

Research Terms of Reference

Education Sector Assessment

UKR2217c

Ukraine

December 2022
V1

REACH Informing
more effective
humanitarian action

1. Executive Summary

Country of intervention	Ukraine				
Type of Emergency	<input type="checkbox"/>	Natural disaster	<input checked="" type="checkbox"/>	Conflict	<input type="checkbox"/> Other (specify)
Type of Crisis	<input checked="" type="checkbox"/>	Sudden onset	<input type="checkbox"/>	Slow onset	<input type="checkbox"/> Protracted
Mandating Body/ Agency	Education cluster				
IMPACT Project Code	97AUW				
Overall Research Timeframe (from research design to final outputs / M&E)	01/11/2022 to 01/02/2023				
Research Timeframe	1. Start collect data: 09/01/2023		5. Preliminary presentation: 13/03/2023		
	2. Data collected: 30/01/2023		6. Outputs sent for validation: 20/03/2023		
	3. Data analysed: 06/02/2023		7. Outputs published: 30/03/2023		
	4. Data sent for validation: 20/02/2023		8. Final presentation: 31/03/2023		
Number of assessments	<input checked="" type="checkbox"/>	Single assessment (one cycle)			
	<input type="checkbox"/>	Multi assessment (more than one cycle) [Describe here the frequency of the cycle]			
Humanitarian milestones Specify what will the assessment inform and when e.g. The shelter cluster will use this data to draft its Revised Flash Appeal;	Milestone		Deadline		
	<input type="checkbox"/>	Donor plan/strategy	__/__/__		
	<input type="checkbox"/>	Inter-cluster plan/strategy	__/__/__		
	<input checked="" type="checkbox"/>	Cluster plan/strategy	30/03/2023		
	<input type="checkbox"/>	NGO platform plan/strategy	__/__/__		
	<input type="checkbox"/>	Other (Specify):	__/__/__		
Audience Type & Dissemination Specify who will the assessment inform and how you will disseminate to inform the audience	Audience type		Dissemination		
	<input type="checkbox"/> Strategic		X General Product Mailing (e.g. mail to NGO consortium; HCT participants; Donors)		
	<input checked="" type="checkbox"/> Programmatic		X Cluster Mailing (Education, Shelter and WASH) and presentation of findings at next cluster meeting		
	<input checked="" type="checkbox"/> Operational		X Presentation of findings (e.g. at HCT meeting; Cluster meeting)		
			X Website Dissemination (Relief Web & REACH Resource Centre)		
			<input type="checkbox"/> [Other, Specify]		

Detailed dissemination plan required	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
General Objective	To understand accessibility to education for displaced and non-displaced persons affected by the conflict in Ukraine, in order to inform the humanitarian community on the current state of Ukraine's education system and its capacity to respond to the needs of affected populations.			
Specific Objective(s)	<ol style="list-style-type: none"> 1. Inform the humanitarian community and local government on the challenges faced by national public educational facilities (from primary to secondary education) in providing learning to affected populations. 2. Uncover the current trends and practices of online learning in oblasts near the conflict line. 3. Better understand the needs and barriers to access online education across different local contexts for learners and educational staff. 4. Explore government assistance available to households for educational needs and their experience with receiving or denying it. 			
Research Questions	<ol style="list-style-type: none"> 1. What are the biggest challenges currently faced by educational facilities (primary and secondary) in oblasts near the conflict line? <ol style="list-style-type: none"> 1.1. What are the most urgent needs and how have they evolved since February 2022 for each level of education? 1.2. Do facilities have sufficient staff? 1.3. Do facilities have adequate learning supplies (computers, educational materials, etc.)? 1.4. How is continuity ensured within displaced populations? 1.5. What are the needs for better access to online learning depending on the local context? 2. What are the current trends and practices of online learning in oblasts near the conflict line? <ol style="list-style-type: none"> 2.1. What are the key barriers in terms of accessibility and providing preschool education? 2.2. What barriers to education exist among learners depending on their displacement status (IDPs and not displaced)? 2.3. What are the barriers specific to vulnerable groups (single-headed households, children with disabilities, minority groups)? 2.4. What are the differences in learners' access to online learning in the oblast based on the type of residence settlement (regional centre, other cities) and its military situation (de-occupied or front-line territories)? 2.5. What is the impact of online learning on the coverage of the school curriculum, and what mitigation solutions are implemented? 3. What are the needs and barriers to accessing online education across different local contexts for learners and educational staff? <ol style="list-style-type: none"> 3.1. What barriers do educational staff face in providing online learning? 3.2. What differences exist in online learning for different subjects and how do these differences affect the coverage of the school curriculum? 3.3. What are the resources available to educational staff and what are the mitigation solutions put in place locally? 			

