

Annex IV. Data collection locations and informants

SSI/GI	Location	Organization	Area/Position	Name		
SSI	OPT	UNICEF	IRT (CP Specialist)	Pernille Ironside		
SSI	Geneva	CPWG	CPWG Coordinator	Katy Barnett		
SSI	Singapore	Save the Children	Child Protection advisor	David Brickey Bloomer		
SSI		Child Welfare Committee	Director	Patricia Luna		
GI		DSWD		Miramel Laxa, Nilda Oliva		
GI		PLAN International, CHILD Fund, Save the Children	Child Protection	1 representative each organization		
SSI			Child Protection	Verity Rushton		
GI	Manila	UNICEF	Child Protection	Sarah Norton Staahl, Verity Rushton, Rodaiza Barrientos, Silvy Hill		
GI			Child Protection	Sarah Norton Staahl, Rodaiza Barrientos		
SSI			Education	Fernando Balamaceda		
GI			ECCD	Cecille Dajoyag, Psyche Vetta Olayvar		
GI			Supplies	Tomhas Ziraguma, and 2 colleagues		
SSI			Consultant	Child Protection	Sarah Uppard	
SSI					Child Protection	Silvy Hill
SSI			Tacloban	UNICEF	Child Protection	Faye Balanon
GI	Child Protection	Silvy Hill, Faye Banalon, Jordan Chaffin, Aladin -				
SSI	Roxas Ciry	UNICEF	Child Protection	Mary Scheree Lynn Herrera		

Region VIII			
SSI	Tacloban	CSWD	1
SSI	Poblacion	MSWDO	1
SSI	San Roque	MSWDO	1
SSI	Cacao	MSWDO	1
SSI	Palanog	Barangay Captain	1
SSI	Poblacion	Barangay Captain	1
SSI	Hinapolon	Barangay Captain	1
GI	Palanog	BCPC	5
GI	Poblacion	BCPC	10
GI	Hinapolon	BCPC	15
GI	San Roque	BCPC	5
GI	Cacao	BCPC	7
SSI	Palanog	ECCD Focal Person UNICEF	1
SSI	Poblacion	Plan International M&E	1
SSI	Poblacion	Plan International Coordinator	2
GI	Palanog	CFS Staff	4
GI	Poblacion	CFS Staff	5
GI	Hinapolon	CFS Staff	3
GI	San Roque	CFS Staff	8
GI	Cacao	CFS staff	2
GD		7-12s CFS beneficiaries	8
GD		7-12s non beneficiaries	9
GD		13-17s CFS beneficiaries BOYS	8
GD	Palanog	13-17s non beneficiaries BOYS	9
GD		13-17s CFS beneficiaries GIRLS	10
GD		13-17s non beneficiaries GIRLS	7
GD		Adults CFS beneficiaries	10
GD		Adults non beneficiaries	6
GD		7-12s non beneficiaries	8
GD		7-12s CFS beneficiaries	13
GD	Poblacion	13-17s CFS beneficiaries BOYS	8
GD		13-17s non beneficiaries BOYS	7
GD		13-17s CFS beneficiaries GIRLS	8
GD		13-17s non beneficiaries GIRLS	4
GD		Adults non beneficiaries	8
GD		Adults CFS beneficiaries	12
GI	Hinapolon	13-17s CFS beneficiaries	13
GI		13-17s non beneficiaries	2
GI		Adults CFS beneficiaries	23
GI	San Roque	7-12s CFS beneficiaries	9
GI		7-12s non beneficiaries	4
GI		13-17s non beneficiaries	5
GI		13-17s CFS beneficiaries	5
GI		Adults CFS beneficiaries	3
GI		Adults non beneficiaries	2
GI		13-17s CFS beneficiaries	6
GI	Cacao	13-17s non beneficiaries	6
GI		7-12s non beneficiaries	4
GI		7-12s CFS beneficiaries	5
GI		Adults non beneficiaries	3

Region VI			
SSI	Iloilo	CSWD	1
GI	Cogon	MSWDO	2
SSI	Lupit	MSWDO	1
SSI	Binon-an	MSWDO	1
SSI	Cogon	Barangay Captain	1
SSI	Lupit	Barangay Captain	1
SSI	San Nicolas	Barangay Captain	1
GI	Cogon	BCPC	10
GI	Lupit	BCPC	9
GI	San Nicolas	BCPC	13
GI	Binon-an	BCPC	3
GI	Boroñgon	BCPC	9
SSI	Cogon	CFS animator	1
GI	Binon-an	Save the Children staff	5
GI	Cogon	Child Fund Staff	3
GI	Cogon	CFS Staff	3
GI	Lupit	CFS Staff	4
GI	San Nicolas	CFS Staff	3
GI	Binon-an	CFS Staff	5
GI	Boroñgon	CFS Staff	4
GD		7-12s CFS beneficiaries	13
GD		7-12s non beneficiaries	11
GD		13-17s CFS beneficiaries BOYS	9
GD	Cogon	13-17s non beneficiaries BOYS	9
GD		13-17s CFS beneficiaries GIRLS	9
GD		13-17s non beneficiaries GIRLS	7
GD		Adults CFS beneficiaries	10
GD		Adults non beneficiaries	10
GD		7-12s non beneficiaries	10
GD		7-12s CFS beneficiaries	11
GD	Lupit	13-17s CFS beneficiaries BOYS	10
GD		13-17s non beneficiaries BOYS	9
GD		13-17s CFS beneficiaries GIRLS	10
GD		13-17s non beneficiaries GIRLS	8
GD		Adults non beneficiaries	9
GD		Adults CFS beneficiaries	11
GI	San Nicolas	13-17s CFS beneficiaries	9
GI		13-17s non beneficiaries	9
GI		Adults CFS beneficiaries	12
GI	Binon-an	7-12s CFS beneficiaries	7
GI		7-12s non beneficiaries	7
GI		7-12s CFS beneficiaries	-
GI		7-12s non beneficiaries	8
GI		13-17s non beneficiaries	7
GI		13-17s CFS beneficiaries	11
GI		Adults non beneficiaries	13
GI	Boroñgon	13-17s CFS beneficiaries	12
GI		13-17s non beneficiaries	11
GI		7-12s non beneficiaries	-
GI		7-12s non beneficiaries	12
GI		Adults non beneficiaries	13

Annex V. Inception report

Evaluation of child friendly spaces in the
aftermath of Typhoon Haiyan (Yolanda)

UNICEF Philippines

INCEPTION REPORT

This Inception Report was produced by Alexander Krueger, Solveig Routier, and Trish Hiddleston, Child Frontiers, for UNICEF Philippines, in February 2015. The opinions and statements presented here do not necessarily represent those of UNICEF.

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Abbreviations

CFS	child-friendly spaces
CCCs	Core Commitments for Children (UNICEF)
PCA	programme cooperation agreement
LGU	local government unit

1. Evaluation purpose and scope

Evaluation purpose

The purpose of this formative evaluation is to strengthen the UNICEF child protection programming response during emergencies in the Philippines. It is expected to inform the current and future policies and practice of UNICEF and national and local authorities. Lessons extracted from this experience should also contribute to the global evidence base and learning on child protection in emergencies and specifically around child-friendly spaces (CFS).

Evaluation objectives

The terms of reference reflect four objectives for the formative evaluation:

- Examine how CFS contributed to child protection programming in the context of relief and recovery in emergencies, using the UNICEF Core Commitments for Children in Humanitarian Action (CCCs) as a reference.
- Assess the role of UNICEF-supported CFS as a response and protection mechanism in the aftermath of Typhoon Haiyan (Yolanda)¹
 - against the context of affected areas
 - using as a reference the Global Minimum Standards for Child-Friendly Spaces² and the UNICEF CCCs. The Guidelines in the Implementation of Child Friendly Spaces in Emergencies applicable to the Philippines developed during 2014 will also be considered.
- Assess the extent to which the CFS ultimately integrated such principles as equity, gender sensitivity, inclusivity (e.g. people with disabilities, adolescents, working children and lesbian, gay, bisexual and transgender people), community participation and human rights.
- Document lessons, good practices and challenges in the establishment of and implementation CFS.

The appropriateness of these objectives will be reviewed during the inception phase and revised as required in agreement with UNICEF.

Child Frontiers notes UNICEF's interest to assess the efficiency of the CFS. Due to the limited scope and time frame of this evaluation, the evaluators recommended limiting their commitment to providing an analysis of the cost-effectiveness (value for money) and determining the use of funds broadly in positive or negative values. Expanding the scope of this evaluation further would require extensive comparable statistical data to rely upon within the national and international contexts, which may or

¹ In this report, Typhoon Haiyan, also known locally as Yolanda, is referred to as Haiyan only except in the data collection tools where it is referred to by its local name Yolanda.

² The evaluation will seek to understand what minimum standards were used by UNICEF and partners, but in the meantime will use the Interagency Guidelines for CFS (field testing version) and the Child Protection Working Group's Minimum Standards for Child Protection in Humanitarian Action as guides.

may not be available, and the acquisition of sp disaggregated data on the use of funds for the CFS and disaggregated data on the results achieved. Without this data, there would be a risk of drawing false conclusions. The evaluators recommended that UNICEF not rely on likely fragile conclusions on efficiency because it could undermine the credibility of other sections of the evaluation. Efforts will be made, however, to assess the efficiency of CFS implementation in relation to procurement processes, which is a crucial element in the reality of an emergency, and to make observations or draw conclusions if there is clear evidence to rely on.

Evaluation scope

The scope of the evaluation will span the period of a year, from November 2013 to November 2014. It covers the immediate aftermath, recovery and transitional phases of the CFS response during the Haiyan disaster. The evaluation will identify and illustrate the timeline and the phases of the evolution of the CFS as planned and as they physically developed; this will entail group discussions and interviews, retrospectively considering events between November 2013 and November 2014.

Although the evaluation is expected to focus on the individual CFS and surrounding communities in the affected areas, Child Frontiers recommends simultaneously maintaining a focus on the national-level and strategic aspects of the broader child protection programme and how the large CFS operation fits within UNICEF's broader child protection programme. In programmatic terms, the evaluation will cover between 144 and 230 CFS³ supported by UNICEF in some 40 municipalities in several regions (but concentrated in Region VI and Region VIII). At the time of the evaluation, many of the CFS will be in the process of transitioning, or will have transitioned, been phased out, stopped operating or been closed.⁴

Child Fund, Plan International, Save the Children and local government units (LGUs) implemented the UNICEF-supported CFS through programme coordination agreements (PCA). The evaluation will cover those CFS but will recognize that many other agencies also promoted CFS in their response to the disaster. Attempts will be made to explore specific experiences of other agencies for the sake of constituting an important comparative example (if conditions allow this). The experience of Handicap International with regard to the CFS will be sought.

To minimize any bias in the evaluation, Child Frontiers proposes considering case studies sites where a child-friendly space remains operating (including CFS that are in the process of transitioning) or where one is no longer active, has transitioned or has stopped operating. In the latter case, the data would be collected from the community, local authorities and former CFS staff where possible.

³ Number to be confirmed by UNICEF.

⁴ Number to be confirmed by UNICEF.

The evaluation has the ambition of collecting data from all UNICEF-supported CFS at different levels of detail and depth. This will be confirmed after an assessment of the feasibility for the data collection on the ground.

2. Evaluation ethics

This evaluation has been designed to comply with internationally recognized research and evaluation standards.⁵ Its ethical principles derive in part from a framework of requirements laid out by Emanuel, Wendler and Grady.⁶ It sets high standards that will allow for trust to be established between the research team and participants, thus encouraging participants to answer questions openly and in a way that promotes the accuracy of the evaluation's findings while ensuring the well-being of research participants. Members of the research team will receive specialized training in the ethical guidelines and principles of the evaluation, the Statement of Commitment on Eliminating Sexual Exploitation and Abuse by UN and Non-UN Personnel and will refer to the following principles during the course of the evaluation when ethical concerns or deliberations arise. All parties must also sign a Researcher Code of Conduct (Annex II) prior to their involvement in the data collection.

The evaluation will be based upon the following ethical principles and guidelines:

- **The evaluation is to be useful – should have social and scientific value.** This evaluation has been designed to encourage the use of the knowledge and learning generated to improve child protection and the more general well-being of children and families in the Philippines, particularly during emergencies. Lessons will contribute to the global evidence base and learning on child protection in emergencies and specifically around CFS. Child Frontiers will seek to ensure that findings and from this evaluation are communicated in a constructive manner and that recommendations are practical.

The research methodology has also been designed to ensure that it is scientifically sound and sufficiently rigorous in its approach. To ensure that the knowledge acquired will be useful, UNICEF will disseminate the final report in a way that reaches all those who might benefit from its information, including the communities who participated in the research.

- **The evaluation will have scientific validity.** One of the primary concerns about scientific validity relates to the legitimacy and accessibility of the concepts and terms used over the course of a piece of research. Given the different languages spoken in the Philippines and specifically in the regions selected for data collection, issues of translation will need to be carefully addressed in the design and implementation of the evaluation. Several steps in the evaluation process will bolster its scientific validity:
 - The evaluation tools will be piloted at the outset of the data collection

⁵ These principles are an adaptation of the OECD DAC evaluation criteria.

⁶ The proposed research is not clinical in nature, but the strict ethical guidelines associated with clinical research are appropriate, given the sensitive nature of the research topic and the likelihood that a number of research participants will be in positions of relative vulnerability. These guiding principles will require additional adaptation and contextualization at the local level; guidance for doing so is available in Wessells (2009).

process and adjusted accordingly. Group and individual reflection on the evaluation process and findings will be scheduled daily throughout the data collection and at set points in the process (team debriefing). Doing so will create space for the research team to address any potential concerns about validity and allow for adaptations to be made as necessary.

- Research teams will consistently discuss potential language and literacy issues and devise strategies to ensure that research participants clearly understand the questions that are being investigated and the methods used. Strategies might differ by community or respondent group and will be discussed in the initial stages of the data collection in each community.

- **Fair subject selection.** In engaging participants for this evaluation, the research team will develop recruitment guidance to ensure that participants represent diverse socio-economic statuses, age ranges, varying levels of exposure to explicitly defined vulnerability factors and – when appropriate – a variety of religious, ethnic and social factors. (Recruitment guidance specific to certain tools will be highlighted in the following sections). The selection of analysis site locations, as spelled out further on, will purposively identify a diverse range of locations – to include those that are not easily accessible to the evaluation team.

- **Protect evaluation participants from harm.** This research principle seeks to ensure that all participants are protected from any potential emotional or physical harm that might occur as a result of their involvement in the evaluation and to protect their rights and interests. Harm can arise from research methods that cause participants to recall distressing experiences or feelings. Participants will not be asked to talk about personal or family experiences of Haiyan or about violence or abuse, although it is anticipated that some will of their own accord. Researchers will avoid asking insensitive questions or probing for information when it is clear that participants might be uncomfortable or would prefer not to answer.

Because participants' attitudes towards research are shaped to a large extent by their perception of the purpose of the evaluation and their expectations about what it will achieve, the evaluation team will be careful to clearly explain the evaluation objectives and what will be done with the information gathered. They will also emphasize the lack of immediate, tangible benefits to those participating in the research and will not make promises to children, adults and communities, especially about future programmes or actions that might improve their situation.

Data collection will stop immediately if the discussion becomes distressing or upsetting to participants. Before the fieldwork begins, the team will agree

what actions will be taken, in accordance with UNICEF child protection procedures, should a child disclose abuse (actual or potential) of him/herself or of another child. Similarly, the team will agree upon a procedure to ensure that distress is immediately recognized and mitigated and that appropriate support is found for ensuring the comfort and well-being of a child. The protocol for addressing the disclosure of abuse is contained in Annex III.

- **Remain objective.** Researchers, including those directly or indirectly associated with NGOs and other agencies, must remain as objective as possible. At all times researchers will allow participants to express their own views and opinions and will not interrupt, make suggestions or engage in personal debates about the views expressed. Participants' responses will be recorded using the specific words that were used, regardless of whether the researcher agrees with the statement expressed.
- **The evaluation is conducted *independently*.** Child Frontiers will make an independent judgement on the information collected and situations assessed. Although all efforts will be made to clearly explain and substantiate conclusions, a certain level of subjectivity will be required.
- **Commit to independent review.** Although this evaluation will not have a formal independent review board, the Evaluation Reference Group will serve as a check on the quality and ethics of this study. This group will provide feedback on the proposed research framework, scope and tools as contained in this draft inception report as well as the draft final research report.
- **All research participation must be voluntary.** Informed consent must be obtained from all evaluation participants. In this evaluation, the research team will be clear about who they are, the purpose of the exercise, what will be done with the information that is collected and any potential consequences of the research (Morrow and Richards, 1996; Schenk and Williamson, 2005). These discussions will need to be initiated at the beginning of the data collection process, with adults and children, and then be continued, as necessary, at different points in the course of the evaluation.

Obtaining informed consent from children and adults is not a straightforward undertaking at the best of times and in some contexts can be especially difficult. Annex IV contains detailed consent and assent forms for children, parents/guardians and adults.

