



**THE ALLIANCE**  
FOR CHILD PROTECTION  
IN HUMANITARIAN ACTION

# CHILD PROTECTION IN EMERGENCIES SITUATION AND RESPONSE MONITORING TOOLKIT

July 2019



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Photo Credit: © UNICEF/UN0207863/Al-Issa

## Acronyms

AAP	Accountability to Affected Populations
AoR	Area of Responsibility
CAAFAG	Children associated with armed forces and armed groups
CCRM	Cluster Coordination Reference Module
CERF	Central Emergency Response Fund
CFS	Child-friendly spaces
CPiE	Child protection in emergencies
CPIMS	Child Protection Information Management System
CPMS	Minimum Standards for Child Protection in Humanitarian Action
CPRA	Child Protection Rapid Assessment
CPWG	Child Protection Working Group
CTFMR	Country Task Forces on Monitoring and Reporting
FTS	Financial Tracking System
GBV	Gender-based violence
GIS	Geographic information system
GPC	Global Protection Cluster
HNO	Humanitarian needs overview
HPC	Humanitarian Programme Cycle
HRP	Humanitarian response plan
IARRM	Inter-Agency Rapid Response Mechanism
IASC	Inter-Agency Standing Committee
DP	Internally displaced person
IM	Information management
IMO	Information Management Officer
INGO	International non-governmental organisation
IOM	International Organization for Migration
MHPSS	Mental health and psychosocial support
MIRA	Multisector Initial Rapid Assessment
MRM	Monitoring and reporting mechanism
NGO	Non-governmental organisation
OCHA	Office for the Coordination of Humanitarian Affairs
PSS	Psychosocial support
PTSD	Post-traumatic stress disorder
RC	Resident Coordinator
RRT	Rapid Response Team
SAG	Strategic Advisory Group
SDR	Secondary data review
Sitrep	Situation report
ToR	Terms of reference
TWG	Technical working group
UASC	Unaccompanied and separated children
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund

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# 1. Introduction

## Purpose of this toolkit

The purpose of this toolkit is to provide guidance on developing and implementing systems for monitoring child protection issues and the child protection response in humanitarian settings.

While protection is multifaceted, this toolkit focuses only on the protection of children. However, child protection must be considered in the broader context of protection monitoring and humanitarian response monitoring. Suggested methods of data collection in this toolkit are merely recommendations. Where other monitoring or data collection mechanisms already exist, their potential usability for situation and response monitoring should be examined before developing new systems. Tools are provided and identified throughout the text with the following sign: @. Where appropriate, linkages with existing data systems should be established to avoid duplication and ensure efficient use of resources.

## How it fits in the Humanitarian Program Cycle

The Humanitarian Programme Cycle (HPC) “is the way in which humanitarian actors work together to help people affected by disasters and conflict”.<sup>1</sup> The Inter-Agency Standing Committee’s (IASC) transformative agenda calls for a more evidence-based, strategic and prioritised humanitarian response. A systematic monitoring system that regularly collects reliable data on child protection is the basis for informed reporting. With a systematic monitoring system in place, which is aligned with the humanitarian response plan (HRP), the child protection coordination group will be able to feed into the different HRP processes of the Humanitarian Programme Cycle (HPC). The humanitarian needs overview (HNO) is a component of the HPC designed to increase the response’s reliance on evidence. Child protection situation and response monitoring should be designed in line with the HPC both in terms of content and timeframe.<sup>2</sup>

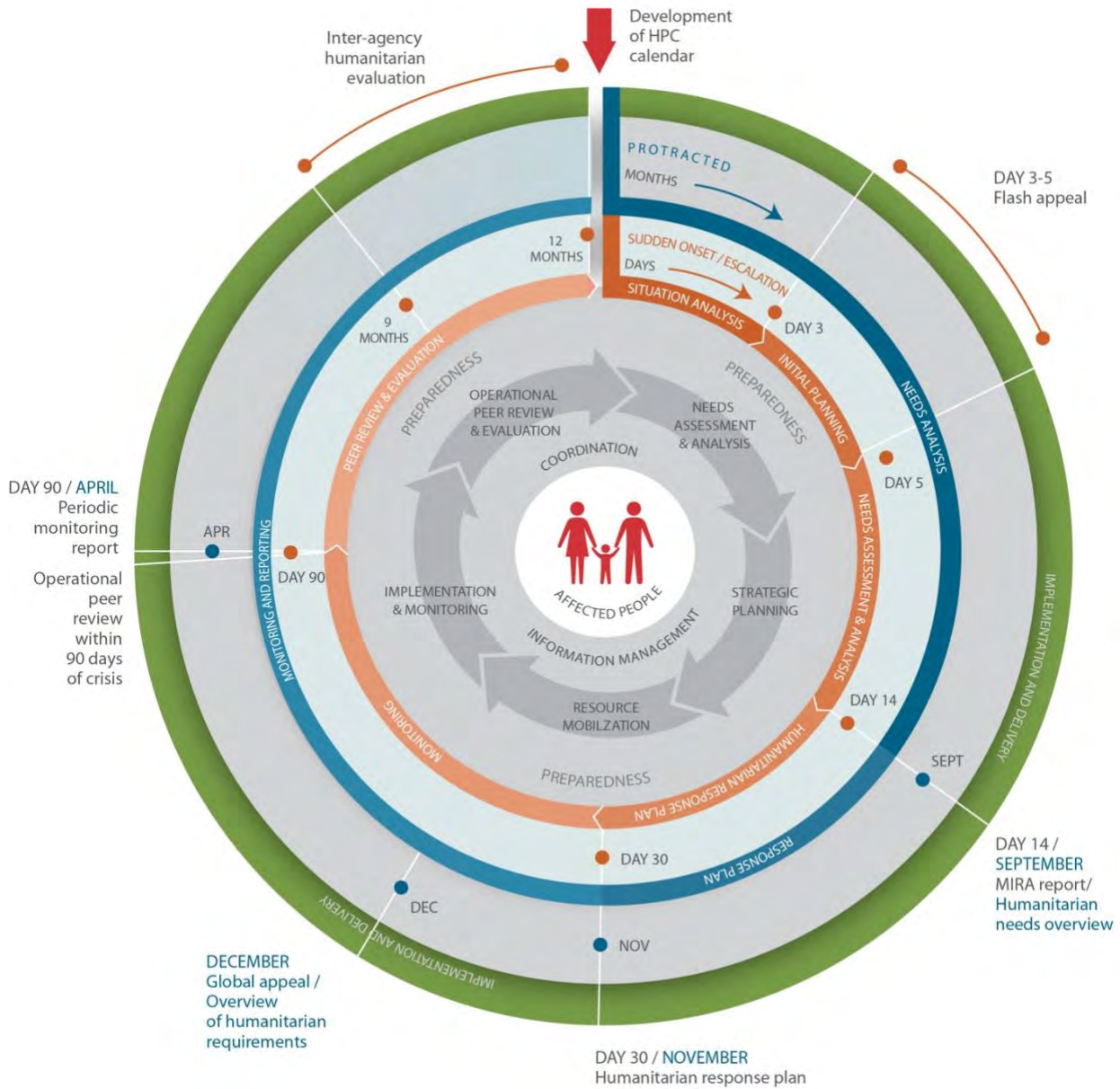
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<sup>1</sup> <https://www.humanitarianresponse.info/en/programme-cycle/space>

<sup>2</sup> IASC Reference Module for the Implementation of the Humanitarian Programme Cycle, July 2015.



**Figure 1: Humanitarian Program Cycle**





## How the toolkit was developed

Situation and response monitoring have been identified as key gaps during field missions by rapid response team members and in the coordinators' annual survey. Therefore, this toolkit was developed using a four-pronged approach:

- Conducting a desk review of existing monitoring tools and approaches;
- Reviewing child protection monitoring practices in several humanitarian contexts;
- Developing the first draft and piloting it in South Sudan; and
- Receiving endorsement from the members of the global level Child Protection Area of Responsibility (AoR) and the Alliance for Child Protection in Humanitarian Action (the Alliance). (Both organisations formerly made up the Child Protection Working Group [CPWG].)

An advisory group of experts from within the former CPWG, the Office for the Coordination of Humanitarian Affairs (OCHA), the United Nations Children's Fund (UNICEF), and the Global Protection Cluster provided guidance throughout the process.

## Who this toolkit is for

This toolkit is for anyone working to identify protection issues for children in emergencies and/or planning to monitor interventions that are responding to child protection issues in emergencies. It is intended to be of particular use to coordinators, agency staff and community members who are involved in collective monitoring efforts in both cluster and non-cluster contexts. It is also a useful reference for donors and other decision-makers.

## What it is and what it is not

This toolkit provides guidance on how to set up situation and response monitoring mechanisms in emergency-affected contexts. It provides tools and methodologies that need to be adjusted to the country and each humanitarian context.

This toolkit is not intended to replace other guidelines and tools on: a) measuring the impact of child protection programmes, b) identifying cases or mapping services,<sup>3</sup> or c) setting up a monitoring and reporting mechanism on grave violations against children in armed conflict.<sup>4</sup>

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<sup>3</sup> Although at times the data that gets produced by situation monitoring can support case-finding.

<sup>4</sup> While data from situation monitoring can feed into the MRM, there should not be an official link between CP monitoring and the MRM. This is mostly due to the political and sensitive nature of the MRM, which may complicate data collection within the CP monitoring system.

## Where the toolkit should be used

This toolkit is best suited for contexts where the child protection response is coordinated either through the cluster/sector approach or other coordination mechanisms. The toolkit should be closely studied in its entirety before using the methodologies and tools.

## How this toolkit links to other monitoring initiatives

This toolkit uses the *Minimum Standards for Child Protection in Humanitarian Action* (CPMS) as its guiding framework, particularly regarding indicator development. The Child Protection (CP) Monitoring and Evaluation Reference Group (MERG) provides links, technical notes, publications and a network of child protection professionals. In addition, the [UNICEF Child Protection Resource Pack on How to Plan, Monitor, and Evaluate Child Protection Programmes](#) is a comprehensive guide for (a) individual organisations planning, monitoring and evaluating their own programmes and (b) child protection coordination groups seeking a more in-depth view of monitoring concepts, terms and definitions.

## 2. Fundamentals

### Child Protection in Emergencies

The Minimum Standards for Child Protection in Humanitarian Action defines child protection as “*the prevention of and response to abuse, neglect, exploitation and violence against children.*” Monitoring both the situation and the response is central to maximising efforts to protect children in emergencies.

#### Situation monitoring

Situation monitoring is the ongoing and systematic data collection and analysis of child protection risks, concerns, violations and capacities in a given humanitarian context. For example, measuring the ‘scale of new separations as a result of an emergency’, can be part of situation monitoring. The purpose of situation monitoring is to produce situational evidence on child protection risks and existing response capacities to inform and adapt the response.

#### Response monitoring

Response monitoring is the ongoing and coordinated measurement of the humanitarian response in a humanitarian context, i.e. activities planned and carried out by humanitarian actors. For example, measuring the ‘percentage of unaccompanied children who are reunified with family members,’ can be part of response monitoring. The purpose of response monitoring is to provide:

- An evidence base to guide practitioners towards a more effective and efficient short- and long-term humanitarian response,
- Current, reliable data on progress against humanitarian response plans and CP coordination mechanism objectives;<sup>5</sup> and
- Accountability to affected populations, governments and donors.

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<sup>5</sup> IASC Humanitarian Response Monitoring Guidance, 2015

## Link between situation and response monitoring

Situation and response monitoring produce complementary information. Without knowing the needs, our response may not target the most pressing issues. Without knowing how programmes are being implemented, it is impossible to know if the needs are being addressed. For example, situation monitoring may reveal that large numbers of children are being recruited into armed groups in area X. At the same time, response monitoring reveals that only a small non-governmental organisation (NGO) with limited capacity is providing services to the affected communities. The combined monitoring can lead the actors on the ground to mobilise resources and efforts to fill the gap. In most contexts, response monitoring is more evolved than situation monitoring. In dynamic humanitarian contexts, especially chronic emergencies, it is preferable to use both types of monitoring to inform and maximise the child protection response.

## Link between assessment and situation monitoring

Assessments, such as the Child Protection Rapid Assessment (CPRA), provide information about a situation at a specific moment in time. The child protection situation evolves over time as a result of the response and/or other factors, and monitoring allows the humanitarian community to observe trends and changes in the situation. Assessments can be carried out on a regular basis to capture change and trends (i.e. situation monitoring). However, this is rarely done. Assessments require significant resources and time, and repeating them regularly is not always feasible. Assessments may be used to set the baseline at the start of a monitoring process.

## Link between evaluation and response monitoring

Programme or response monitoring collects ongoing data on programme implementation. The data is supposed to inform decisions on programmatic adjustments during the life of the project and the coordination mechanism's response plan. Monitoring and evaluation (M&E) is a broad term that is often used to describe programme-specific measurement activities. Data from response monitoring, particularly data on programme quality, can feed into programme evaluations. Programme evaluations are usually a one-off exercise used to assess a programme's effectiveness and impact. Evaluation is not a substitute for response monitoring and vice versa.

## Link between case management and situation monitoring

Situation monitoring is not meant to work as a case-finding mechanism, but it can support case management in several ways. Situation monitoring can help managers identify hotspots. For example, knowing separation hotspots and reasons for separation will help CP practitioners conduct active case-finding missions and set up response mechanisms where they are most needed. Additionally, it will allow programmers to implement preventive measures to reduce incidents of separation. Urgent cases that are identified during situation monitoring should be promptly connected to existing services.

Situation monitoring should not be used as a case-finding system in large-scale emergencies. The

monitoring mechanism may become too heavy and impossible to implement. However, in well-resourced, small-scale emergencies, these two functions can be merged.

