



Documenting Child Friendly Spaces Across Typhoon Haiyan Affected Areas

UNICEF PHILIPPINES

UNICEF PHILIPPINES, CHILD PROTECTION | APRIL 2014
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Documenting Child Friendly Spaces (CFS) in the Philippines

Typhoon Haiyan (Yolanda) Emergency Response

UNICEF Philippines

Objectives

When Super Typhoon Haiyan (Yolanda) crossed the Philippine islands, it left 14.1 million affected people in its wake – 5.9 million of which were children.¹ Among other lifesaving measures, a key part of UNICEF's response included activities for child protection. In order to provide children a safe place for play, to promote psychosocial well-being and facilitate healing and recovery, UNICEF and partners have established 125 Child Friendly Spaces (CFS) in Regions VI and VIII reaching an estimated 25,600 children and 5,200 caregivers.²

In order to understand the role, context, successes, and challenges of Child Friendly Spaces in the response to Typhoon Haiyan in the Philippines, a documentation of CFS was conducted across the affected areas to offer recommendations for ongoing and future implementation. These visits were not intended to monitor each space, but rather to document the initial experience of CFS to help inform ongoing implementation for UNICEF, government, and NGO partners.

The purpose of this report is to:

- Document the role that Child Friendly Spaces have played as a response mechanism in the aftermath of Typhoon Haiyan (Yolanda) in Region VI and VIII of the Philippines.
- Discuss the role of Child Friendly Spaces in light of existing community protection mechanisms prior to the typhoon.
- Record the rationale for CFS implementation in the Typhoon Haiyan emergency response – including transition/exit strategies, best practices, and challenges.
- Use lessons from the Philippines context to provide insight on a broad level into the role of Child Friendly Spaces and offer recommendations for strengthening their implementation in emergencies.

Background: Child Friendly Spaces

For the past 15 years, Child Friendly Spaces (CFS) have been used extensively in emergency relief and recovery.³ They function as an immediate response to the needs of children and promote recovery following disaster or armed conflict by providing protection, psychosocial recovery and well-being, informal learning, and a gateway to engaging the wider affected community.⁴

¹ UNICEF Typhoon Haiyan (Yolanda) 4 Month Report, Page 4.

http://www.unicef.org/eapro/Four_Months_After_Typhoon_Haiyan.pdf

² UNICEF Philippines, Child Protection Programme Update, Typhoon Haiyan Emergency Response. 30 April 2014.

³ "A Practical Guide for Developing Child Friendly Spaces", UNICEF 2009, Page 9.

⁴ "Guidelines for Child Friendly Spaces in Emergencies for Field Testing". Global Education cluster, Child Protection sub-cluster, Interagency network on education in emergencies, IASC Reference group on mental health and psychosocial support. Page 2, January 2011.

Literature Review

In order to document the role of Child Friendly Spaces within the Typhoon Haiyan response in the Philippines, it is important to first understand the existing lessons and established best practices from similar initiatives around the globe.

The story of Child Friendly Spaces is still a young one. While projects providing safe spaces for children in emergencies have been undertaken since 1989, it was not until the mid-2000s that discussions on best practices and guidance for CFS began.⁵ In recent years, a joint global effort has led to harmonised standards, guidelines, and tools for Child Protection in Emergencies that include information on CFS implementation.

Objectives and Purpose of CFS

One of the key outcomes of those efforts is a collective understanding of the purpose and objectives of Child Friendly spaces in emergencies. The Global Child Protection Working Group (CPWG) defines CFS as: “safe spaces where communities create nurturing environments in which children can access free and structured play, recreation, leisure and learning activities. CFS may provide educational and psychosocial support and other activities that restore a sense of normality and continuity. They are designed and operated in a participatory manner, often using existing spaces in the community, and may serve a specific age group of children, or a variety of age ranges.”⁶

This description reflects the purposed yet flexible nature of Child Friendly Spaces. They are intended to be organic, contextualized, and fit to local needs. There is not a one-size-fits-all method for CFS implementation; rather, experiences around the globe have yielded commonly agreed principles and best practices.

The existing literature on Child Friendly Spaces outlines three common objectives for their implementation in emergencies: (1) to provide a protective, inclusive environment by mobilizing the community around the well-being of children and strengthening family and community protection mechanisms⁷; (2) to provide safe play, structured activities, and contextually relevant skills for children that provide normality, continuity, and strengthen their emotional and psychosocial well-being and/or knowledge⁸; (3) to provide integrated, inter-sectoral support, sharing information and linking to other services for all children to realize their rights⁹.

⁵In 2006, World Vision’s *“Children in emergencies manual”* included a chapter on CFS; In 2007, INEE drafted *“Good Practice Guide on Emergency Spaces for Children”*; In 2008, ChildFund published a field manual on *“Starting Up Child Centered Spaces in Emergencies”* and Save the Children created a handbook on *“Child Friendly Spaces in Emergencies”*.

⁶Global Child Protection Working Group, *“Minimum Standards for Child Protection in Humanitarian Action”*, 2012. Standard 17, Child Friendly Spaces, page 149.

