

Research Terms of Reference

Barriers and Enablers to Education in Libya

LBY2301

Libya

October 2023

V2

REACH Informing
more effective
humanitarian action

1. Executive Summary

Country of intervention	Libya			
Type of Emergency	<input type="checkbox"/>	Natural disaster	<input checked="" type="checkbox"/> Conflict	<input type="checkbox"/> Other (<i>specify</i>)
Type of Crisis	<input type="checkbox"/>	Sudden onset	<input type="checkbox"/> Slow onset	<input checked="" type="checkbox"/> Protracted
Mandating Body/ Agency	Education Cannot Wait consortium			
IMPACT Project Code	14FGV			
Overall Research Timeframe (<i>from research design to final outputs / M&E</i>)	04/01/2023 to 01/25/2024			
Research Timeframe <i>Add planned deadlines (for first cycle if more than 1)</i>	1. Pilot/ training: 27/07/2023		6. Preliminary presentation: _/ _/ _ _	
	2. Start collect data: 07/08/2023		7. Outputs sent for validation: 14/12/2023 and 15/01/2024	
	3. Data collected: 04/11/2023		8. Outputs published: 16/01/2024 and 20/01/2024	
	4. Data analysed: 24/11/2023		9. Final presentation: 15/03/2024	
	5. Data sent for validation: 25/11/2023			
Number of assessments	<input checked="" type="checkbox"/>	Single assessment (one cycle)		
	<input type="checkbox"/>	Multi assessment (more than one cycle)		
Humanitarian milestones <i>Specify what will the assessment inform and when</i>	Milestone		Deadline	
	<input type="checkbox"/>	Donor plan/strategy	_/_/ _ _ _ _	
	<input type="checkbox"/>	Inter-cluster plan/strategy	_/_/ _ _ _ _	
	<input type="checkbox"/>	Cluster plan/strategy	_/_/ _ _ _ _	

<p><i>e.g. The shelter cluster will use this data to draft its Revised Flash Appeal;</i></p>	<input type="checkbox"/>	NGO platform plan/strategy	_ / _ / _ _ _	
	<input checked="" type="checkbox"/>	Other (Specify): Consortia activities	_ / _ / _ _ _	
<p>Audience Type & Dissemination <i>Specify who will the assessment inform and how you will disseminate to inform the audience</i></p>	<p>Audience type</p> <input checked="" type="checkbox"/> Strategic <input checked="" type="checkbox"/> Programmatic <input checked="" type="checkbox"/> Operational <input type="checkbox"/> [Other, Specify]		<p>Dissemination</p> <input checked="" type="checkbox"/> General Product Mailing (e.g. mail to NGO consortia; HCT participants; Donors) <input checked="" type="checkbox"/> Cluster Mailing (Education, Child Protection, MHPSS Technical Working Groups) <input checked="" type="checkbox"/> Presentation of findings (Education, Child Protection, MHPSS Technical Working Groups) <input checked="" type="checkbox"/> Website Dissemination (Relief Web & REACH Resource Centre) <input type="checkbox"/> [Other, Specify]	
<p>Detailed dissemination plan required</p>	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
<p>General Objective</p>	This research aims to help inform the decision-making and programming of education actors in Libya, through the strengthening of the understanding of the main barriers and enablers to enrolment and regular attendance, among Libyan, migrant and refugee populations across all 3 Libyan regions.			
<p>Specific Objective(s)</p>	<ol style="list-style-type: none"> 1. Provide a comprehensive understanding of the obstacles and enablers to continuous enrolment and regular attendance of school-aged children. 2. Shed light on how the importance of these barriers and enablers may vary based on whether the child is part of the Libyan host community, is a migrant, or a refugee. 3. Explore how some barriers and enablers may play a more central role for the following vulnerable groups: children in rural areas, children within households of low socioeconomic status, girls, children with disabilities, migrant and refugee children, children with an undocumented legal status 4. Shed light on how the importance of these barriers and enablers may vary per region. 5. Highlight the next steps to be taken for future assessments that will focus on education in Libya. 			

	[Check the Key Definitions part (page 8) of the 3. Methodology for the definitions of technical terms like “out-of-school”, “regular attendance”, “enrollment”, “school-aged children”, etc]		
Research Questions	<ol style="list-style-type: none"> 1. What are the main factors (barriers) that contribute to non-regular attendance, dropouts, and out-of-school-tendencies? 2. What are the main factors (enablers) that promote enrollment, regular attendance and continuation thereof (remaining in schools)? 3. How do these factors vary across <ol style="list-style-type: none"> a. regions (east, west and south) b. populations groups (Libyan children, migrant and refugee children) c. Vulnerability groups (children with undetermined legal status, children from rural areas, children with disabilities, children from low socio-economic background and girls) 		
Geographic Coverage	The research will cover the three regions of Libya with 8 baladiyas overall: West: Tripoli, Hay Andalus, Misrata, Abu Selim. South: Ubari, Sebha, Ghat. East: Ajdabiya		
Secondary data sources	For the secondary data sources, the resources used are the following: -Results tables of the 2022 Libyan MSNA -Results tables of the 2022 migrants and refugees MSNA -IOM DTM round 44 migrant and refugee population data -2022 Humanitarian Needs Overview -2022 Libyan MSNA factsheet -2022 Migrants and Refugees MSNA: Migrants factsheet -2022 Migrants and Refugees MSNA: Refugees factsheet -2022 Joint Education Needs Assessment -The International Network for Education in Emergencies (INEE)		
Population(s) <i>Select all that apply</i>	<input type="checkbox"/>	IDPs in camp	<input type="checkbox"/> IDPs in informal sites
	<input type="checkbox"/>	IDPs in host communities	<input type="checkbox"/> IDPs [Other, Specify]
	<input type="checkbox"/>	Refugees in camp	<input checked="" type="checkbox"/> Refugees in informal sites
	<input checked="" type="checkbox"/>	Refugees in host communities	<input type="checkbox"/> Refugees [Other, Specify]
	<input checked="" type="checkbox"/>	Host communities	<input checked="" type="checkbox"/> migrants and children with undetermined legal status
Stratification	<input checked="" type="checkbox"/>	Geographical (Baladiya level)#:	<input type="checkbox"/> Group #: _ _ _ <input type="checkbox"/> [Other Specify] #: _ _

<p>Select type(s) and enter number of strata</p>	<p>Tripoli, Abu Selim, Hay Andalus, Ain Zara, Misrata, Bani Walid, Tawergha, Ubari, Alghreyfa, Bent Beyya, Sebha, Albawanees, Ghat, Benghazi, Ajdabiya, Suloug, Al Abyar, Derna, Umm Arrazam. Population size per strata is known? X Yes <input type="checkbox"/> No</p>	<p>Population size per strata is known? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Population size per strata is known? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Data collection tool(s)</p>	<p>Structured (Quantitative)</p>	<p><input checked="" type="checkbox"/> Semi-structured (Qualitative)</p>	
	<p>Sampling method</p>	<p>Data collection method</p>	
<p>Semi-structured data collection tool (tool #4) 16 Key informant interviews with frontline workers in Non-Formal Education centers</p>	<p>X Purposive <input type="checkbox"/> Snowballing <input type="checkbox"/> [Other, Specify]</p>	<p>X Key informant interview (Target #): 16 <input type="checkbox"/> Individual interview (Target #):_ _ _ _ _ <input type="checkbox"/> Focus group discussion (Target #):_ _ _ _ _ <input type="checkbox"/> [Other, Specify] (Target #):_ _ _ _ _</p>	
<p>Semi-structured data collection tools (tool #1 for children (12-14) and tool #2 for children (15-18)) 28 children consultations (Focus Group Discussions) with school-aged children at Non-</p>	<p>X Purposive <input type="checkbox"/> Snowballing <input type="checkbox"/> [Other, Specify]</p>	<p><input type="checkbox"/> Key informant interview (Target #): <input type="checkbox"/> Individual interview (Target #):_ _ _ _ _ X Focus group discussion (Target #): 28 <input type="checkbox"/> [Other, Specify] (Target #):_ _ _ _ _</p>	

Formal Education centers							
Semi-structured data collection tool (tool #3) 9 Key informant interviews with teachers in Non-Formal Education centers	<input checked="" type="checkbox"/> Purposive <input type="checkbox"/> Snowballing <input type="checkbox"/> [Other, Specify]	<input checked="" type="checkbox"/> Key informant interview (Target #): 9 <input type="checkbox"/> Individual interview (Target #):_ _ _ _ _ <input type="checkbox"/> Focus group discussion (Target #): <input type="checkbox"/> [Other, Specify] (Target #):_ _ _ _ _					
Target level of precision if probability sampling	NA level of confidence	NA margin of error					
Data management platform(s)	<input checked="" type="checkbox"/>	IMPACT					
	<input type="checkbox"/>	[Other, Specify] <input type="checkbox"/> UNHCR					
Expected output type(s)	<input checked="" type="checkbox"/>	Situation overview #: 1					
	<input type="checkbox"/>	<table border="1"> <tr> <td>Presentation (Preliminary findings) #: _ _</td> <td><input type="checkbox"/></td> <td>Report #: _ _</td> <td><input type="checkbox"/></td> <td>Profile #: _ _</td> </tr> </table>	Presentation (Preliminary findings) #: _ _	<input type="checkbox"/>	Report #: _ _	<input type="checkbox"/>	Profile #: _ _
	Presentation (Preliminary findings) #: _ _	<input type="checkbox"/>	Report #: _ _	<input type="checkbox"/>	Profile #: _ _		
	<input type="checkbox"/>	<table border="1"> <tr> <td>Interactive dashboard #: _</td> <td><input type="checkbox"/></td> <td>Presentation (Final) #: _ _</td> <td></td> <td>Factsheet #: (one factsheet per region)</td> </tr> </table>	Interactive dashboard #: _	<input type="checkbox"/>	Presentation (Final) #: _ _		Factsheet #: (one factsheet per region)
Interactive dashboard #: _	<input type="checkbox"/>	Presentation (Final) #: _ _		Factsheet #: (one factsheet per region)			
<input type="checkbox"/>	<table border="1"> <tr> <td>[Other, Specify] #: _ _</td> <td><input type="checkbox"/></td> <td>Webmap #: _ _</td> <td><input checked="" type="checkbox"/></td> <td>Map #: 2</td> </tr> </table>	[Other, Specify] #: _ _	<input type="checkbox"/>	Webmap #: _ _	<input checked="" type="checkbox"/>	Map #: 2	
[Other, Specify] #: _ _	<input type="checkbox"/>	Webmap #: _ _	<input checked="" type="checkbox"/>	Map #: 2			
Access	<input checked="" type="checkbox"/>	Public (available on REACH resource center and other humanitarian platforms)					
Access	<input type="checkbox"/>	Restricted (bilateral dissemination only upon agreed dissemination list, no publication on REACH or other platforms)					
Visibility Specify which logos should be on outputs	REACH						
Visibility Specify which logos should be on outputs	Donor: Terre des Hommes						
	Coordination Framework: ECW consortium						
	Partners: ECW consortium members						

