

Safe Schools

Knowledge, Attitude
& Practice (KAP)
study guide

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Plan International Asia Region

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LIST OF ACRONYMS

DRR	Disaster Risk Reduction
FGD	Focus Group Discussion
HVCA	Hazard Vulnerability and Capacity Assessment
KAP	Knowledge, Attitude and Practices
KII	Key Informant Interview
NGO	Non-governmental Organization
SDMC	School Disaster Management Committee

FOREWORD

What is the purpose of this guide?

The aim of this guide is to present the different steps and rules for the preparation and implementation of Knowledge, Attitude and Practice (KAP) studies for Plan International's Safe School projects. This resource is not an exhaustive document on how to conduct a KAP study; rather it is a toolbox offering a practical structure and useful suggestions.

- To facilitate the implementation of KAP studies and provide a systematic basis for the collection and use of data on knowledge, attitudes and practices in

Safe School projects

- To increase awareness of the KAP study cycle
- To promote understanding of how Plan International implements KAP studies in the context of Safe School projects
- To ensure KAP studies are conducted in line with Plan International's policies and incorporate the 3 pillars of 'Comprehensive School Safety'
- To enable people and organizations to present, share, discuss, and capitalize on Plan International's KAP study Safe School projects.

Who can use this guide?

- Project managers
- Assistants
- Consultants
- Technical advisors
- Field coordinators
- MER Managers/Officers

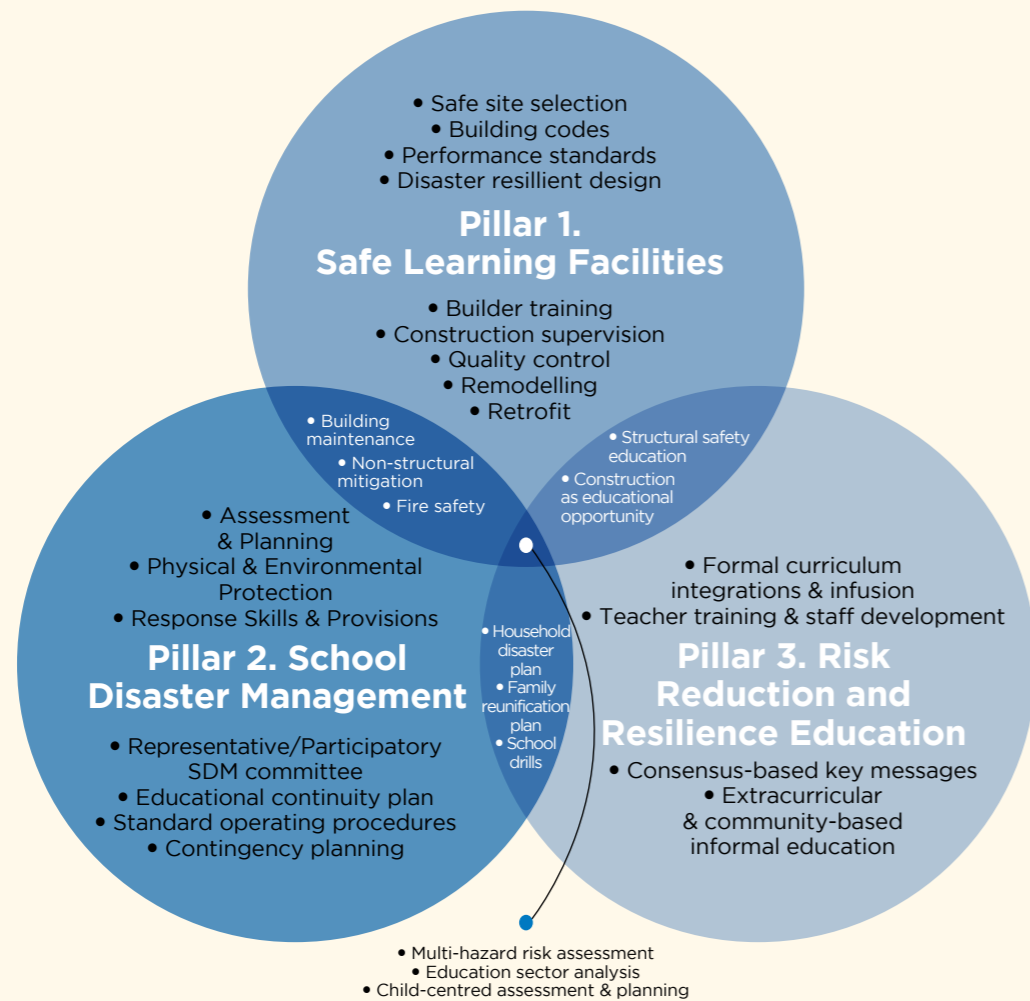
How should this guide be used?

This guide is organized in different steps, from the main conceptual considerations of the KAP study, to its use, implementation, and data analysis.

What are the limitations of this guide?

This guide refers specifically to Plan International's Safe School projects, thus it mainly targets those individuals who have already conducted activities related to school safety and possess a clear understanding of the key topics related to them. While this guide presents an overview of the main issues related to sampling, monitoring, training, data entry and data analysis, it does not provide an extremely detailed methodology to these topics and previous understanding of data collection methods is needed.

INTRODUCTION



Education Sector Policies and Plans Aligned to national, subnational and local disaster management plans

Figure 1. Safe School Pillars (Comprehensive Schools Safety Framework, June 2014)

The aim of this guide is to present the different steps and rules for the preparation and implementation of Knowledge, Attitude and Practice (KAP) studies for Plan International's Safe School projects. These steps must be implemented in order to capture representative quantitative and qualitative data, applicable to the entire population.

Plan International's Safe School Global Programme is an innovative approach to today's multi-risk environment. The approach reinforces synergies and builds local capacity across the three pillars (Figure 1), while linking to national, sub-national and local disaster management and education plans.

The overall strategic goal of Plan International's Safe School Global Programme is to showcase the three-pillared Safe School approach and standards in practice. Plan International will use their previous experience in this area to demonstrate that its rights-based approach to Safe Schools protects students, education workers and school infrastructure and that it creates a culture of disaster risk reduction (DRR) that benefits the community as a whole both today and in future generations.

This resource aims to review the conceptual framework and value of KAP studies in the context of Safe School projects and to show Plan International staff how to organize, manage and conduct these studies in the field. This guide was created with the assistance of Plan International staff working on similar projects.

Definition of Knowledge, Attitude and Practice

A KAP study is conducted on a particular population to identify the Knowledge, Attitude and Practice of a specific topic. It is important to establish a basic premise and offer a clear definition of each of these words to properly conduct this type of survey.

K: Knowledge refers to a set of understandings; the theoretical or practical understanding of a subject; and to "science." It is facts, information, and skills acquired through experience or education. It is also one's capacity for imagining, one's way of perceiving. However, knowledge of safety-related behaviour regard as beneficial, does not automatically suggest that this behaviour will be followed. In this regard, the degree of knowledge assessed by the survey helps to find niches or areas where information and education efforts remain to be exerted.

For example: "I understand the causes and effects of disasters and know about different methods to prepare for or mitigate disaster risk."

A: Attitude is a way of thinking or feeling about something. In other words, these are leanings or "tendencies to..." It is an intermediate variable between a situation and the response to that situation. Thus, it helps explain the election an individual makes of one practice among the possible practices when submitted to a stimulus. Unlike practices, attitudes are not directly observable, and thus we need to assess them.

For example: "We should all work together to become more resilient to disasters, this is why support initiatives to make our schools safer and educate our children in the subject"

P: Practices or behaviors are the actual application or use of an idea, belief, or method, as opposed to theories relating to it. They are the observable actions of an individual in response to a stimulus. For practices related to DRR in schools, one could collect information for instance, on what actions are taken before, during and after disasters.

For example: "The School Disaster Management Committee regularly conducts simulation exercises, such as evacuation drills and other awareness-raising activities."

What is the purpose of a KAP study?

Conducting a KAP study is a means to collect valuable information on the way in which interviewees experience school safety issues. More specifically, it explores their knowledge on disaster risks, disaster management and school safety and how this knowledge is translated (or not) into action.

The KAP study identifies lack of knowledge, operating procedures or cultural beliefs, thereby enhancing understanding and actions targeting DRR and school safety. It can serve to highlight factors influencing “negative” behaviors, such as the reasons behind certain practices and attitudes. It can also identify when and how information is received/disseminated and by whom. The KAP study and dissemination of its findings provide an occasion to pool different stakeholders involved in the project.

The gathered information enables these stakeholders to:

- Develop a database on safe schools knowledge levels
- Measure resulting changes
- Set priorities and work on the most prominent issues
- Identify specific groups with particular needs
- Estimate resources needed for different activities
- Highlight the scope of the problem and raise awareness.

When to conduct the KAP study?

The KAP study is useful in all phases of the project cycle (initial assessment and programming, implementation and evaluation):

- Before implementation, in order to establish a baseline. This will draw up an inventory of the existing knowledge, attitudes and practices and assist in the description of intervention needs. At this stage, a KAP study can generate valuable information for the project, by identifying socio-cultural characteristics of the target population and therefore, allowing tailoring interventions and activities to the specific context. This kind of survey collects quantitative and qualitative data from the target area to capture the level of knowledge, the prevailing attitudes and current practices. It also helps identify important education and communication activities.
- During implementation, in order to identify the progress achieved and ways forward, as well as anticipate obstacles and overcome potential challenges. At this stage, the information gathered serves as a basis for tailoring and adjusting activities. However, if the project timeframe is only 18 months or 2 years, the KAP study is not recommended during the project implementation.
- At the end of the project, to monitor significant changes in behaviors and help Plan identify the impact of the project. In fact, if there was a similar KAP survey undertaken at the initial stage (baseline), by using the same questionnaires and methodology and requisitioning in the same target population, it is possible to identify the change in knowledge, attitude and practices.

Step1 Constructing the KAP study protocol

- 1.1 Defining the KAP study objectives
- 1.2 Define the KAP study methodologies
- 1.3 Sampling
- 1.4 Constructing the data entry form
- 1.5 The study schedule

Photo: Plan International Vietnam



Step1

Constructing
the KAP study
protocol

Step2

Preparing
The Study

Step3

Conducting
The KAP survey

Step4

Data analysis
and writing of
the survey
report

Constructing the KAP study protocol



Photo: Plan International Vietnam

1.1 Defining the KAP study objectives

The main objectives of the KAP study are:

- To assess to what extent insufficient knowledge, unprepared attitude and behavior of teachers, school children and communities related to Disaster Risk Management (DRM) and Safe Schools, require active support of the project.
- To assess the current status including disaster risks and hazards in target schools that justify the need to develop or enhance coping strategies in the framework of the project.

- To understand the main impacts and challenges cause by limited access to information, facilities and service supports on effective disaster risk reduction in schools.
- To identify the critical information needed to develop effective measures to be implemented in the target schools, as well as to effectively monitor and evaluate the impact of the project.

As mentioned above, the KAP study is useful in all phases of the project cycle (initial assessment and programming, implementation and evaluation). Therefore, the project manager or research leader needs to clearly define which stage of the project that we want to conduct this study.

1.2 Define the study methodologies

The KAP study appear to be a relatively quick and simple way together the quantitative and qualitative data. They require considerable financing,

time and expertise and it is important to understand the demands and limitations of the method in order to establish that a study is the optimal use of resources.

The methodologies have been identified for the KAP study are:

Quantitative

Prioritize impartiality, accuracy, objectivity and validity of data. Describes and explains phenomena using indicators and aggregates.

Survey:

Typically use a standard questionnaire to collect quantifiable information from representative sample of participants; may be completed directly by participants or study staff through individual interviews.

Qualitative

Emphasize the value of observation and the richness of subjective interpretation. Describes and explains phenomena using detailed information from a limited number of observations or interviews.

Key informant interviews (KII):

Take place between an interviewer and one or more interviewees. The purpose of the interview is to probe the ideas of the interviewees about the phenomenon of interest.

Focus Group Discussions:

Semistructured discussion led by a skilled facilitator with 8-12 participants, which draws the interaction and information generated by a group to explore specific topics among participants.

Observation guide:

Covers a broad range of activities to capture and record data without directly querying members of the study population. Typically guided by a structured protocol and tools, data may be recorded using standard forms, notes, audio, video, photos or drawings.

1.3 Sampling

Before beginning the study, it is important to define the desired size of the sample for the study (i.e. the least number of respondents needing to be studied in order to generalize the results). Sampling is a very important step to ensure the validity of the study. Thus, once the target group is identified, a reliable and feasible sampling plan with the least possible bias should be developed.

The sample size for the study can be calculated by following manual statistical calculations, sampling protocols or by using software. As a rule, the more detailed the questions are, the larger the sample should be. Of course, logistical, geographic and budgetary constraints will also influence the decision.

This Sample Size Calculator from this website can be used to calculate the sample size. www.surveysystem.com/sscalc.htm. Before using the sample size calculator, there are some terms that you need to know.

1 The confidence interval

(also called margin of error) is the plus-or-minus figure usually reported in newspaper or television opinion poll results. For example, if you use a confidence interval of 4 and 47% percent of your sample picks an answer you can be “sure” that if you had asked the question of the entire relevant population between 43% (47-4) and 51% (47+4) would have picked that answer. For the survey, the range of confidence interval can be aimed for 5%.

Factors that affect confidence intervals:

There are three factors that determine the size of the confidence interval for a given confidence level: 1) Sample size, 2) Percentage and 3) Population size.

Sample Size

The larger your sample size, the more sure you can be ‘sure’ that the answers truly reflect the population. This indicates that for a given confidence level, the larger your sample size, the smaller your confidence interval. However, the relationship is not linear (i.e., doubling the sample size does not halve the confidence interval).

Percentage

Your accuracy also depends on the percentage of your sample that picks a particular answer. If 99% of your sample said “Yes” and 1% said “No,” the chances of error are remote, irrespective of sample size. However, if the percentages are 51% and 49% the chances of error are much greater. It is easier to be sure of extreme answers than of middle-of-the-road ones.

When determining the sample size needed for a given level of accuracy you must use the worst case percentage (50%). You should also use this percentage if you want to determine a general level of accuracy for a sample you already have. To determine the confidence interval for a specific answer your sample has given, you can use the percentage picking that answer and get a smaller interval.

Population Size

How many people are there in the group your sample represents? This may be the number of students in a school you are studying. Sometimes you may not know the exact population size. This is not a problem. The mathematics of probability proves the size of the population is irrelevant unless the size of the sample exceeds a few percent of the total population you are examining. This means that a sample of 500 people is equally useful in examining the opinions of a state of 15,000,000 as it would a city of 100,000. For this reason, The Survey System ignores the population size when it is “large” or unknown. Population size is only likely to be a factor when you work with a relatively small and known group of people (e.g., the members of an association).

