

Mid-Term Report: Key Findings from Joint Assessment Phase 1

Child Protection and Education Cluster Joint Needs Assessment of Typhoon Haiyan (Yolanda)- Affected Municipalities in the Philippines

March-April 2014

Context

The Child Protection Working Group (CPWG) and Global Education Cluster launched a joint assessment in the Philippines in March 2014 to assess sector activities on the L3 emergency response to Typhoon Haiyan (Yolanda in the Philippines) at the six month mark, identify ongoing protection and education needs of children affected by Typhoon Yolanda, and with recognition of the potential for coordination between education and child protection on these initiatives and under the Strategic Response Plan, Strategic Objective 5: Affected people quickly regain access to community and local government services, including basic education and a strengthened protective environment.

The assessment's objectives are to:

- Determine the scale of the needs and protection risks for children affected by typhoon Yolanda
- Identify reasons for children being excluded from accessing education (including ECCD and in particular specific vulnerable groups)
- Gain feedback from Key Informants on the current Child Protection and Education response

The assessment was implemented in Regions VI and VIII of the Philippines, the areas most affected by the typhoon, using a terms of reference (TOR) developed between the clusters, along with a list of priority themes for information-gathering, based on the CPWG Child Protection Minimum Standards in Emergencies and INEE minimum standards. These themes comprise the "What We Need to Know," through which questions were defined.

Methodology

The joint assessment utilized the following techniques for data collection:

- Desk research comprising a secondary data review
- Key informant (KI) interviews with community and school informants
- Direct observations in barangays

The first phase of research detailed in this mid-term report utilized two questionnaires – one at the community (barangay) level and another at the school level, and site reports that consolidated community-level interviews and direct observations. Site reports are used for analysing the child protection situation in barangays and education questionnaires are used for analysing the education situation in schools.

Sampling

Location

The assessment was conducted in Regions VI and VIII, selected due to the impact that the typhoon had in these specific regions. Within each region, purposive sampling was used to select the most-affected municipalities, based on OCHA severity scores, from which barangays were chosen randomly to limit any possible selection bias.

The scope of the assessment results pertains only to those barangay assessed within the most-affected by Typhoon Haiyan (Yolanda) and is not to be considered representative for all typhoon affected areas, though can be used as an indicative measure of key Child Protection and Education issues across the two regions.

Population Affected

The assessment used purposive sampling and randomised identification to select barangays most affected by Typhoon Haiyan. Schools were selected based on this barangay selection. Key informants were interviewed to speak on behalf of their barangay (communities) and schools. The level of analysis for the assessment is therefore at the barangay or school level.

Barangays were randomly selected within the purposively selected municipalities using the following stratification:

Strata 1: Urban (40%) and Rural (60%) (using National Census classification)

Strata 2: School (49%) and no school (51%) (using the Department Education list of schools)

Strata 3. Displacement (36%) and non-displacement (64%) (using the IOM Displacement Tracking Matrix)

The sampling of barangays was conducted with a goal of including 40% of total barangays from Region VI and 60% of total barangays from Region VIII, with purposive sampling used in both Eastern Samar and Leyte provinces, in municipalities selected based on OCHA severity scores. However, the goal to include 15 barangays / strata (within 8 categories following the stratification) was not achieved in Region VI because the strata Urban/School/IDPs; Rural/School/IDPs; and Rural/No School/IDPs did not have sufficient number of barangays to include.

Most data is reflected as topline, while the report includes some analysis at the regional level, this analysis and data provided per region is included for cross tabulation purposes, and to illustrate potential key differences per region where they are significant.

