

Education Needs Assessment

Preliminary Findings

April 2019 | Cox's Bazar, Bangladesh





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Introduction and Methodology



Introduction

This Education Needs Assessment was funded by UNICEF, and carried out under the mandate of the Cox's Bazar Education Sector with technical support from REACH. Its overall objective was to inform evidence-based strategic planning by the Cox's Bazar Education Sector and its partners through the provision of up-to-date, relevant and comparable information on the education needs of the Rohingya refugee population in Cox's Bazar district, Bangladesh.

The specific objectives of the assessments were as follows:

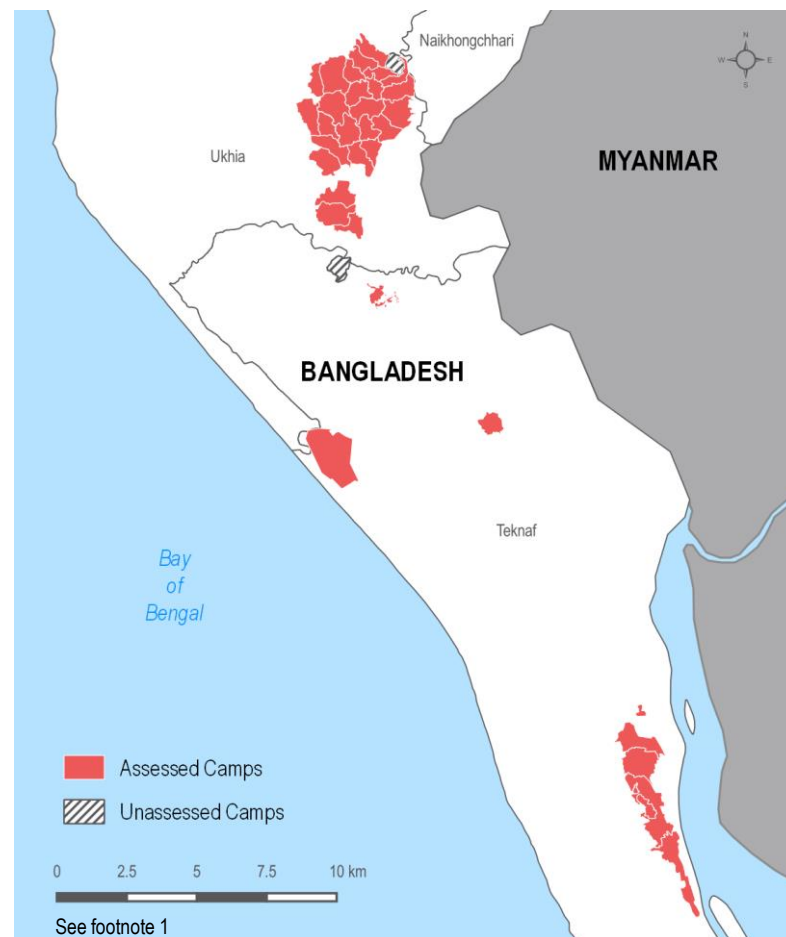
- 1) Identify **key education-related needs** among Rohingya refugee children and youth.
- 2) Identify **key gaps in education services** currently being provided by Education Sector partners in refugee camps/ settlements.
- 3) Identify **refugee and staff preferences** for addressing these needs/gaps.
- 4) Provide data that is comparable across different camps, age groups, genders, and by disability status, where possible.

Methodology

In developing the assessment terms of reference, research questions, and tools, Education Sector partners were consulted for review and validation. Data collection took place from 3 February to 7 April with a team of approximately 160 persons. Data collection included three components – a household survey, facility assessments, and focus group discussions.

Household Surveys

- Random sample points were generated from the population data using the following:
 - Open Street Map shelter footprints
 - Settlement boundaries
- Households targeted for surveys were households with at least one individual of age 3 to 24.
- Respondents interviewed were the primary caregiver, or the individual most knowledgeable on the educational situation of the children in the household with enumerators of the same gender conducting the interview
 - 4,441 households with individuals between the ages of 3 and 24 were interviewed
 - These interviews collected individual data on 13,252 individuals between the ages of 3 and 24
 - At least 97 households in each of the 33 camps were assessed representative at the camp level at 95% confidence level and +/- 10% margin of error, and at 95% confidence level and +/- 5% margin of error for all camps



The boundaries and names used on this map do not imply official endorsement or acceptance by the United Nations or REACH Initiative

