGHTS OF THE CHILD

The Four Broad Categories of Rights

The comprehensive range of children's rights spelled out in the Convention on the Rights of the Child is based on a profound human rights framework acceptable worldwide. It offers four (4) broad categories of rights for both girls and boys that embraces their -

survival rights

Girls' rights to survival include their need for food and health care to live.

This is appropriate when there are risks that female infants are neglected

- before / after birth
- during girlhood
- during adolescence

..... thus resulting in excessive female infant and child mortality.

development rights

Girls' rights to development include all forms or levels of education, training and other mechanisms, for developing their full potential as human beings – intellectually, emotionally, physically, socially and spiritually.

protection rights

Girls have rights to be protected against all forms of abuse, neglect, exploitation, violence – particularly because they are more prone to domestic or public sexual exploitation in:

- child labor,
- child prostitution,
- trafficking,
- intra-familial violence or abuse and
- discrimination.

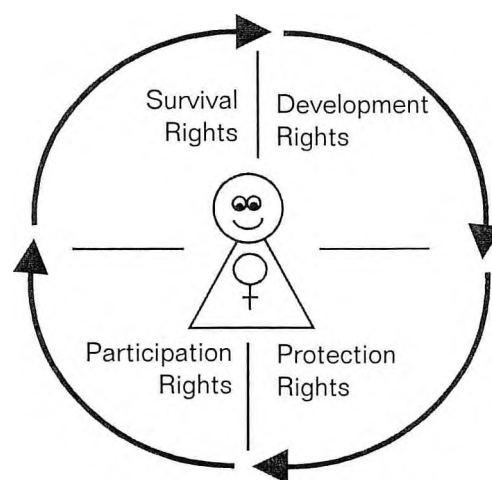
participation rights

Girls' rights to participate are essential in

- defining their own needs or interests,
- family decision-making and
- community affairs

particularly because cultural traditions may give them the "last voice" in families, schools, communities.

The total development of the girl-child is anchored on the full enjoyment of these wide range of rights. But equally crucial in the provision of these rights is providing them simultaneously. The broad categories of rights are not independent of each other, they are not separate from each.



The rights of the girl-child are interrelated and interconnected with each other, as presented in this perspective utilizing the four quadrants.

Concretely, a girl-child who is healthy, sheltered, clothed, loved and cared for –

- is fit to study well, develops her capacities and potentials –
- is able to join and be a part of her family, school and community activities – as venues for ably and freely expressing herself – her needs, her feelings, her opinions –
- is enabled to arm her with the confidence to protect herself, to say no to any threat of abuse.

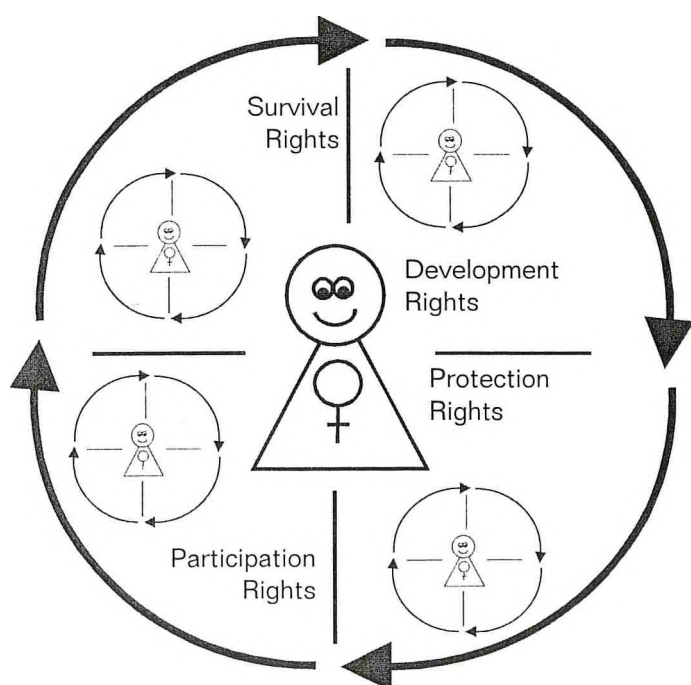
The vision for the girl-child will be actualized when each child-caring organization or agency internalizes a mind set where the complete cycle of the girl-child's rights is ensured over and beyond its mandate of addressing one or two of the broad categories of her rights.

Most recognize children's rights

In the MICS 1999 survey, most Filipinos know that children inherently have rights. They recognize foremost a child's right to education, they recognize the least a child's right to be defended and assisted by government.

Out of a projected 35M caretakers of Filipino children aged below 18:

- 84% know that children have rights and can identify any one of these rights
- 8.9% know that children have rights but cannot specify one right
- about 6.8% are not aware that children have rights
- awareness among caretakers in urban areas is higher (88%) than those in rural areas (82%).



Children's Rights Recognized by Filipinos	%
To obtain a good education and develop the child's potential	66.8
To have adequate food and a health, active body	43.6
To have a family who will love and care for the child	35.2
To be given opportunities for play and leisure	32.3
To be able to express the child's view	23.7
To be protected against abuse, exploitation, neglect, violence and danger	15.0
To be born, to have a name, and nationality	10.6
To live in a peaceful community and a wholesome environment	9.8
To be defended and given assistance by the government	1.9

Part 3

THE RIGHTS OF THE CHILD

survival rights*

A child has the right to an adequate standard of living

But...

Six out of 10 Filipino children live near or below the poverty line where –

- conditions are characterized by the lack of basic facilities : water, sewerage, garbage disposal;
- they are exposed to gambling, crime and gang conflicts, substance and alcohol abuse; and
- stereotyping of gender roles are reinforced as girl-children are raised and socialized into female gender roles:
 - "second mothers" to younger siblings
 - assisting in housework more than boys.

A child has the right to adequate nutrition and access to health and medical services

But...

When nutrition and the girl-child is discussed -

- Malnutrition and infection affect more girls than boys in some regions in the Philippines, as girls are:
 - more underweight for those below 10 years old.
 - are more stunted for those among 7-10 years old

**Strategic Development Framework for the Girl-Child*



- are more wasted for those below 7 years old, particularly in regions 2, 4, 7, 9, 10.

Girl-children seem to have a positive headstart on height and weight at 11-12 years, but

- at age 13-19 years, the boys surpass the height of girls
- at age 13-19, the weight of girls is generally less by 1.4 kg. compared to boys.

And more girls suffer from...

Goiter

- It is higher among all age groups of girl-children and women than among males
- It is also the highest among pregnant females 13-20 years old with 16.5 percent prevalence.

Iron deficiency anemia.

- It is quite high among 13 – 19 year old females.

Adolescent girls receive the least amount of nutrients compared to other household members, yet given more domestic work.

On girl-child sexuality...

There are mothers as young as 15 – 19 years old, with region 9 reporting the highest incidence of teenage pregnancies.

There are more induced abortions among pregnant teenagers than spontaneous abortions or normal deliveries.

A pregnant adolescents are vulnerable to:

- higher maternal deaths and complications
- higher fetal complications,
- high rate of premature births,
- giving birth to babies with low birth weights and inborn defects, mental retardation and blindness,
- 1.2 to 1.6 times higher fetal mortality rate, compared to a 20-34 year old mother and
- limited chances for education and self-development.

Of the 15-19 teenagers surveyed :

- 7% have begun childbearing,
- 6% were already mothers,
- 2% were pregnant with their first child and
- rural teenagers were almost twice as likely (11%) to experience teenage pregnancy as their urban counterparts (5%)

Particularly in the Muslim region: cultural factors impinge on women's roles and status that may partially explain the high proportion of teenagers who began childbearing early (13%). Lack of education critically affects early childbearing.

- The proportion of those who have begun childbearing gradually decreased from 17% among teens who had never been to school to 5% among those with higher education.

Girl-children are particularly vulnerable to sexually transmitted diseases including HIV / AIDs due to:

- premature and unprotected sexual relations and
- being victims of sexual abuse and exploitation.

Of the 38 HIV-positive cases below 19 years old, 23 are girl-children.

Girls' vulnerability is compounded by:

- the increasing number of sexually active adolescents,
- engaging in sex at a younger age,
- lesser use of contraceptives by girls compared to boys and
- forced sexual relations among many girls.

HEALTH ISSUES THAT IMPACT ON THE GIRL-CHILD'S SURVIVAL

- Traditional practices detrimental to health or development of the girl child
- Susceptibility to certain diseases such as anemia because of her sex and physiological needs
- Lack of attention to special nutritional needs essential for her future role as child bearer and caregiver
- Effects of pregnancy on health status of child-bride / unwed adolescent and her offspring

Part 3

THE RIGHTS OF THE CHILD

development rights

development rights

A child has the right to education; to the same conditions for access to educational establishments; to the same curricula, teaching staff and equipment; to elimination of sex stereotyping.

The Philippine education system is one of the countries in the ASEAN region with impressive quantitative achievements. Based on the Department of Education (DepEd) data :

- Literacy rate increased from 73% in 1989 to 95% in the mid-90s. Today, 9 out of 10 children are capable of reading and writing.
- In 1998-1999, there are more girls surviving in school as compared to boys:
 - At elementary level, 75 percent for girls and 65. percent for boys,
 - At secondary level, 77 percent for girls and 65 per cent for boys.
- Elementary school enrollment rate also soared from 85% in 1990 to 96% in 2000.
- Girls participation rate was at 97.1 percent which was almost equal to boys participation rate of 96.8 percent for the school year 1999-2000.
- The department has its DepEd Gender and Development Framework for the Education Sector which commits to the elimination of gender bias through:
 - Non-sexist schooling in textbooks, teacher training and training scholarship;



- Encouragement of both girls and boys in the field of science and technology; and
- Non-discriminating policies on admission, scholarships, merit and promotion.
- Core messages for gender-fair education are currently being distributed as widely as possible among public school teachers, administrators and schools. These messages include:
 - Shared parenting,
 - Home management and decision-making,
 - Equal opportunities and representation in public affairs,
 - Recognition of girl-children and women's roles and contribution; and
 - Elimination of all forms of violence against women and girl-children.

But...

- The deteriorating standard of education is not only a matter of money, but more importantly, of political will. This is reflected on how the education sector is prioritized in framing a national budget. The result is inability to meet advancement targets.

The 1999 MICS reports that there are about 22M children of school age 5-17.

- 77% are reportedly enrolled in school year 1999-2000.
- About 23% of primary school age 6-12 are not attending school at the time of survey.
- Enrollment rate appears to dwindle as school level progresses.
- Enrollment rate from grade 1 to grade 6 drops by almost 20%.
- Enrollment in pre-school education remains low.

Around only 15% of children aged 3- 5 years are attending some form of organized early childhood programme.

Also...

