

## Foundation module 3

Programme design

### Section 3 Child rights situation analysis

#### Handout 8



#### Interagency first phase child protection Assessment resource kit

This handout is:

- *Interagency first phase child protection Assessment resource kit* Approved by IASC Child protection Working Group of the Protection Cluster Working Group, January 2009

The **Feedback form** is on pages 62 and 63, at the end of this handout.



# Interagency First Phase Child Protection Assessment Resource Kit



Approved by:  
IASC Child Protection Working Group of the Protection Cluster Working Group

January 2009

## **Introduction**

The Interagency First Phase Child Protection Assessment Resource Kit is the result of an interagency effort initiated by the Child Protection Working Group in early 2007 and led by the International Rescue Committee (IRC). The kit was conceived to build upon previous initiatives, experiences, and tools in order to gather data on child protection needs and resources critical to informing the child protection programmatic response during the first phases of an emergency. It was then piloted and reviewed utilizing a participatory and interagency approach that incorporated inputs from both field experiences and headquarters, thereby building interagency consensus on child protection dimensions and the way to conduct such assessments. Participating agencies agreed on the complexities of child protection and emphasized the imperative need for coordination and its countless benefits. The Interagency First Phase Child Protection Assessment Resource Kit is a step towards greater coordination by helping agencies avoid duplication and reinforcing mutual actions that best support the interests of the child. It also helps to achieve the necessary standardization and credibility of the international child protection agencies.

The Interagency First Phase Child Protection Assessment Resource Kit considers the different dimensions of the child protection field and thereby highlights the diversity of children who consequently have unique protection needs. It considers gender, age, ethnicity, disabilities and other vulnerability and resilience criteria in order to respond most appropriately to the emergency at hand. The Interagency First Phase Child Protection Assessment Resource Kit focuses on identifying, empowering and utilizing the strengths and capabilities that exist even in the direst situations. Children, girls and boys of all ages, are not passive recipients, but seen as active actors of their own protection from the first stages of an emergency.

The Interagency First Phase Child Protection Assessment Resource Kit also emphasizes the need for country or emergency-specific adaptation prior to being used. For each assessment, an interagency or agency team who will be using the kit must be identified and trained in its use. As the kit is composed of different components, not all of the components will be appropriate to use in each situation. Only those components of the kit that help gather the necessary pertinent information should be contextualized and used.

The kit was first formally piloted in Indonesia, Georgia, and South Africa, with the aim of testing its utility and learning from experience to improve the kit and expand its use elsewhere by child protection agencies. After these pilots extensive revisions were made that resulted in the current resource kit. Translations and training modules are likely to be produced to enhance this live tool, which will continue to evolve based on field experiences and revised to better respond to child protection challenges in emergencies.

## **Index**

The Interagency First Phase Child Protection Assessment Resource Kit includes the following components, which can be used independently or partially depending on specific needs in the field:

### **◆ Checklist Assessment**

This checklist aims to facilitate the entire process of assessment with a quick overview of actions that must take place. Please take into consideration the seven steps described in the Guidance notes under section 5.

### **◆ Guidance Notes**

The guidance notes provide an overview of the Interagency First Phase Assessment Resource Kit and the rationale for why and when it should be used. It describes how the assessment should be organized and implemented, and by whom; the underlying principles guiding this tool; and other important definitions and concerns to be addressed in an emergency situation. Additionally, it provides more specific guidelines for implementing the different modules found in the resource kit.

### **◆ Focus Group Discussion Guide, Data Collection Form and filled form example**

These tools will help assessors to conduct focus group discussions in the area of child protection in an appropriate manner. The questions are intended to gather more information on key child protection issues; the physical safety and wellbeing of children and youth; separated children, family tracing and reunification; CAAFAGs; GBV; the psycho-social wellbeing of children and youth; child labour; and access to essential and safe services.

### **◆ Key Informants Community Assessment Form**

This component of the resource kit provides assessors with guidelines to consider before and during the actual assessment. The assessment form asks for the following information about the affected community: identification information of the assessor; demographic information; physical safety and wellbeing of children and youth; separated children, family tracing and reunification; children associated with armed forces and armed groups (CAAFAGs); psycho-social wellbeing of children and youth; child labour; access to essential and safe services.

### **◆ Questionnaire for children**

This questionnaire is intended to give the assessor guidance on what types of questions should be asked when conducting an interview with a child or children aged 12 and above. The questions can be adapted for an individual child or for a group interview. The questions are related to the child's family-community environment, their access to services/education, recreation, physical safety and wellbeing, information on vulnerable groups, health, psychosocial wellbeing, and child labour.

◆ **Child Protection Capacity Map (Institutional Care Capacity Map and Humanitarian Response Capacity Map)**

The capacity map is used to identify, collect and record data on the current capacity for a particular location. It is intended to enhance coordination by categorizing sectoral responses (GBV, separated children, CAAFAGs, psychosocial wellbeing of children & youth, child labour, and others) and providing a place to record the name of the responding agency, the type of assistance the agency is providing, contact information, and the start and end date of the assistance. The information collected will indicate the strengths of the community to protect its own children.

◆ **Urgent Action Report Form**

This report is to be used when assessors find it necessary to report an urgent issue affecting children that need immediate response. Assessors are also prompted to fill out the urgent action report if needed throughout the key informant community assessment form.

◆ **Desk Review**

The desk review is used to gather data available on demography and key child protection structures and resources. It is less exhaustive than the key informant community assessment form.

<b>Interagency First Phase Child Protection Assessment Resource Kit</b>	
<b>Checklist Assessment</b>	
1. Coordination Mechanism Established	<input type="checkbox"/>
2. Locations for the assessment identified	<input type="checkbox"/>
3. Adaptation of the tool	<input type="checkbox"/>
4. Methodologies discussed and agreed	<input type="checkbox"/>
5. Selection of assessors	<input type="checkbox"/>
6. Identification of Key Informants	<input type="checkbox"/>
7. Appointments with Key Informants scheduled	<input type="checkbox"/>
8. Training designed	<input type="checkbox"/>
9. Training organized and conducted	<input type="checkbox"/>
10. Logistic for assessment organized	<input type="checkbox"/>
11. Decide which section/s will be asked to who	<input type="checkbox"/>
12. Prioritization of questions within sections	<input type="checkbox"/>
13. Focus Groups Discussions scheduled	<input type="checkbox"/>
14. Focus Groups Discussions conducted	<input type="checkbox"/>
15. Key Informants interviews conducted	<input type="checkbox"/>
16. Analysis of data	<input type="checkbox"/>
17. Report of the assessment produced	<input type="checkbox"/>
18. Report shared with key players	<input type="checkbox"/>
19. Planning session organized	<input type="checkbox"/>
20. Programming for the next 3-6 months produced	<input type="checkbox"/>

# Interagency First Phase Child Protection Assessment Resource Kit Guidance Notes

## Acronyms

ARC	Actions for the Rights of the Children
CAAFAG	Children associated with armed forces or armed groups
CP	Child Protection
CPRA	Child Protection Rapid Assessment
DDR	Disarmament, Demobilisation and Reunification
GBV	Gender based violence
HIV/AIDS	Human Immune Deficiency Virus/Acquired Immune Deficiency Syndrome
IASC	Inter Agency Standing Committee
IDP	Internally Displaced Person
ILO	International Labour Organization
IRC	International Rescue Committee
NFI	Non Food Item
OCHA	Office for the Coordination of Humanitarian Affairs
SV	Sexual Violence
UNCRC	United Nations Child Rights Convention
UNICEF	United Nations Children's Fund

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## Overview of the Interagency Child Protection 1<sup>st</sup> Phase Assessment Resource Kit

<p><b><i>What is the Interagency 1<sup>st</sup> Phase Assessment Resource Kit?</i></b></p>	<p><b>The Interagency Child Protection 1<sup>st</sup> Phase Assessment Resource Kit is designed to gather critical data on both Child Protection needs and resources and to inform the child protection programmatic response during the first phase of the emergency.</b></p> <p>It aims to build on and complement the Initial Multi Sectoral Rapid Assessment Tools already developed by other Clusters, and additional information that may be available from secondary sources.</p> <p>The Resource Kit is comprised of different “modules”, which can be used independently. The generic tools provide a starting point for in-country responders, reflecting the critical dimensions that may need to be addressed to inform a child protection response. The tools will need to be adapted to the local situation.</p> <p>The Resource Kit is not an individual questionnaire form. It is a tool to be used, depending on circumstances, to identify, assess, and so far as possible, quantify child protection issues. It can be used to gather information from key informants or to record data generated through group discussions, or record information generated from secondary sources. The data that can be generated and collated from these tools, combined with secondary data, should provide a reasonably comprehensive picture of the situation that will help inform and direct the child protection response.</p> <p>Not all of the sections or questions will be relevant in all situations. Assessors will not always need to complete all questions but agreement will need to be reached on what the essential components are in each context.</p>
<p><b><i>Why would you use the Resource Kit?</i></b></p>	<p>This Assessment is designed to:</p> <ul style="list-style-type: none"> <li>• Provide a quick overview of the child protection situation.</li> <li>• Identify priority child protection concerns.</li> <li>• Identify the most vulnerable groups of children</li> <li>• Identify existing formal and informal child protection systems/structures.</li> <li>• Identify needed inputs and/or programmatic responses to enable, expand and/or complement existing protection systems/structures</li> <li>• Identify key child protection concerns in other sectors, including health, water, shelter, food/NFI distribution, and education.</li> </ul>
<p><b><i>Can the Resource Kit be used in all contexts?</i></b></p>	<p>The Resource Kit is appropriate for use in complex emergencies as well as natural disasters but with country or crisis-specific adaptation.</p>
<p><b><i>When should a 1<sup>st</sup> Assessment be conducted?</i></b></p>	<p>This Assessment should be conducted as soon as Child Protection specialists have access to the population. This will probably be within the first two weeks of an emergency and after the Initial Multi-Sectoral Rapid Assessment undertaken by generalists within the first 72 hours.</p>
<p><b><i>Who should coordinate the 1<sup>st</sup> Phase Assessment?</i></b></p>	<p>Conducting the Assessment requires key child protection actors to make a commitment to work together to develop a joint assessment plan. Key actors may include UN, Red Cross, International NGOs and Local NGOs. Depending on the emergency and when appropriate, government actors should also be involved.</p> <p>In countries where the Cluster approach is established, the focal point agency responsible for child protection under the protection cluster should coordinate the assessment. In non-clusterized countries, it can be coordinated by the existing child protection coordination structure or the government.</p>



<p><b><i>What staffing is required to conduct the 1<sup>st</sup> Phase Assessment?</i></b></p>	<p>As a sector-specific tool, an experienced Child Protection specialist should be identified to oversee the implementation of the Assessment. The Child Protection specialist should select, screen and train the assessment team and organize and supervise all field activities. Depending on the scale of the emergency, organizations may opt to identify a core team of child protection specialists to oversee the exercise.</p> <p>The assessment team can be made up of non-child protection specialist, but should include national staff of participating agencies. National consultants and community volunteers can also be recruited. The required number of staff will vary depending on the context and scale of the emergency.</p>
<p><b><i>How should the 1<sup>st</sup> phase assessment be organized and implemented?</i></b></p>	<p>Child Protection actors must define the <b>geographic unit</b> prior to the start of the assessment, and how responsibilities will be allocated geographically for different agencies. Participating agencies should work together in the adaptation of the tool for the specific context. Agencies will also decide on the primary methodology, tool and the number of responses needed to generate sufficiently indicative data. This will depend on the diversity of the affected population and differences in terms of the intensity of the impact of the crisis.</p> <p>Prior to the assessment itself taking place, a child protection specialist must train the assessment team on the adopted methodology and tools and important ethical issues. Before moving to the field, team members must be familiar with International Federation of Red Cross and Red Crescent Code of conduct<sup>1</sup> and the Standards established in the UN Secretary General's Bulletin<sup>2</sup>. All assessors must sign and abide by the UN code of conduct.</p>
<p><b><i>What should CP actors do with the Resource Kit?</i></b></p>	<p>The Resource Kit tools aims to provide a timely, logical flow for data collection and collation to support better interagency analysis and decision making. The accompanying analysis framework is designed to assist the assessment team develop a coherent, systematic summary of the situation with explicit and clear recommendations for the response.</p> <p>Information from these assessments should be:</p> <ul style="list-style-type: none"> <li>• Used to inform the planning of a coordinated response, including identifying and strengthening existing protection systems</li> <li>• Used to inform the Flash Appeal<sup>3</sup> and mobilize other sources of initial emergency funding</li> <li>• Shared and analysed in the context of information collected by other sectors.</li> </ul>
<p><b><i>How is the Resource Kit structured?</i></b></p>	<p>The resource kit is composed of the following tools:</p> <ul style="list-style-type: none"> <li>⇒ Desk review and Capacity Map Master List: to gather data available on Demography and on Key Child Protection Structures and Resources, and to have information on available resources in the geographic unit.</li> <li>⇒ Key informant/s Community Assessment Form: divided in sections, which can be used independently.</li> <li>⇒ Questions for Focus Groups Discussions. (as a guidance)</li> <li>⇒ Questionnaire for Children (which can be adapted for an individual or for a group interview)</li> <li>⇒ An Urgent Action Report form: to be used when the assessors find it necessary to report an urgent issue affecting children.</li> </ul>

<sup>1</sup> <http://www.ifrc.org/publicat/conduct/code.asp>

<sup>2</sup> As part of the preparation for the implementation of the Assessment, the team should have a response plan ready for breaches to the mentioned instruments.

<sup>3</sup> See Annex x for more information on the Flash Appeal

## 1. Definitions

- **Child:** any person under the age of 18.
- **Youth** The United Nations, for statistical purposes, defines 'youth', as those persons between the ages of 15 and 24 years, without prejudice to other definitions by Member States.

Many countries also draw a line on youth at the age at which a person is given equal treatment under the law – often referred to as the 'age of majority'. This age is often 18 in many countries, and once a person passes this age, they are considered to be an adult. However, the operational definition and nuances of the term 'youth' often vary from country to country, depending on the specific socio-cultural, institutional, economic and political factors.

Within the category of "youth", it is also important to distinguish between teenagers (13-19) and young adults (20-24), since the sociological, psychological and health problems they face may differ.
- **Site:** the place where an affected population is located at the time of the assessment visit
- **Psycho-social** refers to the close relationship between psychological and social factors that contribute to a child's development and wellbeing. Programmes that support psychosocial wellbeing look at the child's feelings, thoughts, perceptions and understanding, and to the quality of the child's relationships with family, friends and members of the community and social support networks available to him or her
- **Separated children** are those without both parents or without their previous legal or customary primary caregiver, but not necessarily separated from other relatives. They may therefore include children accompanied by other adult family members.
- **Unaccompanied children** are children who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so. This will probably include children in institutions.
- **Children associated with armed forces or armed groups** refers to anyone below 18 years of age who is or who has been recruited or used by an armed force or group in any capacity, including but not limited to children used as fighters, cooks, porters, messengers, spies or for sexual purposes. It does not only refer to a child who is taking or has taken a direct part in hostilities.
- **Gender-based Violence** Gender-based violence, and in particular sexual violence, is a serious, life-threatening protection issue primarily affecting women and children. It is especially problematic in the context of complex emergencies and natural disasters, where civilian women and children are often targeted for abuse, and are vulnerable to exploitation, violence, and abuse simply because of their gender, age and status in society.

