

END PROJECT EXTERNAL EVALUATION REPORT

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EVALUATION REPORT DETAILS

Project Title: Eliminate OSEC or Let's Eliminate OSEC (Online Sexual Exploitation of Children)

Location: City of Dasmarinas in Cavite Province

Proponent Partnership: Philippine Children's Ministries Network (PCMN Inc) and VIVA Denmark.

Project Partners: International Justice Mission, Shechem, and AMG

Legal Form of Proponents: PCMN is a non-stock, nonprofit organization, registered with the Securities and Exchange Commission

Period Covered by this Report: This evaluation covers the period from October 2018 to December 2019

Type of Report: End Project External Evaluation Report

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Report content: This evaluation report provides detailed findings from the implementation of the Eliminate OSEC project and its impact on lowering the risks to children mostly in the five (5) communities and schools and within local Churches in Dasmarinas City. Presented are findings on positive social and behavior changes, barangay level and social welfare and city education office policy changes or improvements. In relation to the impacts or effects also presented are evaluation findings on why the project was relevant, effective/ineffective, efficient/efficient, and aspects and concerns on sustainability.

However, this evaluation is limited in providing exact quantitative reductions in this report. What are available are testimonial evidence of successful E OSEC project implementation and the creation of a viable "Response Model" aside from the planned restoration model.

Boundary of the Report: The report is limited to the activities undertaken by the PCMN in Dasmarinas City together with implementation partners.

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Summary of Findings

This evaluation report adds to the growing efforts by PCMN and its larger networks on addressing, ending, and eliminating the impacts of OSEC in the country. It is implemented by the Philippine Children’s Ministries Network in Dasmariñas City with VIVA Denmark providing strong support. Entitled, “**Let’s Eliminate Online Sexual Exploitation of Children.**”

The Philippine OSEC situation affecting more and more children clandestinely and has worsened in recent years. Though the project only covers the City of Dasmariñas, its selection was also based on initial evidence that prevalence of OSEC is high and it is a high-risk city on OSEC. It is a unique child protection issue, with technology to be taken into consideration, needing a unique response. Hence, PCMN designed to mobilize Dasmariñas City stakeholders wherein children are the primary beneficiaries of all E OSEC efforts. They were also primary actors in the overall response as teenage students contributed to raising awareness and lowering the risks to many younger children.

This evaluation was conducted immediately after the completion of the project in December 2019. The evaluation presents findings specifically about achievement or changes in the project areas vis-à-vis the project goal, immediate objectives and targeted outputs. Changes or improvements in each of the key results areas on prevention, justice, and restoration are segregated with discussions on implementation effectiveness/ineffectiveness, efficiency/inefficiency, relevance of strategy and sustainability with some recommendations provided.

The following are a summary of findings on the project development goal: lowering of risks and reduction of OSEC in Dasmariñas City through PREVENTION, JUSTICE and RESTORATION.

1. Developed “**Response Model**” found to lower risk of OSEC – this is about the creation of a “Response Model” by linking interventions among project partners and local governments.
2. Digital Behavior Baseline Informed Implementation
3. Exact or Estimated Reductions on OSEC Undetermined
4. Improvements in Digital Behavior found by comparing the baseline digital behavior study with a smaller sized end line survey
5. Students and Children Improved knowledge on Online Safety (from Focus Group Discussion); *knowledge of eliminating OSEC, capacity to assess safety, children act more cautiously.*
6. Cases are being reported, not just the worst cases only
7. Family level actions likely contributed to reductions in households such as; *having rules at home, talking about OSEC at home, monitoring, allowing children to join E OSEC activities.*
8. *NO* child harmed in implementation of the project

9. Improved Risk Management in Schools
10. Improved Risk Management in Barangays
11. Improved recognition of OSEC by City Government
12. Influenced Citywide Schools Initiative
13. Knowledge that there is Child Shelter and Care Encourages More Action
14. Regular and strategic monitoring needs improvement
15. Psycho-Social support to Staff was not integral to project

Several positive results and areas of improvement were found in the immediate objectives of prevention, justice and restoration. The details are provided below:

Immediate objective on prevention through education results:

1. Barangays are consciously active against OSEC
2. Barangay and Internet Shops have a Child Protection Policy
3. E OSEC announced in Twice Yearly Barangay Assembly
4. Barangay organizations and its leaders participating in OSEC activities
5. Mobilized trained leaders as champions
6. Committed peer or teen facilitators in community and SSG in schools
7. Parents are informed through Children
8. Edukasyon sa Pagapapakatao (A K-12 Subject) enhanced
9. Response to OSEC now Part of City School Plans
10. City Schools Started Campaign in Social Media
11. All Students will Receive a (planned) e-Handbook
12. School based child protection policy (CPP) drafted
13. Teachers Careful on Giving Assignments
14. GPTA Mobilized for E OSEC Awareness Raising
15. Reached Pantawid Pamilya Beneficiaries
16. Developed City wide Involvement and coordination
17. Expansion of E OSEC efforts in Churches, Schools, and to other Barangays
18. Involvement of National Agencies

Immediate objective 2 results on justice or cooperation assistance by local stakeholder's to victims of OSEC:

1. Readiness of key partners to respond
2. Partnerships improved on effective rescue
3. City Social Welfare actively involved
4. More City Personnel trained and involved
5. Influenced DEPED-City Schools referral and legal action process
6. Church want to be actively involved in reporting
7. Students and Youth Advocates follows advise to report cases
8. CIACAT and BCPCs not Functional
9. Membership with RIACAT activated

Immediate objective on reintegration and restoration results:

1. Expansion of support to victims of abuse
2. Shechem A First “OSEC Assessment Center” established
3. Successful reintegration reported
4. Long term shelters as viable option
5. Foster Care is an unpopular option

The following conditions found in the City shows that the project is highly relevant and important to protect children and generate learning towards addressing the growing problem of OSEC in Dasmariñas City and in the country.

1. The project created a Model to protect children at risk online
2. Low public awareness on online safety
3. E OSEC project addresses devaluation of girls
4. Boys are also protected – education and not to take sexual abuse lightly
5. Shows a way to manage victimized children
6. Contributed practical steps, knowledge, and skills in responding and caring for victims
7. Educates against OSEC as a way out of poverty
8. Readiness and capability to respond must be developed

Based on the effects and initial impacts or changes influenced by the project the following findings show what was effective or ineffective and needs improvement by immediate objective or results area.

On prevention:

1. Developing schools as “Awareness Hubs”
2. Training of advocates and facilitators
3. Training of SSG as facilitators and educators of children
4. Strategy to conduct E OSEC Modules by Students with a “Kuya/Ate”
5. Lanyard and other tokens remind students
6. Participation of Teachers as advocates
7. Teacher support to initiatives of students SSG
8. Teachers gave more time for SSG Youth Advocates
9. Orientation of teachers, advisers and coordinators of the City Schools Division
10. A Church had own communication initiative
11. Integration in Sunday School
12. Combined Effort of Barangay and Church
13. E-OSEC module roll out in Barangays

Areas of Improvement or Ineffectiveness

14. Unaccomplished coverage of target number of schools

15. Absence of posted communication materials
16. Sustaining participation of more student leaders
17. Succession and Training new batch of Youth Advocates
18. Follow up actions of local leaders
19. Maintaining or developing committed Churches
20. Trust in teachers is still low
21. Less focus on sexuality education vis-à-vis OSEC

On justice:

1. Continuous meetings with relevant stakeholders
2. Entering into an official agreement
3. Continuous learning and participation with local OSEC champions
4. Stakeholders contributed expertise development to E- OSEC

Areas of Improvement or Ineffectiveness

5. Identifying specific data on OSEC
6. Reporting of OSEC Cases in communities
7. Having city champions
8. Absence of a mobilizing and enabling policy or ordinance
9. Developing the LCPC and BCPC capacity

On restoration:

1. Organized a compassionate approach to restoration
2. Care Teams formed
3. Family social worker attending to case assigned by project
4. Flexible options aside from family reintegration

Areas of Concern

5. Difficulties in Foster Care
6. Limited options for long term shelter
7. Security during case conferences

This report has also found some areas where the project was efficient and noted some inefficiencies or areas of improvement as well:

1. Training and Mobilization of SSG and Community based Youth Advocates.
On the other hand, it was inefficient that there are no new batches or a succession and passing-on of the responsibility to youth advocates for OSEC roll out.
2. Development of Barangay based champions and speakers
3. Providing copies of Modules
4. Partnership cooperation for justice
5. City Schools has a system for case reporting and handling OSEC

6. Use of Internet for case conferences
7. Sharing of resources for other children cared for by Shelter
8. Continuing education of a child in Shelter

Areas to Improve Efficiency

9. Network development of the Dasmariñas City Network of Christian Churches
10. Maximizing local organization leaders in promotion and prevention
11. Absence of designed training for Church leaders
12. Monitoring of technological or internet access capability of the barangay and households
13. Not very prominent communication materials to remind community after orientations

Specifically, on each of the results areas of education and prevention, justice and restoration this report finds aspects that are likely to contribute to sustainability of the objectives of the project.

Prevention Education of OSEC in the Community:

1. Use of E OSEC Modules for Youth Advocates
2. Transferred responsibility to the City Schools on OSEC advocacy
3. Better knowledge of online safety in the community
4. Community champions persisting but needs to be re-elected
5. Active Churches can sustain OSEC work

Concerns on Sustaining Prevention and Education

6. Plans and resources are not formulated and allocated
7. Education of concerned agencies in City Government

Sustaining delivery of justice:

8. Tested a Response Model in Dasmariñas
9. Explicit identification of OSEC as a Concern
10. Schools local reporting and case management system

Concerns on Sustaining Insuring Justice to Victims

11. Inactive Child Protection Committee
12. Absence of strong supportive local policy to ensuring justice

On the Restoration Model/Roadmap:

13. National policies need to be invoked through advocacy
14. CSWDO is in place in the City
15. Local restoration model needs to be tested for improvement and sustainability

Concerns on Sustaining the Restoration Model

16. Sustained funding of OSEC Assessment center and shelters
17. Availability of shelters for older children
18. Popularizing foster care
19. Sharing the restoration model

Based on the findings of this report the following are the recommendations:

1. Strengthen Cooperation on the Viable Response Model and Learn
2. Organize “alternative but temporary” advocacy groups in communities
3. Work with local Department of Education Offices
4. Consolidate Churches and persist in network development
5. Plan for succession and training of new youth advocates – and include sexuality education
6. Generate LGU Involvement and champions for sustainability
7. Generate local policies to enable mobilization for national laws
8. Implement and learn to Improve on the Restoration Model/Roadmap
9. Improve systems on monitoring and analyzing OSEC
10. Communications strategy must be improved
11. Practice of trauma stewardship and development

I. Context of this End Project Evaluation

This evaluation report is a relevant addition to the growing efforts within the PCMN and its larger networks on addressing, ending, and eliminating the impacts of online sexual exploitation of children in the country.

It is an evaluation of a project implemented by the Philippine Children's Ministries Network in Dasmariñas City with VIVA Denmark providing strong support. Entitled, ***“Let's Eliminate Online Sexual Exploitation of Children,”*** it builds on the foundation provided by *Youth for Safety 2* (DMCDD-15-A-09), allowing for an upscaled response to include reduction of OSEC in the repertoire of the partners' anti-sexual abuse work. It is being implemented with and among PCMN internal stakeholders and with the assistance from organizations with expertise in child protection, rescue, and shelter. These are; the International Justice Mission provides a unique expertise and importance to the project because of its experiences in rescue and care of victims. Another important partner are the shelters such as Shechem OSEC Assessment Center and AMGs Bahay Silungan which has become *drivers* to a responsive model and is considered a major finding of this evaluation.

The Philippine OSEC situation affecting more and more children clandestinely has worsened in recent years leading to the PCMN's persistence in taking on the issue and recognizing that the digital age has come with new challenges to protecting children. According to UNICEF and other organizations similarly engaged in combatting online abuse and exploitation, *“The Philippines is one of the top global sources of child sex abuse materials. In 2018 alone, 600,000 sexualized photos of Filipino children were bartered and traded. The Philippine Kids Online Survey found that 90% of Filipino children can access the internet whenever they want or need to, and 59% connect to the internet without supervision. It also revealed that 2 in 10 children are vulnerable to be victims of child online sexual exploitation and abuse.* This data is similar to the findings of PCMN in its baseline survey in two Dasmariñas City schools that a high of 96% of students are able to access the internet. Alarming, parents *do* know that some encounter pornographic sites or may meet someone online with bad intentions but are unaware of how to improve safety online. In fact, the PCMN baseline study also reported high risk of abuse because many students do talk to strangers online and some have knowledge of transactions being made even among younger grade students.

As a child responsive protection network, this evaluation is informed about PCMN adopting OSEC as a priority issue among all its members across the Philippines. This decision shows that PCMN and its partners intend to be at the forefront against eliminating OSEC. This is cascaded to the membership of PCMN which is also a commission of the Philippine Council of Evangelical Churches is composed of Churches, Civil Society Organizations working in communities, and institutions or shelters providing care to children. Currently, PCMN has 5 broad local networks and a

project organized action group in Rizal. This adoption of OSEC as a priority was recommended by a study group composed of PCMN members, discussed by the membership and approved by the Board as part of the next five-year strategic plan. This decision is indicative of the high commitment which heightens expectations about the current work in Dasmarinas on eliminating OSEC. Hence, this evaluation report will become a source of valuable information to replicating and improving eliminating OSEC in other parts of the country.

Though the project only covers the City of Dasmarinas, its selection was also based on initial evidence that prevalence of OSEC is high and was thus considered a high-risk city on OSEC. Mass media broadcasted information about a publicly known case that happened in one of the project barangays of the city. People in the community were also aware of the incident and has talked about it openly. It is then appreciated that selecting Dasmarinas City was a good decision. Implementing E OSEC in a city where OSEC exists responds to a problem and helped generate learning in the three main outcome areas of the project; prevention because children in the city are exposed to online safety risks, justice because the case mentioned may also lead to learning that may be valuable to other cases and that with presumed prevalence there may be other children rescued, and with children at risk and may be rescued the project may also apply concerted actions among its partners in building a local restoration model.

The timeliness of PCMNs work on eliminating OSEC also aligns itself with intensifying advocacy on scaling up response nationwide. INGOs and NGOs such as UNICEF, Save the Children, and PLAN International are among the more active players on OSEC as PCMN now has become one of the more active networks working among Christian groups.

The Philippines has laws against child abuse, such as the Anti-Trafficking in Persons Act, Anti-Child Pornography Act and Special Protection of Children Against Abuse, Exploitation and Discrimination Act. However, these laws do not clearly define online sexual exploitation of children and clearly direct local governments and the private sector to prevent and stop this.

OSEC is a unique child protection issue, with technology to be taken into consideration, needing a unique response. In Dasmarinas, PCMN also pursued the activation of local policies and mechanisms that respond to OSEC in the City and has found that eliminating OSEC and addressing the impacts was not a priority by the City government. The absence of policies such as city ordinances also led to limited knowledge, actions, and resources allocated by local authorities to address OSEC. Policies too were not specifically present at the barangay levels at the start of the project where councils could adopt resolutions or ordinances because also of poor knowledge of the issues surrounding OSEC and limited to pinpointing internet shops as sources of online abuse or exploitation.

This project was designed to mobilize Dasmariñas City stakeholders. Since PCMN is a faith-based Christian network the first steps are work with local Christian Churches. The initial meetings with the Dasmariñas City Network of Christian Churches led to commitments from some Churches, *not all*. Work with the city government and barangay officials became an entry to the communities in five (5) project barangays.