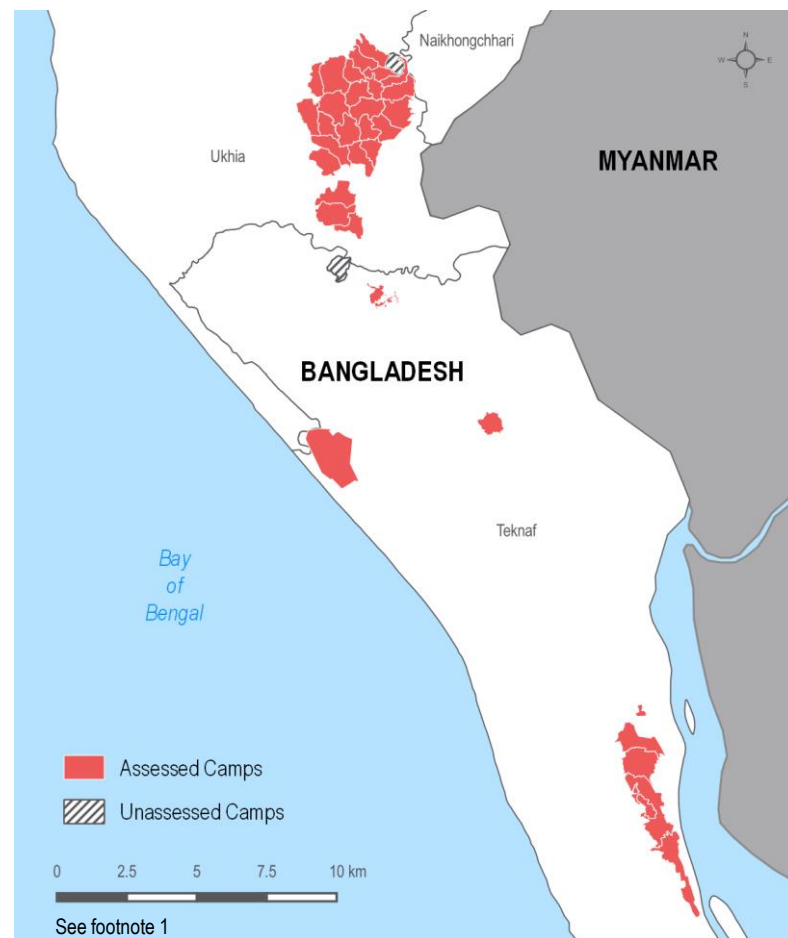
Methodology

Facility Assessments

- Facilities for assessment were selected randomly from the education sector list of temporary learning centres (TLCs). Implementing organisations were informed of the facilities selected for assessment, but were not informed when enumerators would come to conduct the assessment
- Facilities targeted for assessment were completed TLCs within camp boundaries
- Any teaching staff present were asked if they would consent to an interview
- Total sample size achieved:
 - 426 facilities
 - 701 teaching staff
 - Representative of all TLCs at 95% confidence level and +/- 5% margin of error

Focus Group Discussions (FGDs)

- FGDs were conducted in coordination with Education Sector partners and Site Management in three regions of the camps (areas with better/worse access to services in the Kutupalong-Balukhali extension site, and areas in mixed refugee/host community camps in Teknaf)
 - 6 with parents (3 male / 3 female)
 - 6 with Bangladeshi teachers (3 male / 3 female)
 - 6 with Rohingya instructors (3 male / 3 female)
 - 4 with parents of children with disabilities (2 male / 2 female)



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2 | Key Findings



Assessment Domains and Research Questions

1) Access and Learning Environment

- To what extent are learning spaces equally accessible to all children, supportive of their protection and wellbeing, and adapted to meet their specific learning needs?

2) Teaching and Learning

- To what extent is learning content, that is appropriate to the needs of children, being taught by adequately trained staff, equipped with appropriate materials, over a sufficient amount of contact time?

3) Teachers and Other Education Personnel

- To what extent are children being taught by adequate numbers of qualified, properly-supported staff?

4) Community Participation

- To what extent are parents and community structures engaged in supporting children's education?

Population Profile

Composition of surveyed households



Additional demographic data

Respondent age (average)	32 years
Respondent gender	21% male 79% female
Household size (average)	5.2 persons

Access and Learning Environment

Enrolment and attendance – Temporary learning centres (TLCs)

% of children and youth reported to have ever attended a TLC, by gender and age group¹



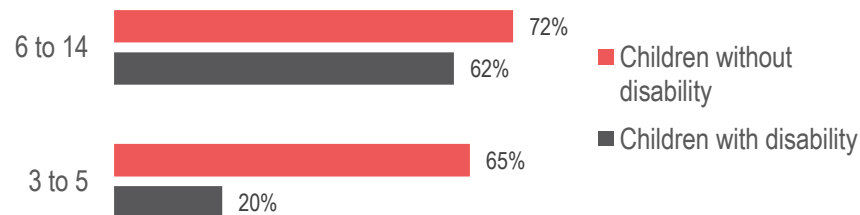
% of children and youth reported as attending a TLC at least 4 days a week in the 30 days prior to data collection, by gender and age group¹



% of children and youth with disabilities, by gender and age group²



% of children between age 3 and 14 reported as attending a TLC at least 4 days a week in the 30 days prior to data collection, by age group and disability status



1. Respondents were asked to report information for each child in their household. This indicator shows the proportion of all individual children reported.

