

A Narrative Analysis of Selected Street Children Running Away from Institutional Care

A Religious Based Organization

Cristina Cerbolles

Supervisor

Associate Professor Lars Kåre Grimsby

MF Norwegian School of Theology, Religion and Society,

AVH5035: Thesis for Master in Religion, Society, and Global Issues (60ECTS), 2019, Spring

Word count: 32, 960



Acknowledgement

Writing a master thesis has been a remarkable journey. Most of the time, it is fair to admit that it was not easy. I have been faced with many challenges, both physically and mentally during the course of doing the research. And I am blessed to have a group of supportive individuals who deserve merits and thanks.

First of all, I am very grateful to all the participants who engaged themselves in the interviews. I express my huge gratitude to the residential care institutions who allowed me to conduct the study in their institutions.

I would also like to extend my thanks to MF Norwegian School of Theology, Religion, and Society for giving me the opportunity to be a part of this prestigious institution. To my supervisor, Associate Professor Lars Kåre Grimsby, who always had an open door; I am truly grateful for his constructive feedback and his ability to see the essential details finding the potential resources during the whole process. Thank you for the patience and the motivation.

Finally, I want to thank my family: my parents for instilling in me the legacy of industry; my brother Leo for pushing me to pursue my goals; my brother Dominic who has encouraged me not to worry back home when my parents got sick; and my gratitude goes to both Nelly Salay and Marianne Rose Berran for the perpetual support in my studies.

Thank you Lord, for the wisdom and all the guidance and graces you've given to me.

Abstract

Street children and runaways are global phenomena that occur as a serious problem worldwide. In this project research, it explores the topic of street children running away from home facilities in the context of children in Manila, Philippines.

This research is a narrative analysis that focuses on both the behaviour and the preceding circumstances of children that run away from residential home care facilities. This research poses the questions of (1) why and how do these adolescents run away from the institutions? (2) What are the opportunities these adolescents find outside the institution? (3) What kind of relationship would these adolescents hope to build and develop in the society?

This is an empirical study in selected two Christian residential care institutions and has been conducted with the use of qualitative research methods, such as observation, in-depth interviews and field note taking. An observation method is used to get acquainted with the staff, observe adolescents' behaviour and their activities. And the primary data is collected through interviews, using semi-structured interviews. Snowballing and purposive sampling has been used to select the participants in this study. The qualitative empirical data is gathered from the two home care facilities that caters to thirty and 54 children respectively. The fact that the two institutions are religious based, the study seeks to interrogate the perspectives on behaviour not on the nature of the institution. The methodological approach underlines each participant's experiences and their behaviours explain the occurrence of the phenomenon of running away. This study employed three theories namely, psychosocial development theory, cognitive development theory, and social bond theory. There were five collected themes that emerged from the gathered data specifically: (1) the pursuit to autonomy/freedom, (2) friends and peer influence, (3) personal gratification, (4) poverty and economic factor, and (5) substance use; and two sub-themes: (1) religious roles and spiritual factors and (2) sexual exploitation.

The main findings are synthesized by using the most condensed literatures and theories relevant to the study after data has been collected through several observations and interviews.

Abbreviations

ADB	Asian Development Bank
BC	Bureau of Customs
BCPC	<i>Barangay</i> Committee for Protection of Children
BEC	Basic Ecclesial Communities
CAR	Cordillera Administrative Region
CICL	Children in Conflict with the Law
CNSP	Children in Need for Special Protection
CPCP	Comprehensive Program on Child Protection
CRAS-PNP	Crime Reporting and Analysis System – Philippine National Police
CRC	Convention on the Rights of the Child
CSO	Civil Society Organizations
CSWDO	Community Social Welfare and Development Office
CWC	Council for the Welfare of Children
DA	Department of Agriculture
DepEd	Department of Education
DILG	Department of Interior and Local Government
DOH	Department of Health
DOJ	Department of Justice
DOLE	Department of Labor and Employment
DSWD	Department of Social Welfare Department

ERPAT	Empowerment and Reaffirmation of Paternal Abilities
FBO	Faith-Based Organizations
FNRI	Food and Nutrition Research Institute
GO	Government Organization
HIV/AIDS	Human Immunodeficiency Virus/Auto-Immune Deficiency Syndrome
LGU	Local Government Unit
MSWDO	Municipal Social Welfare and Development Office
NCR	National Capital Region
NEDA	National Economic Development Authority
NGO	Non-Government Organization
NNC	National Nutrition Council
NPAC	National Plan of Action
PDEA	Philippine Drug Enforcement Agency
PES	Parent Effectiveness Seminar
PhP	Philippine Peso
PI	Poverty Incidence
PNP	Philippine National Police
PSA	Philippine Statistics Authority
PTA	Parent Teacher Association
RA	Republic Act
SCPC	Special Committee for the Protection of Children

SI	Subsistence Incidence
STD	Sexually Transmitted Disease
SWDA	Social Welfare and Development Agencies
UN-CRC	United Nations Convention on the Rights of the Child
UP Manila	University of the Philippines Manila
UNICEF	United Nations International Children's Emergency Fund
USD	United States Dollar

Table of contents

Acknowledgements	iii
Abstract	iv
Abbreviations	vi
1 Introduction	1
1.1 Topic	1
1.2 Earlier Research.....	3
1.3 Statement of the Problem	4
1.4 Scope and Limitation of the Study	5
1.5 Outline of the Thesis.....	5
2 Background	7
2.1 Outline of the Philippines.....	7
2.1.1 Geographic Profile	7
2.1.2 Demographic Profile	8
2.1.3 Social, Political and Economic Context.....	11
2.1.3.1 Prehistoric and pre-colonial period (38,000 B.C. – A.D. 1521)	12
2.1.3.2 Colonial Period: Spain (1521-1898)	12
2.1.3.3 Colonial Period: America (1898-1941).....	14
2.1.3.4 Colonial Period: Japan (1941-1945)	14
2.1.3.5 Post-Colonial (1945-present)	15
2.1.3.6 Current Economic Status	16
2.1.3.7 Current Political Status	18
2.1.3.8 Poverty Statistics in the Philippines.....	18
2.1.3.9 Children and Drugs in the Philippines	20

2.1.3.10	Children and Prostitution in the Philippines	21
2.2	Street Children in the Philippines	21
2.3	Factors that may lead children to the streets.....	22
2.4	Social Protection of Children and Services Offered.....	23
2.4.1	Rights of the Child	23
2.4.2	Council for the Welfare of Children (CWC).....	25
2.4.3	Child 21	25
2.4.3.1	National Plan of Action for Children.....	26
2.4.3.2	Comprehensive Program on Child Protection (CPCP).....	26
2.4.3.3	Community-based Services for Street Children.....	29
2.4.3.4	Short Outline on How Social Worker Should Handle and Treat Children In Conflict with the Law (CICL)	35
3	Theoretical Approaches.....	37
3.1	Theoretical Framework.....	37
3.2	Developmental Psychology Theories	37
3.2.1	Psychosocial Stages Development Theory	37
3.2.2	Cognitive Theory.....	39
3.2.2.1	Piaget's Cognitive Theory	40
3.3	Social Theories	41
3.3.1	Social Bond Theory.....	41
4	Research Methods and Methodology	43
4.1	Introduction	43
4.2	Steps or Process of the Research Study.....	43
4.3	Studying Adolescent's Perspectives	44
4.4	Choosing Qualitative Method.....	45
4.5	Research Design and Strategy	47
4.5.1	Epistemological Perspective and Theory	47

4.6	Procedure	48
4.6.1	Permission and Approval to Conduct the Study	48
4.6.2	Sampling of Participants	49
4.7	Fieldwork Sites	50
4.8	Sources of Data.....	51
4.9	Data Collection Techniques.....	51
4.10	Data Collection Methods	51
4.10.1	Observation	52
4.10.1.1	Observation Approaches	53
4.10.2	Interviews	55
4.11	Data Analysis	58
4.11.1	Transcription	58
4.11.2	Coding	58
4.12	Trustworthiness and Validity of the Study	59
4.13	Ethical considerations	60
4.13.1	Getting Consent.....	60
4.13.2	Privacy.....	60
4.13.3	Storage of Personal Data	60
4.13.4	Responsibility for Avoiding Harm.....	61
4.14	Challenges and Limitations.....	61
5	Results and Analysis	63
5.1	Introduction	63
5.2	Results	63
5.2.1	Sites of the Study.....	64
5.2.2	Brief Description of the Institution (1).....	64
5.2.3	Brief Description of the Institution (2).....	65

5.3	Narrative Results	66
5.3.1	Ronaldo’s Story.....	66
5.3.2	Nena’s Story.....	71
5.3.3	Arman’s Story	74
5.3.4	Karina’s Story	78
5.4	Analysis	81
5.4.1	Main Findings/Emerging Themes	81
5.4.1.1	The Pursuit to Autonomy	81
5.4.1.2	Friends and Peer Influence.....	83
5.4.1.3	Personal Gratification	84
5.4.1.4	Poverty as an Economic Factor.....	85
5.4.1.5	Substance Use as an Acquired Habit	86
5.4.2	Sub-themes	87
5.4.2.1	Religious Role and Spiritual Factors	87
5.4.2.2	Sexual Exploitation.....	87
5.5	Summary.....	88
6	Findings and Discussion.....	89
6.1	Demographics of the Adolescent Participants.....	89
6.2	Discussion “Pathways from Home to Institutions and Running Away”	90
6.2.1	The Pursuit to Autonomy or Freedom.....	90
6.2.2	Friends and Peer Influence	91
6.2.3	Substance Use	92
6.2.4	Poverty as an Economic Factor	92
6.2.5	Religious Roles and Spiritual Factors	93
6.3	Summary.....	94
7	Recommendations and Conclusion	96

7.1	Practical Implications	96
7.2	Historical Development	96
7.3	General Recommendations	97
7.4	Conclusion	98
8	Bibliography	99
Appendix		
	Appendix A	109
	Appendix B	110

1 Introduction

1.1 Topic

“The youth is the hope of our future.”

-Jose Rizal

This is a famous quote by the National hero of the Philippines, Jose Rizal. This quote aptly describes what children/adolescents should be; hope of our future.

“Street children” is an observable fact that has been around for many years. In the past, religious institutions like churches, temples and mosques usually tended to the homeless, orphans, and street children as a part of their charitable obligation. However, the government became more aware of this phenomenon by the 20th century and took over the duty from the religious sector. Moreover, institutions world over have come forward in order to help these children as they are basically vulnerable and the fundamental characteristic of any society is to aid, protect and not allowing these children to provide for themselves. The United Nations Convention on the Rights of the Child (UN-CRC) in 1990 shifted the understanding of what a child is. The UN-CRC regards children as functioning social beings with rights to be involved in decisions concerning their lives thereby urging the development community to introduce new guiding rules for their care. Furthermore, a disturbing growth in number of children world over has caused an increase in awareness within governmental, non-governmental, national and international agencies bringing about a variation of what “street children” are; differentiating into several categories and viewed as a specifically susceptible group in need of distinctive consideration, focus and intervention (D’Souza, 2012, pp.1-2).

The term “street children” has many definitions and can vary in different countries or settings. A key challenge in defining the street children is finding the closest definition to the main purpose of this study. Generally, the most common definition of street children is any “boy or girl who has not reached the period of adulthood, for whom the street has become their abode, place for livelihood, totally independent on their own” (UNICEF, 2001). Also, street children could refer to children who stay most of the time (four hours and above) on the streets and in public places and are engaged, while in the streets, in varied types of activities other than

engaging in economic activities to earn a living (2006 National Workshop Survey on CNSP in Selected Areas in the Philippines/ UNICEF/UP Manila. Child Protection Unit) (Cabral, 2009)

In this study, four general groups of definitions will be used to classify street children.

1. Primarily, those children are living with their families, but devote most of their time staying or working on the streets.
2. Children who live and work on the streets and are orphaned abandoned.
3. Children who are neglected and run away from their families.
4. Families and children who are homeless living on the streets.

The highly urbanized cities in the Philippines are always filled with people busy with their everyday lives. Among the hustle and bustle of city life, one finds that the streets are oftentimes occupied by children who are eking out a living and/or dwelling on the streets. These children who ought to be safe in homes under the protection of their families are forced by circumstances to venture out and face risks that come with working and/or living on the streets. The total population of the country stands at 100,979,303 and the largest age group are children (0-19 years old) at 41.9% of the total population. In 22 of the major cities in the Philippines, there are 246,000 street children reported in 2002 (Special Committee for the Protection of Children [SCPC], 2006). Although the Philippines is considered to be the fastest growing economy in 2017, this growth and increase in employment rate are not directly proportional to the increase in average salaries of the working people that subsequently causes the persistence of poverty in the country (Mourdoukoutas, 2017, The World Bank, 2018). Similarly, the national political setting is deeply affected by issues such as inequality, corruption and capacity gaps in the local governments that consequently influence the lives of its people (Hamilton et al., 2018). Despite of these, the Council for the Welfare of Children (CWC) is an inter-agency group of the Philippine government focused on children's concerns, working with government, non-government, national and international organizations that defend and support the rights of these children. Helping these children off the streets, setting and implementing standards in order to cater to the needs of these children; among the services provided are: food and personal care, spiritual enrichment, psychological and psychiatric assessment and interventions, legal and paralegal assistance, livelihood programs,

community and outdoor activities, and family preservation/reunification (Yucat, 2011, Cabral, 2009). However, despite of these interventions there are still some children who run away from these institutions and go back to the perils of the streets.

1.2 Earlier Research

In order to build a better understanding for this thesis and the link between adolescents and running away; it is important to look at previous research. There are many empirical studies and literature on the topic of street children, missing children and children who run away from households (homes). However, there is little information on children/adolescents running from non-households (institutional care, juvenile care facilities) in the Philippines.

Furthermore, there are large numbers of research and literature on the manifestation of street children conducted in the United States, also included studies based in Latin American countries. See for example R. Barri Flowers, if we look at research on street kids in the United States – the focus is often on variables such as *age, family structure, and family relationships*. In this literature, studies found a relationship on age as an indicator link to the appearance of street children. According to the Office of Applied studies, 1.6 million American adolescents between the ages of twelve to seventeen had run away from home and been thrown away to the streets (Flowers, 2018, p.16). In the same study, 4 percent of children running away incidents were from ages seven to twelve, 28 percent of which were twelve and fourteen years old, while the 68 percent fell under the group of children between fifteen and seventeen years old. In terms of family structure, larger families have confirmed to be a great predictor that children tend to engage in abandoning their homes. Furthermore, children that are products of broken families where one or both parents are missing due to divorce or desertion are also inclined to leaving the household (Flowers, 2018, p.28).

Another literature edited by Kilbourn indicated that street children have continued to be a global problem. As quoted, there are 100 million children living and working on the streets – 40 million were identified from Latin America, 25 million in Asia, 10 million in Africa. In this literature, it highlights various circumstances that precede manifestation of street children in the streets, including urbanization, man-made and natural disasters and poverty. The effect of economic development such as urbanization in third world countries has adverse outcome in the society. As reported in the study, rapid urbanization caused massive population

displacement and has put more people in poverty. Unsurprisingly, study suggested that obvious manifestation of poverty is the occurrence of numerous children in the streets (Culnane, 1997, pp.20-25).

Finally, in the same study cited were man-made and natural disasters to have deleterious effect on the socio-economic conditions specifically to those victims of calamities. For instance, 1990 earthquake in the Philippines left 120,000 people homeless. And among affected individuals are comprised of children who were forced to live in the streets (Culnane, 1997, pp.20-25).

Although earlier studies and literature identified some of the precursors to appearance of street children, street kids running away from home, institutional place or other place of residence, much of these studies did not incorporate theoretical perspectives. My research is interested in investigating between the behavior and social interactions of adolescent participants involved in the episodes of escaping from institutional care. Thus, to fully understand and explain the research topic, the study draws on specific theoretical perspectives that were deemed important and relevant. Admittedly, each of the theories has their respective strengths and their limitation in the explanatory process. The theories presented include psychosocial stages development theory, cognitive development theory, and social bond theory. The theories are discussed in Chapter 3.

1.3 Statement of the Problem

Regardless of the politicization of the street children dilemma, religious institutions continued to be present in providing care and support to children's welfare and protection. Several religious institutions/foundations in the Philippines work alongside government organizations (GO) and non-government organizations (NGO) to cater to the needs of the children that need care and protection. However, even the kindest society can be taken for granted. What makes these children/adolescents who live in residential care/care institutions run away? There might be various overt and covert bases that could be of a societal nature or an individual characteristic/s of the children that drives them to run away.

I have found out in the literature research that there is limited study specific to the context of adolescents between 12-18 years old. The focus of this study is to explore and bring out the

causes concealed in the adolescents' unique individualities. Hence, my overarching questions are:

1. Why and how do adolescents run away from institutions?
2. What are the opportunities these adolescents find outside the institution that makes them decide to stay on the streets?
3. What kind of relationship would these adolescents hope to build and develop in the society?

1.4 Scope and Limitation of the Study

This study focuses on the adolescent's individual development process and the societal perception of street adolescents in the Philippines. Although studying the fundamental and underlying factors on adolescents towards running away, these issues may present several compelling theories. This study emphasized on social psychology structure of analysis including the physiological, psychosocial, and environmental theories that deemed to explain the current study.

While the presence of street children can be seen in almost all areas in the Philippines, the sites of the study focused on the urban areas of Makati and Quezon cities. Furthermore, the researcher's aim is to obtain a detailed account for as much time to explore and study their projective traits and behaviors relational to external stimuli/factors.

In order to accomplish the desired objective where the time frame is limited to three weeks, due to the study taking place outside of Norway, is a great challenge to the researcher. Several other limitations will be taken up in Chapter 4 (Research Methods and Methodology).

1.5 Outline of the Thesis

This chapter introduces the framework of the thesis by first presenting the topic of street children followed by the statement of the problem and by the limitations of the study. Chapter two presents the background of the study by giving an outline of the Philippines through presenting the demographic statistics and the summary on the economic, social and political state of the country. It also discusses the common issues affecting the children in the Philippines and tackles the main issue of the presence of street children in the Philippines and the government's interventions to handle this situation. The theories that are applied in this

study are discussed in the third chapter along with commentaries on some chosen related literatures. Chapter four describes the process of choosing the research methods for the study and provides an outline of the implementation of the chosen research method. This is followed by a short description of the institutions used in the study in chapter five in addition to the narratives of the participants involved in the study. The analysis and the discussion of the results gathered are then presented in chapter six and concluding remarks to wrap up the study are given on the last chapter.

2 Background

The chapter covers a brief overview of the Philippines by exploring the geographic, demographic, political, social, and economic profile that underpins the factors that can influence the physical and psychosocial development of the children. It also presents an overview of the street children in the Philippines and the various programs that the government and non-government organizations implement in order to address this issue.

2.1 Outline of the Philippines

2.1.1 Geographic Profile

The Philippines or commonly known as The Republic of The Philippines is an archipelagic nation situated in Southeast Asia between the Philippine Sea and the China Sea. The country has a total land area of approximately 300,000 square kilometers and is situated within the “Ring of Fire” flanked by two tectonic plates, Eurasian and Pacific. Its geographical location leaves it susceptible to various natural risks such as typhoons, earthquakes, floods, volcanic eruptions, landslides, tsunamis, drought and fire. It is primarily divided into three main island groups: Luzon, Visayas, and Mindanao made up of nearly 7,107 islands (CFE-DM, 2018).

These groups of islands are further divided into regions, then provinces, to cities, municipalities and lastly into *barangays* (Bersales, 2016. p.1). The country is rich in natural resources with vast areas of tillable land, fishable seas and mineable mineral deposits; along with the various industries in the country, these provide the Filipinos (inhabitant of the Philippines) with sustainable livelihood (Nickles, 2002, p. 4).



Figure 2.1: Map of the Philippines showing the three main island groups and provinces
Source: Cera, 2019

2.1.2 Demographic Profile

The country can be considered as a melting pot owing to its colorful history. The various migrations of an assortment of ethno-lingual groups have resulted in diverse heredity, customs, cultures, religions and traditions (Bersales, 2016. p.2).

The Philippine population has been ranked 12th in the most populated country in the world and has a growth rate of 1.7% in the years 2010 – 2015. Based on the 2015 census population, the estimated population is at 100,979,303 (Bersales, 2018, pg. 28; Worldometers, 2019). A total of 1,700,618 live births were registered in 2017 and this means that there is a crude birth rate of 16.2 or 16 births per thousand in population (Bersales, 2018). The figure below shows that the largest age groups in the household population are children aged 0-4 years and 5-9 years with 10.7% respectively; next is from the age groups 10-14 years at 10.4% and 15-19 years at 10.1%. It also presents that majority were the males in the age groups 0-54 years while the females outnumbered the males in the older age groups, 55-over (PSA, 2017).

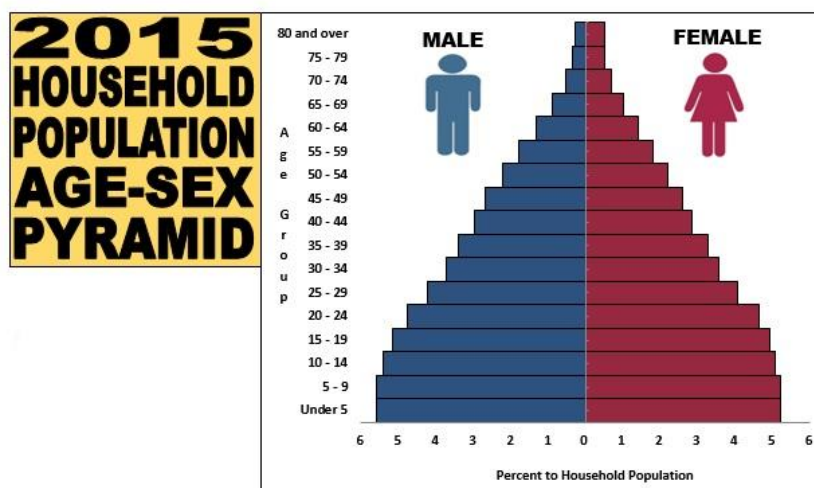


Figure 2.2 Household Population age-sex pyramid in 2015
Source: PSA, 2016

The level of urbanization in the Philippines has increased from 45.3% of the total population in 2010 to 51.2% in 2015. This translates to more than half of the total population inhabits *barangays* categorized as urban (Perez, 2019). Urbanization is the actual development of towns into modern society that denotes certain changes in the socio-economic and demographic composition of a population (PSA, 2016). The table below presents the level of urbanization of each administrative region and their respective population.

TABLE 2 Total Population, Urban Population, and Level of Urbanization by Region: Philippines, 2015 and 2010

Region	Total Population		Urban Population		Level of Urbanization	
	2015 ^{a/}	2010 ^{b/}	2015 ^{a/}	2010 ^{b/}	2015	2010
Philippines	100,979,303	92,335,113	51,728,697	41,855,571	51.2	45.3
NCR	12,877,253	11,855,975	12,877,253	11,855,975	100.0	100.0
CAR	1,722,006	1,616,867	524,672	424,771	30.5	26.3
I - Ilocos	5,026,128	4,748,372	1,029,562	600,945	20.5	12.7
II - Cagayan Valley	3,451,410	3,229,163	663,695	373,407	19.2	11.6
III - Central Luzon	11,218,177	10,137,737	6,914,703	5,232,569	61.6	51.6
IV-A - CALABARZON	14,414,774	12,609,803	9,564,515	7,526,882	66.4	59.7
MIMAROPA	2,963,380	2,744,671	905,666	612,615	30.6	22.3
V - Bicol	5,796,989	5,420,411	1,344,903	831,380	23.2	15.3
VI - Western Visayas	7,536,383	7,102,438	2,868,795	2,466,109	38.1	34.7
VII - Central Visayas	7,396,898	6,800,180	3,656,628	2,969,340	49.4	43.7
VIII - Eastern Visayas	4,440,150	4,101,322	529,902	358,405	11.9	8.7
IX - Zamboanga Peninsula	3,629,783	3,407,353	1,373,274	1,156,754	37.8	33.9
X - Northern Mindanao	4,689,302	4,297,323	2,272,001	1,773,032	48.5	41.3
XI - Davao	4,893,318	4,468,563	3,108,872	2,649,039	63.5	59.3
XII - SOCCSKSARGEN	4,545,276	4,109,571	2,346,149	1,911,253	51.6	46.5
XIII - Caraga	2,596,709	2,429,224	869,195	666,849	33.5	27.5
ARMM	3,781,387	3,256,140	878,912	446,246	23.2	13.7

Table 2.1: Total Population, Urban Population, and Level of Urbanization by Region: Philippines, 2010 and 2015
Source: PSA, 2019

Based on the 2015 Census of Population, the population density in the National Capital Region (NCR) is the highest among the 18 administrative regions in the country with 20,785 persons per square kilometer; while the Cordillera Administrative Region (CAR) has the lowest population density at only 87 people per square kilometer (PSA, 2016). The figure below visually presents the concentration of the population in each administrative region. One can surmise from the data presented from the table above and the figure below that the movement of the general population is towards the area of great urbanization.

