

# Multi-sector Initial Rapid Assessment (MIRA) Form – version 2.0

## INTRODUCTION & GUIDANCE PER SECTION

"Good morning/afternoon,

My name is \_\_\_\_\_ and I am leading an assessment team composed of \_\_\_\_\_. We are collecting information here in \_\_\_\_\_ to better understand the situation after the disaster/event. We would like a focus group discussion with community leaders, including women, health workers and teacher if possible. The information will be kept strictly confidential and we will not record any of your names.

Please answer all the questions to the best of your knowledge or ability. There are no wrong answers to the questions that will be asked. There is no direct benefit to the group in participating in this assessment and your participation is voluntary. You may refuse to answer any question and you can ask any question to the team as well"

### General Guidance

- Focus group (FG) to be organized with key informants as community leaders, ensuring women participation. If possible, ensure health worker/s and teacher/s participation in the FG or interview them as key informants. Similarly, FG only with women and facilitated by female assessment team members.
- Be thorough – ask every question and repeat as needed.
- Ensure as much as possible to gather disaggregated gender and age data.
- For questions with multiple possible answers, avoid reading the options until the respondents have answered.
- For questions that ask for a proportion of the population, probe and encourage a response where appropriate. If respondents are still not sure, you can leave it blank.

### BF BASIC INFORMATION

BF1	Register name and gender of each assessment team member
BF2	Register number of males and females within the FG interviewed

### SP Site Information and Population

SP3	Distance to closest village to be registered by miles AND/OR by time depending on respondents knowledge
SP10	<ul style="list-style-type: none"> <li>- <u>Child/adolescent at risk</u>: at risk of protection concerns including child marriage, child labor, recruitment and use by armed forces, survivors of violence and abuse, etc.</li> <li>- <u>Person with disability</u>: those with long-term impairment (physical, sensory, learning), whether permanent or not.</li> <li>- <u>Child headed household</u>: household headed only by a girl or a boy under the age of 18 years.</li> <li>- <u>Single-parent household</u>: household headed only by a single parent (male or female) with one or more children. Includes households where the second parent, if still part of the family, is not living with the household.</li> <li>- <u>Unaccompanied children</u>: without parents, grandparents, aunt/uncle or adult brothers/sisters.</li> <li>- <u>Separated children</u>: separated from both parents, or from legal/customary primary caregiver, but not necessarily from other relatives.</li> </ul>

In case of finding separated or unaccompanied children found, to rapidly alert MRCS and/or UNICEF

### CC Communication with communities

CC1	Do not read out. Prompt if necessary (mark multiple responses)
CC2	Do not read out. Mark then ask is there anything else?

### ED Education (to be checked with education staff if possible)

ED1 & ED2	Provide number of schools functional, partially functional, non-functional, completely or partially damaged or occupied
ED5	<i>Education supplies</i> : textbooks, stationery, recreation materials, etc. <i>School supplies</i> : furniture, blackboards, etc.

### PR Protection

PR1 & PR2 & PR5	If relevant to context
PR6 & PR7	DO NOT READ OUT. Prompt if necessary (mark multiple responses)

### SN Shelter and Non-Food Items

SN3	<i>Emergency shelter</i> : tents, tarpaulin
SN4	<i>Core non-food items</i> : blanket, mosquito net, kitchen set, plastic bucket, plastic mat and clothing

### WS Water Supply

WS1	<i>Sufficient daily amount of drinking water</i> : 3 liters per person per day
WS2	Distance to closest water source to be registered by miles AND/OR by time depending on respondents' knowledge.
WS3	<i>Sufficient daily amount of water for cooking</i> : 3-6 liters per person per day

### DB Direct Observation (by Assessment Team)

DB7	Existence of some separation where women/girls will have some privacy in order to change clothes.
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### FW Focus Group with Women FW (by Female Assessment Team members)


This assessment form is intended to provide all humanitarian actors with an immediate, **multi-sectoral overview** of conditions and needs in crisis affected areas. Information will be collected through focus group interview (ensuring women participation and if feasible, focus group discussion on specific questions only with women) and key informants (health, education) where available. Please complete one form for each camp/village/site visited. Return hard copies of the form as soon as possible to OCHA field office, OCHA Yangon or scan and send to [ochamyanmar@un.org](mailto:ochamyanmar@un.org)!

