

# After Yolanda: What Children Think, Need and Recommend

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*Girls drawing their hopes for recovery from Typhoon Yolanda*

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**Save the Children**



**Plan**



**World Vision**



This report was written by Leah Finnegan on behalf of Save the Children, World Vision, Plan International and UNICEF. This report reflects the views and voices of children affected by Typhoon Yolanda/Haiyan, who were consulted on December 14 2013.

Our acknowledgements to the children affected by the Typhoon and our thanks to the 124 children consulted in this process.

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## About Save the Children

Save the Children is an independent children's rights organization, with members in 29 countries and operational programs in more than 120. We fight for children's rights and deliver immediate and lasting improvements to children's lives worldwide.

## About Plan

Plan's vision is of a world in which all children realize their full potential in societies that respect people's rights and dignity.

## About World Vision

World Vision is a Christian relief, development and advocacy organization dedicated to working with children, families and communities to overcome poverty and injustice.

## About UNICEF

The United Nations Children's Fund works for children's rights, survival, development and protection. UNICEF defends, promotes and protects children's rights in more than 150 countries.

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## Executive Summary

41% of the total number affected by Typhoon Yolanda (international name: Haiyan) are children.<sup>1</sup>

From the outset of the response, the Government of Philippines, civil society organizations and international agencies – including Save the Children, Plan International, World Vision and UNICEF – have been carrying out needs assessments to identify specific risks for children and implementing programs to respond to those needs. Yet, there has not been a systematic effort to directly engage children themselves in needs assessments nor to consult them on priorities for response and recovery.

Asking children and young people to share their views about what is going on around them, what they need and what they want to happen next is an important part of making sure that aid meets the needs of those affected by the disaster.

The gap identified by child-centered agencies in the on-going response to Typhoon Yolanda highlights a broader set of challenges that needs to be addressed around accountability to children in disasters. Children make up 50-60% of the global disaster-affected population. In 2011 alone, some 100 million children were affected by disasters.<sup>2</sup> The particular risks that girls and boys face are well documented, including death, injury, illness, separation from families, interruption to education and an increase in child labor and trafficking among other child protection issues.<sup>3</sup> It is therefore vital for the success of any humanitarian response that it meets the immediate needs of children and strengthens their resilience in the longer term. This means creating an enabling environment for girls and boys to voice their needs, ensuring assessment teams meet them and ask questions of them directly, and opening up opportunities for them to influence decisions that affect their lives.

On 14<sup>th</sup> December, Save the Children, Plan, World Vision, working with UNICEF, organized consultations with 124 children and young people in Capiz, Cebu, Iloilo, Leyte and East and West Samar to:

- Listen to children and young people views about the humanitarian situation six weeks after the Typhoon;
- Find out what their priorities are right now; and
- Ask for suggestions from children and young people about how to improve the response.

The key findings of the Children's Needs Assessment demonstrate that:

- Children and young people have credible views about their own priorities and needs as well as those of their families and communities;
- Priorities for children and young people now include: rebuilding homes, returning to school; and restoring electricity;
- Children and young people played an important role in the evacuation and preparedness before Yolanda made landfall;
- Many are fearful of another typhoon but also want to learn more about how they can prevent and prepare for future events; highlighting the important role they can play in future Disaster Risk Reduction efforts in their community;
- Many are taking on new roles and responsibilities to help their families and communities to recover; and

*Asking children and young people to share their views about what is going on around them, what they need and what they want to happen next is an important part of making sure that aid meets the needs of those affected by the disaster.*

- Children and young people remain profoundly affected by what they lived through on the 8<sup>th</sup> of November; psychosocial support to support children and young people to recover from trauma must remain a priority for the recovery.

