

# Cash and Voucher Assistance and Child Protection for Adolescents: A Monitoring and Evaluation Toolkit



Field testing version

## TOOL 2.8a

Quick Guide: Baseline and Post-Distribution Monitoring  
Surveys for Adolescent Recipients of Cash and Voucher  
Assistance



Sweden  
Sverige

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# Contents

<b>1</b>	<b>Purpose of these tools</b>	<b>4</b>
<b>2</b>	<b>Summary tables of the tools for MEAL teams</b>	<b>5</b>
<b>3</b>	<b>What are the conditions for using these tools?</b>	<b>7</b>
<b>4</b>	<b>Steps to be taken to adapt the survey tools to context</b>	<b>8</b>
<b>5</b>	<b>Steps for running the surveys</b>	<b>9</b>
<b>6</b>	<b>What are the priority survey questions?</b>	<b>10</b>
<b>7</b>	<b>How should the enumerator ask sensitive questions? Sensitive questions guidance and Urgent Action Procedures (UAP)</b>	<b>10</b>
<b>8</b>	<b>Urgent Action Procedure Questions (UAPQ)</b>	<b>11</b>
<b>9</b>	<b>Notes on how to understand and use the tools</b>	<b>12</b>
<b>10</b>	<b>How to analyse the data, share findings, and adapt your programme design</b>	<b>12</b>
<b>11</b>	<b>Steps for analysis of survey data</b>	<b>13</b>
<b>12</b>	<b>Extra notes on the analysis of data collected on certain subjects</b>	<b>14</b>

PURPOSE OF THESE TOOLS	SUMMARY TABLE OF THE SURVEY TOOL FOR CHILD PROTECTION CASEWORKERS	WHAT ARE THE CONDITIONS FOR USING THESE TOOLS?	STEPS TO BE TAKEN TO ADAPT THE SURVEY TOOLS TO CONTEXT	STEPS FOR RUNNING THE SURVEYS	WHAT ARE THE PRIORITY SURVEY QUESTIONS?	SENSITIVE QUESTIONS GUIDANCE AND URGENT ACTION PROCEDURES (UAP)	URGENT ACTION PROCEDURE QUESTIONS (UAPQ)	NOTES ON HOW TO UNDERSTAND AND USE THE TOOL	HOW TO ANALYSE THE DATA, SHARE FINDINGS, AND ADAPT YOUR PROGRAMME DESIGN	STEPS FOR ANALYSIS OF SURVEY DATA	EXTRA NOTES ON THE ANALYSIS OF DATA COLLECTED ON CERTAIN SUBJECTS
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This is a quick guide to the two tools, “**Post-distribution monitoring tool for adolescent recipients of CVA**” and “**Baseline survey for adolescent recipients of cash and voucher assistance**.”

These tools are part of the package of tools “Cash and Voucher Assistance and Child Protection for Adolescents: A Monitoring and Evaluation Toolkit.” The other tools in the toolkit are available at: <https://resourcecentre.savethechildren.net/document/toolkit-for-engaging-adolescents-in-child-protection-and-cash-and-voucher-assistance-monitoring-and-evaluation/>.

If appropriately designed, cash and voucher assistance (CVA) should not pose a risk to children and their families. It may even help to address child protection (CP) concerns and improve child well-being. Actors introducing CVA may miss opportunities to maximise the impact of CVA or may cause unintended harm if they do not assess, monitor, and address:

- Direct and indirect impact on child protection concerns – including, for example, child labour, children who are unaccompanied or separated, or children at risk of or experiencing harm;
- Risks to children associated with the introduction of CVA, for example exploitation or violence that may occur when children access or spend their CVA; and/or,
- Inequality and discrimination – intentionally or unintentionally excluding certain groups of children, including due to gender inequality and disability.

## Purpose of these tools

These tools are to be adapted by MEAL, CP, and CVA staff when designing their CVA questionnaires for use during baseline data collection and post-distribution monitoring. The adapted tools will then be used by trained enumerators when they are talking to adolescents who are the main recipients of CVA.