- **Respect for potential and enrolled participants.** The research team will respect and adhere to local codes of dress and behaviour. They will respect each participant's point of view and will not criticise evaluation participants or act as a teacher or instructor. All opinions are valid and must be respected.

The evaluation team will seek at all times to minimize power imbalances between the researchers and the participants, particularly when working with children. The evaluation process and products will not present participants as victims but rather as capable social actors. There will be an explicit focus on resilience rather than victimhood.

- **Confidentiality and data protection.** At the outset of data collection, all participants will be informed that their answers will be kept confidential. Specific comments or views expressed by participants will not be attributed to individuals and will be dealt with confidentially. Individual participants will not be named or otherwise identified in the evaluation report, other than by gender and age. All efforts will be made to ensure that interviews and group discussions will be conducted in a quiet, private setting without interruptions. Only the researchers and participants will be present on these occasions.

All information collected during the evaluation will be kept strictly confidential and will not be shared except through the verbal or written dissemination of the findings of the evaluation. The notes of researchers and completed questionnaires will not be shared outside the evaluation team.

- **Compensation.** Evaluation participants will not receive any monetary compensation for their participation. However, in group discussions and interviews, refreshments may be provided. Where appropriate and necessary, compensation for transport costs may also be provided.

3. Evaluation framework

Child Frontiers has designed an evaluation framework consisting of three evaluation focus areas (and multiple sub-foci) and macro questions, as outlined in Table 1. The macro questions, data sources and methods of data collection will be further defined and refined during the inception phase, with input from the Reference Group.

Foci

In line with the terms of reference, the main evaluation focus areas are:

- CFS and the child protection (CP) and emergency child protection (CPiE) programmes
- UNICEF-supported CFS
- future directions.

These focus areas are broken down in sub-evaluation categories of relevance, appropriateness, effectiveness, sustainability and efficiency. The third focus constitutes the sum of the evaluation findings and the lessons that can be learned from the experience of the CFS as a response to the Haiyan disaster. These summative questions will be the reference of the evaluation team along the evaluation process but will also inform the debriefings at the end of the data collection phase with evaluation participants and stakeholders.

Desk review findings

The evaluation framework has been informed and shaped by the analysis of the literature directly accessed and made available by UNICEF at the beginning of the evaluation process. The main emerging findings from the desk review are summarized here; the full desk review matrix can be found in a separate electronic file.

Overall

- Children and communities appear to have positive feedback regarding the CFS: They found it useful, and children appreciated having a safe place to play where they could think about something other than the disaster-related problems.

Set-up

- A strong link between identified needs in the regions affected and the development of programme strategies for implementing CFS is lacking (little evidence of a secondary data review of the child protection situation in country pre-crisis and the findings from rapid assessments carried out).
- A strong link seems to exist in between the CFS and day-care centres, which has brought both positive and negative results.

The response (CFS)

- A limited amount of information is available on the psychosocial activities carried out in the CFS.
- Most CFS appeared to have catered to the needs of younger children, often neglecting teenagers.
- There is no evidence on outreach efforts targeting parents or caregivers of children.
- It is unclear whether a referral pathway was established during the response in the CFS and whether the CFS were sufficiently linked to other child protection services available in the community.

The response (vulnerabilities)

- Various documents refer to specific groups as being particularly vulnerable (disabled children, children from minority and indigenous groups, poor households, etc.). No information was found explaining the strategies used by the CFS to ensure the participation of children and parents/caregivers from these groups.
 - One report highlights the fact that households living at coconut plantations or with fishing livelihoods had been particularly hit hard economically and were struggling to feed their children. It would be interesting to know if a higher level of malnutrition was recorded in these areas and, if so, how did the CFS adapt to the situation.
 - One report noted that violence against children in households increased after the typhoon and that it was probably a result of the distress experienced by families.

Transition and exit

- Efforts to ensure the transition and/or exit strategy of CFS to the local governmental structure were reported as insufficient.

Conflicting results reported

- There are important inconsistencies between the reported achieved results of CFS.
 - In some reports, for example, it would appear that most CFS did not provide psychosocial support; but another report reported that every child who attended any CFS received psychosocial assistance.

Table 1: Evaluation framework

(SSI = semi structured interview; GD = group discussion; GI = group interview; OBV = observation)

Focus area	Sub-foci	Macro questions	Sources	Data collection method
CFS and the CP/CPIE programme	General characteristics of the child protection (CP) and child protection in emergencies (CPIE) programme	<ul style="list-style-type: none"> ▪ What were the goals, targets and outcomes of UNICEF CP/CPIE response during the immediate relief phase and early recovery following Haiyan? ▪ How did the different elements of the CP/CPIE response complement each other? ▪ How well have needs assessments informed the development of the CP/CPIE strategy and adjustments required during the course of the response? ▪ Did a theory of change underpin the CP programme, and if so, how? Was this reviewed or amended during the evaluation period (Nov 2013–Nov 2014)? 	<p>Literature (programme documents, situation analyses, needs assessments, etc.)</p> <p>UNICEF staff (chief of section, CPIE specialist, field CP coordinator)</p>	<p>Desk review</p> <p>SSI</p>
	UNICEF Core Commitments for Children	<ul style="list-style-type: none"> ▪ Was the CP programme built upon or aligned to the CCCs? ▪ Did the CFS help fulfil the CCCs? 		
	CFS response to Haiyan	<ul style="list-style-type: none"> ▪ How relevant were CFS to the CP and CPIE programmes? <ul style="list-style-type: none"> □ How well did they address children’s protection needs? □ How well adapted were they to the local context? □ How well were those interventions coordinated with local authorities? □ How well were links made between the CFS and other CP service providers? ▪ Were the CFS relevant and appropriate to UNICEF’s CP theory of change? 	<p>Literature (programmes documents, etc.)</p> <p>UNICEF staff (chief of section, CPIE specialist, field CP coordinator)</p> <p>Implementing partners (CP programme managers)</p> <p>Government representatives (national level, LGU)</p> <p>CFS staff (coordinators)</p>	<p>Desk review</p> <p>SSI</p> <p>GD</p> <p>GI</p> <p>OBV</p>
	CFS and the national/local counterparts	<ul style="list-style-type: none"> ▪ What, if any, plans existed for transitioning ownership or management of the CFS to local or government partners during or after the recovery? ▪ Were these implemented? 		

	Implications	<ul style="list-style-type: none"> What is the learning on the role of CFS in CP: a) in general, b) in relation to the Philippines' emergency context and c) in relation specifically to Haiyan? 	and staff) Children and adults in the community Community leaders Observations (data collection team)	Case stories
UNICEF-supported CFS	Relevance	<ul style="list-style-type: none"> To what extent have the UNICEF CFS been meaningful, given: <ul style="list-style-type: none"> the protection needs of children and families (in terms of gender, age, exclusion, equity) existing caring and protecting mechanisms and systems (building on/complementing any known local community or group-led initiatives of this kind, such as church groups) national and LGU priorities the UNICEF CP overall programme the evolving context, from relief to early recovery. 	Literature (including statistical information) Communities (leaders, surrounding and participating community) Programme staff (UNICEF/partners) Officials (national/local) CFS staff Children and adults in the community Community leaders Observations (data collection team)	Desk review
	Appropriateness	<ul style="list-style-type: none"> How appropriate were CFS to the needs of children affected by the emergency (in terms of gender, age, exclusion, equity)? Did this remain the same throughout the evaluation period? 		SSI
		<ul style="list-style-type: none"> What guidelines or standards were used as reference? To what extent have the CFS complied with or adhered to international guidelines/standards (including relating to the inclusion of children and communities in the design, delivery and monitoring activities as well as quality standards)? 		GI
		<ul style="list-style-type: none"> To what extent did the CFS approach and organization fit the socio-cultural context and the existing and emerging service paradigm (including day care centres, women friendly spaces and temporary learning spaces)? 		OBV
		<ul style="list-style-type: none"> How compatible are CFS with central and local government policies and practices (national guidelines, local ordinances, service provision)? 		Case stories
		<ul style="list-style-type: none"> How did CFS fit with the dynamic national child protection system or local systems? (Was there duplication or replacement of existing services or protection mechanisms?) 		SSI
			Officials (national/local) Programme staff (UNICEF/partners) Observations (data collection team)	OBV

UNICEF-supported CFS		<ul style="list-style-type: none"> Was the identification, recruitment and training of staff required for the implementation and running of CFS effective and appropriate? 	collection team)	
	Effectiveness	<ul style="list-style-type: none"> What were the explicit or implicit theory of change and planned results for the UNICEF-supported CFS between November 2013 and November 2014? 	Literature Programme staff (UNICEF/partners)	Desk review SSI
		<ul style="list-style-type: none"> To what extent were the planned results (outputs, outcomes, impacts) of UNICEF's supported CFS met? <ul style="list-style-type: none"> Were the planned results reviewed and, if appropriate, amended as the CFS became operational over the evaluation period? Were there any unanticipated results (positive or negative) for UNICEF, the Government and others? What results did the CFS achieve in the immediate relief phase? What results did the CFS achieve in the recovery phase? What results did the CFS achieve in the transitional phase? 	Literature (including statistical information) Communities (leaders, surrounding and participating community, adults and children) Programme staff (UNICEF/partners) Officials (national /local) CFS staff	Desk review GD SSI GI Case stories
		<ul style="list-style-type: none"> How effective was the UNICEF (and partners') engagement with national and local authorities in protection-preparedness activities (prepositioning CFS supplies, identifying, recruiting and training staff, etc.), before and during the early response, during the recovery and during the transitional phase? 	Programme staff (UNICEF/partners) Officials (national/local)	SSI
		<ul style="list-style-type: none"> To what extent have CFS contributed to strengthening systems for protecting children? 	Communities (leaders, surrounding and participating community, adults and children) Programme staff (UNICEF/partners) Officials (national/local)	GD GI SSI Case stories
		<ul style="list-style-type: none"> To what extent did the CFS meet quality standards? What factors contributed to meeting, or otherwise, quality standards? 		
		Sustainability	<ul style="list-style-type: none"> To what extent were CFS considered an essential part of community or local authorities' strategies to ensure children's care and protection? 	Literature Communities (leaders, surrounding and participating
	<ul style="list-style-type: none"> Do local authorities and/or civil society organizations have the resources and capacities to sustain CFS, if considered appropriate? 			

UNICEF-supported CFS		<ul style="list-style-type: none"> To what extent did the CFS contribute to capacity strengthening of partners, for example through training? Have the CFS brought about sustainable changes? What legacy have the CFS left (e.g. what was learnt from the CFS which made a difference to children)? 	community) Officials (local) Programme staff (UNICEF/partners) CFS staff	SSI GI
		<ul style="list-style-type: none"> How systematically and effectively have partnerships been mobilized to expand the CFS approach, if considered appropriate? 		
		<ul style="list-style-type: none"> To what extent have systems been put in place with the national Government and LGUs to ensure sustainability? 	Officials (national/local) Programme staff (UNICEF/partners)	SSI GI
	Efficiency*	<ul style="list-style-type: none"> To what extent were disaggregated and regular data collected, monitored and used? How was information managed and how did information flow systemically? What actions were taken (if any) to address issues that became apparent from regular data monitoring (inclusion of adolescents, children with disabilities, indigenous children, etc.)? What actions were taken (if any) to rectify issues arising during the CFS implementation? 	Literature (including statistical information) Programme staff (UNICEF/partners) Officials (national/local) CFS staff	Desk review SSI
		<ul style="list-style-type: none"> How well were the funds used across various strategies and interventions? What was the cost of CFS compared with other CPiE interventions? 	Programme staff (UNICEF/partners) Officials (national/local)	SSI
		<ul style="list-style-type: none"> Based on a simple analysis of cost data, what conclusions can be drawn regarding 'value for money' and cost-related expenditure in implementing CFS? 		
		<ul style="list-style-type: none"> Was the procurement and delivery of supplies required for the implementation and running of CFS efficient? Was the identification, recruitment and training of staff required for the implementation and running of CFS efficient? 	Programme staff (UNICEF/partners, procurement staff) Officials (national/local) CFS staff	SSI OBV SSI GI
		<ul style="list-style-type: none"> Is there any evidence of use of innovation, device or otherwise, that contributed, positively or negatively, to the functioning of the CFS? 		

		<ul style="list-style-type: none"> What conclusions can be drawn in terms of cost effectiveness for the use of these models and possible future replication? 	Programme staff (UNICEF/partners) Officials (national/local)	SSI
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* *Reduced focus on cost effectiveness analysis*

Future direction	Lessons learned	<ul style="list-style-type: none"> What are the lessons learned of UNICEF-supported CFS in the aftermath of the Haiyan disaster over the period November 2013– November 2014? What factors contributed to or hindered the relevancy, appropriateness, effectiveness and sustainability of the CFS in the aftermath of the Haiyan disaster? 	Literature Officials (national/local) Programme staff (UNICEF/partners) CFS staff Children and adults in the community Community leaders	Desk review matrix GD GI SSI OBV Case stories
	Future UNICEF support	<ul style="list-style-type: none"> Under what circumstances should UNICEF support CFS in relief and recovery phases after emergencies in the Philippines? 		

Methodology and data collection process

The vision for the evaluation is to build the evidence, analysis, conclusions and recommendations in an iterative manner. Initial hypotheses will be based on initial research, and as data is gathered to test the hypotheses, they will be amended if the emerging data indicates the need. A process of further testing, amending and validation of the hypotheses will be followed until a reliable degree of evidence-based certainty is reached.

Should adaptations to the proposed sites, data collection tools or participants as indicated previously prove to be advisable, based on emerging findings or changing conditions as progress is made through the different phases of data collection, they will be considered. Regarding each of the foci described previously, the evaluation process is envisaged as follows:

- CFS and the child protection and emergency child protection programmes

The evaluation of CFS in relation to the CP and CPiE programmes will be conducted through secondary data collection and analysis of programmatic documents (hereafter referred to as the desk review) and interviews with UNICEF officers and other stakeholders at the national and local levels. The results will be triangulated with the findings from subsequent research on the actual implementation and impact of the programmes. The desk review and initial interviews at the national level will be carried out before data is collected in communities and in the CFS and will be continued as the data collection is carried out. Concluding interviews at the national level will be conducted once data has been collected from communities and in CFS.

- UNICEF-supported CFS

The actual implementation and impact of the UNICEF-supported programmes will be examined through qualitative data collected in communities and in CFS. It will be triangulated with quantitative data collected from surveys, the desk review and with the findings emerging from interviews focusing on the CFS in relation to the CP and CPiE programmes.

- Future directions

Triangulating the evidence emerging from the other two foci and drawing conclusions is a focus that will reflect the iterative nature of the evaluation. From analysis to conclusions and recommendations, it is a process that will involve not only the evaluation team but also the participants and the agencies that commissioned the evaluation. Conclusions and recommendations will be sought from and proposed by participants and by the research team as the evaluation is carried out. These will be tested for appropriateness and validity on an ongoing basis and further adjusted as appropriate. Team debriefings during the data

collection and restitution debriefing at the end of data collection in each region will be privileged opportunities for testing the appropriateness and validity of conclusions and recommendations, with the aim of adjusting them. A final restitution and validation meeting with the Reference Group, once the data collection has been completed, will provide an opportunity to validate and further amend proposed recommendations.

The data collection process is illustrated in Table 2, followed by discussion in greater detail of each phase of the research, along with the methods to be used and proposed data sources.

Table 2: Data collection process

Phases	Activity	Weeks			
		February		March	
		16–22	23–01	02–08	09–14
1	Desk review				
2	Initial interviews at national level; training				
3	Data collection (micro case studies)				
	Debriefing among researchers in the field and adaptation of tools				
4	Data collection (macro case studies)				
	Debriefing amongst researchers in the field				
	Regional validation workshop (if feasible)				
5	Survey development				
	Survey administration				
6	National level interviews				
	Debriefing among researchers at national level				
7	National level restitution and validation of findings, initial conclusions and provisional recommendations (if feasible)				

Phase 1: Desk review

A desk review of programme documentation, situation analyses, needs assessments, etc. has been conducted and a summary of the initial findings is contained in the previous section (full desk review matrix is available on a separate electronic file). Additional relevant documentation received during the data collection phases will be reviewed. Findings from the desk review have orientated the primary data collection process. It will not, however, limit the data collection process or the analysis of the findings. Even though initial findings from the data have influenced the data collection process, the subsequent data collection and analysis process may suggest that the initial emerging hypotheses ought to be amended and may generate additional hypotheses, all of which will be continuously tested, reviewed, amended, re-tested, re-reviewed and amended again as the evaluation progresses through each phase until a reliable degree of evidence-based certainty and validation is reached.

Method: Literature review

Data sources: Programme documentation, situation analyses, needs assessments, etc.

Phase 2: Initial interviews at national level

Initial semi-structured interviews will be conducted with UNICEF officers, government counterparts and other child protection stakeholders at the national level. Emphasis will be given to programme staff from UNICEF at the beginning. Information gathered from these interviews will complement the data gathered from the desk review, and the process of testing, reviewing and amending the initial hypotheses will begin. At the end of this phase, the research team will be trained and the tools tested.