Phase 1: Key Informant Interview Data Collection

The first phase of the joint assessment was conducted in all 112 of the selected barangays between March 22-28, 2014. In each barangay, four tools were used to gather information:

- Education Questionnaire: 125 head teachers were interviewed (in 125 public schools)
- Child Protection Questionnaire: 380 key informants were interviewed (in 112 barangays)

- Direct Observation Tool: 112 formal direct observations using a questionnaire in each barangay
- Site Report: community level child protection interviews and direct observations were consolidated into a singular site report

Limitations

Design of Assessment:

- **Sampling:** The sampling of barangays within three strata posed a limitation insofar as there were not enough sites in Region VI to be included in each stratification. Therefore there were fewer barangays from Region VI included overall, decreasing the percentage of total assessment barangays from Region VI, also serving to reduce Region VI's proportion in the total survey results (from 40%, as planned, to 25%).
- **Strata:** In some barangays in the 'no-school' strata, the situation is more similar to barangays with schools, due to the location adjacent to schools that fall within the boundaries of neighboring barangays. The assessment suggests avoiding analysis at this level for this reason.

Assessment Implementation:

- **Barangays:** There were four barangays that assessment teams were unable to access, two due to distance, and lack of motorbike, and two due to security. In all of these four situations, replacement barangays were selected randomly that fell within the same strata of each barangay to ensure adherence to the sampling methodology.
- **Translation:** The questionnaires and all tools were written and approved in English, though assessors translated into local languages in Region VI and VIII during the assessment. Attempts were made to mitigate potential mistranslations, or inconsistencies by including a session during training on translation of key terms. Nonetheless, the possibility of inconsistency or mistranslation remains a possible limitation.
- **Gender of KIs:** Though attempts were made to have equal numbers of male and female key informants, about 75% of key informants were female due to their possession of key leadership roles in communities and their greater availability (while men were often working during the day, when the assessment took place).
- **Timeframe and Impact of Typhoon Yolanda:** In some locations in Region VI, barangays were not observed to be heavily affected by the typhoon at all. As such, key informants' responses to the questionnaire may have referenced only the weeks just after the typhoon, while recovery was still taking place, not the timeframe up until the assessment (though they were instructed to answer with consideration of the time period since Yolanda until present). It could have added value to note a narrower timeframe in the questionnaires, in particular for the Education questionnaire.
- **Influence on responses:** Assessors confirmed that for the question on type of behaviour change children demonstrate, in the child protection questionnaire, they provided examples of answer choices to respondents, though instructed not to do so. The results of this question are still included in the key findings.

Key Findings: Phase 1

Theme 1: Psychosocial Distress and Community Support Mechanisms

Behavior Change Amongst Boys and Girls

In 80% of barangays, respondents reported changes in children's behaviors.

Type of behaviour changes are boys and girls experiencing:

Fear of wind and rain was the most frequent response, with 90% of barangays reporting this change in girls, and 84% for boys. Uncontrollable crying and screaming was reported by 68% of barangays as a change occurring in girls, and 55% as a change in boys' behavior.

In addition, unwillingness to go to school was reported by 17% of barangays regarding girls' change in behaviour, and 15% of barangays regarding boys. This may correspond with the numbers of children out of school since Typhoon Yolanda, detailed under Theme 8: Access to School. It was reported anecdotally that some younger children are fearful of walking to school by themselves, especially during rainstorms or when their schools might be surrounded by water/unsafe environmental risks.

When comparing changes in behaviour in urban as opposed to rural locations, most answers show little difference. In urban areas, a larger percentage of barangays reported aggression amongst girls (18% of urban areas and 4% of rural areas) and boys (16% of urban barangays and 4% of rural barangays). In rural areas, a larger percentage of barangays reported uncontrollable crying and screaming (51%) and sadness (15%) amongst boys than in urban areas (38% and 7% respectively).

When comparing displacement as opposed to non-IDP sites, the fear of wind and rain, sadness, and unusual crying and screaming are all more frequently reported in barangays with displacement for both boys and girls than in non-IDP sites.

Causes of stress for boys and girls since Yolanda

The primary causes of stress amongst both boys and girls in barangays were reported as lack of food and lack of shelter (more than 83% of all barangays reporting these stresses). Losing belongings was also reported as a source of stress in 18% of barangays for girls and 21% for boys. Girls in 14% of barangays were reported to be stressed by domestic chores, as opposed to boys, in just 4% of barangays.

