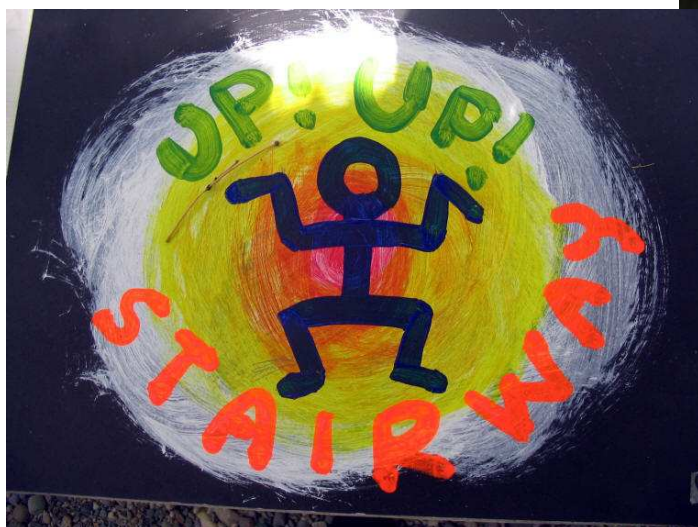




**Evaluation Research on the
Effects of “A Good Boy”
and “Daughter” Animations**





Stairway Foundation is a learning and resource center for children's rights located in the island of Mindoro, in the Philippines.

Our creative advocacy work is based on more than ten years of experiences in working directly with street children.

We work through:

- **Capacity building through networks...**
development and distribution of materials for education and advocacy, workshops and staff trainings
- **Prevention and treatment of child sexual abuse...**
workshops and trainings for teachers and caregivers, counseling and therapy for survivors
 - **Service oriented program...**
recovery and rehabilitation center offering therapy and education for street children and children with serious health problems, such as tuberculosis
 - **Children's rights advocacy...**
international distribution of newsletters, presentations, performances and visits by student groups from the Philippines and abroad



Summary:

“A Good Boy” is a story of pedophilia. “Daughter” is about a 12-year-old girl, who becomes a victim of sexual abuse by her own father. These two animations were produced by Stairway Foundation, Inc. in an effort to educate the public about the largely hidden problem of child sexual abuse. They assist the public in addressing subjects that are very hard to talk openly about, but which must be talked about as a matter of urgency and if we are going to prevent further damage to vulnerable individuals and to society.

Are the animations achieving their purpose?

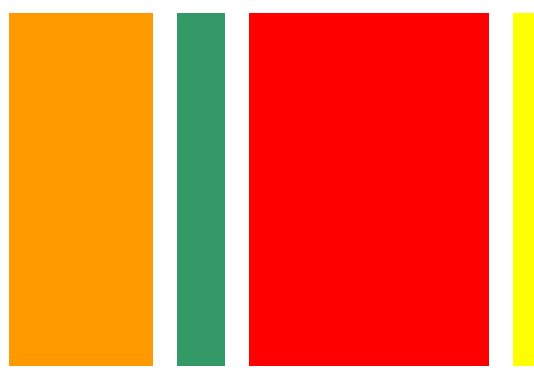
This is an evaluation research that made use of a survey questionnaire to determine the effects of showing the “Good Boy” and “Daughter” videos, without processing.

Effects are gauged in terms of the learning that takes place among the audience after watching the two videos.

Learning refers to predetermined learning points in the areas of (1) disclosure, (2) knowledge about the dynamics of sexual abuse, and (3) preempting abuse, factors that are deemed necessary for people in society to have, in order to combat child sexual abuse. These predetermined learning points formed the basis of the constructed questionnaire.

The variables included in the study are gender, grade level (Grades 5-6, Year 1-2, Year 3-4), type of school (private, public), and type of community (urban, rural).





