Evaluation Report

SWIPE SAFE SOLOMON ISLANDS PROJECT

2020 - 2023

Independent Evaluation completed by:

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Contents

Acronyms

CFA   ChildFund Australia
CPWA   Child Protection and Welfare Act
DFAT   Department of Foreign Affairs and Trade
DSE   Development of Services Exchange
FGD   Focus Group Discussion
FPA   Family Protection Act
HCC   Honiara City Council
HYC   Honiara Youth Council
INGO   International Non-Government Organisation
KII   Key Informant Interview
MCA   Ministry of Communication and Aviatio
MEHRD   Ministry of Education and Human Resource Development
MHMS   Ministry of Health and Medical Services
MWYCFA   Ministry of Women, Youth, Children and Family Affairs
NACC   National Advisory Children Committee
NGO   Non-Government Organisation
NYF   National Youth Forum
PIA   Plan International Australia
PIANGO   Pacific Islands Non-Government Organisation
PISI   Plan International Solomon Islands
PWD   People With Disabilities
PWDSI   People With Disabilities Solomon Islands
RSIPF   Royal Solomon Islands Police Force
SDG   Sustainable Development Goal
SICA   Solomon Islands Christian Association
SIG   Solomon Islands Government
SINCW   Solomon Islands National Council of Women
SINYC   Solomon Islands National Youth Council
SS   Swipe Safe
SSEC   South Seas Evangelical Church
SWD   Social Welfare Division
ToT   Training of Trainers
UN   United Nations
WRAM   Women Rights Action Movement
WSU   Western Sydney University
YES   Youth Engagement Strategy
YWCA   Young Women Christian Association

Executive Summary

Introduction and Context

Solomon Islands has a digital landscape that has been undergoing substantial changes with the recent undersea fibre optic cable providing much improved connectivity. This transformation has provided enhanced access to mobile digital technologies and offers wide-ranging opportunities for development as well as potential benefits for girls and boys education and health. However, such improved technologies equally have negative implications of online safety for girls and boys and pose potential exposure to risks of harm, thereby increasing children's and young peoples' vulnerability and the potential for them to experience abuse and exploitation online and offline. The trend of growing internet users in Solomon Islands is indicated by recent figures showing 264.4 thousand internet users at the start of 2023 compared to 229.5 thousand in January 2022 and 147.5 thousand in 2020. This poses more risk of harm for the highly unprotected population of 59% at the age group from 0 – 24 years. Such high risk was evidenced in the result of four youth suicide incidences from cyber bullying that occurred in the fourth quarter of 2022 and first quarter of 2023 in Western Province.

The Project

The Safe Environments for Children and Young People in the Pacific Project (Online Safety Project) seeks to increase protective environments for children online and offline in the Pacific region with a focus on Solomon Islands. It is part of the component of a broader partnership intervention between CFA, Plan PIA and the Young and Resilient Research Centre at Western Sydney University (WSU) to deliver the project component of "Strengthening Online Safety for Young People in the Pacific" that aims at addressing capacity and resource gaps in providing safe digital environment for girls and boys focusing on Solomon Islands. Built on lessons learnt from previous phases of work in Solomon Islands and from research on online safety in the Pacific, the project was designed to address key environments where children, young people, families and communities need support to achieve safety and protection. The project was implemented over the period July 2020 to June 2023 in two phases and in a difficult operating environment plagued with challenges posed by the Covid 19 pandemic and local political unrest that undesirably resulted in delays, adaptations, and adjustments of project activities.

Evaluation

According to the Terms of Reference, the evaluation is being undertaken primarily to collect and consolidate information on outcomes and learnings for the learnings of implementing partners (local and overseas based) as well as project participants and which will then inform the further development and implementation of the program in additional contexts.

The objectives of the evaluation are:

- Testing the effectiveness of current project interventions.
- Investigate the extent to which the project's interventions are integrated into formal and informal systems.
- Investigate the level of political support (at the departmental and ministerial level) for the project and activities including improved awareness and support of government resources and the impact of advocacy efforts.
- Viability of the current project model for scale up and replicability in other Pacific locations, and/or in new regions. This should include assessing stand-alone interventions as well as the full training package.

Results

To respond to these evaluation objectives, the above evaluation findings have evidenced the following conclusions:

Relevance: The project remains relevant to Solomon Islands and responds appropriately to prevailing context in the country 100% of those participated in the evaluation through KIIs and FGDs cited that the project is relevant to them and helped them better manage online risks. 100% of them reported that the project meets identified needs made a useful contribution overall to the project target groups of children and young people; parents and caregivers; community entities including frontline service providers; and SIG. Testimonies from all target groups indicated that they are satisfied that the project has contributed to meeting their needs to manage online risks, as well as to providing a protective online safety environment for children and young people.

Effectiveness: Overall, the project delivered on most of its key outputs, (a) 17 youth facilitators trained in Swipe Safe; (b) more than 30 SS trainings, including TOTs were delivered in Honiara and Malaita province for all target groups including PWDs (children, young people, parents/caregivers, community entities, frontline service providers and SIG representatives (MCA and RSIPF); (b) Living Labs sessions delivered (not quantified); (c) Online safety awareness conducted for regional and local communities in Honiara, Malaita and Western provinces; (d) online policy delivered to community entities and integrated into existing child protection policies of community entities and frontline service providers; (e) SS training curriculum contextualised for all four target groups (young people, parents, community entities and PWD); (f) youth participation/engagement strategy developed; (g) Draft national cyber security policy integrated online safety for children and young people. (h) significant use of sex disaggregated data and to capture the level of gender and social inclusion participation in the project activities. The absence of substantial evidence of use and results of other planned gender tools hinders this report to discuss detailed gender considerations apart from the exceptionally high level of participation and equal representation of females and males, with and without disabilities, of target groups.

Key factors that enabled successful outcomes of the project were, (a) participatory partnership approach that drew on the expertise of both external and local individuals, government initiatives in cybercrime and security, and community entities; (b) highly robust nature of the project that enabled adaptability, adjustments, flexibility, and responsiveness to challenges and unexpected change in local project operating environment; (c) appropriate project alignment to existing domestic policies on child protection related themes; (d) phased project implementation that had lessons learnt from pilot and testing phase applied to subsequent phases; (e) lessons learnt from continuous monitoring and applying project risk management measures; (f) Commitment of development partners, including DFAT, to the project goal by providing continuing support resources for its extended period of operation.

Efficiency: The project was a reasonable-cost initiative considering the six to seven project component outcomes that it delivered during the project cycle in a difficult operating environment plagued with Covid-19 pandemic and internal political unrest that also affected the fluctuating numbers of participants in project activities. Value for money was also achieved when cost reductions/savings were able to be made in some activities through logistic support offered by target group. Such conserving may have also enabled the project to successfully undergo a 'at no cost extension' period of the project. Project budget expenditure on activity implementation was on track throughout the project cycle.

Despite the challenges of the operating environment, on-going learning of lessons throughout the project life has successfully enabled adjustments and adaptation of project activities to suit prevailing and changing local contexts. The phase-based approach of the project; and its flexible, responsive and adaptive approaches, employed for both management and implementation, had been the features of the project. These were made possible by established project mechanisms of designed risk management,

reporting, monitoring and evaluation (for example, six monthly progress reporting, MEL of Living labs, mid-term review of Child Protection Technical Capacity Building Program).

Impact: Necessary knowledge and skills gained, by female and male children, youths, adults and key professionals with and without disabilities, from SS trainings, Living Labs and through civic awareness and advocacy forums, alongside existing and project supported protection structures and mechanisms at both government and civil society levels, are vital impacts for the protection of children and youth from online risks gain access to holistic child and youth-focused protective services.

The project and SIG mutual acceptance of each other is reflected in appropriate alignment of project outcomes with SIG initiatives on establishing policy and legal framework around cyber security that also embraces online protection environment for children and young people. MCA internal set ups of structures and mechanisms to enhance its efforts on cyber policy and legislative reforms provided a positive environment for the project to operate in despite varying challenges. Alongside the project work with positive, progressive work on integrating online safety policy into existing child protection related policies of the community entities and frontline service providers needs following up and consolidated in the next phase.

Social Inclusion: The project successfully captured a high level of equal participation and representation, mostly in SS trainings and Living Labs, of female and male children and young people, female and male parents and carers, with and without disabilities. For Living Labs, a 'gender aware children-centred indicators were developed. However, their application and results could not be established by the evaluation. Thus, apart from dwelling solely on gender participation level of target groups, future project phases need to use other planned gender tools to capture other necessary gender considerations. Consider using a simple Gender Daily Time Use Analysis and access barriers analysis to inform gender vulnerability and accessibility to online risks and safety activities.

Sustainability: Aspects of the project that are considered most likely to continue beyond the project lifecycle are the sharing of knowledge and skills gained from SS training and Living Labs, and from civic education with peers. friends and families; a pool of local youth facilitators and consultants that can be tapped when needed; integrated online safety policies of community entities and frontline service providers when completed; and integrated online safety policy into SIG's national policy and legislation on cyber-crime and security.

Replicability and scalability: 100% of evaluation participants expressed the need to replicate the SS training and Living Labs in other locations outside of Honiara and more so in school settings with good connectivity. Successful conduct of SS and Living Labs trainings conducted in Auki in Malaita province had proven they can be replicated elsewhere. to be successful and encouraging

Scalability can be considered through consolidation of SS project activities within the current project geographical coverage in Honiara while the SS training and Living Labs can be replicated in other locations outside of Honiara and in the provinces. and its outskirts. Scalability for the next project phase may be considered around consolidation of the more substantial results and impacts of project interventions.

Recommendations

Elaborations on the following recommendations are cited in Section 6 of this report.

Project Content

1. Facilitate the incorporation of youth advocates as another sub-target group of young people under the same Outcome 1 and equip them with skills and appropriate resources to conduct effective civic education, awareness and advocacy on online safety environment in Honiara and provinces.

<ol type="a">
Conduct communication skills trainings for the pool of youth advocates to roll out online safety awareness and advocacy.
Facilitate the inclusion of school students, PWDs and their young teachers, and church youths to be part of the youth advocacy pool to share peer-to-peer learnings with fellow students.
Explore the possibility of anchoring the NYC and YES in appropriate public institutions to effectively influence policy decisions and developments.

<ol start="2">
Conduct SS training and Living Labs in the provinces for similar target groups in Honiara, selected children and young people with and without disabilities, parents/caregivers.
Explore and consider the possibility of meeting the request by SIG/MCA and three community entities in Honiara
<ol type="a">
Conduct in tandem with SS trainings, where possible, awareness and advocacy work both in Honiara and in provinces.

Focus capacity building of parents/caregivers target group, through the SS training and Living Labs, more on demonstration/experience-based learning of the contextualized curriculum, than class-room style/ theory-based training.
Consolidate work with community entities on online safety policy by carrying out follow up on Action Plans implementation of community entities to embed online safety policies in their existing child protection policies.
<ol type="a">
Facilitate work of the local child protection partner to spearhead this follow up work with community entities.

Support MCA in its planned efforts to collaborate and integrate with other relevant SIG Ministries to embed online policy through the help of local consultant partners.
CFA to continue outstanding work with frontline service providers.

Project Management and Implementation

<ol start="8">
Focus project investment on replicating and scaling up/consolidating the most successfully implemented and impactful components/outcomes 1, 2, and 3, while continue supporting facilitation of Outcome 4.
Focus project investment on replicating Swipe Safe training and Living Labs by Youth Facilitators for children and young people, parent and caregivers in selected locations in the provinces.
Focus project investment on awareness and advocacy in Honiara while also consolidating online safety policy work with community entities.
Provide better linking and integration across project components by establishing a project coordinating mechanism to assist both locally and overseas based management teams.
Cross Cutting Themes
<ol type="a">
Facilitate a better understanding of gender considerations and issues for project participants and consider using a simple Gender Daily Time Use Analysis and access barriers analysis to inform gender vulnerability and accessibility to online safety activities.
Further build the capacity of PWD teachers through a more in-depth Swipe Safe training and Living Labs.
Consider embracing in the project related principles and values that are relevant and cut across all project outcomes.

1. Project Background and Context

The Context

Solomon Islands has a digital landscape that has been undergoing substantial changes with the recent undersea fibre optic cable providing much improved connectivity. This transformation has provided enhanced access to mobile digital technologies and offers wide-ranging opportunities for development as well as potential benefits for girls and boys education and health. However, such improved technologies equally have negative implications of online safety for girls and boys and pose potential exposure to risks of harm, thereby increasing children's and young peoples' vulnerability and the potential for them to experience abuse and exploitation online and offline.[1]

In recognising both the advantages and disadvantages for its people, and especially children and young people, of the changing digital landscape in the country, the Solomon Islands Government (SIG) has taken measures in terms of establishing legislative and policy frameworks for protection against associated risks of harm that come with the changes but as well providing an enabling environment for harnessing valuable benefits. The National Cyber Crime and Information Security Bill, National Strategy for Child Protection and Online Safety, Children and Family Welfare Act 2017, and Family Protection Act 2014 are such frameworks that SIG has pursued and established. However, significant gaps remain in knowledge, experience and resources within government and civil society systems to be able to appropriately respond to existing and emerging protective needs of children and young people. Without the needed resources and capacity, these legislations and policies will remain inadequately and ineffectively enforced and implemented.[2] There were 264.4 thousand internet users in the Solomon Islands at the start of 2023 compared to 229.5 in January 2022 and 147.5 thousand in January 2020,[3] internet penetration stood at 36.1 percent compared to 22% in January 2020; Solomon Islands was home to 124.0 thousand social media users in January 2023 (97.0 thousand in January 2020), equating to 16.9 percent of the total population. A total of 523.2 thousand cellular mobile connections were active in the Solomon Islands in early 2023, with this figure equivalent to 71.4 percent of the total population.[4] Given this digital state in Solomon Islands with increasing access to online connectivity through submarine fibre optic cable infrastructure, the risk is equally high for a highly unprotected population of 59% at the age group from 0 – 24 years.[5] Such high risk was evidenced in results of four youth suicide incidences from cyber bullying that occurred in the fourth quarter of 2022 and first quarter of 2023 in Western Province.

Given the above-mentioned backdrop, donor Governments and international non-government organisations stakeholders, have been providing support to address ongoing and increasing resource gaps and other challenges. Such support to address the need for a protective environment for girls and boys in the changing digital landscape in Solomon Islands has been provided by the Australian Government through ChildFund Australia (CFA) and Plan International Australia (PIA). "ChildFund Australia works with governments, civil society partners and communities in the Pacific including Solomon Islands, to deliver child protection, education and healthcare programs and is committed to building and strengthening capacity so that locals can respond first."[6] Plan International Australia works alongside communities, including in Solomon Islands, delivering long-term development programs to see girls valued and empowered, so that future generations inherit a brighter, more equitable future[7].

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[1] PIA0155_PacificBriefs_SolomonIslands_PRINT
[2] Ibid
3 The Solomon Islands – DataReportal – Global Digital Insights
3 Project Background and Context, SWIPE SAFE Program
4 ibid
5 Consultant's Terms of Reference Swipe Safe Solomon Islands Evaluation 2023

[7] https://www.plan.org.au/

The Project

The goal of the Safe Environments for Children and Young People in the Pacific Project (Online Safety Project) is to "increase protective environments for children online and offline in the Pacific region with focus on Solomon Islands,"[8] is part of the component of a broader partnership intervention between CFA, Plan PIA and the Young and Resilient Research Centre at Western Sydney University (WSU) to deliver the project component of "Strengthening Online Safety for Young People in the Pacific" that aims at addressing capacity and resource gaps in providing safe digital environment for girls and boys focusing on Solomon Islands.

The project seeks to increase protective environments for children online and offline in the Pacific region with focus on Solomon Islands, by addressing limited professional capacity in child protection and by building holistic online safety projects with male and female young people with and without disabilities across the Pacific.[9]

Built on lessons learnt from previous phases of work in Solomon Islands and from research on online safety in the Pacific[10] the project was designed to address key environments where children, young people, families and communities need support to achieve safety and protection.[11] Acknowledging the limited resources available, the project focused its investment in addressing: the overall needs of children's and young people's online safety by "enabling young people to confidently identify risks and apply appropriate protective strategies for responsible and safe internet use; equipping caregivers with the knowledge and skills to support online safety; facilitating young people's collaboration with, and opportunity to inform community, police enforcement, government duty bearers, and the pre-existing Australia Federal Policy (AFP)-led Cyber-Safety Pasfika awareness program; enhancing cross-sectorial cooperation for online safety."[12]

Funded by the Australian Department of Foreign Affairs and Trade (DFAT) via the Australian NGO Coopoeration Program (ANCP) and Cyber Critical Technology Cooperation Program (CCTCP) and by the New Zealand Ministry of Foreign Affairs and Trade (MFAT) IMPACT Program, the project was implemented from July 2020 to June 2023 with some variations during the period agreed between the project partners and DFAT. The project was delivered through a phased implementation. Phase 1, commonly referred to as the pilot phase, focused on establishing the project by building networks,

piloting activities and training up one cohort of frontline service providers. Phase 2 focused on addressing key environments where children, families and communities need support to achieve safety and protection.[13]

The project delivered several stand-alone interventions that include: Swipe Safe online safety training for children and young people, parents and caregivers, and community entities;Living Labs to gather

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[8] Project Proposal, PC-1-005, ChildFund Australia

[9] PIA0155_Pacific Briefs_Solomon Islands_PRINT

9 https://www.plan.org.au/publications/online-safety-in-the-pacific/

10 PC01-009 Year End Reprt 2020-2021 & 2021-2022

in-depth qualitative data; Working with community entities such as schools, Education authorities, churches, frontline service providers; Online Safety Policy development and review focusing on child safeguarding with churches and schools; Youth Advocacy work with DreamCast for Youth Engagement Strategy; National youth forums; Engaging with Police via Cyber Safety Pasifika Program; and Government engagement through the Ministry of Communication and Civil Aviation (MCA). The flagship of the project interventions was the Swipe Safe Training (SST), contextualised to the Solomon Islands environment.

Project Operating Environment

The difficult operating environment has been very challenging at the beginning of the project in 2019 with the onset of Covid-19 global pandemic that resulted in international travel restrictions and bans. The Solomon Islands Government also invoked relevant provisions of the State of Emergency law that entailed local travel restrictions, lockdowns and curfews. This posed real difficulties for the project implementation, which witnessed delays, not only in delivery of project activities, but also recruitment of Plan International Solomon Islands (PISI) Program Manager and vital face to face online safety trainings. The internal political unrest in Honiara in late 2021 only prolonged the difficult operating environment. Although the unrest was short lived, the onset of community transmission in early 2022 only exacerbated the implementing challenges. The resignation of key project staff at the PISI office, during the last 10 months of the project period, caused further delays to implementing project activities.

2. Purpose and Objectives of the Evaluation

Purpose

According to the Terms of Reference (TOR), the evaluation is being undertaken to assess the scalability and replicability of the project and training to introduce to other areas of the Solomon Islands or other Pacific country contexts.[14] The evaluation TOR can be found at Annex 3.

The timing of this evaluation at the end of phase 2 of the project is to "collect and consolidate information on outcomes and learnings, which will then inform the further development and implementation of the program in additional contexts."[15]

The TOR outlines that the evaluation will be used for the following:
- "Support the design and development of the next phase ofSwipe Safe in the Solomon Islands, through its assessment of project activities, and theviability of replicating these activities in other locations, as well as key challenges,issues, and lessons learnt.
- Key findings and learnings will also be used to inform and support the delivery of online safety trainings and advocacy work under the "Swipe Safe South-East Asia" regional project, which is currently in its first year of implementation.
- More broadly, the evaluation will inform the possibility to expand project activities to new locations by providing insight into the replicability of project activities and the impact they have had."[16]

Key Evaluation Questions

Key evaluations questions are based around five key evaluation domains on Evidence of impact, System-level (policy) embeddedness, Political support/buy-in, Community sustainability/embeddedness, and Replication in other contexts and Institutional implementation capacity. These key questions are designed around the OECD parameters of Relevance, Effectiveness, Impact, Efficiency and Sustainability. The key evaluation questions can be found at Annex

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[14] Evaluation Consultant's Terms of Reference Swipe Safe Solomon Islands Evaluation 2023
[15] ibid
[16] ibid

3.