2. Disability measured using Washington Group/UNICEF module on child functioning for children 3-18, and the Washington Group short set for youths 19-24

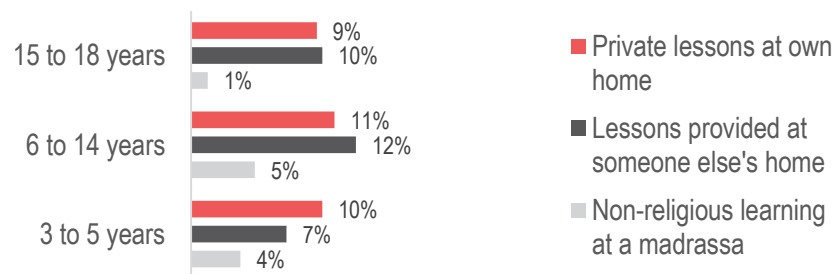
Access and Learning Environment

Enrolment and attendance – Alternative learning modalities

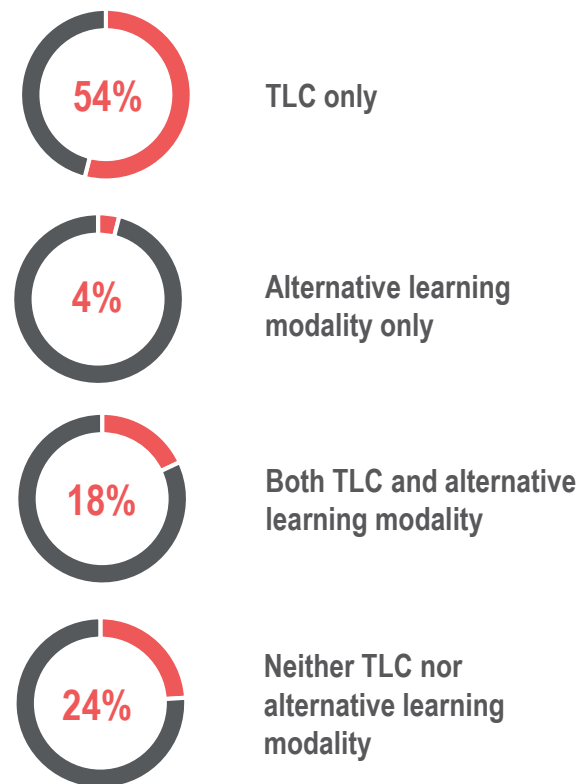
% of children reported as attending any type of alternative learning modality at least once in the week prior to data collection¹, by gender and age group



% of children reported as attending different types of alternative learning modality at least once in the week prior to data collection



% of children (age 6 – 14) reported as attending TLCs and alternative learning modalities¹



1. Attending TLCs measured as a child having attended at least 4 days a week in the 30 days prior to data collection. Attending alternative modalities measured as a child having attended either private lessons at own home, lessons provided at someone else's home, or non-religious learning at a madrassa at least once in the week prior to data collection

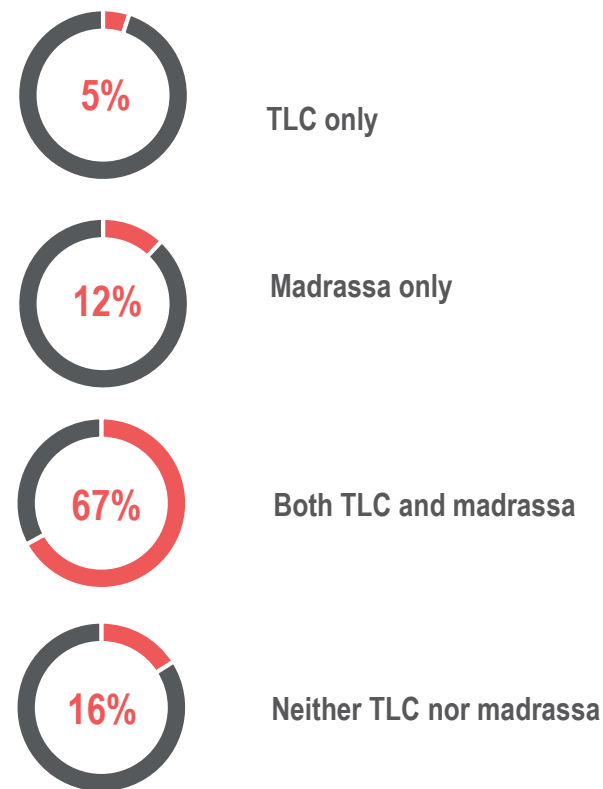
Access and Learning Environment

Enrolment and attendance – Madrassas for religious learning

% of children reported as attending madrassas for religious learning at least once in the week prior to data collection, by gender and age group¹



% of children (age 6 – 14) reported as attending TLCs and Madrassas¹

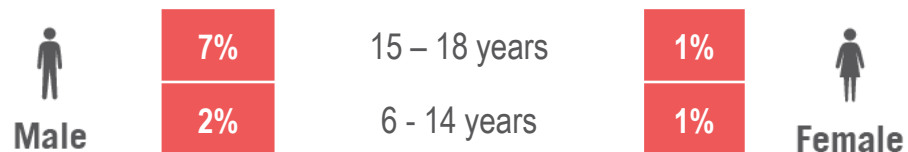


1. Attending TLCs measured as a child having attended at least 4 days a week in the past 4 weeks. Attending madrassas measured as a child having attended religious learning at a madrassa at least once in the past week

