

# #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

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## 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

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## 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:

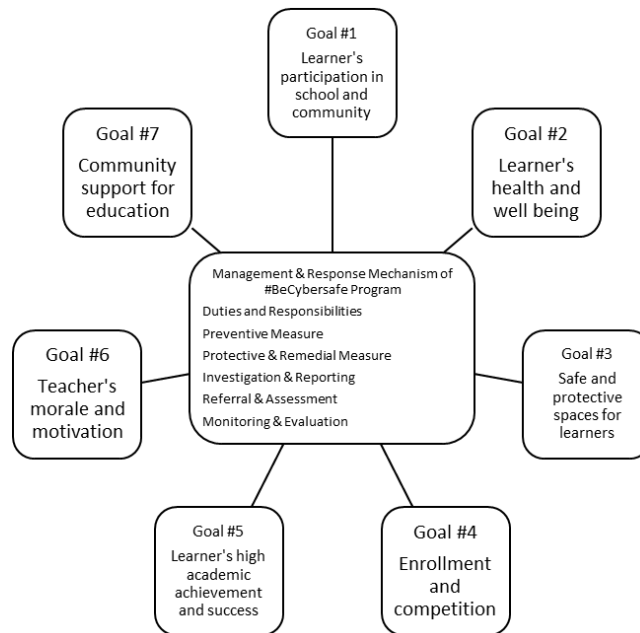
|   |             |                   |
|---|-------------|-------------------|
| 5 | 4.21 - 5.00 | Strongly Agree    |
| 4 | 3.41 - 4.20 | Agree             |
| 3 | 2.61 - 3.40 | Neutral           |
| 2 | 1.81 - 2.60 | Disagree          |
| 1 | 1.00 - 1.80 | Strongly Disagree |

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 &amp; Reporting

## 1.5. Referral &amp; 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;<br>Learner's health and well-being; Safe and protective spaces for children; Enrolment and competition;<br>Learner's high academic achievement and success;<br>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.



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## 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<br>1. School....  | Strongly Agree<br>(5) | Agree<br>(4) | Neutral<br>(3) | Disagree<br>(2) | Strongly Disagree<br>(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<br>2. School Personnel....  | Strongly Agree<br>(5) | Agree<br>(4) | Neutral<br>(3) | Disagree<br>(2) | Strongly Disagree<br>(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.   |                              |                     |                       |                        |                                 |
| <b>A. Duties &amp; Responsibilities</b><br>3. Learners....   | <b>Strongly Agree</b><br>(5) | <b>Agree</b><br>(4) | <b>Neutral</b><br>(3) | <b>Disagree</b><br>(2) | <b>Strongly Disagree</b><br>(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.  |                              |                     |                       |                        |                                 |
| <b>A. Duties &amp; Responsibilities</b><br>4. Child Protection Committee...  | <b>Strongly Agree</b><br>(5) | <b>Agree</b><br>(4) | <b>Neutral</b><br>(3) | <b>Disagree</b><br>(2) | <b>Strongly Disagree</b><br>(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>B. Preventive Measure</b><br>1. Capacity Building of Schools Personnel, Parents and Students                        | <b>Strongly Agree</b><br>(5) | <b>Agree</b><br>(4) | <b>Neutral</b><br>(3) | <b>Disagree</b><br>(2) | <b>Strongly Disagree</b><br>(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.  |                           |                  |                    |                     |                              |
| <b>C. Protective and Remedial Measure School...</b>  | <b>Strongly Agree (5)</b> | <b>Agree (4)</b> | <b>Neutral (3)</b> | <b>Disagree (2)</b> | <b>Strongly Disagree (1)</b> |
| 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.   |                           |                  |                    |                     |                              |
| <b>D. Investigation &amp; Reporting School....</b>   | <b>Strongly Agree (5)</b> | <b>Agree (4)</b> | <b>Neutral (3)</b> | <b>Disagree (2)</b> | <b>Strongly Disagree (1)</b> |
| 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.  |                           |                  |                    |                     |                              |
| <b>E. Referral &amp; Assessment School....</b>   | <b>Strongly Agree (5)</b> | <b>Agree (4)</b> | <b>Neutral (3)</b> | <b>Disagree (2)</b> | <b>Strongly Disagree (1)</b> |
| 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.  |                           |                  |                    |                     |                              |
| <b>F. Monitoring and Evaluation School....</b>   | <b>Strongly Agree (5)</b> | <b>Agree (4)</b> | <b>Neutral (3)</b> | <b>Disagree (2)</b> | <b>Strongly Disagree (1)</b> |
| 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<br>5 | Evident<br>4 | Neutral<br>3 | Less Evident<br>2 | Not Evident<br>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<br>5 | Evident<br>4 | Neutral<br>3 | Less Evident<br>2 | Not Evident<br>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<br>5 | Evident<br>4 | Neutral<br>3 | Less Evident<br>2 | Not Evident<br>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   |                           |                      |                      |                           |                          |
| <b>GOAL # 4: Encourage enrollment and competition</b>   | <b>Very Evident<br/>5</b> | <b>Evident<br/>4</b> | <b>Neutral<br/>3</b> | <b>Less Evident<br/>2</b> | <b>Not Evident<br/>1</b> |
| 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              |                           |                      |                      |                           |                          |
| <b>GOAL # 5: Ensure children's high academic achievement and success</b>  | <b>Very Evident<br/>5</b> | <b>Evident<br/>4</b> | <b>Neutral<br/>3</b> | <b>Less Evident<br/>2</b> | <b>Not Evident<br/>1</b> |
| 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<br>5 | Evident<br>4 | Neutral<br>3 | Less Evident<br>2 | Not Evident<br>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<br>5 | Evident<br>4 | Neutral<br>3 | Less Evident<br>2 | Not Evident<br>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  |                   |              |              |                   |                  |