Please see the CPWG Technical Guide to Child Protection Assessments for additional technical guidance on assessments, especially if the types of questions in the KII tool will be changed from those recommended in sample tools.

### Annex 1 - Key Informant Interview—Guide and Sample Tool

This KII tool needs to be adapted to the local context before the data collection is carried out. This adaptation has two purposes:

1. To ensure that the translation, language and questions being asked through the tool are understandable and culturally appropriate.
2. To consider and determine best answer options for multiple-choice questions and best categories for coded-category questions.

**Warning:** Unless full revision and adaptation of the assessment tools is undertaken as a preparedness measure before the emergency, we recommend not changing the type of questions that have been recommended here to assess the different issues covered by the rapid assessment. However, answer options should be closely studied and revised as appropriate.

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

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

**Warning:** Remember that the Desk Review findings can provide invaluable information for defining appropriate answer options for open-ended questions.

Based on these considerations, and to facilitate the analysis of open-ended questions, there are two options for ‘closing’ the open-ended questions:

**Option 1** - Create an initial list of choices, field-test the tool and refine and limit the multiple-choice options based on a sound knowledge of the context, or

**Option 2** - Create categories of possible answers and let the assessor or the supervisor decide to which category the answers of the respondent belong. (More information on the coded-category approach is provided below.)

In multiple-choice questions it is the KI who hears the multiple-choice categories and decides which one is most aligned with her/his experience/knowledge. In coded-category questions, on the other hand, the KI never sees/hears the possible answer categories and it is the interviewer who decides which category the interviewee’s response fits into.
If you have limited knowledge of the local context or field testing of the tool has not been possible, make sure that even for close-ended multiple-choice questions, you record all ‘other’ options offered by the respondents.

Through coded-category answers, you limit the possible answers to an open-ended question in order to facilitate data management and analysis. While these kinds of questions are slightly more complicated because they require a certain level of immediate analysis on the part of the interviewer (i.e. when s/he decides how the answer should be categorized) they are more respectful of the respondent’s opinion. Coded-category questions are more appropriate where answers may involve collecting information on opinions and/or wide range of context specific possible answers (e.g. Q2 & Q4 in the KI sample tool).

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

Example: If we asking a question about interim care solutions for children, to cover the issue of foster care, you may be able to come up with following answer options:

1. living with extended family in community
2. living with extended family outside of community but in country
3. living with extended family abroad
4. living with siblings in community
5. living with siblings outside of community but in country
6. living with siblings abroad
7. living with neighbors
8. living with family friends in community
9. living with family friends outside of the community but in country

Etc....

→ All of the above options can fit in three categories as follows:
1. FCO: foster care arrangement outside the community;
2. IFC: informal foster care in the community;
3. FFC: formal foster care in the community.

Remember that answer options and coded-categories presented in the sample tool below are hypothetical and mainly used as examples to clarify what type of answer options can be used. All answer options need to be modified before use to reflect your specific context.

In conducting a KII, consider the following:

- Introduce yourself and your organization to respondents, and explain the purpose of the assessment;
- In case of displacement, make it clear that the questions are about the situation of children where the KI currently lives (and not his/her normal home);
- Do NOT make any promises or raise expectations for assistance;
- Obtain informed consent orally and if necessary in writing;
- Write clearly and briefly;
- Observe and respect cultural principles and norms;
- Respect interviewees’ time. KII should not go beyond one hour.
- Do No Harm: ensure that your questions and the answers you are receiving are not putting the interviewee in danger of negative repercussions. Beware of types of information that may be socially or politically sensitive.
Key Informant Interview Sample Tool

![Represents questions that address highly sensitive issues that should only be asked by well trained interviewers. If assessors do not have a strong background in relevant areas, these questions should not be asked. Please seek assistance from experts on GBV and Children and Armed Forces & Groups for the adaptation of the two respective sections.]

[...]: Signifies an instruction that should either be deleted or replaced by context appropriate text before printing the questionnaire

[...] Shows parts that are only meant for the assessor and should not be read out to the interviewee.

---

**General Information [to be filled by the assessor]**

<table>
<thead>
<tr>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor(s') code: ____________________________</td>
</tr>
<tr>
<td>Organization: ________________________________</td>
</tr>
<tr>
<td>Date of assessment (dd/mm/yy): <em><strong>/</strong></em>/___</td>
</tr>
<tr>
<td>Site code (from the sampling grid): ____________________________</td>
</tr>
<tr>
<td>Questionnaire number at the site: ___ [if only one form per site: put 01]</td>
</tr>
</tbody>
</table>

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

| Site name: ____________________________ |
| Area: ____________________________ |
| District: ____________________________ |
| Province / State: ____________________________ |
| G.P.S/P code: ___ - ___ |
| Type of site: ____________________________ |
| Population estimate of the site: ____________________________ |
| Comments: If ethnicity, tribal affiliation or any other distinctive attribute is relevant, they should be mentioned in this space |

**Source of information (key informant)**

| Name of the key informant: ____________________________ |
| Position: ____________________________ |
| Contact details: ____________________________ |

**Informed Consent form:** [this text can be modified based on the context]

My name is ___ insert interviewer’s name ___ and I am working with ___ name of the org./group ___.

We are conducting an assessment on the situation of children affected by ___ mention the emergency: e.g. earthquake or recent attack ___. While this interview should not be considered a guarantee for any direct or indirect support to you or your community, the information you provide will help us define child protection priorities and programmes. We would like to ask you some questions about the situation of children in this ___ site/community/camp ___. The interview should only take ___ minutes. Any information that you provide will be kept strictly confidential and will not be shown to others unless your written agreement is received to do so. Your participation is voluntary and you can choose not to answer any or all of the questions.

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

All the information you give us will remain confidential.

Your participation in this interview is voluntary.

You can stop answering to questions at any time.

Do you have any questions?

You can decide to obtain written consent or simply obtain verbal consent. Written consent sometimes worries the KI and may make them overly cautious about their answers. This decision should be made based on the context.