## Ethical considerations

In designing and implementing any data collection system, ethical considerations should be taken into account. “Do no harm”, “best interest of the child”, and “confidentiality of information” are the core principles to be considered in a child protection monitoring system. For more on this, consult the [Child Protection Rapid Assessment guide](#). Also consider the six principles from the [Minimum Standards for Child Protection in Humanitarian Action](#).

To develop an ethical monitoring mechanism:

- Consider potential **negative effects** of data collection and reporting (stigmatisation, attracting unnecessary attention, causing fear, retribution, etc.) on all parties involved in the monitoring process. Adjust indicators, methodologies and tools as needed based on a thorough risk analysis.
- Ensure that those providing information on child protection issues do so on the basis of **informed consent**.
- Commit to **follow-up action**. This term is used in two senses. Child protection actors must “follow up” on urgent cases with immediate action. They must also “follow up” with programmatic responses when the data signals the need for such interventions.
  - An urgent action procedure should be set up to ensure that any child in need of immediate assistance is actively referred to qualified personnel. Enumerators will be trained to recognise signs of distress in respondents, to react properly and to refer a child to a qualified person.
  - Data should only be collected based on a defined procedure. If the data signals a need for intervention, participating agencies should take it upon themselves to respond.
- Do not create **false expectations**. Data collection teams should use informed consent and other mechanisms to ensure that respondents and communities do not expect any immediate and direct benefit from the monitoring project.
- Maintain **confidentiality of sensitive information** (names, incidents, locations, details). Confidentiality is the restrictive management of data. This means that information should be managed such that the source of the data cannot be identified. On exceptional occasions—mostly when it is necessary for the protection of children and after written informed consent is received—personal data may be shared with responsible individuals or organisations.
- Ensure that sensitive questions are asked only by **well-trained** interviewers.
- Have the **ethical review board** of a university, government agency or implementing organisation review the tools and protocols before use whenever possible.<sup>6</sup> Otherwise, the CP coordination mechanism should nominate a board to review the documents and sign off from an ethical perspective.
- Undertake a **risk analysis** prior to any data collection activity that includes the safety of data collection teams and community focal points.
- Do not provide **compensation** for participating in the data collection process.

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<sup>6</sup> UNICEF Procedure for Ethical Standards in Research, Evaluation and Data Collection and Analysis, 2015.

### 3. Situation monitoring for child protection in emergencies

Situation monitoring generates data on emerging or changing child protection risks and threats so that necessary responses can be organised. For example, if children start disappearing in an area, situation monitoring is meant to capture the increasing/changing trend. In order to identify the causes and details of each case, follow-up investigation must occur. Key components of situation monitoring include: (a) Secondary data collection, and (b) primary data collection.

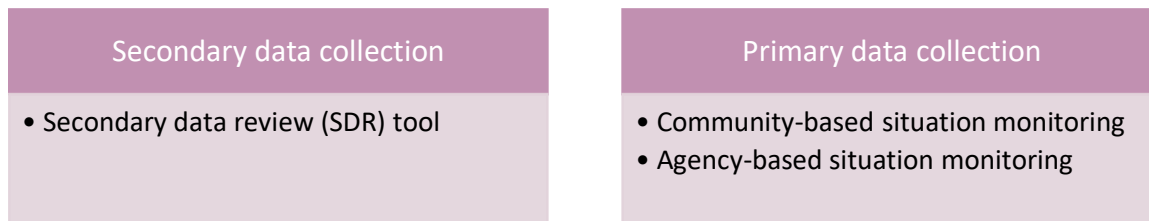
For situation monitoring, it is advisable that you reach out to a wide range of actors for relevant information on the situation. Sources of information may include: the GBV Area of Responsibility, the Protection Cluster, UNHCR, the Education Cluster, the Health Cluster and Government ministries. Stakeholders such as these may already have information management or surveillance systems and/or regular assessment or monitoring programmes that collect child protection data. If not, they may be willing to add one or more relevant child protection indicators or questions to their existing situational data collection mechanisms.

*In South Sudan, the Rapid Response Mechanism (RRM) was identified as an existing structure that could be used for collecting situational data.<sup>7</sup> Specific data collection tools, procedures and sampling approaches were developed to enable child protection focal points to more systematically collect data on child protection issues during RRM missions.*

Secondary data collection is highly recommended for situation monitoring. The primary data collection component can be done using two methods: community-based and/or agency-based situation monitoring.

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<sup>7</sup> Rapid Response Mechanism (RRM) is a strategy to open humanitarian space in areas that are normally inaccessible to the humanitarian response community. In South Sudan, WFP and UNICEF are the principal agencies that lead the RRM on behalf of all concerned clusters. Activities such as “general food distribution, provision of nutrition supplies for management of acute malnutrition in children under 5, deworming and vitamin A supplementation” are among the activities undertaken during an RRM mission.  
([http://www.unicef.org/appeals/files/WFP\\_UNICEF\\_RRM\\_One\\_Year\\_Report.pdf](http://www.unicef.org/appeals/files/WFP_UNICEF_RRM_One_Year_Report.pdf))



See a flow diagram that will help you make decisions about the most appropriate methodology for your context.

### 3.1 Secondary data collection<sup>8</sup>

Secondary data is any information taken from existing sources of information such as reports, assessment data, case management data, etc. Through a mix of quantitative and qualitative information sources, a preliminary situation analysis of child protection needs and capacities can be generated. Particular attention should be paid to the reliability of secondary sources of data.

The Secondary Data Review (SDR) template is a tool developed by the global-level Child Protection AoR. It should be adapted to the context before being used for situation monitoring or other purposes.<sup>9</sup> The SDR also requires a dedicated person who can update it on an ongoing basis and conduct analysis and reporting. Based on a defined frequency (e.g. bi-monthly), the SDR focal point will analyse the data and produce a narrative report of all emerging and changing child protection risks and needs.

Four preparatory steps are required to adapt the existing secondary data review (SDR) tool in a given context:

1. Define the child protection **domains** for the SDR tool (i.e. for what categories of information will you filter)
2. Consult with coordination group members to establish **inclusion criteria** that will determine the data sources used in the analysis. These sources should be geographically and thematically diverse and should have high data quality.
3. Consult with coordination group members to determine the **frequency of data compilation and reporting**.
4. Assign one or two **focal points** to regularly update the SDR tool and produce a report based on the analysis.

To make this component effective and efficient, all coordination group members should commit to regularly sharing all their reports with the coordination group focal point(s).

<sup>8</sup> [https://www.acaps.org/sites/acaps/files/resources/files/secondary\\_data\\_review-sudden\\_onset\\_natural\\_disasters\\_may\\_2014.pdf](https://www.acaps.org/sites/acaps/files/resources/files/secondary_data_review-sudden_onset_natural_disasters_may_2014.pdf)

<sup>9</sup> <https://alliancecpa.org/en/child-protection-online-library/secondary-data-review-template-and-guide>



Potential sources of information for Secondary data collection include:

- Reports, project documents and databases from:
  - Child protection coordination group partners (perhaps the most common information source for response monitoring),
  - Other humanitarian and development actors, and
  - The government (including the body responsible for national statistics).
- Assessments, surveys and reports (including human rights reports). Two of the most commonly available sources are:
  - Multi-Indicator Cluster Survey (MICS)<sup>10</sup>, and
  - Demographic & Health Survey (DHS).<sup>11</sup>
- Monitoring and information management systems, including local and less formal systems.
- Child protection case management systems (e.g. CPIMS/PRIMERO) or similar systems for managing case information, including monitoring data on gender-based violence (GBV).
- Incident reports from the monitoring and reporting mechanism on grave violations of children's rights in situations of armed conflict (MRM) or similar mechanisms.
- Progress and other UNHCR assessment and case management data sources (in refugee contexts).
- Data from the Displacement Tracking Matrix (DTM) and the Internal Displacement Monitoring System (in internal displacement contexts).<sup>12, 13</sup>

*Note: For certain secondary sources of data that contain sensitive and/or confidential information (such as MRM, CP and GBV IMS), a data-sharing protocol should be developed with the keepers of the data.*

To ensure reliability of the secondary data review, it is important to limit the sources of information to those of high quality. The source's reliability and the data's credibility are the most important factors when deciding whether data is of high quality.

Below is a list of issues to be considered when developing context-specific inclusion criteria:

1. Time period covered by the information: the acceptable time period should be defined based on the frequency of the SDR reporting and the length of the humanitarian situation. Sources should not be used if they do not tell when the data was collected.
2. Frequency of production: certain reports are produced by humanitarian agencies on a regular basis (e.g. OCHA). Other documents may only be a one-off production (e.g. the MIRA report). Ideally, each SDR report use both types of documents.
3. Methodology used for data collection and analysis: sound methods should be used to collect and analyse data. Sources should not be used if they do not provide information on how the data was collected and analysed.

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<sup>10</sup> <http://mics.unicef.org/>

<sup>11</sup> <https://www.dhsprogram.com>

<sup>12</sup> <https://www.globaldtm.info>

<sup>13</sup> <http://www.internal-displacement.org/>

4. Diversity of sources: use of diverse sources (e.g. from UN, NGOs, Government, etc.), will ensure the richness of the SDR. It is not advisable to only include reports from one type of agency or source.

Information can also be analysed qualitatively by comparing, summarising and interpreting the SDR data. This analysis can be supplemented by a quantitative analysis of *qualitative* data from sources such as the IOM Data Tracking Matrix (DTM), affected population data, CPIMS data, etc.

### 3.1.a @ Tools for secondary data collection

#### @ Sample list of what we need to know and indicators for situation monitoring

Corresponding Standard <sup>14</sup>	What We Need to Know	Indicators (measurement per reporting period)	Note
Standard 7	Scale and type of dangers and injuries affecting children	# of children reported to have suffered severe injuries	Define “severe”
		Types of reported dangers and injuries	Pre-define options
Standard 8	Scale and type of physical violence and harmful practices affecting children	# of children reported to have suffered from physical violence or other harmful practices	
		Types of reported physical violence and other harmful practice	Pre-define options
Standard 9	Scale and nature of sexual violence	# of children reported to have suffered from sexual violence	
		Type of reported perpetrators of sexual violence	Pre-define options
		Reported locations where sexual violence against children takes place	Pre-define options
Standard 10	Psychosocial distress	# of children showing persistent signs of distress	Define “persistent signs of distress”
Standard 11	Children associated with armed forces and armed groups	# of children reported to have been recruited to armed forces or armed groups	
		# of children associated with armed forces or armed groups reported to have returned to the community	Define “return to community”
		# of recruitment incidences reported	Define “recruitment event or incident”
Standard 12	Scale and nature of child labour	# of children reported as being newly engaged in hazardous work	Define “hazardous labour”
		Reported types of hazardous labour children engaged in during reporting period	Define “newly engaged”

<sup>14</sup> <https://alliancecpa.org/en/child-protection-online-library/minimum-standards-child-protection-humanitarian-action-2>

Standard 13	Scale and nature of separation of children from usual caregivers	# of children reported as being newly separated from their usual caregivers	Operationalise the concept of separation Define “usual caregivers”
		Reported reasons for separation of children from their usual caregivers	
		Reported care arrangements for children who are newly separated from their usual caregivers	
Standard 14	Scale and nature of children’s contact with the justice system	# of children reported as coming into contact with the justice system during reporting period	Define “contact with justice system”
		Reported reasons for contact between children and the justice system	

Note 1: The generic list in this table represents the issues outlined in the CPMS (standards 7 to 14).<sup>15</sup>

Note 2: The indicators outlined in this table are merely suggestions and can be modified or replaced based on priorities in-country.

Note 3: All 17 indicators should NOT be used in any one context. Fewer measured indicators will provide more reliable results, especially if community members are the ones reporting. For a community approach to data collection, between 5 to 10 indicators is suggested.

Note 4: At a minimum, indicators should be disaggregated by sex/gender, age and disability.

@Secondary data review tool

	Data (for guidance, please refer to the SDR guiding note)	Domain	Risk/Need	Capacity	Response	Type of capacity/response	Timeline	Sex disaggregated data	Age disaggregated data?
1	According to the census, the population is of 8,260,490. The population under 18 years old is 4,417,278	Other areas including security	N/A	N/A	N/A	N/A	Before Establishment of South Sudan	No	No
2	1,022,100 children between the age of 6 to 11 are out of school	Psychosocial Distress and Mental Disorder	Risk	N/A	N/A	N/A	Before Establishment of South Sudan	No	No
3	South Sudan's declaration of independence took place amid escalating violence and conflict along its northern border with Sudan, which in the town of Abyei alone led to the displacement of at least 110,000 civilians.	Physical Violence and other Harmful Practices	Risk	N/A	N/A	N/A	Before 2011 Crisis (Before September 2011)	N/A	N/A
4	In light of loss in revenues stemming from oil disputes, and the subsequent fiscal crisis, more South Sudanese are expected to be impoverished, and front-line services will be under increased strain	Child Labour	Risk	Insufficient	N/A	National	Between February 2012 till November 2013	N/A	N/A
5	Accessing remote rural communities is already extremely challenging and sometimes impossible, especially during the long rainy season when many locations are unreachable by road or air for weeks at a time. This general difficulty has been exacerbated by rising insecurity, leading to relocations of NGO staff on several different occasions.	Other areas including security	N/A	N/A	N/A	N/A	Between February 2012 till November 2013	N/A	N/A
6	The humanitarian situation in the first six months of 2012 has deteriorated, with increased border violence, internal insecurity, underlying vulnerability and rising food security concerns expected to generate continued high humanitarian needs	Physical Violence and other Harmful Practices	Risk	N/A	N/A	N/A	Between February 2012 till November 2013	N/A	N/A
7									

Just an Example

Example output from the SDR

### 3.2 Primary data collection

Primary data refers to any data that is collected directly from its original source for the objective in question. The objective of primary data collection is to establish a reliable source of information from the affected populations and areas, including to where the affected population might have moved.

