



# Child Protection Assessment Northern Syria Toolkit

### Tool 4: Site Report

#### Using the Site Report

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

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

The following symbols are used:

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

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

#### Guidance about questions and answers in the tool:

- For some questions, there is more than one ‘other’ category. This is to accommodate the possibility of having heard more than one answer from different KIs that did not fit the predefined answer options.
- The option ‘not clear’ should be used when most or all KIs have not given an answer to the question or when they have said, “don’t know.” ‘Not clear’ should also be ticked when there is a discrepancy between different answers which does not allow the team to judge what the ‘real’ answer is.
- For some questions you can record up to three answers (plus one or two ‘others’). For these questions, we can analyze more than one answer. For example, in question 2.1 if the category ‘FCO’ was reported by three key informants and no other category was reported more than this, FCO will have the rank of 1. If two categories are reported equally frequently by the KIs, based on other sources of information, the team should decide which category should be reported with a higher rank.



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

#### Ranking multiple-choice or multiple-category questions:

- Firstly look at the frequency of each response. For example, if in response to a question two KIs said “X” and one said “Y,” the natural choice would be “X.”
- Secondly, look at who the respondents were and how valid their opinion might be about that particular subject. If for credible reasons, the team believes that the KI who said “Y” seems to

have better knowledge about that subject or is more likely to have given a more valid response, then “Y” should be given a higher rank.

### Example

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

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

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

### Example

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

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



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

### Tool 4: Site Report

General Information		
<b>Identification</b>		
Team Leader 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 - _ [team leader's code] _ - _ [site code] _ -		
# of KI questionnaires consulted for this report: _____	# of DO checklists consulted for this report: _____	
<b>Location of the site</b>		
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"/>	Population estimate of the site: _____	
Population type: non-displaced <input type="checkbox"/> single-displaced <input type="checkbox"/> multiple displaced <input type="checkbox"/>		
Comments: _____ _____ _____		
<b>Sources of Information (type of key informant)</b>		
[Mention the total number in ( . . . . )]		
( . . . . ) Teacher / Educator	( . . . . ) Camp manager /Local community leader	( . . . . ) Social worker/Health worker
( . . . . ) Religious leader	Other: _____	Other: _____
Gender balance: Assessment team: # of women in the team _____ / total # of team members _____ Key Informants: # of women interviewed _____ / total # of interviews _____		
<b><i>For team leader's use only:</i></b>		
Compilation supervised by: _____		Date: ___/___/___ Signature: _____

### Introductory Prompt:

Until what age does your community consider a person to be a child?

- 12 years or under   
  13 years   
  14 years   
  15 years  
 16 years   
  17 years   
  18 years   
  Response not clear

### 1. Unaccompanied and Separated Children

1.1 Are there children in this **community** who have been separated from their parents and/or usual caregivers in the last 12 months?   
 Yes   
 No   
 Response not clear

Comments: \_\_\_\_\_

1.1.1 What do you think are the main causes of separations that occurred in the last 12 months?

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

- I. # \_\_\_\_ (.....)
- II. # \_\_\_\_ (.....)
- III. # \_\_\_\_ (.....)
- IV. Other 1: # \_\_\_\_\_ (.....)
- V. Other 2: # \_\_\_\_\_ (.....)

Response not clear

Comments: \_\_\_\_\_

1.1.2 How many children do you think have been separated from their usual caregivers in this **community** who have been separated from their parents and/or usual caregivers in the last 12 months?

- 1-10   
  11-20  
 21-50   
 51-100   
 >100 (specify \_\_\_)   
 Response not clear

Comments: \_\_\_\_\_

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

- there are more girls than boys who have been separated [or]  
 1.2.1   
 there are more boys than girls who have been separated [or]

