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Rights-based Approach to Child Online Protection:

A SOCIAL AND BEHAVIOR CHANGE COMMUNICATION STRATEGY FOR THE MUNICIPALITY OF BAMBAN, TARLAC PROVINCE

Educational Research and Innovation Office
Educational Innovation Unit
SEAMEO INNOTECH

- CHILDREN

8.b CATCALLING
8.a Disturbing peace
(e.g. breaking karaoke, online chats)

8.c ASSAULT
8.d Allowing /locking minors to purchase /use alcohol and cigarettes

8.e Inappropriate touching
8.f Bullying (f2f)

8.g exposure
8.h AFRAND TO REPORT ABUSE

8.i FEAR
8.j TRAUMA
(trauma is mental, psychological, depression, something that you will have)

9.d COMMUNITY ACTIVITIES
(ex. SK-led basketball games)

8.d SUPPORT
(ex. advocacy program done for LGTO)

9.d PROFESSIONAL SERVICES
(psychologist, therapy, rehabilitation, etc.)

9.d BARANGAY INSPECTION
to ensure safety of surroundings

9.d FAMILY'S SUPPORT
(ex. children will open up to parents)

8.c ISOLATION



SOCIAL AND BEHAVIOR CHANGE COMMUNICATION PLAN FOR THE MUNICIPALITY OF BAMBAN, TARLAC PROVINCE

Rights-based Approach to Child Online
Protection: A Social and Behavior Change
Communication Strategy

Educational Research and Innovation Office
Educational Innovation Unit
SEAMEO INNOTECH

**in collaboration with
the Philippine Department of Education and
UNICEF Philippines**

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Acronyms and Abbreviations

BCPC	Barangay Council for the Protection of Children
CFLGA	Child-Friendly Local Governance Audit
CPC	Child Protection Committee
CSAEM	Child Sexual Abuse or Exploitation Materials
DepEd	Department of Education
DILG	Department of the Interior and Local Governance
DOH	Department of Health
DSWD	Department of Social Welfare and Development
IEC	Information, Education, and Communication
LCPC	Local Council for the Protection of Children
LGU	Local Government Unit
MC	Memorandum Circular
MSWDO	Municipal Social Welfare and Development Office
NGO	Non-Governmental Organization
OSAECE	Online Sexual Abuse and Exploitation of Children
PCW	Philippine Commission on Women
PO	People's Organization
PTA	Parents-Teachers Association
RA	Republic Act
SBCC	Social and Behavior Change Communication
SEAMEO INNOTECH	southeast Asian Ministers of Education Regional Center for Educational Innovation and Technology
SK	Sangguniang Kabataan
SPG	Student Pupil Government
SSG	Supreme Student Government
VAWC	Violence Against Women and Children
WCPD	Women and Children Protection Desk

Foreword



Digital technology is central to how children learn and connect – bringing opportunities but also risks like cyberbullying, exploitation, and harmful content. Aligned with its vision to shape learners into the changemakers of tomorrow, INNOTECH supports initiatives that make both physical and digital learning environments safe and inclusive.

However, despite growing statistics on online sexual abuse and exploitation of children (OSAEC) and cyberbullying, 25% of internet-using Filipino children have never received guidance on staying safe online (UNICEF, 2022). This persistent gap underscores the urgent need to strengthen awareness, advocacy, and protective measures—especially against these online abuse and exploitation.

This social and behavior change (SBC) communication plan for the Province of Tarlac, particularly the Municipality of Bamban, seeks to respond to that call for action. This document is envisaged to facilitate a collaborative effort where government actors, civil society, and stakeholders come together to address the issues of OSAEC and cyberbullying. The goal is to foster a culture of vigilance and responsiveness in which communities actively collaborate to protect adolescents, to strengthen reporting and referral mechanisms, and to provide comprehensive support to victim-survivors of OSAEC and cyberbullying.

The SBC approach recognizes that children’s behaviors are shaped by broader social, economic, and political contexts. Simply providing information is not enough—sustainable change requires addressing the conditions that influence behavior and engaging those in positions of influence, such as community leaders and policymakers. A holistic, multi-level response is essential.

As a catalyst of innovation and technology transforming Southeast Asian education, INNOTECH is committed to fostering collaborative action to protect children from online harms. This communication plan offers a shared roadmap, and we look forward to working with government, development partners, and stakeholders to make it a reality.

Majah-Leah V. Ravago, PhD

Centre Director and Chief Executive
SEAMEO INNOTECH

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- **Philippine Department of Education Learner Rights and Protection Office**, for providing technical guidance in the conceptualization and implementation of the project by sharing their subject-matter expertise & knowledge resources and, more importantly, for the unwavering commitment and support in achieving the objectives of the project;
- **UNICEF Philippines**, for extending technical support in the conceptualization and implementation of the project, particularly by sharing the key findings of their OSAEC Social Norms Study and research instruments, which were adapted for the project's rapid assessment activity;
- **Provincial Government of Tarlac**, specifically the Office of the Governor and the Provincial Social Welfare and Development Office, for taking the lead in identifying project implementation sites within the province, facilitating coordination with the selected municipalities, and extending technical assistance in organizing data-gathering activities for the rapid assessment in Tarlac Province, as well as for their invaluable inputs in finalizing the SBC communication plan;
- **Municipal Social Welfare and Development Offices of the Municipalities of Bamban and Concepcion**, for providing assistance in inviting research participants and coordinating local activities of the rapid assessment in their respective municipalities;
- **Department of Education Schools Division Office of Tarlac Province**, for coordinating the requirements for the conduct of in-school surveys and focus group discussions involving learners and parents as well as for extending technical assistance in the review and finalization of the SBC communication plan;
- **San Roque National High School in the Municipality of Bamban and Benigno S. Aquino National High School in the Municipality of Concepcion**, for their generosity in hosting the data-gathering activities of the rapid assessment in Tarlac Province;
- **All service providers, caregivers, and learners from the Municipalities of Bamban and Concepcion**, for their active participation as research informants and respondents for the rapid assessment activities of the project, whose valuable insights ultimately served as basis for crafting this communication plan;
- **Stairway Foundation and SaferKidsPH**, for permitting the project team to reproduce and distribute their information, education, and communication materials on OSAEC and cyberbullying for the benefit of the research participants in Tarlac Province; and
- **Brixton Senior High School in the City of Caloocan**, for serving as an invaluable partner in the pre-testing of the research instruments for the rapid assessment.

SEAMEO INNOTECH sincerely appreciates the collective efforts of all partners and stakeholders in advancing child online protection in the Province of Tarlac.



