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Data Analysis Report

Data from the *Safety of Children Online Module*
worksheets in Dasmariñas City and Iligan City



Source: <https://www.rappler.com/voices/thought-leaders/addressing-privacy-concerns-prevent-sexual-abuse>



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List of Abbreviations and Acronyms

OSEC	Online Sexual Exploitation of Children
DOJ-OOC	Department of Justice-Office of Cybercrime
DC	Dasmariñas City
IC	Iligan City
VD	Viva Denmark
PCMN	Philippine Children’s Ministries Network, Inc.
IJM	International Justice Mission
EU	European Union
DepEd	Department of Education
MOA	Memorandum of Agreement
LGU	Local Government Unit



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Empirical setting

1.1 Introduction: The worksheets

The purpose of the following pages is to present and discuss the results of the data retrieved as part of the rollout of worksheets and a quantitative survey in Dasmariñas City and Iligan City in the Philippines.

As part of the preventive efforts of the EU-funded project “*END OSEC: A model response to online sexual exploitation of children*,” the consortium behind the project — composed of Viva Denmark (VD), Philippine Children’s Ministries Network, Inc. (PCMNI), and International Justice Mission (IJM) Philippines — aimed to reach students in the project sites of Dasmariñas City (DC) and Iligan City (IC) through the Safety of Children Online Module. The module is a method created by PCMNI to increase the awareness and skills of the youth to protect themselves through the transfer of skills and knowledge of OSEC to other children.

The module is divided into nine (9) sessions on keeping children safe from online sexual exploitation of children (OSEC). It includes two (2) Introductory Sessions on children's rights; OSEC definition, situation and incidence; How does OSEC happen?; What are the forms of OSEC?; Who are Vulnerable to OSEC?; My Role: What can I do to prevent OSEC?; People I trust and How do I report OSEC? "

To set the stage for the rollout, partnerships in both cities were forged with the Department of Education (DepEd) and the modules were redesigned as worksheets to adapt to the modular approach of DepEd for the School Year 2020-2021. In collaboration with the two (2) DepEd City Divisions, the project distributed 109,000 worksheets and questionnaires to children — grades 3 to 8 — in 69 public schools in the two target cities (100,000 in Dasmariñas City, 9,000 in Iligan City).

The project team chose to conduct the intervention in Dasmariñas and Iligan as they have a high prevalence of OSEC cases and are characterized as “high-risk” areas based on the estimated numbers of victims in them. Iligan is situated in the northern part of Mindanao and has a population of 342,618 while Dasmariñas City lies in the province of Cavite and has 659,019 inhabitants. OSEC prevalence has been increasing steadily in the two cities in recent years, and according to The Philippine Department of Social Welfare and Development IC recorded 42 cases from 2015-2019. DC recorded 63 cases from 2015- 2017¹.

¹ Viva Denmark. (2018). “*Reducing Online Sexual Exploitation of Children (OSEC) in one ‘high-risk’ city in the Philippines.*” https://webbase.cisu.dk/PubliceredeDokumenter/%7B4FD6C8AD-1FDF-EA56-1988-A83BB7E1EC59%7D_3284.pdf



1.2 What is Online Sexual Abuse of Children (OSEC)?

Online sexual exploitation of children (OSEC) is defined as the “production, for the purpose of online publication or transmission, of visual depictions (e.g., photos, videos, live streaming) of sexual abuse or exploitation of a minor for a third party, who is not in the physical presence of the victim, in exchange for compensation”². According to an estimate by the International Labour Organization (ILO), globally, 1.39 million people are involved in forced commercial sexual exploitation³ and 40–50 percent of these are children, thus affecting several hundred thousand children and minors⁴.

As global technology has advanced, new ways of committing sexual crimes against children are created, and sexual predators who would previously abuse children in-person now have the possibility to use the internet as their gateway to predation⁵.

The international society now faces a global problem, where anonymous perpetrators in industrialized countries increasingly exploit and abuse children in developing countries thousands of kilometers away⁶.

OSEC is fragmented, widespread and commonly silently operated in the confines of people’s private homes often making it a family business. The traffickers of OSEC are often older siblings, parents or other relatives. The victims of OSEC are often young children – some are infants – and mostly girls, however recent studies now describe equal vulnerability of boys. OSEC is commonly known as referring to:



https://www.google.com/imgres?imgurl=http%3A%2F%2Fimages.gmanews.tv%2Fwebpics%2F2020%2F04%2FJoining_Forces_Alliance_2020_04_14_23_26_34.JPG&imgrefurl=https%3A%2F%2Fwww.gmanetwork.com%2Fnews%2Fnews%2Fnation%2F734026%2Fchild-rights-groups-call-for-protection

Online grooming – happens when an adult sexual predator befriends and/or compliments a child with the intention of tricking or persuading the child to transfer sexually explicit material. Online grooming can lead to in-person abuse.

