

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE
PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE:
IMPLICATIONS FOR PRACTICAL ACTION TOWARDS HOLISTIC MISSION AND
DISCIPLESHIP OF CHILDREN

By

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TABLE OF CONTENTS

	PAGE
Executive Summary	9
Background of the Study	10
Objectives/Research Problems	11
Project Site	12
Definition of Terms	14
Review of Related Literature	15
Scope and Limitations	22
Methodology	23
Results and Discussion	27
Summary, Conclusions and Recommendations	71
Appendices.....	79
Appendix A: Letter to the Parents of the Respondents to Allow Their Child (12 to 18 Years Old) to Answer the Questionnaire	79
Appendix B: FGD Protocol.....	81
Appendix C: Parental Consent for Research Participation of Children Below 12 Years Old (Drawing Activity).....	83
Appendix D: Letter to the Respondents 12 Years Old and Above/Informed Consent Statement for Participants	84
Appendix E: Drawing Instructions (For Children 5 to 11 Years Old).....	85
Appendix F: Questionnaire for the Parents.....	87
Appendix G: Questionnaire for the NGOs/Persons in the Community.....	88
Appendix H: Questionnaire for the Children 12-18 Years Old.....	89

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED
DYNAMICS THAT HELP CHILDREN THRIVE

Appendix I: Questionnaire for the Seminary Professors/Theologians	90
Appendix J: Questionnaire for the Church Workers/Leaders	91
Appendix K: SPSS Tabulation of the Responses of the Children for Q1.....	92
Appendix L: SPSS Tabulation of the Responses of the Church Workers for Q1.....	95
Appendix M: SPSS Tabulation of the Responses of the NGOs for Q1.....	99
Appendix N: SPSS Tabulation of the Responses of the Parents for Q1.....	101
Appendix O: SPSS Tabulation of the Responses of the SP for Q1.....	104
Appendix P: SPSS Tabulation of the Responses of the Children for Q2	106
Appendix Q: SPSS Tabulation of the Responses of the Church Workers for Q2.....	109
Appendix R: SPSS Tabulation of the Responses of the NGOs for Q2.....	112
Appendix S: SPSS Tabulation of the Responses of the Parents for Q2	114
Appendix T: SPSS Tabulation of the Responses of the SP for Q2	117
Appendix U: SPSS Tabulation of the Responses of the Children for Q3.....	118
Appendix V: SPSS Tabulation of the Responses of the Church Workers for Q3.....	122
Appendix W: SPSS Tabulation of the Responses of the NGOs for Q3	127
Appendix X: SPSS Tabulation of the Responses of the Parents for Q3.....	129
Appendix Y: SPSS Tabulation of the Responses of the SP for Q3.....	133
Link to the Video.....	134
Acknowledgements	134
Reference List	135

LIST OF FIGURES

Figure 1: Research Locale	13
Figure 2: Bronfenbrenner's (1989) Ecological Framework.....	21
Figure 3: Data-Gathering Procedures.....	23
Figure 4: Respondents' Profile	28
Figure 5: Profile of the Respondents in Terms of Age.....	29
Figure 6: Profile of the Respondents in Terms of Sex	30
Figure 7: Profile of the Respondents in Terms of Location	31
Figure 8: Respondents' Who Answered the Questionnaire and their Integrated Perceptions on Q1	33
Figure 9: Categories of Respondents and Their Perceptions on Q1	34
Figure 10: Q1 Children, MAXmap	36
Figure 11: Q1 Church Workers, MAXmap	37
Figure 12: Q1 NGO, MAXmap	38
Figure 13: Q1 Parents, MAXmap	40
Figure 14: Q1 Theologians/SP, MAXmap	42
Figure 15: Drawing of Carlo, 8 years old.....	44
Figure 16: Drawing of Samuel, 10 years old.....	44
Figure 17: Drawing of Yvonne, 12 years old	45
Figure 18: Drawing of Apple, 11 years old.....	46
Figure 19: Respondents Who Answered the Questionnaire and Their Integrated Perceptions on Q2.....	47
Figure 20: Categories of Respondents and Their Perceptions on Q2.....	48
Figure 21: Q2 Children, MAXmap	49

Figure 22: Q2 Church Workers, MAXmap	51
Figure 23: Q2 NGO, MAXmap	52
Figure 24: Q2 Parents, MAXmap	53
Figure 25: Q2 Theologians/SP, MAXmap	55
Figure 26: Drawing of Nella, 10 Years Old.....	56
Figure 27: Drawing of Yita, 10 Years Old	57
Figure 28: Drawing of Carla, 10 Years Old.....	57
Figure 29: Respondents Who Answered the Questionnaire and Their Integrated Perceptions on Q3	58
Figure 30: Categories of Respondents and Their Perceptions on Q3.....	59
Figure 31: Q3 Children, MAXmap	62
Figure 32: Q3 Church Workers, MAXmap	64
Figure 33: Q3 NGO, MAXmap	65
Figure 34: Q3 Parents, MAXmap	66
Figure 35: Q3 Theologian/SP, MAXmap.....	68
Figure 36: Drawing of Kira, 10 Years Old	70
Figure 37: Drawing of Edwin, 11 Years Old.....	71
Figure 38: Drawing of Roy, 11 Years Old	71
Figure 39: Drawing of Joe, 11 Years Old.....	71

LIST OF TABLES

Table 1: Research Methodology and Respective Respondents	26
Table 2: Cross-Tabulation of the Responses Between Male and Female Responses on the Factors in the Environment that Help Children Thrive	30
Table 3: Cross-Tabulation of the Responses of the Research Participants Coming Urban and Rural Locations.....	31
Table 4: Tabulation of Children’s Perceptions on “Family”	35
Table 5: Tabulation of the Perceptions of NGOs on “Family”	38
Table 6: Tabulation of Parents on “Basic Needs”	39
Table 7: Tabulation of Seminary Professors’ Perceptions on “Basic Needs”	41
Table 8: Frequency Count of Children’s Self-Interpretations of Their Drawings For Q1	43
Table 9: Tabulation of Children’s Perception on “Family”	48
Table 10: Tabulation of Perceptions of CW on “Church”	50
Table 11: Tabulation of NGOs’ Perceptions on “Family”	51
Table 12: Tabulation of Parents’ Perceptions on “Parents”	53
Table 13: Tabulation of SP’s Perceptions on “Parents:.....	54
Table 14: Frequency Count of Children’s Self-Interpretations of Their Drawings For Q2	55
Table 15: Tabulation of Children’s Perceptions on “Family Life”	60
Table 16: Tabulation of Children’s’ Perceptions on “Spirituality”	61
Table 17: Tabulation of CWs’ Perceptions on “Healthy Environment”	63
Table 18: Tabulation of NGOs Perceptions on “Healthy Environment”	64
Table 19: Tabulation of Parents’ Perceptions on Q3 Highlighting “Healthy Environment”	65

Table 20: Tabulation of SPs’ Perceptions on Q3 Highlighting “Holistic Needs” 66

Table 21: Tabulation of SPs’ Perceptions on “Holistic Needs” 67

Table 22: Frequency Count of Children’s Self-Interpretations of Their Drawings
for Q3 69

List of Abbreviations

AGST	Asia Graduate School of Theology
APNTS	Asia-Pacific Nazarene Theological Seminary
C	Children
CI	Compassion International
CW	Church Workers
<i>f</i>	Frequency
GO	Government Organization
ICCM	International Child Care Ministries
MAXmap	MAXQDA map
MAXQDA	Maximum Qualitative Data Analysis
<i>n</i>	Number (of respondents or participants)
NGO	Non-Government Organization
SP	Seminary Professors
SPSS	Statistical Package for the Social Sciences
P	Parents
PCMN	Philippine Children's Ministries Network
Q1	Question 1: What Does the Child Need in Order to Thrive
Q2	Question 2: Who are the People who Can Help the Child Thrive
Q3	Question 3: What are the Factors in a Child's Environment to Help them Thrive
TEACH	Teach A Child Holistically
UNICEF	United Nations International Children's Emergency Fund

EXECUTIVE SUMMARY

This research presents the results of the study on Listening and Learning from Various Entities on the Perceived Dynamics that Help Children Thrive. The main objective of the study was to explore, through listening and learning, the perceived dynamics that help children thrive towards greater understanding and more effective ministry to, for, and with children. Children in this particular research would refer to individuals 18 years old and below. This research has not delineated between children at risk and children in general. “Children” in this study refer to all participants below 18 years of age regardless of their psychological or socio-emotional status in life. For data gathering, children who are not Filipinos are included as respondents. The data gathered from the respondents, namely, the 1) Parents; (2) Church leaders/ workers; (3) Theologians/seminary professors; (4) Persons in the Community: NGO practitioners, government officials, government officials, private/business institutions, and (5) children who are five to 18 years of age – were used as the bases for offering recommendations towards holistic mission and discipleship of children in the Philippines.

There were three major research questions posed in the research. First, what does the child need to thrive: to grow up well and be happy. Second, who are the people that can help a child thrive and how; and third, what are the factors in a child’s environment that can help a child thrive. Answers to these questions were gotten through the following methodologies: open-ended questionnaire, focus group discussion, and drawings with children. The study showed the following results: *First*, the respondents identified that for a child to thrive, the following are the elements that they need (in order, according to frequency count based on the open-ended questionnaires): (1) basic needs met (2) family; (3) relationships; (4) spirituality; (5) education; and (6) community. *Second*, the study indicated that the following are the people that can help a child thrive (in order, according to frequency count based on the open-ended questionnaires): (1) parents, (2) church, (3) family, (4) community, (5) school, and (6) friends. *Finally*, the study showed that the following are the factors in a child’s environment that can help a child thrive (in order, according to frequency count based on the open-ended questionnaires): (1) healthy environment, (2) normal family life, (3) holistic needs met, (4) spirituality, (5) education, (6) friends, (7) productive space, play and sports, and finally (8) government and non-government institutions.

The findings of the study are illuminating in the sense that the respondents were able to identify the factors needed for child thriving. The recommendations of the study are based on these findings. The conclusions and recommendations identified in the study are not meant to be exhaustive. Other readers of this research may add to the conclusions and refine the recommendations herein. In fact, the recommendations for further studies are some of the gaps that this research has left open for future researchers to delve into. The recommendations for further studies are the following: (1) Engage in a similar study with different respondents from various settings or contexts of children: (a) children on the move; (b) children in Government institutions; (c) children in correctional facilities; (d) children with special needs; (e) children of Types A and B families, (e) children in the church; or (f) pastors or missionary kids; (2) Thorough interpretation of drawings (the drawings of the children are available upon request from the researchers); (3) Philippine-based grounded

theory which would produce a theory similar to that of Urie Bronfenbrenner or present Maslow's Hierarchy in light of children's perception of various needs; and (4) More related literature and studies could be done in the area of child thriving and issues pertinent to the role of parents, government and non-government organizations, churches, seminaries, schools, international ministry CEOs to help children thrive.

While the cornerstone of this research may have been biblical for all intents and purposes, the researchers believe that listening to various entities or sectors (children, parents, church workers, non-government organization workers, and theologians) on who and what can help children thrive is an interest that transcends socio-cultural backgrounds and religious persuasions. The biblical basis is not only related to Christian community, but covers the whole principles for the development of children and youth. Hence, many cultures had adapted its content in ways that it fits the needs of the little ones. Care for the children, protection, or nurture are indeed terms that are used by secular organizations, entities and others, but its roots can be traced in the pages of Scriptures.

Background of the Study

This section is adapted from Menchit Wong's prospectus for PH CAR Forum entitled, "Moving from Risk to Thriving: On Mission To, For, and With Children-At-Risk" (Wong 2018, 1). The 2010 Third Lausanne Compress on World Evangelization produced the Cape Town Commitment (CTC) Call to Action on Children. This was truly a defining moment in Evangelical Church history. Never before has a global movement in world evangelization produced a foundational document that holds the worldwide church accountable for its actions toward holistic nurture, protection and advocacy for children-at-risk. The CTC Call to Action on Children provides the mandate for the Church worldwide to: (1) Take children seriously, through fresh biblical and theological enquiry that reflects on God's love and purpose for them and through them, and by rediscovering the profound significance for theology and mission of Jesus' provocative action in placing 'a child in the midst.' (2) Seek to train people and provide resources to meet the needs of children worldwide, wherever possible working with their families and communities, in the conviction that holistic ministry to and through each next generation of children and young people is a vital component of world mission. Finally, (3) Expose, resist and take action against all abuse of children, including violence, exploitation, slavery, trafficking, prostitution, gender and ethnic discrimination, commercial targeting, and willful neglect.

Fast forward to 2014 and 2017, the Lausanne Movement convened two global forums to accelerate theological reflection, conversations on praxis, and exchange of learning all geared toward increased and effective collaboration on behalf of children-at-risk. The two forums have produced three foundational documents, namely, (1) The Call to Action on Children-at-Risk, (2) Who are Children-at-Risk: A Missional Definition, and (3) The Lausanne Occasional Paper (LOP) on Children-at-Risk. Furthermore, the 2017 Forum formally established the Lausanne Issue Network on Children-at-Risk, which is a global community of holistic ministry practitioners, global and local church leaders, theologians, and academics that have committed to global action groups and global projects to fulfill the Cape Town Commitment call to Action on Children-at-Risk.

One important commitment made during that 2017 Forum is to expand this learning community and to bring the conversations and multi-disciplinary/multi-cultural collaboration to the national and local level, where action is most felt and impactful to the children we serve. Thus the decision to convene in 2018 the very first Lausanne Movement Philippines National Forum on children-at-risk. One of the major goals of this forum is to become a “community of learners,” to “listen and to learn” from various entities across cultures, across age groups, across disciplines, and across social contexts (Minutes of Meeting held at APNTS on June 20, 2017. In this light, the team composed of Menchit Wong, Josefina Gutierrez, Sofia Jingco, Dr. Dan Brewster, Dr. Catherine Stonehouse, Dr. Floyd Cunningham, and Dr. Nativity Petallar expressed that for this to happen, we need to listen to the children, theologians or persons in the academe, ministry practitioners, parents, church leaders and members, policy makers on the factors that children need so they will experience Christ’s transforming love. Thus, the respondents of the study consisted of these people from various groups of the society. The findings of the study were the basis of identifying recommendations for effective ministries in the home, church, the academe, and the community.

The research team is composed of faculty and students of the Asia-Pacific Nazarene Theological (APNTS). APNTS offers a PhD in Holistic Child Development so this research is part of the advocacy of the seminary. The PhD students were all from three PhD programs in APNTS, namely, PhD in Holistic Child Development (HCD), PhD in Transformational Learning (TL), and PhD in Transformational Development (TD). The researchers believe that this study would benefit those who are working to, for, and with children that includes the parents, church workers, seminary professors, NGOs, and the children themselves.

Objectives/Research Problems

The overarching objective is to explore, through listening and learning, the perceived dynamics that help children thrive towards greater understanding and more effective ministry to, for, and with children in the Philippines. The main question of the study is: based on the perceptions of the respondents, what implications to practical actions are needed for our circle of influence (e.g., seminaries, missional thinkers, theologians, ministry organizations, networks, church/denominational leadership, and policy makers) to more effectively engage in holistic mission and discipleship of children? The following research questions were patterned from the 2017 CAR Forum Prospectus written by Menchit Wong (Wong 2017, 4).

To achieve this objective, the following are the research questions of the study:

1. What are the demographic characteristics of the respondents in terms of the following:
 - a. Category of respondents
 - b. Age
 - c. Sex
 - d. Location of respondents
2. What does a child need to thrive: to grow up well and happy, according to the following respondents?

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

- a. Parents
 - b. Church leaders/workers
 - c. Theologians/seminary professors
 - d. Persons in the community
 - e. Children who are five to 18 years of age
3. Who are the people that can help a child thrive, according to the following respondents?
 - a. Parents
 - b. Church leaders/workers
 - c. Theologians/seminary professors
 - d. Persons in the community
 - e. Children who are five to 18 years of age
 4. What are the factors in a child's environment that can help a child thrive, according to the following respondents?
 - a. Parents
 - b. Church leaders/workers
 - c. Theologians/seminary professors
 - d. Persons in the community
 - e. Children who are five to 18 years of age
 5. What recommendations for practical action towards holistic mission and discipleship of children can be offered to the following respondents?
 - a. Parents
 - b. Church leaders/workers
 - c. Theologians/seminary professors
 - d. Persons in the community
 - e. Children who are five to 18 years of age

Project Site

This research was done in various locations in the Philippines like the following: In Luzon, FGD, questionnaire, drawing activities were done in Ortigas Ave. Ext., Kaytikling, Taytay, Rizal for Asia-Pacific Nazarene Theological Seminary (APNTS) with professors, staff, and children in Awesome Kids; #54 Madriñan St., Quezon City for Asian Theological Seminary (ATS), where the Asia Graduate School of Theology (AGST) meeting was done; Quezon City which includes Kamuning Market, Kamuning Free Methodist Church (KFMC) as well as Project Transformers, Hermosa, and Cubao Quezon City. We also were able to gather data from Compassion Partners c/o the Compassion National Office. We also got filled-out questionnaires from Valenzuela City (Ugong), Pateros, Taguig, Mandaluyong, and Rizal as well as from the following places: The Grace international Fellowship, Cainta; Optimus School, Binangonan; International Christian Fellowship (ICF), Tikling; Rowenas Child Development Center, Taytay, Rizal; Cavite in GMA Lingap Bata Ministry; and in Baguio, with the church workers of the Baguio Free Methodist Church.

In Visayas, questionnaires were sent via LBC to Ormoc TEACH, Church of the Nazarene and St. Bernard, Southern Leyte TEACH, Church of the Nazarene.

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED
DYNAMICS THAT HELP CHILDREN THRIVE

Finally, in Mindanao, questionnaires were administered in International Child Care Ministries (ICCM) staff, Davao City; Butuan City, Compassion Philippines; Iligan TEACH, Church of the Nazarene; and Davao TEACH, Church of the Nazarene.

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

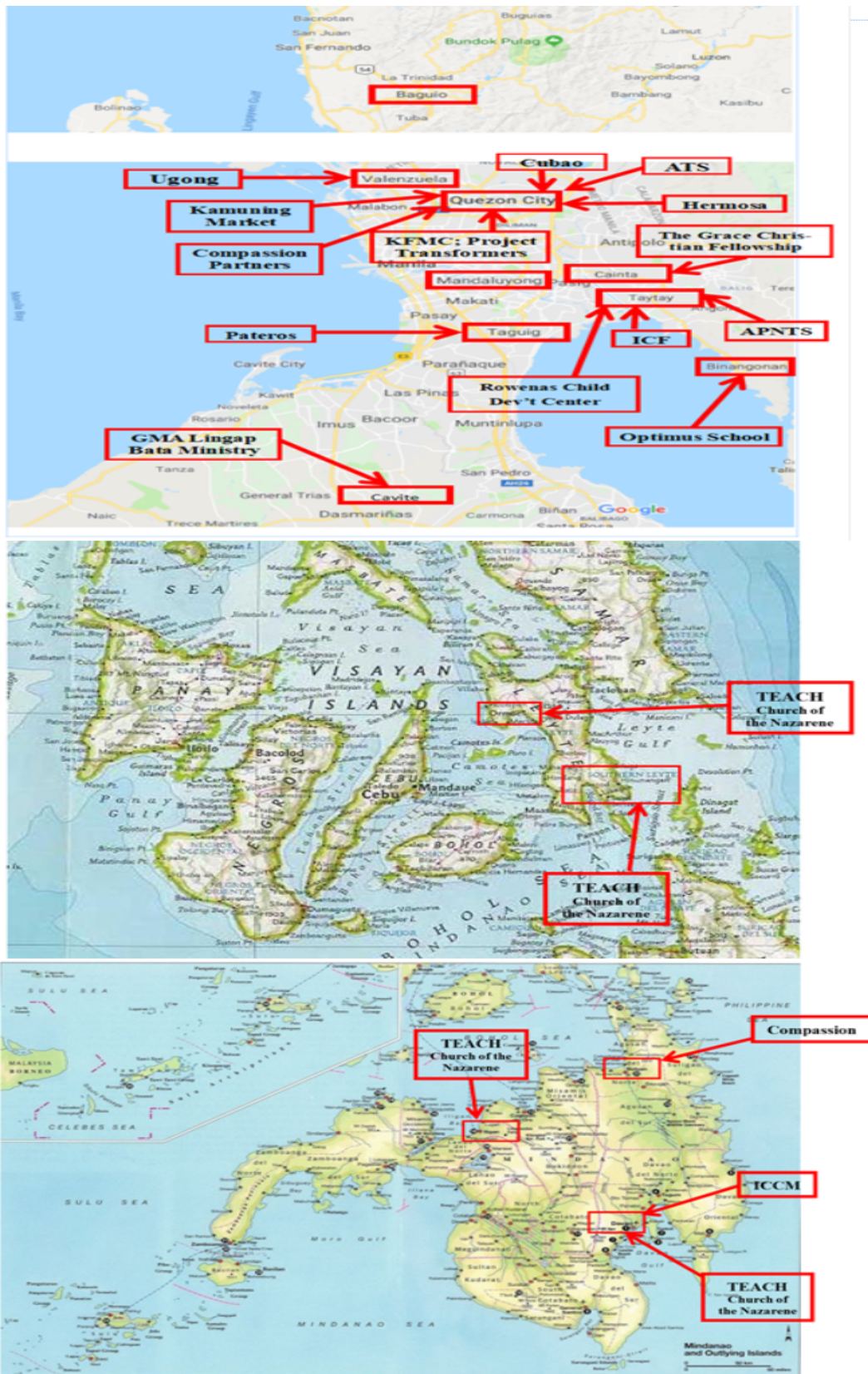


Figure 1: Research Locale

Definition of Terms

“Children-At-Risk” are persons under 18, including the unborn, who experience an intense and/or chronic risk factor, or a combination of risk factors in personal, environmental and/or relational domains that prevent them from pursuing and fulfilling their God-given potential (McDonald and Garrow 2000; cited in Greener 2014, 19).

“Discipleship of Children” is an act of devoting one’s time to mentor, and be with the children in order for them to learn, and understand how to live in Christlikeness until living transformed lives. It is an act of "committedly doing spiritual nurture of children by providing religious instruction that is stimulating, serious, and theological and pedagogically sound” (Bunge 2001, 193).

“Holistic Mission” is first, the engagement that “children be included as recipients of ministry (mission ‘to’ children), that we advocate on their behalf in venues where they have little to no voice of influence (mission ‘for’ children), and to integrate them as meaningful participants from the local to global levels (mission ‘with’ children). The church must see children as strategic and indispensable and fully integrated into the *missio Dei*” (Baxter-Brown 2017, 17). Second, holistic mission as an approach seeks to integrate the different individuals or organization both local and abroad to work together so that the whole human being from the “physical, the mental [or economic], and the social [and political]” (Heldt 2004, 155) including the spiritual and the context (the world) aspect will be addressed in order to live a healthy life or saved life. Jayakumar rightly described it that “the gospel of Christ was not only the power of God for salvation but also the power of God for socio-economic and political liberation” (Jayakumar 2011, 230) and all the factors that set them captives. Regarding context George said that *missiology* takes seriously God’s Word and God’s World” (George 2009, 398). Therefore holistic mission takes into consideration all the parts, the Giver of the message (God), the message, the messenger (be it group or individual), the recipient and the context he or she is in.

“Holistic Needs” in this research refers to all the dimensions of a life: physical, psychological, spiritual, and social that make up a child’s life and account is also taken of the context in which she or he lives, her or his family and the wider societal context (Weyts 2005, 86).

“Ministry to, for, and with Children” refers to engaging children in various ways such that “when we engage in holistic mission **to** children, we are turned toward them, offering what is needed for healthy and abundant living in all areas of human development. When we engage in holistic mission **for** children, we stand at attention, placing the children behind us to shield them from harm as we engage the abusers and exploiters and systems that do them harm, even unto death. When we engage in holistic mission **with** children, we stand side-by-side with them, welcoming them as full members of ‘the whole church’” (Baxter-Brown 2017, 473-474).

“Multi-faceted” means having many different aspects or features” (*Oxford English Dictionary* 2018).

“Perceived Dynamics” refers to the various interpretations or perceptions of persons towards influences that may promote growth or development. In this paper, these would refer to the responses of the research participants on the issues that facilitate thriving of children.

“Various Entities” in this research would refer to the respondents who participated in the study, namely, the children, the church workers, the NGOs/persons in the community, parents, and the theologians/seminary professors.

Review of Related Literature

This section is divided into three parts: (1) the biblical basis of nurturing children for growth, (2) thriving; and (3) international initiatives for the wellbeing of children. These two topics are discussed in light of their contributions to the flourishing of children.

The Biblical Basis of Nurturing Children for Growth

The Bible describes the child using the following unique descriptions: (1) created in the image of God (Gen. 1:26-31; 2:18-25; Ps. 139:13-14); (2) heritage from the Lord (Ps. 127:3); (3) included in God’s covenant (Deut. 29:10-15, 31:12-13); and (4) crown to the aged (Prov. 17:6), thus needing care and attention so they thrive in all aspects of life. These Scripture references show how special a child is in the eyes of God and the biblical writers. Furthermore, children have the following capacities as noted in Scriptures: (1) glorify God (Matt. 21:15,16); (2) come to Christ (Mark 10:13-16); (3) understand Scripture (2 Ti. 3:15); (4) receive the promises (Acts 2:39); (5) believe (Matt. 18:6); (6) receive training (Eph. 6:4); and (7) worship in God’s house (1 Sam. 1:24, 28) (noted in *The Open Bible*, 1983). As such, the people around them have the joy, responsibility, and opportunity to nurture them in the knowledge of God until they “reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ” (Eph. 4:13, NIV).

Roy B. Zuck, an evangelical theologian and Bible expositor writes: “Children are not an afterthought in the Bible. The word “child” is used 121 times; children—448 times; son or sons—2,700 times; (not counting the references to Jesus as the Son of God); firstborn— 100 plus times; boys and girls—196 times. There are also dozens of stories about or including children. All together the child and family-related words occur more than 8,000 times” (Zuck 1996, 1). This shows how the Bible portrays the importance of children. Marcia Bunge, a Lutheran scholar who wrote much on religious perspectives on children notes, “The Bible is teeming with direct references to children, childhood, and adult-child relationships” (Bunge 2008, xiv). She discusses that in the Bible, adults have obligations to their own and to other children and children are complex characters, play various roles in families and communities, and bear responsibilities to others. Bunge challenges theologians to write on children and how looking at children changes their perspectives on understanding the Bible. Cadwallader, a very reflective Catholic scholar observes, “Frequently in the Bible and in Christian tradition, children appear as little more than objects of adult writing and that not always favourably. Speech by and to children in the New Testament is miniscule, possibly ten

instances in each case. By contrast children are spoken about (whether in direct speech, narrative or epistolary address) numerous times, at least 82 times, 45 in direct or indirect speech” (Cadwallader 2013, 15). Cadwallader is emphasizing that the church needs to put children in equal footing with adults and that unless children are “factored inextricably into Christological and theological exposition, actual children will remain marginalized and forced to be dependent on fashions of adult concern and attention” (2013, 15). In fact, this is also the concern of Bunge in her books: that children should come in the forefront of our reflection and theologizing in the context of the church and the academe.

To enrich this discussion, there is an official document in the form of the *Lausanne Occasional Paper* (LOP) created by the Lausanne Issue Network for Children at Risk which presents a high view of children and a high view of Scripture using the biblical story of young Samuel (Segura-April et al. 2014, 4). Using this approach, the following are some biblical principles that emerge: (1) all children should be holistically nurtured throughout childhood; (2) God uses whom God will, including those on the margins of life, where many children find themselves; (3) children can be called by God and hear God’s voice; (4) children can be active participants in worship and service to God; (5) the people of God are to respect, listen to, envision, and empower children as vulnerable agents of God’s mission. These principles provide a framework that allows the church to nurture and protect children as well as empower and release them as agents of God’s mission. This framework also provides boundaries so children are not placed in situations of spiritual abuse by the adults who try to release them to be part of the *missio Dei*. This gives us the unifying theme that children are important because they are created in the image of God and needing our care and attention. Catherine Stonehouse explains that the image of God reflects that from the very beginning of life, children are spiritual beings because God is Spirit (Stonehouse 2018). Stonehouse further states that this gives children the potential for a relationship with God and to sense God’s presence from a very early age.

In this same vein, Cadwallader says unequivocally, “Children are not our future; they are our present. The world and its fruits are not an inheritance for our children; the world and its fruits are our common host” (Cadwallader 2013, 23). They share this same world with us; thus, it is but expected that we protect them given the fact that physically, mentally, and vocationally, we are more advanced in years and God has placed us in a unique position to “Train up a child in the way he should go: and when he is old, he will not depart from it” (Proverbs 22:6, KJV). Children thrive when God’s people take the time and effort to nurture them in all aspects of life.

Thriving and Its Implication’s to Meeting the Needs of Children

This section identifies the following areas: (1) definition of thriving; (2) child thriving; (3) key factors of child thriving: what does a child need to thrive, who are the people that can help a child thrive and the factors in a child’s environment that can help a child thrive; and (4) the theological implications for child thriving.

Definition of Thriving

Thriving includes the following aspects: a love of learning, a sense of purpose, good relationships, emotional wellbeing, life skills, serving others, moral courage, taking care of selves, suffering wisely, a sense of joy, physical health, and spiritual growth (For more information on the Thrive Foundation and their work on helping youth thrive, please see <http://www.thrivefoundation.org.uk/>).

Thriving is also known as flourishing. The notion of thriving has been embedded in a number of readings. In medicine, failure to thrive is an analysis relating to infants and the elderly and is indicated by an acute lack of physical growth-manifested in lethargy, immobility, apathy, and no appetite. In psychology, thriving is more about psychological growth than physical growth. When psychologically thriving, individuals are not merely surviving but they are growing on an upward trajectory. Others see thriving as an everyday experience regarding how people interact with their environment (Speitzer and Porath 2014, 246). Thriving is defined as the ability to regulate and cope with stress, and expected to have close ties to nurturing parenting (Gleason and et.al. 169). The term ‘thriving’ is an umbrella term. Under this umbrella, there are various strings that depict various elements such as well-being, relationships, spirituality, wisdom, and character. Thriving should not be seen as a particular kind of category like medicine, leadership or psychology. Rather it has to be seen as holistic, combining various fields into one.

Child Thriving

Raising children is a rewarding, yet challenging task for parents, caregivers, teachers, coaches, pastors, counselors, and people who associate with children. How do children thrive and what needs to be done for children to thrive? How do we ensure that children thrive holistically in the 21st century and prepare them for future generation? What are the responsibilities of practitioners, theologians, professors, pastors, social workers, and government officials and others who play various roles in the life of children for ensuring child thriving? These questions are relevant and need to be answered thoroughly.

Children thrive when their basic needs are met and they have opportunities to learn, grow and explore. Children learn and thrive when they are safe from violence within their family, and the practice of positive discipline helps parents and communities provide all children with a safe environment (UNICEF 2015). For children to thrive, the family plays a foremost factor. A large body of research shows that family functioning has far-reaching effects on children’s developmental trajectories (Maholmes 2014, 9). Pam Leo quotes the statements of John Holt, who compared human beings to Bonsai trees. If we take a tree seedling and trim its roots and branches in a certain way and limit its supply of water, air and sun we can produce a tiny, twisted tree. A Bonsai tree is a malformed miniature of the tall, straight tree the seedling had the potential to be had it been given the sun, air, water, soil and food it needed. And so it is with children. They cannot realize their potential if they are given only a limited source of the things they need to thrive (Leo 2007). Therefore, the researcher understands the aspect of thriving through the analogy of John Holt. Thriving is not all about achieving a fixed state or being fully developed but it is a state of progressing from one degree to another degree as continuous growth occurs.