**For supervisor’s use only:**

Verification done by: ____________________________ Date: ___/___/___ Signature:
**Child Protection Rapid Assessment Toolkit**

**Child Protection Rapid Assessment Toolkit – Sample Tools - Pilot/Field-testing Version 0.1**

### Separation from Usual Caregivers

1. Are there children in this community who are separated from their usual caregivers as a result of the _ _

- [ ] Yes
- [ ] No
- [ ] don’t know  
  [if NO or Don’t know, skip to 1.2]

1.1 [If YES to 1] How many children do you think are separated from their usual caregivers as a result of the _ _

- [ ] 1-10
- [ ] 11-50
- [ ] 51-100
- [ ] 100 – 500

  [adjust the categories as necessary]

- [ ] Other (specify)  
  [D]

  [if “don’t know”, skip to 1.2]

1.2. Have you heard of any new cases of separation in this community during the past _ _ days that were not directly caused by the _ _ 

- [ ] Yes
- [ ] No
- [ ] [Don’t know]  
  [if NO or “Don’t know”, skip to 1.3]

1.2.1 [If YES to 1.2] What do you think are the main causes of separation that occurred during the past _ _ days?

- [ ] losing parents/children during relocation;
- [ ] caregivers willingly sending their children to institutional care;
- [ ] caregivers willingly sending their children to extended family/friends;
- [ ] caregivers willingly sending their children to work outside the community;
- [ ] disappearance of children;
- [ ] disappearance of caregivers;

  [add more context specific options]

- [ ] Other (specify)  

1.3 Have you heard of cases of missing children or parents who have lost their parents in the past _ _ days?

- [ ] Yes
- [ ] No

1.4 [If yes to 1 and/or 1.2] Do you think that ... . [read out each block separately and allow the KI to respond block by block. Do not read out “do not know”]

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

1.4.1

1.4.2

- [ ] separated children are mainly under 5 [or]
- [ ] separated children are mainly between 5 and 14 [or]
- [ ] separated children are mainly older than 14 [or]
- [ ] no clear difference
Child Protection Rapid Assessment Toolkit

Child Protection Rapid Assessment Toolkit – Sample Tools – Pilot/Field-testing Version 0.1

---

<table>
<thead>
<tr>
<th>1.5 Do you know if there are any infants or very young babies who have been separated from their usual caregivers?</th>
<th>[If yes to 1.5] Who can tell us more about these infants?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[You can define a specific age group here, e.g. under 5]</td>
<td>[don’t know]</td>
</tr>
<tr>
<td>Yes No</td>
<td>[don’t know]</td>
</tr>
</tbody>
</table>

[If NO, skip to 1.6]

<table>
<thead>
<tr>
<th>1.6 Are there persons unknown to the community who have offered to take children away from this [community/camp/village/town/…] in order to provide them with jobs or better care (e.g. foreigners who want to provide care for separated children in another country)?</th>
<th>Yes No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If NO, skip to 1.7</td>
<td>If YES to 1.6 Tell us what happened: Who came? What did they want? What happened? Were children taken away?</td>
</tr>
<tr>
<td>If so, how many girls and how many boys were taken away? What is the age group of removed children?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[If NO, skip to 1.7]

<table>
<thead>
<tr>
<th>1.7 Are there members of the community who have taken or want to take children away from this community to provide them with assistance, jobs or better living conditions?</th>
<th>Yes No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If NO, skip to 2</td>
<td>If YES to 1.7 Can you describe who this person is and what s/he promises? Has s/he taken some children already? If so, how many girls and how many boys were taken away? What is the age group of removed children?</td>
</tr>
<tr>
<td>Collect contact information if possible</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.8.1 Do you know if anyone is keeping a list of children who are separated from their usual caregivers (including their names and other details)? | [If YES to 1.8.1 or 1.8.2] Who has the lists? |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes No don’t know</td>
<td>(contact info if available)</td>
</tr>
</tbody>
</table>

1.8.2 Do you know if anyone is keeping a list of parents who don’t know where their children are? Yes No don’t know

[thank the KI for answering the questions to the previous section and continue by saying: “Now I will ask you some questions about …”]

Care for Separated and Unaccompanied Children

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

<table>
<thead>
<tr>
<th>I.</th>
<th>[category code: ______ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.</td>
<td>[category code: ______ ]</td>
</tr>
<tr>
<td>III.</td>
<td>[category code: ______ ]</td>
</tr>
</tbody>
</table>

[Categories and codes]:
- FCO: foster care arrangement outside the community;
- IFC: informal foster care in the community;
- FFC: formal foster care in the community;
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#### IV. [Other ]
- CHH: live on their own;
- CLS: live on the street;
- GIN: Governmental institution;
- IIN: informal institution/group home;

#### V. [Other ]

2.1 Are institutions/children homes [please use a name that is familiar in the area] being built/newly established to care for orphans or separated children in this area?  
☐ Yes ☐ No [If NO, skip to 3]

2.1.1 [If YES to 2.1] Who is planning/establishing these institutions/children’s homes? [tick all that apply]

- Religious leaders
- Government
- NGOs (specify)
- Other (specify)

Collect contact info if appropriate and possible:

[thank the KI for answering the questions to the previous section and continue by saying: “Now I will ask you some questions about…”]

### Threats to Children’s Physical Safety and Security

3. What are the [non-violent] situational and incidental risks that can lead to death or injury of children in this [camp/community/etc]? (e.g. razor wire, open pit latrines, etc.)

| I. [category code: ] | [Categories and codes]:  
|----------------------|--------------------------|
| USO: unsafe objects (e.g. razorwire, electrical cables, etc.);  
| USP: unsafe places (e.g. riverside, open pits, etc.);  
| WAC: work-related accident (e.g. mine workers);  
| CAC: car accident;  

<table>
<thead>
<tr>
<th>II. [category code: ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>[revise and add more context specific options]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. [category code: ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>[revise and add more context specific options]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. [Other ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>[revise and add more context specific options]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. [Other ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>[revise and add more context specific options]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. ☐ [none]</th>
</tr>
</thead>
<tbody>
<tr>
<td>[If NONE, skip to 4]</td>
</tr>
</tbody>
</table>

3.1 Where do you think environmental risks are high/highest for children? [if not clear, refer the KI to the previous question]

[Tick all that apply]

- ☐ at home  
- ☐ in camp (outside of home)  
- ☐ in school  
- ☐ on the way to school  
- ☐ at work  
- ☐ on the way to work  
- ☐ at the market  
- ☐ on the way to market  
- ☐ other (specify)  
- ☐ [don’t know]

[revise/add context specific options]
4. What would you say are the main violent risks that have or could lead to death or injury of children since the [earthquake/attack/...]? [Write down the response on the left side and code it based on the category codes. The supervisors are responsible to review the codlings]

| I. | [category code: ___] |
| II. | [category code: ___] |
| III. | [category code: ___] |
| IV. | [category code: ___] [Other] |
| V. | [category code: ___] [Other] |
| VI. | [none] [If NONE, skip to 5] |

4.1 Can you estimate the number of deaths and serious injuries to children due to any and all of the above causes during the past [month/week/...]? [adjust categories if necessary]