Method: Semi-structured interviews

Data sources: UNICEF officers, government counterparts and other child protection stakeholders at the national level

Phase 3: Micro case studies at community level and in CFS

In Phase 3, four case studies will be selected for in-depth analysis and on-going incremental amendment, verification or validation of the hypotheses. The implementation and impact of the UNICEF-supported CFS will be examined through qualitative data collected in communities and in CFS. An in-depth analysis will be carried out in four sites in two regions (two sites per region). The sites will include two active and two no-longer-active CFS and will be selected using a purposive sampling methodology. Data will be collected from a wide range of information sources to achieve an in-depth (micro) understanding of the context and the functioning of the CFS from multiple perspectives. A continuous, incremental analysis of the emerging findings while the data is collected will provide rich material and the elements necessary to expand the research and analysis, confirming or challenging the initial hypotheses. Once the micro analysis is completed, the data collection tools and the initial hypotheses will be reviewed and might be adapted before moving on to Phase 4.

Methods: Observation of CFS (2), semi-structured interviews (8), group interviews (16), group discussions (32) and case story interviews (4).

Data sources: A wide range of people directly involved in the CFS operations and/or activities, now or in the past, as well as people in the surrounding communities who were not directly involved in the CFS, as illustrated in Table 3.

Table 3: Data sources for the micro case studies

Involved in CFS	Involved or not in CFS	Not involved in CFS
CFS coordinator	LGU officials	
CFS staff (group)	Civil society organizations	
Parents/caregivers	Community leaders	Parents/caregivers
Adolescent girls (aged 13–17)		Adolescent girls (aged 13–17)
Adolescent boys (aged 13–17)		Adolescent boys (aged 13–17)

Girls and boys mixed
(aged 7–12)Girls and boys mixed
(aged 7–12)**Phase 4: Macro case studies at the community level and in CFS**

Phase 4 will involve a larger number of CFS sites (six sites in two regions), a smaller number of informants and less engagement with communities. The sites will include active and no-longer-active CFS and will be selected using a purposive sampling methodology. Data collection will aim to verify the emerging hypotheses, amended if appropriate and explore other possible emerging variables, while still allowing for the collection of more evidence to verify or validate the emerging evidence.

Once the macro analysis is completed, the data collection tools and the emerging hypotheses will again be reviewed by the research team and might be adapted before moving on to the subsequent phases of the research.

Methods: Observation of CFS (2), semi-structured interviews (2) and group interviews (40).

Data sources: A narrower range of people directly involved in the CFS operations and/or activities, now or in the past, as well as people in the surrounding communities who were not directly involved in the CFS, as illustrated in Table 4.

Table 4: Data sources for the macro case studies

Involved in CFS	Involved or not in CFS	Not involved in CFS
CFS coordinator	LGU officials	
CFS staff (group)	Civil society organizations	
Parents/caregivers	Community leaders	Parents/caregivers
Adolescent girls (aged 13–17)		Adolescent girls (aged 13–17)
Adolescent boys (aged 13–17)		Adolescent boys (aged 13–17)
Girls and boys mixed (aged 7–12)		Girls and boys mixed (aged 7–12)

The conclusion of Phase 4 will mark the end of the qualitative data collection in communities and in CFS. The emerging findings will be the object of a systematic analysis and will be shared in a regional briefing with stakeholders and participants in the evaluation. This briefing will be the opportunity to validate and correct the emerging findings and contribute to its analysis and formulation of possible recommendations.

Phase 5: Survey

At the end of Phase 4 and building on the emerging findings of the qualitative data collection methods, a survey will be developed to provide a quantitative dimension to the main findings. This survey will be used to verify the generalizability of the findings

with all CFS sites, whether currently active or not active. The participants will be CFS staff and programme coordinators among the implementing partners.

Method: Survey to gather quantitative data

Data sources: As many CFS coordinators or staff and civil society organizations who have promoted or supported CFS in the past or are currently promoting or supporting CFS as can be reached within the timeframe available.

Phase 6: Concluding interviews at national level

The findings, analysis, initial conclusions and provisional recommendations will then be verified with a final set of interviews with stakeholders at the national level. Even at this stage, additional data that is relevant to the research might be gathered, along with clarification of any unclear relevant issues or results in the findings. Analysis, initial conclusions and provisional recommendations will be further adjusted or enriched. The last few interviews at the national level will have a summative character, in which participants are invited to consider and analyse the emerging findings in the interview process.

Methods: Semi-structured interviews and group interviews

Data sources: national-level managers and policy-makers, including UNICEF, Department of Social Welfare and Development and civil society organizations.

Phase 7: Restitution and validation at the national level

A final restitution workshop will be conducted at the national level to share the findings, analysis, initial conclusions and provisional recommendations with stakeholders, including the members of the Evaluation Reference Group, for feedback.

In summary, the approach proposed aims to cast a wide net to capture a generous amount of information and to build evidence-based conclusions in an iterative, emergent manner, progressively confirming and testing the proposed hypotheses from a limited number of sites in greater detail to an increased number of sites in lesser detail. This method allows for a rich, detailed picture, using qualitative and quantitative methods to generate and adapt hypotheses while at the same time continuously testing their validity in an increasing range of sites.

Selection of case study sites (unit of analysis)

The selection of the four micro and six macro case study sites will be purposive and will be agreed by both Child Frontiers and the Reference Group, with possible inputs from the research teams. Careful selection will be critical for the success of the evaluation process.

The proposed criteria for the evaluation site selection are:

- inclusion of both active and no-longer-active CFS sites;

- access to former staff in the case of no-longer-active CFS;
- access to participants over weekends;
- inclusion of both CFS up and running by the end of March 2014 and CFS that began operating after March 2014;
- inclusion of CFS in Barangays with both large and small populations;
- inclusion of CFS sites close to main town centres and communication routes and CFS sites in more remote communities;
- diversity of implementing partners (Plan International, Child Fund, Save the Children and LGUs);
- inclusion of at least one CFS that had support from Handicap International;
- diversity of CFS typology, such as facility-based, semi-permanent, permanent and mobile; and
- diversity of geographical and administrative locations (within Regions VI and VIII).

Data collection tools

Draft data collection tools have been developed and are contained in Annex I. These will be reviewed by the Evaluation Reference Group and the national researchers during the inception phase and will be amended as appropriate. During the research process, they will be regularly reviewed, amended and expanded as appropriate.

Selection of participants

Key informants will be identified through the literature and in coordination with UNICEF programme staff. It is anticipated that primary informants will be:

- UNICEF child protection staff (Haiyan responses)
- UNICEF field child protection specialist
- Child protection programmes coordinator (implementing partners)
- Government representatives in charge of
 - child protection
 - cluster coordination
 - LGUs.

Although the selection of units of analysis is purposive, as explained, the identification, selection and recruitment of the informants for group discussions will be randomized. This will be the case for the Phase 3 group discussions (micro analysis) and will involve functioning CFS and no-longer-active CFS. In each of these sites, informants (between six and eight participants) will be identified and selected among beneficiaries of CFS and non-beneficiaries of CFS. For the sake of participant selection for this evaluation, a community is intended as the people living in the surrounding area of the CFS.

The selection process will be as follows:

- *CFS beneficiaries*
Where a participant list exists, a random selection from the different groups (children, girls, boys, parents/caregivers) will be carried out. In absence of a participant list, a random selection from attending children on site will be carried out. Parents or

caregivers will be identified if they appear in a beneficiary list of the CFS or via selection of their child as a beneficiary of the CFS.

- *Participants non beneficiaries of CFS*

The selection will be carried out through a community-based institution, such as a school (for children, girls and boys), if the enrolment rates are high and uniform, and churches or mosques for adults in the community. The researchers will approach the institution and seek their collaboration for identifying informants for the evaluation (non-beneficiaries of CFS, possibly those who might have benefited from it but did not). Other relevant community institutions that might be more appropriate for the selection of participants might be considered, through the contribution of the research groups.

In cases where the identification and selection of participants by randomized technique will not be applicable, then a random house-based selection (every x number of houses) will be considered.

Given the small sample and source of informants in group discussions, the experiences represented will be limited – even though all efforts will be made to include the widest variation of backgrounds of participants. Through the triangulation with other informants and experiences collected through semi-structured interviews and surveys, the evidence will acquire scientific basis.

4. Roles and responsibilities

Evaluation team role

It is envisaged that the research team will be composed of 13 professionals in total, including:

- four international evaluators: Alexander Krueger, Solveig Routier, Vimala Crispin and Trish Hiddleston
- 10 national researchers selected from the University of the Philippines in the Visayas under the supervision of Bernice Vanya Landoy, Division of Social Sciences, College of Arts and Sciences, as well as from the Southern Leyte State University under the supervision of Francis Ann R. Sy, Vice President for Research, Development and Extension.

The international evaluators prepared this draft inception report and will support the writing of the final evaluation report.

Vimala Crispin and Trish Hiddleston will conduct fieldwork with the national researchers, who will be divided into two teams. The two teams will conduct group and individual interviews, group discussions and case story interviews and will make observations, in addition to conducting the survey. Full training will be provided to all researchers in advance of data collection.

The whole research team will be involved in data analysis.

Vimala Crispin and Trish Hiddleston will provide oversight for quality control and ethical conduct in the field.

Evaluation reference group role

UNICEF has established an Evaluation Reference Group of individuals occupying a number of roles, from the Department of Social Welfare and Development and UNICEF Philippines as well as the UNICEF Regional Office for East Asia and the Pacific, to ensure that the evaluation is relevant, objective and credible and that the results are useful. The terms of reference for the Evaluation Reference Group, detailing its composition, roles and responsibilities, can be found in Annex V.

Responsibilities

UNICEF, Child Frontiers and the Evaluation Reference Group will have the following responsibilities.

UNICEF Philippines (Manila and in the field)

- ensure availability of evaluation focal points at national and field level;
- assist with identification of research assistants and 'fixers';

- assist with organizing meetings on reasonable request and with reasonable notice, noting that Child Frontiers will recruit ‘fixers’ to assist the research teams in Region Vi and VIII who will have this responsibility within their terms of reference;
- facilitate access to partners on reasonable request;
- provide space, if requested, for group discussions and interviews, with reasonable notice;
- make available adequate space and refreshments for local and national-level debriefing meetings and for the final report’s presentation if requested upon reasonable notice;
- assist with travel arrangements on reasonable request, noting that the ‘fixers’ recruited by Child Frontiers will have this responsibility within their terms of reference;
- facilitate the logistics for field work if reasonably requested on reasonable notice, noting that the fixers recruited by Child Frontiers will have this responsibility within their terms of reference;
- share the final evaluation report with research participants; and
- disseminate the findings of the final evaluation report.

Child Frontiers

- recruit and manage research assistants and ‘fixers’, including ensuring ethical oversight;
- organize travel and accommodation for researchers and research assistants;
- develop a plan of proposed meetings and discussions and share it with UNICEF, especially if requests are made to assist in organizing appointments, arranging meeting space, etc.; and
- make requests for assistance for travel or meeting logistics from UNICEF, if required, with reasonable notice.

Evaluation Reference Group

- review the draft inception report within the planned timeframe;
- participate in meetings to provide context-relevant feedback and suggestions on the draft inception report so it can be finalized;
- participate in end-of-research validation meeting of findings, analysis, actionable recommendations and conclusions; and
- review and comment on the draft final report within the agreed timeframe.

Evaluation timetable

Task	Proposed date (2015)	Responsibility
Submit draft inception report	09 February	Child Frontiers
Receive comments from UNICEF on draft inception report	13 February	UNICEF
Finalize the recruitment process of the local researchers	Week 16–21 February	Child Frontiers & UNICEF
Finalize inception report with Reference Group, including selection of case study sites	Week 16–21 February	Reference Group & Child Frontiers
Finalize travel and other logistics for field research	Week 16–21 February	Child Frontiers & UNICEF
Training of local researchers	23–26 February	Child Frontiers
Initial interviews (Manila)	Week 16–21 February	Child Frontiers
Field research – micro	28 February – 05 March	Child Frontiers
Development of draft survey	05 –10 March	Child Frontiers
Field research – macro	06–10 March	Child Frontiers
Finalisation of and conducting survey	09–13 March	Child Frontiers
Concluding interviews (Manila)	09–13 March	Child Frontiers
Wrap up in Manila with Reference Group – restitution and presentation of provisional findings	13 March	Child Frontiers & Reference Group
Submit draft report	13 April	Child Frontiers
Receive comments from Reference Group on draft report	22 April	Reference Group
Submit final report	30 April	Child Frontiers
Workshop to present final report	TBC	Child Frontiers & UNICEF

Annex I. Draft data collection tools⁷

Semi Structured Interviews Guide

Notes for the interviewer:

When conducting the interview it is useful to keep in mind:

1. Please switch off your cell phone or place it on silent in order not to be disturbed during the interview
2. Always introduce yourself and say that you part of a research team from Child Frontiers
3. Always fully explain the research and its purpose
4. Explain how the information is to be recorded and used. Make sure that you explain any issues related to confidentiality
5. Ask one question at a time. Make sure that you are clear and do not rush
6. Give the interviewee time to think
7. Do not ask leading questions
8. Make sure that you listen carefully to the answers
9. Give people time to answer the question
10. If you are writing anything down, allow the interviewee to see what you are writing down
11. Do not use complicated language. Avoid acronyms – don't assume the interviewee knows what they mean. And if the interviewee uses any acronyms, be sure to clarify or confirm what they stand for (don't make assumptions!)
12. Only write down what the interviewee says. Do not try to interpret on his/her behalf – do ask if you need clarification
13. Try to ensure you get enough detail and understand why things were done or why the interviewee believes/suggests something
14. Try not to go over the allotted time – and if you do check if it is still OK with the interviewee
15. Thank the interviewee for taking part and explain what will happen next – once all out data is gathered and analysed, we will be writing a report that will be available for the interviewee to read. Take the interviewee's contact details for a copy of the report to be shared with them or for them to be invited to any restitution/validation meetings.

Remember that the SSI is a flexible tool that doesn't need to be followed in a rigid manner!

- If the interviewee has already covered a question then skip it and move on.
- It is okay to break the order if this seems to be the best thing to do at the time.
- If the interviewee begins to talk about a topic that is further down on your list then you might want to place the relevant information under the appropriate question and probes on your form
- The suggested probes are there to help if an interviewee is not talking freely – you can also come up with your own as necessary and of course there is no need to use a probe if it isn't necessary! Remember to remain aware and spot 'interesting answers' that are worth following-up on. Expect to be surprised at some point(s) and never believe we know everything!
- Use your judgment to pursue such opportunities and come up with your own question(s) if necessary.

⁷ The draft data collection tools in this Inception Report will be reviewed and finalized by Child Frontiers and the researchers during the training phase. They will be regularly reviewed as the data collection progresses and maybe further adapted if considered appropriate.

Semi Structured Interview

Schedule for CFS Staff

(incl. CFS coordinator, Animators, Volunteers and youth volunteers)

[Schedule to be adapted for Group Interviews]

Introduction and background

Thank you for taking the time to participate in this interview. My name is _____ and this is my colleague _____ who will be taking notes if that is okay with you. We are part of a research team working under the auspices of Child Frontiers. This interview will take approximately 45 minutes to 1 hour if that is ok? Before we begin I'd like to give you some background to the evaluation.

Child Frontiers has been commissioned by UNICEF to assess the role and functioning of child friendly spaces in the aftermath of Typhoon Yolanda in meeting children's needs. This evaluation will be carried out for activities carried out in between November 2013 and November 2014. This evaluation seeks to identify any lessons learned, good practices and challenges met. It aims at identifying different approaches around the country that will inform the development of recommendations and technical guidance to further improve the operationalization and monitoring of CFS in the future.

Child Frontiers will be collecting insights, experiences and perspectives from children and adults in 10 different communities in Regions VI and VIII.

All of the data collected will be kept confidential and your name will not be attributed to any direct quotations in the final research report. I'd just like to confirm that you are still happy to proceed with this interview and if you have any questions?

Interview questions

Location: _____ CFS _____ Date _____
Promoting organization _____ CFS typology _____
CFS status: Open/Closed/Transitioned into something else _____

- 1. Can you begin by telling me what was your role during the emergency response, early recovery and rehabilitation phases carried out in between November 2013 and November 2014?**
- 2. When was this CFS established?**
- 3. Who decided to set it up?**

4. Why was it established?

Possible probes (use only if necessary):

- a. What were the objectives?
- b. Have these changed over time?

5. Before the Typhoon, what protection needs did children and teenagers have in your community?

Possible probes (use only if necessary):

[to be adapted in discussion with researchers during training and piloting and if required as the research progresses]

- a. Did girls get married at an early age?
- b. Did children go to school and if not why not?
- c. Did children work? In what kinds of activities?
- d. To what extent were children or teenagers the victim of abuse or violence?
- e. To what extent were children or teenagers the victim of sexual abuse? and exploitation?
- f. Are there specific groups of children or teenagers, which are discriminated against? (those with disabilities, from particular ethnic groups, etc.)
- g. To what extent were children or teenagers neglected by their parents or caregivers?
- h. To what extent were there children or teenagers without parental care?
- i. To what extent were children or teenager consuming drugs or alcohol?
- j. Etc.