Though city leadership on OSEC response was absent during the first few months of implementation a change in leadership after the 2019 elections has improved support coming from Mayor Jenny Barzaga who is the wife of the former Mayor. There were directives to the City Social Welfare office allowing access to the city's BCPC in one event.

Finally, children are the primary beneficiaries of all E OSEC efforts. They were also primary actors in the overall response as teenage students contributed to raising awareness and lowering the risks to many younger children.

II. End Project External Evaluation Process and Methodology

Description and Considerations

This evaluation was conducted immediately after the completion of the project in December 2019. The evaluation presents findings specifically about achievement or changes in the project areas vis-à-vis the project goal, immediate objectives which may also be considered as outcomes, and targeted outputs. Changes or improvements in each of the key results areas on prevention, justice, and restoration are segregated for better appreciation.

More importantly, there are discussions in this evaluation report on implementation effectiveness/ineffectiveness, efficiency/inefficiency, relevance of strategy and approaches as well as coherence of project design vis-à-vis goals and immediate objectives.

Given the recent consideration of OSEC as a priority of PCMN and the need to successfully put in place processes, systems, or models to sustain prevention, justice, restoration in Dasmariñas City this report also discusses sustainability findings and provides some recommendations.

The evaluation is objective and based on evidence and data provided by project stakeholders and the children. The process made sure that children participation is voluntary with informed consent to participate in the evaluation process. With regards the interviews on justice and restoration, utmost confidentiality was observed by not inquiring on personal or critical details of cases.

As designed, this evaluation coordinated with PCMN and local implementing structures to reaching children and all other duty bearers. Prior consent from parents or school officials (in the case of reaching students in schools) was requested before interviews and FGDs with children. Brief orientations before FGDs with children was conducted to request for consent from children themselves and inform them about the process, contribution to the results of the evaluation, and use of information (data, knowledge, photo-audio-video) from the interview or FGD. Children were engaged in mini surveys for the end line data, small focus group discussions or interviews depending on what would be appropriate and possible for children.

Guided by Design

An external end project evaluation-design for PCMN and VIVA was submitted and part of the design were key questions to guide the data gathering activities. This was used to inform the formulation of questions or instruments for the FGDs, KIIs, and Direct Observation. An outline of the report is already presented in the same design submitted and the draft and final reports will be provided at the agreed upon period.

As proposed in the design, this report reiterates recommendations for the use of this report below:

- PCMN and local communities may use the evaluation results to account and learn from their own contributions to the progress made in this project and inform its membership and partners about both success and failures to do better in continued efforts on Ending OSEC.
- The evaluation results may be used by PCMN and VIVA and its partners as a source of learning to improve the intervention design and approaches and become more effective and efficient in accomplishing future targets allowing better implementation in the courses of action.
- Donors and supporters to take stock of the progress made, to learn about salient aspects of the intervention design, and guide future monitoring decisions in supporting potential future engagements and commitments with PCMN and other organizations.
- City government, schools, and communities learns how to further develop appropriate behaviors and practices gained from the project and manage their own child protection sub-systems.

And recently, upon approval as a priority issue of PCMN:

- Finally, the evaluation may be used by other partners of PCMN in other parts of the country as reference or benchmarks in designing and applying future interventions on ending OSEC.

Evaluation Process and Management

The evaluation is conducted by Mr. Renato A. Llorin with Mr. Vincent Hermogeno for the end line survey. This team closely worked with the PCMN assigned officer on operational matters Ms. Garicel Garina and on the general aspects and terms of this engagement with Ms. Fe Adul Foronda. The activities and schedules were set and approved by PCMN.

Information Gathering Activities







In consideration of the key target groups and their importance to the goals and immediate objectives of the proposal, the following were purposively identified as sources of information for the evaluation:

- Youth advocates from the communities, some are SK members, Church volunteers, and Student leaders.
- Children and parents from the two public schools and one private school and their parents as members of the PTA in Dasmariñas
- Community stakeholders (barangay officials, local government personnel, and leaders of community groups and Church leaders)














- Internet shop owners were also included with evidence of child protection policies and copies of which were secured.

The following were conducted to inform this evaluation.

1. Review/study of project documents– General reference documents such as the project proposal/s, LOGFRAME, regular reports, important decisions documents, articles and initial reviews or assessment and project reports submitted.

-  4th Q E OSEC Progress Report Oct-Dec 2018_edited_FE
-  4th Q Progress Report 2018October-December,2018_VDenmark_1stQ_2019 (2)
-  Annex-B1.-Map-of-intervention-area (1)
-  Annex-B2.-Stakeholder-analysis (1)
-  Annex-B4.-Risk-analysis (1)
-  Annex-C1.-Logical-Framework-Analysis (1)
-  Annex-C2.-Theory-of-Change (1)
-  Application. Let's eliminate online sexual abuse of children (1)
-  E-OSEC Project Progress Report for Viva Denmark_Q2_April 2019 - June 2019
-  E-OSEC Project Progress Report for Viva Denmark_Q3_July 2019 - September 2019

2. Reference materials used during the Online Study were also used as well as the online study as reference to this report

-  ChildrenOfTheWebcam
-  ecpat philippines
-  ECPATJournal_No12-ebook
-  FBO-Guide-for-Religious-Leaders-and-Communities_ENG
-  final_children_and_the_sex_trade_in_the_digital_age
-  ICT
-  IJMMagazine Issue 5 FINAL Web
-  Online20Child20Safety20in20Asia-Pacific20report20final
-  OSEC - US TIP Report
-  revue-SECO_EN-interactif
-  Study_on_the_Effects
-  UNICEFGrowinguponline
-  Violence Against Children In Cyberspace

3. Interview or small group discussion/operations assessment with (1) project management and staff of PCMN and (2) implementing partners such as IJM, Shechem. AGM

This was conducted at the IJM Office and attended by PCMN project director and manager, key personnel from partners and managing officers from VIVE Denmark.

4. Focus group discussions were conducted with the following:
 - Youth Advocates SSG Officers of DJPRES
 - Grade 4 and 5 Students of DJPRES and Bautista Elementary Schools
 - Parents and community leaders in Barangays
 - Teachers of DJPRES and Bautista Elementary School
 - Members and officers of the Dasmariñas City Network of Christian Churches
5. A Total of 137 surveyed as part of the small sized end line sample for comparative analysis with the baseline survey of the project. This includes a baseline or first- time survey for a private school ZOE.
6. Small group assessment with the City Schools Division Office of the Department of Education
7. Key Informant Interviews with the City Social Welfare Office point person
8. Youth advocate and Sunday School teacher interview on local Church Initiatives with children and parents
9. Key informant interviews with Barangay Officials from Sto. Nino
10. Discussion and interviews with management of Shechem on the OSEC assessment center and short-term shelter services for reintegration, long term transfer, or foster care arrangements.

Limitations of the Evaluation

1. Delays caused by Taal Volcano eruption moved the set activities and affected availability of information sources
2. Interviews and FGDs of some students from SSG and other organizations who have already graduated and moved from Dasmariñas
3. Availability of Pastors for the DCNCC FGD scheduled
4. Availability of common schedule for local city duty bearers led to interviews instead.
5. The CIACAT which was projected as a key advocacy target was not functional and instead the project relied on working with the CSWDO officers.

III. Analysis of Project Design

This section is an analysis of the E OSEC project results chain based on the Logical Framework and the Theory of Change as a backgrounder on the evaluation findings and to contribute in improving the relevance or the cohesiveness of the project design.

This appreciation of the design supports the analysis and interpretation of findings in this report. Analysis of indicators will discuss whether as designed the actions would lead to desired results and achieve the targets.

On the overall development goal of “Reduction of Online Sexual Exploitation of Children (OSEC) in “high-risk” city in the Philippines through prevention, justice and restoration there are no objectively verifiable indicators provided in the design to be able to accurately measure the number or quality of reductions. What is clarified is the means by which reductions will be achieved and such is supported by the immediate objective statements. Without objectively verifiable indicators for the goal this report relies on testimonies and anecdotal evidence provided by children, parents, community leaders, and Churches on ‘possibilities’ to infer reductions. The absence of local data at the city level or at the barangay levels to consider as baseline leads findings to discuss behavioral changes instead. Fortunately, the baseline survey information and data from schools may be used to provide insight on the impact on digital behavior of the project, including indications of reductions of OSEC.

On Immediate Objective 1, “*Protective environments (online and physical) generating awareness among children and families and ensuring child safeguarding from OSEC*”, if achieved will contribute largely to the goal on reductions of OSEC. The immediate objective does not have its own indicators, rather the format borrows from the indicators at the output levels. But, having indicators specifically for the immediate objective may have at least qualified the change to a protective environment and describe the synergy of community stakeholders, policy, and behaviors now adding protection of children from OSEC. It may have targeted the changes at the community levels because under immediate objective 1 the outputs on having trained youth advocates, increased awareness of parents and children, policy at the barangay levels, and active school activities if accomplished will create a protective environment in a specific area or community, in this case the Barangay.

The specific output of mapping digital behavior supports not just the prevention through education and action activities it also lends information to the justice and restoration immediate objectives of the project. It is an essential output.

Having sustainable youth organizations may be elaborated further in future designs to include organizational development and sustained leadership support through mentoring including succession strategies for students who will eventually graduate like the experiences of SSG in DJPRES or the youth advocates in communities who will grow older and eventually have jobs.

On Immediate Objective 2, “Strengthened public sector-civil society collaboration improving local justice systems and promoting local OSEC reporting through CIACAT”, the design indicates the mechanism as the CIACAT which is verifiable (Unfortunately it is not functional). With regards the outcome or change of local stakeholders having a system and are actually reporting there are no targets on how many or the type of reported cases which may generalize OSEC without understanding that there are many forms of OSEC and thus many approaches to address the problems. But the outputs if accomplished and assuming the mechanisms are functional may likely strengthen the local justice system. It is noted that certain assumptions may have been off or with poor basis on the readiness of government and other organizations to respond, be active, and support the project immediately. Community involvement indicator of 100 stakeholders actually reporting was targeted and assuming there were reporting it will strengthen the protective system and lead to accomplishment of improving a bottom up community involvement.

On Immediate Objective 3, “Capacitated local civil society actors processing referrals and ensuring safe community reintegration of OSEC victims”, also refers to the output indicators. Very specifically designed and with verifiable targets.

There is a target to produce the roadmap of a local restoration model and a target number of 23 persons/child victim of OSEC. It then assumed that by creating a restoration roadmap the intent is to develop a working approach to assisting victims of OSEC. Furthermore, there is appreciation that a roadmap will lead to a guide for OSEC response. The target clearly aims for reintegration and that it will be to a safe community and the quality is also mentioned as an indicator as family-like support and a caring environment.

IV. Impact, Effects and Changes

These are findings on the project development goal: lowering of risks and reduction of OSEC in Dasmariñas City through PREVENTION, JUSTICE and RESTORATION.

16. Developed “**Response Model**” found to lower risk of OSEC

A major finding. The creation of a “Response Model” by linking interventions among project partners and local governments. Individually, the prevention model, justice assistance model, and a restoration model or roadmap unraveled from observations of stakeholders has helped lower risks in the community and has helped victims affected by OSEC. Combined, this whole Response Model decreased a chain of risks that a child and the community may have because of OSEC. There are testimonies, in the absence of exact data, that children are able to avoid unsafe activity online, there is reporting noting minimal cases, and there are children rescued, processed, and on the way to reintegration.

Among cooperators of this response model, insights point to having created the confidence to act because there is a system in place that would respond and care for the children. The key part is the operationalization of the local restoration model or a planned roadmap that increases confidence of the whole because it ensures a place for caring for child victims. Previously, the absence of a safe place or process to care for children once rescued raises apprehensions to respond, according to local stakeholders.

The starting point of the model is education and prevention strategies. Learning from previous projects that tackled sexual abuse and exploitation of children, the Philippine Children’s Ministries Network, Viva Denmark and its partners were already familiar on how children and adults can be informed and educated. There are existing modules and PCMN has the expertise in handling learning and education sessions for children with effective youth facilitators. Prevention has been achieved among those reached at the family level and there is adequate appreciation on how to mobilize local and community mechanisms including the barangays, community-based organizations, and on working with schools for sexual abuse prevention. Modifications were tested from the Youth for Safety materials on the use of current tools and processes for prevention to online abuse. The use of nine (9) E OSEC modules similar to the BOMCA approach was rolled out to reach and educate students and children in communities.

There were orientations for teachers and for the parents in the community and with the Parents Teachers Association of the two schools. These modules were also used in Sunday School in some Churches in Dasmariñas City.

Project education and prevention strategies applied to specific areas, schools and communities with small manageable population but known as high risk, may be

considered a model. Public schools are where children converge, mostly from the same barangays where the school is located and can be effectively reached by trained peer and “Ate/Kuya” (older children) youth advocates. Efforts at the community level also reinforce the education on online safety and low risk behavior through community-based youth advocates.

Specifically, in Sto. Nino 1, a group of adults formed into a speaker’s group or E OSEC education type of team that provided inputs to their neighbors and were also invited by the DJP Elementary School to educate other parents. This model among parents and local community leaders can also be considered a model. Sessions with barangay officials and local community leaders raises awareness within the community to keep up the sensitivity and cautiousness about preventing OSEC happening. A first manifestation is the regulation and asking internet shops cooperate in ensuring online safety.

Prevention through communication and education has had an effect on raising the importance of lowering risk of OSEC.

With experiences and methods that protect the best interests of the child, the contributions of the International Justice Mission with the PCMN as the cohesive element for collaboration on rescuing and acting on cases of OSEC has been tested within the period of implementation of the project. Connecting the education efforts, information about a potential case was reported to project stakeholders as a result of trust built while conducting education sessions that led to city personnel and IJM responding to the report. Following procedures, the team was able to rescue and process victims of OSEC. Later, parallel to the process of restoration, cases have been processed to seek justice. Formerly, it was learned that this action was the responsibility of national police authorities and local personnel were not involved for valid reasons. Hence, this model now has seen the possible response by local authorities on OSEC cases. However, this may still be the case for high profile cases and will depend on the nature of the case.

A system that effectively responds to OSEC reports and that help in achieving justice for the victims has been tested that can be developed in LGUS with local stakeholders who are direct duty bearers and can be made capable.

A few cases out of the target number project were assisted from Region 4 or the Calabarzon¹ area and a couple from the City of Dasmariñas. Nonetheless, the restoration model was tested in some cases from the point when the victims are taken into custody by the rescue team to their transfer to the first OSEC Assessment Center now with Shechem.

Project partners knew from previous experiences that victims are more traumatized because of the circumstances of the rescue and when thinking of uncertainties in their life and when they can be reunited with their family. Hence, the model from the

¹ CALABARZON -acronym for the provinces of Cavite, Laguna, Batangas, Rizal, and Quezon

onset was firm on a common objective of achieving emotional stability of the victims while in the charge of local authorities and when they are received in the shelter.

The restoration roadmap and capacities have been determined and processes are already in place to draw lessons.

17. Digital Behavior Baseline Informed Implementation

OSEC was a new problem to solve to protect children and with very limited and very general information available the project as designed deemed it necessary at the onset to understand at least the digital behavior of children. A baseline study that was also called a study on online safety was completed which later was found to inform efforts after it was released by PCMN in conducting project activities. It was found, that, this baseline was also used as reference in developing new projects for PCMN in other areas, e.g. Rizal and provided inputs to PCMN strategic planning.

