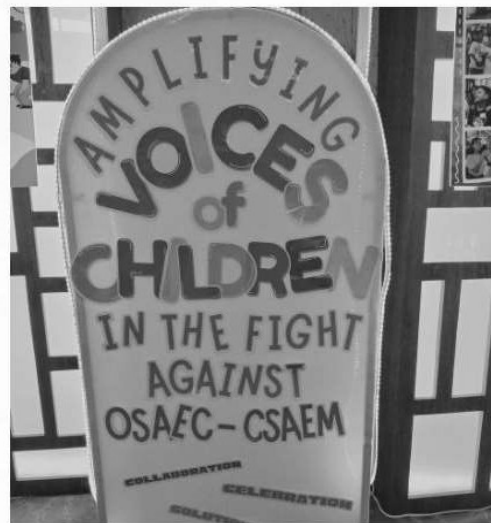


RESEARCH REPORT

E-LEARNING STUDY AS AN APPROACH TO CAPACITY BUILDING ON CHILD ONLINE PROTECTION IN THE PHILIPPINES



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I. OVERVIEW

This **E-Learning Study as an Approach to Capacity Building on Child Online Protection in the Philippines**, conducted from December 23, 2024 to March 31, 2025 is part of the Global Program on Stopping Cybercrime against Children, which the Stairway Foundation Inc. (SFI) has been implementing in the Philippines since 2021. The Global Program on Stopping Cybercrime against Children, also covering Nepal and Indonesia, involves a multi-stakeholder approach involving different national agencies including the Department of Education (DepEd), Department of Social Welfare and Development (DSWD), Philippine National Police (PNP), Council for the Welfare of Children (CWC), Department of Interior and Local Government (DILG), National Coordinating Council (NCC) on OSAEC-CSAEM and Break the Silence National Network (BTSNN). The Global Program is supported by Kindernothilfe and the Federal Ministry for Cooperation and Development (BMZ).

E-learning is a significant platform for SFI as they executed their program in the Philippines, focusing on enhancing capacity, advocating for policies, and empowering children while advancing a globally informed approach to child online protection.

This Project Report details the analysis of the processes, strategies, challenges and steps involved in the setting-up, utilization, and wide-scale adoption of an e-learning platform, and the program's outcomes, sustainability, and impacts as a capacity-building strategy and tool on child online protection (COP) for child protection actors in the Philippines. Part of a four-year project, the e-learning capacity project is under the Global Program Philippines Country Module 2021-2025.

RATIONALE¹

The Internet has become an indispensable and important part of life for both adults and children in the Philippines and sexual violence and exploitation have become a growing

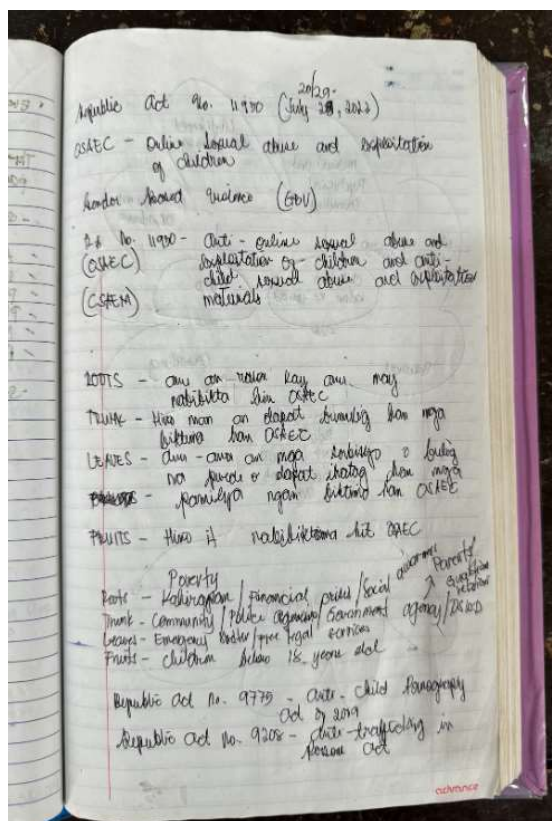
¹ Initial Situation and Problem Statement, Application for for multi-annual projects – bengo – Promotion of developmentally important projects by private German executing agencies, Stopping Cybercrime against Children: More Safety and Protection on the Internet, Kindernothilfe (2022), copy of the document made available to the consultant by SFI in September 2024.

problem in the country, which remains as one of the world's largest sources of child sexual exploitation material. In 2018 alone, 600,000 sexualized photos of Filipino children were shared and trafficked. The Philippine Kids Online Survey found that 90% of Filipino children can access the internet at any time and 59% access the internet without supervision. While progress has already been made in the Philippines in combating violence against children, the lack of capacity to protect children from violence on the Internet is particularly striking among child protection actors and training initiatives are limited. One of the strategies of the Global Program Philippines is to develop via e-learning, the child protection actors' comprehension and capacities on child online protection in their respective fields based on their roles, and the core element of the project strategy is to conduct a study on the implementation and effectiveness of the e-learning offer.

SPECIFIC OBJECTIVES

This study has the following specific objectives:

- A. Explore Organizational Processes and Strategies: 1) To investigate the motivation, planning, and implementation strategies used by Stairway to establish their e-learning platform, 2) To understand the role of leadership, policy, innovativeness, and resource allocation in the platform's development.
- B. Examine Technological and Structural Aspects: 1) To identify the technological tools, infrastructure, and systems used to support the e-learning platform, 2) To assess the scalability and sustainability of the e-learning platform's technological components.
- C. Evaluate Organizational Utilization and Effectiveness: 1) To assess the effectiveness of the e learning platform in meeting its organizational and learner goals (user engagement, participation rates, and learning outcomes and behavior change among children to reduce the impacts of online risk and harm).
- D. Assess Stakeholder Engagement, Experiences and Usage: 1) To capture the perceptions, satisfaction levels, and challenges faced by stakeholders in using the platform, 2) To identify partners' usage experience in terms of organizational direction of issuing on utilizing e-learning as a capacity building approach, organizational capacity to train personnel using e-learning, increase in capacity of agency personnel to deliver mandates as a result of e-learning, and participation of children in developing e-learning on COP for stakeholders.



E-LEARNING STUDY AS AN APPROACH TO CAPACITY BUILDING ON CHILD ONLINE PROTECTION IN THE PHILIPPINES

II. EXECUTIVE SUMMARY

This **E-Learning Study as an Approach to Capacity Building on Child Online Protection in the Philippines**, conducted from December 23, 2024 to March 31, 2025 is part of the Global Program on Stopping Cybercrime against Children, which the Stairway Foundation Inc. (SFI) has been implementing in the Philippines since 2021.

The Global Program on Stopping Cybercrime against Children, also covering Nepal and Indonesia, involves a multi-stakeholder approach involving different national agencies including the Department of Education (DepEd), Department of Social Welfare and Development (DSWD), Philippine National Police (PNP), Council for the Welfare of Children (CWC), Department of Interior and Local Government (DILG), National Coordinating Council (NCC) on OSAEC-CSAEM and Break the Silence National Network (BTSNN). The Global Program is supported by Kindernothilfe and the Federal Ministry for Cooperation and Development (BMZ). E-learning is a significant platform for SFI as they executed their program in the Philippines, focusing on enhancing capacity, advocating for policies, and empowering children while advancing a globally informed approach to child online protection.

In 2024, SFI developed the *Child Online Protection Assessment Competency Framework and Tools for Child Protection Actors and Children*, which looked at how SFI's online courses have defined a trend of action points per agency, whether increasing the course completers' psychological skills, stamina to positively engage in the necessary mental processes in dealing with OSAEC-CSAEM or *Psychological Capacity*, serving as an opportunity to influence the way the completers think about things or learn new things about OSAEC-CSAEM or *Social Opportunity*, and resulting in the engagement of reflective processes involving plans and evaluations and leading them to plan action points concerning OSAEC-CSAEM or *Reflective Motivation*.

- **Psychological Capacity:** The e-courses has helped increase the course completers' psychological skills, stamina to positively engage in the necessary mental processes in dealing with OSAEC-CSAEM. Through the animations and stories that made imprints on the issue of OSAEC in the minds of course enrollees/completers, the e-learning course helped them psychologically prepare them in carrying out their tasks in case they encounter possible or actual OSAEC or CSAEM cases. Direct service providers such as police officers and social workers have learned practical ways in handling cases, but real life situations can be very difficult. Although trained to face different kinds of people, police investigators and social workers said they get affected too by the cases they encounter, especially when the perpetrators are family

members. Through the course, they have learned to empathize with the circumstances of those who seek their help, but this also means being able to withstand the psychological effects of handling difficult cases. Part of the psychological capacity is being able to talk about a difficult topic such as OSAEC, leading community members/mothers in Javier, Leyte and children/youth facilitators in Puerto Galera the importance of being observant in their community so that everyone becomes aware about and be protected from online dangers. Being able to talk about OSAEC helped them realize and understand the reasons why OSAEC happens such as poverty, lack of values, and excessive and unmonitored use of internet by their children, and what to do with them.

- **Social Opportunity:** The e-courses served for the course completers as an opportunity to influence the way the completers think about things or learn new things about OSAEC-CSAEM. Majority of the respondents said that the e-course has provided them with new knowledge or skills to better address OSAEC, and that they have applied the strategies or technique from the training to their professional or personal practice. This is validated in the narratives shared by the FGD and KII respondents representing the partner agencies. Many of the respondents also said that while they have had orientations on OSAEC and CSAEM, the e-course offered deeper discussions, and additional knowledge that they can use in their community advocacy work. This new knowledge is helpful especially when the course completers, who may come from diverse backgrounds, may not have the college background or necessary training that may equip them in the issue of OSAEC and CSAEM.
- **Reflective Motivation:** The e-courses resulted in the course completers engaging in reflective processes involving plans and evaluations and leading them to plan action points concerning OSAEC-CSAEM. With the profound impact of understanding of children's rights in general and OSAEC and CSAEM in particular, course completers shared insights from the course, hoping to build a culture of vigilance and responsibility, taking proactive steps in safeguarding the rights of children. For those in position, they have approached decisions with a stronger commitment to protect children in planning or implementing a wide range of actions, which include training, enforcement of guidelines and restrictions or policies, and the involvement of other actors in designing and/or controlling the social environment. Course completers did not only start to enforce cyber safety guidelines/restrictions in their own homes, but also informally shared what they learned to other people they encounter outside their work circles.

These three interconnected and mutually reinforcing themes led to either one of the following planned or actual action points: 1) Guidelines/Restrictions such as action points ranging from simple protective online practices such as ensuring strong passwords to enforcing guidelines for learners in schools and recommend enforcement of policies on child protection, 2) Enablement/Training such as actions echoing the same training for colleagues and other actors, increasing means/ reducing barriers to increase capability in dealing with OSAEC-CSAEM within the mandates of their agencies/organizations, 3) Service provision or actions centered on delivering a service, and 4) Environment/social planning or action points that do not stop in training, but have a wider range than enforcement of guidelines and restrictions or policies, and involving many other actors in designing and/or controlling the social environment.

These action categories also reveal the diverse ways individuals can contribute to child protection. This diversity of approaches is essential for addressing the complex challenges of child protection. While the e-learning course may inspire these actions, it's important to provide ongoing support and follow-up to ensure that learners are able to effectively implement their plans. This could include mentorship programs, access to resources, and opportunities for continued learning and collaboration.

Samples Using the Child Online Protection Assessment Tool for Child Protection Actors and Children and the E-Learning Study Tool: An initial target of **1,728** course completers was laid out as respondents, grouping the samples per course in relation to per agency partner using 5% margin of error, 95% confidence level, 50% response distribution, but the consultant and focal/contact persons in the respective partner agencies faced difficulty in tracing the identified respondents batches within the data gathering period and this decreasing the target respondents to **1,085**, but only **995 (509 F, 486 M)** were reached. This remains a statistically sound sample, following that basis of sampling is from the **21,039** course completers out of **27,188** enrollees from the different partner agencies, with just **378** as the minimum recommended size of the survey, using 5% margin of error, 95% confidence level, 50% response distribution.

Out of this number, after examination and validation of entries, the team determined that for the General Framework Section of the survey, only **934 (471 F, 463 M)** are valid, while for the Per Agency Specific Section, only **896 (443 F, 453 M)** are valid. There are **61 (38 F, 23 M)** invalid respondents for the General Framework Section, and **99 (66 F, 33 M)** for the Per Agency Specific Sections. Invalid entries are either those from respondents who have submitted incomplete questionnaires or have sent double or triple entries most probably due to server errors. The study also used a survey questionnaire developed for the study administered among the **38** FGD and KII respondents interviewed in person during the field visits in Metro Manila, Laguna, Leyte, and Oriental Mindoro. This survey sought to get their

feedback about the e-learning course and how it has helped them in their respective mandates and work in the issue of OSAEC and CSAEM.

Organizational Processes and Strategies: Creativity and innovation form the lifeblood of SFI's advocacy projects, with the e-learning course tracing its roots from the decades-long experience in working with shelter-based children, particularly on the issue of abuse and exploitation and rehabilitation and recovery. SFI faced the challenge of developing means to approach the difficult subject of child sexual abuse and exploitation, and the use of story books and animation proved to be an effective and child-friendly way of putting the message across. SFI compiled the compiled stories from the children, processed these narratives, and developed story books and short animation films, which formed the main advocacy materials.

As the demand increased for SFI's in-person training using these materials and specialized tools, SFI embarked on the development of an e-learning course in 2013, but it was only in 2019 that a more structured module was eventually developed and launched. E-learning as the primary tool to facilitate learning began to take off only during the COVID-19 pandemic. Although webinars and online sessions became the only ways to provide learning during the pandemic, the mode of online participants simultaneously running a module and waiting for the evaluation link may not effectively provide or gauge real/actual learning.

Technological and Structural Aspects: The rapid advancement of digital learning technologies has enabled organizations like Stairway Foundation Inc. (SFI) to develop scalable and impactful e-learning platforms. The platform is designed to support the *E-Learning for the Prevention of Child Sexual Abuse and Exploitation course*, catering to government agencies and students. The LMS is hosted by Nephila Web Technology on Amazon Web Services (AWS), combining local expertise with global reliability.

The deployment of Moodle as the foundation for SFI's e-learning course brought with it several strengths that contributed to its reach and functionality. However, like any technological intervention, it also presented limitations and challenges, particularly during its wide-scale implementation. It supports synchronous and asynchronous activities (forums, quizzes, assignments, certificates) that can be assembled into tailored learning paths, while administrators, facilitators, and learners each have customized access and permissions, safeguarding content and user data. Moodle has a responsive design and a dedicated mobile app ensuring full functionality on smartphones and tablets, so people in areas without computers can still access all lessons and activities.

On the other hand new users or those less comfortable with technology sometimes need extra help clicking through lessons, turning in assignments, or finding support. Video- and

animation-heavy lessons also require stable internet; learners in connectivity-poor provinces report frequent interruptions, and without real-time facilitation, some busy professionals deprioritize coursework, driving completion rates down unless external incentives (e.g., CPD units) are attached. Nonetheless, SFI's e-learning course is pedagogically fit, employing animations and real-case examples that resonate strongly with adult learners (social workers, police, teachers), making complex ideas more easily. It also uses uniform pathways, with course takers following the same lesson order, keeping things simple to organize, but it does not adapt if someone already knows some material or needs extra review.

A clear division of labor and defined support roles have ensured smooth operation. Nephila Web Technology (Web Hosting Provider) manages the system infrastructure, performs database maintenance, conducts regular backups, and applies security patches to keep the platform running smoothly. SFI focuses on managing users and courses. They handle enrollment, update the lessons, talk to learners, and report any major technical issues to Nephila. There are personnel from local partner agencies (like NPTI and DSWD FO8) and help users on-site with basic technical issues, with a Helpdesk Team handling more serious technical concerns that need expert attention, and Content Trainers assisting new users in navigating the Moodle platform, progressing through lessons, and submitting assignments or assessments. There were common technical issues such as multiple account conflicts, video playback errors and module navigation hiccups, but there are steps to resolve these issues. For example, if videos don't play correctly, it is often due to browser compatibility or missing plugins. Users are advised to switch to a recommended browser (e.g., Google Chrome or Microsoft Edge) or download a lower-resolution version of the video.

Overall, the web server and hosting infrastructure is scalable, with the CPU, memory, and storage scale automatically based on concurrent user loads and the server distributes user traffic across multiple servers and stores frequently accessed files in various regional locations. This ensures that the website loads quickly and performs efficiently, even during peak usage or in remote areas with limited connectivity. There are also automated backups that guards against data loss, and while about 320 GB of storage is being used, the system can easily grow to handle more students and content as needed. It also has a **Secure Data Transmission (SSL/TLS Encryption)**, with all information shared on the platform—such as login details or course progress—is safely encrypted to protect it from being intercepted, and **Role-Based Access Control (RBAC) with only** the right people able to access certain information.

The platform follows national and international privacy laws, including the Philippine Data Privacy Act of 2012 and the EU's GDPR (General Data Protection Regulation). The combination of AWS and Moodle's architecture yields strong scalability, but real-world

factors can limit performance. The system has **a Flexible System Capacity, allowing it to** automatically grow or shrink its resources (like speed and storage) depending on how many people are using it—especially useful during peak enrollment periods. Its **Plugin Architecture can allow the addition of** new tools like quizzes, surveys, and certificates without affecting the rest of the system or interrupting classes. The main advantage is cost management, with training more than 100,000 learners online costing much less than holding in-person workshops, saving money on travel, venues, and facilitators.

Organizational Utilization and Effectiveness: Even before the Global Program began in 2021, SFI already established a strong foundation of child protection initiatives, particularly under the Break the Silence (BTS) Campaign. Through this campaign, SFI has already been working with grassroots organizations in building awareness, strengthening capacities, engaging communities, and developing innovative approaches to prevent child sexual abuse and exploitation, both offline and online.

Despite challenges encountered during the COVID-19 pandemic, SFI's initial initiatives laid the essential foundation for the meaningful implementation of the Global Program in the Philippines. The restrictions on mobility however served as a catalyst in the maximization of the online mode of learning. Beyond strategies, it was SFI's shared commitment to children, a collective willingness to adapt, and a resilience rooted in mutual trust, respect, and our steadfast belief in the responsibility to create a safer world for every child that have helped SFI's e-learning course to be successful. Based on the learning experience of SFI, three facilitating factors are pointed out: strong partnerships, shared vision, strong partnerships, and consistent and grounded engagement.

These three factors have helped contribute to the effectiveness of the e-learning platform in meeting its organizational and learner goals. On a larger view, while the Global Program enhanced, strengthened, and expanded the various initiatives of SFI, the e-learning course contributed to capacitating child protection actors in effectively fulfilling their respective mandates, in supporting the development and implementation of protective frameworks, and in strengthening children's voices in supporting agencies in digital safety. SFI has built on its capacity to co-develop e-learning courses and train thousands of teachers, social workers, police personnel and other child protection actors across different regions. Also, while it has contributed to the promotion and localization of Republic Act 11930 (the Anti-OSAEC and CSAEM Law), these and other laws on child protection have become part of the e-learning modules.

Stakeholder Engagement, Experiences and Usage: In discussing stakeholder engagement, experiences, and usage of the e-learning course, there are two general

themes: 1) the General Experience of the course completers, and 2) Agency Specific Experience focusing on the mandates of the partner organizations.

Majority of the respondents said that the e-course has provided them with new knowledge or skills to better address OSAEC, and that they have applied the strategies or technique from the training to their professional or personal practice. This is validated in the narratives shared by the FGD and KII respondents representing the partner agencies. Many of the respondents said that while they have had orientations on OSAEC and CSAEM, the e-course offered deeper discussions, and additional knowledge that they can use in their community advocacy work. This new knowledge is helpful especially when the course completer may not have the college background or necessary training that may equip them in the issue of OSAEC and CSAEM.

SFI's E-learning course provided enrollees from different and diverse backgrounds and mandates to learn something new, particularly about OSAEC and CSAEM. For example, the e-learning course has helped a youth volunteer from My Children's House of Hope Bahay Bata 127 (CHH) to integrate with her knowledge about the Christian Gospels, sensitive topics such as OSAEC and CSAEM. One common theme among the responses from FGD and KII respondents is despite the community's knowledge on the dangers of child abuse from the many sessions they have with different agencies and groups, parents are unfamiliar with terms such as OSAEC and CSAEM, and the youth facilitators, equipped by skills and knowledge learned from SFI's e-learning course, in turn, helped the community to learn new things.

In a very structured organization, such as the PNP, with its different directorates and sub-units, each with specific mandates, presents a different experience. E-learning courses on issues such as OSAEC and CSAEM are seen as "mostly appropriate" for the WCPC, and as such it is not offered to other branches such as the DPCR. The knowledge from the course are seen as helpful in the development of information materials to help other police officers and the public to be aware about OSAEC and CSAEM and the laws on these issues. SFI's e-learning course is nonetheless seen as working complementarily with other in-house courses of the WCPC. Pre-requisite and specialized courses such as the five-day basic seminar on Trafficking in Persons (TIP) are needed before proceeding to the 17-day TIP Specialist Investigators Course and to the five-day seminar on the proper handling of CICL. The contents of SFI's e-learning course is applicable to the WCPC and is seen as quite helpful in becoming updated on the new laws on OSAEC.

Not all course completers have had previous training or introductions to OSAEC or CSAEM, and understanding the settings are important. The guidance counselor of the Puerto Galera National High School (PGNHS) said that most of the seminars or lectures she attended are

about child trafficking and sexual abuse. While she figures that there are no OSAEC cases in the school, she does not discount the possibility and that children at her school can become at risk. One important learning for her and the teachers at the PGNHS is the reality of victim-blaming and that the tendency of parents to be close minded about the issue of OSAEC. She looks at the e-learning course as having enhanced her explain about child protection and OSAEC/CSAEM to parents. One Pantawid Implementor course completer meanwhile described the videos from the e-learning as a good method to instill the topic deeper.

The following presents the results of the valid responses of the **934** course completers. (A per agency table of the four planned or actual action points can be seen in the full report.

Guidelines/Restrictions

- **82%** (769/934) of the respondents said that they are now conduct regular checks or audits of the digital tools/platforms used by children to ensure they are safe.
- **95%** (884/934) said that they have been regularly implement protective online practices (e.g., strong passwords, privacy settings) to prevent OSAEC in their personal or professional environment.
- **91%** (846/934) said that they have integrated OSAEC prevention measures into your institution's child protection policies or guidelines.
- **86%** (804/934) recommend to the school or organization the adoption of stricter OSAEC-related policies since completing the training.
- **86%** (801/934) of the respondents have enforced or updated guidelines within your school/organization to ensure the safety of children online.

Enablement/Training

- **98%** (919/934) of the respondents said the e-course provide you with new knowledge or skills to better address online sexual exploitation and abuse of children (OSAEC).
- **97%** (911/934) of the respondents said they were able to apply strategies or techniques from the training to their professional or personal practice.
- **79%** (740/934) said that they have participated in follow-up discussions, workshops, or further learning after completing the course.
- **96%** (899/934) were able to share knowledge gained from the course with their colleagues or peers.
- **98%** (918/934) recommend similar training programs to your colleagues or other professionals involved in child protection.

Environment/Social Planning

- **97%** (903/934) said that the e-course influenced their organization's approach to designing child protection policies or training programs on OSAEC.
- **75%** (697/934) of the respondents said that they have been involved in a community or institutional initiative to design or enhance child protection programs related to OSAEC.
- **81%** (756/934) said they collaborated with other professionals (e.g., teachers, law enforcement, social workers) to plan strategies for preventing OSAEC in their community or institution.
- **80%** (748/934) said they contributed to policy development or advocated for better child protection laws after completing the course.
- **85%** (790/934) of the respondents said they have worked with community stakeholders or institutions to create safer environments for children (e.g., through training, enforcement of guidelines, or social initiatives).

Service Provision

- **79%** (735/934) of the respondents said they have helped identify children who may be vulnerable to OSAEC in your community or school setting.
- **81%** (759/934) said they participated in the development or implementation of programs aimed at educating children and families about the risks of OSAEC.
- **82%** (764/934) said that they have provided support or assistance to children at risk of online sexual exploitation and abuse (OSAEC) in your role as a teacher, social worker, or community member since completing the course.
- **76%** (764/934) said they referred children or families to appropriate services (e.g., social services, counseling, legal support) when you suspected OSAEC
- **73%** (679/934) of the respondents referred victims or at-risk children to specialized services (e.g., social work, police, or legal support) after identifying them as potential OSAEC cases.

The following presents the agency specific responses, with **172** valid responses from the DSWD, **316** from the PNP-WCPC, **54** from BTSNN, **201** from PNP-NPTI, **58** from PNP-DPCR, and **95** from DepEd.

DSWD – Field Office Region 8

- **58%** (99/172) said that they feel confident in assisting and augmenting Local Social Welfare and Development Offices (LSWDOs) during rescue operations in

collaboration with law enforcement agencies (LEAs). Of this group, **40** respondents said they have provided psychosocial counseling while **53** helped in support services to the LSWDOs and LEAs, while **19** have counseling at least once, while **14** other said they provided this service more than twice.

- **45%** (78/172) on the other hand said that they have not yet assisted or augmented LSWDOs, with **48** saying that there are no reported cases in their area, while **14** said that either there are no plans made for augmentation or are still at the planning stage.
- **83%** (143/172) said that the training modules enhanced their ability to provide psychosocial counseling and support services to child victim-survivors of OSAEC and CSAEM, with **64** saying they provided psychosocial counseling only, and **74** provided support services, and **two** provided temporary shelter.
- **17%** (29/172) on the other hand said that they have not yet assisted or augmented LSWDOs, with **22** saying that there are no reported cases in their area, while **three** said that either there are no plans made for augmentation or are still at the planning stage.
- **64%** (110/172) said that their organization developed and/or enhanced programs and other support interventions to facilitate the recovery and reintegration of OSAEC and CSAEM child victim-survivors into their families and communities. The majority of these programs were directed to government line agencies, with a total of **78** respondents saying that they have provided such an assistance, and of these respondents, **27** said they provided assistance more than twice. Only **14** respondents said they assisted local NGOs and advocacy groups, while **11** said they assisted Inter-Agency GO-NGO bodies, while **five** assisted INGOs and advocacy groups, either once or more than once.
- **92%** (159/172) said that they felt that the skills and knowledge gained from the courses have prepared them to develop programs and interventions that support the recovery and reintegration of OSAEC and CSAEM victim-survivors. Since completing the courses, **90%** (155/172) also felt that they are more equipped to engage with families of child victim-survivors in their community, while **97%** (167/172) also felt that the knowledge gained from the courses has had a positive impact on their practice in supporting child victim-survivors and facilitating their reintegration into their families and communities.

PNP-WCPC

- **97%** (167/316) said that since completing the online courses, their skills in surveilling and investigating individuals suspected of engaging in OSAEC and CSAEM have improved.