Girls in 22% of barangays are reported as stressed by lack of hygiene/sanitation, as are boys in 15% of barangays. (Multiple answers allowed)

Support for boys and girls experiencing stress: In 93% of barangays for boys and 92% of barangays for girls, respondents said that parents can best support girls and boys experiencing problems or stress. Barangay captains and peer groups, as well as other relatives, were also sources of support mentioned in 22%-32% of barangays.

Changes in caregivers' attitude toward their children

In 70% of barangays, respondents noticed changes in caregivers' attitudes toward their children.

Type of attitude change displayed by caregivers: The attitude changes mentioned in most barangays were positive attitude changes. In 74% of barangays, respondents said that caregivers paid more attention to children's needs. In 51% of barangays, they reported caregivers spending more time with their children and in 36%, show more love and affection to their children. With regard to access to education, and hindrances that children might face in accessing school (Theme 8) 20% of barangays reported that caregivers ensure children's education despite difficulties. (Multiple answers allowed)

In determining whether caregiver attitude changes are linked to displacement, results show that more often in displacement sites parents pay more attention to children (63%) and spend more time with children (50%) than in non-IDP sites (44% and 29% respectively). In 15% of non-IDP sites, caregivers were thought to pay less attention to children's needs, (only 3% of barangays with displacement reported this change).

In urban barangays, it was more often reported that caregivers spend more time with their children (62% of urban and 46% of rural) and that they pay less attention to children's needs (also higher in urban areas, at 18% while only 7% in rural areas).

Stresses for Caregivers

The main sources of stress for caregivers were reported to be lost livelihoods (80% of barangays), lack of food (66%), and lack of shelter/unable to rebuild homes (57%). 23% of barangays reported that caregivers are primarily stressed about children's safety. (Multiple answers allowed)

Theme 2: Access to Services

External Support

In 100% of barangays visited, adults and children reported receiving some form of external support. In 89% of barangays, the support was reported to come from the Social Welfare Department, and in 90% of barangays, from the humanitarian community (the 89% receiving support from the DSWD and 90% from the humanitarian community are not necessarily the same). This indicates that barangays receiving support from these sources may be overrepresented in this assessment.

40% of barangays also report adults and children receiving support from the church. (Multiple responses allowed)

Children with less access to services

55% of barangays said that there were children with less access to basic services. In 56% of those barangays, children excluded from services were reported to be children from poor households. In 19% of barangays reporting children with less access to basic services, these were children with a disability.

Additional Activities

79% of barangays reported that there are people capable of organizing recreational and/or educational activities for children, 67% of which mentioned teaching, 71% organizing collective children's activities, and 20% for keeping children safe.

Information

97% of barangays report that radio is the main source of information used to acquire information, and 71% responded TV.

Theme 3: Unaccompanied and Separated Children (UASC) and Care for UASC

Assessors explained the difference between unaccompanied and separated children to respondents during this set of questions and were instructed to respond only with regard to the situation of UASC in the community where the interview took place, not where they came from.

Separated Children

32% of barangays reported separated children (divided by region, 33% in Region VIII and 29% in Region VI). There were higher percentages of urban barangays with separated children, and slightly higher rates of barangays with displacement that also reported separated children (45%, while 25% of non-IDP sites reported separated children).

Of 32% of barangays with separated children, 56% of barangays said that the main cause of separation was losing caregivers or children due to death. In 31% of the barangays, the main cause was reported to be caregivers voluntarily sending children to live with extended family/friends. This voluntary decision often resulted from caregivers leaving children while they searched for livelihoods. No barangays reported ongoing separations of children from their families in the months following the Typhoon – separation was reported as happening just after the typhoon.

17% of total barangays said that there were young children and infants separated and 6% of barangays said that separated children were mostly under 5 years old. Most, 68%, said that separated children were mostly between 5 and 14 years old. Barangays were generally divided on whether displacement affected girls or boys more often.

