RESEARCH

ONLINE SAFETY FOR CHILDREN IN DIGITAL ENVIRONMENT

DURING COVID-19 OUTBREAK

DECEMBER 2021

CONTENTS

ACRONYMS

ACWC	ASEAN Commission on Women and Children
APLE	Action Pour Les Enfants (Cambodia)
ASEAN	Association of South East Asian Nations
CSAM	Child Sexual Abuse Material
CNCC	Cambodian National Council for Children
CRC-Cambodia	Child Rights Coalition Cambodia
CYLNs	Child and Youth Led Networks
CRC	Convention on the Rights of the Child
FGD	Focus Group Discussion
KAP	Knowledge, Attitude and Practice
KII	Key Informant Interview
ICT	Information and Communication Technology
ICSE	International Child Sexual Exploitation
INTERPOL	International Criminal Police Organization (also ICPO)
INHOPE	International Association of Internet Hotlines
ISP	Internet Service Provider
NCMEC	National Center for Missing and Exploited Children
OCSEA	Online Child Sexual Exploitation and Abuse
OSCE	Online Safety for Children in Digital Environment
PathFinding Country	Global Partnership to End Violence Against Children
MoEYS	Ministry of Education, Youth and Sport

ACKNOWLEDGEMENT

EXECUTIVE SUMMARY

Online Child Sexual Exploitation and Abuse (OCSEA) is a global problem and poses a serious threat to children. In 2020, the National Center for Missing and Exploited Children (NCMEC) reports that the number of cases of Online Child Sexual Exploitation has risen to more than 21.7 million worldwide, and most of the perpetrators were not known by the child victims. Meanwhile, the International Association of Internet Hotlines (INHOPE), in its 2020 report, shows that 76% of child victims of sexual abuse are between 3 to 13 years old, 1% are children between 0 and 2 years old, and 93 % are girls. Overall, among the 1260 children providing responses, 34% cite spending about 4-5hours on the internet and 14% cite spending more than 8 hours on the internet using. 76% of them using the internet for their online study while 47% using the internet for their entertainment in accordance with table #06, page #16.

All girls and boys have the right to survive, grow and to be protected from violence, exploitation, and abuse in all settings. This includes online and offline environments. Currently, many Cambodian children are exposed to violence, abuse, and neglect. One in two children has experienced severe beating, one in four has suffered from emotional abuse, and one in 20 has been sexually assaulted. Many children are trafficked, forced to work, separated from their families and unnecessarily placed in residential care institutions. More than 50% of all Cambodian children have experienced physical violence. Second, the 2019 Cambodia National Council for Children (CNCC) report indicated there is a lack of modern technologies and knowledge on Information and Communication Technology (ICT) used by youth and the key trends of technology, a lack of resources to investigate at community level, a lack of connection with technical expertise and existing international resources, and an overreliance on traditional, physical methods of investigation, which are not greatly helpful for crimes committed in a digital context. Lastly, with the effect of the Covid-19, all schools in the country have been off and on and Ministry of Education Youth and Sport (MoEYS) and other actors have introduced the online learning, which increases the children's access to the internet. Most of Cambodian children, both in school and out of school have access to the internet, so they can expose to sexual content when going online. Through our interview with Child and Adolescent 51% of them feel worried about the impact of Covid-19 that effect to their feeling, 29% strongly worried about that and it's effect to their feeling, and 91% of respondents said impact to their education.

Every child has the right to grow up in a safe and nurturing environment free of violence and exploitation. Children in Cambodia are increasingly protected through law enforcement and services due to greater development assistance in this area. These laws include the International Adoption Law, the Law on the Suppression of Trafficking in Persons and the Sexual Trafficking, and its provisions, the Law on the Protection and Promotion of the Rights of Persons with Disabilities, the Juvenile Justice Act, and the Sub-Decree on the Management of Care Centers. However, despite investments for vulnerable children and their families, in Cambodia there are root causes and gaps in preventing online safety for child in digital environment and promoting responses. These causes vary and include the absence of child protection laws and the lack of a clear mandated government agency and structure for child protection, prevention and response services limited (quality, coverage, accessibility). For vulnerable children and families across the country, the number of social workers is insufficient, the capacity of the comprehensive social services force is limited, skills and knowledge of child violence and online child protection among service providers and caregivers are limited, and knowledge of positive parenting is limited. The data on the prevalence of violence against children facilitated through information and communication technologies is not available. However, the relative vulnerability of some girls and boys in the region, combined with rapidly increasing connectivity, has seen some locations profiled as 'hotspots' for cases of online child sexual abuse and exploitation.

Although technology has improved the work and daily lives of many people in the world, it has also contributed to creating new challenges and new forms of crimes: kidnappings, illicit trafficking, abuse, and sexual exploitation, especially against women and children, etc. These problems have grown and spread rapidly across the globe, especially in the region of Southeast. Asia and the Pacific. Meanwhile, the use of popular electronic devices (smart phones, tablets, cameras ...), including by perpetrators of child sexual exploitation and abuse online, has turned into a new public concern. As a result, parents, civil society, local authorities, and children themselves need to work together to prevent OCSEA and protect children in a timely manner.

Key recommendations – at policy level and community level:

❑ Raise awareness among all sectors of society on the harmful effects of all forms of violence against children through formal and informal education (e.g. traditional and social media) to promote change in attitudes, behavior and practices.

❑ Develop a comprehensive child focused and holistic prevention strategy, applicable in multiple contexts (development, crisis, conflict, emergency preparedness and disasters) which include the establishment of a strong child-centered and gender sensitive protection system.

❑ Strengthen a child and gender sensitive reporting and complaint mechanism for children and/or their representatives to file their VAC grievances and enable such mechanism to facilitate effective and timely remedies.

❑ Strengthen community-based networks for early detection, intervention and response to protect children at risk, and children affected by violence, including collection of relevant information for further utilization in planning, programming, monitoring and evaluation.

❑ Create special protective measures for children in early childhood who have been victims of violent acts or maltreatment as well as provide effective interventions to abusive parents and caregivers.

❑ Include child rights and VAC issues in training programmes for education personnel, health care workers, child care workers, social workers, medical personnel, law enforcement and justice personnel to provide them with necessary knowledge and skills to adequately prevent, recognize, and respond to cases of VAC.

❑ Youth and community-led digital environmental initiatives, family-level environmental engagement, household visit, solution-oriented actions by authorities at all levels, and mechanisms to ensure institutionalization and scaling-up of community-led initiatives to provide the capacity building and awareness on the related topics.

❑ Steps must be taken to facilitate cross-jurisdictional investigations. There is a need to harmonized approaches to the sharing of case-related information on child victims of online sexual abuse and exploitation within and between countries, including through cooperation agreements enabling secure use and sharing of data. Efforts at international level should also be made to implement a single standard framework for a uniform classification of CSAM.

❑ Law enforcement agencies need to be equipped with the necessary technology and resourced with trained staff to investigate OCSE crimes, identify victims, remove CSAM/CSEM and detect any other suspicious behaviors potentially harmful to a child.

❑ Law enforcement specialization against OCSE is of great importance but should not be pursued in isolation. A more holistic approach that incorporates knowledge and techniques into the investigation of all 'online' and 'offline' crimes against children is needed to better address increasingly interlinked contact and non- contact offences.

❑ The governments should consider establishing a national database of CSAM and connect it internationally to the INTERPOL ICSE database. The number of countries accessing and linked to this database must be expanded to facilitate case initiation and cross-border investigation.

❑ Resources for victim identification programs must also be secured and prioritized in relevant sub-national and national action plans, including commune, district investment plans and regional policy frameworks and efforts.

❑ While users of online services, including children and adolescents have a legitimate interest in ensuring that their data is protected, children's and victims' privacy must remain the priority.

❑ Building on existing good practices, the technology industry including content and social media providers should increase industry cross-collaboration to co-create and deploy advanced technical solutions.

❑ The deployment of innovative solutions in partnership with NGOs and law enforcement, paying particular attention to evolving forms and trends in OCSE, is the best model forward. For example, child helplines need increased professional capacity to deal with online child protection issues and also increased accessibility to children via online technologies including SMS, online chat and social media.

❑ Some of the safety features can be tailored to country level specificities for especially vulnerable groups such as girl adolescents and women.

❑ Some of the safety features that can be put in place can include in-built blocking solutions for illegal content at device level.

❑ Governments must introduce legislative measures to ensure that Internet Service Providers, tech companies and other online service providers have a (legal) responsibility for reporting, controlling, blocking and removing CSAM and detecting and reporting harmful behaviors to children.

❑ Discussions should extend to relationship issues, such as consent, power dynamics and potential abuse by peers and intimate partners. Open dialogue about these practices between students and teachers as well as between children and parents must be actively fostered.

❑ There is a need to develop non-formal education programs to reach "unconnected children" that are at high risk of sexual exploitation with the subsequent digitalization of the evidence, including those living in remote rural communities or on the street and those from under privileged or marginalized communities.

❑ There is a need to integrate comprehensive and age-appropriate sexual education that addresses cultural aspects of the digital world like consent, notions of privacy, pornography use and sexting into sexual health and development curriculums for children and adolescents.

❑ To improve access to justice for children who have experienced online sexual exploitation, provisions tailored to respond to their special needs should be established. Judges, lawyers and prosecutors working on child-related cases should be appropriately trained to deal with OCSE cases and child victims of this crime.

Key Recommendations – What should be project approach, key interventions, target community, duration and risks:

❑ Strengthen the capacity of law enforcement officers, policy makers, social workers, health personnel, and other stakeholders to develop, implement, monitor, and evaluate gender responsive and child friendly legislations, policies and measures for women and children's victims of violence.

❑ Establish a multi-sectoral, multi-disciplinary and multi-dimensional response to the multi-faceted issue of OCSEA. It calls for concerted prevention initiatives, respect for and fulfilment of children's rights at all times.

❑ Establish a coordinating and monitoring framework on OCSEA for all child rights-based measures to protect children from violence in all its forms and to support a protective digital environment for children between police, court officials and government agencies.

❑ Support capacity-building activities with support of other stakeholders and raise awareness amongst social service workforces and social welfare/child protection staff on accurate knowledge about the multi-faceted issue of OCSEA in all settings.

❑ Develop and enhance the capacity of all who work for and with children and families in promoting non-violence in digital environment. Programs must be developed to equip them with knowledge, attitudes and skills necessary for the prevention of OSCE in all settings.

❑ Improve national data collection systems capable of providing better disaggregated data on children and measurable indicators, goals and targets for improving online safety for child in digital environment (OSCE).

❑ Promote family support services, parenting education, education, and public awareness on the rights of children and the nature and causes of online safety for child in digital environment (OSCE) to encourage active public participation in the prevention and elimination of online safety for child in digital environment (OSCE).

❑ Mobilizing community leaders, local teachers, and youth and children's groups. There are some promising examples of more systematic awareness-raising activities in relation to children's safety online and cyber wellness, which include multi-stakeholder efforts.

INTRODUCTION

Online Child Sexual Exploitation and Abuse (OCSEA) is a global issue that occurs in a variety of forms such as the production, possession, and distribution of child sexual abuse material online with the intention of sexual exploitation or abuse, by using websites and social media platforms and smartphone apps to groom potential child victims online. In the recent years and especially during the Covid19 outbreak in Cambodia, it has been realized that increased use of internet/online platform by youth and children in the absence of schools for a long period of time and encouraging them to use digitalized version of education, increased their time and usage of online features significantly. Despite a good intention, large number of youth and children in the absence of appropriate awareness, support, knowledge, and protection mechanisms, now becoming a victim of online child abuses and at the same time, their access to inappropriate sites also increasing their vulnerability and risks. With such a large gap in formal and informal child protection mechanisms in Cambodia, fast growing digital environment further increases the risk, vulnerability, and challenges of children.

Therefore, to support and strengthen the current mechanisms from a local to a national level, it is important to have a full picture of child safety in digital environment which may require a critical examine the bare realities of all forms of child protection issues in entire Cambodia directly and indirectly contributing to increased risk, vulnerability, and challenges in the digital world. Many specific and generic nationwide studies are done by the government and various NGOs around child protection issues from the online safety point of view, but the findings are largely confined to gap analysis. There has not been any systematic effort to understand the issues, pattern, timings and causes. Therefore, CRC-Cambodia, in support of ChildFund Cambodia, in collaboration with the Child and Youth Led Networks (CYLNs) in Cambodia, propose to conduct the research on "***Online Safety for Children in Digital Environment - OSCE"***.

The situation analyses on the rights of the child produced by the coalition help gather evidence and perspectives from a wide range of key stakeholders on the reality of policy implementation on the ground, emerging issues affecting children, contextual factors posing challenges to realize progress, and good practices in advancing children's rights at local level. These reports have been conducted to be inclusive of the views of member organizations, children and youth, government representatives at national and sub-national level, and development partners. The methodologies have included literature review, synthesis of existing researches, Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), consultation workshops, and several rounds of validation to ensure the report reflects the spirit and consensus of the participants. These reports provide a strong basis of evidence from which the coalition develops its advocacy and programming priorities, and also serves as a key resource from which the coalition can develop advocacy messages for a variety of national policy and planning mechanisms. The situation analysis has informed and been used to develop Alternative Reports on implementation of the CRC, as well as other coalition submissions to human rights mechanisms and policy dialogues at different levels.

The key purpose of this proposed research is to collect information, (qualitative and quantitative) from primary and secondary sources in entire Cambodia with the help of like-minded network of NGOs dealing with child protection aspects in Cambodia to understand, the age-group, issues, locations, timings and types of abuses to analyse the emerging trends, and pattern on online safety in this digital environment.

The information and data that this research will collect are of two types:
1) Issues related to child protection; and
2) Issues related to online safety in this current digital environment.

The end report will analyse and separate these two components clearly.