- **97%** (305/316) said that the courses equipped them with the knowledge necessary to file appropriate cybercrime warrants effectively and implement rescue operations in coordination with local government units (LGUs) and social welfare offices.
- **3%** (11/316) said the courses have not equipped them with the knowledge necessary to file appropriate cybercrime warrants effectively and implement rescue operations in coordination with local government units (LGUs) and social welfare offices, but this is because there are no reported cases and they are not part of the surveillance and investigation team or the TIP division.
- **92%** (292/316) said that the e-learning course enhanced their understanding of the legal requirements and procedures involved in investigating OSAEC and CSAEM cases, with **215** saying that they were able to use them once or more than once, with **74** saying they applied what they learned two to three times since completing the course.
- **8%** (24/316) did not get to use the knowledge necessary to file appropriate cybercrime warrants effectively and implement rescue operations in coordination with local government units (LGUs) and social welfare offices, with **18** saying this because there are no reported cases.
- **92%** (290/316) said that they have been able to utilize the techniques learned in the courses to conduct thorough and effective investigations into suspected OSAEC and CSAEM cases, while **39%** (123/316) said they have been involved in the conduct of capability-building activities specifically for PNP-ACG personnel on handling OSAEC and CSAEM cases. Of this population, **28** provided technical assistance and support in the investigation of cases, while **56** were involved in other activities and **20** in digital forensic. Meanwhile, **61%** (193/316) said that they are not involved in the conduct of capability-building activities specifically for PNP-ACG personnel on handling OSAEC and CSAEM cases, with **87** saying that they are not part of the said capability building/training team and **67** saying that while they are a member of the capability building/training team, they have not yet been assigned any training task.
- **95%** (299/316) said that the training modules influenced their approach to conducting capability-building activities for their colleagues on OSAEC and CSAEM case handling, while **79%** (251/316) said that the courses helped them understand the psychological impact of OSAEC and CSAEM on victims, enabling them to conduct interviews and investigations more empathetically. Since completing the courses, **80%** (252/316) said that they have been able to implement the knowledge gained in their daily operational activities regarding child protection and online safety.

BTSNN – ZCCSWDO (74% of Respondents)

- **100%** (54/54) said that the e-learning course increased their confidence and capacity to provide assistance in formulating, implementing, and integrating policies, programs, and advocacy campaigns against OSAEC and CSAEM.
- **43%** (23/54) said that their organization developed its own information, education and communication (IEC) materials against OSAEC and CSAEM based on their learnings from the courses.
- **85%** (46/54) said they have utilized the lessons or materials from the e-learning courses in conducting information and education campaigns on OSAEC, CSAEM, and Child Online Protection, and **83%** (45/54) said they were able to use the lessons from the e-learning course on conducting information and education campaigns on OSAEC.
- **88%** (48/54) said they feel confident in handling disclosures of OSAEC, CSAEM, and other child protection concerns after completing the training, and since completing the courses, **81%** (44/54) said they have been able to effectively refer disclosures to the appropriate authorities or organizations. Meanwhile, **94%** (51/54) said they have become more confident and capable to coordinate with concerned government agencies on programs and activities for the prevention, investigation, and prosecution of OSAEC and CSAEM cases.
- **100%** (54/54) said that the online course made them more knowledgeable where and how to report OSAEC and CSAEM cases, and **100%** (54/54) said they know where to refer/coordinate OSAEC and CSAEM cases – this is even if only **59%** (32/54) have already encountered OSAEC and CSAEM cases.
- **76%** (41/54) said they have incorporated OSAEC, CSAEM, and Child Online Protection into their organization's capacity-building plans and overall programming since taking the courses, and **93%** (50/54) said they were able to apply the lessons from the e-learning platform in the dissemination of information regarding OSAEC-CSAEM.

PNP-NPTI (All Regions)

- **94%** (188/201) said that since they have completed the online courses, the skills in surveilling and investigating individuals suspected of engaging in OSAEC and CSAEM have improved, and **95%** (191/201) said that the courses have equipped them with the knowledge necessary to file appropriate cybercrime warrants effectively and implement rescue operations in coordination with local government units (LGUs) and social welfare offices.
- **84%** (168/201) said that the training enhanced their understanding of the legal requirements and procedures involved in investigating OSAEC and CSAEM cases,

while **16%** (33/201) said that it didn't, with **20** saying that this was because there are no reported cases. Of those who said their understanding have been enhanced, 48 said they used what they have learned more than twice, while 85 said that they have only used it once.

- **79%** (159/201) said that they have utilized the techniques learned in the courses to conduct thorough and effective investigations into suspected OSAEC and CSAEM cases, while only **26%** (52/201) said that they have been involved in the conduct of capability-building activities specifically for PNP-ACG personnel on handling OSAEC and CSAEM cases. Of the **74%** (149/201) who said they have not utilized the techniques that they learned in the courses, **74** said they are not part of the said capability building/ training team and **55** saying that while they are a member of the capability building/ training team, they have not yet been assigned any training task, and **nine** said they have not utilized what they learned due to lack of budget.
- **86%** (172/201) said that the training modules influenced their approach to conducting capability-building activities for your colleagues on OSAEC and CSAEM case handling, while only **70%** (140/201) said that the courses helped them understand the psychological impact of OSAEC and CSAEM on victims to enable them to conduct interviews and investigations more empathetically. Nearly the same percentage, **71%** (142/201) said that since completing the courses, they have been able to implement the knowledge gained in their daily operational activities regarding child protection and online safety.

PNP-DPCR

- **93%** (54/58) said that since they completed the online courses, their skills in surveilling and investigating individuals suspected of engaging in OSAEC and CSAEM have improved.
- **97%** (56/58) said that the courses equipped them with the knowledge necessary to file appropriate cybercrime warrants effectively and implement rescue operations in coordination with local government units (LGUs) and social welfare offices.
- **86%** (50/58) said that the training enhanced their understanding of the legal requirements and procedures involved in investigating OSAEC and CSAEM cases, with **38** saying that they were able to use their understanding once or more than once.
- **74%** (43/58) said they have utilized the techniques learned in the courses to conduct thorough and effective investigations into suspected OSAEC and CSAEM cases, while only **22%** (13/58) have been involved in the conduct of capability-building activities specifically for PNP-ACG personnel on handling OSAEC and CSAEM cases. Meanwhile, **43%** (25/58) said they are not involved in the conduct of capability-building activities specifically for PNP-ACG personnel on handling OSAEC and CSAEM cases, with **25** saying that they are not part of the said capability building/

training team and **18** saying that while they are a member of the capability building/training team, they have not yet been assigned any training task.

- **90%** (52/58) said that the training modules have influenced their approach to conducting capability-building activities for your colleagues on OSAEC and CSAEM case handling. While only **72%** (42/58) said that since they have completed courses, they have been able to implement the knowledge gained in their daily operational activities regarding child protection and online safety, but only **69%** (40/58) said that the courses have helped them understand the psychological impact of OSAEC and CSAEM on victims.

DepEd

- **97%** (92/95) said that since they completed the online courses, their skills in surveilling and investigating individuals suspected of engaging in OSAEC and CSAEM have improved.
- **100%** (95/95) said that the e-learning course helped deepen their knowledge about the various policies of DepEd on child protection/child online protection as well as the anti-OSAEC and CSAEM law.
- **98%** (93/95) said that they have integrated protective behavior messages on OSAEC and CSAEM/Child Online Protection in the delivery of their lessons.
- **92%** (87/95) said the e-learning course have made them well-versed with the protective behavior messages on OSAEC and CSAEM/COP.
- **92%** (87/95) said that they were able to emphasize in their exemplars the implication and social costs of OSAEC and CSAEM/Child Online Protection.
- Only **2%** (19/95) said that the school has already created a referral pathway in dealing with OSAEC/CSAEM, with only 13 being able to set up the pathway in 2024 or 2025.
- Only **65%** (82/95) said that anti-OSAEC and CSAEM preventive and response measures have already been integrated in the Child Protection Policy.
- Only **78%** (74/95) said that they have utilized the downloadable COP educational and advocacy resources from the e-learning course.
- Only **28%** (27/95) said that they have organized workshops/seminars within their division/school on the topic of OSAEC/CSAEM/Child Online Protection. Ten of these indicated that they have organized workshops in 2025, with 11 in 2024, and two in 2023. Of the **72%** (68/95) who said they have not done so, 31 said that they are still in the planning stage, 17 said they have no time to conduct such activities, and 7 said they lack the budget for such activities.
- **99%** (94/95) said that the online course has made them more knowledgeable where and how to report OSAEC and CSAEM cases.

Barriers and Enablers of Scaling: Based on the experiences of partner agencies and course enrollees under each partner organization, there have also been barriers and challenges, at the individual level and at institutional level. At the individual level, in many of the FGDs and KIIs, respondents have shared about their difficulty balancing their work time while also completing the modules of the e-learning course. Although a Memorandum of Understanding (MOU) was signed between SFI and specific PNP agencies, the enforcement for command personnel to complete the e-learning course depended whether doing is mandatory or not. On the other hand, there is feedback that there were too many modules. While enrollees were given ample time (one or two months) to complete the e-learning course, squeezing in time for running the modules depended on their daily routines and assignments. In many cases, course enrollees ran the modules during their spare time at home or in the evenings. For the successful course completers at the DSWD FO8, it was a matter of dividing the e-learning course into segments that they can accomplish at least an hour per day.

Based on the experience of police officers interviewed in Mindoro, the main challenge for course enrollees is the quality or stability of the internet connection in their respective localities, with others using cellular data to access and run the e-course. Due to poor internet connections or web browser issues, there were enrollees unable to proceed to the succeeding courses or topics, even after religiously finishing the previous courses and running the featured animation. Registration also proved to be another obstacle, and navigation and completion of the course also depended on the enrollees' computer literacy level. While the help desk provided by SFI proved to be invaluable, there were users who encountered difficulty in the transition between modules. Presumptions and attitudes towards e-learning are also barriers. There were FGD participants who admitted to still prefer in person over e-learning. On the other hand, there were course enrollees who thought that they can go for "short cuts" in completing SFI's e-learning courses in the same manner they have done in other online courses.

At the institutional level, government institutions like the DepEd, one of the identified barriers to scaling is not only for the individual enrollees to squeeze in time from their busy work schedules, but the timing or period when the online courses shall be opened to enrollees. Working with the annual calendar is crucial. Offering the online courses at the start or end of the school year is seen as inopportune, given that teachers are very busy during those periods. The DepEd also schedules training for teachers during the semestral break, requiring them to spend two weeks service training during that period, and this leaves the summer break as the most flexible period.

One factor identified by the LRPO is the nature and topic of the SFI's e-learning course itself. It is not seen as directly related to education, but only as an add-on course towards

preventive or capacity-building on children's rights. Despite being seen as helpful in the sense that it prepares the teachers how to face possible situations concerning OSAEC and CSAEM, the prevailing mentality is disinterest, especially since OSAEC or CSAEM cases are not known to exist in their schools. Nonetheless, DepEd claims that rigorous marketing of the e-learning course has greatly contributed to a high number of enrollees. According to the LRPO, the target of 10,000 enrollees for the first offering of SFI's e-learning course was not reached, but it had a completion rate higher than the second batch, which was marketed, but of which the completion rate is lower.

Other formal government institutions, such as the DSWD and the PNP have varying degrees in making the completion of the e-learning course compulsory. The completion rates of the four course offerings in 2023, with the Child Protection E-learning Course Batch 1 for WCPD MIMAROPA, and one each for NPTI-NCRTC, NPTI-RTC10, NPTI-RTC3, NPTI-RTC6, and NPTI-RTC10 had completion rates between 86.06% to 91.96%, with an average of 90.07%. Meanwhile, the course completion rates of the 22 course offerings for 2024 had completion rates between 43.33% to 100%, with an average of 85.14%. The lowest completion rate is for the PCR E-learning on Gender Sensitivity and Child Protection, which was not compulsory. All the other courses, for the WCPC and the wide scaling under the NPTI are compulsory.

However, being compulsory in nature is not the sole factor for the high completion rates for NPTI course offerings. Letter orders for the provision of course managers and IT support are issued to each of the 18 training centers. IT support is for any technical issue encountered by the enrollees, while the course managers are tasked to assist the students who may have difficulty in proceeding to the next level. The NPTI has anticipated such needs and scenarios given the high number of enrollees. Also, at the end of each course offering, the NPTI holds a meeting with SFI and provides the consolidated feedback from the student-enrollees through the course managers in training centers. There are factors that likely contribute to the successful adoption of the online course, as illustrated by the experience of NPTI.

- Resource allocation: Government funding may have played a role, with allocated resources supporting the development and distribution of these crucial materials addressing OSAEC and CSAEM.
- Access and Integration: Integrating the course into established educational or training programs likely streamlined access and made it a natural part of the learning journey for relevant audiences.
- Marketing: Targeted marketing and outreach campaigns likely raised awareness and encouraged participation among key groups, including educators, social workers, law enforcement personnel, and parents.

On the other hand, there are a few factors that hinder course completion among their enrollees, as also illustrated by NPTI's experience:

- Time constraints and motivation: Busy schedule and competing priorities, coupled with a lack of intrinsic motivation, can lead to course abandonment.
- Insufficient prior knowledge or skills: Learners lacking the necessary background knowledge or technical skills may feel overwhelmed and discouraged.
- Inadequate instructor support: Limited or insufficient support from instructors can leave learners lost and unsupported.
- Limited technology access: Lack of reliable internet access can hinder participation.

The 38 FGD and KII respondents were asked to rank seven enabling factors that have helped in the success of SFI's e-learning course. Tied at Rank 1 (overall responses) are pedagogical and ethical-practical inputs. Among course developers, these two factors are tied at Rank 1 with institutional factors, while pedagogical solely is at Rank 1 among course completers. Such an importance given to how the process of teaching in the e-learning course incorporates various methods is evidenced by the responses from the FGDs and KIIs – towards the materials and videos incorporated in the e-learning course.

Meanwhile, one of the WCPC officers from Oriental Mindoro shared their amazement with the quality and relatability the materials used in the SFI e-learning course. These reflections and reactions perhaps demonstrate how SFI and the course development partners clearly had the course enrollees in mind – who shall benefit from the e-learning course, including the needs that shall be addressed by the course. While not downplaying the importance of the other enabling factors, the next highest in the over-all ranking is support and evaluation, which is at Rank 1 among course implementors, tied at Rank 2 with technological among course implementers, and tied at Rank 2 with institutional and ethical among course completers.

<p>RANK 1</p> <p>Pedagogical - The method and process of teaching in the e-learning course incorporates various methods, is engaging and helped enrollees have a solid foundation through a course syllabus.</p> <p>Ethical - The e-learning course offers practical inputs regarding CSAEM and OSAEC.</p>
<p>RANK 2</p> <p>Support and Evaluation - The communication between SFI and org/agency is in place and there is evaluation of content development process, e-learning program and assessment of the course completers' learning.</p>
<p>RANK 3</p> <p>Institutional - The formal inclusion/directive of the agency/organization to enroll in the e-learning course and/or gaining CPD units and the organizational infrastructure and partnership between SFI and partners complemented towards successful development and operation of e-learning course.</p>

RANK 4 Interface - The actual design of the site and content navigation system is easily accessible, adaptable, and usable.
RANK 5 Technological - The technology used for the e-learning course is easy to use and adaptable for partner NGAs to use following their mandates. Management - The partnership has been effectively managed through the TWG, the content, delivery, and/or maintenance of the e-learning course.

Lessons Learned and Recommendations:

- **Establishment of lasting partnerships with state government institutions and NGOs in the development of the e-learning platforms**

LESSONS LEARNED
Strong partnership and mutual understanding ensures that the e-learning provided are aligned with the goals and mandates of DSWD.
Partnerships and collaborations with other agencies helped to develop content that is timely and relevant. It addressed the current skills and learning gaps. Further, it helped to identify agencies which offers appropriate intervention and services to the victims.
Success depends on all partners feeling invested in the e-learning platforms and its goals related to protecting vulnerable children. Shared ownership is crucial.
Involving key stakeholders early in the process ensures alignment of goals and secures long-term commitment from both state government institutions and BTSNN.
Partnerships are essential avenues for support building and lobbying for interventions. The office has been very keen on nurturing partnerships in agencies/organizations/institutions grounding on specific areas of support. The Pantawid Pamilyang Pilipino Program caters to children beneficiaries who may not only be facing economic adversities but also abuse and exploitation in the family or community. Partnership building serves as a network of support in the prevention and mitigation of issues involving children.
E-learning has become an invaluable tool in the prevention of child sexual abuse, offering a flexible and accessible way to educate individuals, caregivers, and professionals about the signs, risks, and strategies to protect children. Online training programs can effectively raise awareness, teach how to recognize warning signs, and equip people with the necessary skills to respond appropriately to disclosures of abuse. By utilizing interactive lessons, video content, and resources, e-learning platforms can reach a wide audience across geographical and social barriers, empowering communities to play an active role in preventing child sexual abuse. Moreover, e-learning allows for continuous updates to training content, ensuring that information remains current and relevant in the face of evolving threats.
The partnership with the government institution is really the key to successful engagement and collaboration, especially with the Pantawid Pamilyang Pilipino Program, it's part of the strategic goals and priorities of the 4Ps program and aligned to the mandate of the DSWD.
RECOMMENDATION: Downloaded lectures or a flash drive or any other alternative so that staff in Geographically Isolated and Depressed Areas (GIDA) could still access the lectures/activities despite the challenge of internet connectivity.

ACTION POINT: SFI already has plans to address this recommendation via the promotion of the use of the Moodle app, and later on, a SFI branded e-learning app, which will enable offline access.
RECOMMENDATION: Create a formal MOAs with clear roles, responsibilities, data sharing protocols. ACTION POINT: There are already MOAs in place, however not all are specific to e-learning, but rather a more general MOA that also covers e-learning. There may be a need to update MOAs and suggestion to specify recommended provisions.
RECOMMENDATION: Ensuring collaborative decision-making and shared ownership provides a roadmap for development, regular updates and feedback sessions are essential. This would ensure that the platform meets their needs for long-term impact. ACTION POINT: SFI's process has always been collaborative in terms of working with partners in developing and implementing e-learning courses. This recommendation is directed to any organization that may want to set up an e-learning course.

- **Development of Demand-oriented E-learning Courses and Materials**

LESSON LEARNED
The topics are based on current concerns regarding abuse and exploitations of children, with data as a basis. The contents are well- structured with diverse modes of learning: video, text, images, and audios are not boring.
The e-learning platform must be easy to navigate and use, even for MLs with limited technical skills.
A comprehensive needs assessment is essential for understanding the specific challenges and learning gaps of the target audience. Without this, the content may not fully address their needs or align with their real-world applications.
The development of the e-learning course was a crucial part of the process. It enabled reflection at the end of DSWD FO8 on the incorporation of the child modules of SFI into Pantawid which works very differently and as mandated. For the TWG to experience the SFI e-learning course prior to venturing into a wider scope has been very helpful.
The use of videos with animation and other content related to the e-learning was very innovative.
E-learning courses must address specific needs and gaps identified. Subject matter experts, instructional designers, and multimedia specialists must work together to create effective learning experiences. Testing courses with representative learners before launch identifies areas for improvement is vital.

RECOMMENDATION: The e-learning is already good and comprehensive. However, in the future, the contents should be updated, for example, the data of abused children and other related issues. ACTION POINTS: Updating the contents of the e-learning course is an established practice, specifically in adding new trends, laws and issuances, with the updating of information embedded within the interactive content as the need arises. This recommendation. This recommendation is directed to any organization that may want to set up an e-learning course.
RECOMMENDATION: Involve key stakeholders (such as subject matter experts, government institutions, and learners) in the content creation and review process from the very beginning and throughout development. ACTION POINT: For the sector specific content, this is already established in the development process. This recommendation is directed to any organization that may want to set up an e-learning course.
RECOMMENDATION: Use surveys, interviews, and focus groups to identify the specific learning needs of the target audience. Define roles, responsibilities, and workflows for content creation, review, and

approval. Use high-quality equipment, experienced videographers, and effective storytelling techniques to create engaging videos.

ACTION POINTS: Training Needs Assessment is already established via the e-learning co-development process. This recommendation is directed to any organization that may want to set up an e-learning course. Piloting is also done prior to wide-scaling.

- **Training for the Use of the E-learning Platform for Child Protection Actors.**

LESSON LEARNED
The e-learning platform is very convenient and efficient. It saves resources and time. It can be accessed anytime you're free. Additionally, the activities and lectures are fun to read, watch and answer.
Most of the DSWD FO8 have used phones for everything, so the course needs to work well on mobile devices and offline access would be a huge plus!
Child protection actors come from diverse backgrounds (social workers, law enforcement, healthcare providers, educators), and their familiarity with technology can vary widely. It's crucial to understand their specific needs and adapt the training accordingly.
E-learning can strengthen child protection efforts across the nation by providing education and training to a wide range of stakeholders. It plays a vital role in preventing child abuse and exploitation by enhancing awareness and understanding of child protection issues, while also equipping individuals to offer improved support to victims.
Generic training on the e-learning platform is less effective than sessions specifically designed for child protection actors and their unique needs. This is because child protection actors need opportunities to practice using the platform in realistic scenarios. They also ongoing support and resources to effectively integrate the platform into their work. Providing timely technical support is essential.

RECOMMENDATION: Tailor the training to address both the technical aspects of the platform and the specific child protection content relevant to their work. For example, social workers may need specific modules related to case management tools, while law enforcement personnel may focus more on legal frameworks and reporting mechanisms.

ACTION POINT: This is already in place through the sector specific courses via the co-development process. This recommendation is directed to any organization that may want to set up an e-learning course.

RECOMMENDATION: Offer online resources, FAQs, and a help desk to address technical issues and answer user questions. Show child protection actors how the e-learning platform has helped others in similar situations. Ensure child protection actors stay up-to-date with platform updates and best practices. Continuously improve the training based on user feedback and evolving needs.

ACTION POINT: In all SFI courses, there is an FAQ section. This recommendation is directed to any organization that may want to set up an e-learning course.

- **Training and Planning Workshop with Institutional Representatives - Piloting and Wide Scaling of the E-learning Platform.**

LESSON LEARNED
It is easier to cascade the e-learning platform because it does not need any resources, only time and internet connectivity.
Ensuring that all institutional representatives understand and align with the purpose, objectives, and expected outcomes of the e-learning platform is crucial. Misalignment at the start can lead to confusion and miscommunication during the pilot phase and scaling efforts.
Not all timeline of activities were followed due to office workloads and activities.
Without the support and commitment of institutional representatives, pilot testing and scaling are unlikely to succeed. Workshops that involve institutional representatives in the planning process foster shared ownership and increase the likelihood of successful implementation.
Defining roles and responsibilities for each institution ensures accountability and avoids duplication of effort. Openly discussing potential challenges and developing mitigation strategies builds trust and facilitates smoother implementation. Pilot testing allows for identifying and addressing issues before wide-scale rollout, minimizing disruptions and maximizing effectiveness

RECOMMENDATION: Translate the contents into Filipino so that it would easily be understood.
ACTION POINT: SFI's modules are undergoing translation into Filipino/Tagalog.
RECOMMENDATION: Involve partners in the initial planning stages to ensure their buy-in and support. Facilitate workshops that encourage active participation from institutional representatives. Document the roles and responsibilities of each institution involved in the pilot and scaling phases. Outline the objectives, scope, timeline, and evaluation criteria for the pilot test.
ACTION POINTS: This is an established practice in SFI. This recommendation is directed to any organization that may want to set up an e-learning course.
RECOMMENDATION: Maintain regular communication with institutional representatives throughout the pilot and scaling phases. Collect data and feedback from participating institutions to identify areas for improvement. Outline the steps, resources, and timelines for scaling up the e-learning platform to a wider audience. Recognize the contributions of participating institutions and share lessons learned from the pilot and scaling phases to promote wider adoption.
ACTION POINTS: These are already in place with SFI's course development and implementation of the e-learning course. This recommendation is directed to any organization that may want to set up an e-learning course

- **Actual Conduct of E-learning Course Training of COP Actors**

LESSON LEARNED
OSAEC is a multi-dimensional problem that must be addressed by multiple entities.
The e-learning course helped social worker and a DSWD employees make better case assessments and intervention plans for clients.
Customization of the e-learning content based on the trainee's role as there are different tracks for educators, social workers, and law enforcement, with modules tailored to their specific responsibilities. This made the training more efficient and engaging.

COP actors from different sectors (education, social welfare, local governance, NGOs) bring varying levels of experience, technical knowledge, and learning preferences to the table. Each group might have unique needs when it comes to child protection, making it crucial to customize the content for different audiences.
Participants from different organizations may have varying levels of comfort and familiarity with online learning platforms. As such, training sessions need to be concise, relevant, and respectful of their time, but learners need opportunities to apply what they learn in realistic scenarios related to their work.
Creating opportunities for peer interaction and knowledge sharing is beneficial, while ongoing support and access to resources are crucial for successful implementation.

RECOMMENDATION: The development of offline, downloadable e-learning materials should also be considered upon course completion, enabling learners to review and revisit the topics covered for better retention and understanding.
ACTION POINTS: A Stairway branded e-learning app is already in the works with Moodle.
RECOMMENDATION: Create opportunities for participants to interact with each other, share experiences, and learn from one another. Offer post-training support through online forums, help desks, or mentorship programs to address questions and challenges. Collect feedback from participants to evaluate the effectiveness of the training and make necessary adjustments for future sessions. Ensure that training materials and the e-learning platform are accessible to individuals with disabilities.
ACTION POINTS: In SFI experience, in courses with lesser participants, a discussion forum may be in place, but in all courses, there is already a course evaluation section that collects feedback. This recommendation is directed to any organization that may want to set up an e-learning course.

- **E-learning Course Management and Maintenance (Through the TWG)**

LESSON LEARNED
Anticipation of the bulk number of queries on the use of the platform.
Downloadable e-learning course for field staff with slow internet connection.
Consistent update the contents based on existing laws, policies and data.
A Technical Working Group (TWG) plays a crucial role in ensuring the quality and relevance of the e-learning course. The success of the course management relies on clear distribution of responsibilities among its members.
Managing and maintaining an e-learning platform requires specialized technical skills. E-learning course platforms require regular updates to ensure security, functionality, and compatibility. E-learning content needs to be reviewed, updated, and refreshed regularly to maintain relevance and accuracy.
Users may encounter technical difficulties or have questions about the platform. As such, effective management and maintenance require collaboration between technical staff, content developers, and stakeholders.

- **Development of Framework Tools and Systems for Monitoring Child Protection Actors' Competencies Among the E-learning Course Completers**

LESSON LEARNED
The monitoring process needs to be fair, practical, and focused on the real challenges faced by the MLs and DSWD employees. It's important to be clear about what specific skills and knowledge are being measured.
Establishing a clear and comprehensive competency framework is essential for monitoring the effectiveness of the e-learning course. This framework should define the specific skills, knowledge, and behaviors that child protection actors should demonstrate after completing the course.
A clear framework with specific, measurable, achievable, relevant, and time-bound (SMART) competencies is essential for effective monitoring. The chosen data collection methods (e.g., surveys, observations, case studies) must be appropriate for the competencies being measured and the context of the child protection work. Collecting and using data on child protection actors requires strict adherence to ethical guidelines and data privacy regulations.
Child protection actors and those involved in monitoring need training on how to use the framework, tools, and systems effectively. Integrating the monitoring system with existing HR or performance management systems can streamline data collection and analysis.

<p>RECOMMENDATIONS: Implement robust data privacy and security measures to protect the confidentiality of information collected from child protection actors. Offer training to child protection actors and those involved in monitoring on how to use the framework, tools, and systems effectively. Define the roles and responsibilities for data collection, analysis, and reporting. Use the data collected to identify areas for improvement in training, support, and child protection practices.</p> <p>Engage child protection actors, supervisors, and other stakeholders in the development and implementation of the monitoring system to ensure its relevance and effectiveness.</p> <p>ACTION POINTS: This is already in place. SFOI has data privacy policies and measures aligned with both national and EU standards. This recommendation may be directed to organization that may want to set up an e-learning course.</p>
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Presented here are some recommendations from partner organizations, with some elaborations from SFI.