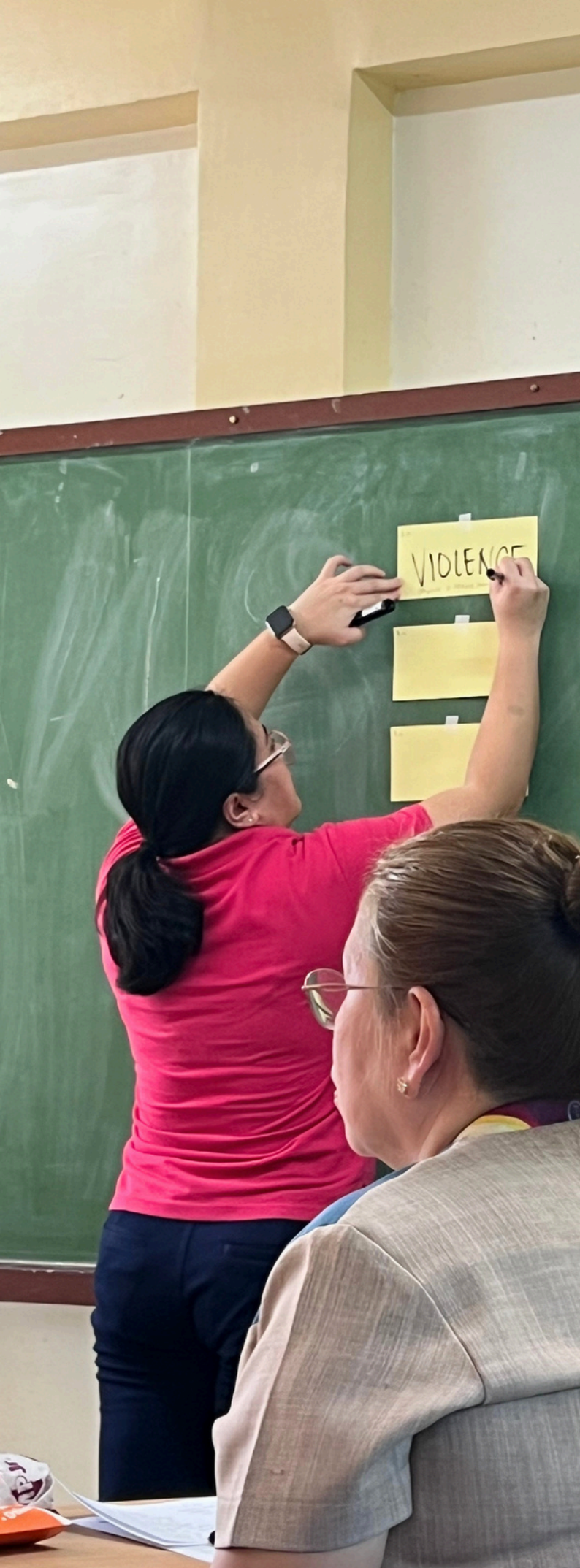
PART 1

Introduction

This document is a component of SEAMEO INNOTECH’s project entitled Social and Behavior Change Communication on Child Online Protection (SBCC COP), which endeavors to develop a social and behavior change communication program on child online protection focusing on two key issues affecting Filipino children, namely: (1) online sexual abuse and exploitation of children and (2) cyberbullying. The project’s ultimate objective is to contribute to efforts to decrease the vulnerability of young learners to OSAEC and cyberbullying. Efforts under this project are intended to contribute to the realization of SEAMEO Priority Area No. 2 on “addressing barriers to inclusion,” particularly in the area of digital divide and transformation as well as SEAMEO INNOTECH Outcome Statements No. 2 and 4 on “supporting learners’ life skills and empowerment” and “managing the learning space of the future,” respectively.

Social and Behavior Change Communication (SBCC) is a strategic and essential approach that leverages communication to address complex societal challenges such as cyberbullying and Online Sexual Abuse and Exploitation of Children (OSAEC). By fostering awareness, shifting attitudes, and promoting protective behaviors among individuals and communities, SBCC plays a crucial role in mitigating these risks. Rooted in behavioral science and communication theory, it employs evidence-based strategies—including mass media campaigns, interpersonal communication, and community mobilization—to influence social norms and drive sustainable behavioral change. By engaging key stakeholders such as children particularly adolescents, parents, educators, community leaders, and policymakers, SBCC facilitates informed decision-making, enhances digital literacy, and strengthens protective mechanisms against online threats. Additionally, it supports the development of a participatory and inclusive framework in which communities collectively advocate for safer digital environments. Through continuous evaluation and adaptation, SBCC ensures the long-term effectiveness of interventions, fostering resilience and empowering individuals to mitigate risks associated with digital engagement.





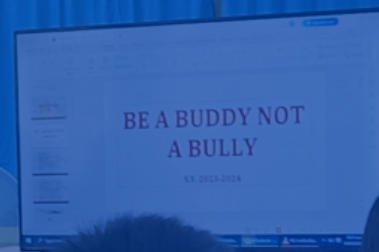
In the context of this SBCC communication plan, the key primary objectives are to enhance awareness, promote behavioral change, and reinforce systemic measures that protect adolescents from OSAEC and cyberbullying. This plan is grounded in the findings of the rapid assessment conducted by SEAMEO INNOTECH on child online protection (“rapid assessment report”) in the Municipalities of Bamban and Concepcion, Tarlac Province. The communication plan is specifically designed for implementation in the Municipality of Bamban, intending to benefit learners, teachers, parents/caregivers, and the community. However, it also serves as a valuable reference for the Municipality of Concepcion in the development of its own SBCC initiatives.

The plan is anchored in the Theory of Change, which provides a systematic framework for reducing risk factors associated with OSAEC and cyberbullying among adolescents in the Municipality of Bamban, Tarlac Province. By articulating the causal linkages between communication strategies and desired behavioral outcomes, this approach enhances the effectiveness and precision of interventions. Through a structured pathway, the plan ensures a strategic and evidence-based response to these critical issues, fostering sustainable change and reinforcing protective mechanisms within the community.

It is designed to engage key stakeholders who play a critical role in shaping social norms and behaviors related to child protection and welfare. These stakeholders include the Local Government Unit of Bamban at both the municipal and barangay levels, stakeholders of public schools within the municipality—particularly the School Child Protection Committee (CPC), the Supreme Student Government (SSG) and Student Pupil Government (SPG), barangay councils, parents and caregivers, and adolescents as active participants.

PART 2

Context and Rationale



The Philippines has made progress in addressing OSAEC and cyberbullying, as evidenced by the passage of Republic Act No. 11930, also known as the Anti-Online Sexual Abuse or Exploitation of Children (OSAEC) and Anti-Child Sexual Abuse or Exploitation Materials (CSAEM) Act (Republic of the Philippines, 2022). Furthermore, the Department of the Interior and Local Government's Memorandum Circular No. 2024-094 integrates indicators on anti-OSAEC and anti-CSAEM into the Child-Friendly Local Governance Audit (CFLGA), while Memorandum Circular No. 2024-140 further provides local government units with guidelines for enacting a comprehensive ordinance to address OSAEC and CSAEM (Department of Interior and Local Government, 2024a). These measures support ongoing efforts to strengthen prevention, enforcement, and support systems to effectively combat these issues. Specifically, the findings of the 2024 Rapid Assessment conducted by SEAMEO INNOTECH, in collaboration with the Department of Education Schools Division Office of Tarlac Province and Tarlac Provincial Social Welfare and Development Office, utilized desk reviews, surveys from adolescents and parents or caregivers, and focus group discussions which involved adolescents aged 12–14, adolescents aged 15–17, children with disabilities, parents, and service providers. The findings highlighted key drivers of OSAEC and cyberbullying that must be addressed to better protect adolescents in the Municipalities of Bamnan and Concepcion at adolescent's level, family level and community level based on the socio-ecological framework recognizing the interplay between individual behaviors, social relationships, and community structures and dynamics, and institutional structures.