6. Immediately after the Typhoon, what protection needs did children or teenagers have in your community? (we will talk later about the needs that arose a few months after the Typhoon).

Possible probes (use only if necessary):

[to be adapted in discussion with researchers during training and piloting and if required as the research progresses]

- a. Injury
- b. Loss of parents / relatives / caregivers
- c. Fear / scared / distressed / had nightmares, etc.
- d. Violence, Abuse
- e. Sexual violence / prostitution
- f. Exploitation
- g. Child Marriage
- h. Child Labour
- i. Etc.

7. Immediately after the Typhoon Yolanda, how were children or teenagers protected in the community and which support was available?

8. How did the CFS deal with CP issues? (Did they adequately identify existing CP issues? Did they adequately respond to existing CP issues identified? Were their responses coordinated with the responses provided by others in the community?)

9. A few months after the Typhoon, did the protection needs of children and teenagers (and their families) change?

Possible probes (use only if necessary):

- a. Were there new needs that had not existed in the immediate aftermath of the Typhoon? If so, which?
- b. Were there needs that had not been apparent in the immediate aftermath of the Typhoon and if so which ones?
- c. What were the reasons for these?

10. A few months after the Typhoon, how were children or teenagers protected in the community and which support was available? Had anything changed and, if so, what and how?

11. A few months after the Typhoon, taking into account any changes in the context and in children's and teenagers' protection needs, to what extent do you think CFS enabled child protection needs to be identified and addressed or complemented other child protection responses?

12. Was the CFS evaluated along the way and were there opportunities to adapt and improve the CFS?

13. How was the CFS structurally set up, e.g. in a tent, in an already existing structure, etc., where and why? Has this changed through the year? In your experience, how suitable was the structure and location?

14. Were there any issues around the reception of the tent or any other materials required for the set-up and implementation of the CFS?

15. Which information was collected by the CFS, when was it collected and what was it used for? How was it stored and shared?

16. How well were the CFS interventions coordinated with local authorities and with other protection actors?

Try and ascertain which local authorities (e.g. (such as the Barangay captain or the police) and protection actors they are considering (MSWDO, NGOs, medical staff, teachers, etc...)

17. Was the CFS clearly connected to specialized child protection services when children and teenagers with specialized needs were identified?

- a. Were children and teenagers referred to another service when needed and how did this referral process function if any?

18. Were there any specific efforts made to encourage groups less present in the CFS to participate?

- a. If so which groups, what efforts and how successful were they? (e.g. parents, disabled children and teenagers, children and teenagers from minority groups, children and teenagers from poor families, adolescents, girls/boys, etc.)

Please give examples.

19. Did you receive any training specific to CFS? Please describe. Did it meet your needs?

20. Did you follow any guidelines or standards for the CFS? Please describe.

21. What do you think will remain of the CFS once the NGO's funds run out?

- a. Are plans being made for the transition of CFS? If so what and to whom?

Or in the case of closed CFS, Why did the CFS close? And what is left of it?

- a. Were plans were made for the transition of CFS? If so what and to whom?

22. Do you feel that the CFS was well adapted to respond to the needs in your community?

Possible probes (use only if necessary):

- a. Were CFS effective?
- b. Were CFS meaningful to the community?

23. What would you do differently if you could go back in time?

24. What are the three most important achievements of CFS?

25. What are the three most important challenges of CFS?

26. What do you think we can learn about the role of the CFS in emergency contexts in general, in relation to the Philippines emergency context and specifically in to Typhoon Yolanda?

I have covered all the areas I was hoping to explore with you. Is there any other information we have not covered which you think would further inform our evaluation or do you have questions for me before we finish?

Thank you for taking the time to share your views and experiences with us. We appreciate that you have taken the time to complete this interview and it has certainly been a valuable and welcome contribution to our evaluation.

Semi Structured Interview
Schedule for Government Officials
(incl. Ministry level, LGU, BCPC)

Introduction and background

Thank you for taking the time to participate in this interview. My name is _____ and this is my colleague _____ who will be taking notes if that is okay with you. We are part of a research team working under the auspices of Child Frontiers. This interview will take approximately 45 minutes if that is ok? Before we begin I'd like to give you some background to the evaluation.

Child Frontiers has been commissioned by UNICEF to assess the role and functioning of child friendly spaces in the aftermath of Typhoon Yolanda in meeting children's and teenagers' needs. This evaluation will be carried out for activities carried out in between November 2013 and November 2014. This evaluation seeks to identify any lessons learned, good practices and challenges met. It aims at identifying different approaches around the country that will inform the development of recommendations and technical guidance to further improve the operationalization and monitoring of CFS in the future.

Child Frontiers will be collecting insights, experiences and perspectives from children, teenagers and adults in 10 different communities in Regions VI and VIII.

All of the data collected will be kept confidential and your name will not be attributed to any direct quotations in the final research report. I'd just like to confirm that you are still happy to proceed with this interview and if you have any questions?

Interview questions

1. Can you begin by telling me what was your role during the emergency, early recovery and rehabilitation phases in between November 2013 and November 2014?

2. Could you tell me what were the existing child protection issues before the Typhoon Yolanda?

3. Could you let me know what child protection priorities were identified by the Government of the Philippines during the immediate relief and early recovery phase following Typhoon Yolanda?

4. What was the child protection programme seeking to achieve both immediately after the Typhoon struck as well as during the early recovery phase?

5. How did you assess what was needed after the typhoon struck?

Possible probes (use only if necessary):

- a. Were secondary data gathered available pre-crisis reviewed and analysed to inform the context and needs analysis?
- b. Were needs assessment carried out at field level and findings shared / utilised?

6. Do you think CFS were the right strategy to respond to Yolanda and did you have the opportunity to voice your opinion?

Possible probes (use only if necessary):

- a. How did you conclude that CFS should be established? Can you give me some specific examples?

7. To what extent do you think CFS enabled to address the child protection needs to be identified and addressed, or complement other child protection responses?

8. How well adapted were the CFS to the context? (Please tell us why and give us examples)

Possible probes (use only if necessary):

- a. How did they address the particular child protection needs in your area?
- b. How did they take into account the language and culture of both the CFS staff and the families using the CFS?
- c. How was the participation of minorities or most vulnerable groups ensured?

9. How well did CFS fit with the approach, priorities and modalities of work of the Government?

10. How well were the CFS interventions coordinated with local authorities and with other protection actors?

Try and ascertain which local authorities (e.g. (such as the Barangay captain or the police) and protection actors they are considering (MSWDO, NGOs, medical staff, teachers, etc...)

11. What happened to or what do you think will happen to the CFS once the NGOs move out / hand the CFS over to the barangay?

Possible probe (use only if necessary):

- a. Were plans made to ensure the effective transition of CFS to the local community or anyone else? What happened then?

12. Do communities or LGUs have the resources and capacities needed to sustain CFS and how do you foresee using them going forward?

Possible probe (use only if necessary):

- a. Were CFS meaningful to the community?

12. What do you think should be done differently could you go back in time?

13. What are the three most important achievements of CFS?

14. What are the three most important challenges of CFS?

15. What do you think we can learn about the role of the CFS in emergency contexts in general, in relation to the Philippines emergency context and specifically in to Typhoon Yolanda?

I have covered all the areas I was hoping to explore with you. Is there any other information we have not covered which you think would further inform our evaluation or do you have questions for me before we finish?

Thank you for taking the time to share your views and experiences with us. We appreciate that you have taken the time to complete this interview and it has certainly been a valuable and welcome contribution to our evaluation.

Semi Structured Interview **Schedule for Program Staff** (Incl. Implementing partners and UNICEF CP field staff)

Introduction and background

Thank you for taking the time to participate in this interview. My name is _____ and this is my colleague _____ who will be taking notes if that is okay with you. We are part of a research team working under the auspices of Child Frontiers. This interview will take approximately 45 minutes to 1 hour if that is ok? Before we begin I'd like to give you some background to the evaluation.

Child Frontiers has been commissioned by UNICEF to assess the role and functioning of child friendly spaces in the aftermath of Typhoon Yolanda in meeting Children/Teenager's needs. This evaluation will be carried out for activities carried out in between November 2013 and November 2014. This evaluation seeks to identify any lessons learned, good practices and challenges met. It aims at identifying different approaches around the country that will inform the development of recommendations and technical guidance to further improve the operationalization and monitoring of CFS in the future.

Child Frontiers will be collecting insights, experiences and perspectives from Children/Teenager and adults in 10 different communities in Regions VI and VIII.

All of the data collected will be kept confidential and your name will not be attributed to any direct quotations in the final research report. I'd just like to confirm that you are still happy to proceed with this interview and if you have any questions?

Interview questions

1. Can you begin by telling me what was your role during the emergency response, early recovery and rehabilitation phases between November 2013 and November 2014?

2. Could you tell me what were the existing child protection issues before the Typhoon Yolanda and which programs were you implementing to respond to these issues?

3. What was the child protection programme seeking to achieve both immediately after the Typhoon struck as well as during the early recovery phase?

4. How did you assess what was needed after the typhoon struck? Can you give me some specific examples?

Possible probes (use only if necessary):

- a. Were pre-crisis secondary data reviewed and analysed to inform the context and needs analysis?
- b. Were needs assessments carried out at field level and findings shared / utilised?
- c. What were the main child protection needs identified at the onset of the crisis?

5. How did you conclude that CFS should be established? What other child protection strategies were put in place alongside CFS (tracing and reunification, psychosocial support...), if any?

6. Was the CFS adapted to the circumstances of the Typhoon Yolanda? Please explain.

Possible probes (use only if necessary):

- a. If needs changed during the course of the year how did the child protection response adapt itself? How did the CFS adapt?

7. How well adapted were the CFS to the context? (Please tell us why and give us examples)

Possible probes (use only if necessary):

- a. How did CFS address the particular child protection needs in your area?
- b. How did CFS take into account the language and culture of both the staff and the families using them?
- c. How was the participation of minorities or most vulnerable groups ensured?

8. To what extent do you think CFS complemented other child protection responses?

9. How well were the CFS interventions coordinated with local authorities and with other protection actors?

Try and ascertain which local authorities (e.g. (such as the Baranguay captain or the police) and protection actors they are considering (MSWDO, NGOs, medical staff, teachers, etc...)

10. Which particular linkages existed between the CFS and other child protection interventions and/or services available? Can you give us specific examples?

Possible probes (use only if necessary):

- a. Was it known what child protection services were available and operating in your area?
- b. Was it known what community child protection practices existed?

11. Did you use any guidelines or minimum standards when implementing CFS?

Possible probes (use only if necessary):

- a. If so which ones?
- b. Were you able to comply with those standards?
- c. If not, what were the main challenges encountered?

12. Was disaggregated and regular data collected? What was it used for? How was it stored and shared?

13. What actions were taken to rectify emerging issues or gaps that became apparent during the CFS implementation? (i.e., inclusion of adolescents, children with disabilities, indigenous children, etc.)

14. Was the procurement and delivery of supplies needed for set-up and running of the CFS efficient?

15. To what extent do you think CFS enabled the child protection needs to be identified and addressed?

Possible probes (use only if necessary):

- a. Were there any unanticipated results (positive or negative)?
- b. What were the main challenges encountered?

16. Was there any use of innovation (device or otherwise) that contributed to the functioning of CFS (positively or negatively)?

17. What kind of resources was used in the year to sustain the CFS?

Possible probes (use only if necessary):

- a. Human resources (and its evolution)?
- b. Capacity building?
- c. Budget?

18. What was the cost of CFS compared with other emergency child protection interventions?

19. According to you are CFS sustainable in this context?

Possible probes (use only if necessary):

- a. Were CFS considered an essential part of the community strategies to ensure the care and protection of children or teenagers?
- b. If considered appropriate, do local authorities and/or civil society organisations have the resources and capacities needed to sustain CFS?
- c. If considered appropriate, have partnerships been systematically and effectively been mobilized to expand the CFS approach?
- d. What plans were made to ensure the effective transition of CFS to the local community or anyone else? What happened then?
- e. To what extent have systems been put in place with the national government and LGU's to ensure sustainability?
- f. What would stay behind after the programme is finished?

20. According to you what are the three most significant results/impact of CFS?

21. According to you what are the three most important challenges of CFS?

22. What would you do differently could you go back in time?

23. What do you think we can learn about the role of the CFS in emergency contexts in general, in relation to the Philippines emergency context and specifically in to Typhoon Yolanda?

I have covered all the areas I was hoping to explore with you. Is there any other information we have not covered which you think would further inform our evaluation or do you have questions for me before we finish?

Thank you for taking the time to share your views and experiences with us. We appreciate that you have taken the time to complete this interview and it has certainly been a valuable and welcome contribution to our evaluation.

Semi Structured Interview Schedule for UNICEF Staff

(Incl. CP Chief of section, CPIE specialist, Field CP coordinator)

Introduction and background

Thank you for taking the time to participate in this interview. My name is _____ and this is my colleague _____ who will be taking notes if that is okay with you. We are part of a research team working under the auspices of Child Frontiers. This interview will take approximately 45 minutes to 1 hour if that is ok? Before we begin I'd like to give you some background to the evaluation.

Child Frontiers has been commissioned by UNICEF to assess the role and functioning of child friendly spaces in the aftermath of Typhoon Yolanda in meeting younger children's and teenagers' needs. This evaluation will be carried out for activities carried out in between November 2013 and November 2014. This evaluation seeks to identify any lessons learned, good practices and challenges met. It aims at identifying different approaches around the country that will inform the development of recommendations and technical guidance to further improve the operationalization and monitoring of CFS in the future.

Child Frontiers will be collecting insights, experiences and perspectives from younger children, teenagers and adults in 10 different communities in Regions VI and VIII.

All of the data collected will be kept confidential and your name will not be attributed to any direct quotations in the final research report. I'd just like to confirm that you are still happy to proceed with this interview and if you have any questions?

Interview questions

1. Can you begin by telling me what was your role during the emergency response, early recovery and rehabilitation phases between November 2013 and November 2014?

2. Could you tell me what were the existing child protection issues before the Typhoon Yolanda?

3. How did you assess what was needed after the typhoon struck?

Possible probes (use only if necessary):

- a. Were pre-crisis secondary data reviewed and analysed to inform the context and needs analysis?
- b. Were needs assessments carried out at field level and findings shared / utilised?

4. What was the child protection programme seeking to achieve both immediately after the Typhoon struck as well as during the early recovery phase?

5. Did a theory of change underpin the CP/CPiE program? and if so, how?

- a. If not how would you explain the causal links between the set up of CFS and the expected results?
- b. What prompted the decision to use CFS? How did you conclude that CFS should be established? Can you give me some specific examples?

6. What were/are the different elements of the CP/CPiE response? And how did/do they complement each other?

7. What actions were taken (if any) to address emerging issues or gaps that became apparent from regular data monitoring (i.e., inclusion of adolescents, children with disabilities, indigenous children, girls/boys, etc.)?

8. Do you feel the CFS's were relevant and appropriate to the CP/CPiE Theory of Change, or programme logic? Please explain.

9. Could you tell me how the CFS were established, and how they changed over time?

Possible probes (use only if necessary):

- a. When were they established?
- b. Logistics,
- c. Staff recruitment (who)? Staff training?
- d. Monitoring?
- e. Did they seek and incorporate feedback from monitoring?
- f. Were amendments made? What and why?

10. To what extent do you think CFS enabled the child protection needs to be identified and addressed or complement other child protection responses?

Possible probes (use only if necessary):

- a. Were there any unanticipated results (positive or negative)?
- b. What were the main challenges encountered?

11. How well adapted were the CFS to the context? (Please tell us why and give us examples)

Possible probes (use only if necessary):

- a. How did they address the particular child protection needs at community level?
- b. How did they take into account the language and culture of both the CFS staff and the families using the CFS?
- c. How was the participation of minorities or most vulnerable groups ensured?

12. How well did the CFS contribute to address the child protection priorities identified by the Government of the Philippines?

13. How well were the CFS interventions coordinated with local authorities and with other protection actors?

Try and ascertain which local authorities (e.g. (such as the Barangay captain or the police) and protection actors they are considering (MSWDO, NGOs, medical staff, teachers, etc...)

14. Which particular linkages existed between the CFS and other child protection interventions and/or services available? Can you give us specific examples?

Possible probes (use only if necessary):

- a. Was it known what child protection services were available and operating in your area?
- b. Was it known what community child protection practices existed?

15. What was the cost of CFS compared with other child protection emergency interventions?

16. According to you are CFS sustainable in this context?

Possible probes (use only if necessary):

- a. Were CFS considered an essential part of the community strategies to ensure children and teenagers' care and protection?
- b. If considered appropriate, do local authorities and/or civil society organisations have the resources and capacities needed to sustain CFS?
- c. If considered appropriate, have partnerships been systematically and effectively been mobilized to expand the CFS approach?