 Evaluation Report

This evaluation report is presented around the OECD parameters or criteria that also encompasses and address the key evaluation domains with relevant key questions.[17]

3. Methodology Summary

This report is principally a summative end-of-project evaluation with elements of formative learning to guide future phases of the project. As implied by the Terms of Reference (ToR), qualitative methods will adequately uncover the extent and depth of perceived changes for intended project participants and stakeholders and serve the implementing partners' (the clients) learning needs. A simple mixed-methods approach is used to produce useful lessons learnt to contribute to further development and implementation of next phase of the program.

Key data collection methodologies were designed to be context-responsive and developed based on the project's theory of change and objectives set out in the ToR. The final methodology and data collection were decided collaboratively between the evaluation team and the clients.

The evaluation was conducted in Honiara, with a total of twenty-six (26) project participants consulted across thirteen (13) key informant interviews (KIIs) and five (5) Focus Group Discussions (FGDs) with 15 females and 9 males. One male participant attended two FGD sessions as the youth facilitator for both young people and parents. No young people under the age of 18 years were available for interviews and was a missed opportunity.

This evaluation applied the following methods:

- Document review
- Key informant interviews (KIIs) with past and present participants
- Focus group discussions (FGDs) with past and present participants
- One Tok Stori (story telling)

Key Evaluation Challenges

KIIs and FGDs meetings scheduling was most challenging with the following:

- A lot of email and telephone communication for meeting schedules with telephone follow-up calls were met with frequent non-response, dropped digital networks as well as electricity power faults. These negative experiences took up a lot of the consultants' telephone and internet expenses
- No immediate availability of KII & FGD contact details
- Records of SS training participants list sent to evaluation consultants did not register contact details for communication convenience with participants
- The physical absence to date of a project manager proper in the PISI office, is a challenge as he/she could provide more effective assistance to the Evaluation Team in facilitating the interview schedules and other necessary logistics. The periodic visits of Australian based project management representatives to fill the void were useful yet still insufficient
- No young children and young people under the age of 18 years were available for the evaluation interviews
- Since this evaluation is undertaken during the final year of the project in 2023, no official progress reports for the first two quarters of the year were available. The evaluation could not only collect scant data from KIIs and FGDs for year 2023. This may not accord the necessary justice the project should get in terms of 2023 project implementation outcomes.

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[17] Consultant's TOR Swipe Safe Solomons Evaluation 2023

Lessons Learnt from the Evaluation Process

- The presence of a project management personnel at PISI office could have eased the challenge of identifying the project participants, their contact details as well as scheduling meetings.
- Involvement of targeted key beneficiaries of the project, such as children and parents, is critical, and should have been given a priority in identifying who to meet with the evaluation team.
- Direct face to face interviews with SS training and Living Lab children could have been useful and insightful for the purposes of the evaluation. Proxy representation by their youth facilitators, does not justice to evaluation.

4.   Findings

4.1   Relevance

The evaluation established that the project remains relevant to Solomon Islands and responds appropriately to prevailing context in the country. Recent digital developments including the establishment of the undersea fibre optic cable and the Solomon Islands Government (SIG) currently on-going work on installation of 200+ towers in and around the country, would improve connectivity. Correspondingly, increasing exposure to emerging online risks of harm also increases the vulnerability of children and young people to abuse online. This necessitates more than ever before, a protective and safe online environment to mitigate the risks that come with these digital changes. The project relevance is also reinforced by numerous incidences of young people experiencing cyber abuse that have been reported in media, with four most recent incidences of youth suicide that occurred in the Western Province in late 2022 and early 2023.

➢ **Project target participants and beneficiaries**

Baseline data from research carried out by CFA and PIA, with support from WSU reflected an empirical evidence of the need of the project target beneficiaries for the project interventions. One hundred per cent (100%) of evaluation interviewees agreed that the project responds to the needs of the target beneficiaries in building their capacities to manage and exercise self-control by being mindful and responsible online and offline, in the case of children and young people; to be safety partners to protect children from online risks of harm, in the case of parents and caregivers; and to assist in providing a protective environment, in the case of community entities and the societies.[18]

Despite the unavailability of children 18yrs and below as well young people with disabilities (PWDs), their Swipe Safe training facilitators and a KII with a PWDs teacher, who participated in the evaluation, validated the relevance of the project for these target groups. However, PWDs teacher expressed the need for professional capacity in translating globally accepted online safety definitions and language into appropriate local sign language for better understanding.

The appropriateness of the target participants and beneficiaries was validated by the evaluation findings. However, suggestions from the evaluation interviews expressed the need for an additional target group of youth advocates to conduct both online and offline public and civic advocacy and awareness. This target group can consist of local youth experts in advocacy, who have wealth of experience in developing effective advocacy messaging for various issue areas such as in climate change.[19] It was also suggested to the evaluation to target students to become advocates among their fellow students in

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[18] Evaluation FGD with Parent Facilitators
[19] KII with National Youth Forum and YES consultants, Honiara

schools.[20] Advocacy can be done through various cyber platforms, including face to face and media.[21]

Young advocates are expanding in numbers in the country but are yet to be properly mapped out to provide a ready pool that can be easily identified and tapped into. This calls for mapping of such local capacities to identify such existing target group that could also become Community of Practice. This may be considered for a scale up of activities in the next project phase. Some ways to scale up suggested to the evaluation include developing online and offline safety awareness posters as well as training some students to be advocates among their fellow school colleagues and teachers.[22]

> **"There is lack of empirical data by governments, NGOs and INGOs nor proper mapping of youth advocates working in and around communities in different areas including online safety"**
>
> *Evaluation interview*

Despite the absence of an established pool of youth community advocates, PISI can firm up connections with existing project CSO partners such as the Honiara and (HYC) and Young Women's Christian Association (YWCA), as well as with YES and NYF local consultants to help in identifying this target group. A general pool of youth advocates is preferred as it should not only include youths who are formally attached to registered organisations but also individuals and independent young people who are unattached to any registered bodies but have equal passion

> **Advocacy is a powerful means and strategy to influence systematic and systemic change in attitudes and habits.**
>
> *Evaluation Interview*

and experience in advocacy.[23] In such a case, the YES local partner can explore the potential for engagement of youth volunteers who had been used by other CSOs, both locally based national and international CSO, such as the Solomon Islands National Youth Congress (SINYC), the Solomon Islands National Council of Women (SINCW), and international non-government organisations (INGOs) such as OXFAM, World Vision and Save the Children, as well as with community based organisations (CBO) for community advocacy and awareness, to develop a sense of ownership. [24]

➤ **Online Safety Project interventions**

Informed by the baseline research, the project interventions were described as relevant and timely. While these were research-based interventions, their stand-alone nature depicted siloed work as evidenced in local consultants not fully understanding what each was doing. Any scalability in the future needs to identify better linking and integration across all the various project components.[25] A possible mechanism suggested at a few evaluation KIIs is a locally based Project Steering Committee/Group comprising local consultants and representatives of youth facilitators to work with both local and overseas project management teams[26]. The steering committee/group with the project management teams will provide this linkage and integration as well as providing strategic directions and oversee the project implementation. This could also help to provide on-going and on the ground support to the project in cases of long absence of project managers from posts as experienced by the project.

The main project investment had been in building knowledge and strengthening professional capacity of target beneficiaries through the contextualised Swipe Safe training package as its flagship. The Swipe Safe training was also validated as relevant and effectively served the target beneficiaries.[27] Swipe Safe trainings conducted for target groups of children and young people; and parents/caregivers combined

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[20] KII with National Youth Forum 1st Local Consultant
[21] Evaluation KII with YES Consultant
[22] Evaluation KII with YES and NYF Consultants
[23] Evaluation KII with YES Local Consultant
[24] Evaluation KII with YES Consultant
[25] Evaluation KII with all Local Consultants
[26] Evaluation KIIs
[27] Evaluation KIIs and FGDs

accounted for the largest allocated shares of the total project budget at around 15% in 2020.[28] The actual amount of the budget spent on Swipe Safe training throughout the project period could not be established by the evaluation due to limited information in the project periodical reports.

➢ **Solomon Islands Government's Acceptance**

The sheer acceptance by the Solomon Islands national government of the project intervention through its Ministry of Communication and Aviation (MCA) is notable and underscores the relevance of the project. This acceptance reflects the MCA's continuous pursuit of the cybercrime bill to be finalised and the current work in developing a national cyber security policy. While the project plan included the establishment of Memorandum of Understanding (MOU) to formalise the partnership with MCA, the MCA preferred to work under the already established letter of support with PISI. This signalled SIG's acceptance of the project signalled its commitment in supporting the delivery of project outcomes and activities. Such commitment was expressed by the MCA through its Director of Communication who again pledged on-going and ready support for the continuation of the project going forward despite SIG's current limited resources specific to the project due to economic challenges faced to date.

Whilst the evaluation is not specifically suggesting building more new relationships, a few evaluation participants raised that as part of a social responsibility of relevant private sector stakeholders, such as mobile business service providers, there is need for their involvement, at some stage, around online safety and security.[29] Since SIG has operation relationship with such business companies, it was further suggested that MCA engages with them and any SI prospective laws on online security and safety should also provide some appropriate regulations of these operations for online safety and security purposes.[30] On the part of the project, it could provide online safety awareness to these companies in the next phase.[31]

➢ **Alignment with relevant domestic policies**

The project goal and its outcomes are appropriately aligned with existing related protective policies of different stakeholder organisations in the country. Project outcome 1 is appropriately aligned with SIG's current work on the draft national cyber security policy and the draft cyber-crime bill. Aligning project activities with government policies is vital as they are national policies and legislations they are socially and legally binding on all residents and citizens.

The project intervention is assessed to be also appropriately aligned with existing safeguarding and child protection related policies of community entities, mostly the churches and frontline service providers. It is missed opportunity, however, that none of the frontline service providers are exclusively children focused. Moreover, all such existing protection policies are only for offline environment.[32] In this regard, the project is very appropriate as it supports online safety elements to be incorporated into the existing policies. This had been the task of the local child protection consultant on development and delivery of training manual on establishing policy for prevention of online child exploitation and online safety policy for community entities. According to the consultant, embedding online safety policy in existing child protection policies of church entities is easier. However, this is a challenge faced in schools in the absence of appropriate digital environment, including computer labs and child protection and safeguarding policies, to embed and implement the online policy and suggested that the engagement of the Ministry of Education and Human Resources (MEHRD) is vital to provide the enabling environment.[33] Currently, only the Woodford International school has an online policy. MEHRD's involvement would entail reforming education law and policy and school curricula to embrace online

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[28] DFAT Application-CCP002 Submission
[29] Evaluation KIIs
[30] ibid
[31] ibid
[32] Evaluation KII
[33] ibid

safety issues.[34] The assurance by MCA to work across other relevant SIG Ministries, including MEHRD, could help address this challenge,[35] while the project can complement this effort by providing further targeted support to MCA through building knowledge and skills on online safety issues.

Given that no frontline service providers are exclusively child-focused and is unforeseeable at this stage when there will be any child-focused organization established for this purpose, there is potential to re-engage with child protection actors and mechanisms such as the National Advisory Action Committee on Children (NAACC)[36] in the MWYCFA, the social Welfare Department (SWD) and SAFENET Coordinator in MHMS. The project can complement these efforts through the help of the local Child Protection partner by building the capacity of MCA to socialize with these SIG agencies on online safety given that, according to the local partner, she had started the conversation with some of them.[37] She is also very familiar with the NAACC and Social Protection and Welfare for Children Act, having been instrumental in their establishments.

> ### Alignment with existing related programs

Aligning with existing relevant programs of other organisations/authorities both within and outside of SIG is equally critical and enabling to achieving the goals, objectives of the project as well as sustainability of its positive results and impacts. Such alignment could be done with Save the Children (STC) that has been working with MCA on cyber security around facebook platform.[38] According to MCA, STC submitted a draft MOU regarding the facebook platform that is still pending consideration while the proposed MOU by the project is still open for discussion.[39] Additionally, MCA expressed assurance to support the project whenever and however it can without an MOU and despite current challenges with limited resources.[40] However, MCA also expressed it is open to reconsider establishing an

> **"There was never a conversation on government or national level on online safety for children and young people until the SSSI project introduced the subject. That was the first by any agency/organisation outside of SIG to talk about cyber online safety and was deeply welcomed by MCA given its insufficient capacity in online safety and security."**
>
> *MCA FGD*

MOU and exploring possibility for a combined MOU with STC and SSSI Project in the next phase.[41]

> ### Project design

Relevant and valuable research and consultations were done to inform the design of the project. The baseline research conducted by CFA, PIA, and WSU that target beneficiaries and helped inform the design of project interventions. The timely involvement of SIG/MCA at an early stage is good strategy and reflected in its claim that the conversation at the national level on online safety and security for children and young people started when PISI began communication with the Ministry.

However, evaluation feedback also stated the lack of better understanding, at the project design stage, of the local legislative and policy environment and how best to influence reforms that are necessary around the sustainability of the project outcomes.[42] Although, MCA is primarily responsible for cyber

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[34] ibid
[35] Evaluation FGD with MCA
[36] NAAC is the national coordinating body of stakeholders in the planning of the implementation and monitoring of the Convention on the Rights of the Child (CRC)
[37] Evaluation KII
[38] Evaluation FGD with MCA
[39] Evaluation FGD with MCA
[40] ibid
[41] Ibid
[42] Evaluation KIIs

safety and security and was consulted and involved in the project, other relevant Ministries such as MEHRD, Ministry of Women, Youth, Children, and Family Affairs (MWYCFA) and Ministry of Health and Medical Services (MHMS), are equally critical to involve to work on relevant legislative and policy reforms around online safety and security for children and young people.

Similar sentiments were also expressed by local consultants about other stand-alone interventions such as for the project's National Youth Forums (NYFs) and Youth Engagement Strategy (YES) that lacked meaningful involvement of and consultation with young people and youth stakeholders in the design of the interventions to develop a sense of local ownership of the project and its sustainability.[43] As mentioned, the need for a project intervention for public and media advocacy should have been designed into the project and placed equal weight of investment as that in capacity building.

➢ **Gender and Social Inclusion**

Incorporation of gender considerations and social inclusion in project interventions is pertinent given deeply entrenched discriminatory and gender-biased attitudes, norms and practices across Solomon Islands societies and stigmas associated with young people and people with disabilities. Substantive issues affecting living of girls and women, young people and people with disabilities within the context of both traditional and formal governance include their lack of meaningful participation in decision making and their diverse rights denied with respect to engagement in socio-economic as well as political settings. The recognition by the project of such issues, especially around the rights to meaningful participation and involvement in the changing digital landscape of Solomon Islands, is timely and cannot be ignored. Involving girls and women and PWDs in processes to solicit views to establish protective mechanisms from negative impacts of the cyber technology through the SSSI project is not only relevant but also significant.

4.2   Effectiveness

Various strategies and approaches were employed to deliver project activities to targeted participants and beneficiaries. The strategies outlined below were commonly found and mentioned across project document literature and evaluation KIIs and FGDs.

4.2.1   Project Strategies/Approaches

The findings from project literature resonate with the evaluation feedback that the project, in general, employed several strategies/approaches to deliver its goal and outcomes. These strategies were effectively employed across all project interventions where necessary and appropriate to achieve the planned outputs and outcomes. The extent of effectiveness and achievements of the project varies between the project outcomes and attributable to various factors, both positive and negative, that influenced the operating environment during the project implementation. Overall, the successful project implementation has been characterised by enabling strategies and approaches employed as discussed below:

- *Participatory partnerships and relationships*

The participatory partnership between PIA, CFA, PISI, and WSU set the basis and design of the project. This provided needed evidence based information on the local context, in which the project was successfully implemented with roles and responsibilities of each partner appropriately delineated resulting in inclusive and transparent mode of working together with shared values and mutual respect.[44] On a similar basis, necessary and timely participatory partnerships and relationships with international stakeholders, such as DFAT, international non-government organisations (INGOs), and Pacific partners

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[43] Evaluation KIIs with Local Consultants for National Youth Forum and YES
[44] CCTCP 6 Monthly Report, May 2020 – Dec 2020

including the Cyber Safety Pasifika (CSP), were underlined by "aligning mutual activities, sharing opportunities, and co-designing initiatives together to maximise impact under various project outcomes."[45] Attendance and participatory discussions at the launch of the 'Online Safety in the Pacific' Report by representatives of key sector multi-level stakeholders including SIG and Papua New Guinea Government, Australian NGOs, CSP, DFAT, is an example of such participatory relationships conducted and were valuable to the progressive implementation of project outcome 6.[46]

Local youth-led project activities on the national youth forums (NYF) and youth participation/engagement strategy (YES) around online safety successfully gathered female and male children and young people with and without disabilities as well as other key stakeholders. These are good models of participatory partnerships for the project implementation that local youth actors took leadership not only in coordinating and conducting the events but also in demonstrating essential levels of local youth technical competency in effective deliveries of project strategies and interventions. Strong views expressed during the evaluation KIIs and FGDs, however, were mainly around timing of these youth focused events given that their outcomes were also intended to "contribute to the policy developments on cyber security."[47] While for

> **"SIG (MCA) was slow to respond to invitation to NYF programme - for policy purposes as the youth forum is to generate ideas for contribution to the policy on cyber security;**
>
> **-There was lack of timely communication between MCA and MWYCFA, MEHRD, MHMS (for emotional and mental health) and RSIPF. They should work together as stakeholders under the programme."**
>
> *Evaluation KII*

the first NYF, the delayed response from MCA to the event was said to have been undesirable, the timing for the second NYF and YES event was viewed as being placed much later than necessary in the project implementation.[48] A few evaluation KIIs opined that the project should have also worked with other SIG authorities, such as MEHRD and MHMS, for relevant policy alignments and adjustments.[49] However, one KII seemingly placed the responsibility on MCA to work together in partnerships with these other Ministries as relevant stakeholders.[50] While there is no right or wrong approach, the need for integration was echoed by a local consultant, who said "*Integration with these other Ministries should happen right at the beginning of the project.*"[51]

- *In-country/local partnerships and relationships*

The MCA letter of support for the project established with PISI at the early stage reflected SIG's formal acceptance of the project. It provided the necessary basis for the on-going communication and involvement of SIG in the project throughout its cycle. Despite some cited delays by MCA in responding to some project interventions and in starting conversations on online safety with other relevant SIG authorities, MCA demonstrated a good extent of commitment in absorbing project outcomes by including in the draft cyber security policy a section dedicated to online safety for children and young people because of engagement with the project. Subsequently, the draft policy section on children and young people's online safety will be fed into the proposed Cybercrime bill. This reflects SIG's intention to take ownership of the implementation and enforcement of the draft policy and bill once they are established. MCA's plan to implement the policy together with MEHRD, MWYCFA and RSIPF are further indications of SIG taking ownership and leadership on the matter. As mentioned earlier, the next phase of the project could support strengthening the capacity of MCA staff as a response to need expressed during the evaluation for the staff to be given the Swipe Safe Training of Trainer

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[45] ibid
[46] ibid
[47] Evaluation KIIs with Local Consultants
[48] ibid
[49] ibid
[50] ibid
[51] ibid

training for it to conduct the training for other relevant government ministries. This will help the project to establish collaborations and partnerships with these other SIG Ministries.[52]

- *Localization and sustainability*

Given the difficult operating environment at the start of the project, strategic adaptation was made to engaging appropriate local consultants to implement stand-alone interventions in efforts to achieve the project goal and outcomes. The evaluation established that four local consultants were engaged and who successfully implemented activities under outcomes 1, 3 and 6 for development of youth communication and engagement strategies, contextualisation and delivery of Swipe Safe trainings for community entities, and design and implementation of national youth forums respectively.[53]

The localisation approach employed by the project also resulted in successful completion of the contextualised Swipe Safe training curriculum for each project target group including for people with disabilities. As a result of the Swipe Safe ToT together with engagement of local experts, there is now a competent pool of local youth training facilitators and local consultants who can be called upon to carry on with the project activities given adequate resources As mentioned earlier, this pool of experts can be considered for establishing in the next project phase as the project Steering Committee/Group to be the linking link and integrate various project components as well as directing its scalability and replicability needs.

