
Chapter Two

Method

This chapter will present the research design, subjects of study, the instruments used, data gathering procedure, the evaluation and analysis processes of data gathered and methodological limitations.

Research Design

The study was conducted through the use of an exploratory research design using drama, creative arts and group and individual based discussions. The researcher explored the gender beliefs of boys living at the Stairway Foundation who had been sexually abused/ exploited. The results were determined from the five drama based workshops and individual counselling sessions, exploring themes and issues of gender and gender beliefs. Data was collected through the group's role plays, improvisations, dramatized sketches, art, group discussion, presentations, personal and group feed back and individual/personal opinions.

Subjects

The subjects of the study were seven boys residing at The Stairway Foundation who had been sexually abused and/or exploited at some point in their lives. They were

initially placed at The Stairway Foundation because they had come from institutions or prisons. All seven boys spent time living on the streets of Manila where they became addicted to rugby and other solvents. Each boy (with the exception of one) came from a broken home and suffered from extreme poverty. All seven boys are of Philippine nationality. The age of the respondents ranged from 14 -19 years old.

Setting

The study was conducted at The Stairway Foundation. The Stairway Foundation is a learning and resource centre for children's rights located in Puerto Galera, Mindoro, Philippines. The home do creative advocacy work directly with street children, capacity building through networks, prevention and treatment of child sexual abuse, service oriented programs through the recovery and rehabilitation centre which offers therapy and education for street children and children with serious health problems, such as tuberculosis.

Instrument and Tools

The instrument used in this study which enabled the exploration of gender beliefs of boys who had been sexually abused/ exploited was through drama based workshops and individual counselling. There were five workshops all relating to themes based on gender beliefs and issues. No one workshop was the same. The duration of each workshop was 2 hours long and set over a five week period (1 per week). Many tools

were used such as role play, improvisation, dramatized script work, art work, presentation, discussion. As the study was exploratory it had been designed specifically for this research. Below are the five workshops including instruments used:

Workshop One

Objectives

To introduce the group to the program, make them feel safe and comfortable.

Find out what their definition of gender is.

Find out what they like about both genders and what makes them proud of being a boy.

Explore gender roles in their communities

Find out their opinion of gender roles within their communities with regard to hierarchy. (We will go back to the gender role tree at the end of the five weeks and see if their opinion has changed)

Materials

Flip chart, pens

Large cardboard cut out of a tree

Paper leaves

Introduction

Form a circle on the floor and everyone says who they are and a little sentence about themselves. Introduction of the workshop leader and facilitator/translator. Explain what the following five weeks will be about, setting a clear outline and structure. Tell the children that if at any time they wish to step out of an activity or do not wish to take part then this is ok and there is no pressure on any child.

Guidelines and Ground Rules

It is important at the beginning of any group workshop to develop a set of ground rules that will be in place throughout the 5 weeks. These rules can be offered by the group. For example; listen when others are talking, if you wish to speak within a group discussion then you must raise your hand, respect each others views and opinion etc. These rules can be posted up on the wall so no one forgets.

Exercise One

Go round the group and say your name and one thing you are proud of about your gender and one thing you like about the opposite sex. (Workshop leader and facilitator too).

Introductory Lecture

Based on the 5 week program.

Question: What do we mean about gender?

Answer: The boys will answer with their own opinions, discuss.

- Give a brief outline of what gender is.
- Explain the program structure, ask for input.
- Explain how drama will be used.
- Explain that if they need to talk to the workshop leader individually then that is more than ok.

Warm up

Walk round the room slowly in all directions, pick up the pace, walk like you're in a hurry because you're late for a meeting, walk like a gangster rapper, walk like you are a little old lady, walk like you have one leg etc.

Exercise Two, Gender Differences

- Ask the group to discuss male and female roles in their community, people they know, family members, personal experiences etc.
- As a group discuss and devise one or two short scenes highlighting the gender roles and differences.
- Discuss
- Using a flipchart to will write down the comments and ideas
- Point out the different aspects of gendered experiences, roles, expectations and psychology.

Exercise Three, Gender Role Tree

- Stick up onto the wall a previously made large tree (with no leaves).
- Give the group a handful of large leaves (made of paper) with different roles in society (male and female). For example; police man, police woman, cleaner woman, fruit seller man etc.
- Ask the group to arrange the leaves on the tree (the top being the highest in society, the bottom being the lowest).
- Discuss reasons why they placed the leaves where they did and would they like to make any changes or editions?

Thank the group for great participation and your looking forward to the next session.

END

Workshop Two

Objectives

To become aware of the child's own perception of what it is to be a boy/man.
For the child to become aware of their own gender beliefs

Materials

Paints
Large piece of paper per child
Cards with statements written on

Greeting

Welcome greeting

Warm up

Ask the group to come up with a warm up such as a game, song etc, if this is hard give them ideas.

Exercise One, The Male Gender

-Individually ask the boys to paint an image (not a human, can be abstract or an object, tree, flower, rock etc.) On one piece of paper draw an image of a boy and then on another piece of paper draw an image of a man.
- Discuss, why they drew their image? What does it mean? What does it represent?

Exercise Two, Becoming Aware of Personal Beliefs

-The group makes two circles. Each child chooses a card with a statement on it (If there is time they can do this more than once). In turns the first line reads out their statement to their partner, the partner then says true or false. Once one line has read all their statements then the second line do the same back.

The statements on the cards will read:

1. Women are more emotional than men
2. Men are more aggressive than women
3. In physical fights men win but in verbal fights women win
4. It is natural for men to be attracted to younger women
5. A boy who has been sexually abused will turn into an abuser himself
6. Gay men show more feminine behaviour than straight (heterosexual) men
7. There is a reason why more men than women have high positions, women do not want to compete to get to the top
8. Lesbian women show more masculine behaviour than straight (heterosexual) women
9. Men need sex more than women do
10. Men like women who take the initiative in having sex
11. For women marriage is more important than for men
12. Women by nature are better at taking care of children

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13. Women are more jealous than men
 14. Men are more unfaithful than women

(Admira, 2005, pg 36) *

-Discuss the statements in a group and the answers that were given and why?

Say thank you for great participation and you look forward to the next session

END

* Cultural and gender based issues were considered before using these questions.

Workshop Three

Objectives

To look specifically at male/masculine gender roles and gather the boys perceptions of power relations between the same gender.

To look at the boys personal positive and negative relationships with men.

To end with a game that is fun and light-hearted so that the boys do not go away feeling down.

Materials

Already written scenarios on paper

Paints

Paper for each child

Greeting

Greet one another; ask how each others day has gone.

Warm Up, Change game

The group forms a circle. The leader starts off with a motion e.g. Rubbing my hands, then the group copies, every time the leader changes action the group must copy the action, this goes on until the leader shouts out 'change' and the person the leader is looking at changes the action and the group copies, then they shout change and give the action to someone else and so on. (Good for concentration) Then the group has a stretch and shake out.

Exercise One, Boy/Man scenarios

The group splits off into pairs and each pair is given a scenario. They read the scenario and discuss who in the scene has the most power. Then they improvise around the scene and act it out to the rest of the group. This is followed by a discussion and questions about why one person has more power. Should it be different? Etc... The scenario's are as follows:

1. A man is drinking in a karaoke bar watching a girl on stage singing; she finishes her song and walks to the bar to get a drink. He offers to buy her a drink and she says 'no thank you', he continues to talk to her.....
2. A young boy is selling flower necklaces on the street; he approaches a foreign man who is waiting for a bus. The man buys a necklace from him and continues to talk.....
3. A police man sees a group of children hanging out on the corner of the street, he approaches and they all start to run but one boy trips and the police man grabs his arm. The police man asks him what he and his friends were up to.....

Exercise Two, A Male Figure

- Think of a male figure that has taught or shown you something negative in your life. Paint an image of this man. Then think of a male figure that has taught you something positive in your life, someone you look up to. Paint an image of this man.
- As a group discuss the images painted (this is not compulsory and if a child doesn't want to discuss they do not have to.)

Game, Quick Change Artist.

Choose a group member to be the artist, they have to go out of sight and change something on their body, clothes, hair, that is different to what they had before. They come back into the room and one by one the group say what they think has changed. The person who guesses correctly is the next artist and so on.

Thank everyone for great participation and your looking forward to the next session.

END

Workshop Four

Objectives

To warm the group up so they have energy and enthusiasm to start the session.
To gain insight into the groups beliefs on relationship and gender equality.
To understand the group and individual opinion on the stages of a long term relationship.

Materials

Two scripts for the first sketch
Flip Chart
Paper, Pens

Greeting

Greet everybody and each other and ask how their day has gone so far.

Warm Up/ Shazam

The group divides into two groups. Each group secretly decides if they will either be Knights, Giants or Wizards.

Knights beat Wizards

Giants beat Knights

Wizards beat Giants

Once the groups have decided they then turn to face each other. You count one, two three and the group simultaneously make the appropriate noise and action,

The wizards show an imaginary wand and shout Shazam.

The giants stamp their feet and say, fee, fi, foe, fum.

The knights draw their swords and shout, en garde

These actions can be changed and decided upon by the group.

If it is a draw then you can do best of three.

Exercise One, Gender in Relationships, Sketch

Two volunteers act out and read from a script with two parts called Doctor and Mr. Moyo. The participants then read the script to the rest of the group. Once they have finished, the group is asked the following questions:

- What is the message of the story?
- Which parts of relations between man and women does this play accurately describe?
- What have you observed?
- From what you have heard, how are children and the family affected in this scenario?
- Would you want to change the way things are?

Please find the script in Appendix R.

Exercise Two, The Relationship

-The group is asked to picture a heterosexual relationship; the boy and girl have just met and begin dating. As a group discuss what the stages of the relationship would be from the moment they meet till the day they die.

Once discussed the stages they will present it to the workshop leader and facilitator through a presentation, writing, speaking, drawing or acting. They choose how they present.

-Discussion

Thank everyone for great participation and you look forward to the next and final session.

END

Workshop Five

Objectives

To gather the beliefs on sexuality from the group.

To educate the group on definitions of sexuality.

To understand individual definition and beliefs on sexuality and what they believe to be right or wrong.

To allow them to change or rebuild their gender tree which they did in the first session and to assess any changes in the groups beliefs.

To end with a positive fun game which allows them to show their acting skills through mime.

Greeting

Greet everyone and ask each other how their day has been so far.

Presentation/Discussion on Sexuality

Four pictures are shown to the group; a man and a woman, a man and a man, a woman and a woman, a man, and two women. The boys are then asked to identify the pictures in terms of a person's sexual orientation. Then within the group discuss the definitions. The workshop leader will explain the correct definitions after they have been explored by the group. On a flip chart write down descriptions and terms that the group brings up about each sexuality.

Exercise One, Sexuality Improvisation

Using the words written on the flip chart in pairs take one word or theme and act out a short sketch. They will show this to the rest of the group. After each scene discuss the themes which came up and if the group agrees with how it was played out or would they make changes and if so what?

