Child Protection Rapid Assessment Toolkit

How to use the symbols in the toolkit

This means a step (or sub-step) in doing a CPRA

This indicates a very important point!

This points out a link to a different part of the CPRA Toolkit

This shows where each task in the CPRA starts. Look out for this symbol to guide you through the process

This indicates an example from the field

Glossary of acronyms

CP: Child Protection
CPRA: Child Protection Rapid Assessment
CPWG: Child Protection Working Group
CPRATF: Child Protection Rapid Assessment
             Task Force
DO: Direct Observation
DR: Desk Review
GBV: Gender Based Violence
IASC: Inter Agency Standing Committee
IDP: Internally Displaced Persons
IM: Information Management
KI: Key Informant
KII: Key Informant Interview
NATF: Needs Assessment Task Force
RA: Rapid Assessment
SV: Sexual Violence
WWNK: What We Need to Know

Introduction

The Child Protection Working Group (CPWG) is the global level forum for coordination on child protection in humanitarian settings. The group brings together NGOs, UN agencies, academics and others under the shared objective of ensuring more predictable, accountable and effective child protection responses in emergencies. In the humanitarian system, we constitute 'an area of responsibility' within the Global Protection Cluster.

All the organizations within the CPWG are committed to providing and supporting effective, well-coordinated child protection responses, based on a robust and timely assessment of needs and capacities. We want to encourage the use of consistent assessment processes across the child protection sector, based on coherent methods and a systematic approach to data collection.

The CPWG members have therefore collaborated in developing **the Child Protection Rapid Assessment Toolkit**. It has been piloted in over 20 emergency-affected contexts and incorporates changes based on extensive field-testing.

Where agencies use the same assessment tool, the resources required are minimized, more ground can be covered, data is comparable across locations and time, and the results are more persuasive to planners, funders and other decision-makers. For these reasons, each CPWG member agency has committed to using **the Child Protection Rapid Assessment Toolkit** rather than agency-specific assessment tools for child protection, wherever possible.

Contact the CPWG at http://cpwg.net/

The Child Protection Rapid Assessment Toolkit

The CPRA Toolkit provides all the information you need to conduct a CPRA over a five-week timeframe. The toolkit is divided into three parts:

Part 1: a guide to CPRA provides an action plan with 6 key phases, giving guidance for tasks in each phase.
Part 2: sample tools provides five key tools for CPRA.
Part 3: data management tool provides a sample database, featuring on the spot, basic analysis of the data.

Part 1: a guide to CPRA	■ Step 1: Coordination and planning ■ Step 2: Development of an assessment plan ■ Step 3: Reviewing and adapting data collection and analysis tools ■ Step 4: Recruiting and training assessment teams ■ Step 5: Data collection and management ■ Step 6: Data analysis, interpretation and report writing
Part 2: sample tools	■ Tool 1: Desk review (sample questions) ■ Tool 2: Key informant interview (sample questions) ■ Tool 3: Direct observation (sample prompts) ■ Tool 4: Urgent action report (sample headings) ■ Tool 5: Site report (sample headings and questions)
Part 3: data management tool	Introduction: A short guide Sheet 1: Data entry Sheet 2: Analysis tables Sheet 3: Graphs.

Who is the CPRA Toolkit for?

We hope that the CPRA toolkit will be useful to everyone involved with child protection in the field.

It is a "must read" for:
- CP sub-cluster coordinators and those CP practitioners who are involved in the overall implementation of a CPRA
- CPRA trainers preparing data collection team members. Trainers will need to be familiar with the whole toolkit (Parts 1, 2 and 3) before beginning training.

How to use the CPRA toolkit
- Read through the toolkit (starting with Part 1) and familiarize yourself with the contents before you get started
- Use the toolkit where possible and appropriate to conduct inter-agency CPRAs
- Adapt the sample tools and the data management tool to your local context

- Follow the steps as set out
- Make sure that you have information management (IM) support in place throughout the process
- If you are doing an inter-agency CPRA, you can request for technical briefing from the global CPWG. (Please note that technical support is only available for inter-agency assessments.)
- Please send reports and any feedback to cpwg.net, the CPWG assessment focal point, or to the CPWG Coordinator at cbarnett@unicef.org

Assessments in emergencies

Following any emergency of significant scale, a child protection assessment will usually be conducted in the context of coordinated assessments organized through the humanitarian cluster system. The IASC Needs Assessment Task Force suggests a framework that identifies three phases in the emergency assessment processes – these are generally applicable to all emergencies, whether large- or smaller-scale.[i] These are:

Phase I – Preliminary scenario definition. This phase should happen within 72 hours of the onset of the emergency and does not include sector-specific questions. This phase is normally led by OCHA;[ii]

Phase II – Multi-Cluster/Sector joint assessment. This phase should take place within the first two weeks of the onset and looks into top priority sector issues. This phase is also often led by OCHA;[iii]

Phase III – Cluster/Sector-specific assessments. This phase addresses more detailed and in-depth sector-specific questions and takes place during the third and fourth week following the onset of an emergency. This phase is normally led by cluster lead agencies, such as UNHCR and UNICEF.

What is a child protection rapid assessment (CPRA)?

A CPRA is an inter-agency, cluster-specific rapid assessment for use by CPWG members in the aftermath of a rapid-onset emergency. It is meant to build on the initial multi-cluster/sector joint assessment(s) and the protection cluster rapid assessment. It provides a snapshot of urgent child protection related needs among the affected population within the immediate aftermath of the emergency.

It can also act as a stepping-stone for a more comprehensive process of assessing the impacts of the emergency on children, as well as situation monitoring. This rapid assessment should not be confused with nor take the place of more comprehensive assessments or a surveillance system.

Objectives of a CPRA

A CPRA provides a basis for defining child protection needs and existing support mechanisms in the immediate aftermath of a rapid-onset emergency. The objectives of a CPRA are to determine:

> the *SCALE* of needs and protection risks
> the *PRIORITIES* for the required response – including geographical and programmatic areas of priority, from which funding priorities can be agreed
> *HOW* the response should be configured – including what existing capacities the response can build on.

Depending on the context, CPRA may also be useful for other purposes, such as:

> creating an evidence-base for advocacy with stakeholders (armed groups, government etc.)
> providing some knowledge of where the main information gaps are.

When should the CPRA happen?

An inter-agency CPRA typically takes between 3-5 weeks to complete, usually falling within phase III of the IASC Needs Assessment Framework. However, where preparedness measures have reduced the post-emergency preparation time, CPRA can be completed in about 2 weeks[iv].

The CPRA Toolkit can be used to add a child protection component to other coordinated multi-sectorial rapid assessment. It can also be the basis for a multi-sectorial rapid assessment with other sectors adding their respective questions. However, CPRA is best suited for a stand-alone process in the absence of any other humanitarian assessments.

The short timeframe of the CPRA ensures that priority sector-specific information is available rapidly to inform preliminary response. Following this rapid assessment phase, a more comprehensive and in-depth child protection assessment may be necessary. The existing Inter-Agency Child Protection Assessment Resource kit is the primary resource for a more comprehensive child protection assessment process[v].

When a CPRA may not be appropriate

A CPRA is not appropriate for situations where many different humanitarian agencies are already working on the ground with affected communities. It is also not best suited for delivering in-depth information about specific areas of child protection. However, the CPRA can be a good starting point in developing more appropriate assessment methodology and tools.

Part

CPRA Toolkit A guide to CPRA

1

Planning and implementing a child protection rapid assessment (action plan and timeline)

Steps	Pages	Suggested tasks	Suggested timeline						
			Week 1						
			1	2	3	4	5	6	7
1. Coordination and planning of CPRATF	12 to 13	Form assessment coordination body		■	■	■	■	■	
		Agree on roles and responsibilities		■	■	■	■	■	
		Agree on lead agency		■	■	■	■	■	
		Develop work-plan, including who will lead each activity						■	■
		Determine the initial geographic sample (scenarios)						■	■
		Determine logistical and HR needs							
		Cost the operation and raise/flag funds							
		Analyze the risk and develop contingencies							
2. Development of an assessment plan	14 to 19	Conduct Desk Review	■	■	■	■	■	■	■
		Refine and adapt What We Need to Knows							
		Develop sample frame							
		Define urgent action procedure							
		Contact key resources							
3. Reviewing and adapting the data collection and analysis tools	20 to 24	Adapt tools							
4. Recruiting and training assessment teams	25 to 27	Recruit assessors and team leaders							
		Train assessors and team leaders							
5. Data collection and management	28 to 30	Deploy teams to the field							
		Supervise fieldwork							
		Provide regular technical and logistical support to teams							
		Collect field reports, clean and enter the data							
6. Data analysis, Interpretation and report writing	31 to 33	Analyze and interpret the data							
		Write reports and disseminate							

	Suggested timeline																												
	Week 2							Week 3							Week 4							Week 5							
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	

Part 1 guides you through the six key steps in a CPRA and explains how the tools (in Parts 2 and 3) can be used in the process. The action plan and timeline indicates the phasing of the steps over a five-week time period.

Ethical considerations for undertaking a CPRA
An ethical approach to rapid assessments requires:

- A commitment to follow-up action, as necessary
- Identifying and finding ways to support community-coping mechanisms that do not violate basic rights of or harm children
- Considering potential negative effects of the assessment exercise (such as stigmatizing a person or group through attracting unnecessary attention to them; or creating fear)
- Not raising false expectations by being honest with communities about the objectives of the assessment before and during the assessment[vi]
- An analysed desk review.

Assessments are interventions in themselves. They can be meaningful and positive experiences or intrusive and disruptive, and can cause additional stress for the population. This is especially the case during the immediate aftermath of an emergency. 'Do no harm' and 'the best interests of the child' should therefore be primary considerations in any assessment.

Sensitive information
It is your responsibility to ensure the confidentiality of the information you have been entrusted with. Confidentially means "the restrictive management of sensitive information (e.g. names, incidents, locations, details, etc.) that has been collected before, during and after child protection assessments."

Sensitive information must be protected and shared only with those people (service providers, family, etc.) who need the information for the best interest of the child. Shared information should be stripped of any details of the source, unless required to ensure appropriate action (with written consent from the source). For more on data confidentiality, please see Standard 5 of 'Minimum Standards for Child Protection in Humanitarian Response[vii].'

Informed consent is an integral part of any assessment activity that involves direct acquisition of information from people regardless of their age. Informed consent is "the voluntary agreement of an individual who has the capacity to give consent, and who exercises free power of choice[viii]."

Tool 2: Key informant interview (in Part 2) includes an example of an oral informed consent. Please note if you intend to use a key informant's name in your reports, a written consent is necessary. Based on the context and background, the assessment team may decide that written consent is necessary for all KIIs irrespective of the use of name. In such cases, special written consent forms should be included in all KI questionnaires.

Responding to urgent situations
An ethical approach to assessment also requires a commitment to respond to urgent situations. This means responding appropriately when a child's life and/or wellbeing is in immediate danger. For more details on this, please refer to the 'define urgent action' section on page 18 of this guide.

Sensitive questions
Sensitive questions, (such as the ones flagged (⚑) in **Tool 2: Key informant interview**), should only be asked by well-trained interviewers. If assessors do not have a strong background or adequate training in CP, these questions should not be asked. It is important to speak with local people or those with an in-depth knowledge of the protection situation in the country or context so that:

- you know whether and to what degree flagged issues may be sensitive or politicized
- you can decide whether these issues should be included, based on the known capacity of the assessors
- you can adapt the tools to ensure that appropriate terminology and language is used in assessing these sensitive issues.

Coordination and planning of a CPRA (week 1)

1

The success of an inter-agency CPRA is dependent on the collective effort of CP actors, including the government, when appropriate. A single organization is unlikely to have the resources and expertise necessary for this process. Step 1 therefore focuses on the formation of a Child Protection Rapid Assessment Task Force (CPRATF).

A CPRATF provides a mechanism for sharing resources. It strengthens the quality and legitimacy of the CPRA, because there is wider ownership of the process and results. While involving governments is not always possible, it is highly recommended when and where possible. Involvement of the protection cluster lead is also highly desirable.

Form a Child Protection Rapid Assessment Task Force (CPRATF)

Form a task force within the child protection sub-cluster/coordination mechanism. It is important that this includes technical oversight and administrative support, with some level of IM technical capacity to support assessment work[ix].

The initial activity checklist of the task force may include:
- ✔ Developing a time-bound assessment plan that clearly assigns responsibility to different members
- ✔ Deciding on the overall geographic scope of the assessment
- ✔ Determining logistical and human resource needs
- ✔ Costing the operation and identifying funds and in-kind contributions
- ✔ Analysing risks and developing contingency plans
- ✔ Forming a smaller technical group to develop the sampling, adapt the tool, and undertake the analysis and interpretation of the results
- ✔ Agreeing on how the data collection process will be supervised and supported
- ✔ Agreeing on the modalities of sharing the results with others[x].

Other tasks of the CPRA task force may include:
- ✔ Outreach to mobilize the participation of key protection actors
- ✔ Contingency planning, including monitoring of the humanitarian situation and revising plans as necessary
- ✔ Time management of the assessment process
- ✔ Linking and coordinating with other assessment processes
- ✔ Ensuring logistical arrangements and support
- ✔ Developing a plan for efficient use of the results by all relevant actors.

Financial and human resources together with logistical needs are often a determining factor in the scope of the assessment. Coming up with a rough calculation of resource needs earlier in the process will ensure more realistic planning and smoother implementation.

Coordinate and link up with other multi-sectorial assessment processes

See Part 1 - Assessments in emergencies for a brief overview of the stages of the multi-sectorial assessment process.

The key points here are:
- use existing coordination mechanisms rather than creating new ones that do the same thing and
- coordinate with the protection cluster and GBV sub-cluster (amongst others).

Information from a multi-cluster/sector joint assessment in phases I and II can inform a CPRA in phase III. If no multi-cluster/sector joint assessment has been completed, the CPRATF needs to decide whether to proceed with a CPRA or await completion of a multi-cluster/sector joint assessment.

Share the task where there are limited resources

In March 2012, Burkina Faso faced an influx of refugees from Mali. The child protection coordination group decided that a rapid assessment was necessary to determine the protection needs of refugee children. However, the available financial and human resources would not cover the needs of a full blown assessment in all affected areas. To solve this, all participating agencies agreed to contribute at least one vehicle and one dedicated staff member for the data collection period. This made the assessment possible despite limited funds.

Development of an assessment plan (week 2)

2

Agree on a context-specific 'What We Need to Know' (WWNK)

WWNK is key information about the situation of children and existing capacities. This information is vital in informing immediate programming priorities.

Deciding on context-specific WWNK is the foundation of any CPRA. The list of WWNKs below was developed in a broad consultation with global and field level CPWG members. Use this list to agree a context-specific WWNK with your CPRATF.