Based on the highlights of the study, this evaluation found that information/excerpts (*in Italics and indented below*) from the study was used to improve project success or validate an existing action. Excerpts are followed by the action identified by this evaluation below. However, not all the recommendations could be readily adopted by the project on its last year, instead, some of it are known to have been used to design other projects of PCMN.

At the same time the study confirms that sexual exploitation and abuse of children has already migrated online with information technology very much accessible to children. Furthermore, as children grow older, they explore their sexuality and sex and get information in the internet, which they cannot get at home because it is taboo to talk about it with parents. For example, the survey has found that:

- a. There are 148 respondents who have come across sexual images or sexual content online.*
- b. There are 98 who say they were sent sexual images.*
- c. Some 62 respondents say their photos were used inappropriately and another 57 said their photos were taken, which they did not want.*
- d. Some 85 respondents talked with someone online about sex*
- e. A large number, 150 respondents say they had a meeting with someone they have known only online.*

With this key study findings above there was now an acknowledgement from the children that risk is high and that OSEC is likely happening. Because of this study the PCMN was able to continue project strategies and continue its intensity based on the study findings and recommendations.

First, it is recommended that the community is assisted in acknowledging that the problem of OSEC in Dasmariñas City is common yet hidden. OSEC and sexual

abuse happening. Some are enticed by money; some are enticed by creating trust and other strategies.

On this recommendation the conduct of sessions with parents in the five covered barangays intensified and continued to other areas of Dasmariñas City like Brgy. Paliparan where a session was organized with the help of Churches to around 400 member beneficiaries of the Pantawid Pamilya Pilipino Program of the DSWD. Another effort with adults were in Brgy. Salawag.

Second, it is recommended that the community is assisted in acknowledging that they are the solution to the problem of sexual abuse and online sexual exploitation of children.

In this next recommendation, the effort focused on having child protection policies in schools and in the community, particularly internet shops. Having local barangay ordinances or resolutions is proof that the project recognized the importance of policy and which later saw that barangays are now acknowledging the relevance of the project and by imposing actions that prevent OSEC and protect children pursued means taking responsibility as part of the solution.

Empowerment of Young People - To address exploitation and abuse, anywhere and anytime whether online or offline, one should look at young people's empowerment as a solution. Empowering young people needs to be multi-sectoral and multi-faceted in terms of approach.

Continuous improvement of community and school-based Peer Support and Education Programs

There was increased intensity on deploying interested and committed young people who are trusted by younger children because they speak the same language and know what they are talking about from similar experiences. This is why the youth advocates from the Churches and the Supreme Student Government in schools educating younger children intensified their activities and was supported by the project.

Upgrade Technical Knowledge and Capability of BCPC/LCPC - Help local duty bearers fully understand what the online world is about, how internet sites operate, and talk about how local governance and community action and operations must improve at promoting online discipline of children and adults.

PCMN grabbed the opportunity of educating all BCPC representatives from the 75 Barangays of the City and had sessions with Barangays and its official on E OSEC. However, limited time and needed support from the City Government has not yet been followed up for the other recommendations of the study.

Educate community that it is not the fault of the victim, reduce stigma and discrimination.

Being an OSEC case involves sex, just like commercial sex or what was known as prostitution, OSEC victims faces similar stigma and discrimination. The increased efforts of a restoration model are designed to respond to prevent stigma and discrimination. The options are carefully laid out to the child, and the family, if there is one ready for reintegration after the comprehensive assessment. The restoration roadmap as termed by the project aims to ensure the victim reverts back to a normal life.

Psychological Assessment and First Aid with continuing psycho social support

This finding was identified early on by IJM and the suggestion to fill the gap also led to the establishment of the first OSEC assessment center which is also a temporary shelter. Independently, the recommendation of the study validates a continuum of care.

A social worker/case manager must always oversee any effort to rehabilitate and reintegrate

This recommendation validated the assignment of a Family Social Worker as part of the project to attend to the needs of victims. The family social worker also enhances and speeds up the family assessment to facilitate reintegration or transfer of a victim by working with non-offending and willing relatives. An additional social worker to the city social worker assigned to a child also speeds up the completion of requirements for reintegration such as the Parents Capacity Assessment Report (PCAR).

City response must include a response and referral system for OSEC victims

Familiarity is now improving at CSWDO and with project partners on how to work and divide tasks during rescue operations by locals. The interventions and assistance of IJM has helped. Local offices such as the City Social Welfare office and the City Schools Division of the Department of Education are now also working on their respective response mechanisms.

18. Exact or Estimated Reductions on OSEC Undetermined

Despite the consideration of the City government of having an item on OSEC in its list of cases on child protection the project does not have exact numbers of cases in each of the five (5) barangays covered. The baseline study was limited to digital behavior and not an accounting or estimates of possible cases.

Thus, number of current cases and reductions without community or local government baseline or estimates cannot be determined.

However, there are numerous testimonies and anecdotal stories (shared below) that support the finding that reductions in OSEC or the risk of OSEC is slowly gaining in

the communities or five barangays, the schools, and in Churches actively preventing and promoting eliminate OSEC ideas.

19. Improvements in Digital Behavior found – the following are highlights of the end line survey in 2019 with a smaller sample size compared with the baseline survey about digital behavior conducted in 2018. Most of the results show improvements in digital behavior that would lead to lowering of risk because of self protection among children.

Some of the findings of the evaluation are validated by these results. (Below are highlights a more comprehensive attachment will be provided with supporting tables)

Child Safety Endline Survey

The end line survey was conducted in December 2019 and yielded 137 student respondents with the following details:

Grade / Year Level	TOTAL	School		
	f %	Bautista ES f %	Dr. Jose P. Rizal ES f %	Zoe Christian Educ. Inst. f %
Grade 5	64 47%	37 60%	27 49%	0 0%
Grade 6	62 45%	25 40%	28 51%	9 45%
Grade 7	9 7%	0 0%	0 0%	9 45%
Grade 8	2 1%	0 0%	0 0%	2 10%
No Answer	0 0%	0 0%	0 0%	0 0%
	137 100%	62	55	20

Majority of the respondents have attended a seminar or activity about Anit-Online Sexual Exploitation of Children (OSEC) especially from among the Bautista Elementary School (87%) and Dr. Jose P. Rizal Elementary School (87%).

Increased awareness that there is Online Abuse on Children

Almost all respondents in the end line survey are aware that children or teenagers are being abused online – some 76% are aware that it is happening while 10% are somewhat aware of it and 7% are aware but believed to be not happening in their community. Only 5% were not aware – 4% have not heard that it is happening and 1% believed to be not happening. Proportion of not aware in baseline survey is at 10%.

Level of awareness online abuses on children increased from 85% in baseline to 93% in end line, especially among female respondents (83% to 97%) and 10-12 years old (80% to 93%)

Lesser days on the internet

There is an increase in the daily usage of internet from baseline to end line (40% vs 45%) but notable decline in those who are using it 2-3 days a week (44% vs 36%) and 4-6 days a week (18% vs 12%). Daily usage of internet is still high from among older respondents (13-16 years old) with 63% – almost the same from baseline with 66%.

Lesser Hours online

Only 1 in every 10 respondents in the end line survey reported that they are going online and using the internet the whole day while 42% reported to be online only once a day – these are relatively lower when compared to baseline survey results. Respondents are mostly online during the afternoon (1-5PM) with 55% and early evening (5-7PM) with 41% - almost the same as the baseline survey results. Still two-thirds (66%) reported using it less than 3 hours daily and only 9% are spending 6-12 hours a day in the internet.

Cautiousness improved

However, respondents in end line survey tend to become more cautious when online or using the internet. This is evidenced by a positive improvement on the following characteristics (see table):

Table 3: Online Practices (Baseline vs Endline)	Endline	Baseline
At home when online or using the internet	84%	74%
Staying in public places like when online	26%	37%
Learned how to use the applications from a relative or friend	38%	28%
Disclosing or sharing personal details online	23%	33%
Only interact online with people they know personally	57%	42%
Parents or guardians have rules about their internet use	72%	66%

- ✓ Increase in the proportion of respondents reporting to be at home when online or using the internet whereas staying in public places like 'Internet shop/ Café/ Pisonet' when online shows a notable decline.
- ✓ More respondents have reported learning how to use the applications from a relative or friend (who they trust and know personally).
- ✓ Lesser respondents have reported disclosing or sharing personal details and views or opinions when online.
- ✓ More respondents reporting that they only interact online with people they know personally.
- ✓ More respondents reporting that their parents or guardians have rules about their internet use

More are online at Home

84% of the respondents are at home when online or using the internet – this is significantly higher when compared to 74% in baseline.

But, those without connection at home are in Internet Shops

On the other hand, 'poor' respondents are still more likely in the internet/computer shops or café when online than those that are neutral or rich (36% vs 24%).

Access to Internet through Smartphones increased

Most respondents were able to use the internet using mobile or cellular phones (85%) – this is higher than 74% in the baseline, which are still mostly used by female (89%). Respondents 10-12 years old mostly used desktop computer (37%) and tablets (22%). Still 6 out of 10 respondents (64%) reported that they personally own the gadget they are using when online while 21% are from their relative or family.

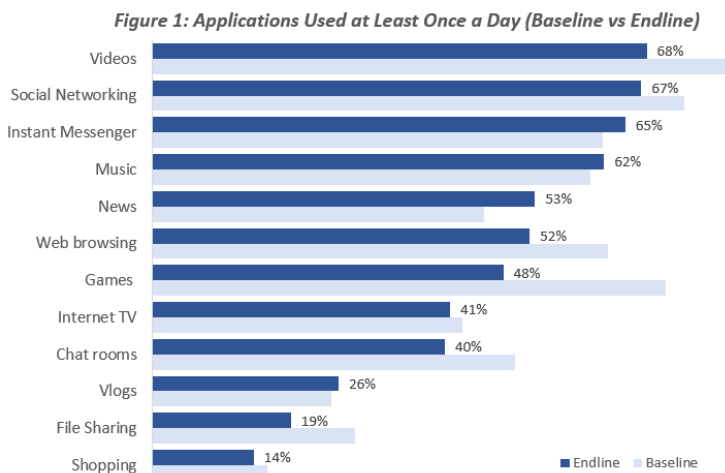
Declines in use of Social Media sites and online games

Videos and social networking apps were still the topmost commonly used social media site and application by the respondents in the end line survey. Videos are opened at least once a day by 68% of the respondents while social networking sites are used at least once a day by 67% of the respondents.

It is interesting to note that usage of most of the social media sites and applications has declined from baseline to end line, especially for those using online games (48% end line vs 70% baseline), web browsing (52% end line vs 63 baseline) and chat rooms (40% end line vs 50% baseline).

Increased interest in News

On the other hand, significant improvement is observed on the daily usage of news sites from 40% in baseline to 50% in end line.



Favorite Online Applications are the same

Facebook and Youtube are still the respondent’s favorite social media site in the end line survey with 84-91% usage, followed by Google with 67% usage. All other social media sites and applications registered a less than 30% usage rate.

Favorite Activities when Online are the same

The top favorite activities online in the end line survey were watching videos or movies (73%), listening to music (73%) and chatting with friends (71%). These three were also the top activities in the baseline survey.

Lower percentage share personal details

23% of the respondents in the end line survey still disclose/share their personal details like age, sex, etc. when online. However, this is significantly lower when compared to 33% in the baseline survey.

Interaction now more with people they know, not strangers

More respondents reporting that they only interact online with people they know personally with 57% - this is relatively higher when compared to 42% in baseline. However, there are still 16% in the end line survey saying that their presence online is public, anyone can find, see and chat with them – this is almost similar with the percentage in the baseline survey with 15%.

Female respondents are more likely to interact only with people they personally know than male respondents (63% vs 47%) but male respondents are more likely to be public (anyone can find, see and chat with them) than female respondents.

More children (respondents) say, Parents know

Parents or guardians of the 81% of the respondents were aware on what their children are doing when using the internet, especially among female respondents (83%) and respondents 10-12 years old (83%).

Interestingly, a greater majority (72%) of the end line respondents reported that their parents or guardians have rules about their internet use – this is relatively higher when compared to 66% in the baseline survey. Compared to those not living with parents, respondents living with their parents (both or one) are more likely to have parent or guardian

rules on using the internet (73% vs 59%). Similarly, younger respondents are more likely to have parent or guardian rules on using the internet than older respondents (72% vs 63%).

Decreases in possible uncomfortable experience or online abuse

Proportion of respondents who experienced online abuses or uncomfortable experiences online declined from baseline to end line surveys. Table 11 displays the comparison of percentages in both baseline and end line surveys for selected online activities where most showed a significant decline.

On the other hand, the proportion of respondents reporting that they haven't experienced any of the mentioned abuses increased significantly from 40% in baseline to 65% in end line.

Similarly, lesser respondents in the end line survey experienced adding a stranger to their IM contact list (35% end line vs 42% baseline), speaking on the phone to someone they met online (25% end line vs 40% baseline) and meeting in-person with someone they only met online (9% end line vs 14% baseline).

However, there are still 18% of the end line respondents who have experienced being pressured from friends to do things that they didn't want to do especially for males (27%) – same proportion from baseline survey. While another 11% have experienced being bullied or harassed by friends or acquaintances.

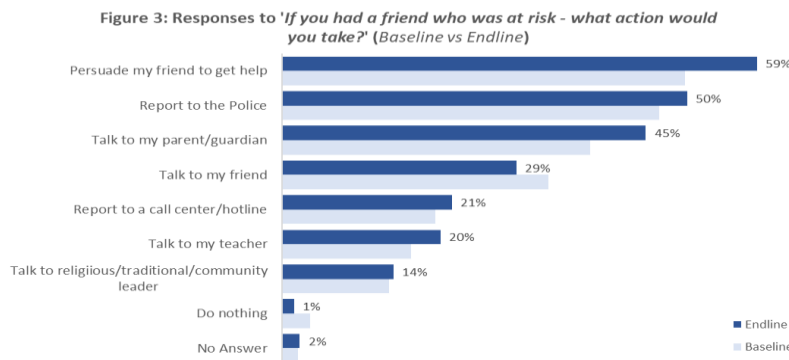
Children still share name, age, school

Interestingly, the top three personal information being shared by respondents to strangers are still their name (41%), age (36%) and school (32%). Table 13 shows that respondents who are males, older (13-16 years old), and those not living with their parents are more likely to share personal information to strangers.

Slight increase in seeking help from Parents etc.

Still majority (82%) of the respondents will go to their parents/ guardians for help when they felt threatened online; while some 60% will go to the police and 34% will go to their teachers. The percentages are slightly higher when compared to baseline survey results – 78% to parents, 54% to police and 25% to their teachers.

More Children will take action



When asked what action they would take if a friend was at risk, persuading their friends to get help is still the top action for respondents when they have a friend who was at risks. The percentages is greater in end line when compared to baseline survey (see Figure 3).