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BF: BASIC INFORMATION			
BF1 Interviewer			
Team Leader (TL): Name & Organization			
Team Composition: Name & Gender & Organization			
Assessment Date(dd/mm/yyyy)			
Team Leader's Phone			
BF2 Focus group interviewed			
How many males and females		/	
BF3 Geographic Information			
State			
Township			
Village Tract/Town			
Village/Ward Name			
P-code :			
Site Name			
Latitude (dd.ddddd)			
Longitude (dd.ddddd)			
SP: SITE INFORMATION AND POPULATION			
Access			
SP1 Accessible as usual?		1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
SP2 If not, type of disruption			
SP3 Current distance and traveling time to closest main village			
1.     mile		2.     minutes	
Population Data and Humanitarian Assistance			
SP4 How many days at site after the disaster			
SP5 Number of people at site/village			
SP6 Number of households at site/village			
SP7 Number of people displaced			
SP8 Number of people affected but not displaced			
SP9 Population affected per age (male/female)			
a. 0 – 4 years		/	b. 5 – 17 years
c. 18 – 59 years		/	d. 60 years and over
SP10 Vulnerable Population (male/female)			
a. Pregnant women/		/	e. Child-headed household
b. Lactating women		/	f. Single-parent household
c. Child/adolescent at risk		/	g. Unaccompanied children
d. Person with disabilities		/	h. Separated children
SP11 Has any organization provided assistance recently in this location?			
Type of assistance		Name of Organization	
SP12 Which are the most important needs for the community?			
1.			
2.			
3.			

CC: COMMUNICATION WITH COMMUNITIES			
CC1 Since the disaster, what are community main ways of finding information here?			
TV: which station/program do they listen most	<input type="checkbox"/>	Community events	<input type="checkbox"/>
Radio: which station/ program do they listen most	<input type="checkbox"/>	From another person (government official,	<input type="checkbox"/>
Facebook	<input type="checkbox"/>	From another person (friends, family,	<input type="checkbox"/>
Mobile phone call/SMS	<input type="checkbox"/>	community/religious leader)	<input type="checkbox"/>
Posters / leaflets	<input type="checkbox"/>	Other (WRITE In)	<input type="checkbox"/>
CC2 Since the disaster, what does the community most need information on (NOW)			
General news on what is happening	<input type="checkbox"/>	How to get healthcare/ medical attention	<input type="checkbox"/>
News on what is happening at home	<input type="checkbox"/>	How to get cooking fuel/firewood)	<input type="checkbox"/>
The weather	<input type="checkbox"/>	How to get shelter/ accommodation or shelter materials	<input type="checkbox"/>
The security situation here	<input type="checkbox"/>	How to replace personal documentation (e.g. ID, birth certificate)	<input type="checkbox"/>
The security situation at home	<input type="checkbox"/>	How to get access to education	<input type="checkbox"/>
How to get help after attack/harassment or stay safe to prevent attack/ harassment	<input type="checkbox"/>	How to get transport	<input type="checkbox"/>
How to access aid in general (ask what kind)_____	<input type="checkbox"/>	How to find missing people	<input type="checkbox"/>
How to get water	<input type="checkbox"/>	Other (WRITE In)	<input type="checkbox"/>
How to get food	<input type="checkbox"/>		
ED: EDUCATION (TO BE CHECKED WITH EDUCATION STAFF IF POSSIBLE)			
ED1 Are there education institutions functional?		a. <input type="checkbox"/> Functional - Num.     b. <input type="checkbox"/> Partially functional - Num.     c. <input type="checkbox"/> Non-functional - Num.	
ED2 If not functional, WHY?		a. Completely damaged Num.     b. Partially damaged Num.     c. Occupied/use Num.	
ED3 Children NOT attending school due to the disaster			
a. Pre-school	<input type="checkbox"/> Few <input type="checkbox"/> Most <input type="checkbox"/> All	b. Primary	<input type="checkbox"/> Few <input type="checkbox"/> Most <input type="checkbox"/> All
		c. Secondary	<input type="checkbox"/> Few <input type="checkbox"/> Most <input type="checkbox"/> All
ED4 Due to the disaster, how many education institutions have LOST access to functional:			a. Water points
			b. Latrines
ED5 What are the main education needs?		<input type="checkbox"/> Education supplies <input type="checkbox"/> School supplies <input type="checkbox"/> Temporary learning spaces <input type="checkbox"/> Others(specify) _____	