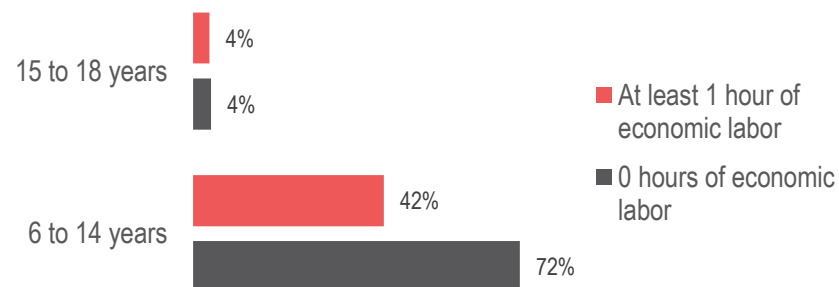
Access and Learning Environment

Enrolment and attendance – Child labor

% of children reported as engaging in at least one hour of economic labor in the past week,¹ by gender and age group



% of children age 6-18 reported as attending TLCs at least 4 days a week in the 30 days prior to data collection, by age group and hours of economic labor completed



1. Respondents were asked to report information for each child in their household. This indicator shows the proportion of all individual children reported.

Access and Learning Environment

Reported reasons for TLC non-attendance

Of children reported as never attending TLCs, reported reasons for non-attendance^{1,2}

		Boys (out of 87% never attending)		Girls (out of 97% never attending)	
Age 15 to 18	53%	What is taught is not useful/age-appropriate	①	Cultural reasons	71%
	16%	Child goes to Madrassa	②	Marriage	27%
	15%	Child is needed at home to help the family	③	What is taught is not useful/age-appropriate	15%
		Boys (out of 22% never attending)		Girls (out of 28% never attending)	
Age 6 to 14	49%	Child goes to Madrassa	①	Cultural reasons	67%
	21%	What is taught is not useful/age-appropriate	②	What is taught is not useful/age-appropriate	16%
	9%	Child is needed at home to help the family	③	Child goes to Madrassa	10%
		Boys (out of 34% never attending)		Girls (out of 34% never attending)	
Age 3 to 5	69%	Not appropriate for child to go to school	①	Not appropriate for child to go to school	72%
	16%	Learning centre is too far	②	Learning centre is too far	12%
	11%	What is taught is not useful/age-appropriate	③	What is taught is not useful/age-appropriate	10%

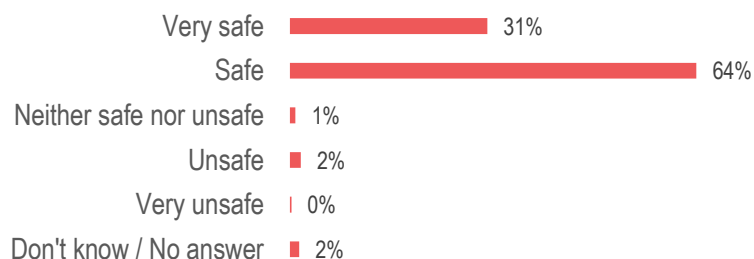
1. Respondents could select multiple answers

2. Top 3 answers shown

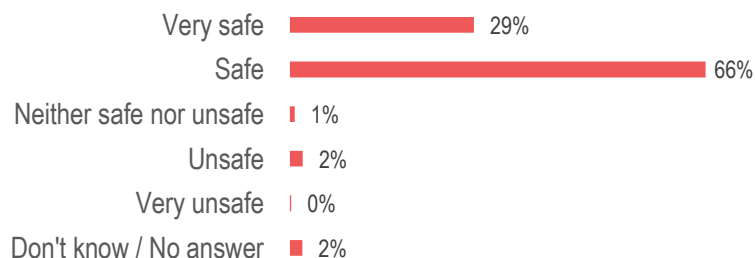
Access and Learning Environment

Safety and security

% caregivers reporting that TLCs are safe spaces for boys to study in (out of 85% of households with boys)¹



% of caregivers reporting that TLCs are safe spaces for girls to study in (out of 90% of households with girls)¹



Of caregivers reporting that TLCs were unsafe or very unsafe, primary safety concerns raised²

- | | | |
|-------|---|--|
| Boys | 1 | Fear of kidnapping |
| | 2 | Harsh or difficult terrain |
| | 3 | Violence, harassment, or discrimination at schools |
| Girls | 1 | Fear of kidnapping |
| | 2 | Harsh or difficult terrain |
| | 3 | Fear of sexual abuse / violence |

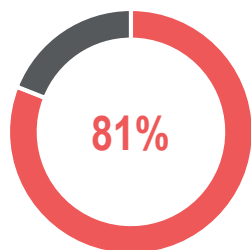
1. Question was only asked to caregivers reporting the presence of boys or girls, respectively.

