

Education

Rapid Needs Assessment *and* Response Recommendations

Part 2 – Annexes

Sittwe Township, Rakhine State, Myanmar



November – December 2012



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Salomon Building, 244 U Wisara Road, Bahan Township, Yangon, Myanmar

Cover photo - Children from Baw Du Pha IDP camp draw their dream school (code BDP2)

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6. Annexes

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6.1 Assessment findings and recommendations summary (tabulated)

4.1 Access & Learning Environment

Findings		
Theme	<i>Urban (Rakhine)</i>	<i>Rural (Muslim)</i>
<i>Education opportunity</i>	Access to government schools and monastic education, but their capacity is limited and insufficient for taking in all school-aged children from IDP camps. Schools are formal and following the national curriculum.	Access for some children to religious education and non-formal education. No access to government schools and restrictions on movement outside the camp. Communities are interested to start up NFE. NFE is following the national curriculum. Religious education is not teaching basic learning skills. Both types of education are not recognized by education authorities.
<i>Enrolment rates</i>	Dropped from 79% before the conflict to 21% post conflict.	Dropped from 59% before the conflict to 21% post conflict.
<i>Barriers</i>	Difficulty to enrol in school because of poverty, distance to school, and insufficient learning materials.	Difficulty to enrol in school because of lack of educational opportunities and lack of teachers.
<i>Discrimination</i>	In registration with government schools during the school year plus requirement of paying school fees.	In registration because of names, no birth certificate and within classroom by teachers.
<i>Safety</i>	Concerns about travelling to schools outside camps.	No concerns about travelling within the camps, but not able to access schools outside camps.
<i>Shelter</i>	-	1 school used as shelter and 1 as office for the Border Security Police.
<i>Resources</i>		Communities have been mobilizing human and financial resources. Financial resources are lacking.
<i>Space / Capacity</i>	Existing schools outside of the camps are reportedly overcrowded. No sufficient space for constructing temporary learning spaces (TLSs) in camps.	Currently there are limited educational spaces available for the number of school aged children, but space could be made available, when adequately designed.
	<i>General</i>	
<i>Recreational space</i>	There is a general lack of playgrounds in observed sites, whereas children strongly wish for recreational facilities and activities.	
<i>Non-attendance</i>	Most children that are not attending school are staying at home and/or are doing household tasks.	
<i>Transportation</i>	Half of the observed educational spaces were difficult to access by foot and require a bicycle, car or trishaw to travel to.	
<i>WASH</i>	There are pressing needs regarding latrines, water supply and drinking water.	
<i>M&E system</i>	There are gaps in information and some data collected is unreliable. Both education authorities and camp managements have difficulties collecting accurate data.	

Recommendations

4.1.1 Equal access

Once the temporary learning spaces have been established, furnished and provided with teachers and supplies (part of later section), the following needs should be addressed:

- Work with the government to overcome the bureaucratic barriers to education and support with its implementation. This could be with the certification required for registering at government schools – e.g. birth certificates – whether waivers or re-certification.
- Provision of learning materials to children and families (as well as teaching materials to schools) – *also included in 'Instruction' section 4.2.3*
- Financial support to conflict affected and displaced families in order to meet school-related expenses - school fees, transportation costs or school materials (stationery and uniforms) in the form of cash transfers or vouchers.
- Work with and support the education authorities, school representatives, and camp management to reduce barriers to education, including for previously out-of-school, vulnerable and marginalised children. Issues such as hidden fees, flexibility in enrolment with regards timing (in school year), opportunities to catch-up on school missed, examinations and certification and discrimination practices all need to be tackled.
- Establishment of Early Childhood Care and Development (ECCD) centres in camps to allow younger children to be cared for whilst older children attend school and parents work. This is in addition to the benefits that ECCD centres can bring to pre-school children. *(See graph 4 in next section below which shows 11-14% children care for younger siblings)*

4.1.2 Protection and well-being

- Establishment of child protection reporting mechanisms in school to ensure child protection concern and cases are identified, reported and documented and raised with the school administration, parents committee and the district office.
- Establishment of children's clubs with a priority activity being to organise travel-to-school groups to reduce the external risks for children whilst travelling to school and the fear associated to it (the same could be organised for teachers where necessary).
- Training for teachers on positive discipline methods as alternatives for controlling classes, particularly large classes of potentially distressed children (working with the Child Protection teams and including parents wherever possible) – *also included in 'Training' section 4.4.2*
- Incorporation of psychosocial support/first aid methodologies into regular teaching (working closely with/through the Child Protection teams) – *also included in 'Training' section 4.4.2*
- Delivery of health, hygiene and nutrition messages into the regular curriculum and regular teaching (working with the Health and Nutrition providers and including parents wherever possible) – *also included in 'Training' section 4.4.2*

4.1.3 Facilities and services

- More learning spaces for children in displaced communities: either stand alone temporary schools (esp. rural areas) or temporary extensions to existing government schools (preferable) – safe, child-friendly and weather proof.
- Furniture for the temporary learning spaces and schools - desks, chairs/benches and blackboards.
- Adequate WASH facilities for the temporary learning spaces and schools – latrines (to the INEE Minimum Standards ratio), hand-washing facilities and clean water to drink.
- Fenced play areas as part of temporary learning spaces or added to existing schools wherever possible. Recreation materials should also be provided accompanied by training for

teachers and student clubs on their use.

- Support with transportation to school in some cases (where distance is great) though cash or vouchers for transport or subsidised bus service arranged.