Collecting data with these tools will provide you with information on possible child protection risks, child protection benefits and risk mitigation strategies that may be associated with CVA. The findings from the data collection process will tell you (i) whether or not the CVA is having the intended impact on adolescent recipients and (ii) if any changes to the programme design are needed. There is more detailed guidance on “**Designing cash and voucher assistance to achieve child protection outcomes in humanitarian settings**” available at: [https://resourcecentre.savethechildren.net/pdf/CVA-for-CPiHA-MAR-2022-external-version-FINAL\\_.pdf/](https://resourcecentre.savethechildren.net/pdf/CVA-for-CPiHA-MAR-2022-external-version-FINAL_.pdf/) and “**Guidance Note on Cash and Voucher Assistance for Child-headed households (CHH) and Unaccompanied Children (UAC)**”, available at: [https://resourcecentre.savethechildren.net/pdf/CVA-and-CP-for-CHH-UAC-FINAL\\_.pdf/](https://resourcecentre.savethechildren.net/pdf/CVA-and-CP-for-CHH-UAC-FINAL_.pdf/).

Using these tools may also (i) support evidence building on the child protection outcomes that may be achieved through the use of CVA, (ii) enable comparison across settings globally, and (iii) can support advocacy for increased investment in CVA for child protection.<sup>1</sup>

1. For existing evidence collected using similar tools see Collins, Olivia, and Sciôt, Antoine (2022) CVA and Child Protection: Summary of practice and evidence from Save the Children programmes, available at: [https://resourcecentre.savethechildren.net/pdf/CVACP\\_Evidence-building.pdf/](https://resourcecentre.savethechildren.net/pdf/CVACP_Evidence-building.pdf/)

PURPOSE OF THIS TOOL	SUMMARY TABLE OF THE SURVEY TOOL FOR CHILD PROTECTION CASEWORKERS	WHAT ARE THE CONDITIONS FOR USING THIS TOOL?	STEPS TO BE TAKEN TO ADAPT THE SURVEY TOOL TO CONTEXT	STEPS FOR RUNNING THE SURVEY	WHAT ARE THE PRIORITY SURVEY QUESTIONS?	SENSITIVE QUESTIONS GUIDANCE AND URGENT ACTION PROCEDURES (UAP)	URGENT ACTION PROCEDURE QUESTIONS (UAPQ)	NOTES ON HOW TO UNDERSTAND AND USE THE TOOL	HOW TO ANALYSE THE DATA, SHARE FINDINGS, AND ADAPT YOUR PROGRAMME DESIGN	STEPS FOR ANALYSIS OF SURVEY DATA	EXTRA NOTES ON THE ANALYSIS OF DATA COLLECTED ON CERTAIN SUBJECTS
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## Summary tables of the tools for MEAL teams

Summary of “Baseline survey for adolescent recipients of CVA”	
<b>What does the tool do?</b>	<ul style="list-style-type: none"> <li>Provides a baseline on key child protection indicators before the CVA intervention begins.</li> <li>Helps you to design your future CVA programme.</li> <li>It does not identify risks. To identify potential risks use one of the other tools in the <a href="#">Cash and Voucher Assistance and Child Protection for Adolescents: A Monitoring and Evaluation Toolkit</a>.</li> </ul>
<b>What format is the tool?</b>	<ul style="list-style-type: none"> <li>It is a survey tool.</li> <li>It provides a menu of questions to choose from; including a set of optional modules.</li> <li>You should not use all the questions, but select the questions most relevant to your setting, your programme objectives, and the adolescents you will be asking to participate in the survey.</li> <li>The questions can be used as part of an interview guide or as a survey to be self-administered in paper or electronic form.</li> <li>You should select questions that are complementary to those included in other M&amp;E tools being used during baseline data collection.</li> </ul>
<b>Who should use the tool?</b>	<ul style="list-style-type: none"> <li>The tool should be adapted by and the data collection process be managed by a team of colleagues with expertise in CVA, CP, and MEAL.</li> <li>A programme manager, programme officer, MEAL officer, or technical advisor should manage the data collection process.</li> <li>The enumerators – those asking adolescents the questions – should: <ul style="list-style-type: none"> <li>Be trained researchers.</li> <li>Have previous experience in communicating and working with children.</li> <li>Have been trained on how to use this tool, given it contains sensitive questions. The particularly sensitive questions are flagged in the tool.</li> <li>Be aware of updated referral pathways and how to conduct a safe referral.</li> </ul> </li> </ul>
<b>Who are the target respondents?</b>	The tool is for use with adolescents who will be targeted by the programme and directly receiving CVA.
<b>What programmes can benefit from the use of this tool?</b>	<ul style="list-style-type: none"> <li>The tool collects baseline data relevant to any sector programmes that will include a CVA component. This can be programmes that aim to meet: <ul style="list-style-type: none"> <li>Child protection objectives. That is, you are designing a child protection or integrated programme with specific CP objectives that includes CVA.</li> <li>Any other sector objectives. That is when you want to identify any unintended CP outcomes for a programme that has other sector objectives. For example, you will be running a food security programme and want to identify any positive or negative impacts on child labour.</li> </ul> </li> </ul>