2. Question was only asked to caregivers who did not report that TLCs were "very safe" or "safe". As the sample of households asked this question are small, findings are indicative.

Access and Learning Environment

Facilities and services

% of caregivers reporting that they would like to see change in the buildings and classrooms at TLCs



Of caregivers that wanted to see a change in buildings and classrooms at TLCs, % reporting different priorities for change

- | | | |
|---|---------------------------------|-----|
| 1 | More learning materials | 60% |
| 2 | More safety measures | 50% |
| 3 | More classrooms / less crowding | 49% |

Minimum Education Sector Standards



Cox's Bazar
Education Sector

STANDARDS



Temporary Learning Centre (TLC) Structures

- 2-3 classrooms per site (minimum)
- 24"X18" (6,7m X 4,5m) for each classroom
- Learning space is 80% (classrooms) : 40% (recreational space)
 - [Updated TLC designs](#)
 - [SOP for construction](#)

WASH in TLCs

- 2 latrines (1 female, 1 male) per classroom (minimum)
- Sphere standard: 1 pit for 30 girls, and 1 pit for 60 boys.
- [Updated WASH designs](#)



1:40
(classroom to pupils)



Class Time
2 hours a day
6 days a week



Subjects of Study

"Informal education for the children living in makeshift settlement to teach the basics of English, Burmese, General Knowledge, Math and Science. The medium of instruction for math and science will be English"
MoFA directive 01/29/17

Teachers / Instructors

- 2 per classroom: 1 Bangladesh & 1 Rohingya instructor

Training Materials

Resources have been contextualized from Teachers in Crisis Contexts Training Pack (TICC)
[Multi-language texts \(partly translated\) text available.](#)



Minimum Material Requirements for TLCs

Teacher & TLC Materials

- Attendance Register
- Teaching Guides
- Educational charts (English and Burmese language)
- Teacher ID
- Teacher jacket or piece of cloth (Same unified colour & design)
- Black/white Board & Stand (approximately 1.5 x 1m)
- Plastic Mat (Madur) large
- Trunk box with lock
- Cloth duster
- Fire extinguisher/ bucket of sand
- Chalk or dry-erase pens & eraser
- Bag (as possible - waterproof)
- Set of Pencils (including eraser, sharpener) or pens
- Teachers note books (150 pages)



WASH Materials

- 2 Plastic Bucket 30 Ltr with lid (1 drinking water, 1 cleaning)
- Plastic Mug
- Water Pot (Badna) for toilet
- Soap (for washing hands)
- Soap for cleaning
- Toilet cleaner & brush
- Bleaching powder (box of 250gr)
- Broom & broom stick
- First Aid Kit (per classroom)

Materials for Learners

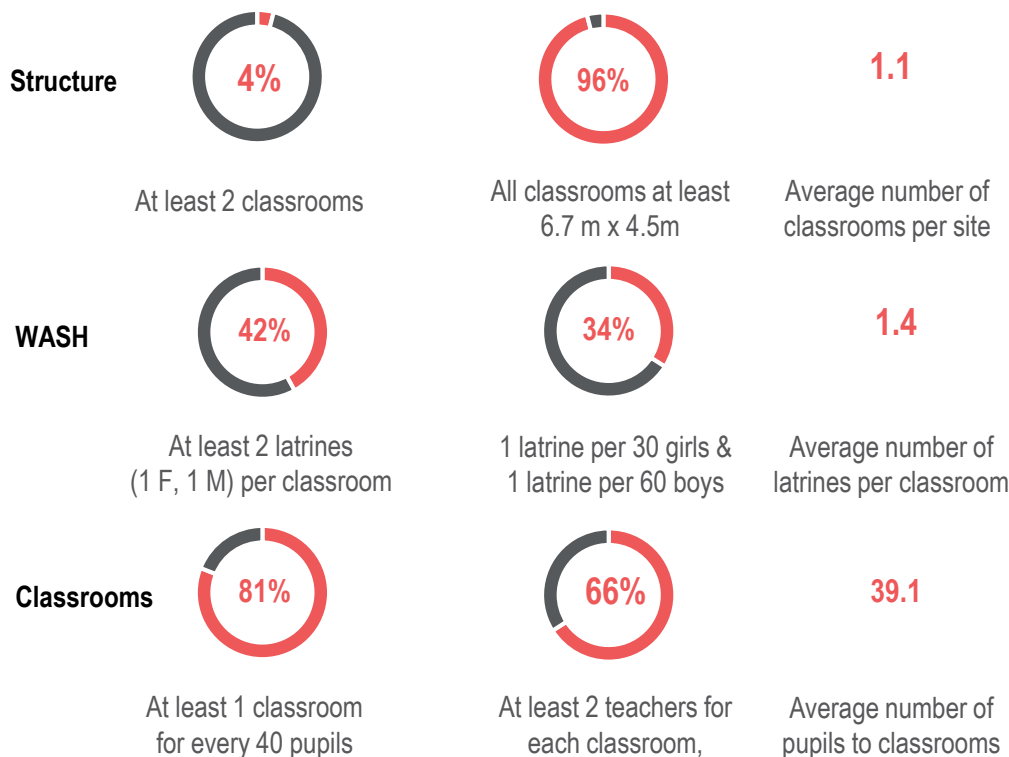
- Student IDS
- Water Proof School Bag
- HB Pencils *2 per child
- Sharpener & Erasers
- Colour pencil box
- 200 pgs A4 Exercise Book (Khata) plain x8
- 100 pgs A4 Exercise Book (Khata), single ruled x 8
- Slate

