Lessons Learned in Field-Testing of the

Child Protection Rapid Assessment

Yogyakarta, Indonesia
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Report to the Protection Cluster, CPWG, September 2011

SUMMARY

In June and July of 2011, the field-testing version of Child Protection Rapid Assessment (CPRA) was used to conduct an assessment of child protection priorities in two Districts of central Java impacted by the Merapi volcanic eruption. The goals of the work were threefold:

1) Providing data to inform response by District, Regional and National child protection actors with respect to the vulnerabilities of children following the eruption and its subsequent environmental sequelae.

2) Adapting the field-testing version of the CPRA to the Indonesian context and building capacity in its use - in cooperation with the Indonesian government – for deployment in future emergencies.

3) Refining the CPRA tool – and identifying broader lessons for its use – in a manner that will inform subsequent use, adaptation and roll-out of the measure globally.


This report focuses on the third of these goals, identifying lessons learned with regard to six major issues:

- Preparation
- Team dynamics
- Contextual Adaptation
- Cultural Translation
- Data Collection
- Data Analysis

CONTEXT

The Merapi volcano erupted multiple times in late October and early November 2010, killing 141 people and leaving over 279,000 people as Internally Displaced People (IDPs). Victims were evacuated to camps and temporary shelters. The predicted affected population had only been estimated to be around 5,000 people. A major resettlement program had thus to be initiated, involving the building of many temporary shelters, and with major disruptions to social, economic and educational activity.

The focus of the assessment was in two Districts where the Government of Indonesia considered there were potentially particular risks to children: Sleman, the District mostly affected by the original eruption of the volcano and the ensuing pyroclastic flows; and Magelang, where lava streams continued to threaten villages many months after the initial eruption.
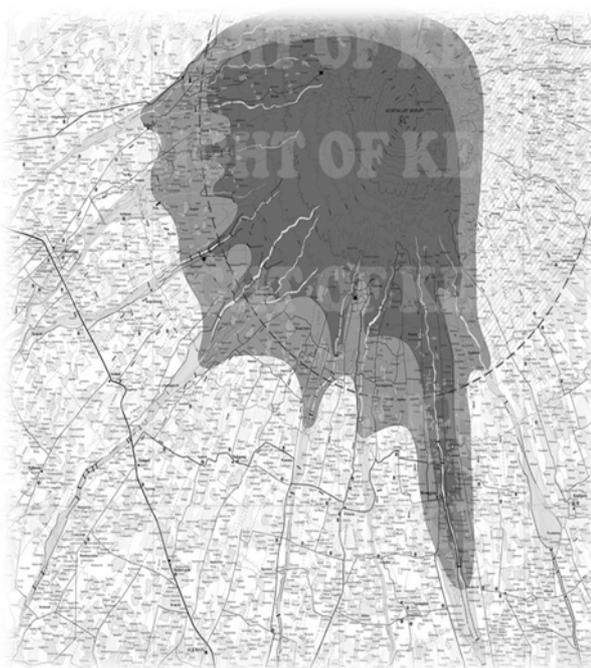
METHODOLOGY

CPRA guidance on the identification of communities was followed. Sample frames for each District were constructed with respect to a GoI map of the areas impacted by the volcanic eruption, available through the District office. The assessment team identified all communities (sites) within the zone marked as affected that fell within the respective District boundaries.

Identified sites comprised villages, IDP camps, or shelters. In Magelan, settlements with a population of less than 20 citizens were excluded from the sample frame, mainly due to the lack of key informants.

In total 17 sites in Sleman and 9 sites in Magelan were identified, and – as this number of sites could plausibly all be visited within the available timeframe (which followed CPRA advised duration) – all were included in the assessment.

Key informants were selected with respect to criteria defined in the CPRA guide. This included, but was not limited to, schoolteachers, social workers and government workers involved with children. Researchers conducted interviews with a minimum of 3 key informants at each site. They also walked around the community and conducted a minimum of 3 direct observations as a form of triangulation. At the end of each day, the team gathered together and compiled the site report for that community, under the coordination of the research supervisor. The site report was then entered that evening into the database for analysis.

On the completion of all site visits, composite District reports were produced and shared with community leaders and other key informants – both as a means to ensure feedback to communities for appropriate community-based responses, and to provide a form of respondent validation for findings.

