Research Terms of Reference

Education Sector Needs Assessment in Cox's Bazar District, Bangladesh
BGD1901
Bangladesh

February 2019
V1.0

REACH _Informing more effective humanitarian action_

1. Executive Summary

Country of intervention	_Bangladesh_
Type of Emergency	□ Natural disaster X Conflict
Type of Crisis	□ Sudden onset □ Slow onset X Protracted
Mandating Body/ Agency	_Cox's Bazar Education Sector_
Project Code	_70AIL_
Overall Research Timeframe	18/11/2018 to 09/05/2019

Research Timeframe		
1. Start collect data: 27/01/2018	4. Data sent for validation: 15/03/2019
2. Data collected: 07/03/2018	5. Outputs sent for validation: 14/04/2019
3. Data analysed: 14/03/2019	6. Outputs published: 02/05/2019

Number of assessments	X Single assessment (one cycle)
	□ Multi assessment (more than one cycle)

Humanitarian milestones	**Milestone**	**Deadline**
	Donor plan/strategy	
	Inter-cluster plan/strategy	
	X Cluster plan/strategy	May 2019
	NGO platform plan/strategy	
	Other (Specify):	

Audience Type & Dissemination	**Audience type**	**Dissemination**
	X Strategic	X General Product Mailing (e.g. mail to NGO consortium; HCT participants; Donors)
	X Programmatic	X Cluster Mailing (Education, Shelter and WASH) and presentation of findings at next cluster meeting
	X Operational	X Presentation of findings (e.g. at HCT meeting; Cluster meeting)
	□ [Other, Specify]	X Website Dissemination (Relief Web & REACH Resource Centre)
		X Humanitarianresponse.info
		X Humanitarian Data Exchange

Detailed dissemination plan required	Yes	X	No

General Objective	To inform evidence-based strategic planning by the Cox's Bazar Education Sector and its partners through the provision of up-to-date, relevant and comparable information on the education needs of Rohingya refugee populations[1] in Cox's Bazar district, Bangladesh
Specific Objective(s)	1. Identify key education-related needs among Rohingya refugee children and youth. 2. Identify key gaps in education services currently being provided by Education Sector partners in refugee camps/ settlements . 3. Identify refugee and staff preferences for addressing these needs/gaps. 4. Provide data that is comparable across different camps, age groups, genders, and by disability status, where possible.
Research Questions[2]	**Access and Learning Environment – To what extent are learning spaces equally accessible to all children, supportive of their protection and wellbeing, and adapted to meet their specific learning needs?** • To what extent are refugee children (aged 3-5 and 6-14), adolescents (aged 15-18), and young adults (aged 19-24) participating in learning activities?[3] • What are the main barriers and facilitators to accessing learning activities? • How physically accessible are learning spaces?[4] • To what extent do refugees feel learning spaces provide a safe and secure environment for children/youth? Why/why not? • To what extent are learning spaces able to provide quality basic education services in an appropriate environment? Why/ why not? **Teaching and Learning – To what extent is learning content, that is appropriate to the needs of children, being taught by adequately trained staff, equipped with appropriate materials, over a sufficient amount of contact time?** • To what extent are teaching and learning materials sufficiently available and being used appropriately? • To what extent do refugees perceive the curriculum appropriate to the needs of learners? • To what extent do refugees perceive the languages of instruction used at learning spaces perceived as relevant and effective? • Are teachers adequately trained in creating an inclusive and protective environment for all children, and do they feel confident implementing what they have learned in a classroom environment?? • Are there any factors that disrupt teaching and learning during the school day? **Teachers and Other Education Personnel – To what extent are children being taught by adequate numbers of qualified, properly-supported staff?** • To what extent are teachers and education personnel available and present in learning spaces in sufficient numbers to provide education services to refugees?

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[1] The age groups of interest for this assessment are: children (ages 3-5 and 6-14), adolescents (ages 15-18), young adults (ages 19-24).
[2] Research questions have been aligned to match the core education domains as outlined in the joint education needs assessment framework.
[3] This refers to lessons offered at NGO-run temporary learning spaces, community-run religious spaces (madrassas), community-run religious spaces hosting NGO teachers, NGO-run and community-run home-based education/tutoring. The primary focus for this assessment is education offered at NGO-run temporary learning spaces.
[4] See footnote 2.