2 The confidence level

tells you how sure you can be. It is expressed as a percentage and represents how often the true percentage of the population who would pick an answer lies within the confidence interval. The 95% confidence level means you can be 95% certain; the 99% confidence level means you can be 99% certain. For this KAP survey, our confidence level is 95%.

Selecting the sampling methods

Except in some specific situations (e.g., active file), it is not necessary to interview all members of a target group (it’s also rarely possible due to financial, logistical, human and time constraints). Selecting a sample of this target group allows you to interview only part of the target group. These are the people in this sample who will be interviewed and their responses will be considered as informing the study in a realistic and characteristic way. The sample is considered representative when it shares the same characteristics (age, sex, socioeconomic status etc.) as the target group that you want to study. Without representativeness, the results obtained on a sample cannot be generalized to the target group studied.

Random (or probability) sampling

To increase the chances of representativeness of the sample, **priority must be given to sampling methods that are based on the principle of random selection** (also known as probability or formal

sampling), i.e. that one considers that all persons belonging to the target group have the same chance of being in the sample and the results so obtained are conclusive and representative of the entire target population. Less prone to bias, these methods can ensure the “statistical significance” of the study and make it possible to assess the errors from the data itself, so the results of one study can be compared to another

Simple random sampling: In simple random sampling (SRS), each member of a population has an equal chance of being included within the sample. This consists in randomly drawing “n” individuals from “N” people in a list. The benefit of this technique is that it requires no additional data in the sampling frame other than the complete list of the members of the surveyed population and their contact information. In addition, because the SRS is a simple method and the theory that underpins it is well established, there are standard formulas for determining the sample size, estimates, etc., and these formulas are easy to use.

For Simple Random Sampling. The steps to follow are:

- 1 List the names or, ideally, the ID numbers of all the students in the schools where the project is operating.
- 2 Select the sample, making sure to select confidence level of 95% and interval of 5. Sample Size Calculators can be used, e.g. www.surveysystem.com/sscalc.htm
- 3 Assign numbers to the list: from 1 to whatever number is at the end
- 4 Find random numbers: This can be done in a number of ways. Computers can do it, e.g. www.openepi.com/Random/Random.htm or www.random.org/, otherwise, every fourth/fifth/sixth person could be chosen, or put numbers in a bag and pull out random ones.
- 5 Go through the list and either pick out the random numbers that have been generated by the computer, or pick out the fourth/fifth/sixth etc person. This is done until the required number of people have been selected.

If you want to adapt this strategy to ensure you have the required target groups in the sample (age, sex, ethnic group), then stratified randomization can be used. Stratified randomization is carried out by listing all participants, then dividing them into groups depending on the characteristics of interest: for example ‘Girls aged 11-15’, ‘Boys aged 11-15’, etc. Once all participants are divided into the relevant groups, a random selection is made of participants from each group. If the

groups are roughly the same size, you can choose the same number of people from each group until the total sample size is reached.

Sample size for girls aged 11-15 = (total number of people in the group ‘girls aged 11-15’ / total population size) x total sample size = (700/2000) x 320 = 112

So the sample size for the sub-group ‘girls aged 11-15’ should be 112 girls.

In the case where there is a large number of targeted schools which are scattered across a large geographical area, and the population is too large to cover with limited resources, then the study could explore the use of cluster or multi-stage sampling methods in ways where the selection of “representative schools” are chosen in a logical way and is feasible in practice.

1.4 Constructing the data entry form

The construction of the data entry form is performed by computer software chosen for data analysis. Various software are available but their use is not necessarily identical. It is recommended to use simple excel sheet as annex 8 for the data entry.

The construction of the data entry form does not have to be carried out by the person responsible for data analysis. It is not mandatory that this person be involved in the creation of the questionnaire, however, the work will be facilitated if he/she is. The data entry form should be constructed once the questionnaire has been validated. Indeed, if started too early, corrections made to the questionnaire will also need to be reproduced on the data entry form, which doubles the workload. The data entry form is readjusted after the pre-test questionnaire.

The data entry form must be clear, easy to use and faithful to the questionnaire (question placement and headings). Input controls can be created to increase data entry speed and reduce input errors: these controls can, for example, limit the choice of numbers to be entered; to program automatic skip patterns to questions, to hide certain questions depending on the answer given etc.). Always test the data entry form before entering the actual data to ensure its feasibility.

This test is performed by the person constructing the data entry form:

- 1 An initial test is done by entering the data from the pre-test questionnaire;**
- 2 A second test is done following the changes which may take place during the survey pilot test;**
- 3 A third test can be planned with people entering the data in order to monitor and verify that all input controls are correct, no matter who is using the data entry form;**
- 4 A final test should be conducted on the first collections of real data. In fact, this step completes the data entry form and provides a good correlation between the questionnaire answers given by the people and the input.**

REFER TO
ANNEX 8
FOR THE
DATA ENTRY
FORM

1.5 The study schedule

The time needed to conduct the study depends on its objectives, the target population, the geographical and logistics constraints to randomly select respondents (see [Annex 4.1 Work Plan Template](#), [Annex 4.2 Fieldwork Timeline Template](#) and [Annex 4.3 Daily Work Plan Template](#)).

Plan and map the dates and the timeline for data collection including the following in your planning:

- Calculate the total number of days required to gather data in the field:
 - Number of enumerators in your interview teams.
 - Number of interview teams that can cover different geographic areas at the same time.
 - Number of interviews that need to be completed in each geographic area (refer to sampling plan).
 - Transportation to and around interview site.
 - Average number of interviews per day that can be completed by each enumerator

accounting for how work or school schedules will affect the availability of participants, travel time, and the safety, health and well-being of enumerators.

- Interviews are tiring and one individual should not do more than 4-5 per day.
- Time allocation and scheduling of data entry and analysis.

On average and depending on the total number of schools targeted, a KAP study could take between 5 to 10 weeks for planning, data collection, data entry, data analysis and writing of the report. Below are the details schedule:

- Planning: 1 to 3 weeks
- Data collection: 1 to 2 weeks
- Data entry and data cleaning: 1 to 2 weeks
- Data analysis and reporting writing: 2 to 3 weeks



Photo: Plan International Vietnam



Photo: Plan International Vietnam

Step 2 Preparing the study

2.1 Recruiting the study team

2.2 Training the study team

2.3 Materials resources and logistic

2.4 Use of the study tools

2.4.1 Quantitative tools - Questionnaires

2.4.2 Qualitative tools - Focus group discussions, Key Informant Interview and Observation Guide

Preparing the study

Step 2

2.1 Recruiting the study team

The study team will be composed of the field coordinator who ensure the smooth conduct of the study and provide assistance to enumerators with any problem encountered, enumerator, and note takers. If the study has the field coordinator as an English speaker, the translator will be needed. This is to ensure that team members have understood the principles of study, the importance of closely following the procedure and that they have the skills necessary to optionally conduct interviews.

2.1.1 Field Coordinator

Field coordinators should ensure the validity of the process of data collection. They should check each completed questionnaire for the presence of the surveyor's name and details of the study sites and respondent's basic data. Field co-ordinators should also guarantee the accuracy of the results. They also verify that a reply has been recorded for all questions and that the enumerator has recorded no aberrant reply.

Requirements

- Experienced with conducting social research methods using both qualitative and quantitative processes
- Well-educated, disciplined and organized
- Be proficient in English and the local language
- To have interpersonal skills needed for team management and the ability to make decisions in case of unforeseen circumstances (e.g. logistical problems)
- Background in humanitarian and development programmes
- Good knowledge of the local area and key stakeholders within it
- Good understanding of DRR and education

Roles and responsibilities

1 INPUT

- **Decide with country office dates of KAP study**
 - Go to the schools before data collection to prepare them and agree dates
 - Create a work plan for the study
- **Agree the sampling design with country office**
- **Create a budget for the study**
- **Create TORs for data collectors, hire staff to conduct the study and draw up contracts**
- **Go through questionnaires for suitability**
- **Brief staff about project, project outputs and data collection process**
 - Outline their roles and responsibilities
 - Clarify data collector outputs and requirements
 - State expectations
- **Go through the KAP guide with staff**
 - Ask them to test the questionnaires on each other

2 PROCESS

- Brief schools on data collection process
- Set up FGDs and KII with stakeholders
- Select and inform community members of the survey
- Go with data collectors to the field
- Manage the data collection's time (ex: target maximum hours per tool)
- Be the overall point of contact for participants of the study and staff
- Hold a meeting at the end of the day to share experiences, collect the filled-out survey forms and make necessary adjustments to interviewing techniques as appropriate
- Manually check all completed forms
- Start cleaning the data as it is collected

3 OUTPUT

- **Familiarize one's self with functions and formulas used in the excel template for analysis**
- Supervise data entry and data cleaning

- Generate and analyze the quantitative data outputs collected from the different tools used along with the enumerators and translators
- Consolidate and analyze the qualitative data outputs collected from the different tools used alongside the enumerators and translators.

2.1.2 Enumerators

Each Safe School KAP study team will hire enumerators, who will primarily focus on the quantitative aspect of the study. The primary role of the enumerators is to ensure that questionnaires are distributed and collected to and from the target samples in each school during survey dissemination.

Requirements

- Able to answer and discuss the questions in the questionnaires if asked
- Should have a good command of English and the local language used to ensure efficient communication between project coordinators, team members and target group
- Preferably should be familiar with the local area
- Preferably has done similar activities
- Preferably a bachelor's degree graduate
- Good interviewing skills

Roles and responsibilities

1 INPUT

- Understand the project's aims and objectives
- Go through KAP guide with field coordinator and other staff
- Be familiar with the questionnaires, topics and definitions
- Be prepared to answer any questions

2 PROCESS

- **Liase with teachers to give out questionnaires to students**
- **Explain to the children how to fill in the questionnaire**
 - Answers must be circled
 - If they do not know the answer they do not need to answer
 - Provide incentives for complete questionnaires
 - Answer any questions
- **Supervise the filling in of questionnaires**
- **Hand out questionnaires to selected target groups (ex. Students, teachers, community members, SDMC members)**
 - Explain the questionnaires and how to answer them
 - Talk through any concerns
 - Answer any queries
- **Collect all questionnaires**
- **Be able to conduct FGDs and KIIs**

3 OUTPUT

- Completed questionnaires to be returned to office
- Data entry and cleaning
- Give any feedback or recommendations to the field coordinator

2.1.3 Note Taker

Requirements

- Should have a good command of English and the local language used to ensure efficient communication between project coordinator, team members and target group
- Preferably should be familiar with the local area
- Preferably has done similar activities
- Preferably a bachelor's degree graduate

Roles and responsibilities

1 INPUT

- Understand the project's aims and objectives
- Go through KAP guide with field coordinator and other staff
- Be familiar with the questionnaires, topics and definitions
- Be prepared to answer any questions

2 PROCESS

- Provide overall note-taking support to the survey team during FGDs
- Provide comprehensive and well-structured notes
- Secondary responsibility is to take a role as an enumerator and help in the distribution and collection of surveys

3 OUTPUT

- Hand in detailed notes from FGDs and KIIs
- Provide mission report after every site visit
- Enter qualitative data

2.1.4 Translator (For English speak field co-ordinator only)

Requirements

- Should be proficient in English and the local language
- Significant experience in translation work
- Have a good understanding of DRR and education
- Ability to translate large amounts quickly and accurately
- Preferably familiar with the local area
- A bachelor's degree

Roles and responsibilities
1 INPUT

- Understand the project's aims and objectives
- Go through KAP guide with field coordinator and other staff
- Be familiar with the questionnaires, topics and definitions in both languages
- Be familiar with any technical words and provide accurate definitions of these
- Be prepared to answer any questions

2 PROCESS

- Listen, understand and translate spoken or written statements from English to the locally spoken dialect and vice versa
- The translator will also accompany the enumerator and field coordinator to translate, facilitate and help mediate FGDs
- Translations should be accurate and precise
 - Questions and answers should be translated carefully to eliminate bias and interpretations
 - All answers in FGD should be translated
 - The translator should have no bias and will listen to all answers and translate

3 OUTPUT

- Translated questionnaires
- Translated FGDs and KII

2.1.5 Data entry clerks

Requirements

- Should have good computer skills
- Basic knowledge of word processing, spread sheets and databases
- Ability to work in busy environments
- Good communication skills
- Ability to work quickly and accurately and pay attention to details

Roles and Responsibilities
1 INPUT

- Familiarize one's self with the excel template and how to input data
- Understand the different tools used

2 PROCESS

- Enter the quantitative data retrieved from the questionnaires using the excel data input template

3 OUTPUT

- Once all data is retrieved, data will be sent to the field coordinator for analysis

2.2 Training the study team

Training the study team is a crucial step. This entails unpacking each of the questions and answers in the KAP questionnaire by various means such as slide shows, PowerPoint presentations, group discussions and practical workshops. The training lasts two to three days, depending on the complexity of the survey and questionnaire, and the experience level of the team recruited. It should allow survey team to master the knowledge, skills, and expertise specific to the KAP survey and generally covers:

- Approaching respondents and interviewing principles**
- Knowing how to approach people especially how to facilitate with children, introduce oneself, present the objectives of the survey and start the interview;
 - Knowing how to convey the confidentiality of the study (always trying to conduct the interview in a quiet place that ensures privacy);
 - Requiring informed consent (and respecting the free choice of individuals to accept or refuse to answer questions);
 - Knowing how to not be overwhelmed by cultural conventions regarding time and politeness (e.g.: taking tea before starting the interview) while respecting the basic customs;
 - Knowing how to conduct the interview with the greatest respect for the respondent (not to judge, to avoid reacting (positively or negatively) to the answers, or being too familiar or too formal etc.);
 - How to curb the urge to give the "right answers" to knowledge questions asked, even when respondents themselves ask for them (during the training, provide surveyors with a standard phrase that explains the refusal to answer and reiterates the objectives of the study).