Child Protection WWNKs in the rapid onset or large-scale emergency phase:
a) Unaccompanied and separated children
1. Patterns of separation from usual caregivers of boys and girls
2. Types of care arrangements for separated and unaccompanied children and existing gaps
3. Capacities and mechanisms in the community to respond to child separation
4. Patterns and levels of institutionalization of children
5. Laws, policies and common practices on adoption (in and out of country).

b) Dangers and Injury
6. Nature and extent of any hazards for children in the environment (i.e. open pit latrines, dangling electrical wires, landmines or other explosives in the vicinity of the residence, small arms, camps close to roads, etc.)

c) Physical violence and other harmful practices
7. Types and levels of violence towards girls and boys in the community
8. Causes and level of risk of death and/or severe injury to children resulting from violence and/or harmful practices
9. Existence of active participation of children in acts of violence
10. Existing scale of child marriage and likely new risks as a result of the emergency.

d) Sexual violence
11. Specific risks of sexual violence for girls and boys
12. How different forms of sexual violence are viewed by families (including youth/children), community leaders and government counterparts, and how this is normally dealt with.
13. Availability and accessibility of essential sexual violence response services for children (especially health and psychosocial services)
14 Common harmful practices (domestic and/or societal).

e) Psychosocial distress and mental disorders
15. Sources of stress and signs of psychosocial distress among girls and boys and their caregivers
16. Children's and their caregivers' (positive and negative) coping mechanisms
17. Capacities for provision of people/resources at community level to provide support for children.

f) Protecting excluded children

18. Accessibility of basic services to children, regardless of their age, sex, background and their different abilities
19. Risks, and types, of discrimination against specific groups of children.

g) Information needs and communication channels

20. Common information-sharing channels (for children and adults) and child protection information needs.

h) Child labour

21. Existing patterns and scale of the worst forms of child labour
22. Likely increase in children's exposure to worst forms of child labour as a result of the emergency
23. Likely new worst forms of child labour that could emerge as a result of the emergency

i) Children associated with armed forces or armed groups

24. Past and current trends in involvement/association of children with armed forces and groups.

> **Sex- and age-disaggregation[xi] should be considered whenever appropriate.**

Conduct the desk review

Undertaking a desk review (DR) is a key to a CPRA. A desk review is basically a compilation of existing secondary data[xii]. Ideally it should be done in the preparedness phase. It can be done for the most part out of country, thereby reducing pressure on the country-based staff.

As a first step, find out if a desk review has already been done that can simply be updated for your purposes. If not, plan to do it before the various assessment tools are finalized, as it will help you formulate questions and answer options.

A DR usually includes pre- and post-onset data (i.e. from **before** and **after** the crisis/emergency). Here are some secondary sources that you could use: Previous assessment reports; Child protection systems mapping; Final reports or evaluation reports of major CP projects; Demographics and Health Survey; UNICEF MICS; Report and Alternative Report to the Committee on the RC; Save the Children Child Rights Situation Analysis; US Dept. State TIP Report; SRSG CAAC Report on Children and Armed Conflict.

A step-by-step guide to generating a desk review has been developed by the CPWG. This guide can be found on the assessment page of the CPWG website (http://cpwg.net/assessment/).

See Part 2 - Tool 1: Desk Review (sample questions)

Desk reviews are helpful because:
- they can answer some of the WWNKs outlined above and can reduce the burden of data collection and analysis.
- when protection systems are in place, much of the data related to CP issues, such as number of separated children or cases of sexual violence, can be collected from information management systems and therefore the need to collect such data from the field diminishes.
- sometimes if it is done systematically and at just the right time, it provides good enough information, making data collection unnecessary.

If you need help in conducting desk review, contact the CPWG for support.

Decide on a sampling methodology and sample frame

Do not sacrifice quality for quantity. When resources are scarce, do less, but do it well. Sometimes visiting fewer sites using systematic sampling will produce more accurate results than visiting more sites that are not systematically selected.

Sampling methodology

Sampling is needed because usually you cannot access every single person to ask them questions about the emergency that has affected them. It would be physically impossible and too costly and time consuming. If, for example, you want to find out how people have been affected by a flood somewhere, you need to choose a **sample** of that population.

Sampling simplifies our work. However it does have some limitations. Any analysis of an emergency based on information collected from a sample of the population will inevitably have inaccuracies. It will provide an estimate of the reality. The level of accuracy relates to the type of sampling used and the sample size.

Purposive sampling is often used in post emergency settings. It is well suited to situations where there are time and resource pressures. In this method units of measurement are purposefully selected, based on a set of defined criteria (more on this below). It gives a measure and sense of the scale and priorities that is approximate enough to enable initial rapid prioritization and planning. It can also provide preliminary insight into how the emergency has impacted differently on the different categories of affected groups chosen for the sample.

A unit of measurement is the level at which something is measured, e.g. an individual, a class, a school, a country, etc. For the purposes of a CPRA, the unit of measurement is at a community (rather than individual or household) level. For simplicity, each unit of measurement under CPRA is called a 'site.'

A site should be a distinct community with a formal, legal, customary, geographical or other pragmatic boundary allowing an estimate of its population. The exact definition of what constitutes a site needs to be determined by the CPRATF for each and every scenario. This will depend on the geographical spread of the emergency, populations affected, results of the previous assessments (if any), and available resources. The main parameters of selecting a site are as follows:

> In a non-camp setting, the smallest administrative unit (such as a village or a population grouping) can be taken as a distinct site.
> In camp settings, each camp can be taken as a site.
> If populations with distinct characteristics (such as language, ethnicity, place of origin, status, etc.) live together in one site, and you believe that these characteristics are likely to have an impact on how each group is affected by the emergency, these locations should be divided into multiple sites along the lines of those distinct characteristics regardless of their size[xiii].

If the population distribution is not straightforward or the process of identifying sites is a challenge, seek help from an information management (IM) expert or from the global CPWG.

Three steps in sampling are:

Step 1 – define distinct scenarios
These scenarios should be based on and represent the various, known characteristics of the affected population and areas. These characteristics may include things such as: camp versus non-camp settings; directly versus indirectly affected areas; displaced versus non-displaced affected populations; origins of the

displaced populations; IDPs within a host community versus on their own; mountainous versus coastal areas, ethnic or tribal differences or anything else that may be a reason for difference in the state of needs and capacities of the population.

Imagine a situation where a cyclone has affected two regions in country X. You know that:

a) Region X1 is highly affected, while region X2 has been slightly affected;
b) Information from an initial rapid assessment by NATF reveals that in area X1A (sub-region of X1) the population has been displaced while in area X1B (sub-region of X1) the population stayed in their villages;
c) Two distinct ethnic groups live in areas X2A and X2B (sub-regions of X2).

➡ Based on this information, we can define four distinct scenarios: X1A, X1B, X2A, and X2B.

Step 2 – develop a sample frame
A sample frame will include the names of all the sites that could potentially be visited. Using an Excel spreadsheet[xiv], you can list all the sites and group them based on the scenarios defined in step one. You can then see the total number of sites for each scenario.

The sample frame below summarizes the information about the example of the cyclone-affected regions from step 1:

Site name	Scenario 1	Scenario 2	Scenario 3	Scenario 4
	Highly affected (X1)		Slightly Affected (X2)	
	Displaced pop. (X1A)	Non-displaced (X1B)	Ethnic group A (X2A)	Ethnic group B (X2B)
Site 1	x			
Site 2		x		
Site 3	x			
Site 4			x	
. . :				
Site 96				x
Total	18	25	34	19

Step 3 – develop a sample grid
A sample grid is the result of the sampling process. It is the final list of selected sites to be assessed. The sample grid should include detailed information on each site, including: the characteristics of the site; how to reach the site; local contacts and resources; potential risks involved; language(s) spoken; etc.

An appropriate coding system should be developed to identify each of the locations. For example if the site is **m**ountainous and holds a group of **d**isplaced population, you can use the first words of mountainous and displaced and a number to form the code: e.g. MD01, MD02, MD03, etc. Alternatively the coding can be based on the official district and zone delineation that the government uses.

We recommend a standard of at least 15 sites per scenarios be included in the grid. Selection of sites within each scenario could be either random or based on available information about the sites, including the humanitarian situation, geographic accessibility, ethnic and demographic distribution and other logistical considerations.

If only one scenario is being considered in a given context, then a minimum of 30 sites is recommended as the sample grid. If the number of sites in each scenario is smaller or equal to the recommended minimum, all accessible sites may be visited[xv].

➡ In the example used above, our sample grid will include at least 15 sites in each of the four sub-regions. This means that we will be visiting 60 sites.

Define urgent action procedure

Before undertaking a CPRA, the CPRATF should decide on a process to respond to urgent action cases that may arise. In general, an urgent action case can be defined as "a situation in which lack of prompt response can put the life and/or wellbeing of a child in immediate danger." Any context-specific urgent action procedure should include:

1. Criteria for what constitutes an urgent action case. This must be determined by CPWG actors based on the local context, but could include issues such as unaccompanied children living on the street; active recruitment or abduction of children, ongoing sexual violence, etc.
2. A clear referral pathway/standard operating procedure
3. Roles and responsibilities.

> **An effective urgent action procedure will look like a developed referral pathway that can be easily followed by assessment teams in the field.**

Define criteria for key informant selection

A key informant (KI) is a person who can provide information or opinions on a specific subject (or group of issues) regarding a particular population based on her/his experience and knowledge.

In practice, KIs are often selected by assessment teams upon arrival at a site. But if you have time, contact key resources with knowledge of the population and the context in question (not just people in authority) during the planning phase. This will help you define the best possible criteria for the selection of KIs. In choosing the key informants, consider whether:

> They have significant knowledge of the situation of the population of interest
> They will be able to understand the questions
> Their personal experience is representative of the community. (If not, consider whether this will affect their answers. For example, having a higher level of education than other community members may not meaningfully affect answers regarding their experience or the impact of the disaster, but being a member of a dominant group might.)
> They have an 'agenda' that shapes their answers. While everyone has a personal agenda, biases should be taken into consideration in the selection and analysis.

The number of key informants to be interviewed in each site is dependent on the number of sites in your sample, your resources and time, and the homogeneity of each site . A minimum of **3 key informants interviews** are recommended for each site[xvi]. In a site that is exceptionally large (e.g. larger than 3000), additional KIs should be identified and interviewed.

It is very important that:

> At least two of the KIs work directly with children in some capacity on a day-to-day basis, e.g. teacher, community caregiver, etc.
> At least one of the KIs should hold some overall responsibility for the population, e.g. a local chief, camp manager, religious leader, etc.
> There are a balanced number of women and men.

Representation of men and women is very important. Women sometimes are aware of certain realities in the community that men are not and vice versa. For example, men, especially if they hold positions of leadership, might be in a better position to provide information on the demographics and security situation of the area. Women's particular contribution in humanitarian crisis in caring for children (among other groups) makes them especially knowledgeable on existing risks, needs and capacities.

It is recommended that you conduct interviews individually with each KI. Individual interviews are easier to handle and may introduce less bias, as peer pressure and/or fear of disagreement with other members of the community are less of an issue. This is particularly relevant for interviews conducted with female KIs. Women may be less used to speaking and expressing their views in public. If you face time and resource constraints (or other considerations), you can arrange to interview a group of key informants. Find a venue with sufficient privacy for interviews, being careful to be culturally appropriate. In most contexts, it is advisable if a female assessor interviews a female KI.

KI interview records (grouped together for each site) should be compiled into one report, together with direct observation data. There should therefore be **one report per site** ready for the next stage - data analysis.

> Whenever possible, organize an exploratory mission before dispatching CPRA teams to the field. This will help coordinators gain a more realistic idea of logistical needs, and allow them to define context-specific selection criteria for KIs.

See CPRA Toolkit: Parts 2 and Part 3

Adapting the tools to make them appropriate to the context where you are conducting a CPRA is vital. Consider such issues as the type and scale of emergency; language diversity; ethnicity; tribal and religious affiliations; pre-existing child protection concerns; access and security limitations; WWNKS; local capacity etc. This process will ensure that the questions asked suit the specific emergency context you are working in. It will also ensure that the questions asked are understandable (and translated as required), culturally appropriate and gender sensitive.

In the process of adapting the toolkit, try to maintain the general structure and content. Too much change, for example in the data management tool, may render it not fit for purpose. This would then add to the burden of data management and analysis.

Tools should ideally be translated by assessors and team leaders after they are trained. This process ensures a deeper understanding of the questions and the intentions behind them. Some local languages do not have a developed written tradition. In such cases, you may want to run 'an oral translation session' with the assessment team to agree on best translation for all key terms. Where local teams are unable to translate the tools, a professional translator should be recruited. This is best done **before** the training so that the nuances of the questions in the local language can then be discussed and refined with the assessment team. Key terminologies should be discussed and agreed upon in the group prior to translation and data collection.

The tools can be reviewed and adapted as follows:

1. Desk review and adapting WWNKs ➡ 2. Adapting the key informant Interview tool and direct observation tool ➡ 3. Translation and contextualization (incl. field testing) ➡ 4. Adapting the site report ➡ 5. Adapting the data management tool.

If the CPRA is going to be conducted in multiple locations in the same country or region, but dealing with the same population and/or protection issues, it is best to use the same methodology and tools. This makes it possible to have a broader view.

Please note that **the CPRA Toolkit** bases rapid assessment on three key methods – desk review, key informant interviewing and direct observation. **It does not include focus group discussions or interviews with children.** Focus group discussions (FGDs) are recognized as an effective qualitative methodology, but they are generally not encouraged in this phase. Regarding children, in most cases it is unlikely that trained staff is available to conduct such highly sensitive interviews. While children's participation can contribute to a better understanding of the situation of children in a post emergency context, inexperienced assessors may unintentionally put children in harm's way.

FGDs require a high level of expertise plus significant amounts of time for analysis of the information they produce. If experienced staff is available, FGDs may be used as a complementary source of data. But it is crucial that staff strictly follow guidance on this methodology[xvii].

Direct interviews with children are discouraged for a CPRA, unless highly skilled assessors are available. If assessors experienced in dealing responsibly with children are available, adolescents of 15 to 17 years of age of age could be interviewed as key informants. For younger children, other methodologies might be more appropriate[xviii].

General points about adapting the CPRA tools:

> You may want to limit possible answers to a question by setting a time period. For example, question 1.3 in **Tool 2: Key Informant Interview (sample questions)** asks the country team to define 'a limited recall period.' Narrowing the question down like this can help respondents provide a more accurate response. This can help in making analysis more meaningful.

> Even if the tools have been adapted to a specific context during the preparedness phase, they should always be reviewed before being used to make sure they are appropriate. We suggest at a minimum doing a short simulation of the tools with CPWG members familiar with the local context.

> Changes to the tools are discouraged, once teams are deployed. If changes really are necessary, they should be kept to an absolute minimum. Where they are needed, they should be communicated to **all teams through a centralized coordination mechanism.** (But be aware changes may render the information gathered unusable. Often when communication is poor, the capacity of teams to understand and implement the change(s) is compromised. It is likely that changes will be inappropriately or unevenly applied.)

Accurate translation is key to collecting good data

In December 2011, the child protection coordination group in Thailand decided to conduct a CPRA to determine the protection needs of children who were affected by massive floods and subsequent displacement. Translation of the tools were done by a professional translator and data collection took place in January 2012. During the interpretation process, the team noticed similar trends across the two sets of questions. One set of questions was about injuries and death caused by violence. The other set was about environmental and accidental factors. Data collection team leaders explained that the words "violence" and "accident" are both translated using the same Thai term, which is closer to the meaning of "accident" than "violence" in English. This made the answers to the questions about violence unusable. The team agreed that while the translator knew both languages well, she did not necessarily understand the differences in meaning that distinguished these two sets of questions.

Adapt the desk review and WWNKs
WWNKs are the basis for the desk review. It is crucial to achieving the goals of the assessment to consider which questions are most appropriate to your context. This will be an ongoing process in discovering what questions actually produce the most relevant information. Sometimes questions that you assumed addressed crucial issues turn out not to be relevant. Or you may initially not know about certain aspects of children's experience, for example.