<b>How do you use the tool?</b>	<ul style="list-style-type: none"> <li>• Allow 1 – 2 months for adaptation, translation, and testing of the tool before using it</li> <li>• The tool provides a sample menu of questions. You should select the relevant questions and adapt them to your context.</li> <li>• All questions in Module J are classed as priority questions.</li> <li>• Depending on the time available, the questions may be asked with or without the optional prompts.</li> <li>• A decision should be made beforehand on which optional modules should be covered, if any.</li> </ul>
<b>When do you use this tool?</b>	The tool is for use before CVA has started.
<b>What conditions have to be met to use the tool?</b>	This tool can only be used when child protection referral pathways are in place. Talking to adolescents about child protection concerns may lead to disclosure of experiences of abuse, neglect, exploitation, violence, or mental health concerns. The enumerator must know how to respond and refer the child to address these concerns.

Summary of “Post-distribution monitoring survey for adolescent recipients of CVA”	
<b>What does the tool do?</b>	<ul style="list-style-type: none"> <li>• Determines if the CVA distribution process was organised in an efficient, safe, transparent and participatory manner. It establishes if feedback mechanisms are in place and how well they are working.</li> <li>• Identifies the main ways adolescents are spending cash.</li> <li>• Identifies risks to adolescents caused by CVA in “real time”. This means you can adjust design when the programme is still on-going.</li> <li>• Monitors effectiveness of any risk mitigation measures put in place.</li> <li>• Enables you to identify any child protection outcomes related to the use of CVA, whether or not the CP outcomes are intended.</li> <li>• Analysis of the data can indicate areas for improvement in programming.</li> </ul>
<b>What format is the tool?</b>	<ul style="list-style-type: none"> <li>• It is a survey tool.</li> <li>• It provides a menu of questions to choose from. You should not use all the questions, but select the questions most relevant to your setting, your programme objectives, and the adolescents you will be asking to participate in the survey.</li> <li>• The questions can be used as part of an interview guide or as a survey to be self-administered in paper or electronic form.</li> </ul>
<b>Who should use the tool?</b>	<ul style="list-style-type: none"> <li>• The tool should be adapted by and the data collection process be managed by a team of colleagues with expertise in CVA, CP, and MEAL.</li> <li>• A programme manager, programme officer, MEAL officer or technical advisor should manage the data collection process.</li> <li>• The enumerators – those asking adolescents the questions should... <ul style="list-style-type: none"> <li>– Be trained researchers.</li> <li>– Have previous experience in communicating and working with children.</li> <li>– Have training specific to the use of this tool given it contains sensitive questions.</li> </ul> </li> </ul>

