



# Joint Education and Child Protection Needs Assessment: A Guide

Afghanistan, 2017



Common  
Humanitarian  
Fund



Afghanistan  
Education in Emergencies Working Group (EIEWG)  
گروپ کاری تعلیم و تربیه در شرایط اضطراری، افغانستان

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# Purpose of this Joint Education and Child Protection Needs Assessment (JENA) Guide

This guide provides an overview of the JENA, detailing the purpose and specific objectives of the assessment, an outline of the methodology, key findings from the study and a discussion of lessons learnt from the process.

As such, this guide can be used to:

- Better understand the data collection process of this assessment, allowing findings to be considered within the context and remit of the study as a whole.
- Provide a tool with which to fundamentally understand the education situation faced by displaced populations in Afghanistan.
- Serve as training material to replicate similar education assessments, either at the national or lower level, for use by the humanitarian community.

# Introduction to the JENA

## Education situation in Afghanistan

- Afghanistan is one of the most protracted humanitarian emergencies world-wide, with every province of the country now affected by conflict and forced displacement.
- However, the specific implications of conflict and displacement on the education situation and child wellbeing in Afghanistan are varied and unclear.
- Thus, a comprehensive study, covering relevant population groups, full regional scope and including pertinent sectors was required for evidence-based education planning.

## Purpose of the JENA

To provide an understanding of education and child protection vulnerabilities and needs amongst internally displaced, returnee and refugee populations, to inform effective response planning by the Education in Emergency Working Group (EiEWG) in each region of Afghanistan.

# Objectives of the JENA

## Specific Objectives of the JENA

- Identify the main education and child protection needs and risks in each geographical regions, to inform EiEWG prioritisations.
- Assess the current educational situation by identifying the types of schools attended by displaced children, in terms of functionality, enrolment and attendance.
- Inform the EiEWG by identifying the most relevant and effective child protection activities, and activities intended to resume education in a safe and sustained way.
- Inform further research and programming proposals, advocacy documents, Humanitarian Needs Overviews (HNO), Humanitarian Response Plans (HRP) and the Ministry of Education's 'Education in Emergencies Response Plan'.



# Introduction to the JENA (Continued)

JENA Research Questions	Purpose of Research Question
<p>What is the demographic profile of displaced households (IDPs, returnees and refugees) with school-age children in Afghanistan, and what are their particular vulnerabilities?</p>	<p>To better comprehend the complex vulnerabilities of displaced populations, allowing for relationships to be drawn between indicators and education concerns, strengthening targeted humanitarian interventions.</p>
<p>Do any demographic characteristics or particular vulnerabilities affect school enrolment and attendance of displaced children?</p>	<p>To advocate for government and humanitarian level policies, to ensure attributes of displaced populations are addressed, improving education participation.</p>
<p>For displaced households, what are the current enrolment and displacement rates, and what are the main barriers to education for these children?</p>	<p>To offer a more accurate representation of the education situation in Afghanistan, with policies building on evidence rather than perceived barriers.</p>
<p>What types of education facilities are available to displaced children and what education provision concerns are prevalent?</p>	<p>To identify the core education-provision concerns, to advocate for appropriate government policies and improve humanitarian response.</p>
<p>What child protection risks do children face in and around school?</p>	<p>To feed current and geographically comparative child protection concerns into protection policy planning in Afghanistan.</p>

# JENA Methodology - Overview

## The JENA used **Mixed Methods**:

- **Secondary Data Review** → To develop contextual understanding of conflict and displacement in Afghanistan, as well as knowledge of education in emergency settings.
- **Quantitative Household-Level Surveys** → To provide the primary source of representative and generalisable findings
- **Qualitative Focus Group Discussions (FGDs)** → To derive overarching themes allowing for intuitive analysis of the quantitative data and to substantiate understanding of key quantitative findings with qualitative concepts.

# JENA Methodology – HH-Level Sampling

To inform relevant evidence-based planning, the EiEWG requested findings relevant for each region and for each of the 12 priority provinces in the country. As such:

- Household (HH)-level surveys were cluster random sampled.
- These household surveys generated representative findings at the regional and priority province level (See table to the right).
- A total of 9,435 surveys were conducted, with a 95% confidence level and 5% margin of error.

Region	Province	Surveys
West	Farah	398
	Other West Provinces	572
Central	Kabul	472
	Logar	385
	Paktya	557
	Other Central Provinces	907
South	Hilmand	592
	Uruzgan	434
	Kandahar	482
	Other South Provinces	441
East	Nangarhar	574
	Laghman	526
	Kunar	579
	Other East Provinces	410
North-East	Kunduz	484
	Takhar	505
	Other North-East Provinces	561
North	North Provinces	556
<b>Total</b>		<b>9,435</b>

