

# KENYA INITIAL RAPID ASSESSMENT (KIRA) TOOL

The Kenya Initial Rapid Assessment (KIRA) is a multi-sector, multi-agency tool whose purpose is to provide a fast overview of a humanitarian situation, in order to:

- Support evidence based decision making in the early stages of a humanitarian response
- To provide an understanding of how humanitarian needs vary across different affected groups
- To identify where gaps may exist between needs and local/national capacity to respond
- To identify further detailed information needs

This package contains provide a quick and simple guide to the methodology aimed at supporting field activities, in particular primary data collection. Please note, this is only part of the overall methodology – for more details, visit <https://sites.google.com/site/kenyainitialrapidassessment/> and <http://kenya.humanitarianresponse.info/>

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## KIRA PROCEDURES

1. CONDUCT SECONDARY DATA ANALYSIS	
1.1 CARRY OUT INITIAL ASSESSMENT	1.2 USE IT TO PLAN PRIMARY DATA COLLECTION
<p>Collect and analyse existing reliable information/reports in order to develop an understanding of:</p> <p><b>Baseline:</b> What was the situation before the event</p> <p><b>Impact:</b> What is already known about the impact of the event?</p> <p>This will allow a determination as to whether primary data collection is needed/is feasible.</p>	<p>If the decision is made to collect primary data, then the initial assessment can be used to:</p> <ul style="list-style-type: none"> <li>• Identify potential sources of additional secondary data from the field (DC office, KRCS office, partners on the ground)</li> <li>• Help to select locations for primary data collection (see 2.2)</li> <li>• Identify information gaps which can be addressed in primary data collection</li> </ul>

2. MAKE AN ASSESSMENT PLAN	
2.1 WHO - Assessment team	2.2 WHERE - Locations to visit
<ul style="list-style-type: none"> <li>• <b>Multi-agency &amp; multi-sector</b> – teams should be composed of members from different agencies and sectors of specialism. This approach is designed for generalists as opposed to sector specialists. As much as possible try and include local partners from the area.</li> <li>• <b>Team leader</b> who understands the KIRA methodology</li> <li>• <b>At least 5 people including two men and two women (plus a team leader)</b> to ensure that both male and female community group discussions can be held (female assessors for female interviews/discussions, male assessors for male interviews/discussions)</li> <li>• <b>Cross cutting issues:</b> If possible, include a specialist in cross cutting thematic areas (e.g. Protection, Gender, GBV, HIV/Aids, Disability or Age), who can offer technical support in each stage of the process – assessment, analysis and report writing.</li> <li>• <b>Common language</b> All team members should be able to converse with communities in a language they can easily understand (e.g. local dialect or Kiswahili).</li> <li>• <b>Location and local context:</b> At least one member of the team should be familiar with the locations.</li> <li>• <b>Local contact person:</b> Identify someone who will contact all relevant local authorities and help to arrange field visits (e.g. preparing the community).</li> </ul> <p><b>For more on forming an assessment team:</b> <a href="http://www.acaps.org/resources/technical-briefs">http://www.acaps.org/resources/technical-briefs</a></p>	<ol style="list-style-type: none"> <li><b>1) Identify diversity factors:</b> In consultation with local partners, use the initial assessment of secondary data and to help identify the factors which are likely to affect the way in which people have been affected by the event (e.g. livelihood group, displacement status).</li> <li><b>2) List all relevant categories:</b> Within each factor, identify what the relevant categories are. (e.g. for displacement status, you might identify categories such as: displaced to a camp, hosted in community, hosting others, non-displaced)</li> <li><b>3) Select locations:</b> Once you have identified the relevant categories for context, select locations to target each of the categories identified. Give consideration to the demand of gender roles on women in identifying the suitable time for the assessment.</li> <li><b>4) Additional secondary data sources:</b> Identify other potential sources for secondary information which you could also collect in the field (e.g. DC office, CC office, local KRCS office, local NGOs, women’s groups).</li> </ol> <p><b>NOTE:</b> If there are several differently affected groups found at the same location (e.g., hosting and hosted populations live together, but will have different needs), these should be treated as separate groups with information collected separately.</p> <p><b>For more on purposive sampling and site selection:</b> <a href="http://www.acaps.org/resources/technical-briefs">http://www.acaps.org/resources/technical-briefs</a></p>

2.3 WHEN - Number of days	2.4 HOW – Logistics
<p>Calculate the time needed for the assessment. It is likely that the team will <b>need around half a day per site</b>. Within your plan, take into account:</p> <ul style="list-style-type: none"> <li>• <b>Briefing day:</b> Allow 1 day for assessment team briefing, covering initial assessment findings, methodology, tool familiarisation and planning.</li> <li>• <b>Analysis time:</b> Allow at least one day after field visits for the field team to do a first analysis of all information. The field team should ideally participate in the whole of the analysis – if time limitations prevent this, they should complete the consolidation of data by site at the very least.</li> </ul> <p><b>NOTE:</b> Observe local government/community restrictions such as curfews, meal times and prayer schedules</p>	<p>Give consideration to:</p> <ul style="list-style-type: none"> <li>• <b>Vehicles</b> (MOSS compliant, security checked, first aid kit)</li> <li>• <b>Security plan</b> (security clearance if needed, escorts)</li> <li>• <b>Communications</b> (e.g. VHF, Sat phones)</li> <li>• <b>Accommodation</b>, if required</li> <li>• Take enough <b>copies of the KIRA data collection tools</b></li> <li>• <b>Printer</b> (with drivers, paper, cartridges)</li> <li>• <b>GPS units/GPS enabled phone</b> to record site coordinates</li> <li>• <b>Camera</b> with zoom lens capacity. Agree on one official mission photographer only, " and always ask for permission before taking photos</li> <li>• <b>Contact the communities</b> you are intending to visit – if not possible, consider a pre-visit in advance of the assessment</li> </ul>