	Community Participation – To what extent are parents and community structures engaged in supporting children's education? • To what extent and in what ways is the community being engaged to improve education outcomes for refugees? **Cross-Cutting Issues** • To what extent do prevalence rates for key indicators/trends for key research questions differ according to children's age, gender, disability status and camp of residence? • What are the key changes parents, children,[5] and staff have observed with regard to the provision of education for refugees over the past 12 months?
Geographic Coverage	ISCG/RRRC-recognised refugee camps/settlements in Ukhia and Teknaf Upazilas, Cox's Bazar
Secondary data sources	• Rapid Mental Health and Psychosocial Needs Assessment (March 2018) • Joint Rapid Needs Assessment (January 2018) • Joint Education Needs Assessment (June 2018) • Refugee Multi-Sector Needs Assessment (July 2018) • Refugee Influx Emergency Vulnerability Assessment (August 2018) • An Overview of Madrasahs in the Refugee Camps (August 2018) • Cox's Bazar Host Community Rapid Education and Risk Analysis Preliminary Results Sharing (October 2018), • Current Level of KAPB of the Rohingya Refugees and Host Community in Cox's Bazar (October 2018) • Host Community Multi-Sector Needs Assessment (December 2018) • Child Protection Risks and Needs in Cox's Bazar (November 2018)

Population(s)	□	IDPs in camp	□	IDPs in informal sites
	□	IDPs in host communities	□	IDPs [Other, Specify]
	X	Refugees in camp	□	Refugees in informal sites
	X	Refugees in host communities	□	Refugees [Other, Specify]
	□	Non-displaced (hosting)	□	Non-displaced (not hosting)
	□	Returnees	□	[Other, Specify]
Stratification	X	Geographical: 33 camps/settlements (survey tool) Population size per strata is known? X Yes □ No Rohingya refugees residing across 33 refugee camps and settlements in Ukhia and Teknaf Upazilas	X	Social groups #: 5 (FGD tool) Population size per strata is known? □ Yes X No - Male/female refugee parents - Male/female refugee children (aged 12-15) - Male/female refugee parents of children with disabilities - Male/female Bangladeshi teachers - Male/female Rohingya facilitators
Data collection tool(s)	X	Structured (Quantitative)	X	Semi-structured (Qualitative)

	Sampling method	**Data collection method**
Structured data collection tool # 1	Simple randomX Probability / Stratified sampling	X Household interview (Target #): 3,336 household interviews with primary caregivers

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[5] Any FGDs conducted with children of school-going age (ages 12-15) will be conducted by education sector partners' staff and not by REACH data collection teams.

– Household survey		at a 95% level of confidence with +/- 10% margin of error at camp level, 95% confidence and +/- 5% at zone level (Kutupalong-Balukhali Extension, Whykong Camps, Teknaf Camps)
Semi-structured data collection tool # 2 – FGD with refugees	X Purposive	X Group discussion (Target #): 16 in total 3 with male parents, 3 with female parents 1 with male parents of children with disabilities 1 with female parents of children with disabilities 3 with male children (12-15; to be implemented by sector partners) 3 with female children (12-15; to be implemented by sector partners)
Semi-structured data collection tool # 3 – FGD with teachers	X Purposive	X Group discussion (Target #): 12 in total 3 with male Rohingya instructors 3 with female Rohingya instructors[6] 3 with male Bangladeshi teachers 3 with female Bangladeshi teachers
Structured data collection tool # 4 – Direct observation	X Other	X Direct observations of NGO-run Temporary Learning Spaces: 333 (sample of 2,467 operational facilities at 95% confidence level, 5% confidence interval)
Data management platform(s)	X IMPACT	□ UNHCR
	□ [Other, Specify]	
Expected output type(s)	X Presentation (Preliminary findings) #: 1	X Report #: 1 X Factsheet #: 34
Access	X Public (available on REACH resource center and other humanitarian platforms)	
Visibility *Specify which **logos** should be on outputs*	REACH, UNICEF, Cox's Bazar EDUCATION Sector	

2. Rationale

Since August 2017, more than 700,000 Rohingya refugees have arrived in Bangladesh's Cox's Bazar District from Myanmar.[7] As of November 15, 2018, approximately 460,000 are Rohingya children residing in Cox's Bazar, who are almost solely reliant on international and national NGOs as providers of non-formal education. As the result of the large and rapid influx of refugees, humanitarian aid agencies have attempted to respond to address the needs of this population but are restrained by the lack of space for safe dwelling and facilities. The Education Sector faces additional challenges due to government restrictions preventing any formal or non-formal education programmes being offered to the Rohingya.[8] These

[6] Rohingya refugees cannot formally function as "teachers" as they are not officially certified in Bangladesh. Rohingya staff working in learning centres are generally referred to as "instructors" or "facilitators."

[7] Inter-Sector Coordination Group. Situation Report Rohingya Refugee Crisis, Cox's Bazar, 1 November 2018.

[8] "Non-formal education" in Bangladesh refers to government-approved, semi-certified education programming that occurs outside of the formal school system. While a small number of registered refugees remaining from previous rounds of displacement in the 1990s are permitted to access these services, the vast majority of refugees—arriving in two waves of displacement in October 2016 and August/September 2017—do not. See The Right to Education Denied for Rohingya Refugees in Bangladesh, Burmese Rohingya Organisation UK, 2018.

significant restraints require a creative and targeted response to create the maximum impact in terms of learning outcomes within the physical and operational space available.