Table 11: Online Abuse Experiences (Baseline vs Endline)

Have you experienced any of the following online?	Baseline	Endline
Coming across sexual images or content	24%	17%
Pressure from friends to do things online I did not want to do	18%	18%
Being sent sexual images or content	16%	9%
Bullying or harassment by friends or acquaintances	15%	11%
Unwanted approaches in a chat room, social networking site or on email	12%	5%
Someone using my photos in an inappropriate way	10%	7%
Someone taking unwanted photos of me and circulating them	9%	3%
None of these	40%	65%
No Answer	3%	2%

How many times have you experienced the following?*	Baseline	Endline
Added a stranger to Instant Messenger contacts list	42%	35%
Spoken on the phone to someone you met online	40%	25%
Met in person with someone you have met only online	25%	9%
Talked about sex with someone you met online	14%	8%
No Answer	3%	1%

* - experienced at least one (1) time

More respondents reported a positive attitude towards avoiding online abuses

- a. More respondents will ‘Tell your friends, so they can avoid it too’ when asked what to do while surfing the internet and saw a website that makes them feel uncomfortable (45% end line vs 37% baseline).
- b. Similarly, a greater percentage of respondents will ‘Ask your parent or guardian first and have them go with you’ when asked what is the best thing to do if they have been talking on the internet to a person for a long time and they want to meet (72% end line vs 55% baseline). This is mostly observed from among the female respondents with 83% and respondents living with both parents with 78%.

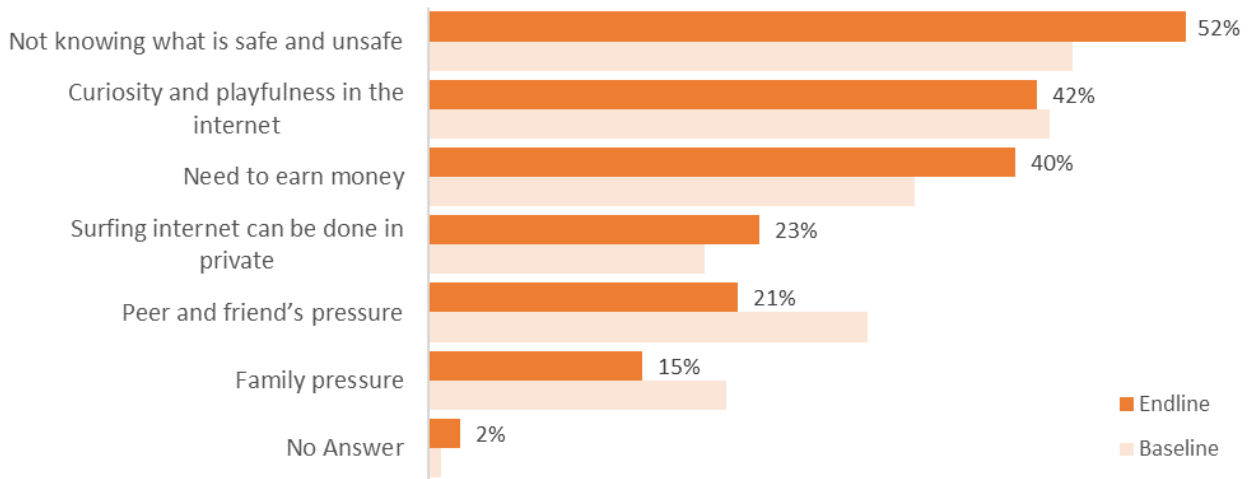
Table 14: Behavior and Practice in Preventing Online Abuse (Baseline vs Endline)

While surfing the Internet, you see a website that makes you feel uncomfortable. What should you do?			
	Baseline	Endline	
Tell your friends, so they can avoid it too.	37%	45%	
Write down the name and don't go there again.	20%	26%	
Go tell a parent, guardian or teacher.	17%	16%	
Do nothing.	6%	5%	
Unplug the computer.	5%	6%	
Others	0%	0%	
	No Answer	15%	2%

If you have been talking on the Internet to a person for a long time, and they want to meet, which is the best thing to do?			
	Baseline	Endline	
Ask your parent or guardian first and have them go with you.	55%	72%	
Meet them, as long as you bring a friend.	17%	14%	
Tell someone where you will be before you go.	10%	8%	
Meet in a public place.	8%	3%	
Others	0%	0%	
	No Answer	10%	3%

Improved understanding of what leads to OSEC and who they are

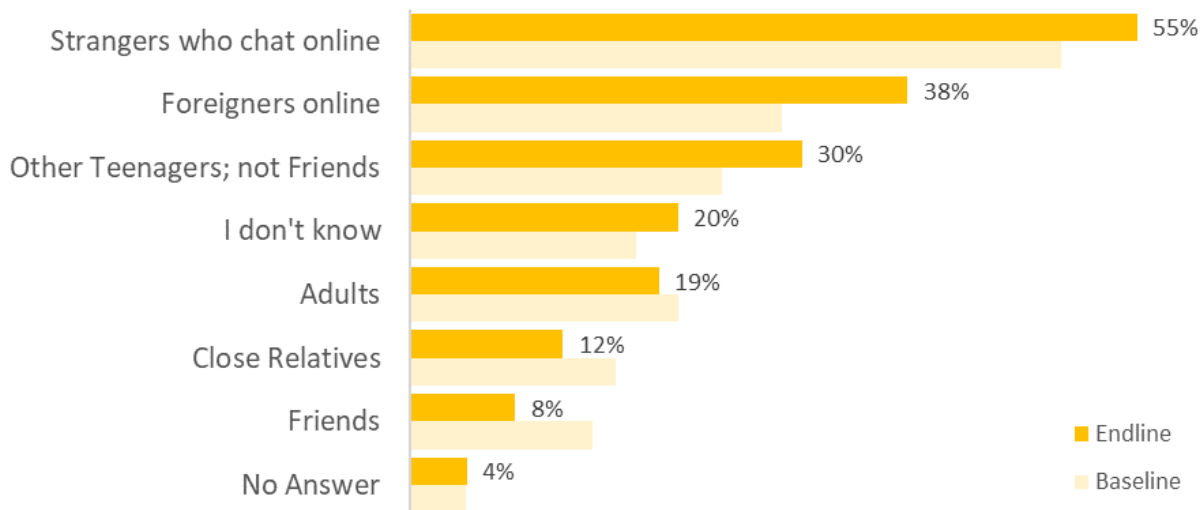
Figure 4: Responses to 'What do you think leads to the child abuse online?' (Baseline vs Endline)



When asked what they think leads to child abuse online, 54% of the end line respondents believed that it is because of ‘not knowing what is safe and unsafe’ – this is higher when compared to 44% in baseline. While still 42% believed because of ‘curiosity and playfulness in the internet’, 40% because of the ‘need to earn money’ and another 21% believed because of ‘peer and friend’s pressure’.

Still majority of the respondents believed that ‘strangers who chat online’ (55% end line vs 50% baseline) are the ones responsible in abusing children online; followed by ‘foreigners online’ (38% end line vs 28% baseline) and ‘other teenagers; not friends’ (30% end line vs 24% baseline). Older (13-16 years old) and ‘poor’ respondents more likely believed that foreigners online are the ones responsible in abusing children online.

Figure 5: Responses to 'Who do you think is responsible in abusing children online?' (Baseline vs Endline)



Improved safe online activity

In the end line survey, the top activities the respondents believed to be safe are: video chat or calls with someone they personally know (77-80%). However, lesser respondents in the end line survey believed that playing online games is safe (50% end line vs 58% baseline).

Top 5 Safest Activities Online (Baseline vs Endline)	Endline	Baseline
Voice chat with someone you personally know	80%	70%
Video call with someone you personally know	77%	75%
Searching the internet	64%	55%
Playing games in the internet	50%	58%
Posting your own pictures and videos	42%	33%

On the other hand, the top activities that they believed to be not safe are: opening adult or porn site (72%), video chat or call with someone they only knew online (65-69%) and sharing or posting pictures of other children and teenagers (53%).

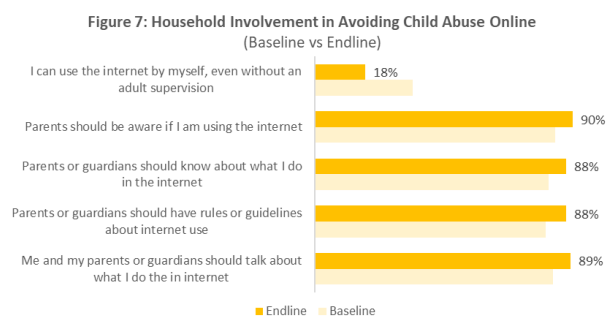
Top 5 NOT Safest Activities Online (Baseline vs Endline)	Endline	Baseline
Opening adult or porn sites	72%	59%
Video call with someone you know only in the internet	69%	58%
Voice chat with someone you know only in the internet	65%	58%
Sharing or posting pictures of other children and teenagers	53%	47%
Allowing other people to post your pictures and videos	48%	45%

But, social media activity in general is considered safe

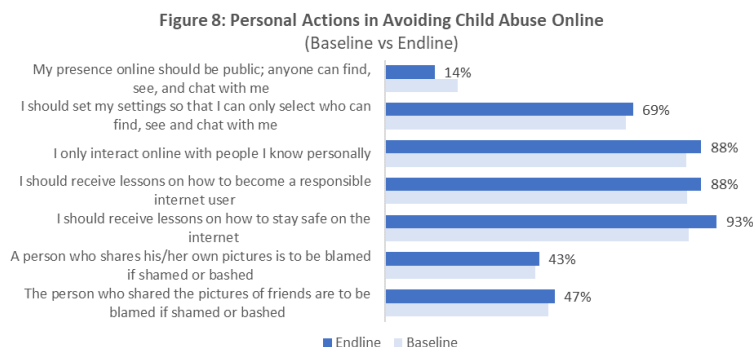
The percentage of respondents who believed that social media activities are safe also increased from baseline to end line surveys, especially in posting their own pictures and videos (33% baseline vs 42% end line).

Parental involvement improved

Notable increase in the percentage of respondents was observed from baseline to end line surveys when asked about the involvement of parents or guardians in order to avoid online abuse on children, especially on being supervised by adults when using the internet (34% end line vs 18% baseline) and for parents or guardians to have rules or guidelines about internet use (88% end line vs 80% baseline).



More want to know about Online Safety



Similarly, more respondents in the end line survey are agreeing to suggested actions or steps in order to avoid child abuse online. More respondents are suggesting receiving lessons on how to stay safe on the internet (93% end line vs 85% baseline) and agreeing that their presence online should not be public (85% end line vs 79% baseline).

More believe government should do more

Finally, more respondents are also suggesting government actions in order to prevent child abuse online. In order to prevent abuse, more respondents agreed that the government should develop and implement laws to sentence those who exploit or abuse children online (86% end line vs 81% baseline) and that there should be training programs for parents/ guardians, teachers and school staff in how social media sites operate (84% end line vs 79% baseline).

20. Students and Children Improved knowledge on Online Safety (from Focus Group Discussion)

Knowledge of eliminating OSEC - Based on recent discussions with grade 5 and 6 students they are familiar with the project activities on eliminating OSEC which showed they recall what has been taught on what is safe and not safe when online. There are similarities on what the children say are safe and unsafe from the baseline study, but now there are responses about how they can avoid being abused or exploited or just fooled online by fake or posers.

Capacity to assess safety - There is growing awareness of assessing whether an App is safe or not among the 10-12-year-old students. There were also discussions among themselves in the group on how they are able to assess new Apps that have just recently become popular which shows the heightened awareness on being safe online. Children were now discussing and sharing their experiences about the Apps and drawing conclusions clearly about the same reminders that were taught in the E OSEC modules. New games for example with chat capability were said to be dangerous because there are posers wanting to connect with them that ask for pictures or there are doubtful accounts who claim they are girls but may be, according to children, are boys or predators.

They know who are “Bastos”² online and those who are baiting or enticing and who may be predators or become predators. Some have encountered conversations about sex and about people asking them for pictures or videos while online.

Children act more cautiously – With regards posting and using the Apps, children were observed to have some cautiousness on what they do. A child was noted reminding a friend, “Ang lksi na ng shorts mo” (Your shorts is too short, when she posted a picture). Some are reminding those in the discussion not to send phone numbers which may lead to expectations of seeing someone in person.

According to some children, information that are private must not be shared not just because of OSEC but because they may also use their account to do bad things to others.

21. Cases are being reported, not just the worst cases only

Before the project, as reported in the baseline study, people in the community already had ideas about what is online sexual exploitation because one of the barangays had a publicly known OSEC case. But despite the case, reporting did not improve and there was hardly any action at the community.

With the project in the community, there were reports now of disclosures or a “bottom-up practice” in one of the schools. This was already a result of the intensive education and E OSEC orientation to both the students and the Teachers. It is a case officially that was reported and acted upon swiftly by the project stakeholders.

Not only the worst cases, some students have also disclosed to PCMN staff or E OSEC peer educators about their experiences on going online. During the discussions with children some, as discussed above and the end line survey, are already reporting seemingly benign cases of OSEC but nonetheless are OSEC incidents. Although these are limited to some possible predators they encounter in chats and about what they post in social media these are also types of OSEC that *have not appeared in statistics*. For example, a teen student disclosed about her boyfriend who wanted her to do things online. Approaching one of the youth advocates from the Supreme Student Government opened an opportunity to discuss the situation and realize that it was wrong. The teen girl eventually broke up with her foreigner boyfriend.

22. Family level actions likely contributed to reductions in households

Rules at home - Parents who have been participating in E OSEC activities have shared about placing limits in internet use of their children. The drawbacks, according to parents are not limited to the risks of sexual exploitation and abuse, but also, in the time wasted instead of resting or focusing to school related matters. One

² BASTOS is a tagalog word about a person who is sexually and distastefully aggressive towards another person

teacher did talk to a parent about too much internet use leading to absences and this has become somewhat of a common occurrence.

Talking about OSEC at home - There has also been reports that parents and children are now having conversations about OSEC at home. A parent shared how she had the chance to talk her child about online safety and agree with her child to report under certain circumstance and both know to report to the barangay.

Monitoring - Another parent say they are now aware of the online or social media activities of their children to make sure that they are safe and not exploring risky Apps or connecting with people they only know online.

Allowing children to join E OSEC activities – there have been no opposition or resistance to their children joining the activities of the project. In some households, parents say they are learning from their children about OSEC or it leads to the point mentioned of having conversations on OSEC at home.

23. NO child harmed in implementation of the project

The project was found to have helped children. There was no child or children physically or psychological or emotionally harmed in the implementation of the project. The project did not add to risks or potential harm to the more than 2000 children reached by the project.

It is noted that the youth advocates willingly participated in the E OSEC project and voluntarily conducted sessions on OSEC prevention in schools and among other children. Youth advocates were satisfied with the effect of their efforts on younger students after their sessions and said they felt trusted as Kuya or Ate (Big brother and big sister).

24. Improved Risk Management in Schools

At the school level, DJP Elementary School, Bautista Elementary School, and the private school ZOE have already started crafting their respective Child Protection Policies. This policy is in addition and an enhancement specifically addressing OSEC to the existing Department of Education order NO. 40 providing for guidelines on activities to ensuring a child protected school.

A child protection policy directs how schools will manage and avoid the risks on OSEC. Teachers who were part of the crafting are aware of the risks of OSEC and the aim of eliminating OSEC during discussions. Concretely, some teachers have interpreted OSEC prevention as avoiding or limiting students to have assignment needing online research. Also, the school administration welcomed the continuing conduct of the E OSEC nine modules in DJPRES and Baustista and ZOE. In the new school year there are now plans of sessions to new grade 4 students in

DJPRESS. There are also plans of widespread implementation by the City Schools Division of the DEPED.

25. Improved Risk Management in Barangays

It is estimated by this evaluation that from 15% to 25% of residents in the barangays have been reached, or are aware of the E OSEC project and have an idea on how to respond which they learned from the activities participated in about online safety.