Engagement of local consultants contributed towards the localisation and sustainability approach. Given their local connections and networks, the consultants for the NYFs and YES ably mobilised support from local youth actors and stakeholders in effectively delivering their project interventions. While the results of the 2nd NYF was not available at the time of evaluation, the first NYF brought together 50 children and young people (36 children – 18 females, 18 males and 14 young people – 8 females and 6 males) and received a good wide local and regional media coverage.[54] The YES was a successful result of a 3-day consultation conducted by the local consultant with 18 youths (8 females and 10 males) including 2 participants with disabilities.

> **"Through my involvement in Boards and church membership, I took own initiative to support PWDSI, WRAM and SSEC to embed online and offline safety into their child protection and safeguarding policies"**
>
> *Evaluation KII*

Similarly, through her personal and professional connections, the local consultant for child protection related policies supported three other community entities (People with Disability Solomon Island (PWDSI), Women's Rights Action Movement (WRAM) and South Seas Evangelical Church (SSEC)) to integrate online safety into their existing Child Protection policies. She expressed that her passion developed over time as a child protection advocate for better child protection legal and policy environment made her to take this initiative and could have continued supporting other community entities if there were sufficient resources.[55] In this regard, the evaluation agrees with a statement made, for the future of the project, about local consultancies that require longer periods for contract and deliverables and the need to continue supporting local partners to take the lead.[56]

On invitation by another project to its work trip in Western province, a local female SS youth facilitator did five piggyback online safety awareness sessions involving questions and answers and brief demonstrations on how to manage online risks. The facilitator reported that she also demonstrated at the sessions with adults a parental control setting on phones, not taught is SS training, that parents can apply to manage their children's time online. [57] Given the research finding on online use that "children

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[52] Evaluation FDG with MCA, Honiara
[53] Project Periodical Reports, 2020-2022
[54] ibid
[55] Evaluation KII
[56] PC01-009 Project Variation 20220630
[57] Evaluation KII

in the Solomons generally are significantly heavier users of technology than their parents…"[58] This is a positive result of a local partner taking initiative in identifying digital control setting to help parents manage their children's time online on phones.

The Swipe Safe trained representative of the Solomon Islands Christian Association (SICA) reported that part of the SICA Plan of Action she developed at the Swipe Safe training for community entities was to get the SICA Executive to endorse the project for its members to implement with their church congregations of children, youths and parents/caregivers.[59] SICA 5 member churches make up about 80% of followers throughout Solomon Islands and thus, is potentially the biggest catchment population to target. For this reason, she expressed the need for SICA to be given a dedicated Swipe Safe TOT and online safety awareness to capture this huge population through its own information disseminating structures and mechanisms.[60] In addition, SICA and most of its member churches have existing child protection and safeguarding policies into which the online safety policy can appropriately embedded under project outcome 3. There is potential for SICA to be supported through targeted capacity building to embed online safety policy and to roll out the online safety training and awareness as suggested at the evaluation KII with SICA.[61]

- *Alignment with SIG national and international commitments*

Unintended but appropriate is also the alignment with Sustainable Development Goal 16, which the project is indirectly helping Solomon Islands, as a member of UN, to meet its obligation. There are other SIG authorities that are responsible for child welfare and protection related policies and responsibilities. However, apart from having their representatives attending SS training and other project events, no substantial engagements nor consultations with them were possible, despite efforts from project staff over the course of the work. Possible steps for project scale up in the next phase could include supporting MCA to drive relevant multi-stakeholder collaborations for needed actions to be taken.

In support of implementing this SDG, the regional umbrella body for Pacific Islands NGOs, called the Pacific Island Alliance of Non-Government Organisations (PIANGO), recently launched a joint program to accelerate the SDG through increased digital literacy for Pacific Islanders, especially to ensure women and girls are safer and have better access to economic opportunities.[62] The Solomon Islands NGO umbrella body, called the Development of Exchange (DSE), is member of PIANGO and is obliged to commit to the program. From this angle, the project is contributing to the cause to expand positive and beneficial digital literacy for target groups in Solomon Islands.

- **Adaptation to changing local contexts and Lessons Learnt**

On-going learning from lessons throughout the project life has successfully enabled adjustments and adaptation of project activities to suit the changing local contexts as well as to circumvent the difficult operating environment brought about mainly by Covid-19 and domestic political unrest with results in international as well local restrictions on movements and delays and postponements in delivery of project activities. For example, in 2021, the recruitment of the new Senior Program Manager (SPM) based in Honiara and an additional facilitator coordinator in 2021 considerably reduced project delays and ensured timely delivery of the second round of Swipe Safe and Living Labs for young people and

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[58] Western Sydney University Research in the Pacific (Solomon Islands, Kiribati, Papua New Guinea)
[59] Evaluation KII
[60] Evaluation KII
[61] Evaluation KII
[62] PIANGO Press Release, July 2023

the Swipe Safe ToT for parents and caregivers, in line with the year's work plan.[63] Another modest but useful lesson cited is the sufficient time and resources allocated to the planning and preparation work for the second NYF compared to the first NYF for which preparation work required was said to be underestimated.[64] According to the local consultant for the second NYF, part of the event planning ensured the involvement of a representative of the Western Provincial Youth Council, who had participated in some Swipe safe training, given the suicidal incidences resulting from cyberbullying in that province.[65] However, while these critical lessons were embraced in the preparation for the second NYF, the consultant considered the event to be ill-timed for its outcomes to contribute to the development of the draft national policy on cyber security that would in turn further inform the cyber security bill.[66] Evaluation KII discussion on the same highlighted the need and importance to anchor and internalise such youth forum events and their positive outcomes in relevant public institutions rather than being one-off events.[67] On similar note, the evaluation suggests that the same internalising arrangement within a public institution is needed for the YES intervention.[68]

> **"Online safety issue is a public issue so a wholistic approach needs to be taken through public institutions to address it"**
>
> **Local Consultant – Evaluation KII**

The project was also characterised by a phase-based implementation approach that enabled necessary variations and extensions of project activities and their deliveries from phase 1 to phase 2 given the difficult operating environment at the start of the project. Such phased implementation also allowed for lessons learnt from phase 1 to apply in phase 2. For example, contextualising of the Swipe Safe training for young people was updated based on feedback from young people and from the pilot trainings in phase 1 and research report produced in 2019/2020.[69] Throughout its two phases, the evaluation established that despite challenges, the effectiveness overall, of the interventions was to a large extent due to the project's flexible, responsive and adaptive nature underpinned by baseline researches, independent reviews/evaluations, designed risk management strategies, implementing agency periodical reporting, MEL data with validation field trips, etc.[70] This evaluation finding resonates with a progress reporting of phase I implementation that says:

> *"It has not been business as usual and we have had to continuously review and adapt project management and implementation, at the same time as partners undergoing internal organisational changes. Despite these challenges, we have been able to co-delivery and reach the majority of our project outputs and beneficiary targets for this first year of implementation. This has only been made possible by all partners, including Cardno and CCCPT, being flexible, adaptable, and responsive as project delivery challenges or changes arise. We found early and open communication to be critical to maintaining positive partnerships in this difficult operating environment"[1].*

- *Cross cutting themes – Gender and Disabilities*

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[63] CCTCP 6 Month Progress Report
[64] Evaluation KII & CCPTC 6 Monthly Report July – December 2021
[65] Evaluation KII
[66] Evaluation KII
[67] ibid
[68] Evaluation KII
[69] CCTCO 6 Months Progress Report, Jan – June 2021
[70] ANCP project application and reports

o **Gender Equality**

Findings from the 2019 research by CFA, PIA, and WSU and a pilot phase baseline gender report informed the gender situational analysis done in 2020. Based on the analysis, the project was equipped with necessary tools to ensure gender considerations were mainstreamed across all project components. Such tools include gender checklist, gender transformative marker, Gender STAR tool, gender disaggregated data, and Gender, Age and Inclusion (GAI) analysis framework.

As part of establishing the project, safeguarding, gender and inclusion training was conducted for PIA, CFA and PISI staff and a gender analysis was completed using the PIA gender transformative marker tool and developed a gender checklist developed for the project. The successful staff training on GEDSI helped them better understand the gender, disability and social inclusion and their applications in key areas of their work[71]

The evaluation found that the most used tool applied to project activities throughout the project cycle is the gender disaggregated data. The data mostly contain information on numbers of participants and age groups, as evidenced in the project progress reports. The project continuously ensured that project activities across all outcomes had an equal representation of females and males by reaching out to female networks to encourage participation.[72] Equal representation and participation of target groups including girls/women and PWDs was well captured through the use of the data tool. Through targeted efforts the project had been able to increase the participation and representation of girls and young women in all output activities across all project outcomes. The average split between male and female direct participation across all outcomes was 56% female and 44%[73] male although in some activities, participation of one gender was higher than the other. For example, at the International Day of the Girl event 124 girls and 89 boys attended while 11 girls and 16 boys attended an awareness session on online safety delivered at Burns Creek School.[74] This low average split between male and female evidenced that the achievement of equal participation is also attributable to the generation of great interest and need by both genders for online safety knowledge and skills. However, apart from noting plans to use the other gender tools, the evaluation could not establish substantial evidence in the progressive project reports nor from evaluation discussions of how they were applied nor their results.

Gender considerations that were continued to be captured in mostly SS trainings and Living Labs sessions helped inform the development 'Gender aware' Child-Centred indicators for online safety. This is a timely intervention given the findings of the MEL SSSI Living Labs in 2021 that revealed a range of views from parents about the perceived extent of vulnerability to online risks between girls and boys. Some parents viewed that the risks are the same for boys and girls while others agreed but said that the risks each gender face are different. Citing an example, some parents identified online predators and cyberbullying as dangers more likely to be faced by girls while boys face peer/group pressure that leads to disrespectful behaviour.[75]

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[71] ChildFund Year End Report 2021-2022
[72] ibid
[73] ChildFund Year End Report 2021-2022
[74] Ibid
[75] MEL Swipe Safe Living Labs in Honiara

During evaluation KIIs and FDGs, there is no difference in what both males and females said about the project. They all openly expressed confirmation of the relevance of the project and appreciated the recognition accorded to them as primary target participants and beneficiaries. Both female and male respondents expressed that they feel motivated for being involved in the project and given responsibilities as youth facilitators. Due to circumstances beyond the evaluation, girls and boys under the age of 20 years who participated in both the SS training and Living Labs session were not available for the FDGs to hear their views about any gender gap. The evaluation also noted an encouraging trend nowadays, particularly in Honiara, of only discreet differences displayed between young people of both gender in attitudes towards digital technology, particularly in terms of engaging in online space given access. Findings of the WSU baseline research established that 50% of the children participants reported they do not own or have reliable access to a digital device.[76] However, the findings did not establish how many of the 50% were children and how many were young people as they were lumped together during the research.[77] In terms of the extent of susceptibility to cyberbullying between males and females, findings of the same research reported on perceptions on the scale of online risks that said "the vast majority of child participants reported that they believe girls are far more at risk of harm online than boys."[78] The same research report documented that while some parents claimed the risks were the same for boys and girls, others agreed but said the risks each gender face are different. Girls face dangers more from online predators and cyber bullying, while boys face peer/group pressures that lead to disrespectful behaviour. Still other stakeholders said that risks are the same for boys and girls and that both genders face the same vulnerability to online predators and cyberbullying. This latter perception is evident in the most recent suicide incidences in the Western province that involved all male young people. This perception also resonates with the findings of the MEL Living Labs that, "overall, participants from neither group of children identified gender distinctions in the types or levels of dangers faced by children (i.e., neither group clearly said boys were more or less likely to experience more or different dangers than girls)."[79]

> **"We lack access to technology facilities."**
>
> *Solomon Islands Female Parent, 50 years of age*
>
> **"Poor access to technology: have no phone, no laptop, no access to watching TV because of money."**
>
> *Solomon Islands, Female Child, 18 years*

> **"Overall, participants from neither group (MSS – multiple Swipe Safe training participants & SSS - Single Swipe Safe training participants) identified gender distinctions in the types or levels of dangers faced by children (i.e., neither group clearly said boys were more or less likely to experience more or different dangers than girls)"**
>
> *MEL_ Swipe Safe_ Living Lab, Phase 2 Report*

o **Social Inclusion**

Inclusion of people with disabilities (PWDs) is significantly reflected in project outcome 1 with its deliberate wordings of "….Young women and men with and without disabilities participate to work together to implement stronger approaches to online safety..".[80] This specific reference to disabilities indicates a vital commitment to social inclusion by the project. Similar to gender theme, this commitment is evidenced in inclusive participation of PWDs. For example, 3 rounds of a Swipe Safe

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[76] Pacific– online– Safety-Report 2020
[77] ibid
[78] Ibid
75 MEL Swipe Safe Living Labs in Honiara
76 Project Proposal
77 CCTCP 6 Months Verbal Progress Meeting

training conducted in 2021 were attended by up to 271 young people including 22 PWDs. Furthermore, a separate Swipe Safe training and a Living Labs session were delivered in 2022 to PWDs and a few of their PWD teachers. Most recently, contextualization of the Swipe Safe training curriculum for PWDs was completed in 2023 and delivered to 17 PWDs. "Child Online Safety were integrated into the existing Child Protection policies of 3 community entities (SSEC, PWDSI and WRAM). And pending their Board's approval."[81]Regrettably, no children/young people with disabilities who participated in the Swipe Safe trainings were made available to the evaluation to get their stories.

> o **Potential cross cutting issues**

Considerations may be given for the project to embrace other related principles and values that are relevant and cut across all project outcomes. Children, girls and PWDs rights to education, access to information and to be protected are principles embodied in existing national laws, such as the national constitution and in relevant national policies, such as the national Gender equality and women's development as well as with SIG's obligations to the Convention on the Rights of Children (CRC), Convention on Elimination of Discrimination Against Women (CEDAW) and related Convention on People with Disabilities.

4.2.2   Project Outcomes

Each project implementing year ensured planned activities under respective outcomes were carried out as effectively as necessary although some adaptations had to be made given the difficult operating environment. Within the two phases of the project, phase 1 in 2019/2020 saw substantial investment efforts placed in the project establishment and preparation for phase 2 that started in mid-2020. As a pilot year, phase 1 had Outcomes 1 and 2 that focused on equipping youth with key self-protective behaviours when navigating he online world; and building the professional capacities of key civil society and faith-based actors responsible for formal child protection services respectively.[82]   The critical stage of phase 1 was not smooth sailing in the midst of a global pandemic. Its prolonged effects posed a challenging process for the project in building necessary and crucial new partnerships for with both offshore and onshore stakeholders. Continuous reviewing and adapting of project management and implementation as well as the flexibility and responsiveness of the project to changing local contexts had been the approach taken throughout the project period in circumventing challenges and successfully delivered most project outputs for target beneficiaries.[83] This phased implementation approach enabled incorporation of lessons learnt from phase 1 that, inter alia, led to revisions of phase 1 outcomes and additional outcomes developed for phase as reflected in ensuing sections.[84]

> ➤ **Measures of Progress against Project Outcomes**

The following are literatures and evaluation citing as evidences of some actual project output activities carried out under respective components as measures of achievements of project outcomes. Some key activities undertaken under each project component during the implementing years can be found at Annex 1.

Phase 1 or Pilot Year

Year 2019 – 2020

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[82] PC01-005-ANCP18-PRG9918-PRJ114
[83] ChildFund Year End Report 2020-2021
[84] PC01-005-ANCP18-PRG9918-PRJ114

As a result of the Covid-19 pandemic, the project implementation in phase 1 experienced substantial barriers that entailed cancellation of some project activities and outputs, they had to be varied or rolled over to the next financial year. Despite these barriers, the project had many of its intended milestones achieved and on track and collated important data and learning. The milestones achieved under this phase include: the completion of the Pacific research into online safety providing baseline information; Swipe Safe Training materials were adapted and key delivery methods identified and established; pilot training delivered to cohorts of young people; local consultant engaged to co-deliver the contextualised Swipe Safe training package; and designing and planning of a training course on child protection for participants.[85] Given the difficult operating environment at the onset of Covid-19, a 24% reduction in project beneficiaries target was anticipated. However, with successful adaptation of the training curriculum and its online remote delivery mode the original total beneficiary target of children and young people was exceeded under this phase.[86] These successes laid the groundwork for phase 2 in 2021 and any future phase.[87]

Outcome 1: Young people are able to identify risks and protective strategies when navigating the online world

Some of the activity outputs under this outcome are listed in Annex 1 as cited from various project periodical progress reports and validated by Evaluation interview feedback. Successful Key milestones achieved during under this outcome include remote online training of local consultant on "Swipe Safe'; contextualising of Swipe Safe training package through a ToT and echo training processes; pilot of training package through delivery to 85 young people across three communities in Honiara.[88] According to evaluation KIIs, delivery of the training to schools was part of the pilot phase and around 300+ secondary school students were captured at levels of Forms 3 to 5 at ages of 13 – 20 years.[89] This numbers exceeded the original target of 235 and is a significant achievement under this outcome.

Key Milestones[90]

- Remote online training and echo training
  - I local consultant remotely trained on Swipe Safe
- Contextualising of Swipe Safe materials
  - One package of training materials on online safety adapted for use in the context of the Solomon Islands. Pilot of contextualized training package
    Contextualised package of online safety materials for young people
  - Pilot training on contextualized package delivered to 28 young people in the Solomon Islands as community facing facilitators.
  - Community rollout of training to a further 57 young people across 3 different communities
  - 300+ secondary students trained, Forms 3 – 5 aged 13 – 20.

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[85] ANCP Project Annual Performance Report, 2019-2020

[86] ANCP Project Annual Performance Report, 2019-2020

[87] ANCP Project Annual Performance Report, 2019-2020

[88] ibid

[89] Evaluation KII

[90] 2019 – 2020 Project Annual Performance Report

Outcome 2: Key civil society and faith-based actors responsible for formal child protection activities will have improved capacity and strengthened collaboration in the implementation of child protection services in Solomon Islands

According to the concerned local consultant, her early involvement in the project saw the development and delivery of Swipe Safe Training manual for community entities and subsequently, development and embedding of online safety policy into existing Child Protection and Safeguarding policies.[91] Following in-country consultations, it was decided that the trial of capacity building training materials through community-based engagement was preferred to doing it through schools and faith-based institutions. According to the local child protection consultant, environment in most schools in Honiara are not currently conducive without online safety policies nor child protection related policies[92]. At this early stage of the project, no schools apart from one that saw the need to have an online safety policy and requested as .[93] This lack of appetite in schools prompted the consultant to raise the need for the education system to impose, through education act reforms, a legal obligation for all schools to put in place online safety policies.[94] At this phase 1, the professional capacity building training for child protection was, therefore, done only for frontline service providers under the SafeNet integrated referral pathways along with the Ministry of Police, National Security and Correctional services and community police force.[95] However, the adaptability and lessons learnt nature of the project saw a change of approach taken in phase 2, as discussed further under Outcome 3 below, where church and school entities were brought together in the same SS training sessions.