- 1-10
- 11-50
- 51-100
- 100 – 500
- Other (specify) [don’t know]

[If “don’t know, skip to 4.2]

How do you know this?
- personal observation
- government data
- camp management
- word of mouth?
- Other (specify) 

4.2 Where do you think children are most at risk of violence? [revise/add context specific options] [Tick all that apply]

- at playground
- in school
- on the way to school
- in camp (outside of the home)
- at work
- on the way to work
- around military compounds
- at the market
- on the way to market
- other (specify)
- [don’t know]

4.3 Do you think...? [read out each block separately and allow the KI to respond block by block. Do not read out the last option: “do not know”]

4.3.1

- more girls are being targeted or affected by violence than boys [or]
- more boys are being targeted or affected by violence than girls [or]
- no difference
- [do not know]

4.3.2

- younger children (under 14) are mostly affected/targeted by violence [or]
- older children (over 14) are the mostly affected/targeted by violence [or]
- no difference
Child Protection Rapid Assessment Toolkit

5. Are there any children in this area who have been or are committing acts of violence? [If unclear to the KI, use answer options from the following question as examples] □ Yes □ No □ [Don’t know] [If NO or “don’t know” skip to 6]

5.1 [If YES to 5] What kind of violence are children participating in?

I. ___________________________ [category code: __________] [Categories and codes]:
   - GNG: gang activities;
   - LTP: looting and/or pillage;
   - CVL: civil violence (e.g. communal level ethnic or religious violence);
   - SVL: sexual assault;
   - ASH: attack on schools and/or community infrastructure;
   - ACV: attack on civilians;
   - RCC: recruitment of other children;

II. ___________________________ [category code: __________]

III. ___________________________ [category code: __________]

IV. ___________________________ [Other]

V. ___________________________ [Other]

[thank the KI for answering the questions to the previous section and continue by saying: “Now I will ask you some questions about …”]

6. Do you think the number of sexual violence cases has increased since the ____ [emergency/attack/___] ____?
   □ Yes □ No □ Don’t know □ [Other] ________
   [Sexual violence never happens here] [If the latter is chosen, skip to 10]

6.1 In what situation does sexual violence occur? [Only read out the options if the KI needs examples. Tick all that apply]
   - while at home;
   - while collecting firewood;
   - while at school;
   - while playing around the camp/village;
   - on the way to school;
   - when at workplace;
   - while collecting water;
   - while working in the fields;
   - during displacement;
   - upon arrival at the ___ [camp/community/___] ___;
   - during armed group attacks; [change if does not apply to the context]
   - in common areas, such as around latrines/showers, etc;
   - [don’t know]; □ [other (specify)] ____________________________

7. Who is most affected by sexual violence?
   □ more girls are being targeted for sexual violence than boys [or]
### Child Protection Rapid Assessment Toolkit

#### 7.1.1
- [ ] more boys are being targeted for sexual violence than girls [or]
- [ ] no difference
- [ ] [do not know]

#### 7.1.2
- [ ] mostly younger children (under 14) are targeted for sexual violence [or]
- [ ] mostly older children (over 14) are targeted for sexual violence [or]
- [ ] no difference
- [ ] [do not know]

#### 8. If a child or an adolescent suffers from sexual violence, would she normally seek help?
- [ ] Yes
- [ ] No
- [ ] Don’t know

#### 8.1 [if yes to 8] Who do they normally turn to for help?
- [ ] mother;
- [ ] father;
- [ ] friends;
- [ ] grandparents;
- [ ] other family members;
- [ ] religious leader;
- [ ] health worker;
- [ ] teacher;
- [ ] social worker;
- [ ] local chief;
- [ ] [other (specify)]
- [ ] [Don’t know] [adjust/add context specific options]

#### 9. Do you know of a place where people of this [camp/community/...] can get help if they have suffered sexual violence?
- [ ] Yes
- [ ] No
- [ ] Don’t know

#### 9.1 [If YES to 9] Can children also go there to seek help in that place?
- [ ] Yes
- [ ] No
- [ ] Don’t know

#### 10. Do you see children working with or being used by armed forces and groups around this [camp/village/area]?
- [ ] Yes
- [ ] No

#### 10.1 [If YES to 10] During the past [define a period] how many of these children have you seen around this [camp/village/area]?
- [ ] 1-10
- [ ] 11-50
- [ ] 51-100
- [ ] Other (specify)
- [ ] cannot tell

#### 10.2 [If YES to 10] Are these children, [read out the options]
- [ ] mostly boys?
- [ ] mostly girls?
- [ ] only boys?
- [ ] only girls?
- [ ] no difference?
- [ ] [don’t know]

#### 11. Has the number of children joining/being recruited or used by armed groups increased since the [earthquake/attack/...]?  
- [ ] Yes
- [ ] No
- [ ] [don’t know]

#### 11.1 [If YES to 11] How do you know this? [Read out the options as examples. Tick all that apply]
- [ ] there are more recruitment events;
- [ ] many children have disappeared and are suspected to have joined;
- [ ] you see more children working with or being used by armed forces & groups;
### Child Protection Rapid Assessment Toolkit

#### Child Protection Rapid Assessment Toolkit – Sample Tools - Pilot/Field-testing Version 0.1

<table>
<thead>
<tr>
<th>□ [don’t know]</th>
<th>□ Other (specify)</th>
<th>[add more context specific options]</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.2 [If YES to 11] Where do you think most recruitments happen? [Write down the responses on the left side and code it based on the category codes. The supervisors are responsible to review the codlings at the end of each day]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. __________________ [category code: _______]</td>
<td>[Categories and codes]:</td>
<td></td>
</tr>
<tr>
<td>II. __________________ [category code: _______]</td>
<td>- CCI: child care institutions</td>
<td></td>
</tr>
<tr>
<td>III. __________________ [category code: _______]</td>
<td>- CMP: in camps</td>
<td></td>
</tr>
<tr>
<td>IV. __________________ [Other]</td>
<td>- SCH: schools</td>
<td></td>
</tr>
<tr>
<td>v. __________________ [Other]</td>
<td>- ORD: on the road (e.g. to school or to collecting wood)</td>
<td></td>
</tr>
<tr>
<td>□ [don’t know]</td>
<td>- SPT: service points (e.g. health center or food/water distribution)</td>
<td></td>
</tr>
</tbody>
</table>

