

# Research Terms of Reference

## Focus Group Discussions – Education Needs for Displaced Communities

CAR1905b

Central African Republic

December 2019  
Version 1

**REACH** Informing  
more effective  
humanitarian action

### 1. Executive Summary

<b>Country of intervention</b>	Central African Republic				
<b>Type of Emergency</b>	<input type="checkbox"/>	Natural disaster	<input checked="" type="checkbox"/>	Conflict	
<b>Type of Crisis</b>	<input type="checkbox"/>	Sudden onset	<input type="checkbox"/>	Slow onset	<input checked="" type="checkbox"/> Protracted
<b>Mandating Body/ Agency</b>	Education Cannot Wait (ECW)				
<b>Project Code</b>	26DSX				
<b>Overall Research Timeframe</b> (from research design to final outputs / M&E)	November 2019 to March 2020				
<b>Research Timeframe</b> Add planned deadlines (for first cycle if more than 1)	1. Start collect data: 20/01/2020		5. Preliminary presentation: 02/03/2020		
	2. Data collected: 14 / 02 /2020		6. Outputs sent for validation: 09/03/2020		
	3. Data analysed: 24 / 02 /2020		7. Outputs published: 23/03/2020		
	4. Data sent for validation: 24/02/2020		8. Final presentation: 30/03/2020		
<b>Number of assessments</b>	<input checked="" type="checkbox"/>	Single assessment (one cycle)			
	<input type="checkbox"/>	Multi assessment (more than one cycle) [Describe here the frequency of the cycle]			
<b>Humanitarian milestones</b> Specify <b>what</b> will the assessment inform and <b>when</b> e.g. The shelter cluster will use this data to draft its Revised Flash Appeal;	<b>Milestone</b>		<b>Deadline</b>		
	<input type="checkbox"/>	Donor plan/strategy	_ _ / _ _ / _ _ _ _		
	<input type="checkbox"/>	Inter-cluster plan/strategy	_ _ / _ _ / _ _ _ _		
	<input checked="" type="checkbox"/>	Cluster plan/strategy	_ _ / _ _ / _ _ _ _		
	<input type="checkbox"/>	NGO platform plan/strategy	_ _ / _ _ / _ _ _ _		
	<input type="checkbox"/>	Other (Specify):	_ _ / _ _ / _ _ _ _		
<b>Audience Type &amp; Dissemination</b> Specify <b>who</b> will the assessment inform and <b>how</b> you will disseminate to inform the audience	<b>Audience type</b>		<b>Dissemination</b>		
	<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 checked="" type="checkbox"/> Cluster Mailing (Education) and presentation of findings at next cluster meeting		
	<input type="checkbox"/> Operational		<input checked="" 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 provide a better understanding of the perception of host and displaced communities, including children themselves, regarding their access to education services and infrastructures.			
Specific Objective(s)	<ol style="list-style-type: none"> <li>1. To understand how the presence of displaced population groups impact the level of access to education and learning for host community populations ;</li> <li>2. To identify key education needs and barriers to education among host communities in [location];</li> <li>3. To identify key education needs and barriers to education for displaced populations in [location];</li> <li>4. To identify communities (both displaced and host) preferences for addressing potential education needs and gaps;</li> </ol>			
Research Questions	<ol style="list-style-type: none"> <li>1. How does the presence of displaced populations impact the level of access to education and learning for host community populations?</li> <li>2. What are the key education needs and barriers to education for host community populations?</li> <li>3. What are the key education needs and barriers to education for displaced populations?</li> <li>4. What are the preferences among host and displaced communities in regards to addressing potential education needs and gaps?</li> </ol>			
Geographic Coverage	<p>REACH has identified the two following sub-prefectures for the assessment:</p> <ul style="list-style-type: none"> <li>- Alindao (Basse Kotto), to indicate the situation for large displacement flows between 2013 and 2017;</li> <li>- Zémio (Haut-Mbomou) to indicate the situation for large recent displacements, since 2017 until today.</li> </ul> <p>See Secondary Data Review section for further information on sub-prefectures identification.</p> <p><i>For security reasons REACH team had to redefine the geographical scope of the study (initially Bria and Mobaye) towards more stable contexts at the time of the assessment.</i></p>			
Secondary data sources	<ol style="list-style-type: none"> <li>a. Annuaire Statistique 2017/2018, Ministère de l'Enseignement Primaire, Secondaire, Technique et de l'Alphabétisation</li> <li>b. Rapid Response Mechanisme reports<sup>1</sup>,</li> <li>c. NRC Reports (FGDs led with children in particular) ;</li> <li>d. <i>Forced Migration Review, Education: needs, rights and access in displacement</i>, Issue 60, March 2019;</li> <li>e. Multisectorial Needs Assessment 2019 data, REACH</li> <li>f. Ad-hoc assessments led by cluster / humanitarian partner ;</li> </ol>			