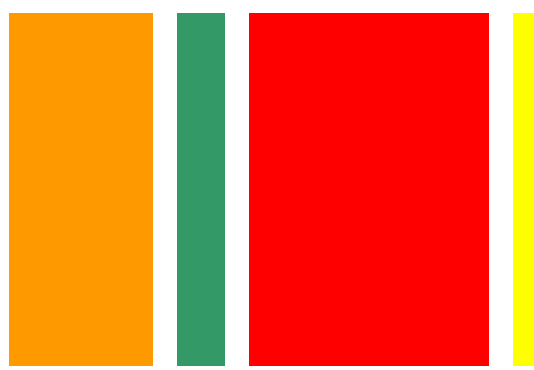
This study sought to find out the effects of showing the “Good Boy” and “Daughter” videos, without processing, on the level of the subjects’ learning on sexual abuse.

It sought answers to the following questions:

1. Is there a significant increase in the subjects’ learning about sexual abuse as a result of watching the “Good Boy” and “Daughter” videos, in general?
2. In which area (disclosure, knowledge about the dynamics of sexual abuse, or prevention) was the learning highest/lowest?
3. In which groups (males, females, private schools, public schools, rural, urban, different grade levels) were there significant increases in learning?
4. Is there a significant difference in the learning of:
 - Males vs. Females
 - Rural vs. Urban
 - Private vs. Public
 - Different grade levels

The sample was composed of male and female students in Grades 5 and 6, 1st to 4th year high school, from both private and public schools in Manila, Pasay, and Oriental Mindoro. Grades 5 and 6 were treated as one grade level, 1st and 2nd year high school as another grade level, and 3rd and 4th year high school as another. There were one private high school, one public high school, and one public elementary school in Manila; one public elementary, one public high school and one private high school in Pasay. There were also one private high school and one public elementary school in Mindoro. Thus, the total number of participating schools is eight. The sections and the students were sampled randomly, although the participant schools were chosen on the basis of their willingness to participate in the study. There were 935 students in the intervention sample.





Another group of 44 students with the following distribution served as the control group, who were also given the pre- and posttest, but were shown the videos only after the posttest.

A questionnaire was constructed, based on the intended learning in the areas of disclosure, knowledge about the dynamics of child sexual abuse, and preempting abuse, three elements that are necessary to combat child sexual abuse in society.

Disclosure is defined by the tendency to agree with items in the questionnaire about expressing/sharing/revealing past or present experience of sexual abuse as well as seeking help, and by the tendency to reject items about concealing the experience and the identity of the perpetrator. The opposite of disclosure is concealment, not speaking up, or not knowing what to do.

Knowledge about the dynamics of child sexual abuse is defined by correct answers to items on the dynamics, forms, and facts of child sexual abuse, as well as proper behavior toward children. The opposite of knowledge is wrong answer or answer that says he/she does not know.

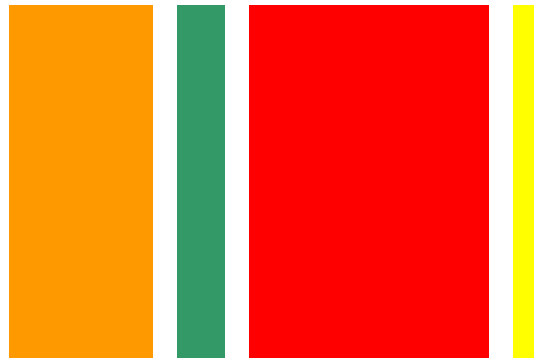
Preempting abuse is defined by the tendency to agree with items about acting in a self-protective manner and protecting others within one's sphere of influence from sexual abuse, and by the tendency to reject items about not being able or willing to protect self and others from sexual abuse, or not knowing what to do.

The questionnaire was constructed by a group that is experienced in the area of advocacy against sexual abuse. Their expertise ascertained the content validity of the questionnaire.

The permission of the chosen schools was sought. Sections were randomly chosen from each of the three grade levels. In classes where there were over 90 students, half were randomly selected by the class teacher to participate in the study. These students were given the pre-test.

Afterwards, two students were randomly chosen to be part of the control group. They were taken out of the room, and administered the posttest, after which they watched the "A Good Boy" and "Daughter" videos.