3. IN THE FIELD	
3.1. WHAT – Sampling at the site	3.2. HOW – Using the primary data collection tools
<p>At each site, you should carry out <b>at least</b> :</p> <ul style="list-style-type: none"> <li>• One female community group discussion (conducted by female interviewers)</li> <li>• One male community group discussion (conducted by male interviewers)</li> <li>• Direct observation (all assessment team members)</li> </ul> <p>Each interview/discussion should ideally take no longer than 60 mins</p> <p><b>Optional</b> additional data collection can also be carried out:</p> <ul style="list-style-type: none"> <li>• Male community key informant interview</li> <li>• Female Community key informant interview</li> <li>• Further male and female community group discussions</li> <li>• If you have specialists within your assessment team, you may choose to do additional data collection on issues such as protection and health.</li> </ul> <p><b>NOTE:</b></p> <p><b>Sex separate</b> community group discussions are always recommended, in order to ensure that women and men have the chance to express what they identify as community priorities, and to ensure a suitable environment to allow specific needs and gender sensitive issues to be raised by the community if they desire. Interviewers/note takers should always be of the same sex as the community group.</p> <p><b>Age:</b> If you have a large number of youth within your community group discussion and if you have sufficient assessment team members, you may find it useful to hold a discussion with youth separately.</p>	<p><b>DIRECT OBSERVATION MODULE:</b></p> <p>This should be used as a checklist for what to look for during direct observations. The answers will be used to triangulate against what the community highlights as issues. Observations from team members who know the community are likely to be more reliable (more able to identify what looks different from usual.)</p> <p><b>COMMUNITY MODULE</b></p> <p>The aim of the community tool is to enable a <b>facilitated conversation</b> where the community indicates what their most pressing problems are, rather than a series of questions.</p> <p><b>Setting up the discussion/interview:</b></p> <ul style="list-style-type: none"> <li>• Interviewers/note takers should be the same sex as the person/group they are interviewing.</li> <li>• There should be one interviewer asking the questions, and one note-taker recording responses</li> <li>• Always ask what language the community would prefer.</li> </ul> <p><b>Conducting the interview</b></p> <p>Be familiar with the tools and questions:</p> <ol style="list-style-type: none"> <li>1) Interviewees should be asked to always respond from the point of view of the community as a whole.</li> <li>2) Use the headings of each section to prompt discussion on the topic. It is not necessary to read it out word for word.</li> <li>3) Allow the community to respond – DO NOT read out the list of issues (this would be leading the interviewee). If prompting for more detail is necessary, ask them tell you more about the exact nature of the problem with regards to that topic.</li> <li>4) The note- taker will then tick each of the responses which they hear, classifying the response under these categories to simplify later comparison and analysis.</li> <li>5) If the response given is not in the list, the text box can be used.</li> <li>6) The discussion may jump around between topics – the assessment team should move through the tool to the relevant section when this happens – it is not necessary to follow the exact sequence of questions, so long as all of the topics are covered.</li> </ol> <p><b>For more on direct observation and key informant interviews:</b> <a href="http://www.acaps.org/resources/technical-briefs">http://www.acaps.org/resources/technical-briefs</a></p>

<b>4. IMMEDIATELY AFTER THE FIELD VISITS - ANALYSIS</b>	
<p><b>4.1 Consolidate by site</b></p> <p>Assessment teams to consolidate their recordings via consensus and populate a master document to be used in analysis.</p> <p>In cases where several community modules have been filled in for the same sex at the same site, e.g., female group discussion and female KI interview, the assessment team should consolidate all information into :</p> <ul style="list-style-type: none"> <li>- One perspective from females in the community</li> <li>- One perspective from males in the community</li> </ul> <p>Direct observations should be used to help inform this process. Use blank copies of the community modules to record the consolidated male and female opinions.</p> <p><b>SEVERAL DIFFERENT GROUPS AT ONE LOCATION?</b> If several distinct groups were interviewed at one location (e.g. hosted and hosting), treat these as different sites.</p>	<p><b>4.2 Summarise across sites</b></p> <p>Once information is consolidated by site, look across all sites for patterns in needs, particularly with regards to the <b>PRIORITIES</b> section.</p> <p>Investigation should cover:</p> <ul style="list-style-type: none"> <li>• Have different areas been affected similarly/differently?</li> <li>• Have different diversity categories been affected similarly/differently? (e.g. displaced to camps/hosted/hosting/livelihood groups)</li> <li>• Are there patterns in the vulnerable groups being identified?</li> <li>• Are there differences/similarities in the issues identified by women and by men? Think not only in terms of the main categories (e.g., Is water a priority for men and women?), but also the underlying issues (e.g. the issue for women might be security whilst fetching water, whilst for men it might be insufficient water for washing)</li> <li>• What information is available about other cross cutting issues? (e.g., age, disability, specific needs, HIV, early recovery, GBV, sexual exploitation and abuse)</li> <li>• If other geographic areas, other than the visited locations, are mentioned during the discussions, please take a note and use it during interpretation step.</li> </ul>
<p><b>4.3 Interpretation</b></p> <p>The assessment team should examine all collected information, secondary and primary, in order to carry out interpretation:</p> <ul style="list-style-type: none"> <li>• Determine overall response priorities (taking into account both needs identified by the community and capacity to respond)</li> <li>• Identify specific vulnerable groups who should be targeted for assistance</li> </ul> <p>A template report is included in the Annex 1 - this may be useful as a guideline of what should be included in the report.</p>	<p><b>4.4 Feedback &amp; key findings</b></p> <p><b>FEEDBACK TO LOCAL AUTHORITIES:</b> Once information has been analysed and interpreted, re-contact the local authorities and other key stakeholders (such as women' groups/leadership) with key findings in order both to inform, and to verify conclusions.</p> <p><b>SHARE KEY FINDINGS:</b> As soon as key findings are available, share as widely as possible. This will allow verification, and encourage further information exchange which may help to improve the final report.</p> <p><b>FEEDBACK TO COMMUNITIES:</b> If feasible, provide feedback to communities regarding the key findings and recommendations. If this cannot be done by the assessment team due to time constraints, ensure that local partners working with the communities have the information, so that they can provide feedback to communities with which they work.</p>
<b>FOR MORE TIPS ON CONDUCTING THE ANALYSIS, SEE ANNEX 2</b>	

**SECTION 1 - SITE INFORMATION**  
 Use to record information about the site where community information was gathered.  
 Fill in one copy per site visited.