- The school curriculum is not yet fully gender-sensitive.
- Many teachers still need to be trained on gender sensitivity.
- Girls are often encouraged to pursue only nurturing and caring professions.
- Gender stereotyping in schools challenge the girl-child's development rights.
- Sex-role stereotyping or sexist concepts are glaringly reflected in the curricula, some textbooks and instructional materials.
- Gender tracking in choice of profession confines the girl-child to courses that are traditionally "female" fields.

A child has the right to opportunities for rest and recreation

But...

Among working children, more girls reported no free time.

- Around 9.8% for girls as compared to 7.7% for boys.
- The most frequent use of free time - if any - was sleeping and resting, than playing with friends.

A child has the right to access appropriate information and to the elimination of gender stereotyping in mass media

And...

Gender stereotyping in media challenges the girl-child's development rights

- stereotyped portrayal of girls in advertisements and in movies as sex objects or victims
- proliferation of pornographic materials that promote and reinforce sexual abuse of girl-children
- sensational coverage of rape cases or other crimes against the girl-child
- showing of TV and movie trailers of violent movies which adversely affect young minds

Part 3

THE RIGHTS OF THE CHILD

development rights

The idiot box may not necessarily be making idiots out of our children but the amount of sex and violence on TV that they are exposed to speaks ill of the type of citizens they might become in the future.

- Quality shows are cancelled while shows that portray sex or violence are filled with commercials.
- Violence on TV desensitize children to the horror of violence and accept it as a valid way of resolving problems; winning over the bad guy utilizes violence — thus kids will most likely imitate violence.
- TV exposure to sex preempts the parents' role of explaining the topic.
- Children average at least 2 hours everyday in front of the TV.
 - They tend to watch TV more between 6 am and 12 noon.
 - Two to 12 year olds prefer cartoons while teenagers prefer movies, sitcoms, special events and drama.

Only 11 of 74 children's TV programmes* aired on free TV channels are found suitable for and are thus recommended for children's viewing. Highly recommended are:

- *Mathtinik*
- *Sineskwela*
- *Bayani*
- *Pahina*
- *5 and Up*
- *Hiraya Manawari*
- *Animal Show*
- *Wansapanataym*

*Parents' Guide to Kiddie Viewing, UNICEF-UP

- *Batang Batibot*
- *Sesame Street*
- *Barney and Friends*

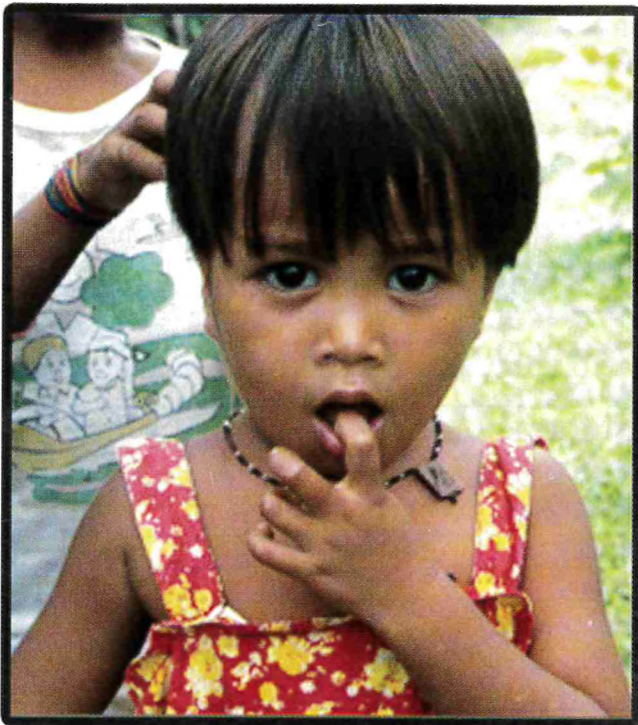
Children who participated in TV program evaluation, choose the following evaluation criteria:

- appropriateness to children,
- promotion of positive values,
- absence of gratuitous sex / violence
- production value and
- use of appropriate language.

Five years ago, children were already making the same comments about what they think about the media today -

- most children's programs are aired when they are in school
- they want more child-focused programs that actively involve them
- they think media practitioners focus more on what will sell rather than the content / value of children's programs
- they hear and see more negative stories about children than positive ones.





This I Know

I fell one stormy night
Got burned and broke my bones

I was laid on the green
Was fixed and made one whole

Then somebody gave me the red
This I did not know

Refrain

All the while
Someone would pick me up
It is always you
This I know

I stood up and tried so hard
To get a life and keep on

Nobody else would take my hand
It is the red I know

Part 3

THE RIGHTS OF THE CHILD

protection rights

A child has the right to protection against all forms of abuse

But...

- There are 10M children being abused in some form ...
- CPTCSA* defines factors that make the Filipino child vulnerable to abuse –

♦ High level of stress due to poverty	♦ Lack of appropriate sexual education either by way of vocabulary or boundaries
♦ Access to the MTV (music television video) culture with no appropriate context	♦ Adult inability to teach children appropriate sexuality due to cultural norms/embarrassment
♦ Tendency towards passiveness	♦ Social norms giving children lower status than adults
♦ Belief that "respect" means unquestioning obedience to authority	♦ Natural love and trust, children give unconditional love
♦ Over nominal value for virginity	♦ Desire to please

- Cases of girl-child abuse are increasing, according to reports from government agencies and many child-caring organizations ...

From DSWD: victims of child abuse served 1999 - 2001 (Q3)

Case category	1999	2000			2001: as of Q3			Total: 1999-2001(Q3)		
		female	male	Total	female	male	Total	F	M	Total
Abandoned	1168	489	488	977	333	437	770	822	925	2,915
Neglected	2566	1347	1195	2542	826	872	1698	2173	2067	6,806
Sexually abused	5269	5148	37	5185	3279	37	3316	8427	74	13,770
Rape	2726	2809	14	2823	1831	18	1849	4640	32	7,398
Incest	1912	1678	3	1681	1049	3	1052	2727	6	4,645
Acts of lasciviousness	631	661	20	681	399	16	415	1060	36	1,727
Sexually-exploited	353	227	8	235	193	7	200	420	15	788
Victims of pedophilia	41	33	7	40	12	6	18	45	13	99
Victims of prostitution	293	186	0	186	180	1	181	366	1	660
Victims of pornography	19	8	1	9	1	-	1	9	1	28
Physically abused / maltreated	1784	847	759	1606	612	515	1127	1459	1274	4,517
Victims of child labor	560	221	129	350	172	132	304	393	261	1,214
Victims of illegal recruitment					17	4	21	17	4	21
Victims of trafficking	85	27	18	45	9	8	17	36	26	147
Victims of armed conflict	60	50	54	104	11	15	26	61	69	190
total	11,845	8,357	2,688	11,044	5,452	2,027	7,479	22,655	4,804	30,368

* Center for Prevention and Treatment of Child Sexual Abuse

From Bantay Bata 163: centers in Manila, Iloilo, Davao

Form of abuse	Manila (feb97-nov01)	Iloilo (feb99-nov01)	Davao (00-nov01)	Total
Physical abuse	5839	121	147	6,107
Sexual abuse	1457	52	30	1,539
Neglect	2256	11	86	2,353
Child labor	239	1	1	241
Psychological abuse	310	3	9	322
Abandonment	156	1	2	159
Sexual exploitation	109	2	0	111
Abortion	32	0	0	32
Child trafficking	51	1	2	54
Others	480	79	20	579
total	10,929	271	297	11,497

From Bantay Bata 163: gender-disaggregated data, Manila

gender	1997	1998	1999	2000	2001	Total
Girls	1591	998	896	903	1371	5,759
Boys	1420	910	781	824	1235	5,170
total	3,011	1,908	1,677	1,727	2,606	10,929

From PGH-Child Protection Unit (CPU)....

Type of abuse	1997	1998	1999	2000	2001	Total
Sexual abuse	219	362	452	474	493	2,000
Physical abuse	55	90	66	62	94	367
Sexual and physical abuse	22	33	20	27	35	137
Neglect	10	10	26	8	6	60
Unable to validate	46	72	92	97	111	418
Direct psychiatry					63	63
Total	352	567	656	668	802	3,045

From PNP comparative analysis report 1999-mid2001: crimes against children

Crimes against children	1999	2000	2001	Total: (1999-2001)
Rape	2348	2354	2275	6,977
Incestuous rape	284	949	970	2,203
Attempted rape	210	303	271	784
Acts of lasciviousness	786	1181	1312	3,279
Physical injury / maltreatment	1225	1973	2274	5,472
Abduction / kidnapping	145	348	226	719
Murder	27	38	55	120
Other forms of RA 7610				
Child trafficking		17	42	59
Child labor	67	55	49	171
Child prostitution	29		52	81
Other forms of child abuse	1066	1260	796	3,122
Other related crimes				
Parricide		4	20	24
Neglect / abandonment	48	110	144	302
Sexual harassment			16	16
Inducing a minor to abandon home			13	13
Seduction		22	61	83
Homicide		6	63	69
total	6,235	8,620	8,639	23,494

Part 3

THE RIGHTS OF THE CHILD

protection rights

Only reported cases are indicated in official statistics, but for every 1 report there are hundreds more that are unreported.

Most reports submitted on cases of child abuse confirm findings of earlier studies on domestic violence that victims of child abuse are GIRLS!

From the Child Abuse Monitoring System of the Philippine National Police (PNP) (Jan-Dec 2000)

The total crimes committed against children increased by 22% based on the 1999 and 2000 data of PNP's Percentage of Incidence of Crimes Against Children -

- Child sexual abuse and commercial sexual exploitation comprise about 60% of total crimes committed against children, with:
 - rape : 16% higher
 - lascivious acts : 30% higher
 - physical abuse : 38% higher
 - abduction / missing children : 139% higher

Young females comprised 90% of the total number of victims of child rape in the year 2000, as reported in the PNP's Victim Gender Profile -

- While young males were generally victimized by gays or other male child predators
- Total number of rape cases reported to the police in 2000 registered a 16% increase from 1999 figures

- Rape incidents were increasing during the first three months of the school year.
- Majority of young incest victims were found to have been abused 2-4 years back. The main reason given for their silence : death threats from sex offenders.
- Repeated sexual abuses led victims to reveal their ordeal or seek police protection

An average of 9 rape cases were being committed every 24 hours as revealed in the PNP's Rape Clock (1999-2000).

- 40% of child rape cases were being committed at night.
- Majority of child sexual abuse cases were committed inside homes (70%).

Thirty-four of child rape cases are incestuous as revealed in the PNP's Profile of Sex Offenders Against Children (2000).

- 66% of the perpetrators of child rape are known to the victims.
- 15% of child predators are fathers / stepfathers.
- Filipino mothers were never known to be sex offenders; statistics on domestic violence against women show that -
 - when there is child abuse, there is also wife-beating or mother abuse

- Influence of drugs or alcohol only accounts for 5% and 26% (respectively) of the contributory factors in the commission of child rape or other forms of sexual abuse.
 - Use of drugs or alcohol merely precipitated the act.
 - Intent to commit rape was already in the offenders' minds.