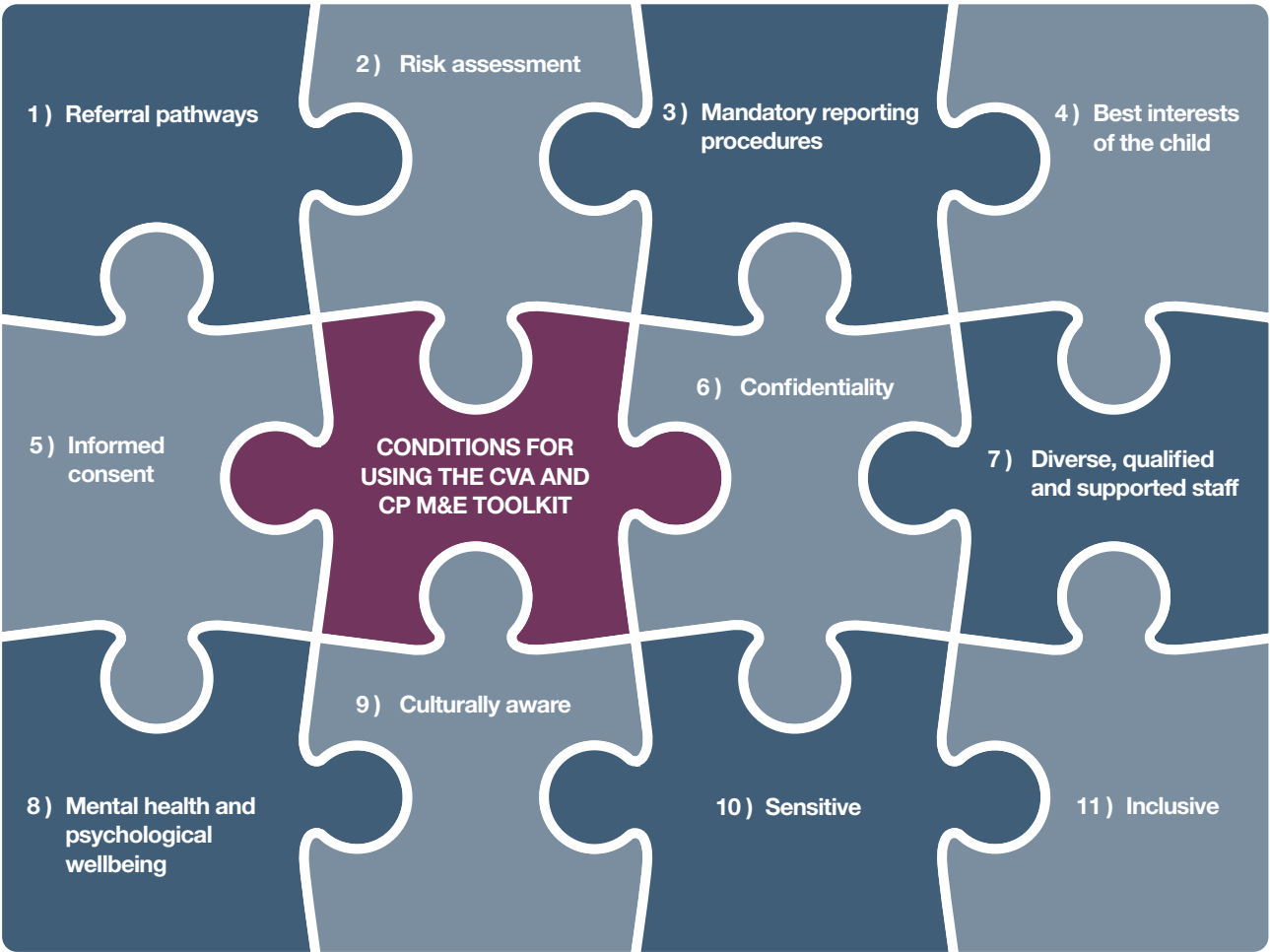


<b>Who are the target respondents?</b>	The tool is for use with adolescents who are directly receiving CVA.
<b>What programmes can benefit from the use of this tool?</b>	<ul style="list-style-type: none"> <li>The tool collects baseline data relevant to any sector programmes that will include a CVA component. This can be programmes that aim to meet             <ul style="list-style-type: none"> <li>... child protection objectives. That is, you are designing a child protection or integrated programme with specific CP objectives that includes CVA.</li> <li>... any other sector objectives. That is when you want to identify any unintended CP outcomes for a programme that has other sector objectives. For example, you will be running a food security programme and want to identify any positive or negative impacts on child labour.</li> </ul> </li> </ul>
<b>How do you use the tool?</b>	<ul style="list-style-type: none"> <li>Allow 1 – 2 months for adaptation, translation, and testing of the tool before using it</li> <li>The tool provides a sample menu of questions. You should select the relevant questions and adapt them to your context.</li> <li>All questions in Module J are classed as priority questions.</li> <li>Depending on the time available, the questions may be asked with or without the optional prompts.</li> <li>A decision should be made beforehand on which optional modules should be covered, if any.</li> </ul>
<b>When do you use this tool?</b>	<ul style="list-style-type: none"> <li>The tool is for use after CVA has already started.</li> <li>It is for use at regular intervals during assistance and for follow-up after assistance has ended.</li> </ul>
<b>What conditions have to be met to use the tool?</b>	<ul style="list-style-type: none"> <li>This tool can only be used when child protection referral pathways are in place and the enumerator has an understanding of the urgent action procedure. Talking to adolescents about child protection concerns may lead to disclosure of experiences of abuse, neglect, exploitation, violence, or mental health concerns. The enumerator must know how to respond and refer the child to address these concerns.</li> </ul>