⁷UNICEF, *“Practical Guide to Developing Child Friendly Spaces”*, 2009, by Kimberley Davis and Selim Iltus. Page 9; Inter-Agency *“Guidelines for Child Friendly Spaces in Emergencies”*, January 2011. Page 2. UNICEF, *“Inter-Agency Guide to the Evaluation of Psychosocial Programming in Emergencies”*, 2011; World Vision International & Columbia University, *“Child Friendly Spaces: A Structured Review of the Current Evidence-Base”*, August 2012. Page 3.

⁸Ibid.

⁹Ibid.

Child Friendly Spaces are not intended to replace schools or provide formal education, to deliver professional psychosocial or psychological counselling, or to deliver services for the varying needs of every child¹⁰; however, they can serve as a forum for identifying and referring those in need of specialized support.¹¹

Principles and Guidelines

In 2009, UNICEF outlined several key principles for CFS implementation.¹² These provide practical means for ensuring that Child Friendly Spaces meet their intended purpose. Building from these principles, an inter-agency group produced guidelines in 2011 for CFS implementation designed for field testing. In 2012, the Global Child Protection Working Group produced a set of minimum standards for humanitarian action – including one on Child Friendly Spaces.¹³

This body of knowledge has offered clarity and practical support for those implementing Child Friendly Spaces in humanitarian settings. While CFS are often called by different names and vary based on each country and community context, these principles are universally applicable to their implementation. Together, they provide a harmonized framework to ensure that CFS:

- Take a coordinated, inter-agency, and multi-sectoral approach
- Are used as a means of mobilizing the community
- Are highly inclusive and non-discriminatory
- Are safe and secure
- Provide stimulating, participatory, and supportive environments
- Are monitored and evaluated¹⁴

While past experiences have helped provide a baseline of principles and guidelines for Child Friendly Spaces, there are still lessons to be learned. Recent and ongoing case studies around the globe reveal important elements of CFS implementation that are relevant for future projects including those currently taking place in the Philippines.

CFS in the Philippines

History

Child Friendly Spaces began in 2008 in the Philippines in order to support children whose families had been displaced as a result of the Moro Islamic Liberation Front conflict in Mindanao. UNICEF in

¹⁰ Inter-Agency Training Package on Child Friendly Spaces, 2014. Courtesy of UNICEF.

¹¹ UNICEF, “Practical Guide to Developing Child Friendly Spaces”, 2009, by Kimberley Davis and Selim Iltus. Page 9

¹² UNICEF, “Practical Guide to Developing Child Friendly Spaces”, 2009, by Kimberley Davis and Selim Iltus.

¹³ Global Child Protection Working Group, “Minimum Standards for Child Protection in Humanitarian Action”, 2012. Standard 17, Child Friendly Spaces, pages 148-154.

¹⁴ Inter-Agency “Guidelines for Child Friendly Spaces in Emergencies”, January 2011. Page 3. These guidelines were used to inform Standard 17 on Child Friendly Spaces in the Global Child Protection Working Group’s 2012 Minimum Standards.

partnership with the MTB consortium and Community and Family Services International (CFSI) established 73 Child Friendly Spaces in the region, serving around 60,000 children weekly.¹⁵

Building on the lessons learned in the conflict setting, more Child Friendly Spaces were established in the Philippines following Typhoon Bopha in 2012. Early in 2013, UNICEF hosted a workshop with government and NGO members of the CPWG piloting the global training modules for facilitators of Child Friendly Spaces in the Philippines. This training included leaders within DSWD, local, and international NGOs, as well as LGU social workers – all of whom support CFS.

National Guidelines

The experience and knowledge of Child Friendly Spaces in the Philippines in both disaster and conflict settings provided an important foundation for their implementation post-Haiyan. The leadership of the government in CFS has been particularly notable. The Philippines Council for the Welfare of Children leads a permanent CPWG at the national level co-chaired by UNICEF that plays an active role in setting strategic and policy objectives for Child Protection in the Philippines. This group was in the process of finalizing national guidelines for CFS (built on the global guidelines) when Typhoon Haiyan struck.

In April 2014, the CWC and UNICEF led a validation workshop with CPWG members that resulted in finalized national guidelines for Child Friendly Spaces. The group included the CWC, the Department for Social Welfare and Development (DSWD) and its regional counterparts, as well as national and international NGO partners across the Philippines. The guidance they developed includes minimum and maximum standard for stipends for CFS volunteers, minimum standards for CFS kits at the onset of an emergency and target age groups for CFS activities – all based on the Philippines context.

The leadership of the national government in collaboration with CPWG members has enabled the Philippines to become one of the first countries to adapt the international minimum standards and guidance for CFS and establish context-specific guidelines at the national level. The guidelines will be officially approved and released by the national government in May 2014.

Case Studies & Examples

Other disaster-affected countries with practice in implementing Child Friendly Spaces can offer important and relevant insight for the Philippines. Two such recent examples are discussed here:

China

In 2008 after the Wenchuan Earthquake in China, UNICEF partnered with the government to implement 40 Child Friendly Spaces. The tremendous success of the project led to a broad scale up of CFS at a national level. In a few years, the project moved from an emergency response tool to a widespread community-based strategy for child protection in a development setting. An evaluation of the project revealed several key elements that contributed to the success of CFS as a long term strategy.