- Description of the study instruments (questionnaires and other KAP support instruments), their content and their use**
- Knowing the objectives of the KAP survey and understanding the basic concept of Comprehensive School Safety Framework.
 - Becoming familiar with the contents of the questionnaire, making sure that the wordings used no longer pose any difficulties;
 - Ensuring that there is clear consensus on the written translation of the questionnaire and that surveyors can express their disagreements during training rather than risk taking their own initiative to change the translation during the survey
 - Understanding that in the field any changes in question order or in the contents of the statements, no matter how slight, can have a significant influence on the responses;

Sample schedule for the survey team:

Day 1	
08:30 - 09:00	Introduction
09:00 - 10:00	Refresher on Comprehensive School Safety Framework
10:00 - 10:30	Understanding the study areas (break in between)
10:30 - 12:00	Orientation on KAP study Guide
13:30 - 14:30	Understanding the Methodology (Quantitative) Orientation on KAP study Guide
14:30 - 17:00	Understanding the Methodology Qualitative) Testing the survey-quantitative questionnaires 1. Role playing for enumerators 2. How long does one survey take to fill up? (Break in between)
Day 2	
09:00 - 12:00	1. Testing the FGD a. Role playing (translator, note-taking) b. How long does it take for one FGD?
13:30 - 17:00	2. Testing the Interviews c. Role playing d. How long does it take for one KII? 3. Recap of the survey tests, FGDs and interviews (open to attendees) a. What is needed? b. What is missing? c. Feasibility of approach? 4. Agreeing on SOP to be followed when conducting surveys in the different target areas: a. Enumerators: distributing surveys, answering questions, data control and entry b. SOP for note-takers c. SOP for translators d. Checklists of survey materials e. Strategy for communication f. Contingency plans g. External risks

2.3 Materials resources and logistic

Key points to consider before conducting the KAP study:

- Each country office will need to consider the exact number of interviewers, the weather conditions and the length of the interviews when calculating the number of days and period of the year for the data collection.
- It is also vital to have all the tools translated into the local language, and appropriate terminology is used, to ensure that the original meaning of the question is not lost. The translation should be kept simple and within the reach of people with low educational levels.
- Allow sufficient time during trainings for interviewers/enumerators to practice using the KAP questionnaires.
- Ensure that all supervisors have a common understanding of their role and responsibility in quality control.
- Agree on a standard procedure to be followed in the different target areas, while leaving sufficient space for the flexible integration of context-specific factors to be taken into account.

Material resources will be needed for:

- Translated and printed tools according to the number of respondents required
- Support materials for conducting the study in the field
 - Key Informant Interviews (KII)
 - Notebook
 - Pen for note taker
 - Focus Group Discussions (FGD)
 - Notebook
 - Pen for note takers
 - Markers for the participants
 - Manila paper/large paper
 - Tape
 - Quantitative tools
 - Pens for the respondents
 - Accommodation and meals for the study team
 - Budget for car rental
 - Communication equipment (phones, radios, etc.)

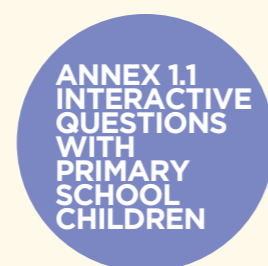
A more thorough needs with regards to the material resources should be discussed during the development of the methodology and during the orientation of the tools.

2.4 Use of the study tools

Please refer to the annexes for the study tools. Each country can modify the tools based on country context.

2.4.1 Quantitative tools-questionnaires

A. Primary School Children



This tool is fit for students from Grade 3, 4, 5 and 6

Notes for the enumerator:

- There should be a maximum of 15 children per enumerator, therefore if class sizes are big, split children into smaller groups
- There must be an even amount of male and female students in each classroom, while referring to the target number of required respondents selected through the random selection. Have them sit in a circle
- Ask questions clearly and loudly and be ready to repeat as many times as necessary
- Discussions with primary school children should be as fun as possible
- Children of this age have a lot to say but it can be difficult to keep them focused, especially for long periods of time
- They should have plenty of exercises, games and techniques ready for any tricky situations
- It is the responsibility of the enumerators to determine the mood and dynamic of the group: when they are enjoying themselves, when they are copying each other, when they are talkative and when they are restless or bored

- When the mood or dynamic changes, the enumerator should decide the best course of action by using one of the following potential exercises or techniques

Before the discussion the enumerators should:

- Familiarize themselves with the questions
- Be prepared to answer any type of question
- Explain to the children why they are partaking in the discussion
- State that it is not a test and they do not need to worry if they do not know the answer
- Encourage children to answer the questions truthfully and not to copy their friends
- Play a game or do an exercise before the discussion, or at any point during

Exercises: Warm-up games:

TWO TRUTHS, ONE LIE

- Have the children think of 2 truths and 1 lie
- These can be as elaborate as they like
- In turn, children will share their three statements
- The other children should ask questions to try to determine which is the lie
- Children guess which is the lie and then the next child starts

WORD ASSOCIATION

- Have the children sit in a circle
- The enumerator should join in too
- Enumerator will say a word (e.g. disaster, hazard, flood, earthquake etc.)
- The next child should think of a word related to this (e.g. bad, scary, water, shaking etc.)
- If the word the child said is not related they are 'out'

STORY TELLING

- Have the children sit in a circle
- The enumerator should join in too
- The enumerator will say a word (e.g. disaster, hazard, flood, earthquake etc.)
- The next child will say one word
- The idea is each word will contribute to a story
- E.g. Floods are extremely dangerous events (with each child having said one word)
- The more elaborate the words/story the better

DUCK, DUCK, GOOSE (GOOD IF THE CHILDREN HAVE TOO MUCH ENERGY)

- Have the children sit in a circle
- Nominate a child to be the leader

- This child will go around the circle saying duck to each person
- When the child decides to say goose, the child sitting must stand up and chase the other child around the circle
- Whoever does not get back and sit in the space in the circle is now the leader

Make sure there is plenty of space for this game

Make sure everyone is able to play the game

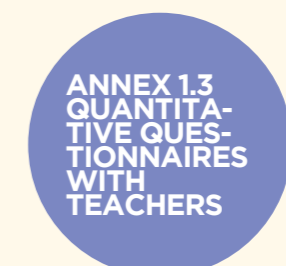


When engaging with school children the interviewers and facilitators should:

- Make sure to have both the children's and parental consent for collecting data
- Avoid dominant posture and speech or any other gestures or actions that may intimidate the children at all times
- Take time to introduce themselves and explain to the children the questionnaire purpose in a child-friendly way
- Interview children one by one
- Ensure each questionnaire has their name, school, address, age, grade, sex completed

Enumerators should not say anything that will affect the impact of the questionnaires, such as:

- Defining any key terms such as disaster risk reduction, safe schools, etc.
- Lead them into particular answers
- Pressure any child to complete the questionnaire



- School Teachers

When engaging with teachers the enumerators should:

- Interview teachers one by one
- Ensure each questionnaire has their name, school name, age, grade taught, sex
- Provide help if they need it

Enumerators should not say anything that will affect the impact of the questionnaires, such as:

- Defining any key terms such as disaster risk reduction, safe schools, etc.
- Lead them into particular answers
- Pressure anyone to complete the questionnaire

2.4.2 Qualitative tools- Focus group discussions, Key Informant Interview and Observation Guide

Participants selected for key informant interviews (KIIs) as well as participants for focus group discussions (FGDs) should be identified and notified of interviews not earlier than 3 weeks and not later than 1 week before the envisioned date. A date that fits both the time-frame for the exercise as well as the participants' personal schedule should be agreed on between the research team and the relevant individuals needed for in-depth interviews.

For participants of FGDs it is usually not necessary to contact each participant individually, but to identify a relevant key contact person, usually a group leader or someone with an executive function, in order to make sure the required number of participants are informed on time and available and willing to contribute to the FGD.

When contacting desired participants, always make sure that they are interested in taking part in the activity in order to make best use of your as well as the participants time. During the planning of the FGD with the School Disaster Management Committee (SDMC) it is preferable to separate the children/youths and adult members, and should also ensure a gender balance and including key positions and responsibilities in the discussion.

A. Key Informant Interview (KII)

- School headmasters/principals
- Local disaster management office/agency (focal point on safe schools initiatives at the provincial/district-level)
- Local education office (focal points on safe schools initiatives at the provincial/district-level)

What is a KII?

- A formal discussion between the interviewer and the person specifically chosen for the interview aims at gathering diverse points of view.
- The interview will serve to gather mental representations, confirm or invalidate hypotheses

and enrich the findings gathered through other data collection methods.

- In-depth interviews are complementary to the quantitative survey and serve to explain why a desired change or benefit has occurred or has not occurred.
- The qualitative nature of the interview data may explain, confirm or challenge trends observed in the survey.

Logistics

Ensure all participants are aware of:

- The current time
- The location of interview
- The background of why we are conducting the tools
- The expected duration of the KII
- Potential Barriers

Aim to reduce any barriers that may prevent participants from attending:

- Evening or weekend groups
- An easily accessible location
- Interpreters
- Provide snacks and water



Important:

If possible, avoid locations affiliated with official institutions (including school buildings). For example, the weight of official roles and hierarchies or the existence of safe school initiative posters in the room can make the participants feel like they have to give the "right" answer, the one the participants think the research team wants to hear.

Conducting the KII

1. Prior to the discussion, introduce yourself as facilitator and introduce whoever is recording.
2. Remember to ask for permission to record. If denied, take notes.
3. Record all the required information before starting the interview (in the same audio file that you use for recording the interview)

Explain that:

- The KII is likely to last up to 60 to 90 minutes
- Why the KII is taking place
- Thank the participant for their involvement
- No view or opinion is incorrect, just different

Some tips for moderators/enumerators:

- Remain neutral
- Paraphrase long, complex answers to clarify and show active listening.
- Use prompting for more information (ex. can

you give an example? Can you explain that a bit more?)

Analyzing the Data

- Encode the KIIs, keeping only the vital words and eliminating any non-essential words.
- Have a separate line for each question.
- Enter each question and answer into word document.
- The results will be triangulated from the results of the FGD and the quantitative data

B. Focus Group Discussions (FGDs)

- Local CSO/NGO representatives (working complementary or in synergy with the safe school initiative)
- SDMC Children and Youth
- SDMC Adults
- School Teachers

What is a FGD?

- A focus group discussion is a small group of not more than twelve people led through an open discussion by a moderator. The group needs to be sufficiently large to produce effective discussions but not so big that people are excluded and not everyone's opinions are expressed.
- Focus group discussions are complementary to the quantitative data collection and have a broader set of open questions, leaving room for the different target groups to both expand on different questions addressed or not addressed in the survey and share their opinion with regards to the safe school initiative.
- The primary goal of the FGD is to gather the different perspectives and viewpoints of the participants on the different topics/issues of interest. Hence, efforts should focus on encouraging discussion encouraged at all times.
- Focus groups require a moderator who will ask the questions and create an open and friendly environment.
- The moderator should ensure ideas and opinions from as many different people are represented.
- FGDs tend to last anywhere between 60 - 120 minutes.
- Questions should be pre-determined, but the participants should not be aware of questions beforehand. The questions should be sufficiently flexible to effectively ensure an open discussion that is not constantly interrupted by questions.
- However, the discussion should have a structure and the moderator should ensure all questions are covered and discussions to do not get carried away.

Participant Considerations

- **Gender** – Men and women should be well represented per group, if not, request for female members to take part of the focus group discussions
- **Age** – It would be best to get the views from both the elders and the younger generation.
- **Influence** – Elders would naturally be community leaders, and would likely to take charge of discussions. Maintain eye contact and observe the room on who are more active and less active, and engage those who are less active during discussions.

Participant Selection

Focus group participants can be recruited in any one of a number of ways. Some of the most popular include:

- **Nomination** – Key individuals nominate people they think would make good participants. They have a good understanding of the topic, are highly regarded or are available.
- **Random selection** – If participants come from a defined group, names can be randomly drawn until the desired number of participants is achieved.

If the group is a sufficient size for a FGD, the entire group can be selected for the FGD.

Logistics

Ensure all participants are aware of:

- The expected duration of the FGD
- The background of why we are conducting the tools

Potential Barriers

Aim to reduce any barriers that may prevent participants from attending:

- Evening or weekend groups
- Difficult to access location
- Closed to other community members, targeted individuals should only be in attendance to prevent biasness
- Interpreters
- Provide food and beverages



Important:

If possible, avoid locations affiliated with official institutions (including school buildings). For example, the weight of official roles and hierarchies or the existence of safe school initiative posters in the room can make the participants feel like they have to give the "right" answer, the one the participants think the research team wantsto hear.

Roles

Moderator/Enumerator:

- Can listen attentively
- Can listen to many people's opinions at once
- Has knowledge of the topic
- Able to answer questions from participants
- Can manage challenging group dynamics

Note-taker:

- Records FGD
- Takes notes of all participants views

Conducting the FGD

Prior to the discussion, introduce yourself as facilitator and introduce whoever is recording. Remember asking for permission to record. If denied, take notes.

Record all the required information before starting the interview (in the same audio file that you use for recording the interview)

Explain that:

- The FGD is likely to last up to 60 to 90 minutes
- Why the FGD is taking place
- Thank everyone for their involvement
- No view or opinion is incorrect, just different
- No answer will directly be attributed to a single person

Have an icebreaker before the discussion by asking everyone to state their name, role and an interesting fact about themselves that no one would know or expect.

Some tips for moderators/enumerators:

- Remain neutral
- Paraphrase long, complex answers to clarify for the group and shows active listening.
- Use prompting for more information e.g. can you give an example? Can you explain that a bit more?
- Try to involve everyone in the group by asking questions to everyone
- If one person is dominating ask questions such as, what does everyone else think? Do you agree? Any other comments?
- Thank all participants again for their time and patience.

C. Observation guide

Observations are a qualitative method of collecting data such as places, buildings, gestures, behaviors and interactions. This method is based on a close monitoring of facts and practices of the groups observed, without attempting to provoke any change.

Observation is a method that entails a flexible design and in this case includes the verification of various facility features and installations. While the observation process goes hand in hand with informal interviews, field notes will be taken based on a structured observation guide and added to the broader set of data collection. Observations will also help to identify specific attention points and foreseeable challenges in project implementation.

The observation table included in the guide is easy to use, as it will tell the observer what to observe. It is therefore a directed observation. Observations should always be accompanied by photographs, if appropriate.

In this case, the observation table focuses mainly on school infrastructure and aims to observe the different aspects of safe learning facilities. All observations should be conducted by the researchers visiting the different schools during the quantitative and qualitative data collection phase.



Important:

Only note down in the observation guide what you can see yourself. Do not rely on secondary information.

Step 3 Conducting the KAP study

Photo: Plan International Vietnam



- 3.1 Going into the field
- 3.2 Ensuring the quality of data collected in the field

Step 3

Conducting the KAP study

3.1. Going into the field

Plan the fieldwork in collaboration with logistics and administrative staff so that it runs as smoothly as possible. If you can obtain a map with sufficient detail, it is recommended to use this to map sites and survey team assignments as you put together a detailed schedule.

Use the checklist below before sending study teams into the field:

- Have you piloted and tested the survey under real conditions?
- Have you determined the structure for each team taking skills and gender into consideration?
- Have you agreed on the hours and days allotted for survey implementation?
- Have adequate supplies and questionnaires been distributed to supervisors and enumerators?
- Does each team have a copy of the protocol or field guidance for reference?
- Have you planned any overnight stays?
- Do you have a plan for transporting completed questionnaires back to where data is being entered if survey teams will not be returning every night?
- Has time been allocated for a daily debriefing within survey teams?