Establish a joint governance structure between the Stairway Foundation, state institutions, and BTSNN to share responsibilities, decision-making, and accountability.
Strengthen the implementation of the e-Learning not only for implementers of FDS or police officers of the program, as well as parent leaders, partners (NGAs, LGUs, CSOs).
Explore partnership involving other stakeholders from the CSOs and private sectors promoting the Public-Private Partnerships (PPP). A public-private partnership is a long-term arrangement between a government and private sector institutions
To enable AI or chatbot feature for the e-learners reference and guidance while taking the e-learning courses. Online and offline can be explored for those who are in GIDA.
During the workshop, clearly define the goals of the platform, the specific roles of each institution, and the expected impact. This will set clear expectations and help avoid misalignment while work on scaling is ongoing.

Prepare a timeline that is Specific, Measurable, Attainable, Relevant and Timebound (SMART). There may be a need for flexibility with the different organizational contexts and situations, with regular updating in risk mitigation.
The e-learning was a good idea, but some things worked better than others. Some modules felt more relevant to the work of MLs than others. For example, the sections on identifying victims and reporting procedures were very helpful, but the technical stuff about cybersecurity was not seen as useful by others.
Ensure that e-learning modules are adaptable to different levels of expertise and experience. Provide options for basic, intermediate, and advanced training, with content that can be personalized for each learner's role.
In the database of participants, there should be a field where their regions, provinces and municipalities are indicated for easy search and monitoring the progress.
Conduct a pre-training assessment to gauge participants' comfort with online platforms and tailor the training accordingly. Make the training relevant by using case studies and simulations that reflect the challenges child protection actors face in their work.
Recruit representative learners to test courses and provide feedback on content, usability, and technical issues while adhering to accessibility guidelines to ensure that courses are usable by all learners. The use feedback from needs assessments and pilot tests to refine courses and materials before and after launch is crucial.
Form a query responding team (team of experts in the operation of the learning platform) who will answer all the queries of the participants. Per experience from the pilot testing, one person cannot answer all the queries of the participants as it is in bulk, but with a query responding team, all the queries of the participants will be properly responded.
It is important that the e-learning platforms are easy to navigate because the audience or learners are not tech-savvy.
Establish clear roles within the TWG, such as content developers, technical support, instructional designers, data analysts, and quality assurance experts. Each member should understand their specific tasks, from content updates to troubleshooting issues.
The TWG should include individuals with technical expertise, content knowledge, and stakeholder representation. Create a schedule for regular updates, backups, security checks, and other maintenance tasks. Use a system to track content updates, revisions, and approvals. Establish clear channels for users to report technical issues, ask questions, and receive assistance.
Document all processes related to platform management and maintenance, including update procedures, content management workflows, and user support protocols. Allocate sufficient resources for ongoing maintenance, technical support, and content updates. Monitor platform usage, gather user feedback, and conduct periodic evaluations to identify areas for improvement. Keep abreast of the latest developments in e-learning technology and best practices for platform management and maintenance.
Develop a clear and concise competency framework that outlines the specific knowledge, skills, and attitudes that are essential for effective COP work. This framework should be aligned with the e-learning course objectives and the roles and responsibilities of different COP actors. Use action verbs to make the competencies measurable.
Work with child protection experts, educators, and stakeholders to create a competency model that covers areas such as understanding child protection laws, identifying abuse, case management skills, interagency collaboration, and emotional resilience.
The framework should clearly define the competencies being measured and provide specific indicators for each competency. Choose data collection methods that are valid, reliable, and

feasible in the context of the child protection work. The tools and systems used for monitoring should be easy to use and accessible to all relevant stakeholders.

SFI's E-learning Experience and Factors for Replicability for Wide Scaling: The NPTI views that curriculum development is central to the development, piloting and wide scaling of the e-learning platforms to address OSAEC and CSAEM, and having a structured and comprehensive approach facilitated the creation of effective educational resources adaptable to diverse audiences and learning environments. Given the high completion rates, the observations made by the NPTI regarding its experience with SFI in the wide scaling of the e-learning course provides four key points in working towards the replicability of the program for SFI's partners that have yet to wide scale their e-learning programs. These points are:

- **Context and Content:** Including a train-the-trainer module empowers organizations to deliver the course independently, further enhancing scalability and sustainability. This allows them to adapt the training to their specific context and train future facilitators. While core content should remain consistent, the ability to adapt certain aspects of the curriculum to local contexts, language, and cultural nuances is essential for replicability in diverse settings.
- **Support System:** A robust support system for learners and facilitators is crucial. This could include technical assistance, FAQs, discussion forums, and access to subject matter experts. Knowing that help is available increases confidence and encourages completion.
- **Evaluation and Feedback:** Incorporating a system for ongoing evaluation and feedback allows for continuous improvement of the course. Regularly assessing the course's effectiveness and incorporating feedback from learners and facilitators ensures its long-term relevance and impact.
- **Collaborations and Empowerment:** The collaborative approach SFI takes with partners is itself a key feature. Documenting and sharing this partnership model can help other organizations replicate the successful implementation of the e-learning course. Including elements that empower learners to become advocates for child protection can extend the impact of the course beyond individual learning and contribute to broader social change.

SFI's e-learning course falls consistent with the mandate of NPTI, whose facilitators are responsible for guiding officers through training, managing discussions, and streamlining the flow of information towards the enhancement of skills and knowledge of trainees. Given SFI's expertise on child protection and the development of e-learning courses, the partnership has led to the incorporation of the e-learning course as a requirement for

trainees. Based on their experience with the SFI project, the 38 FGD and KII adult participants were asked to identify and rank important elements in the development and implementation of an e-learning course. In the following table, they are placed in relation to the four key points observation by the NPTI:

RANK 1 Quality of materials/video used in the course	Context and Content
RANK 2 Platform is according to agency partner Availability of fast internet connection	Context and Content Support System
RANK 3 Updated information or topics	Context and Content
RANK 4 Accommodation of different learning styles/ interactive course design Assessment of enrollees' attainment	Context and Content Evaluation and Feedback
RANK 5 Effective online communication Use of newest technologies	Support System Support System
RANK 6 Simplicity of language used	Context and Content
RANK 7 Resource support	Support System
RANK 8 Attitude towards e-learning Motivation of enrollees	Evaluation and Feedback Evaluation and Feedback
RANK 9 Reliability of technologies used Cross-platform flexibility/compatibility Government/institutional support for e-learning Cross-platform flexibility/compatibility	Support System Support System Collaborations and Empowerment Support System
RANK 10 Security of the e-learning system Commitment of all involved	Support System Collaborations and Empowerment
RANK 11 Promotion of e-learning course through social media Conduct of e-learning workshops during development stage	Support System Collaborations and Empowerment
RANK 12 Highly developed IT infrastructure Evaluation of IT services used System error tracking	Support System Support System Support System

The high ranks of “Context and Content” in the sample plotting can be attributed to how the NPTI views curriculum development as having ensured content accuracy and currency, specifically addressing the complexities of OSAEC and CSAEM. While this would not be seen by the course completers, the development involved collaboration with experts in child protection, law enforcement and technology to guarantee reliable and relevant information and the incorporation of practical elements to identify and respond to potential abuse cases. Nonetheless, the NPTI maintains that while accreditation, demand, knowledge of the issue are important considerations in developing and wide scaling a course, they do not provide specific completion measures or successful wide scaling. The most appropriate completion measures would still depend on a combination of factors, including course objectives, target audience, assessment methods, and available resources. It presents four things to consider in developing an e-learning course for a sensitive topic like OSAEC or CSAEM:

- The course needs to be informative and engaging without being overly graphic or triggering to learners.
- The course must be accessible to a wide range of learners, including those with disabilities or limited technological access.
- The course materials must be culturally appropriate and relevant to the target audience.

The high ranks of elements that fall under “Context and Content” is consistent with how the previous discussion how Pedagogical and Ethical have also rank high among respondents. The importance of “Support System” also presented itself in NPTI’s assessment: Effective collaboration between the organization and SFI requires clear communication, well-defined roles, and a shared understanding of goals and expectations.

Technological Considerations for Wide Scaling: The findings by the IT consultant highlights the technological infrastructure of the Stairway Foundation’s e-learning initiative, emphasizing scalability, security, and sustainability. By identifying the core technological tools, infrastructure, and systems, and assessing the scalability and sustainability, the study provides a comprehensive overview of the platform’s strengths and areas for improvement. The following recommendations are presented:

- Establish a data management policy to erase/archived outdated data to save on storage expenses and increase overall efficiency. This policy could possibly reduce annual costs associated with usage of AWS resources (processing, storage, and bandwidth), it is recommended to implement a policy for archiving or removing old user data that is no longer relevant to the platform’s functionality. This could include inactive user accounts, outdated course materials, and also system logs that exceed a specified retention period.

- Optimize course content through compression/modular design and external hosting to enhance scalability.
- Strengthen technical support and encourage user training for SFI Moodle Administrators for improved platform administration and management.
- The platform's AWS-hosted Moodle system ensures reliability, while Nephila Web Technology's support enhances system maintenance and usability. Future recommendations include periodic system/course audits, and user feedback integration

III. FRAMEWORK AND METHODOLOGY

A. REVIEW OF LITERATURE: E-LEARNING AS A MECHANISM FOR CAPACITY BUILDING

There are various e-learning courses available for child protection actors in the Philippines, but they are mostly generalist in nature and those developed by child-focused NGOs may not always be specific to OSAEC and CSAEM. For example, the Child Protection Network (CPN)² offers Women and Child Protection – Training Programs. The two-module self-instructional Step 1, entitled Online Training of 4Rs for Women and Children (Recognizing, Recording, Reporting and Referring), offers 30 days access to the course using an asynchronous and self-paced method. It is followed by the Step 2 entitled Online Multidisciplinary Team (MDT) Training on Women and Children Protection, offered to a team composed of at least a physician and a social worker. Composed of four online modules, it takes two months to complete the course. This step as well as Step 3, Certificate on Women and Children Protection Specialty (CWCPST) is for those intending to establish Women and Child Protection Units.

Other programs, such as those offered by the University of the Philippines Open University³ offer topics ranging on Legal Instruments for the Protection of Children, on theoretical perspectives on children and child development, children in need of special protection, and basic policy formation and management framework in developing and managing programs that protect the rights of children. The Department of Justice Interagency Council Against Trafficking (DOJ-IACAT) and the International Justice Mission meanwhile launched an online training for OSAEC cases frontliners in 2024, focusing on Prosecuting Online Sexual Exploitation of Children (POSE), which offers more flexible learning opportunities to support OSAEC case work.⁴ In 2022, the DSWD launched an e-learning course through the Interagency Council Against Child Pornography (IACACAP). It uses blended and asynchronous modalities targeting social workers and other service providers in handling

² Women and Children Protection – Training Programs, CPN, accessed on 04.20.2025, from: <https://www.childprotectionnetwork.org/women-and-children-protection-training-programs/#>

³ Child Rights Protection and Promotion, Massive Open Distance eLearning (MODEL), University of the Philippines Open University, accessed on 04.20.2025, from: <https://model.upou.edu.ph/course/index.php?categoryid=5>

⁴ IACAT and IJM Launch Online Training for Frontliners of OSAEC Cases, IJM (2024), accessed on 04.20.2025, from: <https://www.ijm.org.ph/articles/iacat-and-ijm-launch-online-training-for-front-liners-of-osaec-cases>

victim-survivors of OSAEC cases. Upon course completion, participants acquire Continuing Professional Development (CPD) points.⁵

Aside from SFI, there are other organizations that have established an e-learning course on OSAEC. In September 2024, with the support of UNICEF, The Asia Foundation, and The Australian Embassy, Save the Children Philippines' SaferKidsPH offered the OSAEC Awareness Training e-Course,⁶ which is a set of comprehensive self-paced modules on OSAEC with children, adolescents and parents and adults working for children as the target audience. For children and adolescents, among the objectives of the course is to help children understand OSAEC and its effects and equip them to identify online risks and red flags. The course for adults is to equip parents and caregivers with knowledge of online and offline environments, highlighting their crucial role in safeguarding children's rights and welfare. Since 2016, Save the Children has been offering its Child Rights Programming E-Learning,⁷ a free, online training for all, introducing enrollees to CRP, its application, challenges faced and practical guidance, with case studies containing specific simulation for humanitarian and other concerns.

The various e-learning courses on OSAEC and CSAEM offered by SFI in partnership with government agencies such as DepEd and CWC, have their specific targets and they fill the competency needs for the police and social welfare offices. Given the e-learning courses surveyed and enumerated in this section, it can be observed that SFI's e-learning course does not compete but greatly complements the other e-learning courses, which have their respective target enrollees/participants and objectives.

B. DESCRIPTION OF FRAMEWORK

The consultant developed a comprehensive framework for the *Development of a Project Monitoring System Database and a Child Online Protection Assessment Competency Framework and Tools for Child Protection Actors and Children*, a project of SFI that ran from the second to third quarter of 2024. The framework was drawn from the *Behavior Change Wheel*, a synthesis of 19 behavior-change frameworks that draw on a wide range of

⁵ DSWD launches e-learning training for service providers handling OSAEC victims, DSWD (2022), accessed on 04.20.2025, from: <https://old.dswd.gov.ph/dswd-launches-e-learning-training-for-service-providers-handling-osaec-victims/>

⁶ SaferKidsPH OSAEC Awareness Training Course, Save the Children, DepEd Misamis Oriental, accessed on: https://www.depedmisor.com/uploads/1/3/2/5/13258713/advisory_85_s_2024.pdf

⁷ Child Rights Programming E-Learning, Training, Webinars, and Presentation, Save the Children, accessed on 04.20.2025, from: <https://resourcecentre.savethechildren.net/document/child-rights-programming-e-learning/>

disciplines and approaches. This framework enabled the consultancy team to look at how the online courses have defined a trend of action points per agency. At the center of the framework are three points that thematically lump the individual course completer's feedback, whether:

- SFI's e-courses helped increase the course completers' psychological skills, stamina to positively engage in the necessary mental processes in dealing with OSAEC-CSAEM (Psychological Capacity).
- SFI's e-courses served for the course completers as an opportunity to influence the way the completers think about things or learn new things about OSAEC-CSAEM (Social Opportunity).
- SFI's e-courses resulted in the course completers engaging in reflective processes involving plans and evaluations and leading them to plan action points concerning OSAEC-CSAEM (Reflective Motivation).

These three themes led to either one of the following planned or actual action points:

- Guidelines/Restrictions – The team observed these as common responses among teachers, with the action points ranging from simple protective online practices such as ensuring strong passwords to enforcing guidelines for learners in schools and recommend enforcement of policies on child protection.
- Enablement/Training - these commonly range from very general statements that they have learned from course and would want to have the same training for colleagues and other actors, increasing means/reducing barriers to increase capability in dealing with OSAEC-CSAEM within the mandates of their agencies/organizations.
- Service provision - These action points are common responses among police and social worker respondents and are centered on delivering a service.
- Environment/social planning - These action points cover the widest range of actions, which include training, enforcement of guidelines and restrictions or policies, and involving many actors in designing and/or controlling the social environment.

C. STUDY VALIDATES THE USEFULNESS OF THE COMPETENCY FRAMEWORK AND LIMITATION OF THE DESIGN TOOL

Based on the responses to the KIs, the thematic grouping of individual feedback into psychological capacity, social opportunity, and reflective motivation, and then linking these to planned/actual actions (guidelines/restrictions, enablement/training, service provision, and environment/social planning) provides a valuable framework for understanding the

impact of the e-learning course. The three themes – psychological capacity, social opportunity, and reflective motivation – are interconnected and mutually reinforcing. The course likely strengthens psychological capacity by providing knowledge, tools, and strategies. This thematic approach highlights the holistic impact of the e-learning course. *It's not just about acquiring knowledge; it's about personal growth, social engagement, and a commitment to action.*⁸

- **Psychological Capacity:** The e-courses has helped increase the course completers' psychological skills, stamina to positively engage in the necessary mental processes in dealing with OSAEC-CSAEM. Through the animations and stories that made imprints on the issue of OSAEC in the minds of course enrollees/completers, the e-learning course helped them psychologically prepare them in carrying out their tasks in case they encounter possible or actual OSAEC or CSAEM cases. Direct service providers such as police officers and social workers have learned practical ways in handling cases, but real life situations can be very difficult. Although trained to face different kinds of people, police investigators and social workers said they get affected too by the cases they encounter, especially when the perpetrators are family members. Through the course, they have learned to empathize with the circumstances of those who seek their help, but this also means being able to withstand the psychological effects of handling difficult cases. Part of the psychological capacity is being able to talk about a difficult topic such as OSAEC, leading community members/mothers in Javier, Leyte and children/youth facilitators in Puerto Galera the importance of being observant in their community so that everyone becomes aware about and be protected from online dangers. Being able to talk about OSAEC helped them realize and understand the reasons why OSAEC happens such as poverty, lack of values, and excessive and unmonitored use of internet by their children, and what to do with them.
- **Social Opportunity:** The e-courses served for the course completers as an opportunity to influence the way the completers think about things or learn new things about OSAEC-CSAEM. Majority of the respondents said that the e-course has provided them with new knowledge or skills to better address OSAEC, and that they have applied the strategies or technique from the training to their professional or personal practice. This is validated in the narratives shared by the FGD and KII respondents representing the partner agencies. Many of the respondents also said that while they have had orientations on OSAEC and CSAEM, the e-course offered deeper discussions, and additional knowledge that they can use in their community advocacy work. This new knowledge is helpful especially when the course

⁸ FGD/KII with NPTI Course Implementors at Camp Vicente Lim, City of Calamba, Laguna on 02.13.2025.

completers, who may come from diverse backgrounds, may not have the college background or necessary training that may equip them in the issue of OSAEC and CSAEM.

- **Reflective Motivation:** The e-courses resulted in the course completers engaging in reflective processes involving plans and evaluations and leading them to plan action points concerning OSAEC-SCAEM. With the profound impact of understanding of children's rights in general and OSAEC and CSAEM in particular, course completers shared insights from the course, hoping to build a culture of vigilance and responsibility, taking proactive steps in safeguarding the rights of children. For those in position, they have approached decisions with a stronger commitment to protect children in planning or implementing a wide range of actions, which include training, enforcement of guidelines and restrictions or policies, and the involvement of other actors in designing and/or controlling the social environment. Course completers did not only start to enforce cyber safety guidelines/restrictions in their own homes, but also informally shared what they learned to other people they encounter outside their work circles.

These three themes have resulted in the respondent's carrying out actions – whether enforcement of guidelines/restrictions, enablement/training, service provision, and environment/social planning, demonstrate how learning from the course translates into concrete actions. *“It's encouraging to see that learners are moving beyond simply gaining knowledge to actively implementing changes in their work and communities.”*⁹ These action categories also reveal the diverse ways individuals can contribute to child protection. Some may focus on establishing or enforcing guidelines, while others may choose to train others or provide direct services to children and families. Still others may engage in broader social planning and advocacy efforts. This diversity of approaches is essential for addressing the complex challenges of child protection. While the course may inspire these actions, it's important to provide ongoing support and follow-up to ensure that learners are able to effectively implement their plans. This could include mentorship programs, access to resources, and opportunities for continued learning and collaboration.

The competency framework also formed the basis in making the FGD tools, presenting its usefulness in measuring the impacts of the e-learning to child protection actors as well as children and adult beneficiaries. In the discussions with children in Puerto Galera, the consultant prodded questions to surface the three themes of the competency framework:

⁹ FGD/KII with NPTI Course Implementors at Camp Vicente Lim, City of Calamba, Laguna on 02.13.2025.

psychological capacity, social opportunity, and reflective motivation. The following is list of the responses of the children:¹⁰

- **Psychological Capacity:** The SFI activity helped strengthen my resolve to be careful not to fall victim to online dangers (Six out of the 10 children chose this theme.)
 - “Enforcing restrictions for cyber-safety guidelines starts with oneself.”
 - “Not retaliating to bullying, but acting as the bigger person, and just ignore any bullying directed at me.”
 - “When I hear that someone I know or their friends is at risk they tell them all the things I learned, especially in safeguarding oneself, to that person face to face. Helping others makes you also feel good.”
 - “Before there are sexual or malicious things that were sent to my phone and I shared it to my friends to have a good laugh, but after my learnings from SFI, I don’t do that because I realize the harm it inflicts to him and his friends. I shared what I learned to my friends, the notes I made during the sessions and who or where to go if they or someone they know get victimized.”
 - “There are online posts and messages that affect me emotionally but there are options to keep safe, by muting players in ML [Mobile Legends] or block them on social media. Just ignore bashers.”
- **Social Opportunity:** The SFI activity served as a social opportunity to get new learnings about the issue especially about online dangers and share it with others.” (Three out of the 10 children chose this theme.)
 - “SFI taught me how to responsibly use the internet and to equip me with knowledge about cyber-safety to be instruments that can influence others and be keen eyed with the dangers. While being present and vigilant in the digital world, I am also that in the physical world, and I strive to be enthusiastic in sharing my learnings to the people around me.”
 - “With the effort of SFI for the sessions, I can now see the dangers in the online world. I am empowered with the knowledge I am equipped with.”
 - “Making aware of others from what I learned from SFI, and I can help my community with it.”

¹⁰ FGD with children in Puerto Galera, Oriental Mindoro on 03.30.2025.

- **Reflective Motivation:** The SFI activity has made me reflect about online dangers and motivated me to do something about it. (Two of the 10 children chose this theme.)
 - “One asset of my generation is being able to make speedy and easy communication through online, but this has its pros and cons. Liability is that they are vulnerable with online sexual abuse and exploitation. That is how it is today, there is a current trend of sending nudes through chat within the youths age group using Telegram, Messenger, etc. There are dummy accounts, in the RPW (Role-Play World), mostly using a secondary account that young people like us use for posting things that they can’t do in their main accounts such as posting about people a person doesn’t like. These are not good. This year, me and my friends made a booth for a school event, and we placed materials from SFI and even played the videos. We always attend the SFI’s sessions and re-echo their learning to the people around us.”
 - “Someone messaged me links with texts below like a chain message compelling them to send it to others otherwise there are consequences. Out of curiosity, I accessed the link, and it has malicious content, after which I deleted the chat with that person. He felt disgusted. I tell others that accessing unknown links are scary due to the dangers of it being links for hackers, malwares, scams etc.”

IV. SAMPLING AND LIMITATIONS

1. E-STUDY ONLINE TOOL FOR COURSE COMPLETERS

In 2024, SFI created a Project Monitoring System Database, along with a Child Online Protection (COP) Assessment Competency Framework and Tools tailored for both child protection actors and children themselves. The development of a comprehensive framework drew from the *Behavior Change Wheel*, a synthesis of 19 behavior-change frameworks that draw on a wide range of disciplines and approaches. At the center of the framework are three points that thematically lump the individual course completer's feedback, whether:

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- Environment/social planning - These action points cover the widest range of actions, which include training, enforcement of guidelines and restrictions or policies, and involving many actors in designing and/or controlling the social environment.

The framework is based on SFI's implementation of e-learning courses with the different partner agencies and organization and their responses/feedback to evaluation tools.

Based on the collated e-learning completion data, the consultant initially determined that the basis of sampling would be from the 2024 batch of **21,039** course completers out of **27,188** enrollees from the different partner agencies. An initial target of **1,728** course completers was laid out in the Inception Report, grouping the samples per course in relation to per agency partner using 5% margin of error, 95% confidence level, 50% response distribution. The following table presents the planned number of respondents as indicated in the Inception Report, but the consultant and focal/contact persons in the respective partner agencies faced difficulty in tracing the identified respondents batches within the data gathering period. The research team could only reach the respondents that could be traceable, with the survey links sent through the partner agency memos for them to participate in the survey. This decreased the initial target to **1,085**.

The research team received a total of **995 (509 F, 486 M)** survey entries from the period starting 01 February and ending 10 April 2025. The low number of respondents from the DepEd can be attributed to the timing of the data gathering which corresponded with the end of school year calendar of activities. In the case of the BTSNN, particularly among NGO partners, many of those who had taken SFI's online course are no longer connected with the NGO they have represented as course completers, with the majority of the 190 respondents coming from the City Social Welfare and Development Office of Zamboanga City.

PLANNED VS. ACTUAL RESPONDENT

PARTNER AGENCY	INCEPTION REPORT TARGET	COORDINATED AND TRACEABLE BATCH GROUP	TARGET NUMBER	ACTUAL
DepEd (3 batches/groups)	460	1 batch/3 regions	680	98
BTSNN (2 batches/groups)	171	1 batch/group CSWDO ZC	127	64
DSWD (2 batches/groups)	246	1 batch/group RO8	205	190
PNP – DPCR (2 batches/groups)	56	1 batch/group	65	58 ^A
PNP – NPTI (17 groups incl. wide scaling)	426	1 batch/group/3 regions	393	234
PNP – WCPC/WCPC (3 groups)	369	2 batches/MIMAROPA/WCPD	360	347
Total	1,728		1,085	995^D

^A –Includes those with the NPTI at time course completion but already assigned to PCR by time of survey.

However, out of this number, after examination and validation of entries, the team determined that for the General Framework Section of the survey, only **934 (471 F, 463 M)** are valid, while for the Per Agency Specific Section, only **896 (443 F, 453 M)** are valid. There are **61 (38 F, 23 M)** invalid respondents for the General Framework Section, and **99 (66 F, 33 M)** for the Per Agency Specific Sections. Invalid entries are either those from respondents who have submitted incomplete questionnaires or have sent double or triple entries most probably due to server errors.

TOTAL RESPONDENTS

AGENCY	Female	Male	Grand Total
BTSNN	47	17	64
DEPED	75	23	98
DSWD	161	29	190
PNP - DPCR	18	44	62
PNP - NPTI	63	171	234
PNP - WCPC	145	202	347
Total	509	486	995

GENERAL FRAMEWORK QUESTIONS

VALID RESPONDENTS

AGENCY	Female	Male	Grand Total
BTSNN	42	16	58
DEPED	74	22	96
DSWD	152	26	178
PNP - DPCR	17	41	58
PNP - NPTI	54	160	214
PNP - WCPC	132	198	330
Total	471	463	934

INVALID RESPONDENTS

AGENCY	Female	Male	Grand Total
BTSNN	5	1	6
DEPED	1	1	2
DSWD	9	3	12
PNP - DPCR	1	3	4
PNP - NPTI	9	11	20
PNP - WCPC	13	4	17
Total	38	23	61

PER AGENCY QUESTIONS

VALID RESPONDENTS

AGENCY	Female	Male	Grand Total
BTSNN	37	17	54
DEPED	73	22	95
DSWD	145	27	172
PNP - DPCR	16	42	58
PNP - NPTI	50	151	201
PNP - WCPC	122	194	316
Total	443	453	896

INVALID RESPONDENTS

AGENCY	Female	Male	Grand Total
BTSNN	10	0	10
DEPED	2	1	3
DSWD	16	2	18
PNP - DPCR	2	2	4
PNP - NPTI	13	20	33
PNP - WCPC	23	8	31
Total	66	33	99

2. E-STUDY SURVEY WITH IN PERSON/ON-LINE FGD AND KII RESPONDENTS

Among the 38 FGD and KII respondents, there are 11 females of Senior Level rank, while the rest or 21 are at Junior Level rank. There are five males of Junior Level rank, while only one male respondent is of Senior Level rank. Fifteen have said they have been involved in previous e-learning course initiatives, while 27 have not been involved in previous e-learning initiatives.

Nine of those who have been involved in previous e-learning courses acted as developers/implementors. Of their involvement with SFI, five said they are primarily co-developers, 11 acted primarily as co-implementors, while 16 are course completers only. Respondents are either from NCR, Luzon or Visayas. There were no survey respondents from Mindanao for this E-study Survey, which was administered only in the areas visited in person by the consultant, namely Metro Manila, Laguna, Oriental Mindoro, and Leyte. Given the limitation in time and logistics, there was no fieldwork in Mindanao. In terms of representation, there are Mindanao-based respondents in the E-Study Online Tool for Course Completers.

