

#BECYBERSAFE: Program for a Child-Friendly School in the New Normal

Joan Babista Baldovino, LPT, MAT; Merilyn Dela Peña Juacalla, EdD.; Melvin Monteagudo Baldovino, EdD.

joan.baldovino@deped.gov.ph

Laguna State Polytechnic University – Sta. Cruz Campus, Sta. Cruz, Laguna, 4009, Philippines

Laguna State Polytechnic University - Sta. Cruz Campus, Sta. Cruz, Laguna, 4009, Philippines

Dayap National High School, Calauan, Laguna, 4012, Philippines

Abstract

This study aims to identify the relationship between the management and response mechanism of the selected secondary schools in the #BECYBERSAFE Program of the Department of Education on the Child-Friendly School status of the school in terms of seven goals.

Significantly, it sought to answer the questions about the management and response mechanism of the #BECYBERSAFE Program of selected secondary schools in terms of duties and responsibilities, preventive measures, protective and remedial measures, investigation & reporting, referral & assessment, and monitoring and evaluation. This study also sought to answer the question about the level of practice in response to Child-Friendly School of selected secondary schools in terms of learner's participation in school and community, learner's health and well-being, safe and protective spaces for children, enrolment, and competition, learner's high academic achievement and success, teachers' morale and motivation, community support for education and the significant relationship between the level of management and response mechanism on the #BECYBERSAFE: Program for a Child-Friendly School.

Cybersafety; Child-Friendly School; New Normal; DepEd; seven goals; management & response mechanism

1. Main text

Based on UNICEF, a child-friendly school model is simple: schools should operate in the best interests of the child, educational environments must be safe, healthy, and protective, classrooms should have trained teachers and adequate resources, children's rights must be protected, and children's voices heard. Learning environments must be a haven for children to learn and grow, with respect for their identities and varied needs. The child-friendly model promotes inclusiveness, gender-sensitivity, tolerance, dignity, and personal empowerment.

Moreover, in the setting of the Philippines, Department of Education issued its department memorandum no. 73 series of 2006 which entitled "CHILD-FRIENDLY SCHOOL; SYSTEM (CFSS) AT THE ELEMENTARY AND SECONDARY LEVELS" that aims to recognize that the partnership of the school, family and community is necessary in realizing the goals of a child friendly school and also to draw on the results of the M & E at the elementary level to improve the implementation of the CFSS at the secondary

level. This program was continued up to now as one of the assessments in planning the school improvement plan that will be implemented for the next three year of operation.

As the world changes, the use of technology become more easier and right of every Filipino learner. Especially now, the fight for the COVID 19 shift the education to its future that only brought earlier because of the situation. Distance learning was used and blended, and hybrid learning was utilized that make our learner more exposed in the technology.

The Internet is one of the greatest creations and provides people with instant access to an endless supply of knowledge and entertainment. We can use the Internet to communicate with people around the world, to trade on the Internet, to make new friends and to learn about different cultures, to search for information, to study but spending more time online, losing the ability to communicate, and causing anonymity and learner avoiding outdoor activities are some of the bad effects of using internet aside of exposing them into some risk of abused like being exposed in the social media contents, online strangers, violence or obscene act.

In the Philippines, even before the pandemic, learners use the internet for research and entertainment like facebook, tiktok and even youtube. Due also to the shifting of educational structure the school, delivering the education through distance learning like online and blended distance learning, young learners are much exposed to the risk of interacting content like a violence game, obscene characters and movies, and online predator or online strangers that might be a perpetrator for online exploitation. For a secondary learner, they have the freedom of make some action that will make them also exposed in the said situation.

This brought the Department of Education to launch the program #BECYBERSAFE through the help and collaboration of other private agencies and NGO's that focus on protecting and capacitating all stakeholders including the learners to have a safe and enjoyable workplace in the cyberspace.

The proponent intends to assess the management and response mechanism done in selected secondary schools in #BECYBERSAFE Program of the Department of Education and its relationship to the implementation of Child-Friendly School.

A descriptive survey method was used in this study, and the questionnaire was the research instrument; this survey instrument was formulated for the school personnel to answer. The research instrument underwent a series of validation and reliability to determine the correctness of the questionnaire.

Mean, standard deviation and percentage were used to determine the status of Management and Response Mechanism of Selected Secondary Schools in #BECYBERSAFE Program of the Department of Education and the Child-Friendly School status of school in terms of seven goals.

The data from the part I of the questionnaire were statistically treated using the scale as follows:

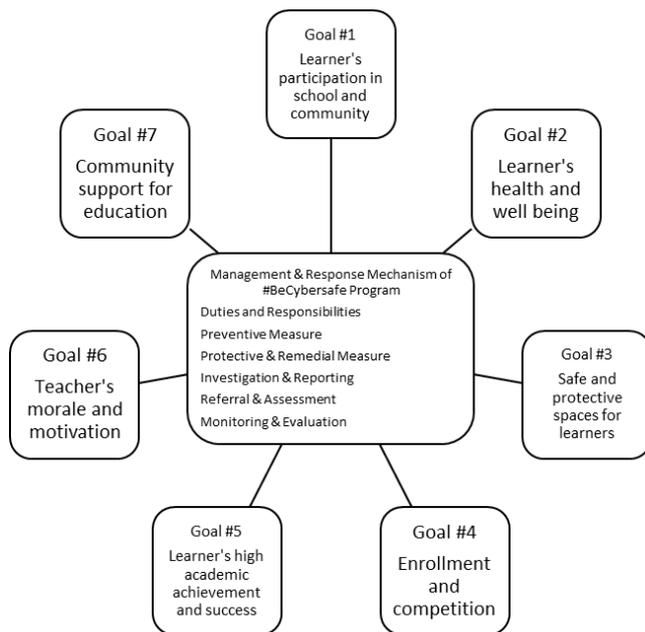
5	4.21 - 5.00	Strongly Agree
4	3.41 - 4.20	Agree
3	2.61 - 3.40	Neutral
2	1.81 - 2.60	Disagree
1	1.00 - 1.80	Strongly Disagree

And all data from the part II of the questionnaire were statistically treated using the scale as follows:

5	4.21 - 5.00	Very Evident
4	3.41 - 4.20	Evident
3	2.61 - 3.40	Neutral
2	1.81 - 2.60	Less Evident
1	1.00 - 1.80	Not Evident

Multiple Regression was used to determine the relationship between Management and Response Mechanism of Selected Secondary Schools in #BECYBERSAFE Program.

To give a clear perspective of the study, the variables to be use is presented below in the form of a paradigm.



It seeks to answers to the following questions:

1. What is the level of management and response mechanism of #BECYBERSAFE Program of selected secondary schools in terms of:
 - 1.1. Duties and Responsibilities
 - 1.1.1. School
 - 1.1.2. School Personnel
 - 1.1.3. Learners
 - 1.1.4. Child Protection Committee
 - 1.2. Preventive Measure
 - 1.2.1. Capacity Building of Schools Personnel, Parents and Students

- 1.3. Protective and Remedial Measure
- 1.4. Investigation & Reporting
- 1.5. Referral & Assessment
- 1.6. Monitoring and Evaluation?
2. What is the level of practice in response to Child-Friendly School of selected secondary schools in terms of:
 - 2.1. Learner’s participation in school and community
 - 2.2. Learner’s health and well-being
 - 2.3. Safe and protective spaces for children
 - 2.4. Enrolment and competition
 - 2.5. Learner’s high academic achievement and success
 - 2.6. Teachers’ morale and motivation
 - 2.7. Community support for education?
3. Is there a significant relationship between the level of management and response mechanism on the #BECYBERSAFE: Program for a Child-Friendly School?

