



*'Let's get back to our routine'*

## LISTENING TO CHILDREN

who were affected by the Central Sulawesi earthquake and tsunami

December 2018

Empatika





# ACKNOWLEDGEMENTS

## Disclaimer:

The work is a product of Empatika. The findings, interpretations and conclusions therein are those of the authors and do not necessarily reflect the views of Plan International, Save the Children, UNICEF, World Vision, or the Government of Indonesia.

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Most importantly, this study was only possible thanks to the many children and community members who welcomed our researchers into their communities and shared with them their experiences. We are grateful to the communities for this opportunity and to the children and caregivers that participated for openly sharing insights into their lives, activities, and perspectives. We hope that the report reflects well their views and experiences and helps to make humanitarian support programmes implemented in their name relevant and meaningful for them.

We are grateful to the partner agencies (referred to throughout the text as local partner agencies) which assisted the research teams with logistics, informing the local government about the research and introducing the research team to the communities.



# CONTENTS

Summary	vi
1. Introduction	1
2. How we engaged with children	2
3. Findings	8
3.1 What we learned listening to primary-age children	11
3.2 What we learned listening to adolescents	20
3.3 What we learned listening to Caregivers	30
4. Key Insights	32
5. Partners' Policy Recommendations	36

## Glossary and Abbreviations

BMKG	Badan Meteorologi, Klimatologi, dan Geofisika, the Indonesian government's Climate and Meteorology agency
Brimob	<i>Korps Brigade Mobil</i> , or Mobile Brigade Corps is a special, paramilitary-type operating unit of the Indonesian National Police
<i>Bupati</i>	The elected head of a district government
<i>Camat</i>	The appointed head of a sub-district government
DST	Digital Storytelling
DTM	Displacement Tracking Matrix
FGDs	Focus Group Discussions
<i>huntara</i>	<i>Hunian sementara</i> , temporary home
<i>jalan-jalan</i>	Going, walking around around
<i>Majelis Adat</i>	traditional 'Kulawi' cultural assembly
MT	<i>Madrasah Tsanawiyah</i>
pFGDs	Participatory Focus Group Discussions
PKH	<i>Programme Keluarga Harapan</i> , the Hopeful Family Programme, is a social assistance programme for family's with children
PIP	<i>Programme Indonesia Pintar</i> , Smart Indonesia Programme, a social assistance programme for school children
POSKO	<i>Pos Komando</i> , or Command Post
<i>Posyandu</i>	<i>Pos Pelayanan Keluarga Berencana Terpadu</i> , Integrated Service Post for Family Planning, or <i>Posyandu</i> , is a health activity at the village level partly organized and carried out by people in their own villages, with the assistance of public health workers
<i>Puskesmas</i>	<i>Pusat kesehatan desa</i> , village-level public health clinic, are small village health clinics often staffed by only one individual meant to complement a sub-districts main public health clinic
Rastra	New version of the social assistance programme Raskin, <i>Beras untuk Orang Miskin</i> or Rice for the Poor.
RCA	Reality Check Approach
<i>sembako</i>	<i>Sembilan bahan pokok</i> , the nine primary/staple ingredients, technically consisting of rice, sugar, cooking oil, chicken or meat, eggs, corn, kerosene, and salt
<i>warung</i>	Kiosk or stall
WVI	Wahana Visi Indonesia
YPH	Yayasan Plan International Indonesia
YSTC	Yayasan Sayangi Tunas Cilik

# FOREWORD

On 28th September 2018, a powerful earthquake of 7.4M dramatically changed the lives of many children and adolescents in Central Sulawesi, Indonesia. The earthquake triggered a chain reaction, causing a tsunami, liquefaction and landslides across Palu, North Donggala and Sigi. Hundreds of thousands of people have been affected, more than 2,000 people have lost their lives, and more than 130,000 people remain displaced from their homes.<sup>1</sup> Houses, hospitals and schools have been severely damaged or destroyed, disrupting essential services and education.

As communities pulled together to resume some semblance of normal life amid the rubble and remnants of their homes, the emergency response to support the affected communities got underway. Households needed lifesaving support, ranging from food, clean drinking water and basic items to cook, clean and wash, to health and nutrition services, protection services and education for children. Wherever possible, children who were separated from their parents or caregivers were reunited with their family, safe spaces for children were established and children and adolescents received psychosocial support.

Since the onset of the emergency, many different needs assessments have been completed to inform response and recovery programmes. However, none of these have given children the opportunity to share their views, needs and experiences. Although they are often the most vulnerable and most affected in emergency context, children and adolescents are generally the least, and last, to be consulted.

Children's right to participation and to express their views is enshrined in the Convention on the Rights of the Child, which entered into force in 1990. Equally, participation of affected communities – including children and adolescents – in decisions affecting their lives during emergencies is the very foundation of the Core Humanitarian Standard, to which humanitarian actors have committed. This report evidences the need to uphold this right to participation and a shared commitment of humanitarian actors and the government to listen and be accountable to affected communities.

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<sup>1</sup> Central Sulawesi Earthquake and Tsunami, 'Humanitarian Country Team Situation Report #12' (7 January 2018).

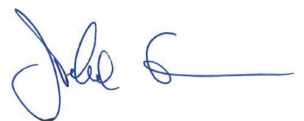
Therefore, to ensure the voices of children are heard in this emergency, UNICEF, Yayasan Plan International Indonesia (YPII), Wahana Visi Indonesia (WVI) and Yayasan Sayangi Tunas Cilik (YSTC) initiated and commissioned this Listening to Children exercise, working jointly with Empatika, a people-centered research organization.

As part of the Listening to Children exercise, approximately 250 children and adolescents took part in child participatory activities. They discussed the impact of the disaster on their life, their family and communities, explained their feelings and emotions, shared how and where they spend their time, and what they need to recover and return to a sense of normalcy. This report presents a holistic understanding of children's and adolescent's views, needs and experiences, which will help inform programmes across humanitarian and development practitioners to ensure they are appropriate and relevant, truly addressing the needs of children and adolescents, and supporting them in their recovery.

The participating organisations share a commitment to children's rights and well-being, even in the most trying of times. It is our sincere hope that the Government of Indonesia and other humanitarian actors will join us in our prioritization to listen to children.



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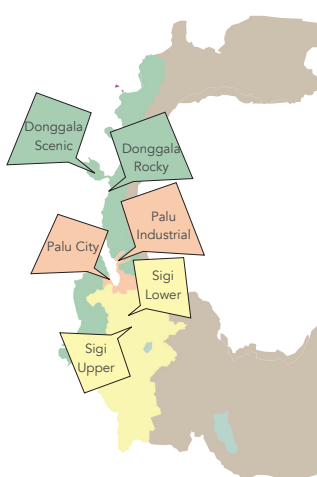


Dini Widiastuti  
Chair of the Board Management  
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# SUMMARY

The **six key messages** children shared are that:

- » They want a sense of normalcy restored as soon as possible- routines that fill the day and make them feel positive. This means proper school hours and lessons (albeit it in temporary locations), provision of play and 'hanging out' space, and structured activities (younger children) or structured opportunities to help others and contribute to the recovery efforts.
- » They feel grateful to have survived and described stronger empathy, altruism and thoughtfulness toward others than before the earthquake.
- » They feel fearful and emotional at times but there seems to be limited understanding and awareness about appropriate recovery activities for children.
- » They need assurances that lessons are learned about the location and construction materials used in housing and facilities in the future.
- » They are eating less quantity and less diversity of food.
- » Adolescents receive less relief and support than primary-age children.



to participation<sup>2</sup>. In order to respond better to their needs we must find ways to help them share their experiences, their feelings and their ideas for improvements.

## Where did we go?

We selected two locations in each of three affected districts (Palu, Donggala and Sigi) based on secondary data which seeks to identify the more affected and disadvantaged areas. We intentionally selected both rural and urban locations and those on the coast and inland.

## With whom did we interact?

A total of 244 children participated. 150 were primary-school age children (54% girls, 46% boys) and 94 secondary-school age adolescents (52% girls 48% boys). We also had opportunistic interactions with pregnant women and caregivers of small children to include their perspectives.

## How we listened to them?

Our key principle was to put children at ease. So we emphasised playing with younger children and hanging out with adolescents in spaces they felt most comfortable in. This enabled us to simply chat, to get to know them and build trust. We started by asking small groups of friends to show us around each community and

## Why listen to children?

Children's experience of disasters differs from adults. They have priorities and needs that only they can accurately articulate. They have a right

<sup>2</sup> Enshrined in the United Nations Convention on the Rights of the Child (UNCRC). Adopted 2 September, 1990. Text available at: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

point out places that had changed and begin to think about how they felt about these changes. Gradually, as trust was built, we introduced participatory activities to engage and explore issues further, always doing these in places where they felt uninhibited, safe and relaxed. The participatory activities included drawings of before and after the earthquake (younger children), photojournalism (adolescents), mapping emotions (all), animating puppets (younger children) or magazine cutouts (older children), acting out 'being the boss' and prioritizing needs. We were intentionally flexible about each activity and we facilitated many short interactions over several days to accommodate children's daily activities and recognizing short attention spans. Engaging children in hands-on activities created enthusiasm to participate, put them in the driving seat and moved away from conventional question- answer formats.

## What children say are key changes they experience

### 1. Need for restoration of normalcy

Given that some time had elapsed between the earthquake and this study, both younger children and adolescents were keen to share that *'things are starting to feel normal again'* and that they are feeling better because of this. The loss of normalcy and the need to restore it as soon as possible was the most significant key change.

The most important element of feeling normal again is attending school. School is primarily a place to meet friends<sup>3</sup>. Resumption of school provides an opportunity to interact with friends, get out of the home and return to some kind of routine. In some locations, particularly in Palu, children told us that quite a few of their friends have yet to return to school and that they are eager to see these friends again and feel it would be good for them to resume a routine.

Most children are attending school in temporary tents (provided through relief or community-constructed structures) with abbreviated hours

<sup>3</sup> Immersion studies carried out by Empatika across Indonesia have shown that children's motivation for going to school and choosing particular schools is primarily for friendship ( see, for example, Listening to poor People's Realities about Basic Education, 2010 Australia-Indonesia Basic Education Programme.



The 'sand hills' in Sigi Lower, one of the favorite areas in the community for younger children and teen girls despite being right next to the 'narrow river' which caused a flash flood five days after the earthquake.

and have yet to return to their normal lessons. Many say these tents are hot and crowded and teachers are often absent. Teaching resources are very limited. But this matters less than getting up each morning, preparing for school, spending hours together with friends and not being idle at home.

### ***'We miss our regular school schedule'***

(primary-age children, Donggala Scenic)

Children across locations were sad about the loss of their favorite play and hang out spaces. Like



Adolescent girls in Palu Industrial work on an Emotions Map to look at how their emotions have changed (with the dots indicating intensity) the past few months.



Adolescent girls and boys in Palu Industrial used to hang out at this now abandoned security post, which they said they've tried to keep clean but other people keep littering and even urinating there.

school, these places provided opportunities to get out of the home and interact with friends. In Donggala Scenic, an area formerly known as a place for leisure activities on the beach, younger children described how they had lost almost all of their favorite play areas including a small dock, their football field on the beach, the area of *ketapang* trees, and the community library. Only their volleyball field, located on higher ground, remains. The problem in some locations is not just earthquake and tsunami damage but occupation of former football fields and play areas by relief camps and temporary housing.

Adolescent boys have been able to establish new 'hang out' areas more easily than girls or younger children because of the greater freedom given to them to go around/outside of the community and their access to motorbikes. In some cases, adolescent girls have found that their parents have also become more protective and restrictive since displacement to camps or temporary accommodation. These issues are affecting girls' opportunities and space to socialize.

Children shared that the sense of normalcy is also restored through engaging in household chores. This, like school, provides routine but also provides something to do so that their time is occupied and they feel less bored. Adolescents repeatedly shared not having enough to do (especially as school time is short and study limited). For example, adolescent girls in Sigi Upper felt they were, '*just doing the same things over and over again.*' In their search for things to do, adolescent girls in Palu Industrial said they had joined a reproductive health information session which was actually



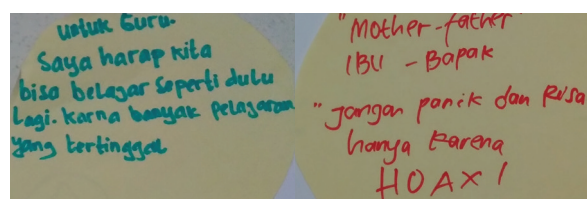
Boys in Donggala Scenic chose a photo of the destroyed dock as a place they now do not like because it used to be one of their favorite hangout spaces and they are sad not to have it anymore.

targeted for mothers.

With school-related work and activities still limited, in many locations religious activities have filled part of this void for both younger children and adolescents. For example, children said they like to attend activities at the mosque or church (especially boys in Palu Industrial and Sigi Upper). This is providing something to do and structure to the day and many children shared that they felt they wanted to pray more than before the earthquake (especially girls in Palu City, Palu Industrial, and Donggala Scenic). Some described these activities as helping them feel better or fulfilling a need to become a better person after surviving the disaster.

## 2. Increased feelings of altruism

Another key change children shared relates to how they see relationships. Children in all locations shared how they had become more aware of others since the earthquake, especially others' needs and how they were coping with their situations. They recognized that their parents were facing hardships, describing their busyness and preoccupation around their homes including stress and a tendency to get angry more easily. Some children shared their parent's anxieties that they had not



Speech bubbles from adolescents in Palu City. On the left, a girl, 15, told teachers that, '*I hope we can study like before because we're behind in our lessons.*' On the right, a boy, 14, asked his parents, '*Don't panic and worry only due to a hoax!*'



Children in Palu Industrial work on 'Before and After' drawings to show how their lives and communities have changed.

been able to return to their former livelihood routines yet like fishing or cultivation. Other children were concerned specifically about difficulties faced due to loss of income earning opportunities. Children and adolescents talked about purposely giving their parents space and seeking out their friends when their parents are getting angry or being '*grumpy*'. Children also noted that some support for their parents is absent. For example, children in the Donggala locations said that healthcare services were now more limited such as in Donggala Rocky where the midwife has not returned yet.

Children's enhanced awareness of others also extended to their friends. The change they described is one of greater appreciation of friendships and the need to nurture these friendships. Playing and hanging out together makes them feel better. For example, adolescent girls (Palu Industrial) shared that they have realized they used to spend a lot of time watching TV instead of being with their friends but now see the latter makes them feel happier. They appreciate friendship more as described by younger children (Donggala Scenic) who shared that they do not get as angry with their friends as they did before the earthquake and have realized that '*we need to take care of each other.*' Here they also talked about rebuilding their homes along the main village road where friends already are and not '*too far and (where) we would be lonely.*'

### 3. Eating less and less variety

Related to this increased awareness, children across locations talked about how they are eating less food and adolescents in particular felt they could help their parents by limiting their food intake. Children also talked about eating

less because they were tired of the limited variety of food available and many shared how they were sick of eating instant noodles.