The findings substantiate the rationale for the Social and Behavior Change Communication on Child Online Protection (SBCC COP) project by revealing that cyberbullying and OSAEC are perceived as critical issues. Despite the finding that both Municipalities of Bamnan and Concepcion have a higher average income surpassing the poverty threshold, the Municipality of Bamnan reported a relatively high incidence rate of OSAEC. This suggests that factors beyond economic disparity, such as early Internet access, contribute significantly to vulnerability. Data reveal that many adolescents access the Internet before age 10, engage in online friendships and gaming, and exhibit substantial usage of social media platforms like Facebook Messenger—behaviors that elevate exposure to online threats. Additionally, over half of the child respondents have encountered online sexual content, with a concerning number actively seeking such material. The limited parental engagement, with many adolescents preferring to confide in peers rather than family members, further compounds their susceptibility and suggests a critical gap in protective social behavior frameworks. The incidence of monetary or material offers for sexual content, although affecting a small percentage, highlights a critical need for targeted interventions. These findings collectively emphasize the necessity for enhanced digital literacy, increased parental involvement, and robust safeguarding strategies to mitigate online risks.

The findings from the 2024 Rapid Assessment not only underscore the importance of addressing OSAEC and cyberbullying but also provide valuable insights that inform the development of a targeted theory of change for the SBCC COP project. By identifying the critical drivers of these issues, such as early Internet access, limited parental engagement, and the vulnerability of adolescents to online threats, the assessment highlights the need for focused interventions that enhance digital literacy, parental involvement, and protective behaviors. This foundation sets the stage for the SBCC COP project to leverage communication strategies that engage communities, empower adolescents with knowledge, and strengthen protective networks to reduce the risks associated with cyberbullying and OSAEC.

PART 3

Theory of Change

JOINT EFFORTS OF
1. FAMILY
2. IMMEDIATE COMMUNITY
3. LGU

URGENT ACTIONS
- open communication
- online supervision

- seminars
- information dissemination (series)
- social media campaigns

Poor Parental Supervision

POOR IMPLEMENTATION OF ORDINANCES

Early Pregnancy/
Teenage Pregnancy

CYBERBULLYING
(leading to physical bullying)

CHILDREN PARTICIPATION IN ACTIVITIES (INAPPROPRIATE) FOR CHILDREN (e.g. smoking)

INVOLVEMENT OF PARENTS IN CHILD EXPLOITATION
- and other family members

CHALLENGES:
1. TABOO
2. LACK OF INFORMATION / UNWARENESS
3. MAINTAIN IMAGE (school-setting)
4. GOOD POLICIES, POOR FOLLOW-THROUGH

CURRENT EFFORTS
1. CURFEW
2. MONITORING CHILDREN'S ACTIVITIES
3. GOOD COMMUNICATION PARENT & CHILD
4. PROGRAMS FOR STUDENTS
5. ONE-ON-ONE MENTORING OF STUDENTS
6. "MORAL RECOVERY"
7. CBSI (MORALE IN CURFEW)
8. 90% YOUTH DEV'T PROGRAM
9. BARKADA KONTRA BULYING
10. STUDENT COUNCIL

SOCIAL MEDIA AS MEANS TO DISTRIBUTE SEXUAL CONTENT (e.g. GCs)

INFLUENCE OF SOCIAL MEDIA IN SEXUAL ACTIVITIES

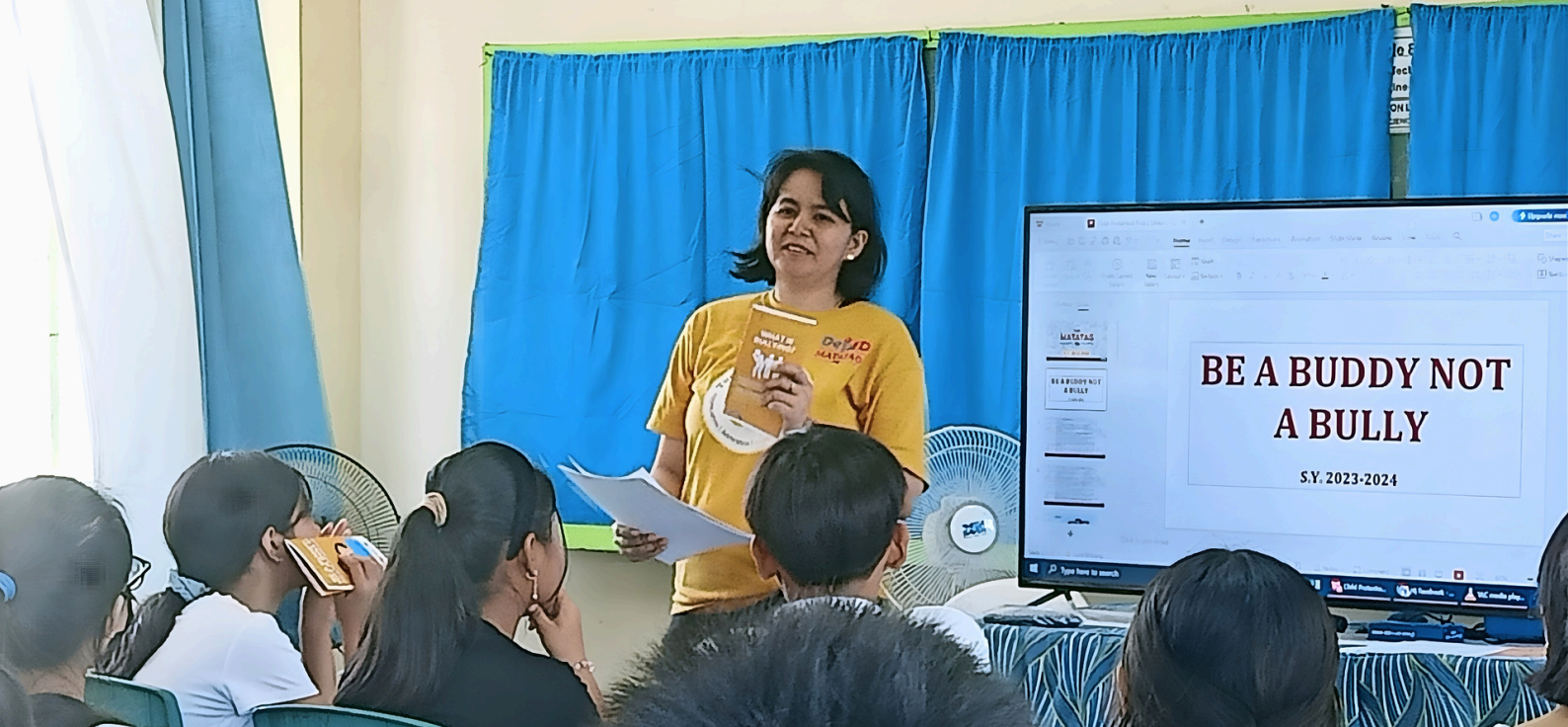
To address the complex and interrelated risk factors, the plan is anchored in the Theory of Change—a framework used to map out how a specific intervention or program is expected to bring about desired behavior change. By mapping out the causal pathways between communication interventions and desired outcomes below, this approach ensures that strategies are evidence-based, targeted, and effective in reducing adolescents' vulnerability to OSAEC and cyberbullying. Through clearly defined mechanisms—such as awareness campaigns, capacity-building initiatives, and community engagement—the Theory of Change outlines how shifts in knowledge, attitudes, and behaviors will contribute to efforts to decrease adolescents' vulnerability to OSAEC and cyberbullying in the Municipality of Bambang, Tarlac Province.

