# Annex 7B: Key informant interview checklist: Government service providers

### Why use the checklist

Obtaining an understanding of services provided by local, district and municipal governments to IDPs, refugees, local and host community members affected by displacement is essential for contextualising the household assessment findings prior to making any programme decisions. Key informant interviews provide an opportunity to explore a range of issues in more detail and triangulate primary or secondary data.

### The objective of the checklist

The objective of this checklist is to provide Users of the UMVAT with a range of questions for consideration and inclusion in key informant interviews with government service providers.

### How to use this checklist

The following checklist serves as a template for key informant interviews with government service providers and will require editing based on the key informant profile, context, time available and information needs. The checklist includes a range of topics and questions.

Please keep in mind the following when using this checklist:

* This is not an exhaustive list and should be contextualised prior to use depending on the objective of the interview, type of trader interviewed, context and availability of reliable secondary data and interview time available. The questions set out below are not to be used as a questionnaire – rather they should be considered as guides to cover the main research issues of importance. Interviewers should prioritise thematic areas, or questions, according to the information needs of the assessment, their knowledge of the context and depending on the direction of the conversations with study participants.
* Aspects relating to gender, protection, and youth should be mainstreamed as and where appropriate.
* If there is specific interest in a particular service, ensure the government representative has some knowledge of this service and adapt the checklist accordingly.
* This checklist assumes the user’s interest in either the broad population groups of displaced and host communities, or a specific population group(s) living in a specific area that is being assessed.

### Getting started

At the start of the interview it is very important to undertake the following actions:

1. Introduce yourselves and outline the purpose of the discussion and double-check that they are the right person to speak to.
2. Make sure you inform the key informant of the population(s)/ geographical area(s)/ service(s) you are interested in knowing more about. (You may have to remind the key informant of these aspects during the interview, just to make sure the information remains relevant.)
3. Provide an approximation of interview duration, to double check their availability for the duration of the meeting. Follow-up meetings can be arranged.
4. Explain whether the data will be kept confidential or shared, and obtain their consent for the taking of notes. This is especially important if sensitive topics are discussed.
5. **Make sure you are speaking the same language.** If definitions or acronyms are used, make sure they are understood by all present.

### Tools to use during the discussion

Use a checklist, a notebook, flip charts, maps, and information from preliminary primary and secondary data analysis to support your discussion.

### Checklist thematic content

Thefollowing checklist includes questions and sub-questions in relation to the following themes:

1. Education
2. Housing
3. Health (including state nutrition clinics)
4. Water
5. Sanitation
6. Legal documentation and social services
7. Labour markets
8. Social protection

##### **Getting started: Key informant details**

* Name (including title if necessary)
* Type of government representative
* Respective department
* Contact details (email, mobile and landline numbers)
* Possibility to contact again if further questions arise? And if so what is their availability?
* Knowledge of affected area (personal or professional knowledge)

### 1. Education[[1]](#footnote-1)

**In relation to: Emergency damage**

* What impact has the emergency had on buildings and assets (consider physical damage to buildings, playgrounds, school buses etc.)?
* What impact has the emergency had on the human resources needed for running and maintaining schools and other educational facilities?

**In relation to: Access and learning environment for displaced, host and local communitie***s*

* What types of education settings are available to the displaced and host populations (private, public, religious, semi-private, etc.)?
* Is there equal access to schools/ learning spaces (consider gender, disability, ethnicity, religion)? Do you have any concerns regarding safety in the learning spaces and/or do people consider them safe?
* Is the physical environment appropriate to ensure access for all (are there WaSH facilities, ramps or other forms of access to classrooms etc. available, eg for girls, people with disabilities)?
* Can learners safely reach the existing schools / learning spaces (transportation, accessibility to schools)?
* Are the schools sufficient in size and number and location to meet the learning needs of the affected populations as well as local populations?
* What barriers do the communities face in accessing education (consider costs related to fees, books, cultural, religious, gender aspects (are there push/pull factors preventing girls/boys from going to school)?

**In relation to: Teaching and learning**

* Are the resources (teaching and learning material) sufficient to meet the needs of the newly registered students?
* Has the curricula / learning content been reviewed to ensure it is appropriate to the needs of all learners in the current context?
* Is training available for teachers/instructors that respond to learners’ education, protections, and psychosocial needs in the emergency?

**In relation to: Teachers and other education personnel**

* Who is available to teach children and youth? Are there sufficient male/female teachers?
* Are people available to provide psychosocial services and extra-curricular activities?