Based on the data presented, analyzed, and interpreted, the following were the findings:

Table 1. Level of Management and Response Mechanism of school in #BECYBERSAFE Program

Statement	Grand Weighted Mean	Standard Deviation	Verbal Interpretation
School’s duties and responsibilities	4.61	0.578	Strongly Agree
School personnel’s duties and responsibilities	4.69	0.499	Strongly Agree
Learner’s duties and responsibilities	4.52	0.633	Strongly Agree
Child Protection Committee’s duties responsibilities	4.62	0.575	Strongly Agree
Preventive Measure	4.55	0.571	Strongly Agree
Protective and Remedial Measure	4.53	0.601	Strongly Agree
Investigation & Reporting	4.64	0.564	Strongly Agree
Referral & Assessment	4.57	0.589	Strongly Agree
Monitoring & Evaluation	4.53	0.603	Strongly Agree

Similarly in the research paper of Okai-Ugbaje, Ardzejewska & Imran (2020) they quoted those duties and responsibilities of stakeholders in mobile learning was very important since the readiness of the learners are very low in terms of mobile learning. Academics were more tentative, for while they were willing, it was clear that a shift in their teaching philosophy and pedagogy would be required for mobile learning to work effectively. Their study also considered the views of internal stakeholders, it also uncovered the need for the involvement of external stakeholders. They also concluded that the voices of external stakeholders in such testing are also likely to provide new insights and valuable contributions to the blueprint presented in this paper and the m-learning literature more widely.

It is parallel to the research of Rey & Cabardo (2016) identify the level of participation of stakeholders as a way of doing their duties and responsibilities. They stated that the level of participation of the school stakeholders to the different school-initiated activities can be significantly affected by the level of SBM implementation. They also recommend that School officials may strongly develop linkages with the parents to include them in planning, implementing, and evaluating school activities directly associated to pupil's learning activities. Collaborative efforts are proven to be a mover in the community.

Similarly, to the study of Palaez & Usma (2017), learners is a part of Stakeholders, as in a mechanical chain where all pieces need to be assembled, the important role of each education actor must be considered, and this includes not only those at higher levels but also every single individual in the great chain of education so that all processes may work.

The result manifested in the table is parallel to the research paper of Okai-Ugbaje, Ardzejewska & Imran (2020), where CPC is a part of stakeholders. In their study, they concluded that the voices of external stakeholders in such testing are also likely to provide new insights and valuable contributions to the success of the project and program of the school. Same as the paper of Forh (2014), increasing and encouraging the civic participation of the stakeholders, leadership, advocacy, and ownership make a positive implication in facilitating the TVET programs in Liberia.

This result can be seen also in the paper of Cirik et. Al (2017) cited that some of the most effective responses for preventing child abuse and neglect focus on child-rearing, parent-child relationships, and the family environment, including training in parenting. Nurses have a key role to play in identifying, treating, and referring cases of abuse and neglect as well as reporting suspected cases of maltreatment to the appropriate authorities. Child abuse and neglect have a long-lasting impact on the child, their family, and the following generations. To protect children from this situation, it is necessary to develop preventive programs and to developed and enforce legal ramifications. While Gubbels, Put & Stams (2021) cited that school-based prevention programs show positive effects on both knowledge and self-protection skills, and the results imply that program effectiveness can be improved by implementing specific components and techniques.

In the contrary, based on the research paper of Bayuca (2020) she enumerated some protective and remedial measure which is responsive to child protection policy. She found out that most of the teachers are aware of the Child Protection Policy, but its implementation in the schools is not that rigid. Therefore, it is recommended that implementing the Child Protection Policy be monitored and a more comprehensive information drive be given to teachers. Training modules which include positive and non-violent discipline in classroom management, anger and stress management and gender sensitivity should be included in seminars to be conducted.

All statement refers to effective schools investigation and reporting which is corresponding to the statement of Wiseman (2011) that there are many reasons why adolescents have remained so hesitant to report cyberbullying to adults, but one of the primary reasons that keeps surfacing in the research is because they feel that if they tell their parents about their experiences, their parents will subsequently restrict their access to the Internet and cell phones. The fear of parental intervention was most prominent among 12- to 14-year. Other reasons for not reporting instances of cyberbullying also include the fact that some teens simply feel that they must learn to deal with it on their own, and many fail to make reports out of fear of retaliation. Most of the research on reporting cyberbullying to adults has centered on the issue of why students fail to report their experiences specifically to school personnel. If the following statement in the table is available in the school, the study of Wiseman can be resolved.

The schools in the study able to have their programs or mechanism in referral and assessment. As like the research paper of Wessells (2015) she makes a bottom-up approaches to strengthen the child protection referral system by involving the community. This approach was developed and tested in rural Sierra Leone, community-driven action, including collaboration and linkages with the formal system, promoted the use of formal services and achieved increased ownership, effectiveness, and sustainability of the system. The field needs less reliance on expert-driven approaches and much wider use of slower, community-driven, bottom-up approaches to child protection. This bottom-up approach to system strengthening supports the alignment of nonformal and formal elements and enables the uptake and use of formal services. Such bottom-up approaches not only complement the more widely used top-down approaches but also help to unlock the prodigious creative and practical capacities of communities.

As stated by Wiseman (2011) in his paper, Evaluation of school programs and project make the school flexible to update and improved its procedures to solve certain problems like bullying or abused online or offline. And based on DepEd order 40 s. 2012 the Regional Offices and the SDO's will be the one to monitor and evaluate the implementation and enforcement by public and private schools of the Child protection policy and such other related laws and regulations relative to abuse, exploitation, violence, and discrimination of children.

The level of management and response mechanism of the #BECYBERSAFE Program of selected secondary schools was strongly agreed upon. It implies that the respondents see that the school, school personnel, learner, and Child Protection Committee know their duties and responsibilities in fulfilling the objectives of the said program, being capacitated and empowering the learners in the use of the technology, and when and who will they ask for help and teach them proper behavior in or out of cyberspace, and the school was able to make their CPC functioning and active in implementing the protection for the learners including the #BECYBERSAFE program. It denotes that the respondents know the proper procedures in handling the offline and online incidents that concern the protection of the learners. It implies that the respondents perceived that the schools follow the procedure of reporting an incident as stated in DO 40 s. 2021 (offline and online bullying, cyber abuse, and discrimination). It tells us that the school had a clear and precise referral system process and made proper coordination with other agencies. It implies that the respondents perceived that school heads and stakeholders collaborate in updating the strategies in M & E to support the community in solving problems like cyberbullying, online abuse, etc.