	<input type="checkbox"/> no clear difference <input type="checkbox"/> not clear    Comments _____
1.2.2	<input type="checkbox"/> separated children are mainly under 6 [or] <input type="checkbox"/> separated children are mainly from 6 to 13 [or] <input type="checkbox"/> separated children are mainly 14 or older [or] <input type="checkbox"/> no clear difference <input type="checkbox"/> not clear    Comments _____
1.3 Do you know if there are any infants or young children under the age of 2 who have been separated from their parents or usual caregivers in the last 12 months? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear    Comments _____	
1.3.1 Are there any children in this community who live alone, without any adults? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear    Comments _____	
1.4 Are there children in this community who live with any adults not related to them? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear    Comments _____	
1.4.1 How many unaccompanied children do you think there are? <input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-20 <input type="checkbox"/> 21 – 50 <input type="checkbox"/> >50 (specify ___ ) <input type="checkbox"/> Not clear Comments _____	
1.4.2 Do you think that ... .	
1.4.2.1	<input type="checkbox"/> there are more unaccompanied girls than boys [or] <input type="checkbox"/> there are more unaccompanied boys than girls [or] <input type="checkbox"/> no clear difference <input type="checkbox"/> [not clear]    Comments _____
1.4.2.2	<input type="checkbox"/> unaccompanied children are mainly under 6 [or] <input type="checkbox"/> unaccompanied children are mainly from 6 to 13 [or] <input type="checkbox"/> unaccompanied children are mainly 14 and older [or]

<input type="checkbox"/> no clear difference <input type="checkbox"/> [not clear] Comments _____
<p>1.5.1 Are there persons unknown to the community who have offered to take children away from this community in order to provide them with jobs or better care (e.g. foreigners who want to provide care for children in another country)?</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not clear</p> <p>Comments _____</p>
<p>1.5.2 Are there members of the community who have taken or want to take children away from this community to provide them with assistance, jobs or better living conditions?</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not clear</p> <p>Comments _____</p>
<p>1.6.1 Is there a list of children who don't know where their parents or caregivers are (including their names and other details)? <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not clear    Comments _____</p> <p>-----</p>
<p>1.6.2 : 'Is there is a list of parents who don't know where their children are?</p> <p><input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not clear    Comments _____</p>
<p><b>2. Care for Unaccompanied and Separated Children</b></p>
<p>2.1 I want you to think about the children who are no longer with their parents or usual caregivers. Where do they live now? [Rank in the order of frequency and considering the source of the information. Indicate the frequency in ( . . . . . ).]</p> <p>I. category code: _____ ( . . . . . )</p> <p>II. category code: _____ ( . . . . . )</p> <p>III. category code: _____ ( . . . . . )</p> <p>IV. Other (1): _____; ( . . . . . )</p> <p>V. Other (2): _____ ( . . . . . )</p> <p><input type="checkbox"/> Response not clear</p> <p>Comments _____</p>

2.2 If most people in your community came across a child who does not have anyone who can care for him/her, what would they do?

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

- I. # \_\_\_\_ ( . . . . . )
- II. # \_\_\_\_ ( . . . . . )
- III. # \_\_\_\_ ( . . . . . )
- IV. Other 1: # \_\_\_\_\_ ( . . . . . )
- V. Other 2: # \_\_\_\_\_ ( . . . . . )

Response not clear

Comments: \_\_\_\_\_

2.3 Are there institutional care homes/orphanages in this area that provide care for children whose parents have both died, or whose father or mother has died or who are separated from parents/caregivers

Yes  No  Not clear

Comments \_\_\_\_\_

2.3.1 What kind of services do these centers provide?

- Day care  Residential care
- Recreational activities only  Education
- Relief and livelihood (FI and NFI)
- Other (specify) \_\_\_\_\_
- Other (specify) \_\_\_\_\_