¹⁵ Vik Pedersen, Silje. UNICEF Philippines, “How UNICEF’s Child Friendly Spaces in Mindanao are becoming a place where the community come together”, April 2010.
http://www.unicef.org/philippines/reallives_13465.html

Government Leadership | The CFS project in China involved local communities, grassroots practices, national government priorities, and international principles and standards. The Chinese government successfully coordinated relevant actors in order to ensure a multi-sector approach for Child Friendly Spaces.¹⁶ Rather than duplicating services, China's CFS have managed to strengthen the government's policy framework for children and give a platform for child protection issues to be identified and addressed.¹⁷ This coordinated approach helped create a bridge for CFS from emergency response to recovery and development that met the needs of the context.

Community Staple | Child Friendly Spaces in China have become an expected component of community life. By maintaining a physical presence during the transition, the project succeeded in integrating CFS with post-disaster long term Child Protection efforts. As people moved from temporary shelters to permanent locations, UNICEF and the government partnered with community leaders to ensure that CFS maintained their proximity and relevance – making services locally sustainable.¹⁸ The community ownership of CFS in China has played a significant role in the project's success and ability to scale up.

Similar to the China model, the government of the Philippines leads in implementing Child Friendly Spaces across disaster affected areas and has harmonized standards and approaches in order to create a minimum Philippine standard of quality support for children. Another similar priority for CFS in the Philippines is to strengthen the capacity and link with local Child Protection networks, ensuring that community ownership of the project outlasts the immediate emergency response and recovery.

Pakistan

Following the 2010 floods in Pakistan that submerged nearly one fifth of the country's land and affected 20 million people¹⁹, UNICEF established Child Friendly Spaces to support children affected by the crisis. What began as an initiative to provide normalized play and psychosocial support for children took on a new form in Pakistan, resulting in the "PLaCES" concept – an integrated service delivery approach providing cross-sector programming for the entire community.²⁰ The Pakistan model of CFS offers some key lessons for consideration in the Philippines.

Multi-Sector Model | In Pakistan, PLaCES (Protective Learning and Community Emergency Services) link young children, adolescents and women with age and gender appropriate services in a supportive and stimulating environment. This model serves as a 'one-stop-shop' for the entire community in one location – providing psychosocial support, links to referral pathways for survivors

¹⁶ UNICEF, "Final Evaluation Report for Child Friendly Space Project in Wenchuan-Earthquake affected areas in Sichuan, China". 2012. Page 9.

¹⁷ UNICEF, "ICON Equity Case Study: Child Friendly Spaces in post-disaster settings and impoverished communities in China." August 2012. Page 3.

¹⁸ UNICEF, "Final Evaluation Report for Child Friendly Space Project in Wenchuan-Earthquake affected areas in Sichuan, China". 2012. Page 10.

¹⁹ United Nations Office for the Coordination of Humanitarian Affairs, "Pakistan: UN launches response to help millions affected by monsoon floods", 13 September 2011. <http://www.unocha.org/top-stories/all-stories/pakistan-un-launches-response-help-millions-affected-monsoon-floods>

²⁰ Chaudhry, Raheela. UNICEF, "Safe PLaCES help flood-affected children and women prevent child marriage in Pakistan", December 2011. http://www.unicef.org/infobycountry/pakistan_60850.html

of GBV, as well as awareness raising and community mobilization.²¹ Beyond the common CFS concept that focuses on child protection, PLaCES includes other sectors as well, creating a holistic space where the community can access or be referred to a variety of services based on their needs.

Community mobilization | Protective learning is a key part of the PLaCES approach in Pakistan. Community members engage in awareness raising activities on issues ranging from the dangers of child marriage to HIV prevention and gender-based violence. Girls and women are given opportunities to learn, discuss their own experiences, and share knowledge with their peers.²² The community awareness raising groups play an important role in UNICEF's broader strategy in Pakistan that includes linking with the government to increase response for child protection and gender based violence.²³

The use of Child Friendly Spaces as a longer term integrated service for communities in Pakistan can help inform the future of CFS in the Philippines. Moving from relief to recovery and beyond, if the government and communities across Typhoon affected areas see a role for Child Friendly Spaces, lessons from the PLaCES approach can provide important guidance for ongoing initiatives in the Philippines.

CFS Documentation

Methodology

In order to understand the role, context, successes, and challenges of Child Friendly Spaces in the immediate aftermath of Typhoon Haiyan, 30 field visits²⁴ were conducted in Region VI and VIII. Visits were attended by a UNICEF Child Protection Specialist, a UNICEF consultant who documented the project, and at least one national staff member from the partner NGO facilitating the Child Friendly Space. Visits included only those Child Friendly Spaces that were supported by UNICEF and/or implemented by UNICEF partners.²⁵

Sites visited included rural, urban, coastal, and mountain regions across the affected areas. Child Friendly Spaces ranged from structured activities for children in tents, open areas, semi-permanent structures, schools, Barangay halls, day care centers, a Jeepney, and a pump boat.