<sup>15</sup> <https://alliancecpa.org/en/child-protection-online-library/minimum-standards-child-protection-humanitarian-action-2>

### 3.2.1. Community-based situation monitoring

Primary data collection can use a “community-based” model. This approach requires that community focal points be identified and trained as active data collectors in sample communities. The selected sample should not change over the life of the situation monitoring project. Trained agency staff must be sent to those communities to select/elect focal points in consultation with community members. Community focal points should then be trained on data collection and reporting; urgent action procedures; ethical considerations; and reporting channels and schedules. Depending on the reliability of cellular phone or internet coverage, a phone-based, internet-based or paper-based reporting structure can be established. If a phone-based system is elected, a series of codes or short questions can be developed to represent different risks to children.<sup>16</sup>

To ensure simplicity and feasibility, only data on general trends and patterns should be collected. Once a change in patterns or trends is observed, a technical team from agencies who are active in the corresponding area should be deployed to gather more in-depth information.

*Note: Defining a clear “urgent action procedure” is particularly important for this option.*

*In South Sudan, an existing community structure was identified as the most appropriate channel of data collection. The Child Protection Community Networks (CPCNs) had already been established in many parts of the country. Since members of these networks were already meeting with NGO staff on a regular basis to discuss child protection issues, the sub-cluster decided to use these regular meetings as the main data collection forum for situation monitoring. A specific tool was developed for this process.*

### 3.2.2. Agency-based situation monitoring

Agency-based situation monitoring requires data collection from a systematically sampled group of communities by operational agencies. Questionnaires and data management tools should be shared with agencies that are willing to participate and that have the capacity to respond to or to refer urgent cases if the need arises during data collection. Guidance on data collection and reporting should be provided to all participating agencies.

This approach requires a commitment of dedicated staff time from the participating agencies. Each agency should be assigned a “coverage area” that overlaps or is near to their operational areas. Trained agency staff should visit communities on a regular basis (based on the agreed-upon frequency) and collect data from key informants and by direct observation.

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<sup>16</sup> The use of codes versus questions must be decided based on the mobile platform that will be used. For example, for platforms such as RapidPro, questions are more appropriate, while for platforms such as Frontline SMS, a series of codes may work better.

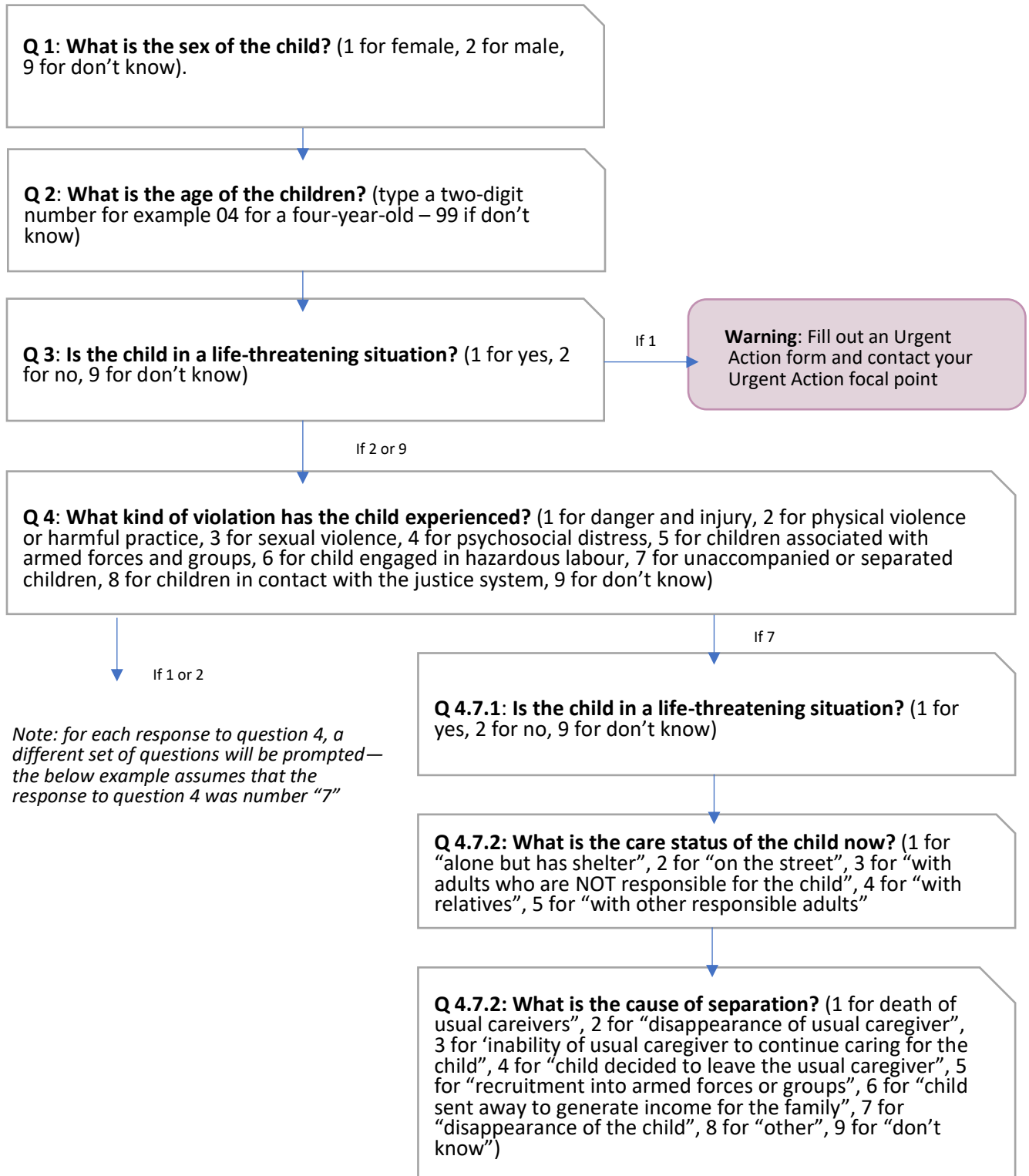
	Advantages	Disadvantages
Community-based situation monitoring	<ul style="list-style-type: none"> <li>✓ Relatively low ongoing financial and human resource cost once the system is established.</li> <li>✓ Data will flow on an ongoing basis.</li> <li>✓ With minimal continuous input (financial and human), the monitoring system can be sustained over long periods of time (as long as the community does not move for a while).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Relatively high initial cost.</li> <li>✓ A “learning period” must be built into the process since it often takes community focal points a while to fully learn the reporting protocols.</li> <li>✓ Random spot checks are necessary to ensure accuracy.</li> <li>✓ An ongoing cost of incentives (and SMS reimbursement in the case of mobile-based reporting) will be needed for the lifetime of the situation monitoring cycle.</li> <li>✓ Possible risks for the data collector in the community (especially in the context of armed conflict).</li> </ul>
Agency-based situation monitoring	<ul style="list-style-type: none"> <li>✓ Relatively easy on both logistical and technical levels.</li> <li>✓ Facilitates direct interaction between coordination group member staff and communities.</li> <li>✓ More elaborate and detailed questions can be included.</li> <li>✓ The sample changes at each interval, which will provide a wider coverage.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Significant amount of staff time required at certain intervals.</li> <li>✓ Security and other factors may hinder data collection at required intervals.</li> </ul>

If access to certain emergency-affected populations is limited, consider using community-based monitoring or third-party monitoring (i.e. contract local NGOs or individuals to collect data). A combination of the two approaches can also be helpful in certain contexts.

### 3.2. c. @ Tools for primary data collection

#### @ Sample framework for community-based situation monitoring

For this approach to data collection, a simple mobile-based platform (such as RapidPro or Frontline SMS) could be used. The data collection should inform the selected indicators suggested in the indicator table above. A sample data collection flow chart follows:



In contexts where cell phone network coverage is not strong, a paper-based system should be established. In contexts where literacy rates are very low, you may need to find other creative data collection approaches, such as verbal and pictorial forms, to collect situational data.

*In South Sudan, monitoring mechanisms were challenged by bad cell phone coverage and low literacy rates. Therefore, the child protection sub-cluster decided to use the existing child protection community networks (CPCNs) to collect data. The CPCNs meet on a monthly basis with NGO workers to discuss child protection issues. This forum was used to collect data, which overcame both connectivity and literacy issues.*

@ *Data collection form for community-based situation monitoring (example from South Sudan)*

Instructions for data collectors				
<ol style="list-style-type: none"> <li>1. This questionnaire should be filled out during the monthly meeting with CPCN members.</li> <li>2. The number of CPCN members in one meeting should not exceed 15. The number of communities represented in one meeting should not exceed 10.</li> <li>3. Only read the questions and not the answer options.</li> <li>4. Follow the instructions in [ ... ]</li> <li>5. If you notice that responses to one of your questions sound unusual (e.g. if they report many cases of sexual violence), you should ask a follow-up question to understand the reason behind the high numbers. Write the remarks in the “notes” column.</li> <li>6. Explain to the community members that you do not need individual information on children. You are only collecting numbers of children affected by different problems.</li> <li>7. If during the conversation you are alerted to a child that needs an immediate response (e.g. if a child’s life is in danger), follow the “urgent action procedure”.</li> </ol>				
Date:		# of communities/blocs present:		Data collector
State:		# women present		Name:
Country:		# men present		Organisation:
State:		Estimated # of households:		
		Community 1:	Community 2:	
		Community 3:	Community 4:	
		Community 5:	Community 6:	
		Community 7:	Community 8:	
		Community 9:	Community 10:	



**[Informed Consent]**

We are collecting this information for the child protection coordination mechanism, who supports all organisations who work to protect the children of South Sudan. The information we collect from you will be used to understand the problems that children face in communities so that we can better help them. This is not a guarantee that you will receive any direct support, but hopefully the information you provide will lead to better programmes that can help all the children of South Sudan.

Participation in this session is voluntary. You can leave at any time and/or choose not to respond to some or all of the questions.

Do you all agree to participate?  Yes  No

No	Question	Answer options [do not read]			Notes	
0	Do you think children of your communities were happier during the past month as compared to before? [Explain that by happier we mean if they laugh and play more.]		# of communities			
		<input type="checkbox"/> Yes—happier				
		<input type="checkbox"/> No—less happy				
		<input type="checkbox"/> No change observed				
		<input type="checkbox"/> Don't know				
		[If all said no or don't know, go to question 1]				
0.1	Why do you think they are happier? [Write down all the reasons mentioned.]	<input type="checkbox"/> Less fighting				
		<input type="checkbox"/> More food				
		<input type="checkbox"/> Can attend school				
		<input type="checkbox"/> More opportunity to play				
		<input type="checkbox"/> Other				
1	Do you know if children of your communities have died or were severely injured during the past month? [Mention the # of communities that say "yes", "no", or "don't know".]	Answer options		# of communities	Notes	
		<input type="checkbox"/> Yes				
		<input type="checkbox"/> No				
		<input type="checkbox"/> Don't know				
		[If all said no or don't know, go to question 1]				
1.1	[ask this question to any/all person(s) who said yes to question 1] How many boys and girls of your community have been severely injured or were killed during the past month? [Place numbers in front of boys and girls. 0 if none] [If do not know, check the box for DNK]		Boys	Girls	DNK	
		Community 1:			<input type="checkbox"/>	
		Community 2:			<input type="checkbox"/>	
		Community 3:			<input type="checkbox"/>	
		Community 4:			<input type="checkbox"/>	
		Community 5:			<input type="checkbox"/>	
		Community 6:			<input type="checkbox"/>	
		Community 7:			<input type="checkbox"/>	
		Community 8:			<input type="checkbox"/>	
		Community 9:			<input type="checkbox"/>	
Community 10:			<input type="checkbox"/>			

1.2	What are the main causes for severe injuries or death? [if more than one option, ask the participants to choose the two most important ones]		# of communities			
		<input type="checkbox"/> Health-related issues (e.g. malaria, diarrhoea, etc.)				
		<input type="checkbox"/> Violence within the community				
		<input type="checkbox"/> other causes (describe)				
		<input type="checkbox"/> don't know				
1.3	Where do most incidents that lead to death or severe injury take place? [if more than one option, ask the participants to choose the two most important ones.]		# of communities			
		<input type="checkbox"/> in the community				
		<input type="checkbox"/> outside of the community (explain where)				
		<input type="checkbox"/> other causes (describe)				
		<input type="checkbox"/> don't know				
2	Without mentioning any names, do you know if children of your community have been involved in acts of violence in the past month? [Explain that this means children who have perpetrated violence, were victims/survivors of violence or have witnessed violence.] [Explain that this information remains confidential and will not be reported to anyone.]		Boys	Girls	# of communities	Notes
		<input type="checkbox"/> Yes				
		<input type="checkbox"/> No				
		<input type="checkbox"/> Don't know				
		[If all said no or don't know, go to question 3.]				
2.1	How many boys and girls from your community have been involved in acts of violence during the past month? [Place numbers in front of boys and girls. 0 if none] [If "do not know", check the box for DNK.]		Boys	Girls	DNK	
		Community 1:			<input type="checkbox"/>	
		Community 2:			<input type="checkbox"/>	
		Community 3:			<input type="checkbox"/>	
		Community 4:			<input type="checkbox"/>	
		Community 5:			<input type="checkbox"/>	
		Community 6:			<input type="checkbox"/>	
		Community 7:			<input type="checkbox"/>	
		Community 8:			<input type="checkbox"/>	
		Community 9:			<input type="checkbox"/>	
Community 10:			<input type="checkbox"/>			

@ *Sample framework for agency-based situation monitoring*

For this approach to data collection, a paper-based or electronic data collection system can be used. Data collection should inform selected indicators above.