There are 2,560 cases of child rape filed in court as reported in the PNP's Status of Cases (2000).

- Majority of child rape cases settled were in Mindanao.
- Except for those filed in court, the dynamics of child sexual abuse are evident in the:
 - rate of settlement,
 - case dropped and
 - referral by police to other agencies for non-judicial intervention.

- At least 1/3 were cases of incest - perpetrators were either –
 - father (28.9%)
 - uncle (16.1%)
 - stepfather (12.8%)
 - abuse generally occurred in the home.

In CPTCSA surveys conducted in the last 4 years -

- at least 1/3 or 10M children are experiencing unwanted, abusive touch
- example of survey results: out of 1497 students, 72% experienced sexual touches
- an average of 12% of all students receiving Personal Safety in class, request help for some kind of touching problem.

From other reports

The 1996 Local Government Unit report validated findings of a 1996 UNICEF-CWS-UP* study on domestic violence which highlighted 96% of child abuse victims were girls.

- Majority were in the age group 11-17 years, with 11 years old as the average.
- More than half of 289 documented cases on domestic violence involved some form of sexual abuse.

**Center for Women's Studies, University of the Philippines*

Part 3

THE RIGHTS OF THE CHILD

protection rights

A child has the right to protection against trafficking, prostitution and sexual exploitation

But...

An estimated total of 409,849 children live away from home

- 60.74% of these children are girls
- 71.1% of these are 15-17 years old.

There are 75,000 children in addition to 300,000 women in prostitution.

- Majority of prostituted women are
 - young, aged 15-20 years
 - come from poor semi-rural and urban backgrounds,
 - have few job skills and
 - many are victims of incest and child sexual abuse.
- Children who earn money as entertainers or are prostituted –
 - work from 10-12 hours a day,
 - run away from home to escape parental abuse, poverty and neglect, which expose them to other hazardous conditions, and
 - some have parents who actually push them into prostitution.
- From 143 social hygiene clinics nationwide –
 - there are 43,477 registered commercial sex workers and
 - all are women and girls.

HIV/AIDs and other sexually-transmitted diseases are the direct health consequences of child prostitution.

- Prostituted children are more vulnerable to infection including HIV/AIDs due to their immature reproductive tract.
- They have less access to information on how to prevent infection, and are not yet empowered to negotiate for safer sexual practices.

At least 2,000 prostituted children are picked up from street corners, parks, commercial and tourist centers and places of entertainment.

The number of children victims of commercial sexual exploitation in 1997 are between 60,000 to 100,000.

- Many suffered from incest / child sexual abuse before their entry into prostitution.
- 95% of CSEC victims are out-of-school children
 - some 7 out of 10 CSEC victims expressed a desire to return to school
 - some 6 in 10 said they need education.
- According to the victims, they were led to the sex trade due to:
 - absence of parental supervision or
 - peer pressure.

A child in especially difficult circumstances and needing special protection has the same rights as other children:

To survive
To develop to their fullest capacities
To be protected from all forms of abuse
To express their views and be heard...

But...

One major finding of a recent Policy and Action Research on Filipino Female Children in Especially Difficult Circumstances is that most cases of abuse

- were sexual in nature and
- were mostly committed against girl-children, majority of whom were in the elementary grades
 - Most age of abused children come from very poor families, irrespective of age or region
- around 55.6% of reported perpetrators were male family members
- at least 32.8% of abuses were repeated abuses that went on for a year or more.

Reasons cited for abuses were -

- primarily, parental neglect,
- proximity of victim to perpetrator and
- perpetrator being under the influence of pornographic films, drugs or alcohol.

Cases of child labor has been increasing since 1980 despite efforts at curbing its increase.

- In 1990: working children represented -
 - 9.2% of children ages 9-14
 - 26% of children ages 15-17

The 1995 National Statistics Survey estimated that out of 22.4M Filipino children aged 5-17 years old, 3.7M are working children where

- about 3 working children for every 20 children
- nearly 1/3 of the child labor force are girl children,
- 40% are 10-14 years old and
- most are unpaid workers in their farm or business.

NSO reports that the increase in the incidence of child labor grew at an average of 3.8% a year during the last 20 years. Of the estimated 3.7M working children -

- 3/5 are exposed to health hazards,
- 1/3 are out of school,
- 1/5 work long hours and
- 1/2 M work and live away from home without parental supervision

Of the estimated 1.3 million girl-children who work -

- majority are in the rural areas,
- many cannot afford to go back to school; about 25% are unable to go to school because of work or other reasons,
- most are found in the home-based garments industry where they get involved at an early age and
- they work as street vendors, hawkers in public markets, domestic helpers and even prostitutes.

Part 3

THE RIGHTS OF THE CHILD

protection rights

Domestic work predominantly involve girl-children where:

- they are often subject to abuse ranging from reprimands to rape,
- more than half of the abuse was committed by female employers and
- while sexual abuse was done by male employers / older co-workers.

The 1999 MICS estimates a total of 22.5M children who are 5-17 years old.

- Approximately 3M children are
 - engaged in family-operated agricultural or business activities and
 - mostly boys from the rural areas.
- About 1.5M are working for someone other than a household member.
 - 1/5 receive payment in cash or in kind,
 - around 1/2M render unpaid work and
 - most are boys from rural areas.
- Almost 1/2 of working children spend more than 4 hours a day doing domestic chores
 - More girls are reportedly doing household chores.
 - More are from the rural areas.

For the 1st quarter of 2001, DOLE's *Sagip Batang Manggagawa* (SBM) teams reported 303 rescue operations, saving 985 children from disheartening work conditions.

- Out of the estimated 3.2 million street children, DSWD-NCR Street Children Unit report 1.1 million are female street children.

A 1996 study on street children in six cities validated the ratio of 1 girl: 2 boys among street children. Gender role expectations as one factor for this.

- Parents believe it is improper for girls to be out in the streets.
 - Hence, girls are more likely to be in home-based work doing embroidery, sewing or household helpers.
 - More boys are visible on the streets working through vending, scavenging, hauling, washing cars and other street services.
- Street children -
 - suffer from poor health and malnutrition due to poor diet and long waking or working hours.
 - are likely to be school drop-outs.
 - are vulnerable to street vices: gambling, sniffing solvent.
 - Those selling sampaguita garlands, cigarettes, candies or rags are potential targets of pimps or sex rings.

A 1998 survey of Davao City street children and gangs supported the observation that not all those who leave their homes do so due to poverty.

- Children choose the streets mainly because
 - Not all street girls are without homes to return to.
- Of the 323 girls served by Tambayan Center,
 - 57 % maintains "regular contact" with their families,

- 40% maintain "irregular contact and
- 3% are "abandoned children"
- Of those maintaining regular contact with their families , 45% cited social factors as their main problem:
 - being raped by the stepfather,
 - physical / verbal abuse by family members,
 - absence of parental guidance,
 - separation of parents,
 - being gang-raped or
 - getting hooked on a gang.
- Most of the street girls are dropouts or are on and off school. They are:
 - with low literacy and numeracy skills.
 - are however remarkably good, orally and visually.
 - express strong desire to go to school and learn, as being "educated" is usually associated with having a "better future"

The 1999 MICS reports that 4 out of 5 children still live with their parents

- Around 8% of 32M children are not residing with their parents.
- Around 4% live away from their nuclear families.
- A child in this situation is most likely a teenage girl who comes from a rural area.

Mainstreaming street children into formal schooling is made difficult due to many different factors –

- formal schooling requires full-time attention when street children still need to earn a living,
- street children are not used to a rigid schedule and their attention span is shorter
- their mobile lifestyle makes for a more difficult adjustment phase, and
- most teachers are not contented with the psychodynamics of street children.

The 1995 Census of Population reported a total of 158,302 differently-abled children and young people citing hearing and speech difficulties as the most prevalent type.

The differently-abled child is 4 – 10 times more likely to be sexually abused, their vulnerabilities including –

- dependency on adult / caregiver,
- lack of ownership of body / sense of body boundaries (dehumanized),
- isolated from general population,
- reported experience of assault generally not believed / understood
- lack of information about sexuality / sexual abuse and
- lack of skill to express complaints, so easier to manipulate.

Part 3

THE RIGHTS OF THE CHILD

protection rights

Various circumstances of differently-abled children affect 1 out of 5 among the 0-6 age group.

- The number of children and youth drug dependents is increasing alarmingly. In 1993, there were 2,720 drug dependents reported were about 11% females

Within the period 1989-1993, the number of female drug dependents increased by 93% compared to the 44% increase in the number of male drug dependents or users.

- Most new users belonged to the 15-19 age group among females
- New male users were older within the age range 20-24

In 1996, there were 7% or about 1.5M children and youth reported trapped in substance abuse and government/ private programmes for these children and youth are gravely inadequate

• The number of children in conflict with the law is likewise increasing at a pace faster than interventions can take effect...

- BJMP* reported in 1996 alone: there were 1,380 child and youth offenders sentenced or detained
- DSWD reported a total of 10,094 youth offenders in the year 2000: 704 of them were girls
- PNP reported a total of 1,597 youth offender cases in the 3rd quarter of the year 2001 alone



* Bureau of Jail Management and Penology

Over 120,000 children in armed conflict and other forms of organized violence were displaced in the year 2000 at the peak of the conflict with the MILF and Abu Sayaff.

It is estimated that a total of 142,802 families with 756,099 persons have been affected in the armed conflict in Mindanao.

- This suggests that close to half a million children are affected –
 - bulk come from: Region XII and ARMM
 - some come from: Region XI and IX.
- The number of children being recruited by armed groups is increasing.
 - AFP estimates children involved in armed conflicts at 13% of the total rebel population.
- Children in armed conflict served by DSWD numbered
 - 104 in the year 2000, 50 of whom were girls
 - 26 as of the 3rd quarter in the year 2001, 11 of whom were girls .



PROTECTION ISSUES / URGENT CONCERNS THAT REINFORCE VIOLENCE AGAINST THE GIRL-CHILD

- Violence against the girl-child highlights need for increased protection
 - greater number of girl-children involved in prostitution or other forms of commercial sexual exploitation
 - high incidence of sexual abuse, especially incestuous rape among girl children
 - bias of law enforcers and judiciary in handling cases where victims are women and children (girl-children are discriminated against on two counts)
- Despite the country's comprehensive laws to promote the welfare of women and children, these are deficient in effectively addressing problems of domestic violence and trafficking of women and girl-children –
 - they are yet to be adequately enforced
 - procedures need to be improved to become women / child – friendly
 - implementors (police / others in justice system) need to undergo holistic training in dealing with children
 - quality of operation and limited number of operating hours of barangay day-care centers need to be addressed



The Road Home

The road to home
Is rough and long
I grabbed on to whatever
That can lead me on

A light was shone
And I saw a narrow path
It is not so rosy
But I know I'll get there

Refrain

It is not easy to pretend
That life will be the same again

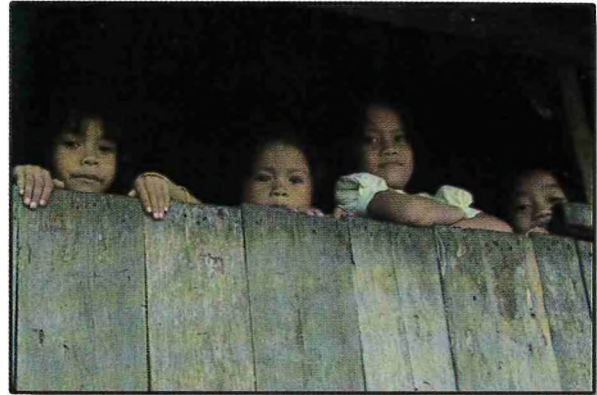
This load I have
Should not get in the way
Cause you are there
Through the end of the road

Part 3

THE RIGHTS OF THE CHILD

participation rights

A child has the right to be registered immediately after birth, and from birth to a name, to acquire a nationality



But...