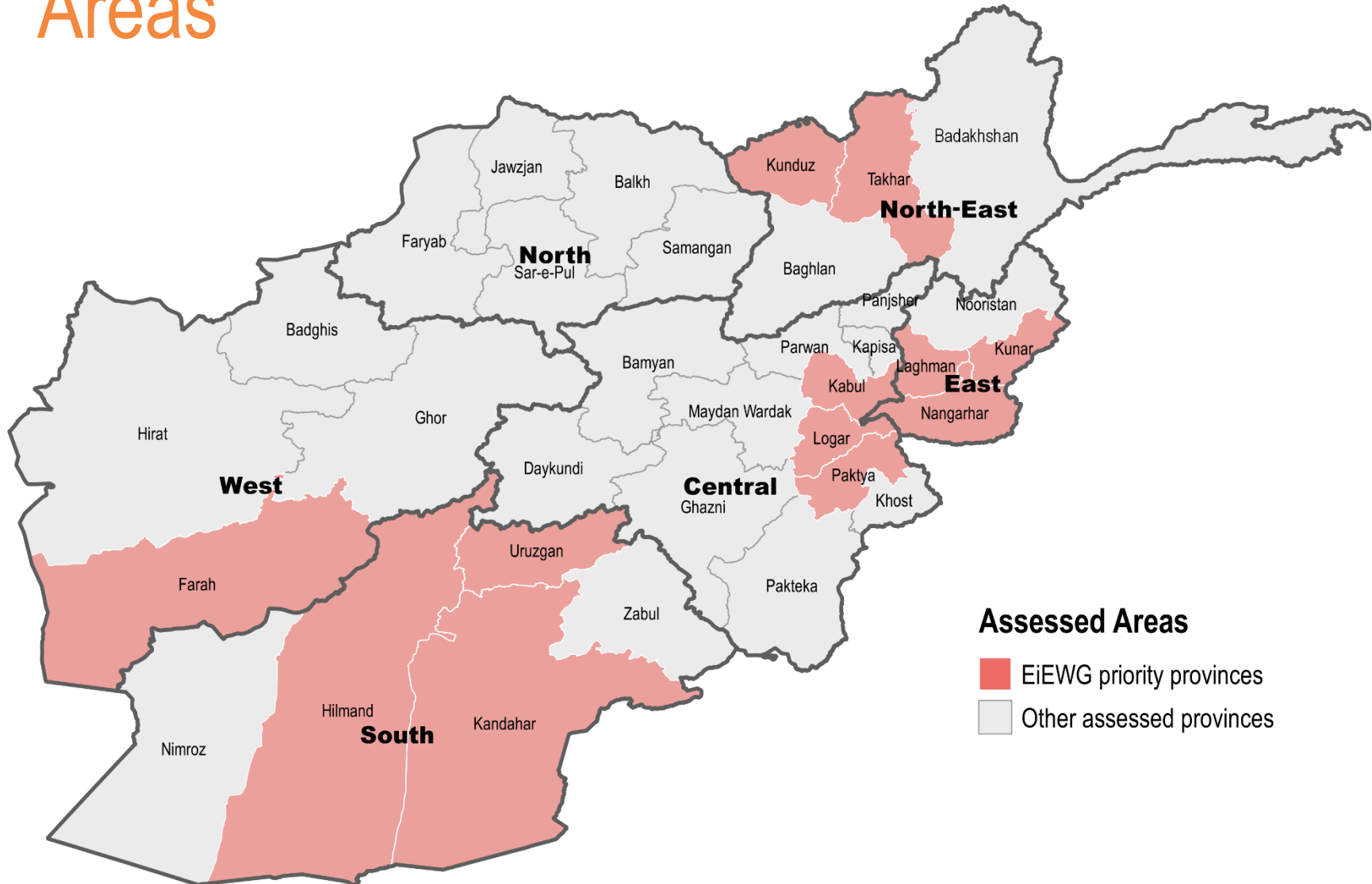
# JENA Methodology – FGD Sampling

Following HH-level surveys, FGDs were carried out with teachers, head-teachers and Parent-Teacher Association members, to provide broad, thematic information on the education situation within Afghanistan.

- Urban centres in each region were selected for these discussions as this is where displaced populations are most densely populated.
- Purposive sampling was used to find participants, with a total of 18 FGDs taking place.
- Male and female voices were included, with the breakdown of FGDs detailed in the table below.

Displacement	Central	East	North	North-East	South	West	Total
Female FGDs	1	2	1	2	1	1	8
Male FGDs	2	1	2	1	2	2	10
Total	3	3	3	3	3	3	18

# JENA Methodology – Map of Assessed Areas



# JENA – Key Concepts

- **Household** – A housing unit in which there is one clearly defined head of household, with all other individuals living within the boundaries of the household. Members of the household typically share meals. The household can consist of multiple families and can include directly related and non-related members provided they are permanent residents at the time of interview.
- **Household head** – The decision maker in the household; the primary decider regarding financial spending, wellbeing of household members and movement decisions. They need not be the sole decision maker, provided they have the final say. While they need not be the primary breadwinner, in Afghanistan this is often the case.
- **Informal Settlement (ISET)** – A collection of households in a given community for which there is no written, legal agreement for occupancy, and thus there is a potential threat of eviction. To explicitly capture displacement in Afghanistan, REACH profiled informal settlements in Afghanistan, in which at least 50% of the population has been displaced. This allowed separated settlements, that are isolated from host communities, to be included, as well as integrated sites in which residents reside among host communities.

# JENA – Displacement Group Definitions

- **Recent IDP** – An individual forced to leave their home and travel to a different location within Afghanistan, in the six months prior to interview.
- **Prolonged IDP** – An individual forced to leave their home and travel to a different location within Afghanistan, between six months and two years before interview.
- **Protracted IDP** – An individual forced to leave their home and travel to a different location within Afghanistan, with their last displacement occurring more than two years prior to interview.
- **Non-Recent IDP** - A collective term for Prolonged and Protracted IDPs, sometimes used to compare groups of IDPs that are eligible for assistance based on the time period since they had been displaced.
- **Returnee** – An Afghan national who previously fled their home to live in another country, typically but not always Pakistan or Iran, and has since returned to Afghanistan but not to their exact area of origin.
- **Refugee** – A non-Afghan national, forced to flee their country due to persecution, war, violence or threat to wellbeing, now residing within Afghanistan.

# JENA Methodology – Included Sectors

## Household-Level Survey Sectors

Demographic Characteristics

Displacement

Economic Characteristics

Shelter Situation

Education

Child Protection

WASH, Health & Food in Schools

Assistance

Priority Needs

Future Intentions

## FGD Sectors

Education Provision

Teacher Profiling

WASH in Schools

Health in Schools

Food in Schools

For further information on the HH survey tool (including sectors, indicators and questionnaire) used in the JENA, see Annex 1 of the JENA report (November 2017).

