

END OF PROJECT EVALUATION REPORT TACKLING ONLINE CHILD SEXUAL EXPLOITATION (TOCSE)



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**WORLD VISION
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ABBREVIATIONS

CPC	Child Protection Committee
DOIC	Department of Information and Communication
DOLISA	Department of Labour, Invalids, and Social Affairs
FGD	Focus Group Discussion
ICT	Information and Communications Technology
IDI	In-depth Interview
MOIC	Ministry of Information and Communication
MOLISA	Ministry of Labour, Invalids, and Social Affairs
M&E	Monitoring and Evaluation
OCSEA	Online Child Sexual Exploitation and Abuse
PMB	Project Management Board
SOP	Standard Operating Procedure
SWC	Social Work Center
TOCSE	Tackling Online Child Sexual Exploitation
WVI-Vietnam	World Vision International in Vietnam

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EXECUTIVE SUMMARY

World Vision International in Vietnam (WVI-Vietnam), together with various government departments in Da Nang City, carried out the 'Tackling Online Child Sexual Exploitation Project' (TOCSE) from 2018 to 2021. The project aimed to protect children from online sexual abuse and exploitation in three target districts of Da Nang: Hai Chau, Cam Le, and Son Tra. Its target beneficiaries included 15,000 children aged from 12 to 18 years old and 8,000 adults.

This final evaluation focuses on assessing the level of accomplishment, effectiveness, and sustainability of the project's interventions according to its objectives and indicators. It also helps WVI-Vietnam and local partners to draw upon the lessons learned and provides practical recommendations for improving future interventions.

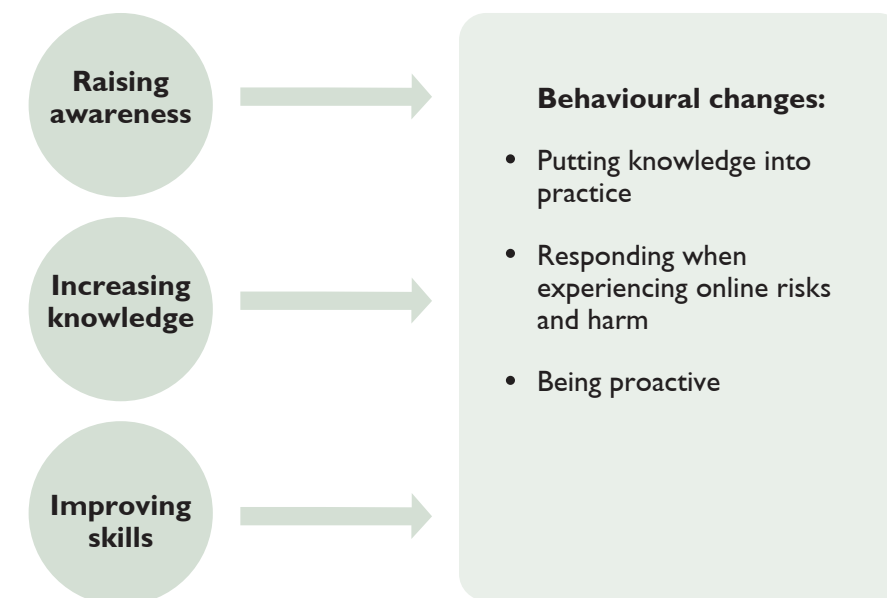
EVALUATION METHODOLOGY

The final evaluation was carried out with 21 Focus Group Discussions (FGDs) and 25 key informant interviews with different groups of participants. At the same time, quantitative surveys were conducted with children aged between 12 and 18 years old as well as parents and teachers in Hai Chau, Cam Le, and Son Tra districts. All participants were randomly selected from the list of project beneficiaries who took part in training and/or communication events. Three sets of questionnaires were adapted from the baseline survey to allow for comparison. In total, the final evaluation included 400 students (50.7% female and 49.3% male). Half (50%) of these pupils are in secondary school (i.e. are aged 12-15) and half are in high school (i.e. are aged 16-18). The evaluation also included 400 parents (74% female and 26% male) and 380 teachers (87.9% female and 12.1% male).

MAIN FINDINGS

I. ACCOMPLISHMENTS AND EFFECTIVENESS AT THE INDIVIDUAL LEVEL

The final evaluation shows a significant improvement in children's awareness of, knowledge about, and behaviours relating to online safety and the risks of Online Child Sexual Exploitation and Abuse (OCSEA) after three years of implementation.



The detail of the project's effectiveness is as follows:

- Children are more aware of the importance of learning about online safety risks and the risks of OCSEA for children. The proportion of children who thought that it is 'important' or 'very important' for them to know about online safety increased from 67.7% in the baseline survey to 76.3% in the final evaluation.
- Children's knowledge about online safety and the risks of OCSEA significantly increased: 44.5% of participants had basic knowledge about online risks and harms after their involvement in project activities. Compared with the baseline survey (12.2%), this significant improvement is reflected in all age groups and districts except for children aged 16-18 in Hai Chau. Children's knowledge about the 10 most common online risks rose remarkably over the last three years. Only 6.5% of participants could not indicate any online risks among the 10 most common. That represents a fall of nearly 20 percentage points compared to the baseline survey (26.1%).
- Online sexual abuse, which was among the two least-acknowledged risks in the baseline survey (4%), became the third most common risk in the final evaluation (39.5%). This shows a significant improvement in children's awareness of the risks of OCSEA. Children having basic knowledge about these risks rose nearly three times during the last three years. The proportion of children who did not know any of the seven most common OCSEA risks plunged from 50.5% in the baseline survey to 12.3% in the final evaluation.
- As well as being equipped with online-safety-related knowledge and skills, children also gained soft skills such as critical thinking or presentation skills. These helped the children, especially the core group, to not only be more active participants in the project's activities but also to become more confident in their personal and academic life.
- The children put their new knowledge into practice to protect their safety online. For instance, they changed their passwords to two-factor authentication or shared less private information on social networks.

- Children also became proactive in making contributions to address OCSEA issues. This included organising children's events as well as sharing information with their peers and adults. The core group of children provided peer training and led communications with their friends in the children's club meetings at school and in other events. Children also joined together to identify their own issues and solutions regarding online protection, developed child-led initiatives to call for funding from the project and local government, and then conducted those initiatives. Representatives of children's groups were also confident sharing their opinions, ideas, and recommendations to leaders through the National Child Forum in 2019 and the Child Dialogue with school and government leaders at Nguyen Thi Dinh and Le Hong Phong Secondary Schools in 2021. Furthermore, children were also involved in providing input and feedback during the project monitoring and evaluation meeting.
- There is a moderate correlation between children's knowledge about online safety and OCSEA and their access to child-friendly resources: The more resources children accessed, the greater their knowledge.¹ In joining the project, children had opportunities to access a wide range of child friendly-resources. However, the proportion of children participating and their assessments of the project varied among different activities. Teacher-led sessions were the most common resource on OCSEA for children (88%). Alongside training classes (90.3%), teacher-led sessions (84.1%) were one of the three most accessed and three most effective resources. Nevertheless, the majority of children gave positive assessments of all child-friendly resources.
- Children's knowledge about sources of support when being exposed to online safety and OCSEA risks changed over the last three years. The most reliable sources of support – both in theory and in practice – are parents; survivor services (i.e., the National Hotline 111, the Da Nang Hotline 1022, and the SWC); and teachers. The proportion of children who would choose these options if exposed to online safety and OCSEA risks rose significantly in the final evaluation compared to the baseline survey. Regarding online safety risks, 79.8% of children would call for help from their parents. This is an increase of 30 percentage points from the baseline survey (49.9%). Similarly, the proportion of children who would ask for help from their parents if faced with OCSEA risks is four times higher in the final evaluation (82.0%) than in the baseline survey (19.7%). Likewise, the proportion who would ask for help from their teachers in the final evaluation is more than three times higher for online safety risks and six times higher for OCSEA risks compared to the baseline (13.6% and 7.4%, respectively). Meanwhile, the support of social services when faced with online safety risks was much less popular in the baseline survey. Just 2.0% of children would have sought assistance from social work organisations or child protection hotlines. However, this shot up to 52.1% in the final evaluation, and 62.9% if Hotline 1022 is included. It is a similar picture for OCSEA risks, with just 2.1% choosing social services in the baseline survey. This rose to 59.5% in the final evaluation, or 70.8% including the Hotline. In practice, 282 students faced online risks and harm during the last three years, accounting for 70.7% of the participants. Over half (55.3%) called for help from their parents. Just under half (45.7%) accessed survivor services such as Hotline 111 (22.3%), Hotline 1022 (15.6%), and the SWC (7.8%). Almost one-third (29.1%) asked for support from their teachers. Meanwhile, 205 children were exposed to OCSEA during the last three years, accounting for 51.2% of the participants. Survivor services accounted for the most-requested form of assistance (51.3%), followed by parents (47.8%), and then teachers (25.9%).

¹ Children's knowledge about online safety was measured by the total number of online risks and harms which children can report. Similarly, children's knowledge about OCSEA was measured by the total number of online sexual exploitation and abuse risks which children can report. The greater number of risks and harms children can report, the greater knowledge of online safety and OCSEA they have.

2. ACCOMPLISHMENTS AND EFFECTIVENESS AT THE SOCIETAL LEVEL

Awareness of risks to children online

There has been a significant improvement in the knowledge of targeted groups about the risks to children online. More than four-fifths (85.3%) of teachers and over half (55.5%) of parents now have a basic knowledge of these risks (can name at least one online risk and one harm). That is a considerable increase compared to the baseline survey, when less than half (49%) of teachers and little more than one-third (34.1%) of parents were able to do so. Meanwhile, for social service providers, including operators of the National Hotline of Child Protection 111, and Da Nang City Hotline 1022, results from qualitative analysis confirm an improvement in their knowledge and skills in working with children.

Knowledge of OCSEA risks

The results indicate an increase in the knowledge of target groups about OCSEA. Just 8.6% of parents and 32.5% of teachers had basic knowledge about OCSEA in the baseline survey. This rose to 35.8% of parents and 37.1% of teachers in the end-line evaluation.

The proportions of teachers and parents mentioning the National Hotline for Child Protection 111 as a source of support for children facing risks online have also increased significantly. In the baseline survey, almost no respondents mentioned this channel of support when asked (0.9% of parents, N=555; 0.0% of teachers, N=114). However, in the final evaluation, this rose to 38.8% for parents and 48.2% for teachers. It is clear that this change is a result of the project's various communication, awareness-raising, and training activities on the National Hotline for Child Protection 111 for parents and teachers.

Awareness of the causes and signs of children suffering from OCSEA

Compared with the baseline survey, both teachers and parents now have a better understanding of the causes of online child sex abuse. Using the knowledge and skills gained through participating in TOCSE activities, they can now support or guide children on the safe and effective use of the internet.

Most parents are well aware of the abnormal signs in children who encounter OCSEA: unusual receipt of inappropriate messages/pictures and expressions of insecurity, fear, and panic when using the internet are clear signs of an abused child. Furthermore, 80.5% of parents with children in secondary school and 77.5% with children in high school consider 'telling friends to join inappropriate chat groups/websites' is another sign of online child sex abuse.

Parental and teacher support for children who experienced online risks

Teachers and parents provided more relevant support for children in different ways and to a certain extent when needed. Teachers most often supported students encountering online risks by advising them to use the internet more safely (79.7%) and notified and coordinated with the student's family to support them (56.3%). Many teachers (47.1%) also chose to call the National Center for Child Protection 111. Meanwhile, the most common form of parental support is to provide guidance in solving the problems that children encountered (71.7%). The second most popular option for parents is to comfort and encourage their children (50.0%). Just under one-fifth (19.4%) of parents also coordinated with teachers to discuss the issue and request their help.

With regards to how to ensure children are safe on the internet, a quarter (25.6%) of parents restrict their children's use of social networks to limit online risks. Most parents believe that 'limiting internet access time' will help to keep their children safe online: four-fifths (80%) of parents of secondary school students agreed with this statement, as did 73% of parents of high school students.

Changes in the knowledge and skills of social service providers

Child helpline operators (i.e., Hotlines 111 and 1022), counselors from the SWC, provincial hotlines, technical staff of DOLISA, child protection staff at all levels, and child protection partners have also improved their awareness, knowledge, and skills in reporting and supporting survivors and at-risk children. They became more confident in situation assessment – identifying needs and issues and developing child protection plans – and performed better when providing counseling activities for children and their families.

3. ACCOMPLISHMENTS AND EFFECTIVENESS AT THE INDUSTRY LEVEL (ICT)

Thanks to the project's training, the knowledge of internet shop owners about online safety and OCSEA risks has increased. In particular, internet shop owners reported receiving interesting and useful information in their training sessions.

These training sessions have led to concrete changes in the actions of internet shop owners to address online violence and OCSEA against children. During the three years of the project's implementation, 55 internet shop owners in Son Tra district signed the Child Online Protection Protocol to protect child internet users. This overachieved the project's target (55/50). These shop owners recognised the importance of promoting communication around children's safety online and implementing functional safeguards and reporting mechanisms. After three years, 14 internet shop owners had implemented functional safeguards and reporting mechanisms in their shops. This also outperformed the project's target (14/10).

4. ACCOMPLISHMENTS AND EFFECTIVENESS AT THE SYSTEMIC LEVEL

Attitudes and technical skills to prevent OCSEA and support survivors

The attitudes and technical skills of government officials interviewed from DOLISA, DOIC, and authorities from the three target wards and two districts to prevent and respond to online violence against children have improved. Firstly, these officials now have a better and more accurate understanding of OCSEA. Secondly – and more importantly – the mindset of staff has changed. This is especially true of those in positions of leadership in the protection of children online.

Actions to prevent OCSEA and support survivors

The prevention of OCSEA has been expanded by local partners

The project facilitated the creation of 'social work corners' at two schools in Hai Chau and Cam Le districts, together with the Da Nang SWC. The implementation of counseling and support activities for students on online safety has made the support and protection network more comprehensive.

Meanwhile, district leaders realised the importance and effectiveness of communicating with parents of children aged 12-18 about their role in children's safe internet use. Therefore, these communication activities have now been expanded into areas not supported by the project.

Furthermore, the 'Corner of Happiness', built and operated by the SWC since 2019, has created a welcoming environment. This has been achieved through experience-sharing workshops; capacity-building activities; and talk shows for parents covering basic knowledge and skills such as parenting, positive discipline, emotion management, and their role in children's internet use.

Enhancing support for OCSEA victims including reporting and referral mechanisms

Besides the SWC, the National Hotline for Child Protection (111) and Hotline (0236) 1022 to receive information on supporting and protecting children have also been operational in Da Nang.

In June 2020, Hotline 1022 expanded the hotline for child protection (Extension 6) so that it now receives reports on child protection incidents, including OCSEA incidents, in Da Nang. It also connects with the Da Nang SWC to provide consultation and support to children and their families as well as information on legal regulations, policies, and guidelines on child protection to staff at the community level. Besides calling Hotline (0236) 1022 (ext. 6), adults and children can find information or give feedback related to children's issues through the "Da Nang Feedback" portal at: <https://gopy.danang.gov.vn> in the 'Child Protection' category. It is also possible to chat either through the 1022 Zalo page or the 1022 Facebook Messenger (chatbot application).

As a result of capacity building for counseling staff and the communications of National Hotline 111 and Da Nang Hotline 1022, the quality of counseling services has improved and more children and caregivers are accessing these services. From 2020 to the present (6 June 2021), Hotline 1022 has received 47 calls related to child protection. Meanwhile, there have been over 18,000 visits to the Zalo Call Center 1022. Likewise, Chatbot 1022 has had more than 16,000 interactions and requests for information. Total calls to National Hotline 111 were well above the project target of 800 calls in both 2019 and 2020.

Last, but not least, the support of four child victims of OCSEA ***through the project*** is clear evidence of effective safeguarding and reporting mechanisms and strong coordination between units (local authorities, social workers, schools, and families) in handling the problem.

Legal and policy changes in preventing and prosecuting online violence against children and reporting and supporting survivors

At the national level, the completion of two reports reviewing national and international legal frameworks, policies, regulations, and Standard Operating Procedures (SOPs) of government agencies on protecting children online highlighted gaps in the legal framework and policies on preventing OCSEA. These reports also provided input to the 2020-2025 National Program on 'Protecting and Supporting Children to Interact Creatively and Healthily in the Cyber World' – the first strategic program to address online child protection issues in Vietnam.

From January 2021, online violence data could be disaggregated from National Hotline 111 as a result of engagement between TOCSE and MOLISA. This is vital in order to analyse OCSEA, providing evidence to develop interventions and policies as well as to facilitate Monitoring and Evaluation (M&E) work.

At the city level, the project and DOIC achieved the target of reviewing national and international policies on child protection online. As mentioned above, this has provided input for research, reporting, and promulgation of guidelines on online child protection in Vietnam.

Another important outcome of the project is the Da Nang 2020 Child Protection Plan, approved by the People's Committee on 24 February 2020. This plan includes online child protection and, for the first time, incorporated prevention and response to OCSEA as one of its five objectives. Then, in May 2021, the Da Nang People's Committee issued the 'Action Program for Da Nang City's Children for the Period of 2021-2030' (according to Decision No. 1782/QĐ-UBND) addressing the prevention of OCSEA in its general objective.

Facilitated by the TOCSE project, the Da Nang SWC and Da Nang Public Service-Information Center built a cooperation mechanism on child protection incident reporting through Hotline 1022 to ensure child victims of violence and abuse are quickly and effectively reported and supported. As a result, it will be faster for Hotline 1022 operators to refer victims or potential victims of violence and exploitation to the Da Nang SWC and the National Hotline for Child Protection (111) in Da Nang to coordinate and manage these cases.

Meanwhile, at the district level, the district-level child protection plan mentioned communication activities about the National Hotline for Child Protection 111; Hotline 1022; child abuse prevention and control, especially child sexual abuse; and child protection online.

5. SUSTAINABILITY

The activities of the project can be maintained since TOCSE has been developed and operated based on key drivers that promote sustainability. **Firstly, local ownership has been ensured: five action plans have been agreed upon and approved by the authorities of the three target districts and Da Nang DOLISA and DOIC.** The project has also conducted communication and training to improve knowledge about OCSEA for school leaders, core teachers, as well as teachers in general. As a result, OCSEA has been integrated into school policies, subjects, and extracurricular activities. **Secondly, WVI-Vietnam has promoted the contribution of partners in implementing project activities and achieving its goals.** In 2018, a Memorandum of Understanding (MOU) was signed between WVI-Vietnam and five key implementing agencies: Da Nang DOLISA, Da Nang DOIC, Son Tra District People's Committee, Hai Chau District People's Committee, and Cam Le District People's Committee. As a result, local partners are willing to deliver project activities and continue their involvement in collaborations when there is a clear mutual benefit. **Thirdly, the project has transformed relationships through a shared vision and collaborative working groups, training sessions, and raising awareness of OCSEA.** **Lastly, WVI-Vietnam's project supports national and local advocacy initiatives to prevent and respond to OCSEA.**

Although sustainability is highly appreciated, there are certain difficulties in continuing activities after the end of the project. For instance, the lack of financial resources can lead to difficulties in implementing communication activities. Schools are concerned that the lack of standardised, up-to-date documents at the end of the project will limit the effectiveness of communication sessions and club activities in schools.

6. IMPACT FACTORS

Motivating factors

There were two major advantages of conducting the project: (1) its alignment with the child protection direction and strategy of the Vietnamese government and authorities in Da Nang, and (2) the positivity and initiative of each local partner in the implementation of activities.

Barriers

The project encountered various challenges that slowed progress, in particular in the third year of implementation. These problems include the significant impact of the COVID-19 pandemic; natural disasters in Da Nang; limitations in human resources, including the overload of workers in state agencies and frequent changes in child protection staff and services at the grassroots level; and difficulties gathering parents in urban areas where people do not have time to attend training or communications events.

7. OUTSTANDING PROBLEMS, LESSONS LEARNED AND INNOVATIONS

Outstanding problems

Despite its substantial achievements, some problems remained during the implementation of the project.

Firstly, despite the remarkable improvement in children's knowledge about online safety and their changes in behaviour to protect their cyber security, there remains a gap between awareness and action. A significant number of children do not follow online safety instructions, despite knowing them. In particular, almost 60% of children thought that meeting an online friend in person would be very interesting. This is a slight increase compared to the baseline survey (53.5%). Meanwhile, half (50.5%) of children have contacted strangers online during the last three years.

Secondly, the diverse socio-economic backgrounds of parents have not been addressed by the project. Therefore, one-size-fits-all training courses were designed and provided to all parents (regardless of these differences). This led to a gap among parents in their knowledge about online safety and their role in children's online activities. For example, 70% of respondents with a primary-school education either 'did not understand' or had 'little understanding' of online safety. That figure was 45.1% among those with a secondary-school education and 30.1% for those with a high-school education.

Thirdly, the initial findings show a difference between the knowledge of boys and girls about online safety and OCSEA risks. The common perception among both male and female students and teachers is that girls are at greater risk than boys. This underestimation of male risk levels could lead to poorer awareness of safe online practices among boys. It could also put more pressure and stress on them when encountering these problems.

Lessons learned

Empowering more girls and boys to participate and become agents of change in their communities and societies, both now and in the future: This lesson is raised because the evaluation shows significant improvements in the awareness, skills, and participation of children in preventing and responding to OCSEA. However, the number of children acting as agents of change is limited among the 59,000 project beneficiaries.

Gathering and strengthening political systems and social services to prevent and respond to OCSEA: This lesson is highlighted because it is suitable for a comprehensive approach and improves the effectiveness and sustainability of the project.

Empowering families in preventing and responding to OCSEA: The evaluation shows that improving the knowledge of both parents and students about OCSEA will be more effective than just students participating in the project. Families are one of the factors influencing children and their behaviour in the online world.

Taking a gender-sensitive approach: This is important, because children of different genders have different practices and favourite activities online.

Treating children as either victims and/or perpetrators to prevent and support children with OCSEA: In fact, children can have different roles (such as recipient, participant, or actor) when online, depending on their experiences of online risks and safety.

Innovations

Adapting to the context of the COVID-19 pandemic, WVI-Vietnam and the project team adopted alternative measures to ensure that the project implementation could continue. These included an online working group with partners, digital platforms (a website contest and fan page mini-game), and a set of online training materials. Besides, during the project implementation, some units such as schools and district PMBs made efforts to replicate the activities to communicate about online child abuse to wider beneficiaries than those included in the project scope.

KEY RECOMMENDATIONS

Way forward:

- Continue to implement the child-empowerment approach to promote the role of children in formulating policies, programs, and action plans on issues related to children in general and online child protection in particular. The greater knowledge, skills, and participation of children in activities to prevent online sexual exploitation and abuse through the TOCSE project has shown the effectiveness of this approach.
- Continue to apply the systematic approach and involve all partners and stakeholders related to child protection. These include schools, families, children, child protection officers, local authorities, mass organisations, internet service providers, and social service providers, among others. The research results show that attracting the participation of stakeholders creates an effective network to prevent, support, and intervene when children are at risk of sexual exploitation and abuse online.
- Strengthen the mechanism of child protection coordination between units/organisations: in future, the inter-sectional coordination mechanism on child protection will need to be reviewed and further promoted. Research on the coordination mechanism between ICT partners and DOIC in building technology products or ICT standards for child online protection is recommended.

- Find resources to implement child protection activities online, such as integrating them in other existing activities: a lack of financial resources is one of the most common difficulties raised. Therefore, other than the state budget, units need to have a plan to mobilise socialised resources from the private sector, social organisations, contributions from communities, etc.
- Make plans to implement activities in light of the COVID-19 pandemic. These could include communication through online channels, the development of technological applications or software to provide information, and organising contests.

Actions needed:

For the Department of Labour, Invalids, and Social Affairs

- Develop a clear plan of activities to implement the 'Action Program for Da Nang City's Children for the Period of 2021-2030' relating to OCSEA prevention. This should include scaling-up the provided models, materials, and targets to other districts/areas that TOCSE has not reached.
- Analyse annual online violence and exploitation data, disaggregated by children's sex and age, from National Hotline 111. This data can provide important information to identify and assess the differences in how safely boys and girls, as well as different age groups, use the internet. This, in turn, provides a basis for developing appropriate policies and interventions.
- Provide frequent and fresh knowledge and skills on online child protection, especially for counselors at Hotline 111, operators at Hotline 1022, SWCs, child protection staff at the grassroots level, and new starters. In fact, when staff have a better and more accurate understanding of OCSEA, they can conduct more effective activities to protect children as well as better coordinate with child helpline operators. Meanwhile, for hotline operators, due to the nature of the job, rotational training is required to ensure that all staff are equipped with the requisite knowledge and skills.
- Develop online safety communication materials and products for children and share them with schools and localities. The end-line evaluation shows that communication materials for students should focus on key messages and use lots of illustrations to make them easier to understand and remember. The materials should also be more practical and focus on handling real-life situations. This is due to the fact that, while children may understand online safety rules in principle, there is still a gap between awareness and actions.

For the Department of Information and Communication

- Complete and implement the 'Code of Conduct to Protect Children in Cyberspace' applied to businesses in the ICT industry.
- Promote the role of ICT in creating services and products that ensure children's safety online, and work with the industry to adopt industry-wide standards preventing online violence among children.
- Continue to maintain and develop online applications and information channels (fan pages) on major social networks in Vietnam, as well as the roles of internet shop owners in communicating with and supporting children on safe internet use.

- Continue communication activities about Hotlines 111 and 1022 so that adults and children know about and use these services when needed. According to the end-line evaluation, 20% of respondents still do not know about the National Hotline for Child Protection 111 while 42% do not know about Hotline 1022.
- Create diversified communication activities for children to attract them to participate in these activities as well as to improve their knowledge of online safety and OCSEA. The findings show a correlation between the resources that children accessed and their knowledge of online safety and OCSEA.

For the Department of Education and Training

- Integrate OCSEA into child psychological support services in schools. According to Indicator 19, Objective 3 of the 'Action Program for Da Nang City's Children for the Period of 2021-2030', 100% of schools should have child psychological support services in 2025.
- Conduct practical educational activities on online safety for students that focus on handling real-life situations.

For the Da Nang Public Service-Information Center 1022

- Set up the sharing mechanism and collaboration with Hotline 111 so that the data on child protection issues (focusing on OCSEA) can be harnessed towards a solution.
- Continue providing timely counseling to citizens on child protection issues, especially on OCSEA, through Hotline 1022, Zalo Call Center 1022, and Chatbot 1022.

For the District People's Committee

- Lead the integration of online child protection in the implementation plan of the 'Action Program for Da Nang City's Children for the periods of 2021-2025 and 2026-2030'.
- Ensure sufficient human resources for child protection work, particularly at the district and ward levels and, most of all, in the ward standing groups working on child protection. The actual implementation of the project shows the role of child protection staff at the commune/ward and residential group levels in communicating and supporting children at risk of online sexual abuse. On the other hand, the shortage of human resources is one of the difficulties mentioned when discussing the continuation of activities when the project ends.

For the Da Nang Social Work Center

- Hand-over and scale-up the 'Friendly Counseling Corner at School' model to the pilot schools and relevant district DOET.
- Promote the 'Corner of Happiness' model, creating a playground for parents and children.
- Continue to build the capacity of grassroots social workers to strengthen the reporting mechanism and to support cases of abused children or those who are at high risk of violence, exploitation, or abandonment and need urgent intervention.