Examples include:

  - Sexual violence, including sexual exploitation/abuse and forced prostitution
  - Domestic violence
  - Trafficking
  - Forced/early marriage
- Particularly **vulnerable children** may include, but are not limited to, separated children, street children, girls, children with disability, child headed households, minority children and children in institutions.
- **Worst forms of child labour** (as defined by Article 3 of ILO Convention 182):
  - a. all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
  - b. the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
  - c. the use, procuring or offering of a child for illicit activities,
  - d. work which is likely to harm the health, safety or morals of children.
- **Exploitation** an act that exploits or victimizes someone (treats them unfairly)
- **Physical abuse** is generally defined as "any non accidental physical injury to the child" and can include striking, kicking, burning, or biting the child, or any action that results in a physical impairment of the child.
- **Child Sexual Abuse** is the involvement of a child in a sexual activity to which he or she is unable to give informed consent (and may not fully comprehend), or for which the child is not developmentally prepared and cannot give consent, or which violates the laws or social taboos of society.
- **Sexual Exploitation** Sexual exploitation includes allowing the child to engage in prostitution or in the production of child pornography.
- **Street children** UNICEF defines street children into two main categories: 1. those engaged in economic activity on the street, ranging from begging to vending. Most go home at the end of the day and contribute their earnings to their family; and 2. Children who live on the street (or outside of a normal family environment). Family ties may exist but are tenuous and are maintained only casually or occasionally.

## 2. Principles of the Resource Kit

- A. The UN Convention on the Rights of the Child provides the framework in which the assessment is carried out. Of particular note are the principles of:

- |   |
|---|
| • <b><i>The best interests of the child</i></b> |
| • <b><i>Non-discrimination</i></b>              |
| • <b><i>Participation</i></b>                   |
| • <b><i>Universality</i></b>                    |
| • <b><i>Indivisibility</i></b>                  |

- B. Another underlying principle is “**do no harm**”. This applies not only to individual and groups of children, but also to the community as a whole. Early stages of a crisis might not seem a time to build a protective environment; however, it is our duty as humanitarian workers to strive to maintain any indigenous protective elements in boys’ and girls’ lives. No matter how depleted materially or spiritually, family and community members are the key actors to protect children, and should be respected as such from the first interaction.



**It’s also important to consider this principle when making the adaptation of the different elements of the tool, not all the sections can be asked to a certain Key Informant or to a community group. Assessors need to analyse cautiously the sensitivity of asking certain questions, without resigning to get the information.**

- C. Recognise the capacities and diversity of children and communities themselves. From a very young age, boys and girls should be considered resourceful actors and not just recipients of assistance. Children are not an homogeneous group. Any assessment needs to look beyond the category of ‘children’ to achieve a more detailed picture of the varied resources and different protection problems facing different groups of children. Assessors should take into account:
- D. Gender, age, ethnicity, disability and social status and if these result in unequal access or other forms of discrimination;
- E. Children of different ages and phases of development are vulnerable and/or resilient in different ways during emergencies; and
- F. Children also become vulnerable as a result of their experiences, e.g. becoming heads of households, being sexually or physically abused, or as a result of past experiences which are compounded by current events (e.g. children who have suffered multiple displacements or conflicts).
- G. The assessment is a tool and not an end in itself. It is an ongoing process and its completion must not delay urgent action.
- H. The child protection team involved in this assessment is not starting from scratch; there is often a range of other sources of information - their own and colleagues’ experience in country, previous assessments, other agencies, emergency preparedness or background reports etc.
- I. Finally, both prevention and remedial action are stressed throughout the guide, as too often initial emergency response measures are undertaken with little consideration of how they can reduce the risk of future harm.

## 3. Child Protection in Emergencies

### 3.1. Definition: What is Child Protection in Emergencies?

**Actions to prevent or address the abuse of rights of children, directly or indirectly, caused to children’s emotional and physical well-being, through the action or inaction of third parties, “or act of nature”, during a conflict and/or emergencies.**

## **3.2. Child Protection issues faced during emergencies**

### **3.2.1. Physical Safety**

Even during an emergency, children will seek a place to play, and while parents will want them to stay nearby, some boys and girls will look further afield. They might not realise that the family may move again suddenly, that the after-effects of the natural disaster are not over or that what was once a safe place to climb is now treacherous. Camps for refugees and displaced persons can be very dangerous places for boys and girls. Latrines, open fires and wells are all potential hazards, and the design of camps may not have taken the needs of children into consideration. Thus, it is important to assess the conditions where children are gathering and playing.

The proliferation of small arms and light weapons has a direct impact on children's safety, whether in a conflict zone or in a situation of chaos and high tension, as after a natural disaster. In either setting, the use of landmines and unexploded ordinances, and the risks they pose for children years after their burial must be evaluated.

In times of crisis with the breakdown of family structures and societal values, the stress on households can be enormous. Often children are the first to suffer as victims of domestic violence. The abuse may be perpetrated by older family members or even between children themselves. Boys and girls may not discuss the issue, as it has always been part of their - and their friends' - lives.

Individual and groups of children may themselves be targeted for political reasons (e.g. as leverage on their politically active parents or for being student leaders) and subject to arrest and illegal detention. Children are frequently rounded up with their relatives and held in the same conditions as adults. Being a minor may in fact offer no protection against torture, maiming or extra-judicial killing, especially if a child is linked to an armed group of any sort.

Children may also be caught up in wider societal or communal fighting. They may be caught in crossfire or attacked by rioters who resent something about the children, such as their ethnicity or status as an IDP. Seen as outsiders who bring social unrest and diseases such as AIDS, they may be singled out for physical harm when they mix with the host population.

In addition, the breakdown in children's protective environments can lead them into anti-social, violent behaviour. They can drift into gang life as a means of "belonging" and being protected. Boys, in particular, can turn to looting and drug trafficking and / or consumption. Sometimes their actions put them in confrontation with security forces who beat or harass them.

### ***Abduction and Disappearance***

During times of population displacement, children can go missing. Sometimes it is a matter of being lost in a sea of people; other times, they are killed in the natural disaster or recruited into an armed force or group. In some instances, they have been detained by the security forces or police. A gang may encourage them to join for them, for survival or even adventure. Children can be abducted for forced labour, or adoption into new homes. They can be "recruited" into religious institutions. Children may also be trafficked for sexual purposes, often through international networks that look out for communities' moments of weakness. It is difficult to ascertain figures in these situations

### **3.2.2. Separation**

Separation is an on-going and priority child protection concern. Record numbers of children are living without a caregiver, or are caring for a sick or dying parent. During emergencies, particularly during displacement, children are likely to become separated from their families or caregivers. When this happens, they lose the protection and security that is essential for their well-being and even survival. Children under the age of 5 are at great risk of permanent separation from their family if their identity cannot be established. Separated children are at increased risk of exploitation or abuse, including military recruitment, abduction for sale or labour. With few adults to guide them as their community plunges into a natural disaster or conflict, orphans and other marginalized children have a heightened vulnerability to a host of abuses. They may not be able to access resources, including food aid or assistance to move out of harm's way.

Children who remain in the protective care of their family are likely to be safer, and in a better position to cope with and recover from the effects of catastrophic events. Prevention of separation, and tracing and reunification of families must therefore be a priority in any emergency<sup>4</sup>.

### ***How does separation happen?***

Separation can be voluntary or accidental. Reasons for voluntary separation can include:

- families under stress (e.g. due to death, chronic illness or poverty) giving up their children or the children choosing to leave;
- social and economic collapse causing breakdown of informal welfare and extended family structures;
- families sending children away to safer zones, to more food secure areas, or to school;
- children abandoned by foster families.

Typical reasons for accidental separation can include:

- families become separated during flight;
- children flee when home is attacked or a natural disaster occurs;
- abduction for military conscription, labour, trafficking, etc.;
- badly-organised population movements;
- Evacuation - especially medical evacuation - of children with inadequate record-keeping by organizations.

### ***3.2.3. Children Associated with Armed Forces and Groups***

The Optional Protocol to the UNCRC stipulates that no person under 18 years should participate directly in hostilities, and the recruitment of children younger than 15 years is a war crime in the Statutes of the International Criminal Court. Child Protection staff who engage with state and non-state armed actors must be familiar with the international and national legal frameworks regarding this issue, and how they are enforced; observations of violations of both sets of laws require proper documentation.

#### ***How do armed forces and groups recruit children?***

Methods vary, with some boys and girls being forcibly conscripted through press-ganging, abduction or the threat of violence, while others are persuaded to join through propaganda and indoctrination – or they may simply be following cultural and social norms, and historical allegiances. The prospect of joining armed actors may be attractive to children, offering them increased status or feelings of self-worth, the opportunity for new experiences, and excitement. Some children may elect to join to seek revenge, others as a means of supporting themselves, or providing protection and / or income to their families. Wherever it is presented as a choice, it is important to look at the underlying circumstances which make it seem the child's best option.

#### ***How do children leave armed forces and groups?***

During a peace process, or occasionally whilst the conflict continues, a disarmament, demobilisation and reintegration process (DDR) can be formally arranged, in which children should be included. However, they may also leave outside of a formal process. They may escape or be captured by the opposing group. Commanders may release them on the covert understanding that they will return if needed. When they do leave, the objective should be for them to return to a supportive protective environment as soon as possible, ideally their family. They may need tracing or have urgent protection needs. See Further Reading for more information.

### ***3.2.4. Gender-Based Violence***

Sexual violence, abuse and exploitation are violations of universal human rights through which the perpetrator/s mean to demonstrate or achieve power or profit. However, sexual crimes whether carried out by relatives, community members or outsiders are often misrepresented as an issue of uncontrolled male desire, where the survivor is accused of inviting or provoking the abuse. The association of guilt or uncleanness with victims of sexual violence, exploitation or abuse can severely exacerbate the suffering caused by the initial violation. Its effects can include diseases - such as HIV / AIDS, physical injury, infection, depression, suicide, rejection, pregnancy, miscarriage, and infanticide.

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<sup>4</sup> A database for working with separated children - known as the interagency database - has been developed. Suitable for emergency work, it can be rapidly adapted to and implemented in the local context. Whilst there is agreement and a memorandum of understanding between the signatory organisations (UNICEF, Save the Children UK, & IRC), it is important to find out whether there are any other systems being used in order to ensure there is complementarity and children are not being registered by multiple agencies. It is also important to assess whether the capacity exists to register and carry out tracing activities for all separated and missing children; consider whether there is a need for additional databases which feed into a national system or even a regional mechanism if there is displacement across international borders.

It has been suggested that whilst sexual violence against boys and girls exists in all societies, it may increase in emergency situations where traditional values, cultural norms, and protection mechanisms are broken down in the face of displacement, poverty and / or conflict. In some settings, much of it is perpetrated by displaced or host community members against their own. Several factors may increase a person's vulnerability to sexual violence, abuse or exploitation. It has been documented that women and girls who are separated from husbands and parents, and who have the sole care of younger children, may not be recognised by camp administrations as "heads of households" and thus not entitled to ration cards for food. This can in turn lead them to exchange sexual favours, in order to feed themselves and their family. In this way, aid workers can also exploit those whom they profess to assist.

Women and children can be extremely vulnerable during times of crisis and displacement, when they may be at the mercy of those holding scarce resources such as food or transport. In situations such as camps, women and girls may also be at risk when fetching water and firewood, and in other situations that oblige them to move in relatively isolated, unprotected, dark surroundings. They are also known to be at particular risk when crossing borders or otherwise confronted by police or military authorities. In fact, the threat of sexual violence increases with the proliferation of arms-bearers. Indeed, when armed actors use rape as a weapon of war, it needs to be documented as a war crime.

While it may still be early days of the emergency, it is important to give some consideration to other forms of GBV. For example, some families facing extreme poverty may expose their children to GBV by forcing girls to marry at increasingly young ages in order to realise their dowry money or by encouraging girls to act as prostitutes. See section on Physical Violence.

### **3.2.5. Psycho-social Concerns**

***Every child's development is a concern in emergencies for several reasons:***

- The increased stresses on and changes to families and communities can mean that children are subject to *neglect* - or the failure to provide for a child's basic needs.
- Disruption of routine, constraints on resources, and / or the loss of schools, recreational and other facilities - through destruction, appropriation for other uses, or displacement - can deprive children of opportunities to mix with peers, play, learn and develop new skills.
- children's psychological and emotional development may be adversely affected by the crisis and its disruptive effects on their lives; or by specific traumatic experiences or events such as loss or separation from a family member, violence, exploitation or sexual abuse, being involved in armed forces or groups, or witnessing an act of violence. It must be kept in mind that boys and girls may be showing signs of distress and behavioural disturbances due to factors in their present situation, and not necessarily past experiences.
- Pre-existing stresses

Organizations working with children want to promote an environment where, in addition to their basic needs being met, boys and girls are provided with age-appropriate support and activities, including informal play, learning and stimulation, and where they can develop relationships of trust and be cared for, ideally by family members or at least in situations where there is continuity of care.

#### ***Children's reactions***

The nature of children's psychosocial reactions will depend on many different factors, including age, individual characteristics and temperament, cultural norms, and the quality of care and support they receive. In fact, the very ways they give meaning to and manage difficult experiences are shaped by social and cultural understandings. Temporary behavioural changes such as becoming withdrawn and anxious, nightmares, anger and aggression, tearfulness or regressed behaviour should not be interpreted as abnormal or requiring specific treatment.

#### ***Assessing appropriate response***

There is growing documentation of the effects of disaster and displacement on children, and a widening recognition that programs designed to assist crisis-affected populations need to consider psychosocial issues from the outset<sup>5</sup>. Experience shows that the best way to help children who have undergone extreme events is to ensure their basic needs are met and that they feel safe and cared for, ideally within their own family or at least their own community. Thus, assessing whether children have or are forming stable emotional relationships with parents or care-givers,

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<sup>5</sup> See *Handbook on Psychosocial Assessment of Children and Communities in Emergencies*  
Interagency Child Protection 1<sup>st</sup> Phase Assessment Resource Kit



coupled with other social support, is key to the team's task. See Further Reading for guidance on children's resilience and appropriate response to traumatic events.

### **3.2.6. Child Labour and other Child Protection concerns**

In many societies, the vast majority of children undertake work that directly contributes to their families' incomes or survival, whether within the home, on their land or in the formal/informal workforce. Many consider that work – within certain limits – contributes to children's development and education, especially if combined with schooling.

Obviously, a disaster or conflict disrupts work patterns. Children may need to take increased economic responsibilities, e.g. when a parent is injured or missing, or go further afield to find and carry heavier than normal amounts of water or fuel. The family may have lost their land and now rely on the children to wait in line for food rations, to beg or carry out odd jobs - including transactional sex. Children who did not have to work in the past may now be expected or forced to do so. Children who were already marginalised by living with or being orphaned by HIV/AIDS often have no one to help them acquire age-appropriate and safe work.

Unimpeded access to basic services is a key element of protecting children in emergencies.