2. Rationale

2.1 Background

The 2022 Libya Humanitarian Needs Overview report¹ indicates that after a decade of conflict and macroeconomic issues, the educational infrastructure in the country still faces significant gaps. Around 160,000 children require urgent support for their education, while approximately 5,600 teachers require assistance. Due to the conflict, some schools have been damaged or closed, and others have been repurposed as temporary shelters for displaced families. Moreover, the sector is hindered by a lack of maintenance, delays in supplies, and frequent power outages. This issue with the education situation in Libya was also supported by the General Union of Libyan Students, whose members reported to the UN Mission to Libya² that the lack of equipment, teacher strikes, outdated curricula and electricity cuts were amongst the most significant obstacles that generally affect students' completion rates, hence, contribute to dropping-out, non-enrollment and non-attendance.

The education sector in Libya is not only limited to formal education³ (public and private institutions) but also encompasses Non-Formal Education which can be divided into two main types. The first type is remedial classes for children enrolled in school with learning loss or difficulty in fundamentals for their age and level. The second type is catch-up classes for children out of school or those that have experienced some disruption to their education, e.g., displacement, pandemic, migration, etc. Hence, both formal and non-formal education institutions in Libya suffer from the above-mentioned educational infrastructure gaps.

According to the 2022 Multi-Sectoral-Needs-Assessment⁴, 1%⁵ of all interviewed Libyan households were found to have severe-to-extreme education needs. Whereas 32% of the migrant⁶ respondents with school-aged children in their household and 19% of the refugee⁷ respondents with school-aged children in their households were found to have education needs of the same severity scale. Said severity was defined by the following factors (critical indicators):

¹2022 HNO [Libya Humanitarian Needs Overview 2022 \(December 2021\) \[EN/AR\] - Libya | ReliefWeb](#)

² The General Union of Libyan Students [Right to Education: Student rights should be at the centre of education policy | UNSMIL \(unmissions.org\)](#)

³ Check the Key Definitions part of the 3. Methodology for the definitions of "formal education" and "Non-Formal Education"

⁴ 2022 LBY MSNA factsheet [Start \(impact-repository.org\)](#)

⁵ This percentage of households with education needs is calculated over all assessed households, including those without school-aged children.

⁶ 2022 MR MSNA (Migrants in Libya factsheet) [REACH LBY Migrant-Factsheet Refugee-Migrant-MSNA.pdf \(impact-repository.org\)](#)

⁷ 2022 MR MSNA (Refugees in Libya factsheet) [REACH LBY Refugee-Factsheet Refugee-Migrant-MSNA.pdf \(impact-repository.org\)](#)

- a) the non-enrolment/ non-attendance and dropout rates, coupled⁸ with
- b) the reasons for dropping out having to include child protection risks (school-related safety concerns such as violence, harassment or discrimination, child marriage or pregnancy, child labour) and legal risks like documentations issues.

Thirdly, Even though COVID-19 is no longer the top concern for the general public, it still appears to be a looming risk; as mentioned in the Libyan population MSNA⁹; contributing to long lasting impact on education outcomes (i.e. learning loss), that adds on the overall reported reasons for non-enrolment and dropout in the school year 2020-2021 for Libyan respondents (which include economic hardship and schools being overcrowded). However, for migrants and refugees these reasons mainly revolve around legal framework especially for undocumented children, economic hardships, and child labour.

Comparing the 2022 Libyan MSNA education needs results to those of the 2022 Refugees and Migrants MSNA, it can be concluded that migrant and refugee children continue to struggle the most in accessing education in Libya. This is also confirmed by IOM's Displacement Tracking Matrix (DTM) (Round 44)¹⁰, where the data states that half of the migrants with school-aged children reported their children's inaccessibility to school. This is mainly due to financial barriers (reported by 81% of the interviewed migrants with school-aged children); followed by lack of documentation (51% of the interviewed migrants), along with problems related to social isolation and participation in the local community (40%) and language barrier (38%).

2.2 Intended impact

Although important nationwide data collection exercises are regularly carried out in Libya (i.e., DTM, MSNA), crucial information gaps remain regarding the barriers and/or enablers to enrolment and continuous or regular attending schools. This research cycle seeks to improve the understanding of factors that influence enrolment, dropout and attendance both positively and negatively across Libya. These factors have been categorized across four dimensions that were determined from the JENA 2022 findings (child protection, legal framework, infrastructure and economic dimensions) and will be investigated across different population groups (Libyan school-aged children, migrant and refugee school-aged children), as well as vulnerable groups (girls, children with undetermined legal status, children with disabilities, children in rural areas, children in households of low socioeconomic status) to inform the Education Cannot Wait consortium members and relevant partners and stakeholders.

⁸ See "Key Definitions" section on page 8 for all relevant definitions of this research.

⁹ 2022 LBY MSNA factsheet [Start \(impact-repository.org\)](https://start.impact-repository.org)

¹⁰ DTM (round 44) [Displacement Tracking Matrix \(DTM\) Libya's Migrant Report: Round 44 | September - October 2022 - Libya | ReliefWeb](https://reliefweb.int/report-libya/dtm-libya-migrant-report-round-44-september-october-2022)

Moreover, this research aims to inform ECW consortium members', as well as other education humanitarian and more development-oriented stakeholders', decisions and programming in Libya.

Outcomes from the research questions surrounding the enabling factors will aid identify the factors that promote continuous access to education in both Formal and Non-Formal Education structures. Finally, the findings will inform the direction of future assessments that cover topics revolving around education challenges and factors that promote a better accessibility to education.

4. Methodology

3.1 Methodology overview

To meet the research objectives and questions, this assessment will be conducted using a qualitative methodology focusing on collecting data on two levels: The first method will be based on consultations with children and adolescents, while the second method will be based on Key Informant Interviews (KIIs) with teachers and frontline workers.

The consultation with children and adolescents will entail collecting data in non-formal education centers run by INGOs that are part of the Education Cannot Wait consortia. The KIIs will be conducted with teachers and frontline workers/social workers working in the same education centers.

The qualitative methodology will employ three data collection tools:

1. Focus Group Discussion's semi-structured tool with early adolescents (aged 12-14 years old) through gender segregated FGDs: girls (12-14 years old) and boys (12-14 years old).
2. Focus Group Discussion's semi-structured tool with older adolescents (aged 15-18 years old) through gender segregated FGDs: girls (15-18 years old) and boys (15-18 years old).
3. One Key Informant Interview semi-structured tool with teachers in both formal schools and Non-Formal Education centres through KIIs.

Key Definitions:

School-aged children¹¹: In Libya, children aged 6 to 15 years old attend primary schools then attend secondary schools for three additional years (15 to 18 years old). This research will focus on children aged 12 to 18 years old.

¹¹ [Education in Libya | K12 Academics](#)

Out-of-school children: According to Inter-agency Network for Education in Emergencies, out-of-school children are children in the official primary school age range who are not enrolled in either primary or secondary schools are known as out-of-school children.

Access¹²: Access to education refers to the ability of individuals to enroll, attend and successfully complete formal or non-formal education programs. When access is restricted, it means that learners are hindered by practical, financial, physical, security-related, structural, institutional, or socio-cultural barriers that may impede their participation and completion of an educational program. In other words, access entails that learners have equal and unhindered opportunities to access and benefit from education. Unrestricted access to education is critical in ensuring that individuals have equal opportunities to learn and succeed, regardless of their socioeconomic background or other factors that may hinder their access to education.

School dropout¹³: According to the International Network for Education in Emergencies (INEE), a school dropout occurs when a child was enrolled at the beginning of the school year but left before the end of the year and did not enroll elsewhere.

Enrollment¹⁴: Enrolment is the official registration of individuals in a given formal or non-formal educational program, stage, or module thereof, regardless of age.

Attendance¹⁵: School attendance is defined as attendance of school-aged children at any formal or non-formal education program, for organized learning at any level of education at the time of the data collection or, if the data is collected during the vacation period at the end of the school year, during the last school year.

Child Protection¹⁶: Child protection is defined as freedom of children from all forms of abuse, exploitation, neglect, and violence, including bullying; sexual exploitation; violence from peers, teachers, or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.

Socioeconomic status¹⁷: (SES) is an economic and social combined total measure of a person's economic and social position in relation to others, based on income, education, and occupation; however, SES is more commonly used to depict an economic difference in society as a whole. Socioeconomic status is typically broken into three levels (high, middle, and low) to describe the

¹² [JENA 2022](#)

¹³ Definition of a school drop out in [INEE](#)

¹⁴ Definition of enrolment in [INEE](#)

¹⁵ Definition of attendance in [INEE](#)

¹⁶ Definition of child protection in [INEE](#)

¹⁷ [Socioeconomic Status \(SES\) – Culture and Psychology \(maricopa.edu\)](#)

three places a family or an individual may fall in relation to others. This research will focus on low-SES as an enabler or a challenge to access to education. Low-SES families are defined by The Education University of Hong Kong¹⁸, as families having low income, many of whom live on welfare or minimal wage. Such families are less likely to access social connections and educational resources at home and this may in turn place their children at risk for different academic problems.