3.2. Ensuring the quality of data collected in the field

Putting in place measures for data quality control is critical at all stages of a study but particularly during fieldwork as it is hardest to go back and correct data quality problems that arise during collection once fieldwork is concluded. Field supervisors are primarily responsible for ensuring the quality of data collected by enumerators in their teams. There are several ways that data quality control can be systematized within study procedure. Some recommendations are provided in the diagram below. Before deployment to the field, supervisors should develop and agree upon a clear strategy for supporting enumerators, troubleshooting problems that arise in the field, and assessing and maintaining the quality of data as it is collected. It is often helpful to create tools for supervisors to aid in the management of fieldwork which includes checklists for transportation (car, driver, petrol), provisions (water, first aid kits, maps), and study materials (questionnaires, clipboards, pens and pencils).



Photo: Plan International Vietnam

<p>During data collection</p>	<p>Supervisors should periodically observe interviews by each team member and provide feedback on interviewing technique. Before observing an interview, the supervisor should ask the permission of the respondent and ensure that their presence does not cause any discomfort or otherwise affect respondent's answers.</p>
<p>At the end of each day and before leaving each schools where the survey is being conducted</p>	<p>Study teams should meet to share experiences and submit completed questionnaires to supervisors; it may be useful to develop a tool to help systematize daily debriefs and document issues as they arrive.</p>

SEE ANNEX 5.4 ENUMERATOR TRACKING SHEET

The enumerator tracking sheet assists the enumerators into identifying how many of the quantitative tools have been completed daily, including the total number of respondents for the quantitative data collection.

SEE ANNEX 5.3 DAILY WORK PLAN TEMPLATE

Daily work plan templates are for the team to understand the key tasks that each personnel is required to complete within the day, in view of the total work plan template. Each day could be similar to others, and in other cases, very different (e.g. morning classes vs. afternoon classes). This daily work plan template enables the field co-ordinators and enumerators to keep track of their daily schedules, as in most cases, activities will be done simultaneously during the data collection phase.

TOOLS FOUND UNDER ANNEX 5.5

SEE ANNEX 5.5 FIELD CO-ORDINATOR'S TRACKING SHEET

The field coordinator tracking sheet assists the field coordinators to help maintain a high-quality data collection. Similar to the enumerators tracking sheet, the field coordinator will need to list down the total number of male and female respondents for each of the annexes used, the names of FGD participants and the total list of interviewees under the KII.

Annex 5.5.1 Quantitative Data Respondents Tracking Sheet

- Tracks the total number of quantitative tools used and the total number of respondents

Annex 5.5.2 Focus Group Discussions Participants List

- Tracks which of the FGD tools were used including the master-list of FGD participants per FGD tool used

Annex 5.5.3 Key Informant Interviews - List of Interviewees

Used as the master-list of interviewed individuals.



Photo: Plan International Vietnam



Photo: Plan International Vietnam

Step4 **Data analysis and writting of the study report**

- 4.1 Data analysis
and cleaning**
- 4.2 Writing the
study report**

Step 4

Data analysis and writing of the study report

4.1 Data analysis and cleaning

4.1.1 Data entry

The field team is responsible for organizing the data entry from the KAP questionnaires and guides. The data entry process can be long and tedious and requires strict discipline, patience and organizational skills. Preferably, there should be one or two persons assigned exclusively to this task. At this stage, it is important to spare time for training and going over each question and answer choices.

Ideally, the person(s) in charge of **data entry could start the process simultaneously to the work of field data collection.** This will help identifying errors or annotation problems that could be immediately transmitted to the teams. **Please use the data input template for quantitative questionnaires as ANNEX 8 and data consolidated table at school level for FGDs and KII with schools principles and SDMCs as ANNEX 9.**

4.1.2 Data cleaning process

Catching and collecting errors before data are analyzed is called 'cleaning' the data. Manual checks can catch incorrect skip patterns, illegible responses on questionnaires, wrong codes and missing data. Each questionnaire should be checked as the data is entered and errors should be recorded and wherever possible followed up. A survey manager or supervisor should conduct periodic spot checks with each data entry clerk – comparing the data entered to the actual responses on a questionnaire form – to ensure appropriate care is being taken.

Once all the data has been entered and a database created, take the following steps to clean the data:

1. Run counts (sums of the number of responses) and frequencies (sums for each possible response category under each question) for each question and evaluate where missing responses occur. Follow-up on unexpected data such as extreme answers, a very low response rate (% of respondents answering a given question), or an unusually high number of 'don't knows' or missing data.

2. Run simple analyses to check for conflicting or inconsistent responses. For example, if a study respondent indicates they are female but the questionnaire includes responses to items intended only for male participants there is clearly an error. In this case, you might quickly identify conflicts by running a frequency on the question for sex and comparing the number of females to a response count on any question intended for male participants. This series of simple analyses to check and clean data should be systematic and detailed in the overall data analysis plan.

4.1.3 Data analysis

Once data collection and entry is complete, it is common practice to hand over datasets to the survey consultant or statistician for analysis and then sit back and wait for the final report to arrive. The data analysis depends on the objectives initially set up for the KAP study and the analysis plan. The person(s) in charge of preparing the sample (e.g. consultant) may also be asked to assist in this process. The data analysis should also describe more accurately the sample and the variables (characteristics) present in the sample. It should clearly describe the profiles of people participating in the study, KIIs and FGDs (e.g. age, sex) making possible to identify shared or divergent traits.

There are also many different ways to do the data analysis, it depends on who will be doing the analysis and the person's knowledge of using excel or SPSS (statistical analysis software) to have a more in-depth analysis. Analysis could also be done by tallying through excel, ex. counting the numbers of respondent to answer x. If the person in charge of the study has background on social research methods, it is likely that the person will have their own methodology on translating the data and might be more familiar in using other statistical software.

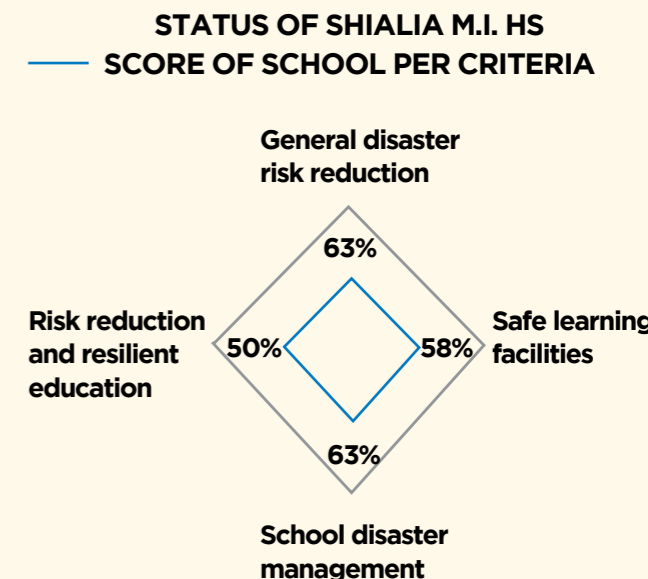
The process of data analysis presents a valuable opportunity to re-engage with programme staff and stakeholders – including children and beneficiaries – build analytical capacity and solicit their insight for the interpretation and application of findings. Validation meetings should be recommended to ensure the engagement with key stakeholder groups at different levels including children, teachers, school principles and implementing partners to present major findings and solicit their feedback, interpretation and recommendations and encourage on-going dialogue about findings.

Validation will not only inform the final interpretation and application of findings but can provide an effective platform for social mobilization (at the school level) or advocacy (at regional or national levels). Validation meetings may be facilitated by staff members who have participated in the analysis.

Based on the experiences of conducting KAP survey in Philippines and Bangladesh, it is recommended to analysis the data per school which using the score card rating system which shows in the table below. Please find annex 9 for quantitative and qualitative score card from Philippines and Bangladesh as an example.

STATUS OF SHIALIA M.I. HS				
0 = Extremely low	1 = Low	2 = Moderate	3 = Good	4 = Excellent
0-20%	20-40%	40-60%	60-80%	80-100%
		58		

STATUS OF SHIALIA M.I. HS PER CRITERIA	
GENERAL DISASTER RISK REDUCTION	63%
SAFE LEARNING FACILITIES	58%
SCHOOL DISASTER MANAGEMENT	63%
RISK REDUCTION AND RESILIENT EDUCATION	50%
TOTAL SCORE OF SCHOOL	58%



4.2 Writing the study report

The field coordinator is responsible for writing the study report. In some cases, you can hire a consultant who is not a field coordinator to write a report. Therefore, it is important that the survey report be written in consultation with the field team. Indeed, it is the complementarity of the two sections that will make the recommendations and conclusions relevant to the topic addressed. The survey report aims to highlight the key information collected by KAP questionnaires in the field and must also return all the points developed in data analysis. His presentation follows the following framework:

1. Executive Summary with maximum 4 pages

2. Introduction (background to the study, brief description of activities if necessary, existing literature on the subject etc.)

3. Objectives of the KAP study and relevance for the programme (summary).

4. Survey Design and Methodology:

To take all steps in the preparation of the study (location and time of study and sampling methods, questionnaire content and training of study team; limitations, problems encountered and possible bias, etc.). All these factors combine to enable the reader to judge the soundness of the survey (reliability and validity of results, scientific rigour). They also allow the reproducibility of similar study by other organizations.

5. Main Sections, including Data Collected and Analysed, Baseline Survey Findings, Indicator Outlines, Means and Methods of Verification

This part makes it possible to present the hypotheses to which the results refer, possibly illustrating them with explanatory diagrams. In presenting these results it is important to bear in mind the limitations of the study (choice of the population, methodology, choice of questions, problems related to translation and back-translation etc.) in order to support the remarks made at the conclusion of the study. **This interpretation of the results must always be done in a contextualised manner, i.e. with regard to the situation in the field.** If it is the consultant who is responsible for writing the study report, he/she must have an extremely good knowledge of the local level and field staff must in any event be involved in all phases of the analysis, otherwise the explanations and the resulting recommendations may not be realistic or relevant to the field mission. The KAP results can also be compared

to other more general issues such as population surveys, national and international statistics and other relevant publications.

6. Conclusions and Recommendations

In this last part, the report finally presents the most significant and important information possible from the data analysis, which can be used to confirm or to direct the activities of the field programme. Ideally, this information should be verified and deepened by using qualitative methods (focus group interviews, observation etc.) to better define on what knowledge, attitudes and practices the mission should focus more attention or implement activities. These recommendations point the way forward so the information gathering of the KAP of a population can have an impact on how to advance the mission and improve future interventions.

7. Challenges and Lessons Learned

8. Annexes, including Data Collection Tools, Interviewees and Field Visit Lists and Key Documents Consulted and Reviewed

9. Additionally, including signed Consent Forms from students/school children and youth for providing information and allowing consultant to take their photos

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Photo: Plan International Vietnam

Annex 1.1

Interactive questions with primary school children (grade 3, 4, 5 and 6)

Location Information			
1 Name of the school:			
2 Name of village, district and province			
3 Date:			
4 Name of Enumerators:			
5 Number of children	Total:	Boy:	Girl:

— Instructions:

- The session with primary school children should be as interactive as possible
- The enumerators should know the subject very well to be able to provide different examples to explain the question.
- The children has to understand the questions, if they do not understand the enumerator has to ensure by using examples or rephrase the question until the children understands –otherwise the results will be skewed. The same goes for the answers –the children must understand the answers –especially when there are multiple-answers. Ask the children when they have selected their answer why they chosen that answer. If the children have not understood the question, the answer or the activity it should be re-done again but using another example that they can relate to first to clarify the point of the activity.
- The enumerators should have some games and techniques on how to for instance make shy children participate and to ensure both girls and boys are comfortable with participating and given room to ask questions etc.
- Encourage children to answer the questions based upon their experiences and knowledge and that they should not copy their friends as they have other experiences. It is important that the children understand that there is no right or wrong answer as we are there to learn from them.

- Keep a constant eye on the energy level, if the children are getting tired then play a game or be more animated in the movements when explaining a question or answer (as it creates laughter's and helps the children to remember the answers to a question).
- Enumerator must have strong experiences of working with young children and understand how to simplify
- Enumerator should make sure the children understand different terms and concepts. Using examples, pictures, games, simulations, where applicable, can be very useful.
- Here we should make sure that the enumerator communicate to the participants regarding their rights in participating in our research activities according to research ethics guidelines, for example (where applicable), those relevant to their rights to withdraw their participation, disclosure of their identities, interviewed information, and pictures, the agreement on voice recording, VDO filming, and photography, and etc. These should be communicated to the participants at the start of any research activity.

Kindly consider putting this in the instruction sections of all questionnaires and lists of guiding questions for questionnaire surveys, key informant interviews and focus group discussions.

Research ethics tracking sheet should also be developed to record the consent of the interviewees.

1. What disasters have you experienced in school? (K)

- Flood
- Typhoon/Cyclones
- Landslide
- Earthquake
- Drought
- Traffic accident
- Others (please specific):.....
- No disasters/risks
- I don't know
- No response

— Method:

Stickers on posters

— Instructions:

- Put the pre-made posters (A3 size) of various types of disasters (that can occur in the area) up in a row on a wall.
- Mark each picture/drawing with a letter at the top starting with A, B, C and so on. This is crucial for gathering the data as the data sheet will demand you to record answers for 1A, 1B etc. The name of the disaster should clearly be written in the local language on the poster to avoid wrong interpretations.
- Give each child a number written on a pre-made card (can be re-used) or post-it note. It is important to give one color to girls and one color to boys to get the sexdisaggregated data when collecting the answers. Tell the child not to lose the number and that it should remain with the child all of the day. It is a good idea to ask the child to put it somewhere where it is visible, on their shirt for instance or arm. This will help the enumerators to keep track and eliminate that a child answers two times to one question as they are providing their answers through using their number on the stickers.
- The enumerators then hands out pre-made cards/post-it/sticker with numbers on each sticker –OBSERVE that these must be removable from one image to the other. The amount of stickers should be the same as the number of disaster posters on the wall. Ex. there are 5 posters of disasters and child who has number 10 should have 5 stickers with number 10 written on each sticker. Double check that all children have received a number and stickers and that it is the same number on the stickers as the number that they have been assigned.
- Start by asking the children to look at the posters and if they understand what they are.
- Then explain that there are X number of posters and that number correspond to the amount of

stickers that they have in their hands (ex. 7 posters then they have 7 stickers each marked with their number on it).