Causal Analysis

Causal analysis is a method used to identify and understand the relationships between different factors that contribute to a particular outcome or event. In the context of OSAEC and cyberbullying, causal analysis helps to unravel how different elements, such as early internet access, online friendships, and social media engagement, interact to increase adolescents' vulnerability to these risks at the community, family, and adolescent levels. By illustrating these interconnected factors in a diagram, we can better understand the pathways through which adolescents become exposed to online dangers, allowing for more effective prevention and intervention strategies.

Figure 1 illustrates the complex, interconnected factors contributing to the heightened risk of OSAEC and cyberbullying among adolescents in the Municipality of Bambang. At the community level, a lack of awareness and knowledge about the prevention of OSAEC and cyberbullying, coupled with misconceptions about the nature of OSAEC among service providers, significantly hinders effective intervention. Additionally, the insufficient capacity of local barangays to address these issues, compounded by the lack of community ordinances, resolutions, or policies aimed at reinforcing protective laws, creates an environment where protective measures are not consistently implemented or reinforced. These community-level gaps in knowledge, capacity, and resources translate into significant barriers to effective communication between parents and adolescents, as evidenced by inadequate parental attention and supervision and lack of knowledge and awareness on OSAEC and cyberbullying. Socio-economic factors such as economic pressures and social constraints further exacerbate these challenges as parents or caregivers often work multiple jobs or long shifts to meet financial needs fostering poor communication dynamics and contributing to the lack of a protective parental presence. At the adolescent level, early and unregulated internet access, coupled with prolonged exposure to social media platforms, leads to increased vulnerability of adolescents to online risks. Adolescents are more likely to form online friendships, engage in online gaming, and experience heightened interaction on platforms like Facebook Messenger. Such behaviors expose them to a range of online content, including potentially harmful interactions. In many cases, peers or friends emerge as primary confidants regarding sensitive issues, including online sexual encounters. These dynamics further normalize risky behaviors, with some adolescents even encountering offers of gifts or money in exchange for sexual content.

[insert Causal Analysis Figure]



Solution Diagram

The solution diagram illustrated in Figure 2 outlines the necessary components for achieving behavior change within a comprehensive strategy to address the high-risk factors associated with OSAEC and cyberbullying. Informed by the findings of the 2024 Rapid Assessment conducted by SEAMEO INNOTECH, the **overarching goal is to foster a culture of vigilance and responsiveness in which communities actively collaborate to protect adolescents, strengthen reporting and referral mechanisms, and provide comprehensive support to victim-survivors of OSAEC and cyberbullying.** This aim is grounded in the principles of children's rights, underscoring the obligations of families, communities, and government institutions to ensure the fulfillment of children's right to protection (United Nations, 1989). While adolescents themselves play an important role in reducing their exposure to these online threats, the responsibility also lies within their social environments—families, schools, communities, and local authorities—to establish a proactive, supportive framework. This framework must empower adolescents to make informed decisions, while also creating a robust safety net that effectively prevents and addresses the underlying issues of OSAEC and cyberbullying.

Achieving sustained behavior change and mitigating the risks of OSAEC and cyberbullying will require a concerted effort to alter attitudes, behaviors, and societal norms at all levels. Strengthening child protection systems is essential, particularly through enhancing the capacity and effectiveness of local governance structures such as the Local Council for the Protection of Children (LCPC), Barangay Council for the Protection of Children (BCPC), Violence Against Women and Children (VAWC) Desk, Child Protection Committees (CPC), and both formal and informal child protection networks. Key indicators of success will include measurable improvements in legal frameworks at the municipal level, enhanced support services for victim-survivors, and stronger community networks dedicated to child protection. These outcomes will collectively contribute to the achievement of the overarching goal.

[insert Figure 2]



Outcome, Output, and Activities

Outcome. Supported by the findings of the rapid assessment and considering the timeframe for the implementation of interventions, the overall outcome of the communication plan is as follows: **improved adolescents' online behavior and resilience by (i) expanding their knowledge, (ii) promoting safer digital practices, and (iii) cultivating supportive online environments to effectively reduce their risk of OSAEC and cyberbullying.**

The communication plan also sets out short-term, medium-term, and long-term outcomes to monitor and assess the municipality's progress toward the overall outcome each year.

Short-term outcomes (Year 1)



✓ Adolescents demonstrate a greater understanding of OSAEC and cyberbullying concepts and risks (increased awareness).



✓ More adolescents engage in discussions and activities around online safety, reflecting a shift in their attitudes toward digital responsibility (active participation among adolescents).



✓ Adolescents can identify safe online practices and articulate strategies to protect themselves (improved digital literacy).

Medium-term outcomes (Year 2)



✓ A measurable increase in the adoption of safer digital behaviors, such as stronger privacy settings and more cautious sharing of personal information (safer online practices).



✓ Peer support groups actively promoting positive online behavior and provide guidance on handling online challenges (supportive peer networks).



✓ A decline in reported incidents of OSAEC and cyberbullying among participants, as indicated by surveys or school reports (reduced incidence of OSAEC and cyberbullying).

Long-term outcomes (Year 3 onwards)



✓ Adolescents maintain safe online practices and resilient attitudes over time, even as they transition to new platforms and environments (sustained behavioral change).



✓ A significant reduction in reported cases of OSAEC in the Municipality of Bamban, indicating improved protective measures among adolescents (lower number of reported OSAEC cases).



✓ Development of a community culture that prioritizes online safety, where parents, educators, and peers collaborate to support safe digital practices (community resilience).

To achieve the outcomes of the SBCC plan, the following outputs need to be implemented:

Output 1: IEC materials and in-person advocacy activities designed to raise awareness about OSAEC and cyberbullying

Output 2: Peer-led groups or initiatives focused on promoting safe and ethical online behavior

Output 3: Available and accessible reporting and referral system for OSAEC and cyberbullying incidents or contact points within schools, barangays, and at the municipal levels, including multiple reporting channels (e.g., online forms, hotlines, email, in-person reporting)

Output 4: Advocacy campaigns on OSAEC and cyberbullying awareness, and engagement in SBC initiatives

Output 5: Strategies for strengthened local implementation of RA 11930 (Anti-OSAEC and CSAEM Act) and RA 10627 (Anti-Bullying Act) and other related national laws (e.g., enactment of local legislation, passing resolutions)



To achieve these outputs, a series of activities will be conducted, including interactive workshops and seminars for adolescents, parents/caregivers, community leaders and service providers on OSAEC and cyberbullying, training sessions on creating interactive tutorials and step-by-step guides for online safety tools, and training peer leaders in digital citizenship and online safety initiatives. Additionally, a peer mentorship program focused on digital safety and respect will be developed, along with support for peer-led projects that promote these values. Personnel will be trained to handle reports and manage referrals, while workshops will focus on developing the reporting and referral system. Awareness campaigns will be conducted through schools, communities, and online platforms, and social media campaigns focused on OSAEC, and cyberbullying awareness will be launched. The existing ordinance or resolution reinforcing RA 11930 and RA 10627 will be reviewed and legislative initiatives by the Local Government Units of Bamnan and the Province of Tarlac in addressing OSAEC and bullying will be mapped out, including the ongoing development of the Provincial Child Protection Policy. Recommendations arising from these initiatives will include policy advocacy efforts to reinforce these laws at the municipal level. Lastly, town hall meetings or community forums will be held to discuss the law, address concerns, and gather feedback.

