

Research Terms of Reference

Education Sector Assessment

BGD2006

Cox's Bazar District, Bangladesh

August 2020

V 1.0

REACH Informing
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humanitarian action

1. Executive Summary

Country of intervention	Bangladesh				
Type of Emergency	<input type="checkbox"/>	Natural disaster	<input checked="" type="checkbox"/>	Conflict	
Type of Crisis	<input type="checkbox"/>	Sudden onset	<input type="checkbox"/>	Slow onset	<input checked="" type="checkbox"/> Protracted
Mandating Body/ Agency	UNICEF				
Project Code	70EAD				
Overall Research Timeframe (from research design to final outputs / M&E)	27/07/2020 to 31/12/2020				
Research Timeframe Add planned deadlines (for first cycle if more than 1)	1. Start collect data: 15/10/2020		5. Preliminary presentation: 13/12/2020		
	2. Data collected: 03/12/2020		6. Outputs sent for validation: 31/12/2020		
	3. Data analysed: 06/12/2020		7. Outputs published: 31/01/2021		
	4. Data sent for validation: 06/12/2020		8. Final presentation: N/A		
Number of assessments	<input checked="" type="checkbox"/>	Single assessment (one cycle)			
	<input type="checkbox"/>	Multi assessment (more than one cycle) [Describe here the frequency of the cycle]			
Humanitarian milestones Specify what will the assessment inform and when e.g. The shelter cluster will use this data to draft its Revised Flash Appeal;	Milestone		Deadline		
	<input type="checkbox"/>	Donor plan/strategy	_ _ / _ _ / _ _ _ _		
	<input checked="" type="checkbox"/>	Inter-cluster plan/strategy	31/01/2021		
	<input checked="" type="checkbox"/>	Sector plan/strategy	31/01/2021		
	<input type="checkbox"/>	NGO platform plan/strategy	_ _ / _ _ / _ _ _ _		
	<input type="checkbox"/>	Other (Specify):	_ _ / _ _ / _ _ _ _		
Audience Type & Dissemination Specify who will the assessment inform and how you will disseminate to inform the audience	Audience type		Dissemination		
	<input checked="" type="checkbox"/> Strategic		<input type="checkbox"/> General Product Mailing (e.g. mail to NGO consortium; HCT participants; Donors)		
	<input checked="" type="checkbox"/> Programmatic		<input type="checkbox"/> Cluster Mailing (Education, Shelter and WASH) and presentation of findings at next cluster meeting		
	<input type="checkbox"/> Operational		<input type="checkbox"/> Presentation of findings (e.g. at HCT meeting; Cluster meeting)		
	<input type="checkbox"/> [Other, Specify]		<input checked="" type="checkbox"/> Website Dissemination (Relief Web & REACH Resource Centre)		
			<input type="checkbox"/> [Other, Specify]		

Detailed dissemination plan required	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
General Objective	To support UNICEF and the Cox's Bazar Education Sector to understand the effectiveness and challenges of the education response within host communities (HC) and in camps, and to guide their future response by ensuring equitable and quality education opportunities for all children/youths aged 3-24.			
Specific Objective(s)	<ol style="list-style-type: none"> 1. Assess the effectiveness of the Education in Emergencies (EiE) response and the impact on learning outcomes, including the Learning Competency Framework and Approach (LCFA) developed in camps. 2. Assess the challenges, bottlenecks, and constraints on learning for Rohingya-refugee and HC children/youths aged 3-24. 3. Jointly with Education partners, identify areas for improvement, good practices, lessons learned of the EiE response for all children/youths aged 3-24. 4. Assess to what extent has COVID-19 affected the learning of Rohingya and HC children/youths aged 3-24 			
Research Questions	<ul style="list-style-type: none"> • RQ1.1: How effective was the Education Sector's response in the past year in camps and in HC? <ul style="list-style-type: none"> ○ To what extent has the provision of learning spaces and infrastructure contributed to improved access to education services for children/youths aged 3 to 24 through an equity lens? ○ To what extent has the provision of education materials and community sensitization efforts contributed to improved access to education services for children/youths aged 3 to 24 through an equity lens? • RQ1.2: Are the INEE minimum standards being consistently followed by all sector partners? If not, why? • RQ1.3: What are the lessons learned of the LCFA on learning outcomes? • RQ2.1: To what extent are the Education Sector and Partners ensuring access to equitable learning opportunities in a safe and protective environment for children/youths aged 3-24, including children/youths with disabilities and non-binary gender identities? • RQ3.1: What are the improvements, good practices and recommendations that could guide the future of the Education Sector response and ensure equitable and quality education opportunities? • RQ4.1: How have children/youths aged 3-24 been able to continue learning since COVID-19? • RQ4.2: What were the barriers to providing children/youths aged 3-24 with education during COVID-19 and what are the lessons learned? <ul style="list-style-type: none"> ○ How should the Education Sector involve educators in supporting children/youths during COVID-19? 			
Geographic Coverage	Teknaf and Ukhiya upazilas ¹ (HC and refugees' camps)			
Secondary data sources	<ul style="list-style-type: none"> • Report on the pilot test of the Annual Status Of Education Report (ASER), BRAC; August 2018 • Preliminary Results ASER Plus, Cox's Bazar Education Sector; February 2019 			

¹ Upazila is the 3rd level of administrative subdivisions in Bangladesh, it corresponds to sub-districts. Bangladesh has 4 main administrative subdivisions' level: Divisions, Districts, Upazilas, Unions.