[Full list available.](#)

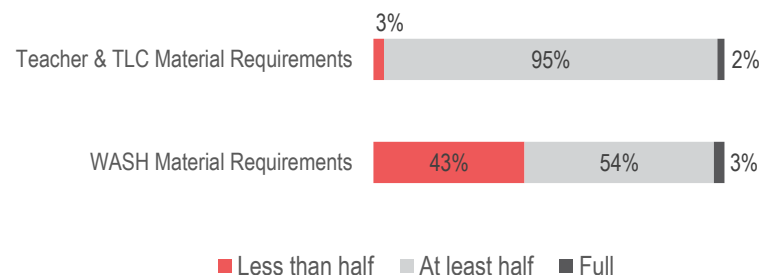
Access and Learning Environment

Facilities and services

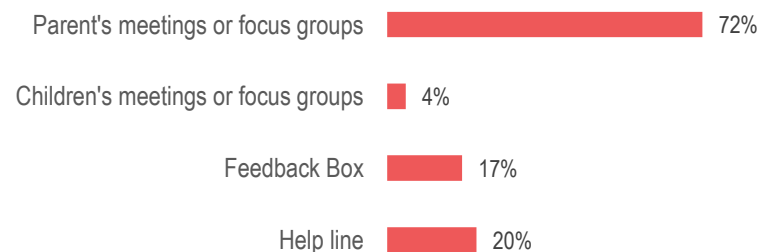
% of TLC facilities meeting minimum sector-specified structural, WASH, and classroom requirements



% of TLC facilities meeting minimum sector-specified material requirements



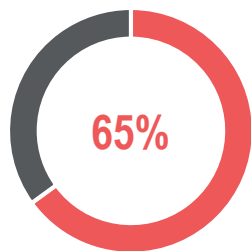
% of TLCs with feedback mechanisms available for children, by type of feedback mechanism



Access and Learning Environment

Curricula

% of caregivers reporting that they would like to see change in the subjects and information taught at TLCs



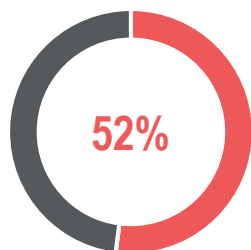
Of caregivers reporting that they would like to see change in the subjects and information taught at TLCs, % reporting different priorities for change

- | | | |
|---|---|-----|
| 1 | Changes to language of instruction | 66% |
| 2 | More diverse range of subject matter | 63% |
| 3 | Separation of students according to ability | 60% |

Teachers and Other Education Personnel

Teachers and instructors

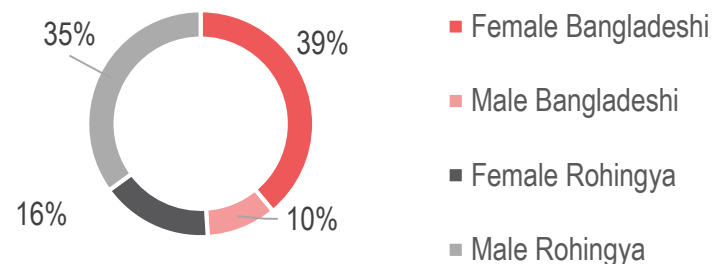
% of caregivers reporting that they would like to see change in the teachers/instructors at TLCs



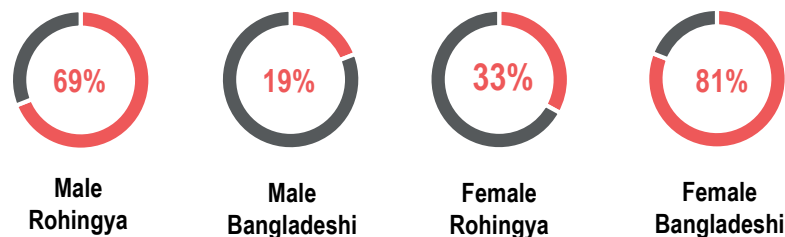
Of caregivers reporting that they would like to see change in the teachers/instructors at TLCs, % reporting different priorities for change

- | | | |
|---|--|-----|
| 1 | More training for teachers/instructors | 77% |
| 2 | More Bangladeshi teachers | 63% |
| 3 | More Rohingya teachers | 60% |