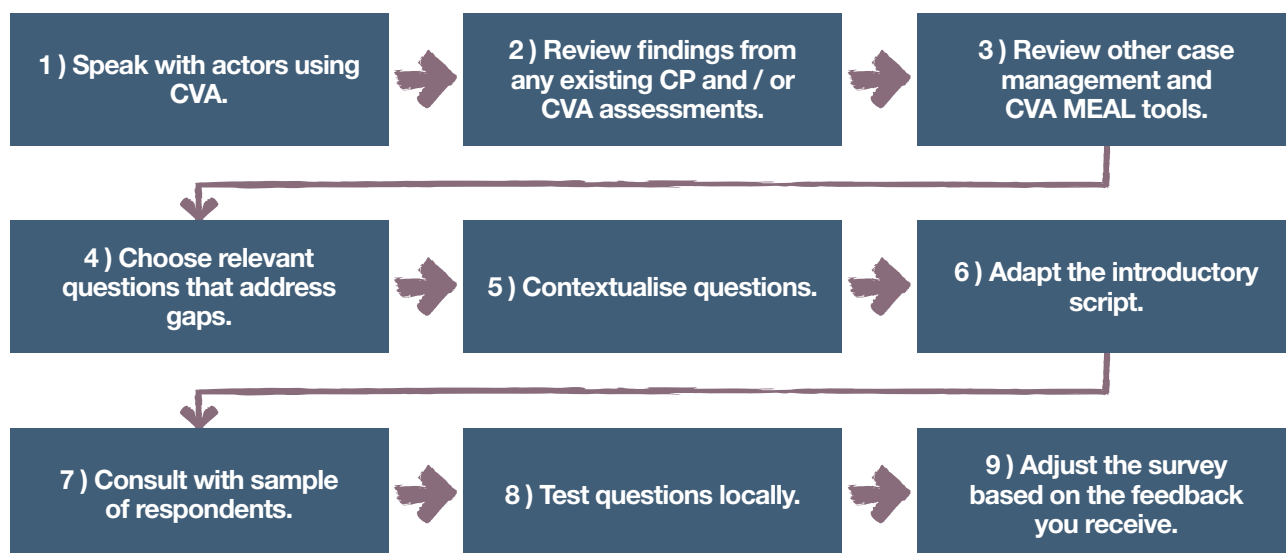
# What are the conditions for using these tools?

- Many of the questions in both the tools, ***“Post-distribution monitoring survey for adolescent recipients of CVA”*** and ***“Baseline survey for adolescent recipients of cash and voucher assistance”*** may lead to the disclosure of child protection risks. This means that you can only use this set of questions when you know that your organisation, or another organisation you are working with in the location, is able to fully respond to any child protection risks a child may disclose. Enumerators must be trained to use the tool and on referring child protection cases.
- The following diagram includes the needs for referral pathways, and covers a further ten conditions that must also be met when carrying out research on how CVA can impact on child protection risks and outcomes.