People and the Factors that are Associated for Child Thriving

In the 21st century, the concept of thriving has become a pivotal topic in public forums, seminars, and welfare departments. Bunge says that healthy child development requires the support of households, schools, faith communities, neighborhoods, and countries (2017, 36). In 2016 and 2017, during the month of September, an online conference occurred based on The Thriving Child Summit led by Dr. Elisa Song and her colleagues. The aim of this conference was to equip parents to understand the factors that will lead to child thriving. Throughout the conference, the resource persons discussed a wide range of academic and practical implications for child thriving: physical well-being - pediatrics and other health issues, psychological health – trauma, anxiety, depression, and other psychological issues, and helping parents how to talk about social media (The Thriving Child Summit 2017).

The topics that the resource persons discussed at the Child Thriving Summit but they seemed to miss to incorporate the essential element which is spirituality and faith. It can be argued that spirituality and faith are essential for child thriving. In this pluralistic world, spiritual formation and faith sharing need to begin at home. The home should be the primary location where children are exposed to spiritual values. Parents and other adults can teach values like warmth, love, respect, kindness, and caring during a family prayer time and informal gather-together events. By doing so, children grow spiritually. Prior to attain the level of thriving, we need to know the behaviors of children. Often the behavior of a child tells us something to pay attention to the needs of children. As practitioners, caregivers, parents, and community members, there is an inevitable need for us to be in-tune with the behavior of children for their well-being.

Theological Implications on Child Thriving

Our God is a Triune God who lives in community and one of His attributes is being relational. As a relational being, God created humanity to be relational as well. In fact, He has made humanity, including children, to live and thrive in community. Children are a gift to the entire community. They are called “olive shoots” (Ps. 128:3), a “heritage from the Lord” (Ps 127:3), and “arrows” in a quiver (Ps 127: 4-5). The Scripture speaks highly about children. In the synoptic gospels, Jesus taught His disciples and multitudes by placing a child in the middle of the conversation (Mt 18: 2-5; 19:13-14, Mk: 10:13-16, 9:36-37, Lk: 18:15-17, 9: 47-48). These passages strongly emphasize God’s gift – children to the families, community, welcoming and nurturing children which pave the way for child thriving which is the ultimate intention of God toward children.

God intends for children to thrive in stable and loving relationships (Ennew 2007, 109). In fact, it is a privilege and responsibility for family, friends, church, and local community to create an environment that promote children’s well-being. Bunge narrates that when caregivers attend quickly and gently to children’s learning needs, they generate a space that balances assistance and freedom, talking and listening, guidance and curiosity (2017, 32). Such an approach to learning, in whatever context, produces real connection and human flourishing. Children thrive when caretakers provide a pleasant environment that reflects love, joy, compassion, positivity and self-esteem.

International Initiatives for the Wellbeing of Children

Various organizations around the world engage in initiatives for the wellbeing of children. This section identifies three initiatives done on child wellbeing. This is not an exhaustive list but just a picture of how children are given attention. The first organization that promotes children's wellbeing is UNICEF. This organization under the auspices of the United Nations issues among others, a document called *A World Fit for Children*. This document contains the Millennium Development Goals, Special Session on Children Documents, as well as the Convention on the Rights of the Child (https://www.unicef.org/bangladesh/wffc-en_main.pdf). The following are some of the commitments of the countries who pledged to support this endeavor: (1) Put children first; (2) Eradicate poverty: invest in children; (3) Leave no child behind; (4) Care for every child; (5) Educate every child; (6) Protect children from war; (7) Listen to children and ensure their participation, and a host of other commitments. This current research reflects these commitments. The study aims to “amplify” the voices of children on their perceptions on what do they need to grow up well and happy, who are the persons who can help them grow up well, and what are the factors in their environment that can help be happy.

The second international initiative on the exploring the wellbeing of children is the research conducted by the Search Institute. The Search Institute has identified 40 positive supports and strengths that young people need to succeed. Half of the assets focus on the relationships and opportunities they need in their families, schools, and communities or what they call external assets. The remaining assets focus on the social-emotional strengths, values, and commitments that are nurtured within young people, or the internal assets (available from <https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/>). The findings of this research also resonates with the identified supports, opportunities, and relationships that children and young people need across the aspects of their lives.

Finally, there is a model that could be used in our efforts towards collaboration to ensure the thriving of children. There are many models out there but this theory is unique since it has included religious organizations in the development of the child. This is called Bronfenbrenner's Ecological Systems Theory. Urie Bronfenbrenner (1917-2005) was born in Russia but his family migrated to the United States. His work revolved on researching on child development and the impact of social forces in this development. He helped the US government form the Head Start Program. This program focused on reducing the effects of poverty of developing persons. The notion before that time was, children who are poor tend to perform low in school compared to those who are from well-off backgrounds. Bronfenbrenner wants to prove that there are other forces at work aside from the child being poor. He largely espoused that to do this, the child's family as well as the community should be part of the intervention effort. Later on in the Head Start Program, some of the interventions included family support services, home visits, and education for parenthood (*American Psychological Association* 2004).

In his ecological systems theory, the child is seen as a developing person within a multi-system of relationships and structures. Bronfenbrenner notes that several findings

indicate that the capacity of a dyad to serve as an effective context for human development is crucially dependent on the presence and participation of third parties such as spouses, relatives, friends, and neighbors. These individuals were mentioned by the respondents of this current study as important for children to thrive. Bronfenbrenner observed that if such third parties are absent, or if they play a disruptive rather than a supportive role, the developmental process, considered as a system, breaks like; like a three-legged stool, it is more easily upset if one leg is broken, or shorter than the others. The concept is totally related with child thriving. If for instance a member of the family and the community abuse or fail to nurture the child, the total system that nurtures the child breaks. The world of the child may collapse. We remember in Deuteronomy 5 and 6 that Moses addressed “all Israel,” meaning the whole congregation is needed in such a corporate or cooperative nurture of the child.

Bronfenbrenner has a unique definition of development. He writes, “Development is a lasting change in the way in which a person perceives and deals with his environment” (Bronfenbrenner 1979, 3). This implies that if one desires to study a child, he or she needs to consider not just the child’s immediate environment, but also the influences of the larger system that affect directly or indirectly the development of the child. These systems have continuing impacts on an individual’s development (Bronfenbrenner 1999, 3). For Bronfenbrenner, the ecological environment is conceived topologically as a nested arrangement of concentric structures, each contained within the next. These structures are referred to as micro-, meso-, exo-, and macrosystems and defined as follows (Bronfenbrenner 1979, 25-26):

A microsystem is a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics.

A mesosystem comprises the interrelations among two or more settings in which the developing person actively participates (such as, for a child, the relations among home, school, and neighborhood peer group; for an adult, among family, work, and social life. An example in this domain is the work of Epstein (1983a, 1983b) on the developmental impact of two-way communication and participation in decision-making by parents and teachers (Epstein 1983 study; cited in Bronfenbrenner 1994, 1643-1647).

An exosystem refers to one or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person. In the case of young child might include the parent’s place of work, a school class attended by an older sibling, the parents’ network of friends, the activities of the local school board, and so on.

The macrosystem refers to consistencies, in the form and content of lower-order systems (micro-, meso-, and exo-) that exist, or could exist, at the level of the subculture or the culture as a whole, along with any belief systems or ideology underlying such consistencies. Intrasocial contrasts also represent macrosystem phenomena, vision of a

society's political leaders, social planners, philosophers, and social scientists engaging in critical analysis and experimental alteration of prevailing social systems.

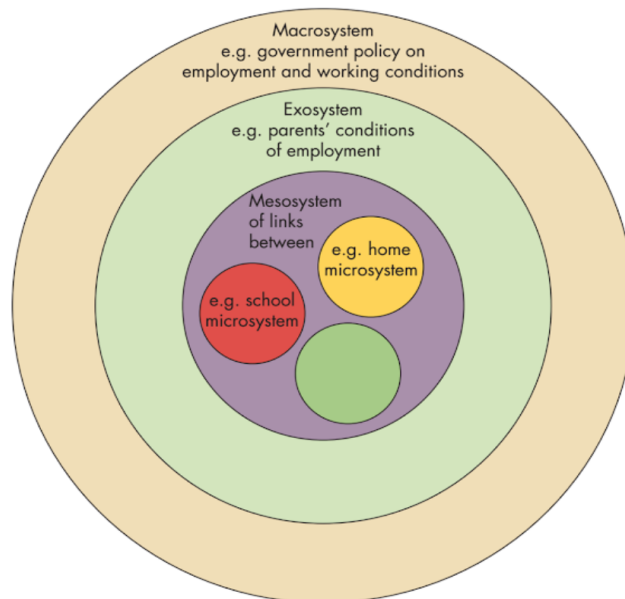


Figure 2: Bronfenbrenner's (1989) Ecological Framework (Smith, Cowie, and Blades 2015, 11)

Figure 2 captures how the various systems in a child's life contribute directly and/or indirectly in his or her flourishing. In figure 2, the church is part of the microsystem together with the family, peers, and school—the world the child revolves in most of her life. If the church fails, the world of the child could capsize. Without the presence of religious training, the child would have little or no input on things that could nurture her fully in terms of spirituality. Michael Vail, the series editor of the *Clergy Development of the Church of the Nazarene* made use of Bronfenbrenner's framework. In one of the lessons, the following is written in relation to the settings that affect the self-image of the child: "The factors in the innermost ring are the most directly influential in the child's life. They also are the factors that tend to cause the most long-lasting effects in a child's life because they influence children's perceptions of how the world operates." This shows among others that Bronfenbrenner's theory is accepted even by church educators (Vail 2008, 4).

Implications of the Ecological Theory in the Ministry of Children

There are three implications that can be gathered from Bronfenbrenner's theory. First, everyone in the community has the opportunity to be part of the wellbeing of children. The role of every level of society is integral for children to thrive. Second, if and when the home which is considered as the immediate setting of a child's defense is broken, the church and the people in the community should be there to make up for the deficiencies. This would imply that the presence of caring and nurturing programs and activities provided by the church or the community are crucial. Finally, the whole network of influences, both external

and internal supports like the home, the school, societal attitudes should value child thriving at all levels.

Scope and Limitations of the Study

The respondents of the research are the following:

- a. Parents – those who have at least one child or more
- b. Church leaders/workers – those who are working in the church for at least one year in any ministry with children
- c. Theologians/Seminary Professors – those who teach and write theological subjects and themes in the seminary. In this research, all of these respondents teach at the consortium of the Asia Graduate School of Theology (AGST)
- d. NGO/Persons in the Community: these are the NGO practitioners, school teachers, government officials, persons working in private business institutions as well as both GO and NGO workers. They are those in the community who serve the children in various capacities.
- e. Children who are five to 18 years of age – could be churched, or unchurched; those who live in Christian families, centers, or in institutions

The areas that are covered in the research are limited to the following: (a) what the child needs to thrive; (b) people that help a child to thrive and how; and (c) factors in the child's environment that help a child thrive. As advised by the statistician of the study, relationships between the demographic variables (using Chi-Square or other Correlation Statistical Formula) could not be established against the perceptions of the respondents because of the following reasons: (1) The questionnaire was structured using open-ended questions and these have yielded to unequal frequencies. In this structure, the respondents identified everything that they can think about a particular aspect of the question; (2) There were multiple categories to a single question so it will be not true to establish any dependence or non-dependence among categorical variables. This is in support to Yount's explanation that "When nominal variables are used as dependent variables in a study, analysis is usually done by the Chi-Square procedures. Analysts use the Goodness of Fit test for a single nominal variable, and the Test of Independence to determine the relationship between two nominal variables" (Yount 2015, 3). But the open-ended questions in the study do not fit this category. Yount further explains, "Each cell requires an Expected value to match its O value. Expected cell frequencies are computed from the margin totals" (Yount 2015, 5). And finally, "Chi-square procedures measures the differences between observed (O) and expected (E) frequencies of nominal variables, in which subjects are grouped in categories or cells" (Yount 2015, 1). With this, the researchers decided to present, analyze, and interpret the data using descriptive statistics run by SPSS and then cross-tabulations also helped the analysis of data.

The process of doing this research only revolved around the three questions that were posed in the study: (1) what does the child need to thrive, (2) who are the people who can help the child thrive, and (3) what are the factors in the child's environment to help children thrive. All the responses of the responses were taken into account and were enumerated and tabulated in the SPSS program. Other issues related with children were not discussed in this

research. Furthermore, the survey of related literature and studies is not an exhaustive presentation of the major issues in child thriving. More related literature and studies are needed in this area. The researchers have included this in the recommendations for further studies.

The results of this research cannot be generalized to other settings; however, the report will be shared with those organizations, children's ministry organizations and churches who have participated in the study. These entities have the privilege to look into the results of the study where some of their stakeholders have participated in.

The data gathering began in March of 2018 and was completed in July 2018. About 800 survey forms were floated to the various organizations, churches, and ministry organizations in Mindano, Visayas, and Luzon. The researchers also used Google Docs to gather data, Facebook messenger, LBC courier, and email correspondence. The researchers administered the semi-structured questionnaires to the professors who are affiliated with the Asia Graduate School of Theology (AGST). Through these avenues, 586 filled-out forms were retrieved and this was used as the basis for the quantitative presentation of the research findings. Both FGD and drawing activity were conducted only in Metro Manila due to accessibility and availability of the participants.

Methodology

Unit of Analysis/ Respondents of the Study

This research employed *purposive sampling*. Purposive sampling enables the researcher to select respondents to suit the purpose of the study. In using purposive sampling, the research team was able to avoid bias by interpreting the results as "information-rich cases." These were gleaned from the gathered data while having the research objectives in mind. Furthermore, while conducting the research, the instruments were crafted in such a way that the respondents had the freedom to answer because (1) they had the option for anonymity; (2) the researchers made sure that their privacy and confidentiality are protected; and (3) this kind of research is simply listening to their perceptions, there is nothing to gain or to lose in participating. The respondents of the study consist of parents, church leaders/workers, theologians/seminary professors, NGO/persons in the community and children. The study aims to report back to these respondents the findings of the research for more understanding on issues that relate with children's thriving, holistic mission and discipleship with children.

Research Design and Data Collection

This research is descriptive in design. Descriptive method of research is a fact-finding study with adequate and accurate interpretation of the findings (Calderon 2007, 193.) It employed both qualitative and quantitative approaches to data gathering. It is qualitative in the sense that the data contained responses from focus group discussion of respondents to explore areas related to the research questions. To ensure validity and reliability of the study, the following strategies were employed. First, the study employed

triangulation, which employed multiple investigators, sources of data or data collection methods to confirm emerging findings (Merriam 2009, 22). The data came from various respondents and various research tools were employed to gather perceptions of respondents. The process of the study and the findings of the data were also critiqued by the research mentors, namely, Menchit Wong, Dr. Catherine Stonehouse and Dr. Floyd Cunningham to make sure that there is congruency of findings and interpretations.

The research is not just qualitative in nature but it is also quantitative in the sense that it “presents the research results using statistical analysis and makes generalizations to the larger population from the sample tested” (Galvan 2004). Quantitative research consists of those studies in which the data concerned can be analyzed in terms of numbers (Best and Khan, 1989). Questionnaires were used to gather data. The anticipated total number of respondents was 1,000 from all over the Philippines but only 776 respondents were able to participate in the actual research. The research determined various perceptions on the factors that help children thrive from the different respondents.

Research-Gathering Procedures

Figure 3 portrays the data-gathering procedures.

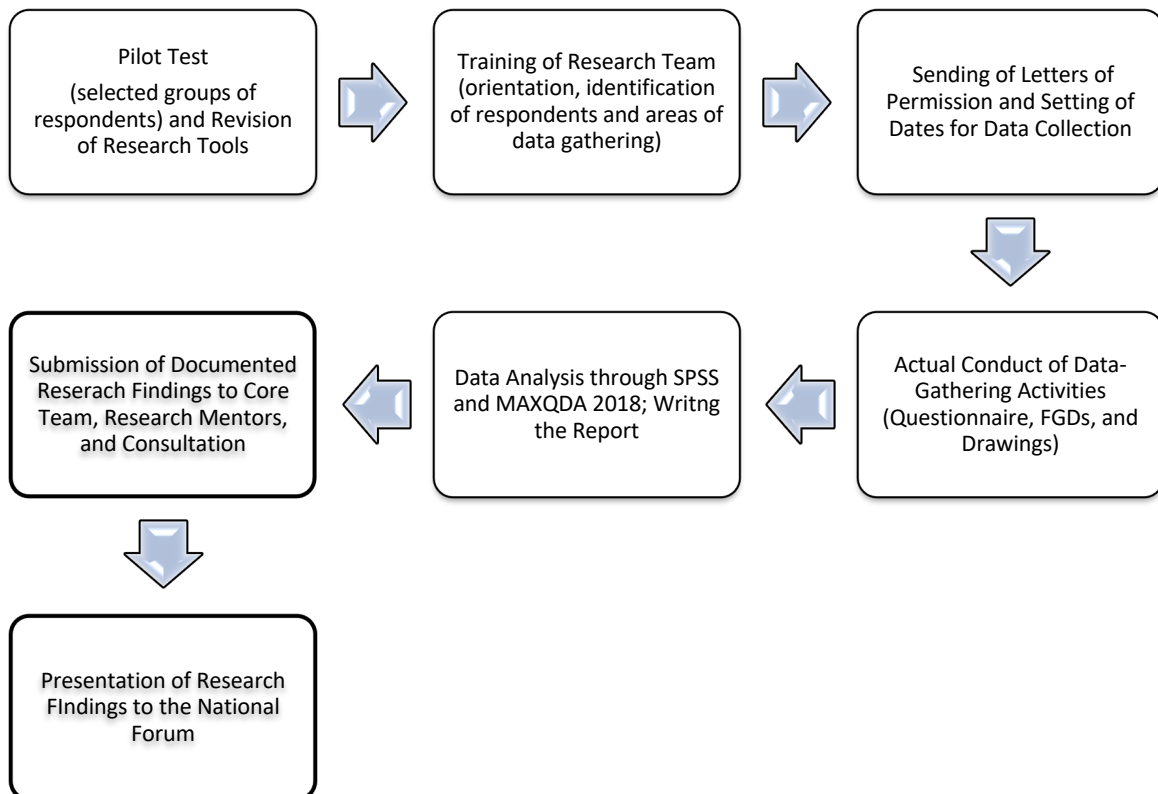


Figure 3: Data-Gathering Procedures

The research team composed of Nativity Petallar (study leader), PhD students from APNTS, namely Wobeni Lotha, Joy Pring, Chita Thurr, Nehemiah Bathula, Ernesto Lozano, Mark Gil Petallar, and APNTS alumni, Mamre Buelis and Ronnie Pingol (APNTS alumni) handled the data-gathering activities. First, Petallar conducted an orientation and training of the research team. The pilot test of the research tools (questionnaire, interview protocol, and the drawing activity) has already been done in June to August 2017 with a selected group of children, parents, church staff, and seminary professors.

During the training, the team identified the possible respondents of the study; assign various sub-teams to conduct data gathering in Mindanao, Visayas, and Luzon. Once the respondents and persons in charge were identified, letters of permission and questionnaires were floated (through LBC, Google Docs, email and Facebook). FGD dates were set and drawing activities conducted in the care of the research team. Focus group discussion (FGD) were done face-to-face by one of the researchers. FGDs were recorded with permission from the respondents and researchers took notes and consolidated all notes for data analysis and presentation. The data-gathering period began in May and ended in June 2018. Researchers collected all data (from questionnaires, drawings, and recorded FGDs).

Data was treated using SPSS for the quantitative data and coding of the data of each category were labeled for easier data classification and were then analyzed in MAXQDA 2018. After all data were analyzed, the research team presented findings to the research mentors for consultation. After revisions were done based on the comments of the research mentors, the research team presented all findings to the participants of the Lausanne National Forum on August 29, 2018.

Data Analysis

First, for the quantitative analysis, the raw data was entered into SPSS for statistical treatment. To wit, once the filled-out questionnaire were collected, the data were tabulated, and the following statistical treatment were employed:

Percentages were used in the profile of the respondents. The following data were gathered: (1) Age of the respondents; (2) Category of the respondent (meaning, whether the respondent is a child, parent, pastor, teacher, NGO practitioner, theologians, government official, and other persons in the community.) See Appendix A for the Letter to the Parents of the Respondents to Allow Their Child (12 to 18 Years Old) to Answer the Questionnaire.

Second, for the qualitative responses, the following were conducted: The researchers conducted Focus Group Discussion (FGD) with 40 respondents who are from the following groups: (1) Parents; (2) Church leaders/workers; (3) Theologians/Seminary Professors; (4) Persons in the Community: government officials, persons working in private business institutions as well as both GO and NGO workers; and (5) Children who are between 12 to 18 years old. See the following appendices: Appendix B for FGD Protocol; Appendix C for Parental Consent for Research Participation of Children Below 12 Years Old (Drawing Activity); and Appendix D for the Letter to the Respondents 12 Years Old and Above/Informed Consent Statement for Participants. The FGDs were recorded with permission from the respondents. The recording was transcribed, coded, and analyzed through MAXQDA 2018 for data interpretation. Finally, children five to 14 years old were

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED
DYNAMICS THAT HELP CHILDREN THRIVE

asked to participate in a drawing activity using the “Listening to Children Project” template (See Appendix E for the Drawing Instructions for Children 5 to 14 Years Old).

Research Instruments

This research employed three research instruments, namely, (1) the FGD, (2) semi-structured questionnaire (See Appendix F for the Questionnaire for Parents, Appendix G for the Questionnaire for the NGOs, Appendix H for the Questionnaire for the Children 12-18 Years Old, Appendix I for the Questionnaire for the Seminary Professors/Theologians, and Appendix J for the Questionnaire for the Church Workers/Leaders; and the (3) drawings with self-interpretation from the children.

Table 1: Research Methodology and Respective Respondents

Methodology	Respondents
Questionnaire	<ul style="list-style-type: none"> - Children 12 to 18 years old - Parents - Church leaders/workers - Theologians - Persons in the Community: NGO practitioners, government officials, etc.
Focus Group Discussion (FGD)	<ul style="list-style-type: none"> - Representatives from children who are 12 years old and above - Representatives from parents - Representatives from Church leaders/workers - Representatives from Theologians/Seminary Professors - Representatives from Persons in the Community: NGO practitioners, school teachers, government officials, persons working in private business institutions and GO workers
Drawing Activity	<ul style="list-style-type: none"> - Children who are between five to 14 years old

For the qualitative part of the study, the researchers employed Focus Group Discussion (FGD). This data collection method is ‘a technique involving the use of in-depth group interviews in which participants are selected because they are a purposive, although not necessarily representative, sampling of a specific population (Thomas et al. 1995). Participants in the FGD’s each stakeholder group for this study were selected on the criteria that they would have an informed opinion on the topic and that they would be comfortable sharing their insights to the interviewer and each other (Richardson and Rabiee, 2001). The size of each FGD ranged from five to ten people. Moreover, the selection of the participants was carefully done so that the group was neither too homogenous nor too heterogeneous. For instance, on the parents’ group, married parents and single parents; on the NGO’s, we had administrative personnel and community workers; on the children, we have different age range and family backgrounds; on the church workers, we had administrative pastors and

children's pastors; on the theologian group, we had professors and library officers. Additionally, each group had both female and male participants.

The researcher began the FGD with a scripted introduction of the study and the purpose of the study and the discussion of ground rules (see Appendix B for the FGD Protocol). Afterwards, participants were asked to introduce themselves and share something about them and what they do. The researchers, who also served as the moderators, then guided the discussion of the research questions and some follow-up questions. The FGD's were conducted in a manner that there was openness for clarification both from the end of the moderators and the participants. Once all the three questions and follow-up questions were duly answered, the moderator thanked all who participated in the FGD's.

Overall, the researchers produced five transcriptions representative of the FGD's for each group of stakeholders. The researchers opted for full transcription since all FGD's were recorded with the permission of the participants. The researcher immersed in the data through reading and have done first cycle of coding, which was refined in the second cycle of coding. Coded parts of the transcripts were analyzed for themes, and then, the themes were interpreted according to the insights of the participants. The software MAXQDA 2018 version was used for coding, clustering, and thematic analysis. Consequently, MAXMaps was used to create a qualitative data map for the responses of each group of stakeholders to the three questions.

Results and Discussion

The process that the researchers engaged in concerning the interpreting the data is as follows: First, demographic information of the respondents was presented in graphs with an analysis to describe the kinds of respondents participated in the study. Second, the research questions were answered using the data that were entered to the SPSS from the semi-structured questionnaire. Tables and graphs were utilized to present and interpret the data. The FGD analysis was also added to give more light on the research question. For the section on the perceptions of children, the self-interpretations of the children on their drawings were integrated to also analyze and interpret the data. Related literature and studies were also incorporated in the analysis of data to compare and contrast concepts from what is already out there in relation to the current findings of the study.

As stated in the methodology section of this paper, relationships between the demographic variables (using Chi-Square or other Correlation Statistical Formula) could not be established against the perceptions of the respondents because (1) The questionnaire was structured using open-ended questions and these have yielded to unequal frequencies. In this structure, the respondents identified everything that they can think about a particular aspect of the question; (2) There were multiple categories to a single question so it was not possible to establish any dependence or non-dependence among categorical variables.

The first step to analyzing and interpreting data findings is looking at the demographic information of the respondents. Figure 4 below describes the profile of the respondents according to the various categories (or entities) of respondents.

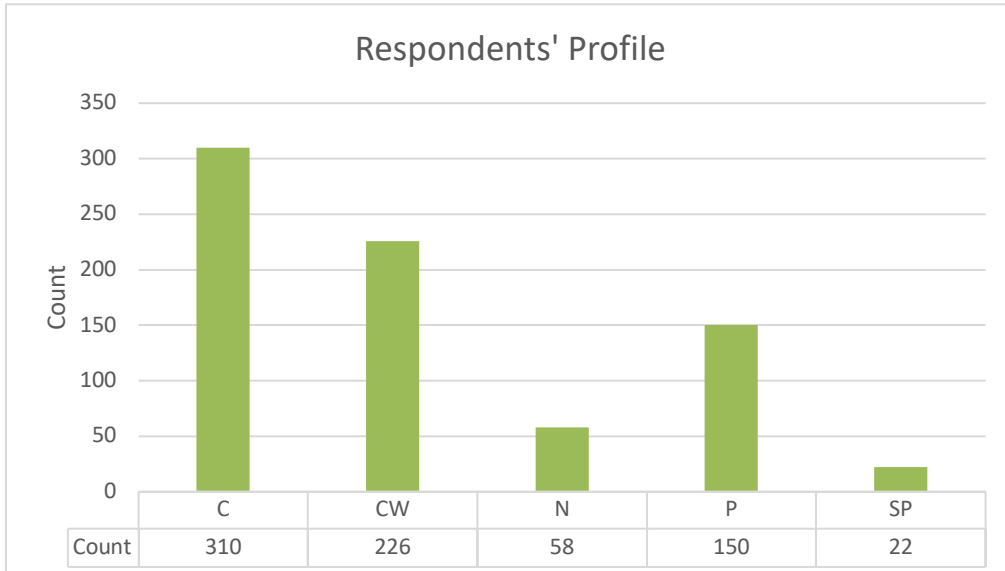


Figure 4: Respondents' Profile

The codes for Figure 4 refer to the following: C stands for Children, CW for Church Workers, N for NGOs, P for Parents, and SP for Seminary Professors. These codes were used throughout this research report. The study has a total of 776 respondents. The breakdown is as follows: The total number of respondents who answered the semi-structured questionnaire was 586, 40 persons from the FGD and 140 drawings of children. Children comprise the largest population of the research. Next are the church workers, then the parents, the NGO/persons in the community, and the smallest group is the seminary professors.

The Profile of the Respondents In Terms of Age

Next to the profile of the respondents according to their categories, age is taken into consideration. Figure 5 below illustrates the various age brackets of the respondents of the study. This study did not do a cross-tabulation for the different age brackets of the respondents because there were too many categories in age alone. Looking at Figure 5, there are already seven categories according to age. However, in terms of sex and location of respondents, a cross-tabulation is made to determine similarities and/or differences between demographics and their perceptions to various questions in the study.

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

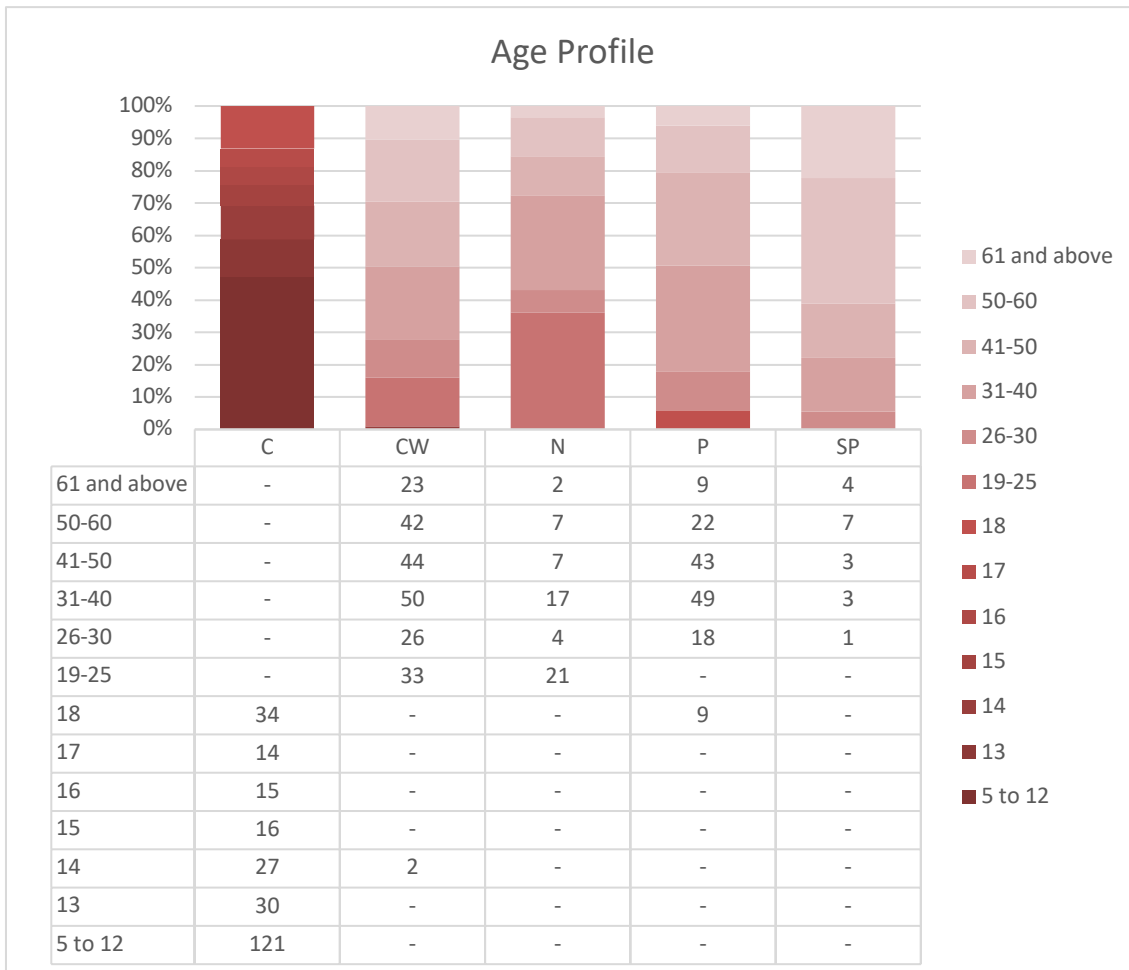


Figure 5: Profile of the Respondents in Terms of Age

Looking at Figure 5, one can observe that there are 23 respondents from the Church Workers (CW) who are 61 and above or are already considered by law as senior citizens. Only two NGOs/Persons in the Community (represented by N or NGO in the study) were 61 and above. There are nine parents (P) who are in this age bracket. And among 20 seminary professors (SP), there are four who are 61 and above. It is encouraging to note that even at this age, these people are still serving in various capacities and we were able to gather their responses regarding the questions of the study.