Exercise Two, Gender Role Tree

As this is the last session they will go back to the gender role tree which they produced in the beginning session. Ask the group if they would like to change any of the positions or would they like to add any. Discuss the initial reasons for placing the leaves in the way they did and explore any changes in their gender beliefs.

Cool Down and End Game/ Chinese Mime

This game is like Chinese whispers but using mime. The group stand in a circle with their eyes closed. The first person mimes out an action, for example; making a cup of tea. Then they close their eyes and the next person shows the same mime to the person next to them and so on till it gets back to the original person and we see if it is the same or different. Repeat a few times to let others have a chance to make the mime up.

Thank the group for being such great participants throughout the last five weeks and ask if they would like to share any feedback or responses to the workshops.

END

Data Gathering Procedure

This study covered a total of seven boys living as residence at The Stairway Foundation. The study was done specifically on boys who had been sexually abused/ exploited and were of the age of 14 – 19 years. The tools and instruments were used in order to collect the correct and relevant data. The main aim through using the instruments was to explore the gender beliefs of boys who had been sexually abused/ exploited. Through the drama workshops data was gathered by listening and evaluating their responses, feedback, opinions through discussion, movement, expression, self and group perceptions and beliefs. The hope was that through the use of drama other relevant gender based issues would immerse that would further reflect their in depths views and responses regarding their gender beliefs and how sexual abuse/ exploitation may or may not have affected their perceptions. All workshops were video recorded for the purpose of further analysis. Due to the language barrier there was a translator in all sessions and helped in analyzing the recordings.

Data Analysis

The data was analyzed during and after the workshops from the responses and the video recordings taken. The data was split up into categories and themes within gender beliefs:

1. Personal gender perceptions

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- Workshop One, Introductory discussion on ‘what does gender mean?’
 - Workshop Two, Exercise Two, Becoming Aware of Personal Beliefs
2. Male/masculine gender beliefs
- Workshop Two, Exercise One, The Male Gender
 - Workshop Three, Exercise One, Boy/Man Scenarios
 - Workshop Three, Exercise Two, A Male Figure
3. Gender roles
- Workshop One, Exercise Two, Gender Differences, Exercise Three, Gender Role Tree (And Workshop Five, Exercise Two)
4. Gender stereotypes
- Workshop Four, Exercise One, Gender in Relationships
5. Gender expectations
- Workshop Four, Exercise Two, The Relationship
 - Including workshop One and Two
6. Relationships
- Workshop Four, Exercise One, Gender in Relationships
 - Workshop Four, Exercise Two, The Relationship

7. Sexuality

- Workshop Five, Discussion on Sexuality
- Workshop Five, Exercise One, Sexuality Improvisations

The researcher analyzed the outcome of each workshop within each category and correlated the answers from individual and group beliefs. Each exercise was followed by discussion in order to clarify the data shown through the drama. Within the analysis the researcher referred to the literary research and compared the research results to those studies already done.

Chapter Three

Results and Discussion

This chapter presents the results of the study. It will display the findings gathered after exploring the gender beliefs among a group of seven boys who had been sexually abused/exploited through using drama based workshops and individual counselling. The results presented will be in direct response to the objectives stated.

This chapter will also discuss the results being presented in the study.

1. THE OVERALL GENDER BELIEFS OF BOYS WHO HAVE BEEN SEXUALLY ABUSED/ EXPLOITED

The researcher set out to determine the overall gender beliefs of boys who have been sexually abused/exploited, including gender roles/positions, personality traits and characteristics, and expectations. In order to determine their overall beliefs the topic of gender was categorized into seven areas; men, women, boys, boys and men, men and women, relationships – heterosexual, homosexual gay, homosexual lesbian, bi-sexual and gender hierarchy.

Men

This category states the group's perceptions of men. Their perceptions of men were gathered from several workshops and counselling sessions. (See Appendix B, Results on Men, pg 142)

Men
<ul style="list-style-type: none">• Drug users (specifically sniffing Rugby (glue) on the streets). Men teach boys to smoke and sniff rugby and Shabu• Abusers (sexual), Perpetrators• Paedophiles• Force children to go to the streets in order to bring back food and money• Gay/Homosexual, male abusers are all gay homosexuals and this is why they abuse• Men Rape• Should be punished for what they do (even killed)• Weak (to women, cannot help their sexual urges), easily seduced, have low control or power with regard to sex• Male perpetrators are happy because they get what they want, male abusers never get shamed or embarrassed because when they get found out they

just move on

- Men are fathers, Grandfathers
- People love men , men don't know how to love back
- Men are strong, men are powerful
- Some men have bad eyes
- Men have two hearts, one good and one bad, men can be good and bad
- Men Sing
- Men Get mad, angry and shout
- Men are gang leaders and part of prison gangs
- Men are old, men are like dying flowers, men are like a skinny dying dog
- A man is like a Mosquito, Centipede, Cockroach (all hunt for food)
- Men like women who take the initiative in having sex
- It is natural for men to be attracted to younger women
- Men need more sex then women
- Men are more aggressive then women
- Men can teach boys how to get gay customers, how to do hold ups and robberies.

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- Men can represent bad elements in society
 - Men can tempt boys, men give boys poisonous apples
 - Men are like Satan, Skull and Lucifer
 - Men steal
 - Men compete with each other to persuade people to join their gangs
 - Good men work for 'Get Mad' (Government agency protecting children) and Stairway. Stairway has good male role models
 - God and Jesus are good men
 - 'My grandfather was a good man'
 - Some men that look bad (appearance) can be good
 - Men are not all abusers

From the results gathered by all seven boys it is apparent that they perceive men to take on mostly negative roles and positions within community and society as a whole. The group stated that the main male roles/positions in society are; abusers, perpetrators, paedophiles, drug users, thieves, homosexual gays, gang leaders, fathers and grandfathers. One group member even compared man to Satan, skull (death and danger) and Lucifer (the devil) all of which are prominent male figures against God. However in saying that they also perceived men to take on positive roles/positions such as males working for the government organization 'Get Mad' and 'The Stairway Foundation.' God

and Jesus were also positive male role models to them. It was also suggested that men are not all abusers.

From the results the group perceived male personality traits and characteristics to be that of strength, power, competitiveness, anger and aggression. Men were compared to old age, dying flowers, dogs, mosquitoes, centipedes and cockroaches. It was stated that men have two hearts, one good and one bad. The group were using symbols and images of men that were connected to their past experiences with males. The group's perception of male traits and characteristics did not include positives images except when they stated that God and Jesus were good men. Within the results it was also stated that; 'people love men but men do not know how to love back.' For this group the lack of love within their past was ripe and it was clear that the love (if any) which they received from males was not of a healthy, positive nature.

The results highlighted that their expectations of men were quite low. Up until the current date (residing at The Stairway Foundation) they have encountered mostly negative male experiences. Their expectations have also been formed by what men have taught them for example men on the street and even male relatives have taught these boys how to; work on the streets at a young age to bring food and money back to their families, prostitute themselves, showing them techniques in getting gay customers, stealing and doing drugs such as shabu and rugby. They also expressed low expectations of men when it came to sex and sexual behaviours, stating men are rapists, men are weak,

have little control and power with regard to sex, cannot control their sexual urges, men are easily seduced and men know how to tempt boys into sex.

Now that the boys have been exposed to different male experiences at The Stairway Foundation their expectations have altered slightly and they were able to express experiences with positive, caring, non abusing male figures which have changed their view on what they expect a man to be.

From the results the group's perceptions and beliefs of men highlighted another area which reoccurred throughout the succeeding categories, this was on sexual abuse. It is clear from the group's results many of the male roles and positions they stated were of sexual abusers and perpetrators. They also expressed that 'male perpetrators were happy because they get what they want and are never embarrassed or shamed because once they are caught they just move on'. They stated that 'all male abusers are gay homosexuals' and that this was one of the reasons why they were abusing. Their solution to the problem of men sexually abusing boys was that they should be punished for what they've done and maybe even killed. Their solution was a powerful one and came from the heart. It was a statement that for them needed to be acknowledged.

Women

The results under this category state the group's perceptions of women. (See Appendix D, Results on Women, pg 155)

Women
<ul style="list-style-type: none">• Sexy, Flirtatious,• Are raped by men, deserve to be raped if they do not fight or speak out against a man• Women seduce men; women seduce men in order to take away a man's power and control. Women make men weak• Women live on the streets and have lots of children but cannot feed or cloth them• Women do rugby• There are good women at Stairway• Women are like butterflies• Women are good teachers, women can teach right from wrong, women can teach child rights• Women are more emotional then men• Women are better at taking care of children• For women marriage is more important than it is for men• Kembot – women wiggle their bums• Women have shiny hair, red cheeks, wear make-up, wear sexy skimpy clothing• Women blink and twinkle their eyes

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- Women play hard to get

From the results gathered the group's perceptions of women's roles and positions in community and society cantered greatly around sex. For example; the women is the seducer e.g. Flirtatious, sexy, playing hard to get.... However the group highlighted other female roles such as; mother and teacher. It would seem that these would be the three main female figures that the boys had been exposed to up to this point.

The data showed that the group's perceptions of female personality traits and characteristics were that women are more emotional than men, women play hard to get with men, women are better at taking care of children and women are good teachers. The majority of their female perceptions cantered around the outer characteristics and appearance for example; women wear make-up, skimpy clothing, wiggle their bums, twinkle their eyes, have shiny hair and red cheeks.

The group's expectations on women were both high and low. The results show that the group expected women to be good role models in teaching them right from wrong, educating them and being a mother to them. Although from their past experiences these expectations may have been lower, they stated that while they have been at The Stairway Foundation they had learnt a lot and been exposed to good women and good teachers. However they also expressed low expectations on women. They said that women who are raped by men deserve to be raped if they do not fight and speak out against men. This may or may not be something they have experienced themselves and

feel anger towards. They stated that women make men weak and seduce men in order to take away their power and control, a manipulating characteristic. They also said that women are drug abusers, sniffing rugby.

Boys

The results under this category state the group's perceptions of boys. (See Appendix E, Results on Boys, pg 157)

Boys
<ul style="list-style-type: none">• Boys can move fast• Boys fly low like a kite because they are still young. Boys try to fly high like a kite• Boys have different colours, a boys life is colourful• Boys have many dreams• Boys are weak, small• Boys play• Boys are blooming• Boys play illegal games on the street (gambling)• Street boys get arrested and go to prison• Boys have to work on the streets to make money so their family can eat• A boy's childhood memories include; Flip Flops, Pencils, Basketball, Marbles, Frisbee, Baby Shaker, Toy Car, Machine Gun

From the data shown within the results it is apparent that the group perceives a boy's role/position in society to be that of first and foremost a street child and within a boy's role as a street child the boy must take on positions such as a gambler or thief. Another major role was being part of a family (son, brother).

Within the results it is apparent that a boy's personality traits and characteristics are that of a dreamer, a boy is weak and small but tries to grow and become stronger, a boy is playful and colourful. A boy blooms into a man.