[Categories and codes] |
- REC: forced recruitment or use by armed groups or forces |
- ATK: attacks |
- TRF: kidnapping/abductions/trafficking |
- NSC: not being able to go back to school |
- NHM: not being able to return home |
- LTB: losing their belongings |
- SFF: being separated from their friends |
- SFM: being separated from their families |
- TWF: tension within the family |
- NTM: nightmares or bad memories |
- SVL: sexual violence |

### Psychosocial Wellbeing

#### 12.1 What makes children scared or stressed since the emergency? [category options below should be defined based on desk review and the context/field testing]

| I. __________________ [category code: _______] | [Categories and codes]: |
| II. __________________ [category code: _______] | - REC: forced recruitment or use by armed groups or forces |
| III. __________________ [category code: _______] | - ATK: attacks |
| IV. __________________ [Other] | - TRF: kidnapping/abductions/trafficking |
| v. __________________ [Other] | - NSC: not being able to go back to school |

[more context specific categories]

#### 12.2 What are the main worries of caregivers/families regarding their children? [option categories should be determined based on a desk review and field testing]

| □ [don’t know] |
|----------------|----------------|-------------------------------------|
| 12.2 What are the main worries of caregivers/families regarding their children? [option categories should be determined based on a desk review and field testing] |

[Thank the KI for answering the questions to the previous section and continue by saying: "Now I will ask you some questions about …"]
## Child Protection Rapid Assessment Toolkit

**Child Protection Rapid Assessment Toolkit – Sample Tools - Pilot/Field-testing Version 0.1**

<table>
<thead>
<tr>
<th>Category Code</th>
<th>Sample Tool Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>REC:</td>
<td>forced recruitment or use by armed groups or forces;</td>
</tr>
<tr>
<td>ATK:</td>
<td>getting hurt during attacks;</td>
</tr>
<tr>
<td>TRF:</td>
<td>kidnapping/abductions/trafficking;</td>
</tr>
<tr>
<td>LED:</td>
<td>lack of education;</td>
</tr>
<tr>
<td>LPS:</td>
<td>lack of shelter;</td>
</tr>
<tr>
<td>LFD:</td>
<td>lack of food;</td>
</tr>
<tr>
<td>SVL:</td>
<td>sexual violence;</td>
</tr>
</tbody>
</table>

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

*Option categories should be determined based on a desk review and field testing*

<table>
<thead>
<tr>
<th>Category Code</th>
<th>Sample Tool Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LFD:</td>
<td>lack of food;</td>
</tr>
<tr>
<td>LSH:</td>
<td>lack of shelter;</td>
</tr>
<tr>
<td>LPT:</td>
<td>lost property;</td>
</tr>
<tr>
<td>LLH:</td>
<td>lost livelihood;</td>
</tr>
<tr>
<td>CPS:</td>
<td>children’s safety;</td>
</tr>
</tbody>
</table>

[more context specific categories]

---

### Community Support Mechanisms

13. What resource persons, groups and/or institutions in the community are in place that can help or provide support to children?

- peer groups
- social workers
- school teachers
- religious leaders
- parents
- political leaders
- Community leaders
- [don’t know]
- Other (specify)
Annex 2: Direct Observation Guide and Sample Tool

There are two methods for Direct Observation (DO): 1. Structured Observation, and 2. Unstructured Observation.

During a Structured Observation, also referred to as “looking for,” the observer is looking for a specific thing, such as a behaviour, an object or an event. For example, looking to see if children are using specific showers marked for the use of children. This method is also used to detect the non-existence of a specific thing, for instance, to see if children are NOT using a designated playground. To guide a Structured Observation, a checklist is normally developed to function both as a reminder and a recording tool.

During an Unstructured Observation, which is also referred to as “look at,” the observer is looking to see how things are done and what things exist. For instance, if an observer is interested in knowing where in the camps children congregate or play, an Unstructured Observation method would be the appropriate. To guide an Unstructured Observation, we develop a set of open-ended questions that will be answered based on observations.

Direct Observation exercises often combine the two methods. The sample tool provided below represents elements from both methods. Please note that for many of the questions in the tool, the observer may need to ask around for certain things or information. For example, question 2 says: ‘Are there children living or working on the street?’ is meant to suggest that the observer may need to actively look for such children, sometimes by asking around. Just because something is not easily observable does not mean that it does not exist. The observer may also need to collect some of the information from spontaneous key informants (e.g., government official), as not everything would be readily observable. For example, for mapping of services and actors, the observer may not see any NGO of government offices within a camp, because they are located somewhere outside the camp. Therefore s/he will need to make enquiries with a camp manager, a social worker and or other individuals who may know about the whereabouts of service points and humanitarian actors on the ground. Then, s/he will try to go there and ensure their existence and functionality.
# Direct Observation Sample Tool

## General Information

<table>
<thead>
<tr>
<th>Identification</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer(s’) code:</td>
<td>Organization:</td>
</tr>
<tr>
<td>Date of observation (dd/mm/yy):</td>
<td>Identification code (to be filled during data entry): DO-</td>
</tr>
<tr>
<td>Site code (from the sampling grid):</td>
<td></td>
</tr>
</tbody>
</table>

## Location of the site

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Site name:</td>
</tr>
<tr>
<td>District:</td>
</tr>
<tr>
<td>Type of site:</td>
</tr>
</tbody>
</table>

If camp, who manages the camp?  
Contact info (if available):  
G.P.S/P code  

## Mapping of services and actors on the site

### Name and contact information of all specialized child protection actors (Gov/NGO/Community)

<p>| |</p>
<table>
<thead>
<tr>
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</table>

### Name and contact information of all non child-protection specific government and non governmental agencies that are participating in emergency response

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

## Additional comments and/or observations

[please fill during or after answering the below questions]  
[any observation that can have an effect on child protection programming that are not reflected in the below questions, should be reflected here.]  