## Summary of recommendations

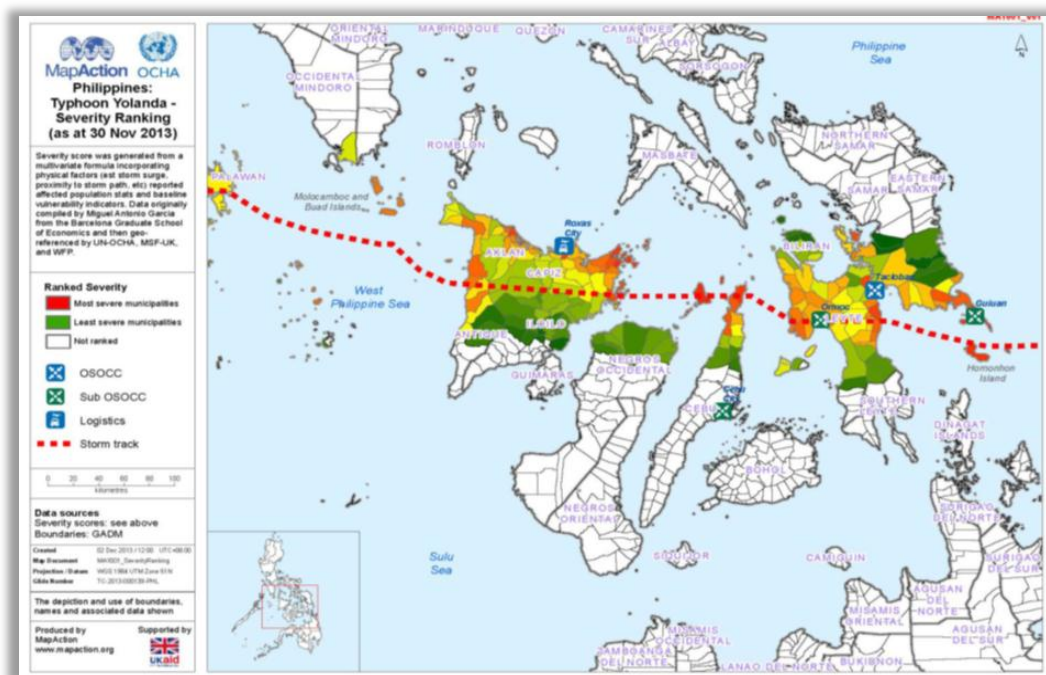
1. The Government of the Philippines to convene consultations with children and young people in the forthcoming Post-Disaster Needs Assessment so that their insights, perspectives and views on the recovery and rehabilitation of their communities are included in the final assessment.
2. Civil society organizations and international agencies should work in partnership with the National Disaster Risk Management Council to identify ways to respond to children's stated demand for more information about how best to prepare for future hazards.
3. Where appropriate, child-centered agencies should work with Government Department and Cluster-lead agencies to identify specific-entry points in forthcoming needs assessments to include consultation with children.
4. Ensure that the Inter-Agency Framework on Accountability to Affected Populations includes a framework for accountability to affected children.
5. Encourage the Inter-Agency Standing Committee (IASC) to review findings from the pilot 'Children's Needs Assessment'; identifying opportunities to include consultation with children in future responses to L3 emergencies.

## Abbreviations

|               |                                                  |
|---------------|--------------------------------------------------|
| <b>HAP</b>    | Humanitarian Accountability Partnership          |
| <b>IASC</b>   | Inter-Agency Standing Committee                  |
| <b>MIRA</b>   | Multi-Cluster/Sector Initial Rapid Assessment    |
| <b>NIA</b>    | National Irrigation System (Office of)           |
| <b>NEDA</b>   | National Economic and Development Authority      |
| <b>PDNA</b>   | Post-Disaster Needs Assessment                   |
| <b>YRRP</b>   | Yolanda Relief, Recovery and Rehabilitation Plan |
| <b>UNICEF</b> | United Nations Children's Fund                   |

# 1. Introduction

On 8<sup>th</sup> November 2013, one of the most powerful storms ever recorded made landfall in Guiuan, Eastern Samar province, the Philippines. Typhoon Yolanda brought sustained wind speeds of up to 235 km/hour and a storm surge as high as 5 meters in some coastal areas. It quickly tore through the Visayas region, leaving a trail of devastation in its wake across nine provinces on the islands of Leyte, Samar, Eastern Samar, the northern tip of Cebu and Panay.



*Figure 1: The path of Typhoon Yolanda/Haiyan*

14 million people are affected by the Typhoon<sup>4</sup>, which destroyed housing, basic services and infrastructure. In Tacloban, 90% of infrastructure – including roads and electricity – was destroyed.<sup>5</sup> Most people in affected areas make their living by farming, fishing and working in the services sector. The Typhoon decimated crops, destroyed many fishing boats and nets and put normal life on hold, putting a substantial strain on families' income-generating power.

As in most sudden-onset disasters, the first response came from the affected communities themselves. People from nearby provinces quickly made their way to the worst-affected areas to provide immediate support such as first-aid, debris-clearing and the distressing task of removing bodies.<sup>6</sup> The Government of the Philippines requested international support to assist national efforts to reach people in need of life-saving assistance. On 12<sup>th</sup> November, the Inter-Agency Standing Committee (IASC) principals designated the Typhoon Yolanda disaster a 'Level 3 Emergency' (L3), triggering surge capacity from across the humanitarian system to support the Government of Philippines.<sup>7</sup>

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## 2. The impact of Typhoon Yolanda on children and young people

Children represent 41% of the total disaster-affected population<sup>8</sup>. Social services that form the cornerstone of their wellbeing, health and development have taken an enormous hit, putting children at risk of disease and under-nutrition and threatening education and protection.