	4. What kind of assistance is available to conflict-affected populations to cover their educational needs? 4.1. Are government-led social protection resources available and utilised by households? How accessible are those resources for vulnerable groups?			
Geographic Coverage	Zaporizka, Donetsk, Mykolaivska, Khersonska oblasts			
Secondary data sources	1) REACH assessments, analyses, monitoring and mapping products , 2022. 2) IOM monitoring , 2022 3) Education Cluster, Education Needs Assessment Survey , June 2022. 4) State Statistical Services, Multisectoral statistical information / regional statistics , 2018-2022. 5) Regional statistics: a) Regional Statistical Services, Zaporizhzhia administration , 2018-2022. b) Regional Statistical Services, Mykolaivska administration , 2018-2022. c) Regional Statistical Services, Donetska administration , 2018-2022. d) Regional Statistical Services, Khersonska administration , 2018-2022.			
Population(s)	<input type="checkbox"/>	IDPs in collective sites	<input type="checkbox"/>	IDPs in informal sites
	X	IDPs in host communities	<input type="checkbox"/>	IDPs [Other, Specify]
	<input type="checkbox"/>	Refugees in camp	<input type="checkbox"/>	Refugees in informal sites
	<input type="checkbox"/>	Refugees in host communities	<input type="checkbox"/>	Refugees [Other, Specify]
	X	Host communities/ local residents	X	Educational staff
Stratification <i>Select type(s) and enter number of strata</i>	<input type="checkbox"/>	Geographical #: _ _ _ Population size per strata is known? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	Group #: _ _ _ Population size per strata is known? <input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/>	[Other Specify] #: _ _ Population size per strata is known? <input type="checkbox"/> Yes <input type="checkbox"/> No
Data collection tool(s)	X	Structured (Quantitative)	X	Semi-structured (Qualitative)
	Sampling method		Data collection method	
Structured data collection tool # 1 Individual interview	X Purposive X Snowballing <input type="checkbox"/> [Other, Specify]		X Individual interview (Target 120): public school educational staff <input type="checkbox"/> Group discussion (Target #): _ _ _ _ _ <input type="checkbox"/> Household interview (Target #): _ _ _ _ _ <input type="checkbox"/> F2F interview (Target #): _ _ _ _ _ <input type="checkbox"/> Direct observations (Target #): _ _ _ _ _ <input type="checkbox"/> [Other, Specify] (Target #): _ _ _ _ _	
Structured data collection tool # 2 Household interview	X Purposive <input type="checkbox"/> Probability / Simple random <input type="checkbox"/> Probability / Stratified simple random <input type="checkbox"/> Probability / Cluster sampling <input type="checkbox"/> Probability / Stratified cluster sampling <input type="checkbox"/> [Other, Specify]		<input type="checkbox"/> Key informant interview (Target #): _ _ _ _ _ <input type="checkbox"/> Group discussion (Target #): _ _ _ _ _ X Household interview (Target 400): local residents, parents <input type="checkbox"/> Individual interview (Target #): _ _ _ _ _ <input type="checkbox"/> Direct observations (Target #): _ _ _ _ _ <input type="checkbox"/> [Other, Specify] (Target #): _ _ _ _ _	
Semi-structured data collection tool (s) # 3 focus group discussions (FGDs)	X Purposive <input type="checkbox"/> Snowballing <input type="checkbox"/> [Other, Specify]		<input type="checkbox"/> Key informant interview (Target #): _ _ _ _ _ <input type="checkbox"/> In-depth interview (Target X): <input type="checkbox"/> Focus group discussion (Target 8): public school educational staff <input type="checkbox"/> [Other, Specify] (Target #): _ _ _ _ _	
Semi-structured data collection tool (s) # 4 Individual interview	X Purposive <input type="checkbox"/> Snowballing <input type="checkbox"/> [Other, Specify]		X Individual interview (Target 16): parents from vulnerable groups <input type="checkbox"/> Focus group discussion (Target #): <input type="checkbox"/> [Other, Specify] (Target #): _ _ _ _ _	