- Ask the question and explain that the stickers is the way that they will respond. If they have experienced for instance A: Flood and D: Fire then they should put one sticker each on these posters.
- Explain that the children can put one sticker on more than one poster (but only one per poster) depending on their experiences.
- Ask 5 children to come up to the wall and ask them again if they have understood what they are supposed to do. Explain again that if they are unsure: Put one 1 sticker per poster that they have experienced. If they have only experienced one disaster that is then the right answers. If they have experienced all then that is correct as well as it is their experiences. They are the only ones who know the answers.
- After all children have answered by putting the stickers on the selected posters, then arrange the stickers on the posters in a line ranging from the lowest number to highest. This is to double check that no child has put two stickers on one poster or if it is evident that one or more children have put a sticker on all posters (indication that they might not have understood). Count answers from girls and boys and insert it in the data sheet.
- Collect all remaining stickers that the children have and keep it for the later question.

1.1 What did you do when the disaster happened? (P)

- Ignore it and kept doing what I was doing
- I panicked and ran
- I stopped, listen to the teacher until I was told what to do
- I went home to my family
- I hid under a desk/tree
- I don't know/remember

— Method:

Stickers on posters

— Instructions:

Put up a poster (A3) under each of the posters with images of disasters used in previous activity. The poster is divided into 6 squared with the letter for the answer in each square. Mark each poster with the same alphabet as the poster above A, B, C etc.

- Explain to the children the question and the answers. Be very animated when explaining

the answers; for example "panic" is a word that might not be understood so yelling high and run out of the room is one method. Do this on the answers that you can, you could also ask the children to illustrate how to hide under a desk or what is panic.

- Ask groups of children to come to the wall and find their number that they placed on the posters of the disasters.
- Ask the children to now think of what they did when that disaster on that poster happened and provide their answer through move the stickers from the disaster poster down to the 6 options. Ensure that the children remembers the options and repeat them if needed. Be careful that the children are only putting the sticker from the poster for disaster straight down to the poster under and not next to it for correct data.
- After all children have moved down their stickers from the disaster posters to the new poster below –count and double check that there is the right amount (same amount of stickers as it was on the disaster poster) and put in the data in the sheet.

1.2 Do you know how to prepare for a disaster? (K)

- Yes
- No
- I don't know

— Method:

Stickers on posters

— Instructions:

Put up posters under the disasters, one under each disaster. On the poster there are three options: a happy face ☺ with YES in local language written under, a sad face ☹ with NO written under in the local language and then ? for I don't know written under.

- Explain to the children that they are now to answer if they know how to prepare for the diasaster (which are displayed on the posters above the posters) by moving down the sticker on the poster below. Explain carefully what we mean by prepare by providing examples. As the children already answered that they had experienced some disasters and what they did when it happened they should go up in groups, find their number again on the poster above and move the sticker down to the answer ☺, ☹, ?.
- Ask the children again if they had understood the question and what to do and explain again if needed.

- After all children have moved down their stickers it should be counted again to ensure it is the same amount that was on the question number 1 and 2. Put data into the sheet.

2. Do you know how to reduce the risk for a disaster to happened? (K)

- Yes
- No
- I don't know

— Method:

Stickers on posters

— Instructions:

Tell the children to now think of the question if they know how to reduce the risk for the disaster which they answered on the question 3. Provide example what we mean by reducing disasters.

- Ask the children to come forward to the wall again and if they know how to reduce the risk of that disaster that they had experienced and ask them to move their sticker with their number to ☺, ☹ or ?.

Count the answers and bring it into the data sheet.

3. Have you learned about disasters in school? (K)

- In the classes
- Someone, before today, came from outside of the school to teach us
- We don't learn about disasters in school
- In after school activities

— Method:

Four corners

— Instructions:

Mark out each corner of the room with A, B, C, D. You can also write the answer options on the paper to make it easier for the students.

- Ask the question and explain the options. As the children to go and stand at the answer that they want to give to the question how they have learned or not learned about disasters in school. Tell the children to stand still at their selected corner until enumerator says it is ok to move.
- When the children have made their decisions as then some of the children under letter A in what class and what they have learned. Do the same with letter B; who came and what did they learn. This is important to ensure that the children have understood what the question and answers were and if it was incorrect that they had not learned about disasters in school then they have to move to the letter C.

After ensuring that the children are in the right corner according to their knowledge count the girls and boys under each letter and bring it into the data sheet.

4. Has your done anything to prepare for disasters? (P)

- a) Yes
- b) No
- c) I don't know

— Method:

Stand in line

— Instructions:

A long line has been pre-marked on the floor/ground. Put three A4 pages with ☺ (yes), ☹ (no) and ? (I don't know) on them in front where the ☺ is on the right side of the line, ☹ on the left and ? at the line. Ask the children to stand on the in a row one after another. Ensure that the children don't stand to tight. Explain that they are going to answer the questions by taking a step to the right for YES, left for NO and it they stand still it means I DON'T KNOW. Make a trial through asking if the children for example like to clean toilets and if they like it they take a step to the right and if not a step to the left or if they don't know then they stand still. Do this with various examples as a game until it is clear that the children really understand.

- Ask the children the question and ask them to take a step all at the same time to show their answer. As the children to stand still until you have counted them If you respondents saying yes then ask them for example. If they cannot provide an example then they should be counted as a no.

Count the answers and bring it into the data sheet.

5. Do you have a school disaster committee? (K)

- a) Yes
- b) No
- c) I don't know

— Method:

Stand in line

— Instructions:

A long line has been pre-marked on the floor/ground. Put three A4 pages with ☺ (yes), ☹ (no) and ? (I don't know) on them in front where the ☺ is on the right side of the line, ☹ on the left and ? at the line. Ask the children to stand on the in a row one after another. Ensure that the children don't stand to tight. Explain that they are going to answer the questions by taking a

step to the right for YES, left for NO and it they stand still it means I DON'T KNOW. Make a trial through asking if the children for example like to clean toilets and if they like it they take a step to the right and if not a step to the left or if they don't know then they stand still. Do this with various examples as a game until it is clear that the children really understand.

- Ask the children the question and ask them to take a step all at the same time to show their answer. As the children to stand still until you have counted them If you respondents saying yes then ask them for example. If they cannot provide an example then they should be counted as a no.

Count the answers and bring it into the data sheet.

6. Do you think that students, teachers and parents need to prepare for disasters? (A)

- a) Yes
- b) No
- c) I don't know

— Method:

Stand in line

— Instructions:

A long line has been pre-marked on the floor/ground. Put three A4 pages with ☺ (yes), ☹ (no) and ? (I don't know) on them in front where the ☺ is on the right side of the line, ☹ on the left and ? at the line. Ask the children to stand on the in a row one after another. Ensure that the children don't stand to tight. Explain that they are going to answer the questions by taking a step to the right for YES, left for NO and it they stand still it means I DON'T KNOW. Make a trial through asking if the children for example like to clean toilets and if they like it they take a step to the right and if not a step to the left or if they don't know then they stand still. Do this with various examples as a game until it is clear that the children really understand.

- Ask the children the question and ask them to take a step all at the same time to show their answer. As the children to stand still until you have counted them If you respondents saying yes then ask them for example. If they cannot provide an example then they should be counted as a no.

Count the answers and bring it into the data sheet.

7. Would you like to participate in risk reduction activities? (A)

- a) Yes
- b) No
- c) I don't know

— Method:

Stand in line

— Instructions:

A long line has been pre-marked on the floor/ground. Put three A4 pages with ☺ (yes), ☹ (no) and ? (I don't know) on them in front where the ☺ is on the right side of the line, ☹ on the left and ? at the line. Ask the children to stand on the in a row one after another. Ensure that the children don't stand to tight. Explain that they are going to answer the questions by taking a step to the right for YES, left for NO and it they stand still it means I DON'T KNOW. Make a trial through asking if the children for example like to clean toilets and if they like it they take a step to the right and if not a step to the left or if they don't know then they stand still. Do this with various examples as a game until it is clear that the children really understand.

- Ask the children the question and ask them to take a step all at the same time to show their answer. As the children to stand still until you have counted them If you respondents saying yes then ask them for example. If they cannot provide an example then they should be counted as a no.

Count the answers and bring it into the data sheet.

8. Do you have any equipment (fire alarm, fire extinguisher, first aid etc.) in your school that you have seen, which can be used in case of a disaster? (K)

- a. Yes
- b. No
- c. I don't know

— Method:

Stickers on posters

— Instructions:

Put the pre-made posters (A3 size) of various types of emergency equipment (that they might have in the school) up in a row on a wall. Mark each poster with a letter at the top starting with A, B,C and so on. This is crucial for gathering the data as the data sheet will demand you to record answers for 1A, 1B etc. The name of the

equipment should clearly be written in the local language on the poster to avoid wrong interpretations. Give each child a number written on a pre-made card (can be re-used) or post-it note. It is important to give one color to girls and one color to boys to get the sex-disaggregated data when collecting the answers. Ask the children to state their pre-given number to ensure all children are there and know their number given in exercise number one. The enumerators then hands out the pre-made stickers again. The amount of stickers should be the same as the number of equipment posters on the wall. Ex. there are 5 posters of disasters and child who has number 10 should have 5 stickers with number 10 written on each sticker. Double check that all children have received a number and stickers and that it is the same number on the stickers as the number that they have been assigned.

- Start by asking the children to look at the posters and if they understand what they are.

- Then explain that there are X number of posters and that number correspond to the amount of stickers that they have in their hands (ex. 7 posters then they have 7 stickers each marked with their number on it).

- Ask the question and explain that the stickers is the way that they will respond. If they have seen for instance A: Bell and D: Fire extinguisher then they should put one sticker each on these posters.

- Explain that the children can put one sticker on more than one poster (but only one per poster) depending on what they have seen.

- Ask 5 children to come up to the wall and ask them again if they have understood what they are supposed to do. Explain again that if they are unsure: Put one 1 sticker per poster that they have experienced. If they have only seen one equipment that is then the right answers. If they have seen all then that is correct as well as it is what they claim to have seen. They are the only ones who know the answers. After all children have answered by putting the stickers on the selected posters, then arrange the stickers on the posters in a line ranging from the lowest number to highest. This is to double check that no child has put two stickers on one poster or if it is evident that one or more children have put a sticker on all posters (indication that they might not have understood). Count answers from girls and boys and insert it in the data sheet. Collect all remaining stickers that the children have and keep it for the later question.

9. Have you been shown how to use the equipment in case of an emergency? (P)

- a) Yes
- b) No
- c) I don't know

— Method:

Put stickers on a poster

— Instructions:

Put up posters under the emergency equipment, one under each disaster. On the poster there are three options: a happy face ☺ with YES in local language written under, a sad face ☹ with NO written under in the local language and then? for I don't know written under.

- Explain to the children that they are now to answer if they have been shown how to use the emergency equipment (which are displayed on the posters above the posters) by moving down their sticker from the poster to the new poster below. The children should go to the wall in groups, find their number again on the poster above and move the sticker down to the answer ☺, ☹, ?.
- Ask the children again if they had understood the question and what to do and explain again if needed. After all children have moved down their stickers it should be counted again to ensure it is the same amount that was on the question number 9. Put data into the sheet.

10. Have you participated in any school disaster drills? (K)

- a) Yes
- b) No
- c) I don't know

— Method:

Stand in line

— Instructions:

A long line has been pre-marked on the floor/ground. Put three A4 pages with ☺ (yes), ☹ (no) and ? (I don't know) on them in front where the ☺ is on the right side of the line, ☹ on the left and ? at the line. Ask the children to stand on that line one after another in a neat row. Ensure that the children don't stand too tight. Explain that they are going to answer the questions through taking a step to the right for YES, left for NO and if they stand still it means I DON'T KNOW. Make a trial through asking if the children like to clean toilets and if they like it they take a step to the right and if not a step to the left or if they don't know then they stand still. Do this with various examples as

a game until it is clear that the children really understand.

- Ask the children the question (give example of what a risk reduction activity is) and ask them to take a step all at the same time to show their answer. As the children stand still until you have counted them. If you respondents saying yes then ask them for example.

Count the answers and bring it into the data sheet.

10.1 What drills have you participated in? (P)

- a) Fire
- b) Earthquake
- c) Storms (typhoon/hurricane)
- d) Flood
- e) Other (local context)

— Method:

Raise hands

— Instructions:

Gather the children in a circle and ask them to raise their hands to which disaster drill they have done, based on the answer options.

Count the answers and bring it into the data sheet.

10.2 How often have you done these drills? (P)

- a) Every month
- b) Every six months
- c) Once per year

— Method:

Group discussion

— Instructions:

Keep the children in a circle and ask them disaster drill by drill on how often they have done the drill. Tell them that they can choose between 3 options and ask them to share which option is most like their answer.

Count the answers and bring it into the data sheet.

11. Do you know where there are safe and unsafe areas in your school/school area?

- a. Yes
- b. No
- c. I don't know

— Method:

Map

— Instructions:

Divide the children into one group of girls and one group with boys. Assign one enumerator/staff to join each group for support. Provide the children with two A3 pages, where the school buildings outlines have been pre-drawn by the

Plan staff to help the children gain an orientation.

- Hand out two pens with different colors to each of groups. Ask the children to use one color (red for instance) to mark out the areas around the school that they consider unsafe and use the other colors (for instance) where they would be safe.
- The children walk around the school and complete the drawing with own additions (perhaps trees, roads etc.).
- The enumerator/staff that stays with the children during the exercise and ensure that the children have understood and also take notes what they say.
- The enumerators collect the two maps afterwards and compare the results and use it for triangulation.
- Observe, it is important that the information provided by the girls and boys are not shared between groups as there might be sensitive information that is being provided about areas that the children don't feel safe as it could be connected to abuse, bullying etc.

The end of official questions. Do you have any other comments or questions?



Photo: Plan International Vietnam

Annex 1.2

Quantitative questionnaire with secondary school children

Annex 1.2

Location Information
1 Name of the school:
2 Name of village, district, province
3 Grade/class level
4 Sex (boy or girl)
5 Age
6 Interview Date:
7 Name of Interviewer:

— Instructions:

- Enumerators need to interview student one by one
- Give a chance to the students to ask questions if they do not understand some words
- Ensure that the student have understood the question. If it is too complicated or difficult to translate then reformulate question and provide examples.