# JENA Methodology - Limitations

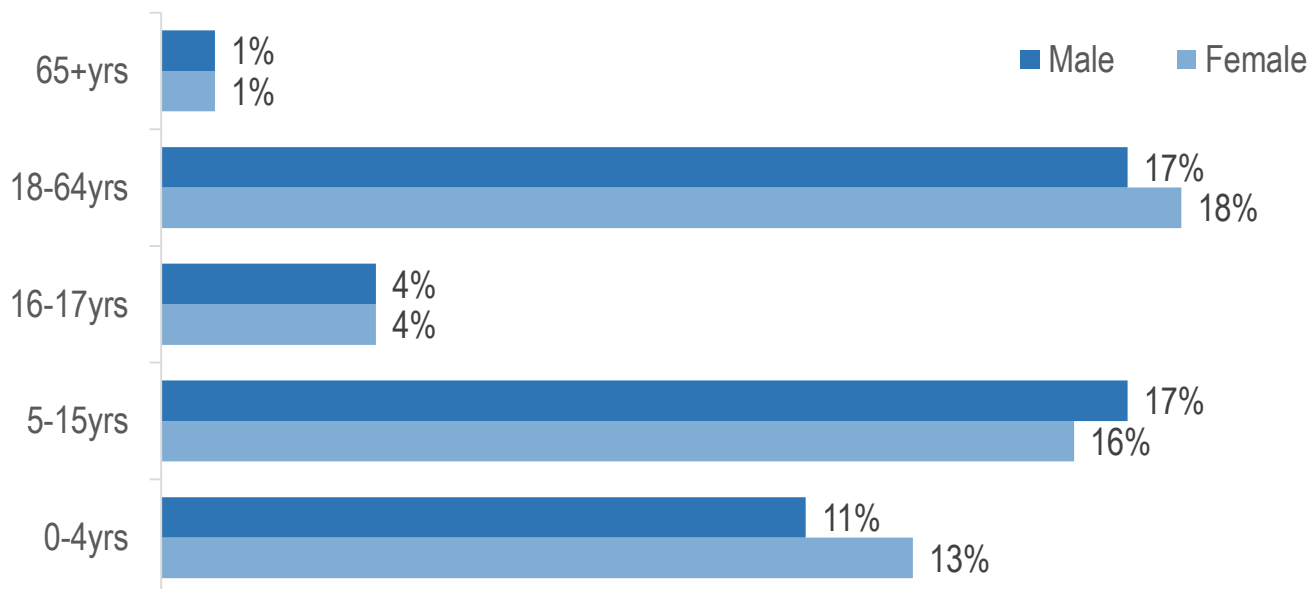
- The assessment aimed to achieve full geographical coverage. However, due to security and access constraints, with some inaccessible and Hard to Reach areas were excluded from the data. As such, the JENA exhibited a bias towards areas in which data had previously been collected, thus classified as more secure locations.
- The FGDs had intended to equally capture male and female perspectives. However, perceived cultural concerns by women in the field reducing their willingness to participate in FGDs, resulting in a slight bias towards male perspectives.
- The sensitive nature of some questions may have led to underreporting, particularly regarding issues specific to women and girls in the household.
- Some findings of this assessment are based on sub-sets of data, such as findings that refer only to a proportion of enrolled children. In these cases, the confidence level and margin of error fall below the overall 95% confidence level and increase the margin of error to above 5%, but provide insightful and indicative findings for the sub-set.

# Key Findings:

## Demographic Profiling of Displaced Populations in Afghanistan



# Displaced HH Demographics

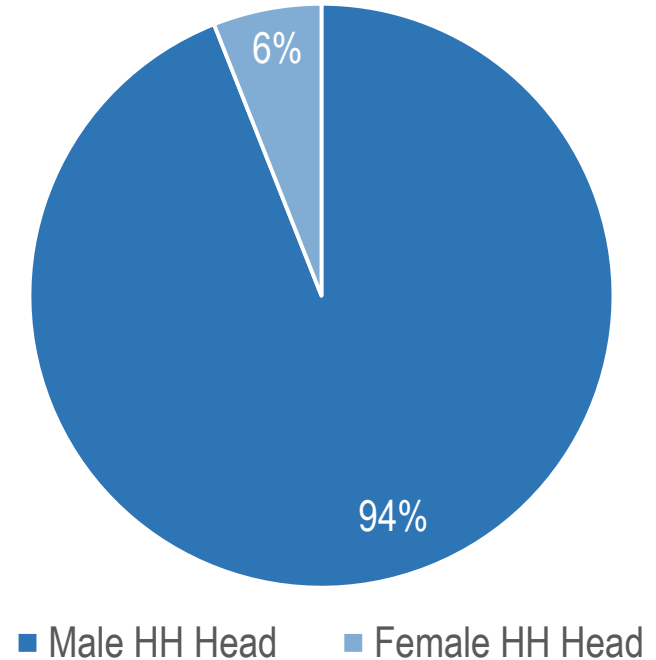


- Displaced populations were found to be equally male and female (see figure above).
- On average, households were found to be large, containing an average of 12 members. This figure was found to be even higher in the East (14) and South-East (13).
- Overall, displaced populations had more school age boys (aged 5 to 15 years) than girls, with a ratio of 113 boys for every 100 school-age girls.