Breastfeeding mothers in the Sigi locations shared that although they supplemented breastfeeding with formula milk before the earthquake they do so with more frequency now since they are getting free formula milk.

### 4. Feeling fearful and emotional

While many children shared that they often feel happy being able to play with friends and having some of their routine back to normal, some shared that is hard to be completely happy again with the uncertainty of their situation. Their main worries were about where they are going to live, when their parents will be able to earn again and some adolescents worried if they would be able to catch up in school. Many noted '*fast and frequent changes*' in their emotions, where they might spend the day happily hanging around with their friends only to suddenly feel sad before going to sleep. Children, particularly adolescents, also talked about feeling '*miserable*' and '*hopeless*' because their parents got angry more easily.

Some shared that they felt pressured to '*move on*'. For example, adolescent girls in Sigi Lower said they never tell their teachers about their feelings because '*our teachers just tell us "don't be sad".*' In Palu City, some adolescents have internalized this and exhort their own friends to '*move on*', particularly those who have not yet returned to school.

Both younger children and adolescents shared that they still frequently feel scared about the possibility of another earthquake, tsunami and flash floods. These worries are exacerbated by the rumours and hoaxes that are spread especially through social media, particularly

Mothers often told us that, just as children shared, they were more stressed than before the earthquake. They told us this was due to money worries - '*money's not yet stable,*' and fatigue dealing with the '*mess*' left behind after the earthquake and tsunami and all the additional chores, such as fetching water. Some mothers admitted that they tend to get angry more quickly now, with a mother in Donggala Scenic explaining that this is because, '*my mind feels so heavy.*'

in the Palu locations. These include fake earthquake warnings and other predictions. Even though many have realized these are hoaxes, adolescents shared that they cannot reassure their parents who still panic and ask the family to pack up and leave.

## Meeting children's needs

Unsurprisingly given the importance attached to resuming school routine, children wanted the resources they feel are needed for normal school-going, less for their educational value and more for their symbolic contribution to restoring normalcy. Although some children and especially adolescents were concerned about falling behind with school work and about exams, the main issue for most children was resumption of school routine and being able to interact with peers and enjoy friendship. Both younger children and adolescents prioritized school supplies and equipment that would make school feel like school-going before the disaster. This means that they were particularly concerned about uniforms and shoes – having the correct regulation uniform was strongly enforced by teachers in schools before the earthquake and they worried about the possible disciplinary actions that teachers might take if they did not dress properly. Having proper uniforms endorses the need for children for conformity and reduces embarrassment of being singled out as different.

Adolescent boys and girls with more concerns about resuming their old life, maintaining image and their own agency expressed needs for personal items like toiletries, clothing and gadgets. Where relief items are pre-decided or are provided as a 'free for all', they feel they have little choice. Some adolescent girls in particular shared that they would like to be able to choose the brands that they like and shoes and clothes that they prefer.

Increased feelings for each other means that children want to spend more time with their friends than before. This in turn indicates that children want full-time school not truncated hours and they want places where they can play and hang out together outside of the home. Child-friendly spaces that are provided by relief agencies as a norm within the camps are not



A mango tree prepared by adolescent boys in Donggala Scenic as part of discussing their primary needs. Items placed higher up are felt to be more difficult to fulfill while lower items are considered the easiest. Items in the basket are those which have already been fulfilled.

being effectively utilised. There is scope to share these dedicated spaces more collaboratively among different organisations not just when there are structured activities but also for play and for adolescent girls in particular to hang out safely. Adolescents could be encouraged to arrange their own activities independently of outside facilitation, for example older children could run play and learning activities for smaller children.

Children want to be able to express their concern for others with practical assistance for their families and communities. Many children emphasized that they have already been helping a lot. For example, younger children in Donggala Scenic were glad to help out their families but also felt tired from helping out with so many chores around their homes. Children in Palu Industrial said that they realized that taking care of their younger siblings was more

important now because their parents are *'busy worrying about other things.'* Adolescent boys in Sigi Upper were proud of helping immediately after the earthquake clearing debris and helping to find bodies. However, adolescents in particular felt sidelined from being able to provide ongoing assistance. For example adolescent boys in Sigi Lower and Donggala Rocky said they really wanted help their communities during the recovery process but they didn't really know how to go about this.

Although adolescent boys in particular initially found it somewhat difficult to discuss their feelings, many said they liked the experience. A boy in Sigi Upper told us that he would like the opportunity to have more sessions *'like this'*, in a supportive environment where he wouldn't be made to feel self-conscious about his feelings. Response to these needs has been tightly defined to date, confined to very active group-based activities in some locations to one-off activities such as a presentation on *'what is trauma and how can you deal with it'* in others. This indicates limited understanding and awareness about appropriate recovery activities for children. Some of the fun and relaxation activities we used seemed to meet at least some of children's need for time to de-stress.

Children also expressed emotional concerns about being stigmatized as relief beneficiaries, such as adolescents who described being given heavily used and sometimes ill-fitting clothes. Children in Palu were especially conscious of the fact that some of the them were severely

affected by the earthquake and tsunami while others had hardly been affected at all. Rather than having targeted programmes which single them out, emphasising play and activities where both those affected and those who were less affected can participate together could reduce this kind of emotional distress.

The emotional anxiety caused by misinformation and hoaxes, especially in Palu but also by in Sigi Upper and Donggala Scenic needs to be recognised. Children need reassurance and improved information which could also include basic measures such as installing a simple messaging board in communities.

There is increased concern about the future and consequently need for assurances that communities would be better prepared if anything like the earthquake and tsunami happens again. Children talked about the need to feel physically safe. They hoped that future buildings would be constructed of wood rather than concrete or in other ways be less likely to cause injury if they collapsed. They talked about rebuilding away from the coast such as in the hills where it was safer. Some talked about wanting to re-build where it was accessible and close to other friends, for example along main connecting roads.

In general, it seems that adolescents have received less support both from within their communities and from outside parties and donors, and some noted that primary-age children tended to be prioritized for aid such as school supplies and equipment. Adolescents described frustrations with the distribution of aid in their communities, particularly for items like used clothing which they said had not been done in a fair or organized way. Adolescents stand to lose more from disruption in their education than primary school children because they may have to retake or delay exams, potentially increasing pressure to opt out of school as they (or parents) feel they are too old to continue school or that they need to earn an income. Given these issues the apparent prioritization of assistance to primary school children over secondary school children is questionable.



In Donggala Rocky, adolescents said they like this structure which was acting as their temporary mosque because it doesn't get as hot so is more comfortable to play in compared to school tents, the child-friendly space tent, or other tents in the community that are now empty.

# 1. INTRODUCTION

## 1.1 WHY WE NEED TO LISTEN TO CHILDREN

Children's right to participation is enshrined in the United Nations Convention on the Rights of the Child (UNCRC)<sup>4</sup>. It requires us to enable children to express their views, to be heard and to be taken seriously. Children are generally the least consulted but often the most affected by crises and emergencies. They have needs that only they can accurately articulate. We all need to listen to their views and experiences in order to shape child-centred policy and practice to better help them at these times.

1

### The earthquake and tsunami

A 7.5 magnitude earthquake struck the Minahasa peninsula, Sulawesi on Friday September 28th, 2018 at about 6pm with its epicentre in the Donggala Regency, Central Sulawesi. It was followed by a tsunami with waves up to 7m high which struck the city of Palu, Donggala and Mamuju in West Sulawesi.

The earthquake caused major soil liquefaction in areas in and around Palu, including the district of Sigi which in turn led to mudflows which buried many buildings. A total of 150 aftershocks hit the region over the following two days.

The combined effects of the earthquake and tsunami led to the deaths of at least 2,000 people with more than 4,400 others seriously injured (AHA Centre Situation Update no. 15).

More than 68,000 houses were reported to be damaged, forcing tens of thousands of people to live in shelters and tents. It was reported that a month after the disaster 206,494 people had fled their homes and become displaced persons.

UNICEF, Yayasan Plan International Indonesia (YPIL), Wahana Visi Indonesia (WVI) and Yayasan Sayangi Tunas Cilik (YSTC) commissioned this study to listen to children, adolescents and caregivers who were affected by the Central Sulawesi Earthquake and Tsunami. It was undertaken to strengthen child engagement in line with Core Humanitarian Standards (CHS) which require the identification of children's needs and priorities to help inform programming (both in the short term and longer-term) as well as child centred advocacy. It is hoped that the findings will improve both preparedness and emergency responses in Central Sulawesi and elsewhere in the future.

We needed to listen to children affected by this disaster to:

- » Understand their most urgent needs and problems;
- » Find opportunities to address, improve or resolve these needs, priorities and concerns from the perspectives of children, including the identification of 'who' children see as responsible for making change happen;
- » Identify the gaps in existing services and information children are currently receiving and how they would prefer to receive these services and information;
- » Develop recommendations for the recovery phase and long-term needs based on what children, adolescents and caregivers shared to improve the overall response.

The participatory approach to this child focused needs assessment adapts and draws on methodology that has been successfully

<sup>4</sup> Adopted 2 September, 1990. Text available at: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

tested during emergency responses including the Nepal Earthquake; Philippines Typhoon Haiyan; Sierra Leone Ebola outbreak; and Rohingya Refugee Crisis (Bangladesh).

## 1.2 HOW THIS REPORT IS ORGANISED

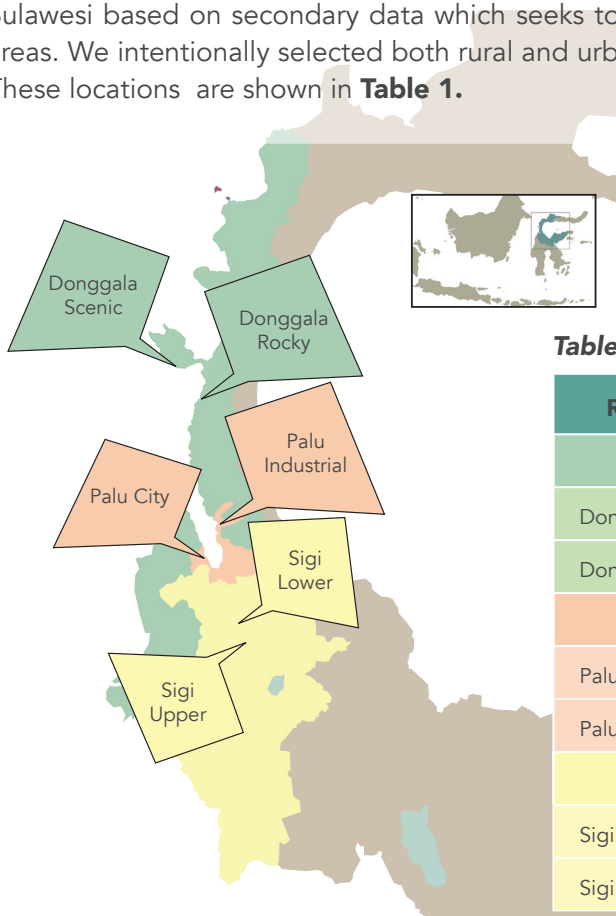
The report begins with an overview of how we engaged with children. The findings section begins with some contextual information on the six study locations to help set the scene before presenting the study insights. We set these out by study group: primary school-age children, secondary/senior secondary-age children (adolescents), and caregivers including pregnant mothers. The report concludes with a summary of key insights and recommendations from the commissioning organisations.

As noted in the study locations table below (**Table 1**), we have referred to the six study locations using monikers that relate to contextual information about each location.

# 2. HOW WE ENGAGED WITH CHILDREN

## Where Did We Go?

We selected two locations in each of three affected districts (Palu, Donggala and Sigi) in Central Sulawesi based on secondary data which seeks to identify the more affected and disadvantaged areas. We intentionally selected both rural and urban locations and those on the coast and inland. These locations are shown in **Table 1**.



**Table 1: Study Locations**

Report Code	Coastal/Inland	Urban/Rural
<b>Donggala</b>		
Donggala Scenic	coastal	rural
Donggala Rocky	coastal	rural
<b>Palu</b>		
Palu City	city coastal	urban
Palu Industrial	near coastal	periurban
<b>Sigi</b>		
Sigi Upper	inland	rural
Sigi Lower	Inland	rural

## With whom did we interact?

A total of 244 children participated in the listening study. 150 were primary school age children (54% girls, 46% boys) and 94 secondary-school age adolescents (52% girls 48% boys). We also had opportunistic interactions with pregnant women and caregivers of small children to include their perspectives.

**Table 2: Number and Age of Participants**

Ages	5-7		8-11		12-15		16-18	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Donggala Tourist			13	10	7	10	3	5
Donggala Rocky			15	23	4	1		
Palu Industrial	3	4	8	8	7	4	2	2
Palu City			14	8	6	2	6	2
Sigi Upper	2	2	13	8	7			8
Sigi Lower			14	7	6	10		
<b>Totals</b>	5	6	77	64	37	28	11	17

## How We Listened to Them

Our key principle was to put children at ease. So we emphasised playing with younger children and ‘hanging out’ with adolescents in spaces they felt most comfortable in. This enabled us to simply chat, to get to know them and build trust.



We were intentionally flexible about each activity and we facilitated many short interactions over several days to accommodate children’s daily activities and recognizing their short attention spans.

Engaging children in hands-on activities created enthusiasm to participate, put them in the driving seat and moved away from conventional question-answer formats.

We formed teams of three people in each community. We started by just getting to know the community and spent our first day in each community walking around, chatting to people and observing day to day life. Where possible teams stayed overnight with families in the communities and this immersion experience provided rich additional first-hand experiences. These days also created opportunities for us to be seen and for people to ask us lots of questions about what we were doing.

Later on or the following day we started by asking small groups of young friends to show us around each community and point out places that had changed as a result of the disaster, to tell the stories of the earthquake and tsunamis and begin to think about how they felt about these changes.



Gradually, as trust was built, we introduced participatory activities (referred to as pFGDs in the text) to engage and explore issues further, doing these in places where they felt uninhibited, safe and relaxed. These included empty shelters in fields and people's verandas. School tents or areas in front of schools were also used but only after school hours and without assistance from teachers. It was important to have these sessions without adults around.

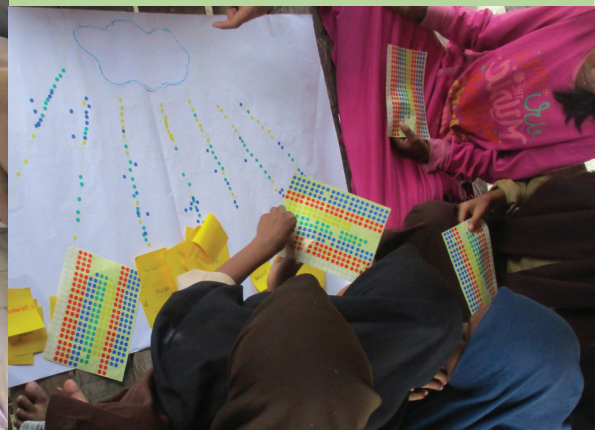
A few of these participatory sessions we convened with help from the local partner agencies but most we convened directly, enabling children to recruit participants themselves with whom they felt most comfortable to participate. We intentionally avoided question and answer sessions which might have made children feel they were in school and expected to give right answers and instead used games and hands-on activities to ensure informality, active engagement and fun.