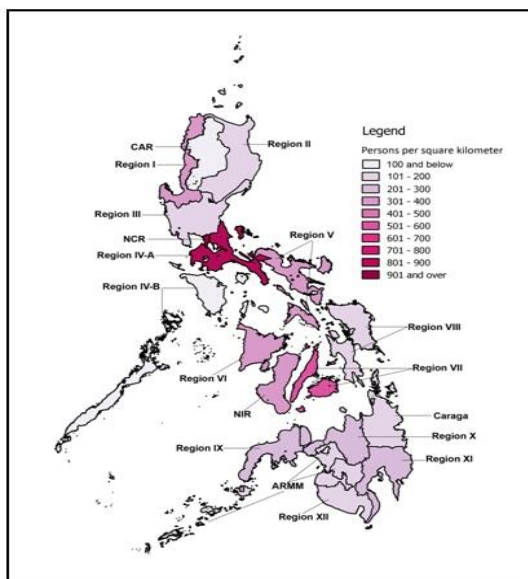


Figure 2.3 Population densities in 18 administrative regions
Source: PSA, 2016

The first assumed inhabitants, the Negritos, comprised 25 tribes of about twenty 15,000 people found on several parts of the country (Headland, 1996). The locals of the Philippines are called Filipinos and the majority is from various Malayo-Polynesian groups, including the Tagalog, Cebuano, Ilocano, and Ilonggo. The official languages of the Philippines are Tagalog and English with more than 180 different languages and dialects used. The official languages of the Philippines are Tagalog and English with more than 180 different languages and dialects used (Szczepanski, 2018).

Population by ethnicity/mother tongue	2010
Tagalog	22,512,089
Cebuano	9,125,637
Ilocano	8,074,536
Bisaya/Binisaya	10,539,816
Hiligaynon/Ilongo	7,773,655
Bikol/Bicol	14,794
Waray	3,660,645
Other local languages/dialects	30,014,676
Other foreign languages/dialects	375,680
Not reported/not stated	6,450

Table 2.2: Population by ethnicity/mother tongue (2010)
Source: Bersales (2018, p. 23-24)

The country can be considered as religious as evidenced by the results in the census. Majority in the country is Roman Catholic with 81% of the population due to Spanish colonization. Other religions comprise Protestant, Muslims, and other Christian denominations and the rest are either Hindi or Buddhists (Szczepanski, 2018).

Population by religious affiliation	2010	2015
Roman Catholic, including Catholic Charismatic	74,211,896	80,304,061
Islam	5,127,084	6,064,744
Evangelicals (Philippine Council of Evangelical Churches)	2,469,957	2,445,113
Iglesia ni Cristo	2,251,941	2,664,498
Non-Roman Catholic and Protestant (National Council of Churches in the Philippines)	1,071,686	1,146,954
Aglipay	916,639	756,225
Seventh Day Adventist	681,216	791,552
Bible Baptist Church	480,409	553,790
United Church of Christ in the Philippines	449,028	419,017
Jehova's Witness	410,957	438,148
None	73, 248	19,953
Others/Not reported	3,953,917	5,375,248

Table 2.3: Population by religious affiliation (2010 and 2015)
Source: Bersales (2018, p. 23)

2.1.3 Social, Political and Economic Context

The Philippines has undergone a lot of changes throughout history. With the arrival of its early inhabitants and the migrations of various ethno-lingual groups as well as the colonization of several countries and the country's eventual independence; all these have played a role in shaping the country's current social, political and economic structure. In understanding the origins of how the Philippine society came to be can provide us with a general insight on how these can have an effect on a Filipino family and on a Filipino child's development.

2.1.3.1 Prehistoric and pre-colonial period (38,000 B.C. – A.D. 1521)

Early Philippine society was dependent on the type of migrants that arrived and the location they inhabited in the islands. Early migrants were believed to be nomads, moving around rather than establishing villages. The family was its only social structure and they were known to be hunters, fishers and food-gatherers (Bowman, 2000, p.593). The succeeding migrants brought with them the culture of agriculture. Those who resided on the highlands were swiddeners or forest-fallow farmers while those on the lowlands were wet rice farmers. Vast lowland communities found in Manila, Cebu and Butuan and some areas in Bicol and southwestern islands were also engaged in foreign trade around the Celebes and the South China Sea. These agricultural migrants were settlers, having small communities called *barangays* that were headed by a chieftain or *datu*, each leader responsible for their respective *barangay*. Although each society was distinct from one another, they were basically comprised of three social groups: a primary group, those related to the head (*datu* class); the freemen (commoners) and the inherited dependents (bondsmen and slaves). The village followed a complex system that maintained the balance of the *datu*'s sovereignty and the rights and privileges of his dependents. It adhered to a certain community democracy, an adequate fluctuation of personal resources and the multifaceted bond of kinship (intricate marital arrangements) that avoided any ill effects of social stratification (Krink, 2002, p.32; Bowman, 2000, p.593; Sorbitchea, 1981, p.18).

2.1.3.2 Colonial Period: Spain (1521-1898)

The arrival of the colonizers and their 380 years rule disturbed this status quo. The Spanish conquerors established Manila to become the colonial state; the center of national administrative rule and religious base and the central region for trade and commerce. Transition of power was made easier as a deficiency in Hispanic human resources compelled them to appoint the *datu* class into civil administration. First as village leaders and eventually as mayors and other officials as townships began to emerge. These privileged Filipino families, the former *datu* class, acquired more land, wealth, education and advancement in societal status. They became huge landowners and prominent government officials who oftentimes took advantage of their positions and repossessed the lands of their co-villagers who were ignorant of legal procedures. The freemen were thus deprived of their ancestral lands and were relegated to the status of tenant farmers or laborers along with the dependents

under them. As tenant farmers they would either pay rent to the landowners or cultivate the land in exchange for a percentage of the crops yielded regardless of the sufficiency of the harvest. Any surplus crop produced can they then sell to Chinese traders and/or to local Spanish provincial governors who usually bought them at a very low price. The profit they obtained from the transaction was frequently inadequate to support their families, much less for use as capital to cultivate again. These tenant farmers reluctantly resorted to using credit, mostly from the landowners themselves, in order to augment their needs. This created a cycle that sadly bound them firmly to their landlords and to their current social status. Moreover, the major landowners, to a certain extent, monopolized the regional public positions and with it acquired the power and wealth that kept them rich and influential while leaving the common people burdened and deprived (Bowman, 2000, p.596-597) (Krinks, 2002, pp.33-34) (Sorbitchea, 1981, p.20).

A boost in economy in the middle of the 19th century brought on a socio-economic shift. Chinese *mestizos* or offspring of Chinese traders and local women were often successful in trade. They have accumulated wealth and were able to obtain land by marrying native women, by buying or by repossessing farmers' debts. Some married into privileged families in order to gain access and inclusion into the social elite. Education was top priority during those times and only the wealthy could afford to send their children to schools. Higher learning equaled to higher aspirations. Many Filipino elite were dissatisfied with Spanish domination over all the major ranks in professions, church and politics. They had aspirations for a better Philippines and a desire for reform (Krinks, 2002, pp. 33-34).

Under 330 years of Spanish regime, the Filipinos were subjected to grave acts of tyranny and prejudice. The longstanding oppression of the tenant farmers and laborers, mainly from the Spaniards and indirectly from the elite, fanned the flames of discontent. Coupled with the desire of some of the elite for reform, this brought about an intensified sense of nationalism and a thirst for independence that led to an inevitable revolution and the waning of Spanish rule in the Philippines (Bowman, 2000, p.596-597; Krinks, 2002, pp.32-34; Larkin, 1982, p.598-599; Sorbitchea, 1981, p.20).

2.1.3.3 Colonial Period: America (1898-1941)

After the Spanish-American war, the USA bought the Philippines as part of the peace treaty. However, the Filipinos were against a new ruler while the Americans were opposed to an independent Philippines. With this turn of events the Filipino-American war broke out with the sad loss of the Filipinos (Bowman, 2000, pp.600-601).

Under American authority, the public-school scheme was introduced and was free at the primary level. This allowed education for the less privileged population that led to social progress without endangering elite dominance. Commerce and capitalism spread in many areas in the archipelago. The country was introduced to global economy through trade and foreign financial, industrial and merchant capitals. Wealthy landowners converged into urban cities where economic activity was high. The population grew and economy diversified, it spread into real estate, financial institutions, shipping, timber and manufacturing. This propelled the country into an upward economic movement. However, it only benefited those on the higher level of the social strata, people who had the necessary capital and power to take part in the economic arena. In this manner, the Filipino elite gained a strong foothold on their social status and some have even extended their reach from provincial offices to national political and economic positions (Bowman, 2000, pp.600-601; Krinks, 2002, pp.32, 34-37).

With the intention to support democracy, America granted the country with a provisional semi-autonomous government along with the promise of total independence. The Commonwealth of the Philippines did little to address the social inequalities. Instead the dominance of the elite in the social, political and economic areas has widened the rift between them and the poor. Rural conflicts arose and were violently repressed by the military. The president introduced a Social Justice program that professed to defend equally the rural and urban workers and the tenant farmers. In spite of this, the policy proved inadequate due to various ambiguities that became incapable of quelling the internal conflicts (Bowman, 2000, pp.600-601; Krinks, 2002, pp.32, 34-37).

2.1.3.4 Colonial Period: Japan (1941-1945)

The eventual declaration of Philippine independence and the continuing rural conflicts were hindered by the emergence of World War II. The war left the country to its last colonizer, the Japanese. Many production and commerce collapsed; transport and industrial companies were

pillaged. A puppet government was set in place with most of the Filipino people resorted to small trade to compensate for decreased incomes. Guerilla groups abound and some have formed alliances with the American forces in order to oust the Japanese. After a long and hard campaign, the Philippines was finally free but at the cost of leaving the country in ruins (Krinks, 2002, pp. 37-38; Bowman, 2000, pp.601-602)).

2.1.3.5 Post-Colonial (1945-present)

The independent Philippines slowly rebuilt the country with the help of the Americans and the World Bank. The democratic system that was patterned from western legislative and judicial systems was essentially Filipino, but seemingly favored the ruling class. Many of the elite occupied political positions to ensure their control in society and economy. Economy began to differentiate anew creating other opportunities where new entrepreneurs can build a base for themselves and eventually gain entrance to the economic elite. However, the movement of capital shifted from agriculture towards manufacturing. This relocation of capital caused a reduction in agrarian productivity that consequently worsened rural poverty. Moreover, rural folk began to migrate towards urbanized areas in search of work. While some were able to succeed in finding proper employment; others who had limited assets opted to engage in irregular activities like small merchandising, scavenging and even criminality. Population rose and with it an increase in poverty. The country struggled to provide for its people as the government officials were more focused on their own interests than the welfare of its constituents. Although, there have been several presidents that began to implement programs to improve the situation of the disadvantaged Filipino people; these programs failed to be upheld and supported with each new election and transition of government (Bowman, 2000, p. 602; Krinks, 2002, pp. 38-39, 41, 44-45, 48).

Social inequality, political graft and corruption, and poverty remain to be some of the main issues the country is facing today. But through the changing times, with several presidential successions and constitutional amendments, new people have come into the political arena with fresh approaches that can hopefully create a better and dependable government (Krinks, 2002, pp. 38-39, 44-45, 48).

2.1.3.6 Current Economic Status

The Philippines is a lower middle-income country but is considered as the world's fastest growing economy in the world in 2017 with a 6.7% growth (PSA, 2019; Mourdoukoutas, 2017). Although the economy grew a little slower in 2018 at only 6.2%, it is expected to increase to 6.4% in 2019 (Philippine Economic Update [PEU] quoted in The World Bank, 2019). The main movers of growth for 2018 were manufacturing, repair and trade of motor vehicles, motorcycles, personal and household goods and construction. The table below shows the economic growth rate of the major industries in the Philippines with the highest growth in the industry sector and the lowest in the agricultural sector. The results show that agriculture that was once the major player in the Philippine economy is now the least contributing factor in the country's economic growth.

Major industry	Economic growth (%)
Services (e.g. wholesale and retail trade, accommodation and food service activities etc.)	6.8
Industry (e.g. manufacturing, construction etc.)	6.7
Agriculture, hunting, forestry and fishing	0.9

Table 2.4: Economic growth of different major industries
Source: (PSA, 2019)

The tables below respectively show the employment rate in the Philippines for 2018 and 2019 (estimated) and the proportion of employed workers in the major employment sectors (Mapa, 2019).

Philippines	April 2019 (estimated)	April 2018
Population 15 years and over (in million)	72.5	71.0
Employment Rate (%)	94.9	94.5
Unemployment Rate (%)	5.1	5.5
Underemployment Rate (%)	13.5	17.0

Table 2.5: Employment rate in the Philippines (2018 & 2019)
Source: (Mapa, 2019)

Main employment sectors	Proportion of total employed population 2019 (estimated in %)	Proportion of total employed population 2018 (in %)
Service	58.5	56.4
Agriculture	22.3	23.9
Industry	19.2	19.7

Table 2.6: proportion of employed population in the main employment sectors
Source: (Mapa, 2019)

Current economic development has been marked by **Inflation** accelerated to 6.4%, and according to the PSA, prices on the basic food products has increased (Heydarian, 2018). Income inequality increasing remains an issue in the Philippine economy as reported by the Asian Development Bank (ADB) in 2017 despite the economic expansion. In comparison to other East Asian countries that have growing manufacturing sectors that supply huge amount of labor-intensive jobs, most Filipino workers that changeover from agriculture usually find themselves in low-paying service jobs. Despite the growth in employment between 2006 and 2015, average salaries had a slow increase at four percent over the same period. Among the affected individuals or groups are the farmers, fishermen, and children of low-income families

and remained the highest - poverty rates (Oxford Business Group, 2018; The World Bank, 2018).

2.1.3.7 Current Political Status

The Philippine government is a democratic republic led by a president. It is decentralized into seventeen administrative regions composed of provinces, cities, municipalities and *barangays*. The local government units (LGU) are responsible for establishing taxes, execute legislation and provide services. There have been recent attempts in shifting the country into a federalist government (Hamilton, Anderson, Barnes, Dunaiski, Henderson & Sesay, 2018).

Inequality, corruption and capacity gaps in local governments are among the issues in Philippine government. There are around 50-70% of Filipino politicians connected with a dynasty, monopolizing power between limited families thereby fostering inequality. Moreover, the Philippines rated 34 on the Transparency International's Corruption Index, signifying that the country is in a severe state of corruption. Similarly, there are several LGUs that are straining to increase funds, regulate their financial resources, and to organize, finance and put into effect programs efficiently (Hamilton et al., 2018).

2.1.3.8 Poverty Statistics in the Philippines

According to Section 3 of the Republic Act 8425 of 1997 (Social Reform and Poverty Alleviation Act) describes

“Poor as individuals and families whose income fall below the poverty threshold as defined by the NEDA and/or cannot afford in a sustained manner to provide their minimum basic needs of food, health, education, housing and other essential amenities of life.”

The poverty threshold, also known as the poverty line, is the minimum earning for a family or individual needed to fulfill the basic food and non-food (e.g. housing, water, clothing etc.) requirements. For a family of five, a monthly average of Php. 10,481 or 203 USD is needed to satisfy the family's basic food and non-food needs. On the other hand, the food threshold is the needed minimum earning for a family or individual to fulfill the basic food requirements meeting the dietary needs decided by the Food and Nutrition Research Institute (FNRI) to guarantee that one continues to be economically and socially dynamic. For a family of five, a

monthly average of Php. 7,337 or 142 USD is needed to satisfy the family’s basic food requirements (Bersales, 2019; PSA, 2018).

The table below shows the poverty incidence (PI) and subsistence incidence (SI) among families in percentage in the first semester of 2015 and 2018. The PI among families is the proportion of families with an income beneath the poverty line to the total number of families. On the other hand, the (SI) among families is defined as the proportion of families with an income beneath the food threshold. This translates that there are sixteen out of 100 families who are living under the poverty line and that six out of 100 families are incapable of providing for their family’s basic food needs in the first semester of 2018 (Bersales, 2019; PSA, 2018).

First Semester	Poverty incidence (%)	Subsistence incidence (%)
2015	22.2	9.9
2018	16.1	6.2

Table 2.7: Poverty and subsistence incidence among families (%) in the first semester of 2015 and 2018
Source: (Bersales, 2019)

On the other hand, the child PI or the proportion of children in poor families is at 31.4% higher than the PI among population that stands at only 21.6%. This indicates that there are three in ten children who are living below the poverty line. Additionally, the table below shows the child PI among children by age group, implying that there are three in ten children, in their respective age groups, that are living beneath the poverty line (PSA, 2015).

Age group	Poverty Incidence (%)
0-5	32.5
6-11	33.5
12-17	28.4

Table 2.8: Child poverty incidence among children by age group (%)
Source: (PSA, 2015)

The 2018 statistics show that poverty in the Philippines is on a slow movement to improvement. There are still a huge number of Filipino families and individuals living below the poverty line; they are unable to provide the basic food needs for themselves. This equates to people struggling hard to find whatever means just to exist in this world. Moreover, the 2015 statistics on child poverty reveal that there are children that are consequently affected by poverty and are at the risk of reaching their full potential.

2.1.3.9 Children and Drugs in the Philippines

A considerable number of children have been involved in illegal drug use, trading, and trafficking in urban areas in the Philippines at the end of the 1990's. These children are subjected to the world of illegal activities and delinquency that exposes them to risks and threats leaving them susceptible to harassment and exploitation by both the drug handlers and law enforcement (Porio & Crisol, 2004).

Figures gathered by the Philippine National Police from 2010 to 2016 showed that there were minors engaged in illegal drug use: 5,110 drug users and 371 trader/sellers. In contrast, the Philippine Drug Enforcement Agency (PDEA) documented a total of 889 rescued minors from anti-drug operations conducted from 2011 to 2016. Forty six percent of the children were already 17 during the rescue while the youngest among them was a six-year old suspected pusher (Lucero, 2016).

The presidency of Rodrigo R. Duterte has brought a lot of changes in the country especially the style of governance he employs, a type of parochial "law and order" rule. He is considered as a "strongman leading a bloody fight against the drug scourge" (Thompson, 2016, p.3). Alleged drug dealers and users are warned to surrender or to discontinue selling and/or using drugs. However, suspects are suspiciously killed in "confrontations with the law" and by "vigilantes." He has condemned his critics who are against his methods (Thompson, 2016, p.3-4).

The Philippine Drug Enforcement Agency (PDEA), Philippine National Police (PNP), National Bureau of Investigation (NBI), and the Bureau of Customs (BC) have gathered the following data during the period of July 1, 2016 to January 17, 2018. There have been 81,919 anti-drug operations conducted with 119,361 drug personalities arrested and 3,987 drug personalities who died during these operations ([PDEA], [PNP], [NBI], & [BC], 2018). On

the other hand, the Directorate of Investigation and Detective Management & Crime Reporting and Analysis System (CRAS) has reported that drug related homicide incidents totaled to 2,235 cases with 413 cases solved while 1,822 cases still under investigation ([CRAS]-PNP, 2018). Moreover, there have been government workers that have been arrested in anti-drug operations. Arrested uniformed personnel equaled to 44 while government employees and elected officials were at 213 and 189 respectively. Lastly, there have been 589 minors that were rescued from drugs (PDEA, 2018). There were a total of 20,584 children, ninety eight percent of which are drug users while only 1.33% and 0.32% were drug pusher and couriers respectively that was reported during the first two months of his office.

2.1.3.10 Children and Prostitution in the Philippines

Child prostitution is defined as “a practice where children, whether male or female, who for money, profit, or any other consideration or due to the coercion or influence of any adult, syndicate or group, indulge in sexual intercourse or lascivious conduct.” (Child Prostitution, 2017) This also involves employing, engagement, enticement, and/or coercion of child to engage in indecent activities or performances, whether live, in video or film and for the manufacture of pornography or for pornographic shows (Arcilla, 2001).

Although there was a rather minimal and decreasing rate of commercial sex reported with children and adolescent aged 15-24, there persists internal and cross-border trafficking of women and children for sexual exploitation. There have been 1,465 victims of trafficking that were abetted in 2015 and allegedly, the rate of sex tourism is going up. With the aid of modern technology, new ways of sexual exploitation have put these children at further risk of sexual solicitation. Numerous young children are coerced even by their own relatives to perform sexual performances for live streaming on the internet making online child abuse the top cybercrime in the Philippines (Hamilton et. al., 2018).

2.2 Street Children in the Philippines

The family is an important part in Philippine society and certainly an important part in a child’s life. It is assumed that this is the child’s first classroom as they come into the world. This is where they learn to walk and talk. That as they grow, this is the place where they experience what care and nurture is all about, where they are taught family values, and where they know and feel a sense of belongingness. This is a place they can call home. However,

many Filipino children miss out on the role of just being a child in a family as they are sometimes forced by circumstances to leave the family and move to the streets, either temporarily or permanently.

As mentioned in chapter one, there are four general definitions that classify the street children in this study:

1. Children on the streets, those who still live with their families but devote most of their time staying or working on the streets.
2. Children of the streets, those who live and work on the streets.
3. Children who are abandoned and/or neglected and have run away from their families.
4. Children of families who are homeless and are living on the streets.

A child is described to be a person below eighteen years old (Cabral, 2007) and they are vulnerable to the realities of life. The street children in the Philippines are mostly represented by children from low income urban families inhabiting the slum areas and informal communities in major cities in the country. In 1998, the Rescue Operation Program of the Department of Social Welfare Department (DSWD) reported an estimate of 222, 417 street children in 65 major cities in the Philippines. A study contracted by UNICEF in 2002 that was done by Exaltacion E. Lamberte from the Social Development and Research Center of the De La Salle University, showed a higher estimation at about 246,000 street children in only 22 major cities in the country and approximately between 45,000 to 50,000 are regarded as “highly visible street children” (SCPC, 2006). These are children who are involved in incredibly risky activities such as drug abuse and early and unsafe sex. Lamberte also noted that the mean age of the street children was 14.6 years and eighty percent was mostly boys (SCPC, 2006; Silva, 2003).

2.3 Factors that may lead children to the streets

There are several factors that drive these children to the streets. Teresita Silva, an adviser and President Emeritus of Childhope Philippines which is a NGO international movement in support of street children, has outlined three groups of causes that lead these children to the streets; (1) root causes, (2) underlying causes, and (3) immediate causes (Silva, 2003, Childhope Philippines, 2019).

Root causes are factors that relate to the society such as, the economic, political and ideological system that the country exists in; structural foundations of poverty and underdevelopment; and the disproportionate world order and debt burden. On the other hand, underlying causes are factors that involve the community and these are; inadequate access to basic services, unavailability of suitable employment opportunities, unequal allocation of resources and options in the community (e.g. land ownership), type and circumstances of work/employment: formal and informal sectors, overcrowded slum areas where there is insufficient housing/reduced housing facilities, inferior law enforcement/abuse by law enforcers, single method of education system, weakening of values and that there are no/few activities offered for children. Lastly are the immediate causes, factors that pertain to the children and family for instance, having impoverished and huge families, jobless/underemployed parents/children, negligent parents, money-oriented/consumerist family values and damaged morals, family conditions and discord, old-fashioned family values declaring that girls should just remain at home, rising conflict of social values with traditional values, insufficient knowledge and parenting skills, and the child him/herself (Silva, 2003).