Target level of precision if probability sampling	N/A		N/A	
Data management platform(s)	X	IMPACT	<input type="checkbox"/>	UNHCR
	<input type="checkbox"/>	[Other, Specify]		
Expected output type(s)	<input type="checkbox"/>	Situation overview #: _ _	<input type="checkbox"/>	Report #: 1
	X	Presentation (Preliminary findings) #: 1	X	Presentation (Final) #: 1
	<input type="checkbox"/>	Interactive dashboard #: _	<input type="checkbox"/>	Webmap #: _ _
	<input type="checkbox"/>	[Other, Specify] #: _ _		
Access	X	Public (available on REACH resource center and other humanitarian platforms) – Factsheets		
	<input type="checkbox"/>	Restricted (bilateral dissemination only upon agreed dissemination list, no publication on REACH or other platforms) – Presentations		
Visibility <i>Specify which logos should be on outputs</i>	REACH			
	Donor: SDC			
	Coordination Framework: TBC			
	Partners: ACTED			

2 Rationale

2.1 Background

Zaporizka, Donetsk, Mykolaivska and Khersonska have been among the most severely impacted oblasts since the escalation of the conflict in February 2022. As of 20 October 2022, more than 11% of educational facilities were damaged or destroyed in Zaporizka and Khersonska.¹ The situation is even worse in Mykolaivska oblast with more than 21% of facilities destroyed and in Donetsk oblast 62% of facilities were destroyed.²

Khersonska oblast was liberated in the middle of November 2022. Access to education is being slowly restored across the region. Donetsk and Zaporizka oblasts are still partly occupied, and Mykolaivska remains a conflict-affected area given its proximity to the conflict line. Due to safety concerns, face-to-face learning is not permitted, regardless of the geographical location or availability of a shelter on the school premises, leaving online learning as the only option. Barriers to accessing online learning are present in many locations, depending on settlement size, proximity to the conflict line and whether the settlement was previously occupied. Thus, in regional centres and large cities (that were not occupied), where electricity and internet are usually more accessible, and power outages are rare, online learning is more regularly accessible. The situation in rural settlements and small towns (which were not occupied) is less predictable as the infrastructure in these areas does not allow a stable internet connection. This leads to difficulties in accessing online learning. Settlements in the newly liberated territories remain without proper electricity and internet access, making online learning nearly impossible. Regular missile strikes and shelling further endanger the renovation of infrastructures and hamper prospects to return to in-person instruction shortly. Lack of heating in schools also makes it impossible to return to the classrooms during the winter period. There are cases of teachers, parents and caregivers finding creative solutions to support children's access to online education when there are power cuts and a shortage of devices. Those communities-based initiatives are likely to need further support and materials.

