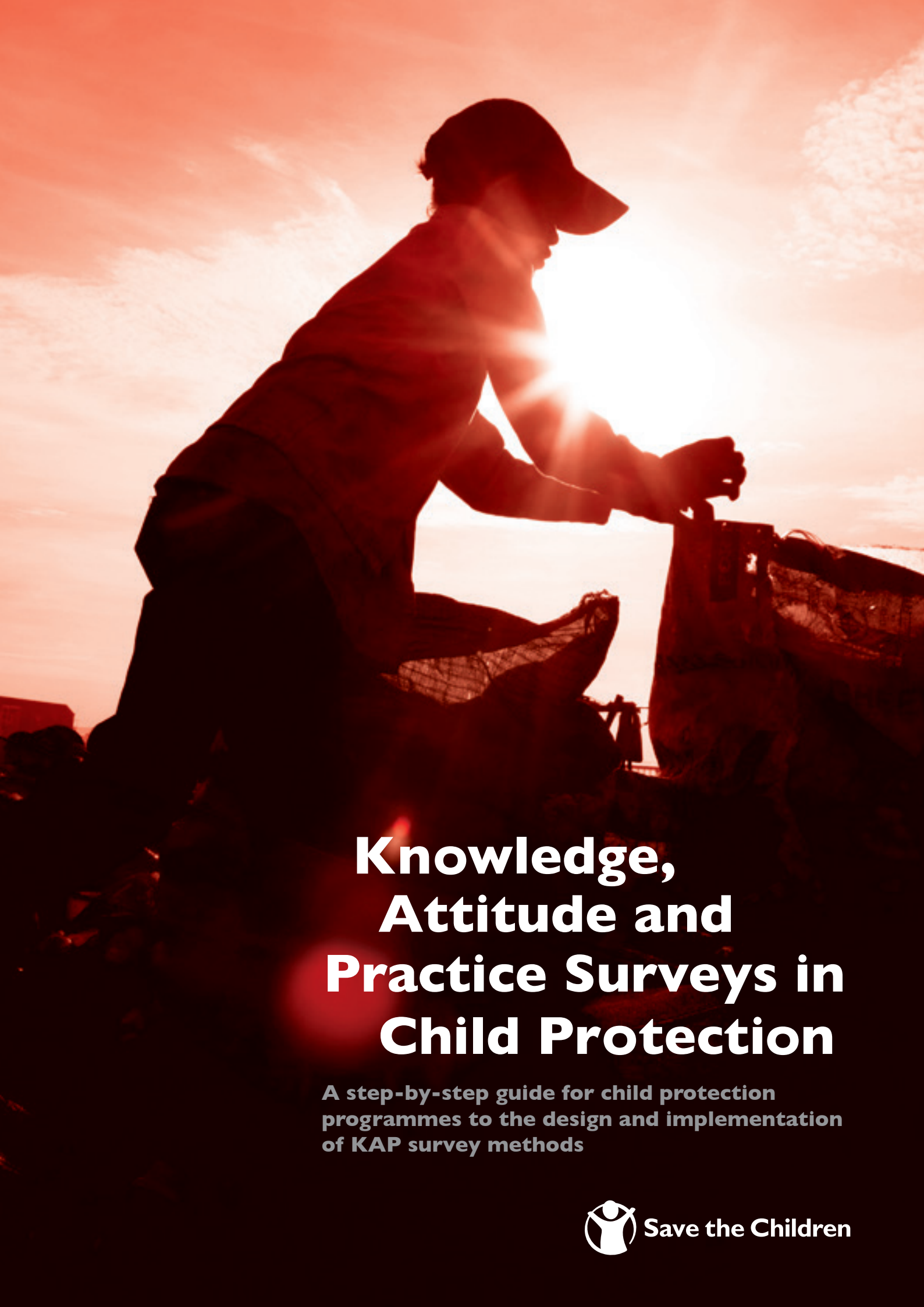


Knowledge, Attitude and Practice Surveys in Child Protection

A step-by-step guide for child protection programmes to the design and implementation of KAP survey methods

Save the Children

Knowledge, Attitude and Practice Surveys in Child Protection

A step-by-step guide for child protection programmes to the design and implementation of KAP survey methods

Save the Children

Special thanks are extended to the individuals consulted in developing this guide for their time and candidness. Grateful acknowledgement to Save the Children Child Protection staff in Liberia and Sierra Leone for trailblazing the use of KAP surveys in child protection and openly sharing their experiences for this guide. In addition, the author would like to thank Monica Ruiz-Casares of McGill University who designed and led the Liberia survey for her insights and willingness to support this project. The author would also like to thank Claudia Cappa of UNICEF Headquarters Statistics and Monitoring Section for sharing her expertise and information about the MICS child protection modules.

Written by: Abigail Holman (independent consultant)

Project supervised and coordinated by: Sarah Lilley (Save the Children UK), on behalf of the Child Protection Initiative Monitoring and Evaluation Task Group

Project Management: Denise Stuckenbruck, Meri Ghorkhmazyan and Rozita D'Souza

Translations: Claude Wehbe (Arabic), Marcela Sariego (Spanish), María del Pilar Gáñez (Spanish), Sidy Gabar Fall (French)

Reviews: Evelyn Sadio (French), Inés Gimeno (Spanish,) Jumanah Zabaneh (Arabic), Karine Buisset (French), Lucia Losoviz (Spanish)

Production Management: Michael Anthony

Design by: Quo Bangkok Co., Ltd.

Published by: The Child Protection Initiative, Save the Children

Credit for photographs:

Cover:	Karin Beate Nosterud	Page 46:	Prashanth Vishwanathan
Page 2:	Luca Kleve-Ruud	Page 49:	Madhuri Dass
Page 4:	Luca Kleve-Ruud	Page 50 (top):	Save the Children
Page 7:	Teri Pengilley	Page 50 (bottom):	Per-Anders Pettersson
Page 8:	Genna Naccache	Page 52:	Save the Children
Page 10:	Save the Children	Page 57:	Maisie Crow
Page 13:	Karin Beate Nosterud	Page 58:	Jenn Warren
Page 16:	Joanne Offer	Page 59:	Save the Children
Page 21:	Luca Kleve-Ruud	Page 60:	Kullwadee Sumnalop
Page 22:	Piers Benatar	Page 62:	Genna Naccache
Page 23:	Genna Naccache	Page 64:	Ingrid Lund
Page 24: (top)	Jenn Warren	Page 65:	Luca Kleve-Ruud
Page 24 (bottom):	Rodrigo Ordonez	Page 66:	Sebastian Rich
Page 29	Mats Lignell	Page 67:	Kate Holt
Page 30:	Shafiqul Alam Kiron	Page 68:	Kullwadee Sumnalop
Page 33:	Alejandro Kirchuk	Page 70:	Stuart Bamforth
Page 34:	Save the Children	Page 72:	Kullwadee Sumnalop
Page: 35:	Kate Holt	Page 75:	Luca Kleve-Ruud
Page 36:	Luca Kleve-Ruud	Page 76:	Madhuri Dass
Page 37:	Kullwadee Sumnalop	Page 79:	Save the Children
Page 38:	Madhuri Dass	Page: 81:	Brenda Bannon
Page 41:	Alejandro Kirchuk	Page 82:	Luca Kleve-Ruud
Page 42:	Genna Naccache	Page 85	Warrick Page
Page 44:	Luca Kleve-Ruud	Page 95:	Jane Hahn
Page 45:	Save the Children		

Date: December 2012

Contents

Foreword

Save the Children defines "child protection" as measures and structures to prevent and respond to abuse, neglect, violence and exploitation affecting children. A core component of such 'measures and structures' are public knowledge, attitudes and behaviours relating to child protection issues.

At Save the Children, a large part of our child protection programming is concerned with changing the attitudes and behaviours of children, caregivers, other adults in the community and government to better protect children. Many of our interventions aim at influencing social norms and ultimately bringing about social change to protect children from all forms of violence, neglect, abuse and exploitation. Despite the breadth of our programming experience, we face challenges in monitoring and evaluating this type of child protection work and demonstrating how, with the collaboration of partners, our work has changed social norms and practices for the better.

The Child Protection Initiative (CPI) is an internal mechanism, created by Save the Children in 2009, to improve the quality and increase the scale of the organisation's child protection programmes. One of the key elements to ensuring that Save the Children achieves its aims is our ability to measure the progress and the impact of our programmes on children's lives. Since 2010, the CPI has strived to put in place several Monitoring and Evaluation (M&E) mechanisms, tools and guidelines, aimed at increasing the capacity of country programmes to design and monitor their child protection programmes.

This guidance on conducting Knowledge, Attitude and Practice surveys in child protection has been developed to support improvements in the quality of data collection in our child protection programmes. In particular, this guidance will help to strengthen the quality of our research, monitoring and evaluation work, and enable Save the Children to contribute to a step-change in the child protection evidence base that is so critically needed.

The production of these resources would have been impossible without the dedicated effort, technical expertise and commitment of the author Abigail Holman and that of Sarah Lilley, Deputy Head of Child Protection at Save the Children UK, to whom we extend our gratitude. Should you have any feedback, please feel free to contact members of the CPI M&E task group or write to cpi.me@rb.se.

Lena Karlsson
Director of the Child Protection Initiative
Save the Children

Executive summary

A KAP survey is a quantitative study of a specific population that collects information on what people know, how they feel, and how they behave in relation to a particular topic. Knowledge, Attitude and Practice (KAP) surveys can gather valuable data that may be used to strengthen child protection programme planning and design, advocacy, social mobilisation, assessment and evaluation.

Quantitative data describing people's knowledge and behaviour related to child protection is critical for understanding the scale of protection issues and providing credible evidence for the development of national child protection systems, policy and practice. Despite wide recognition of the need for information, there is a lack of tested methodologies for gathering data relating to child protection. This guide aims to fill this gap by providing an overview of the key concepts, principles, and steps in conducting a KAP survey as well as tips, tools, resources and case studies tailored to the child protection sector. In addition to presenting learning around KAP surveys from other sectors, this guide draws on the experiences of two Save the Children country programmes (Sierra Leone and Liberia) that have successfully adapted KAP survey methods to child protection.

This guide is designed for all staff working on child protection programmes who need quantitative data on knowledge, attitudes and practices related to child protection.

The objectives of this guide are to:

- **Introduce the concept of KAP surveys in child protection;**
- **Help users determine if a KAP survey is an appropriate method for collecting data to be used on a child protection programme;**
- **Describe how to prepare for, implement and use the results of a KAP survey, offering valuable advice and learning from the field at each stage of the process; and**
- **Provide additional guidance on how to ensure the quality of KAP data and enhance the participation of children during the different steps of a survey.**

The guide is not a comprehensive resource on research methodology, but aims to equip users with the essential knowledge and understanding needed to manage and commission a survey. Although survey methodology may appear straightforward, knowledge, attitudes and practices are very complex and there are many points at which the quality and validity of data may be compromised. It is therefore vital that any KAP survey is led by an experienced researcher who is able to anticipate and manage these challenges from the design stage onwards. Many Save the Children child protection programmes will commission an external consultant to lead a KAP survey and this guide will be a valuable resource for consultants and staff alike. Whether the survey is led internally or externally, this guide will help programme staff to maintain oversight, ask the right questions and take informed decisions to ensure the objectives of the survey are met and that programme staff and stakeholders – in particular children – keep ownership of the process and results.

The introduction to this guide addresses the initial decision to undertake a KAP survey, walking users through the process of selecting the most appropriate method for data collection on the basis of needs and available resources.

The remainder of the guide presents the steps recommended for planning and implementing a KAP survey:

STEP 1: Defining survey objectives

STEP 2: Developing a survey protocol

STEP 3: Designing the survey questionnaire

STEP 4: Conducting the survey

STEP 5: Entering, cleaning and analysing data

STEP 6: Reporting and using the data

Throughout the guide, we have highlighted opportunities and recommendations for enhancing the participation of children at each stage of a survey. The guide also includes two special sections that go beyond the basic methodology to provide information and recommendations on topics we felt were particularly important for child protection programmes:

I. **Surveying Children:** this section addresses the special ethical and methodological considerations that emerge when involving children as survey participants (presented in Step 2).

II. **Data Quality Assurance:** this section details the risks to data quality and measures that can be taken to prevent and mitigate data quality problems at each stage of a survey (presented in Step 5).

In addition, the guide contains a complete **glossary** of technical terms mentioned in the text, a detailed list of **further reading** and resources, and a collection of **annexes** that include templates and tools which may be adapted for use by your country programme.

Introduction

Introduction

Knowledge, Attitude and Practice (KAP) surveys can gather valuable quantitative information that may be used to strengthen child protection programme planning and design, advocacy, social mobilisation, assessment and evaluation. This guide provides users with an overview of the key concepts, principles, and steps involved in conducting a KAP survey in child protection programmes as well as practical tips, tools and resources.

A KAP survey is a quantitative study of a specific population that collects information on what people know, how they feel, and how they behave in relation to a particular topic.

Quantitative data describing people's knowledge and behaviour related to child protection is critical for understanding the scale of protection issues and for identifying effective responses. Despite wide recognition of the need for information, there is a severe lack of data and tested methodologies for gathering data relating to child protection. This is a significant constraint on the development of national child protection systems, improved policy and practice, and the realisation of children's rights to protection globally.

KAP surveys first began to be used by international development and aid agencies in the 1960's and 1970's to gather information to inform primary health and family planning programmes. The KAP survey is now a well-established and widely used methodology. However, like other quantitative methods, the KAP survey remains a relatively new approach in child protection.

This guide aims to fill this gap by providing advice, case studies, tools and resources tailored to the child protection sector. In addition to presenting the broader learning around KAP surveys from other sectors, this guide draws on the experiences of two Save the Children country programmes (Sierra Leone and Liberia) that have adapted KAP survey methods to child protection.

Who is this guide for?

This guide is designed for all staff working on child protection programmes who need **quantitative data** on knowledge, attitudes and practices related to child protection.

The guide may also be a helpful reference for consultants hired to assist country programmes to carry out a KAP survey in child protection.

The objectives of this guide are to:

- Introduce the concept of KAP surveys in child protection;
- Help users determine if a KAP survey is an appropriate method for collecting data to be used on a child protection programme;
- Describe how to prepare for, implement and use the results of a KAP survey, offering valuable advice and learning from the field at each stage of the process; and
- Provide additional guidance on how to ensure the quality of KAP data and enhance the participation of children during the different steps of a survey.

The guide is not a comprehensive resource on research methodologies such as interviewing skills, supervision, training or data analysis, but aims to equip users with the essential knowledge and understanding required to manage and commission a survey. It is designed for Child Protection staff and consultants who (a) are already familiar with basic research methods and are searching for tips and tools specific to the KAP method and child protection; and (b) intend to commission and manage an external consultant to lead or support the surveys.

If you plan to hire a consultant, this guide will help you to clearly articulate your needs and preferences, track resources, pose relevant questions and make informed decisions that will ensure the objectives of the survey are met and that programme staff and stakeholders maintain ownership over the process and results.

How to use this guide

This guide provides an overview of the major steps of implementing a KAP survey for a child protection programme supported by case studies, practical tips and suggestions.

The introduction addresses the initial decision to undertake a KAP survey and provides guidance on how to determine whether it is the most appropriate method to obtain information given your needs and the resources you have available.

The remainder of the guide is organised in chapters corresponding to the major stages of planning, design, implementation, analysis, use and dissemination. Each step opens with a list of key activities and outputs followed by an explanation and description of each of these activities. Throughout the guide are feature boxes with helpful considerations, tips and case studies. In addition, **call-outs highlight opportunities to build in children's participation** at different stages in the KAP survey process.

The **glossary** at the end of the document provides definitions for technical terms used in the guide. Terms that can be found in the glossary will appear in bold the first time they are used in the text. The glossary contains clear explanations of many statistical terms that you may find particularly helpful if you need to communicate with researchers or statisticians during survey design or data analysis.

This guide is far from exhaustive and a list of **resources and further reading** is provided to guide users to supplementary documents, references or tools. A collection of **annexes** at the end of the guide offers a selection of tools and templates that may be adapted for use by country programmes.

Reading the introduction closely is strongly recommended before proceeding to the steps for planning and implementing a survey. **You should complete the checklist at the end of the introduction to determine whether a KAP survey is the most appropriate data collection method for a programme given the needs and resources available.** KAP surveys are often mistakenly regarded as a quick and simple option for collecting quantitative data. Collecting high quality survey data requires a considerable investment of time, money, energy and skills in the design, planning and preparation stages. Particularly in child protection, where quantitative data is rare, a KAP survey has the potential to generate significant findings and it is important that this effort is a rational use of project resources.

KAP surveys and child protection

KAP surveys are widely used in public health – for example to capture data about beliefs and practices that might put individuals at risk for HIV transmission or improve the effectiveness of malaria prevention programmes – and are increasingly being applied in other sectors. In child protection programming, a KAP study may be useful to learn or assess:

Knowledge – The level of children's and adults' awareness and understanding of a particular topic.

> For example: the a level of awareness among caregivers and children about different aspects of children's protection rights and the existence of legislation or resources to protect them; knowledge of the risks posed by harmful child labour, migration, corporal punishment and alternative forms of discipline.

Attitudes – How children and adults feel about a particular topic, as well as any preconceived ideas or beliefs they may have towards it.

> For example, people's perspectives on specific threats faced by children in their community, attitudes towards the use of corporal punishment for discipline; beliefs about when it is appropriate for a child to work; approval or discouragement of early marriage; stigma or discrimination of children without adequate parental care or those affected by HIV/AIDS.

Practices – The ways in which children and adults apply their knowledge and attitudes of a particular topic through actions.

> For example, caregivers use of corporal punishment for discipline; the practice of leaving children at home alone or unattended; treatment of children without adequate parental care; if and where caregivers seek help for a sick child; reporting of sexual abuse or violence, etc.

In most KAP surveys, information is collected by an interviewer using a standardised questionnaire which is designed to generate data that can be analysed quantitatively.

Why do a KAP survey in a child protection programme?

In many contexts children are placed at risk within their own homes or communities as a result of commonly held beliefs and practices. For example, corporal punishment may be widely viewed as the most effective way to teach a child values or discipline; or residential care may be viewed as the a preferred option for the care of children whose family are poor and cannot afford to meet basic needs. In these cases, an effective child protection programme does not only address services but will also aim to build knowledge and promote positive attitudes and behaviours within the target group.

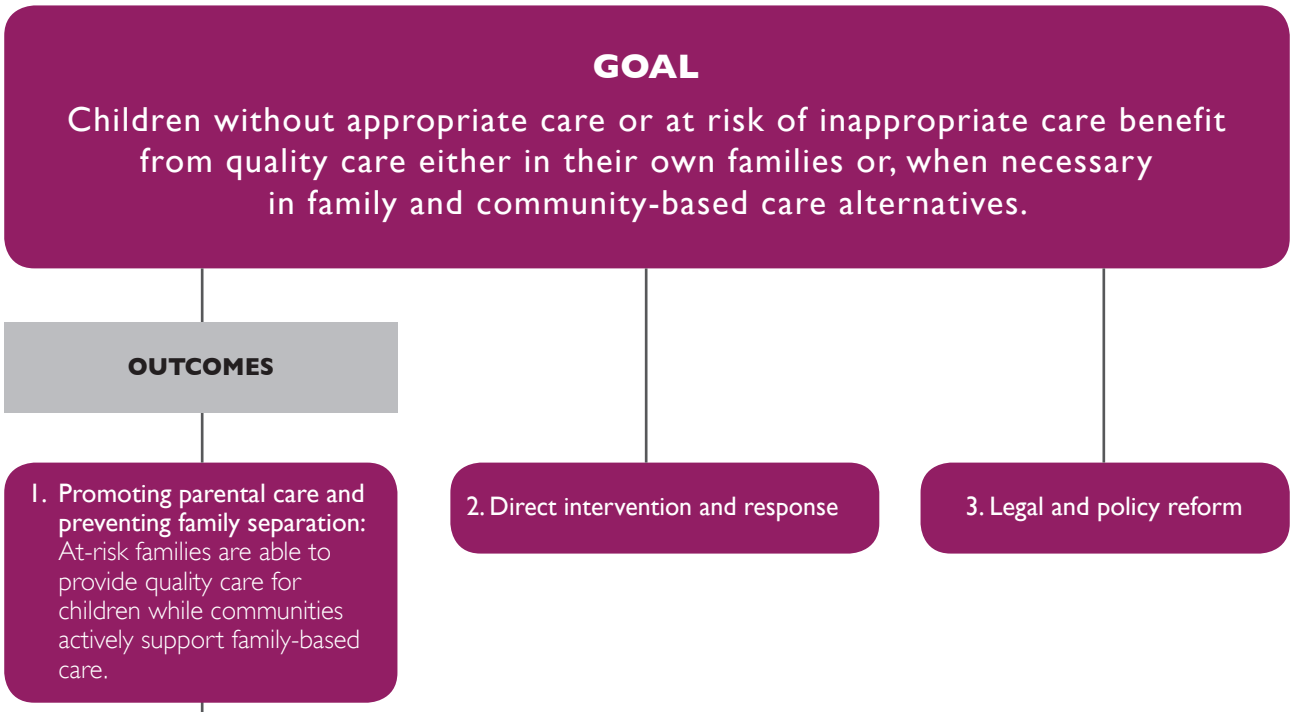
Many child protection programmes therefore include objectives and activities to target changes to the awareness, attitudes and practices of community members and caregivers that will contribute to improving the well-being and protection of children. For example, a programme that tackles the risks of residential care may look at creating alternative care options, but will also need to understand the reasons residential care is preferred and carry out parenting training and community sensitisation activities on the risks. In order to design these activities well and to know if they are effective, we need to measure and characterise existing knowledge, attitudes and practices of the target group. A KAP survey is one method that can be used gather this information.

KAP survey data can be used in the following ways to inform a child protection programme:

- To understand the nature and prevalence of specific beliefs and practices that put children at risk or compromise the effectiveness of protection mechanisms;
- To gather information about what respondents know about a specific child protection issue, what they think about that issue and how that influences their actions, identifying knowledge gaps, cultural beliefs or common practices that may be protective or pose a risk to children's well-being;
- To support the design and planning of information, communication or education activities;
- To build a compelling evidence base in support of advocacy efforts and to mobilise community groups for action; and
- To evaluate the efficacy and impact of programme activities during or at the end of a project.

These types of information are essential to programme managers and staff in order to set priorities, estimate and allocate resources, identify problems and solutions, strengthen approaches, and make strategic decisions. In addition, quantitative data is often a compelling resource to use in advocacy or social mobilisation.

Figure 1. Child protection project results framework: what a KAP survey can tell you



Using as an example **Outcome 1: Promoting parental care and preventing family separation:** At-risk families are able to provide quality care for children while communities actively support family-based care, a KAP survey could be developed to collect data on the **Intermediate Outcomes:**

1.1 Strengthened family

- Proportion of parents or caregivers in Save the Children operational areas who use or believe physical and/or humiliating punishment or abuse is a means of disciplining their children.
- Proportion of parents/caregivers who demonstrate knowledge of positive disciplining methods and conflict resolution skills.
- Proportion of parents or caregivers who state that they would report a suspected case of child abuse and know how to do so.

1.2 Supported and engaged communities

- Proportion of community members and leaders who demonstrate understanding on key child protection policies, laws, services and resources (especially with regard to family-based care) and are able to apply those to relevant contexts.
- Proportion of community members that state they prefer family-based care to institutional care and are able to identify benefits of family-based care.

1.3 Empowered children

- Proportion of children who actively participate in care decisions that affect them.
- Proportion of children who can identify someone to go to if they have a protection concern.

Choosing to do a KAP survey: is it the right method?

What is the difference between a KAP study and a KAP survey?
Although the terms 'survey' and 'study' may sometimes be used interchangeably, for the purposes of clarity in this guide, we will define a survey and a study as follows:

A **survey** is a quantitative research method used to measure the distribution of characteristics in a population at a particular point in time. A KAP survey specifically aims to measure and understand the attitudes, beliefs, knowledge or behaviour of the target population. A survey often uses a structured tool such as a questionnaire which includes pre-defined questions that are posed to members of the target population either through an interview (orally) or are answered in a written form. As resources are rarely available to interview every member of a target population, a survey will often collect data from a representative sample of the target population that is later analysed statistically so that findings may be generalised.