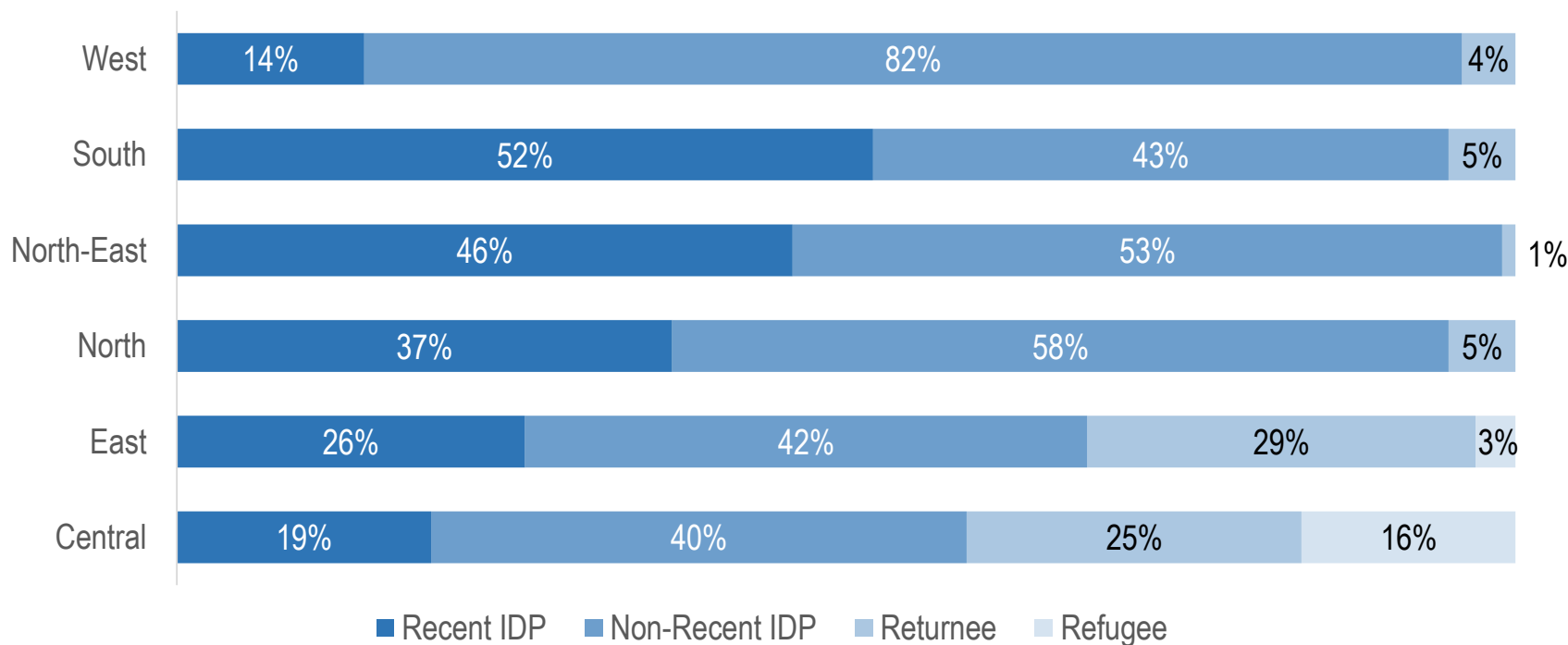
# Key Vulnerabilities

- The vast majority of households heads were found to be male (94% as seen in the figure). This leaves 6% of households headed by women, often indicating greater vulnerability.
- Overall, a Tazkira was not owned by any adult in 2% of households, with Tazkira referring to the national identification document. A lack of Tazkira ownership can result in reduced access to services.
- Despite the low proportion of households without a Tazkira overall, this proportion rose to 10% of female-headed households, indicating their need for targeted interventions.



# Displacement

- The complex nature of displacement is detailed in the figure below, with the majority of recent IDPs found in the South (52%) and North-East (46%).
- No relationship was found between displacement status and household head gender.



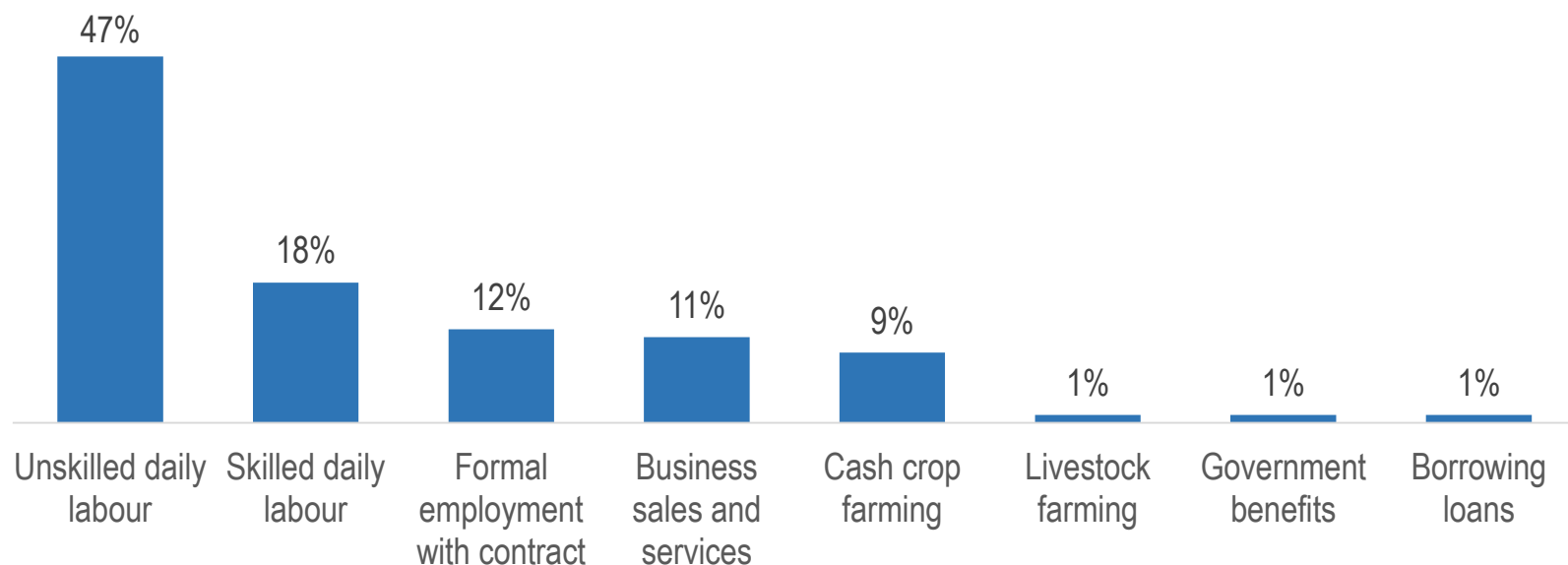
# Displacement (Continued)

- Overall, 38% of returnee HHs were found in this assessment to not be registered with UNHCR, decreasing access to services and assistance.
- Regarding reasons for displacement for all displaced populations, conflict and insecurity in Afghanistan were found to form the basis of both the main push and pull factors, forcing households to displace and indicating the location they travelled to, as see in the table below:

Main Push Factors		Main Pull Factors	
Insecurity & conflict	60%	Improved security	60%
Fear for household's safety	23%	Affordability of new location	21%
Government pressure	10%	Family reunion	9%

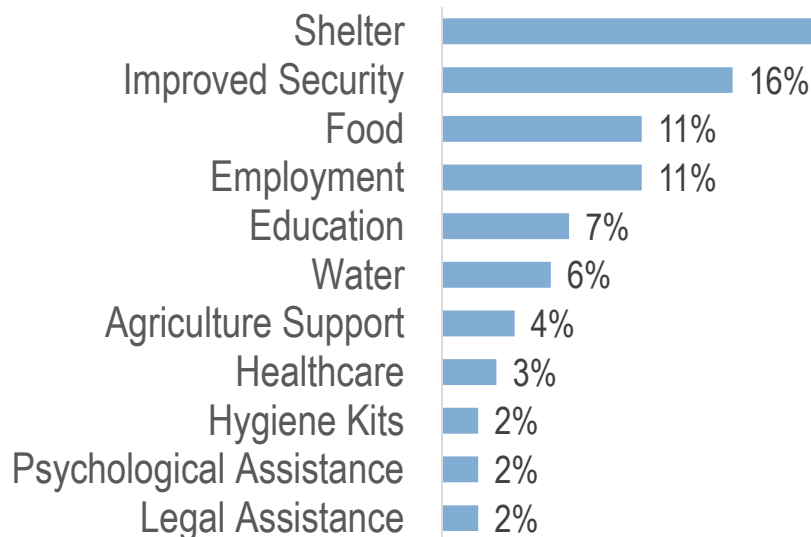
# Socio-Economic Status

- The majority of displaced HHs were found to be dependent on unreliable and insecure income sources, with 47% of households reliant on unskilled daily labour (see figure).