For secondary/high schools

- Develop specific monthly and quarterly plans for communication and education activities on online safety and the prevention of OCSEA.
- Continue to implement communication and education activities on online safety for students.
- Create a welcoming environment for students to share their problems and risks on the internet.
- Set up a succession pipeline for the core group of teachers and students to give them regular opportunities to implement activities.

For ward Child Protection Committees and People's Committees

- Include online child protection into the local socio-economic development resolution and the annual child protection and care plan.
- Continue to implement effective communication activities in local communities.
- Build capacity and promote the efficiency of ward CPCs and child protection staff at the grassroots level in receiving and detecting high-risk cases in the community, paying close attention to the confidentiality of children's information.
- Collaborate with the SWC, Hotline 1022, National Hotline 111, and schools in receiving, monitoring, and managing problems, helping victims of OCSEA to recover and rehabilitate within their communities.

For the TOCSE project

- Digitise training documents and materials and share them with Da Nang authorities to be used in future activities (including the project's existing information channels).
- Take into consideration the differences in the educational achievement, occupations, internet usage, and knowledge of parents when organising training and communication programs so as to develop suitable communication and training forms, contents, and methods of delivering information.
- Pay more attention to gender analysis and a gender-sensitive approach. This should then be included when developing project training materials for children, parents, and teachers. Preliminary evidence shows that there are differences in the online habits and awareness of OCSEA risks between boys and girls. This can lead to different possibilities of encountering these risks.
- Besides preventing and supporting child victims of OCSEA, interventions for children who perpetrate OCSEA are also necessary.



PART 1

PROJECT INTRODUCTION

1.1 CONTEXT

Since Vietnam first connected to the internet in 1997, it has made impressive strides. The country had 64 million internet users as of June 2017, accounting for around two-thirds (67%) of the population. Vietnam is also listed among the countries with the highest number of internet users in Asia. Meanwhile, social media is widespread. Vietnam has 64 million Facebook subscribers, a large number of whom are children and young people.²

In Da Nang, the rate of broadband internet subscribers is about 1.4/1 person and 99% of households are connected to the internet.³ One survey showed that almost 60% of children in primary school and 90% in high school have a Facebook account. Moreover, there are almost 900 internet or online game shops attracting thousands of children every day.

In the baseline survey of the TOCSE project, almost half (43.4%) of children said that they started using the internet from between 10-12 years old, with 20% going online before the age of nine.⁴ Despite children's massive online presence – one in three internet users worldwide is a child – too little is done to protect them from the perils of the digital world and to increase their access to safe online content.

Children use the internet from an early age. However, they do not have enough knowledge and skills to protect themselves from the risks of sexual abuse via chat rooms, live streams, web cameras, and smartphones. This has resulted in a higher risk of children being exposed to online threats, especially online child sexual exploitation. The issue is aggravated by a lack of cooperation between relevant departments and impractical reporting mechanisms. Child sexual abuse is a taboo topic in communities and there is only limited awareness of internet safety.

In light of this situation, WVI-Vietnam, in cooperation with various government departments in Da Nang, launched the TOCSE project in 2018.

1.2 PROJECT OBJECTIVE AND MAJOR INTERVENTIONS

The project aimed to protect children from online sexual exploitation and abuse in three target districts of Da Nang. It was implemented in nine target wards within these districts: Thanh Binh, Hoa Cuong Bac, and Hoa Cuong Nam (Hai Chau district); Khue Trung, Hoa An, and Hoa Xuan (Cam Le district); and An Hai Bac, Phuoc My, and Man Thai (Son Tra district). It was designed to reach around 15,000 children from 12 to 18 years old alongside 8,000 adult beneficiaries.

The project focused on three strategic interventions:

- I. Mobilising the meaningful participation of children: the project aimed to facilitate child education and participation in advocacy, child-led initiatives, and child forums so as to guarantee the voice of children

² <https://www.unicef.org/vietnam/press-releases/unicef-make-digital-world-safer-children-while-increasing-online-access-benefit-most>

³ "Review report on ICT policy on child online protection" by Da Nang Department of Information-Communication for TOCSE project, 2019

⁴ Baseline report, page 21.

throughout the project. Moreover, the project was designed so that children and their communities would be central to the development and implementation of national plans to ensure a high level of accountability to those most impacted.

2. Building the capacity of stakeholders to tackle online child sexual abuse: WVI-Vietnam set out to conduct a range of capacity-building activities in line with the WePROTECT model with a range of stakeholders. These included boys and girls, parents, teachers, professionals, local leaders, policymakers, and the private sector. The project proposed to design material so that it would be tailored for each target group and encourage them to take action. Meanwhile, activities would be integrated into school curricula and embedded into the child/youth or community groups established within the development programs of WVI-Vietnam. Adults, on the other hand, would learn about the risks of online sexual harassment through community groups and workshops. The project also proposed to deliver creative and effective communications on the risks of OCSEA to children, parents, social workers, local leaders, policymakers, and the private sector.
3. Networking and advocating to fight against OCSEA: the project resolved to bring together multiple stakeholders – both inside and outside the ICT sector – who are responsible for protecting children online. At the national level, WVI-Vietnam aimed to build on the existing MOLISA CPC consisting of representatives from different government agencies to raise awareness, increase involvement, and equip the duty bearers, with a particular focus on ICT industry leaders. Meanwhile, at the city and ward levels, the Da Nang DOLISA and Center for Social Work would have a coordinating role in the national response plan development alongside DOET, DOIC, Women's Union, and Youth Union with WVI-Vietnam working with the multi-stakeholder team to advocate for the action plan to be implemented.



Image 1. OCSEA training for students in Khue Trung ward

I.3 THE PROJECT’S RESULTS FRAMEWORK

Result level	Result description	Project indicator	Project target
Individual Level			
Output	Children are educated about how to protect themselves from online violence.	#/% of targeted children engaged in educational activities for online safety.	10,000 children (12-18 years old) by the end of the project.
	Survivors of online violence learn how/where they can receive services.	Hotline/helpline or online reporting mechanisms established or strengthened.	800 calls received to the child protection hotline.
		#/% of targeted children with access to high-quality, effective, and child-friendly resources about online safety.	15,000 children (12-18 years old)
Outcome	Children are less vulnerable to online violence.	% of children attending behaviour change sessions who demonstrate increased knowledge of online safety.	70%
	Survivors of online violence have greater access to 'treatment' and care.	% of reported online violence survivors who are referred to survivor services.	90%
Societal Level			
Output	Caregivers, teachers, and social service providers are educated about online safety and security.	# of targeted community participants (parents, educators, and child service providers) engaged in online safety educational activities for children.	7,000 at the end of the project
		# of targeted social service providers (child protection officers, hotline operators, and counselors at Center for Social Work) engaged in capacity-building activities to support survivors of online violence.	50
		# of articles/news stories on online sexual exploitation.	60

Result level	Result description	Project indicator	Project target
Outcome	Communities protect children from violence and respond to the needs of survivors.	% of community participants (parents, educators, and child service providers) who demonstrate increased knowledge of online safety and reporting mechanisms.	70%
		% of social service provider participants (CPC members) who demonstrate increased technical skills to support survivors of online violence.	70%
Industry Level			
Output	ICT industry standards are developed and implemented.	# of targeted industry participants engaged in educational activities related to online safety for children.	50
		# of targeted industry partners that have agreed to ICT standards to protect children from online violence.	50
Outcome	The ICT industry adopts industry standards that prevent online violence among children.	# of industry participants who demonstrate increased knowledge of online safety and incident reporting mechanisms.	50
		# of targeted ICT industry partners that have implemented functional safeguards and reporting mechanisms.	10
Systemic Level			
Output	Legal and judicial systems are strengthened in relation to online violence.	# of targeted government officials engaged in capacity-building activities to prevent online violence and support survivors.	500
		# of multi-stakeholder bodies established to evaluate country capabilities and develop a national plan to prevent/prosecute online violence and support survivors.	1
		# of reviews of the legal framework, policies, regulations, and SOPs of government agencies completed; gaps identified to prevent and prosecute online violence.	2

Result level	Result description	Project indicator	Project target
Outcome	Countries have robust national tools to prosecute perpetrators of violence and maintain and restore the rights of survivors.	# of government participants and government agencies (Ministry of Public Security; Ministry of Culture, Sports, and Tourism; Ministry of Labour, Invalids, and Social Affairs) who demonstrate increased technical skills to prevent online violence and support survivors.	70%
		Government-led, multi-stakeholder National Action Plan to prevent and prosecute online violence against children and support survivors.	1



PART 2

EVALUATION INTRODUCTION

2.1 EVALUATION OBJECTIVES

Overall objectives

The overall objectives of the final evaluation are: firstly, to evaluate the level of accomplishment, effectiveness, and sustainability of the project interventions according to its objectives and indicators. Secondly, the evaluation aims to help WVI-Vietnam and local partners learn lessons and provide practical recommendations to improve future interventions.

Specific objectives

The objectives of the evaluation are to:

- Evaluate the extent to which goal and outcome targets as articulated in the original design document were achieved;
- Evaluate the extent to which these achievements could be attributed to project interventions;
- Evaluate the extent to which there was a correlation between outputs and outcomes;
- Evaluate the extent to which project impact in the target communities is sustainable;
- Evaluate the extent to which cross-cutting themes – including gender, disability, and human rights – were given due consideration, and;
- Provide actionable recommendations based on the evaluation findings, particularly on an exit strategy and sustainability measures.

2.2 EVALUATION METHODOLOGY

Data collection method

Desk review

Project documents, annual monitoring reports, and other related materials were reviewed to better understand the project and to correctly identify the project indicators that support the development of an evaluation framework and the design of tools and data collection processes. The desk review also contributed to addressing the project's evaluation questions on the relevance and process of the project.

Focus Group Discussions (FGDs)

To obtain individual and community perspectives on project activities and identify potential areas for improvement, the final evaluation held FGDs with different groups of participants in the project sites. This is considered to be a meaningful method of collecting information that is mutually agreed upon by a group. This qualitative approach provided opportunities for participants to share their thoughts collectively and, at the same time, to elaborate on their ideas inspired by the thoughts of others. The project used open-ended questions to allow participants to share their perceptions, perspectives, and understanding in their own words, without being forced to adopt a certain point of view or framed in a certain direction.

21 FGDs were conducted, including:

- (1) 12 groups of children, divided into different age ranges: 12 to 15-year-old children (i.e. secondary school students) and 16 to 18-year-old children (i.e. high school students). This was due to the difference in their knowledge and experience of online safety. There were four groups per district.
- (2) Six groups of teachers divided by school level (secondary and high school), with two groups per district.
- (3) One group of parents.
- (4) One group of 111 Hotline operators and counselors of social service centers.
- (5) One group of ward child protection officers.

In-depth Interviews (IDIs)

To gain the perspectives of government partners on the project outcomes and to have more evidence for evaluating the level of effectiveness and sustainability of the project interventions, 25 key informant interviews were conducted with the following participants:

Table 1. In-depth interview sample structure

		Hai Chau	Cam Le	Son Tra	Total
1.	Leaders of commune/ward child protection committees	1	1	1	3
2.	Internet shop owners	0	0	3	3
3.	Parents	2	4	4	12
4.	Representative of DOLISA	1			1
5.	Representative of DOIC	1			1
6.	Representative of the Center for Social Work	1			1
7.	District Project Management Boards	2			2
8.	Core teachers	2			2

Quantitative survey

The questionnaires were developed based on those used in the baseline survey⁵ to ensure the validity of the final evaluation. The project's indicators were added to the final evaluation questionnaires after discussions with WVI-Vietnam and project partners on the suitability of the indicators/questions to the final evaluation analysis. This strongly supports evaluating the changes of the project's beneficiaries as well as the effectiveness of the project's activities.

Three questionnaires were developed for 12 to 18-year-old children, parents, and teachers. CSPro software was used to design the questionnaires on smartphones or tablets. To ensure the quality of questionnaires, all questionnaires were discussed with WVI-Vietnam and other project partners.

⁵ The baseline survey was completed in November 2018; the TOCSE project was implemented between March 2018 and October 2021. The final evaluation was completed in September 2021.

Face-to-face interviews were used to collect information. Interviewers were trained prior to and monitored during the data collection process to ensure the quality of the information collected.

The data of the final evaluation was analysed using SPSS software.

Sample size

The sample size for the quantitative surveys was calculated using the following formula:⁶

$$n = \frac{N * X}{(X + N - 1)}$$

where $X = \frac{Z\alpha/2^2 * p * (1 - p)}{MOE^2}$

and $Z\alpha/2$ is the critical value of the normal distribution at $\alpha/2$ (e.g. for a confidence level of 95%, α is 0.05 and the critical value is 1.96); MOE is the margin of error; p is the sample proportion; and N is the population size.

With a 95% confidence level and a 5% margin of error, the estimated sample size for the student quantitative survey was 375 when the total number of students equipped with knowledge of online safety was 15,000. The consultant team increased the sample size to 400 to ensure an equal distribution between genders and stages of education (secondary/high schools).

Similarly, the sample size for the quantitative survey of teachers was estimated at 365 for a 95% confidence interval and a 5% margin of error. In order to balance genders and school levels, the proposed sample size was 380.

With a 95% confidence level and a 5% margin of error, the estimated sample size for the caregiver quantitative survey was 249 when the total population of parents participating in the training courses was 700. To compare the reports of parents and children on parental involvement in children's improvement in awareness and behaviours towards OCSEA risks, the consultant team used a sample size for the caregiver survey that was equal to the student sample size (i.e. 400).

Sampling method

The disproportionate stratified random sampling method was used in this survey to choose the sample of students and parents. For the student survey, the two strata are gender and stage of education. This is based on the considerable differences in the knowledge, skills, and demands for internet use as well as the psychological characteristics between boys and girls as well as between secondary and high school students. The respondents were selected to ensure an equal distribution between parents with children at high school and those with children at secondary school. The participants were chosen from a list of the population, including the project's beneficiaries (students, parents, and teachers) provided by the project and/or local governments.

Please see Annex 1 for further details of the sampling procedure for surveys of students, teachers, and parents.

⁶ Daniel W.W. (1999). *Biostatistics: A Foundation for Analysis in the Health Sciences*. New York. John Wiley & Sons.

For the survey of students

According to the calculation of sample size for the survey of students⁷, the sample for this group was 400 individuals including students in secondary school (i.e. those aged 12-15) and high school (i.e. those aged 16-18).

Based on the list of participants provided by WVI-Vietnam, the consultant team developed a list of students in each chosen school:

- Secondary school: Le Hong Phong (Hai Chau district); Tran Quy Cap (Cam Le district); Phan Boi Chau (Son Tra district).
- High school: Nguyen Hien (Hai Chau district), Ton That Tung (Son Tra district), and Cam Le (Cam Le district).
- Students in Grades 9 and 12 were excluded from the lists as they graduated during the evaluation period in June.
- The back-up sample was 10% - 30% of the sample size.

For the survey of parents

The total sample of parents was made up of 400 individuals divided into two equal groups: 200 parents of secondary school students and 200 parents of high school students.⁸

The survey of parents was conducted in seven wards: Hoa Cuong Bac and Thanh Binh (Hai Chau); Hoa Xuan and Khue Trung (Cam Le), and; Phuoc My, Man Thai, and An Hai Bac⁹ (Son Tra).

There were 225 parents of high school students in the list provided. Two hundred were randomly selected to be surveyed and the remaining 25 were put on the backup list.

For the survey of teachers

According to the calculation of the sample size for the survey of teachers¹⁰, the sample for this group was 380 individuals, including teachers in secondary and high schools. However, the distribution of these two groups of teachers is different to the total number of teachers who participated in the training. Therefore, the proportionate random sampling method was used to select the survey sample. Based on the list of participants provided by WVI-Vietnam, the consultant team developed a list of the total number of teachers who participated in the training courses. This includes 588 teachers, after removing security workers, library and medical staff, etc. from the original list.

Of those 588 teachers, 180 (31%) were high school teachers and 408 (69%) were secondary school teachers (69%). Based on these proportions, the consultant team calculated the sample of each group in the sample size (N=380). The sample included 118 high school teachers and 262 secondary school teachers. For each group, the consultant team selected 10% of the sample for the backup sample, equivalent to 12 individuals for high school teachers and 26 for secondary school teachers.

⁷ All of the students participated in training course on online safety.

⁸ Parents have participated in the training course.

⁹ An Hai Bac ward was randomly selected to be added to the survey area in Son Tra district due to the lack of survey samples in the two initially selected wards (Man Thai and Phuoc My).

¹⁰ All of the teachers have participated in a training course on online safety.

The detailed quantitative sample structure is provided in Table 2.

Table 2. End-line evaluation respondents by district and gender

Groups of respondents	Son Tra				Hai Chau				Cam Le				Total			
	Female		Male		Female		Male		Female		Male		Female		Male	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Baseline survey																
Children	72	40.9	104	59.1	93	46.5	107	53.5	81	50.3	80	49.7	246	45.8	291	54.2
Parents	117	62.9	69	37.1	116	57.7	85	42.3	109	69.0	49	31.0	342	62.7	203	37.3
Teachers	31	81.6	7	18.4	28	73.7	10	26.3	30	78.9	8	21.1	89	78.0	25	22.0
End-line survey																
Children	69	49.3	71	50.7	68	52.3	62	47.7	66	50.8	64	49.2	203	50.7	197	49.3
Parents	152	76.8	46	23.2	81	61.4	51	38.6	63	90.0	7	10.0	296	74.0	104	26.0
Teachers	131	91.0	13	9.0	68	88.3	9	11.7	135	84.9	24	15.1	334	87.9	46	12.1

Data analysis

Qualitative analysis: Thematic analysis was conducted to code the collected data from the IDIs and FGDs into different themes and sub-themes, such as the improvement of awareness and knowledge, behavioural changes, etc.

Quantitative analysis: Summary and descriptive analysis were used to describe the current state of knowledge, awareness, and behaviours related to online safety and OCSEA risks of children, parents, and teachers.

A comparative analysis was used to investigate improvements in the awareness of, knowledge about, and behaviours regarding online safety and OCSEA risks of children, parents, and teachers after participating in project activities. Three sets of questionnaires in the final evaluation were developed and partly adapted from the baseline survey for comparative analysis. The final evaluation also applied the same coding of some variables, such as basic knowledge of online safety or OCSEA risks used in the baseline report, to allow comparison between the two surveys. In addition, a comparative analysis was used to examine the differences in knowledge of online safety and OCSEA risks between children whose parents did and those who did not participate in the training activities. This was done to show the need for training both parents and children.

Bivariate correlations were analysed by gender, stage of education, and project sites using the chi-squared test (X2) to identify the difference between groups.

Due to the differences in the nature of the sample (location and structure), the comparative analysis in this study is based on comparing proportions calculated independently at baseline and end-line datasets.

2.3 ETHICAL SAFEGUARDS FOR PARTICIPANTS

All participants in the project's final evaluation were informed at the beginning of the survey that their participation in the evaluation was voluntary. The participants were also told that they reserved their rights to withdraw from the research/interviews at any time and could refuse to answer any question during the interviews. The online interviews were conducted after informed consent forms were signed by the children, caregivers, and teachers.

All the personal information of the participants and their families was encoded by numbers and characters to ensure it was non-identifiable. The collected data was confidentially stored in a separate, password-protected device which was submitted to WVI-Vietnam at the end of the assignment.

The consultant team and data collectors were in full compliance with the WVI-Vietnam Child and Adult Safeguarding Policy and signed the Statement of Acknowledgement and Compliance on the Child and Adult Safeguarding Policy. The consultant team provided criminal background checks as required.

2.4 LIMITATIONS OF THE EVALUATION

The fourth wave of the COVID-19 pandemic in Vietnam, starting in April 2021, had a significant impact on the progress of the project's final evaluation.

IDIs and FGDs were conducted online due to travel restrictions, leading to some limitations in collecting information. These IDIs and FGDs were conducted via the internet (Zoom, Google Meet, Zalo) and phone calls. In some cases, the quality of the FGDs conducted online were affected by factors such as the quality of the internet connection and limited interaction between interviewers and respondents during the interview process. It is difficult to ensure that people can focus on the discussion without being distracted by personal things when participating in online interviews. In order to address these issues, consultants strictly followed the interview guidelines to collect sufficient information from respondents. Also for this reason, interviews were conducted at appropriate times and in suitable locations to limit outside distractions. In IDIs, if the collected information was unclear, consultants would ask the respondents for another quick talk to confirm it or to get more insights.

For quantitative data collection, at some interview points, due to the social distancing requirements to control COVID-19, face-to-face interviews were not conducted. Therefore, about 18% of paper questionnaires were sent to respondents (145 teachers and 70 students) to fill out on their own. These questionnaires were then carefully checked and supplemented by telephone interviews if needed.

The evaluation did not cover 42 ICT industry partners involved in the project as planned. Meanwhile, three IDIs were replaced with an alternative approach under the prolonged pandemic situation, and none of the internet shops have been operational according to epidemic prevention policies, with some moving on to other businesses.



Image 2. Students reading books at a reading point in Khue Trung ward



PART 3

EVALUATION FINDINGS

3.1 ACCOMPLISHMENTS AND EFFECTIVENESS AT AN INDIVIDUAL LEVEL

Children's changes in the three years of the project's implementation were evaluated in three areas: (1) awareness, knowledge, skills, and behaviours related to online safety; (2) access to high-quality, effective, and child-friendly resources; and (2) access to sources of support.

3.1.1. Children's awareness, knowledge, skills, and behaviours related to online safety

Children's improvement in awareness of online safety and OCSEA risks

Both quantitative and qualitative data show an improvement in children's awareness of online safety after participating in the project activities. The proportion of children who thought that it is 'important' or 'very important' for them to know about online safety increased from 67.5% (CI: 63.8-71.5) in the baseline survey to 76.3% (CI: 71.8-80.5) in the final evaluation. Meanwhile, the proportion of children in the baseline survey who believed that it is 'not important' (12.5%) decreased by half (CI: 9.6-15.4), falling to 5.0% (CI: 3.0-7.5) in the final evaluation.

Qualitative data also shows the changes in children's awareness of online safety and OCSEA risks. After participating in the project's activities, children are more aware of the importance of learning about this issue. Some had not even known about or heard of OCSEA risks until they participated in the project's activities.

"I knew nothing about OCSEA until I participated in the project's activities."

(FGD with students from Nguyen Chi Thanh Secondary School, Son Tra district)

"I had never thought about OCSEA risks until I took part in the project's activities. The project's training contents are interesting as a new wind to me."

(FGD with students from Ton That Tung High School, Son Tra district)

Children's improvement in knowledge of and skills in dealing with online safety in general and OCSEA risks in particular

Children's knowledge about common online risks significantly changed after their involvement in the project's activities. Almost half (44.5% (CI: 39.8-49.5)) of participants had a basic knowledge about online risks and harms¹¹, which was significantly higher than the baseline data (12.2% (CI: 9.5-15.2)). Although the difference in basic knowledge about online risks and harms between boys and girls was insignificant, the considerable improvement is reflected in almost all age groups and each of the three target districts. In the final evaluation, children aged 12-15 with basic knowledge about online risks and harms was much higher than the baseline. The gap in the group of children aged 16-18 was smaller.

¹¹ Adapting to the baseline report, children are identified as having basic knowledge about online risks and harms when they choose at least one risk in the five common online risks: losing private information, internet/game addiction, sharing fake news, cyber scams, and connecting with bad friends; and at least one of the three common online harms including cyber bullying, online sexual abuse, and watching inappropriate content.

However, the figure in the final evaluation was double that of the baseline. Among the three districts, Son Tra had the lowest proportion of children with basic knowledge about online risks and harms in both the baseline and the final evaluation. However, this district recorded the highest rate of improvement. Cam Le achieved the same rate of increase as Son Tra in younger children but saw a slower pace of improvement in older children. This district had the highest proportion of children in both age groups, substantially higher than Son Tra and Hai Chau. Children aged 16-18 in Hai Chau were the only group in which the proportion of participants with basic knowledge about online safety fell from 29.5% in the baseline to 14.3% in the final evaluation (Table 3). Nevertheless, no empirical evidence has been found to explain this result. In general, both quantitative and qualitative data showed that communication and training activities on online safety conducted in Hai Chau brought about positive results in knowledge improvement among children aged 12-15, parents, and teachers. The results from the group aged 16-18 could have been due to the fact that, after three years, they had forgotten some of what they learned on online safety.

Table 3. Children with basic knowledge about online risks and harms (%)

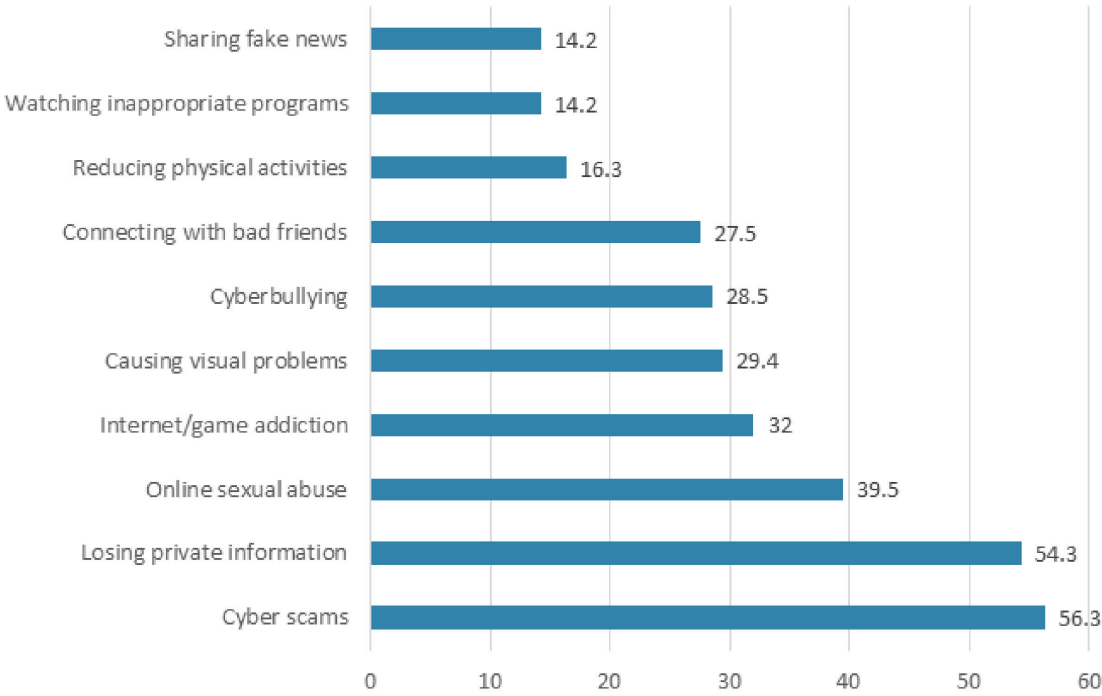
	Data source	Son Tra	Hai Chau	Cam Le	Total
Children aged 12-15 with basic knowledge about online risks and harms	Baseline data	8.1 (10/124)	19.5 (26/133)	16.2 (19/117)	14.7 (55/374)
	Final evaluation***	31.4 (22/70)	36.7 (22/60)	64.3 (45/70)	44.5 (89/200)
Children aged 16-18 with basic knowledge about online risks and harms	Baseline data	11.3 (6/53)	29.5 (13/44)	31.0 (13/42)	23.0 (32/139)
	Final evaluation***	51.4 (36/70)	14.3 (10/70)	71.7 (43/60)	44.5 (89/200)

Source: Baseline report, 2018; End-line evaluation, 2021

Statistically significant level: ***: $p < 0.001$ **: $p < 0.01$ *: $p < 0.05$

Children’s knowledge about the 10 most common online risks has increased remarkably during the last three years. Among these 10 risks, ‘cyber scams’ and ‘losing private information’ are the first and second most common risks for children on the internet. On average, half of the participants were aware of these risks (56.3% and 54.3%). This was double the figure in the baseline survey (26.8% and 26.1%). Meanwhile, **‘online sexual abuse’ went from one of the two least acknowledged risks in the baseline survey (4% (CI: 2.5-5.9)) to the third most common risk in the final evaluation (39.5% (CI: 34.5-44.2)).** In contrast, only 6.5% (CI: 4.3-9.0) of participants could indicate no online risks in the final evaluation. That is a fall of almost 20 percentage points compared to the baseline survey (26.1% (CI: 22.2-29.5)).