Table 2. Level of Practice in Response to Child-Friendly School of Selected Secondary Schools

Statement	Grand Weighted Mean	Standard Deviation	Verbal Interpretation
Learner's participation in school and community	4.49	0.624	Very Evident
Learner's health and well-being	4.45	0.682	Very Evident
Safe and protective spaces for children	4.45	0.649	Very Evident
Enrolment and competition	4.46	0.691	Very Evident
Learner's high academic achievement and success	4.66	0.509	Very Evident
Teachers' morale and motivation	4.61	0.587	Very Evident
Community support for education	4.59	0.598	Very Evident

As stated by Ashwin P. & Mc Vitty D. (2015) learner's participation or engagement has increasingly been positioned as a defining characteristic of high-quality teaching and learning in higher education. This is because as a concept it can comfortably serve the purposes of various stakeholders across learning and teaching, institutional management, and national policy contexts. While Ferlazzo L. (2015) suggested a total participation technique is a teaching technique that allows a teacher to get evidence of active participation and cognitive engagement from all students at the same time. Higher-order, or deeper, thinking is a key player. One of the best ways to ensure deeper thinking is to plan ahead. The prompts that teachers use is really important, and these require that teachers take time and think through the big picture of what's really important in their lesson.

In the article of Lister et.al (2021) they discussed that student mental health is a critical issue in higher education. It is understood that higher education can act to trigger or exacerbate mental health difficulties, but research in this area has focused primarily on campus environments, identifying stressors such as halls of residence. Moreover, Cleofas (2019) suggests that involvement in school organizations was correlated to depression levels, general positive affect, and life satisfaction. Social interactions with entities in school was also related with quality of life. All subscales of mental health were associated with quality of life among the student respondents as he concluded.

Schools in this study had able to meet the characters of safe and protective spaces for children. As SOS Children Villages (2015), stated that Child Friendly Spaces are a central pillar of SOS Children's Villages' emergency response plan in Nepal. They added that Child Friendly Spaces give children a safe place where they are protected from harm and can get meals and clean water, health services, counseling, and the opportunity to simply play and forget their troubles.

In the article of Wladis C. Wladis K and Hachey (2014), they cited the role of enrollment choice in online education may be considered a risk indicator and that focused learner support targeted at course types may be needed to increase online persistence and retention. In the contrary, in the article of Neal (2019) she discusses increases in the quality of education can be difficult for parents to accurately perceive and thus do not necessarily lead to increases in enrollment or attendance.

The school has a clear vision/mission statement that is prominently displayed and adequately explained to all school personnel. The principal and teachers are familiar with child-centered and child-friendly principles. The school provides each student a complete set of textbooks. Teachers regularly prepare their lesson plans. The school encourages and promotes cooperative and “hands-on” learning (“learning by doing”). The principal has data on the schools past three years performance in the division, regional or national tests for the purpose of improving its current year performance. Teachers regularly monitor and assess their pupils’ academic performance, with the view of improving their performance. The school provides student’s access to ADM, ALS, and/or other learning materials for their use during emergencies. (SIP annex 2, CFS’s survey).

As Asim (2013) cited impact of morale of the employee on their performance as effect of their training. In the education sector motivation play positive results in the performance as well motivation increase as well as employee performance is increase. The results also show the positive relationship. If the employee performance. Increase they contribute more to the organization. Its show high performance as well as high motivation level. Motivation directly affects the rewards and promotion. According to the results it is positive impact with the rewards as well as the training. Training needed to created positive results among the employees. With the training promotion is another factor to increase it. Performance of the employees indicated significant relationship with the financial rewards as well as non-financial rewards.

This confirmed that parent involvement in a child’s education is consistently found to be positively associated with a child’s academic performance, Topor, Keanne, Shelton & Kalkins (2011). Moreover, Sanfo (2020), asserted that community participation in education is important to improve education quality, mostly in developing countries where governments face many issues in the education sector but have limited resources. While Stefanski, Valli & Jacobson (2016) also indicates partnerships between schools and neighborhood communities support student learning, improve schools, and strengthen families and neighborhoods. These partnerships expand the traditional educational mission of the school to include health and social services for children and their families and to involve the broader community.

Table 3. Relationship between the Level of Management and Response Mechanism on the #BECYBERSAFE: Program for a Child-Friendly School

Management & Response Mechanism of #BECYBERSAFE Program	Child – Friendly School Program	r	p
School’s duties and responsibilities	Learner’s participation in school and community; Learner’s health and well-being; Safe and protective spaces for children; Enrolment and competition; Learner’s high academic achievement and success; Teachers’ morale and motivation; Community support for education	0.346	0.000
School personnel’s duties and responsibilities	Learner’s participation in school and community; Learner’s health and well-being; Safe and protective spaces for children; Enrolment and competition; Learner’s high academic achievement and success; Teachers’ morale and motivation; Community support for education	0.323	0.000
Learner’s duties and responsibilities	Learner’s participation in school and community; Learner’s health and well-being; Safe and protective spaces for children; Enrolment and competition; Learner’s high academic achievement and success; Teachers’ morale and motivation; Community support for education	0.224	0.000
Child Protection Committee’s duties responsibilities	Learner’s participation in school and community; Learner’s health and well-being; Safe and protective spaces for children; Enrolment and competition; Learner’s high academic achievement and success; Teachers’ morale and motivation; Community support for education	0.353	0.000

Preventive Measure	Learner's participation in school and community; Learner's health and well-being; Safe and protective spaces for children; Enrolment and competition; Learner's high academic achievement and success; Teachers' morale and motivation; Community support for education	0.375	0.000
Protective and Remedial Measure	Learner's participation in school and community; Learner's health and well-being; Safe and protective spaces for children; Enrolment and competition; Learner's high academic achievement and success; Teachers' morale and motivation; Community support for education	0.399	0.000
Referral & Assessment	Learner's participation in school and community; Learner's health and well-being; Safe and protective spaces for children; Enrolment and competition; Learner's high academic achievement and success; Teachers' morale and motivation; Community support for education	0.412	0.000
Monitoring & Evaluation	Learner's participation in school and community; Learner's health and well-being; Safe and protective spaces for children; Enrolment and competition; Learner's high academic achievement and success; Teachers' morale and motivation; Community support for education	0.419	0.000

It shows the significant relationship between the management and response mechanism on the #BECYBERSAFE: Program for a Child-Friendly School which predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive value for r indicates direct relationship.

The variables under this study had a direct relationship. This relationship manifest in the research paper of Bayuca (2020) she found out that most of the teachers are aware of the Child Protection Policy, but its implementation in the schools is not that rigid. Therefore, it is recommended that implementing the Child Protection Policy be monitored and a more comprehensive information drive be given to teachers. Training modules which include positive and non-violent discipline in classroom management, anger and stress management and gender sensitivity should be included in seminars to be conducted.

Collaboration with stakeholders should also be considered for the success of the program. As cited by Rey & Cabardo (2016) that the level of participation of the school stakeholders to the different school-initiated activities can be significantly affected by the level of SBM implementation. They also recommend that School officials may strongly develop linkages with the parents to include them in planning, implementing, and evaluating school activities directly associated to pupil's learning activities. Collaborative efforts are proven to be a mover in the community.

It infers that schools in SDO Laguna are well capacitated and aware about the implementation of #BECYBERSAFE and able to integrate it in being a Child-Friendly School.