To inform the response, in December 2017, the Education and Child Protection Sectors conducted a Joint Rapid Needs Assessment focusing on sector specific needs.[9] This assessment, however, was not comprehensive nor representative enough to address significant information gaps, specifically lacking information on the perspective of adolescents and camp-level data on attendance. In February 2018, a Joint Education Needs Assessment was conducted to further identify the key needs and address these information gaps in the Education in Emergency response. This assessment had several limitations on representativeness, poor quality of data collected from FGDs, and lack of direct assessment or observations of learning centres.[10] In addition, the overall humanitarian context in Cox's Bazar has, over the course of 2018, shifted from an acute phase with emphasis primarily on extending maximum coverage of life-saving services to affected populations to a more protracted environment in which humanitarian actors are placing an increased emphasis on improved quality of service provision and expanded community participation in the planning, implementation and monitoring of activities. The objective of this assessment is therefore to fill outstanding information gaps, identify the current education needs of the Rohingya refugee populations in Cox's Bazar, and provide data to inform the 2019 Education Sector Strategic plan.

3. Methodology

Methodology overview

The assessment will utilize a mixed-methods approach consisting of both probability and non-probability (purposive) sampling and collecting both qualitative and quantitative data through household surveys, focus group discussions, and direct observation of learning centre facilities. In addition, a secondary data review will be conducted looking at previous education assessments and other education-related reports in order to contribute to research design and triangulate/contextualise research findings. The following data collection components will cover the following focus areas of the research:

- Household surveys
  - Access and learning environment
  - Teaching and learning
  - Cross-cutting issues
- Refugee focus group discussions (FGDs) with parents, parents of children with disabilities, and adolescents
  - Access and learning environment
  - Teaching and learning
  - Community participation
  - Cross-cutting issues
- Teacher focus group discussions (FGDs)
  - Teaching and learning
  - Teachers and other education personnel
  - Community participation
  - Cross-cutting issues
- Direct observation / Staff survey at learning spaces
  - Access and learning environment
  - Teaching and learning

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[9]   Joint Education Needs Assessment: Rohingya Refugee in Cox's Bazar, Cox's Bazar Education Sector, June 2018. https://reliefweb.int/sites/reliefweb.int/files/resources/cxb_jena_assessment_report-180607.pdf (accessed 19 January 2019).
[10] Joint Education Needs Assessment: Rohingya Refugee in Cox's Bazar, p. 14.

The assessment will be coordinated through the Education Need Assessment Task Force of the Cox's Bazar Education Sector, with data collected jointly by REACH staff and partner organisation staff.

Population of interest

The populations of interest are Rohingya refugee households with children aged 3 to 24 residing in the 34 ISCG/RRRC-recognised camps in Cox's Bazar district, as well as teachers and education personnel providing education services to this population. For refugees, information will be collected through primary caregivers regarding children of different age groups (children aged 3 to 5, children aged 6 to 14, adolescents aged 15 to 18, and young adults aged 19 to 24), genders (male and female), and disability status (with disabilities and without disabilities). For teachers and instructors, included will be teachers from both genders (male and female) and from different backgrounds (Rohingya and Bangladeshi).

Secondary data review

Inter-agency needs assessments specifically focusing on education conducted to date include the Joint Rapid Needs Assessment in January 2018 (data collected November 2017) and the Joint Education Needs Assessment in June 2018 (data collected February 2018). Despite their limitations discussed above, these assessments provided insight on the situation of education needs for the Rohingya refugee population in Cox's Bazar current at the time of assessment and highlight the information gaps that exist. In addition to these, assessments conducted on mental health and psychosocial support (MHPSS) and child protection will be reviewed as these cover issues that factor into access to education. Key findings and information gaps in these existing reports and assessments will be identified to help focus and develop the research questions, and to inform analysis and interpretation of data collected.
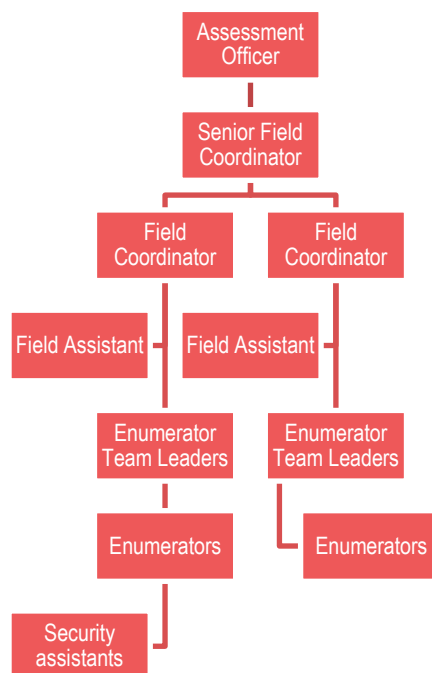
Primary Data Collection

Data collection will be conducted through a household survey, focus group discussions, and direct observation. Prior to the drafting of research questions and tools, Education Sector partners were invited to take part in an inception workshop in December 2018 to identify key information needs and gaps to better guide the research design process. Based on the discussions that took place, specific research questions were drafted by REACH and reviewed by partners. Following incorporation of any received feedback and approval, specific indicators and question framings will be drafted by REACH and reviewed by REACH technical teams in Geneva as well as partners in country before finalisation. Over the course of the pilot phase of data collection, it may be necessary to adjust data collection tools based on early findings. Data will be collected primarily by REACH teams, supported by a small number education sector partner staff. REACH will analyse data and submit preliminary findings with the Education Sector. Based on this information and feedback, REACH will draft a final report, which will be produced and reviewed by sector partners and REACH Geneva teams prior to publication.