## A LOOK AT THE ACTIVITIES

The participatory activities included drawings of before and after the earthquake (primary-age children, right) or photojournalism (adolescents, below), comparing daily life before and after and the places that they like and dislike.



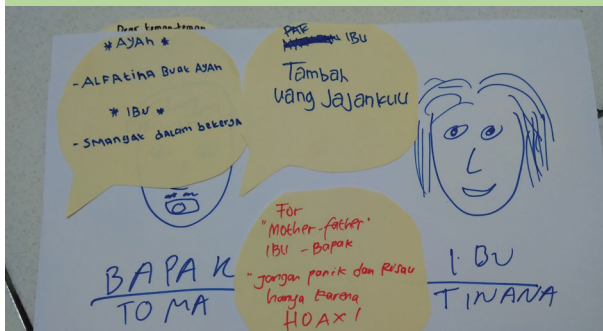
We asked them to map their emotions (all, left and below), identifying what emotions they felt and how intensely they felt these before, during and after the earthquake.



Primary-age children played with puppets (right), using them to give advice to their families and others in the community.



Adolescents used pictures cut out from magazines or drawings and made these 'speak to each other' via written speech bubbles (right and below).



We encouraged children (all, above) to act out 'being the boss' and prioritizing needs. They chose which boss they wanted to be (such as Head of Village, national government representatives, the military/police, NGOs or others) and imagined what they would do to help the situation.



And finally, they played the 'passing notes' game where primary-age children wrote down their most important needs and dropped these into an envelope and adolescents wrote their notes on fruit-shaped cards and placed them on a tree according to whether they were low hanging fruits (i.e. needs which could be easily met) or high hanging fruits (more difficult to meet).

## How We Took Care of Them

Empatika has its own child protection policy and requires mandatory one day training of all its researchers. For this study, researchers also participated in a psychological first-aid training led by YSTC staff before the fieldwork. Each researcher was briefed on (and signed) their respective local partner agency's Child Protection Policies in addition to the Empatika Code of Conduct and Confidentiality, Data Protection and Child Protection Policy declarations which are integral parts of their contracts with Empatika. Written consent was provided by each of the groups/participants. All data (written and visual) was coded to protect the identity of individuals, their families and communities and exact locations are not revealed in this report.

## Limitations

As with other research, this study has a number of limitations related both to the approach used along with conditions encountered in the field including the following:

- » Findings from qualitative research should not be generalized, even within the same districts. The goal is rather to provide a rich and contextualized understanding of children's experiences in these communities. While not generalizable, insights from this study can provide a useful guide for looking at and understanding similar issues in other areas, although context and other social/cultural information and background should be carefully considered.
- » While school schedules are not yet back to normal, this still meant that in most cases pFGDs could not begin until midday. Given this along with other activities and ceremonies in each of the communities, many of the sessions of the pFGDs had to be run in tandem so that some sessions had to be run by individual facilitators which made it more difficult to follow-up on and explore insights with participants as well as if they had had support from another researcher.
- » Although research teams tried to include different groups of children including those with a disability, none of pFGDs had a child with a disability participate for the entire session. However, researchers were able to interact with some children with disabilities during some pFGD exercises such as the 'walkabouts'.

### 3. FINDINGS

In each of the communities, we got to know the children and the community through 'walkabouts', letting children lead the way in showing us different parts of their community and the places that have changed, the places that they like and dislike.

In Donggala, both communities are along the coast and the ocean has been a prominent part of children's lives there. Fishing is one of the primary occupations for fathers in both locations while families also farm and cultivate cloves, chilies, cacao, nutmeg, and coconut. Children talked about how they used to spend a lot of their free time playing in and around the ocean, but in Donggala Scenic children are still afraid to go back into the water while in Donggala Rocky some children said they are already playing in the water again.

Children in Donggala Scenic talked about how the beach was a popular area for day trips from Palu on the weekends before the earthquake and tsunami hit. Boys said that they earned

their own pocket money selling coconuts and snacks made by their moms to these tourists and also could take people out in their fathers' boats. Unlike in Donggala Scenic, the beach in the front of the Donggala Rocky community is rockier so children say they prefer to go to a nearby beach where it is sandy.

***'It feels like things are starting to be normal again'***

(mixed primary age, Donggala Scenic)

Affected children in Palu Industrial are living in tents located in the large football field. Boys also pointed out that there are new public toilets along with *huntara* that have already been completed (12 units) – they said they like these because there will be new houses for some although they do not know yet who will live in them. Boys here described that there is a nearby forest that they like to visit to catch wild birds and chickens.



Primary-age children made 'before and after' drawings to help describe how things have changed in their lives since the earthquake. Across all of the locations, 'before' drawings often showed children doing some of their favourite activities and some of the places they liked to play. Many boys drew football fields where friendly matches might be taking place, such as this boy in Palu City. The field is now occupied by tents and *huntara*.

**Table 3: Background information on locations**

	Donggala Scenic	Donggala Rocky	Palu Industrial	Palu City	Sigi Upper	Sigi Lower
<b>Population</b>	1100	1500	4300	2100	2000	1400
<b>Religion</b>	Islam	Islam with neighbouring Christian sub-villages	Islam	Islam	Majority Christian	Majority Islam
<b>Homes Destroyed</b>						
<b>Public schools</b>						
<b>Health facilities</b>						
<b>Mosque/Church</b>						
<b>Water</b>	No major issues	No major issues	Still some limited availability	Still some limited availability	No major issues	No major issues
<b>Road access: How long until accessible?</b>	Main road not accessible for ~3 weeks but there was small alternative road	Not accessible for 3 days	No major issues	No major issues	Not accessible for ~1 week	Limited accessibility for first few days
<b>Which one received more aid (in that district)</b>		X	X		X (received sooner)	

: heavily damaged or services lost/high proportion of homes destroyed  
 : some damage or less services/medium proportion of homes destroyed  
 : light to no damage/small proportion of homes destroyed

Source: based on researcher observations and discussions with community members

In Palu City, children showed us how the community has three different levels where houses were built, the first along the beach, then a second higher area across the main road and a third area back near to the hills behind the community. They said that while the earthquake didn't do very serious damage for most of the community, the tsunami wiped away all of the houses that had been along the beach. They showed us how the road in front of their primary school is now closed because of a large ship which washed up at the other end of the road, and that the football field here is being used for some *huntara*. While some affected families are in the *huntara* in the field area, the children said that others have built makeshift shelters around relatives' undamaged (or lightly damaged) homes.



Damaged public toilets on the beach in Donggala Scenic. Children described how their beach used to receive many tourists on the weekends and that there were many stalls along the beach set up by their parents for selling food but that these have been destroyed from the tsunami.



The large field where many of the tents are located in Palu Industrial.

While Sigi Lower is at the base of the mountains, Sigi Upper sits farther up and between the rows of mountains. Sigi Upper is a big community and we met a group of children at the large football field near the edge of the community. Many of these children told us that they are actually from the neighbouring community but are living here along the edge of the field in makeshift shelters (made from reclaimed home and building materials) because their homes have been destroyed. Most of the homes in their community have been totally destroyed, whereas in the main community they showed us that the damage is scattered.,.

In Sigi Lower, children described how the

different areas of their community have had different experiences following the earthquake. This community winds narrowly uphill along the main road, while the lower part spreads out along and between two of the community's rivers. Children described a 'big river' along the back of the community and a 'narrow river' flowing directly from the mountain. It marks the border of the community and cuts underneath the main road where there is a bridge. It is this 'narrow river' which children explained brought a flash flood from the mountain just five days after the earthquake. Children here showed us how the lower part of the community is also where all of the schools are including a preschool, a public primary and secondary school, and a private *madrasah tsanawiyah* (MT).

Schools had re-started in all of the six locations. The earliest to start, Sigi Upper, had been active for over a month at the time of the fieldwork (23-30 November) while in Sigi Lower and both Palu locations school had just started (6 weeks after the disaster). Many schools utilize tents and/or makeshift wood/bamboo and zinc or tarpaulin roofed structures for their classes, with multiple grades typically sharing one space. School hours are short so that students are typically going to school slightly later and

## 2

### Thoughts on Relocation

The possibility of relocation was discussed in many of the locations with primary-age children and adolescents. In some cases, like in both Donggala locations, children broached the subject themselves when discussing their time in the hills directly after the earthquake. Some children in Donggala Rocky shared that they felt they should rebuild their homes in the hills behind the community because it would be safer and it also had a beautiful view. In Donggala Scenic, children admitted that although they knew the hills behind their community would be the safest area, they actually wanted to rebuild along the main road which is not directly along the beach like most of their homes before. They said their reason for this is because the hills are actually *'too far and we would be lonely.'* They explained that some of their friends already live along the main road (from before the earthquake) so they would be happier there. Plus, they said, it would still be easy for their fathers to go fishing.

In Palu City, it was quite clear that families which had lived beside the ocean would have to relocate. It also seemed quite likely that the primary school may need to be relocated although children did not mention this possibility. Discussing where their new homes might be, though, a girl in primary school said her next house should be, *'clean, far from the sea, healthy and comfortable [with many friends around].'* Some adolescent girls shared similar sentiments – *'it should have a clean environment, earthquake resistant homes, and be higher up.'*

In Sigi Upper, while some adolescent girls from the neighbouring village said that they had heard a rumour that they wouldn't be able to rebuild in the same location, some younger children insisted that their parents would rebuild in the same place. A mother from the neighbouring village with a four-month-old baby told us that there was an earthquake in 2012 which destroyed many of their homes as well, explaining that they had rebuilt after that using wood rather than brick in the hope it would not happen again. *'So for me, twice is enough,'* she said as this wooden house was destroyed again in this most recent earthquake.



The large field in Sigi Upper. Along two of the sides are makeshift shelters for affected families from the neighbouring village who lost their houses during the earthquake

returning home around two hours earlier than usual (equating to around two hours in school for primary-age children and three to four hours for secondary/senior secondary-age). Lessons are also not back to normal. In some locations and particularly in the two Palu locations, children noted that many students have not yet returned back to school. Based on comments from different children, the reasons for not returning to school yet included: i) their families may have moved, temporarily or permanently, to another area, or ii) that these children may not want to return to school yet (e.g. due to being scared of another earthquake while in/near the school building) or feeling uncomfortable to come without having a proper uniform.

Children in most locations have received some school-related aid such as writing materials, school bags, notebooks, and in some cases uniforms, although in many of the locations adolescents say that this aid tends to be

concentrated on primary age children and there are some adolescents who have not received any school-related supplies. All locations have received some assistance from the government and various NGOs and private donors.

Parents have generally not returned to their normal work routines. This was particularly the case in the Palu locations, where parents (both men and women, women particularly in Palu Industrial) are mainly engaged in wage labour or work which is dependent on the functioning of local markets. Children in Palu Industrial told us that while trading in the traditional markets has resumed, *'the buyers haven't come back yet, so we won't get much if we sell goods in the market right now.'* In Palu City, children also said that the traditional markets are open again, but that it is still difficult to find certain foods. In the Donggala locations where fishing is a primary livelihood along with the cultivation of crops like cloves, chili, and coconut (for copra), a few fathers have restarted fishing but many have lost or damaged boats due to the tsunami. Children in Donggala Rocky shared that their families had also lost some of their farming tools. Cacao cultivation is the primary livelihood for the Sigi locations along with some limited copra (Sigi Lower) and rice cultivation (Sigi Upper). Many children shared that their fathers had not yet returned to their fields, with some in Sigi Lower explaining that their fathers were afraid to go back to their farms on the mountain because of the landslides that had occurred at the time of the earthquake. The children said that these landslides had also ruined some people's cacao trees.

## 3.1 WHAT WE LEARNED LISTENING TO PRIMARY-AGE CHILDREN

*Note: We have tried to list the changes in order of the priority expressed by children themselves.*

### Loss of Play Spaces

In all of the study locations, **children's favorite places were those areas where they play** while their **least favourite were places which**

**have been destroyed or which they perceive to be dangerous** because they are damaged and they worry about collapsing.

Children in Donggala Scenic explained that many of their favorite places to play in the community have been destroyed or changed including a dock area, the football field (the shoreline is now higher so that the field is

now partially underwater), two large *ketapang* trees near the beach, the village library, and a house where they could pay to play PlayStation (frequented by boys). They said the library was connected to the preschool and had a small play area where they liked to run around and chase their friends. Only the volleyball area that is higher up was unaffected.

Play areas in Donggala Rocky have been less heavily affected, with most of their favorite places still around including a bungalow they call the 'villa', a field in front of the head of the sub-village's house, a small river with a bridge, and two shacks which face the ocean. Boys and girls said they still enjoy playing in the river and ocean, and playing soccer on the beach (mainly boys).

***'My father said that it is a taboo now swimming in the sea'***

(boy, 10, Palu City)

Children in Palu Industrial said the football field had been one of their favorite spaces in the community. The field is wide and boys and girls said they can still play there but not as before as it is partially occupied by tents. Boys here described that there is a nearby forest that they like to visit to catch wild birds and chickens, while girls said that they liked the mosque in the community which they described as the '*quietest and cleanest place*,' saying that they can play around the mosque as well after finishing prayers.



The 'sand hills' in Sigi Lower, one of the favorite areas in the community for younger children and teen girls despite being right next to the 'narrow river' which caused a flash flood five days after the earthquake.

***'We used to have a mentor who would coach us football and help us get ready for matches with other teams, but he hasn't come any more - we really miss this'***

(Primary age boys, Donggala Rocky)

Children in Palu City described how their previous favourite place to play was a dock area nearby a military station but that this is now broken and the road to get there is now also closed. Also, since the football field is being used for *huntara* they can not play there as before. However, with the road in front of their primary school now closed they can freely play along this street. They are happy about this although still sad to have lost their favourite area by the dock.

### 3

#### Child-Friendly Spaces

In most of the study locations, the local partner organisation has set-up a tent as a designated child-friendly space. These spaces are intended to be safe areas where children can play, with one or more staff from the local partner visiting the community once or twice a week to play with younger children in this space. While children appreciated and were happy when volunteers were around, they did not mention the child-friendly spaces in any of the locations as being important spaces for them. This may be due partly to the fact that these spaces are generally only utilized once or twice a week, and so are relatively unimportant.. Children also noted that they prefer to play in spaces that do not get as hot [where there is better air circulation]. The only direct mention of a child-friendly space during the pFGDs was in Palu Industrial, where children shared that they hoped that some of the activities could be more varied or could include activities where they would be able to learn something. The child-friendly tent in this location also blew away in heavy winds on one of the days the team was in this location.