4.2 Teaching & Learning

Findings		
Theme	<i>Urban (Rakhine)</i>	<i>Rural (Muslim)</i>
<i>Curriculum</i>	The formal schools are following the national curriculum and teaching basic learning skills, Myanmar and English language, and geography, science and history.	Currently there is mostly religious education in Muslim camps. Besides NFE is teaching basic learning skills, Myanmar language and English from the national textbooks.
<i>Important subjects</i>	Parents and community currently regard teaching life skills as most important, followed by reading and writing.	Parents and community currently regard basic learning skills (reading, writing, mathematics) as most important.
<i>Qualification teachers</i>	Qualified government and monastic teachers from outside the camp are teaching the children in schools outside of the camp.	Some qualified government teachers are present in the camp. They are not allowed to teach in government schools at the moment, but are willing to teach in camps. Volunteer teachers have been mobilized.
<i>Language</i>	Myanmar, Rakhine, Hindi, local dialects	Myanmar, Bengali
<i>General</i>		
<i>Creative subjects</i>	Currently sports, art and drama are not being taught at educational settings. Children are requesting those subjects.	
<i>Less important subjects</i>	Both Rakhine and Muslim respondents in the parent and community interviews didn't see religion or sports (creative subjects) as most important subject.	
<i>Materials</i>	There is a general lack of school -, teaching, - and learning materials in all camps, both rural and urban.	
<i>Discipline</i>	Schools and camps are no violence free for children. Bamboo sticks are used to discipline. Transformation into positive discipline is required.	
<i>Messages</i>	Parents and community would like to see health messages, as well as messages around nutrition, safety & security, hygiene and psychosocial support incorporated in the curriculum.	
Recommendations		
<p>4.2.1 Curricula</p> <ul style="list-style-type: none"> • A focus on literacy and numeracy in the rural camps (possibly through an SC Literacy Boost or EGRI programme) within the curriculums used in new temporary schools or inserted into the curriculum of the madrasas and NFE centres (if possible) • Health, hygiene and peace-building messages/content incorporated into the curriculum wherever possible, in cooperation with the MOE. • Play and recreation activities incorporated into the school curriculum/timetable using the materials provided and accompanied by training for teachers and student clubs on their use. A campaign to convince parents and teachers on the value of play and recreation activities, including the psychosocial benefits, may be needed to prepare the way for this. 		

4.2.2 Training

Although a comprehensive methodologically-oriented teacher training programme is not a priority, in line with the needs identified in other areas, teachers need training on the following as a matter of priority:

- Use of teaching aid materials to promote active and participatory learning.
- Effective use of recreation materials provided and how to support children's clubs in their use and management of them.
- Positive discipline training to provide teachers with alternative methods of controlling classes, often large ones (working with the Child Protection teams and including parents wherever possible).
- Identification and referral of child protection issues as part of a school/TLS-based child protection mechanism (working with the Child Protection teams and including parents wherever possible).
- Incorporation of psychosocial support/first aid methodologies into regular teaching (working closely with/through the Child Protection teams).
- Delivery of health, hygiene and nutrition messages into the regular curriculum and regular teaching (working with the Health and Nutrition providers and including parents wherever possible).
- Any specific training needed to implement any other recommended interventions – for example the SCI Literacy Boost programmes.

4.2.3 Instruction

- Provision of teaching materials to schools/teachers accompanied by training on their effective use.
- Provision of learning materials to children (textbooks, notebooks, stationery) *and/or* financial support to affected families so that they can purchase the necessary learning materials for their children in the form of cash transfers or vouchers.

4.3 Teachers & Other Education Personnel

Findings		
Theme	Urban (Rakhine)	Rural (Muslim)
<i>Number of teachers in camps</i>	Qualified teachers: Mingan 40, Ywar Gyi Myauk 2. No information available for Set Yone Su.	Qualified teachers: Baw Du Pha 1, Thet Kel Pyin 2. Volunteer teachers: Baw Du Pha 9 currently teaching. 22 more have been mobilized and are ready to start teaching, Thet Kel Pyin has around 25 volunteer teachers ready to start teaching.
<i>Conditions of work</i>	Not teaching because of lack of schools, lack of education support, and security problems.	Not teaching because of absence of schools and security problems.
<i>Pupil teacher ratio</i>	The PTR for Rakhine is reportedly around 20 for government schools and 40 for monastic education. This number is higher for schools in the affected area.	In religious education and NFE the PTR is very high with sometimes over 80 students per 1 teacher.
	<i>General</i>	

<i>Number of teaching teachers</i>	Where 14 government schools have been reported closed post conflict, but a stable number of existing government teachers, there remain questions how many teachers have stopped teaching post conflict. According to community representatives only 13% of the teachers they know are currently teaching.
<i>Recruitment</i>	Respondents agree that more teachers need to be hired, but are not agreeing on what kind of teachers.
<i>Needs</i>	Teachers need didactic materials, training, psychosocial support and in the case of volunteer teachers a financial compensation.
Recommendations	
4.3.1 Recruitment and selection	<ul style="list-style-type: none"> • More teachers recruited for the schools and temporary learning spaces – qualified if possible and, if not, experienced para-teachers – of the gender needed to ensure parity and the needs of the school and children. • Initial induction/basic training for all teachers (to be followed at a later stage by a more comprehensive training programme). • Recruitment to be done alongside/in support of the MOE and using their criteria and guidelines to allow for easy integration into the normal formal system once resumed.
4.3.2 Conditions of work	<ul style="list-style-type: none"> • Schools or temporary learning space to be established, furnished, opened and students enrolled. • Teacher pay needs to be equitable in that qualified teachers be paid the national salary level or close to it and that unqualified para/volunteer teachers be incentivised at a rate below the qualified level but sufficient to retain them. Salary/incentive levels need to be agreed by the MOE in consultation with supporting agencies and the teachers. Pay should be sustainable in that costs borne by the primary duty bearer (MOE) and have a clear exit or continuation strategy. • Security at and on the way to the education sites to be improved so that teachers (as well as students and their families) are safe and feel safe returning to work. • Education support systems to be improved – specific suggestions on how to do this listed in below section.
4.3.3 Support and supervision	<ul style="list-style-type: none"> • In addition to comprehensive induction training all teachers recruited in the camps need to be made aware of and agree to a teachers' code of conduct developed by the MOE, supporting agencies and the teachers. • At a later stage, more methodology-focused training for teachers as part of a longer-term professional development programme. • An accountable supervisory mechanism which monitors, observes, provides feedback and support for teachers and is linked to a professional development programme and to performance management system and incentives – ideally this would be based on the MOE system but may also incorporate an innovative school-based peer system. • Student feedback mechanisms to allow students to provide feedback on the performance of teachers and the project as a whole. • Appropriate, accessible and practical psychosocial support available to teachers and other education personnel.