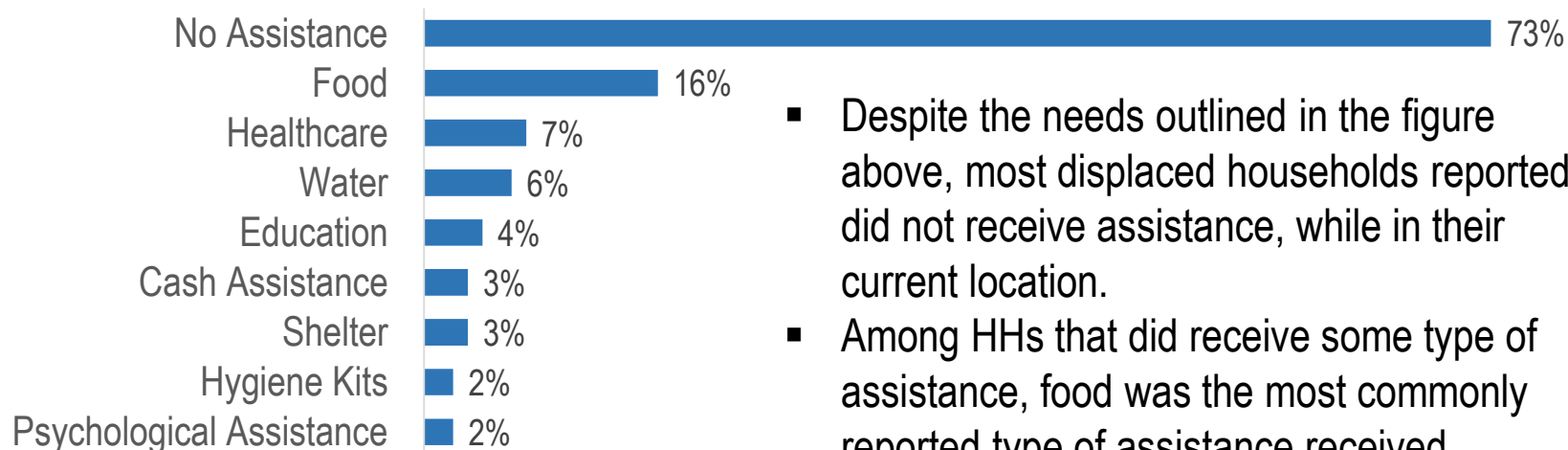
- Overall, average expenditure on essential items, including food, rent and fuel, were found to comprise 74% of all HH expenditure, significantly draining disposable income of displaced households.

# Priority Needs



- Shelter was found to be the main priority need of displaced households, reflecting the poor shelter conditions inhabited by displaced populations, both in and outwith Informal Settlements.<sup>1</sup>

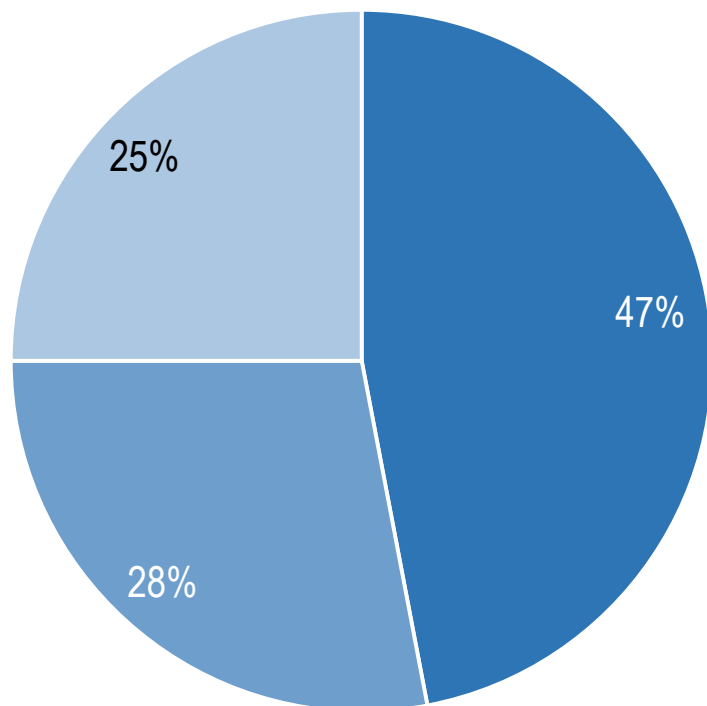
# Assistance Received



- Despite the needs outlined in the figure above, most displaced households reportedly did not receive assistance, while in their current location.
- Among HHs that did receive some type of assistance, food was the most commonly reported type of assistance received.



# Future Intentions



- Locally integrate
- Return to place of origin
- Undecided

- The highest proportion of displaced HHs plan to remain in their current location and locally integrate (47%) in the year following this assessment (see the figure to the left).
- This indicates a need for social integration and durable solution-based interventions to target these populations.