Team structure

The assessment team will be overseen by an international Assessment Officer and a national Senior Field Coordinator. The team will be split into two, covering the household survey and facility survey respectively. The household survey team will be led by a national Field Coordinator, supported by a Field Assistant. The Field Coordinator will manage 7 team leaders, each of whom will manage a team of 6 enumerators (total 42). Given that the household survey will interview primary caregivers, most of whom are anticipated to be female, the household survey team will be made up entirely of female enumerators in order to maximise acceptability in a conservative cultural context and minimise response bias and the risk of non-participation (this approach will be reviewed following the pilot, where respondents' receptiveness to female enumerators interviewing male primary caregivers will be reviewed). All enumerators for this component will be accompanied by male security assistants to minimise security risk/harassment. The facility survey team will be led by a second national Field Coordinator supported by a second Field Assistant. The field coordinator will manage 2 team leaders, each of whom will manage a team of 6 enumerators (total 12). All enumerators for this component will be mixed male/female pairs to minimise security risk/harassment. Focus group discussions will be implemented by Field Coordinators and Field assistants from both teams in the case of discussions with parents and teachers/instructors, and by Education Sector partner staff in the case of discussions with children. See Figure 1 below.

Figure 1: Assessment team structure

All participating staff will receive training by REACH. Training will include objectives and methodology of the assessment, field data collection protocols, clarification of tools/agreement on standards for recording responses, and multiple rounds of practice with tools. REACH will ask Education partners to provide training on child safeguarding/PSEA for all team members, especially any that will come into contact with minors during the course of facility assessments of Temporary Learning Spaces. REACH will work with Translators Without Borders to translate tools into Rohingya and review language issues with the team prior to data collection. Following training, tools and data collection protocols will be piloted to identify and rectify any problems before full roll-out of data collection.

Household surveys

For the household survey, quantitative data will be collected on refugee perceptions on access to education, main barriers or challenges, priorities for improvement, and other education-related issues. Data collected from the survey is expected to build upon and address the key gaps left by the previous education assessments. Prior to the start of data collection, finalised surveys will be translated and coded into Kobo for use with smartphones.

Sample size will consist of approximately 3,336 household interviews, allowing for a 95% confidence level and 10% margin of error for each camp at the household level. Household-level data will also be aggregated up to weighted averages representative at 95% confidence level and 5% margin of error for each of the three distinct geographic zones characterising the response,[11] and to 95% confidence level and 2% margin of error for the refugee population as a whole. Only households with children and youth aged 3 to 24 will be eligible for interview.[12] Within each household, the self-reported primary caregiver to the household's children will be interviewed.

During the interview, data will be collected directly regarding the knowledge, attitudes and perceptions of the primary caregiver. In addition, data will also be collected indirectly, through the primary caregiver, on all individual children within the household. This data will be presented disaggregated at camp, zone and response level for age/gender (males/females aged 3-5, 6-14, 15-18, 19-24), and at response level for disability status. Based on projections on the numbers of individuals

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[11] The Kutupalong-Balukhali megacamp, containing 25 camps; Whykong Union, containing 3 camps, and Teknaf Union, containing 5 camps.
[12] Since the population of households with children/youth aged 3-24 in each camp is not known, an infinite population will be used as a proxy when calculating sample sizes for each camp to avoid the risk of accidental under-sampling.

expected to be assessed through this approach,[13] it is anticipated that a minimum number of individuals aged 6-14 will be assessed to be able to provide generalisable, gender-disaggregated data at a minimum of 90% confidence level and 10% confidence interval at camp, zone, and whole-of-population levels. By contrast, it is anticipated that gender-disaggregated data for children aged 3-5 and youth aged 15-18 and 19-24 will only be presented at zone and whole-of-population levels, with age-disaggregated data for children with disabilities only available at whole-of-population levels. See Table 1 below:

Table 1: Projected availability of generalisable data for individuals by age, gender, disability status, and geographic area[14]

Age group	Male			Female			With disabilities (both genders)			Both genders		
	Camp	Zone	All camps	Camp	Zone	All camps	Camp	Zone	All camps	Camp	Zone	All camps
Aged 3-5		x	x		x	x			x		x	x
Aged 6-14		x	x		x	x			x	x	x	x
Aged 15-18		x	x		x	x			x		x	x
Aged 19-24		x	x		x	x			x		x	x