The actual number of births and infants registered annually in the Philippines is not available except through estimates.

- UNICEF - estimate of birth registration at 70-90% translates to a high absolute figure of Filipino newborns actually deprived of their basic right
 - 3% unregistered children to 11% considering unverified cases
 - important groups known to have low birth registration rates are under-represented
 - inequality in access to birth registration services – especially among the poor / geographically isolated populac notably of Muslim / indigenous children
- PDI noted that 160,000 or 10% of the 1998 census estimated 1.6M children born went unregistered
- UNICEF 1998 Progress of Nations reported a rate of unregistered Filipino babies at 11 to 30%
- NSO reported registration rates are lowest
 - among Muslims now estimated at 6.6M population and
 - among indigenous people now estimated at 7M population.
- NGO 1996 survey of 11 Quezon City barangays reported 67% of children of 436 respondents were registered; 33% were unregistered, due to -
 - non-retrieval of birth certificates (45%)
 - distance from registration facilities (23%)
 - shame factor: not married, no marriage document, late registration (37%)
 - lack of money (12%)
 - illiteracy (8%)
- In a PLAN survey of children they assist, they conclude that unregistered children represent an estimated 3 – 11% of all their foster children.

Part 3

THE RIGHTS OF THE CHILD

participation rights

A child has the right to the liberty to express one's opinion, be actively involved in community and nation-building through membership in organizations, and to freedom to join peaceful assemblies

In the past, the idea of child participation was limited to children's involvement as :

- minor players in government initiatives and
- beneficiaries of its programs.
- A baseline study on child participation revealed that:
 - Minimal efforts were exerted to prioritize children's concerns.
 - There was only a small number of ordinances ensuring children's rights / welfare.
 - There was minimal or no budget allocated for children's projects.
 - Few advocacy work was done among child-focused organizations in the areas.
- An ECPAT study brought out problems encountered such as:
 - additional burden or pressure from other duties and responsibilities
 - cultural mind sets that perceive young people as a vulnerable group that needs to be cared for or protected
 - economic and political problems
 - crises in the country where they live that further inhibit their participation in matters that are important to them,

- need of adults to reorient their perceptions about young people's capacity to make meaningful contribution to society and
- need for designing national plans for young people which must include implementation of their rights to participate.

Thus, girl-child participation would mean:

- raising awareness on child's rights to participate,
- motivating adults to provide opportunities for the young people to participate and
- motivating young people to participate.

The ECPSR 3-year project impacted a total of 46,208 children who participated directly in important community structures and activities, resulting in:

- the formation of 581 children's associations
- the setting up of 345 Local Councils for the Protection of Children (LCPCs)
 - in 20 provinces and 6 cities nationwide
 - capacitating 50 young persons to be part of a children's news magazine
- facilitating the push for local government units to recognize their mandate on LCPC.

The DECS 1994 FLEMM Survey reported –

- more female out-of-school youth participated in community organizations / socio-civic groups where:
 - 63.27% of 422,000 out-of-school youth between 6-24 years old and members of organizations, were females.

Other opportunities for participation include :

- the *Sangguniang Kabataan* (SK): where barangay affairs are addressed by youths aged 15-21
- leadership development through student councils in schools
- the Girls Scouts of the Philippines (GSP) which reports a 2M membership nationwide.



PARTICIPATION ISSUES /URGENT CONCERNS THAT IMPACT ON THE GIRL-CHILD

- Difficulties to ensure birth registration of children
 - problems faced by non-registered children in the enjoyment of their fundamental rights and freedom
- Major and real barriers to effective birth registration
 - lack of information on its need / importance
 - poverty / marginalization of groups : urban / rural poor, indigenous people, Muslim communities, among others
 - seeming inconsistencies of national / local legislation particularly in relation to collection of birth registration fees
 - low priority of local chief executives for birth registration since there is no perceived immediate visible impact from this service
 - the "two masters" situation of local civil registrars
 - perceived discrimination against illegitimate children
 - incompatible cultural traditions of indigenous / Muslim Filipinos with civil registry law / enabling guidelines
- Sustaining the efforts for genuine child participation
 - need for advocates to integrate project goals that focus on child participation in their initiatives / programs
 - need for government units to forge "a nation that respects / values the rights of every child"
 - need for structures to sustain young people's participation both at the local and global levels
 - need for adults to reorient their perceptions about young people's capacity to make meaningful contribution to society
 - need for adults to provide support to young people in going through the entire project cycle
 - need to ensure that young people's perspectives on participation are articulated, recognized, and integrated into the conceptualization of children's right to participate

Part 4

RESOLUTIONS AND RESOURCES



While there is increased awareness and concern for the situation of the girl child, responses have been uneven and inadequate.

Governmental and non-governmental agencies have collaborated and undertaken initiatives and interventions for a better response in the struggle of the girl-child.

But more needs to be done to mobilize not only mandated agencies but definitely all sectors of society.

resolutions

REFERRAL NETWORK FOR CHILD ABUSE CASES

(Primer on Child Abuse, Council for the Welfare of Children)

I	II	III	IV
Who can report ?	Where can you report ?		
<ul style="list-style-type: none"> ➤ any party -- • who learns the facts / circumstances that give rise to belief that a child has suffered abuse • may report the name, either <ul style="list-style-type: none"> - orally OR - in writing 	<ul style="list-style-type: none"> the nearest <ul style="list-style-type: none"> ❖ local Social Welfare Office ❖ Dept of Social Welfare & Development (DSWD) the nearest <ul style="list-style-type: none"> - Police Station - Phil National Police 		
<ul style="list-style-type: none"> ➤ all government officials / employees -- • whose work involves dealing with children • should report all incidents of possible child abuse 	<ul style="list-style-type: none"> ✓ National Bureau of Investigation (NBI) ✓ Barangay Council for the Protection of Children (BCPC) 	<ul style="list-style-type: none"> ✓ PROSECUTOR (Fiscal) ❑ investigation ❑ files case in court or ❑ dismisses complaints 	<ul style="list-style-type: none"> ✓ REGIONAL TRIAL COURT ❑ case disposition ❑ conviction or ❑ acquittal
<ul style="list-style-type: none"> ➤ the head of any <ul style="list-style-type: none"> - public / private hospital - medical clinic - any similar institutions - attending physician / nurse ✓ shall report either <ul style="list-style-type: none"> - orally - in writing ✓ the examination and / or treatment of a child who appears to have suffered abuse ✓ within 48 hours from knowledge of the same ✓ as provided for by <ul style="list-style-type: none"> - Sect 4, IRR of RA 7610 and - Art 166 of PD 603 	<ul style="list-style-type: none"> ✓ Commission on Human Rights (CHR) 		

Frequently Asked Questions

Is there a sanction imposed upon persons who fail to report child abuse cases?	Is a person legally protected when reporting a suspected case of child abuse?	Who may file a complaint?	What are the services available to victims of child abuse?
<ul style="list-style-type: none"> • yes • imposed only on <ul style="list-style-type: none"> • head of any public / private/ hospital / medical / clinic/ similar institution • attending physician / nurse / administrator concerned to report a possible case of child abuse 	<ul style="list-style-type: none"> ➤ yes ➤ Section 7: IRR of RA 7610 on the Reporting & Investigation of Child Abuse Cases provides <ul style="list-style-type: none"> • that a person who made such report • is presumed to have acted in good faith • shall be free from any civil / administrative liability arising therefrom 	<p>complaints on child abuse punishable under RA 7610 may be filed by any of the following:</p> <ul style="list-style-type: none"> - offended party - parent or legal guardian - ascendant / collateral relative of the child within 3rd degree of consanguinity - officer / social worker / representative of a licensed child-caring institution - officer / social worker of the Dept of Social Welfare & Development - barangay chairperson - at least 3 concerned / responsible citizens of the community where violation occurred 	<ul style="list-style-type: none"> - protective custody - counseling - medical / dental services - psychological / psychiatric services - social services to family - child placement services • residential care / temporary shelter • foster home • adoption ❖ legal services ❖ educational / vocational services • services are also available to families of child abuse victims

STEPS IN THE FILING OF COMPLAINTS AND INVESTIGATION OF CHILDREN ABUSE CASES

(Primer, Violence Against Women and Children Division, National Bureau of Investigation)

Complainant or Victim (C/V)	Focal Point for Gender Concerns Unit (FPGC)	Complaints & Records Division (CRD)	Violence Against Women & Children Division (VAWCD)	Medico-Legal Division (MLD)	Neuro-Psychiatric Service (NPS)
<ul style="list-style-type: none"> call / goes to NBI after VAWCD: goes to - MLD - NPS 	focal point social worker / staff: <ul style="list-style-type: none"> entertains caller(s) through - hotline clients referred from other agencies/ institutions refers them to VAWCD 	chief: <ul style="list-style-type: none"> refers C/V to VAWCD without conducting interview 	agent / investigator: <ul style="list-style-type: none"> conducts preliminary interview of C/V assists victim in filling up complaint sheet refers victim <ul style="list-style-type: none"> to MLD: for medico-legal exam to NPS: for initial evaluation 	physician: <ul style="list-style-type: none"> conduct examination without interviewing C/V issue temporary result of examination 	psychologist / psychiatrist: <ul style="list-style-type: none"> assist / conduct therapeutic sessions on victim to determine <ul style="list-style-type: none"> aptitude capacities interests behavioral problems to facilitate treatment
<ul style="list-style-type: none"> after MLD: returns to VAWCD for investigation of case 			lady agents, agent / investigator: <ul style="list-style-type: none"> conduct interview <ul style="list-style-type: none"> with utmost regard for privacy in a "child-friendly room" exclusively designed for this purpose takes Sworn Statement of C/V in cases when victim suffers <ul style="list-style-type: none"> mental problems state of shock ✓ refer to NPS: for complete neuro-psychiatric examination 		
<ul style="list-style-type: none"> if needed, goes to NPS again 			<ul style="list-style-type: none"> after investigation of case: endorse victim to FPGC Crisis Center for Women and Children : for post investigative care 		
<ul style="list-style-type: none"> goes to FPGC Crisis Center 	<ul style="list-style-type: none"> assist victim / client <ul style="list-style-type: none"> for her welfare post investigative care conduct individual / family counseling refer to GOs (DSWD, etc) / NGOs for : <ul style="list-style-type: none"> temporary shelter protective custody treatment / rehabilitation 		<ul style="list-style-type: none"> file case directly before the Department of Justice (DOJ) Task Force on the Protection of Women & Children : for preliminary investigation inquest processing before the DOJ: if perpetrator is under custody 		

TEACHERS' GUIDE IN THE SCHOOL SYSTEM

(Teacher's Guide to Child Protection in the Philippines DECS, DSWD, CPTCSA, WLEAD)

How do I respond to a child's disclosure of abuse?