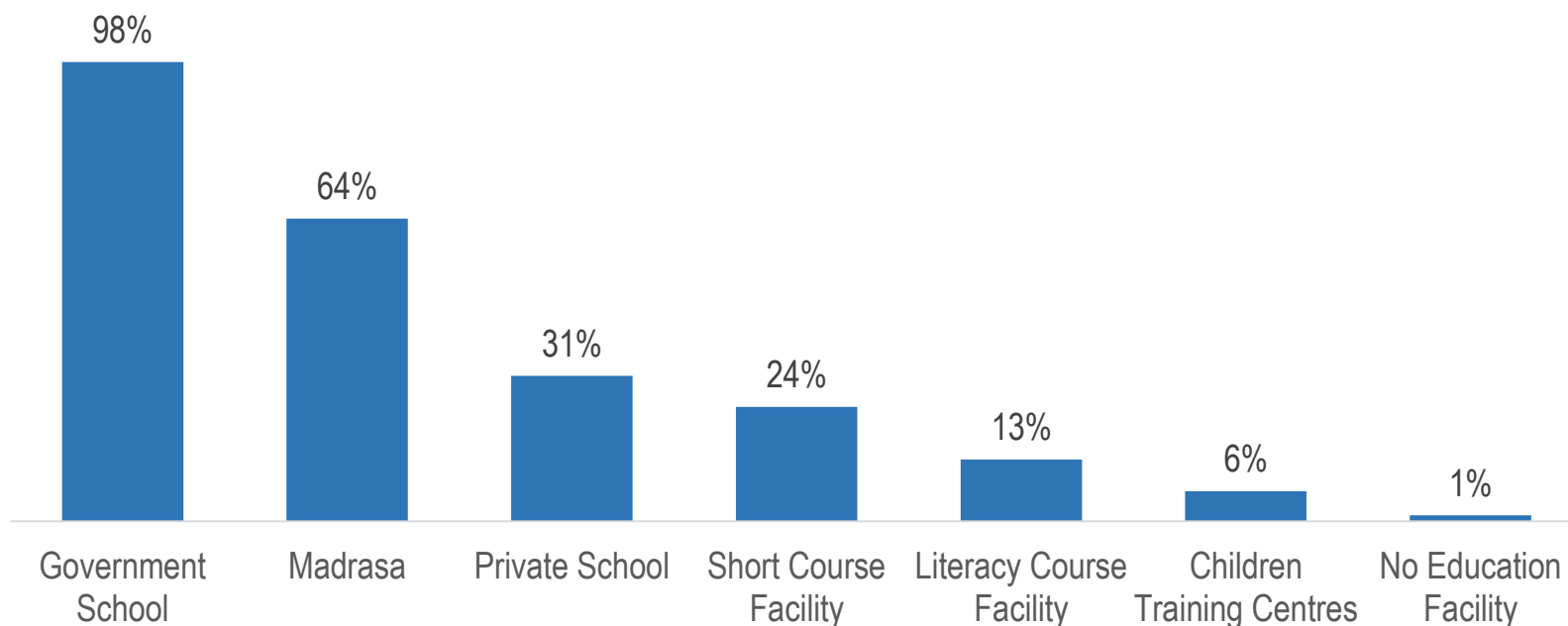
# Key Findings:

## Education & Child Protection in Emergencies



# Types of Education Facilities

- The vast majority of HHs (98%) reported the presence of a Government school within their community, classified as within walking distance of their home (see figure below).<sup>2</sup>



- Among HHs whose children reportedly attend school, 93% of households send boys and 88% of households send girls to free Government schools.

# Education Facility Choice

- The main reason for choosing education facilities varied for boys and girls, though for both, most households prioritized affordability.
- Below is a summary of the main reasons households chose facilities for boys, by region:

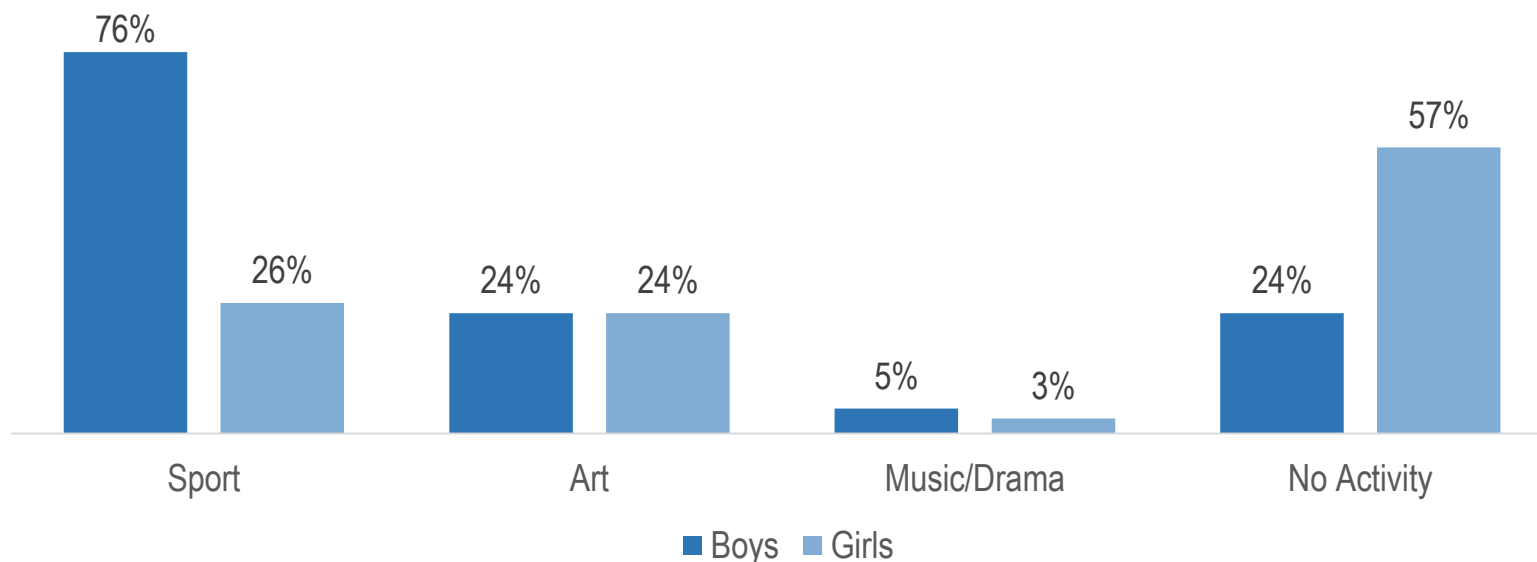
	Affordability	Future prospects	Location	Quality of education	Available spaces in school
Central	30%	15%	25%	25%	5%
East	68%	15%	9%	5%	3%
North	27%	43%	14%	5%	11%
North-East	11%	41%	18%	9%	21%
South	52%	13%	15%	19%	0%
West	26%	38%	25%	11%	0%

- Similarly, the following outlines the proportion of households that chose education facility types for girls, by region:

	Affordability	Future prospects	Location	Quality of education	Available spaces in school
Central	29%	14%	37%	16%	4%
East	59%	16%	16%	5%	3%
North	26%	41%	14%	5%	14%
North-East	6%	37%	29%	5%	22%
South	50%	14%	18%	18%	1%
West	27%	36%	26%	11%	0%

# Psychosocial Support & Wellbeing

- Among households in which children attend school, 96% of households reported no formal psychosocial support services available to children, though to note, these services may be integrated in general school curriculums.
- However, it was found during FGDs that teachers provide support to displaced children by encouraging open discussions.
- An alternative means of psychosocial support is through recreational activities. However, as seen in the figure below, girls are far more likely to take part in no recreational activities compared to boys, thus indicating particular vulnerability.