**Data Collection Tool 2: Sample questions for agency- based situation monitoring**

#	Indicator	Question	Note
1	# of children reported to have suffered from severe injuries during reporting period (RP)	How many boys and girls in your community have been severely injured during the week?	0 if none
2	Types of reported dangers and injuries during RP	What were the causes of these injuries? Select all that apply.	Develop context-specific answer options
3	# of children reported to have suffered from physical violence or other harmful practices during RP	How many boys and girls in your community have suffered from physical violence or other harmful practices during the week?	Define “physical violence and harmful practices” in context
4	Types of reported physical violence and other harmful practices during RP	What types of physical violence or harmful practices did you observe during the week? Select all that apply.	Develop context-specific answer options
5	# of children reported to have suffered from sexual violence (SV) during RP	How many boys and girls in your community have suffered from sexual violence during the week?	Defined “SV” fully during training
6	Type of reported perpetrators of sexual violence during RP	Who were the perpetrators of sexual violence during the week? Select all that apply.	Develop context-specific answer options
7	Reported locations where sexual violence against children takes place	Where did the reported sexual violence take place during the week? Select all that apply.	Develop context-specific answer options
8	# of children reported to have been recruited to armed forces or groups during RP	How many boys and girls in your community have been newly recruited to armed forces or groups during this week?	Define “newly recruited”
9	# of children associated with armed forces or groups who are reported to have returned to the community	How many boys and girls associated with armed forces or groups have returned to your community during the week?	Define “return to community”
10	# of recruitment events/incidences reported during the RP	How many recruitment events/incidences took place in or around your community during the week?	Define “recruitment events/ incidences”
11	# of children reported as being newly engaged in hazardous labour during RP	How many boys and girls in your community have been engaged in hazardous labour during the week?	Define “hazardous labour” in context
12	Reported types of hazardous labour children engaged in during RP	What type of hazardous labour did those boys and girls engage in? Select all that apply.	Develop context-specific answer options
13	# of children reported as being newly separated from their usual caregivers	How many boys and girls in your community have been newly separated from their usual caregivers?	Operationalise the concept of separation
14	Reported reasons for separation of children from their usual caregivers	What were the reasons for the separation of these children from their usual caregivers? Select all that apply.	Develop context-specific answer options
15	Reported care arrangements for children who are newly separated from their usual caregivers	Where do those newly separated children currently live? Select all that apply.	Develop context-specific answer options

16	# of children reported as coming into contact with the justice system during RP	How many boys and girls from your community came into contact with the police or the justice system during the week.	Define "contact with justice system"
17	Reported reasons for the contact between children and the justice system	Why did these children come into contact with the justice system? Select all that apply.	Develop context-specific answer options

# 4. Response monitoring for child protection in emergencies

Response monitoring tracks the achievements of the child protection response so that shortcomings and gaps can be identified and corrected in a timely fashion. For example, if there are an estimated 4,000 separated children in one area and only 200 of them are receiving services by agency X, response monitoring can reveal this so that necessary measures can be taken. A response monitoring process includes two components: (a) Coverage Monitoring: to measure reach and coverage of interventions; and (b) Programme Quality Monitoring: to assess the quality of the response.

Coverage Monitoring	Quality Monitoring
<ul style="list-style-type: none"><li>• 5 W tool</li><li>• Online activity tracking</li></ul>	<ul style="list-style-type: none"><li>• Independent monitoring</li><li>• Agency self-monitoring</li><li>• Peer-to-peer monitoring</li></ul>

## 4.1 Coverage monitoring

This component assesses a response’s geographical reach, thematic coverage and ability to appropriately serve all children in need. In addition to the two monitoring options below, other options may be used depending on the context and available resources and expertise.

### 4.1.1. 5W

Many child protection coordination groups use the “**Who** does **What**, **Where**, **When** and for **Whom**” (5W) tool to monitor the response. The 5W tool can help us measure reach and coverage. For example, it will allow us to determine approximately how many children have received psychosocial services during a given period. However, a 5W tool will not tell us

whether protocols were followed, what the quality of services was, and whether children and their parents were satisfied with the services.

The Child Protection AoR has developed an adaptable version of the 5W tool, along with guidance, for use in any context.<sup>17</sup> When using a 5W tool, it is important to first ensure that the information collected in this tool will adequately meet the response monitoring and reporting needs of the HPC. The tool must be adapted and tested before the data collection process begins.

Practical considerations for using the 5W tool include:

1. Training all concerned actors on how to fill out the 5W tool.
2. Providing a low-tech 5W option for actors who may not have the necessary human or technical resources to work with Excel.
3. Engaging everyone who will use the tool (including coordination group members and the government when appropriate) in deciding which data are collected and at which levels.
4. Harmonising the 5W tool with similar data collection tools used by other clusters, especially the protection cluster, whenever possible.
5. Dividing complex child protection services into easily measurable units. For example, the Family Tracing and Reunification (FTR) service is not easily measurable in short reporting periods due to the many services each child should receive and the significant amount of time required for service delivery. In South Sudan, FTR was divided into 4 units of services: identification and registration; follow-up and referral to other services; tracing; and reunification. This allowed the 5W to be an effective tool for monitoring a complex CP service.
6. Ensuring the Coordinator and the Information Management Officer work together to adapt the 5W tool.
7. Determining the frequency of data collection in consideration of other reporting deadlines within the wider humanitarian architecture.

#### *4.1.2 Online activity tracking*

Activity Info is one example of an online humanitarian project monitoring tool—an online Who Does What Where tool—which helps humanitarian organisations collect, manage, map and analyse indicators. It has been developed to simplify reporting and allow for real time monitoring.<sup>18</sup>

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<sup>17</sup> <http://cpaor.net/resources/cpwg-5w-matrix-guidance-note-2016>

<sup>18</sup> <http://www.activityinfo.org/>

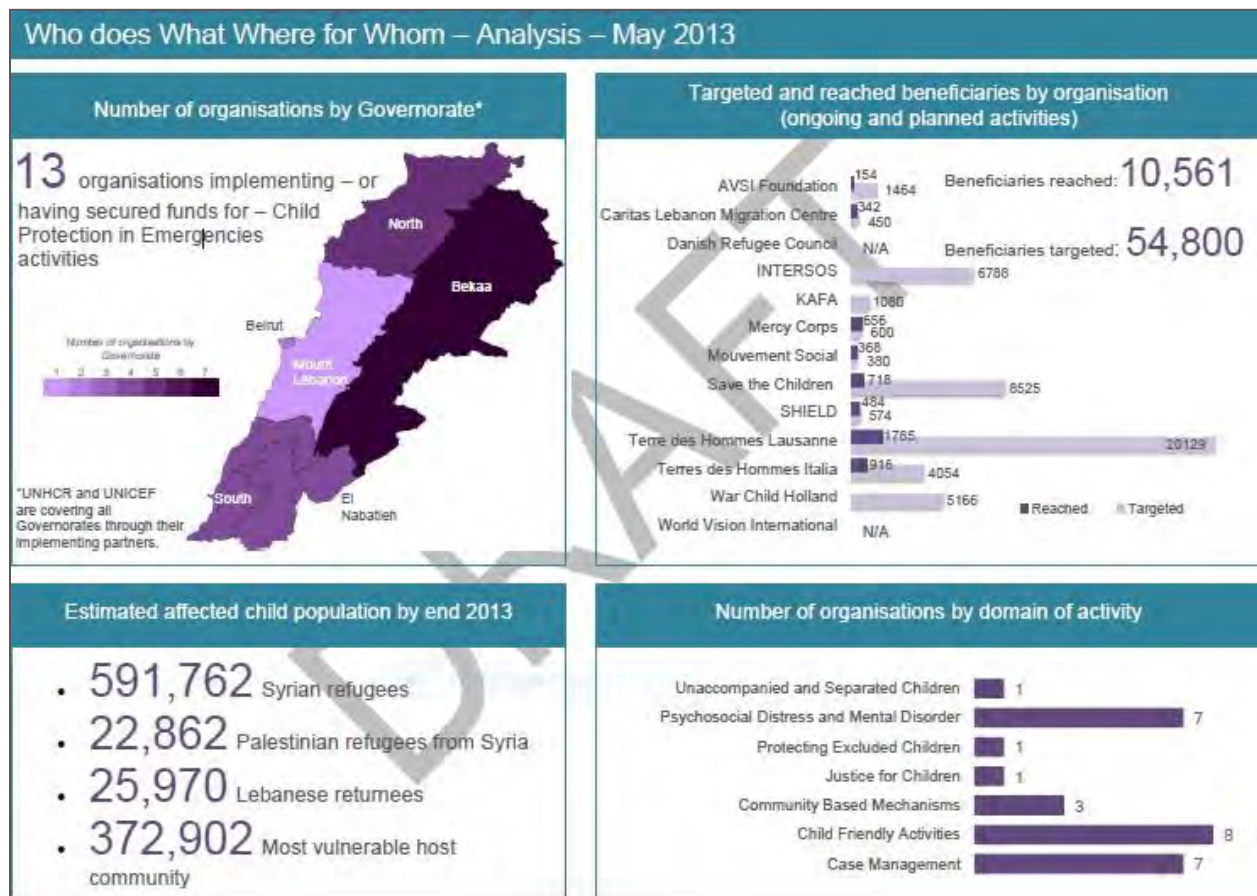
### 4.1.3 @Tools for coverage monitoring

@ 5Ws

Date of reporting	WHO?	WHAT?			WHERE?				WHEN?			DATA (optional)		BENEFICIARIES		Comments
	Organisation	Response Domain	Activity	Description	Admin1	Admin2	Admin3	Admin4	Status	Activity Start Date	Activity End Date	Unit (e.g. nb of CFS establishments)	Data (if different from beneficiary es: nb of CFS)	Direct Beneficiaries targeted (children)	Direct Beneficiaries reached (children)	

Just an Example

Example output from a 5W



### 4.2 Monitoring programme quality

The 5W matrix does not provide the necessary information for monitoring the quality of child protection programmes. A complementary data collection and management system is required to help capture the quality of the response. Programme quality monitoring should reflect the voice of the beneficiaries.



#### 4.2.1. Independent monitoring of quality

Independent monitoring refers to data collection by a group of trained, *independent* monitors. This means that the monitors are not connected to the project being monitored. This group will travel to different sites on a regular basis and collect data on defined indicators. This option will require dedicated, trained staff and logistical support for travelling and conducting the monitoring.

#### 4.2.2. Agency self-monitoring of quality

Agency self-monitoring refers to data collection by agencies themselves. This option will require commitment from implementing agencies to regularly collect data using agreed-upon quality indicators and data collection tools. To operationalise this option, tools should be developed based on:

- The sample programme quality monitoring tool,
- CPMS indicators,
- Additional standard indicators adopted by the Child Protection AoR (such as OCHA's [Indicator Registry](#)), and
- The context.<sup>19</sup>

Focal points from implementing agencies should be trained on how to use the agreed-upon tools. If this option is selected, measures should be taken to minimise potential biases. One way to do this is to establish a spot-check process. Such spot checks should be done randomly to encourage agencies to report accurately. Agencies should also commit to maintaining evidence for all the reports they provide to facilitate spot-checks.

#### 4.2.3. Peer-to-peer monitoring of quality

This approach is a combination of the two options presented above (4.2.1. and 4.2.2.). This option uses implementing agencies to monitor each other's work. It can be done in a reciprocal manner (i.e. agency X monitors agency Y and vice versa), or it can be rotational (i.e. agency X monitors agency Y; agency Y monitors agency Z; and agency Z monitors agency X). Peer-to-peer monitoring assumes that agencies have:

- The technical expertise to conduct such monitoring,
- The ability to exchange learning and best practices, and
- A significant amount of trust among agencies.

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<sup>19</sup> <https://alliancecpa.org/en/child-protection-online-library/minimum-standards-child-protection-humanitarian-action-2>

#### 4.2.4. @ Tools for monitoring programme quality

Before attempting to monitor programme quality, the child protection coordination group should first define “quality”. In South Sudan, the following three categories were agreed-upon as key components of quality:

1. Targeting: *Are we reaching the right children with the right services?*
2. Adherence to standards: *Does our service meet established standards, protocols and standard operating procedures?*
3. Accountability: *How satisfied are children and their communities with our services?*

For ease of analysis and reporting, quality components must be measurable. For example, a scoring system can be defined for satisfaction. If a beneficiary meets the threshold, they will be counted as satisfied with the service. This way we can quantify “satisfaction”, which is by nature a qualitative concept.

Note: The example tools model how you can measure the quality of a programme that addresses unaccompanied and separated children (UASC).

3.1.3 Comparison between programme quality monitoring options		
	Advantages	Disadvantages
Independent Monitoring	<ul style="list-style-type: none"> <li>✓ Independence of monitors</li> <li>✓ Data collected on an ongoing basis</li> <li>✓ Limited incentive for over or underreporting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Requires dedicated funding</li> <li>✓ Requires specific CP expertise for monitors</li> </ul>
Agency Self-monitoring	<ul style="list-style-type: none"> <li>✓ Relative ease at both logistical and technical levels</li> <li>✓ Facilitates direct interaction between coordination group staff and communities</li> </ul>	<ul style="list-style-type: none"> <li>✓ Requires significant amount of staff time at certain intervals</li> <li>✓ Other agency priorities may hinder data collection</li> <li>✓ Potential bias by agency staff since they monitor their own work</li> </ul>
Peer-to-peer Monitoring	<ul style="list-style-type: none"> <li>✓ Relative ease on both logistical and technical levels</li> <li>✓ Facilitates learning and exchange between implementing agencies</li> </ul>	<ul style="list-style-type: none"> <li>✓ Requires a high level of trust among agencies</li> <li>✓ If agencies are widely scattered, they may have limited access to conduct regular monitoring</li> </ul>

@ Agreed-upon indicators and targets to measure the “adherence to standards” of UASC programmes

Adherence to standards: Does our service meet established standards, protocols and standard operating procedures?		
Indicator	Data source	Comments
% of reunified children who received at least two follow-up visits within the first quarter of reunification	Review of organisational records and reports. Use CPIMS if available.	SoP suggests at least 2 follow-up visits during the first 3 months of reunification.
% of reunified children who remain within their families	Review of organisational records and reports. Use CPIMS if available.	This indicator indirectly measures both adherence to standard and accountability (satisfaction of the child).
% of registered unaccompanied children receiving at least one follow-up visit every ___months	Review of organisational records and reports. Use CPIMS if available.	This indicator indirectly measures adherence to standard, prioritisation and targeting
% of project sites that meet the standard for caseworker to child ratio (1 caseworker to 20 children)	Review of organisational records and reports.	The intermediary indicator for this indicator is the caseworker to child ratio.

