



# Child Protection Rapid Assessment Report

June 2014

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## ACRONYMS

AFP	Armed Forces of the Philippines
ARMM	Autonomous Region in Muslim Mindanao
BCPC	Barangay Council for the Protection of Children
BIFF	Bangsamoro Islamic Freedom Fighters
CFSI	Community and Family Services International
CP	child protection
CBCPN	Community-based Child Protection Network
CPRA	child protection rapid assessment
CPWG	Child Protection Working Group
CTFMR	Country Task Force on Monitoring and Reporting
CWD	children with disabilities
DO	direct observation
DSWD	Department of Social Welfare and Development
FTR	family tracing and reunification
GBV	gender-based violence
GCRV	grave child rights violation
GPH	Government of the Philippines
HEART	Humanitarian Emergency Action and Response Team
IDP	internally displaced person
IED	improvised explosive device
IOM	International Organisation for Migration
KI	key informant
KII	key informant interview
LCPC	Local Council for the Protection of Children
LGU	local government unit
MHT	Mindanao Humanitarian Team
MILF	Moro Islamic Liberation Front
MRM	monitoring and reporting mechanism
MTB	Mindanao Tulong Bakwet
OFW	overseas Filipino worker
RPDO	Regional Planning and Development Office
SC	Save the Children
UNICEF	United Nations Children's Fund
UNHCR	United Nations High Commissioner for Refugees
UXO	unexploded ordnance
WCPU	Women and Children Protection Unit

# ACKNOWLEDGEMENT

The conduct of the child protection rapid assessment on the Government of the Philippines-Bangsamoro Islamic Freedom Fighters conflict would not have been possible without the valuable contributions of the following persons and groups:

- Members of the CPRA Task Force (UNHCR, Plan International, UNFPA, IOM, CFSI, UNYPHIL-Women, MTB, Commission on Human Rights Region 12, Regional Human Rights Commission, Nonviolent Peaceforce, RPDO-ARMM, DSWD-ARMM and UNICEF)
- Writers (Raiza Abas, Frenz Laureta, Meriam Faith Palma, Avegaile Escano, Miguel Peñaloza, Michael Dumamba, Muamar Alim, Sarida Kuli, Rohannie Baraguir-Datumanong, Sittie Rajabia Monato and Dwight Zabala)
- Victoria Clancy and Kasan Usop Jr., who put up the desk review
- Alia Raida Macaumbos, Aster Zahira and Bane Agbon, who edited the CPRA report
- Corazon Lagamayo, Julius Velas, Anwar Casimra and Mary Angelica Curato, who formed the information management team that consolidated the results of the field assessment and produced the graphs/charts/tables for data analysis and interpretation
- Assessors coming from CPWG members (Abdulfarid Guinomla, Alnera Indal, Ninoy Zulka, Haguiar Sambutuan, Philip James Ceriales, Sittie Saada Sampayan, Naima Saluwang, Rasol Panansaran, Sarida Kuli, Ana Lisa Ronquillo, Princess Shaima Damia, Said Saidali, Muamar Alim, Janine Sulhayya Tan, Jackson Kanakan, Rasul Kulat, Ron-ron Tan, Sittie Guiara Unad, Kasan Usop, Jr.)
- Plan International, through Telesforo Laplana and Selena Fortich, for funding the Assessors' Training and two review meetings of the CPRA report
- Regional Human Rights Commission for hosting another review meeting of the CPRA report
- Save the Children International, through Ariel Balofiños, for supporting the food costs during the field data gathering
- Health Organization for Mindanao, UNHCR, CFSI, SC, Plan and UNICEF for lending their cars during the field data gathering
- CFSI for shouldering some of the logistics/supplies costs of the CPRA draft report
- Other CPWG members that helped review and gave suggestions/recommendations for the enhancement of the report
- The mayors and Municipal Social Welfare and Development Offices of the municipalities of Midsayap and Pikit in North Cotabato, and Mamasapano, Datu Piang, Shariff Saydona Mustapha, Rajah Buayan, Datu Salibo and Sultan sa Barongis for facilitating the data gathering and participation in a review meeting
- The key informants and all others who contributed data/information to this CPRA
- UNICEF Communications for reviewing and packaging the CPRA Report
- DSWD-ARMM Assistant Secretary Hadja Pombaen Karon-Kader, chairperson of CPWG Central Mindanao, for encouraging and supporting the conduct of the CPRA.

Thank you so much to all of the people and groups listed above. This report will hopefully be able to help the affected population in the areas covered, especially the children.

# I. EXECUTIVE SUMMARY

The child protection rapid assessment (CPRA) is an important intervention: it gives an analysis of urgent child protection (CP) issues and the needs of an affected population after an armed conflict. The CPRA also helps create an evidence-based advocacy for stakeholders (government, humanitarian organisations, etc.), define responsive interventions and identify information gaps, which will help in further data collection.

Following the Government of the Philippines-Bangsamoro Islamic Freedom Fighters (GPH-BIFF) armed conflict in late January 2014, initial assessments were done, but none were focused on CP, hence the CPRA. In the third week after the incident, the process of conducting CPRA took place.

The main objectives of the CPRA is to determine the scale of child protection needs and risks, the priorities in terms of geographic and programmatic areas, and how to configure the response most effectively and efficiently, including existing capacities the response can build on.

The CPRA was based on the CPRA Toolkit, which was developed by the Global Child Protection Working Group (CPWG) and piloted in the Philippines during the Typhoon Bopha (Pablo) and Zamboanga Crisis in 2013. The CPRA Toolkit was modified in the context of Central Mindanao. The instruments used were the desk review, key informant interview (KII) tool, direct observation tool and site report tool.

Purposive sampling was done. Based on agreement, the unit of measurement would be the *barangay*, the smallest government unit for which data were available to the team. Fifteen *barangays* – eight from Maguindanao and seven from North Cotabato – were prioritised. These sites were amongst those veritably affected by the GPH-BIFF conflict.

Twenty-eight assessors and members of CPWG Central Mindanao were trained on CPRA, and 23 of them were mobilised for the actual assessment, field monitoring and data collection and consolidation. An information management team composed of three staff from three CPWG members processed the data. The CPRA Task Force prepared this report with technical support from Save the Children (SC), Kids for Peace Foundation, Regional Planning and Development Office-Autonomous Region in Muslim Mindanao (RPDO-ARMM) and United Nations Children's Fund (UNICEF) Communications Section.

In summary, most of the child protection issues included in the 'What We Need to Know' section came out of the assessment, namely, (1) presence of separated and unaccompanied children, (2) violence against and physical danger to children, (3) psychosocial distress, (4) lack of access to services, (5) sexual violence, (6) child exploitation and (7) grave child rights violations. This determined the scale of the protection risks and needs of children, and the required response priorities as contained in the recommendations per CP issue. Some responses have been made, but more need to be done to respond to the various CP issues.

Overall or general recommendations were forwarded in response to the main findings. For instance, one recommendation is to strengthen formal and informal protective mechanisms such as Local Councils for the Protection of Children (LCPCs) and Community-based Child Protection Networks (CBCPNs). Another is to include CP in the Comprehensive Development Plan-Executive Legislative Agenda of local government units (LGUs).

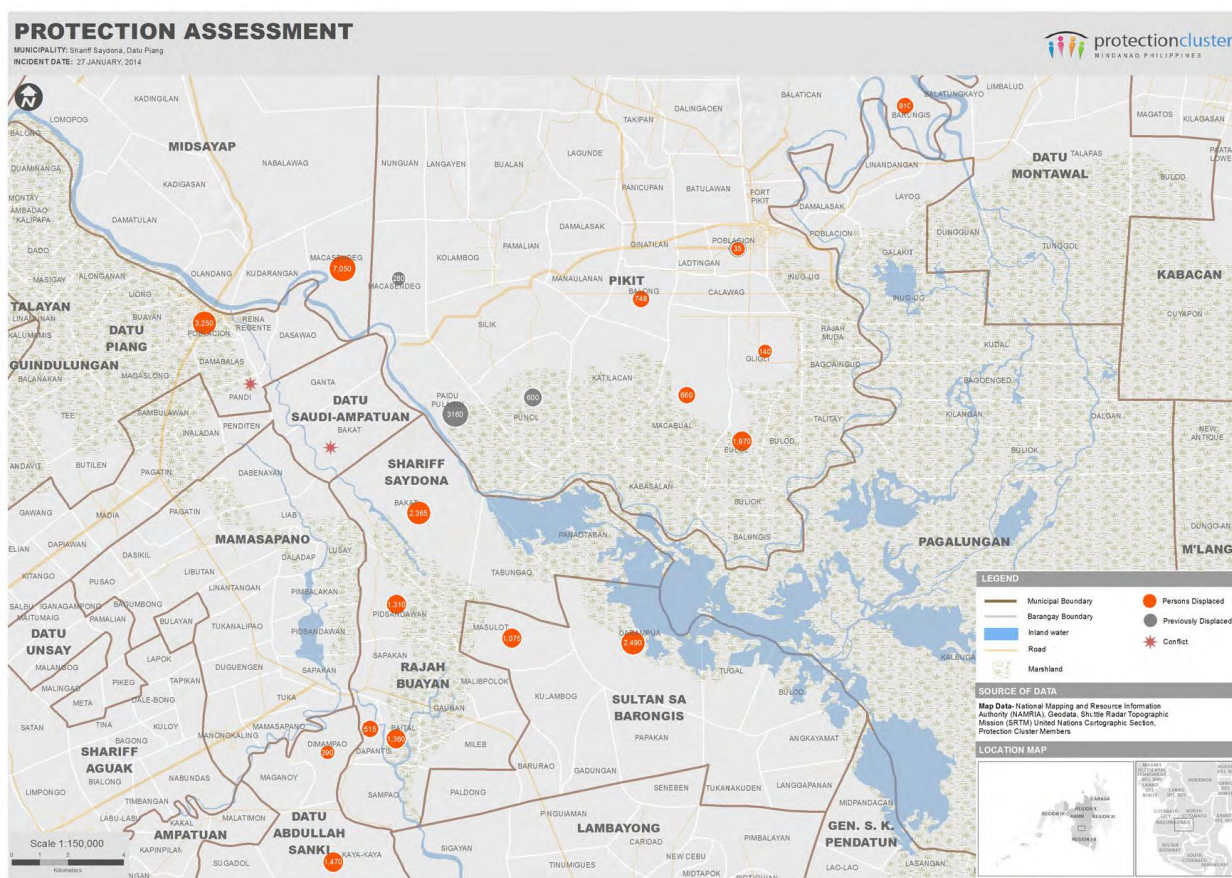
Lastly, because this CPRA is the first to be conducted in Central Mindanao, this report includes lessons learnt, which can be helpful in future CP-related assessments. A big lesson for CPWG Central Mindanao was how to pursue the CPRA with limited resources. Other lessons learnt were on the tools used, the selection of respondents and the process of conducting the CPRA.



## II. INTRODUCTION AND BACKGROUND

On 26 January 2014, the Armed Forces of the Philippines (AFP) conducted a law enforcement operation against the BIFF and other lawless elements in Barangay Reina Regente and Barangay Dasawao in Datu Piang, and Barangays Ganta and Bakat in Shariff Saydona Mustapha, all in Maguindanao Province. Six days of intense fighting between the AFP and the BIFF ensued. The conflict escalated in the neighbouring municipalities such as Rajah Buayan, Mamasapano, Sultan sa Barongis, Datu Piang and Datu Abdullah Sangki in Maguindanao; and in the municipalities of Midsayap and Pikit in North Cotabato.

### Map of Affected Areas



Inter-cluster representatives of the Mindanao Humanitarian Team (MHT) met to discuss the situation, the humanitarian consequences and possible projected scenarios on 27 January 2014. The estimated number of internally displaced persons (IDPs) at the time of the meeting was 10,000. This figure doubled within two days after the meeting.

On 29 January 2014, MHT, in coordination with the provincial and municipal authorities of North Cotabato, conducted a rapid needs assessment in Barangays Gligli, Bulol and Macabual in the municipality of Pikit. The assessment revealed that IDPs had moved out of their communities and were apprehensive to return because of the clearing operations by the military. The climate of insecurity had affected farming, the main source of income of most residents. Despite being advised to return to their houses, the IDPs chose to remain, while others just checked the condition of their houses and returned to the evacuation centre.

By 31 January, the IDPs numbered 37,320 individuals or 7,654 families in Maguindanao and North Cotabato.

On 2 February 2014, the AFP declared that their military operations against the BIFF had ceased, but military elements would remain in the areas. The AFP noted that the IDPs could return to their houses, but few returned.

On 3 February 2014, CPWG Central Mindanao held a special meeting to assess the situation and the impact of the armed conflict on children. Amongst the reports received were that of an eight-year old child hit by shrapnel from an improvised explosive device (IED) blast, the death of a 13-year old girl due to another IED explosion, the military occupation of two schools and the burning of a *barangay* health station.

The CPWG gathered again on 10 February 2014 to share updates and discuss the need for further assessment. They considered the CPRA Toolkit developed by the Global CPWG and a situational analysis of children based on the displacement tracking matrix of the International Organisation for Migration (IOM).

Ten CPWG members were assigned to discuss the matter, finalise the adoption of CPRA and modify it based on the context of Central Mindanao. The group came up with a work plan and named itself the CPRA Task Force. Two other CPWG members joined the Task Force – the United Nations High Commissioner for Refugees (UNHCR), including its information management staff, and Plan International, which supported the Assessors' Training. Save the Children (SC) International took charge of the food expenses during the field data collection. Some members lent their cars for a few days. Despite the insufficient resources to support the CPRA, the CPWG proceeded, relying on the willingness of its members to contribute and volunteer.

This was not the first time that an armed conflict between the AFP and BIFF occurred. Armed encounters between them in the last two to three years had led to protracted and multiple displacements. Thus, the CPRA Task Force saw it fit to pursue the CPRA to ascertain the situation and protection needs of children.

### III. C.P.R.A. OBJECTIVES AND METHODOLOGY

Based on the main objective of the CPRA, the working group came up with a qualitative and cross-sectional assessment that uses purposive sampling. The methods include desk review, KIIs, direct observations and site reports.

#### A. Instruments

- 1. Desk Review.** The desk review was done before the actual assessment through the available information given by the CPWG in February 2014.
- 2. Tool Adaptation.** The tools from the Global CPRA Toolkit were adapted in the context of armed conflict in Maguindanao and North Cotabato after a review at the level of the CPRA Task Force. The What We Need to Know list was adapted from the Global CPRA Toolkit. In March 2014, during the CPRA Assessors' Training, the generic questionnaires and checklists were modified. The important terms in the KII form were translated to Tagalog and attached to the form to aid assessors in the actual conduct of assessment.
- 3. Key Informant Interviews.** The assessors used the KII as the core field methodology. Six teams covered 15 sites in North Cotabato (two municipalities) and Maguindanao (six municipalities). In each site, the target was to interview three key informants (KIs), but in trying to have gender balance in the actual data gathering, some teams interviewed four KIs. But for consistency

across all sites, only three KIs were considered per site. Thus, there were 45 key informants in total in 15 sites. Of the total KIs, 26 (58 per cent) were females, whilst nine (20 per cent) were children 14-17 years old.

**4. Direct Observation.** The CPRA used direct observation to triangulate or validate the findings from the KIIs. Team members used the direct observation form in conducting both structured and unstructured observations.

**5. Site Reports.** To maintain consistency in data collection, analysis, interpretation and reporting, the KIIs were compiled into site reports and used for data management.

## **B. Training of the Assessment Teams**

The CPRA Task Force-Central Mindanao (CM) led the two-day training of assessors in Cotabato City on 10-11 March 2014. The assessors were from 12 member organisations of CPWG Central Mindanao. They were recommended by their organisations because of their sufficient background in child protection. They have been working in the field of child protection and emergency response in Central Mindanao. Some of the assessors were also involved during the first CPRA in Southern Mindanao as response to Typhoon Bopha (Pablo).

Of the 28 assessors trained, 23 were mobilised on actual assessment, field monitoring and data collection and consolidation. Sixty-two percent of the assessors were female and 38 per cent male.

## **C. Data Collection**

A key informant is any adult who can supply information or opinion about child protection issues, as specified in the tools. KIs were identified based on their roles in the community and if the team deemed the prospective KIs capable of giving a representative view of the situation of children within the selected sites. Another criterion was whether the KI's personal experience was representative of the community. The team also attempted to avoid interviewing KIs that had a 'personal agenda' that would shape their answers.

The data were obtained from the KIIs and direct observations done in 15 sites. The assessment teams selected the KIs using the defined criteria in the CPRA guide.

An additional criterion for the demographic profile stated that at least two KIs should work directly with children in some capacity on a daily basis, whilst at least one KI should hold some overall responsibility for the population. To ensure participation of children, KIs aged 15-17 years old were also considered.

## **D. Data Processing**

The information management team in Cotabato City reviewed and entered the data collected from the field. This team is composed of representatives from RPDO-ARMM, Community and Family Services International (CFSI) and UNHCR.

The assessment teams submitted their data on time to the information management team, which subsequently clarified any missing information with the assessors. All the data were entered and analysed before being presented to the CPRA Task Force and Team Leaders for interpretation.

## **E. Geographical Scope**

The 15 sites targeted by the CPWG were communities in Pikit and Midsayap in North Cotabato and Datu Piang, Datu Salibo, Shariff Saydona Mustapha, Rajah Buayan, Sultan sa Barongis and Mamasapano in Maguindanao. The fighting between the BIFF and government troops in January 2014 severely affected these sites.



The CPRA guide recommended purposive sampling. The agreed-upon unit of measurement would be the *barangay*, the smallest unit of government for which data were available to the team.

Other KIs were IDPs under the category of evacuation centre-based IDPs, home-based IDPs and the affected population, including the host families with whom the IDPs were temporarily residing.

## IV. DEFINITION OF TERMS

**Child.** Refers to a person below 18 years of age or someone over 18 but unable to fully take care of himself/herself due to abuse, neglect, cruelty, exploitation or discrimination because of a physical or mental disability or condition. (Source: Republic Act No. 7610, otherwise known as the Special Protection of Children against Child Abuse, Exploitation and Discrimination Act)

**Caregiver.** Refers to a person who provides direct care and protection to children.

**Child Labour.** Refers to work that is mentally, physically, socially or morally dangerous and harmful to children, and interferes with their schooling by depriving them of the opportunity to attend school, obliging them to leave school prematurely, or requiring them to attempt to combine school attendance with excessively long and heavy work. It is described often as work that deprives children of their childhood, their potential and their dignity. (Source: Minimum Standards for Child Protection in Humanitarian Action, p. 223)

**Child Protection.** Refers to the prevention of and response to abuse, neglect, exploitation and violence against children. (Source: Minimum Standards for Child Protection in Humanitarian Action)

**Environmental Risks.** Refers to threats towards the safety of children by their surroundings. Children have little control over their environment. Unlike adults, they may be both unaware of risks and unable to make choices to protect themselves.

**Excluded Children.** Refers to children at risk of missing out on an environment that protects them from violence, abuse and exploitation, or if they are unable to access essential services and goods, thus threatening their ability to participate fully in society in the future. (Source: State of the World's Children, 2006, p. 7)

**Exploitation of Children.** Work carried out by a child can be qualified as exploitation when (1) the child must work full-time at an early age, (2) the child must assume responsibilities too heavy for his/her age, (3) the child is not paid equitably for the work that s/he does, and (4) the work robs the child of dignity and self-esteem. This endangers the life, safety, health and normal development of the child who is below 18 years of age.

**Foster Care.** Refers to the provision of planned temporary substitute parental care to a child by a foster parent. (Source: Republic Act No. 10165, otherwise known as the Foster Care Act of 2012)

**Gender-Based Violence.** An umbrella term referring to any harmful act that is perpetrated against a person's will and is based on socially ascribed (gender) differences between males and females. (Source: IASC GBV Guidelines, 2005, p. 7)

**Separated Children.** Refers to children who are separated from both parents or from their previous legal or customary primary caregiver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members. (Source: Inter-Agency Guiding Principles on Unaccompanied and Separated Children, p.13)

**Unaccompanied Children.** Also called unaccompanied minors, refers to children who have been separated from both parents and other relatives, and are not being cared for by an adult who, by law or custom, is responsible for doing so. (Source: Inter-Agency Guiding Principles on Unaccompanied and Separated Children, p. 13)

**Killing and maiming.** Any action in the context of the armed conflict that results in the death of one or more children. Killing and injuring of children as a result of direct targeting and also indirect actions, including crossfire, landmines, cluster munitions, IEDs or other indiscriminate explosive devices.

Killing or injuring can take place in the context of military operations, house demolitions, search-and-arrest campaigns or suicide attacks. Torture can also be reported under this category. (Source: MRM Guidelines and Field Manual, 2012, p. 31).

**Recruitment.** Refers to compulsory, forced or voluntary conscription or enlistment of children into any kind of armed force or armed group(s) under the age stipulated in the international treaties applicable to the armed force or armed group in question. (Source: MRM Guidelines and Field Manual, 2012, p. 31).

**Use of children.** Refers to the use of children by armed forces or armed groups in any capacity, including, but not limited to, children, boys and girls, used as fighters, cooks, porters, messengers, spies and collaborators. It does not only refer to a child who is taking or has taken a direct part in hostilities. (Source: MRM Guidelines and Field Manual, 2012, p. 31).

**Attacks on schools or hospitals.** Attacks include the targeting of schools or medical facilities, causing the total or partial destruction of such facilities. Other interferences to the normal operation of the facility may also be reported, such as the occupation, shelling, targeting for propaganda of, or otherwise causing harm to schools or medical facilities or their personnel. (Source: MRM Guidelines and Field Manual, 2012, p. 31).

**Rape or other grave sexual violence.** A violent act of a sexual nature to a child. This encompasses rape, other sexual violence, sexual slavery, enforced prostitution, forced marriage/pregnancy or enforced sterilisation.

Rape/attempted rape is an act of non-consensual sexual intercourse. This can include the invasion of any part of the body with a sexual organ and/or the invasion of the genital or anal opening with any object or body part. Any penetration is considered rape. Efforts to rape someone which do not result in penetration are considered attempted rape.

Sexual violence is any sexual act, attempt to obtain a sexual act, or acts to traffic a child's sexuality. Sexual violence takes many forms, including rape, sexual slavery and/or trafficking, forced pregnancy, sexual harassment, sexual exploitation and/or abuse, and forced abortion. (Source: MRM Guidelines and Field Manual, 2012 p. 31).

**Abduction.** The unlawful removal, seizure, capture, apprehension, taking or enforced disappearance of a child either temporarily or permanently for the purpose of any form of exploitation of the child. This includes, but is not limited to, recruitment in armed forces or groups, participation in hostilities, sexual exploitation or abuse, forced labour, hostage taking and indoctrination. If a child is recruited by force by an armed force or group, this is counted as two separate violations: abduction and recruitment. (Source: MRM Guidelines and Field Manual, 2012, p. 31).

**Denial of humanitarian access.** The intentional deprivation of or impediment to the passage of humanitarian assistance indispensable to children's survival by the parties to the conflict, including wilfully impeding relief supplies as provided for under the Geneva Conventions and significant impediments to the ability of humanitarian or other relevant actors to access and assist affected children in situations of armed conflict.

The denial should be considered in terms of children's access to assistance and humanitarian agencies' ability to access vulnerable populations, including children. (Source: MRM Guidelines and Field Manual, 2012, p. 31).

## V. ANALYSIS AND INTERPRETATIONS

The data analysis and interpretation involved multiple levels. The assessment team carried out the first level of analysis across 15 *barangays* in Maguindanao and North Cotabato whilst compiling site reports. Each report was based on three KIs per *barangay*. Only the answers of the majority were considered.

Subsequently, the compiled site reports were entered into the data management tool by the information management officer, who produced the primary analysis. Based on the preliminary analysis, the CPRA Task Force and assessment team leaders participated in the initial interpretation of results. Each member of the CPRA Task Force was assigned to different parts of the CPRA report and wrote the preliminary results and interpretations of each chart or graph. The preliminary results and interpretations were then presented on 28 March 2014 to gather further inputs and comments from the CPRA Task Force and assessment team leaders.

The final level of interpretation was in the form of a validation workshop, where results were presented to LGU social workers from Maguindanao and North Cotabato, government planning officers and the broader CPWG membership. Results and interpretations of each chart or graph were discussed, recommendations based on the Minimum Standards for Humanitarian Action were identified, and programmatic implications examined. The results in this report are based on the consensus produced through in-depth discussions around different considerations and elements, including the interpretation of results based on the limitations of the assessment, available data and information that government partners have, and existing cultural and traditional practices from a gender perspective.

## VI. LIMITATIONS AND CHALLENGES

### A. On Sampling

Selection criteria for the CPRA target sites were set with the technical support of the information management officer from UNHCR.

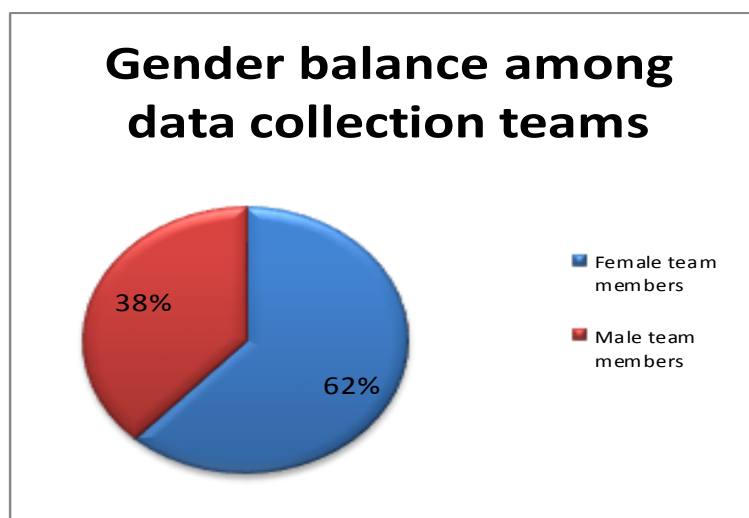
The CPRA Task Force looked into the 37 municipalities of Maguindanao and North Cotabato which were affected by the recurrent armed conflict amongst the Moro Islamic Liberation Front (MILF), BIFF and government troops. Whilst the financial resources to support this assessment were very limited, the CPRA Task Force decided to focus on 15 priority sites only based on the criteria set. Eight sites were selected from Maguindanao and the remaining seven from North Cotabato. The availability of assessment teams and the timeframe to complete the CPRA were amongst the challenges identified by the CPRA Task Force.

### B. On Assessment Teams

This CPRA is characterised by predominantly female assessors (62 per cent). This can be attributed to the availability of more trained female CP staff amongst the CPWG Central Mindanao membership. However, assessors were trained to be conscious of getting the perspectives of all key informants, regardless of sex and age.

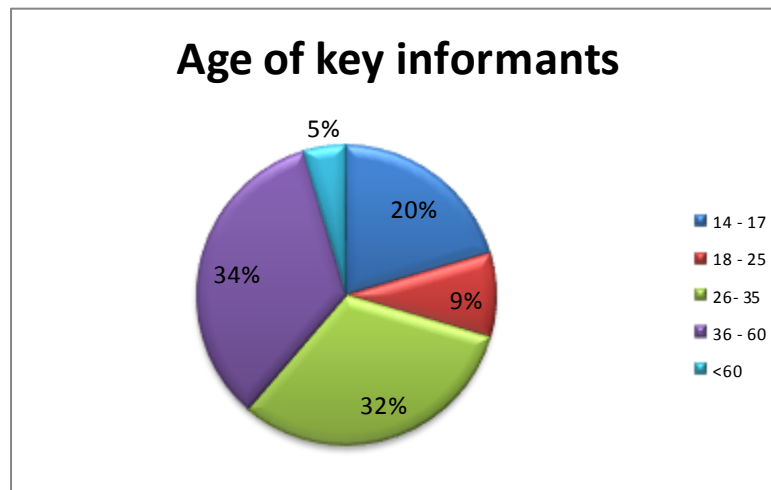
A challenge encountered during the actual conduct of CPRA was the sudden change of assessment team members without informing all the members of the CPRA Task Force and

specifically the assigned field security focal person. Some assessment team members had other commitments that conflicted with the agreed-upon schedule of the CPRA.



#### C. On Selection of Key Informants

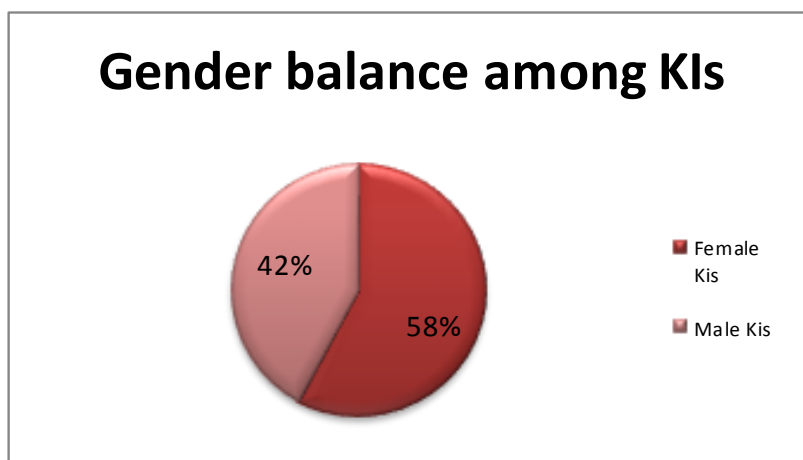
As per CPRA guidelines in selecting key informants, 34 per cent of the KIs are in the age category of 36 to 60 years old, followed by those 26 to 35 years old (32 per cent of the total). This indicates that KIs may have extensive experience in addressing CP issues in their respective *barangays*. Other key informants belong to the following age groups: 14-17 years old (20 per cent), 18-25 years old (9 per cent) and above 60 years old (only 5 per cent).



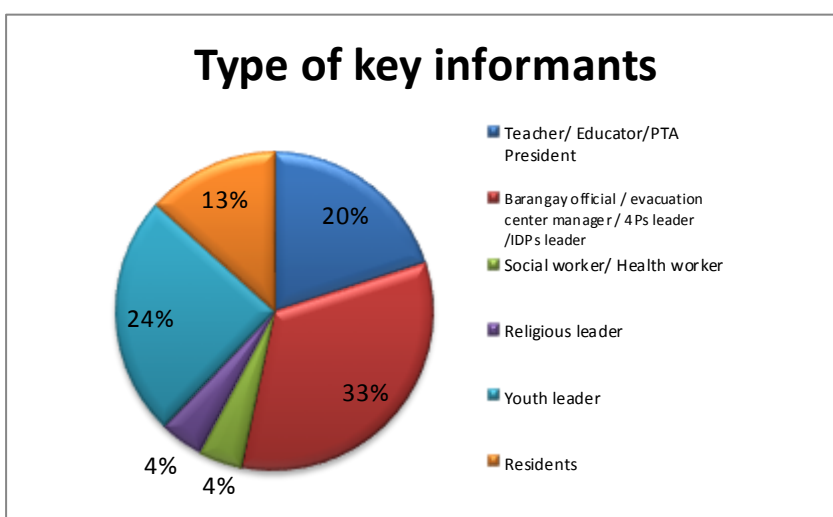
The selected KIs were predominantly female (58 per cent); 42 per cent were male.

Since the assessment teams have wide experience in the field of CP emergency response and have been trained on child protection in emergencies, the CPRA Task Force agreed to include children aged 15-17 years as KIs. This was to ensure that the views, feelings and perceptions of children in this assessment would be gathered and to avoid biases in the responses. This was one lesson learnt during the conduct of CPRA as an emergency response to Typhoon Pablo in 2012, when the first CPRA was conducted in the Philippines.

However, during the actual CPRA, some assessors shared that they had difficulty in identifying the exact age of children in target *barangays*. Parents and children were unaware of their birthdates. Some children had to stop schooling for at least two years due to recurring armed conflict. Another concern that parents shared was the lack of children's birth registration. In Barangay Masulot, Sultan sa Barongis, Maguindanao, the assessment team included a 14-year-old as KI when the child was asked about his age. But based on the interview, responses and personal information from the child, the assessment team believed he was already between 16 to 18 years of age.