> **"Most schools in Honiara do not have existing online safety policies nor child protection related policies and therefore there was less appetite for schools at this stage of the project."**
>
> *Local Consultant - Evaluation KII*

Key Milestones[96]

- Delivery of professional capacity training course
  - 26 participants were strategically identified and commenced training
- Child protection and safeguarding policies training
  - Training participants from three frontline service providers, Empower Pacific, FSC and Seif ples, were able to submit child safeguarding policies
- 25-day training course on fundamentals of child protection frontline practice
  - Training course designed and adapted iteratively over the course of the year
  - Module one and two of a five module curriculum was delivered successfully face to face in Honiara with a total registration of 30 participants and 26 attending participants.
  - Due to Covid 19 movement restrictions, ChildFund pivoted the curriculum to an online remote delivery format.

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[91] Evaluation KII
[92] ibid
[93] ibid
[94] Evaluation KII
[95] ANCP Project Annual Performance Report, 2019-2020
[96]

Phase 2

Years 2020 – 2023

Good learnings from pilot activities in phase 1 and findings of the WU baseline research saw revisions of project outcomes for phase 2. Outcomes 1 and 2 were revised for phase 2 while additional outcomes 3 – 7 were developed as discussed below.

Outcome 1: Young women and men participate with and without disabilities, establish and work together to implement stronger approaches to online safety

This project outcome successfully delivered mostly through the project intervention on Swipe Safe training and online safety awareness also had the widest coverage in terms of participation and delivered at more than one location in Honiara, Malaita and Western provinces location of in Honiara, Malaita and Western Provinces, the latter had only awareness sessions. The first rounds of training under phase 2 were successfully delivered through a ToT for 17 youth facilitators (10 females, 7 males) who then trained 182 young women and men (48% females, 52% males) in Swipe Safe through 8 different groups from two youth organisations – YWCA and HCC.[97] The participation rate in this SS training successfully accounted for 78% achievement of target.[98] New animations were adapted to the pacific context and added to the teaching resource for the contextualised curriculum for children and young people.[99] Feedback on the contextualised curriculum was reported to be positive and attendance and completion rates were high.[100]

> "The TOT manual for children and young people is effective as participants were very keen in the 'Sacred Stones as key concepts of internet"
>
> "The new animations and videos were developed in ways that gave clearer understanding of the training contents for children and young people"
>
> *Youth Facilitator – Evaluation KII*

Overall, a total 547 children and young people with and without disabilities (49% females and 51% males) participated in a total 19 SS trainings in Honiara and Malaita, including 3 ToTs, between January 2021 and December 2022.[101] About 1,500 were present at community awareness sessions on online safety conducted in Honiara, Malaita and Western provinces, with 65 (29 parents and caregivers; 36 children and young people) 29 (18 girls under 18 years; 11 women) 36 (18 boys under 18 years; 18 men) attended one community awareness in Malaita province.[102] Unless not sighted, the evaluation found that not all documented reports recorded numbers of participants nor sex disaggregated to give accurate figures. Some improvements are therefore, needed on proper recording of such small but vital information.

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[97] CFA Progress Report, 2021 - 2022
[98] ibid
[99] ibid
[100] ibid
[101] CCTCP 6 Monthly Progress Reports & MEL Tracking Sheet
[102] CCTCP 6 Monthly Progress Reports & Gizo Awareness Report

SS training is the most delivered and popular project intervention based on the number of direct participants who benefitted from it. Its acceptance is also reflected in the training being conducted in Malaita Province, a location outside of the project work area, as a response to a request from the Malaita Youth Council whose representative received training in Honiara.[103] This unintended activity affirmed not only the nature of adaptability of the project but also its potential for replicability elsewhere in the country based on its relevance.

> **"The project should continue conducting SS training in provinces as internet access is increasing with recent improved connectivity infrastructures."**
>
> *Youth Facilitator – Evaluation KII*

Online safety awareness was also requested for Western Province in April 2023, that saw a series of awareness conducted with 5 communities and 3 schools. The contextualised SS training curriculum further increased interest in the training and requests for the training and awareness had been received especially from school communities that have more children and young people to capture.[104] However, to replicate the training outside of Honiara, strategic selection of locations needs to be made given limited project resources. Hot spots such as Auki, Gizo and Noro may be locations to consider. Such strategic approach is vital given that the national nor provincial governments and communities do not often have the resource capacity to help. While, such considerations for replicability are crucial, a simple but considered vital to SS training participants including youth facilitators is the training certificates that were awarded to Malaita participants but not those in Honiara. Youth Facilitators and participants raised this slight inconsistency at the evaluation FDGs and the need to consider any retrospective awards for Honiara participants.[105] Certificates awards are not only considered as acknowledgement of attendance to and participation in any training or event but more importantly are seen as a form of qualification that could help them to be employable beyond the project and in their future careers.[106]

For replication of the project, consideration may be given in having Swipe Safe and Living Labs school

> **"Train students to advocate to peers. The same could also be done for church youth groups to advocate during church youth programmes."**
>
> *Local Consultant – Evaluation KII*

clubs comprising of students and teachers who can be trained as facilitators with a responsibility to implement online safety trainings and Living Labs in schools.[107] Another suggestion by a local consultant is to establish a 'bully buddy' programme in schools for students who face cyber bullying to share with other students.[108] Alternatively, selected Education Authorities of church owned and HCC owned schools be given SS training to roll out in their respective schools. Similarly, Swipe Safe church youths can be trained to deliver SS training or awareness to children, young people, parents and carers in church congregations and gatherings. Such approaches can be employed in schools and communities in provinces to develop a sense of ownership to sustain the activities after the life of the project. Possible target groups in the next phase for provincial communities are students and church youth members. This resonates with a suggestion from SICA to conduct a SS ToT for its members.[109] SICA can then work with the church youth facilitators to roll out the training in their respective church congregations.[110]

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[103] Evaluation KII
[104] Evaluation FGDs
[105] ibid
[106] ibid
[107] Evaluation KII
[108] Evaluation KII
[109] Evaluation KII
[110] Ibid

Implementation of the youth participation project intervention was led by a local consultant and culminated into what the youths preferred to call the Youth Engagement Strategy (YES)[111] The strategy outlines five rules and principles for effective engagement with young people: Engagement for Ideas & Opinions; Inclusion & Intersectional Lens; Teamwork & Collaboration; Connection & Presence; and Communication. These rules were created together by and with youth partners and actors within Solomon Islands at a 3-day successful consultation workshop in Honiara. The underlying basis of all five YES principles centres around youth advocacy. However, regrets were expressed that a separate project outcome for advocacy should have been designed into the project for delivery in

early stages of the project implementation rather than in the final year of the project. The intervention also resulted in the needed mapping out and pooling of local youth advocates and actors. While the principles of YES align well with the project outcomes, their application through project activities has not been effectively delivered nor captured.[112] The YES associated Action on the Wall is a successful result of youth actors telling their dreams and stories of online safety issues as well as solutions through approaches to online safety they think issues can be addressed and suggested actions for effective engagement with young people to drive a safe online environment for Solomon Islands.[113] One solutions suggested is:

> *"the need for effective coordination of NGO operating in the space of youth and civic education in the country. At this point, collaboration and collective movement in this space is chanced and often events based with little ripple impact. A strong coordination will have strong impact of increasing awareness and services to youth across nine provinces in the country. There is also opportunity for collective impact of online civic engagement with existing players such as UNICEF's U-Report, Dreamcast, Young Entrepreneurs, Provincial Youth Councils, National Youth Congress and Swipe Safe Online Safety Programme."*[114]

These are positive evidences of a successful intervention and consider anchoring it appropriate public institutions, such as the HCC, MWYCFA or MCA for sustainability of the positive results.[115]

Key Milestones[116]

- SS Trainings on online safety are delivered to young women and men with and without disabilities
  - x8 Swipe Safe trainings delivered to 182 young people without disabilities
  - x3 Swipe Safe trainings delivered to 122 young people without disabilities (53 young women, 69 young men, 15 PWDs (9 boys, 2 girls, 1 young woman & 3 young men) (FY21/22)
  - x3 Swipe safe trainings delivered to 149 under 18 years (including 7 with disabilities) (FY21/22)
  - x1 Swipe Safe trainings delivered to 55 people in Auki (34 girls, 21 boys) FY22/23
  - x1 Swipe Safe training for CWD delivered to 22 people (10 girls, 7 PWD, 3 male teachers) and 12 boys (10 PWDs and 2 male teachers (FY22/23)
- SS ToTs on online safety are delivered to young women and men with and without disabilities
  - x1 ToT delivery to 17 young people
  - x1 ToT delivery to 17 young people (FY22)
  - x1 ToT refresher for 8 young people (FY22)
  - x1 Tot refresher for 12 young people (7 young women, 5 young men) (FY2023
- Communication skills training for young women and men with and without disabilities
  - x1 workshop (3 days) with Dreamcast (1 young women, 9 boys, 6 girls, 1 boy with disability, 1 boy with disability) (FY22/23)

111
112
113
114
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Outcome 2: Male and female parents and caregivers are equipped with knowledge and skills to enable them to be online safety partners for their young people

Similar to Outcome 1, the SS trainings were successfully delivered to parents and caregivers to help guide and protect their children and young people from online risks and harm. Delivery of 11 trainings including 3 ToTs for youth facilitators for parents/caregivers was done in Honiara and Malaita province for a total of 198 direct beneficiaries that represents 64% females and 36% males.[117] One other TOT refresher was reported conducted in March 2023.[118] Evaluation FGDs with youth and parent facilitators as well as with parents revealed useful knowledge gained by parents from the trainings that led to some positive behaviour changes.

> *All three parents participated in the evaluation FGD said they can better manage their children's time spent online than before the training; one parent said she now has some confidence, after the training, in talking about online safety with her children; while another parent said that he now advises his young children to be respectful and avoid bullying and be bullied online.[119]*

However, they also acknowledged that there is a generational gap issue where their children have more knowledge, skills and confidence than them in navigating cyberspace platforms. And expressed that they still feel inadequate, even after the trainings, to properly guide and protect their children from online issues.[120] Because of this inadequacy, parents' commonly perceived way of providing guidance and protection to their children is more through managing children's time on use of cyberspace gadgets rather than to apply knowledge and skills to circumvent and address online issues and risks of harm.[121] 100% of both groups of youth facilitators for parents and parents themselves suggested the need for more days and rounds of training and Living Labs sessions to help address this inadequacy.[122] They further suggested that "for any future replicability, that focus be given on practical sessions for parents on cyber literacy, guide on appropriate discipline for children's online time, use of devices and apps, cyber online grooming and awareness on cyber issues."[123] Also a lesson learnt by the project says:

"More practical training activities for parents would be helpful because parents/caregivers are not technology savvy. Parents need to understand threats around cyberbullying. Pictorial stories for parents would be useful for those who are illiterate. 1 day training (3 sessions) for parents is insufficient compared to 6 days training for children and young people. Online safety is a new concept for some parent participants who do not know at all, while some were mindful of cultural and religious contexts"

Youth Facilitator for parents

> *"normally in programs, we would target low-income parents, but actually what we think is being learned through this program is that we need to flip it upside-down with this type of work, and target parents with income who would have, and use, phones/digital technology. With low-income parents' involvement we often find they do not have access to technology."[124]*

Plans for replicability may therefore, consider to continue applying this lesson in selection of beneficiaries, where only parents who have access to phones participate in SS training. They can then

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[117] MEL Tracking Sheet
[118] Youth Facilitator, Evaluation KII
[119] Evaluation FGD with Youth facilitators and parents
[120] ibid
[121] ibid
[122] Evaluation FGD with Youth Facilitators and Parents
[123] Evaluation FGD with Parents and Youth Facilitators
[124] CCTCP Progress Report

teach other parents when they have access to technology. The same approach can be applied to children, as one local consultant said: "*The project should capitalize on children already with phones*."[125]

Key Milestones[126]

- Male and female facilitators are trained and equipped to deliver Swipe Safe to Parents and Caregiver
  - x1 ToT completed (3 young women, 3 young men)
  - x1 ToT completed 21st-22nd March 2022
  - x1 ToT refresher November 2022
  - x1 ToT refresher, March 2023
- Male and female parents and caregivers receive Swipe Safe trainings
  - x6 trainings for parents (54 men, 104 women)
  - x1 training for parents (14 men, 10 men) (Auki)
  - x1 training for parents of CWD (Honiara) Apr23

Outcome 3- Community entities where girls and boys with and without disabilities can access and interact with the online world such as schools, churches and businesses are empowered to create safe environments that promote online safety

Based on project progress reports and evaluation discussions, this intervention is another most actively implemented on the ground. In adapting the approach to engaging schools and churches in the project, the local consultant identified 7 community entities representing private and church education authorities as well as SICA for one training delivered on policy and prevention of online child exploitation.[127] With the strategic inclusion of SICA, participating community entities in the training exceeded the project target of 6 entities. Both private and church education authorities that were involved were represented by both school teachers and church workers. Nineteen (19) representatives, 4 females and 15 males, participated in the training. The delivery of this intervention is strategic in including these appropriate community entities that not only can capture larger numbers of children and young people as a primary project target group in schools but also captures those possibly unschooled through churches. It is also strategic in the choice of involving selected faith-based entities given that all mainstream churches in the country have some existing forms of child protection related policies that made it easier to discuss and align with online safety protection.

The support of a local consultant through this intervention was critical in enabling project activities to be implemented right from the outset. The consultant's personal as well as formal connections to some civil society organisations contributed to extending project beneficiaries outside of project target groups and activities involved were done on voluntary basis.[128] This is a positive reflection of the project strategy in engaging locals who not only have the connections and context knowledge but also the heart and desire to do good for their people. Any next phase of the project would best re-engage the local consultant to support community entities to finalise Action Plans developed at their trainings.

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[125] Evaluation KII

[126] Periodic Reports and MEL tracking Sheet

[127] CCTCP 6 Monthly Progress Report & Evaluation KII

[128] Evaluation KII, Honiara

100% of KIIs and FGDs expressed the significant need for replicating SS training for community entities in provinces given also that more schools and churches are out there than in Honiara.[129] Additionally, they said that most of these entities have meeting halls that can accommodate trainings at no cost and could help reduce project expenses.[130]

"There are more schools and church communities in provinces than in Honiara and where a larger number of children and young people can be captured."

Evaluation FGD

"Often limited with resources, the project can replicate SS training in provinces with schools and churches that mostly have school/meeting halls to use free of charge"

Evaluation KII

Key Milestones[131]

- Trainings on policy and prevention of online child exploitation are delivered to community entities (# of trainings)
  - x1 two-day workshop held June 2022 with 19 participants
  - x1 awareness session (additional) delivered for Burns Creek school (11 girls, 16 boys, 2 teachers)
- Trainings on policy and prevention of online child exploitation are delivered to community entities (# of Community entities)
  - 7 community entities attended training in June 2022 (15 men, 4 women)
- Community entities are supported to develop Internet policies, codes of conduct, guidelines, and SOPs.
  - 2 community entities (PWDIS and WRAM) have integrated online CP into their existing policies
  - 1 community entity (SSEC) has integrated online CP into their existing policies

Outcome 4- The Ministry of Communication and Aviation is supported to coordinate cross-sector collaborations to create safer online environments for young women and young men.

The absence of any formal MOU established with SIG on the project did not hinder regular and necessary communication with MCA based on a mutual understanding of the benefits of the project for the country and its children and young people. The constant assurance of MCA to support the project even without available resource support had made substantial achievements in the development and work towards finalising a policy and legal framework for a protective environment around cyber security and safety.[132] Although there may be fewer activity outputs delivered under this project outcome compared to others, the magnitude of positive results is great and deserving continuing project

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[129] Evaluation KIIs and FGDs
[130] Ibid
[131] Periodic Reports and MEL tracking Sheet
[132] Evaluation FGD with MCA

intervention support in the next project phase to build the professional capacity of MCA staff as requested as well as support to effectively integrate the Ministry online safety work into other relevant SIG Ministries and agencies. A statement by a youth facilitator at an Evaluation FGD further underlines this need for integration, that said: "for sustainability of the project positive results, there is need to involve like-minded (meaning relevant) stakeholders such as the police, Social Welfare Division, Save the Children, Telekom, MEHRD and MWYCFA."[133]

Key Milestones[134]

- Formal relationship established with the Ministry that specifics joint commitments to creating safer online environments for young women and young men.
  - 9 meetings held with ministry to discuss MoU establishment
  - Letter of Support by MCA
- Cross-sector seminars focusing on online safety for young women and young men were established– (52 unspecified, 62 adult men and 5 with disabilities, 78 adult and 19 with disabilities, 20 boys and 2 with disabilities, 23 girls and 4 with disabilities)
  - x1 "free to be online" event to highlight online safety risk for girls on international Day of the Girl
  - x1 launch of the "Online Safety in the Pacific Report"
  - x1 "Growing up safe online" stakeholder event with children and young people
  - x1 "freedom online" event to highlight mis and dis information
  - x1 IDG event Oct 2022 FY22/23 (online safety role play presented)
  - x1 "Growing up safe online" video developed

Outcome 5- Pacific Police forces will engage with and be informed by youth participatory approaches for online safety

Direct involvement of police forces is vital in security and protection related interventions. The evaluation noted that the project is part of the larger project on "Strengthening Online Safety for Young People in the Pacific" and understands the importance of the project support that has been focused on collaboration between Pacific region police forces, and Cyber Safety Pasifika. Several meetings held between PIA and CSP at the start of the project in 2020 established a series of on-going conversations for collaboration on project activities.[135] Activities designed and agreed as parts of this collaboration included to establish a 'Letter of Engagement' with CSP; and mapping of opportunities for youth-led engagement at national or regional police forums to align CSP and Swipe Safe curriculum outcomes.[136] While the evaluation was not able to sight the Letter of Engagement on records, Swipe Safe and CSP curriculum outcomes were mapped and streamlined; young women and young men were represented at relevant national or regional police forums and a regional webinar successfully conducted as a joint community awareness raising session with Swipe Safe and CSP partners with 35 participants.[137] As a result, PISI and RSIPF were connected and led to the latter's representation at stakeholder consultations and "use of police facilities for Swipe Safe delivery."[138] An online session was also presented by PISI

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[133] Evaluation FGD with Youth Facilitators for Parents/caregivers
[134] Periodic Reports and MEL tracking Sheet
[135] CCTCP 6 Monthly Progress report
[136] ibid
[137] ibid
[138] ibid

SS facilitators as part of the Joining Forces Solomon Islands Endim Vaelens Againstim Pikinini (SIEVAP) workshop, reaching 43 people (27F).[139]

However, this focus on regional collaboration has seemingly placed less effort in giving a specific focus on the Royal Solomon Islands police force (RSIPF). An evaluation KII and FGDs with youth facilitators considered conduct of webinars specific to Solomon Islands participants would be more useful to connect the project with RSIPF and local youth actors.[140] While some work said to be done with RSIPF on community policing may help build their awareness around online safety and to be seen by SIG as an important aspect in its agenda. there is little evidence available on a needed level of engagement and meaningful participation of RSIPF. A scale up on this aspect may be considered for the next project phase.