	<ul style="list-style-type: none"> Overview of the ASER-PLUS assessment for refugee students, Cox's Bazar Education Sector; April 2019 Report on the ASER tests 2019 ISCG Facility Mapping Data on educational facilities Education Sector 5W MICS (Multiple Indicator Cluster Survey) 2019 Annual Primary School Census 2019 			
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]
	X	Refugees in camp	<input type="checkbox"/>	Refugees in informal sites
	<input type="checkbox"/>	Refugees in host communities	<input type="checkbox"/>	Refugees [Other, Specify]
	X	Host communities	<input type="checkbox"/>	[Other, Specify]
Stratification <i>Select type(s) and enter number of strata</i>	X	Geographical #: 2 upazilas (Ukhiya and Teknaf) Population size per strata is known? X Yes <input type="checkbox"/> No	X	Group #: Refugees and HC Population size per strata is known? X Yes <input type="checkbox"/> No
			<input type="checkbox"/>	[Other Specify] #: __ Population size per strata is known? <input type="checkbox"/> Yes <input type="checkbox"/> No
Data collection tool(s)	X	Structured (Quantitative)	X	Semi-structured (Qualitative)
	Sampling method		Data collection method	
Structured data collection tool # 1 Rohingya and Bangladeshi caregivers	<input type="checkbox"/> Purposive <input type="checkbox"/> Probability / Simple random <input type="checkbox"/> Probability / Stratified simple random <input type="checkbox"/> Probability / Cluster sampling <input type="checkbox"/> Probability / Stratified cluster sampling <input checked="" type="checkbox"/> Non-probability / quota sampling and snowball sampling		<input type="checkbox"/> Key informant interview (Target #):_____ <input type="checkbox"/> Group discussion (Target #):_____ X Household interview (Target #): 200² with Rohingya caregivers and 200² with Bangladeshi caregivers. <input type="checkbox"/> Individual interview (Target #):_____ <input type="checkbox"/> Direct observations (Target #):_____ <input type="checkbox"/> [Other, Specify] (Target #):_____ 	
Structured data collection tool # 2 Bangladeshi teachers (HC), Bangladeshi teachers (camps) and Burmese language instructors (camps)	<input type="checkbox"/> Purposive <input type="checkbox"/> Probability / Simple random <input type="checkbox"/> Probability / Stratified simple random <input type="checkbox"/> Probability / Cluster sampling <input type="checkbox"/> Probability / Stratified cluster sampling <input checked="" type="checkbox"/> Non-probability / quota sampling and snowball sampling		<input type="checkbox"/> Key informant interview (Target #):_____ <input type="checkbox"/> Group discussion (Target #):_____ X Individual interview (Target #): 200² with Bangladeshi teachers in HC, 200² with Bangladeshi teachers in camps and 200² with Burmese language instructors in camps. <input type="checkbox"/> Direct observations (Target #):_____ <input type="checkbox"/> [Other, Specify] (Target #):_____ 	
Semi-structured data collection tool #1 Focus group discussions	<input checked="" type="checkbox"/> Purposive <input type="checkbox"/> Snowballing <input type="checkbox"/> [Other, Specify]		x Key informant interview (Target #): 20 KIIs with Bangladeshi caregivers and Rohingya caregivers.	

² The number of interviews was calculated taking as a reference a probability simple random sampling method with 95% level of confidence and 10% margin of error at Upazila level. However, given operational limitations the final sampling strategy was a non-probability sampling, and therefore results of the assessment will not be representative of the population as a whole, only indicative.

(FGDs)/Key Informant interviews (KIIs)			<input type="checkbox"/> Individual interview (Target #): _ _ _ _ _ X Focus group discussion (Target #): 10 FGDs with Bangladeshi and Rohingya children and youths aged 12-17. <input type="checkbox"/> [Other, Specify] (Target #): _ _ _ _ _	
Semi-structured data collection tool #2 Key informant interviews (KIIs)	X Purposive <input type="checkbox"/> Snowballing <input type="checkbox"/> [Other, Specify]		X Key informant interview (Target #): 20 KIIs from a combination of CBOs supporting vulnerable or marginalised children/youths, Education NGO implementing partners, members of Learning Centre Management Committees. <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			
Data management platform(s)	X	IMPACT	<input type="checkbox"/> UNHCR <input type="checkbox"/> [Other, Specify]	
Expected output type(s)	<input type="checkbox"/>	Situation overview #: _ _	X Report #: 1 Either a single full-length synthesized report, or multiple analytical and thematic briefs accompanied by a synthesized executive summary.	<input type="checkbox"/> Profile #: _ _
	X	Presentation (Preliminary findings) #: 2	<input type="checkbox"/> Presentation (Final) #: _ _	<input type="checkbox"/> Factsheet #:
	<input type="checkbox"/>	Interactive dashboard #: _	<input type="checkbox"/> Webmap #: _ _	<input type="checkbox"/> Map #: _ _
	<input type="checkbox"/>	[Other, Specify] #: _ _		
Access	X	Public (available on REACH resource center and other humanitarian platforms)		
	<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 Donor: UNICEF Coordination Framework: Education Sector Partners: Education Sector (Save The Children, NRC, Plan International, BRAC, VSO...)			

2. Rationale

Since August 2017, an estimated 745,000 Rohingya refugees have arrived in Bangladesh's Cox's Bazar District fleeing military operations characterized by widespread reports of human rights violations in Myanmar. Currently, there are over 900,000 Rohingya refugees living in 34 settlements in Ukhiya and Teknaf, and of these, 55% are children.³ Stripped of the citizenship by the Myanmar state, refugees have left an environment in Myanmar in which access to basic services—including education—was severely limited. Reportedly, less than 60% of children arriving in Bangladesh have ever attended school in Myanmar, while less than one-tenth graduated beyond primary level.⁴

Cox's Bazar is one of the most impoverished districts of Bangladesh. The primary school completion rate for the district is 54%, while the divisional and countrywide rate is closer to 80%.⁵ Findings from the recent Joint MSNA in October 2019 may point to a slight improvement with roughly 70% of primary school-aged children (aged 5-11) and 64% of secondary school-aged children (12-17) reported to be enrolled in a formal education programme (e.g. government schools, Alia madrassas) at the time of data collection.⁶ Regarding non-formal educational opportunities, across all 11 assessed Unions, reported attendance of NGO-run schools was seemingly low, with fewer than 10% of children reporting to access these learning modalities in any given Union.

Over the course of the past two and a half years, education providers have made significant inroads into providing an education system to serve over half a million children, with over 5,000 facilities and almost 65-70% of boys and girls aged 3-5 and 6-14 reportedly attending learning spaces as of March 2019.^{7,8} However, significant challenges remain. Attendance rates of adolescents, particularly adolescent girls, remain extremely limited. Particular challenges persist for children with disabilities, who were reported to be attending learning centres at lower rates than their peers for all age ranges. Limited space in crowded camps mean that partners have had to employ alternative modalities to fully-subscribed learning spaces in order to reach additional children.⁹ Within the HC, the main barriers to education were economic, with 34% of households reporting that the cost of education was too high; 32% reporting that the child is needed to contribute to household income; and 26% reporting that the child was needed to help out around the home.⁴

However, access is only one component of a holistic approach to the larger framework ensuring the right to education for all girls and boys. Key information gaps continue to persist regarding the quality of educational opportunities, from the perspective of both service providers and the household users and within the framework of learning outcomes, portable skills, and competencies. Additionally, overarching accountability principles such as community engagement, participation, satisfaction, and empowerment within children's education – all components that should serve to improve and enrich children's experiences – are not always taken up within the HC or refugee population groups. The roll-out of the alternative Learning Competencies Framework and Approach (LCFA)¹⁰ in 2019 provided a key opportunity to emphasize and incorporate parent and community engagement and preferences regarding different learning modality options. The proposed assessment therefore aims to build upon the initial groundwork and community consultations and to provide a robust evidence base one-year into its implementation regarding best practices and recommended course corrections, from the perspectives of households and caregivers, service providers, programmatic stakeholders, and community members. This assessment also aims to identify how COVID-19 has affected learning opportunities for children. It will be looking at the most common modalities of distance learning that are being used by educators and assessing how educators should be more involved in supporting children during COVID-19.