As to the type of KIs, 33 per cent were *barangay* officials/evacuation centre manager/4Ps leader/IDP leader, 20 per cent were teachers/educators/Parent-Teacher Association president, and 24 per cent were youth leaders. Other key informants were religious leaders (4 per cent) and social workers and health workers (another 4 per cent).



#### D. On Translation and Operationalisation of Terms

Before the conduct of the actual assessment, the adoption of all the tools including operationalisation of terms was done. During the training of assessors, a full session was dedicated to the operationalisation of terms especially in the KII questionnaire. The CPRA Task Force and assessment teams looked into each part of the KII questionnaire and translated the terms into



Tagalog or to the best equivalent local vernacular, Maguindanaon. The translated key terms were noted in the second page of the KII questionnaire for easy reference of the assessment teams.

However, given the time constraints, the KII questionnaires and other CPRA tools used were in English. Understanding the questions took some time, thus each assessor was given liberty to translate the questions in his/her way.

#### E. On Accessibility vis-à-vis Security Condition in Target Sites

As mentioned in the geographical scope, the 15 target sites were amongst the communities severely affected by the armed conflict between the BIFF and government troops. Thus, the peace and order situation in the areas was unstable. Some assessment teams reported that they were unable to access or reach some of the sites in the municipalities of Mamasapano (Brgy. Bagumbong) and Sultan sa Barongis (Brgy. Masulot), as planned. The assessment teams assigned to these *barangays* rescheduled the conduct of CPRA in close coordination with *barangay* LGUs.

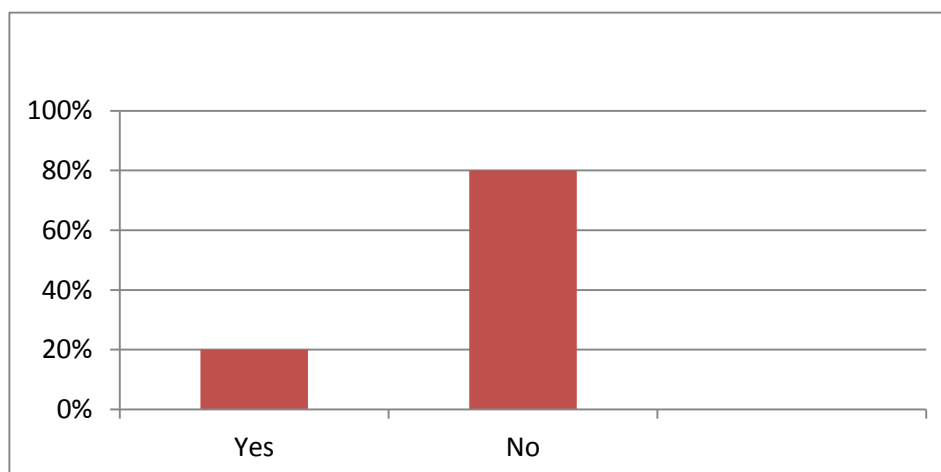
Another security concern shared during the presentation of preliminary results is the lack of coordination between the assessment teams and the field security focal person (agreed by the CPRA Task Force) regarding the whereabouts and situation of the assessment teams.

## VII. KEY FINDINGS AND RECOMMENDATIONS

#### A. Separated and Unaccompanied Children

According to the Convention on the Rights of the Child Article 3, all actions concerning a child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents or others charged with that responsibility fail to do so. In almost all armed conflicts, natural disasters and other crises, a number of children become separated from their families or other adults responsible for them. These children form one of the most vulnerable groups in these situations, often deprived of care and protection. Most can be reunited with parents, siblings, members of the extended family or other adults whom they know and are willing to care for them.

**Figure 1. Children Separated from Parents and/or Caregivers**



**Figure 1** shows that 20 per cent of the 15 sites said there were children who have not been with their parents/caregivers since the emergency happened. **Table 1** shows that the main causes of separation were sending of the children to extended family/friends and sending of the children to work far from home.

**Table 1. Main Causes of Separation of Children from Parents/Caregivers**

Main Causes of Separation	Percentage to Total Number of Sites
1. Losing parents/caregivers/children due to medical evacuation	7%
2. Losing parents/caregivers/children due to relocation	7%
3. Parents/caregivers sending their children to extended family/friends	13%
4. Parents/caregivers sending their children to work far from home	13%

Based on the context of the assessed areas, even before the emergency, parents/caregivers were already going out of their community for economic activities and opportunities, and leaving their children in the care of relatives, neighbours and friends. In the event of an emergency, these children evacuate together with their neighbours and relatives.

**Table 2. Estimated Number of Children Separated from Parents/Caregivers**

Estimated Number of Children Separated from Parents/Caregivers	Percentage
1-10	67%
11-20	33%
<b>Total</b>	<b>100%</b>

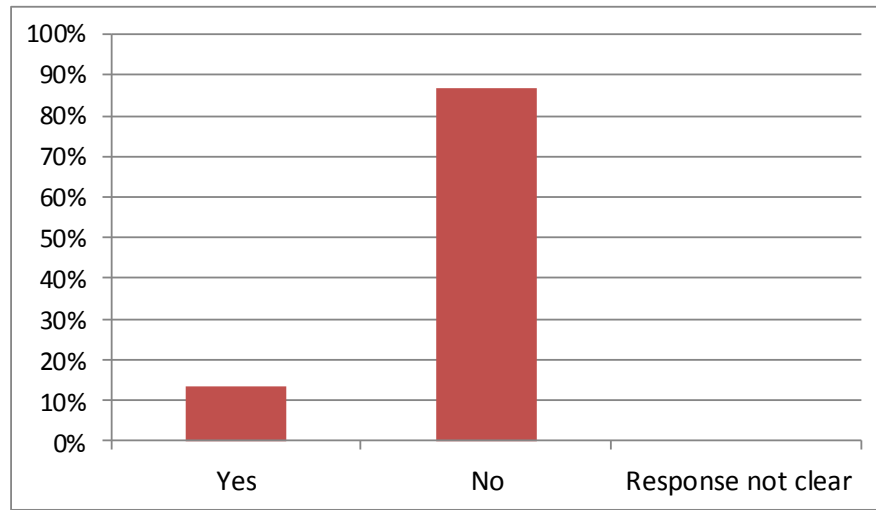
Two out of 3 sites said that 1-10 children had been separated from their usual caregivers, whilst the other site stated that 11-20 children had been separated (**Table 2**). All three sites revealed that more girls than boys had been separated. These findings are similar to those in the CPRAs done in the wake of Typhoon Bopha and the Zamboanga Crisis, where cases of separated children were reported. However, in the assessments and reports made on this conflict, no cases of separated children were cited.

**Table 3. Age Distribution of Separated Children**

Age	Percentage
Mainly under 5 years old	67%
Mainly older than 14 years old	33%
<b>Total</b>	<b>100%</b>

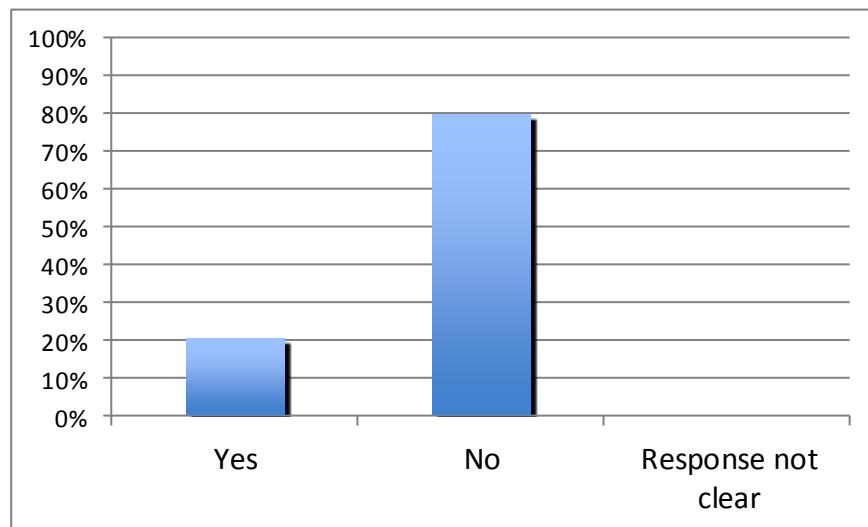
The sites deemed that the children separated from their usual caregivers/parents were usually under 5 years of age (67 per cent). Children under 5 years old are more fragile compared with older children and could be more vulnerable to separation from their parents/caregivers.

**Figure 2. Presence of Separated Children Under 5 Years Old**



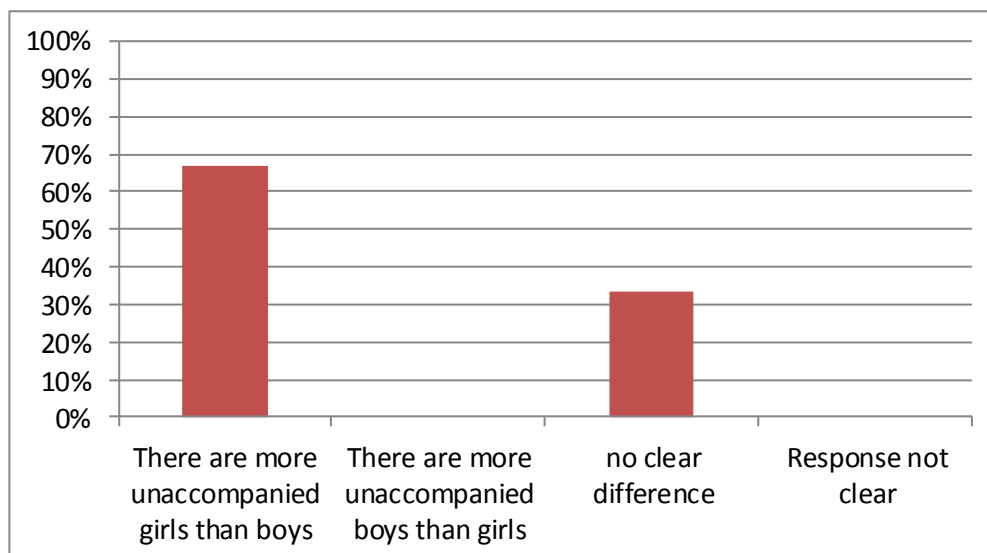
**Figure 2** indicates that out of 100 per cent response rate, 13 per cent (two of the 15 sites) said that infants and young children less than 5 years old had been separated from their parents/usual caregivers whilst 87 per cent or 13 sites said no separation happened. This is consistent with the result in **Table 2** that, in two out of three sites, the separated children were thought to be less than 5 years old.

**Figure 3. Presence of Unaccompanied Children**



**Figure 3** shows that 20 per cent (three of 15 sites) reported cases of unaccompanied children and 80 per cent reported none. Of the three sites that reported cases, two sites estimated the number of children from six to 10 whilst one site said one to five. The findings are similar to those of the CPRA after Typhoon Bopha and the Zamboanga Crisis, where cases of unaccompanied children were reported. Again, in the assessments and reports on the GPH-BIFF conflict, no cases of unaccompanied children were given.

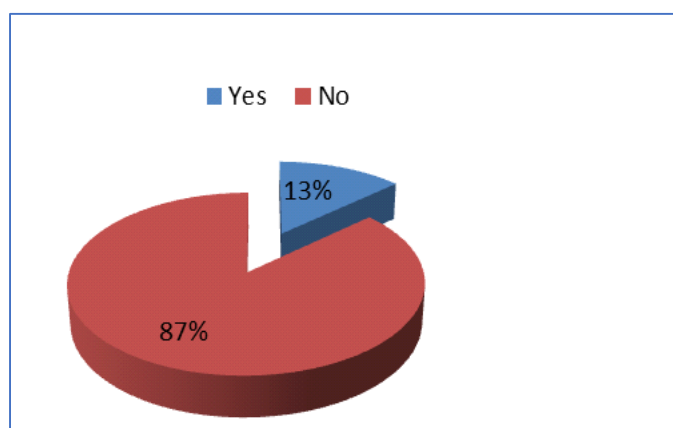
**Figure 4. Gender Balance of Unaccompanied Children**



**Figure 4** shows that, in terms of gender distribution, in two of the three sites that said there were unaccompanied children, there were more unaccompanied girls than boys. One site saw no clear difference between the number of boys and girls. Sixty-seven per cent of reported unaccompanied children were mainly 5-14 years old, and 33 per cent were mainly older than 14 years old.

The Department of Social Welfare and Development (DSWD)-ARMM had a family tracing and reunification (FTR) project with UNICEF in 2011. But FTR was not extended or institutionalised in the department. DSWD-ARMM rehired some of the project staff for other projects/programmes. FTR is also not a programme of the social welfare and development offices in North Cotabato. This explains why no separated and unaccompanied children were monitored and documented.

**Figure 5. Presence of Outsiders Removing Children from the Barangays**



Eighty-seven per cent of the sites said no outsiders had offered to remove children from the community to provide for better living conditions. However, about 13 per cent said otherwise.

**Table 4. Presence of Community Members Removing Children from the *Barangays***

Community Members Removing Children?	Percentage
Yes	13%
No	87%
Total	100%

**Table 4** illustrates that 13 per cent of the 15 sites believed that community members had offered to remove children from the community for better living options, whilst 87 per cent said no community members had offered to remove children from their areas. All of the sites said no one or no organisation maintained a list of separated children and adolescents and a list of parents who have lost their children.

**Table 5. Interim Care Arrangement for Separated and Unaccompanied Children**

Interim Care Arrangement for Separated and Unaccompanied Children	Percentage to Total No. of Sites
CHH – live on their own	13%
IFC – informal foster care in the community	13%
FCO – foster care arrangement outside the community	7%

*\*small percentages no longer shown*

**Table 5** shows that amongst those sites that said there were separated/unaccompanied children, two sites each claimed there were children who live on their own and with informal foster care in the community, whilst another site said there was foster care arrangement outside the community.

**Table 6. Site Response if a Separated/Unaccompanied Child is Encountered**

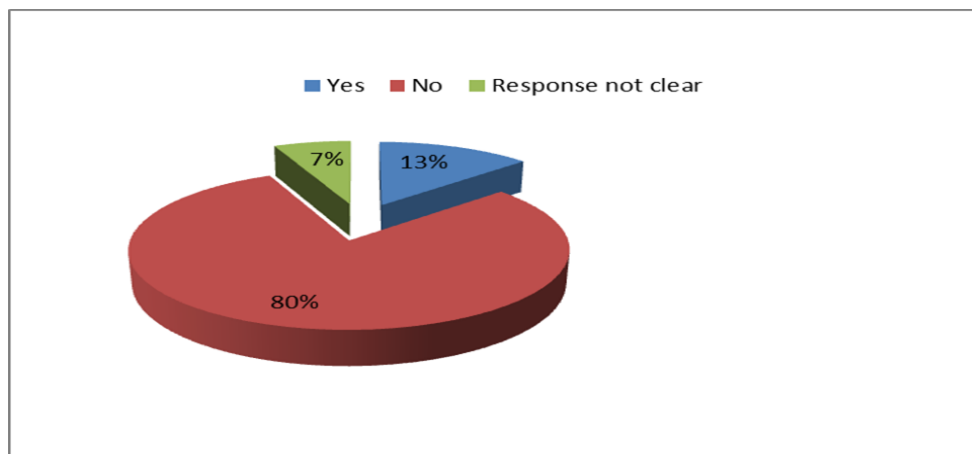
	Percentage to Total Number of Sites
Care for the children myself	80%
Temporarily keep the child while I find long term solution	40%
Find someone in the community to care for the child	33%
Inform others	13%
Take the child to an agency/NGO that deals with children	7%
Report to the government	0%
Find someone outside the community to adopt the child	0%
Do nothing	0%

The awareness of the KIs was measured on what they do whenever they come across a child who has no one to care for him/her. In **Table 6**, in 80 per cent of the sites, respondents were willing to care for the child themselves. Forty per cent answered, “Temporarily keep the child whilst finding long-term solution”. Thirty-three per cent would “find someone in the community to care for the child”, 13 per cent would “inform others”, and 7 per cent would “take the child to an agency/NGO



that deals with children”. It is good to note that respondents in majority of the sites would take care of a separated/unaccompanied child, although some would inform others or refer the child to someone in the community or an agency/NGO dealing with children.

**Figure 6. Presence of Childcare Institutions or Children’s Homes in the Sites**



Eighty per cent of the sites said the area had no childcare institution or children’s home, 13 per cent said institutions were available, and 7 per cent gave an unclear response. Out of the 15 sites, only one said that day care services were provided in the community. This implies that the communities had few childcare institutions where care/support could be given to separated and unaccompanied children.

### Recommendations

Under **Standard 13 of the CP Minimum Standards, family separation is prevented and responded to, and unaccompanied and separated children are cared for and protected according to their specific needs and best interests.** To ensure that the issue of separated and unaccompanied children will be better addressed in future emergencies, listed below are the recommendations:

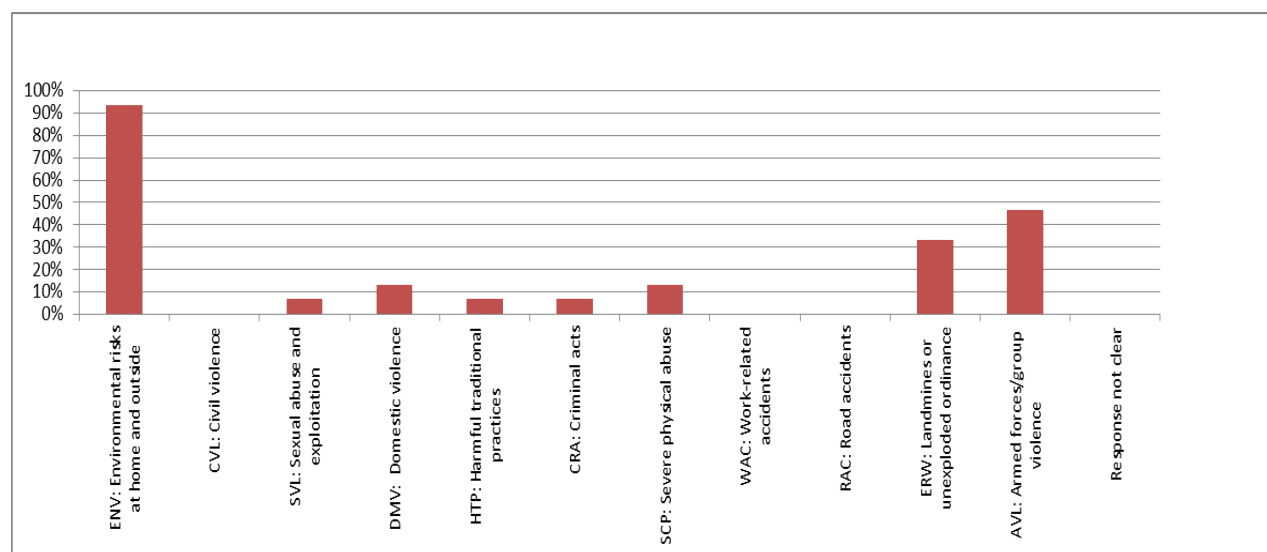
PREVENTION	RESPONSE
Embark on an educational campaign to families and communities on the implementation of the Foster Care Act, with the DSWD and LGUs as responsible agencies. This is to increase public awareness and better understanding of the foster care system and referral system for separated and unaccompanied children.	The responsible agency should ensure that the referral mechanism for unaccompanied and separated children is set up quickly at the start of the humanitarian response. Designated areas in schools, day care centres, child-friendly spaces and LGUs can be used as venues for registration, receiving information and accessing services.
Assign workers/focal persons in documenting/monitoring the incidence of separated and unaccompanied children, especially in an emergency situation.	Revive the FTR project to build an effective and sustainable FTR system. Conduct assessment, identification, registration, documentation, tracing of family members or primary caregivers and verification. Facilitate family reunification for separated and unaccompanied children.
Capacitate/enhance the knowledge and skills of day care workers on early childhood care and development in emergencies.	Responsible agencies like the DSWD and other stakeholders should conduct training and orientation for untrained day care workers on early childhood care and development in emergencies.

PREVENTION	RESPONSE
Parents and schoolteachers should teach children their basic information like name, address and details of where they come from to facilitate tracing if they become separated.	

## B. Violence Against and Physical Danger to Children

The rapid assessment visibly shows the essential factors surrounding the multi-faceted and intertwining issues of violence and physical hazards to children, adversely affecting their survival, development, protection and even participation due to the effects of armed conflict.

**Figure 7. Existing Risks that Can Lead to Death or Injury of Children**



**Figure 7** reveals that, in the context of armed conflict, 93 per cent of the sites pointed to the hostile environmental risks within and outside the home as the primary attributable cause of existing risks leading to children's death or injury. It seemingly leads to a situation where the home or the family that is supposed to be the primary protector and first line of defence of the children is visibly weak and cannot play its primary role. If the children are not safe in their homes, they are all the more vulnerable outside. Furthermore, 47 per cent of the sites indicated that violence resulting from confrontation between armed forces and/or armed groups is the second ranked risk that can lead to children's death or injury.

Aside from the abovementioned reasons, 33 per cent of the sites pointed to landmines and unexploded ordnances (UXOs), otherwise called explosive remnants of war, as another cause of peril. This is followed by severe physical abuses (13 per cent), domestic violence (13 per cent) and other circumstances constituting less than 10 per cent, which are attributed to sexual abuse and exploitation, criminal acts and harmful traditional practices.

The assessments done by UNHCR and ARMM-Humanitarian Emergency Action and Response Team (HEART) on the GPH-BIFF conflict reported that UXOs and IEDs are a real threat to safety which will have an impact on the return of IDPs. These threaten the lives and limbs of the people including the children. According to the *barangay* chairman of Lusay, Mamasapano, Maguindanao, UXOs were found in the area, and he himself kept one IED.

In Barangay Baital, Rajah Buayan, Maguindanao, the people fenced an area near the elementary school and beside a home which has an unexploded rifle grenade. According to the *barangay*

chairman, the discovery was a very tense and dangerous situation for the community because it was a child who found the grenade on the ground whilst playing with his playmates.

Whilst only one site mentioned early or child marriage, a key informant revealed that the areas had many cases of early marriage. The common age is 12-17 years old. Early marriage was unusual before. However, after the incidents of conflict, the number of people getting married at an early age increased noticeably. One *barangay* chairman noted that about 10 cases of early marriage happened in his area per month. Residents pointed out that early marriage might be a coping mechanism after the emotional trauma and feeling of hopelessness as a result of conflict.

**Table 7. Places Where Environmental Risks are Higher for Children**

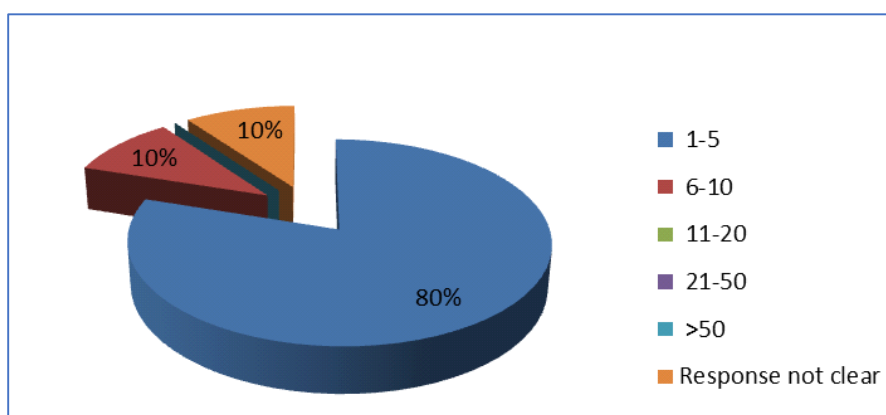
	Percentage to Total Number of Sites
<b>On the way to school</b>	60%
<b>At home</b>	53%
<b>In school</b>	33%
<b>At work</b>	27%
<b>On the way to work</b>	20%
<b>At the market</b>	7%
<b>On the way to market</b>	7%

With regard to the situations that pose the highest risk of injuries or death to children, 60 per cent of the sites attributed them to the conditions encountered whilst the children are on their way to attend school. On the other hand, 33 per cent of the sites said risks are higher for children within the school. This makes the school and the route on the way to and from school as the most environmentally risky for children. In many remote areas, the schools are far from the communities. Children have to walk far to attend school. Often environmental hazards are along the way, like bad roads and crossing a river.

Eight of the 15 sites (53 per cent) said risks are higher for children in their own home. Aside from environmental risks, children also face at home risks like domestic violence and severe physical abuse. Coupled with the risks on the way to and within schools, these risks inside and outside the home are consistent with the main risk in **Figure 7**. Aside from these, 27 per cent of the sites claimed that risks are higher for children at work, and 20 per cent chose “on the way to work”.

As for exploitation, the sites mentioned that there are children who work in farms, which suggests that they also face risks on the way to or at work, aside from those risks in going to school and the hard work in the farm. Aside from this fact, the children are vulnerable to crossfire, indiscriminate shelling/shooting and IEDs/UXOs during armed conflicts.

**Figure 8. Estimated Number of Violent Deaths and Injuries to Children**



With respect to the estimated number of violent deaths and injuries to children, 80 per cent of the sites responded that there were one to five children victims, whilst one site said the child-victims numbered six to 10. **(Figure 8)**

**Table 8. Presence of Children Committing Acts of Violence**

	Percentage to Total Number of Sites
Yes	7%
No	93%

On the issue of children's involvement in acts of violence (**Table 8**), 93 per cent of the sites said children were not implicated in violence. Only one site each noted that children had been involved in an attack on school and/or community infrastructure, and looting and/or stealing (see **Table 9**). This implies that, in most of the sites, children are not involved in acts of violence.

**Table 9. Kind of Violence in Which Children are Participating**

Kind of Violence in Which Children are Participating	Percentage to Total No. of Sites
LTS – looting and/or stealing	7%
ASH – attack on school and/or community infrastructure	7%

In dire times, the family is the children's shell to protect them from harm, the first line of defence and provider of comfort and fundamental needs for survival. If children are not safe and secure within the home or family, they are more vulnerable outside. For this reason, the need to strengthen the family is paramount so as to secure and develop the children.

### Recommendations

Two CP standards are applicable to this section – Standard 7 (Dangers and Injuries) and Standard 8 (Physical Violence and Other Harmful Practices). **Standard 7 says that girls and boys are**

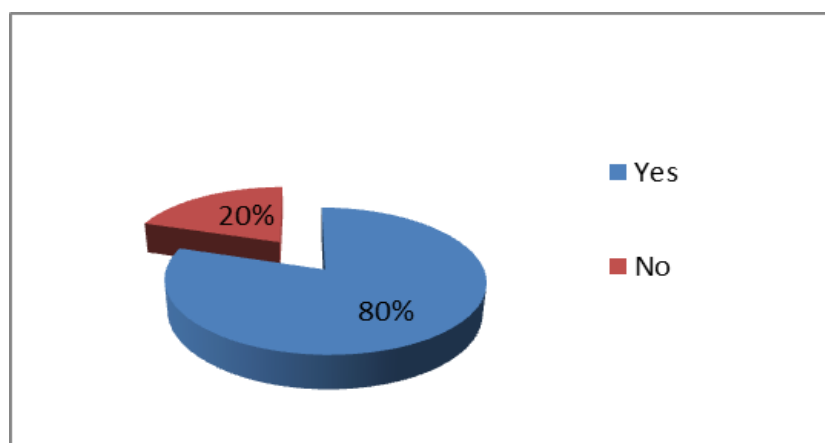
protected against harm, injury and disability caused by physical dangers in their environment, and the physical and psychosocial needs of injured children are responded to in a timely and efficient way. Standard 8 says that girls and boys are protected from physical violence and other harmful practices, and survivors have access to age-specific and culturally appropriate responses.

PREVENTION	RESPONSE
More proactive projects, programmes and activities should be undertaken to strengthen the family as a basic social institution.	The family, as the child's primary provider, protector and first line of defence, should be strengthened, with the LGUs as principal duty bearers and with ample assistance and direction from the national line agencies and, when available, from the donor community.
The Barangay Councils for the Protection of Children (BCPCs) should be reinforced as a grassroots mechanism and conduit of interventions and assistance in order to strengthen families.	Establish, strengthen and put BCPCs into operation.
Sustain public education and information amongst the community leader and security and law enforcement sectors. If opportunity would allow it, engage with organised armed groups on the perils brought about by armed conflicts to children.	

### C. Psychosocial Well-Being and Community Support Mechanisms

In any emergency situation, most children experience profound stress. They often exhibit different reactions such as sleeping problems, nightmares, withdrawal, problems concentrating and guilt. But these reactions can be resolved in time.

**Figure 9. Reports of Changes in Children's Behaviour**



Eighty per cent of the sites said the children manifested changes in behaviour after the GPH-BIFF conflict. The remaining 20 per cent saw no changes in the behaviour of children in the community.

The top three changes in behaviour in girls were sadness, unusual crying and screaming, and disrespectful behaviour in the family.



**Table 10. Reports of Changes in Girls' and Boys' Behaviour after the GPH-BIFF Conflict**

Changes in Behaviour	Percentage to Total Number of Sites (Girls)	Percentage to Total Number of Sites (Boys)
Unusual crying and screaming	40%	27%
More aggressive behaviour	27%	33%
Violence against younger children	7%	0%
Unwillingness to go to school	33%	27%
Less willingness to help caregivers and siblings	13%	0%
Disrespectful behaviour in the family	40%	20%
Sadness	47%	47%
Having nightmares and/or being unable to sleep	27%	33%

Girls had no manifestations of fear of the wind and rain, committing crimes, substance abuse, engaging in high-risk sexual behaviour and other antisocial behaviours. Only 7 per cent of the sites reported that girls showed violence against younger children, whilst 13 per cent showed less willingness to help caregivers and siblings. Twenty-seven per cent of the respondents expressed that girls in the community displayed more aggressive behaviour and were having nightmares and/or were unable to sleep. Thirty-three percent cited reports of girls not wanting to go to school anymore.

As for boys, sadness was also the top change in behaviour (47 per cent). Forty per cent of the sites said boys became disrespectful towards family, 33 per cent said boys were experiencing nightmares and were unable to sleep, 27 per cent noted unusual crying and screaming, and 27 per cent stated that boys were unwilling to go to school.

Although 33 per cent of the sites observed more aggressive behaviour in boys in the community, some negative behaviours still gathered zero responses, i.e., boys in the community did not show fear of wind and rain, or less willingness to help caregivers and siblings. Neither were they engaging in high-risk sexual activities, becoming violent against younger children, nor resorting to substance abuse and committing crimes.

However, there were no reports that boys were attending school regularly. Responses from 27 per cent of the sites showed boys' unwillingness to go to school. The armed conflict affected the schooling of the children.

**Table 11. Stressors for Boys and Girls since the GPH-BIFF Conflict**

Stressors	Percentage to Total Number of Sites (Boys)	Percentage to Total Number of Sites (Girls)
Attacks	53%	27%
Bullying	7%	0%
Being unable to go back to school	33%	33%
Being unable to return home	47%	33%
Losing their belongings	33%	0%
Being separated from their friends	20%	7%
Being separated from their families	7%	7%
Nightmares or bad memories	0%	7%
Extra hard work	13%	7%
Lack of shelter	27%	27%
Going far from home for work	7%	0%
Lack of food	27%	20%

Eleven main factors make boys in the community stressed. The two biggest possible factors are attacks (53 per cent) and being unable to return to their homes (47 per cent). Thirty-three per cent of the sites said the stressors are being unable to go back to school and the loss of personal belongings, whilst 27 per cent pointed to the lack of shelter and food as contributory factors that put stress on boys. Twenty per cent said they are stressed by separation from their friends.

The top stressors are somewhat similar for the girls – being unable to go back to school or return home (33 per cent), attacks (27 per cent), lack of shelter (27 per cent) and lack of food (20 per cent). Seven per cent identified separation from friends and families as stressor, which means that majority of the families are still intact.

**Table 12. Support System for Stressed Boys and Girls**

Support System for Stressed Boys and Girls	Percentage to Total Number of Sites (Boys)	Percentage to Total Number of Sites (Girls)
Peer groups	73%	67%
Schoolteachers	40%	33%
Community social workers	7%	13%
Religious leaders	20%	13%
Parents	73%	67%
Government officials	7%	13%
Siblings	13%	20%
Relatives	20%	20%
Community leaders	7%	7%

If boys and girls are encountering problems or experiencing stress, the top three support systems are peer groups, parents and teachers, followed by siblings and relatives. Notably most of the sites believed that boys and girls in the community recognise and trust their parents when they experience problems or stress.