X = data projected to be available

In the absence of an available household list for each camp, shelter footprints will be used as a proxy sample frame, from which a simple random sample will be generated. REACH will overlay ISCG camp boundaries onto Open Street Map shelter footprint data so that all shelters existing in the camps can be identified. From there, a random distribution of GPS points will be generated, with each GPS point indicating a shelter to be surveyed. GPS points and a map of each camp will then be uploaded to enumerator phones using the Maps.Me app. Each day, enumerators will be assigned a list of GPS points by their team leaders, and instructed to navigate to each point and select the nearest household for interview. If an identified shelter does not contain anyone eligible for interview (nobody age 18 and over at home, household contains no individuals aged 3-24, building is not residential), enumerators will move on to the next assigned shelter. Prior to each interview, informed consent will be asked of the respondent. Interviews will be administered using the questionnaire previously uploaded onto smartphones.

Focus group discussions

For the FGDs, a total of 26 group discussions consisting of 6 to 10 individuals each will take place. Based on the study's research questions, FGDs will be sampled according to the strata outlined in Table 1. The number of groups to be sampled aims to balance the diversity of respondents required by the research questions for this assessment, with the time and resources available to implement it. In locating refugee participants for discussions, a question will be included at the end of the household survey asking, "Would you be interested in and available to take part in a focus group discussion?", with contact information to be collected if they answered "Yes". In the first week of data collection, a list of potential participants for FGDs would be determined from respondents who match the profile needed (i.e. male parents with children, male parents with children with disabilities, etc.) and who have answered yes when asked if they would be willing to take part in an FGD. From this collected list of potential participants, participants to reach out to will be randomly selected to take part in discussions. In locating teacher participants for discussions, sector partners will be reached out to for assistance in seeking potential participants.

Table 1: Number of FGDs to be implemented (total)

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[13] These have been calculated by: i) establishing the average number of individuals in each group present in each household based on REACH-UNHCR Multi-Sector Needs Assessment data; and ii) multiplying these by the target number of interviews for each camp/zone, and for the population overall.

[14] Please refer to Annex 2 for anticipated margin of error per strata

Gender	Parents	Children aged 12-15	Rohingya instructors	Bangladeshi teachers	Parents of children with disabilities	Total
Male	3	3	3	3	1	13
Female	3	3	3	3	1	13
Total	6	6	6	6	2	26

FGDs will collect qualitative data focusing on themes similar to those explored in the survey, with an emphasis on contextualising survey responses and exploring "how" and "why" questions. A total of 26 FGDs will be undertaken. In order to attempt to capture the diversity of the contexts and experiences of the population, one site will be in a congested but accessible part of the Kutupalong-Balukhali extension site, one will be in a less-congested but less well-serviced part of the Kutupalong-Balukhali extension site, and one will be in a Teknaf site where Roingyas live side by side with host communities (camps 23-27). In each site, one FGD with male and one with female participants will be conducted for parents, children aged 12-15,[15] Rohingya volunteers, and Bangladeshi teachers. An additional two FGDs will be conducted with male and female parents of children with disabilities in the Kutupalong-Balukhali extension site. This breakdown of FGDs represents an effort to balance capturing the diversity and experiences of different locations and groups while working within the time and budget limitations of the study. REACH will aim to involve Site Management Sector (SMS) partners or other neutral third parties in recruiting FGD participants, seeking diverse participants of different ages interfacing with different learning spaces as far as possible. Working through SMS agencies is preferred over recruiting through sector partners due to the risk in the latter case of partners recruiting beneficiaries whose relationship to the partner may then bias (either positively or negatively) their responses.

Each FGD will involve a note-taker and a moderator matched to the gender of the group. Moderators and note-takers will receive extensive training and FGDs will be piloted prior to full roll-out. Where relevant and depending on interest from partners, interested partner staff may also be requested to support moderating and note-taking alongside REACH staff.

Direct observation

For the direct observation component, enumerators will collect quantitative data focusing on access and learning environment, and teaching and learning. This will be achieved through conducting a simple random sample of the 2,467 facilities currently operated by sector partners to collect data generalisable to facilities as a whole at 95% confidence level and 5% confidence interval. The total number of facilities to be assessed is 333. This component will involve a mix of direct observations using a checklist of objectively verifiable indicators, and short interviews with staff using a closed questionnaire. All data will be entered into Kobo.

In coordinating with Education Sector partners, learning facilities will be informed by their respective organizations that enumerators will be scheduled to visit these facilities, however the specific dates of these visits will not be given to these facilities in order to reduce the risk of staff preparing facilities specifically in anticipation of being assessed, which could potentially bias results. Enumerators will meet with and seek informed consent from staff at these facilities, sign in, and sign any required code of conduct documents prior to conducting assessments. As with all other activities, REACH teams will wear visibility at all times in order to be clearly identifiable to all research participants.