A **study** is the broader research or evaluation activity that combines several different methods to gain information and build a picture about a topic. Methods used in a study might be qualitative (focus groups, interviews), participative and/or quantitative depending on information needs and resources as well as the practicalities of gathering data. A KAP survey is just one of a number of different research methods that might be used to complete a KAP study.

Before embarking on any new KAP study, you need to decide on the most appropriate design. The first step is to identify the specific needs and intended uses for the information. If information is required internally to inform the design or planning of programme activities, qualitative data can be very valuable and often more economical than quantitative data. However, if the information is intended to be used for advocacy, to allocate resources, or to contribute to the wider body of evidence on a topic, quantitative data has the advantage of capturing scale and is often easier to communicate and more widely trusted as objective by external audiences.

This manual provides guidance for the implementation of a KAP survey. It does not provide guidance for conducting a wider KAP study.

Although KAP surveys appear to be a relatively quick and simple way to gather quantitative data, they nevertheless 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 survey is the optimal use of precious resources.

Figure 2. Research methods

Quantitative Prioritise impartiality, accuracy, objectivity and validity of data. Describes and explains phenomena using indicators and aggregates.	• Surveys: Typically use a standard questionnaire to collect quantifiable information from representative sample of participants; may be completed directly by participants or survey staff through individual interviews. • Tests: Collect quantitative information on the basis of standardised observation or testing. • Analysis of existing data sets: Analysis of existing data sets to explore new hypotheses or outcomes.
Qualitative Emphasise 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.	• Observation: 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. • Interviews: 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 Groups: Semi-structured 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. • Case Studies: An intensive study of a specific individual or context.
Participative Emphasise the importance of participants and beneficiaries in assessment.	• Brainstorming, mapping processes, citizen monitoring, transect walks, spider tool exercises, diaries, etc.

(Trochim, 2006)

The main strength of a KAP survey over alternative methods is that the data may be **generalisable** to a larger population and the quantitative nature of results allows for some description of the scale, scope or prevalence of specific indicators, comparisons of these indicators over different points in time, and analysis of relationships between them.

However, **a survey only maintains its advantage if the data is reliable.** If a survey is poorly designed or executed, compromising the quality of the data, the benefits of using a quantitative method are lost. Therefore, before committing to undertake a KAP survey, it is critical to ensure that adequate resources are available – in terms of money, time and expertise – and that the survey is well designed and conducted to guarantee the quality and reliability of data.

For evaluations, Save the Children promotes the use of mixed methods. Using a combination of methods and triangulating the findings can strengthen the validity of results. Figure 3 presents some criteria that should be considered when deciding which methods to use.

Figure 3. Considerations for the selection of study methods

Type of information needed and value of the data	Credibility and scientific rigour	Practical considerations
• Different methods pose tradeoffs between breadth and depth and between generalisability and specificity. • Qualitative methods may yield more rich and revealing findings particularly about attitudes among specific population groups. • Quantitative methods allow findings to be generalised beyond the specific individuals interviewed.	• Quantitative methods use standardised and replicable approaches and data may be analysed with sophisticated statistical techniques. Do not assume that quantitative methods always yield more objective and accurate information. • There are many factors beyond the methodology which affect the rigour of data. Consider the target audiences for study data when determining which method or combination of methods will be most credible among them.	• Costs • Staff skills • Time constraints

(Sharp and Frechtling, 1997)

A typical mixed-method design might start with a qualitative method to highlight and characterise issues or angles to be explored, followed by a survey of the study population, and concluded with in-depth interviews to clarify some of the survey findings or validate the interpretation of findings.

Limitations of survey methods: what a KAP survey will not do

Good surveys require considerable resources including staff time, skills and money, and it is crucial to assess whether the investment of programme resources in a KAP survey are justified. In order to make this assessment, you must understand the limitations of KAP surveys as well as the range of alternative and complementary methods available for gathering data. Below are some of the challenges and limitations of using a survey method.

- **Knowledge, attitudes and behaviours are complex and survey questionnaires often fail to capture important nuances:** KAP surveys typically rely on a standardised and highly structured questionnaire to collect quantifiable data. However, people's knowledge, attitudes and practices about child protection issues are complicated and a questionnaire tool can be too rigid to capture the many factors that may interact with and influence these outcomes. As most questions have fixed answer categories (to ease analysis), information that falls outside these categories because it is new or unexpected usually goes unrecorded. For example, a survey may help to measure the scale and scope of a practice such as early marriage, but will struggle to document all the reasons 'why' children are married early or highlight viable solutions to change this practice. Qualitative methods will offer the flexibility you need to capture this information.

- **KAP surveys cannot prove causal relationships:** Causality means that you can prove that a specific characteristic or variable (e.g. participation in a programme, education level, belief, etc.) is the

cause of a given outcome or effect (such as behaviour). A KAP survey may help you identify an association between two variables, but causality is impossible to prove for the reasons described above: a KAP survey will not explain the logic mechanisms that lead an individual to adopt a certain behaviour. You should always triangulate KAP findings with other data sources to learn as much as possible about cause and effect relationships. (Launiala, 2009)

- **There are few standardised survey questions for child protection which have been validated:** Child protection is still a relatively new sector in development, and unlike health or education, quantitative methods are still rarely utilised. As a result there are very few standard survey questions for child protection that have been tested and validated in a robust way.[1] Designing questions is usually more difficult and time consuming than anyone expects and survey questions must be very carefully formulated and tested to ensure that respondents understand both the language and the content of the question in the same way. In particular, concepts such as 'risk' are very ambiguous and may be interpreted by enumerators and respondents very differently. If survey questions are not carefully designed and validated, then data collected may not be useful.

- **Changes in knowledge, attitudes and practices occur slowly and may not be possible to detect with a survey during the life of a project.** Very often, the changes that you need to capture through a KAP survey, such as parental and community attitudes and behaviours in relation to physical and humiliating punishment, may take several years to occur. Sometimes it may be 5-10 years or even longer before a measurable change is recorded. Therefore, if a project has a duration of just two to three years a KAP survey will be unlikely to detect a significant change. In this context, measurements of progress and qualitative methods may be more appropriate to gather the information you need.

When to do a KAP survey

As with any data collection activity, the timing of a KAP survey will be based on the need and planned uses for data. If a survey is conducted in the early stages of a project before extensive planning and implementation takes place, the data may be used to refine activities and approaches, guide resource allocation and establish a baseline on key monitoring indicators. Keep in mind that even if everything goes smoothly, you will not usually have a final report in hand for at least three months from the day you start writing the survey protocol.

The timing of a survey may also be influenced by whether you intend to use the findings to support advocacy efforts. If you are planning a mid-term or post-intervention survey to allow for comparison of key indicators at different points in time, it is important that subsequent surveys are planned far enough apart to allow time for any changes to take place. Attitudes and practices in particular change very slowly whereas project funding may be relatively short-term.

1 Examples of standardised validated questions on child protection topics can be found in the Multiple Indicator Cluster Surveys http://www.unicef.org/statistics/index_24302.html

If you wish to evaluate a project that has less than two years of funding, a KAP survey may fail to detect any change. You should consider alternative methods to evaluate short-term projects. KAP surveys are almost never appropriate in emergency contexts.

Key steps

Conducting interviews in the field is only one of many activities involved in a KAP survey and is the result of months of preparation. Because knowledge and attitudes are so specific to distinct social, political and cultural contexts, the bulk of time and energy on a KAP survey is often devoted to designing and adapting methods and tools so they are locally valid.

Preparation

STEP 1: Defining survey objectives. A desk review will help define key areas of enquiry, research questions and the sample population; it is recommended that this be a systematic and participative process involving programme staff as well as stakeholders such as government, UNICEF, local NGO partners and communities where appropriate.

STEP 2: Developing a survey protocol. The protocol is the key reference document which details survey objectives, the sampling framework and procedures, a workplan, quality assurance and data analysis plans, ethical considerations, safeguarding considerations, budget and timeline. The protocol provides a clear and detailed set of guidelines for fieldwork and analysis and may also be submitted to stakeholders or review boards.

STEP 3: Designing the survey questionnaire. A strong questionnaire will be based on a thorough review of the literature as well as qualitative information from, and about, the study population. It must be field-tested and validated to ensure questions are designed in such a way that they are understood by respondents and easily administered by study staff. In many cases, questionnaires are developed after carrying out formative research using qualitative methods.

Implementation

STEP 4: Conducting the survey. Fieldwork begins with recruiting and training a research team and relies heavily on strong leadership and the support of administrative and logistics staff. Data quality assurance must be systematically built into the fieldwork through daily debriefs, reviews and checking.

Post-implementation (analysis, report writing, dissemination and data use)

STEP 5: Entering, cleaning and analysing data including the interpretation of findings. This step offers a valuable opportunity to engage stakeholders including beneficiaries in understanding the information you have collected and catalysing action.

STEP 6: Reporting and using the data. Successfully communicating the findings of a KAP studies requires data to be translated into specific formats and messages for each user and target audience. Programme staff should be engaged in the interpretation and translation of findings into action plans and materials. Disseminating data among stakeholders and communities may involve national, regional and local workshops and the creation of different communications products for each target audience including briefings, reports, papers, and presentations.

Estimating your resources

The time and resources required for a KAP survey will vary directly with the scale and scope of the survey – i.e. the larger the sample and the wider the range of topics it aims to cover, the more resources will be needed.

	Liberia	Sierra Leone
Purpose of the survey	To establish a baseline for knowledge, attitudes and practices related to protection issues around children without adequate parental care in Save the Children's operational communities. To identify resources for vulnerable children in target counties and barriers or enabling factors related to violations of children's rights and their access and willingness to use prevention and response services.	To collect baseline data in Save the Children operational areas for the purposes of monitoring and evaluation of a project on teenage pregnancy prevention and response. To explore children and duty bearer's knowledge, attitudes and practices relating to gender, sexual abuse and exploitation and sexual and reproductive health in order to guide behaviour change communications strategies and the design of interventions to improve community protection of children.
How long did it take?	A little over **5 months** in total, of which 3 months were spent on preparatory work which included substantial formative research (focus groups and interviews) and several weeks for the design, testing and finalisation of data collection tools. ➔ 4 weeks were spent collecting data in the field from a total of 1160 caregivers and 387 children. ➔ 8 weeks were dedicated to data entry, cleaning, analysis and the writing of the final report.	The survey took approximately **2 months**: ➔ 2 weeks for preparation including design and finalisation of tools. ➔ 2 weeks were spent collecting data in the field from 420 adults and 420 children. ➔ 2 weeks for entry, cleaning and analysis of data.
Who was on the survey team?	➔ 1 Survey Manager (international consultant) ➔ 3 Field Team Leaders ➔ 9 Enumerators ➔ 2 Data Entry clerks Save the Children staff were able to fill almost half of the positions on the survey team. The survey engaged stakeholders through a special Advisory Committee.	➔ 1 Survey Manager (international Save the Children Child Protection emergency response personnel (ERP) seconded to the survey for a period of 7 weeks). ➔ 1 National Consultant recruited for a period of 3 weeks to provide technical support. ➔ 2 Field Team Leaders assigned from the child protection team to support the survey for 7 weeks. ➔ 12 Enumerators recruited externally. ➔ 8 Data Entry clerks recruited externally.
How was the information used?	➔ A **survey report** was disseminated among key stakeholders through 7 workshops held in the capital and 6 project counties. ➔ An a**dvocacy document** was drafted and presented at a high level meeting with national government and UN partners.	➔ Dissemination workshop was held within target communities. ➔ Findings were used to guide programme design and as a reference document for future studies.
How much did it cost?	➔ USD 40,000 The project had funding of USD 4 million. The total planned budget for the survey was USD 21,600 but this excluded transport and subsistence costs. An international consultant was hired to lead the survey for a total of 60 days over a period of 5 months.	➔ USD 25,717 The project had funding of approximately USD 200,000 over 18 months. A national consultant was hired for 3 weeks to provide technical support and the survey was managed by a Save the Children child protection ERP for a period of 7 weeks.

Budget – Costs will vary considerably in different settings, however it is possible to make a rough projection to determine whether a survey is feasible within your project or programme budget. As a rough estimate, you might need at least USD 15,000-25,000 to conduct a KAP survey. Depending on the scope and size of your survey, you might need as much as USD 50,000-75,000. If you are going to conduct a KAP survey at baseline and repeat it at final evaluation, you must also remember to include the cost of two full surveys in your overall project or programme budget. A simple budget template is provided in **Annex B.**

Personnel – at a minimum the survey team should consist of the following:

- Survey manager – to be the primary local focal point and coordinate the study from beginning to end.
- Field Team Leaders – to oversee data collection teams and ensure the quality of data as it is gathered.
- Enumerators – to collect data directly from the target population.
- Data entry clerks – to enter and perform basic checks on data as fieldwork is ongoing and immediately on completion.
- Programme staff – will participate in planning, design and data analysis workshops and ideally also have the opportunity to fill survey team roles such as supervisors or enumerators.
- Support (administration, finance and logistics) – will be crucial throughout the execution of the survey and focal points should be involved as an integral part of the survey team from the beginning.

Survey team roles are discussed in more detail in Step 5.

Time – A KAP survey may take three to six months from the preparation of the survey protocol to the final report. Although fieldwork might not last more than a few weeks, the preparatory stages – including drafting the protocol, designing, testing, and revising data collection tools, and training survey staff – are time intensive. If you need to engage external technical support, do not forget to factor in time for recruitment.

Expertise – It is essential that a KAP survey has the leadership and oversight of a professional with training in research methods and relevant field experience to ensure high quality. Experience in quantitative research is necessary to understand how to mitigate risks to the validity and quality of the data. If expertise is not available in-house, it is highly recommended to bring in technical leadership from a university, research organisation, consultancy firm or independent researcher. The Sample Terms of Reference in **Annex C** may be used as a template to commission technical consultancy support. In addition Save the Children has provided guidance on commissioning consultants in the Evaluation Handbook.

Before embarking on a child protection KAP survey you are also strongly advised to **seek technical support from an M&E adviser.** Depending on the scope of work and the project grant that the survey relates to, you should contact:

- M&E Advisers in Save the Children Members
- The CPI M&E task group: cpi.me@rb.se
- The regional M&E Adviser at Save the Children International

Recap and checklist

TO DO! Before starting a new KAP survey, you should complete the checklist below. You should be able to answer YES to all the following questions before embarking on a new KAP survey.

Is a KAP survey appropriate for your child protection programme? Complete this checklist before starting:

- ☐ Have you clearly defined the needs and major audiences fo information on knowledge, attitudes and practices related to child protection in your programme area? Do you know how the data will be used and by whom?
- ☐ Have you discussed with the primary audiences how rigorous the information needs to be?
- ☐ Have you looked for existing data that might be used or re-analysed? Are you sure that no other similar studies have been completed recently within the population of interest?
- ☐ Have you considered a range of methods that could be used for collecting the required information?
- ☐ Having considered a range of methods, can you explain why quantitative data are needed?
- ☐ Does the programme have adequate funds set aside for a survey?
- ☐ Does the programme have adequate time to conduct a survey?
- ☐ Do you have the necessary in-house technical expertise to design and conduct a KAP survey? If no, have you identified external technical expertise to lead the KAP survey?
- ☐ Do you have a staff member with some survey design and implementation experience who can serve as a survey manager for a period of 3-6 months?
- ☐ Do you have local or national partners who might be able to support the effort?
- ☐ If the survey is to provide baseline data for evaluation purposes, do you have adequate funding to repeat the survey later in the project life?

If you have answered YES to all these questions, you can proceed to the next chapter and start designing your KAP survey!

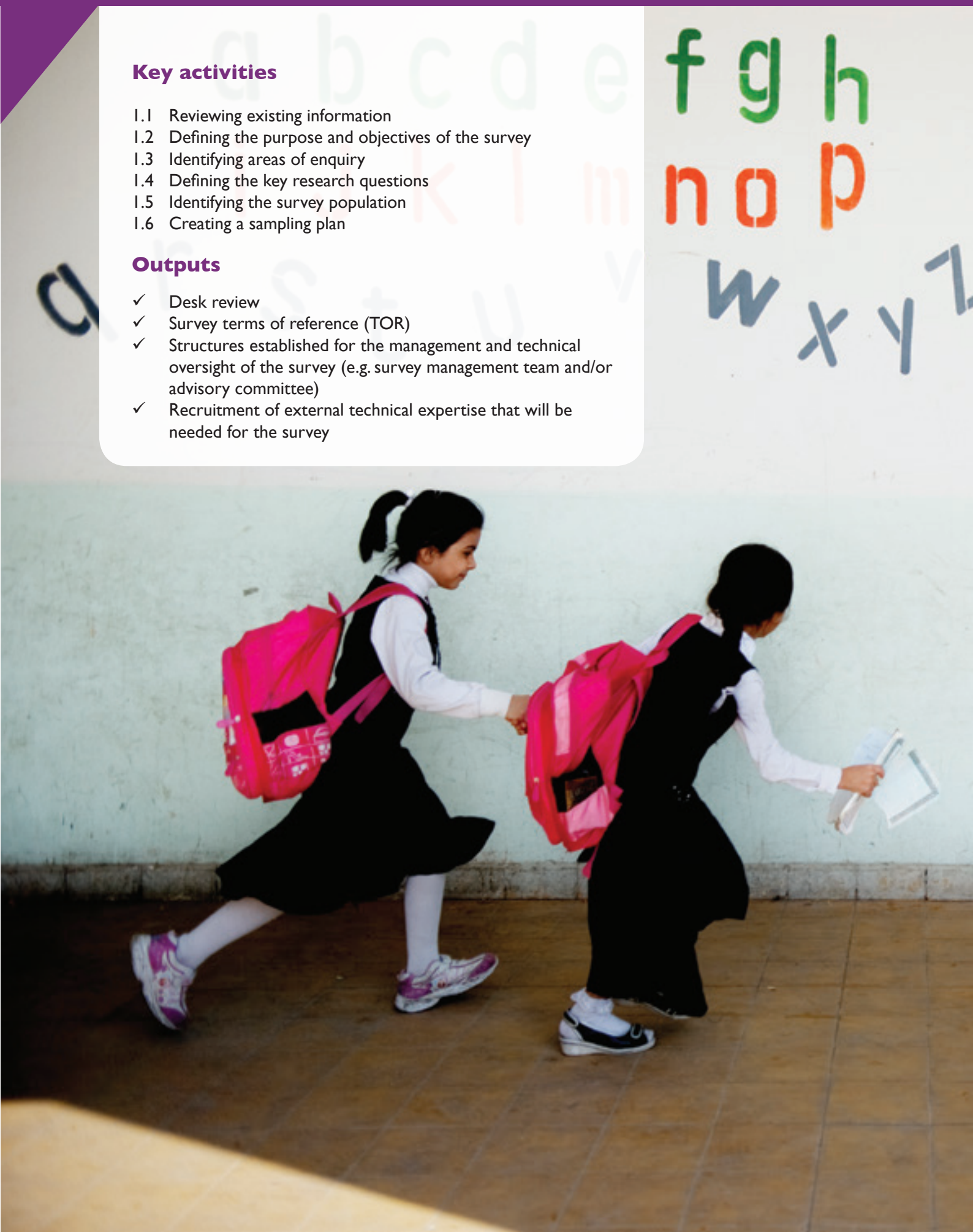
STEP 1: Defining survey objectives

Key activities

1.1 Reviewing existing information
1.2 Defining the purpose and objectives of the survey
1.3 Identifying areas of enquiry
1.4 Defining the key research questions
1.5 Identifying the survey population
1.6 Creating a sampling plan

Outputs

- ✓ Desk review
- ✓ Survey terms of reference (TOR)
- ✓ Structures established for the management and technical oversight of the survey (e.g. survey management team and/or advisory committee)
- ✓ Recruitment of external technical expertise that will be needed for the survey



STEP 1: Defining survey objectives

The most important starting point is to clearly define and articulate the main objective(s) for the survey and plan how you will use the results. You should have already identified the information needs for your programme as well as uses for data in order to determine that a KAP survey is necessary.

The aim of this section is provide guidance for further refinement of the purpose of the survey, linking the survey to a conto ceptual or logical framework for your project and specific child protection indicators.

1.1 Reviewing existing information

A thorough literature review can tell you what is already known about child protection issues, highlight information gaps that might need further exploration, and avoid unnecessary duplication of data collection efforts.

In order to understand the context for child protection issues in the country, you should begin by reviewing existing national survey data such as the most recent:

- **Multiple Indicator Cluster Survey (MICS)** – UNICEF leads this national survey which collects data on a range of child-related issues including physical and humiliating punishment, child labour, early marriage and Female Genital Mutilation/Cutting (FGM/C). Link: http://www.unicef.org/statistics/index_24302.html

- **ILO surveys** – the ILO regularly conducts national and sub-national surveys on the prevalence and forms of child labour. http://www.ilo.org/ipec/Childlabourstatistics SIMPOC/Questionnairessurveysandreports/lang--en/index.htm

- **Demographic Health Survey (DHS)** – DHS surveys are usually undertaken every two to five years in every country and collect data on family composition, care issues, violence in the home, early marriage, teenage pregnancy and other child protection-related topics. Link: http://www.measuredhs.com/

- **HIV/AIDS Indicator Survey** – many countries collect regular data relating to key HIV and AIDS indicators. Some of these can be relevant for child protection programming, especially data that relates to topics on family composition, prevalence of single and double orphans, and access to basic services for children affected. Link: http://www.measuredhs.com/What-We-Do/Survey-Types/AIS.cfm

Next, search for any quantitative surveys or qualitative studies in your programme area that might address topics similar to those you want to study. If there is no literature available on the geographic area of interest, expand your search nationally or internationally to include areas or populations that share key socio-economic, cultural or demographic characteristics. Ask colleagues within relevant ministries, UN agencies (such as UNICEF, UNHCR, UNAIDS, IOM, ILO) and other non-governmental organisations if they have information, data or experience to share. Possible data sources might include:

- National surveys (MICS, DHS, HIV/AIDS Indicator Survey) – see above for links
- Save the Children resource centre – http://resourcecentre.savethechildren.se
- World Bank database – http://data.worldbank.org/topic
- UNHCR statistics – http://www.unhcr.org/pages/49c3646c4d6.html
- Sexual Violence Research Initiative – http://www.svri.org/
- CPC learning network – http://www.cpcnetwork.org/
- African Child Policy Forum – http://www.africanchildforum.org/site/
- ILO – http://www.ilo.org/global/lang--en/index.htm

Other general places to find secondary research and data are:

- National child protection programme data
- Publications and documents from partner organisations
- Journals
- Local newspapers
- Masters or doctoral dissertations
- Local experts and child protection committees

1.2 Defining the purpose and objectives of the survey

Having reviewed existing resources, you should have a clear idea of the information gaps that can be filled with a KAP survey. At this point, it is important to articulate the primary objective(s) of the survey and map out exactly how the results will be used. The purpose of a KAP survey may be one or a combination of the following:

- **Exploration:** to gather information about a child protection issue that is unknown, either because little has been learned about the population in question or because the specific topic has not been explored in-depth.

- **Testing an approach or hypothesis:** the survey may be used to test hypotheses that underlie programme strategies and approaches. For example, a survey may be used to test associations between knowledge of legal frameworks relating to child labour, attitudes towards harmful child labour and the practice itself.

- **Establishing a baseline:** the survey may be used to establish baseline data for key programme indicators that will be tracked over time to measure and assess changes. Note: if the purpose of a survey is to provide a baseline, all subsequent surveys must use the same method and tools in order to be comparable.

- **Evaluation:** if you have established baseline values for key child protection indicators using a KAP survey, you may use identical methods and tools to obtain data that may be compared to measure changes over time and/or between population groups that might be associated with programme activities.

TO DO! Refer back to the logical framework for your programme or project in order to ensure that the KAP survey objectives are tightly aligned with the programme objectives and indicators.

It is likely that the KAP survey will have several interrelated objectives. For example, you may wish to use the same survey to establish baseline data about knowledge on a range of child protection issues, test language and logic to inform the development of communications materials, and at the same time collect evidence on the prevalence of certain protection risks to support advocacy for government resource allocation. While it is important to maximise the utility of data collection efforts, in a very broad area such as child protection, there is a real risk of the survey becoming too long and unmanageable when trying to accommodate multiple purposes. Often when tools are being designed and pre-tested, a great deal of time goes into shortening and streamlining the questionnaire in order to capture only the most essential information and avoid tiring both the interviewer and interviewee.