Acknowledgements

The researcher would like to express his profound gratitude to the following who have contributed so much in the completion of this work:

LAGUNA STATE POLYTECHNIC UNIVERSITY, her Alma Mater, for serving as guide to her success in facing all the challenges to attain her goal;

Honorable President, Dr. Mario R. Briones, the University President, for all amenities enjoyed in this institution and for the opportunity extended to all those aspiring to finish quality post graduate studies;

Dr. Rosario G. Catapang, Associate Dean of College of Teacher Education; Dr. Julie Rose Pamatmat, Graduate Studies and Applied Research Coordinator; Dr. Benjamin O. Arijona and Mr. Freddie Javina for constantly guiding and pushing her to finish the research;

Dr. Merilyn P. Juacalla, her Thesis Adviser, for her support and suggestions for the improvement of this study;

Dr. Mario C. Pasion, her Subject Specialist, for his constructive feedback and advised for the enhancement of the research paper;

Dr. Evelyn A. Sunico, her Internal Statistician, for her tireless efforts and assistance in the statistical analysis;

Dr. Henly P. Martirez, her Technical Expert, for her valuable suggestions in manuscript editing;

Dr. Florhaida V. Pamatmat, her Language critic, for making the research more clear and understandable to the readers;

Dr. Reynaldo D. Villaluz, her external panel, for giving suggestions in making the research more interesting to the readers;

Marites A. Ibañez CESO V, SDO Laguna SDS, for the encouragement to make a research and allowing the researcher to conduct the study in Laguna Province.

Dr. Socorro R. Fundivilla, Dr. Reynaldo D. Villaluz, Mr. Nelson R. Umali, Mr. Christian S. Balino, Mr. Romeo Suliguin, Mr. Rey Aningalan, Mrs. Aida Bejo, Mrs. Mercedita P. Pabico, and Mrs. Leonida V. Murad, the School Principals for their approval in the conduct of the research survey and for understanding and patience extended to her;

Mrs. Imelda I. Manila, Mrs. Dolores M. Ricamora, Mrs. Josephine R. Alcantara, Dr. Maura N. Tacderas, Mr. Steven S. Aquino, Filipino Department and Colleagues in Los Baños National National High School – Batong Malaki, for the moral support and prayers;

Mrs. Divina O. Servidad and her Batch mate in the Graduate Studies, for the support, happy moments and assistance;

International Journal of Research Publication, the organization permitted to publish her manuscript internationally.

Her Family, for their patience, support and love;

Mr. Melvin M. Baldovino and Jared Maximilian B. Baldovino, her beloved husband and cute son for the inspiration and for serving as stress reliever;

Above all, God Almighty, for the strength, courage and giving her wisdom to face all the challenges in with this undertaking.

J. B. B.

References

- Abazaoglu, İ., & Aztekin, S. (2016). The Role of Teacher Morale and Motivation on Students' Science and Math Achievement: Findings from Singapore, Japan, Finland and Turkey. *Universal Journal of Educational Research*, 4(11), 2606–2617. <https://doi.org/10.13189/ujer.2016.041114>
- Abraham, A., Gamboa, M., & Le, T. (2012). Inclusion in Child Friendly Spaces: A Study on Barriers and Good Practices. <https://elliott.gwu.edu/sites/g/files/zaxdzs2141/f/downloads/acad/ids/child-friendly-2013.pdf>
- Advantages and Disadvantages of Internet for Students 2000W March 5, 2020 by Reading Junction. <https://readingjunction.com/advantages-disadvantages-of-internet/>
- Ager, A., Metzler, J., Vojta, M., & Savage, K. (2013). Child friendly spaces. *Intervention*, 11(2), 133–147. <https://doi.org/10.1097/01.wtf.0000431120.01602.e2>
- Ahmed, Z., Asim, M., & Pellitteri, J. (2019). Emotional intelligence predicts academic achievement in Pakistani management students. *The International Journal of Management Education*, 17(2), 286–293. <https://doi.org/10.1016/j.ijme.2019.04.003>
- Ashwin, P., & McVitty, D. (2015). The Meanings of Student Engagement: Implications for Policies and Practices. *The European Higher Education Area*, 10.1007(2015), 343–359. https://doi.org/10.1007/978-3-319-20877-0_23
- Asim, M. (2013, September). Download Limit Exceeded. Citeseerx.ist.psu.edu. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.445.2561&rep=rep1&type=pdf>
- Banna, J., Lin, M.-F. G., Stewart, M., & Fialkowski, M. K. (2015). Interaction matters: Strategies to promote engaged learning in an online introductory nutrition course. *Journal of Online Learning and Teaching*, 11(2), 249–261.
- Bayuca, S. (2020). *International Journal of Academic Multidisciplinary Research (IJAMR) Teachers' Awareness and School's Responsiveness to the Child Protection Policy: Basis for a Development Plan* (pp. 59–65). <https://files.eric.ed.gov/fulltext/ED606098.pdf>
- Bergmark, U., & Westman, S. (2018). Student participation within teacher education: emphasizing democratic values, engagement and learning for a future profession. *Higher Education Research & Development*, 37(7), 1352–1365. <https://doi.org/10.1080/07294360.2018.1484708>
- Boonk, L., Gijsselaers, H. J. M., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24(10-1016), 10–30. <https://doi.org/10.1016/j.edurev.2018.02.001>
- Bosso EdD, David, (2012) "Teacher Morale, Motivation and Professional Identity: Insight for Educational Policymakers from State Teachers of the Year May 2017" 2012 Connecticut Teacher of the Year
- Boyd, B. (2017, January 2). 21 Tips for Connecting Learners to Their Community. *Getting Smart*. <https://www.gettingsmart.com/2017/01/02/21-tips-connecting-learners-to-community/>
- Britt, M. (2015). How to better engage online students with online strategies. *College Student Journal*, 49(3), 399–404.
- Cabi, E. (2018). The Impact of the Flipped Classroom Model on Students' Academic Achievement. *The International Review of Research in Open and Distributed Learning*, 19(3). <https://doi.org/10.19173/irrodl.v19i3.3482>
- Canada, W. V. (2021, June 14). What's a Child Friendly Space? *Www.worldvision.ca*. <https://www.worldvision.ca/stories/disaster-relief/whats-a-child-friendly-space>
- CDC. (2019). Prevention Strategies|Child Abuse and Neglect|Violence Prevention|Injury Center|CDC. National Center for Injury Prevention and Control, Division of ViolencePrevention. <https://www.cdc.gov/violenceprevention/childabuseandneglect/prevention.html>
- Child Welfare Information Gateway is a service of the. (2018). What Is Prevention and Why Is It Important? - Child Welfare Information Gateway. *Childwelfare.gov*. <https://www.childwelfare.gov/topics/preventing/overview/whatiscap/>