**Assessment details**

Date (dd/mm/yy) :		Data collector :	
Team name /code :		Phone:	

**Location details**

County :		Village/settlement :	
District :		Place code (if known):	
Division :		Coordinates	Lat:
Rural/peri-urban/urban			Lon:
Formal/informal			

**What is the type of settlement?**

<input type="checkbox"/>	Individual homes (non-hosted)
<input type="checkbox"/>	Staying with other persons
<input type="checkbox"/>	Hosting displaced person

<input type="checkbox"/>	Planned camp or settlement
<input type="checkbox"/>	Self-settled camp or settlement
<input type="checkbox"/>	Collective centre

**What are the types of affected groups which can be found at the site?**

<input type="checkbox"/>	Displaced to camps
<input type="checkbox"/>	Displaced to public buildings
<input type="checkbox"/>	Displaced - hosted by other person

<input type="checkbox"/>	Not displaced, but hosting others
<input type="checkbox"/>	Affected, but not displaced or hosting
<input type="checkbox"/>	Other (describe):

**SECTION 2 – Community Module**

**HOW TO USE:** Use to record either Community group discussions or community key informant interview.

- AT EACH SITE, at least one male community group discussion and one female community group discussion should be undertaken. Fill in one copy for every community group discussion or community interview carried out.
- This tool is designed to support the capture of information from a FACILITATED DISCUSSION. Each numbered section represents a theme which should be covered in the discussion.
- It is not necessary to adhere strictly to the order of sections, so long as all topics are covered.
- Each section has a list of ISSUES which might be mentioned. DO NOT READ OUT - these should only be used to classify responses heard.

**SECTION INDEX:**

Page 5	Page 6	Page 7	Page 8	Page 9	Page 10
1. Displacement 2. Place to live	3. Safety/security 4. Freedom of movement 5. Care for people alone 6. Food	7. Infant feeding 8. Livelihoods 9. Non-food items	10. Water 11. Keeping clean 12. Toilets 13. Physical health	14. Health Care 15. Education 16. Information 17. Way aid is provided	18. Other problems 19. PRIORITY AREAS

**Group or key informant (Select one)**

**Gender (select one)**

**Source Details \***

<input type="checkbox"/>	Community Group Discussion
<input type="checkbox"/>	Community Key Informant

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

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\* **Source Details:** for Community Group, give number of people and approximate ages. For Key informant, give details of role.

<b>1. DISPLACEMENT</b> (e.g. Has there been any displacement since the event?)	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
	<input type="checkbox"/>	Don't know

**IF YES, record all issues mentioned – DO NOT READ OUT**

<input type="checkbox"/>	Displaced – no shelter
<input type="checkbox"/>	Displaced to camps
<input type="checkbox"/>	Displaced to public buildings
<input type="checkbox"/>	Displaced - hosted by other persons
<input type="checkbox"/>	Displaced – private dwelling (non-hosted)
<input type="checkbox"/>	Not displaced, but hosting others
<input type="checkbox"/>	Other (describe):

Is this as a result of the event ?	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
	<input type="checkbox"/>	Don't know

What would need to change in order for you to feel able to return home?

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**If there is displacement, has there been a registration process at this location?**

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

**Who is undertaking registration? (agency/organisation name)**

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**Are all equally able to get access to registration?**

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

<b>2. PLACE TO LIVE</b> (e.g. Does your community have access to adequate shelter since the event?)	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
	<input type="checkbox"/>	Don't know

**IF NO, record all issues mentioned – DO NOT READ OUT**

<input type="checkbox"/>	Shelters are too damaged
<input type="checkbox"/>	Shelters are overcrowded
<input type="checkbox"/>	Materials for repair are not available
<input type="checkbox"/>	Skills and labour for repair are not available
<input type="checkbox"/>	Land ownership issues
<input type="checkbox"/>	Shelter offers insufficient privacy (e.g., no sex separate facilities)
<input type="checkbox"/>	Shelter offers insufficient security
<input type="checkbox"/>	Other(describe):

Is this as a result of the event ?	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
	<input type="checkbox"/>	Don't know

<b>3. SAFETY/SECURITY</b> (e.g. Since the event, are there security issues in the community?)		Yes
		No
		Don't know

**IF YES, record all issues mentioned – DO NOT READ OUT**

	Armed violence
	Presence of landmines or explosive remnants of war
	Civilians disappearing
	Civilians abducted
	Civilians are arrested and imprisoned
	Gender based violence / specific threats of violence faced by women, girls and young boys
	Continuing threat from natural disasters (e.g. flooding, etc.)
	Livestock raiding
	Threats to assets
	Other (describe):

Is this as a result of the event ?		Yes
		No
		Don't know

**Additional relevant details**

<b>4. FREEDOM OF MOVEMENT</b> (e.g. Since the event, are there issues affecting people's ability to safely move from place to place?)		Yes
		No
		Don't know

**IF YES, record all issues mentioned – DO NOT READ OUT**

	Transport unavailable
	Damaged /blocked infrastructure
	Transport unaffordable
	Insecurity is preventing movement (including harassment, sexual violence, intimidation etc.)
	Curfew in place
	Other (describe):

Is this as a result of the event ?		Yes
		No
		Don't know

<b>5. CARE FOR PEOPLE ALONE</b> (e.g. Since the event, are vulnerable people living alone?)		Yes
		No
		Don't know