Stakeholders

There are fifteen barangays within the Municipality of Bamban. In these barangays, the target audience of the communication plan includes the Local Council for the Protection of Children (LCPC), Barangay Council for the Protection of Children (BCPC), and and Violence against Women and Children (VAWC) Desk.

According to the Department of the Interior and Local Governance (DILG) Memorandum Circular 2002-121, the members of the BCPC includes the following: Punong Barangay as the Chairperson, the co-chair who shall be elected among the members, the Barangay Kagawad who is the focal for women and children, Barangay Nutrition Scholar, Barangay Child Development Worker, Barangay Health Nurse/ Midwife, Barangay Health Worker, DepEd Principal/ Teacher-in-Charge, Chief Tanod, Sangguniang Kabataan (SK) Chairperson, Children's Representative, Parents-Teachers Association (PTA) President or his representative, and a non-government organization (NGO) or people's organization (PO) representative (DILG, 2022).

Moreover, based on the Joint Memorandum Circular 2010-2 of the DILG, Department of Social Welfare and Development (DSWD), Department of Education (DepEd), Department of Health (DOH), and Philippine Commission on Women (PCW), a woman Barangay Kagawad or a woman Barangay Tanod can be designated as a Violence against Women (VAW) Desk officer. The officer caters for women and children.

At the municipal LGU level, it will be the Municipal Social Welfare and Development Office (MSWDO) and Women and Children Protection Desk (WCPD), or the LCPC of the municipality holds the mandate for child protection.

In the Municipality of Bamban, there are four public schools namely: Bamban Central Elementary School, Bamban Gabaldon Elementary School, Lourdes Elementary School-Park, and Sto. Niño Elementary School. The target audience of the communication plan at the school level is the School Child Protection Committee (CPC).

This committee is composed of the school head/administrator as the chairperson, guidance counselor/teacher as vice chairperson, representative of the teachers as designated by the faculty association, parent representative as designated by the parent-teacher association, representative of learners as designated by the supreme student council, and a representative from the community as designated by the Punong Barangay, preferably a member of the BCPC (DepEd, 2012).

Additionally, the Supreme Student Government (SSG) and Student Pupil Government (SPG) and parents of the students from the four public schools are also among the target groups of the communication plan.

In summary, the target stakeholders of the communication plan are the following:

Table 1.
Target Stakeholders

Level	Target group
1. Adolescent level	<ul style="list-style-type: none"> • SSG and SPG
2. Family level	<ul style="list-style-type: none"> • Parents/caregivers
3. Community Level	<ul style="list-style-type: none"> • School • CPC • PTA
<ul style="list-style-type: none"> • Barangay 	<ul style="list-style-type: none"> • BCPC • VAWC Desk • SK
<ul style="list-style-type: none"> • Municipal 	<ul style="list-style-type: none"> • MSWDO • WCPD • LCPC



The actions to be taken required to achieve the outputs and outcomes of the plan, involving stakeholders at the adolescent, family, and community levels, are as follows:

Table 2.
Actions from the Target Stakeholders

Actions to be Taken	Target Stakeholder							
	SSG/SPG	Parents/Caregivers	School CPC	PTA	BCPC	VAWC Desk	SK	MSWDO, WCPD, LCPC
<p>1. Attend interactive workshops and seminars on OSAEC and cyberbullying</p> <p><i>Proposed lead of the activity: LCPC/MSWDO, School CPC</i></p>								
<p>2. Participate in workshops and sessions on the development of IEC materials including interactive tutorials and step-by-step guides for using online safety tools</p> <p><i>Proposed lead: LCPC/MSWDO, School CPC</i></p>								
<p>3. Attend workshops for parents and caregivers on how to recognize and address cyberbullying and online exploitation</p> <p><i>Proposed lead of the activity: LCPC/MSWDO, PTA</i></p>								
<p>4. Attend peer leaders' training for digital citizenship and online safety initiatives</p> <p><i>Proposed lead of the activity: School CPC</i></p>								

Actions to be Taken	Target Stakeholder							
	SSG/SPG	Parents/Caregivers	School CPC	PTA	BCPC	VAWC Desk	SK	MSWDO, WCPD LCPC
<p>5. Participate in the development a peer mentorship program workshop focused on digital safety and respect</p> <p><i>Proposed lead of the activity: School CPC and BCPC</i></p>								
<p>6. Support peer-led projects and initiatives that promote digital safety and respect</p> <p><i>Proposed lead of the activity: School CPC and SSG/SPG</i></p>								
<p>7. Attend training on handling reports and managing referrals of OSAEC and cyberbullying incidents</p> <p><i>Proposed lead of the activity: MSWDO</i></p>								
<p>8. Participate and contribute to workshop on the development of the reporting and referral system</p> <p><i>Proposed lead of the activity: MSWDO</i></p>								
<p>9. Participate in awareness campaigns through schools, barangays, and online platforms on the established reporting and referral system</p> <p><i>Proposed lead of the activity: School CPC, BCPC, MSWDO, LCPC</i></p>								

Actions to be Taken	Target Stakeholder							
	SSG/SPG	Parents/Caregivers	School CPC	PTA	BCPC	VAWC Desk	SK	MSWDO, WCPD, LCPC
<p>10. Participate in the launching of social media campaigns focused on OSAEC and cyberbullying awareness</p> <p><i>Proposed lead of the activity: School CPC, BCPC and SK, MSWDO, LCPC</i></p>								
<p>11. Contribute to the development of social media campaigns focused on OSAEC and cyberbullying awareness.</p> <p><i>Proposed lead of the activity: School CPC, BCPC, MSWDO, LCPC</i></p>								
<p>12. Participate in the review of existing ordinance or resolution reinforcing RA 11930 and RA 10627</p> <p><i>Proposed lead of the activity: LCPC and MSWDO</i></p>								
<p>13. Attend and contribute to the policy advocacy such as policy recommendations to reinforce RA 11930 and RA 10627</p> <p><i>Proposed lead of the activity: LCPC and MSWDO</i></p>								
<p>14. Attend the town hall meetings/ community forums to discuss the law, address concerns, and gather feedback</p> <p><i>Proposed lead of the activity: School CPC and SSG/SPG, BCPC and SK, MSWDO, LCPC</i></p>								

Communication Methodologies

Effective communication is at the core of any SBC initiative. To ensure that messages about preventing and responding to OSAEC and cyberbullying reach the intended audiences, this plan employs a combination of tailored message development, diverse communication channels, and interactive engagement strategies.