#### ***How to determine whether work is exploitative or hazardous?***

Certain types of work are unquestionably exploitative - e.g. bonded labour and work which is harmful to the child's health or well-being. In determining whether particular work is exploitative, it is important to examine the totality of the children's situation. Consider:<sup>6</sup>

- the age of the child
- the hours spent working each day
- the level of physical or psychosocial stress work creates
- the conditions of work (including exposure to hazards and dangerous workplaces)
- the amount of pay
- the level of responsibility and whether children choose to work or are obliged by circumstances or individuals
- whether the child attends school
- the level of dignity/self-esteem children maintain
- whether work contributes to or harms the child's psychosocial and physical development

#### ***Gangs and rings***

As noted earlier, when families are unable to provide for their children, their ties can loosen. Some boys and girls gravitate to the streets, where they may become members of gangs or a group. Gangs may be involved in looting, targeting opponents for beating, and other crimes, such as drug trafficking or forms of prostitution. These activities can lead children into conflict with the law and to develop health problems (e.g. HIV, drug dependency, injuries, chronic diseases, etc).

#### ***Child trafficking***

Many complex factors, which are often present in emergencies, make children particularly vulnerable to trafficking and these include: absence of parental care; drug or alcohol abuse; poverty; gender inequality; political instability; discrimination; child labour; abduction and corruption.

In areas where child trafficking already exists, the risk continues and is often increased in emergency situations. There are numerous examples of traffickers exploiting separated children, taking advantage of the desperate situation they are in.

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<sup>6</sup> These bullet points on Child Labour are adapted from the ARC module on Abuse and Exploitation with reference to the Anti-Slavery Society website ([www.antislavery.org](http://www.antislavery.org)).  
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## Section 4. Interagency Child Protection 1<sup>st</sup> Phase Assessment Resource Kit

### 4.1. Background

Child protection, or the protection of children from violence, exploitation, abuse and neglect, is a core area of work for child rights organizations. Girls and boys across the globe face violations of their right to protection on a daily basis. However, many of the defining features of emergencies - displacement, lack of humanitarian access, breakdown in family and social structures, erosion of traditional value systems, a culture of violence, despair, weak governance, absence of accountability and a lack of access to basic social services - create serious, particular protection problems. Emergencies may result in large numbers of children becoming orphaned or separated from their families. Children may become refugees or internally displaced; they may be abducted, forced to work for armed groups, disabled as a result of conflict, sexually exploited during and after periods of crisis, or trafficked. They may become members of criminal gangs or witness war crimes and come before justice mechanisms. Armed conflict and periods of repression increase the risk that children will be tortured. Children may turn to drugs or "survival sex" for money or to meet other needs; this is usually unprotected and carries a high risk of transmission of disease, including HIV/AIDS.

To ensure more a more predictable, reliable response under the cluster approach, the Child Protection Working Group of the Global Protection Cluster committed to develop an interagency Child Protection in Emergencies Rapid Assessment Toolkit. Although the kit is tailored to address the needs of child protection actors working in partnership with the Protection Cluster, it will be also be applicable to non-clusterized countries.

Even in countries where the Protection Cluster is not established, all efforts should be done to ensure that the assessment is carried out in a collaborative and coordinated manner, in order to increase the efficiency and reduce duplication of efforts. Many previous experiences showed the consequences of non-collaborative assessments, e.g. in the massive humanitarian response to the tsunami of December 2004 which provided a window into some of challenges of current humanitarian practice. In what was called the *second tsunami*, aid organizations flooded communities with emergency assessments and relief interventions that did little to translate local needs and capacities into appropriate and timely action.<sup>7, 8, 9</sup> A comprehensive multi-agency evaluation by the Tsunami Evaluation Coalition stressed the need to strengthen humanitarian programming based on "sound and commonly owned" assessments, but issued the warning that agencies must be held accountable to use the results of formal cross-sectoral multi-agency assessments for humanitarian decision making, if these assessments are to be relevant. The scale of the 2004 tsunami, and the flood of humanitarian response funding it triggered, certainly enabled interventions to be conducted without adequate technical oversight. But even in smaller crises, humanitarian agencies frequently decline to collaborate on rapid assessment, preferring instead to conduct their own assessments, despite the additional costs and burdens on the local population.

### 4.2. Roles and responsibilities

The Resource Kit was developed as an initiative from the Interagency Child Protection Working Group of the Protection Cluster Working Group. While the cluster approach need not be established for the Resource Kit to work, strong intra-sectoral coordination mechanisms should be in place. The UN Country Team (UNCT), led by the Humanitarian Coordinator in emergency situations, assures overall coordination and technical coordination (by sector or cluster) within the UN system and NGOs under the IASC framework. The assessment should be carried out within this coordination mechanism and, wherever feasible, with national government partners.

Conducting an assessment takes place at two levels: *Coordination and Field*. At Coordination Level, two main types of coordination are required: administrative/operational coordination (or "overall coordination"), and technical coordination and oversight. At Field Level, two types of actors are involved: Team Leaders and Team Members.

#### Key points:

- Under the cluster approach, UNICEF, as the focal point agency on child protection – or the designated CP coordinator – is responsible for organizing and conducting an interagency needs assessment. From this early stage in the emergency, the coordinating agency must foster a collaborative spirit among CP agencies and

<sup>7</sup> Cosgrave, J (2007) Synthesis Report: Expanded Summary. *Joint evaluation of the international response to the Indian Ocean tsunami*. London: Tsunami Evaluation Coalition.

<sup>8</sup> de Ville de Goyet, C & L Morinière (2006) *The role of needs assessment in the tsunami response*. London: Tsunami Evaluation Coalition.

<sup>9</sup> The TEC Joint Evaluation (Cosgrave 2007) noted that the "leaders of one camp near Banda Aceh told the author that they had received as many as 10 assessment visits a day from different organizations in the first few weeks of the response."



actively work to ensure respect for the principles of partnership outlined in the Global Humanitarian Platform (equality, transparency, results oriented, responsibility and - can provide an internet link to the PoPs)

- Depending on the context and existing capacity on the ground, member agencies of the CP coordination sectors can plan, lead, participate or support the Assessment.

### 4.3. Preparedness planning

Ideally, the Resource Kit should be integrated into a national emergency preparedness/contingency plan. Outlying roles and responsibilities, adapting the tools to the national context and developing an implementation plan **BEFORE** an emergency hits will ultimately result in a better, richer and more timely assessment exercise.

### 4.4. Development of locally-adapted country edition of the tools

Although the Resource Kit was designed to be as universally applicable as possible, adaptation will be required for country use. Where possible, a **country edition of the Tools** should be produced as a **preparedness** measure. The forms should also be translated into the local language. All key child protection actors in country should be involved in this process to ensure buy-in and endorsement of the tool.

Whether or not a country edition of the Tools has been produced before a crisis, the Forms should always be reviewed in advance of fieldwork to ensure it is locally appropriate. In order to ensure consistency and comparability of field assessment data, any additional adaptations of the Tools made during actual implementation should be made early on in the assessment (i.e. by the first day of fieldwork). Changes at this stage, however, should be kept to a minimum. If the forms are altered for use in a crisis, the locally adapted versions should be kept on file alongside the country edition.

### 4.5. Secondary data

#### 4.5.1. Pre-crisis secondary data:

Where possible, the following categories of secondary data should be assessed, collected and consolidated in a national database as an integral part of a national preparedness strategy:

1. National regulatory framework for child protection.
2. National and international capacities for emergency response (especially in regards to national child protection systems and structures) as well as critical gaps therein.
3. Pre-crisis vulnerabilities of the population, specifically for children and youth, and the factors that create these vulnerabilities.
4. Baselines for health and population statistics, access to services and livelihoods for comparison with in-crisis conditions.
5. Enabling and limiting factors in the institutional context for the humanitarian response.
6. Topography, climate, water resources, infrastructure and land use, which are important for understanding available resources and constraints on a possible response.

The main sources for pre-crisis data will include government offices, the statistical bureau, bureaux of multilateral and bilateral donor organizations, universities, research centres and think tanks, UN agencies including OCHA and/or the humanitarian information centre if present, NGOs, and global or regional databases.

## 5. Seven Step Process to Carrying out the Assessment<sup>10</sup>



### **Step 1: Establish a Coordination Mechanism**

The success of an Interagency Assessment requires strong coordination and partnership among all actors. Under the cluster approach, the child protection coordinator is responsible for ensuring that a sector specific assessment takes place. When appropriate, the government may also coordinate or co-coordinate with international actors. Deciding who should coordinate will depend on existing coordination mechanisms on the ground, actors' capacity and expertise and the type and nature of the emergency.

Supervising and Coordinating the Assessment requires both technical and administrative support. A central coordination body made up of high level child protection experts should provide technical oversight. Specific tasks of this body may include

- a) *Review, development and adaptation of the tools*
- b) *Select and brief Team Leaders*
- c) *Select and train Team Members*
- d) *Supervise field work, including providing regular technical and logistical support to team leaders*
- e) *Collect field reports; analyze data and prepare final field reports.*

In addition to technical support, coordination of the administrative and operational aspects of the assessment must be ensured. These include:

- a. *Outreach to ensure adequate participation of key CP actors*
- b. *Security management/ monitoring the humanitarian situation*
- c. *Time management, information management and appeals processes*
- d. *Liaison with other assessment processes*



### **Step 2: Develop an Assessment Plan**

The assessment plan should include the following details:

- Number, size and make-up of the assessment teams;
- Roles and responsibilities of team members, including who should interview whom;
- Site selection and allocation of assessment teams to each location;
- List of targeted resource persons
- Visit schedule;
- Reporting lines/ Frequency of interim reporting from field teams;
- Logistics (including travel, per diem and lodging)Time to allow for fieldwork at each location; and
- Budget and Supply list

#### **Step 2.1: Determining staffing requirements:**

Assessment teams should comprise of a team leader and 2 to x? assessors, depending on the number and size of locations to be visited and the number and skills of team members available. A small team is often easier to manage and can work faster on site than a large one. If sufficient staff is available it is more effective to have a larger number of smaller teams to cover a broader area in a given time. In addition, teams composed of people who have already worked together are likely to be more effective and faster than teams where people have to get to know each other at the same time as carrying out their work.

<sup>10</sup> See 'Checklist Assessment' component in the kit.  
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As noted above, potential team leaders should be identified and prepared before the crisis, as part of a broader preparedness effort. As far as possible, the assessment team should include the following characteristics: Child Protection specialists with assessment experience; gender balance; local knowledge; objectivity and neutrality; international and national team members; multi-agency representation; and previous disaster experience if possible.

It should be emphasized however that the main priority is getting a team of trained assessors to the crisis-affected site as quickly as possible. Boxes 1 and 2 presents recommended minimum profiles for assessment team members.

#### **Box 1. Minimum profile for team leaders**

##### *Key skills:*

- 🕒 Child Protection specialist
- 🕒 Skills and experience in Child Protection operations.
- 🕒 Experience in assessment is important; emergency assessment experience is preferred but not necessary.
- 🕒 High level of familiarity with the Resource Kit is important.
- 🕒 Familiarity with the crisis-affected population is preferred.
- 🕒 Experience with community research and operational management skills are advantageous.

*Example posts:* Child Protection Coordinator.

#### **Box 2. Minimum profile for team members/assessors**

##### *Key skills:*

- 🕒 Assessment and community research.
- 🕒 Knowledge of local context.
- 🕒 Child protection experience is preferred.
- 🕒 Fluency in local languages an asset.

*Example posts:* Child Protection officer, national NGO staff members, Red Cross volunteers, local university students.

### **Step 2.2: Staff recruitment:**

In general, additional staff will need to be identified to conduct the Assessment; however, it is important not to delay the exercise for their availability.

Wherever possible, the assessment team should include representatives from the government and as many child protection agencies as possible. Creating a multi-dimensional, interagency team can be a daunting task, as there will likely be differing agendas and new actors. It also raises ethical consideration – especially if the government is perceived as a party to the conflict. In the best of circumstances, the team leader can draw on a pre-existing interagency protocol for emergencies. The inclusion of local authorities in the assessment team can facilitate access to areas, information, etc. Issues to consider include: individual relationships with assigned government officials, relationship with Ministry as a whole and alternate agreements (such as sharing the report or having Ministry officials participate in selected aspects of the assessment). Finally, tension often develops between country programme staff and emergency personnel on mission. It is important that the assessment team leader and section head (if they are different) proactively raise the topic with all staff in order to ensure a working team spirit and address issues as they arise.

There will be different roles within the team. These include national coordinators, field team leaders (for each team simultaneously in the field), assessors (at least 2 per team), where necessary translators, and drivers. For the sake of professionalism and confidentiality, it is best to work whenever possible with the Child Protection team's usual, pre-trained translators. If this is not possible, then the team leader should ask for good candidates from other sections and agencies. If any translator has never done protection-focused interviews and group work, then one of the team members should give a rapid training session complete with exercises. Sometimes, it will be necessary to use on-site translators. The assessors should pay added attention to non-verbal cues from respondents and end the translators' services if they feel that the community is particularly uncomfortable or reticent.

The team leader will need to review the guidance on children's participation and make the relevant decisions. It is crucial that the team represents a diversity of perspectives, ensuring coverage for gender and ethnic-sensitive issues, ages, languages and levels of experience. It would be wise to discuss with the Security Focal Point the appointment of

any staff who may face particular safety issues (i.e. ethnic minorities). Careful judgement should be exercised in the choice of local team members. This is particularly relevant in highly politicised circumstances in which some individuals may have their own agenda.<sup>11</sup> It would be wise to have a back-up plan to minimise difficult members' involvement as the exercise proceeds.

### **Step 2.3.: Selection of sites for data collection**

In large scale emergencies, it is often not possible to visit all of the affected areas. In this case, the assessment team must identify priority sites. Two main criteria can be used to guide the selection process: 1) gravity/degree of need and, 2) representative sample sites.

When time and resources are limited, the assessment team should prioritize locations where the humanitarian situation is the most serious. Secondary information can assist in this prioritization exercise.

When adequate time and resources are available, the assessment should also target geographically or demographically diverse areas. This will allow the assessment to capture both the general child protection situation as well as the diverse affects of the emergency across locations and populations. Criteria for stratifying and selecting sites include: urban/rural areas, population's socio-economic status, availability of basic services, malnutrition rates, diversity of livelihood activities, and residential status (i.e. refugees, IDPs, immigrants). For the sake of diversity and relevance, it is also important to choose sites that include both locations that are "of concern" and/or "typical of the situation". "Concern locations" are sites that are flashpoints for trouble (e.g. villages where child recruitment or trafficking has been reported); whereas "typical of the situation" are locations where there are no particular protection issues and seem to be in the same condition as most other affected areas.

### **Step 2.4. Agreement on key resource persons**

Before arriving at the site, the assessment team should make a list of potential key resource persons<sup>12</sup> and decide who will interview whom. For example, while some assessors concentrate on interviewing camp leaders, authorities, teachers etc. others can conduct informal group discussions with the affected population, including children.

These decisions will be based on a number of factors, including travel distance, means of transport available, road conditions, size of locations, damage to infrastructure, security conditions and trends in the emergency situation. Under team leader's supervision, the team should review the assessment plan daily and make adjustments to respond to the emerging needs and security situation. .

### **Step 2.5 Budgeting and Supplies**

As field locations often have very limited equipment and supplies, the assessment team should plan on, bringing necessary items for work with them. This may include:

- Stationary, pencils/pens, staplers, staples, folders
- Age appropriate materials to animate children
- Map of the area
- Digital Camera<sup>13</sup> (can be used to photograph flip charts, maps, etc).
- Locked cabinet for storing papers
- Computer and software (including IA database on separated children)
- Security and Communication Equipment



## **Step 3: Conduct a Risk Assessment**

In conjunction with the Security Focal Point and senior management, the coordination team must undertake a general risk analysis before carrying out field work. Protection assessments often create unintentionally risks for both the affected communities and humanitarian workers. These include security-related risks and/or risks related to humanitarian organizations reputations and perceptions of neutrality. Depending on the situation, the assessment

<sup>11</sup> See "Considerations of using local personnel" in UNICEF's *Assessment Tools* ([link?](#))

<sup>12</sup> The team must consider the resource person's credibility (i.e. does he/she have a vested interest in presenting issues a certain way?) and reliability (i.e. does he/she actually know about these issues?).