<sup>1</sup> See 1701CAR's ToRs.

	g. Guidelines for Children's Participation in humanitarian Programming, Save the Children, 2013 ;					
<b>Population(s)</b> <i>Select all that apply</i>	<input type="checkbox"/>	IDPs in camp	<input type="checkbox"/>	IDPs in informal sites		
	X	IDPs in host communities	<input type="checkbox"/>	IDPs [Other, Specify]		
	<input type="checkbox"/>	Refugees in camp	<input type="checkbox"/>	Refugees in informal sites		
	<input type="checkbox"/>	Refugees in host communities	<input type="checkbox"/>	Refugees [Other, Specify]		
	X	Host communities	<input type="checkbox"/>	Pupils and education staff in the assessed schools.		
<b>Stratification</b> <i>Select type(s) and enter number of strata</i>	x	Geographical : 2 areas based on displacement timeframe.  Population size per strata is known? <input type="checkbox"/> Yes x No  - Alindao is identified as the reference area for displacements occurred between 2013 and 2017;  - Zémio is identified as the reference area for displacements occurred since 2017.	X	Population Group: 2 (displaced and host communities)  Population size per strata is known? <input type="checkbox"/> Yes X No  - Host and displaced communities; - Teachers; - Parents; - Children (aged 6-12), both enrolled and out-of-school; - Male and female	<input type="checkbox"/>	[Other Specify] #: _ _ Population size per strata is known? <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Data collection tool(s)</b>	<input type="checkbox"/>	Structured (Quantitative)	X	Semi-structured (Qualitative)		
	<b>Sampling method</b>		<b>Data collection method</b>			
<b>Semi-structured data collection tool # 1</b> <b>FDG with displaced communities</b>	X Purposive		X Group discussion (Target #): 12 in total, 6 in each area :  - 2 with parents of enrolled children - 2 with parents of out-of-school children - 2 with enrolled girls - 2 with enrolled boys - 2 with out-of-school girls - 2 with out-of-school boys			
<b>Semi-structured data collection tool # 2</b> <b>FDG with host communities</b>	X Purposive		X Group discussion (Target #): 12 in total, 6 in each area :  - 2 with parents of enrolled children - 2 with parents of out-of-school children - 2 with enrolled girls - 2 with enrolled boys			

		<ul style="list-style-type: none"> <li>- 2 with out-of-school girls</li> <li>- 2 with out-of-school boys</li> </ul>			
<b>Semi-structured data collection tool # 3</b> <b>FDG with teachers</b>	X Purposive		X Group discussion (Target #): 2 in total, 1 in each area		
<b>Target level of precision if probability sampling</b>	N/A		N/A		
<b>Data management platform(s)</b>	X	IMPACT	<input type="checkbox"/>	UNHCR	
	<input type="checkbox"/>	[Other, Specify]			
<b>Expected output type(s)</b>	<input type="checkbox"/>	Situation overview #: __	X	Report #: 1 final report	<input type="checkbox"/> Profile #: __
	<input type="checkbox"/>	Presentation (Preliminary findings) #: __	<input type="checkbox"/>	Presentation (Final) #: 1	<input type="checkbox"/> Factsheet #: __
	<input type="checkbox"/>	Interactive dashboard #: _	<input type="checkbox"/>	Webmap #: __	<input type="checkbox"/> Map #: __
<b>Access</b>	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)			
<b>Visibility</b> <i>Specify which logos should be on outputs</i>	ECW, Education Cluster, REACH				