The methodologies outlined in Table 3 should serve as guides in designing the suggested interventions to address the unique needs of different stakeholders, including adolescents, parents/caregivers, and service providers.

Table 3.
SBC Communication Plan Methodologies

Aspects	Methodologies
1. Message development	<ul style="list-style-type: none">• Tailoring messages: Customize messages for different audiences using relevant examples and culturally appropriate language such as for adolescents, parents, or caregivers, and for service providers.
2. Channels and Tools	<ul style="list-style-type: none">• Media campaigns: Implement multi-channel campaigns using social media and print media.• Simple and easy to understand visuals and messages in bulletin boards, brochures, or printed materials in school and in the communities.• Digital tools: Develop interactive tools such as mobile apps or online platforms that provide information and resources preventing and responding to OSAEC and cyberbullying.• Social media cards, explainer videos, or other informative online IEC materials about OSAEC and cyberbullying that can be disseminated through the Facebook page of the school, barangay or MSWDO page, or individual accounts of the parents and students aged 13 years old and up. Other digital platforms can also be considered, including TikTok, Instagram, and YouTube.• Mobile-based messages through SMS broadcasting that provide actionable guidance to parents, caregivers, and other community members can also be explored.• Community-Based Approaches: Use training, workshops, and peer-led initiatives to engage effectively.

PART 4

Monitoring and Evaluation Plan

The outcomes outlined below are the targets set for achieving the outputs each year in line with the overall outcome: improved adolescents' online behavior and resilience by expanding their knowledge, promoting safer digital practices, and cultivating supportive online environments to effectively reduce their risk of OSAEC and cyberbullying.

Table 5.
Monitoring and Evaluation Plan – Outcome Level

Short-Term Outcomes (Year 1)	Medium-Term Outcomes (Year 2)	Long-Term Outcomes (Year 3 onwards)
<p>1. Adolescents demonstrate a greater understanding of OSAEC and cyberbullying concepts and risks (increased awareness)</p> <p><i>Indicator: Increase in self-reported awareness of OSAEC and cyberbullying risks, measured through pre- and post-training assessments.</i></p> <p><i>How to measure: Pre- and post-training assessments measuring knowledge of OSAEC and cyberbullying</i></p> <p><i>MOV: Pre- and post-training assessment results</i></p>	<p>1. A measurable increase in the adoption of safer digital behaviors, such as stronger privacy settings and more cautious sharing of personal information (safer online practices)</p> <p><i>Indicator 1. Percentage of adolescents who have updated their social media privacy settings (e.g., making accounts private, restricting who can see their posts).</i></p> <p><i>Indicator 2. Reduction in self-reported risky online behaviors, such as sharing personal information (e.g., address, phone number) with strangers.</i></p> <p><i>How to measure: Use Likert-scale questions to assess self-reported practices</i></p> <p><i>MOV: Survey Results</i></p>	<p>1. Adolescents maintain safe online practices and resilient attitudes over time, even as they transition to new platforms and environments (sustained behavioral change)</p> <p><i>Indicator: Increase in adolescents who report feeling confident in handling online risks (e.g., reporting cyberbullying, blocking harmful users, recognizing phishing attempts).</i></p> <p><i>How to measure: Self-assessment</i></p> <p><i>MOV: Self-assessment checklists on digital habits</i></p> <ul style="list-style-type: none"> • Privacy settings usage • Digital resilience (ability to handle online risks) • Awareness of online threats on new platforms • Help-seeking behavior when faced with cyber threats
<p>2. More adolescents engage in discussions and activities around online safety, reflecting a shift in their attitudes toward digital responsibility (active participation among adolescents)</p> <p><i>Indicator 1. Percentage of adolescents attending workshops, webinars, or school discussions on online safety.</i></p> <p><i>Indicator 2. Percentage of adolescents reporting a more responsible attitude toward digital behavior in pre- and post-surveys.</i></p> <p><i>How to measure: Track attendance in workshops, webinars, school discussions, and peer education programs on online safety.</i></p> <p><i>MOV: Attendance from online safety workshops, forums, and peer-led discussions</i></p>	<p>2. Formation of peer support groups that actively promote positive online behavior and provide guidance on handling online challenges (supportive peer networks)</p> <p><i>Indicator: Number of peer support groups established within schools or communities focusing on online safety and positive digital behavior.</i></p> <p><i>How to measure: Attendance records of peer support group meetings and activities</i></p> <p><i>MOV: Attendance records from meetings and group activities</i></p>	<p>2. A significant reduction in reported cases of OSAEC in Bamnan, indicating improved protective measures among adolescents (lower rates of OSAEC)</p> <p><i>Indicator 1: Percentage decrease in reported OSAEC cases in Bamnan over a specific period (e.g., annual reports from law enforcement and MSWDO)</i></p> <p><i>How to measure: Decrease number of reported cases</i></p> <p><i>MOV: Police and local government records on OSAEC cases</i></p>

Short-Term Outcomes (Year 1)	Medium-Term Outcomes (Year 2)	Long-Term Outcomes (Year 3 onwards)
<p>3. Adolescents can identify safe online practices and articulate strategies to protect themselves (improved digital literacy)</p> <p><i>Indicator: Percentage of adolescents who correctly identify safe online practices in quizzes.</i></p> <p><i>How to measure: Pre- and post-training quizzes or tests</i></p> <p><i>MOV: Pre- and post-training quizzes or tests results</i> · Changes in knowledge about safe online practices</p>	<p>3. A decline in reported incidents of OSAEC and cyberbullying among participants, as indicated by surveys or school reports (reduced incidence of OSAEC and cyberbullying)</p> <p><i>Indicator: Percentage decrease in reported OSAEC and cyberbullying cases in school reports</i></p> <p><i>How to measure: Gather baseline data on OSAEC and cyberbullying incidents before interventions such as no. of cases on OSAEC and cyberbullying</i></p> <p><i>MOV: Reports from local authorities or child protection agencies and School disciplinary records on cyberbullying cases</i></p>	<p>3. Development of a community culture that prioritizes online safety, where parents, educators, and peers collaborate to support safe digital practices (community resilience)</p> <p><i>Indicator 1: Increase in online safety initiatives and interventions led by parents, teachers, and adolescents.</i></p> <p><i>Indicator 2: Increase in parental, teacher, and adolescent participation in online safety initiatives</i></p> <p><i>How to measure: Number of online initiatives and interventions and track participation rates of parents, teachers, and students in digital safety programs.</i></p> <p><i>MOV: Attendance logs and participant feedback from training sessions</i></p>