**If YES, what groups of people are on their own? (i.e.: unaccompanied children, widows, older persons, people with disabilities, the chronically ill, female/child headed households, survivors of violence, etc. )**

Is this as a result of the event ?		Yes
		No
		Don't know

*How are they being cared for? (by whom, where and when?)*

<b>6. FOOD</b> (e.g. Since the event, has the food situation in your community become worse?)		Yes
		No
		Don't know

**If YES, record all issues mentioned – DO NOT READ OUT**

	Not enough food available (including in markets, etc.)
	Quality of food is poor
	Cooking fuel is expensive/unavailable
	No cooking utensils
	Food is too expensive
	No access to markets
	High levels of inflation
	Food is not accessible for people living with special needs
	Other(describe):

Is this as a result of the event ?		Yes
		No
		Don't know

What are the coping strategies

**What coping strategies are being used by the community? Record all strategies mentioned – DO NOT READ OUT**

<input type="checkbox"/> Selling assets	<input type="checkbox"/> Community policing	<input type="checkbox"/> Adopting new livelihood activities
<input type="checkbox"/> Borrowing money	<input type="checkbox"/> Displacement / migration	<input type="checkbox"/> Shutting neighbourhoods/plots
<input type="checkbox"/> Changes in diet	<input type="checkbox"/> Moving livestock	<input type="checkbox"/> Commercial sex work / transactional sex
<input type="checkbox"/> Reducing food intake	<input type="checkbox"/> Destocking of livestock	<input type="checkbox"/> Change to economic roles in family
<input type="checkbox"/> Looting of food	<input type="checkbox"/> Early marriage of girls	<input type="checkbox"/> Household heads working longer hours
<input type="checkbox"/> Adults reducing food intake to feed children	<input type="checkbox"/> Other (describe):	

<b>7. INFANT FEEDING</b> (e.g. Since the event, are there issues affecting the feeding of young children?)	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
	<input type="checkbox"/> Don't know

**If yes, record all issues mentioned – DO NOT READ OUT**

<input type="checkbox"/> Mothers not able to adequately breast feed
<input type="checkbox"/> Reduced number of meals/not enough diversity in food
<input type="checkbox"/> Low quality of children's food
<input type="checkbox"/> Use of breast milk substitutes
<input type="checkbox"/> Other(describe):

Is this as a result of the event ?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
	<input type="checkbox"/> Don't know

<b>8. LIVELIHOODS</b> (e.g. Since the event, has there been an impact on income, money or resources to live?)	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
	<input type="checkbox"/> Don't know

**IF YES, record all issues mentioned – DO NOT READ OUT**

<input type="checkbox"/> There are no livelihood opportunities
<input type="checkbox"/> Livelihood assets were lost (left behind, destroyed, looted)
<input type="checkbox"/> Insecurity is preventing livelihood activities
<input type="checkbox"/> Discrimination is affecting livelihood activities (describe)
<input type="checkbox"/> Other(describe):

Is this as a result of the event ?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
	<input type="checkbox"/> Don't know

**What coping strategies are being used by the community? Record all strategies mentioned – DO NOT READ OUT**

<input type="checkbox"/> Selling assets	<input type="checkbox"/> Community policing	<input type="checkbox"/> Adopting new livelihood activities
<input type="checkbox"/> Borrowing money	<input type="checkbox"/> Displacement / migration	<input type="checkbox"/> Shutting neighbourhoods/plots
<input type="checkbox"/> Changes in diet	<input type="checkbox"/> Moving livestock	<input type="checkbox"/> Commercial sex work / transactional sex
<input type="checkbox"/> Reducing food intake	<input type="checkbox"/> Destocking of livestock	<input type="checkbox"/> Change to economic roles in family
<input type="checkbox"/> Looting of food	<input type="checkbox"/> Early marriage of girls	<input type="checkbox"/> Household heads working longer hours
<input type="checkbox"/> Adults reducing food intake to feed children	<input type="checkbox"/> Other (describe):	

**For disrupted livelihoods, could this activity be restarted with the input of essential assets or inputs?**

**Record all items mentioned – DO NOT READ OUT**

<input type="checkbox"/> Seeds	<input type="checkbox"/> Small business items	<input type="checkbox"/> Transportation
<input type="checkbox"/> Tools	<input type="checkbox"/> Small loans	<input type="checkbox"/> Improved security
<input type="checkbox"/> Livestock	<input type="checkbox"/> Cash grant	<input type="checkbox"/> Other (describe):
<input type="checkbox"/> Land	<input type="checkbox"/> Space for a small business	

<b>9. NON-FOOD ITEMS</b> (e.g. Are there essential household items needed as a result of the event?)	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
	<input type="checkbox"/> Don't know

**IF YES, what items are urgently needed? Record all items mentioned – DO NOT READ OUT**

<input type="checkbox"/> Blankets
<input type="checkbox"/> Mattresses
<input type="checkbox"/> Mosquito nets
<input type="checkbox"/> Kitchen sets/cooking utensils
<input type="checkbox"/> Firewood/fuel
<input type="checkbox"/> Clothing/shoes
<input type="checkbox"/> Other(describe):

Is this as a result of the event ?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
	<input type="checkbox"/> Don't know

<b>10. WATER</b> (e.g. Are there problems with access to water since the disaster? )	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
	<input type="checkbox"/>	Don't know

**IF YES, record all issues mentioned – DO NOT READ OUT**

<input type="checkbox"/>	No clean drinking water
<input type="checkbox"/>	No clean water for cooking
<input type="checkbox"/>	No clean water for washing
<input type="checkbox"/>	Not enough water containers (jerry cans, buckets)
<input type="checkbox"/>	Distance to water is too far
<input type="checkbox"/>	Waiting time at water point is too long
<input type="checkbox"/>	Unaffordable
<input type="checkbox"/>	Unsafe to get water
<input type="checkbox"/>	Discrimination (give details)
<input type="checkbox"/>	Other(describe):