Child protection is a very broad sector covering a range of thematic issues. For example children without appropriate care, children on the move, physical and humiliating punishment, sexual abuse and exploitation, child work, juvenile justice, early marriage, harmful traditional practices and others. There are also a range of cross-cutting programme areas such as access to services, social norms and practices, reporting of abuse etc. A single KAP survey cannot cover all of these issues, it will most effectively cover one sub-theme or topic.

To avoid too much modification at later stages it is crucial to **establish and maintain** focus by mapping how different pieces of information will be used and prioritising survey objectives. It is critical to decide and agree with all stakeholders at the outset what the thematic or topic focus of the KAP survey will be within the broader spectrum of child protection issues, and this must align with the programme objectives and indicators. A short workshop involving programme staff, government representatives and other potential stakeholders is a constructive way to approach this process and engages teams early in the conceptualisation of the survey.

TO DO! Write out the objective(s) of your KAP survey in one or two sentences.

Below are some illustrative examples:

> *"To gather baseline information on the knowledge, attitudes and practices of caretakers in relation to gender-based violence and sexual abuse." [baseline]*
>
> *"To explore the attitudes and practices of the general population related to child labour; to determine the individual social and environmental factors that put children at risk for sexual abuse." [exploration]*
>
> *"To identify resources for vulnerable children as well as the barriers or enabling factors affecting children's access and willingness to use child protection prevention and response services." [exploration]*
>
> *"To measure changes in the awareness and attitudes of community members related to children's protection rights following a communication campaign led by local child protection committees." [testing an approach or hypothesis/evaluation]*

TO DO! Review the KAP survey objective and ensure that it is (a) realistic; (b) focused; and (c) relevant.

Remember that for each purpose, target group or area of questioning, the survey will need to include a wider range of questions or a larger sample, which will proportionately increase the time and resources needed to design tools and collect and analyse data.

Figure 4. Survey management – establishing the team

A survey should be regarded as a small-scale project which requires the support of technical and programme staff as well as logistics, administrative and finance teams. Forming a management team can help to bring together these different resources and perspectives, streamline each stage of the survey and provide a forum for decision-making and troubleshooting. The survey management team should be engaged early in the conception and planning with a very clear scope of work.

Membership

- Child Protection Programme manager (and/or survey manager if any staff member has been appointed to this role)
- Administrative staff
- Finance staff
- Logistics staff
- Member of the Save the Children Senior Management Team

Scope of work

- Remit and process for decision-making related to the survey
- Frequency and duration of meetings
- Agenda for routine meetings
- Expectations of team members

1.3 Identifying the areas of enquiry

What do you want to know?

KAP surveys can gather a wide range of information about individuals' knowledge, attitudes and beliefs related to child protection, and provide some analysis of how these are linked to practices in the home, schools or other environments. It is necessary to carefully define exactly what pieces of information and data your programme needs in order to design a tool that will capture that information.

TO DO! Write out a list of the main topics the KAP survey will investigate.

Some principle areas of enquiry might include:

- Common beliefs about the needs and protection rights of children.
- Awareness of laws, services, and resources.
- Individual, social or structural barriers to reporting abuse, school enrolment, utilising established protection mechanisms.
- Existing community mechanisms for child protection.
- Prevalence of positive or negative attitudes towards early marriage, fostering, physical or humiliating punishment, institutional care, etc.

The more specific you are in defining areas of enquiry or research questions, the more straightforward it will be to develop survey tools that solicit the information you need.

It is strongly recommended that you review the logical framework for your programme to help define areas of enquiry. In some cases, a programme indicator will correspond directly to an area of enquiry and the main research/evaluation questions.

Figure 5. Defining areas of enquiry

Programme objective	Outcome	Indicator	Areas of enquiry
Promoting Parental Care and Preventing Family Separation: At-risk families are able to provide quality care for children while communities actively support family-based care.	At-risk families are empowered and supported to create a safe and nurturing home that is economically secure.	% of parents or caregivers in Save the Children operational areas who understand the impact of physical and humiliating punishment on children. % of parents or caregivers in Save the Children operational areas who use physical and humiliating punishment as a means of disciplining their children.	What are common attitudes and practices among parents and caregivers related to the use of physical or humiliating punishment? What factors are associated with or influence the use of physical or humiliating punishment?

Many programmes may have objectives that aim at bringing about a change in the behaviour of the target population in relation to a specific issue such as corporal punishment or child labour. However, human behaviour is very complex and may be influenced by a number of different factors within and outside the control of programme activities. Strong programme frameworks take the complexity of human behaviour into account when designing interventions, addressing not just the supply but also the demand for a service.

Child participation

Children can be invited to participate in defining survey objectives, areas of enquiry and in developing research questions.

- ➔ Form an advisory committee composed of children from the target population so that they can participate in the survey design.
- ➔ Convene a design workshop; assign children to carry out simple research among their peers to find out key questions for research.
- ➔ Hold focus group discussions with children to elicit their views on the survey topic and themes.

For example, when addressing the reporting of abuse, it is vital but rarely adequate just to establish functional reporting and response mechanisms as the decision to report a case is heavily influenced by beliefs and practices around abuse and privacy, circumstances of the case, perception of the risks associated with reporting, acceptability and support, and intricate social dynamics. A KAP survey may help to identify the most important barriers to reporting abuse among the target population and sub-groups within the population. This information can then be used to inform the design of the programme and specific interventions.

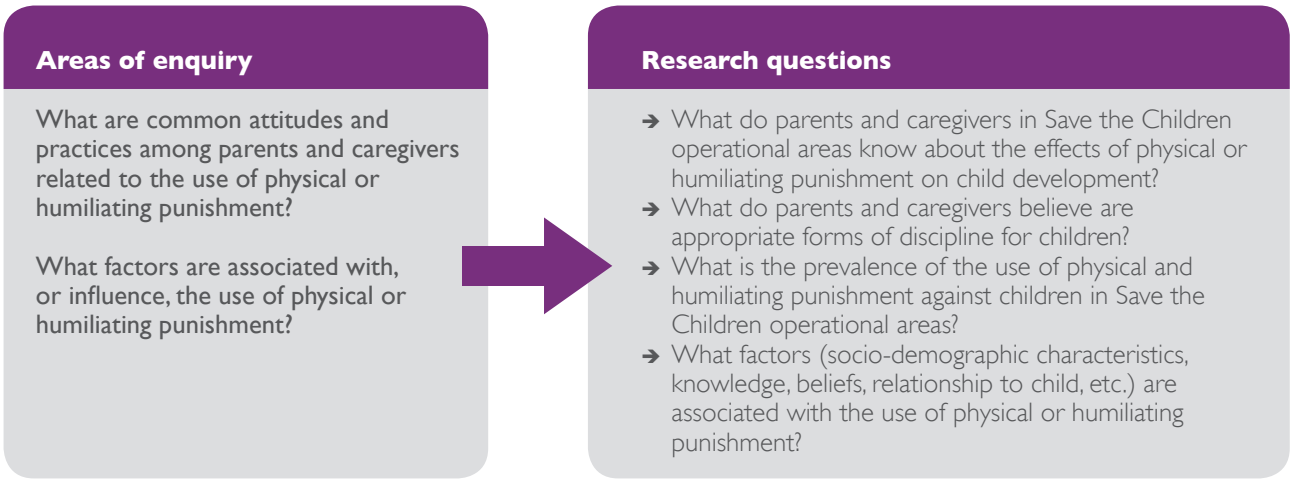
1.4 Defining the key research questions

Develop lists of questions you want to be answered and consider whether the KAP survey offers the best method for obtaining answers. Depending on the objective(s) of the survey, your questions may be explorative or evaluative. For the sake of simplicity, this guide will refer to all questions within an area of enquiry as research questions. It is very likely that in the process of defining areas of enquiry or research questions, you will find gaps in the logic of your programme framework. This is a good opportunity to address and revise these gaps.

Research questions should be specific and focused. If your research questions are too broad or abstract, you will find it difficult to design a survey instrument to answer them. Similarly, try to avoid lumping several distinct questions into one. Keep to distinct questions to ensure that nothing gets left out or obscured in the process of designing the instrument.

TO DO! Write a list of specific questions you want to answer within each area of enquiry.

Figure 6. Developing research questions



You may find that some research questions are not possible to answer with a survey or may be better explored using other research methods. In this case, revisit the overall study design and consider complementary data collection activities to fill in the gaps.

Figure 7. Example research questions in Save the Children's child protection priority areas

Save the Children Priority Area	Example research questions		
	Knowledge	**Attitudes**	**Practices**
Children without appropriate care	What do caregivers know about the law on adoption? What do caregivers know about institutional care (e.g. whether you can visit your child if they are placed in care)?	How do caregivers perceive the quality of education and care in residential institutions? How do caregivers perceive the benefits of giving their child up for international adoption?	What is the prevalence of children being placed in residential care from the surveyed families in the last 12 months? What factors affect the caregivers' decision to place a child in residential care?
Children on the move	What do adults and children know about the risks that children can face when they migrate? What level of awareness do adults and children have about how to migrate safely and how children can be protected when migrating?	How do caregivers and children perceive the ease of getting decent work in the transit and destination locations? How do children perceive the ease of getting decent, well paid employment locally compared to their destination location?	What is the prevalence of child migration from origin communities in the past 12 months? Which children are most likely to migrate? What factors affect the migration decision? Have children migrated alone or with parents? Have children migrated safely?
Physical and humiliating punishment	What do caregivers in Save the Children operational areas know about the effects of physical or humiliating punishment on child development?	What do caregivers believe are appropriate forms of discipline for children? How do caregivers perceive other adults in the community who use positive forms of discipline?	What is the prevalence of the use of physical and humiliating punishment of children in Save the Children operational areas? What factors (socio-demographic characteristics, knowledge, beliefs, relationship to child, etc.) are associated with the use of physical or humiliating punishment?
Children and work	What do caregivers know about the harms that are caused to children by engaging in harmful work? What level of awareness do children and caregivers have of children's right to protection in work?	What do caregivers perceive of education for girls versus working?	What is the prevalence of different forms of child work in Save the Children operational areas? What factors are associated with a child engaging in harmful work?

1.5 Identifying the survey population

Child protection activities target very different audiences, and depending on what you want to learn, your survey will as well. If you have clearly articulated research questions, the next step is to assess each one critically and determine who you need to collect data from to answer the research question. Consider whether you are interested in learning about knowledge, attitudes and practices in the general population or within a specific segment of the population that may be targeted by your programme. For example, if you are implementing a good parenting training programme with caregivers of children under 12 years, then your survey target population for a KAP survey on physical and humiliating punishment may be households with at least one child under 12 years of age.

It is also important to reflect on whether you need information from children as well as adults. A survey questionnaire is only suitable to use with children who are of an appropriate age and stage of development to sit and answer structured questions. It is suggested that generally, a **KAP survey questionnaire will only be appropriate for use with children over 12 years of age.** If you need to collect data from younger children, a KAP survey is not an appropriate method to collect data and you should explore other qualitative and participatory approaches.

The survey population will be defined by the following parameters:

- **Demographic characteristics;** such as age, sex, religion, urban/rural residence, income level, social class, education, employment status, ethnic or language group, disability, living in a child-headed household, etc.
- **Geography/access** to or distance from services.
- **Occupation or social category;** sector or type of work – relevant distinctions in this category will be very context specific and may include work in the formal or informal sector, salaried, agriculture, petty trade, policy-makers, health workers, religious leaders, university students, etc.
- Other relevant **characteristics** e.g. migrant status, orphan status, affected by conflict or natural disaster, other groups that are particularly affected or involved in child protection issues such as caregivers, teachers, children, other family members, etc.
- **Targeted by or participation in child protection activities.**

Depending on the context, levels of awareness and access to services will vary considerably according to social, cultural, and economic characteristics.

Defining the study population: Case Study (Liberia)

Objective 1: To establish a baseline on community (children and duty bearers) knowledge, attitudes, and practices with regards to selected issues in child protection, particularly children without adequate parental care, in Save the Children's operational communities in Liberia

Objective 2: To identify resources for vulnerable children in the target counties and barriers or enabling factors that may contribute to violations of children's right to protection and children's access and willingness to use prevention and response services.

Areas of enquiry and research questions	Study population
General risks to child safety and well-being What do children, parents and caregivers perceive as situations in their communities which put children's well-being, development and safety at risk? Are there commonly-held beliefs or practices that may threaten children's wellbeing and development?	**Caregivers and children in private households in 12 districts of Central and Western Liberia, and Monrovia.** The study population reflected project targeting and counties designated as intervention sites by the project donor were prioritised. A household was defined as a person or group of persons, related or unrelated, who live together and eat from the same pot. A caregiver was defined as any person over the age of 18 providing direct care for children regardless of the type of relationship to the child. Institutional and homeless populations were included within the study population but not in the household survey sample for practical reasons; the perspectives of children in orphanages and safe homes were obtained through focus group discussions.
Risks posed to children without adequate parental care Do parents and children recognise inadequate parental care as a risk and how do they understand those risks? What knowledge and attitudes exist around alternative care for children without adequate parental care?	
Access, knowledge and use of resources to protect children What is the level of awareness and knowledge of resources and legislation in Liberia related to the care and safety of children? What are prevalent attitudes and practices among children and caregivers related to child abuse?	
Protection of children in the community What protective beliefs and practices exist for children? What support to children and caregivers feel should be available to children?	
Children with inadequate parental care What are the main reasons that children do not live with their parents? What are prevalent attitudes and practices related to fostering children? In caregiver households, is there any difference in attitudes or treatment of children biological and non-biological children?	
Access to healthcare and education What level of access do children have to health and education? What are major barriers to health-seeking for sick children or non-attendance among school-age children?	

TO DO!

(1) Identify if the survey needs to target a specific population group(s) and define the characteristics of that group(s). This population may have already been defined by your programme as targets for an intervention (e.g. households with orphans and vulnerable children), or may be defined by the area of enquiry.

(2) Identify characteristics within that population group which may be associated with or influence outcomes of interest.

Population characteristics such as where people live, their religious affiliation or beliefs, language, ethnic grouping, education level or socio-economic class are likely to affect their awareness, attitudes and behaviours related to child protection. Examples of distinct sub-populations that you may want to survey include:

- Subset of men or women within the general public
- Subsets based on age categories: e.g. children, adolescents, adults or elderly within the general public
- Caregivers
- Family members
- Children defined as orphans or vulnerable
- Host families
- Children in institutions
- Children in households affected by HIV/AIDS
- Out-of-school children within the wider population of children
- Mothers (including child mothers)

Identifying the population you want to study and any population subsets will directly affect sample size calculations and consequently the time and resources needed for data collection, the number and design of the data collection tools, the types of interviewers you recruit, and the framework for data analysis. For example, if you want to target adult caregivers and children aged 12-17 years in your project areas, you will need to calculate the required sample size for adults and children separately as they are two different target groups. You would also need to develop one survey tool for adults and a different survey tool for use with children and ensure your enumerators are well trained and experienced to interview children.

If you determine that your survey population will include many different groups, it is likely that you will need to create slightly different questionnaires for different audiences. For example, children and adolescents need to have questionnaire tools tailored to the types of questions they are able to answer and their capacity to understand response categories. Questions that are relevant for women may not be the same as those relevant for men; and you may want to ask out-of-school children distinct questions about the barriers they face to accessing education, employment, or special protection risks they might face, that you would not include on a standard questionnaire for children in school.

1.6 Creating a sampling plan

The survey sample is the set of respondents who are selected to participate in a survey representing a larger population.

In a survey, we usually only interview a sample of respondents on the assumption that their characteristics as a group may represent the target population as a whole. Since it is rare that the resources are available to interview every single member of a target population (as is the case in a 'census'), a sampling plan is developed which defines who is to be included in the survey sample, the number of respondents and how they are to be selected in order to achieve the desired levels of generalisability, certainty and precision in the results.

Generalisability is the extent to which findings can be assumed to be true for the entire target population, not just the sample. To ensure generalisability, the sample procedure and the data need to meet certain methodological standards.

The way in which respondents are selected (i.e. randomly, purposefully or by convenience) will affect how potential biases might be controlled or minimised and the extent to which generalisations can be made with confidence to the wider population. Different types of sampling include:

Random sampling: each subject is chosen randomly from the larger population with a known and equal probability of being selected; randomisation should minimise potential biases and generate results that can be generalised to the wider population with some confidence. Many KAP surveys use **cluster sampling**, a method of sampling which draws a random sample from clustered population groups rather than individuals; interviews are then conducted with a certain number of individuals within each cluster to achieve the desired sample size.

Purposeful sampling: participants are selected based on criteria and a rationale. For example – a sample of survey professionals working in childcare institutions.

Convenience sampling: participants are sampled on the basis of convenience. This method provides a sample at a much lower cost and less time than a random sample but is prone to biases and does not provide results that can be generalised with any confidence.

Before choosing a sampling framework, you must clearly define the extent to which you want the survey findings to be representative of the larger population as well as the degree of statistical **rigour** the audience for survey results will expect. The amount of resources and time that will need to be invested in obtaining a sample is directly proportionate to the degree of rigour. A statistically representative sample of respondents (obtained through random sampling) will allow you to say what percentage of people in the population of interest possess specific knowledge, engender attitudes or practices with

a degree of certainty. A sample selected for convenience will be more economical but will rarely allow for generalisations and will not stand up to critiques of biases in the data. You will need to weigh the need for precision and certainty against the level of effort it will require.

The quality of your sampling framework is critical as it will affect how you can use your findings. Therefore it is worth spending adequate time and resources to ensure the sampling framework is appropriate and technically sound. **Convenience samples are generally not recommended if you have any alternative**, as lack of credibility and generalisability of a convenience sample seriously limits the ways you can use the data. If your sampling framework is not well designed, you may still be able to use some information for programming purposes but it will be difficult to defend the results before a critical external audience, such as a government. **Random sampling is the most rigorous and credible approach**, however if randomisation is not done properly you may discover biases in your data set that will limit its credibility both internally and externally.

A larger sample will produce more accurate data, but will be more time consuming than a smaller sample. If your analysis plan includes comparisons between different subsets of the population – you will need to adapt the sampling plan accordingly to ensure the overall sample and consequently the size of subsets are sufficiently large to make comparisons. For example, if you want to be able to analyse the data separately for girls and boys to make comparisons by sex, then you need to ensure that the sample size of girls and the sample size of boys are each sufficiently large. If you are using a sample size calculator to estimate desired sample size, try undertaking separate calculations for each sub-group you are interested in to ensure you obtain a large enough sample.

It is highly recommended to seek the assistance of a statistician when developing a sampling plan – especially if you feel that you wish to use randomised sampling to obtain representative data.

A statistician can provide guidance about how use random or systematic sampling to prevent or minimise selection **bias** and will help to calculate a sample that meets the parameters you can specify for **precision** and **confidence**. For more information and guidance on sampling, see the Resources and further reading section.

Survey tips – forming an Advisory Committee

Forming an Advisory Committee composed of skilled individuals who meet periodically to review progress and provide technical oversight to the survey exercise is a practical and effective approach to stakeholder involvement.

Formally involving stakeholders in the design and implementation of a survey can offer several advantages during implementation as well as enhance the reach and influence of findings when the survey is complete. Involving partners from government, academic institutions, local and international NGOs or community groups promotes the engagement and buy-in of these groups and may facilitate access to useful resources – including technical skills, information, and influence – that would not normally be available to Save the Children.

1. Develop Terms of Reference for the Advisory Committee which specifies the remit of the committee during each stage of the survey, criteria for membership, and expectations of participants in terms of attendance at meetings and technical support. *Clearly emphasise the 'advisory' role of the Committee in the TOR.* Avoid allocating significant decision-making or 'sign-off' authority to the Committee.

2. Be strategic in the invitation and selection of Advisory Committee members. Additional perspectives and levels of oversight may slow things down, but if members are selected carefully, the trade-off will be worth it. Each individual member should offer something unique to the survey such as technical expertise, experience or access to resources. However, do not overlook the importance of political capital, particularly if the survey may eventually be used for advocacy.

3. Engage the Advisory Committee as early as possible in the planning and design stages. The experience, insight and support of members may prove invaluable when identifying resources, building a sound protocol and seeking ethical approval before starting fieldwork. In addition, their participation in the design will build ownership and ensure support during later stages of the survey.

STEP 2: Developing survey protocol

Key activities

2.1 Drafting the main components of the survey protocol
2.2 Ethical review and safeguarding
2.3 Creating a workplan
2.4 Developing the budget

Outputs

- ✓ Draft protocol submitted to Advisory Committee for technical review
- ✓ Final protocol submitted for ethical review by Save the Children and other relevant institutions
- ✓ Logistics and administrative support staff involved in the development of a detailed workplan and budget

STEP 2: Developing survey protocol

2.1 Drafting the main components of the survey protocol

The protocol is the main reference document for any research activity and serves as documentation of the survey objectives, methods and steps, as well as a guide for implementation. If you plan to seek authorisation from an ethical review board or other entity, this will be granted on the basis of a review of the protocol. The protocol is also vital as a master plan that outlines each of the steps involved in the survey and makes it possible to plan the work and resources in detail. The contents of a survey protocol will at a minimum include the following elements:

1. Title of the survey
2. Problem statement and background: describes the context in which the survey is being conducted, the overall purpose and the specific information gaps the survey will fill
3. Survey goal and key research questions
4. Survey population and sampling plan
5. Geographic area of the survey
6. Data collection and management methods: detailed description of the steps of data collection and logistics of gathering, consolidating, entering, and storing of data
7. Data cleaning and analysis plan: describes who will conduct data analysis, statistical analysis software that will be used, and main analyses that will be conducted on the data
8. Ethical considerations including a plan for protecting confidentiality and observing informed consent with related tools included in an annex
9. Description of risks and benefits for participants
10. Budget
11. Workplan
12. Plan for utilisation and dissemination of findings
13. Annexes including drafts of data collection tools and informed consent forms

2.2 Ethical review and safeguarding

It is good practice to obtain approval for any KAP survey and any related research activities from an ethical review board. When a study involves research on human subjects, it should undergo ethical review. This is particularly important in the field of child protection because we are often interested in collecting data from children and the most vulnerable households. Child protection is also concerned with collecting data on very sensitive issues such as abuse and exploitation. In surveys that will involve children as participants, it is **essential** that the protocol undergo ethical review before implementation to ensure that children will be protected during the study and will not be caused harm through participation, and that the study is in children's best interests.

The purpose of ethical review and approval is to ensure that study procedures adequately protect the study participants and that the research is necessary and in the best interest of study populations.

Although Save the Children does not have an **'Institutional Review Board' (IRB)** or any formal process for ethical review, many stakeholders such as government or academic partners will have their own IRB and review procedures established for ethical review of proposed research which Save the Children can use. Governments may have their own national ethical review boards and their approval is often a requirement if you wish to conduct research such as a KAP survey. Often national ethical review boards are managed by or attached to the national Ministry of Health. You should investigate the requirements of local structures with oversight for (social sciences) research activities. Note: there are often fees associated with applications for ethical review that you should factor into your budget.

TO DO! Check local requirements related to research ethics and review. Ensure you comply with national policy and requirements.

The organisation funding the study and individual investigators (those leading the survey) should submit the survey protocol to the relevant review board in the country where the survey will take place to ensure the proposed data collection meets international ethical standards for research involving human subjects. Regardless of local requirements, it is strongly recommended that a copy of the protocol be sent to a point person at the Save the Children head office for a review of how ethics and child safeguarding are accounted for in the design and implementation of the study and in the use of data.

Figure 9. Study ethics and review

The Helsinki Declaration of 1964 states that "the well-being of the individual research subject must take precedence over all other interests." (World Medical Association Declaration of Helsinki, 1964)

Ethics committees are responsible for ensuring that a study is designed to protect the rights and well-being of study participants.

An ethics committee or an internal review board assesses the following aspects of a study protocol:

Relevance of the study and the scientific quality of its design and results; is the rationale strong and contribute to continuous improvement or benefits

Informed consent of participants

Protection of people being studied and vulnerable persons (such as minors and persons with illness or disability)

Confidentiality of personal information

Evaluation of the risks and benefits of participation in the study to participants
Disclosure of any conflicts of interest

In order to publish study findings, the study must have obtained approval from an ethical review committee.

Obtaining approval from an ethics review can be a long process and should be factored into planning.

Most governments and universities have established ethics committees.