A few sites suggested going to social workers, government officials and community leaders as service providers during times of problem and stress, but their lower percentage may suggest children's lack of trust or comfort in opening up to these service providers.

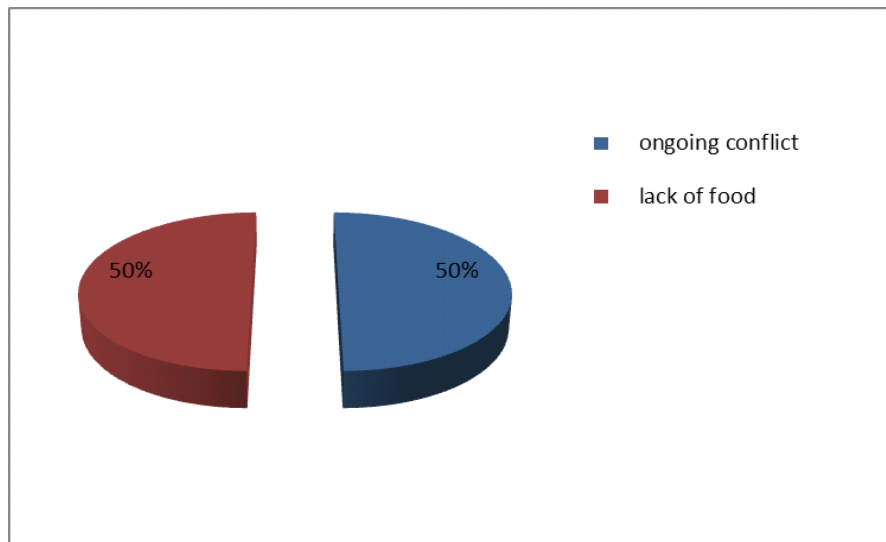
Respondents from the sites did not identify traditional midwives, health workers, women's groups, tribal leaders and/or neighbours as support systems when children experience problems or stress.

**Table 13. Reports of Changes in Caregivers' Attitude towards their Children**

Reports of Changes in Caregivers' Attitude towards their Children	Percentage
Yes	73%
No	27%
Total	100%

As shown in **Table 13**, 73 per cent of the sites noticed changes in the attitude of the caregivers towards their children. The remaining 27 per cent saw no changes at all.

**Figure 10. Main Sources of Stress for Caregivers**



The sites identified the ongoing conflict and inadequate supply of food as the primary stressors of the caregivers in the community (**Figure 10**). All in all, the armed conflict was the main source of stress for both the caregivers and the children.

Site reports indicated zero responses or no observed manifestations that caregivers show more love and affection to the children. Fifty-three per cent of the sites noted that even parents themselves pay less attention to their children's needs. Only 20 per cent expressed otherwise. Twenty per cent conveyed that parents spend less time with their children, whilst only 13 per cent noticed that parents spend more time with their children.

Only 7 per cent of the respondents noticed that caregivers care about their children's access to recreational activities. Seven per cent noticed that caregivers prevent their children from going to school, and no one observed that caregivers ensure their children's education despite the difficult situation. On a positive note, no one reported parents forcing and/or encouraging their children to marry early.

### Recommendations

**Girls' and boys' coping mechanisms and resilience are strengthened. The severely affected children are receiving appropriate support. (Standard 10 Psychosocial Distress and Mental Disorders)**

Below are the recommended preventions and responses for children and adults in cases of armed conflict.

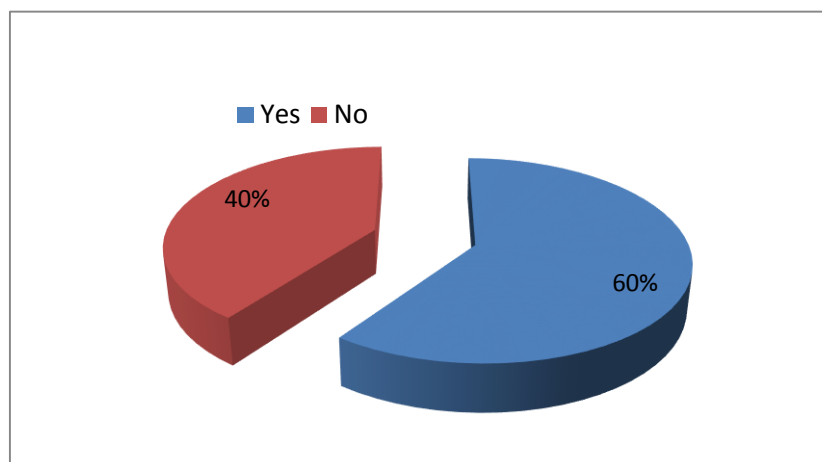
PREVENTION	RESPONSE
Parents/caregivers should ensure the well-being of the children.	Conduct orientations/seminars on proper care giving, rights of the child and laws related to the protection of children from any forms of violence, exploitation and abuses through an educational session with parents. Teach caregivers the principle of attunement when dealing with children.
Parents/caregivers must have livelihood to provide their children's needs.	Provide a livelihood programme or any income-generating projects for the community.

PREVENTION	RESPONSE
Ensure that the morality, dignity and values of adults, youth and children are intact.	Provide psychosocial intervention to the communities.
LGUs must ensure the safety and well-being of their constituents, especially the children.	Establish/strengthen the LCPC/BCPC by ensuring its functionality and reinforcement of local policies, ordinances and programmes. Capacitate LGU officials through child-oriented activities in the community (e.g., system-building approach and Journey of Life).

#### D. Access to Services and Marginalised Groups

Sixty per cent of the communities covered by this study said they have people who are capable of organising recreational and/or educational activities for children. The remaining 40 per cent said otherwise. (Figure 11)

**Figure 11. Presence of People Capable of Organising Recreational and/or Educational Activities for Children**



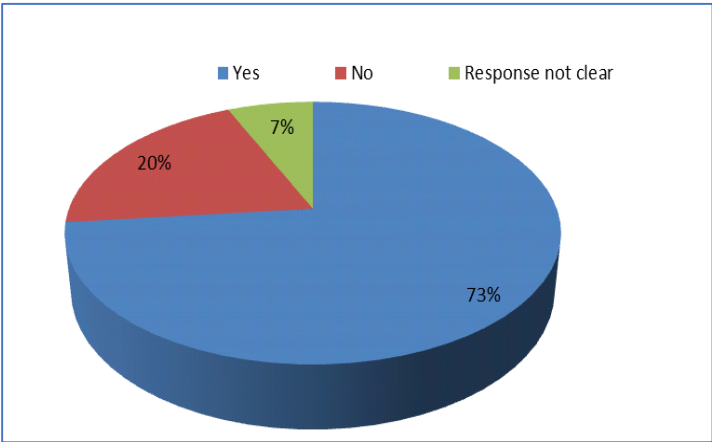
Amongst the skills that these capable people have (Table 14), teaching ranked first (47 per cent) and keeping children safe second (33 per cent). Other skills were organising collective activities for children (13 per cent) and supporting distressed children (also 13 per cent). Working and supporting children living with physical disabilities ranked last with only 7 per cent.

**Table 14. Skills of People Capable of Organising Recreational and/or Educational Activities for Children**

Skills of People Capable of Organising Recreational and/or Educational Activities for Children	Percentage to Total Number of Sites
Teaching	47%
Keeping children safe	33%
Organizing collective activities for children	13%
Supporting distressed children	13%
Working/supporting children living with physical disabilities	7%
Teaching children with learning difficulties	7%

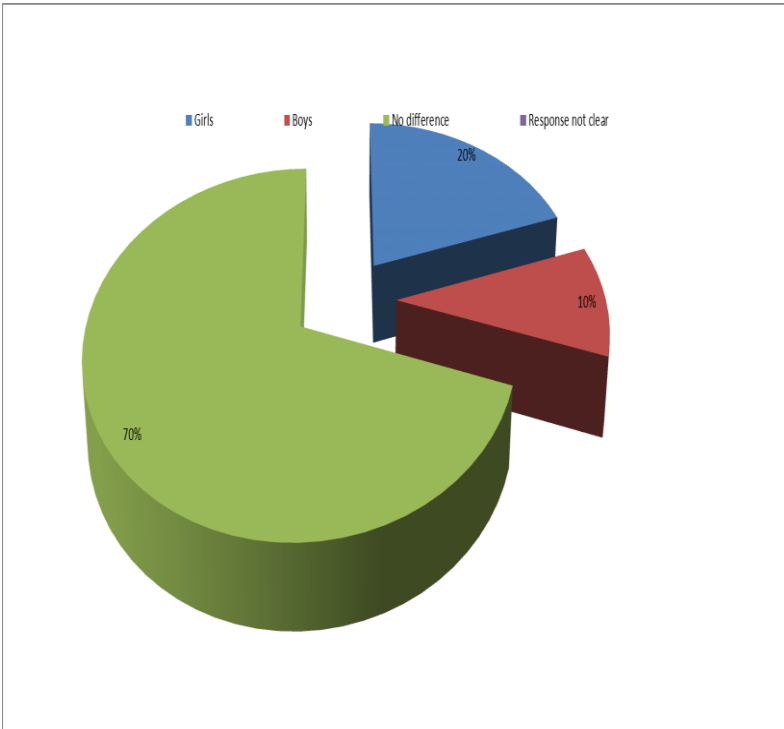
Seventy-three per cent of the sites said the children in their communities have less access to services. Twenty per cent said otherwise. (**Figure 12**)

**Figure 12. Presence of Children with Less Access to Services**



Respondents also observed that most of the excluded children are those newly arrived in the community (20 per cent), children with disability (13 per cent), children from poor households (13 per cent) and children living with elderly (7 per cent). (**Table 15**)

**Figure 13. Gender Balance of Children with Less Access to Services**



Twenty per cent of the sites said more girls than boys had less access to services, whilst 10 per cent mentioned the opposite (**Figure 13**). But majority (70 per cent) saw no difference in girls and boys' access to services.



**Table 15. Groups of Children Who are Most Excluded from Services**

Groups of Children Who are Most Excluded from Services	Percentage to Total Number of Sites
Newly arrived	20%
Children from poor households	13%
Children with a disability	13%
Children living with elderly	7%

As shown in **Table 15** above, 73 per cent of the sites confirmed there are children who have less access to services. The ongoing fight hampers the delivery of humanitarian services, especially to children, in the sites covered by this study.

The UN stated that 80 million children in conflict-affected areas in all parts of the globe are denied access to humanitarian assistance. This can be attributed to political and other societal conflicts.

Whilst most of the sites reported that boys and girls have equal access to services, a significant number still said otherwise. Therefore, there is gender bias that can be attributed to the cultural setting and social norms of the community.

Newly arrived children in the community were identified as the most excluded from services primarily because they were still looking for new peers who could give them a sense of belonging. Thus, the higher the level of alienation, the lower the access to services.

Children from poor households ranked second most excluded. Their social status impedes their ability to socialise and assert their rights.

Despite the presence and availability of skilled people in the sites to resolve the cases of exclusion, their services are not being solicited. Some sites have staff who have been trained to handle psychological interventions. However, the change in local officials every three years affects the programmes and communities. The programmes and services of the politicians oftentimes come and go with them, regardless of the effect on the communities.

To help children cope with the trauma and stress they went through, they should be given the chance to participate in community-initiated recreational and educational activities. It is also important to ensure that no child is left behind, especially in gaining access to humanitarian assistance like food, clothing and health services.

## Recommendations

**Standard 18 (Protecting Excluded Children) states, “All girls and boys in humanitarian settings have access to basic services and protection, and the causes and means of exclusion of children are identified and addressed.”**

To ensure that no child is left behind and to prevent excluding children in humanitarian aid, this report gives the following recommendations based on data gathered from the affected sites.

PREVENTION	RESPONSE
Organise children and youth support groups that shall empower and encourage them to assert their rights.	Reach out to excluded children by setting up a peer support group in the communities.
Promote a child-centred approach in the delivery of humanitarian aid to communities.	Ensure the participation of children and youth in the planning and implementation of programmes and activities for them to feel a sense of ownership, belongingness and responsibility.

PREVENTION	RESPONSE
Use skilled people in the communities who may contribute to a more child-friendly environment.	

## E. Access to Information-Sharing Channels

**Table 16. Most Important Sources of Information for the Community**

Most Important Sources of Information for the Community	Percentage to Total Number of Sites
<b>SMS</b>	87%
<b>Radio</b>	73%
<b>TV</b>	40%
<b>Community leader</b>	27%
<b>Friends, neighbors and family</b>	20%
<b>Newspapers/magazines</b>	13%
<b>Religious leader</b>	13%
<b>Government official</b>	13%
<b>Telephone/voice call</b>	7%

In **Table 16**, 87 per cent of the sites said SMS or text messaging is the most important source of information, whilst 73 per cent go for radio and 40 per cent for television. Data also show that 27 per cent of access to information and sharing come from community leaders; 20 per cent from family, friends and neighbours; 13 per cent from newspapers and magazines, religious leaders and government officials; and 7 per cent from telephone or voice calls.

Every family will ensure that if they have no radio, they must have at least a cellular phone at home for immediate communication and information purposes. However, an informant said the use of cell phone might be linked and/or add to the burden of early marriage problems in the community.

Moreover, the reliability and validity of the cell phone as the primary source of information is deemed questionable because of the easy fabrication or falsifying of a story. A few of the residents have television, but most of the time the television cannot be used because of usual and long blackouts in the areas. Only a few from the target areas also have access to newspapers.

### Recommendations

In accordance with the Minimum Standards for Child Protection in Humanitarian Action, the following Standards are necessary to be considered for better responses and communication.

**Standard 1, Coordination:** Relevant and responsible authorities, humanitarian agencies, civil society organisations and representatives of affected populations coordinate their child protection efforts to ensure full, efficient and timely response.

**Standard 3, Communication, Advocacy and Media:** Child protection issues are communicated and advocated for with respect for girls' and boys' dignity, best interests and safety.

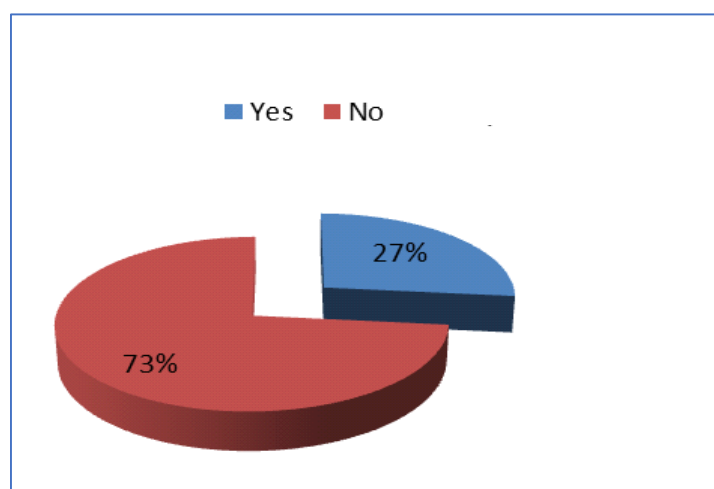
**Standard 5, Information Management:** Up-to-date information necessary for effective child protection programming is collected, stored, used and shared with full respect for confidentiality and in accordance with the "do no harm" principle and the best interests of children.

PREVENTION	RESPONSE
Ensure that people have continuous access to communications via tri-media for awareness and information update.	Stabilise the power source of the communities. Establish a public library as part of the educational system in the community to increase awareness and literacy.
Involve the community in voicing out their needs.	Initiate an advocacy campaign on the social needs of the community.
Maximise the use of the SMS and radio in disseminating vital information to stakeholders.	Maximise the use of the SMS and radio in disseminating vital information, e.g., response/ interventions in the affected population.

## F. Exploitation of Children

Child labour is one of the Philippines' persistent problems; it stems from a range of social factors and needs urgent solution. Child labour is unacceptable because it deprives children of their basic rights.

**Figure 14. Presence of Exploitation of Children**



Seventy-three per cent of the sites said the children are not exploited for financial or other purposes. But 27 per cent said otherwise; they are mostly from the municipality of Pikit (Poblacion, Barangay Bulol and Barangay Paidu Pulangi) and from Pagatin, Shariff Saydona, Maguindanao.

**Table 17. Purpose of Exploitation of Children**

Purpose of Exploitation of Children	Percentage to Total Number of Sites
<b>Farm work</b>	20%
<b>Factory</b>	7%
<b>Cross-border trafficking</b>	7%
<b>Other harsh and dangerous labor</b>	7%

Farm work tops the purposes of exploitation of children. Even before the conflict, the primary source of income of families in Maguindanao and North Cotabato is farming. Generally, children are part of the labour force of their respective families. Second to farm work is factory work, which refers to the post-harvest activity of operating the machines used in processing raw farm products.

Other hazardous jobs were also identified. It is evidence that children are at a higher risk of danger.

Cross-border trafficking is also a form of exploitation. The recurring armed conflict resulted in evacuation and, therefore, economic crisis. This makes the IDPs, especially the minors, vulnerable to illegal recruitment. Based on records of the Recovery and Reintegration Program for Trafficked Persons of DSWD-ARMM for 2013, 25 minors aged 11 to 17 years old were assessed in cases categorised as forced labour. There were also those intercepted whilst processing their passports.

In addition, several informants said they had cases of child labour in their community. Children were forced to work due to economic scarcity in the family after a long stay in the evacuation centre or in a host *barangay*. According to an informant, child labour became a routine activity of the children because they were enjoying the work even without the permission of parents. Meanwhile other children were forced to work to help feed their family because most of them were out-of-school youth doing nothing at home. Instead of wasting time, they chose to work at an early age.

## Recommendations

**Standard 12** discussed child labour with a message: “**Girls and boys are protected from the worst forms of child labour, in particular those related to or made worse by emergency.**”

PREVENTION	RESPONSE
Advocate for the prevention of the worst forms of child labour in the communities through awareness campaigns and community-based information dissemination.	Further investigate allegations of child exploitation in farm work, factory work and others.
Conduct community sessions with the parents and children on child labour and exploitation and its effects to the children's well-being.	Inform the <i>barangay</i> and other local stakeholders of the occurrence of child exploitation so they can provide programmes and projects to resolve the existing problems.
Strengthen the protection mechanisms of LGUs.	Ensure that standardised monitoring, reporting and response frameworks are operationalised by both rights holders and duty bearers in the community.
Improve access to education and recreation especially during emergencies.	Build community support/protection mechanisms to monitor the situation of child exploitation and ensure that all affected communities have access to a community support group.

## G. Sexual Violence

Sexual violence may be in the form of rape and sexual abuse, harassment and trafficking of children for the purposes of prostitution and pornography.

In Central Mindanao, predominantly Muslim areas constantly suffer from natural disasters and armed clashes between government troops and separatist groups, causing displacement. The vulnerability of children to sexual violence and the after-effects thereof increases when disaster strikes. Even if actors assume that facilities and formations are already in place and that awareness-raising activities have been conducted in the communities, the protection mechanisms and services they provide oftentimes collapse. Livelihood and economic activities are disrupted, forcing community people to desperate measures, especially if basic services are very limited. And the lack or insufficiency of psychosocial response drives community people to look for other means to release their pent-up trauma and stress.

**Table 18. Actions that KIs Would Take if They Came Across a Victim of Sexual Violence**

Actions that KIs Would Take if They Came Across a Victim of Sexual Violence	Percentage to Total Number of Sites
Sexual violence never happens here	67%
Take child to municipal social worker	33%
Take child to caregivers	27%
Report to police/community justice system	20%
Take child to religious leader	13%
Take child to other family members	7%
Take child to barangay council	7%
Take child to tribal leaders	7%

Asked what they would do in case they came across a victim of sexual violence, 33 per cent of the sites said they would take the child to a municipal social worker, 27 per cent would take the child to caregivers, and 20 per cent would report to the police/community justice system. Taking the child to caregivers should be the first thing to do, but in case the caregivers are absent, it is proper to refer the child to a social worker or police or community justice system who are all part of the multisectoral response to sexual violence survivors.

**Table 19. Increase in Sexual Violence Since the GPH-BIFF Conflict**

Increase in Sexual Violence Since the GPH-BIFF Conflict	Percentage
Yes	17%
No	83%
<b>Total</b>	<b>100%</b>

Sexual violence, although present and undeniable during emergencies, is often not responded to or the response is not sustained due to a culture of silence and denial. As shown in **Table 19**, 17 per cent of the sites which responded noticed a climb in the number of sexual violence incidents in their community. The remaining 83 per cent saw no increase. The figure is based on the perception of the informants which may be affected by the lack of actual reports to make the comparison.

Municipal police office records can aid in accurately determining the number of sexual violence incidents against children in communities affected by disasters. But sexual violence in communities is unreported or underreported, with only 20 per cent of the sites willing to report to the police, thus the lack of evidence-based data to support the assumption of increase in sexual violence in emergency situations.

Furthermore, only 7 per cent of the 15 sites would turn to their respective *barangay* councils for assistance if they came across a survivor of sexual violence. *Barangay* councils are mandated to establish BCPCs as local protection mechanisms against grave child rights violations. However, the community does not take advantage of this because of lack of awareness about the programme against sexual violence.

The perceptions of the KIs on where and in what situations sexual violence against children most commonly occur were also gathered. **Table 20** shows that, amongst 12 areas given, KIs were able to assume only five areas where children's rights are violated sexually – whilst collecting firewood (7 per cent); at the village/camp whilst playing (7 per cent); on the way to school (7 per cent); in common areas like latrines/showers, etc.; and upon transfer to the area (7 per cent). One site had no clear response.

Although five areas were identified, they represent a meagre percentage of the KI assumptions and are largely undetermined. This shows the lack of information of the KIs regarding the presence of sexual violence in their community which cannot be supported by evidence-based data.

None of the respondents believe sexual violence occurs during displacement and in evacuation centres. However, numerous incidents of sexual violence amongst IDPs have been reported and documented, confirming that risk and vulnerability to sexual violence are higher during displacement.

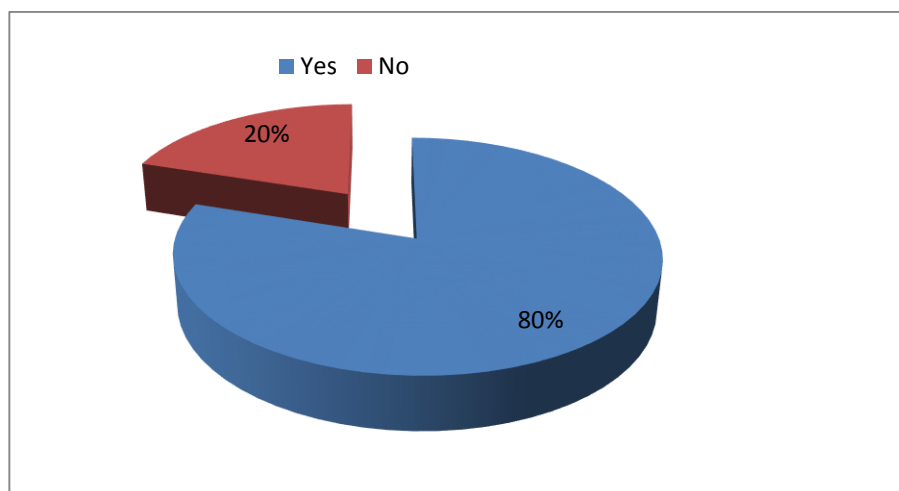
**Table 20. Situations Where Sexual Violence Occurs More Commonly**

Situations Where Sexual Violence Occurs More Commonly	Percentage to Total Number of Sites
While collecting firewood	7%
While playing around the camp/village	7%
On the way to school	7%
Upon transfer to this area	7%
In common areas such as latrines/showers, etc.	7%
Response not clear	7%

KIs in two sites believe that most often girls are the victims-survivors of sexual violence. Although sexual violence can happen to both girls and boys, girls are more targeted, as supported by numerous data previously gathered.

In addition, 75 per cent of the sites believe girls under 14 are most often the victims-survivors, whilst 25 per cent believe perpetrators of sexual violence do not care about the age of their victims. As this represents the respondents' perceptions and not evidence-based data, they do not necessarily represent the actual situation with regard to sexual violence in disaster-affected *barangays* in Central Mindanao. The culture of silence and denial and lack of awareness are prevalent in the communities, making it difficult to determine the extent of the problem of sexual violence.

**Figure 15. Child/Adolescent Would Normally Seek Help or Not**



Survivors of sexual violence usually suffer in silence because of fear and shame, more so if the survivor is a child or adolescent that has limited or restricted decision-making power. This assumption is attested to by numerous case conferences by the Gender-Based Violence Sub-Cluster and CPWG, and reports by member-organisations of the sub-clusters in Typhoon Bopha.

The discrepancy is vast in the actual reported and documented cases of sexual violence against the number of incidents that are left unreported or underreported.

Sustaining the multi-sectoral assistance to the survivor is also a challenge when the family chooses to amicably settle, allow the perpetrator to marry the victim or leave their community due to shame or threats from the perpetrator. But of the respondents, 80 per cent believe a child or adolescent survivor of sexual violence would normally seek help, and only 20 per cent do not believe so (**Figure 15**).

But the more crucial information that is missing in the figure is the time elapsed since the incident until the survivor decides to come out and seek help. This elapsed time is important in delivering medical attention, legal assistance and protection. The figure also does not show what keeps the victims silent and hesitant to seek help after the sexual violation.

**Table 21. People Girl-Victims of Sexual Violence Normally Turn to for Help**

People	Frequency	Percentage
<b>Mother</b>	2	40%
<b>Father</b>	1	20%
<b>Local Chief</b>	2	40%
<b>Total</b>	<b>5</b>	<b>100%</b>

As the KIs believe that girls are most often the target of sexual violence, they were unable to identify who boys normally turn to for help. When girls are survivors, however, the respondents believe they normally turn to the mother (40 per cent), local chief (40 per cent) and father (20 per cent). (**Table 21**)

However, the assessment does not include the awareness level of parents and/or community people on the referral pathway and protocols, which is important for them to be able to support and assist the child or adolescent survivor.

Not a single respondent believed that girls turn to social workers and health workers, and that girls report to the women and children's desk, which may indicate the level of trust of the community to the local police.

**Table 22. Awareness of Sexual Violence Services Available to the Community**

Awareness of Sexual Violence Services Available to the Community	Percentage
<b>Yes</b>	0%
<b>No</b>	80%
<b>Response not clear</b>	20%
<b>Total</b>	<b>100%</b>

As shown in **Table 22**, 80 per cent of the KIs aware of sexual violence victims admitted to being unaware of the services available to help victims of sexual violence – where to turn to, when to report and who to talk to. The remaining 20 per cent did not have clear responses.

Various facilities and formations have been institutionalised to assist and care for survivors of sexual violence, especially children and adolescents. These include the Women and Children's Protection Desk of municipal police stations, Women and Children Protection Unit (WCPU) of government hospitals, and violence against women and children (VAWC) desks of *barangays*. The Local Council Against Trafficking-VAWC and LCPC are also the inter-agency councils the government acknowledges in addressing gender-based violence (GBV) prevention and responses.



The role of NGOs in advocacy and campaign is important in raising the awareness of local communities in the prevention of and response to sexual violence.

These site reports indicating the perception of community people towards sexual violence can be alarming if actors are to assume that sexual violence is present and escalates during man-made or natural disasters even with the absence of evidence-based data. Sexual violence is taking place, but is not reported. The CPWG goes an extra mile to protect girls and boys from sexual violence, provides holistic response to survivors and ensures that communities have access to relevant information in the prevention of and response to sexual violence.

## Recommendations

**Standard 9 says that girls and boys are protected from sexual violence, and survivors of sexual violence have access to age-appropriate information and a safe, responsive and holistic response.** Below are the recommendations to better address sexual violence in emergencies.

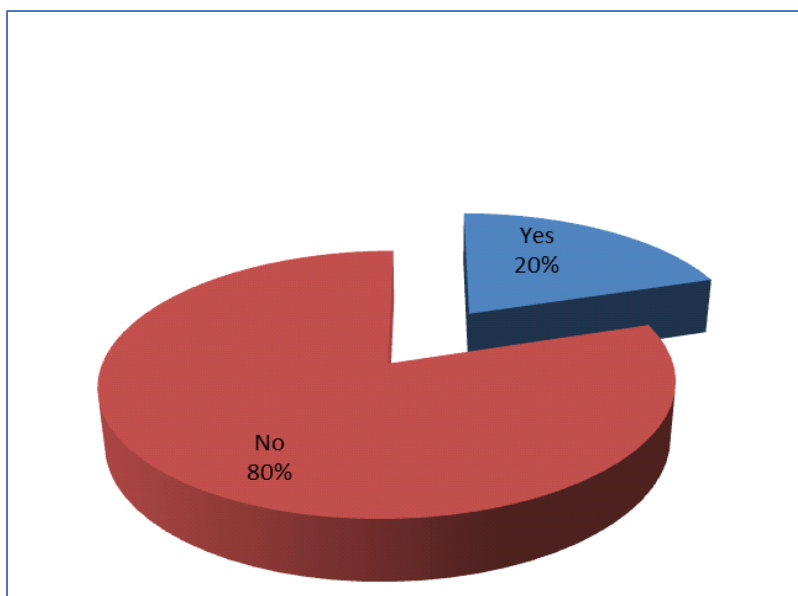
PREVENTION	RESPONSE
Conduct awareness-raising activities in the communities aimed at changing the behaviour of community people towards sexual violence.	Heighten community awareness on the GBV referral pathway and how to assist survivors appropriately.
The situations wherein sexual violence is most prevalent must be identified and must be evidence-based to properly construct prevention measures in these areas. Prevention and response to sexual violence must be incorporated in the disaster plans of municipal and <i>barangay</i> LGUs to ensure protection mechanisms before, during and after emergencies.	The CPWG must assist <i>barangay</i> councils in organising and strengthening VAWC desks and BCPC/CBCPNs as community-based protection structures.  Local formations must be trained on the proper reporting and documenting of sexual violence cases. Barriers in reporting sexual violence must be determined to be properly addressed.
	Parents should know how to handle and support their child. Parents should not hesitate in giving the necessary information to social workers, police and health facilitators to prevent re-victimisation of the survivor.

## H. Children Associated with Armed Forces and Armed Groups

The recruitment or use of children by armed groups during armed conflict is one of the six grave child rights violations (GCRVs) as defined by the UN Security Council. These violations have legal basis on international humanitarian law and international human rights law. One main challenge regarding the recruitment and use of minors in armed conflict is that it is seldom reported and responded to.

Out of the 15 sites visited, 80 per cent reported no presence of children associated with armed groups in their community, but 20 per cent said otherwise (**Figure 16**). The result of the assessment made in Barangays Bulol and Kabasalan in Pikit, North Cotabato, shows that 11-20 known children associated with armed groups were present in each area, and six to 10 children were in Poblacion, Pikit. In most cases, these children were believed to be the sons and daughters of armed group members. However, these reports had no evidence.

**Figure 16. Knowledge of Children Working With or Being Used by Armed Forces or Groups in the Community**



## Recommendations

**Standard 11 (Children Associated with Armed Forces or Armed Groups) states, “Girls and boys are protected from recruitment and use in hostilities by armed forces or armed groups, and are released and provided with effective reintegration services.”** To abide by this standard and to prevent children from being abused during conflicts, this report gives these recommendations:

PREVENTION	RESPONSE
Responsible agencies such as the DSWD and LGUs should work with leaders, communities, families and youth organisations to establish recreational and educational spaces and activities for children.	In coordination with relevant agencies, the CPWG must ensure that recreational and educational spaces and activities for children are adequate, especially in areas that have children associated with armed conflict. Work with local leaders, community groups, schools and youth organisations to prevent the recruitment or voluntary participation of children in armed forces or groups, including access to safe school education for all children and long-term viable livelihood opportunities.
Responsible agencies like the Department of Interior and Local Government and LGUs, in collaboration with NGOs, need to ensure the establishment and functionality of LCPCs and CBCPNs especially at the <i>barangay</i> , municipality/city and provincial levels. These local inter-agency councils/networks can be mobilised for child protection in emergencies. Ensure ongoing and effective coordination between the Country Task Force on Monitoring and Reporting (CTFMR) and local mechanisms	Initiate discussions with the appropriate military and/or political authorities and armed group commanders at local, national and regional levels, where necessary, to advocate for the release of children in their rank. Ensure referral networks are in place and procedures for dealing with children associated with armed groups are followed. Establish a database documenting the recruitment of children/children associated with armed conflict, including the responses made to each case.