When an abused child discloses...	Respond by...
<p><i>a student may</i></p> <ul style="list-style-type: none"> ▪ tell you directly / specifically what is going on ▪ hint indirectly at a situation ▪ use "strings" attached – <ul style="list-style-type: none"> - ask the teacher to promise not to tell anyone (which the teacher cannot keep) - claim problem belongs to someone else, that s/he is only there about a friend 	<p><i>as an educator,</i></p> <ul style="list-style-type: none"> ▪ using your judgment in deciding how much to discuss the situation with the child ▪ reassuring the child: it is okay to tell what happened ▪ telling the child: <ul style="list-style-type: none"> - what to expect - if you don't know, say so - let child know you can support her/him - you must tell authorities to get help ▪ If you need help in determining "reasonable cause": calling the Support Team ▪ projecting a calm / understanding / supportive attitude to the child ▪ avoid having the child repeat his explanation to different staff ▪ reassuring the student: it is not her / his fault ▪ trusting your "gut" feelings ▪ understanding the importance of early reporting ▪ remembering: <ul style="list-style-type: none"> - an educator who reports in good faith is protected from civil liability - reporting is a request for an investigation into a suspected case of abuse - it is important to maintain a supportive presence for the child after reporting ▪ respecting child's privacy: do not discuss the situation out of school
<ul style="list-style-type: none"> ▪ a child is willing to reveal details of an incident only once 	<ul style="list-style-type: none"> ▪ important: the DSWD worker should be able to hear this directly from the child
<ul style="list-style-type: none"> ▪ the educator's role is – <ul style="list-style-type: none"> - NOT to investigate / verify the situation - BUT rather, to <ul style="list-style-type: none"> • Make the report • Set in motion the process of getting help for the child 	

How do I report abuse?

When should you report?	<ul style="list-style-type: none"> • Within 48 hours after there is reasonable cause to believe a child suffered abuse • Report separately each incidence of possible abuse committed to the same child 			
Where can you report?	<ul style="list-style-type: none"> • The principal who will contact DSWD within stated time frame • A written form given to authorities, furnishing copies to <ul style="list-style-type: none"> • the principal • the support team ➤ Contact authorities directly after reporting to the principal 			
Take note...	<ul style="list-style-type: none"> ➤ Make the report prior to contacting the child's family • the DSWD worker has the responsibility to notify the family of the referral unless assistance in doing so is requested by DSWD 			
What is the school's reporting protocol?	<ul style="list-style-type: none"> ➤ Reporting responsibility may be assigned to the <ul style="list-style-type: none"> • principal or <ul style="list-style-type: none"> - other administrators 			
What is the educator's reporting responsibility?	<ul style="list-style-type: none"> ➤ Your responsibility to report suspected abuse cannot be waived by administrative veto ➤ Reporting anonymously does not meet the mandatory reporting obligation of an educator 			
What are the critical information needed in the report?	<ul style="list-style-type: none"> - <i>Re the child:</i> <ul style="list-style-type: none"> - name - address - birthdate 	<ul style="list-style-type: none"> • <i>Re the child's parents:</i> <ul style="list-style-type: none"> - name - address - home phone (if possible) - work places 	<ul style="list-style-type: none"> ❖ <i>Re the suspected abuse:</i> <ul style="list-style-type: none"> - nature - extent 	<ul style="list-style-type: none"> ❖ previous injuries / background data ❖ Identity of alleged abuse (if known)
Is there a presumption of good faith when one reports a case of child abuse?	<ul style="list-style-type: none"> - yes, a person who, acting in good faith, reports a case of child abuse shall be free from any civil or administrative liability arising therefrom - there shall be a presumption that such person acted in good faith 			
When shall protective custody be undertaken?	<ul style="list-style-type: none"> ✓ If the investigation discloses <ul style="list-style-type: none"> • sexual abuse • serious physical injury or • life threatening neglect of the child, ✓ the DSWD duly authorized officer / social worker shall <ul style="list-style-type: none"> • immediately remove the child from his/her home or the establishment where s/he was found and • place her / him under protective custody to ensure the child's safety 			
When shall the DSWD ask for suspension / deprivation of parental authority?	<ul style="list-style-type: none"> ✓ when the parent / legal guardian has abused the victim ✓ in cases of sexual abuse: <ul style="list-style-type: none"> • the DSWD shall ask for the permanent deprivation of the offending parent / legal guardian 			
To whom may parental authority be transferred?	<ul style="list-style-type: none"> ✓ the child / victim should be placed under a relative's care ✓ should there be no competent relative, the child should be placed under the care / custody of <ul style="list-style-type: none"> • DSWD or a duly accredited children's home, orphanage, or similar institution 			

Part 4

RESOLUTIONS AND RESOURCES

resolutions

Who may file a complaint of child abuse?	<ul style="list-style-type: none"> ➤ the offended party ➤ the parent / legal guardian of offended party ➤ an ascendant or collateral relative of the child within the 3rd civil degree of consanguinity ➤ a duly authorized officer / social worker of DSWD ➤ an officer / social worker / representative of a licensed child-caring institution ➤ the barangay chairperson ➤ at least 3 concerned citizens of the community where abuse took place who have personal knowledge of the offense committed
What are the documents to be submitted in filing a criminal case?	<ul style="list-style-type: none"> - the sworn statement of the child and that of his / her witnesses - the birth certificate of the child - results of physical / mental examination and/or medical treatment - other relevant evidence
Is publicity of a case involving a child punishable under the law?	<ul style="list-style-type: none"> ❖ all records pertaining to cases of sexual abuse shall be strictly confidential and no information shall be disclosed except in connection with any court or official proceeding based thereon ❖ a violation shall be punishable by <ul style="list-style-type: none"> • imprisonment up to one year OR • a fine of not more than P2,400.00 OR • both
What if the suspected abuser is another teacher in school?	<ul style="list-style-type: none"> - when a child discloses about inappropriate behaviors of school personnel, the school – <ul style="list-style-type: none"> • must respond no differently than if the alleged offender is a father - teachers have daily access to children. The emotional / physical safety of a child - <ul style="list-style-type: none"> • is determined by the access of the offender to the child, thus • disclosure of teacher offenses must be handled immediately / with seriousness - the integrity of a school and a system is <ul style="list-style-type: none"> • NOT dependent on whether or not an offender exists • it IS dependent on whether / how that school responds when an alleged offender within the school is reported - It is the principal's duty – <ul style="list-style-type: none"> • to prevent / deter sexual harassment • to provide procedures for the resolution / prosecution of sexual harassment between teacher / pupil
How can the school become a safe place for all students?	<ul style="list-style-type: none"> - In handling disclosures – <ul style="list-style-type: none"> • report suspected abuse to • DSWD / police for investigation • relevant DECS office for possible administrative action • set up a Committee on Decorum consisting of <ul style="list-style-type: none"> • management • supervisory employee • teacher • coaches • student • other relevant school-based personnel / clientele

How does authority respond?

Referral of abuse	Response time	Investigation / intervention	Taking a child into custody	Abuse by a 3 rd party	90-day rule
<p><i>DSWD social worker</i> -</p> <ul style="list-style-type: none"> □ takes referral of abuse □ takes a complete report □ determines if report <ul style="list-style-type: none"> - is appropriate for DSWD intervention - meets legal definitions of child abuse to warrant investigation • referral may not be presently reportable but with additional data/information, may become DSWD case <ul style="list-style-type: none"> - an investigating worker will be assigned by a supervisor for referrals accepted for investigation <p>❖ the educator -</p> <ul style="list-style-type: none"> • helps the child during school hours • follows-up with authorities to support their investigation 	<ul style="list-style-type: none"> • when a case meets legal definitions of child abuse: • a response time is assigned <ul style="list-style-type: none"> - for investigation to begin - based on risk to child • assigned cases will be responded to <ul style="list-style-type: none"> - as soon as possible, but - within designated response time assigned • may vary <ul style="list-style-type: none"> - immediate response: where there is imminent risk of harm to child - several days 	<ul style="list-style-type: none"> • DSWD - <ul style="list-style-type: none"> • mandated to investigate alleged instances of child abuse • goal - <ul style="list-style-type: none"> - assess current / ongoing risk of further abuse to the child - prevent recurrence of such incidents • relate <ul style="list-style-type: none"> - response time - intrusiveness to family - depth of intervention to degree of risk to child • (and/or) a law enforcement agency - • will interview child at school <p>❖ child -</p> <ul style="list-style-type: none"> ➢ may request 3rd party presence at interview ➢ school staff person - may / may not be included in the interview, depending on <ul style="list-style-type: none"> - nature of referral - child's degree of comfort 	<ul style="list-style-type: none"> • DSWD worker • with court order • may take abused child into custody while at school • law enforcement officer <ul style="list-style-type: none"> - without court order - may take child into custody • BUT should immediately bring child to <ul style="list-style-type: none"> - nearest hospital for examination / treatment - DSWD 	<ul style="list-style-type: none"> • 3rd party abuse <ul style="list-style-type: none"> - abuse of a child by someone other than <ul style="list-style-type: none"> - parent - guardian - caretaker - not normally investigated by DSWD - referred to law enforcement agency - if unsure of category : consult Support Team 	<p>❖ all child abuse investigations</p> <ul style="list-style-type: none"> ✓ must be completed within 90 days of date of report ✓ at end of 90 days, staff shall choose among 3 options <ul style="list-style-type: none"> - develop written voluntary services plan signed by parents - file action in prosecutor's office - close case (if 1 of above 2 criteria are unmet) <p>❖ exceptional circumstances</p> <ul style="list-style-type: none"> ✓ DSWD: can request an Exception to Policy to keep case open
<p>❖ cases not possible for the court system: should be referred for counseling to -</p> <ul style="list-style-type: none"> ✓ relevant agencies ✓ independent therapists ✓ with teacher watching child during school hours 					