Is this as a result of the event ?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

<b>11. KEEPING CLEAN</b> (e.g. Since the event, is it difficult for people to keep clean; for example because there is not enough soap, water or suitable place to wash?)	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
	<input type="checkbox"/>	Don't know

**IF YES, record all issues mentioned – DO NOT READ OUT**

<input type="checkbox"/>	Water is unavailable/insufficient
<input type="checkbox"/>	Soap is not available
<input type="checkbox"/>	No private places to wash
<input type="checkbox"/>	No safe places to wash
<input type="checkbox"/>	No separate toilets for men and women
<input type="checkbox"/>	Sanitary materials for women/adolescent girls is unavailable
<input type="checkbox"/>	Other (describe):

Is this as a result of the event ?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

<b>12. TOILETS</b> (e.g. Since the event where do people dispose of human waste?)	<input type="checkbox"/>	Designated location
	<input type="checkbox"/>	Open defecation
	<input type="checkbox"/>	Flying toilets

**IF latrines are used and there is a problem, record all issues mentioned – DO NOT READ OUT**

<input type="checkbox"/>	Places to defecate are not available
<input type="checkbox"/>	Not enough toilets available
<input type="checkbox"/>	Not enough separate toilets for men and women
<input type="checkbox"/>	Toilets for females are not adequately secure and do not ensure privacy
<input type="checkbox"/>	Toilets inaccessible due to insecurity
<input type="checkbox"/>	Toilets not accessible for people with specific needs
<input type="checkbox"/>	Only paid toilets are available, but are unaffordable
<input type="checkbox"/>	No safe space for men and women
<input type="checkbox"/>	Other (describe):

Is this as a result of the event ?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

<b>13. PHYSICAL HEALTH</b> (e.g. What are the main physical health concerns since the event?)
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**Main Concerns (tick all that apply)**

<input type="checkbox"/>	Communicable diseases (e.g. HIV/AIDS)
<input type="checkbox"/>	Diarrhoea /Cholera
<input type="checkbox"/>	Malaria
<input type="checkbox"/>	Acute respiratory infections
<input type="checkbox"/>	Chronic illness
<input type="checkbox"/>	Injuries
<input type="checkbox"/>	Other(describe):

Is this as a result of the event ?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know



<b>14. HEALTH CARE</b> (e.g. Since the disaster, is there access to adequate health care?)	Yes
	No
	Don't know

**IF NO, record all issues mentioned – DO NOT READ OUT**

<input type="checkbox"/>	Not enough health services available/open
<input type="checkbox"/>	Security is preventing access to health care
<input type="checkbox"/>	No medical supplies (also includes Anti-retro viral medication and condoms)
<input type="checkbox"/>	Loss of mobility aids/restorative devices (i.e. glasses, canes, wheelchairs etc.)
<input type="checkbox"/>	Lack of reproductive health care facilities
<input type="checkbox"/>	Lack of medical personnel
<input type="checkbox"/>	Lack of women doctors/health personnel to address specific issues of women and girls
<input type="checkbox"/>	Lack of transport to health clinics/distance too great
<input type="checkbox"/>	Unaffordable
<input type="checkbox"/>	Other(describe):

Is this as a result of the event ?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

<b>15. EDUCATION</b> (e.g. Have education activities been affected by the disaster event?)	Yes
	No
	Don't know

**IF YES, record all issues mentioned – DO NOT READ OUT**

<input type="checkbox"/>	Schools are closed /destroyed
<input type="checkbox"/>	Not enough teachers
<input type="checkbox"/>	Not enough female teachers to ensure appropriate access to girls
<input type="checkbox"/>	Not enough teaching materials
<input type="checkbox"/>	No gender separate WASH facilities available at the school
<input type="checkbox"/>	Schools used for other purposes (e.g. collection centres)
<input type="checkbox"/>	Unsuitable learning environment
<input type="checkbox"/>	Not safe to get to school
<input type="checkbox"/>	Students have been displaced
<input type="checkbox"/>	Teachers have been displaced
<input type="checkbox"/>	Lack of livelihoods activities have made fees unaffordable
<input type="checkbox"/>	Other(describe):

Is this as a result of the event ?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

<b>16. INFORMATION</b> (e.g. Since the event, are people able to access information on the disaster?)	Yes
	No
	Don't know

**What is the preferred method of communication for the community?**

<input type="checkbox"/>	Internet	<input type="checkbox"/>	Community leaders
<input type="checkbox"/>	Newspaper	<input type="checkbox"/>	Talking to people
<input type="checkbox"/>	Television	<input type="checkbox"/>	Signboards
<input type="checkbox"/>	Radio	<input type="checkbox"/>	Road broadcast
<input type="checkbox"/>	Mobile phone/SMS	<input type="checkbox"/>	Other (describe):

Is this as a result of the event ?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know

<b>17. THE WAY AID IS PROVIDED</b>	(e.g. Since the event, is there an issue in your community because of inadequate aid; or because people do not have fair access to the aid that is available?)	Yes
		No
		Don't know

**IF YES, record all issues mentioned – DO NOT READ OUT**

<input type="checkbox"/>	Insufficient aid
<input type="checkbox"/>	Aid does not address the actual needs
<input type="checkbox"/>	Access to aid is unequal/discriminatory
<input type="checkbox"/>	Experience of sexual exploitation and abuse in delivery of aid
<input type="checkbox"/>	Political interferences in distribution
<input type="checkbox"/>	Men are not consulted or involved in decisions about aid
<input type="checkbox"/>	Women are not consulted or involved in decisions about aid

	Aid not accessible/appropriate for people with specific needs
Other (describe):	

**18. OTHER PROBLEMS** (e.g. Since the event, are there any other urgent problems in your community which I have not yet asked you about? )

**19. PRIORITY ISSUES**  
This section is used to establish which are the issues that are most urgent for the community.

- A. Read out all the **TITLES** from previous questions where respondent/s indicated that there was a problem which was **CAUSED BY THE CURRENT EVENT** (ensures measurement of the impact of the event, and not development issues).
- B. Ask the respondent/s to select from these the 3 issues which are of greatest priority to them, and to rank them according to priority. Record them in the table below under **ISSUE**.
- C. For each of the priority issues, and ask the respondent to identify any sub-groups within the community that are particularly affected by the problem, record under **MOST AFFECTED GROUP**. **NOTE:** Try to encourage specific details which will help targeting of vulnerable people, e.g. avoid wide categories such as ‘women’ - Disaggregate further, e.g. female headed households, child headed households, lactating mothers, older persons, persons with disabilities, People Living with HIV, ethnic/religious minorities, specific livelihood groups, etc.)
- D. **COMMENTS:** Add any additional comments made by the respondent that you feel are relevant in the space provided to at the end.

