

Tool 2: Direct Observation

Using Tool 2: Direct observation

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

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

Brackets mean the following:

[...] This is an instruction for the assessor.

Asking questions

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

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

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

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



Differences in issues affecting boys and girls should be carefully noted. For example, when assessors visit residential institutions, they should note if services are provided for one gender only or for both. Assessors should also observe whether facilities are separated for boys and girls, and if within genders young boys for example, are separated from older boys.

Tool 2: Direct Observation

General Information	
Identification	
Observer code: _____	
Date of observation (dd/mm/yy): ___/___/___	Identification code : DO- [assessor's code] _ - _ [site code]
Site code (from the sampling grid): _____	-
Location of the site	
Site name (Community): _____ Sub-district: _____	
District: _____ Governorate: _____	
Type of site: city <input type="checkbox"/> rural <input type="checkbox"/> official camp <input type="checkbox"/> makeshift camp <input type="checkbox"/>	If camp, who manages the camp? _____ - Contact info (if available): _____
Population type: Non-displaced <input type="checkbox"/> single-displaced <input type="checkbox"/> multiple-displaced <input type="checkbox"/>	
Mapping of services and actors on the site	
Name and contact information of all specialized child protection actors (Local Authority/NGO/Community) in this site. Note if any of these services are targeted at only one sex.	

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

Additional comments and/or observations: [please fill in during or after answering the questions in the DO] [any observation of things that could affect child protection programming that are not included in the questions below should be included here.]	
For the use of the team leader only.	
Verification done by: _____ Date: ___/___/___ Signature: _____	

1.1 Are there hazardous objects/locations around the site? <input type="checkbox"/> Yes <input type="checkbox"/> No [if NO, skip to 2]	
Comments: _____	
1.1.1 [if yes to 1.1] What type? [Revise/add context specific options]	<input type="checkbox"/> open pit latrines <input type="checkbox"/> pieces of iron and concrete <input type="checkbox"/> deep holes/ditches <input type="checkbox"/> live electricity wires accessible to children <input type="checkbox"/> barbed/razor wire <input type="checkbox"/> land mines / UXO/ ERW (including markings) <input type="checkbox"/> semi-destroyed buildings <input type="checkbox"/> Other (specify) _____
1.2. Is this location safe for children (first answer 1.2.1 – 1.2.5. below)	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments: _____	
1.2.1 Is there perimeter security and/or access control?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments: _____	
1.2.2 Is there adequate lighting observable and is it accessible for night-time/darkness (especially for camps)?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments: _____	
1.2.3 Is there a separation of rooms for different families?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments: _____	
1.2.4 Are there clearly marked latrines for males and females?	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not observable	
Comments: _____	
1.2.5 Are there locks on the inside of latrine doors?	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not observable	
Comments: _____	
2. Are there children living/working on the street?	
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not observable [if NO or Not observable, skip to 3]	
Comments: _____	
2.1 [if yes to 2] How many children were observed:	
<input type="checkbox"/> less than 5 <input type="checkbox"/> more than 5 but less than 10 <input type="checkbox"/> more than 10 but less than 50 <input type="checkbox"/> more than 50 but less than 100 <input type="checkbox"/> more than 100 (specify _____) <input type="checkbox"/> not able to count	
Comments: _____	
2.2 [if yes to 2] Are they	

<input type="checkbox"/> mostly girls [or] <input type="checkbox"/> mostly boys [or] <input type="checkbox"/> no observable difference Comments: _____
2.3 [if yes to 2.1] Are they mostly <input type="checkbox"/> under 6 [or] <input type="checkbox"/> from 6 to 13 [or] <input type="checkbox"/> 14 or older [or] <input type="checkbox"/> no clear difference Comments: _____
3 Did you visit any existing child institutional care/boarding/educational/recreational facilities in the area? <input type="checkbox"/> Yes <input type="checkbox"/> No Comments: _____
3.1 If yes, what type? <input type="checkbox"/> institutional care home/orphanage <input type="checkbox"/> informal group house <input type="checkbox"/> living in the workplace <input type="checkbox"/> CFS [specific examples e.g. boarding schools, religious schools - madrasas etc] <input type="checkbox"/> schools used for shelter/education <input type="checkbox"/> Other (specify) _____ (contact info: _____)
3.2 Did you notice any child institutional care facilities/orphanages being newly built/established in the area? <input type="checkbox"/> Yes <input type="checkbox"/> No Comments: _____
3.2.1 [If yes to 3.2] Who is building? (collect contact info if available: _____) <input type="checkbox"/> local authority <input type="checkbox"/> charitable organizations <input type="checkbox"/> NGOs (specify) _____ -- <input type="checkbox"/> religious leaders/institutions <input type="checkbox"/> Individuals <input type="checkbox"/> Other (specify) _____
4 Are there children associated with armed groups (answer questions 4.1 to 4.4 first)? <input type="checkbox"/> Yes <input type="checkbox"/> No Comments: _____
4.1 Do you observe children in military uniforms or in outfits that symbolize association with armed groups? <input type="checkbox"/> Yes <input type="checkbox"/> No Comments: _____
4.2 Do you observe children who appear to be on active military duty (e.g. operating checkpoints, carrying weapons)? <input type="checkbox"/> Yes <input type="checkbox"/> No Comments: _____
4.3 Do you observe children carrying weapons? <input type="checkbox"/> Yes <input type="checkbox"/> No Comments: _____
4.4 Do you observe children working with or being used by armed groups (e.g. cooking, cleaning, carrying things, etc.)?