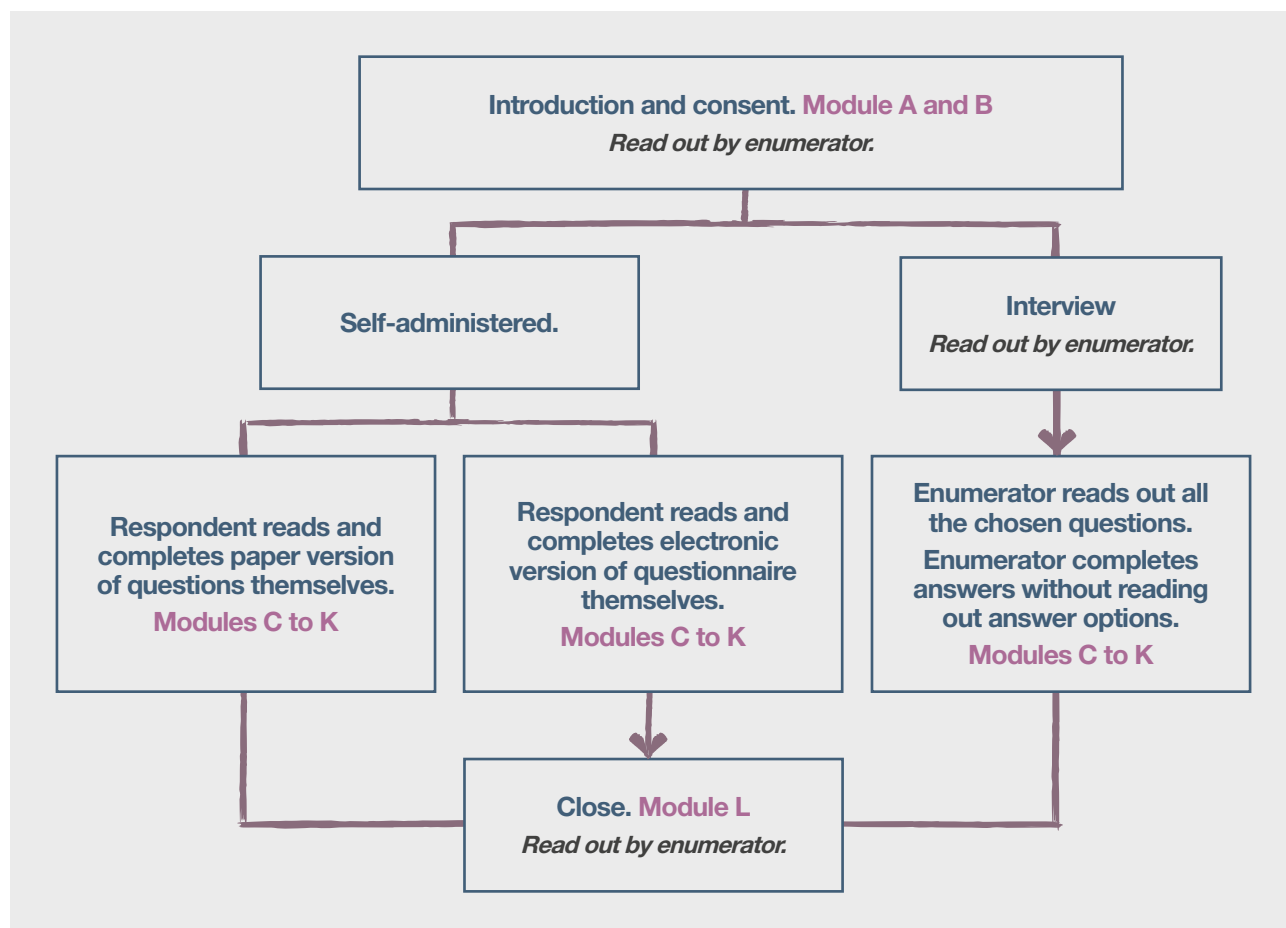




## Steps to be taken to adapt the survey tools to context



## Steps for running the surveys



# What are the priority survey questions?

The **baseline survey tool** contains a menu of 18 main questions, with additional optional / follow-on questions. All the questions in Module E of the baseline survey that ask about the impact of CVA on CP outcomes should be considered a priority.

The full **post-distribution monitoring survey tool** contains 43 primary questions and 16 optional questions. All the questions in Module J of the post-distribution monitoring (PDM) survey tool, that ask about the impact of CVA on CP outcomes, should be considered a priority.