RANK	ISSUE	MOST AFFECTED GROUPS Are there any group who have been particularly affected by this issue? If yes, enter details of the group	ADDITIONAL COMMENTS If more detail given on specifics of how each identified group is affected, add here.
First priority			
Second priority			
Third priority			

### SECTION 3 – Direct Observation Module

This section is a direct observation checklist.

- Each member of the assessment team should fill out one checklist
- This will be used to triangulate information provided by the community

<b>Site of Assessment :</b>		<b>Date :(MM/DD/YYYY)</b>	
<b>Assessor :</b>		<b>Time of Assessment:</b>	

<b>PROTECTION – Did you see:</b>		<b>Yes</b>	<b>No</b>	<b>Comments/observations</b>
<b>Registration</b>				
	Have you seen a registration process underway?			
	Do all (women, men, boys and girls) appear to be accessing registration?			
<b>Protection risks</b>				
	Are there protection risks observed at the site? (e.g. areas that cannot be safely accessed by women, girls , boys or men - describe in comment section)			
	Are there armed groups observed at the site?			
<b>Are there any groups absent from public places ?</b>				
	Boys (under 12 years)			
	Girls (under 12 years)			
	Male youth			
	Female youth			
	Women			
	Men			
	Older women (60 years and above)			
	Older men (60 years and above)			
	Persons with disabilities			
	Ethnic minorities			
	Religious minorities			
	Other (specify)			

<b>WASH – Did you see:</b>		<b>Yes</b>	<b>No</b>	<b>Comments/observations</b>
	Is garbage/waste seen where people are staying?			
	Are there latrines at the site?			
	Are the latrines functional? ( <i>visit the latrines to decide</i> )			
	Is there queue at the latrines?			
	Are there separate latrines for males and females?			
	Do the latrines have proper doors and locks on the inside to ensure privacy and safety of the user, especially women and girls?			
	Is there a water source in the site?			
	Is there queue at the main water point/tanker? If yes, whom do you see lining for the water- women, girls, boys or men?)			
	Do people at the site appear to have access to soap and other hygiene items?			
	Is there a suitable (e.g. private, safe) place for women to bathe?			
	Do vectors appear to be a problem at the site? (mosquitos, rats etc.)			
	Is stagnant water or blocked drainage a problem?			
	Other (specify)			

<b>FOOD – Did you see:</b>		<b>Yes</b>	<b>No</b>	<b>Comments/observations</b>
	Are markets functioning? ( <i>visit the market</i> )			
	Is there food available?			
	Other (specify)			

<b>EDUCATION – Did you see:</b>		<b>Yes</b>	<b>No</b>	<b>Comments/observations</b>
	Was a school seen?			
	If yes, were there separate toilets for boys and girls with appropriate safety and privacy measures)			
	Are school aged girls observed out of school during school hours?			
	Are school aged boys observed out of school during school hours?			
	Is there a school functioning at the site?			
	Other (specify)			

<b>HEALTH – Did you see:</b>		<b>Yes</b>	<b>No</b>	<b>Comments/observations</b>
	Do you see health centres?			
	Do you see women/girls and men/boys accessing health centres?			
	Do you see mobile medical clinics?			
	Do you see women/girls and men/boys access mobile medical clinics?			
	Do you observe women accessing maternal, antenatal and post natal services?			
	Did you observe both women and men health providers?			
	Other (specify)			

<b>LIVELIHOODS – Did you see:</b>		<b>Yes</b>	<b>No</b>	<b>Comments/observations</b>
	Do you see men working?			
	Do you see women working?			
	Other (specify)			

<b>SHELTER – Did you see:</b>		<b>Yes</b>	<b>No</b>	<b>Comments/observations</b>
	Residential buildings?			
	Makeshift shelters?			
	Tents – formally arranged?			
	Tents – informally arranged?			
	Are tents/shelters adequately spaced and promotes privacy, especially for women and girls?			
	Does the area around the shelter have clean, appropriate hygiene and sanitary conditions?			
	Other (specify)			

<b>INFRASTRUCTURE - Walk from one end of the site to the other and record any damaged infrastructure observed and in what condition – add comments where appropriate. (e.g. destroyed, damaged, functioning)</b>			
	<b>Yes</b>	<b>No</b>	<b>Comments/observations</b>
Religious buildings			
Bridges			
Roads			
Main Water Points			
Other (specify)			

<b>OTHER OBSERVATIONS</b>

## KIRA Report Template

### Key Considerations

- It is important to remember that the field assessment will not have a representative sample of the population so it is very good for telling us **HOW** people have been affected, but it will not be the basis for establishing **HOW MANY** people are affected. This information (magnitude) needs to come from other sources (especially GoK and KRCS).
- One of the things we are really interested in is how a disaster has impacted people's lives (i.e. how have things changed for them as a result of the disaster)
- An assessment provides the opportunity to give voice to the communities affected by the disaster.
- This report should include the information from the coordinated assessment (i.e. field work) a review of available secondary data, pre-crisis information (baselines) and the government figures on overall magnitude of the disaster.
- As much as possible we should be considering how we can present information in the most easy to see way possible (clear graphs and maps and tables).
- The report should ideally be no longer than 4 pages. If longer, consider producing both a detailed report and a shorter summary.
- We should consider if there are any particular photos we want that will highlight information and gives teams appropriate instructions (e.g. pictures of submerged schools, houses, water points...)