Comments \_\_\_\_\_

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

3.1 What are the existing risks that can lead to death or injury of children in this community?

[Rank based on frequency and source of information. Note the number of times a code is repeated by key Informants in ( . . . . . )]	Age of most affected [tick all if no difference]	Sex of most affected [tick both if no difference]
I. category code: ____ ( . . . . . )	<input type="checkbox"/> <5 <input type="checkbox"/> 6-14 <input type="checkbox"/> >14 <input type="checkbox"/> DNK	<input type="checkbox"/> Boys <input type="checkbox"/> Girls <input type="checkbox"/> DNK
II. category code: ____ ( . . . . . )	<input type="checkbox"/> <5 <input type="checkbox"/> 6-14 <input type="checkbox"/> >14 <input type="checkbox"/> DNK	<input type="checkbox"/> Boys <input type="checkbox"/> Girls <input type="checkbox"/> DNK
III. category code: ____ ( . . . . . )	<input type="checkbox"/> <5 <input type="checkbox"/> 6-14 <input type="checkbox"/> >14 <input type="checkbox"/> DNK	<input type="checkbox"/> Boys <input type="checkbox"/> Girls <input type="checkbox"/> DNK
IV. Other 1: _____ ( . . . . . )	<input type="checkbox"/> <5 <input type="checkbox"/> 6-14 <input type="checkbox"/> >14 <input type="checkbox"/> DNK	<input type="checkbox"/> Boys <input type="checkbox"/> Girls <input type="checkbox"/> DNK



V. Other 2: _____ (.....)	<input type="checkbox"/> <5 <input type="checkbox"/> 6-14 <input type="checkbox"/> >14 <input type="checkbox"/> DNK	<input type="checkbox"/> Boys <input type="checkbox"/> Girls <input type="checkbox"/> DNK
VI. (.....) [none] <span style="float: right;"><input type="checkbox"/> Not clear</span>		
Comments _____		
<b>3.2 Where do you think these risks are highest for children? [rank based on frequency and source of information. Note the frequency in the (.....)]</b>		
I. # _____ (.....)    II. # _____ (.....)    III. # _____ (.....)		
IV. Other (1): _____; (.....)		
V. Other (2): _____ (.....)		
<input type="checkbox"/> Response not clear		
Comments _____		
<b>3.3 Can you estimate the number of deaths and serious injuries to children due to any and all of the above causes during the past 12 months?</b>		
<input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-20 <input type="checkbox"/> 21 – 50 <input type="checkbox"/> >50 (specify) _____ <input type="checkbox"/> Response not clear		
Comments _____		
<b>3.4 Are there any children in this area who have been or who are committing acts of violence?</b>		
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not clear		
Comments _____		
<b>3.5 What kind of violence are children participating in?</b>		
[rank based on frequency and source of information. Note the frequency in the (.....)]		
I. category code: _____ (.....)		
II. category code: _____ (.....)		
III. category code: _____ (.....)		
IV. Other (1): _____; (.....)		
V. Other (2): _____ (.....)		
<input type="checkbox"/> Response not clear		
Comments _____		

**4. Psychosocial Distress and Community Support Mechanisms**

4.1 Have you noticed any changes in children’s behaviour in the last 12 months?

Yes     No     Not clear

Comments \_\_\_\_\_.

4.1.1 What kind of behaviour changes have you noticed in girls since in the last 12 months?

4.1.2 What kind of behaviour changes have you noticed in boys since in the last 12 months?

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

4.1.1 Girls	4.1.2 Boys
I. category code: ____ ( . . . . . )	I. category code: ____ ( . . . . . )
II. category code: ____ ( . . . . . )	II. category code: ____ ( . . . . . )
III. category code: ____ ( . . . . . )	III. category code: ____ ( . . . . . )
IV. Other (1): _____; ( . . . . . )	IV. Other (1): _____; ( . . . . . )
V. Other (2): _____ ( . . . . . )	V. Other (2): _____ ( . . . . . )
Comments _____ _____.	Comments _____ _____.

4.2 What do you think makes boys stressed in the last 12 months?

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

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

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

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

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

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

Response not clear

Comments \_\_\_\_\_.

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

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

- I. # \_\_\_\_ ( . . . . . )
- II. # \_\_\_\_ ( . . . . . )
- III. # \_\_\_\_ ( . . . . . )
- IV. Other 1: # \_\_\_\_\_ ( . . . . . )
- V. Other 2: # \_\_\_\_\_ ( . . . . . )

Response not clear

Comments \_\_\_\_\_.