³ UNHCR population data and key demographic indicators. September 30, 2019

⁴ Cox's Bazar Education Sector. Joint Education Needs Assessment: Rohingya Refugee in Cox's Bazar, June 2018, p. 4.

⁵ Education Cannot Wait Facilitated Multi-Year Resilience Programme, 2018-2020, p. 7

⁶ REACH / ISCG. *Joint Multi-Sector Needs Assessment: Host Communities in Ukhiya and Teknaf*. Analysis Tables. October 2019

⁷ Cox's Bazar Education Sector. 5Ws. September 2019. The estimated 5,000 facilities are inclusive of learning centres, mobile learning, home-based learning, and other types of facilities

⁸ REACH / Cox's Bazar Education Sector. *Education Needs Assessment*. March 2019.

⁹ Human Rights Watch. "Are We Not Human?" *Denial of Education for Rohingya Refugee Children in Bangladesh*. December 2019

¹⁰ The LCFA has been introduced by the Education Sector in 2018 within the camps as an alternative education curriculum, outlining a set of learning competencies across four developmental levels equivalency from pre-primary to grade eight (levels I-IV), covering English, Myanmar language, Mathematics, Life Skills and Science.

Following the global outbreak of COVID-19, the government of Bangladesh adopted various measures aimed at controlling the spread of the disease, with schools closing nationwide on March 18. To support the continuity of educational opportunities, the Ministry of Education rolled out a series of mix modality of audio, visual and paper-based learning programmes. Accessing and benefitting from home-based distance learning modalities can be challenging for certain populations, leading to a risk of exacerbating already-existing disparities between students from different economic, geographic, and social groups. Findings from the recent Factsheet on Distance Learning conducted in June 2020 shown that the main barrier to accessing distance learning activities reported by caregivers and head teachers was accessing a television and that although schools are making some efforts to contact students, children without access to these technologies are likely to be at a disadvantage and more needs to be done to reach them.¹¹

3. Methodology

3.1. Methodology overview

The assessment will utilize a two-stage research approach consisting of a secondary data review and primary data collection. A multi-faceted desk review and in-depth analysis of secondary sources, two distinct quantitative research components (structured household/individual interviews), and a series of in-depth qualitative engagements including focus group discussions with caregivers, children/youths (aged 12 to 24) and teachers, and key informant interviews with key educational stakeholders will be conducted.

An extensive secondary data review (SDR) will be conducted to develop a contextual understanding of developments within the Education Sector, particularly related to multi-year strategies focused on systems-building and improved access to high-quality educational opportunities. Primary data collection will consist of two surveys to obtain a holistic understanding of the recent response by the Education Sector and to collect statistically representative data on identified data gaps, complemented by in-depth qualitative information derived from group discussions with caregivers, children/youths and teachers and key informants with education authorities and committees.

Quantitative and qualitative data collection will take place between the 15th of October and the 3rd of December comprising the following sample: structured interviews with 400 caregivers and 600 teachers/instructors, 20 KIIs with caregivers, 10 FGDs with children/youths (aged 12 to 24), and 20 KIIs with education experts.

3.2. Population of interest

In this assessment the populations of interest are refugee and HC children/youths between the ages of 3-24 in Ukhiya and Teknaf Upazilas, as well as caregivers and teachers providing education services to this population.

3.3. Secondary data analysis and review

Particular focus will be placed on conducting in-depth analysis of the results of the 2018 and 2019 Annual Status of Education Report (ASER) tests, with the 2018 serving as the “baseline” dataset conducted prior to the introduction of the LCFA in January 2019. Additionally, the findings from the in-depth analysis of ASER tests can be overlaid with other data sources, including ISCG Facility Mapping data on educational facilities, 5W data on educational activities and community engagement initiatives, or triangulated with Union-level findings from HC assessments in order to understand whether learning outcomes (as captured through the ASER tests) corroborate other assessment findings and data sources.

¹¹ REACH. COVID-19 Distance Learning in Cox's Bazar District: Host Communities in 8 upazilas. June 2020

3.4. Primary Data Collection

Primary data collection will use a combination of 2 quantitative surveys, one conducted with caregivers and one with teachers and instructors in camps and in HC, 20 qualitative focus group discussions (FGDs) and 20 Key Informant Interviews (KIIs).

Due to the rapid spread of COVID-19, the specific risk to already vulnerable communities, the importance of the humanitarian principle of “Do No Harm” as well as general considerations for “Duty of Care” (i.e. ensuring both field staff and local communities are not spreading and/ or exposed to the risk of contracting COVID-19 due to data collection activities), IMPACT, with inputs and review support from WHO and Global Health Cluster colleagues, has developed a [Standard Operating Procedures \(SOPs\)](#) to guide research teams on how to undertake data collection during the COVID-19 outbreak. According to these SOPs, REACH's team will assess the risks associated with data collection and decide the type of data collection as per the risk assessment in order to ensure safety of REACH staff, their families/communities and population in affected communities. Remote data collection such as phone interviews will be highly considered for quantitative surveys and KIIs.

In addition to standard training protocols, REACH will work with UNICEF and other partners to ensure that all staff involved in the research process receive adequate training from relevant specialists in the fields of psychological first aid, child safeguarding, prevention of sexual exploitation and abuse, and referral mechanisms.

Quantitative Surveys

For the quantitative data collection part of the assessment, two structured surveys have been developed. One will be used to conduct household interviews with Rohingya and Bangladeshi caregivers of children/youths aged 3-24, while the second one will be used to conduct individual interviews with Bangladeshi teachers in HC and in camps and Burmese language instructors in camps. Both surveys will be conducted across camps and HC of Teknaf and Ukhiya upazilas, from October 15th to November 30th 2020.

The indicators to be included in each of the surveys will be guided by discussions with Education partners on prioritization and suitability of household-level questions. Data will be collected by teams of enumerators using a structured questionnaire administered at the household level with caregivers of children/youths aged 3-24, and with a randomly selected teachers or instructors. Data will be entered onto smartphones loaded with the Kobo app.