- e. Drought
- f. Traffic accident
- g. Others (please specific):
- h. No disasters/risks
- i. I don't know
- j. No response

Part 1: General disaster risk reduction

A. Knowledge

1. What type of disasters have you experienced in school? (Multiple answers)

- a. Flood
- b. Typhoon/Cyclones
- c. Landslide
- d. Earthquake

2. Refer to the disasters above, do you know how to reduce the risks?

- (Note: The enumerator needs to refer to one by one risk as above)
- a. Yes. If yes, what kind of activities?.....
 - b. No
 - c. I don't know
 - d. No response

The following table would be easier for the enumerator to complete:

Type of risk	Yes/No/I do not know	If yes, what activities?
Flood		
Typhoon/cyclone		
Landslide		
Earthquake		
Drought		
Traffic accident		
Other:		

B. Attitude

3. Do you think that you, your parents and the community needs to prepare for disasters?

- a. Yes. If yes, why?
- b. No. If no, why?
- c. Don't know
- d. No response

C. Practices

4. Refer to the question number 1, What did you do when the disaster happened at your school? (single answer for each type of disaster)

Types of disasters	Actions
	<ul style="list-style-type: none"> a. I evacuated to a safe place by myself b. I panicked and ran c. I went home to my family d. I evacuated students to a safe place e. Others: _____ f. I don't know g. No response
	<ul style="list-style-type: none"> a. I evacuated to a safe place by myself b. I panicked and ran c. I went home to my family d. I evacuated students to a safe place e. Others: _____ f. I don't know g. No response
	<ul style="list-style-type: none"> a. I evacuated to a safe place by myself b. I panicked and ran c. I went home to my family d. I evacuated students to a safe place e. Others: _____ f. I don't know g. No response

Part 2: Safe learning facilities

A. Knowledge

5. Do you know where the safe and unsafe places from any risks are in you school?

- a. Yes. If yes, where?
 - (1. Safe area:..... ;
 - 2. Unsafe area:.....)
- b. I don't know
- c. No response

B. Attitude

6. Who do you think should be responsible to make sure the unsafe things in your school is safe? (multiple answers)

- a. Teachers
- b. Students
- c. School principle
- d. My parents
- e. School disaster management committee
- f. Local disaster management focal point
- g. Others:.....
- h. I don't know
- i. No response

C. Practice

7. What environment-friendly activities have you and your school been doing in the last one year? (Multiple answers)

- a. My school and I collect rainwater
- b. My school has solar panels
- c. My school has a garden area
- d. We plant trees, bushes and plants inside and around the school
- e. We recycle our plastics, papers and other things
- f. We do not do anything
- g. Others:.....
- h. I don't know
- i. No response

Part 3: School disaster management

A. Knowledge

8. Do you know where the meeting/ assembly point is if there is a disaster in your school?

- a. Yes. If yes, where?
- b. No. The school does not have the meeting point
- c. No, I cannot remember where it is
- d. I don't know
- e. No response

9. Do you know what risk and vulnerability assessment is?

- a. Yes, give example of the tools for risk and vulnerability assessment.....
-
- b. No
- c. I don't know
- d. No response

B. Attitude

10. Do you think what do students in the school need to do to prepare for disasters? (multiple answers)

- a. Make hazard and risk maps
- b. Prepare evacuation routes and area
- c. Prepare warning system
- d. Practice drills/simulations
- e. Help teachers and adults plan for disasters
- f. Others:.....
- g. I don't know
- h. No response

C. Practices

11. Please answer the following statements: Instruction: Please circle "yes", "no" or "I don't know"

11.1. Is there an active Student Disaster Management Council in your school?

- a. Yes
- b. No
- c. I don't know

11.2. Have you conducted risk assessments?

- a. Yes
- b. No
- c. I don't know

11.3. Does your school have a school disaster risk reduction plan?

- a. Yes
- b. No
- c. I don't know

11.4. Does your school have a disaster preparedness plan?

- a. Yes
- b. No
- c. I don't know

11.5. Does your school have an evacuation plan?

- a. Yes
- b. No
- c. I don't know

12. Have your school done disaster drills?

- a. Yes, If yes,
 - a.1. How many times per year?
 - a.2. Drill for which types of disasters?
- b. No
- c. I don't know
- d. No response

Part 4: Disaster resilience and education

A. Knowledge

13. Do you learn about disasters at school?

- a. If yes, how:
- 1) Through school subjects.
Which subjects?.....
 - 2) Through extracurricular activities
 - 3) Someone from outside of the school teaches us
 - 4) We don't learn about disasters
 - 5) Others:
- b. No
c. I don't know
d. No response

B. Attitude

14. As a student, do you think you have roles to let your community people know about disaster risk reductions?

- a. Yes, if yes, how do you let them know?
- 1) Discuss with friends outside of the school on how to do disaster risk reduction
 - 2) Let our parents know about what we learned in school about disaster risk reduction
 - 3) Encourage our families and community to prepare and plan for disasters

4) Others : _____

- b. No, I have no roles
c. I don't know
d. No response

C. Practices

15. Please answer the following statements

Instruction: Please circle "Yes", "No", or "I don't know"

15.1. School organizes extra-curriculum activities On DRR and school safety

- a. Yes b. No c. I don't know

15.2. Students and teachers have organized a campaign to raise awareness on DRR at school level

- a. Yes b. No c. I don't know

15.3. Students and teachers have organized a campaign to raise awareness on DRR at community level

- a. Yes b. No c. I don't know



Quantitative questionnaires with teachers

Location Information	
1 Name of the school:	
2 Interview Date:	
3 Name of Interviewer:	
4 Name of village, district, province	
5 Grade	
6 Subject	
7 Sex (Male or Female)	

— Instructions:

- Enumerators need to interview teachers one by one
- Give a chance to the teachers to ask the questions if they do not understand some words
- Ensure the teachers understand the questions and answers

Part 1: General disaster risk reduction

A. Knowledge

1. What does disaster mean? (Only one answer to check the knowledge of disaster definition with teacher)

- a. Floods, earthquake, typhoons/cyclones, volcanic eruptions, landslides
- b. An event which destroyed farms, crops, houses, and affected one whole community
- c. No food for families, no jobs for parents, not aware of "disasters"
- d. Others:.....
- e. I don't know
- f. No response

2. What do you think Disaster Risk Reduction is? (Multi answers)

- a. Preparing for disasters
- b. Knowing about Hazards, Vulnerability, and Capacity
- c. Developing Early Warning Systems

- d. Lessening the effects of disasters
- e. Search and rescue
- f. Others:.....
- g. I do not know
- h. No response

3. What is a "Safe School"? (Multi answers)

- a. Building schools to withstand disasters
- b. Develop "School Preparedness Plan"
- c. Food distribution
- d. Disaster Risk Reduction is included into formal and extra curriculum
- e. Conduct school mock drills (evacuation, first aid, temporary shelters, etc.)
- f. Teachers know what to do before, during and after disasters
- g. Others:.....
- h. I don't know
- i. No response

B. Attitude

4. Do you believe people need to prepare for disasters including yourself and school?

- a. Yes. If yes, why?.....
- b. No. If no, why?.....
- c. I don't know
- d. No response

C. Practices

5. What type of disasters has your school experienced? (Multi answers)

Note: country can contextualize the types of disasters based on their country contexts.

- a. Earthquake
- b. Typhoon/Cyclones

- c. Flood
- d. Landslide
- e. Volcanic Eruption
- f. Others: _____
- g. No disaster
- h. I don't know
- i. No response

6. Refer to questions number 5, what did you do when disaster happened in your school? (Single answer for each type of disaster)

Types of disasters	Actions
	<ul style="list-style-type: none"> a. I evacuated to a safe place by myself b. I panicked and ran c. I went home to my family d. I evacuated students to a safe place e. Others: _____ f. I don't know g. No response
	<ul style="list-style-type: none"> a. I evacuated to a safe place by myself b. I panicked and ran c. I went home to my family d. I evacuated students to a safe place e. Others: _____ f. I don't know g. No response
	<ul style="list-style-type: none"> a. I evacuated to a safe place by myself b. I panicked and ran c. I went home to my family d. I evacuated students to a safe place e. Others: _____ f. I don't know g. No response

Part 2: Safe learning facilities

A. Knowledge

7. Do you think your school is safe?

- a. Yes
If yes, why?
Please write down answers on the lines below:
- b. No
If no, why?
Please write down answers on the line below:
- c. Some places are safe and some places are not.
Why? please write down answers on the lines below:

B. Attitude

8. Who do you think should be responsible to make sure the unsafe things in your school is safe? (multiple answers)

- a. Teachers
- b. Students
- c. School principle
- d. My parents
- e. School disaster management committee
- f. Local disaster management focal point
- g. Others:.....
- h. I don't know
- i. No response

C. Practice

10. Does your school conduct any of these activities?

10.1. Risk assessment of the school building.

If yes, by whom and how often?

- a. Yes
- b. No
- c. I don't know

10.2. Structural mitigation¹ to meet safety standard.

Note: Enumerator sees the notes in the footnotes for explanation to participants if they do not understand

If yes, please specific on the activities

- a. Yes
- b. No
- c. I don't know

10.3. Non-structural mitigation to ensure to ensure safety of children such as door, toilet, water and sanitation

Note: Enumerator sees the notes in the footnotes for explanation to participants if they do not understand If yes, please specific on the activities

- a. Yes
- b. No
- c. I don't know

Part 3: School disaster management

A. Knowledge

11. Do you know if there are meeting points that you will advise students to meet when disaster strikes at your schools?

- a. Yes. Where?.....
- b. No
- c. The school does not have a meeting point
- d. No response

12. Do you know what risk and vulnerability assessment is?

- a. Yes, give example of the tools for risk and vulnerability assessment



¹ Note for enumerator to explain to teachers

- Structural mitigation: Main Building/house and or main component of the structure it self
- Non-structural mitigation: Are those which are attached to or housed in a building or building system, but are not part of the main load-resisting

structural system of the building such window, door, table, chair, fan, whiteboard....etc

- c. I don't know
- d. No response

B. Attitude

13. In your view, what do your school need to do to prepare for disasters? (Multiple answers)

- a. Develop risk and resource map
- b. Preparing evacuation routes in the school
- c. Preparing warning system
- d. Food distribution
- e. Livelihood activities
- f. Search and rescue materials
- g. Others: _____
- h. I don't know
- i. No response

C. Practice

14. Please answer the following statements: Instruction: Please circle "yes", "no" or "I don't know"

14.1. Is there an active Student Disaster Management Council in your school?

- a. Yes,
- b. No,
- c. Don't know

14.2. Have you conducted risk assessments?

- a. Yes,
- b. No,
- c. Don't know

14.3. Does your school have a school DRR action plan?

- a. Yes,
- b. No,
- c. Don't know

14.4. Does your school have an early warning system?

- a. Yes,
- b. No,
- c. Don't know

14.5. Does your school have a contingency plan?

- a. Yes,
- b. No,
- c. Don't know

14.6. Does your school have an education continuity plan?

- a. Yes,
- b. No,
- c. Don't know

15. Have your school done disaster drills?

- a. Yes, If yes,
 - a.1. How many times per year?.....
 - a.2. Drill for which types of disasters?
- b. No
- c. I don't know
- d. No response

16. Does your school involve students with special needs in the planning or discussion of disaster preparedness and take part of the simulation drills?

- a. Yes. How often?
(a. All the times, b. Sometimes, c. Rarely)
- b. No. Why?
(a. We don't have students with special needs, b. other reasons.....)

Part 4: Disaster resilience and education

A. Knowledge

17. Have your school integrated disaster risk reduction into the school curriculum?

- a. Yes
- b. No
- c. I don't know
- d. No response

18. Have you participated in any training regarding to Safe Schools/DRR and risk assessments?

- a. Yes
a1. If yes, Who did you receive the training from?
.....
- a2. And what were the main themes covered under the training?.....
- b. No
- c. No response

B. Attitude

19. In order to strengthen the education of disaster risk reduction, what other activities do you think should be done? (multiple answers)

- a. Training for teachers
- b. Develop a local curriculum about disaster risk reduction
- c. Training for parents on teaching disaster risk reduction in school
- d. Involve children into disaster risk reduction into extracurricular activities
- e. Involve community members
- f. Others:_____
- g. I don't know
- h. No response

C. Practice

20. Have you taught disaster risk reduction in your class/school?

- a. Yes b. No c. I don't know
- If "Yes", into which subject(s)? and how often?
- _____
- _____

21. What activities have been done in your school to further develop the understanding of disaster risk reduction in your school? (Multiple answers)

- a. Competitions related to disaster risk reduction
- b. Special celebrations related to disaster risk reduction
(ex. International Day for Disaster Reduction)
- c. Out of school activities such as visiting places where disasters can be learned (ex. museums, research and education facilities, disaster infra structures, etc.)
- d. Exchanging knowledge with other schools
- e. Arts and other cultural activities related to DRR
- f. Others:_____
- g. I don't know
- h. We have not done any activities
- i. No response



Focus group discussion - sdmc (adults)



Important:

Record the following required information before starting the FGD (in the same audio file you are using for the discussion):

Getting to know each other

- **Ice-breaker: ask participants to share their name, role in the committee, length of service, their job and one little known fact about themselves.**

- **Introduce yourself and explain why you are here speaking to them:**

- We are here to listen to you and to learn from your experience and activity regarding the project.

- The purpose is to improve future projects in order to benefit the communities receiving the program.
- There are no right or wrong answers, only differing views.
- Whatever is said will not be attributed to the person directly.
- The role of the moderator is to guide the discussion and that participants should address their comments to each other.
- There will be a coffee break in-between the two exercises or when deemed appropriate.

Do not take longer than 1 hour for each Part of the FGD guide.

Date		
Province, Village		
Facilitator(s)		
Location		
Total participants	Male:	Female:

Question and discussion round

Part 1: General disaster risk reduction

A. Knowledge

1. How was the SDMC formed?
a. On what criteria were they chosen?
b. What is the specific roles of SDMC?

2. What types of risks/disasters have your school experienced?

3. Do you know how to reduce those risks?

4. What does safe school mean to you?

B. Attitude

5. Do you believe people need to prepare for disasters including yourself and your family?

If yes/no, why ?

C. Practice

6. Refer to question number 2, what did you do when the disasters happened at your schools?

7. How often SDMC conduct a meeting? What topics are normally discussed? Any meeting notes to share with us?

8. How does the committee monitor and evaluate its work?

Part 2: Safe school facilities

A. Knowledge

9. Do you know how to identify the safe and unsafe areas in your school?

If yes, how?

And where is unsafe areas in your school?

Why it is not safe?

B. Attitude

10. What do you think should be your role as a SDMC member to protect children from all harms?

C. Practice

11. As an SDMC member, how do you make school building and facilities safe?

a. Have risk assessment of the school building been conducted? If yes, by who and how often?

Part 3: School disaster management

A. Knowledge

12. Do you know how to support students and school to prepare for disasters?

If yes, how?

B. Attitude

13. If you want to increase the efforts of disaster management at schools, what kind of activities do you think you should do with students, teachers and community?

C. Practice

14. Did you conduct School Risk Assessment?

a. What kind of the tools that you have been used to conduct School Risk Assessment?

15. Do you have safe schools plan?

a. How did you come up with a safe school plan/ what was the process?

b. How do you engage with other students and other stakeholders to develop safe school plan?

16. What are the Disaster Risk Reduction measures or activities taken in the school?

17. What simulations do you do in school?

a. How often do you do simulation drills?
b. Who are involved in the simulation exercises?
c. What external persons/groups are included in your simulation drills?