In most (74%) of the barangays reporting separated children, there were between 1-10 separated children.

Unaccompanied Children

15% of barangays reported unaccompanied children (18% in Region VIII and 14% in Region VI). 47% of these said that there were between 1 and 5 unaccompanied children, six barangays reported between 6 and 10, and three barangays said that there were between 21 and 50 unaccompanied children (not yet triangulated with actual figures from DSWD).

Three barangays (not the same three) said that unaccompanied children are mainly under 5 years old. 53% of barangays reporting unaccompanied children said that they are mainly between 5 and 14 years old. Again, the gender distribution was split.

Care for UASC

57% of barangays reported that separated children most often live with relatives. Others reported UASC living on their own (in 28% of barangays), in non-formal government/foster care in the community (28%), or care by barangay captain (25%).

7% of barangays have childcare institutions/homes. Four barangays reported having institutions that provide residential care for children.

In most barangays, respondents said that if they encountered a separated child they would take the child to the barangay captain (63%) and/or care for the child (63%). 39% said that they would inform the police, and 37% said they would take the child to an NGO/agency that deals with children (usually the DSWD). Reporting to the police or to DSWD would likely occur via the barangay captain based on anecdotal information acquired during the assessment. (Multiple answers allowed)

In 93% of barangays, respondents did not know of a list of separated children or of parents missing their children (not necessarily missing lists in the same barangays).

Theme 4: Dangers and Injuries, Physical Violence and Other Harmful Practices

Deaths and Injuries to Children

56% of barangays reported that between 1 and 5 children were killed or injured after the typhoon. 19% of barangays reported between 11 and 20 deaths/injuries. Most barangays reporting this information acquired it through personal observation (69%).

Physical risks children face

In the majority of barangays, 70%, respondents said that children are at risk of environmental risks outside the home. These included flooding, hanging wires, dangers in the road, and other dangerous infrastructure. Relatedly, car accidents were a risk mentioned in 38% of barangays.

In 59% of barangays, early pregnancy was a reported risk children face. Anecdotally, assessors said that early marriage was not ever mentioned by respondents, but that respondents reported increases in early pregnancy since the typhoon (anecdotally, key informants acknowledged early pregnancy as a risk pre-existing Typhoon Yolanda).

Other forms of child abuse were reported as risks for children in 20% of barangays, and sexual violence specifically in 6%.

In 6% of barangays, criminal acts were reported. Children's involvement in these is detailed below.

In results by urban and rural locations, the risks are comparable, with the key exception that sexual violence and harmful traditional practices are only reported in rural barangays (10% and 4% respectively), not any urban barangays. Car accidents and abuse at home are reported slightly more frequently in urban barangays.

86% of barangays said that risks were greatest outside of the home and 46% of barangays specified these risks are highest on the way to school. 22% of barangays reported that risks to children are most common at home.

Urgent Messages Needed in Barangays

86% of barangays say that messages on natural disaster preparedness and risk reduction are urgently needed, and/or 46% request messaging on health, nutrition and hygiene. 22% say that messaging on protection against safety and security risks is needed, and 17% say awareness about early pregnancy is needed.

In schools, 72% of head teachers said that messaging on disaster preparedness are needed, 53% request messaging on health, nutrition, and hygiene, 46% request messaging on safety and security/risks, and 40% request messaging on psychosocial activities and support.

Children Committing Acts of Violence

36% of barangays reported children are committing acts of violence in the community. In extrapolating by strata, a higher percentage of urban barangays reported children committing acts of violence (47%) than rural barangays (28%).

In the 36% of barangays reporting children are committing acts of violence, looting/pillaging was reported in 83% of those. This may reference the period immediately following Yolanda, as opposed to an ongoing issue.

Gang activities were reported by 40% of those barangays reporting children committing acts of violence. Gang membership was reported as well via other questions in the questionnaire, for example, gang members were a specific group identified as not attending school, and in one community, was listed as a form of harsh/dangerous labor in communities.