The group's expectations of what a boy should be is childlike in its approach. The results show that they believe a boy should have memories of fun, play, toys, games, colour and dreams. However these expectations for them have been sorely missed and they are aware that their previous role as a 'street child' showed them the darker side of a boy's childhood, playing illegal street games, facing the constant threat of being arrested, imprisoned, abused.

Boys and Men

The results under this category show the group's perceptions of the relationship between boys and men. (See Appendix G, Results on Boys and Men, pg 161)

Boys and Men
<ul style="list-style-type: none">• Boys are sexually exploited by men• Men pay for prostituted boys• Homosexual acts occur between boys and men• Paedophiles prey on boys• Child street sellers approach men• Men take advantage of drug addicted children• Boys are exploited by male foreigners• Policemen hit street children• A boy who has been sexually abused will turn into an abuser himself• A boy who has been sexually abused will not turn into an abuser himself

From the data gathered it is apparent that this group of boys' see clear relationships between boys and men. Forming clearly defined roles and positions in society. The roles/positions which were stated are; man the sexual exploiter – boy the sexually exploited, man the client – boy the prostitute, man the paedophile – boy the child, man the customer – boy the street seller, man the supplier – boy the drug addict, man the foreign exploiter – boy the exploited, policeman – boy the street seller.

From the results it is apparent that the group's perceptions on their expectations of relationships between men and boys are low. In each role/position they describe the man to always to be in control, powerful and for the majority an abuser. The man clearly uses the child for his own benefit, pleasure and gratification. Therefore the child/boy is expected to always be the victim, the used, the exploited, and the product to be bought by the man.

The results show that the group's perceptions and beliefs were split when it came to the effects of child abuse. One group member stated 'a boy who has been sexually abused will turn into an abuser himself' whereas another child disagreed with this statement saying 'sexually abused boys do not necessarily become abusers themselves'.

Men and Women

The results to this category state the group's perceptions of the relationship between men and women. (See Appendix H, Results on Men and Women, Pg 163)

Men and Women
<ul style="list-style-type: none">• Men pick out women and then court them, men court women in bars by buying them drinks• There is magic between a man and a women• Sometimes women are forced to talk to men

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- There is a reason why more men than women have high positions; women do not want to compete to get to the top.
 - In physical fights men win but in verbal fights women win.
 - Men are attracted to women
 - Men look at a women's body, men like women with white legs, men like women in skimpy clothes, men like women with big earrings, men like kissable lips, men like beautiful women, men like big breasts, men like women coke cola figures, men like dancing girls.
 - Women seduce men

From the group's results it is apparent that they perceive male/female roles and positions to be on an unequal level. They state; men court women, women are forced to talk to men, men are of higher position because women do not want to compete and men win physical fights against women. Again these results put men in a much more powerful, controlling position compared to women and children. However the results do show that women win verbal fights against men, meaning that women are sometimes in a higher position to men.

The results clearly emphasize female characteristics. However these are female characteristics which men prefer (desire) in women. The results do not show male characteristics or traits which women like. The results highlight traits which are of a sexualized nature, for example; men like women's bodies, men like women in skimpy

clothes, men like kissable lips, men like big breasts etc. This data shows clear indication that this group are most definitely males and have been exposed to male influences.

From the results it is apparent that the groups expectations of male/female relationships are (for the majority) always a sexual relationship where men choose women and women aim to please men.

Relationships

The group expressed beliefs and perceptions about different types of relationships and sexuality. Therefore this category was split into sub categories; Heterosexual, Homosexual Gay, Homosexual Lesbian and Bi-sexual.

Heterosexual

In this sub category the group stated their perceptions and beliefs of heterosexuality and heterosexual relationships. (See Appendix I, Results on Heterosexuals, Pg 164)

Heterosexual
<ul style="list-style-type: none">• A man and a women• It is wrong for men to treat their wives badly, men and women should be equal in a relationship

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- The stages of a relationship:
 1. Boy and girl meet.
 2. Boy Courts girl
 3. Boy asks the girl's mother for her daughter's hand in marriage
 4. Mother of the bride meets father of the groom
 5. Wedding Day
 6. Honeymoon
 7. Have a baby
 8. Grow old
 9. Die together
 - Heterosexual relationships are happy and positive

From the results the group clearly state that there are two roles within a heterosexual relationship, a man and a women. It is apparent that the group perceives the roles and positions within a heterosexual relationship as equal and that it is not right for a man to treat a woman badly.

The traits and characteristics of a heterosexual relationship consist of certain stages from when the boy meets the girl, to the day they die. The major stages within the relationship are the courting process, marriage, having children and growing old together. The group stated that this kind of relationship includes natural and progressive stages which should form a happy and positive relationship between a man and a woman.

The group's expectations are clear. It is apparent that they believe a relationship can be happy and positive and they do not show negative expectations within this category.

Homosexual – Gay

In this category the group stated their perceptions on homosexuality among men and homosexual gay relationships. (See Appendix J, Results on Homosexual Gays, pg 166)

Homosexual – Gay
<ul style="list-style-type: none">• Gay men have good faces. Gay men are handsome. Gay men have built Bodies, gay men like other men's bodies• Gay men are masculine, Gay men are macho• Gay men give blow jobs, Lollipop/ Big head (blow job). Gay men get energy (referring to blow jobs); Gay men snatch energy (blow jobs). Give blow jobs before they get paid• Gay men give money for sex, Gay men pay 500 peso for sex. Gay men trick people out of money• Gay men sexually abuse. Gay men take boys to the river for sex• Gay men have big head (referring to a penis). Gay men have hotdogs (referring to a penis).

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- Gay men have sword fights (referring to both men's penises)
 - Homosexual relationships are negative. Gay men are bad men
 - Men in homosexual relationships are happy and sad
 - Gay men say 'Oh papa... macho man'
 - Gay men having sex are like dogs having sex
 - Gay men are dirty

From the results it is apparent that the perceived roles and positions of homosexuals and homosexual relationships are that of two men and their positions are macho/masculine. However within the results the group defines several roles that come from being gay, such as; a sexual abuser, a paedophile and a thief. The data also reveals that homosexuals are perceived to be bad people and homosexual relationships are negative and dirty.

The results from the data show that homosexual personality traits and characteristics revolve around male machismo and men being well built and handsome. However most of the results indicate sexual characteristics and traits that centre around a man's sexual organ, man and man sex acts e.g. Sword fights, getting and receiving energy, lollipops, big heads and hotdogs, referring to blow jobs. It is even stated that sexual intercourse between gay men can be compared to sexual intercourse between dogs.

From the results it is apparent that the group's expectations of homosexuals is low, they state that gay men take boys to the river for sex, gay men trick people out of money, gay men pay 500 peso for sex.... One group member stated that men in homosexual relationships are happy and sad which showed a balanced belief and expectation of gay relationships but did not elaborate either way.

Homosexual – Lesbian

In this category the group states their perceptions of homosexuality among women and lesbian relationships. (See Appendix K, Results on Homosexual Lesbians, pg 168)

Homosexual – Lesbian
<ul style="list-style-type: none">• Lesbian women show more masculine behaviour than straight women. A homosexual girl feels like she's a man• Homosexual women are tomboys• Homosexual sex acts include fingering. Homosexual women massage each others breasts. Homosexual women lick the puday (vagina). Homosexual women lick each others mani (clitoris)• Monay (meaning bread) sexual term used for female sexual organ• Homosexual women act out• Homosexual women wait to see who will orgasm first• Lesbian relationships are positive. Women in lesbian relationships are happy• Lesbians are bad people

-
- Many lesbians sexually abuse
 - Women pay other women for sex

From the results it is apparent that the group's perception of homosexual lesbian roles and positions are that of the 'Tomboy'. Lesbians take on the role of masculinity because they feel like they are men. The group also stated that lesbians are sexual abusers and bad people.

The data showed that lesbian characteristics and traits are highly sexualised referring mainly to lesbians by sexual acts such as; fingering, massaging each other's breasts, licking the puday and the mani (meaning vagina) and orgasms.

The group's expectations of homosexual lesbians were mixed. The results showed positive expectations such as women in lesbian relationships are happy and overall it is positive. Whereas some results stated that lesbian women sexually abuse, pay for sex, are bad people and act out.

Bi-Sexual

In this category the group states their perceptions of bi-sexual orientation and bi-sexual relationships. (See Appendix L, Results on Bi-sexual's, pg 169)

Bi-sexual
<ul style="list-style-type: none">• Silahis (Bi-sexual)• Bi-sexual people are not contented with one partner. Bi-sexual people like to alternate. A person is bi-sexual because they are confused• Bi-sexual men are gay• Bi-sexual men are not contented by a girl• Every morning bi-sexual men have tinutusok (sex)• Bi-sexual are good in sucking• People are bi-sexual because it gives them a good feeling• Bi-sexual men think about girls and boys• Bi-sexual relationships are bad. Bi-sexual relationships are negative

From the data it is apparent that the group perceived bi-sexual roles and positions to mainly be that of homosexual men. They referred to women as being sexual partners to men in bi-sexual relationships but did not clearly define female roles.