If you are intending involve children as participants in your KAP survey, you must consider the following key ethical and safeguarding factors:

- The appropriate minimum age of the children you will survey
- Procedures, including a reporting and follow-up response mechanism, in case a child discloses abuse during an interview. This is a priority safeguarding issue for all child protection surveys with children and must be carefully planned for in advance
- The process for obtaining informed consent from the child and the child's caregiver (and how to handle cases when a child's primary care-giver is not available)
- The procedures that will be in place to ensure confidentiality of the child's information
- How to manage children's and parents' expectations of support following the survey
- An assessment of the benefits to children of participating in the survey and any potential risks to be prevented
- Whether you will give incentives to encourage children to participate in a KAP survey
- Whether you will compensate children (such as working children) for their time to participate in the survey

Save the Children International has established minimum standards for ethics and safeguarding in research activities (refer to the Save the Children Evaluation Handbook). These standards should be carefully observed when conducting a KAP survey in a child protection programme. In addition to describing ethical considerations within the survey objectives and methods, the survey protocol should also include detailed plans for obtaining individual **informed consent**, protecting **confidentiality of data** and ensuring benefits justify risks for respondents who participate in the survey. Informed consent forms should be drafted and included as an annex with the survey protocol.

Informed consent: When the respondent agrees to participate in the survey with full knowledge of the purpose of the survey, requirements of participation, risks and benefits, they have given their 'informed consent'.

Respondents must understand why the survey is being conducted, what type of information they will be asked to provide and how that information will be used. They must also be aware that they have the right to decline to participate or opt out of the survey at any time. Typically, an interviewer will read a script providing the details above and respondents will be given a form with the same information to sign and 'consent' to participating in the study. If respondents are illiterate, a thumbprint may be provided instead of a signature. Informed consent must be documented; though it may be given orally when signed forms are not culturally appropriate or possible. A sample Informed Consent Form can be found in **Annex D**. If you are surveying children directly, you must get informed consent from the child and from the child's main caregiver. **If the child's main caregiver is not available to give consent, you should not proceed with the interview.**

Confidentiality: It is essential to maintain the confidentiality of participants' responses. Often a child protection KAP survey will be asking about sensitive and personal information that might put a child or their family at risk if linked to the individual. Potential respondents should be informed before they agree to participate that all the information they provide will be kept confidential.

Confidentiality is the process of protecting an individual's privacy. It pertains to treatment of information that an individual has disclosed in a relationship of trust, with the expectation that this information will not be divulged to others without permission. The need to keep personal information private is often weighed against the need to share personal information that has the potential to benefit the public good.

(Columbia University)

There are several provisions that should be put in place to protect participants' confidentiality:

- Try to ensure the interview takes place in a private location.
- Use code numbers instead of names wherever possible on forms, questionnaires and in databases.
- Store all data – particularly data with personal identifiers – in a secure, locked place with access controlled by the programme or study manager. Databases should be password-locked. It should be impossible for anyone to access data without requesting it.

Confidentiality and child safeguarding

When surveying children, there can be a conflict between the principle of confidentiality and Save the Children's child safeguarding policy. This issue must be resolved before starting any child protection KAP survey.

Save the Children's child safeguarding policy requires that all Save the Children staff, representatives and staff of partner agencies must report any concerns including both specific reports and unconfirmed concerns regarding child abuse or sexual exploitation within 24 hours, in line with Local Procedures.

The conflict between confidentiality and safeguarding policy arises when obtaining informed consent from potential respondents: when you conduct a KAP survey, you will inform potential respondents before they agree to take part in the survey that all the information they provide will be kept confidential. However, if a child discloses abuse during a survey interview or if the enumerator suspects abuse from the information the child is providing then he/she is obliged to report the concern according to the child safeguarding policy. This conflict becomes most acute if a survey is asking children directly about their own experiences of abuse and exploitation.

The first priority of any Save the Children staff member or representative to whom child protection concerns are reported must be the immediate safety and welfare of the child. Yet at the same time it is unethical to promise a child that all the information they share will be confidential, when this is not true in the case of information they might disclose about abuse.

There are solutions to handle this conflict. In Liberia, the KAP survey team informed children that all their information would be kept confidential, unless they shared information that indicated they were in danger. The same statement was also given to the children's parents as part of the consent process. Below is some suggested wording for a consent form that accounts for safeguarding.

"If you agree to be in the study, I will ask you some questions and I will write down your answers. The questions will be about your experience growing up in your family and your community. I will also ask for your ideas on how to help families to care for their children. You may feel embarrassed or sad when we ask you some questions but remember that you do not have to answer any question that you don't want to answer and that what you tell me will be kept private. ***I will only share your answers with my supervisor. Your name will not be linked to your answers unless you tell me information that indicates that you are in danger. If your answers suggest you might be in danger, I am obligated to share your information with people who can help you".***

The ethical and safeguarding issues when conducting a child protection KAP survey can be very challenging. It is therefore critical to ensure that ethics and safeguarding have been well considered in any new survey design. For more advice and support on ethics and safeguarding you should contact your country office child safeguarding focal point and the SCI regional and global child safeguarding advisers.

Surveying children and young people: special considerations

Children and young people can provide valuable information about their own protection and will often be included among the survey population. If children will be participants in a survey, there are special considerations that need to be taken in relation to research ethics, engagement in formative research, instrument design, and approaches to interviewing.

Ethics

We must protect the rights of children to be consulted and to have access to information about decisions that affect them. Their participation in research, evaluation and programming should ensure their views and perspectives are taken into account. **Observing ethical standards in gathering information from children requires extra diligence and precautions to protect them and guard their best interests.**

TO DO! Find out the age of majority and what ethical guidelines exist in your country regarding the involvement of children in research.

Below are some specific recommendations for observing ethical practice on your study:

- Make sure the research activity is necessary and justified and will directly benefit children.
- Take care to ensure the methodology collects valid information from children.
- Charge an independent stakeholder group or advisory committee to monitor activities.
- Anticipate possible consequences for children and young people; risks and benefits.
- Establish clear guidelines for safeguarding. Confidentiality should be breached if there are any protection concerns. Before consenting to participate, children should be made aware that interviewers have a duty to report any protection issues and seek support.
- Consent is required from appropriate adults but children must also give their consent with full awareness that they can decline to be interviewed or stop the interview at any time. There may be special circumstances where parental consent is not possible to obtain (e.g. parents are not living) or when requiring parental consent might put a participant at risk. If this is the case, reassess whether it is absolutely necessary and justified to interview these participants. If yes, you should document this in the study protocol and submit it for approval before proceeding.
- Design methodologies, communications materials and interview procedures to be age-appropriate and ensure children's protection; systematise procedures for children protection during the survey.
- Make sure children and their parents understand how their information will be stored, used and disseminated.
- Ensure all participants receive the name of the interviewer and contact information for the study before leaving after an interview.

The Population Council has published very comprehensive and clear guidelines on ethical approaches to research with children and young people: "Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources."

Questionnaire design

The design of survey questions that will be asked of children needs to account for their level of cognitive and social development. The complexities and pitfalls in question design for children are very similar to those for adults, but amplified because the way children understand, recall and communicate information is still evolving. The report entitled *"Improving data quality when surveying children and adolescents: Cognitive and social development and its Role in Questionnaire Construction and Pretesting"** by Dr. Edith D. Leeuw provides a very clear and practical explanation of the issues and implications of child development on their ability to understand and respond to survey questions as well as recommendations for designing and testing questionnaire tools for children. Some of these recommendations are summarised below (de Leeuw, 2001):

- Avoid negatively phrased questions.
- Limit the number of answer categories for multiple-choice questions as well as the degrees within a Likert scale or ranking question.
- Avoid ambiguity at all costs.
- Do not paraphrase or use abstract language such as "Most children..." as children tend to interpret words and phrases very literally.
- Avoid retrospective questions that reference past time periods and make children recall information; remember that with younger children their memory is still developing.
- Keep instructions very simple and clear.
- Be careful about the presence of suggestion in questions; children are very perceptive and sensitive to what they think might be a 'right' answer.
- Use visual stimuli such as response cards (e.g. cards with images of smiling or sad faces that offer a scale of 'happiness' from which children can select their response). Younger children tend to forget response categories.
- Avoid questions that require children to answer with a numeric quantity.

Interviewing

- Interviewers should have experience working with children and should be trained in interviewing skills and safeguarding.
- Keep interviews short and entertaining (e.g. present questions as a 'game') to avoid boredom and maintain motivation.
- Pay close attention to the context – for example the presence of siblings, parents or teachers – and how it might influence responses.
- During the interview, the enumerator and the child participant should be at eye level.
- Make special efforts to help the child feel at ease; reassure young participants that this is not a test.

* http://www.aka.fi/Tiedostot/Tiedostot/LAPSET/Presentations%20of%20the%20annual%20seminar%2010-12%20May%202011/Surveying%20Children%20and%20adolescents_de%20Leeuw.pdf

2.3 Creating a workplan

A workplan should provide a list of the key survey activities along with an estimated timeframe for each step and identification of the individual(s) responsible for completing each activity. See **Annex E** for a sample workplan that you may adapt for your own survey. Timeframes in the workplan should be estimated in terms of the number of days in order to provide a basis for budget calculations and the terms of reference for the recruitment of survey staff.

It should be noted that if you are submitting the survey protocol to an IRB for approval, you should enquire after dates that the ethics review committee meets and the average time for review. Obtaining ethical review can take as long as six months in some countries and it is not possible to start any survey activities until approval has been granted.

You should plan to spend at least three months involved in survey-related activities, of which only a few weeks will take place in the field. The bulk of time will be spent in preparation for fieldwork: developing questionnaires, selecting geographic areas, hiring consultants and survey staff, training staff, etc. The data collection might take two to four weeks depending on the size and geographic spread of your sample and the number of interview teams that can be deployed. Your workplan should be designed so that survey teams are in the field for no more than one month. Fieldwork can be very exhausting and the longer teams are deployed, the greater the risk that they lose motivation and data quality suffers as a result.

Graduate students may prove useful for some survey roles roles such as enumerators or data entry clerks as they are often available for short-term work, keen to gain experience, and should be easily trainable. However, it is important to seek interviewers with previous survey experience – particularly where interviews with children are involved.

It is recommended to begin entering and cleaning data as it comes in from the field. This not only saves time but also provides an additional level of verification of data and may flag quality issues related to the questionnaire or the interviewers that can be corrected in real-time. Data analysis and report-writing can then begin as soon as data collection is concluded.

2.4 Developing the budget

Develop a budget that includes costs for in-house labour as well as individual consultants and sub-contractors that you will hire for specialised work. A sample budget is provided in **Annex A.** Major budget lines will most likely include:

- Salaries and personnel costs (in-house)
- Daily fees for consultants or sub-contractors (daily fees may cover time for study design, statistics, training, data entry and analysis, report-writing or editing for final publication, translation of questionnaires into local languages, etc.)
- Supplies
- Equipment (e.g. computers, PDAs, printers or other equipment)
- Communications (telephone, email, fax)
- Travel (transportation, per diem, room and board)
- Workshop costs (for planning, training and/or dissemination)
- Printing of forms and communications materials
- Ethical committee review costs if applicable
- Administrative and overhead costs

Consider the human resources available internally and any skills, time or expertise you will have to source externally for different steps of the survey.

As a rough estimate, you might need at least USD 15,000-25,000 to conduct a KAP survey. Depending on the scope and size of your survey, you might need as much as USD 50,000-75,000. If you are going to conduct a KAP survey at baseline and repeat it at final evaluation, you must also remember to include the cost of two full surveys in your overall project or programme budget.

STEP 3: Designing the survey questionnaire

Key activities

3.1 Designing questions
3.2 Structuring the questionnaire
3.3 Translating the questionnaire
3.4 Building a data management and analysis plan
3.5 Pre-testing and finalising questionnaires

Outputs

- ✓ Modules reviewed from existing questionnaires and adapted to local context
- ✓ Formative research (e.g. focus groups, interviews) conducted to explore particularly sensitive or subjective topics, identify response categories and elicit suggestions for phrasing and language of questionnaire items
- ✓ List of survey items (questions) mapped against list of research questions
- ✓ Questionnaire tool(s) translated to local language and back-translated to original language to validate quality and identify problems
- ✓ Questionnaire tool(s) tested within survey team and subsequently a small sample from the target population
- ✓ Develop data analysis plan and code-book drafted
- ✓ Questionnaire reformatted to include coding and facilitate data entry

STEP 3: Design the survey questionnaire

The design of survey questionnaire(s) is a critical step that involves considerable time and attention to detail. If the questionnaire has errors, or **if questions are not carefully adapted and validated to minimise bias, the data will only capture the weakness of your tool rather than the perspectives and practices of participants.** The phrasing and construction of questions is highly sensitive to local culture and context and should be based on formative research and validated through testing. In addition, it is important to structure and format a questionnaire so that it can be easily and logically followed by interviewers and participants. Annex F offers a sample module from a KAP survey questionnaire on care issues. This sample has been extracted from a survey questionnaire used by Save the Children in Liberia and provides guidance on how to design questions, build and format the questionnaire. ***Please note: this tool but should NOT be used without adapting and pre-testing questions in your local context.***

3.1 Designing questions

There is no such thing as a standard questionnaire that can be used in any country context without careful adaptation. However, it is useful to refer to surveys that have been developed and administered in contexts similar to yours as a starting point to avoid beginning from scratch. **The questions used in the Child Protection modules of the MICS surveys have been carefully developed and validated across many cultural contexts.** MICS surveys cover the following topics: child marriage, birth registration,

child labour, FGM/C, child disability, child discipline, and attitudes towards domestic violence. It is recommended that if you are going to conduct a KAP survey that covers any of these child protection topics, you should include in your review the most recent MICS survey carried out in your country for suggestions for validated survey questions.

There are many different types of survey questions. These are explored and explained in the box below.

Figure 10. Types of survey questions

Closed questions
Most KAP survey questions will be closed questions where the respondent chooses one or more answers that are specified in the questionnaire. Closed questions are simple and offer many options for statistical analyses; however responses must be pre-defined in the tool and carefully constructed to avoid biases. Closed questions often fail to capture nuances and new information.

In numerical questions, every possible value is included and responses may be recorded as a continuous numerical measurement (e.g. years of age, kilograms, number of family members, etc.) or split into discrete intervals (such as age groups) as relevant. Numerical questions offer many different options for analysis such as calculating averages (mean, mode, median) and grouping.	How old are you? |__|__| years Last week, how many times did you eat meat? |__|__| times
When a question has two possible responses, it is considered **dichotomous.** Surveys often include questions that require the respondent to choose between Yes/No, True/False, and Agree/Disagree. Statistical analysis of dichotomous questions is simple and the variables are often used for cross-analysing the results of other questions against respondent profiles; however, in many cultures, agreement is a form of politeness and 'yes/no' questions may lead to an overestimation of consent.	Do you know of any laws in your country about the care and safety of children? (1) Yes (2) No
A nominal question has multiple-choice responses that fall into discrete categories which do not have any value relative to one another. Answer categories may be numbered on the questionnaire to facilitate data entry, but the numbering does not have any significance. It is necessary to indicate the number of possible answers (one or many) that may be provided and whether or not answers are to be read aloud to participants. When answers are read aloud to respondents, there is a risk of biasing responses by way of suggestion (leading) and participants may choose a 'best fit' or not respond if options are not satisfactory. If the question is posed as if 'open', pre-coded response categories must be carefully developed for validity.	What do you do when you see or hear of children experiencing abuse at home? (1) I report the abuse (2) I confront the perpetrator (3) I comfort the child (4) I keep quiet/do nothing (5) Other (specify)
Ordinal (scaled) questions ask respondents to rank their answers. Responses only have meaning in relation to other response categories. You should limit the number of answers being ranked to a maximum of four or five. With more rankings, there is a risk that respondents lose track of their answers and the questions become difficult to analyse. Typically the most interesting analysis will be of the most and the least important answers.	Please rank the top three issues that threaten the well-being of children in your community (Fill in the number; 1=most important): ___ Child labor ___ Drugs/alcohol ___ Sexual abuse ___ Early initiation of sexual activity ___ Nutrition/hunger ___ Etc.
Likert scales construct response categories on interval levels and are useful for gauging opinions and attitudes. It is important to pre-test Likert scale questions to ensure participants are able to understand and can apply the categories. A scale with an even number of answers forces respondents to choose between a positive or negative answer whereas a scale with an odd number of answers usually offers a 'neutral' response. Depending on the question and context, a 'neutral' response category may provide interesting data, confuse respondents, or simply become a default answer for undecided respondents. In Liberia, the survey team found that children had a more black and white perception of issues and had difficulty understanding and classifying their responses in more than three answer categories.	Tell me whether you agree or disagree and how strongly you feel about the following statements: Children who are not living with their parents…

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	
(a) are better cared for in orphanage homes than in a family	1	2	3	4	97	
(b) should take part in the religious practices of their new caregivers	1	2	3	4	97	

Open-ended questions
Open-ended questions do not have distinct answer categories. Responses may be written into a space provided on the questionnaire and may either be pre-coded or categorised later during analysis.

For example: What do you think is the greatest risk faced by children in your community?

Open-ended questions often allow for a more in-depth or nuanced appreciation of the respondent's opinion or position because they reply freely and using their own words. Neither the substance nor the form of the answer is controlled as with closed questions and the enumerator chooses how to note or reinterpret responses. However, open-ended questions are time-consuming and often challenging to analyse so should be used in moderation.

Tips for developing survey questions

- ➔ Remember the purpose of the survey: ensure that every question supports the objectives of the survey and can be linked to a main area of enquiry.
- ➔ If in doubt, throw it out: if you cannot link the question to a key area of analysis, it does not belong in the survey.
- ➔ If referring to the past or general knowledge, provide a clear timeframe and context. For example, start questions with 'in the past year' or 'since the last election' to specify the time period of reference.
- ➔ Use qualitative methods such as focus groups or interviews to determine how to formulate or adapt the language of questions and answers (formative research).
- ➔ Avoid leading questions that suggest a 'correct' answer. For example, 'Most people think it is bad to hit a child, do you agree?'
- ➔ Make sure the respondent has enough information to reply to the question.
- ➔ Keep questions simple: avoid double negatives, complicated language and multiple clauses.
- ➔ Stay focused: ask about one aspect of a topic at a time to avoid confusing respondents.

✗ If you saw or heard of a child being abused in their home, do you know where to report the case and would you report it?

✓ Separate different questions and avoid ambiguity:
(1) Do you know where you can report a case of child abuse? (yes or no answer categories)
(2) If you were aware that a child was being abused in their home, what would you do? (provide multiple choice answers)

- ➔ Avoid having too many response categories for multiple-choice questions. More than six possible answers becomes challenging for respondents to keep track of and/or for the enumerator to code properly. If you find that you have a long list of answers, consider options for collapsing and grouping different answers.
- ➔ Multiple responses: consider whether more than one response might be possible to a multiple-choice question. If you want to allow multiple responses to a question, determine in advance how many responses enumerators should record and plan how you will code and analyse the data.
- ➔ Building scales and indexes: particularly when measuring attitudes or knowledge, it is possible to use individual questions to build a scale that will allow for a bigger-picture analysis. For example, if you have five questions probing knowledge of different aspects of child rights', you may analyse these separately or combine them to create a knowledge scale or index.

It is likely that areas of enquiry for your survey overlap with other sectors that may have more experience and resources to offer on survey design. Standard methodologies and questionnaires have been developed for different topics in nutrition and health. If you are interested in gathering information about knowledge or practices related to nutrition, diet, feeding practices, health status, health-seeking or health care, it may be helpful to look at the tools used for national surveys such as the DHS or HIV/AIDS Indicator survey as well as any research or assessments such as SMART surveys (standardised nutrition surveys) that may have been carried out locally. You should be able to adapt standard questions related to socio-demographics from these sources as well.

TO DO! Keeping the objective(s) of the survey in mind, develop a list of possible survey questions for each research question.

Only collect data that links directly to survey objectives and which provides information that is necessary for making programme decisions. Questions should be formulated to capture information in the most objective way possible, avoiding 'leading' questions (questions that suggest a given response) and **confounding**.

Validity is the extent to which the data collection strategies and instruments measure what they purport to measure.

Questions need to be as simple and specific as possible, targeting only one piece of information at a time. Even a very simple question may be widely and differently interpreted by different individuals.

For example, if you ask the apparently simple question "Do any children in your care work?", some respondents may think you are asking whether the children assist with housework, others might interpret 'work' as meaning any activity that is not study or play, and others might assume that 'work' only refers to paid labour outside the home. A 'yes' or 'no' response could be based on any of these interpretations and your indicator on child labour will therefore be invalid. In order to avoid this, construct concise and specific questions, breaking out concepts and avoiding abstract terms. The MICS module explores child labour through a series of precise questions that were asked to each child aged 5-14 in a household:

Bias is an error that consistently results in an over or underestimation of a value of measurement.

1. During the past week, did (name) do any kind of work for someone who is not a member of this household?
2. During the past week, did (name) fetch water or collect firewood for household use?
3. During the past week, did (name) do any paid or unpaid work on a family farm or in a family business or selling goods in the street?
4. During the past week, did (name) help with household chores such as shopping, cleaning, washing clothes, cooking; or caring for children, old or sick people?

If a respondent answers yes to any the questions above, they are subsequently asked how many hours the child spent doing the given type of work in the previous week.

> "Since (day of the week), about how many hours did he/she spend doing (type of work being queried)?"

This approach eliminates any ambiguity or variation in the respondents' understanding of the question and sets up the possibility to analyse the types of labour children are engaged as well as the amount of time they commit to working relative to other activities such as school, study or play.

Child participation

Focus groups with children from the study population can be an excellent way to get their perspectives and ideas on how to address topics that might be sensitive or difficult for children to talk about. You can also use focus groups to explore how children conceptualise issues such as risk or child work and formulate questions in their own words. You can then use this information to construct locally relevant questions.

➔ Bring together 4-8 children within a given age group for 1-1.5 hours. Explain the purpose of the survey and why they are being consulted. Present one research question at a time and challenge participants to develop survey questions that they will then test with each other. The facilitator should maintain a game-like atmosphere and record all questions developed.

Responses to questions about knowledge, attitudes and practices are influenced by complex psychological and social dynamics.
An effective survey will ask questions in a variety of ways that may be cross-analysed and validated.

Language is crucial in developing survey questions. Respondents must be able to understand what they are being asked. **Formative research using focus groups and interviews with members of the study population can help identify appropriate language for questions as well as highlight topics that will be particularly sensitive and are subject to certain biases.** Language can also be used to add finesse to the introduction or presentation of sensitive subjects to avoid shocking respondents or making them uncomfortable during the interview. When asking about personal behaviours or opinions, you can make sensitive questions seem less threatening by using introductory language to de-personalise the topic. For example, rather than simply asking:

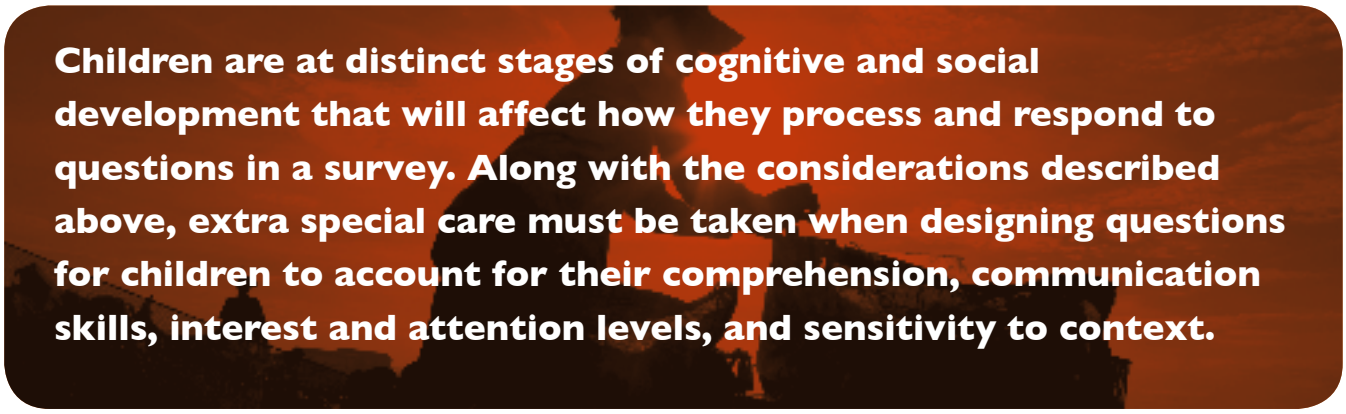
"Do you hit your child if they have been bad?"

Try introducing the subject of corporal punishment with more objective language:

"Many people use physical punishment to discipline their children; do you physically punish (hit or beat) your children if they have disobeyed you?"