Informal interviews were conducted at each site with children, CFS facilitators, caregivers, community members, barangay leaders, and teachers. In addition to discussions with the community about the CFS, observations were recorded using a documentation tool adapted for the

²¹ UNICEF, "Draft Response Strategy for Community based psychosocial support", reference to UNICEF Pakistan Guidance Note on PLaCES. November 2013.

²² Chaudhry, Raheela. UNICEF, "Safe PLaCES help flood-affected children and women prevent child marriage in Pakistan", December 2011. http://www.unicef.org/infobycountry/pakistan_60850.html

²³ Ibid.

²⁴ Site visits took place in 10 Municipalities and 1 City in Regions VI and VIII (Panay, Leyte, and Samar). For a complete list of sites, see Annex B.

²⁵ These included Food for the Hungry, International Rescue Committee, Plan International, Save the Children, SOS Children's Villages, Tacloban City Social Welfare Department

Philippines context from the Global CPiE Minimum Standards and Guidelines for CFS Implementation.²⁶

Findings recorded in this report reflect the most common observations and messages across the sites. By the end of the 30 visits, several key themes emerged which are documented here. A few sites stood out as having innovative ideas and practices that are also highlighted. Initial observations were presented to implementing NGO and government partners prior to the publication of this report.

Observations & Findings

In order to provide a clear outline for the key observations and themes that emerged from this project, each topic is outlined according to the global guidelines for CFS implementation. Broadly speaking, there was a clear impression across all sites that CFS made a positive difference in communities. Facilitators, caregivers and barangay leaders all indicated that they believed children were better off for having access to a CFS. One of the most common messages was that CFS provided children a place to recover after the typhoon through safe and normalized play. Positive feedback about the CFS was provided in every site visit.

Polices & Procedures



Most sites displayed Child Protection policies, minimum standards and/or child rights. CFS adopted and displayed the policies of their implementing agency and the staff or volunteers facilitating activities had all received training.

The new national guidelines for Child Friendly Spaces in the Philippines will serve as the prevailing policy guidance for ongoing and future implementation. These guidelines intend to provide minimum standards that will allow all implementing agencies to harmonize their approaches for CFS rather than adopt an entirely standardized method. Communities and all CFS implementing agencies will enjoy flexibility in design and application based on the needs and context.

²⁶See Annex C(an addendum to this report).

Coordinated, Inter-Agency, Multi-Sector Approach

CFS and DayCare Centers



One common theme that emerged in this project was the close relationship between Child Friendly Spaces and daycare centers. Day care centers are a legally mandated part of community fabric in the Philippines. They provide Early Childhood Care and Education (ECCD) for children ages 0-6 in each barangay. This includes a full range of health, nutrition, early education and social services programs for the basic needs of young children.²⁷ Because the primary purpose of day care centers is to provide education for small

children, day care workers in each barangay have a good understanding of how to work with children and know the needs of those in their community.

Following Typhoon Haiyan and the establishment of Child Friendly Spaces, day care workers were among the first to volunteer as facilitators. In almost every site visited in this documentation, there was at least one day care worker assisting in the CFS. In many cases, a day care worker manages or serves as the main focal person for the CFS. The presence of day care centers in the Philippines made an easy entry point for CFS across typhoon-affected areas. By tapping into an existing pool of dedicated and motivated community members who already knew how to work with children, CFS benefited greatly from the prior existence of day care centers.

Similarly, day care activities appeared to benefit from the presence of CFS in many of the sites visited. Many day care centers were destroyed by the typhoon, and the CFS was used as a place to hold ECCD activities for children ages 0-6. In other places, CFS activities were held in the day care center, with schedules for older children held on afternoons and weekends. The complementary relationship between day care centers and Child Friendly spaces was viewed positively by many barangay leaders and community members across the affected areas.

Many Child Friendly Spaces were decorated by volunteers often using materials made by the children. In most cases, the spaces looked like day care centers in the materials displayed and the childlike design of the decorations. Visually, most spaces appeared to cater to younger children.

While the close working relationship between day care centers and CFS offered many positive elements to service delivery for children, it also appeared to create a gap for older adolescents (particularly ages 13+). The gap in activities for adolescents will be discussed later in this report.

BCPCs

²⁷Republic Act No. 8980, "The ECCD Act", Republic of the Philippines. Approved December 5, 2000. <http://www.chanrobles.com/republicactno8980.htm#.U0O2yqiSySo>

Barangay Councils for the Protection of Children (BCPCs) are the smallest government unit for child protection in the Philippines. Mandated by law, these councils consist of at least 7 members of the community (local leaders including the barangay captain, health worker, day care worker, a child representative, etc.). While each barangay is required to have a council, they are often inactive. The Department of Interior and Local Government (DILG) monitors these councils for effectiveness and their most recent report indicates that approximately 12% of BCPCs are fully functional²⁸.