The analysis or outcome of this micro-research has been used for multi-purpose actions. This vital information would then be shared with all key stakeholders, including ChildFund Cambodia to develop appropriate actions to address these issues and find appropriate funding support to form relevant projects to strengthen a nationwide mechanism to prevent such cases. At the same time, using the collected information, CRC-Cambodia will improve and mainstream with the existing online Child Rights Monitoring to advocacy and campaign to promote child rights in Cambodia. ChildFund Cambodia has also played a crucial role during this micro-research including overall coordination, securing approval from the government, quality check, guidance for questionnaire and methodology, feedback on analysis, and final report.

BACKGROUND TO THE MICRO-RESEARCH

General comment No. 25 (2021) on children's rights in relation to the digital environment is to explains how States parties should implement the Convention in relation to the digital environment and provides guidance on relevant legislative, policy and other measures to ensure full compliance with their obligations under the Convention and the Optional Protocols thereto in the light of the opportunities, risks and challenges in promoting, respecting, protecting and fulfilling all children's rights in the digital environment[1].

General Comment No. 13 (2011) on the right of the child to freedom from all forms of violence and General Comment No. 8 (2006) on the right of the child to protection from corporal punishment and other cruel or degrading forms of punishment in adopting measures to combat all forms of violence against children have been issued by the Committee on the Rights of the Child, and provide further description and details on VAC[2].

The 44th session of the Human Rights Council on 1 July 2020 included panel discussions on realizing the rights of the child through a healthy environment. The Special Rapporteur participated and reported that the hundreds of children he has interacted with around the world "want adults to listen, engage, and most importantly, act". Many States requested guidance on how to support children's rights to a healthy environment and involve children in decision-making processes, and particularly on how to do that at the regional level. The 45th session of the Human Rights Council, in October 2020, adopted a resolution on realizing the rights of the child through a healthy environment[3].

There are currently significant gaps in legislation surrounding OCSE in Cambodia. In 2008, the Royal Government of Cambodia enacted the Law on Suppression of Human Trafficking and Sexual Exploitation. While the law criminalizes "Child Pornography", it does not criminalize does not have explicit provisions that criminalize accessing or downloading child pornography images, or the possession of Child Sexual Abuse Material (CSAM) without the intent to distribute. Further, distribution and dissemination are criminalized in 'public spaces', which ignores CSAM traded or distributed within non-public areas. There are also no provisions for accessing or downloading CSAM for sexual grooming. In addition, there is no provision which requires ISPs to report CSAM to law enforcement or other authorities. Some of these gaps were intended to be filled with an anti-cybercrime law has been in the process of drafting since 2012 and is still in draft form. National Policy on Child Protection System 2019-2029 has been also developed to integrates existing mechanisms and systematically continues to provide consistent services for children and families that the Royal Government will put in place soon to ensure that the issues of children are integrated into all areas involved in promoting the rights, safety, status and skills of children[4].

The Royal Cambodia Government signed the Global Statement of Action (WePROTECT) at the Global Summit, Abu Dhabi in 2015, with the Ministry of Interior as the mediator. The Global Statement of Action led Cambodia to adopt a Model National Response (MNR) that is integrated into this OCSE NAP 2021-2025.

---

[1] General comment No. 25 (2021) on children's rights in relation to the digital environment
[2] General Comment No. 13 (2011) on the right of the child to freedom from all forms of violence
[3] The 44th session of the Human Rights Council on 1 July 2020
[4] National Policy on Child Protection System 2019-2029

Cambodia joined the Global Partnership to End Violence Against Children (PathFinding Country) on September 12, 2019 and developed the Action Plan to Prevention and Respond to Violence against Children 2017-2021, which also aimed at developing actions to prevent violence and Online Child Sexual Exploitation. In addition, the Head of the Royal Government of Cambodia participated in the approval of the Declaration at the Summit on November 2, 2019, with the aim of calling on all ASEAN Member States to use the highest standards to protect all children in ASEAN from all forms of Online Exploitation and Abuse.

To respond to this globally relevant issue, Cambodia has built collaboration for effective prevention and response. With ICT on the rise and more accessible than ever, Cambodia is making great efforts in the fight against Online Child Sexual Exploitation and strives both to improve cybersecurity and to provide a positive and secure digital environment for users, particularly children.

Online Child Sexual Exploitation is a global problem and poses a serious threat to children. In 2020, the National Center for Missing and Exploited Children (NCMEC) reports that the number of cases of Online Child Sexual Exploitation has risen to more than 21.7 million worldwide, and most of the perpetrators were not known by the child victims. Meanwhile, the International Association of Internet Hotlines (INHOPE), in its 2020 report, shows that 76% of child victims of sexual abuse are between 3 to 13 years old, 1% are children between 0 and 2 years old, and 93 % are girls[5].

For Cambodia, there is no official data on the extent of Online Child Sexual Exploitation, but through reports from the general public to the authorities and the Internet Hotline, the average number of reports per year is more than 150, including suspected cases of Child Sexual Abuse Materials, also called child pornography, Sextortion, etc. According to the Initial Situational Analysis on OCSE, which was led and facilitated by CNCC in 2020, 60% of Cambodian children who participated in the survey found that there was a risk of online sexual exploitation when they used the Internet, such as grooming and being forced to create and share pornographic images. To measure progress on child rights, child rights indicators must be identified for review. Child Rights is a cross-cutting issue with various ministries and local NGOs working on various aspects of child rights. These institutions have developed child rights-related indicators for their own administrative and/or monitoring and evaluation purposes. As a result, it is difficult to assess progress objectively and coherently on child rights nationwide due to the lack an agreed upon set of child rights indicators.

The Royal Government has laid out its rectangular strategy, national development strategy, national policy, regulatory standards, national action plan for children and other long-term and medium-term development plans to ensure development, appropriate employment provision, equality, efficiency and ensuring the achievement of the Kingdom's sustainable development goals 2016-2030, including various mechanisms at the national and sub-national levels to facilitate the implementation of regulatory standards as well as policies and action plans, as noted earlier.

The Violence Against Children (VAC) is at the heart of the Sustainable Development Goals (SDGs). The SDGs "promises to strive for a better world that is just, equitable and inclusive and the commitment to work together to promote sustained and inclusive economic growth, social development and environmental protection and thereby to benefit all, in particular the children of the world, youth and future generations of the world, without distinction of any kind such as age, disability, culture, race, ethnicity, origin, migratory status, religion, economic or other status." Recognizing the importance of building peaceful and inclusive societies, Goal 16 and target 16.2 highlights the need to work towards ending "abuse, exploitation, trafficking and all forms of violence against and torture of children." This is the global framework for the commitment of ending all forms of violence against children.

Action Plan to prevent and respond to violence against children 2017-2021 – The Action Plan is to join the global movement to end violence against children, as articulated in the Sustainable

---

[5] the International Association of Internet Hotlines (INHOPE) report in 2020

Development Goals (SDG) and the 2015 ASEAN Regional Plan of Action on the Elimination of Violence Against Children. Findings from the Cambodia Violence Against Children Survey in 2013 showed that many of Cambodia's children experience physical, emotional, and sexual violence. Multiple sources also delineate data on other forms of violence against children in Cambodia, including neglect, child marriage, child labour, trafficking, and online child sexual exploitation.

Action Plan to Prevent and Respond to Online Child Sexual Exploitation (OCSE Action Plan 2021-2025) – The Action Plan has included stakeholders and multidisciplinary institutions responsible for online child protection, including civil society and the private sector, under the auspices of the Royal Government of Cambodia. The Action Plan also shows the willingness, effort and especially the commitment of the Royal Government of Cambodia to protect the children from harm and all forms of child exploitation as a part of the Declaration at the Summit on November 2, 2019, with the aim of calling on all ASEAN Member States to use the highest standards to protect all children in ASEAN from all forms of Online Exploitation and Abuse[6].

Child Protection in Emergency Contingency Plan 2020-2021 – This contingency plan is built on the past experiences and lessons of child protection concerns, constraints, protective and prevention actions and responses, mainstreaming child protection in other sector coordination groups of The Humanitarian Response Forum (HRF) and relevant ministry sectors. It also provides clear standards and operating procedures on when, what, how and who should be doing what before, during and after disaster. More importantly, this contingency plan has a common Interagency Child Protection Assessment Form, Child Protection Checklist and a list of Child Protection Contact Focal Points which will be updated on the yearly basis[7].

Cambodia has established an Information and Technology Office under the Anti Human Trafficking and Juvenile Protection (AHTJP) Department and an Anti-Cybercrime Unit under Cambodia National Police Commissioner. MoI established unit of cybercrime operation is under the Criminal Investigation Department. While both offices are technically comprised of judicial police officers and have the mandates over OCSE, neither of these offices have established specific priorities, responsibilities, or practical mechanisms for responding to OCSE. In practice, the Cybercrime unit generally carries the responsibility for computer-related crimes and AHTJP would deal with crimes related to child trafficking and exploitation. Thus, child exploitation cases usually will begin with AHTJP and, if the child exploitation case involves technology, the case would then be referred to the Cybercrime unit for evidence examination and investigation. While the Cybercrime Unit has become the de-facto unit to carry the responsibility for providing follow up and investigation on OCSE-related crimes, the unit is a small team of about 10 people with limited resources and a large mandate covering a broad-range of computer-related crimes including: identity theft, hacking, and money laundering. Because of this broad mandate, international child protection advocates indicate the team lacks the bandwidth to address online child protection concerns.

The Cyber Crime Unit is a new addition of Cambodia National Police Commissioners of Ministry of the Interior (MoI), first starting work in 2016. The core task of the unit is to cooperate with other government agencies in conducting forensic investigations of electronic devices. The unit commonly receives requests from the anti-human trafficking department to search seized electronic equipment for documents, images, or other files to be used in the prosecution of a case. While the Cyber Crime unit bears the responsibility for the investigation of all OCSE related crimes, the unit is also responsible for any other computer or technology-related crime, including, attacks on computer systems, email spam, phishing, identity theft, online scams, and fraud. While the Cyber Crime unit should ideally serve as a centralized hub for computer related crimes, the division does not, itself, have the capacity to investigate crimes that were committed on the internet. At present,

---

[6] Action Plan to Prevent and Respond to Online Child Sexual Exploitation (OCSE Action Plan 2021-2025)

[7] Child Protection in Emergency Contingency Plan 2020-2021

the bulk of their work and training focuses on the physical, forensic investigation of evidence held on electronic devices gathered from criminal raids, as opposed to crimes committed on the internet.

The Telecommunication Regulator of Cambodia (TRC) is the legal regulatory body that governs telecommunications systems. TRC oversees the maintenance of Cambodian internet infrastructure and the regulation and control of internet access across the nation. While TRC is technically in charge of internet control and access, it cites that the monitoring of inappropriate content on the internet is something that is usually undertaken by the Ministry of Culture and Fine Arts (MCFA), although the board has worked with MCFA in the past to address content issues.

The Internet Regulation board operates a hotline and Facebook page which serves as the national contact point for the public to report inappropriate content, hate speech, scamming, or grooming through the internet or other telecommunications devices. While the mandate of the regulator includes responding to public reports, a significant portion of the regulator's work seems to focus on responding to hate speech and derogatory remarks, especially against high profile figures within the country.

Cambodia National Police Commissioners (Hotline 117) – This hotline is publicly for report and respond to all issues and crime. Meanwhile, have one more hotline is 1288 for special report and respond to anti-trafficking and judicial justice. Also, Cambodia National Police Commissioners in collaboration with local and international NGO working on OCSE on prevention, protection and respond towards OCSE.

Internet Hotline Cambodia (IHC) – In 2015, the APLE Internet Hotline was established with the support of INHOPE Foundation and run by APLE Cambodia which offer public to anonymously report on CSAM. In coordination with the Anti Cybercrime Department of MoI and other INHOPE hotlines and internet industries to takedown contents and appropriate actions of illegal contents and all OCSE related cases. In addition, IHC has run campaigns on raising awareness of online risks, and understanding of internet safety to children, parents/guardians, professionals, and local communities. IHC works with partners and stakeholders to conduct research to gain knowledge and evidence-based information to create an online learning/resource center towards eradicating OCSE.

ChildSafe – ChildSafe is a movement of volunteer child-protection agents throughout Cambodian communities, which serve as the eyes and ears for a network of child-protection organizations throughout the country. Agents are trained to be aware of the situation of danger for children and take action to protect them. ChildSafe works to protect children and youth those who are exposed to many abuses, from physical and emotional violence to sexual exploitation, forced labor and lack of access to education and health care. Children and youth served include victims of abuse, domestic violence, involved in the sex trade, school dropouts or unemployed, using drugs, affected by HIV, migrants, in prison or in conflict with the law, and living on the margins of society.

Child Helpline Cambodia (CHC) – Child Helpline Cambodia (1280), promotes child rights and build opportunities for children and youth protection through professional phone counseling, information service of appropriate partners. Through the consultation and giving information, so that CHC empower clients to make decisions and CHC only make intervene when the clients ask to do on behalf, and when it is an emergency, someone's life is at risk. CHC does not focus specifically on child sexual exploitation, but it provides a 24-hour, free hotline for children to speak with counsellors on a broad range of issues. While the mandate of the hotline is broad, counsellors also commonly receive reports on child sexual exploitation and violence, and are able to provide counselling, and outside service referrals as needed.

METHODOLOGIES

a) RESEARCH'S PARTICIPANTS AND HOW THEY WERE CHOSEN

The sample size was calculated by using the formular Figure 1: Sample size calculation formula $n=Z^2p(1-p)/d^2$, where; n= sample size, Z= standard normal deviation set at 95% confidence level, P= percentage picking a choice or response 0.5 and d= the confidence interval (0.05 = ±5). So, n = ((1.96)² x 0.30(1-0.30)) / (0.05)² ➔ n = 322 sample (Sample Size Calculator).