KEY FINDINGS

Although the focus of this report is lessons learned from adaptation and use of the field-testing version of the CPRA, it is appropriate to indicate the major findings of the assessment. These included:

Psychosocial issues

Over 44% of the sites reported "bad dreams" or "memories" of the eruption as being a major issue for children. Other issues prompted by questions about 'major fears and worries' included:

- Fear of not being able to return to school (over 20% of sites)
- Inability to return home (15% of sites)
- Loss of property (9%)

Child Labor

The Merapi volcano flows, once hardened, became a major source of income for the region in the form of sand. Large sandpits provided many children with the opportunity to work rather than attend school. 18% of sites reported child labor as being a major issue, with half of these sites confirming engagement of children of less than 14 years old.

Child Separation

In both Sleman and Magelang, over 25% of sites reported child separation issues (in all cases involving between 1 and 10 children). In both Sleman and Magelan, 25% of sites reported new separations

within the last two months. The main causes of separation were:

- Caregivers sending their children to institutions (half of all reports)
- Caregivers sending children to friends or distant relatives (one quarter of all reports)
- Children who have disappeared to unknown locations (one quarter of all reports)

In one district a validation exercise was conducted after completion of the CPRA assessment. This convened groups within communities and identified priority concerns regarding the well-being of children using Participatory Ranking Methodology. This confirmed community concern for child protection issues such as psychosocial adjustment, separation and child labor, as well as broader issues of poverty, housing and schooling.

LESSONS LEARNED

LEARNING POINT #1 – PREPARATION

The first phase of the Child Protection Rapid Assessment, namely the preparation phase, consisted of several important elements. The following summaries key lessons learned. Many times, preparation and capacity building were synonymous activities.

Involve multiple stakeholders.

The work was organized in coordination with the Indonesian government, the University of Indonesia, Columbia University and the Child Protection Working Group. Other key stakeholders included national and regional government departments, and local and international NGOs. All of the stakeholders were involved in the planning before the training began to ensure full participation.

The government and universities provided the information needed to conduct a complete desk review. Choosing researchers from across many different stakeholders encouraged continued co-operation from all involved parties. Having a diverse research team was also planned in order to build longer-term capacity in Indonesia.

Ensure adequate time for – and engagement in - training

In order to build capacity in Indonesia, additional participants who were not part of the research team were invited to the 4-day training. They were all stakeholders in the CPRA and added immense value to the training process. Together with the research team members, the training covered the following:

- Background information on the tool and child protection in Indonesia
- Ethical considerations
- The use of the different CPRA tools
- Exercises with the use of the CPRA tools
- The methodology of the CPRA
- Roles of the members of the research team
- A field test of the tool

Conduct a half-day field test

A field test was conducted on day three, after two days of training on background information and exercises with the different CPRA tools. Field-testing gave the team experience of use of the tool in field conditions, and resulted in a significant increase in their comfort and confidence with the assessment. It also provided valuable information for discussion on day four of the training focused on adaptation of the tool.

Additionally, by including a field test in the training, all participants were able to get field experience of the tool, even though some were not part of the assessment team on this occasion. This served to build knowledge and capacity to build on in the future.

Clarify CPRA methodology

A substantial amount of time was spent during the training on the explanation and clarification of the methodology of the CPRA. The concepts of 'sample frame', 'unit of measurement' and 'purposive sampling' appeared to be difficult. For future training, the explanation of these technical concepts could be made easier by using a local example case to illustrate the explanation.

Explain the use of a site report

The field-testing did not involve a site report excersise (compiling findings from across interviews). On the first day of fieldwork, the process of compliing a site report revealed a few further adaptations and clarifications that needed to be made in the tools themselves. Had there been an exersise on this in the training, these clarifications could have been done before the actual fieldwork.

It is recommended to include a site report exercise for use in training. The participants could, for example, provide the team leader with three or four key informant interviews and direct observations and the team could practice compiling the site report.

LEARNING POINT #2 - TEAM STRUCTURE

Appoint a strong national team-leader

The team leader in Indonesia was employed by a national NGO and had previously worked for both the government and UNICEF. This history allowed him to use extensive networks to ensure successful cooperation from all parties. The supervisor had excellent leadership skills and experience in the child protection field. He knew the region where the assessment took place, and was able to coordinate the planning of the sample frame and the key informant selection. He also worked to ensure a high level of cooperation with both national and local stakeholders, and other relevant organizations.

Select diverse and qualified researchers.

Selection of team members is clearly a critical step in ensuring an effective assessment process. While there was a wide diversity of child protection experience across the team, all members brought complementary skills of value (ranging from familiarity with Excel to skills in community mobilization). The mix of social workers, government employees, university employees and NGO workers provided an excellent forum for including many different ideas.

As part of training in Participatory Ranking Method (PRM) for use after the completion of the CPRA as a validation exercise, the assessment team engaged in a group prioritization task. This involved ranking the elements that had been helpful in the delivery of their four-day training.