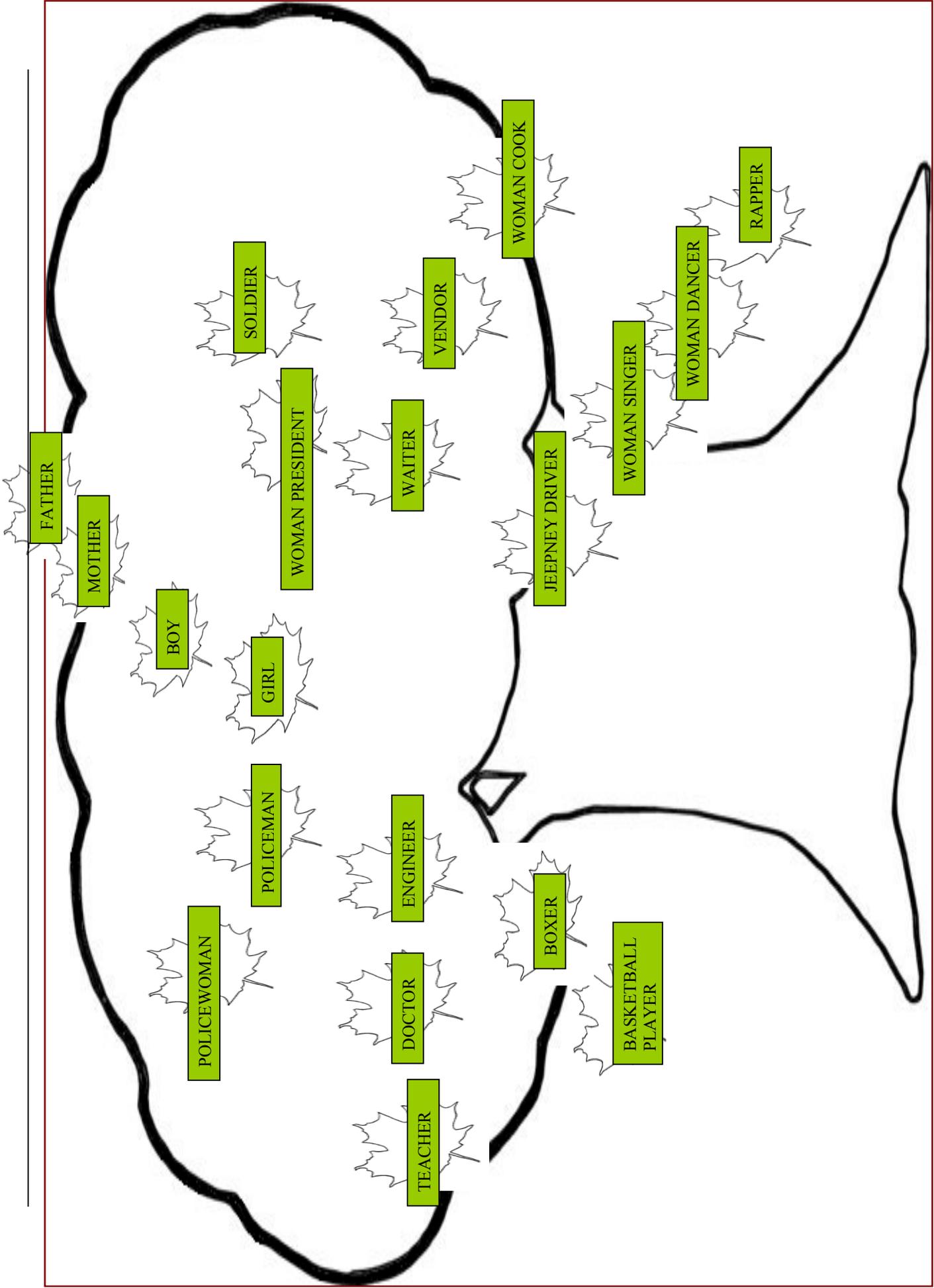
The results show that bi-sexual characteristics and personality traits are that of confusion, discontent and dissatisfaction. Therefore need to alternate partners. The group

also described bi-sexual behaviour referring to sexual acts such as sucking, getting good feelings and tinutusok (sex).

The results were clear in their perceived expectations stating that bi-sexual relationships are bad and negative. The group did not elaborate within this category and were direct in their opinions.

Gender Hierarchy

Within this category the results show a gender hierarchy tree. In workshop one the group were presented with a blank outline of a tree and a series of leaves with gender positions and professions written on them. The group were asked to discuss and place the leaves on the tree with regard to where they believed the leaf should go (top of the tree being the highest in society, bottom of the tree being the lowest in society.)



	<u>Gender Hierarchy Tree</u>
<u>Groups Response</u>	<ul style="list-style-type: none"> • Family should go first • Teacher is of a high position • Entertainers are in a low position • If there was no family there would be no professions. Family must be highest • Everyone dreams of becoming a president • A rapper is low but same level as a woman entertainer, but woman must go first
<u>Additions</u>	<ul style="list-style-type: none"> • A child beggar but in a low position • A social worker • A caregiver • A teacher should be at the same level as the social worker • A pilot • A hospital worker

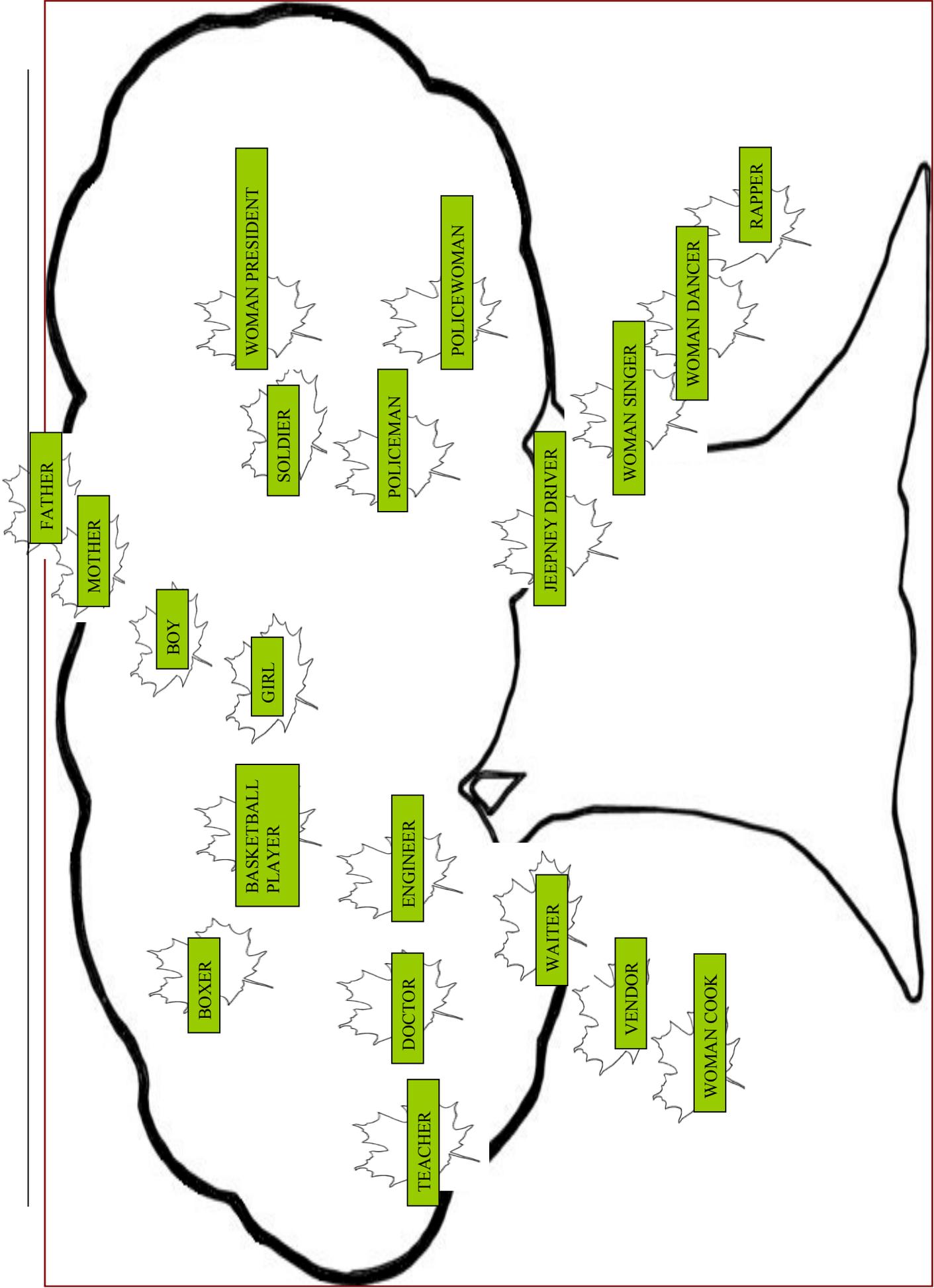
From the results it is evident that the group's perceptions of the family are high. The role and positioning of the family is of great importance and without the family there could be no other professions. However the role of the father is higher than the mother and the role of the boy is higher than the girl. The results show that the positioning of policeman, policewoman, soldier and president are second highest on the tree. The group stated that 'everyone dreams of being a president' showing that it is a respected, dreamt about role to have. The teacher, doctor and engineer are also high (third highest) but these three professions are on the same level and equal to one another. Waiter, vendor and women cook are again third highest and on the same level as each other. The lowest positions on the tree are boxer, basketball player, jeepney driver, women singer, woman dancer and rapper. The group perceives these professions to be of a low position but they state women must go first; however still on the same level.

The results show that there were many professions that the group felt were of great importance even if they were not high positions but still needed to be acknowledged, for example a child beggar, social worker, caregiver, teacher, pilot and hospital worker.

From the results it is apparent what the group's expectations of what is classified as a high well respected profession and what is not. They show a need for their past role as street beggar to be acknowledged in society (even though they believe it to be low) and from their experiences within institutions they feel the importance of acknowledgement to social workers and caregivers.

It is clear in the results that they rank certain professions to have close relationship to one another for example woman dancer, singer, rapper and even jeepney driver are on the same level in society. They also highlight that more respected jobs such as vendor, waiter and woman cook should be acknowledged as a group.

In workshop five the group was asked to reevaluate the tree and decide if they wanted to change any of the positioning of the leaves or add more leaves. The results were as follows:



	<u>Gender Hierarchy Tree</u>
<u>Changes</u>	<ul style="list-style-type: none"> • Waiter, vendor, women cook change places with boxer, basketball player (now lowest on the tree) • Policeman and policewoman move to the third lowest. • Boxer, basketball player move to second highest. • Vendor moves higher than woman cook. • Woman president moves higher than soldier. • Policeman moves higher than policewoman. • Boxer moves higher than basketball player.
<u>Additions</u>	<ul style="list-style-type: none"> • Beggar • Social Worker • Caregiver • Pilot • Shoe Repairer

	<ul style="list-style-type: none">• Carpenter• Smith• Computer technician
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From the results it is apparent that the group's belief of the positioning of roles in society had changed. They believed that the role of boxer and basketball player should be of a higher position. Policeman should be higher than a policewoman but the woman president should be higher than a soldier and so on.

Some of the professions which they expected to be acknowledged within society and the hierarchy tree stayed the same e.g. Beggar, social worker, caregiver and pilot. However they also added shoe repairer, carpenter, smith and computer technician, all skilled professions but not necessarily highly respected within their culture.

2. INFLUENCES WHICH HAVE FORMED THE BOYS GENDER BELIEFS

The following results show a child by child background history. From the child's background the researcher will discuss the child's responses from the series of workshops and individual counselling sessions to show what might have influenced and subsequently formed the boy's gender beliefs.

CHILD A

AGE: 15 years old

SEX: Male

RELIGION: Roman Catholic

BIRTH PLACE: Manila

RESIDENCE: The Stairway Foundation, Mindoro

EDUCATIONAL ATTAINMENT: Grade II

LENGTH OF STAY AT CURRENT CENTRE: 6 Months

Before arriving at The Stairway Foundation Child A resided at a rehabilitation centre for 1 year and 4 months, for his addiction to rugby and poly. His addiction to rugby started when he was 8 years old.

Child A is the 4th child out of 7. His mother is a drug addict and while with his father she had numerous affairs with other men until one day she left the home to settle with another man. His father did not have enough money to take care of the children and gradually

became an alcoholic. He distributed the children to several relatives. Child A was placed and adopted by his uncle where he was able to go to school but his aunt (uncle's wife) would not accept him. Unfortunately his uncle died and Child A resorted to moving back and forth to various welfare agencies and the street until he decided to find his mother who had at this time no permanent address. Once he found her he couldn't deal with the way her partner was treating her so he went back to the streets. While on the streets his sister found him and brought him back with her. She placed him in school but peer pressure became too tempting for him and he returned to the streets where he was sniffing rugby, smoking and snatching.