4.4 Education Policy & Coordination

Findings		
Theme	<i>Urban (Rakhine)</i>	<i>Rural (Muslim)</i>
<i>Law & Policy</i>	Government schools are part of the national education system. Monastic school are not part of the system, but can be recognized.	Religious schools are not part of the national education system. Community schools are not recognized, but can apply to be a branch school of a government school as to become recognized.
<i>Support given</i>	The education department has given some support in terms of uniforms and education materials.	There is disappointment about the lack of support received.
	<i>General</i>	
<i>Free education</i>	The current national education system is free for primary and secondary school.	
<i>Hidden costs</i>	Within the education system there are many hidden costs, such as the fees needed to pay for transportation, school donations and tuition.	
<i>Local support</i>	A local organization has helped by providing stipends and uniforms for children.	
<i>Response</i>	No coherent and formalized response yet, addressing the extra pressure on the education system the current situation has caused.	
Recommendations		
4.4.1 Law and policy formulation		
<ul style="list-style-type: none"> • Clear guidance and transparent process on the affiliation of community schools to bring them into the national system, or exploring other ways of doing so. • Standards certification process for community schools to allow children to transfer easily to government schools. • Dialogue at all levels on how madrasas could incorporate more subjects into their teachings and be recognised by the government for it. • A government system for enforcing the free-education policy in practice (advocated and supported by other education agencies). • A more robust M&E system to ensure that teachers are teaching what they should be when they should be and not forcing the need for external and fee-charging tuition – part of the teacher support mechanism mentioned above. 		
4.4.2 Planning and implementation		
<ul style="list-style-type: none"> • Better communication and coordination with education department in Sittwe Township and the camp management to determine the real level of support received and the priority gaps. • A comprehensive and integrated response plan developed by all education actors (including the MOE/Sittwe education department, UN agencies and NGOs) clearly designating roles, responsibilities and timeframes. 		

4.5 Community participation

Findings		
Theme	<i>Urban (Rakhine)</i>	<i>Rural (Muslim)</i>

<i>Actions</i>	The community has provided school materials, psychosocial support, has volunteered and has provided some money to support education.	The community has provided temporary learning spaces, has been involved in recruitment of teacher, has volunteered and provided some money to support education.
<i>Contribution</i>		Teachers: to advocate for children to go to school
	<i>General</i>	
<i>Contribution</i>	The community finds education important and is willing to contribute to improve the education situation. It feels it can contribute by offering labour, and by protecting security. Parents see a responsibility in encouraging children to go to school and also can play a role in teaching and or labour for construction.	
<i>Resources</i>	Resources needed are temporary learning spaces, school materials, recruitment of staff and monetary support (to afford the fees).	
Recommendations		
4.5.1 Participation		
<ul style="list-style-type: none"> • Inter-agency agreement on whether or not to pay community labour for establishing temporary learning spaces and rehabilitating schools. Paying could easily undermine community agency. If payments are made (justified by a 'cash for work' type argument) the level of pay should be agreed by all working in the response. • Initiatives to promote more profound and meaningful types of participation from the community, not just contributions of time and labour. If community participation in their children's education is to endure beyond the emergency and timeframe of this project, it is also needed in project design, delivery, maintenance and monitoring and evaluation. This process also needs to ensure the inclusion children and females and other often-marginalised groups. 		
4.5.2 Resources (material and human)		
<ul style="list-style-type: none"> • Provision of safe education spaces, financial incentives for community teachers and stationery and teaching and learning materials – <i>all of these have been addressed in previous 'Recommendations' sections.</i> • An integrated education response which contributes to alleviating the pressure of the other service gaps – for example: by providing sufficient clean drinking water in schools and adequate sanitation and hygiene facilities and messaging; by organising health screening and basic treatment in schools; by ensuring the temporary learning spaces are in the safest part of the camp. • A multi-sector response from agencies targeting the other needs identified in the camps in addition to education. 		

6.2 Assessment methodology (in detail)

The methodology of this rapid education needs assessment is based on the tools developed by the Global Education Cluster (2010); The Short Guide to Rapid Joint Education Needs Assessments¹, as well as the Joint Education Needs Assessment Toolkit². This toolkit assesses the four education areas of (1) Access and Learning Environment, (2) Teaching and Learning, (3) Teachers and Other Education Personnel, and (4) Education Policy, as formulated by the Inter-Agency Network for Education in Emergencies (INEE, 2010).

An Education in Emergencies Coordinator of the Education Response Team from Save the Children UK, Fanny Verwoerd, was hired for a period of 9 weeks to lead the assessment. A team of 22 people (10 female, 12 male) has been responsible for the data collection (see Annex 6.1); 10 field based staff of UNICEF, 7 SCI staff, and 4 RTA (Rakhine Thartaya Association, an implementing partner of SCI in Rathedaung) staff. For the data analysis 2 SCI staff were involved, plus an additional 2 translators and 1 data entry clerk were hired.

The assessment team received a three-day training, to familiarize themselves with the tools and get a thorough understanding of what data to be collected. The assessment tools were tested in two locations; Ma Gyi Myaing and Kaung Doke Khar (see Annex 6.2 for its exact locations). Ma Gyi Myaing is a relatively smaller IDP camp in an urban location (578 people on 6 November 2012), whereas Kaung Doke Khar is a larger IDP camp in a rural location (1,363 people on 6 November 2012).³ After field-testing some small adjustments were made, as well as explanation given on some questions, after which the team was ready for the data collection. Data collection took place over a time span of 10 consecutive days (11 to 20 December 2012).

The quantitative data was entered into Excel, supervised by SCI's database manager, and analysed in SPSS⁴ and Epi Info⁵ by the database manager and the assessment leader. The qualitative data was translated into English by professional translators, and verified through the audio recordings made during data collection. The analysis of the qualitative data was done through labelling concepts and identifying key words⁶. This data was

¹ [http://onerresponse.info/GlobalClusters/Education/publicdocuments/Ed%20Needs%20Assess%20Guide%20\(online\).pdf](http://onerresponse.info/GlobalClusters/Education/publicdocuments/Ed%20Needs%20Assess%20Guide%20(online).pdf) (Accessed 20 November 2012)

² http://onerresponse.info/GlobalClusters/Education/publicdocuments/Ed_NA_Toolkit_Final.pdf (Accessed 20 November 2012)

³ OCHA, 6 November 2012. IDP locations in Sittwe.

⁴ <http://www-01.ibm.com/software/analytics/spss/> (Accessed 2 January 2013).

⁵ <http://epiinfo.codeplex.com> (Accessed 2 January 2013).

⁶ A similar method to the one mentioned here was used: <http://learningstore.uwex.edu/assets/pdfs/g3658-12.pdf> (Accessed 2 January 2013).

accompanied by additional anecdotal information. Information was triangulated from various sources and verified.