**In relation to: Education policy and coordination**

* Are there emergency preparedness plans or special policies in place by the government to respond to and provide education in emergencies?
* Are there functioning education coordination mechanisms at national and district levels?
* What government agents, humanitarian actors, and local groups are working on education in the affected locations?

**In relation to: Community participation**

* What community-based initiatives currently exist and can be built upon to respond to the crisis?
* How are the affected communities – parents, children and youth, and others – engaged in supporting schools/learning spaces? Do men and women take on different roles in this?

**In relation to: Gender**

* How does access to school or learning spaces differ for boys and girls, and what is or can be done by school and community to promote equal access? Consider factors ‘outside of school’ that may keep girls out of school (early marriage, work at home etc.), as well as factors in the school that impacts on girls’ access (eg the learning environment is not considered safe; harassment by adults/teachers of girls; no access to safe and appropriate WASH facilities)
* Are learning environments secure/safe, and do they promote the protection/safety, dignity, mental and emotional well-being of both girls and boys?

**In relation to: Child protection/psychosocial**

* Who are the most vulnerable learners and what are their needs? What are the main reasons for non-access to education or other concerns for children’s safety and well-being (in the learning environment)?
* What are the major risks faced by children and youth (M/F) in schools and community?
* What social support is available in schools/learning spaces or school community?

**In relation to: Youth**

* What learning or other activities are youth involved in?
* What are the particular education needs that markets and employers require of young people?
* Inclusive Education: What are the barriers to education, who experiences these and how can they be minimized?

**In relation to: Protection and accountability**

* Are learning environments protective (ie conducive/providing safety and dignity) and do teachers, education personnel, and learners feel safe?
* Who are the vulnerable children and youth in this particular emergency, and are they attending learning spaces/school? If not, why not?
* Who are teachers and the learning institutions accountable to?
* Can and do parents hold learning institutions to account as and when issues arise? If so, what is the process for raising any grievance?
* Who can children talk to if they have a concern/grievance?

**In relation to: Water, sanitation, hygiene (WaSH) and nutrition**

* Are sufficient water- and sanitation-related facilities available and being used in the learning spaces/schools?
* Is supplementary feeding or school feeding provided for learners?

**In conclusion:**

What are the priority education concerns for host, local and displaced communities that need immediate action in the short term? What are the potential solutions to these problems? Which actors need to be involved in finding and implementing solutions? What supporting role can the international community play in finding solutions? What could be done to improve access to services in a sustainable manner that will benefit long-term inhabitants of the area?

### 2. Housing/ Shelter

**In relation to: Overview**

* What impact has the emergency had on residential accommodation (consider physical damage to houses, apartments, sanitation and drainage, access)?
* Are there measures that can be taken to adapt buildings and shelters to these hazards? Are they already known and in use?
* What percentage of the housing services available in the area is provided by the public sector? Do the public and private sectors have an agreement with regard to the kinds of services provided – or the locations? How well does this relationship work?
* Are displaced populations locating in risk prone areas – such as within flood plains?
* Are displaced populations constructing shelters out of locally sourced wood?

**In relation to: Shelter supply**

* What types of accommodation are available to the displaced and host populations (privately owned, privately rented, sharing in the community, publicly rented, public/communal buildings, official camps, unofficial camps)?
* Is there equal access for all those affected (consider factors including gender, disability, ethnicity and religion)?
* Is rented accommodation sufficient in size, number and location to meet the needs of the affected populations as well as local populations?
* Are you aware of any increase in rents being charged to the local population or displaced population since the crisis began?
* Are the official camp(s) sufficient in size and number and location to meet the needs of the affected populations as well as local populations?
* How long will these camps continue to operate?

**In relation to: Legal arrangements and addressing supply**

* Have any steps been/are any steps being taken to increase the availability of public or private rental accommodation, and if so, what have been the outcomes to date and the challenges (interaction with landowners; interaction with private landlords; funds; availability of construction materials; availability of skilled labour)?
* Who sets the rules and regulations concerning new buildings on public land or setting-up shelter?
* What are the regulations and processes to follow concerning building/home improvements on private land?
* Have there been any disputes concerning claims to land or property as a result of this crisis?

**In relation to: Gap analysis**

* What other agencies, government, or civil society bodies are engaging in shelter activities to address these issues? What are they covering and what are the gaps?

**In relation to: Protection**

* Are there any safety or protection concerns in the areas where IDPs are living (especially for women, girls, and particular ethnic and religious groups)?
* Has there been any increase in the incidence of crime? What measures are being taken to address these?