Participants ordered these characteristics in the following manner:

1. Good team spirit (working well together, creating cooperative atmosphere)
2. Personality/knowledge of the team leaders (enabling team members to feel comfortable; experience with the tool; knowledge of the cultural values)

3. Schedule of the training (immediately preceding fieldwork, allowed putting learning into practice promptly)
4. Spending time on the operationalization of words and concepts (involving cultural as well as linguistic translation)
5. Including variety of stakeholders (bringing variety of experience, build co-operation)
6. Exercises during training (making concrete concepts to be used in the field)
7. Field test during training (establishing skills; building confidence)

Adopt flexible team assignments

When the team began the assessment, everyone was assigned a role. The roles were senior researchers, translators, documentor/observers, logistics, data managers and stakeholder liasons. As the team began working together, it was detirmend that the initial assingments were not the best fit for many of the researchers. The team leader then reasigned the roles to various team members after determining who was acutally best fit for which role. One researcher preferred to be the logisitic manager with less actual interview time. This allowed the team to utilize each researcher to their maximum potential, contributing to a more efficient team dynamic.

Secure a Microsoft Excel expert

When editing the site report tool, the data entry and analysis tool need s also to be edited. The process of editing the data entry and analysis tool was very complicated. In order to edit the data entry tool, a team member with advanced Excel knowledge was required.

LEARNING POINT #3 - CONTEXTUAL ADAPTATION

The CPRA toolkit consists of the following research tools, which are used for data collection, data entry and data analysis:

- Key informant interview tool
- Direct observation tool
- Desk review tool
- Site report tool
- Urgent action tool
- Data entry and analysis tool

These are globally standardized tools, which need to be adapted to context specific circumstances. The adaptation of the research tools is a crucial, but time consuming, process. The following summarizes lessons learned in the work in Indonesia regarding the adaptation of the research tools.

Anticipate multiple levels of adaptation

One of the challenges of standardizing the CPRA was to develop a toolkit that could fit into any country specific experience with disaster. This challenge increases when socio-cultural differences are added to the different types of emergencies where the CPRA may be deployed.

The adaption of the toolkit to the Merapi emergency context was a time consuming phase in the preparation for the data collection. The first adaptations of the tool were made based on the information collected during the desk review, from the (local) government, stakeholders and other relevant organizations. The section on 'Children and armed forces and groups' was excluded from the toolkit, as it did not appear to be relevant to the context and location of this assessment. However, the questions regarding children and armed forces and groups could be relevant for future emergencies in

Indonesia. This section should be included or excluded based on its contextual relevance across different locations, contexts and emergencies.

The second phase of adapting the tool was done during the training. The participants of the training provided input and information on context specific answering categories, and the (culturally appropriate) wording of the questions. By practicing the key informant interviews and direct observations, the participants were triggered to rethink the wording and content of the questions.

As previously noted, one of the key elements of the training was the field-testing of the tool. During this field test, several key informant interviews and direct observations were conducted in Klaten, an affected area that was not in the sample frame for the current assessment. Based on an evaluation of the field test with the research team, additional changes were made in the tools. Most of these changes made were textual changes. The questions of the key informant interviews appeared to contain long and difficult sentences, and the wording of several questions was too difficult for both the researcher and the respondents to understand. The wording of many of the questions was simplified as a result.

During the first week of data collection, additional adjustments were made. The answering categories of several questions were again adjusted. In several cases, answering options were added because the respondents often responded in the category 'other'. Some answering categories were also merged. For example, a question about the location with the highest risks for children for violence initially contained the answering options of: 'on their way to school', 'on their way to the

workplace', and 'on their way to the market.' The research team merged these answering options to 'on the street' because there is usually one street in the villages and camps which leads to the school, workplace and market.

Define an appropriate recall period

When conducting a CPRA in the context of an acute emergency, the recall period would normally be defined with respect to a very specific event. The assessment would then be focused on the changes and protection issues after the onset of the emergency. The Merapi assessment was conducted eight months after the initial eruption of the Merapi volcano, and it was determined that using the time from the initial eruption as the recall period for the assessment would likely lead to biases and other inaccuracies in recall

Through discussion with key informants and field testing, a "two month" recall period was chosen as the timeframe with respect to which current protection concerns would appropriately be assessed. In Sleman district, there was an appointment of a 'guardian' of Merapi that coincided with the two-month recall period that assisted in 'anchoring' this recall period with interviewees.