UN-led rapid initial assessments found that:

- Damage to health facilities varies from 50 to 90% in the affected areas;
- Approximately 90% of school buildings have been damaged; and
- More than 1 million homes are destroyed or partially destroyed.<sup>9</sup>

In the early days of the crisis, Government, civil society organizations and child-centered<sup>10</sup> agencies carried out rapid assessments – by sectors, locations and across sectors – and identified specific risks for children and young people, including:

- High risk of disease due to a range of factors, including disruption of health treatment, limited access to safe and clean water, reduced access to adequate nutritious food and breakdown of disease surveillance systems;
- Moderate acute malnutrition;
- Separation of children and youth from parents and families;
- Psychosocial trauma, including traumatic reactions to high winds and from having experienced the storm and witnessed deaths and destruction; and
- Disruption to education in the middle of the school year, including loss of protective daytime environment during the day.<sup>11</sup>

### 3. Consultation with children: A missing piece

As the response moved into its third week, Save the Children, Plan, UNICEF and World Vision identified a gap in the needs-assessment phase, namely inadequate consultation with children. Children's insights, voices and experiences are not yet systematically reflected in needs assessments. While 41% of the affected population are girls and boys, assessments so far have focused almost exclusively on needs and priorities expressed by adults.<sup>12</sup>

Child-centered agencies recognize that with our particular capacities in relation to safeguarding and establishing a conducive environment for children to express themselves, we are well placed to work with our national partners to fill this gap.

#### Methodology

Recognizing that children require age-appropriate settings to share their views, consultation with 124 children took place in six locations in Capiz, Cebu, East Samar, Iloilo, Leyte and West Samar<sup>13</sup>.

The methodology for consultation was developed by the agencies, with reference to own child participatory assessment guidelines, which are based on best-practice. Special efforts were made to include a representative group of children in the assessment, particularly vulnerable children such as those who are still out of school, working children, and boys and girls living with disabilities. Facilitators ensured strict adherence to child safeguarding principles, informing parents and caregivers about the planned activities and purpose of the consultation and requesting signed consent forms for participation of each child and young person. During the orientation session for facilitators prior to the consultation, all facilitators completed the risk-assessment form and signed the child safeguarding protocol, acknowledging they received orientation and committed to following child safeguarding protocol.

In order to make sure that girls and boys felt comfortable and safe while sharing their views on the humanitarian situation, the consultations were held in Child Friendly Spaces.

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## 4. Consultation findings

### Before the Typhoon

In Capiz, *barangay* officials went door-to-door to inform people in the community that the typhoon was on its way a few days before it made landfall. Children described how they listened closely to the radio and watched television in the days before the disaster, learning about the possible effects of the approaching typhoon. Teachers at school told them to prepare for the storm by packing-up some clothes and important belongings so they would be ready to evacuate with their families.<sup>14</sup> Likewise in the areas in East and West Samar where Plan convened consultations, teachers provided information to students in the days before the disaster.<sup>15</sup>

Eight out of ten children who took part in the consultation in Plan's consultation in West Samar said that they knew about the typhoon before it came because the *barangay* captain had warned households about it. However, even though many families knew the typhoon was coming, only one out ten children reported that her family evacuated the night before it hit.

### November 8 2013: Typhoon Yolanda makes landfall

Children said they expected the typhoon to bring strong winds, but many did not expect the 'big waves'.<sup>16</sup> When they saw the big waves coming from the sea, some families ran away from their houses. Older children carried their young siblings on their shoulders. Many young people described how they helped their neighbors to get to safety, carrying children and belongings as far from the coast as they could before the water started to rise. In one area of West Samar – with the exception of one girl and her family who evacuated the night before the typhoon made landfall – all the children and their families moved to different evacuation centers during the typhoon, some swam to the school and nearby church, while others ran to take cover in the National Irrigation System (NIA) office.<sup>17</sup>

In Leyte, children who stayed with their families in their own homes when the typhoon hit described how they held on tight to each other, gripping whatever they could when the water started to flood through their homes.

*'I heard howling strong wind maybe going in our direction. I closed my eyes. It was scary. I could not see anything outside – just white mist. I was looking for the other members of my family. I thought they had left without me, but I realized we were all inside the house waiting for the typhoon to calm down. Our small house was lost to the floods.'*<sup>18</sup>

*'I panicked when I saw our kitchen about to collapse. I heard our neighbors saying 'Evacuate! The water is already deep'. There was no place for us to go, so we just stayed, holding on to the post of the house.'*<sup>19</sup>

*'I saw with my own eyes the giant waves coming fast towards the houses in my community. The big floods swept almost all the houses away. My family and I went to the roof and were clinging to the steel there. It was good we are all alive and safe but I was very scared. I cried afterwards.'*<sup>20</sup>

*'Fear was my initial feeling because I heard people saying that the water will continue to rise. I could not paint the expressions shown on people's faces; some*

*were just blank stares and some didn't answer if asked questions, as if their minds were somewhere else. They looked like zombies.'*<sup>21</sup>

*'I was really affected when I saw those people crying, shouting for help and praying when the sea was growing big and about to attack us. I saw a small child carried away by the big waves. Until now I see him in my dreams like that. I feel guilty because I could only watch him from that distance and could not do anything to help him.'*<sup>22</sup>

## Six weeks later

### Our worries and fears

All groups of children and young people described feelings of worry and fear about another typhoon hitting their communities. Many children identified the sound of winds and waves as being specific noises that trigger feelings of fear and worry, particularly at night time when they are trying to sleep.