RESPONDENTS			
AGENCY	F	M	GT
BTSNN	4	1	5
DSWD	11	4	15
PNP	14	1	15
DepEd	3	0	3
Total	32	6	38

V. RESEARCH FINDINGS

1. ORGANIZATIONAL PROCESSES AND STRATEGIES

Creativity and innovation form the lifeblood of SFI's advocacy projects, with the e-learning course tracing its roots from the decades-long experience in working with shelter-based children, particularly on the issue of abuse and exploitation and rehabilitation and recovery. SFI faced the challenge of developing means to approach the difficult subject of child sexual abuse and exploitation, and the use of story books and animation proved to be an effective and child-friendly way of putting the message across.

Led by SFI Creative Director Monica Ray, a team compiled stories from the children, processed these narratives, and developed story books and short animation films, which formed the main advocacy materials. *“After launching it, SFI was invited to a conference and intensive training on online child protection in Thailand and that started collaborations and development of programs and materials.”*¹¹ SFI started to conduct in-person training using these materials and specialized tools, providing inputs on knowledge on child abuse and sexual exploitation to communities and organizations. The demand for such trainings eventually increased, but SFI, which had only two trainers, could not keep up with the growing demand.

Although initial attempts for the development of an e-learning course were made in 2013, SFI looked at the experience of European academic institutions in using e-learning as a means to conduct training, but translating in-person content and SFI's experience in working with disadvantaged/abused children into e-learning format proved to be a daunting endeavor. A more structured module was eventually developed and launched in 2019, but it proved to be ahead of its time – the initiative expected a high demand from children, caregivers and stakeholders. However, e-learning as the primary tool to facilitate learning began to take off only during the COVID-19 pandemic. Although webinars and online sessions became the only ways to provide learning during the pandemic, the mode of online participants simultaneously running a module and waiting for the evaluation link may not effectively provide or gauge real/actual learning.

¹¹ KII with SFI Executive Director in Puerto Galera, Oriental Mindoro on 02.28.2025.

2. EXAMINATION OF TECHNOLOGICAL AND STRUCTURAL ASPECTS

The rapid advancement of digital learning technologies has paved the way for the development of robust e-learning platforms. This section of the study aims to examine the technological and structural aspects of the Moodle-based e-learning system implemented by Stairway Foundation Inc. Specifically, the study focuses on two key objectives: 1) To determine the technological tools, infrastructure, and systems employed to facilitate the e-learning platform; and 2) To determine the scalability and sustainability of the technological components of the platform. The platform is designed to support the *E-Learning for the Prevention of Child Sexual Abuse and Exploitation* course, catering to government agencies and students. The analysis will provide insights into how the platform is structured and maintained to ensure long-term efficiency and scalability.

The rapid advancement of digital learning technologies has enabled organizations like Stairway Foundation Inc. (SFI) to develop scalable and impactful e-learning platforms. The platform is designed to support the *E-Learning for the Prevention of Child Sexual Abuse and Exploitation* course, catering to government agencies and students. In this section, we examine the technological and structural elements of SFI's Moodle-based Learning Management System (LMS), focusing on: 1) The technological tools, infrastructure, and systems that support the platform; 2) The scalability, sustainability, and management of the system; 3) The strengths, limitations, and implementation challenges observed during deployment; and 4) The administrative processes and staff support mechanisms that facilitate the platform's day-to-day operations.

A. LEARNING MANAGEMENT SYSTEM (LMS)

The deployment of Moodle as the foundation for Stairway Foundation Inc.'s e-learning course brought with it several strengths that contributed to its reach and functionality. However, like any technological intervention, it also presented limitations and challenges, particularly during its wide-scale implementation. Below is a synthesis of these core observations:

A. Strengths

- a. **Flexibility & Modularity:** Supports synchronous and asynchronous activities (forums, quizzes, assignments, certificates) that can be assembled into tailored learning paths. Learners can work through the modules on their own schedule, making it easy to balance training with busy workdays.

- b. **Role-Based User Management:** Administrators, facilitators, and learners each have customized access and permissions, safeguarding content and user data.
 - c. **Mobile Optimization:** Responsive design and a dedicated mobile app ensure full functionality on smartphones and tablets, so people in areas without computers can still access all lessons and activities.
- B. Weaknesses & Challenges**
- a. **Navigation Complexity:** New users or those less comfortable with technology sometimes need extra help clicking through lessons, turning in assignments, or finding support.
 - b. **Bandwidth Dependency:** Video- and animation-heavy lessons require stable internet; learners in connectivity-poor provinces report frequent interruptions.
 - c. **Self-Paced Motivation:** Without real-time facilitation, some busy professionals deprioritize coursework, driving completion rates down unless external incentives (e.g., CPD units) are attached.
- C. Pedagogical Fit**
- a. **Visual Storytelling:** Animations and real-case examples resonate strongly with adult learners (social workers, police, teachers), making complex ideas more easily.
 - b. **Uniform Pathways:** Everyone follows the same lesson order. This keeps things simple to organize, but it does not adapt if someone already knows some material or needs extra review.

B. WEB SERVER AND HOSTING INFRASTRUCTURE

The LMS is hosted by **Nephila Web Technology** on **Amazon Web Services (AWS)**, combining local expertise with global reliability.

- A. Scalability & Performance**
- a. **Dynamic Resource Allocation:** CPU, memory, and storage scale automatically based on concurrent user loads.
 - b. **Load Balancing & Content Delivery Network (CDN):** The server distributes user traffic across multiple servers and stores frequently accessed files in various regional locations. This ensures that the website loads quickly and performs efficiently, even during peak usage or in remote areas with limited connectivity.
- B. Data Protection & Redundancy**

- a. **Automated Backups:** Daily backups and cross-region data replication guard against data loss.
- b. **Current Usage:** Currently, about 320 GB of storage is being used, but the system can easily grow to handle more students and content as needed.

C. Support Mechanism

- a. **Nephila Responsibilities:** Nephila handles the technical side—keeping the servers running, updating the system, and making sure the platform stays online and secure.
- b. **SFI Responsibilities:** SFI focuses on making and updating the course materials, helping learners with common issues, and coordinating with Nephila if any major problems arise.

C. SECURITY AND COMPLIANCE FEATURES

To protect sensitive learner and course data, the platform enforces:

- A. **Secure Data Transmission (SSL/TLS Encryption):** All information shared on the platform—such as login details or course progress—is safely encrypted to protect it from being intercepted.
- B. **Role-Based Access Control (RBAC):** Only the right people can access certain information. For example, learners can't see others' grades, and only administrators can access system settings or reports.
- C. **Automated Security Patches:** Security updates and system improvements are tested in a safe "trial" version first before being applied to the live platform, to avoid any disruptions.
- D. **Privacy Compliance:**
 - a. The platform follows national and international privacy laws, including the Philippine Data Privacy Act of 2012 and the EU's GDPR (General Data Protection Regulation).
 - b. Incorporates user consent workflows, data-export/deletion tools, and periodic privacy training for administrators.

D. ASSESSMENT OF SCALABILITY

The combination of AWS and Moodle's architecture yields strong scalability, but real-world factors can limit performance:

A. What Makes the System Work Well

- a. **Flexible System Capacity:** The platform can automatically grow or shrink its resources (like speed and storage) depending on how many people are using it—especially useful during peak enrollment periods.
- b. **Plugin Architecture:** New tools like quizzes, surveys, and certificates can be added easily without affecting the rest of the system or interrupting classes.
- c. **Mobile-First Design:** Learners can access materials offline or on intermittent connections via the Moodle Mobile app.

B. Constraints

- a. **Learner Connectivity:** In areas with weak or unstable internet, users may have trouble watching videos or completing lessons, often needing to restart their progress.
- b. **Support Overload:** Mass enrollees (e.g., entire PNP or DSWD cohorts) occasionally overwhelm helpdesk and regional IT resources.

E. ASSESSMENT OF SUSTAINABILITY

Long-term viability is maintained through predictable costs, structured maintenance, and continuous support:

A. Cost Management

- a. Annual subscription fees to Nephila simplify budgeting.
- b. Training more than 100,000 learners online has cost much less than holding in-person workshops, saving money on travel, venues, and facilitators.

B. Technical Maintenance

- a. **Safe Testing Before Updates:** All major system updates are first tested in a separate environment before going live, helping avoid unexpected errors.
- b. **Scheduled Maintenance:** Communicated in advance to minimize disruption.

C. Training & Staff Support

- a. **SFI Orientations:** Regular “train-the-trainer” sessions for institutional focal persons in PNP, DSWD, DepEd.
- b. **Regional Course Managers:** Local IT liaisons handle basic troubleshooting and user guidance.
- c. **Helpdesk:** A dedicated team answers questions via email or chat—most problems like login errors or missing certificates are resolved within 1–2 days.

D. Key Metrics (as of March 6, 2025)

- a. **Learners Enrolled:** 105,499
- b. **Active Users:** 105,493
- c. **Courses Available:** 114

- d. **Total Completions:** 23,640

F. ASSESSMENT OF SUSTAINABILITY

A clear division of labor and defined support roles ensure smooth operation:

A. **Nephila Web Technology (Web Hosting Provider)**

- a. Manages the system infrastructure, performs database maintenance, conducts regular backups, and applies security patches to keep the platform running smoothly.

B. **Stairway Foundation Inc.**

- a. Stairway Foundation focuses on managing users and courses. They handle enrollment, update the lessons, talk to learners, and report any major technical issues to Nephila.

C. **Support Staff Needs**

- a. **Course Managers/IT Support:** These staff members are based in local partner agencies (like NPTI and DSWD FO8) and help users on-site with basic technical issues.
- b. **Helpdesk Team:** A dedicated group of support staff handles more serious technical concerns that need expert attention.
- c. **Content Trainers:** They assist new users in navigating the Moodle platform, progressing through lessons, and submitting assignments or assessments.

D. **Common Tech Issues**

- a. **Multiple Account Conflicts:** Sometimes users accidentally create more than one account. These are resolved by merging accounts or resetting passwords.
- b. **Video Playback Errors:** If videos don't play correctly, it's often due to browser compatibility or missing plugins. Users are advised to switch to a recommended browser (e.g., Google Chrome or Microsoft Edge) or download a lower-resolution version of the video.
- c. **Module Navigation Hiccups:** When learners can't move to the next module, step-by-step video guides and live chat are available to walk them through the solution.

3. ORGANIZATIONAL UTILIZATION AND EFFECTIVENESS

Even before the Global Program began in 2021, SFI already established a strong foundation of child protection initiatives, particularly under the Break the Silence (BTS) Campaign. Through this campaign, SFI has already been working with grassroots

organizations in building awareness, strengthening capacities, engaging communities, and developing innovative approaches to prevent child sexual abuse and exploitation, both offline and online.

Despite challenges encountered during the COVID-19 pandemic, SFI's initial initiatives laid the essential foundation for the meaningful implementation of the Global Program in the Philippines. The restrictions on mobility however served as a catalyst in the maximization of the online mode of learning. *"What carried us through was more than strategy—it was a shared commitment to children, a collective willingness to adapt, and a resilience rooted in mutual trust, respect, and our steadfast belief in our responsibility to create a safer world for every child."*¹² Based on the learning experience of SFI, are three facilitating factors are pointed out:

- Strong partnerships:
- Shared vision for child protection:
- Consistent and grounded engagement:

These three factors have helped contribute to the effectiveness of the e-learning platform in meeting its organizational and learner goals. On a larger view, while the Global Program enhanced, strengthened, and expanded the various initiatives of SFI, the e-learning course contributed to capacitating child protection actors in effectively fulfilling their respective mandates, in supporting the development and implementation of protective frameworks, and in strengthening children's voices in supporting agencies in digital safety.¹³ SFI has built on its capacity to co-develop e-learning courses and train thousands of teachers, social workers, police personnel and other child protection actors across different regions. Also, while it has contributed to the promotion and localization of Republic Act 11930 (the Anti-OSAEC and CSAEM Law), these and other laws on child protection have become part of the e-learning modules.

4. STAKEHOLDER ENGAGEMENT, EXPERIENCE AND USAGE

In this section, the results of the Online Tool Survey are presented, first with the General Experience of the course completers following the framework developed for the e-learning

¹² Presentation by SFI Program and Operations Manager during the Partners 'Conference in Manila on 03.27.2025.

¹³ Presentation by SFI Program and Operations Manager during the Partners 'Conference in Manila on 03.27.2025.

study and the Agency Specific Experience, which follows the respective mandates of the partner organizations.

A. GENERAL EXPERIENCE

In gathering data on the general experience of course completers, the tools followed the established framework, looking at the experience of respondents in four areas: enablement/training, environment/social planning, guidelines/restrictions, and service provision. Majority of the respondents said that the e-course has provided them with new knowledge or skills to better address OSAEC, and that they have applied the strategies or technique from the training to their professional or personal practice. This is validated in the narratives shared by the FGD and KII respondents representing the partner agencies.

Many of the respondents said that while they have had orientations on OSAEC and CSAEM, the e-course offered deeper discussions, and additional knowledge that they can use in their community advocacy work. This new knowledge is helpful especially when the course completer may not have the college background or necessary training that may equip them in the issue of OSAEC and CSAEM: *“A lot of them are teachers, not all are social workers, there are a few psychologists. They are able to adopt and their learnings from the course can be utilized for their **FDS** as **MLs** [Family Development Sessions as Municipal Links]. All of them were able to learn.”*¹⁴

SFI’s E-learning course provided enrollees from different and diverse backgrounds and mandates to learn something new, particularly about OSAEC and CSAEM. For example, the e-learning course has helped a youth volunteer from My Children’s House of Hope Bahay Bata 127 (CHH) to integrate with her knowledge about the Christian Gospels, sensitive topics such as OSAEC and CSAEM. *“E-learning has paved a way for me to get closer and more confident in delivering these sensitive topics to the communities. There is the need to read a lot about the issue, while also looking and recognizing the contexts of each community.”*¹⁵ One common theme among the responses from FGD and KII respondents is despite the community’s knowledge on the dangers of child abuse from the many sessions they have with different agencies and groups, parents are unfamiliar with terms such as OSAEC and CSAEM, and the youth facilitators, equipped by skills and knowledge learned from SFI’s e-learning course, in turn, helped the community to learn new things.

¹⁴ KII with FO8 Pantawid Focal Persons, Palo, Leyte, 02.27.2025.

¹⁵ FGD with Executive Director and Youth Facilitator at CHH Office, Quezon City on 03.18.2025.

In a very structured organization, such as the PNP, with its different directorates and sub-units, each with specific mandates, presents a different experience. E-learning courses on issues such as OSAEC and CSAEM are seen as “mostly appropriate” for the WCPC, and as such it is not offered to other branches such as the DPCR: *“We are thankful for given the opportunity to enroll in SFI’s e-learning course. These kinds of e-courses are rarely offered to us, since it’s mostly only offered to WCPC. We should also be tapped for these kinds of efforts as we are the PNP’s mouthpiece.”*¹⁶ The knowledge from the course are seen as helpful in the development of information materials to help other police officers and the public to be aware about OSAEC and CSAEM and the laws on these issues.

SFI’s e-learning course is nonetheless seen as working complementarily with other in-house courses of the WCPC. Pre-requisite and specialized courses such as the five-day basic seminar on Trafficking in Persons (TIP) are needed before proceeding to the 17-day TIP Specialist Investigators Course and to the five-day seminar on the proper handling of CICT: *“Given the WCPC’s mandate to capacitate all personnel assigned at the protection desks, police regional offices and at the national administrative units, all personnel in WCPD are required to undergo these courses. For personnel who had already completed these courses, SFI’s e-learning course served as a refresher.”*¹⁷ The contents of SFI’s e-learning course is applicable to the WCPC and is seen as quite helpful in becoming updated on the new laws on OSAEC.

Not all course completers have had previous training or introductions to OSAEC or CSAEM, and understanding the settings are important. The guidance counselor of the Puerto Galera National High School (PGNHS) said that most of the seminars or lectures she attended are about child trafficking and sexual abuse. While she figures that there are no OSAEC cases in the school, she does not discount the possibility and that children at her school can become at risk. One important learning for her and the teachers at the PGNHS is the reality of victim-blaming and that the tendency of parents to be close minded about the issue of OSAEC. She looks at the e-learning course as having enhanced her explain about child protection and OSAEC/CSAEM to parents. One Pantawid Implementor course completer meanwhile described the videos from the e-learning as a good method to instill the topic deeper. *“It would be good if it can be shown to their beneficiaries, to check their reactions, to gouge out their recommendations on how they can protect themselves and their children from OSAEC.”*¹⁸

¹⁶ FGD with DPCR at FJGADD Office in Camp Crame, Quezon City on 03.17.2025.

¹⁷ FGD/KII with WCPC Officers in Camp Efigenio Navarro, Calapan City, Oriental Mindoro on 02.27.2025.

¹⁸ FGD with Course Completer FO8 Pantawid Implementers at the DSWD FO8 Field Office, Palo, Leyte on 02.30.2025.

The following presents the results of the valid responses of the **934** course completers to the questions following the four action points in the competency framework. This is followed by a series of tables presenting the result per agency partner.

Guidelines/Restrictions

- **82%** (769/934) of the respondents said that they are now conduct regular checks or audits of the digital tools/platforms used by children to ensure they are safe.
- **95%** (884/934) said that they have been regularly implement protective online practices (e.g., strong passwords, privacy settings) to prevent OSAEC in their personal or professional environment.
- **91%** (846/934) said that they have integrated OSAEC prevention measures into your institution's child protection policies or guidelines.
- **86%** (804/934) recommend to the school or organization the adoption of stricter OSAEC-related policies since completing the training.
- **86%** (801/934) of the respondents have enforced or updated guidelines within your school/organization to ensure the safety of children online.

Questions	BTSNN					DepEd					DSWD				
	No	%	Yes	%	Total	No	%	Yes	%	Total	No	%	Yes	%	Total
Guidelines/Restrictions															
Do you now conduct regular checks or audits of the digital tools/platforms used by children to ensure they are safe?	16	28%	42	72%	58	27	28%	69	72%	96	56	31%	122	69%	178
Do you regularly implement protective online practices (e.g., strong passwords, privacy settings) to prevent OSAEC in your personal or professional environment?	4	7%	54	93%	58	3	3%	93	97%	96	12	7%	166	93%	178
Have you integrated OSAEC prevention measures into your institution's child protection policies or guidelines?	6	10%	52	90%	58	11	11%	85	89%	96	24	13%	154	87%	178
Have you recommended to your school or organization	9	16%	49	84%	58	21	22%	75	78%	96	43	24%	135	76%	178

the adoption of stricter OSAEC-related policies since completing the training?															
Since completing the course, have you enforced or updated guidelines within your school/organization to ensure the safety of children online?	12	21%	46	79%	58	20	21%	76	79%	96	50	28%	128	72%	178

Questions	NPTI					WCPC					DPCR				
	No	%	Yes	%	Total	No	%	Yes	%	Total	No	%	Yes	%	Total
Guidelines/Restrictions															
Do you now conduct regular checks or audits of the digital tools/platforms used by children to ensure they are safe?	26	12%	188	88%	214	34	10%	296	90%	330	6	10%	52	90%	58
Do you regularly implement protective online practices (e.g., strong passwords, privacy settings) to prevent OSAEC in your personal or professional environment?	12	6%	202	94%	214	15	5%	315	95%	330	4	7%	54	93%	58
Have you integrated OSAEC prevention measures into your institution's child protection policies or guidelines?	22	10%	192	90%	214	18	5%	312	95%	330	7	12%	51	88%	58
Have you recommended to your school or organization the adoption of stricter OSAEC-related policies since completing the training?	31	14%	183	86%	214	20	6%	310	94%	330	6	10%	52	90%	58

Since completing the course, have you enforced or updated guidelines within your school/organization to ensure the safety of children online?	19	9%	195	91%	214	21	6%	309	94%	330	11	19%	47	81%	58
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Enablement/Training

- **98%** (919/934) of the respondents said the e-course provide you with new knowledge or skills to better address online sexual exploitation and abuse of children (OSAEC).
- **97%** (911/934) of the respondents said they were able to apply strategies or techniques from the training to their professional or personal practice.
- **79%** (740/934) said that they have participated in follow-up discussions, workshops, or further learning after completing the course.
- **96%** (899/934) were able to share knowledge gained from the course with their colleagues or peers.
- **98%** (918/934) recommend similar training programs to your colleagues or other professionals involved in child protection.

Questions	BTSNN					DepEd					DSWD				
	No	%	Yes	%	Total	No	%	Yes	%	Total	No	%	Yes	%	Total
Enablement/Training															
Did the e-course provide you with new knowledge or skills to better address online sexual exploitation and abuse of children (OSAEC)	0	0%	58	100%	58	0	0%	96	100%	96	0	0%	178	100%	178
Have you applied the strategies or techniques from the training to your professional or personal practice?	1	2%	57	98%	58	1	1%	95	99%	96	0	0%	178	100%	178
Have you participated in any follow-up discussions,	10	17%	48	83%	58	44	46%	52	54%	96	62	35%	116	65%	178

workshops, or further learning after completing the course?															
Have you shared the knowledge gained from the course with your colleagues or peers?	1	2%	57	98%	58	8	8%	88	92%	96	6	3%	172	97%	178
Would you recommend similar training programs to your colleagues or other professionals involved in child protection?	1	2%	57	98%	58	0	0%	96	100%	96	2	1%	176	99%	178

Questions	NPTI					WCPC					DPCR				
	No	%	Yes	%	Total	No	%	Yes	%	Total	No	%	Yes	%	Total
Did the e-course provide you with new knowledge or skills to better address online sexual exploitation and abuse of children (OSAEC)	7	3%	207	97%	214	7	2%	323	98%	330	1	2%	57	98%	58
Have you applied the strategies or techniques from the training to your professional or personal practice?	7	3%	207	97%	214	11	3%	319	97%	330	3	5%	55	95%	58
Have you participated in any follow-up discussions, workshops, or further learning after completing the course?	35	16%	179	84%	214	33	10%	297	90%	330	10	17%	48	83%	58
Have you shared the knowledge gained from the course with your colleagues or peers?	9	4%	205	96%	214	8	2%	322	98%	330	3	5%	55	95%	58
Would you recommend similar	6	3%	208	97%	214	6	2%	324	98%	330	1	2%	57	98%	58

training programs to your colleagues or other professionals involved in child protection?															
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Environment/Social Planning

- **97%** (903/934) said that the e-course influenced their organization's approach to designing child protection policies or training programs on OSAEC.
- **75%** (697/934) of the respondents said that they have been involved in a community or institutional initiative to design or enhance child protection programs related to OSAEC.
- **81%** (756/934) said they collaborated with other professionals (e.g., teachers, law enforcement, social workers) to plan strategies for preventing OSAEC in their community or institution.
- **80%** (748/934) said they contributed to policy development or advocated for better child protection laws after completing the course.
- **85%** (790/934) of the respondents said they have worked with community stakeholders or institutions to create safer environments for children (e.g., through training, enforcement of guidelines, or social initiatives).

Questions	BTSNN					DepEd					DSWD				
	No	%	Yes	%	Total	No	%	Yes	%	Total	No	%	Yes	%	Total
Environment/Social Planning															
Do you think the e-course influenced your organization's approach to designing child protection policies or training programs on OSAEC?	1	2%	57	98%	58	7	7%	89	93%	96	5	3%	173	97%	178
Have you been involved in a community or institutional initiative to design or enhance child protection programs related to OSAEC?	15	26%	43	74%	58	42	44%	54	56%	96	80	45%	98	55%	178

Have you collaborated with other professionals (e.g., teachers, law enforcement, social workers) to plan strategies for preventing OSAEC in your community or institution?	14	32%	44	76%	58	34	35%	62	65%	96	57	32%	121	68%	178
Have you contributed to policy development or advocated for better child protection laws after completing the course?	17	41%	41	71%	58	30	31%	66	69%	96	69	39%	109	61%	178
Have you worked with community stakeholders or institutions to create safer environments for children (e.g., through training, enforcement of guidelines, or social initiatives)	8	16%	50	86%	58	36	38%	60	63%	96	46	26%	132	74%	178

Questions	NPTI					WCPC					DPCR				
	No	%	Yes	%	Total	No	%	Yes	%	Total	No	%	Yes	%	Total
Environment/Social Planning															
Do you think the e-course influenced your organization's approach to designing child protection policies or training programs on OSAEC?	10	5%	204	95%	214	8	2%	322	98%	330	0	0%	58	100%	58
Have you been involved in a community or institutional initiative to design or enhance child protection	50	23%	164	77%	214	37	11%	293	89%	330	13	22%	45	78%	58

programs related to OSAEC?															
Have you collaborated with other professionals (e.g., teachers, law enforcement, social workers) to plan strategies for preventing OSAEC in your community or institution?	41	19%	173	81%	214	23	7%	307	93%	330	9	16%	49	84%	58
Have you contributed to policy development or advocated for better child protection laws after completing the course?	34	16%	180	84%	214	29	9%	301	91%	330	7	12%	51	88%	58
Have you worked with community stakeholders or institutions to create safer environments for children (e.g., through training, enforcement of guidelines, or social initiatives)	28	13%	186	87%	214	19	6%	311	94%	330	7	12%	51	88%	58

Service Provision

- **79%** (735/934) of the respondents said they have helped identify children who may be vulnerable to OSAEC in your community or school setting.
- **81%** (759/934) said they participated in the development or implementation of programs aimed at educating children and families about the risks of OSAEC.
- **82%** (764/934) said that they have provided support or assistance to children at risk of online sexual exploitation and abuse (OSAEC) in your role as a teacher, social worker, or community member since completing the course.
- **76%** (764/934) said they referred children or families to appropriate services (e.g., social services, counseling, legal support) when you suspected OSAEC

- **73%** (679/934) of the respondents referred victims or at-risk children to specialized services (e.g., social work, police, or legal support) after identifying them as potential OSAEC cases.

Questions	BTSNN					DepEd					DSWD				
	No	%	Yes	%	Total	No	%	Yes	%	Total	No	%	Yes	%	Total
Service Provision															
Have you helped identify children who may be vulnerable to OSAEC in your community or school setting?	14	32%	44	76%	58	37	39%	59	61%	96	60	34%	118	66%	178
Have you participated in the development or implementation of programs aimed at educating children and families about the risks of OSAEC?	12	26%	46	79%	58	37	39%	59	61%	96	43	24%	135	76%	178
Have you provided support or assistance to children at risk of online sexual exploitation and abuse (OSAEC) in your role as a teacher, social worker, or community member since completing the course?	6	10%	52	90%	58	33	34%	63	66%	96	44	25%	134	75%	178
Have you referred children or families to appropriate services (e.g., social services, counseling, legal support) when you suspected OSAEC?	17	29%	41	71%	58	45	47%	51	53%	96	69	39%	109	61%	178
Have you referred victims or at-risk children to specialized services (e.g., social work, police, or legal support) after identifying them as potential OSAEC cases?	16	28%	42	72%	58	49	51%	47	49%	96	87	49%	91	51%	178

Questions	NPTI					WCPC					DPCR				
	No	%	Yes	%	Total	No	%	Yes	%	Total	No	%	Yes	%	Total
Service Provision															
Have you helped identify children who	41	19%	173	81%	214	33	10%	297	90%	330	14	24%	44	76%	58

may be vulnerable to OSAEC in your community or school setting?															
Have you participated in the development or implementation of programs aimed at educating children and families about the risks of OSAEC?	43	20%	171	80%	214	30	9%	300	91%	330	10	17%	48	83%	58
Have you provided support or assistance to children at risk of online sexual exploitation and abuse (OSAEC) in your role as a teacher, social worker, or community member since completing the course?	41	19%	173	81%	214	36	11%	294	89%	330	10	17%	48	83%	58
Have you referred children or families to appropriate services (e.g., social services, counseling, legal support) when you suspected OSAEC?	42	20%	172	80%	214	43	13%	287	87%	330	11	19%	47	81%	58
Have you referred victims or at-risk children to specialized services (e.g., social work, police, or legal support) after identifying them as potential OSAEC cases?	46	21%	168	79%	214	43	13%	287	87%	330	14	24%	44	76%	58

The following tables presents the sex disaggregated responses per agency to the General Framework Questions.