Other Education Personnel:¹⁹ any employee of a formal or non-formal educational institution or program aside from teaching personnel; includes teacher assistants, administrators, social workers, counsellors, and others directly associated with delivery of educational services.

Formal Education²⁰: Education that is institutionalized, intentional and planned through public organizations and recognized private bodies and – in their totality – constitute the formal education system of a country. Formal education programs are thus recognized as such by the relevant national education authorities or equivalent authorities, e.g., any other institution in cooperation with the national or sub-national education authorities. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system. For this assessment we do not intend on targeting vocational schools or adult education centers. We, however, intend on targeting public and recognized private schools.

Non-formal Education:²¹ non-formal education is an addition, alternative and/or complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low-intensity, and it is typically provided in the form of short courses, workshops, or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal or equivalent to formal qualifications by the relevant national or sub-national education authorities or to no qualifications at all. Nonformal education can cover programs contributing to adult and youth literacy and education for out-of-school children, as well as programs on life skills, work skills, and social or cultural development. In Libya, Non-Formal Education can be divided into two main types. The first type is remedial classes for children enrolled in school with learning loss or difficulty in fundamentals for their age and level. The second type is catch-up classes for children out of school or those that have experienced some disruption to their education, e.g., displacement, pandemic, migration, etc.

3.2 Population of interest

¹⁸ [Socioeconomic status and academic achievement — EdUHK Research Repository](#)

¹⁹ Definition of education personnel in [INEE](#)

²⁰ Definition of formal education in [INEE](#)

²¹ Definition of non-formal education in [INEE](#)

The population of interest is school-aged children, particularly those between the ages of 12 and 18; as according to the 2022 JENA²², this was the age group most prone to lack of access to education (starting grade 6 in primary schools). This assessment will focus the sub-sets of children from rural areas, adolescent girls, children from low-income families, children with disabilities, children within migrant and refugee households and children from families with undetermined legal status, which are particularly vulnerable to dropping out of school, not attending regularly, and being out of school as shown through different assessments such as the MR MSNA 2021 and JENA (Joint Education Needs Assessment) 2022.

3.3 Secondary data review

REACH has compiled relevant sources on education in Libya and education needs of girls and boys, refugees and migrants, and children with disabilities, which were published or produced recently (all sources were published or produced in 2022 or later). Said sources, which were gathered and reviewed by members of the assessment team, mainly consist of publicly available data and reports. This included multi-sectoral and education-specific assessment reports, situation reports, factsheets, briefs, mission reports, primarily produced by UN agencies, INGOs, academics, and Libyan government entities official reports. The assessment team ensured key data was captured and appropriately tagged in a Microsoft Excel database using the Global Education Cluster's SDR matrix template.²³

The SDR matrix helped defining the information gaps when it comes to access to education for children in Libya. One of them is understanding better the enablers and barriers or challenges that contribute to non-regular attendance, dropping out and out of school tendencies, especially for vulnerable groups such as migrant and refugees' children, children in rural areas, adolescent girls, children with disabilities, children with an undetermined legal status and children from low socioeconomic backgrounds.

3.4 Primary Data Collection

The primary data collection will start with consultations with children in NFE centers in August and later (in September) with teachers and frontline workers in the same centers through partner INGOs who will be trained on data collection methods, data collection with children and the child protection protocol along with data collection on sensitive topics and safety and security. The training will focus especially on data collection with children along with the tools and will take place between the 27th of July and the 3rd of August.

The primary data collection phase will include the following components:

²² [JENA 2022](#)

²³ [Secondary Data Review Matrix Template | Global Education Cluster](#)

Qualitative component

Data collection with children in Non-Formal Education centers (Tools #1 for children aged 12-14 and tool #2 for children aged 15-18): Children consultations (Focus Group Discussions) , which will be both age and gender segregated, will be conducted with school-aged children between the ages of 12 and 18 to gain insight into the impact of pre-identified barriers on their education in non-formal education schools/centers. These barriers may include child protection risks and infrastructure challenges. By engaging in consultations with these children, the assessment aims to better understand how these challenges affect their ability to remain in school and how they cope with such challenges along with enablers that promote access to school. REACH will ensure ethical considerations such as obtaining parental consent before collecting any data and making sure the children are comfortable and willing to participate as well as using activities designed specifically for their age, cognitive abilities, and attention span. It is crucial to use language that is appropriate for their age and provide clear instructions to obtain accurate and reliable data [see the Child Protection Protocol in Annex 1].

Data collection with children will include activities as described in the table below:

Table 1. Implementation of the children’s consultations.

Tool section	Duration	Participants aged 12-14 years	Participants aged 12-14 years
Introductions and informed consent	10 min	X	X
Focus Group Discussion	50 min	X	X
Feedback activity	5 min	X	X

Data collection with frontline workers in Non-Formal Education centers (Tool #3): Key Informant Interviews will be conducted with frontline workers (who are school personnel- service providers that will be present in the Non-Formal Education centers and work very closely with children; they can include but not limited to service providers at NFE centers that act as psychologists, counsellors or social workers) to evaluate the impact of various challenges on the enrolment, attendance, and out-of-school children. The interviews will focus on infrastructure challenges, child protection risks, economic hardships, and legal framework limitations. The interviews will specifically explore the impact of these challenges on the access to education of girls, children from rural areas, children from low-income families, children with disabilities, migrant and refugee children, and children from families with undetermined legal status. It will also aim at understanding frontline workers’ strategies to overcome these challenges.

Table 2. Balaaditya's covered by this assessment

Region	Mantika	Baladiya	Type of baladiya
West	Tripoli	Tripoli	Urban
West	Tripoli	Abu Selim	Urban
West	Tripoli	Hay Andalus	Urban
West	Misrata	Misrata	Urban
South	Ubari	Ubari	Urban
South	Sebha	Sebha	Urban
South	Ghat	Ghat	Rural
East	Ajdabiya	Ajdabiya	Urban

Within the (regular) baladiyas, 3 to 4 schools/learning centers will be selected in order to achieve triangulation. The schools/learning centers, which will be used as catchment areas for the selected respondents, will be chosen purposively, a total of 7 NFE centers (depending on the availability of the centers during data collection) will be assessed across Libya, based on their presence in the baladiya: areas with large populations of migrants and refugees, are more likely to have multiple community schools (such as in Tripoli), while in other areas there may be no NFE center. The selection of NFE centers will be done through the support of implementing partners of Education Cannot Wait (ECW) in Libya, such as Terre des Hommes (TdH), ACTED, Norwegian Refugee Council (NRC), INTERSOS, and Cesvi.

The primary data collection will take into account ethical, safety and security concerns. Therefore, the best methods for data collection will be determined upon ensuring that all registration procedures were completed, and REACH has the legal platform to conduct data collection, as usual, through local CSOs in each of the location covered by the assessments.

To gather information from children, REACH will use activities designed specifically for their age, cognitive abilities, and attention span. It is crucial to use language that is appropriate for their age and provide clear instructions to obtain accurate and reliable data. REACH will also ensure ethical considerations such as obtaining parental consent before collecting any data and making sure the children are comfortable and willing to participate. All enumerators who will be involved in data collection will receive thorough training, covering the purpose of the assessment, the tools, and any ethical, security or safety concerns.

3.1 Data Processing & Analysis

A thorough checking and cleaning process will take place with all received data and debriefs throughout the data collection process, held by REACH with consortium members' focal points. For the KIIs with parents/caregivers, frontline workers, and school personnel, incoming interview transcripts will be checked for consistency and clarity. Once they have been validated, they will be translated into English.

For the semi-structured children consultations (FGDs) with school-aged children (age 12-18) in NFE centers, teachers in both formal schools and NFE centers, frontline workers in NFE centers and social workers in formal schools, the transcripts will also undergo the same process.

For both data collection activities, throughout data collection the assessment team will prepare a data saturation and analysis grid following IMPACT's Minimum Standards Checklist for Semi-Structured (Qualitative) Data Processing and Analysis. This allows for the systematic analysis of qualitative data through thematic coding using the help of NVIVO for a first round of analysis.

Table 2: Sampling and target for each respondent group

Respondent Group	# per baladiya	Total interviews/FGDs (maximum)	Objectives	Sampling methods/Networks used
<p>School-aged children (boys and girls) from Libyan and non-Libyan communities (including Migrant and Refugee children) who are enrolled in non-formal centers.</p> <p>The consultations/ FGDs will be age group and gender segregated.</p> <p>[28 FGDs, including 14 FGDs with children between the age of 12-14, 14 FGDs with adolescents between the age of 15-18. A total participation of 159 child, 82 female participants in both categories and 77 male participants in both categories.]</p> <p>Female (12-14): 41</p>	<p>4 children’s consultations (FGDs) per baladiya (Sebha, Ajdabiya, Ghat, Tripoli, Misrata, Ubari, Hay Al-Andalus)</p>	<p>28 Children consultations (FGDs) using semi-structured tool</p>	<p>Understand the experience of children within a school setting (NFE centers).</p>	<p>Purposive, contacts provided by schools and ECW consortia members for non-formal learning centers.</p>

<p>Female (15-18): 41</p> <p>Male (12-14): 40</p> <p>Male (15-18): 37</p>				
<p>Teachers and social workers in Non-Formal Education centers</p>	<p>1-2 KIIs per center</p>	<p>24 KIIs using semi-structured tool</p>	<p>Understand the impacts of the pre-identified barriers (legal framework, infrastructure, economic hardships, and child protection risks) on the enrolment, regular attendance and continuation thereof of children in formal schools and Non-Formal Education centers.</p> <p>Assess factors at school level that aid children to attend regularly and remain in schools.</p>	<p>Purposive, contacts provided by schools and CSOs for formal schools and non-formal learning centers/ schools, respectively.</p>

5. Data analysis plan:

TOOL 1: CONSULTATIONS (ACTIVITY-BASED DATA COLLECTION) WITH CHILDREN BETWEEN THE AGE OF 12-14 IN NON-FORMAL EDUCATION CENTERS. (SEMI-STRUCTURED TOOL)

Research questions	SUB Q#	Data collection method	Indicator / Variable	Questionnaire Question	Questionnaire Responses (options)	Comments for enumerators	Question type	Level of Data collection
Informed assent								

Who you are: Hello, my name is (enumerator name) and I work for Acted, an international non-governmental organization.