The youngest of the respondents are between 5 to 12 years of age. There are a total of 140 children who are five to 12 years old who participated in the drawing activity.

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

The Profile of the Respondents In Terms of Sex

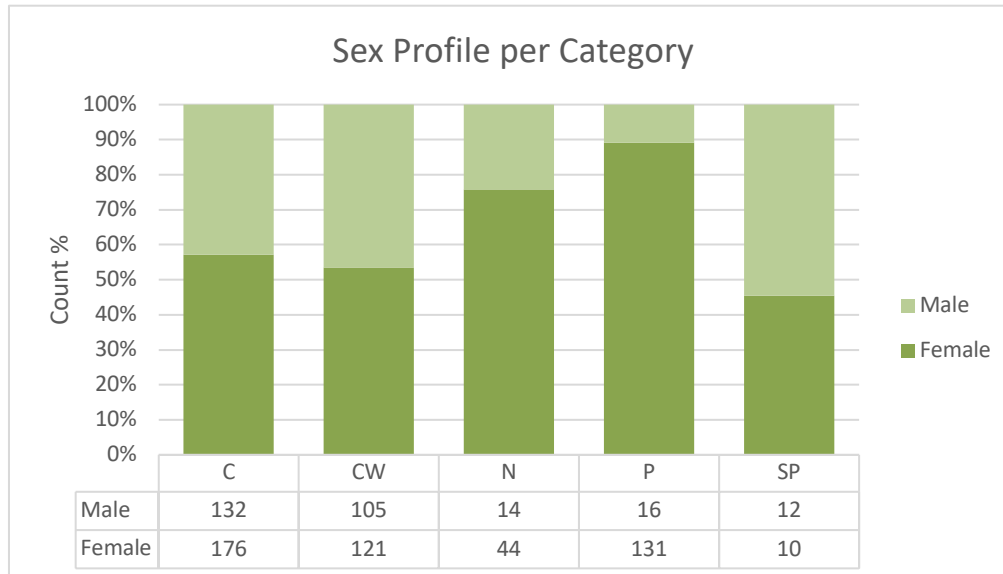


Figure 6: Profile of the Respondents in Terms of Sex

Figure 6 gives the following information: there are more girl respondents for children, 176 (57%) as opposed to 132 boys (43%). There are more male respondents (*f* 105) for church workers. There are more female respondents (*f* 44 or 76%) for NGOs than male (14 or 24%). Furthermore, in terms of parents, there are more female (131 or 89%) respondents as opposed to only 16 males (11%). Finally, there are 12 male (55%) and 10 female seminary professors (45%) who took part in the study. In one way or another, in terms of sex, the study has a good representation of both sexes, except for parents who have a huge difference.

Table 2: Cross-Tabulation of the Responses between Male and Female Responses on the Factors in the Environment that Help Children Thrive (Q3)

MALE - Q3	<i>n</i> = 188		FEMALE - Q3	<i>n</i> = 372
EDUCATION	37		EDUCATION	81
FAMILY LIFE	59		FAMILY LIFE	128
GOVT	4		GOVT	6
HEALTHY ENVIRONMENT	67		HEALTHY ENVIRONMENT	148
HOLISTIC NEEDS	44		HOLISTIC NEEDS	104
PLAY	16		PLAY	26
SPIRITUALITY	50		SPIRITUALITY	128
FRIENDS?	26		FRIENDS	46

Table 2 shows that both male and female consider “healthy environment” as the major factor in the child’s life. When the respondents say healthy, they enumerated the following, “healthy neighborhood, community interaction for social development and

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

consciousness, friendly and conducive environment to grow healthy.” In Table 2 and for the rest of this report, Q1 stands for Question 1 which is: “what do children need in order to thrive,” Q2 stands for Question 2 which is: “who are the people that can help children thrive,” and Q3 stands for Question 3 which is: “what are the factors in the child’s environment that children them thrive?”

The Profile of the Respondents In Terms of Location

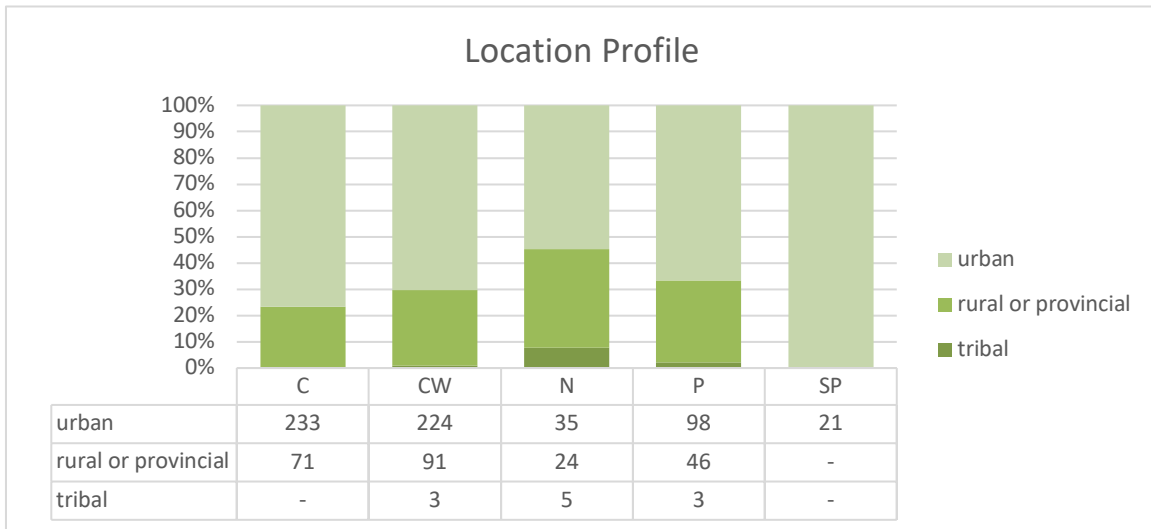


Figure 7: Profile of the Respondents in Terms of Location

In Figure 7, there was a total of 611 respondents (60%) from urban location, 393 respondents (39%) from rural, and very few respondents from tribal location: three from CW, five from NGOs, and three from parents (total = 11 or 1%). Among the children, 233 were from urban location and 71 from rural/provincial location. Regarding CWs, there were 224 from urban and only 91 from rural. There are 35 respondents from rural places among the NGOs and 24 from rural. Moreover, among the parents, 98 were from urban and 46 from rural. Finally, all of the SP respondents were from rural location. Table 3 below presents the cross-tabulation of the respondents from rural and urban locations.

Table 3: Cross-Tabulation of the Responses of the Research Participants Coming from Urban and Rural Locations

RURAL - Q1	N=232		URBAN - Q1	N = 319
BASIC NEEDS	73		BASIC NEEDS	143
CHURCH	72		CHURCH	90
COMMUNITY	19		COMMUNITY	48
EDUCATION	50		EDUCATION	57
FAMILY	104		FAMILY	138
RELATIONSHIP	65		RELATIONSHIP	86
RURAL - Q2	N=232		URBAN - Q2	N = 319

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED
DYNAMICS THAT HELP CHILDREN THRIVE

CHURCH	88		CHURCH	143
COMMUNITY	82		COMMUNITY	99
FAMILY	91		FAMILY	146
FRIENDS	55		FRIENDS	67
PARENTS	115		PARENTS	180
SCHOOL	63		SCHOOL	116
RURAL - Q3	N=232		URBAN - Q3	N = 319
EDUCATION	43		EDUCATION	70
FAMILY LIFE	76		FAMILY LIFE	104
GOVT	4		GOVT	5
HEALTHY ENVIRONMENT	86		HEALTHY ENVIRONMENT	119
HOLISTIC NEEDS	56		HOLISTIC NEEDS	84
PLAY	13		PLAY	28
SPIRITUALITY	64		SPIRITUALITY	103
FRIENDS	16		FRIENDS	31

In Table 3, both rural and urban respondents have more or less the same perceptions on their responses to the Q2 and Q3. However, they differ in Q1. For the respondents who come from rural areas, “family” has higher frequency (*f*) count. For the respondents from urban areas, “basic needs” was considered as the highest in *f*. The reason could be that in the rural areas, the people are more “closely knit” given the proximity and familiarity of people in the community and families while in the urban setting, people tend to be very busy and one of the major concerns is finding work to fulfill basic human needs.

One of the major realities in the Philippines is rapid urban growth. The World Bank Group documents, “High rural-urban migration feeds urban growth, adding to the high natural growth rates in urban areas themselves” (World Bank, n.d., 1). The World Bank report further states: “Poverty rates in urban areas are typically well below those in rural areas, consistent with the fact that productivity and incomes are generally much higher in urban areas. About 29% of the urban population live below the \$2 a day poverty line in Philippines compared to 60% in rural areas. People migrate from the countryside to the city precisely because of better opportunities for escaping from poverty” (World Bank, n.d., 2). Meeting basic needs is one of the challenges of the urban life. The respondents of this study reflected this reality in their responses.

Respondents of the Drawing Activity

There were 140 children ages 5 to 14 years old who participated in the drawing activity. All of these children are from the rural areas of Metro Manila. We were not able to gather drawings from Visayas or Mindanao because of distance. The research team was able to engage these children in a drawing activity and we have coded their drawings according to the self-interpretations of the children.

The second step to analyzing and interpreting data findings is looking at the perceptions of the responses on the Question 1 (Q1): What does a child need to thrive: to grow up well and happy, according to the following respondents?

For this section of the study, all responses gathered from the semi-structured interviews, the FGDs and the drawings were used to present, analyze and interpret the data. In the research, the respondents were asked open-ended questions and from the items that they have identified, the researchers created categories according to themes, emerging trends, and similar elements. The MAXmaps that are presented in this research report help identify the statements made by specific respondents on their perceptions regarding the questions posed in the study.

For all five categories of respondents namely the parents, church leaders/workers, theologians/seminary professors, NGOs/persons in the community, and children (who are 12 to 18 years of age for the quantitative data), uniformed categories were used to integrate different items. From all the things that the respondents identified as their perceptions of what the children need in order to thrive, the researchers came up with six emerging themes. These are (1) basic needs, (2) church, (3) community, (4) education, (5) family, and (6) relationships. For each theme, there are clusters that are compiled from several items that the respondents have identified.

What Does a Child Need to Thrive: To Grow Up Well and Happy, According to the People Who Answered the Semi-Structured Questionnaire

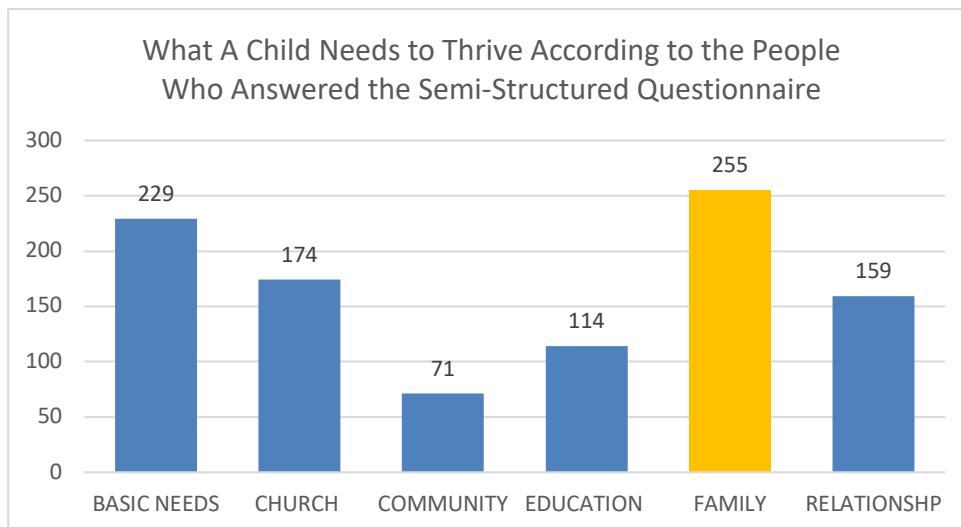


Figure 8: Respondents Who Answered the Questionnaire and their Integrated Perceptions on Q1

Family is the highest ranked (in terms of frequency count) need that the respondents of the semi-structured questionnaire indicated. The respondents identified that for the child to thrive, the family should be loving, happy, complete, supportive, healthy, and responsible.

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

Children will thrive if there is help of adults especially parents, guardians, and older people. Bronfenbrenner says that the family is part of the mesosystem that protects the child (1989). Furthermore, Bunge states healthy child development requires the support of households among others (2017, 36). The Search Institute identified that half of the positive supports and strengths that young people need to succeed focus on the relationships in their families (Search Institute website). Finally, Deut. 6 and 11 describe the role of parents and families in the life of the children. The role of the parents is not only for the present generation but for the upcoming generations as well. Many respondents also consider meeting “basic needs” (229 as frequency count) as a big need for children to thrive. Next to the “basic needs” is “church,” (174 frequency count), then comes “relationship” (159 frequency count), “education” (114 frequency count), and “community” (71 frequency count). There is no hierarchy of these elements that the respondents identified. The truth is: all of these are important in the thriving of children. In addition, to create a world fit for children, all the systems and individuals that surround boys and girls need to be wholesome and healthy to meet the needs for children to flourish.

What Does a Child Need to Thrive: To Grow Up Well and Happy, According to the Different Categories of Respondents?

Figure 9 below portrays the categories that the various respondents identified as the elements that the children need in order to thrive: to grow up well and happy. Figure 9 considers the perceptions of each of the categories of respondents.

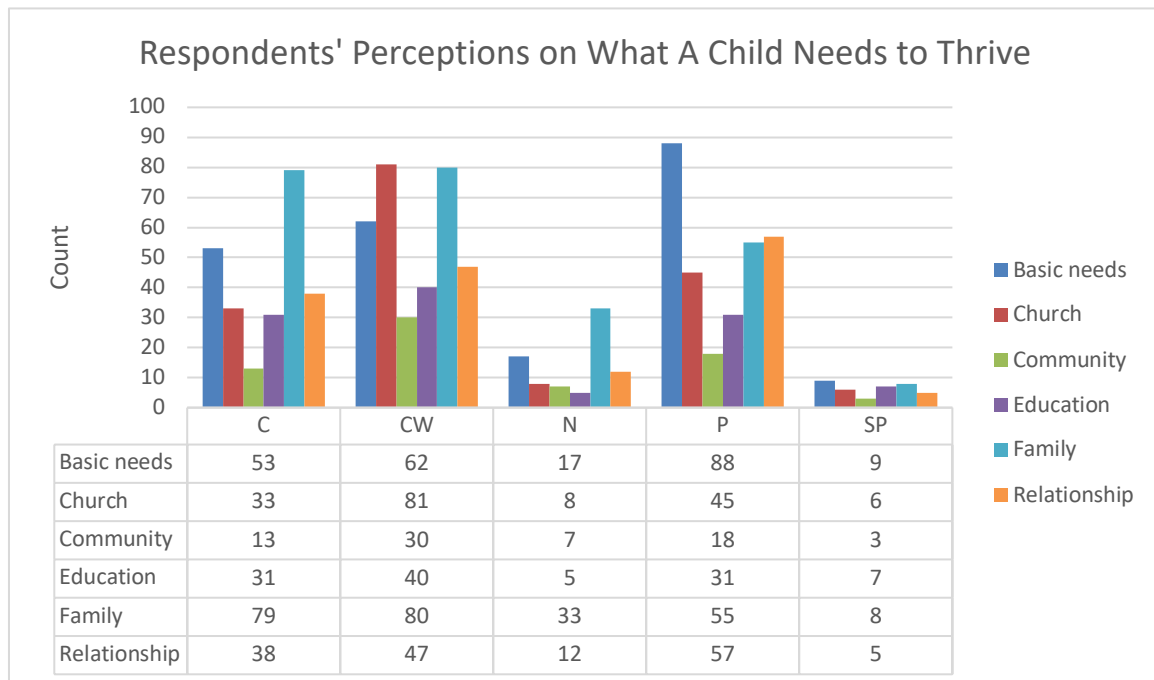


Figure 9: Categories of Respondents and Their Perceptions on Q1

In this figure, the children who are between 12 to 18 years of age indicate that family is mentioned 79 times or 51% of the total responses of the children who answered the semi-structured questionnaire. Table 4 describes the tabulation.

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED
DYNAMICS THAT HELP CHILDREN THRIVE

Table 4: Tabulation of Children’s Perceptions on Family

Question 1 THEME: FAMILY	ELEMENTS	79	51%
	stable, loving family upbringing	3	2%
	home	1	1%
	loving, supportive family with healthy relationships	10	6%
	happy home (family)	3	2%
	help of adults - esp parents	1	1%
	strong happy, healthy family	5	3%
	obey parents (obey)	1	1%
	good parenting	1	1%
	being able to help family and community	1	1%
	complete and healthy family	10	6%
	parents	5	3%
	family	15	10%
	oriented parents for good and healthy family (no vices)	1	1%
	Love and care from Parents	9	6%
	Good family foundation	1	1%
	Parent's guidance	12	8%
	Support and encouragement from paren	12	8%
	Peaceful family	1	1%
	God fearing parents	4	3%

According to the responses of the children in the semi-structured questionnaire as reflected in Table 4, they need the “family,” “support and encouragement from parents” (12 over 79 or 8% of the total responses), “parents’ guidance” (12 or 8%), “a stable, loving family upbringing from supportive members,” “guidance,” “parents who fear God,” and love and care from parents. For more details on the elements identified by the children regarding what they need in order to thrive, please refer to Appendix K.

To look at the perceptions of respondents from another perspective, Figure 11, the MAXmap below explains the statements that the children made in response to Q1.

Q1 Children

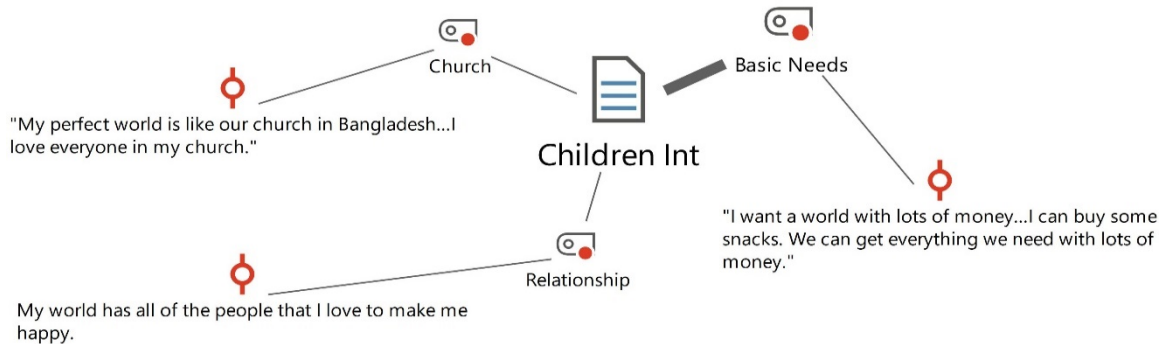


Figure 10: Q1 Children, MAXmap

The MAXmap shows that the children who participated in the FGD indicate that a perfect world for them to grow happy and strong is one wherein they are surrounded with people who care for them, and they have means like money to access their basic needs like food, clothes, etc. Additionally, one of the children described his church as a picture of a perfect world for him. "I love everyone in my church," he mentions proudly.

It is interesting to note that Figure 9 above indicates that the church workers/leaders mentioned that the children need "church," (*f*81) and the "family" (*f*80) in order to thrive. Table 5 below itemizes the terms that the CW used to describe their perceptions on the church as what the child needs in order to thrive.

Table 5: Tabulation of the Perceptions of Church Workers on "Church"

	ELEMENTS	COUNT	Column N%
Question 1 CHURCH TOTAL	Total	81	39%
	early exposure to Word of God (biblical principles)	16	20%
	spiritual training, church activities, discipleship, prayer, Maturity, good moral values, godly environment,	16	20%
	Jesus in their lives	10	12%
	Fear of God, serve God, know God, faith God, obey God, God's love	23	28%
	Church, Sunday School, nurturing community of faith. Christian friends, Christian values	15	18%
	provision of spiritual needs. faith	12	14%
	Family involved with the church, Christ-Centered family	6	7%

Table 5 illustrates that the church workers/leaders identified that children need “biblical and spiritual training principles” (16 times or 20%), “Jesus in their lives” (*f*10 or 12%), “fear God, serve God, etc.” (23 times or 28%), “church, Sunday school, etc.” (*f*15 or 18%), “provision of spiritual needs, faith” (*f*12 or 14%), and “family involved in the church, Christ-centered family” (*f*6 or 7%). These items identified by the CW can guide the church in the discipleship activities to help the spiritual nurture of children. For more details on the elements identified by the church workers regarding what children need in order to thrive, please refer to Appendix L.

Looking at the FGD illustration in Figure 11 below, we notice some interesting statements from the CW pertaining to Q1.

Q1 Church Workers



Figure 11: Q1 Church Workers, MAXMap

According to Figure 11 above, the church workers affirm that a perfect world for children to thrive is one where they are nurtured by the people who relate to them. They believe that attention to all the needs of the children must be a priority mainly by the parents, but it must also be a concern shared by the children’s family and relatives, and the rest of the adults in the children’s community.

After describing the perceptions of the CW to Q1, let us go ahead and look at how the NGOs/Persons in the community look at Q1. Figure 9 above indicates that the NGOs/persons in the community mentioned that the children need “family” as the top in the list in order for them to thrive. Table 5 below depicts the tabulation of the NGOs perceptions on “family.”

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

Table 5: Tabulation of the Perceptions of the NGOs on “Family”

Question 1	Total	33	66%
THEME: FAMILY	stable, loving family upbringing	18	36%
	loving, supportive family with healthy relationships	5	10%
	help of adults - esp parents	2	4%
	strong happy, healthy family	3	6%
	obey parents (obey)	1	2%
	being able to help family and community	1	2%
	complete and healthy family	1	2%
	Love and care from Parents	1	2%
	ood relationship with the family	1	2%

The NGOs mentioned “Family” was mentioned with an *f* of 33 or 66%. The NGOs/persons in the community also identified that the children’s “basic needs” have to be met. This is mentioned 17 times of 34% of the total NGO/persons in the community respondents. “Relationships” also matter for this groups of respondents. This is mentioned 12 times or 24% of the total responses. This group of respondents as essential to child thriving also indicates “church” and “community.” For more details on the elements identified by the NGOs regarding what children need in order to thrive, please refer to Appendix M.

In the MAXmap below, one sees how the participants in the FGD described their understanding on Q1.

Q1 NGO

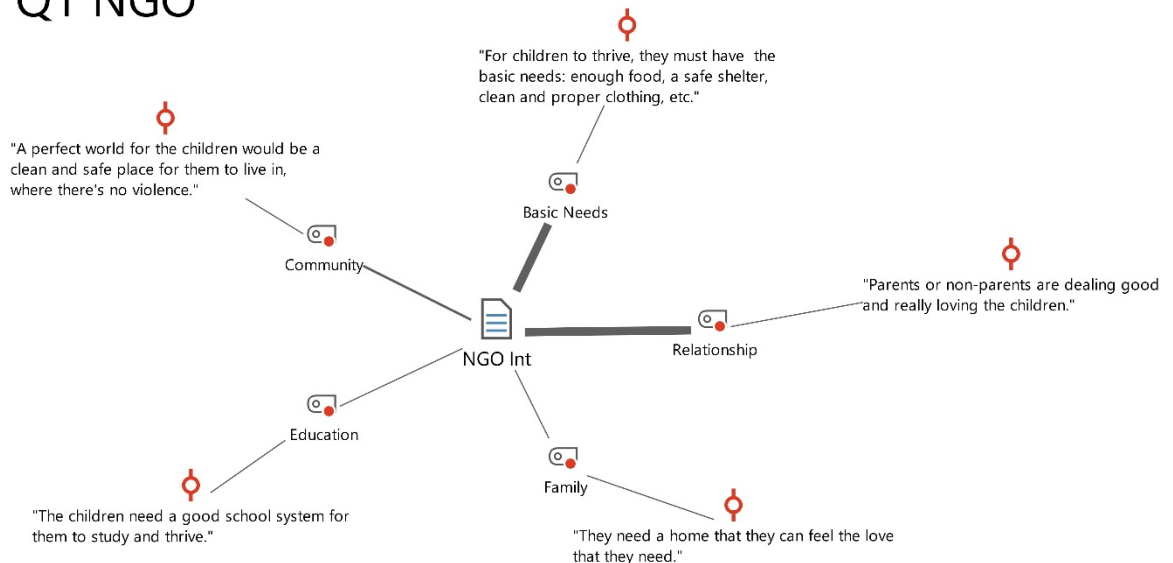


Figure 12: Q1 NGO, MaxMaps

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

The frequency distribution done on the transcription of the NGO’s FGD shows that two themes were mentioned the most in their answers to question 1: relationship (5 times) and basic needs (5 times). This reveals that while the NGO’s acknowledge the significance of a child having healthy and nurturing relationships, they also believe that the physical needs of the child must be met. Other themes that were mentioned in their answers were that of family, community, and education.

After looking at the perceptions of the children, CW, and NGOs on Q1, now let us look at how the “Parents” perceive as to what children need in order to thrive (Q1). Going back to Figure 9 above, the parents in this quantitative part of the study indicated that the meeting of the “basic needs” of the children is the highest priority for thriving (88-frequency count). To show the tabulation of the perceptions of the P, look at Table 6 below.

Table 6: Tabulation of Parents on “Basic Needs”

Question 1 THEME: BASIC NEEDS	Total	88	63%
	love, love from people, unconditional love, loving environment	27	19%
	adequate nutrition	14	10%
	basic physical needs	2	1%
	clothing	2	1%
	shelter	4	3%
	holistic needs met (basic needs) toys	5	4%
	financial help	1	1%
	material needs met	1	1%
	cared properly	28	20%
	give the things that in line with the law	2	1%
	protection	7	5%
	food (healthy) (feed well)	13	9%
	feel safe (protection)	2	1%
	basic human needs - Maslow's hierarchy	39	28%

“Basic Needs” as the top need of children to thrive was indicated in the data to be 63% or 88 counts as identified by the parents. It is quite understandable that most parents would really desire to meet the basic needs of their children. So this concept is reflected in the study. The second rank in the frequency count is “relationship” (57 or 41%). Included in this are the following: the parents think that the children need “guidance” (23 or 16%), “security” (8 or 6%), and “discipline” (7 or 5%). The parents indicated that children need food, clothing, shelter, protection or safety, love, and belonging. Respondent from the seminary, SP14, indicated specifically Maslow’s hierarchy of needs. For more details on the elements identified by the parents regarding what children need in order to thrive, please refer to Appendix N.

In the qualitative part of the research, the following is the MAXQDA map of the statements that Parents made in relation to Q1.

Q1 Parents

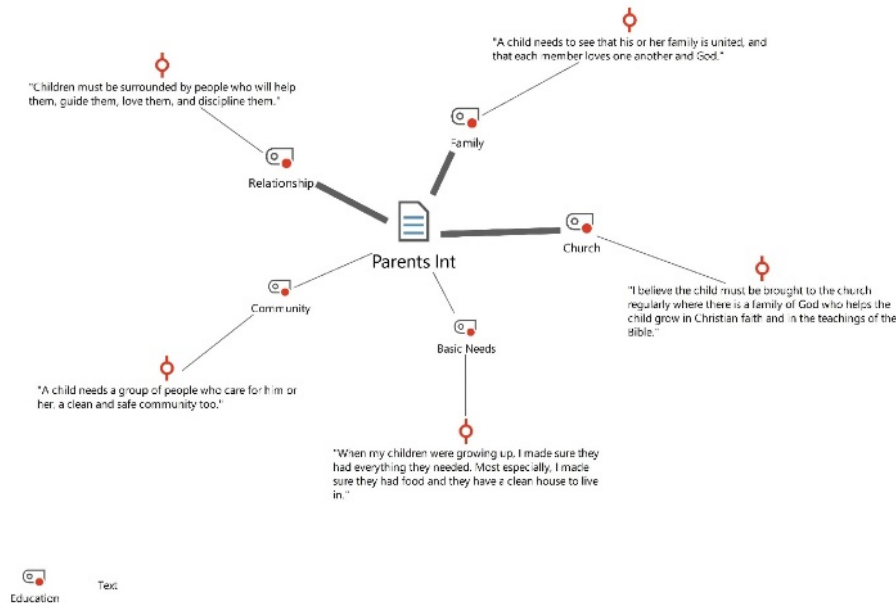


Figure 13: Q1 Parents, MaxMaps

The parents who participated in the FGD were sharing chiefly from their personal experiences in raising their children. Once again, motifs of relationship and family were the most mentioned idea in their answers to Question 1. Church, community, and providing for the children’s basic needs were also evident in the discussion.

After looking at the perceptions of the children, CW, NGOs, and parents on what the child needs in order to thrive, we now come to the perceptions of the theologians and/or the seminary professors (SP). The seminary professors in this part of the study too indicated that the basic needs (53 % or 9 counts), as the priority in the list of the criteria that needs to be fulfilled in order for the child to thrive. Table 7 depicts the tabulation of the perceptions of the SP to “Basic Needs,” the need that they think is the highest in terms of f count.

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED
DYNAMICS THAT HELP CHILDREN THRIVE

Table 7: Tabulation of Seminary Professor’s Perceptions on “Basic Needs”

		Count	Column N %
Question 1 BASIC NEEDS TOTAL	Total	9	53%
	love, love from people, unconditional love, loving environment	5	29%
	sleep	1	6%
	adequate nutrition	5	29%
	basic physical needs	1	6%
	clothing	1	6%
	shelter	1	6%
	touch and hugging	1	6%
	basic human needs - Maslow's hierarchy (code: SP14)	1	6%

In addition to “basic needs” as the SP’s perceptions to Q1, they also think that “family” is quite important to child thriving. Table 7 shows that “family” (47% or 8 counts) stands out as the second to list in the criteria, according to the seminary professors for the child to thrive. The seminary professors also indicated “education” (41 % or 7 counts), “church” (35% or 6 counts), “relationship” (29% or 5), “community” (18% and 3 counts) respectively as essentials for the child to thrive. For more details on the elements identified by the seminary professors regarding what children need in order to thrive, please refer to Appendix O.

In the MAXmap below, Figure 14 shows the MAXQDA map for the theologians or SPs and their discussion on Q1.