Sampling

A purposive sampling method was adopted for the assessment. The assessment locations were selected randomly, choosing 3 Muslim/rural and 3 Rakhine/urban locations (see Annex 6.2 for a map of its locations). The rural camps are outside Sittwe town boundaries, whereas urban camps are built within the town boundaries. Three camps for each population were chosen to accurately reflect the existing needs. The urban camps include Set Yone Su camp, Mingan camp and Ywar Gyi Myauk camp. The rural locations include Baw Du Pha camp, Thet Kel Pyin camp and Ohn Taw Gyi camp. Judgement of camp management and community representatives was used to identify and select respondents for interviews, as well as participants for focus groups and child participation sessions. A gender balance was maintained throughout the assessment. The table below shows the assessed camps, their location (urban or rural) and their estimated population⁷.

Area & Camp	Total population		
	M	F	Total
Rural			
1. Baw Du Pha	5319	5536	10855
2. Ohn Taw Gyi	809	837	1646
3. Thet Kel Pyin	7370	7819	15189
Urban	M	F	Total
4. Mingan	162	191	353
5. Set Yone Su	422	429	851
6. Ywar Gyi Myauk			983
Total	14082	14812	28894

Table 1: Assessed camps and its populations

In total the following data was collected from the below mentioned numbers of people (see Annex 6.3 for number of respondents per assessed camp):

Respondent / Informant	Male	Female	Total
Camp managers	7	-	7
Education officials	2	-	2
Community key informant interviews (KII)	43	39	82
Parents key information interviews	63	79	142
Children (40 per cycle, 2 sessions per cycle)	145	145	290
Teachers (5 to 10 per session)	10	12	22
Parents (5 to 10 per session)	43		47
Community (5 to 10 per session)	40		41

⁷ OCHA (6 November 2012) and SCI Child Protection Team (Nov-Dec 2012). Numbers for male and female residents of Ywar Gyi Myauk were not available.

<i>Total</i>	353	363
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Table 2: Number of respondents

Data collection methods

Key informant interviews

Key informant interviews (KIIs) were conducted to obtain a broad overview on educational needs, within the entire community, and with comparisons between rural and urban camps, as well as amongst camps. Key informants included camp managers, community representatives, parents and local education officials.

Observation checklist

Education sites, both previously and currently used, were assessed in terms of infrastructure, and teachers and learning materials, amongst others. Observational notes from researchers were standardized through checklists while collecting data. In addition pictures were taken to support the data collection.

Focus group discussion

Focus groups are a qualitative approach to gathering data from relatively homogeneous groups with common cultural and social backgrounds. Focus groups uncover processes and responses that cannot be captured through structured data collection, for example regarding underlying barriers to access education, and a qualitative comparison between the previous and current education situation and the wishes for the future situation as compared to the current one. This qualitative data can shed more light on underlying issues of quantitative data collected. Focus groups were held for three groups: community representatives, parents and teachers.

Child participatory session

The child participatory sessions were a qualitative data collection method, focussing on creativity and expression of children in relation to their past and current education situation. This method doesn't require reading and literacy proficiency, which generally is a strong limitation to collecting useful quantitative data from children. Different groups were formed, based on various characteristics, such as age (5 to 9 / 10 to 15), sex (boys / girls) as well as if the children were or weren't currently attending school (attending school / out of school).

The focus of the child participatory sessions was (1) to identify what children would like their education (dream school) to look like, (2) to identify how the present education

situation is different from what children would like it to be, and (3) to collect suggestions on how to improve the current education situation.

Secondary data collection

This form was used to collect information readily available from different sources, such as OCHA, UN Agencies, and local government authorities.

Constraints

Several constraints were faced during the data collection and analysis for the education needs assessment. They are described below and could serve as lessons learnt, as to improve assessments in future.

- *Language barriers:* many people, including children, do not speak Myanmar language as their first language. In order for them to speak in the language they are comfortable with we identified volunteer translators within the camps. Nevertheless, the assessment team gave the feedback that some of the translation might have been incomplete or influenced by the translator. Translation is also rather time-consuming and made the effective discussion time shorter than originally anticipated. Translation of the qualitative data during the process of data analysis was done by professional translators and therefore considered as reliable.
- *Participation barriers:* Although the assessment leaders have done their best to establish privacy in the interview and discussion spaces, in many of the camps there was insufficient or inappropriate space available. Therefore some of the data might have been influenced because of onlookers present. If this was suspected, a note by the assessors was made.
Although present in numbers, the participation of women was generally low in the focus group discussions for parents and community representatives; the women tended to be quieter and more reluctant in expressing themselves than the male participants. Separate female and male focus group discussions should be considered in future.
- *Operational constraints:* Creative operational solutions have been part of the process throughout the assessment. Because of a delay in obtaining travel authorization for Sittwe for the assessment leader, the assessment training was shifted to Yangon, which led to some complications in travel arrangements for assessment team members. Not all team members could be present for the training. This was addressed by arranging briefing sessions upon arrival of the assessment team in Sittwe. The field-testing of the tools had to take place without the assessment leader, but was made possible by support from the team leaders of UNICEF and SCI.

Focus groups for teachers were only held in rural camps, since the schools for children from the urban camps are outside the camps themselves. It was not possible to organize teacher focus groups for existing government schools and monastic education.

- *Camp movements:* At the time of visiting, camps were still dynamic with lots of movement, which made it difficult to determine actual numbers of children and households in the locations.
- *Security restrictions:* Travel was only done in groups, by trusted drivers and in low-profile vehicles that had access to all camps. Focus group discussions had at least two assessors at the same time present. Security of the assessment team was closely monitored at all times and regular debriefing sessions with the team were held.
- *Secondary data collection:* Solid quantitative data is not available at the local education department or in the camps. Accurate numbers are not kept or are not regularly updated, and data on school attendance is kept only for government schools. In the camps there is both the need and desire for education programming amongst other needs, but verifiable data needed to support these needs has proven to be difficult to acquire or is non-existent.
- *Data analysis:* The data analysis took more time than initially anticipated due to limited staff and resources for data analysis and the production of graphs and tables.

6.3 Assessment team

Acknowledgements

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But most of all, thanks go out to the many respondents; the District Education Officer, Assistant Township Education Officer, camp managers, community representatives, parents and last but not least the children; for their hospitality, time, patience, and honesty in sharing their views.