Key Milestones[141]

- Swipe Safe and CSP curriculum outcomes mapped and streamlined (1 joint workshops)
  - 1 alignment mapping workshop held with PIA, CFA, and CSP (# joint workshops)
- Swipe Safe and CSP curriculum outcomes mapped and streamlined (1 training module contextualised)
  - Training models have been mapped and 2 sessions will be streamlined to include child and youth friendly reporting and referral mechanisms. (10 men, 4 women)
- Joint community awareness raising conducted with Swipe Safe and CSP partners to strengthen young women and young men's online safety and resilience (4 meetings with CSP partners. (34 men, 38 women, 18 boys, 18 girls)
  - 1 regional webinar hosted with CSP partners
  - 1x Auki session (CSP did not participate but gave information) FY22/23
  - 1x JF SIEVAP session (CSP did not participate or give information) FY22/23
  - 1 presentation by Local Consultant to DSW workshop
- Young women and young men are represented at relevant national or regional police forums (4 meetings with CSP partners) (35 unspecified gender)
  - 2 workplan alignment meetings held with CSP managment team.
  - 2 workplan alignment meeting held with CSP management team (FY22)
  - 1 video of youth voices around online safety has been shared with CSP (FY22)

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[139] MEL Tracking Sheet
[140] Evaluation KI and FGD with Youth facilitators
[141] Periodic Reports and MEL tracking Sheet

Outcome 6- Improved evidence-base of Pacific young women and young men's experiences of online risk and protective mechanisms to inform local, national, and regional online safety approaches

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Successes

"Holding the national stakeholder event straight after the NYF proved to be very successful. Stakeholder participants reported that it was the first time they had an opportunity to openly discuss online safety issues directly with children and young people in a meaningful way. The event was designed to be highly participatory, which given the representation (Ministry directors and heads of missions) was very different to how Plan International Solomon Islands would traditionally host a high-level stakeholder event. Due to the positive feedback from both child and adult participants, we will continue to replicate this participatory model for YR2 and share the approach with other programmatic portfolios within PISI."

CCTCP Progress Report

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On activity level, Living Labs sessions are frequently linked to and accompany the SS training component activities with often the same target groups of children and young people, caregivers and parents and community entities. The extent of the Living Labs rollout is lesser than that of the SS training. Phase 1 Living Labs analysis "contributed towards developing baseline knowledge of participants' experiences, ideas and opinions of digital literacy and online safety, and a preliminary and broad set of child-centred indicators that will be sharpened and refined as data collection and analysis continues.[142]" A refining of the indicators resulted in identification of priority indicators based on their relevance to SI context. A 'gender aware' child-centred indicators was also developed, although the evaluation could not establish its results.

National and Regional youth forums were established and held to promote peer-to-peer learning and amplify the voice of young women and young men and their online experiences.[143] Two local youth consultants were engaged separately and successfully led the coordination of two national youth forums. Their engagement was instrumental and a positive reflection of an effective intervention that also held the first national online safety youth forum called 'Growing Up Online' with series of workshops. The forum successfully brought together relevant community stakeholders who were presented with collective voice, priorities and recommendations for safer internet access to online safety by children and young people.[144] Stakeholder representations included from MCA, MWYCFA Prime Minister's Office (PMO), New Zealand and British High Commissioners. Fifty (50) young people (26 girls and young women and 24 boys and young men) participated in the forum, which exceeded the target reach of 20 girls and 20 boys.[145] Other key results of the forum included "development of an 'Online Safety for Young People in the Pacific' webpage and "Growing up Safe Online" video to amplify the voices of children and young people in the Solomon Islands and to promote examples of conducting youth led online Safety awareness raising and influencing across the Asia Pacific Region."[146] The forum was well covered by both national and international media.[147] However, while SIG

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"There is lack of communication between M/Communication and MWYCFA, with MEHRD and MHMS (for emotional and mental health) and RSIPF. They should work together as stakeholders under the programme."

NYF Local Consultant – Evaluation KII

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stakeholders were successfully represented, concerns were raised about frequent slow responses and

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[142] MEL Swipe Safe Living Lab

[143] CCTCP 6 Month Progress Report

[144] PC01-009 End Year Report 2020-2021

[145] CCTCP 6 Month Progress Report

[146] PC01-009 End Year Report 2020-2021

[147] CCTCP 6 Month Progress Report

actions from them. MCA needs to take a lead in reflecting its acceptance of the project and encourage its other colleague Ministries to do the same.

These are positive results that emanated from the awareness raising events, however, feedback from evaluation KIIs suggested the need for development of a national webpage specific to Solomon Islands audience of children and young people.[148] They further suggested that, similar to YES, these strategies and their positive outcomes need to be integrated into relevant public institutions for their sustainability and the need for timely communication by MCA with relevant SIG Ministries.[149]

Key Milestones[150]

- A suite of child-centred indicators for online safety is developed and tested by girls and boys (9 Living Labs – 150 beneficiaries)
  - 3 'Living labs' held. x1 for children, x1 for parents, x1 for stakeholders
  - 1 'Living labs' held for children (FY22)
  - 2 "Living Labs" conducted in Auki. x1 for children, x1 for parents FY22/23
  - 3 Living Labs conducted in Honiara (Apr-May 2023) 1x children/youth, 1x parents, 1x community entities
- National and Regional youth forums established and held to promote peer-to-peer learning and amplify the voice of young women and young men and their online experiences.
  - x1 "Growing up safe online" National Online Safety Youth Forum held in Solomon Islands (193 adults with unspecified gender)
  - x1 National Youth Forum June 2023 (15 boys and I PWD, 10 girls and 1 PWD

Outcome 7: Frontline service providers improved capacity in the implementation of children protection services

The CFA's child protection capacity building course modules were successfully completed using an online teaching format.[151] A total of 30 participants attended with a maximum attendance of 22 participants at any one time. Covid-19 restrictions impacted ideal attendance rates. CFA also established partnerships with 3 organisations to implement child-focused seed projects that aligned with CFA's Child Protection approach using an ecological framework.[152] Findings of the mid-term review of the Child Protection Technical Capacity Building Program established that "*the project has resulted in increased knowledge about child protection, particularly in the context of working with children of adult GBV survivors, increased ability to apply that knowledge, and increased ability to transfer the knowledge to other settings" and that.*"[153] One of the most significant contributions of the training has been that service providers have started to look at children of DV survivors as potentially at risk and in need of protection".[154] Three frontline service representatives from Empower Pacific, Family Support Centre and Seif Ples, participated in SS trainings and Child Protection trainings, and with which CFA established partnerships to implement child-focused seed projects. The seed project for Seif Ples focused on strengthening the hotline system, call centre phones and counselling services to

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[148] Evaluation KIIs with Local Consultants
[149] ibid
[150] Periodic Reports and MEL tracking Sheet
[151] CFA progress report
[152] ibid
[153] ibid
[154] (Scott & Chaujar, 2021).

accommodate children' needs as part of the formal referral system. Discussion on seed projects, however, is outside of the objectives of this evaluation and due to unavailability, KIIs/FGDs with them could not be conducted. Some key activities undertaken during the implementing years can be found at Annex 1.

Key Milestones[155]

- Frontline service providers improved capacity in the implementation of children protection services in the Pacific
    - Final two modules of CF's child protection capacity building course were completed using an online teaching format. (Total of 30 participants registered and a maximum attendance of 22 participants at any one time.
- Mid-Term Review
    - The Mid Term Review of the Child Protection Technical Capacity Building Program was completed
- Local partner seed projects
    - CFA established partnerships with 3 organisations to implement child-focused seed projects, Family Support Centre (FSC), Seif Ples (SP) and Empower Pacific (EP).
- Organisational safeguarding support
    - ChildFund supported both SP and FSC to design seed projects using an intensive design workshop process over a 3- month period. Each organisation produced a project proposal, budget and workplan. Grant agreements were signed and funds sent to partners in Q4 of 2020

4.2.2 Measures of Progress against INSPIRE strategies

The project has effectively aligned with and contributed to the following INSPIRE strategies through its project activities and outcomes for preventing and responding to violence against children aged 0 – 18 years through:

INSPIRE Strategy 7- Education and Life Skills: Through the Swipe Safe training and Living Labs sessions, children have improved knowledge about how to protect themselves from online sexual abuse and how to seek help when feeling unsafe.[156] The involvement and participation of children and young people in other project interventions such as in Youth Engagement Strategy consultation workshop and national youth forum helped "built their confidence , self-worth and social skills that build resilience."[157]

INSPIRE Strategy 6- Response and Support Services: Supporting counselling and social services and capacity building of frontline workers on online safety, to better recognize and support children as victims of violence and develop and implement mechanisms for referrals to child protection services. As a result of the of the Child Protection Technical Capacity Building Program as part of the PC01-009 project, there is increased knowledge and ability of frontline

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[155] CFA progress report

[156] Project Progress Reports: ANCP, CCTCP & CF, 2019 – 2023 & Evaluation FDGs and KIIs

[157] Project Proposal – PC01-005

workers about child protection and its application, particularly in the context of working with children of adult GBV survivors."[158].

INSPIRE Strategy 1- Implementation and enforcement: Timely consultation and continuing communication with the Solomon Islands Government through its MCA significantly contributed to SIG's current work on establishing enabling policy and legal environment governing cyber security and online safety. Paired with the project work on capacity building frontline workers, these project strategies combined are contributing towards strengthening the protective environment for children and promote child rights within the legal systems

INSPIRE strategy - Safe environments: the project supported the modification of safe places for children at Seif Ples (Honiara) and FSC (Gizo) through seed projects.

4.2.3   Theory of change

The extent of results and impacts of the various project interventions delivered under their respective component has satisfactorily progressed the achievement of the theory of change around the SSSI project. Necessary knowledge and skills gained, by female and male children, youths, adults and key professionals with and without disabilities, from SS trainings, Living Labs and through civic awareness and advocacy forums, alongside existing and project supported protection structures and mechanisms at both government and civil society levels, are vital for the protection of children and youth from online risks gain access to holistic child and youth-focused protective services.

Perspectives of youth partners and actors culminated in the Youth Engagement Strategy (YES) highlighted youth led actions equipped with appropriate skills and tools as an effective strategy to achieve further significant results that can also realise the theory of change. They would like to see the following changes to effect youth-led actions:

> "**The Change we want to see**:
>
> **CHANGE 1** Promote and support civic education around digital literacy and skills with youth, parents and decision-making bodies
> **CHANGE 2** Collective youth movements create lasting impact in community behavioural change and peaceful co-existence among online citizens
> **CHANGE 3** Decision-makers provide enabling environment for youth by actively engaging youth particularly girls, people with disabilities to collectively design policies and regulations in relation to online civic participation"[159]

The above changes that youths want to see underscores the basis for the suggestion to add youth advocates as another project target group in the next phase as well as developing Solomon Islands focused online safety webpage materials and messaging.[160]

4.3   Impact

The evaluation established that all project interventions are stand-alone in nature that were designed to achieve the project outcomes and its overall goal. As such, results of each intervention are readily measured

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[158] Scott & Chaujar, Mid-Term Review of Child Protection Technical Capacity Building Program, 2021
[159] Action On The Wall, YES, Honiara
[160] Evaluation KII with Local Consultant, Honiara

against their individual outputs and outcomes. Despite being compartmentalized, the Swipe Safe training intervention did not only get a wider coverage of target beneficiaries but also cuts across most other interventions. Impacts discussed below are around the key evaluation domains of the project.

Political Buy-In

> *SIG acceptance and commitment to the project*

Apart from the MCA current efforts to progress work on providing cyber security and protective policy and legislative environment, other developments also occurring, just prior to and around the time PISI started the conversation with MCA on online safety for children and young people, were very much in line with the project intervention. These include the establishment of a national cyber safety working group that involved other relevant Ministries such as the Ministry of Justice and Legal Justice (MJLA) and Ministry of Police; and the establishment of a Computer Emergency Responsive Team within MCA, which also works with other relevant SIG agencies to monitor incoming cyber digital contents.[161] MCA staff were sent to attend a certificate in cyber security training conducted by Australia Trust Way company and a cyber-security specialist would soon be engaged to provide direction for the policy implementation.[162] Whilst this training was not be a direct result of the project, learnings obtained from it to help them manage cyber security, appropriately aligns with the project goal. The launch of the "Online Safety in the Pacific Report" made a good impression on MCA, which considered it an achievement as it was the first time an NGO talked about online safety among a national cross-sector stakeholders."[163]Once the policy is formally established, MCA intends to work closely with other relevant Ministries.[164] MCA saw this opportunity for the project to also align its intervention to the proposed cyber security policy by supporting its socialisation to a wider community in Solomon Islands given SIG's state of current inability to solely take on all the responsibilities around cyber security issues nor adequate reach in both provincial urban and rural areas.[165]

These are positive results but more could be done to embed and internalise management processes and structural embedding for joint planning and strategies identification by portfolio agencies and authorities, both at government and civil society organisations (CSOs) levels that are responsible for the sectors of these target beneficiaries. In this regard and as mentioned, it is considered critical for MCA to also actively involve relevant SIG agencies, CSOs, international and national organisations, and private sector in the near future.

🔖 Selected Quotes/Stories; Successful Impact-What they are saying!

✅"MCA engagement with PIA in 2019 started for the first time the conversation, by an NGO in Solomon Islands, on online safety for children and young people at the national level. We started talking about cyber security and somehow, PIA appeared and talked about online safety and we saw the potential alignment between the two programmes so we pledged to support and work with the project. When this opportunity is given by the project to learn more about online safety, we thought to grab and utilise it to the interest of our current efforts in providing cyber security environment as well as in the interest of our children and young people in the country" *MCA Director*

✅" As soon as the cyber security policy is launched, we will work together with other SIG ministries and a working committee is envisaged to be established within the MWYCFA as being responsible for national children and youth policies." *MCA Director*

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[161] Evaluation FGD with MCA
[162] ibid
[163] ibid
[164] ibid
[165] ibid

A facilitator to the youth forum had this message to SIG: "work closely together with Online Safety partners such as the Plan International to promote programs such as the Living lab and Swipe Safe trainings to young people, Parents, NGO's, government agencies and community entities not only in Honiara but also to other provinces in the Solomon Islands. Such approach is timely as Solomon Islands is looking into developing its cyber-crime bill." *NYF Youth Facilitator* **through the former PISI Project Coordinator**

Selected Stories/Quotes; Challenges-What they are saying!

"MCA is currently faced with challenges to implement its policies and plans around cyber security. The main challenges include: to separate politics from cyber space matters; lack of adequate resources; and lack of reach to the whole country due to absence of appropriate avenues.[166] Cyber security is transnational and bigger than all of us and that no one authority or organisation, let alone SIG, can solely deal with the risks of harm it brings with it. SIG, therefore, needs to share the responsibility with all the relevant stakeholders including development partners/donor, CSO including schools and churches, private sector; and INGOs such as PIA and STC for capacity building." *MCA FGD*

> **Community Sustainability/Embeddedness**

Integrating project interventions across local and national systems is one of the project outcomes. The project work undertaken by the local child protection consultant with community entities to embed online safety policy was easily understood and accepted given their various existing related policies on Child protection, Safeguarding, Prevention of sexual and abuse and harassment (PSEAH), Family life, Safe Church, Code of conduct, which are offline based.[167] A draft online policy was reported to have been sent to schools for comments with the aim of finalising the draft and to internalise in their school curriculum systems. However, inadequate project resource was said to have hindered the step to follow-up work on the draft policy with schools and churches[168]. Integrating relevant project interventions on working with community entities and SIG through MCA and other relevant Ministries can be considered for scale up in the next project phase. Such integration may also entail working with MEHRD to also embed the online safety policy in the National Education Act and policy to incorporate into school curricula.[169] Scale up of the project in the next phase may, thus, need be to resume a more active engagement with MCA to progress the integration process with SIG Ministries given the trend experienced by project staff of SIG their slow responses.[170]

Through own initiative and personal as well as professional connections of the local consultant, an unintended result was achieved through the same work being done on revising child protection policies of three NGOs, namely the People with Disabilities Solomon Islands, the Women Rights Action Movement and South Seas Evangelical Church, to embed the online safety policy.[171] All three entities now have draft policies with online safety incorporated.[172] The impact of locals taking initiatives reflects a sense of ownership being developed. However, sustainability of such initiatives also needs to be considered when MCA can integrate the program into existing relevant local public institutions such as SIG (MEHRD, MWYCFA, MHMS, RSIPF, HCC), Development of Services Exchange (DSE) as the umbrella body for NGOs (YWCA, PWDSI, NYC) and SICA as the umbrella body for churches.[173] The project had already partnered with some of these public agencies/organisations and is a good start to explore the possibility of anchoring this as well other project interventions for their sustainability in such organisations with the support of partner local

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[166] Evaluation FGD with MCA
[167] Evaluation KII with Local Child Protection Consultant
[168] ibid
[169] ibid
[170] ibid
[171] ibid
[172] ibid
[173] Evaluation KII with Local Consultants – Child Protection and NYF

consultants.[174]

A further example of impact of the project was evidenced in "one partner organization that had a staff member with an interest, connections and skills (sign language) to engage with Disabled Peoples Organisations (DPOs) and PWD. Although not a specific outcome of the project, as a result of this staff member's strengths, awareness sessions on child protection, GBV and mental health were provided directly to people with disabilities and the DPOs and nurses who support PWDs. This resulted in a large influx of PWDs to receive counselling provided by the partner organisation. Additionally, nurses were trained in sign language by the partner."[175]

All the online safety embedding work done with government and community entities under the project not only reflect positive impacts of the project but are also necessary sustainable measures taken towards attaining the overall project outcomes and goal in providing protective digital environment for children and young people in Solomon Islands. The next phase of the project may consider upscaling to support MCA to collaborate with MEHRD and schools to ensure online safety policy is embedded in school system and curriculum. Additionally, project support may be also considered in the next phase for community entities to be supported by the local consultant to carry out their action plans and develop effective policies and guidelines.

Selected Quotes/Stories; Successful Impact-What they are saying!

"We at SICA office and member churches easily understood and accepted the intention of online safety policy given that more than 70% of them have existing child protection and safeguarding policies and are familiar with policy intents. The contexualised training content for community entities is very useful and gives new understanding of the elements of online safety and its benefits and risks. The only challenging bit is the technical implications of online safety policy, whose implementation needs good understanding of online safety practices and their applications. The two-day workshop that SICA attended was too short to properly grasp the technical aspects and would need more practical activities to effectively implement online safety policy when adopted. Nevertheless, based on the workshop activity, I have drawn up a Plan of Action for SICA that I will submit to the Executive seeking its approval for embedding online policy into its SICA Safeguarding policy." *SICA Representative*

" An impact of integrating project outcomes is evidenced in project outcomes 3 and 7 that resulted in Woodford International, being the only school to date that has an online safety policy made possible through a partnership with Empower Pacific (under Project Outcome 7)." *Local Consultant*

"It is important to utilise the strengths of these partners and be flexible to adapt plans that build on these." *Project Progress Report*

"For sustainability of project impacts. it was my initiative proposed to the project to embed online safety into existing child protection and safeguarding policies of community entities and to kill two birds with one stone by selecting Church Education Authorities to represent schools and churches in the training." for the." *Local Consultant*

"Work done around online policy work with community entities like Solomon Islands Church Association who is also the broader umbrella for the faith-based organisations in Solomon Islands will be a positive outcome to achieve sustainability once the project concludes." *Project Progress Report*

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[174] ibid
[175] CCTCP Progress Report

Selected Stories/Quotes; Challenges-What they are saying!

