**Terms of Reference (ToR) for Primary Data Collection:**

**Consultations with Children/ Child Participation**

[Country] Education Cluster

[Date]

|  |  |
| --- | --- |
| Geographical area(s) to be assessed: | [Province – District] – please list all, as specifically as possible]  [Province – District]  [Province – District] |
| Planned dates for data collection | [Insert dates] |
| Cluster members joining the data collection for child participation | [List organisation names] |
| Assessment team  (Collecting data and supporting) | Cluster Coordinators/ IMOs: [List names]  Cluster member/ partners: [List names]  GEC Support: [List names] |

**Context:**

[Insert a short paragraph explaining the country context, and why a JENA will be completed at this time]

**Child participation:**

As part of this assessment, child participation has been included in the methodology. The aims of child participation are to hear directly from the children on the issues that affect them on a day-to-day basis. [Add more detail based on the research question[s] that will be addressed through the assessment].

It is important to note that consultations with children in needs assessments are not intended to generate quantitative data, but rather qualitative information. The child participatory consultation process will not produce statistically representative information (by location, nor by child-status or age-group), but rather produce indicative results. The exercise will capture perspectives from a purposively selected sample of children who are experiencing the consequences of the crisis on their ability to learn and stay safe.

**Use of findings:**

The information gathered from children will serve the purpose to amplify children's voices and inform the design of an education response that is more accountable to and safer for children. [Add anything more specific on how the findings will be used in response planning, monitoring, evaluations, resource mobilisation, or advocacy.]

**Objectives:**

*Main objective:* To consult children on their education needs [be more specific here if possible]

*Specific objectives:*

* To shift the narrative within needs assessment work, so that children are not perceived as objects to be measured but agents in their own right;
* To empower children to discuss their experiences at and around school;
* To understand the differing perspectives between children and adult key informants, as well as exploring why these perspectives diverge.
* To gain visibility into the unique lived experience and knowledge of children, in order to improve response planning and programming.

**Research questions:**

1. [List research questions for the consultations with children]
2. [List research questions…]
3. [List research questions…]

**Methodology:**

[If the consultations with children are part of a larger assessment, complete this paragraph. If not, delete this paragraph.] The overall methodology and sampling strategy for the assessment (Needs Assessment [NA], Joint Needs Assessment [JNA], or Joint Education Needs Assessment [JENA]) can be found in the NA TOR [link to overall NA TOR if available].

The child participation component will be comprised of consultations with children using participatory, child-friendly methodologies (activities, games, etc.). Girls and boys aged between [insert ages and school level] in [insert number] geographic locations will participate, including children with disabilities.

The structure of each consultation is as follows:

1. Introduction and informed consent
2. Ice breaker and ground rules of the session
3. Dot voting [can be swapped out for another activity based on research question] – [insert topic/ key question, such as reasons that children dropout]

Children are asked to identify key reasons that [children dropout from school]. These reasons are written down and then voted on by the children, with each child having a specific number of votes. The reasons are then ranked, and follow-up questions are asked to explore further.

1. Agree/ disagree exercise [can be swapped out for another activity based on research question] – [insert topic, such as safety in and around schools]

Children are read a number of statements related to [insert topic]. Children move to different areas of the room based on whether they agree, disagree, or are not sure about the statement. Follow-up questions are asked to explore further.

1. Session evaluation

The Consultation Guide and transcription tool is annexed to this TOR [please include guide as annex].

**Sampling:**

Children will be consulted in the following geographic areas [which should be the same areas as targeted by the overall NA, if the consultations are part of a wider assessment]:

* [Province – District] – please list all, as specifically as possible]
* [Province – District]
* [Province – District]

In each area, [3-6] consultations will be held for each sub-group [see Sampling Tool for support on calculating the sample], for a total of [insert number] consultations:

* [Three] consultations with in-school girls aged 11-14
* [Three] consultations with in-school boys aged 11-14
* [Three] consultations with out-of-school girls aged 11-14
* [Three] consultations with out-of-school boys aged 11-14

Each consultation will include six to ten children.

For consultations with girls and boys that attend formal schools, an initial discussion with teachers will be conducted to identify and select students to participate in the consultations. Participants should be representative of the community; if a school serves displaced children, minority groups, and children with disabilities, the consultations should also include children of these backgrounds.

For consultations with out-of-school children, school staff will be consulted to identify out-of-school children in the community. Alternatively, children can be selected through the Key Informants, local child protection partners and any existing school/parent associations.

Informed consent will be obtained in writing from all parents/caregivers of participating children prior to the consultations. The children themselves will then be asked for their consent and at the beginning of the consultations.

**Analysis:**

Data will be recorded in the Consultation Guide and transcription tool by [partner staff or enumerators] in [indicate language or several local languages]. The staff will then translate the recorded data into English and submit the English notes to the assessment working team. The original forms and materials will then be destroyed.

The assessment team will then analyse the data before destroying and elements that are not used as part of the validation and output process. This is to protect children’s data.

**Ethical considerations:**

***Data collection, practical protocols***

Data collection will be done in partnership with [Education Cluster member organisations]. [Optional but recommended: One partner will be selected within each selected region to oversee the data collection.]