Our team feels that there may be an opportunity to use the child-friendly spaces more collaboratively. There are a variety of organisations operating in these communities every day in addition to the local partner agencies. These tents could also be used by these other organisations, including for organizing child-focused activities. Additionally, these spaces could also be utilized as one way to engage with and empower adolescents as part of the recovery.

Children in Sigi Upper said they enjoy playing on the community's large football field and particularly in and around some of the empty tents in the field that were used following the earthquake. Boys and girls told us that they can play under the tents to escape the sun, can climb the poles to look out of holes in the tops, and can play underneath the folds where parts of the tents have already started to collapse.

In Sigi Lower, the community's rivers are a major feature. Boys and girls explained that the 'big river' is a place where they can take a bath and play along the banks or at the wooden suspension bridge that they like. The 'narrow river' which brought the flash flood is one of their favorite areas where the banks of the river have pushed up into 'sand hills' which boys and girls say they like to jump off (see photo). However, they said they get worried or scared when there is big rain as it might cause another flash flood. Along with a badminton area near the pre-school, girls in the group told us they like one house where they recite the Quran after



In this 'After' drawing from a boy in Donggala Rocky, he is showing how he wants to help his father get back to fishing and for the rest of the community to be able to return to their activities as well [concern for others]

school. Boys said that since the earthquake, the area in front of the primary school is smaller so just used for football whereas before there was more space for others to play games as well.

**Visual/Table 4: How things have changed in Palu City for primary-age children**

Item	Before	After	Discussion
Swimming	Allowed to swim	We don't want to	They explained that now they are afraid to go swimming and that their parents also won't allow it
Praying	Rarely	Often	For example, one girl said that praying helps her feel better
School	Lots of homework	Little homework	With school not yet back to normal, there is still little to no homework.
Food	Often eat fish	Don't eat fish	Whereas before they ate a lot of sea fish, now they are afraid to because they have heard from adults that the fish might have eaten dead people in the water
Place areas	Can play near the military station with bicycles, go swimming, and <i>jalan-jalan</i>	Not allowed to play there	Before they could play at a dock and quiet road in front of a military station but say that now the street is blocked by a large ship that washed ashore and their parents also do not want them to go there
Clothes	Lots of different kinds	Only a little	They said they used to have a lot of different kinds of clothes while now just a few because many were ruined or lost

Note: participants included four boys and seven girls, ages nine to 11



Girls' before and after drawings often focused on showing their old house and trees or flowers that they liked. In this Sigi Upper girl's 'After' drawing, she said she drew her house slanted because it collapsed during the earthquake.

## Disruption to Normal Routine

Children in all of the locations talked about how regular, everyday activities helped them feel more 'normal' and how this was the main influence on feeling better. Children mentioned the importance of 'routine' specifically in a number of the locations, and it was a lack of routine in the Palu locations which led some children to note that they were 'feeling bored and lazy'. In Palu Industrial children said they also felt 'dizziness' when they were 'too idle' or if they spent too long inside the tents. School was described as the most important factor for both younger children and adolescents in helping them feel better and that their routines were getting closer to normal, despite the fact that school hours and lessons are not yet regular. School is also the center of children's

social lives and it is commonly described by younger children and adolescents as the place 'where we can meet our friends.' In Sigi Upper when asked if they felt it is too hot and crowded in the school tent, the children responded that, 'it is crowded but we feel happy so it doesn't bother us.' Some children mentioned that other aspects of normal routine including regular activities such as praying or chores helped contribute to feeling happy as well.

## Physical Safety

Both communities in Donggala have hills behind them where the families' fields are located, and children described that they fled there with their families following the earthquake and tsunami. They noted these hills as being safe spaces and in both communities some children said that they would prefer to rebuild their homes away from the sea and potentially in these hills. Both Palu locations also have hills behind the community, but they are closer for Palu Industrial and children here said that they

### 4

#### Active headmaster and a gradual transition back inside

In Palu City, some children told us that the headmaster of the school was going around to individual children's houses to encourage children to come back to school. This was in contrast with Palu Industrial, where as described above, students gave advice to teachers that they should be more active in getting students back in school. Some primary school teachers in Palu City also described how they have slowly transitioned children back into the classrooms. They told us that while the school received minimal damage, children were initially afraid to use the building again so they started out by using makeshift shelters in front of the school before gradually (over the past couple weeks) moving to have some activities just outside of the classrooms and then finally moving all of the way back inside.

### 5

#### Adapting the Earthquake Preparedness Song

In Donggala Scenic, children shared that some volunteers taught them a song about earthquake preparedness. While they liked learning the song, they said that some of the lyrics do not really fit with their community such as one part of the song where they explained it tells you to 'get under a strong table, but there are no strong tables here.' They also described how they had modified the ending of the song from 'run to the open field' to 'run to Palado [the name of the hill behind the community].

went up into the hills with their families after the earthquake while for Palu City they simply tried to get to the higher ground on the way to the hills.

### ***'It will just cost us money and be ruined again'***

(boy, 10, Donggala Scenic explains why he would prefer a wooden house compared to a brick house)

During the emotions exercise, feeling afraid was also discussed by children in different locations as being afraid of being hit by falling concrete or bricks. In Sigi Upper, this issue came up again during a session on giving advice when one boy asked the local government to build a new school made of wood so it would be safer and they wouldn't have to worry about being hit by falling concrete. Later during a follow-up drawing activity where the facilitator suggested children draw what they wanted the future to look like, three of the boys drew large structures which they described as earthquake resistant buildings. One boy said that his building was going to be the *'biggest hotel in Palu'* and that it would use wood materials. Children in both Donggala locations shared that they would prefer a wooden house when their family rebuilds. Some children in Palu Industrial explained that although their tents are *'narrow, hot, and made from bad materials,'* they do feel safer in the tents compared to a brick or concrete structure, especially if there was to be another earthquake.

## **Emotional Effects**

During the exercises on how their emotions have changed, some children described conflicted emotions such as *'senang tapi takut'*, (happy but afraid), (Sigi Upper) meaning that although they feel generally happy they still have many moments where they feel afraid again. In Palu Industrial, girls in particular shared that they have *'fast and frequent changes'* with their feelings. They described situations where they might spend the day playing and hanging around with their friends as usual, only to suddenly feel sad and start crying before going to sleep.

Children in many of the locations talked about the tendency of their parents to get angry more

easily, and some described how this contributed to them not feeling very happy (Palu Industrial). When asked about what they do when their parents get angry, children in Donggala Scenic and Palu Industrial mentioned that they will seek out their friends because this makes them feel better.

### ***'Sad because I don't know what to do. I used to spend my time doing homework and going to Quran groups, but now it's only playing or even just sitting around'***

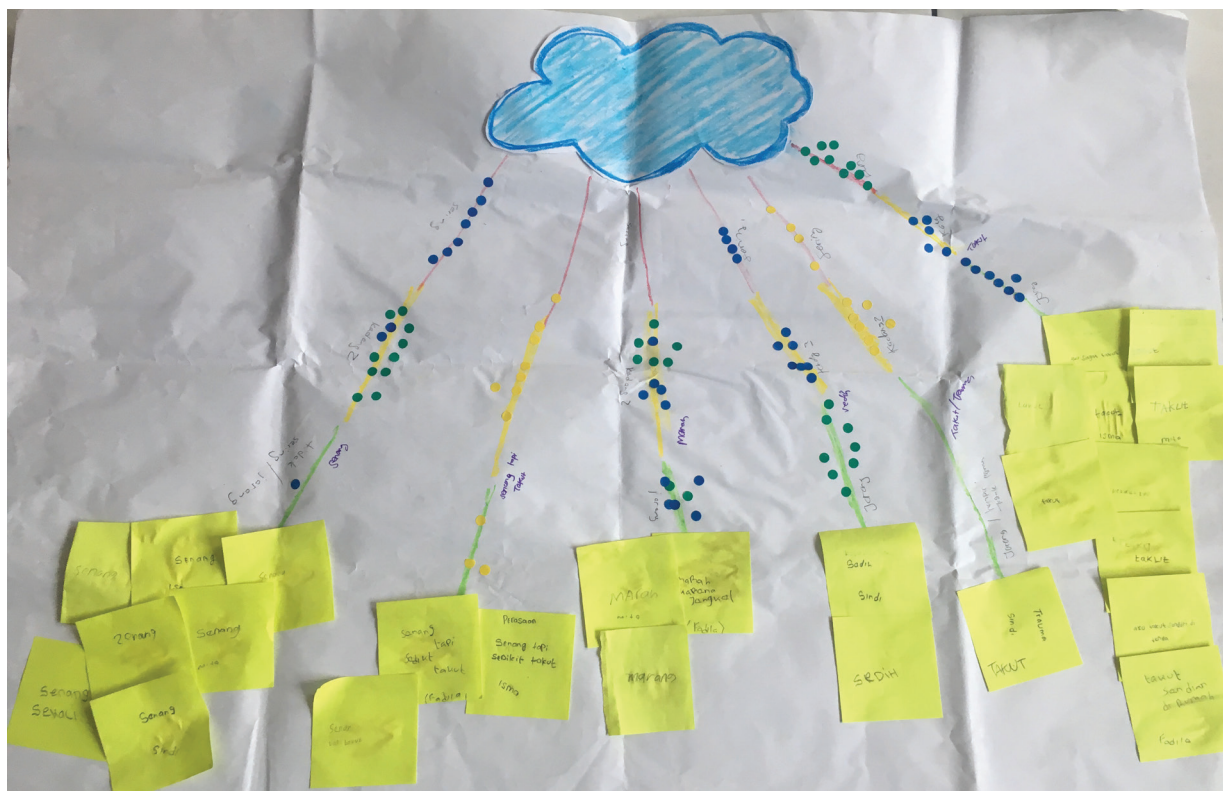
(girl, 9, Palu Industrial)

Children in most of the locations noted that they still frequently feel scared, with moderate feelings of sadness noted by children in a few of the groups/locations as well. Generally, children shared that they feel afraid when there are aftershocks or just when they worry about the possibility of another earthquake and tsunami (and in the case of Sigi Lower, another flash flood). Some children in Palu Industrial shared that they are afraid to go inside their homes by themselves and will only go if there is one of their parents.

We also found that children who weren't living with their parents at the time of the earthquake and tsunami typically wanted to live with their parents again, even if they had been living with a relative for most of their lives. Children in Palu City told us about girl who had spent most of her life living with her grandmother rather than her parents but now doesn't want to have to stay near the ocean so she has gone to a neighboring community to stay with her parents.

## **Concern for Others**

Our teams were somewhat surprised to find that, in addition to the adolescents, younger children in most of the locations expressed an awareness about what they described as the difficult situation facing their parents, including the lack of work and/or income. Some children explained that they could see how busy and preoccupied their parents were around their home, including their stress and tendency to get



A cloud emotions visual from Sigi Upper. From left to right, emotions included: happy (*senang*), happy but scared (*senang tapi takut*), mad (*marah*), sad (*sedih*), trauma, and scared (*takut*). Blue dots indicate how children felt about a corresponding emotion before the earthquake, yellow dots at the time of/just after the earthquake, and green dots recently. As can be seen on the visual, most children in the group identified being very happy before the earthquake, while noting that currently they feel happy sometimes. The visual also shows that the strongest current emotion is being scared, which children explained as being afraid about the possibility of another earthquake or flash flood. Note that before, at earthquake, and current dots were not done for all emotions due to time constraints and to help maintain children's focus.

angry more easily. Others shared that parents hadn't returned to their old routines like fishing or cultivation, while some children noted their family's difficulty more directly connected to a lack of income.

In the Donggala locations, although children (mainly girls in Donggala Scenic and boys in Donggala Rocky) shared they felt tired because they had a lot of chores helping around their homes compared to before the earthquake, they said they felt good being able to help their parents given the current situation and even as they described some of their moms becoming angry more easily. Children in Donggala Rocky explained that it was still difficult to earn money after the earthquake and tsunami because many of their boats were destroyed or washed away, and boys were eager to help their fathers get back to fishing whenever possible. In Palu Industrial, children described how the fact that their parents are not working and have little money right now is contributing to them still not feeling very happy. They explained that they

can see that it won't be easy for their parents 'to do things to improve our lives' and said that they realized that taking care of their younger siblings was more important now since their parents are 'busy worrying about other things.' A boy in Palu City shared that he felt sad not being able to help his family make money since his father hasn't been going to catch fish since the earthquake. Boys in Sigi Lower said that can help their fathers go to their cacao gardens, acknowledging that since the earthquake many have yet to return to their fields.

Children also described an increased appreciation for and awareness of the importance of their friendships. As mentioned above, children described how playing with friends is one of the main things that makes them feel better. Children in Donggala Scenic shared how they have not been getting angry with their friends like they used to because they are grateful to still have them after the earthquake and tsunami and have realized that 'we need to take care of each other.'

## What Do Primary Age Children Need?

### 1. Resumption of School – and Limit Hindering Factors

School supplies dominated children's needs. Although children repeatedly noted specific needs like shoes, notebooks and uniforms, it became clear during group discussions and from other exercises that while these items were important on their own, their importance related more to the act of going to school 'normally' rather than to the item itself. Children in many locations talked about wanting 'to feel like before' at school. For example, in Donggala Scenic during the discussion about how shoes seemed to be their most important need, children talked about how they simply wanted all of their teachers there and running regular learning activities as they did before the earthquake and tsunami. In Palu City, children shared that they worried they were falling behind since they didn't have normal lessons or school timing yet. In Palu Industrial, one girl explained that although school had resumed there are still many students who have not returned and suggested that teachers should visit these students' houses to help encourage them to join again.

#### **'We miss our regular school schedule'**

(mixed primary age, Donggala Scenic)

In most of the locations some children had also received some school-related aid already, which most commonly included writing/drawing supplies and, in some cases, small bags and notebooks. Children in Palu City said that they had actually received uniforms, but that for most children they weren't the right size. This issue was also raised by a boy in Donggala Rocky during the 'Be the Boss' exercise, when acting as the Minister of Education he said that the schools should help organize new uniforms since they know children's sizes better than those in the village office. Children talked specifically about feeling shy or uncomfortable that they weren't able to wear 'proper' school shoes (Donggala Scenic, Sigi Lower) and uniforms (Palu Industrial) currently and some worried about a point in the future when their teachers would no longer allow this. In Palu City the disparity between affected and unaffected children seemed to make more affected children shy discussing their needs. Some children here didn't want to explain why they said they needed school shoes or bags while some girls said they needed hijabs because most of the girls in the fifth grade (their level) are wearing hijabs and they feel embarrassed not being able to wear one themselves. In Sigi Upper and Donggala Rocky, children said that teachers were still getting mad at children for not wearing shoes.