² https://ijmstoragelive.blob.core.windows.net/ijmna/documents/studies/Final-Public-Full-Report-5_20_2020.pdf

³ <https://www.ilo.org/global/topics/forced-labour/lang--en/index.htm>

⁴ Viva Denmark. (2018). “Reducing Online Sexual Exploitation of Children (OSEC) in one ‘high-risk’ city in the Philippines.” https://webbase.cisu.dk/PubliceredeDokumenter/%7B4FD6C8AD-1FDF-EA56-1988-A83BB7E1EC59%7D_3284.pdf

⁵ Martin, J. (2015). *Conceptualizing the Harms Done to Children Made the Subjects of Sexual Abuse Images Online* (Vol. 36). Child & Youth Services. <https://doi.org/10.1080/0145935X.2015.1092832>

⁶ Plan International Philippines. (2021). *EXPLAIN in 5mins: OSEC in the Philippines*. Plan International Philippines. <https://www.youtube.com/watch?v=hqfH4jRTRke> (Accessed on 16/11 2021)



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Sextortion – is a form of blackmail where a predator threatens a child with publishing sexually explicit material unless the child sends more abusive material and cooperate with the wishes of the predator, possibly even to an extent where the child is extorted into physical sexual abuse. There are two main types of sexual coercion and extortion: content driven, for sexual purposes, and financially driven, with an economic motivation.

Live streaming – is when a child is forced to appear in front of a webcam. The child will most likely be at least partially naked, and a paying customer watching the livestream from another country will pay to see the child perform sexual acts alone, with an adult or another child in front of the camera. Other types of OSEC including cyberbullying with sexually explicit material or human trafficking with purpose of (online) sexual exploitation⁷.

1.3 OSEC in the Philippines

According to UNICEF the Philippines is “the global epicenter of the live-stream sexual abuse trade”⁸ and in 2015 alone the Philippines Office of Cybercrime received 12,374 tips regarding OSEC in the country. OSEC prevalence has been increasing steadily in recent years, and Philippine officials believe that the situation and circumstance of COVID-19 is fueling the issue. The Department of Justice-Office of Cybercrime (DOJ-OOC) reported a 265 percent increase in number of reported cases 2020, highlighting the effects of the pandemic.

The data from UNICEF is further strengthened by recent numbers from law enforcement agencies in the US, UK, Canada and Nordic countries showing that the Philippines is receiving more than eight times as many referrals of OSEC cases as number two on the list, Mexico⁹.



(source: Screenshot from <https://www.youtube.com/watch?v=hqfH4jRTRkE>)

⁷ Ibid.

⁸ <https://qz.com/857921/unicef-calls-the-philippines-the-global-epicenter-of-live-streamed-child-pornography/>

⁹ Plan International Philippines. (2021). *EXPLAIN in 5mins: OSEC in the Philippines*. Plan International Philippines. <https://www.youtube.com/watch?v=hqfH4jRTRkE> (Accessed on 16/11 2021)



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Cases of OSEC have spread across the country. A review of online news and articles from 2011-2015, using the search term “*Philippines cybersex*”, found cases in 9 of the 17 regions in the country with victims ranging from 18 months to 17 years in age¹⁰. The proliferation of OSEC in the Philippines can be hard to establish, as there is limited data, and information is deemed confidential and classified by child protection services and law enforcement agencies¹¹.

According to a study of Terre de Homes, the Philippines has been plagued by OSEC specifically due to widespread poverty, lack of jobs, internal and external migration, and cultural norms that uphold prioritizing family over one’s own well-being. Furthermore, many Filipinos are relatively fluent in English making communication easy, and wide access to cheap internet and facilities for transferring money in the country makes digital contact easy¹².

In a study of the International Justice Mission (IJM), hotspots for the online sexual exploitation of children in the Philippines are in Metro Manila, Zambales, Pampanga, Nueva Ecija, Bulacan, Cavite, Batangas, Negros Occidental, Cebu, Leyte, Bohol, Misamis Occidental, Bukidnon, Davao del Sur, and Lanao del Norte¹³.

Methodology

2.1 Worksheets Design

Due to the COVID-19 pandemic, the Department of Education (DepEd) in the Philippines pivoted its platform of learning towards online and modular approaches. Following this, the End Online Sexual Exploitation of Children (End OSEC) project consortium saw the need to adapt to this platform to disseminate the module of PCMN on child protection entitled “*Safety of Children Online Module*”.

Because Dasmariñas City is one of the current areas where PCMN has been working since 2018 and is also a project area under the End OSEC project, PCMN conducted a series of meetings with the DepEd Division of Dasmariñas City to identify what approach could be adapted in disseminating the module. Following these meetings, the End OSEC consortium saw the potential of the module being converted into worksheets to adapt to the new learning platform for children.

¹⁰ Hernandez, S., Lacsina, A., Ylade, M., Aldaba, J., Lam, H., Estacio, L., & Lopez, A. (2018). *Sexual Exploitation and Abuse of Children Online in the Philippines: A review of online news and Articles* (Vol. 52). ACTA MEDICA PHILIPPINA p. 5.