DEPARTMENT OF SOCIAL WELFARE AND DEVELOPMENT (DSWD) – FIELD OFFICE REGION VIII (EASTERN VISAYAS) – 178 VALID RESPONDENTS

RESPONSES TO GENERAL FRAMEWORK QUESTIONS

Questions	NO		Total	YES		Total	Grand Total
	Female	Male		Female	Male		
Enablement/Training							
Did the e-course provide you with new knowledge or skills to better address online sexual exploitation and abuse of children (OSAEC)				152	26	178	178
Have you applied the strategies or techniques from the training to your professional or personal practice?				152	26	178	178
Have you participated in any follow-up discussions, workshops, or further learning after completing the course?	58	4	62	94	22	116	178
Have you shared the knowledge gained from the course with your colleagues or peers?	4	2	6	148	24	172	178
Would you recommend similar training programs to your colleagues or other professionals involved in child protection?	2		2	150	26	176	178
Environment/Social Planning							
Do you think the e-course influenced your organization's approach to designing child protection policies or training programs on OSAEC?	5		5	147	26	173	178
Have you been involved in a community or institutional initiative to design or enhance child protection programs related to OSAEC?	71	9	80	81	17	98	178
Have you collaborated with other professionals (e.g., teachers, law enforcement, social workers) to plan strategies for preventing OSAEC in your community or institution?	52	5	57	100	21	121	178
Have you contributed to policy development or advocated for better child protection laws after completing the course?	61	8	69	91	18	109	178
Have you worked with community stakeholders or institutions to create safer environments for children (e.g., through training, enforcement of guidelines, or social initiatives)	42	4	46	110	22	132	178
Guidelines/Restrictions							
Do you now conduct regular checks or audits of the digital tools/platforms used by children to ensure they are safe?	48	8	56	104	18	122	178
Do you regularly implement protective online practices (e.g., strong passwords, privacy settings) to prevent OSAEC in your personal or professional environment?	10	2	12	142	24	166	178
Have you integrated OSAEC prevention measures into your institution's child protection policies or guidelines?	21	3	24	131	23	154	178
Have you recommended to your school or organization the adoption of stricter OSAEC-related policies since completing the training?	39	4	43	113	22	135	178

Since completing the course, have you enforced or updated guidelines within your school/organization to ensure the safety of children online?	45	5	50	107	21	128	178
Service Provision							
Have you helped identify children who may be vulnerable to OSAEC in your community or school setting?	52	8	60	100	18	118	178
Have you participated in the development or implementation of programs aimed at educating children and families about the risks of OSAEC?	40	3	43	112	23	135	178
Have you provided support or assistance to children at risk of online sexual exploitation and abuse (OSAEC) in your role as a teacher, social worker, or community member since completing the course?	37	7	44	115	19	134	178
Have you referred children or families to appropriate services (e.g., social services, counseling, legal support) when you suspected OSAEC?	58	11	69	94	15	109	178
Have you referred victims or at-risk children to specialized services (e.g., social work, police, or legal support) after identifying them as potential OSAEC cases?	74	13	87	78	13	91	178

PHILIPPINE NATIONAL POLICE (PNP) – WOMEN AND CHILDREN PROTECTION CENTER (WCPC) – ALL 16 REGIONS, INCLUDING MIMAROPA PILOT REGION – 330 VALID RESPONDENTS

RESPONSES TO GENERAL FRAMEWORK QUESTIONS

Questions	NO		Total	YES		Total	Grand Total
	Female	Male		Female	Male		
Enablement/Training							
Did the e-course provide you with new knowledge or skills to better address online sexual exploitation and abuse of children (OSAEC)	1	6	7	131	192	323	330
Have you applied the strategies or techniques from the training to your professional or personal practice?	3	8	11	129	190	319	330
Have you participated in any follow-up discussions, workshops, or further learning after completing the course?	11	22	33	121	176	297	330
Have you shared the knowledge gained from the course with your colleagues or peers?	2	6	8	130	192	322	330
Would you recommend similar training programs to your colleagues or other professionals involved in child protection?	1	5	6	131	193	324	330
Environment/Social Planning							

Do you think the e-course influenced your organization's approach to designing child protection policies or training programs on OSAEC?	1	7	8	131	191	322	330
Have you been involved in a community or institutional initiative to design or enhance child protection programs related to OSAEC?	14	23	37	118	175	293	330
Have you collaborated with other professionals (e.g., teachers, law enforcement, social workers) to plan strategies for preventing OSAEC in your community or institution?	6	17	23	126	181	307	330
Have you contributed to policy development or advocated for better child protection laws after completing the course?	12	17	29	120	181	301	330
Have you worked with community stakeholders or institutions to create safer environments for children (e.g., through training, enforcement of guidelines, or social initiatives)?	7	12	19	125	186	311	330
Guidelines/Restrictions							
Do you now conduct regular checks or audits of the digital tools/platforms used by children to ensure they are safe?	13	21	34	119	177	296	330
Do you regularly implement protective online practices (e.g., strong passwords, privacy settings) to prevent OSAEC in your personal or professional environment?	4	11	15	128	187	315	330
Have you integrated OSAEC prevention measures into your institution's child protection policies or guidelines?	5	13	18	127	185	312	330
Have you recommended to your school or organization the adoption of stricter OSAEC-related policies since completing the training?	6	14	20	126	184	310	330
Since completing the course, have you enforced or updated guidelines within your school/organization to ensure the safety of children online?	6	15	21	126	183	309	330
Service Provision							
Have you helped identify children who may be vulnerable to OSAEC in your community or school setting?	10	23	33	122	175	297	330
Have you participated in the development or implementation of programs aimed at educating children and families about the risks of OSAEC?	11	19	30	121	179	300	330
Have you provided support or assistance to children at risk of online sexual exploitation and abuse (OSAEC) in your role as a teacher, social worker, or community member since completing the course?	11	25	36	121	173	294	330
Have you referred children or families to appropriate services (e.g., social services, counseling, legal support) when you suspected OSAEC?	17	26	43	115	172	287	330

Have you referred victims or at-risk children to specialized services (e.g., social work, police, or legal support) after identifying them as potential OSAEC cases?	17	26	43	115	172	287	330
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BREAK THE SILENCE NATIONAL NETWORK (BTSNN) – WITH ZAMBOANGA CITY SOCIAL WELFARE AND DEVELOPMENT OFFICE (CSWDO) AT 74% OF RESPONDENTS – 58 VALID RESPONDENTS

RESPONSES TO GENERAL FRAMEWORK QUESTIONS

Questions	NO			YES			Grand Total
	Female	Male	Total	Female	Male	Total	
Enablement/Training							
Did the e-course provide you with new knowledge or skills to better address online sexual exploitation and abuse of children (OSAEC)				42	16	58	58
Have you applied the strategies or techniques from the training to your professional or personal practice?	1		1	41	16	57	58
Have you participated in any follow-up discussions, workshops, or further learning after completing the course?	9	1	10	33	15	48	58
Have you shared the knowledge gained from the course with your colleagues or peers?	1		1	41	16	57	58
Would you recommend similar training programs to your colleagues or other professionals involved in child protection?		1	1	42	15	57	58
Environment/Social Planning							
Do you think the e-course influenced your organization's approach to designing child protection policies or training programs on OSAEC?		1	1	42	15	57	58
Have you been involved in a community or institutional initiative to design or enhance child protection programs related to OSAEC?	11	4	15	31	12	43	58
Have you collaborated with other professionals (e.g., teachers, law enforcement, social workers) to plan strategies for preventing OSAEC in your community or institution?	11	3	14	31	13	44	58
Have you contributed to policy development or advocated for better child	10	7	17	32	9	41	58

protection laws after completing the course?							
Have you worked with community stakeholders or institutions to create safer environments for children (e.g., through training, enforcement of guidelines, or social initiatives)	5	3	8	37	13	50	58
Guidelines/Restrictions							
Do you now conduct regular checks or audits of the digital tools/platforms used by children to ensure they are safe?	10	6	16	32	10	42	58
Do you regularly implement protective online practices (e.g., strong passwords, privacy settings) to prevent OSAEC in your personal or professional environment?	2	2	4	40	14	54	58
Have you integrated OSAEC prevention measures into your institution's child protection policies or guidelines?	4	2	6	38	14	52	58
Have you recommended to your school or organization the adoption of stricter OSAEC-related policies since completing the training?	6	3	9	36	13	49	58
Since completing the course, have you enforced or updated guidelines within your school/organization to ensure the safety of children online?	10	2	12	32	14	46	58
Service Provision							
Have you helped identify children who may be vulnerable to OSAEC in your community or school setting?	10	4	14	32	12	44	58
Have you participated in the development or implementation of programs aimed at educating children and families about the risks of OSAEC?	8	4	12	34	12	46	58
Have you provided support or assistance to children at risk of online sexual exploitation and abuse (OSAEC) in your role as a teacher, social worker, or community member since completing the course?	2	4	6	40	12	52	58
Have you referred children or families to appropriate services (e.g., social services, counseling, legal support) when you suspected OSAEC?	11	6	17	31	10	41	58
Have you referred victims or at-risk children to specialized services (e.g., social work, police, or legal support) after identifying them as potential OSAEC cases?	11	5	16	31	11	42	58

PHILIPPINE NATIONAL POLICE (PNP) – NATIONAL POLICE TRAINING INSTITUTE (NPTI) - ALL 16 REGIONS – 214 VALID RESPONDENTS

RESPONSES TO GENERAL FRAMEWORK QUESTIONS

Questions	NO		Total	YES		Total	Grand Total
	Female	Male		Female	Male		
Enablement/Training							
Did the e-course provide you with new knowledge or skills to better address online sexual exploitation and abuse of children (OSAEC)		7	7	54	153	207	214
Have you applied the strategies or techniques from the training to your professional or personal practice?	1	6	7	53	154	207	214
Have you participated in any follow-up discussions, workshops, or further learning after completing the course?	12	23	35	42	137	179	214
Have you shared the knowledge gained from the course with your colleagues or peers?	3	6	9	51	154	205	214
Would you recommend similar training programs to your colleagues or other professionals involved in child protection?	1	5	6	53	155	208	214
Environment/Social Planning							
Do you think the e-course influenced your organization’s approach to designing child protection policies or training programs on OSAEC?	2	8	10	52	152	204	214
Have you been involved in a community or institutional initiative to design or enhance child protection programs related to OSAEC?	14	36	50	40	124	164	214
Have you collaborated with other professionals (e.g., teachers, law enforcement, social workers) to plan strategies for preventing OSAEC in your community or institution?	12	29	41	42	131	173	214
Have you contributed to policy development or advocated for better child protection laws after completing the course?	7	27	34	47	133	180	214
Have you worked with community stakeholders or institutions to create safer environments for children (e.g., through training, enforcement of guidelines, or social initiatives)	5	23	28	49	137	186	214
Guidelines/Restrictions							
Do you now conduct regular checks or audits of the digital tools/platforms used by children to ensure they are safe?	7	19	26	47	141	188	214
Do you regularly implement protective online practices (e.g., strong passwords, privacy settings) to prevent OSAEC in your personal or professional environment?	3	9	12	51	151	202	214
Have you integrated OSAEC prevention measures into your institution’s child protection policies or guidelines?	10	12	22	44	148	192	214
Have you recommended to your school or organization the adoption of stricter OSAEC-related policies since completing the training?	10	21	31	44	139	183	214

Since completing the course, have you enforced or updated guidelines within your school/organization to ensure the safety of children online?	8	11	19	46	149	195	214
Service Provision							
Have you helped identify children who may be vulnerable to OSAEC in your community or school setting?	16	25	41	38	135	173	214
Have you participated in the development or implementation of programs aimed at educating children and families about the risks of OSAEC?	14	29	43	40	131	171	214
Have you provided support or assistance to children at risk of online sexual exploitation and abuse (OSAEC) in your role as a teacher, social worker, or community member since completing the course?	14	27	41	40	133	173	214
Have you referred children or families to appropriate services (e.g., social services, counseling, legal support) when you suspected OSAEC?	14	28	42	40	132	172	214
Have you referred victims or at-risk children to specialized services (e.g., social work, police, or legal support) after identifying them as potential OSAEC cases?	18	28	46	36	132	168	214

PHILIPPINE NATIONAL POLICE (PNP) – DIRECTORATE FOR POLICE COMMUNITY RELATIONS (DPCR) – BUT MAY HAVE BEEN WITH WCPC OR NPTI AT TIME OF TAKING THE COURSE – 58 VALID RESPONDENTS

RESPONSES TO GENERAL FRAMEWORK QUESTIONS

Questions	NO		Total	YES		Total	Grand Total
	Female	Male		Female	Male		
Enablement/Training							
Did the e-course provide you with new knowledge or skills to better address online sexual exploitation and abuse of children (OSAEC)		1	1	17	40	57	58
Have you applied the strategies or techniques from the training to your professional or personal practice?		3	3	17	38	55	58
Have you participated in any follow-up discussions, workshops, or further learning after completing the course?	5	5	10	12	36	48	58
Have you shared the knowledge gained from the course with your colleagues or peers?		3	3	17	38	55	58
Would you recommend similar training programs to your colleagues or other professionals involved in child protection?		1	1	17	40	57	58
Environment/Social Planning							
Do you think the e-course influenced your organization’s approach to designing child protection policies or training programs on OSAEC?				17	41	58	58

Have you been involved in a community or institutional initiative to design or enhance child protection programs related to OSAEC?	5	8	13	12	33	45	58
Have you collaborated with other professionals (e.g., teachers, law enforcement, social workers) to plan strategies for preventing OSAEC in your community or institution?	3	6	9	14	35	49	58
Have you contributed to policy development or advocated for better child protection laws after completing the course?	3	4	7	14	37	51	58
Have you worked with community stakeholders or institutions to create safer environments for children (e.g., through training, enforcement of guidelines, or social initiatives)	3	4	7	14	37	51	58
Guidelines/Restrictions							
Do you now conduct regular checks or audits of the digital tools/platforms used by children to ensure they are safe?	1	5	6	16	36	52	58
Do you regularly implement protective online practices (e.g., strong passwords, privacy settings) to prevent OSAEC in your personal or professional environment?		4	4	17	37	54	58
Have you integrated OSAEC prevention measures into your institution's child protection policies or guidelines?	2	5	7	15	36	51	58
Have you recommended to your school or organization the adoption of stricter OSAEC-related policies since completing the training?	3	3	6	14	38	52	58
Since completing the course, have you enforced or updated guidelines within your school/organization to ensure the safety of children online?	4	7	11	13	34	47	58
Service Provision							
Have you helped identify children who may be vulnerable to OSAEC in your community or school setting?	7	7	14	10	34	44	58
Have you participated in the development or implementation of programs aimed at educating children and families about the risks of OSAEC?	3	7	10	14	34	48	58
Have you provided support or assistance to children at risk of online sexual exploitation and abuse (OSAEC) in your role as a teacher, social worker, or community member since completing the course?	5	5	10	12	36	48	58
Have you referred children or families to appropriate services (e.g., social services, counseling, legal support) when you suspected OSAEC?	4	7	11	13	34	47	58
Have you referred victims or at-risk children to specialized services (e.g., social work, police, or legal support) after identifying them as potential OSAEC cases?	5	9	14	12	32	44	58

DEPARTMENT OF EDUCATION – 96 VALID RESPONDENTS

RESPONSES TO GENERAL FRAMEWORK QUESTIONS

Questions	NO		Total	YES		Total	Grand Total
	Female	Male		Female	Male		
Enablement/Training							
Did the e-course provide you with new knowledge or skills to better address online sexual exploitation and abuse of children (OSAEC)				74	22	96	96
Have you applied the strategies or techniques from the training to your professional or personal practice?	1		1	73	22	95	96
Have you participated in any follow-up discussions, workshops, or further learning after completing the course?	33	11	44	41	11	52	96
Have you shared the knowledge gained from the course with your colleagues or peers?	7	1	8	67	21	88	96
Would you recommend similar training programs to your colleagues or other professionals involved in child protection?				74	22	96	96
Environment/Social Planning							
Do you think the e-course influenced your organization’s approach to designing child protection policies or training programs on OSAEC?	5	2	7	69	20	89	96
Have you been involved in a community or institutional initiative to design or enhance child protection programs related to OSAEC?	35	7	42	39	15	54	96
Have you collaborated with other professionals (e.g., teachers, law enforcement, social workers) to plan strategies for preventing OSAEC in your community or institution?	28	6	34	46	16	62	96
Have you contributed to policy development or advocated for better child protection laws after completing the course?	24	6	30	50	16	66	96
Have you worked with community stakeholders or institutions to create safer environments for children (e.g., through training, enforcement of guidelines, or social initiatives)	27	9	36	47	13	60	96
Guidelines/Restrictions							
Do you now conduct regular checks or audits of the digital tools/platforms used by children to ensure they are safe?	21	6	27	53	16	69	96
Do you regularly implement protective online practices (e.g., strong passwords, privacy settings) to prevent OSAEC in your personal or professional environment?	3		3	71	22	93	96
Have you integrated OSAEC prevention measures into your institution’s child protection policies or guidelines?	10	1	11	64	21	85	96
Have you recommended to your school or organization the adoption of stricter OSAEC-related policies since completing the training?	16	5	21	58	17	75	96

Since completing the course, have you enforced or updated guidelines within your school/organization to ensure the safety of children online?	16	4	20	58	18	76	96
Service Provision							
Have you helped identify children who may be vulnerable to OSAEC in your community or school setting?	30	7	37	44	15	59	96
Have you participated in the development or implementation of programs aimed at educating children and families about the risks of OSAEC?	27	10	37	47	12	59	96
Have you provided support or assistance to children at risk of online sexual exploitation and abuse (OSAEC) in your role as a teacher, social worker, or community member since completing the course?	24	9	33	50	13	63	96
Have you referred children or families to appropriate services (e.g., social services, counseling, legal support) when you suspected OSAEC?	35	10	45	39	12	51	96
Have you referred victims or at-risk children to specialized services (e.g., social work, police, or legal support) after identifying them as potential OSAEC cases?	38	11	49	36	11	47	96

B. AGENCY SPECIFIC EXPERIENCE

DEPARTMENT OF SOCIAL WELFARE AND DEVELOPMENT (DSWD) – FIELD OFFICE REGION VIII (EASTERN VISAYAS) – 172 VALID RESPONDENTS

- **58%** (99/172) said that they feel confident in assisting and augmenting Local Social Welfare and Development Offices (LSWDOs) during rescue operations in collaboration with law enforcement agencies (LEAs). Of this group, **40** respondents said they have provided psychosocial counseling while **53** helped in support services to the LSWDOs and LEAs, while **19** have counseling at least once, while **14** other said they provided this service more than twice.
- **45%** (78/172) on the other hand said that they have not yet assisted or augmented LSWDOs, with **48** saying that there are no reported cases in their area, while 14 said that either there are no plans made for augmentation or are still at the planning stage.
- **83%** (143/172) said that the training modules enhanced their ability to provide psychosocial counseling and support services to child victim-survivors of OSAEC and CSAEM, with **64** saying they provided psychosocial counseling only, and **74** provided support services, and **two** provided temporary shelter.
- **17%** (29/172) on the other hand said that they have not yet assisted or augmented LSWDOs, with **22** saying that there are no reported cases in their area, while **three**

said that either there are no plans made for augmentation or are still at the planning stage.

- **64%** (110/172) said that their organization developed and/or enhanced programs and other support interventions to facilitate the recovery and reintegration of OSAEC and CSAEM child victim-survivors into their families and communities. The majority of these programs were directed to government line agencies, with a total of **78** respondents saying that they have provided such an assistance, and of these respondents, **27** said they provided assistance more than twice. Only **14** respondents said they assisted local NGOs and advocacy groups, while **11** said they assisted Inter-Agency GO-NGO bodies, while **five** assisted INGOs and advocacy groups, either once or more than once.
- **92%** (159/172) said that they felt that the skills and knowledge gained from the courses have prepared them to develop programs and interventions that support the recovery and reintegration of OSAEC and CSAEM victim-survivors. Since completing the courses, **90%** (155/172) also felt that they are more equipped to engage with families of child victim-survivors in their community, while **97%** (167/172) also felt that the knowledge gained from the courses has had a positive impact on their practice in supporting child victim-survivors and facilitating their reintegration into their families and communities.

PHILIPPINE NATIONAL POLICE (PNP) – WOMEN AND CHILDREN PROTECTION CENTER (WCPC) – ALL 16 REGIONS, INCLUDING MIMAROPA PILOT REGION – 316 VALID RESPONDENTS

- **97%** (167/316) said that since completing the online courses, their skills in surveilling and investigating individuals suspected of engaging in OSAEC and CSAEM have improved.
- **97%** (305/316) said that the courses equipped them with the knowledge necessary to file appropriate cybercrime warrants effectively and implement rescue operations in coordination with local government units (LGUs) and social welfare offices.
- **3%** (11/316) said the courses have not equipped them with the knowledge necessary to file appropriate cybercrime warrants effectively and implement rescue operations in coordination with local government units (LGUs) and social welfare offices, but this is because there are no reported cases and they are not part of the surveillance and investigation team or the TIP division.
- **92%** (292/316) said that the e-learning course enhanced their understanding of the legal requirements and procedures involved in investigating OSAEC and CSAEM cases, with **215** saying that they were able to use them once or more than once, with

74 saying they applied what they learned two to three times since completing the course.

- **8%** (24/316) did not get to use the knowledge necessary to file appropriate cybercrime warrants effectively and implement rescue operations in coordination with local government units (LGUs) and social welfare offices, with **18** saying this because there are no reported cases.
- **92%** (290/316) said that they have been able to utilize the techniques learned in the courses to conduct thorough and effective investigations into suspected OSAEC and CSAEM cases, while **39%** (123/316) said they have been involved in the conduct of capability-building activities specifically for PNP-ACG personnel on handling OSAEC and CSAEM cases. Of this population, **28** provided technical assistance and support in the investigation of cases, while **56** were involved in other activities and **20** in digital forensic. Meanwhile, **61%** (193/316) said that they are not involved in the conduct of capability-building activities specifically for PNP-ACG personnel on handling OSAEC and CSAEM cases, with **87** saying that they are not part of the said capability building/training team and **67** saying that while they are a member of the capability building/training team, they have not yet been assigned any training task.
- **95%** (299/316) said that the training modules influenced their approach to conducting capability-building activities for their colleagues on OSAEC and CSAEM case handling, while **79%** (251/316) said that the courses helped them understand the psychological impact of OSAEC and CSAEM on victims, enabling them to conduct interviews and investigations more empathetically. Since completing the courses, **80%** (252/316) said that they have been able to implement the knowledge gained in their daily operational activities regarding child protection and online safety.

BREAK THE SILENCE NATIONAL NETWORK (BTSNN) – WITH ZAMBOANGA CITY SOCIAL WELFARE AND DEVELOPMENT OFFICE (CSWDO) AT 74% OF RESPONDENTS – 54 VALID RESPONDENTS

- **100%** (54/54) said that the e-learning course increased their confidence and capacity to provide assistance in formulating, implementing, and integrating policies, programs, and advocacy campaigns against OSAEC and CSAEM.
- **43%** (23/54) said that their organization developed its own information, education and communication (IEC) materials against OSAEC and CSAEM based on their learnings from the courses.
- **85%** (46/54) said they have utilized the lessons or materials from the e-learning courses in conducting information and education campaigns on OSAEC, CSAEM, and Child Online Protection, and **83%** (45/54) said they were able to use the lessons

from the e-learning course on conducting information and education campaigns on OSAEC.

- **88%** (48/54) said they feel confident in handling disclosures of OSAEC, CSAEM, and other child protection concerns after completing the training, and since completing the courses, **81%** (44/54) said they have been able to effectively refer disclosures to the appropriate authorities or organizations. Meanwhile, **94%** (51/54) said they have become more confident and capable to coordinate with concerned government agencies on programs and activities for the prevention, investigation, and prosecution of OSAEC and CSAEM cases.
- **100%** (54/54) said that the online course made them more knowledgeable where and how to report OSAEC and CSAEM cases, and **100%** (54/54) said they know where to refer/coordinate OSAEC and CSAEM cases – this is even if only **59%** (32/54) have already encountered OSAEC and CSAEM cases.
- **76%** (41/54) said they have incorporated OSAEC, CSAEM, and Child Online Protection into their organization's capacity-building plans and overall programming since taking the courses, and **93%** (50/54) said they were able to apply the lessons from the e-learning platform in the dissemination of information regarding OSAEC-CSAEM.

PHILIPPINE NATIONAL POLICE (PNP) – NATIONAL POLICE TRAINING INSTITUTE (NPTI) - ALL 16 REGIONS – 201 VALID RESPONDENTS

- **94%** (188/201) said that since they have completed the online courses, the skills in surveilling and investigating individuals suspected of engaging in OSAEC and CSAEM have improved, and **95%** (191/201) said that the courses have equipped them with the knowledge necessary to file appropriate cybercrime warrants effectively and implement rescue operations in coordination with local government units (LGUs) and social welfare offices.
- **84%** (168/201) said that the training enhanced their understanding of the legal requirements and procedures involved in investigating OSAEC and CSAEM cases, while **16%** (33/201) said that it didn't, with **20** saying that this was because there are no reported cases. Of those who said their understanding have been enhanced, 48 said they used what they have learned more than twice, while 85 said that they have only used it once.
- **79%** (159/201) said that they have utilized the techniques learned in the courses to conduct thorough and effective investigations into suspected OSAEC and CSAEM cases, while only **26%** (52/201) said that they have been involved in the conduct of capability-building activities specifically for PNP-ACG personnel on handling OSAEC and CSAEM cases. Of the **74%** (149/201) who said they have not utilized the techniques that they

learned in the courses, **74** said they are not part of the said capability building/ training team and **55** saying that while they are a member of the capability building/ training team, they have not yet been assigned any training task, and **nine** said they have not utilized what they learned due to lack of budget.

- **86%** (172/201) said that the training modules influenced their approach to conducting capability-building activities for your colleagues on OSAEC and CSAEM case handling, while only **70%** (140/201) said that the courses helped them understand the psychological impact of OSAEC and CSAEM on victims to enable them to conduct interviews and investigations more empathetically. Nearly the same percentage, **71%** (142/201) said that since completing the courses, they have been able to implement the knowledge gained in their daily operational activities regarding child protection and online safety.

PHILIPPINE NATIONAL POLICE (PNP) – DIRECTORATE FOR POLICE COMMUNITY RELATIONS (DPCR) – BUT MAY HAVE BEEN WITH WCPC OR NPTI AT TIME OF TAKING THE COURSE – 58 VALID RESPONDENTS

- **93%** (54/58) said that since they completed the online courses, their skills in surveilling and investigating individuals suspected of engaging in OSAEC and CSAEM have improved.
- **97%** (56/58) said that the courses equipped them with the knowledge necessary to file appropriate cybercrime warrants effectively and implement rescue operations in coordination with local government units (LGUs) and social welfare offices.
- **86%** (50/58) said that the training enhanced their understanding of the legal requirements and procedures involved in investigating OSAEC and CSAEM cases, with **38** saying that they were able to use their understanding once or more than once.
- **74%** (43/58) said they have utilized the techniques learned in the courses to conduct thorough and effective investigations into suspected OSAEC and CSAEM cases, while only **22%** (13/58) have been involved in the conduct of capability-building activities specifically for PNP-ACG personnel on handling OSAEC and CSAEM cases. Meanwhile, **43%** (25/58) said they are not involved in the conduct of capability-building activities specifically for PNP-ACG personnel on handling OSAEC and CSAEM cases, with **25** saying that they are not part of the said capability building/ training team and **18** saying that while they are a member of the capability building/ training team, they have not yet been assigned any training task.
- **90%** (52/58) said that the training modules have influenced their approach to conducting capability-building activities for your colleagues on OSAEC and CSAEM case handling. While only **72%** (42/58) said that since they have completed courses, they have been able to implement the knowledge gained in their daily operational

activities regarding child protection and online safety, but only **69%** (40/58) said that the courses have helped them understand the psychological impact of OSAEC and CSAEM on victims.