When adapting **Tool 1: desk review (sample questions)**, ask yourself questions like: "Is it possible to know this through a RAPID assessment?" "Do we need to know this now or can we wait a few more months?" and "What can we do with this information when we have it?"

Adapt the key informant interview questions

See Tool 2: Key Informant Interview (sample questions)

Ideally **Tool 2: Key informant interview (sample questions)** has been adapted as a preparedness measure before an emergency. Adapting it has three purposes:

1. so that the questions are relevant to the specific emergency context.
2. so that the questions are understandable (translated as required, culturally appropriate and gender sensitive).
3. so that best answer options for *multiple-choice* questions and best categories for *coded-category* questions can be worked out.

There are two types of open-ended questions in **Tool 2**:

Multiple-choice questions: For these questions you need to create an initial list of choices, field-test the tool and refine and limit the options based on a sound knowledge of the context.

Coded-category questions: For these questions you need to create categories of possible answers and allow the assessor or the team leader to decide which category the answers belong to. (More information on the coded-category approach is provided below.)

Multiple-choice questions are more appropriate in situations where you more or less know all possible answers that might be given by a key informant. Coded-category questions, on the other hand, are best when there are either too many possible answer options or it is hard to anticipate the precise answers you might receive to a given question.

> **If you have limited knowledge of the local context or field-testing of the tool has not been possible, make sure that even for close-ended multiple-choice questions, you record all 'other' options offered by the respondents.**

Using coded-category answers, you limit the possible answers to an open-ended question. This makes data management and analysis easier. While these kinds of questions are slightly more complicated because they require a certain level of immediate analysis on the part of the interviewer (i.e. when s/he decides how the answer should be categorized), they are more respectful of the respondent's opinion.

If you are using coded-category questions, try to keep your categories somewhat general. There may be many possible answers, but the idea behind a coded-category question is to limit such options to broader, mutually exclusive categories.

In identifying answer options for open-ended questions, please consider that:

> We may have very little idea of what the 'real' answer(s) could be.
> We may eliminate the possibility of discovering critical information or may affect answers by 'leading'. Not allowing respondents freedom in their answers may also be perceived as disrespectful and/or less empowering to those participating in the assessment.
> Including too many answer options with the hope that the 'real' answer will be captured can also lead to confusion and inaccuracy in recording and interpreting the response.

Adapt the direct observation tool

See Tool 3: Direct Observation (sample prompts)

Direct observation is done systematically for the CPRA, and is carried out by trained assessors. It is particularly useful in knowing about behavioural patterns within a population, the hazards on a site, the physical conditions of facilities etc. Its main purpose in a CPRA is to validate the data collected in each site through *triangulation*[xix]. DO results are compiled together with the KIIs for analysis.

In adapting this tool, aim at capturing those types of questions that are hard to ask or are too sensitive to ask. For example, if you believe that child labour is a concern in this community, but the community does not recognize it or for cultural reasons does not acknowledge it, you may want to include detailed questions about child labour in the DO rather than in the KI interview. Be careful, however, not to include topics and issues that are not easily observable, such as domestic abuse, child-headed households, sexual violence, etc in the DO checklist.

Tool 3: Direct observation (sample prompts) includes two methods of observation – structured and unstructured.

• In **structured observation**, the observer is looking for a specific thing, such as a particular behaviour, an object or an event. Assessors usually use a checklist for this type of observation as a prompt and as a recording tool.
• In **unstructured observation**, the observer is looking at how things are done and what things exist. Assessors usually use a set of open-ended questions to guide this type of observation.

Adapt site report headings and questions

See Tool 5: Site Report (sample headings and questions)

You should aim to produce **a single** report that reflects all the data collected in each site. This report includes information from the KIIs, DO and informal observation of team members. It triangulates the data and summarizes findings for subsequent analysis. The process for doing this is explained in **Tool 5**.

The site report should match the areas you cover in your KIIs and your DO tool. You will need to look at the sample headings and questions and select the ones (or add others) that match your CPRA.

> The site report is an integral part of the CPRA tool. The methodology will be incomplete if this component is left out.

Adapt the urgent action report

See Tool 4: Urgent Action Report (sample headings)

Urgent action reports are used when an individual case comes to the attention of the assessor. The CPRATF is responsible for defining the criteria for urgent action and establishing a well-defined procedure for referral services. Cases are not to be actively sought during the assessment (though may be sought through separate response activities). For more details, see the section on urgent action procedure on page 11.

Adapt the data management tool

See Part 3: data management tool (sample database)

The data management tool is an Excel database which facilitates the management of data collected from the field. It has 4 sections:

A short guide provides an introduction explaining how it can be adapted and used.

Sheet 1: Data entry provides an easy-to-use template that matches the KII tool and DO tool. All answers are coded in the form of a drop down menu which facilitates data entry.

Sheet 2: Analysis provides basic analysis of the data entered into sheet 1 (data entry) in tables.

Sheet 3: Graphs provides a visual version of the analysis shown in sheet 2 (analysis) in graphs.

The data management tool needs to be adapted based on the changes made to the tools in Part 2 of the toolkit. The data management tool will therefore be the last in the process of adaptation.

> **With IM technical support, this database can be used to do more advanced data analysis than described here.**

Step

4 Recruiting and training assessment teams (weeks 2-3)

You are likely to be faced with difficult choices in selecting assessors because of the particular constraints in a post-emergency context. These constraints may be about technical issues, such as knowledge of child protection; security concerns; ethnicity and religion; and logistical issues, such as distance to travel and language. CPWG members are encouraged to keep a roster of screened candidates during the preparedness process to try to offset these difficulties.

Essential requirements for assessors are:
- knowledge of the local language
- ability to express oneself clearly and
- a track record of working or interacting responsibly with communities.

Everything else, such as knowledge of protection and child protection issues, contextual knowledge, sensitivity, etc. is a plus. If assessors don't have this kind of knowledge and experience, you can arrange additional training to cover these areas.

Team leaders, however, are required to have prior child protection and assessment experience. They coordinate the activities of the assessors in the field and give them technical and logistical support. They also conduct assessment interviews themselves.

They are also responsible for making a data collection plan to monitor the progression of data collection activities. The plan is a simple list of when and what data collection activities will take place in each site and by whom. This plan is crucial to ensuring efficient use of time and resources. The team leader will also be responsible for conducting debriefing sessions with their assessment teams at the end of each working day.

> **Daily debriefing sessions are one of the most important responsibilities of a team leader and are at the core of an efficient data management process. It is during these sessions that site reports are compiled.**

Team leaders may find on-site supervisory observation of interviews useful. These could be random for monitoring purposes or targeted to support struggling assessors. Clear and honest feedback should be given to assessors on both positive and negative performance[xx]. Frequent check-ins throughout the day (by cellular phone, radio, or other technology) to monitor the whereabouts and safety of team members should also be carried out. It may be necessary to debrief individual assessors after particularly sad or difficult interviews or site visits.

Checklist for daily debriefing sessions (for use by team leaders)
- ✔ Review and discuss all completed questionnaires and direct observation forms
  - ◦ Detect potential error patterns in filling in the questionnaires and direct observation forms
  - ◦ Address difficulties in answering questions or sensitive topics
  - ◦ Acknowledge and comment on innovations (if any) and discuss their relevance to other contexts;
- ✔ Discuss logistical and security concerns/difficulties including concerns for privacy and confidentiality;
- ✔ Discuss and refer (if necessary) urgent action cases;
- ✔ Detect potential inconsistencies in information provided (using triangulation) and if necessary, void certain questionnaires that present significant bias on the part of the KI;
- ✔ Compile site reports (when all the KIIs and the DO forms are filled out for the sites in question);
- ✔ Write detailed report of all discussions and share with the team the following day.

Determine structure of the assessment teams

Sex, age, ethnicity, religion, other socio-cultural identity or affiliations could have a direct impact on the information received from key informants. Try to balance teams in all these aspects as best as possible.

> Each team should include at least one team leader who will be the lead in the field.
> The number of assessors in each field team depends on: the number of assessors available; number of team leaders available; and number, location and size of sites to be assessed. The recommended number is two assessors and one team leader per team. As a general rule of thumb, there should be no more than six assessors per team leader.
> Each team should have female and male assessors to maximize access to all groups and ensure quality of data collection.
> Try to have a dedicated assessment focal point with IM technical expertise that team leaders can call on, if need be.

Each team member should be assigned a code which includes reference to the sex of assessors. In analyzing the data later, this will enable you to do cross analysis with gender as a confounding factor (if this is applicable).

Train the assessment teams[xxi]
A generic training package has been developed by the CPWG and is available at: www.cpwg.net/assessment/

Training must be done before the assessment phase begins. Ideally the training should target gaps in knowledge and skills and include:
- ✔ some background information on the emergency and the child protection issues of boys and girls of different ages (this can be partly based on the desk review);
- ✔ key child protection definitions and principles;
- ✔ ethical considerations;
- ✔ an orientation on the assessment tools, including simulation/role-playing to practice using the actual tools;
- ✔ roles and responsibilities of team members,
- ✔ reporting and debriefing requirements;
- ✔ logistics of data collection; and
- ✔ security.

The timeframe for the training should be realistic. Participants may be travelling very long distances and it is not considerate to over-pack the agenda and end late. The recommended length of the training for assessors is three days.

> **Do not sacrifice quality for quantity. If pressed for time or resources, try to stick to a smaller number of well-trained assessors. Conducting an assessment with fewer assessors with better skills is likely to result in more reliable information than having lots of under-prepared assessors.**

A field test (or when not possible, a mock field-test) should be included in the training. During a field test, assessors have the opportunity to practice using of the adapted tools in a semi-real context. It is recommended at this stage that groups of two or three assessors conduct a KII together so that they can give each other constructive feedback. This hands-on experience is also valuable in finalizing the tools. You should therefore reserve at least half a day for debriefing and finalizing the tools after the field test.

The CPRATF should appoint logistics, security, urgent action and technical (CP and IM) focal points who should remain at the disposal of the field teams throughout the process. At the same time, data entry focal points should be identified and the means of data transmission be communicated to all team leaders.

> **Before starting the data collection process, consider the operational requirements for data management.**
> **Ask the following questions early enough to find solutions to possible constraints:**
> - **Are computers available for data entry?**
> - **Do partners have access to necessary software (Word and Excel)?**
> - **How will the collected data be submitted to the data entry focal point?**
> - **Is translation required, and if so, at what stage of the data management process?**

Collect data

It is recommended that resources be concentrated on one site at a time, until data collection in that particular site is completed. For example, if a team consists of a team leader and three assessors, instead of spreading the team to three sites, they should all concentrate on collecting the data from the same site and then move on to the next site. This enables the team to compile site reports on a daily basis while the conversations with key informants and observations are still fresh in assessor's mind.

Compile site reports

As mentioned before, site reports basically summarize the data collected, triangulating data from different sources and by different methods into a single report.

Triangulation is the process of comparing data collected through different *methods*, by different *people* and from different *sources*. This is the main form of a validity check in a CPRA. Finding similar information across different sources and methods, from both primary and secondary sources, allows for increased confidence in the results. Triangulation becomes ever more important if collecting data from a small sample which is often the case in a rapid assessment setting.

Typically this will mean the team looks for the most common response to a question and records that answer in the report for that site. For example, if all three KIs say that latrines do not have locks and in direct observation this is confirmed, then the report will obviously state that latrines in this site are without locks. If one KI says that the latrines don't have locks, a second KI says they do and the third one doesn't know, then the information from the direct observation should determine what the appropriate response should be in the site report.

It is however not always just a matter of taking the most frequent response. Sometimes, when there are different responses from different sources, the team will need to **weigh** the credibility of the evidence. For example, if two male key informants report that sexual violence against girls never happens in the community but a female teacher reports that it is fairly common, then the team may use the female teacher's response in the site report as the most reliable. Or if three key informants have reported that children are not associated with armed groups, but the team has passed by a military checkpoint operated by children, the site report will rely on the observation of the team rather than the response of the KIs regardless of its frequency. In such circumstances, the team must record the reasons for making this judgment in the site report.

For questions that allow more than one response to be selected, the responses of key informants need to be recorded in the site report in the order of their judged 'importance.' To do this the team will usually look at the most common responses from the different sources. But as in the example above a single response about a crucial protection risk may warrant that being recorded as important for the site as a whole.

Triangulating the data at site level is a real strength of the site report. The assessment team has the opportunity to use several sources of information to ensure the validity of a response. However, it is important to remind the assessors that they should not allow their personal opinions to influence their judgment. The daily debriefing session should be like a courtroom, where the assessors are judges who are observing the evidence (based on interviews, direct observations and urgent action cases) and passing a fair judgment accordingly. For more information on triangulation in CPRA, see section 'interpret the data' on page 31.

Clean the data

Data cleaning is a process that takes place in different stages.

Stage 1 - The most important part of data cleaning is done in the field during daily debriefing sessions. During these sessions, the team leader and assessors go through completed KII and DO forms and look for responses that are unclear and need correcting or further clarification before the site report is compiled.

> **Unless a team leader verifies and signs data collection forms, they cannot be considered a valid source of information.**

Stage 2 - The next part of data cleaning happens at the data-entry point. During data entry, site reports should be checked for errors and missing elements.

For example, a sex variable has two attributes, male (M) and female (F). If someone has written 'N' instead of 'M,' this is an error and needs to be corrected. A less obvious error would be if the answer 'yes' is recorded for a multiple-choice question. In this situation the team would need to find out the choices provided in that specific site.

> **No matter how carefully assessors collect and record the data and how diligently encoders enter the data into the database, mistakes happen. Most errors can be detected and removed by simple checks.**

Enter and manage data

Data can be recorded and managed by hand, using tally sheets and summary tables. However, computer programmes such as MS Excel will save you time in the long run and will allow for easy manipulation, analysis and sharing of data.

See Part 3 - CPRA Data Management Tool.

If possible reports should be transmitted via fax, email or other means to an agreed data entry focal point at the end of each day. This will allow for simultaneous data entry and analysis. This saves time and also allows the data entry team to follow up where necessary, while teams are still in the field.

Step

6 Data analysis, interpretation and report writing (weeks 4 and 5)

Data analysis is the process of making sense of the collected data. In other words, it is bringing together individual data points (e.g. an answer to a question) to tell the 'story' of the situation. It is through data analysis that we translate the 'raw' data from different sources into understandable pieces of information. Through interpretation, generated information will be contextualized with the aim of feeding into programming and advocacy processes.

To effectively respond to the needs of affected girls and boys and distinct age groups, gender and age sensitivity needs to be present throughout the CPRA process. As previously highlighted, whenever possible, sex and age disaggregated information should be collected and analyzed. Without a sex and age sensitive approach to analysis and interpretation, the produced data will not generate its optimal programmatic value.

Analyze the CPRA data

> Since our unit of measurement is 'the site,' our unit of analysis will also be 'the site.' Therefore the analysis is done based on site reports and not individual interviews.

An analysis of CPRA data is best presented using descriptive statistics[xxii]. The most basic—and for our purposes often most useful—type of descriptive analysis is frequency analysis[xxiii]. As long as you enter the data into your data management tool, you will automatically get all the basic frequency analysis in the form of tables and graphs.

However, more complex frequency analysis is also possible using the data from the CPRA process. The most important is cross-tabulation. **Cross-tabulation** is a multivariate statistical analysis that builds on basic principles of frequency analysis. Cross-tabulation "allows us to examine frequencies of observations that belong to specific categories on more than one variable[xxiv]." For example, where basic frequency analysis tells you that X% of respondents expressed concern regarding family separation, cross-tabulation can tell you how many female versus male respondents expressed concern regarding family separation.