¹ Ministry of Education and Science, [Overview of the current state of education and science in Ukraine \(26 September - 25 October 2022\)](#), 2022

² Ministry of Education and Science, [Overview of the current state of education and science in Ukraine \(26 September - 25 October 2022\)](#), 2022

According to previous assessments, the need for online learning devices remains the top priority in Zaporizka and Mykolivska oblasts.³ Some devices for teachers have been distributed via the Ministry of Education and Science (MoES) and UNICEF (more than 5,000 laptops were provided in affected regions),⁴ yet the needs are far from met. Securing access to electricity and internet (e.g. via generators and Starlink) is crucial to include for the department of education itself, whose regular operations have been significantly hampered. Beyond online learning support, school supplies and printed textbooks have also been identified as current needs.

This assessment is focused on providing a thorough understanding of the needs faced in the education system by all the stakeholders (households, educational staff and institutions) in frontline and de-occupied areas. In particular, the focus will be on access to online education with a specific interest in the barriers faced by vulnerable groups. The assessment will also provide information on the support received by the identified stakeholders and the resources that are lacking while considering the potential mitigation solutions.

The total number of public schools, as well as teachers and students, is presented in the table below (data for the beginning of the 2021/2022 academic year⁵). This statistic includes all public schools regardless of the mode of study (in-person or online learning) and also includes all types of public schools (primary, secondary, high).

	PUBLIC SCHOOLS	STUDENTS	TEACHERS
DONETSKA	485	167 681	14 248
ZAPORIZKA	488	169 773	16 506
MYKOLAIVSKA	451	118 814	11 346
KHERSONSKA	382	113 447	11 229

2.2 Intended impact

In this context, IMPACT will conduct an education needs assessment in four oblasts of Ukraine (Zaporizka, Donetsk, Mykolaivska, Khersonska) to explore the main challenges to education. The assessment aims to inform the Education Cluster on the most urgent online learning needs of the population in those four oblasts in order to improve operational planning. As updated and detailed data on education needs of the population and teachers is lacking within the Education Cluster and local government, this assessment aims to:

- Informing the humanitarian community and local government on the challenges faced by national public educational facilities in providing online learning to affected populations.
- Evaluating current barriers to accessing online learning for affected populations, with a particular focus on learners with disabilities and vulnerable groups.

Improving operational response regarding the characteristics and the location of groups who are experiencing the most critical levels of needs. In the case of de-occupied territories, there is also an information gap regarding access to online education during the occupation and the continuity since liberation.

Focus group discussions with educational staff will allow for an evaluation of challenges and immediate priorities, considering the peculiarities of online learning and the needs of affected populations. Individual interviews (IIs) with parents of different social groups (Roma, single-headed households, parents of children with disabilities) will give a deeper understanding of

³ Education Cluster, [Ukraine: Education Needs Assessment Survey](#), 24 June 2022

⁴ UNICEF, [Ministry of Education and UNICEF launch Back to Learning Together Initiative to support children in the new school year](#), August 2022

⁵ State Statistic Serves of Ukraine, [General education schools](#), 1990-2021

the barriers they are facing. The findings will aim at drawing implications in terms of mitigation solutions to avoid an education gap in those territories.

3. Methodology

3.1. Methodology overview

A mixed-methods approach will be used:

- A quantitative household survey using a purposive sampling strategy. Because de-occupied and frontline areas are hard to reach, we will use phone-based interviews through our partnership with Kyiv International Institute of Sociology (KIIS).
- Structured interviews with educational staff in the selected localities, which can be conducted by telephone as well. The educational staff will be selected in schools within the localities in the sampling frame of the household survey. The focus of this assessment will be on **public school** (primary and secondary level).
- FGDs with educational staff and individual interviews (IIs) with parents from vulnerable groups. Such parents are a hard-to-reach population of interest and given that their needs can be very specific and sensitive in the discussion, it was decided to use this method of collecting information. These IIs can be conducted online or by phone. The results of the IIs will be indicative and used to complement the data collected from household and educational staff surveys.