## 2. Rationale

The crisis in Central African Republic has entered its 6th year. The education situation, which was already bad prior to the crisis, has even further deteriorated since then. According to the last Humanitarian Needs Overview (HNO) in 2019, the looting of infrastructures and the occupation of schools are common occurrences in CAR. Armed groups use schools buildings mainly as headquarters and internal displaced population can use schools as a gathering space when they arrive in a new location. The ongoing violence in different areas of CAR continues to force people to leave their areas of origin. As of July 31 2019, according to the HNO, more than 580,000 people were still displaced.

Displaced or not, the entire population has suffered the dysfunction of essential services due to the crisis. According to the 2019 HNO, 799,000 non-displaced children (77,2%), 85,000 displaced children in host families (8.3%) and 56,000 displaced children in sites (5,4%) are in need of education. While attacks target and damage school infrastructures, the insecurity causes many teachers to refuse to be assigned to conflict zones, leading to a lack of teaching staff in already affected areas.

Both host and displaced communities face barriers to education in regards to poor educational systems, structural weaknesses and lack of resources and capacity<sup>2</sup>. According to the 2019 Multi-Sectoral Needs Assessment (MSNA)<sup>3</sup>, financial costs of accessing schools, mainly in terms of tuition fees and transportation costs, was reported as the main barrier to education for both population groups. For displaced population, challenges to register children in schools was another determining factor in terms of education access, which encompasses the lack of official documentation, continuous displacement, discrimination and/or children's low levels of prior schooling.

<sup>2</sup> Office for the Coordination of Humanitarian Affairs, « *Aperçu des besoins humanitaires (HNO) 2019 – République Centrafricaine* », October 2019

<sup>3</sup> REACH Multi Sectorial Needs Assessment data, December 2019, available online : [https://www.impact-repository.org/document/reach/7e54feee/REACH\\_CAR\\_MSNA\\_DataSet\\_Decembre2019.xlsx](https://www.impact-repository.org/document/reach/7e54feee/REACH_CAR_MSNA_DataSet_Decembre2019.xlsx)

Typically, a large population influx to an area is associated with additional pressure on households and community infrastructure, including education facilities. However, in CAR, there has been no comprehensive approach to understand what, if any, impact displacement has had on the education system for both host and displaced communities. In addition, existing assessments of communities' perceptions about their education needs do not capture the perspective and concerns of school-aged children. Thus, REACH, in collaboration with the Education Cluster, aims to provide a qualitative analysis of the needs and barriers to educational infrastructures and services for both population groups. The objective is to fill the information gaps that exists in regards to the pressure induced by displacement on communities education facilities and services. The assessment will allow the Education Cluster to better understand, beyond schools functionality, what prevent both displaced and host children from going to school and what strategy and advocacy could be implemented or reinforce to overcome these barriers.

## **3. Methodology**

### **3.1. Methodology overview**

This assessment will use a qualitative approach consisting of 26 Focus Group Discussions (FGDs) with both host communities, displaced communities living in host communities and educational staff in selected cities of Alindao and Zémio in order to identify how displacements impact educational-related dynamics. Through a thorough secondary data review (SDR) REACH has identified sub-prefectures with a large number of IDPs living among/with host community populations (see Secondary Data Review section).

Focus Group Discussions will be conducted with parents, children (6-12 years old) and teachers. This responds to a demand from the humanitarian community and the Education Cluster more specifically to learn more on communities perceptions regarding their priority needs and to capture in particular the concerns of school-aged children. In fact, according to the article 12 of the United Nations Convention on the Rights of the Child (UNCRC), all children have the right to express their views and opinions on matters that affect them, and to have those views and opinions taken into account. Thus, FGDs will allow the humanitarian community to understand specific needs of children regarding education. This will also contribute to the identification of protection risks they may face and therefore appropriate solutions to mitigate these risks.