Figure 1. Children’s knowledge of 10 common online risks (%)



Source: End-line evaluation, 2021

To further investigate children’s knowledge about online safety, we examined their assessment and response to some specific situations. The results continue to show an improvement in children’s knowledge after participating in the training classes. The proportion of children able to distinguish between right and wrong online increased in almost all cases. The one exception was meeting an online friend in person. In particular, the proportion of children correctly answering whether ‘links sent and shared by relatives or close friends are always safe and reliable’ increased from 44.1% (CI: 40.0-48.2) in the baseline to 64.8% (CI: 60.1-69.5) in the final evaluation.

The majority of children know how to respond if a stranger or someone they know asks them to send sensitive photos. More than two-thirds (70.8% (CI: 66.3-75.3)) of children would block a stranger, 36.8% (CI: 32.1-41.5) would report them, and 43.3% (CI: 38.4-48.2) would unfriend them. Similarly, 63% (CI: 58.3-67.7) of children would block someone they knew, 39.8% (CI: 35.0-44.6) would report them, and 44.5% (CI: 39.6-49.4) would unfriend them. The majority (62% (CI: 57.2-66.8)) of children remembered that pictures/information posted on social networks are there forever.

Qualitative data also indicates the changes in children’s knowledge about online safety. Thanks to the project, children have a clear and complete understanding about this issue instead of a general or, even worse, a vague understanding.

“When I started to join online social networks, most of my knowledge on online safety had come from the reminders of my parents and teachers such as being careful with strangers or newspapers of unknown origin. However, when I received the training contents I realised that there were many more online safety issues beyond what I had learned. For example, parents and teachers only say that there are both bad and good friends in the online world but they rarely know that what exists on the internet stays there forever.”

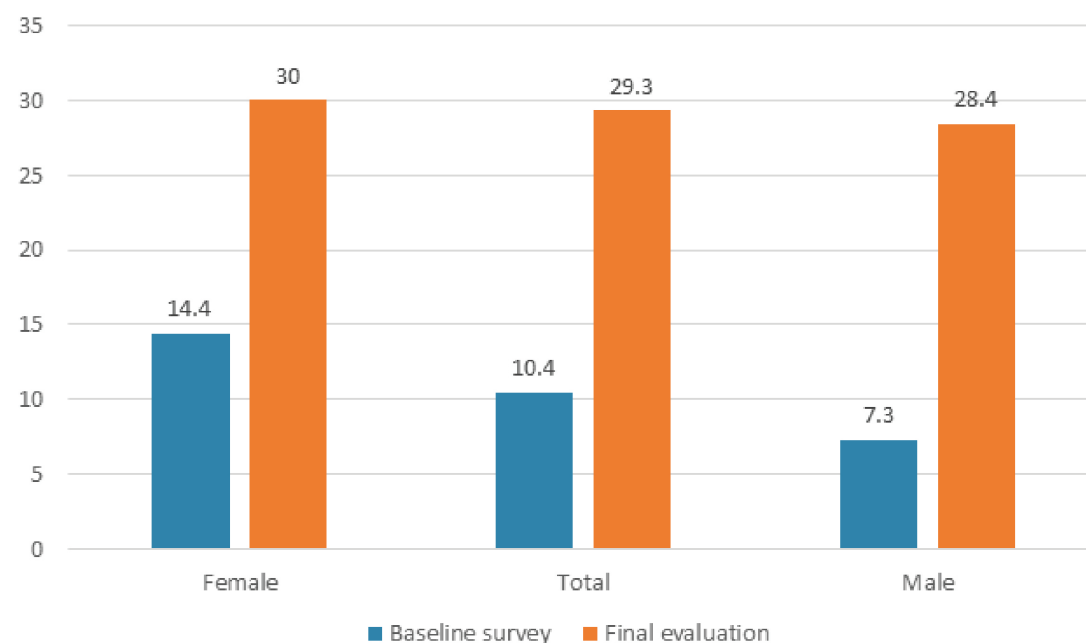
(FGD with students from Ton That Tung High School, Son Tra district)

“Our knowledge and thoughts about the internet have changed very much. We have learned a lot of new knowledge. I learned about the seven characters of the internet, how to make my online accounts more secure, and how to protect my private information.”

(FGD with students from Le Do Secondary School, Son Tra district)

In parallel with knowledge about online safety in general, **children’s knowledge about and skills to prevent OCSEA substantially increased during the last three years.** The proportion of children with basic knowledge about OCSEA risks in the final evaluation was 29.3% (CI: 25.0-33.8). Meanwhile, the baseline data was significantly lower, at 10.4% (CI: 7.9-13.1).¹²Moreover, the gap between girls and boys with basic knowledge about OCSEA risks has narrowed. In the baseline survey, the proportion of girls with this knowledge was double that of boys ($p < 0.05$). However, after three years of project implementation, the proportions of girls (28.4%) and boys (30.0%) knowing these risks was roughly equal.

Figure 2. Children with basic knowledge about OCSEA (%)

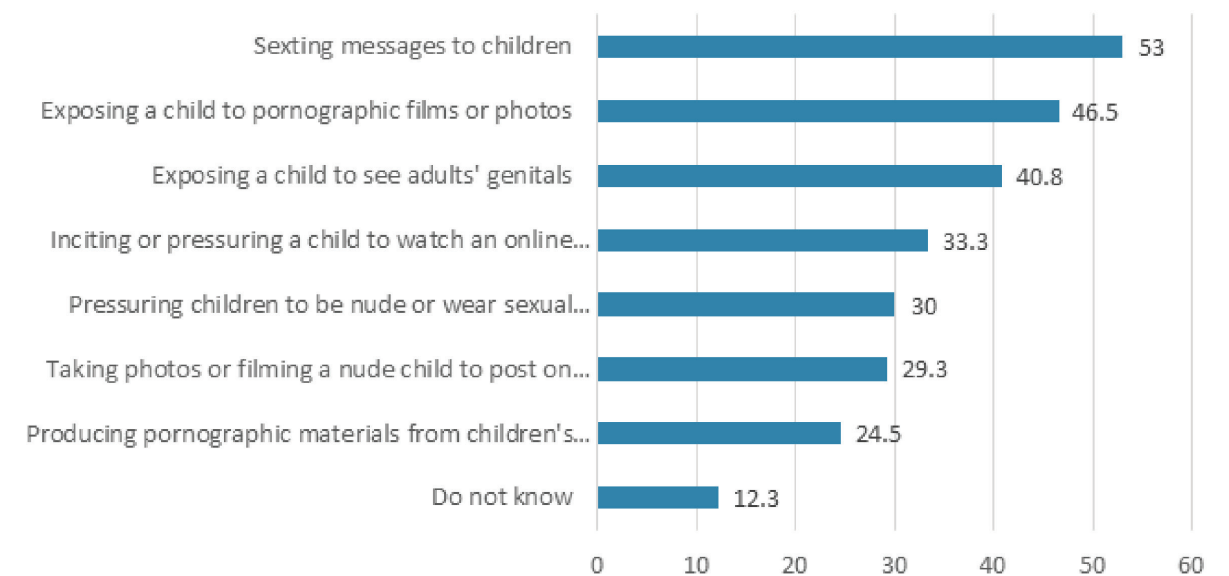


Source: Baseline survey, 2018; End-line evaluation, 2021

The proportion of children who did not know about the seven most common OCSEA risks plunged from 51% (CI: 47.1-55.3) in the baseline survey to 12.3% (CI: 9.3-15.5) in the final evaluation. In contrast, the proportion of children knowing the OCSEA risks significantly increased. The three most common OCSEA risks acknowledged by children are ‘sexting messages to children’ (53.0% (CI: 48.8-58.0)), ‘exposing a child to pornographic films or pictures’ (46.5% (CI: 41.3-51.3)), and ‘exposing a child to see adult genitals’ (40.8% (CI: 35.5-45.5)). Over half of children acknowledged that the risk of receiving sexual messages rose 23.6 percentage points in the final evaluation compared to the baseline survey. Likewise, the proportion of children knowing the risk of being exposed to seeing adult genitals was nearly three times higher in the final evaluation (46.5%) than the baseline survey (16.4%).

¹² In order to compare with the baseline, the children who can report at least two online risks of (1) sexting messages to children and (2) exposing a child to watch pornographic films or look at pictures will be considered as having basic knowledge about OCSEA risks.

Figure 3. Children’s knowledge about OCSEA risks (%)



Source: End-line evaluation, 2021

Compared with their knowledge about online safety, children have significantly lower knowledge about OCSEA risks because this is considered a sensitive issue in Vietnamese culture. Qualitative data shows that all children could be taught or reminded by their families or teachers about general online safety. However, almost no children had heard about OCSEA risks before participating in the project’s activities. Thanks to the project, they now have a clear and comprehensive understanding of this issue.

“When studying in secondary school, I was only taught about differences between males and females. About sexual exploitation, I just knew that children could be raped when they went out. If the TOCSE project had not been carried out, we would have known almost nothing about online sexual exploitation. Now, if you (i.e. the interviewer) go to my school and ask about online sexual exploitation, almost all students know about this issue and the child protection hotline.”

(FGD with students from Ton That Tung High School, Son Tra district)

In addition to knowledge and skills related to online safety, children also gained soft skills such as critical thinking or presentation skills. These skills helped them – especially the core group – to not only become more active participants in the project’s activities but also to become more confident in their personal and academic life. This can be seen as one of the unexpected positive outcomes that the project brought about for children.

“Before getting involved in the project’s activities, I was afraid of public speaking, even speaking in a group of 10 people. Now, I can do it well. I know how to prepare understandable training documents and how to do warm-up activities before starting a training. After graduation, I applied my knowledge and skills learned from participating in the TOCSE project working as a volunteer for UNDP.”

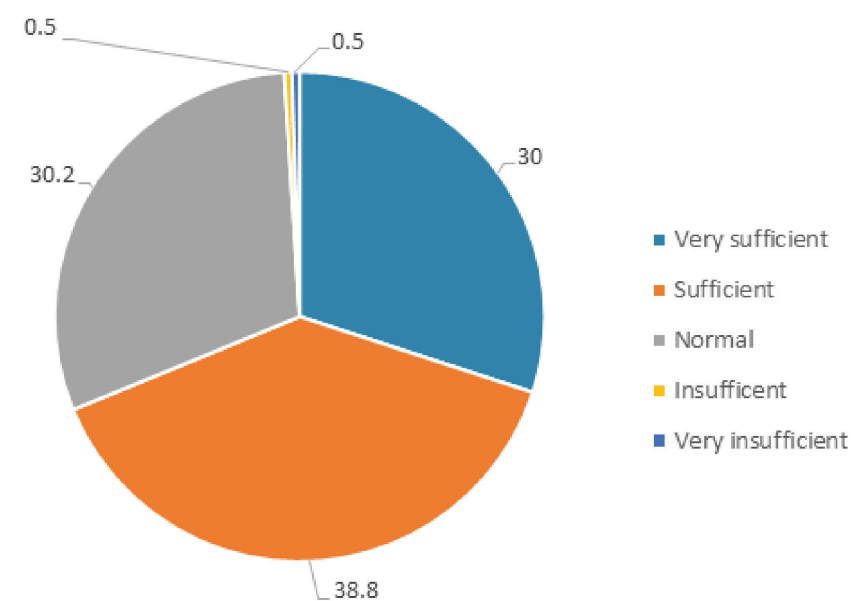
(FGD with students from Ton That Tung High School, Son Tra district)

“The biggest change in students is that they learnt a lot of skills such as public speaking skill so that they are more confident in raising their voice and sharing their ideas about sensitive issues, thanks to the project’s activities.”

(FGD with teachers from Le Hong Phong Secondary School, Hai Chau district)

Nearly all children report that the project has been effective in providing knowledge and skills for them to protect their online safety. Only 1% of children thought that the project did not provide enough information. In contrast, 68.8% (CI: 64.3-73.5) of children agreed that the project provides ‘sufficient’ and ‘very sufficient’ information.

Figure 4. Children’s assessment of the effectiveness of the project in providing knowledge and skills for children towards their online safety (%)



Source: End-line evaluation, 2021

Children’s changes in behaviours related to online safety and OCSEA risks

Online safety and OCSEA prevention in practice

Qualitative data shows the changes in children’s online behaviour during the last three years. In tandem with the improvement in the awareness of online safety, **students put this acquired knowledge into practice to protect themselves online.** Changing passwords to two-factor authentication, rejecting friend requests from strangers, filtering friend lists on social media, and sharing less private information on social networks are the most common reported examples of knowledge being put into practice.

“When encountering OCSEA risks, I used to ask my mum and she told me to block him. After taking part in the project’s activities, I learned some ways to solve those problems and I can do it by myself. I filtered my friend list in the Facebook account to delete strangers.”

(FGD with students from Le Hong Phong Secondary School, Hai Chau district)

“Thanks to the training, I know how to secure my private information, when I should accept or deny an ‘add friends’ request, and being aware of the OCSEA risks from the people you know and not sending any sensitive videos or pictures to them. I also changed my account settings. For example, my Facebook account’s password is set to two-factor authentication, my pictures and posts are accessible to only me or friends. I only accept a friend request after checking their information.”

(FGD with students from Tay Son Secondary School, Hai Chau district)

Children’s activeness in taking part in project activities

On top of the improvement in behaviours related to online safety, **children became active in taking part in the project activities.** Children were willing to participate in organising events for other children as well as facilitating and sharing information with their peers and adults. The core students were active and direct participants in some of the project’s activities such as providing peer training and communication for their classmates through children’s clubs at all schools and in other events.

“Although many topics in the guidebook are very dry as we approach them through the lens of adults, children are very smart. They combine two topics or choose suitable topics, so those sessions are like relaxing meetings between the students and me. The children chair the class by themselves. They make the plans, prepare presentations, send plans and slides to the teacher for approval, estimate time and gifts. Many teachers with good technology skills also edit slides for them. I think it has been quite effective.”

(FGD with teachers in Le Hong Phong Secondary School, Hai Chau district)

“The 9th-grade students are very confident. For example, in my class, I only need to guide the students on how to do it, and they are very confident and active in guiding and presenting for the class, sometimes, even better than me. Students can talk about human body structure in which boys naturally talk about female’s periods. I filmed that session and sent it to their parents who were also surprised. Parents were very happy to see that. They said that their children also guide them how to use the internet.”

(FGD with teachers in Le Do Secondary School, Son Tra district)

In addition, the core students became more confident sharing their opinions and recommendations on OCSEA in general and on the implementation of the project in particular. For example, the dialogue between 30 students from Le Hong Phong Secondary School and stakeholders such as the Da Nang SWC and representatives of the school and DOLISA ‘For a Safe and Healthy Online Environment for Children’ was organised on 4 April 2021. Students not only shared their opinions on the current situation and solutions for OCSEA but also discussed with school leaders and guests issues related to building a child-friendly school.¹³ Likewise, during the first ASEAN workshop on bullying in school and online in November 2020, five core children raised their voices to national and international government leaders on online violence. The children shared their recommendations, such as psychological support for children who caused bullying and developing an online application for children to report and get quick advice.¹⁴

¹³ Source: <https://ctxhdanang.vn/tin-tuc/tin-hoat-dong/321-doi-thoai-voi-hoc-sinh-ve-chu-de-avi-mot-moi-truong-mang-an-toan-va-lanh-manh-cho-tre-ema-tai-truong-thcs-le-hong-phong.html>

¹⁴ Source: TOCSE project Annual Report 3

Children were also involved in providing inputs and feedback during the project monitoring and evaluation meeting. ¹⁵ In 2020, they had the chance participate in the draft meeting of the 2020-2025 National Project on 'Protecting and Supporting Children to Interact Creatively and Healthily Online' developed by MOIC and MOLISA in cooperation with WVI-Vietnam. Their recommendations and inputs were selected and sent to policymakers.

The core students were empowered to take action and manage the decision-making process while teachers took a facilitation role in some activities at some schools. The core students identified their own issues and then developed and introduced their solutions/initiatives to improve the project's activities at schools. This surprised their teachers. When their initiatives were approved, the children made plans and implemented them. In 2019, the core students implemented 16 child-led communication initiatives. These included wall paintings, posters, drama performances, and lucky-money envelopes containing key messages on OCSEA which were sent to their peers, schools, and local government leadership.¹⁶



Image 3. The student-friendly reading room in Cam Le High School

“I let students suggest the project’s activities and I see that they are very creative. The student-friendly reading room in our school is an example. This is a great achievement of our school that hardly any other schools can do. This is an initiative of students which is completely proposed and designed by them. They bought all the stuff and decorated it by themselves with the funding from World Vision. The reading room includes many books from education to cyber safety, psychophysiology, etc. This is a beautiful reading space that students like. When they like it, they will come to read more frequently and I hope to foster a reading culture for students.”

(IDI with a core teacher from Cam Le High School, Cam Le district)

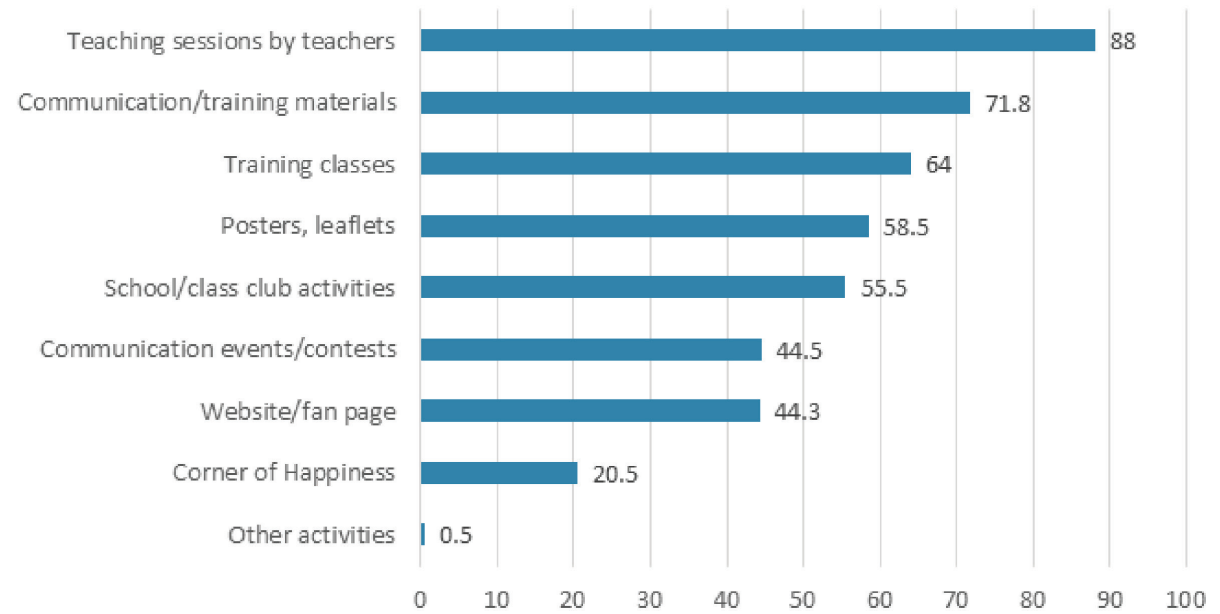
3.1.2. Children’s access to child-friendly resources and their effectiveness

Children’s access to child-friendly resources are moderately correlated with their knowledge about online safety and OCSEA. The more resources children accessed, the greater their knowledge of online safety (r=0.4, p <0.01) and OCSEA¹⁷ (r=0.4, p<0.01). In joining the project, children had opportunities to access a wide range of child-friendly resources. Nonetheless, the proportion of children participating and their assessments of the project activities varied among different activities. Among all the project’s activities, teacher-

led sessions and training classes were two of the three most common resources for children. In particular, the former had the highest proportion of students joining (88% (CI: 84.8-91.2)). This was significantly higher than high-quality resources such as communication/training materials, marketing materials (i.e. posters and leaflets), as well as the project’s website and fan page.

Communication/training materials were the second-highest resource accessed by children, with 71.8% (CI: 67.4-76.2) reading the training materials during the last three years. Meanwhile, posters and leaflets reached over half the surveyed children. In contrast, much fewer children accessed the project’s website/fan page and the Corner of Happiness. In fact, these resources account for the two least accessed activities in the project, with just one-fifth of children accessing the Corner of Happiness. However, the proportion of children accessing the project’s website/fan page was much higher, at around 44% (CI: 39.1-48.9). This can be attributed to how available and accessible these resources were to children. Training materials and leaflets were provided to each child and posters were put up in visible places in schools so that they could be easily seen or read. Meanwhile, the Corner of Happiness seems to have been less available and required children to be proactive in order to access it. The Corner of Happiness is located in the Da Nang SWC instead of at schools and it organises weekly meetings for a certain number of parents and children. In particular, it has not been able to maintain these regular meetings since March 2020 due to the COVID-19 pandemic. In practice, children accessed the Corner of Happiness only when they were in need. In terms of the website and fan page, their content and design might not have been attractive enough to children (FGD with teachers in Phan Boi Chau Secondary School, Son Tra).

Figure 5. Children’s participation in the project activities (%)



Source: End-line evaluation, 2021

The majority of child assessments of all the child-friendly resources were positive. Training classes (90.3% (CI: 86.7-93.9)) and teacher-led sessions (84.1% (CI: 80.3-87.9)) were not only two of the most accessed but also two of the most effective resources. Therefore, it seems that formal and traditional education/

¹⁵ Source: TOCSE project Annual Report 3
¹⁶ Source: TOCSE project Annual Report 1
¹⁷ Children’s knowledge about online safety was measured by the total number of online risks and harms which children can report. Similarly, children’s knowledge about OCSEA was measured by the total number of online sexual exploitation and abuse risks which children can report. The more risks and harms children can report, the more knowledge of online safety and OCSEA they have.

activities remain beneficial when educating children about OCSEA. School/class clubs were the second most effective resource, with 88.3% (CI: 84.1-92.5). This reflects the effectiveness of the child-empowerment approach in general and peer-to-peer training in particular in this project.

Table 4. Children’s assessment of the effectiveness of the project’s activities (%)

		Very ineffective	Ineffective	Normal	Effective	Very effective	N
1.	Communication training materials	1.8	2.1	16.0	46.0	34.1	287
2.	Teacher-led sessions	2.6	1.4	11.9	37.8	46.3	352
3.	Training class	1.1	1.6	7.0	43.8	46.5	256
4.	School/class clubs	1.9	1.4	8.6	46.4	41.9	222
5.	Communication events/contests	2.8	2.2	17.0	44.5	33.5	182
6.	Posters/leaflets	1.3	5.1	21.8	48.7	23.1	234
7.	Website/fan page	0.6	2.8	15.3	48.0	33.3	177
8.	Corner of Happiness	0.0	3.7	25.6	26.8	43.9	82

Source: End-line evaluation, 2021

Four-fifths (80.1% (CI: 75.5-84.7)) of children assessed that communication/training materials were ‘effective’ and ‘very effective’. Nevertheless, some students reported that,

“Some contents in the training material are quite boring such as Like, Share, and Comments. For example, we are 9th-grade students so we understand this topic by ourselves. So, during the presentation of this topic in my class, my classmates felt bored and lacked attention”

(IDI with students in Le Hong Phong Secondary School, Hai Chau).

Similarly, the figure for the website/fan page was 81.3% (CI: 75.6-87.0). The proportion of children who evaluated the Corner of Happiness and posters/leaflets as ‘effective’ and ‘very effective’ was lower, at 70.7% (CI: 70.0-80.4) and 71.8% (CI: 66.0-77.6). The qualitative data also showed that posters were less attractive and effective for students, although they were easy to access.

“Students caught a glimpse of posters and they did not care about posters’ contents and meanings.”

(FGD with students in Ho Nghinh Secondary School, Hai Chau)

3.1.3. Children’s access to support

Knowing where to seek support when facing online safety and OCSEA risks

Children’s knowledge about sources of support when exposed to online safety and OCSEA risks has changed during the last three years. In particular, children are now more likely to trust parents, teachers, and survivor services. Compared to the baseline survey, the proportion of children who would consider seeking support from parents or teachers if exposed to online safety and OCSEA risks significantly increased. In both the baseline survey and final evaluation, children first thought of their mother or father. However, the proportion thinking of parents rose substantially. Regarding online safety risks, 79.8% (CI: 75.8-83.7) of children would call for help from their parents. That represents an increase of 30 percentage points (49.9% (CI: 45.7-54.1)) from the baseline survey. The proportion of children who would ask their parents for help if faced with OCSEA risks in the final evaluation (82%) was four times higher than that in the baseline survey (19.7%). Similarly, the proportion who would consider asking teachers for help in the final evaluation was more than three times higher if faced with online safety risks and six times higher if faced with OCSEA risks compared to the baseline survey: 13.6% (CI: 10.7-16.4) for online safety and 7.4% (CI:5.2-9.6) for OCSEA risks. It seems that, in the project’s training and communication events, children appear to be more open to discussing OCSEA – a sensitive issue in Vietnamese culture – and they find it easier to talk about this issue with their parents and teachers. Besides, the involvement of parents and teachers in project activities, together with students, may lead to greater trust between children, their parents and teachers.

“In my opinion, this is a sensitive topic for both teachers and students. Thanks to the project, this topic becomes more open so that teachers and students find it easier to discuss. If this project had not been implemented, we would be afraid of talking about this topic.”

(FGD with teachers in Le Hong Phong Secondary School, Hai Chau)

Table 5. Sources of support that children may seek if facing online safety and OCSEA risks (%)

		Online safety risks		OCSEA risks	
		Baseline survey	Final evaluation	Baseline survey	Final evaluation
1.	Mother or father	49.9	79.8	19.7	82.0
2.	Other relatives in the family	19.2	40.8	9.9	48.0
3.	Teachers	13.6	47.5	7.4	45.0
4.	National Hotline for Child Protection 111	0.9	32.8	1.4	39.5
5.	Friends	21.4	27.8	8.5	21.3
6.	Da Nang Hotline 1022	-	19.3	-	20.0
7.	Ward’s police	9.2	12.5	5.0	17.3
8.	Social work organisation	1.1	10.8	0.7	11.3
9.	Hotline 113	3.1	8.5	1.8	11.0

		Online safety risks		OCSEA risks	
		Baseline survey	Final evaluation	Baseline survey	Final evaluation
10.	Ward's online child protection staff	-	5.8	-	6.5
11.	Advice on social media	3.1	3.5	0.2	3.5
12.	Local commune's officers/ Local Women's Union staff	0.9	1.8	0.0	3.5
13.	Find solutions by yourself	17.9	5.8	4.3	3.3
14.	Do not know	13.1	1.8	1.8	2.0
15.	Others	-	3.3	-	1.8

Source: Baseline report, 2018; End-line evaluation, 2021

Children's awareness of survivor services increased thanks to their participation in project activities. Quantitative data shows that 82% (CI: 81.5-88.5) of child participants now know about Hotline 111 and 58% (CI: 53.2-62.8) know about Hotline 1022.