Definitions:

- Public school education system – mandatory education of a child at school from the age of 6, which includes several levels. Education includes the obligatory attendance of 9 classes (from 1 to 9) of school and three more classes for the choice in specialized school learning.
- Preschool learning – facultative phase of learning, which is available to all children in Ukraine from 3 to 6/7 years old and allows to prepare a child for the start of school learning.
- Primary/elementary level – mandatory schooling for children from 6/7 years old and includes 4 years of attendance.
- Secondary level – mandatory schooling for children after primary level and includes attendance for 5 years (from 5th to 9th grade).
- Conflict line - areas where combat clashes take place between the Ukrainian and Russian regular armies.
- Frontline territories –territories/oblasts where the conflict line passes or are adjacent to oblasts that were occupied by the Russian army. There are Mykolaivska, Khersonska, Zaporizka, Donetsk and Kharkivska oblasts.
- Displaced persons or internally displaced persons (IDPs) – persons or groups of persons who currently live on the territory of Ukraine and left their place of permanent residence since the beginning of the war on February 24, 2022.

3.2. Population of interest

This research targets the **parents of elementary school children and parents of secondary school children** and will be conducted in 4 oblasts of Ukraine: Zaporizka, Donetsk, Mykolaivska and Khersonska.

HH-level interviews will be conducted with **parents of elementary/primary and secondary school children** to determine the current needs and barriers to online learning. The questionnaire will focus on:

- Awareness about online learning, how accessible online learning is, and whether household economic status (or other factors) affects access to educational services;
- What are the difficulties faced by children (including children with disabilities) in accessing online education; the ways (if any) for overcoming these difficulties; the support received and what additional support is needed?
- What difficulties are experienced by parents/caregivers in supporting their children's education?

- Determining the difference in the perception of online learning and challenges with access to it, including differences in learning behaviour. Assessment of specific education challenges among parents of different age children.

3.3. Secondary data review.

- Grey literature to establish some of the challenges the education system is experiencing due to a large number of destructions of school infrastructure;
- State statistics, including the number of schools, their allocation by oblast, and population coverage to gain an understanding of local education system before the war
- Regional government statistics on damages to educational facilities

Before primary data collection, a secondary data review will be completed to:

- 1) Identify allocated schools and learners in the assessment area for use in sampling for the KIIs and HH interviews.
- 2) Identify typical online learning challenges before the war and their changes after the war.
- 3) Gain an understanding of the current education challenges facing parents with school-age children.
- 4) Refine the specific vulnerable groups and draft hypotheses on how they are affected and what barriers they face with online learning.

Sources

- [REACH assessments, analyses, monitoring and mapping products](#), 2022.
- REACH, [Humanitarian Situation Monitoring](#), 2022.
- Education Cluster, [Education Needs Assessment Survey](#), June 2022.
- State Statistical Services, [Multisectoral statistical information / regional statistics](#), 2018-2022.
- Regional statistics:
 - Regional Statistical Services, [Zaporizhzhia administration](#), 2018-2022.
 - Regional Statistical Services, [Mykolaivska administration](#), 2018-2022.
 - Regional Statistical Services, [Donetska administration](#), 2018-2022.
 - Regional Statistical Services, [Khersonska administration](#), 2018-2022.
- IOM, [Displacement monitoring](#), 2022.
- UN, [Experts of the Committee on the Rights of the Child Commend Ukraine on its Commitment to Child Rights, Ask about the Mental Health of Children in Light of the War and the Evacuation of Children with Disabilities](#), August 2022.

3.4. Primary Data Collection

3.4.1 Structured interviews with public school educational staff

120 Structured interviews with educational staff of elementary/primary and secondary school. In each oblast, schools will be identified in the same localities where the household interviews will take place. No more than 2 interviews will be conducted with elementary and high school educational staff from the same school. Thus, not more than 4 interviews will be collected in one school to assess planning, preparedness, and availability of online learning.

3.4.2 Household interviews with parents of elementary and secondary school children

400 household surveys will be conducted with displaced and non-displaced households to determine the current needs and barriers to learning (with a focus on online learning). In each oblast, 100 households (with primary and secondary school children) will be surveyed. Respondents will be found by KIIS using their own random phone number approach and only households with elementary and secondary school children will be interviewed. If there are children of preschool age in the surveyed households, then additional questions about preschool education will be asked.