Move the sensitive topics to end of key informant interview

In the current version of the key informant interview, the sequence of the sections is as follows:

- General information
- Separation from usual caregivers
- Care for separated and unaccompanied children
- Threats to children's physical safety and security
- Sexual violence

- Psychosocial wellbeing
- Support mechanisms

For the researcher to successfully discuss sensitive issues such as violence and sexual violence, the interviewer and the interviewee had to first establish a rapport, or a relationship. In the current tool, the sensitive issues are quite early in the interview discussed. It was a concern that such questions might come before trust between interviewer and interviewee had been fully established. It is therefore recommended to move the sensitive sections, namely 'Threats to children's physical safety and security' and 'sexual violence' to the end of the interview. The sequence of the sections used in the work in Indonesia was:

- General information
- Separation from usual caregivers
- Care for separated and unaccompanied children
- Psychosocial wellbeing
- Threats to children's physical safety and security
- Sexual violence
- Support mechanisms

LEARNING POINT #4 – CULTURAL TRANSLATION

The original CPRA tools are in English and needed to be translated before they could be used in the field. After editing the content of the toolkit, the next phase was translating the materials in Bahasa. The following documents had to be translated:

- The CPRA toolkit (Key informant interview tool, direct observation tool, desk review tool, site report tool, urgent action tool)
- The CPRA guidelines
- The data management excel tool

- The materials for the training: PowerPoint presentations and handouts.
- The report of the analysis and results of the CPRA

Allow time for complex translation

The translation process of the CPRA tools additional materials took a lot of time and effort. Although the translator of the Indonesian pilot received the materials four weeks before the start of the research, more time for translation was needed.

There are two reasons why the translation phase was time consuming. Firstly, several adaptations were made in toolkit, which required a realtime updating of the Bahasa version. Secondly, the wording of the Bahasa translation of the toolkit required many stages of revision, both by the researchers and the team leaders.

To minimize the time spent on translating the tool, it is recommended to ensure that the toolkit and other materials are sent to a translator as soon as possible. During an acute emergency, there will clearly be time constraints, which will diminish the time that can be spent on translation. In time pressured situations, it is recommended to use a team of translators in order for the translation completed in a timely manner.

Consider the most appropriate language for tool

A wide range of languages and dialects is spoken in Indonesia, but the national language is Bahasa Indonesia. The Merapi Volcano is in the Javanese area of Indonesia. To be able to reach as many respondents as possible, the documents and toolkit were translated in Bahasa Indonesia.

Bahasa Indonesia is considered to be a very formal language. This resulted in some respondents being uncomfortable answering, as they felt pressured to use the more formal language. Several respondents preferred to speak in Javanese (regional language). Several members of the assessment team were able to speak in Javanese and managed to translate the questions on the spot. When implementing this tool in other regions or countries, it is important to know which languages are spoken in the emergency area and to make sure at least one of the research team members speaks the local language or dialect.

Understanding the questions

One of the key lessons learned from the Indonesian work is the importance of the translator and the research team to have a deep understanding of the tool and the questions. The importance of the understanding of the CPRA tools is twofold:

- It enables the translator to translate the questions in culturally appropriate manner, instead of using a literal translation (which may be – as discovered during our work – misleading)
- It enables the researchers to interpret and ask the questions in a culturally appropriate manner.

The sentences and the wording of the current English version of the tool are rather complex. The translator and the researchers considered the translation and interpretation of the tool to be difficult. In the Indonesian work, several people who were involved in the development of the CPRA tool were present and could clarify questions from the research team. However, when there is no one with CPRA experience present, it will be harder for the translator and researchers to get questions clarified.

Every "heading" in the tool represents one crucial issue of Child Protection In Emergencies. During the field-test it was clear that a lack of sufficient understanding of the issues may have led to misleading inquiries, or failure to explore the facts stated by the key informant. In this field-test exercise during training, many times researchers reported a minimal "everything's OK" response from the informants. Good understanding of the issues is required to enable an interviewer to probe key informants in an appropriate manner.

A recommendation is thus to develop an appendix in order to clarify the meaning of the questions. It is proposed to structure this appendix per question, starting with Key Informant Interview question 1. The concept and definitions that should be captured in that question would be listed, as well as an example and a short explanation of the relevance of the question for the tool. This additional information will make the translation and interpretation of the tools more accurate, as it would enable the translator to use culturally appropriate wording. This would require a review by the team leader to ensure the concepts of the questions are captured. The use of an appendix could also provide the researchers with a deeper understanding of each question, allowing them the freedom to explain the question to an interviewee if it is not initially understood.