2.4 Social Protection of Children and Services Offered

The issue of street children is one of the top priority child protection issues in the Philippines. However, there may be some issues that can be seen to overlap with the issue of street children like child labor or children and drugs which can be seen in Chapter 5 (Results and Analysis).

2.4.1 Rights of the Child

The Convention on the Rights of the Child (CRC) ratified in the Philippines on July 1990 and has continuously applied it through national legislation. Below are several provisions in the Constitution of the Philippines that focuses on the rights of children (Philippines: National Laws, 2011).

- **Article XIII, section 11** requires the State to adopt an integrated and comprehensive approach to “health development” available to all people at affordable cost, giving special priority to children

- **Article XIV, section 2(2)** provides for free and compulsory elementary and high school education,
- **Article XIV, section 3(3)** provides for the teaching of religion to children in schools, so long as the parent or guardian of the child has given his or her written consent
- **Article XV, section 3(2)**: requires the State to defend the right of children to assistance, including proper care and nutrition, and provides for special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development

Although there may not be one all-inclusive Code that focuses on the rights of the children, Philippine National laws do have several expansive Codes and a variety of legislation that directly addresses children's rights (Philippines: National Laws, 2011).

- Civil Code
- Family Code
- Labour Code
- Child and Youth Welfare Code
- Anti-Violence against Women and their Children Act (Republic Act 9262): Act Article 1 Section 2 – it states that the State respects the dignity of women and children and assures full respect for human rights. The State also acknowledges the necessity to protect the family and its members especially women and children, from violence and threats to their personal safety and security (Republic Act 9262, 2009).
- Child Protection Act (Republic Act No 7610): Special Protection of Children against Child Abuse, Exploitation, and Discrimination Act Article 1 Section 2 - It states that a comprehensive program shall be formulated to protect children against any form of abuse which endangers a child's survival and normal development (Cabral, 2009).
- Juvenile Justice and welfare Act (republic Act 9344): It covers the different stages involving children at risk and children in conflict with the law from prevention to rehabilitation and reintegration. It aims to protect the best interest of the child through

measures that will ensure the observance of international standards of child protection (Cabral, 2009).

- Magna Carta of Women (Republic Act 9710): this is a women's human rights law that is wide-ranging in that it pursues to abolish discrimination through acknowledging, protecting, fulfilling, and promoting the rights of Filipino women, particularly those in the marginalized sectors of the society (Republic Act 9710, 2009).
- Act on the prohibition of the death penalty (Republic Act 9346):
- Local Government Code of 1991 (Republic Act 7160): Under the Decentralization Process, the Code in cognizance of the primary role of Local Government Units (LGUs) in the development and growth of communities, vested in the latter exercise of service delivery functions, among them the delivery of health and welfare services and the implementation of programs and projects for street children, primary health care, maternal and child care, etc. (Cabral, 2009).

2.4.2 Council for the Welfare of Children (CWC)

The principal inter-agency group of the Philippine government focused on children's concerns is the Council for the Welfare of Children (CWC); it is responsible for (1) organizing and overseeing the implementation of Child 21/ National Plan of Action (NPAC), (2) drafting and promoting policies on children, and (3) keeping track of the State's employment of the CRC. The council board is the topmost policy making body on child welfare. The CWC functions as the channel of the seven line/government agencies (DSWD, Department of Justice, Department of Education, Department of Health, Department of Interior and Local Government, Department of Agriculture, and Department of Labor and Employment), two coordinating bodies (National Nutrition Council and National Economic Development Authority), two private individuals and a youth representative. The council teams up with NGOs and civil society organizations (CSO) that provides opportunities for the NGOs to connect and work with the government (Yucat, 2011; Executive Summary, 2018).

2.4.3 Child 21

Child 21 is the Philippine National Strategic Framework for Plan Development for Children that envision Filipino children's welfare and development in 2025. It is an extensive guide for

national government, local government units (LGU), NGOs and other programs to utilize when formulating action plans and in distributing and using resources to support the rights of the children throughout his/her life cycle (Yucat, 2011).

2.4.3.1 National Plan of Action for Children

The NPAC has been drawn in an effort to actualize the concept of Child 21. NPAC regards children requiring special protection as a distinct group in need of special interventions such as: (1) children who are subjected to violence, abuse, and exploitation; (2) children in settings of commercial sexual exploitation; and (3) children in crisis and challenging situations. The NPAC recommends comprehensive nationwide interventions spanning across life stages, life stage specific and sector specific interventions that is paralleled with the Comprehensive Program on the Protection of Children (CPCP) (Yucat, 2011).

2.4.3.2 Comprehensive Program on Child Protection (CPCP)

The Special Committee for the Protection of Children (SCPC) was established in 1995 through Executive Order No. 275 for the purpose of monitoring the implementation of R.A. 7610 or Child Protection Act. This committee was under the supervision of the DOJ and DSWD and was responsible for introducing and organizing the formulation of a CPCP. In 2001, the first programme document released was not extensively circulated especially at the local level and was unable to meet the expected outcomes. An operation evaluation was done in 2005 due to the rising numbers of Filipino children who have become exposed to abuse, exploitation, and violence plus the developing complexity of child protection issues and challenges particularly the issues emphasized on the second Philippine report of the 2005 Concluding Observations by the Committee on the Rights of the Child. A decision to amend and update the CPCP was made decided (SCPC, 2006).

1. Top Child Protection Issues in the Philippines According to SCPC

Children who experience the conditions below are collectively called children in need of special protection (CNSP) and the main child protection issues are as follows (SCPC, 2006):

- Child labor
- Commercial sexual exploitation
- Physical and sexual abuse

- Children in conflict with the law
- Street children
- Children affected by armed conflict and displacement
- Children and drugs
- Children with disabilities
- Children of minorities and indigenous peoples
- Other children in need of special protection

2. Cross-cutting strategies and interventions

The amended CPCP for 2006-2010 aimed to focus on cross-cutting approaches and interventions that will deal with all CNSP classifications. These will be established in current organizations at different levels and institutional settings: family, school, church, mass media, justice system, local community or *barangay*, city, municipality, province, regional and national groups with the aim of improving the caring and protective milieu for children. A long-term objective aims to challenge the structural changes in the economic, social, political and cultural systems in the country is needed in order to promote, protect and fulfill the rights of the children particularly the CNSP. Moreover, the collaboration of GOs, NGOs, faith-based organizations (FBOs) and other civil society organizations (CSOs) is vital in achieving the aims of this project.

It is grouped into: (1) preventive actions and early interventions, (2) rescue, psychosocial recovery, and social reintegration services, and (3) legal and judicial protection measures (SPCP, 2006). However, there are no current reports available on the outcome of this project.

1. **Preventive actions and early interventions** - The mid-term goal for 2006-2010 was to concentrate primarily on fast-tracking community-based prevention and early intervention programmes that would utilize prevailing projects of relevant GOs, NGOs, and FBOs.

- Increasing awareness of the families, communities, and local government units (LGUs) on the CRC through creating easily understandable versions of the CRC and its provisions in major regional dialects that are efficiently disseminated by the LGUs to the communities and families. Key child protection information are integrated into the literacy pamphlets or modules on

responsible and effective parenting education, in the basic ecclesial communities (BEC) or parish pastoral programmes.

- Enabling the children at risk to effectively secure significant early and basic education and vocational training.
- Providing children with the knowledge and skills to safeguard themselves.
- Advocating responsible and effective parenting education for families of CNSP
- Reinforcing livelihood endeavors and aiding in obtaining credit and employment opportunities.
- Creating efficient in-built assessment and detection tools for children at risk inside primary social services at *barangay*, city and municipal levels.
- Coordinating, motivating, and reinforcing local councils for the protection of children.

2. **Rescue, psychosocial recovery, and social reintegration services** – according to CRC mandate, proper procedures in advocating physical, psychosocial recovery, and social reintegration of a child victim must be followed. These services shall take place in an environment that nurtures the health, self-worth and dignity of the child and must be accessible and obtainable to children without discrimination.

- Reinforcing observing and rescue procedure
- Enhancing psychosocial recovery and healing services and restoring children into their families and communities.
- Endorsing surrogate family care for children in need of a family environment.
- Empowering the family and community to assist psychosocial recovery, healing and social restoration.
- Updating technical skills of programme managers, supervisors, social workers, and other service providers in aiding children.
- Reproduction and implementation of new psychosocial intervention programmes at local level.

3. **Legal and judicial protection measures** – community, law enforcement, prosecution, court, and correction are the five pillars of the justice system that are needed in the legal and judicial protection of children. Collectively operating so as to impede, to deal with, and to restore the victims of neglect, abuse, violence, exploitation, and discrimination.

- Briefing on and distributing of RA 9344 Juvenile Justice and Welfare Act rules and regulations among main players and sponsors especially in cities, provinces, municipalities, and *barangays*.
- Designing a thorough juvenile intervention programme.
- Developing standards of community-based juvenile delinquency prevention programmes that are well observed, recorded, and distributed for widespread reproduction.
- Developing standards of community-based diversion programme that are also well observed, recorded, and distributed for widespread reproduction.
- Ongoing training and competence building for the five pillars.
- Establishing a research program for endorsement, restructure, and effective implementation of child protection laws (SCPC, 2006).

2.4.3.3 Community-based Services for Street Children

The DSWD has established in 2009 standards for community-based services provided specifically to street children. These standards apply to registered and licensed social welfare and development agencies (SWDAs) together with the LGUs and the currently unregistered organizations employing community-based services for street children (Cabral, 2009).

Community-based programs and services are rendered when the helping process takes place in the community as the primary client system or when social welfare and development activities are provided to individuals, groups or families while they remain in their homes. It is characterized by the interaction between client and community worker in relation to the resolution of identified problems and concerns. These may include three approaches/interventions (Cabral, 2009):

2.4.3.3.1 Approaches/Interventions

1. **Street Intervention** - refers to an approach that reaches out to children in the streets or places of work. This applies to children who are not prepared to give up the little adventures and fortunes in the streets for the structured atmosphere in the centers e.g. street education.

2. **Center Services** - refer to the provision of a temporary shelter as a respite to street children from street life where they are able to rest, play, eat, sleep, maintain personal hygiene, socialize with peers, attend an alternative form of education and receive counseling. The children are either returned to their families or referred for provision of residential care services as the last resort based on the assessment of the social worker e.g. drop-in centers

3. **Family Intervention** - refers to interventions which are largely preventive, addressing the problem where it starts, the family and community of the child. Programs and services include providing street children with educational assistance for formal and non-formal education as well as other forms of alternative education. It also offers families with opportunities and resources to attain better and regular income and training parents on responsible parenthood especially in the care and protection of the young e.g. Parent Effectiveness Seminar (PES) and Parent Effectiveness Service and Empowerment and Reaffirmation of Paternal Abilities (ERPAT) (Cabral, 2009).

2.4.3.3.2 Helping Strategies

1. **Health**

- Children have access to and provided with professional health care services e.g. medical examination or interventions.
- Operational referral system to a proper doctor and/or hospital in cases of emergency to provide apt and appropriate help.
- Health education is provided: administration of medicine as prescribed by licensed physician, awareness assembly on adolescent reproductive health and personal hygiene, risk prevention to HIV/AIDS and other sexually transmitted diseases (STDs), and drug abuse prevention.
- For the SWDAs catering street intervention and center services, laboratory exam, surgery or providing assistance for physical rehabilitation are corresponding to the advice/instruction of appropriate medical/health professional.

2. **Nutrition**

- For SWDAs catering center services, children have access to and are provided with sufficient, safe, healthy and enriched food that is suitable for the child's

age in relation to the child's developmental stage and nutritional needs with consideration to the child's cultural/spiritual practices.

- For SWDAs catering family intervention and center services, children/youth are taught on the importance of nutrition, practiced on healthy eating habits, and children were allowed to help in food preparation corresponding to the child-development capabilities.
- For SWDAs catering family intervention and center services, coaching on preparation of sufficient, safe, healthy and enriched food and teaching proper feeding of children are also provided to parents and service providers.

3. Provision of clothing and personal items

- For SWDAs catering center services, proper, clean, culture-sensitive and correctly sized clothes and personal items to supplement the necessity for physical protection, proper grooming, and personal health and hygiene.
- Clothes donated are properly washed by the agency before handing them out.

4. Formal and non-formal education

- Children have access to or are provided with formal and non-formal education (e.g. alternative learning system) that is suitable to the child's age, child-development capabilities, and needs.
- In places that out of school children and youth are served, admittance to formal education or vocational/skills training is checked, ensured, and facilitated.
- Manner of lecture/seminars/trainings/workshops on subjects suitable to the child's age, case and gender to provide an area for growth, reflection and promote the awareness of the street children on their conditions through alternative education sessions.
- Team up/connect with other institutions that offer free formal and non-formal education
- For the SWDAs catering street intervention and center services, organize regular discussion with teachers and Parent Teacher Associations (PTAs) or other related organizations to measure problems and formulate probable feasible solutions.

5. Socio-cultural and recreational activities

- For the SWDAs catering street intervention and center services, pool resources with other agencies for supplying suitable activities, equipment and toys to street children proper to the child's age, ethnicity/culture, and physical and mental capacity.
- Introduction of various cultural activities to offer a place for expressing one's identity like art and dance lessons, theater work, sports and other outdoor activities

6. Spiritual and values formation

- Spiritual exercises are arranged with clients or in children's cases, with parents irrespective of religious association.
- Accessibility to agency services irrespective of the client's religious association.
- Structure/non-structured group dynamics activities or group work sessions are conducted in ways that will cultivate/instill/support positive values and virtues necessary for the client's moral and social development.

7. Psychosocial service

- The service is in line with the guidelines on the foundation of psychosocial interventions.
- Qualified professionals carry out psychological interventions like counseling, therapy, psychological testing, etc.
- Corrective methods depend on the documented policies decided with the clients and their families and are consistently focused on achieving the helping goals.
- Assessment and planning of interventions utilize the outcomes of psychological/psychiatric test relative to other significant information.

8. Protection and safety

- Preventive measures are made available for the clients to protect them from mental, emotional, physical, and sexual abuse and other kinds of exploitation.
- Verify that all street children are registered and facilitate birth registration of clients who are unregistered.
- Clients are instructed on personal safety and protective behavior like life skills, etc.

- In handling street children, service providers must follow protective behavior standards contingent on the Child Protection Policy.
 - Ensure that children are not exposed to unwarranted harm or risk in whichever activity organized, performed or participated in by the SWDA.
9. **Removal or transfer of children from hazardous environment for protective custody (rescue operation)**

Preparation for taking the child into protective custody

- Social preparation is performed by a licensed social worker to evaluate the child's condition and needs.
- The process of being transferred into protective custody and the options available to the child is explained in detail and in an appropriate and amenable manner without the use of bribes to persuade the child.
- In cases of voluntary submission of the child by the parent/guardians, consent is documented after clearly explaining its legal implications.
- In cases where there is strong evidence that the child is abandoned, significantly, constantly, or regularly neglected, etc., or that the parents/guardian are unable to fulfill their parental obligations and rejects to willingly submit the child for protective custody.
- Suitable lodging is provided before taking the child into protective custody.

Taking a child into protective custody

- Taking a child into protective custody is performed only by a licensed social worker that can be accompanied by law enforcement agencies only under special cases.
- All persons at hand during the process are openly and clearly recognizable with ID and uniform except for law enforcement officials, if present and are introduced to the child.
- The process is fully explained to the child and the location of the center and the means to contact the child is given to the parents/guardians before proceeding with the operation.

- The child is taken into protective custody individually or as a family group.
- The operation is conducted in daylight except in emergency situations and the process is executed with greatest humanity and dignity.

10. Legal and paralegal assistance

- Legal/paralegal services are available to children not catered by the agency.
- Child offender or victim of abuse and exploitation can choose his/her legal representative with the aid of parents/guardians.
- Child offender or victim of abuse and exploitation is advised or prepared and escorted, if needed, for legal proceedings particularly before, during, and after court hearings and the obtaining of sworn affidavits.
- Alternatives are given prior to taking decisions and legal action/s.

11. Livelihood and project management skill/entrepreneurial training, job placement, capital assistance

- Agency follows labor laws and rules and establishes methods in livelihood placement programs to avoid and prohibit child labor.
- Income generating projects, job placements, and training adhere to well-defined policies that are explained to the clients.
- Capital assistance is coupled with suitable training to obtain skills for livelihood management.
- Financial management is taught to children.

12. Community participation/progressive integration for SWDA's providing family interventions

- Ensures that the children take part in numerous appropriate activities like community events.
- Children are given organized integration activities-social events, sharing discussions, visits, volunteer work in order to interact with the community and aid in social integration and acceptance.

13. Family preservation/reunification

- Parents or the guardian of the child are offered and provided with trainings to improve parenting capacity through Responsible Parenting, Parent Effectiveness Service and Empowerment and Reaffirmation of Paternal Abilities (ERPAT).

- Parent and children are equipped with values/character formation.
- Families in need of supplementary mediations are provided with distinctive therapeutic exercises like family therapy conducted by certified professionals in the specific field.
- In cases that family reunification is improbable, alternative care is considered
- In cases that families/guardians obstruct intervention for their children, the agencies are to respond in the best interest of the child.

14. Community organization/community development for SWDA's providing family interventions

- Enhance awareness among participants such as LGUs, other NGOs and community members and encourage them into action and support.
- Lobbying for the ratification of laws/ordinances/resolutions for the protection of the children in the community.
- Employment of *Barangay* Committee for the Protection of Children (BCPC) and other community organization volunteers for activities concerning children's concerns.

2.4.3.4 Short Outline on How Social Worker Should Handle and Treat Children In Conflict with the Law (CICL)

There are times when these street children get involved in some activities that are considered to be offenses under the Philippine Law. Children in conflict with the law (CICL) applies to a child who is suspected, accused of, or charged as having performed a violation under Philippine laws.

Under Philippine law, (CICL) fifteen years and below shall be recommended to either the Community Social Welfare and Development Office (CSWDO) or the Municipal Social Welfare and Development Office (MSWDO). The assigned social worker will then make a social case study report where it would include relevant data necessary to formulate an intervention plan for the child. The child can undergo the program either in his home with his family together with the help of the CSWDO or can be involuntarily committed and placed under foster care, a DSWD institution or to a DSWD licensed and accredited NGO if the following conditions apply: (1) the CICL is abandoned, neglected or abused by the parents/guardians, (2) the CICL is under threat to child's but the parents/guardians refuse to

allow the recommendation for temporary custody to LGU/DSWD institution or NGOs catering to CICL, or (3) the parents/guardians decline to follow the intervention programs considered crucial and suitable for the CICL. Recommended time frame for stipulation of the implementation program is six months to one year. Conclusion of the intervention program is contingent to the achievement of the rehabilitation goal. After the C/MSWDO evaluates the readiness of the family and the community to accept the CICL, then intervention program is terminated. On the other hand, if the CICL and the parents/guardians or whoever has custody of the child failed to abide with the intervention program in spite of all the attempts to aid them, the C/MSWDO may file a request for involuntary commitment of the child following Presidential Decree 603 (Cabral, 2007).

3 Theoretical Approaches

3.1 Theoretical Framework

As this study seeks to explore and interrogate the adolescent runaways lived experiences - the aim is to get a better understanding of the behavior of the selected adolescents towards running away from the institution. This study adopts theoretical framework in psychology called levels of analysis. Here, the levels-of-analysis framework is enumerated and can be applied as: (1) to understand behavior and its causes can be studied at the *psychosocial level* (e.g., thoughts, feelings, intentions); (2) the *biological/physiological level* (cognitive processes, genetic influences); and (3) the *environmental level* this includes the past and present physical and social environment to which an individual are exposed (Passer et. al., 2009, p.6). Below theoretical discussions on *psychosocial development theory* (psychosocial level), *cognitive development theory* (physiological level) *social bond theory* (environmental level) will be used as framework to help illuminate in this study.

3.2 Developmental Psychology Theories

As defined, developmental psychology is a scientific approach that focuses both with mapping the changes that happen with age and understanding the process of growth development (Butler & McManus, 2000, pp. 69, 72). In relation, this section will discuss the importance of child development and will focus on adolescence period of development including the psychosocial development theory, cognitive development theory.

3.2.1 Psychosocial Stages Development Theory

Erikson's psychosocial development theory posits an understanding the formation of one's identity develops eight major psychosocial stages. According to the theory, the concept of developmental stages suggests that everyone will go through the similar phases and the same order, reaching the next stage by achieving the earlier (Butler & McManus, 2000, p69). Accordingly, psychosocial development covers throughout the life span from birth to adulthood and that each stage of development contain crisis encountered through interaction with people.

According to the theory, these crises are of psychosocial in nature because it includes the psychological needs of the individual conflicting with the social norms. For Erikson, individual experiences could develop certain either good or negative attributes/virtues. Further, Erikson added that achieving an identity is a rough pattern during adolescence where the tendencies and the potentials of risk of getting it undone, resulting to *role confusion* (Larsen et. al., 2017, p.368).

In connection, among the eight stages of psychosocial development it begins with infancy stage (stage one) where there is *trust versus mistrust*: the infant develops trust when parents provide consistent care, attention, and love during the first year of life. Consequently, if these needs are not met, the infant may develop mistrust around him/her. Depending on how well a basic need is met, it could develop a negative or positive outcome. In relation to the thesis on youths or adolescents and their psychosocial development, this is the fifth stage of Erik Erikson's psychosocial development (*Identity versus role of confusion*) which occurs between 12-18 years old (Passer et. al., 2009, p.570). For Erikson, he believed that the main task of adolescent is to discover individual's identity and create a self-identity that is consistent with how others envision them. During adolescence, an adolescent strives towards gaining independence or autonomy (Larsen et. al., 2017, pp.368-369).

Accordingly, adolescents at this stage set boundaries from parentally controlled environment to have autonomy in life. And many studies have found that peers/friends become the most significant person in adolescence stage. Some scholars propose that cliques (good or bad) help an adolescent form his/her identity through interactions with friends and other people (Durkin, 1995, pp.523-526). This theory operates on the premises: Peers as the most important relationship in adolescence may determine in forming an adolescent's identity. And the adolescents' perceptions of peer conformity- this includes pressure to engage in misconduct e.g., smoking, drinking, sexual activities).

From the above statements, Erik Erikson psychosocial development theory depicts adolescence as a time of identity formation which the individual strives to resolve a crisis/conflict that would lead him/her form own identity; or will direct to role of confusion, not being sure of what he/she believes is right. However, the theory does not specify the nature of the behavior of adolescents' deviant acts such as running away. Nevertheless,

psychosocial development theory could determine which factors affect the development of an adolescent. Moreover, effort will be made in the current study to suggest a model or instances that explain the link of adolescents' deviant behaviors in the results chapter.

Age (approximate years)	Major psychosocial crisis
Infancy (first year)	Basic trust vs basic mistrust
Toddlerhood (1-2)	Autonomy vs shame and doubt
Early childhood (3-5)	Initiative vs guilt
Middle childhood (6-12)	Industry vs inferiority
Adolescence (12-19)	Identity vs role confusion
Early adulthood (20-30)	Intimacy vs isolation
Middle adulthood (40-64)	Generativity vs stagnation
Late adulthood (65+)	Integrity vs despair

Table 3.1 Erikson's Psychosocial Stages
Source: Passer et. al., 2009, p. 570

3.2.2 Cognitive Theory

According to Durkin, understanding other people's thoughts, feelings, emotions, and intentions is a complex process. In this fashion, to understand that people are sociable beings with different perspectives, people need to become aware of individual differences. For Feldman, cognitive development has been the focus of many researches for the past decades on childhood development and juvenile delinquencies (Feldman, 1993, p 184). As adolescents go through physical changes as a result of puberty, the brain accordingly undergoes several transformations due to it being undeveloped (Passer, Smith, Holt, Bremner, Sutherland & Vliek, 2009, pp. 553-554).

In this study, the theory of Piaget assumes to unfold correlations with adolescents/youths' behavior and cognitive and as basis for acquiring a social knowledge in the current study.

3.2.2.1 Piaget's Cognitive Theory

One significant model of cognitive was postulated by Jean Piaget. Unlike the psychosocial development theory by Erikson discussed earlier on which emphasizes more on the personality development, the cognitive development theory focuses on the individual mental development. According to the cognitive development theory, children form a sequential pattern through in the process of cognitive development. Piaget indicates that cognitive development theory has the *sensorimotor stage*, *preoperational stage*, *concrete operations*, and *formal operations*. Among the four stages, the *formal operations stage* will be discussed with much emphasis to understand the cognitive development of adolescents/youths in the current study.