Or leave the question open, providing distinct answer categories (these might be read aloud by the interviewer or simply circled as they are mentioned by the respondent):

"How do you discipline your child if they disobey you?"



Children are at distinct stages of cognitive and social development that will affect how they process and respond to questions in a survey. Along with the considerations described above, extra special care must be taken when designing questions for children to account for their comprehension, communication skills, interest and attention levels, and sensitivity to context.

Designing response categories

Response categories provide the basis for quantitative analysis and must also be designed with care. Responses should be mutually exclusive (i.e. not overlapping or unable to be both true at the same time) and capture the range of possible responses in the fewest number of categories possible. Note: responses need to be tested in the same way you test questions to ensure that they can be understood by respondents. For example, in Liberia the questionnaire pre-test revealed that children were unable to distinguish more than 2-3 response options in a **Likert Scale** (e.g. agree, strongly agree, strongly disagree) and therefore including more response options on the questionnaire would result in confusion and be impossible to analyse.

Consider how you will analyse responses when determining whether one or more responses may be provided to a single question. Simple, closed multiple-choice questions where only a single response may be submitted make for the easiest and most straight-forward analysis but are not appropriate for every question.

It is advised to provide response categories for 'Don't know', 'Other' and 'Non-response' for every question in a survey instrument. Without these options, the questionnaire may force respondents to provide an answer when they do not have enough information to do so or may not agree with any of the answer categories provided, potentially introducing a bias to the results. In addition, being able to count the number of 'don't know' or 'non-response' answers or explore 'other' answers may later prove valuable to the analysis and interpretation of findings. Non-response is a very important category when you are asking children and adults about sensitive child protection issues. Some respondents may not feel comfortable talking about private matters and so must be able to opt out from answering any question in the survey tool. If a large number of participants prefer not to respond to a given question, it is important to analyse this in order to provide a more accurate interpretation of findings and also to explore reasons for refusal and improve response rates on future surveys.

3.2 Structuring the questionnaire

The questionnaire needs to be easy for interviewers to navigate and complete without too much training. The structure of a questionnaire may take a good deal of editing and revision to ensure that instructions are clear and the sequence of questions and skip patterns flows well.

Skip patterns describe the sequence of questioning when you filter responses to determine if subsequent questions are relevant to a respondent. For example, if you have a series of questions that are only relevant to married women, you will first ask "Are you married?" if the response is yes, the enumerator will continue to the next question which might be "How long have you been married?"; if the response is 'No', the enumerator will skip to the next section of questions that are relevant to the respondent. This is referred to as a 'skip pattern'.

The questionnaire should always begin with an introduction that includes the collection of informed consent before proceeding.

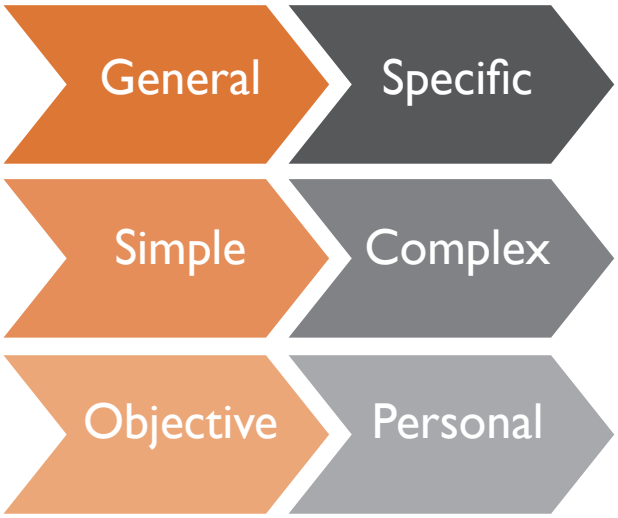
Annex F contains a sample survey module. Every survey tool must include the following fields:

- ✓ Unique identifying number/code for each survey
- ✓ Interviewer's name
- ✓ Date, time and location of each interview
- ✓ Space for indicating data entry clerk, date of entry
- ✓ Clear instructions for the interviewer that guide them through the steps of greeting, getting informed consent, filling in responses, skip patterns, etc.
- ✓ Page numbers

It may sound obvious, but it is important to use a good stapler so that pages do not get separated and to mark the survey identifier on each page in case they do.

Questions should be organised within thematic modules. These may correspond with the areas of enquiry you have defined for the survey and can be assembled like building blocks to create tools that are relevant for different sub-populations.

The guiding principle behind the ordering is that you want to ease the respondent in with simple, non-personal questions (for example, socio-demographic questions) so that they become accustomed to the format of the interview and have a chance to establish a rapport with the interviewer before having to respond to more complex and sensitive items. Rules of thumb for the sequencing of questions are:



If you are surveying children, it is recommended to end the questionnaire on a positive topic, particularly if the content has contained personal or private topics. The intention is to leave the child with a positive frame of mind. For example, you can end with questions about their hopes for the future and suggestions for positive things that they can do in the community.

Coding questions on the survey tool

In order to analyse survey responses quantitatively, it is necessary to convert non-numerical data into a unique numerical code before entering data. Individual questions should be coded within the questionnaire tool in order to streamline data entry and facilitate analysis.

Numerical codes are generally listed in a 'codebook' which records a description of each variable and the possible values or survey answers that each variable can accept. **The codebook is an important reference document that will allow you to return to your data set after time has passed and recall how you worked with the data.** It also allows others to work with the data and is essential if the survey will be repeated at a later date to measure changes. Generally, the numerical codes corresponding with each response category are also indicated on the questionnaire to simplify data entry. For example, for a binary question ('yes' or 'no'), the responses will typically be coded as follows:

> ***Since the beginning of the year, have any of the children in your care been sick or injured?***
>
> ***"Yes" = 01***
> ***"No" = 00***

When the data for the question above is entered, it is the numeric code and not the words 'yes' or 'no' that are usually entered into the data entry system. The codebook is therefore vital for those analysing the dataset to understand the meaning of each numeric code.

If you have a multiple-choice question, assign each possible answer a unique numerical code beginning with 01 and working up. In addition, most questions will include responses for 'don't know' or for refusal to respond. These follow the conventions below.

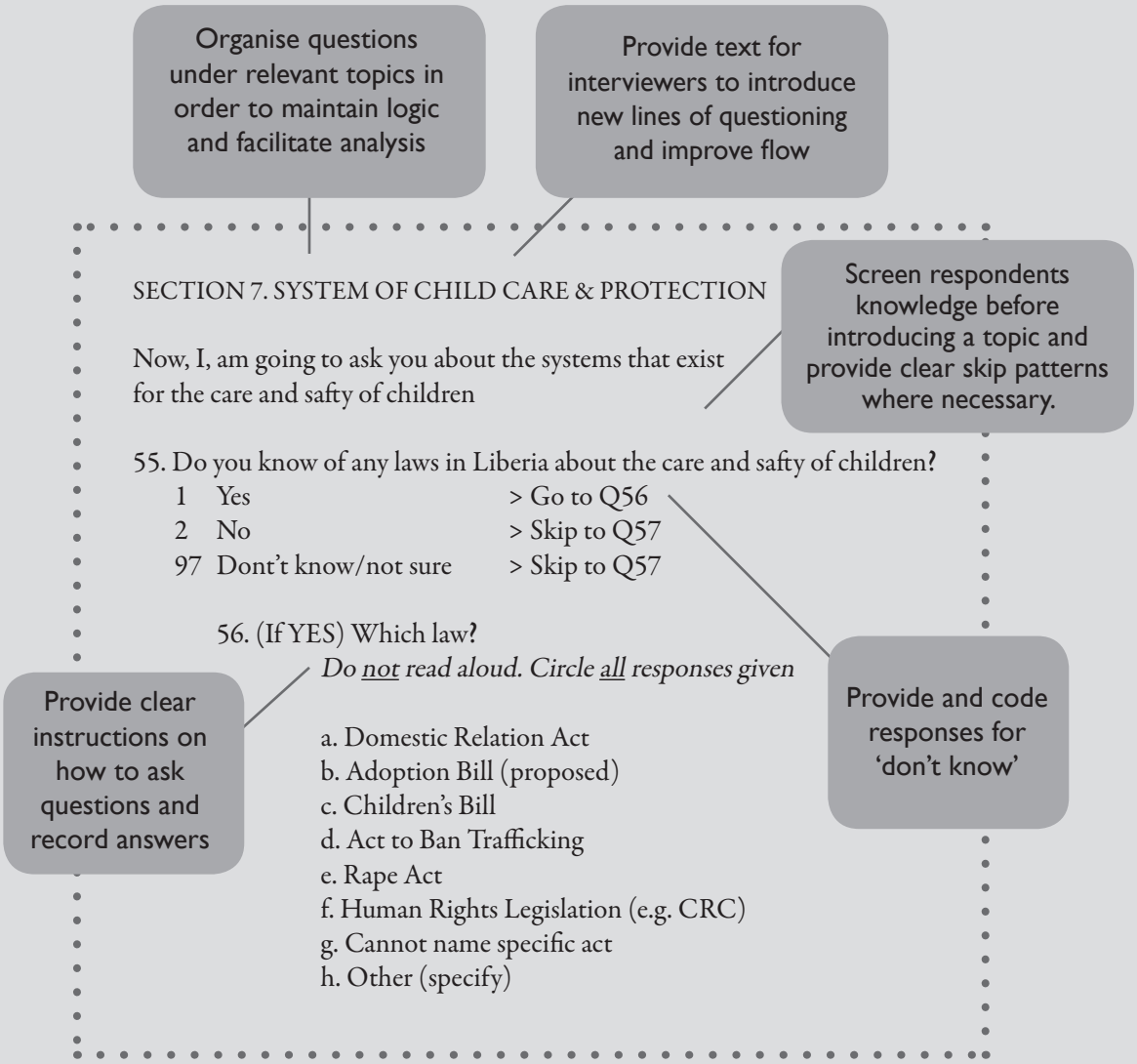
> ***Don't Know = 88***
>
> (the numeric code '88' is commonly used for 'Don't Know' responses because it is a two-digit number that is also unlikely to be mistakenly entered or resemble any other possible answers)

> ***No response = 99***
>
> (as above, the numeric code '99' is commonly used for 'no response' response. '99' will rarely resemble other possible answers so can indicate that no response to the question was provided; it is important in analyses to be able to quantify non-responses and missing data)

Questions that involve skip patterns, multiple responses and open questions will involve more complex coding. **The person who will carry out statistical analysis should also lead the development of a database and coding systems.** Data entry clerks must be trained on coding questions andhave a copy of the codebook handy when entering the data (World Health Organization, 2008).

Summary of key steps in building a questionnaire

- Provide the text for an introduction to be read out loud by interviewers that describes the purpose of the survey, the types of questions that will be posed and provides all the information necessary for informed consent.
- Provide clear instructions for enumerators to follow throughout the questionnaire; indicate where answers are to be read out loud to respondents and where not.
- Avoid complicated skip patterns and having more than two skips for any question.
- Spend time on the formatting of the questionnaire to simplify navigation: provide visual fields for answers wherever possible and use graphics such as arrows.
- Consider the flow of questions and try to avoid surprising or shocking respondents. Sensitive questions should be posed towards the end of an interview once a comfortable rapport has been established.
- Keep the order of positive and negative response categories consistent.
- Use filter questions to determine whether or not respondents have enough knowledge or experience to respond to subsequent questions.



3.3 Translating the questionnaire

Translating the questionnaire may seem like an administrative task but can prove crucial to the validity of the tool. The questionnaire should be translated by professionals and written out in the local language accounting for the range of education levels in the survey population. Having a written translation avoids the risk that interviewers improvise oral translations that could impose their own biases through the wording they choose. It is also contributes to the validity of results by standardising the way questions are asked.

It is highly recommended to double translate (or back translate) the questionnaire. Double translation involves one person first translating the tool into the local language. A different person then translates the tool back from the local language to the original language. The second translation is then compared with the original survey tool to identify errors and bias in translation. This helps to verify the quality of the first translation as well as the integrity of the questions.

3.4 Building a data management and analysis plan

Setting a data management and analysis plan at the design stage will help ensure that all the data being collected links to survey objectives and nothing significant is missing from the questionnaire tool. This plan should outline the steps and types of analysis that will be conducted as data become available and should address the following:

- **Data entry and cleaning:** describe who will enter data, at what point during the survey and using what software package; describe any provisions for data quality assurance such as double-entry (when the same data is entered into separate databases by different clerks to catch any human errors) and checks that will be run to 'clean' the data.
- **Data management:** describe who will be responsible for maintaining a database and how data will be stored and accessed.
- **Data analysis plan:** it is strongly advised to establish an analytical framework that identifies how specific results and indicators will be analysed to respond to research questions. An analysis plan will answer the following questions:

    - Which indicators will be analysed?
    - What statistical analyses will be run on the data?
    - Which variables will be analysed descriptively and/or cross-tabulated?
    - How will hypotheses be tested?
    - Which sub-groups will be analysed?

It may be useful to develop blank data tables that you would wish to see completed in the final report. Check these tables against your questionnaire tool and survey objectives to confirm they line up.

➔ **Interpreting the data:** describe any steps that will be taken to interpret findings such as a stakeholders' workshop or triangulation with other data sources.

➔ **Presentation of data:** describe how the data will be synthesised, packaged and presented for different audiences. If possible, include a list of the different information and communication materials that will be produced.

3.5 Pre-testing and finalising data collection tools

Once you have drafted questionnaire tools, it is necessary to field test each tool to see how well the questions are understood by a small sample of respondents and identify any problems with the administration of the questionnaire.

Pre-testing is essential to determine that the data being collected are indeed the data that you want and to confirm that the questionnaire is manageable in terms of length and use before printing and beginning fieldwork. The purpose of the pre-test is to:

- ✓ Validate (or not) the proper and consistent interpretation of questions.
- ✓ Identify questions the interviewers or respondents did not understand.
- ✓ Identify questions that were redundant or unnecessary.
- ✓ Identify improvements that can be made to wording or translation of questions.
- ✓ Highlight problems with the flow of the survey or the reception of sensitive questions by respondents.
- ✓ Highlight biases introduced by the questionnaire.
- ✓ Check the time needed to complete the survey.
- ✓ Test the ease of administration; need for improved instructions for interviewers, revisions to formatting or additional supervision or training.

Before pre-testing within the study population, it is often useful to try out the questionnaire first with staff or survey team members in order to make sure the flow of questions is logical, instructions are clear, and questions are simply formulated to provide the information you want

Child participation

Children can help pre-test survey tools that will be used among their peers.

➔ Provide appropriate training to pre-testers on the purpose of the pre-test, issues to look for and document, and the importance of confidentiality.

➔ Facilitate a workshop with pre-testers to report back on their experience and recommendations.

Once you have revised the instrument, randomly select a small number (10 to 30) of individuals from the target population to pre-test the questionnaire. Take provisions to ensure that these same individuals are not included as respondents in your final survey. Administer the questionnaire under the same conditions you would expect to encounter during the actual survey. It may be an option to combine pre-testing and questionnaire revision with training of survey staff in order to consolidate resources and time while involving survey staff in the development of tools. If more than one team member are testing questionnaires, it is strongly recommended they administer at least 2-3 test interviews each and meet at the end of the day to discuss their experiences and any problems that arose with the tool.

Continue to test and revise until you feel it works. A full pre-test should be completed for every tool and each language that will be used in the survey. Expect to make changes to both the format and the content of the questionnaire.

You will not use the data that you collect during the pre-test in your final data set and analysis. It is important to make clear to any children and adults engaged in the pre-test that are participating in pre-testing the tool only and their responses will not be used in the final survey dataset.

Tips for pre-testing the survey

- Test the questionnaire within the survey team first to iron out obvious problems before testing it among the survey population.
- Let respondents know that you are pre-testing the survey and that you would like their feedback if any questions are unclear, uncomfortable or if the survey takes too long.
- If there are a lot of 'don't know' responses, this may indicate that the question and/or the response categories are poorly worded or confusing.
- If there are many 'other' responses to a multiple-choice question, revise the answer categories to cover common write in responses. Avoid having too many response categories by collapsing answers.
- Time how long it takes to complete the survey. Generally, a survey that takes more than 35 minutes will be very tiring for both the interviewer and the interviewee and may compromise the quality of responses. This is particularly true with children. Delete questions if the survey is too long.
- Check that interviewers have no trouble following skip patterns or special instructions.

(World Health Organization, 2008)

STEP 4: Conducting the KAP survey

Key activities

4.1 Choosing survey dates and timeline
4.2 Recruiting a survey team
4.3 Training survey staff
4.4 Going into the field
4.5 Ensuring data quality in the field

Outputs

- ✓ Terms of Reference (ToR) for survey team positions
- ✓ Tools to organise and systematise fieldwork; e.g. checklists for supplies, sampling processes, daily debriefs, data quality control
- ✓ Data entry form (electronic) and cleaning protocols
- ✓ Daily and weekly debriefs to flag and troubleshoot any issues in the field

STEP 4: Conducting the KAP survey

4.1 Choosing survey dates and timeline

TO DO! Plan and map the dates and the timeline for data collection.

Include 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, introductions in the community, and the safety, health and well-being of enumerators. Interviews are tiring and one individual should not do more than 4-5 per day.
- Holidays scheduled during the survey dates.
- Weather and road conditions that could pose logistical challenges.
- Potential availability of respondents in terms of both the season and the time of day.
- Other project activities or events that might create a conflict (or an opportunity).
- Training for all team members.
- Time allocation and scheduling of data entry and analysis.

4.2 Recruiting a survey team

The survey team is important to the success of a KAP survey. If **the team is motivated, understands the purpose and context of the survey and has experience with data collection, they will look out for the quality of data and be able to troubleshoot and problem solve in the field.** If you bring on a team of enumerators or supervisors without properly screening their capacity, there is a risk that problems may surface after the fieldwork has been completed and there is nothing more that can be done to rectify the quality of data collection.

You may be able to recruit most of your team internally if you can spare staff for the time needed to conduct the fieldwork and if you feel confident in their skills. However, existing and future relationships with the target populations, as well as conflicts of interest should be taken into account when considering whether to second internal staff into the survey team. Whether you recruit survey team members from within the project or programme or externally, apply the same criteria and expectations. If you have hired an external consultant to lead the survey, they should be responsible for screening candidates but you will need to discuss and agree on the criteria and process to be used for recruitment.

The survey team will have the following key roles:

A **Study Manager** should be appointed from within the programme to serve as the main focal point within Save the Children. This person will oversee the coordination of all study-related activities. If an external consultant is hired to conduct the field research, the Study Manager will serve as their primary point of contact and liaison with staff (management, programme, human resources, finance, logistics), and local stakeholders.

Field Team Leaders will be recruited to manage data collection teams and activities on a day-to-day basis at field sites according to the survey protocol. This includes greeting local leaders and obtaining permission to conduct the survey, implementing the sampling plan, providing support and supervision to enumerators as well as carrying out interviews, facilitating daily debriefs and overseeing the completeness and quality of questionnaires. A sample ToR for Field Team Leaders is available in **Annex G**.

Enumerators (interviewers) will administer the questionnaire through individual interviews. They must be skilled communicators able to put participants at ease during the survey while also able to follow complex instructions on the survey tool and probe topics when necessary to obtain a response. If you are going to be surveying children, a critical requirement for enumerators is that they have experience in interviewing children, ideally on child protection and related issues. Many enumerators may have implemented standard household surveys on health and nutrition, however relatively few will have experience with more sensitive issues related to child protection. Interviewing children not only requires expertise, but also a natural ease and ability to establish rapport and reassure children that many experienced interviewers may lack. Look out during screening and pre-testing for interviewers who are good with children and conversely those who are awkward or intimidate children; never allow inexperienced enumerators to interview children as part of a survey team. A sample ToR for Enumerators is available in **Annex H**.

Data Entry Clerks will be required shortly after the start of data collection to enter data from the questionnaires into a database using the software you choose.

In addition to any standard procedures for recruitment, it is helpful to contact partner organisations that may have conducted similar studies in the past to find out if they can recommend individuals for any of the roles. In some cases, graduate students in public health, sociology, education or linguistics may be good candidates for interviewers or data entry clerks. Before hiring students however, carefully weigh the need for experienced staff and the time available for training.

Gender is an important consideration in the recruitment of interviewers. You should assess the content of the survey and judge whether it is culturally appropriate for men to interview women and girls or vice versa. Consider whether the gender of the enumerator might affect the comfort of a participant or influence their responses and plan recruitment of enumerators accordingly.

It is suggested that you **select and train more interviewers than you will actually need to cover any unforeseen circumstances or absences.** In Liberia, the training was used as an additional level of screening for enumerators and this strategy proved essential, as two candidates were unable to demonstrate the skills necessary to carry out the fieldwork. This strategy may cost a bit more at the training stage but it is a very good investment to assure the highest quality team for the fieldwork.

4.3 Training survey staff

Survey staff must not only have interview skills and know how to use the questionnaire but must also understand the wider context for research and the specific purpose and objectives of the survey. **Plan for at least three to five days of training for interviewers and supervisors, particularly if members of the survey team are less familiar with child protection issues.** If planned well, training can provide a strategic opportunity to test and refine survey tools, screen enumerators, build team dynamics and finalise data collection schedules and plans.

Supervisors need to participate in any training received by enumerators so they can provide effective leadership in the field and step in if necessary to conduct interviews. It is also recommended that **programme, administration and logistics staff attend any training sessions that provide an overview of the survey objectives and methods. Their support is often vital during the survey and it is important that they understand the purpose of the survey in order to be able to help.** In Liberia, the survey team found that including drivers in selected training sessions was indispensable as those drivers felt an investment in survey outcomes and were later actively involved in problem-solving transportation issues in the field.

A list of main topics for survey team training includes:

- Safety and security briefing regarding survey locations.
- Safety and security briefing regarding survey locations.
- Induction to Save the Children's child safeguarding policy and agreement of child safeguarding procedures for the survey.
- Purpose and main objectives of the survey including how the information will be analysed and used.
- Roles and responsibilities of different members of the survey team.
- Overview of the survey protocol and methods including the sampling frame – including the reasons it has been designed and how to execute it in the field.
- Content and use of the questionnaires, survey forms and other materials.
- Item-by-item review of the questions including all special instructions and skip patterns.
- Respondent selection procedures.
- Research ethics including informed consent (use of forms) and confidentiality.
- Review and practice of interviewing techniques including listening skills and probing techniques; include any special techniques for interviewing children if relevant.
- Supervision and quality control procedures in the field.
- Demonstration of an effective interview including different skip pattern scenarios.
- Role plays and practice interviews.
- Logistics planning.

Tip for survey team training: Coding role play

It important that enumerators practise coding of interviews. This can be done by having two people conduct a role play in front of the group, with one person asking the survey questions and the second person answering as a respondent. The rest of the group listen to the role play and code the responses on the paper form as if they were conducting the interview themselves. When the interview is over, compare how each training participant has coded responses. Often you will find that different enumerators code the same response in different ways, due to their own interpretations of what the respondent said. Facilitate discussion around each question where there is a discrepancy to arrive at consensus about the correct coding. By repeating this exercise 2-3 times with the group you should be able to reduce the differences between enumerators in their coding of responses and improve the reliability of the data collected in the field.

A sample agenda for survey team training is provided in **Annex I**.

Ensure adequate time is planned for role plays and practice interviews during which survey staff can both try and critique interviewing techniques. If the survey will involve interviews with children or particularly vulnerable populations, schedule a session to discuss special approaches and areas of personal bias or high sensitivity.

At the end of the training, the study manager and field team leaders should select the final survey team and assign supervisors on the basis of observations of each participant's skills during the training, gender considerations and language proficiency.

4.4 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 survey teams into the field.

Checklist: are you ready to go to 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?

Before teams arrive at the survey site, the supervisor should meet with community leaders in order to explain the purpose and nature of the survey and engage their support for data collection. Save the Children in Liberia streamlined this step by having their programme staff – who worked in target communities and held existing rapport with community members – speak with relevant local leaders and partners in the days before the survey team arrived to collect data.

4.5 Ensuring the quality of data collected in the field

Putting in place measures for data quality control is critical at all stages of a survey 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 systematised within survey 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 survey materials (questionnaires, clipboards, pens and pencils).

During data collection

- 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.