¹¹ Hernandez, S., Lacsina, A., Ylade, M., Aldaba, J., Lam, H., Estacio, L., & Lopez, A. (2018). *Sexual Exploitation and Abuse of Children Online in the Philippines: A review of online news and Articles* (Vol. 52). ACTA MEDICA PHILIPPINA p. 10.

¹² Plan International Philippines. (2021). *EXPLAIN in 5mins: OSEC in the Philippines*. Plan International Philippines. <https://www.youtube.com/watch?v=hqfH4jRTRkE> (Accessed on 20/5 2021)

¹³ IJM Philippines. (2020). *Online Sexual Exploitation of Children in the Philippines: Analysis and Recommendations for Governments, Industry, and Civil Society*,



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PCMN spearheaded the development of the worksheets by creating a *Technical Working Group* to review the module and narrow down what could be included in the worksheets. The worksheets were additionally reviewed by partner consultants, by a representative of the European Union, and were also edited by a translator/editor. This step was taken to ensure, that the language of the worksheets was consistent with the average vocabulary of a typical Filipino household and was achieved by proofreading and editing the content of the worksheets making it appropriate for school-aged children.

2.2 Worksheets Approach

The purpose of the worksheets is to provide a child-friendly approach to discussing the nine sessions under the *Safety of Children Online Module*. The sheet has three sections: First is the activity position where the students can either color or answer questions that are related to the specific lesson under the module. The second section is the discussion part of the session and the last section is a three-question test about the OSEC module.

Along with the worksheets was a questionnaire which consisted of an initial profiling section followed by pre-test and post-test questions to be answered by the participating respondents. It was then collected for encoding by the End OSEC project team. The content of the pre-test and post-test was based on the material and consultation from a partner researcher of PCMN, Mr. Renato Llorin.

In Dasmariñas City, the worksheets were used as a preliminary module at the start of the Academic Year and were allotted one week by the public schools to be answered by the students. In the kick-off of the Academic Year, the DepEd issued a Division Memorandum which instructed all school heads and supervisors on the content of the OSEC campaign, how to distribute the modules, and the schedule of livestreaming of videos on their official Facebook Page “DepEd Tayo Dasmariñas City” covering all nine sessions of the *Safety of Children Online Module*. In the videos, the parents were guided in terms of how to help their children in answering the worksheets at home.

In Iligan City, the project team hosted an orientation for the school heads, principals, guidance counselors, and school coordinators of 25 selected schools in Iligan City. The activity was supported by the DepEd Division of Iligan City and was held at Tambo Central School.

2.3 Target Audience and Sampling Design

PCMN met with the Department of Education Division of Dasmariñas City to present the platform and came up with an agreement to pilot the worksheets in the public schools of Dasmariñas City. A Memorandum of Agreement (MOA) was signed last September 2020 which targeted grades 3-8 in 44 public schools in



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Dasmariñas City. Succeeding, the DepEd Division of Dasmariñas City endorsed PCMN to the DepEd Division in Iligan City to replicate the design in disseminating the worksheets for students in 25 selected public schools in Iligan City.

The End OSEC project was initially able to support printing 55,600 worksheets. However, as the DepEd Division of Dasmariñas City realized the importance of the worksheets being shared, the Department printed an additional 45,600 under its budget, bring the total number of totaling worksheets distributed to 100,000. In Iligan City, the project team was able to disseminate 9,000 copies of the worksheets.

2.4 Data Collection, and Instrument

Due to the nature of the distribution and collection of the questionnaires, there was a limitation in the retrieval process. The project team hired personnel to encode the profile, pre-test and post-test answers of the participating students and was able to encode 66,659 out of the initial 109,000 questionnaires in Dasmariñas City and Iligan City. For the treatment of data, it underwent data cleaning, translation, and presentation of data in tabular form, ready for analysis, and interpretation based on the results.

Using the survey approach, the following information were identified according to the questions presented:

1. Profile of the respondents such as their age, sex, how often the respondents were online, most common activities online, indication of the percentile of parents/guardians knows what the children are doing online, and profiling focused on whether the respondents had come across a number of potentially harmful things while using the internet;
2. Pre-test and post-test indicating the level of knowledge of the respondents in terms of whom to ask for help in dangerous situation, what will they do if they believe their friends are in danger, what is the right thing to do when you met someone online; and
3. Identification of their knowledge in certain scenarios on whether a behavior or an action was safe or unsafe.

2.5 Important biases

The data is based on a quantitative type of research approach using a survey approach, provided with specific selection of multiple-choice answers. The quantitative data gathered are based on the socio-demographic profile from grades 3 to 8 which were subjected to simple descriptive statistics, presented in percentages. The data were gathered from October 2020 and to April 2021. With the ongoing challenge in the pandemic, the worksheets were designed to adapt to the modular mode of learning introduced by the Philippine Department of Education.