**Table 5: Top needs in each of the pFGDs with primary school-age children**

Location	Group 1	Group 2
Donggala Scenic	School shoes, bag, uniforms	School shoes, books, uniforms
Donggala Rocky	School shoes, rice, writing supplies 'big needs': Bicycle and boat	
Palu Industrial	Uniform, 'good food', better light (for tents) Other need: toys	Rice, uniforms
Palu City	Uniform, Food Other: House, playground	Hijab, uniform, school supplies, Secondary: foods and drinks, rice, school shoes Other: bicycles
Sigi Upper	Writing supplies, school shoes, milk	School shoes, school bag, writing supplies, uniform
Sigi Lower	School supplies, school shoes, uniforms, rice, toilet	

Note: See Table 2 for details on the ages and gender of participants

**One girl said if she could be boss of the school she would build a new school and demand that all of the teachers come back to work as currently not all of them have returned.**

(Researcher notes, Donggala Scenic)

## 2. Food – Sufficiency and Diversity

In their notes on primary needs, some children also focused on daily needs like rice or ‘good food’ (Palu Industrial), noting that although they’ve received some assistance rice it is something that they will need every day. In Donggala Rocky, a few children explained that they would probably continue to need rice because their parents have been unable to do any fishing since the earthquake and tsunami because their boat was destroyed. Palu Industrial children wanted ‘good food’ because they said they had become bored with the lack of variety in food that they’ve been eating since the earthquake and tsunami, in some cases to the point where they shared they had been eating less. They said they missed the public kitchen that had been operating in the camp area after the earthquake because there were always some side dishes and vegetables along

6

### Why having a uniform is so important

As noted in many previous Reality Check Approach studies conducted by the Empatika team in Indonesia, the requirement to have ‘proper’ shoes and uniforms is a major preoccupation for many families in Indonesia. The importance of these items is also often heavily pushed/reinforced by teachers, principals, and in some cases facilitators for social assistance programmes such as *Programme Keluarga Harapan (PKH)*, (Hopeful Family Programme). Social Assistance such as PKH or *Programme Indonesia Pintar (PIP)*, (Smart Indonesia Programme) are often used for purchasing these items, with teachers often stressing to both students and their parents the importance of regularly replacing these items and using the social assistance to do so. While there is a standard uniform that is used for ‘normal’ school days (red skirt or shorts and a white top for primary students), in some cases schools may have up to five different uniforms that students are expected to purchase, including variations such as scout, batik-uniforms, religious and sport uniforms.

7

### Afraid to Eat Fish

Adults in many of the locations shared that they were reluctant to eat fish after the earthquake because of the fear/belief that the fish had been eating dead bodies which are in the water. This included adults in the Sigi locations which are not nearby the ocean. Children echoed these fears in all locations except for Donggala Scenic, where children said that they still wanted to eat fresh fish. However, most in this location said that actually they have not been eating fresh fish because they have received canned fish in aid packages and also because most of their fathers had not returned to fishing yet. They explained that there were a variety of reasons for this including the loss of their boat, that their fathers were pre-occupied with activities around the home, and that it is currently not the regular fishing season with high winds.

with the rice.

## 3. Physical Facilities

While children mentioned their hope that places such as their homes and schools could be quickly rebuilt, many also want the assurance that these new buildings will be stronger and less likely to cause injury if there is another earthquake in the future. As mentioned earlier, many children shared being afraid of falling concrete and bricks and feel that using wood is much safer. One of reasons some children in Palu Industrial said that they didn’t like staying in their tents was simply because the lighting is not very good. They explained that every tent is equipped with just one emergency lamp so they hope that the lighting could be improved.

Girls in some locations talked about the need for more toilets, particularly in camp areas. Although boys in Palu Industrial said that they liked the new public toilets which they say are very clean, some girls mentioned that there are not enough toilets, especially when they need to get ready for school. In Sigi Lower, a girl mentioned needing a new toilet because her family’s had been destroyed in the earthquake although a few other children in this group who had lost toilets explained that they were currently sharing with neighbours and were okay with this.

Although none of the girls specifically

**Table 6: Primary School-age Children – Most Intense Emotions**

pFGD	Before the Earthquake	During the earthquake	Recently
<b>Donggala Scenic 1</b>	Nervous, happy	Scared, sad, worried, dizzy	Sad, scared
<b>Donggala Scenic 2</b>	Happy	Sad, scared	Tired
<b>Donggala Rocky 1</b>	Happy	Sad, scared, worried	
<b>Donggala Rocky 2</b>	Happy	Sad and scared	
<b>Palu Industrial 1</b>	Joking, relaxed	Scared	Lazy
<b>Palu Industrial 2</b>		Scared	
<b>Palu City 1</b>	Happy, fun	Sad	
<b>Palu City 2</b>	Happy, grateful	Afraid, worried	Bored, grateful, missing someone
<b>Sigi Upper 1</b>	Happy	Scared	Happy
<b>Sigi Upper 2</b>	Missing something/ someone	Sad, scared, numb	Missing something/ someone (nostalgia), scared
<b>Sigi Lower 1</b>	Happy		Scared

Note: if left blank, the group did not note any emotions as being strong or frequently felt during that time

mentioned privacy-related issues, this seemed to be implied by some girls in locations like Donggala Scenic and Palu Industrial when discussing how they didn't like living in tents because they were too cramped and they didn't have their own space. Younger girls in Donggala Scenic also said that they hope their new house can have the toilet inside because it would give them more privacy, explaining that they would be willing to compromise with sharing a room with their siblings or parents if there could be a toilet inside.

## 4. Psychosocial Needs

As noted above, improved building construction practices and safer materials can also help give children feel less scared being inside their own homes and other buildings such as their schools. Given that many children describe being more emotional and still frequently scared, children may also be lacking appropriate activities and spaces for dealing with these feelings. Based on experiences like those described in **Box 9**, we feel there may be an opportunity to introduce different kinds of activities to help children recover such as

### 8

#### Disparity behind affected vs. unaffected

In the Palu locations and particularly Palu City, our researchers found that children were very conscious of the fact that some of them were heavily affected by the earthquake and tsunami while others may not have been affected at all. This disparity seemed to make the more affected children particularly shy about discussing some of the issues they and their families faced, especially if they were around children who were mostly unaffected. While other locations like Sigi Upper also had a mix of children who may have been heavily affected and others who were minimally affected, researchers in this location noted that this disparity did not seem to affect the children much.

It will be important to take these issues of perceived disparity into account when providing assistance and/or designing programmes for affected children so as not to single out, embarrass or stigmatise them. Such assistance will have to be approached in a particularly sensitive manner, for example including some discrete household-based support to more affected children. This also highlights the importance of spending some time in communities to get to know the community, its cohesiveness and how people including children perceive each other.

those geared more towards relaxation rather than more regimented, active group activities. It is also important that activities referred to as 'trauma healing' do not become synonymous with physical activities, as was the case in Sigi, or with simply telling people about trauma, as was the case in Palu City. In this case adolescent boys said there had been a 'trauma healing' session comprising a PowerPoint presentation talking about *'what is trauma and how can you deal with it.'* This limited understanding of what 'trauma healing' could be may preclude the possibilities for other types of engagement and risks letting adults feel that since trauma

healing activities have taken place, children do not need any additional kind of psychosocial support.

**'told [ordered] to play, told [ordered] to sing'<sup>5</sup>**

(one man in Sigi Lower describing what 'trauma healing' is)

<sup>5</sup> In Bahasa Indonesia: 'suruh main, suruh nyanyi'. 'Suruh' translates as 'to order' [someone to do something] although informally it is often closer as 'to tell' [someone to do something]

<sup>6</sup> a special operating unit within the police similar to a SWAT team in the United States

## 9

### Possible opportunities for alternative types of activities for younger children

As part of a break during one of our pFGD sessions in Sigi Upper, one of our researchers experimented with a relaxation activity as a way to re-focus and re-energize the children. Our researcher asked the children to follow her lead in taking long deep breaths before exhaling, with one of the researchers providing some comic relief by pretending to fall asleep during the long inhales. We were a little surprised to find that the children seemed to enjoy these breathing exercises as the children kept asking to keep playing. Later during another break, we decided to try another relaxation activity by having the children lay together in rows and act as if they were chicken *sate* waiting to be cooked. The researchers moved around fanning the children as they shifted their positions to try to 'cook' different parts of their body. This activity proved to be a success with the children as well, and the researchers would end up using these relaxation activities during some of the breaks with children in their other pFGDs as well.

These type of activities also seemed to differ quite a bit from the typical *'trauma healing'* activities we found in both Sigi locations. In these two communities many parents and local officials asked our researchers if they had visited the community to provide *'trauma healing'* (using the English phrase). When we asked what they meant by trauma healing, people generally talked about physical activities like aerobics and playing sports, while some mentioned having children sing at the Church in the afternoon. When we talked to children about these activities, they said they like these activities particularly because they usually receive some snacks at the end, such as was the case on the first full day the team was in this community.

On this Saturday morning all school children were 'ordered' to the large field for aerobics with three instructors that had been brought from Palu along with big speakers and a large police truck. During the aerobics, which included the participation of teachers and students, policemen, and some local officials, a few of the Brimob<sup>6</sup> police officers who had been visiting from another part of Sulawesi patrolled around the perimeter of the field with their full combat uniforms, including helmets, bulletproof vests and automatic rifles. When one of the researchers asked one of these officers why he was in full gear for the aerobics session he said it was to *'ensure everything stayed peaceful.'* At the end of the aerobics session, the police van drove round and the police handed out milk and snacks for children along with some used clothing.

## 3.2 WHAT WE LEARNED LISTENING TO ADOLESCENTS

Encouraged to be photojournalists, adolescents took photos of important places in their communities or places/things that could help someone from outside of the community (like us) to better understand it. These formed the basis of rich discussions on what has changed and what they like and dislike. As above, we present these in the order of most talked about changes.

### Loss of Hangout Spaces and Regular Activities

Like primary-age children, many of the places adolescents showed us that they like in their communities are those where they like to 'hang out' with their friends, indicating the importance of restoring their former ways of

socializing. While described as very important for both adolescent boys and girls, hangout spaces for adolescent girls tend to be closer to their homes. Adolescent boys often have their own motorbikes or access to the family's or a friend's motorbike and are generally allowed to hang out farther away from their homes compared to girls. This means that boys generally have more mobility and may be able to find and/or establish new hangout spaces faster and more easily than girls.

While adolescent girls in Sigi Lower explained that they are still using a small damaged hut as their '*basecamp*,' adolescent boys here shared that although they used to share this space with the girls they now have a new *basecamp* since the old one is damaged. This hangout space is in front of a house in the middle of the community and has a sound system which they can connect to using Bluetooth to play their own music.

In Palu City, girls explained that they liked to hang out at the dock and a multifunction building near the beach along with take selfies at an old tomb they described as a '*beautiful place*,' however all of these were severely damaged in the tsunami. They shared that their parents are also more protective so they are now mainly hanging out around each other's homes.

Both boys and girls in Palu Industrial told us they have lost two of their favorite hangout spaces - a security post and a space outside a nearby office where they could get free Wi-Fi

## 10

## More prayer

In almost all of the study locations, both primary-age children and adolescents described either how they are praying more compared to before the earthquake (girls in Palu City, Palu Industrial, and Donggala Scenic) or that the mosque or church has become an important place for activities right now (boys in Palu Industrial and Sigi Upper). Some girls described how they felt good about praying more, while the activities at some mosques and churches seem to have filled an activity void in many of these communities.

for playing mobile video games, messaging, and watching YouTube videos. Since the earthquake and tsunami, they said the Wi-Fi is broken at the still closed office while the security post has been abandoned and the area around it is quite dirty so they do not want to hang out there anymore.

***'I keep sweeping and mopping the floor, but then what? I just sit, there's nothing else to do'***

(adolescent girl, 14, Sigi Lower describing her boredom)

Adolescent boys and girls in many locations described an uncertainty about their daily activities recently. In locations such as Palu Industrial and Sigi Upper, adolescent boys also talked about the lack of activities since the earthquake. With both school and churches heavily damaged, boys in Sigi Upper worried about the potential loss of many of their normal Christmas activities including football



Boys in Donggala Scenic chose a photo of the destroyed dock as a place they now do not like because it used to be one of their favorite hangout spaces and they are sad not to have it anymore. Girls in Palu Industrial said they didn't like '*dirty*' places like the photo on the right.



Liked photos from adolescent girls in Palu Industrial. Girls and boys in Palu Industrial used to hang out at this office/security post which they said they've tried to keep clean but other people keep littering and even urinating there.

competitions and activities while boys in Palu Industrial shared that there has been very little happening and they do not know how to find out information about what might be going on in and around the community. Boys in Palu Industrial said that this uncertainty also makes them feel bored and lonely sometimes. Girls in Sigi Upper noted that although they have a lot of household chores, without TV right now and limited other activities, they felt bored and like they're just *'doing the same things over and over again.'* Recent boredom was also mentioned by girls in Sigi Lower, Palu Industrial and Palu City; boys in Palu Industrial; and the mixed group in Palu City.



Liked photos by adolescent boys in Sigi Lower. The photos include many of their favorite hangout places, including their new 'base camp'.



Adolescent in Donggala Scenic pointed out things like a TV and satellite dish to represent how they used to watch and talk about movies and play PlayStation together.

### ***'Because we have so much free time now, we end up playing girls games as well'***

(adolescent boys, Palu Industrial)

## **Physical Facilities**

While most of the adolescents we met were currently studying in temporary structures, these structures were still noted to be some of their favorite or most important areas in their community, particularly for girls. In Donggala Scenic, girls explained that although their school is just a makeshift tarpaulin and bamboo structure, it is still one of their favorite places because it is where they see their friends and that the photo they took of this structure also shows that school isn't like it used to be, with less teachers, shorter time, and some friends still not back in school. In Sigi Upper, adolescent girls said they like their school tents because

## **11**

### **Finding something to do**

In Palu Industrial, where girls described a lot of recent boredom, they said that they appreciated some recent 'socialization' (training session) that had occurred since these had given them something to do and had also given them an opportunity to learn something. The first was 'socialization' from the local partner organisation on hygiene while the second was from the Indonesian Family Planning Association (PKBI, an Indonesian NGO) on reproductive health and HIV. It seems that this second session on reproductive health was actually targeted for mothers in the area, but in their search for more activities the girls were allowed to join as well.

although it is too hot inside the tents, *'it is the place to meet and have things feel crowded.'* Still, the girls noted that along with being hot, some of their teachers are still not coming to class, they do not have any text books and will need to buy new workbooks. They said that they hope a new school can be built soon so they do not have to continue like this for too long. In Sigi Lower, adolescent girls described how even though their current school space is made from bamboo and tarpaulin, they actually prefer this compared to the new concrete school building that was completed a few weeks before the earthquake, *'because we already have memories here'* although boys said they think the new building looks *'more decent.'* When asked if the girls were worried since both buildings are near to the narrow river which floods, they explained that school is still the place where they meet their friends which otherwise isn't always easy because not all of their homes are close to each other.

***'If we learn in a tent it's very hard to focus because it's too crowded and we can get easily distracted'***

(adolescent boy, 16, Sigi Upper)

Girls also tended to share more dissatisfaction about living in tents. In Donggala Scenic adolescent girls explained how their families had built temporary makeshift homes from rubble not long after the earthquake because the tents were small, hot and couldn't shield

them from heavy rain and wind.