Children demonstrated a clear understanding of the relationship between the impact of the disaster and their family's income-generating ability. In Iloilo, where fishing is one of the main income sources, children openly discussed their worries about what would happen if their fathers were not able to go out fishing; they said they were '*scared they will go hungry*' and '*scared they won't be able to go back to school*'.

Local authorities and private companies are working hard to restore electricity to the worst-affected areas; however, there are still long periods – especially at night time – when there is no light. In Iloilo, young people described their town as a '*ghost town*' because there are no lights at night, and younger children expressed fears of ghosts and '*aswangs*' (witches) roaming around because of the dark. Older children, referring to the breakout of prisoners from Tacloban jail, were concerned that robbers and rapists were in the area and would take advantage of the dark to come into their homes during the night.

In Iloilo, where the majority of children who took part in the consultation are still living in the evacuation center – known as 'Tent City' – the group talked at length about some of the problems arising from adult consumption of alcohol. They described seeing fights between men in some parts of Tent City and feeling worried at night time because they can hear noises and they know that there are some adults nearby who have been drinking.

### New responsibilities

*'With Yolanda, children are forced to mature and will prioritize activities that would make the family survive first'*

*- Adolescent boy, Leyte*

In all consultations, children and young people described having to take on new responsibilities to help their families and their communities to recover from the disaster. In Iloilo, children described that they felt a strong need to do something meaningful for their families and their community. They want to do something to help other children and families, but they feel there are no organized activities for them to do this. They are not invited to community meetings and so they just help out in whatever activities they find or are asked to do by adults.<sup>23</sup>

Activities children are doing now as part of the recovery phase include:

- helping to clear up the debris around their homes;
- cleaning up their schools;
- helping their parents to find materials to start making small repairs to damaged homes;
- looking for extra things to eat and drink;
- finding things (scraps) to sell to add to family income; and
- lining up for relief packages when their parents are busy.

While all children and young people talked about new responsibilities, boys and girls described a different set of roles. In Iloilo and Samar, girls say they are mostly taking on cleaning, cooking and looking after their siblings and boys are helping their parents with repairs and income-generating activities.

While some children feel that taking on new responsibilities makes them feel important and accomplished, they also expressed an understanding that their chores and responsibilities have increased after Yolanda. For example, in Capiz girls and boys indicated that some of the usual chores undertaken by children have doubled because they have to help their parents and families to recover from the devastation.<sup>24</sup> Children and young people also clearly articulated that new responsibilities taken on after the disaster mean they have less time for themselves, their friends and fun. One adolescent boy in Leyte observed that *'children have no more time after Yolanda to meet with friends and no time for gimmicks (fun)'*<sup>25</sup>.

### Getting back to school

All children and young people consulted on 14<sup>th</sup> December spoke about the importance of education. Most children have already resumed schooling, either in Temporary Learning Centers set up by local authorities with the support of international agencies or in schools that were not damaged extensively by the Typhoon. In some places, including North Cebu and Iloilo, classes are being held in the morning and cleaning and repairs of school buildings are taking place in the afternoon. Children in Iloilo said that they do not think a half day of classes is enough because school is the place where they normally spend most of their play time.<sup>26</sup> However, in areas of West and East Samar where consultations were held, children reported that school has not yet started.<sup>27</sup>

School supplies have been distributed in many areas; however, young children expressed a desire for more paper and crayons so they could draw and write more often, as supplies are still very limited. In one consultation, when children were asked what items they think should be included in a complete set of school supplies, they said: *'a bag, new shoes, new uniform and notebooks for their grade levels'*.<sup>28</sup>

## 6. Response and recovery: children's priorities

### Capiz

#### **We recommend:**

- Provision of construction materials so their parents can rebuild their homes
- Provision of seeds and fertilizers. Their parents could grow other crops once they are able to recover investments lost during the typhoon
- Community could start cleaning up their surroundings. Roads and damaged buildings need to be repaired.
- School supplies, repair of damaged classrooms.
- Restoration of electricity.
- Request for the provision of “roofing for their houses” so they could feel safe while they do their daily hygiene practices.