<sup>13</sup> Where security permits

team may decide to drop selected sections/questions to avoid putting the population or themselves in danger. Alternatively, they may decide not to ask sensitive questions in public or in certain areas. National staff are often best placed to make such decisions. When questions/sections are dropped, the coordination team may undertake a desk reviews to provide missing information. (See below).



## **Step 4: Conduct a rapid Training Session**

To ensure consistency and quality data collection, the assessment team must be trained on how to use the assessment tool, different methodologies and ethical considerations.

See annex 4 for the outline of the training and the resources available.

### **4.1 Core Training Content:**

#### *a. Ethical Considerations*

It is important to start from the premise that assessments are not neutral but interventions in themselves; thus, it is necessary to reflect on the potentially negative impacts the assessment may have on individual or groups of children and discuss how to avoid or minimise them. Ethical practice often requires finding a balance among several different sets of demands, and this is particularly challenging in emergency conditions.

#### *b. Code of Conduct*

The Team Leader should make sure that all team members are familiar with the International Federation of the Red Cross and Red Crescent Code of Conduct and the Standards established in the UN Secretary General's Bulletin<sup>14</sup>. All assessors must sign and abide by the UN code of conduct.

As part of the preparedness exercise of the Assessment, a response plan for breaches to these instruments should be developed and be explained to all the participants of the assessment.

#### *c. Methodologies*

All the assessors should be familiar with the different methodologies that will be used to collect information and with all the forms that are included in this Resource Kit. (See page 20 of this Guidance Notes for detailed explanation of how to conduct Focus Groups Discussions).

A session of the training should be dedicated to getting familiar with the different forms, and any doubts need to be clarified and explained exhaustively before the assessors start the collection of information.

### **4.2. Assessment of Needs versus Assessment of Assets and Resources**

Traditionally, humanitarian assessments heavily focus on problems faced by the community. Protection assessments, however, must also document local assets and resources. A balanced understanding of the situation will foster better decision making, lead to interventions that build on community strengths and avoid establishing parallel structures.



## **Step 5: Data Collection and Analysis**

### **5.1. In-crisis secondary data:**

After the onset of the crisis, secondary data can be collected at both coordination and field levels. Secondary data should be gathered at coordination level to do the following:

1. Characterize the nature, scope and extent of the emergency;
2. Identify the most affected regions and populations/ vulnerable groups and choose sites for field interventions;
3. Assess changes to national and local child protection capacities due to the crisis;
4. Monitor changes in the international capacity for assistance; and
5. Identify security and logistical considerations affecting delivery of humanitarian response and implementation of field data collection.

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<sup>14</sup> As part of the preparation for the implementation of the CPRA, the assessment team should have a response plan ready for breaches to the mentioned instruments.  
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The individual/organisation(s) coordinating the rapid assessment can gather such information by phone, interviewing key resource persons and reviewing key documents. Sources of data include OCHA, government ministries, civil society organisations, national and international NGOs at central and sub-national levels. All data and information collected must be carefully referenced, including the source, degree of validity, dates (day and time are relevant at this stage), methods and reported limitations on data. For both pre-crisis and in-crisis secondary data, a key function of coordination level actors is to map essential information (e.g., population settlements and movement, positions of humanitarian equipment and materials, government's child protection capacity on the groups, essential supplies, and insecurity).

### **5.2. Secondary data collection in the affected area**

Data on the pre-crisis situation and the effects of the crisis will often be available at national level. However, it will usually be necessary to gather more recent and/or detailed secondary data in the affected area before doing field assessments at specific locations in order to:

- Finalize the choice of locations for field assessment;
- Fill gaps in information on pre-crisis conditions; and
- Form a clearer, more detailed and up-to-date analysis of the situation at local level once primary data has been gathered.

Wherever possible, the team should make enquiries at district level to find out more about conditions before the crisis, the way in which services are normally organized and the extent to which those services have been affected, the most affected locations, the main impact of the crisis and any relief activities that are already underway or planned. Team members should try to interview local government and line ministries, national and international organizations already in the area, etc. They should also ask to see any relevant documents and maps. If there has been displacement from outlying settlements then displaced people may provide very important information on conditions in the affected areas.

### **5.3. Primary data collection at affected sites**

Data collection at the community level is required to do the following:

- Identify priority sites and sectors for humanitarian response;
- Provide a qualitative picture about the range of impacts of the emergency and influencing factors;
- Validate or modify the assessment provided by secondary data;
- Ensure that affected populations participate in identifying priorities for the immediate response.

### **5.4. Data Protection**

Owing to the nature of the issues being discussed, it is essential to pay a high level of attention to the protection of any data gathered in the field. Many organizations have their own guidelines; here are some basic elements:

1. keep named records separate from all detailed records coded with a study number
2. substitute numerical codes to encrypt identifiable data
3. remove any pages which contain identifiable personal information (e.g. address, birth date)
4. record information from group discussions without identifying individual participants
5. ensure all team members - including drivers and translators - understand the critical importance of confidentiality
6. on a daily basis, ensure all papers are stored in locked cabinets and that there is password protection for all computerised documents
7. limit access to identifiable data to key staff
8. written field notes should be destroyed if they have been typed up
9. dispose of all records and notes in a way that they cannot be found (i.e. shred, burn or send them out of the country if it is deemed that they would be useful in future)
10. witnesses and survivors of violations should not be taped or photographed at this stage.

It is also important to think clearly about how the final information will be shared, both with agencies participating in the assessment and other interested parties.

### **5.5. On-site Field Analysis**

*Bias and triangulation*

All resource persons will have some sort of bias, due to their particular experience, perspective or personal interests. The potential for bias due to individual, group or organizational interests is very high in crisis situations and may be hard to detect. There is also a potential for bias due to sampling methods used, particularly when time is short and assessors are obliged to rely on a small number of more easily accessible informants and observation points which may not be at all representative of the population or situation as a whole.

However, it is essential to identify and deal with bias when conducting the Assessment in the field in order to provide reliable data. A reliable method for reducing bias in data reporting is triangulation, which involves using different approaches to data in order to be able to cross-check and identify inconsistencies. Possibilities include the following:

- Using different data collection methods;
- Gathering data from different informants;
- Gathering data by different assessors;
- Gathering observational data at different places or looking in different directions; and
- Gathering data at different times of the day.

When triangulation shows inconsistencies in the data the issues should be verified and explored further.

The field teams should wrap-up each visit by collectively discussing and consolidating data gathered at that location. The Assessment Form should be completed (one form per site) as far as possible with the data collected and inconsistencies between data collected by different Team Members or using different methods should be reconciled or highlighted at the end of each section.

Field teams should be aware that in most cases the analysis will be reviewed at coordination level in the light of comparable data from other sites, comparison with normal conditions for the affected area and national and/or international benchmarks for crisis situations.

As data becomes available, team leaders should draft Assessment reports daily to share with the national coordination team.



### **Step 6: Preparing the Assessment Report**

A well-written report should:

1. Summarise key findings, potential developments, immediate significant action taken, and essential recommendations.
2. Be organised and structured logically.
3. Compile quantitative / statistical information into a quick-reference box (and repeat in the text as appropriate).
4. Mention the methods and/or sources used to obtain and verify all key information (use footnotes to cite secondary sources).
5. Express clearly and with brevity the key findings, limits to the knowledge gathered, and any gaps in information that remains. Use judgement about which details to include and exclude—the report should be detailed enough to allow recipients to make decisions without re-contacting the assessors, but shouldn't be burdened with unnecessary detail.<sup>15</sup>
6. Articulate how you foresee the child protection situation evolving in 3-6 months (i.e. which of the scenarios and why).
7. State any immediate action the team has taken and any that is needed.
8. Make recommendations for medium-term action.
9. Attach a list of key contacts.



### **Step 7: Programming the Child Protection action based on results of Assessment**

A well-planned and executed assessment is wasted if no outcome is forthcoming. Action must run throughout the whole process, as needed. While the complete report will be passed on to management for various approvals, the team itself can undertake action.

As discussed, the assessment itself should be seen as series of small actions in its own right; these include any referrals and assistance provided on site. There may have been matters that required immediate attention as they fell

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<sup>15</sup> However, all omitted detail should be organised and kept available to others who may find it useful.  
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within the protocol that was established prior to the field visits; these should be reported to management on a daily basis (see section on Ethics).

1. Information that comes to light on grave violations of children's rights must of course be handled with extreme care. Virtually all of the data protection measures should be enacted, and few people privy to details. Action should be swift and in keeping with the UN reporting mechanism as it has been developed in country.
2. Transfer any relevant direct or background information to other teams or networks (e.g. Education or GBV).
3. As the assessment wraps up, there are some administrative steps that need to occur. One of the most important in child protection is that of long-term data storage (see section on Ethics).

## 6. Assessment methodologies

Assessment in emergencies requires adapting standard data-collection methodologies, both for faster results and to accommodate security and access constraints. The most common methods include observation, key informant interviews and population counts. Methods also include a number of tools and techniques drawn from rapid assessment procedures such as participative ranking, community mapping, point surveys, transect walks and timelines. Assessments may also draw from other sectors' assessments.

Defining assessment methodologies means ensuring that data is useful and that it is robust enough to be convincing to partners, donors and the media. A critical preparedness measure is agreeing on common methodologies and setting standards for these. Methodologies should reflect the following general good practice tips on data collection and analysis.

### What to do

- Pay attention to bias. Do not assume that those who speak the language of emergency personnel and agencies represent their communities. Communities are not homogeneous. Gather and weigh information from key informants and local sources with a clear perspective on different interest groups and especially those in power.
- Also guard against bias on the part of researchers. Pay attention to bias in selecting teams, their training and the purposive sampling schemes they will use.
- Carefully judge secondary sources of information.
- Clearly identify the situation and control against preconceptions of what kind of interventions are needed
- Check new data against existing figures to ensure plausibility.
- In analysis and aggregation of data, when making calculations and projections, be careful to reflect the limitations of the original figures. This is especially important in using population data where, for example, some initial estimates might have a 25–50 per cent margin of error.
- Once figures are checked for accuracy, ensure that they are uniformly quoted across UN agencies.







## 6.1. Guidelines for conducting Focus Groups Discussions

Surveys assume that people know how they feel. But sometimes they really don't. Sometimes it takes listening to the opinions of others in a small and safe group setting before they form thoughts and opinions. Focus groups are well suited for those situations.

Focus groups can reveal a wealth of detailed information and deep insight. When well executed, a focus group creates an accepting environment that puts participants at ease allowing them to thoughtfully answer questions in their own words and add meaning to their answers. Surveys are good for collecting information about people's attributes and attitudes but if you need to understand things at a deeper level then use a focus group.

If you've ever participated in a well-run focus group you'd probably say it felt very natural and comfortable to be talking with a group of strangers. What you didn't know perhaps were the many hidden structures behind it all. A good focus group requires planning – a lot more planning than merely inviting a few key people to casually share their opinions about a topic. Outlined here are the details for conducting a high quality focus group. Suggestions for data analysis are included in the Focus Group Discussion Data Collection Document.

*In this Section you will find checklists for:*

-  Defining a focus group
-  Designing focus group questions
-  Recruiting and preparing for participants
-  Conducting the focus group

### Defining a focus group

- A focus group is a small group of six to ten people led through an open discussion by a skilled moderator. The group needs to be large enough to generate rich discussion but not so large that some participants are left out.
- The focus group moderator nurtures disclosure in an open and spontaneous format. The moderator's goal is to generate a maximum number of different ideas and opinions from as many different people in the time allotted.
- The ideal amount of time to set aside for a focus group is anywhere from 45 to 90 minutes. Beyond that most groups are not productive and it becomes an imposition on participant time.
- Focus groups are structured around a set of carefully predetermined questions – usually no more than 10 – but the discussion is free-flowing. Ideally, participant comments will stimulate and influence the thinking and sharing of others. Some people even find themselves changing their thoughts and opinions during the group.
- A homogeneous group of strangers comprise the focus group.
- Homogeneity levels the playing field and reduces inhibitions among people who will probably never see each other again.
- It takes more than one focus group on any one topic to produce valid results – usually three or four. You'll know you've conducted enough groups (with the same set of questions) when you're not hearing anything new anymore, i.e. you've reached a point of saturation.
- A focus group is not:
  - ⇒ A debate
  - ⇒ Group therapy
  - ⇒ A conflict resolution session
  - ⇒ A problem solving session
  - ⇒ An opportunity to collaborate
  - ⇒ A promotional opportunity
  - ⇒ An educational session

### Designing focus group questions

- ⇒ Twelve is the maximum number of questions for any one group. Ten is better, and eight is ideal.
- ⇒ Focus group participants won't have a chance to see the questions they are being asked. So, to make sure they understand and can fully respond to the questions posed, questions should be:
  - Short and to the point
  - Focused on one dimension each
  - Unambiguously worded
  - Open-ended or sentence completion types
  - Non-threatening or embarrassing
  - Worded in a way that they cannot be answered with a simple "yes" or "no" answer (use "why" and "how" instead)

There are three types of focus group questions:

1. Engagement questions: introduce participants to and make them comfortable with the topic of discussion
2. Exploration questions: get to the meat of the discussion
3. Exit question: check to see if anything was missed in the discussion

### **Recruiting and preparing for participants**

In an ideal focus group, all the participants are very comfortable with each other but not necessarily know each other. Homogeneity is key to maximizing disclosure among focus group participants. Consider the following in establishing selection criteria for individual groups:

- Gender – Will both men and women feel comfortable discussing the topic in a mixed gender group?
- Age – How intimidating would it be for a young person to be included in a group of older adults? Or vice versa?
- Power – Would a teacher be likely to make candid remarks in a group where his/her principal is also a participant?
- Participant inclusion/exclusion criteria should be established upfront and based on the purpose of the study. Use the criteria as a basis to screen all potential applicants.
- Focus groups participants can be recruited in any one of a number of ways. Some of the most popular include:
  - Nomination – Key individuals nominate people they think would make good participants. Nominees are familiar with the topic, known for their ability to respectfully share their opinions, and willing to volunteer about 2 hours of their time.
  - Random selection – If participants will come from a large but defined group (e.g. an entire high school) with many eager participants, names can be randomly drawn from a hat until the desired number of verified participants is achieved.
  - All members of the same group – Sometimes an already existing group serves as an ideal pool from which to invite participants (e.g. Community Network, Youth Group, etc).
  - Same role/job title – Depending on the topic, the pool might be defined by position, title or condition (e.g. community health nurses, parents of teen-age boys).
- Tell participants that the focus group will take about one and half to two hours. Give them a starting time that is 15 minutes prior to the actual start of the focus group to allow for filling out necessary paperwork, having a bite to eat, and settling in to the group.
- Arrange for a comfortable place in a convenient location. Depending on your group, you may also want to consider transportation.
- Arrange for food. At a minimum, offer a beverage and light snack

### **Conducting the focus group**

Ideally, the focus group is conducted by a team consisting of a moderator and assistant moderator (or note-taker). The moderator facilitates the discussion; the assistant takes notes.