4.3 What do you think makes girls stressed in the last 12 months?

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

- I. # \_\_\_\_ ( . . . . . )
- II. # \_\_\_\_ ( . . . . . )
- III. # \_\_\_\_ ( . . . . . )
- IV. Other 1: # \_\_\_\_\_ ( . . . . . )
- V. Other 2: # \_\_\_\_\_ ( . . . . . )

Response not clear

Comments \_\_\_\_\_.

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

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

- I. # \_\_\_\_ ( . . . . . )
- II. # \_\_\_\_ ( . . . . . )
- III. # \_\_\_\_ ( . . . . . )
- IV. Other 1: # \_\_\_\_\_ ( . . . . . )
- V. Other 2: # \_\_\_\_\_ ( . . . . . )

Response not clear

Comments \_\_\_\_\_.

4.4 Have you noticed any changes in caregivers' attitude towards their children in the last 12 months?

Yes     No     Not clear

Comments \_\_\_\_\_

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

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

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

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

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

Response not clear

Comments \_\_\_\_\_

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

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

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

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

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

Response not clear

Comments \_\_\_\_\_

**5. Access to Services and Children with least access**

5.1 Are there people in this **community** who are capable of organizing recreational and/or educational activities for children?     Yes     No     Not clear

Comments \_\_\_\_\_

5.1.1 What kind of skills do these people have?

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

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

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

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

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

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

Response not clear

Comments \_\_\_\_\_.

5.2 Are there children who have less access to services like food distributions, educational and recreational activities, and health care?  Yes  No  Not clear

Comments \_\_\_\_\_.

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

girls  boys  No difference  Not clear

Comments \_\_\_\_\_.

5.3 What groups of children have the least access to support?

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

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

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

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

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

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

Response not clear

Comments \_\_\_\_\_.

**6. Access to Information**

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

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

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

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

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

Response not clear

Comments \_\_\_\_\_.

6.2 What are the most important sources of children protection information for children in your community now?

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

II. # \_\_\_\_ ( . . . . . )    II. # \_\_\_\_ ( . . . . . )    III. # \_\_\_\_ ( . . . . . )

VI. Other 1: # \_\_\_\_\_ ( . . . . . )

VII. Other 2: # \_\_\_\_\_ ( . . . . . )

Response not clear

Comments \_\_\_\_\_

**7. Child Labour**

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

Yes     No     Response not clear

Comments \_\_\_\_\_

7.1.1 What types of work are these children involved in?

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

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

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

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

Response not clear

Comments \_\_\_\_\_

7.2.1 Can you estimate the number children in your community who are involved in the types of work mentioned above in the last 12 months?

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

Comments \_\_\_\_\_

7.2.2 Do you think the number of children in this **community** who are involved in harsh and dangerous work has increased in the past 12 months?

Yes  No  Response not clear

Comments \_\_\_\_\_.

7.3.1 Are there new types of harsh and dangerous labour that children are engaged in that did not exist before the le?

Yes  No  Response not clear

Comments \_\_\_\_\_.

7.3.2 Which new types of harsh and dangerous labour have emerged since the conflict/attacks?

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

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

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

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

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

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

Response not clear

Comments \_\_\_\_\_.

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

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

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

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

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

Response not clear

Comments \_\_\_\_\_.

**8. Children Associated with Armed Groups**

8.1 Do you know of children working with or being used by armed groups around this community? E.g. children with guns, operating checkpoints, cooking or cleaning for military, etc.

Yes  No  Not clear

Comments \_\_\_\_\_.