**Immediately report any issues of sexual exploitation and abuse raised during responses to question 2. Adhere to organisational mandatory reporting requirements when reporting (that is who you report to within what time frame). Support must be offered to survivors of any exploitation or abuse.**

## How should the enumerator ask sensitive questions? Sensitive questions guidance and Urgent Action Procedures (UAP)

**The questions marked with this exclamation mark “!” in a triangle are very sensitive. All staff using the tool must be trained on the contextualised urgent action procedure. Follow the urgent action procedure given here if there are any disclosures or suspicions of child abuse, neglect, exploitation, or violence in answer to these questions or at any point during the interview.**



Whenever you ask a sensitive question, do the following:

- 1) Remind respondents that they can opt out of answering any questions at any time. If they do opt out, you can either (1) skip to another question or (2) end the interview. If they are distressed – you can offer to do a listening/counselling session if you are qualified, or refer them to someone else who is qualified or if they would prefer to speak to someone else.
- 2) Let respondents provide you with a broad, top-level answer. Do not ask deeper, more probing questions to try to get more details of any abuse, neglect, exploitation, or violence, or loss of a loved one. Discussion of these topics may make the respondent feel uncomfortable.
- 3) If they disclose a child protection concern to you:
  - Proceed with the discussion gently,
  - Offer the respondent the opportunity to leave and privately discuss with another enumerator, or another person of their choosing, and
  - Ask the urgent action questions.
- 4) If urgent action is needed, stop the interview and take that necessary urgent action.
- 5) If urgent action is not needed: Explain that they can always:
  - Talk to you after the meeting is finished,
  - Talk to you during one of your usual meetings,
  - Be referred to someone else (provide details of other qualified service providers), and/or,
  - Access urgent and routine services directly themselves after the discussion. Share details of service provider options on a referral card.

# Table: Urgent Action Procedure Questions (UAPQ)

<b>UAPQ 1: How old was the person affected?</b>	
Please specify:	A:
<b>UAPQ 2: Is the person a girl, a boy, or child who identifies as of diverse sexual orientation and gender identity?</b>	
A: Girl	A:
B: Boy	A:
C: Other, please specify	A:
D: Rather not say	A:
<b>UAPQ 3: Can you describe the incident and what happened? (Note you should not probe, but instead record what you have been told, even if you feel it is missing key information)</b>	
Free form answer:	
<b>UAPQ 4: Have they already had assistance?</b>	
Free form answer:	
<b>UAPQ 5: How are they now?</b>	
Free form answer: (Note if you are told that they need medical attention, safety, psychosocial support, shelter, etc.)	
<p><b>If they need either immediate or urgent medical attention or an immediate safety and/or security response, pause the interview and either...</b></p> <p><b>(i) Conduct a referral</b></p> <p><b>OR</b></p> <p><b>(ii) If you are a qualified child protection case worker, focus on carrying out a rapid case management assessment and develop a safety plan, seeking case supervision if needed.</b></p>	
<b>UAPQ 6: Are they likely to become unsafe in the coming hours, days or weeks?</b>	
<p><b>If yes: Pause the interview and either...</b></p> <p><b>(i) Conduct a referral</b></p> <p><b>OR</b></p> <p><b>(ii) If you are a qualified child protection case worker, focus on carrying out a rapid case management assessment and develop a safety plan, seeking case supervision if needed.</b></p>	
If no, record free form answer to follow up as part of your usual case management meetings and return to the survey/ interview script:	

# Notes on how to understand and use the tools

<b>Very sensitive questions</b>	Very sensitive questions that may require onward referral for medical and case management support are highlighted in <b>bold blue</b> .
<i>Explanatory notes</i>	Explanatory notes for the enumerator are written in italics.
[purple]	Text that is purple, bold and in italics, and in square brackets, needs to be adapted to the context.

## How to analyse the data, share findings and adapt your programme design?

When contextualising your tool, you will already need to decide how data will be analysed, and thus what data you will need, and what questions to ask.

All data analysis should involve a range of actors with child protection, CVA, and monitoring and evaluation expertise. Preliminary findings by a core team should be fed-back and confirmed by a wider group of diverse stakeholders.

Where possible, start to analyse the data whilst data collection is still happening. This enables you to feedback findings to enumerators as they collect data. It also enables you to identify and respond urgently to any protection issues that are arising.

Data scoring and data weighting may help you in the analysis process. Confer with MEAL experts to understand how to do this for child protection concerns in your location.