@ Data collection form to measure the “adherence to standards” of UASC programmes

Programme Quality Monitoring Tool: Unaccompanied and Separated Children									
Date: __/__/__			Data entry agent code: _____			Agency/location: _____			
<i>Note: All data should reflect the reporting period (past month) unless otherwise stated</i>									
#	Numerator	Data			Denominator	Data			Comments
1	# of UASC cases reunified during the past 3 months who have received their second follow-up visit during this reporting period	Girls <5	Girls 5-12	Girls 13-17	# of UASC Cases reunified during the past 3 months	Girls <5	Girls 5-12	Girls 13-17	
		Boys <5	Boys 5-12	Boys 13-17		Boys <5	Boys 5-12	Boys 13-17	
2	# of active cases of reunified children who remain within their families	Girls <5	Girls 5-12	Girls 13-17	# of active cases of reunified children	Girls <5	Girls 5-12	Girls 13-17	
		Boys <5	Boys 5-12	Boys 13-17		Boys <5	Boys 5-12	Boys 13-17	
3	# of registered unaccompanied children that have received at least one follow-up visit in the past month	Girls <5	Girls 5-12	Girls 13-17	# of active cases of unaccompanied children	Girls <5	Girls 5-12	Girls 13-17	
		Boys <5	Boys 5-12	Boys 13-17		Boys <5	Boys 5-12	Boys 13-17	
4	# of case workers assigned to UASC cases	Girls <5	Girls 5-12	Girls 13-17	# of total UASC cases	Girls <5	Girls 5-12	Girls 13-17	
		Boys <5	Boys 5-12	Boys 13-17		Boys <5	Boys 5-12	Boys 13-17	

Note: This tool can be programmed into a tablet or a smartphone for ease of data entry and analysis. Platforms such as RapidPro can also be used for this stage of data collection.

@ Agreed-upon indicators and targets to measure the “accountability” of UASC programmes

<b>Accountability: Are we reaching children with the right services? Is it making a difference?</b>		
<b>Indicator</b>	<b>Data source</b>	<b>Comments</b>
Median satisfaction score of children who have had contact with FTR social/caseworkers (score determined out of 10).	Individual interview	Median is the preferred statistic to be used for this measure, but it can also be replaced by the mean.
Median satisfaction score of caregivers who have had contact with FTR social/caseworkers (score determined out of 10).	Individual interview	Same as above.

@ Data collection form to measure the “accountability” of UASC programmes

<b>Quality Tool 2: Beneficiary Satisfaction Tool Programme: Family Tracing and Reunification</b>				
Enumerator code: ___ Agency/location: _____ Respondent code: ___				
#	Question	Response		
		Yes	No	Don't Know
1	Did the social worker explain what the FTR programme can do for you during the first meeting?			
2	Did you speak with the same social worker every time you dealt with ... [ name of the agency] ...?			
3	Did the social worker treat you with respect?			
4	Did the social worker contact you regularly while they were trying to locate your family members?			
5	Are you happy with your current situation?			

*Note: These questions and their method of administration should be age appropriate. For adults and children 15 years and above, the questions can be asked using basic individual interview techniques. For children younger than 15, other methods should be used to express satisfaction or lack thereof (such as the use of objects, drawings or interactive games).*

# 5. Key Steps for Establishing A Monitoring System

There are suggested steps to be taken in when establishing child protection monitoring system.

<b>12 steps for establishing a monitoring system</b>	
<b>SITUATION MONITORING PROTOCOL</b> On overall situation, CP issues/ risks	<b>RESPONSE MONITORING PROTOCOL</b> On activities, processes and quality
1.	Convene a monitoring advisory group/taskforce
2.	Consult with CP and other humanitarian agencies (including field staff) to determine feasibility
3.	Identify existing mechanisms that can be used to collect data for CP monitoring
4.	Decide on and adapt methodology(ies) to be used for situation and response monitoring
5.	Develop and/or contextualise indicators (try to harmonise existing indicator sources)
6.	Develop and adapt data collection tools, procedures and context-specific protocols
7.	Prepare human resources (train the trainers)
8.	Conduct field testing
9.	Finalise tools and protocols
10.	Collect and manage data (rolling out the monitoring mechanism)
11.	Analyse, interpret and share data through periodic reports to inform programming and advocacy
12.	Review the functioning of the monitoring mechanism and adjust monitoring protocols

## 1. Convene a monitoring advisory group/taskforce

The main objective of this step is to ensure buy-in and representation by key stakeholders.

Tasks under this step may include:

- Engaging representatives from other relevant groups (such as protection, education, and health clusters and/or IOM).
- Presenting what CP Monitoring can and cannot do.
- Defining the contributions that will be needed from agencies.

## 2. Consult with CP and other humanitarian agencies (including field staff) to determine feasibility

The main objective of this step is to generate consensus on the general direction of the monitoring project. Tasks under this step may include:

- Discussing the need for a monitoring system.
- Agreeing upon the overall scope of the monitoring system, including whether situation or response monitoring (or both) will be implemented.
- Developing a clear objective statement for CP monitoring.
- Deciding on a “home” for the monitoring system.

## 3. Identify existing mechanisms that can be used to collect data for CP monitoring

The main objective of this step is to determine the most feasible ways of implementing situation and response monitoring. This step will also allow the child protection coordination mechanism to build consensus around the project and get the necessary buy-in from field staff who will be in charge of data collection. Tasks under this step may include:

- Meeting with staff at national and field levels to discuss existing data collection processes and the potential for integrating situation and response monitoring indicators into those processes.
- Examining existing programmes to determine how best to collect situation and response monitoring data from the field.
- Exploring the feasibility of existing monitoring mechanisms (such as field monitoring tools and procedures).
- Assessing the capacity of communities and implementing agencies to collect and transmit data.

## 4. Decide on and adapt methodology(ies) to be used for situation and response monitoring

Based on the findings in steps 2 and 3, the coordination structure must decide on the most appropriate/feasible situation and response monitoring methodologies for the context. These methodologies may be a contextualised version of the proposed methodologies in this toolkit. You may also seek technical support from the Alliance to determine best methodology for your particular context.

Tasks under this step may include:

- Assessing the capacity of communities and implementing agencies to collect and transmit data.
- Explore the feasibility of using technology in the context.
- Assessing data management capacity and possibilities.

One consideration regarding methodologies is the feasibility of using mobile and technologies to collect data. Common technologies include:

- Mobile data collection tools for assessments or regular monitoring activities (such as tablets or mobile phones);
- Online mobile-based platforms (such as Rapid FTR<sup>20</sup>, RapidPro,<sup>21</sup> Frontline SMS, or u-report<sup>22</sup>); and
- Online data management systems (such as ActivityInfo<sup>23</sup>, Kobo<sup>24</sup> or the Online Reporting System [ORS]<sup>25</sup>).

These technologies are only as helpful as the context allows them to be. For example, after the war broke out in South Sudan in 2013, some of the parties to the conflict targeted cell towers, which disabled mobile communication in certain areas of the country for a considerable time.

Technologies can facilitate data collection and management, but they cannot replace good indicators, robust methodologies, well-developed tools, well-trained staff, and most importantly, commitment from partners.

Practical considerations will help you decide whether or not to use mobile technology for data collection:

1. Does the technology improve efficiency and effectiveness? Does it save time for the data entry and data management processes?

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<sup>20</sup> <https://www.elrha.org/map-location/rapidftr-rapid-family-tracing/>

<sup>21</sup> UNICEF Innovations, [http://www.unicef.org/innovation/innovation\\_75975.html](http://www.unicef.org/innovation/innovation_75975.html) <sup>22</sup> UNICEF U-Report in Uganda, [http://www.ureport.ug/about\\_ureport/](http://www.ureport.ug/about_ureport/)

<sup>23</sup> Activity Info: <https://www.activityinfo.org/>

<sup>24</sup> Kobo Toolbox: <http://www.kobotoolbox.org/>

<sup>25</sup> Online Reporting System (ORS): <http://ors.ocharowca.info/>

2. Are mobile phone and internet networks functioning? Will they likely be cut during a natural disaster or conflict?
3. How long does it take to set up the system, including developing software and getting mobile companies to accommodate the needs of the system (such as providing dedicated short code, etc)?
4. Does the use of technology-based monitoring tools put staff security at risk?
5. Is data confidentiality guaranteed when using a mobile device or an online system?
6. Does the technology have an offline mode function?
7. Does it duplicate any existing systems?

## 5. Develop and/or contextualise indicators (try to harmonise existing indicator sources)

The main objective of this step is to determine data needs and develop/adapt indicators for situation and response monitoring. Tasks under this step may include:

- Agreeing upon the data needed to achieve stated objectives (“What We Need to Know” [WWNK]). Ensure you distinguish between “need to know” and “want to know”, or the monitoring may become very resource-intensive.
- Selecting/developing/adapting SMART indicators based on the WWNKs. Consider using the indicators from the OCHA indicator registry or CPMS where appropriate.<sup>26</sup> Identify the indicators on which a majority of partners need to report to major donors (for example UNICEF).

## 6. Develop and adapt data collection tools, procedures and context-specific protocols

This step turns the work from previous steps into data collection tools and context-specific protocols. Tools can either be adapted from sample tools or developed from scratch. In many contexts, tools will have to be developed in or translated into local language(s). Back translation is also necessary to ensure the accuracy of terms and concepts.

Protocols should also be developed to guide data collection, analysis and reporting. During this step, a thorough *risk analysis* must be conducted to ensure that collecting the proposed data will not put enumerators, respondents, community members or any other person in danger.

A monitoring protocol should, at a minimum, include:

- The objective(s) of the monitoring system;
- The members of the monitoring taskforce and their roles and responsibilities;

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<sup>26</sup> <https://www.humanitarianresponse.info/applications/ir>



- The agreed-upon methodology, tools, geographic coverage, and frequency of data collection for situation and/or response monitoring; and
- The overall timeline from inception phase to field testing to roll out to reporting.  
(See [Annexes 3](#) and [4](#) for examples of monitoring protocols.)

After development, the protocols should be submitted to an internal review board (IRB) for review and approval.

## 7. Prepare human resources (train the trainers)

Situation and response monitoring depend on well-trained data collectors. The objective of this step is to ensure that you have a team of trained data collectors and personnel who can coach and support them. In most humanitarian contexts, it may be more efficient to create a training process that starts with a training of trainers and repeats the training in different affected areas. Tasks under this step may include:

- Raising funds and recruiting a manager for the monitoring system.
- Developing or adapting materials for training data collectors
- Developing tip sheets or cheat sheets (“pocket version”) on data collection dos and don’ts that data collectors can keep for use in the field.
- Identifying and training data collectors on the data collection methodology, child protection standards and other relevant areas. Training topics should include the following:
  - Confidentiality of information and other ethical considerations,
  - Urgent action procedures,
  - Interview techniques,
  - How to interact with children in distress,
  - Principles of child protection in emergencies (CPMS, etc.),
  - Data collection tools and protocols,
  - Sampling (if applicable), and
  - Data management (only for relevant participants).

## 8. Conduct field testing

The main objective of step 8 is to ensure that tools and protocols work in the context. Field testing is meant to test, not only the tools, but the whole data management process. Field testing should ideally happen after the training of trainers and before the full roll-out of the data collectors’ training. This will allow you to use the trained trainers to pilot test the tools while preventing the need to re-train a large number of trainees if the tools have to undergo significant changes.

## 9. Finalise tools and protocols

Once field testing is completed, tools and protocols must be revised and finalised. If major changes are made, training material may need to be adapted accordingly.

During this step, and before finalisation, sign-offs should be requested from all interested parties, including the internal review board (IRB).

## 10. Collect and manage data (rolling out the monitoring mechanism)

This step is the heart of the monitoring system. Therefore, it must be well-managed and -supervised to ensure high quality data. Tasks under this step may include:

- Collecting data from identified primary and secondary sources.
- Ensuring data quality and accuracy through supervisory visits and random spot-checks.
- Managing data (including data entry and cleaning) using data management tools.

## 11. Analyse, interpret and share data through periodic reports to inform programming and advocacy

The main objective of this step is to use the data that has been collected by:

- Interpreting data,
- Producing and sharing periodic reports,
- Making informed decisions, and
- Engaging in advocacy.

Analysis, interpretation and reporting is often a bottleneck in the effective use of data. Participating agencies should ensure that adequate expertise exists to support this process. Most of the analysis will be built into the data management tool. However, more elaborate analysis can also be conducted when necessary. The analysis must be put through an interpretation process before drawing programmatic recommendations. Such a process requires the involvement of experienced child protection professionals as well as individuals who are very familiar with the context. Periodically sharing will encourage data collectors in their work as they see the “final” results. Figure 2 below shows the process involved in using the data produced by the monitoring system.

Tasks under this step may include:

- Analysing data. This can be done quantitatively, qualitatively, or in combination depending on the nature of the data. *At a minimum, indicators should be disaggregated by sex/gender, age and disability.* Additional disaggregation can be used based on the context. An analysis plan should be developed before data collection begins.
- Triangulating data through interpretation workshops. “Triangulation facilitates validation of

data through cross verification from more than two sources.”<sup>27</sup> An interpretation workshop is a forum where child protection practitioners and those involved in data collection and analysis discuss analysed data, produce information usable for programming and advocacy, and suggest evidence-based programmatic interventions.

- Using data to inform programming, make strategic decisions, advocate and raise funds.