- Chiocca, E. (2020). Assessment of Child Abuse and Neglect. In connect.springerpub.com. Springer Publishing Company.
<https://connect.springerpub.com/content/book/978-0-8261-6176-5/part/part03/chapter/ch24>
- Cirik, V., Ciftcioglu, S., Efe, E., Cirik, V., Ciftcioglu, S., & Efe, E. (2017). Preventing child abuse and neglect. Archives of Nursing Practice and Care, 3(3), 064–067. <https://www.peertechzpublications.com/articles/doi10.17352-2581-4265.000028-anpc.php>
- Cleofas, J. V. (2019). Student involvement, mental health and quality of life of college students in a selected university in Manila, Philippines. International Journal of Adolescence and Youth, 25(1), 435–447. <https://doi.org/10.1080/02673843.2019.1670683>
- DepEd Memorandum. (2006). February 28, 2006 DM 73, s. 2006 – Child-Friendly School; System (Cfss) At The Elementary And Secondary Levels | Department of Education. Department of Education. <https://www.deped.gov.ph/2006/02/28/february-28-2006-dm-73-s-2006-child-friendly-school-system-cfss-at-the-elementary-and-secondary-levels/>
- DepEd Order. (2012). May 14, 2012 DO 40, s. 2012 – DepEd Child Protection Policy | Department of Education. DepEd. <https://www.deped.gov.ph/2012/05/14/do-40-s-2012-deped-child-protection-policy/>
- DepEd Order. (2015). DO 44, s. 2015 – Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC) | Department of Education. DepEd. <https://www.deped.gov.ph/2015/09/29/do-44-s-2015-guidelines-on-the-enhanced-school-improvement-planning-sip-process-and-the-school-report-card-src/>
- De Lima, L. (2014). Protocol for Case Management of Child Victims of Abuse, Neglect, and Exploitation 1 Protocol for Case Management of Child Victims of Abuse, Neglect, and Exploitation Committee for the Special Protection of Children. https://www.doj.gov.ph/files/transparency_seal/2016-Jan/CPN-CSPC%20Protocol%2026Nov2014.pdf
- Duckworth, A. L., Taxer, J. L., Eskreis-Winkler, L., Galla, B. M., & Gross, J. J. (2019). Self-Control and Academic Achievement. Annual Review of Psychology, 70(1), 373–399. <https://doi.org/10.1146/annurev-psych-010418-103230>
- Đurišić, M., & Bunijevac, M. (2017). Parental Involvement as a Important Factor for Successful Education. Parental Involvement as a Important Factor for Successful Education, 7(3). <https://files.eric.ed.gov/fulltext/EJ1156936.pdf>
- Ferlazzo, L. (2016, July 22). “Total Participation Techniques”: an Interview with Pérsida & William Himmele. Education Week. <https://www.edweek.org/teaching-learning/opinion-total-participation-techniques-an-interview-with-persida-william-himmele/2016/07>
- Fitriani, S., & Istaryatiningtias, I. (2020). Promoting child-friendly school model through school committee as parents’ participation. International Journal of Evaluation and Research in Education (IJERE), 9(4), 1025. <https://doi.org/10.11591/ijere.v9i4.20615>
- Flashman, J. (2011). Academic Achievement and Its Impact on Friend Dynamics. Sociology of Education, 85(1), 61–80. <https://doi.org/10.1177/0038040711417014>
- Forth, E. (2014). ScholarWorks Stakeholders’ Roles in Prioritizing Technical Vocational Education and Training in Postconflict Liberia. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1056&context=dissertatios>
- Fredriksen, Birger, (2011) “EDUCATION RESOURCE MOBILIZATION AND USE IN DEVELOPING COUNTRIES: Scope for Efficiency Gains through more Strategic Use of Education Aid” Results for Development Institute
- Galicia, P. R. B. (2021). The impact of the COVID-19 Pandemic on mental health among Marine Engineering students in Region VI, Philippines. Maritime Technology and Research, 4(1), 250097. <https://doi.org/10.33175/mtr.2022.250097>
- Gassman-Pines, A., & Bellows, L. (2018). Food Instability and Academic Achievement: A Quasi-Experiment Using SNAP Benefit Timing. American Educational Research Journal, 55(5), 897–927. <https://doi.org/10.3102/0002831218761337>
- Govindarajan, K. (2012, April). (PDF) TEACHERS MORALE. ResearchGate. https://www.researchgate.net/publication/331311192_TEACHERS_MORALE
- Grigg, J. (2012). School Enrollment Changes and Student Achievement Growth. Sociology of Education, 85(4), 388–404. <https://doi.org/10.1177/0038040712441374>
- Gross, J., Haines, S., Hill, C., Francis, G., Blue-Banning, M., & Turnbull, A. (2015). Strong School-Community Partnerships in Inclusive Schools Are “Part of the Fabric of the School... We Count on Them.” School Community Journal, 25(2). <https://files.eric.ed.gov/fulltext/EJ1085646.pdf>

- GUIDELINES FOR CHILD FRIENDLY SPACES IN EMERGENCIES Field-testing version developed and reviewed by: January 2011
Global Cluster Education, INEE and IASC
https://inee.org/system/files/resources/GEC_GPC_Child_Friendly_Spaces_Guidelines_for_Field_Testing.pdf
- Gubbels, J., van der Put, C. E., Stams, G.-J. J. M., & Assink, M. (2021). Effective Components of School-Based Prevention Programs for Child Abuse: A Meta-Analytic Review. *Clinical Child and Family Psychology Review*, 553-557(10-1007).
<https://doi.org/10.1007/s10567-021-00353-5>
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 3(1).
<https://doi.org/10.1080/2331186x.2016.1217819>
- Harfitt, G. (2018, August 17). The Role of the Community in Teacher Preparation: Exploring a Different Pathway to Becoming a Teacher. *Frontier in Education*; *Frontier in Education*. <https://www.frontiersin.org/articles/10.3389/educ.2018.00064/full>
<https://edtechmagazine.com/k12/article/2020/11/6-cs-cybersafety-how-keep-students-safe-online>
<https://www.opencolleges.edu.au/informed/cyber-safety/> CYBER SAFETY
- Ines, J. (2019). PADAYON SINING: A CELEBRATION OF THE ENDURING VALUE OF THE HUMANITIES Filipino College Students' Mental Health Literacy. <https://www.dlsu.edu.ph/wp-content/uploads/pdf/conferences/arts-congress-proceedings/2019/MH-02.pdf>
- Iyengar, R. (2021). Rethinking community participation in education post Covid-19. *PROSPECTS*, 51(437-447).
<https://doi.org/10.1007/s11125-020-09538-2>
- Kim, K. R., & Seo, E. H. (2018). The relationship between teacher efficacy and students' academic achievement: A meta-analysis. *Social Behavior and Personality: An International Journal*, 46(4), 529–540. <https://doi.org/10.2224/sbp.6554>
- Kriel, M.-R. (2014). Planning child-friendly spaces for rural areas in South Africa : the Vaalharts case study. *Repository.nwu.ac.za*; Boloka Institutional Repository. <http://repository.nwu.ac.za/handle/10394/13343>
- Law, K. M. Y., Geng, S., & Li, T. (2019). Student enrollment, motivation and learning performance in a blended learning environment: The mediating effects of social, teaching, and cognitive presence. *Computers & Education*, 136(0360-1315), 1–12.
<https://doi.org/10.1016/j.compedu.2019.02.021>
- Lei, H., Cui, Y., & Zhou, W. (2018). Relationships between student engagement and academic achievement: A meta-analysis. *Social Behavior and Personality: An International Journal*, 46(3), 517–528. <https://doi.org/10.2224/sbp.7054>
- Li, Y., Wang, A., Wu, Y., Han, N., & Huang, H. (2021). Impact of the COVID-19 Pandemic on the Mental Health of College Students: A Systematic Review and Meta-Analysis. *Frontiers in Psychology*, 12(753798). <https://doi.org/10.3389/fpsyg.2021.669119>
- Lilley, S., Atrooshi, A., Metzler, J., & Ager, A. (2014). Evaluation of Child Friendly Spaces Iraq Field Study Report: A Save the Children Implemented CFS in Domiz Refugee Camp. <http://www.cpcnetwork.org/wp-content/uploads/2015/02/Iraq-SC-CFS-Evaluation-Field-Study-Report.pdf>
- Lister, K., Seale, J., & Douce, C. (2021). Mental health in distance learning: a taxonomy of barriers and enablers to student mental wellbeing. *Open Learning: The Journal of Open, Distance and E-Learning*, 10.1080/02680513.2021.1899907, 1–15.
<https://doi.org/10.1080/02680513.2021.1899907>
- Lo, S. M., Wong, H. C., Lam, C. Y., & Shek, D. T. L. (2018). Common Mental Health Challenges in a University Context in Hong Kong: a Study Based on a Review of Medical Records. *Applied Research in Quality of Life*, 15(207-218).
<https://doi.org/10.1007/s11482-018-9673-5>
- Maga, Alina Georgeta (2015) The 6th International Conference Edu World 2014 “Education Facing Contemporary World Issues”, Promoting children’s wellbeing. Policies, practices and current Trends, Published by Elsevier Ltd
- Martin, F., & Bolliger, D. U. (2018). Engagement Matters: Student Perceptions on the Importance of Engagement Strategies in the Online Learning Environment. *Online Learning*, 22(1). <https://doi.org/10.24059/olj.v22i1.1092>