## Verification done by:

<table>
<thead>
<tr>
<th>Verification done by:</th>
<th>Date:</th>
<th>Signature:</th>
</tr>
</thead>
</table>
### 1.1 Are there hazardous objects/locations around the site?  
- **Yes**  
- **No**  
  [if NO, skip to 2]

**Comments:** ____________________________

#### 1.1.1 [if yes to 1.1]
- open pit latrines  
- pieces of iron and concrete  
- deep holes/ditches  
- live electricity wires accessible to children  
- barbed/razor wire  
- landmines / UXO/ ERW (including markings)  
- **Other (specify)** ____________________________

### 1.2.1 Are there clearly marked latrines for children?  
- **Yes**  
- **No**  
- **Not observable**

**Comments:** ____________________________

### 1.2.2 Are there clearly marked latrines for women and girls?  
- **Yes**  
- **No**  
- **Not observable**

**Comments:** ____________________________

### 1.2.3 [if yes to 1.2.1 or 1.2.2 or both] Are there locks on latrines?  
- **Yes**  
- **No**  
- **Not observable**

**Comments:** ____________________________

### 2 Are there children living or working on the street?  
- **Yes**  
- **No**  
  [if NO, skip to 3]

**Comments:** ____________________________

#### 2.1 [if yes to 2] How many children were observed:  
- less than 10  
- more than 10 but less than 50  
- more than 50 but less than 500  
- more than 500 but less than 1000  
- more than 1000  
- **not able to count**

**Comments:** ____________________________

#### 2.2 [if yes to 2.1] Are they mostly girls  [or]  mostly boys  [or]  no observable difference

**Comments:** ____________________________

#### 2.3 [if yes to 2.1] Are they mostly  
- under 5 [or]  
- between 5 and 14 [or]  
- older than 15 [or]  
- **no clear difference**

**Comments:** ____________________________

### 3 Did you visit any existing child institutional care/boarding educational facilities in the area?  
- **Yes**  
- **No**

**Comments:** ____________________________

#### 3.1 If yes, what type?  
- orphanage  
- informal group house  
- living with employer/in workshops  
- **Other (specify)** ____________________________  
  (contact info: ____________________________)

[adjust/add context specific options ex: religious boarding schools]

#### 3.2 Did you notice any child institutional care facilities/orphanages being newly built/established in the area?  
- **Yes**  
- **No**

**Comments:** ____________________________

#### 3.2.1 [if yes to 3.2] Who is building? (collect contact info if available: ____________________________)

- government  
- charitable organizations  
- **NGOs (specify)** ____________________________
## Child Protection Rapid Assessment Toolkit

**Child Protection Rapid Assessment Toolkit – Sample Tools - Pilot/Field-testing Version 0.1**

### 4. Are there children associated with armed groups and forces (see below questions first)?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4.1. Do you observe children in military fatigue or with outfits that symbolizes association with armed groups?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4.2. Do you observe children who appear to be on active military duty (e.g. operating checkpoints)?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4.3. Do you observe children carrying weapons?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4.4. Do you observe children working with or being used by armed forces or groups (e.g. cooking, cleaning, carrying stuff, etc.)?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5. Do children appear to be involved in child labour? [Observers should be trained on common types of child labour]

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 5.1. [if yes to 5] Based on your observation, which of the following is more accurate?

<table>
<thead>
<tr>
<th></th>
<th>more girls appear to be involved in child labour [or]</th>
<th>more boys appear to be involved in child labour [or]</th>
<th>same</th>
<th>cannot tell</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 5.1.1

- more girls appear to be involved in child labour [or]
- more boys appear to be involved in child labour [or]
- same
- cannot tell

#### 5.1.2

- mostly younger children (under 14) appear to be involved in child labour [or]
- mostly older children (over 14) appear to be involved in child labour [or]
- same
- cannot tell
During the DR, two types of secondary data are collected:

**Pre-onset secondary data**
This is information on the situation prior to the crisis/emergency. This includes basic statistics on the situation of children in the country and any other data that can support a better understanding of the critical child protection issues that already existed and may have been exacerbated by the emergency. The main sources for pre-crisis secondary data on child protection are the national governments’ Social Services, the national statistical bureaus, multilateral and bilateral donor organizations, universities, research centres and think tanks, UN agencies including OCHA and/or the humanitarian information centre if present, NGOs, and national, regional, or global databases. It is recommended that a list of possible sources for and ways of accessing pre-crisis data be compiled during the preparedness phase.

Consider the following as a base for pre-onset secondary data (to be compiled during the preparedness process):
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 (including language and ethnicity mapping where appropriate), access to services and livelihoods;
5. Enabling and limiting factors in the institutional context for the humanitarian response.

**Post-onset secondary data**
This is information that has been collected after the onset of the crisis/emergency. Such data is essential to determine the most affected regions and populations/vulnerable groups and choose sites for the assessment. Key sources of in-crisis secondary data on child protection include:
1. Ministry of Social Affairs (or equivalent);
2. UN agencies including OCHA and/or the humanitarian information centre;
3. IA NATF;
4. International and local NGOs with people on the ground in the affected areas.

The following table presents a series of questions that can potentially be answered through a Desk Review. There are many more questions that may be appropriate for a desk review process, which should be included by the country team. However, in a post emergency context, you may not have access to (or time to look for) answers to all of the questions. Therefore, it is important to prioritize and pick the ones that are most relevant to your context.
## Desk Review Sample Tool

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Type of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Violence, Death and Injury</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>What are the main types of violence in the community?</td>
<td>Pre- &amp; Post-emergency</td>
</tr>
<tr>
<td>2</td>
<td>What are the common types of violence against children?</td>
<td>Pre- &amp; Post-emergency</td>
</tr>
<tr>
<td>3</td>
<td>What are the common types of violence against young girls?</td>
<td>Pre- &amp; Post-emergency</td>
</tr>
<tr>
<td>4</td>
<td>What are the most common situations in which sexual violence occurs?</td>
<td>Pre- &amp; Post-emergency</td>
</tr>
<tr>
<td>5</td>
<td>What do communities do when there is a case of GBV against children?</td>
<td>Pre- &amp; Post-emergency</td>
</tr>
<tr>
<td>6</td>
<td>Are there places where people can get help if they have suffered sexual violence? And if so, can children have access to such services on their own?</td>
<td>Pre- &amp; Post-emergency</td>
</tr>
<tr>
<td>7</td>
<td>What are the most common causes of death and injury of children before and after the emergency?</td>
<td>Pre- &amp; Post-emergency</td>
</tr>
<tr>
<td>8</td>
<td>What is the estimate of death of children due to the emergency?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>What are the harmful traditions that could get exacerbated with increased distress and insecurity?</td>
<td>Pre-emergency</td>
</tr>
<tr>
<td><strong>Separation and Care Arrangements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Do parents intentionally separate their children from the family? Under what circumstances? How common is this issue?</td>
<td>Pre-emergency</td>
</tr>
<tr>
<td>11</td>
<td>How do communities respond to separation?</td>
<td>Pre-emergency</td>
</tr>
<tr>
<td>12</td>
<td>Are there large numbers of children reported as separated, unaccompanied or missing since the emergency? If yes, how many? What are the age groups?</td>
<td>Post-emergency</td>
</tr>
<tr>
<td>13</td>
<td>Is there ongoing separation?</td>
<td>Post-emergency</td>
</tr>
<tr>
<td>14</td>
<td>What are the laws and regulations on national and international adoption? And how well are they enforced (before and after the emergency)?</td>
<td>Pre &amp; Post-emergency</td>
</tr>
<tr>
<td>15</td>
<td>What are the regulations on institutionalization and monitoring of institutions?</td>
<td>Pre &amp; Post-emergency</td>
</tr>
<tr>
<td>16</td>
<td>Are communities providing interim solutions to separation?</td>
<td>Post-emergency</td>
</tr>
<tr>
<td>17</td>
<td>Are there childcare institutions in place? Are there new ones being established?</td>
<td>Pre &amp; Post-emergency</td>
</tr>
<tr>
<td>18</td>
<td>Are there reported incidents of separation of infants?</td>
<td>Post-emergency</td>
</tr>
<tr>
<td>18.1</td>
<td>If yes to 17, what are the care arrangements provided for separated and unaccompanied infants?</td>
<td>Post-emergency</td>
</tr>
<tr>
<td>19</td>
<td>Is there a history of child trafficking or regular international adoption?</td>
<td>Pre-emergency</td>
</tr>
<tr>
<td><strong>Involvement and/or Association of Children with Armed Forces and Groups</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Is there a history of children’s involvement and/or association with armed forces and groups? If so:</td>
<td>Pre-emergency</td>
</tr>
<tr>
<td></td>
<td>- How and where do children typically get recruited to armed forces/groups?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Which groups have typically recruited or used children; and in what geographic areas are they active?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Why/how are children typically recruited into armed forces/groups?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Have girls been recruited or used?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- How and at what age do children typically leave armed forces/groups?</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Are there new recruitments since the emergency? If so, is there a significant</td>
<td>Post-emergency</td>
</tr>
</tbody>
</table>
## Child Protection Rapid Assessment Toolkit