**Figure 2: Analysis steps<sup>28</sup>**

Describe	Corroborate and explain (interpretation)	Suggest a programmatic response	Share
<ul style="list-style-type: none"> <li>• Summarise and consolidate relevant measures or observations</li> <li>• Aggregate data to allow patterns and trends to emerge</li> <li>• Compare temporal and geographical data spanning different social groups, sexes and ages</li> </ul>	<ul style="list-style-type: none"> <li>• Triangulate information using multiple sources</li> <li>• Attach meaning to data through interpretation</li> <li>• Identify the most important and relevant findings</li> <li>• Seek plausible explanations for why conditions are changing or new child protection issues are emerging</li> </ul>	<ul style="list-style-type: none"> <li>• With the participation of child protection experts, suggest the best course of action to address emerging/changing child protection concerns</li> <li>• Prioritise issues that require an immediate response (including further investigation)</li> <li>• Flag issues that need to be monitored more closely in the following cycles</li> </ul>	<ul style="list-style-type: none"> <li>• Produce appropriate reports for different audiences that reflect different levels of detail, formats and channels of distribution</li> <li>• Respect confidentiality and “do no harm” in sharing results</li> </ul>

## 12. Review the functioning of the monitoring mechanism and adjust monitoring protocols

The main objective of this step is to ensure that the monitoring system is functioning well and that adjustments are done systematically, when necessary. Tasks under this step may include:

- Gathering the advisory group/taskforce and other relevant stakeholders to critically analyse the implementation of the monitoring protocol, assess the quality of the data and

<sup>27</sup> <http://betterevaluation.org/evaluation-options/triangulation>

<sup>28</sup> For more information, see section 4 of ‘Multi-sector Initial Rapid Assessment: Guidance, Revision July 2015.’

suggest improvements. (This should occur every 6 months.)

- Assessing the timeliness of reporting and the validity of the reported data.
- Evaluating the monitoring system's ability to detect protection risks and threats.
- Identifying and sharing key lessons learned with all stakeholders so they can be applied in other contexts.
- Incorporating lessons learned and the results of the monitoring system into funding proposals and conversations with donors. This shows that programmes are being systematically designed and informed by evidence.

## 6. Indicators

An indicator is a quantitative or qualitative measure of:

- Achievement,
- Change resulting from an event or intervention, and/or
- Organisational performance.<sup>29</sup>

The choice of qualitative vs. quantitative indicators is related to the nature of the issue that is being measured. Some issues can best be described through numeric values and therefore need a quantitative indicator such as the “percentage of care plans developed for individual children within two weeks of opening the child's registration” (from the indicator registry).<sup>30</sup> Other issues can best be described qualitatively such as “children’s satisfaction with the daily activities of a child-friendly space.” Qualitative indicators are descriptive and are meant to express feelings, viewpoints, knowledge, etc. However, qualitative indicators can also be quantitatively analysed and presented: the “*percentage* of children who expressed satisfaction with the daily activities of a CFS.”

A manageable situation and response monitoring mechanism should have a small number of carefully selected/developed indicators. Adequate time must be allowed for selecting and/or developing indicators based on the WWNKs.

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<sup>29</sup> Definition adapted from: Glossary of key terms in evaluation and results-based management, OECD-DAC criteria, 2010, p.25

<sup>30</sup> <http://www.humanitarianresponse.info/en/applications/ir/indicators/global-clusters/10/domain/p1-pc-child-protection-675> (accessed 28 July 2015)

OCHA maintains an online Indicator Registry, which is a suggested starting point for selecting indicators for collective child protection monitoring.<sup>31</sup> The 23 child protection indicators on the registry were developed by the global Child Protection AoR to cover all the child protection needs and strategies outlined in the Child Protection Minimum Standards. For each indicator, the registry provides:

- (a) The type (input, output, or outcome) of indicator (see [Annex 1](#) for definitions);
- (b) The child protection minimum standard it addresses;
- (c) The unit of measurement;
- (d) The denominator and numerator;
- (e) The level of disaggregation; and
- (f) General guidance on its use.

Example:

Indicator	Numerator	Denominator	Unit	Type	Disaggregation	Note
% of reunified children who received at least two follow-up visits within the first quarter of Reunification	# of UASC cases reunified during the past 3 months who have received their second follow-up visit	# of UASC cases reunified during the past 3 months	Child	Output	Sex and age	SoP suggests at least 2 follow-up visits during the 3 months of reunification (South Sudan-FTR-SoP)

Indicators for situation monitoring are related to the overall situation and to emerging/evolving child protection issues. They measure child protection needs and risks and the existing/non-existent types and characteristics of child protection systems.

Indicators for response monitoring are related to the technical areas of the response. Response indicators in humanitarian contexts are generally input, output or outcome indicators that measure the change or improvement resulting from a humanitarian intervention. These indicators can measure the coverage and/or quality of programmes. For example, initial data collection for the indicator “percentage of separated children in interim care” would establish a baseline. Data collection at specific intervals after this would enable us to know whether there has been a change in comparison to the initial baseline (i.e. whether the percentage of separated children in interim care has increased or decreased and by how much).

Situation and response monitoring indicators can overlap. For example, some outcome indicators (i.e. indicators that are linked to the response) can also identify a change in a pre-existing situation (thus becoming a situation monitoring indicator). For example, “# of children recruited into armed forces and armed groups” is generally a situation monitoring indicator. It can also be used as an outcome indicator for response monitoring of

<sup>31</sup> <https://www.humanitarianresponse.info/applications/ir>

interventions designed to reduce the incidence of child recruitment.

Ask yourself the following questions when choosing indicators for your context:

1. Does the indicator provide an agreed-upon piece of information that is required to achieve monitoring objectives (“what we need to know”)?
2. What category of indicators does it fall into (input, output, outcome)?
3. Is the indicator SMART? (See [Annex 1.](#))
4. How feasible is data collection for this indicator? (Are the data sources available? How time consuming is it? How easy is it to verify? Will the data be of high quality?)

Indicators may need to be adjusted during the implementation phase. However, it is important to ensure as much continuity as possible to allow for comparison between different time periods and identification of trends.

# 7. Sampling and selection of participants

## General

The main objective of sampling is to make data collection manageable while maintaining some level of representativeness. While sampling approaches recommended here do not lead to statistically representative data, they do ensure that the data reflect the diversity that may exist in the sample frame.

If primary data collection is integrated into existing activities and/or data collection procedures, no particular sampling is needed for situation or response monitoring. However, if data collection for situation and/or response monitoring is being set up independent of existing data collection systems, a specific sampling process should be designed.

## Level of disaggregation

As one of the first steps during the sampling process, the coordination group should decide on the level of disaggregation for the data. These should be based on OCHA's "admin levels". For example, if you want to use the data to inform the Humanitarian Needs Overview (HNO), ensure that your data can be disaggregated at the level mandated by the HNO process (often admin level two). If you choose admin level two (2) as your level of disaggregation, you will have to ensure that you have enough data from each affected admin two area in the country to be able to meaningfully analyse the data at that level.

## Unit of Measurement

The unit of measurement should be defined before sampling.

For situation monitoring, the recommended unit of measurement is the community. "Community" has to be defined in context based on the realities on the ground. For purposes of sampling, community should not be too large so that key informants can be identified who have knowledge of the whole community. As a rule of thumb, a community should not be larger than 5000 individuals. Also, very small communities cannot serve as part of the sampling (see description of sentinel sites under [sampling for situation monitoring](#)). If you are in an IDP or refugee context and camps have been set up, "community" should be set up based on existing division of the camps.

For response monitoring, the unit of measurement can change based on the indicator. Depending on your indicators, unit of measurement could be "project site", "agency", or "individual". For



example, if your indicator is: “% of CFSs that have included children in the development of their monthly activity plan”, your unit of measurement is a “project site” (in this case CFS). If your indicator is: “% of agencies who have provided child safeguarding training for their entire CP staff”, your unit of measurement is “agency”. If your indicator is “% of reunified children who have expressed satisfaction with the FTR process”, your unit of measurement is an “individual child”.

### Sampling for situation monitoring

If primary data collection is integrated into existing regular activities (such as monthly meetings of community members), no sampling is necessary. This means that data will be collected from all communities that participate in those community meetings on specified intervals. However, if a new mechanism is being established for primary data collection under either of the data collection options, a comprehensive sample frame needs to be developed based on the affected area and geographic coverage of participating agencies.

To ensure diversity and variation in the data, the sample frame should be built to disaggregate the units of measurement based on the most important distinct characteristics of the affected population’s level of needs, risks, vulnerabilities, existing capacity, and availability of services. These are called “sampling scenarios” and will be used to stratify the sample frame. For example, if there are some affected areas that are hosting IDPs and other affected areas where there are no IDPs, the sample frame has to disaggregate the communities based on the presence of IDPs (i.e. stratification). The sample for each data collection period has to include a mix of these two areas.

To develop the sample frame, a simple list can be developed that has all locations disaggregated by their distinguishing characteristics. (See Table 1 as an example.) You can also use the more elaborate sample frame construction that is used for the Child Protection Rapid Assessment (CPRA). (See CPRA guide, pages 16 to 18 for more info.<sup>32</sup>)

*Table 1: Sample Frame for Situation Monitoring*

#	District	Ward	Section	Village/Town	Scenario
1	A	A-1	A-1-1	A-1-1-1	IDP
2	A	A-1	A-1-1	A-1-1-2	IDP
3	A	A-1	A-1-1	A-1-1-3	IDP
4	A	A-1	A-1-2	A-1-2-1	No IDP
5	A	A-1	A-1-2	A-1-2-2	No IDP
6	A	A-1	A-1-2	A-1-2-3	No IDP
7	A	A-1	A-1-2	A-1-2-4	No IDP
8	A	A-2	A-2-1	A-2-1-1	IDP
--	--	--	--	--	
25	B	B-1	B-1-1	B-1-1-1	IDP
26	B	B-1	B-1-1	B-1-1-2	IDP
27	B	B-1	B-1-1	B-1-1-3	IDP
--	--	--	--	--	
29	B	B-2	B-2-1	B-2-1-1	No IDP

<sup>32</sup> <https://alliancecpa.org/en/child-protection-online-library/child-protection-rapid-assessment-toolkit>

*Note: The locations are fictional and used only as examples.*

The general sampling approach for both data collection options is purposive sampling of sentinel sites, with minor differences to accommodate the particular nature of each of the options.<sup>33</sup> Sentinel sites are communities that are likely to produce one or several cases related to child protection issues that are being measured in each reporting period. Therefore, they should have a large enough population to allow for meaningful detection of child protection cases. For example, if the projected incidence of separation in an emergency is 0.5% of children per month, a community with only 150 children would not likely see a single case of separation during many of the reporting periods (e.g. months). If a community with 500 children is selected as the sentinel site, it is likely that we would see about 2 or 3 cases of separation in that site during each reporting period.

Sentinel sites will be chosen from each of the sampling scenarios (see Table 1 above) to ensure representation of different characteristics of the affected population in the sample (i.e. stratification). The sample has to be drawn at the start of the monitoring process and, except in the case of displacement of communities in the sample, the sample does not change over the life of the project. If the entire area is affected in the same way, a minimum of 30 units of measurement should be selected for the sample. If more than one scenario exists in the sample frame, a minimum of 15 units of measurement should be selected for each scenario.<sup>34, 35</sup>

For the agency-based model, the scenarios could be built to represent the areas covered by each participating agency. In this case, the characteristics of the affected population (e.g. IDP vs. non IDP) should be reported by the agency for each site to allow for disaggregation.

#### Selection of data collectors:

For community-based situation monitoring, monitors should ideally be selected by community members through a democratic process. It is important that local and/or traditional community leader(s) are involved in this process. Whether or not local/traditional leaders also operate as community focal points depends on the context and the opinion of community members themselves.

For an agency-based model, key informants should be selected based on their roles in the community. The respondents should be individuals who are aware of the situation of children in the community beyond their own household. For example, a health care worker or a teacher may be a good key informant.

The goal is to achieve a balanced view of the situation of children in the community. Therefore, it is recommended that at least 3 community members are interviewed in each selected community. Gender, age, and role in the community are the main factors that should be taken into account when selecting the key informants. The local/traditional chief should always be involved in the process of introduction and selection to avoid blockages. While chiefs and local leaders can also be key informants,

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<sup>33</sup> [http://www.acaps.org/sites/acaps/files/resources/files/purposive\\_sampling\\_and\\_site\\_selection\\_in\\_phase\\_2.pdf](http://www.acaps.org/sites/acaps/files/resources/files/purposive_sampling_and_site_selection_in_phase_2.pdf)

<sup>34</sup> [http://www.who.int/immunization/monitoring\\_surveillance/burden/vpd/surveillance\\_type/sentinel/en/](http://www.who.int/immunization/monitoring_surveillance/burden/vpd/surveillance_type/sentinel/en/)

<sup>35</sup> Each scenario represents units of measurement (i.e. communities) that are affected by the emergency similarly. Units of measurement across scenarios should be affected differently by the emergency. See the CPRA guidance note for more on construction of sampling scenarios: <https://alliancecpha.org/en/child-protection-online-library/child-protection-rapid-assessment-toolkit>

they may not always be best positioned to provide an unbiased picture of the situation. (For more on key informant selection, see the CPRA guide, page 18.<sup>36</sup>)

### Sampling for response monitoring

*Coverage monitoring* does not usually need a specific sampling approach. This is because 5Ws or online activity tracking platforms are often designed to collect data from all project sites. If no coverage monitoring system is in place in the context, attempt to set up a “Who does What Where, for Whom and When” (5W).

For *program quality monitoring*, a two-stage sampling process is proposed. Before delving into the sampling process, the [unit of measurement](#) should be defined. Please note that the unit of analysis is sometimes larger than the unit of measurement, but sampling and selection should always happen based on the unit of measurement. For example, the unit of measurement and the unit of analysis for this indicator is the individual: % of children participating in CFS activities who have expressed happiness at the end of a day in the CFS. However, the same indicator can be re-written such that the unit of measurement remains at the individual level, but the unit of analysis is the CFS (or project site): % of CFSs where more than 75% of participants have expressed happiness at the end of a day in the CFS.