PREVENTION	RESPONSE
for monitoring and reporting human rights violations, most especially with NGOs, government human rights agencies and LGUs.	
Responsible agencies such as the DSWD and CPWG must engage state armed forces and the Philippine National Police to raise awareness of the procedures to handle children associated with armed groups.	Provide the response. Procedures to handle children are followed.

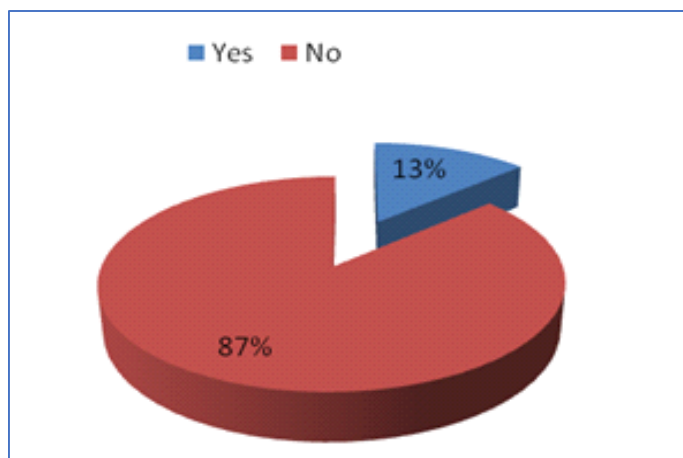
## I. Other Grave Child Rights Violations

During armed conflicts, children are highly vulnerable to many hazards involving the violations of their rights. Amongst these are the six grave child rights violations: (1) killing and maiming of children, (2) recruitment or use of children by armed forces or armed groups, (3) rape and other forms of sexual violence, (4) abduction of children, (5) attacks against schools or hospitals, and (6) denial of humanitarian access to children.

The UN Security Council identified these GCRVs to be put under the monitoring and reporting mechanism (MRM) in situations of armed conflict. Where perpetrators of GCRVs are identified and listed in the Annex Report of the UN Secretary General, the concerned countries are mandated to set up a CTFMR and report to the Security Council yearly. These countries include the Philippines.

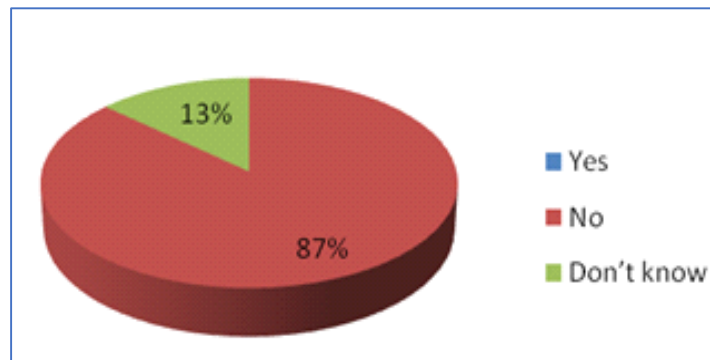
The recruitment or use of children by armed forces or armed groups is under letter H (Children Associated with Armed Forces and Armed Groups) in this CPRA report, and the five other GCRVs are included in this section.

**Figure 17. Knowledge of Killing and Maiming of Children in the Community**



Only 13 per cent of the sites said they knew of the occurrence of the killing and maiming of children, whereas 87% declared they knew nothing of the same. (**Figure 17**).

**Figure 18. Knowledge of Abduction of Children in the Community**



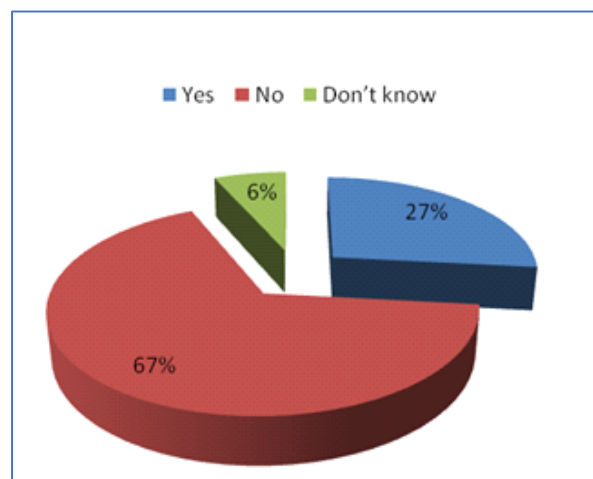
The answers regarding the abduction of children were quite similar: 87 per cent of the sites said abduction was not happening or they were unaware that it was happening in their communities. Thirteen per cent said they did not know. (**Figure 18**)

**Table 23. Knowledge of Rape and Other Grave Sexual Violence of Children in the Community**

	Percentage
Yes	7%
No	93%
Total	100%

With regard to rape and other grave sexual abuse, 93 per cent revealed that this GCRV did not happen or they had no knowledge of it happening in their community. (**Table 23**)

**Figure 19. Knowledge of Attacks on Schools and Hospitals**



Sixty-seven per cent of the sites indicated no knowledge of attacks on schools and hospitals, 27 per cent said they do have knowledge, and the remaining 7 per cent answered they do not know of this GCRV happening in their midst. (**Figure 19**)

**Table 24. Knowledge of Denial of Humanitarian Assistance**

	Percentage
<b>Yes</b>	7%
<b>No</b>	87%
<b>Don't Know</b>	7%
<b>Total</b>	100%

Eighty-seven per cent of the sites stated that denial of humanitarian assistance was not taking place in their communities; 7 per cent said it was happening; and another 7 per cent said they did not know if it was happening. (Table 24)

For each of the five GCRVs mentioned, at least one site has knowledge of it happening, except for abduction. Attacks on schools and hospitals ranked first, with four sites saying they had knowledge of it. Two sites knew incidents of killing and maiming of children. All these indicate that GCRVs were happening in Maguindanao and North Cotabato during the GPH-BIFF armed conflict. In fact, reports said military elements had occupied the Datu Alamanza Elementary School in Sultan sa Barongis, Maguindanao, whilst a 7-year old girl was wounded in a mortar explosion in the *poblacion* of Datu Piang, Maguindanao.

**Table 25. Number of Children Affected by Other Grave Child Rights Violations**

	1-5	6-10	11-20	21-50	>50	Don't Know
<b>Killing and maiming of children</b>	2	0	0	0	0	0
<b>Abduction of children</b>	0	0	0	0	0	0
<b>Rape and other grave sexual violence</b>	0	0	0	0	0	1
<b>Attacks on schools and hospitals</b>	0	2	0	0	1	0
<b>Denial of humanitarian access</b>	0	0	0	0	1	0
<b>Total</b>						

\*frequencies

Seven weeks after the GPH-BIFF conflict, the sites noted two incidents of killing and maiming of children (between one to five in number); three incidents of attacks on schools, with one attack affecting at least 50 children; and one incident of denial of humanitarian assistance, affecting more than 50 children. As to rape and other grave sexual violence, one site reported a case, but the number of children involved was undetermined.

### Recommendations

PREVENTION	RESPONSE
More proactive programmes on raising the awareness level of constituents in identified displacement hotspots to serve as pre-emptive measures against children's exposure to GCRVs	Close coordination with the community-based human rights/humanitarian monitors of partner-member organisations for timely and comprehensive information gathering and sharing
More information and education to the security and law enforcement sectors, and, if possible, to organised armed groups on the collective aim of preventing GCRVs	Well-coordinated cluster documentation of GCRVs and responses/interventions in the best interest of the children survivors and/or victims

## VIII. CHILD PROTECTION HUMANITARIAN RESPONSE

The situations of families affected and displaced by the GPH-BIFF conflict resulted in the tremendous vulnerability of IDPs, especially the children.

### A. IDPs/Rapid Needs Assessments

On 27 January to 5 February 2014, ARMM-HEART, the Child Protection Cluster and other agencies, including CPWG members CFSI, IOM and DSWD-ARMM, conducted collaborative assessments in affected areas in the municipalities of Midsayap in North Cotabato and Datu Piang, Rajah Buayan, Sultan sa Barongis, Datu Salibo, Datu Abdullah Sangki and Mamasapano in Maguindanao. The assessments aimed to determine the situation, needs, gaps and responses that had been made initially based on the sectoral issues confronted by IDPs.

On 29 January, the MHT, led by the UN Office for the Coordination of Humanitarian Affairs, held an assessment in Pikit, North Cotabato. UNHCR, UNICEF, UN Development Programme, IOM, Mindanao Tulong Bakwet (MTB), World Food Programme and Muslim Youth and Religious Organisation, Inc. also participated. The assessment covered at least three sites in the said municipality, namely, Brgy. Macabual, Brgy. Gligli Madrasah and Sitio Balibet of Barangay Bulol.

### B. Protection Monitoring and Documentation

In addition to the collective efforts of clusters and agencies in conducting assessments, various agencies also supported the humanitarian response to the emergency situation.

MTB and Mindanao Human Rights Action Center or MinHRAC actively monitored the situation and events, and shared information with partners and relevant clusters.

The assessment carried out by the Protection Cluster and ARMM HEART validated children's issues in evacuation centres. In Brgy. Lusay, Mamasapano and Brgy. Bakat in Rajah Buayan, Maguindanao, the children were getting sick and deeply stressed. They got medical services directly from the Department of Health during the assessment. Students of the affected schools in the said *barangays* also received relief goods from the region's emergency response team.

In various assessment reports, the issues and needs of child protection intervention were somehow highlighted. Examples are psychosocial support and the provision of child-friendly spaces or temporary learning centres, as many of the schools in affected communities were used as evacuation centres of the displaced families.

### C. Mine Risk Education Trainers' Training

Based on assessments and other reports of unexploded ordnances in the affected areas, the Swiss Foundation for Mine Action organised a Trainers' Training on Mine Risk Education for 13 volunteers of *Tiyakap Kalilintad*, a community-based group of peace advocates in Maguindanao, and two members of Nonviolent Peaceforce. The trainees are expected to train/orient their fellow community members on mine risks and what they need to do to avoid loss of lives. Twelve CPWG members participated in a separate Trainers' Training on Mine Risk Education.

### D. CPWG and CPRA

From the available but limited information on children affected by the GPH-BIFF armed conflict, CPWG came up with the consensus that a focused assessment should be done to figure out the child protection priorities. The CPRA itself is an intervention.

Chaired by the DSWD and co-led by UNICEF, the CPWG facilitated the formation of a task force to design the work plan and facilitate the conduct of CPRA. The CPRA Task Force is composed of 12 agencies: DSWD, UNICEF, UNHCR, Nonviolent Peaceforce, Regional Human Rights Commission, Commission on Human Rights Region 12, IOM, Plan, CFSI, UN Population Fund, United Youth of the Philippines-Women and MTB.

The CPRA in Central Mindanao is the third in the Philippines. The first CPRA was done in early 2013 in the areas affected by Typhoon Bopha in 2012, and the second in late 2013 in response to the Zamboanga siege.

## **IX. LESSONS LEARNT**

The CPRA in areas affected by the GPH-BIFF clashes enabled the CPWG members to highlight some insights that may contribute to improved child protection-related assessments in the future. This section will enumerate the lessons learnt in terms of tools used, selection of respondents and sites, and the actual conduct of assessment.

### **A. Tools Used**

During the orientation of assessors, each tool was presented and reviewed. Before the orientation ended, the team decided to translate the tool for the KIs into Tagalog to make it easier for the assessors to ask the questions to the respondents. But during the actual interview, the teams realised that translating the tools into Maguindanaoan, the local language used in the areas covered, would make the task a lot easier. It would be better if the assessors were familiar with the local language so that the answers could be translated into English without sacrificing the accuracy of respondents' information.

Another note was that the tool was designed more for adults than for children/youth respondents. In this case, putting the views of children at the heart of the CPRA would also require developing innovative methodologies that would do no harm and would serve the best interest of the child. A child-friendly questionnaire could be developed to further encourage children to speak up.

### **B. Selection of Respondents**

During the orientation, assessors were reminded about the profiles of the respondents they need to get in the community. But during the actual CPRA, they encountered unavoidable circumstances. One was the influence of LGU leaders. In dealing with this situation, assessors must be assertive so they get the right respondents for the assessment.

Because this is a child protection assessment, it is important that assessors get the perspective of children regarding the issues being discussed. To achieve this, child-friendly methodologies should be employed, such as focus group discussions, art workshops and theatre plays. These methods facilitate a more participative discussion with children.

### **C. Process**

The constancy of the assessors in the entire process is important. Each assessor must undergo the whole process from orientation to actual assessment and finally the drafting of the report.

In conducting the CPRA, the teams realised that a lot of their time was spent in coordinating with local government officials. Some waited long hours just to get the approval of mayors or to have an appointment with the local leaders. Therefore, arrangements and coordination should be made prior to the actual assessment in the communities.



Knowledge of the areas covered, especially the political milieu, would likewise help the assessors to easily grasp the local dynamics and make adjustments in respondent selection and in dealing with people at the community level.

Assessors should review and familiarize themselves with the tools before doing the interviews so they would find it easier to do follow-up questions if needed. Data gathered from the field should be properly written so that every information is securely encoded in the data tabulation process. In addition, teams should do a debriefing so that the information management team could process the data more easily.

Most of the women respondents did not speak up unless they felt a sense of security and privacy in the discussion. Because of this, assessors should ensure that interviews with women respondents are done in a place where they feel free to talk openly.

Assessors also need to know how to deal with sensitive issues such as sexual violation in the communities. Based on experience, most of the respondents said rape does not happen in Muslim communities, which in effect abruptly dismisses the discussion of the issue. It is important that assessors think of ways to encourage an honest answer from the respondents and earn their trust.

The capacity of assessors to understand and speak the local language is an important consideration as well. If one or two members of the team can speak fluently the language used in the communities, the interview and stimulation of ideas from the respondents would be easier.

Lastly, in the drafting of results, the writers should have knowledge and strong grasp of the culture of the communities covered. This can contribute to deeper analysis and data interpretation.

## X. SYNTHESIS

With the occurrence of the GPH-BIFF conflict, the need for a child-focused assessment was felt to ascertain the protection risks and needs of the children in the affected areas. Thus, CPWG Central Mindanao decided to do a CPRA and adapted the CPRA developed by the Global CPWG. Despite having no budget and lacking resources, CPWG Central Mindanao formed the CPRA Task Force, which mustered the strengths and available resources of the CPWG members. The members contributed staff, funds, supplies and logistics to carry out the CPRA.

Meetings were held amongst the CPRA Task Force members, other CPWG members and Municipal Social Welfare and Development Offices to review and improve the CPRA draft report until it was finalised. All these proved that if an organisation believes in something, it will do all it can to achieve it. Despite the limitations and challenges, CPWG Central Mindanao was able to complete the CPRA.

The CPRA was meant to provide a snapshot of child protection issues and concerns in an emergency. In the case of the GPH-BIFF conflict, the CPRA results determined the scale of the needs and protection risks faced by children. In summary, almost all of the child protection issues included in the What We Need to Know list were reported and/or observed, e.g., separated and unaccompanied children, violence against and physical danger to children, psychosocial distress, lack of access to services, exploitation of children, sexual violence and grave child rights violations.

In the What We Need to Know list, child trafficking was included under exploitation, considering previous studies that determined cases of trafficking after displacements and the fact that Maguindanao is amongst the areas in Mindanao and the Philippines with many trafficked children. However, little indication of this issue came out in the CPRA, and this could be an area for further investigation or deeper assessment.

The priorities for required response were also identified, as seen in the many recommendations forwarded. Initial responses were made, but a lot still needs to be done to address the protection needs and risks of the children. Thus, aside from the recommendations per issue, the CPRA Task Force agreed upon the following overall recommendations:

- A. Strengthen the referral pathways especially on how to report/refer cases and follow up responses with appropriate agencies/bodies.
- B. Give all children access to basic services in order to reduce their vulnerability to protection issues like sexual violence, economic exploitation, etc.
- C. Provide more avenues for child participation in the different programmes, projects and activities for children.
- D. Improve access of children and communities to child protection information.
- E. Organise or create support groups for children so they can get to exercise and enjoy their rights.
- F. Strengthen formal and informal child protection mechanisms like the LCPC, CBCPN, etc.
- G. Build the capacity of various service providers to ensure multi-sectoral responses to the needs of the survivors.
- H. Tap the existing skills/resources of stakeholders for child protection.
- I. Continuously advocate to state and non-state actors on CP/GCRV issues.
- J. Establish a database on CP/CP Information Management System.
- K. Include CP in the Comprehensive Development Plan-Executive Legislative Agenda of LGUs.

The CPRA results will hopefully help and guide the concerned government agencies and humanitarian organisations to undertake interventions in order to meet the needs of the children and create better protective environments for them.

# ANNEXES

## A.Tools

### 1. Key Informant

General Information [to be filled in by the assessor]	
<b>Identification</b>	
Assessor's name or code: _____	Organisation: _____
Date of assessment (dd/mm/yy): __/__/____	Site code (from the list of sites): _____
<b>Location of the site</b> [to be filled by the team leader/supervisor]	
Site name: _____ Area: _____	G.P.S./P code: ____ - ____
District: _____ Province /State: _____	
Type of site: urban <input type="checkbox"/> rural <input type="checkbox"/> official camp <input type="checkbox"/> makeshift camp <input type="checkbox"/> house-based <input type="checkbox"/> returned site <input type="checkbox"/> host community <input type="checkbox"/> [Add more context-specific options, ex. displaced community, non-displaced community, directly affected area, indirectly affected area. This is especially important if we are looking for possible differential treatment of parts of the population.]	Population estimate of the site: _____
Comments: [If ethnicity, tribal affiliation or any other distinctive attribute is relevant, they should be mentioned in this space.] _____	
<b>Source of information (key informant)</b>	
[If key informant prefers not to reveal his/her identity, it should be respected.] [If insecurity is an issue, name and position of the KI may be replaced with a code that is linked to another form for future references.]	
Name/code of the key informant: _____	Role in the community: _____
Age group: 18-25 <input type="checkbox"/> 25-35 <input type="checkbox"/> 35- 60 <input type="checkbox"/> >60 <input type="checkbox"/> 15-17 <input type="checkbox"/> [Age categories may be revised based on the context]	Male <input type="checkbox"/> Female <input type="checkbox"/>
Contact details: _____	
<b>Informed consent form:</b> [This text can be modified based on the context] My name is _____ [say interviewer's name] and I am working with _____ [name of the organisation/group] _____. We are conducting an assessment on the situation of children affected by the Government-BIFF conflict.	

This interview cannot be considered a guarantee for any direct or indirect support to you or your community, but the information you provide will help us define child protection priorities and programmes. We would like to ask you some questions about the situation of children in this [site/community/camp, etc.].

The interview should take about 60 minutes only. Your identity will be kept strictly confidential and will not be shown to others unless your written agreement is received to do so. Your participation is voluntary, and you can choose not to answer any or all of the questions.

[After asking each of the following questions, look at the KI and get implicit approval that s/he has understood.]

- A. All the information you give us will remain confidential.
- B. Your participation in this interview is voluntary.
- C. You can stop answering questions at any time.
- D. Do you have any questions? [Note any questions from the KI in the space here.]

**Ako si \_\_\_\_\_ at nagtatrabaho sa \_\_\_\_\_. Kami ay nagsasagawa ng pagsusuri patungkol sa sitwasyon ng mga kabataan sa mga lugar na apektado ng bakbakan sa pagitan ng Gobyerno-BIFF. Ang interview na ito ay hindi nangangakong may ibibigay na anumang direkta o hindi direktang suporta sa inyo o sa inyong komunidad. Subali't ang mga impormasyong ibibigay ninyo ay makakatulong sa amin upang matukoy kung anu-ano ang mga prayoridad at programa patungkol sa sitwasyon ng mga kabataan sa inyong (site/komunidad/camp). Ang interbyung ito ay magtatagal lamang nang mga 60 minuto. Ang inyong pagkakakilanlan ay mananatiling nakatago at hindi ipapaalam sa kahit na sino, maliban lamang kung may written agreement o kasulatan mula sa inyo na nagpapahintulot nito. Ang inyong partisipasyon ay kusang loob, at maaari kayong hindi tumugon sa mga piling tanong o sa lahat.**

**(Pagkatapos itanong ang mga katanungan, tingnan ang KI kung naintindihan niya ito.)**

- A. **Lahat ng impormasyong inyong ibibigay ay mananatiling nakatago.**
- B. **Ang inyong partisipasyon sa interbyu ay kusang loob.**
- C. **Pwede kayong huminto sa pagsagot sa mga katanungan sa kahit na anong pagkakataon.**
- D. **Mayroon ba kayong mga katanungan?**

**For supervisor's use only: c/o Info Management Team**

**Verification done by: \_\_\_\_\_ Date: \_\_/\_\_/\_\_\_\_ Signature:**

## List of Key Terms and Their Definitions

**Child.** Refers to a person below 18 years of age or someone over 18 but unable to fully take care of himself/herself because of abuse, neglect, cruelty, exploitation or discrimination because of a physical or mental disability or condition. (Source: Republic Act No. 7610, otherwise known as the Special Protection of Children against Child Abuse, Exploitation and Discrimination Act)

**Child Labour.** Refers to work that is mentally, physically, socially or morally dangerous and harmful to children, and interferes with their schooling by depriving them of the opportunity to attend school, obliging them to leave school prematurely or requiring them to attempt to combine school attendance with excessively long and heavy work. It is described often as work that deprives children of their childhood, potential and dignity. (Source: Minimum Standards for Child Protection in Humanitarian Action, p. 223)

**Child Protection.** Refers to the prevention of and response to abuse, neglect, exploitation and violence against children. (Source: Minimum Standards for Child Protection in Humanitarian Action)

**Environmental Risks.** Refers to threats towards the safety of children by their surroundings. Children have little control over their environment. Unlike adults, they may be both unaware of risks and unable to make choices to protect themselves.

**Excluded Children.** Refers to children who are at risk of missing out on an environment that protects them from violence, abuse and exploitation, or children who are unable to access essential services and goods in a way that threatens their ability to participate fully in society in the future. (Source: State of the World's Children, 2006, p. 7)

**Foster Care.** Refers to the provision of planned temporary substitute parental care to a child by a foster parent. (Source: Republic Act No. 10165, otherwise known as the Foster Care Act of 2012)

**Gender-Based Violence.** An umbrella term referring to any harmful act that is perpetrated against a person's will and is based on socially ascribed (gender) differences between males and females. (Source: IASC GBV Guidelines, 2005, p. 7)

**Separated Children.** Refers to children who are separated from both parents or from their previous legal or customary primary caregiver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members. (Source: Inter-Agency Guiding Principles on Unaccompanied and Separated Children, p.13)

**Unaccompanied Children.** Also called unaccompanied minors, refers to children who have been separated from both parents and other relatives, and are not being cared for by an adult who, by law or custom, is responsible for doing so. (Source: Inter-Agency Guiding Principles on Unaccompanied and Separated Children p.13)

## Translations of Some Tagalog Terms for Use by Assessors

House-based – *mga taong nagsilikas at nakatira sa mga bahay ng kamag-anak o kaibigan*

Foster care – *pagkukop sa bata*

Sexual violence – *pang-aabusong sekswal*

Severe corporal punishment – *malupit at pisikal na pagpaparusa*

Militia activities – *gawaing milisya, hal. CAFGU, CVO, tanod*

Unexploded ordnance – ***bombang hindi sumabog (kasama ang bala)***

Harmful traditional practices – ***nakasanayang mga gawaing nakapipinsala***

Unusual crying and shouting – ***hindi pangkaraniwang pag-iyak at pagsigaw***

Violence against children – ***karahasan laban sa mga bata***

Unwilling to go to school – ***ayaw pumasok sa klase***

Disrespectful – ***walang paggalang sa pamilya***

Substance abuse – ***paggamit ng ipinagbabawal na gamot***

Committing crimes – ***gumagawa ng krimen***

More aggressive behaviour – ***pagiging mas agresibo***

Less willingness to help – ***kakulangan ng pagkusang tumulong sa mga tagapangalaga***

Sadness – ***pagkalungkot***

Having nightmares – ***binabangungot***

Bullying – ***pang-aasar na maaaring pisikal o emosyonal***

How they cope – ***paano nila hinaharap***

Attitude – ***pag-uugali***

Access to services and marginalised groups — ***akses sa serbisyo at mga grupong hindi napagtutuunan ng pansin***

Aid workers – ***mga taong nagbibigay ng tulong/serbisyo***

Sexual transaction – ***kalakarang sekswal (hal. pagbebenta ng laman)***

In-country trafficking – ***trapiking sa loob ng bansa***

Community justice system – ***lupong tagapamayapa***

Recruitment – ***paghikayat na sumapi sa armadong pwersa o armadong grupo***

Killing and maiming – ***pagpatay at pagkakasugat ng mga bata***

Abduction – ***sapilitang pagkuha o pagdampot sa mga bata***

Rape and other grave sexual violence – ***panggagahasa at iba pang labis na pang-aabusong sekswal***

Attacks on schools and hospital – ***pag-atake sa mga paaralan at pagamutan***

Denial of humanitarian assistance – ***pagharang sa mga tulong para sa komunidad.***

[Start by saying, "I will start by asking you some questions about ..."]

## 1. Separation from usual caregivers

1.1 Are there children in this \_\_ [site/village/camp/...] \_\_ who have been separated from their usual caregivers since the **GPH-BIFF conflict, which started on January 24, 2014?** 1.1. *May mga kabataan bang nandito sa inyong lugar na nahiwalay sa kanilang mga magulang/tagapag-alaga mula nang nagkaroon ng bakkaban sa pagitan ng GPH at BIFF noong Enero 24, 2014?* ☐ Yes ☐ No ☐ [Don't know] [If NO or DON'T KNOW, skip to 1.5.]

1.1.1 [If YES to 1.1] What do you think are the main causes of separations that occurred since the GPH-BIFF conflict?

**1.1.1 Ano sa palagay mo ang pangunahing dahilan ng kanilang pagkakahiwalay?** [Tick all that apply] 

- ☐ 1. Losing caregivers/children due to medical evacuation; **1. Nahiwalay sa tagapag-alaga/bata ay napunta sa pagamutan**
- ☐ 2. Losing caregivers/children during relocation; **2. Nahiwalay sa tagapag-alaga sa panahon ng reloksyon**
- ☐ 3. Caregivers voluntarily sending their children to institutional care; **3. Boluntaryong ipinadala ng tagapag-alaga ang bata sa isang institusyon**
- ☐ 4. Caregivers voluntarily sending their children to extended family/friends; **4. Boluntaryong ipinadala ng tagapag-alaga ang bata sa ibang kamag-anak/kaibigan**
- ☐ 5. Caregivers voluntarily sending their children to work far from parents/usual caregivers; **5. Boluntaryong ipinadala ng tagapag-alaga ang bata upang magtrabaho sa malayo**
- ☐ 6. Disappearance of children/caregivers in the immediate aftermath of the GPH-BIFF conflict; **6. Pagkawala ng mga bata/tagapag-alaga pagkatapos ng bakkaban**  
[This applies only to rapid onset emergencies.]
- ☐ 7. Continued disappearance of children/caregivers (i.e., more recent disappearance); **7. Tuluyang pagkawala ng mga bata/tagapag-alaga**
- ☐ [Add more context-specific options]
- ☐ [Other (specify) \_\_\_\_\_]

1.1.2 [If YES to 1.1] How many children do you think have been separated from their usual caregivers in this \_\_ [site/village/camp/...] \_\_ since the GPH-BIFF conflict?

**1.1.2 Sa iyong palagay, ilang mga bata ang nahiwalay sa kanilang mga tagapag-alaga mula nang magkabakbakan?** [Read out the options if necessary]

- ☐ 1-10 ☐ 11-20 ☐ 21-50 ☐ 51-100
- ☐ >100 (specify \_\_\_\_\_) ☐ [Don't know]

How do you know this?  **Paano mo ito nalaman?**

- ☐ Personal observation ☐ Government data
- ☐ Camp management ☐ Word of mouth
- ☐ Other (specify) \_\_\_\_\_



[If DON'T KNOW, skip to 1.2.]

1.2 [If YES to 1.1] Regarding children who have been separated from their usual caregivers since the GPH-BIFF conflict, do you think that ...

**1.2 Patungkol sa mga kabataang nahiwalay sa kanilang tagapag-alaga simula ng labanan, sa palagay mo...** [Read out each block separately and allow the KI to respond block by block. Do **not** read out "do not know".]

- ☐ there are more girls than boys who have been separated [or]  
☐ there are more boys than girls who have been separated [or]  
☐ no clear difference ☐ [do not know]  
☐ separated children are mainly under 5 [or]  
☐ separated children are mainly between 5 and 14 [or]  
☐ separated children are mainly older than 14 [or]  
☐ no clear difference ☐ [do not know]

1.3 Do you know if there are any infants or young children under the age of 5 who have been separated from their usual caregivers since the GPH-BIFF conflict?

**1.3 Sa iyong palagay, mayroon bang mga sanggol o batang wala pang 5 taong gulang na nahiwalay sa kanilang mga tagapag-alaga simula nang nagkabakbakan?**

☐ Yes ☐ No ☐ [Don't know] [If NO, skip to 1.4.]

1.4 Are there children in this \_ [community/village/camp/...] \_ who do not live with any adults (unaccompanied minors)?

**1.4 May mga kabataan ba ditong naninirahan na hindi kasama ang mga magulang/tagapag-alaga?**

☐ Yes ☐ No ☐ [Don't know] [if NO or DON'T KNOW, skip to 1.5.1.]

1.4.1 [If YES to 1.4] How many unaccompanied children do you think there are?

**1.4.1 Sa palagay mo, ilan ang mga batang ito?** [Read out the options if necessary.]

☐ 1-5 ☐ 6-10 ☐ 11-20 ☐ 21 – 50  
☐ >50 (specify \_ \_ \_ ) ☐ [Don't know]

[If DON'T KNOW, skip to 1.5.1.]

How did you know this?  **Paano mo ito nalaman?**

- ☐ Personal observation  
☐ Government data  
☐ Camp management  
☐ Word of mouth  
☐ Other (specify) \_ \_ \_ \_ \_

1.4.2 [If YES to 1.4] Do you think that ...[Read out each block separately and allow the KI to respond block by block. Do **not** read out "do not know"]

<input type="checkbox"/> there are more unaccompanied girls than boys <b>[or]</b> <input type="checkbox"/> there are more unaccompanied boys than girls <b>[or]</b> <input type="checkbox"/> no clear difference <input type="checkbox"/> [do not know]
<input type="checkbox"/> unaccompanied children are mainly under 5 <b>[or]</b> <input type="checkbox"/> unaccompanied children are mainly between 5 and 14 <b>[or]</b> <input type="checkbox"/> unaccompanied children are mainly 14 and older <b>[or]</b> <input type="checkbox"/> no clear difference <input type="checkbox"/> [do not know]
<p>1.5.1 Are there persons unknown to the community who have offered to take children away from this __ <b>[community/camp/village/town/...]</b> __, promising jobs or better care (e.g., foreigners who want to provide care for children in another country)? <b>May mga tao bang hindi kilala sa inyong lugar na nag-alok o nangakong bibigyan ng trabaho o mas mabuting pag-alaga ang mga kabataan dito?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No [If NO, skip to 1.5.2.]</p> <p>[If YES to 1.5.1] Tell us what happened. Who came? What did they want? What happened? Were children taken away? If so, how many girls and how many boys were taken away? What is the age group of removed children? <b>Maari mo bang ilarawan ang (mga) taong ito at kung anu-ano ang kanyang/kanilang gusto at mga ipinangako? Mayroon na ba siyang/silang nakuhang bata? Kung meron, ilan ang babae? Ilan ang lalaki? Anu-ano ang edad ng mga batang ito?</b></p> <p>-----</p> <p>-----</p>
<p>1.5.2 Are there members of the community who have taken or want to take children away from this community to provide them with assistance, jobs or better living conditions? <b>May mga tao ba sa komunidad na ito na nagdala o gustong magdala ng mga bata sa labas para bigyan ng tulong, trabaho o mas magandang buhay?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No [If NO, skip to 1.6.1.]</p> <p>[If YES to 1.5.2] Can you describe who this person is and what s/he promises? Has s/he taken some children already? If so, how many girls and how many boys were taken away? What is the age group of removed children? <b>Maaari mo bang ilarawan ang (mga) taong ito at kung anu-ano ang mga ipinangako,? Mayroon na ba siyang/silang nakuhang bata? Kung meron, ilan ang babae? Ilan ang lalaki? Anu-ano ang edad ng mga batang ito?</b> [Collect contact information if possible.] -----</p> <p>-----</p> <p>-----</p>

<p>1.6.1 Do you know if there is a list of children who don't know where their caregivers are (including their names and other details)? <b>Alam mo ba kung mayroong listahan ng kabataang hindi alam ang kinaroroonan ng kanilang mga tagapag-alaga?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> [Don't know]</p>	<p>[If YES to 1.6.1 or 1.6.2] Who has the lists? (Contact info if available) ----- -----</p>
<p>1.6.2 Do you know if there is a list of parents who don't know where their children are? <b>Alam mo ba kung may listahan ng mga magulang na hindi alam ang kinaroroonan ng mga anak nila?</b></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> [Don't know]</p>	

[Thank the KI for answering the questions to the previous section and continue to the new section.]