LESSONS LEARNED #5 - Data collection

Over the course of four weeks, the Indonesian research team visited 26 sites in the direct environment of the Merapi volcano. A total of 88 key informants were interviewed (approximately 3-4 key informants per site). Direct observation was conducted at all sites. During daily debriefings, the

collected data were compiled into site reports by the research team and team leaders.

The research team finished the data collection efficiently and thouroughly in three weeks, which was one week ahead of schedule. With the extra time, an additional step of triangulation was added. The participatory ranking method with key informants was chosen. After finishing all the key informant interviews and direct observations, the research team returned to the Sleman district a week later to conduct a PRM with members of the community.

The adult participants of the PRM were a combination of (several of) the prior interviewed key informants and persons who qualified to be key informants but were not initially interviewed. Each PRM session included 6-8 participants. In addition to adding an additional step for triangulation, the PRM with the key informants was also used as a "cross-validation" tool for the CPRA.

The following summarizes the key lessons learned in the Indonesian work regarding the data collection.

Ensure the availability of sites

The assessment was conducted in an area affected by the eruption of the Merapi volcano that had begun 8 months previously. Because of the passage of time, several sites that identified in the desk review did not exist anymore. Several camps and shelters had closed, others had opened, and people had begun to move back to their villages.

Access local networks and resources

In order for the data collection process to be smooth, the engagement of local key figures is essential. A person who knows the key stakeholders and figures from different communities, (local) government institutions and other relevant organizations can contribute to a smooth data collection process. During the Indonesian assessment, several team members functioned as 'scouts' during the data collection process. As they were well informed on different communities, they had an important role in the selection of reliable and qualified key informants and making appointments for interviews and PRMs. Although during an acute emergency, there might not be opportunity (for security and other reasons) to send scouts to the sites to set up interviews for the next day, the inclusion of key figures that can help contact (local) government bodies, organizations and communities is highly recommended.

Deploy the research team efficiently

Although the CPRA guideline recommends the assessment to be conducted in a sweeping manner, in specific situations it could be preferable to divide the team over different sites. During the Indonesian assessment, 3-4 key informants were interviewed per site. The research team included 7 members, and dividing the team in two enabled them to go to two sites in the same time. Splitting the team in two turned out to be time-saving in this specific situation.

LESSONS LEARNED #6 - Data analysis

After the data from the key informant interviews and the direct observations is collected, the team leaders compile this information in a site report in collaboration with the research team. The compiled information of these site reports is then be entered into the data entry and analysis tool.

The following summarizes of lessons learned in the Indonesian pilot regarding the data entry.

Clean the data immediately

It is recommended to start the data entry right after a site report is compiled. Collecting and entering the data simultaneously enables the researchers to clean and clarify ambiguities in the collected data. The team designated one person to enter the data, but many times, other members from the team helped out. This not only sped up the process, but also added another level of team cooperation that assisted the success of the process.

Shortcomings of the CPRA for ranking concerns

Key informants are asked to rank their answers to certain questions; these ranks cannot be entered in the data entry tool. The absence of a ranking system in the data entry tool caused a loss of collected, and potential valuable, information. It is therefore recommended for future research to adapt the data entry tool, so that the researchers is able to enter all of the ranked of answers in the tool. This would potentially make the analysis and graphs of the collected data even richer.

RECOMMENDATIONS

The following recommendations are based on the lessons learned.

1) ***Emphasize the importance of the right team leader.*** Make every effort to ensure that the Team Leader is familiar and connected with the affected region.
2) ***Emphasize that the team is compiled of researchers representing different stakeholders.*** Having multiple organizations invested in the

assessment provided a large array of resources. Each organization represented was able to assist the research in various ways.

3) ***Include a Site Report exercise in the training.*** Although the Team Leader will be compiling the site reports, it will help the entire team to have already practiced compiling a site report during training.
4) ***Re-order the sections in the Key Informant Interview to have the more sensitive subjects, such as sexual violence or child labor at the end.*** This will allow the interviewer to establish more of a relationship with the informant before addressing sensitive subjects.
5) ***Have a Microsoft Excel expert available.*** The work would have been delayed as a result of the complicated nature of editing the Excel file had the Indonesian team not had access to someone with strong Excel skills
6) ***Develop a short appendix for the Key Informant Interview tool with an explanation of the goal of each question.*** This will benefit both the translator and the researchers. The translator will be able to choose the most appropriate wordings for the questions, and the researcher will be able to probe more efficiently.
7) ***Develop CPRA functionality to enter ranked responses.*** The current model calls for the researchers to discuss which responses are the top priorities. If the interview included a more natural ranking system, with the ability to capture all of the responses, more complete data would be available.

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