Fanny Verwoerd

Emergency Response Personnel – Education Coordinator, Save the Children UK

13 February 2013

SCI and UNICEF in Myanmar

Save the Children has been active in Myanmar since 1995, focusing predominantly on development programme initiatives in education, health and economic opportunities. In the education sector SCI has been primarily active in preparing children for primary school through Early Childhood Care and Development (ECCD) and its Transitions Initiative, providing supplemental tutoring, providing teacher training, running literacy circles, supporting monastic education, and offering non-formal primary education to children excluded from the formal school system.

When Cyclone Nargis struck Myanmar in May 2008, SCI played a key role in the humanitarian response, responsible for nearly 10% of the total raised by the international

community, and establishing a large-scale programme that reached 40% of all the children severely affected. Since then SCI has incorporated disaster risk reduction in their activities. Another response was designed after Cyclone Giri in October 2010.⁸

UNICEF has been active in Myanmar since 1950, and implements programmes for the realization of children's rights, focusing on areas such as child survival, growth, development, and protection, with a special focus on the poor, the marginalized and the hard-to-reach. UNICEF collaborates primarily with government ministries and departments to advance programmes for children. It also partners with NGOs to implement humanitarian as well as development programmes for children, women, families and communities.⁹ Through its work UNICEF hopes to increase the quality of primary education, and improve the government capacity as to increase access and reduce disparities in basic education, amongst others.¹⁰

The current UNICEF education programme aims to increase access for children to quality basic education through five key programmes: early childhood development, improving quality of teaching and learning in schools, strengthening decentralized education planning and management, expanding non-formal education and alternative learning opportunities for out-of-school children, and roll out the secondary life skills education programme to all secondary schools.

Data collection team

Nr.	Name	Organization	Sex	Role
1	Fanny Verwoerd	SCUK	F	Assessment leader
2	Naw Olive	SCI	F	Assistant to the assessment leader
3	Thura Ko Ko	UNICEF	M	Team leader
4	Than Than Soe	UNICEF	F	Data collector
5	Soe Lwin	SCI	M	Data collector
6	Khin Moe Moe	UNICEF	F	Data collector
7	Saw Sein Win	UNICEF	M	Data collector
8	Phyo Wai Thein	UNICEF	M	Data collector
9	Myo Myo Wai	UNICEF	F	Data collector
10	Mary	UNICEF	F	Data collector
11	Ei Shwe Zin Oo	SCI	F	Data collector
12	Tin Win	SCI	M	Data collector
13	Htin Linn	UNICEF	M	Data collector
14	Moe Lwin Soe	SCI	F	Data collector

⁸ SCI, 2012. <http://www.savethechildren.org/site/c.8rKLIXMGlpI4E/b.6150543/k.D615/Myanmar.htm> (Accessed on 31 December 2012).

⁹ UNICEF Myanmar, 2011. Country Programme Overview 2011-2015, p. 8. http://www.unicef.org/myanmar/UNICEF_Myanmar_CP_Booklet_2011_Eng.pdf (Accessed 31 December 2012).

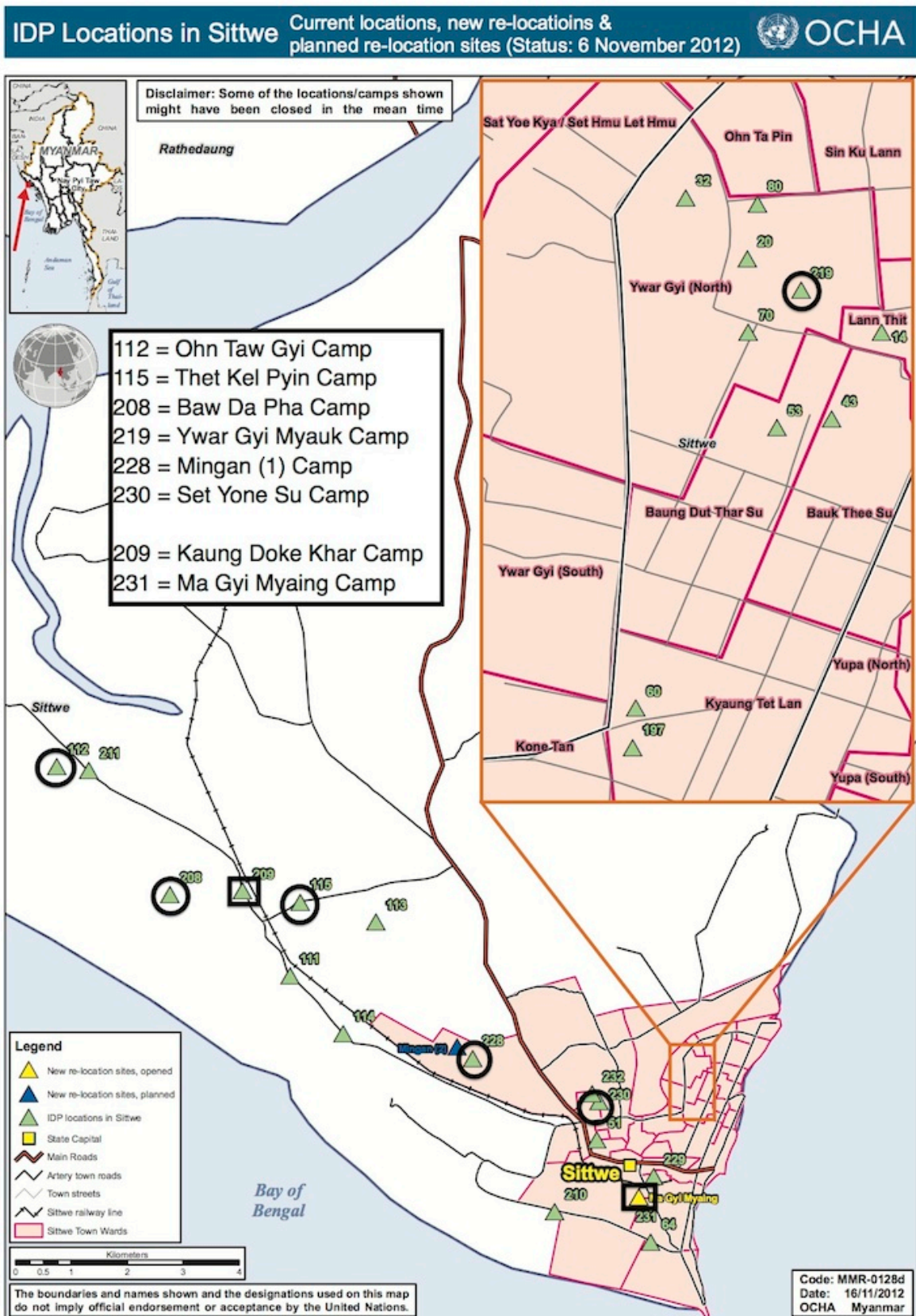
¹⁰ UNICEF Myanmar, 2011. Country Programme Overview 2011-2015, p. 18. http://www.unicef.org/myanmar/UNICEF_Myanmar_CP_Booklet_2011_Eng.pdf (Accessed 31 December 2012).