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One of the limitations of the study was the difficulty of conducting proper orientation to all teachers as well as the parents and guardians on how the worksheets work. Selected teachers in DC and IC were however able to undergo an orientation. This constitutes the risk that an unknown extent of the target respondents did not receive adequate instructions on how to properly answer the worksheets.

The instructions were rolled out from the DepEd City Divisions down to the parents or guardians. Even though there were channels used to ensure proper delivery of instruction to parents and guardians such as the orientation to teachers, launching through the Facebook Page of the local division of DepEd, and streaming of recorded videos with instructions, there is a limitation on how the parents and guardians guided the students in answering the worksheets.

The survey was filled-out by the target respondents at home, and because there is no monitoring mechanism pertaining to whether the instructions were thoroughly discussed, there is are a number of uncontrolled variables in terms of how the material was answered.

2.6 Data validity & reliability

The results of the data collection were analyzed using translation and presentation of disaggregated data. Regarding the validity of the data, the sheer number of respondents and thereby number of answers as well as the recurrent patterns in the answers in the two cities gives indicates solid validity of the data. There are, however, several variables in terms of the answering of the worksheets that challenges the validity.

One such is, as described in *Important biases* (2.5), a lack of control with the distribution and retrieval of the worksheets and the guidance in terms of how to answer it, another is the lack of control regarding the circumstances under which the worksheets were answered. There is no validity test instrument which processed the data as the surveys in DC and IC are the pilot in its format.

In terms of the reliability of the data, the fact that the target group was defined and that the respondents answered predefined multiple-choice questions in a specific format indicates high reliability as it would feasibly be possible to choose the same group of respondents and ask them to answer the exact same questions. However, this meets the same challenges as in the validity paragraph above; namely a lack of control with the distribution and retrieval of the worksheets and the guidance on how to answer them as well as the lack of control regarding the circumstances under which the worksheets were answered.



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Findings

The survey consisted of profiling, pre-test, and post-test questions to be answered by the participating students, which was collected for encoding by the End OSEC project team. 66,659 questionnaires were encoded, underwent data cleaning, translation, and presentation of data in tabular form, making it ready for analysis, and interpretation based on the results. The data analysis report ensured that the information gathered, treated, and processed in compliance with Republic Act 10173 or the Data Privacy Act of 2012.

3.1 Profiling

One of the activities under the prevention component of the End OSEC project is to partner with the Department of Education in strengthening the awareness campaign in schools, and youth. Dasmariñas City and Iligan City are two of the hotspots for OSEC in the Philippines. Through the partnership with two divisions in project areas, the End OSEC project was able to identify target students for the pilot of the worksheets of the Safety of Children Online Module.

The target project participants for the worksheets were students grades 3 to 8, and the respondents were between 7 and 17 years of age, the majority being between 9-13 years old. In Dasmariñas 26,08 percent of the respondents identified as males, 26,58 percent as females. 47,34 percent did not state their sex. In Iligan 35,39 percent of the respondents identified as male, 37,97 as females. 26,64 percent of the respondents did not state their sex.

In terms of how often the respondents were online, the vast majority were either online 1-3 days per week (38,12 percent in DC, 50,57 in IC) or every day (38,41 percent in DC, 27,63 in IC). Most of the respondents indicated that they use 1-3 hours at a time online (54,53 percent in DC, 57,45 in IC).

The most common activities online were playing games (22,20 percent in DC, 21,08 in IC) and chatting with friends or family (25,74 percent in DC, 23,07 in IC) followed by listening to music, watching movies or videos, and doing research.

A large majority of the respondents indicated that parents/guardians know what they are doing online (83,03 percent in DC, 84,15 in IC) and that there are rules when using the internet (69,12 percent in DC, 70,69 in IC). A substantial proportion of the respondents did, however, not answer this question (15,24 percent in DC, 16,34 in IC).

The last part of the profiling focused on whether the respondents had come across a number of potentially harmful things while using the internet. Of the options listed, most respondents indicated that they had *“done things that are not appropriate through chat rooms, social networking, or in email”*, (4,97 percent in



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DC, 8,49 in IC) seen “*sensitive pictures or videos*” (11,07 percent in DC, 13,67 in IC) and, arguably most notably, that they had been “*forced to do things that (they) do not want*” (8,28 percent in DC, 8,31 in IC). Importantly, the majority of the respondents in both project cities indicated, that they had experienced none of the issues above (61,79 percent in DC, 55,09 in IC).

3.2 Pre-test and post-test

The target project participants for the worksheets were instructed to answer the same set of questions before and after completing the Safety of Children Online Module. The pre-test and post-test were designed to show the improved understanding of central issues pertaining to OSEC among the targeted participants after having received the education. The following paragraphs will examine the answers in both pre-test and post-test one by one.