CHALLENGE " SIG (MCA) is always slow to respond to invitation to programmes that are important for policy purposes as the youth forum is to generate ideas for contribution to the policy on cyber security." *NYC Local Consultant*

CHALLENGE " Lack of communication between MCA and MWYCFA, MEHRD, MHMS (for emotional and mental health) and RSIPF. They should work together as stakeholders on the online safety programme." *NYC Local Consultant*

CHALLENGE " Most schools do not yet have a ready environment to accommodate online safety policy. Teachers at the workshop were shocked to know the prevalence of online safety issues faced by young people. The need to reform the education Act and policy is now to incorporate online safety into school curriculum." *Local Consultant*

CHALLENGE " Anchoring project interventions in public institutions is a challenge but vital for localisation and sustainability purposes and from where our expertise can still be utilised." *Local Consultants*

Evidence of Impacts

> *Children and Youth Participation*

The evaluation noted some encouraging impacts of the SS training. SS training is the most implemented project intervention and elements of which were delivered across all other stand-alone interventions and their target groups. The participation of a total of 547 children and young women and young women with and without disabilities in the training during the project period amidst a difficult operating environment is a testament to a successful implementation of this intervention that recorded the highest number of trainings conducted. The training was primarily intended to target children and young people with and without disabilities, parents and caregivers, and community entities, however, the training grew popular also through sharing of knowledge and skills by training participants with friends and relatives, thus captured both direct and indirect beneficiaries.[176] Extended impacts of the training were also noted with requests from other organisations and project programs to deliver it at locations outside of Honiara. Such were cases with the Swipe Safe training and awareness conducted in Western and Malaita provinces.[177] The Malaita Provincial Council of Youth made the request for Malaita province while another PISI program, the Safer Cities for Girls project, requested the company of one youth facilitator to conduct Swipe Safe online safety awareness in Western province, with the total, for both provinces, of more than 1000 people including students in attendance.[178] The impact of increased in the interest in the training is also evidenced in the Pacific Labour Mobility (PLM) scheme expressing in late 2022 in November/December the need for PML employees to have more online safety understanding pre-departure. However, more conversations need to be held on this.[179] These results are seen as basis for the need and viability for replicating this training intervention of the project in other locations outside of Honiara.[180]

The Living Labs sessions designed to measure progress in online safety has contributed to progressive

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[176] Evaluation KIIs and FGDs
[177] ibid
[178] Gizo Awareness Report 2023, CCTCP Progress Report
[179] CCTCP Progress Report
[180] Evaluation FGDs

assessments and contextualising of the SS training contents and materials[181]. Besides, young people had been empowered to be key drivers of the project under the various outcomes through their engagement in developing a set of child-centred indicators.[182] The number of children and young people engaged increased in numbers as new cohorts were included in the research team throughout the project period. This means the capacity of more young people were being built for developing skills and knowledge in research work, as well as in data collection, analysis and use for advocacy platforms by young people themselves and by other stakeholders in the Pacific region.[183]

Initial analysis of the Phase 1 living lab implementation involving SS trained and untrained children found "Children from the Swipe Safe group were more focussed in their identification of dangers than children from the non-Swipe Safe group.[184] Children from the Swipe Safe group more definitively identified Harmful Content and Privacy as dangers for children compared with the non-Swipe Safe group."[185] Similar findings were concluded from analysis of phase 2 of Living Lab workshops involving children and caregivers, who had not yet completed Swipe Safe training (NSST) and other participants who had recently completed Swipe Safe training (SST)."[186] However, time schedules between SS trainings and Living Labs were said to be often too far apart and impacted on participants' ability to quickly remember training contents learned. [187] While such results underpin the positive impacts of SS training, more tangible work and results need to be seen in this project activity to assess its scalability given that fewer Living Labs Sessions than SS trainings were able to be conducted within the project period.

Selected Quotes/Stories; Successful Impact-What they are saying!

"Raymond, a 17 year old boy reported through a youth facilitator, said that he gained valuable knowledge and digital skills from his participation in the SS training that helped him stay safe online. with a comprehensive understanding of the various online risks and threats and how to mitigate them. He learned about the importance of strong passwords, two-factor authentication, and how to avoid phishing scams. Raymon also learned about the dangers of sharing personal information online and how to protect his online identity. Through the Living Lab workshop, Raymon gained practical skills in creating and sharing online content safely. He learned how to create strong passwords, how to identify and report online abuse, and how to use the internet to create positive social change. Overall, Raymon's participation in the Swipe Safe Project has empowered him with the knowledge and skills he needs to stay safe online. He now has the confidence to navigate the online space safely and responsibly, and to use the internet as a tool for positive change in his community and beyond." *Youth Participant reported through a Youth Facilitator*

"Elaine, a 18 year old girl, reported through a youth facilitator, said that she now has greater awareness of online safety and has learned new digital skills that have helped her stay safe online. The training and workshop have given Elaine the confidence to navigate the internet and social media platforms with ease. She now knows how to protect her personal information and avoid online scams. This newfound knowledge has empowered her to make better and informed decisions online and to use social media in a more responsible and safe manner. Beyond the technical skills and knowledge, the Swipe-Safe project has also helped Elaine develop a sense of agency and responsibility when it comes to online safety. She is now more aware of the risks and challenges that come with using the internet and social media, but she is also better equipped to handle those challenges. Overall, the Swipe-Safe

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[181] CCTCP Progress Report
[182] Evaluation KII
[183] ChildFund Year End Report
[184] MEL_Swipe Safe_Living-Lab PI Summary
[185] MEL_Swipe Safe_Living-Lab PI Summary
[186] MEL_Swipe Safe_Living-Lab P2 preliminary findings
[187] Evaluation FGDs with Youth Facilitators for Young People

training and workshop have been a transformative experience for Elaine. She is grateful for the opportunity to participate in the program and looks forward to applying her new digital skills and knowledge in her everyday life." ***Youth Participant reported through a Youth Facilitator***

This is case study also reflecting the participation of youth facilitators in the project. ***Project Document***

"I joined the Swipe Safe Project as a Trainer and facilitator starting in 2021, where I contributed significantly to promoting online safety and raising awareness on issues associated with accessing the internet and the online space." ***Youth Facilitator***

"Youth project beneficiaries keep spreading the messages of online safety through friends in social media and that was one way that SS training became popular" ***Male Youth Facilitator***

"The Living Labs provided an opportunity to re-engage community partners and stakeholders and capture data to inform the iterative evaluation of the Swipe Safe curriculum to ensure continuous contextualisation." ***Project Progress Report***

"Young people who went through the training are more advantaged as their level of understanding on cyber security is improved compared to those who have not attended the programme. That's the difference the programme has made." ***Local Consultant***

Selected Stories/Quotes; Challenges-What they are saying!

"Time schedules between SS trainings and Living Labs were often too far apart and impacted on participants' ability to quickly remember training contents learned to apply." ***Youth Facilitator***

"Living Labs for PWDs, some parents and community entities were held off too long until 2023. This affects any necessary analysis of their learning results from SS trainings to properly gauge their knowledge level and understanding of online safety." ***Local Consultant***

➤ ***Empowerment of Young People***

The project approach to engage a local consultant and youth training facilitators to deliver the Swipe Safe training enabled a wide coverage of target participants and beneficiaries, much more than beneficiaries of other interventions. Timely engagement of the local consultant in the initial stage contributed to a strong start of the project in the first phase 2019/2020 despite challenges posed at the onset of Covid-19 pandemic. The local consultant who received SS training online, was able to set the training process on a firm footing for the successful series of in-country face to face training until the end of the project in 2023.

An unintended impact of the Swipe Safe training included the invitation from MCA to talk about the Swipe Safe training in Rwanda in 2022 to which one Youth Facilitator attended. The Swipe Safe Youth Facilitator has also been invited to attend a conference in Thailand on online safety. These reflect the positive

narrates about the impacts of the SSSI project that are reaching places outside of Solomon Islands.[188]

Other impacts of the project on Youth Facilitators include acquired ability of young people to be trainers and advocates in online safety. A youth Facilitator who applied for the Swipe Safe Coordinator role shows the project supported capacity building of youth facilitators who take on leadership positions within the country. Some of the attrition of youth facilitators is due to them successfully applying and getting new roles and may be because of the project giving them the aspiration, motivation and confidence to go for greener grasses. This resonates with a comment from a PISI staff that youth facilitators involvement in the project has helped them to build skills and gain employment. Youth facilitators and consultants from the project have been engaged by organisations and communities to deliver talks and presentations on online safety outside of the planned/funded project activities such as in Joining Forces, local churches, presentation to the Social Welfare Division"[189] and online safety awareness in Malaita and Western Provinces.

Selected Quotes/Stories; Successful Impact-What they are saying!

"The project has taught me how to facilitate and also being knowledgeable about what my boundaries are when using the internet." *Female Youth facilitator*

"Young people who went through the training are more advantaged and confident as their level of understanding on cyber security is improved compared to those who have not attended the programme. That's the difference the programme has made." *Local Consultant*

"Young people are being empowered after to lead as advocates and trainers for Swipe Safe online

"My engagement with Swipe Safe Project opened up numerous opportunities for me, including attending and participating in the ITUGC youth Summit in Kigali, Rwanda in 2022. My participation in the summit enabled me to learn from a diverse group of experts and youth leaders from different parts of the world, and I was able to share my experiences and knowledge on online safety.
I also had the opportunity to travel to Bangkok, Thailand, where I participated in a training program on online safety. The program provided me with invaluable experiences in learning innovative approaches to promoting online safety, and I was able to share my experiences and knowledge with other participants.
My involvement and engagement with the Swipe Safe Project have not only contributed to promoting online safety but also opened up opportunities for me to learn, share, and connect with other like-minded individuals from different parts of the world." *Youth Facilitator*

  ➢ *Transformational Changes/Stories of Changes*

There were reported changes in knowledge, skills, confidence, attitudes and behaviour that had occurred among participants as a result of the Swipe Safe training.[190] Positive stories about the SS training expressed to the evaluation in KIIs and FGDs, also echo those mentioned in literature narrates. A significant majority of young people highlighted that the SS training followed with Living Lab sessions had enabled them to better understand online risks, report inappropriate online behaviour and that they can more confidently manage their online safety and security issues. For example, by the second half of 2021, 96% of the 122 young people who participated in the second round of Swipe Safe training conducted, reported in the post-training survey that they felt more confident to manage the safety and security of

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[188] Evaluation FGD with SS Youth Facilitators
[189] ChildFund Year End Report
[190] CCTCP 6 Monthly Progress Report

their online accounts after completing the training. For the same period, 71% of young people reported post-training that they found it easier to check if the information they find online is true. And 50% of the same cohort reported that their ideas are valued by the community and have positively influenced their community in shaping online safety.[191]

While unavailability of both Swipe Safe and Living Labs children below the age of 20 years for evaluation FGDs is a missed opportunity to get their views and stories, some positive impacts of Swipe Safe and Living Labs learnings were noted in the findings of the MEL Swipe Safe Living Labs. For example, the Swipe Safe children have higher levels of confidence overall than their non-swipe safe peers about knowledge and skills of digital literacy and online safety and is attributable to the influence of swipe safe training.[192] On the other hand, the same influence is credited to the Swipe Safe children's lower confidence in using online because of having greater awareness about online challenges and risks. Similarly, Swipe Safe children were found to be much more likely than their non-swipe peers to use blocking as a strategy to respond to online risks and again this may reflect the influence of Swipe Safe training.[193]

Similarly, the SS training had positively impacted on parents and caregivers. Evaluation FGDs held with youth facilitators for parents/caregivers, revealed positive changes in behaviour with parents as a result of SS training and Living Labs. It was said during the FGD that parents can now manage their children's online times better than before the trainings…"*children now go out to play sports and spend less time on mobiles; parents teach other parents what they learned from the trainings and found their children doing the same for their peers*."[194] From the perspectives of youth facilitators, they initially felt reserved in training and talking to parents as adults but gained confidence as the training went on. Further attitudinal changes were witnessed between young facilitators and parent participants where mutual respect is now accorded to each other unlike in the past when adults have a low perspective of young people. However, a one-day training with a 3 sessions content is considered insufficient to impart digital learnings for parents and caregivers given their generally low digital literacy compared to children and young people. Youth facilitators validated this need for more Living Lab days.[195]

Other stories by youth facilitators reported change in their approach in engaging with young people with more respect upon given the responsibility of facilitators. A few quotes below reflects such changes.[196] Similar behavioural and attitudinal change after working on the Seed project was revealed at the evaluation KII, about Seif Ples staff being more sensitized towards the needs of children of domestic violence victims.[197] When addressing domestic violence cases of mothers, they also look at associated effects and needs of their children.[198] According to Seif Ples, a Child Referral Form had been developed to cater to children needs.[199] The evaluation did not establish any help-seeking stories by young people about the use of Seif Ples hotline and counselling services supported under the Seed project. However, the evaluation was also told about a supportive/protective referral service provided by Empower Pacific for Woodford International School under a partnership between them.[200] The local child protection consultant recounted her meeting with Social Welfare Division in which she advised, in her capacity as a legal counsel, that the Child Welfare Protection Act does have a provision that enables similar arrangements to be made by the Social Welfare Division, apart from the national referral system, where children are concerned.[201] However, she also acknowledged the weak capacity in SWD to prompt such action. The project may consider utilising the local consultant in the next phase to

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[191] ibid
[192] MEL Swipe Safe Living Labs
[193] MEL Swipe Safe Living Labs
[194] FGDs with Parents Facilitators and Parents/Caregivers, Honiara
[195] ibid
[196] Evaluation FGD with Youth Facilitators
[197] Evaluation KII with Seif Ples
[198] ibid
[199] ibid
[200] Evaluation KII with Local Consultant
[201] ibid

explore such avenue for provision of protective/counselling services by SWD to school students and for HCC to provide the same for young people using the HCC youth hub.[202]

According to the local consultant training facilitator, initial reactions and feedback from almost half of community entities participants at the start of the Swipe Safe training revealed shock and slowness in grasping good understanding of online safety issues due to generational gap compared to children and young people. However, after the successful completion of the training for community entities reaching 7 entities and 19 participants, "87.5% of participants reported that they were fairly or very confident supporting young people online, compared to 53% of participants prior to the training. The post-training survey also highlights that staff from community entities were able to better identify key online risks for children and young people, as well as appropriate and effective actions to support children and young people around online risks following training."[203] Additionally, the local consultant provided a mini evaluation of the ToT and of the Swipe Safe materials and program. The mini evaluation found that the combined learning of the pilot (ToT and community roll out) received positive feedback from community beneficiaries, trained facilitators, and service providers about the Swipe Safe program "in terms of the ability to engage young people, provide useful information, develop protective skills and deliver a positive behaviour change.[204] These have been the indicators of a strong start of the program potential in Solomon Islands"[205] Additionally, the contextualisation of the SS training curriculum for all four target groups is evidenced to be contributing to better understanding of online safety by training participants.

Some challenges conveyed at evaluation FGDs and KIIs include the intensive training for parents that lumped together 3 sessions within one day is insufficient to better understand; and older parents do not have much knowledge about social media and their use compared to younger parents.[206] Convinced that online safety is a public issue and is everybody's business, they also raised the idea of providing SWIPE SAFE training for community leaders, counsellors and church leaders to help support children and youths within their geographical spheres of responsibilities."[207] This is a possibility that can be explored when the project expands into provinces.

Selected Quotes/Stories; Successful Impact-What they are saying!

"One change I find, based on own online monitoring efforts, is that that SS trained young people have stopped and are no longer posting online 'careless' (insensitive) posts and have become more responsible. They now only upload posts that are beneficial for young people while I find non-SS trained youths still posting unnecessary and insensitive uploads." *Youth Facilitator*

"We no longer use some words we used before when talking to/with participants before the training and before becoming facilitators;…"we now realised we need to maintain good and respectful communication between us as facilitators and participants"; ..…we have learned a lot from the project including patience, team work to remain professional in our work." *Youth Facilitators*

"We set boundaries between ourselves and youth participants for purposes of establishing mutual respect for one another." *Youth Facilitators*

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[202] ibid
[203] ChildFund Year End Report
[204] ibid
[205] CCTCP Progress report, May – Dec 2020
[206] Evaluation FGD with Youth Facilitators
[207]

✅ "I used to complain, before the training, about my children spending a lot of time on phones. Now I can handle the situation by managing their time spent on phones by talking to them kindly with no scolding." *Female Parent*

✅ " I now see the need to talk with my children about applying respect online by being respectful and no bullying." *Male Parent*

✅ "Knowledge, Attitudes and Practices (KAP) survey conducted with parents/caregivers during Swipe Safe training indicated that 74.5% of parents had used at least one protective strategy in the past year, to provide a safe online environment for their children/young people."[208] *Project Progress Report*

✅ " Additions of animations and videos developed as part of contextualising the SS training for children and young people resulted in their clearer understanding of the contents, knowledge, skills, confidence gained as well as attitudes and behavioural changes made." *Female Youth Facilitator*

✅ Findings of the mid-term review of the Child Protection Technical Capacity Building Program established that "the project has resulted in increased knowledge about child protection, particularly in the context of working with children of adult GBV survivors, increased ability to apply that knowledge, and increased ability to transfer the knowledge to other settings" and that "One of the most significant contributions of the training has been that service providers have started to look at children of DV survivors as potentially at risk and in need of protection." *Project Progress Report*

✅ "We have developed a Child Referral Form for children to be part of the formal referral system." *Seif Ples KII*

💬 Selected Stories/Quotes; Challenges-What they are saying!

CHALLENGE "Conducting 3 training sessions within 1 day for parents is intensive to get clearer understanding of contents let alone to expect them to support their children on online safety." *Youth Facilitator for Parents*

CHALLENGE "Older Parents do not understand what cyberbullying is to respond appropriately when there is a CB issue in the family. Thus, they need more practical activities and familiarisation on the use of 'Apps' in the trainings to better support and guide their children." *Youth Facilitator for parents*

CHALLENGE "School environments do not have readily available internal referral services, such as counselling for children and young people, so they do not really display an appetite for the program at the early stage of the project" *Local Consultant*

CHALLENGE "Lack of adequate resources did not allow for follow-ups on the Action Plans developed by community entities during the training nor on the draft online safety policy sent to schools." *Local Consultant*

➢ *Gender and Social Inclusion*

➢ **Gender Equality**

Impacts of the gender mainstreaming across the project components are mostly found in the equitable participation and representation of females and males in activities across the project outcomes. The

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[208] ANCP Project Annual Performance Report 2021-22

average split of 54% and 44% in participation of females and males respectively in Swipe Safe training reflects the dedicated efforts and commitment by the project to ensuring equitable representation by both males and females. When probed by the evaluation about any gender difference on any aspect of online space, no contentious issue, including level of vulnerability to harm, was raised. Instead, they expressed that they find no difference and that female and male young people have fairly equal access to online space.[209] The evaluation concludes that project participants need more understanding of gender issues to be able to identify them apart from just seeing gender difference in terms of participation in project activities. The evaluation could not sight substantial results of other gender tools, if they were used and suggests to consider using a simple Gender Daily Time Use Analysis and access barriers analysis to inform gender vulnerability and accessibility to online safety activities.

Selected Quotes/Stories; Successful Impact-What they are saying!

"On gender, we always include both genders for the training. However, there are some trainings which we find more males than females attend. In such cases we would make sure to invite more females to the next training to balance the numbers of genders attending these trainings. We also do the same when there are more females than male attend these training sessions. The total number of participants we always invite to the training is 30 participants, 15 males and 15 females." *Youth Facilitator*

"Because of gender balance in number of participants in almost all training sessions, there is confidence in participating in discussions by both males and females. Everybody talked in group discussions and at plenary, only a few usually talked but of both genders. So gender is not an issue" *Youth Facilitator*

> ➢ **Participation of People with Disabilities**

The project commitment to social inclusion saw successful participation of female and male PWDs, especially in SS training. Interview with a PWDs teacher revealed useful learning and vital knowledge gained by student participants with disabilities about what is good and bad online. Some PWD student participants, in turn, taught parents and siblings without disabilities about online safety. On her free time, the teacher teaches her other students with disabilities. However, she expressed that she needs to go through the Swipe Safe TOT training to be more competent and confident in teaching online safety, as well as to have the capacity in developing additional training materials that are more appropriate for her PWD students given their diverse learning needs and abilities.[210]

Selected Quotes/Stories; Successful Impact-What they are saying!