The caregivers' surveys will be conducted remotely, through phone calls, among a total of 400 caregivers (100 Rohingya caregivers in camps in Ukhiya upazila, 100 Rohingya caregivers in camps in Teknaf upazila, 100 Bangladeshi caregivers in HC in Ukhiya upazila, 100 Bangladeshi caregivers in HC in Teknaf upazila) using quota and snowball sampling methods. Sampling at the Upazila level will allow findings to be compared between Upazilas in an attempt to provide education actors with information to support strategic decision-making if and where results may vary significantly by locality. From both the refugee and HC Joint MSNAs from October 2019, gaps in household-reported access to educational opportunities seemed to be more pronounced in Teknaf Upazila. The number of interviews was calculated taking as a reference a probability simple random sampling method with 95% level of confidence and 10% margin of error at Upazila level. However, given operational limitations the final sampling strategy was a non-probability sampling, and therefore results of the assessment will not be representative of the population as a whole, only indicative. For both Rohingya and Bangladeshi caregivers, the sample frame will be built using beneficiary contact lists provided by the Education Sector partners. Where possible, the sample will be proportional to populations of the Unions for host communities and of the camps for Refugee population. In areas where it is not possible to get beneficiary data, snowballing will be used to gather additional contacts.

The surveys of teachers and instructors will be conducted among a total of 600 individuals (200 Bangladeshi teachers in camps, 200 Bangladeshi teachers in HC, 200 Burmese language instructors in camps). The questionnaire will focus on instructors' perceptions and challenges related to implementing the LCFA (including but not limited to the extent of trainings and support materials received), and will also aim to collect information related to teacher recruitment, retention, and remuneration. In order to minimise the risk to data collectors and respondents with respect to COVID-19, this component will be done remotely through phone interviews, based on contact lists provided by the Education sector.

The assessment team will be overseen by a Research Manager and Assessment Officer, and a Field Manager. Field teams will be led by a Field Coordinator with support from two Field Assistants. The Field Coordinator will manage 10 team leaders,

5 of whom will oversee 8 enumerators each, split evenly between males and females. The other 5 team leaders will oversee 8 security assistants (all male), who will partner with enumerators to minimise security risk/harassment.

Table 1: Sampling Framework for household surveys

Upazila	Bangladeshi Population	Bangladeshi Samples	Rohingya Population	Rohingya Samples
Total	83,900	200	860,494	200
Teknaf	45,159	100	159,409	100
Ukhiya	37,940	100	701,085	100

Qualitative methods

FGDs and KIIs will focus on the effectiveness of the response, bottlenecks in the implementation of LCFA and equitable access to educational services, needs and barriers for marginalised children/youths such as girls, children/youths with disabilities or children/youths with non-binary gender identities. These components will also look at the learning opportunities affected by COVID-19.

Ten Focus Group Discussions are planned to be conducted with the following groups: children/youths aged 12-17, and children/youths with disabilities aged 12-17. In order to overcome the difficulties related to access to the camps and the host communities due to COVID-19, twenty Key Informant Interviews will also be conducted remotely, through phone calls, with caregivers and caregivers of children with disabilities.

Table 2: Plan for FGDs and KIIs with caregivers and children/youths

FGDs/KIIs	Type of group	Number of FGD/KII
FGDs	Children/youths with disabilities aged 12-17 in camps	
FGDs	Children/youths aged 12-17 in camps	1
FGDs	Children/youths aged 12-17 in HC	5
FGDs	Total	10
KIIs	Caregivers of children with disabilities in camps	4
KIIs	Caregivers of children/youths aged 12-24 in camps	6
KIIs	Caregivers of children with disabilities in HC	4
KIIs	Caregivers of children/youths aged 12-24 in HC	6
KIIs	Total	20

Twenty Key Informant Interviews will be conducted targeting the following key groups: CBOs supporting vulnerable or marginalised children/youths, Education NGO implementing partners and members of Learning Centre Management Committees.

Table 3: Plan for KIIs with Education and Protection sector partners and LCMC members

Kills	
Type of Kill	Number of Kill
Education NGO implementing partners	7
CBOs supporting vulnerable or marginalized children	5
Members of Learning Centre Management Committees	8
Total	20

Findings of the qualitative part of the assessment will contextualise and triangulate findings of quantitative data collection and SDR. To capitalise on the many specialist education organizations working within the Rohingya response, implementation of primary data collection tools could be a joint venture between REACH and interested Education Sector partners.

Final research design is subjected to an external ethical review in line with UNICEF's procedure for ethical standards in research, evaluation, data collection and analysis. Given that REACH does not have a recognised institutional ethical review board (ERB) process, REACH will use the institutional review board of the Institute of Health Economics at the University of Dhaka.

3.5. Data Processing & Analysis

All identifying data will be stripped from databases/transcripts prior to analysis and publication. Databases containing potentially identifying data will be password protected with access limited to key staff. Informed consent of participants will be sought and received before the use of all research tools.

Data checking and cleaning of both household and education facility surveys will take place on a daily basis according to [REACH's data cleaning Minimum Standards Checklist](#). Each day REACH's data team will conduct checks on the data and provide a list of issues and feedback to the field team. In addition, team leaders will continually monitor enumerator interview practices, providing feedback on an ad-hoc basis and during daily briefings. During data cleaning, checks will be made for outliers, "other" responses will be analysed and recoded as appropriate, incomplete or inaccurate records will be removed, and some responses may be recoded and standardised. All changes made to the original dataset will be recorded in a data cleaning log.

Data Analysis

Following the finalisation of tools, a data analysis plan for both qualitative and quantitative tools will be developed, ensuring linkages between questionnaire questions/responses, reporting on indicators, and stratification of the household sample. For the quantitative component, REACH will develop an analysis script using R software to conduct all of the analysis. For the FGDs and Kills, notes or recordings will first be transcribed and translated into English, before being analysed thematically using QSR NVIVO software and input into a saturation grid.

Throughout the assessment process, IMPACT's technical team in Geneva will conduct internal review and validation of tools and products in order to ensure they meet IMPACT's organisational quality standards. This will take place prior to, and is subordinate to, final validation by the Sector.

Preliminary Findings Presentation and Final Outputs

Following data analysis, a preliminary findings presentation will be hosted by REACH to provide an overview of findings from all assessment components. This process will aim to encourage sector partners to reflect on the implications of the data, discuss findings that seem significant, surprising, and/or potentially contradictory across the various pieces of research, and

to contextualize the findings based on their expertise and understanding of field realities. The key outcome of the workshop is an endorsed set of workshop minutes and assessment key messages, which will then feed into the development of final products.

Depending on the key findings and Sector-driven recommendations, the core outputs from this assessment would either take the form of a single full-length synthesized report, or can take the form of multiple analytical and thematic briefs accompanied by a synthesized executive summary to draw out key messages and common themes. The final decision will rest with the Sector and its advisory group (SAG), and should be decided with the goal of creating appropriate and effective assessment outputs for the intended audience of the Cox's Bazar Education Sector, donors, the Global Education Cluster, and programmatic partners.