Q1 Theologians

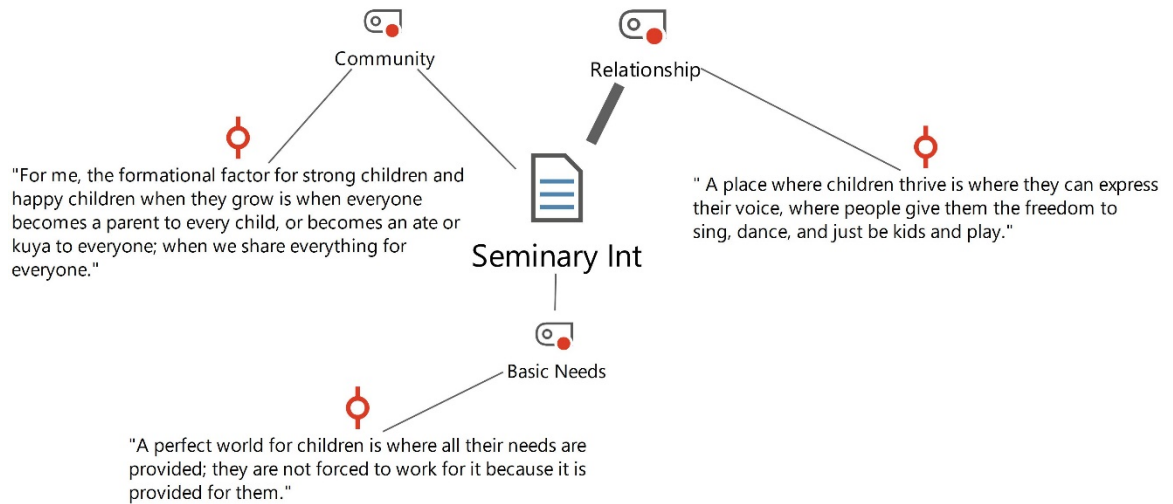


Figure 14: Q1 Theologians/SP, MAXmap

Similar to other set of FGD's, the seminary faculty also believe that children can thrive when they have healthy relationships. The comment on the motif of community by one of the participants also supported the "relationship" theme saying that when everyone in the community cares for children as if they are family members, children thrive.

Finally, after looking at the children, CW, NGOs, Parents, and SPs look at Q1, at this juncture, we look at some of the drawings of the 5 to 11 year-old children on what they perceive to be the elements that they need in order to grow up well and happy.

What Does a Child Need to Thrive: To Grow Up Well and Happy, According to the Children who are 5 to 11 Years Old Based on the Drawing Activity

The frequency count shown in Table 8 indicates that there are some important observations worth mentioning. It appears that the top two counts are for "house," and "family." The setting where these drawings were conducted indicate that many of these children are from the marginal section of the society. The children's names in this research are not their real names. In their interpretation of their drawings, the children were clear that a good, well-built house could keep them happy and protected from any harm (possible natural calamities like rain, flood, and sun). These are some of the understanding of the children (ages 5-14) who participated in the drawing activity for children to grow up "well and happy," and to "thrive" in life.

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED
DYNAMICS THAT HELP CHILDREN THRIVE

Table 8: Frequency Count of Children’s Self-Interpretations of their Drawings

Items indicated	<i>f</i> count
House	85
Family	82
Education (school, books)	59
Food (water, snacks, sweets, fruits)	57
Good environment (surrounded by trees, flowers, clean water, peaceful)	24
Clothes	21

There are two possible reasons why “family” has scored a high count. One reason is that even though the families the children came from are poor, they showed love and care for the children, and that made the children value family’s presence as a good thing for their growth. The second reason is: some children came from broken families, some of the reasons interpreted from the interview of their drawings were: “parents are separated,” “one of the parent is working abroad,” “parents always fight,” and “no love, care or concern shown towards them by their family.” These are the reasons why some of the children felt that they need a good family for them to be well and happy as they grow.

They need food to keep them from starving and because they cannot live without food, especially their favorite food. This is indicated in the interview with the children on their drawings (refer to video on drawings). Moreover, a number of children said that a good environment is needed because they like to stay in a place where there are trees, flowers, where the air is clean and they can play freely. Adding to all these is school or education which the children considered as something that they enjoyed. School is fun because they meet their friends which is why they really look forward to going to school and because of their teachers who love them and teach them so that they will learn many things which will help them to succeed in life. In addition, a couple of them said that since home is not a place for them to play (strict parents, lack of space, and no friends) they find school more fun to be at than at home. These are some of the quotes from the children:

“I need house for me not to get wet in the rain.” This is the artwork of Carlo (not real name), 8 years old, from the Philippines.

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE



Figure 15: Drawing of Carlo, 8 years old

Another drawing is by Samuel (not real name), 10 years old, from the Philippines. Shawn wrote, “To be happy, I want my family to be together.” This is a typical Filipino child’s aspiration in life. But sadly, a number of Filipino children belong to broken families.



Figure 16: Drawing of Samuel, 10 years old

“My family is the people that I need the most because when I have problem I share to my family,” says Yvonne (not real name), 12, from the Philippines.

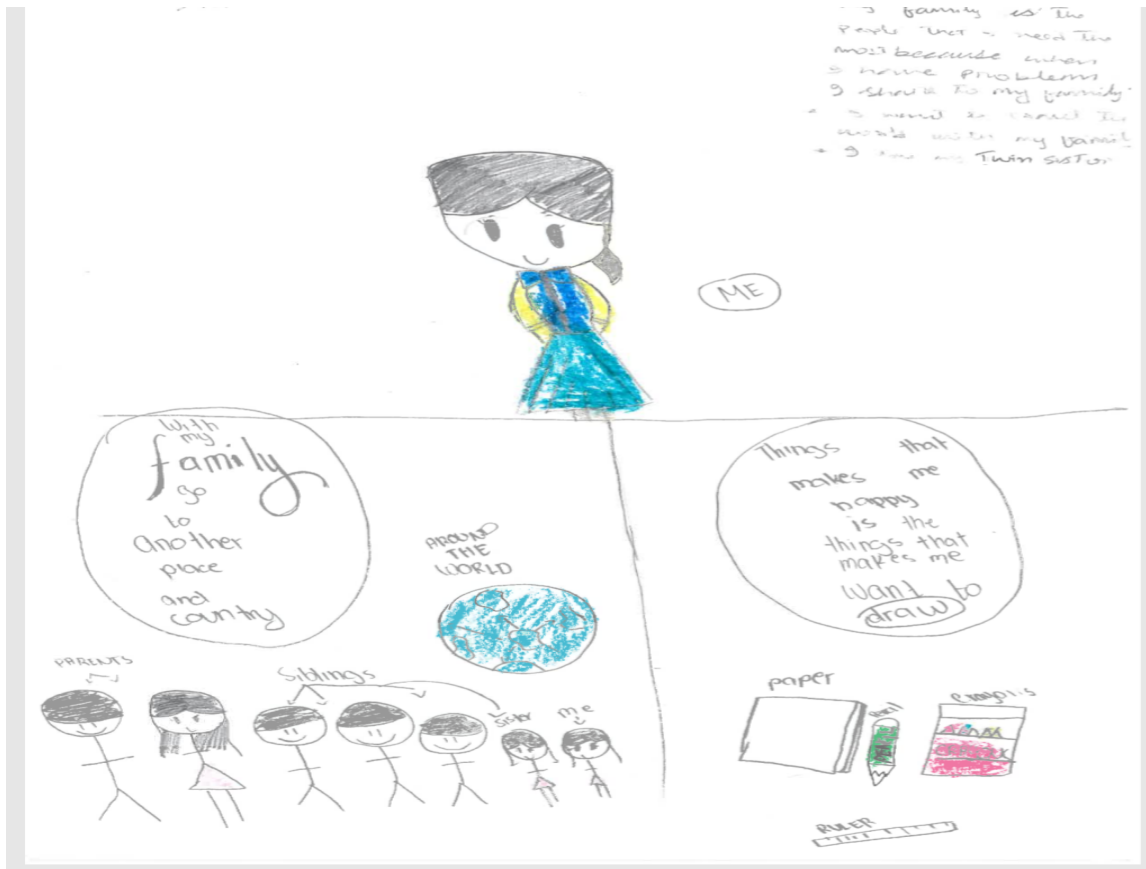


Figure 17: Drawing of Yvonne, 12 years old

Yvonne also wrote that she wants to go to “another place and country” with her family. In the drawing, Yvonne drew her parents and siblings. The drawing of this child looks like she has a big family (five children) standing with the mother and father. Yvonne also interpreted her drawing by writing that “things that makes [sic] me happy is [sic] the things that makes [sic] me want to draw.” Then she went ahead and identified that paper, pencil, ruler, and crayons are some things that would make her happy. A quick look at the drawing gives one the impression that Yvonne *can* draw and express her feelings through her artwork. This implies that the church or school where Yvonne *can* go to would do well to provide art materials to Yvonne to allow her to draw her world.

Another drawing to be looked at is by Apple (not real name), 11 years old, from the Philippines.

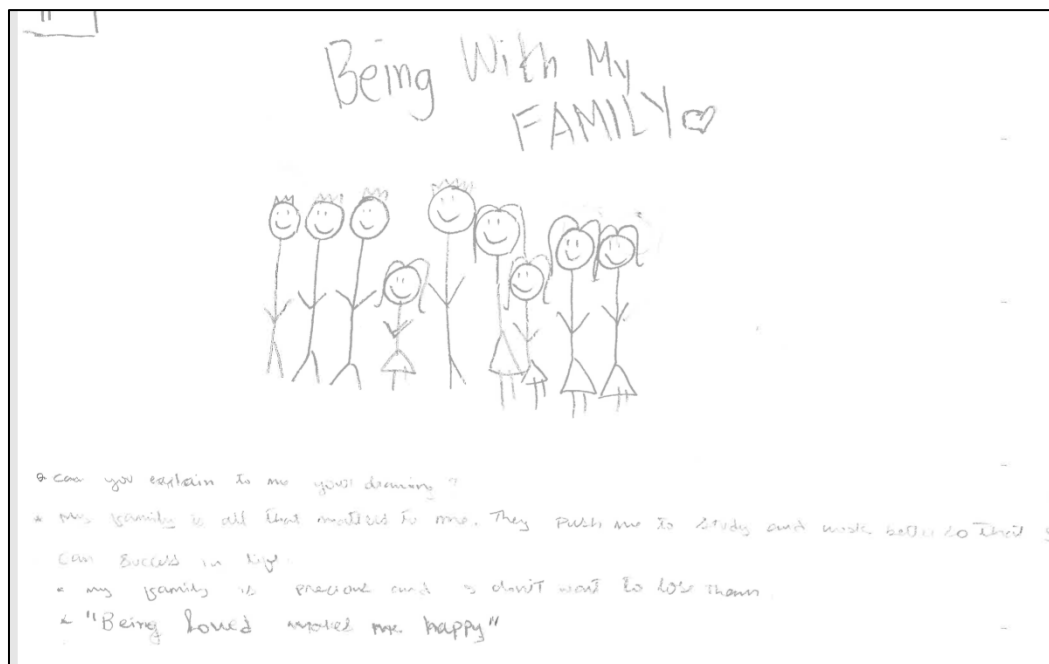


Figure 18: Drawing of Apple, 11 years old

Apple wrote, “Being loved makes me happy.” She also wrote in big letters, “Being with my family.” Looking at the drawing makes one think that Apple probably belongs to a big family with seven children. This is a typical family size in the Philippines.

The third step to analyzing and interpreting data findings is looking at the perceptions of the responses on the Question 2 (Q2): Who Are the People that Can Help a Child Thrive?

For this section of the study, only the quantitative data is presented. The data for the FGD is found integrated in the analysis of data as well as the self-interpretations of the children’s drawings. In the research, the respondents were asked open-ended questions and from the items that they have identified, the researchers categorized these items according to themes, emerging trends, and similar elements. For all five categories of respondents namely the parents, church leaders/workers, theologians/seminary professors, NGOs/persons in the community, and children (who are 12 to 18 years of age), we used uniform categories where we integrated different items. From all the things that the respondents identified as their perceptions of who are the people that can help children thrive, the researchers came up with six emerging themes namely, (1) church, community, (2) family, (3) friends, (4) parents, and (5) school. For each theme, there are clusters which are compiled from several items that the respondents have identified.

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

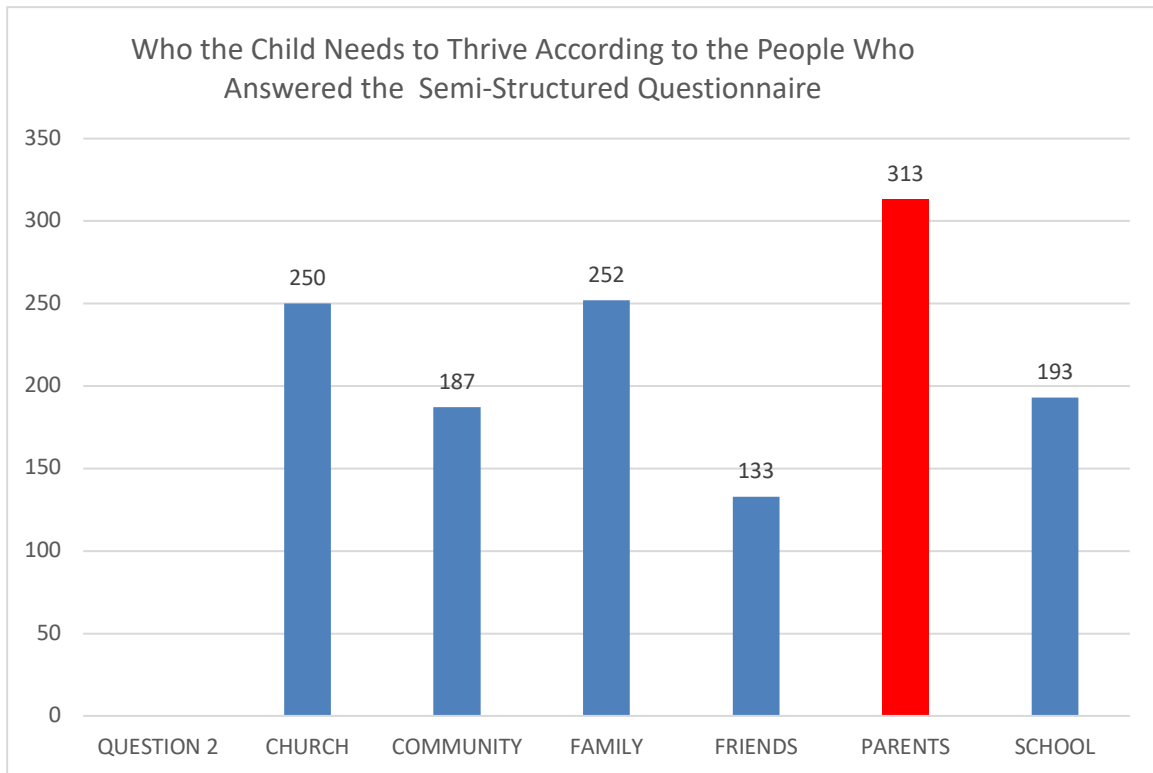


Figure 19: Respondents Who Answered the Questionnaire and Their Integrated Perceptions on Q2

Figure 19 portrays the categories that the various respondents identified as the elements that the children need in order to thrive: to grow up well and happy. In this section, all the perceptions of the five respondents (C for Children, CW for Church Worker, N for NGO/Persons in the Community, P for Parents, and SP for Seminary Professors) were analyzed and interpreted.

The respondents as a whole identified “parents” as the people that the children need most in order to thrive. The parent’s role is identified in terms of being “good model,” “loving figures,” “providing guidance,” “support,” “teaching,” and “disciplining.” Children need parents who are equipped to understand the factors that a child need in order to thrive (The Thriving Child Summit 2017, n.p.). For the child to thrive the role of the parents in the family is crucial, the family is a foremost factor for the child to grow up well and be happy, but when it ceases to play its role it could affect the developmental growth of the child (Maholmes 2014, 9).

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

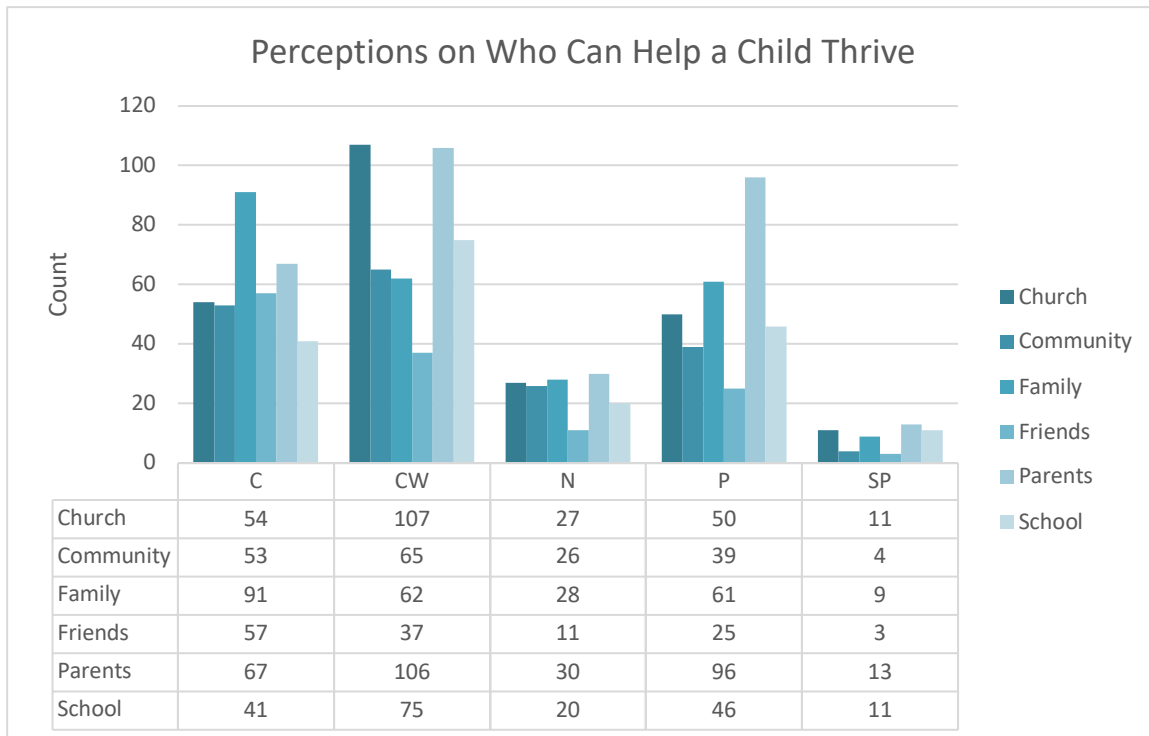


Figure 20: Specific Respondents’ Perceptions on Q2

First, let us look at the “Children.” In this figure, the children who are between 12-18 years of age indicated “family” with a frequency (*f*) of 91 or 59% of the total responses in the semi-structured questionnaire. This is a big percentage, more than half of the children indicated that “family” is their number one need in order to thrive. The Nonformal Education (NFE) Module for Elementary Curriculum of the Alternative Learning System of the Philippines writes, “The family is the basic unit of society. It is the source of emotional, physical, spiritual, and financial support of an individual” (NFE Module Lower Learning Strand 2016, 1). For Filipinos, the family is the major source of support for children and it is not just composed of the immediate family members, but extended families as well.

Table 9: Tabulation of Children’s Perceptions on “Family”

Question 2 THEME: FAMILY	ELEMENTS	91	59%
	older siblings	2	1%
	relatives	9	6%
	siblings	1	1%
	family, loving family	85	55%
	extended family who gives security, hope, and encouragement	1	1%
	family - through constant communication, pay attention to their needs and have time to listen, know their problems	6	4%

According to the responses of the children in the semi-structured questionnaire as reflected in Table 9, “family” (91 or 51%) ranks the highest when it comes to who can help the child thrive. Followed by “parents” (67 or 43%), Church (54 or 35%), “community” (53 or 34 %). The percentage of the respondents mentioning “family” as one of the categories when it comes to who can help a child thrive is significantly greater than the other themes. This also implies the crucial role that parents play for the child to grow up well and be happy. Table 9, indicates the elements under the category of “family” which includes “loving family” (85 or 55%), “relatives” (9 or 6%), “family who would be there for constant communication paying attention to the needs of the children and listening to them, siblings, older siblings, relatives, extended family.” For more details on the categories identified by the children regarding what they need in order to thrive, please refer to Appendix P.

Q2 Children

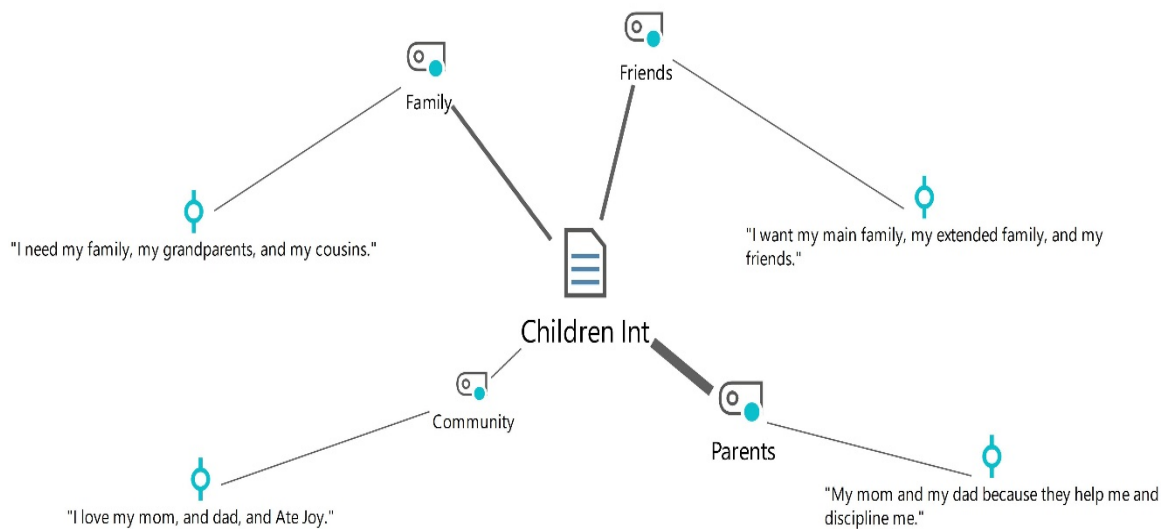


Figure 21: Q2 Children, MAXmap

The children in the discussion unanimously identified their fathers and their mothers are the key people who will help them thrive. Parents are the child’s immediate “safety net” against the elements that might hurt them. Figure 21 illustrates one child commenting why his or her parents are the people who can help him or her thrive by saying, “My mom and dad because they help me and discipline me.” Discipline is part of teaching children boundaries and the values that matter in life. In whatever contexts, parents play a huge role in the transmission of values of children (Petallar 2015, 98). Other group of people they mentioned are relatives, friends, and neighbors. This coincides with what the children in the questionnaires indicated as well. Even the children in the video (FGD) as well as their self-interpretations match this particular research finding as well.

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

After the children’s perceptions on Q2, the study looks at the perceptions of Church Workers (CW) on Q2. Table 6, below indicates the tabulation as indicated by the CW as to who are the persons that they think could help them thrive.

Table 10: Tabulation of Perceptions of CW on “Church”

Question 2 THEME: CHURCH	Total	107	52%
	pastors	45	22%
	meaningful religious community	1	%
	church, community of faith	42	20%
	Layman	4	2%
	Children's ministry Team	1	%
	Christ like heart people (people with Jesus in their lives)	2	1%
	Missionaries	1	%
	Christian worker	1	%
	Christian educator	1	%
	Church worker	1	%
	Godly leaders	1	%
	teach them about the Bible (obey God's Words); teach them	16	8%
	Quiet Time	1	%
	introduce God in their life	3	1%
	provide holistic nurture	1	%
	proper nurturing and rearing of a child	3	1%
	nurture their moral development	11	5%
	Leading the child to Christ	4	2%
	Guide to Christian living (guide to right path)	2	1%
Teach about the good news	1	%	

According to the responses of the CW in the semi-structured questionnaire as reflected in Table 10, the word “church” is mentioned over 107 times when it comes to who the child need in order to thrive. Next to that is identified as the “parents” are mentioned over 106 times. This also indicates that the church needs to closely work with parents for the child to grow up well and be happy. Among the elements in Table 10, the “pastors” rank the highest (45 or 22%) followed by “church,” “community of faith” (42 or 20%), “teaching the children about the Bible” (16 or 8%). This also indicates that the “pastors in the church” need to be approachable to children in the church in order for the children to thrive. For more details on the elements identified by the CW regarding who they need in order to thrive, please refer to Appendix Q.

Q2 Church Workers

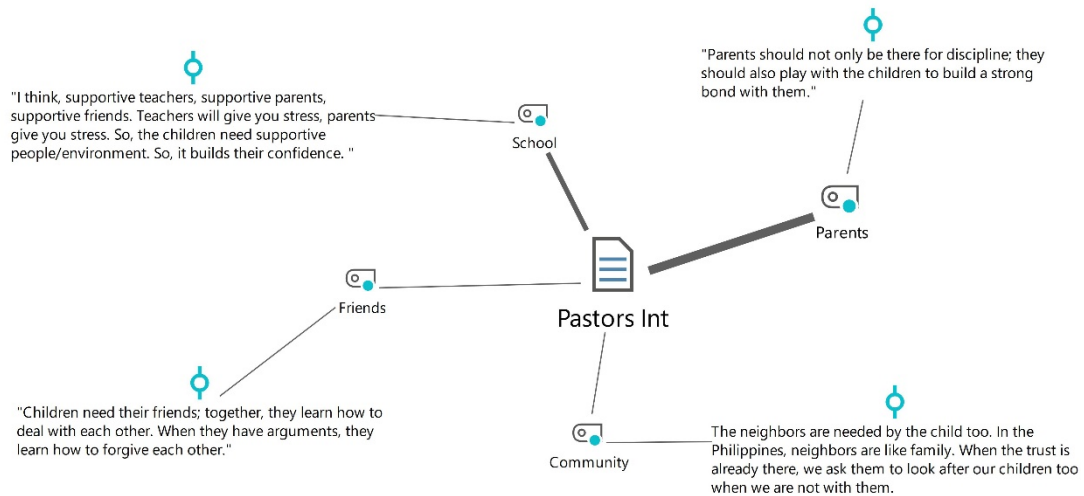


Figure 22:Q2 Church Workers, MAXmap

The CWs and pastors identified the parents, school officials and teachers, community leaders, and friends as the categories of people that children need to thrive. Nonetheless, the pastors qualified that the nature of the relationship that these people must have with the children is that of support and openness.

After looking at the perceptions of the children and the CW, now let us go to the understandings of the NGOs on who are the people that can help children thrive. According to the responses of the NGO's in the semi-structured questionnaire as reflected in Figure 20, "Parents" ranked as the highest (30 or 60%) followed by "Family" (28 or 56%), "Church" (27 or 54%), and "Community" (26 or 52 %). To look at how the NGOs itemized their answers, consider Table 11 below.

Table 11: Tabulation of NGOs' Perceptions on "Family"

Question 2 THEME: FAMILY	Elements	28	56%
	relatives	1	2%
	siblings	9	18%
	family, loving family	4	8%
	grandparents	18	36%
	Elders in the family	1	2%
	family - through constant communication, pay attention to their needs and have time to listen, know their problems	1	2%
	being with your family	2	4%

From Figure 19 above, it is interesting to know that respondents, namely the “Parents” and the “Church Workers” identified “Parents” as the top category in order for a child to grow up well and be happy. It also indicates that CW can collaborate with NGO’s to work with the parents for creating more opportunities for a child to thrive. Table 11, indicates the elements under the category of “Parents” includes “Grandparents” (18 or 36 %), “Siblings” (9 or 18 %), “Family, loving family” (4 or 8%). This shows that grandparents hold a key role in helping a child to thrive. Grandparents are needed to give a sense of value and worth. For more details on the elements identified by the NGOs regarding who they need in order to thrive, please refer to Appendix R.

Q2 NGO

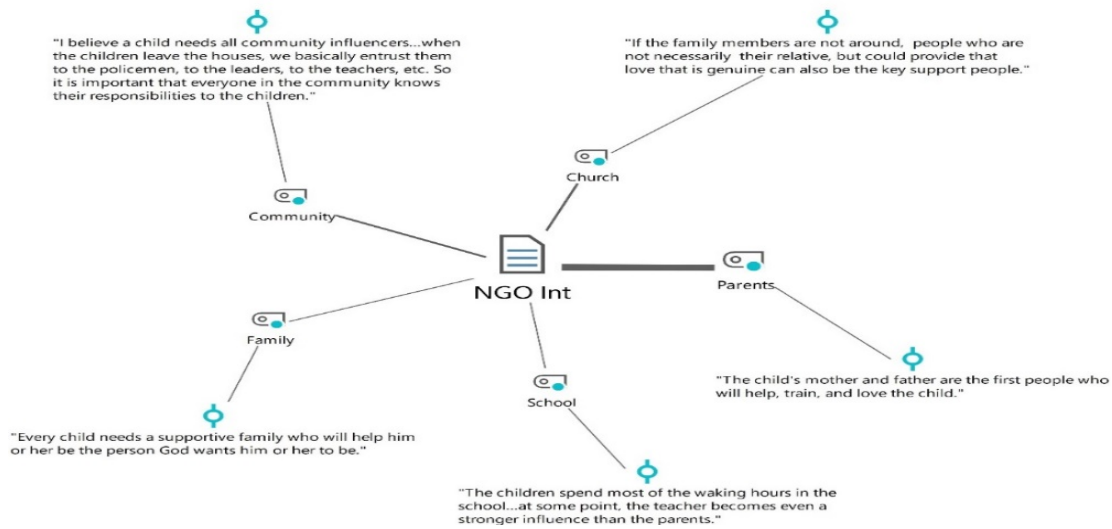


Figure 23: Q2 NGO, MAXmap

The NGO or community workers identified the parents, along with the family members, as the key people who are responsible for the thriving of a child. Nonetheless, they also acknowledged that children could truly thrive if other people around them like the community influencers, church workers, and school workers work hand in hand for their best interest.

After identifying the perceptions of the children, CW, NGOs, let us now look at whom the parents perceived as the people who can help children thrive (Q2).

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

Table 12: Tabulation of Parents' Perceptions on "Parents"

Question 2 PARENTS TOTAL	Total	96	69%
	parents	90	64%
	parents who provide holistic needs	15	11%
	parents - teach child right attitude, good morals, give advises	11	8%
	Parents- that guide them, and help them believe and trust God	16	11%
	parents that discipline, mold, and teach to learn how to respect elders, help others	4	3%
	parents that support them at all times	8	6%
	parents that let the child play and have freedom	1	1%

According to the responses of the Parents in the semi-structured questionnaire as reflected in Figure 19, "Parents" scored the highest (96 or 69%) under the category of who the child needs in order to thrive. Followed by "Family" (61 or 44%), Church (50 or 36%), School (46 or 33%) respectively. Among the elements in Table 12 the word, "Parents" itself is mentioned 90 times (69%) which makes it as the highest rank under the category of parents. It is interesting to note that the respondents were parents themselves and this indicates that the role of parents plays a greater impact on the children to grow well and be happy. Other descriptions of the "Parents" as a "guide helping them to believe and trust in God" (16 or 11%), "providing the children with holistic needs" (15 or 11%), and "supporting the children at all times." For more details on the elements identified by the parents regarding who they need in order to thrive, please refer to Appendix S.