# WASH, Food & Health in Education

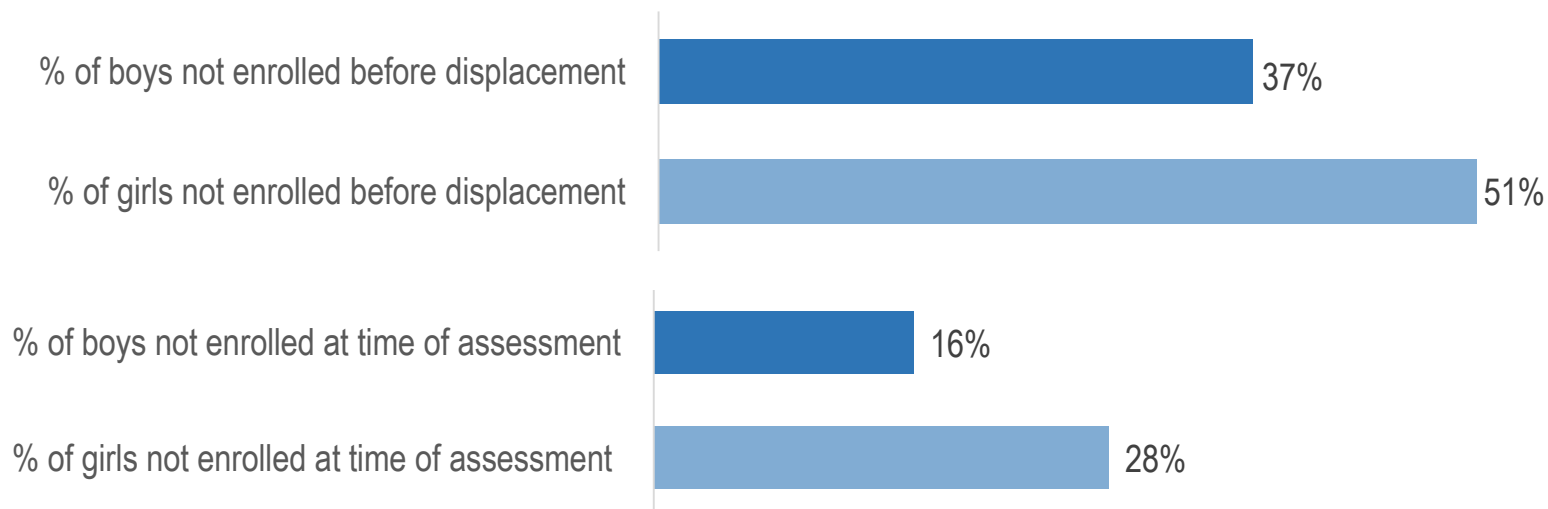
- This assessment identified a lack of sufficient WASH facilities in education facilities in Afghanistan, with 4% of households noting no WASH facilities at all within schools attended by their children. Below is a summary of the proportion of households noting a lack of WASH facilities in each region:

	No hygiene trainings	No handwashing facilities	No gendered facilities	No drinking water	No WASH facilities
Central	88%	57%	39%	6%	2%
East	98%	68%	63%	15%	2%
North	71%	56%	14%	5%	1%
North-East	88%	71%	41%	14%	3%
South	93%	40%	77%	22%	1%
West	99%	70%	26%	36%	13%

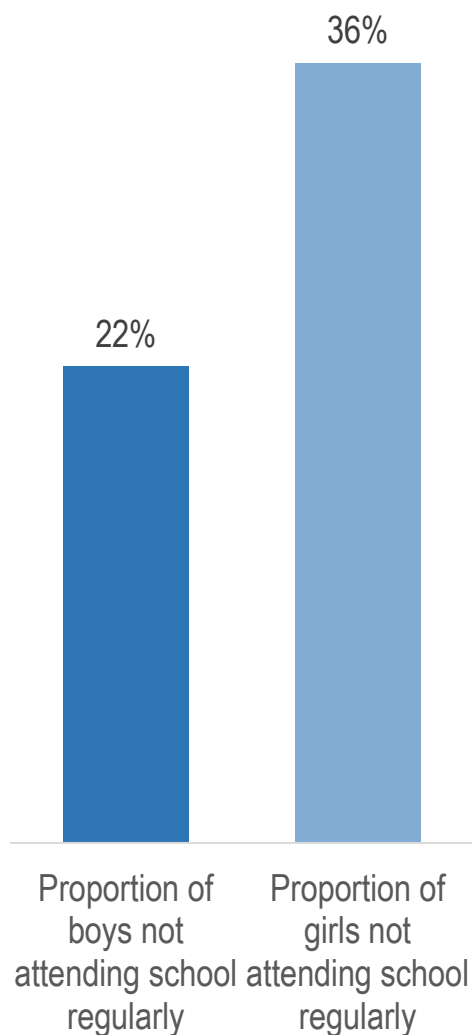
- Among households in which children reportedly attend school, 97% of households reported no free food or meal provision within schools. <sup>3</sup>
- Similarly, among households in which children reportedly attend school, 93% of households reported no medical assistance or first aid in schools attended by their children. <sup>4</sup>
- These findings indicate a need for targeted interventions to improve the quality of teaching as well as improved safety in schools to increase attendance in Afghanistan. <sup>5</sup>

# Enrolment & Displacement

- Overall, enrolment amongst displaced populations was found to be poor, with 23% of children not enrolled in education at the time of assessment.
- However, it was found that both boys and girls were more likely to be enrolled in school after their displacement compared to before (see figure below).
- Reasons for this rise in enrolment included households perceiving the security situation to be improved in their current location, easier access to schools, and a perceived improvement in the quality of teaching in these new locations. <sup>6</sup>



# Attendance



- In terms of school attendance, girls were again found to be more vulnerable, with 36% of girls failing to attend school at least two days per week, compared to 22% of boys (see figure to the left).
- However, both boys and girls were found to be significantly more likely to attend school in female-headed households compared to male-headed households.
- Socio-economic wellbeing was found to relate to school attendance, with the attendance rate of both boys and girls increasing as the income of the household increased.