According to Piaget, during *sensorimotor stage* (birth to approximately 24 months) infants are only aware of the activities around them. At this stage, infants focus on the physical and sensory activities around them. Then during the *preoperational stage* (from approximately 2-7 years) young children have the capacities to think symbolically that includes pretending to play, imagination, and pictorial illustration. While the third stage is termed as the *concrete operations stage* (from approximately 7 to 11-12 years), at this time pre-adolescent children can demonstrate logical and more flexible reasoning and can classify set of stimuli and can arrange them (for example, from smallest to largest). And the final stage of Piaget's model is during adolescence period called the *formal operations stage*. At this stage, Piaget indicates that adolescents can formulate hypotheses, can use symbols related to abstract, mathematical problem and can reach to answer scientific queries (Durkin, 1995, pp. 17-19).

According to the cognitive development theory, an adolescent's typical situation where they have risks to engage in deviant acts or delinquencies in when adolescents thinks egocentrically (egocentrism). A correlate of this form of egocentrism (self- absorbed and distorted view of one's uniqueness) proposed by Elkind is the *personal fable and imaginary audience*. According to this concept, the personal fable lead adolescents to have feelings that embraces risks believing: "they are unique" and "they won't jump into society hoops". The personal fable notion holds a view that the adolescents have a sense of control of their world, and they perceive that they can be right over the society (Durkin, 1995, p. 513). According to some studies, egocentrism is a common cognitive development where it is associated with

negative behaviors such as using prohibited drugs, self-esteem issues, vandalism and risk taking in making decisions (Thill, 2019).

In such cases, Piaget's cognitive theory of development may be an essential determinant whether an adolescent will succumb in reoffending to delinquency or any misbehavior.

3.3 Social Theories

This section will discuss on the social theories and economic factors (external influences) as important dimensions understanding this study and the link of adolescents and running away phenomenon.

3.3.1 Social Bond Theory

The social bond theory (Hirschi 1969) posits that individuals grow up and develop bonds or attachments to the various facets of society. Fundamentally, social bond theory is a framework use to explain the occurrence of juvenile crime or behavior. According to Hirsch, people recognize that committing social deviance or crimes depend on the relationship formed by individuals to society. And according to the social bond theory, there are basic elements of social bonding which include *attachment, commitment, beliefs and involvement*.

Attachment denotes emotional component of an individual association with society (Feldman, 1993, p. 224). *Attachment* is one of the central concepts in developmental social psychology. According to the British psychiatrist, John Bowlby (1990), attachment is a mechanism that has a biological basis in a parent-child relationship. This principle assumes that children who have been nurtured with care and support from parents/caregivers specifically the mother are less likely to compel a deviant behavior than a child that was neglected. And the individual/child who has a secure attachment with whom he considers as safe haven from threat is conceived to cope well with people and the society (Durkin, 1995, pp. 78-82).

Next is *commitment*, this refers to the rational element in social bond. This principle posits that an individual does not engage himself to any line of activity unless there is some reward in return. This is similar to individuals who make personal assessment in the elements of reward behavior e.g., – “the greater the benefit a person can get from any particular behavior,

the more likely it is to be carried out; the greater the overall loss, the less likely” (Feldman, 1993, p. 224). In this sense, this principle could imply that the driving force of an adolescent’s behavior is the incentive that they will receive in the end.

Finally, the *belief* component of the theory has something to do with the acceptance of abiding the conventional norms of the society (Feldman, 1993, p.224). In relation, when an adolescent buy into the norms of his group or community, it is considered to entreat them to the rules known as social norms of which he chooses to belong. Generally, conformity is prevalent in the adolescence period where an adolescent desire to be accepted by some social group (Durkin, 1995, pp.528-529).The desire to be like and accepted by others conformity encompasses pressures for an individual on what one should or ought to behave (Baron and Byrne, 2009, p.357). Under these conditions, the above caption could probably explain on the likelihood of some adolescents to yield to group pressure, and more likely to engage in delinquency. This social bond theory could explain such behavior of an adolescent/youth in this study depending on the social bonds acquired by the youths/adolescents.

4 Research Methods and Methodology

4.1 Introduction

This chapter will outline the procedures employed to complete this study. An account of the stages of the paths made will first be presented; followed by the description of the adolescents as research subject and the explanation of the research method, design and data generation.

This chapter also provides a description of the data analysis process and will finally tackle the ethical considerations, the processes of the trustworthiness of the study, as well as the study's limitations.

4.2 Steps or Process of the Research Study

Prior to the proper conduct of the study, there was an initial meeting and I have been interviewed by the program manager of the institution. Interview was conducted to reach a verbal agreement as mandatory guideline to ensure understanding on the extent and limitations of my role as researcher. I have agreed to their terms and to abide and to protect both the participants and institution's right to privacy and confidentiality.

After my personal meetings with the head of the institution and some employees, observation followed to familiarize the place as well as the participants' activities. Qualitative interviews for the participants were conducted to seek understanding on the topic of the research study through the adolescent lived experiences of running away from the institutions. Due to participants hectic school activities and schedules, limitations on institutional policies some planned interview meetings were interrupted and postponed.

The initial contact and proper interviews with the participants occurred from the months of July-August 2018. Some interviews were conducted last December for the year 2018 and some of the follow up conversations via skype happened for the months of May and June 2019.

Finally, some of the important requisites before this study have been conducted and the whole process of the study of the participants and the two institutions will be further discussed below.

4.3 Studying Adolescent's Perspectives

There is a notion that researching on adolescent's lives and perspectives raise methodological issues on approaches related to establishing rapport, building trust and confidentiality issues. Based on this notion, researching with adolescent participants contain practical concerns on how to evaluate both the information gained and interactions and in-depth interviews. Social differences and gaps such as age, gender and the position of the researchers is a very vital issue in attempting to secure an authentic account. Moreover, qualitative interviews involve challenges and dilemmas faced by an adult researcher on how and what to collect data. When engaging adolescents in research, researchers have to consider that they present unique considerations on the issue of authority and the position of being adult (Miller & Glassner, 2004, pp.125-128).

In this sense, adult researchers must be conscientious in supposing an understanding of the adolescent cultures during the conduct of interviews. Thus, overcoming the obstacles in creating a research relationship with adolescents can be achieved namely by establishing rapport, building trust and valuing confidentiality (Miller & Glassner, 2004, p.28). In this study, I am aware that adolescent participants viewed me as an adult with worries and uncertainties about the intention of my study. I therefore tried to address to overcome the wariness by adopting various approaches discussed below and as follows:

On *establishing rapport*, I introduced myself to initiate and encourage participation from the adolescents. This introductory phase includes explaining the purpose of my visit, discussing the scope on my research project, and conveying the importance of their participation in the study. When getting consent, I have emphasized that I have previous experiences working with children and adolescents. Similarly, I have always tried to make an impression that I also need their cooperation and participation. In this sense, by asking help from the adolescent could empower them and place them to a greater position. A suitable instance to ask help was during one of my participant observations where an adolescent participant helped me utilize a pedal loom locally called *pangablan*. Using the pedal loom requires skills and weaving techniques incorporated in making nice wraparound skirt locally known as *patadyong*. I am totally naïve on how a pedal loom works. In this example, the issue of power imbalance has been addressed in the onset of the study.

Thus, rapport building is vital element to the initial process of research in establishing familiarity and trust as well as showing genuine interest on the purpose of the interaction (Miller & Glassner, 2004, pp. 132-133).

On building *trust* and *valuing confidentiality*, I am aware that valuing confidentiality is vital to the security of the adolescent participants' privacy. During the interviews, I have learned that the adolescent participants were reluctant and explicitly hesitant to express and tell stories of life and their experiences. And with their concerns, I assured them that part of doing the research is to abide with the ethical rules of research which includes the importance of respecting confidentiality and anonymity.

Also, for Miller, working and building trust during interviews includes protecting adolescents' confidentiality (Miller & Glassner, 2004, p.133). This means to maintain and guard the participants' privacy. Therefore, in conducting my interviews with adolescent participants, we make sure that the area is free from distractions and eavesdropping.

To recapitulate, it is important to point out that the dilemma in social science and qualitative research is how the knowledge being employed and acquired. Engaging adolescents in this research is a challenge for researcher in attempting to obtain an authentic account of their narratives. Consequently, although we may know how to deal what an adolescent like and who they are, there is indefinite guarantee that the knowledge can be dependably acquired accurately. However, the use of various qualitative methods and techniques like participant observation, may have prompted adolescent to converse and participate and has even helped them reduced their doubts. Hence, the participants have shown participation and relevant interest in the research project.

4.4 Choosing Qualitative Method

Researching on the lives of runaway children exploring their experiences – running from home institutions various research questions involve a qualitative approach. Quantitative approaches may not be adequate for researchers attempting to seek understanding on the complexities of adolescents and being a 'runaway'. The current study employed a narrative inquiry method in which in-depth interviews were conducted of four adolescents from two different institutions who at present in the care of the institutions. The aim of qualitative research is to obtain a deep understanding of the nature of a social phenomenon, and to

develop explanations to generate concepts (Ritchie, Lewis, Elam, Tennant, Rahim, 2014, p.116). Qualitative research is an empirical study where the researcher seeks an understanding of behavior, belief, values not in quantitative form (Bryman, 2012, p. 408). Qualitative approach is applicable to research study when the problems or issues need to be explored; when detailed information is needed to understand the context or settings of participants (Creswell, 2007, p.51). Additionally, qualitative researchers stress the socially nature of reality and pursue answers to an inquiry that emphasizes ‘how social experience’ is shaped (Denzin and Lincoln, 2008, p.14).

Further, I believed that qualitative method is suitable because of its capacity to produce a possible deeper explanation on adolescents’ behavior on reoffending/absconding. Although quantitative method such as surveys, questionnaires could provide relevant responses to uncover the phenomenon, quantitative analyses on the study of adolescents’ behavior cannot capture the complexity of their experiences. Quantitative method employs objective measures that strongly relies on statistical analysis of data and may not be adequate for studies exploring to understand human society. While, qualitative research provides a deeper understanding of peoples’ feelings and behaviors of a social phenomenon (Alcock & Sadava, 2014, p.21).

This study adopts a *narrative inquiry* and in-depth interview in the generation of data. For Chase (2008) numerous qualitative researchers point out that *narrative inquiry* is used by some psychologists as an approach that emphasizes on understanding the psychosocial development of individual’s life experiences (Chase, 2008, p.66). Narrative inquiry is significant to psychosocial developmental theory which could provide explanations to the issues with adolescents’ behavior. In the narrative analysis, I will be following the approach model by Dan McAdams (McAdams, 2012, pp.15-22).

In addition, qualitative methods are utilized as a belief that is adopted in social sciences in understanding the culture, shared behaviors, beliefs, and on how individuals construct and make sense of the social world (Ormston, Spencer, Barnard, Snape, 2014, p.13). Qualitative research advance knowledge in unfolding a phenomenon which could produce broader explanation, concepts and theories in research (Ritchie et. al., 2014, p.116).

Therefore, this study used qualitative method because of its strength and relevance to study a social phenomenon which may not be possible to other approaches (Silverman, 2011, p.17).

4.5 Research Design and Strategy

Qualitative research is complicated to characterize as it is a place of argument and possesses no specific theory or paradigm (Denzin & Lincoln, 2008, p.8). As such, a research design is important to provide framework for collection and analysis of data (Bryman, 2012, p.46). In qualitative research, the researchers choose a set of paradigms, worldviews, feelings, and assumptions about the world and how it should be understood and studied (Creswell, 2007, pp. 19-21, p.51).

4.5.1 Epistemological Perspective and Theory

Social constructivism is the paradigm that enlightens this study. *Social constructivism* or often referred to *social constructionism* is a worldview where researchers look for the diversity of views rather than limit the views in understanding the social world (Creswell, 2007, p.20).

“Constructivist paradigm assumes multiple realities, a subjectivist epistemology that subjectivism can come either an individualistic or a social form that co-create the knowledge (Denzin & Lincoln, 2008, p.32). Rather than *positivism* which advocates that only application of the methods of natural science would qualify as true knowledge. Constructionist perspective is unconvinced of some of the tenets of positivism. The positivists strive to quantify knowledge of the objectivity of an object or person and knowledge should be gained through measurable facts; while constructionist works on the human attributes signifying individual feelings and attitudes are too complex to be quantified (Rubin & Rubin, 2005, pp.2-29).

This paradigm interests me, given my social location as a researcher. I believed that we live in a pluralistic world where people and society have different perspectives on how we view the ‘world. As such belief, subjectivity could be inseparable in the human society. Following the constructionist perspective, I came to realize that accounts on the social realities of the ‘runaway adolescents’ are subjective to multiple perspectives. Thus, these multiple perspectives include my subjective assumptions is this study.

For the above statements, I employed this strategy or approach. Further, adopting *social constructionism* paradigm will not only provide multiple ways to understand the adolescent unique individualities, it will also give the researchers the opportunity to impart his/her insights in the study. Therefore, the approach of social constructivism appeared well suited to the phenomenon of the study on understanding adolescent participants.

4.6 Procedure

The following steps were followed in fulfilling this study:

4.6.1 Permission and Approval to Conduct the Study

Dated May 19, 2018 I applied for permission and approval to The National Committee for Research Ethics in the Social Sciences and the Humanities, Law and Theology (NESH, 2016), I obtained the approval and permission dated on the 16th of August 2018 (see Appendix A).

And on July 16, 2018, letter of permission to conduct research was sent to the Youth Home Care facility for permission to conduct research and stipulated on the welfare and protection of participants' right to confidentiality (see Appendix A). I was asked to come to the institution for an interview before the approval took place. The personal interview with the head of the social department of the institution happened last July 20, 2018. I obtained the approval right after verbal agreement on the rules and regulations enunciated by institution. The verbal agreement articulated with emphasis on the confidentiality and protection of the adolescent participants. And was verbally agreed upon that my thesis will be utilized only for academic purposes and that the name of the institution and the name of the respondents will be kept anonymous.

Further, institution's approval is requisite before any gathered data or information can be utilized in any part of the study. Also, both have agreed for an institutional review before the publication of the research project. After the data have been analyzed, a copy of the whole thesis will be reviewed by the institution before the final submission. To top it all, I have agreed to respect and abide with the rules and regulations of the institution during the conduct of the study (see Appendix A).

4.6.2 Sampling of Participants

In qualitative research, sampling strategy is an important guideline in data collection process (Creswell, 2007, p.126). *Sampling* refers to the process of choosing a sample from a population, and the units selected in the sampling process is called as the *sample* (O'Dwyer & Bernauer, 2014, p.76). And in any research, decisions are determined on what form of and sampling and whom should be included in the sample and how many sites and people to be sampled (Creswell, 2007, p.125)

In this study, four adolescent participants were selected from two separate institutions using the purposive sampling. *Purposive sampling* is a process of selecting suitable units that are chosen because of a specific attribute or characteristics that will support in exploring and understanding the questions which the researcher is interested in studying (O'Dwyer & Bernauer, 2014, pp.83-84).

The phenomena of interest in this study are individuals in their adolescence stage who are 'runaways' from institutions. In choosing the sample in this study, inclusion criteria are as follows: (1) she/he had been involved in at least three reported incidents of 'running away' for the last 24 months of stay in the institution at the time of the (2) the two girls and two boys participants must be between 12-18 years old at the time the study was conducted, (3) participants are still within the care of the institutions when the study was conducted.

Given the limited numbers of participants to be utilized in this study, having more than six participants would require more time to complete this study. Qualitative research depends on reasons behind several facets of human behaviors. This merely examines the questions of the 'why' and 'how' in making decisions. Unlike in quantitative research, the method focuses on exploring the questions of the 'what' and 'where' in obtaining a knowledge of a person or thing (Bryman, 2012, p.116). Thus, the need for smaller sample units rather than large samples has led qualitative procedure for a manageable data in analysis (Ritchie, 2014, p.117).

Additionally, the condition of selecting 12-18 years of age in selecting participant in relation to the age criterion linked to Erik Erikson's psychosocial development theory adopted in this study. Sample units were equal in numbers i.e., 2 girls and 2 boys to represent gender balance in the sample of population.

Furthermore, the researcher also employed sampling strategy working with gatekeeper as directed by the two institutions. A *gatekeeper* is a person who is in the position to grant or refuse access to the field or people involve in the study (Silverman, 2010, p.434). The gatekeeper is necessary and the only way to get access vulnerable young or adolescent participants (Ritche et al., 2014, p.125). Also, the gatekeepers used in the present study were both female and were responsible for the schedules throughout the study e.g., interviews and observations.

Then, once the participant was presented by the gatekeeper, informed written consent (see Appendix A) and oral consent were settled, observation and interviews started. As discussed, the participant can withdraw their consent anytime. Further, it is important to note that participants voluntarily participated in giving worthwhile information in the running away issue. I reiterated that the purpose of my research was purely for academic reason. And as a self- supporting student researcher, I do not want to condone when adolescent participants viewed me as the solution to their problems. Mostly, adolescents would like to have monetary incentives in exchange of their effort to participate in the study. Instead, I decided to share some refreshments like fruit juices and bread as to show gratitude for their voluntary participations in the research study.

In the Philippines, it is likely a common practice that private individuals and institutions and other NGOs would always offer or give tokens in a form of material goods like clothes, school supplies and even cash donations as a way to show appreciation to the research participants and institutions involved. However, my motivation in this research was to encourage adolescent participants to be involved in any research project without any cost. In my opinion, those who joined freely have the potential to be committed and to contribute their part in conducting this research study.

4.7 Fieldwork Sites

I had two institutions where I conducted my research. The original plan was supposed to be just one institution. However, by the time December in the year 2018 arrived, I had been notified that only 2 participants from their institution were permitted to participate in my study. The disadvantage was the limited time to get participants that would fall under the same criteria. Despite this turn of events, I was referred to one of their sister institutions.

Thus, it became my second institution where I got my other two participants to make a total of four adolescents in this study. Further description on the institutional background and activities will be discussed in chapter 5 or the results chapter.

4.8 Sources of Data

One important aspect of qualitative research is the source of data. The choice of the data sources differs on scope of the research topic (Ritchie & Ormston, 2014, pp.52-53).

This study on street children/adolescents has data derived mainly from primary and secondary sources of data collection. Overall, the primary sources of data collection are done through site observation and interview schedule. In interviews are in a semi-structured form. At the same time, secondary sources were acquired from government internet publications, previous research, e-books and institutional participants' history record.

4.9 Data Collection Techniques

This study has employed various methods to collect data on the street children/adolescents. Throughout the research process, the researcher followed a distinctive approach and some considerations in dealing with adolescents engaged in research study (see section 4.5). During interviews, the researcher used methods like word association or image association (e.g., if the researcher says the word “friends” or “institution” asking the participants to describe what they think about (friends and the institution). This approach was used and developed in psychology in involving children to facilitate freer discussion as well as to encourage participants involvement (Arthur, Mitchell, Lewis & Nicholls, 2014, pp.162-164). Further, adolescent participants were given the opportunity to share ideas on and adolescents were aware of their rights to withdraw consent. And throughout the research process, seeking consent, maintaining confidentiality and respecting the participant rights were strictly observed and applied. Hence, the section of data collection methods is employed according to its relevance to the present research topic on street children/adolescents running away from institutions.

4.10 Data Collection Methods

Objective reality in research can never be obtained in understanding the phenomenon or issues of an inquiry in a study. However, the use of multiple methods, or triangulation,

implicates access to gain a possible in-depth explanation of the issues being studied (Denzil & Lincoln, 2008, p.7).

As defined, *triangulation* refers to multiple methodological practices use in studying a social phenomenon so that results may be validated (Bryman, 2012, p.717). In this study, the researcher believed that the combination of observations and interviews is a strategy that can add detailed and rich explanations in understanding this research inquiry (Denzil & Lincoln, 2008, p.7).

Although mixed or multi-methods in research must not be considered as an approach that is totally appropriate as an answer to research study. The combining of methods can probably provide a greater explanation than of only one method employed. The data collected from multi methods enriches the confidence in the result (Bryman, 2012, p.649). Furthermore, the basis of the use of triangulation in this study could reflect a potential capacity to cross-check one data set from the other.

In addition, the method of observation has been employed within the discipline of psychological research particularly in child development (Nicholls, Mills, & Kotecha, 2014, p.244). Further, observation has been combined with interview method to test or verify what has been told by to explore potential inconsistencies in verbal accounts (Nichols et. al., 2014, p.250). In connection, the researcher adopted participant observation to establish rapport with the adolescent participants as well as to observe how they interact in group activities (Nicolls et. al., 2014, p.245). Nonetheless, interviews were the main method of data collection

4.10.1 Observation

Observation is a social science data collection technique adopted in qualitative enquiry (Nichols et. al., 2014, p.246). In this study, I first needed to observe the sites and the adolescents to get acquainted to both the location and participants being studied. This method of observation has been employed within the discipline of psychological research particularly in child development (Nichols et. al., 2014, p.244). Initially, *non-participant observation* was adopted which refers to a condition in which the observer or the researcher observe where he/she does not participate in the activities of the participants of the study (Bryman, 2012, p.273). Secondly, *participant observation* was employed and it refers to the research method where researchers take part in activities to observe the behaviors (individuals, group) and the

setting to obtain the meanings they ascribe to their social world (Bryman, 2012, p,273). Hammersley argues that order to explore on the issues or phenomena being studied, researchers need to stay for a period of time with participants to observe the physical setting as well as the social behaviors the individual's to collect the data desired (Nicholls et al, 2014, p.244).

4.10.1.1 Observation Approaches

In this study, slightly different approaches were used to observe the two different participant groups. These approaches were as follows: For the first institution, *non-participant observation* method and *participant observation* was used for the second and last group. Consent was obtained from the institutions and adolescent participants.

4.10.1.1.1 Non-Participant Observation Approach (Institution 1)

On my first day of observation, on an average day there were about 25 adolescents around and most of them were doing their school assignments while others were helping each other cleaning the receiving area. Almost half of the adolescents I found had their own tasks. Some were holding a broom sweeping the floor and few were scrubbing the floor. On the other hand, some participants were also busy preparing food in the kitchen for dinner. I could tell that those who were in the kitchen are more sociable by just observing them. I was greeted with a smile in their eyes. On the contrary, two other boys appeared uncomfortable when I tried to get closer to the area where the girls were cooking. I was fascinated seeing how these adolescents engaged themselves in a very busy day. Although I had challenges, I could tell that these adolescents were very cautious by just observing at them. At certain times, I could see some adolescents particularly the boys appeared so distant from where I am sitting. They moved a few steps back in my several attempts to get nearer to where they are situated. I had realized that I needed to be patient in order to gain consent and trust. As researcher, I was persistent on that day to get acquainted with them. However, I did not force myself and just look for an opportunity to where I could start a little conversation. And I avoided pushing for responses if they appear not willing to talk. I was also aware to change and divert to a different topic when I noticed participants who were becoming restless and emotional.

The first day of observation was not well to establish a research relationship. Majority showed reluctance and some were too reserved. Given a very short time to observe in the first

institution, I was only able to familiarize with the setting and their daily activities. Yet, it was a good opportunity to be aware on what to expect when conducting the interview process for the next step. The logic behind the researchers doing observations as mere observers for short periods is to be able to familiarize oneself to the setting and to the groups' regular activities. This method of observation is a way to build a favorable relationship for possible follow up interaction with the participants (Nichols et al, 2014, p.247).

4.10.1.1.2 Observer as Participant Approach (Institute 2)

On my first actual day of observation, I was hoping that my previous time spent learning to weave (see 4.5 section pedal loom) with the adolescents during my first meeting would create a relationship I needed this time in my *observation as participant*. This is where the researcher becomes involved in an activity for a limited time (Nichols et al, 2014, p.247). Again, I explained to them that I need to spend more time to know them better. I decided to join a group of girls. One of the boys told them not to talk to me because I could be working for a newspaper publication or could have been from the Social Services, he said:

“Avoid her, she will just get information and will use it to make money in her writings for publication.” Two girls sitting in a bench just few steps from me were too inquisitive and began to ask why I am observing them and what I am going to do with the study. In return, I explained to them that what my intentions were to collect data and information for research and academic studies. The two girls then replied:

“We have been interviewed by different people, some of them took pictures and recorded our conversations and yet we don't understand why they are interviewing us. We don't like interviews because it is not helping us”.