There are two stages to the sampling for response monitoring. The first stage of sampling applies to all indicators regardless of their unit of measurement. During this stage, a project site will be selected for a visit. The second stage is only relevant to indicators that have the individual as their unit of measurement (e.g. beneficiary satisfaction). During the second stage, individual respondents will be selected in a random way to reduce bias.

#### **First stage**

If agency self-monitoring or peer-to-peer monitoring is opted for, the first stage sampling will basically be an agreed-upon plan to ensure coverage of all project sites over time. The actual project sites to be visited in each reporting period can either be selected randomly or can be agreed upon in advance.

If independent monitoring is opted for, the first stage sample should be drawn randomly from a list of project sites. This selection can be done using the 3-5W information that outlines all child protection agencies, their activities, and their geographical coverage. If 3-5W matrix is not in use in the context, a simple list can be developed that has all participating agencies, disaggregated by location and activities (see Table 2). It is recommended that at least three (3) project sites be selected for each admin unit (based on a pre-determined disaggregation level). If less than three (3) project sites exist in one administrative unit, all project sites should be selected for each reporting period.

**Note: Ensure that all project sites are visited at least once during each 3- to 6-month period (depending on the size of the response and the capacity of monitors). This will allow for meaningful aggregation and comparison of data across time.**

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<sup>36</sup> <https://alliancecpa.org/en/child-protection-online-library/child-protection-rapid-assessment-toolkit>

Table 2: Sample Frame for Quality Monitoring

#	Agency	District	Ward	Section
1	X	A	A-1	A-1-1
2	Y	A	A-1	A-1-2
3	X	A	A-1	A-1-2
4	X	A	A-1	A-1-3
5	Y	A	A-1	A-1-3
6	X	A	A-1	A-1-3
7	Y	A	A-2	A-2-1
8	U	A	A-2	A-2-2
9	Y	A	A-2	A-2-3
10	X	A	A-2	A-2-4
--	--	--	--	--
25	Z	B	B-1	B-1-1
26	Z	B	B-1	B-1-1
27	Z	B	B-1	B-1-1
--	--	--	--	--
29	Z	B	B-2	B-2-1
--	--	--	--	--
38	Z	B	B-2	B-2-6
--	--	--	--	--

Note 1: In this example, the colours represent different programme types.

### Second stage

This stage is necessary for indicators that require interviews with individuals, such as indicators that deal with the satisfaction of beneficiaries. This stage happens when the monitors arrive at each site selected during the first stage. Respondents can be selected from the list of registered children and caregivers that the selected agency can provide. If CPIMS is available, it can be used for the selection process (with full consideration of confidentiality issues). Otherwise, agency lists and documents should be the source of such selection.

For each period and for each organisation, a minimum number of children and caregivers should be interviewed. As a rule of thumb, it is recommended that the number ranges between a minimum of 5 and a maximum of 10 for each project site. If one agency in the selected locality runs multiple distinct programmes (e.g. PSS, FTR, child labour, SV, etc.), a minimum of 3 participants from each of those programmes should be selected to provide for a meaningful analysis.

It is recommended that a mix of children and adults be included in each project site. However, interviewing children is only recommended when data collectors are well-trained on child protection and interview techniques for young children. The CPMTF should determine whether the skill level of data collectors is sufficient for interviewing children without exposing them to potential harm.

Participants should be selected to represent a wide spectrum of individuals who have benefited from the services of the organisation in the selected locality. For selection of children, factors such as age range, gender, type of service received, current and previous condition, etc. should be taken into account to ensure diversity in the data. The CPMTF should define the minimum age of children who can be included as respondents. The safest minimum age is 15. For adults, it is recommended that they are selected from among adults that are related to children who have been selected as participants

(including caregivers). To reduce bias, a random approach to selection of participants should be taken (after considering the factors mentioned above).

Selection can take place based on organisational files and documents. During the visit to agency-locality, data collectors will request registers that reflect service provision and select a diverse sample of individuals to be interviewed. If an electronic database exists for all service recipients, such selection can be done randomly based on age, gender, and service disaggregation.<sup>37</sup>

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<sup>37</sup> Random selection in this case does not make the data representative, but it reduces selection bias.

## 8. Data collection and staffing requirements

The appropriate frequency of data collection is determined by the environment, feasibility of data collection, reporting requirements by the Humanitarian Country Team or other coordinating bodies, and existing capacity. As a rule of thumb, the frequency should remain manageable given available human and financial resources. In an environment characterised by changing dynamics (such as areas with high levels of population movement), data may be collected more frequently than in a protracted humanitarian setting where things may not change very quickly. Under independent programme quality monitoring methodology, data collection can be done on an ongoing basis. In other words, the job of the team of monitors is to go from one area to another all the time. When determining frequency, keep in mind the reporting deadlines for humanitarian response plans (HRP), humanitarian needs overviews (HNO), assessments, evaluations, donor reports, and/or funding proposals (among others) within the overall humanitarian context.

Data collectors will visit every selected project site in collaboration with responsible staff (either from the government or NGOs) in each agency-locality to:

1. Collect data on indicators that can be populated through agency documents and registers. These data should be independently verifiable. Enumerators should make efforts to ensure the accuracy of the data they receive from the agency staff by asking to see documentation to back the data. Where appropriate, random visits to beneficiaries can be paid.
2. Use agency data to produce the second stage of sampling. Once stage two sampling is done, data collectors will have to go for home visits and collect necessary data.
3. Select staff and collect data. This only applies to quality indicators that require interviews or tests of the agency staff.

Staff requirements depend on which option is chosen by the coordination group. Staff requirement for situation monitoring is similar to response monitoring. The main difference is that for the community-based situation monitoring option community liaisons will have to be hired instead of data collectors. Quality response monitoring and community-based situation monitoring requires

hiring dedicated staff, while the other options may use existing agency/government staff. All options will require a project manager and a data manager.

The role of project manager and data manager should be shared between situation and response monitoring.

**Project manager/coordinator:** holds the overall responsibility of the monitoring project, including the quality component. The project manager should have a CPIE background as well as some research background. S/he will be responsible for day-to-day management of the project. Reports for each period should be written by the project manager after an interpretation workshop has been held to look at the analysis and make programmatic recommendations. The project manager is also responsible for sampling and assigning data collectors to different project sites.

**Data/information manager:** is primarily responsible for compiling, cleaning, and analysing the data. This function can be merged with the project manager under option A *only if* (a) the project manager possesses the information management skills necessary for this task, and (b) the workload is manageable.

**Enumerators/data collectors:** are responsible for collecting primary data for each data collection period. They have to be trained on CPIE and data collection skills. There should be a gender balance among the data collectors. Under option A, these data collectors will be hired and managed by the project manager. Under option B, these data collectors will be selected from existing agency staff.

For community-based situation monitoring, each agency will assign one staff to work with the project manager to set up the data collection system. The first step is to select community liaisons, and the second step is to train them on CPIE, data collection, and reporting. Once the system is set up, the agency staff will continue working with the project manager to respond to urgent needs reported by the community liaisons and to conduct spot checks to ensure quality. Community focal points will provide reports for each child who faces violations. For each case, the community liaison will be asked to provide some information about the child and about the violation. (See examples above under "tools".) Note: If option A is chosen, a linkage with existing case management systems (such as CPIMS) and/or reporting mechanisms (such as MRM) could be established.

For agency-based situation monitoring, each agency will have to assign at least three staff members to be trained on data collection. (These could be the same staff that will do response monitoring.) CPIE experience and knowledge as well as gender balance is important in selecting the right data collectors. The three staff will receive instructions from the project manager for each data collection period. They will be responsible to collect, enter (if electronic data collection is not used), and transmit data to the project manager at defined intervals. During each reporting period, the agency staff will visit communities and speak to at least 3 key informants per community. Despite multiple interviews in each community, only one set of triangulated responses should be reported from each community during each reporting period. To this end, a single form has to be compiled for each community after all three key informant interviews are done. This process has to be done objectively by the agency staff based on observations and interviews they had with community members.

## 9. Data analysis and sharing

For response monitoring, the existing data management tools (5W and programme quality data management tool) provide an easy-to-use platform for tabulating and analysing the data to facilitate interpretation and report writing. Every reporting period, the analysed data should be presented at the child protection coordination meeting for interpretation. During this meeting, any red flags in the data should be discussed, and top-line recommendations for programming and advocacy should be discussed and agreed upon. The monthly reports will mostly involve infographics accompanied by basic narrative that reflects the interpretation of the data. Every quarter or semester, a more compressive report with an elaborate narrative should be compiled and shared with partners and donors. An interpretation workshop should be held prior to the authoring of this report.

For situation monitoring, a sample data management tool has been developed that should be adapted to the context. Like the tools for response monitoring, the situation monitoring data management tool provides the possibility of easy data entry, cleaning, and analysis. It is recommended that at the end of each reporting period a group of experts hold a workshop to interpret the data and propose programmatic adjustments. This can take place during an extended version of a coordination meeting so that results from child protection monitoring activities and data from other relevant stakeholders (such as other clusters [protection, etc.], agencies, or areas of responsibility) can support data interpretation and triangulation. One important component of the interpretation process would be to identify potential unintended consequences of the response. For example, if the data shows that there are more separations in areas with active FTR programmes, it may merit further investigation to see if parents are intentionally sending their children away so they can benefit from some services. The resulting report should not only include analysis of data but also the interpretation of the results and tangible programmatic recommendations. Any major decision on humanitarian priorities should be discussed and harmonised with the broader protection cluster and other relevant decision-making bodies within the humanitarian response.

The CPMTF should assign the necessary human resource for timely analysis and report writing. This should not be taken for granted or be an afterthought since it is a time-consuming process that requires a specific skill set.



# 10. Annexes

## Annex 1: Definitions - Indicators

**Baseline:** Determines the starting point of measurement and the reference for the extent to which progress is made against set targets (i.e. current reach).<sup>38</sup> It tells us where we are when we begin the measurement. Establishing a baseline is important for both situation and response monitoring. For situation monitoring, baseline can be established through an initial assessment or a desk review. Alternatively, the first reporting cycle can be considered the baseline. For response monitoring, baseline can be established based on an analysis of existing programme documents.

**Input indicator:** Measures the financial, human, and material resources used for the intervention<sup>39</sup> (e.g. the “number of tents set up for CFSs in the affected area”). Input indicators are only relevant to response monitoring.

**Process indicator:** Measures activities that have taken place to move the programme forward (e.g. “number of social workers trained on case management”). Process indicators are only relevant to response monitoring. *Note: Some experts consider process indicators to be a sub-set of “output” indicators.*

**Output indicator:** Measures products, goods, and services which result from an intervention (e.g. “number of children reunified with their families by project staff”). Output indicators are only relevant to response monitoring.

**Indicator to measure quality:** Measures quality of the products, goods, and services delivered by the intervention (e.g. “[percentage of registered unaccompanied children that have been reunified](#) within 6 weeks of their identification”). Quality indicators are only relevant to response monitoring. *Note: Some experts consider quality indicators to be a subset of “input”, “output”, and “outcome” indicators.*

**Outcome indicator:** Measures short-term and medium-term effects of an intervention<sup>40</sup> (e.g. a girl who has been reunified with her family or the “[percentage of reunified children that stayed with their family for more than six months](#)”). Outcome indicators can be used for both situation and response monitoring.

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<sup>38</sup> Motherchildnutrition.org, information management, planning, monitoring and evaluation

<sup>39</sup> Definition adapted from: Glossary of key terms in evaluation and results-based management, OECD-DAC criteria, 2010, p. 25

<sup>40</sup> Ibid, p. 28

**SMART indicator**<sup>41</sup>: Stands for Specific, Measurable, Achievable, Relevant, and Time-bound. Avoid trying to gather too much information under a single indicator. An example of a NON-SMART indicator is the “percentage of separated children who were identified and registered and reunified”. This indicator has too many components (not-specific), is hard to measure, and is not time-bound. It also has the potential of double- or triple-counting a single child.

**Proxy indicator**<sup>42</sup>: Is an indicator that does not directly measure what we want to know but gives an approximation of the issue by measuring something related to it (such as a symptom or a consequence). For example, we may not be able to measure children’s actual levels of psychosocial distress, but we often measure the behavioural signs of distress, such as bedwetting or unusual crying.

**Numerator**: Is the expression written above the line in a common fraction to indicate the number that represents the count of the issue of concern. For example, if the indicator is the “percentage of children who participated in x”, the “number of children who participated in x” is the numerator.

**Denominator**: Is the expression written below the line in a common fraction that represents the total population of concern. In the example above, “total number of targeted children” is the denominator.

**Target**: Is the value assigned to an indicator that is set as a goal by programme managers or coordination bodies. It is used by programme staff as a determinant for the success of the intervention. For example, the target for the quality indicator mentioned above can be 90%.

**Unit of measurement**: Is the level at which the measurement of the phenomenon in question takes place. In humanitarian contexts, this can be the community, household, individual, education facility, health centre, etc. For example, for the “number of identified unaccompanied children”, the unit is “child”; for the “percentage of communities with at least one functioning CFS”, the unit is “community”. The unit of measurement should be well-defined for each indicator.

**Incidence**: Captures new cases. The incidence rate is the number of new cases per population at risk in a given time period<sup>43</sup> (e.g. “monthly incidence rate of separation of children from their usual caregivers”). Incidence information can be collected through situation monitoring.

**Prevalence**: Captures all existing cases of interest at the time of the measurement, including old and new cases<sup>44</sup> (e.g. “prevalence of unaccompanied children in a camp”). Prevalence information can be collected through assessments or through the baseline survey of a situation monitoring system.