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<b>FS: Food Security</b>			
<b>FS1 Food Stocks:</b> How many households in the village have food stock that will last:			
a. Less than 1 week	<input type="text"/>	b. 1 to 2 weeks	<input type="text"/>
c. 2 to 4 weeks	<input type="text"/>	d. More than 4 weeks	<input type="text"/>
<b>FS2 Loss of Livestock:</b> How many households in the village have lost			
a. Less than half of their livestock	<input type="text"/>	b. More than half of their livestock	<input type="text"/>
c. All their livestock	<input type="text"/>		
<b>FS3 Loss of crops:</b> How many farmers in the village have		a. Partially lost their crops <input type="text"/>	
		b. Totally lost their crops <input type="text"/>	
		c. Not lost anything <input type="text"/>	
<b>FS4 Fishing/Casual labour:</b> How many fishermen/ casual labour in the village are able to fish/work?		a. More than half <input type="text"/>	
		b. Less than half <input type="text"/>	
		c. None <input type="text"/>	
<b>HE: HEALTH (TO BE CHECKED WITH HEALTH STAFF IF POSSIBLE)</b>			
<b>HE1</b> What are the top three health concerns?		a. <input type="text"/>	
		b. <input type="text"/>	
		c. <input type="text"/>	
<b>HE2</b> Is there health care accessible? (fixed post or mobile)		a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No	
<b>HE3</b> If yes, what is the frequency of service?		a. <input type="checkbox"/> Less than 1 x week	
		b. <input type="checkbox"/> More than 1 x week	
<b>HE4</b> How is the service provided?		a. <input type="checkbox"/> Mobile clinic / Gov or NGO (which NGO) <input type="text"/>	
		b. <input type="checkbox"/> Fixed site (circle): Sub-rural health center - Rural health center - Station hospital - Township hospital	
<b>HE5</b> Is the health facility damaged		a. <input type="checkbox"/> Totally destroyed b. <input type="checkbox"/> Partially damaged	
		c. <input type="checkbox"/> Slightly damaged d. <input type="checkbox"/> No damaged	
<b>MK: MARKETS</b>			
<b>MK1</b> Does community has access to functioning market?		1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
<b>MK3</b> Are NFI available in enough quantity on the markets?		1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
<b>MK3</b> Is food available in enough quantity on the markets?		1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
<b>MK4</b> Would the community prefers to receive cash or in-kind assistance?		1. <input type="checkbox"/> Cash 2. <input type="checkbox"/> In kind	
<b>NU: NUTRITION</b>			
<b>NU1</b> Has infant formula (dried or ready to use) or other milk products (e.g., dried whole, semi-skimmed or skimmed milk powder, ready to use milk) and/or baby bottles/teats been distributed since the emergency started?		a. <input type="checkbox"/> Yes	
		b. <input type="checkbox"/> No	
1. If YES, what products,		<input type="text"/>	
2. By whom?		<input type="text"/>	
<b>NU2</b> Has the community/health staff/parents identified any problems in feeding children under 2 years since the crisis started?		a. <input type="checkbox"/> Yes	
		b. <input type="checkbox"/> No	
If YES, what problems?		<input type="text"/>	
<b>NU3</b> What are the priorities expressed by parents and caregivers regarding infant and young child feeding?		<input type="text"/>	
<b>PR: PROTECTION</b>			
<b>PR1</b> Reasons to leaving your home?		<input type="text"/>	
<b>PR2</b> Situation in place of displacement and along the route?		1. <input type="checkbox"/> Secure	
		2. <input type="checkbox"/> Unsecure	
<b>PR3</b> Who do you take your security concerns to?		<input type="text"/>	
<b>PR4</b> Are you feeling welcomed by the host community?		1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
<b>PR5</b> Are there landmines in this current location or in your place of origin?		1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	
<b>PR6</b> Was there loss of documentation?		1. <input type="checkbox"/> All 2. <input type="checkbox"/> Most 3. <input type="checkbox"/> Few 4. <input type="checkbox"/> None	
<b>PR7</b> For how long will you remain in this location?		<input type="text"/>	
<b>PR8</b> What are known situations in this community where <b>CHILDREN</b> are at increased risk of violence or harassment?			
a. In camps/ settlements	<input type="checkbox"/>	f. At checkpoints	<input type="checkbox"/>
b. At assistance/distribution	<input type="checkbox"/>	g. At school	<input type="checkbox"/>
c. At water collection points	<input type="checkbox"/>	h. At home	<input type="checkbox"/>
d. At bathing facilities	<input type="checkbox"/>	i. While moving in the area (e.g. firewood collection, playing)	<input type="checkbox"/>
e. At health facilities	<input type="checkbox"/>	j. Nowhere	<input type="checkbox"/>
<b>PR9</b> What are the known situations or places in this community where <b>WOMEN AND GIRLS</b> are at increased risk of violence or harassment?			
a. No safe place in the community	<input type="checkbox"/>	f. risk of attack at checkpoints	<input type="checkbox"/>
b. Sexual violence/abuse	<input type="checkbox"/>	g. Being forced to have sex to pay for food or shelter	<input type="checkbox"/>
c. Violence in the home	<input type="checkbox"/>	h. Unable to access services and resources	<input type="checkbox"/>
d. Risk of attack when going to latrines, local markets, etc.	<input type="checkbox"/>	i. Other – If "other," please specify: <input type="text"/>	<input type="checkbox"/>
e. Risk of attack when traveling outside the community	<input type="checkbox"/>		<input type="checkbox"/>