Data Processing & Analysis

Data Processing

Cleaning and checking of household survey data will be conducted on a daily basis by REACH teams according to a set of pre-established Standard Operating Procedures (SoP). Data cleaning will include outlier checks, analysis of 'other' responses, identification and removal or replacement of incomplete or inaccurate records, and recoding and standardizing entries. All changes will be recorded in a data cleaning log. Data checking will involve review of GPS points of survey instances collected against originally assigned GPS points, length of time taken per questionnaire, and number of interviews

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[15] This age group has been selected as old enough to contribute meaningfully in a standard focus group format. REACH global policy prohibits directly involving children aged 15 or under in research activities. To implement these discussions, REACH will request the support of education sector partner staff.

per enumerator. A daily report of identified issues will be produced by REACH's data team and provided to field teams for inclusion in daily briefings. During data collection, assessment team leaders will monitor enumerator interview practices using a quality checklist and provided feedback on an ad-hoc basis and during daily briefings. Daily briefings will take place at the start of each day of data collection. Data checking of FGD data will take place during debriefings at the end of each day of data collection where transcripts will be reviewed for clarity and accuracy. All identifying data will be stripped from databases/transcripts prior to analysis and publication. Databases containing potentially identifying data will be password protected with access limited to key staff; raw FGD transcripts will be stored in locked cabinets.

Data Analysis

Following the finalisation of tools, a data analysis plan for both quantitative and qualitative tools will be developed ensuring linkages between questionnaire questions/responses, reporting on indicators, and stratification of the sample. Based on the plan's quantitative component, REACH will develop an initial analysis syntax using R software to run data analysis automatically. Qualitative data will be analysed thematically using QSR NVIVO software and input into a saturation grid. A preliminary findings presentation will be produced and shared with Education Sector partners at an analysis workshop. Input from the joint analysis workshop will then feed into the development of the final report. After the final products are completed, they will once again be sent back to Education Sector partners for final review. Raw data, analysis tables and final products will be made publicly available on commonly-used web platforms including Humanitarian Data Exchange (HDX) and HumanitarianResponse.info as they are produced, and will be usable under Creative Commons Attribution.

Throughout the assessment process, REACH's technical team in Geneva will conduct internal review and validation of tools and products in order to ensure they meet REACH's organisational quality standards.

4. Roles and Responsibilities

Task Description	Responsible	Accountable	Consulted	Informed
Research design	Assessment Officer	Country Focal Point	IMPACT HQ, GIS Officer, Education sector	Education sector lead, IMPACT HQ
Supervising data collection	Field Coordinator, Field Assistant, and Team Leader	Country Focal Point	GIS Officer	
Data processing (checking, cleaning)	Assessment Officer/GIS Officer	Country Focal Point	GIS Officer	
Data analysis	Assessment Officer/GIS Officer	Country Focal Point	IMPACT HQ, GIS Officer, Education sector	
Output production	Assessment Officer	Country Focal Point	IMPACT HQ, GIS Officer	Education sector lead, IMPACT HQ
Dissemination	Assessment Officer	Country Focal Point	GIS Officer	Education sector lead, IMPACT HQ
Monitoring & Evaluation	Assessment Officer	Country Focal Point	IMPACT HQ, Country Focal Point	IMPACT HQ

Lessons learned	Assessment Officer	Country Focal Point	Country Focal Point	IMPACT HQ

5. Data Analysis Plan

Data Analysis Plan: Education Needs Assessment

6. Data Management Plan

7.	Administrative Data			
Research Cycle name	*BGD1901*			
Project Code	*70AIL*			
Donor	*UNICEF*			
Project partners	*N/A*			
Research Contacts	*Rafael Panlilio rafael.panlilio@reach-initiative.org* *Oliver Lough oliver.lough@reach-initiative.org*			
Data Management Plan Version	*Date: 09/01/2019*		*Version: 1.0*	
Related Policies	*IMPACT data protection SoPs*			
Documentation and Metadata				
What documentation and metadata will accompany the data? *Select all that apply*	x	Data analysis plan	x	Data Cleaning Log, including: x Deletion Log x Value Change Log
	x	Code book	x	Data Dictionary
	x	Metadata based on HDX Standards	□	[Other, Specify]
Ethics and Legal Compliance				
Which ethical and legal measures will be taken?	x	Consent of participants to participate	□	Consent of participants to share personal information with other agencies
	□	No collection of personally identifiable data will take place	x	Gender, child protection and other protection issues are taken into account
	□	All participants reached age of majority	x	All participants will be aged 15 and over
Who will own the copyright and Intellectual Property Rights for the data that is collected?	*UNICEF*			
Storage and Backup				
Where will data be stored and backed up during the research?	x	IMPACT/REACH Kobo Server	□	Other Kobo Server: *[specify]*
	□	IMPACT Global Physical / Cloud Server	□	Country/Internal Server
	□	On devices held by REACH staff	x	REACH Bangladesh Office (hard copy FGD transcripts)
	□	[Other, Specify]		
Which data access and security measures have been taken?	x	Password protection on devices/servers	x	Raw data access is limited to REACH staff
	x	Form and data encryption on data collection server	□	Partners signed an MoU if accessing raw data
	□	[Other, Specify]		
Kobo Access Rights				