"I just know about the social work center and online child protection hotlines after receiving the training. If encountering the OCSEA risks, I think counselors of the center or hotlines who have a lot of knowledge about this issue can provide better support for me rather than my parents or teachers".

(FGD with students from Ton That Tung High School, Son Tra district)

The proportion of children who trusted the help of survivor services saw a dramatic increase after project training. If faced with online safety risks, only 2% of children thought of the support from social work organisations or child protection hotlines in the baseline survey. However, in the final evaluation, this shot up to 52.1%. Indeed, it rose even higher (62.9%) if Hotline 1022 was included. Similarly, the proportion of children who would call for help from social services if faced with OCSEA risks was 2.1% in the baseline survey. This rocketed to 59.5% in the final evaluation, or 70.8% if Hotline 1022 was included.

Qualitative data also shows that children first thought about survivor services if they were faced with online safety risks – and especially OCSEA risks – because these services are seen as having professional knowledge and skills to solve such problems.

"If encountering OCSEA risks and looking for support before receiving the training, I would have thought about friends, then teachers because sharing with friends is the easiest and teachers are those I trust the most. Now, the first person I think about is the counselors of the social work centers or hotlines because they have professional knowledge and counseling skills."

(FGD with students from Ton That Tung High School, Son Tra district)

"I will talk to and call for help from my parents because they are closest to me and understand me the most if facing online safety risks. But if encounter OCSEA, I will call Hotline 111 for help because it is urgent. The Hotline 111 can support me the best while my parents, sometimes, do not know much about this problem."

(FGD with students from Le Do Secondary School, Son Tra district)

Access to sources of support when encountering online safety and OCSEA risks

In practice, teachers, parents, and survivor services became the most reliable resources for children to call for help when faced with online safety risks and OCSEA. During the last three years, 282 students faced online risks and harm, accounting for 70.7% (CI: 66.0-75.0)

of the sample. Of these, 55.3% (CI: 49.5-61.1) of children called for help from their parents and 29.1% (CI: 23.8-34.4) asked for support from their teachers. There is a close correlation between the age of the child and who they call for help. When faced with online safety risks, the proportion of children aged 12-15 asking for help from their parents (68.8%) was significantly higher than for those aged 16-18 (44.2%). It is a similar picture for OCSEA, with 56.6% of 12 to 15-year-old children asking for parental support compared with 42.6% of those aged 16-18. In contrast, older children are more likely to find a solution on their own: 40.3% did this when faced with OCSEA, compared to 28.9% of those aged 12-15. Turning to online safety, the proportion of older children finding a solution by themselves (47.4%) is almost double that of the younger age group (25%).

Regarding survivor services, **nearly half of children accessed services such as Hotlines 111 and 1022 or social work organisations (45.7%). That is just slightly lower than those asking for help from parents (55.3%), making it the second-highest source of support for children.**

There was no significant difference between the proportion of children accessing these services, with similar percentages of boys and girls as well as children in both age groups. Children asked for help from professional services more often than from their teachers and friends. Among these services, Hotline 111 and Hotline 1022 were accessed more often than social work organisations.

Table 6. Sources of support which children sought when facing online safety risks during the last 3 years (%) (N=282)

		Children aged 12-15	Children aged 16-18	Total
1.	Mother or father***	68.8	44.2	55.3
2.	Find solutions by yourself***	25.0	47.4	37.2
3.	Other relatives in the family	15.6	27.2	22.0
4.	Teachers	33.6	25.3	29.1
5.	National Hotline for Child Protection 111	24.2	20.8	22.3
6.	Da Nang Hotline 1022	19.5	12.3	15.6
7.	Friends	13.3	14.3	13.8
8.	Social work organisations	6.3	9.1	7.8
9.	Ward's police*	3.1	9.7	6.7
10.	Ward's online child protection staff	3.1	9.1	6.4
11.	Advice on social media*	1.6	7.8	5.0

		Children aged 12-15	Children aged 16-18	Total
12.	Hotline 113	5.5	3.9	4.7
13.	Others	5.5	3.9	4.6
14.	Do nothing	3.1	3.2	3.2
15.	Local commune's officers/Local Women's Union staff	1.6	0.6	1.1

Source: End-line evaluation, 2021

Statistically significant level: ***, $p < 0.001$ **, $p < 0.01$ *, $p < 0.05$

During the last three years, 205 children reported being exposed to OCSEA – a more sensitive topic compared to online safety – accounting for 51.2% (CI: 46.3-56.1) of the sample. Of these, children seem to believe more in survivor services. The proportion of children asking for help from survivor services when exposed to OCSEA (51.3%) was slightly higher than those experiencing online safety risks and harms (45.7%) and accounted for the most popular source of support. Once again, there was no difference in the proportion of children accessing survivor services between boys and girls or between different age groups. Among these services, children seemed to put greater trust in Hotline 111 and Hotline 1022. Around one-quarter (24.9% (CI: 20.0-30.8)) used Hotline 111 while 17.1% (CI: 11.9-22.3) accessed Hotline 1022. Meanwhile, almost half (47.8% (CI: 40.9-54.6)) of children called for help from their parents and around one-quarter (25.9% (CI: 19.9-31.8)) asked for help from their teachers when exposed to OCSEA.

Table 7. Sources of support which children sought when facing OCSEA risks during the last 3 years (%) (N=205)

		Children aged 12-15	Children aged 16-18	Total
1.	Mother or father	56.6	42.6	47.8
2.	Find solutions by yourself	28.9	40.3	36.1
3.	Other relatives in the family	23.7	27.1	25.9
4.	Teachers	30.3	23.3	25.9
5.	National Hotline for Child Protection 111	31.6	20.9	24.9
6.	Friends	15.8	20.9	19.0
7.	Da Nang Hotline 1022	21.1	14.7	17.1
8.	Do nothing	10.5	9.3	9.8
9.	Social work organisation*	3.9	12.4	9.3
10.	Ward's police	5.3	7.8	6.8

		Children aged 12-15	Children aged 16-18	Total
11.	Hotline 113	5.3	5.4	5.4
12.	Advice from social media	2.6	8.5	6.3
13.	Ward's online child protection staff	5.3	9.3	7.8
14.	Others	0	6.2	3.9
15.	Local commune's officers/Local Women's Union staff	2.6	0	1.0

Source: End-line evaluation, 2021

Statistically significant level: ***, $p < 0.001$ **, $p < 0.01$ *, $p < 0.05$

3.2 ACCOMPLISHMENTS AND EFFECTIVENESS AT THE SOCIETAL LEVEL

As the TOCSE project targeted different stakeholders at the societal level in interventions – such as parents, teachers, and social service providers – this section will analyse the knowledge and attitudes of these stakeholders toward online safety and their skills working with children. Comparative analysis has been used to identify changes at the societal level based on the baseline survey results and those of the end-line evaluation.

3.2.1. Knowledge and attitudes toward online safety and skills for working with children

Awareness of the risks to children online

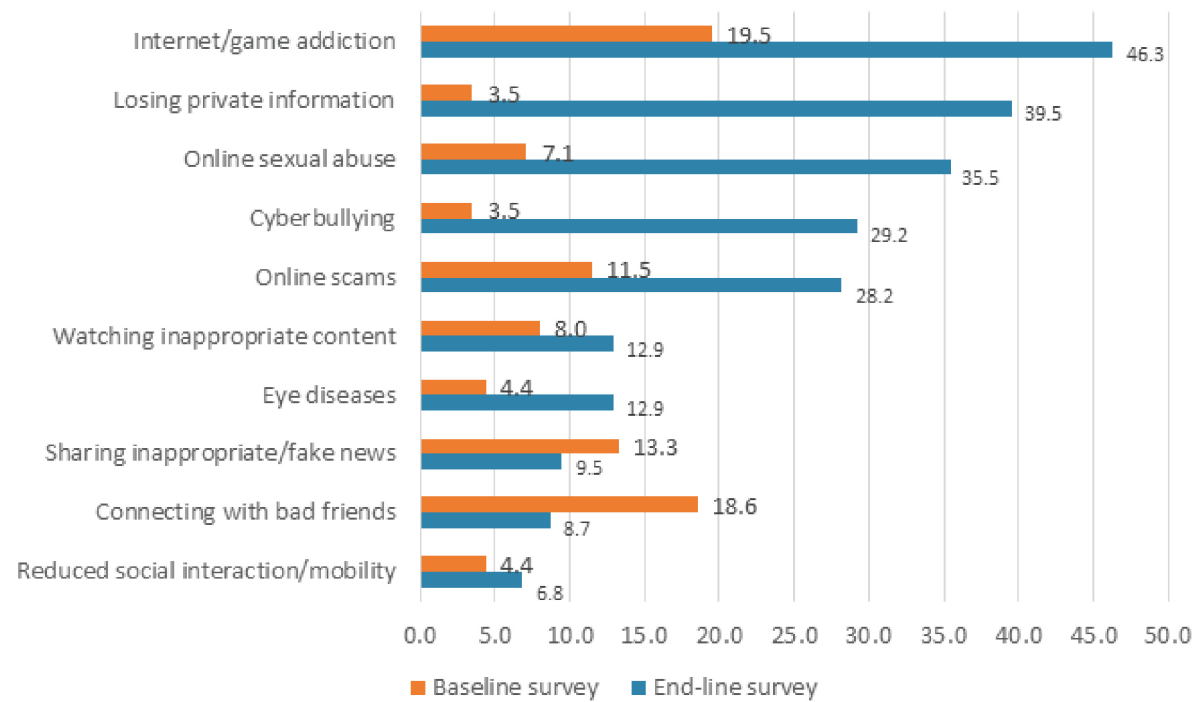
The results indicate a significant difference in the awareness of respondents about online risks compared to the baseline survey. In particular, almost all of the teachers believed that children may encounter 'high' (74.5% (CI: 69.7-78.5)) or 'very high' (16.8% (CI: 13.2-20.6)) levels of risk on the internet in the final evaluation. The corresponding figures for parents were 64.3% for 'high' (CI: 59.5-68.5) and 10.5% for 'very high' (CI: 7.5-13.2). This is significantly above the baseline survey, where 51.8% (CI: 41.1-63.3) of teachers and 54.2% of parents believed children were at 'high' risk and 13.2% (CI: 7.0-20.2) of teachers believed they were at 'very high' risk.

When asked what risks children could face online, teachers considered 'losing private information' (68.9%) and 'online sexual abuse' (68.2%) to be the two biggest dangers. The third and fourth most common responses were 'internet/gaming addiction' (67.9%) and 'cyber scams' (67.4%). Meanwhile, parents put 'internet/gaming addiction' (82.3%) first, followed by 'eye diseases' (61.5%), 'cyber scams' (57.3%), 'losing private information' (53.0%), and 'connecting with "bad" friends' (50.5%).

There are certain differences between secondary and high school teachers as well as parents of students of different school ages in terms of their awareness of the risks to children online. For example, 83.1% of high-school teachers believe that 'losing private information' is one of the online risks that students could face online. However, that figure is just 62.6% among secondary-school teachers ($p < 0.001$). Differences can also be observed regarding 'connecting with "bad" friends' ($p < 0.001$) (see Annex Table 2). Meanwhile, differences between parents of secondary and high-school students are apparent in 'eye diseases' (69.5% vs. 53.5%; $p < 0.001$), 'watching inappropriate content' (40.5% vs. 24.0%; $p < 0.001$), and 'reduced social interaction/mobility' (29.5% vs. 17.0%; $p < 0.01$) (see Annex Table 3).

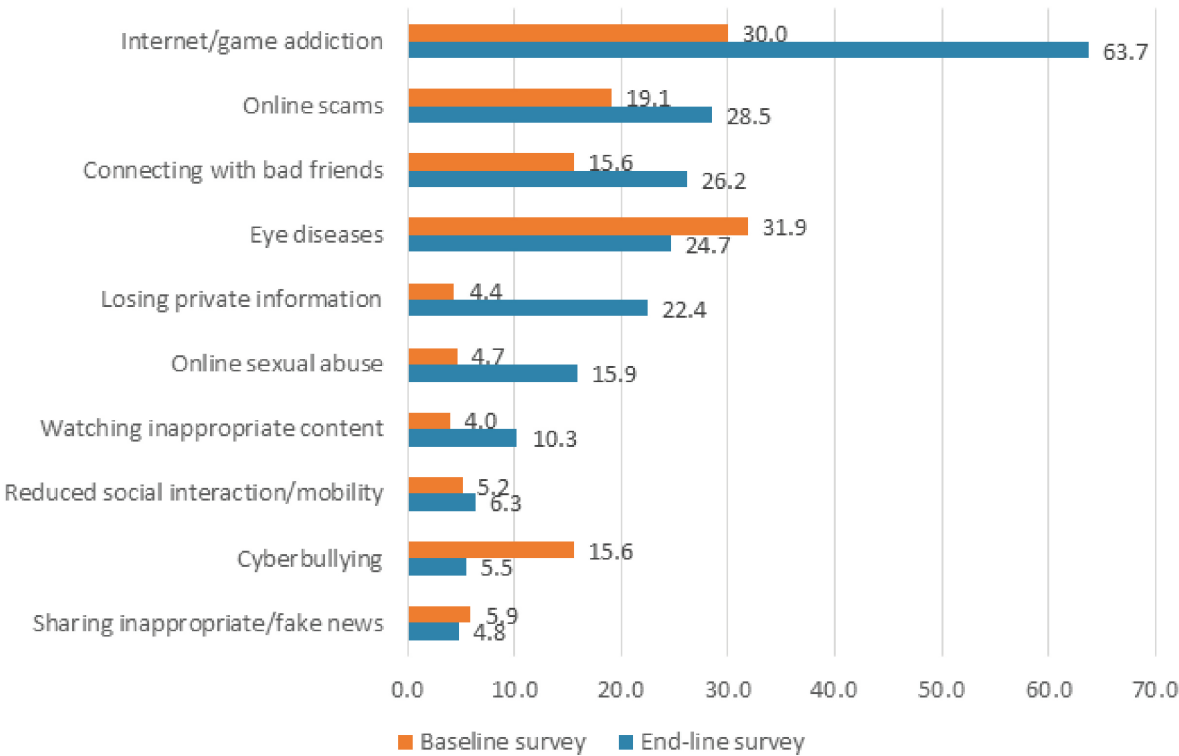
The findings on the biggest concerns of teachers and parents about the risks to children online are consistent with the baseline survey. There, the most common online risk was 'internet/gaming addiction', reported by 63.7% (CI: 59.5-69.0) of parents and 46.3% (CI: 41.3-51.2) of teachers. For teachers, the second most common online risk for children was 'losing private information' (46.3%). However, for parents, it was 'online scams' (28.5%). Teachers considered 'online sexual abuse' to be one of the three major risks for children online (35.5%). Meanwhile, for parents, the third biggest risk was 'connecting with "bad" friends' (26.2%) (see Figure 6 and Figure 7).

Figure 6. Top concerns of children's online risks by teachers (%)



Source: End-line evaluation, 2021

Figure 7. Top concerns of children's online risks by parents (%)

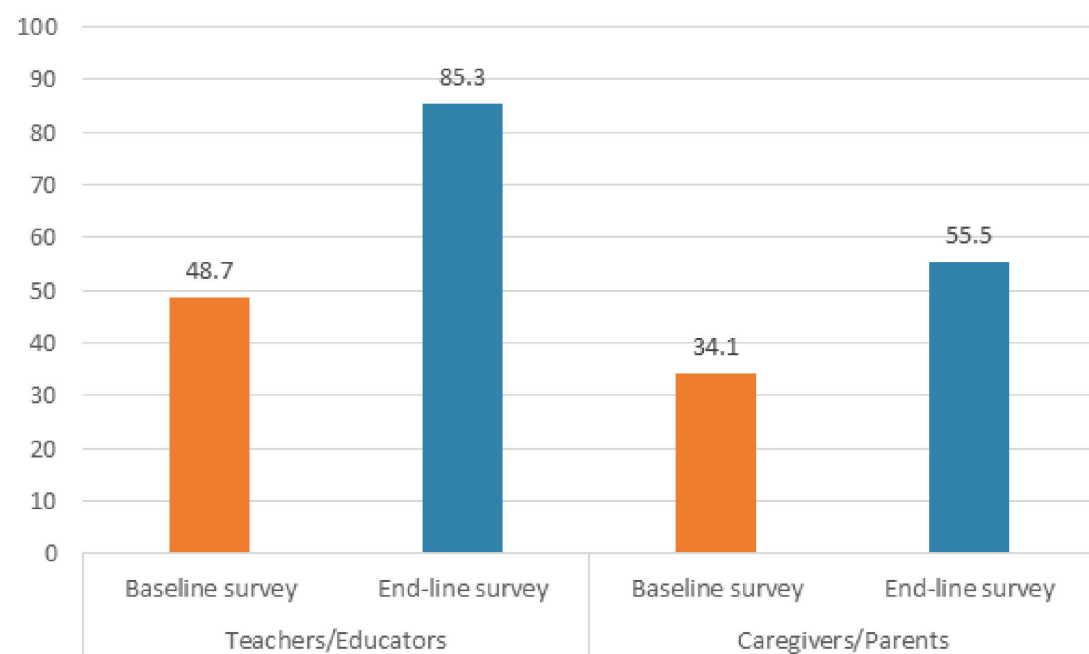


Source: End-line evaluation, 2021

The results show that the majority of teachers (85.3%) have a basic knowledge of online risks (can name at least two risks and harms). However, there is a slight variation in their knowledge by district ($p < 0.05$). In detail, the proportion of teachers with basic knowledge is highest in Cam Le (90.6%), followed by Hai Chau (85.7%), and Son Tra (79.2%). In contrast, more parents in Cam Le (68.6%) have basic knowledge of children's online risks than in Son Tra (55.1%) and Hai Chau (49.2%). However, this difference is not statistically significant.

There is a large gap between the two surveys in terms of the basic knowledge of parents and teachers about children's online risks. As can be seen in Figure 8, about 49% (CI: 39.5-57.9) of teachers had a basic knowledge at the time of the baseline survey, rising to 85.3% (CI: 81.6-88.8) in the end-line evaluation. This change is less pronounced for parents. Around one-third (34.1% (CI: 30.2-38.0)) had a basic knowledge in the baseline survey, rising to 55.5% (CI: 46.8 – 63.0) in the end-line evaluation.

Figure 8. Proportion of teachers and parents with basic knowledge of children's online risks (%)



Source: Baseline survey, 2018; End-line evaluation, 2021

Consistent with the results of the baseline survey, there is little difference between female and male teachers and parents in terms of their basic knowledge of the risks to children online in the end-line evaluation.

For social service providers, including operators of the National Hotline for Child Protection III, and Da Nang City Hotline 1022, results from the qualitative analysis confirm an improvement in their knowledge and skills in working with children. As stated in the FGD with National Hotline III and Hotline 1022 operators, these changes include:

“Changes in views and knowledge on the issue of child sexual abuse in the online environment, and having skills in working with children. Employees are equipped with more systematic knowledge and documentation.”

(FGD with National Hotline III and Da Nang City Hotline 1022 operators)

Before participating in the project, operators at Hotline 1022 worked as officers receiving comments and opinions from citizens. However, after the project, they gained more experience working with and a better understanding of children alongside improved counseling skills. However, their skills working with children remain basic. So much so that, if there are calls about a complicated case, operators have to transfer it to the National Hotline for Child Protection III which is believed to have better and more specialised knowledge and skills.

Local child protection officers and collaborators participated in training and other activities in the project, through which they gained knowledge and improved their skills in working with children. One of the child protection officers remarked:

“I, myself, changed a lot when participating in the project’s training activities. I have gained a lot of knowledge and skills, and since then they have served me much better for my work. Before, I still didn’t know how to do, how to advise children when I met someone having online problems, now I know how to support them.”

(FGD with local child protection officers and collaborators)

It can be said, therefore, that **the changes in knowledge and skills of service providers in Da Nang have contributed to filling the perceived gap in staff capacity.** According to the situation analysis report of children and adolescents in Da Nang, a key gap is a lack of qualified and trained social work/child protection officers at all levels. These workers are needed on the frontline to identify vulnerable and at-risk children and to provide the necessary support to prevent them from becoming victims of violence and abuse. These workers can play a crucial role in reversing the norms that consider domestic violence and violence against children as a legitimate means of discipline. Likewise, professional and trained staff at commune and district levels can help children and female victims access much-needed services and legal remedies (Da Nang People’s Committee, UNICEF, 2020).

Knowledge about online CSEA risks

Table 8 shows the knowledge of teachers and parents about online child sexual abuse risks. Among teachers, 62.1% (CI: 56.5-67.0) believe that children may be ‘exposed to pornographic films or pictures’. Meanwhile, 60.0% (CI: 55.1-64.7) consider a child being ‘forced to see adult genitals’ online as a potential online risk. The third most common risk that children may face online, according to teachers, is ‘sex texting’ (56.3% (CI: 51.3-60.8)), followed by ‘being persuaded to watch sexual things/performance online’ (48.4% (CI: 42.9-53.7)). Teachers remarked that these online risks are quite common among students in their school (33.7% (CI: 28.9-38.7)).

For parents, 65% (CI: 60.5-70.0) consider ‘sex texting with children’ as a risk to children online. This is the highest potential risk, according to parents in the end-line evaluation. The second is ‘exposing a child to pornographic films or pictures’, with 53.3% (CI: 47.8-58.3) of parents reporting this risk. This is followed by ‘forcing a child to see adult genitals’ (48.3% (CI: 43.3-53.5)), and ‘persuading a child to watch someone do sexual things/performance online’ (41.0% (CI: 36.5-45.5)). Compared to the baseline survey, these proportions are much higher. This reflects a significant improvement in the knowledge of both teachers and parents on OCSEA.

Table 8. Teachers’ and parents’ knowledge of OCSEA risks (%)

		Teachers		Parents	
		Baseline survey (N=114)	End-line evaluation (N=380)	Baseline survey (N=554)	End-line evaluation (N=400)
1.	Sex texting with children	53.5	56.3	20.8	65.0
2.	Exposing a child to pornographic films or pictures	47.4	62.1	19.3	53.3

		Teachers		Parents	
		Baseline survey (N=114)	End-line evaluation (N=380)	Baseline survey (N=554)	End-line evaluation (N=400)
3.	Forcing a child to see adult genitals	18.4	60.0	6.7	48.3
4.	Persuading a child to watch someone do online sexual things/ performance	28.9	48.4	14.8	41.0
5.	Taking photos or filming a naked child to upload online	28.9	38.9	12.8	28.7
6.	Forcing children to be nude or to do sexual things online	6.1	38.9	4.0	27.3
7.	Producing pornographic materials from naked pictures of children	7.9	28.2	7.8	25.8
8.	Do not know	11.4	0	52.3	4.0
9.	Others	15.8	9.5	5.8	1.8
10.	Ward's online child protection staff	-	5.8	-	6.5
11.	Advice on social media	3.1	3.5	0.2	3.5
12.	Local commune's officers/Local Women's Union staff	0.9	1.8	0.0	3.5
13.	Find solutions by yourself	17.9	5.8	4.3	3.3
14.	Do not know	13.1	1.8	1.8	2.0
15.	Others	-	3.3	-	1.8

Source: Baseline survey, 2018; End-line evaluation, 2021

Two new variables have been created to measure the basic knowledge of target groups on OCSEA risks. Comparing them to the results of the baseline data allows us to see how TOCSE's activities have influenced the knowledge and awareness of the project beneficiaries. People will be considered to have a basic knowledge of OCSEA if they mention two risks when answering the survey questionnaire. These include (1) 'sex texting with children', and (2) 'exposing a child to pornographic films or pictures'. This measure has been adapted from the baseline survey, which will allow proportions to be compared between the two.

Results from the end-line evaluation show that 37.1% (CI: 32.1-41.6) of teachers mention both of these risks, as do 35.8% (CI: 31.0-40.8) of parents. It is worth noting here that these rates only include people who chose both of the above risks, regardless of whether or not they chose the others. **These proportions indicate a significant difference between the baseline survey and end-line evaluation results. In particular, just 8.6% of parents (CI: 6.3-10.9) and 32.5% of teachers (CI: 23.9-41.1) had a basic knowledge of OCSEA in the baseline survey. However, this rises to 35.8% (CI: 31.8-40.5) of parents and 37.1% (CI: 31.7-41.8) of teachers in the end-line evaluation.**

Awareness of the causes of online child sexual exploitation and abuse

According to the baseline survey, up to 64%¹⁸ of teachers did not know why students may be at risk of online sexual abuse. But fast-forward to the end-line evaluation, and this rate is very low. Indeed, there is only one case where the teacher/educator does not know of any reason. For parents, this rate in both surveys is very small, accounting for just 3-4% of total respondents.

In the baseline survey, among those who could give reasons why children may be sexually abused online, the majority of teachers said it was due to the 'lack of social workers and child protection officers in the area' (64%). Teachers also pinpointed children's 'lack of knowledge and skills to protect themselves online' (43.9%). However, in the end-line evaluation, 86.6% of teachers highlighted 'children's lack of knowledge and skills' (CI: 83.3-90.0), with 36.1% mentioning that 'parents and adults do not know how to guide children to use the internet safely' (CI: 32.0-41.1). About 10% (CI: 7.6-13.5) of teachers said that children do not know where to get support when they need it, which is also a reason why children may be sexually abused online.

Like teachers, the proportion of parents in the baseline survey who thought that children may be sexually abused online due to a 'lack of skills and knowledge to protect themselves' was 7.9% (CI: 5.7-10.1).¹⁹ Then, in the end-line evaluation, this rate saw a significant jump to 86% (CI: 82.5-89.3). The fact that parents have now been trained and know that they need skills and knowledge about the internet to be safe online could account for this change. Meanwhile, 42.8% (CI: 37.8-47.5) of parents also think that 'adults and parents do not know how to guide their children to safely use the internet', and around 19% (CI: 15.0-23.0) think that children 'do not know where to get help when needed' are also possible causes of risk to children online.

In general, compared with the results of the baseline survey, both teachers and parents in the end-line evaluation have a better understanding of the causes that can lead to online child sexual abuse. Along with the knowledge and skills that they have gained by participating in TOCSE's activities, they can now support or guide children on the safe and effective use of the internet.

Table 9. Perceived causes of OCSEA (%)

		Teachers		Parents	
		Baseline	End-line	Baseline	End-line
1.	Because children lack knowledge and skills to protect themselves online	43.9	86.6	7.9	86.0
2.	Because parents and adults don't know to guide children on online safety	19.3	36.1	4.5	42.8
3.	Because children don't know who they can ask for help when necessary	0.0	10.5	15.4	18.8

¹⁸ Baseline report. Figure 13, page 30.

¹⁹ Baseline report. Figure 13, page 30.