The first part of the pre-test and post-test consisted of three multiple choice questions regarding the actions of the respondents in a series of hypothetical scenarios:

The first question the respondents were invited to answer was: “*If you think you're in danger, who will you turn to for help?*”. In the pre-test, the majority of the respondents indicated, that they would turn to either parents, guardian or teacher (71,69 in DC, 63,98 in IC) or to the police (17 percent in DC, 28,91 in IC). The post-test showed somewhat similar results (66,24 percent in DC & 61,62 in IC would turn to parents/guardian/teacher, whilst 19,62 percent in DC & 31,29 in IC would turn to police). In Dasmariñas around three percent more chose not to answer the question in the post-test.

Question number two was: “*If you believe your friend is in danger, what are you going to do?*”. The respondents were given six different options, and in the pre-test the majority indicated, that they would tell it to their parents, a guardian or a teacher (43,09 in DC, 44,20 in IC), report it to the police (18,15 percent in DC, 26,19 in IC) or encourage their friend to seek help (27,21 percent in DC, 19,81 in IC). The answers in the post-test were almost the same for both cities in the post-test. Again, around 4 percent more of the respondents in Dasmariñas chose not to answer in the post-test.

The third question was in relation to meeting someone, the respondent had met online: “*You've been talking to someone online for quite some time, and they want to see you in person. Which is the right thing to do?*”. The respondents were given four different options and in pre-test nearly 4 out of 5 in both cities indicated, that they would ask permission from a parent or a guardian to accompany them (79,80 percent in DC, 79,14 in IC). The answers were almost exactly the same in the post-test. Notably, once again around 5 percent more of the respondents in Dasmariñas chose not to answer the question in the post-test.



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The second part of the pre-test and post-test consisted of seven questions regarding online behavior and actions, where the respondents were instructed to answer if they believed the behavior or action was safe or unsafe or if they were uncertain about whether it was safe or unsafe. The seven questions were:

1. Posting your picture or videos on social media
2. Allowing other people to post your pictures and videos on social media
3. Visiting an adult or porn site
4. Receiving a gift from a person met online
5. Voice chat/call with people you have personally known
6. Voice chat/call on people introduced by a relative or friend
7. Voice chat/call on people met only on Internet

In the first question in the pre-test “*Posting your picture or videos on social media*” 20,38 percent in DC indicated, that it was safe, 35,92 that it was unsafe, and 37,15 percent indicated that they were uncertain. In IC 21,42 percent indicated, that they believed it was safe, 41,06 that it was unsafe, and 36,64 percent were uncertain. The numbers did not change substantially in the post-test, but again four percent more in DC chose not to answer the question.

	Safe	Unsafe	Uncertain	Safe	Unsafe	Uncertain
	DC	DC	DC	IC	IC	IC
1. Posting your picture or videos on social media	20,38	35,92	37,15	21,42	41,06	36,64
2. Allowing other people to post your pictures and videos on social media	9,61	66,25	17,46	13,88	66,9	18,02
3. Visiting an adult or porn site	3,94	80,67	8,4	7,19	81,42	9,97
4. Receiving a gift from a person met online	12,97	46,93	33,31	17,88	48,37	32,63
5. Voice chat/call with people you have personally known	72,95	6,42	9,2	78,92	9,71	10,14
6. Voice chat/call on people introduced by a relative or friend	28,46	23,64	40,95	40,85	26,81	31,09
7. Voice chat/call on people met only on Internet	4,08	68,53	20,55	8,9	68,03	21,85

Regarding the second question in the pre-test “*Allowing other people to post your pictures and videos on social media*” 9,61 percent in DC believed it to be safe, 66,25 unsafe, and 17,46 percent indicated, that they were uncertain. In IC 13,88 indicated that it was safe, 66,90 that it was unsafe, while 18,02 were uncertain. The numbers did not change substantially in the post-test, again four percent more in DC chose not to answer the question.

In the third question in the pre-test “*Visiting an adult or porn site*” 3,94 percent in DC indicated it was safe, 80,67 that it was unsafe and 8,4 were uncertain. In IC 7,19 believed it was safe, 81,42 that it was unsafe, while 9,97 were uncertain. The numbers did not change substantially in the post-test, again four percent more in DC chose not to answer the question. Concerning the fourth question in the pre-test “*Receiving a gift from a people met online*” 12,97 percent in DC indicated it was safe, 46,93 that it was unsafe, and 33,31 percent were uncertain. In IC 17,88 percent believed it was safe, 48,37 that it was unsafe, while 32,63 were uncertain. The numbers did not change substantially in the post-test, again four percent more in DC chose not to answer the question.



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The last three questions all concerned engaging in online conversations with people the respondents knew to different degrees. If the respondents knew the person, almost 80 percent in both cities believed that it was safe to engage in online conversation. The answers changed drastically, if the respondents were to have an online conversation with someone introduced by a relative or friend. In DC 28,46 believed it was safe, 23,64 indicated it was unsafe, whilst 40,95 were uncertain as to whether it was safe or unsafe. In IC 40,85 believed it was safe, 26,81 believed it was unsafe, and 31,09 were uncertain. The numbers did not change substantially in the post-test, again four percent more in DC chose not to answer the question.