Upon arriving at The Stairway Foundation Child A disclosed that he had had sexual intercourse, been exposed to fondling, peeping and verbal sexual stimulation.

Child A's gender beliefs have been developed through influences from his family (mother, father, aunt, uncle, siblings) and from peers and other interactions on the street.

Within the series of workshops it was Child A that said 'women deserve to be raped if they do not fight or shout out against men'. This view of women could come from his experiences with his mother and a belief that women need to take responsibility for what happens to them and are capable of not becoming a victim. The results show that

Child A frequently chooses the role of the male seducer, paedophile and abuser. He played these parts well keeping true to the character at all times. When asked how he felt about playing the abuser he expressed that 'am not like that....it is just a character and we were asked to act out drama's from our own experiences' going on to say 'I will not be an abuser when I grow up'.

Child A clearly knows right from wrong. However he (for the majority) perceives men to take on roles such as the perpetrator, paedophile and sexual abuser. When child A was asked to draw an image of a negative male figure, he drew a yin and yang symbol, he said ‘this man taught me how to get gay customers’, he was referring to a man he knew on the streets and clearly indicated that he had taken part in prostitution at some point. Child A’s beliefs of negative male figures have been influenced by what he has personally experienced and seen. Throughout the workshops and counselling he disclosed a lot of insight into sexual abuse and exploitation and felt extreme ease and comfort in expressing his experiences through the use of drama. Drama was a safe, secure, non judgmental, non realistic outlet for this child to use. He was able to hide behind his characters and also experience what it felt like to be the man rather than the child. It was Child A who frequently devised the dialogue for dramas based on child sexual abuse and prostitution and even when he played the role of a man within a healthy heterosexual relationship he still included sexualized behaviour. Sex has influenced much of his beliefs, sex within his family and sex on the streets. His belief that gender, be it, man, woman, boy, girl, homosexual or heterosexual hold one thing in common, sex.

CHILD B

AGE: 15 years old

SEX: Male

RELIGION: Roman Catholic

BIRTH PLACE: Manila

RESIDENCE: The Stairway Foundation, Mindoro

EDUCATIONAL ATTAINMENT: Grade II

LENGTH OF STAY AT CURRENT CENTRE: 7 Months

Child B comes from a poor background where money was scarce. He is the sixth child of nine. His father is a carpenter and mothers a dress maker. His family background is not one of abuse or neglect but somehow this child took to the streets. Not being able to resist peer pressure he ended up doing drugs and became a victim of child sexual abuse.

While on the streets his family tried to search for him but he had changed his name and become anonymous. It was not until he was referred to The Stairway Foundation that his family were informed of his whereabouts. They were thrilled to learn that their child was safe and felt great sadness for what he had been through.

Child B disclosed that the sexual abuse he had encountered included kissing, fondling, peeping and pornography.

Child B is a breath of fresh air he shows great intelligence and knowledge for a child of this age. He embraces knowledge and uses it for the good of himself and others around

him. Child B sees life like a rainbow. He does not dwell on the past but looks positively to the future.

His gender beliefs are influenced by positive role models. He stated that he has learnt so much and respects the Ate's and Kuya's at Stairway. It is clear that his family has also influenced his beliefs, he has seen his mother and father struggle through hardship but still stayed united, he sees men and women as equals. When he was asked to paint an image of a boy he drew a kite 'because it flies low, but tries to fly higher to reach his dreams, it is full of many colours'. When asked to paint an image of a negative male role model he drew a tree explaining 'the tree represents the bad elements in society, the one that tempts us'. His perceptions are insightful and optimistic; even though he could have been influenced by the negativity he has seen, he stays strong in what he believes to be right and wrong.

CHILD C

AGE: 15 years old

SEX: Male

RELIGION: Roman Catholic

BIRTH PLACE: Manila

RESIDENCE: The Stairway Foundation, Mindoro

EDUCATIONAL ATTAINMENT: Grade II

LENGTH OF STAY AT CURRENT CENTRE: 7 Months

Child C comes from a broken home. He is the eldest of three siblings. His mother had many extra marital affairs which led to his mother's and father's break up. Child C stayed with his father where he felt happy and secure. Unfortunately once his father started a relationship with another woman he did not want his children anymore and requested that the child's mother come and take him. However his mother showed him severe neglect and lack of love and care. Therefore his aunt and her husband (who were childless) took custody of him. While under the care of his aunt Child C was enrolled in school and finished grade II. But life was not all it seemed, while the aunt was out working her husband was severely maltreating the child and frequently beating him. To make things worse they gained custody of the child's younger sibling and the beatings were divided between the two of them, they became his servants. Child C and his sibling ran to the streets. Child C learnt how to beg, scavenge, shoe shine and became addicted to rugby.

Subsequently he was in and out of institutions because it never took long before he ran away back to his life on the street.

The option of Child C being able to reunite with his family is unlikely. At present they rent one small room with no toilet or electricity. They are all malnourished and suffer from many different diseases.

When Child C arrived at Stairway he disclosed that he had been sexually abused/exploited, this included oral sex, exhibitionism and pornography.

Child C's gender beliefs have been formed by negative influences and experiences throughout his life. He has been negatively exposed to both women and men, not knowing who he can trust. However he does believe that there are good men and talked positively about his grandfather and father. Child C had frequently tried to find his father but had no luck, he clings onto the good memories and wishes he could relive the happy times in his life. He said 'my grandfather taught me good things. When he died I went to Manila, which is why my life turned out like this. He is looking down from heaven and protecting me.' When asked to paint an image of a boy he drew a flower, he said 'it is weak unlike a man'. From his past he has seen men to be all powerful and in order to protect himself he had to run to the streets but on the streets he also encountered bad men and therefore was unable to feel safe and secure anywhere. Even his mother neglected him and showed him no love, care or interest. His relationship with his mother has influenced his behaviour towards females. However from seeing this child and watching him grow at Stairway he is gradually beginning to trust people around him and except that not every adult male and female wants to hurt him. This child has seen that people

really do love and care for him but has had to except that he may never receive positive love from his own family.

CHILD D

AGE: 14 years old

SEX: Male

RELIGION: Roman Catholic

BIRTH PLACE: Manila

RESIDENCE: The Stairway Foundation, Mindoro

EDUCATIONAL ATTAINMENT: Grade I

LENGTH OF STAY AT CURRENT CENTRE: 7 Months

Child D is the eldest of three siblings. He has suffered severe neglect from his family. He has never seen his biological father as he abandoned him and his mother when he was born. His mother remarried and had two children with his stepfather. His stepfather is an alcoholic and severely maltreats the child, frequently beating him and making sure he is told that he is a bad boy, he is not wanted or loved and that he is not his son. Child D's mother sells plastic bags on the street for a living. Although she knows of the child's beatings she does nothing to stop it as she herself is scared to get the same treatment.

Because of the child's family situation he took refuge in the streets working as a beggar, parking boy and selling plastic bags. It was on the streets that he became an addict of rugby and other solvents. Child D has been in and out of institutions but always manages to escape back to the streets.

When Child D arrived at The Stairway Foundation he disclosed that he had been sexually abused, this included kissing, fondling, oral sex and pornography.

Child D's gender beliefs have been influenced by his experience with his family and the street. His father abandoned him and his mother, and his step father showed him horrific physical and mental abuse. He sees men as a threat; all he has received from men is abuse. His belief of women is also negative, he feels hurt and let down by his mother who did not protect him when he needed it. However he craves a mother figure and when around women he becomes very baby like initiating nurturing physical contact. Child D even asked myself (the researcher) if I would be his mother and take him home.

Child D's gender beliefs have also been hugely influenced by his experiences on the street. He has strong images and perceptions of homosexual men and women. He sees homosexual men as negative and dirty, referring to them as abusers that take your money and have sex with you down by the river. When Child D took part in a counselling session on sexuality he expressed extreme feeling towards gay men, acting out sexual abuse scenes and dramatizing movements and words. Through this session he disclosed that while he had been at Stairway a gay man (from the local community) had propositioned him for sex, he offered him money to have sex down by the river (he declined). While disclosing this information Child D immersed himself in the role of a gay man and a child victim, he screamed, shouted, made sexual sounds and actions, it was as if he was reliving similar experiences. He even expressed anger toward homosexual women explaining that they are also abusers and pay other women for sex; he explained that he had witnessed this on the streets.

Child D has a lot of knowledge of sex and when talking about the subject he becomes very sexualized. His experiences and negative influences have tainted his view of male, female, and homosexual roles in society.

CHILD E

AGE: 19 years old

SEX: Male

RELIGION: Roman Catholic

BIRTH PLACE: Manila

RESIDENCE: The Stairway Foundation, Mindoro

EDUCATIONAL ATTAINMENT: Grade II

LENGTH OF STAY AT CURRENT CENTRE: 6 Months

Child E is the second child of seven. He had a happy life even though money was short. His father went out to work everyday, his mother stayed at home doing chores, spending time with him and his siblings, educating them at the family home.

When Child E was nine years old his whole world changed, his mother passed away leaving his father in deep depression. This depression worsened, he became an alcoholic, drug addict and abuser. His father totally neglected his children. Child E found refuge on the streets; it was here that he became addicted to rugby and other hard drugs, drinking alcohol, smoking and gambling. To support his addiction he would take small jobs as a shoe shine boy, porter, dishwasher and frequently begging for money. Alongside his heartache he dealt with congenital asthma which went untreated due to lack of funds. He was in and out of institutions but always managed to escape, as well as being picked up

by the police for doing rugby. At one point his father was admitted to The National Centre for Mental Health due to his drug addiction but he soon dropped out returning to his old ways. His father would even sniff rugby with him and his siblings.

Child E disclosed that he had been sexually abused numerous times; his abuse included kissing, fondling, sexual intercourse, attempted sexual intercourse, prostitution, exhibitionism and pornography.

When Child E was referred to The Stairway Foundation it was thought by the child and others around him that he was seventeen years old. However when the social worker at Stairway went through the process of tracking his birth certificate to enable him to move on to another institution it was discovered that he was actually nineteen years old. This news brought him great confusion and heartache; it was like another trauma had been thrown on him, another trauma he had to deal with.

Child E's gender beliefs have been hugely influenced by his family and street background. He shows a lot of affection to women and expresses an enormous amount of love for his mother and of course sadness for her loss. However when the subject is raised about men he shows a lot of distrust and hatred. When asked to paint an image of a man who has been a negative influence to him he painted Satan, skull and Lucifer, all evil, dangerous figures which work against God. He described these people to be similar to men he had met on the streets that tried to tempt him and taught him bad ways. Then when asked to paint a positive image of a man he drew a cartoon character expressing that this character makes him happy because it has powers that keep enemies away.