First, some Barangays already have policies in place or recognizes the importance of the project:

- *Brgy Samaploc 4 – Resolution on the Regulation of all Computer Shops and Internet Cafes*
- *Brgy Sto Nino 1 – SK Resolution to adopt E-OSEC Project. Allocated P75,000 for the roll out of Children’s Module*
- *Brgy Sto Nino 2 – Resolution to adopt E-OSEC Project.*
- *Brgy. Sampaloc 3 – Brgy Resolution adopting E-OSEC Project*

Aside from the resolutions there are child protection policies drafted for the barangays and the internet shops.

Overall, these policies may start regulating internet use that leads to safety of children in the internet shops or providing access and allow the conduct of prevention education activities in the barangay.

What is not optimized in Barangays are the Barangay Councils for the Protection of Children (BCPC) which had been part of the project plan. Countrywide, BCPCs are very rarely functional to the extent that it is expected to have plans and are actively implementing so as to protect children. Mostly, there are submitted plans but are not truly implemented.

Second, the education sessions or E OSEC orientation has reached a total of 1,487 parents in communities whether through school-based activity or barangay – PCMN led activities. There are reports of roll-outs in Brgy Salawag with 156 participants from 4Ps parent beneficiaries another was conducted with around 400-500 participants in Brgy. Paliparan.

26. Improved recognition of OSEC by City Government

At the start of the project, there have been difficulties reaching out to the City government by PCMN project staff. However, cooperation has improved over the last few months of the project in 2019 after the election of a known child sensitive Mayor Jenny Barzaga. Activities since has seen cooperation between PCMN and the City Social Welfare office improve on education activities in schools conducted by PCMN and in return PCMN in the CSWDO orientation of the BCPCs on E OSEC.

In official records (please see attachment) for 2019 the CSWDO has sustained the specific identification of OSEC cases. A separate classification would also mean to regard the case as different from other sexual abuse cases on children and would merit a different response which has already been tested by the project.

27. Influenced Citywide Schools Initiative

The City Schools Division After the successful collaboration between PCMN and project stakeholders in three schools, two of which are under the supervision of the City Schools Division directly, signed a Memorandum of Agreement to roll out the E OSEC modules starting with a facilitators training among students. Unfortunately, the Taal volcano eruption disrupted the schedules and only one roll out facilitator training was conducted by the CSDO. However, the initiative is going to continue and is a direct result of the PCMN work with the DJPRES, Bautista Elementary School, and ZOE.

The intent (please see attached MOA) is to test and expand the E OSEC efforts on education and prevention.

28. Knowledge that there is Child Shelter and Care Encourages More Action

There is a sense within the City Social Welfare office and among the project partners that the existence now of the Shechem assessment center and other shelters connected with the response has emboldened action on OSEC cases. There were difficulties, according to partners and the CSWDO in decision making without an assessment and shelter to care for the children. Formerly, this was a barrier to rescue and acting swiftly. With clear pathways after rescue, a child now may be taken to the assessment center and temporarily assisted and emotionally stabilized before they are either reintegrated, transferred to a long-term shelter or given to foster care.

29. Regular and strategic monitoring needs improvement

With the project there is observable improvements in OSEC awareness yet monitoring and tracking incidents possibly by the BCPC or the barangay or a local organization was not found and is in place. The project's baseline study may be a starting point to the development of a regular and strategic monitoring system using certain variables used in the survey. This baseline study is not expansive enough to also capture and diagnose OSEC in all aspects of the community and only in children. There was no baseline among parents although it is believed that their involvement is key to prevention and lowering of risks. There was no information or limited information on the readiness and preparedness of the barangays and the city to respond to the OSEC problem.

Yes, there is a reporting process for OSEC in the child protection policy of barangays and with the city school's division and a flowchart of response to cases of

child abuse as included in the violence against women and children law. However, an OSEC monitoring system is not yet in place either by the project or adopted from existing policy or as a city initiative that could help track reductions in OSEC and specific cases with different intensities and track the actions taken at all levels from reporting to reintegration. There are many forms of online sexual exploitation as defined by different organizations such as (1) Grooming, (2) Consuming child sexual abuse material, (3) Live streaming, (4) Coercing and Blackmailing for sexual purposes, and in the PCMN study the following have also been noted; (6) Chatting with strangers about sex; (7) baiting and enticing or bribing in exchange for nude pictures, (8) exchanging personal details and meeting physically. These are all concrete cases that may be “monitored” in the community and among children that can provide learning for improved response. Unfortunately, these types of OSEC are not distinctly qualified to merit a certain prevention or response by a victim, parent, community and government. Not yet at this point.

30. Psycho-Social support to Staff was not integral to project

Based on the actual experience of project management, trauma care specifically psycho social activities to project staff and project partners is necessary. Unfortunately, this was not part of the project design and instead remedial management decisions helped some staff members cope with the psychological impacts of absorbing experiences and empathy with children and families affected by OSEC. There were staff members who were found to have been psychologically affected that has led management to be an active stakeholder in trauma informed care among its members as a network.

Several positive results and areas of improvement were found in the immediate objectives of prevention, justice and restoration. The details are provided below:

Immediate objective on prevention through education results:

19. Barangays are consciously active against OSEC – In all of the barangays where officials and champions were active, they continue to lead activities on eliminating OSEC in their respective barangays. Based on estimates made by these local leaders the roll out of modules for example has directly reached around 15% to 25% of all residents. This number adds around more than 200 children per barangay who have attended the E OSEC activities.

There is consciousness about the dangers or risks of OSEC to children in a community as they have also linked common actions such as curfew to the lowering of risks to OSEC with limited time now for internet shop operations for children.

20. Barangay and Internet Shops have a Child Protection Policy– Through the effort of the project and the cooperation and leadership of the local barangay officials,

child protection policies are in place in barangays. The child protection policies (Please see attached copy) clearly define the age of a child as 18 years old or may be older but has no capacity to protect themselves. The policy clearly declares its principles, provides for the roles and responsibilities of officials. In its policy statement the whole of barangay believes in protecting children and encourage their participation and involvement. The policy derives its actions from the United National Convention on the Rights of the Child concluding in the belief that no child is abused. Any barangay personnel will be screened in accordance to a process and ensure they are safe to serve and protect children. Any group or visitor must abide by a code of conduct before working or being with the children and be aware of do's and don'ts. A system o reporting is also outlined in the Barangay Child Protection Policy.

Internet Shops also have their own, specific child protection policy. The policy aims to have safe operations in the internet shops. The policy has guidelines on what management must be guarding against and how to maintain orderliness in the shop. Although it has been found that the policy falls short of concretely identifying specific OSEC related behavior that must be given attention, such as watching pornographic site or chatting about sex to strangers which can be explicitly stated in the policy. However, it has been reported that shop operators in practice do remind children about pornographic sites.

21. E OSEC announced in Twice Yearly Barangay Assembly -. Like Barangay Sto. Nino 2 there have been announcements during the twice-yearly Barangay Assembly about the E OSEC project and reminders of keeping children safe online. *“The Local Government Code of 1991 mandates that the barangay assembly shall meet at least twice a year to hear and discuss the semestral report of the barangay concerning its activities and finances as well as problems affecting the community.”* With OSEC becoming increasingly a priority the discussion of OSEC and precautions during the Barangay Assembly is also an indication actions are likely to be taken.
22. Barangay organizations and its leaders participating in OSEC activities – Participation in these activities conducted in the barangays were well represented. Discussions on OSEC and efforts at protecting children and some para legal tips including reporting are helping lower the risk of OSEC. The barangay officials or those considered as champions were able to encourage the participation of local block leaders as in the case of Sto. Nino barangays, Green Ladies and Solo Parents Organization officers, the KDBM, an organization called Utol and the TAO CB. These were simultaneously conducted on July 5 and 6 with a total of 77 participants.

23. Mobilized trained leaders as champions – Local officials like Kagawad Flor and Jeff from Sto. Nino 1 and 2 have become local champions of the E OSEC advocacy. Both have been trained after voluntarily attending the PCMN project training provided at the start of the project. Later in project implementation they were now being invited by community schools and the DJPRES as speakers or local experts to talk about E OSEC among parents. They were speakers in the GPTA organized activities reaching most of the officers in school. Kagawad Flor has also been invited and helped in the orientation of the Gospel of Truth Learning School and DIHS.
24. Committed peer or teen facilitators in community and SSG in schools – These young advocates educated younger children – In two schools, Supreme Student Government advisors arranged for the training to become youth advocates and facilitators and together with PCMN staff helped reach all sections of Grades 4, 5, and 6 in Bautsita Elementary School and Dr. Jose P Rizal Elementary School. These same students who have embraced the E OSEC advocacy independently initiated organized sessions in their communities, Churches, and new schools. Former SSG President Kenneth rolled out to children in his Church – the First Church of God and the youth advocates also made sure that they have raised awareness with their peers and rolled out to Grade 12 students.

According to SSGs now in college, one of their officers has exported the E OSEC modules to Samar province and brought along some materials. Plans have been made by the SSGs who are now in college to conduct and assist the schools in E OSEC roll outs of the modules since their summer vacation has been extended to June and July while the elementary school classes will have already started.

PCMN reported that a total of 227 Youth Advocates were trained since the beginning of the Project. A good number remained active to roll out but it has since dwindled as many of them have moved on to graduate or transferred.

25. Parents are informed through Children – Some parents would then learn about online safety and OSEC in general from their own children. Feedback from some parents show appreciation and interest on the subject of OSEC. There were more activities conducted for children than parents in the Barangays. With permission from the parents, children were allowed to attend the roll out sessions in communities. Hundreds of children in schools and in the communities attended the roll outs.
26. Edukasyon sa Pagapapakatao (A K-12 Subject) enhanced – With the introduction of E OSEC modules in schools the ESP knowledge is expanded to online safety and how to behave vis-à-vis internet use. Children and Teachers believe that the modules are helpful and is related to the ESP subject. Teachers

of ESP during discussions have shared how they are now able to cite experiences, their own or others, on both explaining technology and how to safe in using new technology based on apps.

Before the E OSEC modules were rolled out, the Department of Education and Teachers already had a subject that promoted good internet use. THE ESP or Edukasyon sa Pagpapakatao is being taught from Grades 1 to 10. The learning outcome is to mold students to become good citizens for the common good. One example is on teaching honesty, the module emphasizes study over playing computer games, or properly use technology in school such as performances and projects, and also know the implications of using technology.

27. Response to OSEC now Part of City School Plans – Aside from school-based plans or regular programs such as the School Improvement Plan (SIP) and In-Service Training Plans of Bautista Elementary School and DJPRES the City Schools Division has taken the responsibility to reach another 10 schools in the City. The Roll out is covered by a MOA with PCMN under the youth formation unit of the City Schools Division Office (Please see existing MOA). The roll out aims to train more youth advocates and facilitators similar to the trained SSGs previously and to expand the reach of the E OSEC campaign in more schools.

The City Schools Division is also tapping their Social Mobilization personnel to assist in active linking with other partners to strengthen the program.

A referral system for disclosures is in place and will be used in any incident involving OSEC reporting. This is in anticipation of disclosures that may be a result of expanded roll outs of E OSEC modules.

However, the roll out was disrupted by the Taal Volcano eruption and will continue as soon as it can again be properly scheduled and organized.

28. City Schools Started Campaign in Social Media – A separate, but, related initiative to the adoption of the E OSEC campaign that is not necessarily covered by the MOA for roll out to 10 schools is the use of social media as an advocacy and reporting mechanism. Recently, the division has promoted posting of positive messages using the hashtag #EOSEC19 to encourage action and remind members.

The CSDO team themselves are also now properly guided in what they post online in their social media account/page.

29. All Students will Receive a (planned) e-Handbook – a student handbook that will include E OSEC guide will soon be produced, it will be an electronic version that can be easily accessed by students. Contents from the E OSEC modules will be

included and promoted to all public-school students of the city. The design and dissemination will be handled by the CSDO DEPED of Dasmariñas City.

30. School based child protection policy (CPP) drafted – Workshops initiated by the E OSEC project have produced a copy of Child Protection Policies. These are policies that enhances and localizes the DEPED Order No. 40 on having a child protection policy and plans as well as capacity building of teachers and non-teaching personnel on child protection.
31. Teachers Careful on Giving Assignments – During discussions some Teachers, after improving awareness about online safety, are either wary of giving out internet-based research assignments or work or at the extreme have stopped giving assignment or work that needs internet use and rely more on hard copies of books when giving assignments.
32. GPTA Mobilized for E OSEC Awareness Raising – The expanded dissemination of E OSEC information and prevention to parents through the schools has improved community awareness. The schools serve now as education hubs not just for children but also for their parents. The following were conducted as reported by PCMN:
 - *August 1, 2019 – Roll out in Dr. Jose P. Rizal Elem. School GPTA Officers with 59 participants*
 - *August 2, 2019 – Roll out in Dr. Jose P. Rizal Elem. School GPTA Officers with 68 participants*
 - *August 30, 2019 – Roll out in Dr. Jose P. Rizal Elem. School GPTA Officers with 25 participants*

This has led to some parents and teachers discussing online safety and there are efforts in the two schools to link up with parents who will eventually be responsible for managing online safety and risks because most of the children are actually online at home using their own mobile phones or computers.

33. Reached Pantawid Pamilya Beneficiaries – The cooperation between PCMN and E OSEC project partners from the Dasmariñas City Network of Christian Churches shows potential for broad reach with the conduct of an E OSEC roll out in Brgy. Paliparan area that targeted around 500 members. On October 25, 2019 there was also a Roll out in Brgy Salawag with 156 participants from 4Ps parent beneficiaries.

A Pantawid beneficiary family is considered the poorest in the country based on a National Household Targeting Survey by the Department of Social Welfare and Development. These are families whose children may be at a higher risk of coercion and bribery or enticements for OSEC.

34. Developed City wide Involvement and coordination – The CSWDO collaborated with the PCMN in taking up specific topics during Community Education and in Schools to inform them about laws and para legal matters that may be needed in responding to child protection concerns and OSEC specifically in the community and schools.
35. Expansion of E OSEC efforts in Churches, Schools, and to other Barangays – All the activities conducted with the support of PCMN has also led to other stakeholders planning for their own roll outs. The youth advocates as mentioned above have already initiated their own independently organized activities. Some Churches have also integrated this to their Sunday Schools and child ministries such as What the Bible Says and the Biyaya ng Diyos Churches. There is a report of how the barangay in Sto. Nino 2 and 1 are cooperating with the Biyaya ng Diyos leading to Church and Government cooperation on OSEC. The works with the CSWDO is also a step towards reaching to other barangays through the BCPCs during the orientation organized by the City Government.
36. Involvement of National Agencies – as planned the project aimed at cooperating with the National Youth Commission, but this did not happen.

The National Bureau of Investigation was cooperating with the cases recently reported and other agencies except for the RIACAT or the Regional Inter Agency Council Against Trafficking have become active venues for project sharing and reporting.

Immediate objective 2 results on justice or cooperation assistance by local stakeholder's to victims of OSEC:

10. Readiness of key partners to respond –The International Justice Mission expertise has contributed largely to developing a comprehensive model that bridges reporting of prevention education and action to restoration and reintegration. In a recent case, the CSWDO and local project partners including the PCMN staff and IJM has demonstrated readiness to respond and successfully rescue victims. The reported case from Dasmariñas has now been processed and has moved to a reintegration phase. It was also noted that CSWDO's active involvement has further improved their prioritization and inclusion of OSEC activities in the city.
11. Partnerships improved on effective rescue – The recent case shared shows that local stakeholders at the city level and at the community level now have a good understanding of their responsibilities in effective actions that contribute to

delivering justice to victims. Coordination improved among the project partners, particularly on ensuring rescue so that justice is served to victims of OSEC.