From the field data collection, there were 1,311 respondents, including 1,288 one-to-one interviews with children and adolescents, 48 Focus Group Discussions (FGDs) with child and adolescent, parent groups, and 12 Key Informant Interviews (KIIs) with school principal, teachers, Chief of Department of Education Youth and Sport, Commune Chiefs, Deputy of District Governor, and key relevant stakeholders to explore further information on the perception of key informants. Sample Size Calculation and Sampling Framework was organized and done after final discussions with ChildFund Cambodia and ChildFund Korea and Team.

However, actual participants were 1,260 (7,95 girls) with 25 were disability people out of 1,288 as the total of one-to-one interview.

It was less than planned 28 respondents due to most of them have no contact numbers and we can't be reach out to them directly.

b) DATA COLLECTION METHODS

The data collection team were well trained and selected from Child and Youth Network of CRC-Cambodia and University students. CRC-Cambodia's staff has provided the training on the questionnaire and data collection tool, provided clear orientation on the questionnaire and also pilot the questionnaire after training. The training was provided with clear objective of the research, provide basic information of the project, explain the goal and method for of survey, develop the team's interviewing skills ensure proficient use of the questionnaire, and ensure compliance with ethical guidelines (topics of ethics of researchers: Consensus building, Informed Consent, Confidentiality, and Conflict of Interests). The data collection team was divided into two teams (Team A and B) led by a team leader from the consultant team. Each Team Leader checked all questionnaires before leaving the sites. Simple field reporting forms were provided to assist the team in managing data in the field. Members of the consultant team conducted randomly spot checks and observation of at least 20% of all field works to ensure data quality.

For increased validity and to assure respondents' privacy, it was important that the interviews for the survey are conducted in a manner that was comfortable for respondents and those respondents are able to speak openly and honestly. Each respondent has the right to decline the interview, or to refuse to answer specific survey questions. The interviewers respect this right and were verbally obtain informed consent before conducting the interviews. On average, survey interviews took approximately 45-50 minutes. It was estimated that each interviewer would be able to collect information from 5 respondents each day.

The OSEC program methodologies was used both qualitative and quantitative approaches. The primary aim of both these approaches was elicit information from communities on the OSEC program's intervention against its expected result and outcome. The following methodology was used to evaluate the program:

Literature Review:
Literature review of the micro-research was conducted such as General comment No. 25 (2021) on children's rights in relation to the digital environment, General Comment No. 13 (2011) on the right of the child to freedom from all forms of violence and General Comment No. 8 (2006) on the right of the child to protection from corporal punishment and other cruel or degrading forms of punishment in adopting measures to combat all forms of violence against children, The 44th session of the Human Rights Council on 1 July 2020 included panel discussions on realizing the rights of the child through a healthy environment, the Royal Government of Cambodia enacted the Law on Suppression of Human Trafficking and Sexual Exploitation in 2008, the draft anti-cybercrime law, Action Plan to prevent and respond to violence against children 2017-2021, National Policy on Child Protection System 2019-2029, Action Plan to Prevent and Respond to Online Child Sexual Exploitation (OCSE Action Plan 2021-2025), Child Protection in Emergency Contingency Plan 2020-2021, and others related documents.

Key Informant Interview-KII:
12 Informant interviews of out 12 planned were conducted as planned through phone call with nine-person representative from local authorities, teachers from Kratie province as target area, and three staff representatives from UNICEF, WOMEN, SOS through link assessment (KoBo). This interview was to get information and their perception on the child protection issue in their area and the prevention of program implementation in Kratie province and others 14 capital/provinces, including Kandal, Rattanakiri, Prey Veng, Siem Reap, Steung Treng, Svay Rieng, Koh Kong, Kompongtom, Kampot, Takeo, Tboung Khmum, Battambang, Pursat, and Phnom Penh.

Focus Group Discussion-FGD:
Eight Focus groups discussions with 42 respondents of out 48 planned were conducted face-to-face with target beneficiaries such as child and adolescent, parent groups at Kratie province based on selection with Child Fund Cambodia Staff. In the total there were 8 Focus Group Discussions with separately group with 42 respondents, including 2 FGDs with girls, 2 FGDs with mothers, 2 FGDs with boys, and 2 FGDs with fathers. Questionnaire were developed with separately for children and parent group. A team from two people from the consultant team conducted the FGDs: one to lead facilitation and one take detailed notes of the discussion.

Knowledge, Attitude and Practices (KAPs):
One-to-one interview was conducted with 1,260 of out 1,288 respondents within 15 province/city of children and adolescent through phone call to get their perception and their knowledge on child protection issue also key challenges about child issue during covid-19. The questionnaire were generated to KoBo system and data entry to the KoBo after finished the call with children and adolescent. The data entry frames were designed in KoBo. Double data entries were used to minimize errors. (Annex questionnaires)

c) PROCESS OF ETHICAL CONSENT IF APPLICABLE.

CRC-Cambodia known as the National Child Rights Coalition has respect and follow child protection policy, child and young people safeguarding and child participation policy as well. The confidentiality of all participants enrolled in this research have been fully protected possible. Moreover, the research team had also followed strict ethical standard such as no-harm approach, protection of anonymity and confidentiality of individual research participants. The research was also to ensure informed consent, including pictures, were only be taken if appropriate and consent and sensitivity to social and cultural context and acting with integrity and honesty when interacting with all stakeholders. Data collectors received training on confidentiality issues, although participants were not be identified by name. And to prevent the participants of the infection of COVID-19 during this research, the following strategies have been fully applied:

- At all time, apply the COVID-19 prevention measures recommended by the Cambodian Government and Ministry of Health (MoH).
- Avoid large gathering of participants in the meetings/events.
- All participants are required and/or provided with face-mask; checked with their temperature before entering into the meeting room; they are required to wash their hands.
- Use the online platform, including phone call, ZOOM, Ms. TEAM, Skype… with certain participants who are familiar and could access to these platforms.

d) DATA ANALYSIS METHODS.

A highly structured survey questionnaire was developed in consultation with children and adolescents both boy and girl respondents. The questionnaire was developed by CRC-Cambodia's team under support from ChildFund Cambodia staff with comments and feedback. Overall, all the instruments, e.g., the questionnaire, related to guideline was both in English and Khmer. The questionnaire survey includes all necessary topic including demographic characteristics.

Team leader and member of the consultant team cross-checked all the survey questionnaires to ensure completeness and accuracy. The data entry frames were designed in KoBo. Double data entries were used to minimize errors. The data was analysed, following the objectives of the survey, using SPSS. Data analysis Page focused on descriptive analysis for all objective measures for the programme objective and comparisons with program statistics. Proportions was computed to determine the status of each indicator and statistical tests (chi-square) were applied to assess whether the differences were significant at the 5% level. A statistical analysis of the secondary data extracted from various report (operational data, Monitoring data) were done and compared with the output indicators.

Based on the TOR and finding of the results, draft of the report was prepared and submitted to management team and findings was presented in ChildFund Cambodia staff to seek comment on research findings, conclusion, and recommendation. Based on comment received final report was submitted to ChildFund Cambodia staff. Online feedback from ChildFund Cambodia staff and management team were widely opened in accordance with ChildFund Cambodia's rules.

RESULTS

This heading describes several sections about the factual findings that this micro-research has been collected are of two types:
1) issues related to child protection and
2) issues related to online safety in this current digital environment.
The end report will analyse and separate these two components clearly.

Consequences of Covid-19 and School Closures on Child Projection

On 16 March 2020, RGC took the decision to close all education institutions, including public and private schools, as a preventative measure against the spread of COVID-19. These school closures have resulted in disruptions to learning in all of Cambodia's 13,482 state schools, from pre-school through to upper secondary, including 3,064 community pre-schools, non-formal education (NFE) centres/programmes, and teacher education institutions (TEI). As a result, an estimated 3.2 million students have been affected. In response, MoEYS, together with development partners and stakeholders, has made significant efforts to provide continuous distance learning for all students

in Cambodia.[8] The data from KAP survey with children and adolescent indicates that 51% of them feel worried about the impact of covid-19 that effect to their feeling, 29% strongly worried about that and it effect to their feeling, and 91% of respondents said impact to their education. The KIIs with local authorities and teachers also indicate that the long destination leaning lead to any kind of risk for children and adolescent mostly abuse. When the school closures, children and adolescents stay at home that lead many issues happened included the forms of child abuse and the lacking of work for adult at the community level during school lock down that lead for gangsters and drugs.

FIGURE #02: COVID-19 AND SCHOOL CLOSURE IMPACTED ON STUDENT

Communicate with Friends, 35%
Food, 12%
Education, 91%
Feeling, 38%
Family Income, 58%

FIGURE #03: CHILDREN AND ADULT ARE ACCESSING SOCIAL MEDIA/INTERNET

No 7%
Yes 93%

FIGURE #01: STUDENT'S FEELING DURING COVID-19 AND SCHOOL CLOSURE

Simple, 7%
Don't worry at all, 1%
Worry a little bit, 11%
Worried, 51%
Strongly Worried, 29%
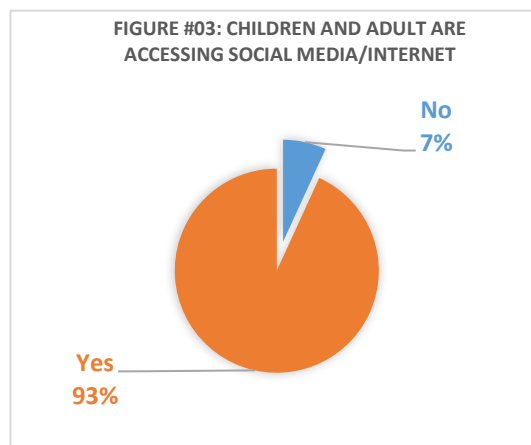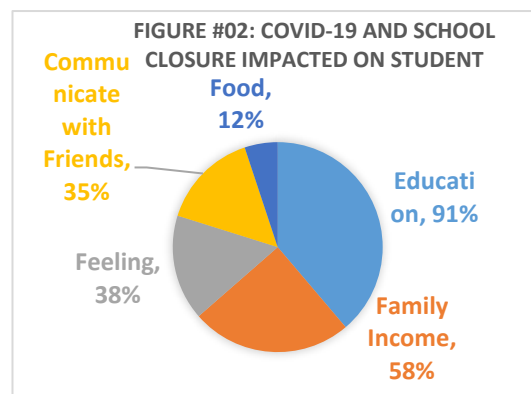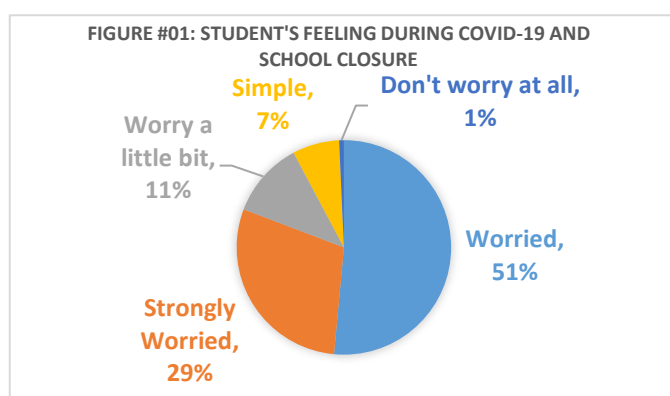
In response to school closures during Covid-19, the MoEYS, together with development partners (and other stakeholders, made significant efforts to provide continuous distance learning to children across all education levels. With these c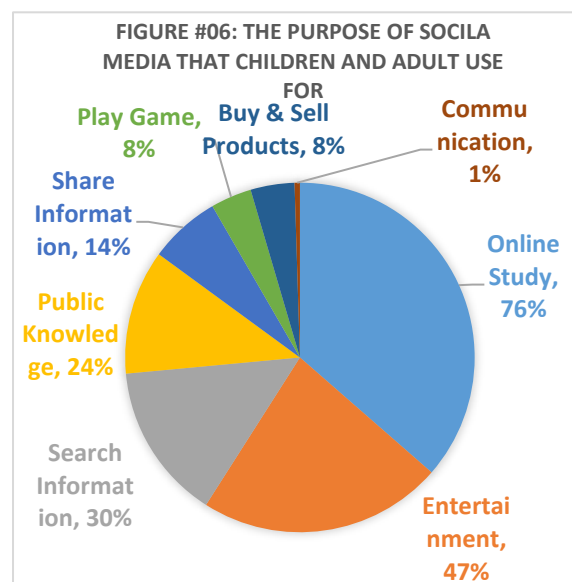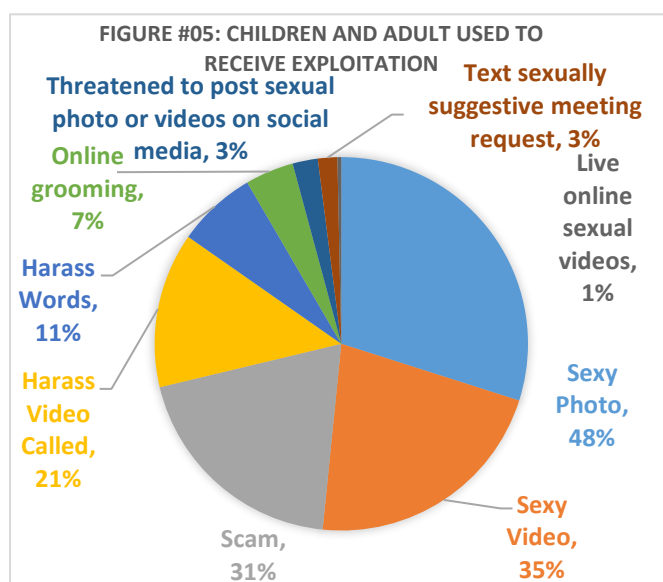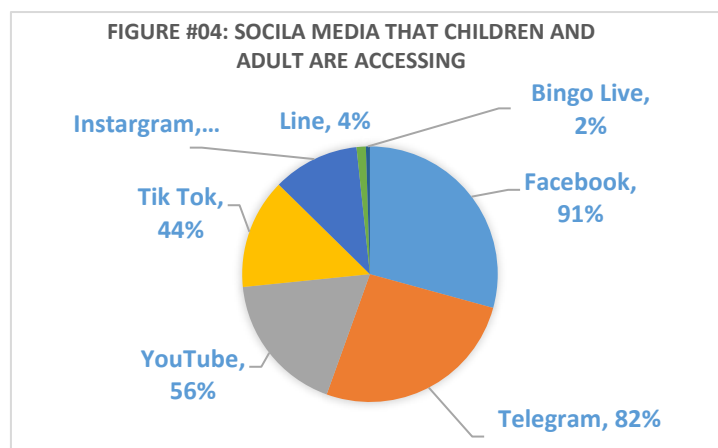onsequences, a total of 93% of children and adolescent respondents confirm that they have accessing the online platform for their online studies and others purposes, including entertainment, and their communications. Another interesting data is Facebook has been cited as high-risk platform by 1,148 of the 1,260 respondents (91%) of children and adolescent (63.1% of girls, 36.5% of boys and Other 0.4%). Some of the most common risk include seeing and receiving sexy photo 48% (69.1% of girls, 30.3% of boys and Other 0.6%). Amongst those, 1.1% are in age group 9-12 years old, 20.8% are in age group 13-15 years old, 55.6% are in ag group 16-18 years old and 22.50% are in age group Over 18 years old. 35% receiving sexy videos (66.70% of girls, 32.6% of boys and Other 0.8%). Among those, 14.7% are in age group 9-12 years old, 14.7% are in age group 13-15 years old, 55.50% are in age group 16-18 years old, and 29.5% are in age group over 18 years old. The data, however, indicates that 76% (65.40% of girls, 34.20% of boys and Other 0.4%) of total respondents have used the online platforms for these online studies to support their distance studies and only 1% they have used for their communication. Amongst those, 1.8% are in age group ears old, 28.2% are in age group 13-15 years old, 47.80% are in age group 16-18 years old, 22.20% are in age group over 18 years old. A father living in Chet Bari district, Kratie province said that "*since covid19 outbreak, my children spent a lot of time on internet, we just know that they use the internet for their study only, we never know and thought our children will face with the risk of online sexual exploitation.*"