Q2 Parents

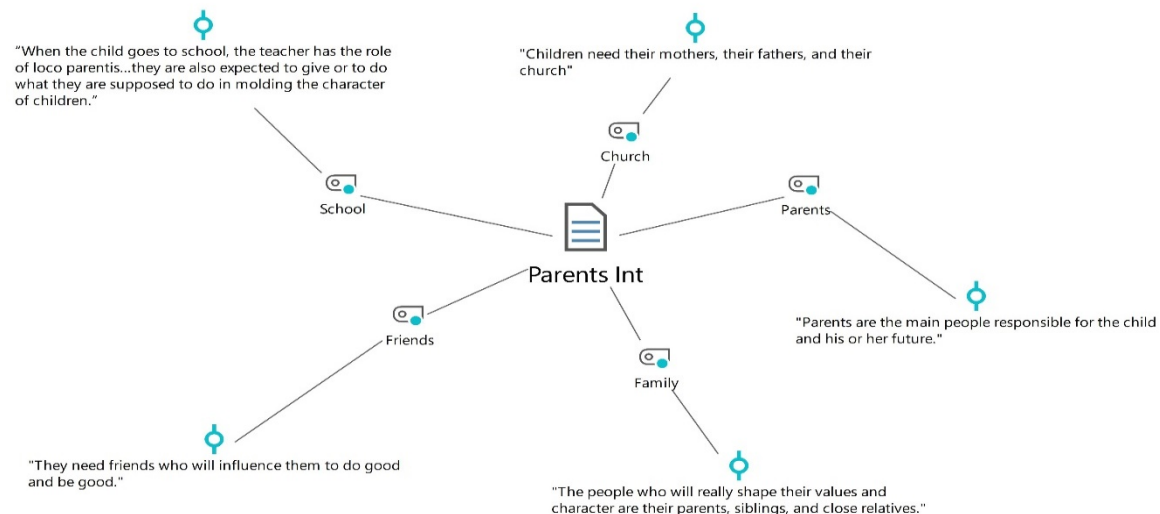


Figure 24: Q2 Parents, MAXmap

The frequency distribution analysis on the answers of the parents in the FGD reveal that they perceive the responsibility to help children thrive is upon them. However, they believe that raising a child will entail the help of their family members, friends, teachers, pastors, and Sunday school teachers.

Now we go to the last category of respondents, the SP or theologians. Table 13 puts in the tabulation of the SPs perceptions on “Parents” as the highest in *f* in terms of Q2.

Table 13: Tabulation of SPs’ Perceptions on “Parents”

Question 2 THEME: PARENTS	Elements	13	76%
	parents	12	71%
	loving parental figures	1	6%
	parents who provide holistic needs	1	6%

According to the responses of the Seminary Professors in the semi-structured questionnaire as reflected in Figure 19 above, “Parents” are ranked as the highest (13 or 76%) in terms of who a child need to thrive. It is also interesting to see from this figure that three categories of respondents namely, the church workers, the NGO’s and the Parents emphasized “Parents” as the primary factor for the child to thrive. In the tabulation in Table 13, “parents” ranked the highest (13 or 71%) followed by “loving parental figures” (1 or 6%) and “parents who provide holistic needs” (1 or 6%). See Appendix T for the tabulation of the Responses of the SP for Q2.

Now let us look at the FGD statements made by theologians/SPs on Q2. Figure 25 presents these statements.

Q2 Theologians

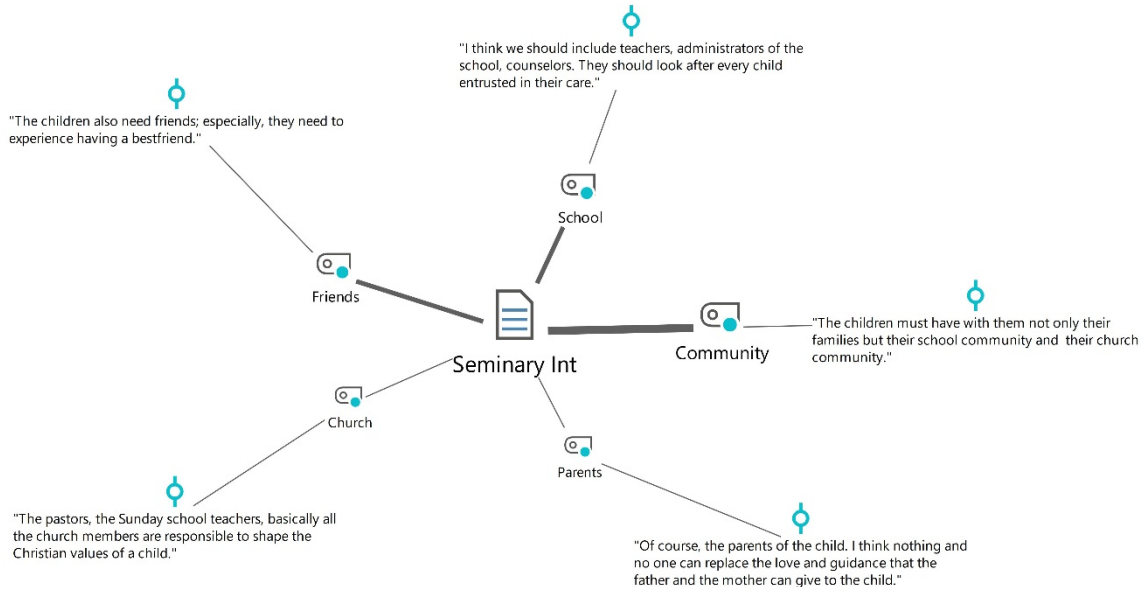


Figure 25: Q2 Theologians/SP, MAXmap

From the end of the theologians, the motif of “community” was the most mentioned in this question. While they mention the importance of a child having good parents, they believe that the school, the church, and the children’s friends are also important people to ensure that they thrive.

Finally, after looking at the perceptions of the children, CW, NGO’s, parents, SP, let us look at how the children explained their perceptions through their drawings. Table 13 presents the *f* count of the children’s explanation.

Responses of Children, Age 5 to 12 Based on the Drawing Activity

Table 14: Frequency Count of Children’s Self-Interpretations of Their Drawings For Q2

Items Indicated	Frequency count
God	21
Friends	36
Teachers	5
Pastors	3

In this category, four items were identified as people who are helping or who can help them grow well and happy. They are: “God,” “Teachers,” “Pastors,” and “Friends.” “Parents” have already been mentioned in Q1. “Friends” hold a very special place for some of these children as they are seen as a support system for them to be happy or to share their problems and struggles. In addition, “God” was considered as someone who can help them overcome their problems and who watches out for them for their safety and well-being.

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

“Teachers” and “Pastors” are seen as people who help them to learn different things that they need to learn. Some of the quotes from the children are as follows:

“Friends: When I have a problem they help me, they always listen to me and they are funny,” by Nella (not her real name), 10 years old, Philippines.

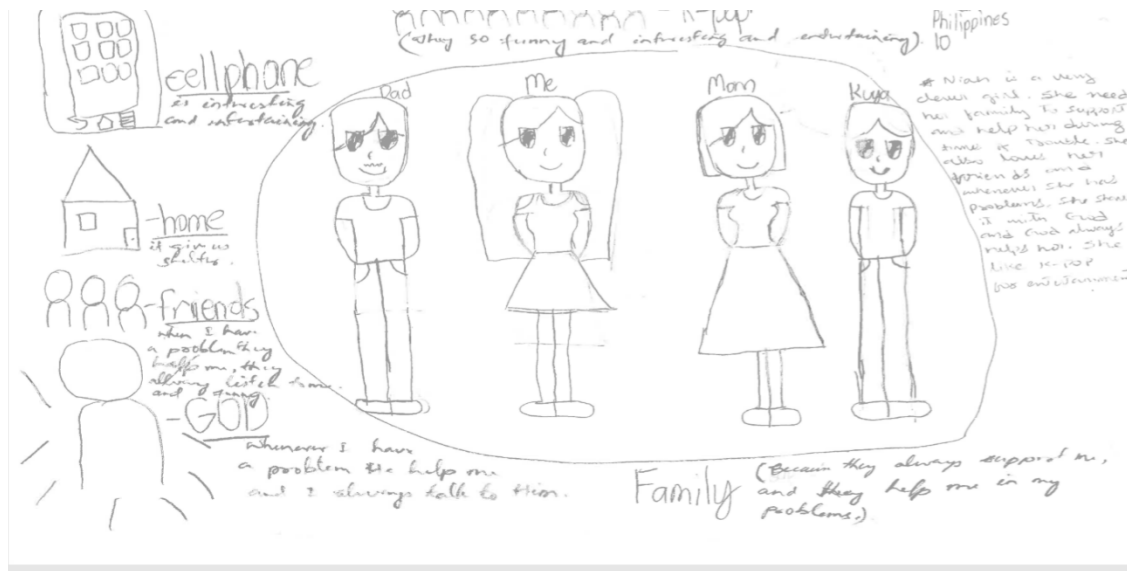


Figure 26: Drawing of Nella, 10 Years Old

Nella said in her drawing, “Family, they always support me, and they help me in my problems.” She also indicated “GOD” and wrote, “Whenever I have a problem, He helps me and I always talk to Him.” This is a heart-warming statement. Many parents, church workers, children’s ministers would love to nurture children like these. Nella also included in her drawing a cellphone and wrote, “Cellphone is interesting and entertaining.” So these are the people and things that Nella thinks can help her grow up well and happy.

Another drawing is by Yita, 12 years old, from the Philippines. She writes, “I am always happy if there is my family and friends, and of course God.”

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE



Figure 27: Drawing of Yita, 12 Years Old

Finally, Carla, 10 years old from the Philippines exclaimed, “Without God I will not exist.”

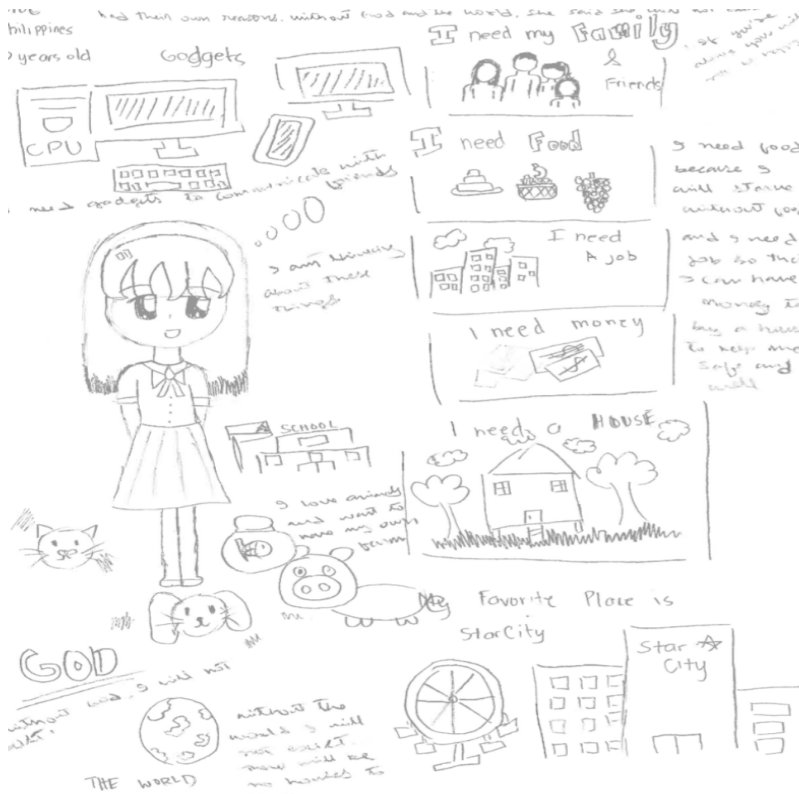


Figure 28: Drawing of Carla, 10 Years Old

In a Christian perspective, one can say that Carla has got it right. Carla voiced her faith in her artwork. In her drawing, the girl looks beautiful, surrounded by food, pets, gadgets, family, job, money, house, and buildings (Star City, a place where rides of all sorts are located) among others.

The final (4th) step to analyzing and interpreting data findings is looking at the perceptions of the responses on the Question 3 (Q3): What are the factors in the child’s environment that can help a child thrive?

This research problem was treated like problem number 2: all data gathered from the semi-structured interviews, the FGDs and the drawings were used to present, analyze and interpret the data. The different responses given by the respondents were categorized into themes. In this particular question, the following came out of the various responses as integrated themes: (1) education, (2) friends, (3) government organizations and NGOs, (4) healthy environment, (5) holistic needs, (6) normal family life (as opposed to dysfunctional), (7) productive space, play, and work, and (8) spirituality.

What are the Factors in a Child’s Environment that Can Help a Child Thrive, According to the Population Who Answered the Semi-Structured Questionnaire

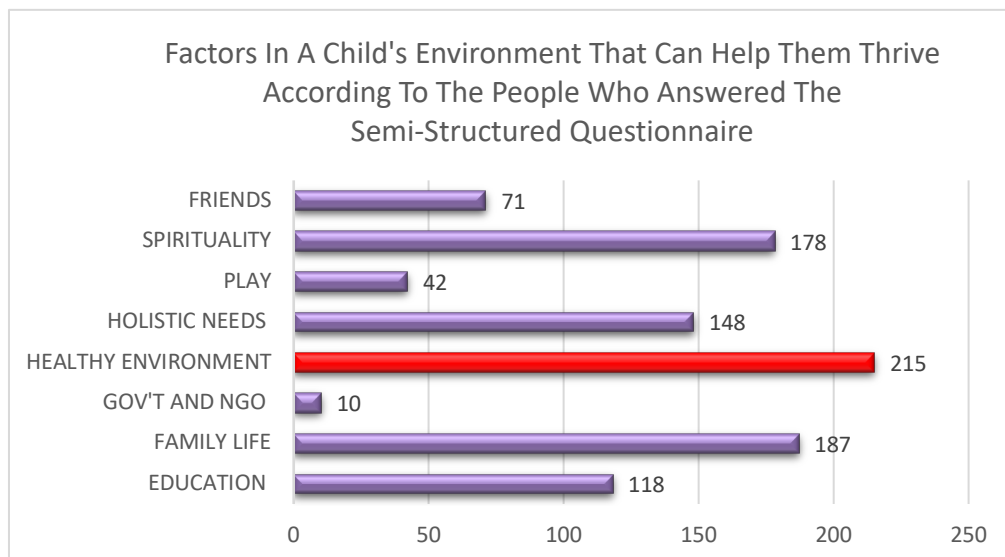


Figure 29: Respondents Who Answered the Questionnaire and Their Integrated Perceptions on Q3

Figure 29 depicts that a “healthy environment,” mentioned 215 times by the 586 respondents who answered the questionnaire, is the number one factor in a child’s world that could help children thrive. For this part of the research, the respondents indicated “peaceful environment,” “loving environment,” “positive environment,” “healthy neighborhood,” “clean, environment,” “healthy and relaxed atmosphere,” “nurturing environment,” “happy and supportive environment,” “good influential environment,” “environment free of

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

discrimination,” “tolerant environment,” “Supportive environment,” “Christ-centered,” and “child-friendly environment.” All these descriptive terminologies point to the fact that the respondents believe that the child needs an environment conducive to his or her holistic growth. Figure 29 also shows that “family life” (187 frequency count) and “spirituality” (178 frequency count) are factors in the child’s environment that help him or her thrive. As indicated by the Search Institute and by Bronfenbrenner’s theory in this study’s review of related literature, both family and spirituality are needed supports for the wellbeing of children and youth. The meeting of “holistic needs” (148 frequency count) is also identified by the respondents to be one of the factors in the child’s environment that help boys and girls thrive. Figure 29 also indicated that the following factors are also needed to be present in a child’s environment so they thrive: “education” (118 frequency count), “friends” (71 frequency count), “play” (42 frequency count), and both “government and non-government organizations” (10 frequency count). Bronfenbrenner is right when he stated in his theory of ecological systems that all the influences within the child’s environment affect their wellbeing.

What are the Factors in a Child’s Environment that Can Help Them Grow Well and Happy, According to the Different Categories of Respondents

In this section, all the perceptions of the five respondents (C for Children, CW for Church Worker, N for NGO/Persons in the Community, P for Parents, and SP for Seminary Professors) were analyzed and interpreted.

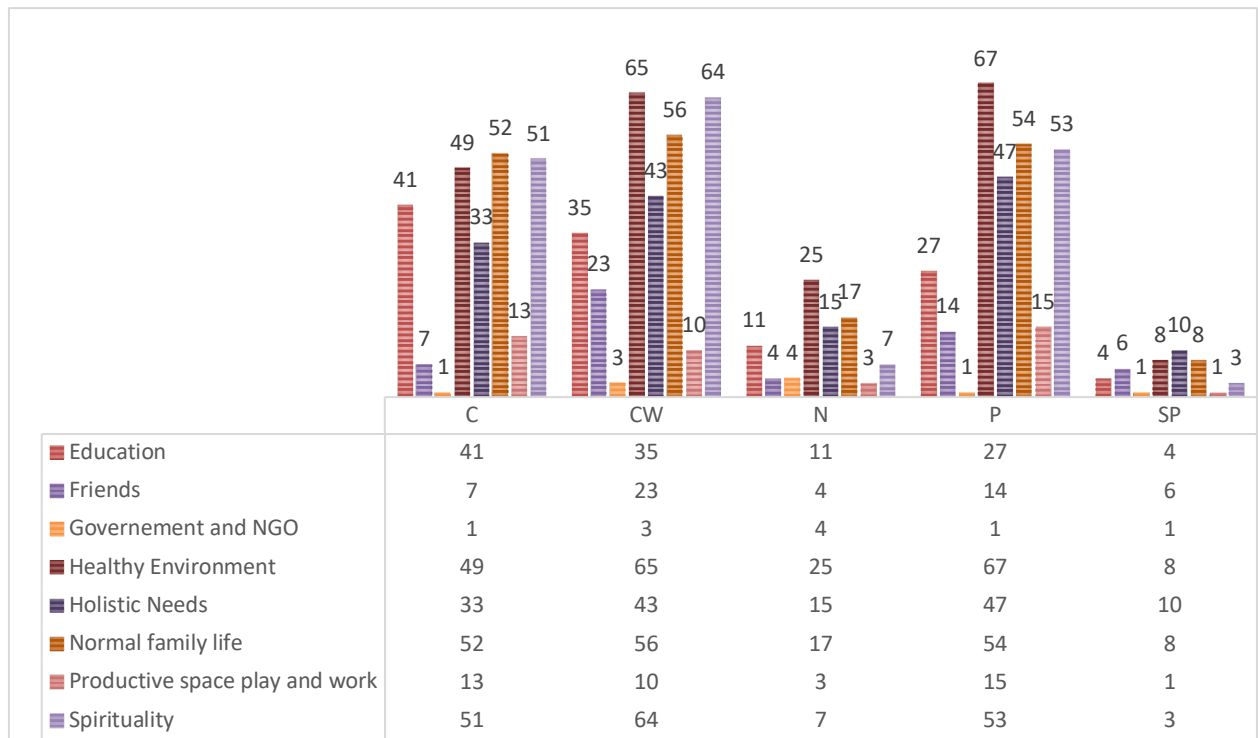


Figure 30: Categories of Respondents and Their Perceptions on Q3

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

First, let us look at the Children. In Figure 30, the children who are between 12 to 18 years of age indicate that a “normal family life” which is mentioned 52 times in the frequency count of the total responses of the children who answered the semi-structured questionnaire is the biggest factor in the child’s environment that they need for thriving. This is the highest frequency count among all the other factors identified by the children. After “normal family life” is “spirituality” which has 51 frequency count. It is interesting to note that this group of children already acknowledged the role of spirituality in their growth and development. The children also indicated a “healthy environment” (49 frequency count), “education” (41 frequency count), “holistic needs” (33 frequency count), “productive space, play and work” (13 frequency count), and friends (7 frequency count). The presence of “government and non-government organizations” is also identified as another factor, although the frequency count is very low, i.e., 1 out of the 157 children respondents, that can help children in the development of their wellbeing in general.

Looking at the itemized tabulation for children’s responses in Table 15 below, one can observe that “family” was mentioned 52 times (34%) of the total responses of the children who answered the questionnaire. The children’s responses regarding family included “supportive family, healthy loving family, love from parents, attention and love from family, parents’ guidance, extended family, parents as good models, relatives, guardians, and parent’s income.”

Table 15: Tabulation of Children’s Perceptions on “Family Life”

Q3 THEME: FAMILY LIFE	ELEMENTS	52	34%
	supportive family, home	7	5%
	healthy, loving, family environment	4	3%
	love from parents	2	1%
	attention and love from family	1	1%
	happy home (family)	5	3%
	parents' guidance (family guidance)	5	3%
	extended family	1	1%
	family support and guidance	2	1%
	parents and teacher as a good model	1	1%
	Relatives	1	1%
	Guardians	1	1%
	Home	2	1%
	Family	24	15%
	Parents' income (employment)	1	1%

Looking at Figure 30 above, one can also notice that “spirituality” was also considered as important as the “family” with 51 counts (33%) of the total children respondents who answered the questionnaire. “Spirituality” appeared to be identified by the children as a significant factor in their life so they flourish. In this same table, one observes the terms listed by children as part of spirituality. They are “Jesus, godly people, good

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

models, community of faith, church, church programs which include Bible study, children’s ministry, youth camp, Divine guidance, involvement in church ministries, faith in God, know how to thank God, and supportive factors.” Children recognize these as factors in their environment that help their wellbeing. Refer to Appendix U for the tabulation of the responses of the children for Q3.

Table 16 reveals the children’s perceptions on “Spirituality” in response to Q3. The children were able to identify terms related to this.

Table 16: Tabulation of Children’s Perceptions on “Spirituality”

Q3 SPIRITUALITY TOTAL	Total	51	33%
	community of faith, church	13	8%
	spiritual guidance	1	1%
	church	5	3%
	God-centered community (God-fearing community)	3	2%
	faith in God (fear of God)	3	2%
	know how to thank God	1	1%
	Church programs- like Bible study, children's ministry	4	3%
	joining Youth camp	2	1%
	Divine guidance	1	1%
	go to church	1	1%
	know God	4	3%
	attend youth activities (school activities)	2	1%
	church involvement (ministries)	6	4%
	supportive pastors	3	2%
	Devotion (worship God)	1	1%
	Godly People	2	1%
	Good model	2	1%
	Jesus (God)	2	1%
	Teach children to love God in with all of him	2	1%

In Figure 30, the children also mentioned “healthy environment” which is similar to “productive space and play” in the MAXmap below, Figure 31. “Education” was both identified by the children who answered the questionnaire as well as the children who participated in the FGD (see Figure 31 below). One of the children remarked on the difficulty but fruitfulness of going to school and doing requirements, “School is important because [even though I] won’t be happy, but at least I am going to be successful, right!” The respondent acknowledged that even though he or she will not be happy while in school (probably because of requirements, etc), he or she would be successful. In the Philippines, many people believe that education is one way to have some kind of a good life in the future, however, David P. Barrows, in his article, “Education and the Social Progress in the Philippines,” published in *The Annals of the American Academy of Political and Social Science* writes, “In the Philippines the fundamental aim of the school system is to effect a social transformation of the people . . .” (Barrows 1907, 69). This child who said this is not far from the truth. If the society is transformed because of education, then that could mean

“success” on the part of the citizens. This MAXmap figure also shows that holistic needs placed on the top when frequency distribution analysis was done in the transcription of the children’s answers for Question 3. Other factors for thriving that the children themselves mentioned are “spirituality,” “productive space and play,” and “education.”

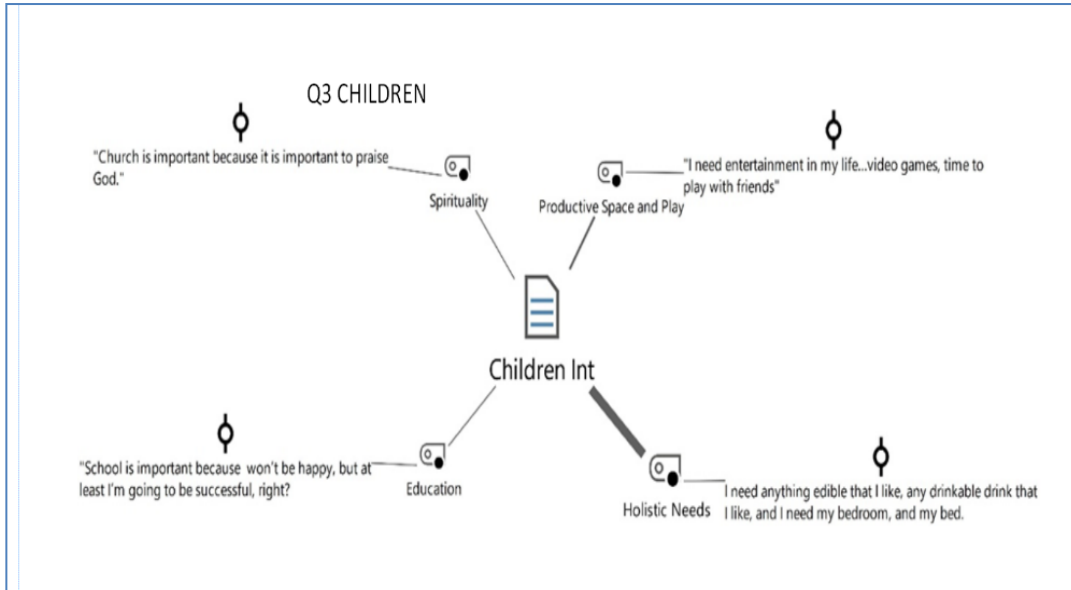


Figure 31: Q3 Children, MAXmap

After looking at the children’s perceptions on Q3, this section will now analyze the response of the Church Workers (CW) to the question: what are the factors in the child’s environment that could help them thrive? We will do this using the table that tells of the frequency count of the responses as well as the MAXmaps from the FGD. Looking at figure 31, one can see how the CW identified the factors in the child’s environment that help them thrive. The CWs indicated that “healthy environment” (65, highest frequency count), “spirituality” (64 frequency count), “normal family life” (56 frequency count), “holistic needs,” (43 frequency count), “education” (35 frequency count), “friends” (23 frequency count), “productive space” (10 frequency count), and “Government and NGO” (3 frequency count). Both “healthy environment” and “spirituality” got the highest frequency counts. Looking back at the children’s perceptions on this issue, one notices that spirituality was also mentioned at the top of the list. The “Parents” also mentioned “healthy environment” with the highest frequency count. So, these two themes: “spirituality,” and “healthy environment” have highest frequency counts. It would be a good place to live when someone is exposed to a healthy environment side by side with the nurture of one’s spirituality.

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

Table 17: Tabulation of CWs’ Perceptions on “Healthy Environment”

Q3 THEME: HEALTHY ENVIRONMENT	Total	65	31%
comfortable place to sleep		2	1%
peaceful environment		10	5%
loving environment		9	4%
community interaction for social dev't and consciousness		11	5%
positive people, positive environment		6	3%
healthy neighborhood		10	5%
healthy relationships		4	2%
clean environment (surrounding)		2	1%
open and relaxed atmosphere (to be confident)		1	0%

In Table 17, the terms that were mentioned about “healthy environment” are the following: “comfortable place to sleep,” “community interaction,” “peaceful environment,” “healthy neighborhood,” etc. Refer to Appendix V for the detailed enumeration and frequency count of the responses of the CW.

Looking at the MAXmap below, Figure 32 illustrates the following: The church workers which in this FGD consisted of pastors and other workers in the church believe that many factors are needed for children to thrive. Among these are having an environment that is safe from any physical or non-physical threat, having a spiritual life wherein children can grow in the Christian faith, having access to education, having good friends, and having the opportunity to play and learn sports. Nonetheless, the pastors consider that providing the holistic needs of a child, especially the material ones must be met for a child to thrive.

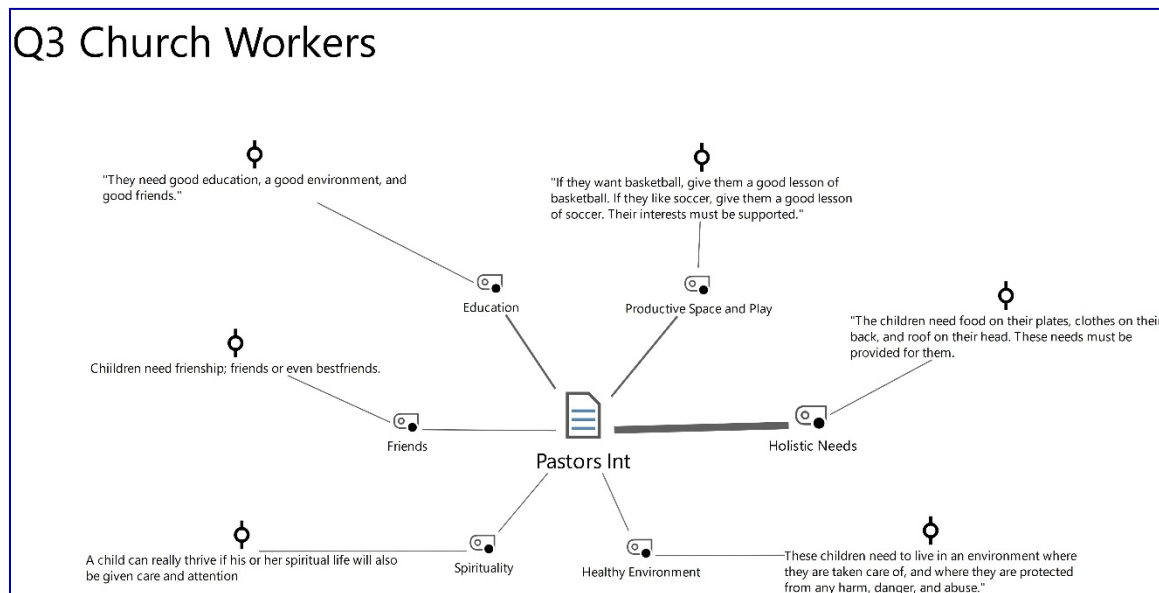


Figure 32: Q3 Church Workers, MAXmap

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED
DYNAMICS THAT HELP CHILDREN THRIVE

We have already analyzed the perceptions of the children and the CW; now let us look at responses of the NGO's/Persons in the Community to the question: what are the factors in the child's environment that could help them thrive? We will do this using the table that tells of the frequency count of the responses as well as the MAXmaps from the FGD. There were 50 NGO's/Persons in the Community who answered the questionnaire. Most of these respondents are from urban setting. In the questionnaire that they answered, this group of people included government officials, persons working in private business institutions as well as both GO and NGO workers. In Figure 31, the highest theme by frequency count that this group of respondents indicated is: first "healthy environment" (25 *f*), second is "normal family life" (17 *f*). Then comes "holistic needs" (15 *f*), "education" (11 *f*), and "spirituality" (7 *f*), "friends," "GO and NGO," and "productive space" got below five in the frequency count. It is rather unlikely to see that NGOs/Persons in the Community did not seem to consider their presence as a major factor in the thriving of children.

This group of people indicated in Table 18 that "peaceful environment, healthy neighborhood, loving environment," are the factors in a child's world for thriving. See Appendix X for the complete tabulation of the responses of the NGOs for Q3. This is quite understandable since persons in the community who answered the questionnaire came from Christian NGOs who minister with children in the community like Training Equipping A Child Holistically (TEACH) Child Development Centers of the Nazarene Compassionate Ministries, the national workers of the International Child Care Ministries of the Free Methodist Church, some from Compassion International, and from the Philippine Children's Ministries Network (PCMN) among others. These ministries usually strive to create a child-friendly, loving and caring community for the children and their families. This could be one of the reasons why most of the respondents indicated "healthy environment" as a major factor in the life of the child. See Appendix W for the tabulation of the responses of the NGO on Q3.

Table 18: Tabulation of NGOs' Perceptions on "Healthy Environment"

Q3 THEME: HEALTHY ENVIRONMENT	Elements	25	50%
	peaceful environment	7	14%
	loving environment	5	10%
	community interaction for social dev't and consciousness	2	4%
	positive people, positive environment	2	4%
	loving and caring people	1	2%
	healthy neighborhood	6	12%

In addition, for the NGO's in the MAXmap below, four motifs emerged on top of the frequency distribution analysis: "holistic needs," "normal family life," "education," and "productive space and play." One of the statements that kept emerging is, "Children in the Philippines do not have enough playgrounds to play in." Other factors mentioned by the participants were children having spiritual guidance and having friends who will support and influence them to make right decisions and actions. This implies that community workers

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

could provide play spaces where the children can play. The statements of NGO/Persons in the Community are shown in the MAXmap below (Figure 34).