It was also shared that the National Bureau of Investigation (NBI) cooperated and helped in the recent cases. The assistance and support of national government entities provides more resources and information about the case and in future cases reported in the city.

12. City Social Welfare actively involved - The CSWDO has also become a central coordinating office for the city government and national coordination on rescue. This shows that the CSWDO has recognized the importance of the E OSEC project objectives and its value to improving child protection in addition to child trafficking, child sexual abuse (physical presence), and violence against children.

The recent election of Mayor Jenny Barzaga has also led to directives to strengthen child protection by improving the knowledge of LCPC and 75 BCPCs in each of the barangays.

Being actively involved in rescue they have also continued their work in the transition to restoration or turning over the child and providing information through the PCAR to the assessment center. A social worker of CSWDO, also accompanied a victim to a temporary shelter.

13. More City Personnel trained and involved - The CSWDO has also started raising awareness among its personnel particularly the Violence Against Women desk officers in the barangays. According to the CSWDO, the VAWC officers have become more sensitive to the issue of OSEC to the extent that they are having updates in their own group chat social media account.

Demonstrating concern towards the OSEC cases some of the VAWC officers from the barangays and those actively involved in education sessions have actually monitored the development of the cases already filed. This has also helped, according to the CSWDO, in educating VAWC officers on what happens and what is needed for a case to lead to justice.

14. Influenced DEPED-City Schools referral and legal action process – The local City School Division Office already has a system of reporting child abuse cases which is likely to have been developed as part of the Department of Education Child Protection Policy. This will be utilized to respond to OSEC by the CSDO. Any case after intake by a school Guidance Counselor may be forwarded to the City Schools Division legal office when there is no settlement of the incident among the parties involved.

Currently with regards the case in one of the schools, although the system is in place, it was not in operation as the CSWDO and other project partners have already initiated actions. However, the system of the City Schools is maintained for school personnel to address cases found or disclosures from the students.

15. Church want to be actively involved in reporting – A Church that is a member of the Dasmariñas City Network of Christian Churches say it is interested in being involved in rescue of children by improving reporting. It has also initiated its own information campaign by printing a flyer with the intent of improving reporting called, “Magsumbong” that means to report.

This Church also has prior work or interest in child protection in Dasmariñas and in Samar in helping to shelter. This kind of cooperation can be a valuable addition to ensuring safe and successful rescue operations and build on community involvement as one pillar of justice.

16. Students and Youth Advocates follows advise to report cases – Younger children have developed high trust to their big brother and sisters (Youth advocates are called Kuya and Ate) and would disclose to them because they feel safe. It was also noted that youth advocates follow a reporting protocol rather than act on the case themselves to avoid greater risks or mishandling of the case.

17. CIACAT and BCPCs not Functional – Unfortunately, the City Inter Agency Committee Against Trafficking is not active thus it cannot respond to OSEC cases. This body although technically authorized to coordinate response to any trafficking case or online trafficking case is not truly functional but officially it exists. Likewise, the BCPC which could attend to community cases and report to the CIACAT or the city LCPC is also non-functional or limited in resources to respond.

18. Membership with RIACAT activated – the PCMN has been accepted as a member of the Regional Inter Agency Council Against Trafficking and has presented the project and the baseline study. This membership was developed because of the inactivity of the local CIACAT that was intended as key partner and link to the City Government in the implementation of the project.

Immediate objective on reintegration and restoration results:

6. Expansion of support to victims of abuse – the project aimed at supporting 23 cases or children who are victims of OSEC. The most recent report showed that the project was able to support 40 OSEC survivors. They were provided support for educational needs and allowance as of the 3rd quarter of 2019. They are as follow:

There was a total of 12 children reintegrated with 5 from Dasmariñas, 3 from Bacoor or a nearby municipality, 2 from the General Mariano Alvarez, and 2 from Marinduque a southern Tagalog province. There are also children provided with support in shelters and there are 9 who have benefitted from the services of the first OSEC assessment center in Shechem.

7. Shechem A First “OSEC Assessment Center” established – With an assessment center the project has adopted scientific measures in determining the best course of action for the best interests of the child victims.

The assessment center is working towards developing expertise at handling OSEC cases and making sure that they are able to exhaust efforts at having a child reintegrated. If reintegration does not work for the child then the options are for transfer to a long-term shelter or facilitate foster care or adoption.

The current process starts not at the assessment center but at the point of rescue on stabilizing or calming a child’s emotion. This was done by the IJM in a recent case they cited by explaining what is happening at the moment the child is rescued. It can also be noted that the education and prevention activities led to the disclosure of the case.

Prior to the transfer to the assessment center there are preparations made by the Shechem care team, as they call it. The team meets, guided by a 14-day induction program, studies the situation of the child and how they are to accept and ensure that all actions stabilizes the emotion of the child.

Attached is the 14-day induction steps that would lead to consistent updating of the status of the child and progress towards the final restoration.

Once accepted, the house parents and a resident Psycho Therapist and Psychologist attend to the child while also providing medical check-ups. The family social worker assigned by the project, and supported by PCMN helps in assessing the family and in recommending options after having been temporarily sheltered in Shechem as an Assessment Center for OSEC.

The Shechem center said 3 months is considered a temporary stay. Shechem is learning that there are unique conditions for each of the cases. Some children had to stay for more than the targeted three months and lasted to 7 months because of the unpreparedness of the accepting family for reintegration. As mentioned above there are also conditions on not accepting older boys in some shelters or only accepting girls in some shelters which lengthens their stay in the Shechem.

8. Successful reintegration reported – According to the latest performance of the Shechem Shelter alone, 9 out of 24 children admitted to their facility was reintegrated. While the number of cases or children are not wholly coming from the City of Dasmariñas the indication for potential viability for restoration or as part of the restoration model is encouraging.

Success is not just in number, but in adopting a practice. The CSWDO was heavily involved in cases cited that were assisted by the project. The PCMN also hired a family social worker to attend to cases which helped also in completing information for the Parental Capability Assessment Report or PCAR. This is a requirement for deciding the course of action towards reintegration to a family by a victim.

Case conferences were also regular with the Shechem cases. Using internet and messaging apps, group chats were organized for at least once a month updating on the status of the child and what to do. It is however, noted that chat groups for cases were not secured and did not have any privacy or security setting activated.

9. Long term shelters as viable option – When reintegration with family or close relatives is not an option long term shelters may be better for a child. According to the performance of Shechem, there are 7 children who have been transferred to long term shelters. There are however conditions that prevent all children to be accepted to long term shelters. Some shelters do not accept older children, particularly boys. There are shelters that only accept girls.
10. Foster Care is an unpopular option - The interviews with Shechem reveals how it is very difficult to get families for foster care and adoption. First, there are stringent requirements by law that a foster parent must acquire and comply with and second, there may also be preferences by those who would want to either foster a child or eventually adopt a child. The preferences lean more to taking in only younger children, toddlers, rather than older pre-teen children.

In the Philippines, while advocates and experts believe that foster care, which is also technically different from full adoption of a child, is better than institutional care. According to PD 603 enhanced by the Foster Care Act of 2012, foster care is temporary substitute for a child to have a family and provide for needs, and of rights.

V. Relevance of the Project

The following conditions found in the City shows that the project is highly relevant and important to protect children and generate learning towards addressing the growing problem of OSEC in Dasmariñas City and in the country.

9. The project created a Model to protect children at risk online – The project in Dasmariñas must also be appreciated as a learning project. The findings in this evaluation report identified the creation and possible development of a “Response Model” that may be adopted and modified in other hotspots of OSEC in the country.

Mainly because of unregulated and very accessible internet – recent data suggests that, in the Philippines, time spent online daily soared from 9 hours and 29 minutes last year to 10 hours and 2 minutes this year, the highest in the world. Another data shows that children comprise 31.4 percent of the population. The PCMN baseline survey found that 96 percent of school age children are or have access to the internet in Dasmariñas City. This is also a finding by Safekids, that nationwide a high of 90% are able to go online. Risk become higher with regular and longer use as the PCMN survey also found that children share pictures and personal details without any security measure or activating any privacy settings.

As a consequence, UNICEF has found that, *“The Philippines has become the global epicentre of the live-stream sexual abuse trade, and many of the victims are children.”*

10. Low public awareness on online safety – Raising awareness and helping barangays and schools conduct their own activities has a high likelihood of lowering the risks of OSEC in the five barangays and three schools which make the project relevant to protecting children.

At the start, parents knew less about OSEC or online safety and duty bearers cared less about addressing the OSEC issue at the start. Of late, there has been a notable improvement in the level of awareness of people in the community and among children.

11. E OSEC project addresses devaluation of girls – E OSEC is relevantly designed first to protect and prevent the occurrence of OSEC so girls or boys do not engage with predators. Second, those who eventually are victimized are rescued and assisted to be reintegrated into their family and society. All these objectives help girls maintain their dignity and boys as well.

The project protects girls and ensures that they are now at less risk of ostracization or stigma and discrimination.

In a patriarchal society, where even women believe in uneven power relations the initiation of girls into OSEC as in prostitution among women often lead to stigma and then discrimination. This initiates the devaluation of girls in the public's eye. As a response these girls and women find it prudent to keep matters of a sexual nature a secret.

12. Boys are also protected – Boys must be educated and informed that they may be at more risk of OSEC than girls if they take abuse lightly. Stories emanating from the community that was gathered from the time research was being conducted for the baseline study unearthed a belief that online sexual abuse is less harmful because no physical touching is involved. There is also a cultural bias when it comes to discrimination in favor of boys more than girls engaged into sex work. Finally, among boys (and men) sex is something they would flaunt as their conquests being a “Macho” in the community and among friends. However, there are psychological and emotional harm that may befall boys if not addressed properly and cautiously.
13. Shows a way to manage victimized children – the restoration roadmap or model and the overall response model that the project has created can now show practical yet scientific ways of handling children and let them recover from the emotional instability and psychological trauma. It is however noted that with this project, a few cases may not provide a sufficient body of knowledge or experience to perfectly address different and unique cases of OSEC. What the project provides is a big opportunity, for the project partners and local government, to learn from what works and what does not work and replicate this in other parts of the country.
14. Contributed practical steps, knowledge, and skills in responding and caring for victims – the project has provided many insights and learning on practical and replicable stapes as it was being implemented. This can be gleaned from the recommendations provided by every stakeholder interviewed by this evaluation. People learned from mistakes leading to adjustments, for example, on how to engage government when some mechanisms are not functional, there have been adjustments in terms of scale from 3 schools to 10 schools and engaging the city schools division for sustained action, and there have been opportunities grabbed in reaching parents in communities, in schools, and in from government programs like the 4Ps.
15. Educates against OSEC as a way out of poverty – The project is able to counter the lure of money in poor communities that have become vulnerable to financial enticements. Not explaining the long-term impact of OSEC to families may lead

to wanton disregard of the welfare and dignity of children when offered money by predators to performs sexual acts online.

16. Readiness and capability to respond must be developed - The project became a catalyst for taking action with interventions on education and mobilizing justice pillars and creating a pathway to restoration. Local stakeholders were not ready to respond at the beginning of the project. There was no system in place and advocacy or emphasizing the importance to child protection was low. Hardly were there any prevention and education measures in place despite some level of awareness that OSEC was happening.

VII. Effectiveness and Areas of Improvement

Education and Prevention

22. Developing schools as “Awareness Hubs” – It is where projects can maximize education efforts and be targeted as a locus for OSEC or places where there is high impact on delivering lasting messages to children and adults. It is where the project was able to reach many children effectively and in an organized manner. Tapping youth advocates was also easy compared to recruiting in the community. Working with student leaders from the Supreme Student Government and teacher advisers facilitated successful roll outs. Being able to cover all sections of Grades 4,5,6 shows how broad the education and prevention of OSEC could be achieved.

More than this, through the PTA parent leaders helps expand awareness to the whole family as they now become aware of the issue and are educated on what to do and where to report.

Teachers, particularly the advisers active during the project remain in the schools and show that investment in them as champions has led to continued work on rolling out E OSEC modules among new grade 4 students in DJPRES even when the SSG youth advocates have already graduated. There is continuation of the project even after it has ended with Teachers capacitated.

23. Training of advocates and facilitators – having ready modules and conducting training to initial contacts from the five barangays and youth from Churches initiated the expansion and foothold of the project in Dasmariñas. This led to other people becoming voluntarily active in education sessions in the schools and in communities.

24. Training of SSG as facilitators and educators of children – According to the former SSG officers and OSEC youth advocates of DJPRES, they appreciated the project because of the impact they had on younger students. They have traced this to the effectiveness of the training conducted by PCMN. Setting the mood for fun learning and using the right teaching methodology was found effective among young people and among children. The training modules were easy to follow and having copies of modules to review and guide them while rolling out made it more effective. Always showing seriousness but not being boring and at times engaging children in jolly and happy activities made it fun to facilitate.

Moreover, they felt they were trusted by the PCMN and their teachers motivating them and gaining confidence.

25. Strategy to conduct E OSEC Modules by Students with a “Kuya/Ate” - Teaching younger kids by older kids banked on a modified peer to peer approach. Big brother and sister who understood children and their experiences gained the trust of grade 4,5,6 student. The PCMN staff, Resty, who is a petite young-looking lady is an example. Students show trust and have also reported to Resty.
26. Lanyard and other tokens remind students – There are reminders and messages and contact number to help students report – Based on communication principles, having something to remind of what persons have learned is helpful. A cue for action was provided by the project using the materials and tokens children received at the end of the sessions.
27. Participation of Teachers as advocates – The role of teachers as advocates has improved the mainstreaming of E OSEC in schools. One case is about Mr. Dean Laureano from DJPRES. A teacher who embraced the E OSEC project after having learned that one of his students was a victim of OSEC before learning of the project. He knew that OSEC is a hidden problem and the offer to educate and prevent OSEC by PCMN offered a solution.
28. Teacher support to initiatives of students SSG – The experience of youth advocates involved cooperation between the teachers-advisers of the grade school department and the senior high school department. In DJPRES, Older students from senior high were handled by an adviser who was also guiding the SSG officers that led to active participation. The senior high adviser would then coordinate with the elementary school advisers for an in-school initiative of mobilizing older students to teach younger elementary grade students.
29. Teachers gave more time for SSG Youth Advocates – Each of the sessions are scheduled during available time within the school schedules. Usually, one session would be enough to cover 2 to 3 modules, thus completing the 9 modules in around 4 separate days on average. However, the delivery of the modules may take longer when handling younger students and Teachers understood this difficulty by the youth advocates and offered to extend the time when necessary.
30. Orientation of teachers, advisers and coordinators of the City Schools Division – Reaching out to the City Schools Division and sharing knowledge about E OSEC as it has been shared to teachers in the schools covered developed advocates in the school system. These initial activities of meeting and explaining has led to massive dissemination of information on eliminating OSEC and protecting children and continuation in 10 more schools.

31. A Church had own communication initiative – The World Christian Fellowship decided to be an active stakeholder on E OSEC and produced a communication material called, “Magsumbong”. This was distributed within their own Church Community with the main purpose of helping victims of OSEC and provide information for their rescue and restoration.

More Churches of the Dasmariñas City Network of Christian Churches were not active in the E OSEC project.