		Teachers		Parents	
		Baseline	End-line	Baseline	End-line
4.	Because schools have not communicated and taught children about their rights and online safety	3.5	2.9	0.9	13.8
5.	Because local governments have not communicated well about child rights and protecting children online	1.8	9.7	0.3	11.3
6.	Because of the lack of local social workers on child protection in the districts	64.0	6.3	3.7	6.3
7.	Do not know	64.0	0.3	3.0	4.0

Source: Baseline report, 2018; End-line evaluation, 2021

Parents' knowledge about signs of a child sexually abused online

One of the key points regarding the knowledge of parents about online safety is their understanding of the symptoms or signs that indicate a child is being sexually abused online. This knowledge has been incorporated into the training content of the TOCSE project for parents across districts in Da Nang.

Results show that most parents are aware of abnormal signs in children who may be encountering OCSEA. For example, most parents think that unusual receipt of inappropriate messages/pictures and a child's expression of insecurity, fear, or panic when using the internet is a clear symptom of an abused child. Furthermore, 80.5% of parents of secondary school students consider 'telling friends to join inappropriate chat groups/websites' is another signal of a child being sexually abused online. The corresponding figure is 77.5% among parents of high school children.

Table 10. Parents' perception of OCSEA signs (%)

Signs		Yes	No	DK
1.	Usually receiving inappropriate messages/pictures	85.8	11.5	2.8
2.	Telling friends to join inappropriate chat groups/websites	79.0	16.0	5.0
3.	Imitating adult sexual behaviours when using the internet	77.0	14.5	8.5
4.	Expressing insecurity, fear, or panic when using the internet	76.8	16.5	6.8

Signs		Yes	No	DK
5.	Someone (not a relative) comes to pick the child up or lures him/her along while using the internet	73.3	17.8	9.0
6.	The child is startled when others approach while using the internet, turning off the screen	69.5	23.5	7.0
7.	There are unusual bruises on their body, afraid to communicate	69.3	21.8	9.0
8.	Accessing inappropriate websites	67.0	25.3	7.8
9.	Using the internet for a long time	36.3	51.5	12.3

Source: End-line evaluation, 2021

3.2.2. Actions to address online violence against children

Parent and teacher reports of online abuse and OCSEA incidents

According to teachers, a relatively high proportion of children have encountered online risks, including OCSEA.

Table 11 describes the numbers and proportions of teachers and parents who reported types of online risks that their children faced within the last three years. The proportion of teachers who reported children encountering online risks is much higher than that of parents. The exception is 'internet/gaming addiction', with more parents (79.8%) than teachers (78.2%) reporting that children have experienced this.

The reason that teachers report a higher proportion of online risks to children could be due to the fact that teachers have access to more children in their school and, as a result, have more sources of information. Meanwhile, it is also possible that most of these incidents occur outside the family home, meaning that parents might be unaware of them. Limited parent-child communication could also cause low awareness and reporting among parents compared to teachers. Moreover, a single case detected in school could be reported multiple times by different teachers.

Parents reported 181 cases of children experiencing online risks. There was an almost even gender split, with 49.7% of incidents concerning girls and 50.3% concerning boys. These included cyber-sexual abuse, where 98 parents (54.1%) were informed about the incident by their child. Meanwhile, 19.9% discovered the incident after asking their child, 16% were informed by the child's siblings or friends, and 10.5% discovered it after accessing their child's account. A few parents reported that their children have experienced OCSEA. For example, in one case, a child was reported to have been forced to see adult genitals. There were also four cases of children being exposed to pornographic movies or pictures, three cases of forced nudity, and three cases of receiving sex texts.

Table 11. Children's experience of online risks over the last 3 years reported by teachers and parents

		Teachers		Parents	
		N	%	N	%
1.	Internet/game addiction	297	78.2	79	79.8
2.	Eye diseases	247	65.0	74	18.5
3.	Sharing fake news	171	45.0	34	8.5
4.	Sharing inappropriate information	154	40.5	32	8.0
5.	Connecting to bad friends	210	55.3	23	5.8
6.	Reduced social interaction/mobility	147	38.7	22	5.5
7.	Online scams	170	44.7	22	5.5
8.	Watching inappropriate content	177	46.6	20	5.0
9.	Losing private information	188	49.5	15	3.8
10.	Cyberbullying	156	41.1	10	2.5
11.	Online sexual abuse	81	21.3	2	0.5
12.	Others	3	0.8	1	0.3

Source: End-line evaluation, 2021

It should be noted that the numbers of cases reported by teachers, parents, and children were different as the data was collected from respondents who are not from the same household.

Sources of support children may seek if encountering online risks

From the perspective of caregivers, when faced with online risks, children can first seek support from their families (96.0%; 95% (CI: 93.7-98.0)), because these are the people who are closest to the children and who understand and protect them. Second, the school also has a crucial role in helping children. Therefore, parents believe that children can turn to teachers for help when needed (70.3%; 95% (CI: 65.7-74.6)). Other relatives from outside the child's household can also be an important source of support when faced with online risks (48.4%; 95% (CI: 43.1-53.4)).

This is consistent with the baseline survey, albeit with much higher proportions in the end-line evaluation. As reported by teachers in the baseline survey, the three most common sources of support for children were parents, teachers, and friends. However, in the end-line evaluation, the most common sources are parents (91.8%; 95% (CI: 89.1-94.5)), teachers (90.5%; 95% (CI: 87.6-93.4)), and social service providers (48.2%; 95% (CI: 42.9-53.4)) such as the National Hotline for Child Protection III. This means that, for any type of online risks children face, their families, teachers, other relatives, and social service providers are the most common sources of support. It is noticeable that **the proportions of teachers and parents mentioning the National Hotline for Child Protection III saw a significant**

increase in the end-line evaluation. This rose to 38.8% for parents and 48.2% for teachers compared to the baseline survey, in which almost none of the respondents mentioned this channel of support when asked (0.9% for parents, N=555; 0.0% for teachers, N=114). ²⁰This change can be attributed to various communication, promotion, and training activities of the TOCSE project for parents and teachers.

Table 12. Sources of support children may seek when encountering online risks reported by teachers and parents (%)

		Teachers		Parents	
		Baseline survey (N=114)	End-line evaluation (N=380)	Baseline survey (N=555)	End-line evaluation (N=400)
1.	Father or mother	57.9	91.8	64.9	96.0
2.	Teachers	72.8	90.5	13.7	70.3
3.	Other relatives	17.5	47.6	26.3	48.4
4.	National Hotline for Child Protection III	0.0	48.2	0.9	38.8
5.	Ward's police	7.9	20.8	13.3	35.5
6.	Friends	40.4	15.0	9.7	18.1
7.	Da Nang Hotline 1022	-	29.7	-	18.1
8.	Local child protection staff	-	16.3	-	16.6
9.	Local commune's officer/Local Women's Union officer	3.5	5.0	2.0	11.6
10.	Counseling centers/social work centers	8.8	16.3	3.2	8.8
11.	Police hotline 113	0.9	7.4	2.7	7.6
12.	Find solutions by themselves	26.3	3.2	6.8	4.3
13.	Consulting from social networks	2.6	0.8	0.4	4.0
14.	Do not know	0.0	0	15.3	0.8
15.	Others	7.0	2.6	4.1	0.8

Source: Baseline survey, 2018; End-line evaluation, 2021

²⁰ See Figure 15 in the TOCSE baseline report, page 32.

Table 13. Sources of support children may seek when encountering OCSEA reported by teachers and parents (%)

		Teachers		Parents	
		Baseline survey (N=114)	End-line evaluation (N=380)	Baseline survey (N=555)	End-line evaluation (N=400)
1.	Father or mother	61.6	74.5	70.8	95.0
2.	Teachers	63.0	73.7	13.7	72.8
3.	Other relatives	19.2	30.8	23.6	53.5
4.	National Hotline for Child Protection 111	2.7	80.5	2.3	41.8
5.	Ward's police	27.4	27.9	19.8	38.0
6.	Da Nang Hotline 1022	-	1.6	-	21.0
7.	Local child protection staff	-	21.6	-	18.0
8.	Friends	19.2	13.2	10.1	15.8
9.	Local commune's officer/Local Women's Union officer	11.0	15.3	3.8	12.3
10.	Counseling centers/social work centers	16.4	19.5	7.6	9.0
11.	Police hotline 113	8.2	12.9	4.9	8.5
12.	Consulting from social networks	2.7	3.2	0.2	4.3
13.	Finding solutions by themselves	0.0	1.6	4.1	3.3
14.	Do not know	1.4	0	11.5	0.8
15.	Others	1.8	3.2	1.7	0.5

Source: Baseline survey, 2018; End-line evaluation, 2021

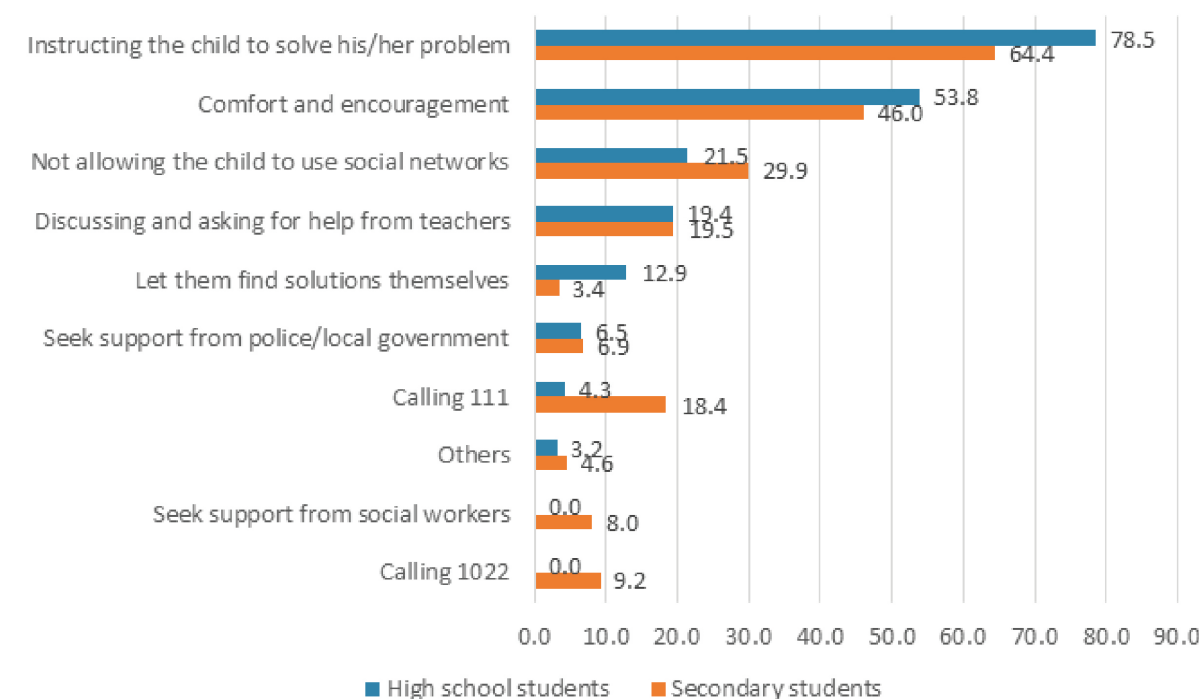
Parental and teacher support for children who experienced online risks

For teachers, the most common support given to students encountering online risks is to advise them to use the internet more safely (79.7%). The second most common action is to inform and coordinate with the families of the students to support them (56.3%). Calling the National Center for Child Protection 111 (47.1%) is also a common option among teachers. At the end of the project, almost all teachers (96.6% (CI: 94.7-98.4)) knew about Hotline 111. This is testament to the success of the project's communications, since just 21% (CI: 13.6-28.6) of teachers in the baseline survey knew about the hotline.

From the perspective of parents, the most common form of support is to guide their children in solving problems that they encountered (71.7%). The second most popular option, meanwhile, is to comfort and encourage children (50.0%); followed by coordinating, discussing, and calling for help from teachers (19.4%). In addition, some parents have chosen not to allow their children to use social networks anymore in order to limit their risks online (25.6%).

Nevertheless, parental support differs depending on the child's age or stage of education. For example, Figure 9 shows that parents 'let them find solutions by themselves' more often for children in high school than those in secondary school. The most popular type of support is 'instructing children to solve their problem' which is also used more often with high school than secondary school children. On the other hand, parents used 'calling 111', 'calling 1022', or 'not allowing the child to use social networks' more on secondary school children.

Figure 9. Parental support for children who encountered online risks over the last 3 years by children's level of education (%)



Source: End-line evaluation, 2021

The effectiveness of the TOCSE project is evident in that, after participating in the training, both teachers and parents have been equipped with more knowledge and skills to be able to directly and confidently work with, provide advice to, or support children if they face risks in general or online in particular.

“Thanks to participating in the project, we (teachers) can understand students’ thinking and orient students’ behaviours. We can share and guide students on how to select information on the internet.”

(FGD with teachers from Le Do Secondary School, Son Tra district)

“After the training, I also support, help and talk to my children about those online issues. Before that, I only knew a little bit, I couldn’t imagine how it could be, but after the training, I found that I understood more. I have more skills on prevention of online sexual abuse, I know what it is so that I have a direction to educate and guide my children.”

(IDI with a parent of a high-school student, Son Tra district)

In simple terms, the parental reporting mechanism involves seeking help from the police or local authorities, calling Hotlines 111 or 1022, and support from social workers. However, the proportion of parents who report incidents to these sources is insignificant. Indeed, there is no clear evidence that parents now use these support services more, even though their awareness of them has been enhanced. In particular, 7.7% (CI: 5.4-9.9) of parents in the baseline survey knew about the National Child Protection Hotline 111 (7.7% (CI: 5.4-9.9), rising to 67.1% (CI: 61.2-73.0) in the end-line evaluation for Hotlines 111 and 1022. The reluctance of parents to seek support from social workers or child protection staff or report incidents to local authorities could relate to the fact that parents do not want their children to suffer more from the incidents. One representative from the Da Nang SWC indicated that:

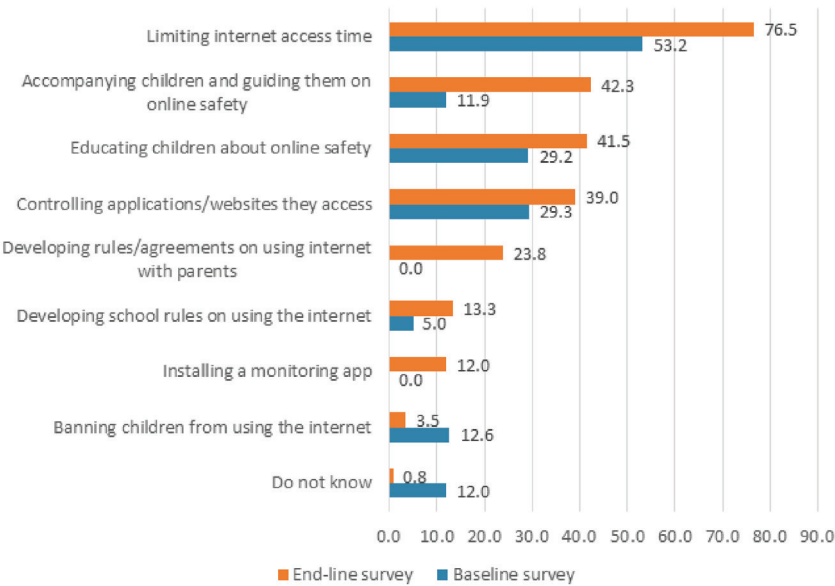
“some cases might have been reported to the police but the parents did not allow us to approach, then we could not know more about those cases”

(IDI with representatives of the Da Nang SWC).

How to ensure children’s safety on the internet

The most obvious difference between the two surveys in how parents ensure that their children are safe online is their management of internet use through online time limits and joining and guiding children on online safety. In the baseline survey, 53.2% (95% CI: 49.2-57.2) of parents limited their children’s time online. In the end-line evaluation, that rose to 76.5% (95% CI: 72.8-80.5). Meanwhile, only 11.9% (95% CI: 9.4-14.8) of parents accompanied and guided their children to use the internet safely in the baseline survey. That rose to 42.3% (95% CI: 37.5-47.2) in the end-line evaluation. The third most common method of ensuring children are safe on the internet is educating them about online safety. This was reported by 41.5% (95% CI: 36.5-46.2) of parents in the end-line evaluation compared to 29.2% (95% CI: 25.2-32.8) in the baseline survey. This demonstrates changes in the awareness of parents on how to ensure their children will be safe online (see Figure 10) as a result of the project’s activities to equip parents with knowledge about online safety and how to support children on the internet.

Figure 10. Parental measures to ensure children’s online safety by surveys (%)



Source: Baseline survey, 2018; End-line evaluation, 2021

Parents of secondary and high-school students use different methods to ensure that their children are safe online. For instance, parents of high-school students may be somewhat less involved and let children have more space to solve their own problems. This is borne out in the data, with 12.9% of parents of high-school students choosing 'let them find solutions themselves', compared to just 3.9% of parents of secondary-school students (see details in Annex Figure 2).

Effectiveness of project activities for teachers and parents in educating students/ children on online safety and online child sexual abuse in school and at home

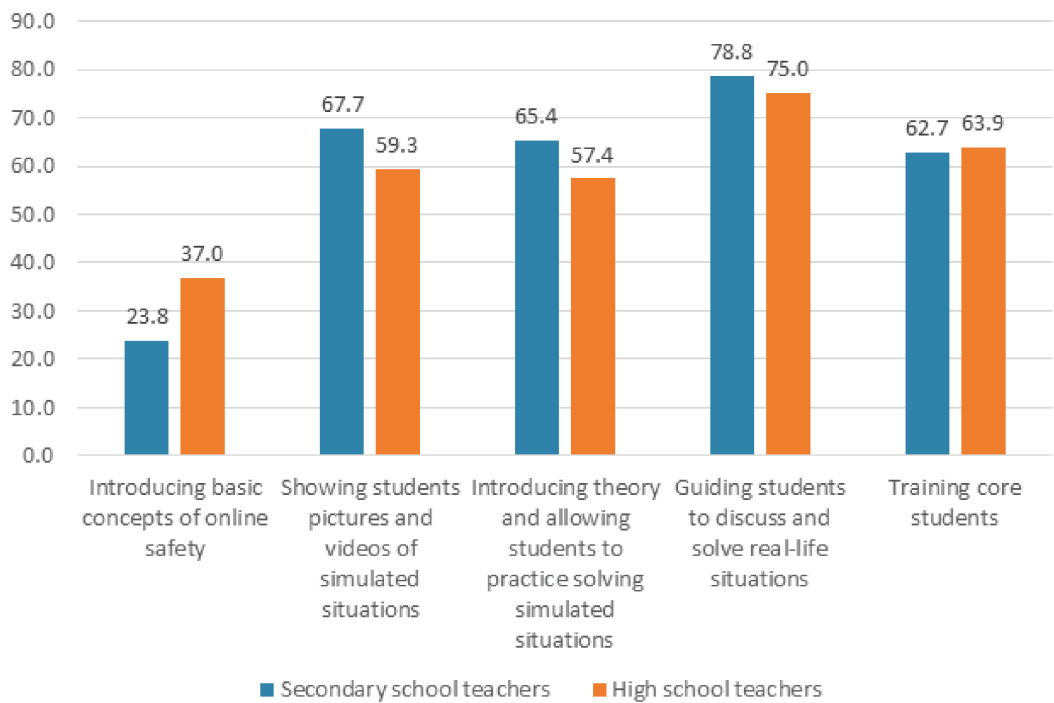
School environment

The overwhelming majority of teachers (96.6%) responded that online safety and prevention of OCSEA have been introduced to students through multiple activities at school. The content of online safety education in schools focuses largely on instructions and discussion with students about solving real-life situations through pictures and videos of simulated scenarios. These modes of education can help students to understand and grasp skills and knowledge better because they are intuitive and practical.

In addition, teachers also focus on training core students so that, in turn, these core students can instruct and impart knowledge and skills on online safety to their peers as one of the main project activities. Building a core team – including teachers and students in the school – contributes to ensuring the sustainability of the project’s effectiveness.

A few teachers (13/380) confirmed that their school does not currently have these activities. The main reason is a lack of direction or guidance from the Department and Ministry of Education and Training as well as insufficient time and capacity to implement them.

Figure 11. Modes of educating students on online safety and OCSEA risks (%)



Source: End-line evaluation, 2021

The results of the qualitative analysis show that online safety educational activities for school students have seen a significant improvement after teachers participated in TOCSE project activities.

“In the past, students did not use the internet much, the school’s knowledge and infrastructure were not good, so the school rarely organised educating students on online safety in school, but only integrated it into the classroom activities and in the flag-raising ceremony session on Monday morning. Then, thanks to the project, there are more communication events organised in different forms and activities. For example, in activities in the classroom, core students share knowledge and skills with their peers, teachers also share with their children more often how to use the internet safely. Materials on online safety are distributed to students. Online safety content is also introduced in science and technology lessons and extracurricular activities. Students have more fun while learning and teachers can understand more about their student’s behaviour on the internet so that they can guide them. As a result, there are very few situations where students use the internet unsafely.”

(FGD with teachers from Le Do Secondary School, Son Tra district)

“All teachers participate in school counseling. We and the project staff go to classes, disseminate information and knowledge to students, and train them in their classroom, during flag-raising ceremony time, integrate into lessons, introduce more information and activities of the project such as introducing the project’s Facebook for students to find out more information for themselves.”

(FGD with teachers from Tran Quy Cap Secondary School, Cam Le district)

The family environment

The majority of parents (85.5%) in this evaluation have taught their children how to use the internet safely, especially in the past three years. However, their methods of instruction varied. Most talked to their children about the basic concepts of online safety (62.4%) or listened to their children sharing their problems when using the internet (44.9%). Meanwhile, others described situations to discuss with their children and educated them about online safety (26.4%). However, there are some slight differences between parents of secondary-school and high-school students when it comes to educating children about online safety. For example, the proportion of parents of secondary-school students listening to their children sharing problems encountered online (51.9%) is higher than parents of high-school students (37%). Likewise, parents of children in secondary school more often provide situations to discuss and guide their children (35.9%) compared to those with children in high school (16%).

Participating in project activities (such as communication and training) also helped parents to better communicate with and support their children. At the same time, it also enhanced their ability to control their children’s use of the internet to ensure that their children are safe online. A mother described this situation as follows:

“I gradually guide my children to stay away from the risks of being abused, for example when strangers offer gifts or make acquaintances, they must be vigilant. From the content of the training, I direct my children to safe and useful things online. Young people are active and curious. I remind my children to do what’s good and not to do what’s harmful. I monitor my son’s social network activity and internet access by asking questions and checking the device. My children often go online to play games a lot. We also often share information about using the internet.”

(IDI with a parent of a high-school student, Cam Le district)

For various reasons, a small proportion of parents (15%) did not teach their children how to use the internet safely at home. Of these, 13 said that they did not have enough knowledge to guide their children. Meanwhile, 37 said that their children could learn on their own – most of these were parents of children attending high school. A similar number of parents said that their children have already learned about online safety at school.

3.2.3. Teacher, parent, and social service provider assessments of TOCSE activities

The end-line evaluation shows that the project’s activities are appreciated, effective, and bring many benefits to local communities. In schools, the project and communication activities are highly appreciated by teachers – especially the teacher-training activities – as well as by students and student clubs. There are, however, some notable differences between secondary and high-school teachers. For instance, more secondary-school teachers (69.8%) believe that putting up posters is ‘efficient’ or ‘very efficient’ compared to (57.6%) of high-school teachers.

Information from the qualitative research confirmed quantitative analysis results on teacher assessment of TOCSE activities. Specifically, skilled trainers have organised training for students in different forms, achieving successful child engagement. Likewise, regular children’s clubs are organised with the enthusiastic participation of students. Nevertheless, time is limited for these activities. They are usually organised in the last session of the last school day and their contents and methods are not diversified.

Table 14. Teachers’ assessment of the project activities (%)

		Don’t know	Inefficient or slightly efficient	Moderate	Efficient or very efficient
1.	Training for teachers	4.2	1.6	6.8	87.4
2.	Training for students	7.1	1.3	10.5	81.0
3.	Student clubs	11.8	0.5	11.8	75.8
4.	Communication activities by video	5.8	1.6	17.4	75.2
5.	Communication activities on school's forum/fan page	12.6	4.0	13.9	69.4
6.	Competition/events on online safety	15.5	1.6	13.7	69.2
7.	Posters/panels	3.9	12.1	17.9	66.0
8.	Upgrading hotlines	22.1	5.5	10.5	61.8
9.	Training for social workers/ child protection staff	26.3	3.2	12.1	58.4
10.	Others	61.3	0.3	6.8	31.6

Source: End-line evaluation, 2021

Most parents greatly appreciated the contribution of TOCSE to improving the knowledge, awareness, and skills of themselves and their children through training and communication events. Over two-thirds (72.2%) of trained parents believe that the types or forms of training were suitable for them. Meanwhile, 80.2% consider that the content of the training met their needs.

TOCSE has brought about several benefits for the community, as highlighted by local child protection officers and partners:

“It is clear to me that WVI-Vietnam has a long-term strategy, rich in activities, both propaganda and fun activities, for parents and children, and also has a lot of knowledge and information-communication methods to help trainees remember for longer and attract a lot of participants. The project’s activities also made me think about how to organise activities so that they are attractive. The WVI-Vietnam staff are very skilled and attentive.”

(FGD with local child protection officers and partners)

Evaluating the project's effectiveness, a representative of the Center for Social Work also said that the project has strongly supported the capacity-building of her staff; organised many activities for children; and contributed to raising awareness, skills, and other capabilities for children to ensure they are safer online.

“The knowledge is new. I and the staff have also improved our knowledge and skills in working with children, organising communication activities for children in general, and in the online environment in particular. The capacity of staff has improved a lot compared to before when there was no project.”

(IDI with a representative from the Da Nang SWC, DOLISA)

3.3 ACCOMPLISHMENTS AND EFFECTIVENESS AT AN INDUSTRY LEVEL

This section focuses on the changes in knowledge and behaviours of internet shop owners after the implementation of the project.

3.3.1. Knowledge of and attitudes toward online safety

Internet shop owners reported that, thanks to the project's training, their knowledge of online safety and OCSEA risks has increased. These shop owners knew about the general regulations on internet use before opening their shop. However, they had limited knowledge of OCSEA risks and child protection services. Through the project training, they were provided with interesting and useful information in their classes.

“Generally, the training contents are very useful although I have some knowledge on OCSEA risks before the training. I know more about this issue thanks to the training.”

(IDI with internet shop owner 1, Son Tra district)

“Thanks to the training, I know about the child protection hotline. Before that, I only thought about police when facing online safety risks.”

(IDI with internet shop owner 2, Son Tra district)

3.3.2. Actions to address online violence against children

After participating in the project's activities, internet shop owners have made changes in their activities to address online violence against children. **During the three years of the project's implementation, 55 internet shop owners in Son Tra district signed the Child Online Protection Protocol to protect child internet users. This outperforms the project target of industry partners agreeing to ICT standards to protect children from online violence (55/50).** This includes 22 internet shop owners who renewed their commitment first made in 2019. The protocol was verified by the Son Tra District People's Committee.²¹

“Performing the function of managing information technology businesses and internet shop owners, the Department has counseled the city to issue policies on management frameworks for internet shop owners such as opening times, prohibitions at shops or connecting and monitoring shop’s business. During the implementation of the project, the internet shop owners also signed a commitment to protect children in the online environment, which shows the change in their awareness.”