*Participants presenting their recommendations and priorities to their peers*

## Leyte: Young People aged 13-17 years



### We recommend:

- Chainsaw to help parents cut coconut lumber which will be used for building their houses and additional materials for rebuilding their homes
- School supplies such as books, school backpacks, pens, notebooks, ball pens, writing pads etc.
- Livelihoods for parents: restore variety stores, seeds for coconut and other crops
- Maintain school and community gardens
- Livelihoods for older children while waiting for classes in January 2014
- Food for the family for Christmas
- Medicine for sick people
- Friend to talk to share their feelings to put their minds at ease now
- A place for children/friends to meet just like before
- A functional Barangay organization to maintain security of people
- Teach new skills for livelihoods
- Immediate income for family
- Recovery of the fishing boats



*Group work in Leyte*

### **Leyte: Children aged 7-12 years**

#### **We recommend:**

- Educational materials for school resumption on 15<sup>th</sup> January such as books, notebooks pens, papers, school bags, slippers etc.
- Mosquito nets to protect them from dengue
- Additional food supply for the family
- Repair of schools
- Restore electricity in the community
- Additional water pumps in the community so that children will not fetch water far from their homes
- Medicine for children now sick of cough and cold
- Jobs for parents
- Clean-up of remaining debris
- Maintain security in community so that children will not be scared of criminals

## Iloilo

### We recommend:

- Providing more school materials like pencils, crayons and papers
- Repairing school buildings
- Keeping us informed of what is happening, especially if another typhoon is expected so we can prepare beforehand
- All people receiving relief goods should be given the same amount and type of goods
- Inviting us to community meetings and supporting our suggestions.

## East Samar and West Samar



### We recommend:

- Provision of school supplies, shoes/slippers, school uniforms, school meals and cleaning/repairs to the schools
- Regular visits of physicians and enough medicines
- Comfortable shelter
- Regular patrolling of *tanods*
- Immediate rehabilitation of electricity
- Hygiene kits that are sensitive to girl's needs
- Relief food that is tasty and nutritious
- School supplies that are appropriate to our needs
- All affected families to be given relief

## North Cebu

### We recommend:

- Providing support to our parents who are farmers and fisherfolk as it is the main source of our income
- Providing construction materials so parents can start repairing houses
- Repairing school buildings
- Providing school uniforms and school supplies
- Restore electricity
- Community leaders to set curfew, identify entry and exit points and assign persons/volunteers to patrol the vicinity
- Provide medical attention to the children and their families whose main source of drinking water is deep well; distribution of pure tabs and checking of water sources by a sanitary inspector
- Relief packs to include nutritious foods.

## 6. Children's recommendations for improving the response

Children and young people are receiving assistance; they are also seeing first-hand how it is delivered and who receives it. They expressed clear views about what people do with different types of assistance and whether what is distributed is what adults, young people and children actually need.

When asked what adults should do to improve the response, children made the following recommendations:

- Boys said that names of beneficiaries receiving assistance should be encoded on a laptop instead of relying on hand-written records.
- Relief packages should include nails and carpentry tools to help parents to repair and rebuild homes.
- Distribution of clothes and shoes should be more orderly and should be checked before they are given out because *'many of them are second-hand damaged clothes and shoes in big sizes'*.<sup>29</sup>
- Adolescent girls said that hygiene kits should include more sanitary napkins.<sup>30</sup>
- In Iloilo, children recommend that the oil spill should be cleaned up quickly. Fish are dying and parents may not be able to resume fishing to support households.
- Children who are still in the evacuation centers want more toilets and washing facilities.
- In Tent City, adolescent girls want more privacy when they are using the toilets and washing facilities. Adolescent boys also said that there should be more toilets and washing facilities for girls.
- Everyone should be sure to *'take care of Mother Nature'*<sup>31</sup>. Children suggested that more could be done to recycle and reuse materials and also to clean up the debris that is making water sources dirty.
- Children who are lining up for relief items for their parents say that a separate line is needed for children and young people so that they are not *'squeezed and pushed aside by adults'*<sup>32</sup>.
- Aid should be distributed fairly to all people who need help.

## 7. Children's views about what they can do to reduce the risk of disaster

While nearly all children expressed fear about another typhoon, they were also quick to identify what they would and could do the next time a typhoon or storm is predicted.

In each consultation, children and young people expressed a need for more information about disasters. For example, one young girl in Iloilo said that being informed before a storm or typhoon hit would stop children and young people from running around '*nataranta kag nagasala sala kami*' (being rattled, nervous, confused).