4. Workplan

	August				September					October				November				December					January				
Week:	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5
Inception and Kick-off	X																										
TOR development		X	X																								
Sector review and validation of ToR				X																							
Submission of inception report				X																							
Secondary analysis of ASER results and triangulation					X	X	X	X																			
Preliminary presentation 1; Assessment Design Workshop								X																			
Quantitative tool development and piloting							X	X	X																		
Qualitative tool development and piloting							X	X	X																		
Ethical clearance obtained									X																		
Training and pilot of assessment teams									X	X						X											
Quantitative data collection											X	X	X			X	X										
Qualitative data collection																X	X	X									
Initial analysis														X	X	X	X	X	X								
Preliminary findings presentation 2																			X								
Drafting of final outputs																			X	X	X						
Review of products by sector partners																					X	X					
Final review of products by REACH																							X	X	X		
Submission of final products																											X

5. Roles and responsibilities

Table 4: Description of roles and responsibilities

Task Description	Responsible	Accountable	Consulted	Informed
<i>Research design</i>	Assessment Officer, Research Manager, GIS/Data Specialist, GIS Officer	Country Coordinator	IMPACT Research Design and Data Unit (RDDU)	UNICEF and Education Sector
<i>Supervising data collection</i>	Field Manager, Field Coordinator, Field Assistant, Team Leader	Country Coordinator	Assessment Officer, Research Manager, RDDU	
<i>Data processing (checking, cleaning)</i>	Assessment Officer	Country Coordinator	Research Manager RDDU	
<i>Data analysis</i>	Assessment Officer, Data Officer	Country Coordinator	Research Manager, GIS/Data Specialist RDDU	
<i>Output production</i>	Assessment Officer	Country Coordinator	IMPACT Reporting Unit, Research Manager	
<i>Dissemination</i>	Assessment Officer	Country Coordinator	IMPACT Communications Officer, Research Manager	UNICEF
<i>Monitoring & Evaluation</i>	Assessment Officer	Country Coordinator	IMPACT RDDU, Research Manager	
<i>Lessons learned</i>	Assessment Officer	Country Coordinator	Country Coordinator, Research Manager RDDU	IMPACT HQ

6. Data Analysis Plan

Semi-structured and structured tools: *please refer to the annex [DAP BGD Education Sector Assessment](#)*

7. Annex

Annex 1 - SOPs for Data Collection with Children

SOPs for Data Collection with Children

Education Sector Assessment, Cox's Bazar

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List of SOPs

This is a list of the applicable SOPs and forms for research initiatives that include data collection with children (any individual under the age of 18) in Bangladesh.

All members of the team involved in the research must be familiar with the following documents and make sure that the protocols are followed during every data collection activity.

Orientation documents for data collectors

- I. Checklists and referral pathway (Children in Distress; Communicating with Children; Ethical Considerations; Referral pathway)
- II. Child protection protocol
- III. Child protection debriefing sessions

Forms

- IV. Enumerator confidentiality agreement
- V. Informed assent form
- VI. Informed consent form
- VII. Urgent action form

I - Checklists and Referral Pathway for Data Collection with Children

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1. Children in Distress

Key Points to Remember:

SIGNS OF DISTRESS

- Lack of interest and/or energy – apathy
- Withdrawal from relationships with adults or other children
- Excessive clinging to familiar people
- Prolonged sadness or generalized anxiety
- Loss of appetite
- Sleep disturbances
- Headaches or other somatic complaints
- Inappropriate sexual behaviour
- Aggressiveness or destructiveness
- Expressing violence, suffering or separation in their 'play'
- Poor concentration, restlessness, sudden changes in mood etc.

Contact the Field Manager if you have any questions or difficulties

IF YOU DETECT SIGNS OF DISTRESS

- Allow the child to set the pace of the interview/discussion and give the child adequate time to respond without showing signs of impatience
 - Make sure that the child clearly understands who you are and exactly what the purpose of the interview/discussion is
 - Provide emotional support and encouragement
 - Be patient and allow time to build up trust
 - Give positive messages of warmth and acceptance
 - Do not be critical of the child and the responses he/she is providing
 - Do not put pressure on the child to talk; continue to communicate but allow silences
 - Accept the child's emotions such as guilt and anger
 - Never give false reassurance
 - When talking about difficult situations, enable a child to work out their own solution
 - Make sure to use simple language and to encourage the child to ask questions so that they understand everything
 - Find out more about the child from those who know him or her
- If you are unsure of anything contact the Field Manager and follow the protection protocol.

2. Communicating with Children

Key Points to Remember:

- Contact the Field Manager if you have any questions or difficulties
- Be patient, polite and respectful
- Be sensitive
- Remember to prioritize the child's best interests
- Remember the Do No Harm principle
- Explain the purpose of the interview or focus group – why you are collecting the information, who will know about it and how it will be used
- Remind children that they can choose to stop the interview or leave the focus group at any point
- Remind children they can choose not to answer any questions
- Encourage children to ask questions if they do not understand
- Choose the location of the interview or focus group carefully – it should make the children feel comfortable
- Make sure that the interview or focus group is in a private space – do not let others listen
- Listen carefully and show interest in what children have to say
- Respect children's views
- Remain neutral – you should not agree or disagree with the children
- Do not be judgmental about children's opinions or actions
- Be flexible and creative with the questioning and facilitation
- Have a friendly, informal and relaxed approach to make children feel at ease
- Be patient and use simple language for communication
- Be aware of your gestures and tone of voice, make children feel comfortable and that they can trust you
- Record exactly what children say and ask them to explain further if you haven't understood
- Adapt your behaviour according to the age of the children
- Reflect on your behaviour towards the children and be open to the Field Manager's feedback

CONFIDENTIALITY

- Make sure the child understands who you are – introduce yourself and REACH
- Get children's assent and the informed consent of their legal guardian before interviews or focus groups
- Do not write down children's names – the information they give you must remain anonymous
- Remind children that the interviews or focus groups are anonymous
- Remind children that the information they give is confidential – it will only be used for the study
- In case the life and/or the well-being of a child is in immediate danger, the data collector should fill the Urgent Action Form and submit it to the Field Manager. This should be carried out observing the highest possible standard of confidentiality and ensuring no third-party access to the form.

3. Ethical Considerations

Key Points to Remember:

- Always contact the Field Manager if you have any questions or difficulties
- Always be polite and respectful
- Remember the guiding principles at every stage of conducting research:
 - *Best Interest of the Child* – the best interest of the child shall be a primary consideration in every action you take;
 - *Do No Harm* – avoid creating or exacerbating conflict and insecurity, take into consideration the special needs of vulnerable groups;
 - *Confidentiality (of information)* – do not pass on any information without consent;
 - *Respect* – treat people with honesty, integrity and respect;
 - *Justice* – the balance of benefits and risks for the participants.
- Treat participants fairly
- You must always have children's assent and their legal guardian's informed consent – this means they must fully understand the purpose and nature of the research and the study **before** any interview or focus group takes place
- Even when the informed consent form is obtained, you should check for continued consent during the interview or focus group
- No participants must feel obligated to take part in the research, or feel under pressure to do so – they are free to take part, as well as to stop at any point
- You should always bear in mind cultural and gender considerations and behave appropriately

4. Referral pathway

Information for the data collector

In case any participant wishes to be referred to specific social assistance services he/she may provide their name and contact information. Please read the following section (*Information for the child*) to the participant. You should hand in this form to the Field Manager ensuring that

Information for the child

If you would like to talk about what you have told me concerning the child protection issues you are facing/have faced, there are support services that are available to help you.