Part 4

RESOLUTIONS AND RESOURCES

resources

Sub-Task Force on the Girl Child, Council for the Welfare of Children

Organization / Agency	Address / Contact Number
Childhope Asia - Philippines	#1210 Penafancia Street, Paco, Manila tel #: 563-4647; 563-2242
Community and Family Services International (CFSI)	2/F Tor res Building, #2442 Park Avenue, Pasay City tel #: 510-1041 to 43; 551-2225
Girl Scouts of the Philippines (GSP)	Padre Faura Street, Ermita, Manila tel #: 523-8331; 524-5144
Lunduyan para sa Pagpapalaganap, Pagtataguyod, Pagtatangol ng Karapatang Pambata (LUNDUYAN)	# 295-A Isetann Apartment, P Tuazon Street, Cubao, Quezon City tel # 913-3464 telefax # 911-7867 e-mail : chrights@info.com.ph
National Council of Social Development (NCSD)	# 66 Linaw Street, Sta Mesa Heights Quezon City tel #: 448-6975 e-mail: NCSD@edsamail.com.ph
Department of Social Welfare & Development (DSWD) Social Technology Development Bureau Public Affairs & Legislative Liaison Services	Batasan Complex, Constitution Hills Diliman, Quezon City tel # 931-8144 / 951-2802 / 931-9143 / 951- 7440 telefax # 931-8149 e-mail: delfin@miss.dswd.gov.ph website: www.dswd.gov.ph
Department of Education & Culture (DepEd) Bureau of Elementary Education	Meralco Avenue, Pasig City tel #: 637-43-46; 633-7270
Department of Health (DOH) Center for Family and Environmental Health	San Lazaro Compound, Sta Cruz, Manila tel #: 732-9961 / 66
Department of Labor and Employment (DOLE) Bureau of Women and Young Workers	Port Area, Manila tel #: 527-2488; 527-3514
Philippine Information Agency (PIA) Media Studies Division	Visayas Avenue, Diliman, Quezon City tel #: 920-1224; 920-4346; 920-4652
National Commission on the Role of the Filipino Women (NCRFW)	#1145 JP Laurel Street, San Miguel, Manila tel #: 736-4449; 735-4763 E-mail: ncrfwmed@info.com.ph
Council for the Welfare of Children (CWC)	CWC Building #10 Apo Street, Sta Mesa Heights, Quezon City tel # 743-8375 / 740-8863 / 781-1035/1033 fax # 740-8863 / 743-8374 e-mail: cwc@info.com.ph
UNICEF Philippines	6/F NEDA sa Makati Building #106 Amorsolo Street, Makati tel #: 892-0611 to 25 / 810-1453 fax #: 816-4061 / 810-1453 e-mail: manila@unicef.org website: www.unicef.org/philippines

Government

Agency	Address / Contact Number
Department of Justice (DOJ)	DOJ Building, Padre Faura St Ermita, Manila tel # 599-271 to 79 local 312
Department of Interior & Local Government (DILG)	Francisco Gold Bldg, Mapagmahal St corner EDSA Quezon City tel # 920-5476
National Bureau of Investigation (NBI)	Taft Avenue, Manila tel # 521-2402
Philippine National Police (PNP)	Camp Crame, Quezon City tel # 722-0802, 722-0650, 722-3253
Commission on Human Rights (CHR) Child Rights Center	IBP Building, Dona Julia Vargas Avenue, Pasig tel #: 632-0443; 631-3023; 631-1695 to 98 local 36, 37
University of the Philippines Philippine General Hospital Child Protection Unit (UP - CM PGH CPU)	Department of Pediatrics, PGH Taft Avenue, Ermita, Manila tel #: 526-8418; 521-8450 local 2214 fax #: 524-0712 e-mail: cpu@advisory.ngo.ph

Non-Government Organizations

Organization	Address / Contact Number
Alay Pag-asa Christian Foundation Inc (APACF)	#32 Arayat Street corner Road 1, Mandaluyong City tel #: 532-3250 fax #: 532-6433 e-mail: apacf@TheOffice.net
Adhikain para sa Karapatang Pambata (AKAP)	G/F Ateneo Professional Schools Building Rockwell Drive, Rockwell Center, Makati City tel 729-6583 / 729-2003 fax # 729-2009 e-mail: ahrc@acc.aiti.admu.edu.ph
Asian Social Institute Senden Home	#2422 Pedro Gil, Sta Ana, Manila tel #: 522-1059
Asilo de San Vicente de Paul	#1148 United Nations Avenue, Manila tel #: 523-3829; 523-1460; 523-5264
Bahay Tuluyan	G/F Our Lady of Remedios Building San Andres corner Ma Orosa Streets Malate, Manila tel #: 523-3168
Bantay Bata 163	ABS-CBN Foundation Inc Mother Ignacia corner Scout Albano, Quezon City tel #: 921-4421; 411-0856; 415-6625 to 26 e-mail: bantaybata163@abs-cbn.com website: www.abs-cbn.com/bb163
CARITAS Manila Inc Morning Glory Program	#200 2 Jesus Street, Pandacan, Manila tel #: 522-0046 local 206

Non-Government Organizations

Center for the Prevention and Treatment of Child Sexual Abuse (CPTCSA)	# 150 Scout Fuentebella 1103 Quezon City telefax: 411-0136 e-mail: cptcsa@portalinc.com
Create Responsive Infants by Sharing, Phil, Inc (CRIBS)	#30 Major Santos Dizon St Industrial Valley, 1800 Marikina City tel #: 947-5817; 581-5921; 681-8078 fax #: 681-5921 e-mail: cribsnet@v-link.net
End Child Prostitution, Pornography & Trafficking in Asian Tourism (ECPAT) ECPAT-Philippines ECPAT-Cebu	#123 V Luna Extension, Sikatuna Village 1101 Quezon City tel # 433-5527 / 925-2804 fax # 433-1150 e-mail: ecpatphi@pworld.net.ph c/o Cebu Hope Center Banilad, 6000 Cebu City tel # (032) 233-0470 fax # (032) 233-0481
Hospicio de San Jose	Isla de Con Valencia, Ayala Bridge, Manila
Kaibigan	#1404 Sto Seulo, Paco, Manila tel #: 522-4857
Kais ahang Buhay Foundation (KBF)	#58 10 th Avenue, Cubao, 1109 Quezon City tel #: 912-1159; 911-4180; 913-1469 fax #: 912-1160 e-mail: kbf@mozcom.com
Kanlungan sa ER-Ma Ministry Inc (KSEM)	#1625-A F. Agoncillo Street, Malate, Manila tel #: 526-1733; 526-1441 e-mail: kanlungan_sa_erma@hotmail.com
Kuya Drop-in Center of Street Children (KDIC)	#6 St Michael Street, Immaculate Conception, 1111 Quezon City telefa x #: 413-4373
Laura Vicuna Foundation Inc (LVF)	#3500 V. Mapa Extension, Sta Mesa, Manila tel #: 714-7793 fax #: 714-7428 e-mail: svicfma@usa.net
LINGAP Pangkabataan Inc (LPI)	#158 Ermin Garcia Street, Cubao, Quezon City tel #: 912-4225; 912-4166 fax #: 912-4180 e-mail: lpi@mozcom.com
Makataong Simulain Para sa Ikagagaling ng mga Bata Foundation Inc	#2263 Taft Avenue, Malate, Manila
NORFIL Foundation, Inc (NORFI L)	#16 Mother Ignacia Avenue corner Rocas Avenue Paligsahan, 1103 Quezon City tel #: 372-3577 to 79 fax #: 373-2169 e-mail: norfil@philonline.com.ph

Non-Government Organizations

<i>Saint Rita Orphanage</i>	<i>Dr Arcadio Santos Avenue, Paranaque tel #: 826-4790</i>
<i>Scandinavian Children's Mission</i>	<i>#4 Second Street, West Crame, San Juan tel #: 721-0322; 725-0917; 633-6879; 633-6941</i>
<i>Serra's Center for Girls</i>	<i>c/o San Rafael Parish #155 B. Pestanas Street, Park Avenue, Pasay City tel #: 510-0452</i>
<i>Shalom Bata Rescue Center</i>	<i>#202 Aldrin Street, Moonwalk Village, Paranaque tel #: 827-3637</i>
<i>Shepherd of the Hills Children's Home</i>	<i>#124 A. Luna Street, Project 4, Quezon City</i>
<i>Silong Tanglaw Foundation, Inc (STFI)</i>	<i>Silong Tanglaw Foundation, Inc Building #644 G. Aranata Avenue corner Kaliraya Street Quezon City tel #: 742-3099</i>
<i>Sun For All Children (SFAC)</i>	<i>#1372 Gomez Street, 826 Zone 89, Paco, Manila tel #: 563-0601 fax #: 563-0661</i>
<i>Tahanan Outreach Project & Services Inc (TOPS)</i>	<i>#2589 Sta Clara St cor Leiva & Syquia Sts Sta Ana, Manila tel #: 522-3441; 563-4241; 562-7717 fax #: 564-4338</i>
<i>University of the Philippines Center for Integrative & Development Studies Psychosocial Trauma and Human Rights Program (UP CIDS-PST)</i>	<i>Ang Bahay ng Alumni, Magsaysay Avenue UP Campus, Diliman, Quezon City tel # 435-6890 / 929-3540 local 20 fax # 928-9691 e-mail: pstcids@edsamail.com.ph</i>
<i>Virlanie Elizabeth Home</i>	<i>#1111 Dagonoy Street, Singalong, Manila tel #: 816-4596</i>
<i>White Cross Children's Home</i>	<i>#276 Santolan Road, San Juan tel #: 724-2145</i>