These sentiments were typical responses from research participants not only to adolescents. I have had the same experienced when I conducted a research survey in one of the rehabilitation centers for the juvenile delinquents. This had made me think that they sent me a hint that they don't want to participate in my research project. Thus, I did not insist despite of trying to make them understand my purpose of my study. For me to continue out my purpose to observe, I realized that I needed to utilize an approach that will prompt them to allow me to join in their activities. On the same day, a sports clinic in volleyball was conducted. Many of the adolescents have managed to 'dig' and 'pass' the ball. However, most of them have

difficulties to do a basic underhand serve of which is the most basic point in volleyball. Fortunately, I have been part of a volleyball team during my high school and college days. So, I decided to ask them if I could teach them. This seemed to work, a couple of girls asked me to show them how to serve the ball. Then, some boys asked me on how to toss and spike the ball. At this moment, I had the impression that I was accepted by them. I was able to ask the girls their names and responded without qualms. At some point, only two boys were eager to initiate a conversation with me and one boy was able to introduce his name and age yet with reservations.

The one-day participant observation has helped the researcher to recognize and familiarize the adolescents' activities and behaviors. Through participant observation, both the researcher and the participants were able to establish initial conversation by knowing general information such as names and age.

Observation method in qualitative research is likely to have issues that are not always amenable to observation. Majority of the adolescents showed resistance asking why they are being observed. If given the enough time and permission, I could have wanted to employ a covert observation. Unlike in overt observation, individual's idea that they are being observed make them behave less natural. And or participants may behave more naturally because they are acquainted on how to deal with researchers' observation process (Bryman, 2012, p.496).

Further, despite of the challenges during the observation process, different responses gained from participants has advantages. The researcher has acclimatized with the setting and participants. On the other hand, participants were able to consent the researcher to join in the ballgame. Significantly, observation method has put the researcher on the foothold that would make him/her better equipped as she may participates the same kind of activities and likely in the interviews (Bryman, 2012, pp.493-494).

4.10.2 Interviews

The interviews were the main method of data collection. The interview method is usually adopted by qualitative researchers to elicit information and factual data from interviewees (Bryman, 2012, p.495). Interviews are important because it involves two or more individuals in the process where the interactions can lead to collaborative results (Fontana & Frey, 2008, p.116).

In this study, the primary instrument for collection of data was semi-structured interviews. Four adolescents participated, aged from 12-18, two boys and two girls who came from two different institutions. The preparation of interviews started months before my study began. As a researcher I am aware that studying the lives of runaway adolescents can be a complex process. In order to begin with the interview, I prepared for an interview guide. The interview guide has been divided into categories namely; general questions and in-depth questions on reasons why adolescents' run away from institutions (see Appendix B).

When I arrived at the site, a formal consent from the institutions was obtained. The next basic task was to identify my participants and consent was read to each participant defining the purpose of the study. Participants younger than 15 years require a representative or guardian in obtaining the consent. The extent and limits of my scope has been discussed and it was reiterated that participation must be voluntary. Informed consent and all information disseminated in a comprehensible manner. The participants were made aware that they can withdraw consent anytime. Confirmation of their understanding was then sought verbally.

After obtaining the formal consent, data collection involved the adolescents in a narrative interview. Consideration to use interview techniques in interviewing the adolescents has been employed. The researcher followed a traditional strategy in maintain a friendly tone (Fontana & Frey, 2008, p.139). Group discussion has been used to gather preliminary data and to encourage participation and to minimize uncomfortable feelings in meeting new acquaintances. Also, focus groups will be an important test on the topic guide whether the questions generate clarity during first discussions (Arthur et. al, 2014, p.163). On interviewing, group of three adolescents has been used and then followed by individual interviews. The dynamic of using pairs or trios could reflect on whether the participant opts for an individual or paired interview. However, some participants were interviewed unaccompanied because they were survivors of physical and traumatic incidents. Focus group was used to encourage individuals to share ideas, feelings, and perspectives regarding living in an institutional care homes (Lewis & Nicholls, 2014, p.57).

During the group discussion the researcher keep the conversation within the scope of the study. As the researcher, I kept the role of a facilitator where I manage to create an atmosphere of openness and made sure everyone has given the opportunity to speak. The

group discussion lasted between 30-40 minutes and I had an impression that adolescent participants participated freely and actively.

Then, the researcher began individual interviews by asking general questions to create a less stress environment. For the general questions, the data obtained from each participant included their complete name, name of parents and siblings, hobbies, educational background, religious affiliation, names of close friends, and the frequency of leaving the institutions. After the general information was collected, in-depth narrative inquiry followed. The interviews were in semi-structured form (open-ended, such as ‘Tell me about your friends and families’). Further, participants were asked on set of questions relevant to why they ran away from institutions. Some questions like their daily activities inside and outside the institution, school activities and leisure time hobbies were raised. Participants were also requested to explain why they repeated left the institutions and yet end up of going back to the institutions. The interview guide has been followed to facilitate and collect the relevant data needed in this study.

In addition, during the interviews I was able to speak the same language called ‘Filipino’ making it an advantage during the interviews. Participants were able to express their views clearly. If some instances needed some clarifications, the researcher sought participants to restate their views. Moreover, the researcher discussed about the duration of the study so that the participants do not feel abandoned when the research project is completed.

Permission to use video recorder was permitted but participants refused to have their conversations being recorded. Thus, the researcher relied on making filed notes. The researcher took down key words, short phrases since detailed note taking will make them feel conscious (Bryman, 2012, p.450). Note taking was done in a subtle manner to provide a less distractions while writing verbal and non-verbal responses. Field notes were re-written and initially interpreted right after the interviews. Field notes described important events, people and experiences, feelings. Gathered data through participants’ narratives were compared against individual files for validation. For the four participants from different institutions, each interview with the participants lasted for 30 minutes.

Although, part of the goal was to compare similarities and disparities on participants from two different groups who had engaged in running away issues, the lack of equal opportunity in

terms of interview schedules made the goal unachievable. Some interviews were postponed and interrupted due to participants' busy schedule and availability. Thus, I modified the goal and focused on the individual participants immaterial from which institutional affiliations they were based. Overall, I conducted the interview with openness and treated the participants as valuable individuals who willingly participated to impart their knowledge and experiences living 'in and out' the institutions.

4.11 Data Analysis

I have approached the analysis with narrative inquiry strategy and constructivism perspective as basis for my analysis. In this section, data analysis includes the data obtained by the researcher during the site visits through the various data collection methods and techniques like observations and interviews. Main categories of information or themes were derived from the adolescents' narratives regarding their knowledge and personal experiences on what had prompted them to incur absconding/escaping from institutions. The following steps were followed in the analysis and interpretation of data based upon narrative qualitative approach described by Creswell (2007) and Carol Grbich (2013).

4.11.1 Transcription

The data analysis started right after I began the observation, focus group, interviews, and field notes process. From the observation and interviews, the researcher then individually transcribed the rough notes (including daily journal) into typed form to the computer in order to store and organize the data. The researcher reviewed the 54 pages transcripts and reread it several times to familiarize the data needed for coding. During this stage, the researcher looked relevant data to formulate key concepts in making the relevant themes and important data that confirms with the theories.

4.11.2 Coding

Then data were coded by grouping interviews into categories of information using a Microsoft excel processing program. This approach followed thematic analysis which comprised of coding and theme identification (Creswell, 2013, p.261). In this process, the researcher wrote description of the tentative list of themes that emerged. Through the process the researcher employed deductive coding which involved in selecting themes (i.e., adolescents running away). Then I looked for (key phrases) and (recurring terms) often mentioned by participants

throughout the interviews. I proceeded to review my daily journal notes and compared the tentative list I have created. Then I ended comparing themes between the participants and the data obtained from in-depth narrative part of the interviews to determine similarities and disparities in themes identification. I then finalized the themes to make use of the data for interpretation. The analysis/findings highlighted on the adolescent's depicted individualities in the narratives and its relevance to the current theories adopted in this study; although the steps in the management and analysis of data followed a strict narrative analysis approach. For me, the essence of following a constructionist perspective has contributory factor on the themes that emerged.

4.12 Trustworthiness and Validity of the Study

The concepts of reliability, validity and transferability in qualitative research have different implications to quantitative research. The use of the terms has distinct views from various interpretative lenses. According to Creswell, several authors recognize common procedures for creating validity in qualitative research. Qualitative researchers employ multiple methods and thick description and external audits. And the choice of validity process is governed by researchers paradigms and assumptions (Creswell, 2007, pp.207-209). This study utilizes qualitative validity definition as how accurate the researcher's account represents the study (Creswell, 2007, p.207). Qualitative reliability is associated with the consistency of responses based on the multiple coders of data sets across various projects (Creswell, 2007, pg.210). As a contributor of knowledge in this study, the researcher has the responsibility to address and enhance the reliability and to abate biases. Creswell suggests strategic ways such as cross-checking transcripts before transferring data to electronic document, re-analyzing and comparing the codes to verify reliability (Creswell, 2007, pp. 209-201).

In terms of qualitative validity or trustworthiness, Creswell classifies several steps involved in verifying sources of data obtained to assure that the findings depict the experiences of the participants (Creswell, 2007, pp.208-201).

In this sense, I followed the steps like continual reflection on my daily journal which has influenced and shaped the process of my data analysis. Another approach, throughout the study I reviewed and debriefed my thesis with my supervisor. Finally, pilot test with focus

group was conducted to ensure suitability and reliability of interview questions (see 4.9.2 section).

In terms of limitations, I have employed some triangulation methods in obtaining the data. Given the limited time, it could have been better if I was able to ask external critics to examine the account and accuracy of this study. However, it is conveyed that my work in the above-mentioned procedures could reflect the consistency of this study.

4.13 Ethical considerations

Research ethics is a term which denotes to range of values, norms, and institutional platforms that aid regulate scientific activities. This study observed and practiced ethical principles enunciated by the National Committee for Research Ethics in the Social Sciences and Law and Theology (NESH, 2016). As this study involved children/adolescents, it is crucial to navigate this interaction according to the ethical guidelines specified in NESH. And the following guidelines are the most priority and they are the following:

4.13.1 Getting Consent

Obtaining an approval or consent is the foremost obligation in research. In my communication with the participants, I have clearly explained to them the concept of informed consent. I requested them to answer upon if it was understood and was able to obtain verbal consent. Participants younger than 15 years old, consent from guardian or parents was needed (NESH, 2016, p.21). All participants involved have participated voluntarily and fully aware that consent can be withdrawn by them at any time.

4.13.2 Privacy

The researchers must respect the participants' autonomy, freedom and integrity. Privacy also refers to the responsibility and prudence in dealing with the personal data. Thus, researchers must practice due caution and accountability.

4.13.3 Storage of Personal Data

The Norwegian Agency of Data Protection states in the Personal Data Act (2017) that information on racial, ethnic origin, opinions, religious and political beliefs fall under the category of personal data. In connection, all data were stored in a separate password protected

file. And I am aware to take caution in observing the Acts pertaining to confidentiality, anonymity and informed consent.

4.13.4 Responsibility for Avoiding Harm

In social science study, the risk for participants of causing or triggering mental strain is a possibility. *Strain* refers to a feeling of discomfort, risk of re-traumatization, or serious mental strain which might be experienced during the process of study. As researcher, one of my responsibilities is to check the mental and physical conditions of participants. During and after interviews, I began by asking their well-being. Participants with traumatic history underwent debriefing with the researcher and the clinical psychologist of the institutions. This is to ensure the mental and physical state of the participants.

4.14 Challenges and Limitations

My study did not go without challenges and limitations. I had number of challenges that delayed the conduct of this research. The first challenge I confronted was at the beginning of the study applying and securing permission to conduct research. It took a little while waiting for a reply both from the Norwegian Centre for Research Data and the home care institution. The institution which I conducted my study has required me to obtain necessary documents from NSD to ensure that the study is for academic purposes and that the researcher must be regulated within research ethics. The planned was to conduct the study early before the month of June 2018 while adolescents are still on the summer break. The research process started July 2018 and the classes have started which made a little difficult to get appointment with adolescents to conduct interviews due to class busy schedules.

The second challenge I faced was at the first institution I conducted my study. The institution's hectic schedule has interrupted and postponed several appointments. And in mid-December 2018, I was notified that the institution has decided to allow me only two participants due to some restrictions mandated by the Department of Social Welfare. However, I managed to overcome the problem when the institution has referred me to one of their affiliated institutions. Another challenge was from the expectations of children. They have viewed me as a solution to their economic situations. Majority of them were used to get material and financial support from private individuals and various institutions when conducting research. However, I have informed them that my purpose of research is part also

of my academic accomplishment. This was a challenge because knowing that they lack and need something, as a researcher I could not allow it i.e., to make sure that with or without material reward or compensation adolescents would participate freely. Instead, I have shared little refreshments and snacks as a gesture of gratitude.

On the limitation on my research, I was not able to spend more time with the adolescents. I believed that spending a little more time during observations and interviews procedures who have given the study more insights and a more comprehensive image of the adolescent's life 'inside' and 'outside' the institution. Although narrative inquiry has been employed, a case study approach would also be an advantage in examining complex and difficult domains such as the adolescents. (Larsen et. al., 2013). However, a case study demands time and it is not attainable in this study. Another limitation, the nature of qualitative sample must be kept small in numbers, the four participants involved in this study is ever small to obtain various potential data that might contribute in understanding adolescent's behavior. Lastly, majority of the data from the Philippine Statistic Authority and Department of Social Welfare Service were outdated and statistics to street children/adolescent ages from 12-18 were unavailable. However, the data or information was obtained in 2010 and 2015 respectively.

5 Results and Analysis

5.1 Introduction

This chapter is divided into the results and analysis. The results section is further subdivided into two sub-sections beginning with a brief background of the two different institutions where two participants per institution were chosen. It is then followed with the stories of the four participants where pseudonyms were used in order to protect their identities. The analysis section is also partitioned into two sub-sections that first present the main themes that emerged from the results that is them followed by the sub-themes or minor themes that have also surfaced from the stories of the respondents.

5.2 Results

Over the course of the study, the researcher was able to establish rapport and build trust with the participants (see section 4.3). As a result, the researcher was able to acquire the necessary information about the experience of each participant's running away experience and at the same time, the researcher was able to explore profoundly into each adolescent's personal lives. Thus, the researcher was able to gather enough data that suggests the link to the current issue of the study.

Following Dan McAdams structure of narrative analysis, the approach assumes the propositions that (1) individuals construct their stories to make sense of their lives, that (2) these real-life stories have enough psychological meanings to others as narrative accounts, and that (3) the narrative accounts can be analyzed for content themes, functional attributes, and other categories that represent to the social, psychological, and cultural meanings (McAdams, 2012, pp.15-22).

Adapting the life narrative interview procedure of McAdams, each adolescent participants' stories are presented to illustrate how life was like before living in the institution, how they ended up in institutional care and how they engaged in running away from the current institutions.

In the process of presentation, the stories are combined with relevant quotations to expound their personal views as far as their behavior is concerned and as how they see themselves in their social setting.

5.2.1 Sites of the Study

Two institutions were used in this study and both are located in the National Capital Region (NCR), a fully urbanized region in the Philippines (refer to Table 2.1 in Chapter 2). Geographically, the first institution is situated in the southern part of the region while the second institution is found on the northern area of NCR.

Ronaldo, Nena, Arman, and Karina – the colors of the names and of the arrows on the map below correspond to the movement of the respondents from their place of origin to the institution.

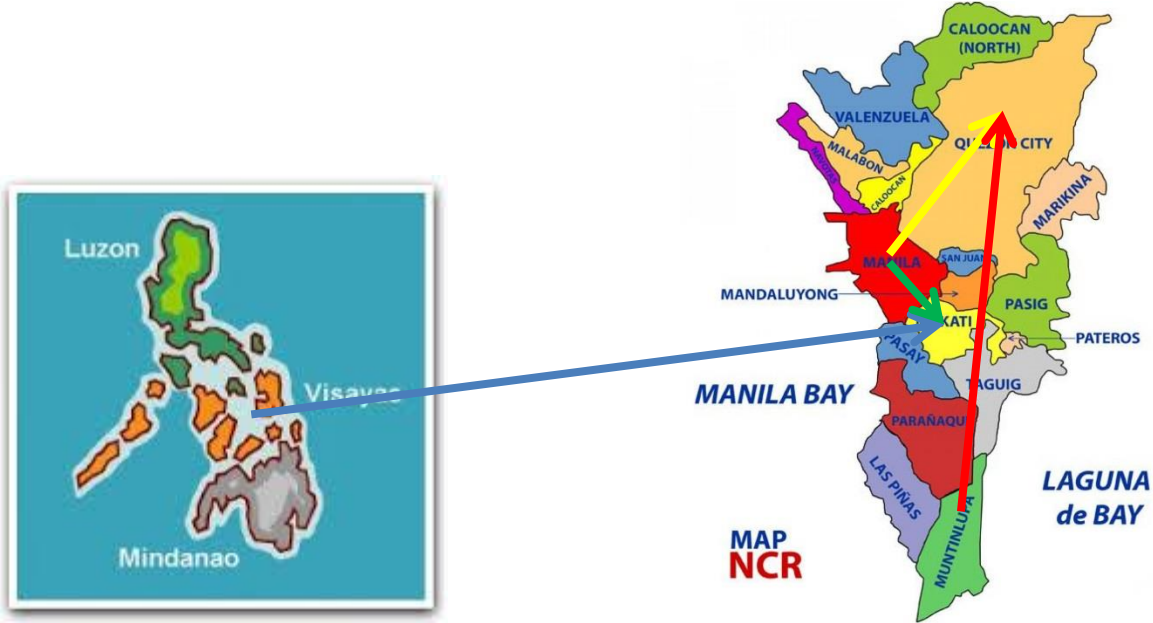


Figure 5.1 Map of the Philippines and NCR with the movement of the participants from place of origin to location of institution
Source: (Map of the Philippines; Map of NCR Manila, 2019)

5.2.2 Brief Description of the Institution (1)

The first institution is a DSWD licensed and accredited non-profit religious NGO and a long-term residential care center that provides care and rehabilitation services to thirty children ages ranging from seven to eighteen who are neglected and abandoned and children who are

transferred from other DSWD institutions in need of follow-up care. It is a mixed institution where the boys and girls are housed in separate floors but have a common area for everyone to share. The organization is dependent on the funds they receive from the support of local and international donations as well as income generated through one of their livelihood programs. The home is managed by a religious group composed of (1) case manager, (1) psychiatrist, (1) psychologist, (2) social workers, (2) nurses, (3) house parents, and (10) volunteers. The programs and services include provision of food and personal care, spiritual enrichment (Bible reading and attendance in daily masses and devotion), psychological and psychiatric assessment and interventions, livelihood programs, community and outdoor activities, and excursions.

The children's daily routine begins with waking up early in the morning at about 6:00am. Some are tasked with meal preparation while others help out with helping the younger children get ready for school. The children go to a nearby public school from 7:30am to 4:30pm. After school, each resident has individual tasks assigned to them depending on the age and physical capacity of the child. Tasks include meal preparation, housekeeping, and helping with homework. The children need to be in bed by 9:00pm in order to get ready for the next day. Prayer is done before every meal and spiritual meditation is done in the morning and evening. During the weekends, the children are involved in various programs that are scheduled for the day like psychosocial counseling, making jam for their livelihood program, going out into the community and do some outdoor activities, or sometimes going out on out-of-town excursions.

5.2.3 Brief Description of the Institution (2)

The second institution is very similar to the first as it is also a DSWD licensed and accredited non-profit faith-based NGO with the focus on long-term residential care for children ages 6-18. Currently there are 25 boys and 20 girls in their care, and they are living in separate wings but share the common areas like the food hall, library etc. These children are abandoned, neglected; some are orphaned while others are those who are in need of follow-up care from previous DSWD institutions. The services are handled by (1) case manager, (4) social workers (nuns), (1) clinical psychologist, (4) volunteer teachers, and (10) tutor volunteers. The institution provides the same services as the first institution but with more emphasis on

educational services where they provide informal education or in-house education according to the child's needs.

The day usually starts with waking up early and getting ready for school. The older kids are in-charge of either food preparation or helping-out the younger ones. Prayer comes first before every meal. The children who attend formal education go to a nearby school from 7:30am to 4:30pm and the rest have classes inside the institution from 7:30am to 4:30pm. All the household chores are shared and assigned appropriately to the child's individual capacity. There is a 30-45 minutes spiritual meditation before going to bed at about 9:00pm.

5.3 Narrative Results

5.3.1 Ronaldo's Story

Ronaldo (the participant's pseudonym) is a boy of 15 years of age who was originally from the Visayan region of the Philippines. He was orphaned at the age of five when his parents died due to a vehicular accident. After the passing of his parents, his paternal grandparents took the responsibility in taking care of him and his younger sister who was only 3 years old at that time. He did not mention much about his sister in his spoken account of his story. Ronaldo was asked to tell a little about his family and he began conversing with a voice full of sadness. This was what Ronaldo had to say:

I can never forget the days when we always had very little or almost nothing to eat. The situation was made worse since our grandparents were old and sick. There were many days where all we had was a glass of water to suppress our hunger and oftentimes where we just slept with an empty stomach.

Ronaldo further recounted how difficult and unpleasant his life was when he was at the age of six. His grandparents earned their living with selling some vegetables and fish at the public market. This provided them with an unsteady income as everything depended on the demand of the buyers. When he reached the age of seven, where children usually start attending school, he was asked by his grandparent to help them in the market instead of sending him to school. He helped his grandparents by cleaning the fish for the customers. His job was to remove the scales, the gills and all the internal organs of the fish. Ronaldo was preoccupied with his idea of going to school. Unfortunately, his grandparents were incapable of supporting

him financially. The grandparents were just earning a maximum of Php 400 pesos equivalent to 7.76 USD a day selling at market. With a very minimal income, procurement of more funds to provide their basic needs such as food is unattainable. Moreover, medical maintenance for both grandparents with their deteriorating health conditions made life more difficult.

One day, Ronaldo met a group of young boys who he began to hang out with. Some were the same age as he was while some of the others were in their teens. He related how he had to dress up like a ‘hipster & gangster’ during the first meeting so as to be admitted into the group, “*I was dressing like a gangster just to show off that I could be one of them, wearing a pair of tattered denims with big silver belt and black shirt.*” He also indicated:

Then, I was accepted and became as a member of the group and our *modus operandi* (way of doing things) was to jump onto uncovered delivery trucks and steal the goods they were delivering. We usually boxes of stole canned goods or coffee and sometimes some cases of beer. We would then sell them in the neighboring areas for cheaper prices.

At this point, Ronaldo described how he became motivated in this kind of work and seldom went home to his grandparents. During this time, he was introduced to all kinds of vices, drinking, smoking and eventually using illegal drugs. At the age of nine, he was already familiar with smoking marijuana and had tried *shabu* or methamphetamine. His drug habit depended on how much the group earned after their heists. By this time, he no longer bothered informing his grandparents of his whereabouts or of coming home. He even emphasized with a stubborn voice:

I want to be away from home and live freely, without having to think of our difficult situation with our aging grandparents and a sister to watch over. I can live on my own. I’m earning money from stealing anyway.

Ronaldo remained with the group and stealing became their livelihood. However, the time came when the delivery trucks changed their delivery route; and this led to an end to the group’s way of living. Ronaldo became restless as money dwindled and he had vices to sustain. He recalled:

I tried to work as a transportation ‘*barker*’ (person who assisted passengers for public ride) in transportation terminals usually found in big shopping malls. The work gets little pay for 8 hours work amounting to just Php 300 or equivalent to 5.82 USD. Hence, getting a good meal was a challenge much less supporting my expensive habit. I had to find extra work.

Despite all his hard work Ronaldo was frustrated, he could no longer earn enough money to support his vices. And with fierce expression in his eyes, Ronaldo in verbatim stated:

“Pag nagtatrabaho ng tama, walang mapapala. Kaya balik na lang sa dating gawi”

It translates in English as: If you work hard, nothing good happens. I would rather choose the old bad ways.