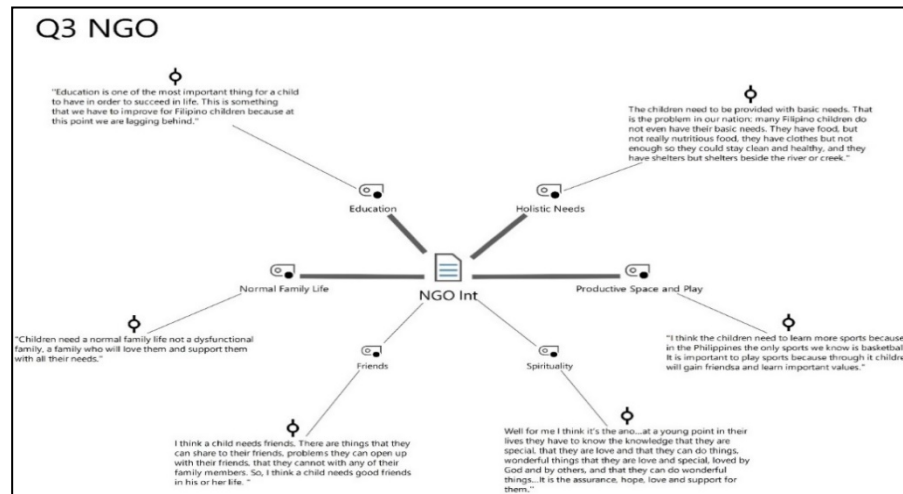


Figure 33: Q3 NGO, MAXmap

Fourth, let us analyze the response of the Parents (P) to the question: what are the factors in the child’s environment that could help them thrive? We will do this using the table that tells of the frequency count of the responses as well as the MAXmaps from the FGD. Going back to Figure 30, the parents considered “healthy environment” (*f*67) as a major factor in child thriving. This is the theme that keeps on emerging in Q3. The next in *f* count is “normal family life” (*f*54), and then “holistic needs” (*f*47). Table 19 below illustrates the tabulation of the Ps’ perceptions the factors related to Q3.

Table 19: Tabulation of Parents’ Perceptions on Q3 Highlighting “Health Environment”

PARENTS - Q3	N= 140
EDUCATION	27
FAMILY LIFE	54
GOVT	1
HEALTHY ENVIRONMENT	67
HOLISTIC NEEDS	47
PLAY	15
SPIRITUALITY	53
FRIENDS	14

As to the discussion of the parents in their group, Figure 34 below shows that the parents perceive a “normal family life” to be the most important factor for children to thrive. One of the parents mentioned about the long-term negative effect on children who often witness their parents fight. Other factors they deemed important are “holistic needs,” “education,” and “spirituality.” As the leaders of the family, this group of respondents have the first-hand experience of working on these things so their children are properly nurtured. See Appendix X for the tabulation of the parents on Q3.

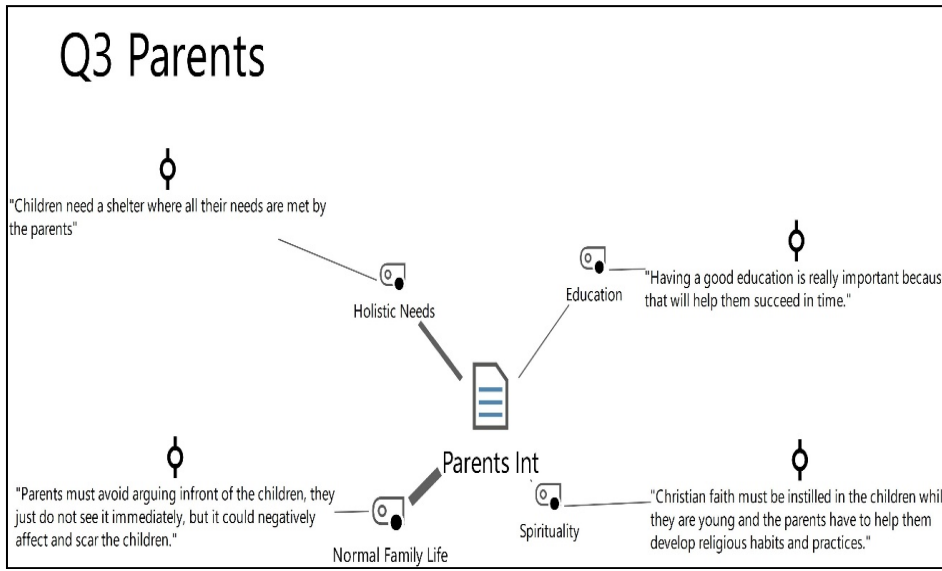


Figure 34: Q3 Parents’ FGD MAXmap

Finally, let us analyze the response of the Seminary Professors (SP) to the question: what are the factors in the child’s environment that could help them thrive? We will do this using the table that tells of the frequency count of the responses as well as the MAXmaps from the FGD. This group of respondents are all teaching at the seminaries under the Asia Graduate School of Theology (AGST) in Metro Manila. They are all well educated, all of them have their post-grad degrees, at the same time, many of them are rooted in the biblical injunctions of nurturing children. For Q3, Table 20 tells how the seminary professors identified the factors in the child’s environment that help them thrive. For the academicians, they enumerated that meeting “holistic needs” is the major factor that helps in child thriving.

Table 20: Tabulation of SPs Responses to Q3 Highlighting “Holistic Needs”

SEMINARY PROFESSORS - Q3	N=17
EDUCATION	4
FAMILY LIFE	8
GOVT	1
HEALTHY ENVIRONMENT	8
HOLISTIC NEEDS	10
PLAY	1
SPIRITUALITY	3
FRIENDS	6

In terms of the detailed tabulation of the responses of the SP in Table 21 below, “enough food, nutritious food” has the highest *f* count (4 or 24% of the total responses). Next comes “a place to play and explore” (*f*3), “safety and security, clothing, shelter, scheduled structures, a chance to experience his or her growth,” “hope for the future,” “a healthy sense of self,” and other things related to holistic needs. In addition, the SP also mentioned “spirituality” (*f*3 or 18% of the total respondents) as a major factor for child thriving. As

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED
DYNAMICS THAT HELP CHILDREN THRIVE

professors of Christian seminaries, this group of respondents value the “church” or the “community of faith” in the life of a child.

Table 21: Tabulation of SPs’ Perceptions on “Holistic Needs”

Q3 THEME: HOLISTIC NEEDS	Total	10	59%
	safety, security	2	12%
	enough food, nutritious food	4	24%
	a place to play and explore (have fun)	3	18%
	scheduled structures	1	6%
	purposeful resources	1	6%
	healthy sense of self (oneself)	1	6%
	trust	1	6%
	provision of needs (food)	1	6%
	a chance to experience his or her dev't and growth	1	6%
	clothing	2	12%
	shelter	2	12%
	love and care, acceptance	1	6%
	hope for the future - you can do it (dreams)	1	6%
	daily hygiene	1	6%
	exercise	1	6%

As to the illustration of the FGD, Figure 36 below presents the statements of the SP on the factors in a child’s environment that help children thrive.

Q3 Theologians

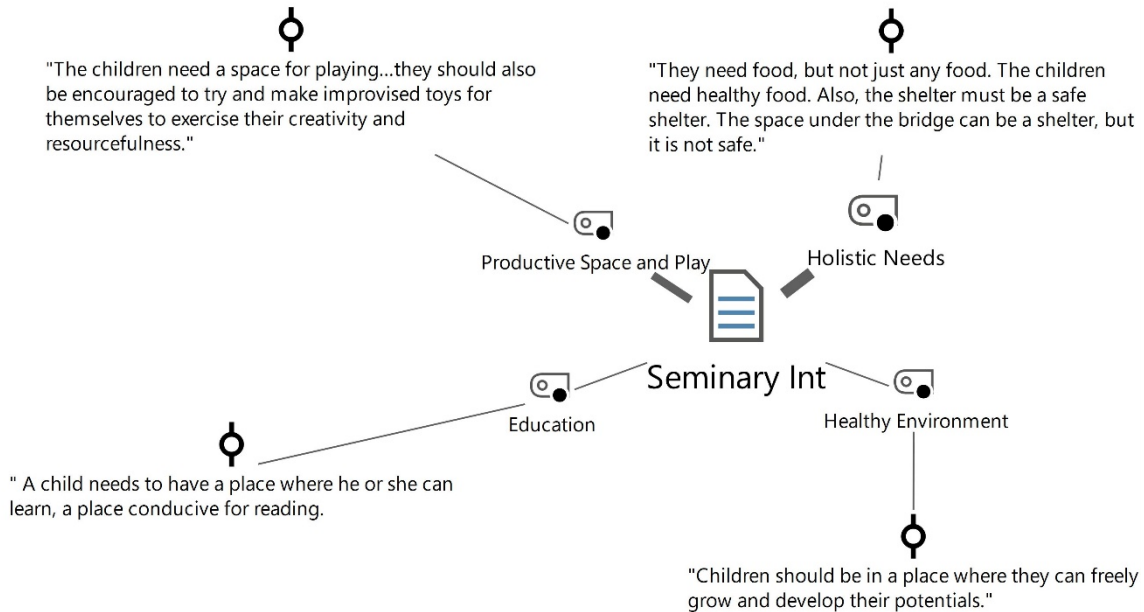


Figure 35: Q3 Theologians/SP, MAXmap

Theologians place access to “holistic needs” as the most important factor in the thriving of a child. They also added that meeting these needs goes beyond just providing, these needs must be of genuine help to the child: food must be healthy food, and shelter must be safe shelter. Other motifs that emerged in the frequency distribution analysis are “productive space and play,” “healthy environment,” and “education.” As educators, these SP places a high value on education. See Appendix Y of the complete tabulation of the responses of the SP regarding Q3.

The next section of Q3 deals with the children’s drawings and how the artists illustrate their perceptions on the factors in their environment that help them thrive.

Responses of Children Age 5 to 12 Based on the Drawing Activity

The children had self-interpretations of their own artwork. So we can map the drawings, we tried to do a frequency count on the times that the children mention specific responses to Q3. This is portrayed in Table 22.

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

Table 22: Frequency Count of Children’s Self-Interpretations of Their Drawings for Q3

Items Indicated in the Drawing	Frequency Count
Gadgets	32
Church	30
Swimming pool	12
Play/ Playground/ park/ play space	12
Toys	8
Games (computer games)	8
Pets/ animals	8
Cars	7
Others (medical center, safe road, social media, SM shopping mall, gym, music, beach, Job for future, money)	33

There were so many factors in a child’s environment along with the other things that children need to grow well and be happy in life. There was no consensus on specific things from the children but all of them in one way or the other mentioned one or more of these items: Church, Swimming pool, park or playground, gadgets, toys, pets, computer games, cars. These things are mainly for their entertainment which they think is fun. Playing and going for swimming are to be done with parents and friends. Gadgets and computer games are closely associated because they use gadgets to play games. Some of the quotes from the children are the following:

“Playground is needed for the children to play freely,” by Kira (not real name), 10 years old, from the Philippines.



Figure 36: Kira’s Drawing, 10 Years Old

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

In Figure 36, one may observe that Kira's drawing looks so neat with all the elements she wanted to convey are properly organized. One can see a church, a house, a TV set, swing, and a tree among others. And she is at the center of it all. In the mind of Kira, she is probably envisioning a world where she wants to be. This is a graphic illustration of what one reads in Zechariah 8:4-5. This is what the LORD Almighty says: "Once again men and women of ripe old age will sit in the streets of Jerusalem, each of them with cane in hand because of their age. The city streets will be filled with boys and girls playing there" (NIV).

Other Things Mentioned by Children to be Happy and Well

The other items found in the table are the different things that the children who participated in the drawings felt could help themselves as well as any other child to grow up well and happy. These are collective idea of several children who contributed these other things. Most of them had nothing to add as they already mentioned the important things in the three questions addressed. However, an interesting aspect learnt in this section was the mention of money by a couple of children. These children who mentioned money were from good schools, a little background information learnt found that these children were not attached with their parents because of negligence due to working parents who do not give time to their children but buy everything they ask for. This clearly explained why these children thought of money as something that children need to grow up well and happy.

"Money is the whole reason I am alive, without money I won't have a happy life," writes Edwin (not real name), 11 years old, from the Philippines.

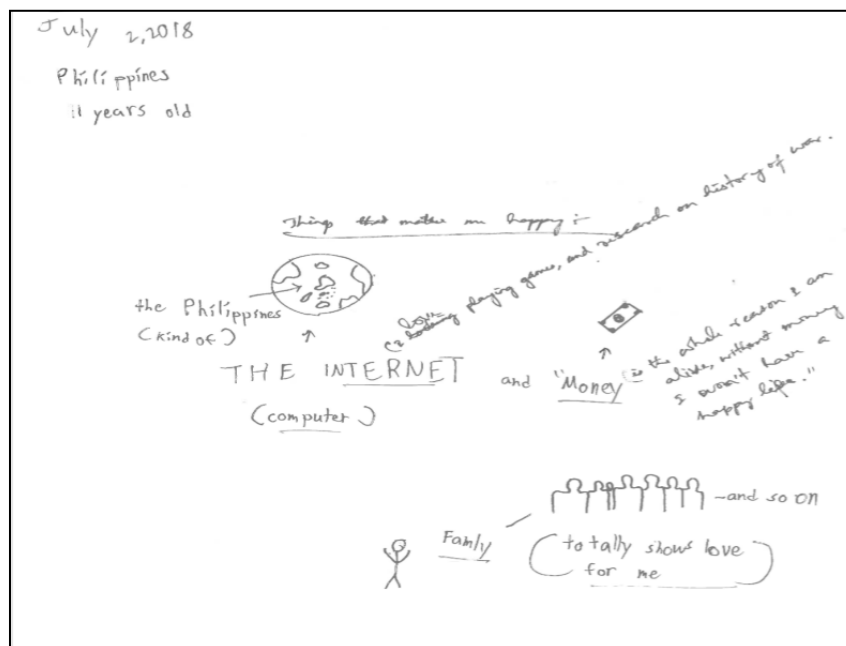


Figure 37: Drawing of Edwin, 11 Years Old

This statement sounds so centered on wealth. No one can fully explain the situation behind this statement. Was Edwin born in a family who has experienced poverty that only

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

money can give him a “happy life?” Was Edwin born in a family where money is the only thing that matters in life? No one may know exactly why he said this statement, but one thing is certain: for this young boy, money seems to be something that he needs in life. He also drew Internet, computer, and family.

The next drawing is by Roy (not real name), 11 years old, from the Philippines.

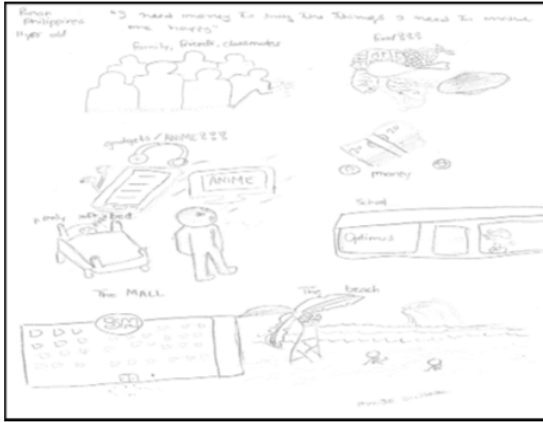


Figure 38: Drawing of Roy, 11 Years Old

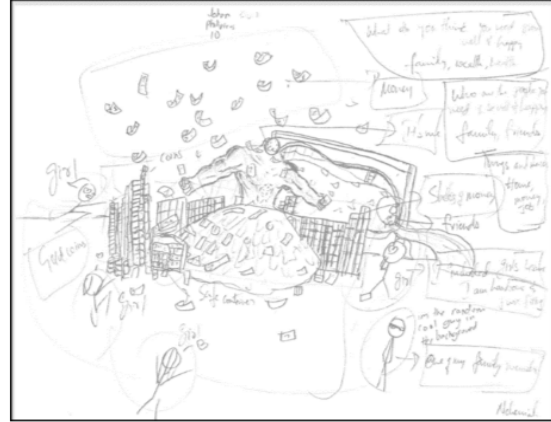


Figure 39: Drawing of Joe, 11 Years Old

Ronan writes, “I need money to buy the things I need to make me happy.” Joe (not real name) 10 years old also says, “Family, wealth, health” and then in his drawing he drew bills, gold coins, sacks of money.” Their drawings graphically show what money can buy. The drawing of Joe is literally filled with money. At the young age of 11, both Roy and Joe already know the influence of money in their lives. The significant people who surround them need to give them the right perspective on money. The family, the church, the community, the seminary or church schools could help the children obtain a right concept of material wealth.

The above results and discussion of the findings of study paved the way for the study to formulate the following conclusions and recommendations. These conclusions and recommendations are not meant to be exhaustive. Based on the findings of the study, the researchers were able to think through some of the emerging themes that came out. The recommendations for further studies identify some of the gaps that this research has left open for future researchers to delve into.

Summary, Conclusions and Recommendations

This final section is composed of the summary of the findings of the study, the conclusions that are gathered based on the review of related literature as well as the analysis and interpretation of data, and finally, the recommendations for practical actions to the various entities or respondents that participated in the study. This section is not exhaustive. Other readers or researchers may identify other implications based on the contents of the research report.

Summary

The study has identified the perceptions of the children, parents, church workers/leaders, NGOs or persons in the community, and theologians/seminary professors on the three major research questions which are Q1: what do children need in order to thrive; Q2: who are the people who can help children thrive, and Q3: what are the factors in the child's environment that could help them thrive.

According to the Perceptions of the Children:

First, according to the perceptions of the children, the following are the elements that they need in order to thrive (the first three highest in *f* distribution): (1) family; (2) basic needs; and (3) relationship.

Second, according to the perceptions of the children, the following are the persons that can help them thrive (the first three highest in *f* distribution): (1) family; (2) parents; (3) friends and church.

Third, according to the perceptions of the children, the following are the factors in their environment to help them grow up well and be happy (the first three highest in *f* distribution): (1) family life; (2) spirituality; and (3) healthy environment.

It is interesting to note that “family” and “family life” – are what children indicated as the number one factor that they need for thriving.

According to the Perceptions of the Church Workers:

First, according to the perceptions of the church workers, the following are the elements that they need in order to thrive (the first three highest in *f* distribution): (1) church; (2) family; and (3) basic needs.

Second, according to the perceptions of the church workers, the following are the persons that can help them thrive (the first three highest in *f* distribution): (1) church and parents; (2) school; and (3) community.

Third, according to the perceptions of the church workers, the following are the factors in their environment to help them grow up well and be happy (the first three highest in *f* distribution): (1) healthy environment and spirituality; (2) family life; and (3) education.

According to the Perceptions of the NGOs:

First, according to the perceptions of the NGOs, the following are the elements that they need in order to thrive (the first three highest in *f* distribution): (1) family; (2) basic needs; and (3) relationship (exactly in the same order with the perceptions of the children).

Second, according to the perceptions of the NGOs, the following are the persons that can help them thrive (the first three highest in *f* distribution): (1) parents; (2) church and school; and (3) family.

Third, according to the perceptions of the NGOs, the following are the factors in their environment to help them grow up well and be happy (the first three highest in *f* distribution): (1) healthy environment; (2) family life; and (3) holistic needs.

According to the Perceptions of the Parents:

First, according to the perceptions of the parents, the following are the elements that they need in order to thrive (the first three highest in *f* distribution): (1) basic needs; (2) relationship; and (3) family.

Second, according to the perceptions of the parents, the following are the persons that can help them thrive (the first three highest in *f* distribution): (1) parents; (2) family; and (3) church.

Third, according to the perceptions of the parents, the following are the factors in their environment to help them grow up well and be happy (the first three highest in *f* distribution): (1) healthy environment; (2) spirituality and family life; and (3) holistic needs.

According to the Perceptions of the Seminary Professors/Theologians:

First, according to the perceptions of the seminary professors/theologians, the following are the elements that they need in order to thrive (the first three highest in *f* distribution): (1) basic needs; (2) family; and (3) education.

Second, according to the perceptions of the seminary professors/theologians, the following are the persons that can help them thrive (the first three highest in *f* distribution): (1) parents; (2) church and school; and (3) family.

Third, according to the perceptions of the seminary professors/theologians, the following are the factors in their environment to help them grow up well and be happy (the first three highest in *f* distribution): (1) holistic needs; (2) family life and healthy environment; and (3) friends and education.

Conclusions

The researchers were able to integrate themes that are similar and the following elements have emerged in order to pursue holistic mission and discipleship of children:

First, amplifying children's' voices is a powerful tool to know what particular children are going through. In this study, we have done FGDs with children, we have allowed them to express their heart through drawings. There were children who thought they do not know how to draw and ended up writing what they really need. In the FGDs with children that was captured in video, one may notice that when children are asked about what do they picture in a world that is fit for them, their eyes show a different "twinkle," as if they are transported to another world, a world they want to be in. One child's drawing was filled with lots of money, almost the whole paper was filled with sacks of money, golden coins, and cash. Looking at this drawing, one can almost feel that "money" occupies a huge part of this child's psyche. Letting children tell adults what they dream about, what they *really* wish would happen to them is a powerful means of giving children a voice, a chance to influence the actions, plans, programs that affect their wellbeing, and a rare opportunity for adults to enter into the innermost world of the child.

Second, based on the research questions of the study, the data yielded the following results: *First*, the respondents identified that for a child to thrive, the following are the elements that they need (in order, according to frequency count based on the open-ended

questionnaires): (1) basic needs met (2) family; (3) relationships; (4) spirituality; (5) education; and (6) community. *Second*, the study indicated that the following are the people that can help a child thrive (in order, according to frequency count based on the open-ended questionnaires): (1) parents, (2) church, (3) family, (4) community, (5) school, and (6) friends. *Finally*, the study showed that the following are the factors in a child's environment that can help a child thrive (in order, according to frequency count based on the open-ended questionnaires): (1) healthy environment, (2) normal family life, (3) holistic needs met, (4) spirituality, (5) education, (6) friends, (7) productive space, play and sports, and finally (8) government and non-government institutions.

Third, this study has found among other things that children have multi-faceted needs. Their responses to the questionnaires and their self-interpretations of the drawings convey deeper needs that only intentional attention can identify. Primarily, children need their parents to survive. Almost all of the SPSS tabulation on what and who children need to thrive points to their "parents." Next to the parents is the "family." For the respondents, "family" does not just mean immediate family but includes grandparents, siblings, relatives, and other extended families. If this family system breaks down, the child is left to all kinds of unsafe systems, predators, and destructive elements. In the same vein, this study concludes that child thriving is an endeavor that cannot be done by one person or one organization alone. It is something that needs the collaboration of all the persons surrounding the child. Holistic mission and discipleship of children is a monumental task and requires all supports, systems, and structures collaborating with one another.

Recommendations

The following are some recommendations for practical actions that are needed for our circle of influence (e.g., seminaries, missional thinkers, theologians, ministry organizations, networks, church/denominational leadership) to more effectively support the local church in holistic mission and discipleship of children. These recommendations are based on the summary of findings indicated above:

Recommendations for Practical Actions to Children

1. Children respondents indicated in their perceptions of all three questions in the study that "family" or "family life" is their number one need in order to thrive. The family, according to Bronfenbrenner's Ecological Theory is part of the "mesosystem" where the developing child actively participates. Children need to be in families for their holistic growth. In this light, for institutions that cater to the needs of children at risk, it is beneficial to consider creating an environment where the essence of "family relationship" is there. And if reintegration to the family is possible, institutions should make sure the child is reunited with the family.
2. The children also indicated that in order for them to thrive, they need that their "basic needs" should be met. Case in point is: a number of children's drawings reveal that some children think that money is the only thing that can make them happy and grow up well. Children need a right perspective on material things. The church, community, the seminaries, the NGOs need to help children in various ways to instill

in the children's minds that money is not the end of all things. In relation to 'basic needs being met, the child needs everyone in his or her environment to see to it that the child is provided with basic needs so he or she will flourish. This is also indicated in the children's perceptions that they need parents, friends, relationships, and the church to thrive.

3. Children indicated that spirituality and a healthy environment are the factors that they need for thriving. This puts the need for spiritual guidance and a picture of a "whole" environment to the fore. The family, the church, the seminaries, and the community need to collaborate in creating an environment for growth for the child to be developed holistically, with spirituality at the center.

Recommendations for Practical Actions to Church Workers:

1. The church leaders/workers who responded to the semi-structured questionnaire indicated that children need the "church" in order to thrive. For the purpose of discipleship and holistic mission, the presence of the church in the lives of the children plays an integral part. There should be a deep relationship between the church and the families. With a high view of children, the church can find creative ways of integrating children in its holistic mission, training children for leadership and missions (appropriate for their developmental needs and evolving capacities) and releasing them to serve God and the people around them.
2. For more specific recommendations for spiritual nurture of children, since "spirituality" was rated high in frequency distribution, the following are some avenues that the church can engage in:
 - a. Children need biblical principles, thus, the church could consider this to be one of the major thrusts of church discipleship endeavors;
 - b. Children need to accept Jesus in their lives, be taught to fear God, and above all, experience God in a personal way;
 - c. The church needs to provide spiritual training in the church activities;
 - d. The church needs to encourage parents and the family to participate in church life; and
 - e. The church may provide avenues for equipping the parents to meet the basic needs of the children. The church may engage in livelihood projects, trainings for the physical, mental, socio-emotional, in addition to spiritual nurture.
3. Children need the church, the parents, and the family according to the respondents for the child to thrive. This implies that the church needs to work closely with the parents and families for the child to grow up well and be happy.
4. Majority of the respondents indicated that children need a "healthy and nurturing" environment for thriving. Church workers and leaders have the challenge and the calling to provide this for the child so he or she can experience fullness of life.
5. There are children's drawings, e.g., Yza's drawing that identified that the provision of art materials can make them happy. The church that Yza participates in would do well to provide this need of the child for self-expression. "Basic needs" was also indicated as an element that children need to thrive—and the church, the community of faith

- can work together to help families provide for the basic needs of children, with the end goal of sustainability on the part of the family.
6. The children who are 12 to 18 years old indicated that “spirituality” is the second highest in the frequency amount in terms of factors in their environment to make them thrive. The church and the workers and leaders therein can consider engaging the youth in setting the environment for them to experience God in their personal lives. The church can be a great help in nurturing the spirituality of the youth who are already seeing the spiritual as a big part of their lives.
 7. Education is also a factor in a child’s environment that can help children grow up well and be happy. The church has the potential to change the trajectory of a child’s life by helping children who need help (mostly children-at-risk) to be in schools.

Recommendations for Practical Actions to NGOs/Persons in the Community:

1. “Family” or “family life” is the number one need for the children to thrive according to the NGO/persons in the community. This implies that NGOs and other persons in the community need to find ways to engage in a deeper level with the families so that children will be nurtured;
2. “Basic needs” are also needed for children to thrive. NGOs could provide some opportunities to help meet the needs of the parents so that they can take care of their children;
3. “Relationships” were identified as needed by children so they will thrive. In this light, NGOs could provide opportunities for relationships with families and children;
4. Parents need support so they can provide for the basic needs of their children as indicated by the responses of the parents. The institutions in the community need to work with families in a deeper more sustainable ways; and
5. Community workers could provide “play spaces” where the children can play with friends. This was part of the “healthy environment” identified by NGOs as a factor that children need for thriving.

Recommendations for Practical Actions to Parents:

1. The parents in the study ranked “meeting the basic needs of children” as the highest need for child thriving. This implies that parents have this role at the forefront of their perspective as leaders in the family. This is an encouraging result of the study, paving the way for parents to improve more on how they can meet the basic needs of their children;
2. Parents are very important to children as indicated by the latter’s perceptions in all research tools—the FGD, questionnaires, and the drawings. Both father and mother should strive to keep the family relationship as solid and nurturing as it should. The children respondents also indicate the other members of the family like siblings, grandparents, relatives, extended family— as significant. Parents have the role to keep the family together with the help of the church, the community, the seminaries, and both GO and NGO.

3. Relationships are also valued by parents, implying that they could collaborate with other parents and/or extended family members to establish deeper relationships for more cohesive fellowship with one another;
4. Majority of the respondents also mentioned that a “healthy and nurturing” environment greatly contribute to child flourishing. In this light, the parents can create this kind of environment in the home so the children bloom and grow into the persons that God has intended them to be;
5. Parents need to closely work with the community, the school, and the church (need for spirituality) in order to give an opportunity for holistic growth of the children.; and
6. Parents can teach their children that money is a blessing from God but it is not the only thing that can make them happy and grow up well.

Recommendations for Practical Actions to Theologians/Seminary Professors:

1. The seminary can engage the community by helping the parents in strategic activities to provide for their families’ “basic needs” as indicated by seminary professors to be the first (in *f* distribution) that children need for thriving. Seminaries can do extension or outreach ministries to the families in the community;
2. The seminary can also collaborate with the church in order to help people be educated on the factors that help children thrive;
3. The seminary students can also work with the children in the community not just by providing means for spiritual nurture but to help children in the community in the form of tutoring the children who need help in their studies;
4. Seminary professors and theologians can help the parents, the churches, the NGOs/persons in the community in the area of equipping them to meet holistic needs, and how to sustain a healthy environment with spirituality at the center; and
5. The seminary can provide curriculum to help students as they in turn equip the local churches in strengthening the family (so they can better meet the holistic needs of their children), the churches (so they can better connect with the home and community to work together to nurture children), the community (so its officials know the needs of the family and the churches), and finally, the children (so they know their rights, obligations, freedoms, and opportunities to thrive in a world that is fit for them).

Recommendations for Further Studies:

1. Engage in a similar study with different respondents from various settings or contexts of children: (a) children on the move; (b) children in Government institutions; (c) children in correctional facilities; (d) children with special needs; (e) children of Types A and B families, (e) children in the church; or (f) pastors or missionary kids;
2. Thorough interpretation of drawings;
3. Philippine-based grounded theory which would produce a theory similar to that of Urie Bronfenbrenner or present Maslow’s Hierarchy in light of children’s perception of various needs; and

4. More related literature and studies could be done in the area of child thriving and issues pertinent to the role of parents, government and non-government organizations, churches, seminaries, schools, international ministry CEOs.
5. A mixed method study on effective ways of meaningfully involving parents, especially those in poverty in the supportive, nurturing ministries that a church or NGO might want to offer.
6. A case study on how to bridge the gap and connect with fathers, and walking with them to faith and parental responsibility.

APPENDIX A

LETTER TO THE PARENTS OF THE RESPONDENTS
TO ALLOW THEIR CHILD (12 TO 18 YEARS OLD)
TO ANSWER THE QUESTIONNAIRE

Dear _____,

My name is _____ and I am doing a research for the National Forum for Children at Risk. The overarching objective of this research is to explore the factors that help children thrive. The output of the study would be to identify implications for a more effective engagement in holistic mission and discipleship to, for, and with children.

In this light, I am requesting your permission to conduct a survey with your child. The name of your child will not be mentioned in order to ensure the confidentiality of his or her responses. All of the collected data will be used for the forum purposes only. The questionnaire is attached below for your perusal.

I would greatly appreciate your approval to conduct this study. Thank you.

With thanks,

(signature of researcher)

Please sign below if you are willing to allow your son/daughter to answer the questionnaire in this study.

Signature: _____

Printed Name: _____

Date: _____

APPENDIX B

FOCUS GROUP DISCUSSION PROTOCOL

Focus Group Discussion Protocol (Script for Adults)

I. Introduction:

Good morning! Thank you for agreeing to join this focus group discussion. My name is Joy Pring and I am working for the Research Department of the Asia-Pacific Nazarene Theological Seminary. We are currently conducting a research on children and the people and the things that will help them thrive. The insights you will share will be used for a report that we will present in a conference that will help children at risk. Again, our task is to find out the things that will help them grow happy, healthy, and fulfilled, things that will help them thrive.