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SN: SHELTER AND NON-FOOD ITEMS	
<b>SN1</b> Number of people sheltered in common sites	a. Public buildings ____  b. Tents/tarpaulin  ____  c. Religious buildings  ____
<b>SN2</b> Damage to houses. How many	a. Totally destroyed  ____  b. Partially damaged  ____  c. Slightly damaged  ____  d. No damaged  ____
<b>SN3</b> Is there an urgent need for emergency shelter	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
<b>SN4</b> Is there an urgent need for core non-food items	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
SH: SANITATION AND HYGIENE	
<b>SH1</b> How many affected people have access to functioning latrines?	1. <input type="checkbox"/> All 2. <input type="checkbox"/> Most 3. <input type="checkbox"/> Few 4. <input type="checkbox"/> None
WS WATER SUPPLY	
<b>WS1</b> Daily amount of Drinking Water available	a. <input type="checkbox"/> Sufficient b. <input type="checkbox"/> Not sufficient
<b>WS2</b> How far is the water source?	1.  ____  km 2.  ____  minutes
<b>WS3</b> Daily amount of water for cooking available:	a. <input type="checkbox"/> Sufficient b. <input type="checkbox"/> Not sufficient
<b>WS4</b> Condition of man-made water infrastructure:	a. <input type="checkbox"/> Working b. <input type="checkbox"/> Not working c. <input type="checkbox"/> Destroyed

DB: DIRECT OBSERVATION (by Assessment Team)	
<b>DB1</b> How many percent of functioning latrines are there?	_____ %
<b>DB2</b> Are latrines gender segregated?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
<b>DB3</b> Are there any sign of open defecation?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
<b>DB4</b> Is there stagnant water (large puddles)?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
<b>DB5</b> Is there a common waste dump?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
<b>DB6</b> Is livestock roaming freely at the site?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
<b>DB7</b> Do shelters provide private spaces for women and girls?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
<b>DB8</b> Does route to water /firewood collection pose any safety risks (military checkpoints)?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
<b>DB9</b> Other observation	_____
KN. KEY NEEDS	
<b>KN1</b> List the three most important needs for the community, based on the observations made by the assessment team	1. _____ 2. _____ 3. _____

FW: FOCUS GROUP WITH WOMEN FW (by Female Assessment Team members)	
<b>FW1</b> What are the most significant safety and security concerns facing women in these communities?	
_____	
<b>FW2</b> Are there areas where women and girls do not feel safe?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
<b>FW3</b> Are there specific services available for pregnant and breastfeeding women?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No
<b>FW4</b> Are women and girls aware of where to obtain information on specific services for them?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No