In the last question the respondents had to answer if it was safe or not to have an online conversation with a person, they had only met online. In DC only 4,08 percent of the respondents indicated that they believed it was safe, 68,53 that it was unsafe, whilst 20,55 percent indicated, that they were uncertain. In IC 8,90 believed it was safe, 68,03 that it was unsafe, and 21,85 percent were uncertain. None of the answers changed a lot in the post test, and, once again, approximately 4,5 percent more of the respondents in Dasmariñas chose not to answer.

Reflections

The data from the Safety of Children Online Module-worksheets gives rise to several relevant reflections regarding social and cultural norms and traditions in the Philippines and how they inadvertently affect the responses, as well as a number of areas with potentially limited knowledge which affects the respondents in terms of vulnerability against OSEC.

First, a large proportion of the respondents did not indicate their sex. They were given two options: *Male* and *Female*. The reason for the lack of responses is unclear as there was no instrument to further explain the reasons for not indicating the gender for the respondents. It could be of interest to examine why such a large proportion of the respondents opted out of answering this, and in hindsight it would have been beneficial to include two boxes called “*other*” and “*please elaborate*”. Furthermore, it would be of value to examine the normative gender perceptions in the Philippines to establish whether there is a connection between cultural and social norms and traditions and the answers indicated in the survey.

Second, a total of 5570 respondents (4,97 percent in DC, 8,49 in IC) indicated, that they had “*done things that are not appropriate through chat rooms, social networking, or in email*” This raises several questions that would be of great interest to examine further. These include what “*inappropriate*” behaviors the respondents have conducted online, why they expressed said behavior, and what constitutes inappropriate to the respondents.



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Furthermore, more than 8 percent in both target cities (8,28 percent in DC and 8,31 percent in IC) indicated, that they had *“felt forced to do things online, they did not want to”*. This, too, gives rise to a number of questions for further understanding including what exactly they had been forced to do, who forced them and on what platforms it happened. To gain a deeper understanding it would also be beneficial to understand how the respondents define force, and why they did not refuse to do the things they afterwards indicated was against their will.

The abovementioned points to a caveat in knowledge pertaining to online behavior, as it suggests at least a portion of the respondents needs a clearer understanding of both what is proper online behavior and how to set clear boundaries online to avoid possible exploitation or abuse, which is, at earlier detailed, often of a sexual nature. This needs to be understood in the specific local cultural context in the Philippines, where sex is still in many ways considered taboo and Filipino parents *“still refuse to discuss and teach the rudiments of sexuality to their adolescent children”*¹⁴. Sex remains a prohibited topic in Filipino homes, and according to National Capital Region director of The Commission on Population (Popcom) in the Philippines, Lydio Español, this forces adolescents to resort to information *“which, we cannot say, are reliable or accurate”*¹⁵.

Third, the survey depicts a high degree of uncertainty among the respondents when it comes to determining, whether an online action or behavior is safe or unsafe. More than 1 in 3 of the respondents were uncertain if it is safe to post videos or images online, 1 in 3 were uncertain whether it is safe to receive a gift from someone they met online, and nearly 1 in 5 were uncertain whether it is safe to have a voice chat with someone they have only met online.

This report finds that these answers point to a clear need for more awareness raising directed at the target age group, as this lack of knowledge constitutes several risks associated with OSEC.

Conclusion/Recommendations

The Safety of Children Online Module Worksheet was designed by PCMN to adapt to the pandemic backdrop that caught everyone off-guard in 2020 and caused the Department of Education (DepEd) in the Philippines to pivot its platform of learning through online and modular approaches. As it was the first rollout of its kind, this report sought to analyze the data produced in the cities of Dasmariñas and Iligan.

As stated in the limitations, the modular system approach presented some limitations when it came to orienting those who would eventually be instructing the children: their parents and guardians. The roll-out was not able to control the delivery of instruction for the children to be guided properly as they answered in

¹⁴ <https://www.philstar.com/headlines/2019/04/01/1906327/sex-discussions-still-taboo-filipino-homes-popcom>

¹⁵ Ibid.



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their homes. As such, it anecdotes that some questions were skipped and left unanswered making the data incomplete. Another point of reflection is that the pre and post-test questions did not show a significant improvement in the understanding among the participants, which brings us back to the reservations on whether the instructions were followed properly.

Granted that there were setbacks, the findings do point to the uncertainty of some students on what was considered safe online. In one of the questions, it was as high as 40% of the respondents who were unsure if an activity was safe or unsafe. Considering these findings, the worksheets seem to highlight the need for students in elementary school to be educated on online safety as they are exposed to this platform daily.

In addition, notwithstanding the challenges encountered in the distribution, retrieval and encoding, the data still indicates that 66.659 children in 69 public schools received the project's worksheets. The objective of the module to help and guide children to know their rights and protect themselves against any crime, especially those committed online (OSEC), was achieved. However, we would like to conclude that changes must be made to allow the worksheets to be better maximized in the online and modular system that the DepEd is still following.