DEPARTMENT OF EDUCATION – 95 VALID RESPONDENTS

- **97%** (92/95) said that since they completed the online courses, their skills in surveilling and investigating individuals suspected of engaging in OSAEC and CSAEM have improved.
- **100%** (95/95) said that the e-learning course helped deepen their knowledge about the various policies of DepEd on child protection/child online protection as well as the anti-OSAEC and CSAEM law.
- **98%** (93/95) said that they have integrated protective behavior messages on OSAEC and CSAEM/Child Online Protection in the delivery of their lessons.
- **92%** (87/95) said the e-learning course have made them well-versed with the protective behavior messages on OSAEC and CSAEM/COP.
- **92%** (87/95) said that they were able to emphasize in their exemplars the implication and social costs of OSAEC and CSAEM/Child Online Protection.
- Only **2%** (19/95) said that the school has already created a referral pathway in dealing with OSAEC/CSAEM, with only 13 being able to set up the pathway in 2024 or 2025.
- Only **65%** (82/95) said that anti-OSAEC and CSAEM preventive and response measures have already been integrated in the Child Protection Policy.
- Only **78%** (74/95) said that they have utilized the downloadable COP educational and advocacy resources from the e-learning course.
- Only **28%** (27/95) said that they have organized workshops/seminars within their division/school on the topic of OSAEC/CSAEM/Child Online Protection. Ten of these indicated that they have organized workshops in 2025, with 11 in 2024, and two in 2023. Of the **72%** (68/95) who said they have not done so, 31 said that they are still in the planning stage, 17 said they have no time to conduct such activities, and 7 said they lack the budget for such activities.
- **99%** (94/95) said that the online course has made them more knowledgeable where and how to report OSAEC and CSAEM cases.

5. BARRIERS AND ENABLERS OF SCALING

Based on the experiences of partner agencies and enrollees under each (each what?), there have also been barriers and challenges, at the individual level and at institutional level. These are illustrated in the first two parts of this section. These are the synthesis of the FGDs

and KIIs conducted during the data gathering period in February until mid-March. The following section is a ranking of the 10 course completers. This is from the result of the qualitative survey conducted by the consultant with 38 KII and FGD respondents from Feb. 12 to Mar. 19, 2025.

A. AT THE INDIVIDUAL LEVEL

In many of the FGDs and KIIs, respondents have shared about their difficulty balancing their work time while also completing the modules of the e-learning course. As a PNP officer shared: *“The e-learning might be at your own pace, but the courses really take time to finish. Since the personnel enrolled in the course has their own workload, unless required, they can’t be compelled to finish it.”*¹⁹ While the e-course for free and the enrollees were given ample time to finish the course, completion was not compulsory. Although a Memorandum of Understanding (MOU) was signed between SFI and specific PNP agencies, the enforcement for command personnel to complete the e-learning course depended whether doing is mandatory or not.

On the other hand, there is feedback that there were too many modules. While enrollees were given ample time (one or two months) to complete the e-learning course, squeezing in time for running the modules depended on their daily routines and assignments. In many cases, course enrollees ran the modules during their spare time at home or in the evenings. For the successful course completers at the DSWD FO8, it was a matter of dividing the e-learning course into segments that they can accomplish at least an hour per day: *“We were able to adjust and finish the course before the deadline as they we were given only two weeks to complete it. What hinders the completion of the course is the workload, and we had to balance our time.”*²⁰

Based on the experience of police officers interviewed in Mindoro, the main challenge for course enrollees is the quality or stability of the internet connection in their respective localities, with others using cellular data to access and run the e-course. Due to poor internet connections or web browser issues, there were enrollees unable to proceed to the succeeding courses or topics, even after religiously finishing the previous courses and running the featured animation. Registration also proved to be another obstacle, and navigation and completion of the course also depended on the enrollees’ computer literacy level. While the help desk provided by SFI proved to be invaluable, there were users who encountered difficulty in the transition between modules: *“Many of us are used to learn with*

¹⁹ FGD/KII with WCPC Officers in Camp Efigenio Navarro, Calapan City, Oriental Mindoro on 02.27.2025.

²⁰ FGD/KII with Pantawid Focal Persons, at the DSWD FO8 Field Office, Palo, Leyte on 02.29.2025.

just brochures, and straightforward mode of in-person or face to face learning, the e-course is new to many of us.”²¹

Presumptions and attitudes towards e-learning are also barriers. There were FGD participants who admitted to still prefer in person over e-learning. On the other hand, there were course enrollees who thought that they can go for “short cuts” in completing SFI’s e-learning courses in the same manner they have done in other online courses. *“They learned their lesson, finding out during the run of e-course that they needed to focus on the topics and study well because there are assessment tests towards the end. Some thought it was just an online course that can be skipped through. They thought the course doesn’t need much attention, but they learned it was the opposite as they really must take in every learnings, internalize topics, and read everything.”²²*

B. AT THE INSTITUTIONAL LEVEL

For a highly structured, government institutions like the DepEd, one of the identified barriers to scaling is not only for the individual enrollees to squeeze in time from their busy work schedules, but the timing or period when the online courses shall be opened to enrollees. Working with the annual calendar is crucial. Offering the online courses at the start or end of the school year is seen as inopportune, given that teachers are very busy during those periods. The DepEd also schedules training for teachers during the semestral break, requiring them to spend two weeks service training during that period, and this leaves the summer break as the most flexible period.

One factor identified by the LRPO is the nature and topic of the SFI’s e-learning course itself. It is not seen as directly related to education, but only as an add-on course towards preventive or capacity-building on children’s rights. Despite being seen as helpful in the sense that it prepares the teachers how to face possible situations concerning OSAEC and CSAEM, the prevailing mentality is disinterest, especially since OSAEC or CSAEM cases are not known to exist in their schools: *“If their school is free of such issues then they will not be as interested and won’t be able to apply the learning from the course, unless of course if they realize that they are parents themselves.”²³*

Nonetheless, DepEd claims that rigorous marketing of the e-learning course has greatly contributed to a high number of enrollees. According to the LRPO, the target of 10,000

²¹ FGD/KII with TWG WCPC Officers in Camp Efigenio Navarro, Calapan City, Oriental Mindoro on 02.27.2025.

²² FGD/KII with TWG WCPC Officers in Camp Efigenio Navarro, Calapan City, Oriental Mindoro on 02.27.2025.

²³ FGD with LRPO at DepEd Main Office, Pasig City on 02.26.2025.

enrollees for the first offering of SFI's e-learning course was not reached, but it had a completion rate higher than the second batch, which was marketed, but of which the completion rate is lower. Based on the e-learning data from SFI, the 2023 Child Protection E-learning Course for Educators only had 758 enrollees and 443 course completers, placing it with a completion rate of 58.4%. In the following year, there were three course offerings, with 9,571 enrollees but 6,809 course completers in the first batch of Child Protection E-learning Course for Educators, registering a completion rate of 71.4%. However, the completion rate for the second batch dropped to 67.2%, having only 5,791 course completers out of 8,622 enrollees. The CPC E-learning Course, which had 111 course completers out of the 128 enrollees, placing a course completion rate of 86.72%. The average for these three course offerings in 2024 is at 75.1%.

Other formal government institutions, such as the DSWD and the PNP have varying degrees in making the completion of the e-learning course compulsory. The completion rates of the four course offerings in 2023, with the Child Protection E-learning Course Batch 1 for WCPD MIMAROPA, and one each for NPTI-NCRTC, NPTI-RTC10, NPTI-RTC3, NPTI-RTC6, and NPTI-RTC10 had completion rates between 86.06% to 91.96%, with an average of 90.07%. Meanwhile, the course completion rates of the 22 course offerings for 2024 had completion rates between 43.33% to 100%, with an average of 85.14%. The lowest completion rate is for the PCR E-learning on Gender Sensitivity and Child Protection, which was not compulsory. *"The students can't drop out from the course since they are required. There was one case that when a student couldn't finish the course because she wasn't a 'techie'. We advised her to complete it. On the other hand, the enrollees can complete the course straight, if they're not busy."*²⁴

However, being compulsory in nature is not the sole factor for the high completion rates for NPTI course offerings. Letter orders for the provision of course managers and IT support are issued to each of the 18 training centers. IT support is for any technical issue encountered by the enrollees, while the course managers are tasked to assist the students who may have difficulty in proceeding to the next level. The NPTI has anticipated such needs and scenarios given the high number of enrollees. Also, at the end of each course offering, the NPTI holds a meeting with SFI and provides the consolidated feedback from the student-enrollees through the course managers in training centers.

The NPTI identifies several factors that have likely contributed to the successful adoption of the online course:

²⁴ FGD/KII with NPTI Course Implementors at Camp Vicente Lim, City of Calamba, Laguna on 02.13.2025.

- Resource allocation: Government funding may have played a role, with allocated resources supporting the development and distribution of these crucial materials addressing OSAEC and CSAEM.
- Access and Integration: Integrating the course into established educational or training programs likely streamlined access and made it a natural part of the learning journey for relevant audiences.
- Marketing: Targeted marketing and outreach campaigns likely raised awareness and encouraged participation among key groups, including educators, social workers, law enforcement personnel, and parents.

On the other hand, the NPTI identifies a few factors that hindered course completion among their enrollees:

- Time constraints and motivation: Busy schedule and competing priorities, coupled with a lack of intrinsic motivation, can lead to course abandonment.
- Insufficient prior knowledge or skills: Learners lacking the necessary background knowledge or technical skills may feel overwhelmed and discouraged.
- Inadequate instructor support: Limited or insufficient support from instructors can leave learners lost and unsupported.
- Limited technology access: Lack of reliable internet access can hinder participation.

As for the DSWD, in 2024, there were two course offerings for Pantawid FO8 Implementers. The first registered a completion rate of 86.28%, with 239 course completers out of 277, and the second registered a completion rate of 98.87% after there were 411 course completers out of the 436 enrollees. The high completion rate can be attributed to seven factors:

- The signing of a Memorandum of Agreement (MOA): This MOA with SFI jumpstarted the e-learning initiative: Starting as a partnership, the next step was to identify key players for the implementation of the e-learning, with the Pantawid or 4Ps members as the end-point beneficiaries for the implementation of the program. The MOA also identified the first group of personnel to undergo the e-learning session like newly hired personnel, the City and Municipal Links that serve as case managers. Under the MOA, enrollees are required to complete the course. *“If one of our staffs is unable to complete the course within the given time, they are given a memo and asked to provide reasons for failing to complete the course.”*²⁵
- Legal framework: The legal basis where the Pantawid 4Ps has already been institutionalized under R.A. No. 11310, and that the 4Ps is a structured program.

²⁵ FGD/KII with TWG Members at the DSWD FO8 Field Office, Palo, Leyte on 02.29.2025.

- Modernization program: Under incumbent Secretary Gatchalian, the thrust of the DSWD is to digitize its systems with such efforts geared to improve service delivery and making the programs of the DSWD responsive to people's needs. The SFI e-learning course has been successfully anchored in the training of staff through the Human Resource Planning and Performance Management Office (HRPPMO).
- Cost-effectiveness. DSWD FO8 partners do not only appreciate SFI's modules enhancement of the skill of the staff, but also saving them from incurring expenses such as inviting specialists to talk on the issue of OSAEC and CSAEM, hiring venues and spending for transportation and food.
- Accessibility to SFI's e-learning course. *"It is good to highlight that the e-learning course is very accessible to Pantawid implementors, considering that it will be quite a challenge for them to facilitate one by themselves."*²⁶
- PRC Credits: The e-learning course is accredited by the Professional Regulation Commission (PRC).
- Module Development and Co-Ownership: Consultative manner by which the e-learning project is highly appreciated, including how the development of the modules factored inputs from the DSWD FO8 in the identification of topics, materials, relevant laws, matching contexts and studying the dynamics of SFI, the Pantawid Program, and their clientele group. There have been extensive consultations and deliberation on which strategies would work best in the context of the Eastern Visayas Region.

C. ENABLING FACTORS

The 38 FGD and KII respondents were asked to rank seven enabling factors that have helped in the success of SFI's e-learning course. Tied at Rank 1 (overall responses) are pedagogical and ethical-practical inputs. Among course developers, these two factors are tied at Rank 1 with institutional factors, while pedagogical solely is at Rank 1 among course completers. Such an importance given to how the process of teaching in the e-learning course incorporates various methods is evidenced by the responses from the FGDs and KIIs – towards the materials and videos incorporated in the e-learning course. As shared by one of the Pantawid FO8 course completers: *"The animations and the stories are imprinted in my mind. At the same time psychologically, it prepared me especially during spot checking with beneficiaries in case I might encounter OSAEC cases, I know how to respond and refer it to the proper reporting channels."*²⁷

²⁶ FGD/KII with TWG Members at the DSWD FO8 Field Office, Palo, Leyte on 02.29.2025.

²⁷ FGD/KII with Course Completer FO8 Pantawid Implementers at the DSWD FO8 Field Office, Palo, Leyte on 02.30.2025.

Meanwhile, one of the WCPC officers from Oriental Mindoro shared: *“As one of the people who answered the e-course, she was amazed with the materials or the videos. They appreciate it as it is very easy to understand and gets the lessons across effectively. As an investigator, the images in the e-course also refreshed what she already knows. She thinks it would also be good to show the animation to the children in the school setting to let them be aware.”*²⁸ Her colleague from another municipal station shared: *“What stuck to me the most from the e-course are the situational examples and the animations. You always relate it to the reality and the realizations of children those young can and are victims of this crimes. Through that, we also learned the theoretics and elements of OSAEC.”*²⁹ These two sample reflections perhaps demonstrate how SFI and the course development partners clearly had the course enrollees in mind – who shall benefit from the e-learning course, including the needs that shall be addressed by the course.

While not downplaying the importance of the other enabling factors, the next highest in the over-all ranking is support and evaluation, which is at Rank 1 among course implementors, tied at Rank 2 with technological among course implementers, and tied at Rank 2 with institutional and ethical among course completers. *“I am thankful for being part of the e-learning course as it helped me on my CPD units as a social worker, without travelling and having to spend money.”*³⁰ She has afterwards trained LGUs and conducted community and school-based orientations about OSAEC.

RANK 1 Pedagogical - The method and process of teaching in the e-learning course incorporates various methods, is engaging and helped enrollees have a solid foundation through a course syllabus. Ethical - The e-learning course offers practical inputs regarding CSAEM and OSAEC.
RANK 2 Support and Evaluation - The communication between SFI and org/agency is in place and there is evaluation of content development process, e-learning program and assessment of the course completers' learning.
RANK 3 Institutional - The formal inclusion/directive of the agency/organization to enroll in the e-learning course and/or gaining CPD units and the organizational infrastructure and partnership between SFI and partners complemented towards successful development and operation of e-learning course.
RANK 4 Interface - The actual design of the site and content navigation system is easily accessible, adaptable, and usable.

²⁸ FGD/KII with WCPC Officer Course Completers in Camp Efigenio Navarro, Calapan City, Oriental Mindoro on 02.27.2025.

²⁹ FGD/KII with WCPC Officer Course Completers in Camp Efigenio Navarro, Calapan City, Oriental Mindoro on 02.27.2025.

³⁰ FGD/KII with Course Completer FO8 Pantawid Implementers at the DSWD FO8 Field Office, Palo, Leyte on 02.30.2025.

RANK 5

Technological - The technology used for the e-learning course is easy to use and adaptable for partner NGAs to use following their mandates.

Management - The partnership has been effectively managed through the TWG, the content, delivery, and/or maintenance of the e-learning course.

FROM THE POINT OF VIEW OF COURSE DEVELOPERS

RANK 1

Institutional - The formal inclusion/directive of the agency/organization to enroll in the e-learning course and/or gaining CPD units and the organizational infrastructure and partnership between SFI and partners complemented towards successful development and operation of e-learning course.

Pedagogical - The method and process of teaching in the e-learning course incorporates various methods, is engaging and helped enrollees have a solid foundation through a course syllabus.

Ethical - The e-learning course offers practical inputs regarding CSAEM and CSAEC.

RANK 2

Technological - The technology used for the e-learning course is easy to use and adaptable for partner NGAs to use following their mandates.

Support and Evaluation - The communication between SFI and org/agency is in place and there is evaluation of content development process, e-learning program and assessment of the course completers' learning.

RANK 3

Interface - The actual design of the site and content navigation system is easily accessible, adaptable, and usable.

RANK 4

Management - The partnership has been effectively managed through the TWG, the content, delivery, and/or maintenance of the e-learning course.

FROM THE POINT OF VIEW OF COURSE IMPLEMENTORS

RANK 1

Support and Evaluation - The communication between SFI and org/agency is in place and there is evaluation of content development process, e-learning program and assessment of the course completers' learning.

RANK 2

Ethical - The e-learning course offers practical inputs regarding CSAEM and CSAEC.

RANK 3

Interface - The actual design of the site and content navigation system is easily accessible, adaptable, and usable.

Pedagogical - The method and process of teaching in the e-learning course incorporates various methods, is engaging and helped enrollees have a solid foundation through a course syllabus.

Technological - The technology used for the e-learning course is easy to use and adaptable for partner NGAs to use following their mandates.

RANK 4

Institutional - The formal inclusion/directive of the agency/organization to enroll in the e-learning course and/or gaining CPD units and the organizational infrastructure and partnership between SFI and partners complemented towards successful development and operation of e-learning course.

RANK 5

Management - The partnership has effectively managed through the TWG, the content, delivery, and/or maintenance of the e-learning course.

FROM THE POINT OF VIEW OF COURSE COMPLETERS

RANK 1

Pedagogical - The method and process of teaching in the e-learning course incorporates various methods, is engaging and helped enrollees have a solid foundation through a course syllabus.

RANK 2

Institutional - The formal inclusion/directive of the agency/organization to enroll in the e-learning course and/or gaining CPD units and the organizational infrastructure and partnership between SFI and partners complemented towards successful development and operation of e-learning course.

Ethical - The e-learning course offers practical inputs regarding CSAEM and CSAEC.

Support and Evaluation - The communication between SFI and org/agency is in place and there is evaluation of content development process, e-learning program and assessment of the course completers' learning.

RANK 3

Management - The partnership has been effectively managed through the TWG, the content, delivery, and/or maintenance of the e-learning course.

RANK 4

Interface - The actual design of the site and content navigation system is easily accessible, adaptable, and usable.

RANK 5

Technological - The technology used for the e-learning course is easy to use and adaptable for partner NGAs to use following their mandates.



The researcher, Marco Puzon, with respondents from WCPC in Mindoro



First Photo: With MLs and Pantawid Program Implementers in Javier, Leyte

Second Photo: With DSWD MLs in Region VIII Field Office in Mindoro

VI. CASE STUDIES

A. THE MEANS AND THE MESSENGER ARE AS IMPORTANT AS THE MESSAGE

Since its formation, the **My Children's House of Hope Bahay Bata 127 (CHH)** has been working with vulnerable communities, with its reach extending beyond its roots among the urban poor communities in Quezon City and to the upland rural villages of Indigenous Peoples such as the Mangyan in Oriental Mindoro, Dumagat in Bulacan, and Mamanwa in Mindanao. CHH points out that the increasing use of gadgets and access to the Internet through the Piso WIFI stations, online dangers such as pornography is on the rise even in these upland areas. The high number of rapes and sexual abuse cases in one of the Mangyan villages that CHH is servicing is blamed on the increased consumption of pornographic materials. The situation is compounded by what CHH observes as the lack of judicial recourse or services to victims of sexual abuse and rape.

Through their faith-based partners, the CHH has been helping these disadvantaged communities in facing the issue of online and offline dangers through youth volunteers that conduct learning activities. To capacitate them, the youth volunteers were enrolled in SFI's e-learning course, and they have incorporated inclusion of topics on OSAEC and CSAEM in their regular activities such as evangelization, gift giving, outreaches and feeding programs, and educational training and literacy activities.

Using the knowledge they learned from the E-learning course and using various IEC materials that they developed, including those they acquired from SFI and other child protection NGOs, the youth facilitators ensure that they explain offline and online prevention measures to children, their parents, and barangay officials. In their discussions on OSAEC, they have been using the videos and stories that they learned from SFI's e-learning course, and they also direct the discussions on the issue of faith and importance of prayer. The youth facilitators often stress the importance of knowing where to go and who to go to in case of abuse. The videos have been particularly helpful in bridging the language barrier, given the impact of the visuals.

Enrollment in SFI's e-learning course on OSAEC and CSAEM has helped the youth volunteers gain confidence in speaking about this difficult issue and built their motivation. As such, barangays and DepEd schools through their respective divisions have also tapped CHH and youth volunteers from its partner faith-based organizations to hold learning activities with children and orientations with parents, wherein they include discussions on

the importance of monitoring their children's online usage. The youth volunteers, more importantly, are knowledgeable in handling disclosures, with referrals made to outreach pastors if under one of their church partners, or to barangays and other trusted adults. These pastors have long been trained on child protection through the earlier projects of SFI that mainly used flipcharts, and they were among the CHH's first partners to enroll in SFI's e-learning course.

In Quezon City, CHH, capacitated after the e-learning course, has catered to conduct sessions in 23 schools, an initiative that began in 2024, further developing into the formation of student clubs with student leaders trained to conduct peer-to-peer sessions. A rewards system is in place, where students who have reached a quota audience among their peers are given tote bags, shirts and other tokens. CHH established advocates in schools, with school officials and principals acting as champions of these school-based initiatives.

B. MOTHERS AT THE CORE OF PREVENTION EFFORTS

As part of the Pantawid Pamilyang Pilipino Program (4Ps), the **Javier Municipal Social Welfare and Development Office (MSWDO)** through their municipal links and with the assistance from DSWD FO8 Filed office has been regularly conducting Family Development Sessions (FDS) in the town's 28 barangays. The FDS are the monthly parent group activities attended by the main 4Ps household-level grantees, usually the mother. These sessions aim to enhance their parenting capabilities, while encouraging them to be more active citizens of society.³¹ Attendance to FDS is one of the 4P's conditions, with sessions in topics such as strengthening marital relationships, parenting roles, health and nutrition, children's educational and psychosocial needs, and promotion of family values, among others.

In January of 2025, the FDS focused on OSAEC and CSAEC, and the mother beneficiaries of Zone 1 Poblacion are among the many FDS participants reached by the social workers, who have completed SFI's e-learning course in 2024. The Municipal Link in Javier, one of the course completers, described the e-learning course as a chance to develop her provision of service and becoming better equipped to tackle issues such as OSAEC and CSAEM. Although she has previously gained learning on children's rights and child abuse and exploitation from her previous experience of working for an INGO, her completion of the e-learning course has motivated her to promote awareness to their partners and beneficiaries. She incorporated the interactive parts of the e-learning into the FDS, describing such as good for raising community awareness. *"Personally, I can say that I am now more equipped*

³¹ "What are "Family Development Sessions" (FDS) in the 4Ps Program", <https://dswdcashassistance.ph>, accessed on 03.21.2025.

with the necessary knowledge and skills regarding child protection. It enhances my competency an expertise. The e-learning course is effective and efficient.”³²

But has this learning been effectively translated into clear concepts and action points on OSAEC and CSAEC among the 4Ps beneficiaries? Around 10 4Ps mother beneficiaries, bringing out their notebooks and reading from them, eagerly shared what they learned and how they felt about their FDS in January on OSAEC and CSAEC. Recalling what they learned about the anti-OSAEC law, they talked about the importance of being observant in their community so that everyone becomes aware about and be protected from online dangers such as OSAEC. One of the mothers shared her realization that among the reasons why OSAEC happens is due to poverty and lack of values. Others shared their opinions that OSAEC happens because of excessive and unmonitored use of internet by their children.

Applying their learnings from the FDS on OSAEC and CSAEM, the 4Ps mothers in Zone 1 have since started to protect and prevent their children from being victims of OSAEC by limiting gadget use and periodically checking their children’s online interactions. *“We have also learned about the risks that may happen from innocently taking videos and photos of our young children taking a bath and posting them online,”* shared one of the mothers. Another 4Ps beneficiary, like many other in her group, shared that she applied her learnings by educating her children and her children’s friends. When asked about to how many people have they shared their learnings, one recalled sharing it to her three daughters, another to her husband and four children. Others counted and said they shared it to around 10 other relatives.

The 4Ps mothers in Zone 1 would like to believe that their community and barangay, already knowledgeable about Violence Against Women and Children (VAWC), have become aware of online dangers such as OSAEC and CSAEM. Meanwhile, Zone 1 Officials have even penned and passed a resolution last year regulating the use of Piso-Net operations in the barangay, mandating them and Internet cafes to turn off their systems after 9:00 PM. Asked about what they remember most from their FDS session on OSAEC and CSAEM, they replied in unison: *“The Red Leaves Falling video!”* One mother showed me her notebook, which had drawings of a tree and terms concepts they learned.

In one of the pages of her well-used notebook, there were three questions in Waray: *“Anu an iyo nahibaruan/learnings parti hini na OSAEC? Paano niyo gin practice or apply an iyo nabaruan? Paano nakabulig ine na aton topic ha iyo kinabuhi?”* [What have you learned/learnings about OSAEC? How did you apply what you have learned? How has out

³² FGD/KII with Course Completer FO8 Pantawid Implementers at the DSWD FO8 Field Office, Palo, Leyte on 02.30.2025.

topic helped your life?] Her notes in a curious mix of English, Waray and Tagalog show how her learnings from attending the FDS on OSAEC and CSAEM have been effectively translated into clear concepts and action points: To be vigilant and observant in the community. Open communication with our children and give them moral support, and as parents, looking after and calling the attention of our children.

C. MORE THAN MEETS THE EYE OF INVESTIGATORS

The effectiveness of SFI's e-learning course in building the capacities of investigators on OSAEC and CSAEM comes from how its content and materials are applicable and updating **Women and Children Protection Center** personnel on OSAEC and CSAEM. As there are prerequisite courses for WCPC personnel assigned at women and children protection centers, women and children protection desks, police regional offices, and national operational administrative units for eligibility to the TIP Specialist Investigators Course, SFI's e-learning course served as a refresher course. The female police investigators in Oriental Mindoro who had taken the Child Protection E-learning Course Batch for WCPD MIMAROPA rationalized that there is always a need for them to seek out new sources of information or updated learning materials to develop their skills given that the nature, prevalence, and modus operandi of online perpetrators continuously evolve along with technological advances.

“We have learned practical ways in handling cases, on what to do in dealing with victims. It's not only about theories but also application in real life situations.” The learning from SFI's e-learning course is more than meets the eye. Enrollment and completion of the Child Protection E-learning Course served as an opportunity for WCPC investigators to develop the psychological capacity in dealing with cases as sensitive as OSAEC. *“In our line of work, we face different kinds of people from different walks of life who experienced traumatic incidents in their lives. And we get affected too.”*³³ Being human, being women, being mothers and sisters too, the police investigators empathize with the circumstances of those who seek their help. Nonetheless, they said that that among the positive impacts of having completed the course is the level of preparation they have received to withstand the psychological effects of handling difficult cases.