Kobo Access	Person	Account Name
View Form	Rafael Panlilio, Yannick Pascaud	Reach_BGD
View and Edit Form	Rafael Panlilio, Yannick Pascaud	Reach_BGD
View Form and Submit Data	Enumerators, Team Leaders, Field Coordinators	Reach_BGD
Download Data	Yannick Pascaud	Reach_BGD

Raw Data Access Rights

Raw Data Access	Reason	Person
Accountable	Accountable	Glen Poresh
Access	Monitoring and data checking during assessment, data cleaning	Rafael Panlilio
Access	Monitoring enumerator sample point locations using GIS software; data cleaning	Yannick Pascaud
Access	Quality control and backstopping	Ollie Lough

Preservation

Where will data be stored for long-term preservation?	☐	IMPACT / REACH Global Cloud / Physical Server	x	OCHA HDX
	x	REACH Country Server	☐	[Other, Specify]

Data Sharing

Will the data be shared publically?	x	Yes	☐	No, only with mandating agency / body
Will all data be shared?	☐	Yes	x	No, only anonymized, cleaned
	☐	No, [Other, Specify]		
Where will you share the data?	x	REACH Resource Centre	x	OCHA HDX
	x	HumanitarianResponse	☐	[Other, Specify]

Data protection risk assessment

Have you completed the Indicators Risk Assessment table below?	x	Yes		No
	[Please complete the first 4 columns in the Indicators Risk Assessment table below]			

Risk indicator	Type of identification risk	Disclosure implications	Benefits	Class	Required mitigation
GPS points of sampled households	*Data could be used identify the location of children with specific vulnerabilities, since these vulnerabilities*	*Targeting of vulnerable children (for example, by trafficking groups).*	*GPS points critical to allow for monitoring of enumerator team adherence to sampling protocols, and to conduct*	B2	To be permanently deleted from raw dataset as soon as cleaning and analysis completed Access to raw dataset containing this information only

are also being captured through the survey			*secondary spatial analysis*		limited to the person listed above for data checking, cleaning and monitoring access (Rafael Panlilio, Yannick Pascaud)
Phone numbers of household survey respondents	*Identification of respondent through direct contact details*	*Loss of privacy, potential targetting based on responses provided in survey*	*To identify FGD participants as per required stratification criteria*	B1	To be permanently deleted from raw dataset as soon as FGD data collection completed Access to raw dataset containing this information only limited to the person listed above for data checking, cleaning and monitoring access (Rafael Panlilio, Yannick Pascaud)

Responsibilities	
Data collection	*Rafael Panlilio, Rafael.panlilio@reach-initiative.org*
Data cleaning	*Yannick Pascaud, Senior GIS Officer, Yannick.pascaud@reach-initiative.org*
Data analysis	*Yannick Pascaud, Senior GIS Officer, Yannick.pascaud@reach-initiative.org AND Rafael Panlilio, Rafael.panlilio@reach-initiative.org*
Data sharing/uploading	*Rafael Panlilio, Rafael.panlilio@reach-initiative.org*

8. 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 report, factsheets and dataset from Resource Center	Country request to HQ	User_log	Yes
		# of downloads of report, factsheets and dataset from Relief Web	Country request to HQ		Yes
		# of downloads of report, factsheets and dataset from Country level platforms	Country team		Yes
		# of page clicks on report, factsheets and dataset from REACH global newsletter	Country request to HQ		No
		# of page clicks on report, factsheets and dataset from country newsletter, sendingBlue, bit.ly	Country team		No
		# of visits to x webmap/x dashboard	Country request to HQ		N/A
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	*Education sector 2019 strategy JRP 2019 mid-term review* *UNICEF education sector strategy*
		# 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_Feedback *and* Usage_Survey template	*Usage survey to be conducted with Education Sector partners in June following end of assessment*
		Perceived usefulness and influence of IMPACT outputs			
		Recommendations to strengthen IMPACT programs			
		Perceived capacity of IMPACT staff			
		Perceived quality of outputs/programs			

	Number of humanitarian documents (HNO, HRP, cluster/agency strategic plans, etc.) directly informed by IMPACT products	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