<p>8.1.1 During the past _ during the last 12 months how many of these children have you seen around this community?</p> <p> <input type="checkbox"/> 1-5      <input type="checkbox"/> 6-10      <input type="checkbox"/> 11-20      <input type="checkbox"/> 21-50  <input type="checkbox"/> &gt;50 (specify) _____      <input type="checkbox"/> Not clear         </p> <p>Comments _____.</p>	<p>8.1.2 [Are these children, [read out the options]</p> <p> <input type="checkbox"/> mostly boys?                      <input type="checkbox"/> mostly girls ?  <input type="checkbox"/> only boys?                              <input type="checkbox"/> only girls ?  <input type="checkbox"/> no difference?                      <input type="checkbox"/> Not clear         </p> <p>Comments _____.</p>
<p>8.2 Has the number of children associated with armed groups increased in the last 12 months_? <input type="checkbox"/></p> <p>Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not clear</p> <p>Comments _____.</p>	
<p>8.2.1 How do you know this?</p> <p>[rank based on frequency and source of information. Note the frequency in the ( . . . . . )]</p> <p>I. # _____ ( . . . . . )      II. # _____ ( . . . . . )      III. # _____ ( . . . . . )</p> <p>II. Other 1: # _____ ( . . . . . )</p> <p>III. Other 2: # _____ ( . . . . . )</p> <p><input type="checkbox"/> Response not clear    Comments _____.</p>	
<p>8.3 Where do you think most recruitments happen?</p> <p>[rank based on frequency and source of information. Note the frequency in the ( . . . . . )]</p> <p>I. Category code: _____ ( . . . . . )      II. Category code: _____ ( . . . . . )      III. Category code: _____ ( . . . . . )</p> <p>IV. Other (1): _____ ; ( . . . . . )</p> <p>V. Other (2): _____ . ( . . . . . )</p> <p><input type="checkbox"/> Response not clear    Comments _____.</p>	
<p><b>9. Sexual Violence</b></p>	
<p>9.1 Are you aware of sexual violence happening in your community?</p> <p> <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> Not clear                      Comments:         </p>	
<p>9.1.1 If you come across a child who has suffered sexual violence, what would you do?</p>	



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

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

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

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

Response not clear      Comments \_\_\_\_\_.

9.2 Do you think the number of sexual violence incidents has increased in the last 12 months?

Yes  No  Not clear

Comments \_\_\_\_\_.

9.2.1 In which situations does sexual violence occur more often?

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

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

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

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

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

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

Response not clear

Comments \_\_\_\_\_.

9.3 Do you know of any cases of child or early marriage?

Yes  No  Not clear      Comments: \_\_\_\_\_

9.3.1 Who is most affected by sexual violence?

- 9.3.1
- more girls are being targeted for sexual violence than boys [or]
  - more boys are being targeted for sexual violence than girls [or]
  - no difference
  - Not clear

- 9.3.2
- mostly younger children (under 14) are targeted for sexual violence [or]
  - mostly older children (over 14) are targeted for sexual violence [or]
  - no difference
  - Not clear

9.4 If a child or an adolescent is a victim of sexual violence, would s/he normally seek help [if not clear

say: “is it culturally acceptable to seek help”]?

Yes  No  Not clear

Comments \_\_\_\_\_.

9.4.1 Who do girls normally turn to for help?

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

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

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

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

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

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

Response not clear

Comments \_\_\_\_\_.

9.4.2 Who do boys normally turn to for help?

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

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

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

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

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

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

Response not clear

Comments \_\_\_\_\_.

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

Yes  No  Not clear

Comments:

9.5.1 Who do girls normally turn to for help?

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

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

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

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

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

<p>V. Other 2: # _____ (.....)</p> <p><input type="checkbox"/> Response not clear</p> <p>Comments _____.</p>	
<p>9.5.2 Who do boys normally turn to for help?</p> <p>[rank based on frequency and source of information. Note the frequency in the (.....)]</p> <p>I. # ____ (.....)</p> <p>II. # ____ (.....)</p> <p>III. # ____ (.....)</p> <p>IV. Other 1: # _____ (.....)</p> <p>V. Other 2: # _____ (.....)</p> <p><input type="checkbox"/> Response not clear</p> <p>Comments _____.</p>	
<p>9.6 Do you know of a place where people of this community can get help if they are victims of sexual violence?</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No   <input type="checkbox"/> Not clear</p> <p>[collect more info if appropriate (e.g. availability of PEP kits):</p> <p>_____.</p>	<p>9.6.1 Can children also seek help in that place?</p> <p><input type="checkbox"/> Yes   <input type="checkbox"/> No   <input type="checkbox"/> Not clear</p> <p>[Comments: _____]</p>
<p><b>Actions taken by Assessment Teams</b></p> <p>[any urgent action referrals etc. that have been processed during the data collection should be briefly reported here]</p>	
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	