Why we are doing the interview: In partnership with TdH and ECW fund, we are conducting the Focus Group Discussion with the purpose to listen to you and understand the difficulties you face when going to school or trying to attend regularly. We want to know about the barriers or issues you encounter when you enroll in school or try to go there every day. Your answers are very important because they will help the people who work making education better for children like you.

What we will ask: During our discussion, we will ask you to sort out and prioritize the barriers that make it difficult for you to go to school regularly. This will help us understand and identify the main factors causing these barriers. We also want to know what your ideal school would look like and how you imagine it to be.

Respondent rights: Participation in this study is voluntary. You do not have to participate, and you can end your involvement any time if you do not want to continue. Also, if you are unsure about the answer to any of the questions we ask, please just say so, and we can move on.

What we will do with the information: everything you tell us will be kept anonymous and confidential. Names will not be recorded, and your comments will be anonymized. No identifiable information will be shared. Members of the research teams will be the only ones to view the full transcripts of your answers. The information you will provide during this interview will be used to report on education needs in the locations covered by this assessment, which will be shared with ECW consortia and education actors operational in these areas.

Duration of Focus Group Discussion/information gathering process: as there are only a limited number of questions, we hope that we will not take more than an hour to collect the information.

Contact information: If you have any questions or concerns about this research, you need to report a problem that happened during this discussion or feel distressed due to the topics addressed during this discussion, please contact our focal point: insert email here

<p>Do you assent to this interview? Yes/No</p> <p>Do you consent to being contacted in the future to be asked some additional questions? Yes/No</p> <p>Do you have any questions before we begin? Yes/No</p>								
Biodata	0.1	Activity: Pile and Rank	Age	How old are you?	Open-ended text		Text	Individual level
	0.2	Activity: Pile and Rank	Grade	At what Grade are you?	Open-ended text		Text	Individual level
What are the main factors (barriers) that contribute to non-regular attendance, dropouts, and out-of-school-tendencies?	1.1	Activity: Pile and Rank	Barriers to regularly attend school	<p>Instruction: Share the pile of factors with children.</p>	<p>Factors:</p> <ul style="list-style-type: none"> - Lack of transportation - Living far away from school - Bad road conditions - way to school is dark or feels unsafe on the way to school (e.g. no streetlights, no sidewalks, etc.) - Presence criminal activities or unsafe neighborhoods (gang violence, presence of armed groups, etc.) 	After sharing these factors with children, you give them some time to reflect on these factors before moving to the next section	Text	

					<ul style="list-style-type: none"> - Conflict or violence in the area (tribal conflict, militia violence, etc.) - Bullies in school - Limited number of chairs, desks, textbooks - Absence of sanitation facilities, like toilets, and clean water - Electricity supply that comes and go so often - Limited access to internet or telecommunications services. 	<p>board or any tool you have so the children could look at them at any given time</p>		
	1.2	Activity: Pile and Rank	Barriers to regularly attend school	What do you think is missing from the mentioned pile?	Open-ended text	<p>You should give children space to add to the list through engaging them in the discussion. The additional factors should be added to the list.</p>	Text	

						<i>write the factors that the children added to the list of the factors you have wrote on the board or any tool you are using</i>		
	1.3	Activity: Pile and Rank	Barriers to regularly attend school	<p>Could you pick from the main barriers you face or have faced in the past and rank them from the most important to the least important?</p> <p>Prompt: The enumerator and children select objects (e.g., pens, cards, or whatever is available and children-friendly)</p>	Open-ended text	<p>All children should participate individually in answering this question</p> <p>You should go through each concern in turn to give the children space to hear them once more, and then be able</p>	Text	Individual level

				to use in the ranking of the factors.		to rank the factors as asked of them.		
	1.4	Activity: Pile and Rank	Barriers to regular attendance	Could you share your choices with the group and tell us why did you rank them in that order?	Open-ended text	Notetaker takes notes on the justifications and accounts for why choices are placed in a particular order.		
What are the main factors (enablers) that promote enrollment, regular attendance, and continuation thereof	2.1	Activity: Visioning dream school	Factors enabling regular attendance	If you were able to make the school the way you want it, how would you imagine it? Prompt: Ask children to think about what their school would be like if they were able to	Follow-up questions: <ul style="list-style-type: none"> - <i>What specific changes would you make to the classrooms or learning spaces in your ideal school?</i> - <i>What type of changes would you make so you would be able to reach school safely?</i> - <i>What type of intervention you would like to see in your school that would help solve any problems related to violence around the school?</i> 	You should read the follow-up questions out loud to the children and allow them to ask questions in case they do not understand	Text	

				make it any way they wanted.	<ul style="list-style-type: none"> - <i>How would you want your school to handle conflicts or disagreements among students?</i> - <i>What specific changes would you like to see around the sanitation facilities, for instance, toilets, the availability of drinking water?</i> - <i>In your ideal school, what kind of extracurricular activities or clubs would be available to students?</i> - <i>In general, how would you envision your perfect school?</i> 	the questions.		
2.2	Activity: Visioning dream school	Factors enabling regular attendance	What is the difference between what you have described and the current situation?	<p>Prompt: Ask the children to identify what is the difference in what they have envisioned and their current situation.</p>	Open-ended text	record their answers in your notes and be mindful of the different details provided by the children.	text	

TOOL 2: CONSULTATIONS (FOCUS GROUP DISCUSSIONS) WITH CHILDREN BETWEEN THE AGE OF 15-17 IN NON-FORMAL EDUCATION CENTERS. (SEMI-STRUCTURED TOOL)

Research questions	SUB Q#	Data collection method	Indicator / Variable	Questionnaire Question	Questionnaire Responses (options)	Comments for enumerators	Question type	Level of Data collection
Informed assent								

Who you are: Hello, my name is (enumerator name) and I work for Acted, an international non-governmental organization.

Why we are doing the interview: In partnership with TdH and ECW fund, The focus group discussions (FGDs) are a way for us to talk and learn about your experience in schools. We want to understand how you access schools and the quality of that access. In these discussions, we will talk about the things that might make it hard for you to get to school, like problems with the buildings or facilities, risks to your safety, or difficulties because of money. We also want to know about the things that help you access schools. Your thoughts and experiences are valuable to us.

What we will ask: During our discussion, we will ask you to sort out and prioritize the barriers that make it difficult for you to go to school regularly. This will help us understand and identify the main factors causing these barriers. We also want to know what enables you to access schools and attend regularly.

Respondent rights: Participation in this study is voluntary. You do not have to participate, and you can end your involvement any time if you do not want to continue. Also, if you are unsure about the answer to any of the questions we ask, please just say so, and we can move on.

What we will do with the information: everything you tell us will be kept anonymous and confidential. Names will not be recorded, and your comments will be anonymized. No identifiable information will be shared. Members of the research teams will be the only ones to view the full transcripts of your answers. The information you will provide during this interview will be used to write a report on education needs in the locations covered by this assessment, which will be shared with UNICEF and education actors operational in these areas.

Duration of interview/information gathering process: as there are only a limited number of questions, we hope that we will not take more than an hour to collect the information.

Contact information: If you have any questions or concerns about this research, you need to report a problem that happened during this discussion or feel distressed due to the topics addressed during this discussion, please contact our focal point: insert email here

<p>Do you assent to this interview? Yes/No</p> <p>Do you consent to being contacted in the future to be asked some additional questions? Yes/No</p> <p>Do you have any questions before we begin? Yes/No</p>								
Biodata	0.1	FGD	Age	How old are you?	Open-ended text		Text	Individual level
	0.2	FGD	Grade	At what Grade are you?	Open-ended text		Text	Individual level
	0.3	FGD	Municipality	Where do you live?	Open-ended text		Text	
What are the main factors (barriers) that contribute to non-regular attendance, dropouts, and out-of-school-tendencies?	1.1	FGD	Opening	<p>What do you enjoy the most about attending this center?</p> <p>Prompts: This is an icebreaker question, to make the participants at ease, before the discussion starts.</p>	<p>Open-ended text</p> <p>Follow-up question:</p> <p>Can you tell me about some of the fun activities or programs you participate in here?</p>		Text	
	1.2	FGD	Enrollment in NFE	Are you enrolled in this center to attend	Open-ended text		Text	

			centers - reasons	remedial classes or are you substituting formal schools?	<p>Follow-up questions:</p> <p>If so, what are the reasons behind choosing to take remedial classes?</p> <p>If so, what are the reasons behind choosing to substitute formal school to attend this center?</p>			
	1.3	FGD	Access to NFE centers - barriers	Can you describe the main challenges you faced to access education in non-formal centers in general?	<p>Open-ended text</p> <p>Hints:</p> <p>Factors:</p> <ul style="list-style-type: none"> - Lack of transportation - Living far away from school - Bad road conditions - way to school is dark or feels unsafe on the way to school - Presence criminal activities or unsafe neighborhoods - Conflict or violence in the area - Bullies in school - Limited number of chairs, desks, textbooks - Absence of sanitation facilities, like toilets, and clean water - Electricity supply that comes and go so often 	Do not read the hint to the participants	Text	

					- Limited access to internet or telecommunications services.			
	1.4	FGD	Access to formal schools - barriers	For those of you who tried to access formal schools, what are the main difficulties you faced when trying to access formal school?	<p>Open-ended text</p> <p>Hints: Factors:</p> <ul style="list-style-type: none"> - Lack of transportation - Living far away from school - Bad road conditions - way to school is dark or feels unsafe on the way to school - Presence criminal activities or unsafe neighborhoods - Conflict or violence in the area - Bullies in school - Limited number of chairs, desks, textbooks - Absence of sanitation facilities, like toilets, and clean water - Electricity supply that comes and go so often - Limited access to internet or telecommunications services. <p>Follow-up question:</p>		Text	