It is not recommended that this data is used for more advanced statistics involving inferential analysis[xxv].

Interpret the CPRA data

Data analysis can be done without local knowledge, but interpreting the data requires in-depth knowledge of the context. It is important that you make use of the desk review in this process as it brings a rich source of contextual information. **Data that has been collected and analyzed is linked back to the WWNKs of the assessment.**

Interpreting the data is done collaboratively. This can be achieved by organizing a workshop for CPRATF partners. In the workshop CPRATF members ensure that the data is accurate – i.e. within acceptable 'good enough' boundaries, and jointly work on all the data to draw conclusions on which to formulate programmatic

objectives and response priorities.

Process

Data is triangulated again for the last time (remember that site reports are already based on triangulated data). Triangulation here draws principally on the analysis of site reports and the desk review. If, for example, for 85% of the sites there is no report of child recruitment, but the desk review indicates a report by the protection cluster showing high rates of child recruitment into armed forces and groups in the area, we may be uncertain as to the real situation. In this case, a third source of information could be identified and used for validation. Information could be drawn from secondary sources (such as NGO reports), or from primary sources (such as a separate assessment specifically on the issue of children associated with armed forces or armed groups).

Here is an example. This is a frequency analysis of the age distribution of separated children in flood- affected areas. It represents KIs answers to the question: "In your opinion, which age group represents the majority of separated children?"

	under 5	5 to 14	15 to 18	All ages are equally affected	don't know
Frequency	3	10	3	2	1
Percentage	16%	53%	16%	11%	5%

Based on the summarized data, you could claim that the majority (53%) of assessed sites reported that most separated children fall in the age group of 5 to 14 and therefore our response should be focused on this age group. However, by adding contextual knowledge, you may realize that this age group is being sent to their relatives outside of the flood-affected areas for protection. Therefore, your priority at-risk group may not be the 5-14 age group, but the under 5s or 15-18 year olds.

If a desk review includes some information on separated children, you could also use other data to triangulate with this finding. For example if the NATF multi-cluster rapid assessment report claims that 70% of separated children are under 5, then there is a clear inconsistency between these findings. If this happens, and you are not able to find any other sources of data that contradict your findings, you can still consider your figure valid, but need to document this discrepancy in the final report.

Produce and disseminate assessment 'products'

It is important to acknowledge in our reports that the assessment results are NOT representative of the total population. This is always the case when purposive sampling is used. To make this clear in our reporting, findings should be described as follows: "Of 75 sites assessed, 80% reported separated children," rather than "80% of children are separated."

After the analysis and interpretation phases, it is important to write up and share the results of the CPRA with other actors. Ideally, a mini-workshop should be organized to discuss the main findings and their significance. This will not only enrich the learning from the data, but also ensures buy-in and wider use of the results.

You may want to consider different assessment 'products' for different audiences, including:

Product and suggested content	Length	Target group
Briefing: • short narrative • some visual presentation of data • bullet point recommendations	2-4 pages	All interested humanitarian actors (donors, senior management of agencies, government, HQ, etc.)
Detailed report: 1. Executive Summary 2. Intro and discussion of methodology 3. Key findings - data tables and visual graphs of findings; - narrative analysis (key findings can be organized by CP issues/risks, geographic area, population groups, etc., or a combination of these, depending on the context) 4. Identification of priorities – programmatic and funding; 5. Key recommendations for programming and advocacy, as well as remaining information gaps.	10-20 pages	CPWG members who will use information to inform programming
Raw data: Available electronically to be shared (excluding parts that may include sensitive information that could put respondents at risk.)	n/a	CPWG members, other clusters, NATF, government, etc.

References

i   The IASC NATF was established by the Inter-Agency Standing Committee in 2009 to improve coordinated assessment processes in humanitarian disasters.

ii   For more on the preliminary scenario definition, see Multi-Cluster/Sector Initial Rapid Assessment (MIRA) manual (http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-subsidi-common-default&sb=75)

iii   Multi-Cluster/Sector Initial Rapid Assessment (MIRA), developed by the inter agency Needs Assessment Task Force (NATF), has a component that is recommended for use for multi-sectorial rapid assessments.

iv   Here are some tips for preparedness measures:
- Form a standby CPRA working group;
- Ensure that trained CP staff are identified (in-country or in the region) who are capable of training CPRA assessors, when and if necessary;
- Put together a list of stand-by assessors in different parts of the country (ethnic, religious, linguistic and sex diversity to be taken into account);
- Adapt the CPRA Toolkit for the most probable emergency settings;
- Conduct a desk review once a year.

v   The Inter-Agency Child Protection Assessment Toolkit is available at: http://resources.cpclearningnetwork.org/

vi   Adapted from "Ethical Considerations for the IA Emergency Child Protection Assessment."

vii   See http://cpwg.net/minimum-standards/

viii See Standard 5 of Humanitarian ACTION at http://cpwg.net/minimum-standards/

ix   If there is no IM capacity within the CPWG, seek IM support from OCHA or from other clusters or agencies that may be conducting similar activities. Also explore the possibility of using the same sampling fame being used for other assessments.

x   Anecdotal evidence suggests one of the main barriers to timely distribution and use of assessment information is disagreement on how to share the results with others. It is preferable to agree on the parameters of results sharing at the outset. A more formal sign-off process can also be complemented by the release of preliminary results or a briefing note.

xi   Disaggregation means separating data based on a given variable, often to check if and how that variable determines differences. In the case here, this refers to the experience of males and females and between younger and older people.

xii   Secondary data is a type of data that is derived from a source other than the primary source. For example, if we use the data collected routinely by government ministries on the situation of children in a given region, we are using secondary data. For more guidance on technical issues regarding data information management, please see the
CPWG Technical Guide to Child Protection Assessment.

xiii The idea here is to make sure that the KIs interviewed can credibly speak to the experience of the population they are representing.

xiv Spreadsheets can be obtained through the CPWG technical helpdesk: http://cpwg.net/advice-support/

xv For more background on sampling and sampling sizes, please see Michael Bamberger, Jim Rugh and Linda Mabry (2006) Real World Evaluation, Sage: chapter 14.

xvi A homogenous site is a site where a majority of the population represents similar identities, such as socio-economic background, ethnicity, religion and language.

xvii http://cpwg.net/wp-content/uploads/2012/12/ARC-ModF3-3-H8-2009.pdf

xviii www.cpcnetwork.org/admin/includes/doc_view.php?ID=375

xix Triangulation of data is the process of comparing data collected through different methods, by different people and from different sources.

xx Constructive feedback means that a person gives two or three positive comments before pointing out an area that requires improvement. Improvement areas should be supported by examples.

xxi A generic training package has been developed by the Child Protection Working Group and is available at www.cpwg.net/resource/

xxii Descriptive statistics describe a set of data in quantitative measurements. This form of statistics employs techniques of organizing and then summarizing raw data.

xxiii Frequency analysis is the determination of the number of times a phenomenon has been repeated. In the case of an assessment, frequency analysis determines the number of time a response has been cited during the data collection.

xxiv http://www.statsoft.com/textbook/basic-statistics/#Crosstabulationa

xxv Inferential statistics are used to make predictions based on a representative sample of the larger population. The CPRA methodology does not identify a sample of this kind.

Part

SAMPLE TOOLS

2

Desk Review
(sample questions)

1

See CPRA Toolkit Part 1: conduct the desk review

Using Tool 1: Desk Review (sample questions)

Use this tool to select the questions that are most relevant to your context. Based on the Child Protection Minimum Standards (see http://cpwg.net/minimum-standards/), we have grouped sample questions around seven different aspects of child protection. Not all of these will be relevant to your context. There may also be other questions not included here – work with the country team to make sure you are covering all possible bases. Be realistic about what you can achieve - in a post emergency context, you may not have access to (or time to look for) answers to all of the questions.

In a desk review you are accessing information from **before** and **after** the emergency:

Before (pre-emergency)
This includes basic statistics on the situation of children in the country and other data about critical child protection issues that may have been exacerbated by the emergency. Where available, it may also include information about previous emergencies and their impact on child protection. Key sources for information on child protection include:
- national governments' social services
- the national statistical bureaus
- multilateral and bilateral donor organizations
- universities, research centres and think tanks
- UN agencies including OCHA and/or the humanitarian information centre if present
- NGOs
- national, regional, or global databases.

After (post-emergency)
This information is essential to determine the most affected regions and populations/vulnerable groups in order to choose sites for the CPRA. This will also help you identify the most pressing questions that need to be answered in the assessment. Key sources for information on child protection include:
- Ministry of Social Affairs (or equivalent)
- UN agencies, including OCHA and/or the humanitarian information centre
- Inter-agency needs assessment task force (NATF)
- International and local NGOs with people on the ground in the affected areas.

Impact on girls and boys

Crisis situations have profoundly different impacts on girls and boys. They face different risks and, accordingly, are victimized in different ways. The inequalities that girls and boys experienced prior to the crisis might have deepened after it. That is why it is important to look for trends in protection risks and needs of young girls and boys, adolescent boys and girls in the desk review. Data collected by sex and age is needed for the CPRA and the response. Building a protective environment for children involves understanding the distinct nature and the extent of violence, exploitation and abuse that girls and boys experience.

#	Question	Type of Data
00	Population data with age and gender disaggregation for the affected area.	Pre & Post emergency
a) Unaccompanied and Separated Children		
a.1	Do parents intentionally separate their children from the family? Under what circumstances? How common is this issue?	Pre-emergency
a.2	How do communities respond to separation?	Pre-emergency
a.3	Are there large numbers of children reported as separated, unaccompanied or missing since the emergency? If yes, how many? What are the age groups? Are girls and boys affected differently, and how?	Post-emergency
a.4	Is there ongoing separation?	Post-emergency
a.5	What are the laws and regulations on national and international adoption? And how well are they enforced (before and after the emergency)?	Pre & Post-emergency
a.6	What are the regulations on institutionalization and monitoring of institutions?	Pre & Post-emergency
a.7	Are communities providing interim solutions to separation?	Post-emergency
a.8	Are there childcare institutions in place? Are there new ones being established?	Pre & Post-emergency
a.9	Are there reported incidents of separation of infants?	Post-emergency
a.10	If yes to a.9, what are the care arrangements provided for separated and unaccompanied infants?	Post-emergency
a.11	Is there a history of child trafficking or widespread international adoption? If so, how are boys and girls affected?	Pre-emergency
b) Physical violence and other Harmful Practices		
b.1	Are children typically implicated in armed or civilian violence?	Pre-emergency
b.2	Are there reports of children being involved in the incitement of armed or civilian violence?	Post-emergency
b.3	Are there reports of girls and/or boys being particularly targeted in violent instances?	Pre and post-emergency
b.4	What are the common types of violence against girls and boys?	Pre- &Post-emergency
b.5	What are the common types of violence against adolescent girls?	Pre- &Post-emergency
b.6	What are the harmful traditions that could get exacerbated with increased distress and insecurity?	Pre-emergency

#	Question	Type of Data
c) Sexual Violence		
c.1	Common patterns of sexual violence and the attitude of communities towards this phenomenon.	Pre-emergency
c.2	Has there been an increase in incidences of sexual violence against boys and girls?	Post-emergency
c.3	Has there been a change in the patterns of sexual violence since the emergency?	Post-emergency
c.4	What are the most common situations in which sexual violence occurs to girls and/or boys?	Post-emergency
c.5	Are there places where people can get help if they have suffered sexual violence? And if so, can girls and/or boys access such services on their own?	Pre- & Post-emergency
d) Dangers and Injuries		
d.1	What are the most common causes of death and injury of children before and after the emergency? How are girls and boys affected (if different)?	Pre- & Post-emergency
d.2	What is the estimate of death of children due to the emergency?	Post-emergency
e) Psychosocial distress and mental disorders		
e.1	How do communities traditionally deal with emergencies? What are the positive coping mechanisms? What coping strategies are potentially harmful for children?	Pre-emergency
e.2	What are the biggest/main sources of stress for children in the community? How are girls and boys affected (if different)?	Pre & Post-emergency
e.3	What are the biggest/main sources of stress for caregivers in the community?	Pre & Post-emergency
e.4	How do young children cope with stress? How do adolescent boys deal with stress? How do adolescent girls deal with stress?	Pre & Post-emergency
e.5	Who do children turn to for support (inside and outside of family)?	Pre & Post-emergency
e.6	What groups or institutions in the community can help/provide support for children and adolescent?	Post-emergency
f) Protecting Excluded Children		
f.1	Are there groups of children who are systematically excluded from provision of services?	Pre-emergency
f.2	What are the reasons behind such exclusions?	Pre-emergency
f.3	Are there existing patterns of discrimination against different groups?	Pre-emergency

#	Question	Type of Data
g) Information needs and communication channels		
g.1	What are the main sources and channels of information sharing that the population uses? (name specific channels or outlets if applicable)	Pre-emergency
h) Child Labour		
h.1	Are children typically involved in child-labour? If so: - What types? - What age groups? - What sex? - Where? (e. g. outside the community, foreign countries, etc.)	Pre-emergency
h.2	Are there reports of children being involved in worst forms of child labour after the emergency? If so, is there an increase in the magnitude of such involvement from before the emergency?	Post-emergency
h.3	Are there existing patterns of child marriage? If so, explain.	Pre-emergency
i) Children Associated with Armed forces and Armed Groups		
i.1	Is there a history of children's involvement and/or association with armed forces and groups? If so: - How and where do children typically get recruited to armed forces/groups? - Which groups have typically recruited or used children; and in what geographic areas are they active? - Why/how are children typically recruited into armed forces/groups? - Are girls also recruited or used? In what functions generally? - How and at what age do children typically leave armed forces/groups?	Pre-emergency
i.2	Are there new recruitments since the emergency? If so, is there a significant increase in recruitment activities?	Post-emergency

Key Informant Interview
(sample questions)

2

See CPRA Toolkit Part 1: Adapt the key informant interview questions

Using Tool 2: Key Informant Interview (sample questions)

Use this tool to select the questions that are most relevant to your context. This should be done after the What We Need to Knows are defined by the assessment task force. The first page records the location of the site and details about the key informant you are interviewing. We have grouped sample questions in 9 major sections. Please seek expert assistance if required especially for questions on sexual violence and children and armed forces and groups. If you have very limited time, adapting the answer options is the priority. (Findings from the desk review can help you in defining the type of answer options for open-ended questions.)

Please note there are three points in the interview process (q 1.1.2, q 1.4.1 and q 3.2) where KIs are asked a second question, "How do you know this?" This second question is not numbered. The purpose of this question is to provide the assessor with means to gauge the credibility of the respondent's responses.

Remember that **Tool 2** should **not** be used for focus group discussions or for interviewing young children.

The following symbols are used in this tool:

🚩 This flags up questions addressing highly sensitive issues that should only be asked by well-trained interviewers. If assessors do not have a background in relevant areas, the assessment lead/coordinator may decide to exclude these sections.

[…] This is **an instruction for the people adapting the tool** and should be deleted before training assessors or use in the field.

[…] This shows parts that are only meant as instructions for the assessor and should not be read out to the interviewee. For example, [don't know] means that the response, "don't know," is not read out to the KI. These should remain in the tool.

[…] This suggest that the text in the brackets should be replaced by context appropriate text. Remove brackets once the new text is decided upon.