The Oriental Mindoro WCPC also shared two other important points on capacity building. First is that based on the feedback they received from course completers, male investigators who have a “different” way of handling cases from their female counterparts

³³ FGD/KII with WCPC CPC Course Completers in Camp Efigenio Navarro, Calapan City, Oriental Mindoro on 02.27.2025.

learned the proper approaches in initiating contact with victims and conducting the interview. They too become affected with secondary trauma. Based on the discussions during the FGDs, there is great appreciation among the WCPC investigators for the SFI's e-learning modules Initial Contact with Victims, Interview, and Handling Secondary Stress.

Second is that the increased knowledge on OSAEC and CSAEM produced more effective investigators in dealing and handling with these kind of digital crimes. In Naujan, Oriental Mindoro, the WCPC was investigating the presented case of an alleged rape/sexual of minor, but upon further investigation, it was also an OSAEC case. Appropriate coordination with the cybercrimes division were made thereafter. Such discernment is needed in case they encounter cases that have underlying circumstances that may be related to or about OSAEC. Applying the things they learned, they have begun spreading social awareness on OSAEC and CSAEM and informing people against resorting to victim blaming and the importance of filing the cases.

WCPC Child Protection E-learning Course completers FGD said that the course helped them become more inspired and motivated to do their work. Effectiveness as investigators also means being able to re-echo their learnings to community, which they do during their regular barangay level meetings or *pulong-pulong* and community outreaches. They utilized the e-learning materials for lectures in the communities, as they have become more capable and confident in delving on topics such as responsible use of social media and how to protect their children from OSAEC.

Sharing what they learned from SFI's e-learning course is also being made within other officers who have not undergone the course. *"From the e-course, I have understood our mandate in dealing with OSAEC and CSAEM, with SFI's course and materials properly aligned with our roles and responsibilities. I would like to replicate the e-course as the messages are anchored in their missions and vision of the WCPD. I want to leave something behind before I retire, so I am making sure to impart my knowledge to colleagues and juniors and take after her example."*³⁴

D. REPLICABILITY STARTS WITH THE INDIVIDUAL

At the **National Police Training Institute**, the Curriculum Development Section Chief assisted instructors or course directors in delivering specific courses under the SFI e-learning partnership. This action contributed to the process of bringing police officers to a desired level of competency, enhancing their knowledge, skills, and values. Facilitating

³⁴ FGD/KII with WCPC Focal Persons in Camp Efigenio Navarro, Calapan City, Oriental Mindoro on 02.27.2025.

training sessions helped in creating supportive and motivating learning environments and employing teaching methods that participants find relevant, useful, and practical.

The section chief herself shared that the e-learning course profoundly impacted her understanding of children's rights, all forms of sexual violations against children, the touch continuum, and the effects of child sexual abuse. With the help of SFI through the e-learning course, she describes NPTI as able to deliver high-quality child protection e-learning courses for police trainees and students, enhancing our curriculum and equipping future law enforcement officers with the knowledge and skills necessary to effectively protect children.

For her part, the Curriculum Development Section Chief, after having completed the course herself, started to enforce cyber safety guidelines/restrictions, conduct training on what she learned to other people in her office/community, and conceptualized plans to address the issue, especially in prevention. *"I have started conversations with peers and local leaders about the importance of ethical leadership and child protection. By sharing insights from SFI's e-learning course, I hope to create a culture of vigilance and responsibility, encouraging others to take proactive steps in safeguarding children's rights."*³⁵

The Section Chief has also since approached decisions with a stronger commitment to protecting vulnerable individuals, particularly in areas related to child rights and safeguarding policies. She has proposed the incorporation of SFI's e-learning materials into our regular discussions on ethical decision-making and child protection, and the establishment of clearer reporting channels and stronger protective measures to ensure that ethical concerns, especially those related to children's welfare, are addressed promptly and effectively.

E. ONLINE LEARNING ENHANCES IN PERSON CHILD PROTECTION WORK IN SCHOOLS

For the guidance counselor – designate of **Puerto Galera National High School**, the topic of OSAEC was not something she knew about prior to sessions with SFI. *"What struck me about the e-learning course is the clear presentation of topics on approaching OSAEC cases. The learning materials are easy to understand, they're not complicated. Even on the first time running the e-course, you will easily catch all the lessons. The e-course*

³⁵ FGD/KII with NPTI Course Implementors at Camp Vicente Lim, City of Calamba, Laguna on 02.13.2025.

terminologies are clear.”³⁶ The e-learning course has provided her knowledge in handling cases concerning online dangers for children as well as the different elements or signs that may indicate an OSAEC case.

One important realization she had from the e-learning course is involving the parents at the school and community setting. This she started during the annual orientations with students and parents or guardians and with teachers at the PGNHS, within the child protection policy that has been localized by the Schools Division of Oriental Mindoro. Through the teachers, parents of the children from every grade level are oriented on child protection, child rights and responsibilities, incorporating OSAEC, CSAEM, and responsible use of social media for their children as topics. Just as importantly, the sessions also covered referral systems and protocols in the disclosure of cases.

With SFI’s assistance, the PGNHS has conducted a symposium on OSAEC and CSAEM. Particularly helpful in her work are the animations produced by SFI. “OSAEC and CSAEM are topics that are sensitive topics and the subject of sexual abuse with students requires a very careful approach. *“With the animations, it became easier to discuss these topics, and the students have also become more open to discuss the topic.”*³⁷

The results of a survey conducted by SFI among students at the PGNHS regarding exposure to CSAEM, pornographic materials, sextortion, and child abuse – with disclosures from student - served as an eye-opener. After validating the details of the case through a case conference with children and classroom adviser, the principal was duly informed, and referrals made with SFI. When a case about the circulation of a video involving a student at the PGNHS surfaced, the parents were referred to the MSWDO, with psychosocial interventions provided to the child. With faculty members already knowledgeable about OSAEC and CSAEM through school-based interventions, the guidance counselor-designate has also extended beyond the confines of the PGNHS. Though a group chat with fellow guidance counselors and designees of other schools in Oriental Mindoro, she had aided when asked help in handling of cases and sharing and explaining the proper reporting process on OSAEC and CSAEM cases.

³⁶ KII with Guidance Counselor at the Puerto Galera National High School on 03.03.2025.

³⁷ KII with Guidance Counselor at the Puerto Galera National High School on 03.03.2025.

F. ONLINE LEARNING ENHANCES CHILD PROTECTION PREVENTION AND RESPONSE WORK WITH CHILDREN AND YOUNG PEOPLE

Through its community facilitators, the **Stairway Foundation, Inc.** has been actively working in with children and young people in Puerto Galera, a popular tourism destination. For decades, the resort town has been the hotbed of commercial sex industry, particularly a few barangays forming the red-light district. SFI chose to work in these areas where the parents of children are involved in the commercial sex industry and with cases where children have also been involved in such activities. Among the various topics that the community facilitators provided to the children and youth in the community include cyber-safety, the 4Cs - conduct, contract, contact, content.

These topics are part of the classroom-based Cybersafety Education in partnership with the DepEd, and the e-learning course had helped equip SFI's facilitators not only in advocacy and prevention work, but also in effectively responding to cases. The online course also helped them understand the nature of OSAEC and CSAEM cases, given how online crimes evolve along with changes in mobile technology and various trends. One of SFI's facilitators recalled one of the two cases that she handled: *"The child posted on her social media account that she wanted a new phone case, and a stranger messaged her online offering many material things. After a period of chatting, it came to a point that the stranger asked the child to send some sensitive pictures and videos. The child thought she is the same age as that stranger. The stranger took the account of the child, her password, and spread the child's sexual videos in their school."*³⁸ Tracing the perpetrator proved to be difficult since the person of interest used a dummy account, but it is believed that the suspect lives within the Philippines.

Meanwhile, their active work with children, the facilitators learned about the emerging trends on OSAEC and CSAEM. The children told them about certain online apps such as Telegram and OmeTV, which have facilitators running the sessions. The children described them as online pimps or "online *mamasan*". The children intimated that they can be paid after talking with strangers and may even receive PHP 500 for an "all out" option of interaction. *"Girls are the common users of the online dating apps they have identified, and the consumers are male foreigners, mainly Japanese."*³⁹

Facilitators have also learned about children accessing Loklok, a streaming platform like Netflix that provides easy access to sexually explicit material, including adult entertainment

³⁸ FGD with SFI community facilitators in Puerto Galera, Oriental Mindoro on 02.28.2025.

³⁹ FGD with SFI community facilitators in Puerto Galera, Oriental Mindoro on 02.28.2025.

videos. In their FGDs, SFI's facilitators also observed the trend of self-generated cases wherein children send explicit photos and videos not only to other children that they have become intimate with on- and off-line, and to strangers "if they like the person". There is also the trend of children using dummy social media accounts on Facebook to avoid detection by parents, with these accounts used for trolling and sharing sexually explicit videos. Through these interactions with children at risk of OSAEC, SFI can be at breast with emerging trends and further improve prevention efforts.

VII. LESSONS LEARNED AND RECOMMENDATIONS

LESSONS LEARNED AND RECOMMENDATIONS

Each of the subsections are tables listing the lessons learned identified by the consultant and partner organizations, followed by a table of recommendations from the partners but have been or are being practiced by SFI. These would be best directed to any organizations planning to set up an e-learning course.

- **ESTABLISHMENT OF LASTING PARTNERSHIPS WITH STATE GOVERNMENT INSTITUTIONS AND NGOS IN THE DEVELOPMENT OF THE E-LEARNING PLATFORMS**

LESSONS LEARNED
Strong partnership and mutual understanding ensures that the e-learning provided are aligned with the goals and mandates of DSWD.
Partnerships and collaborations with other agencies helped to develop content that is timely and relevant. It addressed the current skills and learning gaps. Further, it helped to identify agencies which offers appropriate intervention and services to the victims.
Success depends on all partners feeling invested in the e-learning platforms and its goals related to protecting vulnerable children. Shared ownership is crucial.
Involving key stakeholders early in the process ensures alignment of goals and secures long-term commitment from both state government institutions and BTSNN.
Partnerships are essential avenues for support building and lobbying for interventions. The office has been very keen on nurturing partnerships in agencies/organizations/institutions grounding on specific areas of support. The Pantawid Pamilyang Pilipino Program caters to children beneficiaries who may not only be facing economic adversities but also abuse and exploitation in the family or community. Partnership building serves as a network of support in the prevention and mitigation of issues involving children.
E-learning has become an invaluable tool in the prevention of child sexual abuse, offering a flexible and accessible way to educate individuals, caregivers, and professionals about the signs, risks, and strategies to protect children. Online training programs can effectively raise awareness, teach how to recognize warning signs, and equip people with the necessary skills to respond appropriately to disclosures of abuse. By utilizing interactive lessons, video content, and resources, e-learning platforms can reach a wide audience across geographical and social barriers, empowering communities to play an active role in preventing child sexual abuse. Moreover, e-learning allows for continuous updates to training content, ensuring that information remains current and relevant in the face of evolving threats.

The partnership with the government institution is really the key to successful engagement and collaboration, especially with the Pantawid Pamilyang Pilipino Program, it's part of the strategic goals and priorities of the 4Ps program and aligned to the mandate of the DSWD.

RECOMMENDATION: Downloaded lectures or a flash drive or any other alternative so that staff in Geographically Isolated and Depressed Areas (GIDA) could still access the lectures/activities despite the challenge of internet connectivity.

ACTION POINT: SFI already has plans to address this recommendation via the promotion of the use of the Moodle app, and later on, a SFI branded e-learning app, which will enable offline access.

RECOMMENDATION: Create a formal MOAs with clear roles, responsibilities, data sharing protocols.

ACTION POINT: There are already MOAs in place, however not all are specific to e-learning, but rather a more general MOA that also covers e-learning. There may be a need to update MOAs and suggestion to specify recommended provisions.

RECOMMENDATION: Ensuring collaborative decision-making and shared ownership provides a roadmap for development, regular updates and feedback sessions are essential. This would ensure that the platform meets their needs for long-term impact.

ACTION POINT: SFI's process has always been collaborative in terms of working with partners in developing and implementing e-learning courses. This recommendation is directed to any organization that may want to set up an e-learning course.

• DEVELOPMENT, FURTHER DEVELOPMENT OF DEMAND-ORIENTED E-LEARNING COURSES AND MATERIALS

LESSON LEARNED

The topics are based on current concerns regarding abuse and exploitations of children, with data as a basis. The contents are well- structured with diverse modes of learning: video, text, images, and audios are not boring.

The e-learning platform must be easy to navigate and use, even for MLs with limited technical skills.

A comprehensive needs assessment is essential for understanding the specific challenges and learning gaps of the target audience. Without this, the content may not fully address their needs or align with their real-world applications.

The development of the e-learning course was a crucial part of the process. It enabled reflection at the end of DSWD FO8 on the incorporation of the child modules of SFI into Pantawid which works very differently and as mandated. For the TWG to experience the SFI e-learning course prior to venturing into a wider scope has been very helpful.

The use of videos with animation and other content related to the e-learning was very innovative.

E-learning courses must address specific needs and gaps identified. Subject matter experts, instructional designers, and multimedia specialists must work together to create effective learning experiences. Testing courses with representative learners before launch identifies areas for improvement is vital.

RECOMMENDATION: The e-learning is already good and comprehensive. However, in the future, the contents should be updated, for example, the data of abused children and other related issues.

ACTION POINTS: Updating the contents of the e-learning course is an established practice, specifically in adding new trends, laws and issuances, with the updating of information embedded within the interactive content as the need arises. This recommendation. This recommendation is directed to any organization that may want to set up an e-learning course.

RECOMMENDATION: Involve key stakeholders (such as subject matter experts, government institutions, and learners) in the content creation and review process from the very beginning and throughout development.

ACTION POINT: For the sector specific content, this is already established in the development process. This recommendation is directed to any organization that may want to set up an e-learning course.

RECOMMENDATION: Use surveys, interviews, and focus groups to identify the specific learning needs of the target audience. Define roles, responsibilities, and workflows for content creation, review, and approval. Use high-quality equipment, experienced videographers, and effective storytelling techniques to create engaging videos.

ACTION POINTS: Training Needs Assessment is already established via the e-learning co-development process. This recommendation is directed to any organization that may want to set up an e-learning course. Piloting is also done prior to wide-scaling.

- **TRAINING FOR THE USE OF THE E-LEARNING PLATFORM FOR CHILD PROTECTION ACTORS.**

LESSON LEARNED

The e-learning platform is very convenient and efficient. It saves resources and time. It can be accessed anytime you're free. Additionally, the activities and lectures are fun to read, watch and answer.

Most of the DSWD FO8 have used phones for everything, so the course needs to work well on mobile devices and offline access would be a huge plus!

Child protection actors come from diverse backgrounds (social workers, law enforcement, healthcare providers, educators), and their familiarity with technology can vary widely. It's crucial to understand their specific needs and adapt the training accordingly.

E-learning can strengthen child protection efforts across the nation by providing education and training to a wide range of stakeholders. It plays a vital role in preventing child abuse and exploitation by enhancing awareness and understanding of child protection issues, while also equipping individuals to offer improved support to victims.

Generic training on the e-learning platform is less effective than sessions specifically designed for child protection actors and their unique needs. This is because child protection actors need opportunities to practice using the platform in realistic scenarios. They also ongoing support and resources to effectively integrate the platform into their work. Providing timely technical support is essential.

RECOMMENDATION: Tailor the training to address both the technical aspects of the platform and the specific child protection content relevant to their work. For example, social workers may need specific modules related to case management tools, while law enforcement personnel may focus more on legal frameworks and reporting mechanisms.

ACTION POINT: This is already in place through the sector specific courses via the co-development process. This recommendation is directed to any organization that may want to set up an e-learning course.

RECOMMENDATION: Offer online resources, FAQs, and a help desk to address technical issues and answer user questions. Show child protection actors how the e-learning platform has helped others in similar situations. Ensure child protection actors stay up-to-date with platform updates and best practices. Continuously improve the training based on user feedback and evolving needs.

ACTION POINT: In all SFI courses, there is an FAQ section. This recommendation is directed to any organization that may want to set up an e-learning course.

• TRAINING AND PLANNING WORKSHOP WITH INSTITUTIONAL REPRESENTATIVES- FOR PILOT AND WIDE SCALING OF THE E-LEARNING PLATFORM.

LESSON LEARNED

It is easier to cascade the e-learning platform because it does not need any resources, only time and internet connectivity.

Ensuring that all institutional representatives understand and align with the purpose, objectives, and expected outcomes of the e-learning platform is crucial. Misalignment at the start can lead to confusion and miscommunication during the pilot phase and scaling efforts.

Not all timeline of activities were followed due to office workloads and activities.

Without the support and commitment of institutional representatives, pilot testing and scaling are unlikely to succeed. Workshops that involve institutional representatives in the planning process foster shared ownership and increase the likelihood of successful implementation.

Defining roles and responsibilities for each institution ensures accountability and avoids duplication of effort. Openly discussing potential challenges and developing mitigation strategies builds trust and facilitates smoother implementation. Pilot testing allows for identifying and addressing issues before wide-scale rollout, minimizing disruptions and maximizing effectiveness

RECOMMENDATION: Translate the contents into Filipino so that it would easily be understood.

ACTION POINT: SFI's modules are undergoing translation into Filipino/Tagalog.

RECOMMENDATION: Involve partners in the initial planning stages to ensure their buy-in and support. Facilitate workshops that encourage active participation from institutional representatives. Document the roles and responsibilities of each institution involved in the pilot and scaling phases. Outline the objectives, scope, timeline, and evaluation criteria for the pilot test.

ACTION POINTS: This is an established practice in SFI. This recommendation is directed to any organization that may want to set up an e-learning course.

RECOMMENDATION: Maintain regular communication with institutional representatives throughout the pilot and scaling phases. Collect data and feedback from participating institutions to identify areas for improvement. Outline the steps, resources, and timelines for scaling up the e-learning platform to a wider audience. Recognize the contributions of participating institutions and share lessons learned from the pilot and scaling phases to promote wider adoption.

ACTION POINTS: These are already in place with SFI's course development and implementation of the e-learning course. This recommendation is directed to any organization that may want to set up an e-learning course

- **ACTUAL CONDUCT OF E-LEARNING COURSE TRAINING OF COP ACTORS.**

LESSON LEARNED
OSAEC is a multi-dimensional problem that must be addressed by multiple entities.
The e-learning course helped social worker and a DSWD employees make better case assessments and intervention plans for clients.
Customization of the e-learning content based on the trainee's role as there are different tracks for educators, social workers, and law enforcement, with modules tailored to their specific responsibilities. This made the training more efficient and engaging.
COP actors from different sectors (education, social welfare, local governance, NGOs) bring varying levels of experience, technical knowledge, and learning preferences to the table. Each group might have unique needs when it comes to child protection, making it crucial to customize the content for different audiences.
Participants from different organizations may have varying levels of comfort and familiarity with online learning platforms. As such, training sessions need to be concise, relevant, and respectful of their time, but learners need opportunities to apply what they learn in realistic scenarios related to their work.
Creating opportunities for peer interaction and knowledge sharing is beneficial, while ongoing support and access to resources are crucial for successful implementation.

RECOMMENDATION: The development of offline, downloadable e-learning materials should also be considered upon course completion, enabling learners to review and revisit the topics covered for better retention and understanding.

ACTION POINTS: A Stairway branded e-learning app is already in the works with Moodle.

RECOMMENDATION: Create opportunities for participants to interact with each other, share experiences, and learn from one another. Offer post-training support through online forums, help desks, or mentorship programs to address questions and challenges. Collect feedback from participants to evaluate the effectiveness of the training and make necessary adjustments for future sessions. Ensure that training materials and the e-learning platform are accessible to individuals with disabilities.

ACTION POINTS: In SFI experience, in courses with lesser participants, a discussion forum may be in place, but in all courses, there is already a course evaluation section that collects feedback. This recommendation is directed to any organization that may want to set up an e-learning course.

- **E-LEARNING COURSE MANAGEMENT AND MAINTENANCE (THROUGH THE TWG)**

LESSON LEARNED
Anticipation of the bulk number of queries on the use of the platform.
Downloadable e-learning course for field staff with slow internet connection.
Consistent update the contents based on existing laws, policies and data.
A Technical Working Group (TWG) plays a crucial role in ensuring the quality and relevance of the e-learning course. The success of the course management relies on clear distribution of responsibilities among its members.
Managing and maintaining an e-learning platform requires specialized technical skills. E-learning course platforms require regular updates to ensure security, functionality, and compatibility. E-learning content needs to be reviewed, updated, and refreshed regularly to maintain relevance and accuracy.
Users may encounter technical difficulties or have questions about the platform. As such, effective management and maintenance require collaboration between technical staff, content developers, and stakeholders.

- **DEVELOPMENT OF FRAMEWORK TOOLS AND SYSTEMS FOR MONITORING CHILD PROTECTION ACTORS' COMPETENCIES AMONG THE E-LEARNING COURSE COMPLETERS.**

LESSON LEARNED
The monitoring process needs to be fair, practical, and focused on the real challenges faced by the MLs and DSWD employees. It's important to be clear about what specific skills and knowledge are being measured.
Establishing a clear and comprehensive competency framework is essential for monitoring the effectiveness of the e-learning course. This framework should define the specific skills, knowledge, and behaviors that child protection actors should demonstrate after completing the course.
A clear framework with specific, measurable, achievable, relevant, and time-bound (SMART) competencies is essential for effective monitoring. The chosen data collection methods (e.g., surveys, observations, case studies) must be appropriate for the competencies being measured and the context of the child protection work. Collecting and using data on child protection actors requires strict adherence to ethical guidelines and data privacy regulations.
Child protection actors and those involved in monitoring need training on how to use the framework, tools, and systems effectively. Integrating the monitoring system with existing HR or performance management systems can streamline data collection and analysis.

RECOMMENDATIONS: Implement robust data privacy and security measures to protect the confidentiality of information collected from child protection actors. Offer training to child protection actors and those involved in monitoring on how to use the framework, tools, and systems effectively. Define the roles and responsibilities for data collection, analysis, and reporting. Use the data collected to identify areas for improvement in training, support, and child protection practices.

Engage child protection actors, supervisors, and other stakeholders in the development and implementation of the monitoring system to ensure its relevance and effectiveness.

ACTION POINTS: This is already in place. SFOI has data privacy policies and measures aligned with both national and EU standards. This recommendation may be directed to organization that may want to set up an e-learning course.

Presented here are some recommendations from partner organizations, with some elaborations from SFI.

Establish a joint governance structure between the Stairway Foundation, state institutions, and BTSNN to share responsibilities, decision-making, and accountability.

Strengthen the implementation of the e-Learning not only for implementers of FDS or police officers of the program, as well as parent leaders, partners (NGAs, LGUs, CSOs).

Explore partnership involving other stakeholders from the CSOs and private sectors promoting the Public-Private Partnerships (PPP). A public-private partnership is a long-term arrangement between a government and private sector institutions

To enable AI or chatbot feature for the e-learners reference and guidance while taking the e-learning courses. Online and offline can be explored for those who are in GIDA.

During the workshop, clearly define the goals of the platform, the specific roles of each institution, and the expected impact. This will set clear expectations and help avoid misalignment while work on scaling is ongoing.

Prepare a timeline that is Specific, Measurable, Attainable, Relevant and Timebound (SMART). There may be a need for flexibility with the different organizational contexts and situations, with regular updating in risk mitigation.

The e-learning was a good idea, but some things worked better than others. Some modules felt more relevant to the work of MLs than others. For example, the sections on identifying victims and reporting procedures were very helpful, but the technical stuff about cybersecurity was not seen as useful by others.

Ensure that e-learning modules are adaptable to different levels of expertise and experience. Provide options for basic, intermediate, and advanced training, with content that can be personalized for each learner's role.

In the database of participants, there should be a field where their regions, provinces and municipalities are indicated for easy search and monitoring the progress.

Conduct a pre-training assessment to gauge participants' comfort with online platforms and tailor the training accordingly. Make the training relevant by using case studies and simulations that reflect the challenges child protection actors face in their work.

Recruit representative learners to test courses and provide feedback on content, usability, and technical issues while adhering to accessibility guidelines to ensure that courses are usable by all learners. The use feedback from needs assessments and pilot tests to refine courses and materials before and after launch is crucial.

Form a query responding team (team of experts in the operation of the learning platform) who will answer all the queries of the participants. Per experience from the pilot testing, one person cannot answer all the queries of the participants as it is in bulk, but with a query responding team, all the queries of the participants will be properly responded.

It is important that the e-learning platforms are easy to navigate because the audience or learners are not tech-savvy.
Establish clear roles within the TWG, such as content developers, technical support, instructional designers, data analysts, and quality assurance experts. Each member should understand their specific tasks, from content updates to troubleshooting issues.
The TWG should include individuals with technical expertise, content knowledge, and stakeholder representation. Create a schedule for regular updates, backups, security checks, and other maintenance tasks. Use a system to track content updates, revisions, and approvals. Establish clear channels for users to report technical issues, ask questions, and receive assistance.
Document all processes related to platform management and maintenance, including update procedures, content management workflows, and user support protocols. Allocate sufficient resources for ongoing maintenance, technical support, and content updates. Monitor platform usage, gather user feedback, and conduct periodic evaluations to identify areas for improvement. Keep abreast of the latest developments in e-learning technology and best practices for platform management and maintenance.
Develop a clear and concise competency framework that outlines the specific knowledge, skills, and attitudes that are essential for effective COP work. This framework should be aligned with the e-learning course objectives and the roles and responsibilities of different COP actors. Use action verbs to make the competencies measurable.
Work with child protection experts, educators, and stakeholders to create a competency model that covers areas such as understanding child protection laws, identifying abuse, case management skills, interagency collaboration, and emotional resilience.
The framework should clearly define the competencies being measured and provide specific indicators for each competency. Choose data collection methods that are valid, reliable, and feasible in the context of the child protection work. The tools and systems used for monitoring should be easy to use and accessible to all relevant stakeholders.

• SFI'S E-LEARNING EXPERIENCE AND FACTORS FOR REPLICABILITY FOR WIDE SCALING

The NPTI views that curriculum development is central to the development, piloting and wide scaling of the e-learning platforms to address OSAEC and CSAEM, and having a structured and comprehensive approach facilitated the creation of effective educational resources adaptable to diverse audiences and learning environments. Given the high completion rates, the observations made by the NPTI regarding its experience with SFI in the wide scaling of the e-learning course provides four key points in working towards the replicability of the program for SFI's partners that have yet to wide scale their e-learning programs. These points are:⁴⁰

- **Context and Content:** Including a train-the-trainer module empowers organizations to deliver the course independently, further enhancing scalability and sustainability. This

⁴⁰ FGD/KII with NPTI Course Implementors at Camp Vicente Lim, City of Calamba, Laguna on 02.13.2025.

allows them to adapt the training to their specific context and train future facilitators. While core content should remain consistent, the ability to adapt certain aspects of the curriculum to local contexts, language, and cultural nuances is essential for replicability in diverse settings.

- **Support System:** A robust support system for learners and facilitators is crucial. This could include technical assistance, FAQs, discussion forums, and access to subject matter experts. Knowing that help is available increases confidence and encourages completion.
- **Evaluation and Feedback:** Incorporating a system for ongoing evaluation and feedback allows for continuous improvement of the course. Regularly assessing the course's effectiveness and incorporating feedback from learners and facilitators ensures its long-term relevance and impact.
- **Collaborations and Empowerment:** The collaborative approach SFI takes with partners is itself a key feature. Documenting and sharing this partnership model can help other organizations replicate the successful implementation of the e-learning course. Including elements that empower learners to become advocates for child protection can extend the impact of the course beyond individual learning and contribute to broader social change.