### 3. Health (including state nutrition clinics)[[2]](#footnote-2)

**In relation to: Overview**

* What impact has the emergency had on buildings and assets? (consider physical damage to buildings, ambulances, and the human resources needed to maintain health systems etc.)?
* What health services are needed the most by the displaced population according to gender and age breakdown?
* What percentage of the health services available in the area is provided by the public sector? Do the public and private sectors have an agreement with regards to the kinds of services provided – or the locations? How well does this relationship work?

**In relation to: Access**

* What types of community, primary, and secondary health services are available (private, public, religious, semi-private, etc.) within the area? Close to the area?

1. Of these, what services are predominantly used by the displaced and host population?
2. Are these services functioning with health cases being referred effectively and in a timely manner?

* Is there equal access to these health services across the displaced and host population (consider gender, disability, ethnicity, religion)?
* What costs are associated with accessing these health services – for displaced and local populations? Consider the cost of transportation as well as consultations and medication. How do these costs compare to the average displaced household income?
* Can the displaced and host population physically access health centres and hospitals? Is transportation available? Are there any checkpoints/ ID checks that can affect access?
* Do the provided health services (community, primary and secondary) have sufficient capacity to meet the health needs of the affected populations as well as local populations?

**In relation to: General health**

* What trends are there in the prevalence of mortality and morbidity?

1. What are the drivers and influencers of these trends? Is there a correlation to a particular group (consider displaced, gender, age, disability, ethnic background)?
2. What can be done to address these trends?

* What are the major health (including mental health) concerns in the local, host, and displaced populations?

1. Are any of these concerns specific to a particular group (consider displaced, gender, age, disability, ethnic background)?
2. To what extent are these ‘normal’ or seasonal for this area?
3. What is being done to address these health issues?

* What vaccinations are provided to children?

1. What percentages of children receive routine recommended vaccines?
2. What is done to control the spread of communicable diseases?
3. What services are provided to highlight the importance of good sanitary practices?

**In relation to: Nutrition**

1. Who is responsible for screening for acute malnutrition in the communities?
2. What systems are in place to ensure children are referred to therapeutic feeding centres (TFCs) or supplementary feeding centres (SFCs)?
3. How many TFCs/ SFCs are there in close proximity to the affected communities?
4. What is the current prevalence of acute malnutrition and how does this compare to this time last year?
5. What are the causal factors for the malnutrition seen and what has been done to address this?
6. Who follows up on children discharged from TFCs/ SFCs?
7. What is the rate of re-admission of children?

**In relation to: Health policy and coordination**

* Are there emergency preparedness plans or special policies in place by the government to respond to and provide additional health care in emergencies – or for displaced populations?
* Are there any functioning health coordination mechanisms at national and district levels?
* What government, humanitarian actors and local groups are working on health in the affected locations?

In conclusion, what are the major health concerns within the displaced and host populations? To what extent are the community, primary and secondary health services able to manage with the current and emerging health demands and needs? What could be done to improve access to services in a sustainable manner that will benefit long-term inhabitants of the area?

### 4. Water

**In relation to: Emergency damage**

* Prior to the emergency, was the quantity of water for drinking or domestic use rationed? Why? At what times? In what areas? What quantity of water per household was provided?
* What percentage of the water services available in the area is provided by the public sector? Do the public and private sectors have an agreement with regards to the kinds of services provided – or the locations? How well does this relationship work?
* Overall, what impact has the emergency had on the provision of water services provided by the government and private entities in the area of interest (consider capacity, physical damage to pipelines, treatment centres, number of actors, types of customers, access to chemicals, payment capacity and the human resources needed to run the systems efficiently etc.)?

**In relation to: Supply chain**

* Where does the water supplied come from and where does it end up? What infrastructure, services, and policy environment is the supply chain reliant on?
* Who are your main customers – domestic or business, industrial? Who has priority over water use in times of water scarcity?
* What percentage of water (domestic and drinking) needs is met through municipal water services within the area of interest? Is this increasing or decreasing? What is influencing this trend?

1. Approximately how much water should households access for drinking and domestic use?
2. Is there a shortfall? If so, how much water? What options exist to enable customers (households, businesses, industrial) to meet needs when a water shortfall exists?