"For training for people with disabilities we use the HCC venue because of their equipment and space suitable for people with disabilities. also have an interpreter, who use sign language, always come with them to all the training sessions." *Youth Facilitator*

"The impact the training on PWDS is positive: they learned and know about what is good and what is bad online, PWDs students teach their parents online safety and some parents had actually called to ask about online learning, which confirmed that their children talked to them about it" *PWD Teacher*

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[209] Evaluation FGDs
[210] Evaluation Interview with PWD Teacher, Honiara

Selected Stories/Quotes; Challenges-What they are saying!

CHALLENGE " The SS training is relevant and its delivery is okay. However, the delivery needs to include more in-depth information and explanation of online safety. I need capacity building to be able to contextualise online safety and be creative in terms translating into appropriate sign language. PWD teachers need to go through SS ToT to capture the in-depth online safety information to be confident to roll out to PWD students." *PWD Teacher*

Replicability and Scalability

100% of evaluation KII and FGD participants raised the need to replicate and scale up the project across the country. Citing the increased cyber connectivity in the country and its potential magnitude of impacting negatively on children and young people, was a reason validated by all participants alike. However, a more pressing reason was the numerous suicide attempts by young people in the last few years since the laying of the sea cable, and more especially, the four recent youth suicides experienced in late 2022 and late 2023 as result of cyber bullying. SIG's proposed installation of 100+ telecommunication towers across the country (and work in now underway) is potentially posing more risks to harm for children and young people.[211] This escalates their overall need for online safety and security protection measures.

Successful conduct of SS and Living Labs trainings conducted in Auki in Malaita province had proven the two interventions to be acceptable and replicable elsewhere. Similarly, the successful SS awareness conducted in some schools and surrounding communities in Auki as well as Gizo in Western Province had proven its replicability, especially Western Province where the most recent youth suicides linked to online occurred.[212] A total of 128 children, young people and parents attended the SS training and Living Labs in Malaita and 65 others attended the SS community awareness. For Western province, a total estimate of 1,022 children and young people and parents with and without disabilities attended the SS awareness sessions at 3 schools and 5 communities. Simple feedback exercises at the end of awareness sessions in Western Province indicated great interest in knowing more about online safety given experiences of cyber bulling that led to

> **"The awareness program has had a positive impact on their knowledge and preparedness to go through online safety trainings in the future to safeguard them.**
>
> **By working together, the Solomon Islands can create a safer online environment for children and promote responsible digital citizenship."**
>
> *Youth Facilitator*

3 youth suicides in Gizo alone, all of them involved young males.[213]

Selected Quotes/Stories; Successful Impact-What they are saying!

✅ "Replicate the project on awareness in other locations and consolidate by changing adapting to public domain, especially in engaging the public institutions more" **Local Consultant**

✅ "It would good to replicate the project for schools in other areas and utilise HCC Youth Facilitators to work with youth groups" *Youth Facilitator*

✅ "Scale project across to other locations but anchored in public institutions" *Local Consultant*

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[211] Evaluation FGD with MCA
[212] Evaluation FGDs with Youth Facilitators and CCPTC Progress Report
213

✅ "The SS training needs to be replicated in both rural and urban areas in provinces because of the increasing access to digital technology in the country." *Evaluation KII*

✅ " Participation of DSE as the NGO umbrella body is important in the next phase to help roll out the project to other local NGOs." *Evaluation KII*

✅ "Often limited with resources, the project can replicate SS training in provinces with schools and churches that mostly have school/meeting halls to use free of charge" *Evaluation KII*

✅ "The Project should be replicated but integrated into the school curriculum or extra school activities or during school assembly. Train students to advocate to peers etc. Could also be done during church youth programmes." *Local Consultant*

✅ "Replicating online safety program in other areas will really assist SIG as it does not have the capacity to reach out widely to the country" *Evaluation FGD*

✅ "There is a need to expand into provinces more people are accessing internet in the country" *Youth Participants*

4.4   Efficiency

On activity level, the project efficiently employed adaptive strategies to circumvent challenges brought by unexpected difficult operating circumstances and environment that enabled it to still achieve project outcomes. For example, MCA and the project resorted to maintaining regular communication based on a mutual understanding and previous established ways of working, instead of pursing the cumbersome process for establishing a MOU. This resulted in the draft national cyber security policy embracing online safety for children and young people that will further inform the pending cybercrime bill. In another case, the project responded to requests for adaptation by youth, arranging for SS training and awareness training in Auki and surrounding communities, supported by a team of Youth Facilitators. While these reflect positive characteristics of the project, too much flexibility can have implications on project resources being spread too thinly. Fortunately, this was not case for the Malaita work and is evidenced instead to have achieved value for money.

At operational level, the operating environment had been difficult for the project, caused by varying challenges, including the Covid19 outbreak in the country and unexpected changing local contexts. These resulted in some significant delays and extensions to the project with budget underspent and unachieved as well as revised outcomes resulting in variations being made with partners and DFAT.[214]

Other variations to the project made entailed: project extensions at no-cost; additional as well as reviewed and adapted project activities; interchangeable increase and decrease in numbers of participants; and extended project coverage to other locations. Again, efficiently adapting to these circumstances enabled positive results and impacts than would otherwise be possible.

Timely and constant monitoring and periodical reporting of project outputs against outcomes and the learnings gained from them had contributed significantly to the adaptive and flexible nature of the project. Consistent applying of measures of output indicator targets, including use of percentage rates for progress reporting, would have helped more for ease of reference.

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[214] CCTCP Progress Report

At management level, fruitful partnerships and professional relationships (both formal and informal) between the primary implementing partners was vital and gave clarity to areas of responsibility; in-country partnerships and engagements of local experts, as well as sustained project component partner stakeholders, including local authorities and entities, reflect efficient delivery overall of project outputs. While periodic visits to the project location by Australian based implementing partners added value to the management of the project, the high turnover of locally based project managers resulted in some unnecessary delays in project implementation and inefficiency in terms of managing the project on the ground. There may be a need to identify and address factors contributing to this challenge to reduce its risks.

Better coordination and collaboration of project activities under numerous project components between deliverers of interventions such as the local consultants are vital to know what each does to achieve the same project goal. As mentioned, establishing a locally based Steering Committee/Group of Local and external consultants may help play this vital role to ensure timely and integrated project activity implementation.[215]

Project budget expenditure on activity implementation was mostly on track throughout the project cycle.[216] However, time span between fund disbursement was said to have been much longer than necessary and contributed to delays in implementation of activities.[217] The evaluation established that budget lines are not flexible enough for virements between activities to avoid implementation delays.[218] Based on knowledge of similar issues experienced by other different projects, greater clarity for all staff and partners needs to be made on project procurement processes to avoid misunderstandings.

While timing of project fund disbursement is a concern, the project has also been able to achieve value for money for some project activities, such as when delivering SS trainings to children and young people in school environment. The project was able to" reduce training implementation and venue costs by utilising the resources, equipment and classrooms in three Honiara secondary schools that enabled the project to reach its target engagement for young people under 18 years into the training curriculum."[219] Such opportunities are valuable to explore and utilised wherever possible.

4.5   Sustainability

The project's strong focus on sustainability for both phases has been around localisation agenda by building the local services and capacities to respond to children's and young people protective needs offline and online.

Although phase 2 of the SSSI project has ended, the following initiatives will remain:

- Knowledge and skills learned from the SS training, Living Labs, child protection learnings,
- Knowledge and skills learned can be shared by SS and LL trained children, youths, parents with friends, families and community
- Knowledge and skills learned through SS civic education and awareness,
- A pool of trained youth facilitators who may continue to echo SS training and Living Labs to more young people and parents, with and without resource support,
- A pool of local consultants who can continue to follow up work under their respective components,
- Communication and participation/engagement strategy for children and youth to drive

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[215] Evaluation KIIs
[216] CCTCP Progress Report
[217] Evaluation KII
[218] ibid
[219] ChildFund Year End Report

both online and offline advocacy on online safety that may have lasting impact beyond the project,

- Online policies integrated into existing safeguarding and Child protection policies of frontline service providers and community entities including SICA as the umbrella body for churches,
- Online safety integrated into SIG national cyber security policy and cyber-crime bill for future implementation and enforcement respectively.

Factors cause sustainability of the project

- In-country partnerships (formal and informal) with local professionals/local consultants and community entities,
- Potential partnerships between MCA and relevant government Ministries on online safety including integrating online safety into school curricula,
- SIG acceptance and potential support for online safety work with RSIPF,
- Potential partnerships between SIG, local consultants and trained youth facilitators to further the impart online safety knowledge and skills with government resource support,
- Potentially more work can be done with RSIPF community policing for more commitment to help build their awareness around online safety and to see it as an important aspect in their agenda by the government.
- Potential resource support by SIG for online safety work.

4.6   Replicability and Scalability

100% of evaluation participants expressed the need to consider scalability and replicability of certain interventions of the project.

- **Scalability**

Scalability can be considered through consolidation of project activities within the current project geographical coverage in Honiara while the training and Living Labs can be replicated in other locations outside of Honiara and in the provinces and its outskirts. Scalability for the next project phase can be targeted by consolidating substantial results and impacts of project interventions in Honiara. The following can be considered:

- o Strengthen the coordination and linking of all the various project interventions through and their leading such as the local consultants and youth facilitators so that are not seen as operating in silo and to drive the consolidation process in Honiara. The evaluation established that not all local coordinators/consultants engaged for each intervention know each other's activities and results.
- o Scale up to continue support work of public institutions to leverage political buy-in and public resource support to establish and strengthen protective legislative, policy and structural environments.
  - Consider supporting MCA to collaborate with MEHRD to embed online and offline safety in school curricula; MWYCFA to work with national, provincial and community children, women and youth networks; RSIPF with its Community Policing and Family Violence unit.
  - Consider support to follow-up work already done with community entities including their Action Plans to embed online safety policy in their child protection policies.
  - Scale up by investing equal focus and equitable resources, with knowledge and skills capacity building, in advocacy work for both online and offline safety by targeting youth actors and youth advocates to conduct community civic education and awareness. Consider project investment in implementing the

Youth Engagement Strategy (YES) to serve this purpose. Additionally, the YES can be anchored in MCA and/or MWYCFA for sustainability purposes.

- o Scale up work with frontline service providers, especially for referral pathways for child survivors and victims of cyber abuse. Working with Frontline service providers is an appropriate approach as they have agencies in the provinces where the project can be replicated.

- **Replicability**

100% of evaluation participants agreed to replicate the SS training and Living Labs in other locations outside of Honiara, including in provinces. Replicability may be considered around the most implemented and popular project interventions, which are the SS training accompanied by Living Labs; and simultaneously with community awareness. The following may be considered for replicability for provinces:

- o SS trainings and Living Labs targeting schools and youth groups and their parents and caregivers with and without disabilities
- o SS online safety inclusive community awareness

5. Conclusion

The purpose of this evaluation, based on the TOR, "is to collect and consolidate information on outcomes and learnings, which will then inform the further development and implementation of the program in additional contexts."[220] The objectives of the evaluation are to:

- Testing the effectiveness of current project interventions.,
- Investigate the extent to which the project's interventions are integrated into formal and informal systems,
- Investigate the level of political support (at the departmental and ministerial level) for the project and activities including improved awareness and support of government resources and the impact of advocacy efforts,
- Viability of the current project model for scale up and replicability in other Pacific locations, and/or in new regions. This should include assessing stand-alone interventions as well as the full training package.

To respond to these evaluation objectives, the above evaluation findings have evidenced the following conclusions:

Relevance: The project remains relevant to Solomon Islands and responds appropriately to prevailing context in the country 100% of those participated in the evaluation through KIIs and FGDs cited that the project is relevant to them and helped them better manage online risks. 100% of them reported that the project meets identified needs made a useful contribution overall to the project target groups of children and young people; parents and caregivers; community entities including frontline service providers; and SIG. Testimonies from all target groups indicated that they are satisfied that the project has contributed to meeting their needs to manage online risks, as well as to providing a protective online safety environment for children and young people.

Over its short lifecycle, the project was impacted by numerous external challenges to which it successfully adapted through the enabling strategies and approaches employed.

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[220] SSSI Evaluation, 2023

Effectiveness: Overall, the project delivered on most of its key outputs, (a) 17 youth facilitators trained in Swipe Safe; (b) more than 30 SS trainings, including TOTs were delivered in Honiara and Malaita province for all target groups including PWDs (children, young people, parents/caregivers, community entities, frontline service providers and SIG representatives (MCA and RSIPF); (b) Living Labs sessions delivered (not quantified); (c) Online safety awareness conducted for regional and local communities in Honiara, Malaita and Western provinces; (d) online policy delivered to community entities and integrated into existing child protection policies of community entities and frontline service providers; (e) SS training curriculum contextualised for all four target groups (young people, parents, community entities and PWD); (f) youth participation/engagement strategy developed; (g) Draft national cyber security policy integrated online safety for children and young people. (h) significant use of sex disaggregated data and to capture the level of gender and social inclusion participation in the project activities. The absence of substantial evidence of use and results of other planned gender tools hinders this report to discuss detailed gender considerations apart from the exceptionally high level of participation and equal representation of females and males, with and without disabilities, of target groups.

Key factors that enabled successful outcomes of the project were, (a) participatory partnership approach that drew on the expertise of both external and local individuals, government initiatives in cybercrime and security, and community entities; (b) highly robust nature of the project that enabled adaptability, adjustments, flexibility, and responsiveness to challenges and unexpected change in local project operating environment; (c) appropriate project alignment to existing domestic policies on child protection related themes; (d) phased project implementation that had lessons learnt from pilot and testing phase applied to subsequent phases; (e) lessons learnt from continuous monitoring and applying project risk management measures; (f) Commitment of development partners, including DFAT, to the project goal by providing continuing support resources for its extended period of operation.

Efficiency: The project was a reasonable-cost initiative considering the six to seven project component outcomes that it delivered during the project cycle in a difficult operating environment plagued with Covid-19 pandemic and internal political unrest that also affected the fluctuating numbers of participants in project activities. Value for money was also achieved when cost reductions/savings were able to be made in some activities through logistic support offered by target group. Such conserving may have also enabled the project to successfully undergo a 'at no cost extension' period of the project. Project budget expenditure on activity implementation was on track throughout the project cycle.

Despite the challenges of the operating environment, on-going learning of lessons throughout the project life has successfully enabled adjustments and adaptation of project activities to suit prevailing and changing local contexts. The phase-based approach of the project; and its flexible, responsive and adaptive approaches, employed for both management and implementation, had been the features of the project. These were made possible by established project mechanisms of designed risk management, reporting, monitoring and evaluation (for example, six monthly progress reporting, MEL of Living labs, mid-term review of Child Protection Technical Capacity Building Program).

Impact: Necessary knowledge and skills gained, by female and male children, youths, adults and key professionals with and without disabilities, from SS trainings, Living Labs and through civic awareness and advocacy forums, alongside existing and project supported protection structures and mechanisms at both government and civil society levels, are vital impacts for the protection of children and youth from online risks gain access to holistic child and youth-focused protective services.

The project and SIG mutual acceptance of each other is reflected in appropriate alignment of project outcomes with SIG initiatives on establishing policy and legal framework around cyber security that also embraces online protection environment for children and young people. MCA internal set ups of structures and mechanisms to enhance its efforts on cyber policy and legislative reforms provided a

positive environment for the project to operate in despite varying challenges. Alongside the project work with positive, progressive work on integrating online safety policy into existing child protection related policies of the community entities and frontline service providers needs following up and consolidated in the next phase.

Social Inclusion: The project successfully captured a high level of equal participation and representation, mostly in SS trainings and Living Labs, of female and male children and young people, female and male parents and carers, with and without disabilities. For Living Labs, a 'gender aware children-centred indicators were developed. However, their application and results could not be established by the evaluation. Thus, apart from dwelling solely on gender participation level of target groups, future project phases need to use other planned gender tools to capture other necessary gender considerations. Consider using a simple Gender Daily Time Use Analysis and access barriers analysis to inform gender vulnerability and accessibility to online risks and safety activities.

Similarly, beyond "encouragement" the evaluation found that apart from the commendable inclusive participation, not evidences are available that activities were refined to be more accessible by people with disabilities. However, with the contextualised curriculum for PWDs recently developed, more time may be needed to be invested on this in ToT.

Sustainability*: Aspects of the project that are considered most likely to continue beyond the project lifecycle are the sharing of knowledge and skills gained from SS training and Living Labs, and from civic education with peers. friends and families; a pool of local youth facilitators and consultants that can be tapped when needed; integrated online safety policies of community entities and frontline service providers when completed; and integrated online safety policy into SIG's national policy and legislation on cyber-crime and security.

Replicability and scalability: 100% of evaluation participants expressed the need to replicate the SS training and Living Labs in other locations outside of Honiara and more so in school settings with good connectivity. Successful conduct of SS and Living Labs trainings conducted in Auki in Malaita province had proven they can be replicated elsewhere. to be successful and encouraging

Scalability can be considered through consolidation of SS project activities within the current project geographical coverage in Honiara while the SS training and Living Labs can be replicated in other locations outside of Honiara and in the provinces. and its outskirts. Scalability for the next project phase may be considered around consolidation of the more substantial results and impacts of project interventions.

6. Recommendations

The following recommendations are based on a combination of advice solicited from project participants through qualitative data collection and evaluation findings and evaluation participants' reflections:

6.1   Project Content

2. **Facilitate the incorporation of youth advocates as another sub-target group of young people under the same Outcome 1 and equip them with skills and appropriate resources to conduct effective civic education, awareness and advocacy on online safety environment in Honiara and provinces**. Successful youth-led project activities have been conducted, namely the National Youth Forums to promote peer-to-peer learning and amplify the voices of children and young people with and without disabilities; and development of the Youth Engagement/Participation Strategy (YES) to engage young people to drive a safe online environment. The YES now needs to be implemented through the phase 2 planned communication skills training with the help of the project local consultant partner. This also gives the opportunity to map out appropriate young people and create a pool of youth advocates to take on the role of conducting awareness and advocacy while the current Youth facilitators focus on rolling out Swipe Safe training and Living

Labs. The YES partner can help identify potential youth volunteers who had been used by locally based national and international CSOs to be in the youth advocate pool.

      a. **Conduct communication skills trainings for the pool of youth advocates to roll out online safety awareness and advocacy**. As said above, this is planned training that did not take place in phase 2 and now timely to conduct to equip the youth advocates.

      c. **Facilitate the inclusion of school students, PWDs and their young teachers, and church youths to be part of the youth advocacy pool to share peer-to-peer learnings with fellow students**. Students and church youths can explore establishing 'online-safety clubs' or 'bully buddy' groups to be responsible for driving online safety activities and initiatives in schools and churches. The NYF can be called upon to assist in such groups in schools.

      d. **Explore the possibility of anchoring the NYC and YES in appropriate public institutions to effectively influence policy decisions and developments.** While these project interventions were youth-led with successful and commendable outcomes, the need to integrate them into public institutions for leveraging and sustainability that was strongly suggested at the evaluation KIIs.

3. **Conduct SS training and Living Labs in the provinces for similar target groups in Honiara, selected children and young people with and without disabilities, parents/caregivers.** Given the support of 100% of evaluation KIIs and FGDs for these trainings to be replicated outside of Honiara and their successful roll out in and around Auki in Malaita province, strong indication of the need for the trainings is evident. However, identification and selection of locations need to be done strategically given the possibility for high demand for the trainings in the provinces with bigger population, as well as the likelihood of limited project resources, both human and financial, to avail to the work.