## 2. Care for separated and unaccompanied children

2.1 I want you to think about the children who are no longer with their usual caregivers. Where do they live now? **2.1 Gusto kong mag-isip ka ng mga batang sa ngayon ay wala na sa pangagalaga ng mga magulang nila. Saan na sila nakatira ngayon? (Isulat ang kanilang tugon at koda sa kaliwang bahagi batay sa katagorya ng koda.)** [Write down the response on the left side and code it based on the category codes. The supervisors are responsible for reviewing the coding.]

<p>I. _____ [Category code: _____]</p> <p>II. _____ [Category code: _____]</p> <p>III. _____ [Category code: _____]</p> <p>IV. _____ [Other]</p> <p>V. _____ [Other]</p>	<p>Categories and codes:</p> <p>FCO – foster care arrangement outside the community; <b>pagkukop sa labas ng komunidad</b></p> <p>IFC – informal foster care in the community; <b>pagkukop sa komunidad nang walang kasulatan</b></p> <p>FFC – formal/governmental foster care in the community; <b>pagkukop sa komunidad nang may kasulatan</b></p> <p>CHH – living on their own; <b>namumuhay sa sariling sikap</b></p> <p>CLS – living on the street; <b>naninirahan sa lansangan</b></p> <p>[Add context-specific options.]</p>
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2.2 If you come across a child who has no one who can care for him/her, what would you do? **2.2 Kung makasalubong mo ang isang batang walang kayang mag-aruga para sa kanya, ano ang gagawin mo?** [Tick all that apply]

- ☐ 1. Care for the child myself **1. Aalagaan ko mismo ang bata**
- ☐ 2. Keep the child for a short time whilst I find a long-term solution **2. Aalagaan ko ang bata pansamantala habang naghahanap ng pangmatagalang solusyon**
- ☐ 3. Find someone in the community to care for the child **3. Maghahanap ng isang tao sa komunidad na pwedeng mag-alaga sa bata**
- ☐ 4. Inform the police about the child's situation **4. Ipaalam sa pulisya ang sitwasyon ng bata**

<input type="checkbox"/> 5. Inform others (specify _____) <b>5. Ipaalam sa iba (pakidetalye)</b> <input type="checkbox"/> 6. Find someone outside the community to adopt the child <b>6. Maghanap ng tao sa labas ng komunidad na mag-aampon sa bata</b> <input type="checkbox"/> 7. Take the child to an agency/NGO that deals with children (specify _____) <b>7. Dalhin ang bata sa ahensiya/NGO na tumutugon sa mga bata (pakidetalye)</b> <input type="checkbox"/> 8. Do nothing (Ask why _____) <b>8. Walang gagawin (tanungin kung bakit)</b> <input type="checkbox"/> Other (specify _____) <input type="checkbox"/> Don't know	2.3 Are there institutions/children's homes in this area which provide care for orphans or separated children? <b>2.3 Meron bang institusyon o bahay ampunan sa lugar na ito na nag-aalaga sa mga batang lansangan o batang nahiwalay sa magulang?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> [Don't know] [If NO, skip to 3.]
2.3.1 [If YES to 2.3] What kind of services do they provide? <b>2.3.1 (Kung meron ang sagot sa 2.3) Anong klase ng serbisyo ang kanilang binibigay?</b> [Tick all that apply] <input type="checkbox"/> Day care <input type="checkbox"/> Residential care <input type="checkbox"/> Recreational activities <input type="checkbox"/> Other (specify) _____	
Collect contact information if appropriate and possible. _____	
[Thank the KI for answering the questions to the previous section and continue to the new section.] <b>3. Violence against and physical danger to children</b>	
3. What are the existing risks that can lead to death or injury of children in this _ _ [camp/ community/etc.] _ _? <b>3. Anu-ano ang mga panganib na pwedeng mauwi sa pagkamatay at pagkasugat ng mga bata dito sa lugar ninyo?</b>	
- SVL: Sexual violence (e.g., rape, touching, etc) <b>Pang-aabusong sekswal</b>	- CVL: Civil violence <b>Karahasang sibil</b> (e.g., religious, clan, election, etc.)
- ENV: Environmental risks at home and outside <b>Panganib sa loob at labas ng tahanan</b> (e.g., accidents, open pit latrines, riversides, dangerous animals, etc.)	- DMV: Domestic violence <b>Pananakit ng kapamilya sa miyembro ng pamilya na karaniwang babae o bata</b>
- HTP: Harmful traditional practices (Please specify _____) ; <b>Nakasanayang mga gawaing mapanganib</b>	- WAC: Work-related accidents (e.g., working in mines) <b>Aksidente sa loob ng pinagtatrabahuhan</b>
- CRA: Criminal acts <b>Gawaing labag sa batas</b> (e.g., gang activities, looting, etc.)	- SCP: Severe corporal punishment <b>Malupit at pisikal na pagpaparusa</b>
- MLA: Militia activities <b>Gawaing milisya, hal. CAGU, CVO, tanod</b>	- CAC: Car accidents <b>Mga aksidente sa sasakyan</b>

<p>- ERW: Landmines or unexploded ordnance</p> <p><b>Bombang hindi sumabog (kasama ang bala)</b></p> <p>[Write down the response on the left side and code it based on the category codes. The supervisors are responsible for reviewing the coding.]</p> <p>I. _____ [Category code: ____]</p>	<p>- AVL: Armed forces/group violence</p> <p><b>Kaharasan sa armadong pwersa/grupo</b></p>
<p>II. _____ [Category code: ____]</p>	<p>Age of most affected [Tick all if no difference.]</p> <p><input type="checkbox"/> &lt;5 <input type="checkbox"/> 6-14 <input type="checkbox"/> &gt;14 <input type="checkbox"/> DNK</p>
<p>III. _____ [Category code: ____]</p>	<p>Sex of most affected [Tick both if no difference.]</p> <p><input type="checkbox"/> Boys <input type="checkbox"/> Girls <input type="checkbox"/> DNK</p>
<p>IV. _____ [Other]</p>	<p><input type="checkbox"/> &lt;5 <input type="checkbox"/> 6-14 <input type="checkbox"/> &gt;14 <input type="checkbox"/> DNK</p>
<p>V. _____ [Other]</p>	<p><input type="checkbox"/> &lt;5 <input type="checkbox"/> 6-14 <input type="checkbox"/> &gt;14 <input type="checkbox"/> DNK</p>
<p>VI. <input type="checkbox"/> [None] <span style="margin-left: 20px;">[If NONE, skip to 4.]</span></p>	
<p>3.1 Where do you think these risks are high/highest for children? <b>3.1 Sa tingin mo, saan mataas ang posibilidad na mangyari itong mga panganib?</b> [If not clear, refer the KI to the previous question. Tick all that apply.] </p> <p> <input type="checkbox"/> 1. At home <b>Sa bahay</b>            <input type="checkbox"/> 2. In camp (outside of home) <b>Sa evacuation centre</b>            <input type="checkbox"/> 3. In school <b>Sa paaralan</b>            <input type="checkbox"/> 4. On the way to school <b>Patungong paaralan</b>  <input type="checkbox"/> 5. At work <b>Sa trabaho</b>            <input type="checkbox"/> 6. On the way to work <b>Papasok ng trabaho</b>            <input type="checkbox"/> 7. At the market <b>Sa palengke</b>            <input type="checkbox"/> 8. On the way to market <b>Patungong palengke</b>  <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> [Don't know] <span style="margin-left: 20px;">[Revise/add context-specific options.]</span> </p>	
<p>3.2 Can you estimate the number of deaths and serious injuries to children due to any and all of the above causes during the past seven weeks? <b>3.2 Ilan po ba ang mga batang namatay at malubhang nasugatan dahil sa mga nabanggit na dahilan nitong nakalipas na pitong linggo?</b> <span style="margin-left: 10px;">[Adjust figures below if necessary.]</span></p> <p> <input type="checkbox"/> 1-5    <input type="checkbox"/> 6-10    <input type="checkbox"/> 11-20    <input type="checkbox"/> 21-50  <input type="checkbox"/> &gt;50 (specify) _____ <input type="checkbox"/> Don't know         </p>	<p>How did you know this?  <b>Paano mo nalamam ito?</b></p> <p> <input type="checkbox"/> Personal observation  <input type="checkbox"/> Government data  <input type="checkbox"/> Camp management  <input type="checkbox"/> Word of mouth  <input type="checkbox"/> Other (specify) _____         </p>

[If DON'T KNOW, skip to 3.3.]	
<p>3.3 Are there any children in this area who have been or are committing acts of violence? <b>3.3 May mga bata ba sa lugar na ito na nasasangkot sa kahit anong uri ng <i>karahasan</i>?</b> [If unclear to the KI, use answer options from the following question as examples.]</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> [Don't know]    [If NO or DON'T KNOW, skip to 4.]</p>	
<p>3.4 [If YES to 3.3] What kind of violence are children participating in? <b>Anong klase ng karahasan ang kinasasangkutan ng mga bata?</b></p>	
<p>I. _____ [Category code: _____]</p> <p>II. _____ [Category code: _____]</p> <p>III. _____ [Category code: _____]</p> <p>IV. _____ [Other]</p> <p>V. _____ [Other]</p>	<p>Categories and codes:</p> <p>GNG – gang activities; <b><i>pagsali sa Gang</i></b></p> <p>LTP – looting and/or stealing; <b><i>pagnanakaw</i></b></p> <p>CVL – civil violence (e.g., communal-level ethnic or religious violence); <b><i>karahasang sibil</i></b></p> <p>SVL – sexual assault; <b><i>pag-atakung sekswal</i></b></p> <p>ASH – attack on schools and/or community infrastructure; <b><i>pag-atake sa paaralan at pagamutan</i></b></p> <p>ACV – attack on civilians; <b><i>pag-atake sa mga sibilyan</i></b></p> <p>RCC – recruitment of other children; <b><i>pag-recruit sa mga bata</i></b></p> <p>[Revise and add context specific options]</p>
<p>[Thank the KI for answering the questions to the previous section and continue to the new section.]</p> <p><b>4. Psychosocial wellbeing and community support mechanisms</b></p>	
<p>4.1 Have you noticed any changes in children's behaviour since the GPH-BIFF conflict? <b>4.1 May napansin ka bang pagbabago sa ugali ng mga kabataan dahil sa <i>giyerang GPH-BIFF</i>?</b></p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> [Don't know]    [If NO or DON'T KNOW, skip to 4.2.]</p> <p>[If YES to 4.1]</p> <p>4.1.1 What kind of behaviour changes have you noticed in girls since the GPH-BIFF conflict? <b>4.1.1 Anong klaseng pagbabago ang napuna mo sa mga batang babae?</b></p> <p>4.1.2 What kind of behaviour changes have you noticed in boys since the GPH-BIFF conflict? <b>4.1.2 Anong klaseng pagbabago ang napuna mo sa mga batang lalaki?</b></p> <p>[If unclear to the KI, use answer options below as examples. Ask about girls and boys separately.]</p>	
<p>- UCS: Unusual crying and screaming; <b><i>Pag-iyak at pagsigaw nang walang dahilan</i></b>    - AGG: More aggressive behaviour; <b><i>Pagiging mas agresibo</i></b></p> <p>- VYC: Violence against younger children; <b><i>Karahasan laban sa mga bata</i></b>    - CCR: Committing crimes; <b><i>Paggawa ng krimen</i></b></p>	

- UWS: Unwillingness to go to school; **Ayaw pumasok sa klase**
- SDN: Sadness (e.g., not talking, not playing); **Pagkalungkot**
- NTM: Having nightmares and/or being unable to sleep;

**Binabangungot o hindi makatulog**

[Revise/add context-specific options, especially context-specific signs of distress.]

- DRB: Disrespectful behaviour in the family; **Kawalan ng paggalang sa pamilya**
  - SAB: Substance abuse; **Paggamit ng ipinagbabawal na gamot**
  - LWH: Less willingness to help caregivers and siblings;
- Kawalan ng ganang tumulong sa tagapag-alaga**

4.1.1 Girls	4.1.2 Boys
<input type="checkbox"/> Same as boys I. _____ [Category code: ____] II. _____ [Category code: ____] III. _____ [Category code: ____] IV. _____ [Other] V. _____ [Other]	<input type="checkbox"/> Same as girls I. _____ [Category code: ____] II. _____ [Category code: ____] III. _____ [Category code: ____] IV. _____ [Other] V. _____ [Other]
4.2 What do you think has made boys stressed since the GPH-BIFF conflict? <b>4.2 Ano sa palagay mo ang nakapagpa-stress sa mga batang lalaki simula nang nagkagiyera?</b> [If unclear to the KI, use answer options below as examples. Tick all that apply, but try to guide the KI to prioritise his/her responses and tell you which ones are the most important.]	
<input type="checkbox"/> 1. Attacks <b>Mga atake</b> <input type="checkbox"/> 3. Trafficking <input type="checkbox"/> 5. Inability to return home <b>Hindi makauwi sa tirahan</b> <input type="checkbox"/> 7. Being separated from their friends <b>Pagkahiwalay sa mga kaibigan</b> <input type="checkbox"/> 9. Tension within the family <input type="checkbox"/> 11. Sexual violence <b>Pag-aabusong sekswal</b> <input type="checkbox"/> 13. Lack of shelter <b>Kawalan ng matutuluyan</b> <input type="checkbox"/> 15. Lack of food <b>Kakulangan ng pagkain</b> <input type="checkbox"/> [Don't know]	<input type="checkbox"/> 2. Kidnapping/abduction <b>Pag-kidnap/sapilitang pagkuha/pagdampot</b> <input type="checkbox"/> 4. Inability to go back to school <b>Hindi makabalik sa paaralan</b> <input type="checkbox"/> 6. Losing their belongings <b>Pagkawala ng mga gamit</b> <input type="checkbox"/> 8. Being separated from their families <b>Pagkahiwalay sa pamilya</b> <input type="checkbox"/> 10. Nightmares or bad memories <b>Bangungot/Masasamang mga alaala</b> <input type="checkbox"/> 12. Extra hard work <b>Labis na pagtrabaho</b> <input type="checkbox"/> 14. Going far from home for work <b>Malayong pinagtatrabahuan</b> <input type="checkbox"/> 16. Bullying <input type="checkbox"/> Other (specify) _____



[Revise/add context-specific options, especially culturally relevant sources of distress.]		
4.2.1 If boys in this community have problems or are stressed, how do they cope with it? <b>4.2 Sa anong paraan naiibsan ang stress ng mga batang kalalakihan?</b> [If unclear to the KI, use answer options as examples. Tick all that apply, but try to guide the KI to prioritise his/her responses and tell you which ones are the most important.]		
<input type="checkbox"/> 1. Talking with friends and family members <b>Pakikipag-usap sa mga kaibigan at kamag-anak</b>	<input type="checkbox"/> 2. Spending time with friends <b>Pakikipag-barkada</b>	
<input type="checkbox"/> 3. Avoiding thinking about it <b>Pag-iwas na lang na isipin</b>	<input type="checkbox"/> 4. Engaging in sports/playing activities <b>Paglalaro</b>	
<input type="checkbox"/> 5. Going to temporary school <b>Pagpunta sa pansamantalang paaralan</b>	<input type="checkbox"/> 6. Joining child-friendly spaces <b>Pagsali sa CFS</b>	
<input type="checkbox"/> 7. Helping parents (household chores, caring for younger brothers and sisters, etc.) <b>Pagtulong sa mga magulang</b>		
<input type="checkbox"/> 8. Working for military forces/groups as non-combatant (i.e., in auxiliary roles like cook, cleaner, etc.) <b>Pagtrabaho sa mga militar o grupo pero hindi nakikipagdigma</b>		
<input type="checkbox"/> 9. Working for food or money for non-military (e.g., collecting rubbish, housework, car washing, shoe-shining, etc.) <b>Pagtratabaho para sa pagkain o pera</b>		
<input type="checkbox"/> 10. Staying on the street (begging, etc.) <b>Pagtira sa kalye</b>	<input type="checkbox"/> 11. Migrating to other towns/places <b>Paglipat sa ibang lugar</b>	
<input type="checkbox"/> 12. Engaging in violence <b>Paggawa ng karahasan</b>	<input type="checkbox"/> 13. Joining armed forces/groups as combatants <b>Pagsali sa mga armadong pwersa/grupo bilang mandirigma</b>	
<input type="checkbox"/> 14. Getting married at a young age (under 18 years) <b>Pagpapakasal nang maaga</b>	<input type="checkbox"/> [Don't know]	
<input type="checkbox"/> Other: (specify) _____		
4.2.2 If boys have problems or are stressed, who in the community can best support them? <b>4.2.2 Kung ang batang kalalakihan ay may problema, sino ang pinakamakakatulong sa kanila?</b> [If unclear to the KI, use answer options as examples. Tick all that apply, but try to guide the KI to prioritise his responses and tell you which ones are the most important.]		
<input type="checkbox"/> 1. Peer groups (e.g., friends) <b>Mga kaibigan</b>	<input type="checkbox"/> 2. Schoolteachers <b>Mga guro</b>	<input type="checkbox"/> 3. Community social workers
<input type="checkbox"/> 4. Religious leaders	<input type="checkbox"/> 5. Parents <b>Mga magulang</b>	<input type="checkbox"/> 6. Government officials
<input type="checkbox"/> 7. Siblings <b>Mga kapatid</b>	<input type="checkbox"/> 8. Relatives <b>Kamag-anak</b>	<input type="checkbox"/> 9. Community leaders
<input type="checkbox"/> 10. Neighbours <b>Mga kapitbahay</b>	<input type="checkbox"/> 11. Clan leaders	<input type="checkbox"/> [Don't know]
<input type="checkbox"/> Other (specify) _____		
4.3 What do you think has made girls stressed since the GPH-BIFF conflict? <b>4.3 Ano sa palagay mo ang nakapagpa-stress sa mga batang babae simula nang nagkagiyera?</b> [If unclear to the KI, use answer options as examples. Tick all that apply, but try to guide the KI to tell you which ones are the most important.]		

<input type="checkbox"/> 1. Attacks <b><i>Mga atake</i></b> <input type="checkbox"/> 3. Trafficking <input type="checkbox"/> 5. Inability to return home <b><i>Hindi makauwi sa tirahan</i></b> <input type="checkbox"/> 7. Being separated from their friends <b><i>Pagkahiwalay sa mga kaibigan</i></b> <input type="checkbox"/> 9. Tension within the family <input type="checkbox"/> 11. Sexual violence <b><i>Pag-aabusong sekswal</i></b> <input type="checkbox"/> 13. Lack of shelter <b><i>Kawalan ng matutuluyan</i></b> <input type="checkbox"/> 15. Lack of food <b><i>Kakulangan ng pagkain</i></b> <input type="checkbox"/> [Don't know]	<input type="checkbox"/> 2. Kidnapping/abductions <b><i>Pag-kidnap/sapilitang pagkuha/pagdampot</i></b> <input type="checkbox"/> 4. Inability to go back to school <b><i>Hindi makabalik sa paaralan</i></b> <input type="checkbox"/> 6. Losing their belongings <b><i>Pagkawala ng mga gamit</i></b> <input type="checkbox"/> 8. Being separated from their families <b><i>Pagkahiwalay sa pamilya</i></b> <input type="checkbox"/> 10. Nightmares or bad memories <b><i>Bangungot/Masasamang mga alaala</i></b> <input type="checkbox"/> 12. Extra hard work <b><i>Labis na pagtrabaho</i></b> <input type="checkbox"/> 14. Going far from home for work <b><i>Malayong pinagtatrabahuan</i></b> <input type="checkbox"/> 16. Bullying <input type="checkbox"/> Other (specify) _____
[Revise/add context-specific options, especially culturally relevant sources of distress.]	
4.3.1 If girls in this community have problems or are stressed, how do they cope with it? <b>4.2 Sa anong paraan naiibsan ang stress ng mga batang kababaihan?</b> [If unclear to the KI, use answer options as examples. Tick all that apply, but try to guide the KI to prioritise his/her responses and tell you which ones are the most important.]	
<input type="checkbox"/> 1. Talking with friends and family members <b><i>Pakikipag-usap sa mga kaibigan at kamag-anak</i></b>	<input type="checkbox"/> 2. Spending time with friends <b><i>Pakikipag-barkada</i></b>
<input type="checkbox"/> 3. Avoid thinking about it <b><i>Pag-iwas na lang na isipin</i></b>	<input type="checkbox"/> 4. Engaging in sports/playing activities <b><i>Paglalaro</i></b>
<input type="checkbox"/> 5. Going to temporary school <b><i>Pagpunta sa pansamantalang paaralan</i></b>	<input type="checkbox"/> 6. Joining child-friendly spaces <b><i>Pagsali sa CFS</i></b>
<input type="checkbox"/> 7. Helping parents (household chores, caring for younger brothers and sisters, etc.) <b><i>Pagtulong sa mga magulang</i></b>	
<input type="checkbox"/> 8. Working for military forces or groups as non-combatant (i.e., in auxiliary roles like cook, cleaner, etc.) <b><i>Pagtrabaho sa mga militar o grupo pero hindi nakikipagdigma</i></b>	
<input type="checkbox"/> 9. Working for food or money for non-military (e.g., collecting rubbish, housework, car washing, shoe-shining, etc.) <b><i>Pagtrabaho para sa pagkain o pera</i></b>	
<input type="checkbox"/> 10. Staying on the street ( <i>begging, etc.</i> ) <b><i>Pagtira sa kalye</i></b>	<input type="checkbox"/> 11. Migrating to other towns/places <b><i>Paglipat sa ibang lugar</i></b>
<input type="checkbox"/> 12. Engaging in violence <b><i>Paggawa ng karahasan</i></b>	<input type="checkbox"/> 13. Joining armed forces/groups as combatants <b><i>Pagsali sa mga armadong pwersa/grupo bilang mandirigma</i></b>
<input type="checkbox"/> 14. Getting married at young age ( <i>under 18 years</i> ) <b><i>Pagpapakasal nang maaga</i></b>	<input type="checkbox"/> 15. Engaging in transactional sex <b><i>Pagsali sa transaksyong sekswal</i></b>

<input type="checkbox"/> [Don't know]	<input type="checkbox"/> Other: (specify) _____
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4.3.2 If girls have problems or are stressed, who in the community can best support them? ***Kung ang batang kababaihan ay may problema, sino ang pinakamakakatulong sa kanila?*** [If unclear to the KI, use answer options as examples. Tick all that apply, but try to get the three most important.]

<input type="checkbox"/> 1. Peer groups (e.g., friends) <b><i>Mga kaibigan</i></b>	<input type="checkbox"/> 2. Schoolteachers <b><i>Mga guro</i></b>	<input type="checkbox"/> 3. Community social workers
<input type="checkbox"/> 4. Religious leaders	<input type="checkbox"/> 5. Parents <b><i>Mga magulang</i></b>	<input type="checkbox"/> 6. Government officials
<input type="checkbox"/> 7. Siblings <b><i>Mga kapatid</i></b>	<input type="checkbox"/> 8. Relatives <b><i>Mga kamag-anak</i></b>	<input type="checkbox"/> 9. Community leaders
<input type="checkbox"/> 10. Traditional midwives <b><i>Mga hilot</i></b>	<input type="checkbox"/> 11. Health worker	<input type="checkbox"/> 12. Women's groups
<input type="checkbox"/> 13. Clan leader	<input type="checkbox"/> 14. Neighbours <b><i>Mga kapitbahay</i></b>	<input type="checkbox"/> [Don't know]

☐ Other (specify) \_\_\_\_\_

4.4 Have you noticed any changes in caregivers' attitude towards their children since the GPH-BIFF conflict? ***4.4 May napansin ka bang pagbabago sa ugali ng mga tagapag-alaga ng mga bata buhat nang magkagiyera?***

☐ Yes   
 ☐ No   
 ☐ [Don't know]   
 [If NO or DON'T KNOW, skip to 4.5.]

4.4.1 [If YES to 4.4] What kind of changes (positive or negative) have you noticed in caregivers' attitude towards their children? ***Anong klaseng pagbabago ang napansin mo?*** [If unclear to the KI, use answer options as examples. Tick all that apply, but try to get the three most important.]

<input type="checkbox"/> 1. Pay less attention to children's needs <b><i>Nababawasan ang atensyon sa kailangan ng mga bata</i></b>	<input type="checkbox"/> 2. Pay more attention to children's needs <b><i>Nagbibigay ng higit na atensyon sa mga bata</i></b>
<input type="checkbox"/> 3. Spend less time with their children <b><i>Nawawalan ng panahon para sa mga bata</i></b>	<input type="checkbox"/> 4. Spend more time with their children <b><i>Mas binibigyan ng oras ang mga anak</i></b>
<input type="checkbox"/> 5. More aggressive towards their children <b><i>Mas agresibo sa kanilang mga anak</i></b>	<input type="checkbox"/> 6. Show more love and affection to their children <b><i>Mas nagpapakita ng pagmamahal sa mga anak</i></b>
<input type="checkbox"/> 7. Send children away from home <b><i>Nilalayo ang mga anak sa tahanan</i></b>	<input type="checkbox"/> 8. Force children to stay inside the house <b><i>Sapilitang pinananatili ang mga bata sa loob ng bahay</i></b>
<input type="checkbox"/> 9. Keep children from going to school <b><i>Pinipigilang makapag-aral ang mga bata</i></b>	<input type="checkbox"/> 10. Ensure children's education despite difficulties <b><i>Tinitiyak na makapag-aral ang mga bata kahit may kahirapan</i></b>
<input type="checkbox"/> 11. Force/encourage children to marry at young age <b><i>Sapilitan/hinihikayat na mag-asawa ang anak kahit sa murang edad</i></b>	

☐ 12. Ensure that children have access to recreational activities **Tinitiyak na may libangan ang mga bata**

☐ [Don't know] ☐ Other (specify) \_\_\_\_\_

4.5 What are the main sources of stress for caregivers in the community? **Anu-ano ang pangunahing pinanggagalingan ng stress ng mga tagapag-alaga sa lugar ninyo?**  
[If unclear to the KI, use answer options as examples. Tick all that apply, but try to guide the KI to prioritise his/her responses and tell you which ones are the most important.]

- |  |  |
|--|--|
| <input type="checkbox"/> 1. Ongoing conflict <b>Patuloy na gyera</b>   | <input type="checkbox"/> 2. Lack of food <b>Kakulangan ng pagkain</b>                |
| <input type="checkbox"/> 3. Lack of shelter <b>Kawalan ng tirahan</b>  | <input type="checkbox"/> 4. Loss of property <b>Pagkawala ng mga pag-aari</b>        |
| <input type="checkbox"/> 5. Lost livelihood <b>Pagkawala ng hanapbuhay</b>   | <input type="checkbox"/> 6. Children's safety <b>Kaligtasan ng mga bata</b>          |
| <input type="checkbox"/> 7. Violence within community <b>Karahasan sa lugar</b>  | <input type="checkbox"/> 8. Inability to return home <b>Hindi makauwi sa tirahan</b> |
| <input type="checkbox"/> 9. Being separated from their community <b>Pagkahiwalay sa komunidad</b>  |  |
| <input type="checkbox"/> 10. Inability to carry out cultural or religious rituals (e.g., proper burial rituals) <b>Hindi magawa ang mga nakasanayan sa kultura gaya ng paglibing</b> |  |
| <input type="checkbox"/> [Don't know] <input type="checkbox"/> Other (specify) _____   |  |

[Thank the KI for answering the questions to the previous section and continue to the new section.]

## 5. Access to services and marginalised groups

5.1 Are there people in this -[camp/village/area]- who are capable of organising recreational and/or educational activities for children? **5.1 Meron bang mga tao dito sa inyong lugar na kayang mag-organisa ng libangan at pang-edukasyon na gawain para sa mga bata?**

☐ Yes ☐ No ☐ [Don't know]

5.1.1 [If YES to 5.1] What kind of skills do these people have? **Anu-ano ang mga kakayahan ng mga taong ito?** [Tick all that apply.]

- |  |   |
|--|---|
| <input type="checkbox"/> 1. Teaching <b>Pagtuturo</b>  | <input type="checkbox"/> 2. Organising collective activities for children <b>Paghahanda ng mga gawaing pangkalahatan para sa mga bata</b> |
| <input type="checkbox"/> 3. Supporting distressed children <b>Pag-agapay sa mga batang nababalisa</b>  | <input type="checkbox"/> 4. Keeping children safe <b>Pagtiyak sa kaligtasan ng mga bata</b>   |
| <input type="checkbox"/> 5. Working with/supporting children living with physical disabilities <b>Pagtrabaho/pagsuporta sa mga batang may kapansanan</b> |   |
| <input type="checkbox"/> 6. Teaching children with learning difficulties <b>Pagturo sa mga batang hirap matuto</b>                                       | <input type="checkbox"/> Other (specify) _____  |
| <input type="checkbox"/> [Don't know]  |   |

5.2 Are there children who have less access to services like food distribution, educational and recreational activities, and healthcare? **5.2 May mga bata bang kulang sa tulong katulad ng pagbibigay o pag-abot ng libreng pagkain, edukasyon at libangan?** ☐ Yes ☐ No ☐ [Don't know]

5.2.1 [If YES to 5.2] Is it boys or girls who are more excluded? **Mas maramngi lalaki o babae ba ang hindi nabibilang?**

☐ Girls ☐ Boys ☐ No difference **Walang pagkakaiba** ☐ [Don't know]

5.3 [If YES to 5.2] What groups of children are most excluded? **5.3 Aling grupo ng kabataan ang hindi nabibilang?** [Read out the answer options and guide the KI to prioritise which groups are most excluded. Tick all that apply.]

Please explain why, if possible. **Ipaliwanag kung bakit.** \_\_\_\_\_

<input type="checkbox"/> 1. Children living with HIV/AIDS <b>Mga batang may sakit na HIV/AIDS</b>	<input type="checkbox"/> 2. Children living with elderly <b>Mga batang nakatira kasama ang nakatatanda</b>	<input type="checkbox"/> 3. Children from poor households <b>Mga batang mula sa mahirap na pamilya</b>
<input type="checkbox"/> 4. Children who are newly arrived <b>Mga batang bagong dating sa komunidad</b>	<input type="checkbox"/> 5. Children with disability <b>Mga batang may kapansanan</b>	<input type="checkbox"/> 6. Children living with disabled caregivers <b>Mga batang nakatira kasama ang nangangalagang may kapansanan</b>
<input type="checkbox"/> [Don't know]	<input type="checkbox"/> Other (specify) _____	

[Thank the KI for answering the questions to the previous section and continue to the new section.]