(IDI with a representative of Da Nang DOIC)

Internet shop owners recognised the importance of promoting communication about children's online safety. As a result, they implemented functional safeguards and reporting mechanisms. These included monitoring the internet use of their customers more often and putting up project posters in visible places at their shops to raise awareness of OCSEA risks. **After three years, 14 internet shops had implemented functional safeguards and reporting mechanisms. Once again, this outperformed the project target (14/10).**²²

“At first, my shop allowed customers of all ages, then, we do not allow those under 12 after receiving the project’s training. I monitor customers’ internet access via their accounts. Each customer has an account to access the internet. If they use the internet for the whole day, of course, the shop will get a lot of money but I will come to ask whether they are an adult or student to remind them. When adolescent customers top-up a lot of money for their accounts, I will ask them how they got that money and I will tell their parents if I know.”

(IDI with internet shop owner 2, Son Tra district)

“When children under 18 come to the shop, I used to observe their access but I did not pay as much attention to them as I do now. After receiving the training, I have more knowledge on OCSEA risks and am more aware of their access. I frequently observe their access to remind if needed... I received five posters and put them up. Posters are printed quite well and easy to read. My shop is small so customers can easily see the posters.”

(IDI with internet shop owner 1, Son Tra district)

“They gave me four posters on online safety and OCSEA. I put them up in visible locations so customers can see them at first glance.”

(IDI with internet shop owner 3, Son Tra district)

²¹ Source: TOCSE Annual Report 3

²² Source: TOCSE Annual Report 3

However, posters seem to attract the attention of customers only in the beginning.

“At first, they (i.e. customers) asked about the posters, then, they did not care. Maybe, posters should be regularly changed and have more eye-catching visuals to attract customers.”

(IDI with internet shop owner 2, Son Tra district)

3.4 ACCOMPLISHMENTS AND EFFECTIVENESS AT THE SYSTEMIC LEVEL

At the systemic level, the project aimed to ensure that both local and national Vietnamese governments have robust tools to administer their child protection laws and prosecute perpetrators while also retaining and restoring the rights of survivors. This included a review of the government's efforts to respond to OCSEA in order to identify gaps in tackling this issue and to advocate for a multi-stakeholder, government-led national plan on online child protection. Relevant departments will be engaged in the effective prevention and management of OCSEA incidents.

To achieve this outcome, the project has conducted strategic interventions such as building the capacity of local leaders and policymakers to tackle online child sexual offending and networking and advocating to fight against OCSEA.

After three years of implementation, the following results have been achieved at the systemic level:

3.4.1. The attitudes and technical skills of government officials to prevent OCSEA and support survivors have been greatly improved

TOCSE conducted training and workshops on online safety for government officials in Da Nang. Attendees included leaders of DOLISA and DOIC as well as officers from DOLISA, DOIC, and authorities from the three target districts and nine target wards.

Feedback from IDIs provided concrete evidence for positive change in officials from the city, district, and ward levels. This change was evident in several respects, thanks to capacity-building activities including study tours, online safety training, and a workshop on OCSEA. All interviewees confirmed that there had been a significant improvement in their awareness and working skills as well as those of other staff in their unit/organisation. ***This change in awareness is reflected in a better and more accurate understanding of OCSEA. However, even more importantly, it has changed the mindset of staff, especially those in positions of leadership in the protection of children online.*** Prevention, protection, and support activities for children online are understood as a common responsibility. In other words, it requires the coordination of individual units and entire communities. In terms of skills, consultation about and implementation of child protection activities are now carried out more effectively, built on a better understanding of the risk of online child abuse. ***Staff have identified specific goals, dedicated more reasonable work in the development of child protection plans, and performed better counseling activities for children and people in their communities.***

“The awareness of state management agencies on this issue has also improved positively. Before, it was just assumed that this work is the responsibility of one or two units. However, we understood it is the work of the whole community. Every year, the Department of Labour always advises the District People’s Committee on child protection activities. Specific targets include communication groups of information on fairly broad topics on child protection. Since participating in the TOCSE project, the determination of goals has been more specific, and the assignment of responsibilities to the units is more appropriate. As a result, it is easier to evaluate the results. The scientific nature of the project in implementing activities made the local staff pay more attention, and focus more on training activities. Local officials also know more about their roles and collaborators’ roles, they know what they have to do, thereby promoting work efficiency.”

(IDI with a district PMB leader, Cam Le district)

“Online safety had not caught enough attention from the leadership and direction of the local government, as well as the school, because it was thought that it is all good for children to use the internet and social media and they can learn a lot. In fact, when participating in the project, conducting surveys and communication activities, we saw the risks of being abused when children use the internet. Leaders’ thinking about child protection has also changed. Before, when I talked about abuse, I only thought of physical abuse. Having participated in the project, I found that emotional support for children is important, especially in the digital age when children must use the internet to study and communicate, so it is inevitable that risks will arise.”

(IDI with the Head of the Ward Child Protection Committee, Cam Le district)

“Speaking of changes, after participating in the project, before, I did not understand much about the internet, its harms and benefits, I only knew a little bit. When I joined the project, I was more aware, knew more about cyber safety knowledge, and have more information to advise children. In the past, sometimes when children had problems online, it was difficult for me to help, then I was able to support both parents and children, and give more advice and support.”

(FGD with ward child protection officers and partners)

3.4.2. Actions to prevent OCSEA and support survivors

Before the project, activities to prevent OCSEA and support survivors were located within the framework of child protection activities in general at child protection organisations and local governments at all levels. The Vietnamese government has established child protection systems from provincial to village level to protect children.

“At the ward level, according to regulations on coordination in child protection, there is a child protection committee consisting of representatives of local authorities, the Vietnam Fatherland Front, mass organisations, schools, and the police. Every year, the joint regulation is signed to carry out child-related works in all fields. The ward also has a hotline to receive information and support children, usually, it is the phone numbers of the police, Women’s Unions, and child protection officers.”

(IDI with the Head of the Ward Child Protection Committee, Cam Le district)

However, only after the project had been implemented did local government departments and organisations pay more attention to these activities. Four action plans were agreed upon and signed-off by authorities in the three target districts and Da Nang DOLISA in year one of the project. Following this, a wide range of activities to prevent and support children abused online were implemented in schools, communities, and society. These formed a network of information, detection, counseling, and support for children who have been abused online.

Expanding OCSEA prevention

At schools, under the facilitation of the project, the Da Nang Center for Social Work, together with two secondary schools in Hai Chau and Cam Le districts, set up the ‘Social Work Corner’. The mission of this ‘Social Work Corner’ was to quickly detect and provide support services for at-risk students and victims of OCSEA.

From early 2021, Tay Son and Tran Quy Cap Secondary Schools have been modeling this ‘Friendly Counseling Corner’ to help students access school counseling services on OCSEA and to create closeness and trust between students and counselors. At the counseling corner, students are consulted and supported. They can discuss and share information about adolescent psycho-physiology and reproductive health, the prevention of child abuse, safe internet use, and take quizzes to help discover their personality. Moreover, the ‘Friendly Counseling Corner’ is a bridge between teachers and students. It enables teachers to better understand their students and create solutions to better support their studies.



Image 4. ‘Friendly Counseling Corner’ at Tran Quy Cap Secondary School



Image 5. Opening ceremony of a ‘School Social Work Corner’

According to a Cam Le PMB representative, since its establishment, 20 students have come for counseling. The implementation of school counseling and support activities for students on online safety has made the support and protection network more comprehensive. However, allowing children to speak up and share their problems in school depends, to a large degree, on whether the school is a positive, enabling environment which encourages them to speak up about their problems. According to a representative from the Da Nang SWC, to date, one of the two schools has been quite successful and effective in this regard. Counselors should ensure that they are not sitting in the room waiting for children to come, but should instead go to the children. In fact, the teachers themselves also highlighted the challenge in the operation of the counseling corner at school,

“Only teachers look to students. Students are still hesitant to approach the teachers, and afraid to talk to the teachers”

(FGD with teachers from Nguyen Thi Dinh Secondary School)

Communication to parents with children aged 12-18 about using the internet with their children safely took place not only in areas supported by the project but also in other areas because the district leader realised the importance and effectiveness of these activities.

Specifically, Hai Chau district coordinated with the city SWC to organise community consultations on OCSEA prevention with 400 parents in all 13 wards in the district (IDI with Head of Hai Chau district PMB). Thanks to these communication activities, the capacity of parents and the general public in these communities to use the internet safely has been significantly enhanced, as evidenced in the above analysis of changes in the knowledge, attitudes, and actions of parents.



Image 6. Communication to parents with children aged 12-18 in Khue Trung ward

Along with communication activities in local communities, the ‘Corner of Happiness’ has been built and operated by the City SWC since 2019. This was designed to create a welcoming environment as well as to facilitate experience-sharing and capacity-building for parents on basic knowledge and skills such as parenting, positive discipline, emotion management, and being part of their children's internet use. There were about 20 activities every Saturday, creating a playground for parents and children (IDI with the leader of Da Nang Social Work Center).

Enhancing support for OCSEA victims including referral and reporting mechanisms

Before the project was implemented, Da Nang only had one social work service center at the provincial level with limited psychosocial support and child-friendly services. Coordination between departments, agencies, localities, and stakeholders – essential for the prevention, identification, and response to child

abuse cases – remained challenging (Da Nang People's Committee, UNICEF, 2020). Three years later, however, social services supporting OCSEA victims have been developed and strengthened. Besides the Da Nang SWC, there is also the National Hotline for Child Protection (111) in Da Nang as well as Hotline (0236) 1022 to receive information on supporting and protecting children.

The project has coordinated with the Da Nang DOIC to set up a hotline to support child protection in Da Nang through the Da Nang Service Center (1022). Since June 2020, Hotline 1022 has provided consultation and information on legal documents, regulations, policies, guidelines, and recommendations on child protection. At the same time, it has advised parents about applications that manage their children's internet access to prevent children and young people from accessing bad and harmful information. This has contributed to protecting children from the risk of online sexual exploitation and abuse. For victims, or those at high risk of violence, exploitation, or abandonment in need of urgent intervention, Hotline 1022 operators will refer them to the Da Nang SWC and the National Hotline for Child Protection (111) in Da Nang to provide coordination and support.

In addition to Hotline (0236) 1022, adults and children can receive information and listen to advice on issues related to children through the “Da Nang Feedback” portal at <https://gopy.danang.gov.vn> in the ‘Child Protection’ category. People can also use the Zalo fan page “Hotline 1022” with an interactive chatbot application providing information. The call center started operating on 29 June 2020 and takes calls from 7 a.m. to 9 p.m. seven days a week (including holidays).

Along with capacity-building for counseling staff, the communications of the National Hotline for Child Protection 111 and Hotline 1022 have provided communities with a broad understanding of the support network for children at risk of sexual abuse online. Data from the end-line evaluation shows that people are well aware of the Hotline numbers and so can call whenever the need arises. In detail, 80% of parents know the National Hotline for Child Protection 111 and 58% know Hotline 1022. This is much higher than the baseline survey, when only a few parents advised children to call National Hotline 111.

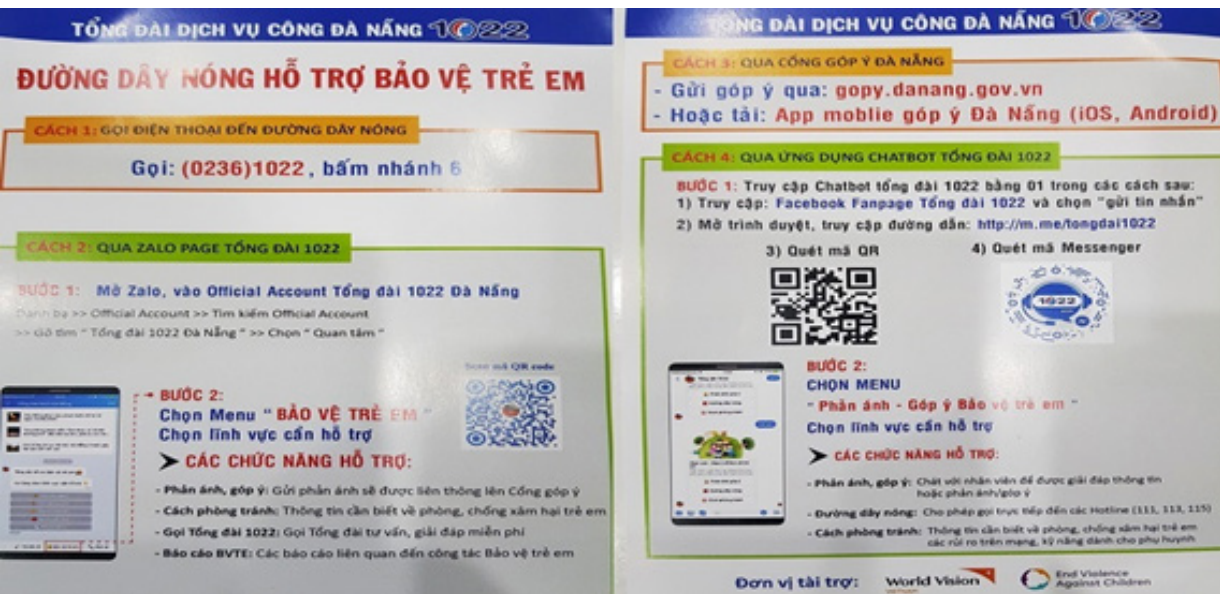


Image 7. Four channels to receive information on supporting and protecting children in Da Nang

“In the past, I just wished there was a department that could advise me and keep my personal information private. After participating in the project, I found out that there is a center, a hotline. In the future, when I have problems, I can ask the center or call the hotline for counseling”

(FGD with students at Le Hong Phong Secondary School, Hai Chau district)

According to data from the Da Nang Public Service-Information Center, from the start of the child protection hotline on 29 June 2020 to 6 June 2021, Hotline 1022 had received 47 calls related to child protection. Meanwhile, the Zalo Call Center 1022 had more than 18,000 visits, and Chatbot 1022 had more than 16,000 interactions and requests for information. For the voice channel, the calls were related to child abuse issues and policies on support for poor and orphaned children. According to Da Nang Online (<https://baodanang.vn>), on 9 May 2021, for Zalo and Chatbot channels, people were interested in issues including how to prevent child abuse, online risks, skills for parents, reports on child protection, what children need to know, policies for children, educational and career support for children, information and advice on cases of children with divorced parents, and living in families with people suffering from social evils. In short, there have not been many intensive calls to Hotline 1022 for consultation on online child abuse. However, this may be because people have only just learned this information after seeing communications or other activities from the project.

Regarding calls to the National Hotline 111 and the direct and indirect consultation of the Da Nang SWC, the Center's annual report indicates that the number of calls fluctuates from year to year. Even so, total calls in both 2019 and 2020 were well above the project target of 800 calls. Meanwhile, the number of direct and indirect consultations at the Da Nang SWC declined in 2020. According to an SWC representative, this may be a result of communication about the Hotlines: people called the Hotlines when needed instead of the Da Nang SWC (see Table 15). Regarding the contents of calls, most of those from children were about conflicts with friends, teachers, or parents; study pressures, exams or bullying at school; and concerns related to bodily changes during puberty. Among the 25 calls received about online violence, 18 (72%) were made by children themselves who requested counseling on online child sexual abuse and violence. Turning to the gender of child victims, in both 2019 and 2020, there were more female than male victims. In particular, girls accounted for 68.6% (24/35) of victims in 2019 and 92% (23/25) in 2020. All these calls were responded to with both psychological and legal support, including information about relevant regulations, laws, and civil procedures (TOCSE Annual Programmatic Report 3 Narrative). Meanwhile, parental calls mainly concerned the child's health; their psycho-physiological changes when having difficulties with language, behaviour, or emotions; and some other problems related to the protection of children online. Furthermore, many children and parents were interested to learn about children's rights, the Law on Children, Decree No. 56/2017/ND-CP, legal provisions related to children, etc.

Table 15. Number of calls to National Hotline 111 and Da Nang Social Work Center

Consulting channels		Number of calls/consulted individuals		
		2018	2019	2020
1	Number of calls from adults and children in Da Nang to South Central – Central Highlands region Hotline 111	Started from 11/2018	566	540
2	Social work service consulting hotline (18001046)	167	315	73
3	Direct consultation at the Da Nang Social Work Center	44	117	34

Source: The Da Nang Social Work Center’s annual report

Recently, there have been some cases of child abuse, including online. **On average, less than 10 cases of child abuse per year, of which about four concern online sexual abuse, have been identified through the project.** In 2020, the Center received information about three cases from Hotline 1022 and eight cases from National Hotline 111 for the South Central-Central Highlands region about children being abused in the city. After receiving this information, the Center sent staff to contact the ward People’s Committees to confirm the incident; provided technical support to local officials conducting risk assessments; made and implemented a plan to support children; and, at the same time, updated and shared information with Hotline 1022 and National Hotline 111 for the South Central-Central Highlands region to monitor the support and connection progress.

The coordination and support in child protection activities online between organisations and units have created a network capable of detecting, supporting, and intervening in time for child victims and prosecuting perpetrators of online child abuse. So far, the project has helped to build connections between local authorities, hotlines, social work centers, schools, and parents in preventing, protecting, and supporting children who have been victims of online sexual abuse.

“In communication activities, the school has connected with the Da Nang Social Work Center. Specifically, around March 2021, staff from the Center attended the dialogue between students and the school, in which students would raise issues that need to be discussed such as using the internet safely, cyberbullying, etc. At the same time, throughout the operation, if a student needs psychological support or is abused, the Center will send a specialist to help the school provide psychological counseling for the student. In addition, the school also connects with childcare and protection units in the ward.”

(FGD with teachers from Le Hong Phong Secondary School, Hai Chau district)

“Since the project has been implemented in the ward, the connection between the units has become more cohesive. For example, there has been an interest in propaganda on the prevention of sexual abuse of children, which requires the participation of the Youth Union, the sponsoring association, and the school to jointly implement it.”

(IDI with the Head of the Ward Child Protection Committee, Hai Chau district)

Clear evidence of the effective coordination between units (Hotline 111, local authorities, counselors, schools, and families) can be seen in the activities of supporting, intervening, and sharing about one case of children being bullied online below:

“In 2020, there was a case of a 9th-grade student being bullied online when using social networks in our ward. Because of the messages back and forth, the child was ostracised by classmates. The whole group of friends jointly did not play with that child. The child’s sister reported to National Hotline 111 that the bullied child showed signs of fear and depression. National Hotline 111 sent information to the local government to confirm. After receiving the information, the head of the ward’s child protection department sent officials down to approach and investigate. Fortunately, the ward received this case when the TOCSE project is ongoing and they invited a psychological doctor to treat him for three months before he could reintegrate normally. The government also worked with the school to both support the student who was bullied and worked with students who bullied him. Because they are not yet 18 years old, the practice to deal with bullies is to remind, deter, and educate them about friendship. It was not a criminal matter. The local community was also working with this child’s parents because education at home is also important. Partly because his parents were busy doing business, they didn’t pay much attention to the child. The parents were divorced, and the mother went to make their living from morning to evening. The family often does not have a meal together.”

(IDI with the Head of the Ward Child Protection Committee, Cam Le district)

3.4.3. Legal and policy changes preventing OCSEA and reporting and supporting survivors

Review of the legal framework, policies, regulations, SOPs of government agencies completed; gaps identified to prevent OCSEA

Together with MOLISA and MOIC, the project conducted two review reports of the legal framework, policies, regulations, and SOPs of government agencies as planned.

In 2019, the project and DOIC conducted a review of national and international policies for child protection online. This review identified key gaps and recommendations on online violence prevention and prosecution. The results of the review indicated inconsistencies and gaps in Vietnam’s laws on child protection online as well as its influences on the operations of enterprises in the ICT industry regarding their responsibilities and specific instructions. The report stated that, **“Vietnam has just begun the process of protecting children from cyber threats, especially risks of child sexual abuse”**. It went on to note that Vietnam lacks: (1) a consistent and adequate legal framework; (2) enforcement processes and criminalisation of all forms of child sexual abuse; (3) application software and databases that meet new challenges; (4) educational programs and awareness-raising initiatives, and; cooperation and social responsibility of ICT enterprises. **The results of this review have many practical policy implications for Vietnam in ensuring online safety and the protection of children on the internet. It also provides recommendations to bridge the gap in the area of Da Nang.** In 2020, together with MOLISA and MOIC, the project conducted a review of the legal framework and national policies relating to protecting children from online sexual abuse and exploitation. The review is expected to inform the joint efforts of MOLISA and MOIC to address online child protection issues in general and TOCSE in particular.

The completion of the two reports fulfilled the project's target of reviewing legal frameworks, policies, regulations, and SOPs of government agencies. In doing so, it contributed to identifying gaps in the legal framework and policies in preventing OCSEA.

Policies changed/adopted to prevent and protect children from online violence

At the national level, the 2020-2025 national program on 'Protecting and Supporting Children to Interact Creatively and Healthily in the Cyber World' (Program 830) has been developed by MOIC and MOLISA. WVI-Vietnam was among the key organisations to provide input to this strategic policy document, which was adopted in June 2021. For the first time, the Vietnamese government has adopted such a strategic program to address online child protection issues.

“Program 830 on protecting children in the online environment has been approved by the Prime Minister. This is a remarkable, important, crystallized result from the TOCSE project. The project, in addition to coordinating with officials in Da Nang, also coordinated with officials of the Central Government to propose that MOLISA issue the program. Before the program was issued, Da Nang also reviewed the current policy, from which there were recommendations on protecting children in the online environment. Such proposals have been noted and included in the Program. The contents of Program 830 are also the direction of Da Nang in the future”.

(IDI with a representative of the Da Nang DOIC)

TOCSE engaged extensively with MOLISA to share the project's impacts and plan joint activities at the national level. As a result of these engagements, the National Hotline 111 committed to improve its reporting form to include data on online violence and exploitation so that this data can be extracted from the national system for evidence. WVI-Vietnam and MOLISA agreed on the terminology and fields of information to be extracted relating to OCSEA. In December 2020, the upgrading of National Hotline 111 to enable disaggregation of online violence data was completed. As a result, as of January 2021, online violence data can now be disaggregated from the system. This is vital to analysing OCSEA, providing evidence to develop interventions and policies, and to facilitating M&E work.

At the city level, the project and DOIC achieved the target of reviewing national and international policies on child protection online. As mentioned above, this has provided input for research, reporting, and promulgation of guidelines on online child protection in Vietnam.

Another important outcome of the project is the Da Nang 2020 Child Protection Plan, which was approved by the city People's Committee on 24 February 2020. Crucially, this plan incorporates the issue of online child protection. Following the influence of TOCSE, for the first time, the city's child protection plan included the theme of OCSEA as one of its five objectives.

Following that, in February 2021, the Da Nang People's Committee issued an action plan to implement child-related activities in 2021 (Plan No. 23/KH-UBND). This plan confirms the importance of continuing communication activities on the National Hotline 111 and Da Nang Hotline 1022; preventing and combating child abuse, especially OCSEA; protecting children online; and achieving Goal 2 on child protection.

In May 2021, the Da Nang People's Committee also issued the 'Action Program for Da Nang City's Children for the period of 2021-2030' (according to Decision No. 1782/QD-UBND). Prominent in the

overall goal is a clear commitment to ensuring the implementation of children's rights, including the right to protection from online abuse.

In addition, with the facilitation of the TOCSE project, the Da Nang SWC and Da Nang Public Service-Information Center built a cooperation mechanism on child protection incident reporting through Hotline 1022. It was designed to ensure that child victims of violence and abuse receive quick and effective support. This can help to increase the access of citizens in Da Nang to support resources in regards to issues related to child protection in general.

“Before the project, the two Departments (DOLISA and DOIC) did not have any coordination mechanism in child protection. The two Departments still perform according to their functions and duties and have support in their activities. The project provides an opportunity to connect between the two Departments when signing the cooperation regulation. Through the coordination regulation, City Hotline 1022 operators are trained to improve their awareness, capacities, and support to deal with cases requiring in-depth consultation.”

(IDI with a representative of Da Nang DOIC).

At the district level, implementing Plan No. 23/KH-UBND dated 9 February 2021 of Da Nang People's Committee on implementing children's work in 2021, the district-level child protection plan has been issued with specific target groups and activities to be carried out in order to achieve them. All documents mention communication activities about the National Hotline for Child Protection 111; City Hotline 1022; child abuse prevention and control, especially child sexual abuse; and child protection online.

In short, the protection of children online has been included in documents related to child protection from national to district levels, and the TOCSE project has played a significant role in ensuring that recommendations related to child protection on the internet have been incorporated in these documents.

3.5 SUSTAINABILITY

The activities of the project can be maintained in the future since TOCSE has been developed and operated based on key drivers that promote sustainability.

Firstly, the project has built local ownership

In year one of the project, four action plans were agreed upon and signed-off by authorities in the three target districts and Da Nang DOLISA. Three years later, the plans and action programs in which Da Nang and districts have integrated the issue of online child protection show strong promise of being embedded for the long-term. These plans and programs have a high chance of continuing to implement prevention, support, and intervention activities in the future. The comments of the representatives of the following units is further evidence of this:

“The coordination between local authorities and units in child protection will continue with or without the project because that is our task in the annual plan.”

(IDI with the Head of the Ward Child Protection Department, Cam Le district)

“The Department determined that the project was an initial step. City Hotline 1022 is a public service unit of the Department, performing political tasks of receiving information and providing information for the entire population. Counseling for children is a newly-assigned task, but it will also be a regular task in the future.”

(IDI with a representative of Da Nang DOIC)

The project has also conducted communication and training activities to improve knowledge of OCSEA for school leaders as well as core and regular teachers. As a result, OCSEA has been integrated into school policies, subjects, and extracurricular activities. According to survey data at the end of the project, 96.6% of teachers said that the content of safe internet use in general, and prevention of sexual abuse online in particular, has been included in their teaching at school. Moreover, some schools have integrated content on the prevention of online sexual abuse into subjects such as civics, computer science, and general classroom activities.

“Previously, these subjects did not integrate the prevention of online child sexual abuse content. But after the school found this content necessary and practical, they discussed it with teachers to integrate it appropriately. The school has issued a policy for the safe use of social networks for students. Previously, the school banned students from bringing mobile phones to school. Now, a new Circular of the Ministry of Education allows students to use mobile phones for study and essential activities.”

(FGD with teachers from Nguyen Thi Dinh Secondary School, Cam Le district)

Meanwhile, schools that have not yet included online safety in their curricula plan to do so.

“Currently, online safety has not been integrated into our educational program, and it will be oriented with the school management board on specific annual and monthly extra-curricular activities.”

(FGD with teachers from Nguyen Thi Dinh Secondary School, Cam Le district)

Secondly, WVI-Vietnam has promoted the contribution of partners in implementing the project activities and achieving its goals

WVI-Vietnam held a launch workshop with 32 government officials from 15 departments of Da Nang and three target districts in attendance. The workshop was an important opportunity for all partners to engage and gain a thorough knowledge of online child sexual exploitation. It also allowed them to better understand the project's 'Theory of Change' and eventual results. Then, in 2018, an MOU was signed between WVI-Vietnam and five principal implementing agencies: Da Nang DOLISA, Da Nang DOIC, and the District People's Committees of Son Tra, Hai Chau, and Cam Le. This MOU holds all parties accountable for the project's implementation. The overall goal is to protect children and adolescents from online sexual abuse and exploitation in the three target districts. As a result, local partners are willing to implement the project's activities and continue their involvement in collaborations when there is a clear and mutual benefit.