Child Friendly Spaces provided an entry point for discussing the BCPC. In many communities, barangay leaders indicated that they are aware of the need to enhance the functionality of their BCPC and plan to do so. Those facilitating CFS activities appeared aware of the value of linking with the BCPC in order to provide comprehensive support and services for children in the long term. The broader need for system strengthening of the BCPC structure and functionality is a priority of the government, UNICEF and NGO partners as part of the ongoing typhoon response.

Some barangays with functional BCPCs provided excellent examples of how the CFS could be connected to community based protection structures. Members of the barangay council met together to discuss how to support children in the typhoon response and plan DRR initiatives to prepare for future disasters. One BCPC in Region VI invited UNICEF to lead a discussion on CPiE and DRR for children. Community members indicated the need to educate children about typhoon risks, the process of evacuation, and other preparedness measures to help mitigate their fears.²⁹

As system strengthening initiatives for BCPCs continue, opportunities to link and harmonize these formal child protection structures with ongoing CFS initiative should be prioritized.

Integrated Community Services



Thus far in the response, CFS have not often been used as places for integrated service delivery in communities. They have primarily been viewed as safe spaces for children to play and enjoy structured activities. Several sites across the affected areas introduced health and hygiene activities such as proper hand-washing techniques and encouraging children to eat healthy foods.

Some sites used the CFS as a meeting

²⁸ Department of Interior and Local Government (DILG), Republic of the Philippines. "LCPC Functionality Monitoring Reporting", 2010. Page 22. http://www.dilg.gov.ph/PDF_File/reports/DILG-Reports-2011926-ae696b866d.pdf

²⁹ BCPC Meeting in Barangay Banica, February 8, 2014; linked with the nearby Child Centered Space implemented by ChildFund.

place for other community groups on evenings or weekends when the children were not using the space. While the multi-purpose use of the Child Friendly Space was fairly common, it was not used as a central place in the community for services to be provided.

Often there were caregivers (usually mothers) inside the CFS with the children or standing nearby the space during activities. In some places, fathers, older siblings stood nearby the CFS during activities. There appears to remain opportunity for engaging this peripheral audience either within the CFS or by providing services prevalent to their own needs. While it is not necessary that every CFS follow the model of widespread service delivery for the entire community, there appeared to be potential for engaging adults that regularly visited the CFS with their children.

Community Mobilization

Organic Model

One of the most noteworthy observations from the field visits was the diversity and community-based approach of each Child Friendly Space. Whether in a tent, semi-permanent structure, open space, in a day care center or barangay hall, it was clear that CFS had developed organically according to the needs of each community. While common threads of safe play, structured activities, and psychosocial support wove throughout all spaces in the affected areas, each CFS had a flare of its own and was tailored to the specific population that it served. The strong community focus of CFS in typhoon affected areas appears to be a notable strength of their implementation in the Philippines.



Faith-Based Organizations



In discussion with community members about the CFS in their barangay, reference to churches and/or faith-based organizations was very uncommon. As a very religious country, the Philippines has many influential and widespread religious organizations that are known to bear influence and respect in communities. In Typhoon Haiyan affected areas, these consist mainly of Catholic and Christian churches and organizations. CFS implementing agencies might consider engaging faith-based organizations in their

initiatives as they seem to be relevant and well-connected community partners.

Youth Volunteers

In many communities, local youth served as volunteers to facilitate CFS activities. Not only was this commonly observed, but when asked about engagement with adolescents it was often noted that they are given a role leading in the CFS. It appeared to be a conscious effort of community members to involve young people in this leadership role.



Youth volunteers across regions appeared motivated, knowledgeable about the running of the CFS, and comfortable engaging children in activities. Many volunteers were consulted about their role as facilitators and their view of the CFS. Many of them indicated that they enjoyed working with the children and were pleased to play a part in supporting recovery after the typhoon. They often said that working with the children taught them patience and kindness as they learned to engage large numbers of kids in activities. The youth volunteers all received training on psychosocial support and other structured activities for children. They frequently indicated that they believed the CFS was beneficial to the children in the community and that they hoped to continue volunteering at the CFS in the future.

Barangay Leadership

During many visits to the CFS sites, the Barangay Chairman and/or other barangay leaders were also in attendance. Almost every barangay leader indicated that they believed the CFS was a positive addition to their community and that it had filled a needed gap for children after the typhoon. In several sites, CFS were held on public land that had been donated for a designated time period by the Barangay Chairman. Often the children of the barangay leaders attended and enjoyed activities at the CFS. Some indicated that they saw a role for the CFS in the recovery and rebuilding of their community after the typhoon. The open support and good feedback from barangay leadership about the CFS in their community was widespread and appeared to validate the comments of other community members and CFS facilitators regarding the positive influence of CFS in the affected areas.

Inclusivity

Adolescents



As mentioned above, CFS in the sites documented had a strong link with day care centers. While bringing many positive elements, this close relationship seemed to create a strong focus in the CFS on younger children. As such, activities and support for older adolescents³⁰ appeared to be a gap across most sites. Youth (generally those 17 and older) were often engaged as volunteers in the CFS but played a role as facilitators rather than participants in activities.