## [LOCATION]: Kenya Initial Rapid Assessment Report

[date of report]

(based on assessment carried out from [date range] and Secondary Data

### CONTEXT: Brief description of the event and the location

- **TYPE OF EVENT:** What is the event
- **BACKGROUND ON THE LOCATION:** Provide population data for the location, and any other relevant background on the area which could be relevant, e.g. ethnic mix, poverty levels,, malnutrition rates HIV rates, etc. Of particular importance are factors which could affect vulnerability. This will come from the secondary data review. **INCLUDE ALL SOURCES**
- **SCOPE/SCALE OF SITUATION:** Affected locations, approximate numbers of affected/displaced persons (this will be from secondary data sources such as government or KRCS. **INCLUDE ALL SOURCES**
- **HUMANITARIAN PROFILE:** Describe the categories of affected people, for instance in terms of displacement profile (e.g. displaced to collective centre/displaced hosted/non-displaced hosting, etc.), or potentially livelihood group.

### METHODOLOGY: Brief description of the data collection methods

- **SECONDARY DATA SOURCES** – Give an indication of some of sources of secondary data which have been used/consulted, e.g. District Commissioners office, KRCS, etc.
- **ASSESSMENT TEAM COMPOSITION** : Indicate the agencies represented in the team, and any specific expertise, e.g. sector specialists
- **SITES VISITED** – Indicate the number and location of sites visited, and which groups of affected people this covered.
- **MAP:** Showing affected locations, and sites visited as part of the assessment

### PRIORITY NEEDS: Summary of needs identified through primary data collection and triangulated/ complemented by secondary data

- **PRIORITIES BY AFFECTED GROUP:** Provide an indication, per affected group (using the criteria used for sampling).
- **PRIORITY VULNERABLE GROUPS:** Indicate any vulnerable groups identified by communities. These may be specific to an affected group, to a location, or to a sector (e.g. *'for protection issues, unaccompanied children have been identified as an especially vulnerable group'*)
- **PRIORITY LOCATIONS:** If there are some locations which have emerged as a higher priority due to greater

impacts or increased vulnerability, these should be indicated

- IMMEDIATE AND EMERGING NEEDS – if relevant, indicate both the immediate needs, as well as likely emerging needs/early recovery needs.
- CROSS CUTTING ISSUES: ensure that all cross cutting issues where information is available, have been mentioned. For instance:
  - If there are significant differences in priorities according to **gender**, indicate these.
  - Information on **HIV** is not targeted in primary data collection - though it may be highlighted by the community. However, if baselines HIV rates in the area are high and if access to health services has been impacted, it is reasonable to highlight these two facts as a basis for recommending further investigation.
  - Whilst the KIRA methodology does not allow for structured **age**-disaggregated information, it is likely that this can be inferred from the vulnerable groups identified.
  - PSEA: there is a question on issues with how aid is provided – ensure that this is reviewed and any issues highlighted
  - Disability/specific needs: not collected explicitly in primary data collection, but likely to have been identified by the communities through the identification of vulnerable groups.
  - Early recovery – should be covered under emerging needs. If there are any indications of how needs may evolve over time, ensure to mention this.

#### **RESPONSE CAPACITY: Summary of overall capacity to respond, to identify where gaps may still exist**

- LOCAL CAPACITY/COPING MECHANISM: Provide an indication of the likely capacity for local communities to be able to support the event. This will be impacted by the proportion of people affected in an area (higher percentages of affected people mean that there will be a reduced ability for people to help one another. Take into consideration the coping mechanisms identified through primary data collection, especially where coping mechanisms are negative and could lead to even more issues if alternative solutions are not found soon.
- NATIONAL RESPONSE CAPACITY: Indicate the likely national capacity to respond to the needs. This will include KRCS response, District response, national GoK response, and local organisations in the area. Consult the 3W (Who, what, where) information for the area, available through OCHA.
- INTERNATIONAL RESPONSE CAPACITY: If relevant, indicate the likely capacity which international actors may have in order to address the outstanding needs.

#### **RESPONSE PRIORITIES : What are the greatest priorities for needs which are unaddressed?**

- NEEDS VS RESPONSE = GAPS : Taking into account priority needs identified, and the capacity to respond, what are the gaps which will remain? This could be according to:
  - Location: are there areas where no-one is working ?
  - Sectors: are there gaps in specific sectors?
  - Vulnerable groups: are there vulnerable groups who have been overlooked, or who require additional priority targeting?

#### **CONSTRAINTS : Are there any considerations which might affect the ability to provide humanitarian relief?**

- SECURITY/ACCESS : Does the security situation prevent access to communities?
- LOGISTICAL CONSTRAINTS: Are there any issues affecting logistics (e.g. fuel availability, transport price increases, road damage, bridge damage).
- FUNDING GAPS: Is there insufficient funding to enable a response to the identified needs?

#### **INFORMATION GAPS: Guidance for further information gathering/assessments**

- VALIDATION/VERIFICATION REQUIREMENTS : There may be areas of inconsistency between different secondary data sources, or between secondary and primary data. These should be highlighted in the report both for transparency, and also to encourage readers of the report to provide additional information to clarify the issue
- FURTHER ASSESSMENTS : The KIRA is designed to provide a fast overview by generalists (not detailed sectoral information). However, the information gathered should provide alerts/red flags for sectors where further information is required - these should be highlighted in order to guide further detailed sectoral assessments. This will be particularly relevant for themes/sectors where specialists are required in order to gather information without doing harm, e.g. child protection, HIV.