Our recommendations when it comes to future work with the worksheets are to:

- Evaluate and enhance the content and layout of the worksheets and revise them to include instructions for the parents and guardians
- Evaluate the roll-out in terms of the conditions for answering the worksheets
- Evaluate whether to adapt the module, so the sessions can be conducted online. Aside from the live streaming of videos, the online facilitation of the module may be a better alternative in engaging the children at this time.


Aside from these recommendations, the consortium believes that safety online should be taught to all children and youth through school and community-based programs and is therefore advocating for the institutionalization of a Human Trafficking Prevention Education Program. This is one of the proposed provisions in the bill to strengthen the Anti-Trafficking in Persons Act. This education program will cover all aspects of trafficking using age-appropriate materials.

With OSEC as a form of trafficking that targets younger victims, PCMN has pushed for the inclusion of elementary students – grades three and above – in the program, as the initial proposal only focused on the youth. With this established nationwide through DepEd and the LGUs, there is greater possibility that children will be informed, protected, and empowered.



Appendices

Pre-Test and Post-Test



Safety of Children Online Module

Safety of Children Online - PRE-TEST

Pangalan _____ Edad _____ Kasarian Lalaki Babae

A. Markahan ng check (✓) ang sagot na napili, at punan ang mga patlang.

1. Ilang araw sa isang linggo ka nago-online o gumagamit ng internet?

1-3 na araw 4-5 na araw 6 na araw Araw-araw

3. Anu-ano ang madalas mong ginagawa kapag online?

Naghahanap ng bagong kaibigan sa social media

Nagpo-post ng sariling larawan o video

Naglalaro ng online games

Nagbebenta at/o bumibili (online selling and/or shopping)

Nakikipag-chat sa mga kaibigan o kamag-anak

4. Alam ba ng iyong mga magulang o tagapag-alaga kung ano ang iyong ginagawa sa internet?

Oo Hindi Hindi sigurado

6. Alin sa mga sumusunod ang naranasan mo na online?

Pinilit ng kakilala na gumawa ng bagay na ayaw gawin

Pinagawa ng bagay na hindi nararapat sa chat room, social networking site o sa email

Nakakita ng malaswang larawan o video

2. Sa isang araw, gaano katagal ka nago-online o gumagamit ng internet?

1-3 oras 4-6 oras 7-9 oras 10-12 oras

Nakikipag-chat sa taong nakilala lamang online

Nanonood ng videos o movies

Nakikinig ng music

Nagre-research

Iba pa: _____

5. Meron bang pinapatupad na patakaran (rules) ang iyong mga magulang o tagapag-alaga tungkol sa paggamit mo ng internet?

Meron Wala Hindi sigurado

Napadalhan ng malaswang larawan o video

Ginamit ng ibang tao ang larawan sa hindi magandang paraan

May ibang tao na kumuha ng iyong larawan at ikinalat ito sa social networking sites, email, o chat room

Wala sa mga nabanggit

B. Markahan ng check (✓) ang sagot na pinili. Piliin lahat ng angkop para sa iyo.

1. Kung sa tingin mo ay mapapahamak ka, kanino ka hihingi ng tulong?

Sa kaibigan Sa pulis

Sa aking magulang, tagapag-alaga o guro Iba pa: _____

2. Kung may kaibigan kang mapapahamak, ano ang iyong gagawin?

Walang gagawin Isusumbong sa call center o hotline

Hihikayatin ang kaibigan na humingi ng tulong Isusumbong sa pulis

Kakausapin ang aking magulang, tagapag-alaga o guro tungkol dito Iba pa: _____

3. Matagal ka nang nakikipag-usap sa isang tao sa internet at gusto ka niyang makita. Ano ang tamang gawin?

Makipagkita sa kanya kasama ang mga kaibigan Ipaalam sa ibang tao kung saan pupunta bago makipagkita

Makipagkita sa kanya sa pambublikong lugar Magpaalam sa mga magulang o tagapag-alaga, at magpasama sa kanila

C. Markahan ng check (✓) kung sa tingin mo ay ligtas, hindi ligtas, o hindi sigurado ang mga sumusunod.

1. Pag-post ng iyong larawan o video sa social media Ligtas Hindi ligtas Hindi sigurado

2. Pagpahintulot sa ibang tao na i-post ang iyong larawan o video sa social media Ligtas Hindi ligtas Hindi sigurado

3. Pagbisita sa mga adult o porn sites Ligtas Hindi ligtas Hindi sigurado

4. Pagtanggap ng mga regalo (gifts) mula sa mga nakilala online Ligtas Hindi ligtas Hindi sigurado

5. Voice chat/call sa taong personal na kilala Ligtas Hindi ligtas Hindi sigurado

6. Voice chat/call sa taong pinakilala ng kamag-anak o kaibigan Ligtas Hindi ligtas Hindi sigurado

7. Voice chat/call sa taong nakilala lamang sa internet Ligtas Hindi ligtas Hindi sigurado

Gupitin ang sunod na parte (Safety of Children Online - POST-TEST), at sagutan ito PAGKATAPOS pag-aralan ang modules.