The type of violence children participated in was similar amongst urban and rural barangays as well as barangays with and without schools.

Theme 5: Children Associated with Armed Forces and Armed Groups

1% of barangays reported that there are children working with/being used by armed forces and groups.

Theme 6: Sexual Violence

12% of barangays reported that there have been increases in sexual violence since Typhoon Yolanda.

In general, with regard to sexual violence pre and post Yolanda, 40% of barangays report that children under 14 are most often targeted by sexual violence. 47% said that children over 14 are mostly targeted, and 13% of barangays said that there was no difference in age group targeted.

96% of barangays said that more girls than boys are affected by sexual violence.

Barangays reported that sexual violence occurs on the way to school (35%) and when working away from home (30%). It is unclear whether this means in the same community or in a different community. 46% of barangays said sexual violence would occur most often in the home. 6% of barangays said that sexual violence would most often occur at school.

Support for children affected by sexual violence

When asked about actions to take if there was a case of sexual violence, 32% of barangays reported that sexual violence never occurs. Sexual violence questions were phrased as hypotheticals in these cases, to enable the assessment to gather information about the types of systems in place to support survivors of sexual violence.

In addition to 32% saying that sexual violence does not happen in the community, 87% of barangays would report the case to police or community justice systems and 77% to community social workers. This usually was the barangay captain, and the DSWD. 7% of barangays said they would take the child to the health center. (Multiple answers allowed)

85% of barangays report that a child would seek help if he or she was a victim of sexual violence, almost always a parent. 98% of barangays said that there are services for victims of sexual violence in their barangays and 99% of them said that children can also seek help there. These are possibly the barangay captain and DSWD.

Theme 7: Child Labor

For the set of questions on child labor, harsh and dangerous child labor was meant to encompass the definition of child labor “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,” and worst forms of child labor (WFCL).

Trafficking

6% of barangays reported that there were outsiders offering to remove children from barangays.

In 4% of barangays, there were reports of community members removing children.

Children involvement in harsh and dangerous labor

54% of barangays reported that children were involved in harsh and dangerous labor. The extrapolation between strata and region did not indicate any significant differences regarding where harsh and dangerous labor occurs.

The main reason for children’s involvement in harsh and dangerous labor was reported to be voluntary, to support themselves or families (in 82% of barangays).

Type of work children participate in

The type of work most often reported by barangays was farm work (35%) and household helper in other homes (22%). Other forms of dangerous labor mentioned were vendors, construction, fishing, collecting scrap materials, and transporting goods.

3% of barangays reported children involvement in sexual transactions. One community also specified drug running, and one reported gang membership as a type of dangerous labor.

Changes in child labor

27% of barangays reported that new types of child labor have emerged since Typhoon Yolanda. The average is higher in barangays with displacement, with 40% of these locations reporting increases in types of child labor, and higher in Region VIII, with 31% of barangays reporting increases in type of child labor (as opposed to Region VI, where this was reported in 19% of barangays).

Forms of child labor emerging since the typhoon include farming, serving as household help in other barangays, children working as pedicab drivers, in construction, welders, or collecting materials. Sexual transactions were not reported to be increasing in any community.

39% of barangays reported that more children are involved in harsh and dangerous labor than before Yolanda. A higher percentage of barangays reported this increase in Region VIII (44% of Region VIII barangays) than Region VI (27%), and in displacement areas (47%) than non-IDP barangays. 46% of rural barangays reported an increase in children participating in harsh and dangerous labor, compared to 31% of urban barangays.

Theme 8: Access to School

The child protection and education questionnaires asked about children's access to school. Head teachers were respondents where responses are at the school level, and community key informants for barangay/community level.

Groups of children not attending school

On average, there was a reported 12.9% decrease in children's attendance since Yolanda, according to attendance numbers provided by head teachers (many pre-Yolanda figures were estimates). This is higher, on average, in Region VIII (21% reduction in Eastern Samar and 14.5% in Leyte. The highest percentage reduction in Region VI, by contrast, was 6% in Capiz).