- Meyer, M., Neumayr, M., & Rameder, P. (2019). Students' Community Service: Self-Selection and the Effects of Participation. *Nonprofit and Voluntary Sector Quarterly*, 48(6), 1162–1185. <https://doi.org/10.1177/0899764019848492>
- Moore, N. (2012). THE RELATIONSHIP BETWEEN HIGH SCHOOL TEACHER PERCEIVED PRINCIPAL LEADERSHIP PRACTICES AND TEACHER MORALE LEVELS. <https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1560&context=doctoral>
- Mutua, R. N. (2014). Child Friendly Spaces As A Tool For Child Protection In Emergencies-A Case Study Of Kakuma Refugee Camp, Turkana County Mutua Ruth Nzisa. Erepository.uonbi.ac.ke; University of Nairobi Research Archive. <http://erepository.uonbi.ac.ke/handle/11295/95263>
- Mwirigi, S., & Muthaa, G. (2015). Impact of Enrollment on the Quality of Learning in Primary Schools in Imenti Central District, Kenya. *Online*, 6(27). <https://files.eric.ed.gov/fulltext/EJ1077390.pdf>
- Naile, I., & Selesho, J. M. (2014). The Role of Leadership in Employee Motivation. *Mediterranean Journal of Social Sciences*, 5(3), 175. <https://www.mcses.org/journal/index.php/mjss/article/view/2131>
- Neal, M. (2018, April). Increasing enrollment and attendance by making education benefits salient and changing perceptions. The Abdul Latif Jameel Poverty Action Lab (J-PAL). <https://www.povertyactionlab.org/policy-insight/increasing-enrollment-and-attendance-making-education-benefits-salient-and-changing>
- Nitecki, E., & Chung, M.-H. (2016). Play as Place: A Safe Space for Young Children to Learn about the World. *The International Journal of Early Childhood Environmental Education*, 4(1), 25. <https://files.eric.ed.gov/fulltext/EJ1120144.pdf>
- Okai-Ugbaje, S. (2020, February 27). Readiness, Roles, and Responsibilities of Stakeholders for Sustainable Mobile Learning Adoption in Higher Education (K. Ardzewska & A. Imran, Eds.). *MDPI Education Science*; MDPI. <https://www.mdpi.com/22277102/10/3/49/htm>
- Partanen, P., Jansson, B., Lisspers, J., & Sundin, Ö. (2016). Thesis for Doctoral degree in Psychology, Östersund 2016 ASSESSMENT AND REMEDIATION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS: THE ROLE OF WORKING MEMORY, COMPLEX EXECUTIVE FUNCTION AND METACOGNITIVE STRATEGY TRAINING. <http://miun.diva.portal.org/smash/get/diva2:905624/FULLTEXT01.pdf>
- Peláez, O., & Usma, J. (2017). The Crucial Role of Educational Stakeholders in the Appropriation of Foreign Language Education Policies: A Case Study. *PROFILE Issues in Teachers' Professional Development*, 19(2), 121-134. <https://doi.org/10.15446/profile.v19n2.57215>
- Pepito, R. (2020). CHILD-FRIENDLY SCHOOL SYSTEM ON THE SCHOOL PERFORMANCE: CFSS PROGRAM MODEL. *Researchgate*, 348182425(2021).
- Pruett MD, Kyle D., Encouraging Young Children to Participate in School <https://www.psychologytoday.com/us/blog/once-uponchild/201704/encouraging-young-children-participate-in-school>
- Rahman, N. A. A., Sairi, I. H., Zizi, N. A. M., & Khalid, F. (2020). The Importance of Cybersecurity Education in School. *International Journal of Information and Education Technology*, 10(5), 378–382. <https://doi.org/10.18178/ijiet.2020.10.5.1393>
- Rainforest Alliance. (2020). Module 5. Remediation How to respond to cases of child labor. <https://www.rainforest-alliance.org/wp-content/uploads/2020/11/child-labor-module-5-remediation.pdf>
- Roelen, K., Long, S., & Edström, J. (2012). Pathways to protection -referral mechanisms and case management for vulnerable children in Eastern and Southern Africa Lessons learned and ways forward. https://www.ids.ac.uk/download.php?file=files/dmfile/Pathwaystoprotection_finalreport_Jun12.pdf
- Rosenberger, Lisa et.al., (2011) Improving Children's Health and Well-being by Integrating Children's Programs, Presented to: First Focus Nemours the California Endowment Voices for America's Children, Feb 1, 2011
- Sanfo, M. B. J.-B. (2020). Leaving no place behind: Community participation and primary school students' learning achievements in Burkina Faso's small-scale gold mining communities. *International Journal of Educational Research Open*, 1(100010), 100010. <https://doi.org/10.1016/j.ijedro.2020.100010>