- d. What plans were made to ensure the effective transition of CFS to the local community or anyone else? What happened then?
- e. To what extent have systems been put in place with the national government and LGU's to ensure sustainability?
- f. What would stay behind after the programme is finished?

17. According to you what are the three most significant results/impact of CFS?

18. According to you what are the three most important challenges of CFS?

19. What would you do differently could you go back in time?

20. What do you think we can learn about the role of the CFS in emergency contexts in general, in relation to the Philippines emergency context and specifically in to Typhoon Yolanda?

I have covered all the areas I was hoping to explore with you. Is there any other information we have not covered which you think would further inform our evaluation or do you have questions for me before we finish?

Thank you for taking the time to share your views and experiences with us. We appreciate that you have taken the time to complete this interview and it has certainly been a valuable and welcome contribution to our evaluation.

Group Discussion Guide

Notes for the facilitator –

Remember your facilitation skills!

Do's

- Be clear about the aims of the discussion and the research, before you start the discussion. Read your guide the night before and again before the discussion starts
- Direct the opening question to the whole group, rather than asking participants one by one.
- Encourage quiet people to talk by:
 - Chatting before the group discussion starts and getting a feel for who may be more and who may be less outspoken, be welcoming to put everyone at ease;
 - Getting everyone to introduce themselves at the outset out loud – speaking out loud again during the discussion will be easier than it was the first time;
 - Addressing questions to the whole group, looking around the group, but without making anyone feel embarrassed or showing favouritism;
 - Demonstrating that you are listening to them when they speak and interested in what they have to say by smiling and gently nodding when participants speak;
 - Giving them some 'power.' For example, by allowing them to draw diagrams or write on the flip chart;
 - Help them by asking others not to interrupt, or to allow others to finish, and give each person a turn, if need be.
- Allow participants to pose questions to each other or follow up on statements made. Do not feel that they have to spend the whole time responding to your questions; allow them to talk to each other. It helps if you and the participants sit in a circle so everyone is facing each other, rather than all facing you.
- Give participants some control over the discussion. For example, if you are writing or drawing on large sheets of paper during the discussion, allow the participants to write things down or draw themselves.
- Ask probing and clarifying questions. Draw out as much detail as possible. Always try and find out why.
- Make the discussion fun and interesting. Do not bore people by asking the same questions again and again. Use games and activities to provide variety, and include breaks.
- Do not make assumptions – we are here to learn and may miss things we had not thought of before if we do not stay open to surprises.

Do not's

- Don't ask personal questions or probe about individual experiences – try to remain impersonal and neutral, refer to children and teenagers generally, 'Children and teenagers like you and your friends', 'other children and teenagers'. If anyone in the

group looks uncomfortable, move the discussion on and take the focus off the issue that was being discussed. We do not know what the group participants have experienced and do not want to expose any in the group or make them relive events they may not want to.

- Don't allow one person to dominate the discussion. You can:
 - Let the participant speak first once but specifically ask what others think at the end and stress we want to hear a wide range of opinions and experiences. Next time try and direct the first answer to someone else.
 - Ignore the dominating participant politely.
 - Thank the participant but explain that that you also want to give everyone the opportunity to speak if they have something to say and want as wide a range of opinions as possible.
 - If need be, ask participants not to interrupt.
 - You might have to stop the discussion or take the person to one side. Maybe someone else can help.
 - Form sub-groups.
- Although you want the discussion to be relaxed and not formal, don't allow it to get out of control. If participants start talking about an irrelevant topic, lead them back onto the right subject by asking them more questions.
- Don't restrict yourself to a set list of questions during the discussion or make assumptions. Listen to what people have to say, and make up your own questions in response. Remember that it's a discussion and you are there to learn - so long as the discussion meets the aims of the research, it is fine to ask other questions.
- Don't allow long awkward silences - try to keep the discussion going, even if this means asking a few irrelevant questions.
- Don't go over the time you have told agreed with the participants that the discussion will last. If it looks as though it might go on, ask the participants if that is OK with them and agree how much longer the discussion will last.

Group Discussion Guide

Children aged 7-12.

Notes for the facilitator - you do not need to read this out to the group at the start!

The purpose of this activity is to get insight into the following questions:

- How did CFS respond to the situation after Yolanda?
- What was the group's experience with them? Did this change over time?
- What did the participants think about them? Why? Do they think the CFS met a purpose and if so what was it?
- What were the kinds of protection risks (violence, abuse, exploitation, neglect, etc.) that children faced before and after the Typhoon Yolanda struck? Did the CFS make any difference to these? Why? Did anything else? Could something else have been done as well, differently or instead that might have made a difference for children?
- Are there lessons that can be learned? Positive or negative?
- Does the group have suggestions or ideas that might be useful in a similar situation?

Preparation - What you need to do:

- Arrange sufficient chairs in a circle (including one for you and one for the note taker)
- Prepare 4 drawings of a happy girl, a happy boy, an unhappy girl and an unhappy boy on different cardboard.
- Have some sticky dots or equivalent (e.g. post it notes) available for voting.
- Put a few blank ones on the wall/flip chart holder in case you feel you might need them.

Discussion - What you need to do:

1. *Chat informally before inviting everyone to come and sit in a circle formation with you and the note taker. Make sure that everyone is seated comfortably. Introduce yourself and the note taker and explain the purpose of the research:*

Thank you for taking the time to participate in this discussion. My name is _____ and this is my colleague _____ who will be taking notes if that is okay with you. We are part of a research team working with an organisation called Child Frontiers.

Before we begin I'd like to give you some background to our work.

We are working with UNICEF to understand with your help what happened after Typhoon Yolanda, what help was provided to protect children and see what could be done better if there is a similar emergency again. Over the next couple of weeks we will be going to different places around the country speaking to lots of girls and boys and also adults who look after children.

We want you to know that although we are taking notes, this is so that we are as accurate as possible and do not forget anything you say. None of your names will be given in any conversations we have with anyone else nor will your names appear in the report we write at the end. If at any stage you want to leave, that is OK and you won't get into trouble if you do.

Our discussion will take approximately 2-2.5 hours.

Before going forward, do any of you have any questions and are you still happy to proceed?

2. *Start with a game such as tossing a ball around the group and shouting out the name of the person who threw it and your name so everyone is introduced to each other. You and the note taker should be part of the group and should make it fun. Then adapt the game and make them say their name and one of the things they like.*

3. Address the group:

We want you to help us understand how life was for children before Typhoon Yolanda struck. Could you tell us a bit about how children like you and your friends lived before then?

Show them the happy girl and the happy boy and the sad girl and the sad boy. Explain that one girl is happy and one girl is sad, one boy is happy and one boy is sad. Ask them to suggest names for each of them – if agreement is easy keep moving on. If not, get them to vote perhaps by grouping together if they agree on a name or by a show of hands.

Ask: what made the girl happy before Yolanda and what made the boy happy? Repeat their answers when they shout them out.

Then ask: what made the girl unhappy before Yolanda and what made the boy unhappy? Repeat their answers when they shout them out.

Ask probing questions to get as detailed information and understanding as possible!

- School: Did they go to school? Did some girls or some boys not go to school? Which children?
- Work: Did children have to do any other work? Which children, what kind of work...?
- Spare time: What did children do in their spare time?

*Make sure you understand if the happy or unhappy children went or did not go to school; worked/did not work, etc. – **don't assume!***

Ask: Who cared for the happy girl and kept her safe? Then ask about the happy boy, the unhappy girl and the unhappy boy

4. Can you tell us if that is the same today? If not, what has changed? Let's start with the happy boy ... *Go through the same process as above.*

Try to understand

- *Why and how things changed?*
- *When did things change?*

Although we are particularly interested in the impact of Typhoon Yolanda, allow the group time to bring this out. If they need some focus or direction, then ask how the Typhoon Yolanda changed the situation.

It might be useful to refer to Christmas or New Year 2013, Easter 2014, when school reopened, or the school holidays started, or other notable events that the children might remember to help them focus. Be aware that Typhoon Ruby and Seniang occurred over last Christmas (2014) and this will be fresh in their minds. Make sure you understand when changes occurred.

Things may have changed several times or in different ways for different reasons. Do not assume anything – listen to the group and allow them to explain how they see the situation.

Try to draw out the immediate and the later changes.

Ask probing questions to get as detailed information as possible! E.G.

- Why is this a problem or more of a problem after Yolanda compared with before?
- How or why might these things happen to children? Who might do these things to children?
- Would the children seek help from anyone? Who? Why?
- Then what might happen?
- Would anyone intervene if they knew this was happening or could happen to a child – and if so what might then happen? *Listen out for and prompt if necessary: teachers, parents/caregivers, friends, other family or community members, strangers? Police?*
- If no one would intervene, why not?

Ask: Who cares for the happy girl today and keeps her safe? Then ask about the happy boy, the unhappy girl and the unhappy boy.

Watch for and take note of everyone's reactions – does every one seem to agree? Or are some people looking as if they don't agree? If anyone looks uncomfortable, move on, do not probe the issue and do not probe anyone who looks uncomfortable.

5. *Ask for a show of hands of who went to a child friendly space and then for who never did.*
6. Ask: Can you explain what the child friendly spaces were there to do?
 - Was there anything else?
 - Does anyone else have any ideas?

You can choose whether to write or draw the answers they shout out on a flip chart or just nod and repeat each answer and encourage more answers.

Then probe the answers to each of them. You may find that several suggestions are very similar – group these together.

For example if someone said play, ...

Ask: Someone said the child friendly space was there for playing – how did that work?

Ask probing questions to get as detailed information as possible! E.G.

- How? Why? Who was involved?
- Can you give some examples?

- Ask about the play equipment.
- Does anyone think anything else or want to add anything?

If no one mentions anything relating to protection of children, don't worry, just note that and we will have an opportunity to draw that out below.

7. Ask: Which kind of children attended the child friendly space? Did the happy girl go to the child friendly space? The happy boy? The unhappy girl? The unhappy boy?

Ask probing questions to get as detailed information and understanding as possible! E.G.

- Why did some children not go to a child friendly space? And which children were these? *Again avoid asking individual children in the group why they did not go – keep it impersonal and neutral.*
- Does anyone else have any other ideas?
- Did more younger or older children go?
- Did more boys or girls go?

8. Address the group: Let's say the unhappy girl was invited to go to the child friendly space. When she gets there would anyone do anything to help her? What do you think happened to her? What kinds of things would they do?

Then ask the same of the unhappy boy.

Ask probing questions to get as detailed information and understanding as possible what that might be!

Keep your ears open for any links with any other services or referral by the CFS staff.

9. Ask: If there were to be another similar typhoon like Yolanda in the Philippines, what would you suggest the authorities (Barangay captain / MSWDO / Police) and organizations like [*insert a list of locally known NGOs including the one that ran the CFS*] do for the happy girl and boy and for the unhappy girl and boy?

- Do you have any particular suggestions or ideas you can share with us?
- Should they do things the same?
- Is there anything they or anyone else should do differently?
- Is there anything that they or anyone else could do better?

Start with that open question but if the group needs to be directed towards protection issues, refer back to the earlier discussion that the group drew up early on in the discussion of what made the girl and boy happy or unhappy that existed pre- and post-typhoon.

10. Remember, before wrapping up, you may not get another opportunity so:

- *If any contradictions emerged try and clarify them now.*
- *If you are unsure or confused about anything, try and clear that up now.*
- *If something interesting came up and you didn't get a chance to probe – now is your chance!*

Thank everyone for their participation and encourage them to come to you if they have anything more they want to say, or if they have any questions.

Group Discussion Guide

Adolescents aged 13-17

Notes for the facilitator - you do not need to read this out to the group at the start!

The purpose of this activity is to get insight into the following questions:

- How did CFS respond to the situation after Typhoon Yolanda?
- What was the group's experience with them? Did this change over time?
- What did the participants think about them? Why? Do they think the CFS met a purpose and if so what was it?
- What were the kinds of protection risks (violence, abuse, exploitation, neglect, etc.) that children or teenagers faced before and after the Typhoon Yolanda struck? Did the CFS make any difference to these? Why? Did anything else? Could something else have been done as well, differently or instead that might have made a difference for children or teenagers ?
- Are there lessons that can be learned? Positive or negative?
- Does the group have suggestions or ideas that might be useful in a similar situation?

Preparation - What you need to do:

- Arrange sufficient chairs in a circle (including one for you and one for the note taker)
- Prepare flip charts entitled:
 - Risks to children or teenagers before Yolanda
 - Risks to children or teenagers after Yolanda
 - Child Friendly Space - Purpose
- Have these ready stuck on a wall or on a flip chart holder but keep the heading of each covered until you are ready to start writing on it. Write clearly and ensure you have enough working markers.
- Have some sticky dots or equivalent (e.g. post it notes) available for voting.
- Put a third blank one on the wall/flip chart holder in case you feel you might need it.

Discussion - What you need to do:

1. Chat informally before inviting everyone to come and sit in a circle formation with you and the note taker. Make sure that everyone is seated comfortably. Introduce yourself and the note taker and explain the purpose of the research:

Thank you for taking the time to participate in this discussion. My name is _____ and this is my colleague _____ who will be taking notes if that is okay with you. We are part of a research team working with an organisation called Child Frontiers.

Before we begin I'd like to give you some background to our work.

We are working with UNICEF to understand with your help what happened after Typhoon Yolanda, what help was provided to protect children or teenagers and see what could be done better if there is a similar emergency again. Over the next couple of weeks we will be going to different places around the country speaking to girls and boys and adults who look after children or teenagers.

We will be making recommendations in a report to guide and improve emergency responses for children or teenagers in the Philippines and elsewhere. You can see the report of our findings when it is finished if you wish.

We want you to know that although we are taking notes, this is so that we are as accurate as possible and do not forget anything you say. None of your names will be given in any conversations we have with anyone else nor will your names appear in the report we write. If at any stage you want to leave, that is OK and you won't get into trouble if you do.

Our discussion will take approximately 2 hours.

Before going forward, do any of you have any questions and are you still happy to proceed?

2. *Get informed consent if not already done (the forms may already have been signed so affirm they've given consent and they are happy to proceed).*
3. *Start with a game such as tossing a ball around the group and shouting out the name of the person who threw it and your name so everyone is introduced to each other. You should be part of the group and should make it fun. Then adapt the game and make them say their name and one of the things they like.*
4. Address the group:

We want to understand how life was for teenagers before Typhoon Yolanda struck. Could you tell us a bit about how teenagers like you and your friends lived before then?

Do not be too personal or probe about individual children's or teenagers' lives to avoid putting children or teenagers who have experienced protection issues being exposed in front of the others or having to relive them.

Ask probing questions to get as detailed information as possible!

- a. Did children or teenagers go to school? Did some not? Which children or teenagers?
- b. Did children or teenagers have to do any other work? Which children or teenagers, what kind of work...?
- c. What did children or teenagers do in their spare time?
- d. Who do you feel were the important people who cared for children or teenagers and kept them safe?

As the teenagers answer, sketch what they say onto a flip chart so there is a rich visual record that you can refer back to.

5. Can you tell us if that is the same now? If not, what has changed?
 - Why? How?
 - When did things change? How? Why?

Although we are particularly interested in the impact of Typhoon Yolanda, allow the group time to bring this out. If they need some focus or direction, then ask how the Typhoon changed the situation.

Things may have changed several times or in different ways for different reasons. Do not assume anything – listen to the group and allow them to explain how they see the situation.

Sketch the answers on the same or a different flip chart if you want in a different color.

6. Address the group:

We want to understand what kind of problems children or teenagers like you and your friends might have faced in your community before Typhoon Yolanda struck and how they were dealt with? First, can anyone give me some idea of problems children or teenagers might have faced – I will write them on this flip chart.

Go to the flip chart entitled 'Risks to children or teenagers before Yolanda' and disclose the heading. As the participants list issues, write them scattered across the page randomly in one or two words each.

Some may already have come up in the previous question and if so you can prompt the participants with some of those.

If the group needs to be redirected towards protection risks, ask if pre-identified, well known ones were a possible problem for some children or teenagers – such as not going to school, having to work, being sent away to work, the risk of trafficking, being beaten or abused, ...

Once you have a list get the group to rank the top two or three most problematic. This could be done through a discussion or asking each participant to stick a sticky dot on the three they think most problematic. Circle the top three in a different color so they stand out clearly.

Then probe each risk in turn to try to understand them better. It will be important to understand the issues in advance but do not make any assumptions. Listen to the group – their answers may surprise us.

- a. How or why might these things happen to children or teenagers? Who might do these things to children or teenagers?
- b. Would the children or teenagers seek help from anyone? Who? Why?

- c. Then what might happen?
- d. Would anyone intervene if they knew this was happening or could happen to a child or teenager – and if so what might then happen? *Listen out for and prompt if necessary: teachers, parents/caregivers, friends, other family or community members, strangers? Police?*
- e. If no one would intervene, why not?

Ask: Does anyone have anything else to add; do you generally agree or disagree?

Ask probing questions to get as detailed information as possible!