#### 6. Access to information

6. What are the most important sources of information for your community now? [Tick up to three.]

<input type="checkbox"/> 1. Radio (name?) _____	<input type="checkbox"/> 2. TV (name?) _____	<input type="checkbox"/> 3. Newspapers/magazines <b>Dyaryo</b> (name?) _____
<input type="checkbox"/> 4. Telephone voice call <b>Telepono</b>	<input type="checkbox"/> 5. SMS <b>Mensahe sa selpon</b>	<input type="checkbox"/> 6. Internet
<input type="checkbox"/> 7. Notice boards and posters <b>Patalastas sa mga poster o bulletin board</b>	<input type="checkbox"/> 8. Community leader	<input type="checkbox"/> 9. Friends, neighbours and family <b>Mga kaibigan, kapitbahay at pamilya</b>
<input type="checkbox"/> 10. Religious leader <b>Imam o mga pinuno sa pananampalataya</b>	<input type="checkbox"/> 11. Government official	<input type="checkbox"/> 12. Military official
<input type="checkbox"/> 13. Aid workers	<input type="checkbox"/> [Don't know]	<input type="checkbox"/> Other (specify) _____

[Thank the KI for answering the questions to the previous section and continue to the new section.]

#### 7. Exploitation of children **Pagsasamantala sa mga bata**

7.  Do you know of any children in this community who are being used for the financial or other material benefits of others [e.g., children being sold, trafficked or forced to work without receiving proper compensation, etc.]? **May alam po ba kayong mga bata dito na ginagamit upang mapagkakitaan ng pera o iba pang materyal na bagay? Halimbawa, mga batang ipinagbibili, ginagamit para sa pangangalakal ng tao, o sapilitang pinagtatrabaho sa murang edad nang hindi nakakatanggap ng sapat na sweldo.**


☐ Yes ☐ No ☐ [Don't know] [If NO or DON'T KNOW, go to 8.1.]

7.1 [If YES to 7] For what purposes are these children being used? ***Sa paanong paraan sila ginagamit?***


<input type="checkbox"/> 1. Sexual transactions <b><i>Pangsekswal na kalakal</i></b>	<input type="checkbox"/> 2. Farm work <b><i>Pagsasaka sa bukid</i></b>	<input type="checkbox"/> 3. Factory work <b><i>Trabaho sa pabrika</i></b>
<input type="checkbox"/> 4. Mining <b><i>Pagmimina</i></b>	<input type="checkbox"/> 5. Other harsh and dangerous labour <b><i>Iba pang mapangahas at mapanganib na gawain</i></b>	<input type="checkbox"/> 6. In-country trafficking <b><i>Trafficking sa loob ng bansa</i></b>
<input type="checkbox"/> 7. Cross-border trafficking <b><i>Trafficking sa labas ng bansa</i></b>	<input type="checkbox"/> [Don't know]	<input type="checkbox"/> Other (specify) _____

[Thank the KI for answering the questions to the previous section and continue to the new section.]

## 8. Sexual violence [Use a culturally appropriate term for SV]

8.1  If you came across a child who had suffered from sexual violence, what would you do? ***Kung may nalaman po kayong bata na biktima ng pang-aabusong sekswal, ano po ang gagawin ninyo?***

- ☐ 1. Sexual violence never happens here ***Walang nangyayaring pang-aabusong sekswal dito.*** [If this is chosen, skip to the end part of the interview.]
- ☐ 2. Take the child to caregivers ***Dalhin ang bata sa mga tagapag-alaga***
- ☐ 3. Take the child to other family members ***Dalhin ang bata sa ibang miyembro ng pamilya***
- ☐ 4. Take the child to a religious leader ***Dalhin ang bata sa imam/lider ng relihiyon*** ☐ 5. Take the child to a health centre ***Dalhin ang bata sa health centre***
- ☐ 6. Take the child to a mobile clinic ***Dalhin ang bata sa mobile clinic*** ☐ 7. Take the child to a community social worker ***Dalhin ang bata sa social worker***
- ☐ 8. Take the child to a teacher ***Dalhin ang bata sa guro*** ☐ 9. Take the child to a clan leader ***Dalhin ang bata sa pinuno ng angkan***
- ☐ 10. Report to the police/community justice system ***Dalhin ang bata sa pulis o lupon at mag-report***
- ☐ 11. Confront the perpetrator (the person harming the child) ***Harapin ang maysala***
- ☐ 12. Take the child to a women's association ***Dalhin ang bata sa grupo ng kababaihan***
- ☐ 13. Take the child to a traditional midwife ***Dalhin ang bata sa tradisyunal na kumadrone/hilot***
- ☐ 14. Do nothing ☐ [Don't know]
- ☐ Other (specify) \_\_\_\_\_

8.2  Do you think the number of sexual violence incidents has increased since the GPH-BIFF conflict? **8.2 Sa iyong palagay, tumaas ba ang insidente ng pang-aabusong sekswal mula nang magbakkaban ang gobyerno at BIFF?**

☐ Yes ☐ No ☐ Don't know

8.2.1 In which situations does sexual violence occur more often? **8.2.1 Sa anu-anung sitwasyon mas madalas nagaganap ang pang-aabusong sekswal?** [Read out the options only if the KI needs examples. Tick all that apply. This can also be organised with coded-category answer options.]

- |  |   |
|--|---|
| <input type="checkbox"/> 1. Whilst at home <b>Habang nasa bahay</b>  | <input type="checkbox"/> 2. Whilst collecting firewood <b>Habang kumukuha ng panggatong</b>                           |
| <input type="checkbox"/> 3. Whilst at school <b>Habang nasa paaralan</b>   | <input type="checkbox"/> 4. Whilst playing around the camp/village <b>Habang naglalaro sa paligid ng komunidad</b>    |
| <input type="checkbox"/> 5. On the way to school <b>Habang papunta sa paaralan</b>   | <input type="checkbox"/> 6. When at the workplace <b>Habang nasa lugar ng pinagtatrabahuhan</b>                       |
| <input type="checkbox"/> 7. Whilst collecting water <b>Habang nag-iigib</b>  | <input type="checkbox"/> 8. Whilst working in the fields <b>Habang nasa sakahan</b>                                   |
| <input type="checkbox"/> 9. During population movement <b>Habang lumilikas</b>   | <input type="checkbox"/> 10. Upon arrival at the __ <small>[camp/community/...]</small> <b>Pagdating sa komunidad</b> |
| <input type="checkbox"/> 11. During armed group attacks <b>Habang umaatake ang armadong grupo</b> <small>[Change if it does not apply to the context.]</small> |   |
| <input type="checkbox"/> 12. In common areas like around latrines/showers, etc. <b>Sa mga karaniwang lugar tulad ng palikuran, paliguan at iba pa</b>          |   |
| <input type="checkbox"/> [Don't know]  | <input type="checkbox"/> Other (specify) _____  |

[Adjust/add context-specific options.]

8.3. Who is most affected by sexual violence? **8.3 Sino ang mas madalas na nagiging biktima ng pang-aabusong sekswal?**

- |  |   |
|--|---|
| <input type="checkbox"/> More girls are being targeted for sexual violence than boys         | [or] <b>Mas madalas na targetin ang mga batang babae</b>      |
| <input type="checkbox"/> More boys are being targeted for sexual violence than girls         | [or] <b>Mas madalas na targetin ang mga batang lalaki</b>     |
| <input type="checkbox"/> No difference <b>Walang pinagkaiba</b>                              |   |
| <input type="checkbox"/> [Do not know]   |   |
| <input type="checkbox"/> Mostly younger children (under 14) are targeted for sexual violence | [or] <b>Kalimitan mga batang wala pang 14 na taong gulang</b> |
| <input type="checkbox"/> Mostly older children (over 14) are targeted for sexual violence    | [or] <b>Kalimitan mga batang edad lagpas sa 14</b>            |
| <input type="checkbox"/> No difference <b>Walang pagkakaiba</b>                              |   |
| <input type="checkbox"/> [Do not know]   |   |

8.4 If a child or an adolescent is a victim of sexual violence, would s/he normally seek help? **8.4 Kung ang isang bata o nagdadalaga/nagbibinata ay biktima ng pang-aabusong sekswal, normal ba na hihingi sya ng tulong?** [If not clear, say, "Is it culturally acceptable to seek help?"]

☐ Yes ☐ No ☐ Don't know [If NO or DON'T KNOW, skip to 8.5.]

8.4.1 [If YES to 8.4] Who do girls normally turn to for help? **8.4.1 (Kung oo) Kanino karaniwang humihingi ng tulong ang mga batang babae?**

- ☐ 1. Mother
 ☐ 2. Father
 ☐ 3. Friends
 ☐ 4. Grandparents
 ☐ 5. Other family members  
☐ 6. Religious leader
 ☐ 7. Health worker
 ☐ 8. Teacher
 ☐ 9. Social worker
 ☐ 10. Local chief  
☐ Other (specify) \_\_\_\_\_
 ☐ [Don't know]

[Adjust/add context specific options]

8.4.2 [If YES to 8.4] Who do boys normally turn to for help? **8.4.2 (Kung oo) Kanino karaniwang humihingi ng tulong ang mga batang lalaki?**

- ☐ 1. Mother
 ☐ 2. Father
 ☐ 3. Friends
 ☐ 4. Grandparents
 ☐ 5. Other family members  
☐ 6. Religious leader
 ☐ 7. Health worker
 ☐ 8. Teacher
 ☐ 9. Social worker
 ☐ 10. Local chief  
☐ Other (specify) \_\_\_\_\_
 ☐ [Don't know]

[Adjust/add context specific options]

8.5 Do you know of a place where people of this            [camp/ community/...]            can get help if they are victims of sexual violence? **8.5 May alam ba kayong lugar dito na maaaring hingan ng tulong ng mga biktima ng pang-aabusong sekswal?**

☐ Yes
 ☐ No
 ☐ Don't know [If NO or DON'T KNOW, skip to next section.]

[Collect more information if appropriate (e.g., *pagkakaroon ng post-exposure prophylaxis* kits bilang proteksyon sa mga taong na-expose sa HIV-AIDS): \_\_\_\_\_]


8.5.1 [If YES to 8.5] Can children also seek help in that place? **8.5.1 Maaari rin bang humingi ang mga bata ng tulong sa mga lugar na ito?**

☐ Yes
 ☐ No
 ☐ Don't know

[Comment: \_\_\_\_\_]

[Thank the KI for answering the questions to the previous section and continue to the new section.]

## 9. Children and armed forces and groups

9.1  Do you know of children working with or being used by armed forces or groups around this            [camp/village/...]           ? **9.1 May alam po ba kayng mga batang nagtatrabaho sa o ginagamit ng mga armadong pwersa o grupo sa paligid ng lugar ninyo?** E.g., children with guns, operating checkpoints, cooking or cleaning for military, etc.

☐ Yes
 ☐ No
 ☐ [Don't know] [If NO or DON'T KNOW, go to 9.1.]

9.1.1 [If YES to 8.1] During the past seven weeks, how many of these children have you seen around this            [camp/village/area]           ? **9.1.1 Noong nakaraang pitong linggo, ilan sa mga batang ito ang nakikita mo sa paligid ng lugar ninyo?**


☐ 1-5
 ☐ 6-10
 ☐ 11-20
 ☐ 21-30  
☐ >50 (specify) \_\_\_\_\_
 ☐ Don't know


8.1.2 [If YES to 8.1] Are these children



☐ mostly boys?
 ☐ mostly girls?  
☐ only boys?
 ☐ only girls?  
☐ no difference
 ☐ [don't know]



9.2  [If YES to 8.1] Has the number of children associated with armed groups increased since the \_\_ [earthquake/attack/...] \_\_? **9.2 Ang bilang ba ng mga batang napapasok o nasasabak sa armadong pwersa o grupo ay tumaas mula nang nagkabakbakan?** ☐ Yes ☐ No ☐ [Don't know] [If NO or DON'T KNOW, skip to 8.3.]

9.2.1 [If YES to 8.2] How did you know this? **Paano mo nalaman ito?**  [Tick all that apply]

☐ 1. There are more recruitment events **1. Mas maraming pagrerekrut na nangyayari**

☐ 2. Many children have disappeared and are thought to have joined **2. Maraming mga batang nawawala at pinaniniwalaang sumanib na rin**

☐ 3. You see more children working with armed forces and groups **3. Mas maraming nakikitang bata na nagtatrabaho sa mga armadong grupo**

☐ 4. You personally know children who have joined the armed groups or forces in the past \_\_ [define a period] **4. Kilala mo ang mga batang sumanib sa armadong grupo sa nagdaang \_\_\_\_\_**


☐ [Don't know] ☐ Other (specify) \_\_\_\_\_ [Add more context-specific options.]

9.3 [If YES to 8.1 or 8.2] Where do you think most recruitment happens? **9.3 Saan sa palagay mo madalas nangyayari ang pagrerekrut?** [Write down the responses on the left side and code them based on the category codes. The supervisors are responsible for reviewing the codings.]

<p>I. _____ [Category code: _____]</p> <p>II. _____ [Category code: _____]</p> <p>III. _____ [Category code: _____]</p> <p>IV. _____ [Other]</p> <p>V. _____ [Other]</p> <p>[Don't know]</p>	<p>Categories and codes:</p> <ul style="list-style-type: none"> <li>- CCI – childcare institutions</li> <li>- CMP – in camps</li> <li>- SCH – schools</li> <li>- ORD – on the road (e.g., on the way to school or collecting wood)</li> <li>- SPT – service points (e.g., health centre or food/water distribution)</li> </ul> <p>[Revise/add context-specific options.]</p>
--	--

[Thank the KI for answering the questions to the previous section and continue to the new section.]

## 10. Other grave child rights violations

10.1  Do you know if any of the following happened in this -[camp/village/...]-? ] **May alam ba kayong mga pangyayari sa inyong komunidad na katulad ng mga sumusunod?** [If NO or DON'T KNOW for everything below, proceed to the last part.]

10.1.1 Killing and maiming of children **Pagpatay at pagkasugat ng mga bata**

☐ Yes ☐ No ☐ [Don't know] [If YES, go to 10.2.1]

<p>10.1.2 Abduction of children <b>Sapilitang pagkuha o pagdampot sa mga bata</b></p> <p>10.1.3 Rape and other grave sexual violence <b>Panggagahasa at iba pang labis na pang-aabusong sekswal</b></p> <p>10.1.4 Attacks on schools and hospitals <b>Pag-atake sa mga paaralan at mga pagamutan</b></p> <p>10.1.5 Denial of humanitarian assistance <b>Pagharang sa mga tulong para sa komunidad</b></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> [Don't know] [If YES, go to 10.2.2)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> [Don't know] [If YES, go to 10.2.3)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> [Don't know] [If YES, go to 10.2.4)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> [Don't know] [If YES, go to 10.2.5)</p>
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<p>10.2 [If YES to 10.1] In the past seven weeks, how many children were affected by each of the following in this [camp/village/area]- ? <b>(Kung OO ang sagot sa 10.1) Sa nakalipas na pitong linggo, ilang mga bata sa inyong lugar ang apektado ng mga sumusunod?</b></p> <p>10.2.1 Killing and maiming of children <b>Pagpatay at pagkasugat ng mga bata</b> <input type="checkbox"/></p> <p>1-5      <input type="checkbox"/> 6-10      <input type="checkbox"/> 11-20      <input type="checkbox"/> 21-50</p> <p><input type="checkbox"/> &gt;50 (specify) _____ <input type="checkbox"/> Don't know</p> <p>10.2.2 Abduction of children <b>Sapilitang pagkuha o pagdampot sa mga bata</b> <input type="checkbox"/></p> <p>1-5      <input type="checkbox"/> 6-10      <input type="checkbox"/> 11-20      <input type="checkbox"/> 21-50</p> <p><input type="checkbox"/> &gt;50 (specify) _____ <input type="checkbox"/> Don't know</p> <p>10.2.3 Rape and other grave sexual violence</p> <p><b>Panggagahasa at iba pang labis na pang-aabusong sekswal</b></p> <p><input type="checkbox"/> 1-5      <input type="checkbox"/> 6-10      <input type="checkbox"/> 11-20      <input type="checkbox"/> 21-50</p> <p><input type="checkbox"/> &gt;50 (specify) _____ <input type="checkbox"/> Don't know</p> <p>10.2.4 Attacks on schools and hospitals <b>Pag-atake sa paaralan at pagamutan</b></p> <p><input type="checkbox"/> 1-5      <input type="checkbox"/> 6-10      <input type="checkbox"/> 11-20      <input type="checkbox"/> 21-50</p> <p><input type="checkbox"/> &gt;50 (specify) _____ <input type="checkbox"/> Don't know</p> <p>10.2.5 Denial of humanitarian assistance</p> <p><b>Pagharang sa mga tulong para sa komunidad</b></p> <p><input type="checkbox"/> 1-5      <input type="checkbox"/> 6-10      <input type="checkbox"/> 11-20      <input type="checkbox"/> 21-50</p> <p><input type="checkbox"/> &gt;50 (specify) _____ <input type="checkbox"/> Don't know</p>	<p>10.2.1 [If YES to 10.1] Are these children </p> <p>10.2.1.1 Killing and maiming of children <b>Pagpatay at pagkasugat ng mga bata</b></p> <p><input type="checkbox"/> mostly boys?      <input type="checkbox"/> mostly girls?      <input type="checkbox"/> only boys?      <input type="checkbox"/> only girls?</p> <p><input type="checkbox"/> no difference      <input type="checkbox"/> [Don't know]</p> <p>10.2.1.2 Abduction of children <b>Sapilitang pagkuha o pagdampot sa mga bata</b></p> <p><input type="checkbox"/> mostly boys?      <input type="checkbox"/> mostly girls?      <input type="checkbox"/> only boys?      <input type="checkbox"/> only girls?</p> <p><input type="checkbox"/> no difference      <input type="checkbox"/> [Don't know]</p> <p>10.2.1.3 Rape and other grave sexual violence</p> <p><b>Panggagahasa at iba pang labis na pang-aabusong sekswal</b></p> <p><input type="checkbox"/> mostly boys?      <input type="checkbox"/> mostly girls?      <input type="checkbox"/> only boys?      <input type="checkbox"/> only girls?</p> <p><input type="checkbox"/> no difference      <input type="checkbox"/> [Don't know]</p> <p>10.2.1.4 Attacks on schools and hospitals <b>Pag-atake sa mga paaralan at pagamutan</b></p> <p><input type="checkbox"/> mostly boys?      <input type="checkbox"/> mostly girls?      <input type="checkbox"/> only boys?      <input type="checkbox"/> only girls?</p> <p><input type="checkbox"/> no difference      <input type="checkbox"/> [Don't know]</p> <p>10.2.1.5 Denial of humanitarian assistance</p> <p><b>Pagharang sa mga tulong para sa komunidad</b></p> <p><input type="checkbox"/> mostly boys?      <input type="checkbox"/> mostly girls?      <input type="checkbox"/> only boys?      <input type="checkbox"/> only girls?</p> <p><input type="checkbox"/> no difference      <input type="checkbox"/> [Don't know]</p>
---	---

 10.3 Do you know who were the perpetrators of the following events? **10.3 Alam po ba ninyo kung sino ang may kagagawan ng mga sumusunod na pangyayari?**


10.3.1 Killing and maiming of children **Pagpatay at pagkasugat ng mga bata** ☐ Yes Specify \_\_\_\_\_ ☐ No ☐ Don't know

10.3.2 Aduction of children **Sapilitang pagkuha o pagdampot sa mga bata** ☐ Yes Specify \_\_\_\_\_ ☐ No ☐ Don't know

10.3.3 Rape and other grave sexual violence **Panggagahasa at iba pang labis na pang-aabusong sekswal** ☐ Yes Specify \_\_\_\_\_ ☐ No ☐ Don't know

10.3.4 Attacks on schools and hospitals **Pag-atake sa mga paaralan at pagamutan** ☐ Yes Specify \_\_\_\_\_ ☐ No ☐ Don't know

10.3.5 Denial of humanitarian assistance **Pagharang sa mga tulong para sa komunidad** ☐ Yes Specify \_\_\_\_\_ ☐ No ☐ Don't know

10.4 [If YES to 10.3] How did you know this? **10.4 Paano mo nalaman ito?**  [Tick all that apply.]

☐ 1. Saw this/these **Nakita ito**

☐ 2. Learnt verbally from someone else **Sinabihan ng iba**

☐ 3. Informed through SMS/call **Nalaman sa pamamagitan ng text/tawag**

☐ 4. Heard from the radio **Narinig sa radyo**

☐ Other (specify) \_\_\_\_\_

[Add more context-specific options.]

10.5 Was there any response to the following events? **10.5 Nabigyan ba ng kaukulang pansin ang mga sumusunod na pangyayari?**

10.5.1 Killing and maiming of children **Pagpatay at pagkasugat ng mga bata** ☐ No ☐ Don't know ☐ Yes Specify \_\_\_\_\_

10.5.2 Aduction of children **Sapilitang pagkuha o pagdampot sa mga bata** ☐ No ☐ Don't know ☐ Yes Specify \_\_\_\_\_

10.5.3 Rape and other grave sexual violence **Panggagahasa at iba pang labis na pang-aabusong sekswal** ☐ No ☐ Don't know ☐ Yes Specify \_\_\_\_\_

10.5.4 Attacks on schools and hospitals **Pag-atake sa mga paaralan at pagamutan** ☐ No ☐ Don't know ☐ Yes Specify \_\_\_\_\_

10.5.5 Denial of humanitarian assistance **Pagharang sa mga tulong para sa komunidad** ☐ No ☐ Don't know ☐ Yes Specify \_\_\_\_\_

[Thank the KI for answering the questions to the previous section and continue by saying, "Now if you have any other points to make, please mention them in the order of importance to you."]

[Write down points here]

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-----  
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## 2. Direct Observation

General Information	
<b>Identification</b>	
Observer code: _____	Organisation: _____
Date of observation (dd/mm/yy): ____/____/____	Identification code: DO- [assessor's
Site code (from the sampling grid): _____	code] - [site code] -
<b>Site location</b>	
Site name: _____ Area: _____	G.P.S/P code _____ - _____
District: _____ Province/state: _____	
Type of site: urban <input type="checkbox"/> rural <input type="checkbox"/> camp <input type="checkbox"/>	If camp, who manages the camp? _____
house-based <input type="checkbox"/> returned site <input type="checkbox"/> host community <input type="checkbox"/>	Contact information (if available): _____
<p>[Add more context-specific options, e.g., displaced community, non-displaced community; directly affected area, not directly affected area. This is especially important if you are looking for possible unequal treatment of parts of the population.]</p>	
<b>Mapping of services and actors on the site</b>	
<p>Name and contact information of all specialised child protection actors (government/NGO/community) in this site. Note if any of these services target only one sex.</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Name and contact information of all non-child-protection-specific government and non-governmental agencies that are participating in emergency response. Note if any of these services are single sex.</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p><b>Additional comments and/or observations:</b> [Please fill in during or after answering the questions in Direct Observation] [Any observation of things that could affect child protection programming and that are not included in the questions below should be included here.]</p>	
<p><b>For the use of the supervisor only. c/o Information Management Team</b></p> <p>Verification done by: _____ Date: ____/____/____ Signature: _____</p>	

1.1 Are there hazardous objects/locations around the site? <input type="checkbox"/> Yes <input type="checkbox"/> No [If NO, skip to 2.]	
Comments: _____	
1.1.1 [If YES to 1.1]  What type?  [Revise/add context-specific options]	<input type="checkbox"/> Open pit latrines <input type="checkbox"/> Pieces of iron and concrete <input type="checkbox"/> Deep holes/ditches <input type="checkbox"/> Live electricity wires accessible to children <input type="checkbox"/> Barbed/razor wire <input type="checkbox"/> Landmines/UXO/explosive remnants of war (including markings) <input type="checkbox"/> Other (specify) _____
1.2.1 Are there clearly marked latrines for males and females? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not observable	
Comments: _____	
1.2.2 Are there locks on the inside of latrine doors? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not observable	
Comments: _____	
2 Are there children on the street?	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not observable [If NO or NOT OBSERVABLE, skip to 3.]	
Comments: _____	
2.1 [If YES to 2] How many children were observed?	
<input type="checkbox"/> Less than 5 <input type="checkbox"/> More than 5 but less than 10 <input type="checkbox"/> More than 10 but less than 50 <input type="checkbox"/> More than 50 but less than 100 <input type="checkbox"/> More than 100 (specify _____) <input type="checkbox"/> Unable to count	
Comments: _____	
2.2 [If YES to 2] Are they <input type="checkbox"/> mostly girls [or] <input type="checkbox"/> mostly boys [or] <input type="checkbox"/> no observable difference	
Comments: _____	
2.3 [If YES to 2.1] Are they mostly	
<input type="checkbox"/> under 5 [or] <input type="checkbox"/> between 5 and 14 [or] <input type="checkbox"/> older than 15 [or] <input type="checkbox"/> no clear difference	
Comments: _____	
3 Did you visit any existing child institutional care/boarding educational facilities in the area?	
<input type="checkbox"/> Yes <input type="checkbox"/> No    Comments: _____	
3.1 If yes, what type?  [Adjust/add context-specific options, ex. boarding schools.]	<input type="checkbox"/> Orphanage <input type="checkbox"/> Informal group house <input type="checkbox"/> Living with employer/in workshops <input type="checkbox"/> Other (specify) _____ (contact information: _____)
3.2 Did you notice any child institutional care facilities/orphanages being newly built/established in the area?	
<input type="checkbox"/> Yes <input type="checkbox"/> No    Comments: _____	
3.2.1 [If YES to 3.2] Who is building? (Collect contact information if available: _____)	
<input type="checkbox"/> Government <input type="checkbox"/> Charitable organisations <input type="checkbox"/> NGOs (specify) _____ <input type="checkbox"/> Religious leaders/institutions <input type="checkbox"/> Individuals <input type="checkbox"/> Other (specify) _____	
4. Are there children associated with armed groups and armed forces? (Answer questions 4.1 to 4.4 first)	
<input type="checkbox"/> Yes <input type="checkbox"/> No    Comments: _____	



### 3. Urgent Action

**Date:** ..... **Location:** .....

Please fill out the first four sections, giving as many details as possible. In Section 5, report any immediate action you yourself have taken and indicate any follow-up required. Hand this report to your supervisor. If your supervisor is unavailable, contact the **CPRA Task Force Field Monitoring Officer, Raiza Abas of RHRC, at 09358485220.**

#### 1. What happened?

#### 2. Who? (by whom and to whom – please remember to note gender of the people involved)

#### 3. When?

#### 4. Where?

#### 5. Action taken and follow-up

#### 6. Other relevant information (such as contact information and name of persons involved)

#### 4. Site Review

General Information		
<b>Identification</b>		
Supervisor's code: _____	Site code (from the sampling grid): _____	
Date of assessment (dd/mm/yy): ____/____/____ [if several days, date of the last interview]		
Identification code (fill during data entry): SR - [supervisor's code] - [site code] -		
No. of KI questionnaires consulted for this report: _____	No. of DO checklists consulted for this report: _____	
<b>Site Location</b>		
Site name: _____	Area: _____	G.P.S/P code: ____ - ____
District: _____	Province /State: _____	
Type of site: urban <input type="checkbox"/> rural <input type="checkbox"/> official camp <input type="checkbox"/> makeshift camp <input type="checkbox"/> house-based <input type="checkbox"/> returned site <input type="checkbox"/> host community <input type="checkbox"/>		Population estimate of the site: _____
Comments: _____ _____ _____		
<b>Information Sources (type of key informant)</b>		
[Mention the total number in ( . . . . )]		
( . . . . ) Teacher/educator	( . . . . ) Camp manager/local chief	( . . . . ) Social worker/health worker
( . . . . ) Religious leader	Other: _____	Other: _____
Gender balance: Assessment team: Number of women in the team ____ / total number of team members ____ Key informants: Number of women interviewed ____ / total number of interviews ____ <b><i>For supervisor's use only: c/o Information Management Team</i></b> Compilation supervised by: _____ Date: ____/____/____ Signature: _____		



1. Separation from Usual Caregivers	
<p>1.1 Are there children in this __ <u>[site/village/camp/...]</u> __ who have been separated from their usual caregivers since the GPH-BIFF conflict? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Response not clear</p> <p>Comments: _____</p>	
<p>a. What do you think are the main causes of separations that occurred since the GPH-BIFF conflict? [Rank based on frequency and source of information. Note the frequency in the brackets (...)]</p> <p>b. # ____ (.....)</p> <p>c. # ____ (.....)</p> <p>d. # ____ (.....)</p> <p>e. Other 1: # _____ (.....)</p> <p>f. Other 2: # _____ (.....)</p> <p><input type="checkbox"/> Response not clear</p> <p>Comments: _____</p>	
<p>1.1.2 How many children do you think have been separated from their usual caregivers in this __ <u>[site/village/camp/...]</u> __ since the GPH-BIFF conflict?</p> <p><input type="checkbox"/> 1-10 <input type="checkbox"/> 11-20 <input type="checkbox"/> 21-50 <input type="checkbox"/> 51-100 <input type="checkbox"/> &gt;100 (specify __ __) <input type="checkbox"/> Response not clear</p> <p>Comments: _____</p>	
<p>1.2 Which of the options below were reported about children separated from their usual caregivers?</p>	
1.2.1	<p><input type="checkbox"/> There are more girls than boys who have been separated <b>[or]</b></p> <p><input type="checkbox"/> There are more boys than girls who have been separated <b>[or]</b></p> <p><input type="checkbox"/> No clear difference</p> <p><input type="checkbox"/> Not clear    Comments _____</p>
1.2.2	<p><input type="checkbox"/> Separated children are mainly under 5 <b>[or]</b></p> <p><input type="checkbox"/> Separated children are mainly between 5 and 14 <b>[or]</b></p> <p><input type="checkbox"/> Separated children are mainly older than 14 <b>[or]</b></p> <p><input type="checkbox"/> No clear difference</p> <p><input type="checkbox"/> Not clear    Comments _____</p>
<p>1.3 Do you know if any infants or young children under the age of 5 have been separated from their usual caregivers since the GPH-BIFF conflict?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear    Comments _____</p>	
<p>1.4 Are there children in this __ <u>[community/village/camp/...]</u> __ who do not live with any adults (i.e., unaccompanied children)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear    Comments _____</p>	
<p>1.4.1 How many unaccompanied children do you think there are? [Read out the options if necessary]</p> <p><input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-20 <input type="checkbox"/> 21 – 50 <input type="checkbox"/> &gt;50 (specify __ __ ) <input type="checkbox"/> Not clear</p>	

Comments _____
1.4.2 Do you think that ... . [Read out each block separately and allow the KI to respond block by block. Do <b>not</b> read out “do not know.”]
<input type="checkbox"/> there are more unaccompanied girls than boys [ <b>or</b> ] <input type="checkbox"/> there are more unaccompanied boys than girls [ <b>or</b> ] <input type="checkbox"/> No clear difference <input type="checkbox"/> [Do not know]    Comments _____
<input type="checkbox"/> unaccompanied children are mainly under 5 [ <b>or</b> ] <input type="checkbox"/> unaccompanied children are mainly between 5 and 14 [ <b>or</b> ] <input type="checkbox"/> unaccompanied children are mainly 14 and older [ <b>or</b> ] <input type="checkbox"/> No clear difference <input type="checkbox"/> [Do not know]    Comments _____
1.5.1 Are there persons unknown to the community who have offered to take children away from this __ [community/camp/village/town/...] __ in order to provide them with jobs or better care (e.g., foreigners who want to provide care for children in another country)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear    Comments _____
1.5.2 Are there community members who have taken or want to take children away from this community to provide them with assistance, jobs or better living conditions? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear    Comments _____
1.6.1 Do you know if there is a list of children who are separated from their usual caregivers (including their names and other details)? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear    Comments _____
1.6.2 Do you know if there is a list of parents who don't know where their children are? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear    Comments _____
<b>2. Care for Separated and Unaccompanied Children</b>
2.1 I want you to think about the children who are no longer with their usual caregivers. Where do they live now? [Rank in the order of frequency and considering the information source. Indicate the frequency in ( . . . . . ).]
I. Category code: _____ ( . . . . . ) II. Category code: _____ ( . . . . . ) III. Category code: _____ ( . . . . . ) IV. Other (1): _____; ( . . . . . ) V. Other (2): _____ ( . . . . . ) Comments _____
2.2 If you come across a child who has no one who can care for him/her, what would you do?