The ideal focus group moderator has the following traits:

- Can listen attentively with sensitivity and empathy
- Is able to listen and think at the same time
- Believes that all group participants have something to offer no matter what their education, experience, or background
- Has adequate knowledge of the topic
- Can keep personal views and ego out of the facilitation
- Is someone the group can relate to but also give authority to (e.g. a male moderator is most appropriate for a group of all men discussing sexual harassment in the workplace)
- Can appropriately manage challenging group dynamics

The assistant moderator must be able to do the following:

- Take notes
- Note/record body language or other subtle but relevant clues
- Allow the moderator to do all the talking during the group
- Both moderator and assistant moderator are expected to welcome participants, and offer them food, if available.
- It may be important to collect demographic information from participants if age, gender, or other attributes are important for correlation with focus group findings. Design a short half page form that requires no more than two or three minutes to complete.
- Administer it before the focus group begins.
- The moderator uses a prepared script to welcome participants, remind them of the purpose of the group and also sets ground rules.

## FOCUS GROUP INTRODUCTION

### *Welcome*

Thanks for agreeing to be part of the focus group. We appreciate your willingness to participate.

### *Introductions*

Moderator; Assistant moderator

### *Purpose of Focus Groups*

We have been asked by \_\_\_\_\_ to conduct the focus groups.

The reason we are having these focus groups is to find out \_\_\_\_\_.

We need your input and want you to share your honest and open thoughts with us.

### *Ground Rules*

1. We want you to do the talking.  
We would like everyone to participate.  
I may call on you if I haven't heard from you in a while.
2. There are no right or wrong answers  
Every person's experiences and opinions are important.  
Speak up whether you agree or disagree.  
We want to hear a wide range of opinions.
3. What is said in this room stays here  
We want folks to feel comfortable sharing when sensitive issues come up.
4. We will be taking notes  
We want to capture everything you have to say.  
We don't identify anyone by name in our report. You will remain anonymous.

- Before asking the first focus group question, an icebreaker can be inserted to increase comfort and level the playing field.
- The focus group **moderator** has a responsibility to adequately cover all prepared questions within the time allotted. S/he also has a responsibility to get all participants to talk and fully explain their answers. Some helpful probes include:
  - ⇒ "Can you talk about that more?"
  - ⇒ "Help me understand what you mean"
  - ⇒ "Can you give an example?"
  - ⇒ It is good moderator practice to paraphrase and summarize long, complex or ambiguous comments. It demonstrates active listening and clarifies the comment for everyone in the group.
  - ⇒ Because the moderator holds a position of authority and perceived influence, s/he must remain neutral, refraining from nodding/raising eyebrows, agreeing/disagreeing, or praising/denigrating any comment made.

A **moderator** must tactfully deal with challenging participants.

Here are some appropriate strategies:

- ⇒ Self-appointed experts: "Thank you. What do other people think?"
- ⇒ The dominator: "Let's have some other comments."
- ⇒ The rambler: Stop eye contact; look at your watch; jump in at their inhale.
- ⇒ The shy participant: Make eye contact; call on them; smile at them.
- ⇒ The participant who talks very quietly: Ask them to repeat their response more loudly.

When the focus group is complete the moderator thanks all participants

Immediately after all participants leave, the moderator and assistant moderator debrief all the notes with the date, time (if more than one group per day), and name of the group.

## 7. Technical notes and some clarifications for the different Sections of the Key Informant Community Assessment Form

### a. Section 1: Identification Information:

Question 1.4.: The Administrative levels differ from country to country, so this list should be adapted according to the specific situation, in order to provide precise information about the location.

### b. Section 2: Demographic Information:

Questions 2.2., 2.3. and 2.4. are locally customizable; in some contexts the ethnicities could be an important point to bear in mind, while in others the religions may play an important role. The team adapting the tool should decide upon these. In some other contexts, an additional question on Political Groups' presence in the location, and estimated proportion of supporters could also be added to this section.

Question 2.9. refers to children living on their own, (and as the icon next to it suggests), if the response is "Yes", follow up should be carried out as soon as possible, as this group of children could be potentially at risk and exposed to different vulnerabilities.

In Question 2.10. it is suggested that, in addition to the answer given by the key informant/s, the assessor/s observe the situation directly in the assessed location. It is important to note that, since in some contexts and situations, street children are somehow "invisible" at certain times of the day, the assessment team should explore the possibilities of doing direct observation at different times.

Question 2.11. about orphanages: it is important to make sure that the information about these is filled out in the Institutional Response Capacity Map List, and that if any type of abuse is suspected at any of these institutions, an Urgent Action Report is filled. Same is applied to Question 2.12., which should be reinforced with direct observation.

### c. Section 3: Physical Safety and Well-being of Children and Youth

In some contexts, it might be necessary to add/delete some of the categories for Question 3.1.

### d. Section 4: Separated children, Family Tracing and Reunification

For this section, please bear in mind the following definitions from the "Interagency Guiding Principles on Unaccompanied and Separated Children"<sup>16</sup>:

*Separated children:* Are those separated from both parents, or from their previous legal or customary primary caregiver, but not necessarily from other relatives.

*Unaccompanied children:* Are children who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so.

Assessors should be familiar with the mentioned Interagency Guiding Principles.

If the answer to Question 4.4. is YES, make sure that assessors understand that a follow up should be done on this issue, at the earliest time possible.

### e. Section 5: Children associated with armed forces and armed groups

Not in all the contexts it would be possible to request information about the issue of children being recruited by armed forces or armed groups, however, if this problem exists in the community, the Child Protection Coordinator and the team should analyze carefully who could be a key informant for this section; and also try to get more information through focus group discussion.

### f. Section 6: Psychosocial Well-being of Children and Youth

As this area is also a sensitive and difficult one, the majority of information should come from the focus group discussion, and from the Capacity Map Master List.

<sup>16</sup> [http://www.unhcr.ch/include/fckeditor/custom/File/IAPUnaccompaniedChildren\\_e.pdf](http://www.unhcr.ch/include/fckeditor/custom/File/IAPUnaccompaniedChildren_e.pdf)  
Interagency Child Protection 1<sup>st</sup> Phase Assessment Resource Kit

#### **g. Section 7: Child Labour**

For this section, it is important to have information from different sources, as this is an area in which many children are “invisible”.

Although the assessors are requested to fill Urgent Action Report only for 3 of the categories specified in Question 7.1., all the categories may present risk of abuse for the children.

Assessors should be familiar with the Worst Forms of Child Labour (see page 6 of the Guidance Notes).

#### **h. Section 8: Access to Essential Services**

This section tries to capture the main issues related to Child Protection in relation with other sectors.

Depending on whether the emergency implies a displacement situation or refugee situation, the Child Protection Coordinator in charge of the Assessment, in cooperation with the team, should organize transect walks in the camp/s in order to gather information related to this section.

# Interagency 1<sup>st</sup> Phase Child Protection Assessment Resource Kit Focus Groups Discussion Guide

## Introduction:

The focus group discussion (FGD) approach described below reflects the use of participative ranking methodology<sup>1</sup>. This methodology promotes an engaged and participatory process, which rapidly highlights key findings while providing the opportunity for deeper analysis as resources permit. Collected in a structured manner, results can be swiftly consolidated and used to develop action plans addressing identified priorities.

The methodology is, by design, open to change and adaptation. Suggestions are offered for adapting it for specific uses or alternate circumstances. However, we strongly recommend that the discussions are undertaken using a phased approach with a first round of focus group questions designed to elicit *the main protection concerns* and *key resources available for prevention and response*. The questions offered in section 1 below are intended to address this objective. Once the primary protection concerns (and potential protective resources) have been identified, a second round of FGDs is recommended to *probe key protection concerns* in more depth. Sections 2-8 offer suggested questions for frequently identified protection concerns and associated coping capacities and resources.

For more detailed guidance on how to design a focus group interview guide and run a focus group, refer to Section 6 of the Toolkit Guidance Notes. Remember – twelve is the maximum number of questions for any one group; ten is better; and eight is ideal.

## Conducting Focus Groups with Adults or Children:

The method described here is suitable for use with adults, youth or children. The protocol described in the next section assumes use with children; however, it may be equally appropriate to employ the same protocol with a group of adult women or men. The groups you chose to consult with will depend on the resources available (e.g., staff, time and funding), your purpose (e.g. rapid assessment, in-depth probing of specific issues) and the number of ‘sub-populations’ in which you are interested. If, for example, you are engaged in a rapid assessment and are interested in identifying the biggest

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<sup>1</sup> Stark, L, Ager, A, Wessells, M & Boothby, N (2009) Developing Culturally Relevant Indicators of Reintegration for Girls Formerly Associated with Armed Groups in Sierra Leone Using a Participative Ranking Methodology. *Intervention: International Journal of Mental Health, Psychosocial Work and Counselling in Areas of Armed Conflict*, in press.

overall child protection concerns, it may be important to conduct focus groups with both parents and, separately, with children.

Having these two ‘lenses’ will allow you to *triangulate* your responses – that is, you can see where parents and children list the same protection concerns and have more confidence in your findings. You can also see what *different* problems these groups have listed. It may be, for example, that the risks that children are most concerned about are not the same as those about which their parents worry. These differences in the FGD findings can also be important as you begin to think about programmatic response.

It is important to note that the sample questions provided in Sections 1-8 below tend to use language appropriate for older participants or NGO practitioners. It will likely be necessary to adapt the questions to make them more user friendly for particular age groups or in particular settings. For example, it may be inappropriate to ask a group of young children the following:

- ☉ What protective measures and capacities are in place to protect children from the current protection risks?

Instead, you may choose to rephrase the question using simpler, more child-friendly language such as:

- ☉ Why do you think some children do well in this community but not others?

Make sure that you take the time to adjust the sample questions provided below so that they are easily understood by your target audience.

## **I. Phase One:**

### **Biggest Concerns**

1. A moderator and a note-taker should be present for all groups. The moderator explains that aim of the group is to understand what are the biggest problems facing children in the camp or community. It is explained that children should be able to speak freely. Who says what will not be recorded. It is the views of the group that is important. Encourage children to name major problems. Ask clarifying/ supplementary questions (from the sample questions in Box 1 below) to clarify the nature of each suggested ‘problem’. The note-taker lists ‘problems’ in the sequence they are suggested (numbering each clearly in turn). Continue until ten separate problems have been identified, or until there are no additional suggestions.

2. If children do not identify a protection concern that has been reported elsewhere, or you have good reason to suspect may be present in this setting, the moderator may ask “In some communities \_\_\_\_\_ has been mentioned as a problem; is that a problem here?”. If the children do not report it to be a problem, it should not be listed by the note-taker. If the children do see it as a problem it should be added to the list by the note-taker (with a star or asterisk used to mark it as a concern that was only mentioned after prompting).

3. The moderator and children then select objects (e.g. stones, pencils, leaves, cloth etc.) to represent each of the problems identified. The moderator goes through each concern in turn and decides together with the children what object can be used to represent it. Once linked with a concern, the objects are put in a pile on the ground in front of the moderator. *[This step can be completed once a full list of concerns has been identified;*

*however, it is often easier to find an object to represent each concern as that concern is identified by children].*

4. The moderator then notes that while all these problems are a concern, some are more of severe problems than others. The moderator asks the group to agree among themselves which are the biggest problems and which are lesser problems by ordering the objects in a line on the ground: the biggest problem at one end of the line, and the lesser problems at the other. The moderator helps this process, but does not direct it. The note-taker records verbatim key statements used in negotiating the positioning of objects. *[Note: “Biggest problem” may be replaced or augmented with “most prevalent problem” or “most serious problem” depending on what information is considered most relevant.]*

5. When the line is complete, the moderator checks with the group by asking: “So you are saying that X is the biggest problem faced by children here, then also Y is a big problem, then comes Z etc. etc.”. The moderator prompts the group to make adjustments to the line if their discussion suggests they wish to change their ranking. The note-taker then records the final ranking of problems. This provides a prioritized listing of protection concerns.

### **Most Important Resources**

6. The above process is then repeated to consider the key resources available for prevention and response. The moderator asks children to identify the things that can help children, or keep them safe, in the circumstances they face. In doing this the moderator draws on the remaining questions (four through nine) in Box 1. Similar to before, for each resource/means of coping that children identify an appropriate object is selected.

7. This process continues as previously until ten different resources (objects) have been identified (or children can not identify any other resources). *[Again, if there are resources that have been mentioned elsewhere that are not identified by children, children can be asked if they are relevant in this situation. If they suggest they are, they should be added to the list (with their having to be prompted noted by a star or asterisk)].*

8. The objects, placed in a pile, are again considered in turn and sorted into a line. The most important resource/means of coping being at one end, and the least important at the other. It is important that the children have opportunity to discuss and revise the positioning of objects on the line. The note-taker records verbatim key statements justifying the positioning of specific objects.

9. The positioning of the objects should provide opportunity to discuss all the remaining questions in Box 1 as required. The ranking exercise provides a foundation for exploring any remaining issues in a standard FGD format.

10. Finally, the moderator thanks the group for their participation, and reminds the children that the names of who said what have not been recorded: it was the views of the group that were of interest to the team. The moderator explains how the information will be used and the note-taker records any parting comments from the children regarding the exercise.



## 1. KEY CHILD PROTECTION INFORMATION

- ① Which children/youth are most at risk as a result of the emergency (i.e. under 5s? Girls over 12? Boys over 12? Disabled children?)
- ① What specific protection risk/threats do these groups of children face?
- ① What makes these groups of children particularly vulnerable to risks/threats?
- ① What coping strategies are children, families, communities currently using to deal with threats? Risks? (this can include both harmful and protective measures)
- ① What other protective measures and capacities are in place to protect children from the current protection threats/risks? (i.e. Government, community, family, children).
- ① Have these protective measures been weakened/reinforced since the emergency? How?
- ① Are there any obstacles in place to access these protective measures (both formal and informal)?
- ① What more can be done to strengthen existing mechanisms?
- ① Are additional/new measures needed to keep children safe?

The 'FGD Data Collection Form' (including the 'Suggestions for Data Analysis' section) provides detailed suggestions for the recording and analysis of this data. In terms of using Phase 1 FGDs as a basis for more detailed exploration in Phase 2, the quickest way to identify the protections concerns to explore in more detail is to list the 'top three' concerns prioritized by each group. Those mentioned the most/by multiple groups should then be selected for Phase Two FGDs.

## II. Phase Two Protocol:

Based on the priority concerns identified in the first phase, it will likely be necessary to conduct a second phase of focus group discussions that probe in more depth the particular issues elicited in phase one. Again, twelve is the maximum number of questions for any one group. Ten is better, and eight is ideal. As such, you should lead focus groups that focus only on one or, at most, two of the protection concerns listed below. A similar participative ranking methodology can be used in this second phase.

*[Or a more conventional FGD approach, drawing on the principles listed in Section 6 of the Guidance Notes, can be used].*

## 2. PHYSICAL SAFETY AND WELL BEING OF CHILDREN AND YOUTH

- ① What traditional coping mechanisms have been adopted by children, families and communities to keep children physically safe from armed violence, physical harm and abductions?
- ① How have these coping strategies changed as a result of the emergency?
- ① Who is most at risk of landmine/UXO accidents? Why?
- ① What additional strategies can be used to keep children physically safe?
- ① What areas within and near site are dangerous for children? Why?
- ① What areas within and near site are most safe for children? Why?
- ① Are there reports of people approaching children and families for trafficking purposes?