II. Ground Rules:

We have three questions to find those things out. I will state the question and you are free to share your opinion and what you know of the topic. For the purpose of transcription, we will be recording the audio of this discussion. Would that be alright with you all?... Thank you for agreeing to record. It is important for me to hear all of your opinions on these questions, so perhaps the best way for us to make sure that everybody gets the opportunity to move person to person, clockwise. Does that sound fine to all?... At any point wherein you need to clarify my question, please feel free to express it. Also, you may ask for the discussion and the recording to stop if there are moments that you feel we should do so. Alright! Let us begin by stating our names and our ages.

III. Questions:

- a. *“Imagine with me for a moment. Imagine a world that is good for children. How does that world look like? What do you think are the things that a child needs to thrive, so they grow up well and happy?”*
- b. *Can you think of who are the people around the child who can her grow up well and happy? How?*
- c. *What do you think are the factors in the child’s environment that can help her thrive?*
Please enumerate and in what ways can these factors help the child?

*At the end of the conversation make notes on anything you think would be insightful or that would amplify the recording. For example, did the interviewee’s body language or facial expression communicate anything to you beyond the words spoken?

IV. Appreciation and Closing:

Thank you for your answers. Do you have any questions for me or statements you made to clarify? Again, thank you very much for your help!

*After the interview, play the record and transcribe. Write the report and then let the respondents read it and ask them to offer their comments about it. if they have more comments, you may add that to the report.

Focus Group Discussion Protocol (Script for Children)

I. Introduction:

Good morning, kids! Thank you coming today! My name is Ate Joy Pring and I am student like you; I go to a school for grown-up's. How many of you are students too? Today I am going to need your help for a homework. Do you think you can help me? I want to find out the things that will help children like you grow happy and healthy.

II. Ground Rules:

I have three questions to ask you. I will give you the questions first and you are free to share what you think or how you feel about the topic. Will it be alright with you all if I record our conversation?... Thank you for agreeing to record. It is important for me to hear all of you, so I have this pen right here. Whoever has the pen will be the one to talk; so, if you do not have the pen, what will you do? You will listen. Does that sound fine to all?... If you feel confused with my question, raise your hands so I can help you. Also, if you feel like you want to stop the record and our talk just raise your hands to let me know. Alright! Let us begin by stating our names, our ages, our favorite colors, and favorite foods!

III. Questions:

- b. *“Imagine with me for a moment. Imagine a world that is good for children. How does that world look like?
What do you think are the things that a child needs to thrive, so they grow up well and happy?”*
- d. *Can you think of who are the people around the child who can her grow up well and happy? How?*
- e. *What do you think are the factors in the child's environment that can help her thrive?
Please enumerate and in what ways can these factors help the child?*

*At the end of the conversation make notes on anything you think would be insightful or that would amplify the recording. For example, did the interviewee's body language or facial expression communicate anything to you beyond the words spoken?

IV. Appreciation and Closing:

Thank you for helping me with my homework. Do you have any questions for me?
Thank you very much for your help, kids!

*After the interview, play the record and transcribe. Write the report and then let the respondents read it and ask them to offer their comments about it. if they have more comments, you may add that to the report.

APPENDIX C

PARENTAL CONSENT FOR RESEARCH PARTICIPATION
OF CHILDREN BELOW 18 YEARS OLD FOR THE
DRAWING ACTIVITY

My child is invited to participate in a research project being conducted by _____ (name of the researcher), for the National Forum for Children at Risk.

I have talked with the researcher and understood the technicalities and the objectives of the research. I allow my child to participate in the drawing activity that the researcher will conduct.

I am also allowing the researcher to use the data that she may gather from my child to fulfill the objectives of the research. I understand that the name of my child will not be used in the research.

Signature over Printed Name of Parent/Guardian

APPENDIX D

LETTER TO THE RESPONDENTS (19 YEARS OLD AND ABOVE)
TO ANSWER THE QUESTIONNAIRE/INFORMED
CONSENT STATEMENT OF PARTICIPANTS

Dear _____,

My name is _____ and I am doing a research for the National Forum for Children at Risk. The overarching objective of this research is to explore the factors that help children thrive. The output of the study would be to identify implications for a more effective engagement in holistic mission and discipleship to, for, and with children.

In this light, I am requesting your permission to answer the questionnaire (attached) . Your name will not be mentioned in order to ensure confidentiality of your responses. All of the collected data will be used for the forum purposes only.

I would greatly appreciate your approval to fill out the questionnaire. Thank you.

With thanks,

(signature of researcher)

INFORMED CONSENT STATEMENT FOR PARTICIPANTS
19 YEARS OLD AND ABOVE

Declaration by the Respondent

I have read the questionnaire and had the opportunity to be asked and give answers to the given questions regarding the research. I know that I have my rights to ask any additional questions as a research participant, I may send an email/text/private message to

_____ (name of researcher) at _____
(cellphone #, landline #).

I agree to participate in this study as a research participant. By my signature I affirm that I am at least 18 years old, and that I have received a copy of this Consent and Authorization Form.

Signature Over Printed Name

Date

APPENDIX E

DRAWING INSTRUCTIONS¹

FOR CHILDREN BETWEEN 5 TO 11 YEARS OLD

The goal is to better understand what it means for children to *thrive* in different contexts. We want to go beyond just what they need for survival to understand what it means to truly *thrive and flourish*. According to the Thrive Foundation, *thriving* includes the following aspects: a love of learning, a sense of purpose, good relationships, emotional well being, life skills, serving others, moral courage, taking care of selves, suffering wisely, a sense of joy, physical health, and spiritual growth. You will need to adapt these concepts in your context.

SUPPLIES YOU WILL NEED:

- Paper (2 sheets per child)
- Crayons, markers, gel pens, or colored pencils
- A pen for you to use to take notes about each child's drawing
- Camera or phone with camera (if possible)

INSTRUCTIONS:

2. Explain to the child that you will be attending a special meeting where adults will be talking about how we can work together to help children grow up well. Tell her that **the people going to this meeting want to know what she thinks** about this, and they have asked her to tell you by drawing them a picture and talking to you about it.
3. Explain that you will be taking his drawing with you to show the other people who will be at this meeting and ask him if this is ok. If he says no, ask him if you can take a photo of his drawing so you can show it to your friends at the meeting. If the child says no again, have him do the activity, but let him keep the drawing and don't take a photo of it. **Hopefully, most children will allow you to either keep their drawing or take a photo of it.**
4. Give the child two pieces of paper. Ask her to write her name on both pieces of paper, **first name only**. (If she isn't able to write her name, you can write it on both sheets.) Ask her to give you back one of the papers with her name on it.

Using the paper she has, ask her to do the following:

- a. *"Imagine with me for a moment. Imagine a world that is good for children. Can you draw a picture of yourself, showing everything you need to grow up well and be happy?"* (Do not give her any further prompts yet; just let her draw.)
- f. *"Can you add to the drawing what people around you are doing to help you to grow up well and to be happy?"*
- g. *"Now, can you add any other things or places around you that help you to grow up well and to be happy?"*

¹ Adapted from Lausanne Forum on Children at Risk, "Listening to Children Project" (May 14-17, 2017), Lancaster Bible College, Pennsylvania.

4. When he has finished his drawing, **ask him the following questions about what he drew and write down his answers** on the other sheet of paper with his name on it:
 - a. ***“How old are you?”*** (Write this number next to his name.)
 - b. ***“What country are you from?”***
 - c. ***“What can you tell me about your drawing?”***
 - d. Point to the specific items in the drawing, and ask, ***“What is this?”*** and ***“Why did you include it in your drawing?”***
 - e. ***“Is there anything else you would like to tell me about what you think children need to grow up well and be happy?”***
 - f. **Note:** If you are unable to ask all of these questions, please do the activity anyway and skip the questions you aren’t able to ask.
5. **Thank the child for sharing her drawing and her ideas** with you and your friends for your meeting.
6. After the child leaves, **write down the following on the sheet where you recorded the answers about the drawing:**
 - a. The country the child lives in, if different than where they are from.
 - b. The context in which you know the child.
 - i. Examples: Sunday School, Church, friend of the family, neighbor, child in a project where I work (note the type of project, such as feeding, refugee, street children, etc.)
 - c. Any other important information you think might help in understanding the child’s context.
7. **If possible, scan (or take a photo) of the drawings and your notes and email them to _____ by _____.**
8. If possible, print any drawings you took a photo of that the children didn’t want you to keep and give the printouts to _____.

NOTE: If you will be doing this activity with older children, you may want to adapt it slightly if you are concerned that they will think the idea of drawing a picture is “childish.” You could ask them to draw a diagram, a chart, or a mental map, using the same questions listed above. You can tell them that they could include some words in what they draw. However, it is important that you encourage them to use both images and words in their drawing because drawing images accesses a different part of the brain and allows for more expression than words alone.

APPENDIX F

QUESTIONNAIRE FOR PARENTS

Dear Respondent,

The objective of this research is to explore the factors that help children thrive. The output of the study would be to identify implications for a more effective engagement in holistic mission and discipleship to, for, and with children. The results of this study will be presented in the National Forum for Children at Risk, sponsored by Lausanne Network for Children at Risk which will be held in August 2018. Thank you for answering this questionnaire. Please do not leave any item blank.

Part 1: About You: please tick the answer that applies to you

- a. Your age
 18-25 years old 26-30 years old 31 to 40 years old
 41 to 50 years old 50 to 60 years old 61 and above
- b. Your gender
 Female Male Other, please specify, _____
- c. You are a _____ (please check only one)
 Parent with one child Parent with two to five children
 Parent with six to 10 children Parent with 11 children or more
- d. Location (where you live right now)
 Tribal Area Rural/Provincial Area Urban/City Area
- e. Your Socio-Economic Income
 Below P1,000 per month P1,500 to 2,000/month
 P3,000 to P5,000 per month P6,000 to 10,000/month
 P11,000 to P20,000/month P21,000 to P30,000/month
 P31,000 to P40,000/month P41,000 to P50,000/month
 P50,000 to P100,000/per month I don't know my monthly income
 I don't want to answer this question
- f. Highest Educational Attainment
 Elementary Level Elementary Graduate High School Level
 High School Graduate College Level College Graduate
 Graduate Post Graduate
- g. Institution or ministry where you serve
 Church Non-Government Ministry Government Institution
 No ministry at this time

Part 2: About your perceptions on the following questions (use the back page, if necessary):

- a. What does a child need to thrive: to grow up well and happy?

- b. Who are the people that can help a child thrive and how?

- c. What are the factors in a child's environment that can help a child thrive?

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED
DYNAMICS THAT HELP CHILDREN THRIVE

APPENDIX G

QUESTIONNAIRE FOR NGOs, PERSONS IN THE COMMUNITY, NGO
PRACTITIONERS, GOVERNMENT OFFICIALS, PRIVATE/BUSINESS INSTITUTIONS

Dear Respondent,

The overarching objective of this research is to explore the factors that help children thrive. The output of the study would be to identify implications for a more effective engagement in holistic mission and discipleship to, for, and with children. The results of this study will be presented in the National Forum for Children at Risk which will be held in August 2018. Thank you for answering this questionnaire. Please do not leave any item blank.

Part 1: About You: please tick the answer that applies to you

- a. Your age
 19-25 years old 26-30 years old 31 to 40 years old
 41 to 50 years old 50 to 60 years old 61 and above
- b. Your gender
 Female Male Other, please specify, _____
- c. You are ministering with _____ (please check only one)
 Educational Institution (school) NGO Worker
 Government Institution Private/Business Institution
 Self-employed Other employment, please specify, _____
- d. Location (where you live right now)
 Tribal Area Rural/Provincial Area Urban/City Area
- e. Your Socio-Economic Income
 Below P1,000 per month P1,500 to 2,000/month
 P3,000 to P5,000 per month P6,000 to 10,000/month
 P11,000 to P20,000/month P21,000 to P30,000/month
 P31,000 to P40,000/month P41,000 to P50,000/month
 P50,000 to P100,000/per month I don't know my monthly income
 I don't want to answer this question
- f. Highest Educational Attainment
 Elementary Level Elementary Graduate High School Level
 High School Graduate College Level College Graduate
 Graduate Post Graduate
- g. Institution or ministry where you serve,
 Church Non-Government Ministry Government Institution

Part 2: About your perceptions on the following questions (use the back page, if necessary):

- a. What does a child need to thrive: to grow up well and happy?

- b. Who are the people that can help a child thrive and how?

- c. What are the factors in a child's environment that can help a child thrive?

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

APPENDIX H

QUESTIONNAIRE FOR 12 TO 18 YEARS OLD

Dear Respondent,

The overarching objective of this research is to explore the factors that help children thrive. The output of the study would be to identify implications for a more effective engagement in holistic mission and discipleship to, for, and with children. The results of this study will be presented in the National Forum for Children at Risk which will be held in August 2018. Thank you for answering this questionnaire. Please do not leave any item blank.

Part 1: About You: please tick the answer that applies to you

- a. Your age
 12 years old 13 years old 14 years old
 15 years old 16 years old 17 years old
 18 years old
- b. Your gender
 Female Male Other, please specify, _____
- c. You are a _____ (please check only one)
 Student Parent Church Volunteer/Worker
 Other, specify _____
- d. Location (where you live right now)
 Tribal Area Rural/Provincial Area Urban/City Area
- e. The Socio-Economic Income of your Parents
 P2,000 to P5,000 per month P6,000 to 10,000/month
 P11,000 to P20,000/month P21,000 to P30,000/month
 P31,000 to P40,000/month P41,000 to P50,000/month
 P50,000 to P100,000/per month
 I don't know I do not live with my parents
- f. Highest Educational Attainment
 Elementary Level Elementary Graduate High School Level
 High School Graduate College Level
- g. Institution or ministry where you belong,
 Church Non-Government Ministry Government Institution

Part 2: About your perceptions on the following questions (use the back page, if necessary):

- a. What does a child need to thrive: to grow up well and happy?

Who are the people that can help a child thrive and how?

- c. What are the factors in a child's environment that can help a child thrive?

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

APPENDIX I

QUESTIONNAIRE FOR SEMINARY PROFESSORS, THEOLOGIANS,
BIBLE COLLEGE TEACHERS

Dear Respondent,

The objective of this research is to explore the factors that help children thrive. The output of the study would be to identify implications for a more effective engagement in holistic mission and discipleship to, for, and with children. The results of this study will be presented in the National Forum for Children at Risk, sponsored by Lausanne Network for Children at Risk which will be held in August 2018. Thank you for answering this questionnaire. Please do not leave any item blank.

Part 1: About You: please tick the answer that applies to you

- a. Your age
 19-25 years old 26-30 years old 31 to 40 years old
 41 to 50 years old 50 to 60 years old 61 and above
 I prefer not to answer this question.
- b. Your gender
 Female Male Other, please specify, _____
- c. Your place of ministry (please check only one)
 Bible College Non-Formal Bible Training School
 Seminary Other ministry, please specify, _____
- d. Location (where you live right now)
 Tribal Area Rural/Provincial Area Urban/City Area
- e. Your Socio-Economic Income
 Below P1,000 per month P1,500 to 2,000/month
 P3,000 to P5,000 per month P6,000 to 10,000/month
 P11,000 to P20,000/month P21,000 to P30,000/month
 P31,000 to P40,000/month P41,000 to P50,000/month
 P50,000 to P100,000/per month I don't know my monthly income
 I don't want to answer this question
- f. Highest Educational Attainment
 Elementary Level Elementary Graduate High School Level
 High School Graduate College Level College Graduate
 Graduate Post Graduate
- g. Institution or ministry where you serve,
 Church Non-Government Ministry Government Institution

Part 2: About your perceptions on the following questions (use the back page, if necessary):

- a. What does a child need to thrive: to grow up well and happy?

- b. Who are the people that can help a child thrive and how?

- c. What are the factors in a child's environment that can help a child thrive?

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

APPENDIX J

QUESTIONNAIRE FOR CHURCH WORKERS/PASTORS, ETC

Dear Respondent,

The objective of this research is to explore the factors that help children thrive. The output of the study would be to identify implications for a more effective engagement in holistic mission and discipleship to, for, and with children. The results of this study will be presented in the National Forum for Children at Risk which will be held in August 2018. Thank you for answering this questionnaire. Please do not leave any item blank.

Part 1: About You: please tick the answer that applies to you

- a. Your age
 19-25 years old 26-30 years old 31 to 40 years old
 41 to 50 years old 50 to 60 years old 61 and above
- b. Your gender
 Female Male
- c. You are ministering with (please check only one)
 Children Youth Adults
 Preaching Ministry Other ministry, please specify, _____
- d. Location (where you live right now)
 Tribal Area Rural/Provincial Area Urban/City Area
- e. Your Socio-Economic Income
 Below P1,000 per month P1,500 to 2,000/month
 P3,000 to P5,000 per month P6,000 to 10,000/month
 P11,000 to P20,000/month P21,000 to P30,000/month
 P31,000 to P40,000/month P41,000 to P50,000/month
 P50,000 to P100,000/per month I don't know my monthly income
 I don't want to answer this question
- f. Highest Educational Attainment
 Elementary Level Elementary Graduate High School Level
 High School Graduate College Level College Graduate
 Graduate Post Graduate
- g. Institution or ministry where you serve,
 Church Non-Government Ministry Government Institution

Part 2: About your perceptions on the following questions (use the back page, if necessary):

- a. What does a child need to thrive: to grow up well and happy?

- b. Who are the people that can help a child thrive and how?

What are the factors in a child's environment that can help a child thrive?

APPENDIX K

SPSS TABULATION OF THE RESPONSES OF THE CHILDREN FOR Q1

		Count	Column N %
Question 1 BASIC NEEDS TOTAL	Total	53	34%
	love, love from people, unconditional love, loving environment	21	14%
	sleep	4	3%
	adequate nutrition	5	3%
	clothing	1	1%
	shelter	2	1%
	holistic needs met (basic needs) toys	1	1%
	financial help	1	1%
	cared properly	10	6%
	protection	1	1%
	food (healthy) (feed well)	23	15%
	feel safe (protection)	1	1%
	Health Care (Healthy Lifestyle)	2	1%
	basic human needs - Maslow's hierarchy	3	2%
Question 1 CHURCH TOTAL	Total	33	21%
	something to believe in (faith)	1	1%
	nurturing community of faith	2	1%
	encouraging church - discipleship	1	1%
	good Christian values (moral values)	2	1%
	Jesus in their lives	4	3%
	Fear of God	1	1%
	church	2	1%
	strong	1	1%
	clear understanding of moral standards in view of God's word (teach them good moral and values)	1	1%
	have a good work (good life)	3	2%
	God's love (guidance)	2	1%
	serving God	1	1%
	Prayers	1	1%
	attend church	1	1%
	God (Jesus Christ)	6	4%
	Faith in God	3	2%
	Change of mentality to Christ like (mature)	1	1%
Godly Environment	3	2%	
Godly family (goes to church)	1	1%	

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

Question 1 COMMUNITY TOTAL	Total	13	8%
	safe and healthy community, good environment	4	3%
	good community (people they are comfortable with)	2	1%
	happy environment (being happy)	4	3%
	Safe place (comfortable place)	2	1%
	People willing to help raise the child (guide and teach)	2	1%
Question 1 EDUCATION TOTAL	Total	31	20%
	education	18	12%
	school	6	4%
	finish their study	7	5%
	Learning activity (discovery)	1	1%
Question 1 FAMILY TOTAL	Total	79	51%
	stable, loving family upbringing	3	2%
	home	1	1%
	loving, supportive family with healthy relationships	10	6%
	happy home (family)	3	2%
	help of adults - esp. parents	1	1%
	strong happy, healthy family	5	3%
	obey parents (obey)	1	1%
	good parenting	1	1%
	being able to help family and community	1	1%
	complete and healthy family	10	6%
	parents	5	3%
	family	15	10%
	oriented parents for good and healthy family (no vices)	1	1%
	Love and care from Parents	9	6%
	Good family foundation	1	1%
	Parent's guidance	12	8%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

	Support and encouragement from parents	12	8%
	Peaceful family	1	1%
	God fearing parents	4	3%
Question 1 RELATIONSHIP TOTAL	Total	38	25%
	encouragement	1	1%
	respect	3	2%
	hope	1	1%
	freedom	2	1%
	play time	1	1%
	security- spiritual, mental, physical, emotional	1	1%
	enjoy rights-participation, development, survival rights	2	1%
	attention	2	1%
	peers	9	6%
	learn to have right attitude	1	1%
	guide	10	6%
	support in all things that he does	2	1%
	discipline	1	1%
	strong and happy	1	1%
	Sense of belongingness (one can cooperate)	1	1%
	Freedom to express thoughts (freedom)	1	1%
	attention	1	1%
	Freedom with boundaries	1	1%
	more time for playing and learning	1	1%
Open Communication	1	1%	
successful in life	2	1%	

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

APPENDIX L

SPSS TABULATION OF THE RESPONSES OF THE CHURCH WORKERS FOR Q1

		Count	Column N %
Question 1 BASIC NEEDS TOTAL	Total	62	30%
	love, love from people, unconditional love, loving environment	29	14%
	adequate nutrition	1	0%
	basic physical needs	4	2%
	clothing	3	1%
	shelter	4	2%
	holistic needs met (basic needs) toys	11	5%
	financial help	4	2%
	material needs met	2	1%
	cared properly	6	3%
	protection	1	0%
	food (healthy) (feed well)	10	5%
	feel safe (protection)	1	0%
	Health Care (Healthy Lifestyle)	3	1%
basic human needs - Maslow's hierarchy	5	2%	
Question 1 CHURCH TOTAL	Total	81	39%
	something to believe in (faith)	3	1%
	biblical principles	15	7%
	nurturing community of faith	1	0%
	encouraging church - discipleship	2	1%
	spiritual training, church activities	9	4%
	early exposure to Word of God	1	0%
	good Christian values (moral values)	1	0%
	Jesus in their lives	10	5%
	Fear of God	4	2%
	know God	11	5%
	church	10	5%
strong	1	0%	

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

	clear understanding of moral standards in view of God's word (teach them good moral and values)	1	0%
	provision of spiritual needs	7	3%
	God's love (guidance)	1	0%
	serving God	2	1%
	Prayers	1	0%
	Faith in God	3	1%
	Change of mentality to Christlike (mature)	1	0%
	Godly Environment	1	0%
	Discipleship approach	1	0%
	Sunday School	2	1%
	Family involved with the church	1	0%
	Christ centered family	1	0%
	Obey God	1	0%
	Godly family (goes to church)	4	2%
	Teaching about Christ	1	0%
	How to pray	1	0%
	How to read the bible	1	0%
	Christian friends	1	0%
Question 1 COMMUNITY TOTAL	Total	30	14%
	strong sense of community	5	2%
	safe and healthy community, good environment	5	2%
	child-friendly environment	2	1%
	abiding the law for children	1	0%
	good community (people they are comfortable with)	6	3%
	happy environment (being happy)	1	0%
	healthy environment	7	3%
	Peaceful Environment	1	0%
	Open and stimulating environment	3	1%
	Safe place (comfortable place)	1	0%
	People willing to help raise the child (guide and teach)	1	0%

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

Question 1 EDUCATION TOTAL	Total	40	19%
	education	31	15%
	access to affordable education	2	1%
	teachers who are learner centered	1	0%
	school	1	0%
	finish their study	1	0%
	Teaching materials	1	0%
	Learning activity (discovery)	2	1%
	Mentor	1	0%
	A teacher who has the heart an passion for them (Children)	1	0%
	Mentor	1	0%
Question 1 FAMILY TOTAL	Total	80	39%
	stable, loving family upbringing	7	3%
	home	3	1%
	loving, supportive family with healthy relationships	12	6%
	happy home (family)	4	2%
	help of adults - esp. parents	2	1%
	strong happy, healthy family	5	2%
	obey parents (obey)	1	0%
	good parenting	2	1%
	complete and healthy family	4	2%
	parents	4	2%
	family	12	6%
	plenty of time from their family	2	1%
	Time	4	2%
	Love and care from Parents	3	1%
	Close supervision of parents	1	0%
	Older people	2	1%
	Godly parents and be models	3	1%
	Good family foundation	2	1%
	Parent's guidance	4	2%
	Support and encouragement from parents	4	2%
	Guardians	1	0%
	Time with the family	1	0%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

	Peaceful family	1	0%
	God fearing parents	2	1%
	Good relationship with the family	2	1%
	Functional family	1	0%
Question 1 RELATIONSHIP TOTAL	Total	47	23%
	encouragement	6	3%
	hope	1	0%
	meaningful tasks	1	0%
	fun, multi-sensory experiences	1	0%
	play time	1	0%
	security- spiritual, mental, physical, emotional	4	2%
	attention	2	1%
	self-worth	1	0%
	relationship skills	2	1%
	peers	2	1%
	boundaries	1	0%
	learn to have right attitude	1	0%
	guide	10	5%
	moral support	1	0%
	discipline	3	1%
	Sense of belongingness (one can cooperate)	1	0%
	Motivation	3	1%
	Counselling	1	0%
	Freedom to express thoughts (freedom)	1	0%
	Empathy	1	0%
	attention	3	1%
	Recognize the children's ability and give a positive feedback for their accomplishments	3	1%
	Freedom with boundaries	1	0%
	Obey others (obey parents)	1	0%
	Developmental activities	2	1%
	Justice	1	0%
more time for playing and learning	1	0%	
Open Communication	1	0%	

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

APPENDIX M

SPSS TABULATION OF THE RESPONSES OF THE NGOS FOR Q1

		Count	Column N %
Question 1 BASIC NEEDS TOTAL	Total	17	34%
	love, love from people, unconditional love, loving environment	5	10%
	basic physical needs	2	4%
	holistic needs met (basic needs) toys	1	2%
	financial help	1	2%
	material needs met	1	2%
	cared properly	4	8%
	food (healthy) (feed well)	1	2%
	basic human needs - Maslow's hierarchy	5	10%
Question 1 CHURCH TOTAL	Total	8	16%
	something to believe in (faith)	1	2%
	nurturing community of faith	1	2%
	spiritual training, church activities	3	6%
	needs to see and hear Jesus loves him or her	1	2%
	early exposure to Word of God	2	4%
	good Christian values (moral values)	1	2%
	strong	2	4%
Question 1 COMMUNITY TOTAL	Total	7	14%
	strong sense of community	2	4%
	safe and healthy community, good environment	3	6%
	child-friendly environment	1	2%
	Safe place (comfortable place)	1	2%
Question 1 EDUCATION TOTAL	Total	5	10%
	education	5	10%
Question 1 FAMILY TOTAL	Total	33	66%
	stable, loving family upbringing	18	36%
	loving, supportive family with healthy relationships	5	10%
	help of adults - esp. parents	2	4%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

	strong happy, healthy family	3	6%
	obey parents (obey)	1	2%
	being able to help family and community	1	2%
	complete and healthy family	1	2%
	Love and care from Parents	1	2%
	Good relationship with the family	1	2%
Question 1 RELATIONSHIP TOTAL	Total	12	24%
	meaningful tasks	1	2%
	fun, multi-sensory experiences	1	2%
	play time	2	4%
	security- spiritual, mental, physical, emotional	2	4%
	acceptance for who he or she is	1	2%
	enjoy rights-participation, development, survival rights	1	2%
	self-worth	3	6%
	relationship skills	1	2%
	peers	1	2%
	boundaries	1	2%
	learn to have right attitude	1	2%
	moral support	1	2%
	discipline	1	2%
	Sense of belongingness (one can cooperate)	1	2%
	Recognize the children's ability and give a positive feedback for their accomplishments	1	2%

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

APPENDIX N

SPSS TABULATION OF THE RESPONSES OF THE PARENTS FOR Q1

		<i>Count</i>	Column N %
Question 1 BASIC NEEDS TOTAL	Total	88	63%
	love, love from people, unconditional love, loving environment	27	19%
	adequate nutrition	14	10%
	basic physical needs	2	1%
	clothing	2	1%
	shelter	4	3%
	holistic needs met (basic needs) toys	5	4%
	financial help	1	1%
	material needs met	1	1%
	cared properly	28	20%
	give the things that inline w/ protection	2	1%
	protection	7	5%
	food (healthy) (feed well)	13	9%
	feel safe (protection)	2	1%
basic human needs - Maslow's hierarchy	39	28%	
Question 1 CHURCH TOTAL	Total	45	32%
	something to believe in (faith)	1	1%
	biblical principles	1	1%
	nurturing community of faith	5	4%
	needs to see and hear Jesus loves him or her	1	1%
	early exposure to Word of God	3	2%
	good Christian values (moral values)	6	4%
	Fear of God	5	4%
	know God	7	5%
	church	3	2%
	strong	6	4%
	clear understanding of moral standards in view of God's word (teach them good moral and values)	2	1%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

	provision of spiritual needs	3	2%
	have a good work (good life)	2	1%
	God's love (guidance)	1	1%
	serving God	3	2%
	Prayers	3	2%
	attend church	1	1%
	love God	1	1%
	God (Jesus Christ)	1	1%
Question 1 COMMUNITY TOTAL	Total	18	13%
	safe and healthy community, good environment	4	3%
	child-friendly environment	2	1%
	abiding the law for children	1	1%
	good community (people they are comfortable with)	3	2%
	happy environment (being happy)	6	4%
	healthy environment	3	2%
	Safe place (comfortable place)	1	1%
Question 1 EDUCATION TOTAL	Total	31	22%
	education	21	15%
	good school system	1	1%
	school	3	2%
	finish their study	8	6%
Question 1 FAMILY TOTAL	Total	55	39%
	stable, loving family upbringing	10	7%
	home	1	1%
	loving, supportive family with healthy relationships	29	21%
	happy home (family)	4	3%
	quality parenting	1	1%
	help of adults - esp. parents	1	1%
	good parenting	8	6%
	parents	3	2%
	family	2	1%
	plenty of time from their family	1	1%
	devoted Christian parents	3	2%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

	oriented parents for good and healthy family (no vices)	1	1%
	Time	1	1%
	Love and care from Parents	2	1%
Question 1 RELATIONSHIP TOTAL	Total	57	41%
	encouragement	4	3%
	play	2	1%
	respect	2	1%
	hope	1	1%
	fun, multi-sensory experiences	1	1%
	security- spiritual, mental, physical, emotional	8	6%
	enjoy rights-participation, development, survival rights	1	1%
	attention	3	2%
	peers	5	4%
	Talk constantly	2	1%
	learn to have right attitude	4	3%
	guide	23	16%
	playground	1	1%
	enjoy their childhood	2	1%
	attention	1	1%
	balance their time	1	1%
	moral support	2	1%
	support in all things that he does	4	3%
	discipline	7	5%
	strong and happy	1	1%
	responsible	2	1%
	Sense of belongingness (one can cooperate)	1	1%
	Freedom with boundaries	1	1%
	Obey others (obey parents)	1	1%