# Child Protection Concerns in the Community

- The main concern for boys in the community was found to be a fear of violence, reported by 16% of households, followed by cultural concerns (14% of households).<sup>7</sup> The following outlines key concerns for boys in each region:

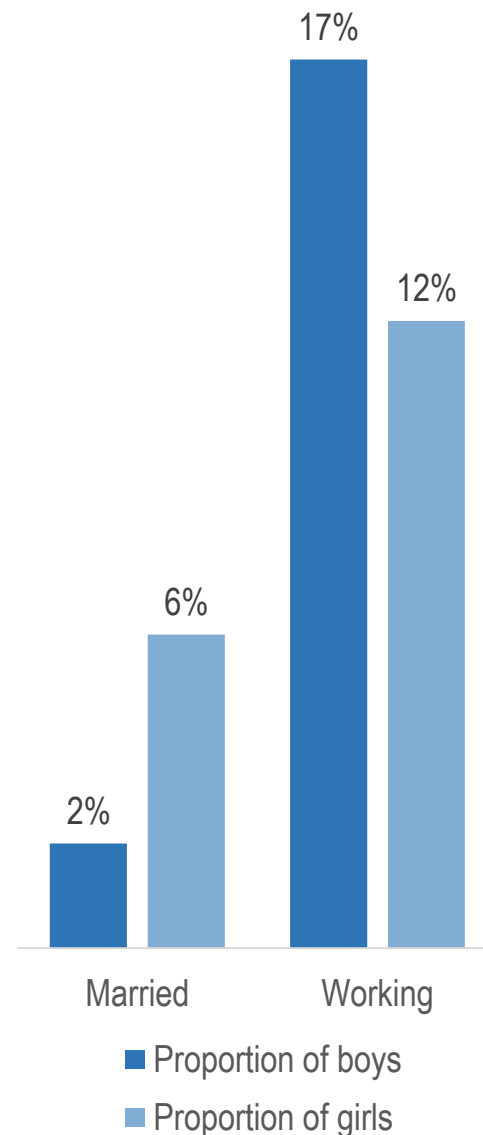
	Fear of Violence	Harassment and Bullying	Cultural Concerns	Lack of Safe Transport	Street Crime
Central	58%	18%	12%	4%	8%
East	18%	19%	10%	21%	32%
North	45%	20%	12%	22%	1%
North-East	19%	25%	40%	15%	2%
South	21%	24%	6%	15%	34%
West	26%	38%	8%	27%	1%

- Similarly, most households reported cultural concerns as the main concern for girls (16%) followed by a fear of violence (12% of households). The following summarises key concerns for girls in each region:

	Fear of Violence	Harassment and Bullying	Cultural Concerns	Lack of Safe Transport	Street Crime
Central	41%	17%	25%	3%	13%
East	10%	32%	13%	17%	28%
North	14%	57%	6%	22%	1%
North-East	21%	29%	43%	7%	0%
South	14%	26%	42%	13%	5%
West	27%	40%	8%	24%	1%

# Child Protection - Child Marriage & Labour

- Child marriage and labour were found to be coping strategies used by displaced populations, with 15% of children found to be earning an income outside of the home, while 4% were in early marriages. Both child labour and marriage indicate significant protection concerns.
- As can be seen in the figure to the right, boys were found to be more susceptible to child labour, with 17% earning an income, compared to 12% of girls.
- However, girls were found to be slightly more likely to be married, with 6% in marriages compared to 2% of boys.



# JENA Lessons Learnt

## Research Design

- Further communication with the EiEWG during the design of the research questions and indicators may have clarified the scope of the assessment, in line with planned programming for 2018.
- Greater communication with other relevant partners may identify broader information needs, moving research towards a better understanding of the impact of conflict and displacement, rather than a situation overview of displaced populations.

## Data Collection

- Despite an active drive towards the inclusion of female voices, further steps to increase the number of female enumerators included in assessments would strengthen gender mainstreaming of future studies.
- Inclusion of more qualitative components, to capture findings in more insecure and Hard to Reach areas would improve the geographical scope of future assessments.

# JENA Lessons Learnt (Continued)

## Analysis

- Further analysis of the inter-related nature of needs and vulnerabilities of displaced populations, as well as between different sectors, would provide an evidence-base for multi-sectoral interventions. This could appropriately reflect the complex nature of displaced populations, improving advocacy and program planning.

## Reporting and Dissemination

- Different outputs could be developed, depending on the nature and purpose of future assessments, to target particular humanitarian actors. For instance, particular advocacy documents could strengthen government interventions in education programs in Afghanistan, developing evidence-based policies.

# Assessment Design Best Practices

Ensure the research design process aligns with relevant strategic frameworks and programs. Implement the following process:

1. Carry out a thorough secondary data review to identify relevant research gaps.
2. Identify broad research questions, in line with this information gaps.
3. Outline core sectors, followed by key indicators, which link with the strategic framework and program planning of the agency.
4. Align succinct and simple questions with the indicators to provide measurable and relevant results.

# JENA Outputs

Following completion of the JENA assessment, the following outputs have been published, in addition to this Guide:

- JENA [Terms of Reference](#)
- Full clean [dataset](#)
- Comprehensive assessment [report](#)
- Six [regional factsheets](#)
- Twelve priority [province factsheets](#)



Assessments Somalia Information Management WASH  
Partnership Mobile Data Collection Analysis Jordan Databases  
Maps Niger Emergency response Iraq Remote Sensing  
Food Security Satellite Imagery Philippines Recovery  
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# Footnotes

1. Slide 21 - In the priority needs graph, improved security refers to a need to raise the sense of security felt at the community level, typically brought about by a fear of violence in the surrounding area.
2. Slide 24 - Note that walking distance refers to the self-interpreted notion of “walking distance” relevant to the capabilities of the household. Similarly, interpretation of “access to schools in the community” can have a wide meaning and so findings may be inflated or vary in interpretation of the community.
3. Slide 27 – Of children which did receive a snack in school, this was mostly bread.
4. Slide 27 – Of schools which did provide some medical assistance, this was mostly first aid.
5. Slide 27 – Note that the findings in this page have different implications. WASH in schools is deemed an essential service by the EiEWG, however food and health services are not necessarily expected.
6. Slide 28 – These reasons are ranked in the order listed, with most HHs perceiving improved security to be the most relevant factor in enrolling children in school after displacement, followed by improved access to schools and then improved quality, as perceived by the HH. These findings are in accordance with a further round of data collection with teachers and purposively sampled HHs to better understand the reasons why enrolment rose after displacement.
7. Slide 30 – Cultural concerns varied for boys and girls, and was deliberately designed to be interpreted by the respondent to capture concerns which cannot be openly discussed. These issues includes religious and ethnic-based tensions, fear of recruitment or sexual or gender-based harassment.