Categories suggested for coding are listed after some of the questions in the KOBO tool that accompanies the survey questions.



# Steps for analysis of survey data



**Collate all of your secondary and primary data**



**Review survey responses answer-by-answer**



**Quantitative data: carry out statistical analysis to identify change over time. You may wish to “score” or “weight” certain survey questions responses.**



**Qualitative data: Cluster the themes and ideas brought out under the main topics of this research.**



**Analyse the data - involve CP, CVA and MEAL staff in the analysis process.**



**Host a workshop inviting a range of stakeholders. Feedback of preliminary analysis. Confirm, refute, and/or adjust findings based on participants views.**



**Prepare a report of findings.**



**Share the report.**



**Adapt programme design.**



**Repeat monitoring processes at intervals to observe change over time.**

**Any safeguarding concerns raised during any step of the data collection and analysis process must be immediately addressed. Safeguarding concerns should be shared with supervisors and management as fast as possible, ideally on the same day as they are raised.**

# Extra notes on the analysis of data collected on certain subjects

The notes below provide additional, specific guidance on analysing the data collected using the questions in module E in the baseline survey and module J in the PDM survey: “Impact of cash and voucher assistance on child wellbeing.”

## Child separation

The longer a child is separated from the family, the worse it is. Other forms of child protection concern, such as child marriage, child labour, harm, or association with armed forces and groups, may be a motivation for or the result of the separation from family members or caregivers. Where these are linked with the separation, they are aggravating factors to child wellbeing. That is, where a child experiences more than one of these child protection concerns, their overall wellbeing is likely to worsen.

Younger children are at greater risk when separated from their families and caregivers. In some settings, children of specific genders, or living with disabilities are also at greater risk.

Take into account if a separation may be temporary or seasonal – in certain settings children are sent away to work or access education or religious teaching on a short-term basis.

## Child labour

Analysis of several factors will contribute to your understanding on the level of harm caused by child work, these include:

(i) the age of the child; (ii) the nature of work being performed; (iii) the number of hours worked; (iv) the conditions under which the child is working; and (v) country objectives and definitions.

- **AGE OF THE CHILD:** The younger the child engaged in the work, the higher the level of concern.
- **FORMS OF WORK:** Child work can be subdivided into several categories. What is “child labour” and which are “the worst forms of child labour” depends on the sector and country in which the data is being collected.

Analysis of the question answers, considering the laws in your context, means you should be able to classify the forms of economic activities children are involved in as either “child work”, “child labour”, or “worst forms of child labour”.

- The higher the **NUMBER OF HOURS** worked within a given week, the greater the impact on a child’s access to other services, and ability to develop and reach their full potential.
- As an overview, the following children are considered to be in child labour:<sup>2</sup>
  - Children aged 5-11 engaged in economic activity for at least 1 hour in the reference week;
  - Children aged 12-14 engaged in economic activity for at least 14 hours in the reference week;
  - Children aged 15-17 engaged in economic activity for at least 43 hours in the reference week;
  - Children aged 5-17 engaged in hazardous occupations and branches of economic activities.<sup>3</sup>
- Overall, therefore, **AGE, FORM OF WORK, AND NUMBER OF HOURS WORKED PER WEEK** together determine what is classed as child labour, and can help you to determine if data on child work is showing a negative or positive trend over time, or between different cohorts of children.



2. ILO (date unknown) What is child labour, <https://www.ilo.org/ipec/facts/lang--en/index.htm>

3. ILO (2019) Measuring child labour, forced labour and human trafficking in global supply chains: A global Input-Output approach Technical Paper, [https://www.ilo.org/wcmsp5/groups/public/---ed\\_norm/---ipec/documents/publication/wcms\\_733916.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---ipec/documents/publication/wcms_733916.pdf)

## Key references to help your child labour data collection and analysis process:

- Alsamawi et al (2019), Measuring child labour, forced labour and human trafficking in global supply chains: A global Input-Output approach. International Labour Organization, Organisation for Economic Co-operation and Development, International Organization for Migration and United Nations Children's Fund.
- Country profiles provide an overview of legislation and definitions of child labour  
<https://www.ilo.org/ipec/Regionsandcountries/lang--en/index.htm>