					Among the challenges you faced, which one had the most significant impact on your regular attendance or ultimately led you to drop out of formal school? ?			
1.5	FGD	Access to education – safety concerns	For those children who attended formal schools, what are the main safety concerns you faced while attending formal schools? For those children who only attended NFE centers, are there any safety concerns that you faced while attending NFE centers? If so, can you mention the main ones?	Open-ended text Follow-up question: How did these concerns impact your overall experience in the school? Hints: Road safety, violence around the school, corporal punishment, bullying from peers,			Text	
1.6	FGD	Access to education – child	For those girls who attended formal schools, have you encountered any	Open-ended text Hints:	Only ask to all-girls FGDs		Text	

			<p>protection risk (girls)</p> <p>cultural or societal barriers that affect your access to formal school?</p> <p>For those girls who only attended NFE centers, have you encountered any cultural or societal barriers that affect/might affect your attendance and completion of studies inside these centers?</p>	<p>-Early marriage</p> <p>-Helping with home chores (cleaning, cooking, taking care of younger siblings)</p> <p>-Lack of separate sanitation facilities for girls</p> <p>-Misconceptions about the lack of importance of education for girls compared to boys</p> <p>Follow-up question:</p> <p>If yes, can you give some examples and explain how they impact your opportunities for education?</p>			
1.7	FGD	<p>Access to education – Financial barrier</p>	<p>For those children who attended formal schools, did your family face any financial challenges in your journey to attend formal school?</p> <p>For those who only attended NFE centers, are there any financial challenges that affect/</p>	<p>Open-ended text</p> <p>Follow-up question:</p> <p>How did these financial difficulties affect your ability to go regularly to school?</p>		Text	

				might affect your attendance and completion of studies in these centers?				
	1.8	FGD	Attending formal schools – challenges	Can you describe your challenges in completing courses and passing to next years?	Open-ended text Follow-up question: What were the main reasons behind those challenges?			
What are the main factors (enablers) that promote enrollment, regular attendance, and continuation thereof	2.1	FGD	Access to NFE centers - enablers	How do you think non-formal education centers can be made better and more accessible for children like yourself?	Follow-up questions: What specific changes or improvements would you suggest making these centers more engaging and beneficial for you?		Text	
	2.2	FGD	Access to school - enablers	What type for support/assistance you believe would help you have a better access to education whether in formal schools or in non-formal centers?	Open-ended text Follow-up question: How do you think the type of support/assistance you have mentioned could be provided effectively?		Text	

	2.3	FGD	Closing question	What ideas or suggestions would you like to share with policymakers or organizations involved in non-formal education centers to ensure that children like yourself have a better access and receive high-quality education?	Open-ended text		Text	
CFM	3.1	FGD	CFM	Do you think in order to understand better your challenges in accessing or completing your studies we asked the right questions? Is there anything we have missed that you think it is important to add?	Open-ended text		Text	
	3.2	FGD	CFM	How do these questions make you feel? How do you feel	Open-ended text		Text	

				about your answers and your peer's answers?				
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TOOL 3: KEY INFORMANT INTERVIEWS WITH TEACHERS AT NON-FORMAL CENTERS. (SEMI-STRUCTURED TOOL)

Research questions	SUB Q#	Data collection method	Indicator Variable /	Questionnaire Question	Questionnaire (options)	Responses	Comments for enumerators	Question type	Level of Data collection
Informed consent							<p>Who you are: Hello, my name is (enumerator name) and I work for Acted, an international non-governmental organization.</p> <p>Why we are doing the interview: In partnership with TdH and ECW fund, we are conducting the Key Informant Interview (KII) to gather valuable data on the challenges that school-aged children face when trying to access and attend schools. This data collection aims to understand how these barriers impact their regular attendance and the reasons why some children may drop out of school. Additionally, we are interested in identifying the factors that enable children to overcome these obstacles and achieve success in their education. Your participation and answers in these discussions are crucial as they will enhance the understanding of humanitarian actors regarding the barriers and enablers you mentioned.</p> <p>What we will ask: During our discussion, we will ask you about the barriers and challenges that school-aged children experience when trying to access and attend schools. We want to understand the factors that hinder their regular attendance and may lead to dropouts. Additionally, we are interested in learning about the positive influences and strategies that enable children to overcome these barriers and achieve success in their education.</p>		

Respondent rights: Participation in this study is voluntary. You do not have to participate, and you can end your involvement any time if you do not want to continue. Also, if you are unsure about the answer to any of the questions we ask, please just say so, and we can move on.

What we will do with the information: everything you tell us will be kept anonymous and confidential. Names will not be recorded, and your comments will be anonymized. No identifiable information will be shared. Members of the research teams will be the only ones to view the full transcripts of your answers. The information you will provide during this interview will be used to write a report on education needs in the locations covered by this assessment, which will be shared with UNICEF and education actors operational in these areas.

Duration of interview/information gathering process: as there are only a limited number of questions, we hope that we will not take more than an hour to collect the information.

Contact information: If you have any questions or concerns about this research, you need to report a problem that happened during this discussion or feel distressed due to the topics addressed during this discussion, please contact our focal point: insert email here

Do you consent to this interview? Yes/No

Do you consent to being contacted in the future to be asked some additional questions? Yes/No

Do you have any questions before we begin? Yes/No

Biodata	0.1	KII	Grade	What grade do you teach?	Open-ended text		Text	
	0.2	KII	Subject	What subject do you teach?	Open-ended text		Text	
	0.3	KII	Municipality	Where is the school/NFE center located?	Open-ended text		Text	
What are the main factors (barriers) that contribute to non-regular attendance, dropouts, and out-of-school-tendencies?	1.1	KII	Barriers to attendance – general	In your experience as a teacher, did you face any cases of children who were not regularly attending schools (for reasons not due to covid-19)	Open-ended text Follow-up question: -If so, could you provide insights into the underlying factors that contributed to their irregular attendance? -Is it different for boys and girls? If so, how? -Does it vary with age? If so, how?		Text	
	1.2	KII	Children with disabilities – barriers	In your opinion, what are some of the challenges faced by children with disabilities that might	Open-ended text Follow-up questions:		Text	

			<p>contribute to non-regular attendance and dropout tendency?</p>	<p>Can you share any personal experiences or observations regarding how a child's disability may influence their attendance, dropout rates, or tendency to be out-of-school?</p> <p>-Is it different for boys and girls? If so, how?</p> <p>-Does it vary with age? If so, how?</p>			
1.3	KII	Children from low-income families - barriers	<p>In your experience as a teacher, how does coming from a financially disadvantaged family impact a child's attendance and dropout tendency, based on your experience?</p>	<p>Open-ended text</p> <p>Follow-up question:</p> <p>Can you share any examples or insights into how financial constraints might affect a child's educational journey and lead to non-regular attendance, and dropout tendency?</p> <p>-Is it different for boys and girls? If so, how?</p> <p>-Does it vary with age? If so, how?</p>		Text	

1.4	KII	Children from Undetermined Legal Status - barriers	Are there any specific challenges or barriers faced by children from Undetermined Legal Status families that contribute to non-regular attendance, and dropout tendency?	<p>Open-ended text</p> <p>Follow-up question:</p> <p>How does the uncertainty surround legal status impact the educational opportunities and attendance of children from Undetermined Legal Status families?</p> <p>-Is it different for boys and girls? If so, how?</p> <p>-Does it vary with age? If so, how?</p>	Only to be asked to teachers at who teach at NFE centers. (sensitivity concerns)	Text	
1.5	KII	Children from rural areas - barriers	From your experience as a teacher, are there any unique challenges related to infrastructure, resources, or accessibility that affect the attendance and create dropout tendency of children living in rural areas?	<p>Open-ended text</p> <p>Follow-up question:</p> <p>From your experience as a teacher, are there any specific examples or instances you can share where the lack of infrastructure, resources, or accessibility in rural areas has significantly impacted the attendance and contributed to a</p>		Text	

				<p>higher dropout tendency among children?</p> <p>-Is it different for boys and girls? If so, how?</p> <p>-Does it vary with age? If so, how?</p>			
1.6	KII	Girls - barriers	<p>From your experience as a teacher, what are the gender-specific challenges or societal factors that contribute to non-regular attendance, and dropout tendency among girls?</p>	<p>Open-ended text</p> <p>Hints:</p> <ul style="list-style-type: none"> -Early marriage -Helping with home chores (cleaning, cooking, taking care of younger siblings) -Lack of separate sanitation facilities for girls -Misconceptions about the lack of importance of education for girls compared to boys <p>Follow-up question:</p> <p>From your experience as a teacher, can you provide examples or highlight specific</p>		Text	

				gender-specific challenges or societal factors that you have observed contributing to non-regular attendance and a higher dropout tendency among girls?			
1.7	KII	Children from migrants' communities – barriers	What are the main institutional policies or practices that contribute to non-regular attendance, and dropouts' tendency among children from the non-Libyan Arab communities?	<p>Open-ended text</p> <p>Hints: lack of documentations, lack of inclusive curriculum, lack of integration programs</p> <p>Follow-up question:</p> <p>From your experience as a teacher, could you provide insights into how specific institutional policies or practices, such as language barriers or difficulties in accessing educational support, have an impact on the non-regular attendance and dropout tendency among children from non-Libyan Arab communities?</p> <p>-Is it different for boys and girls? If so, how?</p>	To be asked to teachers in formal schools.	Text	

				-Does it vary with age? If so, how?			
1.7.1	KII	Children from migrants' communities - barriers	What are the main institutional policies or practices that contribute to non-regular attendance, and dropouts' tendency among children from migrants' communities?	<p>Open-ended text</p> <p>Hints: lack of documentations, lack of inclusive curriculum, lack of integration programs</p> <p>Follow-up question:</p> <p>From your experience as a teacher, could you provide insights into how specific institutional policies or practices, such as language barriers or difficulties in accessing educational support, have an impact on the non-regular attendance and dropout tendency among children from migrants' communities?</p> <p>-Is it different for boys and girls? If so, how?</p> <p>-Does it vary with age? If so, how?</p>	To be asked to teachers in NFE centers.		