15	Myint Hlaing	SCI	M	Team leader
16	Thein Soe	SCI	M	Data collector
17	Than Tin	UNICEF	M	Data collector
18	Kyaw Myint Naing	UNICEF	M	Data collector
19	Pyi Sone	RTA	M	Data collector
20	Kyaw Myat Naing	RTA	M	Data collector
21	Mu Mu Khin	RTA	F	Data collector
22	Khine Lun	RTA	F	Data collector

Data analysis team

Nr.	Name	Organization	Sex	Role
1	Fanny Verwoerd	SCUK	F	Assessment leader
2	Aung Tin Le Le	SCI	F	Database manager
3	Wut Yi Thaw	SCI	F	Data entry clerk
4	Han Lin Soe	Consultant	M	Data entry clerk
5	Mae Ohn Nyuntwe	Freelance	F	Translator
6	Si Thu Ko Ko	Freelance	M	Translator

6.4 Map of sites visited



6.5 List of respondents

Per data collection method

Nr.	Location	Number of IDPs	Secondary data form	KII camp man.	KII edu auth	KII community		KII parents		Observation form	Child part. Session cycles	FGD teacher	FGD parents	FGD comm.
						m	f	m	f					
0.	General		1	-	2	-	-	-	-	-	-	-	-	-
1.	Thet Kel Pyin (M)	15,998	-	1	-	15	15	24	24	3	70	5 (2f)	30	20
2.	Baw Du Pha (M)	9,756	-	2	-	9	9	15	15	4	80	9 (7f)	20	21
3.	Mingan (1) (R)	353	-	1	-	3	3	2	9	2	20	-	10	10
4.	Ohn Taw Gyi (M)	1,201	-	1	-	4	-	9	12	4	40	8 (3f)	10	10
5.	Ywar Gyi Myauk (R)	983	-	1	-	6	6	4	10	3	40	-	10	10
6.	Set Yone Su 1 (R)	851	-	1	-	6	6	9	9	2	40	-	10	10
Total			1	7	2	43	39	63	79	18	290	22	90	81

Number of sessions

Nr.	Location	Number of IDPs	Child part. Sessions	FGD teacher	FGD parents	FGD comm.
1.	Thet Kel Pyin (M)	15,998	7	1	3	2
2.	Baw Du Pha (M)	9,756	8	1	2	2
3.	Mingan (1) (R)	353	2	-	1	1
4.	Ohn Taw Gyi (M)	1,201	4	1	1	1
5.	Ywar Gyi Myauk (R)	983	4	-	1	1
6.	Set Yone Su 1 (R)	851	4	-	1	1
Total			29	3	8	8

6.6 List of images, tables and graphs

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Tables

Township	Number of locations with IDPs	Number of IDPs disaggregated	Male (over 12)	Female (over 12)	Children under 12	Total IDPs
Sittwe	Total 26 locations	Number of IDPs	17,345	22,047	32,012	71,404
		Percentage M-F-Ch / Total	24.3%	30.9%	44.8%	100.0%
	9 camps outside town boundaries	Number of IDPs	16,087	20,681	31,03	67,798
		Percentage M-F-Ch / Total	23.7%	30.5%	45.8%	100.0%
	17 locations inside town boundaries	Number of IDPs	1,258	1,366	982	3,606
		Percentage M-F-Ch / Total	34.9%	37.9%	27.2%	100.0%

Table 3: Official Rakhine State Government IDP figures in Sittwe Township as at 6 November 2012 (OCHA)

Indicator	Description	Total for Myanmar	Rakhine State		
			Total	Male	Female
Primary school age net attendance ratio	Percentage of children of primary school age (5-9) attending school	90.2 %	75.8%	78%	73.7%
Secondary school net attendance ratio	Percentage of children of secondary school age (10-15) attending secondary school or higher	58.3%	30.9%	33.3%	28.4%
Secondary school age children attending primary school	Percentage of children of secondary school age (10-15) attending primary school	11.9%	16.2%	18.1%	14.2%
Primary school completion	Percentage of children completing the last grade of primary school	54.2%	-	-	-
Transition to secondary school	Percentage of children completing the last grade of primary school were transitioning to middle school	95.3%	94.9%	-	-
Gender parity for primary school	Ratio of female to male in primary school enrolment	1.01	0.94	-	-

<i>Gender parity for secondary school</i>	Ratio of female to male in secondary school enrolment	1.01	0.85	-	-
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Table 4: Education figures (MICS, 2011, pp.44-46; 106-111)

Area & Camp	Total population		
	<i>M</i>	<i>F</i>	<i>Total</i>
Rural			
1. Baw Du Pha	5319	5536	10855
2. Ohn Taw Gyi	809	837	1646
3. Thet Kel Pyin	7370	7819	15189
Urban			
4. Mangan	162	191	353
5. Set Yone Su	422	429	851
6. Ywar Gyi Myauk			983
Total	14082	14812	28894

Table 5: Assessed camps and its populations

Respondent / Informant	Male	Female	Total
Camp managers	7	-	7
Education officials	2	-	2
Community key informant interviews (KII)	43	39	82
Parents key information interviews	63	79	142
Children (40 per cycle, 2 sessions per cycle)	145	145	290
Teachers (5 to 10 per session)	10	12	22
Parents (5 to 10 per session)	43		47
Community (5 to 10 per session)	40		41
Total	353		363

Table 6: Number of respondents

How many boys (m) and girls (f) are currently attending education?	# government	
	<i>M</i>	<i>F</i>
A. Primary schools	8785	7285
B. Middle schools	4220	3747
Total (boys/girls):	13005	11032
Total:	24037	

Table 7: Number of boys and girls attending school in Sittwe Township

School	# government		# madrasa	
	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>
A. Primary schools	416	429	225	305