While many CFS had a designated time for older children (ages 13-17), there were rarely activity guides available for facilitators to prepare relevant initiatives for adolescents and attendance rates among this age group were low. The CFS activities for this age group generally consisted of recreation (basketball and/or volleyball). Some sites offered psychosocial support activities for adolescents to process their feelings and experiences after the typhoon.

One CFS in Western Samar was managed by the barangay on land donated by a community member. Adolescents attended sessions at the site where they participated in discussions about their experience in Typhoon Haiyan and participated in creative methods for psychosocial support. The CFS facilitator there indicated that the young people have appreciated and enjoyed the time they spend in the space and have found it helpful in their recovery.

Broadly speaking, activities for adolescents in Child Friendly Spaces have been rare and one-dimensional (involving only recreational activities). Apart from a few examples of good psychosocial support, this age group has not been widely engaged in CFS. Where there is potential and where it is relevant for the context, adolescents should be included in CFS activities, however in many cases it may be more suitable to engage them in a youth-focused setting. Most CFS cater in design and activity to little children and as such it would be more relevant to support activities for adolescents in a setting that suits their needs and preferences.

In informal interviews with youth people, many had ideas for activities they would enjoy participating in. For those implementing adolescent-targeted initiatives, looking beyond recreational and psychosocial activities to include sessions on health, social topics (such as love & relationships) and life skills (rights, voting, livelihoods, support for young parents, etc.) would all be useful to consider according to this age group.

³⁰The United Nations defines adolescents as ages 10-19. CFS observed in this report generally catered to children up to age 12. The gap for adolescents in this context appears to occur for ages 13-19.

Outreach



Vulnerable and excluded groups (children with disabilities, out of school children, indigenous groups, young parents, children who lost parents in the typhoon, etc.) should be considered in outreach for the CFS. In some cases children with disabilities were in attendance and were certainly welcomed, but it was not evident that there was any outreach to include them. In order to ensure inclusivity in Child Friendly Spaces, implementing agencies should consider outreach projects to children in and around their community that do not have easy access to the space.

Safety & Security

Location and Structure

While many CFS varied in style, structure and location, it was evident that care was taken to ensure that each site was clean and well kept. Some had access to latrines and WASH facilities for children while others did not. CFS across the affected areas felt like part of the community and were almost always located in a central, accessible place that was safe for children. Nearly every site was located near the barangay plaza (the central place in the community usually with a basketball court and open space), day care center or school. Community members often expressed interest in creating a semi-permanent space for their CFS and some were exploring possibilities and making plans with their barangay council.

Child Protection



The topic of child protection issues (abuse, violence, exploitation) was discussed in most site visits. In most cases, CFS facilitators indicated that there were few or no instances of abuse, violence, exploitation and that their communities were very safe. In some places, community members referenced child labor and adolescent pregnancy as common. When asked about the identification of concerns among children in the CFS, no instances were mentioned. It appeared that there was not a strong link between the CFS and identification

and/or referral of child protection concerns in communities.

While it is crucial for Child Friendly Spaces to provide safe and normalized play for children in the wake of an emergency, the importance of using the space to increase awareness and identification of child protection risks and concerns should not be understated. This can begin in trainings with CFS facilitators, consultations with caregivers and community members and integrated in activities for children.

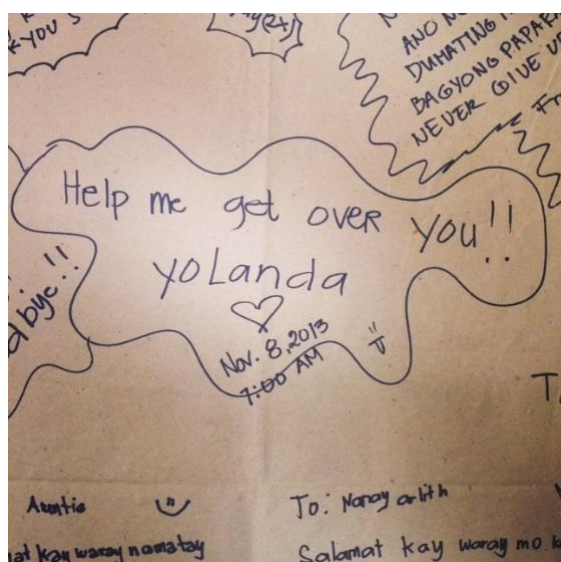
Stimulating Environment

Safe Play

When asked about the role the CFS had in their community, the most common message from facilitators, caregivers and children was that it had provided a much needed place for safe play. Many indicated that they believed the CFS filled a gap in their community after Typhoon Haiyan by giving children structured activities and normalized play with their friends. In a few communities, CFS facilitators mentioned that they have plans to continue the Child Friendly Space because of what a difference it has made in their barangays. They saw the introduction of CFS as an opportunity to provide and increase recreational and other structured play activities for children.