Watch for and take note of everyone's reactions – does every one seem to agree? Or are some people looking as if they don't agree? If anyone looks uncomfortable, move on, do not probe the issue and do not probe anyone who looks uncomfortable.

7. Address the group:

We also want to understand what kind of problems children or teenagers like you and your friends might have faced in your community **after** Typhoon Yolanda struck and how they were dealt with? Were these the same as before Yolanda, were there any new ones?

Go to the flip chart entitled 'Risks to children or teenagers after Yolanda' and disclose the heading. As the participants list issues, write them scattered across the page randomly in one or two words each.

Try to draw out immediate risks and risks that developed over time or later. You may want to have two flip charts or ask probing questions to clarify whether they were immediate or later risks. You may want to suggest ask about before Christmas or New Year and after Christmas or New Year, which are events that children are likely to remember. Are there others? Easter?

If the group needs to be redirected towards protection risks, ask if pre-identified, well known ones were a possible problem for some children or teenagers – such as not going to school, having to work, being sent away to work, the risk of trafficking, being beaten or abused, becoming separated from their family, ...

Once you have a number of problems written up, get the group to rank the top two or three most problematic again by discussion or using sticky dots. Circle the top three in a different color so they stand out clearly.

Then probe each risk in turn to try to understand them better. Again, do not make any assumptions. Listen to the group – their answers may surprise us.

The three most problematic might be the same as the three identified before Yolanda in which case try to draw out what, if any changes there were in their nature or how children or teenagers or others responded to them.

Then move onto the two or three most problematic ones that were not listed on the before Yolanda chart.

Ask probing questions to get as detailed information as possible! E.G.

- a. Why is this a problem or more of a problem after Yolanda compared with before?
- b. How or why might these things happen to children or teenagers? Who might do these things to children or teenagers?
- c. Would the children or teenagers seek help from anyone? Who? Why?
- d. Then what might happen?
- e. Would anyone intervene if they knew this was happening or could happen to a child – and if so what might then happen? *Listen out for and prompt if necessary: teachers, parents/caregivers, friends, other family or community members, strangers? Police?*
- f. If no one would intervene, why not?

Ask: Does anyone have anything else to add; do you generally agree or disagree?

Watch for and take note of everyone's reactions – does every one seem to agree? Or are some people looking as if they don't agree? If anyone looks uncomfortable, move on, do not probe the issue and do not probe anyone who looks uncomfortable.

8. *Ask for a show of hands of who went to a child friendly space and then for who never did.*
9. Ask: Can you explain what the child friendly spaces were there to do?
 - Was there anything else?
 - Anything else?
 - Does anyone else have any ideas?
10. Which children or teenagers attended the child friendly space? Why did some children or teenagers not go to a child friendly space?

Again avoid asking individual children or teenagers in the group why they did not go – keep it impersonal and neutral.

Ask probing questions to get as detailed information as possible! E.G.

- Does anyone else have any other ideas?
- Did more younger or older children or teenagers go?
- Did more boys or girls go?
- Were there any children with a disability there?

Go to the flip chart entitled 'Child Friendly Space – Purpose', disclose the title and write the ideas succinctly in one or two words scattered randomly across the page.

Ask: Which were the two or three most important among this list.

Once agreement is reached, circle the top two or three in a different color so they stand out.

Then pointing to each one in turn:

Ask: How did the child friendly space address this one - XXXX?

Ask probing questions to get as detailed information as possible! E.G.

- How? Why? Who?
- Can you give some examples?
- Does anyone think anything else or want to add anything?

Ask: Was there anything the child friendly space could or should have done differently or better to achieve XXX?

Then move on to the next objective and repeat the process to understand how the objective was dealt with.

Then move on to the third objective and repeat the process to understand how the objective was dealt with.

11. Ask: Going back to the list of problems children or teenagers faced, was the child friendly space able to address any of the problems children faced?

Point to the two flip charts entitled 'Risks to children before/after Haiyan' and if need be prompt by listing the two or three ranked as most problematic risks.

Ask: Did the staff in the child friendly space help to address any of the problems children faced through any other means, for example by putting them in touch with someone else?

12. Ask: If there were to be another similar typhoon in the Philippines, what would you suggest the authorities like the Barangay captain, MSWDO or the police and organizations like *[insert a list of locally known NGOs including the one that ran the CFS]* do?

Start with that open question but if the group needs to be directed towards protection issues, refer back to the list that the group drew up early on in the discussion of risks that existed pre- and post- typhoon.

- Do you have any particular suggestions or ideas you can share with us?
- Is there anything they should do differently?

- Is there anything that could be done better?

13. Remember, before wrapping up, you may not get another opportunity so:

- a. If any contradictions emerged try and clarify them now.*
- b. If you are unsure or confused about anything, try and clear that up now.*
- c. If something interesting came up and you didn't get a chance to probe – now is your chance!*

Thank everyone for their participation and encourage them to come to you if they have anything more they want to say, or if they have any questions.

Group Discussion Guide

Adults (parents/caregivers)

Notes for the facilitator - you do not need to read this out to the group at the start!

The purpose of this activity is to get insight into the following questions:

- How did CFS respond to the situation after Typhoon Yolanda?
- What was the group's experience with them? Did this change over time?
- What did the participants think about them? Why? Do they think the CFS met a purpose and if so what was it?
- What were the kinds of protection risks (violence, abuse, exploitation, neglect, etc.) that children or teenagers faced before and after the Typhoon Yolanda struck? Did the CFS make any difference to these? Why? Did anything else? Could something else have been done as well, differently or instead that might have made a difference for children or teenagers?
- Are there lessons that can be learned? Positive or negative?
- Does the group have suggestions or ideas that might be useful in a similar situation?

Preparation - What you need to do:

- Arrange sufficient chairs in a circle (including one for you and one for the note taker)
- Prepare flip charts entitled:
 - Risks to children or teenagers before Yolanda
 - Risks to children or teenagers after Yolanda
 - Child Friendly Space - Purpose
- Have these ready stuck on a wall or on a flip chart holder but keep the heading of each covered until you are ready to start writing on it. Write clearly and ensure you have enough working markers.
- Have some sticky dots or equivalent (e.g. post it notes) available for voting.
- Put a few blank charts on the wall/flip chart holder in case you feel you might need them.

Discussion - What you need to do:

1. Chat informally before inviting everyone to come and sit in a circle formation with you and the note taker. Make sure that everyone is seated comfortably. Introduce yourself and the note taker and explain the purpose of the research:

Thank you for taking the time to participate in this discussion. My name is _____ and this is my colleague _____ who will be taking notes if that is okay with you. We are part of a research team working with an organisation called Child Frontiers.

Before we begin I'd like to give you some background to our work.

Child Frontiers has been asked by UNICEF to assess the role and functioning of child friendly spaces in the aftermath of Typhoon Yolanda in meeting children's and teenagers' needs. Our teams will be collecting insights, experiences and perspectives from children or teenagers and adults in 10 different communities in Regions VI and VIII over the next few weeks.

This evaluation seeks to understand how the child friendly spaces worked, identify any lessons learned and good practices, what could have been done better and understand any challenges met. We will be making recommendations in a report to guide and improve emergency responses for children or teenagers in the Philippines and elsewhere. You can see the report of our findings when it is finished if you wish..

We will not repeat any of your names all of which will remain confidential. Although we are taking notes, this is so that we are as accurate as possible and do not forget anything you say. None of your names will be given in any conversations we have with anyone else nor will your names appear in the report we write.

This discussion will take approximately 2 hours.

Before going forward, do any of you have any questions and are you still happy to proceed with this discussion?

2. *Get informed consent if not already done (the forms may already have been signed so affirm they've given consent and they are happy to proceed).*
3. *Ask everyone to introduce themselves by their first name and say where they come from. Start by reintroducing yourself by your first name and then move to the person to your left or right and continue round the circle.*

4. Address the group:

We want to understand how life was for children or teenagers before Typhoon Yolanda struck. Could you tell us a bit about how children or teenagers in your community lived before then?

Do not be too personal or probe about their own individual children or teenagers lives to avoid putting any participants who themselves or whose children or teenagers have experienced protection issues being exposed in front of the others or having to relive them.

Ask probing questions to get as detailed information as possible!

- d. Did children or teenagers go to school? Did some not? Which children or teenagers?
- e. Did children or teenagers have to do any other work? Which children or teenagers, what kind of work...?
- f. What did children or teenagers do in their spare time?

- g. Who do you feel were the important people who cared for children or teenagers and kept them safe?

If you feel you want to you can draw their answers on a flip chart to build up a rich picture that you and the participants can refer back to.

5. Can you tell us if that is the same now? If not, what has changed?

- Why? How?
- When did things change? How? Why?

Although we are particularly interested in the impact of Typhoon Yolanda, allow the group time to bring this out. If they need some focus or direction, then ask how the Typhoon changed the situation.

Things may have changed several times or in different ways for different reasons. Do not assume anything – listen to the group and allow them to explain how they see the situation.

6. Address the group:

We want to understand what kind of problems children or teenagers in your community might have faced before Typhoon Yolanda struck and how they were dealt with? First, can anyone give me some idea of problems children or teenagers might have faced – I will write them on this flip chart.

Go to the flip chart entitled 'Risks to children or teenagers before Yolanda and disclose the heading. As the participants list issues, write them scattered across the page randomly in one or two words each.

If the group needs to be redirected towards protection risks, ask if pre-identified, well known ones were a possible problem for some children or teenagers – such as not going to school, having to work, being sent away to work, the risk of trafficking, being beaten or abused, ...

Once you have a list get the group to rank the top two or three most problematic. This could be done through a discussion or asking each participant to stick a sticky dot on the three they think most problematic. Circle the top three in a different color so they stand out clearly.

Then probe each risk in turn to try to understand them better. It will be important to understand the issues in advance but do not make any assumptions. Listen to the group – their answers may surprise us.

- h. How or why might these things happen to children or teenagers? Who might do these things to children or teenagers?

- i. Would the children or teenagers seek help from anyone? Who? Why?
- j. Then what might happen?
- k. Would anyone intervene if they knew this was happening or could happen to a child – and if so what might then happen? *Listen out for and prompt if necessary: teachers, parents/caregivers, friends, other family or community members, strangers? Police?*
- l. If no one would intervene, why not?

Ask: Does anyone have anything else to add; do you generally agree or disagree?

Ask probing questions to get as detailed information as possible!

Watch for and take note of everyone's reactions – does every one seem to agree? Or are some people looking as if they don't agree? If anyone looks uncomfortable, move on, do not probe the issue and do not probe anyone who looks uncomfortable.

7. Address the group:

We also want to understand what kind of problems children or teenagers might have faced in your community after Typhoon Yolanda struck and how they were dealt with? Were these the same as before Yolanda, were there any new ones?

Go to the flip chart entitled 'Risks to children or teenagers after Yolanda' and disclose the heading. As the participants list issues, write them scattered across the page randomly in one or two words each.

If the group needs to be redirected towards protection risks, ask if pre-identified, well known ones were a possible problem for some children or teenagers – such as not going to school, having to work, being sent away to work, the risk of trafficking, being beaten or abused, becoming separated from their family, etc.

Once you have a number of problems written up, get the group to rank the top two or three most problematic again by discussion or using sticky dots. Circle the top three in a different color so they stand out clearly.

Then probe each risk in turn to try to understand them better. Again, do not make any assumptions. Listen to the group – their answers may surprise us.

The three most problematic might be the same as the three identified before Yolanda in which case try to draw out what, if any changes there were in their nature or how children or teenagers or others responded to them.

Then move onto the two or three most problematic ones that were not listed on the before Yolanda chart.

Ask probing questions to get as detailed information as possible! E.G.

- m. Why is this a problem or more of a problem after Yolanda compared with before?
- n. How or why might these things happen to children or teenagers? Who might do these things to children or teenagers?
- o. Would the children or teenagers seek help from anyone? Who? Why?
- p. Then what might happen?
- q. Would anyone intervene if they knew this was happening or could happen to a child – and if so what might then happen? *Listen out for and prompt if necessary: teachers, parents/caregivers, friends, other family or community members, strangers? Police?*
- r. If no one would intervene, why not?

Ask: Does anyone have anything else to add; do you generally agree or disagree?

Watch for and take note of everyone's reactions – does every one seem to agree? Or are some people looking as if they don't agree? If anyone looks uncomfortable, move on, do not probe the issue and do not probe anyone who looks uncomfortable.

8. Ask: Can anyone explain what the child friendly spaces were there to do?
- Was there anything else?
 - Anything else?
 - Does anyone else have any ideas?

Go to the flip chart entitled 'Child Friendly Space – Purpose', disclose the title and write the ideas succinctly in one or two words scattered randomly across the page.

8.1 Ask: Which were the two or three most important among this list.

Once agreement is reached, circle the top two or three in a different colour so they stand out.

Then pointing to each one in turn:

8.2 Ask: How did the child friendly space address this one - XXXX?

Ask probing questions to get as detailed information as possible! E.G.

- How? Why? Who?
- Can you give some examples?
- Does anyone think anything else or want to add anything?

8.3 Ask: Do you think there was there anything the child friendly space could have or should have done differently or better to achieve XXX?

Then move on to the next objective and repeat the process to understand how the objective was dealt with.

Then move on to the third objective and repeat the process to understand how the objective was dealt with.

9. Ask: Was the child friendly space able to address any of the problems children or teenagers faced?

Point to the two flip charts entitled 'Risks to children or teenagers before/after Yolanda' and if need be prompt by listing the two or three ranked as most problematic risks.

Ask: Did the staff in the child friendly space help to address any of the problems children or teenagers faced through any other means, for example by putting them in touch with someone else?

10. Ask: Which kind of children or teenagers attended the child friendly space? Why did some children or teenagers not go to a child friendly space? *Again avoid asking individual children or teenagers in the group why they did not go – keep it impersonal and neutral.*

Ask probing questions to get as detailed information as possible! E.G.

- Does anyone else have any other ideas?
- Did more younger or older children or teenagers go?
- Did more boys or girls go?

11. Ask: Was there anything else the child friendly space might have done that might have been useful?

Ask: If there were to be another similar typhoon in the Philippines, what would you suggest the authorities such as the Barangay captain or the police and organizations like [*insert a list of locally known NGOs including the one that ran the CFS*] do?

Start with that open question but if the group needs to be directed towards protection issues, refer back to the list that the group drew up early on in the discussion of risks that existed pre- and post- typhoon.

- Do you have any particular suggestions or ideas you can share with us?
- Is there anything they should do differently?
- Is there anything that could be done better?

12. Remember, before wrapping up, you may not get another opportunity so:

- s. *If any contradictions emerged try and clarify them now.*
- t. *If you are unsure or confused about anything, try and clear that up now.*
- u. *If something interesting came up and you didn't get a chance to probe – now is your chance!*

Thank everyone for their participation and encourage them to come to you if they have anything more they want to say, or if they have any questions.

Interviewer Guide

Case Stories

Approximately 30 minutes – 1 hour

This exercise will be adapted as appropriate and used with research participants who have direct experience of child friendly spaces including:

1. Service providers (government and NGO);
2. Community child protection actors (community leaders, CBOs);
3. Service users (families and youth over the age of 18).

Especially in the case of service users, including youth who have experienced violence, the exercise will only be undertaken if national researchers are adequately skilled in child-sensitive research techniques, and if follow-up services are in place to assist those who may be negatively affected by recalling their past experiences. No research participant will be asked to recount any actual incident of violence, abuse, exploitation or neglect nor the details of Typhoon Yolanda and its circumstances, only the services or help they received afterwards. The following will be adapted according to the type of respondent.

Introduction

Thank you for making time to meet with me. As we discussed before, I am here as part of a research team that aims to better understand how child friendly spaces worked in the aftermath of Typhoon Yolanda and what lessons we might learn from that experience for any future similar situations here in the Philippines or elsewhere. In particular, the purpose of this interview is to understand more about the work of those with responsibilities for helping children and teenagers who are at risk of or suffering, physical, emotional or sexual harm in or after an emergency.

I've invited you to meet with me today because you have experience of children and teenagers in that kind of situation through your work / in your community. I'd like to find out a bit more by asking you to tell me about one case of a child in the aftermath of Typhoon Yolanda and their involvement with a child friendly space that you are familiar with or which you've dealt with recently.

If you agree, I would like to record the interview to make sure we capture all of the details of what you tell us. Rest assured though that only members of the research team will hear the recording, and your name will not appear anywhere in our records or reports. I also do not need or want to know the name or names of the child and their name will also not appear anywhere in our records.

I'd like you to think about a case of a girl or boy that you have recently dealt with in your work.

Interviewer:

- 1. Please tell us your job title and the name/type of your agency**

- 2. Please tell me briefly about the situation you have been thinking about, as well as the age and gender of the child. Could you suggest a false name for the child and use that instead of his or her real name as we discuss the case.**

- 3. Without naming any names of the child, family members or community, please describe how you first got involved in the case and what you did, step by step, to respond.**

Prompt, as necessary, to ensure that the respondent includes the following details in a sequential manner wherever possible:

- 1) How did the case first come to light?
- 2) Who reported the case to you?
- 3) Who else / what other agencies became involved?
- 4) Who made the decisions about the case?
- 5) What support / help was given to the child and / or his family, and why?
- 6) Were the child and / or family members involved in deciding what should be done?
- 7) Was anyone else involved and what did they do?
- 8) Please describe the changes in the situation of the child and / or his family following the intervention.
- 9) Were you satisfied with the way this case took place? Why (or why not)?
- 10) Do you think the child and / or his family was happy with the outcome? Why (or why not)?
- 11) Were there other options available for dealing with this case? If yes, what other options were available, and why were those options not used?