* What is the quality of the water infrastructure – pipelines, trucks, treatment centres, etc.? What percentage of domestic pipelines is leaking?
* Within the area of interest, what percentage of pipelines is illegal and not regulated?
* Does the supply and demand of drinking and domestic water vary depending on the season? If so, in which seasons is there water scarcity? What is done to address this?

1. What is the current capacity of the water systems? Are they working at full capacity?
2. What limitations does the system face?
3. Who is responsible for regulating the quantity of water supplied? How is this calculated and controlled?
4. What are the trends in water needs (drinking and domestic) in the area? What are the drivers and influencers of these trends? What are the projected future needs and how will these be met?
5. What would be the best way of ensuring households access to sufficient quantities of drinking and domestic water? With specific focus on displaced and refugee households?
6. What role could the humanitarian community play in enabling this?

**In relation to: Household access within the area of interest**

* Do households living in this area access sufficient amounts of drinking and domestic water? What limitations do they face?

1. Do all households have equal access to water? If not, why not and what influences access between households?
2. In rental accommodation, how is water access ensured and paid for? What happens in cases where multiple households share the same water meter?

* Who supplies the majority of drinking and domestic water to the populations living in the area of interest (consider private, public, semi-private companies etc.)?
  1. Of these, which are legal/ illegal/ government regulated?
  2. What are the price differences between these actors for one litre of drinking water? Who regulates water prices?
* What are the main drinking and domestic water supplies use by displaced, refugee, and low-income households?
* What services are provided by the government to support access to drinking and domestic water in this area and to the population?
* What challenges are faced in maintaining access to sufficient quantities of water?
* What are the most common complaints received from households regarding the service you provide?

**In relation to: Water quality**

* How do customers perceive the quality of the water they drink? Are they satisfied? How many complaints are received per month relating to water quality?
* Who is responsible for regulating the quality of water supplied? How often is this measured? How is water quality controlled and regulated?
* What is the current prevalence of water-borne diseases? What is the likely extent and expected evolution of problems?
* What challenges are faced in maintaining water quality?

**In relation to: Health policy and coordination**

* Are there emergency preparedness plans or special policies in place by the government to respond to and provide additional water supplies in emergencies?
* Are there any functioning water supply coordination mechanisms at national and district levels?
* What government, humanitarian actors, and local groups are working on water supply in the affected locations?

In conclusion, who are the main actors influencing the displaced and refugee populations’ access to drinking and domestic water. What could be done to improve their access to water in a sustainable manner that will benefit long-term inhabitants of the area?

### 5. Sanitation (the safe disposal of human urine and faeces)

**In relation to: Emergency damage**

* What impact has the emergency had on the sanitation services provided by the government and private entities in the area of interest? (Consider physical damage to pipelines, human resources needed to maintain systems, access to chemicals etc)
* What percentage of the waste removal services available in the area is provided by the public sector? Do the public and private sectors have an agreement with regards the kinds of services provided – or the locations? How well does this relationship work?
* Prior to the emergency, what percentage of households living in the area of interest had access to good sanitation practices? How has this changed?

**In relation to: Access**

* What sanitation services are provided by the government? What sanitation services are provided by private entities in this area? What level of monitoring and regulation of private sector actors takes place?
* What percentage of households has access to working sewerage systems (pipe systems) that are maintained by the government or a private sector entity?
* How do households in the area dispose of their urine and faeces? What are the main ‘toileting’ methods used by the displaced communities?
* What differences exist in these practices across the population? Consider: socioeconomic group, location, seasonality, displaced / not displaced, gender, age, disability ethnicity, etc.

1. What are the health implications of these practices (if any)?

* What has the government done to support access to sanitation for displaced, refugee, and host households?
* What considerations are made for the needs of girls, boys, women, and men?
* What challenges have been faced? What solutions have been found?

**In relation to: Disposal and capacity**

* Who is responsible for the collection and disposal of human urine and faeces from latrines?
* Who regulates the safe removal and disposal of the waste?
* What treatment takes place prior to disposal?
* Where is the waste disposed?
* Is the waste disposal sector working at full capacity? If not, what is the current capacity of the sector? What is limiting work at full capacity?
* What limitations does the service face?
* Are there sufficient toilets/ latrines for the population living in the area?
  1. What are the trends – is there increasing or decreasing demand?
  2. What are the drivers and influencers of these trends?

**In relation to: Health**

* What is done to highlight the importance of good sanitation practices and hygienic practices?
* What is the current prevalence of water-sanitation borne diseases?
* What is done to ensure human waste disposal is undertaken according to good practices and regulation? Have there been any complaints regarding this?