**Children’s Involvement in Violence and Exposure to Physical Harm**

<table>
<thead>
<tr>
<th>Question</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are children typically implicated in armed or civilian violence?</td>
<td>Pre-emergency</td>
</tr>
<tr>
<td>Are there reports of children being involved in incitement of armed or civilian violence?</td>
<td>Post-emergency</td>
</tr>
</tbody>
</table>

**Child Labour**

<table>
<thead>
<tr>
<th>Question</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are children typically involved in child-labour? If so:</td>
<td>Pre-emergency</td>
</tr>
<tr>
<td>- What types?</td>
<td></td>
</tr>
<tr>
<td>- What age groups?</td>
<td></td>
</tr>
<tr>
<td>- What sex?</td>
<td></td>
</tr>
<tr>
<td>- Where? (E.g. outside the community, foreign countries, etc.)</td>
<td></td>
</tr>
<tr>
<td>Are there reports of children being involved in worst forms of child labour after the emergency?</td>
<td>Post-emergency</td>
</tr>
</tbody>
</table>

**Sources of Stress and Coping Mechanisms**

<table>
<thead>
<tr>
<th>Question</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do communities traditionally deal with emergencies? What are the positive coping mechanisms? What coping strategies are potentially harmful for children?</td>
<td>Pre &amp; Post-emergency</td>
</tr>
<tr>
<td>What are the biggest/main sources of stress for children in the community?</td>
<td>Pre &amp; Post-emergency</td>
</tr>
<tr>
<td>What are the biggest/main sources of stress for caregivers in the community?</td>
<td>Pre &amp; Post-emergency</td>
</tr>
<tr>
<td>Who do children turn to for support (inside and outside of family)?</td>
<td>Pre &amp; Post-emergency</td>
</tr>
<tr>
<td>What groups, institutions in the community can help/provide support for children and adolescent?</td>
<td>Post-emergency</td>
</tr>
</tbody>
</table>
Before undertaking the assessment, the CPWG as a whole should decide on a process to collect and respond to the Urgent Action Reports generated during the assessment. This process should include:

1. Criteria for what will constitute an ‘urgent action’ case – this must be determined by CPWG actors based on the local context/scenario, but could include things such as: an unaccompanied child living on the street; active recruitment or abduction; etc;
2. A clear referral pathway/standard operating procedure;
3. Roles and responsibilities.

During the daily assessment debriefings (led by field-team supervisors), the urgent actions that have come up on that day should be discussed to:

- triangulate & identify possible inconsistencies (ex: unaccompanied children without any adult supervision were found, but KII reported that there were no separated children in the community);
- determine whether there are patterns emerging that require urgent follow-up or advocacy (ex: active recruitment is observed in several sites).
Sample Urgent Action Report Tool

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

Please fill out the first 4 sections giving as many details as possible. In section 5 give your advice for actions to be conducted to solve the case and to prevent it from happening again. Hand this over to the team leader or your supervisor. If you do not have access to your team leader, try to contact the CPWG coordinator at [contact info].

<table>
<thead>
<tr>
<th>1. What happened?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2. Who (by whom and to who)?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. When?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Recommended action/s</strong></td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>6. Other relevant information (such as contact info and name of persons involved)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Annex 5: Site Report: Compilation Process and Sample Template

Compilation Process:

Site report compilation involves a process of triangulation. If two or more key informant interviews (KIIs) are conducted in one site (you will normally be targeting to complete at least three), a site report will be required. This will enable the data entry staff to enter the data per site, rather than per key informant, which will in turn allow for a site-base analysis.

Site reports have to accompany a copy of all the documents and questionnaires that contributed to its formation (i.e. KII questionnaire, DO checklist, etc.).

Guide to the template:

- This tool needs to be modified based on the changes in KII and DO tools.

- For some questions, there are more than one ‘other’ categories. This is to accommodate the possibility of having heard more than one answer from different KIs that did not fit the predefined answer options.

- The option ‘not clear’ should be used when most or all KIs have not given an answer to the question or said ‘don’t know.’ Also when the discrepancy between different answers does not allow for the team to judge what the ‘real’ answer is, ‘not clear’ should be ticked.