B. Middle schools	316	317	300	325
Total (boys/girls):	732	746	525	630
Total:	1478		1155	

Table 8: Number of boys and girls from the assessed 6 camps attending education

Area & Camp	1. Primary (age 5-9)				2. Middle Secondary (age 10-15)				Total Male	Total Female	Total
	1. Government		2. Monastic (urban) / Madrasa (rural)		1. Government		2. Monastic (urban) / Madrasa (rural)				
	Male	Female	Male	Female	Male	Female	Male	Female			
Rural	311	312	225	305	275	275	300	325	1111	1217	2328
1. Baw Du Pa	311	312	150	230	275	275			736	817	1553
2. Ohn Taw Gyi			75	75					75	75	150
3. Thet Kel Pyin							300	325	300	325	625
Urban	105	117	0	0	41	42	0	0	146	159	305
4. Mingan	35	38			6	7			41	45	86
5. Set Yone Su											
6. Ywar Gyi Myauk	70	79			35	35			105	114	219
Grand Total	416	429	225	305	316	317	300	325	1257	1376	2633

Table 9: Number of boys and girls attending education, per camp¹¹

Area & Camp	Age 5 to 9		Age 10 to 12		Age 13 to 18		Total school-age pop. (5 to 18)		Total population		
	M	F	M	F	M	F	M	F	M	F	Total
Rural											
1. Baw Du Pha	858	811	698	569	510	504	2066	1884	5319	5536	10855 ¹²
2, Ohn Taw Gyi	135	121	91	83	70	79	296	283	809	837	1646 ¹³
3. Thet Kel Pyin	1148	1072	712	714	685	778	2545	2564	7370	7819	15189
Urban											
4. Mingan	24	17	15	18	26	24	65	59	162	191	353
5. Set Yone Su	60	64	44	50	89	84	193	198	422	429	851

¹¹ Camp managers in urban camps were not able to give the number of students attending monastic education.

¹² According to the camp management of Baw Du Pha the total number has grown to 13295 persons.

¹³ When visiting Ohn Taw Gyi the camp had grown to a total number of 6396 persons, no information available according to age group and sex.

6. Ywar Gyi Myauk ¹⁴												983
M/F Totals	2225	2085	1560	1434	1380	1469	5165	4988	14082	14812		28894
Age Totals	4310		2994		2849		10153		28894			

Table 10: Population of assessed IDP camps, SCI, November 2012

Type of structure	Location								Total
	Rural			Total	Urban			Total	
	1. Baw Du Pha	2. Ohn Taw Gyi	3. Thet Kel Pyin		4, Mingan	5. Set Yone Su	6. Ywar Gyi Myauk		
A. Permanent structure (e.g. stone / bricks)	3	0	1	4	2	1	2	5	9
B. Semi-permanent structure (e.g. wood / bamboo)	0	0	0	0	0	1	1	2	2
C. Temporary structure (tent / outside)	1	4	2	7	0	0	0	0	7
Total	4	4	3	11	2	2	3	7	18

Table 11: Type of school vs. type of structure - observations

How many schools were in the affected area prior to the emergency?	# government	# monastic	# madrasa	# community	# private School
A. Preschools		1			2
B. Primary schools		93	6		
C. Middle schools		13	3		
E. High school		7			
F. Other					10
Total		114	9	0	2

Table 12: Number of schools in the Sittwe Township prior to the emergency (Sittwe Education Office)

How many teachers (male/female) are currently teaching (regardless of their qualifications)?	# government	
	M	F
A. Primary schools	52	843
B. Middle schools	200	201
Total (male/female):	252	1044
Total:	1296	

Table 13: Number of teachers

¹⁴ Ywar Gyi Myauk was not included in the data collection of the Child Protection Team, only OCHA data for the total number was available.

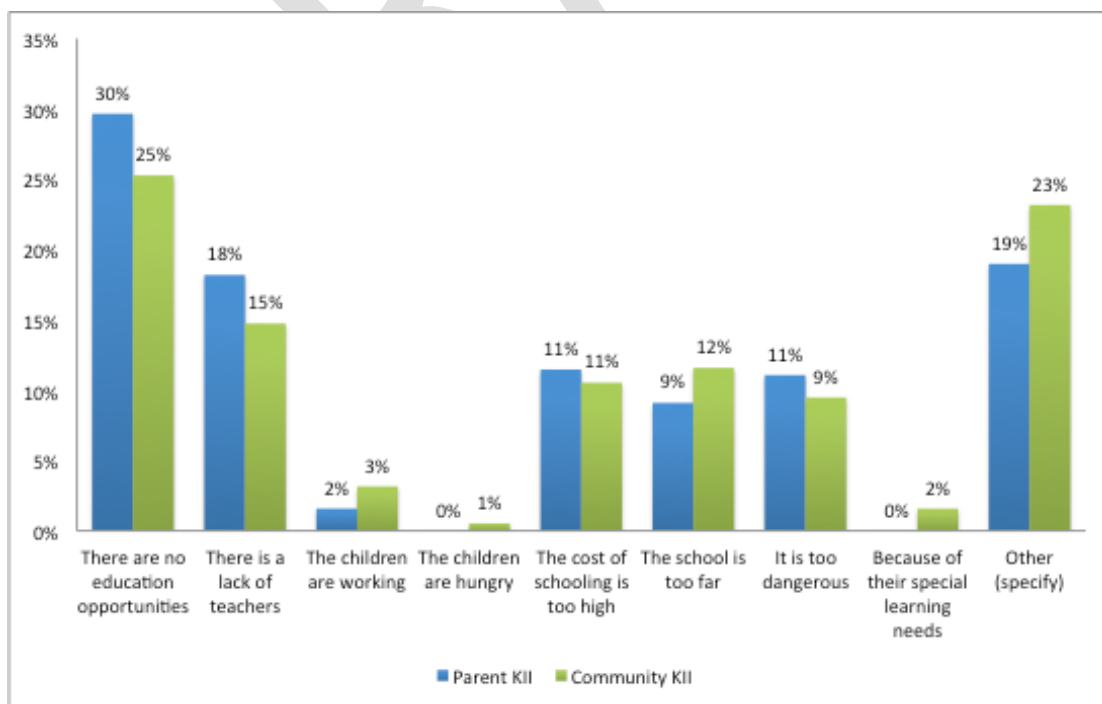
How many teachers (male/female) are currently teaching (regardless of their qualifications)?	# Government Teachers		Reported government PTR		Reported Monastic Edu PTR	
	M	F	Pre-conflict	Post-conflict	Pre-conflict	Post-conflict
A. Primary schools	52	843	17	20	40	40
B. Middle schools	200	201	20	17	40	35
Total (male/female):	252	1044	N.B. Observations conducted during the assessment revealed a far higher PTR			
Total:	1296					