In contrast to girls in Palu Industrial who also said they didn't like their tents, adolescent boys here said that they like the tents because they feel safe and can rest in them.

For temporary structures like school and activity spaces, both girls and boys shared that they prefer structures which get better air circulation and are cooler. For example, adolescents in Donggala Rocky took a photo of the old temporary mosque in the community (it has already been replaced with another temporary structure) because they said it is nice to play in since it doesn't get as hot as tents like the child-friendly space in the community.

***'It is deserted...and it's terrifying'***

(adolescent girl, 16, Palu City describing how quiet the community is compared to before the earthquake)

In Palu City, girls described how the area around the community is so quiet now compared to before, when there were many visitors and lots of activity along the beach including a famous food stall. Because of this, girls and boys here said that they like the camp area because it is *'rame'* (crowded) with lots of friends. This differed from the camp area in Palu Industrial, which was more scattered so that some areas were not very crowded and also may not have had many children living there. When discussing emotions, *'rindu'* (missing things or often described as a feeling of nostalgia) was mentioned by adolescents in Palu City and



In Donggala Scenic, adolescents said they like this structure which was acting as their temporary mosque (there is now a new temporary mosque) because it doesn't get as hot as the tents so it is more comfortable to play in. It compared to places like their school tents, the child-friendly space tent, or other tents in the community that are now empty.



A photo taken by adolescent boys in Donggala Scenic as one of the places they like. Community libraries were mentioned as places that adolescents like in both Donggala locations along with Palu Industrial.

other locations to describe how they miss the livelier atmosphere of their community from before the earthquake.

### ***'It really reminds us of the disaster'***

(adolescent boys, Sigi Lower, describing how they don't like looking at the destroyed kindergarten building)

### **Concern for others/parents' stress**

While some adolescents noted that they used to be much happier before the earthquake and tsunami, in many locations adolescents described that they felt generally happy again and that they were grateful to have their families and still be able to see their friends. Some adolescents in Donggala Scenic and Palu Industrial used the word *'gembira'* for happy instead of *'senang'* to emphasize this feeling of gratitude and the sense that this happiness went beyond themselves as an individual - *'gembira is a happy feeling that must involve or come from others, different than just senang'* explained adolescent girls, (Donggala Scenic). Girls in Palu Industrial shared that they've realized they used to spend so much time watching TV instead of being with their friends, which they recognize now helps make them feel happier.

### ***'We are always wrong for them'***

(adolescent girl, 16, in Palu City expressing frustration with how it seems their mothers are getting angry with them even when they are trying to help out)

Girls and boys in different locations spoke of being tired or even *'miserable'* trying to help their parents out with chores as they felt their parents got angry more easily now. Boys in Donggala Scenic said that when their parents get angry like this, they usually *'run out of the house and go find my friends.'* In Palu City, girls also described this like a feeling of being in a *'dilemma,'* as no matter what they tried to do it seemed like they were always wrong. They felt strongly enough about this that they also related it to feelings of *'disappointment'* (kecewa), saying that perhaps it is their parents that need *'trauma healing.'*

## **Misinformation and Anxiety**

### ***'I could not think of anyone; people just tried to save themselves'***

(adolescent boy, 14, Sigi Lower)

Children are mostly receiving information from their parents, friends and through chat and social media channels. Both younger children and adolescents in many locations talked about receiving hoax information through SMS or chat/social media (either on their mobile phone or the phone of a parent or friend) about supposed upcoming disasters along with viral videos supposedly from the time of the earthquake and tsunami. These, children shared, often made them more worried about the possibility of another disaster. Adolescent girls in Sigi Upper described one video which made the earthquake look like a *'mixer,'* while boys here talked about videos where the earth was *'cracking open.'*

### ***'My parents asked us to pack up our things late at night [because of the hoax]'***

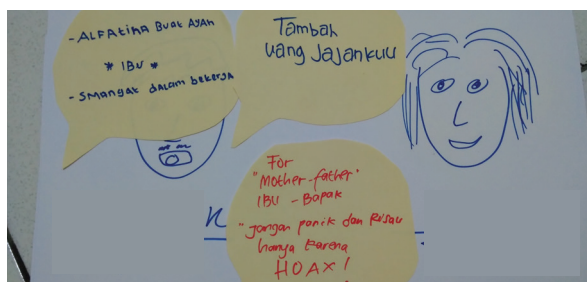
(adolescent girl, 15, Palu City. A adolescent boy said his parents have done the same.)

Adolescents in both Palu locations said that there have been many hoaxes since the earthquake claiming that there was going to be another earthquake and/or tsunami. They explained that one of the biggest rumours was that the Japanese, who are regarded as have the ability to predict earthquakes, were predicting that there was going to be another

## **12**

### **Preparedness**

Adolescents in some of the locations noted that since they've now experienced a big earthquake and tsunami, they feel they would be better prepared in the future. Boys in Sigi Lower admitted that at the time of the earthquake, they had, *'no clue, just try to go outside and find the crowd'* while girls in Sigi Upper said at the time of the earthquake they were confused about what they should do or where they should go. Girls in Donggala Scenic explained that after the earthquake *'now we know where to run.'*



Palu City advice for parents. The upper left bubble is asking their father to pray (Al-Fatihah is a verse in the Quran) and mother to 'have spirit with her work.' The upper middle bubble is asking their parents to increase their snack money. The lower bubble is asking their parents to 'don't panic and worry just because of a hoax!'

earthquake on December 15<sup>th</sup> which would be larger than the earthquake on September 28<sup>th</sup>. Adolescents said that the mention of Japan made a lot people believe the rumour, including their parents. In Palu City, adolescents shared although they've realized now that most of these messages are hoaxes they are still scary. Some also said that their parents still believe many of the hoaxes and will sometimes panic and ask the family to pack up and leave. 'We don't like when they panic,' the group shared.

## 13

### Pictures of the deceased

In Sigi Lower, adolescent girls also shared how nearby one of the POSKOs in the community people had posted pictures of villagers who had died during the earthquake and flash flood. They said that these photos were taken after these people died so that some of them are quite gory and made them feel sad. The girls said that they would prefer these kinds of photos were not posted.

## 14

### Kidnapping Concerns

Girls in Palu Industrial also related still being afraid of the presence of kidnappers, particularly as one of the girls said that she recently saw a man who was trying to take a young child but was confronted by the community before he was able to. Kidnapping or other child protection issues were not mentioned by children or adults in the Donggala and Sigi locations.

Hoaxes were also mentioned as an issue by younger children in the Palu locations along with younger children in Donggala Scenic and adolescent boys in Sigi Upper. In Donggala Scenic, primary-age children said there had recently been a SMS purportedly from BMKG Indonesia predicting an upcoming earthquake. They explained that other messages like this usually start with the word 'WARNING' in all capital letters and include specific details about the magnitude, date and time of the earthquake.

### 'Today, there will be a large earthquake at xx hours'

(adolescent boy in Palu City, 15, describing what many of the hoax messages are like)

Adolescents in particular said that they would like more reliable information so they know if they shouldn't worry about something and especially so they can help their parents not to believe in hoax information. Radios were not mentioned as important sources of information.

## What Do Adolescents Need?

### 1. Getting Back to Normal – School and Recreation

As shown in **Table 7**, school supplies and equipment appeared on nearly all of the mango trees. As for younger children, these needs also related more to the process of getting back to feeling like a normal student and having their old schedule back than the items per se. The lack of supplies such as textbooks and workbooks was also contributing to added anxiety since semester exams were coming up at the time we

visited these communities. Adolescents shared feeling stressed about this since school lessons or timing have not been back to normal and they realize they are behind with their studies.

### 'Now we meet friends in school, that helps a lot'

(adolescent girl, 15, Palu City)

Interestingly some school supplies were also placed as 'high fruit', with girls in Sigi Upper noting that school supplies seemed more

**Table 7: Needs identified by adolescents and their perceptions about how easily these needs could be met**

	Low fruit (i.e. easy to meet)	Mid Fruit (not so easy to meet)	High Fruit (hard to meet)	Fulfilled Needs
<b>Dong Scenic Girls</b>	1. School books 2. Clothes	1. School shoes, uniform, stationary	3. House, road, mosque	Clothes but unhappy with the distribution
<b>Dong Scenic Boys</b>	1. school books 2. Clothes, sport equipment, cigarettes 3. Dock (play area) 4. <i>sembako</i>	1. Uniforms, school shoes, bag, stationary, notebooks and textbooks 3. Bridge, soccer field, school building	2. Football shoes, mobile phone 3. Fishing boats, road	Clothes but unhappy with the distribution. Happy to have received rice and petrol
<b>Dong Rocky Mixed</b>	4. Food and rice	3. Hoes and machetes	2. Bicycle 3. Houses	Food and rice but they still need more
<b>Palu Industrial Girls</b>	2. Toiletries	1. Uniform, school equipment 4. <i>sembako</i>	3. Tents, toilets	<i>Sembako</i> and toiletries but 'it's not enough'
<b>Palu Industrial Boys</b>	1. Uniforms, stationary, school shoes, books, bags	4. Food, rice	2. Mobile phone (for personal use)	Rice and food but 'it runs out quick'
<b>Palu City Girls</b>	2. Toiletries, 3. Water for washing/bathing	1. Uniforms, school equipment 2. Religious clothes 4. Food 6. Affection from parents	3. Houses, 2. cosmetics, Feminine products, clothes, , mobile phone 5. Money 6. <i>semangat</i> (energy/spirit)	Uniforms but they are secondhand. Water received. Toiletries, food, and some school supplies they've received but they need more.
<b>Palu City Mixed</b>	1. Money to pay for school committee fees 3. Clean water 4. <i>sembako</i>		3. Houses 4. Lower food prices	<i>Sembako</i> and clean water, but they clean water didn't reach everyone and they would like more food variety
<b>Sigi Upper Girls</b>	2. Clothes, shampoo 4. <i>sembako</i>	4. Rice	1. School shoes, stationary 5. Money for shoes	<i>Sembako</i> and rice, used clothes
<b>Sigi Upper Boys</b>	1. School books 2. Clothes	1. School bag	1. School shoes, uniforms	Used clothes but didn't like the distribution. Only some students received school supplies (mainly primary students)
<b>Sigi Lower Girls</b>	2. Hijab	1. School bag	1. School shoes	Used clothing
<b>Sigi Lower Boys</b>	1. School shoes, school books, stationary, notebooks 2. Football shoes, religious clothing 3. Home items like mattresses	1. School bag, school shoes	1. Uniforms	Some have received stationary and notebooks, but they say the distribution was mainly for primary children

1: school related

2: personal items

3: physical assets/infrastructure

4: food

5: money

6: emotional support

difficult for them since primary children had received many of these items but they had not.

Consideration also needs to be made for ensuring that adolescents and particularly girls have safe spaces where they can hang out on their own. In Sigi Lower, the new 'basecamp' for adolescent boys was started by a young man in his early 20s who is still close with many of the adolescent boys here. There may be opportunities to work with and support community members in other areas to help identify possibilities for creating safe spaces for adolescents. Adolescents also want meaningful activities which help them feel better (including entertainment), where they can learn something, or which help them feel more involved in the community.

## 2. Clothing and Items Related to Identity

Along with school supplies, 'low hanging fruit' commonly included clothing and toiletries. These are items that adolescents often choose/buy themselves which they described as making up part of their personal and social identities, such as adolescent boys in Donggala Scenic who took photos of clothes as things that they like because they said they like to pay attention to their style. Other items that contributed to feeling like themselves as individuals included bicycles and soccer shoes (for boys), mobile phones (boys and girls) cosmetics and toiletries (mostly girls).

## 3. Physical Facilities and Needs

Physical facilities were typically shown as 'high hanging fruit', although boys in Donggala Scenic (where police and the community had worked together to repair a bridge) felt things like a new football field shouldn't be too difficult to provide because, *'it is considerably easy if it is done together.'* Along with items such as new homes and schools, some girls described the need for more toilets in their area such as girls in Palu who said that now it takes forever queuing for the toilets because there aren't enough of them. Girls in Sigi Upper who were staying along the edge of the main field mentioned a lack of working toilets near the

field they are temporarily living next to.

Other physical items included farming equipment as noted by a mixed group of adolescents in Donggala Rocky who explained that equipment such as hoes and machetes were broken during the earthquake so having these tools could help their families get back to their daily activities sooner

## 4. Food Sufficiency and Diversity

***Everyday there's instant noodles. Morning or afternoon or night, there must be one meal with noodles'***

(adolescent girl, 16, Palu City)

Rice and other foods were often shown as 'middle-hanging fruit' because adolescents said they had already received some of these items, however they noted that these are items which they will need more of later on. Food related needs were mentioned in all of the Palu groups, with adolescents there either concerned about or bored with the current lack of variety in their food. There were also indications in some locations that adolescents are either being asked to eat less now after the earthquake or are essentially doing this voluntarily because: a) they're bored with the lack of variety and/or b) they realize their family is in a more difficult situation and are rationing to help out. In Palu Industrial, half of the adolescent boys in the pFGD said they were eating less now, with one boy sharing that his family was making him eat less. Girls in this location shared that their



A girl in Palu Industrial explains some of her needs during the mango tree exercise.

families were rationing rice given their financial situation, describing their moms reminding them that *'rice is limited right now.'*

## 5. Cash and Choice

Money was mentioned in a few locations by adolescents but always in relation to using it for something particular. Boys in Donggala Scenic and girls in Sigi Lower said they need money so that they can buy their school shoes themselves to make sure they get the right size. Girls in Palu City wanted to have money or at least be given more choice so that for needs like pads/tampons, bras and underwear, they would be able to choose the brands that they like.

## 6. Psychosocial Needs

Confusion and uncertainty were common emotions shared by adolescents, related both to the time directly after the earthquake when many talked about *'not knowing what to do,'* along with their current situation and questions about what the future was going to bring for them and their families. Like the younger children, many adolescents shared that they still frequently feel scared because of the possibility of another disaster.

***'I almost never talk about these things [feelings and emotions]. I feel like people will make fun of me'***

(adolescent boy, 17, Sigi Upper)

Adolescents in some locations indicated that they were expected to *'move on'* quickly from the disaster, with girls in Sigi Lower explaining

15

### Too many instant noodles

Along with being tired of the lack of variety of their food, adolescents in most of the locations shared that they were tired of eating instant noodles. In some cases, they felt this was giving them a stomach ache (boy, Donggala Scenic) or a skin allergy (girl, Palu City). Adolescents in Palu City included instant noodles in their list of things they do not like right now. Primary-age children in some locations also mentioned this as well, such as girls in Sigi Lower who said that they've received so many instant noodles, *'we can't eat anymore.'*

that one of the reasons they never tell their teachers about their feelings (and rely on their friends) is because *'our teachers just tell us "don't be sad".'* In Palu City, some adolescents are extending this expectation to their own friends, particularly those who have not yet returned to school with some girls giving advice to peers during the pFGDs such as, *'Don't use the disaster as an excuse not to go to school'* and *'don't be traumatized and sad, let's cheer up and go to school'*. Generally, most adolescents explained that it is rare for them to share their feelings with others, including with their friends. Some told us after the emotions exercise that they ended up liking talking about their feelings.