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

APPENDIX O

SPSS TABULATION OF THE RESPONSES OF THE SP FOR Q1

Question 1 BASIC NEEDS TOTAL		Count	Column N %
	Total	9	53%
	love, love from people, unconditional love, loving environment	5	29%
	sleep	1	6%
	adequate nutrition	5	29%
	basic physical needs	1	6%
	clothing	1	6%
	shelter	1	6%
	touch and hugging	1	6%
basic human needs - Maslow's hierarchy	1	6%	
Question 1 CHURCH TOTAL	Total	6	35%
	something to believe in (faith)	1	6%
	biblical principles	1	6%
	nurturing community of faith	1	6%
	encouraging church - discipleship	1	6%
	spiritual training, church activities	1	6%
	needs to see and hear Jesus loves him or her	1	6%
Question 1 COMMUNITY TOTAL	Total	3	18%
	strong sense of community	1	6%
	safe and healthy community, good environment	2	12%
Question 1 EDUCATION TOTAL	Total	7	41%
	education	4	24%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

	good school system	2	12%
	teachers who are learner centered	1	6%
Question 1 FAMILY TOTAL	Total	8	47%
	stable, loving family upbringing	3	18%
	home	1	6%
	loving, supportive family with healthy relationships	3	18%
	happy home (family)	1	6%
	quality parenting	1	6%
Question 1 RELATIONSHIP TOTAL	Total	5	29%
	encouragement	1	6%
	play	1	6%
	respect	1	6%
	hope	1	6%
	freedom	1	6%
	acceptance	1	6%
	meaningful tasks	1	6%
	accountability	1	6%
	fun, multi-sensory experiences	1	6%
	play time	1	6%
	chance to express themselves	1	6%
	security- spiritual, mental, physical, emotional	1	6%
	eye contact	1	6%
	acceptance for who he or she is	1	6%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

APPENDIX P

SPSS TABULATION OF THE RESPONSES OF THE CHILDREN FOR Q1

		Count	Column N %
Question 2 CHURCH TOTAL	Total	54	35%
	pastors	17	11%
	church, community of faith	21	14%
	God	7	5%
	Christ like heart people (people with Jesus in their lives)	1	1%
	teach them about the Bible (obey God's Words); teach them	4	3%
	proper nurturing and rearing of a child	1	1%
	nurture their moral	5	3%
	Leading the child to Christ	1	1%
	Guide to Christian living (guide to right path)	3	2%
Question 2 COMMUNITY TOTAL	Total	53	34%
	community	2	1%
	neighbors	3	2%
	loving guardians (guardians)	2	1%
	NGOs	1	1%
	other people	1	1%
	Responsible society	1	1%
	themselves (oneself)	1	1%
	government - meet needs of the child	3	2%
	community- good values and education	2	1%
	show that you care (care)	9	6%
	giving the child the space to grow and develop	6	4%
	support and be a good influence (support them)	4	3%
	providing their basic needs	3	2%
	respect and loving	1	1%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

	assistance for financial support	4	3%
	guidance and support	10	6%
	loving a child unconditionally	1	1%
	Motivating the Child (inspire the child)	3	2%
	Love the child	12	8%
	Protection from all forms of abuse (protect)	5	3%
	Express themselves	1	1%
	Having a quality time	1	1%
	Giving time to the children	2	1%
Question 2 FAMILY TOTAL	Total	91	59%
	older siblings	2	1%
	relatives	9	6%
	siblings	1	1%
	family, loving family	85	55%
	extended family who gives security, hope, and encouragement	1	1%
	family - through constant communication, pay attention to their needs and have time to listen, know their problems	6	4%
Question 2 FRIENDS TOTAL	Total	57	37%
	other adults who surround the child	1	1%
	playful peers, friendly playmates	1	1%
	friends, peers	54	35%
	right friends (good influencers)	1	1%
	people who are close to the child	1	1%
	peers - socialization	1	1%
friend that makes you happy and whom you can tell secret	1	1%	
Question 2 PARENTS TOTAL	Total	67	43%
	parents	64	41%
	parents who provide holistic needs	2	1%
	parents - teach child right attitude, good morals, give advises	12	8%
	Parents- that guide them, and help them believe and trust God	2	1%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

	parents that discipline, mold, and teach to learn how to respect elders, help others	5	3%
	parents that support them at all times	3	2%
Question 2 SCHOOLS TOTAL	Total	41	26%
	teachers	22	14%
	school (classmates)	8	5%
	teachers - community - help the child be the person he or she can be by giving their full support to the child and rearing them in the right way	1	1%
	giving good education (tutorials)	5	3%
	Help children with School work (help them; help them succeed)	6	4%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

APPENDIX Q

SPSS TABULATION OF THE RESPONSES OF THE CHURCH WORKERS FOR Q2

		Count	Column N %
Question 2 CHURCH TOTAL	Total	107	52%
	pastors	45	22%
	meaningful religious community	1	%
	church, community of faith	42	20%
	Layman	4	2%
	Children's ministry Team	1	%
	Christ like heart people (people with Jesus in their lives)	2	1%
	Missionaries	1	%
	Christian worker	1	%
	Christian educator	1	%
	Church worker	1	%
	Godly leaders	1	%
	teach them about the Bible (obey God's Words); teach them	16	8%
	Quiet Time	1	%
	introduce God in their life	3	1%
	provide holistic nurture	1	%
	proper nurturing and rearing of a child	3	1%
	nurture their moral	11	5%
	Leading the child to Christ	4	2%
Guide to Christian living (guide to right path)	2	1%	
Teach about the goodness	1	%	
Question 2 COMMUNITY TOTAL	Total	65	31%
	community	19	9%
	national leaders	4	2%
	government, community officials	7	3%
	social workers	1	0%
	role model	2	1%
loving guardians (guardians)	3	1%	

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

NGOs	2	1%
other people	3	1%
People who are passionate about children	1	0%
People with more patience	1	0%
Responsible society	1	0%
Adults who have fixed income	1	0%
Everyone	1	0%
youth	1	0%
show that you care (care)	2	1%
be flexible in your expectation	1	0%
giving the child the space to grow and develop	1	0%
support and be a good influence (support them)	3	1%
providing their basic needs	3	1%
respect and loving	2	1%
guidance and support	3	1%
loving a child unconditionally	2	1%
Help the children feel that they are important	2	1%
Program and seminar about thriving	1	0%
Motivating the Child (inspire the child)	2	1%
Love the child	1	0%
Be a good example	3	1%
Challenge the children	1	0%
advocating rights of the children	1	0%
Government partnering with parents and guardians	1	0%
Protection from all forms of abuse (protect)	1	0%
Spending time with the children	1	0%
Express themselves	1	0%
Play with them	2	1%
Having a quality time	1	0%
Moral model	1	0%
Giving time to the children	1	0%
Total	62	30%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

Question 2 FAMILY TOTAL	older siblings	2	1%
	relatives	10	5%
	siblings	2	1%
	family, loving family	43	21%
	extended family	1	0%
	Elders in the family	5	2%
	Christian Relatives	1	0%
	family - through constant communication, pay attention to their needs and have time to listen, know their problems	3	1%
	being with your family	1	0%
Question 2 FRIENDS TOTAL	Total	37	18%
	other adults who surround the child	9	4%
	playful peers, friendly playmates	12	6%
	friends, peers	17	8%
	right friends (good influencers)	1	0%
	peers - socialization	1	0%
Question 2 PARENTS TOTAL	Total	106	51%
	parents	99	48%
	loving parental figures	1	%
	Spiritual Parents	1	%
	parents - teach child right attitude, good morals, give advises	3	1%
	Parents- that guide them, and help them believe and trust God	3	1%
	parents that discipline, mold, and teach to learn how to respect elders, help others	5	2%
	parents that support them at all times	2	1%
	parents as role models	4	2%
Question 2 SCHOOLS TOTAL	Total	75	36%
	teachers	60	29%
	school (classmates)	12	6%
	teachers who mentor outside classroom	1	0%
	giving good education (tutorials)	3	1%
	being well educated in raising children	1	0%
	Help children with School work (help them; help them succeed)	1	0%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

APPENDIX R

SPSS TABULATION OF THE RESPONSES OF THE NGOS FOR Q2

		Count	Column N %
Question 2 CHURCH TOTAL	Total	27	54%
	meaningful religious community	6	12%
	skilled mentors	5	10%
	church, community of faith	1	2%
	guidance and boundaries	15	30%
	God	1	2%
	introduce God in their life	2	4%
Question 2 COMMUNITY TOTAL	Total	26	52%
	community	3	6%
	national leaders	5	10%
	government, community officials	2	4%
	social workers	7	14%
	role model	1	2%
	caregivers	2	4%
	neighbors	3	6%
	loving guardians (guardians)	2	4%
	NGOs	1	2%
	other people	1	2%
	Media	1	2%
	Adults who have fixed income	2	4%
	community- good values and education	2	4%
	be true	1	2%
	be flexible in your expectation	1	2%
	respect and loving	1	2%
guidance and support	1	2%	
Question 2 FAMILY TOTAL	Total	28	56%
	relatives	1	2%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

	siblings	9	18%
	family, loving family	4	8%
	grandparents	18	36%
	Elders in the family	1	2%
	family - through constant communication, pay attention to their needs and have time to listen, know their problems	1	2%
	being with your family	2	4%
Question 2 FRIENDS TOTAL	Total	11	22%
	other adults who surround the child	1	2%
	friends, peers	4	8%
	right friends (good influencers)	7	14%
	peers - socialization	1	2%
Question 2 PARENTS TOTAL	Total	30	60%
	parents	2	4%
	loving parental figures	26	52%
	Spiritual Parents	1	2%
	parents - careful with their actions	2	4%
	Parents- that guide them, and help them believe and trust God	1	2%
	parents that discipline, mold, and teach to learn how to respect elders, help others	1	2%
	parents that support them at all times	1	2%
Question 2 SCHOOLS TOTAL	Total	20	40%
	teachers	2	4%
	school (classmates)	17	34%
	teachers who mentor outside classroom	2	4%
	teachers - build safe environment	3	6%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

APPENDIX S

SPSS TABULATION OF THE RESPONSES OF THE PARENTS FOR Q2

		Count	Column N %
Question 2 CHURCH TOTAL	Total	50	36%
	pastors	17	12%
	church, community of faith	20	14%
	God	4	3%
	Christ like heart people (people with Jesus in their lives)	1	1%
	teach them about the Bible (obey God's Words); teach them	8	6%
	church teachers willing to journey spiritually with children	2	1%
	introduce God in their life	4	3%
	provide holistic nurture	6	4%
	proper nurturing and rearing of a child	10	7%
	nurture their moral	3	2%
Question 2 COMMUNITY TOTAL	Total	39	28%
	community	6	4%
	government, community officials	3	2%
	social workers	2	1%
	caregivers	1	1%
	neighbors	4	3%
	NGOs	2	1%
	other people	3	2%
	TV	1	1%
	Media	1	1%
	project (sponsors)	2	1%
	government - meet needs of the child	2	1%
	community- good values and education	1	1%
	be true	1	1%
	show that you care (care)	2	1%
be flexible in your expectation	1	1%	

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

	giving the child the space to grow and develop	2	1%
	support and be a good influence (support them)	3	2%
	providing their basic needs	5	4%
	respect and loving	1	1%
	assistance for financial support	2	1%
	guidance and support	10	7%
	loving a child unconditionally	1	1%
	Express themselves	1	1%
Question 2 FAMILY TOTAL	Total	61	44%
	older siblings	3	2%
	relatives	24	17%
	siblings	8	6%
	family, loving family	37	26%
	grandparents	5	4%
	extended family who gives security, hope, and encouragement	1	1%
	family - through constant communication, pay attention to their needs and have time to listen, know their problems	5	4%
	being with your family	1	1%
	family bonding	1	1%
Question 2 FRIENDS TOTAL	Total	25	18%
	other adults who surround the child	1	1%
	friends, peers	21	15%
	right friends (good influencers)	1	1%
	people who are close to the child	3	2%
	friend that makes you happy and whom you can tell secret	1	1%
Question 2 PARENTS TOTAL	Total	96	69%
	parents	90	64%
	parents who provide holistic needs	15	11%
	parents - teach child right attitude, good morals, give advises	11	8%
	Parents- that guide them, and help them believe and trust God	16	11%
	parents that discipline, mold, and teach to learn how to respect elders, help others	4	3%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

	parents that support them at all times	8	6%
	parents that let the child play and have freedom	1	1%
Question 2 SCHOOLS TOTAL	Total	46	33%
	teachers	41	29%
	school (classmates)	4	3%
	teachers who mentor outside classroom	1	1%
	teachers - community - help the child be the person he or she can be by giving their full support to the child and rearing them in the right way	6	4%
	giving good education (tutorials)	2	1%
	being well educated in raising children	1	1%

APPENDIX T

SPSS TABULATION OF THE RESPONSES OF THE SP FOR Q2

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

		Count	Column N %
Question 2 CHURCH TOTAL	Total	11	65%
	pastors	3	18%
	meaningful religious community	1	6%
	skilled mentors	1	6%
	church, community of faith	6	35%
	guidance and boundaries	1	6%
	church teachers willing to journey spiritually with children	1	6%
Question 2 COMMUNITY TOTAL	Total	4	24%
	community	3	18%
	national leaders	1	6%
	health specialists	1	6%
Question 2 FAMILY TOTAL	Total	9	53%
	older siblings	1	6%
	relatives	3	18%
	siblings	1	6%
	family, loving family	4	24%
	grandparents	1	6%
Question 2 FRIENDS TOTAL	Total	3	18%
	other adults who surround the child	1	6%
	playful peers, friendly playmates	2	12%
Question 2 PARENTS TOTAL	Total	13	76%
	parents	12	71%
	loving parental figures	1	6%
	parents who provide holistic needs	1	6%
Question 2 SCHOOLS TOTAL	Total	11	65%
	teachers	11	65%
	school (classmates)	1	6%
	teachers who mentor outside classroom	1	6%

APPENDIX U

SPSS TABULATION OF THE RESPONSES OF THE CHILDREN FOR Q3

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

		Count	Column N %
Q3 EDUCATION TOTAL	Total	41	26%
	education, school	28	18%
	learning environment	2	1%
	Internet (social media)	1	1%
	Proper teaching and advice	1	1%
	Teachers	6	4%
	Manner	2	1%
	Model for godly behavior	2	1%
Q3 FAMILY LIFE TOTAL	Total	52	34%
	supportive family, home	7	5%
	healthy, loving, family environment	4	3%
	love from parents	2	1%
	attention and love from family	1	1%
	happy home (family)	5	3%
	parents' guidance (family guidance)	5	3%
	extended family	1	1%
	family support and guidance	2	1%
	parents and teacher as a good model	1	1%
	Relatives	1	1%
	Guardians	1	1%
	Home	2	1%
	Family	24	15%
	Parents' income (employment)	1	1%
Q3 FRIENDS TOTAL	Total	31	20%
	peers, circle of friends	3	2%
	keep from bad companion	1	1%
	Good relationship- family, neighbor, peer	4	3%
	Friends	18	12%
	Good friends	5	3%
	Good neighbor	3	2%

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

Q3 GOV'T TOTAL	Total	1	1%
	government and non-government organizations	1	1%
Q3 HEALTHY ENVIRONMENT TOTAL	Total	49	32%
	peaceful environment	9	6%
	loving environment	2	1%
	positive people, positive environment	4	3%
	healthy neighborhood	3	2%
	clean environment (surrounding)	10	6%
	open and relaxed atmosphere (to be confident)	1	1%
	community	5	3%
	happy and supportive environment	6	4%
	good influential environment	3	2%
	Vice free environment (drug-free community)	1	1%
	Persuade to join environmental activities	1	1%
	Community involvement	2	1%
	People	1	1%
	Environment	11	7%
	Supportive (helpful) Environment	2	1%
	people around	1	1%
	Safe environment	2	1%
	Child friendly environment	1	1%
Q3 HOLISTIC NEEDS TOTAL	Total	33	21%
	safety, security	2	1%
	a place to play and explore (have fun)	4	3%
	healthy sense of self (oneself)	1	1%
	provision of needs (food)	5	3%
	a chance to experience his or her dev't. and growth	2	1%
	hope for the future - you can do it (dreams)	3	2%
	healthy habits	1	1%
	resources available	1	1%

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

	freedom to make choices, and be creative	1	1%
	financial support	5	3%
	doing one's best to be successful, opportunities	1	1%
	show what is good for them (inspire)	1	1%
	poverty (hard circumstances; life's challenges)	1	1%
	respect	1	1%
	Love, care and support children	1	1%
	A sense of comfort (concern; attention)	1	1%
	Give them something to do on their own	1	1%
	Encouragement	2	1%
	Encourage to use their talents	1	1%
	Freedom to exercise his	3	2%
	Motivate (Motivation)	1	1%
	Love	3	2%
	Comfort	2	1%
	Discipline	1	1%
	Proper nutrition	2	1%
	Emotional needs fulfilled	1	1%
Q3 PLAY WORK TOTAL	Total	13	8%
	child-friendly community - without bullying and discrimination	3	2%
	safe learning facilities	1	1%
	sports	6	4%
	Playground	1	1%
	Learning facilities (good, complete facilities)	3	2%
Q3 SPIRITUALITY TOTAL	Total	51	33%
	community of faith, church	13	8%
	spiritual guidance	1	1%
	church	5	3%
	God-centered community (God-fearing community)	3	2%
	faith in God (fear of God)	3	2%
	know how to thank God	1	1%
Church programs- like Bible study, and children's ministry	4	3%	

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

joining Youth camp	2	1%
Divine guidance	1	1%
go to church	1	1%
know God	4	3%
attend youth activities (school activities)	2	1%
church involvement (ministries)	6	4%
supportive pastors	3	2%
Devotion (worship God)	1	1%
Godly People	2	1%
Good model	2	1%
Jesus (God)	2	1%
Teach children to love God in with all of him	2	1%

APPENDIX V

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

TABULATION OF THE RESPONSES OF THE CHURCH WORKERS FOR Q3

		Count	Column N %
Q3 EDUCATION TOTAL	Total	35	17%
	education, school	20	10%
	learning environment	2	1%
	TV	2	1%
	Internet (social media)	3	1%
	Good communication	1	0%
	Proper teaching and advice	1	0%
	avoid swearing in front of children	1	0%
	Teachers	1	0%
	Christian School	1	0%
	School	4	2%
	Language	1	0%
	Manner	1	0%
	Model for godly behavior	1	0%
Q3 FAMILY LIFE TOTAL	Total	56	27%
	supportive family, home	12	6%
	healthy, loving, family environment	13	6%
	love from parents	4	2%
	attention and love from family	1	0%
	happy home (family)	4	2%
	parents' guidance (family guidance)	3	1%
	God fearing family	3	1%
	family support and guidance	7	3%
	parents and teacher as a good model	2	1%
	Listening to parents	1	0%
	Godly Parents (parents)	4	2%
	Appreciating the achievements of the child	3	1%
	Relatives	1	0%
	Guardians	1	0%
	Home	1	0%
	Family with positive mental attitude	1	0%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

	Family	4	2%
	Family structure	1	0%
	Functional family	1	0%
Q3 FRIENDS TOTAL	Total	23	11%
	peers, circle of friends	5	2%
	Good relationship- family, neighbor, peer	4	2%
	social factors- making friends, social engagement	2	1%
	Friends	4	2%
	God fearing friends	3	1%
	Friendly environment	2	1%
	Good friends	3	1%
	Good neighbours	1	0%
	Q3 GOV'T TOTAL	Total	3
Campaign/gathering		1	0%
Clean governance		1	0%
Economy		1	0%
Q3 HEALTHY ENVIRONMENT TOTAL	Total	65	31%
	comfortable place to sleep	2	1%
	peaceful environment	10	5%
	loving environment	9	4%
	community interaction for social dev't and consciousness	11	5%
	positive people, positive environment	4	2%
	loving and caring people	2	1%
	healthy neighborhood	4	2%
	healthy relationships	2	1%
	Relationship	2	1%
	clean environment (surrounding)	2	1%
	open and relaxed atmosphere (to be confident)	1	0%
	healthy environment - friendly and conductive for a while to grow healthy	6	3%
	nurturing environment	1	0%
	community	2	1%
	happy and supportive environment	3	1%
good influential environment	3	1%	

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

	Vice free environment (drug-free community)	3	1%
	Persuade to join environmental activities	1	0%
	Environment free of discrimination	2	1%
	Tolerant environment	1	0%
	war free	1	0%
	Natural disaster safe zone	1	0%
	Community involvement	2	1%
	People	2	1%
	Environment	2	1%
	Supportive (helpful) Environment	2	1%
	people around	1	0%
	Safe environment	5	2%
	Compassionate environment	1	0%
	Sense of belongingness outside the home	1	0%
	Christ centered environment	1	0%
	Child friendly environment	1	0%
	Child protection policy	1	0%
Q3 HOLISTIC NEEDS TOTAL	Total	43	21%
	safety, security	8	4%
	enough food, nutritious food	2	1%
	provision of needs (food)	1	0%
	a chance to experience his or her dev't and growth	2	1%
	love and care, acceptance	3	1%
	daily hygiene	1	0%
	values formation, values system	1	0%
	positive discipline	1	0%
	healthy habits	1	0%
	open communication	1	0%
	freedom to make choices, and be creative	1	0%
	financial support	1	0%
	doing one's best to be successful, opportunities	1	0%
	good attitude	1	0%
physical factors-health, growth, nutrition	1	0%	

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

	Expore express and learn from their perspective	1	0%
	Love, care and support children	2	1%
	Boosting their confidence	2	1%
	A sense of comfort (concern; attention)	1	0%
	Give them something to do on their own	1	0%
	Good funds	1	0%
	Encouragement	2	1%
	Readiness	1	0%
	Opportunities	2	1%
	Structure	1	0%
	understanding consequences and reality	1	0%
	Encourage to use their talents	3	1%
	Moral and character support (teach to obey leaders; avoid evil things)	1	0%
	Freedom to exercise his	3	1%
	Loving heart for children	1	0%
	Motivate (Motivation)	1	0%
	Physical support	2	1%
	understanding	1	0%
	Love	2	1%
	Comfort	1	0%
	Equal opportunities to learn	2	1%
	Discipline	1	0%
	Proper nurtition	2	1%
	Home	1	0%
	Emotional needs fulfilled	1	0%
	Presence	1	0%
	Proper training	1	0%
Q3 PLAY WORK TOTAL	Total	10	5%
	child-friendly community - without bullying and discrimination	3	1%
	healthy air	1	0%
	safe learning facilities	1	0%
	Playground	3	1%
	Learning facilities (good, complete facilities)	3	1%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

Q3 SPIRITUALITY TOTAL	Play	1	0%
	Total	64	31%
	community of faith, church	16	8%
	spiritual guidance	5	2%
	church	18	9%
	God-centered community (God-fearing community)	2	1%
	faith in God (fear of God)	1	0%
	good church community	1	0%
	Church programs- like Bible study, and children's ministry	1	0%
	praying always	1	0%
	go to church	3	1%
	church involvement (ministries)	9	4%
	supportive pastors	1	0%
	Devotion (worship God)	1	0%
	Approachable church	1	0%
	Godly People	8	4%
	Good model	4	2%
	Sharing the word of God	1	0%
	Attending worship	1	0%
	Attending Sunday school	1	0%
	Invitation to Sunday school	1	0%
	Invitation to Bible study	1	0%
	Jesus (God)	1	0%
	Spiritual Support	3	1%
	Teach children to love God in with all of him	1	0%
	Healthy church environment	1	0%

APPENDIX W

SPSS TABULATION OF THE RESPONSES OF THE NGOS FOR Q3

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

		Count	Column N %
Q3 EDUCATION TOTAL	Total	11	22%
	education, school	8	16%
	guidance to cultural norms-stories, seeing the world outside the home	1	2%
	learning environment	1	2%
	Internet (social media)	1	2%
	Teachers	1	2%
Q3 FAMILY LIFE TOTAL	Total	17	34%
	supportive family, home	4	8%
	healthy, loving, family environment	6	12%
	love from parents	2	4%
	attention and love from family	1	2%
	happy home (family)	2	4%
	Appreciating the achievements of the child	1	2%
	Relatives	1	2%
	Home	1	2%
	Family	1	2%
Q3 FRIENDS TOTAL	Total	2	4%
	peers, circle of friends	1	2%
	social factors- making friends, social engagement	1	2%
Q3 GOV'T TOTAL	Total	4	8%
	government and non-government organizations	2	4%
	protection from poverty	1	2%
	authority figures	1	2%
Q3 HEALTHY ENVIRONMENT TOTAL	Total	25	50%
	peaceful environment	7	14%
	loving environment	5	10%
	community interaction for social dev't and consciousness	2	4%
	positive people, positive environment	2	4%
	loving and caring people	1	2%
	healthy neighborhood	6	12%
	healthy relationships	1	2%
	healthy environment - friendly and conducive to grow healthy	1	2%
war free	1	2%	

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

	Safe environment	3	6%
	Sense of belongingness outside the home	1	2%
	Child friendly environment	2	4%
	Child protection policy	1	2%
Q3 HOLISTIC NEEDS TOTAL	Total	15	30%
	safety, security	3	6%
	enough food, nutritious food	1	2%
	a place to play and explore (have fun)	1	2%
	a chance to experience his or her dev't and growth	2	4%
	love and care, acceptance	1	2%
	values formation, values system	2	4%
	positive discipline	2	4%
	healthy habits	1	2%
	open communication	2	4%
	resources available	1	2%
	freedom to make choices, and be creative	1	2%
	training	1	2%
	financial support	1	2%
	doing one's best to be successful, opportunities	2	4%
	Love, care and support children	1	2%
	Moral and character support (teach to obey leaders; avoid evil things)	1	2%
	Discipline	1	2%
Q3 PLAY WORK TOTAL	Total	3	6%
	time and place to be a child - not in survival mode	1	2%
	outdoor stimuli	1	2%
	child-friendly community - without bullying and discrimination	1	2%
Q3 SPIRITUALITY TOTAL	Total	7	14%
	community of faith, church	1	2%
	spiritual guidance	2	4%
	church	4	8%
	God-centered community (God-fearing community)	1	2%

APPENDIX X

TABULATION OF THE RESPONSES OF THE PARENTS FOR Q3

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

		Count	Column N %
Q3 EDUCATION TOTAL	Total	27	19%
	education, school	20	14%
	guidance to cultural norms-stories, seeing the world outside the home	1	1%
	learning environment	5	4%
	mentoring of teachers	1	1%
	TV	2	1%
	Internet (social media)	2	1%
Q3 FAMILY LIFE TOTAL	Total	54	39%
	supportive family, home	18	13%
	healthy, loving, family environment	16	11%
	love from parents	4	3%
	grandparents	1	1%
	attention and love from family	7	5%
	happy home (family)	5	4%
	parents' guidance (family guidance)	11	8%
	God fearing family	3	2%
	extended family	1	1%
	family support and guidance	5	4%
	Godly Parents (parents)	1	1%
	Home	1	1%
	Parents' income (employment)	1	1%
Q3 FRIENDS TOTAL	Total	14	10%
	choosing right person	1	1%
	people who will be considerate to the feelings of other	1	1%
	peers, circle of friends	5	4%
	keep from bad companion	1	1%
	Good relationship- family,neighbour, peer	3	2%
	social factors- making friends, social engagement	2	1%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

	Good friends	1	1%
Q3 GOV'T TOTAL	Total	1	1%
	sustainable helping programs - a safety net	1	1%
Q3 HEALTHY ENVIRONMENT TOTAL	Total	67	48%
	peaceful environment	19	14%
	loving environment	9	6%
	community interaction for social dev't and consciousness	6	4%
	clean air	1	1%
	positive people, positive environment	4	3%
	loving and caring people	6	4%
	healthy neighborhood	7	5%
	healthy relationships	1	1%
	Relationship	3	2%
	clean environment (surrounding)	13	9%
	healthy environment - friendly and conducive for a while to grow healthy	11	8%
	nurturing environment	11	8%
	community	7	5%
	social environment	2	1%
	happy and supportive environment	2	1%
	good influential environment	4	3%
	Environment	1	1%
Safe environment	1	1%	
Q3 HOLISTIC NEEDS TOTAL	Total	47	34%
	safety, security	5	4%
	enough food, nutritious food	1	1%
	a place to play and explore (have fun)	8	6%
	provision of needs (food)	3	2%
	a chance to experience his or her dev't and growth	1	1%
	love and care, acceptance	5	4%
	hope for the future - you can do it (dreams)	1	1%
	values formation, values system	14	10%
positive discipline	2	1%	

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

	open communication	1	1%
	freedom to make choices, and be creative	1	1%
	training	5	4%
	financial support	2	1%
	doing one's best to be successful, opportunities	1	1%
	show what is good for them (inspire)	2	1%
	has good vision in life	1	1%
	has respect for children	1	1%
	poverty (hard circumstances; life's challenges)	1	1%
	good attitude	2	1%
	respect	3	2%
	physical factors-health, growth, nutrition	1	1%
	Discipline	1	1%
	Proper nurtition	1	1%
Q3 PLAY WORK TOTAL	Total	15	11%
	time and place to be a child - not in survival mode	1	1%
	outdoor stimuli	1	1%
	child-friendly community - without bullying and discrimination	1	1%
	Has at time to play	4	3%
	healthy air	1	1%
	safe learning facilities	1	1%
	sports	6	4%
Q3 SPIRITUALITY TOTAL	Total	53	38%
	community of faith, church	13	9%
	spiritual guidance	1	1%
	church	8	6%
	God-centered community (God-fearing community)	3	2%
	faith in God (fear of God)	4	3%
	know how to thank God	1	1%
	good church community	3	2%
	Church programs- like Bible study, and children's ministry	5	4%
	praying always	1	1%
	joining Youth camp	2	1%
	Divine guidance	1	1%

**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

go to church	3	2%
know God	8	6%
attend youth activities (school activities)	1	1%
discipleship and fellowship	4	3%
church involvement (ministries)	4	3%
supportive pastors	1	1%

APPENDIX Y

TABULATION OF THE RESPONSES OF THE SP FOR Q3

Count	Column N %
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**LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS
THAT HELP CHILDREN THRIVE**

Q3 EDUCATION TOTAL	Total	4	24%
	education, school	4	24%
	guidance to cultural norms-stories, seeing the world outside the home	1	6%
Q3 FAMILY LIFE TOTAL	Total	8	47%
	supportive family, home	4	24%
	healthy, loving, family environment	2	12%
	love from parents	1	6%
	grandparents	1	6%
Q3 FRIENDS TOTAL	Total	1	6%
	other people who believe in him	1	6%
Q3 GOV'T TOTAL	Total	1	6%
	sustainable helping programs - a safety net	1	6%
Q3 HEALTHY ENVIRONMENT TOTAL	Total	8	47%
	comfortable place to sleep	1	6%
	peaceful environment	1	6%
	loving environment	1	6%
	community interaction for social dev't and consciousness	1	6%
	clean air	1	6%
	positive people, positive environment	1	6%
	loving and caring people	1	6%
	healthy neighborhood	2	12%
	healthy relationships	1	6%
	Relationship	1	6%
	clean environment (surrounding)	1	6%
	open and relaxed atmosphere (to be confident)	1	6%
Q3 HOLISTIC NEEDS TOTAL	Total	10	59%
	safety, security	2	12%
	enough food, nutritious food	4	24%
	a place to play and explore (have fun)	3	18%
	scheduled structures	1	6%
	purposeful resources	1	6%
	healthy sense of self (oneself)	1	6%
trust	1	6%	

LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

	provision of needs (food)	1	6%
	a chance to experience his or her dev't and growth	1	6%
	clothing	2	12%
	shelter	2	12%
	love and care, acceptance	1	6%
	hope for the future - you can do it (dreams)	1	6%
	daily hygiene	1	6%
	exercise	1	6%
Q3 PLAY WORK TOTAL	Total	1	6%
	time and place to be a child - not in survival mode	1	6%
Q3 SPIRITUALITY TOTAL	Total	3	18%
	community of faith, church	3	18%

LINK TO THE VIDEO

https://www.facebook.com/shradha.saraf.7/posts/2084568791555586?notif_id=1534902703178157¬if_t=story_reshareA

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LISTENING AND LEARNING FROM VARIOUS ENTITIES ON THE PERCEIVED DYNAMICS THAT HELP CHILDREN THRIVE

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