

KENYA INITIAL RAPID ASSESSMENT (KIRA) TOOL

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

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

This package contains provide a quick and simple guide to the methodology aimed at supporting field activities, in particular primary data collection. Please note, this is only part of the overall methodology – for more details, see.....

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KIRA GUIDELINES

1. CONDUCT SECONDARY DATA ANALYSIS

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

2. MAKE AN ASSESSMENT PLAN

2.1 WHO - Assessment team	2.2 WHERE - Locations to visit
<ul style="list-style-type: none"> – Multi-agency – teams should be composed of members from different agencies and sectors of specialism. This approach is designed for generalists as opposed to sector specialists – Team leader who understands the KIRA methodology – At least 5 people including two men and two women (plus a team leader) in the team, to ensure that both male and female community group discussions can be held (female assessors should always carry out female interviews, male assessors with male interviews) – Common language All team members should be able to converse with communities in a language they can easily understand (e.g. local dialect or Kiswahili). – Location and local context: At least one member of the team should be familiar with the locations. – Local contact person: Identify someone who will contact all relevant local authorities, and help to arrange field visits (e.g. preparing the community) 	<ol style="list-style-type: none"> 1) Identify diversity factors: Use the initial assessment of secondary data to help identify the factors which are likely to affect the way in which people have been affected by the event (e.g. displacement status, displacement location, livelihood group). 2) List all relevant categories: Within each factor, identify what the relevant categories are. 3) Select locations: Once the categories chosen, select locations to target each of the categories identified. 4) Additional secondary data sources: Other potential sources for secondary information (e.g. DC office, local KRCS office, local NGOs) should be identified. <p>NOTE: It may be that several differently affected groups can be found at the same location (e.g., hosting and hosted populations will live together, but will have different needs – these should be treated as separate groups within at the same location, with information collected separately if possible.</p>
2.3 WHEN - Number of days	2.4 HOW - Logistics
<p>Calculate the time needed for the assessment. It is likely that the team will need around half a day per site. Within your plan, take into account:</p> <ul style="list-style-type: none"> – Briefing day: Allow approx. 1 day for assessment team briefing, covering initial assessment findings, methodology, tool familiarisation and planning. – Analysis time: Allow approx. one day after field visits for field team to do a first analysis of all information. 	<p>Give consideration to:</p> <ul style="list-style-type: none"> – Vehicles (MOSS compliant, security checked, first aid kit) – Security plan (security clearance if needed, escorts) – Communications (e.g. VHF, Sat phones) – Accommodation, if required – Take enough copies of the KIRA data collection tools – Contact the communities you are intending to visit – if not possible, consider a pre-visit in advance of the assessment.

3. IN THE FIELD	
3.1. SETTING UP INTERVIEWS/DISCUSSIONS	3.2. HOW TO USE THE TOOLS
<p>At each site, you should carry out at least :</p> <ul style="list-style-type: none"> - One female community group discussion (conducted by female interviewers) - One male community group discussion (conducted by male interviewers) - Direct observation (all assessment team members) <p>Each interview/discussion should ideally take no longer than 60 mins</p> <p>Optional additional data collection can also be carried out:</p> <ul style="list-style-type: none"> - Male community key informant interview - Female Community key informant interview - Further male and female community group discussions - If you have specialists within your assessment team, you may choose to do additional data collection on issues such as protection and health. <p>NOTE: Gender segregated community group discussions are always recommended, in order to ensure that both genders have the chance to express what they believe the community priorities are, and to ensure a suitable environment to allow gender sensitive issues to be raised by the community if they desire. Interviewers/note takers should always be of the same gender as the community group, to ensure that di</p>	<p>COMMUNITY MODULE</p> <ul style="list-style-type: none"> - Interviewers/note takers should be the same gender as the person/group they are interviewing. - There should be one interviewer asking the questions, and one note-taker recording responses - The aim of the community tool is to enable a facilitated conversation <p>Be familiar with the tools and questions:</p> <ol style="list-style-type: none"> 1) Interviewees should be asked to always respond from the point of view of the community as a whole 2) Use the headings of each section to prompt discussion on the topic. It is not necessary to read it out word for word. 3) Allow the community to respond – DO NOT read out the list of issues (this would be leading the interviewee). 4) The note- taker will then tick each of the responses which they hear, classifying the response under these categories to simplify later comparison and analysis 5) If the response given is not in the list, the text box can be used. 6) The discussion may jump around between topics – the assessment team should move through the tool to the relevant section when this happens – it is not necessary to follow the exact sequence of questions, so long as all of the topics are covered. <p>DIRECT OBSERVATION MODULE:</p> <ul style="list-style-type: none"> - This should be used as a checklist for observations

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

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

Assessment details

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

Location details

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

What is the type of settlement?