Gender: 63% of barangays reported more boys not attending schools. 30% of barangays said that there is no difference. In schools, answers were similar, with 58% of schools reporting more boys out of school than girls. 14% of schools reported more girls out of school than boys.

There was an overall 13.1% decrease for boys and 12.7% decrease for girls. The comparable percentage decreases in attendance amongst boys and girls since Yolanda suggest that the greater percentage of schools and barangays reporting more boys than girls out of school was a phenomenon that pre-dated Typhoon Yolanda.

Higher percentages of non-IDP sites and rural sites reported more boys out of school than girls based on school responses. Boys out of school may be related to higher percentages of boys working full-time outside the home than girls, especially older boys.

Specific groups of children out of school: 58% of barangays and 20% of schools said that there are specific groups of children not attending school.

Of those 58% reporting specific groups out of school, 44% of barangays said that a group of children not in school was ‘out of school youth,’ a term used consistently amongst types of locations. 15% of these barangays reported that disabled children are not attending school (reference also the 19% of barangays that reported disabled children with less access to basic services). 7% of these barangays reported that gang members are not attending school (14% of total barangays report that children are affiliated with gangs).

In the 20% of schools reporting specific groups of children are not attending school, 20% of these head teachers reported that children without a parent or guardian are those not attending. Other responses from schools referenced children with financial constraints, those without parental attention or encouragement of children to attend school, and others did not specify.

Why Children are not in School: 46% of schools report that children are not in school because they have transferred outside of the region, presumably to a different school (58% of schools in displacement sites reported this). 35% say that the lack of school materials (textbooks, materials, uniforms, etc.) is preventing children from attending (39% in non-IDP schools and 37% in urban schools).

84% of barangays reported that children are not attending school because they lack materials, including textbooks, supplies, uniforms, or other clothing. 44% of barangays reported that children are not in school because of the cost of transport, related to distance to school (19%). In 29% of barangays, informants said that children had transferred out of the region, presumably to a different school. 19% of barangays reported that children are not in school because of psychosocial needs.

Other potential correlations are the percentage of barangays reporting dangers for children specifically on the way to school (46%), as well as the percentage of barangays reporting that sexual violence would most likely occur on the way to school (35%, though this may be hypothetical rather than a reflection of actual situations in barangays).

Child Not in School Who are Working

75% of barangays reported that there are children working who are not able to go to school, 83% of barangays with displacement. It is unclear what percentage was referencing children working who are unable to go to school specifically in the period since Yolanda. Potential correlations exist regarding higher percentage of communities with displacement reporting increases in children participating in harsh or dangerous labor and in emerging types of harsh and dangerous labor.

Theme 9: Learning Environment

School Damage and Closure

One of the most common barriers to children learning well according to head teachers was damaged schools (45% of schools), while 63% of schools report that school building and classroom destruction are the main challenge facing teachers. Of 25% of schools that report that support received was not appropriate, many explained that this was because schools still have structural damage that has not been repaired.

In 83% of the schools visited, head teachers reported that the school had been closed for some period after the typhoon. This was relatively consistent (79-84%) across all strata and in both regions.

In these schools, the average (mean) number of days the school was reported to have been closed was 26.22 in day care centers, 13.02 in elementary schools, and 13.71 in high schools.

The school year in Region VIII was extended, while it remained as planned in Region VI.

In 67% of schools, there were reported provisions for catch-up classes since the typhoon and in 59%, the exam schedule was reported to have been affected by the typhoon. 53% of these schools reported that the exam dates changed, 7% cancelled exams, and 5% made some other change to exam schedules.