As this type of qualitative assessment with school-aged children is not extensively developed in CAR, the Education Cluster agreed to design guidelines in order to ensure the approach developed by REACH is adapted to the sensitivities of the children. In fact, in collaboration with the main education and child protection actors, the Education Cluster defined good and bad practices for implementation teams who will be conducting FGDs with children, in order to respect the fundamental humanitarian principle of "do no harm", towards physical and mental integrity of interviewed children.

In each selected sub-prefecture, the implementation of the 13 FGDs will be carried out by Education Cluster partners, skilled to conduct assessments with children. These partners will be identified in collaboration with the Education Cluster. REACH will provide tools and technical support needed to conduct these activities. In addition, the separate school mapping activities conducted by REACH will allow for the identification of specific schools which have witnessed a large influx of children due to displacement. Then, participants for the FGDs will be identified and contacted by the partners where they will be able to explain how the current situation has affected them and their children .

One education partner will be identified for each targeted sub-prefecture. They will be approached based on the following criteria. They must justify :

- A strong knowledge of local context in Alindao and Zémio, acquired thanks to a long operational presence in the area of study ;
- A solid experience in the education sector, at the organizational level, allowing them to have a comprehensive approach of all issues related to education in general, and in Central African Republic specifically ;

- Abilities to lead group discussions, including with children. This means that technical experts in the organization do have the capacities to moderate discussions with sensitive audience such as displaced and war-affected populations, including traumatised children.

Once the partners have been identified. REACH will be in charge of designing data collection and providing tools and support for field teams to make sure the objectives of the assessment are reached.

### **3.2. Population of interest**

Targeted populations are both host and displaced communities leaving in host communities in two areas selected according to displacement timeframe: Alindao where high displacement flows have been recorded between 2013 and 2017, and Zémio where high displacement flows have been recorded since 2017. The objective is to assess whether past and recent displacement flows have had similar or different impacts on education infrastructures and services. In addition, this assessment is focused on the interaction between displaced and host population within a community. Thus, only IDPs living in host communities will be considered for participation. IDPs living in IDP sites will therefore not be integrated in the scope of the present research. REACH acknowledges that this population also face significant barriers to education but considers that it would require a specific research in order to conduct a deeper analysis on these issues.

For these two population types, i.e. host and displaced communities, both parents and school-aged children (6-12) will be interviewed. Groups will be formed separately according to the gender for the child FGDs. Additionally, a difference will be made between enrolled and out-of-school children, in order to better understand the reasons that prevent out-of-school children from accessing education. These disaggregations will be made in order to ensure that all children feel safe in expressing their views and feelings regarding the barriers they may face in accessing school. Furthermore, FGDs will be undertaken with teachers or relevant educational staff, in both selected areas, in order to appreciate potential changes in the class dynamics due to an influx of displaced populations in the locality.

### **3.3. Secondary data review**

Secondary Data Review (SDR) has been used to define the geographical scope of the project.

First of all, REACH team identified the prefectures (admin1) eligible for FGDs, based on the following steps :

1. Prefectures with a high number of IDPs living in host communities have been identified, based on HNO 2019 data ;
2. Only prefectures assessed as part of the school mapping activity have been selected ;
3. Prefectures for which we do not have DTM data have been removed from the scope, since the assessment is based on a displacement timeframe hypothesis. This is a bias that will be taken into consideration as an analysis limit (see 3.5 section).

Then, REACH team used IOM-DTM data to identify sub-prefectures (admin2) eligible for FGDs, based on the following steps:

1. Sub-prefectures where a high number of IDPs living in host families AND a high number of displacement between 2013-2016 occurred have been identified to inform on post-crisis displacements;
2. Sub-prefectures where a high number of IDPs living in host families AND a high number of displacement between 2017-2019 occurred have been identified to inform on recent displacements;



3. In both lists of sub-prefectures as a result of the above steps, the education situation have been considered. To assess education needs, it is assumed that the enrollment to school is not sufficient, children have to be present at school for most of the school year. Thus, based on the MSNA data, sub-prefectures with low rates of 7-12 aged children attending school more than 6 months have been identified as priority zones to conduct FGDs since it means that in these areas children are enrolled but do not go regularly to school.
4. Finally, further discussion with the Education Cluster has helped determining the final zones of interest for partners : Alindao and Zémio. In these sub-prefectures, the localities of Alindao and Zémio have been selected for logistic and security reasons, i.e partners have their operational base in the center of these localities and secondary axes are not always accessible due to a volatile security context. In these areas, participants will be identified in several schools.