Psychosocial Support



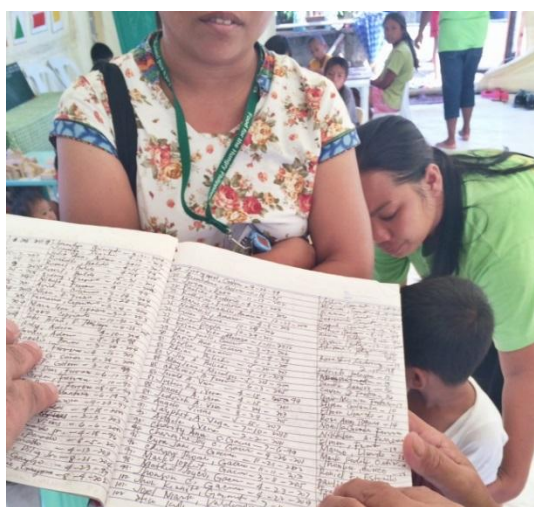
Facilitators cited the success of the CFS in helping children get back to normal life following the disaster. They often said that while children were afraid after the typhoon, experiencing behavior changes or crying when it rained, they have come back to their normal selves. They often said that they think the safe play and stimulating environment helped the children's psychosocial recovery. Taking part in normalized play and structured activities appeared to provide one source of psychosocial support for children while another was the use of creative methods in helping them process their experience.

Several CFS provided psychosocial support activities that allowed children to react to Typhoon Yolanda and share as much as they felt comfortable through drawing and discussions. A few CFS facilitators mentioned that this activity was particularly useful with adolescents who shared their

experiences with one another and expressed relief at having a safe forum for talking about their feelings after the typhoon.

While most children appeared to have recovered from their stress after typhoon, it was not clear that specialized support services were accessible for children who might be in need of extra assistance. If psychosocial counseling is available for children, it appeared that caregivers were not aware of them. Though it is likely a small percentage of children in need of these services, it would be useful to provide communities with information through the CFS on specialized psychosocial support.

Monitoring & Accountability



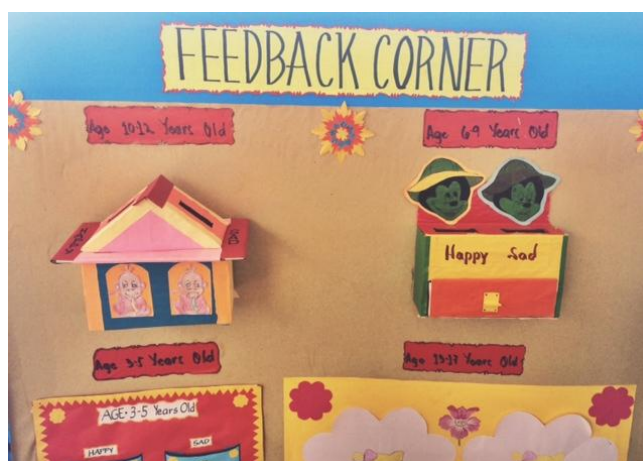
Record Keeping

Most sites took daily record of the children attending their CFS. Others counted the child population of their barangay and used that number as their attendance record. It appeared that a standard record keeping tool would be useful across Child Friendly Spaces that would enable facilitators to track attendance more efficiently. For example, creating a log book with the names of all registered children would allow facilitators to simply check off the day that the child attended – rather than writing out all of the names each day. This method was suggested to

many CFS leaders and some NGO partners have developed methods for attendance tracking to simplify the process.

Feedback Mechanisms

The need to strengthen feedback mechanisms for children, caregivers, and community members regarding the Child Friendly Space was clear across the affected areas. One site developed a tool for children to give feedback on the sessions by placing a card in the appropriate age box with a happy or sad face – indicating whether or not they liked the activity. The facilitators said the activities that received multiple sad faces would be removed from the schedule.



Another CFS had a suggestion box for caregivers to place their comments and ideas for activities within the space. Methods like these can be used elsewhere and expanded to include comment options for children and caregivers on activities as well as the CFS atmosphere and suggestions for new ideas.

Feedback could also include opportunities for children and caregivers to share concerns they have, both within and outside the CFS. This could help link the Child Friendly Space to identification of child protection concerns and serve as a broader resource and connecting point for services in the community.

Transition Strategies

As mentioned previously in this report, communities and the government alike have expressed interest in maintaining Child Friendly Spaces through the recovery phase following Typhoon Haiyan. While the role CFS played in promoting safe play and psychosocial recovery was very clear in the immediate aftermath of the emergency, the ongoing part for CFS differs depending on the local context. Some sites have already arranged with their barangay leadership to maintain the Child Friendly Space and even expand its activities to include children's drama and theatre performances. Other sites remain located in temporary structures but have plans to move to semi-permanent sites for at least one year.

The important lesson here is that Child Friendly Spaces in the aftermath of Typhoon Haiyan in the Philippines should continue to adapt and cater to needs relevant to the community context. The organic development of CFS in this emergency response and recovery has ensured that transition strategies, while guided by the government and newly adopted national guidelines, have been decided and managed at the local level. Four months after the typhoon, Child Friendly Spaces are taking on new character to meet the needs and support the development of children in each barangay. This element of CFS implementation will likely strengthen future emergency response for child protection in the Philippines.