	1.8	KII	Intersectional question	How do these challenges impact each other? Do certain groups face multiple barriers simultaneously? If so, why does this occur?			Text	
What are the main factors (enablers) that promote enrollment, regular attendance, and continuation thereof	2.1	KII	Children with disabilities - enablers	What factors played a significant role in facilitating their success and supporting their access to schools and regular attendance?	Follow-up questions: Based on your experience, can you share any examples of how children with disabilities have overcome non-enrollment, non-regular attendance, and dropout tendency? -Is it different for boys and girls? If so, how? -Does it vary with age? If so, how?		Text	
	2.2	KII	Children from low-income families - enablers	What were the key factors or practices that contributed to their exceptional educational outcomes despite the	Open-ended text Follow-up question: Could you provide examples you have observed among children from low-income families where		Text	

			challenging circumstances they faced?	they were able to overcome challenges regarding regular attendance and aid them not drop out of school? -Is it different for boys and girls? If so, how? -Does it vary with age? If so, how?			
2.3	KII	Children from Undetermined Legal Status - Enablers	What are the factors that play a significant role in positively influencing the enrollment and attendance of children from undetermined legal status?	Open-ended text Follow-up question: Can you provide examples of support systems or initiatives that have positively influenced the enrollment and attendance of children from families with an undetermined legal status? -Is it different for boys and girls? If so, how? -Does it vary with age? If so, how?	This question should be asked to teachers at NFE centers. (Sensitivity concerns)	Text	

2.4	KII	Children from rural areas - enablers	How have children from rural areas overcome challenges regarding non-enrollment, non-regular attendance and dropout tendencies, and could you provide examples based on your experience?	<p>Open-ended text</p> <p>Follow-up question:</p> <p>What are the key enablers that contributed to their success in overcoming these challenges?</p> <p>-Is it different for boys and girls? If so, how?</p> <p>-Does it vary with age? If so, how?</p>		Text	
2.4	KII	Girls – enablers	Can you share success stories you have observed where girls have overcome barriers to regular attendance and enrollment? Please provide specific examples based on your experiences.	<p>Open-ended text</p> <p>Follow-up question:</p> <p>In the success stories you've witnessed where girls have overcome barriers to attendance and enrollment, what were the key factors or interventions that played a significant role in empowering them to overcome these challenges and pursue their education?</p>		Text	
2.5	KII	Children from migrants'	Based on your experience, could you share successful	Open-ended text	Only to be asked to	Test	

		communities – enablers	stories of children from non-Libyan Arab communities who have successfully overcome barriers to enroll and regularly attend schools?	<p>Follow-up question</p> <p>In the successful stories you've witnessed of children from non-Libyan Arab communities overcoming barriers to enroll and regularly attend schools, what were some common factors or interventions that played a crucial role in their success?</p> <p>-Is it different for boys and girls? If so, how?</p> <p>-Does it vary with age? If so, how?</p>	teachers at formal schools		
2.5.1	KII	Children from migrants' communities – enablers	Based on your experience, could you share successful stories of children from migrant communities who have successfully overcome barriers to enroll and regularly attend schools?	<p>Open-ended text</p> <p>Follow-up question:</p> <p>In the successful stories you've witnessed of children from migrant communities overcoming barriers to enroll and regularly attend schools, what were some common factors or interventions that played a crucial role in their success?</p>	Only to be asked to teachers at NFE centers	Text	

					-Is it different for boys and girls? If so, how? -Does it vary with age? If so, how?			
CFM	3.1	KII	CFM	Do you think in order to understand better children's challenges in accessing or completing their studies we asked the right questions? Is there anything we have missed that you think it is important to add?	Open-ended text		Text	
	3.2	KII	CFM	What do you think about these questions? How do you feel about your answers?	Open-ended text		Text	

TOOL 4: KEY INFORMANT INTERVIEWS WITH SOCIAL WORKERS/FRONTLINE WORKERS. (SEMI-STRUCTURED TOOL)

Research questions	SUB Q#	Data collection method	Indicator Variable /	Questionnaire Question	Questionnaire (options)	Responses	Comments for enumerators	Question type	Level of Data collection
Informed consent							<p>Who you are: Hello, my name is (enumerator name) and I work for Acted, an international non-governmental organization.</p> <p>Why we are doing the interview: In partnership with TdH and ECW fund, we are conducting the Key Informant interview (KII) to gather valuable data on the challenges that school-aged children face when trying to access and attend schools. This data collection aims to understand how these barriers impact their regular attendance and the reasons why some children may drop out of school. Additionally, we are interested in identifying the factors that enable children to overcome these obstacles and achieve success in their education. Your participation and answers in these discussions are crucial as they will enhance the understanding of humanitarian actors regarding the barriers and enablers you mentioned.</p> <p>What we will ask: During our discussion, we will ask you about the barriers and challenges that school-aged children experience when trying to access and attend schools. We want to understand the factors that hinder their regular attendance and may lead to dropouts. Additionally, we are interested in learning about the positive influences and strategies that enable children to overcome these barriers and achieve success in their education.</p> <p>Respondent rights: Participation in this study is voluntary. You do not have to participate, and you can end your involvement any time if you do not want to continue. Also, if you are unsure about the answer to any of the questions we ask, please just say so, and we can move on.</p> <p>What we will do with the information: everything you tell us will be kept anonymous and confidential. Names will not be recorded, and your comments will be anonymized. No identifiable information will be shared. Members of the research teams will be the only ones to view the full transcripts of your answers. The information you will provide during this interview will be used to write a report on education needs in the locations covered by this assessment, which will be shared with UNICEF and education actors operational in these areas.</p> <p>Duration of interview/information gathering process: as there are only a limited number of questions, we hope that we will not take more than an hour to collect the information.</p>		

<p>Contact information: If you have any questions or concerns about this research, you need to report a problem that happened during this discussion or feel distressed due to the topics addressed during this discussion, please contact our focal point: insert email here</p> <p>Do you consent to this interview? Yes/No</p> <p>Do you consent to being contacted in the future to be asked some additional questions? Yes/No</p> <p>Do you have any questions before we begin? Yes/No</p>							
Biodata	0.1	KII	Title	What is your job title?	Open-ended text		Text
	0.2	KII	Municipality	Where the school/NFE center is located?	Open-ended text		Text
What are the main factors (barriers) that contribute to non-regular attendance, dropouts, and out-of-school-tendencies?	1.1	KII	Barriers to attendance – general	In your experience, what role do you play in preventing dropouts and addressing issues of non-regular attendance among students?	Open-ended text Follow-up question: Please share insights into the strategies, initiatives, or support systems you have employed to promote consistent attendance and support students at risk of dropping out.		Text

					<p>-Is it different for boys and girls? If so, how?</p> <p>-Does it vary with age? If so, how?</p>			
1.2	KII	Children with disabilities – barriers	Based on your experience, can you describe any specific challenges or barriers faced by children with disabilities in terms of accessing education and maintaining regular attendance?	<p>Open-ended text</p> <p>Follow-up questions:</p> <p>How do the support services and accommodation provided to children with disabilities affect their enrollment and attendance?</p> <p>-Is it different for boys and girls? If so, how?</p> <p>-Does it vary with age? If so, how?</p> <p><i>Note: Support services are the resources used to accommodate to children with disabilities, like classroom accommodation for children with</i></p>		Text		

					<i>physical disabilities, or the use of technology in classrooms to facilitate the learning process for them</i>			
	1.3	KII	Children from low-income families - barriers	Based on your work with children from low-income families, how does financial barriers impact their enrollment and attendance?	Open-ended text Follow-up question: Are there any unique challenges they face due to their financial circumstances? -Is it different for boys and girls? If so, how? -Does it vary with age? If so, how?		Text	
	1.4	KII	Children from Undetermined Legal Status - barriers	Based on your experience as a frontline worker, can you share specific challenges or barriers that you have observed children from Undetermined Legal Status families facing, which contribute to their non-regular attendance and dropout tendency?	Open-ended text Follow-up question: What role do support systems in the center play in addressing the needs of children from Undetermined Legal Status families? And how could that mitigate the risks of their inability to enroll and non-regular attendance?	Only to be asked to teachers who teach at NFE centers. (Sensitivity concerns)	Text	

					<p>-Is it different for boys and girls? If so, how?</p> <p>-Does it vary with age? If so, how?</p>			
1.5	KII	Children from rural areas - barriers	Based on your knowledge or personal experiences, what are the main challenges that children from rural areas face to maintain regular attendance and remain in school?	<p>Open-ended text</p> <p>Follow-up question:</p> <p>How does the limited availability of educational resources or extracurricular activities in rural areas affect the attendance and dropout rates of children?</p> <p>-Is it different for boys and girls? If so, how?</p> <p>-Does it vary with age? If so, how?</p>		Text		
1.6	KII	Girls - barriers	From your experience as a social worker/frontline worker, are there gender-specific challenges or societal factors that contribute to non-regular attendance and dropouts' tendencies among girls?	<p>Open-ended text</p> <p>Follow-up question:</p> <p>What type of intervention do you perform to mitigate these barriers?</p>		Text		

					<p>-Is it different for boys and girls? If so, how?</p> <p>-Does it vary with age? If so, how?</p>			
1.7	KII	Children from migrants' communities – barriers	Based on your experience as a social worker, what type of barriers do children from non-Libyan Arab communities' face that would disrupt their attendance and push them to drop out of school?	<p>Open-ended text</p> <p>Follow-up question:</p> <p>What type of interventions do you perform to mitigate these barriers/issues? Are there policies/mechanisms at the school level that address these issues?</p> <p>-Is it different for boys and girls? If so, how?</p> <p>-Does it vary with age? If so, how?</p>	To be asked to teachers in formal schools.	Text		
1.7.1	KII	Children from migrants' communities - barriers	Based on your experience as a social worker, what type of barriers do children from migrants' communities face that would disrupt their attendance and push them to drop out of school?	<p>Open-ended text</p> <p>Follow-up question:</p> <p>What type of intervention you perform to mitigate these barriers/issues?</p>	To be asked to teachers in NFE centers.			