### **3. SEPARATED CHILDREN, FAMILY TRACING AND REUNIFICATION**

- ① How have children not living with their families been cared for traditionally?
- ① Have these changed as a result of the emergency? How?
- ① What efforts have been made, or could be made by children, youth, parents and community leaders to prevent separation?

### **4. CHILDREN ASSOCIATED WITH ARMED FORCES AND ARMED GROUPS (CAAFAGs)**

- ① Who is most at risk of recruitment? Why?
- ① What are the circumstances of recruitment? Does this differ for girls and boys?
- ① What is the community's attitude towards recruitment of children? Does it differ for girls? Boys?
- ① What have children, families and communities traditionally done to prevent recruitment?
- ① What additional strategies should be employed to prevent recruitment?
- ① What have children, families and community used to facilitate the release and reunification of children?
- ① What additional strategies should be employed to facilitate the release and reunification of recruited children?
- ① What additional strategies should be employed to prevent the recruitment of children; facilitate their release and reunification within the community, or otherwise support CAAFAG and/or how could current efforts be improved?

### **5. GENDER BASED VIOLENCE (GBV)**

- ① Which children are most at risk of GBV?
- ① What are the most common circumstances of GBV?
- ① What are the social attitudes towards GBV survivors?
- ① What traditional coping strategies have survivors used to deal with GBV (harmful and protective)?
- ① What traditional coping strategies have families of survivors used to deal with GBV (harmful and protective)?

### **6. PSYCHO-SOCIAL WELL-BEING OF CHILDREN AND YOUTH**

- ① What signs of distress and changes in behaviour are displayed among children?
- ① Who is showing the most change?
- ① Have some children shown extreme behaviour changes that is worrying parents and caregivers (for example, a) not eating b) not speaking, c) not sleeping)?
- ① Are these widespread or isolated?
- ① How have children, youth, parents, community leaders, religious leaders, government, and relief organizations traditionally helped children to cope with difficult experiences?
- ① How are they helping children now?
- ① Who have children traditionally gone for support when they have problems?
- ① Has this changed as a result of the emergency? How?

- ④ Who have youth traditionally gone for support when they have problems?
- ④ Has this changed as a result of the emergency? How?
- ④ What kind of support and coping mechanisms are available to help parents/caretakers deal with the effects of the emergency (e.g. religious or political beliefs, seeking support from family and friends, etc.)?
- ④ What kind of support and coping mechanisms are available to help the community deal with the effects of the emergency?
- ④ How do children/youth, and the community perceive and experience the emergency (perceptions of events and their importance, perceived causes, expected consequences)?
- ④ What capacities, resources, staffing and activities exist for mental health care (including policies, availability of medications, role of primary health care and mental hospitals, etc.)?

## **7. CHILD LABOUR**

- ④ Why are children working?
- ④ Are there children expected to contribute to household income? From what age? Doing what?
- ④ How does the community generally view children engaged in any type of child labour?
- ④ What traditionally has been done to prevent children from engaging in child labour and/or withdrawing children from child labour?
- ④ How have these traditional methods changed in the last 3 months?
- ④ What additional strategies should be employed to prevent and/or withdraw children from work and/or how could current efforts be improved?
- ④ What would be the effects on a family/child himself if a child were to withdraw from work?
- ④ What causes children to engage in hazardous child labour?
- ④ Have you heard of humanitarian/government interventions employing underage children? Describe.

## **8. ACCESS TO ESSENTIAL AND SAFE SERVICES**

- ④ What major obstacles do vulnerable children and families face in accessing basic services? (Food, NFIs, Shelter, Health, Education)
- ④ How have typical livelihoods systems been affected by the crisis? How have children been affected? What action is needed?
- ④ How have health services been affected by the crisis? How have children been affected? What action is needed?
- ④ How have water and sanitation been affected by the crisis? How have children been affected? What action is needed?
- ④ How has education been affected by the crisis? How have children been affected? What action is needed?
- ④ What children are less likely to attend primary school? Secondary school (girls, boys, disabled)? Why?
- ④ Is there assistance available to help vulnerable (i.e. women, elderly) caregiver construct shelter?

# Interagency First Phase Child Protection Assessment Resource Kit

## Focus Group discussion Data Collection Form

Date: \_\_\_\_\_

Participants: Children/Adults

Moderator: \_\_\_\_\_

Note taker: \_\_\_\_\_

Camp/Community: \_\_\_\_\_

Number of Participants in Group: \_\_\_\_\_

Age range: \_\_\_\_\_

Gender: Female/Male/Mixed

### Key Protection Concerns Identified:

Free list:

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Rank Order:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Comments:

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(Write down what participants say exactly like they say them).

**Coping Strategies/Resources:**

Free list:

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Rank Order:

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Comments:

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(Write down what participants say exactly like they say them).

## SUGGESTIONS FOR DATA ANALYSIS

**Compile the response data:** While the FGD responses are interesting and informative on their own, they are often more useful when compiled or ‘grouped’ into common themes or dimensions. This can be done in a variety of ways, from simple large group sorting techniques to quite sophisticated and structured statistical techniques. When selecting a specific technique, consider the ultimate goals for the data, available resources (e.g. time) and the skills of the staff who will be compiling and analyzing the data.

Before data can be compiled into groups the responses need to be transcribed onto cards for sorting. Responses can be entered into a computer database so that they can be manipulated and printed or they can be copied by hand directly onto cards. Computer software like MS Excel or a ‘label template’ function in a word processing program like MS Word can be used to store the responses and print them onto cards. However, usually having the interviewers hand transcribe the responses onto cards is the simplest and most efficient method. Use whatever method works in your situation. It will usually be best to use a different color card (or, failing that, a different color pen) for ‘protection concerns’ and ‘resources’. To help compile information from across many groups list the ‘rank’ number (that is, the position on the priority list agreed by participants) on each card.

**Narrowing responses:** Once the responses have been compiled onto cards or into a computer file you will need to reduce them to those that you believe will be meaningful for your purposes. In most first phase assessments you will be interested in identifying the major types of protection concern that are present. So, you might include mention of specific concerns such as “rape”, “domestic violence”, “sexual abuse”, etc. within a broader category of “gender based violence”. You may want to have more detailed (i.e. narrower) categories for things that are likely to be the focus of potential interventions.

An individual can sort cards into groups in this way, but it is usually better to involve a number of people (who can discuss the reasons of putting certain issues together). *[Best of all is having two or more groups independently sort cards. The disadvantage is that it takes more time, but the advantage is that you can compare the piles or categories of items created by different groups to see if common themes emerge. It is a way of assessing the reliability of your compiled data, and also seeing different ways of understanding how protection concerns are linked to common sources of vulnerability].*

### **Analyzing responses:**

**Frequency:** For the first phase, once you have sorted the responses into piles, you can determine which priority concern has been listed most frequently by looking at which pile is the biggest. For example, if “child recruitment” was the one concern mentioned in every focus group, that is a strong indication of a high priority concern.

**Average Rank:** A concern may be listed very often but, as indicated by the ranking exercise, may not be seen by participants as the biggest concern. The average ranking that a concern (or resource) receives will usually be the best measure of its importance for action. Similarly, you can determine the mean and median rank of “child recruitment” by looking at the ranking numbers on each of the cards in this pile. To calculate the average rank for an issue, simply add up all of the numbers on the cards in this pile and divide by the number of cards.

# Interagency First Phase Child Protection Assessment Resource Kit

## Focus Group discussion Data Collection Form Example

**Date:** 6 December 2008

**Participants:** ~~Children~~/Adults

**Moderator:** Jean Aperu

**Note taker:** John Situ

**Camp/Community:** Aweru

**Number of Children in Group:** 9

**Age range:** 10-13

**Gender:** Female/~~Male~~/Mixed

### Key Protection Concerns Identified:

#### Free list:

Attacks on girls/rape  
Soldiers taking children to the bush  
Sickness  
Beating (teachers and parents)  
Landmines  
Fights (between youths)  
Lack of food  
Crowded houses

#### Rank Order:

1. Sickness
2. Landmines
3. Attacks on girls/rape
4. Fights (between youths)
5. Lack of food
6. Soldiers taking children to the bush
7. Fights (between youths)
8. Crowded houses
- 9.
- 10.

#### Comments:

---

(Write down what the children say exactly like they say them).

My brothers and my sisters, they are all sick. They have fevers for many days.

The soldiers came last month and took two boys away from the home of my cousin.

There is too much sickness here. My brother and my aunt have both passed away since we came here.

A young boy died when he was playing by the road and he stepped on a bomb left by the militia.

There are mines everywhere. We are afraid to go walking from our shelter.

Girls are not safe here. A girl was defiled yesterday by a man when she went to collect water.

### **Coping Strategies/Resources:**

#### **Free list:**

Family  
Working in market  
Praying  
Friends at school  
Girls who sell their bodies  
Police  
Village headman

#### **Rank Order:**

1. Family
2. Working in market
3. Village headman
4. Praying
5. Girls who sell their bodies
6. Friends at school
7. Police
- 8.
- 9.
- 10.

### **Comments:**

---

(Write down what the children say exactly like they say them).

When a child is with his parents he will have a full stomach; when he is alone he may starve.

There are many of us working at the market: portering or selling

Some girls earn money by going with the soldiers. They hang around the barracks until they are picked.



A girl who is with her family will not do such things - her mother or her father will not allow it.

When you are faced with such problems, one can only pray to God and ask for his help.

The police here do not protect us - they beat us if they see us at the market.

If there is a problem you can alert the village headman; they have traveled with us here and they can seek to help you.

# Interagency First Phase Child Protection Assessment Resource Kit

## Key Informants Community Assessment Form

### *Guidance Sheet for Assessors*

#### *Considerations:*

- 🗣️ **Introduce yourself:** Introduce yourself and your organization to respondents, and explain that the purpose of the assessment is to help organizations make good decision about how best to work with and support affected communities.
- 🗣️ **Don't make promises of assistance:** Make certain that interviewees know that how, when and where protection assistance is provided will depend on many factors.
- 🗣️ **Obtain Consent:** Gaining consent means making sure people know why you are asking questions and also what the information will be used for. Stress that participation in an interview is optional and that all information shared will be kept confidential and secure. If they would rather not answer specific questions, they may request to skip them. Their names or contact details will not be recorded.
- 🗣️ **Write clearly and concisely:** Please write **clearly and briefly**, using the last page for additional information.
- 🗣️ **Observe cultural principles:** Assessors must observe cultural principles, for example women questioning women [where this is appropriate].
- 🗣️ **Respect Interviewees time and needs:** Use your judgment in carrying out the assessment and consider the needs of interviewees. **You do not need to complete every question** but rather focus on the questions that are most relevant to the situation.  
**Do no Harm:** When gathering information on sensitive issues, there may be difficult choices to make about whom to approach; the potential risks to respondents of providing sensitive information; as well as whether, where and how to approach them. Careful decision must be made to minimize any potential risk to interviewees. In general, only seek information that respondents feel comfortable and safe providing, but also consider the risks to children of not obtaining information on immediate threats to their safety. Be sensitive to information that may be socially or politically sensitive.
- 🗣️ **Adapt the tool according to your needs and key informants:** in cooperation with your team, especially with the local counterparts, discuss carefully beforehand which questions you will ask to whom; decide on key priority questions for key informants in case their time availability is limited.

#### *Key to symbols used in the form*

When you find the following symbols in the form, they mean:



Locally customizable



Direct observation




Requires follow up



Attention

# KEY INFORMANT COMMUNITY ASSESSMENT FORM

## 1. IDENTIFICATION INFORMATION

<b>1.1.</b> Assessor's codename and organization codename		<b>1.2.</b> Date of the assessment		<b>1.3.</b> Period covered by this Assessment	
<b>1.4. Location</b> 					
Administrative Level 1 (Country):					
Administrative Level 2 (Province, State, District, Region):					
Administrative Level 3 (Parish, Sub-County, Commune):					
Administrative Level 4 (Village, Camp):					
Administrative Level 5:					
Administrative Level 6:					
<b>1.5.</b> GPS Coordinates in Decimal Degrees (if available)			<b>1.6.</b> Name of Nearest Town or landmark:		

### Key Resource Person Interview

All of these questions are related to the community where the key informant is **currently** living, not the community from which the informant came.

**This information applies to: (tick one)**

- ☐ Host population and displaced population  
☐ Displaced population only

## 2. DEMOGRAPHIC INFORMATION

**2.1.** If population data is unavailable, please answer the following questions about estimations

<b>2.1.1.</b> What is the estimated <b>sex breakdown</b> of children? (Tick one)	<b>2.1.3.</b> Since the onset of the emergency, do key informants say that the number of <b>youth</b> (aged 14-18) in this community have...? (Tick one)
<input type="checkbox"/> a. Majority girls <input type="checkbox"/> b. Majority boys <input type="checkbox"/> c. About equal <input type="checkbox"/> d. Don't know	<input type="checkbox"/> a. Increased. If yes, why? (Tick all that apply) <input type="checkbox"/> a1. Work <input type="checkbox"/> a2. School <input type="checkbox"/> a3. Community is considered safer <input type="checkbox"/> a4. Better services for children <input type="checkbox"/> a5. Aid available <input type="checkbox"/> a6. Don't know  <input type="checkbox"/> b. Decreased. If yes, why? (Tick all that apply) <input type="checkbox"/> b1. Work <input type="checkbox"/> b2. School <input type="checkbox"/> b3. Recruitment <input type="checkbox"/> b4. Relocated due to safety concerns <input type="checkbox"/> b5. Deaths <input type="checkbox"/> b6. Other <input type="checkbox"/> b7. Don't know  <input type="checkbox"/> c. Stayed the same <input type="checkbox"/> d. Don't know
<b>2.1.2.</b> Since the onset of the emergency, do key informants say that the number of <b>young children</b> (under 5) in this community have...? (Tick one)	
<input type="checkbox"/> a. Increased <input type="checkbox"/> b. Decreased. If yes, why? <input type="checkbox"/> b1. Relocated due to safety concerns <input type="checkbox"/> b2. Deaths <input type="checkbox"/> b3. Other <input type="checkbox"/> b4. Don't know  <input type="checkbox"/> c. Stayed the same <input type="checkbox"/> d. Don't know	