***Informed consent and assent***

Parents or caregivers of involved children will be asked to provide their written consent for their children to participate in consultations. Informed (verbal) assent will also be obtained from children (below the age of 18 years) before any interviews or consultations are carried out. The verbal informed consent/ assent will explain the purposes of the assessment and intended use of the data. All potential participants will be informed that their participation (or not) in the assessment will not in any way impact any services they may nor may not be receiving. Furthermore, it will be noted that no support/ aid will be provided in exchange for participating in the needs assessment. All potential participants will be informed that they have the right to refuse participation with no negative consequences, and it will be noted that if they do consent/ assent to participation that this consent/ assent can be withdrawn at any time or at any stage of data collection. At the beginning of each consultation the informed consent will be read out to the participant.

Please see annexes for consent statements. [Annex consent statements]

As a safeguarding measure, contact details will be given to all participants for whom they can contact should they have any questions or concerns relating to the assessment. Participants will be informed that should they have any questions or concerns regarding the assessment they can contact the organisation collecting the data in their respective geographic area through [a dedicated phone number, or alternative method – please contextualise].

***Child Safeguarding and PSEA protocols***

Ethical considerations in relation to consulting with children were considered, including the core humanitarian principle of Do No Harm, PSEA, Child Safeguarding and the Best Interests of the Child. It was determined that involving children provides a vital opportunity for hearing their opinions, upholding their right to be heard. To this extent, consultations with children will adhere to ethical principles outlined in the [nine basic requirements for effective and ethical child participation](https://educationcluster.box.com/s/pf1govvcvexolui5n9gfz9iaa5ntw5lf).

During data collection, should any concerns be raised in relation to harm/ potential harm to a child (whether it be physical, sexual, emotional and/or neglectful in nature), all such concerns will be managed in line with the child safeguarding and PSEA policy and procedures of that enumerator’s organization, including referral to survivor assistance. A child protection/ child safeguarding focal point from each participating organization will be assigned the role of ensuring that all such cases are appropriately referred and followed-up. [The Education Cluster and the Joint Needs Assessment Taskforce] will ensure that all participating organizations confirm their child safeguarding capacity prior to their engagement in the assessment. If a participating organization does not have a child protection/ child safeguarding focal point available, the focal point from a different participating organization may be used.

***Code of conduct for Enumerators***

ACode of Conduct (CoC) has been designed to provide basic standards for enumerators/ facilitators in relation to carrying out consultation processes that are safe for all involved child and adult participants, as well as for other children and adults that may come into contact with assessment teams as part of field-data collection or any other phase of the assessment. The principles laid down in the Code of Conduct are to safeguard the best interests of children and adults for their immediate and long-term safety, security and development.

Enumerators involved in data collection will be trained on the Code of Conduct and requested to mandatorily sign it. The Code of Conduct is included as an annex. [Please include Code of Conduct as annex]

**Enumerator training:**

Enumerators will undergo a specific training for child participation data collection prior to the exercise to ensure that all questions are understood and administered in a standardised manner. The training will cover the following key topics:

* Objectives of the assessment and principles of child participation
* Assessment methodology, sampling, and how to inclusively select child participants
* Obtaining consent and assent
* Child safeguarding and protection, including mandatory reporting and CP-GBV referral mechanisms
* Signature of the Enumerator Code of Conduct
* How to effectively communicate with children
* How to facilitate child-friendly activities
* Consultation facilitation demo
* Data collection and data entry processes

**Risk analysis:**

[If the consultations with children are part of a larger assessment] Please see primary risk analysis in NA TOR. The following analysis is for the Child Participation component.

**Please complete the table below:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Risk area** | **Probability** | **Impact** | **Mitigation measures** | **Actors involved** |
| Loss/ disclosure of confidential data |  |  |  |  |
| Sexual abuse and exploitation |  |  |  |  |
| Identification of children requiring safeguarding or child protection inputs |  |  |  |  |
| Retraumatising children to prior experiences |  |  |  |  |
| Etc… |  |  |  |  |

**Deliverables:**

* A presentation with the main findings and recommendations (to be presented during a data analysis workshop)
* A stand-along child participation needs assessment report
* [If the consultations with children are part of a larger assessment] Key findings included in the broader NA analysis
* A child-friendly version of the report to be distributed to children in order to close the feedback loop and show how data was used

**Roles and responsibilities:**

Please complete the table below:

|  |  |  |
| --- | --- | --- |
| Task | Responsible | Approximate date |
| Design of data collection tools |  |  |
| Selection of communities |  |  |
| Approval of tool, methodology, and sampling frame |  |  |
| Implementation of data collection tools |  |  |
| Ensuring all safeguarding protocols are observed and reporting any incident to [please specify organisation] |  |  |
| Translation of consultation notes |  |  |
| Preliminary analysis of consultation notes |  |  |
| Data analysis |  |  |
| Creation of deliverables |  |  |
| Approval of final analysis and deliverables |  |  |
| Presentation of results to child participants (closing the feedback loop) |  |  |