For example, if you currently don't feel safe or are feeling upset about the things we have talked about, would you like me to help **put you in touch with a child protection partner operating within each camp?**

I will need to get your contact information, including your name and a place where an officer can find you. We will share only the information you feel comfortable giving us permission to pass on. This is the only information that will be provided to the officer. The enumeration team will not be keeping your contact information – we will give this form to the officer.

Contact information form

Name: _____

Contact information: _____

Any other information (optional): _____

I, the undersigned, agree to the sharing of the information I provided above with a child protection organization and assent to being contacted by this organization in order to receive support services.

Signature (**may be illegible**, not recording name): _____

II - Protection Protocol

Education Sector Assessment, Cox's Bazar, Bangladesh

Bangladesh

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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 and contractors.

The protocol will be validated by UNICEF. 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, REACH staff will contact respective guardians and explain the research activities in its purpose and methodology. Once obtained guardians verbal consent, REACH staff will provide the informed consent form, 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.
5. **International best practices and instruments:** IMPACT personnel will receive a specific training on how to refer child protection urgent cases. They will be provided with tailored training materials as well as with reporting

Annex 1 – SOPs for Data Collection with Children

instruments such as: (1) the Referral Form, (2) the Assent/Consent Form, (3) the Urgent Action Form, (4) the Confidentiality Agreement as well as (5) the Enumerator Debriefing Form.

3. Legal Framework

In Bangladesh

Bangladesh adopted the Convention of the Rights to the Child (CRC) on 3 August 1990¹², with reservations to articles 14.1 and article 21.¹³ The provisions of the CRC have been incorporated to the national legal system with the Children Act of 2013, which has adopted the legal definition of child as any person under the age of 18, in line with the Convention. Furthermore, the 1972 Bangladesh Constitution and the National Children Policy of 2011 rights and standards for the protection for children.

On the rights of children with disability, Bangladesh adopted the Convention on the Rights of Persons with Disabilities (CRPD) on 30 November 2007, with no reservations.¹⁴ The country has included in its National Children Policy of 2011 a special section concerning children with disabilities (Article 6.8), with provisions on education and social security. Both the Children's Act of 2013 and the Rights and Protection of Persons with Disabilities Act 2013 have included specific provisions on children with disability in accordance with the Article 7 of the CRPD.

Data protection

Data protection

Under Article 43, the Constitution of Bangladesh grants every citizen the right, subject to any reasonable restrictions imposed by law in the interests of the security of the State, public order, public morality or public health, to the privacy of his/her correspondence and other means of communication. The Digital Security Act of 2018 has brought specific protection to processing of personal data under the definition of "identity information". This encompasses any external, biological or physical information or any other information which can identify a person or a system. Section 26 of this Act requires the individual's explicit consent or authorisation be obtained for collecting, selling, storing/preserving, supplying or using his or her identity information.

A specific criminal provision related to data protection of children is found in Section 81 of the Children's Act of 2013. Penalties have been established for the publishing of any report, photo or information relating to cases or judicial proceedings under the Act by which the child may be identified directly or indirectly. This applies to publications in print, electronic media or on the internet.

4. Procedures

Informed assent/consent

- No child below the age of 12 will be interviewed in the study.
- 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 Consent and Assent forms 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

¹² Bangladesh also ratified the Optional Protocol of the CRC on the involvement of children in armed conflict and the Optional Protocol on the sale of children, child prostitution and child pornography.

¹³ Article 14.1 concerns the right of the child to freedom of thought, conscience and religion and article 21 concerns adoptions. The withdrawal of those reservations was under analysis according to the latest report submitted by Bangladesh to the UN Committee on the Rights of the Child in October 2015.

¹⁴ The country also ratified the Optional Protocol of the CRPD.

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/Assent form.

Data collection time

- Enumerators shall make sure both with the facility representatives and the children that the time of data collection does not interfere with the daily schedule of the children (schooling, recreational activities, meals, rest, praying, etc.).
- Interview and focus group exercises should take strictly the time needed to collect relevant information to minimize their impact on the children's daily schedule.

Data collection space and privacy

- The interview and focus group should take place in a room that guarantees the security and privacy of the respondents. Therefore, enumerators shall ask the reception centre 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 interview 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 political and cultural sensitivities of participants. Each sub-team will include a female and male component. Enumerators are trained to ensure full respect of participants political or cultural sensitivities.
- Enumerators will not provide any information regarding their religious or political affiliations.

Collecting complaining 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 complains to all participants at the end of the interview.
- The Field Manager 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, 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.
- In that case, the Enumerator will fill an Urgent Action form and forward this to the Field Coordinator
- By the end of the day, the Field Coordinator will debrief with the Enumerator having recorded the abuse using the Urgent Action form
- If requested and relevant, the Field Coordinator will contact Child Protection services on behalf of the victim/s in the site (pre-identified by UNICEF), upon greenlight from the line manager, within 24 hours of receiving the report.
- If requested and relevant, Field Coordinator will contact the Child Protection services upon greenlight from the line manager, within 24 hours of receiving the report.

Reporting and referral

- Enumerators shall inform the participants that the outcome of the research process will be a public 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 specific social assistance services may provide their name in the Referral Form but this will not be shared beyond the identified focal point nor be part of the data available for the research. This information will only be available to the Field Coordinator and will be shared with the reference organization indicated in the Referral guide.
- The Assessment Officer shall make sure that the research outputs will present information that in no way could 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.
- An additional double-check is provided by UNICEF Child Protection specialists that will make sure that assessment outputs do not entail risks for the direct participants and/or to the target group.