4. **Explore and consider the possibility of meeting the request by SIG/MCA and three community entities in Honiara** – SWD, PWD and SICA for a Swipe Safe ToT or more days of in-depth Swipe Safe training than they had received in phase 2. MCA needs it to be able to roll out to other relevant SIG authorities given that it plans to integrate online safety with them. SWD can come under the same training with MCA. PWD needs the training to gain more knowledge and skills to be more competent and confident in teaching online safety, as well as to have the capacity in developing additional training materials that are more appropriate for her PWD students given their diverse learning needs and abilities; and SICA needs it to roll out to its member churches. The Youth facilitators can be engaged to conduct trainings.

      a. **Conduct in tandem with SS trainings, where possible, awareness and advocacy work both in Honiara and in provinces**. Trained youth advocates can be used given potentially high demand for online safety knowledge and skills. Similar to phase 2, awareness and advocacy can be reserved for larger audiences such as rural school, church and village communities, that would include community leaders as also suggested at evaluation interview sessions, and where possibility of conducting project activities in school and church meeting halls at no cost is high thereby reducing project expenditures. The online safety awareness sessions for 5 communities in and around Gizo evidenced success and can be replicated.

5. **Focus capacity building of parents/caregivers target group, through the SS training and Living Labs, more on demonstration/experience-based learning of the contextualized curriculum, than class-room style/ theory-based training.** This need was expressed at several evaluation KIIs and FGDs. Given the project outcome of having parents and caregivers equipped with knowledge and skills, the reality is that they often have lower digital literacy level than their

children and young people. As such, appropriate practical and demonstration learning modes need to be applied to enable them to be online safety partners for their young people as well as to serve the goal of addressing limited professional capacity in child protection.

6. **Consolidate work with community entities on online safety policy by carrying out follow up on Action Plans implementation of community entities to embed online safety policies in their existing child protection policies.** This is vital to ensure approval sought from decision makers for policy embedding work is obtained before other necessary associated work can start.

   a. **Facilitate work of the local child protection partner to spearhead this follow up work with community entities.** The initiative taken by the local consultant to revise child protection policies to incorporate online safety policy of three community entities, outside of the project target group, that the consultant has personal and professional relationships with was successful. These policies now need to be finalized. The local consultant had started following up with schools and the project community entities. However, due to inadequate resources and limited project engagement time to continue the work progress on this that the consultant she had started in phase 2.

7. **Support MCA in its planned efforts to collaborate and integrate with other relevant SIG Ministries to embed online policy through the help of local consultant partners**. Collaboration with MEHRD is hoped to entail reforming of Education Act and policy to embed online safety into school curricula. With SWD in MHMS is to make legislative reforms to the Child Protection and Welfare Act to incorporate online safety as well as with the SAFENET for referral system for children and young people; MWYCFA for policy reform of the National Children's Policy and National Youth Policy and NAACC; and RSIPF in the Ministry of National Police and Correctional Services to strengthen its current collaboration on cyber environment including community policing for awareness on online safety; and Ministry of Commerce and Trade for private sector online safety policy integration.

8. **CFA to continue outstanding work with frontline service providers**. Project activities with the service providers have been around the Seed project, which is beyond the scope of this evaluation to assess, although some mention of the positive results including development of Child Referral Forms by Seif Ples. Having had reported positive results of the training that significantly contributed to frontline service providers now starting to look at children of DV survivors as potentially at risk and in need of protection, CFA may consider engaging the expertise of the local child protection partner to look into their child protection policies including integrating online safety policy.

6.2 Project Management and Implementation

9. **Focus project investment on replicating and scaling up/consolidating the most successfully implemented and impactful components/outcomes 1, 2, and 3, while continue supporting facilitation of Outcome 4.** Project outcome 1 is normally accompanied with Living Labs in Outcome 6 and that should remain the case for the next phase. See related recommendations below.

10. **Focus project investment on replicating Swipe Safe training and Living Labs by Youth Facilitators for children and young people, parent and caregivers in selected locations in the provinces.** The Auki training success story can be replicated in other locations and expanded in Auki. Suggestions from evaluation feedback on other locations include hot spot areas in Gizo and Noro in Western Province given the most recent youth suicide incidences occurred at those two places.

11. **Focus project investment on awareness and advocacy in Honiara while also consolidating online safety policy work with community entities.** Given substantial Swipe Safe training and Living Labs already done in Honiara, online safety awareness and advocacy are considered most fitting in the next phase of the project and to be carried out by the newly trained advocates, while the Youth Facilitators can focus on SS training and Living Labs in the provinces. As said above, awareness sessions and advocacy can also be carried out in tandem with Swipe Safe trainings in the provinces given the likelihood of a high demand for online safety knowledge and understanding.

12. **Provide better linking and integration across project components by establishing a coordinating mechanism to assist both locally and overseas based management teams**. The stand-alone interventions depicted siloed work as evidenced in local consultants not fully understanding what each was doing. A possible mechanism suggested by three local consultants at evaluation KIIs is a Committee of Consultant (COC) or a locally based Project Steering Committee/Group comprising local consultants and representatives of youth facilitators to work with both local and overseas project management teams. The steering committee/group with the project management teams will provide this linkage and integration as well as providing strategic directions and oversee the project implementation. This could also help to provide on-going and on the ground support to the project in absence of project managers as experienced by the project in phase 2.

13. **Cross-cutting themes**

    a. **Facilitate a better understanding of gender considerations and issues for project participants and consider using a simple Gender Daily Time Use Analysis and access barriers analysis to inform gender vulnerability and accessibility to online safety activities.** When probed by the evaluation about any gender difference on any aspect of online space, no contentious issue, including level of vulnerability to harm, was raised. Instead, they expressed that they find no difference and that female and male young people have fairly equal access to online space. The evaluation concludes that project participants need more understanding of gender considerations and issues to be able to identify them apart from just seeing gender difference in terms of participation in project activities.

    b. **Further build the capacity of PWD teachers through a more in-depth Swipe Safe training and Living Labs.** As alluded to in earlier recommendations, further training would give PWD teachers more competence and confidence in teaching online safety, as well as to have the capacity in developing additional training materials that are more appropriate for her PWD students given their diverse learning needs and abilities. Teachers can be part of a cohort of trainees from community entities.

    c. **Consider embracing other related principles and values that are relevant and cut across all project outcomes**. Children, girls and PWDs rights to education, access to information and to be protected are principles embodied in existing national laws, such as the national constitution and in relevant national policies, such as the national Gender equality and women's development as well as with SIG's obligations to the Convention on the Rights of Children (CRC), Convention on Elimination of Discrimination Against Women (CEDAW) and related Convention on People with Disabilities.

Annex 1: Project Component Activity Outputs

Outcome 1: Young women and men participate with and without disabilities, establish and work together to implement stronger approaches to online safety

Year 2019 - 2023[221]

- Pilot training delivered to cohorts of 85 young people in three communities of Honiara Swipe safe 1 TOT and 1 TOT refresher training successfully delivered to 17+1 Youth Training Facilitators
- With ongoing travel restrictions, a local child protection consultant based in Honiara was hired and who received online training by the Regional Advisor and then echo trained 10 young people in the Solomon Islands as community facing facilitators. This allowed a restricted community rollout to a further 57 young people across 3 different communities
- The training was monitored and observed through online streaming by the Regional Advisor at ChildFund and through the established data sets accompanying the Swipe Safe Program
- ChildFund Australia and Plan international Australia developed a two-year scale up of online safety education for the Solomon Islands
- Swipe safe training materials tested with the reduced sample of beneficiaries and built further knowledge as well as evaluation and data sets to be able to commence a larger delivery in 2020-21 phase 2
- A local consultant hired to deliver the ToT component that provided a mini evaluation of the ToT and of the Swipe Safe materials and program
- The Combined learning of the pilot (ToT and community roll out) received a positive response to the Swipe Safe program in terms of the ability to engage young people, provide useful information, develop protective skills and deliver a positive behaviour change
- Captured important data from 50 participants about young people's use of technology and the internet. In year 2 an online data system will be deployed (kobo), which is expected to increase the efficiency of data gathering and yield a greater analysis of young people's use of the internet and the impact that Swipe Safe has on building protective skills and environments in the online world.
- Swipe safe training successfully delivered to children and young people with and without disabilities in Honiara and Malaita province
- Swipe safe training delivered successfully delivered to people with disabilities in Honiara
- 1 Swipe Safe training for children and young people delivered in Auki, Malaita province for 55 children under 18 years, 34 girls and 21 boys
- Online safety awareness carried out in Honiara, Malaita and Wester provinces to children and young people
- Online safety presented by Swipe Safe Youth Facilitators as a part of the Joining Forces "Solomon Islands Endim Vaelens Againstim Pikini (SIEVAP)" launch workshop
- Contextualised online safety curriculums developed for all 4 target groups – children and young people; parents and caregivers; community entities; and people with disabilities
- Communication skills training for young women and men will be completed
- 3 days of consultation workshops with youth carried out in Honiara by a local consultant (Dreamcast), to inform the development of a Youth Engagement Strategy (YES).
- Youth Engagement Strategy developed and aims to implement stronger approaches to online safety
- Gender disaggregated data captured inclusive participation

Outcome 2: Male and female caregivers are equipped with knowledge and skills to enable them to be online safety partners for their young people

2020 - 2023[222]

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[221] Project Progress Reports: ANCP, CCTCP & CF, 2019 - 2023
[222] Project Progress Reports: ANCP, CCTCP & CF & KII interview, 2019 - 2023

- 1 swipe safe TOT refresher training completed for youth facilitators to deliver Swipe Safe training for children and youth, and parents and caregivers
- Male and female parents and caregivers successfully completed 6 Swipe Safe trainings which is more than the 3 planned trainings.
- 1 Swipe Safe training for parents and caregivers delivered in Auki, Malaita province for 24 parents and caregivers, 15 females and 9 males

Outcome 3- Community entities where girls and boys with and without disabilities can access and interact with the online world such as schools, churches and businesses are empowered to create safe environments that promote online safety

2020 - 2023[223]

- In country consultation on professional capacity training needs to identify appropriate participants and 26 participants were strategically identified from SafeNet integrated referral pathways along with the Ministry of Police, National Security and Correctional services and community police force. A professional capacity training for them was completed.
- Successfully completed the Child protection training that exceeded the target and has partnered with three local frontline service provider organisations to develop seed projects and develop opportunities for professional sector engagement and continuous professional development.
- Converted the curriculum into an online format to deliver remotely. Organisations were then supported to access the course online by providing training on online meeting software
- Training on policy and prevention of online child exploitation and online safety for children and young people was successfully delivered to 7 community entities (4 church organisations and 3 schools)
- 7 community entities were trained in best practice internet and online safety policies, codes of conduct, and guidelines. Community entities were also supported to develop action plans to guide the development of policies. Lack of resources hampered follow-up support to implement action plans
- Swipe Safe manual for community entities in the Pacific was developed, this includes training on child safeguarding and the development of policies to enable safety online
- Successful completion of Swipe Safe training for community entities reaching 7 entities and 19 participants.
- Church leaders and management and school administration and teachers from 4 churches and 3 schools participated in the online safety training for community entities and supported to develop online safety policies. However, lack of inadequate resources hindered the support service

Outcome 4- The Ministry of Communication and Aviation is supported to coordinate cross-sector collaborations to create safer online environments for young women and young men.

2019 - 2023[224]

- A national "Growing up Safe Online" cross-sectorial stakeholder event was held, with the Ministry of Communication & Aviation and the Royal Solomon Islands Police Force delivering keynote speeches
- Twelve young people had the opportunity to present their collective voice, priorities, and recommendations to these community stakeholders and service providers working in child protection, information communications and technology, and cyber law enforcement and policy
- An Online Safety Summary Report for the Solomon Islands was shared with the Ministry in response to a request for country specific data on children's online experiences.

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[223] Project Progress Reports: ANCP, CCTCP & CF & KII interview, 2019 - 2023
[224] Project Progress Reports: ANCP, CCTCP & CF, 2019 – 2023 & Evaluation FDG with MCA

- A national Cyber Working Committee established in MCA
- A cyber monitoring unit established in MCA and whose staff participated in Swipe Safe training for community entities. A suggestion raised during the evaluation FDG was to conduct a SS training for MCA staff
- A draft national policy on cyber security was developed incorporating online safety protective measures as a result of informal partnership with SSSI project and which will feed into the cyber-crime bill
An MoU was not established due to delays in Plan International Solomon Islands signing an overarching agreement with the Ministry of Home Affairs.
- The project team continued regular communication with the Ministry of Communication and Aviation and MCA assured the SSSI project of its support even without any formal agreement3 to continue to work together on project activities

Outcome 5- Pacific Police forces will engage with and be informed by youth participatory approaches for online safety

2021 - 2022[225]

- A curriculum mapping workshop was successfully conducted with representatives from both Australia Federal Police (AFP), PIA and ChildFund to identify and document joint awareness raising and curriculum delivery opportunities.
- A regional 'Strengthening Online Safety for Children and Young People' webinar was co-hosted for 35 key Cyber Safety Pasifika (CSP) stakeholders
- Regular coordination and collaboration continued with Cyber Safety Pasifika (CSP) during the reporting period.
- The Royal Solomon Islands Police force participated in the National Youth Forum and delivered a keynote speech.
- Commenced joint community awareness raising activities through co-hosting a regional 'Strengthening Online Safety for Children and Young People' webinar for over 35 Senior Pacific Police and key Cyber Safety Pasifika (CSP) stakeholders

Outcome 6- Improved evidence-base of Pacific young women and young men's experiences of online risk and protective mechanisms to inform local, national, and regional online safety approaches

2019 - 2023[226]

- A design framework to guide the child-centred indicators was developed
- A thorough, child-focused and gender aware MEL framework was designed, developed and endorsed by all partners
- The first round of Living Lab workshops was conducted in Honiara, including three individual sessions with 46 children & young people, parents & caregivers and community stakeholders
- Living Labs workshop conducted
- Two Living Lab ToTs were delivered by WSU to the PISI project team in preparation for the second-round rollout to young people
- 1 Living Lab workshop for children and young people delivered in Auki, Malaita province capturing 26 children under 18 years, 16 girls and 10 boys
- 1 Living Lab workshop for parents and caregivers delivered in Auki, Malaita province capturing 23 parents and caregivers 15 (2 girls under 18 years; 13 women over 18 years) 8 men over 18 years
- A two-day National Online Safety Youth Forum (NYF) was held in Honiara, bringing together 36 (18G and 18 children and 14 young people (8YW and 6YM) to share their online experiences and capture key

[225] i Project Progress Reports: ANCP, CCTCP & CF, 2019 – 2023
[226] Project Progress Reports: ANCP, CCTCP & CF, 2019 – 2023 & Evaluation FDG with Youth Facilitators

recommendations for existing and emerging national online safety initiatives. Stakeholders attended included representation from Ministry of Communication & Aviation, Ministry of Women, Youth, Children & Family Affairs, Solomon Islands Deputy Secretary to the Prime Minister and New Zealand and British High Commissioner. The event received local and regional media coverage.

- 'Online Safety for Young People in the Pacific' webpage and "Growing up Safe Online" video developed to amplify the voices of children and young people in the Solomon Islands and to promote examples of conducting youth led online Safety awareness raising and influencing across the Asia Pacific Region

Outcome 7: Frontline service providers improved capacity in the implementation of children protection services in the Pacific

2019 - 2022[227]

- Training participant organisations were able to submit child safeguarding policies for feedback and support on developing child safeguarding capacity. 3 participant organisations entered into the process which was address through training content. Additionally, training materials for frontline workers cover essential elements of child safeguarding and child protection prevention and response capacity including support for referral
- A 25-day training course on fundamentals of child protection frontline practice was designed and adapted iteratively over the course of the year. Flexibility in the delivery of course essentials was paramount due to COVID19 travel restrictions and a project pivot to full online delivery.
- Modules of CF's child protection capacity building course were completed using an online teaching format. Overall, the course had a total registration of 30 participants and a maximum attendance of 22 participants at any one time. Covid-19 restrictions impacted ideal attendance rates. However, r we have remained in contact with impacted organisations who will be offered participant places during FY21/22 roll out.
- CFA established partnerships with 3 organisations to implement child-focused seed projects; Family Support Centre (FSC), Seif Ples (SP) and Empower Pacific (EP). Discussions on the seed projects are outside of the scope of this evaluation
- The Mid Term Review of the Child Protection Technical Capacity Building Program found that "The project has resulted in increased knowledge about child protection, particularly in the context of working with children of adult GBV survivors, increased ability to apply that knowledge, and increased ability to transfer the knowledge to other settings" and that "One of the most significant contributions of the training has been that service providers have started to look at children of DV survivors as potentially at risk and in need of protection". (Scott & Chaujar, 2021).
- Support provided to 2 key Solomon Islands GBV service providers (Seif Ples in Honiara and Family Support Centre (FSC) in Gizo) to establish child-friendly safe spaces and implement child-friendly intake processes with children recognised as individual service users. Trainings provided for partner staff to strengthen capacity across areas including child protection, child safeguarding, and GEDSI.

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[227] ibid

Annex 2: List of Evaluation Participants

Names	Male/Female	Organisation/Responsibility
Key Informant Interviews (KIIs)		
Harry James	M	Consultant National Youth Forum for Swipe Safe/ Chair Honiara Youth Council & Member of National Youth Congress
Linda Tupe	F	Social Welfare Division
Mary Tuhaika	F	Youth Division – Honiara City Council
Neil Nuia	M	Former project delivery consultant/Dreamcast – Facilitated Youth Engagement Strategy Neil led workshops with young people to develop the Youth Participation Strategy.
Anika Kingmele	F	Former project delivery/UNICEF Consultant for Community Entities – Swipe Safe Anika supported the development and delivery of the Swipe Safe curriculum for community entities, and supported community entities to integrate online child protection into their existing Child Protection policies
Casper Fasala	M	Chief Executive Officer/ People with Disabilities Solomon Islands
Lorah Etega	F	Seif Ples, MPNSCS
Bobby Sirani	M	Former PISI Swipe Safe Manager, Implementing partner
Nestor Piko	F	Red Cross Handicap School
Joy Jino	F	Solomon Islands Christian Association
Millicent Barty	F	Local Consultant, National Online Safety Youth Forum
Joanna Gwamanu	F	Swipe Safe Facilitator for Children, Young People and Parents/Caregivers
Christina Kelani	F	Swipe Safe Facilitator for Children, Young People and Parents/Caregivers
Focus Group Discussions (FGDs)		
Ministry of Communication and Aviation		
A. Danitofea	M	Director
Zinia Rausi	F	Cyber Monitoring Unit
Jasper Maefunu	M	Cyber Monitoring Unit
Swipe Safe Facilitators For Children and Young People		
Aiden Teamosaeni	M	Swipe Safe Facilitator for Children and Young People
Jeffrey Jnr Maesala	M	Swipe Safe Facilitator for Children and Young People
Swipe Safe Faciltators for Parents and Caregivers		
Azaria Ramosaea	F	Swipe Safe facilitators for Parents and Caregivers
Linda Tatliola	F	Swipe Safe facilitators for Parents and Caregivers
David Bonile	M	Swipe Safe facilitators for Parents and Caregivers
Jeffrey Jnr Maelasa	M	Swipe Safe facilitators for Parents and Caregivers
Swipe Safe Youth Participants		
Trish Kome	F	Swipe Safe Youth Participants
Alanah Kome	F	Swipe Safe Youth Participants
Barbara Tarina	F	Swipe Safe Youth Participants

Swipe Safe Parent Participants		
John Mark Mamae	M	Swipe Safe Parent Participants
Two others	F	Swipe Safe Parent Participants

Annex 3: Terms of Reference and Evaluation Questions

PDF

Consultant's Terms
of Reference Swipe Sa