Meanwhile, Ronaldo got acquainted with two boys who were known for engaging in illegal activities such as shoplifting, snatching mobile phones and burglary and began to hang out with them. One of the boys had planned to ransack a grocery store where security in the vicinity was lax. Ronaldo describes the event with a nostalgic voice:

This time, I have more money to buy food...I don't need to work for longer hours.

Easy money is easier life. That's how to end my struggles. I just needed new friends.

Ronaldo recounted how he was very happy to have earned that night and viewed thieving as an opportunity to improve his current situations. The day after, one of the boys was caught inside the shopping mall. The boy was interrogated about the location of his cohorts and gave up the names of Ronaldo and another boy. Ronaldo was taken into custody and was endorsed to the City Social Welfare and Development Office (CSWDO) since he was only ten years old at that time (see section 2.4.3.4).

In the case of Ronaldo, he came under the care of a DSWD institution since his grandparents did not have the capacity to comply with the intervention program set for Ronaldo. He recalled how he was very resentful and how he questioned existence of God and commented in a furious tone (verbatim):

Kung may Dios, di nya ako pinabayaan.

(If God exists, He should not have forsaken me.)

When asked by the interviewer, what made you say that God has forsaken you?

Ronaldo: The God I know is a God that protects.

Interviewer: Why do you think that is?

Ronaldo: They say that when people pray, it will be given to you.

Interviewer: Hmm.

Ronaldo: This time, I am not sure about God.

Ronaldo made meaning out of his arrest that God has prevented him to do things the way he wanted. Ronaldo views God as his supposed ally immaterial of his actions.

Ronaldo stayed for a year in the DSWD care institution and he was eleven years old upon his release. What happens is an exchange between the researcher and Ronaldo about his release from the DSWD care center.

Researcher: Can you tell me the feelings when you had to leave the center?

Ronaldo: Yes, I am free from the center, I'm very happy for now.

Ronaldo expressed his feelings joy in regaining his freedom again. He went back to his grandparents and sister. Unfortunately, the grandparents were too sickly and incapable to raise Ronaldo and his sister. The grandparents decided to give Ronaldo and his sister to the DSWD for assistance. Ronaldo again was dismayed about this decision, his expression in exact words:

Para kaming mga hayop, pinamimigay lang.

(We are just like animals, easily given away).

They were brought to a DSWD licensed and accredited Christian-based NGO residential care center in the southern part of the NCR. Ronald displayed an expression of frustration as they were treated worthless. When asked about being sent to another care institution (the residential care center for adolescent). Here is how Ronaldo describes his experience:

Being a resident in a home care is not "cool." We need to follow the house rules and daily house schedules like prayer time, mealtime, and even during leisure time. Everything is governed by rules. And everyone is expected to be on time, this applies to all the activities in the institution.

Ronaldo elaborated that all the residents had to wake up at 5:30 in the morning every day for prayer before breakfast that usually lasts for 30-45 minutes. Ronaldo disclosed how he saw little value in praying. He stated that he would rather get more sleep than wake up early in the

morning just to pray. After breakfast, they are ushered to a public school near the center. He attributes his lack of concentration in class and his bad grades to his lack of sleep. As a result, he was branded as '*bobo*' which means slow learner when he got poor grades. Ronaldo also mentioned that when prayer time starts:

I will find an alibi saying that I am sick, so I have good reason to escape. Prayer does not guarantee a good life. Remember, when I was arrested by the police. Where is God then...so, that is why I think like this.

With his statement, Ronaldo confirms that praying to God is futile. Also, he expresses an idea of wanting freedom to have his own time. He recalls and speaks how he had repeatedly absconded from the institution. He reiterated:

I felt helpless...every activity reminded me of the time when I was at the DSWD institution. The same routine work/chores e.g., cleaning, cooking is so tedious. I cannot whatever I want, whenever I like. Most of the time, we eat the same kind of food at breakfast, a small portion of sardines and a cup of rice. [Having no options] means no freedom, at least (...) and even the food is being measured... I cannot eat 'whatever and whenever' I like. Then there's a [mumbling] I would rather find a place for me.

The above caption notwithstanding, Ronaldo acknowledged that living in an institution was very challenging and difficult, that is, one cannot even enjoy the luxury of choosing food preferences. When asked to tell about the times when Ronaldo left the institution, he explains:

It was Saturday when I stole a phone I found lying on the table and grabbed the opportunity to leave the institution because that day there was an art exhibit within the center grounds. I saw a lot of people coming in and out through the gate and snuck myself out from the institution.

Ronaldo recounted that he was able to meet some people willing to buy the phone and he was very happy with the money he got from selling it. He bought the food he liked to eat and some clothes he always wanted. He kept in contact with them they usually hung out at a nearby graveyard. One day, he was asked to do a favor for them, to be a lookout in one of their heists. The gang robbed a convenient store while he stood outside acting as their lookout. He explained in a defensive way saying:

I was not part of the robbery...I am just outside for a few minutes watching out for them.

That was an easy job for me.

Ronaldo demonstrated a clear understanding that he was spared from the offence done by his friends. He believes that a person is only liable when he has done the act himself. There were times when he would get away from the institution and he would spend his time with his friends at the graveyard. He insists that:

Although it is scary to sleep in the graveyard especially at night; I could still do whatever I want and be with great friends. “*We work, we eat and we just enjoy ourselves.*”

Ronaldo’s statement demonstrated ambivalent opinions. He expressed having pleasure being with his friends, then again being worried about being at the graveyard at night. At times when there would be little job opportunities on the streets are the times he comes back to the institution. He reveals with realization that he can stay at the institution and maybe make an effort to reunite with his family.

5.3.2 Nena’s Story

Nena was 12 years old and turning 13 in two months when the interview was conducted. Nena was born and raised around the area of where the institution is located. They were seven in the family with a set of parents and four siblings. She was a middle child, having two elder siblings and a younger one. Her mother works as weekend cleaner in a public market and earns Php 250 or equivalent to 4.85 USD per duty. On the other hand, her father works part-time (maximum of three times a week) in public transportation and earns Php 450 or 8.73 USD in a day. Combining the income in a week both are earning an amount of Php 1,850 or equivalent to 35.91 USD. Nena and four other siblings have stopped attending school due financial constraints when Nena’s father accidentally set fire on their previous house. Nena was nine years old at that time and she recalled:

When we arrived home, the house was all burned down. I was trembling and crying when we saw it. [sighs] Our clothes, school uniforms, and all our belongings were lost in the fire. Nothing was left except for the ‘*kaldero*’ or the aluminium cooking pot.

The incident had a devastating effect on Nena and her family. She indicated that the reason behind his father’s irresponsible action was because of him being high on drugs when it happened. It had been very difficult to go back to a normal life. At this point, the eldest and the second child were sent to some relatives to lessen the financial burden of the family. They had to live under the bridge. She related the tragic experience in a sorrowful voice, “*I felt unsafe*

now that we live under the bridge, at night a lot of commotions happen like mugging, drug peddling and gang fights.”

For this reason, Nena decided to stay away from home, having to always witness dangerous and risky incidents was not what she wanted. Her friends approached her and offered to share their place with her, and she agreed to it without hesitations. The following conversation described the challenges of having to sleep on the streets.

Researcher: Where do your friends live?

Nena: Actually, my friends don't have a regular place – they meant that I will stay with them wherever they go. We always move from one place to another especially when we see the mobile patrol coming near to where we sleep.

Researcher: Hmm. So, where do you usually sleep?

Nena: Our situation as street kids, we make sure that our place is hidden (usually inside abandoned buildings and sometimes in the cemetery).

From that dialogue, it is obvious that the place for street children is not permanent and has an implication of risk and vulnerabilities to physical and sexual exploitation. The following exchange gave insights on the occurrence of sexual exploitation on the streets:

Researcher: What does it mean when you say you pay 'real hard' living in the streets with friends?

Nena: [mumbling] umm... my friends and I were being forced to work in a cybercafe in a private room and chatted with some foreign nationals and sometimes command us to appear naked during the sessions.

Researcher: Oh.. Why couldn't you get away?

Nena: We always try to escape but they often caught us back. The big boys we considered as friends will put us in the cage, the next time we try to escape. I rather stay with my friends. Anyway, *we received good pay*. I put up with it and as long they will pay us.

Nena was eleven years old then and acknowledged that living in the street is double-edged sword, that even if her life is at risk, she would bear with it so long as she could earn. Nena narrated that her constant work at cybercafes ended when the police raided the café and everyone including her were arrested. After her arrest, the social welfare agency DSWD

endorsed her to the home care institution. The conversation changes where Nena was asked to describe about her present situation in the institutional care and the interview went like this:

Researcher: Can you tell me the advantages and disadvantages of living in the institution?

Nena: At this moment, I could not tell about the good things in staying in the institution.

Researcher: Hmm. What made you say this?

Nena: I want freedom. For me, having freedom is an opportunity to decide what is best for one's life.

Researcher: Can you recall how many times you have left the institution for this year?

Nena: [chuckling] hmm I could not remember. However, I was able to escape last month.

Notice Nena shares the same sentiment as Ronaldo (the first participant), where she mentioned that staying outside the institution is equivalent to doing whatever one wants to do. Unexpectedly, the following statement illuminates a little hint regarding Nena's motive of leaving the institution:

Um. I can't stay any longer here. We don't have enough food here and the sleeping space is too crowded, I share bed with another resident. Outside, I can beg to buy food and I have friends to help me survive.

Nena further relates in a very defensive manner:

'de numero ang kilos namin dito, sunod sa oras lahat, sa labas mas may kalayaan, gusto kung kumita para makaipon at makabalik na sa pamilya ko at isa pa ayaw ko magbasa ng Bible umagang umaga.

(Every movement is strictly monitored here. Whereas outside we have independence and I want to earn money so I could go back to my family and one more thing, I don't like to read the Bible and pray early in the morning)

She clearly states the reasons for her wanting to leave the institution; earning money and seeing her family again and comments on her refusal to read the Bible and pray.

5.3.3 Arman's Story

Arman, 13 years old at the time of the interview, related that he and his family originally came from the western area of the NCR region. He spent most of his childhood there along with his two brothers before their family transferred to the northern part of the region. He was six years old when they had to relocate because their area was demolished by the local government to give way to the building of new shopping malls. Everyone who lived in that area was moved to different resettlement sites for informal settlers and they ended up in the northern district of the NCR. Arman's mother was able to put up a small 'sari-sari' store or a small kiosk that sold a variety of household goods like sugar, milk, coffee, canned goods etc. and earned little out of this. On the other hand, Arman's father works as 'jeepney' driver, jeepneys or sometimes called as *jeep* is the most popular means of public transportation that is widespread in the Philippines. Arman recounted that his father would usually spend all of his earnings on alcohol. After work, he would see his father with his friends drinking happily through the night. He mentions that his father was known for his aggressive and abusive behavior due to the influence of alcohol and the he also used prohibited substances. This was what Arman had to say:

He once asked my mother to get food for him and there was no food to offer. So, he got angry and slapped our mother on the face. He sometimes punched me and pushed me away from the house to look for food even it was late at night. Moreover, I was being punished and beaten using a heavily buckled belt with every little mistake I made like accidentally dropping a fork during mealtime.

The physical beating and other painful experiences to Arman was unbearable. He was eight years old when he decided to leave home. He related how he was able to convince an acquaintance to take him with him back to his province. Initially, he managed to work under the scourging heat of the sun as a 'sakada' (workers in the sugar plantation) with a lump sum basis salary ranging to Php 1500 or 29.12 USD a week. He recalled how he felt free that time. However, after a few months his father was able to trace him through some tips from people in the local government. Arman passionately narrated the incident saying:

Ayoko sumama sayo, mamatay man ako at lalaban ako sayo.

(I would rather die than go with you and I will fight back).

Nonetheless, he was overpowered by the physical strength of his father. He was forcefully brought back home and he remembers how he strongly fought back. He sadly recounts the incident:

What choice did I have...at least I fought back. But putting me inside the duffel bag and being dragged me inside the bus was very dreadful. [sobs]

He recalls how nothing changed when he got back home; the same beatings and abuse not only to him but also to his mother and brothers continued. He reveals that he, along with his mother and brothers were able to escape while his father was unconscious drunk and high on drugs. When they sought help from some of their relatives, he remembered how they were embarrassingly rejected and pushed away. As he painstakingly describes word for word:

Mga palamunin at wala kaming maitutulong sa inyo.

(You all are just another burden, another mouth to feed and we cannot help you).

On the contrary, Arman acknowledged that the relatives may be right. He says how he realized that a family of four would indeed be a burden physically and financially for their relatives just to accommodate them in their family. The mother decided to take his youngest brother with her to the province and left him and his older brother with a friend and a promise that she will return to take them back when she has established herself.

Arman relates how he felt unsafe and how he sought some friends that led him to becoming a member of a gang. Here's how Arman describes it:

Um, I felt that I had to be in a company that could protect me. If somebody would beat me and someone would try to hurt me, I can't be a coward. I need them to help me find a place for shelter as well as job to buy the food I want.

Arman joined the gang at the age of ten years old with a belief that the group will be his refuge and could provide him a job. However, in order to be accepted, Arman had to pass through an initiation process included being beaten with paddles by majority of the members. When his brother knew about his gang interest, he was asked to stop seeing the gang. And instead, he was advised to focus continuing in his studies. He further elaborated and says: *I could still remember way back when I was seven years old, I have seen my brother working as drug 'runners' or*

individuals used by notorious drug dealers for peddling prohibited drugs. They are earning easy money and of course, my brother has warned me not to engage in a job as runner. My brother discouraged me and said:

Huwag mong sundin ang tinahak ko, ipagpatuloy mo ang pag-aaral mo.

(Don't follow my path, continue your studies.)

In spite of this, Arman disobeyed his brother and quit school. Later, Arman found out that his brother was involved in undetermined crimes and were brought to a correctional institution serving time. Nevertheless, Arman said that he was persistent in the pursuit of joining the gang. Then, Arman started working as 'runner' selling prohibited drugs and became the key 'runner' in the gang. One day, a buy-bust operation by the Philippine National Police was initiated, Arman recalled and word for word he says:

'Bakit nyo ako huhulihin, menor de edad ako'

(Why would you arrest me, I am a minor)

Arman was ten years old at that time and he was endorsed to the CSWDO (see section 2.4.3.4). He recounted how he was unable to cope inside the institution and after one year he was re-evaluated and was transferred to an institution handling follow up care/rehabilitation. What transpires is a conversation about how he sees his current situation coming from a rehabilitation institution to a residential care facility. The following excerpt from with Arman illustrates his new home.

Researcher: So, could you tell me about your activities and your friends here at the rehabilitation center. What do you think will help keep your friends stay in the institution?

Arman: I don't have many friends here. I consider only two people as my friends. I don't think my friends like to stay here. Some of the children here choose to live somewhere better [frowns]. We have many tasks every day, aside from studying, we clean the hallways and other common areas like kitchen, living area, prepare and cook food, wash dishes. Almost 8 hours from 7:30 am – 4:30pm we go to school and the rest of the day is for individual tasks assignment.

Researcher: hmm...Can I ask you again? Aside from the tasks, what would be the reasons if some (children) like to stay in the institution, if not, what would be the reasons?

Arman: Because...here, so many restrictions, sometimes we get punished if we are late coming from school. Although our school is just a 10-minute walk back to the institution, sometimes we want to play like ball games inside the campus with classmates.

Arman is an incoming high school student for the next school year 2020. He further elaborated:

We don't have enough food. Sometimes, if we get lucky visitors and researchers gave us money and food. [laughs]. Then, I feel happy to attend school with a little '*baon*' referring to pocket money.

However, Arman showed lack of interest in his studies and started skipping classes. Arman was put into a probationary period which means close monitoring of his school performance. He further indicated and says, '*much more that I am being monitored by the institution, I really don't like going to school.*' The institution has a weekly evaluation on school performance and behavioral assessment of the children living in the institution. Arman further explains:

I really don't like evaluation because for sure I will be attending tutorial class too. [sigh]

He expresses his frustration over his studies and recounts how he escapes, sometimes with friends from the institution and resorts to selling *sampaguita* on the streets near churches. *Sampaguita*, is a national flower of the Philippines, that is usually strung up together with a string and made into a garland or lei to hang on the religious statues in Catholic Churches. In spite of his efforts, he earned very little and was not enough to provide for his needs. At this point, Arman elaborates:

What will I do...[sigh] I thought myself I could earn more, all I wanted is to have a decent meal.

He further relates how he usually eats '*pagpag*' or food derived from scavenging in order to fulfil his need for food. He sadly describes how he would usually go back to the institution once he realizes that he cannot provide for his daily food needs. However, he recalls that there was one time when he escaped where he went back to his gang and reverted to his previous activities. He defensively explains in his own words:

'I have no choice but to continue to steal phones, jewelry and sell them. In that way, I can have money.'

They were eventually caught, and Arman was sent back to the institution. He remembers how resistant he was at first and how difficult it was to get used to the routine in the institution. In spite of this, he shyly reveals to me how Clara, a friend in the institution, has helped him see the value of staying in the institution. He says:

Clara is so pretty. I like her, she is nice and despite knowing my history she accepted me and has helped me around the institution. I am thankful for her presence and support.

Arman has not mentioned his intention of staying in the institution but has acknowledged his gratitude in Clara for her acceptance of him and for her support.

5.3.4 Karina's Story

Karina is the oldest among the other participants interviewed at seventeen years old during the interview. She came from a western city of the NCR region. She recalled that she was only six years old when her parents separated. She was left with her maternal aunt because her mother left to work abroad as a domestic helper. Karina remembers how kind and supporting her aunt was in the beginning, especially when her mother was still able to send to money for her daily needs. She remembers that she went to school and that she actually enjoyed going to school and being with her friends. She wistfully reveals:

“Ang saya saya ko pag papunta na ako ng school. Makikita at makakasama ko na naman ang mga kaibigan ko.”

(I was always happy when I was on my way to school. I will get to see and be with my friends again.)

However, she sadly reveals how things got bad when she turned eight years old. Her mother remarried to another man abroad and could no longer send her money due to reasons unknown to her. Karina mentioned that her aunt tried very hard to continue being supportive, but as the years passed, she could feel her aunt's resentment of having to take care of her. She suddenly had to stop going to school and had to help her aunt with doing the laundry for other people in exchange for money. Her aunt began to change; she began to drink and would usually be verbally abusive to Karina when she was drunk. Karina recalls very well what her aunt would frequently say to her when she was in one of her drunken episodes:

“Hay, nagsisisi ako ngayon at umoo pa ako sa nanay mo na kupkopin kita, pabigat ka lang sa akin!”

(How I regret now having said yes to your mom about taking you in, you are just a burden to me!)

Karina also recalls how her aunt would burn her with a cigarette butt just because she was angry and at other times with no reason at all. She would tolerate her aunt’s behavior thinking that she was her only family now and that she had nowhere else to go. One day her aunt came home with her boyfriend and told her that he would be living with them from then on. Karina remembers how his uncle was nice to her and how her aunt would become jealous every time she saw this. When she was eleven years old, Karina sadly relates the moment when her uncle suddenly tried to make advances on her. He tried to touch her intimately, but she was smart enough to get away. She ran away from home with nothing but her clothes on her back. Karina describes how scared she was when she ran away, but she was more scared of going back and facing her aunt. She wandered the streets begging for small change in order to buy food. Then one day a girl who looked a little older than her approached her and offered Karina to stay at her place with some other girls. She thought of how hungry she was back then and just automatically and willingly went with the girl. They gave her food and some clean clothes and asked her about her life, she said that she felt like she was treated like family:

“Pinakain nila ako at dinamitan, tinrato nila ako parang kapamilya.”

(They fed and clothed me, they treated me like family.)

Karina recounts how they talked to her about their lives and how difficult it is to survive in the world outside. She further elaborates:

“Tinuruan nila ako kung paano mabuhay, na kailangan kong gamitin ang utak at katawan ko para kumita ng pera.”

(They taught me how to survive, that I had to use my brains and my body in order to earn money.)

She was introduced into the world of prostitution and began to earn money, enough money to be able to buy the food she wanted, the clothes she liked and the things she had wished for. Her new family taught her how to be careful of unwanted pregnancies and how to be vigilant when out on the streets.

Karina was fourteen when she was endorsed by the police to the DSWD and she was put into protective custody in the institution. When asked about her experience inside the institution:

Researcher: How is your experience living in this institution?

Karina: Hmm..I think it's boring and too strict. One has to always follow the rules and the time. And the food is always the same, no variety.

Researcher: How about the people working in the institution, what do you think of them? Do you have any friends here?

Karina: Well, the staffs are nice but strict, they treat us okay. Friends? Yeah, I do, just two and they are alright too because we help each other around the institution with the chores that are assigned to us so it's okay.

Researcher: Was there ever a time that you wanted to run away from the institution? Why?

Karina: Yeah, my friend here talked to me about getting out and I said hmm..why not? Well I guess I was just cajoled into joining them and I was thinking that maybe I get to earn money again so okay.

She related that they were able to escape the institution and tried selling flowers at a church, but it didn't go so well. They didn't earn enough money. They eventually got separated and Karina though unfamiliar with the area tried to engage in her previous occupation again. However, the competition was high and the risk of being caught was greater. Karina in the end decided to go back to the institution, she said:

“Dito nalang muna ako siguro sa loob. May pagkain naman at matutulugan dito at kahit papano may taong nagmamalasakit para sayo. Tuloy ko nalang siguro pag-aaral ko baka may magandang patutunguhan pa ito.”

(Maybe I'll stay here for a while. There's food and a place to sleep here and in a way there are people who care about you. I guess, I'll just continue with my studies, maybe this will lead me to something better.”

Karina did not give any clear statement that she has accepted her situation inside the institution, but has expressed that she is giving the institution and herself a chance to make her want to stay.

5.4 Analysis

In attempt to provide information for this study, the researcher drawn up lists of themes that are considered to have contributed in the study between adolescent participant's and their involvement in the issue of running away from the institutions. By utilizing the collective themes that have emerged, the following three research questions will be addressed:

1. Why and how do adolescents run away from institutions?
2. What are the opportunities these adolescents find outside the institution?
3. What kind of relationship would these adolescents hope to build and develop in the society?

The themes below emerged from two approaches. The first approach involved question and answer pattern through the interview guide (see appendix B). The second approach the researcher utilized the field notes by noting and writing down the relevant narratives and quotes recurring during the interviews. Then, the researcher started to highlight characteristics or factors as a potential element of the cause of the phenomenon of running away. After extracting themes from interviews, the researcher identified the data into different categories and resulted to themes that are believed to be the precursors on the issue of this study.

5.4.1 Main Findings/Emerging Themes

5.4.1.1 The Pursuit to Autonomy

The most commonly shared theme identified by participants was the yearning to obtain freedom. Rules and regulations implemented by some institutions seem to be a contributing factor why children run away from institutions.

When asked to describe how they live inside the institution, most of the participants expressed the desire to regain freedom which they claimed to find in the streets. Below are some of the excerpts from the interview results.

Ronaldo: I felt helpless...every activity reminded me of the time when I was at the correctional. The same routine work/chores e.g., cleaning, cooking is so tedious. [having no options] means no freedom, at least (...) and even the food is being measured... I cannot eat 'whatever and whenever' I like. Then there's a [mumbling] I would rather find a place for me.

Nena: Every movement is strictly monitored here. Whereas outside we have independence and I want to earn money so I could be with my family and one more thing I don't like to read the Bible early in the morning.

Arman: 'much more that I am being monitored by the institution, I really don't like going to school.'

The above caption showed that rules and disciplinary measure applied by certain institutions appear to be one of the reasons adolescents/children run away from institutions. Hence, almost all participants talked about the rules they observed in the institutions. Further, participants talked about the limitations imposed by the institution to the residents like monitoring of school performance. On the other hand, one participant talked specifically about the desire to obtain freedom. In reference to Arman during his probationary period, his activities were strictly monitored especially in his school performance where he was very sensitive about thereby causing him to choose to leave the institution. On the other hand, it is interesting to note how participants viewed the streets as their avenue in search for personal independence.