[Rank based on frequency and information source. Note the frequency in the ( . . . . )]

a. # \_\_\_\_ ( . . . . )

b. # \_\_\_\_ ( . . . . )

c. # \_\_\_\_ ( . . . . )

d. Other 1: # \_\_\_\_\_ ( . . . . )

e. Other 2: # \_\_\_\_\_ ( . . . . )

☐ Response not clear

Comments: \_\_\_\_\_

<p>2.3 Are institutions/children's homes being built/newly established to care for orphans or separated children in this area?</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No   <input type="checkbox"/> Not clear</p> <p>Comments: _____</p>	<p>2.3.1 Who is planning/establishing these institutions/children's homes?</p> <p><input type="checkbox"/> Religious leaders</p> <p><input type="checkbox"/> Government</p> <p><input type="checkbox"/> NGOs (specify) _____</p> <p><input type="checkbox"/> Not clear   <input type="checkbox"/> Other (specify) _____</p> <p>Comments: _____</p>
--	--

**3. Threats to Children's Physical Safety and Security**

3. What are the existing risks that can lead to death or injury of children in this \_\_[camp/ community/etc.]\_\_?

[Rank based on frequency and source of information. Note the number of times a code is repeated by KIs in ( . . . . ).]	Age of most affected [Tick all if no difference]	Sex of most affected [Tick both if no difference]
I. Category code: ____ ( . . . . )	<input type="checkbox"/> <5 <input type="checkbox"/> 6-14 <input type="checkbox"/> >14 <input type="checkbox"/> DNK	<input type="checkbox"/> Boys <input type="checkbox"/> Girls <input type="checkbox"/> DNK
II. Category code: ____ ( . . . . )	<input type="checkbox"/> <5 <input type="checkbox"/> 6-14 <input type="checkbox"/> >14 <input type="checkbox"/> DNK	<input type="checkbox"/> Boys <input type="checkbox"/> Girls <input type="checkbox"/> DNK
III. Category code: ____ ( . . . . )	<input type="checkbox"/> <5 <input type="checkbox"/> 6-14 <input type="checkbox"/> >14 <input type="checkbox"/> DNK	<input type="checkbox"/> Boys <input type="checkbox"/> Girls <input type="checkbox"/> DNK
IV. Other 1: _____ ( . . . . )	<input type="checkbox"/> <5 <input type="checkbox"/> 6-14 <input type="checkbox"/> >14 <input type="checkbox"/> DNK	<input type="checkbox"/> Boys <input type="checkbox"/> Girls <input type="checkbox"/> DNK
V. Other 2: _____ ( . . . . )	<input type="checkbox"/> <5 <input type="checkbox"/> 6-14 <input type="checkbox"/> >14 <input type="checkbox"/> DNK	<input type="checkbox"/> Boys <input type="checkbox"/> Girls <input type="checkbox"/> DNK
VI. ( . . . . ) [none]	<input type="checkbox"/> Not clear	

Comments: \_\_\_\_\_

3.1 Where do you think these risks are high/highest for children? [Rank based on frequency and source of information. Note the frequency in the ( . . . . ).]

I. # \_\_\_\_ ( . . . . )   II. # \_\_\_\_ ( . . . . )   III. # \_\_\_\_ ( . . . . )

☐ Response not clear

Comments: \_\_\_\_\_

<p>3.2 Can you estimate the number of deaths and serious injuries to children due to any and all of the above causes during the past seven weeks?</p> <p> <input type="checkbox"/> 1-5     <input type="checkbox"/> 6-10     <input type="checkbox"/> 11-20     <input type="checkbox"/> 21 – 50     <input type="checkbox"/> &gt;50 (specify) _____     <input type="checkbox"/> [Don't know]         </p> <p>Comments _____</p>	
<p>3.3 Are there any children in this area who have been or are committing acts of violence?</p> <p> <input type="checkbox"/> Yes     <input type="checkbox"/> No     <input type="checkbox"/> Not clear     Comments _____         </p>	
<p>3.4 What kind of violence are children participating in?</p> <p>[Rank based on frequency and source of information. Note the frequency in the ( . . . . ).]</p>	
<p>I. Category code: _____ ( . . . . )</p> <p>II. Category code: _____ ( . . . . )</p> <p>III. Category code: _____ ( . . . . )</p> <p>IV. Other (1): _____ ( . . . . )</p> <p>V. Other (2): _____ ( . . . . )</p> <p>Comments _____</p>	
<p><b>4. Psychosocial Wellbeing and Community Support Mechanisms</b></p>	
<p>4.1 Have you noticed any changes in children's behaviour since the GPH-BIFF conflict?</p> <p> <input type="checkbox"/> Yes     <input type="checkbox"/> No     <input type="checkbox"/> Not clear         </p> <p>Comments _____</p>	
<p>4.1.1 What kind of behaviour changes have you noticed in girls since the GPH-BIFF conflict?</p> <p>4.1.2 What kind of behaviour changes have you noticed in boys since the GPH-BIFF conflict?</p> <p>[Rank based on frequency and source of information. Note the frequency in the ( . . . . ).]</p>	
<p><b>4.1.1 Girls</b></p>	<p><b>4.1.2 Boys</b></p>
<p>I. Category code: _____ ( . . . . )</p> <p>II. Category code: _____ ( . . . . )</p> <p>III. Category code: _____ ( . . . . )</p> <p>IV. Other (1): _____ ( . . . . )</p> <p>V. Other (2): _____ ( . . . . )</p> <p>Comments _____</p> <p>_____</p>	<p>I. Category code: _____ ( . . . . )</p> <p>II. Category code: _____ ( . . . . )</p> <p>III. Category code: _____ ( . . . . )</p> <p>IV. Other (1): _____; ( . . . . )</p> <p>V. Other (2): _____ ( . . . . )</p> <p>Comments _____</p> <p>_____</p>
<p>4.2 What do you think has made boys stressed since the GPH-BIFF conflict?</p> <p>[Rank based on frequency and source of information. Note the frequency in the ( . . . . ).]</p> <p>a. # _____ ( . . . . )</p> <p>b. # _____ ( . . . . )</p> <p>c. # _____ ( . . . . )</p>	

<p>d. Other 1: # _____ (.....)</p> <p>e. Other 2: # _____ (.....)</p> <p><input type="checkbox"/> Response not clear</p> <p>Comments _____</p>
<p>4.2.1 If boys in this community have problems or are stressed, how do they cope with it?</p>
<p>[Rank based on frequency and source of information. Note the frequency in the (.....)]</p> <p>a. # _____ (.....)</p> <p>b. # _____ (.....)</p> <p>c. # _____ (.....)</p> <p>d. Other 1: # _____ (.....)</p> <p>e. Other 2: # _____ (.....)</p> <p><input type="checkbox"/> Response not clear</p> <p>Comments _____</p>
<p>4.2.2 If boys have problems or are stressed, who in the community can best support them?</p>
<p>[Rank based on frequency and source of information. Note the frequency in the (.....)]</p> <p>a. # _____ (.....)</p> <p>b. # _____ (.....)</p> <p>c. # _____ (.....)</p> <p>d. Other 1: # _____ (.....)</p> <p>e. Other 2: # _____ (.....)</p> <p><input type="checkbox"/> Response not clear</p> <p>Comments _____</p>
<p>4.3 What do you think has made girls stressed since the GPH-BIFF conflict?</p>
<p>[Rank based on frequency and source of information. Note the frequency in the (.....).]</p> <p>a. # _____ (.....)</p> <p>b. # _____ (.....)</p> <p>c. # _____ (.....)</p> <p>d. Other 1: # _____ (.....)</p> <p>e. Other 2: # _____ (.....)</p> <p><input type="checkbox"/> Response not clear</p> <p>Comments _____</p>
<p>4.3.1 If girls in this community have problems or are stressed, how do they cope with it?</p>
<p>[Rank based on frequency and source of information. Note the frequency in the (.....).]</p> <p>a. # _____ (.....)</p>

<p>b. # ____ (.....)</p> <p>c. # ____ (.....)</p> <p>d. Other 1: # _____ (.....)</p> <p>e. Other 2: # _____ (.....)</p> <p><input type="checkbox"/> Response not clear</p> <p>Comments _____</p>
<p>4.3.2 If girls have problems or are stressed, who in the community can best support them?</p> <p>[Rank based on frequency and source of information. Note the frequency in the (.....).]</p> <p>a. # ____ (.....)</p> <p>b. # ____ (.....)</p> <p>c. # ____ (.....)</p> <p>d. Other 1: # _____ (.....)</p> <p>e. Other 2: # _____ (.....)</p> <p><input type="checkbox"/> Response not clear</p> <p>Comments _____</p>
<p>4.4 Have you noticed any changes in caregivers' attitude towards their children since the GPH-BIFF conflict?</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not clear    Comments _____</p>
<p>4.4.1 What kind of changes (positive or negative) have you noticed in caregivers' attitude towards their children?</p> <p>[Rank based on frequency and source of information. Note the frequency in the (.....).]</p> <p>a. # ____ (.....)</p> <p>b. # ____ (.....)</p> <p>c. # ____ (.....)</p> <p>d. Other 1: # _____ (.....)</p> <p>e. Other 2: # _____ (.....)</p> <p><input type="checkbox"/> Response not clear</p> <p>Comments _____</p>
<p>4.5 What are the main sources of stress for caregivers in the community?</p> <p>[Rank based on frequency and source of information. Note the frequency in the (.....).]</p> <p>a. # ____ (.....)</p> <p>b. # ____ (.....)</p> <p>c. # ____ (.....)</p> <p>d. Other 1: # _____ (.....)</p> <p>e. Other 2: # _____ (.....)</p> <p><input type="checkbox"/> Response not clear</p> <p>Comments _____</p>

### 5. Access to Services and Marginalised Groups

5.1 Are there people in this -[camp/village/area]- who are capable of organising recreational and/or educational activities for children? ☐ Yes ☐ No ☐ Not clear

Comments \_\_\_\_\_

5.1.1 What kind of skills do these people have?

[Rank based on frequency and source of information. Note the frequency in the ( . . . . . )]

- a. # \_\_\_\_ ( . . . . . )
  - b. # \_\_\_\_ ( . . . . . )
  - c. # \_\_\_\_ ( . . . . . )
  - d. Other 1: # \_\_\_\_\_ ( . . . . . )
  - e. Other 2: # \_\_\_\_\_ ( . . . . . )
- ☐ Response not clear

Comments \_\_\_\_\_

5.2 Are there children who have less access to services like food distribution, educational and recreational activities, and health care? ☐ Yes ☐ No ☐ Not clear

Comments \_\_\_\_\_

5.2.1 Is it boys or girls who are more excluded?

☐ Girls ☐ Boys ☐ No difference ☐ Not clear

Comments \_\_\_\_\_

5.3 [If YES to 5.2] What groups of children are most excluded?

[Rank based on frequency and source of information. Note the frequency in the ( . . . . . )]

- a. # \_\_\_\_ ( . . . . . )
  - b. # \_\_\_\_ ( . . . . . )
  - c. # \_\_\_\_ ( . . . . . )
  - d. Other 1: # \_\_\_\_\_ ( . . . . . )
  - e. Other 2: # \_\_\_\_\_ ( . . . . . )
- ☐ Response not clear

Comments \_\_\_\_\_

### 6. Access to Information

6. What are the most important sources of information for your community now?

[Rank based on frequency and source of information. Note the frequency in the ( . . . . . )]

- a. # \_\_\_\_ ( . . . . . )
- b. # \_\_\_\_ ( . . . . . )
- c. # \_\_\_\_ ( . . . . . )
- d. Other 1: # \_\_\_\_\_ ( . . . . . )

e. Other 2: # _____ (.....) <input type="checkbox"/> Response not clear Comments _____	
<b>7. Exploitation of Children</b>	
7. Do you know of any children in this community who are being used for financial or other material benefits of others [e.g., children being sold, trafficked or forced to work without receiving proper compensation, etc.]?  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear   Comments _____	
7.1 [If YES to 7] For what purposes are these children being used? [Rank based on frequency and source of information. Note the frequency in the (.....).]  a. # _____ (.....) b. # _____ (.....) c. # _____ (.....) d. Other 1: # _____ (.....) e. Other 2: # _____ (.....) <input type="checkbox"/> Response not clear Comments _____	
<b>8. Sexual Violence [Use a culturally appropriate term]</b>	
8.1 If you came across a child who had suffered sexual violence, what would you do? [Rank based on frequency and source of information. Note the frequency in the (.....).]  a. # _____ (.....) b. # _____ (.....) c. # _____ (.....) d. Other 1: # _____ (.....) e. Other 2: # _____ (.....) <input type="checkbox"/> Response not clear Comments _____	
8.2 Do you think the number of sexual violence incidents has increased since the ____ [emergency/attack/...]__? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear Comments _____ _____	8.2.1 In which situations does sexual violence occur more often? [Rank based on frequency and source of information. Note the frequency in the (.....).]  a. # _____ (.....) b. # _____ (.....) c. # _____ (.....) d. Other 1: # _____ (.....) e. Other 2: # _____ (.....) <input type="checkbox"/> Response not clear



	Comments _____
8.3. Who is most affected by sexual violence?	
<input type="checkbox"/> More girls are being targeted for sexual violence than boys [or] <input type="checkbox"/> More boys are being targeted for sexual violence than girls [or] <input type="checkbox"/> No difference <span style="margin-left: 100px;"><input type="checkbox"/> Not clear</span>	
<input type="checkbox"/> Mostly younger children (under 14) are targeted for sexual violence [or] <input type="checkbox"/> Mostly older children (over 14) are targeted for sexual violence [or] <input type="checkbox"/> No difference <span style="margin-left: 100px;"><input type="checkbox"/> Not clear</span>	
8.4 If a child or adolescent was a victim of sexual violence, would s/he normally seek help? [If not clear, say, "Is it culturally acceptable to seek help?"]  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear Comments _____ _____	8.4.1 [If YES to 9.4] Who do they normally turn to for help? [Rank based on frequency and source of information. Note the frequency in the ( . . . . . )].  a. # ____ ( . . . . . ) b. # ____ ( . . . . . ) c. # ____ ( . . . . . ) d. Other 1: # _____ ( . . . . . ) e. Other 2: # _____ ( . . . . . )  <input type="checkbox"/> Response not clear Comments _____
8.5 Do you know of a place where people of this __ [camp/ community/...] __ can get help if they are victims of sexual violence?  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear [Collect more information if appropriate (e.g., availability of post-exposure prophylaxis kits): _____]	8.5.1 [If YES to 9.5] Can children also seek help in that place?  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear [Comments: _____]
9. Children and Armed Forces and Groups	
9.1 Do you know of children working with or being used by armed forces or groups around this -[camp/village/...]-? E.g., children with guns, operating checkpoints, cooking or cleaning for military, etc.  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear Comments _____	
9.1.1 During the past seven weeks, how many of these children have you seen around this -[camp/village/area]- ?  <input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-20 <input type="checkbox"/> 21-50 <input type="checkbox"/> >50 (specify) _____ <input type="checkbox"/> Not clear Comments _____	9.1.2 Are these children, [read out the options]  <input type="checkbox"/> mostly boys? <input type="checkbox"/> mostly girls? <input type="checkbox"/> only boys? <input type="checkbox"/> only girls? <input type="checkbox"/> No difference <input type="checkbox"/> Not clear Comments _____
9.2 Has the number of children associated with armed groups increased since the GPH-BIFF conflict?  <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear Comments _____	

9.2.1 How do you know this? [Rank based on frequency and source of information. Note the frequency in the ( . . . . )]

- a. # \_\_\_\_ ( . . . . )  
b. II. # \_\_\_\_ ( . . . . )  
c. III. # \_\_\_\_ ( . . . . )  
d. Other 1: # \_\_\_\_\_ ( . . . . )  
e. Other 2: # \_\_\_\_\_ ( . . . . )

☐ Response not clear    Comments \_\_\_\_\_

9.3 Where do you think most recruitments happen?

- I. Category code: \_\_\_\_ ( . . . . )                      II. Category code: \_\_\_\_ ( . . . . )  
III. Category code: \_\_\_\_ ( . . . . )                      IV. Other (1): \_\_\_\_\_ ; ( . . . . )  
V. Other (2): \_\_\_\_\_ ( . . . . )

☐ Response not clear    Comments \_\_\_\_\_

### 10. Other Grave Child Rights Violations

10.1 Do you know if the following happened in your area/camp?

- |   |                              |                             |                                    |
|---|------------------------------|-----------------------------|------------------------------------|
| 10.1.1 Killing and maiming of children      | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not clear |
| 10.1.2 Abduction of children                | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not clear |
| 10.1.3 Rape and other grave sexual violence | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not clear |
| 10.1.4 Attacks on schools and hospitals     | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not clear |
| 10.1.5 Denial of humanitarian assistance    | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Not clear |

Comments \_\_\_\_\_

10.2 During the past six weeks, how many children were affected by the following events in this [camp/village/area]- ?

- 10.2.1 Killing and maiming of children  
☐ 1-5      ☐ 6-10      ☐ 11-20      ☐ 21-50  
☐ >50 (specify) \_\_\_\_\_      ☐ Not clear
- 10.2.2 Abduction of children  
☐ 1-5      ☐ 6-10      ☐ 11-20      ☐ 21-50  
☐ >50 (specify) \_\_\_\_\_      ☐ Not clear
- 10.2.3 Rape and other grave sexual violence  
☐ 1-5      ☐ 6-10      ☐ 11-20      ☐ 21-50  
☐ >50 (specify) \_\_\_\_\_      ☐ Not clear
- 10.2.4 Attacks on schools and hospitals  
☐ 1-5      ☐ 6-10      ☐ 11-20      ☐ 21-50  
☐ >50 (specify) \_\_\_\_\_      ☐ Not clear

10.2.1 [Are these children, [read out the options]

- 10.2.1.1 Killing and maiming of children  
☐ mostly boys?      ☐ mostly girls?  
☐ only boys?      ☐ only girls?  
☐ No difference      ☐ Not clear

- 10.2.1.2 Abduction of children  
☐ mostly boys?      ☐ mostly girls?  
☐ only boys?      ☐ only girls?  
☐ No difference      ☐ Not clear

- 10.2.1.3 Rape and other grave sexual violence  
☐ mostly boys?      ☐ mostly girls?  
☐ only boys?      ☐ only girls?  
☐ No difference      ☐ Not clear

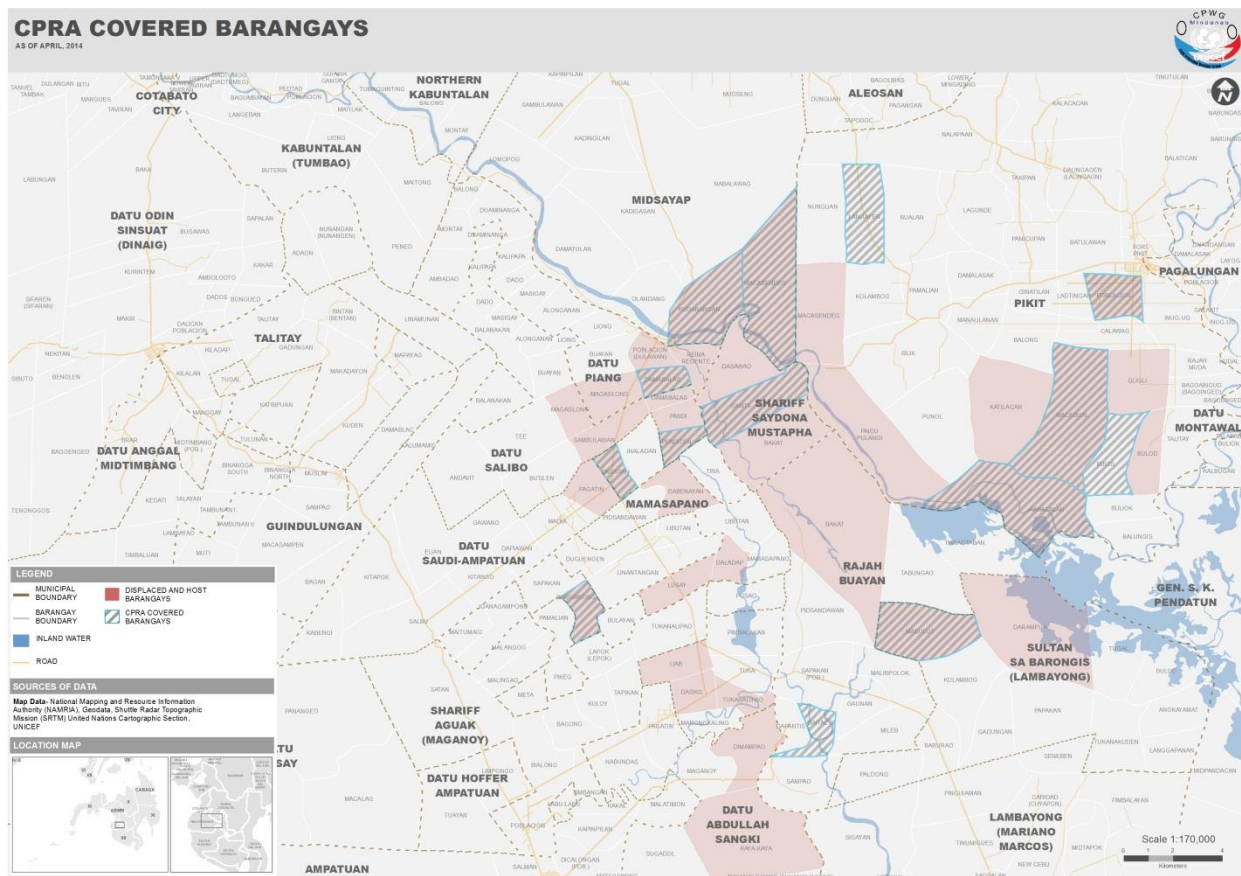
10.2.1.4 Attacks on schools and hospitals

<p>10.2.5 Denial of humanitarian assistance</p> <p> <input type="checkbox"/> 1-5      <input type="checkbox"/> 6-10      <input type="checkbox"/> 11-20      <input type="checkbox"/> 21-50  <input type="checkbox"/> &gt;50 (specify) _____      <input type="checkbox"/> Not clear         </p> <p>Comments _____.</p>	<p> <input type="checkbox"/> mostly boys?      <input type="checkbox"/> mostly girls?  <input type="checkbox"/> only boys?      <input type="checkbox"/> only girls?  <input type="checkbox"/> No difference      <input type="checkbox"/> Not clear         </p> <p>10.2.1.5 Denial of humanitarian assistance</p> <p> <input type="checkbox"/> mostly boys?      <input type="checkbox"/> mostly girls?  <input type="checkbox"/> only boys?      <input type="checkbox"/> only girls?  <input type="checkbox"/> No difference      <input type="checkbox"/> Not clear         </p> <p>Comments _____.</p>
<p>10.3 Do you know who were the perpetrators?</p> <p>10.3.1 Killing and maiming of children <input type="checkbox"/> Yes _____ <input type="checkbox"/> No <input type="checkbox"/> Not clear</p> <p>10.3.2 Abduction of children <input type="checkbox"/> Yes _____ <input type="checkbox"/> No <input type="checkbox"/> Not clear</p> <p>10.3.3 Rape and other grave sexual violence <input type="checkbox"/> Yes _____ <input type="checkbox"/> No <input type="checkbox"/> Not clear</p> <p>10.3.4 Attacks on schools and hospitals <input type="checkbox"/> Yes _____ <input type="checkbox"/> No <input type="checkbox"/> Not clear</p> <p>10.3.5 Denial of humanitarian assistance <input type="checkbox"/> Yes _____ <input type="checkbox"/> No <input type="checkbox"/> Not clear</p> <p>Comments _____.</p>	
<p>10.4 How do you know this? [Rank based on frequency and source of information. Note the frequency in the ( . . . . . ).]</p> <p>a. # _____ ( . . . . . )</p> <p>b. # _____ ( . . . . . )</p> <p>c. # _____ ( . . . . . )</p> <p>d. Other 1: # _____ ( . . . . . )</p> <p>e. Other 2: # _____ ( . . . . . )</p> <p><input type="checkbox"/> Response not clear</p> <p>Comments _____.</p>	
<p>10.5 Was there any response to the following events?</p> <p>10.5.1 Killing and maiming of children <input type="checkbox"/> No    <input type="checkbox"/> Not Clear    <input type="checkbox"/> Yes Specify _____</p> <p>10.5.2 Abduction of children                      <input type="checkbox"/> No    <input type="checkbox"/> Not Clear    <input type="checkbox"/> Yes Specify _____</p> <p>10.5.3 Rape and other grave sexual violence <input type="checkbox"/> No    <input type="checkbox"/> Not Clear    <input type="checkbox"/> Yes Specify _____</p> <p>10.5.4 Attacks on schools and hospitals <input type="checkbox"/> No    <input type="checkbox"/> Not Clear    <input type="checkbox"/> Yes Specify _____</p> <p>10.5.5 Denial of humanitarian assistance <input type="checkbox"/> No    <input type="checkbox"/> Not Clear    <input type="checkbox"/> Yes Specify _____</p> <p>Comments _____.</p>	

## Actions taken by Assessment Teams

[Any urgent action reports, referrals etc. that have been done during the data collection should be briefly reported here.]

## B.Areas Covered by CPRA/Displaced and Host *Barangays*



## C. Desk Review

### 1. Executive Summary

On 24 January 2014, the AFP started to position their troops in the municipality of Datu Piang, Maguindanao, in preparation for a law enforcement operation against BIFF members. Reports of these impending military operations led to pre-emptive evacuations in the interior *barangays* of Datu Piang.

On 26 January, the AFP conducted targeted military operations in pursuit of BIFF and other lawless elements in the areas of Reina Regente, Dasawao and Ganta, believed to be areas of concentration of the BIFF. The law enforcement operation was done in the *barangays* of Ganta and Bakat in Shariff Saydona Mustapha, and resulted in six days of intense clashes between the AFP and BIFF. The conflict consequently escalated in the nearby municipalities of Rajah Buayan, Mamasapano, Sultan sa Barongis, Datu Piang and Datu Abdullah Sangki. The AFP stated that the military operation was implemented in coordination with the Bangsamoro Islamic Armed Forces, the armed wing of the MILF.

On 27 January, inter-cluster representatives of MHT met to discuss the situation, the humanitarian consequences and possible projected scenarios. The estimated number of people displaced at the time of the meeting was 10,000. This figure doubled within two days.

On 29 January, in coordination with the provincial and municipal authorities of North Cotabato, the MHT conducted a rapid needs assessment in *Barangays* GliGli, Bulol and Macabual, all in the municipality of Pikit. IDPs had been displaced from their communities and were apprehensive about returning because of the ongoing clearing operations by the military. The situation affected farming, the main source of income for many people in these areas. The IDPs were advised to visit their homes to check the condition of their houses, and many subsequently returned to evacuation centres. The IDPs had no plan to return home yet because of the ongoing conflict.

This report aims to provide initial indications of the priority protection needs and responses for affected children. It was compiled through a desk review of both pre-crisis and in-crisis secondary data, and from inputs and observations from agencies working on CP in the affected areas. This CPRA is presented in the context of responding to the needs of affected children and their communities. The data gathered will provide evidence for immediate and ongoing response to the armed conflict in Central Mindanao.

The information in this report contains many estimates and should not be taken as definitive. It is meant to be a 'best guess' at the CP situation for the purposes of the design of CP responses. Further information is still needed on many CP issues, capacities and response. The ongoing armed conflict and displacement in Mindanao have increased the vulnerability of the population, particularly women and children, in Maguindanao and North Cotabato. As such, importance should be given to establishing a protective environment for IDP families and ensuring that CP is a focus.

### 2. Background

#### a. Geographic Sample

The CPRA Task Force–Central Mindanao agreed to focus this CPRA on eight municipalities in Maguindanao and North Cotabato. These municipalities were chosen based on the priority municipalities identified by the MHT in the 2013 Humanitarian Action Plan and areas where the BIFF–AFP conflict caused displacement.

## From Top 6 Priority Municipalities in Humanitarian Action Plan 2013

- i. Datu Piang, Maguindanao
- ii. Sultan sa Barongis, Maguindanao
- iii. Mamasapano, Maguindanao
- iv. Midsayap, North Cotabato

Municipalities where the GPH-BIFF conflict caused displacement (Evacuation centre-based and host families)

- i. Shariff Saydona, Maguindanao
- ii. Datu Salibo, Maguindanao
- iii. Rajah Buayan, Maguindanao
- iv. Pikit, North Cotabato

### **b. Recent Conflict History**

In Maguindanao, the recent conflict affected several locations. On 18 December 2013, a firefight between elements of the 105<sup>th</sup> and 106<sup>th</sup> Base Commands of the MILF occurred in Sitio Talitay, Barangay Bakat in Rajah Buayan, Maguindanao. The incident disturbed three *barangays* of Rajah Buayan – Bakat, Tabungaw and Sapakan. It stemmed from a shooting in Barangay Lusay, Mamasapano between members of different MILF base commands and resulted in three days of intense fighting and burning of houses. Based on a report compiled by the Municipal Social Welfare and Development Office, 205 families (1025+/- persons) were displaced. Child protection concerns include the injury of an 8-year-old girl in Datu Piang due to an IED and the injury of a 15-year-old boy shot in the shoulder by a stray bullet.

Conflict incidents in North Cotabato in recent months resulted in the displacement of more than 1,000 families. On 31 December 2013, an armed encounter between the AFP and BIFF occurred in Sitio Mapagkaya, Barangay Paidu Pulangi, Pikit, North Cotabato. It affected towns in both North Cotabato and Maguindanao. A land dispute involving families with political affiliation was reportedly the cause of conflict. Sporadic confrontations between warring groups have occurred since July 2013, displacing residents of affected communities multiple times.

A total of 1,191 families (5,957 +/- persons) were displaced based on a report released in November 2013 by Pikit's Municipal Social Welfare and Development Office. Some IDPs have been displaced for almost a year and are nervous about returning because of the potential confrontation between warring groups. Among the CP concerns reported are the lack of secure toilet facilities at the evacuation centre and the practice of children collecting bullet shells from the conflict site and selling these to buy food for their families.

In the municipality of Midsayap, North Cotabato, on 7 January 2014, around 10:00 PM, a firefight occurred between the group of Ustadz Abas Kuranding and a *barangay* chairman in Sitio Aliso, Lomopog. According to an IDP leader, the firefight started with the burning of two houses in Sitio Tukuran which resulted in an intense clash and massive displacement of the residents. The fighting concluded on 9 January at around 9:00 AM with three injured civilians and one dead. A total of seven houses were burnt in different *sitios* of Barangay Lomopog.

Based on a Municipal Disaster Risk Reduction and Management Office (MDRRMO) report, since August 2013, around 400 families (or 5,000 persons) have been displaced in *barangays* contiguous to Lumopog. A number of families from four *sitios* have remained in their places of origin, but remain apprehensive because of potential retaliation. A total of 144 families (or 720 persons) have been displaced to *Barangay* Sambulawan, and approximately 20 families (or 100 persons) to *Barangay* Kadingilan. According to an IDP leader, some families went to stay with relatives in Northern Kabuntalan, Maguindanao, but the total number is undetermined. To date,

IDPs still have no plan to return because of the tension in both parties and because frequent displacement made some families decided to build temporary houses.

Further back in 2012, nearly 40,000 persons were displaced in Central Mindanao following the outbreak of violence between government troops and the BIFF. The main consequence of these hazards and conflicts is the forcible and often prolonged displacement of affected communities.

### c. Profile of Maguindanao and North Cotabato Provinces

More than 2.5 million people across Mindanao were forcibly displaced between January 2012 and June 2013. Of this population, 8 per cent were forcibly displaced more than once, and 1.5 per cent were displaced more than three times in 18 months. In the ARMM, the number of people who experienced multiple displacements in the same period was 15 per cent. Armed conflict was the cause of displacement for 20 per cent of these IDPs. (Protection Cluster, Mindanao)

The 2012 Full Year Official Poverty Statistics of the National Statistical Coordination Board reveals that the ARMM and Region XII are amongst the three poorest regions in the country. Maguindanao belongs to the ARMM, and North Cotabato to Region XII. The table below shows the poverty incidence in the poorest regions of the country.