[define a recall period] This suggests that an appropriate time-table (i.e. recall period) should be defined for such questions. For rapid onset emergencies, this can be the disaster itself (e.g. 'since the earthquake) and for protracted emergencies, this can be a number of weeks or months (e.g. 'since 2 weeks') or a well-known point of time in the recent past (e.g. 'since the New Year' or 'since the end of Ramadan').

✪ This means 'read all answer options.'

Key points for assessors for KIIs

Part 2   Child Protection Rapid Assessment Toolkit

> Introduce yourself and your organization to respondents and explain the purpose of the assessment;

> Where people are displaced, make it clear that the questions are about the situation of children where the KI currently lives (and not his/her normal home).

> Do NOT make any promises or raise expectations for assistance;

> Obtain informed consent;

> Write clearly and briefly;

> Observe and respect cultural principles, norms and sensitivities, particularly on gender;

> Where possible, try to ensure that the location of the interview allows for privacy;

> Respect interviewees' time. KII should not go beyond one hour;

> Do no harm: ensure that your questions and the answers you are receiving are not putting the interviewee in danger of negative repercussions. Beware of types of information that may be socially or politically sensitive.

General Information [to be filled in by the assessor]

Identification

Assessor's name or code: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Organization: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Date of assessment (dd/mm/yy): _ _ _ _/_ _ _ _/_ _ _ _

Site code
(from the list of sites): _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Location of the site [to be filled by the team leader/supervisor]

Site name: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Area: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   G.P.S/P code: _ _ _ - _ _ _ _

District: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Province /State: _

Type of site: urban ☐   rural ☐   official camp ☐   makeshift camp ☐   Population estimate of the site: _ _ _ _ _ _ _ _

[add more context specific options eg: displaced community, non-displaced community; directly affected area, indirectly affected area.
This is especially important if we are looking for possible differential treatment of parts of the population]

Comments:
[If ethnicity, tribal affiliation or any other distinctive attribute is relevant, they should be mentioned in this space]

_ _

Source of information (key informant)
[if key informant prefers not to reveal his/her identity, it should be respected]
[if insecurity is an issue, name and position of the KI may be replaced with a code
that is linked to another form for future references]

Name / code of the key informant: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Role in the community: _ _ _ _ _ _ _ _ _ _ _ _ _ _

Age group: 18-24 ☐   25-34 ☐   35-60 ☐   >60 ☐   [age categories may be revised based on the context]
            Male ☐   Female ☐

Contact details:
_ _

Informed consent form: [this text can be modified based on the context]
My name is ___[say interviewer's name and I am working with ____[name of the org./group]____.
We are conducting an assessment on the situation of children affected by [mention the emergency: e.g. earthquake, recent attack etc.]. This interview cannot be considered a guarantee for any direct or indirect support to you or your community, but the information you provide will help us define child protection priorities and programmes. We would like to ask you some questions about the situation of children in this [site/community/camp, etc.]. The interview should only take [-----] minutes. Your identity will be kept strictly confidential and will not be shown to others unless your written agreement is received to do so. Your participation is voluntary and you can choose not to answer any or all of the questions.
[After asking each of the following questions, look at the KI and get implicit approval that s/he has understood]
• All the information you give us will remain confidential.
• Your participation in this interview is voluntary.
• You can stop answering questions at any time.
• Do you have any questions? [Note any questions from the KI in the space here]

For supervisor's use only:
Verification done by: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Date: _ _ _ _/_ _ _ _/_ _ _ _   Signature:

[Use this page to include a list of key terms and their definitions in the local language for use by assessors.

For example: 'separated children', 'unaccompanied children', 'categories of caregivers', 'violence', 'sexual violence', 'armed groups and forces', etc.]

[start by saying: "I will start by asking you some questions about …"]
1. Unaccompanied and Separated Children

1.1 Are there children in this _ _ [camp/village/city, etc.]_ _ who have been separated from their usual caregivers since the _ _ [define a recall period] _ _? ☐ Yes ☐ No ☐ [don't know] [if NO or Don't know, skip to 1.5]

1.1.1 [If YES to 1.1] What do you think are the main causes of separations that occurred since the _ _ [define a recall period] _ _? [tick all that apply] ✿

☐ 1. losing caregivers/children due to medical evacuation;
☐ 2. losing caregivers/children during relocation;
☐ 3. caregivers voluntarily sending their children to institutional care;
☐ 4. caregivers voluntarily sending their children to extended family/friends;
☐ 5. caregivers voluntarily sending their children to work far from parents/usual caregivers;
☐ 6. disappearance of children/caregivers in the immediate aftermath of the _ _ [earthquake/attack/…]_ ;
　　[this only applies to rapid-onset emergencies]
☐ 7. continued disappearance of children/caregivers (i.e. more recent disappearance);
☐ [add more context specific options]
☐ [other (specify) _]

| 1.1.2 [If YES to 1.1] How many children do you think have been separated from their usual caregivers in this _ _ [camp/village/city, etc.] _ since the _ [define a recall period] _? [read out the options if necessary] ☐ 1-10　☐ 11-20 ☐ 21-50　☐ 51-100 ☐ >100 (specify _ _ _ _ _ _ _ _ _ _) ☐ [Don't know] [if "don't know", skip to 1.2] | How do you know this? ✿ ☐ personal observation　☐ government data ☐ camp management　☐ word of mouth ☐ other (specify) _ |

1.2 [If yes to 1.1] Regarding children who have been separated from their usual caregivers since the [define a recall period] do you think that …[read out each block separately and allow the KI to respond block by block. Do not read out "do not know"]

1.2.1　☐ there are more girls than boys who have been separated [or]
　　　　☐ there are more boys than girls who have been separated [or]
　　　　☐ no clear difference　　　　☐ [do not know]

1.2.2　☐ separated children are mainly under 5 [or]
　　　　☐ separated children are mainly between 5 and 14 [or]
　　　　☐ separated children are mainly older than 14 [or]
　　　　☐ no clear difference　　　　☐ [do not know]

1.3 Do you know if there are any infants or young children under the age of [you can define a specific age group here, e.g. under 2] who have been separated from their usual caregivers since the _ [define a recall period] _?
☐ Yes　☐ No　☐ [don't know]

1.4 Are there children in this _ [camp/village/city, etc.]_ who do not live with any adults (unaccompanied minors)?
☐ Yes　☐ No　☐ [don't know]　[if NO or Don't know, skip to 1.5.1]

1.4.1 [If YES to 1.4] How many unaccompanied children do you think there are? [read out the options if necessary] ☐ 1-5 ☐ 6-10 ☐ 11-20 ☐ 21-50 ☐ >50 (specify _ _ _ _ _ _ _ _ _ _) ☐ [Don't know] [if "don't know", skip to 1.5.1]	How do you know this? ⚲ ☐ personal observation ☐ government data ☐ camp management ☐ word of mouth ☐ other (specify) _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

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

1.4.2.1	☐ there are more unaccompanied girls than boys [or] ☐ there are more unaccompanied boys than girls [or] ☐ no clear difference ☐ [do not know]

1.4.2.2	☐ unaccompanied children are mainly under 5 [or] ☐ unaccompanied children are mainly between 5 and 14 [or] ☐ unaccompanied children are mainly 14 and older [or] ☐ no clear difference ☐ [do not know]

1.5.1 Are there persons unknown to the community who have offered to take children away from this _ _ [camp/village/city, etc.] _ _ promising jobs or better care (e.g. foreigners who want to provide care for children in another country)?   ☐ Yes   ☐ No   [if NO, skip to 1.5.2]

[if YES to 1.5.1] Tell us what happened: Who came? What did they want? What happened? Were children taken away?
If so, how many girls and how many boys were taken away? What is the age group of removed children?
_ _
_ _
_ _

1.5.2 Are there members of the community who have taken or want to take children away from this community to provide them with assistance, jobs or better living conditions?
☐ Yes   ☐ No   [if NO, skip to 1.6.1]

[if YES to 1.5.2] Can you describe who this person is and what s/he promises? Has s/he taken some children already? If so, how many girls and how many boys were taken away? What is the age group of removed children? [collect contact information if possible] _
_ _
_ _

1.6.1 Do you know if there is a list of children who don't know where their caregivers are (including their names and other details)? ☐ Yes ☐ No ☐ [don't know]	[If YES to 1.6.1 or 1.6.2] Who has the lists? (contact info if available)
1.6.2 Do you know if there is a list of parents who don't know where their children are? ☐ Yes ☐ No ☐ [don't know]	_ _

2. Care for Separated and Unaccompanied Children

2.1 I want you to think about the children who are no longer with their usual caregivers, where do they live now? [Write down the response on the left side and code it based on the category codes. The supervisors are responsible to review the coding]

I. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ [category code: _ _ _ _ _] II. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ [category code: _ _ _ _ _] III. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ [category code: _ _ _ _ _] IV. _ [Other] V. _ [Other]	[Categories and codes]: FCO: foster care arrangement outside the community; IFC: informal foster care in the community; FFC: formal/ governmental foster care in the community; CHH: live on their own; CLS: live on the street; [add context specific options]

2.2 If you come across a child who does not have anyone who can care for him/her, what would you do? [tick all that apply]
- ☐ 1. care for the child myself
- ☐ 2. keep the child for a short time while I find a long term solution
- ☐ 3. find someone in the community to care for the child
- ☐ 4. inform the police about the child's situation
- ☐ 5. inform others (specify _ _ _ _ _ _ _ _ _ _ _)
- ☐ 6. find someone outside the community to adopt the child
- ☐ 7. take the child to an agency/NGO that deals with children (specify _ _ _ _ _ _ _ _ _ _ _)
- ☐ 8. do nothing (ask why _)
- ☐ other (specify _)
- ☐ don't know

| 2.3 Are there institutions/children homes in this area that provide care for orphans or separated children?

 ☐ Yes   ☐ No
 ☐ [don't know]
 [If NO, skip to 3] | 2.3.1 [If YES to 2.3] What kind of services do they provide? [tick all that apply]
 ☐ Day care   ☐ Residential care
 ☐ Recreational activities
 ☐ Other (specify) _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ |

Collect contact info if appropriate and possible: _

[thank the KI for answering the questions to the previous section and continue to the new section]
3. Dangers and Injuries; Physical Violence; and Other Harmful Practices

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

- ENV: Environmental risks at home and outside (e.g. accidents, open pit latrines, riversides, dangerous animals, etc)	- CVL: Civil violence (e.g. religious, clan, election, etc)
- SVL: Sexual violence (e.g. rape, touching, etc)	- DMV: Domestic violence
- HTP: Harmful traditional practices (please specify _ _ _ _ _ _ _ _ _ _ _) ;	- MLA: Militia activities
- CRA: Criminal acts (e.g. gang activities, looting, etc.)	- SCP : Severe corporal punishment

- WAC: Work-related accidents (e.g. for mine workers)	- CAC: Road accidents	
- ERW: Landmines or Unexploded Ordinance	- AVL: Armed forces/group violence	
[Write down the response on the left side and code it based on the category codes. The supervisors are responsible to review the codings] I. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ [category code: _ _ _]	Age of most affected [tick all if no difference] ☐ <5 ☐ 6-14 ☐ >14 ☐ DNK	Sex of most affected [tick both if no difference] ☐ Boys ☐ Girls ☐ DNK
II. _ _ _ _ _ _ _ _ _ _ _ _ _ _—_ _ [category code: _ _ _]	☐ <5 ☐ 6-14 ☐ >14 ☐ DNK	☐ Boys ☐ Girls ☐ DNK
III. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ [category code: _ _ _]	☐ <5 ☐ 6-14 ☐ >14 ☐ DNK	☐ Boys ☐ Girls ☐ DNK
IV. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ [Other]	☐ <5 ☐ 6-14 ☐ >14 ☐ DNK	☐ Boys ☐ Girls ☐ DNK
V. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ [Other]	☐ <5 ☐ 6-14 ☐ >14 ☐ DNK	☐ Boys ☐ Girls ☐ DNK
VI. ☐ [none] [If NONE, skip to 4]		

3.2 Where do you think these risks are high/highest for children? [if not clear, refer the KI to the previous question]
[Tick all that apply] 🏃   ☐ 1. at home   ☐ 2. in camp (outside of home)   ☐ 3. in school
☐ 4. on the way to school   ☐ 5. at work   ☐ 6. on the way to work   ☐ 7. at the market
☐ 8. on the way to market   ☐ other (specify) _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
☐ [don't know] [revise/add context specific options]

3.3 Can you estimate the number of deaths and serious injuries to children due to any and all of the above causes during the past [define a recall period]? [adjust figures below if necessary] ☐ 1-5 ☐ 6-10 ☐ 11-20 ☐ 21-50 ☐ >50 (specify _ _ _ _ _ _ _ _ _ _) ☐ [Don't know] [if "don't know, skip to 3.3]	How do you know this? 🏃 ☐ personal observation ☐ government data ☐ camp management ☐ word of mouth ☐ other (specify) _

3.4 Are there any children in this area who have been or are committing acts of violence since _[define a recall period]_? [if unclear to the KI, use answer options from question 3.5]
☐ Yes   ☐ No   ☐ [don't know]   [If NO or "don't know", skip to 4]

3.5 [If YES to 3.3] What kind of violence are children participating in?

I. _ [category code: _ _ _ _ _]

II. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ [category code: _ _ _ _ _]

III. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ [category code: _ _ _ _ _]

IV. _ [Other]

V. _ [Other]

[Categories and codes]:
GNG: gang activities;
LTP: looting and/or pillage;
CVL: civil violence (e.g. communal level ethnic or religious violence);
SVL: sexual assault;
ASH: attack on schools and/or community infrastructure;
ACV: attack on civilians;
RCC: recruitment of other children;
[revise and add context specific options]

[thank the KI for answering the questions to the previous section and continue to the new section]
4. Psychosocial Distress and Community Support Mechanisms

4.1 Have you noticed any changes in children's behaviour since _[define a recall period]_ _?

☐ Yes ☐ No ☐ [don't know] [If NO or "don't know", skip to 4.2]

[If YES to 4.1]

4.1.1 What kind of behaviour changes have you noticed in girls since _[same recall period]_ _ ?

4.1.2 What kind of behaviour changes have you noticed in boys since _[same recall period]_ _ ?

[if unclear to the KI, use answer options below as examples] [ask about girls and boys separately]

- UCS: Unusual crying and screaming;
- VYC: Violence against younger children;
- UWS: Unwillingness to go to school;
- DRB: Disrespectful behaviour in the family;
- SAB: Substance abuse (specify - - - - - - -);
- ATS: Anti-social (isolating themselves)
- STF: Spending more time with friends
- COC: Caring for others in the community
- HSB: Engaging in high risk sexual behavior

- AGG: More aggressive behaviour;
- CCR: Committing crimes;
- LWH: Less willingness to help caregivers and siblings;
- SDN: Sadness (e.g. not talking, not playing, etc.);
- NTM: Having nightmares and/or not being able to sleep
- HPP: Helping parent more than before
- STP: Spending more time on sport and playing
- ASR: attending school regularly/interested in education
- JAF: Wanting to join/joining armed forces or groups

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

4.1.1 Girls

☐ Same as boys

I. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ [category code: _ _ _]

II. _ _ _ _ _ _ _ _ _ _ _ _ _ _ [category code: _ _ _]

III. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ [category code: _ _ _]

IV. _ [Other]

V. _ [Other]

4.1.2 Boys

☐ Same as girls

I. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ [category code: _ _ _]

II. _ _ _ _ _ _ _ _ _ _ _ _ _ _ [category code: _ _ _]

III. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ [category code: _ _ _]