In this finding, the participants unwillingness to follow rules, made the lack of freedom as precursor to why these adolescents settled to leave or run away from the institution. It can therefore be inferred that, according to Jean Piaget's *cognitive development theory* (see section 3.3.2), as adolescents developed to increase mental capacities, adolescents become good arguers. According to the cognitive development theory, adolescents are associated to engage in deviant acts or delinquency due to the notion of egocentrism. Adolescents' *egocentrism* entails an understanding that they could have better choices/decisions than other people

Again, the freedom theme can be likened to the study of Feldman which suggests that delinquency or crimes gives considerable weight to the cognitive development theory relating to the adolescents' individual capacity to make judgments (Feldman, 1993, p185). In relation to the literature, the participants' later sense of understanding can be likened to the findings of Kelly Dedel which indicated that resistance to follow rules in the foster care is one reason why adolescents run away (Flowers, 2018, p.59). It is therefore not surprising that the participants' latter narratives specifically Nena and Arman seemed to engage from running away.

5.4.1.2 Friends and Peer Influence

Another collective theme that emerged from interviews with participants was the motivation to be with friends/peers in the streets. All the participants reported friends to be significant people in their lives who in numerous ways had supported them to be resilient in the streets. While only one participant was noted to have gotten support from family members. As quoted by Arman's brother, '*Don't follow my path, continue your studies*' this statement implies an encouragement to Arman's focus on education rather than to involve in deviant acts. On the other hand, none of the participants have talked about the support and care from their parents or other significant individuals. Based from the above statements, being associated with deviant peers was the next condition which paved the way for the participants to commence their deviant acts. Hence, their friends/peers were the available support they could depend on for help and support. However, some of these friends/peers who were in a place to support them were already hooked on some delinquencies' which was also against the law.

The finding showed that peers/friends played various roles in the lives of each participant. For instance, one indicated that being with friends in the streets can be a source of happiness/pleasure. The same participant also mentioned that although living in the streets can be tough and frightening, freedom and friends matter the most. While the other two participants viewed friends as their refuge in times adversaries such as the need to secure work. Presented below are statements given by participants relating to the theme on friends and peers.

Ronaldo: It is somehow scary to sleep in the graveyard specifically at night. Nevertheless, I can do whatever I want there. I was with great friends. "*We work, we eat and enjoy*".

Arman: What will I do...[sigh] I thought myself I could earn more, all I wanted is to have a decent meal. It is high time that I could ask my friends help for work.

Nena: We escaped but they often caught us back. The big boys we consider us friends will put us in the cage, the next time we try to escape. I would rather stay with my friends. Anyway, *we received good pay*. I put with it and as long they will pay us.

From the above statements, friends and peers become valuable in terms of being able to help out in finding/giving work, providing shelter and refuge and simply a friend who brings joy and pleasure to one's life. In this finding, the friends and peers of the three participants can be

a contributing factor or reason for leaving the institutions because of the help and benefits these friends could give or provide in the streets.

This finding points out that the participants were cognitively aware of the situations which pushed them to run away and stay in the streets from the support of peers/friends. In relation to the theory, the above finding is in line with the suppositions in *social bond theory* which suggests that an individual does not engage himself to any activity without something or reward in return (see section 3.4.1). In this sense, this principle could imply that the driving force of an adolescents' behavior is the *incentive* (referring to monetary acquisition) to the reward they will receive in the end (Feldman, 1993, p.272). Under this condition, the above assumption of the social bond theory could probably explain on the likelihood of the participants to engage in delinquency such as running away. If we go back to participant (Nena), she narrates, *'I would rather stay with my friends. Anyway, we received good pay. I put with it and as long they will pay us.'* Ronaldo and Arman also provided information to point out the incentives they could get from friends which led them to stay in the streets.

Similarly, the finding can also be linked to Erikson's *psychosocial development theory*. According to Erikson, adolescents during psychosocial development process, one may encounter crisis/conflict as they interact with people/society. The theory posits that adolescents' involvement in deviant acts or delinquency is the result of unresolved conflict towards forming individual's identity. This theory also operates on the premise that friends/peers are the most significant individuals in forming an adolescent's identity. Although adults, who would in general represent as "significant others" to these adolescents were sadly unreliable and inconsistent in their past experiences thereby producing a disillusioned picture of what an adult is or should be. This indicates that, the participants' decision to conform and be with friends were underlying in the participants motivation to move to the streets rather than adapting to institutional routines and considering the adults as their "significant others".

5.4.1.3 Personal Gratification

The concept of personal or instant gratification is one of the underlying factors that emerged in one of the themes linked to their engagement to escape or leave the institutions.

Participants expressed dismay regarding the food provided by the institutions. The three

participants shared the same sentiments particularly on quantity and quality of food obtained specifically at breakfast. This also implies that the participants saw opportunities in the streets of getting better and enough food in favor to their preferences. Furthermore, this demonstrates that these adolescents have their individual set food preferences that differs from that of the institution or other people's perspectives.

And the following statements made by participants illustrate this point.

Ronaldo: I cannot eat 'whatever and whenever' I like. Then there's a [mumbling] I would rather find a place for me in the streets. Most of the time we eat the same kind of food at breakfast, a small portion of sardines and a cup of rice.

Nena: We didn't have enough food here and sleeping space is too crowded, I share bed with another resident. Outside, I can beg to buy food. At times, I made friends just how I survived.

Arman: We don't have enough food. Sometimes, if we get lucky visitors and researchers gave us money and food. [laughs]. Then, I feel happy to attend school with a little 'baon' referring to pocket money.

The above participants have positioned their voices in a way that suggests a share of blame onto their participation to leave the institution. One significant thing and worth noting is participants indicated the desire to move in the streets. Although Nena also mentioned that overcrowding inside the institution suggests a linked for running away, Nena focused more on her desire to obtain food. In the same vein, Ronaldo back to the above caption by saying that "I cannot eat 'whatever and whenever' I like. I would rather find a place for me in the streets." The above finding can be linked to Piaget's *cognitive theory* (see section 3.3.2), which posits that adolescents' egocentric behavior is often associated to the potential risks towards engaging to delinquencies.

5.4.1.4 Poverty as an Economic Factor

The economic approach or the role of money to the explanation of delinquency is grounded on a rational view of an individual's behavior. According to Feldman, the economic approach suggests that delinquent actions would likely to happen if a person is deprived, that is, whether poverty, unemployment, materially needy (Feldman, 1993, p.251). The finding can be seen in the narrative expressed by the participants. Based on each participant account mentioned, being able to access money is mainly the reason why these adolescent participants

were motivated to go back in the streets. For instance, Ronaldo mentioned that he went back to see his friends outside the institution, due to Ronaldo's need help to sell the phone he has stolen. He needs money to buy his basic needs such as clothing and food. Additionally, Arman who has the same line of work with Ronaldo that is stealing phones, Arman quoted, *'I have no choice but to continue to steal phones, jewelry and sell them. In that way, I can have money.* On the other hand, it also shows how some participants were able to handle in the face of challenging socioeconomic variables in order to refrain from running away like Karina as presented in this finding. Summed up briefly, the finding showed how various parts of economic hardship can play in adolescents' engagement from running away in the institutions. However, this example of the finding of running away and selling stolen items is an illegal method to earn money. This finding could relate well to non-western countries like the Philippines where economic distress is one reason for the manifestation of children in the streets (see section 2.1.3.8).

5.4.1.5 Substance Use as an Acquired Habit

The Philippine Society has data of significant number of children involved in illegal drug use, trading, and trafficking in the Philippines. Figures gathered by the Philippine National Police from 2010 to 2016 showed that there were 5,481 minors engaged in illegal use (see section 2.1.3.9).

Hence, one theme which emerged as an explanation to the participants' behavior was involvement in the use of prohibited substance.

In this finding, substance use and engagement in peddling activities were determined to be a vital part of some participants as of the activities they performed. One participant (Ronaldo) at the very young age of 9 was already familiar with smoking marijuana and had tried using urbane type of drugs which is known as *'shabu'* to sustain his vices. Hence, Ronaldo spent his earning to support his vices. Although, another participant Arman, did not mention that he uses prohibited drugs. The nature of Arman's as *'runner'* or drug peddler was seen to reinforce his desire to be in the streets. This signifies that, even though using marijuana and drug peddling is prohibited – participants are willing to risk lives. This one narrative has stood out when asked about the threat and danger of getting involved using drugs in the streets, *'Although it is scary to sleep in the graveyard at night. I could still do whatever I want and be with great friends.*

We work, we eat, and we just enjoy ourselves.' The above quotes indicate that, the participants' involvement in substance use and other prohibited ways brought them into the paths to escape from institutions. This result is in line with the findings in the literature which suggest that, the use of alcohol and or illicit drugs by teens has shown to be a factor that stimulates them to run away or be thrown away out of home (Flowers, 2018, p55).

5.4.2 Sub-themes

5.4.2.1 Religious Role and Spiritual Factors

Religious or spiritual practices were also found as a subtheme to have contributed to some participants to escaped and stay in the streets. This is conveyed in the following quotes: *"If God exists, He should not have forsaken me"*, Ronaldo supposedly expect that the God he knows, the God that will protect to be freed from the hands of the police when he was arrested. Thus, Ronaldo made meaning out of his arrest that God has prevented him to do things the way he wanted. Ronaldo views God as his supposed ally immaterial of his actions. Therefore, Ronaldo claimed that prayer and religious practices affiliation in the institution is useless. Another participant also indicated *"Every movement is strictly monitored here. Whereas outside we have independence and I want to earn money so I could be with my family and one more thing I don't like to read the Bible early in the morning"*, Nena expressed that she needs to bear with reading the Bible every day, her aversion to such and activity evident in her response. Nena argued that it would have been better to earn money and her independence than staying in the institution. Based from the participants' narrative, certain forms of religious practices might be a causative factor and could support deviant acts such as escaping/running away. Although, this phenomenon has not been included in the literature, Nena's example could be worth noting for future studies.

5.4.2.2 Sexual Exploitation

All participants talked about the need to get a job and to earn money. These needs include food, clothing and other basic commodities. Specifically, one participant was constrained in her situation as conveyed in the following quotes: *"We escaped but they often caught us back. The big boys we consider us friends will put us in the cage, the next time we try to escape. I rather stay with my friends. Anyway, we received good pay. I put with it and as long they will pay us"* (Nena). From the statement, Nena construed that there were monetary incentives she obtained through illegal conduct; she was compelled to engage in (cybercafe sexual exploitation) because she wants to earn money

for personal needs like buying food as claimed in some of her narratives. Karina similarly was induced to engage in prostitution in order to survive as evidenced in her narrative: *“They taught me how to survive, that I had to use my brains and my body in order to earn money.”* It is evident in her statement that for her to continue to exist, she needed to be smart and to use herself, her body as means to obtain money so as to provide for her daily needs and wants.

The above narratives indicated by the participants talked about structural and societal conditions that could suggest improvement. Although if we go back to the background chapter (see 2.4.3.3.2), the government agency (DSWD) has sets standards to be followed by all organizations that provide care particularly for street children’s livelihood program. However, based on this finding the lack of implementation made this a reason why some residential street children are back in the streets (referring to the participants in this study). Further, the above narrative accounts specifically that of Nena hold a negative behavior towards unacceptable means of procuring money. In this current study, the liability of the participants in obtaining illegal work has corresponding accountability in community. Under the Philippine law, CICL fifteen years and below shall be recommended to either CSWDO or the MSWDO (see section 2.4.3.4).

5.5 Summary

To sum up, I unfortunately noted that all participants struggled to provide answers to provide instances through quotes on their experiences during rough times and adversaries. Among the most important findings, each has psychological and societal context, namely, the pursuit to autonomy, friends/peers influence, personal gratification, poverty as an economic factor and sub-themes include religious role and spiritual factors and the internal and external barriers.

6 Findings and Discussion

This chapter outlines the findings based from the data generated by adolescent participants on the phenomenon of running away from institutional/residential care. There will be two sections in this chapter. First section provides brief recapped on background information on the adolescents who are involved in the study, demographic and contextual information will be presented and discussed.

Then second section will discuss four topics deemed to illuminate on the issues of adolescents running away from institutions and the following are: the pursuit to autonomy, friends/peers influence, substance use, and poverty as an economic factor will be discussed below on which aspects of the participants' stories made these paths.

6.1 Demographics of the Adolescent Participants

At the time of data collection, four participants from different institutions are involved. Based on the 2015 Philippine census, the largest age groups in the household population are children out of the estimated population of 100,979.303 (see section 2.1.2).

Two from the participants belong to the age groups 10-14 years at 10.4% of the estimated population and the two other participants belong to the age 15-19 years at 10.1% (see section 2.1.2).

Except from one participant who hailed from Visayan part of the Philippines, the three participants were born in the National Capital Region area. All participants had resided in a low- cost relocation site for informal settlers, except for one who was homeless and lives temporarily under the bridge structure. In terms of family structure, one participant lives with both parents and four siblings, another also lives with both parents and two siblings, one was orphaned at the age of 5 who lives with grandparents and sister, respectively; the last one lives with maternal aunt.

All participants live below the poverty line, it means that the family cannot sustain to buy the daily basics needs under the criteria defined by NEDA (see section 2.1.3.8).

In terms of religion or spiritual belief, two of the participants claim to be Catholic, while the other two are Protestants. Only two acknowledged as practicing Christians while the two

others identified as inactive Christians. Among the four participants, only one has attained high school education while the two others have stopped due to financial constraints and the other quitted school at the age of 7 to work at the early age.

6.2 Discussion “Pathways from Home to Institutions and Running Away”

Based on the results and analysis, it has emphasised that the adolescents shared diverse ways in which the course of their lives had led them to incurred episodes of escaping from own homes and specifically why they ran away from their respective residential institutions. What follows is a discussion of each of the themes. In the discussion, I will try to bring the five findings to the discussion to throw a light on how the selected theories can be linked to the findings.

6.2.1 The Pursuit to Autonomy or Freedom

According to this element, Erik Erikson’s psychosocial development theory argues that adolescence is critical period for developing a sense of personal identity, that is, a young person struggles who she or he wants to become. For Erikson, adolescence is a period of identity formation during which the individual struggles for personal autonomy (Durkin, 1995, pp.561, 521). In connection, studies suggest that adolescents tend to resent to adult authority and increases conflict in a parent-child relationship (Durkin, 1995, p.523).

According to my participants, they prefer to live in the streets because of the desire to have freedom/autonomy. It was a scenario they wanted to hold because the participants find living in the institution under strain and restrictions. On the other hand, based on the results gathered, the freedom my participants meant does not only confide within the premise of finding the rules and discipline that put them in limitations to engage in some activities. The data shows that the freedom they perceived is the notion of streets as a place where the participants can engage to various activities. In addition, all participants seek autonomy by leaving the institutions with the hope that they can obtain food of their preference and earn money to buy their basic needs. According to Winefield and Winefield, seeking autonomy is one of the driving issues in the growth or development of an adolescent (Durkin, 1995, p.548). In order for a person, in this case an adolescent, to advance to the forms of social relations and attachments concomitant with adulthood; they have to become financially

secure. In this manner, work is needed to attain economic stability and consequently freedom/autonomy (Durkin, 1995, p.548).

6.2.2 Friends and Peer Influence

All the participants reported friends to be significant people in their lives who in numerous ways had supported them to be resilient in the streets. Based on the finding, peers and friends operate in various ways to the participants. Although most view friends as a source of hope when needy, the results show that the influence is one of the driving factors why participants come to the streets. Based on the data, a participant decided to escape from the institution due to their high regard for the friend, giving more value to friendship than on the rules set within the institution. In this finding, the cognitive development theory of Piaget illustrates how the cognitive skills regulate adolescent's behaviour. According to Piaget, during adolescence stage an adolescent's cognitive skills development increases, a young person tends to rationalize on their actions (see section 2.3.2). As a result, during adolescence period adolescents' think egocentrically. Despite of hesitation in one of the participants, cognitive developmentalists like Steinberg suggests that during adolescence period, friends or peer found to be the more important person in a young person's life and mostly peer pressure is likely to promote misconduct (smoking, drinking) and even engaging to sexual activities (Durkin, 1995, pp.525, 527). Similarly, the adolescents' friendship illustrates the basic elements of social bond theory (see 3.3.1). The adolescents' attachment to their friends has been developed through their stay in the institution, as they support each other in their daily tasks. These adolescents become more committed to each other as they see value in the continued/consistent support that they receive from their friendship. In effect, an adolescent's behaviour becomes more pliable, preferring to conform in order to maintain the sense of belongingness that they find through the friendship (Durkin, 1995, pp. 78-82).

In this finding, I could agree that the participants' cognitive development explains the participants' behaviour to engage in various acts specifically the issue in this study. On the other hand, one can always reflect that cognitive development does not take the same process to every individual.

6.2.3 Substance Use

Adolescence is a period of peak juvenile delinquencies and involvement in certain kinds of misconduct include theft, violence, drug use and marijuana, and alcohol and so forth (Durkin, 1995, pp.564, 576). With respect to adolescence, apprehensions arise because individuals of this age assumed that they can handle the effects of the substances that adults enjoy. Although substance use is not directly link to one of the theories utilised in the study, the act of using illicit substance is concomitant to delinquency. According to the cognitive theory, delinquency is a manifestation that implies an individual might less intellectually and cannot able to differentiate right from wrong (Durkin, 1995, p.566). According to some of the participants, engagement in the use or peddling is a way for them to alleviate their economic conditions. Although the use of drugs, whether illegal or legal remains a challenge to applied developmental psychologists. Recent studies identified that at least part of the adolescent's motives was seen to be a part of an individual's passage to adulthood (Durkin, 1995, p.582). In this sense, I would like to connect this finding that adolescent's involvement in drug use is a part of young person's developmental process. For instance, most participants even give their strong views on the belief that "*the ends justify the means.*" This gives an impression on how illogical adolescent participants can think *egocentrically*, knowing that the reason of some of the participants' arrest was due to involvement in drugs. Accordingly, one can differentiate right from wrong if an individual has started to think of the others (Durkin, 1995, p.501).

6.2.4 Poverty as an Economic Factor

This one of the findings identified in this study, all participants desire to acquire money. This economic approach or the role of money to the explanation of delinquency is grounded on a rational view of an individual's behaviour. According to Feldman, the economic approach suggests that delinquent actions would likely to happen if a person is deprived, that is, whether poverty, unemployment, materially needy (Feldman, 1993, p.251). Although this finding is an economic context. One explanation can link to the behaviour of the participants is the theory of social bond postulated by Hirsch. One element of the social bond theory suggests that *commitment* is a principle that operates as the rational element in social bond. The notion of commitment posits that an individual does not engage himself to any line of activity unless there is a reward in return (see section 2.3.1). This finding can be taken into the

account of the participants' behaviour, that is, the driving force an adolescent to do such act is the monetary incentive they expect to receive in the end. If we go deeper and see the picture on how these participants tried to escape and come to the streets is for economic independence as demonstrated in the finding of this study.

6.2.5 Religious Roles and Spiritual Factors

This is one finding that is unexpected to surface. In the study, some participant's belief that God will be their refuge immaterial of what one has been done. One participant put the blame to God when he was arrested. The participant's behaviour was even provoked when he tried to work hard for a living. However, out of disappointment of the low pay he got, he even accused God to be responsible for his situation. I relate this case more to one participant where the delinquency behaviour manifests i.e., the participant will always try to escape and later has left the institution due prolonged and habitual prayer (morning and evening prayer).

In this instance, residential care institutions run by religious organizations used to provide spiritual enhancement program and secular education for the purpose of spiritual growth. However, in this finding the imposition of religious/spiritual practices contrary the adolescent participants. Drawing from the psychosocial development theory of Erik Erikson, the theory offers an understanding how adolescents strive in search for their identities. In this finding, participants could be viewed having an issue with the meaning of God or with religious practices.

In connection, Leibniz uses the concept of *theodicy* a clarification to questions why and how could suffering possibly happen in a world made by an all-knowing, all-powerful, and solely good loving God (Bonevac and Phillips, 2009, p.578). As an explanation to the participant's scepticism, theodicy here could be viewed as a social problem and a problem of meaning. According to Max Weber's meaning theory, religion (includes belief, faith) offer a clarification and validation of good and bad fortunes (Partridge, 2014, p.34). That there is a sense of justice or rightness meted out to people depending on one's deeds in the previous life, in this life, in the next life or in heaven. Individuals who succeed through evil will in due course be adjudged and accordingly punished (Partridge, 2014, p.34).

In this finding, participants who may have believed in the existence of God, the adversities and challenges they have encountered may have resulted in undermining their faith. A

participant has asked *'If God exists, He should not have forsaken me.'* The concepts of what is good and bad; of being punished for doing something, in one's own understanding, is good then in general is actually bad, are still difficult for a child to understand. Without proper spiritual guidance, children will continue to find religion and believing challenging and useless in their everyday existence.

6.3 Summary

In order to compile a profile of the adolescent's involvement in the phenomenon of running away from residential care, participants were asked in a open-ended/semi-structured questions using the interview guide (see Appendix B).

Based on the results/findings, the following variables identified link to the theories adapted in this study namely: the desire for autonomy, attitude towards the institution, influence of friends/peers, substance use, personal gratification and religious/spiritual factors.

Most participants reported very upset and disappointed at the time they ran away. Based on the statements of the participants, the feelings of being restricted or the lack of freedom made them leave or escape the institution and go back to the streets. Although some stated that they felt anxious and frightened from running away, they felt free from the rules and limitations inside the four walls of the institution. Most of them felt glad to be back on the streets where they can find ways to earn money in order for them to buy the food they want to eat for as much as they can eat. Almost all participants "runs" were planned except for one who took a chance when the coast was clear. Participants run with friend or group of two. Most of the participants run away and seek friends' support to ask for jobs or temporary shelter.

Participants usually run away and went to places like abandoned building or cemeteries. Most of the participants earn money by stealing, working as laborers, prostitution, drug peddling etc. and after work they usually engage in using substance like marijuana or shabu after their work.

Based on the findings, the data cannot be narrowed into one single interpretation on the phenomenon of adolescents running away. Although, most of the data represents respective behaviors of the selected adolescents, external factors like poverty and friends cannot be disregarded. In my analysis, this study characterizes subjective views in interpreting the data.

However, based on the participants' accounts it is ironic that they want to go out of the institution, nevertheless some always ends up going back to the institution.

7 Recommendations and Conclusion

7.1 Practical Implications

In utilizing the results of the four adolescent participants, the researcher's goal was for readers to acquire a better understanding of the life of adolescent delinquency specially running away from institutions. The results of the study revealed how different circumstances had a huge influence on their involvement in the phenomenon of this study.

To understand the causes of the problem of street children in the Philippines, one must realize on how the historical and economic development of the country has influenced the present situation of the society.

7.2 Historical Development

The Philippines before the period of colonialization was a traditional society where family is the only social structure where the head of the barangay was called *datu*. At the time, the community followed a complex system that preserved the balance of the *datu's* sovereignty and the people (see section 2.1.3.1). However, when Spain arrived and colonized the Philippines in 1521-1898, socio-economic and political system of a traditional society and has been disrupted. The privileged Filipino families, the former *datu* class society acquired more rights in terms of education, land ownership and development in societal status.

Unfortunately, when the transition of power from a *datu* to mayors as leader of town, it has brought inequality in the resources that was controlled by those who are in public positions (see section 2.1.3.2).

In the middle of the 19th century up 2017, a shift of economic development has made the Philippines as the world's fastest growing economy in the world. However, the rise of urbanization in the country has shifted from the agricultural into an industrial country. The effect of urbanization process has destroyed the traditional structures and put more people into poverty. Most Filipino workers from the agricultural jobs remain to receive a low paying salary and despite the growth in employment, average salaries had a slow increase and the most affected individuals include the farmers, fishermen, and children of low-income families and poverty rate remained to be at top (see 2.1.3.6).

The 2015 statistics show that the most affected group by poverty are the children. The most obvious manifestation of poverty is the numerous street children. According to the figures gathered by the Philippine National Police, from the year 2010 to 2016 there were minors engaged in illegal drug use: 5,110 of which were drug users and 371 were traders/sellers and the youngest who was rescued was only six years old a suspected drug pushers (see section 2.1.3.9) The latest update of data from PDEA (Philippine Drug Enforcement Authority) showed that there were a total of 20,584 children, ninety eight percent of which were drug pushers and couriers (see section 2.1.3.9). Although it was reported that child prostitution was not rampant, there have been 1,465 victims of sex trafficking. Numerous young children are forced even by their own relatives to perform or engage on sexual performances such as live streaming on the internet and other related cybercrimes (see section 2.1.3.10).