Part 5

LEGAL MANDATES

Philippine Constitution Article XV	LAWS THAT STRENGTHEN FAMILIES & SAFEGUARD CHILDREN'S RIGHTS					
	Family Laws	Right to Health and Nutrition	Right to Education	Right to Protection	Right to A Name, Nationality, Identity, Participation	Rights of Special Groups
<p>Section 1. The State recognizes the Filipino family as the foundation of the nation. Accordingly, it shall</p> <ul style="list-style-type: none"> strengthen its solidarity and actively promote its total development <p>Section 3. The State shall defend:</p> <ul style="list-style-type: none"> the right of spouses to found a family in accordance with their religious convictions and the demands of responsible parenthood the right of children to assistance, including proper care and nutrition the right of the family to a living wage and income the rights of families or family associations to participate in the planning implementation of policies / programs that affect them 	<p>PD 603. Child and Youth Welfare Code (1974)</p> <p><i>Art. VIII. In all questions regarding care, custody, education and property of the child, his / her welfare shall be the paramount consideration</i></p> <ul style="list-style-type: none"> defines the rights of children provides corresponding sanctions when these rights are violated enjoins local governments to organize Local Councils for the Protection of Children (LCPs) that will <ul style="list-style-type: none"> draw up implement programs for child welfare / development <p>Family Code (1988).</p> <ul style="list-style-type: none"> strengthens the family's role in the growth / development of children pursues the fundamental principle of equality between men and women strengthens marriage and family relations within the context of Filipino values and tradition 	<p>EO 51. Milk Code (1986).</p> <ul style="list-style-type: none"> provides for safe and adequate nutrition of infants through breastfeeding ensuring proper use of breast milk substitute and supplements <p>Rooming-in & Breastfeeding Act (1992).</p> <ul style="list-style-type: none"> requires both private and public health institutions to create an environment where physical and psychological needs of mothers and infants are satisfied <p>RA 8172. Act for Salt Iodization Nationwide (1995).</p> <ul style="list-style-type: none"> addresses iodine deficiency disorders of children mandates the iodination of all food-grade salt for human and animal consumption 	<p>RA 6972. Day Care Law (1990).</p> <ul style="list-style-type: none"> provides for Early Childhood Care & Development (ECCD) mandates the establishment of a day care center in every barangay to provide children with a total development and protection program <p>RA 6655. Public Secondary Education Act (1998).</p> <ul style="list-style-type: none"> provides for free high school education and complements elementary education 	<p>RA 7610 (as amended, 1992).</p> <p><i>A landmark legislation that seeks to -</i></p> <ul style="list-style-type: none"> protect children against all forms of abuse, exploitation, discrimination, and other conditions prejudicial to their development <p>RA 7658 (as amended)</p> <ul style="list-style-type: none"> amended employment of children below 15 years old unless under direct supervision of their parents, and in non-hazardous occupations <p>ILO Convention 138 (as ratified)</p> <ul style="list-style-type: none"> limits employment of minors to 15 years and above <p>EO 275 (1995). <i>created Special Committee for the Protection of Children</i></p> <ul style="list-style-type: none"> to follow-through with child abuse cases filed in court to look into conditions prejudicial to the growth and development of children 	<p>Proclamation No. 326 (1994).</p> <ul style="list-style-type: none"> declared as national policy the free registration of births, deaths, marriages, foundations <p>Administrative Order No. 2 (series of 1993).</p> <ul style="list-style-type: none"> established a civil registration system for Muslim Filipinos in acknowledgement of Islamic traditions <p>RA 8425.</p> <ul style="list-style-type: none"> recognizes participation rights of children by including children in the 14 basic sectors of the National Anti-Poverty Commission and having a child commissioner 	<p>RA 7277. Magna Carta for Disabled Persons (1993)</p> <ul style="list-style-type: none"> guarantees the right of every Filipino citizen including children with disabilities to access services on health and rehabilitation, education, training, and preparation for employment opportunities <p>RA 8371. The Indigenous Peoples Rights Act (1997)</p> <ul style="list-style-type: none"> recognizes the vital role of children of IPs in nation building supports mechanisms to protect their rights addresses emerging problem of child recruitment in rebel-infested areas of the Philippines

Philippine Constitution Article XV	LAWS THAT STRENGTHEN FAMILIES & SAFEGUARD CHILDREN'S RIGHTS					
	Family Laws	Right to Health and Nutrition	Right to Education	Right to Protection	Right to A Name, Nationality, Identity, Participation	Rights of Special Groups
	<i>Family Code 1988 (cont'd)</i> <ul style="list-style-type: none"> addresses needs of abandoned and neglected children through alternative family arrangements contains provisions on local adoption 	<i>RA 7884.</i> <ul style="list-style-type: none"> provides for use of locally produced milk for feeding programs for children 	<i>RA 7624 (1992).</i> <ul style="list-style-type: none"> Mandates the integration of drug prevention & control in the curriculum of primary and secondary levels, as well as in non-formal, informal and indigenous learning systems 	<i>RA 7659.</i> <ul style="list-style-type: none"> imposes the death penalty on certain heinous crimes in instances of kidnapping rape 	<i>RA 8296. (1997).</i> <ul style="list-style-type: none"> declares 2nd Sunday of December as National Children's Day of Broadcasting in recognition of children's rights to freedom of thought and expression 	
	<i>RA 8552. Local Adoption Act (1998)</i> <ul style="list-style-type: none"> amended (above) provisions on local adoption <i>RA 8369. Inter-Country Adoption Law</i> <ul style="list-style-type: none"> provides safety nets in cases of foreign adoption to protect Filipino children from adoption for the purpose of commercial sexual exploitation 	<i>Presidential Proclamation No. 6.</i> <ul style="list-style-type: none"> commits the Philippines to Universal Child Immunization Goal by year 1990 <i>Presidential Proclamation No. 46.</i> <ul style="list-style-type: none"> reaffirms the commitment to Universal Child Immunization and Mother Immunization Goal launched the polio eradication project 		<i>Revised Penal Code Article 271: penalizes</i> <ul style="list-style-type: none"> kidnapping / failure to return a minor inducing a minor to abandon his/her home <i>Article 272: penalized</i> <ul style="list-style-type: none"> corruption of minors <i>Article 341: penalizes</i> <ul style="list-style-type: none"> white slave trade <i>Article 335: penalizes</i> <ul style="list-style-type: none"> rape <i>Article 336: penalizes</i> <ul style="list-style-type: none"> acts of lasciviousness 	<i>RA 8370. Children's Television Act (1997).</i> <ul style="list-style-type: none"> addresses rights of children to access appropriate information creates a National Council for Children's Television to develop a comprehensive media plan for children and to promote high quality local programs 	
	<i>RA 8369. Family Courts Act (1997)</i> <ul style="list-style-type: none"> established family courts in provinces and cities gives them exclusive jurisdiction over child and family cases 	<i>RA 7846 (1994).</i> <ul style="list-style-type: none"> requires compulsory immunization against hepatitis B for infants and children below 8 years old 			<i>Local laws:</i> <ol style="list-style-type: none"> Davao City and General Santos City <ul style="list-style-type: none"> own version of the Child & Youth Welfare Code 	

Part 6

MOVING TO MEET COMMITMENTS

For working children : adopt the 3-thronged approach to stop child labor

prevention	protection	rehabilitation	what else still needs to be done
<ul style="list-style-type: none"> ▪ we need to 	<ul style="list-style-type: none"> ▪ children already working in the industry must - 	<ul style="list-style-type: none"> ▪ after being rescued and as a preventive measure, the children along with their families 	<ul style="list-style-type: none"> ▪ while efforts and initiatives have been ongoing, there is a whole gamut of action that is crying out still to be done --
<ul style="list-style-type: none"> ▪ inform communities / make them aware of the hazards faced by children working in the tourism, entertainment, hotel industry ▪ inform employers about child labor issues / laws against child labor ▪ make schools / other social services accessible / affordable to poor families 	<ul style="list-style-type: none"> ▪ be rescued from child labor ▪ in cases where this is <ul style="list-style-type: none"> - difficult or - taking time take action to make their life <ul style="list-style-type: none"> - more tolerable - less hazardous ▪ prioritize rescue operations for children working in <ul style="list-style-type: none"> - extremely hazardous - abusive working conditions, not only prostitution 	<ul style="list-style-type: none"> ▪ must be given adequate services / facilities to prevent a return to child labor ▪ must be motivated to get involved in community projects <ul style="list-style-type: none"> - livelihood programs - health - psychological services - information campaigns for awareness raising on child labor problems 	<ul style="list-style-type: none"> ▪ strengthen the enforcement of laws ▪ speed up investigations / court trials against violators of child labor laws ▪ support additional relevant services for children / their families ▪ inform / equip child labor implementors in dealing with child labor issues under a decentralized set-up ▪ organize a core of child labor advocates at all levels ▪ increase government resources for child labor projects ▪ improve local databases, starting with child labor ▪ provide / make accessible more preventive services / activities including health, nutrition, education and IGP ▪ involve NGOs, LGUs, private sector, civil society

For commercial sexually exploited children: recommendations

prevention	protection	recovery and reintegration	child participation
<p><i>for local GOs / NGOs:</i></p> <ul style="list-style-type: none"> conduct information / education programs on situations that lead to CSEC, & on the aftermath / implications of CSEC <p><i>for concerned organizations</i></p> <ul style="list-style-type: none"> provide programs / services on priority areas / needs of children-victims sports / recreation alternative mode of education values clarification livelihood skills development intensive law enforcement & surveillance activities develop / harness capabilities of community members in prevention activities through <ul style="list-style-type: none"> conduct of CSEC awareness campaigns monitoring of CSEC incidence detecting / reporting abusers / perpetrators providing facilities initiating activities aimed at redirecting energies of children / youth (particularly OSY) to more productive endeavors <p><i>for DepEd :</i></p> <ul style="list-style-type: none"> integrate in school curricula lessons on CSEC forms, causes, consequences start at primary level so that young children may be equipped early with knowledge of their rights / things that lead to CSEC educate them on CSEC, adolescent sexuality, other child welfare concerns can heighten their awareness / lessen their risk of becoming victims of commercial sex develop / introduce more creative / indigenous advocacy tools (i.e. community theater / other forms of popular education) to depict child abuse / exploitation 	<p><i>for LGUs</i></p> <ul style="list-style-type: none"> adopt an effective system of data validation on minors' employment in the entertainment industry impose stricter requirements in processing / approving work permits validating applicant's age possible approach: require applicant's personal appearance when securing health / occupation permits review existing / proposed laws on commercial sex, including law enforcement mechanisms current law enforcement tends to focus more on victims than on perpetrators instead of a system that penalized the child, adopt more child-sensitive systems / approaches strengthen government intervention in cases where parents are the perpetrators of child-abuse / exploitation encourage / institutionalize community-based intervention programs it is not enough that community members are aware of CSEC problem they must be guided on what steps / processes to take to ensure protection of children from possible transgression of their basic human rights <p><i>for DILG:</i></p> <ul style="list-style-type: none"> institutionalize a system to prosecute erring / corrupt law enforcers who assist in the perpetration of CSEC it can devise a scheme that will encourage public to file complaints against corrupt / erring law enforcers (e.g., install telephone hotlines, provide free legal aid etc) ensure that reports are swiftly / favorably acted upon <p><i>for LGUs in areas identified as tourist spots:</i></p> <ul style="list-style-type: none"> devise / strictly implement community-based monitoring / surveillance systems to curb CSEC incidence 	<ul style="list-style-type: none"> develop specialized program responses to CSEC so that GOs / NGOs do not have to use generic types of responses but can choose more appropriate, focused, deliberate responses this will enhance mix-matching of organizational responses to causes / effects of CSEC, and to victims' needs develop / strengthen intervention programs focused not only on the child-victim but on the family, such as <ul style="list-style-type: none"> family reconciliation program parent effectiveness seminars family counseling focus psychological intervention programs on helping children victims develop self-esteem / confidence to enable them to pursue alternative life plans gear advocacy programs toward enabling children-victims to recognize / develop their will / confidence to stand up for their rights <p><i>for DepEd :</i></p> <ul style="list-style-type: none"> develop an alternative mode of education (out-of-classroom arrangements) suited to needs of children-victims, and duly accredited as a degree granting program pursue programs geared toward providing alternative employment to families of children-victims reorienting them on their role in upholding / protecting child's rights, welfare & development 	<ul style="list-style-type: none"> train children-victims in social work & mobilize them to give support to their peers peer support programs can be effective prevention interventions since peers play a big role in child's decision making as he/she approaches adolescence maximize children's role in advocacy work may be tapped to participate in design / implementation of advocacy materials formulation of statements / slogans actual lobbying / mobilization activities organize children victims in clusters per area to promote "sense of community" which in turn can enhance their feelings of self-worth / sense of power to advance their cause against abuse / exploitation