<b>2.2. List ethnic groups in this community</b> - Ethnicity A..... What is the proportion? (tick one) <input type="checkbox"/> Majority <input type="checkbox"/> Minority <input type="checkbox"/> Don't know - Ethnicity B..... What is the proportion? (tick one) <input type="checkbox"/> Majority <input type="checkbox"/> Minority <input type="checkbox"/> Don't know - Ethnicity C ..... What is the proportion? (tick one) <input type="checkbox"/> Majority <input type="checkbox"/> Minority <input type="checkbox"/> Don't know	<b>2.3. List religions in this community</b> - Religion A..... What is the proportion? (tick one) <input type="checkbox"/> Majority <input type="checkbox"/> Minority <input type="checkbox"/> Don't know - Religion B..... What is the proportion? (tick one) <input type="checkbox"/> Majority <input type="checkbox"/> Minority <input type="checkbox"/> Don't know - Religion C..... What is the proportion? (tick one) <input type="checkbox"/> Majority <input type="checkbox"/> Minority <input type="checkbox"/> Don't know	<b>2.4. List languages spoken at site (Tick all that apply)</b> - Language A..... What is the proportion? (tick one) <input type="checkbox"/> Majority <input type="checkbox"/> Minority <input type="checkbox"/> Don't know - Language B..... What is the proportion? (tick one) <input type="checkbox"/> Majority <input type="checkbox"/> Minority <input type="checkbox"/> Don't know - Language C ..... What is the proportion? (tick one) <input type="checkbox"/> Majority <input type="checkbox"/> Minority <input type="checkbox"/> Don't know			
<b>2.5. Prior to the emergency, did <b>girls</b> go to <b>primary</b> school?</b> <input type="checkbox"/> a. Majority attended school <input type="checkbox"/> b. Majority did not go to school <input type="checkbox"/> c. Don't know	<b>2.6. Prior to the emergency, did <b>girls</b> go to <b>secondary</b> school?</b> <input type="checkbox"/> a. Majority attended school <input type="checkbox"/> b. Majority did not go to school <input type="checkbox"/> c. Don't know				
<b>2.7. Prior to the emergency, did <b>boys</b> go to <b>primary</b> school?</b> <input type="checkbox"/> a. Majority attended school <input type="checkbox"/> b. Majority did not go to school <input type="checkbox"/> c. Don't know	<b>2.8. Prior to the emergency, did <b>boys</b> go to <b>secondary</b> school?</b> <input type="checkbox"/> a. Majority attended school <input type="checkbox"/> b. Majority did not go to school <input type="checkbox"/> c. Don't know				
<b>2.9. Are there children living on their own? YES  NO</b>					
<b>2.9.1. Before the emergency, what was the number of child-headed Households?</b> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:50%; background-color: #f2f2f2;"> <b>a. Boys headed HHs</b>  <input type="checkbox"/> Don't know  <input type="checkbox"/> Number ____  Source of figure:  <input type="checkbox"/> Documented  <input type="checkbox"/> Guess </td> <td style="width:50%; background-color: #f2f2f2;"> <b>b. Girls headed HHs</b>  <input type="checkbox"/> Don't know  <input type="checkbox"/> Number ____  Source of figure:  <input type="checkbox"/> Documented  <input type="checkbox"/> Guess </td> </tr> </table>		<b>a. Boys headed HHs</b> <input type="checkbox"/> Don't know <input type="checkbox"/> Number ____ Source of figure: <input type="checkbox"/> Documented <input type="checkbox"/> Guess	<b>b. Girls headed HHs</b> <input type="checkbox"/> Don't know <input type="checkbox"/> Number ____ Source of figure: <input type="checkbox"/> Documented <input type="checkbox"/> Guess	<b>2.9.2. Before the emergency, what was the number of female-headed Households?</b> <input type="checkbox"/> Don't know <input type="checkbox"/> Number ____ Source of figure: <input type="checkbox"/> Documented <input type="checkbox"/> Guess	
<b>a. Boys headed HHs</b> <input type="checkbox"/> Don't know <input type="checkbox"/> Number ____ Source of figure: <input type="checkbox"/> Documented <input type="checkbox"/> Guess	<b>b. Girls headed HHs</b> <input type="checkbox"/> Don't know <input type="checkbox"/> Number ____ Source of figure: <input type="checkbox"/> Documented <input type="checkbox"/> Guess				
<b>2.9.3. Before the emergency, what was the number of elder-headed Households?</b> <input type="checkbox"/> Don't know <input type="checkbox"/> Number ____ Source of figure: <input type="checkbox"/> Documented <input type="checkbox"/> Guess		<b>2.9.4. Since the emergency, did the number of child-headed households in this community:</b> <input type="checkbox"/> a. Increase <input type="checkbox"/> b. Decrease <input type="checkbox"/> c. Stay the same <input type="checkbox"/> d. Don't know			
<b>2.9.5. Since the emergency, did the number of female-headed households in this community:</b> <input type="checkbox"/> a. Increase <input type="checkbox"/> b. Decrease <input type="checkbox"/> c. Stay the same <input type="checkbox"/> d. Don't know		<b>2.9.6. Since the emergency, did the number of elder-headed households in this community:</b> <input type="checkbox"/> a. Increase <input type="checkbox"/> b. Decrease <input type="checkbox"/> c. Stay the same <input type="checkbox"/> d. Don't know			
<b>2.10. Are there children without adult caregivers living/sleeping on the streets?</b>			<input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b> (go to question <b>2.11</b> )		
<b>2.10.1. What is the sex of most of the children living/sleeping on the streets?</b> <input type="checkbox"/> a. Mostly boys <input type="checkbox"/> b. Mostly girls <input type="checkbox"/> c. About equal <input type="checkbox"/> d. Don't know					
<b>2.10.2. Since the emergency, has the number of children living/sleeping on the streets....?</b> <input type="checkbox"/> a. Increased <input type="checkbox"/> b. Decreased <input type="checkbox"/> c. Stayed the same <input type="checkbox"/> d. Don't know					
<b>2.11. Are there orphanages in this community?</b> <input type="checkbox"/> <b>Yes</b> (if yes is selected, please go to question <b>2.11.1.</b> ) <input type="checkbox"/> <b>No</b>					
<b>2.11.1. Does the interviewer or key informant feel that children are in immediate danger at any of the orphanages?</b>			<input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>		
If "yes" is selected, please fill out an <b>Urgent Action Report</b> .					

<b>2.12.</b> Are there children living in other types of care?			<input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>
<b>2.12.1.</b> If yes is selected, does the interviewer or key informant feel that children are in immediate danger at any of these institutions?			<input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>
If "yes" is selected, please fill out an <b>Urgent Action Report</b>			
<b>2.13.</b> List key community leaders and resource persons' names and contact information (prioritize leaders who can support CP efforts)			
<i>Name</i>	<i>Role (if applicable)</i>	<i>Other contact details (address, cell phone, landmark)</i>	<i>Population</i>
			<input type="checkbox"/> Host Population <input type="checkbox"/> Affected Population
			<input type="checkbox"/> Host Population <input type="checkbox"/> Affected Population
			<input type="checkbox"/> Host Population <input type="checkbox"/> Affected Population
			<input type="checkbox"/> Host Population <input type="checkbox"/> Affected Population
			<input type="checkbox"/> Host Population <input type="checkbox"/> Affected Population
			<input type="checkbox"/> Host Population <input type="checkbox"/> Affected Population

3. PHYSICAL SAFETY AND WELL BEING OF CHILDREN AND YOUTH				
<b>3.1.</b> Since the emergency began, are there any reported cases of children being:				
		Estimated Total #	Sex breakdown (if available)	Age breakdown (If available)
a. Killed by violence or accident	<input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>			
b. Dying due to disease	<input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>			
c. Seriously Injured	<input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>			
d. Missing or Abducted	<input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>			
e. Physically abused	<input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>			
f. Sexually abused	<input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>			
g. Sexually exploited	<input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>			
h. Detained	<input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>			
i. Deported	<input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>			
j. Trafficked	<input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>			
If any of the above is continuing, complete an <b>Urgent Action Report</b> .				
<b>3.2.</b> Are any of the following happening? (Tick all that apply)				
<input type="checkbox"/> a. Evacuations that separate children from their caregiver <input type="checkbox"/> b. Children placed in institutional care or boarding schools <input type="checkbox"/> c. Children left unattended at medical or feeding centres <input type="checkbox"/> d. Separation of children from their caregivers resulting from inappropriate rescue <input type="checkbox"/> e. Children falling into latrines or water sources <input type="checkbox"/> f. Children attacked when fetching water <input type="checkbox"/> g. Other <input type="checkbox"/> h. Don't know or no reports of any of the above				
<b>3.3.</b> Were there landmines and/or UXOs in and around site before the emergency?	<input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>	<b>3.3.1.</b> Are there landmines and/or UXOs in and around site after the start of the emergency?		<input type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>
If there are new landmines since the emergency onset, fill out an <b>Urgent Action Report</b> .				

**3.3.2.** If there are landmines/ UXOs in this community, did a Landmine Risk Education programme exist in this community...?

- ☐ a. Prior to the emergency  
☐ b. Since the emergency  
☐ c. Not at all

#### 4. SEPARATED CHILDREN, FAMILY TRACING AND REUNIFICATION

**4.1.** Have there been any reported cases of:

	Total # (if available)	Age group (tick one)	Gender (tick one)
a. Separated children		<input type="checkbox"/> Mostly under 5s <input type="checkbox"/> Mostly between 5-13 y.o. <input type="checkbox"/> Mostly 14-18 y.o. <input type="checkbox"/> Don't know	<input type="checkbox"/> Mostly girls <input type="checkbox"/> Mostly boys <input type="checkbox"/> About equal <input type="checkbox"/> Don't know
b. Unaccompanied children		<input type="checkbox"/> Mostly under 5s <input type="checkbox"/> Mostly between 5-13 y.o. <input type="checkbox"/> Mostly 14-18 y.o. <input type="checkbox"/> Don't know	<input type="checkbox"/> Mostly girls <input type="checkbox"/> Mostly boys <input type="checkbox"/> About equal <input type="checkbox"/> Don't know
c. Missing children		<input type="checkbox"/> Mostly under 5s <input type="checkbox"/> Mostly between 5-13 y.o. <input type="checkbox"/> Mostly 14-18 y.o. <input type="checkbox"/> Don't know	<input type="checkbox"/> Mostly girls <input type="checkbox"/> Mostly boys <input type="checkbox"/> About equal <input type="checkbox"/> Don't know

**4.2.** Have new families moved into community following the emergency?

☐ YES  
☐ NO

4.2.1. # of families	4.2.2. Where have families moved from?	4.2.3. When did families move?	4.2.4. Why did the families move?

**4.3.** What are the main causes of separation? (tick all that apply)

	Are causes ongoing?		Are causes ongoing?		Are causes ongoing?
<input type="checkbox"/> a. Accidental separation during displacement	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> c. Accidental separation during conflict or other crisis	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> e. Abduction	<input type="checkbox"/> YES <input type="checkbox"/> NO
<input type="checkbox"/> b. Children sent away for safety, medical services or education	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> d. Death of parent or usual caregiver	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> f. Other (specify) .....	<input type="checkbox"/> YES <input type="checkbox"/> NO

**4.4.** Are there reports of persons/organizations approaching families to offer institutional care for children?

☐ YES  
☐ NO

**4.5.** Are there advocacy efforts in place to prevent institutionalization of children?

☐ YES  
☐ NO

**4.6.** Are humanitarian actors aware of and using Interagency Guiding Principles on Unaccompanied and Separated Children?

☐ YES  
☐ NO

#### 5. CHILDREN ASSOCIATED WITH ARMED FORCES AND ARMED GROUPS (CAAFAGs)

**5.1.** Is there evidence of child recruitment by armed forces and groups?

☐ YES  
☐ NO

Estimated #	Age group (tick one)	Gender (tick one)
	<input type="checkbox"/> a. Mostly under 10s <input type="checkbox"/> b. Mostly 11-13 y.o. <input type="checkbox"/> c. Mostly 14-18 y.o. <input type="checkbox"/> d. Don't know	<input type="checkbox"/> a. Mostly boys <input type="checkbox"/> b. Mostly girls <input type="checkbox"/> c. About equal <input type="checkbox"/> d. Don't know
<b>5.2.</b> Who is recruiting children?		<b>5.2.1.</b> Where does recruitment take place?
1.		1.
2.		2.
3.		3.
4.		4.

#### 6. PSYCHO-SOCIAL WELL-BEING OF CHILDREN AND YOUTH

**6.1.** Are the IASC Guidelines on Mental Care and Psychosocial support known and used in the emergency response?

☐ YES ☐ NO

**6.2.** Is there a joint mental health /community-based psychosocial coordination mechanism in place?

☐ YES ☐ NO

**6.3.** Is there a referral mechanism in place?

☐ YES ☐ NO




Details:	Details:	Details:
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## 7. CHILD LABOUR

**7.1.** During or after the emergency, are there any reports of children at the location engaged in:

**(Tick all that apply)**

- ☐ a. Household Chores within the family home  
☐ b. Market/Trade  
☐ c. Workshops  
☐ d. Domestic Labour outside the family home  
☐ e. Agriculture  
☐ f. Handicrafts  
☐ g. Transport  
☐ h. Street Work/Begging  
☐ i. Illegal Activities (Stealing, Selling drugs, etc)  
☐ j. Commercial Sexual Exploitation   
☐ k. Slavery   
☐ l. Other hazardous work ( work which is likely to harm the health, safety or morals of children)   
☐ m. Other Specify:

**Age group**  
Children who work are:  
(tick one)

- ☐ Younger than 12 y.o.  
☐ Between 13-18 y.o.  
☐ Don't know

**Gender**  
Children who work are:  
(tick one)

- ☐ Mostly boys  
☐ Mostly girls  
☐ About equal  
☐ Don't know



Please fill out an **Urgent Action Report** for any concerning issue with these types of activities

## 8. ACCESS TO ESSENTIAL AND SAFE SERVICES

**8.1.** Are child-headed households being registered? 

- ☐ a. Yes. If yes, are their specific needs being noted in the registration record: ☐ YES ☐ NO  
☐ b. Sometimes  
☐ c. No

**8.2.** Are separated children on their caregiver's ration card?

- ☐ a. Yes  
☐ b. Sometimes  
☐ c. No

**8.3.** Are child-head households given ration cards?


- ☐ Yes  
☐ Sometimes  
☐ No

**8.4.** Are post rape kits available at the **health** facility?


- ☐ YES  
☐ NO

**8.4.1.** Does the **health** facility offer social service support for victims of abuse?


- ☐ YES  
☐ NO

**8.5.** Are locks provided for **latrine/bathing** facility doors? 


- ☐ YES  
☐ NO

**8.5.1.** Are there separate **latrines** for girls and women? 

- ☐ YES  
☐ NO

**8.5.2.** Are there separate **bathing** facilities for girls and women? 

- ☐ YES  
☐ NO

**8.6.** Is there a risk of children falling into the **water** source? 

- ☐ YES  
☐ NO



If "yes" is selected, please fill out an **Urgent Action Report**.

**8.6.1.** Do women/children feel safe collecting **water**?

- ☐ YES  
☐ NO


**8.6.2** How far is the **water** collection point?

10 minutes walk?  
 11-30 minutes?  
 30-1hr?  
 1hr+?

**8.6.3.** If **water** containers are being distributed, are they the appropriate size for children?

- ☐ YES  
☐ NO

**8.7.** Are there any reports or rumours of children/women exchanging sex to access **NFI** and/or **Food**?

- ☐ YES   
☐ NO

**8.8.** What prevents children from attending **school**? (Tick all that apply)

- ☐ a. School fees  
☐ b. No schools  
☐ c. Not enough teachers  
☐ d. Distance to the school  
☐ e. Language  
☐ f. Other (specify).....

**8.8.1.** Are there policies/rules regarding corporal punishment?

- ☐ YES  
☐ NO

# Interagency First Phase Child Protection Assessment Resource Kit

## Questionnaire for Children

### Introduction:

The following questionnaire is intended to give you a guidance on what types of questions you could ask when conducting an interview with a child/children aged 12 and above. In this questionnaire, "You" can either address an individual or a group of children, in this latter case; you may address the group asking: "do you and your friends...". If you consider that children may be reluctant to answer based on their experience, you can change the question by asking: "do you know if...?".