32. Integration in Sunday School – One other Church shared how they have continued after attending a training on E OSEC conducted by PCMN. The Church is called What the Bible Says, integrated E OSEC modules as topics in Sunday School for children. The activities were also supported by the project by providing materials. They were able to reach 60-70 kids in their immediate community. They were successful in mobilizing children of Church members and other children in the community. However, inviting children from non-Church members was more difficult with some parents no accepting the invitations from another Church.
33. Combined Effort of Barangay and Church – The project also found cooperation between a Church, the Biyaya ng Diyos with Sto. Nino 2 Barangay Council officers on OSEC activities. This is also a result of separate efforts of PCMN through the Dasmariñas City Network of Christian Churches and the activities with Barangay Sto Nino 2 by PCMN converging in one area. The DJPRES school is also located in the same area and shows how the project was accessing different stakeholders in creating a low risk environment.
34. E-OSEC module roll out in Barangays – Not all children in Sto. Nino 1 and 2 are enrolled at the public elementary school. To reach these children a separate roll out to 8 to 12-year old children in communities contributed in creating a lower risk environment for OSEC. The roll out sessions was conducted by PCMN staff and community youth advocates trained at the very start of the project and local champions from the Barangay Council were responsible for facilitating other needs of the sessions.

Areas of Improvement or Ineffectiveness

35. Unaccomplished coverage of target number of schools – Initially targeting 10 schools in Dasmariñas City, the project was only able to reach two public (government) schools and one Christian private school. Fortunately, because of the good results and advocacy of the two public schools, the City Schools Division has adopted the roll out of the E OSEC modules in 10 more schools. Nonetheless, it was found that at the start, PCMN was not familiar with the

requirements and processes of mainstreaming advocacy inside schools. Having this knowledge now on how to speedily engage schools is a big benefit for the E OSEC advocacy.

36. Absence of posted communication materials – In all of the schools and in the barangays where the project was implemented there are no posters or billboards in the community to remind and inform people on what is OSEC and how to eliminate or how they can participate. Information gained from the orientation sessions and E OSEC roll outs may be forgotten after some time. Communication materials that were produced and distributed were limited to small personal take home materials which has helped to an extent.
37. Sustaining participation of more student leaders – During the training of youth advocates in schools there were more than 40 participants. However, after three months only the officers of the SSG remained active in the roll out of the E OSEC project. While there may be many reasons for the decrease in number of active youths advocates it was found that activities were limited for the practice of new learning. Either the follow-on activity of rolling out to lower grades could only accommodate a certain number of youth advocates thus limiting exposure of the other youth advocates.
38. Succession and Training new batch of Youth Advocates – In the following year in 2019-2020, after the project ended no new training of the incoming SSG and student leaders was conducted. The project at this time was now handled by the City Schools Division based on the MOA to roll out to 10 more schools. There was no plan for succession of youth advocates to the next SSG leaders. This may have been stalled by the plan and MOA for the City Schools Division to roll out a training of facilitators that, unfortunately, could only have 1 out of the 10 trainings completed because of various reasons including the Taal Volcano eruption.
39. Follow up actions of local leaders – In communities and barangays there were no follow up plans and activities are the orientation and seminars on E OSEC. Many of the parents and local leaders were not able to apply their learning at the community level. The crafting of the Child Protection Policy was limited to barangay officials.
40. Maintaining or developing committed Churches – After the initial meetings with the Dasmariñas City Network of Christian Churches, network development activities became limited. Sustained network development activities in relation to the project with the leaders of the DCNCC can be improved according to some DCNCC members. There are more than a hundred members and non- members of the Dasmariñas City Network of Christian Churches, an estimation provided by

Churches who are active in OSEC, yet there are only around 10 actively participating and having their own activities in E OSEC. There were recommendations by those active on harnessing instead, not the whole network but those DCNCC Churches willing to participate in the project, Churches have other priorities and programs that are also ongoing and may not be always available to participate.

41. Trust in teachers is still low – According to Teachers, children/students did not seem to disclose to them about their experiences online unlike the level of openness they display to youth advocates and young facilitators from PCMN. This information validates the baseline survey on digital behavior that young children would tell their parents when threatened, however, older children would talk to their peers and that there is less likelihood of talking to their teacher and a religious leader.
42. Less focus on sexuality education vis-à-vis OSEC – This is not part of the E OSEC modules and yet this issue is also about sex and sexuality and some children are transacting with people and meeting in person to provide services and are being abused and exploited. Knowledge about the risks of early sexual initiation or worse exposing oneself to sexual abusers and predators willingly not knowing the consequences will do much harm. Recently, there has been talk about “150” referring to 150 pesos in exchange for something sexual that was heard in one of the FGDs. In the baseline study there were incidents disclosed of meeting after chatting, or “eyeballing” with someone in a mall.

Sex and sexuality are always treated as a sensitive topic and are not discussed among children and adults. However, OSEC or the sexual exploitation of children can also be an opportunity to enlighten young people, age appropriately, on the importance and value of protecting their bodies and their dignity.

Justice

10. Continuous Meetings with Relevant Stakeholders – realizing at the start that the city government had other priorities, PCMN patiently worked its way through the City Social Welfare Development Office and the persons in charge. The CSWDO admitted that the LCPC of the City in reality is being driven by personnel from the CSWDO particularly by the unit in charge of child protection. After several months and following protocols learned from initial meetings the project was able to have a breakthrough that led to improved cooperation in education activities to collaborating in rescue and efforts at the restoration process designed by the project.
11. Entering into an official agreement – Once a Memorandum of Agreement was signed with the schools there have been increased activity in schools.

Objectives, activities and responsibilities were clearly written and this also officializes that teachers and other officials are able dedicate time and allow access to students. Teachers have been able to integrate E OSEC in their own plans and have been considered for the regular in-service trainings of teachers.

12. Continuous learning and participation with local OSEC champions – At the community level, there have been trainings on the para-legal aspects of OSEC and other child protection policies.
13. Stakeholders contributed expertise development to E- OSEC – Government and non-government collaboration consolidated a new set of expertise or capacity needed for the response model and the specific restoration model. The International Justice Mission are experts at helping in investigation and rescue but highly sensitive to the rights and best interest of the child. PCMN led collaboration aspects and provision of resources or management of the linking with the city contingent of the rescue, mainly the CSWDO and the local police.

Areas of Improvement or Ineffectiveness

14. Identifying specific data on OSEC – Since the start of the project, data available are on the number of trained or reached organizations in the schools and community. There have been noted cases in a school and an accounting of internet shops with child protection policies. However, specific data on OSEC which may also include internet connectivity in the barangay, frequently used apps online, common risks reported, reports on children encountering risks online are mostly anecdotal and qualitative but not quantified. Lack of specific data limits knowledge with which to develop improved response to child protection.
15. Reporting of OSEC Cases in communities - There have been poor reporting of cases from the community since there have been limited description on what to report. OSEC as mentioned above are of many types from grooming to video streaming etc. There are also other indicative variables as mentioned also immediately above to help inform and diagnose an OSEC situation in a community.
16. Having city champions – Throughout project implementation PCMN and its partners have worked with gatekeepers, or the people in charge of operations, not the leaders or decision makers as champions. Support from the Office of the Mayor and the Sanggunian was none existent during the term of the former Mayor until 2019. By the time the new Mayor took office the project has intensified in schools and communities while improving relationship with the CSWDO which limited attention to developing local champions.

At the level of City government, it is well known in local governance and politics in the Philippines that the Mayor is the most powerful and may direct offices to priorities of the executive. In Dasmariñas, harnessing support from the current Mayor and from the Sanggunian Panglungsod will improve mobilization on prevention, justice, and restoration with recommendations from the CSWDO that has been part of the project.

17. Absence of an enabling and mobilizing policy or ordinance – In the case of Dasmariñas City, executive or legislated policies to support OSEC response and actions are not yet localized or considered in local plans and allocation of resources to address OSEC. The Philippines have statutes or national policies that protect against child sexual abuse under RA 7610 An Act Providing for Stronger Deterrence and Special Protection Against Child Abuse and Exploitation. There are also laws against trafficking, pornography, and cyberbullying which when taken together do provide a strong legal framework against OSEC.
18. Developing the LCPC and BCPC capacity – Project efforts at the barangay was found to be strong on rolling out E OSEC and orientation and education among parents who are local leaders and children. But, direct efforts at capacitating the BCPC was not part of the set of activities implemented. The Barangay Council for the Protection of Children is a mandated mechanism for child protection that has not been mobilized for the project because it is not functional in most barangays.

Restoration

8. Organized a compassionate approach to restoration – Overall, the project linked education to prevention to rescue and to a process of restoration in a way that realizes the rights of the child victim and to protect from any more harm. It is a task force type of approach by all project partners who are concerned about the welfare and emotional stability of the child.

The establishment of an OSEC assessment center organized steps or actions, that includes attention by a Psychologist and Psycho-Therapist and Medical Doctors ensures that a child is cared for and be emotionally stable.

The cooperation between social workers have successfully reintegrated children or transferred to a long-term shelter.

Throughout the whole process for each child PCMN, IJM, Shechem and shelters, and the LGU social workers in charge have been communicating with each other through online case conferences.

9. Care Teams formed – Care teams are an effective approach to helping the child and ensuring their wellbeing., from the assessment and their temporary shelter a care team is organized. This team is composed of the trained house parents together with the professionals in the center and they are focused on each child. The information provided by IJM or rescuing parties and social workers are discussed even before the child is accepted at the center. The 14-day induction process and the continuing stay of the child is discussed in regular, at least monthly, case conferences.
10. Family social worker attending to case assigned by project – Having a family social worker helped the local government social worker assess the family where a child will be reintegrated. The family social worker was found to speed up the completion of the Parental Capacity Assessment Survey (PCAR) which is necessary for deciding on a child’s reintegration process. This is a requirement to prospective family or relatives who are not considered offenders in the case and where the child can be properly cared and loved.

Social workers have also become the initial link in preparing for a successful reintegration. According to the project social worker it was also important to be sensitive about each family and child as it would help gain the cooperation of families.

11. Flexible options aside from family reintegration – Reintegration with family or relatives is always the first option aside from transferring to a long-term shelter or foster care. Assessment information about the child comes from the work of the psychologist, psycho-therapist, medical doctor, social workers, and those caring for them in the temporary shelter. Flexibility based on good information is a benefit and good practice from having an assessment center that will ensure that the child will be loved and cared for as they grow.

Areas of Concern

12. Difficulties in Foster Care – as mentioned there have been no child restored through foster care arrangements from Shechem. Adults or prospective parents are very few, compounded by the difficulties in qualifying and securing requirements limits the option of foster care or even adoption. It is possible that this option will be important if the number of cases increase under a situation where family reintegration is not possible. The other option of long-term shelter care may encounter sustainability issues if more children are taken in.
13. Limited options for long term shelter – Institutions that may accept children affected by OSEC at this time are still available. However, not all shelters accept boys or girls who are older than around 13 years old. There are also shelters that

only accept girls and not boys. Shelter have reasons why they have these conditions or rules. It is important to note from the project study that as a child becomes older from 12 to 18 years old, they are online longer and are at a higher risk for OSEC. It will be a dilemma when more children, teens, would now need a place to live after being rescued.

14. Security during case conferences – Conducting regular case conferences utilizing the internet or chat apps, there were no secure or privacy settings used which may unintentionally divulge certain details or information about a case. The use of apps may be a quick way to report and make decisions but in cases where predators or organized perpetrators are involved improved security may be necessary.

VIII. Efficiency and some Inefficiencies of the Project

1. Training and Mobilization of SSG and Community based Youth Advocates – capacity building is always an efficient strategy at embedding knowledge, skills, and attitudes on an advocacy issue. Eliminating OSEC is an issue now being addressed by the very people who are the most likely victims by empowering children and young people to protect themselves. Youth advocates from schools, Churches and communities as discussed above have reported their own initiatives on rolling out or in sharing how to eliminate OSEC on their own apart from the PCMN funded projects. These advocates have plans of continuing their advocacy on E OSEC in the coming summer while Church youth volunteers may soon expand to other Churches outside of Dasmariñas City.

During their incumbency as SSG officers in DJPRES lack of funds was not a hindrance. They had a program of collecting empty bottles and sell these to have some funds for the roll outs. They call this program KALAKAL.

On the other hand, it was inefficient that there are no new batches or a succession and passing-on of the responsibility to youth advocates for OSEC roll out. Many children have been reached by the initial batch of youth advocates, but they are not trained to roll out and educate other children on E OSEC.

2. Development of Barangay based champions and speakers – The project has developed champions from Barangays and from local Churches. These champions of E OSEC invested their own time, money, and commitment to the project. With champions the resources of institutions they represent were efficiently mobilized. The resources include non-material things such as reach and access to children and parents and some material things like the use of barangay logistics and facilities.

As an example, in recent activities with parents and PTAs the schools also have Mr. Dean Laureano as an active champion who was joined by barangay champions like Kagawads Jeff and Flor. It was found that these three champions have participated at the very start of the project during initial trainings and then actively worked with the PCMN in reaching more children and adults in the communities.

3. Providing copies of Modules – The E OSEC hard copy of modules distributed to the youth advocates helped youth advocates in rolling out the E OSEC. The E OSEC modules will have sessions in Samar with one SSG, Brian, not living in the province. The What the Bible Says volunteer will also soon use the modules for expansion to Marikina and the Bikol Region or Region 5 in the Philippines.

4. Partnership cooperation for justice – Instead of separate interventions on the same advocacy, the PCMN, IJM and the shelters/assessment center linked their expertise and knowledge resources as well as other resources to create what is termed in this report as a “Response Model” on OSEC.

The partnership is still at an early stage of familiarizing with their specific contributions to the response like a newly formed sports team learning each other’s strengths and weaknesses. However, in principle the convergence of expertise has resulted in risk reduction on OSEC at the community level and potentially help people disclose. There was quick concerted action found when there was a need to rescue and save child victims. There was communication from rescuers and preparedness by shelters to care and ensure emotional stability for the rescued child to work on restoration through reintegration as much as possible.

Cooperation has been found to include work with national agencies such as the National Bureau of Investigation and the PNP on most recent cases.

5. City Schools has a system for case reporting and handling OSEC –The consideration of OSEC as a top issue affecting students in the City warranted the use of an existing system of the city schools on reporting of cases. Operationally, at the school level, when a case is reported it is handled by the Guidance Counselor. If the case is sensitive, such as an OSEC case, this will be forwarded to the legal division of the City Schools Division. The case will be documented for possible use If the case is filed in court aside from providing information to local authorities on cases that need extraordinary action such as a rescue.
6. Use of Internet for case conferences – On adding value to care of children leading to their reintegration or transfer for their better interest, the use of chat functions of applications will efficiently allow sharing of information and discussing courses of action. This is being done in the operations of Shechem for OSEC children victims. However, it is noted above that despite the efficiency it brings there are still security concerns that need to be remedied.
7. Sharing of resources for other children cared for by Shelter – Since the OSEC assessment center was created for the purpose of serving child victims and with the low number identified from Dasmarias City and Region 4 or the CALABARZON areas during project implementation the decision to provide for other children also in the center was a compassionate decision instead of leaving resources unused. It is noted that these are children who were also abused and abandoned or need to be assisted.

8. Continuing education of a child in Shelter – It is a step towards ensuring the child’s future is not disrupted, more so, personal education approaches in the shelters may be an entry point for the psycho therapist, house parent, psychologist, and shelter staff in reestablishing a growth development track despite the incident. This is an entry point to emphasizing there is hope for better future – even though children victims are displaced and separated from their family, and despite the temporary shelter arrangements available these shelter institutions continue to provide for age appropriate education through house parents or other staff.