Table 6.
Monitoring and Evaluation Plan – Output Level

Activity	Target Year	Activity Indicator	Target Group or Audience	Means of Verification
<p>Output 1: IEC materials and in-person advocacy activities designed to raise awareness about OSAEC and cyberbullying</p> <p>Indicator: Pre- and post-campaign survey data indicating improved knowledge of online etiquette and the impact of cyberbullying and OSAEC, particularly among those who participated in the workshops/trainings/seminars or in the development of interactive tutorial and guide for online safety.</p> <p>Means of verification: consolidated pre- and post-campaign data survey with improved knowledge of online etiquette and impact of cyberbullying and OSAEC, alongside copies of the interactive tutorial and step-by-step guide, and attendance sheets from stakeholder participation in their development.</p>				
<p>1. Conduct workshops and training sessions for the development of IEC materials, including interactive tutorials for using online safety tools</p>	<p>Year 1</p>	<ul style="list-style-type: none"> Developed at least one interactive tutorial and one step-by-step guide for online safety tools No. of stakeholders participated in the development of the guides 	<p>Adolescents, parents/ caregivers, and service providers (SK, BCPC, CPC, MSWD and WCPD)</p>	<p>Copy of the document and attendance sheet, Consolidated pre- and post-campaign data survey result</p>

Activity	Target Year	Activity Indicator	Target Group or Audience	Means of Verification
2. Conduct interactive workshops and seminars on the use of online safety features and tools	Years 2-3	<ul style="list-style-type: none"> No. of adolescents attended the workshop and seminars on OSAEC and cyberbullying No. of parents attended the workshop and seminars on OSAEC and cyberbullying No. of service providers attended the workshop and seminars on OSAEC and cyberbullying Increased scores based on pre-test and post-test 	Adolescents, parents/ caregivers, and service providers (SK, BCPC, CPC, MSWD and WCPD)	Attendance sheet, Consolidated pre- and post-campaign data survey result
3. Conduct interactive workshops and seminars for adolescents, parents/caregivers, & community leaders on recognizing and addressing OSAEC and cyberbullying	Years 2-3	<ul style="list-style-type: none"> No. of parents attended the workshop and seminars on OSAEC and cyberbullying Increased scores based on pre-test and post-test No. of adolescents attended the workshop and seminars on OSAEC and cyberbullying No. of parents attended the workshop and seminars on OSAEC and cyberbullying No. of service providers attended the workshop and seminars on OSAEC and cyberbullying Increased scores based on pre-test and post-test 	Adolescents, parents/ caregivers, and service providers (SK, BCPC, CPC, MSWD and WCPD)	Attendance sheet, Consolidated pre- and post-campaign data survey result

Output 2: Peer-led groups or initiatives focused on promoting safe and ethical online behavior

Indicator: Number of peer-led initiatives established, frequency of their activities, and participant feedback

Means of verification: Copies of the minutes of meetings, attendance sheet, copies of activity plans, and partnership agreements

1. Develop a peer mentorship program focused on digital citizenship and cyber safety	Year 1	<ul style="list-style-type: none"> Developed at least one peer mentorship guide No. of peer leaders attended 	Adolescents (SSG and SPG)	Copy of the document and attendance sheet
2. Capacitate peer leaders on digital citizenship and cyber safety	Years 2-3	<ul style="list-style-type: none"> No. of peer leaders who attended the training No. of peer leaders who committed to complete the program Increased scores based on pre-test and post-test 	Adolescents (SSG and SPG)	Attendance sheet, pre- and post-test

Activity	Target Year	Activity Indicator	Target Group or Audience	Means of Verification
3. Implement peer mentorship program	Year 3	<ul style="list-style-type: none"> No. of adolescent learners who participated in the peer mentoring program Increased scores based on pre-test and post-test 	Adolescent learners	Attendance sheet, pre- and post-test
4. Build partnerships to sustain peer-led initiatives promoting digital citizenship and cyber safety	Years 1-3	<ul style="list-style-type: none"> Secured at least one partner to provide technical and/or financial support 	Service providers (BCPC, LCPC, SK, CPC), community groups, local organizations, and parents/caregivers	<p>Memoranda of agreement or understanding with groups and institutions</p> <p>Copy of list of support provided to peer leaders</p>

Output 3: Available and accessible reporting and referral system for OSAEC and cyberbullying incidents or contact points within schools, barangays, and at the municipal level, including multiple reporting channels (e.g., online forms, hotlines, email, in-person reporting)

Indicator No. 1: Number of reporting and referral channels (e.g., online forms, hotlines, email, in-person reporting)

Means of verification: Photo documentation of the reporting and referral channels posted in the community, and documentation about the reporting and referral channels

Indicator No. 2: Number of reports or cases received through the system, and successfully referred to specialized support services

Means of verification: Summary report of the cases received through the system, and provided specialized support

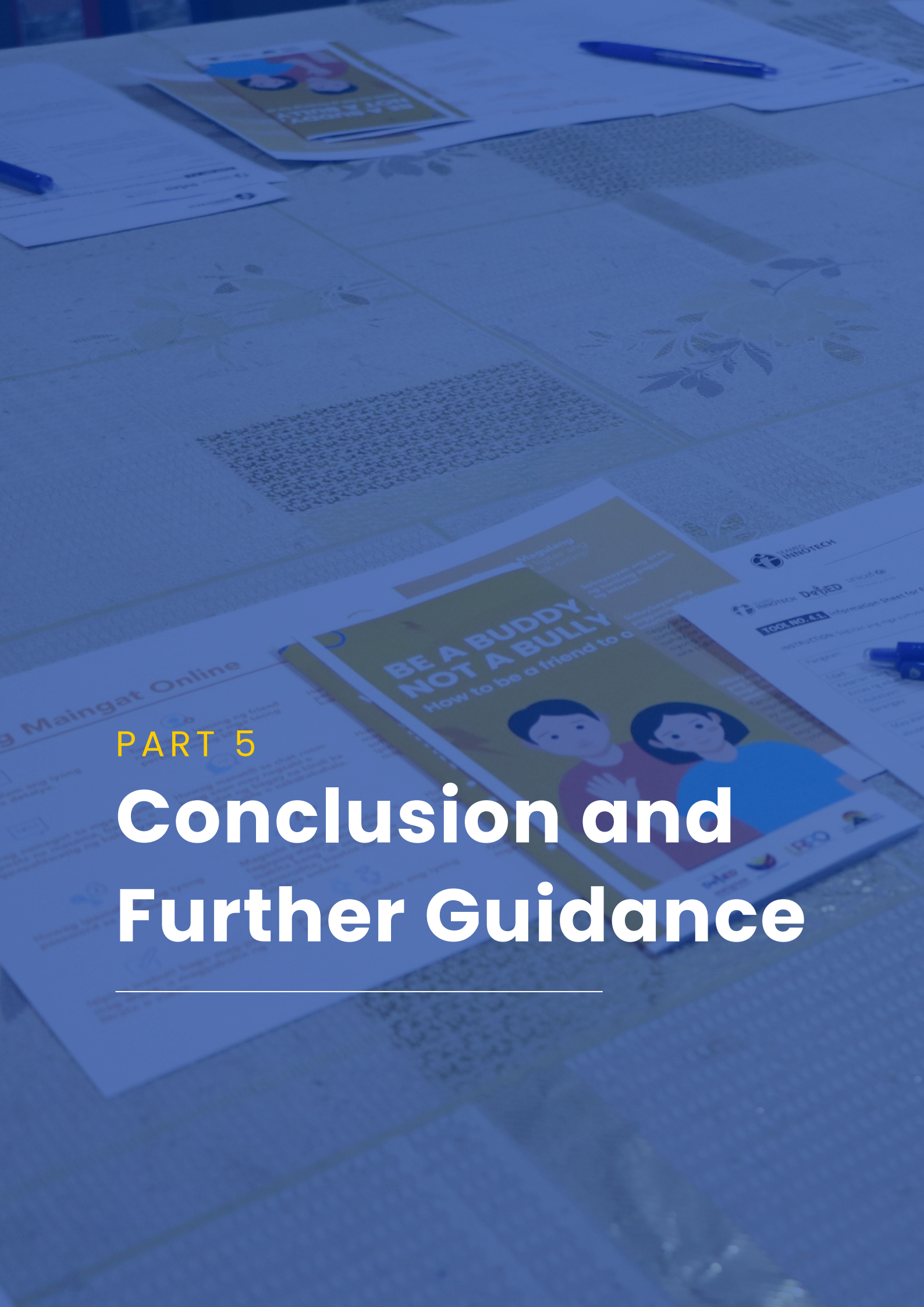
1. Conduct a workshop on the development of the reporting and referral system	Year 1	<ul style="list-style-type: none"> No. of attendees who participated in the workshop 	SK, BCPC, CPC, MSWDO, WCPD	Attendance sheet, copy of the output of the workshop
2. Train personnel capable of handling reports and managing referrals	Year 2	<ul style="list-style-type: none"> No. of attendees who participated in the training No. of attendees who scored at least 80% on the post-test 	SK, BCPC, CPC, MSWDO, WCPD	Attendance sheet, pre- and post-test
3. Launch awareness campaigns on the reporting and referral pathways	Years 2-3	<ul style="list-style-type: none"> No. of engagement and awareness activities conducted No. of attendees participated in the awareness campaigns No. of likes, shares, and comments on social media 	Students, parents/caregivers, and the community	Attendance/ sign-up sheets, social media data analytics