SFI's e-learning course falls consistent with the mandate of NPTI, whose facilitators are responsible for guiding officers through training, managing discussions, and streamlining the flow of information towards the enhancement of skills and knowledge of trainees. Given SFI's expertise on child protection and the development of e-learning courses, the partnership has led to the incorporation of the e-learning course as a requirement for trainees. Based on their experience with the SFI project, the 38 FGD and KII adult participants were asked to identify and rank important elements in the development and implementation of an e-learning course. In the following table, they are placed in relation to the four key points observation by the NPTI:

RANK 1 Quality of materials/video used in the course	Context and Content
RANK 2 Platform is according to agency partner Availability of fast internet connection	Context and Content Support System
RANK 3 Updated information or topics	Context and Content
RANK 4 Accommodation of different learning styles/ interactive course design Assessment of enrollees' attainment	Context and Content Evaluation and Feedback
RANK 5 Effective online communication Use of newest technologies	Support System Support System

RANK 6 Simplicity of language used	Context and Content
RANK 7 Resource support	Support System
RANK 8 Attitude towards e-learning Motivation of enrollees	Evaluation and Feedback Evaluation and Feedback
RANK 9 Reliability of technologies used Cross-platform flexibility/compatibility Government/institutional support for e-learning Cross-platform flexibility/compatibility	Support System Support System Collaborations and Empowerment Support System
RANK 10 Security of the e-learning system Commitment of all involved	Support System Collaborations and Empowerment
RANK 11 Promotion of e-learning course through social media Conduct of e-learning workshops during development stage	Support System Collaborations and Empowerment
RANK 12 Highly developed IT infrastructure Evaluation of IT services used System error tracking	Support System Support System Support System

FROM THE POINT OF VIEW OF COURSE COMPLETERS

RANK 1 Quality of materials/video used in the course	Context and Content
RANK 2 Availability of fast internet connection	Support System
RANK 3 Cross-platform flexibility/compatibility Accommodation of different learning styles/ interactive course design Updated information or topics	Support System Context and Content Context and Content

FROM THE POINT OF VIEW OF COURSE DEVELOPERS

RANK 1 Accommodation of different learning styles/ interactive course design Platform is according to agency partner	Context and Content Context and Content
RANK 2 Assessment of enrollees' attainment	Evaluation and Feedback
RANK 3 Resource support	Support System

FROM THE POINT OF VIEW OF COURSE IMPLEMENTERS

RANK 1 Quality of materials/video used in the course	Context and Content
RANK 2 Updated information or topics	Context and Content
RANK 3 Accommodation of different learning styles/ interactive course design	Context and Content

The high ranks of “Context and Content” in the sample plotting can be attributed to how the NPTI views curriculum development as having ensured content accuracy and currency, specifically addressing the complexities of OSAEC and CSAEM.⁴¹ While this would not be seen by the course completers, the development involved collaboration with experts in child protection, law enforcement and technology to guarantee reliable and relevant information and the incorporation of practical elements to identify and respond to potential abuse cases. Nonetheless, the NPTI maintains that while accreditation, demand, knowledge of the issue are important considerations in developing and wide scaling a course, they do not provide specific completion measures or successful wide scaling. The most appropriate completion measures would still depend on a combination of factors, including course objectives, target audience, assessment methods, and available resources.⁴² It presents four things to consider in developing an e-learning course for a sensitive topic like OSAEC or CSAEM:

- The course needs to be informative and engaging without being overly graphic or triggering to learners.
- The course must be accessible to a wide range of learners, including those with disabilities or limited technological access.
- The course materials must be culturally appropriate and relevant to the target audience.

The high ranks of elements that fall under “Context and Content” is consistent with how the previous discussion how Pedagogical and Ethical have also rank high among respondents. The importance of “Support System” also presented itself in NPTI’s assessment: Effective collaboration between the organization and SFI requires clear communication, well-defined roles, and a shared understanding of goals and expectations.

⁴¹ FGD/KII with NPTI Course Implementors at Camp Vicente Lim, City of Calamba, Laguna on 02.13.2025.

⁴² FGD/KII with NPTI Course Implementors at Camp Vicente Lim, City of Calamba, Laguna on 02.13.2025.

• TECHNOLOGICAL CONSIDERATIONS FOR WIDE SCALING

The findings by the IT consultant highlights the technological infrastructure of the Stairway Foundation's e-learning initiative, emphasizing scalability, security, and sustainability. By identifying the core technological tools, infrastructure, and systems, and assessing the scalability and sustainability, the study provides a comprehensive overview of the platform's strengths and areas for improvement. The following recommendations are presented:

- Establish a data management policy to erase/archived outdated data to save on storage expenses and increase overall efficiency. This policy could possibly reduce annual costs associated with usage of AWS resources (processing, storage, and bandwidth), it is recommended to implement a policy for archiving or removing old user data that is no longer relevant to the platform's functionality. This could include inactive user accounts, outdated course materials, and also system logs that exceed a specified retention period.
- Optimize course content through compression/modular design and external hosting to enhance scalability. (By the time of writing of the final report, this recommendations is already in place/on-process via the transition from storyline to RISE format.)
- Strengthen technical support and encourage user training for SFI Moodle Administrators for improved platform administration and management.
- The platform's AWS-hosted Moodle system ensures reliability, while Nephila Web Technology's support enhances system maintenance and usability. Future recommendations include periodic system/course audits, and user feedback integration

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Acronyms

4Cs	Conduct, contract, contact, content
4Ps	Pantawid Pamilyang Pilipino Program
AWS	Amazon Web Services
BMZ	Federal Ministry for Cooperation and Development
BTS	Break the Silence
BTSNN	Break the Silence National Network
CDN	Content Delivery Network
CHH	My Children's House of Hope
COP	child online protection
COP	Child Online Protection
COVID-19	Coronavirus disease
CPD	Continuing Professional Development
CPU	Central Processing Unit
CSO	Civil Society Organization
CSWDO	City Social Welfare and Development Office
CWC	Council for the Welfare of Children
DepEd	Department of Education
DILG	Department of Interior and Local Government
DPA	Data Privacy Act of 2012
DPCR	Directorate for Police Community Relations
DSWD	Department of Social Welfare and Development
E-Learning	Electronic learning
F2F	Face to face
FAQ	Frequently Asked Question
FDS	Family Development Session
FDS	Family Development Sessions
FGD	Focus Group Discussion
FJGADD	Family, Juvenile, and Gender and Development
FO	Field Office
GDPR	General Data Protection Regulation
GIDA	Geographically Isolated and Disadvantaged Areas
IEC	Information, education and communication
KII	Key Informant Interview
LEAs	Law enforcement agencies
LGU	Local government unit
LMS	Learning Management System
LRPO	Learner Rights and Protection Office
LSWDO	Local Social Welfare and Development Offices
MCHH	My Children's House of Hope Bahay Bata
MIMAROPA	Mindoro (Occidental and Oriental), Marinduque, Romblon, and Palawan
ML	Municipal or City Link

MOU	Memorandum of Understanding
MSWDO	Municipal Social Welfare and Development Office
NCC	National Coordinating Council
NGO	Non-Government Organization
NPTI	National Police Training Institute
OSAEC-CSAEM	Online Sexual Abuse or Exploitation of Children (OSAEC) and Anti-Child Sexual Abuse or Exploitation Materials (CSAEM)
PGNHS	Puerto Galera National High School
PNP	Philippine National Police
PNP	Philippine National Police
PNP-ACG	Philippine National Police Anti-Cybercrime Group
PRC	Professional Regulation Commission
RA	Republic Act
RAM	Random-access memory
RBAC	Role-Based Access Control
RO8	Region 8
RTC	Regional Training Center
SFI	Stairway Foundation, Incorporated
SMART	Specific, Measurable, Attainable, Relevant and Timebound
SSL	Secure Sockets Layer
TIP	Trafficking in Persons
TWG	Technical Working Group
VAWC	Violence Against Women and Children
WCPC	Women and Children Protection Center
WCPD	Women and Children Protection Desk
WIFI	Wireless Fidelity
ZC	Zamboanga City

Annex 1 E-Learning Study Tool (V.2)

This study tool is developed for the Stairway Foundation, Inc. (SFI)⁴³ which has engaged the services of Marco P. Puzon to conduct the **E-Learning Study as an Approach to Capacity Building on Child Online Protection in the Philippines**. The study has the following general objectives:

1. Analysis of the processes, strategies, challenges and steps involved in the setting-up, utilization, and wide-scale adoption of an e-learning platform.
2. Determining the program's outcomes, sustainability, and impacts as a capacity-building strategy and tool on child online protection (COP) for child protection actors in the Philippines.

The tools shall look into the following specifics:

- A. **Explore Organizational Processes and Strategies:** 1) To investigate the motivation, planning, and implementation strategies used by Stairway to establish their e-learning platform, 2) To understand the role of leadership, policy, innovativeness, and resource allocation in the platform's development.
- B. **Examine Technological and Structural Aspects:** 1) To identify the technological tools, infrastructure, and systems used to support the e-learning platform, 2) To assess the scalability and sustainability of the e-learning platform's technological components.
- C. **Evaluate Organizational Utilization and Effectiveness:** 1) To assess the effectiveness of the e-learning platform in meeting its organizational and learner goals (user engagement, participation rates, and learning outcomes and behavior change among children to reduce the impacts of online risk and harm).
- D. **Assess Stakeholder Engagement, Experiences and Usage:** 1) To capture the perceptions, satisfaction levels, and challenges faced by stakeholders in using the platform, 2) To identify partner's usage experience in terms of organizational direction of issuing on utilizing e-learning as a capacity building approach, organizational capacity to train personnel using e-learning, increase in capacity of agency personnel to deliver mandates as a result of e-learning, and participation of children in developing e-learning on COP for stakeholders.
- E. **Identify Barriers and Enablers of Scaling:** 1) To explore the challenges encountered during the scaling of Stairway's e-learning platform and strategies employed to address them, 2) To identify factors that facilitated the wide-scale adoption of the platform.

⁴³ In the Philippines, Stairway Foundation Inc. (SFI) has been implementing since 2021, the Global Program on Stopping Cybercrime against Children. This program involves a multi-stakeholder approach involving different national agencies including the Department of Education (DepEd), Department of Social Welfare and Development (DSWD), Philippine National Police (PNP), Council for the Welfare of Children (CWC), Department of Interior and Local Government (DILG), National Coordinating Council (NCC) on OSAEC-CSAEM and Break the Silence National Network (BTSNN). The Global Program is supported by Kindernothilfe and the Federal Ministry for Cooperation and Development (BMZ).

- F. Generate Lessons Learned and Recommendations:** 1) To synthesize findings into actionable insights for improving the implementation of Stairway e-learning platform, 2) To provide recommendations for other organizations aiming to adopt or scale similar e-learning platforms, 3) To improve the sustainability and impact of online trainings, 4) To explore and strengthen the aspect of child participation in the e-learning for child protection actors.

A. KII Tool (for SFI)

1. Name/s and designation/s or position/s?
2. Name of office/department/bureau/agency?
3. Have you been involved in the development of other ongoing or past e-learning course projects? In which capacity – developer/implementer/reviewer/field testing? May we know this e-learning course and under which proponent was it implemented and which agency or organization was supporting it?
4. What is your involvement in the SFI e-learning course?

Key Areas for Research	Key Questions
Motivation, planning, and implementation strategies used by Stairway to establish their e-learning platform	<ol style="list-style-type: none"> 1) Which for you among the contexts that prompted SFI to pursue the e-learning project are the most significant? Please name at least two and why? 2) Which milestones in SFI's past that served as the foremost strength or model for SFI to design the e-learning course? Please name at least two and why? 3) Which of the key areas that need to be improved as far as the issue of CSEM/OSAEC in the Philippines was the most urgent to address? Please name at least two and why? 4) How did the SFI team determine the direct and indirect target groups and how were the target numbers for the e-learning project determined? 5) How does SFI's strategy of identifying the "source side" and "demand side" figure in the development of the e-learning project? 6) Please describe the challenges and facilitating factors in the establishment of institutional partnerships with the target NGAs? 7) How has the contexts in each of the target NGAs and respective mandates helped "mold" the over-all view of partnerships under the e-learning project?

	<p>8) What were the main considerations in the process towards the institutionalization of the e-learning courses? Please describe the process or each of the NGAs.</p> <p>9) How was the process in the formation of the TWG and selection of members/bureau/offices to the TWG under each NGA? How many members are there in the TWG and how are the monitoring and management of the implementation of the e-learning courses documented and shared?</p>
Role of leadership, policy, innovativeness, and resource allocation in the platform's development.	<p>1) Which of the SFI's policies, existing partnerships and past accomplishments have helped prepare the organization the most for the e-learning project? Please name at least two and why?</p> <p>2) What were the strengths (or areas in improvement) in SFI's capacity, processes and strategies as far as getting a better understanding of the protection of children from online violence among child protection actors? Name at least one or two of these strengths and name one or two of these areas for improvement.</p> <p>3) Does SFI have any specific approach, guide or criteria in the formation of partnerships? Was there any expressed need from the prospective partners in partnering with SFI for the e-learning course?</p> <p>4) Does SFI have any specific approach, guide or criteria in co-developing child protection/child online protection e-learning courses with partners? Which among the partners presented the greatest challenges, and what challenges were they? Which among the partners were the least challenging and what factors facilitated the development of e-learning courses with them?</p> <p>5) How did SFI convince the partners to explore e-learning as a main training delivery platform for their workforce? Was there initially any resistance and why? Which agencies/groups offered the greatest resistance and what were the reasons for resistance? By comparison, which agencies did SFI did not have difficulties and what were the facilitating factors?</p> <p>6) Given the different capacities and mandates of partners, how did SFI find a "common ground" in the development, piloting, and wide-scaling of e-learning as a platform?</p> <p>7) How has the passage of RA 11930 affected the development, piloting and wide-scaling of e-learning as a platform among the target agencies/groups?</p> <p>8) In 2022, the first three of the targeted five NGAs that actively engaged with SFI for the capacity building on COP courses via the e-learning platform were the DepEd, DSWD, and PNP. What did</p>

	<p>each of the agencies “bring to the table” as far as the development, piloting, and wide-scaling of the e-learning platform? How did the organizational structure and protocols of these three agencies affect SFI’s engagement as far as the e-learning course is concerned.</p> <p>9) Were there instances that there were changes needed to be carried out due to changes in the structure or tie-ups with projects under the respective NGAs? What necessitated these changes?</p>
Effectiveness of the e-learning platform in meeting its organizational and learner goals (user engagement, participation rates, and learning outcomes and behavior change among children to reduce the impacts of online risk and harm).	<p>1) Based on SFI’s data on user engagement, do you think SFI has met its goals?</p> <p>2) Based on SFI’s data on participation rates and feedback from users, do you think that the trend has shifted towards using e-learning among NGAs as the main means to learn about CSAEM/CSAEC?</p> <p>3) Based on SFI’s data on learning outcomes, do you think the e-learning course has met its specific goals per agency?</p>
Challenges encountered during the scaling of Stairway’s e-learning platform and strategies employed to address them.	<p>1. What were the challenges encountered during the wide scaling of SFI’s e-learning platform? What was the nature of these challenges? Financial, structural in terms of organization and personnel, procedural?</p> <p>2. What strategies/measures were made to address them? Was there a specific person or group to look into the wide scaling of the e-platform?</p>
Factors that facilitated the wide-scale adoption of the platform.	<p>1. Were there any factors (financial, structural, procedural) that facilitated the wide-scale adoption of the platform?</p>

5. Any important lessons learned under each of the following main activities of the e-learning project of SFI? Any recommendations should another entity/organization embark on an e-learning course project? (Mark X if you were not involved in the activity.)

Activity	Lesson/s learned	Recommendations
A. Establishment of lasting partnerships with state government institutions and BTSNN in the development of the e-learning platform.		
B. Development, further development of demand-		

oriented e-learning courses and materials - development of ideas and content; video production; application tests.		
C. Training for the use of the e-learning platform for child protection actors.		
D. Training and planning workshop with institutional representatives – for pilot and wide scaling of the e-learning platform.		
E. Actual e-learning course training of COP actors from DepEd, DSWD, PNP, CWC-LGUs, BTSNN and other CSOs.		
F. E-learning Course Management and Maintenance (through the TWG).		
G. Development of Framework Tools and Systems for Monitoring Child Protection Actors' Competencies among the e-learning course completers.		

B. KII Tool (for Partner Agency)

6. Name/s and designation/s or position/s?
7. Name of office/department/bureau/agency?
8. Have you been involved in the development of other ongoing or past e-learning course projects? In which capacity – developer/implementer/reviewer/field testing? May we know this e-learning course and under which proponent was it implemented and which agency or organization was supporting it?

9. What is your involvement in the SFI e-learning course?
10. What would you say is applicable based on your experience with SFI's e-learning course ?
(Rank 1 as highest, 3 as lowest)
- The e-learning course has helped strengthen my psychological capacity to deal with the issue.
 - The e-learning course served as a social opportunity (though online) to get new learnings about the issue.
 - The e-learning course has made me reflect about the issue and motivated me to do something about the issue.
11. Because of what I learned from the e-learning platform, I had planned to do or actually did the following:
- Enforce cyber safety guidelines/restrictions.
 - Conduct training on what I learned to other people in my office/community.
 - Improve services to people affected by the issue.
 - Conceptualize plans to address the issue, especially in prevention.

Key Areas for Research	Key Questions
Perception, satisfaction levels, and challenges faced by stakeholders in the platform.	<ol style="list-style-type: none"> 1. What did each organization/agency "bring to the table" as far as the development, piloting, and wide-scaling of the e-learning platform? 2. How was the process in the discussions with SFI for the course completion and continuing professional development (CPD) units? (For PNP and DSWD). 3. How was the process in the discussions with SFI for the course as required through a memo? 4. Can we safely say that "accreditation" and "acknowledgement of the existing demand for the course" and "knowledge on the prevalence of the CSEM/OSAEC issue" have also contributed to the setting up of course completion measures? 5. Were there any reasons for course enrollees to drop off? In which partner NGAs/offices were drop outs were more likely and less likely? Would you elaborate on this? 6. Has your organization given any feedback to SFI on the degree of customization of the e-learning courses in relation to your respective mandates? If any, please describe the feedback given.
Usage experience in terms of organizational direction of issuing on utilizing e-learning as a	<ol style="list-style-type: none"> 1. Which of your organization's policies, existing partnerships and past accomplishments have helped prepare it for the e-learning project? Please name at least two and why? Or is this engagement entirely new for your agency/organization?

capacity-building approach, organizational capacity to train personnel using e-learning, increase in capacity of agency personnel to deliver mandates because of e-learning, and participation of children in developing e-learning on COP for stakeholders.	<ol style="list-style-type: none"> 2. Has the online course helped the organization/agency as a whole in getting a better understanding of the protection of children from online violence among child protection actors? Name at least one or two of these strengths that were developed. Name one or two of these areas that are still for improvement. 3. Let's talk about your organization's experience in developing child protection/child online protection e-learning courses with SFI. What were the greatest challenges? What factors facilitated the development of e-learning courses with SFI? 4. How did SFI convince your organization to explore e-learning as a main training delivery platform for your workforce? Was there initially any resistance and why? 5. Your organization has actively engaged with SFI for the capacity building of COP courses via the e-learning platform. What did your agency/office "bring to the table" as far as the development, piloting, and wide-scaling of the e-learning platform? How has your agency/office's organizational structure and protocols contributed or made it difficult as far as the development of the e-learning course is concerned? 6. Were there instances that there were changes needed to be carried out in the initial plans due to changes in the organization's structure or other factors? What necessitated these changes? 7. Have there been significant cases in the coordination and technical support in the implementation of the e-learning courses from which vital lessons can be drawn?
Challenges encountered during the scaling of Stairway's e-learning platform and strategies employed to address them.	<ol style="list-style-type: none"> 3. What were the challenges encountered during the wide scaling of SFI's e-learning platform? What was the nature of these challenges? Financial, structural in terms of organization and personnel, procedural? 4. What strategies/measures were made to address them? Was there a specific person or group to look into the wide scaling of the e-platform?
Factors that facilitated the wide-scale adoption of the platform.	<ol style="list-style-type: none"> 1. Were there any factors (financial, structural, procedural) that facilitated the wide-scale adoption of the platform?

12. Based on the consultant's desk review analysis of the SFI reports, there are six "features" of the e-learning course that present it as a "replicable" system: 1) Course completion leads to accreditation, 2) Existing demand and prevalence of the issue it seeks to address, 3) Online course platform (free for users and easy access), 4) Learning outcomes, 5) Topics of the online

courses support mandates, and 6) Engaging and effective delivery methods. Would you agree to these six “features”? Are there other features that can be added?

13. Based on the results of the Competency Framework Monitoring System, three points thematically lump the individual course completer’s feedback, whether it supports psychological capacity, social opportunity and reflective motivation. Their learning from the course has led to following planned or actual action or practices: (a) guidelines/restrictions, (b) enablement/ training, (c) service provision, and (c) environment/social planning. On your experience in the e-learning project, what are your insights regarding these?
14. Based on the LMS, there are four points identified by SFI that have resulted from the e-learning course: (a) improvement in competencies, skills and confidence in COP, (b) deeper understanding of mandates and valuable information applicable in real life situations provided through the alignment of the comprehensive modules to the mandates, (c) provision of new concepts and deepening of knowledge of COP, and (d) enhanced readiness to address the COP cases, as a result of the reflection of personal experiences. Based on your experience in the e-learning project, what are your insights regarding these?
15. Any important lessons learned under each of the following main activities of the e-learning project of SFI? Any recommendations should another entity/organization embark on an e-learning course project? (Mark X if you were not involved in the activity.)

Activity	Lesson/s learned	Recommendations
1. Establishment of lasting partnerships with state government institutions and BTSNN in the development of the e-learning platform.		
2. Development, further development of demand-oriented e-learning courses and materials - development of ideas and content; video production; application tests.		
3. Training for the use of the e-learning platform for child protection actors.		

4. Training and planning workshop with institutional representatives – for pilot and wide scaling of the e-learning platform.		
5. Actual e-learning course training of COP actors from DepEd, DSWD, PNP, CWC-LGUs, BTSNN and other CSOs.		
6. E-learning Course Management and Maintenance (through the TWG).		
7. Development of Framework Tools and Systems for Monitoring Child Protection Actors' Competencies among the e-learning course completers.		

C. FGD Tool (for Partner Agency Course Completers)

This FGD is designed to get course completers' perception, satisfaction levels, and challenges faced by stakeholders in the platform. It is also designed to identify the partner's usage experience in terms of organizational direction of issuing on utilizing e-learning as a capacity-building approach, organizational capacity to train personnel using e-learning, increase in capacity of agency personnel to deliver mandates because of e-learning, and participation of children in developing e-learning on COP for stakeholders.

1. Name/s and designation/s or position/s or occupation?
2. Name of office/department/bureau/agency?
3. Does your work provide you direct or indirect involvement in the CSAEM/CSAEC issue?
What involvement were these?
4. Have you ever been enrolled in another e-learning course before or after SFI's course?

5. Is SFI your first time to have taken an e-learning course?
6. What is your involvement in SFI's e-learning course?
7. What would you say is applicable based on your experience with SFI's e-learning course ?
(Rank 1 as highest, 3 as lowest)
 - 7.1 The e-learning course has helped strengthen my psychological capacity to deal with the issue.
 - 7.2 The e-learning course served as a social opportunity (though online) to get new learnings about the issue.
 - 7.3 The e-learning course has made me reflect about the issue and motivated me to do something about the issue.
8. Because of what I learned from the e-learning platform, I had planned to do or actually did the following:
 - 8.1 Enforce cyber safety guidelines/restrictions.
 - 8.2 Conduct training on what I learned to other people in my office/community.
 - 8.3 Improve services to people affected by the issue.
 - 8.4 Conceptualize plans to address the issue, especially in prevention.

Three important things learned from SFI's e-learning course?	How did I apply these three things in my work as far as the issue of CSAEM/CSAEC is concerned?	Who benefited most from applying what you learned?

D. FGD Tool (for Children/Youth Participants)

1. Preferred Nickname for the FGD. (No need to provide full real name.)
2. Grade/Year level and name of school?
3. Which activity did you participate in?
 - 3.1 Classroom-based activity
 - 3.2 Community-based activity
4. What for you would you say is applicable based on your experience with the activity?
 - 4.1 The activity has helped strengthen my resolve to be careful not to fall victim to online dangers.
 - 4.2 The activity served as a social opportunity to get new learnings about the issue especially on online dangers and how to protect myself.

4.3 The activity has made me reflect about the issue and motivated me to do something about the issue.

5. Because of what I learned from the activity, I had planned to do or actually did the following:

5.1 Enforce cyber safety guidelines/restrictions for myself and/or family.

5.2 Share what I learned to other people in my school/community.

5.3 Help in the plans in prevention.

Three important things learned from SFI's activity?	How did I apply these three things in my life?	Who benefited most from applying what you learned?

6. Any recommendations to groups that are planning to conduct classroom or community based activities on cybers safety and dangers online like those you learned from SFI's activities?

Annex 2 SFI E-Learning Course Survey

Link: <https://ee.kobotoolbox.org/x/lxE79kUx>

SFI E-learning Course Survey

Name

Designation/Position

Office/Agency

Have you been involved in the development of other ongoing or past e-learning course projects.

- ☐ Yes
☐ No

In which capacity?

- ☐ Developer/Implementor
☐ Reviewer
☐ Field Testing
☐ Piloting

What e-learning course is this? And name of agency?

What is your involvement in the SFI e-learning course?

- ☐ Developer
☐ Co-developer
☐ Co-implementor (as TWG and e-course management)
☐ Course completer
☐ Implementer
☐ None of the above

Rank the following

	1	2	3	4	5
Institutional - The organizational infrastructure and partnership between SFI and partners complemented towards successful development and operation of e-learning course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management - The partnership has effectively managed through the TWG, the content, delivery, and/or maintenance of the e-learning course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Technological - The technology used for the e-learning course is easy to use and adaptable for partner NGAs to use following their mandates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogical - The methods and processes of teaching in the e-learning course incorporates various methods, and has a solid foundation through a course syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical - The e-learning course offers practical inputs regarding CSAEM and CSAEC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interface - The actual design of the site and content navigation system are easily accessible and adaptable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support and Evaluation - The communication between SFI and org/agency is in place and there is evaluation of content development process, e-learning program and assessment of course completers' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rank the following	1	2	3	4	5
Institutional - The formal inclusion/directive of the agency/organization to enroll in the e-learning course and/or gaining CPD units.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management - The e-learning course content, delivery and maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technological - The technology used for the e-learning course is easy to use and adaptable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogical - The method and process of teaching in the e-learning course incorporates various methods, is engaging and helped you have a solid foundation through a course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical - The e-learning course offers practical inputs regarding CSAEM and CSAEC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interface - The actual design of the site and content navigation system is easily accessible and usable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support and Evaluation - The e-learning course provided you an assessment of your learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rank the following, only if mentioned	1	2	3	4	5
<i>What do you think are the important elements in the development, implementation of an e-learning course based on your experience in the SFI e-learning course.</i>					

Conduct of e-learning workshops during development stage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resource support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government/institutional support for e-learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of fast internet connection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security of the e-learning system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Highly developed IT infrastructure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of newest technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability of technologies used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross-platform flexibility/compatibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitude towards e-learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation of enrollees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective online communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accommodation of different learning styles/ interactive course design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment of all involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Updated information or topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotion of e-learning course through social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Platform is according to agency partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simplicity of language used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment of enrollees' attainment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
System error tracking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of IT services used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of materials/video used in the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>