Areas to Improve Efficiency

9. Network development of the Dasmariñas City Network of Christian Churches – Sustained network development work according to the active Churches may have also focused on the leadership of the DCNCC, consistently at that. As a fact, there were no joint plans of the DCNCC and PCMN mentioned during the interviews and instead most the activities were already determined by the project wherein the people from Churches were invited.

The project started with contacting and connecting with the DCNCC as a partner for project implementation. Some Church leaders have attended trainings and orientations and became active in the project, but according to these active Churches they were only a few compared to the total membership of the DCNCC. A special group may have been formed from the DCNCC from among those who have committed to help the project and became more organized in its approach with their own plans representing the DCNCC. This is because it is understood that some Churches will have different or many priorities and working only with a committed group on OSEC within the DCNCC is more feasible.

10. Maximizing local organization leaders in promotion and prevention – after the parent sessions this evaluation found limited follow up activities by those who attended. Unlike the initial batch of trainees on facilitating and explaining OSEC, local leaders did not have any activity to pass on further the knowledge and information about OSEC. For example, in Sto. Nino 2 the attendees to the parent session were also block leaders who are tasked to disseminate information about programs and projects of the Barangay. However, there has not been any reported activity related to OSEC awareness raising by the block leaders to reach out to other households.
11. Absence of designed training for Church leaders – The trainings were for children and parents and was not designed specifically for the mobilization of local Church leaders and how to be champions of E OSEC in their own Churches. This may have improved the mainstreaming of E OSEC in more Churches. The

modules for the E OSEC education was well developed for children and teens coming from the learnings of the youth for safety projects. There was also material for parents specifically and other information provided by the City Social Welfare on laws or para legal information.

12. Monitoring of technological or internet access capability of the barangay and households – Bodies of information are not yet available sufficient enough to address OSEC efficiently. The findings from the baseline study on digital behavior could be a start in developing a diagnostic and monitoring system that provides vital information for the prevention of OSEC. For example, information on whether more children are going online at home more than at the internet shops, how many are using cellphones, and how long are children online according to age and ownership of gadgets. This information is not yet enough, there is limited information on the technological status of the barangay in terms of what are the most common internet providers in the barangay? How many gadgets are available to children in a home? What is the average usage rate of residents disaggregated by age in the barangay? All the information when added to other available information from a local city Community Based Information System or the National Household Targeting Survey may help inform local plans for response to child protection and OSEC in particular.
13. Not very prominent communication materials to remind community after orientations – Education sessions to children or parents have a strong impact immediately after they have gained knowledge about OSEC which may be efficient in the short term. In the long term, after several months after the trainings and orientations people will forget or be overwhelmed with new information. As reported the rest of the community of more than 1,487 parents and hundreds of children will forget what they have learned without prominent reminders, these may be provided through posters or billboards to complement activities that are being conducted on OSEC.

IX. Sustainability Findings

Prevention education of OSEC in the community:

20. Use of E OSEC Modules for Youth Advocates – the modules used in training youth advocate-facilitators is effective and will contribute to sustaining knowledge among youth advocates.
21. Transferred responsibility to the City Schools on OSEC advocacy - The responsibility has now been taken by the City Schools Division Dasmaringas City. Support from this current project has ended although the MOA remains and may be extended in other upcoming projects in the city. However, the continued management of youth advocates targeted initially in ten more schools will have to be managed by the local education department.
22. Better knowledge of online safety in the community – there are improvements on online safety at the community level and among parents. This has been observed among parents during the discussion who have either learned by attending sessions in the community, among PTA members, or some have heard them from their children and the minimal sticker about how to be SMART against OSEC.
23. Community champions persisting but needs to be re-elected – the strong advocacy of community champions is likely to sustain the OSEC advocacy within the current term until 2022. After the term and if not re-elected a new set of officials will take over and may or may not prioritize child protection and OSEC as their program.
24. Active Churches can sustain OSEC work – a few members of the DCNCC and noted one independent Christian Church has seemingly adopted the advocacy on OSEC and have integrated it in its ministries and priority work.

Concerns on Sustaining Prevention and Education

25. Plans and resources are not formulated and allocated – Most of the resources for the activities that have led to satisfactory results on education and prevention were mostly from the project resources and funds. Materials and other logistics were produced from project funds and these were distributed during the activities. Currently, the Barangay Council for the Protection on Children are inactive and there were no allocations found specifically for OSEC. Churches, though reliable once committed also do not have the resources to sustain continued roll out activities and not many Churches have made a strong commitment.

26. Education of concerned agencies in City Government – the project has developed a good working relationship with the city social welfare office personnel. However, the mechanism supported by policy such as the LCAT-VAWC task force or the CIACAT and the LCPC composed of other offices have not yet been active. Being able to develop functional bodies for OSEC and child protection will have to be directed by the Local Chief Executive or by strong support of members of the Sanggunian Panglunsod (City Legislative Council) who may adopt a local policy that will enable programs and allocation of funds.

Sustaining delivery of justice:

27. Tested a Response Model in Dasmarinas – an important result of the project is the creation of a response model wherein there was a convergence of resources and expertise from government and non-government on some cases that helped victims of OSEC. With more experience and learning from different kinds of cases in Dasmarinas or in another project would likely improve the knowledge and capacity to rescue more effectively and efficiently.
28. Explicit identification of OSEC as a Concern – the CSWDO has continued to identify OSEC as a separate concern in its tally on cases about child protection. The recognition as mentioned above is an indication also of acknowledging that OSEC needs a unique response from other child protection concerns. Although this can be improved by having more detail on the types of OSEC reported and the outcomes of actions taken against each.
29. Schools local reporting and case management system – as discussed above the availability and use of a reporting and case management system expedites justice and processing of cases for the best interest of the child/student.

Concerns on Sustaining Insuring Justice to Victims

30. Inactive Child Protection Committee – Cooperation with the CSWDO was successful in rescue operations, education, and prevention, but with an inactive CPC at the city and barangay level all these efforts did not yet have the full support of the City government. Stronger support from executive and legislative officers and officials may strengthen the response model within the city government.
31. Supportive local policy to ensuring justice – the City government does not have an enabling and mobilizing policy against OSEC. It may be a localization of national policies or the adoption of a local ordinance or executive order that will enable the allocation of funds and direct local personnel to respond to OSEC

from community participation, enforcement, review and processing of cases, and leading to the next step of restoration.

On the Restoration Model/Roadmap:

32. National policies need to be invoked through advocacy – Legally, there are several laws that can guide or demand action from local authorities on OSEC. The CSWDO for example uses a response flowchart to attend to victims of abuse both women and to children based on the Anti-Trafficking and VAWC Laws. The problem as mentioned above, is that, mobilizing local action will need support from local officials. There are no high-level local champions and no local policy strong enough to demand the adoption of plans and allocation of local budget to ensure that laws are implemented.
33. CSWDO is in place in the City – The City has an office that recognizes OSEC and having been active partners in the project demonstrating cooperation during recent cases ensures that the CSWDO can be tapped again for other reported cases of OSEC. While the participation of IJM or PCMN in the whole process may decrease in the future the CSWDO may transfer the experience to other offices and groups to help.
34. Local restoration model needs to be tested for improvement and sustainability – Each case will be presenting its own unique nuances and challenges. The response and larger restoration model that has been created by the project will have to be tested and applied for improvements to be made effective, efficient and sustainable. Through consistent application this model can be developed to be resilient so as to serve more children affected by OSEC.

Concerns on Sustaining the Restoration Model

35. Sustained funding of OSEC Assessment center and shelters – privately run institutions like the Shechem Assessment center and temporary shelter are always at risk of not having sufficient funding. This in turn will affect the quality of care for the children assessed and prepared for reintegration. As mentioned in the findings the idea among prevention and justice partners that a shelter will be available to care for the child once rescued makes it easier to decide on taking action.
36. Availability of shelters for older children – alternative arrangements with shelters or scoping of other shelters not yet tapped by the project may help provide for homes for older children with higher risks of OSEC. Limited options may not be helpful to older children, teens, particularly boys who would need new homes or just a place to stay and avoid further harm.

37. Popularizing foster care – it is beyond the project to influence improved enrollment of adults or parents to go into foster care for OSEC victims. However, this underscores the importance for increased advocacy by PCMN on popularizing foster care and discover how its membership can pool ideas and resources to improve this option.
38. Sharing the restoration model – sustaining and popularizing the current restoration model may need improved community support and institutional uptake from other shelters or organizations. However, community support or sectoral support will improve only if there is sufficient social marketing for the restoration model and its overall benefits. Popularization through projects such as the new OSEC projects and plans of local member networks of PCMN may be a start.

X. Recommendations

1. Strengthen Cooperation on the Viable Response Model and Learn – This is recommended for the main proponents and active contributors of this model are the PCMN, IJM, Shechem, AMG and the other shelters who were eventually involved, plus, the government side from the city social welfare office and other offices involved in the rescue operations. Cooperation will broaden with the addition of the Department of Education CSDO and participating schools. Grassroots community representation can be provided by champions from the barangays or an active child protection group in lieu of an inactive BCPC.

In concrete terms, the recommendation is to conduct a workshop among all these stakeholders and create a manual of the response model. This model is based on the findings that there is a lowering of risk on OSEC (see end line survey results and anecdotes) and the effectiveness of cooperation in rescuing and caring of victims until they are reintegrated.

Following this, a broad dissemination to PCMN member networks and new projects already in operation will provide the opportunity in testing the response model. This will include the continuing project in the City of Dasmariñas where the main actors are still in place for strengthening and consolidation.

2. Organize “alternative but temporary” advocacy groups in communities – because BCPCs and CIACAT/LCPC in Dasmariñas City are not able to function and currently respond to child protection and OSEC issues, it is possible to organize alternative groups, starting with a handful of advocates and champions, to lead in E OSEC continuation in the barangays and the city.

This group is an alternative to trigger functionality or assist legally mandated local government mechanisms. As a trigger, the advocacy group may be composed of local CSOs, Churches, Youth groups, etc. combined with already active city government offices like the CSWDO and the City Schools Division Office. On behalf of the absent mechanism like the CIACAT/LCPC this group will work and draw other members of the CIACAT and LCPC in becoming active. The advocacy group may also assist in supporting the local legislative council in the adoption of an ordinance or the Mayor in crafting and implementing a local order. The intention is to advocate by demonstrating the value and relevance of a group that responds to the problems on OSEC and child protection.

The same is applicable at the barangay levels where BCPCs were found to be inactive most of the time. A grassroots advocacy group composed of champions like Kagawad Flor and Jeff, Teacher Dean, youth advocates, VAWC desk officers

could, on behalf of the BCPC, roll out actions on OSEC to trigger and/or assist the BCPC.

This strategy is proven and was used by this evaluator with local governments whose local health boards were not functional in mainstreaming health programs and policies on maternal health and family planning. In several local government units, the creation of a local advocacy group from among local CSOs and active personnel led to the adoption of local ordinances and improved plans for caring for pregnant mothers and families.

3. Work with local Department of Education Offices – As schools were found to be effective OSEC awareness raising hubs reaching both the children and the parents, formal agreements with the DEPED coupled with the proven effectiveness of E OSEC modules will help reach more schools, and thus more families in any locality. The education and prevention work that schools can generate is fast and can be sustainable as OSEC education can be integrated in the student handbook, Edukasyon sa Pagpapakatao subject in K to 12, In-service training of teachers, school Improvement plans, student government programs, Guidance Counseling, and PTA activities.
4. Consolidate Churches and persist in network development – A recommendation was to approach the leadership of the networks like the DCNCC and find member Churches who are willing and voluntarily want to adopt the E OSEC advocacy. Design a purposive leadership development program for these Churches to include child protection and OSEC advocacy. There are suggestions to support network cooperation planning and initial guidance in implementation.
5. Plan for succession and training of new youth advocates – young advocates would eventually graduate from their schools or eventually marry and find employment with new responsibilities. It is found that among older young people there is only a window of 1 to 2 years among those in Senior high school students to be active in school-based advocacy. The same is true for those advocates in communities. Hence, mobilizing youth must always include a succession plan if it were to sustain campaigns on OSEC. Concretely, it is recommended that the next set of SSG officers be trained by the existing or graduated SSG officers.

As part of the training, it is recommended to include topics on educating children and facilitators on how to handle sexuality education to know the risks they are encountering when enticed, tempted, bribed by predators.

6. Generate LGU Involvement and champions for sustainability – Definitely the political nature of governance will make it difficult to develop relationships with

the local chief executive (Mayor) and the members of the local legislative council. However, projects are short lived and unsustainable if the local governments do not take on the responsibility of continuing the platform or model that has been established by the project. Advocacy to LGUs means building relationships with local officials who are in authority to raise the issue of OSEC, in this case, as a priority. Having local ordinances is the responsibility of the local legislative council while its implementation would be under the authority of the Mayor and offices under the executive branch.

It is recommended that there must be plans based on available information to reach out and get the support of the local government.

7. Generate local policies to enable mobilization for national laws – Start with advocating for local policies in local government units. The value of an adopted policy on OSEC and child protection will hasten the allocation of resources and the mobilization of local offices. And, more importantly it must be noted that the interactions with people in government during the process of designing and studying policy and working towards its approval is a great opportunity of meeting and building relationship with local officials. By the time a policy is approved, in legislative advocacy efforts, advocates will have already built a strong relationship. However, if an advocacy group fail to “manage” legislative advocacy actions they may make the mistake of alienating themselves from the LGU officials.
8. Implement and learn to Improve on the Restoration Model/Roadmap – it is recommended that the model or roadmap be continually tested and learning from each case is shared. There are only a few cases encountered by the E OSEC project and it is likely that there are more cases of children who will need help.
9. Improve systems on monitoring and analyzing OSEC – it was found that a monitoring system more than a mere reporting system needs to be in place. There must be a consolidation of the different variables related to OSEC among children, parents and households, community, and government into an informative checklist that can be used for monitoring the status of a community on child protection. This checklist will be the main instrument to diagnose the OSEC situation in the community and it would also be beneficial to add the readiness of locals in the community and the city to respond and address the child protection and OSEC problem. This checklist may be administered for establishing baselines and later determine benchmarks to inform strategies and approaches. There are already available variables from the baseline study of PCMN that may be reinforced by other local data from the CSWDO and existing government surveys and census activities like the NHTS and CBMIS in local government.

Ideally, and this may be initiated by PCMN projects, the monitoring system must be participatory from the household to community and the larger city or municipal levels. This means there will be reporting and information from the grassroots moving to local government levels for analysis and learning.

Reports may be generated at the barangay levels by an advocacy team or

To develop this system, it is recommended that PCMN together with its local and project partners with some experts convene a workshop.

10. Communications strategy must be improved – Initial communication messages and materials were developed, the concern for improvement in the communication strategy is to sustain messages and thus sustain changes in behavior in the community to lower risk of OSEC and assist victims. Schools must have a sustained strategy of reminding succeeding student the next school year which was realized by DJPRES when teachers rolled out to new grade 4 students. The idea is the same with the inclusion of E OSEC guides and reminders in the city school’s division E handbook for students. All these can be taken into consideration as part of a long-term sustainable communications strategy.
11. Practice of trauma stewardship and development – caring for those who educate, rescue, and restore OSEC victims to their families or to a normal life again must also be given adequate attention. The emotional and psychological impacts to project staff in this case cannot be overlooked as some have been affected and needed attention. It is recommended that projects that affects the emotional and psychological well being of people must also have a means by which they are monitored, checked, treated, and cared for.

ELIMINATE

ONLINE

SEXUAL

EXPLOITATION

OF CHILDREN