In the future, they want parents and the local authorities to tell them what to do the next time a 'calamity' is going to affect their community.<sup>33</sup> However, when the facilitator asked children in Iloilo if they knew what to do in the future – prepare and pack up clothes; bring radio sets with batteries; bring candles and flashlights and bring food and water – they all agreed.<sup>34</sup>

Children and young people also identified specific activities that they would like to be involved in right now to reduce future risk. These included:

- Planting trees to protect land from future floods;<sup>35</sup>
- Cleaning up the streets and the environment so they could get rid of mosquitos;
- Listening to weather forecasts so they can prepare and share information with their parents and teachers;
- Teaching younger siblings and children in school what to do if a disaster is coming;
- Recycling and reusing materials;
- Making sure they have an evacuation plan for their families<sup>36</sup>; and
- Being involved in community decision-making about disaster preparedness.<sup>37</sup>

## 8. Accountability to children in disasters

*State parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.*

Article 12 of the Convention on the Rights of the Child

The gap identified by child-centered agencies in the on-going response to Typhoon Yolanda highlights a broader set of challenges that needs to be addressed around accountability to children in disasters.

The broad measures of success for a humanitarian response are the extent to which needs are met in a way that is timely and dignified for disaster-affected communities. In light of failures highlighted in previous international responses, governments and humanitarian agencies now recognize that accountability to disaster-affected communities is also integral to the quality – and success – of humanitarian response.

According to the Humanitarian Accountability Partnership (HAP), accountability is the means by which power is used responsibly and this includes communication and participation in programs.

While progress has been through a range of inter-agency commitments and innovative program approaches, there is still some way to go before accountability to children and young people becomes an integrated part of how the humanitarian system understands and responds to the full spectrum of needs. Research demonstrates that children can effectively play multiple roles before, during and after a disaster, including:

- Analysis of risks, opportunities and options for action;
- Conceptualization, design and implementation of programs; and
- Communication, mobilization and persuasion of others to take action.<sup>38</sup>

While the humanitarian community is still struggling to involve children in a meaningful and systematic way in needs assessments and planning, the Disaster Risk Reduction community has made positive strides when it comes to accountability to children. After the 2010 earthquake in Haiti, Plan International, in partnership with UNICEF, organized 54 focus-group discussions with children and young people across the country. Preparations included designing a child-friendly Post-Disaster Needs Assessment (PDNA) methodology and training 18 Haitian facilitators<sup>39</sup>. In the focus groups, it quickly became clear that education was a very high priority. Including children in the PDNA ensured that a major part of the population was engaged in building back better and building resilience. This in turn contributed significantly to their recovery from trauma and loss.

Such approaches are particularly relevant in the Philippines – one of the most risk-prone countries in the world – where government and national civil-society organizations have demonstrated their commitment to bringing children into agenda-setting and decision-making on disaster risk reduction. The Children's Charter for Disaster Risk Reduction in the Philippines, was launched in 2011,

calls for action to be taken in five areas: safe schools; child protection; information and participation; safe community infrastructure and 'building back better, safer and fairer; and reaching the most vulnerable.

## **IASC Commitments to Accountability to Affected Populations (CAAP)**

**LEADERSHIP /GOVERNANCE:** Demonstrate their commitment to accountability to affected populations by ensuring feedback and accountability mechanisms are integrated into country strategies, programme proposals, monitoring and evaluations, recruitment, staff inductions, trainings and performance management, partnership agreements, and highlighted in reporting.

**TRANSPARENCY:** Provide accessible and timely information to affected populations on organizational procedures, structures and processes that affect them to ensure that they can make informed decisions and choices, and facilitate a dialogue between an organisation and its affected populations over information provision.

**FEEDBACK AND COMPLAINTS:** Actively seek the views of affected populations to improve policy and practice in programming, ensuring that feedback and complaints mechanisms are streamlined, appropriate and robust enough to deal with (communicate, receive, process, respond to and learn from) complaints about breaches in policy and stakeholder dissatisfaction. Specific issues raised by affected individuals regarding violations and/or physical abuse that may have human rights and legal, psychological or other implications should have the same entry point as programme-type complaints, but procedures for handling these should be adapted accordingly.

**PARTICIPATION:** Enable affected populations to play an active role in the decision-making processes that affect them through the establishment of clear guidelines and practice s to engage them appropriately and ensure that the most marginalised and affected are represented and have influence.

**DESIGN, MONITORING AND EVALUATION:** Design, monitor and evaluate the goals and objectives of programmes with the involvement of affected populations, feeding learning back into the organisation on an on-going basis and reporting on the results of the process

## 9. Conclusion

Right now, the Government, civil society and international agencies are scaling up assistance to the worst-affected areas. While the immediate focus of the collective response is on urgent humanitarian needs, including the specific needs of girls and boys, attention is quickly turning to planning for recovery and rehabilitation. On 18<sup>th</sup> December, the Government launched the 'Yolanda Relief, Recovery and Rehabilitation Plan' (YRRP) which outlines the national strategy for supporting disaster-affected communities in the Visayas to 'Build Back Better' over the next three years.