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

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

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

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

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

SECTION 2 – Community Module

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

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

Group or key informant (Select one)

Gender (select one)

Source Details *

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

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

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

1. DISPLACEMENT: Has there been any displacement since the event?

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

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

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

Is this as a result of the event ?

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

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

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2. PLACE TO LIVE: Does your community have access to adequate shelter since the event?

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

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

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

Is this as a result of the event ?

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

3. SAFETY/SECURITY: Since the event, are there security issues in the community?

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

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

<input type="checkbox"/>	Armed violence
<input type="checkbox"/>	Presence of landmines or explosive remnants of war
<input type="checkbox"/>	Civilians disappearing
<input type="checkbox"/>	Civilians abducted
<input type="checkbox"/>	Civilians are arrested and imprisoned
<input type="checkbox"/>	Gender based violence
<input type="checkbox"/>	Continuing threat from natural disasters (e.g. flooding, etc.)
<input type="checkbox"/>	Livestock raiding
<input type="checkbox"/>	Threats to assets
<input type="checkbox"/>	Other (describe):

Is this as a result of the event ?

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

Additional relevant details

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4. FREEDOM OF MOVEMENT: Since the event, are there issues affecting people’s ability to safely move from place to place?	Yes
	No
	Don’t know

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

Transport unavailable
Damaged /blocked infrastructure
Transport unaffordable
Insecurity is preventing movement
Curfew in place
Other (describe):

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

5. CARE FOR PEOPLE ALONE: Since the event, are vulnerable people living alone?	Yes
	No
	Don’t know

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

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

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

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6. FOOD: Since the event, has the food situation in your community become worse?	Yes
	No
	Don’t know

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

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

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

What are the coping strategies

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

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

7. INFANT FEEDING: Since the event, are there issues affecting the feeding of young children?	Yes
	No
	Don’t know

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

Mothers not able to adequately breast feed
Reduced number of meals/not enough diversity in food
Low quality of children’s food
Use of breast milk substitutes
Other(describe):

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

8. LIVELIHOODS: Since the event, has there been an impact on income, money or resources to live?

Yes
No
Don't know

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

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

Is this as a result of the event ?

Yes
No
Don't know

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

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

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

Record all items mentioned – DO NOT READ OUT

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

9. NON-FOOD ITEMS: Are there essential household items needed as a result of the event?

Yes
No
Don't know

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

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

Is this as a result of the event ?

Yes
No
Don't know

10. WATER: Are there problems with access to water since the disaster?

Yes
No
Don't know

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

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

Is this as a result of the event ?

Yes
No
Don't know

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

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

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

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

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

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

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

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

13. PHYSICAL HEALTH: What are the main physical health concerns since the event?

Main Concerns (tick all that apply)

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

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

14. HEALTH CARE: Since the disaster, is there access to adequate health care?	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
	<input type="checkbox"/>	Don't know

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

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

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

15. EDUCATION: Have education activities been affected by the disaster event?	Yes
	No
	Don't know

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

Schools are closed	
Not enough teachers	
Not enough teaching materials	
No gender separate WASH facilities available at the school	
Schools used for other purposes (e.g. collection centers)	
Unsuitable learning environment	
Not safe to get to school	
Students have been displaced	
Teachers have been displaced	
Lack of livelihoods activities have made fees unaffordable	
Other(describe):	

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

16. INFORMATION: Since the event, are people able to access information on the disaster?	Yes
	No
	Don't know

What is the preferred method of communication for the community?