***'I want to have sessions like this, where I can share my feelings and not to be laughed at'***

(adolescent boy, 16, Sigi Upper)

## 7. Fairer Distribution

Like the primary-age children, most of the adolescents noted a desire to have assistance provided equally across the community. Complaints about the distribution of aid came in many locations during this exercise, particularly related to used/secondhand clothing and school equipment. For example, girls and boys in Donggala Scenic said that when some clothes were dropped off at the head of the sub-village's home people just started crowding around taking whatever clothes they wanted and could grab.

Adolescents in locations like Donggala Scenic (boys) and Sigi Upper (girls and boys) noted that primary school children are often prioritised for aid such as school supplies along with other assistance like milk and snacks. Our researcher teams also noted that child-friendly spaces, established by local partners in most of the locations, also cater specifically to younger children.

***'Feel hopeless seeing people fight over clothes'***

(adolescent boys, Sigi Upper)

**Table 8: Adolescents most intense emotions**

	Before the Earthquake	During the earthquake	Recently
Donggala Scenic Girls	Happy	Afraid	Just okay
Donggala Scenic Boys	Happy ( <i>gembira</i> )	Trauma, afraid, sick	Happy ( <i>gembira</i> ), sad, love
Donggala Rocky Mixed	Happy	Afraid	Happy
Palu Industrial Girls	Happy	Trauma, sad, bored	Happy
Palu Industrial Boys		Trauma, sad	
Palu City Girls		Afraid, Worried, Feeling pity, sad, lonely, on alert	Feeling <i>pitu</i> , missing someone/something (nostalgia), deserted
Palu City Mixed	Happy	Trauma	Tired (exhausted)
Sigi Upper Girls		Scared, missing someone/something (nostalgia)	Confused
Sigi Upper Boys	Happy	Afraid	Afraid
Sigi Lower Girls	Happy	Sad, uneasy	
Sigi Lower Boys	Happy	Afraid	Happy

Note: if left blank, the group did not note any emotions as being strong or frequently felt during that time.

## 8. Opportunities to Contribute

Adolescents in many locations shared that they were eager to help out their families and/or communities in helping recover from the earthquake and tsunami. Boys in Donggala Rocky shared that they could accompany their parents to pick cloves and help their fathers with fishing, which some mentioned they normally did before the earthquake although many of their boats have been destroyed. In Donggala Scenic, an adolescent boy said that they are helping their parents by doing chores and clearing up the ruins. He and others added that they also play for long periods outside of the home *'so we don't make our parents any more stressed.'* In both Sigi locations, adolescent boys shared stories of helping out after the earthquake, with boys in Sigi Upper saying that they helped clear debris and some trapped bodies while boys in Sigi Lower explained that they helped clean mud out from the school after the flash flood along with helping remove damaged roof panels from the school buildings.

It seems that while girls may generally be expected to help out around their homes rather than in the community at large, some girls did show a desire to help out more broadly as well. Girls in Sigi Lower said that while they probably

can not help with heavy labour, they would be able to do things like help their families and others repaint their houses. In Palu City, girls said that they have not been asking for pocket money recently to help lessen the *'burden'* on their families (particularly fathers) since their fathers have not been able to go back to work yet. They shared that they are trying to help their moms with chores, but that sometimes their moms are grumpy *'so we have to just stay quiet.'*

There seems to be a clear opportunity to engage with adolescent boys in particular both in ensuring that they have access to information about what is going on in and around their communities, but also to give them the opportunity to assist with recovery-related activities and other community events. They are unlikely to take the initiative themselves, but there is an opportunity to work with them to generate some ideas about how they can help and participate and to provide them with the initial push and support that they would need to get started.

Note that youth forums were not mentioned by children or adults in any of the study locations.

## 16

**Opportunities to Engage with Adolescent Boys**

We found that adolescent boys were the hardest group to engage with for these pFGDs, and we feel that it would be easy to misconstrue this difficulty as disinterest when in fact it simply reflects the way adolescent boys tend to gather and how they like to hang out. It may also relate partly to the fact that they just aren't frequently consulted about things in their communities and do not seem to be given very many opportunities by adults to be more actively involved.

Adolescent boys in Donggala Rocky and both Sigi locations shared a strong desire to help out both their families and their communities in recovery from the earthquake and tsunami. They admitted however that they didn't really know how to help out, with boys in Sigi Upper sharing that, *'as long as people ask us, we are ready to help.'*

It is important however to initially engage with adolescent boys on their own terms. Understanding where they like to hang out (often further away from their homes and/or the centre of the community compared to girls) and their 'base camps' may be a useful way to begin engaging with adolescent boys on informal terms, but it is also important to respect these spaces as places that 'they own' and that may be quite purposely separated from parents or 'adult spaces.'

## WHO CAN HELP?

Generally, both primary-age children and adolescents felt that they did not have a very good idea about who should be helping with their needs, or at least were open to receiving assistance from whoever might be able to provide it. The 'government' was the most common organisation that could help, and while children generally looked to the national government most found it difficult to be specific. Some adolescents in both Palu locations and Donggala Scenic said that they felt their local leaders (the mayor and vice mayor for Palu, and *bupati* for Donggala) had not gone out to communities to help quickly enough. Along with the government, volunteers and the head of the village were the next often most mentioned parties, although in areas where certain aid organisations had a strong presence or had recently provided aid children also mentioned these organisations. Children in Donggala Scenic also mentioned that they felt that the PIP

(*Programme Indonesia Pintar*, Smart Indonesia Programme), programme could be used to help provide some of their school needs since they normally use money from that programme to help with school. In Palu Industrial however, when asked how help with school needs like uniforms might be arranged, adolescent boys shared that they, *'have no clue.'* For many needs like school supplies, toiletries and basic food adolescents also mentioned that actually their parents can help with these items but the problem is just the limited amount of money they currently have. The issue of parents not having enough money to help fulfill some of their needs was shared by the mixed group of adolescents in Donggala Rocky along with girls in Donggala Scenic, Palu City, and Sigi Lower.

Children in all locations typically said that the majority of aid should be distributed equally across the community. However, when pressed by facilitators the groups said that if they had to choose then the aid should go first to those most heavily affected.

## 3.3 WHAT WE LEARNED LISTENING TO CAREGIVERS

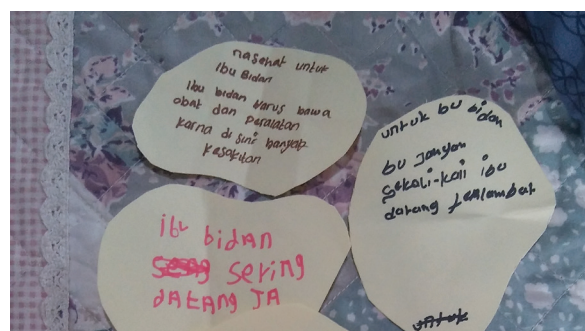
### Pregnancy and Breastfeeding

Pregnant mothers that we chatted with did not mention any particular complaints with accessing health services following the earthquake and tsunami. However, some shared that while many doctors visited right after the earthquake, there have been few visits

since (Donggala Scenic and Palu Industrial), something children also mentioned. While some mothers in Donggala Rocky told us that the *posyandu* (village level health activity which usually consists of weighing/measuring babies and at times, immunizations for children and support for the elderly) hasn't occurred since the

earthquake, some mothers in Donggala Scenic said that there has been one *posyandu* since the earthquake which included immunizations for children. They shared that otherwise, most of the health support since the earthquake has come from organizations and volunteers. Still, based on comments from children it would seem that health services in both Donggala locations may be more limited since the earthquake. In Donggala Scenic, adolescents shared that the midwife who used to visit once a month hasn't come since the earthquake while in Donggala Rocky children said that the midwife that used to stay at the *Puskesmas* hasn't been there since the earthquake. Women in Donggala Scenic said that before the earthquake, pregnant women would consult with the midwives, take blood pressure measurements and upper arm measurements which they said would indicate if they lacked enough nutrition for the baby. Pregnant women who were classified as lacking nutrition were given special milk that they would take until the seventh month of the pregnancy. In Palu Industrial, the team observed the local partner for that district providing a 'socialization' activity for pregnant mothers while they were there which included providing supplements for the women.

Breastfeeding habits appear to be relatively consistent with those before the earthquake. In the Donggala locations and in Palu Industrial, moms said that they are breastfeeding and, in most cases, not supplementing this with formula during the first few months. Women in Donggala Rocky explained that the midwife that used to stay there emphasised to them that it is important to breastfeed exclusively for the first six months. However, there was one mother here who said she was not breastfeeding because *'the baby didn't want it.'* One mother in Donggala Scenic shared that she hasn't had much milk since the earthquake so has started to give formula milk. She felt that this had been the result of stress. Based on our conversations with mothers in both of the Sigi locations, they explained that it is normal for them to supplement breastmilk with formula milk including during the first few months. The only difference, women explained, was that they are receiving some formula milk now in aid packages. Since they do not have to pay for the formula milk, some mothers described



Advice given by girls in Donggala Rocky to a midwife. The top bubble says that the midwife 'should bring medicine and medical equipment because many people are sick.' The right bubble says, 'Ma'am don't ever be late.' The bottom left bubble says, 'Ma'am visit often ya.'

that the proportion of formula milk compared to breastmilk has increased. One mother with a three-month-old baby said she has been mixing breastmilk with formula milk since the birth because her baby was born underweight. She explained that the doctor advised her to use a special kind of formula milk that is 'so expensive,' but that she's happy now because has recently received some SGM brand formula milk for free. She said that she felt the formula milk has been very helpful because since then her baby has gained significant weight.

***'I used to buy formula milk at the warung; now I get it for free'***

(mom, Sigi Upper)

## Food and Nutrition

In Donggala Scenic, mothers shared that support from volunteers included doctors who came and gave mothers with young children 'baby kits' including formula milk, diapers, and baby biscuits. In Palu Industrial, women shared that the local partner had provided 'healthy food' for children aged 6 months to 2 years old although did not mention what kind of food. While some mothers in Palu City shared that they were bored with eating salted fish (they are afraid to eat fresh fish), other moms in this location and others did not mention eating a more restricted diet since the earthquake. However, as mentioned in the sections both for younger children and adolescents, a more limited variety of food was mentioned by children in almost all of the locations.

While in locations like Palu City and Palu Industrial adolescents mentioned getting less pocket money after the earthquake and thus snacking less compared to before, younger children in Donggala Scenic said they are eating more snacks now because they are getting a lot from volunteers. The expectation that volunteers bring things for children was mentioned in Donggala Scenic and both Sigi locations.

### Changes in Their Daily Lives

Mothers in some of the locations also described the stress they are feeling in their current situations. In Palu City, one mother talked about being stressed because *'money's not yet stable'* since her husband hasn't been able to return to work yet. However, another mother in this location shared how she feels less stressed recently since the government is already building *huntara* and she has been told that they will also receive a permanent home after staying in the *huntara* for two years. In Palu Industrial, mothers also mentioned feeling stressed about money, explaining that many of them and their husbands have been unable to return to their old jobs yet. One mother added that the uncertainty about *'how long will we have to stay in the tent?'* contributes to her

stress. She explained that someone from the government has come five times to check the damage of the houses but that it is still unclear about what kind of housing assistance they might receive. In Donggala Scenic, mothers shared being more tired because of the *'mess'* left behind by the earthquake and tsunami and all of the chores. Some moms here also admitted that they tend to get angry more quickly now, with one mother describing that, *'my mind feels so heavy.'* Still, moms here said that it helps their stress when they remember that everyone in the community is currently in a difficult situation.

A mother in Sigi Lower shared to our researcher that during the first month after earthquake and flash flood, she practically didn't let her children leave the tent because she was so worried of another earthquake and/or flood. She explained that her family shared the tent with four other families and described spending most of their time inside the tent praying and reciting the Quran, although it was *'too hot and cramped.'* A young mother in Palu Industrial said that she has postponed getting back to work because they are still living in a tent and it is more difficult to look after her children in this situation and she worries more about their safety.

## 4. KEY INSIGHTS

### Routine and School

Children in all of the locations talked about how **regular, everyday activities helped them feel more 'normal'** and how this was the main influence on feeling better. **School is the single most powerful activity which brings regularity**, and its influence and importance can also be seen through the primary needs that children identified. Given this situation, it would seem that once immediate needs like food, water and emergency shelter have been at least partially fulfilled, the single most important thing to do for children after a disaster is to get school started again as early as possible. In general, children also indicated that the school space itself was less important than simply

attending school in some fashion. While some children complained about temporary school spaces like tents, this was simply because they felt the tents were *'hot'* and *'cramped.'* Some of the same children who complained that their school tents would get too hot also admitted that at the same time they like how it made things feel *'rame'* (crowded). Children seemed to prefer makeshift school structures made from materials like bamboo with a tarpaulin or zinc roof compared to tents as these tended to have better air circulation.

Although the importance of good uniforms and shoes has been heavily ingrained in children (as noted in **Box 6**), in post disaster situations like this one children could be initially given a

simple symbol of ‘uniform’ such as a hat or hijab as an indication of being a ‘proper’ student. It should also be emphasised to teachers that they should not be getting angry with children for not having the proper shoes and uniforms during this time.

Additionally, with many school tents and temporary school spaces combining multiple classes into one overcrowded space, classes could instead be run in phases so that, for example, primary grades one and two could use a tent from 7:30 until 10am, then grades three and four from 10 until 12:30pm, and so on. Our team that visited Makassar noted that shifts such as this were being used in a school in Gowa (just north of Makassar) where some Palu residents had fled after the earthquake because schools there were overcrowded (not due to the earthquake but related with the local population and lack of additional schools). Having school shifts would also take the pressure off of using communal toilet/bathing areas in the mornings, such as was noted by girls in Palu Industrial.

## Alternative Activities for Children

There seems to be a somewhat limited awareness about the possible activities and different ways to help children emotionally recover from the disaster, as indicated in locations like Sigi where ‘*trauma healing*’ has come to mean telling children to do physical activities or sing together, or overall with children in many locations sharing that **they rarely have opportunities to share their emotions in supportive spaces**. We feel it is important that ‘trauma healing’ and other psychosocial support does not become equated only with physical activities, in the case of Sigi, or into simply letting people know about trauma, such as was the case in Palu City. Additionally, this limited understanding of what ‘trauma healing’ could be risks letting adults feel that since trauma healing activities have taken place, children do not need any additional psychosocial support while also risking that children might feel like there is something wrong with them if they do still need such support.

Some of the other possible approaches to having activities for children intended to help them deal with trauma could include more

relaxation-oriented activities similar to those attempted with younger children during some of our pFGDs in Sigi (see **Box 9**).