Decisions are being made now that will have an immediate impact on children's ability to recover and resume normal life over the next six months. Furthermore, the Government's objective to 'Build Back Better' – including the rehabilitation of social services decimated by Yolanda – can put in place the foundations for long-term development that reduces risk and allows children to reach their full potential.

Some of the worst-affected areas are among the poorest provinces in the country. Rapid investment in social services over the next three years represents a major opportunity to transform the lives of many of the poorest children by designing and implementing child-centered services, informed by an analysis of disaster risk, that safeguard health and nutrition, keep children safe and increase access to quality education. It is critical that these decisions are grounded in an accurate analysis of children's needs and perspectives, which in turn should be informed by children's own voices.

## Recommendations

1. The Government of the Philippines to convene consultations with children and young people in the forthcoming Post-Disaster Needs Assessment so that their insights, perspectives and views on the recovery and rehabilitation of their communities are included.
2. Civil society organizations and international agencies should work in partnership with the National Disaster Risk Management Council to identify ways to respond to children's stated demand for more information about how best to prepare for future hazards.
3. Where appropriate, child-centered agencies should work with Government Department and Cluster-lead agencies to identify specific-entry points in forthcoming needs assessments to include consultation with children.
4. The Inter-Agency Framework on Accountability to Affected Populations should include a framework for accountability to affected children.
5. Encourage the Inter-Agency Standing Committee (IASC) to review findings from the pilot 'Children's Needs Assessment'; identifying opportunities to include consultation with children in future responses to L3 emergencies.

## Annex

### Methodology

During the course of each consultation, facilitators explored key issues, challenges and aspirations with children and young people through the following participatory activities:

- ✓ Games, songs and other ice-breaking activities.
- ✓ Body-mapping methodology to explore the situation of children 6 weeks on from Typhoon Yolanda emergency response, using body parts to explain:
  - knowledge (head)
  - what children see or how they are seen (eyes)
  - what children hear and how they are listened to (ears)
  - how they communicate and how others communicate with them or about them (mouth)
  - what they do (arms/hands)
  - where they go and where they are being sent (legs/feet)
  - feelings (heart)
  - fears or worries (stomach)
  - overall health (whole body).
- ✓ Child-friendly versions of the household-level questionnaires used during the MIRA Phase 2 to explore views and opinions about the response, specifically in relation to:
  - Strengths and weaknesses of response to date; and
  - Recommendations for the future to improve the response of international and local agencies, communities and individuals.
- ✓ Visioning exercises to explore children's ideas for future planning. Girls and boys were asked to draw their communities a year after the emergency and share their views and ideas for building back their homes, communities and towns.



*Image left: A group of young people using the Body-Map methodology to explore the response to Typhoon Yolanda.*

## Endnotes

<sup>1</sup> According to latest UN figures, 5.9 million children are affected out of total affected population of 14.1 million people<sup>1</sup>. See UNICEF Philippines Humanitarian Situation Report #13 Issued 17 December. Available at:

<http://reliefweb.int/sites/reliefweb.int/files/resources/UNICEF%20Philippines%20Typhoon%20Haiyan%20Sitrep%20No%20%2013%20%2017%20December%202013.pdf>

<sup>2</sup> Calculated by applying UNICEF's estimate that children constitute around 50-60 per cent of those affected by disasters to an estimate from EM-DAT: the Centre for Research on the Epidemiology of Disaster's International Disaster Database,

[http://www.emdat.be/sites/default/files/Trends/natural/world\\_1900\\_2011/affyr1.pdf](http://www.emdat.be/sites/default/files/Trends/natural/world_1900_2011/affyr1.pdf)

<sup>3</sup> Children in a Changing Climate, Children and Disasters: Understanding Impact and Enabling Agency, F. Seballos, T. Tanner, M. Tarazona and J. Gallegos, May 2011

<sup>4</sup> According to the Strategic Response Plan (SRP), released by the United Nations Office for the Coordination of Humanitarian Affairs on 12th December 2013, 14.1 million people are affected by the disaster. The SRP is available at: <http://www.unocha.org/cap/appeals/philippines-strategic-response-plan-typhoon-haiyan-november-2013-november-2014>.

<sup>5</sup> Multi-Cluster/Sector Initial Rapid Assessment (MIRA) November 2013. Available at: [http://reliefweb.int/sites/reliefweb.int/files/resources/MIRA\\_Report\\_-\\_Philippines\\_Haiyan\\_FINAL.pdf](http://reliefweb.int/sites/reliefweb.int/files/resources/MIRA_Report_-_Philippines_Haiyan_FINAL.pdf)

<sup>6</sup> As of 16 December 2013, the Department of Social Welfare and Development (DSWD) reports that 6069 people reported dead and 1779 people reported missing.