Secondary Data Review has also been used to assess the information gap in CAR in terms of education barriers.

The 2019 HNO disaggregates data according to the type of population : 799 000 non-displaced children and 85 000 internal displaced children living in host communities are in need of education. 2019 MSNA highlights the fact that both host and displaced communities face financial difficulties in accessing schools (schooling fees, transportation cost, schooling supplies cost etc.). Furthermore, data collected through Education Cluster partners' evaluations provide information on education needs mainly in terms of human and material resources for schools such as availability of sanitation infrastructures, logistics and access constraints. These evaluations are conducted in different areas of CAR, depending on each partner's zones of intervention.

These assessments provide valuable insight on the situation of education in CAR at the time of each assessment. However, it does not provide information on how different types of population perceive their access to education as a service, not only as an infrastructure. FGDs will focus on collecting feedback from populations on how they feel regarding school and the education system in general. For instance, according to the article "*Strengthening education systems for long-term education responses*", published in the Forced Migration Review<sup>4</sup>, structures such as parent associations or school management committees are key to help breaking down barriers between displaced and host communities in situation of emergencies. Thus, it is essential to collect perceptions of both communities not only on their physical access to schools but also on their implication on the education of their children, the value they attribute to education and the solutions that they have identified at the community level to overcome potential obstacles. This will provide a good source of information for education intervention in areas where displaced and host communities cohabitate.

Moreover, the impact of displacement on both host and displaced communities' respective needs in terms of education is not deepened in existing assessments. As mentioned, armed conflict, displacement and education are closely linked in the context of CAR, thus it is crucial to better understand the consequences of displacement for the overall population, not only for the displaced population. FGDs will allow the Education Cluster to get a better understanding of the education barriers by type of population, gender and type of actors (parents and children).

In particular, FGDs with children have not been developed in CAR.

In addition, similar experiences from other countries provide a good source of information on this specific exercise. For instance, a research led by NRC in Afghanistan in 2018 provides an in-depth analysis of the major protection risks that displaced children face and how these risks affect their ability to access schooling and learn effectively. This study included 49 focus group discussions led with children, parents, teachers, community leaders and key organisations. This report represents a good resource for questionnaire elaboration and provides good practices to capitalize on. Moreover, Save the Children elaborated guidelines and tools for NGOs willing to develop children's participation based programs<sup>5</sup>. REACH assessment team has retained (non exhaustive) key points to integrate in partners moderator's training :

- The use creative forms of expression, for example, using play or art as a medium of expression ;
- The use interpreters, as appropriate ;

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<sup>4</sup> Thea Lacey and Marcello Viola, " Strengthening education systems for long-term education responses", *Forced Migration Review-Education: needs, rights and access in displacement*, Issue 60, March 2019, p15-18.

<sup>5</sup> Save the Children, "*Guidelines for children's participation in humanitarian programming*",

- The use a quiet tone of voice in an effort to help children feel safe ;
- Asking referably open questions ;
- Avoiding to raise expectations about the consultation ;
- Etc.

### 3.4. Primary Data Collection

Through the FGDs, Education Cluster partners will collect qualitative data with a focus on understanding if there is a potential added stress placed on existing education services by an increase of displaced populations to an area and how this plays out in regards to community dynamics, educational infrastructures and availability of resources to provide education services to all population groups.