Within our counselling session Child E talked about his father with anger and pain, he does not wish to see his father again and resents him for the hurt he has caused his family. He also expressed the extreme feeling of abandonment saying 'my mother is dead, my father is addicted to rugby and used to beat me and my brothers and sisters are missing' he goes on to say 'there is no one who cares for me'. Although Child E has been influenced by negative role models and has suffered horrendous abuse and trauma his own behaviour is still very much of a gentleman, he is caring and thoughtful. It would seem that at this point in his life he is aware of negative gender roles but is not allowing that to reflect on his own behaviour. I believe with more counselling, therapy, love and security, the abusive pattern can be broken.

CHILD F

AGE: 15 years old

SEX: Male

RELIGION: Roman Catholic

BIRTH PLACE: Manila

RESIDENCE: The Stairway Foundation, Mindoro

EDUCATIONAL ATTAINMENT: Grade IV

LENGTH OF STAY AT CURRENT CENTRE: 7 Months

Child F was placed in several residential homes and a drug rehabilitation centre before being placed at The Stairway Foundation.

Child F was (for the majority) brought up by his father. His mother was an alcoholic. She had seven children with a previous husband, six of which were placed into institutions and/or adopted. Child F has no recollection of his mother or any siblings.

His father was a cigarette vendor in Manila making little to no money and since their house burnt down his father has been residing on the streets. When child F was three or four years old his father placed him into an institution where he left him for six years. When he was ten years old his father took back custody and the child went back to the family home. However his father had several bad relationships which led him to completely neglecting Child F, showing him no love or care. Child F felt unwanted, he felt as if he was a ghostly presence within his family. Therefore he turned to the streets where he began sniffing rugby, begging, stealing and scavenging for food.

Child F was arrested for sniffing rugby and placed in a drug rehabilitation centre where he resided for 20 months. While at the centre Child F participated in sexual acts such as anal sex and frequent masturbation. On arriving at The Stairway Foundation Child F disclosed that he had been involved in prostitution, fondling and sexual verbal simulation.

Child F only participated in two out of five workshops. In workshop One the group were asked 'what does gender mean?' Child F answered 'sex, sexual acts, and sexual relationships.' He expressed his concerns about this subject saying that he did not want to talk about sex or take part in the workshops. When told that gender did not mean sex (as in sexual acts or relationships) he still seemed untrusting and doubtful. Child F was then asked if he wanted to leave the group and be replaced by another child. His response was 'no, I'll stay'. Although he stayed and completed the tasks given to him, he did not want to cooperate or work as part of a team. At the beginning of workshop three he refused to join the group and sadly opted to be replaced. (Child F was replaced by Child G)

It was apparent from the onset that Child F did not want to discuss anything that had a connection to sex and it was clear that the subject of sex, gender, sexuality and relationships made him feel nervous and untrusting. This fear of sex and subjects surrounding it clearly came from his past abuse and sexual experiences.

Through the two workshops (One and Two) he compared man to a tree 'because trees are old like men'. His beliefs of what men are and how he perceives them to be maybe influenced by his father and the image he has of his father. He also compared a flower to a boy 'because flowers are small, colourful and blooming'. His image is very pure and

innocent it shows that he is blocking out the dark reality of his own childhood and replacing it with a beautiful image, an image which he may have wished or dreamt about.

When asked what he would be doing at the age of 30, the child acted out a scene where he was a member of the SWAT team working for the police. In this scene he showed himself chasing and catching snatchers, bank robbers and rapists.

His dream job was completely opposite to his role as a child where he was the snatcher running from the police. He was using his own experiences and turning them around to portray a positive future for himself.

It is apparent in Child F's responses that he clings onto the positive, he tries to stay optimistic in what gender roles and relationships should be, almost holding onto an idealistic world view. However it is obvious that he is hiding behind his idealism, he does not and will not talk about his own personal issues or discuss subjects or themes which bring back bad memories and take him out of his comfort zone. Child F's fear of reality was highlighted by the fact that he did not want to participate in the workshops because the subject was about 'Gender Beliefs'. His past has influenced him hugely in the way he perceives gender and especially sex and sexuality. However it is hard to find the truth within his heart because he will not willingly show it.

CHILD G

AGE: 15 years old

SEX: Male

RELIGION: Roman Catholic

BIRTH PLACE: Manila

RESIDENCE: The Stairway Foundation, Mindoro

EDUCATIONAL ATTAINMENT: Grade II

LENGTH OF STAY AT CURRENT CENTRE: 7 Months

Child G has always lived a poverty stricken life. Even though his father worked it did not bring in enough money for the family so after school he would go to the streets to beg and scavenge to bring food and money home. When he was nine years old his father was killed by a hit and run. His mother struggled to feed her children and when it became too hard she handed over custody of her children to relatives. However Child G would not leave his mother's side so he went with her to Manila where they both worked on the streets, making only enough money to eat once a day. Unfortunately his mother had other plans for her life, which did not include him. She met a man and flew to Palawan giving custody of the child to a friend who was also a street dweller. Child G was totally abandoned with no family to turn to. The woman who had taken him in frequently had multiple partners and hardly had enough money to feed herself. With his heartache he embraced the streets, scavenging, begging, and getting small work as a jeepney caller and shoe shine boy. It was also on the street that he became an addict of rugby and other

solvents. When his carer would see him doing drugs she never tried to stop him because she too was a drug addict. Before coming to Stairway he was in and out of institutions but always managed to run away back to the streets.

Child G disclosed that he had been sexually abused/ exploited; his abuse involved kissing, fondling, oral sex, sexual intercourse, rape, pornography and sexual verbal stimulation.

Child G took the place of Child F in workshop three and the following workshops. His gender beliefs have been influenced by his family upbringing and his time on the streets.

Child G is a very fragile, sensitive boy. When he is angered or hurt he easily cries and frequently has childlike tantrums. His abandonment has left him extremely hurt and traumatized. However his view of women has not been totally destroyed, he expresses a lot of affection towards girls. While taking part in a counselling session he brought up the subject of his mother, when asked 'what would you say to her if you saw her?' Child G began to cry; he cried for a long time and couldn't express what he felt with words, he just said 'if I saw her I would cry'. He showed no anger or resentment towards his mother but just extreme pain and hurt.

Child G's beliefs of men could be influenced by his father's death, when asked to draw an image of a man he drew, old men, dying flowers and dying dogs. He also drew a cockroach, centipede and a mosquito; his reason for drawing these insects was that they hunt for food like men. Child G has been taught by men from an early age that you must hunt for food in order to eat and feed the family.

Within the majority of drama improvisations Child G always chose to play the character

of the girl or the transvestite, taking a lot of pleasure from twisting his clothes up to look like a sexy girl and putting red paint on his cheeks. It was apparent that he had been influenced by experiences from the streets where he may have been sexually abused or had seen others sexually abused or prostituted.

3. THE EFFECT THAT SEXUAL ABUSE/ EXPLIOTATION HAS HAD ON THE BOYS GENDER BELIEFS

From the results it is apparent that the boys' gender beliefs have been influenced and formed by their own personal experiences and the people around them. However it is extremely apparent that their gender beliefs especially that of men have been formed by the sexual abuse/ exploitation that they have experienced (through the hands of men). From the very first workshop they were asked to devise a scene of men in their community, from their own experience. They openly acted out a scene of a street boy being raped by a man who used the boy's disadvantage to lure him into his house offering him food and help. When asked 'have you experienced a scene like this before?' they replied 'yes'. Again they devised a scene of women in their community, from their own experience; they showed a scene of two women being raped by men. They said this is what they have seen. Their own personal abuse has blackened their view on the world and tainted their minds with sex, power, control and violence. Throughout the workshops they showed other scenes of abuse on street children. In one scene they showed a street boy selling flowers, he met an American man who offered him drugs, then a child

prostitute was introduced to the scene, the man had sex with her and discovered the girl was actually a boy. The man kills the child. This scene had great impact because they played it with such ease and normality, as if they were just reliving an everyday experience. It was apparent to the researcher that from the very beginning the group would disclose powerful, shocking scenes and images from their past experiences but it was important that it was understood that this was a healthy process for the boys and one that they needed to express.

Child D opened up a lot of his past sexual abuse when the subject of sexuality was raised. Through our counselling session he expressed hatred and resentment to homosexual men, describing them as dirty and abusers. He physically acted out scenes of gay men sexually abusing boys and even disclosed information of a gay man (from the local community) offering him money for sex while he had been staying at Stairway. He does not believe that homosexual men can be non abusers and have healthy relationships. His belief of homosexuals is so stuck in his mind.

This group of boys clearly sees men as abusers, perpetrators and paedophiles because this is what they have seen and experienced in their lives. It is no fault of their own that their gender beliefs have taken such a negative view but it is our responsibility as adults to reshape their beliefs so that they experience positive, loving, caring men and women in their lives. All the boys expressed that they did not want to become abusers when they grow up. Therefore it is our responsibility to guide them through the dark torment of memories which immerse their minds so that they can be set free and allow light into their hearts.

4. THE EFFECTIVENESS OF USING DRAMA BASED WORKSHOPS IN ORDER TO DRAW OUT THE OPINIONS AND BELIEFS OF GENDER

From the results gathered it is apparent that using drama based workshops in order to draw out the beliefs of sexually abused/ exploited boys was a success.

It was clear from the start that the topic and issues that surround 'gender' would be a hard subject to tackle because of the boys' past experiences. However the results show in-depth disclosures of past experiences, influences and beliefs. I as the researcher saw first hand the boys develop in confidence and self expression. Thus allowing them to express openly their beliefs and where those beliefs originate from. The boys were able to express their beliefs through drama because it was a non threatening, non judgmental, safe, secure environment, where they could hide behind characters and roles in order to tell their stories without saying it as themselves.

In workshop one Child C was reluctant to act, becoming shy and frigid. However through the series of workshops he developed confidence and strength within the group and learnt to freely express himself through acting without feeling shame or embarrassment. This also was the outcome for most of the boys, they all developed skills which invariably added to their self confidence, self worth and expression.

Through using art within the workshops they were given time and space individually to paint images on paper which had been tormenting their minds, thus giving them a sense of freedom. They were then given the time to share their images with the group, which allowed each boy to process these images and verbalize experiences which may have been locked inside.

The results which were gathered from using drama and art clearly show insights which may not have appeared through other forms of therapy or may have taken a longer time to emerge.

Discussion of Results

The following section discusses the results being presented in the study.

Overall the results of the study follow four major categories including sub categories. The results offer data on the group's gender beliefs as a whole, influences that have formed their gender beliefs, the effects of sexual abuse/exploitation on their gender beliefs and the effectiveness of using drama to draw out the group's gender beliefs.

1. THE OVERALL GENDER BELIEFS OF BOYS WHO HAVE BEEN SEXUALLY ABUSED/ EXPLOITED

The group's overall gender beliefs were categorized under the following; men, women, boys, boys and men, men and women, relationships – heterosexual, homosexual gay, homosexual lesbian, bi-sexual and gender hierarchy. The workshops were planned in order to encapsulate areas of specific genders as well as areas and themes connected to gender. The group showed more interest and had more eagerness to discuss specific areas such as men, sexuality and homosexual gays. This could be because this is where they had more experience (mainly negative).