<sup>7</sup> In 2010, the response to the Haiti earthquake and Pakistan floods exposed a number of weaknesses in the international humanitarian response system, particularly around assessment, strategic planning, effective partnership with national agencies and accountability. Recognizing that 21st Century is high-risk period for large-scale emergencies due to increasing frequency and scale of climate-related disasters; violent conflicts and increased vulnerability due to poverty, the IASC agreed to a set of shared mechanisms, tools and procedures across the humanitarian response community. When a sudden-onset disaster is categorised as Level 3, each IASC member should act decisively according to agreed protocols and will be accountable for the delivery of specific outputs. Typhoon Yolanda is the first IASC Level 3 response to a sudden-onset disaster.

<sup>8</sup> According to latest UN figures, 5.9 million children are affected out of total affected population of 14.1 million people<sup>8</sup>. See UNICEF Philippines Humanitarian Situation Report #13 Issued 17 December. Available at:

<http://reliefweb.int/sites/reliefweb.int/files/resources/UNICEF%20Philippines%20Typhoon%20Haiyan%20Sitrep%20No%20%2013%20%2017%20December%202013.pdf>

<sup>9</sup> Multi-Cluster/Sector Initial Rapid Assessment (MIRA) November 2013.

<sup>10</sup> World Vision is a 'child-focused agency' intentionally integrating all programme sectors and streams to contribute to children's well-being and the progressive fulfillment of their rights at each stage of their lifecycle.

<sup>11</sup> Typhoon Haiyan Action Plan 12th November 2013. Available at: [www.unocha.org/cap/appeals/philippines-typhoon-haiyan-action-plan-november-2013](http://www.unocha.org/cap/appeals/philippines-typhoon-haiyan-action-plan-november-2013)

<sup>12</sup> For example, the Multi-Sector Initial Needs Assessment (MIRA) includes qualitative household-level surveys for adults aged 18 years and over.

<sup>13</sup> Consultations took place in six sites in affected areas in Leyte, East and West Samar and Estancia, however for safeguarding purposes agencies withhold name of location.

<sup>14</sup> World Vision Consultation with girls and boys aged 8 – 12 years and adolescent girls and boys aged 13 – 17 years in Capiz.

<sup>15</sup> Plan Consultation with girls, boys and adolescents in East Samar and West Samar.

<sup>16</sup> Save the Children Consultation with adolescent girls and boys aged 13 – 17 years in Iloilo.

<sup>17</sup> Plan Consultation with girls, boys and adolescents in East Samar and West Samar.

<sup>18</sup> Save the Children Consultation with adolescent girls and boys aged 13 – 15 years in Leyte.

<sup>19</sup> Save the Children Consultation with girls and boys aged 8 – 12 years in Leyte.

<sup>20</sup> Save the Children Consultation with girls and boys aged 8 – 12 years in Leyte.

<sup>21</sup> Save the Children Consultation with girls and boys in Leyte.

<sup>22</sup> Save the Children Consultation with adolescent girls and boys aged 13 – 15 years in Leyte

<sup>23</sup> Save the Children Consultation with adolescent girls and boys aged 13 – 17 years in Iloilo.

<sup>24</sup> World Vision Consultation with girls and boys aged 8 – 12 years and adolescent girls and boys aged 13 – 17 years in Capiz.

<sup>25</sup> Save the Children Consultation with adolescent girls and boys aged 13 – 15 years in Leyte.

<sup>26</sup> Save the Children Consultation with adolescent girls and boys aged 13 – 17 years in Iloilo.

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- 27 Plan Consultation with girls, boys and adolescents in East Samar and West Samar.
- 28 *Ibid.*
- 29 *Ibid.*
- 30 *Ibid.*
- <sup>31</sup> Save the Children Consultation with adolescent girls and boys aged 13 – 15 years in Leyte
- <sup>32</sup> *Ibid.*
- 33 World Vision Consultation with girls and boys in Cebu. Save the Children Consultation in Leyte and Iloilo.
- 34 Save the Children Consultation with girls and boys aged 8 – 12 years in Iloilo.
- 35 World Vision Consultation with girls and boys aged 8 – 12 years and adolescent girls and boys aged 13 – 17 years in Capiz.
- 36 Save the Children Consultation with adolescent girls and boys aged 13 – 15 years in Leyte.
- 37 World Vision Consultation with girls and boys aged 8 – 12 years and adolescent girls and boys aged 13 – 17 years in Capiz.
- 38 Children in a Changing Climate, Children and Disasters: Understanding Impact and Enabling Agency, F. Seballos, T. Tanner, M. Tarazona and J. Gallegos, May 2012.
- 39 Plan International (March 2010) 'Anticipating the Future: Children and Young People's Voices in Haiti's Post-Disaster Needs Assessment'. Available at: <http://plancanada.ca/document.doc?id=188>