Even these movements had led some risk involvements to the children and adolescents, but it also can assist with continuous quality improvement of distance education services during this difficult time. The qualitative data also indicates that they use the social media in the purpose of studies, communication, and listen to music and the platforms that they use are google meet, zoom, Facebook, Tik Tok, Telegram, Massager, and Instagram. They play maximum 4 hours per day.

---

[8] Cambodia Covid-19 Joint Education Needs Assessment, MoEYS, March 2021.

FIGURE #04: SOCILA MEDIA THAT CHILDREN AND ADULT ARE ACCESSING

- Instargram,...
- Line, 4%
- Bingo Live, 2%
- Facebook, 91%
- Tik Tok, 44%
- YouTube, 56%
- Telegram, 82%

FIGURE #05: CHILDREN AND ADULT USED TO RECEIVE EXPLOITATION

- Threatened to post sexual photo or videos on social media, 3%
- Text sexually suggestive meeting request, 3%
- Online grooming, 7%
- Live online sexual videos, 1%
- Harass Words, 11%
- Sexy Photo, 48%
- Harass Video Called, 21%
- Scam, 31%
- Sexy Video, 35%

FIGURE #06: THE PURPOSE OF SOCILA MEDIA THAT CHILDREN AND ADULT USE FOR

- Play Game, 8%
- Buy & Sell Products, 8%
- Communication, 1%
- Share Information, 14%
- Online Study, 76%
- Public Knowledge, 24%
- Search Information, 30%
- Entertainment, 47%

Online Child Sexual Exploitation and Abuse during Covid-19 outbreak

The Joint Assessment of MoEYS, March 2021 found that both girls and boys are at an increased risk during school closures as a notable proportion of both groups (17% and 23% respectively) self-reported facing additional violence, abuse or exploitation. In addition to overall students being at an increased risk those who self-reported a disability were at an increased risk (23%) when compared to students with no disability (15%). Levels of increased exposure to violence, abuse and exploitation, as reported by secondary students, while heightened during school closures, were much lower when compared to the perceptions of increased risk of education stakeholders. 43% of all respondents perceived that boys were experiencing additional protection related risks because of COVID-19 and 36% perceived the same for girls. In addition to increased exposure to violence, students were found to be experiencing increased mental health and psychosocial distress during COVID-19 with more than half reporting to have experienced at least one type of mental health psychosocial stressor during the pandemic period including sadness, loneliness and fear. The data from the KAP survey with children and adolescents indicate an interesting online usage habit and pattern. The children lack of information on how to report the case and they are also afraid of reporting as well because they worried about their safety. Among 35% of respondents (59.4% of girls, 40.10% of boys and another other 0.50%) did nothing when they heard or see about the child abuse and if they get the any form of abuse they have consult with their friend 34% (70.50% of girls, 29.30% of boys and Other 0.20%) while they have believed it's safe and confidential for them. Furthermore, most of the children lack of understanding in prevention and protection themselves from online abuses because they never get any training on that. One more thing, they didn't brave in advocating with their parents even they know their parents did something

wrong on them as parents may challenge them through beating and blaming them. Overall, among the 1,260 children providing responses, 34% (65.40% of girls, 33.80% of boys and another other 0.80%) cite spending about 4-5 hours on the internet. Amongst those, 2.80% are in age group 9-12 years old, 28.80% are in age group ears old 46.20% are in age group 16-18 years old, and 22.20% are in age group over 18 years old. and 14% (64.5% of girls, 34.9% of boys and another other 0.60%) cite spending more than 8 hours on the internet using. Amongst those, 0.60% are in age group 9-12 years old, 9.60% are in age group 13-15 years old, 53.60% are in age group 16-18 years old, and another 36.20% are in age group over 18 years old. A student in a school of Sambor district, Kratie province said that "we want parents to have positive discipline for their children in using the internet overtime which keeps observation and asking them to know if they have any stranger chat or message or not."
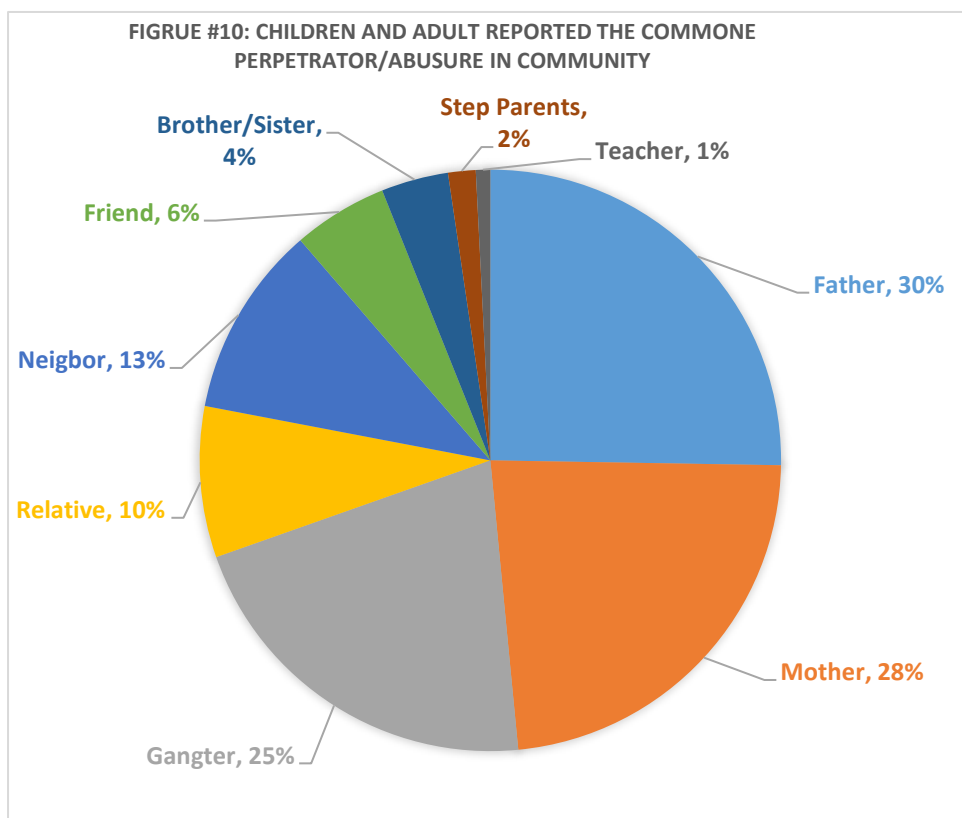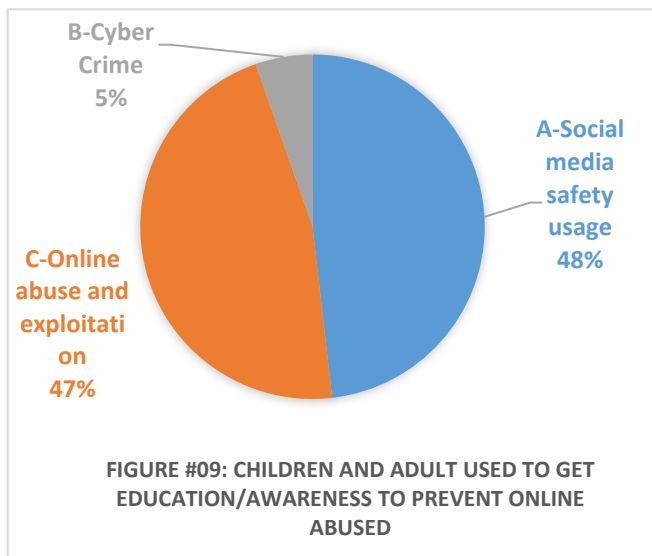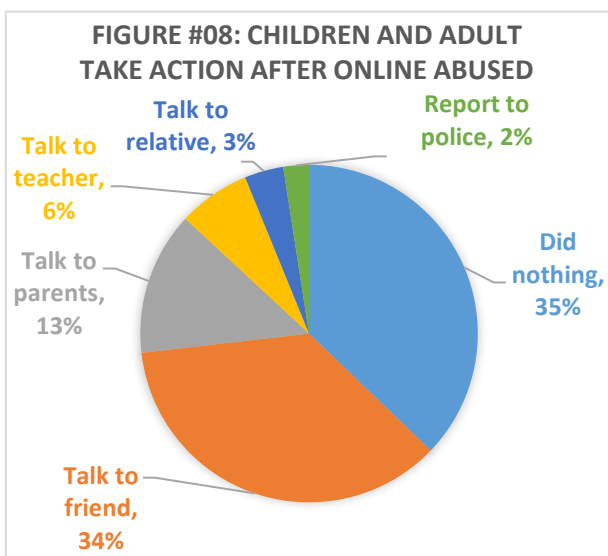
76% of them using the internet for their online study while 47% using the internet for their entertainment. 1 Child among 6 children respondents report who joined FGD report that they have experienced harassed by inappropriate online by texting asked him to send the photo without clothe, sending sex video, and video call. This happened just 4 weeks ago. The perpetrator added facebook to be friend and then text to messenger and asked they to send their photo with no clothes, send sex video, and wanted to make a video call with him, but he blocked them. The perpetrator is the foreigner. Children and Adolescents have also discussed with their parents, and their relative who is a policeman. A qualitative data also indicate that Children and Adolescents know how to be safe while they are using the internet, they reported that they need to put a strong password on Facebook, put password on the home screen, turn off the location, don't give their password to others, and don't just click on the link that someone sends to us. The data from FGDs with children indicate that they have heard such as in-appropriate word, neglect, using drug, and beating from parents, sisters, brothers, and, their relatives. When they heard about these, they feel so sad, afraid, depressed, shy, hurt, pity, and worried about those kid futures. The qualitative data also indicate that children and adolescents need some support, including emotion support, motivation, treatment, legal support when suffered from any forms of abuse and exploitation. And normally, children have received supports from their parents, relatives, teachers, and friends. The KIIs with local authorities and teachers indicate that most of children and adolescents pay more time with online that lead for difference of abuse as they less experiences or do not know how to prevent themselves during the online platform usage and children and adolescents have a limit of online access and knowledge then it will be led for child abuse, and they may also watch inappropriate stories and reach to act by themselves. The local authority and other focal persons seem very limit of the online platforms' usage and case or data management that lead most information could not sharing and intervention jump in on time.

In 2020, the National Center for Missing and Exploited Children (NCMEC) reports that the number of cases of Online Child Sexual Exploitation has risen to more than 21.7 million worldwide, and most of the perpetrators were not known by the child victims. Meanwhile, the International Association of Internet Hotlines (INHOPE), in its 2020 report, shows that 76% of child victims of sexual abuse are between 3 to 13 years old, 1% are children between 0 and 2 years old, and 93 % are girls. Promote Education and Awareness on the Online Child Abuse are the options to mitigate risk and harmful of Online Child Exploitation and Abuse. The data indicates that 48% of total responses they have received the awareness on social media safety while only 5% reported that they have awareness on Cyber Crimes. The children and adolescents indicate via FDG that they have received trainings on child protection, and child abused. The FDGs with the parent also indicate that the parents lack of understanding in relation to online abuses which never ask their children about that. Anyway, they still think that beaten and blame to the children when they did something wrong are normal which is that a good way in educating their children. However, they also report that they faced a lot of difficulties in terms of report the child protection cases, including no contact number of police, lack of information on reporting flow, lack of confident to report to the authority about the problems and/or cases. The KIIs with local authorities also indicate that they also have limitation on the knowledge and understanding on child online abuse and exploitation.