Activity	Target Year	Activity Indicator	Target Group or Audience	Means of Verification
<p>Output 4: Advocacy campaigns on OSAEC and cyberbullying awareness, and engagement in SBC initiatives</p> <p>Indicator 1: Total number of people and diversity of participants actively engaging in SBC initiatives (e.g., attending workshops, taking part in community discussions)</p> <p>Means of Verification: Attendance sheets with gender disaggregation</p> <p>Indicator 2: Total number of social media campaigns launched</p> <p>Means of Verification: Data analytics from social media platforms and campaign websites showing higher reach and interaction rates</p>				
1. Develop multi-media campaigns focused on raising awareness on OSAEC, cyberbullying, and digital citizenship	Year 1	<ul style="list-style-type: none"> · No. of social media campaigns developed · No. of multi-media campaign materials developed 	Adolescents, parents/ caregivers, and community	Multi-media advocacy materials
2. Launch multi-media campaigns focused on raising awareness on OSAEC, cyberbullying, and digital citizenship	Years 2-3	<ul style="list-style-type: none"> · No. of attendees during the launching · No. of campaigns initiated · No. of social media likes, comments, and shares 	Adolescents, parents/ caregivers, and community	Materials used for the launch, advocacy materials, and screenshots of social media campaigns including data analytics on online engagement
3. Conduct parallel in-person engagement and awareness activities	Years 2-3	<ul style="list-style-type: none"> · No. of activities conducted · No. of schools and community centers reached · No. of attendees or participants · No. of materials distributed 	Adolescents, parents/ caregivers, and community	Attendance sheets and activity documentation
<p>Output 5: Strategies for strengthened local implementation of RA 11930 and RA 10627 and other related national laws</p> <p>Indicator: At least one ordinance or resolution on RA 10627 and at least one ordinance or resolution on RA 11930 reviewed, passed and implemented at the municipal and barangay level</p> <p>Means of Verification: Copies of ordinances or resolutions passed</p>				
1. Hold townhall meetings or community fora to discuss the law, address relevant public concerns, and gather feedback	Years 1-2	<ul style="list-style-type: none"> · No. of attendees participated 	Adolescents, parents/ caregivers, and community including SK	Attendance sheet, minutes of meetings

Activity	Target Year	Activity Indicator	Target Group or Audience	Means of Verification
2. Review existing ordinances or resolutions and map out legislative initiatives at the local and provincial levels that reinforce RA 11930 and RA 10627.	Years 1-2	<ul style="list-style-type: none"> · Inventory of provincial and local initiatives that reinforce RA 11930 and RA 10627 · No. of reviewed policies reinforcing RA 10627 and RA 11930 	LCPC, municipal/ barangay councilors, adolescents, parents/ caregivers, and community including SK	Attendance sheet, minutes of meetings, copy of the reviewed policy
3. Conduct policy advocacy, such as by providing policy recommendations to reinforce RA 11930 and RA 10627	Years 2-3	<ul style="list-style-type: none"> · No. of policy advocacies resulting in the passage/ amendment of ordinance or resolution reinforcing RA 10627 and RA 11930 	LCPC, municipal/ barangay councilors, adolescents, parents/ caregivers, and community including SK	Attendance sheet, minutes of meetings, policy recommendations

PART 5

Conclusion and Further Guidance



The SBC strategy serves as a critical framework for mitigating the risks associated with OSAEC and cyberbullying. By adopting a multidimensional and inclusive approach, this strategy ensures that interventions are evidence-based, effective, and sustainable.

A participatory, rights-based framework promotes inclusivity by actively engaging key stakeholders—including adolescents, parents, educators, policymakers, and service providers—in the design and implementation of interventions. Such collaborative engagement enhances the contextual relevance and cultural responsiveness of protective measures, thereby improving their efficacy in addressing OSAEC and cyberbullying.

Furthermore, embedding continuous evaluation and adaptive mechanisms within the SBC strategy is essential for sustaining its effectiveness. The integration of rigorous monitoring and evaluation frameworks enables stakeholders to assess progress, identify emerging challenges, and refine interventions accordingly. This data-driven, iterative approach facilitates the dynamic adaptation of protective measures in response to evolving digital landscapes and shifting behavioral trends among adolescents.

Achieving long-term behavioral change necessitates the institutionalization and reinforcement of protective mechanisms through policy development, legislative reforms, and capacity-building initiatives. Embedding child protection measures within educational and governance structures, enhancing digital literacy, and fortifying community-based support systems are critical strategies for strengthening resilience against OSAEC and cyberbullying. Moreover, the allocation of sufficient financial resources is imperative to ensuring the sustainability and scalability of these protective mechanisms.

Moving forward, multistakeholder collaboration—involving government agencies, academic institutions, civil society organizations, and local communities—remains crucial in advancing a coordinated and systemic approach to child online protection. Such partnerships will facilitate the development and implementation of proactive and responsive interventions that are empirically grounded, contextually relevant, and adaptable to the emerging threats of OSAEC and cyberbullying. By strengthening a collective commitment to safeguarding children’s digital rights and well-being, the SBC strategy can effectively equip adolescents with the necessary competencies to navigate online environments safely while reinforcing a resilient and secure digital ecosystem for future generations.



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