3.4.3 Individual interviews with parents (of vulnerable groups)

16 individual interviews will be conducted with parents of children with disabilities. Thus, we can explore their view on the challenges of online learning considering the needs of their children. This will identify the main barriers to access to learning, the unique solutions needed, and what schools can do to better adapt teaching methods for these children.

3.4.4 Focus group discussions with school educational staff

8 Focus group discussions with school educational staff of various subjects to better understand the barriers and coping strategies with online learning. It will also be possible to find what specific knowledge educational staff lack in order to better use the tools for online learning.

Table 1. Data collection methods and samples

TYPE OF DATA	METHOD	OBLAST	RESPONDENTS	SAMPLE SIZE
Quantitative	HH survey	Zaporizka	primary	50
		Donetska	primary	50
		Mykolaivska	primary	50
		Khersonska	primary	50
		Total		200
Quantitative	HH survey	Zaporizka	secondary	50
		Donetska	secondary	50
		Mykolaivska	secondary	50
		Khersonska	secondary	50
		Total		200
Quantitative	Structured interviews	Zaporizka	educational staff - primary	15
		Donetska		15
		Mykolaivska		15
		Khersonska		15
		Total		60
Quantitative	Structured interviews	Zaporizka	educational staff - secondary	15
		Donetska		15
		Mykolaivska		15
		Khersonska		15
		Total		60
TOTAL QUANTITATIVE				520
Qualitative	individual interviews	Zaporizka		4
		Donetska		4
		Mykolaivska		4
		Khersonska		4
		Total		16
	FGDs	Zaporizka		2
		Donetska		2

		Mykolaivska		2
		Khersonska		2
		Total		8
TOTAL QUALITATIVE				24

3.5 Data Processing & Analysis

Qualitative IIs with parents from vulnerable groups and FGDs with school educational staff will be recorded (when consent is given), and interviewers will take notes. Enumerators will transcribe these notes, using recordings to consolidate, as soon as possible after the discussions. In each II/FGD, at least one enumerator will be dedicated to taking notes while another moderates the discussion. Also, after each interview and FGD will complete enumerator debrief forms. For this part of the assessment, data saturation grids will be applied. All data cleaning and analysis will be conducted in Microsoft Excel and reviewed by the IMPACT HQ Research Design and Data (RDD) Unit before the output production.

Quantitative with educational staff and HH interviews: data collection and monitoring will be carried out by a local partner - Kyiv International Institute of Sociology (KIIS).

All quantitative data will be analysed through R or another appropriate software. Analysis will be limited to descriptive statistics. The Database Officer will prepare a syntax file, presenting all analysis performed on the data collected, which will be reviewed by IMPACT HQ's Research Design and Data Unit prior to being published.

4 Key ethical considerations and related risks

For detailed guidance on how to complete this section, see also Step 5 of the IMPACT Research Design Guidelines

The proposed research design meets / does not meet the following criteria:

The proposed research design...	Yes/ No	Details if no (including mitigation)
... Has been coordinated with relevant stakeholders to avoid unnecessary duplication of data collection efforts?	Yes	
... Respects respondents, their rights and dignity (specifically by: seeking informed consent, designing length of survey/ discussion while being considerate of participants' time, ensuring accurate reporting of information provided)?	Yes	
... Does not expose data collectors to any risks as a direct result of participation in data collection?	Yes	
... Does not expose respondents / their communities to any risks as a direct result of participation in data collection?	Yes	
... Does not involve collecting information on specific topics which may be stressful and/ or re-traumatising for research participants (both respondents and data collectors)?	Yes	
... Does not involve data collection with minors i.e. anyone less than 18 years old?	Yes	

... Does not involve data collection with other vulnerable groups e.g. persons with disabilities, victims/ survivors of protection incidents, etc.?	Yes	
... Follows IMPACT SOPs for management of personally identifiable information ?	Yes	