Less engagement in the training and/or not fully participated which will limit for capturing or understanding as a whole perspective. It is not a full part of kind of the training or cascading as the trainer also received a partially too. A student in a school of Chet Bori district, Kratie province said that "*I know and heard about online child sexual exploitation, but I don' know how to report it and who will do I report to.*" She continues that "*the police, authorities, NGOs should develop posters and IEC materials in relation to online* safety for sticking in schools or somewhere in the community which provide the authorities and hotline contacts to the communities for the reporting case."

Off-line Child Sexual Exploitation and Abuse during Covid-19 outbreak

FIGURE #08: CHILDREN AND ADULT TAKE ACTION AFTER ONLINE ABUSED

- Talk to teacher, 6%
- Talk to relative, 3%
- Report to police, 2%
- Talk to parents, 13%
- Did nothing, 35%
- Talk to friend, 34%

FIGURE #09: CHILDREN AND ADULT USED TO GET EDUCATION/AWARENESS TO PREVENT ONLINE ABUSED

- B-Cyber Crime 5%
- A-Social media safety usage 48%
- C-Online abuse and exploitation 47%

FIGRUE #10: CHILDREN AND ADULT REPORTED THE COMMONE PERPETRATOR/ABUSURE IN COMMUNITY

- Brother/Sister, 4%
- Step Parents, 2%
- Teacher, 1%
- Friend, 6%
- Father, 30%
- Neigbor, 13%
- Relative, 10%
- Mother, 28%
- Gangter, 25%

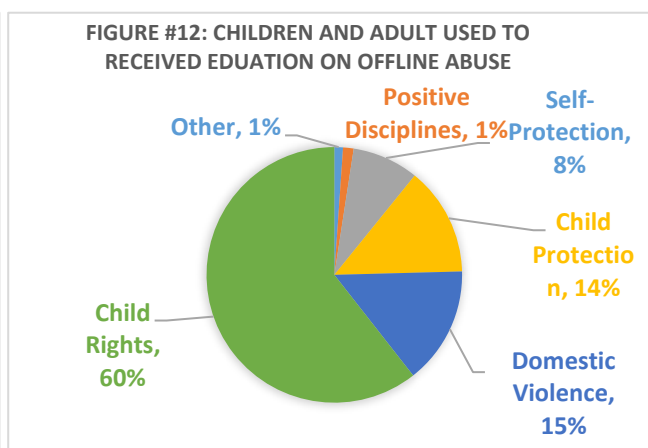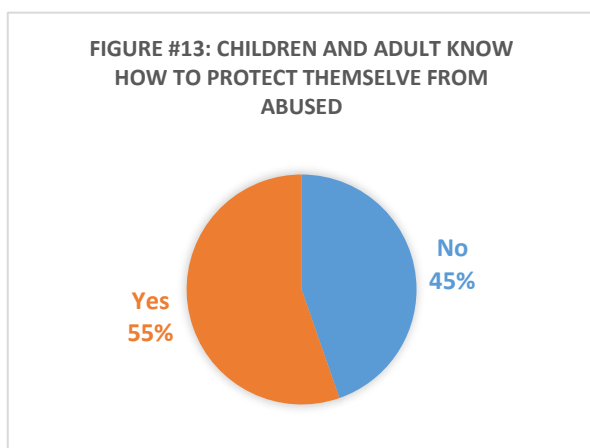FIGURE #11: CHILDREN AND ADULT REPONDED ON ABUSED

Child abuse is not a new phenomenon. Over the past thirty years, prevention advocates have designed and implemented hundreds of interventions to resolve a parent's lack of knowledge and skills, to create extended networks of formal support, and to alter normative and societal standards for child rearing and education. Although the data indicates that 30% of total respondents have received from father about violence due to the father rarely participant in the any training or capacity building on the child protection, positive parenting while 28% of respondents have received from mother about violence with the reasons of mothers who stay close to the children and adolescent than fathers even, they have received more training than fathers. A mother lining in Sambor district, Kratie said that "*we have seen the parents do violence on their children, but I think they should/ deserve receive some punishment because they did something wrong and did not listen to their parents' advice.*" She continues that "*parents should always advise their children not to play on the phone over time and keep their studies updated.*" And another 31% said that they talk to friend, while only 1% said that they talked to their parents. So, we can say they don't care much about the children's issues, they only care about work to generate the daily incomes. The suggestion is should be provided awareness raising frequency in the parents, local authorities and other relevant both in communities and school to ensure they aware and understand the negatives impact all kinds of abuses. Local police must strengthen and highly strict to the parents or someone who did inappropriate words or abused on the children. The qualitative from FGDs with children and adolescents also indicate that the children and adolescents lack of information on how to report the case and they also afraid of reporting as well because they worried about their safety. So, they would suggest the authority's response to the problem as soon as possible, and NGOs help raising awareness about the child abuse to the communities and schools about online abuse and how to be reporting when the case happened. The KIIs with local authorities also indicate that child safety during their reporting seem less aware and the mechanism of working or approach is not in ordering while most of the involvement persons do not know the channels of working approach. And the training and meeting were provided and mostly only attend by top and middle level while the focal persons still less involved or not assign to attend. The echo of the lesson or information is less in

term of budget support and only conducted among relevant staff not directly to the community's focal persons. They not ready or much aware on the necessary topics and tools for strengthen their institution. A teacher in a school of Sambor district, Kratie province said that "*community people know very little about children's rights, especially forms of violence against children, they thought violence means only beaten or sexual abuse.*" He continues that "*NGO should provide awareness raising to teachers to understand about online sexual exploitation and online safety and then teachers can take this to continued mainstream to the students in schools for preventing it.*"

Not all families, however, have equal access to or benefit from early intervention efforts so not all children are being protected. Far fewer resources exist for families who may not know they need assistance or, if they recognize their shortcomings, do not know how to access help. These families are generally not good at applying a theoretical concept to their own child's behaviour or adjusting a technique to suit their child's continued development. In generally, people in communities include children and adolescent received the education related to the basic of Child Rights (60%) that has state in the lesson since primary school, but they seem has limited with child protection or self-protection lesion or capacity building on the child protection beside they have their own action to prevent by themselves (55%) of respondents. Most of the teachers that we have interviews they also raised about the capacity building on the child protection has limited.

FIGURE #13: CHILDREN AND ADULT KNOW HOW TO PROTECT THEMSELVE FROM ABUSED

No 45%
Yes 55%

FIGURE #12: CHILDREN AND ADULT USED TO RECEIVED EDUATION ON OFFLINE ABUSE

Other, 1%
Positive Disciplines, 1%
Self-Protection, 8%
Child Protection, 14%
Domestic Violence, 15%
Child Rights, 60%

DISCUSSION

All children have the right to be respected for their human dignity, physical and psychological integrity and to equal protection. Online child sexual abuse and online child sexual exploitation involve the use of information and communication technology as a means to sexually abuse and/or sexually exploit children (e.g. grooming, indecent images of children taken through coercion, threats, force or persuasion or through peer-to-peer sharing, and use of children in audio or visual images of child abuse). There were 5 million or 32% of the total population Internet Users in 2016 **increased** to **12 million or** 73% of the total population in 2021 [9] There were **21.24 million** mobile connections in Cambodia in January 2020. The number of mobile connections in Cambodia **increased** by **765 thousand** (+3.7%) between January 2019 and January 2020. The number of mobile connections in Cambodia in January 2020 was equivalent to **128%** of the total population.[10] The digital environment is constantly evolving and expanding, encompassing information and communications technologies, including digital networks, content, services, and applications, connected devices and environments, virtual and augmented reality, artificial intelligence, robotics, automated systems, algorithms and data analytics, biometrics and implant technology.

On 16 March 2020, RGC took the decision to close all education institutions, including public and private schools, as a preventative measure against the spread of COVID-19. These school closures have resulted in disruptions to learning in all of Cambodia's 13,482 state schools, from pre-school through to upper secondary, including 3,064 community pre-schools, non-formal education (NFE) centres/programmes, and teacher education institutions (TEI). As a result, an estimated 3.2 million students have been affected. In response, MoEYS, together with development partners and stakeholders, has made significant efforts to provide continuous distance learning for all students in Cambodia.[11] The Joint Assessment of MoEYS, March 2021 found that both girls and boys are at an increased risk during school closures as a notable proportion of both groups (17% and 23% respectively) self-reported facing additional violence, abuse or exploitation. In addition to overall students being at an increased risk those who self-reported a disability were at an increased risk (23%) when compared to students with no disability (15%). Levels of increased exposure to violence, abuse and exploitation, as reported by secondary students, while heightened during school closures, were much lower when compared to the perceptions of increased risk of education stakeholders. 43% of all respondents perceived that boy were experiencing additional protection related risks because of COVID-19 and 36% perceived the same for girls. In addition to increased exposure to violence, students were found to be experiencing increased mental health and psychosocial distress during COVID-19 with more than half reporting to have experienced at least one type of mental health psychosocial stressor during the pandemic period including sadness, loneliness and fear.

Children with disabilities, marginalized children and other vulnerable groups are at higher risk of these secondary impacts. Incomplete child protection system. Particularly, lacks of legislation and policies in the child protection services system still that create the conditions for the operation of an effective provision of child protection services; lacks of a concrete inter-sectoral collaboration mechanism and related legislation on provision of the provision of child protection services; limited coordination role of the labor, invalids and social affairs sector. Inadequate/lacking of knowledge and skills for child protection, care and education by parents, child caregivers leading to the limitation in the capacity of the families, communities in child protection. In addition, the limited awareness of laws and legislations may also lead to violence against children. Educate parents,

---

[9] As of 30 June 2021: http://www.internetworldstats.com/stats3.htm#asia, last accessed 19 December 2021.

[10] As of January 2020: https://datareportal.com/reports/digital-2020-cambodia, last accessed 19 December 2021.

[11] Cambodia Covid-19 Joint Education Needs Assessment, MoEYS, March 2021.

children, caregivers, policy-makers, sector workers (i.e. police, judiciary, educators and health workers) and the public at large on the Convention on the Rights of the Child, and on existing laws and policies related to the prevention of violence against children. Specific campaigns should be undertaken to raise community awareness on the effects of violence against children, to advocate change in harmful social and cultural norms, and to promote gender equity/equality, non-discrimination, the fostering of positive, non-violent.

On the whole however, awareness-raising initiatives on child sexual abuse and exploitation have been ad-hoc and not integrated into school curricula and communities. In order to change societal and cultural attitudes that allow for the tolerance of child sexual abuse and exploitation, and to encourage reporting, the Committee on the Rights of the Child has highlighted a need for intensive awareness-raising activities through mass media and community participation. This includes mobilizing community leaders, local teachers, and youth and children's groups. There are some promising examples of more systematic awareness-raising activities in relation to children's safety online and cyber wellness, which include multi-stakeholder efforts in Brunei Darussalam, Malaysia, the Philippines and Singapore. In Brunei Darussalam, this has also included the involvement of religious leaders, who have raised awareness through Friday sermons.

There are professional codes of conduct in some countries, including Cambodia, Indonesia, Myanmar and the Philippines, that expressly require the media to protect the identities of children that are victims of sexual abuse and exploitation. Child protection legislation in Singapore and Thailand prohibits media publication of children's information in certain circumstances. Viet Nam's new Child Law includes specific provisions on children's right to privacy, which could cover media protection of victims' identities. Although the media is active in reporting crimes against children in many countries, children's privacy in the criminal justice process is not always respected. In Thailand, for example, there have been instances where the identities of children who are victims of abuse have had their personal details, including their names, schools or home addresses, disclosed. In the Philippines, the sexualization of children in the mainstream media has also been identified as a concern. Better monitoring of media coverage and reporting on children, as well as education and public awareness-raising on the harmful impact of the sexualization of children, is required. In some countries, such as Lao PDR, media coverage of child abuse and exploitation is rare (if at all) due to government regulations on the press.

Covid-19 epidemic outbreak and school closure strongly impact on children and adult education. The study from Cambodian ministry of education and UNICEF (2021) confirmed that the children worry about their study results during school closure because of Covid-19 because they lack of learning content and limited technology material – smart phone, tablet and computer. It is 55% of the students experienced at least one type of mental health of psychosocial stressor during the pandemic period including sadness, loneliness and fear (UNICEF, 2021). The Cambodia Education Forum (2021) also confirmed in its survey as 50% of student was stress with their study during epidemic outbreak and school closure. This gap mad more urgent intervention from ministry of education, UNICEF, USAID, INGs/NGOs and other stockholders on online education program. UNICEF (2021) study also indicated 78% of student can access the internet and social media as this study is 93%. However, the accessing social media and internet did not mean that the student and adult focus on their online study – the student used their smart phone with mostly on their entertainment, information search and pornography content. The study found approximately 50% of online students received pornography content from their friend, social media and unknown users. Cambodian Ministry of education (2021) showed 20% of the boys and girls self-reported that they have already faced or are at additional risk of violence, abuse or exploitation due to school closures. The respond to the abuse, the student mostly did nothing or they did not know the proper way to respond the situation. The seriously issues need the strongly intervention from government body, non-government institution and parents on the online study.

Covid-19 epidemic outbreak and school closure did not only impact on the online children but also the offline children. During epidemic, children and adult got the violence, sexual abuse and exploration from mostly their relatives and gangster in their community. Haft of the students cannot access the internet for their study (UNCEF 2021). During that time, they also got the violence and abuse from their parents and relatives. Unfortunately, most of them did not know how to respond the abuse even more than 50% reported they used to be educated on child rights. Therefore, the isolation, frustration, pressure will increase exposure to both online and offline violence and abuse.