At the end of each day and before leaving each community where the survey is being conducted

- Survey teams should meet to share experiences and submit completed questionnaires to supervisors; it may be useful to develop a tool to help systematise daily debriefs and document issues as they arrive. A sample tool developed by the Sierra Leone country office can be found in **Annex J**;
- Supervisors should confirm that the sampling plan followed as detailed in the survey protocol;
- Supervisors should check each questionnaire to ensure no incomplete forms are submitted for data entry;
- Need to re-interview: can respondents be contacted if questions about the validity of an interview arises?

During data entry

- Basic cleaning (checks on the completeness and logic of data collected in each questionnaire) and spot checks can quickly flag data quality problems that can be reported back to survey teams and quickly corrected.

STEP 5: Data management and analysis

Key activities

5.1 Entering and clean the data
5.2 Implementing a data analysis plan
5.3 Interpreting findings and presenting data
5.4 Data Quality Assurance

Outputs

- ✓ Capacity built among programme staff and partners for basic statistical analysis through an analysis workshop
- ✓ Report on preliminary findings (if possible, generated through analysis workshop) and recommendations for more in-depth analysis
- ✓ Findings validated and interpretation/recommendations informed through validation workshops with stakeholders at all levels including children, programme beneficiaries, and survey participants
- ✓ Final survey report
- ✓ Other communication and dissemination materials as specified in the survey protocol

STEP 5: Data management and analysis

During development of the KAP survey protocol you should have formulated a basic plan for data management and analysis. Ideally data entry and cleaning begins during or shortly after fieldwork to save time and identify data quality issues when there is still time to rectify these.

5.1 Entering and cleaning the data

Data may be entered directly into the statistical software you will use for analysis, or it may be entered in a spreadsheet programme such as Excel, a database programme or another programme that provides a user-friendly interface for data entry clerks.

While Excel is the most widely known and accessible software option, it presents challenges for entering very wide or diverse data sets. In an average 30 minute KAP survey questionnaire tool, you may have as many as 40-50 questions, which can translate to over 50 columns of data in your dataset for each survey respondent. Entering data into 50 columns in Excel for each respondent is challenging and it is easy for data entry clerks to make errors. If you are going to use Excel to enter data it must be carefully set up so that it is easy to use and minimises human error, for example using drop down options in cells instead of allowing free data entry.

Some programmes allow you to set up the data entry interface so that it closely resembles the questionnaire – moving in sequence through the questions, and automatically coding responses, checking skip patterns, completeness and inconsistencies. In Liberia, the country office used an online interface called SurveyGizmo which allowed data entry to take place in any location with an internet connection and to be checked remotely by the consultant. However sophisticated the software is, it is also important to train data entry clerks on entry procedures and how to identify errors.

Double entry of questionnaires is a good approach to minimise human error during data entry. With double entry, two different clerks enter the same questionnaire into separate databases, which are then cross-checked. Double entry allows for cross-checking between the two databases to identify typos or systematic entry errors, check the error rate per staff, and correct conflicting data. If the time and resources are available, double entry is a good idea for all questionnaires, but if resources are limited you should aim to do double entry of a minimum of 10% of questionnaires selected at random, to test the level of error in the data entry process.

Software for data management and analysis: what do you need?

There are many different computer programmes that can be used to enter, manage and analyse quantitative data. Consider the level of analysis you need, your budget for software, the operating system you are using, and how much time you will need and are willing to spend to use the programme before choosing software.

Excel is the same **spreadsheet programme** you use for building budgets and creating charts and tables, however you may not know that Excel includes formulas and functions that will allow you to run basic statistical analyses. Excel is usually available on any office computer and most staff will be familiar with the interface, however it is cumbersome and very easy to make serious mistakes during the entry and analysis of data that go undetected. Unlike survey and statistical programmes, with Excel it is very easy to accidentally enter invalid data, make coding errors, lose a master file or lose track of modifications.

Access is a **database programme** that is usually bundled with Microsoft Office. Database programmes are better than spreadsheets for data entry but are usually poorly adapted for analysis. A database programme will allow you to set up a data entry form that guides the input and coding of data and can be designed to automatically reject invalid inputs. However, it is recommended that you export data from an Access database to another programme (a spreadsheet or statistical package) for analysis.

Epi Info: Epi Info was designed by the US Center for Disease Control to be used by epidemiologists and is well adapted to social sciences research. It is a complete statistical system that includes a word processing feature for producing questionnaires and reports as well as a data entry programme and basic statistical analysis. The major advantages are that the programme is free, easy to download, and well supported with documentation and training resources on the CDC website: http://wwwn.cdc.gov/epiinfo/html/downloads.htm

The CPI has developed a short training guide on how to use EPi Info Version 7 which can be downloaded here.

SPSS (Statistical Package for the Social Sciences): is one of the most widely used programmes for statistical analysis in social sciences. It is comprehensive and can be used with almost any type of data file to generate basic descriptive statistics and more complex analyses as well as charts and plots. In addition to statistical analysis, SPSS may also be used for data management. The user interface is fairly simple and intuitive with pull-down menus and dialogue boxes. However, SPSS is expensive; the basic package costs several hundred US dollars and licenses must be renewed so if a data analyst does not have access to a copy or you do not need advanced statistical analysis, consider the alternatives above.

TO DO! Don't forget to backup data entered from questionnaires daily!

Data storage and management

Once completed, paper questionnaires should be stored in a secure, locked place with controlled access in order to protect the identity and confidentiality of respondents. Similarly, any electronic data files should be password-protected – both to ensure respondents' confidentiality and to prevent any tampering with the data sets – and monitor access to the files.

Always remember to back-up data files in several locations and keep master files in a safe location.

Cleaning data

Catching and collecting errors before data are analysed is called 'cleaning' the data. Manual checks can catch incorrect skip patters, 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 (e.g. unusually high or low income or age), 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 survey 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.

5.2 Implementing the data analysis plan

The purpose of the analysis is to obtain answers to the questions that you defined at the beginning of the process. Refer back to the survey objectives and research questions as you interpret and draw conclusions from your data. Work systematically through the analysis plan but ensure you leave time to explore different interpretations of findings and unexpected results.

Figure 12. Participatory data analysis with staff and stakeholders

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. However 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. Below are two suggestions for engaging stakeholders in data analysis process.

Data analysis workshop	
A data analysis workshop for staff and relevant stakeholders should aim to build the capacity of participants to run basic cleaning and descriptive analyses of datasets using the selected software, interpret and present findings and identify areas for further enquiry and more complex analysis.	If you have contracted external support to carry out the survey and data analysis and your budget allows it, you can include preparation and facilitation of the data analysis workshop within their terms of reference.
Validation meetings	
Validation meetings can be organised with key stakeholder groups at different levels including children to present major findings and solicit their feedback, interpretation and recommendations and encourage ongoing dialogue about findings. Validation will not only inform the final interpretation and application of findings but can provide an effective platform for social mobilisation (at the community level) or advocacy (at regional or national levels).	Validation meetings may be facilitated by staff members who have participated in the analysis.

Basic **descriptive statistics** are used to explore the main characteristics of your data. These might include the following:

Frequencies are simply counts of the number of times a particular response or interval occurs. For example, the number of respondents who are female is a frequency. The number of respondents who are aged between 18 and 25 is another frequency. Frequencies can be used to analyse categorical or continuous data.

Percentages are a way to express the proportion of responses represented by a given response. A percentage is the frequency (number) of a given response divided by the total number of responses and multiplied by 100. For example, if 25 out of 100 respondents are between the age of 18 and 25, 25 per cent of respondents are aged between 18 and 25. A percentage may also refer to a subset of responses – for example: if five out of those 25 respondents who were aged 18 to 25 are married, 20 per cent of respondents age 18 to 25 are married. Pay attention to the size of the denominator when interpreting and presenting percentages. Twenty per cent of respondents from the previous example sounds like a significant proportion of respondents – but in reality it is only five people. If the denominator is small – as a rule of thumb less than 50 people – it is more accurate to simply report the frequencies.

A ratio shows the relationship between two groups. For example, if the number of girls enrolled in secondary school is 25 and the number of boys is 75, the ratio of girls to boys would be 25:75 or 1:3.

Averages (mean, median and mode) are measures of the most typical values in your dataset.

- The mean is the sum of all values divided by the total number of units in the sample.
- The median is the value exactly in the middle with half of the values below and half of the values above it.
- The mode is the value that occurs most frequently within the dataset.

Statistical analysis is about identifying patterns in quantitative data. In addition to basic descriptive statistics for variables of interest, try some of the following:

➔ **Look for differences between population groups:** for every variable, consider similarities and differences between responses from participants with different characteristics. For example, on questions exploring child work practices, you might want to compare responses for girls with responses with boys, or you might compare responses for children who live with their biological parents with children who do not. Explore whether the finding applies to the population as a whole or whether there might have been differences between sub-populations (distinguished by gender, age, geography, socio-economic group, education level, etc.). If you think the results for a given variable might be influenced by socio-demographic characteristics, try cross-tabulating to test your theory and highlight differences. For example, you might cross-tabulate knowledge of community mechanisms for child protection by ethnic group, location, and income and education levels. Keep in mind that if sub-populations are quite small in proportion to the sample size, it is unlikely that findings from cross-tabulations will be statistically significant and this analysis may be unreliable, however it might still be of interest for interpretation.

➔ **Test relationships:** consider whether there are relationships between one variable and another. For example, is education level related to attitudes and practices concerning early marriage? Is income linked to child labour? Or does gender influence attitudes to care for non-biological children?

Child participation

Children and young people should be active participants in the interpretation of findings. Their insights and perspectives will contribute significantly to the quality of data analysis and in particular the design of programmes and approaches that will affect them.

Create age-appropriate visual presentations of the key findings (e.g. demonstrating proportions using stick figures rather than charts) and facilitate small group discussions to explore participants reactions, if they feel the findings are valid and representative of their experiences, why certain findings emerged and their recommendations for action.

5.3 Interpreting findings and presenting data

Until you take the time to interpret the findings, linking analysis to the original research questions and purpose of the survey, the survey data is simply a collection of numbers. Even if you have not involved programme staff and/or stakeholders in the process of analysis, they will be integral to inform the interpretation and ultimately the presentation and use of findings. **Plan on holding a meeting or short workshop with programme staff and key stakeholders to review analyses of key variables and reach a consensus on their interpretation and/or identify areas that need additional analysis or even exploration through qualitative research.** Bringing in programmatic perspectives at this stage should serve to contextualise the findings and focus on their application to approaches, decision-making and/or advocacy. The discussions and conclusions from this workshop will be key in the process of drafting a final report and other dissemination materials.

It is most practical to initially document all data analysis in tables (if you created blank tables in your data analysis plan, begin to fill these in). Once you have had an opportunity to review data, explore your hypothesis and begin to interpret findings, data should be presented in a format that is appropriate for target audiences. This means selecting the information that will be of most interest to each target audience, synthesising this information and presenting it in a format that can be easily read and interpreted.

5.4 Data Quality Assurance

The main advantages of quantitative data obtained from surveys are credibility and the possibility of generalising findings from a sample to the wider target population. Credibility can be measured to some extent with statistical analyses (for example as confidence intervals). It may also be reflected in the rigour of the survey design or assessed in the reliability of survey tools and/or the consistency of findings. The more credible your data is the more useful and compelling your findings will be.

Conversely, if there are any doubts about the quality of the data or the analysis, your findings instantly lose value in the eyes of stakeholders. You should be very cautious about using questionable data for programme planning or decision-making. **Good quality data is accurate (correctly recorded), complete, up to date and consistent (agrees with itself).** Remember the saying: "Garbage in – Garbage out." Your analysis will only ever be as good as the data it is based on.

Biases may be introduced in the methodology, the design of data collection tools (e.g. in the way questions are asked, answer categories or coding), the selection of the study population or sample design, during implementation in the selection of households or participants, or by the environment and context during interviews. Data quality might also be compromised due to unforeseen or systematic errors during the collection of data or basic human error during data entry. **It is important that you anticipate potential sources of bias or errors and that you attempt to eliminate or mitigate these to the greatest extent possible in the design and execution of your survey.**

Reliability is defined as the consistency or dependability of data and evaluation judgments, with reference to the quality of the instruments, procedures and analyses used to collect and interpret evaluation data.

The table below outlines the potential data risks at various steps within the KAP survey process and offers recommendations for how these risks may be mitigated.

	Data risks	Recommendations
Design	Tools are poorly designed; questions or answer categories are misunderstood or 'suggest' correct answers; skip patterns are confusing and result in errors	• Base the language and content of questionnaires on thorough and participative formative research • Carry out extensive pretesting and revision • Build in integrity checks (questions that can be used to validate each other) • Use professional translators and double-translate all tools
	Sample design or sampling method leads to biases in who participates (over or under-representation of certain sub-groups or characteristics)	• Clearly map differences among members of your population on key variables (e.g. geography, access to services, education level, etc.) and sub-populations to be captured in the sample • Sample adults and children separately • Clearly define and document inclusion criteria • Consider daily routines (school, work, other), migration or other periodic events that might affect who participates • Ensure all survey team members understand the rationale and processes for sampling • Provide each field team with a copy of the survey protocol and clear guidelines to reference on sampling including contingency plans
Data collection	Enumerators miscode responses or submit incomplete questionnaires	• Include ample time for practicing interviews and coding during training and actively feedback to enumerators • Process management: create procedures and tools such as checklists, supervision, observation and debriefs • Units of measurement for all numerical answers should be provided in the questionnaire form
	Context or environment of interview influences responses	• Ensure as much privacy as possible during interviews for participants • Ensure participants are as comfortable and relaxed during interviews • Reassure children that the survey is not 'a test'
	Participants 'wish to please' with responses they perceive as desirable	• Focus on objectivity in question design; do not phrase ques tions or responses negatively • Before interviews, clearly explain the purpose of the survey to participants and emphasise that there are no 'right' or 'wrong' answers and no rewards will be provided
Data entry, cleaning and analysis	Typos, omissions, duplications, changes to formatting: human error during data entry	• Process management including training and supervision for data entry clerks • Use a software programme for data entry that allow you to create automatic checks for completion or validity – e.g. the software programme does not allow data clerks to continue if an acceptable answer has not been provided to the previous question • Double-entry and validation of questionnaires
	Analysis of unclean data, duplicate data or altered datasets	• Data management: use a software with built in version control and options to password lock access • Give each questionnaire a unique identifying number and ensure this is printed on every page of the complete questionnaire to avoid duplicate entry • Enter and clean data as soon as possible as or after it is collected

Data quality is very challenging even for the most experienced researchers and there will always be threats or weaknesses in the data that are beyond your control. It is vital to **always document and clearly explain any threats to the validity and quality of your findings in the limitations section of survey reports.** Do not try to hide or misrepresent the validity of survey data or the accuracy of findings; it is unethical and may further discredit the study as well as the organisation if data quality problems are exposed later.

STEP 6: Using the data

Key activities

6.1 Presentation and application of findings
6.2 Using KAP survey data in programming
6.3 Dissemination of findings

Outputs

- ✓ Presentation summarising main findings delivered to staff and relevant stakeholders
- ✓ Dissemination and communication materials as specified in survey protocol
- ✓ Findings disseminated and discussed through meetings, workshops, conferences, media, etc.

STEP 6: Using the data

Refer back to the purpose and objective of the survey to guide the process of translating findings into action. Survey findings should of course be analysed and articulated in a final report, but the report is only the beginning. The report should be regarded as a master document from which all other products and activities can be extracted.

6.1 Presentation and application of findings

The Survey Manager and/or consultant leading the research should present back any findings from a preliminary analysis of survey data to programme teams as soon as it becomes available with the objectives of (a) eliciting interpretations of the data and identifying questions that will guide more detailed analyses from those who will be responsible for using the information in programming; (b) sharing valuable information with programme teams and initiating thinking and discussion about how that information should influence technical approaches, decisions, resource allocation and advocacy; (c) developing an action plan for the programme including dissemination of survey data in support of programme objectives as well as the application of learning to improve programming.

When preliminary and detailed data analysis is complete, a 'picture' created by the data should be assembled in the final survey report which documents the process and results.

Results should be represented in graphs or charts as well as narrative descriptions and recommendations should be provided if appropriate. Consider the audiences for the survey report and agree on the general format, content and pitch of the report before it is drafted. A suggested outline for a KAP survey report is provided in Annex K and resources for the interpretation and presentation of quantitative analysis are listed in the section on Further Reading.

6.2 Using KAP survey data in programming

For evidence-based advocacy:

- Integrate KAP statistics into child protection information materials and media packages.
- Educate political leaders and encourage them to draw attention to child protection issues in public addresses.
- Advocate for legislation or resource allocation on the basis of evidence of need.
- Show knowledge gaps or identify highly vulnerable populations or populations with special needs.

For communication:

- Create targeted messaging and diffuse through the media or sources that were identified as most effective for reaching the target population.
- Develop context-specific education and training materials.

For social mobilisation:

- Identify the most effective platforms (events, forums, organisations) for raising awareness of child protection issues.
- Engage community groups or child protection committees with evidence that highlights issues and catalyses and informs problem solving.

Interpreting KAP data: understanding causality

When interpreting data it is very important to note that a KAP survey cannot be used to prove causality between two variables. A survey may highlight an interesting relationship between knowledge of child protection issues and a specific behaviour, however the assumption that knowledge and behaviour are directly related is often false.

- For example, think about a 'bad' habit you have. You know it is a bad habit. So ask yourself why don't you stop? What would make you stop?

  Positive incentives? Fear of bad consequences? Shame? Social perceptions of your habit? A policy or legislation that makes it illegal? Circumstances?

Knowledge is only one of many factors that influence behaviour and the format of KAP surveys (structured questionnaires) and data do not permit you to explain the mechanisms and logic behind human behaviour. If you want to strengthen the interpretation of your findings, you should triangulate KAP data with information from other sources including qualitative studies. **(Launiala, 2009)**

6.3 Dissemination of findings

The final survey report should be prepared and disseminated to all relevant audiences including children. A dissemination meeting may also provide a very effective platform for advocacy with key stakeholders using survey findings. This type of forum encourages discussion and invites input from a wide array of experts – ultimately benefitting your programme and leveraging concern and influence from other actors.

Child participation

Give children and young people the opportunity to design and produce their own survey report and plan how they will communicate findings to their peers and any adult stakeholders they identify as being important audiences.

If you are organising discussion groups among children to validate and interpret findings, include a session on action planning and ask for volunteers to work together on a child friendly report and dissemination activities.

It is important for transparency and accountability to organise the dissemination of findings to survey populations who contributed their time and personal information to the survey and will likely be among the beneficiaries of programme activities.

As with any communication effort, the presentation of findings should be adapted to this audience. Dissemination of findings through community meetings or other means can serve as a useful tool for engaging beneficiary populations in the planning and implementation of children protection activities or services.

Dissemination should not be limited to producing and circulating a survey report. Here are some other creative ideas for sharing the findings of a child protection KAP survey:

- Make a short film.
- Support children and adults to prepare community theatre and songs to share the findings.
- Produce a 'comic' or similar picture-based version of the findings.
- Work with journalists to produce short articles for the newspaper based on the survey.
- Put out radio messages or develop a song for the radio.
- Link up with the town crier or community leader to share messages.
- Produce posters and leaflets.

Also consider whether KAP survey results might be published or presented in local, national or international conferences to make findings available to a wider audience and contribute to the evidence-base on child protection. The child protection sector lacks data and evidence globally, therefore it is important that when we produce high quality survey data, we share and disseminate it widely through different channels. You might consider preparing an article based on your survey findings to submit to an academic journal for publication. If you think you might want to publish your findings in a journal, you need to have obtained ethical approval for the survey and you should contact the CPI for support with publication guidelines, drafting and submission.

There are many ways to also share the survey findings within Save the Children. You can post reports and outputs on OneNet and you should also send reports to Save the Children's Child Protection Resource Centre to be published. If you would like to publish findings within the Save the Children network, contact the Resource Centre at http://resourcecentre.savethechildren.se/contact

Resources and further reading

Resources and further reading

Research methods (including KAP surveys)

1. **World Health Organization. (2008).** Advocacy, communication and social mobilisation for TB control; a guide to developing knowledge, attitude and practice surveys. Geneva: World Health Organization.
   Link: http://whqlibdoc.who.int/publications/2008/9789241596176_eng.pdf
   Comprehensive WHO field guide for KAP survey methodology. Focused on the application of KAP surveys in TB control programming but provides a clear overview of steps and methods.

2. **Medecins du Monde. (2011, January).** The KAP Survey Model (Knowledge, Attitudes and Practices).
   Link: http://www.medecinsdumonde.org/Publications/Guides-a-l-usage-des-professionnels-de-l-humanitaire/Guide-Collecte-de-donnees Methodologies-qualitatives
   Practical and concise field guide to conducting KAP surveys in health programming developed by Medecins du Monde.

3. **Trochim, W. M. (2006, October 20).** Retrieved November 5, 2012, from The Research Methods Knowledge Base, 2nd Edition.
   Link: http://www.socialresearchmethods.net/kb/
   Comprehensive and easy to navigate web-based textbook covering the full research process including key concepts and principles of research.

4. http://gsociology.icaap.org/methods/
   Webpage listing free resources for Program Evaluation and Social Research Methods. The focus is on "how-to" do programme evaluation and social research: surveys, focus groups, sampling, interviews, and other methods.

5. **Save the Children International. (2011).** Evaluation Handbook. London: Save the Children International.
   Link: http://resourcecentre.savethechildren.se/node/5459
   Save the Children International guidelines for programme evaluation. Provides an overview of methods, procedures (including commissioning a consultant), minimum standards and recommendations for child participation in evaluations.

Ethics and safeguarding

1. **Shenk, K., & Williamson, J. (2005).** Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources. Washington D.C.: The Population Council.
   Link: http://www.popcouncil.org/pdfs/horizons/childrenethics.pdf
   Excellent practical guide to the principles and application of ethics to research with children and adolescents. Includes resources, tools and sample documents.

2. **CP MERG (2012).** Ethical principles, dilemmas and risks in collecting data on violence against children: A review of available literature, Statistics and Monitoring Section/Division of Policy and Strategy, UNICEF, New York.
   http://resourcecentre.savethechildren.se/node/6777
   Systematic review of ethical issues specific to collecting data on violence against children. Provides useful ethical issues to consider, with case studies, if developing a KAP on violence against children.

3. **Alderson, P. and V. Morrow. 2004.** Ethics, Social Research and Consulting with Children and Young People. London: Barnardo's.
   www.barnardos.org.uk/resources/research_and_publications/ethics-social-research-and-consulting-with-children-and-young-people/publication-view.jsp?pid=PUB-1158

Sampling and statistics

1. **Espeut, D. (2001, August).** The Knowledge, Practices, and Coverage Survey 2000+ Field Guide 2001. Retrieved November 2, 2012, from The Child Survival Technical Support Project: http://www.ennonline.net/pool/files/ife/annex-4-kpc-survey-field-guide-(care)(1).pdf Chapter 5 (pages 65 – 107) provide a detailed and well-explained guide to sampling relevant to KAP surveys; covers cluster sampling. A list of useful sampling resources is provided on page 107.

2. **Trochim, W. M. (2006, October 20).** Retrieved November 5, 2012, from The Research Methods Knowledge Base, 2nd Edition. Link: http://www.socialresearchmethods.net/kb/sampling.php The sampling section found in the Knowledge Base gives a simple and clear overview of the main concepts behind sampling.

Child protection data

1. **Multiple Indicator Cluster Survey (MICS)**
   Link: http://www.unicef.org/statistics/index_24302.html
   UNICEF leads this national survey which collects data on a range of child-related issues including physical and humiliating punishment, child labour, early marriage and FGM/C.

2. **ILO surveys**
   Link: http://www.ilo.org/ipec/ChildlabourstatisticsSIMPOC/
   The ILO regularly conducts national and sub-national surveys on the prevalence and forms of child labour.

3. **Demographic Health Survey (DHS)**
   Link: http://www.measuredhs.com/
   DHS surveys are usually undertaken every 2-5 years in every country and collect data on family composition, care issues, violence in the home, early marriage, teenage pregnancy and other child protection related topics.

4. **HIV/AIDS Indicator Survey**
   Link: http://www.measuredhs.com/What-We-Do/Survey-Types/AIS.cfm
   Many countries collect regular data relating to key HIV and AIDS indicators. Some of these can be relevant for child protection programming especially data that relates to topics on family composition, prevalence of single and double orphans, and access to basic services for children affected.