5. Roles and responsibilities

Table 3: Description of roles and responsibilities

<i>Task Description</i>	<i>Responsible</i>	<i>Accountable</i>	<i>Consulted</i>	<i>Informed</i>
<i>Research design</i>	Assessment Officer	Research Manager	IMPACT HQ Research design & Data (RDD) unit	Local authorities in assessed Oblasts
<i>Supervising data collection</i>	Field officer	Field coordinator	IMPACT country representative	Operational partners (ACTED)
<i>Data processing (checking, cleaning)</i>	Assessment Officer	Research Manager	IMPACT HQ RDD Unit	Research manager
<i>Data analysis</i>	GIS/Data officer, Assessment Officer	Assessment Officer; Research Manager	IMPACT HQ RDD unit	Research manager
<i>Output production</i>	Assessment officer	Research manager	IMPACT RRU	IMPACT RRU
<i>Dissemination</i>	Assessment officer	IMPACT country coordinator	IMPACT HQ Research department and Communication department	National: Clusters, working groups and local/oblast authorities International: global clusters/ working groups
<i>Monitoring & Evaluation</i>	Assessment officer, Field officer	Assessment Officer	Research Manager	IMPACT country coordinator; IMPACT HQ RDD department
<i>Lessons learned</i>	Assessment officer, Field office	Assessment Officer	IMPACT HQ RDD Unit; Research Manager	IMPACT country coordinator

6. Data Analysis Plan

Available upon request

7. Monitoring & Evaluation Plan

IMPACT Objective	External M&E Indicator	Internal M&E Indicator	Focal point	Tool	Will indicator be tracked?
Humanitarian stakeholders are accessing IMPACT products	Number of humanitarian organisations accessing IMPACT services/products Number of individuals accessing IMPACT services/products	# of downloads of x product from Resource Center	Country request to HQ	User_log	x Yes
		# of downloads of x product from Relief Web	Country request to HQ		x Yes
		# of downloads of x product from Country level platforms	Country team		x Yes
		# of page clicks on x product from REACH global newsletter	Country request to HQ		x Yes
		# of page clicks on x product from country newsletter, sendingBlue, bit.ly	Country team		<input type="checkbox"/> Yes
		# of visits to x webmap/x dashboard	Country request to HQ		<input type="checkbox"/> Yes
IMPACT activities contribute to better program implementation and coordination of the humanitarian response	Number of humanitarian organisations utilizing IMPACT services/products	# references in HPC documents (HNO, SRP, Flash appeals, Cluster/sector strategies)	Country team	Reference_log	Cluster strategies: Assessment working group, Health.
		# references in single agency documents			
Humanitarian stakeholders are using IMPACT products	Humanitarian actors use IMPACT evidence/products as a basis for decision making, aid planning and delivery	Perceived relevance of IMPACT country-programs	Country team	Usage_Feed back and Usage_Survey template	Usage survey to be distributed to local authorities, local actors, international actors 6 months after publication
		Perceived usefulness and influence of IMPACT outputs			
	Number of humanitarian documents (HNO, HRP,	Recommendations to strengthen IMPACT programs			
		Perceived capacity of IMPACT staff			

	cluster/agency strategic plans, etc.) directly informed by IMPACT products	Perceived quality of outputs/programs			E.g. Usage survey to be conducted at the end of the research cycle related to all outputs, targeting at least 20 partners]
		Recommendations to strengthen IMPACT programs			
Humanitarian stakeholders are engaged in IMPACT programs throughout the research cycle	Number and/or percentage of humanitarian organizations directly contributing to IMPACT programs (providing resources, participating to presentations, etc.)	# of organisations providing resources (i.e.staff, vehicles, meeting space, budget, etc.) for activity implementation	Country team	Engagement_log	x Yes
		# of organisations/clusters inputting in research design and joint analysis			x Yes
		# of organisations/clusters attending briefings on findings:			x Yes