**Table 1. Poverty Incidence in the Poorest Regions of the Philippines**

Region	Poverty Incidence amongst Families (%)		
	2006	2009	2012
<b>Philippines</b>	21.0	20.5	19.7
<b>ARMM</b>	40.5	39.9	48.7
<b>Region VIII</b>	33.7	34.5	37.4
<b>Region XII</b>	31.2	30.8	37.1

The same report also noted the significant climb in poverty incidence in both the ARMM and Region XII between 2009 and 2012.

#### **Province of Maguindanao**

Maguindanao is located on the west of Central Mindanao. It is bounded on the north by the province of Lanao del Sur, on the east by Cotabato, on the south by Sultan Kudarat, and on the west by Illana Bay. Of the household population 5 years old and over in all of Maguindanao, 40.9 per cent had attended or finished elementary education; 20.8 per cent had reached or completed high school; whilst 3.8 per cent were college undergraduates. The proportion of academic degree holders rose from 0.5 per cent in 2000 to 1.5 per cent in 2007.

Usually, in the areas of Maguindanao, only violations against child's rights cases that have been reported are being monitored. Settlements between the families of victims and perpetrators are prevalent, and are often facilitated by a council of elders, the *barangay* chairman or the municipal mayor. These traditional settlements often have a negative impact.

#### **Province of North Cotabato**

Cotabato is in the eastern part of Region XII and is strategically located in the central part of Mindanao. It is bounded on the north by the provinces of Lanao del Sur and Bukidnon, on the east by Davao City, on the southeast by Davao del Sur, on the west by Maguindanao and on the southwest by Sultan Kudarat.

North Cotabato is prone to environmental disasters. One effect of these disasters is the delayed developmental process and delivery of basic social services caused by damage to

infrastructure, properties and agriculture as a source of livelihood for almost half of the population. Heavy rains often cause flooding in flood-prone areas although typhoons rarely pass through North Cotabato.

The conflict-prone ARMM municipalities of Datu Montawal and Pagalungan traverse the province. During conflict, transportation is disrupted along the national highways, affecting the mobility of commuters and referrals to tertiary hospitals. The armed groups have free movement through the different areas, causing displacement of families. Many *barangays* still have difficulty in accessing health care, which is a problem to both the community and health providers.

### **3. Priority Protection Needs for Affected Children**

#### **a. Protection from Sexual Violence**

##### **i. What is the issue?**

Sexual violence includes rape perpetrated by known family or community members or by strangers, sex in return for favours or services, sexual abuse of children, exploitation of children in prostitution and trafficking for the purposes of sexual exploitation. (Note the overlap in the latter two types of sexual violence and the worst forms of child labour. See section below.) In the chaos that can follow an emergency, children are especially at risk of sexual violence because of the lack of rule of law, the lack of information given to them, their restricted power in decision-making and their dependence level. The consequences of sexual violence on girls and boys are social, physical, emotional, spiritual and psychosocial, and require a multi-sectoral response. Sexual violence is often present in emergency situations, but is oftentimes unreported.

##### **ii. How many and which children are affected?**

Knowing the extent of sexual violence in a community, even before an emergency, is difficult. The number of sexually abused and exploited children served by the DSWD in the Philippines decreased to 1,374 in 2010 from 1,970 children in 2009. Family court prosecutors handled 16,000 cases of sexual and commercial exploitation from 2005 to 2011, at around 2,000 cases per year. However, the number of cases reported and prosecuted is likely to be significantly lower than the actual number of children experiencing sexual violence as children face many significant barriers to the reporting of violations. Children in conflict areas and less-served areas are particularly vulnerable. The number of children in the sex industry is not precise, and no data are available on the actual number of children who fall victim to commercial sexual exploitation, except those cases reportedly served or handled by government authorities.

Most children exploited in the sex trade are girls aged 13-18, but cases of children younger than 5 years old have also been reported. Poverty and a lack of family and community support systems, amongst other factors, contribute to increasing children's vulnerability to commercial sexual exploitation. Adolescent girls aged 10-19 constitute one of the most-at-risk groups because of their physical development and age. These factors can lead to higher levels of sexual violence such as rape, sexual exploitation, early or forced marriage, and unintended pregnancy. However, sexual violence can affect both girls and boys. Young children and children with disabilities (CWD) are also more vulnerable.

Protection risks must be mitigated especially in evacuation centres where overcrowding and lack of lighting heighten the likelihood of sexual and gender-based violence. The DSWD stated that women and girls might not report multiple forms of GBV because they lack knowledge about these.



Women and adolescent girls also face specific security concerns in IDP camps, with many women complaining that a lack of privacy for bathing or dressing and the constant presence of unknown armed men led them to feel increasingly fearful of sexual harassment or assault. In Datu Piang, IDPs recounted at least two cases of school-aged girls being offered money by armed men in exchange for sexual favours (UNFPA, Assessment of Gender-Based Violence and Sexual and Reproductive Rights and Health Needs and Interventions in IDP areas in Mindanao 2009).

### **iii. Key facts**

- According to the National Demographic Health Survey, one out of every 10 Filipino women and girls aged 15-49 has experienced sexual violence.
- UNICEF has estimated the number of children in prostitution in the Philippines as between 60,000 and 100,000, although End Child Prostitution in Asian Tourism estimated a higher figure of 300,000 children.
- In 1997, Administrative Order 1-B, or the Establishment of a Women and Children Protection Unit in All Department of Health Hospitals, was promulgated in response to the rising number of women and children who consult due to violence, rape, incest and other related cases. As of 2011, there were 38 working WCPUs in 25 provinces of the country.
- From 2004 to 2010, these WCPUs handled an average of 6,224 new cases with a mean increase of 156 per cent. The 2010 statistics presented a record high of 12,787 new cases and an average of 79.86 per cent increase from 2009. More than 59 per cent were cases of sexual abuse, more than 37 per cent were of physical abuse and the rest were of neglect, combined sexual and physical abuse, and minor perpetrations.

### **iv. Response to date**

- Initial assessment by MHT saw that the toilets in the evacuation centres were not well-lit and had no locks. This posed a significant protection risk for all IDPs, including children.
- The assessment by ARMM-HEART pointed to the lack of privacy in evacuation centres, leaving IDPs susceptible to gender-based abuses.

## **b. Psychosocial Distress**

### **i. What is the issue?**

In an emergency situation, women and girls as well as men and boys face different risks, respond differently and are victimised in various ways. Most children who have experienced stressful situations will initially show changes in social relations, behaviour, physical reactions, emotions and spirituality. Reactions such as sleeping problems, nightmares, withdrawal and problems concentrating are normal and can be overcome with time. Armed conflict destroys homes, separates families, splinters communities, breaks down trust and disrupts health and education services, undermining the very foundation of children's lives. Seeing their parents or other important adults in their lives as vulnerable can undermine children's confidence and add to their sense of fear.

### **ii. How many and which children are affected?**

Estimating the extent to which children are affected by psychosocial distress is difficult. Most children will likely experience some distress and recover over time as basic services and security are normalised and when more permanent solutions to shelter are realised. Some children, however, will need more focused support to restore the conditions for psychosocial

wellbeing, and a very small percentage will require specialised mental health services. Children who have experienced the most severe disruption and who have the least support are those likely to be the most severely affected and require additional family and community support. These may include children who have lost parents, relatives or friends; children who have been displaced; children who are unable to return to school; children with disabilities; and children in extremely adverse living conditions.

### **iii. Key facts**

In emergencies, on average, the percentage of people with severe mental disorder is projected to increase by 1 per cent over and above an estimated baseline of 2-3 per cent of the population. In addition, the percentage of people with mild or moderate mental disorders, including most presentations of mood and anxiety disorders, may increase by 5-10 per cent above an estimated baseline of 10 per cent. In most situations, natural recovery will occur over time, especially as basic services and family and community support are normalised, but some children will need specialised support.

### **iv. Response to date**

ARMM-HEART conducted assessments from 27 January to 5 February 2014 and came back with these findings:

- There was lack of special care and support services for children suffering from conflict-induced psychosocial problems.
- Some of the IDPs experienced profound stress and trauma. The destruction to their properties, livelihood and infrastructure had been widespread.
- Children's schooling was affected, with classes cancelled and classrooms used as shelter by IDPs. Disruption to regular routines like school attendance may impact children's mental wellbeing.

ARMM-HEART shared the findings, and DepEd-ARMM would provide relief for students in the affected schools.

## **c. Protection from Child Labour including Trafficking**

### **i. What is the issue?**

#### **Child Labour**

Child labour is work that is unacceptable because the children involved are too young and should be in school, or because even though they have reached the minimum working age (15 years), the work they do is harmful to the emotional, developmental and physical wellbeing of a person below the age of 18. Many of the children are victims of the worst forms of child labour, such as forced or bonded labour, using them in armed conflict, trafficking for exploitation (see Trafficking section below), sexual exploitation, illicit work or other work that is likely to harm their health, safety or morals.

The incidence of child labour is fairly high and increasing in the Philippines, affecting more boys than girls. According to the 2011 Survey on Children conducted by the National Statistics Office and International Labour Organisation, children in child labour constitute 55 per cent of working children, or an estimated 10.4 per cent of the total population of 5- to 17-year-olds. Of those children engaged in child labour, 98.9 per cent (2,993,000: 1,999,000 boys, 994,000 girls) are boys and girls in hazardous labour. Children engaged in hazardous

labour in Mindanao are usually found in sugarcane, tobacco, banana, cornflower, coconut and rice plantations; pyrotechnics production; deep-sea fishing; mining; and quarrying.

### **Trafficking**

People displaced by armed conflict situations are at risk of human trafficking and illegal recruitment (Ople, *The Silent Cost of War*). Illegal recruiters thrive in conflict areas. Those areas directly affected by armed conflict in Mindanao have become fertile ground for human trafficking activities due to the lack of jobs and economic opportunities.

Trafficking involves the recruitment, transportation, transfer, harbouring or receipt of persons through the threat or use of force or other forms of coercion, abduction, fraud, deception, the abuse of power or of a position of vulnerability, or the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Children can be trafficked for many purposes, including sexual slavery or prostitution, forced labour and organ removal. Children can also be abducted for the purpose of sale through illegal adoptions. Mindanao is a known source of the crime because of multiple vulnerabilities linked to poverty and conflict. A study by End Child Prostitution in Asian Tourism suggests that victims are trafficked from rural areas to major cities of the island and the rest of the archipelago, whilst others are transported abroad to work in factories, prostitution, drug trafficking, domestic service and informal sector activities in Japan, Malaysia, Korea and Saudi Arabia, which are the top destinations worldwide.

## **ii. How many and which children are affected?**

### **Child Labour**

Child labour is a prevalent phenomenon all over the Philippines. According to the primer on child labour prepared by the Department of Labor and Employment Region XII, most Filipino parents do not consider child labour wrong. As part of a child's socialisation, he or she is being taught how to work early in life. According to these parents, this can promote the value of sharing and cooperation amongst family members, which is an important factor in the child's development. Despite existing laws prohibiting the engagement of children aged 14 and below, child labour in the region persists because of severe economic pressure amongst the children's families.

An estimated 10 to 30 per cent of the population in any rebel-influenced area in Maguindanao and other places in Mindanao are children believed to be participating in activities directly related to the armed conflict on the island. This could mean 50 to 100 child soldiers in a *barangay* of 1,000 individuals. In communities considered part of MILF camps, the number of children involved could be three times more, or about 300.

Children whose families have been displaced and whose sources of income have been affected as a result of the conflict may be at a greater risk of disruption to schooling and may be more vulnerable to hazardous forms of child labour, including participation in activities of armed groups related to the conflict.

### **Trafficking**

The magnitude of the trafficking problem is unknown because of its clandestine nature, the confusion between trafficking and smuggling, its correlation with internal and cross-border migration, and the methodological challenges associated with collecting accurate data. DSWD records show only a few hundred cases are served annually (a total of 806 in 2006-2007, for instance), but NGOs estimate that thousands of Filipino children are trafficked every year.

### iii. Key facts

- Mindanao is a known source area for human trafficking, with Davao Airport and several land and seaports as known exit points.
- Girls aged 14-17 are the most vulnerable to trafficking.
- The Department of Justice reported a shift from 2009 towards victims of human trafficking originating in Mindanao.
- The Consolidated Child Protection Needs Analysis on 30 September 2012 highlighted that, in some areas, as many as 40 per cent of youth/out-of-school children bore the responsibility for the survival of their family in terms of livelihood or farming, especially when their parents were involved in a family feud or *rido*.
- The effects of recurring conflicts and natural disasters make families more vulnerable to being trafficked.
- The poor economic status of families and lack of knowledge about trafficking in persons are contributing factors that persuade parents to engage with illegal recruiters.
- Simulation and falsification of birth certificates is prevalent.
- IDPs are at an increased risk of trafficking because illegal recruiters find it easier to recruit persons when they are in desperate situations and disconnected from their normal support structures.
- In community education sessions held by UNICEF in Maguindanao and North Cotabato in 2010, IDPs reported illegal recruitment and trafficking cases in IDP evacuation centres and return communities. (MMCEA)

### iv. Response to date

Pre-existing coordination mechanisms for trafficking risks in emergencies have been set up. In June 2013, the ARMM Council Against Trafficking, in partnership with DSWD-ARMM, accomplished the following activities:

- Augmented the funds of LGUs with programmes and services for trafficked persons through DSWD branch offices (Maguindanao and Tawi-Tawi)
- Conducted the Capability Building Training on Psychosocial Recovery and Social and Economic Reintegration of Trafficked Persons in both mainland and island provinces
- Distributed seven different forms for trafficking-in-person handled cases to the DSWD provincial/city offices of ARMM
- Initiated an advocacy campaign on anti-trafficking in coordination with different stakeholders in certain localities and areas of responsibility
- Established a regional helpline for trafficking in persons – **0917-625-7806**.

During the assessment, ARMM-HEART reported that IDPs were experiencing difficulty in finding food for survival. They relied on the food they were able to bring from their place of origin and from donations from nearby houses. Food shortage increased the risk of children moving into more hazardous forms of work, which leaves them more susceptible to human

traffickers. ARMM-HEART distributed relief goods, which the IDPs claimed through issued coupons on 6 February 2014.

#### **d. Unaccompanied and Separated Children**

##### **i. What is the issue?**

Children separated from their parents and families because of disasters, conflict and economic and social reasons are at increased risk of violence, abuse, exploitation and neglect. These children have lost the care and protection of their families when they need it most. In armed conflict, children are the most susceptible to getting separated from their families or caregivers. Most likely, prolonged disasters may drive parents and/or caregivers to travel to other locations locally and abroad to look for work and other sources of income. Eventually, children may be left with relatives or trusted neighbours; more unfortunate children are abandoned or admitted to institutions. Admission of children into institutions is caused by economic difficulties and family problems like separation, neglect, abuse, abandonment and death of parents. Institutionalisation is not a huge phenomenon in the Philippines; laws, policies and regulations dictate an adequate standard of care for children. Nonetheless, this is a concern at least until an assessment of existing care institutions can be completed. Children, including those with parents, are reportedly being recruited into institutions for the purpose of financial gain via inter-country adoption.

##### **ii. How many and which children are affected?**

In the 2011 implementation of an FTR project by UNICEF/DSWD, FTR social workers officially registered and handled 343 children with different protection concerns for the entire ARMM. Fifty-three were registered unaccompanied children, and 115 registered separated children. Out of the 343 registered children, 131 received family kits, and 59 got school kits. Furthermore, 40 clients were given food and other tangible materials (clothing and other personal necessities). FTR workers did a series of home visits, follow-up and coordination with different line agencies/institutions and stakeholders to maintain collaborative efforts by maximising the referral system in responding to the needs of these children.

Foster family care is an alternative family care for children with special needs such as youth offenders, abused and exploited children, and children victims of armed conflict. It may include placing children affected by armed conflict into emergency foster care or short/long-term care as assessed by social workers. (DSWD)

Domestic adoption is permissible for any child below 18 years of age who has been administratively or judicially declared available for adoption, with the process of adoption voiding the rights of natural parents to the child. (DSWD)

##### **iii. Key facts**

- Article XV of the Philippine Constitution states that the State shall defend the rights of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation or other conditions prejudicial to their development.
- Republic Act No. 10165 states that it is a declared policy of the State to provide every child who is neglected, abused, surrendered, dependent, abandoned, under socio-cultural difficulties or with special needs, with an alternative family that will provide love, care and opportunities for growth and development.

#### **iv. Response to date**

- In 2011, 79 clients were reunited with their respective families in the ARMM through the FTR system. Most of them were survivors of trafficking.
- Also in 2011, 238 clients were given emergency support. Twenty-two received emergency support from DSWD-Tawi-Tawi regular funds, and 216 from UNICEF funds through DSWD-ARMM.

#### **e. Grave Child Rights Violations (GCRV)**

##### **i. What is the issue?**

During times of conflict, international humanitarian and human rights laws must be respected with special regard to children who usually cannot defend themselves against abuses. The full range of children's rights – economic, social, cultural, political and civil – should be respected, protected and promoted. To advance the goal of protecting children during armed conflict and ending the impunity of perpetrators, the UN Security Council established a Working Group on Children in Armed Conflict and a monitoring and reporting mechanism (UNSC Res. 1612 of 2005) to systematically monitor, document and report heinous abuses of the rights of children during armed conflicts. Following are the six grave child rights violations in situations of armed conflict.

- Killing or maiming of children
- Recruitment or use of child soldiers
- Abduction of children
- Rape and other forms of sexual violence against children
- Attacks against schools or hospitals
- Denial of humanitarian access to children.

Despite the growing international attention to the recruitment and use of children in conflict, and the wide condemnation of this practice, children continue to be associated with armed forces or armed groups across the world. Boys and girls can be used as combatants, spies, porters or informants, or for sexual purposes. Children associated with armed forces or armed groups are exposed to tremendous violence, and are often forced to witness or commit violence. They are being abused, forced to use drugs, exploited, injured or even murdered, which often have severe physical and emotional long-term negative consequences. Generally, their situation deprives them of their rights.

##### **ii. How many and which children are most affected?**

The influence of the family as the basic unit of society has a strong impact on the vulnerability or non-vulnerability of children and youth to join armed conflict (Pacoy, E., 2010). Both girls and boys can be affected, and adolescents aged 10-19 are likely to be the most vulnerable. The diversity, complexity and sporadic nature of the conflicts in Mindanao gravely affect the wellbeing and safety of children living there. Violence and displacement have led to a breakdown in the traditional, social and community structures usually in place to protect children. The DSWD noted that annually 11,196 children become victims of war as a result of anti-insurgency campaigns the government is waging in the country (*Boele, 2005*). Children continue to be vulnerable to recruitment into the ranks of armed groups, and are highly vulnerable to being killed or injured in the violence, especially where armed groups establish their camps near civilian communities, or near school buildings, putting children in harm's way.

### iii. Key facts

- The consolidated needs analysis (30 September 2012) identified that GCRVs were the most prevalent child protection issues in the 43 *barangays* covered in the assessment.
- The monitored GCRVs increased from 2010 (144) to 2011 (159) to July 2012 (183), showing that children are very vulnerable to child rights violations in conflict-affected areas.
- For the period 1 December 2009 to 30 November 2012, the report of the Secretary-General on children and armed conflict in the Philippines revealed these facts:
  - Grave violations against children continued to be perpetrated by all parties (armed forces and armed groups) in the Philippines throughout the reporting period. The country task force received reports of 51 incidents of recruitment and use of children, involving at least 59 children. These cases included at least 52 boys and seven girls aged 10 to 17. During the period under review, the country task force recorded 100 incidents of killing and maiming. Of these, 42 incidents involved the injuring of 21 boys and 25 girls, and the killing of 15 boys and three girls.
  - During the period, the country task force recorded nine incidents of sexual violence against children in the context of the prevailing situation. Three of these were verified.
  - The country task force recorded 150 incidents affecting schools and hospitals. Armed groups, including the MILF, New People's Army and Abu Sayyaf Group, were responsible for 88 incidents that involved direct attacks on education and health facilities, or damage by grenades, IEDs or crossfire. The AFP was responsible for 62 incidents that affected schools and hospitals, including mainly the military use of schools as camps/barracks.

### iv. Response to date

- Following the signing in August 2009 of the United Nations-MILF action plan to halt and prevent the recruitment and use of children in Mindanao, the MILF appointed a five-person panel to interact with the country task force on the implementation of the action plan. On 20 January 2010, the MILF leadership issued a supplemental general order, reiterating the MILF policy on the non-recruitment of children and setting sanctions for breaches in the policy. It provided for the creation of child protection units within the Bangsamoro Islamic Armed Forces.
- THE CTFMR strengthened its geographic coverage for monitoring and verification, and increased awareness amongst partner organisations on GCRVs.
- In May 2010, each CTFMR member formally designated Manila and Mindanao-based monitoring and reporting mechanism focal points to ensure the broad participation of UN partners and to strengthen field-level engagement.
- Training seminars are continually done to enhance the capacity of field-based personnel in collecting, documenting, and verifying reports.
- Ongoing monitoring and reporting mechanism orientations for country task force members and local and international non-governmental organisations are organised to increase awareness and encourage partners to report violations.

## **f. Protection of Excluded Children**

### **i. What is the issue?**

Exclusion can be defined as the process through which individuals or groups of children are totally or partly marginalised so they are unable to play a full role in society. Whilst exclusion focuses mainly on social relationships, it feeds into cycles of material deprivation and vulnerability. It is commonly associated with stigmatised social status like disability, being a member of a particular group (such as religious or ethnic minorities) that is discriminated against, cultural biases relating to issues like gender, and economic exclusion.

### **ii. How many and which children are affected?**

#### **Children with Disabilities**

CWD are particularly vulnerable to exploitation, violence and abuse, but they face additional obstacles such as isolation, social prejudices, lack of confidence and communication barriers, which make it hard for them to seek support, especially in emergency situations. Based on the National Statistics Office 2000 population census, the Philippines has 948,098 persons with disabilities (1.23 per cent of population). However, this is likely a low estimate that resulted from survey-related difficulties, and it is contrary to the global estimate, which is closer to 15 per cent of the total population. For the purposes of this report, the World Health Organisation Global Burden of Diseases estimates will be used, whereby 5.1 per cent of children have moderate disabilities, and 0.7 per cent have severe disabilities.

According to the Special Committee on Child Protection, more than 50 per cent of disabilities amongst children are acquired, thus highly preventable. More often than not, the reasons for disability are genetics, lack of maternal and child healthcare, and lack of education and information on proper nutrition and other health information. As a result, the prevalence of disability amongst children 0–14 years old is highest in urban slums and rural areas where health services are limited or worse.

Despite the lack of data, reports say that other causes of disability are vehicular accidents and the continuing armed conflict. Many families are often unable to deal with CWD because of negative attitude, inadequate resources and lack of support systems.

Overall, educational opportunities and rights for CWD are lacking because of the limitations of enabling policies that can provide adequate funds to support structures, facilities, staffing, curriculum, special teaching aids and materials, assistive devices and equipment designed to address their special requirements.

Over the years, persons with disabilities have been facing the same issues and concerns. Programmes to educate communities on the prevention and early detection of such conditions are still lacking. More educational institutions for persons with disabilities need to be put up.

The role of government agencies in planning and budgeting is still very critical and vital in addressing the concerns of persons with disabilities, especially through the enforcement of the structures and mechanisms of laws related to persons with disabilities at the regional and local levels.

#### **Indigenous Children**

The children of indigenous peoples are said to be the poorest and the most disadvantaged in the Philippines. They experience prejudice and discrimination in school. Many indigenous children either drop out during the first grade or are unable to cope with the situation. Others



never even have the chance to go to school for various reasons such as lack of resources, distance and low prioritisation of education by parents. Indigenous children often also live in conflict areas, putting them at greater risk of recruitment by armed forces or armed groups.

Moreover, violence against indigenous girls is a serious problem. Other abuses may be attributed to cultural beliefs and taboos. Abuse cases are oftentimes amicably settled or simply ignored because they believe the abused will eventually outgrow the traumatic experiences. Poverty, culture and lack of access to services are the primary reasons for the unresolved cases and the people's tolerance of child labour.

### **Out-of-School Children**

Out-of-school children are particularly vulnerable since they are more likely to be exposed to violence, exploitation, abuse and neglect, and to be involved in child labour. A growing number of 5-year-old children are in kindergarten or day care centres. But according to the 2008 Annual Poverty Incidence Survey, one-third of those children were not in school. Data from the Basic Education Information System and DSWD indirectly suggest that 3.3 million children aged 5-15 were not in school in 2008. The 2008 Annual Poverty Incidence Survey data gave a slightly smaller figure of around 2.9 million, and three-fifths of them were boys.

The most critical of the demand-side barriers and bottlenecks to schooling, late school entry and completion are parental perceptions on school readiness, differences in expectations between boys and girls, education of mothers, and poverty. Children who are not in school are more vulnerable to exploitation, abuse, violence and neglect because they are deprived of an essential component of the protective environment – school. Schools and education support children in developing self-protection and social skills, and in expanding their access to information and services that can help protect them. Out-of-school children are also more prone to become involved in child labour and, especially for girls, more likely to be married early and become mothers early.

### **Children of Overseas Filipino Workers, Children in Single-Parent Families and Children without Parental Care**

Overseas Filipino workers (OFWs) sacrifice a lot to provide a better life for their families in the Philippines. They spend holidays, birthdays, Christmas, New Year and other important occasions away from their families. It has an effect on the children of OFWs. No money can replace the hug of an OFW father to his children. No money can replace the cooking of a mother for her family. Children will feel they are missing the love of their parent/s.

In effect, greater numbers of OFW children are at risk of losing parental care. NGOs like Scalabrini and Anak Migrante-Pamilya have estimated that 4 to 6 million OFW children are left behind. These children grow up with a parent or both parents living and working away from home. Few actions are made to support the rising number of children left behind to cope, remain safe and have a healthy childhood as they grow up in this new type of family setting. Nor are there enough efforts to support the individual parents left behind to care for the children, or the alternative caregivers like grandparents, aunts and friends.

### **iii. Key facts**

- Battistella and Conaco, in their 1996 study, wrote that parental absence is experienced particularly as a sense of loneliness and abandonment.
- Parents' migration requires changing previous arrangements concerning the division of care and other domestic responsibilities within the left-behind households (Pessar & Mahler, 2003; Leavitt & Glick, 2004).

Absence of parental role – there is no parent figure to support the child on his/her aspirations.

Initial change – it gives the child a feeling of loss or emptiness as s/he learns to adjust.

Maturity at an early age – children learn to accept responsibilities and are obligated to grow up faster because they have to manage duties like looking after siblings, household chores, etc.

Initial academic decline – with the parent/s gone, no one is present to guide and discipline the child to get good grades in school. The child even tends to stop going to school.

Numbness to absence – it becomes easy, over time, for the children to grow used to the absence of their parent/s.

Feelings of neglect – Children expect their parents to care and take responsibility for them, but because of distance, parents are unable to fulfil their roles. They feel abandoned because no one pays attention to their life happenings.

Accustomed to absence – children eventually get used to the absence of their parent/s.

#### **iv. Response to date**

The ARMM-HEART assessment identified the needs for disaggregated data of IDPs and persons with special needs.

#### **g. Information needs and communication channels**

##### **i. What is the issue?**

Oledan (2009), in her study on an Alternative Peace Building Model in Mindanao, enumerated and identified poverty, conflict, cultural norms, institutional limitations and gender as socio-cultural barriers to youth participation. These factors greatly affect the low level of participation by young people in Mindanao.

A communication assessment was made in hard-to-reach communities, camps and evacuation centres in the most affected areas following Typhoon Pablo to determine the existing information gaps and best communication tool to use in an emergency situation. Respondents ranked sources of information according to frequency of use, with phone, government, word of mouth and radio cited. The credibility of the messages sent via cellphones depends on the sender. Government information is considered more reliable. The government sends messengers or communication letters to inform the communities. Whilst word of mouth is frequently used in information dissemination, its credibility is oftentimes dubitable. Tri-media is usually more effective, credible and official.

##### **ii. Key facts**

Cellular phones and radio gadgets are the primary source of communication and information in the areas.

##### **iii. Response to date**

When calamities arise, LGUs must respond immediately – assist their constituencies and give accurate information to their respective areas of coverage.

However, only few LGUs have responded. Evidently, only these LGUs have shown concern and political will to serve their constituents, hence, the quick response and assistance of ARMM-HEART and other NGOs in providing the needs of the conflict-affected communities.

#### **h. Dangers and injury**

##### **i. What is the issue?**

During flight from areas of conflict, families and children continue to be exposed to multiple physical dangers. IDPs are threatened by sudden attacks, shelling and landmines. The continued presence of military troops increases the chance of injury. Children are exposed to natural and human-made hazards such as open pit latrines, dangling electrical wires, exposure to the elements and environmental events. Families and children may have to go for extended periods of time with limited food and water, and under such circumstances children may become undernourished and prone to illness. Emotional and mental disturbances like anxiety, self-pity, fear and havoc due to the conflict, caused both long-term trauma and injuries to the affected children. As coping mechanisms, several minor-aged women were forced to early marriage, forced to child labour and even recruited as child soldiers later.

##### **ii. How many and which children are affected?**

Children living in conflict-affected areas are vulnerable to crossfire incidents and indiscriminate shootings during armed encounters. Landmines, UXOs and IEDs may also harm them. Commonly reported injuries to children include fragment wounds due to UXOs and shelling. (UXO Victim List, 24 January 2014).

##### **iii. Key fact**

The assessment done by UNHCR and ARMM-HEART ascertained that IDPs were hesitant to return to their residences because of the possible presence of IEDs and UXOs in the area.

##### **iv. Response to date**

- An assessment conducted by UNHCR and ARMM HEART found out that the real threat to the safety of IDPs in their willingness to return home was the possible presence of UXOs and IEDs in their area.

The *barangay* chairman of Lusay, Mamasapano, kept one identified UXO.

The *barangay* chairman of Baital, Rajah Buayan, Maguindanao, cordoned off another identified UXO, a rifle grenade.

- During their assessment, CFSI and ARMM-HEART discovered that children in Pagatin, Datu Salibo play in the stagnant water surrounding the evacuation centre.
- The Swiss Foundation for Mine Action held a five-day Mine Risk Education Trainers' Training for 13 volunteers of *Tiyakap Kalilintad* from five affected areas of Maguindanao, two staff from Nonviolent Peaceforce and 12 staff of CPWG members.

## **i. Physical violence and other harmful practices**

### **i. What is the issue?**

All children have the right to be protected from violence, exploitation and abuse. Some girls and boys are particularly vulnerable because of gender, race, ethnic origin or socioeconomic status. Higher levels of vulnerability are often associated with children with disabilities and children who are orphaned, indigenous, from ethnic minorities and other marginalised groups. Other risks are associated with living in communities where inequality, unemployment and poverty are highly concentrated. Armed conflict and displacement may expose children to additional risks. Child refugees, internally displaced children and unaccompanied migrant children are populations of concern. Vulnerability is also associated with age; younger children are at greater risk to certain types of violence, and the risks differ as they get older.

Violence and abuse are often practised by someone known to the child, including parents, other family members, caretakers, teachers, employers, law enforcement authorities or other children. Only a small proportion of acts of violence and abuse are reported and investigated, and few perpetrators are held accountable. Violence occurs in homes, families, schools, care and justice systems, workplaces, and communities across all contexts, including as a result of conflict and natural disasters. Many children are exposed to forms of violence. The scope and brutality of GBV, especially sexual violence, during conflict requires immediate action.

### **ii. Key facts**

The Consolidated Child Protection Needs Analysis on 30 September 2012 reported early and arranged marriages of girls aged 12-18. It also highlighted that most of the respondents settle children and GBV-related cases with the help of religious or community leaders.

### **iii. Response to date**

The Special Committee for the Protection of Children, Department of Justice, assessed in 2006 that, in some parts of Mindanao, particularly the north, children have experienced physical violence and other harmful practices.

**Table 2. Risks to Children in Region X (Northern Mindanao)**

ENTIRE REGION	Sexual Violence Physical Violence and other Harmful Practices Justice for Children	Government assessment of risk areas	Pre-crisis	Special Committee for the Protection of Children, Department of Justice, 2006
	Unaccompanied and Separated Children			

Source: Philippine CPWG SDR 2013