## Psychosocial Support and More Priority for Adolescents

It was clear working with both younger children and adolescents that they are not used to talking about their emotions. Adolescents in particular said that, after some initial shyness and uncertainty, they appreciated being able to share their feelings, especially in a small and supportive environment. One-on-one or small group counselling sessions could be an effective and appreciated way to allow adolescents to express themselves and to connect more with some of the feelings that have emerged following the earthquake and tsunami.

Such sessions would likely also be appreciated since as noted in some of the locations, adolescents often feel that younger children are prioritized for assistance. As this prioritization of younger children does seem to be real, with child-friendly spaces oriented towards younger children and more food, snacks, and school-related supplies appearing to be oriented towards primary-age children, our team also questions the rationale for such prioritization in the first place. Adolescents stand to lose more from a lack of regular school lessons and issues such as more constrained family finances could result in them being unable to continue their education. While it is certainly important to put some focus on younger children, and particularly toddlers/infants, we might question prioritizing primary-age children over secondary/senior secondary-age children and would even suggest that some organisations should in fact prioritise adolescents.

## Hoax Information

Especially in Palu but also mentioned by adolescents and younger children in Sigi Upper and Donggala Scenic, **hoaxes have been a major source of added stress**. Clearly there is a need for improved information sharing related to these hoaxes, such as helping people better understand what to look for in messages to indicate if a message is actually from the local

or national government and sending message blasts countering any newly received hoax information. Improving this situation could also include more basic measures such as installing a simple messaging board in communities near, for example, the main POSKO. These boards could be updated daily or every other day and respond directly to some of the hoax information and rumours that have been recently circulating. Additionally, these boards could include information about other rumours such as the fear that fish have been eating human flesh.

## Children's Awareness and Concern for Others

Both adolescents and younger children in most of the locations expressed an **awareness about what they described as the difficult situation facing their parents**, including the lack of work and/or income. Children described how busy and preoccupied their parents were, the tendency of mothers to get angry more easily, and the fact that parents hadn't returned to their old work routines. Children's awareness of how things have changed has also affected how they interact with their friends in some cases, such as in Donggala Scenic where younger children said that they aren't getting as angry with their friends like they used to because they are grateful to still have their friends. Children are displaying a distinct resilience in the face of this disaster and it seems quite possible (and probably not unusual either) that parents and adults may in fact be taking longer to adjust to their current situations and/or get back to their usual routines. After all, it was adolescent girls in Palu City who commented that perhaps it is their parents who need '*trauma healing*' more than themselves.

## Engaging Adolescents

**Adolescents shared a strong desire to help out** their families, and particularly for boys in Donggala Rocky and both Sigi locations, their communities as well in recovery from the earthquake, tsunami and flash flood. However, these boys admitted that they do not really know how to help out their communities. There is an opportunity to engage with adolescent

boys in particular about what is going on in and around their communities, and to give them the opportunity to assist with recovery-related activities and other community events. While they can be hard to engage with initially, with an informal/low-key approach and a supportive push they could be involved, for example in organizing events or leading some recovery activities.

While adolescent girls may generally be expected to help out around their homes rather than in the community at large, some girls did show a desire to help out more broadly as well. With girls in Donggala Scenic noting the loss of some of the community's medical presence after the earthquake, perhaps there would be an opportunity to involve girls in campaigning for improved health presence, or for example in assisting pregnant women in the community with check-ups. In Palu Industrial, where adolescent girls who were looking for something to do attended socializations on hygiene and reproductive health, they could have been engaged afterwards to do peer education or visit homes individually to share their new knowledge about these topics.

Adolescent girls, and potentially boys as well, could also be given a role in helping better utilize the child-friendly spaces in communities which are currently unused for most of the week. With some initial guidance, adolescent girls could run short lessons or read to small children (e.g. preschool) in the child-friendly spaces. This would provide adolescent girls with a way to be more involved and help with the boredom that girls in particular noted in many of the locations. As 'activity leaders,' these adolescent girls could also be given vests or buttons from the local partner agencies as a way to further empower them, to indicate that they have received some guidance from the partner agencies, and to show the continued presence of the partner agencies even though actual staff may not be present.

As noted in the section on gender, because of their more limited mobility we believe it may be more difficult for adolescent girls to find new hangout spaces compared to boys. Another possibility could be transforming child-friendly spaces into dedicated 'base camp' type

spaces for girls. This would likely require some modifications such as providing some electricity and looking into ways to make these tents feel less hot during the day, but this could be another way to get more use from these spaces while also engaging adolescent girls.

## **Disparities Between Heavily Affected vs. Less Affected Children**

The disparity between heavily affected and mostly unaffected children was particularly evident in the Palu locations, where our researchers found that children were very conscious of the fact that some of the them were heavily affected by the earthquake and tsunami while others may have hardly been affected at all. When providing assistance and/or designing programmes for affected children, it will be important to take these issues of perceived disparity into account so that children do not feel singled out or stigmatised. Focusing aid on heavily affected children in locations like Palu might end up only contributing to increased shyness and self-consciousness among their other peers. This could mean that some assistance also needs to be provided to less affected children as well, or at the very least that any assistance to more affected children will have to be approached in a particularly sensitive manner. This could involve, for example, discrete household-focused visits rather than school or POSKO-based distribution/provision of support. This also highlights the importance of spending some time in communities to get to know the community, its cohesiveness and how people including children currently perceive each other.

## **Cash Assistance and Opportunities to Increase Choice**

Although children are aware of their families' financial constraints, children only mentioned 'money' as a need in relation to purchasing particular items such as being able to get the shoes they like in their correct size, or the brand of feminine products that they usually buy. In the Sigi locations, some men also told us that they felt money would be an inappropriate

form of assistance because it doesn't fit with their culture and they feared it would continue to give men excuses for not returning to their work. Providing vouchers could be a potential alternative that could help avoid backlash or unintended consequences. These could be used to purchase certain goods at local vendors and would provide people and children some choice while also not distorting the local economy or running counter to its culture. Vouchers are already being introduced into national social assistance programmes such as *Rastra* (formerly *Raskin*) so some of the systems to make this work may already be in place.

## **The Value of Immersion**

Finally, we would like to highlight the added value of: i) being able to immerse in a community and ii) going in without any obvious organisational identity. In the Sigi locations where the team was able to stay overnight in the community with families, the team found that this provided a number of benefits to the pFGDs and ultimately the study findings. First, being with a household helped the team quickly build rapport with the community and by end of the stay, enabled them to develop close relationships with their host families and others which, along with providing some additional positive emotional support for both researchers and families, would be very useful if follow-up research was endorsed. Second, immersion helps provide a deeper understanding of the context in a location including elements such as historical background and culture which helped aid researchers in understanding certain comments/insights during the pFGDs and in conversations with other people in the community such as caregivers. Third, being able to experience day-to-day life also allows a researcher to have a deeper understanding and empathy when people share particular issues with them, especially things that the researcher has seen or experienced themselves, such as being served instant noodles for every meal or needing to use the toilet at the neighbour's home. When the Sigi team first arrived in Sigi Upper, the *Camat* told the local partner agency staff that, '*I've been telling you it's better to stay [rather than always drive back to Palu].*' The procedures and permissions necessary to be able to do immersions could be made easier.

We also believe that going in to communities as our teams did with endorsement from a local partner agency (and awareness by the local authorities) but without an obvious organizational identity and purposely keeping our presence informal and low-key aided in reducing bias (during pFGDs and other conversations with people) and in helping not create expectations that the presence of the researcher teams would be connected to receiving assistance.

### Looking Forward

Children's perspectives provide insights which might otherwise be overlooked, such as the importance of restoring routine, of exercising choice in clothes, shoes, food and toiletries distributed in relief and difficulties coping with irritable and stressed parents while handling their own emotions. Their perspectives also

provide new ways of seeing issues, such as school infrastructure being much less important than resuming a schedule, meeting up with friends and wanting to look like typical students. Their views can help make sure that adults do not adopt a checkbox approach to fulfilling their needs, such as providing facilities that children do not really use or recovery activities that do not let children share or lead the way. As noted in the introduction, children also have a right to express their views in matters that affect them and they have shown during this study that their inclusion is enthusiastically embraced and valuable. Children's understanding of the difficult situation facing their parents and their communities and their willingness to help out shows that while they do not yet have mature knowledge and experience, they do have the awareness and concern to make important contributions to the recovery process.

## 5. PARTNERS' POLICY RECOMMENDATIONS

**Note: These recommendations represent the views of UNICEF, WVI, YPII, and YSTC based on the study findings.**

The lasting impacts from the tsunami and earthquake in Central Sulawesi have demonstrated the need for strong, child-focused disaster preparedness planning at both the national and local level. Additionally, leadership and commitment is needed to enable children in disaster-affected communities of Central Sulawesi to get back on track, and *start to feel normal again*. With nearly 3,900 schools across Indonesia located in tsunami prone areas, and at least one significant volcanic eruption and one major earthquake every year,<sup>7</sup> integrating the experiences and perspectives of children is essential to enabling communities in Central Sulawesi to withstand shocks and stresses related to natural disasters in the long-term.

### To the Sub/National government

1. Prioritize the re/construction of permanent schools and the delivery of regular class schedules, enabling all children (including those previously out-of-school) to get back-to-school, to access quality education and facilities, and complete final exams, especially the displaced and most vulnerable.
  - Promote localized and regular site visits to ensure schools are running at full capacity.
  - Given the scale of severely and moderately damaged schools, the Government of Indonesia (GOI) is encouraged to partner with national responding organizations to accelerate the process.

<sup>7</sup> UNDP 2018. Press Centre: Indonesia.

2. **Integrate age appropriate disaster preparedness into school curriculum,** focusing on contextual hazards, causes and effects and risk reduction; notably through hazard resistant infrastructure.
  - Collaborate with NGOs and civil society on module development, circulars on school safety, awareness generation.
  - Socialize curricula through child, school and community participative action, media and documentation.
3. **Put children's' needs at the center of relocation and reconstruction efforts,** promoting community transparency and accountability in infrastructure through the use of community-based 'safe school' reconstruction according to recognized building codes, and disseminate information through child-friendly messaging.
  - Given the scale of the relocation process, GOI is encouraged to utilize standard benchmarking; including community based planning and child-consultations (facilitated by NGOs), adequate and equitable financing, and regulations to promote equal access to land.

### **To the Sub/National government, responding NGOs and Donor Community**

4. Continue to provide teachers, community leaders, and parents with mental health and psycho-social support services (MHPSS) training to enable themselves and children to process trauma.
5. Consider gender and age differences in designing and budgeting recovery activities and ensure all age groups, especially youth, are equitably targeted, specifically the most vulnerable.
  - Include the participation of child and youth rights' forums to raise child's right issues to support government planning for the recovery/transition phase.
  - Conduct emergency preparedness drills tailored to each resettlement location. Ensure strong coordination with local institutions e.g. schools, mosques, churches etc.

### **To responding NGOs and Donor Community**

6. **Support the delivery of livelihood activities to enable families to transition to recovery and prevent the use of negative coping mechanisms.**

# STUDY PARTNERS

## UNICEF

For more than 50 years, UNICEF has played an important role in helping the Government of Indonesia (GOI), local organisations and the private sector and communities to advance the lives of Indonesian children and women. Days after the earthquake, tsunami and liquefaction hit Central Sulawesi, UNICEF was present at the disaster area to work with the Indonesian Government and other partners to provide urgent assistance to the most vulnerable children, addressing priorities including medical assistance, clean water, basic hygiene and sanitation, education, shelter, and protection.

## Wahana Visi Indonesia

Wahana Visi Indonesia is a Christian humanitarian social organization that works to bring a sustainable change to the welfare of children, families, and communities living in poverty. WVI dedicated itself to cooperate with the most vulnerable communities regardless of religion, race, ethnicity, and gender. Wahana Visi Indonesia prioritizes long-term development programmes through continual area development approach or Area Program (AP) by the local operational office in WVI accompanied areas. We are committed to continue assisting more than 80,000 children in 14 provinces in 60 service areas all over Indonesia.

## Yayasan Sayangi Tunas Cilik

Save the Children (SC) has been present in Indonesia since 1976, and became a locally registered foundation in Indonesia, known as Yayasan Sayangi Tunas Cilik (YSTC), in 2014. YSTC is one of the largest child-rights organisations in Indonesia, with over 400 staff, and delivering programmes across a number of thematic areas including health, nutrition, child protection, education and child poverty. YSTC has significant humanitarian experience, commits to delivering programmes that support the hardest to reach children and communities.

YSTC will maximise the impact of programmes on the lives of children by providing integrated services that interact with the child, their family and the wider community.

## Yayasan Plan International Indonesia

Plan International Indonesia has been present since 1969 and transitioned to Yayasan Plan International Indonesia in 2017 to reach more children in Indonesia to provide sustainable development impact through longer-term partnerships and local fundraising. YPII has assisted children, especially girls and young women affected by the Central Sulawesi disaster. YPII distributed non-food items including school kits and hygiene kits, shelter kits, water filters, and solar lanterns, to more than 2,000 households in the most devastated areas of Palu, Sigi, and Donggala. With the support of multi donor funding, YPII continues its emergency response, focusing on child protection, education, WASH and cash transfer programmes.

## Empatika

Empatika is a small people-centred research and training organisation based in Indonesia. We are committed to providing high quality, innovative, and adaptive qualitative and mixed methods studies and custom capacity building to bring policy making closer to the reality of people. Empatika's roots lie with the development of the Reality Check Approach, a qualitative method first used in Bangladesh in 2007 whereby researchers live in people's homes and join in their everyday lives. Globally, Empatika team members have conducted more than 55 Reality Check Approach (RCA), mixed methods, and participatory studies over the last 12 years in nine countries, including in Uganda, Mozambique, Ethiopia, Ghana, Indonesia, Pakistan, Cambodia, Bangladesh, and Nepal for a range of commissioners.

# ANNEX: STUDY TEAM

## Team Leader

Steven Ellis

## Technical Advisor

Dee Jupp

## Analysis Co-Leads

Denny Firmanto Halim  
Joan Wicitra

## Study Team Members

### Donggala


Aulia Hanafi  
Debora Tobing  
Iqbal Abisaputra

### Palu (and Makassar)

Denny Firmanto Halim  
Krisman Pandiangan  
Zakiyah Derajat

### Sigi

Joan Wicitra  
Steven Ellis  
Thalia Shelyndra



This participatory listening study was carried out in November-December 2018. UNICEF, Yayasan Plan International Indonesia (YPII), Wahana Visi Indonesia (WVI) and Yayasan Sayangi Tunas Cilik (YSTC) commissioned this study to listen to children, adolescents and caregivers who were affected by the Central Sulawesi Earthquake and Tsunami. It was undertaken to strengthen child engagement in line with Core Humanitarian Standards (CHS) which require the identification of children's needs and priorities to help inform programming (both in the short term and longer-term) as well as child centred advocacy. It is hoped that the findings will improve both preparedness and emergency responses in Central Sulawesi and elsewhere.



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