On the subject of men the results were taken from individual and group opinions from both workshops and counselling sessions. The group showed a lot of passion with regard to their feelings and emotions towards men, portraying anger, aggression and

sexual violence. It was apparent that when they thought about men from their own experiences they connected man to a paedophile, abuser, perpetrator and homosexual gay. They portrayed overpowering images of men who controlled both women and children using them for their own gain, unable to show real love. Dutch Psychiatrist Nelleke Nicolia said; ‘The biggest fear of men is to lose masculinity.....not being in control’ (Admira, 2005, pg 19). It would seem that the boys see masculinity as all powering but not in a positive sense but rather as a negative position in society. The boys’ opinions of masculinity contribute to the question of ‘does living in a highly masculine culture impact the growth of sexual abuse of all men, women and children?’ It would seem that from the beliefs shown by the group of boys the answer would be ‘yes.’ For them a highly masculine culture has shown them sexual abuse and exploitation from a very young age.

When talking about the role that men take in community as the abuser it was stated that; ‘Male abusers never get shamed or embarrassed because when they get found out they just move on’. From the boys’ perspective men are allowed to take on such roles because there are no repercussions, only for the victim. However it was interesting that when they acted out a scene where a man rapes a young boy on the streets, the victim and his brother end up killing the man. The group said ‘Men should be punished for what they do, even killed’. The group showed awareness in that the male gender role is not right or just and there should be punishment for men who abuse.

It was shocking for the researcher to witness how deeply the group felt about the male gender and masculinity and how it was such a negative force in their lives. However

it was extremely healthy and therapeutic for the group to express these feelings and process their traumatic experiences.

The group did not only express negative beliefs, they showed understanding towards men, saying; ‘Men have two hearts, one good, one bad. Men can be good and bad’. They also stated that good men include God, Jesus, some of their fathers, some of their grandfathers, men working for Stairway and Get Mad (government agency). This was a positive step for the boys to acknowledge that all men are not the same and good men do exist. This would in turn hopefully present positive male role models to the boys from which they can learn.

Due to their experience with sexual abuse they also referred to men as homosexual gays, ECPAT (2006) states; ‘There is a widespread misconception about the issue of prostitution of boys as it is wrongly viewed as an issue of homosexuality’. Therefore it brings shame, secrecy and embarrassment to male victims of abuse. You can see this within the category of homosexuality; the group showed a lot of anger towards gays and the experiences they have had with gay men.

The group’s perceptions on women highlighted roles such as the seducer, the mother and the teacher. They based a lot of their beliefs around women’s sexual traits saying women wear sexy skimpy clothes, women seduce men, women are flirtatious etc. They saw women more as sex objects, purely there for a man’s pleasure and use. This conception of women backs up the extreme view of feminists, that in a man’s world the gender roles consist of; ‘Be the mother – do the housework – be the father – carry a big stick. Be the mother – be fucked – or be the father – do the fucking’ (Dworkin at el,

1995). Their definitions of women came across from a very male/masculine point of view, one that had obviously been influenced by their backgrounds.

The group dramatized a scene which included women in their communities. In this scene they showed two women getting raped after they had been flirting with men. The group said that ‘women deserve to be raped if they do not fight or speak out against a man’. Thus shifting the blame onto the woman instead of questioning the man’s actions. It would seem that the boys have witnessed and been exposed to male and female sexual violence which had formed these strict beliefs not allowing room for compassion towards female victims of male sexual abuse. They also showed anger to women who live on the street and do rugby, saying; ‘Women live on the streets and have lots of children but cannot feed or cloth them’. This portrayed some feeling towards their own mothers who never had enough money to take care of them thus they ended up in bad street situations. However they acknowledge that women were good teachers and could be good mothers therefore had some positive uses apart from sex.

For these boys who have suffered from sexual abuse and exploitation they in turn have become more sexualized in their behaviour, knowledge and beliefs therefore they show a lot of sexualized feelings and urges towards females. This belief of women is one that has been inbred into them not only through their sexual experiences but also the culture in which they live. The Filipino culture is highly sexualized both by women and men but sex is concealed by a façade of conservative beliefs and the Catholic Church.

The group’s beliefs on boys seemed to have been formed differently to that of men and women. The group did not draw from their own experiences (of being a boy) instead they painted a very idealistic image of a boy’s childhood full of fun, colour and

happiness. It was almost as if they were expressing what it should be, not the reality of what it is (for them).

Andrea Dworkin (1995), an extreme feminist suggests that; 'The boy has a choice. The boy chooses to become a man because it is better to be a man than a woman'. When first read you may think that this is not true, boys do not choose to become men, there is no choice whatsoever. But it would seem that the writer makes a valid point within today's society especially for these boys whom have been sexually abused and exploited by men. For these boys it is far safer to become a man because man equals power and control, a woman only equals weakness and vulnerability. Becoming a man means a great deal for these boys because it means they will become strong and will be able to defend themselves against predators. If they become weak and feminine like women they leave themselves open again for more abuse.

The group perceived relationships between boys and men to be clear; man is strong and boy is weak, man is the abuser and boy is the abused. From the results within this category the group highlighted several male roles in community which have negative relationships with boys. The roles highlighted by the group were; the exploiter, the paedophile, the drug pusher, the foreigner, the policeman, the customer for prostitution. When the group acted out scenes from their own experiences which included men and boy relationships it would seem that they enjoyed playing the abusing man and enjoyed hurting the abusing man. They had the opportunity to reverse roles (where they may have been the victim to a man) and were also able to make up their own ending, for example; from their experience the man may always get away with his abuses and justice is never

done but the group were able to act out their own justice and this made them feel in control of the situation where in the past they had no control.

The group's beliefs about the relationship between men and women mainly consisted of a sexual nature. The results focused on the attraction a man has for a woman (not vice versa). They listed feminine traits that man like women to have. Because of their highly sexualized background it would seem that their beliefs have been shaped by what they had seen between men and women. It could also be noted that the culture in which they live men and women do not have platonic relationships, sex is always involved and if it isn't they will still be judged by the community. Anna Runeborg of SIDA (2004) stated that; 'The older generation too often encourages sexual experiences and conquests as a way to manhood, whether the young man wishes to or not'. It would seem that there is always an underlying pressure for males to become sexually active and even if they are unhappy with that pressure they must still appear to accept it happily in order to meet the masculine bravado.

Within the workshops the group took on female roles to portray male/ female relationships, this did not pose a problem for them; they seemed to enjoy playing females and always took the role one step further by adjusting their clothes to look sexy and painting their lips and cheeks red. They liked the opportunity to come out of themselves and reverse roles.

It would seem that the group's perceptions on relationships (heterosexual) is quite healthy in its approach. In workshop Four the group acted out two scenes, one scripted and one devised. The script they were given was dialogue between a man and his doctor, the doctor is asking the man various questions about his wife, work and family. The man

is adamant that his wife does not work but goes on to list the enormous amount of daily duties she fulfils. The boys felt that the man was treating his wife unfairly and that a relationship between a man and a woman should be equal. They were then asked to devise a scene of the stages within a relationship (from the time two people meet to the day they die). The group had a lot of fun rehearsing their scenes and all agreed on what the stages should be; boy meets girl, boy courts girl, boy asks the girl's mother for her daughter's hand in marriage, mother of the bride meets father of the groom, they get married, go on honeymoon, have a baby, grow old, die together. The group expressed that this was the kind of relationship they would like and it was very positive.

For this group happy relationships between their own parents was nearly non-existent therefore they showed a lot of positivity in what they wished for in their own futures. Even though they had been taught bad ways they still were clear about what is right and wrong.

The groups perceptions of sexuality cantered greatly around homosexual men therefore it took some encouragement to obtain opinions about homosexual women and bi-sexual's.

The boys showed great emotion towards homosexuals They did not often openly disclose homosexual experiences but they openly describe homosexual terms for sex acts, body parts etc; saying terms such as; 'lollipop, big head, blowjob, giving and receiving energy, hotdogs, and sword fights etc.' They referred to gay men as sexual abusers, calling them dirty and describing how they take boys down to the river for sex, trick people out of money and pay for sex. The anger they showed toward homosexual men was apparent. It may have come from 'the widespread misconception about the issues of

prostitution of boys as it is wrongly viewed as an issue of homosexuality' (ECPAT, 2006) This misconception has tainted the way the boys see their own sexuality and spread confusion as to what their sexuality is after being sexually abused by a man.

Research done on the affects of sexual abuse on boys show that after the abuse they feel 'anger, fear, develop homosexuality issues, helplessness, isolation and alienation, legitimacy, loss, masculinity issues, problems with sexuality and self blame/guilt' (Hopper, 2006). It would seem that with this group of boys they suffer from many effects of abuse and they do blame themselves but in saying that they also put a lot of blame on gay men. Once a boy has taken part in sexual activities with a man they are immediately labelled as a gay therefore this is why boys tend not to report issues of sexual abuse because it brings shame, guilt and embarrassment on them.

The anger and fear towards gay homosexuals was highlighted within a counselling session done with Child D. In the individual counselling session he began to slowly open up about his feelings, consistently testing the researcher/counsellor to see if she would be shocked or embarrassed by his comments. Once he saw she was not reacting in a shocked or embarrassed fashion he started to dramatize scenes of gay men sexually abusing boys, screaming and shouting loudly. He drew images of men giving each other blow jobs and compared gay men having sex to that of dogs having sex. Within this session he also disclosed that he had been propositioned by a gay man offering him money for sex within the last month (he declined the offer).

When the group discussed homosexual men it is apparent that they were talking from their own experiences, they knew a lot about sexual activities and terms and they were adamant that homosexual relationships were negative.

The group had some experience with homosexual women. They expressed that they believed all lesbians to be ‘tomboys’ and knew many sexual terms for lesbian acts. They knew of lesbians within their community on the streets and one child disclosed that his aunt was also a lesbian. The majority of the group felt that homosexual lesbians were not a threat and it was more positive than negative. However the same Child (D) who showed a lot of anger towards homosexual gays also referred to lesbians as abusers, bad people and perceived it to be a negative form of sexuality. He described scenes from the street that he had witnessed of women paying other women for sex and sexually abusing. It would seem that their beliefs of homosexual women had been formed by their own experiences and for the majority it had been positive.

The group’s belief of bi-sexual’s revolved mainly around sexual preferences. They did not show strong views on bi-sexual orientation. Just stating that bi-sexual’s were ‘discontented, liked to alternate, and were confused’. However they did say that bi-sexual relationships were negative and bad.

It was apparent that the group felt that sexuality incorporated many negative aspects. They viewed every sexual orientation (apart from heterosexual) as a breeding ground for sexual abuse and exploitation. The majority of the group felt that a heterosexual relationship and orientation was positive. For them it seemed a much safer, more natural choice and one that was their own personal choice.