CONCLUSION

According to KIIs with local authorities was indicated that the parents lack of understanding in relation to online abuses which never ask their children about that. Anyway, they still think that beaten and blame to the children when they did something wrong are normal which is that a good way in educating their children. So, we can say they don't care much about the children's issues, they only care about work to generate the daily incomes. The suggestion should be provided awareness raising frequency in the parents, local authorities and other relevant both in communities and school to ensure they aware and understand the negatives impact all kinds of abuses. Local police must strengthen and highly strict to the parents or someone who did inappropriate words or abused on the children. The Facebook Company and other relevant stakeholders must take appreciate prevent measurements to prevent online child protection and abuse.

The recent sharp increases in reported cases of OCSE suggest two crucial factors. Work to increase access to the range of reporting mechanisms must continue, and globally, the extent of OCSE continues to grow. As the boundaries between the physical and digital worlds continue to blur, particularly for children growing up in the digital age, OCSE will continue to evolve and new forms emerge. Encouragingly, work is underway at national and international levels to prevent and respond to this global threat, but innovative and substantial actions are needed to keep up with this evolving problem. Legal frameworks must improve and approximate global consistency and regulation must make tech companies and Internet Service Providers accountable for action. Law enforcement must collaborate across jurisdictions, adopt sophisticated techniques and be properly equipped and funded.

The digital environment is becoming increasingly important across most aspects of children's lives, including during times of crisis, as societal functions, including education, government services and commerce, progressively come to rely upon digital technologies. It affords new opportunities for the realization of children's rights, but also poses the risks of their violation or abuse. The rights of every child must be respected, protected, and fulfilled in the digital environment. Innovations in digital technologies affect children's lives and their rights in ways that are wide-ranging and interdependent, even where children do not themselves access the Internet. Meaningful access to digital technologies can support children to realize the full range of their civil, political, cultural, economic, and social rights. However, if digital inclusion is not achieved, existing inequalities are likely to increase, and new ones may arise. There is a further need for Cambodian Law Enforcement to establish an official connection with the International Child Sexual Exploitation (ICSE) Database. For Interpol to consider for such a connection, the Cambodian government would first need to establish a dedicated law enforcement unit/team for child sexual abuse and exploitation, include legislation that penalizes the production, possession and/or distribution of child sexual abuse material, and be able to provide sufficient bandwidth and needed cyber-security to support connection to the ICSE database. While developing this connection would require a significant amount of work, such a connection would greatly enhance the operational capability of Cambodian law enforcement and allow for instant local access to the data and tools required for uploading and analyzing CSAM seized by law enforcement around, greatly aiding

Cambodian Law Enforcement in the process of identifying victims and offenders throughout the nation.

National Law Enforcement in Cambodia must be provided with the knowledge, skills, systems, tools, and resources needed to conduct investigations and utilize specialized intelligence within an online environment. This could be provided through increased collaboration with international law enforcement (Interpol). It is important for national law enforcement to maintain a strong focus on supporting and protecting victims and ensuring that investigations are undertaken using leading child-protection principles. At present, law enforcement seems to take a perpetrator-centred approach to child-protection in online environments. While investigating perpetrators is important, as crimes increasingly move into a digital environment, it is vital for police to understand OCSE as a multi-jurisdictional issue. This may require significant international cooperation to investigate and prosecute perpetrators that are not based within the same country as the victim.

The KIIs with local authorities also indicate that child safety during their reporting seem less aware and the mechanism of working or approach is not in ordering while most of the involvement persons do not know the channels of working approach. And the training and meeting were provided and mostly only attend by top and middle level while the focal persons still less involved or not assign to attend. The echo of the lesson or information is less in term of budget support and only conducted among relevant staff not directly to the community's focal persons. They not ready or much aware on the necessary topics and tools for strengthen their institution.

The children and adolescents indicate via FDGs that they have received trainings on child protection, and child abused. However, they also report that they faced a lot of difficulties in terms of report the child protection cases, including no contact number of police, lack of information on reporting flow, lack of confident to report to the authority about the problems and/or cases. The KIIs with local authorities also indicate that they also have limitation on the knowledge and understanding on child online abuse and exploitation. Less engagement in the training and not full package which will limit for capturing or understanding as a whole perspective. It is not a full part of kind of the training or cascading as the trainer also received a partially too.

Children and their parents/caretakers need training on how to use social media privacy settings to keep their pictures and personal information safe, how to set a stronger password to protect users' accounts, and how to understand and avoid the practices of online predators. This includes training on how to report risky or abusive content to social media platforms, so that appropriate actions can be taken. Further, Children cite the importance of knowing local resources to report abuse, such as APLE Internet Hotline and the Cambodia Child Helpline (1280). They indicate that services such as these are vital because they provide social workers with a safe platform where they can report risks and have access to important resources to protect their privacy and find solutions to online risk.

Teachers and students indicate the need for parents to be more aware of their children's online environments and more greatly engaged with their children's lives on the internet. While teachers cite this as a need for child safety, children in learning workshops also seem to welcome the idea of positive parental engagement into their digital world.

Children and young people should be respected as the '**experts**' of their own online environments and should be encouraged and enabled to give their ideas and influence the development of OCSE-related policy and practice nationwide. Thus, any national initiative or plan of action for children should be developed with significant direct input and interaction with children themselves. Children in learning workshops consistently demonstrated a significantly more nuanced and thoughtful understanding of the vulnerabilities that they faced within their online environments and various ways in which these environments could be made safer within the Cambodian context. Thus, it is important for the national government to place a greater value on the voices of children and acknowledge the vast resource of practical knowledge that they offer to this issue.

RECOMMENDATIONS

Given the fact that the level of participation is diversified from one group to another, it is important to note that some challenges should be strengthened to stimulate the to support and strengthen the current mechanisms from a local to a national level address child safety in digital environment which may require a critical examine the bare realities of all forms of child protection issues in entire Cambodia directly and indirectly contributing to increased risk, vulnerability, and challenges in the digital world. Many specific and generic nationwide studies are done by the government and various NGOs around child protection issues from the online safety point of view, but the findings are largely confined to gap analysis.

The followings are the generic recommendations for the Government, Development Partners and Key Stakeholders as below:

A- The generic recommendations for General Child Protection (Off-line)

1) Raise awareness among all sectors of society on the harmful effects of all forms of violence against children through formal and informal education (e.g. traditional and social media) to promote change in attitudes, behaviors and practices.
2) Develop a comprehensive child focused and holistic prevention strategy, applicable in multiple contexts (development, crisis, conflict, emergency preparedness and disasters) which include the establishment of a strong child-centered and gender sensitive protection system.
3) Strengthen a child and gender sensitive reporting and complaint mechanism for children and/or their representatives to file their VAC grievances and enable such mechanism to facilitate effective and timely remedies.
4) Strengthen community-based networks for early detection, intervention and response to protect children at risk, and children affected by violence, including collection of relevant information for further utilization in planning, programming, monitoring and evaluation.
5) Create special protective measures for children in early childhood who have been victims of violent acts or maltreatment as well as provide effective interventions to abusive parents and caregivers.
6) Include child rights and VAC issues in training programmes for education personnel, health care workers, child care workers, social workers, medical personnel, law enforcement and justice personnel to provide them with necessary knowledge and skills to adequately prevent, recognize, and respond to cases of VAC.
7) Youth and community-led digital environmental initiatives, family-level environmental engagement, household visit, solution-oriented actions by authorities at all levels, and mechanisms to ensure institutionalization and scaling-up of community-led initiatives to provide the capacity building and awareness on the related topics.

B- The generic recommendations for Online Child Protection

8) Steps must be taken to facilitate cross-jurisdictional investigations. There is a need to harmonized approaches to the sharing of case-related information on child victims of online sexual abuse and exploitation within and between countries, including through cooperation agreements enabling secure use and sharing of data. Efforts at international level should also be made to implement a single standard framework for a uniform classification of CSAM.
9) Law enforcement agencies need to be equipped with the necessary technology and resourced with trained staff to investigate OCSE crimes, identify victims, remove CSAM/CSEM and detect any other suspicious behaviors potentially harmful to a child.

10) Law enforcement specialization against OCSE is of great importance but should not be pursued in isolation. A more holistic approach that incorporates knowledge and techniques into the investigation of all 'online' and 'offline' crimes against children is needed to better address increasingly interlinked contact and non- contact offences.

11) The governments should consider establishing a national database of CSAM and connect it internationally to the INTERPOL ICSE database. The number of countries accessing and linked to this database must be expanded to facilitate case initiation and cross-border investigation.

12) Resources for victim identification programs must also be secured and prioritized in relevant sub-national and national action plans, including commune, district investment plans and regional policy frameworks and efforts.

13) While users of online services, including children and adolescents have a legitimate interest in ensuring that their data is protected, children's and victims' privacy must remain the priority.

14) Building on existing good practices, the technology industry including content and social media providers should increase industry cross-collaboration to co-create and deploy advanced technical solutions.

15) The deployment of innovative solutions in partnership with NGOs and law enforcement, paying particular attention to evolving forms and trends in OCSE, is the best model forward. For example, child helplines need increased professional capacity to deal with online child protection issues and also increased accessibility to children via online technologies including SMS, online chat and social media.

16) Some of the safety features can be tailored to country level specificities for especially vulnerable groups such as girl adolescents and women.

17) Some of the safety features that can be put in place can include in-built blocking solutions for illegal content at device level.

18) Governments must introduce legislative measures to ensure that Internet Service Providers, tech companies and other online service providers have a (legal) responsibility for reporting, controlling, blocking and removing CSAM and detecting and reporting harmful behaviors to children.

19) Discussions should extend to relationship issues, such as consent, power dynamics and potential abuse by peers and intimate partners. Open dialogue about these practices between students and teachers as well as between children and parents must be actively fostered.

20) There is a need to develop non-formal education programs to reach "unconnected children" that are at high risk of sexual exploitation with the subsequent digitalization of the evidence, including those living in remote rural communities or on the street and those from under privileged or marginalized communities.

21) There is a need to integrate comprehensive and age-appropriate sexual education that addresses cultural aspects of the digital world like consent, notions of privacy, pornography use and sexting into sexual health and development curriculums for children and adolescents.

22) To improve access to justice for children who have experienced online sexual exploitation, provisions tailored to respond to their special needs should be established. Judges, lawyers and prosecutors working on child-related cases should be appropriately trained to deal with OCSE cases and child victims of this crime.

C- The Generic Recommendations for Project Approaches

23) Strengthen the capacity of law enforcement officers, policy makers, social workers, health personnel, and other stakeholders to develop, implement, monitor, and evaluate gender responsive and child friendly legislations, policies and measures for women and children's victims of violence.

24) Establish a multi-sectoral, multi-disciplinary and multi-dimensional response to the multi-faceted issue of OCSEA. It calls for concerted prevention initiatives, respect for and fulfilment of children's rights at all times.

25) Establish a coordinating and monitoring framework on OCSEA for all child rights-based measures to protect children from violence in all its forms and to support a protective digital environment for children between police, court officials and government agencies.
26) Support capacity-building activities with support of other stakeholders and raise awareness amongst social service workforces and social welfare/child protection staff on accurate knowledge about the multi-faceted issue of OCSEA in all settings.
27) Develop and enhance the capacity of all who work for and with children and families in promoting non-violence in digital environment. Programs must be developed to equip them with knowledge, attitudes and skills necessary for the prevention of OSCE in all settings.
28) Improve national data collection systems capable of providing better disaggregated data on children and measurable indicators, goals and targets for improving online safety for child in digital environment (OSCE).
29) Promote family support services, parenting education, education, and public awareness on the rights of children and the nature and causes of online safety for child in digital environment (OSCE) to encourage active public participation in the prevention and elimination of online safety for child in digital environment (OSCE).
30) Mobilizing community leaders, local teachers, and youth and children's groups. There are some promising examples of more systematic awareness-raising activities in relation to children's safety online and cyber wellness, which include multi-stakeholder efforts.

REFERENCES

Action Plan to Prevent and Respond to Online Child Sexual Exploitation (OCSE Action Plan 2021-2025)

As of 30 June 2021: http://www.internetworldstats.com/stats3.htm#asia, last accessed 19 December 2021.

As of January 2020: https://datareportal.com/reports/digital-2020-cambodia, last accessed 19 December 2021.

Action Pour Les Enfants Cambodia (2018). Current Perception of Child Sexual Abuse and Exploitation in
Cambodia: A Study in Five Provinces. Action Pour Les Enfants: Phnom Penh.

Cambodia Covid-19 Joint Education Needs Assessment, MoEYS, March 2021.

Chan, S. (2018, June 27). Government issues final deadline to register SIM card users. Retrieved August
14, 2018, from https://www.khmertimeskh.com/50505669/government-issues-final-deadline-to-registersim-
card-users/

Child Protection in Emergency Contingency Plan 2020-2021, MoEYS, 2020

General comment No. 25 (2021) on children's rights in relation to the digital environment

General Comment No. 13 (2011) on the right of the child to freedom from all forms of violence

Hurley, R., Wolak, J., Prusty, S., Soroush, H., Walls, R. J., Albrecht, J., Lynn, B. (2013). Measurement
and analysis of child pornography trafficking on P2P networks. Proceedings of the 22nd International
Conference on World Wide Web - WWW'13. doi:10.1145/2488388.2488444

National Policy on Child Protection System 2019-2029

The International Association of Internet Hotlines (INHOPE) report in 2020

Terre des Hommes-Netherlands. (2018). Live-Streaming Online Child Sexual Exploitation in the Philippines (Regions III and VII). Phnom Penh, Cambodia.

The 44th session of the Human Rights Council on 1 July 2020

World Bank (2015). Protecting Children from Cybercrime: Legislative responses in Asia to fight child
pornography, online grooming, and cyberbullying. Retrieved from
http://documents.worldbank.org/curated/en/652251468206670506/pdf/94492-WP-REVISED-
PUBLICBox385442B-Protecting-Children-from-Cybercrime-Legislative-Responses-in-Asia-to-Fight-Child-
Pornography-Online-Grooming-and-Cyberbull.pdf.