IV. _ [Other]

V. _ [Other]

4.2 What do you think makes boys stressed since _[same recall period as 4.1]_ _?

[if unclear to the KI, use answer options below as examples]

[Tick all that apply, but try to guide the KI to prioritize his/her responses and tell you which ones are the most important]

- ☐ 1. attacks
- ☐ 3. trafficking
- ☐ 5. not being able to return home
- ☐ 7. being separated from their friends
- ☐ 9. tension within the family
- ☐ 11.sexual violence
- ☐ 13. lack of shelter
- ☐ 15. lack of food
- ☐ [Don't know]

- ☐ 2. kidnapping/abductions
- ☐ 4. not being able to go back to school
- ☐ 6. losing their belongings
- ☐ 8. being separated from their families
- ☐ 10. nightmares or bad memories
- ☐ 12. extra hard work;
- ☐ 14. going far from home for work;
- ☐ 16. Bullying
- ☐ other (specify) _

[revise/add context specific options, specially culturally relevant sources of distress]

4.2.1 If boys have problems or are stressed, who in the community can best support them? [if unclear to the KI, use answer options as examples. Tick all that apply, but try to guide the KI to prioritize his responses and tell you which ones are the most important]

- ☐ 1. peer groups (e.g. friends)
- ☐ 4. religious leaders
- ☐ 7. siblings
- ☐ 10. neighbours

- ☐ 2. school teachers
- ☐ 5. parents
- ☐ 8. relatives
- ☐ 11. clan leaders

- ☐ 3. community social workers
- ☐ 6. government officials
- ☐ 9. community leaders
- ☐ [don't know]

Other (specify) _

4.3 What do you think makes girls stressed since _[same recall period as 4.1]_ _? [if unclear to the KI, use answer options as examples. Tick all that apply, but try to guide the KI to tell you which ones are the most important]

- ☐ 1. attacks
- ☐ 3. trafficking
- ☐ 5. not being able to return home
- ☐ 7. being separated from their friends
- ☐ 9. tension within the family
- ☐ 11. sexual violence
- ☐ 13. lack of shelter
- ☐ 15. Lack of food
- ☐ [Don't know]

- ☐ 2. kidnapping/abductions
- ☐ 4. not being able to go back to school
- ☐ 6. losing their belongings
- ☐ 8. being separated from their families
- ☐ 10. nightmares or bad memories
- ☐ 12. extra hard work
- ☐ 14. going far from home for work
- ☐ 16. Bullying
- ☐ other (specify) _

4.3.1 If girls have problems or are stressed, who in the community can best support them? [if unclear to the KI, use answer options as examples. Tick all that apply, but try to get to the three most important]

- ☐ 1. peer groups (e.g. friends)
- ☐ 4. religious leaders
- ☐ 7. siblings
- ☐ 10. traditional midwives
- ☐ 13. clan leader

- ☐ 2. school teachers
- ☐ 5. parents
- ☐ 8. relatives
- ☐ 11.health worker
- ☐ 14. neighbours

- ☐ 3. community social workers
- ☐ 6. government officials
- ☐ 9. community leaders
- ☐ 12. women's groups
- ☐ [don't know]

Other (specify) _

4.4 Have you noticed any changes in caregivers' attitude towards their children since _[same recall period as 4.1]_ _?

☐ Yes   ☐ No   ☐ [don't know]   [If NO or "don't know", skip to 4.5]

4.4.1 [if yes to 4.4] What kind of changes (positive or negative) have you noticed in caregivers' attitude towards their children? [if unclear to the KI, use answer options as examples. Tick all that apply, but try to get to the 3 most important]

☐ 1. Pay less attention to children's needs   ☐ 2. Pay more attention to children's needs;

☐ 3. Spend less time with their children   ☐ 4. Spend more time with their children;

☐ 5. More aggressive towards their children   ☐ 6. Show more love and affection to their children;

☐ 7. Send children away from home   ☐ 8. Force children to stay inside the house if displaced;

☐ 9. Keep children from going to school   ☐ 10. Ensure children's education despite difficulties;

☐ 11. Force/encourage children to marry at young age

☐ 12. Ensure that children have access to recreational activities

☐ [Don't know]   ☐ other (specify) _

4.5 What are the main sources of stress for caregivers in the community? [if unclear to the KI, use answer options as examples. Tick all that apply, but try to guide the KI to prioritize his responses and tell you which ones are the most important]

☐ 1. ongoing conflict   ☐ 2. lack of food

☐ 3. lack of shelter   ☐ 4. loss of property

☐ 5. lost livelihood   ☐ 6. children's safety

☐ 7. violence within community   ☐ 8. not being able to return home

☐ 9. being separated from their community

☐ 10. Inability to carry out cultural or religious rituals (e.g. proper burial rituals)

☐ [Don't know]   ☐ other (specify) _

[thank the KI for answering the questions to the previous section and continue to the new section]
5. Access to Services and Excluded Children

5.1 Are there people in this -[camp/village/area]- who are capable of organizing recreational and/or educational activities for children?

☐ Yes   ☐ No   ☐ [don't know]

5.1.1 [if yes to 5.1] What kind of skills do these people have? [tick all that apply]

☐ 1. Teaching   ☐ 2. Organizing collective activities for children   ☐ 3. Supporting distressed children

☐ 4. Keeping children safe   ☐ 5. Working/supporting with children living with physical disabilities

☐ 6. Teaching children with learning difficulties   ☐ Other (specify) _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

☐ [Don't know]

5.2 Are there children who have less access to services like food distributions, educational and recreational activities, and health care?

☐ Yes   ☐ No   ☐ [don't know]

5.2.1 [If yes to 5.2] Is it more boys or more girls who are most excluded?

☐ girls   ☐ boys   ☐ No difference   ☐ [Don't know]

5.3 [If yes to 5.2] What groups of children are most excluded? [Read out the answer options and guide the KI to prioritize which groups are most excluded. Tick all that apply]

Please explain why, if possible: _

_ _

☐ 1. children living with HIV/AIDS	☐ 2. children living with elderly	☐ 3. children from poor households
☐ 4. Children who are newly arrived	☐ 5. children with a disability	☐ 6. children living with disabled caregivers
☐ [don't know]		

Other (specify) _

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

6. Access to information

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

☐ 1. Radio (*name?*) _ _ _ _ _ _ _ _ _   ☐ 2. TV (*name?*) _ _ _ _ _ _ _ _ _   ☐ 3. Newspapers/magazines (*name?*)

☐ 4. Telephone call   ☐ 5. SMS   _ _ _ _ _ _ _ _ _ _ _ _ _ _

☐ 7. Noticeboards and posters   ☐ 8. Community leader   ☐ 6. Internet

☐ 10. Religious leader   ☐ 11. Government official   ☐ 9. Friends, neighbours and family

☐ 13. Aid workers   ☐ [don't know]   ☐ 12. Military official

Other (specify) _

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

7. Child Labour

7.1 Are there any children in this community who are involved in types of work that are harsh and dangerous for them?

☐ Yes   ☐ No   ☐ [don't know]   [if NO or don't know, go to 8.1]

7.1.1 [if yes to 7.1] What types of work are these children involved in? [modify the options below based on common types of work identified in the desk review]

☐ 1. Sexual transactions   ☐ 2. Farm work   ☐ 3. Factory work

☐ 4. Mining   ☐ 5. Domestic labour   ☐ 6. transporting people or goods

☐ 7. Other harsh and dangerous labour   ☐ [don't know]

Other (specify) _

| 7.2.1 Can you estimate the number children in your community who are involved in the types of work mentioned above during [define a recall period]? [adjust figures below if necessary]

☐ 1-5   ☐ 6-10
☐ 11-20   ☐ 21-50
☐ >50 (specify _ _ _ _ _ _ _ _ _ _)
☐ [Don't know]
[if "don't know, skip to 7.2.2] | How do you know this? ✪

☐ personal observation   ☐ government data
☐ camp management   ☐ word of mouth
☐ other (specify) _ |

7.2.2 Do you think the number of children in this -[camp/village/area]- who are invovled in harsh and dangerous work has increased since _[define a recall period]_ _?

☐ Yes   ☐ No   ☐ [don't know]

7.3.1 Are there new types of harsh and dangerous labour that children are engaged in that did not exist before the _ [earthquake/conflict/…]_? [if NO or don't know, go to 7.3]

☐ Yes   ☐ No   ☐ [don't know]

7.3.2 [if yes to 7.3.1] which new types of harsh and dangerous labour have emreged since the _ [earthquake/conflict/…]_?

_ _

7.4 Do you know if the majority of children who are involved in harsh and dangerous labour: [👶 and ask the respondant to tell the most important reason(s) as the answer]

☐ 1. are working voluntarily to support themselves and/or their families

☐ 2. are sent to engage in such work by their parents/caregivers

☐ 3. are sent to engage in such work by people other than their caregivers (ask for examples: _ _ _ _ _ _ _)

☐ 4. for other reasons (specify _)

☐ [Don't know]

[thank the KI for answering the questions to the previous section and continue to the new section]
🚩 **8. Children associated with armed forces and armed groups**

8.1   Do you know of children working with or being used by armed forces or groups around this -[camp/village/…]-? E.g. children with guns, operating checkpoints, cooking or cleaning for military, etc.

☐ Yes   ☐ No   ☐ [don't know]   [if NO or don't know, go to 9.1]

| 8.1.1 [If YES to 8.1] During the past _ _[define a period] how many of these children have you seen around this -[camp/village/area]- ?

☐ 1-5   ☐ 6-10
☐ 11-20   ☐ 21-50
☐ >50 (specify _ _ _ _ _ _ _ _ _ _)
☐ [Don't know] | 8.1.2 [If YES to 8.1] Are these children
☐ mostly boys?   ☐ mostly girls ?
☐ only boys?   ☐ only girls ?
☐ no difference?   ☐ [don't know] |

8.2 🚩 [If YES to 8.1] Has the number of children associated with armed groups/forces increased since _ [define a recall period] _?   ☐ Yes   ☐ No   ☐ [don't know]   [if NO or don't know, skip to 8.3]

8.2.1 [If YES to 8.2] How do you know this?
👶 [Tick all that apply]

☐ 1. there are more recruitment events   2. many children have disappeared and are thought to have joined

☐ 3. you see more children working with armed forces and groups

☐ 4. you personally know children who have joined the armed groups or forces during the past _ _[define a period];

☐ [don't know]   ☐ Other (specify) _   [add more context specific options]

8.3 [If YES to 8.1 or 8.2] Where do you think most recruitment happens? [Write down the responses on the left side and code it based on the category codes. The supervisors are responsible to review the codlings at the end of each day]

I. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ [category code: _ _ _ _ _ _] II. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ [category code: _ _ _ _ _ _] III. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ [category code: _ _ _ _ _ _] IV. _ [Other] V. _ [Other] ☐ [don't know]	[Categories and codes]: - CCI: childcare institutions - CMP: in camps - SCH: schools - ORD: on the road (e.g. to school or to collecting wood) - SPT: service points (e.g. health centre or food/water distribution) [revise/add context specific options]

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

🚩 **9. Sexual Violence [use a culturally appropriate term for SV]**

9.1 If you come across a child who has suffered from sexual violence, what would you do?

☐ 1. Sexual violence never happens here   [if this is chosen, skip to the end part of the interview]

☐ 2. take child to caregivers   ☐ 3. take child to other family members   ☐ 4. take child to religious leader

☐ 5. take child to health centre   ☐ 6. take child to mobile clinic

☐ 7. take child to community social worker   ☐ 8. take child to teacher   ☐ 9. take child to clan leader

☐ 10. report to police/community justice system   ☐ 11. confront the perpetrator (*the person harming the child*)

☐ 12. take child to women's association   ☐ 13. take child to a traditional midwife;

☐ 14. do nothing;   ☐ [Don't know]

☐ [other (specify)] _

9.2 Do you think the number of sexual violence incidents has increased since _ _ [define a recall period]_ _?

☐ Yes   ☐ No   ☐ [don't know]

9.2.1 In which situations does sexual violence occur more often? [Only read out the options if the KI needs examples. Tick all that apply] [this can also be organized with coded-category answer options]

☐ 1. while at home   ☐ 2. while collecting firewood   ☐ 3. while at school

☐ 4. while playing around the camp/village   ☐ 5. on the way to school   ☐ 6. when at workplace

☐ 7. while collecting water   ☐ 8. while working in the fields   ☐ 9. during population movement

☐ 10. upon arrival at the _ _ [camp/community/…]_

☐ 11. during armed attacks [change if does not apply to the context]

☐ 12. in common areas, such as around latrines/showers, etc.

☐ [don't know];   ☐ [other (specify)] _   [adjust/add context specific options]

9.3. Who is most affected by sexual violence?

9.3.1	☐ more girls are being targeted for sexual violence than boys [**or**]
	☐ more boys are being targeted for sexual violence than girls [**or**]
	☐ no difference ☐ [do not know]
9.3.2	☐ mostly younger children (under 14) are targeted for sexual violence [**or**]
	☐ mostly older children (over 14) are targeted for sexual violence [**or**]
	☐ no difference ☐ [do not know]

9.4 If a child or an adolescent is a victim of sexual violence, would s/he normally seek help [if not clear, say: "is it culturally acceptable to seek help"]?

☐ Yes   ☐ No   ☐ [don't know]   [If NO or "don't know", skip to 9.5]

9.4.1 [if yes to 9.4] Who do girls normally turn to for help? [adjust/add context specific options]

☐ 1. mother   ☐ 2. father   ☐ 3. friends   ☐ 4. Grandparents   ☐ 5. other family members

☐ 6. religious leader   ☐ 7. health worker   ☐ 8. teacher   ☐ 9. social worker

☐ 10. local chief   ☐ [other (specify)] _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   ☐ [Don't know]

9.4.2 [if yes to 9.4] Who do boys normally turn to for help? [adjust/add context specific options]

☐ 1. mother   ☐ 2. father   ☐ 3. friends   ☐ 4. Grandparents   ☐ 5. other family members

☐ 6. religious leader   ☐ 7. health worker   ☐ 8. teacher   ☐ 9. social worker

☐ 10. local chief   ☐ [other (specify)] _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   ☐ [Don't know]

9.5 Do you know of a place where people of this _ _[camp/ community/...] _ _ can get help if they are victims of sexual violence?	9.5.1 [If YES to 9.5] Can children also seek help in that place?
☐ Yes ☐ No ☐ Don't know [if NO or don't know, skip to next section] [collect more info if appropriate (e.g. availability of PEP kits): _]	☐ Yes ☐ No ☐ Don't know [Comments: _ _ _ _ _ _ _ _ _ _ _ _ _]

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

[Write down points here]
_ _
_ _
_ _
_ _

Tool

3 Direct Observation
(sample prompts)

See CPRA Toolkit Part 1: Adapt the direct observation tool

Using Tool 3: Direct observation (sample prompts)

Use this tool to select the prompts for observation that are most relevant to your CPRA.

The first page of the form records the location of the site and the services and CP actors there. There are then six different areas of concern for child protection with prompts for observation. Not all of these will be relevant to you – choose the ones that fit your context.

Brackets mean the following:

[…] This shows where text should be adapted to be context-appropriate.
[…] This is an instruction for the assessor.

Asking questions

Please note that while this method requires assessors to actually observe something, they may need to ask around to find out information to do the DO.

For example, prompt 2 says: "Are there children living or working on the street?"