- Coded-category questions should be recorded in the order of the frequency of the chosen categories. For example if category FCO of question 2 has been reported by 3 key informants and no other category is reported more than this, FCO will have the rank of 1. If two categories are reported equally frequent by the KIs, based on other sources of information, the team should decide which category should be reported with a higher rank.
# Site Report Template:

## General Information

### Identification

- **Supervisor’s code:** ____________
- **Site code (from the sampling grid):** ____________
- **Date of assessment (dd/mm/yy):** __/__/____ [if several days, date of the last interview]
- **Identification code (fill during data entry):** SR - __assessor’s code__ - __site code__ -
- **# of KI questionnaires consulted for this report:** ____________
- **# of DO checklists consulted for this report:** ____________

### Location of the site

- **Site name:** ____________
- **Area:** ____________
- **District:** ____________
- **Province /State:** ____________
- **G.P.S/P code:** ____________
- **Type of site:** [ ] urban [ ] rural [ ] official camp [ ] makeshift camp
- **Population estimate of the site:** ____________
- **Comments:** __________________________

### Sources of Information (type of key informant)

<table>
<thead>
<tr>
<th>Teacher/Educator</th>
<th>Camp manager/Local chief</th>
<th>Social worker/Health worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>(_____) Teacher/Educator</td>
<td>(_____) Camp manager/Local chief</td>
<td>(_____) Social worker/Health worker</td>
</tr>
</tbody>
</table>

- **(_____) Religious leader**
- **Other:** ____________________________
- **Other:** ____________________________

### Gender balance:

- **Assessment team: # of women in the team / total # of team members** ____________
- **Key Informants: # of women interviewed / total # of interviews** ____________

### For supervisor’s use only:

- **Compilation supervised by:** ____________________________
- **Date:** __/__/____
- **Signature:** ____________________________
**Separation from Usual Caregivers**

1. Are there children in this community who are separated from their usual caregivers as a result of the _ _ [earthquake/attack/...]? □ Yes □ No □ Not clear  [if NO, skip to 1.2]

1.1 [If YES to 1] How many children are estimated to be separated from their usual caregivers as a result of the _ _ [earthquake/attack/...] in this site? □ 1-10 □ 11-50 □ 51-100 □ 100 – 500 □ Other (1) □ Other (2) □ not clear

1.2. Are there reports of child separation in this site during the past _ _ [define a period] _ _ days? □ Yes □ No □ Not clear  [if NO, skip to 1.3]

1.2.1 [If YES to 1.2] What were the main reported causes of separations that occurred during the past _ _ [define a period] _ _? [tick all that apply]
- □ losing parents/children during relocation;
- □ caregivers willingly sending their children to institutional care;
- □ caregivers willingly sending their children to extended family/friends;
- □ caregivers willingly sending their children to work outside the community;
- □ disappearance of children;
- □ disappearance of caregivers;
- □ Other (1) □ Other (2) □ not clear

1.3 Have there been reports of missing children or children who have lost their parents in the past _ _ [define a period] _ _ days? □ Yes □ No □ Not clear  Comments

1.4 [If yes to 1 and/or 1.2] Which of the below options were reported about children separated from their usual caregivers?

1.4.1 □ there are more girls than boys who have been separated [or]
□ there are more boys than girls who have been separated [or]
□ no clear difference
□ not clear  Comments

1.4.2 □ separated children are mainly under 5 [or]
□ separated children are mainly between 5 and 14 [or]
□ separated children are mainly older than 14 [or]
□ no clear difference
□ not clear  Comments

1.5 Has there been reports of infants or very young babies of less than _ _ months/years who have been separated from their usual caregivers? □ Yes □ No □ Not clear  Comments

1.6 Are there reports of persons unknown to the community who have offered to remove children from this site? □ Yes □ No □ Not clear  Comments
## Child Protection Rapid Assessment Toolkit

### 1.7 Are there reports of the members of the community who have removed children from this site to provide them with assistance, jobs or better living conditions?  
- [ ] Yes  
- [ ] No  
- [ ] Not clear

**Comments**

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## Care for Separated and Unaccompanied Children

### 2. What are the reported interim care categories for separated and unaccompanied children?  
[record in the order of frequency, e.g. the most repeated will be ranked 1. Indicate the rank in ( . . . . ). If one category is not mentioned at all, indicate it by ( . X . )]

- ( . . . . ) FCO: foster care arrangement outside the community;
- ( . . . . ) IFC: informal foster care in the community;
- ( . . . . ) CHH: live on their own;
- ( . . . . ) GIN: government institution;
- ( . . . . ) IIN: informal institution/group home;
- Other (1): ____________________________;
- Other (2): ____________________________.

### 2.1 Are institutions/children’s homes being built/newly established to care for orphans or separated children in this area?  
- [ ] Yes  
- [ ] No  
- [ ] Not clear

**Comments**

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### 2.1.1 Who is planning/establishing these institutions/children’s homes?  
- Religious leaders  
- Government  
- NGOs (specify) _______________________

**Comments**

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## Threats to Children’s Physical Safety and Security

### 3. What are the most reported [non-violent] environmental risks that can lead to death or injury of children in this site (e.g. the most repeated will be ranked 1)?  
[Indicate the rank in ( . . . . ) and “X” if not reported at all]

- ( . . . . ) USO: unsafe objects (e.g. razor wire, electrical cables, etc.)
- ( . . . . ) USP: unsafe places (e.g. riverside, open pits, etc);
- ( . . . . ) WAC: work-related accident (e.g. mine workers);
- ( . . . . ) CAC: car accident;
- Other (1): ____________________________;

**Comments**

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### 3.1 Where are the places where environmental risks are reported to be high for children?

- [ ] at playground  
- [ ] in camp (outside of home)  
- [ ] in school  
- [ ] on the way to school
- [ ] at work  
- [ ] on the way to work  
- [ ] at the market  
- [ ] on the way to market
- [ ] other (1) ____________________________

**Comments**

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### 4. What are the reported violent risks that could lead to death or injury of children since the ______ earthquake/attack/…?  
[Indicate the rank in ( . . . . ) and “X” if not reported at all]

- ( . . . . ) ERW: Landmines or Unexploded Ordnance;
- ( . . . . ) CVL: civil violence (e.g. religious, tribal, etc);
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( . . . . ) PVL: political violence; ( . . . . ) SVL: sexual violence; ( . . . . ) DMV: domestic violence;
( . . . . ) AVL: armed forces/groups violence; ( . . . . ) CRA: criminal acts (e.g. gang activities, looting, etc.)