Internet	Community leaders
Newspaper	Talking to people
Television	Signboards
Radio	Road broadcast
Mobile phone/SMS	Other (describe):

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

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

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

Insufficient aid	
Aid does not address the actual needs	
Access to aid is unequal/discriminatory	
Political interferences in distribution	
Men are not consulted or involved in decisions about aid	
Women are not consulted or involved in decisions about aid	
Aid not accessible/appropriate for people with specific needs	
Other (describe):	

18. OTHER PROBLEMS: Since the event, are there any other urgent problems in your community which I have not yet asked you about? (include levels of distress/anxiety/anger)
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19. PRIORITY ISSUES

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

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

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

SECTION 3 – Direct Observation Module

This section is a direct observation checklist.

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

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

WASH – Did you see:	Yes	No	Comments/observations
Is garbage/waste seen where people are staying?			
Are there latrines at the site?			
Are the latrines functional? (<i>visit the latrines to decide</i>)			
Is there queue at the latrines?			
Are there separate latrines for males and females?			
Is there a water source in the site?			
Is there queue at the main water point/tanker?			
Do people at the site appear to have access to soap and other hygiene items?			
Is there a suitable place for women to bathe?			
Do vectors appear to be a problem at the site? (mosquitos, rats etc.)			
Is stagnant water or blocked drainage a problem?			
Other (specify)			

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

PROTECTION – Did you see:	Yes	No	Comments/observations
Are there protection risks observed at the site?			
Are there armed groups observed at the site?			
Are there any groups absent from public places ?			
Boys (under 12 years)			
Girls (under 12 years)			
Male youth			
Female youth			
Women			
Men			
Older women (60 years and above)			
Older men (60 years and above)			
Persons with disabilities			
Ethnic minorities			
Religious minorities			
Other (specify)			

EDUCATION – Did you see:	Yes	No	Comments/observations
Was a school seen?			
Are school aged girls observed out of school during school hours?			
Are school aged boys observed out of school during school hours?			
Is there a school functioning at the site?			
Other (specify)			

HEALTH – Did you see:		Yes	No	Comments/observations
	Do you see health centres?			
	Do you see people accessing health centres?			
	Do you see mobile medical clinics?			
	Do you see people access mobile medical clinics?			
	Other (specify)			

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

SHELTER – Did you see:		Yes	No	Comments/observations
	Residential buildings?			
	Makeshift shelters?			
	Tents – formally arranged?			
	Tents – informally arranged?			
	Other (specify)			

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

OTHER OBSERVATIONS

KIRA Report Template

Key Considerations

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

[LOCATION]: Kenya Initial Rapid Assessment Report

[date of report]

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

CONTEXT: Brief description of the event and the location

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

METHODOLOGY: Brief description of the data collection methods

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

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

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

- **PRIORITY LOCATIONS:** If there are some locations which have emerged as a higher priority due to greater impacts or increased vulnerability, these should be indicated
- **IMMEDIATE AND EMERGING NEEDS** – if relevant, indicate both the immediate needs, as well as likely emerging needs/early recovery needs.
- **CROSS CUTTING ISSUES:** ensure that all cross cutting issues where information is available, have been mentioned. For instance:
 - If there are significant differences in priorities according to **gender**, indicate these.
 - Information on **HIV** is not collected directly in primary data collection – however, if baselines HIV rates in the area are high and if access to health services has been impacted, it can be assumed that this may be an issue
 - Whilst the KIRA methodology does not allow for structured **age**-disaggregated information, it is likely that this can be inferred from the vulnerable groups identified.
 - PSEA: there is a question on issues with how aid is provided – ensure that this is reviewed and any issues highlighted
 - Disability/specific needs: not collected explicitly in primary data collection, but likely to have been identified by the communities through the identification of vulnerable groups.
 - Early recovery – should be covered under emerging needs. If there are any indications of how needs may evolve over time, ensure to mention this.

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

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

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

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

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

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

INFORMATION GAPS: Guidance for further information gathering/assessments

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

RECOMMENDATIONS:

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

ANNEX

- **TIMELINE :** If the situation has a complex history, it may be desirable to include a timeline of events
- **ASSESSMENT TEAM CONTACT :** Include details of how to contact the assessment team, to ensure that readers can easily contact someone if they have additional information or relevance to include.

ANALYSIS TIPS _-TO FOLLOW