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<sup>41</sup> For more on proxy indicators, see: UNICEF, Module 2: How to Design A Child Protection Programme, page 122.

<sup>42</sup> For more on proxy indicators, see: UNICEF, Module 2: How to Design A Child Protection Programme, page 122. <sup>43</sup> [http://cphp.sph.unc.edu/trainingpackages/ERIC/eric\\_notebook\\_2.pdf](http://cphp.sph.unc.edu/trainingpackages/ERIC/eric_notebook_2.pdf)

<sup>44</sup> Ibid.

## Annex 2: Urgent Action Procedure (UAP) Template

An urgent action procedure is basically a well-defined referral pathway for cases that may require immediate response. If such a referral system already exists in the context, the data collection team should be trained on how to plug into the system. This procedure is necessary to ensure that children whose life and/or well-being are in immediate danger are supported by the data collection team.

The table below provides an example of how a UAP template can be constructed. For a UAP to function, organisations have to agree to act as focal points for specific components of a child protection area of responsibility. One organisation could be in charge of a whole area covering all CP issues (such as the example of BJI in Section A-1-2). Depending on capacity and expertise, one agency may only want to be responsible for some of the CP issues in a specific area (such as CWI and STC for Section A-1-1). Such a template should be completed before any data collection and should be given out to all staff who will be travelling to the field.

#	District	Ward	Section	CP Issue	Responsible Agency	Contact Info
1	A	A-1	A-1-1	GBV	CWI	...
2	A	A-1	A-1-1	UASC	CWI	
3	A	A-1	A-1-1	CAAFAG	STC	
4	A	A-1	A-1-1	CL	STC	
5	A	A-1	A-1-2	SV	BJI	
6	A	A-1	A-1-2	UASC	BJI	
7	A	A-1	A-1-2	CAAFAG	BJI	
8	A	A-2	A-2-1	CL	BJI	
...	...	...	...		...	

Also, case definitions for “Urgent Action Case” should be developed. For example, data collectors should know exactly when a sexual violence case meets the criteria for urgent action. A list of case definitions should also be developed and distributed to all field staff. This list should be used during the training to ensure common understanding among the field staff.

## Annex 3: Situation Monitoring Protocol Template

### **Situation Monitoring: Data Collection Protocol and Tools**

#### **Background**

*Proposed length: one to two page(s)]*

*[Proposed content: provide an overview of the emergency, including affected areas and populations, operational data, etc.]*

#### **Objective**

*[Proposed length: one paragraph]*

*[Proposed content: describe the objective of situation monitoring, including the use of information produced through this system.]*

#### **Design and methodology**

*[Proposed content: use visuals to present the methodology use.]*

#### Scope and coverage

*[Proposed length: half a page]*

*Proposed content: programmatic areas that will be covered should be determined by participating agencies and listed here. It should also provided a list of covered areas and participating agencies in an annex.]*

#### **Staffing requirements**

*[Proposed length: one to two paragraph(s)]*

*[Proposed content: list of staffing needed for the project and brief job descriptions. More detailed ToRs can be included in an annex.]*

#### **Domains and indicators**

*[Proposed length: two to four pages]*

*[Proposed content: CP domains that will be covered in this exercise should be determined by Sub-Cluster members. Indicators for situation monitoring should ideally be selected from existing sources (locally and globally).]*

#### **Tools and data collection procedures**

*[Proposed length: two to five pages]*

*[Proposed content: all data collection tools as well as a detailed description of data collection procedures should be outlined.]*

#### Secondary data collection

*[Proposed content: describe the process of compiling and selecting data sources. Inclusion criteria for data sources should be described. If the SDR tool is being used, provide a short description of how it is used.]*

#### Primary data collection

*[Proposed content: describe the data collection process and include data collection tools]*

**Sampling and selection of participants**

*[Proposed content: if sampling is deemed necessary (based on the selected methodology), it should be described here. If a fixed sample is being proposed, a list of the selected sampling units can be included here as well.]*

**Data management, analysis, and report writing**

*[Proposed length: one to two pages]*

*[Proposed content: there is a sample Excel-based data management tool that can be adapted to any context, but certain countries may elect to use other data management platforms, including online platforms. All such details have to be described here. Also, the procedure for analysis and report writing should be laid out clearly with specific roles and responsibilities.]*

**Ethical considerations**

*[Proposed length: one to two pages]*

*[Proposed content: outline the main guiding ethical principles for the process. The ethical review procedure, urgent action procedures and forms, and the procedure for monitoring trends (including the threshold for action) should all be described here.]*

## Annex 4: Response Monitoring Protocol Template

### **Response Monitoring: Coverage and Programme Quality Monitoring Protocol and Tools**

#### **Background**

*[Proposed length: one to two page(s)]*

*[Proposed content: provide an overview of the emergency and CPiE response.]*

#### **Objective**

*[Proposed length: one paragraph]*

*[Proposed content: describe the objective of response monitoring, including the use of information produced through this system.]*

#### **Design and methodology**

*[Proposed content: use visuals to present the methodology used.]*

Scope and coverage *[Proposed length: half a page]*

*[Proposed content: programmatic areas that will be covered should be determined by participating agencies and listed here. It should also provide a list of covered areas and participating agencies in an annex.]*

Staffing requirements

*[Proposed length: one to two paragraph(s)]*

*[Proposed content: list of staffing needed for the project as well as their brief job descriptions. More detailed ToRs can be included in an annex.]*

Programmatic areas and indicators *[Proposed length: two to four pages]*

*[Proposed content: programmatic areas that will be covered should be determined by participating agencies and listed here. Indicators for both coverage and programme quality monitoring should be listed. The agreed-upon definition of quality should also be outlined here.]*

Tools and data collection procedures *[Proposed length: two to five pages]*

*[Proposed content: all data collection tools as well as a detailed description of data collection procedures should be outlined.]*

Data management and reporting *[Proposed length: one page]*

*[Proposed content: description of data entry, analysis, interpretation, and reporting procedures should be included in this section. The roles and responsibilities of different participating agencies should also be outlined.]*

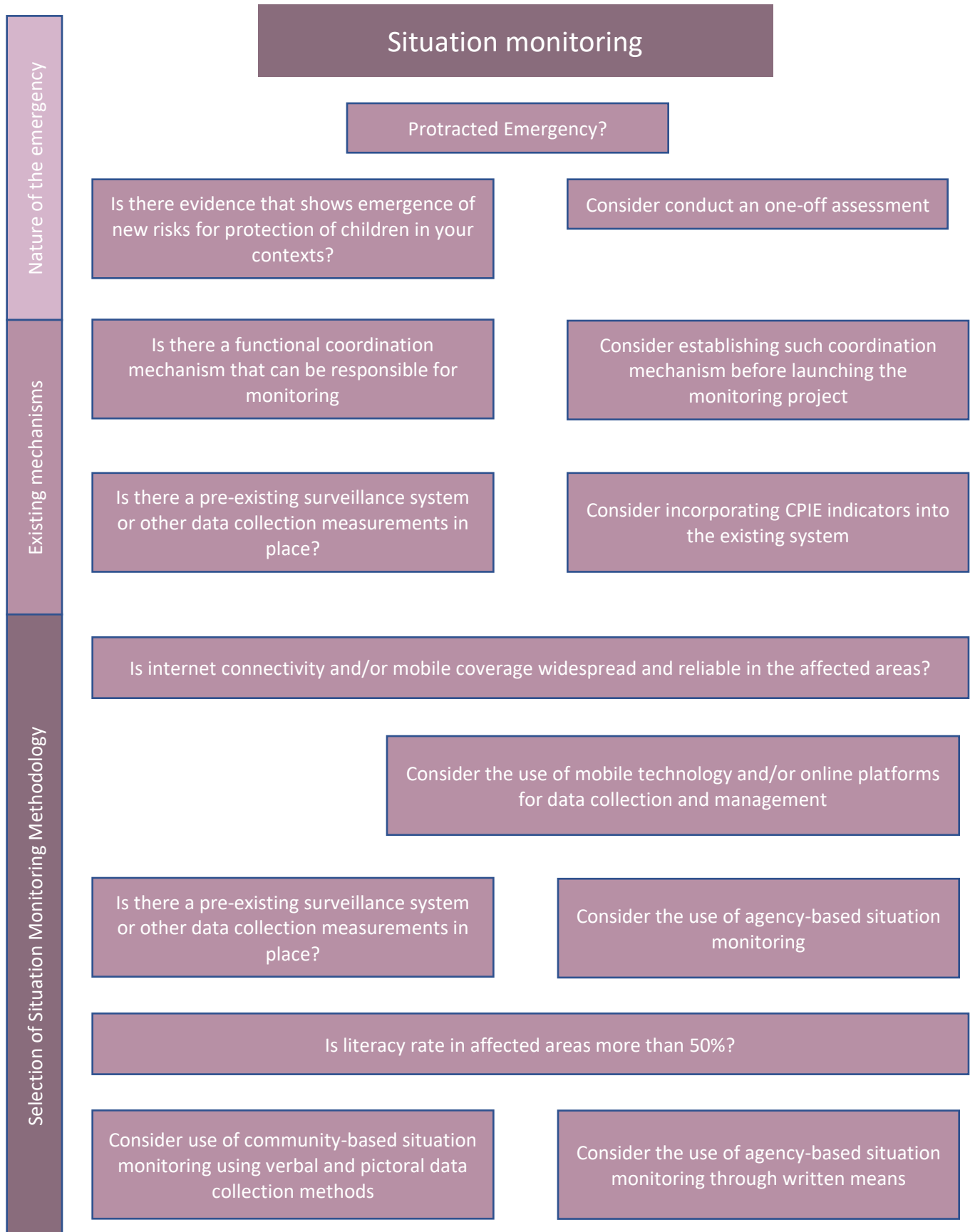
#### **Ethical considerations**

*[Proposed length: one to two pages]*

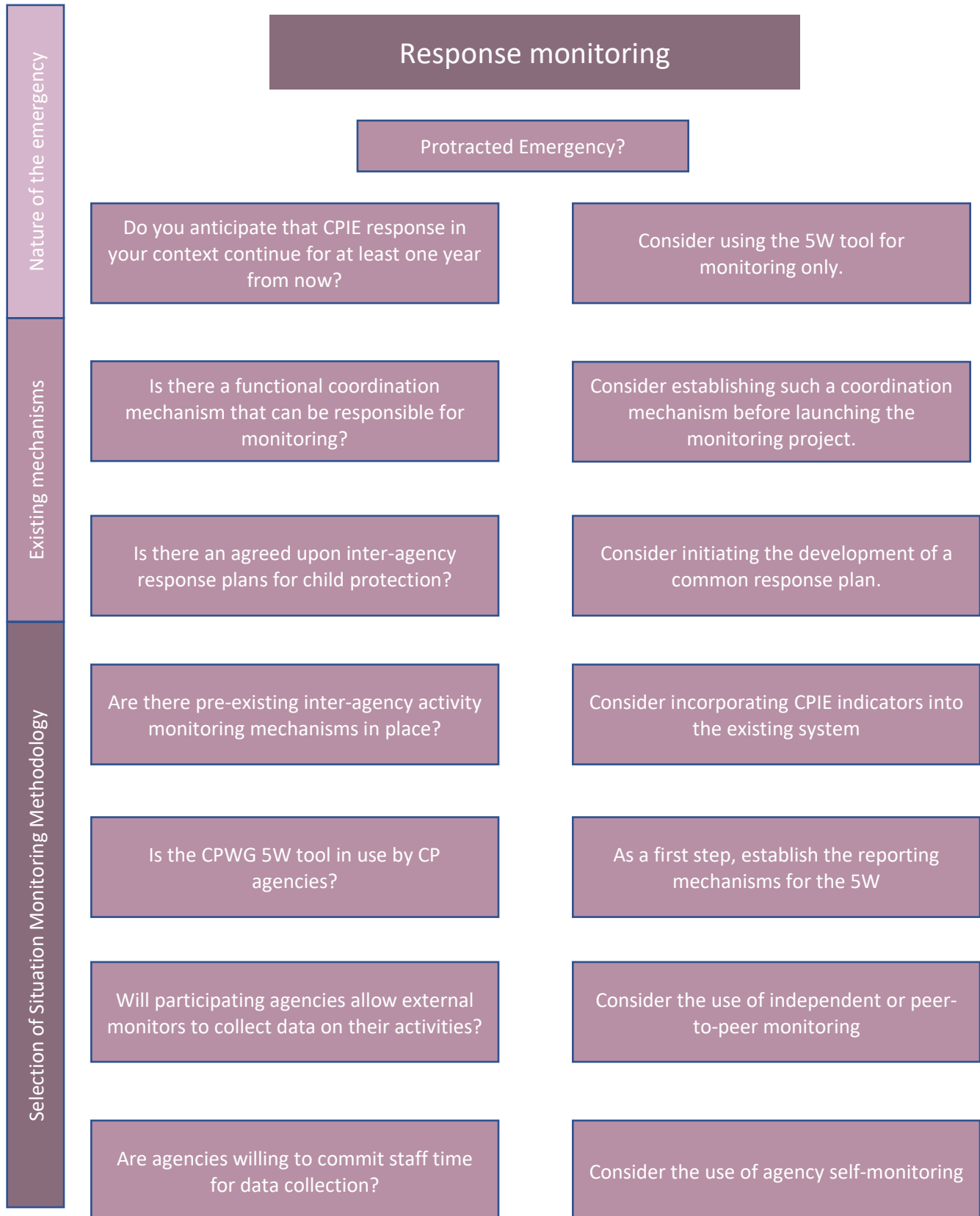
*[Proposed content: outline the main guiding ethical principles for the process. The ethical review procedure should be described here.]*

**For an example, see South Sudan's response monitoring protocol. [provide hyperlink once on website]**

Annex 5: Decision-making flow diagram for CP situation monitoring



Annex 6: Decision-making flow diagram for CP response monitoring



Consider potential negative unintended consequence of additional data collection on the population and on enumerators