Monica Ray (Founder of The Stairway Foundation) wrote two very important scripts on male sexual abuse, ‘A Good Boy’ and ‘Cemetery’. The God Boy shows the effects sexual abuse has on a boy’s sexuality and gender. Jason the main character looks in the mirror and the reflection looking back at him is a girl. It portrayed the immense

confusion boys have with their gender identity after being abused by a male. In the ‘Cemetery’ the boy struggles with his sexuality after being sexually abused, having suicidal thoughts and heavily taking drugs. Throughout the workshops the boys acted out scenes of sexual abuse which (for the majority) included drugs (rugby). From their past experiences with becoming addicted to rugby and other solvents it was apparent that drugs were a way out of their nightmare of abuse and their battle with their own sexuality.

The group’s overall gender beliefs were also represented by the ‘Gender Hierarchy Tree’ presented to them in workshop One and Five. They were given leaves with positions and professions within society written on them. The group then had to place the leaves in order of hierarchy within society. The reason behind showing them the tree in the first and last workshops was to allow them to change any positions at the end of the program if they wished. However not many changes were made and when asked if they wanted to add on more leaves their answers were still similar from the first session to the last. They were adamant that social worker, caregiver and child beggar should be included. From this process it was evident that they had a great respect for the role of family within society, stating ‘without family there could be no other professions’. As for the other professions they placed well respected, higher paid jobs at the top of the tree and lower paid jobs at the bottom. They showed no inequality to gender and placed the professions due to level rather than gender.

The research showed that their overall gender beliefs had been formed and shaped by their own experiences and backgrounds. They believed men to be of a negative,

controlling, powerful force within their lives. However there was hope for change within their beliefs now that they had seen good male role models at The Stairway Foundation.

They believed that a woman's role was of a mother, teacher and sex object. From their own past experiences women had also let them down, abandoned and hurt them therefore they did not show much compassion for the female sex. However again their beliefs were beginning to change due to the exposure to good female role models at The Stairway Foundation.

The group portrayed relationships between men and boys and men and women to again to be determined and controlled by the male. Within a man and boys relationship men are all powerful and abusive. Within a man and woman relationship men choose women to be used as sexual objects and women use sex in order to seduce men.

The results showed that the group's beliefs on sexuality were highly charged with opinions on homosexuality as a negative orientation and force (another way of sexually abusing). They believed that heterosexuality was a positive, healthy, 'normal' sexual orientation. Their beliefs regarding homosexual lesbians and bi-sexual's were that is just sex based. They clearly stated that lesbians are tomboys and bi-sexual's are 'confused'. However they were able to describe many sexual acts within the two types of sexualities.

2. INFLUENCES WHICH HAVE FORMED THE BOYS GENDER BELIEFS

From looking at each boy's background it is apparent that their experiences with family, peers, the street, community, society, Filipino culture, sexual abuse/exploitation and time spent in and out of institutions has influenced their gender beliefs. It has formed

their gender view of themselves and other gender roles in society. These boys have grown up in a highly masculine culture which has not only influenced their beliefs but also dominated many of their childhood experiences. It was stated by the UN peacekeeping mission that; ‘...a hyper-masculine culture encourage sexual exploitation and abuse....’ For this group it would seem that their exposure to a hyper-masculine culture has had a large connection to their sexual abuse thus influencing their beliefs and how they view their male role in society.

It was also stated by Anna Runeborg of SIDA that; ‘The older generation too often encourages sexual experiences and conquests as a way to manhood, whether the young man wishes to or not. Young boys are expected to get the experience of sexual intercourse from an early age...’

These boys have grown up within a highly sexualized environment. For many poor families in the Philippines the whole family sleep in one room thus being exposed to their parents having sex and for a lot of these boys it seemed that their mothers and fathers were having a lot of extra-marital affairs.

When looking at the boys case histories they all come from low income families, broken homes (with the exception of one), spent time on the streets, have experience with sexual abuse/exploitation and ALL became addicted to rugby and other drugs.

In the case of Child A he watched his mother destroy his family by becoming addicted to drugs and having extra marital affairs, forcing the father to leave the family home. When she didn’t want her children she distributed them amongst relatives. Luckily he was taken in by a good uncle but unfortunately he died and Child A spent the majority of his time living on the streets. In his case he had no good role models to teach him right

from wrong. No one to teach him to respect himself and his body, and when he did have contact with a good male (his uncle) he unfortunately died, leaving him alone. It is not surprising that these children do not have positive gender beliefs because they had never seen positive gender roles.

For Child D his beliefs have been influenced by his mother who did not have the ability to protect or look after him in the way he needed and a stepfather who used him as a punch bag. Thus he resorted to life on the streets where he had exposure to yet again bad men and women who exploited and abused him. Child D disclosed his intense feeling towards men, especially homosexual men. His experiences have had a great influence in the way he views gender based issues and how he still views men and homosexuals. His experience with his mother only highlights the dominant male force. She showed no example of sticking up for the rights of women and children, but rather always submitting to male demands and accepting their abuses.

Child G's gender beliefs of men were not formed by his experience with males in his family (as his father died when he was very young) but rather he was influenced by men on the streets that (for the majority) only used him for their own gain and personal pleasures. However his relationship with his mother had a big impact on his beliefs of females because she tricked him into trusting her then completely abandoned him for her own gain. This abandonment raised a lot of confusion within this child, because although he felt angry and hurt, he also loved (loves) his mother dearly. His experience after his mother abandoning him exposed him to male perpetrators of sexual abuse which greatly formed his beliefs of the male gender.

One extremely common denominator of all the boys is that they all ended up addicted to drugs. When talking to the boys they expressed that rugby (in particular) made their problems vanish, it made everything disappear. Thus meaning they never had to deal with their realities. However since they have been residing at The Stairway Foundation they are not allowed to take rugby or any other drugs and they have to deal with their traumatic past without using vices to escape. Therefore they can evaluate their gender beliefs and learn that even though their backgrounds and influences have shown them negative gender beliefs, Stairway proves that not all men and women are bad which then in turn helps to influence and reform their beliefs in a positive, productive way.

3. THE EFFECT SEXUAL ABUSE/EXPLOITATION HAS HAD ON THE BOYS GENDER BELIEFS

The group's experience with sexual abuse/exploitation has had an undoubted effect on their gender beliefs. The misconception that male sexual abuse is largely connected to homosexuality has also impacted their beliefs of themselves and male roles. It was stated by ECPAT that;

'It is also seen in many communities that the issue of sexual exploitation of boys is not being acknowledge as a problem of 'gender' and the male 'gender role'.....because of the stereotyped gender constructions it has created myths about male roles and led to inadequate protection of boy children in relation to sexual exploitation'.

Due to the boys' gender beliefs being formed by family, community and culture it is obviously hard for them to break the male gender role cycle and develop more positive,

productive gender roles. Thus 'in order to combat their past abuse, for example there are inappropriate attempts to reassert masculinity and victimization of others' (Watkins and Bentovim, 1992).

When the group was presented with the statement 'A boy who has been sexually abused will turn into an abuser himself' one boy said 'no, this is not true' and another said 'yes, this is possible'. You can see their confusion about what their past experiences will have on their future and it is good for them to be aware that male victims can turn into abusers because if they are aware then maybe they can prevent it from happening.

It is apparent that sexual abuse/exploitation has affected not only the way they feel about men and homosexual men but also women. Most of all it has effected the way they view themselves (as a male) and their sexuality. Sexual abuse by someone of the same sex brings extreme confusion. It was stated that; 'Men who have been molested as children and who as adults have a clearly defined homosexual orientation, sometimes express confusion as to whether they did or did not like the experience' (Dworkin, 1995). These confused feelings bring with it the feeling of being dirty, responsible, shame, guilt and embarrassment. This is also clearly seen in Monica Rays 'A Good Boy', when after the sexual abuse has taken place the boy sees a girl's reflection in the mirror. If these confused feelings are not dealt with (especially at a young age) it can manifest itself and show up as aggression; sexually, physically and emotionally. Thus following the gender cycle of an all abusing, all powering male culture.

The study done on 'sexual abuse of adolescents showed within the results that 'experiences of sexual abuse carried far more consequences for boys than for girls

regarding the use of alcohol, aggressive/abusive behaviour, use of drugs and the amount of truancy, as well as regarding suicidal thoughts and behaviour.’

From the results of this study it showed that most of their negative feelings towards men and homosexual men were coming from their experience with their fathers and time spent on the streets and in institutions where they were sexually abused/exploited (by males).

4. THE EFFECTIVENESS OF USING DRAMA BASED WORKSHOPS IN ORDER TO DRAW OUT THE OPINIONS AND BELIEFS OF GENDER

The group showed a great openness to the use of drama and creative arts as a tool for self expression. Some group members took a while before they felt comfortable in using drama to portray situations close to their own experiences and some also felt embarrassed in acting in front of others. However all group members quickly grew in confidence. It was evident that gender and the issues which surrounded gender was a hard subject to tackle due to the boys’ past histories with sexual abuse and exploitation; However by using drama and creative arts as a tool to draw out the group’s opinions showed very in-depth results, allowing them to physically act out scenes from their past as well as express and process emotions connected to them. As stated in ECPAT’s Ideas Bank of Creative Activities; ‘The purpose is not to embarrass members into confessing their trauma to strangers, but rather to:

- 1) Allow them to become comfortable acting in front of others

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- 2) Allow them to express their feelings indirectly (i.e. in the role of another character).

It was evident that the success and effectiveness of drama within this study was due to the boys feeling comfortable, they could express their emotions indirectly behind a character (not themselves), in a non threatening and non judgmental environment.

For some of the group members it was clear that they had great talent in acting therefore it helped them further to re-enact scenes from their past as well as devising scenes with the group.

The study also showed that the six key points (stated in the literature review) are extremely important parameters when using drama therapy as a process. There must be points and stages for the individual to reach in order for them to feel a sense of purpose rather than redundant presentations. It is as Smithkamp (1996) said ‘drama therapy has anchor points....its like a constantly shifting pattern of tides and waves, where psychological and aesthetic consideration converge and mingle like rivers...’

Using drama based workshops also allowed the group to fully take advantage of the individual counselling sessions. The workshops proved to be a great springboard to enable the boys to talk about difficult themes and issues which could have taken a long time without the workshops. It was apparent to the researcher that because the boys had expressed feelings about difficult issues within the group, they therefore already felt confident, safe and could trust the researcher not to be shocked or embarrassed with what they said. The individual counselling proved to be of great importance along side the workshops. It was apparent that the subjects needed individual time and space within a private, confidential setting to explore their past trauma and express their pain which

would inevitable help them to begin the healing process and begin to move on in their lives. Without the counselling the workshops alone may not have been as effective.

With using drama based workshops it also became apparent that you could not measure the depth or predict what the group would present. It was spontaneous at all times, which allowed great freedom for the boys. The researcher gave them a topic, theme or starting point and they would develop it in their own way without input from the researcher or any other outsider. This was the kind of freedom they needed. It was also of extreme importance that they were able to be creative in front of people who wanted to hear their stories, who were there purely to listen to them, their opinions, feelings, thoughts and emotions.