One education partner will lead FGDs in one of the two selected sub-prefectures identified, i.e Zémio and Alindao. REACH will be responsible for designing the assessment, coordinating the data collection, developing data collection tools, training on the use of these tools as well as support for the implementation of discussions (provision of color papers, paper charts, pictures for children discussions, note-taking, etc.). Finally, REACH will be in charge of analysing data collected and producing the final report of this assessment. The analysis will involve the Education Cluster, in the form of preliminary findings discussions.

For the FGDs, a total of 26 group discussions consisting of 6 to 8 individuals each will take place, split over Zémio and Alindao. Based on the study research questions and on their knowledge of the area, education partners will identify FGD participants according to the strata outlined in Table 1, for each geographical area identified. The number of groups to be sampled aims to balance the diversity of respondents required by the research questions for this assessment, with the time and resources available to implement it.

The gender disaggregation has been retained only for FGDs with children. In fact, discussions with children will include questions regarding protection issues which must be treated separately according to the gender of respondent in order to ensure that the exercise does not cause additional harm to participants and that all of them feel comfortable with expressing their feelings and opinions.

**Table 1. Overview of the distribution of FGDs to be led in each targeted area**

	Parents		Children				Teachers	TOTAL
			Boys		Girls			
	Of enrolled children	Of out of school children	Enrolled	Out of school	Enrolled	Out of school		
Host communities	1	1	1	1	1	1	1	13
Displaced communities	1	1	1	1	1	1		

Regarding Focus Groups participants, they will be identified whether at a specific school level or at the entire locality level depending on the local context. Education partners, thanks to their knowledge of the local area and the education sector, will be in the best position to decide on the best way to proceed. They know how schools are distributed in the area and which schools both IDPs and host communities attend in the locality. In addition, partners benefit from good acceptance with school management and teaching staffs that will help them identify potential participants among teachers, parents and children. This in-depth understanding of the context will allow them to decide whether participants matching the profile



needed (i.e. displaced parents with children, teachers in schools with children belonging to both displaced and host communities, enrolled children belonging to the host community, etc.) can be identified within a single school, or if it is necessary to gather participants from different schools of the locality. Finally, through their interactions with diverse local actors they will be able to get in contact with families whose children have dropped out of school.

In parallel, Alindao and Zémio will be covered as part of the school mapping carried out by REACH. Thus, field teams will be able to identify schools, in these localities, where education needs are particularly severe for both displaced and host communities. Moreover, interviews with key informants included in the mapping component will allow teams to better understand each context specifically, i.e whether schools are organised by neighbourhood or communities, whether IDPs living in host families attend a specific school or not, whether schools have registered a lot of dropouts since the beginning of the year etc. This information will be triangulated with the partner's knowledge and experience in order to best identify FGD participants.

Partners will initiate discussions with potential participants, presenting the project and its objectives, and asking if they would be willing to take part in a FGD. A first oral agreement must be obtained. Then, a formal written consent form will be signed or fingerprinted, prior to the start of each focus group. Regarding children focus groups specifically, parents oral agreement must first be obtained after which a consent form will be signed or fingerprinted by each child's parent or caretaker prior to the start of each focus group.

In order to ensure that FGDs do not result in defavorable situations causing harm to people interviewed, different types of profile will be present during each session of discussion.

**FGD with parents and teachers will involve :**

- 1 person confirmed in education issues in emergency situations to lead discussions ;
- 1 note-taker : a staff from REACH.

**FGD with children will involve :**

- 1 person confirmed in education or child protection in emergency situations to lead discussions ;
- 1 local person : a man or a woman depending on the gender disaggregation of the FGDs, who is a person of trust for children and is not a stakeholder in the school (i.e director, teacher, member of the parents' association or any educational authority). He/she will perform vernacular interpretation and ensure that children feel safe and confident. This person will be identified by partners based on their knowledge of the local context and in collaboration with local actors. He/she should be identified as a person of trust by all local communities and should demonstrate abilities to engage with children, for instance a member of a local youth association, women's association etc. ;
- 1 note-taker : a staff from REACH ;
- As far as possible 1 person from a child protection background should be present.

The variety of these profiles will ensure that FGDs remain safe spaces where interviewed people can express freely their concerns and share their feedbacks on their situation regarding education access.