When the respondent has finished the story, repeat the story back to him or her to ensure that you have not missed any details and that you have captured all of the steps.

Once you have asked these questions, ask the respondent if there is anything he/she would like to add, or if he/she has any questions for you.

Child Friendly Spaces Observation Sheet

1. General information

- a. Date (dd/mm/yy) : _____ / _____ / 2015
- b. Name of the researcher: _____
- c. Exact Location: _____
- d. Name of the CFS coordinator: _____
- e. Supporting agency: _____
- f. CFS typology: _____

OBSERVATIONS ON CHILD FRIENDLY SPACES		Yes	No
Safety of the CFS			
1	<i>Is the CFS located in a safe place? E.G. distance from roads, running drains, not subject to land falls, flash floods, not near a building that could collapse, etc.</i>		
2	<i>Is the structure of the CFS safe?</i>		
3	<i>Is the outside space of the CFS that is being used by the children safe?</i>		
4	<i>Is the outside and inside space of the CFS kept clean and orderly?</i>		
5	<i>Are there separate latrines for boys and girls situated in a safe place?</i>		
6	<i>Is there drinkable water accessible to the children?</i>		
7	<i>Are there facilities present to enable children to wash their hands?</i>		
8	<i>Are paths that children use to reach the CFS and return home after the sessions safe?</i>		
Accessibility of the CFS			
9	<i>Is the space located within 20 minutes walk from the population it served?</i>		
10	<i>Is the CFS accessible to children with a disability?</i>		
Program quality			
11	<i>Is there an activity program placed visibly in the CFS listing the schedule of activities available?</i>		
12	<i>Are the activities planned and listed tailored to the need of different age group?</i>		
13	<i>Is the work of the children displayed on the walls? (e.g. drawings, crafts, etc.)</i>		
14	<i>Is there information for children and parents/caregivers displayed to community where other services may be found?</i>		
15	<i>Are there activities schedules for parents/caregivers (e.g. support groups, information sessions, etc.)?</i>		
16	<i>Is there a complaint mechanism in place (e.g. a note visible to everyone explaining how the complaint mechanisms works, a box in which people can place their concerns, etc.)?</i>		

Other comments / observations:

Annex II. Code of Conduct for Researchers: Statement of commitment

I hereby declare that I have read and understood the ethical protocol for this research and that I will comply with the guidelines therein for the duration of this research project.

I have a duty to ensure that no one is put at risk of harm as a result of his/her participation in this research. I have a responsibility to respect participants' views and experiences and to ensure that participation in the research is in every participants' best interest. I will endeavour to ensure that the best interests of the child are respected in all dealings with children. I will do my utmost to ensure that participation in this evaluation is a positive experience for all.

While associated with this research, I will never:

1. Share information acquired from any specific individuals who participated in this evaluation with anyone outside the research team
2. Hit or physically assault any participant
3. Behave physically in a manner which is inappropriate or sexually provocative
4. Use language or offer advice which is inappropriate, offensive or abusive
5. Act in ways intended to shame, humiliate, belittle or degrade participants
6. Act in ways that may place a participant at risk of danger, abuse or exploitation
7. Act in ways which could be deemed coercive, exploitative or abusive
8. Make explicit or implied promises I cannot keep; I will strive to manage the expectations of the participants in this research
9. Encourage children to act in ways that are illegal, unsafe or abusive
10. Develop intimate physical/sexual relationships with any participant
11. Invite a child participant to my room or to stay overnight at my home unsupervised, or sleep in the same room or bed as a child participant
12. Do things for children of a personal nature that they can do for themselves

I understand that failure to comply with this Code of Conduct may result in disciplinary action, including termination of my contract.

Print full name: _____

Signature: _____

Date: _____

Annex III. Ethical protocol regarding disclosure of abuse As per the policies of Child Frontiers Ltd.

Our belief

We believe that every child has a right to protection from abuse, violence, neglect and exploitation, and that child protection is everyone's responsibility.

Our commitment

We are committed to protecting children from abuse, violence, neglect and exploitation and to taking necessary remedial action when such situations arise. In doing so, our guiding principle will always be 'the best interests of the child'.

We will address all reports and concerns of actual or alleged abuse or exploitation fairly, irrespective of who the referrer is, who the allegation is about or the nature of the concern.

No retaliation or punitive action will be taken against anyone who, in good faith, raises a child protection concern.

Our approach

Child Frontiers' child protection policies and procedures are based upon:

- **Shared understanding** of what constitutes child abuse, violence, neglect and exploitation;
- **Trained and supported personnel** who are equipped to recognize situations of abuse, violence, neglect and exploitation. They know what action is expected of them in terms of reporting and ensuring the safety of children in danger;
- **Clear lines of communication, authority and decision making** so that Child Frontiers personnel have well defined mechanisms for handing child protection concerns, and for receiving technical and other support in managing cases;
- **Promoting an organisational culture and environment** that encourages child protection concerns to be openly raised and explored;
- **Equity and fairness**, ensuring that all concerns are treated with importance and respect. This includes keeping sensitive personal information confidential, sharing it only on a 'need to know' basis;
- **Working in partnership** with other organizations which are better equipped and able to undertake investigations together with agencies and organizations that provide appropriate care and support to children, and with children and their families.

Our personnel selection and management

- Child Frontiers will only engage personnel who are professionally qualified and skilled to work with / on behalf of children. In the case where teams are recruited for the purpose of research, the child protection policy and procedures will be explained during the comprehensive training process.
- It is a condition of Child Frontiers that all personnel must accept, and be prepared to work in accordance with, the child protection policy and procedures of Child Frontiers.

Procedures

During the research on violence against children in the Philippines, it is possible that children may disclose to researchers that they or another child is at risk of abuse, violence, neglect and exploitation. Such disclosures may concern immediate and on-going risk to a child and may constitute severe or high levels of risk.

Although researchers cannot be expected to assess the level of risk to a child, all Child Frontiers personnel involved in this research have an express responsibility to act upon such disclosures and to report their concerns. Detailed and appropriate steps will be delineated during the training of researchers according to the laws and policies of the Philippines. However, at the minimum, the reporting and referral protocol will follow the process outlined below:

1. At the end of the interview or focus group discussion, the researcher to whom the disclosure has been made will report the disclosure to the Child Frontiers international researcher. A written report will be drafted to document the nature of the disclosure.
2. The international researcher (trained in risk assessment) will decide the course of action to be taken based upon an initial appraisal of the situation and risk of harm.
3. If the risk of abuse, violence, neglect and exploitation is immediate and severe, a report will be made by the researcher together with the international researcher to the local social welfare and development officer for urgent action.
4. If the risk to the child is not assessed to be immediate or severe, a report will be made by the researcher together with the international researcher and presented to the local social welfare and development officer to ensure appropriate action.
5. In all instances, Child Frontiers will work with the appropriate service providers to ensure the best interests of the child. This includes referral and support to social welfare agencies (government or NGO) to ensure the physical protection of the child, as well as cooperation with any relevant justice agencies (such as the police) to ensure the child is removed from a situation of harm. In the absence of the person who has authority to make decisions, and if a child is in a life-threatening situation,

Child Frontiers personnel have the authority to make any decisions necessary in order to protect the child from the immediate danger.

6. Where it is necessary to make a referral or a report, permission will be sought from the people involved before passing on their contact details, unless it is a life threatening situation. In such cases the referrer will be informed that their details have been disclosed, together with the name of the agency / organization to which the information was passed.
7. A written record of any reports and referrals made will be maintained by Child Frontiers. All records related to child protection referrals and concerns will be stored in a central location, with access strictly limited to the directors of Child Frontiers. Information will only be shared on a 'need to know' basis (e.g., if a criminal investigation is launched) and with the knowledge of those concerned.

Annex IV. Informed consent

Elements of Informed Consent

This evaluation uses the ‘informed consent basic elements’ checklist provided by the Centres for Disease Control. Since the proposed research is not medical in nature, does not use quantitative research methods only and largely relies on qualitative research through consultations with communities, several of the elements, specifically numbers 6, 9, 11 – 17 are not applicable.

The elements required to obtain informed consent from participants in this evaluation are specified below. These elements are incorporated into the child assent form, the adult consent form for participating children, and the consent form for adult participants.

1.	Indicate the type of consent or assent	written
2.	A statement that the evaluation involves research	✓
3.	An explanation of the purposes of the research	✓
4.	The expected duration of the subject's participation	✓
5.	A description of the procedures to be followed	✓
6.	Identification of any procedures which are experimental	N/A
7.	A description of any reasonably foreseeable risks or discomforts to the subject	✓
8.	A description of any benefits to the subject or to others which may reasonably be expected from the research	✓
9.	A disclosure of appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the subject	N/A
10.	A statement describing the extent, if any, to which confidentiality of records identifying the subject will be maintained	✓
11.	For research involving more than minimal risk, an explanation as to whether any compensation, and an explanation as to whether any medical treatments are available, if injury occurs and, if so, what they consist of, or where further information may be obtained	N/A
12.	An explanation of whom to contact for answers to pertinent questions about the research and research subjects' rights, and whom to contact in the event of a research-related injury to the subject	N/A
13.	A statement that the particular treatment or procedure may involve risks to the subject (or to the embryo or fetus, if the subject is or may become pregnant), which are currently unforeseeable	N/A

14.	Anticipated circumstances under which the subject's participation may be terminated by the investigator without regard to the subject's consent	N/A
15.	Any additional costs to the subject that may result from participation in the research	N/A
16.	The consequences of a subject's decision to withdraw from the research and procedures for orderly termination of participation by the subject	N/A
17.	A statement that significant new findings developed during the course of the research, which may relate to the subject's willingness to continue participation, will be provided to the subject	N/A
18.	The approximate number of subjects involved in the evaluation	✓

Assent form for completion by children and teenagers who take part in the evaluation⁸

NB: This form is to be provided to the child and discussed with him or her. Instead, It seeks to provide information to enable the child to make a decision about agreeing or declining to participate in this evaluation and what to expect if they do or do not and also to allow the child to feel more involved in the evaluation. Once signed by the child, it is not a legal document. In order for a child to participate in this evaluation, this form must also be accompanied by an adult authorization form (entitled 'Informed Consent Form for completion by adults on behalf of child participants').

ABOUT THE EVALUATION AND YOUR PARTICIPATION:

Why are we doing this evaluation?

We are working with UNICEF to understand with your help what happened after Typhoon Yolanda, and what should be changed, if anything, if there is a similar emergency again. We particularly want to understand what help was provided to care for children and teenagers and to ensure they felt looked after, and how that worked. We are also interested in understanding how children who had particular problems and were helped and how the child friendly spaces worked. Basically, we want to know was the way children and teenagers were looked after OK or, if there was another typhoon like Yolanda or something similar, is there a way children and teenagers could be better cared for. Over the next couple of weeks we will be going to different places around the country speaking to lots of girls and boys as well as adults who look after children to learn about these issues.

Why do we want you to take part in the evaluation?

We are asking you to be in the evaluation because we think that you have important information and opinions that can help us to understand these questions. We want to understand your point of view.

Things we want you to know about this evaluation:

The evaluation will enable UNICEF, the Government and others to learn how they might react to help children if there is a similar typhoon in the future in the Philippines.

Although we are asking you to be in the evaluation, it is up to you to decide if you want to participate or not. You can say 'Yes' or 'No' to our request and you can change your mind at any time if you choose to say yes now. Whatever you say now or later is okay and you will not be punished for your decision.

How long will you be required to be in the evaluation?

If you agree to be in the evaluation, you will participate in a group discussion with members of the same sex as you who live in the same community with you. In this session, you will be asked to do some group activities and to answer questions about the issues that the evaluation wants to learn about.

The discussion will take place for about 2-2.5 hours, on a day and at a time that does not interfere with your school or other responsibilities.

Might anything bad happen to you if you agree to participate?

⁸ 'Children' includes males and females under the age of 18 years. In this study, child respondents will be 7-17 years of age. For children 7-12 years of age the consent will be verbal, while written consent will be sought from their parents or caregivers.

Some people might find some of these issues difficult to remember or discuss in public.

It is important for us to hear your opinions and ideas about the way families, communities and children think about these questions. We promise to listen to your ideas and make sure that others get to hear about them too.

If you have had personal experiences that relate to some of the things that come up during the discussion, you may become upset and feel sad. We will not push you to talk about these experiences, and will allow you to stop talking at any point if you do not want to continue.

If you choose to tell your story but find it upsetting, you can let us know and we will provide you with someone to talk to privately who can help you deal with your feelings of distress.

What will be done with the information you share with us?

We will be writing down your views and opinions, but we will not use your name or any other personal details except your age and sex. No one but the researchers will know who said what. We will not write down your names. If you like, you can choose a pseudonym – a made up name - for yourself.

We will use what we learn to compile a report about how children and teenagers were cared for after Typhoon Yolanda and about child friendly spaces and how things could be done if there is another typhoon like Yolanda or something similar. This report will include information from our discussion as well as several other similar discussions that are taking place across the country (with approximately XX people in your community and around XXX people across districts).

We will share this report with local and national authorities and civil society organisations here as well as with UNICEF and other international organisations in order to give them the important information that they need to learn how they might be able to respond better if there is another emergency like a typhoon to ensure children are looked after. If you want to see a copy of the report when it is finished, that can be arranged.

The evaluation will not have an obvious immediate impact in your community. You won't see any changes around you. And no one will receive any gift or payment for participating in the evaluation.

Your decision to be in the evaluation

You can decide not to be in the evaluation if you do not want to.

Your decision to not be in the evaluation will not affect you in any way. No one will get into trouble if they choose not to take part.

If you agree to be in the evaluation, but later decide that you do not want to continue, you can drop out at any time without having to explain why.

What if you have questions?

If you have any questions about this evaluation after signing this form or participating in the evaluation, you can ask any of the researchers or you can call or ask the person taking care of you to call [insert who, position and contact telephone number].

NOTES:

Someone must read through and explain this assent form to you in the language that you are most comfortable with.

After they have done this, ask them any other questions that you may still have about the evaluation, and your participation in it.

When you have asked all the questions that you may have and they have responded to your questions, decide whether to be part of the evaluation or not. Whatever you decide is okay.

STATEMENT OF ASSENT:

Someone who is part of the evaluation team has told me about the evaluation.

I understand that the researchers are hoping to learn from me about what happened after Typhoon Yolanda, how children and teenagers were cared for and the child friendly spaces.

I understand that I will be asked some questions about these issues and that I will participate in session where I will play games, do group activities and talk with other children and teenagers and the researchers.

I agree that the information that is discussed in the sessions can be shared in a report that will be shared publicly but that no names will be used in that report and no one will know which things I said or did not say.

This evaluation will take place in [insert evaluation location] and should take, in total, about 2-2.5 hours of my time.

I am taking part because I want to. I have been told that I can stop at any time, and if I do not like a question, I do not have to answer it.

No one will know my answers, including members of my family or others in the community.



Yes, I agree to be part of this evaluation.

No, I do not agree to be part of this evaluation.

Name: _____ Place: _____

Signature: _____ or Thumbprint: _____

Date: _____ Age: _____

CERTIFICATION IN CASE OF ASSENT TO PARTICIPATE:

The child whose name is _____ aged _____ years has placed his/her name and signature/thumbprint on this assent form of his/her own free will.

1. Name of witness to the assent process: _____

Signature/thumbprint: _____

Date: _____

2. Name of person obtaining assent: _____

Signature: _____

Date: _____

Informed Consent Form

For completion by adults on behalf of child participants

*Note: Parents, guardians, or another adult responsible for the child must sign this consent form in order for the child to participate in this research project. This form is to be accompanied by an assent form, signed by the child. The form signed by the child is not a legal document. Instead, it is for informational purposes and to allow the child to feel more involved in the evaluation. A child's signature cannot substitute for this adult authorization form.

ABOUT THE EVALUATION AND YOUR CHILD'S PARTICIPATION:

What is this evaluation about and why are we doing it?

We are working with UNICEF to understand what happened after Typhoon Yolanda, and how they should respond if there is a similar emergency again. We particularly want to understand what help was provided to care for children in the community and to ensure they felt looked after, and how that worked. We are also interested in understanding how children who had particular problems were helped and how the child friendly spaces worked. Basically, we want to learn whether the way children were looked after the typhoon was OK or, if there was another typhoon like Yolanda or something similar, is there a way UNICEF, the government and other organizations could protect children better. Over the next couple of weeks we will be going to different places around the country speaking to lots of children, girls and boys, as well as adults who look after children to learn about these issues.