This prompts assessors to actively look for children living or working on the street. To do this they may have to ask around to find out if this is happening. Just because something is not easily observable does not mean that it does not exist. But unless assessors can verify what they have been told, they should not include it as an observation.

Assessors will probably get some information from key informants on the spot. When they are mapping services, for example, it makes sense to ask a camp manager or other people familiar with the site to get to know the whereabouts of service points and humanitarian actors on the ground. Assessors can then go and check on the location etc.

> Differences in issues affecting boys and girls should be carefully noted. For example, when assessors visit residential institutions, they should note if services are provided for one sex only or for both.

General Information

Identification

Observer code: _   Organization: _

Date of observation (dd/mm/yy): _ _ _ _/_ _ _ _/_ _ _ _	Identification code : DO-_ [assessor's code] _ - _ [site code] _

Site code (from the list of sites): _

Location of the site

Site name: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Area: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   G.P.S/P code: _ _ _ - _ _ _ _

District: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Province /State: _

Type of site: urban ☐ rural ☐ official camp ☐ makeshift camp ☐ [add more context specific options ex: displaced community, non-displaced community; directly affected area, not-directly affected area. This is especially important if you are looking for possible unequal treatment of parts of the population]	If camp, who manages the camp? _ _ _ _ _ _ _ _ Contact info (if available): _ _ _ _ _ _ _ _ _ _ _ _ _

Mapping of services and actors on the site

Name and contact information of all specialized child protection actors (Govt./NGO/Community) in this site.
Note if any of these services are targeted at only one sex.

_ _ _	_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Name and contact information of all non-child protection specific government and non-governmental agencies that are participating in emergency response. Note if any of these services are single sex.

_ _ _	_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Additional comments and/or observations: [please fill in during or after answering the questions in the DO]
[any observation of things that could affect child protection programming that are not included in the questions below should be included here.]

For supervisor's use only:
Verification done by: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Date: _ _ _ _/_ _ _ _/_ _ _ _   Signature:

1.1 Are there hazardous objects/locations around the site?　　☐ Yes　　☐ No　　[if NO, skip to 2] Comments: _

1.1.1 [if yes to 1.1] What type? [Revise/add context specific options]	☐ open pit latrines　　☐ pieces of iron and concrete　　☐ deep holes/ditches ☐ live electricity wires accessible to children　　☐ barbed/razor wire ☐ land mines / UXO/ ERW (including markings) Other (specify) _

1.2.1 Are there clearly marked latrines for males and females?　☐ Yes　　☐ No　　☐ Not observable Comments: _
1.2.2 Are there locks on the inside of latrine doors?　☐ Yes　　☐ No　　☐ Not observable Comments: _
2 Are there children living in the street? ☐ Yes　　☐ No　　☐ Not observable　　[if NO or Not observable, skip to 3] Comments: _
2.1 [if yes to 2] How many children were observed: ☐ less than 5　　☐ more than 5 but less than 10　　☐ more than 10 but less than 50 ☐ more than 50 but less than 100　　☐ more than 100 (specify _ _ _ _)　　☐ not able to count Comments: _
2.2 [if yes to 2]　　☐ mostly girls [or]　　☐ mostly boys [or]　　☐ no observable difference Comments: _
2.3 [if yes to 2.1] Are they mostly ☐ under 5 [or]　　☐ between 5 and 14 [or]　　☐ older than 15 [or]　　☐ no clear difference   Comments: _
3 Did you visit any existing child institutional care/boarding educational facilities in the area? ☐ Yes　　☐ No　　Comments: _
3.1 If yes, what type? [adjust/add context specific options ex: boarding schools] ☐ orphanage　　☐ informal group house　　☐ living with employer/in workshops ☐ Other (specify) _ _ _ _ _ _ _ _ _ _ _ _ _ _ (contact info: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _)
3.2 Did you notice any child institutional care facilities/orphanages being newly built/established in the area? ☐ Yes　　☐ No　　Comments: _
3.2.1 [If yes to 3.2] Who is building? (collect contact info if available: _) ☐ government　　☐ charitable organizations　　☐ NGOs (specify) _ ☐ religious leaders/institutions　　☐ Individuals　　☐ Other (specify) _

4 Are there children associated with armed groups and forces (answer questions 4.1 to 4.4 first)?
☐ Yes ☐ No Comments: _

4.1 Do you observe children in military uniforms or in outfits that symbolize association with with armed groups/forces?
☐ Yes ☐ No Comments: _

4.2 Do you observe children who appear to be on active military duty (e.g. operating checkpoints)?
☐ Yes ☐ No Comments: _

4.3 Do you observe children carrying weapons?
☐ Yes ☐ No Comments: _

4.4 Do you observe children working with or being used by armed forces or groups (e.g. cooking, cleaning, carrying things, etc.)?
☐ Yes ☐ No Comments: _

4.5 [If answer to any of the above is yes] Do you observe more girls or boys being associated with armed forces or groups?
☐ More girls ☐ More boys ☐ No observable difference ☐ Cannot tell
Comments: _

5. Do children appear to be involved in child labour?
☐ Yes ☐ No Comments: _

5.1 [if yes to 5] Based on your observation, which of the following is more accurate?	
5.1.1	☐ more girls appear to be involved in heavy and/or harmful labour
	[or]
	☐ more boys appear to be involved in heavy and/or harmful labour
	[or]
	☐ same ☐ cannot tell
5.1.2	☐ mostly younger children (under 14) appear to be involved in heavy and/or harmful labour
	[or]
	☐ mostly older children (over 14) appear to be involved in heavy and/or harmful labour
	[or]
	☐ same ☐ cannot tell

6. Do children appear to be involved in chores that require travelling long distances (e.g. collecting wood, fetching water, etc.)? [observer should try to walk along such routes if security allows]
☐ Yes ☐ No Comments: _

6.1 [if yes to 6] Based on your observation, which of the following is more accurate?	
6.1.1	☐ more girls appear to be walking long distances [or]
	☐ more boys appear to be walking long distances [or]
	☐ same ☐ cannot tell
6.1.2	☐ mostly younger children (under 14) appear to be walking long distances [or]
	☐ mostly older children (over 14) appear to be walking long distances [orw]
	☐ same ☐ cannot tell

Tool

4 Urgent Action Report
(sample headings)

CPRA Toolkit Part 1: Define the urgent action procedure (page 11) and adapt the urgent action report

Using Tool 4: Urgent Action Report (sample headings)

An urgent action case is usually defined as "a situation in which lack of prompt response can put the life and/or wellbeing of a child in immediate danger."

The CPWG in-country is responsible for the procedure for collecting and responding to urgent action reports generated by a CPRA. Whenever possible, the urgent action procedure should be a comprehensive referral pathway. At minimum, provide assessors with contact details of CP personnel available for advice and referral of urgent cases.

The CPRATF is responsible for adapting the **Tool 4: Urgent Action Report** to the context. The sample headings include key questions required to report the case, action taken, follow-up and other relevant information. It is not likely that you will have to make many changes to this document.

Using an urgent action report in the field

Urgent action cases should always be immediately reported at daily debriefing sessions.
The assessment team will:

- report the specific actions taken
- triangulate (i.e. compare information collected through different *methods*, by different *people* and from different *sources*)
- determine whether there are patterns emerging that require urgent follow-up or advocacy (e.g. active recruitment is observed in several sites).

It is essential that gender sensitivity be followed in the urgent action procedure: For example, a female member of the assessment team should handle urgent action cases involving a girl.

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

Please fill in the first four sections, giving as many details as possible. In section 5, report any immediate action you yourself have taken and indicate any follow-up required. Hand this report to your supervisor. If your supervisor is not available, contact the CPRATF Coordinator at [contact info].

1. What happened?

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

3. When?

4. Where?

5. Action taken and follow-up

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

Site Report
(sample headings and questions)
5

See CPRA Toolkit Part 1: Adapt site report headings, compile site reports and analyze data

Using Tool 5: Site Report (sample headings and questions)

A site report is a special summary of the information the assessment team has gathered from key informant interviews and direct observations for each site identified for the CPRA.

As a first step, adapt the tool based on the headings and questions you have used in KIIs and DOs. Once it is ready, the site report is used by the assessment team to compile information from each site (using a process of triangulation). Detailed information about the process is in Part 1.

The following symbols are used:

[...] This shows an instruction that should either be deleted or replaced based on the modifications to the key informant interview.

[…] This shows parts that are meant as instructions for the site report compilation process.

Please note that when the assessment team hands in site reports for data entry, they should also include copies of all completed documents used in the field (e.g. KII questionnaires, DO records, etc.). The CPRATF should put in place a procedure for safe handling of all site reports and related documents.

Guidance about questions and answers in the tool:

> For some questions, there is more than one 'other' category. This is to accommodate the possibility of having heard more than one answer from different KIs that did not fit the predefined answer options.

> The option 'not clear' should be used when most or all KIs have not given an answer to the question or when they have said, "don't know." 'Not clear' should also be ticked when there is a discrepancy between different answers which does not allow the team to judge what the 'real' answer is.

> For some questions you can record up to three answers (plus one or two 'others'). For these questions, we can analyze more than one answer. For example, in question 2.1 if the category 'FCO' was reported by three key informants and no other category was reported more than this, FCO will have the rank of 1. If two categories are reported equally frequently by the KIs, based on other sources of information, the team should decide which category should be reported with a higher rank.

If you rank any answer options to a question in a way that does not match the frequency of the responses by KIs, please state your reasons underneath the question in the comment section.

Ranking multiple-choice or multiple-category questions:

> Firstly look at the frequency of each response. For example, if in response to a question two KIs said "X" and one said "Y," the natural choice would be "X."

> Secondly, look at who the respondents were and how valid their opinion might be about that particular subject. If for credible reasons, the team believes that the KI who said "Y" seems to have better knowledge about that subject or is more likely to have given a more valid response, then "Y" should be given a higher rank.

Example

Three key informants (KIs) - a male local chief, a male religious leader and a female teacher (with three young daughters) – were interviewed at one particular site. In response to a question about sexual violence, the two male KIs said: "It never happens here." The female KI said: "It happens very often."

Looking at the frequency of the responses alone, the first response would receive a higher rank. However, the assessment team may decide that, despite the higher frequency of the first response, the second response carries more weight.

> Thirdly, look at the evidence you have from direct observations, urgent actions and other sources. If the team's observations contradict the responses by KIs, try to do more investigation. If this is not possible, make a decision among the team members whether you should trust your direct observation or the responses of the KIs. As a general rule of thumb, give more weight to something the team has actually observed in the field.

Example

All the KIs tell you that light domestic work is the only type of child labour there is at this site. However you have seen for yourself that many children are collecting heavy pieces of scrap metal or were involved in difficult construction work.

In this case, you should try to work out why KIs gave you a different response to what you saw. Sometimes cultural or political reasons are behind the answers you receive. Sometimes it is a matter of definition (i.e. your definition of child labour might be very different from theirs). Based on your discussions, you can either give more weight to your observations or to the response of the KIs. Remember to explain the decision-making process in in the site report.

Make sure your personal opinion or background knowledge is not influencing the ranking process. It is not what you think but what you OBSERVED or heard from KIs. To test yourself, ask yourself: "Why did I decide to rank X over Y?" If the response is something like, "Everyone knows that," or "It is common knowledge," it means that your opinion is probably affecting your judgment. If the response is something like "Based on this evidence…" or "I observed that…" then you are on the right track.

General Information

Identification

Supervisor's code: _

Site code (from the sampling grid): _

Date of assessment (dd/mm/yy): _ _ _ _/_ _ _ _/_ _ _ _ [if several days, date of the last interview]

Identification code (fill during data entry): SR - _ [supervisor's code] _ - _ [site code] _ -

# of KI questionnaires consulted for this report: _ _ _ _ _   # of DO checklists consulted for this report: _ _ _ _ _

Location of the site

Site name: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Area: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   G.P.S/P code: _ _ _ - _ _ _ _

District: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Province /State: _

Type of site: urban ☐   rural ☐   Population estimate of the site: _ _ _ _

official camp ☐   makeshift camp ☐

Comments: _
_ _
_ _
_ _ _ _ _ _

Sources of Information (type of key informant)

[Mention the total number in (. . . .)]

(. . . .) Teacher / Educator   (. . . .) Camp manager /Local chief   (. . . .) Social worker/Health worker

(. . . .) Religious leader   Other: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Other: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Gender balance:

Assessment team: # of women in the team _ _ _ _ / total # of team members _ _ _ _

Key Informants: # of women interviewed _ _ _ _ / total # of interviews _ _ _ _

For supervisor's use only:

Compilation supervised by: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _   Date: _ _ _ _/_ _ _ _/_ _ _ _   Signature:

1. Unaccompanied and Separated Children

1.1 Are there children in this _ _ [camp/village/city, etc.]_ _ who have been separated from their usual caregivers since the _

_ [earthquake/attack/…] _ _?

☐ Yes   ☐ No   ☐ Response not clear

Comments: _

1.1.1

What do you think are the main causes of separations that occurred since the _ _ [earthquake/attack/…] _ _?

[rank based on frequency and source of information. Note the frequency in the brackets (…)]

I.   # _ _ _ _ (. . . . .)

II.   # _ _ _ _ (. . . . .)

III.   # _ _ _ _ (. . . . .)

IV.   Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

V.   Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

1.1.2 How many children do you think have been separated from their usual caregivers in this _ _ [camp/village/city, etc.] _

since the _ [earthquake/attack/…] _?   1-10   11-20

☐ 21-50   ☐ 51-100   ☐ >100 (specify _ _ _)   ☐ Response not clear

Comments: _

1.2 Which of the below options were reported about children separated from their usual caregivers?

1.2.1	☐ there are more girls than boys who have been separated [or]
	☐ there are more boys than girls who have been separated [or]
	☐ no clear difference
	☐ not clear Comments _
1.2.2	☐ separated children are mainly under 5 [or]
	☐ separated children are mainly between 5 and 14 [or]
	☐ separated children are mainly older than 14 [or]
	☐ no clear difference
	☐ not clear Comments _

1.3 Do you know if there are any infants or young children under the age of [you can define a specific age group here, e.g.

under 2] who have been separated from their usual caregivers since the _ [earthquake/attack/…] _?

☐ Yes   ☐ No   ☐ Not clear

Comments: _

1.4 Are there children in this _ [camp/village/city, etc.]_ who do not live with any adults (i.e. unaccompanied children)?

☐ Yes   ☐ No   ☐ Not clear   Comments _

1.4.1 How many unaccompanied children do you think there are?

☐ 1-5   ☐ 6-10   ☐ 11-20   ☐ 21 – 50   ☐ >50 (specify _ _ _)   ☐ Not clear

Comments: _

1.4.2 Do you think that … .

1.4.2.1	☐ there are more unaccompanied girls than boys [or]
	☐ there are more unaccompanied boys than girls [or]
	☐ no clear difference
	☐ [not clear] Comments _

1.4.2.2	☐ unaccompanied children are mainly under 5 [or]
	☐ unaccompanied children are mainly between 5 and 14 [or]
	☐ unaccompanied children are mainly 14 and older [or]
	☐ no clear difference
	☐ [not clear] Comments _

1.5.1 Are there persons unknown to the community who have offered to take children away from this _ _ [camp/village/city, etc.] _ _ in order to provide them with jobs or better care (e.g. foreigners who want to provide care for children in another country)?

☐ Yes   ☐ No   ☐ Not clear Comments _

1.5.2 Are there members of the community who have taken or want to take children away from this community to provide them with assistance, jobs or better living conditions?