**In relation to: Sanitation policy and coordination**

* Are there emergency preparedness plans or special policies in place by the government to respond to and provide additional sanitation in emergencies?
* Are there any functioning sanitation coordination mechanisms at national and district levels?
* What government, humanitarian actors, and local groups are working on sanitation in the affected locations?

In conclusion, what are the main sanitation practices of displaced, refugee, and host communities – and what are the health and environmental implications of these practices? What could be done to improve access to good sanitation in a sustainable manner that benefits long-term inhabitants of the area?

### 6. Legal documentation and social services[[3]](#footnote-3)

**These questions were developed for local leaders.**

**Focus:** Problems they see and their role, especially with regard to dispute resolution. Aim to identify opportunities for direct support that could be provided.

**In relation to: Legal assistance and dispute resolution**

* Are courts in place and operational? Were any destroyed in the emergency?

1. How do the courts function – are they accessible (locations), what is the length of time it takes to hear a case, what is the cost, are there enough judges and lawyers?

* Are there any other dispute resolution bodies – eg mediation boards, informal systems? How do they function? How does one access them? What cases do they take?
* Are there any customary legal systems? How do these relate to the formal system?

**In relation to:** **Civil documentation**

* Which public institution is responsible for issuing ID cards, birth certificates, marriage and death certificates? At central level? At regional, municipal level? Is it open and functioning?
* Were any registry offices destroyed or damaged in the emergency?
* Can the system meet the expected demand? If not, what is needed to scale up the response? Mobile outreach, materials support – photocopiers, etc., simplified procedures (eg relaxing requirements for issuing death certificates).

**In relation to:** **Status and registration**

* Who is undertaking registration?

1. What is the process for registration?
2. Are there registration points? If so where? Who is responsible for these points?

**In relation to:** **Housing Land and Property (HLP)**

* Where are the displaced: formal camps; self-settled camps; renting, with family or hosts?

1. Are they in urban, peri-urban, or rural areas?
2. Is there sufficient safe land to shelter the displaced?
3. On what terms are people accessing land – are they paying rent or making some other contribution?

* If there are camps/gatherings, where are they located? On public land? Private land? Communal land? What was the land used for before (has the state taken other people’s land)?
* Have there been any conflicts over land allocation or land use reported between displaced persons occupying/using the land and host communities? How are disputes currently being addressed?
* Do the displaced have access to land for livelihoods and other resources (farming, gardens, to collect firewood). If so, what is the nature of this access? Have there been any disputes? Are any likely?
* Is the land administration system functioning? To what extent?
* Are there any urban planning, zoning and building regulations that affect the supply of housing for the displaced?

### 7. Labour markets

**In relation to: Terms and conditions**

* Are there any legal requirements to working? For example: ID cards, permits, etc. Does this apply to every type of employment and all members of society?

1. What documentation does the displaced population need?
2. Is the legislation strictly followed? By whom?
3. Are these legal requirements likely to change? If so, when, and in what way?

* Where can work permits be obtained? What is the process of obtaining one? How much does it cost? Are there differences in accessing permits between men and women (adults and youth) and minority groups?
* Do the terms, conditions, and payment rates or the same type of employment vary across the following groups: displaced and local populations, women and men, children, youth and adults, minority groups etc.
* Is there a government ‘minimum wage rate’ policy in place? Or something similar – for example an expected ‘market rate’?

1. Are the displaced population paid this rate? If not, what tends to be the payment rate they are offered?
2. Are youth and women paid the same rates as men? Displaced compared to local?
3. How does this wage rate compare to the cost of living? If it is insufficient, how do people manage to meet their needs?

**In relation to: Access to employment**

* Where do people go if they are looking for work? What information services do they use?
* What job seeking/ employment initiatives and services (government, charity, or private) are available to the public? Are these services open to the public and available in the area of interest? How much does it cost to access these services?
* Is there net employment, unemployment or under-employment within the city and nationally?
  1. In which sectors are there too many people seeking employment?
  2. Which economically active age group has the highest rates of unemployment and under-employment? Why is this?
  3. Which sectors report a lack of staff with the skills and capacities needed?
  4. What are the seasonal trends?
* What percentage of women work – in the formal and informal sectors?
* What percentages of ethnic minorities, disabled are engaged in the workforce?

**In relation to: Types of employment**

* What are the main types of employment (formal and informal (including black market), public and private sector) available in the city and surroundings? Categorise the types of employment undertaken, highlighting those that engage people on a seasonal basis. Consider employment undertaken by: women, youth, elderly, and disabled.
* Which activities do the displaced engaged in?