Therefore, it is clear that the project has succeeded in communicating and advocating so that leaders see that it is essential to protect children online and that coordination between units is critical in implementing these activities. As a result, the interviewed units all confirmed their willingness to continue implementing project activities. Indeed, some have already planned online child protection activities for after the project ends.

Meanwhile, the DOIC will continue to develop and implement a Code of Conduct for the ICT industry. This Code of Conduct has now been developed. However, due to the COVID-19 pandemic, there has not been widespread adoption in enterprises. The Department would also like to bring ICT into child protection, not just in technical measures but also in creating products to protect children online. The issue of capacity-building for staff has also been raised. The staff will be retrained, according to the signed coordination regulation, even after the completion of the project (IDI with a representative of the Da Nang DOIC).

Communication activities, receiving information, and detecting and supporting cases of OCSEA are also scheduled to continue. In fact, online safety has been integrated into the plans and action programs for protecting children in Da Nang and its districts.

Thirdly, the project has transformed relationships through a shared vision and collaborative working groups, training, and awareness-raising on OCSEA

With the facilitation of TOCSE, the Da Nang Public Service-Information Center (1022), DOIC, and the Da Nang Center for Social Work (DOLISA) built a cooperation mechanism on child protection incident reporting through Hotline 1022 to ensure that child victims receive quick and effective support. Thanks to this mechanism, when an incident is reported on 1022, it will be referred to the Da Nang Center for Social Work for support and follow-up (TOCSE Annual Programmatic Report 3 Narrative).

Meanwhile, lots of training and awareness-building activities on OCSEA were conducted for leaders and government officers. Besides, core trainers – teachers and social service providers, including child protection officers in the target districts – have been trained about online safety and security. These partners have worked as a resource team to provide local knowledge and skills on ending

OCSEA. After being trained, the key social service providers educated parents and caregivers on OCSEA through their one-to-two-hour training sessions and communication events at the village/ward level.

In addition, in the localities, the child protection officers and partners at the grassroots level have also been trained to conduct communication and detect high-risk cases.

Lastly, WVI-Vietnam's project supports national and local advocacy initiatives to prevent and respond to OCSEA

Children were trained to share issues with local authorities, and this has improved their confidence and participation. Likewise, it has also changed how local leaders view children. The core children implemented 16 child-led communication initiatives, such as wall paintings, posters, drama performances, key chain holders, and lucky-money envelopes containing important messages on OCSEA prevention. These were sent to their peers, schools, and local government leadership. In November 2020, five core children from Da Nang who had been trained in the TOCSE project participated in the first ASEAN workshop on bullying in schools and online. The children raised their voices to national and international government leaders on online violence. Their recommendations included psychological support for child bullies, life skills training on online safety in school programs, more child-friendly communication activities to get the messages across, and an online application for children to report incidents and get access to fast advice.

Furthermore, the TOCSE project implemented policy advocacy activities at the national and local levels. These aimed to ensure that OCSEA issues are increasingly emphasised in child protection documents, programs, and action plans. Details of these operations have been outlined in the system-level analysis.

Although sustainability is highly appreciated, there could be certain difficulties in continuing activities after the end of the project

The first challenge is financial. The lack of financial resources can lead to difficulties in implementing communication activities. The funding from the state budget is just enough to maintain the regular activities of the units. However, the units have not been able to secure other sources of support.

“Most of the project’s support is for the ‘Corner of Happiness’ to operate, while the Social Work Center contributes personnel (such as mobilising presenters) and facilities. In fact, if it works according to the original plan, it also requires more resources. The Center also does not have much funding. If the project ends, we have to find more resources to carry out activities.”

(IDI with the leader of Da Nang Social Work Center, DOLISA)

“Without financial support, it will be difficult to organise extracurricular activities for students.”

(FGD with teachers from Phan Boi Chau Secondary School, Son Tra district)

The second issue concerns materials for training and communication. Schools are concerned that the lack of standard, up-to-date documents after the project closes will limit the effectiveness of communication sessions and club activities in schools. Moreover, the time and progress of the implementation of activities might not be guaranteed to maintain the same standard as when the project was ongoing.

“The content conveyed to the children will not be consistent because there may be a lack of standard knowledge due to the use of old documents and materials. Club activities of the core group are still maintained, but the information needs to be updated because the social networks are growing and the types of abuse are getting more and more sophisticated.”

(FGD with teachers from Nguyen Thi Dinh Secondary School, Cam Le district)

3.6 IMPACT FACTORS

3.6.1 Motivating factors

The alignment of the project with the child protection orientation and strategies of the Government of Vietnam and Da Nang

Living in a smart and highly-connected city, children in Da Nang are more exposed to the potential risks of online abuse. Children use the internet from an early age, some even before the age of nine. Almost all children (95.2%) use the internet at home and over 90% of teachers reported the same practice. Children also use the internet at school (13.7%) or an internet shop (17.8%). Consistent with the finding that most children use the internet at home, 41% access it through their personal computer, while 22.2% use their parent’s computer or mobile phone. Over half (56%) of children reported spending, on average, one to three hours a day online. That rises to four to five hours a day for 17.6% of children. Meanwhile, 9.5% said

that they use the internet for over six hours per day (WVI-Vietnam, 2018). Along with the processes of industrialisation and modernisation, the COVID-19 pandemic has forced children to use the internet more. They had to attend lessons online and use the network to replace outdoor sports and entertainment activities due to the lockdown orders and travel restrictions. Implemented at a time when internet access is increasingly popular among children, the project has attracted the attention and support of organisations as well as families and children.

“I think this is a very necessary project for students today because of the 4.0 era, every family has at least one smartphone, children in better-off households may have a smartphone of their own, potential dangers and risks are always around, never safe”

(FGD with students from Ton That Tung High School, Son Tra district).

In another respect, the implementation of the project was convenient in that it was able to build upon the existing structures of those responsible for protecting children. Vietnam has established systems from provincial to village level to protect children from all forms of exploitation and violence and will lead a multi-stakeholder action plan. Attracting participation from, improving capacities for, and promoting the roles of units in charge of child and online safety such as DOLISA and DOIC is of particular importance in the success of this project.

The positivity and initiative of each unit in the implementation of activities

The motivating factor recorded in all groups participating in the survey is the activeness and initiative of project participants. On the TOCSE side, stakeholders recognised the ambition, enthusiasm, scientific method, and consistent approach of project staff. Meanwhile, on the side of the implementing units, the close leadership of the heads of local authorities at all levels, the school administrators, and the active participation of officials have had a positive impact on the implementation of the project.

“The project has the close leadership of the District People’s Committee. The project staff are dynamic, enthusiastic, have good working methods, stick to the plan, have a suitable roadmap, and ensure adequate funding for each activity. There is good coordination between the following units: Department of Labour, Department of Education, Ward People’s Committees, and school administrators.”

(IDI with a representative of a district PMB, Cam Le district)

“The management board and teachers are very interested in this activity, so many programs and activities are organised in the form of class activities or activities under the flag and then organising competitions such as a speech contest for 8th-grade students last years. Students participated enthusiastically. After the activities, the children have a better understanding of the knowledge that can be used in the online world.”

(IDI with a core teacher from Nguyen Thien Thuat Secondary School, Cam Le district)

“In all 13 wards, the collaborators in the residential group are very active, energetic, enthusiastic, and knowledgeable about online child abuse prevention. It is this team that brings about the effectiveness of the project.”

(IDI with a Project Manager, Hai Chau district)

3.6.2 Barrier factors

The project encountered various challenges that slowed progress in the third year of implementation. These difficulties included the significant impact of the COVID-19 pandemic in Da Nang, limited human resources, government engagement, and natural disasters. Despite these challenges, however, the project has achieved the majority of its targets.

The COVID-19 pandemic and natural disasters

During the three years of the project's implementation, there have been three waves of COVID-19 in Da Nang. These outbreaks had a serious impact on the project's activities and implementation.

On 2 January 2020, the first COVID-19 case was reported in Vietnam. As the epidemic was escalating rapidly in Wuhan (China) at that time, the Prime Minister of Vietnam issued a directive to respond to the COVID-19 outbreak in Vietnam. This focused on preventative measures, such as limiting social gatherings and closing schools in 63 provinces, including Da Nang. Accordingly, TOCSE postponed all school-based activities, large events, and dialogues with city leaders. Later, on 27 March, the Prime Minister issued a second directive to reinforce social distancing and encourage people to remain in their homes. The social distancing requirement was applied nationwide and did not ease until late April 2020. Once operational again, local partners and schools were preoccupied with recovering from COVID-19 and ensuring that children could complete their schooling. This had an inevitable impact on the progress of the project. Then, in June 2020, the project implementation resumed and continued throughout June until late July.

However, after 99 days with no infections in the community, a new case was detected in Da Nang on 25 July 2020. The number of confirmed cases soon began to increase again in Da Nang and other provinces. Therefore, on 27 July, the Da Nang People's Committee issued a decision to implement city-wide social distancing from 28 July onwards.

From the fourth wave outbreak in April 2021 until now, the pandemic situation remains complicated. This is causing city leaders to implement social distancing in some wards, including wards in the project districts.

The negative impact of the pandemic on project activities is recognised by all participants. It has affected operations in various ways. Firstly, staff involved in project implementation do both professional work and also participate in anti-COVID duties. Therefore, they did not have enough time to spend on project activities. Secondly, outdoor communication activities, extracurricular activities, and activities with large gatherings could not be carried out. In particular, the role of internet shop owners within project activities could not be promoted because the shops had to close during lockdown. In response to the pandemic, many activities were forced to move from face-to-face to online, or to reduce their scale and limit the number of participants. All of these are considered to have reduced the effectiveness of the project.

“Due to the COVID-19 pandemic, activities which are usually organised in the flag-raising ceremony must move to the classroom where the spaces are small and it makes students shy and they will not listen or concentrate or take in any knowledge at all.”

(FGD with students from Tay Son Secondary School, Hai Chau district)

“Originally, the school planned to organise examinations for all classes. But, due to the epidemic, they were withdrawn except for grade 8, while other grades held other activities. Last year, partly due to the epidemic, there were also fewer activities, mainly activities in classes. The school initially planned to organise a contest to draw propaganda posters between classes. But, because of COVID-19, we could not gather in large numbers, it only held competitions between classes with a core group of children.”

(FGD with teachers from Tay Son Secondary School, Hai Chau district)

“Some activities have been transferred to being organised online but it is not suitable for the school because the area is difficult, many students do not have smart devices to connect to the internet so they cannot participate. The number of students taking the online exam is much lower than the actual exam. I am not a network specialist, so the content and format of the exam are not attractive enough to attract students. Moreover, when taking the online exam, students can search for answers to fill out, no need to read, no need to think, so the efficiency is not high.”

(IDI with a core teacher from Nguyen Thien Thuat Secondary School, Cam Le district)

“Before being affected by COVID-19, the Center also carried out several consultations in the activities of the Happiness Club. From March 2020, this activity has gradually become less frequent due to the inability to gather, long social distancing, and multiple times, so it can only be organised occasionally. These activities do not last long and it is difficult to evaluate their effectiveness due to the interruption of time by COVID-19. If it had not been affected by the epidemic, I think this model makes very good sense.”

(IDI with the leader of the Da Nang Social Work Center, DOLISA)

Besides the epidemic, natural disasters also affected the project activities. In October 2020, the Central region of Vietnam, including Da Nang, was affected by multiple severe typhoons. Schools were closed due to torrential rain and strong winds, leading to the postponement of some activities at the individual and societal level (TOCSE Annual Programmatic Report 3 Narrative).

Limitations in human resources

Three factors related to human resources inhibited the implementation of project activities: (1) a lack of human resources; (2) work overload, and; (3) staff turnover. Information from state management agencies shows that downsizing is taking place, leaving no dedicated staff for child protection work at the grassroots level. Workers in state agencies have to divide their time between professional duties and participating in project activities. Therefore, it can sometimes be difficult to find time to focus on project activities. For example, operators at Hotline 1022 and National Hotline 111 often have to operate the hotline, whereas the ward staff have to receive citizens. Teachers also encountered this challenge:

“Although the school supports it as much as possible, the school will assign someone to teach instead, but we are also teachers, so when we have to go for 2-3 days in a row, we are very worried because we do not know how the students are at school, whether there are any problems in the classroom.”

(FGD with teachers from Le Hong Phong Secondary School, Hai Chau district)

“Retraining only takes place on weekdays, so I have to quit teaching and ask someone to teach instead.”

(IDI with a core teacher from Nguyen Thien Thuat Secondary School, Cam Le district)

The issue of staff turnover and rotation, especially in leadership positions, also had a certain influence on the implementation of project activities. A 2020 report from the Center for Social Work also found that most local child protection staff are replaced due to mobilisation or have to take on many tasks. It takes time to approach and master this work, so the connection and coordination for problem-solving with the Center also encountered obstacles.

“There is a problem that the previous leader who was very interested in the project’s operation changed his job, but the new one has even not come to grasp the job. If the new leader appears and does not understand and learn about the project, there will be another problem.”

(IDI with a representative from a district PMB, Cam Le district)

Difficulties in gathering parents in urban areas

It proved challenging to engage with community members in urban areas where people are often too busy to attend training or communication events. To address this, the team integrated project activities into existing community meetings or organised events in the evenings with more arts-based approaches to attract community members. However, some parents still did not take the time to participate in media activities. According to the head of the residential group in Cam Le district, around 60% to 80% of the households invited participated in communication meetings. Therefore, providing videos and leaflets to guide parents to join and educate their children on the internet is vital, especially for those who cannot take part in training or communication events.

Besides, a number of other factors are believed to have had a negative effect on the implementation process and efficiency of the project. These include the payment and settlement mechanism and the often slow process of approving the implementation plan, which both affected the organisation of activities.





PART 4

CONCLUSIONS, LESSONS LEARNED, AND INNOVATIONS

4.1 CONCLUSIONS

It is clear that TOCSE has been successful in completing all the goals established at the outset of the project. Unfortunately, however, this report did not have sufficient evidence on the goal related to the increased understanding of ICT companies about the issue.

By participating in the project, children have gained more knowledge and skills about online risks, safety measures, protection rules, and strategies to protect themselves online.

- Compared with the baseline survey, children's awareness of online safety and OCSEA risks significantly increased in the final evaluation. The proportion of children who thought that it was 'important' or 'very important' for them to know about online safety increased from 67.7% (CI: 63.8-71.5) to 76.3% (CI: 71.8-80.5).
- Children's knowledge about online safety and OCSEA risks changed markedly after their participation in project activities. The proportion of children aged 12-15 with basic knowledge about online risks and harms was 3.4 times higher in the final evaluation compared to the baseline survey. For children aged 16-18, meanwhile, the rate in the final evaluation was double that of the baseline survey. In total, the proportion of children with a basic knowledge of OCSEA risks increased almost three times. The gap between girls and boys with basic knowledge about OCSEA risks narrowed.
- Students did not just improve their awareness and understanding of online safety, they also put their new knowledge into practice to protect themselves online. For instance, they changed their passwords to two-factor authentication or shared less private information on social networks.
- Children, especially the core students, became more active in different project activities. These ranged from providing peer training and communication, to providing input and feedback during the project's implementation, to developing and conducting child-led initiatives.
- Children also had more opportunities to access information. And the more resources children accessed, the greater their knowledge of online safety and OCSEA. There were significant differences among the proportion of children joining different project activities. Of these, teacher-led sessions were the most common resource on OCSEA for children (88% (CI: 84.8-91.2)). Nonetheless, the majority of child assessments of all child-friendly resources were positive.

Survivors of online violence have greater access to 'treatment' and care.

- Survivor services are one of the most reliable support sources for children who encounter online safety and OCSEA risks. If faced with online safety risks, only 2% of children in the baseline survey thought of the support from social work organisations or child protection hotlines. However, that shot up to 52.1% in the end-line evaluation, or 62.9% if Hotline 1022 was included. Similarly, if faced with OCSEA risks, the proportions were 2.1% in the baseline survey, rising to 59.5% in the end-line evaluation, or 70.8% if Hotline 1022 was included.
- In practice, 70.7% (CI: 66.0-75.0) of students faced online risks and harm during the last three years. Of these, 45.7% accessed social services, which was the second most common source of support. Of the 205 children exposed to OCSEA during the last three years, survivor services were the most requested form of support (51.3%). Parents (47.8% (CI: 40.9-54.6)) were the second most requested form of support, with teachers third (25.9% (CI: 19.9-31.8)).

Community capacity was enhanced to protect children from violence and respond to the needs of survivors

- There has been a significant improvement in the basic knowledge of children's online risks among the targeted groups of survey participants. Almost half (49%) of teachers had a basic knowledge of children's online risk in the baseline survey, rising to 85.3% in the end-line evaluation. Meanwhile, for parents, their basic knowledge rose from 34.1% in the baseline survey to 55.5% in the end-line evaluation. Likewise, just 8.6% of parents had a basic knowledge of OCSEA in the baseline survey. In the end-line evaluation, that rose to 35.8%. The awareness of teachers also saw a slight rise between the two surveys – from 32.5% to 37.1% – though it was less pronounced than that of parents.
- Through providing the community with a broad understanding of the support network for children at risk of online sexual abuse, the proportion of teachers and parents who mentioned the National Hotline for Child Protection 111 as a source of support for children has seen a significant increase compared to the baseline survey.
- To ensure that children are safe online, nearly 80% of parents believe that 'limiting internet access time would help to keep their children safe on the internet'. Besides, parents of secondary-school students also join and guide their children to use the internet safely (57.5%) or educate their children about online safety (48%). On the other hand, parents of high-school students educate their children about online safety and to control applications and websites that their children access.

ICT partners enhanced their knowledge and actions to prevent OCSEA

- The knowledge of internet shop owners about online safety and OCSEA risks has increased. These shop owners reported receiving interesting and useful information in their training classes.
- During the three years of the project implementation, 55 internet shop owners in Son Tra district signed the Child Online Protection Protocol to protect child internet users. This outperformed the project target (55/50).
- Internet shop owners recognised the importance of promoting communication in children's online safety and implemented functional safeguards and reporting mechanisms. After three years, 14 internet shop owners had implemented functional safeguards and reporting mechanisms at their shops. Once again, this outperformed the project target (14/10).

The Vietnamese government has robust tools to administer its child protection obligations at local and national levels

- The attitudes and technical skills of government officials from city, district, and ward levels to prevent and prosecute online violence against children and support survivors have improved in many respects.
- Firstly, at the national level, the project made an important contribution to the 2020-2025 National Project on 'Protecting and Supporting Children to Interact Creatively and Healthily in the Cyber World' (Program 830) which was approved by the Prime Minister.
- Secondly, at the provincial level, an important outcome of the project was the 'Da Nang 2020 Child Protection Plan' approved on 24 February 2020. The plan incorporated prevention of and response to OCSEA as one of its five objectives. Thirdly, at the district level, the child protection plan mentions communication activities about the National Hotline for Child Protection 111; Hotline 1022; child abuse prevention and control, especially OCSEA; and child protection online. Lastly, at the communal level, online child protection is integrated into local socio-economic development programs and plans.

Three important strategic interventions that the project has conducted, including: (1) mobilising the meaningful participation of children; (2) building the capacity of stakeholders to tackle OCSEA, and; (3) networking and advocating to fight against OCSEA, are all relevant and key factors supporting the project and its objectives to bring about social change. Calls to social service providers and hotlines asking about children's problems – including online violence against children – have been well consulted. All cases of online child abuse have received quick intervention and support with close coordination between counselors, local authorities, schools, and families.

The project's effective and strategic interventions have contributed to its sustainability.

The integration of online child protection into programs and plans of various partners, departments, and organisations is a strong commitment to continue implementing these activities in the future. Furthermore, the project has built up core human resources (including children and teachers) to implement and maintain project activities. It is clear that the project has been successful in supporting the protection of children from OCSEA risks at three levels: (1) prevention (improvement of knowledge and skills); (2) support (the quick detection, reduction, and elimination of the risks of harm to children), and; (3) intervention (preventing abusive behaviour and providing care and rehabilitation for victims).

Regarding impact factors, alongside favourable factors such as the relevance of the project's approach to the actual situation and guidelines, child protection policies in Vietnam in general and Da Nang in particular, and the proactive approach of each unit and department, certain difficulties remained in the project implementation process. For instance, the lack of human resources for child protection duties has led to overload. Teachers, hotline operators, and officials in state management agencies also faced similar time-management issues when undertaking both their professional and project duties. Other barriers included the impact of COVID-19 outbreaks and natural disasters.

Although remarkable results have been achieved, there are still some problems that require attention:

- Despite the remarkable improvement in children's awareness and knowledge of online safety, a significant number do not follow the online safety instructions they know. Many children still accept friend requests from strangers or do not filter strangers out of their friend lists on social networks.
- The diverse socio-economic backgrounds of parents have not been addressed by the project. So, a one-size-fits-all training course was designed and provided to all parents. This created a gap among parents in their knowledge about online safety and the possibilities of supporting their children. Specifically, parents who do not use the internet and social networks, have lower education levels, or lower economic conditions have less knowledge about online safety compared to those in the other group.
- There is a difference between the knowledge of boys and girls about online safety and OCSEA risks. The common perception among both male and female students and teachers is that girls are at greater risk than boys. The underestimation of boys' risk levels may lead to them being less aware of dangers online and to practice unsafe internet use. This, in turn, could put more pressure and stress on them when encountering these problems.

- In addition, specific factors could undermine the long-term sustainability of the project. These include a limited budget for implementing activities when project funding is no longer available, a lack of communication and training materials, a lack of core members (perhaps because subsequent training for the next generation of core members might not be implemented promptly), and the overload of child protection staff (due to downsizing).

The above issues suggest that it is still essential to continue implementing activities to raise awareness, knowledge, and actions of children and their communities about online child sexual abuse in the future.

4.2 OUTSTANDING PROBLEMS, LESSONS LEARNED, AND INNOVATIONS

4.2.1 Outstanding problems

The gap between children's awareness and behaviours

Despite remarkable improvements in their awareness of and knowledge about online safety and their behavioural changes related to cybersecurity, a significant proportion of children do not follow online safety instructions. Half (50.5% (CI: 45.6-55.4)) of those surveyed have contacted strangers online during the last three years. Many children still accept friend requests from strangers or do not filter strangers out of their friend lists in social networks. Among 373 students using social networking sites/apps, 69.4% (CI: 64.7-74.1) had less than 100 strangers in their friend list. Meanwhile, around one-quarter (23.6% (CI: 19.3-27.9)) had from 101 to 500 strangers as friends, and 7.0% (CI: 4.4-9.6) had from 501 to 1,000 strangers in their friend list. Only 14.5% (CI: 10.9-18.1) of children thought that sharing their personal information online, such as their home address, class, and mobile phone number is not harmful. Instead, they believed that this proves their 'authenticity' and trust in social media, with quite a large proportion of children posting this information on their social networks. For instance, almost half of the children posted their school name, 43.4% (CI: 38.4-48.4) posted their phone number, and 26% (CI: 21.5-30.5) posted their home address. In short, it seems that the majority of children understand online safety rules. However, there remains a gap between awareness and action.

Underestimating the diverse socio-economic backgrounds of parents

The diverse socio-economic backgrounds of parents – including their age, educational achievement, occupation, and economic conditions – have not been addressed by the project. As a result, a one-size-fits-all training course was designed and provided to all parents, regardless of their circumstances. In part, this was a result of the lack of socio-economic background information about the parents in the baseline report. This led to a gap among parents' learning about online safety and the possibilities to support their children. As reported by parents, around one-third of the 400 interviewees, equivalent to 32.1% (CI: 27.5-36.7), had 'little or no understanding' of online safety. The knowledge of parents about online safety is correlated with a number of their characteristics, especially their level of education. Specifically, parents who do not use the internet ($p < 0.05$), do not use social networking sites/apps ($p < 0.05$), have lower levels of education ($p < 0.001$), or come from lower economic conditions ($p < 0.001$) have less knowledge about

online safety compared to those in other groups. For example, regarding education, 70% of respondents with a primary-school education either 'did not understand' or had 'little understanding' of online safety. The corresponding figures were 45.1% for those with a secondary-school education and 30.1% for those with a high-school education. For those with a college degree, this rate was only about 12%.

“One of the biggest difficulties to organise a training class for parents is the diversity of occupations. For the intellectual group, it is quite easy because they have certain knowledge. For the group of parents who are traders, they do not have much time to participate in the training, so we need to have gifts to encourage them. The special group of parents need a more special approach.”

(IDI with the Leader of a Ward CPC, Khue Trung, Cam Le district)

“The training is universal for all parents but parents' understanding of the internet is varied. They should be divided into different groups to apply more appropriate training contents and methods. Many parents do not have time to attend training as they have to work or spend time for their children to study online.”

(IDI with parents in Hoa Xuan, Cam Le district)

Differences in the assessment of boys' and girls' online safety and OCSEA risks

The findings show differences between boys and girls both in terms of their internet use as well as their awareness of online safety. In terms of internet use, boys were more likely to play games online (57.9%) than girls (45.3%). Meanwhile, girls tended to use the internet to connect with friends (51.7%) and watch films or music (63.5%). The corresponding figures for boys were 39.1% and 52.8%. In 3.5% of cases, participants took sensitive photos and posted them online during the last three years. Almost all of these were female high-school students, with just one male.

There are different assessments of online safety and OCSEA risks of boys and girls from both students and teachers. However, the common view among both male and female students and teachers is that girls are at greater risk than boys.

“Females are at higher risk online due to their lower defense capacity in the online environment.”
(FGD with female students from Ton That Tung High School, Son Tra district)

“Because of my age and my gender (i.e. male), I have never encountered OCSEA. I think I still have OCSEA risks but they are lower and very lower because female students are at the higher risks of OCSEA than males.”

(FGD with students from Nguyen Chi Thanh Secondary School, Son Tra district)

“It should focus on conducting communication activities for girls because male students have the OCSEA risks but significantly less so than female students.”

(FGD with teachers at Tay Son Secondary School, Hai Chau district)

This originates from the traditional culture on male and female characteristics and roles. This may influence children and other stakeholders in practice online. The underestimation of boys' risk levels may lead to them being less aware of dangers online and to practice unsafe internet use. This, in turn, could put more pressure and stress on them when encountering these problems.

“Male students also face many problems related to online safety and OCSEA. It is recommended to train and consult separately for males and females so that students can easily share their problems without hesitation. In fact, when encountering online risks, it is more difficult for males to overcome than females because males are seen as the stronger gender.”

(FGD with teachers from Nguyen Thi Dinh Secondary School, Cam Le district)

4.2.2 Lessons learned and innovations

Lessons learned

Empowering more girls and boys to participate and become agents of change in their own communities and societies, both now and in the future

Significant changes in children, not only in their awareness and skills but also in their participation in preventing and responding to online abuse as agents of change, have shown the success of the project in implementing a child-empowerment approach.

Building a group of core students has been a remarkable highlight because it contributes to improving the sustainability of the project's effectiveness. On the one hand, building a core group of students can maintain a training force on the spot. Meanwhile, on the other hand, it can contribute to a diversification of communication and training activities, taking advantage of the creativity of students.