☐ Yes   ☐ No   ☐ Not clear Comments _

1.6.1 Is there a list of children who don't know where their caregivers are (including their names and other details)?

☐ Yes   ☐ No   ☐ Not clear Comments _

1.6.2 Is there is a list of parents who don't know where their children are?

☐ Yes   ☐ No   ☐ Not clear Comments _

2. Care for Unaccompanied and Separated Children

2.1 I want you to think about the children who are no longer with their usual caregivers. Where do they live now? [

Rank in the order of frequency and considering the source of the information. Indicate the frequency in (. . . . .).]

I. category code: _ _ _ _ (. . . . .)

II. category code: _ _ _ _ (. . . . .)

III. category code: _ _ _ _ (. . . . .)

IV. Other (1): _ ;   (. . . . .)

V. Other (2): _ . (. . . . .)

☐ Response not clear

Comments: _

2.2 If you come across a child who does not have anyone who can care for him/her, what would you do?

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

I.   # _ _ _ _ (. . . . .)

II.   # _ _ _ _ (. . . . .)

III. # _ _ _ _ (. . . . .)

IV. Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

V.   Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

| 2.3 Are institutions/children's homes being built/newly established to care for orphans or separated children in this area?

 ☐ Yes   ☐ No   ☐ Not clear
 Comments _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ | 2.3.1 What kind of services do these centers provide?

 ☐ Day care   ☐ Residential care

 ☐ Recreational activities

 ☐ Other (specify) _ _ _ _ _ _ _ _ _ _ _

 Comments _ |

3. Dangers and injuries; physical violence; and other harmful practices

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

[Rank based on frequency and source of information. Note the number of times a code is repeated by key Informants in (. . . . .)]	Age of most affected [tick all if no difference]	Sex of most affected [tick both if no difference]
I. category code: _ _ _ _ (. . . . .)	☐ <5 ☐ 6-14 ☐ >14 ☐ DNK	☐ Boys ☐ Girls ☐ DNK
II. category code: _ _ _ _ (. . . . .)	☐ <5 ☐ 6-14 ☐ >14 ☐ DNK	☐ Boys ☐ Girls ☐ DNK
III. category code: _ _ _ _ (. . . . .)	☐ <5 ☐ 6-14 ☐ >14 ☐ DNK	☐ Boys ☐ Girls ☐ DNK
IV. Other 1: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . .)	☐ <5 ☐ 6-14 ☐ >14 ☐ DNK	☐ Boys ☐ Girls ☐ DNK
V. Other 2: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)	☐ <5 ☐ 6-14 ☐ >14 ☐ DNK	☐ Boys ☐ Girls ☐ DNK
VI. (. . . . .) [none]	☐ Not clear	

Comments: _

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

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

IV. Other (1): _ ;   (. . . . .)

V. Other (2): _ . (. . . . .)

☐ Response not clear

Comments: _

3.3 Can you estimate the number of deaths and serious injuries to children due to any and all of the above causes during the past [define a recall period]?

☐ 1-5   ☐ 6-10   ☐ 11-20   ☐ 21 – 50   ☐ >50 (specify) _ _ _ _ _ _ _ _ _   ☐ [response not clear]

Comments: _

3.4 Are there any children in this area who have been or are committing acts of violence?

☐ Yes   ☐ No   ☐ Not clear

Comments: _

3.5 What kind of violence are children participating in?

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

I. category code: _ _ _ _ (. . . . .)

II. category code: _ _ _ _ (. . . . .)

III. category code: _ _ _ _ (. . . . .)

IV. Other (1): _ ;   (. . . . .)

V. Other (2): _ . (. . . . .)

4. Psychosocial Distress and Community Support Mechanisms

4.1 Have you noticed any changes in children's behaviour since _[define a recall period]_ _?

☐ Yes ☐ No ☐ Not clear

Comments: _

4.1.1 What kind of behaviour changes have you noticed in girls since _[same recall period]_ _ ?

4.1.2 What kind of behaviour changes have you noticed in boys since _[same recall period]_ _ ?

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

4.1.1 Girls	4.1.2 Boys	
I. category code: _ _ _ _ (. . . . .) II. category code: _ _ _ _ (. . . . .) III. category code: _ _ _ _ (. . . . .) IV. Other (1): _ _ _ _ _ _ _ _ _ _ _ _ _ ; (. . . . .) V. Other (2): _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ . (. . . . .) ☐ Response not clear Comments _	I. category code: _ _ _ _ (. . . . .) II. category code: _ _ _ _ (. . . . .) III. category code: _ _ _ _ (. . . . .) IV. Other (1): _ _ _ _ _ _ _ _ _ _ _ _ ; (. . . . .) V. Other (2): _ _ _ _ _ _ _ _ _ _ _ _ _ _ . (. . . . .) Comments _	

4.2 What do you think makes boys stressed since _[same recall period as 4.1]_ _?

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

I. # _ _ _ _ (. . . . .)

II. # _ _ _ _ (. . . . .)

III. # _ _ _ _ (. . . . .)

IV. Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

V. Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

4.2.1 If boys have problems or stress, who in the community can best support them?

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

I. # _ _ _ _ (. . . . .)

II. # _ _ _ _ (. . . . .)

III. # _ _ _ _ (. . . . .)

IV. Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

V. Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

4.3 What do you think makes girls stressed since _[same recall period as 4.1]_ _?

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

I. # _ _ _ _ (. . . . .)

II. # _ _ _ _ (. . . . .)

III. # _ _ _ _ (. . . . .)

IV. Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

V. Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

4.3.1 If girls have problems or are stressed, who in the community can best support them?

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

I.   # _ _ _ _ (. . . . .)

II. # _ _ _ _ (. . . . .)

III. # _ _ _ _ (. . . . .)

IV. Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

V. Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

4.4 Have you noticed any changes in caregivers' attitude towards their children since _[same recall period as 4.1]_ _?

☐ Yes   ☐ No   ☐ Not clear

Comments: _

4.4.1 What kind of changes (positive or negative) have you noticed in caregivers' attitude towards their children?

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

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

II. Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

III. Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

4.5 What are the main sources of stress for caregivers in the community?

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

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

II. Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

III. Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

---

5. Access to Services and Excluded Children

5.1 Are there people in this -[camp/village/area]- who are capable of organizing recreational and/or educational activities for children?

☐ Yes   ☐ No   ☐ Not clear

Comments: _

5.1.1 What kind of skills do these people have?

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

I.   # _ _ _ _ (. . . . .)

II. # _ _ _ _ (. . . . .)

III. # _ _ _ _ (. . . . .)

IV. Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

V. Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

5.2 Are there children who have less access to services like food distributions, educational and recreational activities, and health care?

☐ Yes   ☐ No   ☐ Not clear

Comments: _

5.2.1 Is it more boys or more girls who are most excluded?

☐ girls ☐ boys ☐ No difference ☐ Not clear

Comments: _

5.3 What groups of children are most excluded?

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

I.   # _ _ _ _ (. . . . .)

II. # _ _ _ _ (. . . . .)

III. # _ _ _ _ (. . . . .)

IV. Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

V. Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

6. Access to Information

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

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

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

IV. Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

V. Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

7. Child Labour

7.1 Are there any children in this community who are involved in types of work that are harsh and dangerous for them?

☐ Yes ☐ No ☐ Response not clear

Comments: _

7.1.1 What types of work are these children involved in?

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

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

IV. Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

V. Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

7.2.1 Can you estimate the number children in your community who are involved in the types of work mentioned above during [define a recall period]?

☐ 1-5 ☐ 6-10 ☐ 11-20 ☐ 21 – 50 ☐ >50 (specify) ☐ Response not clear

Comments: _

7.2.2 Do you think the number of children in this -[camp/village/area]- who are invovled in harsh and dangerous work has increased since _[define a recall period]_ _?

☐ Yes ☐ No ☐ Response not clear

Comments: _

7.3.1 Are there new types of harsh and dangerous labour that children are engaged in that did not exist before the _ [earthquake/conflict/…]_?

☐ Yes ☐ No ☐ Response not clear

Comments: _

7.3.2 which new types of harsh and dangerous labour have emerged since the _ [earthquake/conflict/…]_ ?

[extract main issues that emerged from responses and rank them based on frequency and source of information. Note the frequency in the (. . . .)]

I.   _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

II.   _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

III. _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

IV.   _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

V.   _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

7.4 Do you know if the majority of children who are involved in harsh and dangerous labour:

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

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

IV. Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

V. Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

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8. Children Associated with Armed Forces and Armed Groups

8.1 Do you know of children working with or being used by armed forces or groups around this -[camp/village/…]-? E.g. children with guns, operating checkpoints, cooking or cleaning for military, etc.

☐ Yes   ☐ No   ☐ Not clear

Comments: _

8.1.1 During the past _ _[define a period]_ _ how many of these children have you seen around this -[camp/village/area]- ?	8.1.2 [Are these children, [read out the options]
☐ 1-5 ☐ 6-10 ☐ 11-20 ☐ 21-50 ☐ >50 (specify) _ _ _ _ _ ☐ Not clear Comments _	☐ mostly boys? ☐ mostly girls ? ☐ only boys? ☐ only girls ? ☐ no difference? ☐ Not clear Comments _

8.2 Has the number of children associated with armed groups increased since the _ _ [earthquake/attack/…] _ _?

☐ Yes   ☐ No   ☐ Not clear

Comments: _

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

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

II. Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

III. Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

8.3 Where do you think most recruitments happen?

'[rank based on frequency and source of information. Note the frequency in the (….)]

I. Category code: _ _ _ _ (. . . .)   II. Category code: _ _ _ _ (. . . .)   III. Category code: _ _ _ _ (. . . .)

IV. Other (1): _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ ;   (. . . . .)

V. Other (2): _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ . (. . . . .)

☐ Response not clear

Comments: _

9. Sexual Violence

9.1 If you come across a child who has suffered sexual violence, what would you do?

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

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

II. Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

III. Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

9.2 Do you think the number of sexual violence incidents has increased since the _ _ [emergency/attack/…] _ ?

☐ Yes   ☐ No   ☐ Response not clear

Comments: _

9.2.1 In which situations does sexual violence occur more often?

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

I. # _ _ _ _ (. . . . .)

II. # _ _ _ _ (. . . . .)

III. # _ _ _ _ (. . . . .)

IV. Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

V. Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

9.3. Who is most affected by sexual violence?

9.3.1	☐ more girls are being targeted for sexual violence than boys [or]
	☐ more boys are being targeted for sexual violence than girls [or]
	☐ no difference
	☐ Not clear
9.3.2	☐ mostly younger children (under 14) are targeted for sexual violence [or]
	☐ mostly older children (over 14) are targeted for sexual violence [or]
	☐ no difference
	☐ Not clear

9.4 If a child or an adolescent is a victim of sexual violence, would s/he normally seek help [if not clear say: "is it culturally acceptable to seek help"]?

☐ Yes   ☐ No   ☐ Response not clear

Comments: _

9.4.1 Who do girls normally turn to for help?

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

I.   # _ _ _ _ (. . . . .)

II. # _ _ _ _ (. . . . .)

III. # _ _ _ _ (. . . . .)

IV. Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

V. Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

9.4.2 Who do boys normally turn to for help?

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

VI. # _ _ _ _ (. . . . .)

VII. # _ _ _ _ (. . . . .)

VIII. # _ _ _ _ (. . . . .)

IX. Other 1: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

X.   Other 2: # _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ (. . . . .)

☐ Response not clear

Comments: _

| 9.5 Do you know of a place where people of this _ _[camp/ community/...] _ _ can get help if they are victims of sexual violence? ☐ Yes ☐ No ☐ Not clear [collect more info if appropriate (e.g. availability of PEP kits): _] | 9.5.1 Can children also seek help in that place? ☐ Yes ☐ No ☐ Not clear [Comments: _ _ _ _ _ _ _ _ _ _ _ _ _] |

Actions taken by Assessment Teams
[any urgent action reports, referrals etc. that have been done during the data collection should be briefly reported here]

_ _
_ _
_ _
_ _

Part

Data Management Tool

3

Section

A short guide to the CPRA data management tool

1

Introduction

What you see here is only a brief introduction to the CPRA data management tool and a short guide on how to modify it upon adaptation of the sample tools (from part 2 of the toolkit). The data management tool is an excel file that is pre-programmed to provide a platform for data entry and analysis. The excel file can be found on the CPRA memory stick or can be requested from the global Child Protection Working Group (cpwg.net).

The source of the data for the data management tool is the site reports. The analysis this tool provides is limited to basic frequency of response analysis. For more sophisticated analysis, please seek support from a data analyst or the cpwg. There are three main sheets in this tool: Sheet 1 - data entry; sheet 2 - analysis and sheet 3 - graphs. Data needs to be entered ONLY in the data entry sheet. Data analysis and graphs are automatically generated, based on the data in sheet 1.

Adaptation

This tool needs to match the headings, questions, answer options etc. you plan to use for the CPRA in your context. It is especially important that this tool matches Tool 5: Site report (see Part 2: sample tools). If your data management tool does not match the headings and questions in your site reports, as well as all answer options for multiple answer questions in Tool 2: Key Informant Interview (see Part 2: sample tools) then it will not be possible to actually process the data you have collected.

The sheets are protected to avoid unwanted changes. However, you can un-protect the sheets, by going to the 'review' tab and clicking on the 'unprotect sheet' button. If the changes you need to make are regarding the answer options, you have two ways of doing it. (note: the answer options can be found underneath the main table on the data entry sheet in a grey font (row 107 and below).

1. If you are only modifying or replacing an existing answer option, you simply click on the respective answer option in the data entry sheet (grey font) and make your changes.

2. If you want to introduce a new answer option in addition to the existing ones (i.e. you need to add a row with a new answer option): you can simply add the new answer option to the bottom of the existing list of answer options for your respective question. In this case, you need to make modifications to the 'analysis' and 'graphs' sheets as well. See below for some explanation on how to do that.

If you need to make modifications to 'analysis' and 'graphs' sheets because you added additional answer options for existing questions, please follow these steps: (An example is presented to facilitate the explanation.) Example: Imagine that during the adaptation, under question 1.1.1, you have added an option of 'temporary community space'. Now you need to add this to the list of existing answer options in the data management tool.

(step 1) add the new option ("""temporary community space""") in cell AP 115.

(step 2) go to the 'analysis' tab Click on cell O20. Type: "='Data entry'!AP115" (without the " ") and press enter.

(step 3) select cell N21 and drag it to the right to cover cell O21. Then select N22 and drag it to the right to cover O22. This way you have copied the formulas in those two new cells (O21 and O22)

(step 4) go to the 'graphs' tab. Find the graph that corresponds with the question you are modifying (Q1.1.1). Right click on the graph and choose 'select data'. A new window will pop up that shows you where the data for that graph is coming from. You will see a formula in the box for 'chart data range'. You will see that the formula is only extended to column N (look closely. there are two letter 'N's in that box). You will have to change that letter N to also cover the new column that you added in step 2 and 3 above. To do so, you simply change both letter 'N's to letter 'O' and you click ok. Please note that you cannot use the right and left arrows in this box. You have to use your mouse to highlight the letter you want to change and type the new letter.

If you decide to add a new question, you need to properly code it in all three sheets. If you are not sure how to do this, contact someone who is familiar with Excel databases. If you are doing an inter-agency CPRA, you may contact the child protection working group (CPWG) for technical support.

If you need to remove any questions, we recommend that you change the background colour of the column related to that question to black so that it is clear that you have deleted this question and it is not a gap in data entry. You will have to do this in both the data entry and analysis sheets.