1. Are any of these activities high risk, in terms of health or environmental damage or protection (eg safety concerns related to employment; exploitation of children and child labour; other types of exploitation related to employment) issues?
2. Reasons for engagement in these activities?
3. Are there any terms and conditions for engagement? What is the payment rate?

* Does this area export labour to other parts of the city/ country/ other countries?

1. If so, where and for what types of work? Is this a seasonal pattern?
2. What kinds of people are engaged in these activities? Consider: women, men, young men, young women, children, ethnic groups, minorities etc.

**In relation to: Transport and safety**

* What forms of public transport to the main areas of employment are available to people living in the area of interest?
  1. Do men and women use different forms of transportation? If so why?
  2. How accessible are these forms of transport – timetables, picking up and dropping off areas etc.
  3. What costs are associated with these forms of transport?
* Are transportation systems safe for women, men, youth, children, and the elderly?
* To what extent does the availability of adequate affordable transportation affect household ability to access work? For men and women of all ages?

**In relation to: Employment opportunities**

* Is the government considering introducing any policies/ labour programmes to generate employment opportunities?
* What are the trends in types of employment opportunities available? What are the implications of these trends on the displaced population? Are these trends likely to increase or decrease over time? What are the drivers and influencers of these trends?
* Which sectors could have potential to absorb additional labour?
* Are there any alternative sources of employment for the displaced? What, where, how?

1. Are there any seasonally significant employment opportunities within the next two to three months?

In conclusion, what are the main employment opportunities for the people living in the area of interest, and what can be done to enhance their access to more sustainable forms of employment?

### 8. Social protection

* Does the social protection administration system use any institutions, processes, or technology that could be used to deliver humanitarian assistance (for example, during beneficiary registration, enrolment, delivery of assistance, monitoring, grievance etc.)?
* How can people access these social protection programmes?

1. What are the processes for registering an application and how long does it take?
2. What documentation is needed to confirm identity and eligibility?
3. Is the programme open to receive applications or when is the next window for applications?
4. Are there any referral systems? What are they?
5. Who is the implementing agency (and who does the referrals)?

* What percentage of the population living in the area of interest is receiving assistance through these social protection programmes?
* What social protection systems can the displaced populations access (if any)?
* Do any of the social protection programmes have capability to 'scale up' the coverage to other shock-affected households (displaced and non-displaced)?

a.     If so, what does this involve?

b.     How quickly could such a system be mobilised and for how long?

c.     What support would be provided?

d.     How can the international community support this process?

### Closing questions and remarks

* Is there anything we have not asked you or discussed that you think may be relevant to us?
* Lessons from the past: Are there any lessons we can learn from the past?

1. What the lessons are and their relevance to this emergency.
2. Where to source additional information (documents/ key informant contact details).

* Now that you know what we are interested in knowing:

1. Is there anyone else you think we should speak to?
2. Is there anything we have not asked you, that you think we should know?

**Concluding the discussion**

* Highlight aspects that have been most interesting or useful to you, so the key informant can see that they have helped you.
* Remind the key informant of any documents/ contacts that they suggested sharing with you.
* Thank the key informant and organise a future meeting if needed.

1. Adapted from the Joint Education Needs Assessment Toolkit. ([www.savethechildren.org.uk/resources/online-library/joint-education-needs-assessment-toolkit](file:///C:\Users\nicole.IIED-AD\Downloads\www.savethechildren.org.uk\resources\online-library\joint-education-needs-assessment-toolkit)). [↑](#footnote-ref-1)
2. Developed considering United Nations Office for the Coordination of Humanitarian Affairs (OCHA) Multi-sector Initial Rapid Assessment (MIRA). For a more detailed health analysis, see WHO Health Cluster Guidelines ([www.who.int/health-cluster/resources/publications/hc-guide/en](http://www.who.int/health-cluster/resources/publications/hc-guide/en)) and the Health Resources Availability Mapping System (HeRAMS) Standard Checklist of Services ([www.who.int/hac/network/global\_health\_cluster/herams\_services\_checklist\_eng.pdf](file:///C:\Users\nicole.IIED-AD\Downloads\www.who.int\hac\network\global_health_cluster\herams_services_checklist_eng.pdf)). [↑](#footnote-ref-2)
3. Taken from NRC’s ICLA (information, counselling and legal assistance) rapid assessment itinerary. [↑](#footnote-ref-3)