However, one problem is that, among the 59,000 child beneficiaries aged 12-18, 139 were core children. Only 30 of these core children raised their voices in the dialogue, while just five spoke in the ASEAN meeting. Therefore, DOLISA and the schools must continue to maintain the activities of the core group of students and, at the same time, keep recruiting and training new members to develop the core group of students still further. Only by doing that can the long-term effectiveness of the project be guaranteed.

Gathering and strengthening political systems and social services to prevent and respond to OCSEA

The comprehensive approach is a key strength of the success of this project. The project has involved many partners and stakeholders related to child protection, including child protection officers, local authorities, mass organisations, internet and social service providers, etc. With this approach, the project is guaranteed to affect all groups involved in child protection. Thus, it will achieve the greatest possible effect and improve the sustainability of the project

Empowering families in preventing and responding to OCSEA

The communication and education strategies aimed to improve the knowledge of both parents and students at the same time. This has been effective in increasing students' awareness and knowledge of online risks. Indeed, the survey results show that there is a significant difference between the students and parents who participated in online safety training. The proportion of students who know at least two possible online safety and OCSEA risks in the group where both students and parents were trained is significantly higher than the group where only students attended the training (see Table 16).

Table 16. Children's knowledge of online safety and OCSEA risks (%)

	Trained children & trained parents	Trained children & untrained parents	Total
Children knowing at least two online safety risks	95.5	66.2	66.5
Children knowing at least two OCSEA risks	50.0	30.3	29.3
N	44	122	400

Source: End-line evaluation, 2021

Applying a gender-sensitive approach

There is a common view that technical aspects of cybersecurity are gender-neutral. However, many studies show that gendered dynamics and stereotypes are prevalent on the internet. Children of different genders have different practices and favourites online. Many online risks and abuses are experienced differently by boys and girls, and children of non-binary gender identities. Online violence is recognised as a form of gender-based violence or technology-facilitated gender-based violence. Using a gender-sensitive approach to conduct project activities in the future is crucial to ensure equal access to and low-risk opportunities in the online world for boys and girls.

Treating children as either a victim and/or a perpetrator

The main approach of TOCSE has been to prevent and support children who are victims of OCSEA. However, children may participate online in different roles, depending on their experiences of online risks and safety. Although children are more often the recipients, several studies show that they can also be participants or perpetrators.²³ More boys report being involved in cyberbullying than girls.^{24,25} Therefore, interventions for children who perpetrate OCSEA are also necessary.

Innovations

There have been recognised innovations in the project's operations to ensure progress, operational efficiency, and adaptation to the context of the COVID-19 pandemic. WVI-Vietnam and the project team adopted alternative measures to ensure that the project implementation could continue. For example, online working groups with partners were established for online meetings to discuss project implementation and monitor activities. After the first wave of COVID-19 in Vietnam, a set of online training materials was developed and made available for use in the second and third waves and beyond – in the 'new normal' situation. The TOCSE project also produced a video and leaflets to guide parents to join their children online. Meanwhile, an online quiz for adults (parents and teachers) was also developed and posted on

²³ Stone, S. L., Mascheroni, G. & Staksrud, E. (2015). Developing a framework for researching children's online risks and opportunities in Europe. EU Kids Online. Retrieved from www.eukidsonline.net

²⁴ Pedersen S. (2013) UK young adults' safety awareness online – is it a 'girl thing?', *Journal of Youth Studies*, 16:3, 404-419, DOI: 10.1080/13676261.2012.710741

²⁵ Smahel, D., Machackova, H., Mascheroni, G., Dedkova, L., Staksrud, E., Ólafsson, K., Livingstone, S., & Hasebrink, U. (2020). EU Kids Online 2020: Survey results from 19 countries. EU Kids Online. <https://doi.org/10.21953/lse.47fdeqj01of0>

the project website with a user-friendly design to attract the participation of community members. These materials were posted on online platforms such as the project website and Facebook fan page. They were also used in online training and communications including the online contest on the website and mini-game on the fan page.

The creativity and initiative of the units in implementing activities have also been recognised. In particular, this includes the efforts to replicate the activities to communicate about online child abuse to wider beneficiaries than those in the project scope.

“Actually, my school only has seven to eight student clubs. But I found the topic of sexual abuse prevention very interesting, so I proposed to the school to train homeroom teachers to re-train students to spread it to more students. At the beginning of the activity, the core group of teachers will determine a common theme to apply throughout the school, then develop plans and content of the activities, and the management board will examine the activities and give suggestions. Later, the administrators asked a class to choose a topic for themselves, and the administrators would go to see if the homeroom teacher has grasped the content. The homeroom teacher will develop the program and activity plan by themselves and send it to the core group of teachers. The core group of teachers will hold a joint meeting with the homeroom teacher to discuss, comment, and revise the plan accordingly. In all activities on the prevention of online abuse, the school encourages teachers to record videos to share with the group of teachers.”

(IDI with a core teacher from Nguyen Thien Thuat Secondary School, Cam Le district)

“The project focuses on three wards: Hoa Cuong Bac, Hoa Cuong Nam, and Thanh Binh in this district. In the second year, recognising that the project’s effectiveness was very educational, contributing to the education and protection of children, the district government decided to expand it to the remaining wards. Expanding activities to the remaining wards was initially difficult because it was not within the scope of the project, there were difficulties in human resources, materials, and financial resources, especially in finance. Therefore, we have to ask the city to provide a certain budget so that we can supplement it for the wards to use for propaganda activities, spending on meetings, printing propaganda materials, etc. The district directs to integrate it in population - family and children activities and coordinate with the project to be implemented.”

(IDI with the Head of a district PMB, Hai Chau district).





PART 5 RECOMMENDATIONS

Based on the results achieved and lessons learned from the project implementation process, this report makes some general recommendations for all stakeholders to promote the effective implementation of child protection online. At the same time, specific recommendations for each organisation are also proposed.

5.1 WAY FORWARD

- Continue to implement the child-empowerment approach to promote the role of children in formulating policies, programs, and action plans on issues related to children in general as well as online child protection in particular. The changes in knowledge, skills, participation, and voices of children in online sexual abuse prevention activities implemented in the TOCSE project has shown the effectiveness of this approach. Implementation can be achieved through dialogues between children and policymakers, collecting the opinions of children on the issues that affect them. For example, in 2020, WVI-Vietnam conducted child consultations and provided technical inputs for the National Strategy on Child Protection.
- Continue to apply the systematic approach, involving all partners and stakeholders related to child protection. These include schools, families, children, child protection officers, local authorities, mass organisations, internet service providers, social service providers, etc. Research has shown that attracting the participation of stakeholders creates an effective network to prevent, support, and intervene when children are at risk of online sexual abuse. This can be done through the simultaneous implementation of training activities and raising the awareness of children, parents, teachers, and internet users.
- Strengthen the mechanism of child protection coordination between units/organisations. With the facilitation of the TOCSE project, the Da Nang SWC and Da Nang Public Service-Information Center have built a cooperation mechanism on child protection incident reporting through Hotline 1022 to ensure child victims of violence and abuse are given quick and effective support. In future, it will be necessary to review and further promote the inter-sectional coordination mechanism on child protection. Moreover, research on the coordination mechanism between ICT partners and DOIC in building technology products or ICT standards for online child protection is recommended.
- Allocate and mobilise resources to implement online child protection activities. A lack of financial resources is one of the most common difficulties raised by units. However, in practice, Hai Chau district has shown that it is possible to expand the project's scope of activities from three wards to all wards. This was achieved by requesting additional funding from the city and integrating it with other activities such as on population, family, and children. Therefore, other than the state budget, units need to have a plan to mobilise socialised resources from businesses, social organisations, contributions from communities, and so on.
- Plan for the implementation of activities in the context of the COVID-19 pandemic. Communication through online channels, development of technology applications/software to provide information, and organising contests are the recommended solutions.

5.2 ACTIONS NEEDED

For the Department of Labour, Invalids, and Social Affairs

- Develop a clear plan of activities to implement the 'Action Program for Da Nang City's Children for the Period of 2021-2030' relating to OCSEA prevention.
- Scale-up the developed models, materials, and targets to other districts/areas that the TOCSE project has not reached.
- Analyse annual online violence and exploitation data which can be disaggregated by children's sex and age from the National Hotline 111 system. This data can help to provide important information to identify and assess the differences between boys and girls as well as each age group in the safe use of the internet. This, in turn, can create a basis to develop appropriate policies and interventions.
- Provide frequent and fresh knowledge and skills on online child protection for staff, especially counselors at Hotlines 111 and 1022, staff at social work centers, and child protection workers at the grassroots level, particularly for new recruits. In fact, when they have a better and more accurate understanding of online OCSEA, they can conduct more effective activities for the protection of children as well as better coordinate with child helpline operators. For hotline operators, due to the nature of the job, it is essential to arrange rotational training to ensure that all staff are equipped with the requisite knowledge and skills.
- Develop communication materials and products on online safety for children. These documents should be shared with schools and local authorities. Information from the end-line evaluation shows that communication materials for students should focus on key messages, using lots of illustrations to make them easier to understand and remember. The materials should focus more on handling practical, real-life situations. This is due to the fact that, while children understand online safety rules, there remains a gap between their awareness in principle and behaviour in practice.

For the Department of Information and Communication

- Complete and implement the Code of Conduct to protect children online applied to businesses in the ICT industry.
- Promote the role of ICT in providing services and products that ensure children's online safety. This should include cooperation with the ICT sector to adopt industry-wide standards to prevent online violence among children. It should also include raising the awareness of ICT companies about these issues, developing and implementing recognised ICT standards for online child protection.
- Continue to maintain and develop online applications and information channels (fan pages) on popular social networks in Vietnam to help children find, acquire, and share information; express their opinions; and share their aspirations on age-appropriate channels.
- Continue communication activities about Hotlines 111 and 1022 for adults and children in the community to know about and use whenever needed. According to the end-line evaluation, 20% of respondents did not know about the National Hotline for Child Protection 111. Meanwhile, 42% did not know about Hotline 1022.

- Communication activities for children should be diversified to encourage their participation in these activities as well as to improve their knowledge on online safety and OCSEA. The findings show that the more resources children accessed, the greater their knowledge of online safety and OCSEA.

For the Department of Education and Training

- Integrate OCSEA themes into child psychological support services in schools. According to Indicator 19, Objective 3 of the 'Action Program for Da Nang City's Children for the Period of 2021-2030', 100% of schools will have child psychological support services in 2025.
- Conduct practical educational activities on online safety for students that focus on handling real-life situations. This will help to narrow the gap between children's awareness of online safety and their behaviours on the internet.

For the Da Nang Public Service-Information Center 1022

- Set up a sharing mechanism and collaboration with Hotline 111 to utilise data on child protection (focusing on OCSEA issues) in order to seek solutions.
- Continue to provide timely counseling on child protection issues to citizens, especially on OCSEA, through Hotline 1022, Zalo Call Center 1022, and Chatbot 1022.

For the District People's Committee

- Lead the integration of online child protection in the implementation plan of the 'Action Program for Children in Da Nang for the Period of 2021-2025 and 2026-2030'.
- Ensure sufficient human resources for child protection work – particularly at the district and ward levels – and, most of all, the ward's standing groups working on child protection. The actual implementation of the project shows the role of child protection staff at the commune/ward and residential group levels in communicating and supporting children at risk of online sexual abuse. On the other hand, the shortage of human resources is one of the most common difficulties mentioned when discussing the continuation of activities when the project ends.

For the Da Nang Social Work Center

- Hand-over and scale-up the 'Friendly Counseling Corner at School' model to the pilot schools and relevant district DOET. It is vital to evaluate the performance of these facilities in order to have an effective and appropriate expansion plan.
- Promote the 'Corner of Happiness' model, creating a playground for parents and children.
- Continue to build the capacity of grassroots social workers to strengthen the reporting mechanism and to support abused children or those who are at high risk of violence, exploitation, or abandonment, and need urgent intervention.

For secondary and high schools:

- Develop specific monthly and quarterly plans for communication and education activities on online safety and the prevention of OCSEA.
- Continue to implement communication and education activities on online safety for students.

- Create a welcoming environment for students to share their problems and risks on the internet.
- Set up a succession pipeline for the core group of teachers and students to give them regular opportunities to implement activities.

For ward CPCs and commune/ward People's Committees

- Include online child protection into the local socio-economic development resolution and in the annual child protection and care plan.
- Continue to implement effective communication activities in local communities.
- Build capacity and promote ward CPCs and child protection staff at the grassroots level in receiving and detecting high-risk cases in the community, paying close attention to the confidentiality of children's information.
- Collaborate with the SWC/Hotline 1022/Hotline 111 and schools in receiving, monitoring, and handling problems, and helping victims of OCSEA to recover and rehabilitate into the community.

For the TOCSE project

- Digitise training documents and materials and hand them over to Da Nang for future use in education and communication activities (including the project's existing information channels).
- Take into consideration the differences in the educational achievement, occupations, internet usage, and knowledge of parents when organising training and communication programs in order to develop suitable communication and training forms, contents, and methods of delivering information.
- More attention should be paid to gender analysis and a gender-sensitive approach. This should then be included when developing project training materials for children, parents, and teachers. Preliminary evidence shows that there are differences in the online habits and awareness of OCSEA risks between boys and girls. This can lead to different possibilities of encountering these risks.
- Besides preventing and supporting children who are victims of OCSEA, interventions for children who perpetrate OCSEA are also necessary.



Image 8. The student-friendly reading room in Cam Le High School



ANNEXES

ANNEX I

Sampling procedure for the survey of children:

- Step 1:** Based on the provided lists of students who participated in the training course, create two lists of students in Excel: one for female students and the other for male students. Each row in the Excel sheet represents an individual with contact information.
- Step 2:** Use the “RAND ()” command in a random column to assign a unique number to each row of the list.
- Step 3:** Sort the list by the column with the command “RAND ()” from smallest to highest to randomise the list (so that it is no longer in class order).
- Step 4:** Assign a sequent number to each row.
- Step 5:** Calculate the k – skip interval.
Note: the k value can be different between boy and girl samples due to the sample size and population size.
- Step 6:** Randomly select the starting case of the sample and add the interval (k) to the random number to keep adding cases in the sample until it reaches the calculated sample size. Keep adding cases using skip interval to complete the backup sample.
- Step 7:** Merge the list of female students and male students of each school.
- Step 8:** Sort the list by name of the class.

Sampling procedure for the survey of parents:

a) The procedure of sampling for the parents of high-school students is as follows:

- Step 1:** Create a list of 225 parents in an Excel file ordered by ward.
- Step 2:** Use the “RAND ()” command to randomly assign a unique number to each row (a row represents a case).
- Step 3:** Sort the list by the column with those unique numbers, from smallest to largest, to randomise the list (so that it is no longer ordered by ward).
- Step 4:** Calculate the k – skip interval ($k=1$), the starting case = 1.
- Step 5:** Add the interval (k) to the random number to keep adding cases in the sample until it reaches the calculated sample size. Keep adding cases using skip interval to complete the backup sample.
- Step 6:** Sort the list by ward.

b) The procedure of sampling for the parents of secondary-school students is as follows:

- Step 1:** Screen provided lists to remove parents of students in grade nine.
- Step 2:** If the list is in a certain order (for example, by the class of the student), use the “RAND ()” command at a random column to assign a unique number to each row (each row represents a case).

Step 3: Sort the list by the column with those unique numbers from smallest to largest to randomise the list.

Step 4: Assign a sequent number to each row.

Step 5: Calculate the k – skip interval (can be different among wards due to the difference in population and sample size).

Step 6: Randomly select the starting case of the sample and add the interval (k) to the random number to keep adding cases in the sample until it reaches the calculated sample size. Keep adding cases using skip interval to complete a 30% backup sample.

Step 7: Sort the list by ward.

Sampling procedure for the survey of teachers:

Step 1: Based on the provided lists of teachers who participated in the training course, create a list of high-school teachers (three schools) and a list of secondary-school teachers (nine schools) in Excel. The list should be ordered by school and district. Each row in Excel represents an individual with contact information.

Step 2: Number each case in the order of smallest to the biggest.

Step 3: Use the “RAND ()” command in a random column to assign a unique number to each row of the list.

Step 4: Sort the list by the column with the command “RAND ()” from smallest to biggest to randomise (so that the list is no longer in school order).

Step 5: Calculate the k – skip interval:

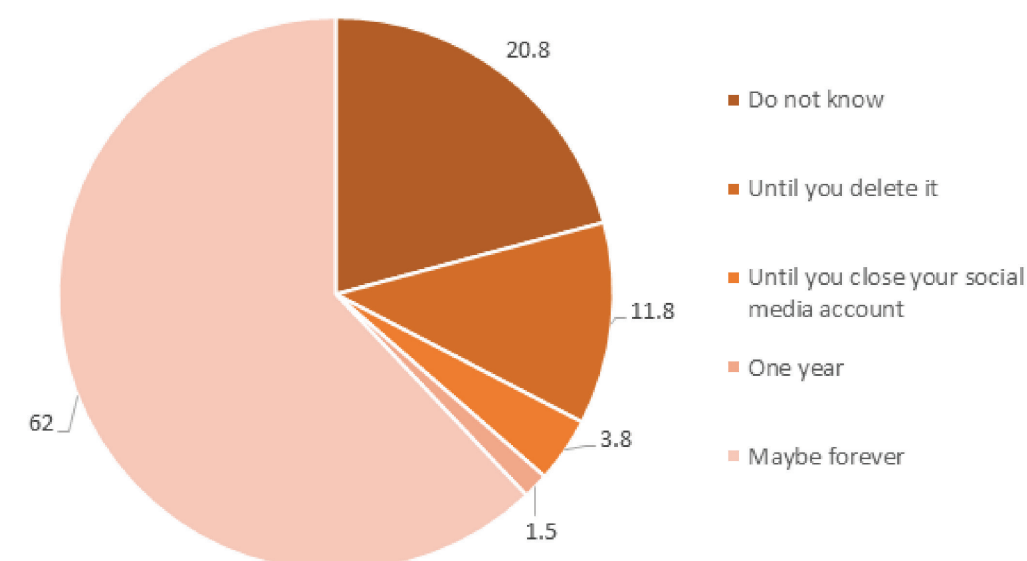
- For high-school teachers: $k = 180/118 = 1.53 (\sim 2)$
- For secondary-school teachers: $k = 408/262 = 1.56 (\sim 2)$.

Step 6: Randomly select the starting case of the sample and add the interval (k=2) to the random number to keep adding cases in the sample until it reaches the calculated sample size. Keep adding cases using skip interval to complete the backup sample.

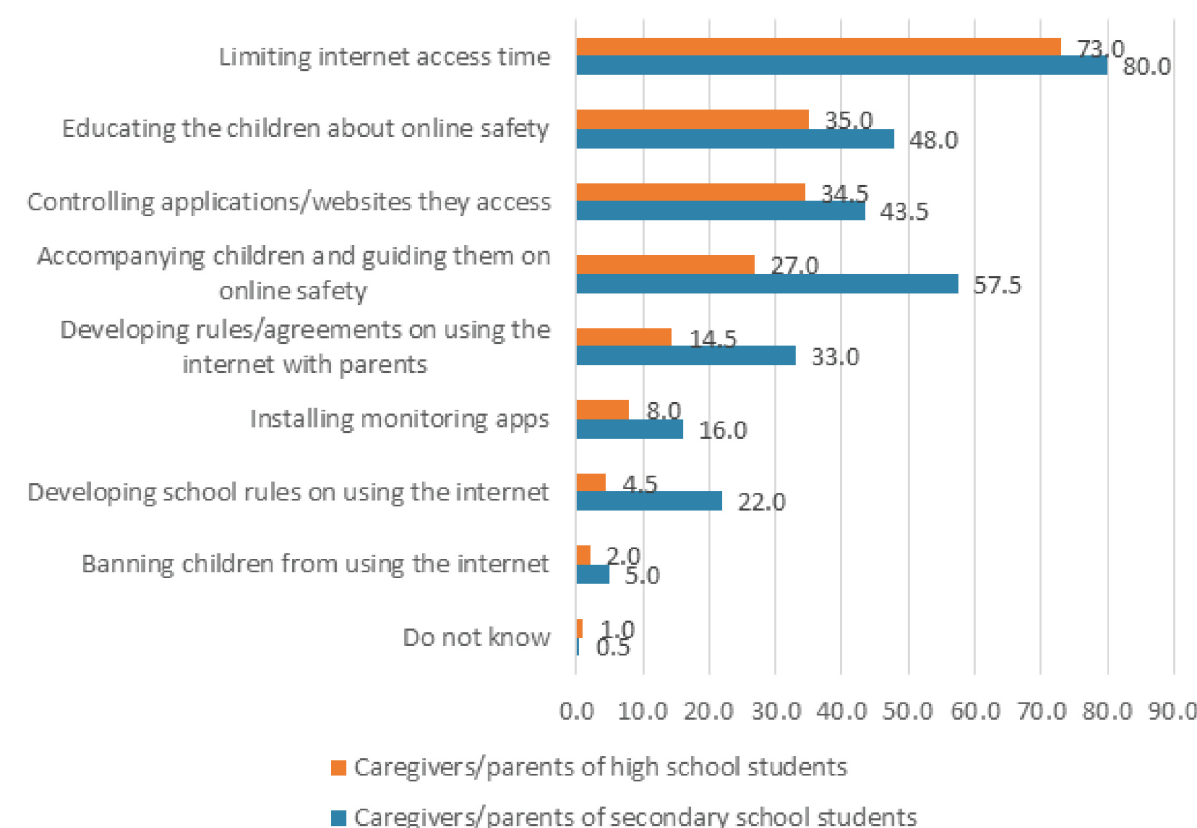
Step 7: Reorder the list by the school.

ANNEX 2

Annex Figure 1. The existence of a picture/information posted on social network (%)



Annex Figure 2. Parents' measures to ensure children's online safety (%)



Source: End-line evaluation, 2021

Annex Table 1. Children's knowledge of online safety – specific cases (%)

		Baseline survey (N=564)	Final evaluation (N=400)	Right answers
1.	If you receive an email announcing that you are the lucky winner of a prize of X. program, the program asks you to send your personal address and mobile phone number, you will send it immediately to receive the prize soon.	79.8	90.0	False
2.	You can send hate speech to others on social media as no one knows who you are in real life.	80.3	87.8	False
3.	Sharing your personal information publically online, such as home address, class, and mobile phone number is not harmful but proves your “authenticity” and trust in social media.	71.1	85.5	False
4.	Children should only download applications from certified websites which have a copyright.	78.2	82.3	True
5.	If you have a chat friend who has many mutual friends, you can give him/her your personal home address and/or mobile number.	68.6	81.0	False
6.	If one of your friends is suffering from hate speech on social media, you should ignore it as it is not related to you.	57.8	73.0	False
7.	Links sent and shared by relatives or close friends are always safe and reliable.	44.1	64.8	False
8.	Children should use the same password for all of their different online accounts as it is convenient and easy to remember.	45.2	58.5	False
9.	Meeting an online friend in person is very interesting because the online friend will become a real friend.	46.5	41.8	False
10.	Others	61.3	0.3	6.8

Source: End-line evaluation, 2021

Statistically significant level: ***, $p < 0.001$ **: $p < 0.01$ *: $p < 0.05$

Annex Table 2. Teachers' awareness of online risks by school level

Online risks		Secondary-school teachers		High-school teachers		Total	
		N	%	N	%	N	%
1.	Losing private information***	164	62.6	98	83.1	262	68.9
2.	Online sexual abuse*	168	64.1	91	77.1	259	68.2
3.	Internet/gaming addition**	166	63.4	92	78.0	258	67.9
4.	Cyber scams	173	66.0	83	70.3	256	67.4
5.	Cyberbullying*	154	58.8	58	49.2	212	55.8
6.	Eye diseases	97	37.0	51	43.2	148	38.9
7.	Connecting with "bad" friends***	83	31.7	60	50.8	143	37.6
8.	Sharing inappropriate/fake news	90	34.4	40	33.9	130	34.2
9.	Watching inappropriate content	87	33.2	42	35.6	129	33.9
10.	Reduced social interaction/mobility*	74	28.2	45	38.1	119	31.3
11.	Other risks*	39	14.9	8	6.8	47	12.4

Source: End-line evaluation, 2021

Statistically significant level: ***, $p < 0.001$ **: $p < 0.01$ *: $p < 0.05$

Annex Table 3. Parents' awareness of online risks

Online risks		Caregivers/ Parents of secondary- school students		Caregivers/ Parents of high-school students		Total	
		N	%	N	%	N	%
1.	Internet/gaming addition	168	84.0	161	80.5	329	82.3
2.	Eye diseases***	139	69.5	107	53.5	246	61.5
3.	Cyber scams	117	58.5	112	56.0	229	57.3
4.	Losing private information	107	53.5	105	52.5	212	53.0
5.	Connecting with "bad" friends*	113	56.5	89	44.5	202	50.5
6.	Online sexual abuse	67	33.5	70	35.0	137	34.3
7.	Watching inappropriate content***	81	40.5	48	24.0	129	32.3
8.	Sharing inappropriate/fake news*	61	30.5	43	21.5	104	26.0
9.	Cyberbullying	56	28.0	39	19.5	95	23.8
10.	Reduced social interaction/mobility**	59	29.5	34	17.0	93	23.3
11.	Other risks	6	3.0	7	3.5	13	3.3

Source: End-line evaluation, 2021

Statistically significant level: ***, $p < 0.001$ **: $p < 0.01$ *: $p < 0.05$

Annex Table 4. Parents' awareness of signs of a child abused online (%)

Symptoms		Parents of secondary- school children			Parents of high-school children		
		Yes	No	DK	Yes	No	DK
1.	Usually receiving inappropriate messages/pictures	84.5	12.5	3.0	87.0	10.5	2.5
2.	Expressing insecurity, fear, or panic when using the internet*	82.0	13.5	4.5	71.5	19.5	9.0
3.	Telling friends to join inappropriate chat groups/websites	80.5	13.5	6.0	77.5	18.5	4.0
4.	Imitating adult sexual behaviours when using the internet	77.0	13.5	9.5	77.0	15.5	7.5
5.	Being startled when others approach while using the internet/turning off the screen**	75.5	20.5	4.0	63.5	26.5	10.0
6.	Someone (not a relative) comes to pick the child up or lures him/her along while using the internet	75.0	15.5	9.5	71.5	20.0	8.5
7.	There are unusual bruises on the child's body, they are afraid to communicate***	73.0	23.5	3.5	65.5	20.0	14.5
8.	Accessing inappropriate websites	69.5	22.0	8.5	64.5	28.5	7.0
9.	Using the internet for a long time**	43.5	46.5	10.0	29.0	56.5	14.5

Source: End-line evaluation, 2021

Statistically significant level: ***, $p < 0.001$ **: $p < 0.01$ *: $p < 0.05$

Annex Table 5. Respondents’ awareness of online risks

	Teachers						Parents					
	Secondary school		High school		Total		Secondary-school students		High-school students		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
No risk at all	0	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Low risk	2	0.8	0	0.0	2	0.5	7	3.5	8	4.0	15	3.8
Average	29	11.1	2	1.7	31	8.2	32	16.0	54	27.0	86	21.5
High risk	180	68.7	103	87.3	283	74.5	134	67.0	123	61.5	257	64.3
Very high risk	51	19.5	13	11.0	64	16.8	27	13.5	15	7.5	41	10.3
Total	262	100.0	118	100.0	380	100.0	200	100.0	200	100.0	400	100.0

Source: End-line evaluation, 2021

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