Parents and Teachers Associations

In 85% of barangays, community key informants reported active Parent and Teacher Associations (PTAs) in schools. This percentage was similar to the number of schools reporting PTAs. In 74% of these, PTAs supported the school post-Yolanda by undertaking school repairs and improvements, mostly including clean-up drives at schools based on qualitative information. PTAs also provided financial support, governance and decision-making in schools, and support to return to school programming (21-28% of barangays). In some locations, respondents explained that the PTA provided no support, as they were also victims of Yolanda.

Theme 10: Teaching Learning

Average Class Size

The average class size in 41% of the schools included in the assessment was reported to be more than 36 students. In 15% of the schools, there were reported to be between 31-35 students in a class, in 18% 25-30, and in 15% 21-25.

Multi-Grading

41% of schools reported having multiple shifts (15% of elementary schools and 13% of high schools, out of 15 high schools total). In 50% of the schools with multi-grading, respondents said that the cause was not enough classrooms, and in 44%, not enough teachers (multiple answers allowed). 13% of schools said they used multi-grading because there were fewer students than before Yolanda.

Support Received

School Materials: 53% of schools said that they have between 0-25% of the teaching and learning materials needed and 36% said that they have between 26-50%. 20% of schools said that they have all materials.

73% of schools said that they had received education materials since the typhoon, 47% hygiene materials, and 28% school tents.

43% of schools said that children do not require any additional learning materials; 71% said they require core textbooks (and/or 52% supplementary textbooks) (83% in displacement sites).

71% of schools say that the support children received was appropriate, in particular noting that students were well-supported through learning supplies, food rations and feeding programs, and that hygiene assistance was helpful for their learning. 25% reported that support received was not appropriate, mostly because not all students received support and because schools still have structural damage that has not been repaired.

91% of communities reported that children still require materials, 86% specified core textbooks and 50% supplementary textbooks, amongst other types of learning materials.

Teacher Support: 30% of schools report that they received provision of teaching materials, 31% reported teachers receiving food rations and 26% psychological and social support.

Barriers to Children's Learning Well

76% of schools reported that there are barriers to children learning well in their schools.

The most common barriers to children learning well according to head teachers were damaged schools (45% of schools) and lack of classroom supplies (46%, textbooks, materials, uniforms, etc.) The most educators said that they still require core textbooks (70%) and supplementary textbooks (54%). In addition, stress and psychological needs was a barrier mentioned in 23% of schools.

Challenges Teachers Face

63% of schools report that the lack of materials and/or 63% report that school building and classroom destruction are the main challenge facing teachers. 43% of schools report financial constraints (for teachers) are a main challenge (and relatedly, 32% identified living conditions as a main challenge), while 33% report that stress and psychological impact is a main challenge teachers are facing.

The support deemed most essential for teachers at the time of the assessment was financial support in 47% of schools and 48% requested that additional teaching materials. 26% of schools reported receiving teaching materials. 29% of schools also highlighted that additional training was most essential.

Special Education Needs

In 48% of schools, head teachers reported that there were students with special education needs. These include physical, mental, and behavioural disabilities.

Psychological Issues and Stress

23% of schools reported that psychosocial distress/stress were barriers to children learning well.

In 51% of schools, recreational activities are helping children suffering from stress and in 47% there was teacher training on psychosocial support.

58% of schools say that more recreational facilities would help children who suffer from psychosocial distress and stress, and 37% request more teacher training. 22% of schools say that support from social services, and 4% say specifically DSWD referrals, are needed to help children.

In rural and non-IDP schools, higher percentages of schools request teacher training, and in IDP and urban schools, higher percentages request recreational facilities. A higher percentage of rural schools expressed need for support from social services (26%, in comparison to 16% of urban schools).

Theme 11: Education Personnel

Support Received from Education Officials

68% of schools report that education officials provided support since Yolanda. Slightly under 40% of these schools reported receiving support in the form of assessment of damage, arrangement for repairs, and/or allocation of teaching and learning materials.

Teachers

85% of schools reported that there was no reduction in teachers since the typhoon. In the 7% that said yes, the reason was most often due to family responsibilities or missing personnel.

80% of community respondents said that there are other people in the community available to teach.