APPENDIXES

Appendex#01: Geographic of respondent

Column1	N	Percentage (%)
Number of People interview by province		
1-Kandal	105	8.3
11-Ratanakiri	102	8.1
12-Phnom Penh	68	5.4
10-Prey Veng	88	7.0
13-Siem Reap	83	6.6
14-Steung Treng	46	3.7
15-Svay Rieng	95	7.5
2-Koh Kong	86	6.8
3-Kraite	114	9.0
4-Kompongtom	72	5.7
5-Kampot	84	6.7
6-Takaev	114	9.0
7-Tboung Khmum	84	6.7
8-Battambang	35	2.8
9-Pursat	84	6.7
Sex		
Male	460	36.5
Female	795	63.1
Other	5	0.4
Education		
Drop out	23	1.8
High School	541	42.9
No school	4	0.3
Primary School	99	7.9
Secondary School	471	37.4
University	122	9.7
Age		
A-9-12 y	58	4.6
B-13-15 y	383	30.4
C-16-18 y	556	44.1
D-Over 18 y	263	20.9
Minorities group		
Yes	133	11
People with disability		
Yes	25	2.0

Gender Ratio of Children				
Target Province	Gender			
	Male	Female	Total	Percentage
Kandal	56	49	105	8.33
Ratanakiri	44	58	102	8.10
Phnom Penh	41	27	68	5.40
Prey Veng	27	61	88	6.98
Siem Reap	22	61	83	6.59
Stoeng Treng	16	30	46	3.65
Svay Rieng	26	69	95	7.54
Koh Kong	31	55	86	6.83
Kratie	32	82	114	9.05
Kampong Thom	22	50	72	5.71
Kampot	42	42	84	6.67
Takeo	41	73	114	9.05
Tboung Khmum	22	62	84	6.67
Battambong	13	22	35	2.78
Pursat	25	59	84	6.67
Total	460	800	1260	100.00
Percentage by Gender	36.51	63.49	100	

Appendex#02: Key Informant Interview Questionnaire:

I. GENERAL INFORMATION:

Name of interviewee:	Organization:
Target group:	Sex:
Position:	Age:
Date of interview:	Location:
Time Start:	Time Finish:
Group Facilitator's Name:	Recorders' name:

II. INTRODUCTION:

ChildFund Cambodia is conducting micro-research aimed to collect the information from primary and secondary sources in entire Cambodia with the help of likeminded network of local NGOs dealing in child protection aspects in Cambodia to understand, the age-group, issues, locations, timings and types of abuses to analyse the emerging trends, and pattern on online safety in this digital environment.

III. FACILITATORS:

Hello. We are from Child Rights Coalition Cambodia (CRC-Cambodia) is a group of research working for ChildFund Cambodia. The analysis or outcome of this micro- research will be used for multi-purpose actions. This vital information would then be shared with all key stakeholders including ChildFund Korea to develop appropriate actions to address these issues and find appropriate funding support to form relevant projects to strengthen a nation-wide mechanism to prevent such cases. While ChildFund Korea using this analysis would explore a possibility of securing relevant grant funding support to Cambodia to establish projects addressing the emerging issues, ChildFund Cambodia would also improve and strengthen its current and future projects on child protection. At the same time, using the collected information, ChildFund Cambodia will improve its advocacy and campaign and support other like-minded organisation including the government to strengthen its current policy frameworks and focus.

The information you provide will be collected, summarized, and analysed in a general report and your name will not be identified anywhere in the report. It will take 30 minutes to discuss a few questions. You all are free to refuse to answer any question at any time but each question is an important area that we would like to get your feedback on.

I. KEY QUESTIONS FOR NGOS

Section 1: Questions for off-line child protection

1. Overall, how would you see the Child Rights Situation in Cambodia, especially during Covid-19 outbreak?
2. How do you see the overall situation in your operational areas for children and adolescent on child safety issues? What are root causes of those abuses?

3. Which issue is most dangerous for boy and girls? Does it affect girl and boy differently? Why?
4. How many cases of child abuse? And what types of those cases? And the age group of child and/or adolescent victim?
5. Please share with us any data/statistics about offline child abuse or exploitation.
6. What types of capacity-building (topics) related to child abuse have you receive?
7. Did you ever provide capacity building and doing awareness on child sexual exploitation to the community? If yes, please describe.
8. What support do you need to strengthen your organization to protect children from off-line risks more effectively?
9. Do you have any recommendations or suggestions for improving the prevention and intervention of children and youth from exploitation/abuse?

Section 2: Questions for online child protection

1. What do you see as impacts of Covid-19 contributing to online child sexual exploitation in your operational areas?
2. What do you see as the disadvantages/main risks of children and adolescent using the internet? What are the key factors that contributed to these online risks?
3. Which online issue is most dangerous for boy and girls? Does it affect girl and boy differently? Why?
4. How many cases of online child abuse? And what types of those cases? And the age group of child and/or adolescent victim?
5. What types of capacity-building (topics) related to online child sexual exploitation or abuse have you receive?
6. Did you ever provide capacity building and doing awareness on online child sexual exploitation to the community? If yes, please describe.
7. What support do you need to strengthen your organization to protect children from online risks more effectively?
8. Do you have any recommendations or suggestions for improving the prevention and intervention of children and youth from online exploitation/abuse?

Section 3: Questions for online and off-line child protection

1. What types of interventions has your organization provided related to online and off-line child abuse and sexual exploitation in your operational areas? Could you share the most effective interventions your organization has provided?
2. How effective is it of the local reporting mechanism to respond to child abuse and online sexual exploitation in your operational area? Please describe.
3. What are the barriers that your organization faces in supporting children from online and off-line child and adolescent abuse?
4. What are the roles and responsibilities of your organization to keep children safe **offline** and **online**?

II. KEY QUESTIONS FOR LOCAL AUTHORITY (CC & DISTRICT OFFICIAL)

Section 1: Questions for off-line child protection

1. How do you see the overall situation in your community for children and adolescent on child safety issues?
2. Which issue is most dangerous for boy and girl? Does it affect girl and boy differently? Why?
3. How many cases of child abuse? And what types of those cases? And the age group of child and/or adolescent victim?
4. Please share with us any data/statistics about offline child abuse or exploitation.
5. What did you do when a child or someone came to inform you that he or she has been abused?
6. What types of capacity-building (topics) related to child abuse have you receive?
7. Did you ever provide capacity building and doing awareness on child sexual exploitation to the community? If yes, please describe.
8. What support do you need to strengthen your institution to protect children from off-line risks more effectively?
9. Do you have any recommendations or suggestions for improving the prevention and intervention of children and youth from exploitation/abuse?

Section 2: Questions for online child protection

1. What do you see as impacts of Covid-19 contributing to online child sexual exploitation in your operational areas?
2. What do you see as the disadvantages/main risks of children and adolescent using the internet? What are the key factors that contributed to these online risks?
3. Which online issue is most dangerous for boy and girls? Does it affect girl and boy differently? Why?
4. How many cases of online child abuse? And what types of those cases? And the age group of child and/or adolescent victim?
5. Have you received any capacity building on online child sexual exploitation? If yes, what were the topics?
6. Did you ever provide capacity building and doing awareness on online child sexual exploitation to the community? If yes, please describe.
7. What support do you need to strengthen your institution to protect children from online risks more effectively?
8. Do you have any recommendations or suggestions for improving the prevention and intervention of children and youth from online exploitation/abuse?

Section 3: Questions for online and off-line child protection

1. What types of interventions has your institution provided related to online and off-line child abuse and sexual exploitation in your operational areas?
2. What are the barriers that your institution faces in supporting children from online and off-line child and adolescent abuse? Were there any un-reported cases? Why?
3. What are the roles and responsibilities of your institution to keep children safe **offline** and **online**?

III. KEY QUESTIONS FOR TEACHERS

Section 1: Questions for off-line child protection

1. How do you see the overall situation in your community and school for children and adolescent on child safety issues?
2. Which issue is most dangerous for boy and girl? Does it affect girl and boy differently? Why?
3. How many cases of child abuse in school? And what types of those cases? And the age group of child and/or adolescent victim?
4. Please share with us any data/statistics about offline child abuse or exploitation.
5. What did you do when a student or someone came to inform you that he or she has been abused?
6. What types of capacity-building (topics) related to child abuse have you receive?
7. Did you ever provide capacity building and doing awareness on child sexual exploitation to the community? If yes, please describe.
8. What support do you need to strengthen your school to protect children from off-line risks more effectively?
9. Do you have any recommendations or suggestions for improving the prevention and intervention of children and youth from exploitation/abuse?

Section 2: Questions for online child protection

1. What do you see as impacts of Covid-19 contributing to online child sexual exploitation in your school or community?
2. What do you see as the disadvantages/main risks of children and adolescent using the internet? What are the key factors that contributed to these online risks?
3. Which online issue is most dangerous for boy and girls? Does it affect girl and boy differently? Why?
4. How many cases of online child abuse? And what types of those cases? And the age group of child and/or adolescent victim?
5. Have you received any capacity building on online child sexual exploitation? If yes, what were the topics?
6. Did you ever provide awareness on online child sexual exploitation to your students and teachers? If yes, please describe.
7. What support do you need to strengthen your school to protect children from online risks more effectively?
8. Do you have any recommendations or suggestions for improving the prevention and intervention of children and adolescent from online exploitation/abuse?

Section 3: Questions for online and off-line child protection

1. What types of interventions has your school provided related to online and off-line child abuse and sexual exploitation?
2. What are the barriers that your school faces in supporting children from online and off-line child and adolescent abuse? Were there any un-reported cases? Why?
3. What are the roles and responsibilities of your school to keep children safe **offline** and **online**?

Appendex#03: Focus Group Discussion Questionnaires with Children and Adolescents

I.   GENERAL INFORMATION

Name of interviewee:	**Organization:**
Target group: …….. ? Ethnic group………?	**Sex: F=…….. M=…….., LGBT=………..**
Position/School Name:	**Age group:**
Level of Education:	**Livelihood statuses:**
Date of interview:	**Location: village, commune**
Time Start:	**Time Finish:**
Group Facilitator's Name:	**Recorders' name:**

Questions for Online Abuse:

1. What does child abuse mean to you? Or what are the forms of child abuse?
2. What problems do children and adolescents often meet in your community? (Child marriage, not enrolled into school, physical abuse, emotional abuse, neglect...)
3. In what situations do you think children are vulnerable? (Children living with family with domestic violence, very poor living conditions, children with disabilities, …)
4. Do you use social media/Internet? What's the main purpose of using those social media/Apps? What applications do you use for play or communication with your friend or relatives (Facebook, Telegram, TikTok, Line, Instagram, Email, Linked, WhatApp, WeChat)? How long did you use the internet per day (rank, 1-2h, 2-4h, more than 5h)?
5. Have you ever heard/known someone in your community had been/experienced harassed or hurt by inappropriate online activities, images or messages? If yes, would you give us a specific activity and when?
6. Could you tell us how the perpetrator communicated with him/her before it reached online abuse or cyberbullying (face to face, introduced by someone, online…)? Which platform s/he was using that time (Facebook, Telegram, TikTok, Line, Instagram, Email, Linked, WhatApp, WeChat)? Who is the perpetrator (community member, outside people, foreigner…)?
7. What did s/he do when the perpetrator did inappropriate thing or harassed on him/her (do nothing, talk to friend, parents, teacher, call police…)? Is the perpetrator a known or unknown person?
8. Did you/someone report such issues to authorities or parents or teacher…? How did the community react when children and adolescents were abused online?
9. What are impacts on children and adolescents when they are abused online? (physical, emotional, reputation, communication….)
10. What type of support do you and/or other children can receive when you/other children are abused? From whom you/a child can seek support?
11. Do you know how to be safe while you are using the internet? If yes, please descript a few points.

12. Do you have any recommendations or suggestions for improving the prevention and intervention of children and youth from online exploitation/abuse?

13. Do you have any suggestions to duty bearers (local authorities, school, health centre, CCWC, Police) to prevent and protect children and young people from these online abuses?

Questions for Offline Abuse:

14. Have you seen or heard about a child was abused in your community? (Abuse=beating, in-appropriate word, sexual abuse, rape, trafficking, neglect…) How did you feel about this situation?

15. Who is the common perpetrator/abuser? (Mother, Father, Older brother/sister, Relatives, Friends, Neighbour, Teachers…)

16. What did you do when you and/or other children were abused?

17. What type of support did you and/or other children receive when you/other children are abused? (Emotional support, Health treatment, Legal support, Necessary material support, Awareness on self-protective)

18. When you and/or other children are abused, who do you/other children can receive support from?

19. How did they (parents, friends, neighbours, teachers, relatives, NGOs, police…) respond to the reported cases?

20. Have you received any education on offline abuse? If yes, what education on offline child abuse did you receive? (Child rights, Child protection, Domestic violence, Self-protective behaviour…)

21. Do you know how to protect yourself from all forms of child abuse (off-line)? If yes, please describe a few points.

22. Do you have any difficulty in reporting both online and offline cases?

23. Do you have any recommendations or suggestions for improving the prevention and intervention for children and adolescents from exploitation/abuse (off-line)?

Appendex#04: Focus Group Discussion Questionnaires with Parents

I. GENERAL INFORMATION

Name of interviewee:	**Organization:**
Position:	**Contact Information:**
Status: # of married? Divorce?	**Job:**
Date of interview:	**Location:**
Time Start:	**Time Finish:**
Group Facilitator's Name:	**Recorders' name:**

II. INTRODUCTION

ChildFund Cambodia is conducting micro-research aimed to collect the information from primary and secondary sources in entire Cambodia with the help of likeminded network of local NGOs dealing in child protection aspects in Cambodia to understand, the age-group, issues, locations, timings and types of abuses to analyse the emerging trends, and pattern on online safety in this digital environment.