Part 6

MOVING TO MEET COMMITMENTS

Coordination and cooperation				
❖ Research & documentation	❖ Training & capability building	❖ Advocacy & social mobilization	❖ Resource generation	❖ Information sharing & exchange
<ul style="list-style-type: none"> ▪ install effective monitoring system to generate reliable / data based estimates ▪ to accurately document CSEC cases ▪ agencies / organizations concerned may agree on criteria / tools for monitoring / documenting ▪ frequency of CSEC incidence may be determined by <ul style="list-style-type: none"> ✓ obtaining number of registered sex workers in each social hygiene clinic ✓ multiplying this with estimated number of children involved in commercial sex ▪ conduct studies focused on male children-victims to determine their participation in commercial sex ▪ conduct studies to establish direct link between a person's birth order and his / her behavioral characteristics ▪ further validate perceptions about "buntog" (a sort of communal sex practiced among Davao youth) including its social ramifications, through more in-depth studies ▪ conduct study on perpetrators' characteristics (demand side) to help come out with a holistic view of CSEC phenomenon ▪ document alternative approaches to address CSEC (i.e., peer support programs, action oriented community based programs, etc) for possible replication in other areas ▪ conduct more in-depth diagnostic surveys on children victims' needs and assess appropriateness of interventions so that organizations may have a basis to realign / re-focus their programs / activities if necessary ▪ document successful "best practices", particularly successful BCPCs to encourage others to be more active / replicate in other areas ▪ conduct in-depth and/or cross-country study on child trafficking / pornography to fill research gaps 	<p><i>for DSWD / other concerned agencies:</i></p> <ul style="list-style-type: none"> ▪ continue to provide technical / CB assistance to managers / service providers particularly on proper management / handling, monitoring, documentation of CSEC cases ▪ example of building capabilities of service managers / implementors: pooling / exchange of expertise among organizations ▪ conduct barangay awareness / CB programs geared toward management / implementation of schemes for monitoring, coordinating, referring CSEC cases ▪ at program / inter-organizational level <ul style="list-style-type: none"> ▪ train more staff / development workers on SOPs (routines) in handling cases of CSEC to be able to more effectively respond to CSEC problems ▪ develop mechanism to address problems of staff turnover 	<ul style="list-style-type: none"> ▪ encourage local officials, policymakers / program managers to have political will / strong commitment to address CSEC problems ▪ one way: work for integration of funds for children / youth welfare in local / agency budgets ▪ tap / encourage media in campaigns to protect / promote children's rights / welfare ▪ take part in advocacy against commercialization of young women in mass media, particularly in the film industry, and ▪ focus their reports more on the crime perpetrators than on victims ▪ conduct <ul style="list-style-type: none"> ▪ gender sensitivity programs focused on girls rights, and ▪ an advocacy campaign emphasizing on role of mass media in curbing CSEC <p><i>for concerned organizations / individuals :</i></p> <ul style="list-style-type: none"> ▪ conduct more active lobby activities to facilitate legislation of pending laws on child abuse / exploitation ▪ once laws are passed, monitor law enforcement to ensure that offenders are brought to justice / CSEC cases are curbed / eliminated ▪ strengthen community action, re-orient community values, conduct community-wide advocacy to sustain efforts to fight CSEC 	<ul style="list-style-type: none"> ▪ link resources to form part of a systematic / integrated inter-agency planning 	<ul style="list-style-type: none"> ▪ structures for inter-agency cooperation / collaboration have been put up. The need now is to <ul style="list-style-type: none"> ▪ translate "discussions" / initiatives into concrete action ▪ reinforce conscious / systematic complementation of efforts, resources, expertise by a <ul style="list-style-type: none"> ✓ periodic ✓ coordinated ✓ joint planning of strategies / activities among organizations ▪ conduct interactions among managers / staff of child welfare organizations to share information / insights on how to effectively respond to CSEC ▪ by experience: this is a culturally sound practice because it provides an opportunity for them to <ul style="list-style-type: none"> ✓ get acquainted ✓ enhance work relationship

For all our children: what we can do as...

Source: Recommendations from "How We Raise Our Daughters and Sons: Child Rearing and Gender Socialization in the Philippines". A UNICEF and Ateneo Wellness Center Study, 1999.

parents	schools	the media	NGOs	government
<ul style="list-style-type: none"> develop attitude that children should be valued equally, regardless of their gender / functional contributions to the family maintain gender-free expectations of all family members avoiding gender clichés <ul style="list-style-type: none"> "boys will be boys" "kasi babae..." encourage both sons / daughters to aspire for the highest of their potentials in their study, work and abilities teach sons / daughters the sincere expression / resolution of their emotions select toys that are <ul style="list-style-type: none"> safe / non-violent growth-promoting / stimulating educational instead of gender-based toys like <ul style="list-style-type: none"> guns for boys dolls for girls encourage children to play a variety of games, cross-cutting gender stereotypes provide equal time / standards for <ul style="list-style-type: none"> play / fun leisure / relaxation to both sons / daughters ensure same opportunities for sons and daughters <ul style="list-style-type: none"> to be curious / to explore to discover their interests / abilities to experiment with various possibilities of being adopt gender-free rules / standards of discipline in the family in all areas of behavior examine the distribution of resources within the family and eliminate gender-based inequalities foster an attitude of "our work" which family members can share according to <ul style="list-style-type: none"> age / skill / interest and not according to gender provide responsible sex education using information that is appropriate to the children's stage of development both mothers / fathers should be role models of nurturance / assertiveness 	<ul style="list-style-type: none"> create school environments that are free of gender biases especially against girl-children examine / revise <ul style="list-style-type: none"> school curricula instructional materials textbooks that still reinforce conventional images / gender biases proactively create new curricula to improve <ul style="list-style-type: none"> self-image perception of study / work opportunities for girls especially in fields where women have been underrepresented Promote full / equal participation of girls in extra-curricular activities <ul style="list-style-type: none"> Utilize <ul style="list-style-type: none"> parent-teacher associations individual parent-teacher conferences (other venues) to educate parents / caregivers on the responsibilities / values of shared parenting / gender biases <ul style="list-style-type: none"> Conduct gender sensitization training for <ul style="list-style-type: none"> teachers school administrators guidance counselors provide full / free access to appropriate health education / counseling for adolescent girls fund / promote more research on child-rearing, especially in families that are usually underrepresented in such research fund / promote more research on the situation of the girl-child <ul style="list-style-type: none"> require researchers to disaggregate / analyze their data on children by gender / age lobby for these research findings to be included in policy-making / program development for the girl child 	<ul style="list-style-type: none"> reinforce gender-equal child-rearing by portraying plot lines of "alternative" families instead of <ul style="list-style-type: none"> traditional child-rearing practices gender stereotypes / inequalities help educate the public through <ul style="list-style-type: none"> feature articles documentaries public for a discussions on gender equality in child-rearing practices / beliefs <ul style="list-style-type: none"> inform / educate the public on the more extreme forms of discrimination against the girl child, such as <ul style="list-style-type: none"> rape physical abuse neglect, etc disseminate information on where to report cases of girl child <ul style="list-style-type: none"> abuse exploitation neglect 	<ul style="list-style-type: none"> help eliminate biased treatment of the girl child by lobbying the <ul style="list-style-type: none"> government schools media to project / promote <ul style="list-style-type: none"> balanced non-stereotyped images of girls / boys organize / sponsor <ul style="list-style-type: none"> seminars symposia workshops for parents / caregivers on non-gender biased child-rearing practices / attitudes <ul style="list-style-type: none"> help generate awareness on the various forms of discrimination against the girl child require gender sensitization trainings for those involved in the <ul style="list-style-type: none"> healing rehabilitation other support programs for girls who have been victimized demand / participate in regular progress reviews of the situation of girl children at <ul style="list-style-type: none"> international national regional levels 	<ul style="list-style-type: none"> encourage / support families / all private sectors in their efforts to promote gender-equal, child-rearing attitudes / practices <ul style="list-style-type: none"> utilize government required programs such as pre-marital family planning sessions / counseling to assist future parents in forming more <ul style="list-style-type: none"> positive gender-equal attitudes / child-rearing practices raise the level of awareness of <ul style="list-style-type: none"> policy-makers planners administrators in all areas of the government on the disadvantaged situation of the girl child <ul style="list-style-type: none"> require all government / publicly-funded research on <ul style="list-style-type: none"> health education labor other areas to disaggregate / analyze data by gender / age of children take firm / concrete measures to eliminate all forms of discrimination against the girl child protect all children by enacting the laws on child labor review the progress of the situation of the girl child at national / regional levels regularly

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Table III.B.1. Number of Children Served, By Program/Project, By Sex, By Region: CY 2000

Table 1.3. Number of Street Children / Dwellers Served By DSWD, LGUs, NGOs: 1998-2000 Cumulative

Table 1.4. Number of Child Abuse Cases, By Sex, By Type of Abuse, CY 1996-2000

Table 1.4.A. Number of Child Abuse Cases, By Sex, By Type of Abuse, By Region: CY2000

Table 1.5. Number of Youth Offenders Served, By Program/Project, By Sex: CY 1996-2000

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Girl-Children Have Rights Too ! puts together data on how the Filipino girl-child is faring in the country today. It discusses the framework by which leaders, service providers, communities and parents can best look at the issues and concerns that ultimately affect the girl-child. Moreover, it is a rich resource material on the girl-child referral network, legal instruments and courses of action to meet commitments for the survival, development, protection and participation of the girl-child.

Girl-Children are Tomorrow's Women

The Beijing Platform for Action on the Girl-Child

1. Eliminate all forms of discrimination against the Girl-Child.
2. Eliminate negative cultural attitudes and practices against girls.
3. Promote and protect the rights of the Girl-Child and increase her awareness of her needs and potential.
4. Eliminate discrimination against girls in education, skills development and training.
5. Eliminate discrimination against girls in health and nutrition.
6. Stop hazardous child labour and protect young girls at work.
7. Eradicate violence against the Girl-Child.
8. Promote the girl's awareness of and participation in social, economic and political life.
9. Strengthen the role of the family in improving the status of the Girl-Child.



Like A Tree

A girl-child's song

Like a tree I need to grow
Where I stand
To sway in the wind
And bask in the heat of the sand

Like a tree I need
To be loved and nurtured
Be protected from any harm
And be given what I must

Don't end my life before my time
Keep me up please
Please be kind

Don't cut me down
Or pull me out
Like a tree, I serve mankind

Like a tree I will
Listen to your story
Watch you daily
As you huddle in my arms

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