% of teachers/instructors working at TLCs (whether present or absent on day of assessment), by gender and group

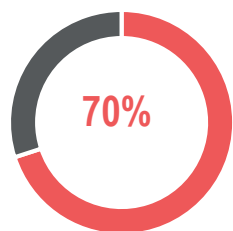


% of TLCs with at least one teacher/instructor of different genders and groups working (whether present or absent on day of assessment)

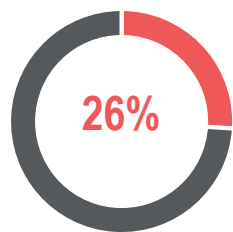


Teachers and Other Education Personnel

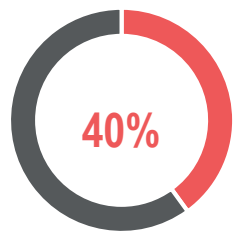
% of teachers/instructors reporting attendance at different trainings



Supporting childrens' emotional and psychosocial needs

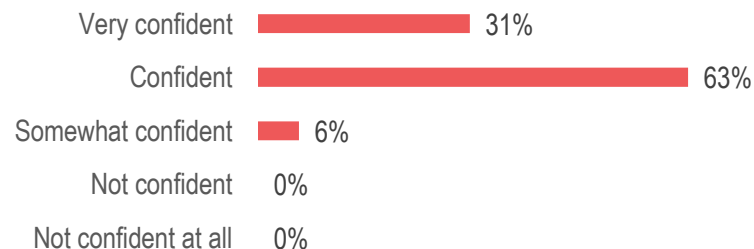
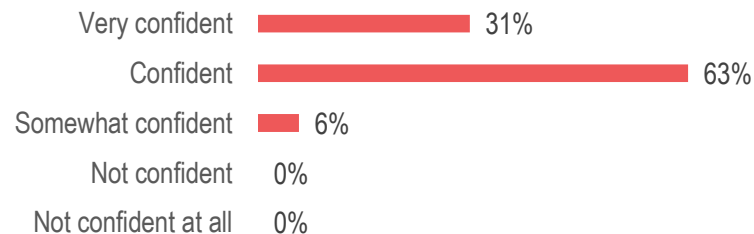
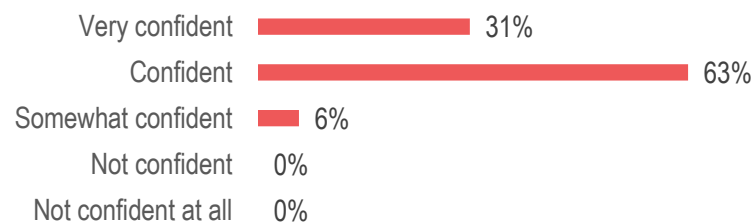


Supporting the needs of children with disability



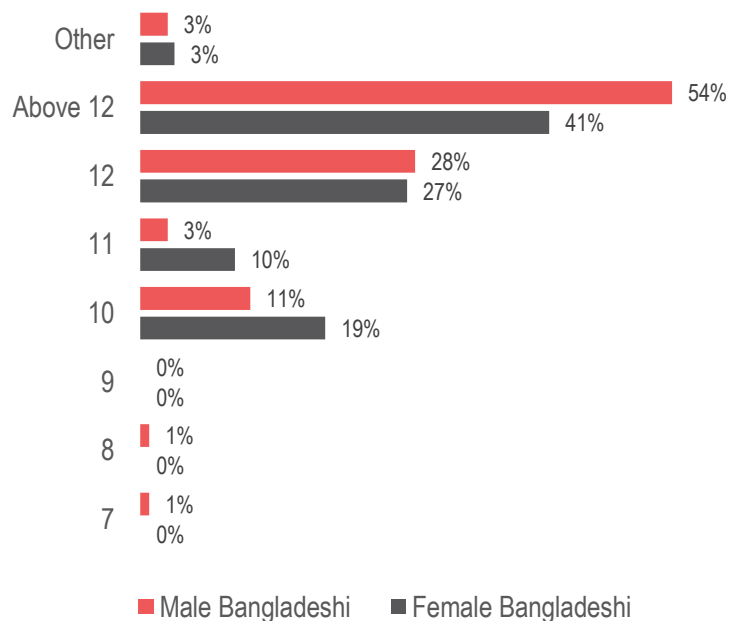
Referring children with problems to other services

Of teachers/instructors reporting attendance at different trainings, % reporting different levels of confidence in implementing lessons from trainings