Part 4: Disaster resilience and education (Insert translation)

A. Knowledge

18. If you want the students to be safe from disasters, what kind of key messages that you will tell them? Can you give us one example of your key message?

B. Attitude

19. What do you think are your roles to promote disaster resilience and education from the school to the household?

C. Practice

20. What activities have been done to develop the understanding of disaster risk reduction in schools?

21. What existing challenges do the SDMCs face (specific challenges in SDMC divisions?) Are there any plans to overcome these challenges?

Annex 2.2

Focus Group Discussion - SDMC (Children and youth)



Important:

Record the following required information before starting the FGD (in the same audio file you are using for the discussion):

Getting to know each other

• Ice-breaker: ask participants to share their name, role in the committee, length of service, their job and one little known fact about themselves.

• Introduce yourself and explain why you are here speaking to them:

• We are here to listen to you and to learn from your experience and activity regarding the project.

- The purpose is to improve future projects in order to benefit the communities receiving the program.
- There are no right or wrong answers, only differing views.
- Whatever is said will not be attributed to the person directly.
- The role of the moderator is to guide the discussion and that participants should address their comments to each other.
- There will be a coffee break in-between the two exercises or when deemed appropriate. Do not take longer than 1 hour for each Part of the FGD guide.

Total participants	Boys:	Girls :
Date		
Province, Village		
Facilitator(s)		
Location		

Question and discussion round

Part 1: General disaster risk reduction

A. Knowledge

1. How was the SDMC formed?

c. On what criteria were they chosen?

d. What is the specific roles of SDMC?

e. How many boys and girls members are in the SDMC? Do their roles vary?

2. What types of risks/disasters have your school experienced?

3. Refer to question number 2, do you know how to reduce those risks to make school safe? (Note: give a card to each participant to select the four options (Yes, No, I am not sure and I don't know) then count it collectively)

a. Yes. If yes, how?.....
b. No

- c. I am not sure
d. I don't know

B. Attitude

4. Do you believe people need to prepare for disasters including yourself and your family? (Note: give a card to each participant to select the four options (Yes, No, I am not sure and I don't know) then count it collectively)

- a. Yes
b. No
c. I am not sure
d. I don't know

C. Practice

5. Refer to question number 2, what did you do when the disasters happened at your schools?

6. How often SDMC conduct a meeting? What topics are normally discussed? Any meeting notes to share with us?

Part 2: Safe school facilities

A. Knowledge

7. Do you know where the safe and unsafe areas are in your school?

- a. If yes, where is unsafe area?.....
b. Why do you think it is unsafe?.....

B. Attitude

8. Who do you think should be responsible to make sure that unsafe things in your classroom is safe?

C. Practice

9. What environment-friendly activities have you and your school been doing? Raise your hand when you have been doing any activity (Multiple answers)

- a. My school and I collect rain water
b. My school has solar panels
c. My school has a garden area
d. We Plant trees, bushes and plants inside and around the school
e. We recycle our plastics, papers and other things
f. Others:.....

Part 3: School disaster management

A. Knowledge

10. Do you know about meeting points when disaster strikes at your school?

(Note: Give a card to each participant to select the four options (Yes, No, I am not sure and I don't know) then count it collectively)

- a. Yes b. No c. I am not sure d. I don't know

B. Attitude

11. What kind activities do you feel you need to do in the school to prepare for disasters?

C. Practice

12. Did you conduct School Risk Assessment?

- a. What kind of the tools that you have been used to conduct School Risk Assessment?
b. How it works?

13. What are the Disaster Risk Reduction measures or activities taken in the school?

14. How does the committee monitor and evaluate its work?

Part 4: Disaster resilience and education

A. Knowledge

15. If you want other students be safe from disasters, what will you tell them?

B. Attitude

16. How do you think we can let other people outside of your school know about disaster risk reduction? (Multiple answers)

- a. Training for parents
b. Let community members be a part of our simulation/drills
c. Let our parents be a part of our school activities
d. Others:.....

C. Practice

16. What are the activities that have been done by SDMC to develop the understanding of disaster risk reduction in schools? (multiple answers)

- a. Competitions related to disaster risk reduction
b. Special celebrations related to disaster risk reduction (ex. International Day for Disaster Reduction)
c. Out of school activities such as visiting places where disasters can be learned
d. Exchanging knowledge to communities near the school
e. Exchanging knowledge with other schools
f. Arts and other cultural activities related to DRR
g. Others:.....
h. We have not done any activities

The end of official questions.
Do you have any other comments or questions?



Focus group discussion with NGOs/CSOs



Important:

Record the following required information before starting the FGD (in the same audio file you are using for the discussion):

Getting to know each other

• **Ice-breaker: ask participants to share their name, role in the committee, and their length of service.**

• **Introduce yourself and explain why you are here speaking to them:**

- We are here to listen to you and to learn from your experience and activity regarding the project.
- The purpose is to improve future projects in order to benefit the communities receiving the program.

- There are no right or wrong answers, only differing views.
- Whatever is said will not be attributed to the person directly.
- The role of the moderator is to guide the discussion and that participants should address their comments to each other.
- There will be a coffee break in-between the two parts or when deemed appropriate. Do not take longer than 1 hour for each part of the FGD guide.

Total Participants	Male:	Female:
Date		
Position:		
Facilitator(s)		
Location		

Question and discussion round

Part 1: General

A. Knowledge

1. How is your organization involved in DRR?

- a. What DRR initiatives are?
b. What Safe School initiatives are?

B. Attitude

2. Why your organization choose to implement Safe School project?

C. Practice

3. Does your organization respond to disasters?

- a. Does your organization have an emergency fund to support schools in times of disasters?

4. What kind of "Safe Schools" activities have been done in the target school which supported by your organization?

Part 2: Safe learning facilities

A. Knowledge

5. What does safe learning facilities mean to you?

6. Do you know the government has any safe school construction guidelines in your country? If yes, how the project support the implementation of the guidelines?

B. Attitude

7. In your opinion, what are the roles of CSOs to make school facilities safe?

C. Practice

8. How the organization supports the schools on Safe Learning Facilities? What kind of activities that you have been done?

a. Has your organization implemented any structural and non-structural mitigations² at the school?

9. Has your organization implemented any school construction in the community? If yes, does the school building is resistant to disasters? If yes, what types of disasters?

Part 3: School disaster management

A. Knowledge

10. Have you received training to improve your technical and operational functions to implement Safe Disaster Management at school?

a. If yes, where did you receive the training? What are the topics the training covered?

B. Attitude

11. If you want to increase the efforts of disaster management at schools, what kind of activities do you think your project should do with students, teachers and community?



2 Note for facilitator to explain to SDMC

- Structural mitigation: Main Building/house and or main component of the structure it self
- Non-structural mitigation: Are those which are attached to or housed in a building or building system, but are not part of the main load-resisting structural system of the building such window, door, table, chair, fan, whiteboard....etc

C. Practice

12. How the organization supports the schools on School Disaster Management? What kind of activities that you have been done?

Part 4: Disaster resilience and education

A. Knowledge

13. Has your organization support MoE and/ or school teachers to integrate DRR into the subjects in the school?

14. Does your staff have knowledge to train teachers, students and key relevant stakeholder to promote risk reduction and resilience education in schools?

a. If yes, where they received the training from?

B. Attitude

15. What do you think are your organization's roles to promote disaster resilience and education from the school? How about at the household level?

C. Practice

16. How the organization supports the schools on Disaster Resilience and Education? What kind of activities that you have been done?

Other questions/ Recommendations

17. Are there any recommendations you would like to give for better taking into account your needs in the following years?

Annex 3.1

Key informant interview with government actors



Important:

Record the following required information before starting the KII (in the same audio file you are using for the discussion):

Part 1: Introduction

- Introduce yourself and explain why you are here speaking to them:

- We are here to listen to you and to learn from your experience and activity regarding the project.
- The purpose is to improve future projects in order to benefit the communities receiving the program.
- There are no right or wrong answers.
- Whatever is said will not be attributed to the person directly.
- Here specifically, the participants should be informed and given a choice not to reveal their identities.

Participant Name	
Sex	
Date	
Organization/Agency	
Role/Position	
Province, Village	
Facilitator(s)	
Location	

Question and discussion round

Part 1: General

A. Knowledge

1. What types of risks/disasters have your target schools and community experienced?

2. Do you know how to reduce those risks?

3. What does Safe Schools mean to you?

B. Attitude

4. Do you feel that your department is well prepared to respond to disasters/accidents affecting the community and school?

C. Practice

5. Does your department have any plans/resources/equipment available to support schools during disasters? Please provide examples

- a. Does your department have an emergency fund to help school affected by disasters? If yes, please explain how it works, how schools can access the fund and how decisions are made.

Part 2: Safe schools facilities

A. Knowledge

6. Do you know how do you identify safe and unsafe schools? If yes, how?

7. What kind of safety standard that government has been promoted to ensure safety of children at school?

B. Attitude

8. What do you think should be your role to make school safer?

C. Practice

9. Has your department done or supported an assessment of school infrastructures at sub-national level according to national standard?

- a. If YES, were the needs of all community members (female, male, disabled, etc) are considered when identifying risks?

10. Has your department been involved in the construction of adequate infrastructure and mitigation structures and measures to reduce the impact of disasters?

Part 3: School disaster management

A. Knowledge

11. Do you know how to support school on disaster management? If yes, how?

B. Attitude

12. Do you think the government has the main responsibility for preparedness and early warning systems in schools and is accountable for the safety of school children in public schools?

13. Are there national and/or sub-national level committees and/or full-time focal point(s) leading comprehensive school safety efforts that you are aware of?
a. If YES, how do you communicate?

C. Practice

14. What actions, if any, does your department take to promote School Disaster Management in your area?

- a. Does your department communicate and cooperate with CSOs/NGOs regarding this initiative? If yes, please specific?

15. How does your organization participate in monitoring the Safe School Program in your area? Please provide examples.

Part 4: Disaster resilience and education

A. Knowledge

16. In your department, do you have trainers who can provide safe schools and DRR training to teachers? Yes/No. If yes, who and why?

17. Are quality education materials including training modules on DRR and Safe Schools available?

- a. If YES, are they available both in national and ethnic language?

B. Attitude

18. Can you tell us based on your opinion how to promote disaster resilience and education in your country?

C. Practice

19. Are DRR and CCA integrated into the curriculum? If yes, how? What is(are) your department's role(s) on promoting this?

20. Do you have any documents of examples you could share with us?

- a. Does the education sector in your area have policies, guidance, frameworks and tools on Safe Schools and ensure education continuity is in place? Please provide examples.

Ending questions/ Recommendations

21. Are there any recommendations you would like to give for better taking into account your needs in the following years?

Annex 3.2

Key informant interview with school principals



Important:

Record the following required information before starting the KII (in the same audio file you are using for the discussion):

Introduction:

Introduce yourself and explain why you are here speaking to them:

- We are here to listen to you and to learn from your experience and activity regarding the project.

- The purpose is to improve future projects in order to benefit the communities receiving the program.
- There are no right or wrong answers.
- Whatever is said will not be attributed to the person directly.
- Here specifically, the participants should be informed and given a choice not to reveal their identities.

Participant Name	
Sex	
Date	
Organization/Agency	
Role/Position	
Province, Village	
Facilitator(s)	
Location	

Question and discussion round

Part 1: General

A. Knowledge

1. What types of risks/disasters has your school experienced?

2. Do you know how to reduce those risks?

3. What does safe schools mean to you?

B. Attitude

4. What is your role in the implementation of the School Safety Program? What were your first thoughts when the program was introduced to you?

C. Practice

5. When disasters happened in your school, what did you do?

6. What kind of “Safe Schools” activities have been done in your school?

Part 2: Safe school facilities

A. Knowledge

7. Do you know where the safe and unsafe areas are in your school? If yes, where can we find the unsafe area? Why is it unsafe?

B. Attitude

8. In your opinion, who should be responsible to make the school building safer?

9. As principal, what are your main responsibilities for ensuring the safety of the school, staff and children?

C. Practice

10. As a school principle, how do you make school building and facilities safe?

- Have risk assessment of the school building and facilities been conducted? If yes, by who and how?
- Does your school implement any structural mitigation³ to meet safety standard such as school foundation? If yes, please specific on the activities
- Does your school implement any non-structural mitigation to ensure safety of children? If yes, please specific on the activities

Part 3: School disaster management

A. Knowledge

11. Do you know how to support your school to prepare for disasters at schools? If yes, how?

B. Attitude

12. If you want to increase efforts of disaster management at schools, what kind of activities do you think you should do with students, teachers and community?

C. Practice

13. Have you ever participated in any training regarding Safe Schools/ DRR/ risk assessments? If YES, what did you learn?

14. What are the Disaster Management or activities taken in school?

15. Did your school conduct school risk assessment?

- What kind of the tools that you have been used to conduct school risk



3 Note for facilitator to explain to SDMC

- Structural mitigation: Main Building/house and or main component of the structure it self
- Non-structural mitigation: Are those which are attached to or housed in a building or building system, but are not part of the main load-resisting structural system of the building such window, door, table, chair, fan, whiteboard....etc

Assessment? How it works?

16. Do your school have school safety plan?

- Is there always a sufficient budget for implementing school safety plans?
- Do you expect the government to provide funds for school safety plans?
- Does your school cooperate with any CSOs/ NGOs/any government actors to implement and monitor the school safety plans?

Part 4: Disaster resilience and education

A. Knowledge

17. Are Disaster Risk Reduction (DRR) and Climate Change Adaptation (CCA) integrated in the yearly school curriculum? If yes, how?

B. Attitude

18. What do you think are your roles to promote disaster resilience and education in school?

C. Practice

19. Does your school have and makes use of specific modules and training methods that have been specifically designed for teaching DRR and preparedness to children? (Safe Schools toolkits including quality education material)

Ending Questions/ Recommendations

20. Are there any recommendations you would like to give for better taking into account your needs in the following years?