5. **Save the Children Resource Centre**
   Link: http://resourcecentre.savethechildren.se/content/child-protection

6. **World Bank database**
   Link: http://data.worldbank.org/topic

7. **UNHCR statistics**
   Link: http://www.unhcr.org/pages/49c3646c4d6.html

8. **Sexual violence research initiative**
   Link: http://www.svri.org/

9. **CPC learning network**
   Link: http://www.cpcnetwork.org/

10. **African Child Policy Forum**
    Link: http://www.africanchildforum.org/site/

Surveying Children

1. **Borgers, N., de Leeuw, E. D., & Hox, J. (2000).** Children as Respondents in Survey Research: Cognitive Development and Response Quality. Bulletin de Methodologie Sociologique, 60-75.
   http://joophox.net/publist/bms66.pdf
   Article discussing the implications of children's cognitive development for the quality of responses to survey research.

2. **de Leeuw, E. D. (2011).** Improving Data Quality when Surveying Children and Adolescents: Cognitive and Social Development and its Role in Questionnaire Construction and Pre-Testing.
   http://www.aka.fi/Tiedostot/Tiedostot/LAPSET/Presentations%20of%20the%20annual%20seminar%2010-12%20May%202011/Surveying%20Children%20and%20adolescents_de%20Leeuw.pdf
   Report providing an overview of the key issues of involving children of different ages as survey respondents, recommendations for the development and pre-testing of survey tools to maximise data quality.

3. **Practice standards in Children's Participation. 2005.**
   Save the Children Alliance.
   http://www.savethechildren.org.uk/resources/online-library/practice-standards-children's-participation

4. **Children and participation: research, monitoring and evaluation with children and young people.**
   http://www.savethechildren.org.uk/resources/online-library/children-and-participation-research-monitoring-and-evaluation-children-and

5. **Mann, G. and D. Tolfree. 2003.** Children's participation in research: Reflections from the care and protection of separated children in emergencies project. Stockholm: Save the Children Sweden.
   http://resourcecentre.savethechildren.se/node/2740

6. **Ennew, J. and D.P. Plateau. 2004.** How to Research the Physical and Emotional Punishment of Children. Bangkok: Save the Children, Southeast, East Asia and Pacific Region.
   http://resourcecentre.savethechildren.se/node/3207

7. **So you want to consult with children?** A toolkit of good practice. Save the Children. 2004. Stockholm: Save the Children.
   http://resourcecentre.savethechildren.se/node/2553

8. **So you want to involve children in research?** A toolkit supporting children's meaningful and ethical participation in research relating to violence against children.
   Save the Children. 2004. Stockholm: Save the Children.
   http://resourcecentre.savethechildren.se/node/2437

9. **Worrall, Steve. 2000.** Young People as Researchers: A Learning Resource Pack. Save the Children UK and Joseph Rowntree Foundation.
   http://www.savethechildren.org.uk/resources/online-library/young-people-researchers-learning-resource-pack

Glossary of Terms

Glossary of Terms

TERM	DEFINITION	SOURCES
Abstract	A brief summary of the research study or evaluation.	
Analysis	The process of synthesising data to answer a research question.	
Baseline data	Data collected at the outset of a project (or an activity) to establish the pre-project conditions against which to measure future change among a target population. The information gathered (and analysed) in the baseline consists of indicators specifically chosen for their anticipated use at a later time to investigate project effects and impacts. Indicators (and methods of data collection and analysis) used in baseline surveys may be qualitative or quantitative.	Save the Children
Bias	An error that consistently results in an over or underestimation of a value of measurement. Biases may arise from systematic differences in the groups that are compared (selection bias), their access to services, exposure to other factors or interventions, withdrawals or exclusions of people entered into a study (attrition bias), difficulty in recalling information over periods of time (recall bias), respondents' perceptions of the 'correct' or socially acceptable answer (social desirability bias) or how outcomes are assessed (detection bias).	KPC2000+ Field Guide and www.cochrane.org
Case study	A methodological approach that describes a single situation, individual, case or project at specific sites or programmes. Note: case studies are characterised by purposive selection of sites, or small samples, and the expectation of generalisability is less than that in many other forms of research.	Save the Children
Categorical data	Data that are classified into two or more non-overlapping categories. If there are only two categories, the data are dichotomous data.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Causal effect	The consequence attributable to a specific treatment. Note: causal analysis aims solely at identifying the effect of the intervention on the phenomenon under study, not at unravelling all causes of the phenomenon. We employ the term "effect" only to the intervention being evaluated.	Save the Children
Causal relationship	A relationship between two variables in which the presence or absence of one variable (independent variable) determines the presence or absence of another variable (dependent variable).	http://writing.colostate.edu/guides/

TERM	DEFINITION	SOURCES
Child participation	The opportunity for children to express a view, influence decision-making and achieve change. Notably, it should be an informed and willing involvement of all children, including the most marginalised and those of different ages and abilities, in any matter concerning them directly or indirectly. Furthermore, it is a way of working and an essential principle that cuts across all programmes and takes place in all arenas – from homes to government, from local to international level.	Save the Children
Cluster sampling	A method of sampling which draws a random sample from clustered population groups rather than individuals; interviews are then conducted with a certain number of individuals within each cluster to achieve the desired sample size.	KPC2000+ Field Guide
Confidence interval	The range around a numeric statistical value obtained from a sample within which the actual, corresponding value for the population is likely to fall at a given level of probability. Wider intervals indicate lower precision; narrow intervals, greater precision.	http://writing.colostate.edu/guides/
Confidence limits	The upper and lower boundaries of a confidence interval.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Confidentiality	Confidentiality is the process of protecting an individual's privacy. It pertains to treatment of information that an individual has disclosed in a relationship of trust, with the expectation that this information will not be divulged to others without permission. The need to keep personal information private is often weighed against the need to share personal information that has the potential to benefit the public good.	http://ccnmtl.columbia.edu/projects/cire/pac/foundation/#1_2
Confounder	A factor that is associated with both an intervention (or exposure) and the outcome of interest. For example, if children who participated in a life-skills course reported greater knowledge of STIs and were also found to have a higher average age than children who did not participate; and age was known to be associated with STI knowledge, it would be difficult to decide whether the difference in knowledge was a result of participation in the programme or the difference in ages. Age is then said to be a confounder, or a confounding variable. Confounding is a major concern in non-randomised studies.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Consent form	A written document reflecting the participant's agreement to take part in the study on the basis of information provided by the researcher about the purpose and methods of the study.	

TERM	DEFINITION	SOURCES
Continuous data	Data with a potentially infinite number of possible values within a given range. Height, weight and age are examples of continuous variables.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Convenience sample	A group of individuals being studied because they are conveniently accessible in some way. This could make them particularly unrepresentative, as they are not a random sample of the whole population. A convenience sample, for example, might be all the children within an institution or participating in an intervention. They could differ in important ways from the people who haven't been brought together in that way.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Correlation	An association between variables; in statistics a correlation is a linear association between two variables, measured by a correlation coefficient. A correlation coefficient can range from -1 for perfect negative correlation, to +1 for perfect positive correlation (with perfect meaning that all the points lie on a straight line). A correlation coefficient of 0 means that there is no linear relationship between the variables.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Credibility	A researcher's ability to demonstrate that the object of a study is accurately identified and described, based on the study methodology.	http://writing.colostate.edu/guides/
Data	Specific quantitative and qualitative information or facts (observations) that are collected.	Save the Children
Data cleaning	The process of identifying and correcting errors in the dataset.	
Data collection	The process and activities of identifying information sources and generating information.	Save the Children
Data collection tools	Methodologies used to identify information sources and collect information. Notes: examples are informal and formal surveys, direct and participatory observation, community interviews, focus groups, expert opinion, case studies, literature search.	Save the Children
Dependent variable	The outcome or response that results from changes to an independent variable.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Descriptive statistics	Analyses that describe and summarise the characteristics of data in a sample including frequencies, percentages and averages. See also 'Inferential statistics'.	
Design effect	A number that describes how much larger a sample is needed in designs such as cluster randomised trials to achieve the same precision as a simple random sample.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf

TERM	DEFINITION	SOURCES
Disaggregation	Analysis of data according to different groupings to show differences between certain groups and variations within the sample. Different groups for disaggregation may include gender, age, ethnic group, disability, geographic location, socioeconomic status, employment status, Internally Displaced Person (IDP) status and others.	Save the Children
Dissemination	Process by which findings and learnings of monitoring and evaluation are communicated to the relevant audiences. In particular, refers to the communication to beneficiaries (children, communities, governments) in which we are working to ensure and increase our accountability.	Save the Children
Effect size	The magnitude of the relationship between two variables.	
Enumerator	Interviewer or researcher who collects data in the field.	
Ethical standards	The principles and standards of conduct that direct a group or individual in research, monitoring or evaluation activities. In particular, it relates to the appropriate use of the power held by a group or individual in those activities.	Save the Children
Evaluation	The systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors. Evaluation also refers to the process of determining the worth or significance of an activity, policy or programme.	Save the Children
External validity	The extent to which results provide a correct basis for generalisations and application to other circumstances (also called generalisability or applicability).	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Formative research	Investigation or research that is conducted for the primary purpose of gathering information that will inform the design of a survey or study. Formative research is often qualitative in nature, consisting of focus groups and interviews.	
Frequency	The total number of times a particular value for a variable actually occurs.	
Generalisability	The extent to which findings can be assumed to be true for the entire target population, not just the sample. To ensure generalisability, the sample procedure and the data need to meet certain methodological standards.	Save the Children

TERM	DEFINITION	SOURCES
Grey literature	Grey literature is the kind of material that is not published in easily accessible journals or databases. It includes things like conference proceedings that include the abstracts of the research presented at conferences, unpublished theses, and so on.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Hypothesis	An unproved theory that can be tested through research. To properly test a hypothesis, it should be pre-specified and clearly articulated, and the study to test it should be designed appropriately.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Independent	An exposure, risk factor, or other characteristic that is explored in relationship to its influence on a dependent variable. In an evaluation, a given outcome indicator might be the dependent variable and participation in an intervention might be the independent variable. Socio-demographic characteristics might be analysed as additional independent variables.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Index	An index is a composite measurement that combines a number of different variables to place respondents on a continuous and relative scale. For example, a wealth index is used in many surveys to capture a household's cumulative living standard where income data is not available or does not provide a valid measurement of living standards. The wealth index is typically calculated using data on a household's ownership of selected assets; materials used for housing construction; and types of water access and sanitation facilities.	
Indicator	Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor.	Save the Children
Inferential statistics	Statistical analyses used to make generalisations from a sample to a population. Inferential statistics use statistical tests to reach conclusions that extend beyond the immediate set of observations (data) for example, to test a hypothesis or relationships between two variables.	
Informed Consent	A person's voluntary agreement, based upon adequate knowledge and understanding of relevant information, to participate in research. For the purposes of contrast, "consent," is voluntary agreement without mention of whether full knowledge was imparted or understanding took place. Informed consent is obtained only after the prospective subject is provided sufficient opportunity to consider whether or not to participate.	

TERM	DEFINITION	SOURCES
Internal validity	The extent to which the design and conduct of a study are likely to have prevented bias.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Interview	A research tool in which a researcher asks questions of participants.	http://writing.colostate.edu/guides/
Interviewer	The individual conducting an interview. See Enumerator.	
Likert scale	A scale of measurement in which respondents are asked to respond to statements based on how much they agree or disagree.	
Limitations	Characteristics of design or methodology that impacted or influenced the application or interpretation of the results of a study. They are the constraints on generalisability and utility of findings that are the result of the ways in which the study was designed and/or the method used to establish internal and external validity.	
Literature review	The systematic process of searching published work to find out what is known about a particular topic.	
Odds ratio	The ratio of the odds of an event in one group to the odds of an event in another group. In studies of treatment effect, the odds in the treatment group are usually divided by the odds in the control group. An odds ratio of one indicates no difference between comparison groups. For undesirable outcomes an OR that is less than one indicates that the intervention was effective in reducing the risk of that outcome. When the risk is small, odds ratios are very similar to risk ratios.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Ordinal scale	A scale that measures data that rank values.	
Participant	In research, refers to an individual who takes part in a study as part of a sample (see also Respondent). In the context of a project or programme, a participant is a beneficiary of a project intervention.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Precision	A measure of the likelihood of random errors in the results of a study or measurement. The greater the precision, the less random error. Confidence intervals are one way of expressing precision, with a narrower confidence interval meaning more precision.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Prevalence	The proportion of a population that provides a given answer or characteristic. The prevalence rate is expressed as a percentage calculated as the number responses in a single response category divided by the total population.	
Probability	The chance or risk of something happening.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Protocol	The plan or set of steps to be followed in a study.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf

TERM	DEFINITION	SOURCES
Qualitative	Something that is not summarised in numerical form, such as minutes from community meetings and general notes from observations.	IFAD/SC
Qualitative research	Research in which the researcher explores relationships using textual rather than quantitative data. Results are generally not considered generalisable but may be transferable. Qualitative methods include case studies, observation, and ethnography among others.	http://writing.colostate.edu/guides/
Quantitative	Something measured or measurable by, or concerned with, quantity and expressed in numbers or quantities.	IFAD/SC
Quantitative research	Research in which the researcher explores relationships using numeric data. Results can often be generalised though this depends on the design. Surveys and tests are quantitative methods.	http://writing.colostate.edu/guides/
Random sampling	A method of selecting a sample which ensures that each unit has an equal chance of being selected; the process is meant to ensure that a sample is as representative of the population as possible. It has less bias than a convenience sample: that is, a group that the researchers have more convenient access to.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Range	The difference between the highest and lowest scores in a distribution.	http://writing.colostate.edu/guides/
Recall bias	A bias arising from mistakes in recollecting events, both because of failures of memory, and looking at things 'with hindsight' and possibly changed views. People's reports of what is happening to them currently, therefore, can be more accurate than their recall of what happened two years ago and how they felt about it at the time.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Reliability	Consistency or dependability of data and evaluation judgments, with reference to the quality of the instruments, procedures and analyses used to collect and interpret evaluation data.	OECD/Save the Children
Respondent	An individual responding to questions in a survey, interview or focus group within the context of a study. See also Participant.	
Response rate	The rate of participation in a study	
Rigor	The degree to which research methods are scrupulously carried out in order to recognise and control for important influences.	http://writing.colostate.edu/guides/
Sample	A subset of a defined population. Samples are collected in order to determine parameters or characteristics of the whole population. The act of selecting the subset of the population is termed sampling.	IFAD/SC

TERM	DEFINITION	SOURCES
Sample size	Number of units (individuals, households, etc.) selected from the target population for inclusion in a study.	KPC2000+ Field Guide
Sampling frame	A listing of all members/units in the population to be sampled and exclude all those who are not in the population.	http://writing.colostate.edu/guides/
Significance level	The probability that an observed relationship could be caused by chance. For example, a significance level of 0.5 indicates the probability that the relationship would be found by chance is 5 times out of 100.	
Statistical analysis	Statistical analysis refers to a wide range of techniques to describe, explore, understand, prove, and predict phenomena based on sample datasets collected from populations, using some sampling strategy.	
Statistically significant	A result that is unlikely to have happened by chance. The usual threshold for this judgment is that the results, or more extreme results, would occur by chance with a probability of less than 0.05 if the null hypothesis was true. Statistical tests produce a p-value used to assess this.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Stratification	The process by which groups are separated into mutually exclusive sub-groups of the population that share a characteristic: e.g. age group, sex, or socio-economic status. It is possible to compare these different strata to try and see if the effects of a treatment differ between the sub-groups. See also sub-group analysis.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf
Study	Refers to the collective research or evaluation activities undertaken to gain specific information about a population or topic. A study may employ a single method or combine a variety of methods to collect and analyse different types of information.	
Survey	A quantitative research method used the measure the distribution of characteristics in a population at a particular point in time. A survey includes questions which may either be open or close-ended and employs an oral or written method for asking these questions. The goal of a survey is to gain specific information about either a specific population or a representative sample of a population. Results are typically used to understand the attitudes, beliefs, knowledge or behaviour of a particular group.	http://writing.colostate.edu/guides/
Survey population	The entire target group under investigation in a survey.	http://writing.colostate.edu/guides/

TERM	DEFINITION	SOURCES
Transferability	The ability to apply the results of research in one context to another similar context; also, the extent to which a study invites readers to make connections between elements of the study and their own experiences.	http://writing.colostate.edu/guides/
Triangulation	The use of three or more theories, sources or types of information, or types of analysis to verify and substantiate an assessment. Note: by combining multiple data sources, methods, analyses and theories, evaluators seek to overcome the bias that comes from single informants, single methods, single observer or single theory studies. See also Validation.	OECD/Save the Children
Validation	The process of cross-checking to ensure that the data obtained from one monitoring method are confirmed by the data obtained from a different method.	OECD/Save the Children
Validity	The extent to which the data collection strategies and instruments measure what they purport to measure.	OECD/Save the Children
Variable	Observable characteristics that vary among individuals.	http://writing.colostate.edu/guides/
Variable	A characteristic, attribute, outcome or indicator.	
Variable	A factor that differs among and between groups of people. Variables include characteristics such as age, sex, education and marital status, measurements such as upper arm circumference, wealth or knowledge indexes, or may include specific project indicators. The set of values of a variable in a population or sample is known as a distribution.	http://www.cochrane.org/sites/default/files/uploads/glossary.pdf

Annexes

Annex A: Survey TOR template

Terms of reference

KAP Survey on Gender, SEA and Sexual and Reproductive Health
[Enter project, programme and country office information]

1. **Background**
   [Describe the problem summarising existing evidence and relevant Save the Children programme activities. Introduce the information needs and main areas of enquiry to be explored through the KAP survey.]

2. **Scope and objectives of the KAP Survey**
   [Present the scope and objectives of the KAP survey.]

3. **Principle Areas of Enquiry**
   [List the principle areas of enquiry for the KAP survey including specific indicators from the project or programme logical framework that will be captured through the survey.]

4. **Design and methodology**
   [Describe survey methodology including literature review and any formative or complimentary research.]

5. **Management, roles and responsibilities**
   [Describe how the survey will be organised and managed. Provide details of key organisational and individual roles and responsibilities on the survey. Include any relevant information about internal or external technical support for the survey.]

6. **Outputs**
   [List key deliverables including but not limited to: Final survey protocol, field-tested data collection tools, cleaned and validated raw data sets, training materials, preliminary and final analysis, KAP survey report including recommendations, specific dissemination materials including presentations, briefings, reports, articles, communications, etc.]

7. **Timeline**

8. **Budget and resources**

9. **Plan for dissemination of findings, accountability and learning**
   [Describe how findings will be used and disseminated.]

Annex B: Budget template

Items	Unit	Cost per unit (A)	Number of units (B)	Total cost (AxB)	Notes
1. Personal					
External consultant					
Internal technical support (cost recovery)					
Field suppervisors					
Enumerators					
Data entry clerks					
Subtotal Personnel					
2. Travel (for consultants and international technical support)					
International travel					
In-country travel					
Subtotal Transport					
3. Training of survey staff					
Travel					
Accommodation and per diem					
Training venue					
Subtotal Training					
4. Equipment (e.g. printers, photocopiers, laptops, records. phone, etc.)					
Subtotal Equipment					
5. Materials					
Printing and photocopies					
Clipboards					
Pens and stationery					
Subtotal Materials					
6. Development of data collection tools					
Pre-testing and pilot of data collection tools					
Tools translation					
Subtotal Tools					
7. Fieldwork					
Transport					
Per diems					
Accommodation					
Communications					
Subtotal Fieldwork					
8. Data entry, analysis and report writing					
Data management and analysis software and manuals					
Data analysis and validation workshops					
Subtotal Data Analysis					
9. Dissemination activities					
Development and translation of materials					
Printing and publication					
Workshops					
Subtotal Dessimination					
10. Contingency					
GRAND TOTAL					

Annex C: KAP Consultant TOR

Terms of reference

Consultancy to lead a Knowledge Attitudes and Practices (KAP) Survey
[Insert name of project, programme and country office]

Duration of Assignment: [insert number of weeks or days]
Expected Start Date:
Expected End Date:

1. **Background**
   [Insert background from survey TOR.]

2. **Objectives of the survey**
   [Insert objectives from survey TOR.]

3. **Objectives of the consultancy**
   [List the main objectives of the consultancy including a description of the reason external support or expertise is needed to carry out the survey.]

4. **Methodology and workplan**
   [List the methodology expected to be used and outline a workplan that details activities to be carried out by the consultant, the number of days allocated for completion and the expected date of completion for each. It is common that development or refinement of survey methodology is carried out by the consultant and may result in some adjustments to the workplan once the consultancy has begun. The table format below may be used to present the workplan.]

ACTIVITY	DAY ALLOCATED	COMPLETION DATE
e.g. Desk review of background materials		
Total		

5. **Deliverables**
   [List the main deliverables the consultant will be expected to produce; include the survey protocol, all tools, reports and any materials developed for training and capacity building.]

6. **Roles and responsibilities of the Consultant and Save the Children**
   [Indicate who will manage the survey on behalf of Save the Children and how management and decision-making will be organised. Provide details about the composition of the survey team and the nature of the consultant's and Save the Children's respective inputs including material and technical support for the survey or key activities, and information, facilities and resources to which Save the Children will provide or facilitate access. For example, project documents, translation services, administration, logistic and recruitment support, office or meeting space, contacts, etc.]

7. **Terms and conditions**

8. **Person specification**
[Specify essential and desirable functional and personal competencies and qualifications; recommended specifications are listed below.]

Personal competencies
- Expert knowledge and practical experience in child protection issues in developing countries, preferably with experience in the region
- At least 5 years of practical experience with quantitative and qualitative research methods
- Extensive experience in survey design including sampling
- Extensive experience in data management and analysis
- Proficient in the application of software statistical packages such as: SPSS, STATA
- Proven training and facilitation skills
- Experience of coordinating diverse teams and communicating with individuals/groups at all levels
- Strong analytical, presentation and writing skills in relevant language

Qualifications
- Post graduate degree in child/social protection, statistics, social sciences or other related areas
- Demonstrated experience in international project management, in particular social research functions
- Demonstrated experience in international Child Protection programming

Other
- Demonstrates strong commitment to Save the Children's Mission, Vision and Values
- Previous experience with child rights programming will be an advantage
- Displays cultural, gender, religion, race, nationality, age sensitivity and fully complies Save the Children's Child Protection Policy and Guidelines

Annex D: Informed Consent Form

Informed consent

"Child Protection Knowledge, Attitudes, and Behaviours Survey"
SAVE THE CHILDREN [INSERT PROJECT, PROGRAMME AND COUNTRY OFFICE INFORMATION]

Hello, my name is [NAME] and I am working with Save the Children. I am part of a team that is looking at ways to support children and families in your district, including issues related to [INSERT SPECIFIC AREAS OF FOCUS FOR PROJECT/SURVEY]. We are conducting this study in [LIST MAIN SURVEY SITES]. The information we collect will help Save the Children to [LIST MAIN SURVEY OBJECTIVES; E.G. PLAN PROGRAMME INTERVENTIONS, ESTABLISH BASELINE OR EVALUATE PROGRAMME ACTIVITIES, GENERATE EVIDENCE, ETC.].

Your household was selected for the study. If you want to be in the study, I will ask you some questions and I will write down your answers. The questions will be about your experience caring for children in your family and your community as well as your ideas about how to help families to care for their children. The interview will take about [__] minutes.

I assure you that everything you tell me will be kept confidential and will not be shared with anyone other than my supervisor, and s/he would only visit to make sure that I conducted the interview properly. When we are finished with this study we will write a report about what was learned. This report will not include your name or that you were in the study. You can decide whether you wish to take part in the interview or to answer any or all of my questions. If you decide not to take part, it will not affect your situation with Save the Children. If you agree to talk with me, you may refuse to answer any question you don't want to answer or you can stop the interview at any time. As far as the research team is aware, there are no risks for you to participate. You will not be given money or anything else to participate in this study, but it is opportunity to help Save the Children better understand the issues facing children and families in this community.

You can ask questions about this study at any time during the interview. If you have additional questions about this study, you can contact the research team at [PROVIDE CONTACT INFORMATION]. Do you have any questions now?

May I proceed with the interview?
Yes 1
No 2

Person Obtaining Consent:
I have discussed this study with the participant and answered all the participant's questions in a language s/he understands. I believe the participant understood this explanation and voluntarily agreed to participate in this study.