Other (1): _____________________________; Other (2): _____________________________

4.1 What is the estimated number of deaths and serious injuries to children due to violence during the past [month/week/…]?
☐ 1-10 ☐ 11-50 ☐ 51-100 ☐ 100 – 500
☐ Other (1) _____________________________ ☐ Other (2) _____________________________ ☐ not clear

4.2 Where are the places where violent risks are reported to be high for children?
☐ at playground ☐ in school ☐ on the way to school
☐ in camp (outside of the home) ☐ at work ☐ on the way to work
☐ around military compounds ☐ at the market ☐ on the way to market
☐ Other (1) _____________________________ ☐ Other (2) _____________________________

4.3 Which of the below options are reported to be true? [The team members may need to use their judgments and observations to chose one out of each block]

☐ more girls are being targeted or affected by violence than boys [or]
☐ more boys are being targeted or affected by violence than girls [or]
☐ no difference
☐ Not clear Comments _____________________________

4.3.1

☐ younger children (under 14) are most affected/targeted by violence [or]
☐ older children (over 14) are the most affected/targeted by violence [or]
☐ no difference
☐ Not clear Comments _____________________________

4.3.2

☐ violence happens every day [or]
☐ violence happens a few times during the week [or]
☐ violence rarely happens
☐ Not clear Comments _____________________________

4.3.3

5. Are there reports of children in this area who have been or are participating in acts of violence?
☐ Yes ☐ No ☐ Not clear [if NO, skip to 6]

5.1 [If YES to 5] What kind of violence are children reported as being participants to?

[Indicate the rank in ( . . . . ) and “X” if not reported at all]

( . . . . ) GNG: gang activities; ( . . . . ) LTP: looting and/or pillage; ( . . . . ) CVL: civil violence;
( . . . . ) SVL: sexual assault; ( . . . . ) ASH: attack on schools and/or community infrastructure;
( . . . . ) ACV: attack on civilians; ( . . . . ) RCC: recruitment of other children; ( . . . . ) not clear
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**Sexual Violence**

6. Are there reports of an increase in the number of sexual violence cases since the 
   emergency/attack/…+?

- [ ] Yes
- [ ] No
- [ ] Not clear

- [ ] Sexual violence never happens here (if the latter is chosen, skip to 10)

6.1 In what situations does sexual violence occur most? (tick the 3 most frequent answers only)

- [ ] while at home;
- [ ] while collecting firewood;
- [ ] while at school;
- [ ] while playing around the camp/village;
- [ ] on the way to school;
- [ ] when at workplace;
- [ ] upon arrival at the _ _ _ _ ;
- [ ] during armed group attacks;
- [ ] in common areas, such as around latrines/showers, etc;
- [ ] Not clear

Other (1): ___________________________  Other (2): ___________________________

7. Who is most affected by sexual violence?

- [ ] more girls are being targeted for sexual violence than boys [or]
- [ ] more boys are being targeted for sexual violence than girls [or]
- [ ] no difference [or]
- [ ] not clear [or]

7.1.1 mostly younger children (under 14) are targeted for sexual violence [or]

7.1.2 mostly older children (over 14) are targeted for sexual violence [or]

8. If a child or an adolescent suffers from sexual violence, would s/he normally seek help?

- [ ] Yes
- [ ] No
- [ ] Not clear

- [ ] Not clear [if NO or “don’t know”, skip to 9]

8.1 [if yes to 8] Whom do they normally turn to for help? (tick the 2 most frequent answers only)

- [ ] mother;
- [ ] father;
- [ ] friends;
- [ ] grandparents;
- [ ] other family members;
- [ ] religious leader;
- [ ] health worker;
- [ ] teacher;
- [ ] social worker;
- [ ] local chief;

Other (1) ___________________________  Other (2) ___________________________

9. Are there places where people who live in this site can get help if they have suffered sexual violence?

- [ ] Yes
- [ ] No
- [ ] Not clear [if NO, skip to 10]

Comments: ______________________________________

9.1 [if YES to 9] Can children also seek help in that place?

- [ ] Yes
- [ ] No
- [ ] Not clear

Comments: ______________________________________

**Children and Armed Forces and Groups**

10. Are there reports of children working with or being used by armed forces & groups in or around this site?

- [ ] Yes
- [ ] No
- [ ] Not clear [if NO, go to 11]

10.1 [if YES to 10] During the past _ _ _ _ _ _ how many of these children were seen around this site?

- [ ] 1-10
- [ ] 11-50
- [ ] 51-100
- [ ] not clear

10.2 [if YES to 10] Are these children,

- [ ] mostly boys?
- [ ] mostly girls?
- [ ] only boys?
- [ ] only girls?
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11 Has the number of children joining being recruited or used by armed forces & groups increased since the _

- Earthquake/attack/...?  Yes  No  Not clear  [If NO, skip to 12]

11.1 [If YES to 11] What is the evidence for the increase in child recruitment into armed forces and groups?

- there are more recruitment events
- many children have disappeared and are suspected to have joined
- you see more children working with or being used by armed forces & groups
- you personally know children who are recruited after the emergency

11.2 [If YES to 11] Locations where most recruitments happen:  [Indicate the rank in ( . . . . ) and “X” if not reported at all]

- CCI: child care institutions;  CMP: in camps;  SCH: schools
- ORD: on the road;  SPT: service points;  Not clear

12.1 What are the biggest sources of fear reported by children since the emergency?

[Indicate the rank in ( . . . . ) and “X” if not reported at all]

- REC: forced recruitment or use by armed groups or forces;  ATK: attacks;
- TRF: kidnapping/abductions/trafficking;  NSC: not being able to go back to school;
- NHM: not being able to return home;  LTB: losing their belongings;
- SFF: being separated from their friends;  SFM: being separated from their families;
- TWF: tension within the family;  NTM: nightmares or bad memories;
- SVL: sexual violence;

12.2 What are the main worries of caregivers regarding their children?  [Indicate the rank in ( . . ) and “X” if not reported]

- REC: forced recruitment or use by armed groups or forces;  ATK: getting hurt during attacks;
- TRF: kidnapping/abductions/trafficking;  LED: lack of education;
- LPS: lack of shelter;  LFD: lack of food;  SVL: sexual violence;

12.3 What are the main sources of stress for caregivers in the community?
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Community Support Mechanisms

13. What resource persons, groups and/or institutions are in place that could help or provide support to children?

- peer groups
- religious leaders
- Community leaders
- social workers
- parents
- political leaders
- school teachers
- not clear
- Other (specify)

Child Labour

[from the DO checklist]

14 (DO: 5) Do children appear to be involved in child labour?

- Yes
- No
- Not clear

Comments: __________________________________________

14.1 (DO: 5.1) [if yes to 14] Based on observation, which of the following seems more accurate?

14.1.1

- more girls appear to be involved in child labour [or]
- more boys appear to be involved in child labour [or]
- same
- not clear

14.1.2

- mostly younger children (under 14) appear to be involved in child labour [or]
- mostly older children (over 14) appear to be involved in child labour [or]
- same
- not clear

Actions Taken by Assessment Teams

[any urgent action, referral, etc. that has taken place during the data collection should be briefly reported here]