6. Protection Risk Matrix

Risk	Risk Mitigation	Responsibility
Children do not want to participate in the interview/focus group	<ul style="list-style-type: none"> No data collection exercise will be carried out without obtaining the formal consent of the legal representative AND the assent from the child. Enumerators remind the participant that he/she has the right to interrupt temporarily or definitively the interview/focus group at any time. 	<ul style="list-style-type: none"> Field Coordinator Field Manager Enumerators
Focus group facilitators, interviewers and field researchers cause distress to participants	<ul style="list-style-type: none"> Interviews procedure are designed in order to ensure that: (1) participants can take an informed decision upon participation; (2) participants can interrupt the interview at any time; (3) complaints are timely received and addressed during data collection; (4) Possibility to be referred to special social assistance services. Interview tools have been designed in order to ensure an escalation of the question sensitiveness. Time breaks have been introduced to allow Enumerators to monitor participants' response to the questionnaire and ensure to pre-empt distress. 	<ul style="list-style-type: none"> Enumerators Field Manager Field Coordinator
Participants express concerns or complaints about the interview / FGD process	<ul style="list-style-type: none"> Enumerators systematically provide the contact reference of the Field Coordinator to all participants at the end of the interview and stress the Field Coordinator's role as focal point. 	<ul style="list-style-type: none"> Field Coordinator Field Manager Enumerators
Limited / no privacy	<ul style="list-style-type: none"> Interviews shall be held in public spaces where overhearing is not allowed. If privacy cannot be guaranteed the interview 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. 	<ul style="list-style-type: none"> Field Coordinator Field Manager Enumerators
Confidentiality of data is compromised	<ul style="list-style-type: none"> The Assessment Officer designed a comprehensive Data Management Plan establishing procedure to ensure that data collection, transmission and storage is secure and to protect the privacy of the participants (for more details, refer to the Data Management Plan). The Assessment Officer ensures REACH staff comply with the Data Management Plan. 	<ul style="list-style-type: none"> Assessment Officer Research Manager

	<ul style="list-style-type: none"> The Data Management Plan has been approved by the Research Manager and UNICEF during the Inception phase and any modification to the plan will need to be validated by UNICEF before entering into force. 	<ul style="list-style-type: none"> UNICEF
Dissemination of findings potentially identify participants	<ul style="list-style-type: none"> Draft reports are reviewed by the REACH Assessment Officer and REACH Research Manager as well as by REACH Geneva HQ to ensure that information cannot be traced back to individual participants. An addition double-check is provided by UNICEF Protection specialists that will make sure that assessment outputs do not entail risks for the participants and/or to the target group. 	<ul style="list-style-type: none"> Assessment Officer Research Manager IMPACT HQ UNICEF
Evidence or disclosure of urgent cases that can put the life and/or well-being of a child in immediate danger	<ul style="list-style-type: none"> 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 Enumerators are trained by UNICEF Protection Specialists in order to be ready to identify and refer all urgent cases. 	<ul style="list-style-type: none"> Field Coordinator Field Manager Enumerators Research Manager Assessment Officer UNICEF

III - Child Protection Debriefing Session

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Child Protection Daily Debriefing Sessions¹⁵

Introduction

Daily debriefing sessions are one of the most important responsibilities of the team leader and are the core of an efficient data management process.

Team leaders may find on-site supervisory observation of interviews useful for random monitoring of enumerators. Clear and honest feedback should be given to enumerators on both positive performance but also emphasizing on areas where improvement is needed. The team leader might also organize individual debrief with particular enumerator when needed. In these cases, you should ask specific questions to understand the details of the situation:

E.g. Thanks for informing about the child protection issue that you have witnessed today. I would like to ask you a couple of questions in order to better understand the case and what is the best way to address it.

Proposed checklist for daily debriefing session

- Review and discuss completed questionnaires and FGDs (Focus Group Discussions) notes (detect potential error patterns in filling the questionnaires, address difficulties in answering questions or sensitive topics & acknowledge and comment on innovations)
- Discuss logistical and security concern/difficulties including concerns for privacy and confidentiality
- Discuss, and refer if deemed necessary, urgent action cases (refer to Urgent Action Reports filled during the day). Note: refer to Child Protection protocol for next steps
- Detect potential inconsistencies in information provided and if necessary, eliminate certain questionnaires that present bias on the part of the KI (Key Informant)
- AoB

Note: The minutes of the meeting should be shared with team on the following day.

¹⁵ Adapted from the CPRA (Child Protection Rapid Assessment Toolkit) – Step 4. Recruiting and training assessment team available at https://www.globalprotectioncluster.org/assets/files/tools_and_guidance/info_data_management/CPRA_English-EN.pdf

IV - Enumerator Confidentiality Agreement

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Date, Place:

Name of the assessor/team leader:

Name of the employing organization:

Name of the assessment lead(s):

I understand that all the information including names, positions and opinions of key informants and participants of focus groups and individual interviews are considered confidential. Hereby, I agree not to disclose any of the information I receive from or about individuals, to anyone but my team-members, direct supervisor and the assessment lead. In case an urgent action form needs to be filled, the information provided in the form will only be shared with the Field Manager / Assessment Officer.

I also understand that I have a responsibility, to the best of my ability, to ensure the security of the data I am entrusted with. I agree to take all necessary measures to avoid unauthorized disclosure of the information I collect or obtain during my work as an assessor/team leader.

I,, acknowledge that I read, understood and agree with the confidentiality statement outlined above. I also understand that if I violate the terms of this agreement, my employer has the right to subject me to disciplinary measures including termination of my employment.

Enumerator

Print full name: *Date:* *Location:*

Signature:

Supervisor

Print full name: *Date:* *Location:*

Signature:

V - Informed Assent Form: FGD, Bangladesh

Education Sector Assessment, Cox's Bazar, Bangladesh

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Information sheet

Target group: students 12 to 17 years old.

[To be read out in full to potential participant, translated in language in which interview will be conducted]

My name is ____ [say interviewer's name] and I am working with REACH. REACH is a Swiss non-governmental organisation, which helps UNICEF - the United Nations Children's Fund, in doing an assessment of the education response in refugee's camps and host communities of Cox's Bazar.

This focus group discussion cannot be considered a guarantee for any direct or indirect support to you or your community, but the information you provide will help UNICEF to define education priorities and programmes. We would like to ask you some questions about the situation of students in schools/learning centres, your needs and the problems you may have. The focus group discussion, which is a group discussion with six to eight children/youths should take between 60.

Your identity will be kept strictly confidential and will not be shown to others unless your written agreement is received to do so. Your participation is voluntary and you can choose not to answer any or all of the questions.

Please keep in mind that we do not pay you in any way for answering these questions. Participation is voluntary.

[After asking each of the following questions, look at the KI and get implicit approval that s/he has understood]

- All the information you give us will remain confidential.
- Your participation in this interview is voluntary.
- You can stop answering questions at any time.
- Do you have any questions? *[Note any questions from the KI in the space here]*

Useful contacts

If you have questions about the interview or the research do not hesitate to ask for clarifications now or later. If you prefer to consult with a person you trust like a teacher or doctor, please do so. If there is anything you are unhappy about the data collection process and you wish to complain about, you can also contact Mansur Jaffar my supervisor, by Whatsapp or phone at the following number 1886180801.

If you choose to be part of this research, I will also give you a copy of this paper to keep for yourself. You can ask your parents/guardian to look after it if you want.