The intervention students remaining in the room were shown the videos immediately after the pretest. After the videos, they had a 30-minute snack break. Finally, the post-test (which uses the same questionnaire as the pre-test), was administered.



The questionnaires were scored. All of the data from each questionnaire were encoded for each subject, including the demographic variables, his/her score for each item pre- and posttest, and his/her overall score, pre- and posttest. Means were computed for the test scores.

Frequencies of right and wrong scores on each item were obtained for the Control and Intervention groups. Percentages were computed.

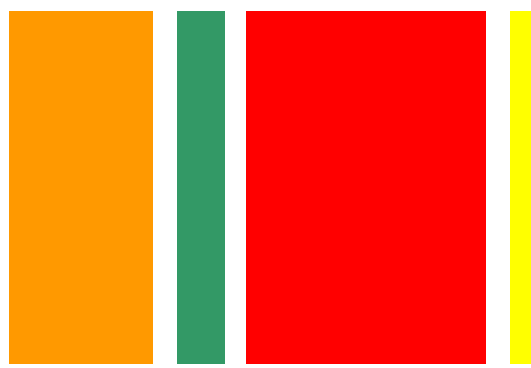
The t-test for dependent and independent samples was computed to determine if there are significant differences in the means of the different groupings from pretest to posttest.

Increase in the Subjects' Learning About Sexual Abuse as a Result of Watching the Videos

The t-test reveals that the pretest means of the two groups are not significantly different. This means that there was good randomization of the subjects at the beginning of the study.

On the other hand, the posttest mean of the Intervention group is significantly higher than that of the Control group. This means that the videos, which were shown to the Intervention group right after the pretest and immediately before the posttest, proved to be the factor that increased the Intervention subjects' learning about sexual abuse.





Area Where Learning was Highest/Lowest

The increase in percentage of students answering the items correctly is generally higher for the Intervention group than for the Control group. This is a validation of both the videos and the questionnaire, generally.

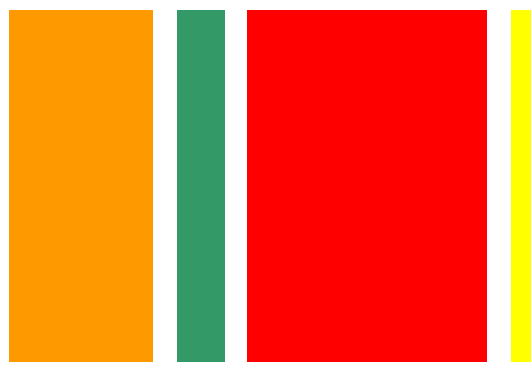
For all items except Item 28, the Intervention group shows an increase in percentage of those answering correctly. The pretest means of both the Control and Intervention groups on Item 28 are already high, to begin with. Any increase is expected to be small. Still, it is worth looking at why the 10% of the Intervention group did not learn from the video that: just because one has accepted gifts from another person does not mean that one should do everything that that person wishes (Item 28). Perhaps the “*utang na loob*” (debt of gratitude) element of the culture was at work in the minds of the 10%.

Disclosure and Knowledge appears to have the higher average increase than Preempting Abuse in percentage of those answering correctly, but this could be a function of number of items. There are fewer questionnaire items for Preempting Abuse, which means that the Preempting Abuse aspect of the videos was not as fully dealt with or brought out in the questionnaire as Disclosure and Knowledge were.

Area of Greatest Learning

It should be noted that for both the Control and Intervention groups, the percentages of students answering the items correctly were already high for many items at pretest, to begin with. This could mean that the subjects as a whole have had exposure to educational materials on sexual abuse, which is no surprise, since the subjects are students in schools, where this topic is taken up. However, the significant increase at posttest of the Intervention group points to additional unique learning areas that the videos have to offer.

Most of the items that reflect the relatively higher increase of at least 5% of the Intervention group over the Control group or on which at least 90% of the Intervention group scored correctly at posttest are about action tendencies or what the subjects would tend to do given a situation of abuse or potential abuse. This means that the videos have increased the tendency or resolve of the subjects to do something about the situation. Taking action is apparently where the greatest learning has occurred.