III. FACILITATORS:

Hello. We are from Child Rights Coalition Cambodia (CRC-Cambodia) is a group of research working for ChildFund Cambodia. The analysis or outcome of this micro- research will be used for multi-purpose actions. This vital information would then be shared with all key stakeholders including ChildFund Korea to develop appropriate actions to address these issues and find appropriate funding support to form relevant projects to strengthen a nation-wide mechanism to prevent such cases. While ChildFund Korea using this analysis would explore a possibility of securing relevant grant funding support to Cambodia to establish projects addressing the emerging issues, ChildFund Cambodia would also improve and strengthen its current and future projects on child protection. At the same time, using the collected information, ChildFund Cambodia will improve its advocacy and campaign and support other likeminded organisation including the government to strengthen its current policy frameworks and focus.

The information you provide will be collected, summarized and analysed in a general report and your name will not be identified anywhere in the report. It will take 30 minutes to discuss a few questions. You all are free to refuse to answer any question at any time but each question is an important area that we would like to get your feedback on.

General Questions:

1. How Covid-19 affects your common life? How Covid-19 affect your children education?
2. What does child abuse mean to you? Or what are the forms of child abuse?
3. In what situations do you think children are vulnerable? (Children living with family with domestic violence, very poor living conditions, children with disabilities, …)
4. What problems do children often meet in your community? (Child marriage, not enrolled into school, physical abuse, emotional abuse, neglect...)

Questions Related to Online Abuse:

1. Do you access the internet? If yes, for what purposes do you access the internet (communication, entertainment, learning, playing games, listening to music, watch videos, buying online products…)? What platform(s) do you use (Facebook, Tik Tok, Whatup, YouTube, Telegram, Line…)? Is it easy or difficult for you to access the internet in your area?

2. Have you ever heard about online abuse? What activities do you consider to be online abuse? (Child sexual abuse materials, online grooming, sexting, sextortion and live online child sexual abuse)

3. Do you allow your children to have/use a smartphone? What are the purposes of allowing your children to have/use smartphone? What Apps or things they play on smartphone/tablet? Do you have any concern?

4. How many hours do your children usually use the smartphone/tablet per day?

5. Based on your observation, do your children behave differently before and after using the smartphone/tablet?

6. What benefits does the internet have for boys and girls? Who benefits the most (boys or girls)? Why? Have you ever discussed and guided your child or children about the benefits of using online platforms?

7. Have you ever discussed/advised your child or children about the risks of using online platforms?

8. Have your children ever shared with you about online safety issue/online abuse? If yes, how did you respond to this case?

9. What challenges did you face when reporting the online child abuse cases?

10. What are the roles and responsibilities that you as parents/caregivers have to keep children safe from offline and online risk?

11. What support do you need to keep your child safe online?

12. Do you have any recommendations or suggestions for improving the prevention and intervention for children and adolescents from online exploitation/abuse?

Questions Related to Offline Abuse:

1. Have you seen or heard someone hit or used cruel words to children in your community? How often? What do you think about this situation?

2. Have you ever discussed or advised your child or children how to protect themselves from being abuse (off-line)?

3. What did you do when your child or children come to tell you that he or she has been abused (off-line)?

4. What are some ways you can protect your child from all forms of abuse (off-line)?

5. From whom you can seek support/help on the child abuse case? How did they respond to the reported cases?

6. Do you have any recommendations or suggestions for improving the prevention and intervention for children and adolescents from exploitation/abuse (off-line)?

Appendex#05: Questionnaires for Children and Adolescents (one to one interview)

II.   GENERAL INFORMATION

Name of interviewee:	**Organization:**
Target group:	
Position/School Name:	**Contact Information:**
Date of interview:	**Location: village, commune**
Time Start:	**Time Finish:**
Group Facilitator's Name:	**Recorders' name:**

II- General Information of Respondents:

1. Sex
    a) Male
    b) Female
    c) Inclusive (LGBTQ)
    d) Not prefer to say
    e) Other

2. Level of Education
    a) No Schooling
    b) Primary School
    c) Secondary School
    d) High School
    e) Vocational Skill
    f) University

3. Age of Respondent
    - _____
    - This can be group with age rank
    - 09-12
    - 13-15
    - 16-18
    - 18+

4. Livelihood statuses
    a) Extremely Poor
    b) Poor
    c) Average
    d) Rich
    e) Extremely Rich

5. Location:
    - _____Province
    - Urbane Area
    - Rural Area

6. Ethnic Group:
    a) Yes
    b) No

7. Include – disability status
    a) Yes
    b) No

8. Does your parent work?
    a) Non both of them
    b) Only father that have job
    c) Only mother that have job
    d) Both of them are working
    e) I don't know
    f) Doesn't want to say

III- Questions for Online Abuse:
9. **How do you feel about the Covid-19 situation and school closure?**
    a) No worry at all
    b) Less worry
    c) Normal
    d) Worry
    e) Much worry

10. **What is the impact of COVID-19 on you?**
    a) My education
    b) My food
    c) My family income
    d) Communication with peers and others
    e) Emotional effects
    f) Other: _____
11. **How do you communicate with your friends during the school closure?**
    a) Face to face
    b) Phone call
    c) Tablet/Computer
    d) Other: _____

12. **Do you use social media/Internet?**
    a) Yes
    b) No/ If No, skip to 18

13. **Where do you usually have access to social media/internet? (Multiple answers)**
    a) At home
    b) At school
    c) At a coffee shop
    d) At mart
    e) Other: _____

14. What type of social media/App do you have/use? (Multiple answers)
- a) Facebook
- b) Tik Tok
- c) Telegram
- d) Instagram
- e) Bingo Live
- f) Youtube
- g) Line
- h) Other: _____

15. What's the main purpose of using those social media/Apps? (Multiple answers)
- a) Entertainment
- b) Exploration of news
- c) Sharing information
- d) Online learning
- e) Buying and selling online products
- f) Gambling
- g) Public awareness
- h) Other_____

16. How long did you use the internet per day?
- a) Less than 1 hour
- b) 1-3hour
- c) 4-5hour
- d) 6-8hour
- e) More than 8hours
- f) Others_____

17. How do you feel when you go online (internet)?
- a) Very unsafe
- b) Unsafe
- c) Neither safe, nor unsafe
- d) Safe
- e) Very safe

18. Have you ever heard or known anyone who has experienced online exploitation?
- a) Yes
- b) No (skip to 21)
- c) Don't know (skip to 21)

19. If yes, what type of abuse did he/she experience? (Multiple answers)
- a) Receive sexy photo
- b) Receive sexy video
- c) Text the harass words
- d) Call and show the harass video
- e) Threaten to post a sexual photo or video on social media
- f) Text sexually suggestive meeting request
- g) Online grooming

    h) Live online sexual video

    i) Other _____

20. What did your friend do after s/he had been abused online?
    a) Do nothing
    b) Talk to friend
    c) Talk to teachers/school
    d) Talk to parents
    e) Talk to relatives (uncle, brother, sister….)
    f) Report to the police (authorities)
    g) Hotline consultation with NGO/CSO
    h) Others _____

21. When you are online, what type of message have you shared with your friend or others? (Multiple answers)
    a) Share sexy photo
    b) Share sexy video
    c) Send text the harass words
    d) Call and show the harass video
    e) Threaten to post a sexual photo or video on social media
    f) Text sexually suggestive meeting request
    g) Online grooming
    h) Live online sexual video
    i) None of all above

22. When you go online, have you ever received any of the following? (Multiple answers)
    a) Receive sexy photo
    b) Receive sexy video
    c) Text the harass words
    d) Call and show the harass video
    e) Threaten to post a sexual photo or video on social media
    f) Text sexually suggestive meeting request
    g) Online grooming
    h) Live online sexual video
    i) None of all above

23. How did you feel when you received those messages?
    a) Happy
    b) Funny
    c) Upset
    d) Scare
    e) Excited
    f) Normal
    g) Other _____

24. What did you do after you had been abused online? (Multiple answers)
    a) Do nothing
    b) Talk to friend

    c) Talk to teachers/school
    d) Talk to parents
    e) Talk to relatives (uncle, brother, sister….)
    f) Report to the police (authorities)
    g) Others _____

25. Have you received any education on online abuse?
    a) Yes
    b) No, If no, skip to # 28

26. If yes, what education on online abuse did you receive?
    a) Social media safety using
    b) Online crime
    c) Online sexual abuse and exploitation
    d) Other: _____

27. Who provided education on online safety to you and/or your friend?
    a) Friends
    b) Teachers/schools
    c) Parents
    d) NGOs
    e) Police and local authority
    f) Others _____

28. Do you know how to protect yourself when you are using internet and online platform?
    a) Yes
    b) No, skip to #30

29. If yes, please descript a few points? (Multiple answers-*Do not read the answer for respondent.)*
    a) Know how to save a photo that I find online
    b) Know how to change my privacy settings
    c) Know how to choose the best keywords for online searches
    d) Know when to remove people from my contact lists
    e) Know how to report negative content relating to me
    f) Know how to report to police and authority
    g) Know how to post online video or music that I have created myself
    h) Not sharing any in-appropriate message, photos, videos…
    i) Know what Apps/links are appropriate or not
    j) Other_____

30. Do you have any suggestions to duty bearers and key stakeholders to prevent and protect children and young people from these online abuses?
_____
_____
_____
_____

IV. Questionnaire Related to Offline Abuse:

1. **Have you seen or heard a child was abused in your community?** (Probe: Forms of child abuse could be: beating, in-appropriate word, sexual abuse, rape, trafficking, neglect….)

   a) Yes
   b) No, skip to # 4
   c) Prefer not to respond, skip to # 4

2. **How do you feel about this situation?**

   a) Normal
   b) Pity
   c) Scare
   d) Other _____

3. **Who is the common perpetrator/abuser? (Multiple answers)**

   a) Mother
   b) Father
   c) Brother/sister
   d) Relatives (grandmother, grandfather, uncle, aunt…)
   e) Friends
   f) Neighbour
   g) Teachers
   h) Gang
   i) Others _____

4. **What did you do when you and/or other children were abused? (Multiple answers)**

   a) Did nothing
   b) Talk to friends
   c) Talk to relatives
   d) Talk to parents
   e) Talk to teachers
   f) Hotline counselling from NGOs/CSOs
   g) Report to police and/or local authorities
   h) Other _____

5. **What type of support do you and/or other children received after you/other children were abused?**

   a) Emotional support
   b) Health treatment
   c) Legal support
   d) Food item support
   e) Non-food item support (clothes, study materials, cash support…)
   f) Awareness on self-protective behaviour
   g) Other _____

6. **When you and/or other child are abused, who you/a child can receive the support from?**

   a) Parents
   b) Friends
   c) Neighbours
   d) Teachers/school
   e) Relatives
   f) NGOs
   g) Police/local authority
   h) Don't know
   i) Other _____

7. **How did they (parents, friends, neighbours, teachers, relatives, NGOs, police…) respond to the reported cases?**

   a) Did nothing
   b) Report to police
   c) Refer for health treatment
   d) Provide support and counselling
   e) Referral to alternative care centre
   f) Other _____

8. **Have you received any education on offline abuse (child protection)?**

   a) Yes
   b) No, Skip to #10

9. **If yes, what education on off-line abuse/child protection did you receive?**

   a) Child rights
   b) Child protection
   c) Domestic violence
   d) Positive disciplines
   e) Bad touch and good touch
   f) Self-protective behaviour
   g) Other _____

10. **Do you know how to protect yourself from all forms of abuse (off-line)?**

   a) Yes, (Please describe a few points)
   b) No

   _____

11. **Do you have any recommendations or suggestions for improving the prevention and intervention for children and adolescents from exploitation/abuse (off-line)?**

   _____
   _____
   _____

Appendex#06: FGD Children and Adolescents, and Parents at Kratie Province

Groups	Details	District	FGD
Children and Youth (Girl group)	Girl group age 12-17 and study at secondary school	Sambour Chetborey	5 6
Children and Youth (Boy group)	Boy group age 12-17 and study at secondary school	Sambour Chetborey	5 4
Parents (Women group)	Discussion with mother groups	Sambour Chetborey	6 7
Parents (Men group)	Discussion with father groups	Sambour Chetborey	3 6
Total			**42**

Appendex#07: Key informant with local authorities, teachers, NGO staff

Target	Details	Location	KIIs	Methods
Local Authorities	UNDP Cambodia's Program UN Women UNICEF WHO UNFPA ILO	Kratie	4	Phone Call
Teachers	Director at Sombour Director at Chhloung	Kratie	5	
NGO Staff	UNICEF WOMEN SOS	Kratie	3	KoBo link
Total			12	

VISION

THE VISION OF CRC-CAMBODIA IS THAT "EVERY CHILD FREELY ENJOYS AND EXERCISES THEIR RIGHTS WITH DIGNITY, AND REACHES THEIR FULL POTENTIAL".

MISSION

THE MISSION OF CRC-CAMBODIA IS TO REALIZE THE RIGHTS OF CHILDREN THROUGH UPHOLDING THE ACCOUNTABILITY OF DUTY-BEARERS TO IMPLEMENT POLICY COMMITMENTS AND INCREASE INVESTMENTS TO RESPECT, PROTECT, AND FULFILL THE RIGHTS OF CHILDREN.

CORE VALUES

THE COALITION ALSO COMMITS TO PROMOTING CHILDREN'S RIGHTS THROUGH THE VALUES OF ACCOUNTABILITY, MUTUAL RESPECT, COOPERATION, TRANSPARENCY, AND NON-DISCRIMINATION.

FUNDED BY

ChildFund Cambodia

ChildFund Korea

ADDRESS

⌂ #8A, St. 138, Sangkat Veal Vong, Khan 7 Makara, Phnom Penh, Cambodia.
☎ +855 (0) 23 882 412
✉ info@crc-cambodia.org