					<p>-Is it different for boys and girls? If so, how?</p> <p>-Does it vary with age? If so, how?</p>			
	1.8	KII	Violence in schools	Based on your experience as a social worker, how does violence within the school environment affect students' willingness to enroll and regularly attend classes?	<p>Open-ended text</p> <p>Hints:</p> <ul style="list-style-type: none"> -Bullying (includes physical, psychological, or sexual forms. is characterized by repeated and intentional aggression toward another person) -Corporal punishment -Physical violence (includes any kind of physical aggression, the use of weapons, as well as criminal acts like theft or arson) -Verbal violence (includes insulting, threatening, ignoring, isolating, rejecting, name-calling, humiliating, ridiculing, rumormongering, lying, or punishing another person) -Sexual violence (includes sexual harassment, sexual intimidation, 		Text	

					<p>unwanted touching, sexual coercion, rape)</p> <p>- Cyberbullying (includes sexual or psychological abuse by people connected through school on social media or other online platforms. This may involve posting false information, hurtful comments, malicious rumors, or embarrassing photos or videos online. Cyberbullying can also take the form of excluding someone from online groups or networks.)</p> <p>Follow-up question:</p> <p>What measures or interventions have been effective in addressing the issue of violence in schools and promoting a safe and conducive learning environment?</p> <p>-Is it different for boys and girls? If so, how?</p> <p>-Does it vary with age? If so, how?</p>			
	1.9	KII	Intersectional question	How do these challenges impact each other? Do			Text	

				certain groups face multiple barriers simultaneously? If so, why does this occur?				
What are the main factors (enablers) that promote enrollment, regular attendance, and continuation thereof	2.1	KII	Children with disabilities - enablers	In your experience, what interventions or strategies have you found effective in improving attendance, and reducing dropouts among children with disabilities?	Open-ended text Follow-up questions: In your opinion, what role does inclusive education play in fostering the occurrence of enablers among children with disabilities? -Is it different for boys and girls? If so, how? -Does it vary with age? If so, how? Definition of inclusive education according to the 2022 JENA: "Inclusive education ensures that all individuals have equal access to learning opportunities, removing barriers and providing appropriate support to address discrimination and exclusion, particularly for people with physical, sensory, mental, and intellectual disabilities."		Text	
	2.2	KII	Children from low-income	Based on your experience, what are the main factors that foster the occurrence of	Open-ended text Follow-up question:		Text	

		families enablers -	successful enrolment and regular attendance among children from low-income families?	<p>Are there any community-based initiatives or resources that have positively influenced the experiences of children from low-income families?</p> <p>-Is it different for boys and girls? If so, how?</p> <p>-Does it vary with age? If so, how?</p>			
2.3	KII	Children from Undetermined Legal Status - Enablers	In your experience, what are the factors that lead to successful enrolment and regular attendance among children from families with an undetermined legal status within an education context?	<p>Open-ended text</p> <p>Follow-up question:</p> <p>How do school policies, support systems, or initiatives address the unique needs and challenges faced by these children?</p> <p>-Is it different for boys and girls? If so, how?</p> <p>-Does it vary with age? If so, how?</p>	This question should be asked to teachers at NFE centers. (Sensitivity concerns)	Text	
2.4	KII	Children from rural areas - enablers	In your experience, what are the key factors that contribute to successful enrolment and regular	<p>Open-ended text</p> <p>Follow-up question:</p>		Text	

				attendance of children from rural areas within a school setting?	How does the school/center address the unique challenges and strengths of these children in fostering positive outcomes? -Is it different for boys and girls? If so, how? -Does it vary with age? If so, how?			
2.4	KII	Girls – enablers	From your perspective, what are the key factors that enable girls to successfully enroll in school and attend regularly?	Open-ended text Follow-up question: Can you share any examples of initiatives/strategies or efforts that have empowered girls and promoted successful enrollment, regular attendance and the continuation thereof in your school/center?			Text	
2.5	KII	Children from migrants’ communities – enablers	Based on your experience, what are the enablers that allow children from non-Libyan Arab communities to overcome different barriers	Open-ended text Follow-up question Can you share any examples of initiatives or practices that have successfully promoted successful enrollment, regular attendance	Only to be asked to teachers at formal schools		Test	

				and enroll and regularly attend school?	and the continuation thereof among children from non-Libyan Arab communities? -Is it different for boys and girls? If so, how? -Does it vary with age? If so, how?			
	2.5.1	KII	Children from migrants' communities – enablers	Based on your experience, what are the enablers that allow children from migrant communities to overcome different barriers and enroll and regularly attend school?	Open-ended text Follow-up question: Can you share any examples of initiatives or practices that have successfully promoted successful enrollment, regular attendance, and the continuation thereof among children from migrant communities? -Is it different for boys and girls? If so, how? -Does it vary with age? If so, how?	Only to be asked to teachers at NFE centers	Text	
CFM	3.1	KII	CFM	Do you think we asked the right questions? Is there anything we have missed	Open-ended text		Text	

				that you think it is important to add?				
	3.2	KII	CFM	How do these questions make you feel? How do you feel about your answers and your peer's answers?	Open-ended text		Text	

6. 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:

<i>The proposed research design...</i>	<i>Yes/ No</i>	<i>Details if no (including mitigation)</i>
... 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	<p>The conduction of this specific research is authorized at national level, and it falls under the same authorization that enables to collect data for the 2022 Joint Education Needs Assessment.</p> <p>During the research design stage and prior to kick-off in data collection, concerns have been raised on an observed trend of increase of scrutiny on INGO staff sharing information. For this reason, the participation of international organization's staff to the assessment, both as respondents or data collectors, is subject to an informed and personal judgement and assumption of risk. At any stage of data collection, both INGOs and individuals can refrain from continuing the activities and withdraw from the data collection</p>
... Does not expose respondents / their communities to any risks as a direct result of participation in data collection?	Yes	

<p>... Does not involve collecting information on specific topics which may be stressful and/ or re-traumatising for research participants (both respondents and data collectors)?</p>	<p>No</p>	<p>The subject of the assessment is inherently touching sensitive topics. When gathering responses regarding personal experiences and incidents, the questions are carefully framed to ensure that participants only disclose information they feel at ease sharing. The information sought through the tools primarily concerns facts relevant to the community, aiming to comprehend the existing threats and vulnerabilities faced by children from specific migrant refugees and asylum seekers communities.</p> <p>With the specific regard to children's respondents, the collection of information on protection risks and violation will be none and will be complemented by age-appropriate PSS activities that can ease the transition in and out of the topics touched by the focus group discussion.</p>
<p>... Does not involve data collection with minors i.e. anyone less than 18 years old?</p>	<p>No</p>	<p>Please see Annex 1 Data collection Protocol</p>
<p>... Does not involve data collection with other vulnerable groups e.g. persons with disabilities, victims/ survivors of protection incidents, etc.?</p>	<p>No</p>	<p>No respondent will need to answer any direct question on details regarding specific protection incidents they might have experienced, witnessed, or heard of. The sole interest of the questions related to protection incidents in the assessment will investigate which threats are more common, which vulnerability factors increase the exposure to such threat, and what are the drivers of increase or decrease the risk at individual, family, and community level.</p>

... Follows IMPACT SOPs for management of personally identifiable information ?	Yes	
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5. Roles and responsibilities

Table 3: Description of roles and responsibilities

Task Description	Responsible	Accountable	Consulted	Informed
Research design	Assessment Officer(s)	Senior Assessment Officer	Country Coordinator, Consortium members, REACH Operations team, RDD (HQ), HQ specialists.	Consortium members
Supervising data collection	Assessment Officer(s)	Senior Assessment Officer	REACH Operations team, Country Coordinator	Consortium members
Data processing (checking, cleaning)	Assessment Officer(s)	Senior Assessment Officer	Country Coordinator, RDDU (HQ)	Consortium members
Data analysis	Assessment Officer(s)	Senior Assessment Officer	Country Coordinator, RDDU (HQ)	Consortium members
Output production	Assessment Officer(s)	Senior Assessment Officer	Country Coordinator, HQ Reporting Unit	Consortium members
Dissemination	Assessment Officer(s)	Senior Assessment Officer	Country Coordinator, RDD (HQ)	Consortium members
Monitoring & Evaluation	Assessment Officer(s)	Senior Assessment Officer	Country Coordinator, RDD (HQ)	Consortium members
Lessons learned	Assessment Officer(s)	Senior Assessment Officer	Country Coordinator, RDD (HQ)	Consortium members

Responsible: the person(s) who executes the task

Accountable: the person who validates the completion of the task and is accountable of the final output or milestone

Consulted: the person(s) who must be consulted when the task is implemented

Informed: the person(s) who need to be informed when the task is completed

7. Monitoring & Evaluation Plan

- Please complete the M&E Plan column in the table and use the corresponding Tools in the Monitoring & Evaluation matrix to implement the plan during the research cycle.