- Stefanski, A., Valli, L., & Jacobson, R. (2016). Beyond Involvement and Engagement: The Role of the Family in School-Community Partnerships. *School Community Journal*, 26(2). <https://files.eric.ed.gov/fulltext/EJ1124001.pdf>
- Sharma, A., & Nath Tripathi, V. (2016). FACTORS AFFECTING ENROLMENT TRENDS IN GOVERNMENT AND PRIVATE SCHOOLS AT ELEMENTARY LEVEL AS PERCEIVED BY TEACHERS AND PARENTS. [http://www.srjis.com/pages/pdfFiles/148344298617.%20VIJAY%20NATH%20TRIPATHI%20\(%20REF%20ARCHNA%20SHARMA\).pdf](http://www.srjis.com/pages/pdfFiles/148344298617.%20VIJAY%20NATH%20TRIPATHI%20(%20REF%20ARCHNA%20SHARMA).pdf)
- Singh, G. (2019, March 11). Child-friendly spaces: enhancing their role in improving learning outcomes | Forced Migration Review. *Fmreview.org*. <https://www.fmreview.org/education-displacement/singh-tocchio>
- Sivrikaya, A. H. (2019). The Relationship between Academic Motivation and Academic Achievement of the Students. *Asian Journal of Education and Training*, 5(2), 309–315. <https://eric.ed.gov/?id=EJ1216482>
- Sip annex 2 child friendly School Survey, Deped
- SOS Children's Villages. (2015, May). Why are Child Friendly Spaces important for Nepal recovery? SOS-ZZ-EN; SOS Children's Villages. <https://www.sos-childrensvillages.org/news/why-child-friendly-spaces-are-important-nepal>
- Stanton, A., Zandvliet, D., Dhaliwal, R., Black, T., & Services, C. (2016). Higher Education Studies. *Canadian Center in Science and Education*, 6(3). <https://doi.org/10.5539/hes.v6n3p90>
- Takeuchi, M. (2015). The Situated Multiliteracies Approach to Classroom Participation: English Language Learners' Participation in Classroom Mathematics Practices. *Journal of Language, Identity & Education*, 14(3), 159–178. <https://doi.org/10.1080/15348458.2015.1041341>
- Toft, Marilyn and Heatherley, Ruth, Promoting children and young people's participation through the National Healthy School Standard, First published 2011 ISBN 1-84279-264-4 © Crown Copyright 2011
- Topor, D. R., Keane, S. P., Shelton, T. L., & Calkins, S. D. (2011). Parent Involvement and Student Academic Performance: A Multiple Mediation Analysis. *Journal of Prevention & Intervention in the Community*, 38(3), 183–197. <https://doi.org/10.1080/10852352.2010.486297>
- Tuliao, A. P. (2014). Mental health help seeking among Filipinos: a review of the literature. *Asia Pacific Journal of Counselling and Psychotherapy*, 5(2), 124–136. <https://doi.org/10.1080/21507686.2014.913641>
- Turner, E., Dominguez, H., Maldonado, L., & Empson, S. (2013). English Learners' Participation in Mathematical Discussion: Shifting Positionings and Dynamic Identities. *Journal for Research in Mathematics Education*, 44(1), 199–234. <https://doi.org/10.5951/jresmetheduc.44.1.0199>
- UNICEF. (2021). Child-Friendly Schools. UNICEF USA. <https://www.unicefusa.org/mission/protect/education/child-friendly-schools>
- Vanassche, S. (2016, June 23). What is Community Support? - C3i Solutions. www.c3isolutions.com. <https://www.c3isolutions.com/blog/what-is-community-support/>
- Vrgovic, I. J., & Pavlovic, N. (2014, June 24). (PDF) RELATIONSHIP BETWEEN THE SCHOOL PRINCIPAL LEADERSHIP STYLE AND TEACHERS' JOB SATISFACTION IN SERBIA. ResearchGate. https://www.researchgate.net/profile/Nebojsa-Pavlovic-3/publication/328957270_RELATIONSHIP_BETWEEN_THE_SCHOOL_PRINCIPAL_LEADERSHIP_STYLE_AND_TEACHERS
- Wakia, J. (2016). Monitoring and Evaluation of Reintegration Toolkit. <https://riselearningnetwork.org/wpcontent/uploads/2016/05/RISE-ME-of-Reintegration-Toolkit-working-draft-2016-V2.pdf>
- Wathelet, M., Duhem, S., Vaiva, G., Baubet, T., Habran, E., Veerapa, E., Debien, C., Molenda, S., Horn, M., Grandgenèvre, P., Notredame, C.-E., & D'Hondt, F. (2020). Factors Associated With Mental Health Disorders Among University Students in France Confined During the COVID-19 Pandemic. *JAMA Network Open*, 3(10), e2025591. <https://doi.org/10.1001/jamanetworkopen.2020.25591>
- Wiseman, Brian. Cyberbullying in Schools: A Research Study on School Policies and Cyberbullying in Schools: A Research Study on School Policies and Procedures. 2011.

Wessells, M. G. (2015). Bottom-up approaches to strengthening child protection systems: Placing children, families, and communities at the center. *Child Abuse & Neglect*, 43(43-8-21), 8–21. <https://doi.org/10.1016/j.chiabu.2015.04.006>

Wladis, C., Conway, K. W., c/o Katherine, & Hachey, A. C. (2014). The Role of Enrollment Choice in Online Education: Course Selection Rationale and Course Difficulty as Factors Affecting Retention. *Online Learning*, 18(3). <https://doi.org/10.24059/olj.v18i3.391>

Yu, L., Shek, D. T. L., & Zhu, X. (2018). The Influence of Personal Well-Being on Learning Achievement in University Students Over Time: Mediating or Moderating Effects of Internal and External University Engagement. *Frontiers in Psychology*, 8(PMC5767243). <https://doi.org/10.3389/fpsyg.2017.02287>

Appendix A. Survey Questionnaire

Dear Respondent,

The undersigned will conduct a study entitled “#BECYBESAFE: Program for a Child-Friendly School in the New Normal”. This study will attempt to identify the relationship between management and response mechanism of selected secondary schools in #BECYBERSAFE Program of the Department of Education and the Child-Friendly School status of school in terms of seven goals in SDO Laguna.

This questionnaire is for all Secondary School Teachers. Your response is voluntary and confidential. If there is a question you do not wish to answer, simply skip it. Kindly rate or answer the following question or statement truthfully. Hope you will answer as many questions as possible.

JOAN B. BALDOVINO
EdD Student/Researcher

(This questionnaire is based on DO. 40 s. 2012)

Part I: Management & Response Mechanism of school in #BECYBERSAFE Program

Feel free to assess the school practice based on the criteria cited below about the Management & Response Mechanism of school in #BECYBERSAFE Program. There is no right or wrong answer if you did it honestly.

A. Duties & Responsibilities 1. School....	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. ensure the effective CYBERSAFETY program.					
2. provide awareness campaign to its stakeholders.					
3. organize and convene the Child Protection Committee					
4. have record keeping for intake sheet it at most confidentiality					
5. coordinate with the appropriate offices and other agency for appropriate assistance and intervention.					
6. conduct the capability-building activities on Cybersafety					
A. Duties & Responsibilities 2. School Personnel....	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. educate and instruct them by right precept and good example.					
2. inculcate the value of respect and obedience.					