Printed Name of Participant	**Date**
Signature or Mark of Participant	**Date**
Signature of Person Obtaining Consent	**Date**
Printed Name of Person Obtaining Consent	**Date**

Annex E: Sample Workplan

	Week															Notes
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Preparation (3-5 weeks)																	
Gather and review background materials	●	●															
Formative research			●	●													
Draft Survey TOR			●	●													
Recruitment of consultant or internal tech support				●													
Formation of survey management team				●													
Formation and meeting of Advisory Committee					●												
Development of survey protocol (2-4 week)																	
Definition of survey objectives and refinement of research questions					●												
Identification of target population					●												
Design sampling framework and methods					●	●											
Development or adaptation of survey questions						●	●										
Preparation of analysis plan						●	●										
Translation and back translation of questionnaire tolls								●									If the protocol is submitted for review by an IRB, approval could delay implementation by serveral months.
Pre-test questionnaire								●									
Construct data entry form								●	●								
Validation workshop for survey protocol									●								
Finalisation of submission of survey protocol for ethical review and approval									●								
Preparation of the survey (1-3 weeks)																	
Preparation of survey management tools										●							
Identification of sites and contacts										●							
Finalise schedule for fieldwork										●							
Prediction of material resource needs and draft TORs										●							
Define human resource needs and draft TORs										●							
Recruitment and training of enumerators, field team leaders and data entry clerks											●						
Survey pilot test											●						
Fieldwork (1-3 weeks)																	
Mobilisation of teams												●					
Obtain consent and approvals at community levels												●	●				
Conduct interviews according to survey protocol													●	●			
Concurrent data entry																	
Data analysis (2-3 weeks)																	
Data entry and cleaning													●	●			
Prelminary data analysis														●	●		
Data analysis workshop															●		
Data validation meetings with stakeholders															●	●	
Further analysis and drafting of survey report															●	●	
Dissemination and data use (ongoing)																	
Development of dissemination materials																	
Workshops, meetings, and other forum to disseminate materials																	
Programme planning and design																	

Annex F: Sample Questionnaire Tool

N.B. This Annex is provided as an example to illustrate how to set-up, structure and format a questionnaire. It is not a complete questionnaire on any particular topic. The questions have been extracted and adapted from various different tools used by Save the Children Country Offices, UNICEF and other organisations working in child protection. They have been selected in order to demonstrate different types of questions that might typically appear on a questionnaire but should NOT be used unless adapted to your local context, pre-tested and validated.

SECTION A. QUESTIONNAIRE DATA

A.1 Questionnaire number: __|__|__|__
A.2 Interviewer Name:
A.3 Interviewer code: __|__|__
A.4 Supervisor Name:
A.5 Supervisor code: __|__|__
A.6 Data Entry Clerk Name:
A.7 Date data entered: (DD/MM/YY) ____/____/____

SECTION B. HOUSEHOLD INFORMATION

This questionnaire is to be administered to all caregivers in the household aged 18 years and above. A separate questionnaire should be used for each eligible caregiver.

B.1 Cluster number: __|__|__
B.2 Household number: __|__|__
B.3 Date of interview: (DD/MM/YY) ____/____/____
B.4 Number of caregiver questionnaires completed in this household: ____
B.5 Start time: _|__ h __ |__m
B.6 End time __|__ h __ |__m

B.7 District
Circle name and number

1 Red
2 Orange
3 Yellow
4 Cyan
5 Violet
6 Green
7 Azure
8 Magenta

B.8 Result of the caregiver interview

1 Fully completed
2 Partly completed
3 Caregiver not at home
4 Entire household absent for extended time period
5 Refused
6 Other (specify)

SECTION C. RESPONDENT CONSENT

Read the contents of informed consent form to respondent. Do NOT proceed with the interview unless the form is signed.

C.1 Informed consent formed signed by respondent

1 Yes (proceed to Section 1)
2 No (Stop the interview)

* Read the following greeting if it has not already been read in the context of obtaining informed consent *

"Now I would like to talk to you more about the protection of children in your community (insert more specific topic as relevant). This interview will take about (X) minutes. Again, all the information we obtain will remain strictly confidential and your answers will never be shared with anyone other than our project team."

SECTION D. DEMOGRAPHIC AND HOUSEHOLD INFORMATION

*Write down the start time in question B.5 before proceeding *

"First I would like to ask you some questions about yourself and the people you live with"

D.1	Sex of respondent (Mark without asking respondent)	1 Male 2 Female
D.2	In what month and year were you born?	___/___ ___/___ (month) (year)
D.3	How old are you? (Compare and correct C.x and C.y if inconsistent)	___|___ years old
D.4	Have you ever attended school?	1 Yes 2 No 2 → Skip to D.6
D.5	What is the highest level of school you completed?	1 Pre-primary 2 Some primary education (grades x – x) 3 Primary education completed (grade x) 4 Some secondary education (grades x – x) 5 Secondary education completed (grade x) 6 Higher education
D.6	Are you currently married or living with your partner?	1 Married 1 or 2 → Male respondents skip to D.8 2 Living with partner 3 Not in a union (single) 3 → Skip to D.9
D.7	Besides yourself, does your partner have any other wives/partners or does he live with other women as if married?	1 Yes 2 No
D.8	What is your marital status now? Are you widowed, divorced or separated?	1 Divorced/separated 2 Widowed
D.9	What is your ethnicity?	1 Ethnic group A 2 Ethnic group B 3 Ethnic group C 4 Other (specify) _____
D.10	What is your religion?	1 Muslim 2 Christian 3 Traditional 4 No religion 5 Other (specify) _____

SECTION D. DEMOGRAPHIC AND HOUSEHOLD INFORMATION

D.11 What is the main source of income/money in your household?

1 Farming
2 Wages or salary earned through employment
3 Business/trading activities (unrelated to farming or fishing)
4 Money transfer or cash remittance
5 Other (specify) _____

"Now I would like to ask you some questions about the people living here with you, including children"

D.12 Are you the head of the household?
(Define head of household)

1 Yes → skip to D.15
2 No

D.13 What is your relationship to the head of the household?

1 Partner (husband/wife or girlfriend/boyfriend)
2 Son/daughter
3 Brother/sister
4 Parent
5 Other (specify) _____

D.14 Who is the head of this household? Is it a man or a woman?

1 Man
2 Woman
3 Child-headed household

D.15 How many of the following people eat from the same pot in your household?[1]
When I say 'child' I am referring to any person under 18 years of age.
(Read list and write down the number of individuals in each category)

(a) Children born to this household: _____
(b) Children born to family members outside this household:_____
(c) Other children: _____
(d) Adults: _____

D.16 Are there other children
(who are currently under the age of 18)
who used to live with you but currently live away from the home?

1 Yes
2 No → Skip to next section

Where are they now?
(Do not read aloud. Circle all that apply.
Record the number of children in each category)

Current living situation
(a) Living with biological parent(s) _____
(b) Living with relative _____
(c) Living with non-relative _____
(d) Orphanage or other institutional care _____
(e) Living with partner _____
(f) Living at a school _____
(g) Don't know _____
(h) Other (specify)

1 "eating from the same pot" is a way of defining members of a household to clarify the question for a respondent. As with all questions, the definition of a 'household' will need to be established locally through formative research.

SECTION D. DEMOGRAPHIC AND HOUSEHOLD INFORMATION

Why are they not living with you? (Do not read aloud; probe for each child mentioned above and circle all that apply)	1 Left to attend school 2 Moved to support family or friends 3 Lack of basic needs at home (e.g. food, clothing) 4 Lack of services for special needs (e.g. child disability) 5 Left to live with partner 6 Left to work 7 Ran away 8 Don't know 9 Other (specify) _____

SECTION E. KNOWLEDGE, ATTITUDES and PRACTICES [2]

		True	Not true	DK	NR
E.1	As far as you know, are the following statements true or not true?				
	(a) When parents cannot care for children, the law in my country says that children should be sent to orphanage homes	1	2	88	99
	(b) Most children in orphanage homes have no living parents	1	2	88	99
	(c) When a child is sent to an orphanage home, the parents do not have any more rights or obligations with that child	1	2	88	99
	(d) All orphanage homes in my country are licensed with the government	1	2	88	99

		Strongly agree	Agree	Disagree	Strongly disagree	DK	NR
E.2	Please tell me whether you agree or disagree with the following statements and how strongly you feel. (read each statement aloud and let the respondent indicate whether s/he agrees or not. Then probe for strength of dis/agreement)						
	(a) Children who are not living with their parents are better cared for in orphanage homes than within a family	1	2	3	4	88	99
	(b) Children who are not living with their parents should take part in the religious and cultural practices of their new caregivers	1	2	3	4	88	99
	(c) Children who are not living with their parents should be asked where they want to live	1	2	3	4	88	99

E.3	Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?	1 Yes	2 No

2 Note – this is a sampling of questions on different child protection topics provided to illustrate the formulation, structure and coding of KAP questions. It is advised to divide all questions related to specific child protection topics and/or questions pertaining to knowledge/attitudes/practices into separate modules according to the logic and focus of the survey tool and planned analysis. Provide text to interviewers to introduce new topics or lines of questioning. As previously mentioned, any questions you wish to use from this annex or other existing survey tools must be adapted and pre-tested locally.

SECTION E. KNOWLEDGE, ATTITUDES and PRACTICES

E.4	Is there any place in or near this community where children can go if they are abused by their parents or if they run away from home?	1 Yes 2 No	1 → E.5 2 → Skip to E.6
E.5	[if YES] Where? (Do not read aloud. Circle all mentioned)	1 Community member's home 2 Chief/community leader 3 Social worker 4 Church/mosque 5 Government authority 6 NGO/CBO 7 Orphanage home 8 Other (specify) _____ 88 Don't know	
E.6	If you knew that a child was experiencing abuse at home, what would you do?	1 Report the case 2 Confront the perpetrator 3 Offer care to the child 4 Keep quiet/do nothing 5 Other (specify _____ 88 Don't know	1 → E.7 → E.8
E.7	To whom would you report a case of child abuse? (If respondent mentions more than one answer, ask them to identify a maximum of three)	1 Member of child's family 2 Chief/community leader 3 Child protection committee 4 Religious leader 5 School/school organisation 6 Social or health worker 7 Government authority 8 Non-government organisation 9 Police 10 Other (specify) _____ 88 Don't know	
E.8	What are your reasons for not reporting a case of child abuse? (Do not read aloud. Circle all mentioned)	1 Don't know where or who to report to 2 No action is likely to be taken 3 It is not my business 4 It is normal for such things to happen 5 Fear of retaliation 6 Prefer to speak to the perpetrator first 7 Other (specify) _____	

SECTION E. KNOWLEDGE, ATTITUDES and PRACTICES

Thank the respondent for his/her time and cooperation and reassure him/her about the confidentiality of their answers.

Record end time on cover page. Briefly check through the questionnaire for completion and clarity. If there are any responses that you feel are unreliable, document the question number and reasons for concern under 'comments' below

Interviewers comments

Supervisor's comments

Supervisor should check the complete questionnaire and review any missing with values with the interviewer. When questionnaire is complete in its best state, sign and date below

Interviewer's signature and date:

____/____/____

Supervisor's signature and date:

____/____/____

Annex G: Field Team Leader TOR

Terms of reference

Field Team Leader
Knowledge Attitudes and Practices (KAP) Survey
[Insert name of project, programme and country office]

Duration of Assignment: [insert number of weeks or days]
Expected Start Date:
Expected End Date:

9. **Background**
   [Insert background from survey ToR.]

10. **Objectives of the survey**
    [Insert objectives from survey ToR and list principle areas of enquiry.]

11. **Methods**

12. **Roles and responsibilities**
    [Describe the composition of the survey team with respect to the implementation of the methods detailed above.] Field Team Leaders will oversee and be directly responsible for the day-to-day activities of survey teams during field-based data collection. With support and guidance from Survey Manager and team members mentioned above, the FTL is expected to carry forward the following tasks:

    - Along with relevant programme staff, inform local state structures about the purpose, objective and schedule of the survey in advance of the arrival of survey teams
    - Assist in the organisation of training for the survey team (logistics arrangement, material procurement, food arrangement etc.)
    - Attend full training for FTLs and Enumerators
    - Assist in the development and field testing of survey tools, and lead survey teams during the field testing; document and share learning from the field tests
    - Lead assigned field teams in the day-to-day field survey and ensure the rigorous implementation of survey protocol methods and ethical standards in the field
    - Provide support and supervision to enumerators during field-based data collection
    - Ensure that the survey materials are readily available, that team members report in time, that administration and logistics support are in place and that field teams adhere to survey schedules
    - Oversee quality assurance of data collected on a daily basis by thoroughly checking the completion of questionnaire tools, facilitating daily debriefs, following up on any data quality issues in the field, documenting and reporting any problems, concerns or notes related to the collection of data
    - Organise and manage the transport of completed surveys back to data entry site
    - Take notes, document and share any outstanding findings which are not covered by the questionnaire but may contribute to the interpretation of findings
    - Ensure that the team members strictly abide by the ethical standard and child safeguarding procedures throughout the survey
    - Provide input as requested by the Survey Manager during data entry, data cleaning and data analysis and validation workshops

13. **Terms and conditions**

14. **Person specification**

[Specify essential and desirable functional and personal competencies and qualifications; recommended specifications are listed below.]

Functional and Personal Competencies

- Previous experience implementing KAP surveys and/or other quantitative research methods with the application of a sampling plan
- Experience conducting interviews
- Experience in team management
- Proven knowledge, understanding and skills related to child protection
- Ability to work under pressure and problem-solve
- Detail-oriented
- Excellent interpersonal and communication skills
- Literacy and oral fluency in local language(s) and international language

Qualifications

- Minimum higher education

Annex H: Enumerator TOR

Terms of reference

Enumerator
Knowledge Attitudes and Practices (KAP) Survey
[Insert name of project, programme and country office]

Duration of Assignment: [insert number of weeks or days]
Expected Start Date:
Expected End Date:

15. **Background**
    [Insert background from survey ToR.]

16. **Objectives of the survey**
    [Insert objectives from survey ToR and list principle areas of enquiry.]

17. **Methods**
    [Insert objectives from survey ToR and list principle areas of enquiry.]

18. **Roles and responsibilities**
    [Describe the composition of the survey team with respect to the implementation of the methods detailed above.] The Enumerators will be an integral part of the KAP survey team. The overall responsibility of Enumerators will be to gather data from the target location and population by administering the questionnaires according to the methods and quality and ethical standards detailed in the survey protocol. Specific responsibilities include:

    a. To participate in training on KAP survey techniques
    b. Strictly follow guidelines laid out in the protocol for survey methods, quality control and ethical standards
    c. Support the finalisation of survey tools through testing and review processes
    d. Collect data at survey sites according to sampling methods using the questionnaire tool
    e. Complete survey tools logically and legibly. Take notes and document additional findings collected during interviews
    f. Organise and manage completed questionnaires as per survey protocol. Submit completed questionnaires to the Field Team Leader as per determined schedule
    g. Report to the Field Team Leader at the beginning and end of every day
    h. Input during cleaning and validation of data. Participate in data validation workshop when and as assigned by the team leader

19. **Terms and conditions**

20. **Person specification**
[Specify essential and desirable functional and personal competencies and qualifications; recommended specifications are listed below.]

Functional and Personal Competencies
- Experience of working with the community and in particular with children
- Literacy and oral fluency in relevant language(s)
- Basic interview skills and previous experience with the administration of household surveys
- Knowledge of child rights and child protection issues
- Good interpersonal and communication skills
- Good organisation skills
- Good data collection skills
- Excellent team player
- Commitment to Safe Guarding Children's Policy

Qualifications
- Minimum High School Certificate

Annex I: Survey Team Training Agenda

KAP survey team training

Sample Agenda (scheduling is indicative – insert breaks as needed)
Participants: Survey Manager, Field Team Leaders, and Enumerators

TIME	TOPIC	FACILITATOR	NOTES AND (SUGGESTED) METHOD
DAY 1			
15 min	Registration		
30 min	Welcome and introductions		
15 min	Objectives and ground rules of the training		
20 min	Overview of Child Protection as a sector and the local issues and context for child protection		Invite all programme and support staff to attend Day 1 of the training so they are aware of and able to support the survey
20 min	Presentation of Save the Children Country Programme and general programme/project context for the KAP survey		
1 hour	Introduction to the KAP survey • What is a KAP Survey? • Purpose and objectives of this KAP survey • What are the principal areas of enquiry/specific research questions for this KAP survey? • Overview of survey steps and main outputs • Survey Team: composition, roles and responsibilities		
3 hours	Survey Methodology: Overview of protocol • Survey population and scope • Sampling strategy		
1 hour	Study Ethics • Guiding principles • In practice: informed consent and confidentiality • Special considerations for children and young people		
DAY 2			
30 min	Warm-up and recap of DAY 1		
2 hours	Survey Methodology: introduction to tools • Survey tool: overview of questionnaire(s) – process of development, validation, modules • Item-by-item review of questions and instructions • Informed consent forms		
2 hours	Interviewing techniques		Role plays
3 hours	Practical session • Practice interviews using draft tool(s) – role plays • Review and feedback on questionnaire tools		Role plays

TIME	TOPIC	FACILITATOR	NOTES AND (SUGGESTED) METHOD
DAY 3			
30 min	Warm-up and recap of DAY 2		
2 hours	Survey methodology: in-the-field • Arrival at site • Selecting respondents • Documentation • De-briefing (and any related tools)		Simulations
1 hour	Child safeguarding • Overview of Save the Children policies • Procedures		
1 hour	Data quality • Overview of validity and importance of data quality • Risks to validity that arise during data collection • Recommendations and data quality procedures		
2 hours	Planning and logistics • Sites and team assignments • Checklists		Invite support staff (logistics and drivers)
1 hour	Recap and closing		

Annex J: Daily Field Team Debriefing Tool

KAP survey daily field report tool

Sample tool for daily debriefing with survey teams in the field

To be completed by Field Team Leader during team debrief before leaving field site

1. Date: __|__ __|__ , 20__|__ (Day Month Year)
2. County: _____
3. Community/Village: _____
4. Cluster Number: __|__
5. Total number of adults surveyed: Men: __|__ Women:__|__
6. Total number of children surveyed: Boys: __|__ Girls: __|__
7. Number of vacant households: __|__
8. Number of refusals: __|__
9. Number of households without members meeting inclusion criteria: __|__
10. Number of children referred for reasons of safeguarding: __|__
11. What went well during data collection?
12. What didn't go so well?
13. Why? Detail problems or challenges:
14. What solutions or recommendations are proposed to avoid these challenges in future?
15. Did you encounter any logistics issues?
16. Recommendations
17. Name of and signature of Field Team Leader

_____
(signature)

_____
(name)

Annex K: KAP Survey Report Outline

KAP survey report outline

Title Page – name and location of the programme or project, data of the survey, one-line title describing the survey.

Table of Contents, Acronyms and Acknowledgements
Executive Summary
Background

1. **Introduction**
2. **National and regional context:** describe development or humanitarian context and child protection issues including relevant legal and policy frameworks.
3. **Programme or project context:** provide an overview of the Country Office, Save the Children's work and the main objectives, target population and conceptual framework of project or programme which will implement the KAP survey.

Rationale

Explain the rationale for the survey and clearly state the objectives and main research questions.

Methods

This section will closely resemble the methods section of the survey protocol:

1. Study population and area: describe the target population including any subpopulations and the reasons they were identified. List any criteria for inclusion in the survey.
2. Sample design: describe the approach used for determining the final sample size and selecting respondents.
3. Data collection: describe how data was collected providing details about the tools and approaches, the rationale for selection of methods, procedures for safeguarding, ethics, and quality assurance.
4. Data management and analysis: describe how data was stored and managed during the survey and the broader analysis framework.
5. Limitations: describe any limitations to the implementation of the survey, analysis or interpretation of findings (include biases or threats to validity resulting from the design or conditions in the field).

   Note: if any formative research was carried out, mention this in the methods section along with any ways in which it influenced the final design of the survey.

Findings

Present key findings using tables, charts and narrative:

1. Socio-demographic findings: present data on socio-demographic characteristics of the study population.
2. KAP findings: Basic descriptive analysis of key variables related to knowledge, attitudes and practices (including analysis by sub-population if applicable).
3. Additional findings: present in-depth analysis of research questions including any cross-tabulations of KAP and socio-demographic data; include any information which may have surfaced during the survey, during formative research, or in the context of a wider study that are relevant to the research questions.

Conclusions

This section should provide an interpretation of the survey findings based on analyses and validation exercises with stakeholders and members of the study population.

Recommendations

Include recommendations for Save the Children, the wider community of protection stakeholders and practitioners and/or the need for further study.

Bibliography

Annexes

Annexes should at a minimum include the survey ToR, informed consent form(s), and data collection tools.

Bibliography

Bangurah, R. (2012, October 31). Save the Children Liberia. (A. Holman, Interviewer)

Benzanson, S. (2012, October 19). Child Protection Programme Manager, Sierra Leone. (A. Holman, Interviewer)

Borgers, N., de Leeuw, E. D., & Hox, J. (2000). Children as Respondents in Survey Research: Cognitive Development and Response Quality. Bulletin de Methodologie Sociologique, 60-75.

Cappa, C. (2012, October 23). Statistics and Monitoring Specialist, UNICEF. (A. Holman, Interviewer)

Centers for Disease Control and Prevention. (2009, July). Evaluation Briefs: Analyzing Quantitative Data for Evaluation. Retrieved October 28, 2012, from http://www.cdc.gov/healthyyouth/evaluation/pdf/brief20.pdf

Columbia University. (n.d.). Privacy and Confidentiality: CIRE Current Issues in Research Ethics. Retrieved November 5, 2012, from http://ccnmtl.columbia.edu/projects/cire/pac/foundation/#1_2

de Leeuw, E. D. (2011). Improving Data Quality when Surveying Children and Adolescents: Cognitive and Social Development and its Role in Questionnaire Construction and Pre-Testing.

Espeut, D. (2001, August). The Knowledge, Practices, and Coverage Survey 2000+ Field Guide 2001. Retrieved November 2, 2012, from The Child Survival Technical Support Project: http://www.ennonline.net/pool/files/ife/annex-4-kpc-survey-field-guide-(care)(1).pdf

Launiala, A. (2009). How much can a KAP survey tell us about people's knowledge, attitudes and practices? Some observations from medical anthropology research on malaria in pregnancy in Malawi. Anthropology Matters, Vol 11, No 1.

Medecins du Monde. (2011, January). The KAP Survey Model (Knowledge, Attitudes and Practices). Retrieved November 4, 2012, from www.medecinsdumonde.org: http://www.medecinsdumonde.org/Publications/Guides-a-l-usage-des-professionnels-de-l-humanitaire/Collecte-de-donnees-methodes-quantitatives

Morrow, V., & Richards, M. (1996). The Ethics of Social Research with Children and Young People: An Overview. Children and Society Volume 10, 90-105.

Oyat, G. (2012, October 26). Save the Children Liberia. (A. Holman, Interviewer)

Ruiz-Casares, M. (2011). Child Protection Knowledge, Attitudes and Practices in Central and Western Liberia: Final Report. Save the Children Liberia.

Ruiz-Casares, M. (2012, October 19). Independent Consultant for Liberia KAP Survey. (A. Holman, Interviewer)

Save the Children International. (2011). Evaluation Handbook. London: Save the Children International.

Save the Children Sierra Leone. (2011). Knowledge Attitudes and Practices Survey on Gender, Sexual Exploitation and Abuse and Sexual and Reproductive Health in Pujehun District, Sierra Leone.

Sharp, L., & Frechtling, J. (1997, August). Part I. Introduction to Mixed Method Evaluations. Retrieved November 4, 2012, from User-Friendly Handbook for Mixed Method Evaluations: http://www.nsf.gov/pubs/1997/nsf97153/start.htm

Shenk, K., & Williamson, J. (2005). Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources. Washington D.C.: The Population Council.

Statistical software for audience research. (n.d.). Retrieved November 14, 2012, from Audience Dialogue: http://www.audiencedialogue.net/soft-stat.html

Trochim, W. M. (2006, October 20). Retrieved November 5, 2012, from The Research Methods Knowledge Base, 2nd Edition: http://www.socialresearchmethods.net/kb/

World Health Organization. (2008). Advocacy, communication and social mobilization for TB control; a guide to developing knowledge, attitude and practice surveys. Geneva: World Health Organization.

World Medical Association Declaration of Helsinki. (1964, June). Helsinki, Finland: Adopted by the 18th WMA General Assembly.

WE ARE the world's leading independent organisation for children.

OUR VISION is a world in which every child attains the right to survival, protection, development and participation.

OUR MISSION is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives.

Child Protection Initiative
December 2012
http://resourcecentre.savethechildren.se
cpi@rb.se

Save the Children