Recommendations



1. Outreach to vulnerable and excluded child populations in and near barangays with Child Friendly Spaces. This could include spreading awareness of CFS activities through community consultations with caregivers and children and linking children in need of extra support to relevant services.

2. Attendance tracking tool for Child Friendly Spaces (such as a simple log book) that could be included in CFS kits. Training on the basic use of the log book by implementing partners would be particularly useful in the immediate rollout of CFS.

3. Use of local materials for toys and projects in

Child Friendly Spaces. Materials in kits do not last forever and communities should be encouraged to make use of the materials they have available in order to continue games and activities for children.

4. Engage adolescents in age and gender appropriate activities. This may include engagement in the CFS but should not be limited to it. If adolescents do not attend CFS activities for their age group,

outreach and consultations should be done to consider relevant and useful projects and places to reach this age group (ages 10-19).

5. Promote child protection awareness in Child Friendly Spaces with facilitators, children, caregivers, and community members. For implementing agencies, encouraging active CP awareness (through training on identification of child protection concerns and referral pathways for services) from the beginning of CFS projects could help create a strong community-based protective environment for children in the aftermath of an emergency.

6. Feedback mechanisms for children and caregivers to comment on the activities and role of the CFS as well as to make suggestions and express concerns. This could include a hotline, a comment/suggestion box, or a variety of other contextually appropriate method.

7. Link CFS to other services for the community. For example, when caregivers gather in and near the Child Friendly Space, consider ways in which they can be engaged or connected with services relevant to their needs. Connect with other sectors and leverage the role and location of the CFS to provide a link to available knowledge and resources for children and their families.

8. Strengthen Disaster Risk Reduction (DRR) for children in the Child Friendly Space. In order to avoid widespread psychosocial distress following an emergency, introduce sessions in CFS to train and prepare children for what to expect and what to do in an earthquake, typhoon, flood or other emergency.

9. Engage with faith based organizations as partners in Child Friendly Spaces. As contextually appropriate, link with local churches and religious groups that have relationships in the community to broaden the reach for child protection.

10. Strengthen local child protection mechanisms through the implementation of Child Friendly Spaces. All engagement and partnership with BCPCs and day care centers should enhance and facilitate existing long term local structures and should take care not to duplicate them. Implementing partners should use CFS to complement and enhance the work and goals of community based structures and activities for children.

Annex A

Acronyms:

CFS – Child Friendly Space/s

CP – Child Protection

CPiE – Child Protection in Emergencies

DSWD – Department of Social Welfare and Development

CWC – Council for the Welfare of Children

LGU – Local Government Unit

BRGY – Barangay

L/BCPC – Local/Barangay Council for the Protection of Children

DILG – Department of Interior and Local Government

DRR – Disaster Risk Reduction

Annex B

List of all sites visited by date and implementing partner:

International Rescue Committee

Sara, Barangay Artemil, 2/11/14
Sara, Barangay Tady, 2/11/14
San Dionisio, Barangay Nipa, 2/12/14
San Dionisio, Barangay Sua, 2/12/14
San Dionisio, Barangay Borongon, 2/12/14

Save the Children

Estancia, Barangay Botongon, 2/13/14
Estancia, Barangay Embarcadero, 2/13/14
Batad, Barangay Binon-An, 2/13/14
Batad, Barangay Tanao, 2/13/14
San Dionisio, Barangay Agdaliran, 2/13/14
Carles, Calagnaan Island, Barangay Barangcalan, 2/14/14
Carles, Calagnaan Island, Barangay Talingting, 2/14/14

SOS Children's Villages, Tacloban, Leyte

SOS Children's Village, Tacloban, Leyte, 2/24/14
Tigbao-Diit Elementary School, Tacloban, Leyte, 2/24/14
Barangay Magay, Tanauan, Leyte, 2/24/14
Barangay Bislig, Tanauan, Leyte, 2/24/14

Tacloban City Social Welfare Department (CSWD), Tacloban, Leyte

Barangay 88, Tacloban City, Leyte, 2/26/14
Barangay 89, Tacloban City, Leyte, 2/26/14
Astrodome evacuation center (transferred later to IPI Bunkhouse), 2/26/14
Barangay 54, Tacloban City, Leyte, 2/27/14
Barangay 62A, Tacloban City, Leyte, 2/27/14

Plan International & Food for the Hungry, Marabut, Western Samar

Barangay Logero, Marabut, Western Samar, 3/18/14
Barangay Osmena, Marabut, Western Samar 3/18/14

Plan International, Guiuan, Eastern Samar

Barangay Baras, Guiuan, Eastern Samar, 3/19/14
Barangay Campoyong, Guiuan, Eastern Samar, 3/19/14
Tent City, Guiuan, Eastern Samar, 3/19/14
Barangay Bungtod, Guiuan, Eastern Samar, 3/19/14
Barangay Lupok, Guiuan, Eastern Samar, 3/19/14

Plan International, Giporlos, Eastern Samar

Barangay Poblacion 1, 3/20/14
Barangay Poblacion 5, 3/20/14
Barangay Tanod, 3/20/14