This assessment will provide an extensive source of information on how children feel regarding school ; school as an environnement to learn and school as a safe environment for personal development. The Education Cluster in collaboration with the Child Protection cluster have developed guidelines for FGDs with children in CAR, based on experience and secondary data, regarding the methodology and protective measures/practices to adopt for discussions. These guidelines enumerate basic rules regarding participatory assessment with children, which REACH plans to set up, among which :

- The choice of an healthy place to conduct the FGD ;
- The duration of less than 2 hours ,
- The presence of less than 4 people, from different background to moderate/conduct the discussion ;
- The presentation of the assessment to different local authorities, including parents associations ;
- Obtaining the ascent and consent from parents of participating children prior to any discussion.

Moreover, these guidelines list facilitation methods that will be implemented by REACH as far as possible, such as :

- The use of a local song to introduce the FGD session;
- The use of pictures from typical school scenes in order to get children's feelings and thought about the situation ;
- The use of drawings to get children's answers to specific questions;
- The installation of a sealed box to collect answers written on small pieces of paper, especially for sensitive/confidential questions;
- Asking children a final question regarding the FGD experience itself, and how they felt about being asked to answer our questions.

For the child FGDs specifically, the presence of a local/community focal person will help creating a safe space for children since he/she will be able to ease the discussion flow by introducing entertaining/playful ways of presenting the questions (starting the session by a local song for instance) or collecting answers from children (introducing a game). He/she will also be able to detect when a child is uncomfortable with some questions or feel fear or upset, and re-direct adequately the assessment to avoid highlighting intentionally a trauma.

Discussions will not take place during teaching hours. As a consequence, focus groups will be carried out during afternoons since in CAR teaching hours extend to noon. In addition, following the Education Cluster guidelines, it will be organized in priority in a healthy, accessible, protective and familiar place for children, such as a classroom or a recreational space in the shade. Partners will identify the best place to conduct the discussions. Optionally, children could choose themselves the place.

Parents or caretakers can accompany their children and stay nearby (for instance in the classroom next door) but they must not be able to hear the content of discussions. It is essential that children feel free to express their feelings without fearing any judgement, and potential reprimand, from their parents.

The following non-exhaustive focus areas of research, structured around the relevant INEE domains, will be assessed through data collection. The INEE Minimum Standards are designed for use in crisis response, in order to "enhance the quality of educational preparedness, response and recovery, increase access to safe and relevant learning opportunities and ensure accountability in providing these services"<sup>6</sup>. REACH uses, when it was relevant for Focus Group activities, these domains to structure data collection since the objective of the project remains to inform the humanitarian community for a more effective operational response.

Targeted population	Research questions
Host and displaced communities FGDs (Parents/Adults)	<p><u>Access and learning environment:</u></p> <p>⇒ How do they perceive the educational offer in their locality ?</p> <p>⇒ What are the barriers they face to access education ?</p> <p><u>Teaching and learning:</u></p> <p>⇒ What are their education needs and how they would like it to be met ?</p> <p>⇒ Is the education offer adapted to their needs ?</p> <p><u>Community participation:</u></p> <p>⇒ How do they get engaged in the education of their children ?</p> <p>⇒ What is their perception of education ? What is the value they attribute to education ?</p>
Teachers FGDs	<u>Access and learning environment:</u>

<sup>6</sup> Inter-agency Network for Education in Emergencies (INEE), Minimum Standards Handbook, 2010.