#### **RECOMMENDATIONS:**

- STRATEGIC RECOMMENDATIONS : Based on all previous information, what are the overall recommendations. This should remain as strategic recommendations to the humanitarian responders as a whole.

#### **ANNEX**

- TIMELINE : If the situation has a complex history, it may be desirable to include a timeline of events
- MAP: A map showing the assessment locations, and other geographical information relevant to the event (e.g. administrative boundaries, roads, flooded areas, camp locations, nearby towns)
- ASSESSMENT TEAM CONTACT : Include details of how to contact the assessment team, to ensure that readers can easily contact someone if they have additional information or relevance to include.

## ANALYSIS SUPPORT GUIDE - DRAFT

**THIS SECTION IS STILL CURRENTLY UNDER DEVELOPMENT - IF YOU HAVE ANY FEEDBACK/COMMENTS, PLEASE CONTACT ONE OF THE KIRA TEAM:**

<https://sites.google.com/site/kenyainitialrapidassessment/contacts>

The following are some tips to guide you through the analysis process.

### STEP 1 – CONSOLIDATE BY SITE

Consolidate completed community modules into one male and one female perspective per site. This is not a mathematical process – instead, build consensus in the assessment team on the key issues which the community identified.

### STEP 2 – CONSOLIDATE ACROSS SITES

Next, start to look for trends across sites.

#### A Summarise

- What is the overall trend in needs? (priority sectors)
- What is the overall trend in locations? (most impacted locations)
- What is the overall trend in terms of diversity groups? (most impacted group, e.g. displaced to an informal camp, hosted?)
- What is the overall trend in terms of vulnerabilities?

#### B Compare

- Across groups
  - Do the different groups have different needs? (including differences between gender)
  - Are there different vulnerabilities identified between groups?
- Across sectors
  - Does the way in which sectors have been impacted vary according to location?
  - Are there different vulnerabilities identified within the different sectors?
- Across locations
  - Is there a variation in terms of vulnerable groups in different locations ?

You may find it useful to create an analysis table where you can bring together the information in different ways. Tables are given below as examples. Note that gender should always be kept separate so that any gender differences can be identified.

### STEP 3 – INTERPRET ALONG WITH SECONDARY DATA

Bringing in your secondary data, both your **baseline** pre-crisis data and your secondary **in-crisis** data, interpret what all of this information means – WHAT IS IMPORTANT, AND WHY?

- What are the relationships within and between sectors? (e.g. you might find that security/protection issues are impacting upon other sectors due to preventing movement)
- Inadequate coping strategies
- Pre-existing vulnerabilities (consult secondary data)

### STEP 3 – SET PRIORITIES AND RECOMMENDATIONS

Bearing in mind :

- What the community has told you....
- What you have gathered from other agency reports....
- What you already knew about the community....
- What you know from your own area of expertise....
- What you know about the response capacity....
- What you know from past similar events and their outcomes....

.....WHAT SHOULD BE DONE?

EXAMPLE ANALYSIS TABLE: SECTORS AND VULNERABLE GROUPS

MALES			FEMALES		
SECTOR	VULNERABLE GROUPS	DETAILS OF SPECIFIC ISSUES	SECTOR	VULNERABLE GROUPS	DETAILS OF SPECIFIC ISSUES
<i>(e.g., protection)</i>	<i>(e.g. Children &lt; 5)</i>	<i>(e.g. • Injury cases reported • Child separation reported • Reports of some being orphaned by the event)</i>	<i>(Sector )</i>	<i>(Vulnerable grp)</i>	<i>(Details of specific issues raised)</i>
	<i>(e.g. Older persons)</i>	<i>(e.g. • Separated from families • Isolated within homes)</i>		<i>(Vulnerable grp)</i>	<i>(Details of specific issues raised)</i>
	<i>(Vulnerable grp)</i>	<i>(Details of specific issues raised)</i>		<i>(Vulnerable grp)</i>	<i>(Details of specific issues raised)</i>
<i>(Sector )</i>					
<i>(Sector)</i>					

EXAMPLE ANALYSIS TABLE: SITE AND SECTORS

MALES			FEMALES		
LOCATION	SECTOR	DETAILS OF SPECIFIC ISSUES	LOCATION	SECTOR	DETAILS OF SPECIFIC ISSUES
Site 1	<i>(e.g.: Food)</i>	<i>(e.g. • No food in markets • Food too expensive • Dangerous to go collect firewood)</i>	Site 1	<i>(sector)</i>	<i>(Details of specific issues raised)</i>
	<i>(e.g.: Protection)</i>	<i>(e.g. • Women and girls attacked gathering firewood/water • Reported cases of GBV • Unequal access to aid)</i>		<i>(sector)</i>	<i>(Details of specific issues raised)</i>
	<i>(sector)</i>	<i>(Details of specific issues raised)</i>		<i>(sector)</i>	<i>(Details of specific issues raised)</i>
Site 2			Site 2		
Site 3, etc.			Site 3, etc.		



EXAMPLE ANALYSIS TABLE: SITES AND VULNERABLE GROUPS

MALES			FEMALES		
LOCATION N	VULNERABLE GROUPS	DETAILS OF SPECIFIC ISSUES	LOCATION	VULNERABLE GROUPS	DETAILS OF SPECIFIC ISSUES
Site 1	<i>(e.g. People living with disability)</i>	<i>(e.g. Access to health services Access to water points – too far)</i>	Site 1	<i>(vulnerable grp)</i>	<i>(Details of specific issues raised)</i>
	<i>(e.g. Children &gt;5)</i>	<i>(e.g. Respiratory &amp; skin infections due to poor hygiene facilities Trauma resulting from event No child friendly spaces)</i>		<i>(vulnerable grp)</i>	<i>(Details of specific issues raised)</i>
	<i>(vulnerable grp)</i>	<i>(Details of specific issues raised)</i>		<i>(vulnerable grp)</i>	<i>(Details of specific issues raised)</i>
Site 2			Site 2		
Site 3, etc.			Site 3, etc.		