<b>Date of Interview:</b>	/ /	<b>Compiled by:</b>		<b>Name of Location/Site:</b>
<b>Type of site:</b>	<b>Urban</b> <b>Rural</b>	<b>GPS Coordinates:</b>		
<b>Individual Interview</b>		<b>Group discussion</b>		
<b>Age of Respondent:</b>		<b># boys:</b>	<b>Age group:</b>	
<b>Sex of Respondent:</b>	♂ ♀	<b># girls:</b>		

### Family-Community

- ① Where is your home area?
- ① Where were you living before coming here?
- ① How long have you been here?
- ① Do you know if youth or children are still arriving here?
- ① From where have they come?
- ① Are youth leaving from here?
- ① Where are they going? Why?
- ① Are there any youth acting as heads of households for their brothers and sisters?
- ① How is your family composed?
- ① Are any of your family members also here?
- ① If not, do you know where they are?
- ① Who takes care of you here?
- ① Do you take care of someone in your home/this community? Who? Age?
- ① What do you do for the person you take care of?



### Access to services/ Education

- 🕒 Are you going to school or taking other classes or training?
- 🕒 Which grade/course?
- 🕒 Were you in school before? Which grade? Why did you stop?
- 🕒 Do you like your school/classroom here? Why or why not?
- 🕒 Do you like your teacher/s?
- 🕒 Which teachers do you like best? And why?
- 🕒 Which teachers do you like least? And why?
- 🕒 If you could change or improve three things at school, what would they be?
- 🕒 Are there both girls and boys in your classroom/school? (If not, ask why.) Do girls and boys face different kinds of problems at school?
- 🕒 Do you know other children who are not going to school here? Do you know the reason?
- 🕒 What kind of training (vocational or other) would you like to participate in?
- 🕒 Do you have access to any after-school activities and which?
- 🕒 Do you have access/enough food?
- 🕒 Do you have access/enough clean water?
- 🕒 Do you feel safe collecting water?
- 🕒 How far do you need to go to collect water?
- 🕒 How is the place you're living at the moment? (shelter)
- 🕒 Do you have access to sanitation services?
- 🕒 Do you feel safe using latrines/bathing facilities?

### Recreation

- 🕒 Do you have free time?
- 🕒 What do you do in your free time?
- 🕒 Are there safe places to play in this community?
- 🕒 Are there playgrounds available? Do you use them?
- 🕒 Who do you play with?
- 🕒 Are there children/youth's groups?
- 🕒 Are you a member of any group?
- 🕒 Are there some children who cannot play for whatever reason?

### Physical Safety and well-being

- 🕒 In which areas do you feel safe within your community?
- 🕒 In which areas do you not feel safe? (this can be done through: direct questioning, drawing, mapping, etc)
- 🕒 Are there any landmines or UXO in your area? Where are they located?
- 🕒 Have children been injured or killed by landmines or UXO?
- 🕒 What happened when they were injured or killed?
- 🕒 Are there community groups or community members helping you to feel safe?
- 🕒 Who would you go to talk to in the event of feeling threatened or unsafe?
- 🕒 What are the main dangers you face?

### Vulnerable Groups

- 🕒 Who do you think are the most vulnerable children (children in the worst situations or needing the most help) in this community?
- 🕒 Do you know if there are any of the following groups/children in this location?
  - Children separated from their parents
  - Children living on the street
  - Orphans living in the community

- Children who have been associated with fighting forces
- Child-headed households
- ☉ Are there any disabled children in this community? If yes, any idea of how many and what kind of disability?
- ☉ Do the disabled children go to school or get education by any other means? How?
- ☉ Are there any children/youth in this community who are involved in illegal behaviour or who have been arrested? If yes, what kind of things have they been involved in and about what age?
- ☉ Do you know of any children/adolescents that are taking drugs? If yes, what kind of drugs and about how many children?

### Health

- ☉ Are there any children that suffer from diseases like HIV/Aids or tuberculosis?
- ☉ Where do you go to seek attention if you feel sick or get hurt?
- ☉ Who accompanies you?
- ☉ Have you been ill or hurt recently?
- ☉ If yes, were you treated? Who treated you? Describe the treatment.
- ☉ Is anyone sick in your home?
- ☉ Is anyone in your home injured?
- ☉ Is there a sick child in your group? Age?
- ☉ What are they suffering from? (this might help identify traditional/prevaling health and sanitation beliefs)

### Psycho-social well being

- ☉ What are the things/activities that you like the most?
- ☉ What kind of things makes you happy or comfortable?
- ☉ What are the things/activities that you dislike?
- ☉ What kind of things makes you angry or sad?
- ☉ What kind of activities would you like to have in the place?
- ☉ What are the main problems that you face now?
- ☉ What would help you solve these problems?
- ☉ What are your biggest concerns or worries about the future? What do you think would help?
- ☉ Which people make you happy in the community?
- ☉ Why?
- ☉ Which people make you unhappy in the community?
- ☉ Why?

### Child Labour

- ☉ Are you or any of your siblings working?
- ☉ Why are you or they working?
- ☉ What type of work are you or they doing?
- ☉ In what conditions are you working?
- ☉ How long do you work per day?
- ☉ When do you start and finish your work?
- ☉ How many other children are working with you?
- ☉ How do you get paid? How much do you get paid?
- ☉ What do you do with the money you earn?
- ☉ Are you paid per day or month? Do you receive your pay on time? Do your parents/or someone else receive your pay or it is given directly to you?
- ☉ Do you like your work and why?
- ☉ Do you dislike/hate your work and why?

- ☯ What would you do if you would not have to work?

***We just have one last very important question....***

- ☯ Is there **ONE key or special message** you would like to send to the authorities on your behalf or on behalf of other children?

## Institutional Care Capacity Map

## Interagency First Phase Child Protection Assessment Resource Kit

The purpose of this data collection is to identify currently existing capacity for a particular location and to record who is doing what in order to enhance coordination.  
List as many institutions in the below chart as are applicable in this particular location. Use 1 line per institution.

Location Name: \_\_\_\_\_ Location Unique Identifier: \_\_\_\_\_  
(P-Code or GPS Coordinates)

Date Form Last Updated: \_\_\_\_\_

Filled in by (agency code): \_\_\_\_\_ Filled in by (individual code): \_\_\_\_\_

**IMPORTANT:** IF ABUSE IS SUSPECTED AT ANY INSTITUTION LISTED BELOW, PLEASE FILL OUT AN URGENT ACTION REPORT.

INSTITUTIONAL RESPONSE CAPACITY								
Name of Institution	Type (tick all that apply)	Who manages this institution? (e.g. government, name of NGO, etc.)	Address / Location	Phone number, email address or contact name (if available)	State licensed?	Estimated Number of Boys in Care	Estimated Number of Girls in Care	Estimated Total Number of Children in Care
	<input type="checkbox"/> Orphanage <input type="checkbox"/> Religious or boarding school <input type="checkbox"/> Preprimary school <input type="checkbox"/> Primary school <input type="checkbox"/> Secondary school <input type="checkbox"/> Institution for disabled children <input type="checkbox"/> Juvenile Detention Centre <input type="checkbox"/> Health Centre, including Mental Health Centre <input type="checkbox"/> Other				<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know			
	<input type="checkbox"/> Orphanage <input type="checkbox"/> Religious or boarding school <input type="checkbox"/> Preprimary school <input type="checkbox"/> Primary school <input type="checkbox"/> Secondary school <input type="checkbox"/> Institution for disabled children <input type="checkbox"/> Juvenile Detention Centre <input type="checkbox"/> Health Centre, including Mental Health Centre <input type="checkbox"/> Other				<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know			
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## Humanitarian Response Capacity Map

## Interagency First Phase Child Protection Assessment Resource Kit

The purpose of this data collection is to identify currently existing capacity for a particular location and to record who is doing what in order to enhance coordination.  
List as many agencies and activities in the below chart as are applicable in this particular location. Examples listed are not exhaustive.

Location Name: \_\_\_\_\_ Location Unique Identifier: \_\_\_\_\_  
(P-Code or GPS Coordinates)

Date Form Last Updated: \_\_\_\_\_

Filled in by (agency code): \_\_\_\_\_ Filled in by (individual code): \_\_\_\_\_

HUMANITARIAN RESPONSE CAPACITY					
Sector / Cluster	Who? Agency/Agencies Names	What Type of Assistance? (Note: Try to use the wording of the examples in first column as these help to systematize the data, but describe in your own words if the project does not fit into the categories in the examples)	Contact Information (if available)	When?	
				Start Date	End Date (or write "ongoing")
<b>GBV</b> <i>Examples in this category include:</i> * PEP Kits * Child friendly services for survivor * Education campaigns * Legal redress * Social service support					
<b>Separated Children</b> <i>Examples in this category include:</i> * Prevention of Separation Campaigns * Advocacy Against Institutional Care * Support to Family based/community base care * Family Tracing/Reunification/Follow-up * Reintegration Work * Deinstitutionalization * Family Mediation					
<b>Children Associated with Armed Forces and Armed Groups</b> <i>Examples in this category include:</i> * Recruitment prevention * Child focused DDR * Facilitate reunification/reintegration within community * Psychosocial/Mental Health Support					



HUMANITARIAN RESPONSE CAPACITY					
Sector / Cluster	Who? Agency/Agencies Names	What Type of Assistance? (Note: Try to use the wording of the examples in first column as these help to systematize the data, but describe in your own words if the project does not fit into the categories in the examples)	Contact Information (if available)	When?	
				Start Date	End Date (or write "ongoing")
<b>Psychosocial Wellbeing of Children &amp; Youth</b> <i>Examples in this category include:</i> <ul style="list-style-type: none"> <li>* Counselling services</li> <li>* Distributing information</li> <li>* Setting up child/parent discussion groups</li> <li>* Setting up peer discussion groups</li> </ul>					
<b>Social Work</b> <i>Examples in this category include:</i> <ul style="list-style-type: none"> <li>* Community Outreach</li> <li>* Case Management Database</li> <li>* Social Worker and Paraprofessional</li> <li>* Capacity Building</li> <li>* Follow-up/Monitoring/Support of Vulnerable Children</li> <li>* Family Mediation</li> <li>* Advocacy</li> </ul>					
<b>Child Labour</b> <i>Examples in this category include:</i> <ul style="list-style-type: none"> <li>* Public information campaigns</li> <li>* Child labour monitoring system</li> <li>* Education Support</li> </ul>					
<b>Others</b> <i>Examples in this category include:</i> <ul style="list-style-type: none"> <li>* Services for Children on/of the Street</li> <li>* Children in Conflict with the Law</li> <li>* Migrant Children</li> <li>* Trafficked Children</li> <li>* Mainstreaming CP into other Humanitarian Sectors</li> </ul>					

# Interagency First Phase Child Protection Assessment Resource Kit

## Urgent Action Report Form

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

Please fill out the first 4 sections giving as many details as possible, give your advice for the actions to be conducted to solve the incident and to prevent it to happen again, and hand over to the Child Protection Coordinator.

### 1. What happened?

### 2. How?

### 3. When?

### 4. Where?

## 5. Recommended action/s

## 6. Other relevant information

# Interagency First Phase Child Protection Assessment Resource Kit

## Desk Review

### 1. DEMOGRAPHIC INFORMATION

#### Population statistics

Total Population:		If population data is available, please fill out this table:		
Female:			Male	Female
Male:		Children under 5		
		Children between 5-13 years old		
		Youth between 14-18		
Literacy rate for total population				
Literacy rate for women				
Percentage of children in <b>primary</b> school prior to the emergency				
Percentage of children in <b>Secondary</b> school prior to the emergency				
Percentage of children registered at birth				
Percentage of disabled children				

### 2. KEY CHILD PROTECTION STRUCTURES/RESOURCES/INFORMATION

List key **government structures/resources** at the **national** level (i.e. Line Ministry of Child Welfare/Youth, Children ombudsmen, National Human Rights Structures, Juvenile Justice)

Name of National Institution	Main Contact Name, including Job Title & Contact details


#### Key National Laws/Regulations/Policies related to CPIE.

Does the national regulatory framework include: *(Tick all that apply)*

▪ National Policy/Law/Plan regulating the Protection or Welfare of Children	
▪ A national policy on institutional care	
▪ Nationally recognized admission procedures for institutional care	
▪ Nationally recognized procedures/laws regulating the removal of children from families	
▪ Formal Guardianship Laws	
▪ Child Labour Laws	
▪ Formal Foster Care regulations/procedures	
▪ National Adoption Laws	
▪ International Adoption laws	
▪ Anti-trafficking Laws	
▪ Other (specify)	

#### Key Government/NGO Child Protection Services

<b>Examples:</b>				
<ul style="list-style-type: none"> <li>Cash transfers</li> <li>Education grants</li> <li>Social Work services</li> </ul>	Services	Who manages services (Government, NGO, or Other)	Are services available to the affected population (YES/NO)?	Contact Person and Contact Info

<ul style="list-style-type: none"> <li>• Services to prevent/respond to Domestic Violence/GBV</li> <li>• Mental Health Services</li> <li>• Substance Abuse Treatment</li> <li>• Formal foster care</li> <li>• Local Adoption services</li> <li>• International Adoption services</li> <li>• Family tracing/reunification services</li> <li>• Reintegration services</li> <li>• Interagency Guiding Principles on Unaccompanied and Separated Children</li> <li>• Services for disabled children</li> <li>• CP social service database</li> <li>• Public Information service</li> <li>• CP Information management system</li> <li>• IASC Guidelines on Mental Care and Psychosocial support</li> <li>• Mental health /community-based psychosocial coordination mechanism</li> <li>• Other specify</li> </ul>				
<b>Other NGO and CBO CP resources</b> 				
<b>Examples:</b> <ul style="list-style-type: none"> <li>• Community Centres</li> <li>• Women's Centres</li> <li>• Youth Centres/Clubs</li> <li>• Sports Clubs</li> <li>• Children's Clubs</li> <li>• Other Child Friendly Spaces</li> <li>• Informal Education</li> <li>• Vocational Training</li> </ul>	Services	Who manages services?	Are services available to the affected population (YES/NO)?	Contact Person and Contact Info

# Interagency Emergency Child Protection Assessment Toolkit

## Feedback Form

**\*\* If you used any of the components of the Toolkit, *Please send this form through UNICEF, IRC or Columbia University or directly to the Child Protection Working Group and your adapted tools. Your feedback helps us to improve this tool, because it is a living tool that improves with time and use.*** The interagency group would like to hear from your experience to improve the tool and help others in upcoming assessments.

Job title/Role	
Field site/Setting	
Organization*	
Name*	

1. What were the primary questions you were originally seeking to answer through this assessment?
2. Which of these questions were you able to answer using this toolkit?
3. Which questions were you NOT able to answer using this toolkit?
4. What is missing from the toolkit?
5. Were there elements of the toolkit that were not clear to you?

6. How useful were each of the following (check the appropriate box for each)?

	Not at all useful	Not very useful	Somewhat useful	Very Useful	Did Not Use
PowerPoint presentation					
Checklist Assessment					
Participatory Resources to use with Children					
Key Informant Interview					
Urgent Action Report					
Ethical Considerations					
Guidance Notes					
Informed consent form					
Desk review					
Child Protection Capacity Map					

7. Did the information you collected meet your needs?

8. Was there information that you collected that was not analyzed? If so why wasn't it analyzed (e.g. Not enough time? Remaining data was less relevant?)?

9. Were there other additional tools that you added to your assessment?

10. How has the information you collected been used by you and other organizations?

11. Do you have any other thoughts or suggestions of ways that the toolkit could be improved?