Annex I – Household Survey Sample Sizes

Zone	Camp	Total Families	Sample (representative at camp level at 95/10)	Sample (representative at zone level at 95/5)	Required sample	Buffer to account for non-eligibility rate	Required sample points
Kutupalong-Balukhali	Camp 1E	9303	97	21	97	25%	122
	Camp 1W	9456	97	22	97	25%	122
	Camp 2E	7237	97	16	97	25%	122
	Camp 2W	5920	97	14	97	25%	122
	Camp 3	9206	97	21	97	25%	122
	Camp 4	7891	97	18	97	25%	122
	Camp 4 Extension	1419	97	2	97	25%	122
	Camp 5	6044	97	14	97	25%	122
	Camp 6	5815	97	14	97	25%	122
	Camp 7	9370	97	22	97	25%	122
	Camp 8E	7202	97	17	97	25%	122
	Camp 8W	7465	97	18	97	25%	122
	Camp 9	8672	97	20	97	25%	122
	Camp 10	7649	97	18	97	25%	122
	Camp 11	7118	97	17	97	25%	122
	Camp 12	5258	97	12	97	25%	122
	Camp 13	9789	97	23	97	25%	122
	Camp 14	7049	97	16	97	25%	122
	Camp 15	11182	97	26	97	25%	122
	Camp 16	4880	97	11	97	25%	122
	Camp 17	4004	97	9	97	25%	122
	Camp 18	6498	97	16	97	25%	122
	Camp 19	4821	97	11	97	25%	122
	Camp 20	1770	97	4	97	25%	122
	Camp 20 Extension	1076	97	2	97	25%	122
Whykong	Camp 21	3010	97	113	113	25%	142
	Camp 22	4585	97	172	172	50%	258
	Camp 23	2661	97	100	100	200%	301
Teknaf	Camp 24	7761	97	106	106	100%	212
	Camp 25	2143	97	30	97	100%	194
	Camp 26	9398	97	129	129	100%	258
	Camp 27	3150	97	43	97	100%	194
	Nayapara RC*	5705	97	78	97	25%	122
	TOTAL	**204,507**	**3,298**	**1,155**	**3,336**	**--**	**4,731**

Source: UNHCR Population Data and Key Demographical Indicators, 31 December 2018

Annex II – Anticipated generalisability of age/gender/disability disaggregated data for individual household members derived from household survey strata

This annex outlines the anticipated numbers of individual children/youth of each age/gender/disability group to be assessed through the household survey. These anticipated numbers are based on average household profiles for households containing children/youth aged 3-24 constructed based on REACH/UNHCR July 2018 Multi-Sector Needs Assessment data. Based on this, it estimates the anticipated margin of error to which these data can be generalised to the total population of these groups at different geographical levels, assuming a 95% confidence level.

Anticipated numbers of individuals to be assessed per geographic stratum, based on average household profile for eligible households, by age and gender

Age/gender group	Average anticipated number per eligible household			Anticipated number of individuals to be assessed based on targeted sample size														
				Camp-level			Kutupalong			Whykong			Teknaf			All camps		
	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall
Aged 3-5	0.31	0.31	0.62	30	30	60	752	752	1,504	119	119	239	163	163	326	1,034	1,034	2,068
Aged 6-14	0.75	0.75	1.50	73	73	146	1,819	1,819	3,638	289	289	578	395	395	789	2,502	2,502	5,004
Aged 15-18	0.15	0.15	0.30	15	15	29	364	364	728	58	58	116	79	79	158	500	500	1,001
Aged 19-24	0.25	0.25	0.50	24	24	49	606	606	1,213	96	96	193	132	132	263	834	834	1,668

Anticipated numbers of individuals with disabilities to be assessed, based on average household profile for eligible households, by age and gender

Age/gender group	Average anticipated number per assessed household			Anticipated number assessed through target sample size		
	Male	Female	Overall	Male	Female	Overall
Aged 3-5	0.010	0.010	0.021	35	35	70
Aged 6-14	0.036	0.036	0.071	119	119	238
Aged 15-18	0.014	0.014	0.028	46	46	93
Aged 19-24	0.020	0.020	0.041	68	68	136

Anticipated margin of error for data collected through household survey, on individuals of different age/gender groups, at different levels of stratification, based on numbers to be assessed (95% confidence level)

Geographical stratum	Aged 3-5				Aged 6-14				Aged 15-18				Aged 19-24			
	Male	Female	With disabilities	Total	Male	Female	With disabilities	Total	Male	Female	With disabilities	Total	Male	Female	With disabilities	Total
Camp-level	19%	19%	N/A	13%	13%	13%	N/A	9%	20%	20%	N/A	14%	20%	20%	N/A	14%
Kutupalong zone	4%	4%	N/A	3%	3%	3%	N/A	2%	5%	5%	N/A	3%	5%	5%	N/A	3%
Whykong zone	9%	9%	N/A	7%	6%	6%	N/A	5%	10%	10%	N/A	7%	11%	11%	N/A	8%
Teknaf zone	8%	8%	N/A	6%	6%	6%	N/A	4%	9%	9%	N/A	6%	9%	9%	N/A	7%
Overall	4%	4%	12%	3%	3%	3%	7%	2%	4%	4%	11%	3%	4%	4%	9%	3%