This evaluation has been commissioned by UNICEF. UNICEF wants this information so that they can better understand the perspective of children, parents/caregivers and families and can design more responsive programs and policies.

The evaluation team is composed of Filipino and international researchers.

Why are you being asked to sign this paper?

We would like you to allow your child to participate in this evaluation because he or she may have ideas or insights to share with us.

This is a consent form. It gives you information about the research to enable you make a decision about whether you would like your child to participate in the evaluation or not.

The person(s) seeking consent from you will go through the information with you before you are asked to make a decision. You can ask questions at any time as they go through this information with you.

How many children will take part in the evaluation?

An estimated XX children will take part in the evaluation spread out across XX communities or districts in the Philippines.

What will happen if you agree to allow your child to participate?

If you agree to allow your child to participate in the evaluation, your child will be asked to take part in a group discussion with other children of the same sex. Games and activities will be used to explore his or her ideas and insights related to the key issues we are exploring. The session will take approximately 2-2.5 hours and will be organized on a day and at a time that doesn't interfere with your child's schooling or responsibilities at home. Refreshments will be provided.

The comments and insights of the group will be recorded. No names or any other identifying characteristics except for age and sex will be attached to any comments and all materials and comments will be anonymous. Activities will not be filmed.

In addition to participating in the group discussion, your child can also choose to tell us his or her story or the story of a friend or relative in detail if they want their experiences to be documented as a case evaluation. There is no obligation whatsoever to do so. Again the identity of the case evaluation will be kept confidential and will not be disclosed.

No money or gifts will be provided to participants or their families or caregivers as a result of the participation of your child in the evaluation.

What will be done with the information shared with us?

We will use what we learn to compile a report about how Children/Teenager were cared for after Typhoon Yolanda, how the child friendly spaces worked and how Children/Teenager should be cared for and protected if there is another typhoon like Yolanda or something similar. This report will include information obtained from your child's group discussion, as well as from several other similar discussions that will take place across the country (with approximately XXX people in your community and around XXX people across xx districts). If you want to see a copy of the report when it is finished, that can be arranged.

We will share this report with local and national authorities and civil society organisations and with UNICEF and other international organizations in order to give them the important information that they need to better understand how to respond in an emergency situation such as after Typhoon Yolanda. However, there will not be any immediately obvious visible effect in your community as a result of the evaluation and no one, including you and your child, will receive any direct tangible benefits for participating in this evaluation.

Any information that is obtained in connection with this evaluation and that can be identified with your child will remain confidential and will be disclosed only with your permission or as required by law. Children/Teenager's identities will be kept confidential by allowing each child to use a pseudonym – a false name - if they want which they can choose for themselves during the group session.

What are the risks to your child's participation in the evaluation?

The experiences and perspectives of Children/Teenager in general will be sought and individuals' direct experience after Typhoon Yolanda will not be the focus of the group discussions.

If your child has had personal experience of some of the things that come up during the discussion or decides to share personal experiences during this session, he or she may become upset or feel sad. We will not push them to talk further about these upsetting experiences, and will allow them to stop talking at any point they want to. If your child decides to tell their story but finds it upsetting, they can tell us and we will identify someone to speak further with them privately to help them deal with their feelings.

What are your child's rights as a evaluation participant?

Participation in the evaluation is completely voluntary and if your child chooses he or she may withdraw at any time without having to give an explanation.

You may choose not to allow your child to take part in the evaluation. Your decision to not allow your child to take part in the evaluation will not affect you or your child in any way.

If you agree to allow your child to take part in the evaluation, you, like your child, are free to withdraw your consent and discontinue participation at any time without penalty and without having to give an explanation.

What if you have questions?

In case you have questions about this evaluation after signing this form/after your child's participation in the evaluation, you ask any of the researchers or can contact [insert name, position, contact telephone number].

What does your signature on this form mean?

If you sign this form, it means that you have read and understand the information provided above, that you willingly agree to allow your child to participate, that you and/or your child may withdraw your consent at any time and discontinue participation without consequences, that you will receive a copy of this form, and that you are not waiving any legal rights or claims.

STATEMENT OF CONSENT:

I have read through/someone has read for me the information contained in this consent form. I understand the purpose of the evaluation, and the requirements of my child's participation in the evaluation.

I voluntarily agree to allow my child to take part in the evaluation.

Child's Name: _____

Child's Parent/Guardian: _____

Signature/thumbprint of parent/guardian: _____

CERTIFICATION OF CONSENT:

The parent/guardian that has provided consent for his/her child's participation in the evaluation has done so voluntarily.

1. Name of witness to the consent process: _____

Signature/thumbprint: _____

Date: _____

Place: _____

2. Name of person obtaining consent: _____

Signature: _____

Date: _____

Consent Form for Adult Participants

ABOUT THE EVALUATION AND YOUR PARTICIPATION:

What is the evaluation about and why is it being done?

We are working with UNICEF to understand what happened after Typhoon Yolanda, how they responded and what they should do if there is a similar emergency again. We particularly want to understand what help was provided to care for children in the community and to ensure they felt looked after, and how that worked. We are also interested in understanding how children who had particular problems were helped and how the child friendly spaces worked. Basically, we want to learn whether the way children were looked after the typhoon was OK or, if there was another typhoon like Yolanda or something similar, is there a way UNICEF, the government and other organizations could protect children better. Over the next couple of weeks we will be going to different places around the country speaking to lots of children, girls and boys, as well as adults who look after children to learn about these issues.

This evaluation has been commissioned by UNICEF. UNICEF wants this information so that they can better understand the perspective of children, parents/caregivers and families and can design more responsive programs and policies.

The evaluation team is composed of Filipino and international researchers.

Why are you being asked to sign this paper?

This is a consent form. It gives you information about the evaluation to enable you make a decision about whether you would like to participate in the evaluation or not.

The person(s) seeking consent from you will go through the information with you before you are asked to make a decision. You can ask questions at any time as they go through this information with you.

Who is participating in the evaluation?

The evaluation team is collecting insights, experiences and perspectives from children and adults in XX different communities in XX. Other participants will include government officials, local authorities, community leaders such as religious leaders, parents/caregivers, teachers and others.

What will happen if you agree to participate?

If you decide to participate, this will mean that you will take part in an interview or in a group discussion in which you will be asked to share your ideas and experiences with an interviewer or with a group of other participants. These sessions will be approximately 2-2.5 hours in duration, and refreshments will be provided.

The comments and insights of the group will be recorded in a confidential way and may be used in research reports. No names or any other identifying characteristics aside from sex and approximate age will be attached to any comments and all materials and comments will be anonymous. Discussions will not be filmed.

Any information that you provide in connection with an interview for this evaluation and that can be identified with you will be disclosed only with your permission. Subject identities will

be kept confidential by allocating a number to each participant rather than using his or her name.

Data will be collected in a form that may be analyzed for differences between men and women and boys and girls of different ages and experiences.

No money or gifts will be provided to you or your family for participating in this research. The findings of the evaluation will be used to inform policy development and programming in support of children and families particularly in an emergency. There will, however, be no direct benefit to you or to any other participant in the evaluation, including the individual boys and girls who take part.

What will be done with the information shared with us?

We will use what we learn to compile a report about how children were cared for after Typhoon Yolanda, how the child friendly spaces worked and how children should be cared for and protected if there is another typhoon like Yolanda or something similar. This report will include information obtained from your child's group discussion, as well as from several other similar discussions that will take place across the country (with approximately XXX people in your community and around XXX people across xx districts). If you want to see a copy of the report when it is finished, that can be arranged.

We will share this report with local and national authorities and civil society organisations and with UNICEF and other international organizations in order to give them the important information that they need to better understand how to respond in an emergency situation such as after Typhoon Yolanda. However, there will not be any immediately obvious visible effect in your community as a result of the evaluation and no one, including you and your child, will receive any direct tangible benefits for participating in this evaluation.

What are your rights as a evaluation participant?

Your participation is voluntary. Your decision whether or not to participate will not affect your relationship with UNICEF, your place of work or the community where you live. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty and without having to provide an explanation.

What if you have questions?

In case you have questions about this evaluation after signing this form/after your child's participation in the evaluation, you can call [insert name, position and contact telephone number].

What does your signature on this form mean?

If you sign this form, it means that you have read and understand the information provided above, that you willingly agree to participate, that you may withdraw your consent at any time and discontinue participation without penalty, that you will receive a copy of this form, and that you are not waiving any legal rights or claims.

STATEMENT OF CONSENT:

I have read through/someone has read for me the information contained in this consent form. I understand the purpose of the evaluation, and the requirements of my participation in the evaluation.

I voluntarily agree to participate in the evaluation.

Names: _____

Signature/thumbprint: _____

Date: _____

CERTIFICATION OF CONSENT:

The person that has provided consent for his/her participation in the evaluation has done so voluntarily.

1. Name of witness to the consent process: _____

Signature/thumbprint: _____

Date: _____

Place: _____

2. Name of person obtaining consent: _____

Signature: _____

Date: _____

Annex V. Evaluation reference group

Terms of Reference⁹ **Evaluation Reference Group** for the Evaluation of the Child Friendly Spaces in the Aftermath of Typhoon Haiyan (Yolanda) in the Philippines

Rationale

- In 2014, UNICEF, in partnership with the Department of Social Welfare and Development (DSWD) and other partners, established 229 child friendly spaces (CFS) to respond to the protection needs of children in Typhoon Haiyan (Yolanda) – affected areas reaching approximately 47,275 children and their caregivers. CFSs are designed to support the resilience and well-being of young people, including children through community-organized, structured activities conducted in a safe and stimulating child-friendly environment.
- UNICEF decided to conduct an evaluation of CFSs to better understand the results and challenges of implementation and make informed recommendations for future UNICEF emergency responses. The Evaluation of the Child Friendly Spaces in the Aftermath of Typhoon Haiyan (Yolanda) in the Philippines will be implemented from January to May 2015.
- While the evaluation team is expected to conduct a high quality evaluation, UNICEF deems it important to create an Evaluation Reference Group to further ensure that the evaluation is relevant, objective, and credible, and that the results are useful.

Composition

Name		Organization
1. Dir. Patricia B. Luna	Chair	Council for the Welfare of Children
2. Paulo Martin M. Mercado	Member	Research, Monitoring and Evaluation Office – DSWD
3. John Frederick de Guia	Member	UNICEF - Planning, Monitoring and Evaluation Unit (PME)
4. Sarah Norton-Staal / Verity Rushton	Member	Child Protection Section, UNICEF
5. Henry Ruiz	Member	Evaluation Technical Support Office, UNICEF-EAPRO
6. Vilma Aquino / Lemuel Fyodor Villamar	Secretariat	UNICEF-PME

Roles and responsibilities

- Provide guidance and advice on issues related to the conduct of the evaluation including but not limited to the design, approach, methods, and instruments;
- Review and endorse all evaluation outputs, namely, the inception report, and the draft and final evaluation reports;
- Provide inputs on policy and programmatic areas of application of the evaluation; and
- Recommend and share information resources that may be needed in the evaluation.

Working modalities

- The ERG shall convene at least three (3) times during the evaluation period, in accordance with the review of key outputs. Additional ERG meetings may be recommended as the need arises.
- With the support of UNICEF PME, the ERG shall use other means of communication, including but not limited to emails or teleconference or video conference, to facilitate discussions.

⁹ As of 19 January 2015, UNICEF communication.

- The ERG shall agree to a time period for review, comment and endorsement of each deliverable. Failure to meet agreed timeframes will be understood as having no comment and common consensus.
- ERG members shall be invited to forums that may be organized as part of the evaluation activities.

Coordination and facilitation

- In addition to managing the evaluation, UNICEF-PME shall provide secretariat services, e.g., coordination and facilitation of meetings/activities and documentation.

Annex VI. CFS Staff Survey

Philippines CFS Evaluation: CFS staff

1. Introduction & background

Thank you for taking the time to participate in this survey. Child Frontiers has been commissioned by UNICEF to assess the role and functioning of child friendly spaces in the aftermath of Typhoon Yolanda in meeting children's needs. This evaluation covers activities carried out between November 2013 and November 2014. This evaluation seeks to identify any lessons learned, good practices and challenges met. It aims at identifying different approaches around the country that will inform the development of recommendations and technical guidance to further improve the operationalization and monitoring of CFS in the future.

Child Frontiers is collecting insights, experiences and perspectives from children and adults in about 60 different CFS across Regions VI and VIII. All of the data collected will be kept confidential and you do not need to provide your name on this survey. The survey should take approximately 15 minutes to complete.

2.

1. I am located in Region:

- Region 6
- Region 8

2. Name of municipality:

3. Name of Barangay:

4. The organization promoting the CFS is:

- Plan International
- Save the Children
- Child Fund
- LGU

Other (please specify)

5. The CFS opened on (only one answer):

- Nov 2013
- Dec 2013
- Jan 2014
- Feb 2014
- Mar 2014
- Apr 2014
- May 2014
- Jun 2014
- Jul 2014
- Aug 2014
- Sep 2014
- Oct 2014
- Nov 2014
- Dec 2014

Philippines CFS Evaluation: CFS staff

6. The CFS staff has received structured training (modules of more than one day in length):

(Only one answer)

- Never
 Three times
 Once
 Four times
 Twice
 More than 4 times

Other (please specify if staff have very different training)

7. The CFS objectives are (select the 1st, 2nd & 3rd most accurate responses, according to you- only one per column):

	1	2	3
Play and recreational activities for children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychosocial activities for children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A way to identify and address child protection problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hand-washing and hygiene promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A way to sensitize communities on child protection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children's rights promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A safe place for children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A place for children to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A place for children to interact with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A place to provide children with additional food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A way to identify and address family problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A way to occupy children while parents are busy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A way to stimulate the BCPC into action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To educate parents to avoid violence with children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To strengthen the child protection system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't know	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.

Philippines CFS Evaluation: CFS staff

8. Please indicate whether the following statements are true or false in your opinion:

	TRUE	FALSE
a. The CFS caters especially for children 6-12 years.	<input type="radio"/>	<input type="radio"/>
b. The CFS has special arrangements for disabled children.	<input type="radio"/>	<input type="radio"/>
c. The community will continue to operate the CFS after NGO funding ends.	<input type="radio"/>	<input type="radio"/>
d. The CFS caters especially for small children up to 5 years.	<input type="radio"/>	<input type="radio"/>
e. CFS should be established permanently in communities.	<input type="radio"/>	<input type="radio"/>
f. CFS functions could be implemented under the Women Friendly Spaces.	<input type="radio"/>	<input type="radio"/>
g. The CFS tent is essential for implementation of the CFS.	<input type="radio"/>	<input type="radio"/>
h. CFS functions could be implemented under the Barangay Daycare Centres.	<input type="radio"/>	<input type="radio"/>
i. The CFS caters for children of all ages.	<input type="radio"/>	<input type="radio"/>
l. CFS handle child protection issues.	<input type="radio"/>	<input type="radio"/>
m. CFS functions could be implemented by church youth groups.	<input type="radio"/>	<input type="radio"/>
n. The BCPC could manage and operate CFS.	<input type="radio"/>	<input type="radio"/>
o. The CFS caters especially for children 13-17 years.	<input type="radio"/>	<input type="radio"/>
p. CFS offers unique functions that cannot be performed by anyone else.	<input type="radio"/>	<input type="radio"/>
q. CFS are good value for what they cost.	<input type="radio"/>	<input type="radio"/>
r. My CFS is in regular contact with the Barangay Council for the Protection of Children (BCPC).	<input type="radio"/>	<input type="radio"/>
s. CFS is for children not for parents or families.	<input type="radio"/>	<input type="radio"/>

9. Currently, how many days in a week does the CFS run activities?

- | | |
|--|---|
| <input type="radio"/> Less than one day a week | <input type="radio"/> Four days a week |
| <input type="radio"/> One day a week | <input type="radio"/> Five days a week |
| <input type="radio"/> Two days a week | <input type="radio"/> Six Days a week |
| <input type="radio"/> Three days a week | <input type="radio"/> Seven days a week |

Other (please specify)

Philippines CFS Evaluation: CFS staff

10. How many child protection cases has your CFS handled since it was established?

- None Three Other
 One Four
 Two Five

Please specify

11. Which other services does your CFS regularly collaborate with? (check all option that applies)

- | | |
|---|--|
| <input type="checkbox"/> Barangay Council for the Protection of Children (BCPC) | <input type="checkbox"/> Church youth groups |
| <input type="checkbox"/> Barangay Violence Against Women Children Desk Officer | <input type="checkbox"/> Pantawid Pamilyang Pilipino Program (4Ps) |
| <input type="checkbox"/> Women and Child Protection Desk Officer PNP (WCPDO) | <input type="checkbox"/> School |
| <input type="checkbox"/> DSWD Child Protection Program | <input type="checkbox"/> Health Center/Medical facility |
| <input type="checkbox"/> CSWDO | <input type="checkbox"/> NGOs |
| <input type="checkbox"/> MSWDO | <input type="checkbox"/> None regularly |

Other (please specify)

12. What are the three most important achievements of CFS?

13. What are the three most important challenges of CFS?