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		X 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	[List here relevant HPC-documents to be monitored: E.g. Iraq HNO 2018, Iraq Flash Appeal Mosul, Shelter Cluster strategy] [List here relevant agency-documents to be monitored: E.g. UNHCR Country Strategy, UNICEF WASH Response Strategy]
		# references in single agency documents			
Humanitarian stakeholders are using IMPACT products	Humanitarian actors use IMPACT evidence/products as a basis for decision	Perceived relevance of IMPACT country-programs	Country team	Usage_Feedback and Usage_Survey	
		Perceived usefulness and influence of IMPACT outputs			
		Recommendations to strengthen IMPACT programs			

	making, aid planning and delivery	Perceived capacity of IMPACT staff		templa te	
		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 (<i>providing resources, participating to presentations, etc.</i>)	# of organisations providing resources (i.e. staff, vehicles, meeting space, budget, etc.) for activity implementation	Country team	Engagement_log	<input type="checkbox"/> Yes
		# of organisations/clusters inputting in research design and joint analysis			X Yes
		# of organisations/clusters attending briefings on findings;			X Yes

ANNEX 1: CHILD PROTECTION PROTOCOL

1. Purpose of the Protocol

Child abuse, violence, neglect and exploitation is considered worldwide a violation of the fundamental rights of the child. Violence against children is unacceptable and requires comprehensive action, IMPACT is committed to safeguarding and protecting children's rights in the overall performance of its activities.

This protocol outlines key principles and actions that will be taken by IMPACT staff and contractors to safeguard the rights of children, adolescents, young people, their families and communities directly addressed, in the implementation of its activities.

This protocol aims at ensuring that urgent issues that can put the life and/or well-being of a child in immediate danger detected during the implementation of the activities are timely and efficiently referred to child protection personnel for their due follow-up in full respect of the International Convention of the Rights of the Child and following Protocols.

This protocol outlines compulsory procedures to be undertaken by IMPACT staff, partnering NGOs and contractors.

The protocol will be validated by the consortium members within the Ethical Board review. No data collection will be carried out before the validation of this instrument.

2. Guiding Principles

1. The Best Interest of the Child lies at the heart of the assessment, its design and implementation.
2. **Respect:** all evidence-generating activities should ensure respect for all persons. Respect demands that individuals be treated as autonomous agents. An autonomous agent is an individual capable of deliberation about personal goals and of acting under the direction of such deliberation. To respect autonomy is to give weight to autonomous persons' values, preferences, and beliefs and to recognize their capability for self-legislation, their ability to make judgments, to state their opinions and to make choices.
3. **Informed consent:** For any primary data collection, informed consent is obtained by the respondent; if the respondent is a child, this entails assent by the child and informed consent by their caretaker. Once identified the individual participants, partner INGO conducting data collection will contact respective guardians and explain the research activities in its purpose and methodology. Once obtained guardians verbal consent, the informed consent form will be signed, outlining all the procedures to be taken to ensure child protection and privacy, and request the guardians' signature.
4. **Confidentiality and Professionalism:** IMPACT personnel will devote equal attention to all urgent cases identified in the course of the activities. It will ensure no dispersion of confidential information. The communication will be set up in such a way to reduce communication leaks or any violation of the privacy of the child and other respondents. The data management plan specifically outlines appropriate procedures for the collection, treatment and disclosure of confidential information.

International best practices and instruments: child protection cases will be referred to services internally by the INGO who is conducting data collection. Additional reporting instrument to complement the availability of referrals will be:

1. The Informed Consent Form
2. The Data protection form to be signed by all parties involved in data collection
3. The Enumerator Debriefing Form

4. Procedures

Informed assent/consent

- After the selection of the potential participant, the Enumerator engages with his/her legal representative to seek his/her consent for the child to participate in the data collection exercise using the Consent Form.
- Upon consent from the child's legal representative, the Enumerator engages with the child to seek his/her assent to participate in the data collection exercise using the Assent form.
- The Informed Consent form outline important elements of which the potential participant and her/his legal representatives should be informed, including the purpose of the research, the selection of the participants, the voluntary nature of the participation, the procedures of relevant data collection methods, the confidentiality of the research, the data management policy, the risks involved in taking part in the research, the no-compensation/no-benefit policy as well as the way findings will be shared (for more details refer to the Consent/Assent forms).
- Enumerators shall inform the participants that even if he/she is not asking about abuse, in light of legislation, if there is evidence of abuse occurring, it will have to be reported in accordance with the law to the judicial authorities, according to REACH Child abuse reporting procedures.
- No data collection exercise may be carried out without the formal consent of the legal representative AND the assent from the child.
- For direct observation components of the study, the assent and consent will be received in the forms for participation in the interview.
- See the Informed Consent form

Data collection time

- Focus group exercises should take strictly the time needed to collect relevant information to minimize their impact on the children's daily schedule.
- The focus group exercises time is inclusive, to the extent possible, of age-appropriate PSS activities in the opening and the closure of the data collection exercise.

Data collection space and privacy

- The focus group should take place in a room that guarantees the security and privacy of the respondents. Therefore, enumerators shall ask the schools and NFE centers staff/ management for a place where they and the respondents will not be heard by non-participants.
- If non-participants are present in the data collection room, enumerators explain them that in order to protect the participants' privacy, non-participants should leave the room.
- If privacy cannot be guaranteed the focus group exercise is rescheduled and Enumerators refer to the Field Coordinator.
- If third parties are interfering with an interview or focus group, the Enumerators will interrupt the data collection exercise.

Confidentiality and anonymization

- Before starting data collection, enumerators will be asked to sign a Confidentiality Agreement with REACH whereby they commit not to disclose any information they collect as part of their Enumerator role to other actors.
- Data collection forms are anonymous, and the Enumerators shall not record the names of the participants.
- To protect confidentiality during Focus Groups the Enumerators shall demand participants to refrain referring to individual cases presented during the discussion outside the group with non-participants.
- However, the Enumerators shall inform the participants about the risk of other participants reporting topics discussed during the session.
- At the end of individual interviews, participants will be granted the possibility to check the script to make sure that answers were recorded correctly.

Addressing discomfort from a child during data collection

- Enumerators shall remind the children that they have the right to interrupt the interview at any point and are free not to answer specific questions if they wish so.
- Enumerators shall ensure that concerns and distress are timely detected and addressed during the data collection phase, including interrupting momentarily, or definitively the interview to protect the Best Interest of the Child.

Ensuring cultural sensitiveness

- The Enumerator team accounts for potential cultural sensitivities of participants. Each sub-team will include a female and male component. Enumerators are trained to ensure full respect of participants cultural sensitivities.

Enumerators will not provide any information regarding their religious or political affiliations.

Collecting complaints about data collection

- Enumerators shall address children's concerns in the first instance and provide response during the data collection phase, by interrupting the interview and investigate and reply to children's individual concerns.
- In addition, Enumerators shall systematically provide the contact reference for complaints to all participants at the end of the interview.
- The Assessment Officer is the focal point for complaints. As such, she/he collects potential concerns and complaints and suggests an appropriate approach to be undertaken by the Field Coordinator as line manager, including disciplinary measures – from formal warning to dismissal of the Enumerator involved.

Urgent action cases

- While Enumerators are not asking about abuse, if there is evidence of abuse occurring, it will have to be referred to appropriate child protection case management services.
- In that case, referrals are to be treated by the Enumerator in accordance to [Libya's Inter Agency Referral Standard Operating Procedures](#)

Reporting and referral

- Enumerators shall inform the participants that the outcome of the research process will be a restricted report, where all information will be de-identified, and sensitive information omitted in order to ensure protection of participants.
- Participants who wish to be referred to child protection case management services may provide their name in the, but this will be shared on a need-to-know basis.
- The Assessment Officer shall make sure that the research outputs will present information that in no way can be traced back to individual participants.
- Draft reports are reviewed by the REACH Assessment Officer as well as by REACH Geneva HQ to ensure that information cannot be traced back to individual participants.

4. Protection risk matrix

Risk	Risk mitigation	Responsibility
Enumerator suspects the presence of a threat or that his personal safety is not guaranteed	Reach out to the field coordinator before going to the data collection location Concerns will be addressed by the Field Coordinator No data collection will be conducted if there is a threat on the personal safety of the enumerators	Field coordinator
Child or legal representative have complaints or concerns about the survey	Established a complaint focal point (the lead AOs Roua.KLAI@reach-initiative.org Imen.NIGHAOUI@reach-initiative.org) to address complaints from the data collection implementing partner for addressing issue concerns will, if possible be addressed by interviewers / moderators and supervisors Contact details of concerns or complaints focal point will be shared with the participants if they have any concerns No data collection exercise will be carried out without the formal consent of the legal representative AND the assent from the child	Assessment Officer Field Coordinator Enumerators
Focus group facilitators, interviewers and field researchers cause distress to participants	Interview tools have been designed in order to ensure an escalation of the question sensitiveness. If necessary, interviewer / moderator asks participant if they want to stop for a few minutes and return to the question afterward or if he/she wants to skip the particular question. If the respondent continues to be distressed, interviewer / moderator may stop the interview and offer that the respondent can speak to their legal representative.	Field Coordinator Enumerators
Limited / no privacy	Interviews shall be held in public spaces where overhearing is not allowed.	Field Coordinator Enumerators

	<p>If privacy cannot be guaranteed the interview is rescheduled and Enumerators refer to their focal point</p> <p>If third parties (including the legal representative) are interfering with an interview or focus group, the Enumerators will interrupt the data collection exercise.</p>	
Present authority figure(s) are potentially intimidating for respondents	The field coordinator negotiates presence with authority figure(s) in such a way that will minimize any potential intimidation. These figures should be best kept out of sight and listening range during the survey	Field Coordinator Enumerators
Confidentiality of data is compromised	The Assessment Officer designed a comprehensive Data Management Plan establishing procedures to ensure that data collection, transmission and storage is secure and to protect the privacy of the participants. The Assessment Officer ensures REACH staff comply with the Data Management Plan.	Assessment officer
Evidence or disclosure of urgent cases that can put the life and/or well-being of a child in immediate danger	Procedures to address evidence or disclosure are established before starting data collection. Standard reporting forms are drafted to collect information in a comprehensive and timely manner Data are de-identified before sharing of data	Assessment officer Enumerators INGO responsible for conduction of the consultations (for referral and intake in CP services)
Interviewer's beliefs in conflict with that of the community	Interviewers are trained not to provide any information regarding their gender attitudes, religious or political affiliations or other beliefs	Field coordinator
Breach of personal data and post interview risk	Interviewers make sure to get rid of all identifiable information of interviewees No promises of any assistance should be provided to interviewees	Field coordinator Interviewer