<input type="checkbox"/> Yes <input type="checkbox"/> No Comments: _____
4.5 [If answer to any of the above is yes] Do you observe more girls or boys being associated with armed groups? <input type="checkbox"/> More girls <input type="checkbox"/> More boys <input type="checkbox"/> No observable difference <input type="checkbox"/> Cannot judge Comments: _____
5. Do children appear to be involved in child labour? <input type="checkbox"/> Yes <input type="checkbox"/> No Comments: _____
5.1 [if yes to 5] Based on your observation, which of the following is more accurate?
5.1.1 <input type="checkbox"/> more girls appear to be involved in heavy and/or harmful labour [or] <input type="checkbox"/> more boys appear to be involved in heavy and/or harmful labour [or] <input type="checkbox"/> same <input type="checkbox"/> cannot judge
5.1.2 <input type="checkbox"/> mostly younger children (under 14) appear to be involved in heavy and/or harmful labour [or] <input type="checkbox"/> mostly older children (over 14) appear to be involved in heavy and/or harmful labour [or] <input type="checkbox"/> same <input type="checkbox"/> cannot judge
5.2 Do children appear to be involved in heavy or harmful labour? <input type="checkbox"/> Yes <input type="checkbox"/> No Comments: _____
[if yes to 5] Based on your observation, which of the following is more accurate?
5.2.1 <input type="checkbox"/> more girls appear to be involved in heavy and/or harmful labour [or] <input type="checkbox"/> more boys appear to be involved in heavy and/or harmful labour [or] <input type="checkbox"/> same <input type="checkbox"/> cannot judge
5.2.2 <input type="checkbox"/> mostly younger children (under 14) appear to be involved in heavy and/or harmful labour [or] <input type="checkbox"/> mostly older children (over 14) appear to be involved in heavy and/or harmful labour [or] <input type="checkbox"/> same <input type="checkbox"/> cannot judge
6 Do children appear to be involved in chores that require traveling long distances (e.g. collecting food, fetching water etc.)? [observer should try to walk along such routes if security allows] <input type="checkbox"/> Yes <input type="checkbox"/> No Comments: _____

6.1 [if yes to 6] Based on your observation, which of the following is more accurate?	
6.1.1	<input type="checkbox"/> more girls appear to be walking long distances [or] <input type="checkbox"/> more boys appear to be walking long distances [or] <input type="checkbox"/> same <input type="checkbox"/> cannot judge
6.1.2	<input type="checkbox"/> mostly younger children (under 14) appear to be walking long distances [or] <input type="checkbox"/> mostly older children (over 14) appear to be walking long distances [or] <input type="checkbox"/> same <input type="checkbox"/> cannot judge
7. Do you observe any cases of child or early marriage?	
<input type="checkbox"/> Yes <input type="checkbox"/> No Comments: _____	
7.1. Do you observe any of the following in the children/young people you observe?	
<input type="checkbox"/> Wedding Ring <input type="checkbox"/> Any sign of pregnancy <input type="checkbox"/> other sign (e.g. marriage ceremony) Comments: _____	
7.2. If the answer to items 7 and 7.1 is yes, are most of the cases you observe:	
<input type="checkbox"/> More girls <input type="checkbox"/> More boys <input type="checkbox"/> No observable difference <input type="checkbox"/> Cannot judge	
7.3 If yes to 7 and 7.1. are most of the cases you observe:	
<input type="checkbox"/> under 12 <input type="checkbox"/> 12-14 <input type="checkbox"/> 15-18	
8. Additional Observations/Comments	