7.3 General Recommendations

Based on the results and finding of this study, the following are some key areas where immediate and long run interventions identified:

1. Policy level of government, restructuring priorities on the part of the DSWD for the adjustment of allocations of the financial plan to support the NGOs' limited resources/funds. Additional support might be able to ameliorate on the provision of food and other basic needs.
2. The Rights of The Child as stated in the Philippine law must be reviewed and implemented to provide free and *compulsory* elementary and high school education (Article XIV, section 2 (2)).
3. Formal and non-formal education is a good alternative that is suitable to the child age's especially for those who are not preoccupied to study can have other alternatives to attend shelter based educational program.
4. Intervention should refocus on the needs of those children e.g., food, shelter, health services as stated in the Philippine law (Article XV, section 3 (2)).
5. Social services should refocus on the aspects of rehabilitation and integration for those children who desire to reunite with their families. And social service should consider an alternative living arrangement for those children who wanted to remain in the institution.

6. Promote and develop livelihood and project management, entrepreneurial training, job placement, recreation and training skills for the children to avoid force child labour.

7. Psychosocial services to provide psychological evaluation is better when tailored to individual needs such as counselling, psychiatric assessment.

The above-mentioned suggestions are based on the results and analysis of the researcher in this study.

7.4 Conclusion

In concluding this study, I noted that most of the participants struggled to provide answers through their own stories. Adolescence depicts a complex process towards a passage to attain the next stage of development. It is challenging to define an adolescent who struggles to attain one's aspirations. Indeed, this study is neither clear nor ambiguous. Nevertheless, through their narratives one can build testimonies on the struggles on how to do well. Their lives impression, their aspirations, their dreams: a narrative, this I believe is the issue of adolescents in this study. In a way, the shared stories of the participants can be viewed in various perspectives.

For this reason, my views and another person's views can be two different things. I have tried to use different theories like the psychosocial development theory, the cognitive theory and the social bond theory. All the effort is to attempt to gain with a detailed understanding of the phenomenon. One must also assume that poverty in the Philippines is the root cause.

In applying the constructionist approach, the results appeared that runaways of adolescents can be diverse in nature. For one reason, at the level of adolescents' behaviour, that is, running away can be a temporary phase of transition in adolescent's life towards their pursuit to obtain personal freedom and to acquire the need to establish social connections with peers/friends; and for another reason, probably the underestimation of the need to develop the structural system of the society. Wouldn't be great to think that the children are the hope of the country? Let us help them achieve their dreams.

8 Bibliography

Arcilla, Nick M. (2001, December): *The Filipino Children in Prostitution: A Worst Form of Child Labour*. Available at: https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-manila/documents/publication/wcms_437078.pdf (Retrieved July 27, 2019).

Arthur, Sue, Martin Mitchell, Jane Lewis and Carol McNaughton Nicholls (2014): Designing Fieldwork, in Jane Ritchie, Jane Lewis, Carol McNaughtn Nicholls and Rachel Ormston (eds) *Qualitative Research Practice: A Guide for Social Science Students & Researchers*, (pp.147-175), California: Sage Publications, Inc.

Baron, Robert A. and Donn Byane (2000): *Social Psychology*, 9th ed. Massachusetts: A Pearson Education Co.

Bonevac, Daniel and Stephen Phillips (2009): *Introduction to World Philosophy: A Multicultural Reader*. New York: Oxford University Press, Inc.

Bowman, John Stewart (2000): *Columbia Chronologies of Asian History and Culture*. New York: Columbia University Press.

Brinkmann, Svend and Steinar Kvale (2015): *InterViews Learning the Craft of Qualitative Research Interviewing*, 3rd ed. California: SAGE Publications, Inc.

Bryman, Alan (2008): *Social Research Methods*, 3rd ed. New York: Oxford University Press.

Bryman, Alan (2012): *Social Research Methods*, 4th ed. New York: Oxford University Press.

Cabral, Esperanza I. (2007): *Guidelines for Social Workers in the Handling and Treatment of Children in Conflict with the Law*. Available at: <https://www.unicef.org/tdad/philippineswguidelinescic107.pdf> (Retrieved July 29, 2019).

Cabral, Esperanza I. (2009): *Standards for Community Based Services for Street Children*. Available at: https://www.dswd.gov.ph/issuances/AOs/AO_2009-008.pdf (Retrieved January 29, 2019).

Campo, M. & Commerford, J. (2016, October): *Supporting Young People Leaving Out-of-home Care*. Available at: <https://aifs.gov.au/cfca/publications/supporting-young-people-leaving-out-home-care> (Retrieved April 11, 2018).

Center for Excellence in Disaster Management & Humanitarian Assistance (2018, March): *Philippines: Disaster Management Reference Handbook*. Available at: https://reliefweb.int/sites/reliefweb.int/files/resources/Philippines_2018-0318.pdf (Retrieved July 10, 2019).

Cera, Melanie (2019, February): *Discover Ideas About Manila Philippines*. Available at: <https://no.pinterest.com/pin/204350901812847543/?lp=true> (Retrieved May 6, 2019).

Charmaz, Kathy (2014): *Constructing Grounded Theory*, 2nd ed. London: SAGE Publications Ltd.

Cherry, Kendra (October 29, 2018). *Erik Erikson's Stages of Psychosocial Development*. Available at: <https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740> (Retrieved November 14, 2018).

Childhope Philippines (2019): *Board of Trustees*. Available at: <http://childhope.org.ph/meet-the-team-teresita-silva/> (Retrieved July 23, 2019).

Cloud, Duane (2013-2018). *Psychological Reactance Theory*. Available at: <https://study.com/academy/lesson/psychological-reactance-theory.html> (Retrieved November 24, 2018).

Commission on Audit (2018): *Executive Summary*. Available at: https://www.coa.gov.ph/phocadownloadpap/userupload/annual_audit_report/NGAs/2017/National-Government-Sector/Department-of-Social-Welfare-and-Devt/CWC_ES2017.pdf (Retrieved July 25, 2019).

Creswell, John W. (2007): *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 2nd ed. California: SAGE Publications, Inc.

Cullinae, Michael, Gregorio C. Borlaza and Caroline G. Hernandez (2019, July 26, 2019): *Philippines: Cultural Life*. Available at:

<https://www.britannica.com/place/Philippines/Cultural-life#ref272984> (Retrieved July 27, 2019)

Culnane, Tony (1997): Why are Children on the Streets? In Kilbourn, Phyllis (ed.): *Street Children: A Guide to Effective Ministry*. California: MARC Publications.

Dillon, Michele (2014): *Introduction to Sociological Theory: Theorists, Concepts, and their Applicability to the Twenty-First Century, 2nd edition*. UK: John Wiley and Sons, Ltd.

Directorate of Investigation and Detective Management & Crime Reporting and Analysis System -PNP (2018): *Homicide Cases*. Available at: http://pnp.gov.ph/images/News/rn_0117.pdf (Retrieved July 22, 2019).

Encyclopedia.com (2016): *Reactance Theory*. Available at: <https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/ractance-theory> (Retrieved November 28, 2018).

Erikson, Erik H. (1968): *Identity: Youth and Crisis*. U.S.A.: W. W. Norton & Company, Inc.

Feldman, Philip (1993): *The Psychology of Crime*, Cambridge: Cambridge University Press.

Flowers, R. Barri (2018): *Street Kids: the Lives of Runaway and Thrownaway Teens*, 2nd ed. Poland: Amazon Fulfillment.

Hamilton, Carolyn, Kirsten Anderson, Ruth Barnes, Maurice Dunaiski, Sarah Henderson and Mohammed Sesay (2018): *Situation Analysis of Children in the Philippines*. Available at: <https://coraminternational.org/situation-analysis-of-children-in-the-philippines-summary-report/> <https://coraminternational.org/wp-content/uploads/UNICEFSituationAnalysisSummary.pdf> (Retrieved January 12, 2019).

Headland, Thomas N. (1996): Philippine Negritos, in *Encyclopedia of World Cultures*. The Gale Group Inc. Available at: <https://www.encyclopedia.com/humanities/encyclopedia-almanacs-transcripts-and-maps/philippine-negritos> (Retrieved January 23, 2019).

Kaiman, Jonathan & Sunshine de Leon (2016): *The Philippine Has 1.8M Abandoned Children: Here's What Keeps Many from Adoption*. Available at:

<https://www.latimes.com/world/asia/la-fg-philippines-orphans-adv-snap-story.html> (Retrieved January 15, 2019).

Kilbourn, Phyllis (1997): *Street Children: A Guide to Effective Ministry*. California: MARC Publications.

Krinks, Peter A. (2002): *The Economy of the Philippines: Elites, Inequalities and Economic Restructuring*. London & New York: Routledge Taylor & Francis Group.

Kruglanski, Arie W. & E. Tory Higgins ed. (2007): *Social Psychology: Handbook of Basic Principles*. New York: The Guilford Press.

Kvale, Steinar and Svend Brinkmann (2009): *InterViews: Learning the Craft of Qualitative Research Interviewing*, 2nd ed. California: Sage Publications Inc.

Larkin, John A. (1982): A Socioeconomic Perspective in *The American History Review*, Vol.87, No. 3, June 1982, (pp. 595-628)

Larsen, Randy, David Buss, Andreas Wismeijer & John Song with contributions from Stephanie van den Berg (2017): *Personality Psychology: Domains of Knowledge About Human Nature*. London: McGraw-Hill Education

Lewis, Jane and Carol McNaughton Nicholls (2014): Design Issues, in Jane Ritchie, Jane Lewis, Carol McNaughtn Nicholls and Rachel Ormston (eds) *Qualitative Research Practice: A Guide for Social Science Students & Researchers*, (pp.47-75), California: Sage Publications, Inc.

Lucero, Vino (2016, September 21): *Drug War Lists 20,584 Kids as “Users, Pushers, Runners.”* Available at: <https://pcij.org/article/1517/drug-war-lists-20584-kids-as-users-pushers-runners> (Retrieved July 27, 2019).

Mapa, Claire Dennis S. (2019, June 5): *Employment Rate in April 2019 is Estimated at 94.9 Percent*. Available at: <https://psa.gov.ph/content/employment-rate-april-2019-estimated-949-percent> (Retrieved July 20, 2019).

Maps Manila (2019): *Map of NCR Manila*. Available at: <https://maps-manila-ph.com/map-of-ncr-manila> (Retrieved August 1, 2019).

Merriam (2018): *Runaway*. Available at: <https://merriam-webster.com/dictionary/run%20away?src=search-dict-hed> (Retrieved December 1, 2018).

Mexico Child Link (2018): *Street Children – What are Street Children?* Available at: <http://www.mexico-child-link.org/street-children-definition-statistics.html> (Retrieved November 30, 2018).

Miller, Jody and Barry Glassner (2004): The “Inside” and the “Outside”: Finding Realities in Interviews, in Silverman, David (ed) *Qualitative Research: Theory, Method and Practice* (pp. 125-139), California: Sage Publications, Inc.

McAdams, Dan P. (2012): Exploring Psychological Themes through Life-Narrative Accounts in, James A. Holstein and Jaber F. Gubrium (eds.) *Varieties of Narrative Analysis*, (pp. 15-32), California: Sage Publications Inc.

Mourdoukoutas, Panos. (2017, June): *Duterte’s Philippines is the 10th Fastest Growing Economy in the World*. Available at: <https://www.forbes.com/sites/panosmourdoukoutas/2017/06/20/dutertes-philippines-is-the-10th-fastest-growing-economy-in-the-world/#26ea4d055887> (Retrieved January 27, 2019).

National Committees for Research Ethics in Norway (2016): *Guidelines for Research Ethics in the Social Sciences, Humanities, Law, and Theology*. Available at: <https://www.etikkom.no> (Retrieved 2017-04-04).

Nicholls, Carol McNaughton, Lisa Mills and Mehel Kotecha (2014): Observation, in Jane Ritchie, Jane Lewis, Carol McNaughtn Nicholls and Rachel Ormston (eds) *Qualitative Research Practice: A Guide for Social Science Students & Researchers*, (pp.243-267), California: Sage Publications, Inc.

Nickles, Greg (2002): *Philippines: The Land*. New York: Crabtree Publishing Company.

O’Dwyer, Laura M. and James A. Bernauer (2014): *Quantitative Research for the Qualitative Researcher*, California: Sage Publications, Inc.

Ormston, Rachel, Liz Spencer, Matt Barnard and Dawn Snape (2014): The Foundation of Qualitative Research, in Jane Ritchie, Jane Lewis, Carol McNaughtn Nicholls and Rachel Ormston (eds) *Qualitative Research Practice: A Guide for Social Science Students & Researchers*, (pp.1-25), California: Sage Publications, Inc.

Oxford Business Group (2018): *Income Inequality Remains an Issue in the Philippines, Despite Robust Economy Expansion*. Available at: <https://oxfordbusinessgroup.com/analysis/lifting-all-boats-government-works-address-persistent-inequality> (Retrieved January 25, 2019).

Partridge, Christopher (2014): *Introduction to World Religions*, 4th ed. Oxford: Lion Books.

Passer, Michael, Ronald Smith, Nigel Holt, Andy Bremner, Ed Sutherland and Michael Vliek (2009): *Psychology: The Science of Mind and Behaviour*. Berkshire. McGraw-Hill Higher Education.

Perez, Josie B. (2019, March 21): *Urban Population in the Philippines (Results of the 2015 Census of Population)*. Available at: <https://psa.gov.ph/content/urban-population-philippines-results-2015-census-population> (Retrieved July 10, 2019).

Philihappy: Map of the Philippines. Available at: <https://philihappy.com/map-of-the-philippines/> (Retrieved August 1, 2019).

Philippine Drug Enforcement Agency (2018): *Minors Arrested; Dismantled Dens and Laboratories; Government Workers Arrested in Anti-Drug Operations*. Available at: http://pnp.gov.ph/images/News/rn_0117.pdf (Retrieved July 22, 2019).

Philippine Drug Enforcement Agency, Philippine National Police, National Bureau of Investigation, & Bureau of Customs (2018): *Towards a Drug-Free Philippines*. Available at: http://pnp.gov.ph/images/News/rn_0117.pdf (Retrieved July 22, 2019).

Philippine Statistics Authority (2003): *Official Concepts and Definitions for Statistical Purposes: Urbanization*. Available at: <http://nap.psa.gov.ph/glossary/terms/indicatorDetails.asp?strIndi=82> (Retrieved July 15, 2019).

Philippine Statistics Authority (2015): *Child Poverty in the Philippines: Eradicating Poverty among Filipino Children*. Available at:

<http://openstat.psa.gov.ph/Portals/0/downloads/ChildPoverty.pdf> (Retrieved July 23, 2019)

Philippine Statistics Authority (2016, October 27): *Official Poverty Statistics of the Philippines*. Available at:

<https://psa.gov.ph/sites/default/files/2015%20Full%20Year%20Official%20Poverty%20Statistics%20of%20the%20Philippines%20Publication.pdf> (Retrieved July 22, 2019).

Philippine Statistics Authority (2016): *The Philippines in Figures 2016*. Available at:

<https://psa.gov.ph/sites/default/files/PIF%202016.pdf>

Philippine Statistics Authority (2016, September 1): *Philippine Population Density (Based on the 2015 Census of Population)*. Available at: <https://psa.gov.ph/content/philippine-population-density-based-2015-census-population> (Retrieved July 11, 2019).

Philippine Statistics Authority (2017): *Child Prostitution*. Available at:

<https://psa.gov.ph/content/child-prostitution> (Retrieved July 27, 2019).

Philippine Statistics Authority (2017, June 30): *Philippine Population Surpassed the 100 Million Mark (Results from the 2015 Census of Population)*. Available at:

<http://www.psa.gov.ph/content/philippine-population-surpassed-100-million-mark-results-2015-census-population> (Retrieved July 20, 2019).

Philippine Statistics Authority (2018): *Births in Philippines, 2017*. Available at:

<https://psa.gov.ph/content/births-philippines-2017> (Retrieved August 2, 2019).

Philippine Statistics Authority (2018): *First Semester 2018: Poverty Statistics*. Available at:

<https://psa.gov.ph/poverty-press-releases/nid/138411> (Retrieved July 21, 2019).

Philippine Statistics Authority (2018): *The Philippines in Figures 2018*. Available at:

<https://psa.gov.ph/sites/default/files/PIF%202018.pdf>

Philippine Statistics Authority (2019, April 10): *Proportion of Poor Filipinos at 21.0 percent in the First Semester of 2018*. Available at: <https://psa.gov.ph/poverty-press-releases/nid/138411> (Retrieved July 21, 2019).

Philippine Statistics Authority (2019, April 25): Gross Domestic Product of the Philippines Highlights for 2018. Available at: <https://psa.gov.ph/regional-accounts/grdp/highlights> (Retrieved July 20, 2019).

Porio, Emma and Christine Crisol (2004, October): *Working Children in Drugs in the Philippines: A Participatory Action Research for Child/Family and Community Empowerment*. Available at: [https://www.ilo.org/manila/publications/WCMS_437080/lang--en/index.htm](https://www.ilo.org/manila/publications/WCMS_437080/lang-en/index.htm) https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-manila/documents/publication/wcms_437080.pdf

Republic Act 9262 (2009). Available at: <https://pcw.gov.ph/law/republic-act-9262> (Retrieved July 24, 2019).

Reyes, Celia, Aubrey Tabuga, Ronina Asis and Maria Blesila Mondez. (2015). *Child Poverty in the Philippines*. Available at: https://www.unicef.org/philippines/ChildPovertyinthePhilippines_web.pdf (Retrieved January 20, 2019).

Ridley, Diana (2012): *The Literature Review: A Step-by-Step Guide for Students*, London: SAGE Publications Ltd.

Ritchie, Jane, Jane Lewis, Gilliam Elam, Rosalind Tennant and Nilufer Rahim (2014): Designing and Selecting Samples, in Jane Ritchie, Jane Lewis, Carol McNaughtn Nicholls and Rachel Ormston (eds) *Qualitative Research Practice: A Guide for Social Science Students & Researchers*, (pp.111-145), California: Sage Publications, Inc.

Ritchie, Jane and Rachel Ormston (2014): The Applications of Qualitative Methods to Social Research, in Jane Ritchie, Jane Lewis, Carol McNaughtn Nicholls and Rachel Ormston (eds) *Qualitative Research Practice: A Guide for Social Science Students & Researchers*, (pp.27-46), California: Sage Publications, Inc.

Rubin, Herbert J. and Irene S. Rubin (2005): *Qualitative Interviewing: The Art of Hearing Data*, California: Sage Publications Inc.

Silva, Teresita (2003): *A Situationer of Street Children in the Philippines (Presented at the Civil Society forum on Promoting and Protecting the Rights of Street Children in Southeast*

Asia). Available at: <http://www.streetchildren-philippines.org/A%20SITUATIONER%20OF%20STREET%20CHILDREN%20IN%20THE%20PHILIPPINES.pdf> (Retrieved January 15, 2019).

Silverman, David (2010): *Doing Qualitative Research: A Practical Handbook*, 3rd ed. London: SAGE Publications, Inc.

Silverman, David (2011): *Interpreting Qualitative Data: A Guide to the Principles of Qualitative Research*, 4th ed. London: SAGE Publications, Inc.

Social Marketing (2018, April 18): *Protect Street Children and Uphold their Rights – DSWD*. Available at: <https://www.dswd.gov.ph/protect-street-children-and-uphold-their-rights-dswd/> (Retrieved January 15, 2019).

Sorbitchea, Carolyn I. (1981): The Philippine Peasantry of the Early Colonial Period in *Philippine Sociological Review*, Vol. 29, No. ¼, Jan.–Dec. 1981, (pp.17-23).

Special Committee for the Protection of Children (2006, December): *Protecting Filipino Children from Abuse, Exploitation and Violence: A Comprehensive Programme on Child Protection, 2006-2010 Building a Protective and Caring Environment for Filipino Children*. Available at: https://www.doj.gov.ph/files/Filipino_Children.pdf (Retrieved July 25, 2019).

Szczepanski, Kallie (2018, November): *The Philippines: Facts and History*. Available at: <https://www.thoughtco.com/the-philippines-facts-and-history-195655> (Retrieved January 23, 2019).

Thill, Rebecca Fraser (2019): *Adolescent Egocentrism in Tweens*. Available at: <https://www.verywellfamily.com/definition-of-adolescent-egocentrism-3287985> (Retrieved July 25, 2019).

Thompson, Mark R. (2016): Introduction to the Special Issue, in *Journal of Current Southeast Asian Affairs*, 35, 3, 3-14.

UNICEF (2001): *A Study on Street Children in Zimbabwe*. Available at: https://www.unicef.org/evaldatabase/files/ZIM_01-805.pdf (Retrieved January 14, 2019).

Yacat, Jay A. (2011): *Child Protection in the Philippines: A Situational Analysis*. Available at:

https://reliefweb.int/sites/reliefweb.int/files/resources/save%20the%20children%20CP%20in%20the%20philippines%20030311_0.pdf (Retrieved July 25, 2019).

Appendix

Appendix A

Informed Consent Form

This study is being conducted by _____, from The Norwegian School of Theology. He/she is doing a research work as part of the academic requirement for the completion of the study for master's degree program in Religion, Society, and Global Issues.

The study is entitled: A Narrative Analysis of Selected Street Children Running Away from Institutions in the Philippines: A Religious Based Organizations. The study will involve interviewing children/adolescents with the consent of parents/guardians.

If you consent to this request, you will be interviewed at a time and place of your convenience. Participating in this study is voluntary and participants have the right to withdraw consent at any time without giving an explanation. Rest assured that data and information gathered is for academic purposes only. Strict confidentiality on the personal information of participant will be kept anonymous.

Consent

I have read the information for this study and I have understood by signing this. And I agree for _____, to participate in the street children study.

Name _____ **Signature** _____ **Date** _____

Appendix B

Interview guide

General Questions

1. What is your full name?
2. How old are you? What is your birthdate?
3. Do you go to school? What grade are you in?
4. Can you tell me about your school?
5. What race or ethnicity do you consider yourself?
6. Can you describe your household background?
 - a. Did you grow up with both parents?
 - b. Do you have any siblings?
 - c. Can you describe your relationship with your parents and siblings (if any)?
7. Do you have any religious affiliations? What is your background?
8. Do you have friends? Can you describe your relationship with your friends?

Narrative/In-depth Interview Questions

Two main areas of information will be obtained through the narratives.

A) Adolescent's personal experiences in the institution and outside the institution.

Interviewer: I would like to ask you some questions about your life inside and outside the institution.

1. Tell me about your daily activities. (The interviewer will prompt adolescent to talk about school, hobbies, work, art activities, and workshops).
2. Tell me about how you describe your co-residents (adolescents), staff and friends. (How important were these people; why were they important/not important).

B. Adolescent's Personal Experiences of Running Away

Interviewer: I would like to ask you something about the topic on running away.

1. Why do you think some adolescent residents leave home care/institution? Or can you tell me why do you leave the institution?
2. What is your understanding of runaway adolescents?
3. What do you think about some adolescents who prefer to stay inside the institution (if any)?
4. Where do you think adolescents usually go when they leave the institution? (If needed, the interviewer will prompt to ask about the minimum and maximum number of days they stay outside).
5. Can you recall how many times have you left the institution for this year?
6. Can you tell me why do you reoffend in absconding?
7. Why did you come back to the institution? (The interviewer will prompt adolescent to discuss about life experiences outside the institution particularly living in the streets specifically)
8. Can you tell me about a time when things were doing well/not doing well or quite serious? (If needed interviewer will prompt the adolescent to talk about the following: what was going that made things well; in what ways you were not doing well).
9. What do you think will make adolescents stay in the institution?
10. Can you tell me the advantages and disadvantages of living in the institution?
11. Can you tell me some things that you think might help adolescents in general to not be a recurring offender? (If required, interviewer will prompt adolescent to discuss what some of the things are that other people could do (i.e. family, friends, probation officer, counselor, etc.).