Annex 4

Observation guide

OG1 School Name:	
OG2 Location (District, Sub-District, Village, etc):	
OG3 Observation date:	
OG4 Name of observer/code:	
OG4 Type of learning facility?	<input type="radio"/> A) Primary <input type="radio"/> B) Secondary <input type="radio"/> C) Both <input type="radio"/> D) Others
OG5 Is this an urban or rural school?	<input type="radio"/> A) Urban <input type="radio"/> B) Rural <input type="radio"/> C) Others:

1 School surroundings	
1.1 Topography	<input type="radio"/> A) Flat <input type="radio"/> B) Rough <input type="radio"/> C) Slope Notes:
1.2 Classification of surrounding areas (check all that apply)	<input type="radio"/> A) Marshy, water-logged or always wet soil <input type="radio"/> B) Below or on a landslideprone slope <input type="radio"/> C) In a flood plain or river/stream-bed <input type="radio"/> D) Adjacent to coast/subjected to coastal <input type="radio"/> E) On top or next to a fault line <input type="radio"/> F) Landfill <input type="radio"/> G) Mudflow/Mudslide/Lave bed <input type="radio"/> H) Soil not compacted prior to construction erosion <input type="radio"/> I) Others _____ Notes:

1.3 Environment Surrounding School (check all the apply)	<input type="radio"/> A) Stockbreeding <input type="radio"/> B) Industrial <input type="radio"/> C) Main road <input type="radio"/> D) Forest <input type="radio"/> E) Agriculture <input type="radio"/> F) Dam or Dyke <input type="radio"/> G) Dense bush <input type="radio"/> H) Open planes/savanna/deforested area Notes:
1.4 Access to school	<input type="radio"/> A) Unstable ground or slopes or trees <input type="radio"/> B) Overflowing rivers <input type="radio"/> C) Unsafe for girls or boys Why? _____ <input type="radio"/> D) Unstable bridges (nonconcrete / steel) <input type="radio"/> E) Unsafe roads (fast traffic, low visibility, no safe crossing areas) <input type="radio"/> F) Inaccessible for people with mobility or vision impairments Notes:

2 School buildings	
2.1 Type of Construction	<input type="radio"/> A) Reinforced concrete <input type="radio"/> B) Adobe/mud <input type="radio"/> C) Straw/bamboo <input type="radio"/> D) Wood frame <input type="radio"/> E) Confined masonry <input type="radio"/> F) Unreinforced masonry <input type="radio"/> G) Steel-framed <input type="radio"/> H) Others _____ Notes:

2.2 Are the buildings designed by engineers? IF engineered:	<input type="radio"/> A) Yes <input type="radio"/> B) No <input type="radio"/> AA) Complies with building codes <input type="radio"/> AB) Does not comply with building codes <input type="radio"/> AC) Unknown
2.3 Overall condition of school buildings	<input type="radio"/> A) GOOD (Robust and resilient construction and design / high quality material) <input type="radio"/> B) FAIR (Robust construction / minor flaws in material and design) <input type="radio"/> C) POOR (Unstable / poor construction / low quality material) Notes:
2.4 Cracks in the Walls Location/s	<input type="radio"/> A) Yes <input type="radio"/> B) No
2.5 Drainage	<input type="radio"/> A) Yes <input type="radio"/> B) No <input type="radio"/> AA) Natural Location/s: <input type="radio"/> AB) Cement Location/s:
2.6 Water Damage	<input type="radio"/> A) Rainwater leaks from roof inside the building <input type="radio"/> B) Interior dampness or smell <input type="radio"/> C) Rising water floods
2.7 Fire extinguisher	<input type="radio"/> A) Yes, if yes, how many? AA) Number: AB) Location: <input type="radio"/> B) No
2.8 First Aid kit	<input type="radio"/> A) Yes AA) Number: AB) Location: <input type="radio"/> B) No
2.9 School accessibility for children with disabilities (including water and sanitation facilities)	<input type="radio"/> A) Yes If Yes, please specify: <input type="radio"/> B) No

3 Classrooms

3.1 Overall condition of Classrooms	<input type="radio"/> A) GOOD (Clean/ Sufficient tables/chairs/ Windows/No Mosquitoes) <input type="radio"/> B) FAIR (Dusty/ Insufficient tables/chairs/ Mosquitoes/ Insects) <input type="radio"/> C) POOR (Dirty/muddy/ no proper tables/ chairs/ mosquitoes/Insects)
3.2 Type of classrooms	
3.3 Number of buildings	
3.4 Number of floors	
3.5 Total number of classrooms	
3.6 Total capacity of classrooms	
3.7 Emergency signs Location/s:	<input type="radio"/> A) YES <input type="radio"/> B) NO
3.8 Room to treat sick/ injured students	<input type="radio"/> A) YES <input type="radio"/> B) NO
3.9 Cleanliness of room:	<input type="radio"/> A) GOOD <input type="radio"/> B) FAIR <input type="radio"/> C) POOR
3.10 Evacuation route clearly indicated	<input type="radio"/> A) YES <input type="radio"/> B) NO
3.11 More than one door to the classroom	<input type="radio"/> A) YES <input type="radio"/> B) NO
3.12 Windows open to the top	<input type="radio"/> A) YES <input type="radio"/> B) NO
3.13 Windows easily accessible	<input type="radio"/> A) YES <input type="radio"/> B) NO
3.14 Is there enough space to move between chairs and desks	<input type="radio"/> A) YES <input type="radio"/> B) NO
3.15 Floor condition	<input type="radio"/> A) GOOD <input type="radio"/> B) FAIR <input type="radio"/> C) POOR
3.16 Emergency evacuation sign	<input type="radio"/> A) YES <input type="radio"/> B) NO Location/s:

4 Water and sanitation

4.1 Is there a functioning water point inside the school area?	<input type="radio"/> A) YES <input type="radio"/> B) NO Location/s:
4.2 Water quality	
4.2.1 Water for hand-washing	<input type="radio"/> A) Poor <input type="radio"/> B) Good <input type="radio"/> C) Nonexistent
4.2.2 Water for drinking	<input type="radio"/> A) Poor <input type="radio"/> B) Good <input type="radio"/> C) Nonexistent
4.3. Water source distance (Distance to main water source, outside of school)	<input type="radio"/> A) 0 meters <input type="radio"/> B) < 500 meters <input type="radio"/> C) 500 m to 1 km <input type="radio"/> D) 1 km to 5 km <input type="radio"/> E) > 5 km - 20 km <input type="radio"/> F) Other: _____

4.4 Water Sources (Primary source, inside and outside school)	Select type		Status Functional Yes/No	Status Well maintained Yes/No
<input type="radio"/> A) Water network public supply (piped)				
<input type="radio"/> B) Borehole/ tube well	Motorized	Hand-pump		
<input type="radio"/> C) Shallow well	Protected	Unprotected		
<input type="radio"/> D) Rainwater harvesting	Covered	Uncovered		
<input type="radio"/> E) Spring	Protected	Unprotected		
<input type="radio"/> F) Surface/ open water (river, stream, lake)				
<input type="radio"/> G) Trucked (delivered by truck to local water storage)				
<input type="radio"/> H) Bottle				

4.5 Water Storage and Treatment	Functioning storage tank	<input type="radio"/> A) YES <input type="radio"/> B) NO
	Storage tank capacity	<input type="radio"/> <5,000 liters <input type="radio"/> 5,000 liters <input type="radio"/> 10,000 liters <input type="radio"/> >10,000 liters
	Functioning water tap	<input type="radio"/> YES <input type="radio"/> NO Number of functioning taps: _____
	Water treatment before use	<input type="radio"/> No treatment <input type="radio"/> Boiled <input type="radio"/> Chlorinated <input type="radio"/> Filtered <input type="radio"/> Other
	Trucked water only:	Frequency of water delivery: (per week/per month)
	Quantity of water delivery (trucked)	_____ Liters ; Cost per liter: _____

4.6 Sanitation Type (select type)	Status: Functioning?	Status: Well-maintained?
Open defecation	<input type="radio"/> A) YES <input type="radio"/> B) NO	<input type="radio"/> C) YES <input type="radio"/> D) NO
Pit latrine without slab	<input type="radio"/> A) YES <input type="radio"/> B) NO	<input type="radio"/> C) YES <input type="radio"/> D) NO
Pit latrine with slab	<input type="radio"/> A) YES <input type="radio"/> B) NO	<input type="radio"/> C) YES <input type="radio"/> D) NO
*VIP latrine	<input type="radio"/> A) YES <input type="radio"/> B) NO	<input type="radio"/> C) YES <input type="radio"/> D) NO
Pour flush	<input type="radio"/> A) YES <input type="radio"/> B) NO	<input type="radio"/> C) YES <input type="radio"/> D) NO
Eco-sanitation/composting	<input type="radio"/> A) YES <input type="radio"/> B) NO	<input type="radio"/> C) YES <input type="radio"/> D) NO
Conventional flush toilet	<input type="radio"/> A) YES <input type="radio"/> B) NO	<input type="radio"/> C) YES <input type="radio"/> D) NO
Others	<input type="radio"/> A) YES <input type="radio"/> B) NO	<input type="radio"/> C) YES <input type="radio"/> D) NO
*VENTILATED IMPROVE PIT (VIP) LATRINE CONSISTS OF A DARK INTERIOR, VENTILATION PIPE AND WIRE MESH ON TOP OF PIPE		
4.7 Number of Functional Latrines	Well-maintained?	Accessible for people with physical disabilities?
Number for boys	<input type="radio"/> A) YES <input type="radio"/> B) NO	<input type="radio"/> C) YES <input type="radio"/> D) NO
Number for girls	<input type="radio"/> A) YES <input type="radio"/> B) NO	<input type="radio"/> C) YES <input type="radio"/> D) NO
Number for women	<input type="radio"/> A) YES <input type="radio"/> B) NO	<input type="radio"/> C) YES <input type="radio"/> D) NO
Number for men	<input type="radio"/> A) YES <input type="radio"/> B) NO	<input type="radio"/> C) YES <input type="radio"/> D) NO
Notes:		

4.8 Hygiene and cleaning supplies	
Available hand washing facility with soap/ash at all sanitation facilities	<input type="radio"/> A) YES <input type="radio"/> B) NO
Available of hygiene materials or kits to support regular cleaning campaigns in the school	<input type="radio"/> A) YES <input type="radio"/> B) NO
4.9 Drainage and Wastewater Treatment (Select which applies)	
<input type="radio"/> A) Drainage channels <input type="radio"/> B) Soak away pits <input type="radio"/> C) Infiltration trenches <input type="radio"/> D) Grease traps <input type="radio"/> E) Septic tank <input type="radio"/> F) Sewer system <input type="radio"/> G) Others: _____	

5 Extra-curricular room	
5.1 Overall Condition	<input type="radio"/> A) GOOD <input type="radio"/> B) FAIR <input type="radio"/> C) POOR
5.2 Door is at least 1.25m wide	<input type="radio"/> A) YES <input type="radio"/> B) NO
5.3 Cleanliness	<input type="radio"/> A) GOOD <input type="radio"/> B) FAIR <input type="radio"/> C) POOR
5.4 Emergency evacuation sign	<input type="radio"/> A) YES <input type="radio"/> B) NO
5.5 Garbage Bin	<input type="radio"/> A) YES <input type="radio"/> B) NO
5.6 More than one door	<input type="radio"/> A) YES <input type="radio"/> B) NO



Workplan template

Key Tasks	Who is Responsible	Start Date D/M/Y	End Date D/M/Y

Days Key Tasks										

Annex 5.3

Enumerator tracking sheet

RESPONDENT SAMPLE SIZE FOR TRACKING
NAME OF ENUMERATOR:

STATE:

Name of School	Number of respondents per tool used		Annex 1.1.1 and Annex 1.1.2. Primary School Children		Annex 1.2 Secondary School Children		Annex 1.3 Teachers		Total
	Female	Male	Female	Male	Female	Male	Female	Male	
Total number of respondents									

Annex 5.4

Field coordinator tracking sheet

ANNEX 5.4.1

Quantitative Data Respondents Tracking Sheet

NAME OF FIELD COORDINATOR:

SCHOOL NAME:

COUNTRY:

STATE:

TOWNSHIP:

Name of School	Number of respondents per tool used		Annex 1.1.1 and Annex 1.1.2. Primary School Children		Annex 1.2 Secondary School Children		Annex 1.3 Teachers		Total
	Female	Male	Female	Male	Female	Male	Female	Male	
Total number of respondents									

**Focus Group
Discussions
Participants List
Name of Field
Co-ordinator:**

NAME OF FIELD COORDINATOR:
SCHOOL NAME:
COUNTRY:
STATE:
TOWNSHIP:

Type of Qualitative Tool Used:

- Annex 2.1. FGD SDMC Adults
- Annex 2.2. FGD SDMC Youth
- Annex 2.3. FGD NGOs/CSOs

NAME OF PARTICIPANT/S	POSITION	MALE/FEMALE	AGE

**Key Informant
Interviews - List
Interviewees
Name of Field
Co-ordinator:**

NAME OF FIELD COORDINATOR:
SCHOOL NAME:
COUNTRY:
STATE:
TOWNSHIP:

Type of Qualitative Tool Used:

- Annex 3.1. KII with Government Actors
- Annex 3.2. KII with Principals

Name of School / Name of Agency	Name of Interviewer	Name of Interviewee	Position	Male/ Female	Age	Date of Interview

Annex 6

Note taking template

INTERVIEWER:	INTERVIEWEE:	DATE OF INTERVIEW:
Key Points	Detailed Notes	
<p>Summary of Information:</p>		

Annex 7

Definition of terms

Definition of Terms Based from UNISDR Definition of Terms (2009)

Building Codes

Ordinances and regulations controlling the design, construction, materials, alterations and occupancy of any structure to ensure human safety and welfare. Building codes include both technical and functional standards.

Capacity

The combination of all the strengths, attributes and resources available within a community, society or organization that can be used to achieve agreed goals.

Contingency Planning

A management process that analyses specific potential events or emerging situations that might threaten society or the environment and establishes arrangements in advance to enable timely, effective and appropriate responses to such events and situations.

Disaster

A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

Disaster Risk

The potential disaster losses, in lives, health status, livelihoods, assets and services, which could occur to a particular community or a society over some specified future time period.

Disaster Risk Management

The systematic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster.

Disaster Risk Reduction

The concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

Disaster Risk Reduction Plan

A document prepared by an authority, sector, organization or enterprise that sets out goals and specific objectives for reducing disaster risks together with related actions to accomplish these objectives.

Early Warning System

The set of capacities needed to generate and disseminate timely and meaningful warning information to enable individuals, communities and organizations threatened by a hazard to prepare and to act appropriately and in sufficient time to reduce the possibility of harm or loss.

Hazard

A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

Mitigation

The lessening or limitation of the adverse impacts of hazards and related disasters.

Natural Hazards

Natural process or phenomenon that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

Preparedness

The knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions.

Prevention

The outright avoidance of adverse impacts of hazards and related disasters.

Public Awareness

The extent of common knowledge about disaster risks, the factors that lead to disasters and the actions that can be taken individually and collectively to reduce exposure and vulnerability to hazards.

Retro Fitting

Reinforcement or upgrading of existing structures to become more resistant and resilient to the damaging effects of hazards.

Risk

The combination of the probability of an event and its negative consequences.

Risk Assessment

A methodology to determine the nature and extent of risk by analyzing potential hazards and evaluating existing conditions of vulnerability that together could potentially harm exposed people, property, services, livelihoods and the environment on which they depend.

Vulnerability

The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.



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