	<ul style="list-style-type: none"> <li>⇒ How do they perceive the educational offer in their locality ?</li> <li>⇒ What do they think the barriers are for accessing education in their locality?</li> </ul> <p><u>Teaching and learning:</u></p> <ul style="list-style-type: none"> <li>⇒ How do they perceive their capacities to meet education needs of communities in their locality?</li> <li>⇒ What do they think about their teaching conditions?</li> </ul> <p><u>Community participation:</u></p> <ul style="list-style-type: none"> <li>⇒ What are their interactions with the communities in the locality regarding children education?</li> </ul>
Children FGDs	<p><u>Access and learning environment:</u></p> <ul style="list-style-type: none"> <li>⇒ Do they have access to school?</li> <li>⇒ How do they feel in school ?</li> </ul> <p><u>Teaching and learning:</u></p> <ul style="list-style-type: none"> <li>⇒ What do they think about what they learn in school ?</li> <li>⇒ How do they feel regarding their teachers?</li> </ul>

### 3.5. Data Processing & Analysis

#### Data Processing

Prior to data collection, REACH and education partners will implement a pilot phase in Bangui. During this pilot, 3 FGDs will be implemented : 1 with parents, 1 with teachers and 1 with 6-12 aged children. The objective of this pilot is to test and adjust, if necessary, data collection tools and methods. These discussions will be led by the education partners and implemented according to the methodology detailed above.

During data collection, REACH assessment team will monitor the FGD practices in collaboration with partners leading the exercise. As far as possible, the teams who conducted the pilot will be in charge of implementing the rest of FGDs.

REACH will collect FGD transcripts on a daily basis, as far as possible, in order to realize a quick quality check on data collected. This means notes and making sure that all questions are well understood by the moderator and that the discussion has been oriented correctly in order to capture the desired information. This will help improve clarity and accuracy of the discussions as focus group are carried out .

Names and identifying information of participants will not be collected. Moderator and note-taker of each team will complete a matrix elaborated by REACH to report the answers to research questions for each FGDs led.

#### Data Analysis

A data analysis plan has been developed to ensure that the research questions are responding to the objectives of the project and that the questions of the questionnaire are responding to the research questions.

The qualitative data from the moderators and notetakers transcripts will be analyzed thematically using QSR NVIVO software and feed into the development of the final report. A joint analysis of preliminary findings will be led with the Education Cluster before submitting the final report. After the final product is completed, it will be sent back to the Education Cluster partners for final review. Final report and presentation will be made publicly available on the REACH Resource Center.

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

### 3. Planning

Both activities	Nov. 2019				Dec. 2019				Jan. 2020					Feb. 2020				March 2020			
	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4	S5	S1	S2	S3	S4	S1	S2	S3	S4
Elaboration of ToRs / Methodology																					
Data collection planification																					
Field teams training																					
Data collection																					
Data cleaning and analysis																					
Cartography/ Thematic product																					
Results presentation and final products dissemination																					

### 4. Data Analysis Plan

See Excel file.

### 5. Monitoring & Evaluation Plan

IMPACT Objective	External M&E Indicator	Internal M&E Indicator	Focal point	Tool	Will indicator be tracked?
Humanitarian stakeholders are accessing IMPACT products	Number of humanitarian organisations accessing IMPACT services/products	# of downloads of x product from Resource Center	Country request to HQ	User_logging	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 No
	Number of individuals accessing	# of page clicks on x product from REACH global newsletter	Country request to HQ		x No

	IMPACT services/products	# 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		x No
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	CAR HNO 2020
		# references in single agency documents			
Humanitarian stakeholders are using IMPACT products	Humanitarian actors use IMPACT evidence/products as a basis for decision making, aid planning and delivery	Perceived relevance of IMPACT country-programs	Country team	Usage_Feedback and Usage_Survey template	Usage survey to be conducted in January-february 2020, following the release of all of the outputs, targeting at least 5 education cluster partners
		Perceived usefulness and influence of IMPACT outputs			
		Recommendations to strengthen IMPACT programs			
	Number of humanitarian documents (HNO, HRP, cluster/agency strategic plans, etc.) directly informed by IMPACT products	Perceived capacity of IMPACT staff			
		Perceived quality of outputs/programs			
		Recommendations to strengthen IMPACT programs			
Humanitarian stakeholders are engaged in IMPACT programs throughout the research cycle	Number and/or percentage of humanitarian organizations directly contributing to IMPACT programs (providing resources, participating to presentations, etc.)	# of organisations providing resources (i.e. staff, vehicles, meeting space, budget, etc.) for activity implementation	Country team	Engagement_log	<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