Safety of Children Online - POST-TEST

Pangalan _____ Edad _____ Kasarian Lalaki Babae

A. Markahan ng check (✓) ang sagot na pinili. Piliin lahat ng angkop para sa iyo.

1. Kung sa tingin mo ay mapapahamak ka, kanino ka hihingi ng tulong?

Sa kaibigan Sa pulis

Sa aking magulang, tagapag-alaga o guro Iba pa: _____

2. Kung may kaibigan kang mapapahamak, ano ang iyong gagawin?

Walang gagawin Isusumbong sa call center o hotline

Hihikayatin ang kaibigan na humingi ng tulong Isusumbong sa pulis

Kakausapin ang aking magulang, tagapag-alaga o guro tungkol dito Iba pa: _____

3. Matagal ka nang nakikipag-usap sa isang tao sa internet at gusto ka niyang makita. Ano ang tamang gawin?

Makipagkita sa kanya kasama ang mga kaibigan Ipaalam sa ibang tao kung saan pupunta bago makipagkita

Makipagkita sa kanya sa pambublikong lugar Magpaalam sa mga magulang o tagapag-alaga, at magpasama sa kanila

B. Markahan ng check (✓) kung sa tingin mo ay ligtas, hindi ligtas, o hindi sigurado ang mga sumusunod.

1. Pag-post ng iyong larawan o video sa social media Ligtas Hindi ligtas Hindi sigurado

2. Pagpahintulot sa ibang tao na i-post ang iyong larawan o video sa social media Ligtas Hindi ligtas Hindi sigurado

3. Pagbisita sa mga adult o porn sites Ligtas Hindi ligtas Hindi sigurado

4. Pagtanggap ng mga regalo (gifts) mula sa mga nakilala online Ligtas Hindi ligtas Hindi sigurado

5. Voice chat/call sa taong personal na kilala Ligtas Hindi ligtas Hindi sigurado

6. Voice chat/call sa taong pinakilala ng kamag-anak o kaibigan Ligtas Hindi ligtas Hindi sigurado

7. Voice chat/call sa taong nakilala lamang sa internet Ligtas Hindi ligtas Hindi sigurado

Ibigay ang PRE-TEST, WORK OUTS at POST-TEST sa iyong guro.



Translation of Pre-Test and Post-Test Questions

Safety of Children Online - Profile

Name: _____ Age: _____ Sex: Male Female

A. Put a check (✓) on the answer you selected to complete the blank box.

1. How many days per week are you online and on the Internet?

1 to 3 days 4 to 5 days 6 days Everyday

2. How much time in a day are you online or using the Internet?

1 to 3 hours 4 to 6 hours 7 to 9 hours 10 to 12 hours

3. Which of the following are the activities that you are doing when you are online?

- Finding a new friend in Social Media
- Posting my pictures and video
- Playing online games
- Online selling or Online shopping
- Chatting with friends and/or Family
- Chatting with the person I know online
- Watching videos or movies
- Listening to music
- Doing research
- Others _____

4. Did your parents/guardians know what you were doing online?

Yes No Not sure

5. Are there any rules that your parents or guardians have implemented when using the Internet?

Yes No Not sure

6. Which of the following have you come across online?

- Forced to do things that I do not want
- Have done things that are not appropriate through chat rooms, social networking, or in email.
- Saw sensitive pictures or videos
- Received sensitive pictures or videos
- Someone used a picture in an inappropriate way
- Someone took your picture and spread it on social networking sites, email or/and chat rooms
- None of the above

PRE-TEST / POST-TEST

B. Check the box (✓) for the response you have chosen. Select all the correct responses.

1. If you think you're in danger, who will you turn to for help?

- To a friend
- To my parents, guardian or teacher
- To a police
- Others: _____

2. If you believe your friend is in danger, what are you going to do?

- Nothing
- Encourage my friend to seek help
- Tell to it to my parent, guardian or teachers about this
- Report it into a hotline or call center
- Report it into a police
- Other: _____

3. You've been talking to someone online for quite some time, and they want to see you in person. Which is the right thing to do?

- Meet him together with your friends
- Meet with him in public places
- Let others know where to go before the meetup
- Ask permission from a parent, guardian to accompany with them

C. Check the box (✓) if you think the following is safe, unsafe, or not sure.

- 1. Posting your picture or videos on social media Safe Unsafe Not sure
- 2. Allowing other people to post your pictures and videos on social media Safe Unsafe Not sure
- 3. Visiting an adult or porn site. Safe Unsafe Not sure
- 4. Receiving a gift from a people met online Safe Unsafe Not sure
- 5. Voice chat/call on people you have personally known Safe Unsafe Not sure
- 6. Voice chat/call on people introduced by a relative or friend Safe Unsafe Not sure
- 7. Voice chat/call on people met only on Internet Safe Unsafe Not sure