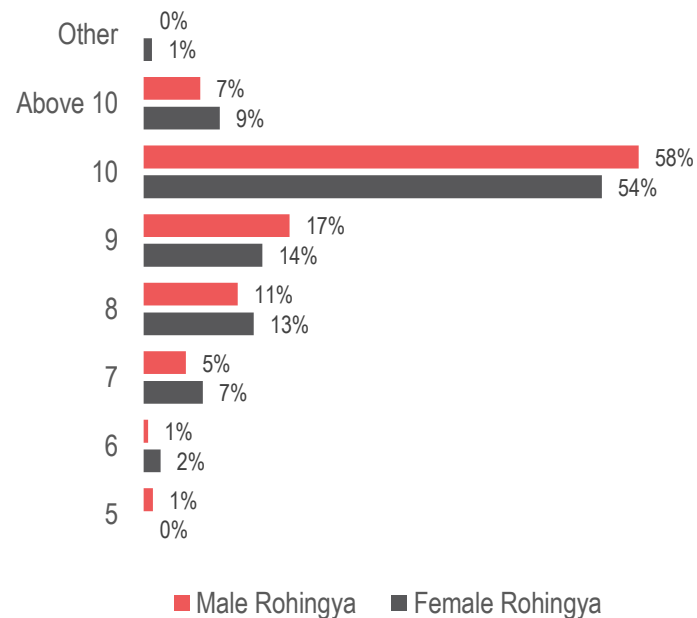


Teachers and Other Education Personnel

% of Bangladeshi teachers, by gender and highest Bangladeshi school grade graduated (out of 49% of teaching staff who are Bangladeshi)



% of Rohingya instructors, by gender and highest Myanmar school grade graduated (out of 51% of teaching staff who are Rohingya)





Community Participation

Prominent themes in FGDs

Children pressured by Madrassas

“Hujur [Madrassa instructor] beats them in the maktab [madrassa] if they miss any day or if they get late because of attending learning centres.”

Home-based learning for girls

“If you could provide us home-based learning in the blocks, we would want to attend classes and get educated.”

Parents want more training for teachers, but generally very happy with teachers

“They come home and ask about our children... They encourage our children to study more.”

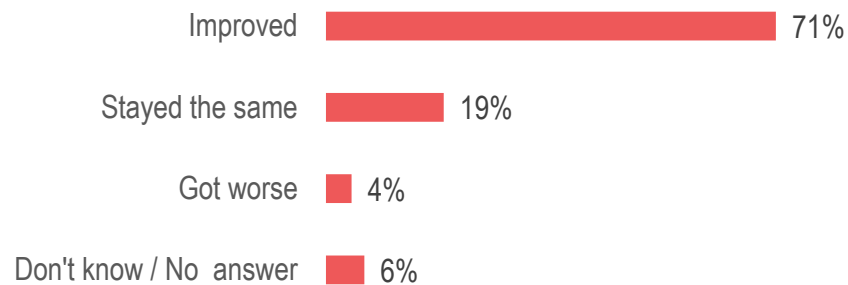
Girls teased on the way to camps

“In camps, local boys teased our girls a lot.”

Source: focus group discussions notes as recorded by REACH Team Leaders

Conclusion

% of caregivers reporting perceived changes to the education situation in the camps over the past 12 months





Conclusion

Access and Learning Environment

- Regular attendance (at least 4 days/week) of children between the ages of 6 and 14 at TLCs is relatively high, at 75% for boys and 69% for girls
- Home-based learning an alternative to attending TLCs for a small minority of children (around 10% for children aged 6-14 and 15-18). However, they are equally attended by boys and girls, in comparison to TLCs where almost no girls over age 14 attend.
- Reasons for children's non-attendance at TLCs vary by age and gender. For ages 3-5, parents don't believe it is appropriate for children so young to attend school. For ages 6-14, Madrassah attendance is commonly cited by boys while cultural reasons is most commonly cited for girls. For ages 15-19, parents of boys don't believe content at TLCs is useful or age-appropriate, while for girls cultural reasons remain the main barrier.
- Caregivers generally view TLCs as safe spaces for children
- Majority of TLCs do not meet minimum sectoral WASH standards (availability of gender-segregated latrines, minimum WASH material requirements)

Teaching and Learning

- What is being taught at learning centres is perceived as useful by a majority of caregivers. However, for ages 16 and above, what is taught is not perceived as relevant
- While satisfied with current instruction in English and Burmese, caregivers want their children to learn Bangla



Conclusion

Teachers and Other Education Personnel

- Female Rohingya (16%) and male Bangladeshis (10%) make up only small proportions of teachers/instructors working at TLCs
- More training is a top reported priority for teachers, especially training to help them provide emotional and psychosocial support to children.
- Teachers/instructors who have attended training on specific topics generally report feeling confident in implementing the lessons they have learned.

Community Participation

- Parents in FGDs report being generally very happy with teachers, while just over half of caregivers in the household survey report wanting to see improvements
- Parents in FGDs report that madrassas are in some cases pressuring children not to attend TLCs

Next Steps



- Cleaned and anonymised dataset
 - Datasets on household surveys and facility assessments to be shared
- Factsheets
 - 33 camp-specific factsheets
- Report
 - Comprehensive report on the assessment conducted with all key findings included



THANK YOU FOR YOUR ATTENTION

Rafael Panlilio / Oliver Lough

01871467859 / 01706567870

Rafael.panlilio@reach-initiative.org / Oliver.lough@reach-initiative.org

Raph.panlilio / o.lough

REACH Initiative