Increase in Learning by Group

All groupings, regardless of gender, grade level, type of school, or type of community registered a significant increase at posttest over the pretest.

This means that the variables did not make a difference in the subjects' learning significantly more about sexual abuse as a result of the videos. Both males and females, rural and urban, private and public, and all the grade levels have learned significantly more, as a result of the videos, even without processing

Significant Differences in Increase in Learning by Variable

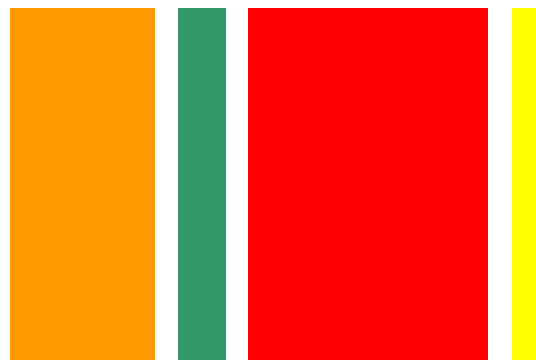
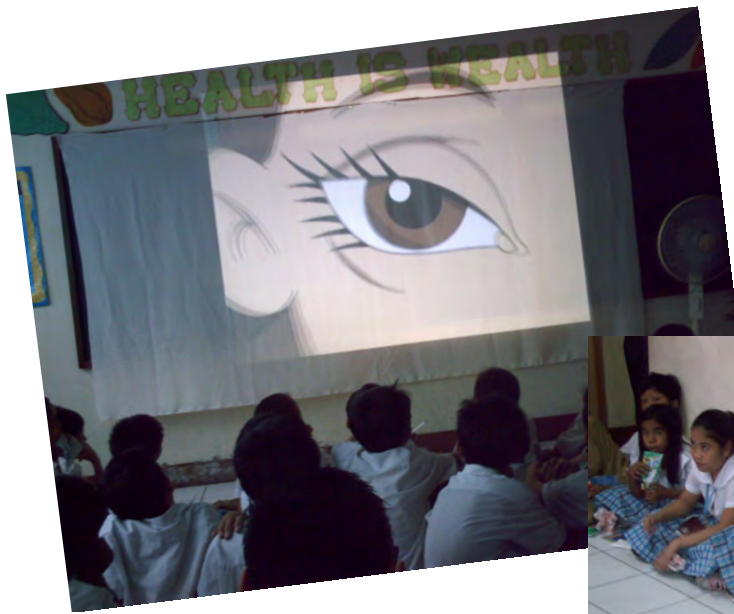
If we examine the categories within each variable, we find that although both males and females registered significant increases at posttest over pretest, the females have significantly higher scores than males at pretest and at posttest, although the difference is small. The difference could be because the public talks more about abuse of women than of men and the women are cautioned more than men are.

Public and private schools did not differ significantly at pretest, but at posttest, the private schools scored significantly higher than the public schools, although the difference is small; it will be recalled that both public and private schools gained significantly higher posttest than pretest scores.

The rural schools scored significantly higher than the urban schools at both pretest and posttest, although the difference is again small.

If we recall the area where greatest level of learning occurred, which is action, it can be surmised that the private schools and the rural areas were a little more emboldened to take action than their counterparts.





It is therefore concluded that generally, the Intervention subjects learned more than the Control subjects about the dynamics of sexual abuse after watching the videos, across gender, grade level, type of school, and type of community, even without processing. They also learned to disclose more. They also learned to prevent potential abuse more.

Overall, taking action is where the greatest learning occurred.

Since such learning is crucial to preventing and combating child sexual abuse within a society, then the videos could play a significant role in protecting children in areas where they are shown.

It is hereby recommended that the videos be shown to other types of audiences, locally and abroad.

Further research could be conducted to determine differences in effects of the videos on different ethnic or regional groups, and on different nationalities, as well as on different sectors within a society.

Different forms of processing, such as one-on-one, focus group, or classroom type, could be implemented in order to find out the effects of the videos that are not covered in the present questionnaire.