3. practice positive discipline.					
4. strictly comply with the school's cybersafety program which is under the child protection policy.					
5. perform duties as substitute parents or guardians imposed by the law.					
6. update his/her skills in implementation of cybersafety program in school.					
A. Duties & Responsibilities 3. Learners....	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. observe the code of conduct for learners especially inside the cyberspace.					
2. regard for the rights of other persons.					
3. respect another person's rights as well as everyone's moral and integrity.					
4. refrain from making cyberbullying.					
5. refrain from visiting pornographic and violence sites and movies.					
6. refrain from conversation with online strangers.					
A. Duties & Responsibilities 4. Child Protection Committee...	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. draft a school child protection policy with code of conduct were cybersafety.					
2. initiate information dissemination programs and organize activities.					
3. develop and implement a school-based referral and monitoring system.					
4. establish a system for identifying who may be suffering from significant harm brought by interacting in cyberspace.					
5. coordinate with the appropriate offices and other agency.					
6. give assistance to parents or guardians.					
B. Preventive Measure 1. Capacity Building of Schools Personnel, Parents and Students	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. integration of Education sessions on Cybersafety in the initiatives of the PTAs					
2. capacity-building programs for school personnel and stakeholders on Cybersafety.					
3. implementing specific parenting orientation sessions with parents and caregivers and other activities.					
4. implementing school activities that raise awareness on children's rights, protecting and safe use of internet.					

5. setting up child-friendly mechanism.					
C. Protective and Remedial Measure School...	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. provide proper procedures in handling offline and online bullying incidents.					
2. provide implementation of non-punitive measures (positive discipline).					
3. provide referral system for appropriate agencies for assistance and intervention.					
4. school head decide based on existing Students Manual for imposable penalty.					
D. Investigation & Reporting School....	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. follow the procedure of reporting an incident as stated in DO 40 s. 2021 (offline and online bullying, cyber abused and discrimination)					
2. make the incident confidential.					
3. make sure that all procedures for conduct of investigation is accordance to the rules under Resolution No. 01-0940 of the Civil Service Commission if the respondent is a teacher					
4. seek appropriate offices and other agency for appropriate assistance in terms of investigation & reporting cybercrime.					
E. Referral & Assessment School....	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. refer the victim/s and offender/s to LSWDO for assessment.					
2. had a clear and precise process of referral system.					
3. include the referral system and assessment in the yearly orientation of parents and the CPC.					
4. School Head and Guidance Counselor/Teacher make a proper coordination with the family of victim and offender for their intervention.					
F. Monitoring and Evaluation School....	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. provide proper monitoring of the intervention for the victim and offender through the help of CPC					
2. make yearly evaluation of the cybersafety program for proper adjustment and improvement.					
3. school head and stakeholders collaborate in updating the strategies in M & E to support the community in solving the problem like cyberbullying, online abused and etc.					

4. seek assistance with the Division Office for proper technical support.					
---	--	--	--	--	--

Part II: Practice of selected secondary schools in response to Child-Friendly School

Feel free to assess the school practice based on the criteria cited below about the Child-Friendly School. There is no right or wrong answer if you did it honestly.

GOAL #1: Encourage children's participation in school and community	Very Evident 5	Evident 4	Neutral 3	Less Evident 2	Not Evident 1
active SSG					
students participated in meetings and planning sessions					
learners organized, planned and executes disaster preparedness and response plan					
students involved in community work					
has a mechanism – such as a school publication, students' bulletin board, or opinion box – for pupils to express their opinions about school and community issues.					
GOAL # 2: Enhance children's health and well-being	Very Evident 5	Evident 4	Neutral 3	Less Evident 2	Not Evident 1
maintains and regularly updates a health record of each pupil					
holds annual BMI					
holds annual dental examination of your pupils					
treats or refers pupils with health problems					
treats pupils with decayed teeth					
has a feeding program for malnourished children					
serves or sells healthy and nutritious food in your premises					
practices proper waste disposal					
has a steady supply of clean and safe drinking water					
has separate toilet facilities for boys and girls					
has a functional clinic					
GOAL # 3: Guarantee safe and protective spaces for children	Very Evident 5	Evident 4	Neutral 3	Less Evident 2	Not Evident 1
proper ventilation and lighting and enough space for 45-50 pupils					
classroom desks and other furniture are sized to the age of the learners					
classrooms' layout and furniture allow learners to interact and do group work					
a bulletin board or a corner that displays helpful learning materials					
classrooms, facilities, and premises are regularly maintained and kept clean					
safe facilities in place to address hazard threats (e.g. fire					

exits, fire extinguishers, appropriate electrical wirings)					
identified and prepared alternative learning spaces in cases of emergencies					
adequate emergency/first aid kits that are readily available					
conducts regular evacuation drills for earthquake and fire					
functional library					
facilities and equipment for recreation and sports					
sufficient lawn space and vegetation					
duly assigned personnel in charge of securing its premises, its properties, and those of its pupils and teachers					
coordinates with the barangay and local authorities to ensure the safety and protection of your pupils					
a policy against discrimination with regard to gender, cultural origin, social status, religious belief, and others					
has a program for children with special needs					
teachers use non-threatening styles of discipline					
GOAL # 4: Encourage enrollment and competition	Very Evident 5	Evident 4	Neutral 3	Less Evident 2	Not Evident 1
a master list of all school-age children in the community, whether enrolled or not					
regularly coordinates with the local barangay council to identify school-age children who are out of school,					
conducts campaigns to encourage parents to enroll their children					
a system to regularly check on the attendance of its pupils and address problems concerning non-attendance					
GOAL # 5: Ensure children's high academic achievement and success	Very Evident 5	Evident 4	Neutral 3	Less Evident 2	Not Evident 1
a clear vision/mission statement that is prominently displayed and adequately explained to all school personnel					
principal and teachers are familiar with child-centered and child- friendly principles					
provides each student a complete set of textbooks					
teachers regularly prepare their lesson plans					
encourages and promotes cooperative and "hands-on" learning ("learning by doing")					
The principal has data on the school's past three years performance					
Teachers regularly monitor and assess their pupils' academic performance, with the view of improving their performance.					
provides students access to ADM, ALS, and/or other learning materials for their use during emergencies					

GOAL # 6: Raise teachers' morale and motivation	Very Evident 5	Evident 4	Neutral 3	Less Evident 2	Not Evident 1
Teachers undergo continuing and advance professional training at least once a year.					
Teachers are regularly trained in new and effective teaching-learning strategies.					
Teachers have their own lounge and/or work area.					
Teachers are given annual medical check-up.					
The principal provides strong direction and leadership guided by a written supervisory plan.					
The principal regularly monitors teachers' performance and provides needed support.					
Teachers support their co-teachers by sharing teaching techniques and experiences.					
School provides annual medical examination to teachers and other staff.					
GOAL # 7: Mobilize community support for education	Very Evident 5	Evident 4	Neutral 3	Less Evident 2	Not Evident 1
has a Parent-Teacher Association (PTA)					
coordinates with barangay institutions to identify children who are physically or sexually abused					
coordinates with the barangay and local institutions to enroll illiterate parents in literacy programs					
takes the lead in conducting literacy programs for illiterate parents					
enlists the support of community organizations to help raise funds and resources for learning					
invites parents to discuss with your teachers the learning experiences and progress of their children					
consults parents in the drafting of its policies, and in the planning and implementation of school activities					
organized and capacitated the School Disaster Risk Reduction and Management Committee (SDRRMC)					
strong partnerships with external stakeholders					