Certificate of Assent

I understand that the research is about analysing the education response in refugees' camps and host communities in Cox's Bazar, potential needs and problems of refugee and host community students, as well as the access to education services – in order to help UNICEF and other organisations to provide aid/assistance in the future.

Statement by the child

I have read this information (or had the information read to me), I have had my questions answered and know that I can ask questions later if I have them.

I agree to take part in the research.

Only if child assents:

Signature of child (may be illegible, not recording name of child): _____

Date: _____

Day/month/year

Statement by the enumerator

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the child fully understands the research and its implications.

I confirm that the child was given an opportunity to ask questions about the study, and all the questions asked by him/her have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the assent has been given freely and voluntarily.

A copy of this assent form has been provided to the participant.

Only if child assents:

Name of the enumerator: _____

Signature of the enumerator: _____

Date: _____

Day/month/year

VI - Informed Consent Form: FGD, Bangladesh

Education Sector Assessment, Cox's Bazar, Bangladesh

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Information sheet

Introduction

The Constitution of Bangladesh grants every citizen the right to privacy and the Digital Security Act of 2018 protects persons with regard to the processing of personal data under the definition of “identity information”. For this and in accordance with Section 26 of the Act, we would like to give you the following information concerning the research project and how the child's personal data will be used – should you give your consent for her/him to take part in the research.

Purpose of this research

REACH is a Swiss non-governmental organisation, which supports UNICEF - the UN Agency for Children, in doing an assessment of the education response in Refugees' camps and Host Communities in Cox's Bazar.

There are different kind of learning facilities and education services available in refugees' camps and host communities and UNICEF would like to know more about the access conditions of students. REACH is therefore helping UNICEF to better understand the conditions and potential difficulties of refugee and HC students to access education, in a safe and protective environment, especially since schools and learning centres have been closed because of COVID-19 – in order to guide future decisions taken by UNICEF and the Education actors by ensuring equitable and quality education opportunities for all students 3-24.

Choice of participants

The child/youth has been requested to participate in this interview because we believe that – based on her/his direct knowledge, she/he may have very relevant information to share.

Voluntary participation

This focus group discussion (FGD) is voluntary and the choice to participate belongs to the potential participant. It is her/his right not to take part in the FGD and if she/he chooses, it is fine. The child can also interrupt the interview at any point, if she/he wants to do so. In addition, if the child feels like there are questions that she/he would not like to answer, she/he is free to say so.

Procedures

The FGD involves an open discussion among the 6 to 8 participants that lasts from 60 to 90 minutes. The discussion is led by a facilitator who introduces the different topics of interest and manages the process, by encouraging each of the participants to express their views and by making sure that all the questions are covered. In addition, the note taker has the role of recording the views expressed by the participants by taking written notes.

Confidentiality

The outcome of the research process will be a public report, but the information will be presented in such a way that whatever the child shares during the interview will be anonymized. In order to ensure this, her/his name or any other information that could link the answers back to her/him will not be recorded. Please be advised that although the

researchers will take every precaution to maintain confidentiality of the data, the nature of focus groups prevents the researchers from guaranteeing confidentiality. However, the researchers will remind participants to respect the privacy and not repeat what is said in the focus group to others.

While the Enumerator 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.

Data storage

Collected data will be stored in the encrypted, password-protected account on KoBo and Drop Box, the data management tools accessible only to the REACH team working on this project. Once the analysis is over, data will be stored in REACH HQ Geneva's password-protected server. The database files themselves will be encrypted and the encryption password shared only with REACH staff directly involved in the project.

Risks for the participants

There are some potential risks for the child should she/he participates in this research. It is possible that talking about delicate situations she/he went through or present vulnerabilities might be emotional and stressful. To minimize this possibility, the child is free to stop the discussion at any time or skip particular questions if she/he prefers not to answer.

Compensation and benefits

There is no economic compensation or reimbursement as participation is voluntary.

Sharing findings

The results of this study will be outlined in the form of reports, dashboards and maps that will be publicly available on our site (reachresourcecentre.info). The team will share the link to these outputs with the reception facility managers as soon as they are published.

Useful contacts

If you have questions about the interview or the research do not hesitate to ask for clarifications now or later. If you prefer to consult with a person you trust like a teacher or doctor or auntie, please do so. If there is anything you are unhappy with or wish to complain about, you can also contact Mansur Jaffar.

If you give your consent for the child to participate in this research, I will also give you a copy of this paper to keep for yourself.

Certificate of Consent

I understand that the research is about analysing the education response in refugees' camps and host communities in Cox's Bazar, potential needs and problems of refugee and host community students, as well as the access to education services – in order to help UNICEF and other organisations to provide aid/assistance in the future.

Statement by the legal guardian or caregiver/parent

I have read this information (or had the information read to me) I have had my questions answered and know that I can ask questions later if I have them.

I give my consent for the child to participate in the research.

Only if guardian assents:

Name of guardian: _____

Signature of guardian: _____

Date: _____
Day/month/year

Statement by the enumerator

I have accurately read out the information sheet to the guardian of the potential participant, and to the best of my ability made sure that she/he fully understands the research and its implications.

I confirm that the guardian was given an opportunity to ask questions about the study, and all the questions asked by him/her have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this consent form has been provided to the guardian.

Only if guardian assents:

Name of the enumerator: _____

Signature of the enumerator: _____

Date: _____
Day/month/year

VII - Urgent Action Form¹⁶

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humanitarian action

¹⁶ Adapted from the CPRA (Child Protection Rapid Assessment Toolkit) – Step 4. Recruiting and training assessment team available at https://www.globalprotectioncluster.org/assets/files/tools_and_guidance/info_data_management/CPRA_English-EN.pdf

Introduction

An urgent action case is usually defined as ‘a situation in which lack of prompt response can put the life and/or well-being of a child in immediate danger’. Please note that enumerators are not seeking to identify cases through assessments but instead this is done through CP activities.

Urgent action cases should always be immediately reported at debriefing sessions. The assessment team will report the specific actions taken, triangulate the information and determine whether there are patterns emerging that require urgent follow-up or advocacy.

Confidential

Reporting staff (it is essential that gender sensitivity to be applied in the urgent action procedure i.e. a female member of the assessment team should handle urgent action cases involving a girl)

Name:

Surname:

Address:

City:

Phone number:

Email:

Date:

Location:

Please fill the first four sections, giving as many details as possible. In section 5, report any immediate action yourself have taken and indicate any follow-up required. Hand this report to the team leader during the daily debriefing session.

Details of the case:

1. What happened?
2. Who? (by whom and to whom noting the sex of people involved)
3. When?
4. Where?
5. Had the case been previously reported?
 - a. If not, why is it reported today?
 - b. If yes, why urgent action had not been taken?

6. Actions undertaken and follow-up

7. Other relevant information (contact information and name of persons involved)