Table 14: Number of government teachers and reported PTR

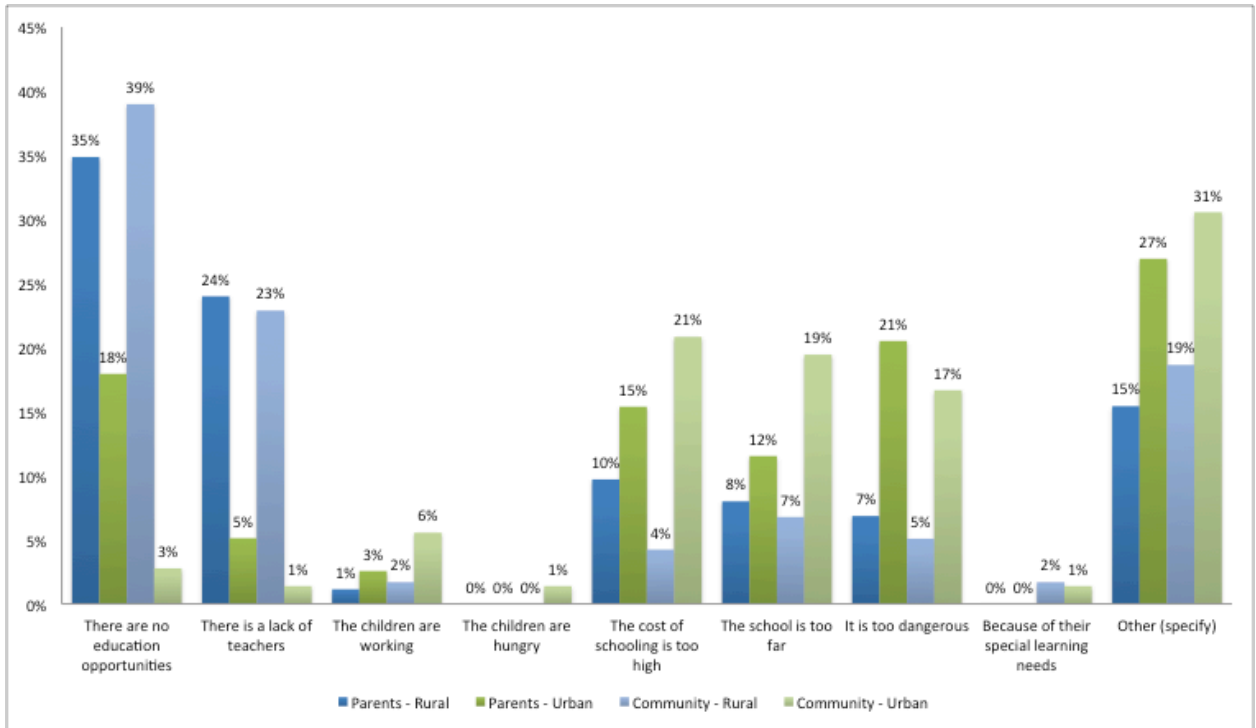
Type of school	# government		# madrasa		# monastic		# community	
	m	f	m	f	m	f	m	f
A. Primary schools	2	17	17	2	1	2	2	8
B. Middle schools	2	27	2	0	0	0	0	2
Total (male/female):	4	44	19	2	1	2	2	10
Total:	48		21		3		12	

Table 15: How many teachers from camps are currently teaching?

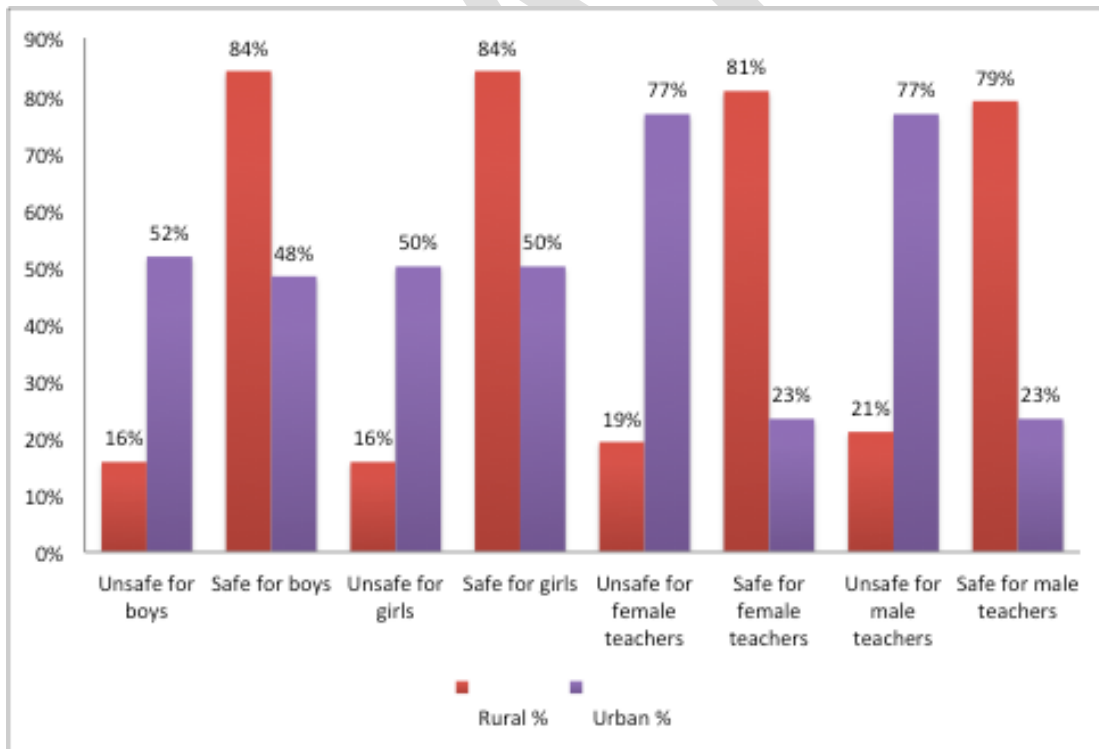
Graphs



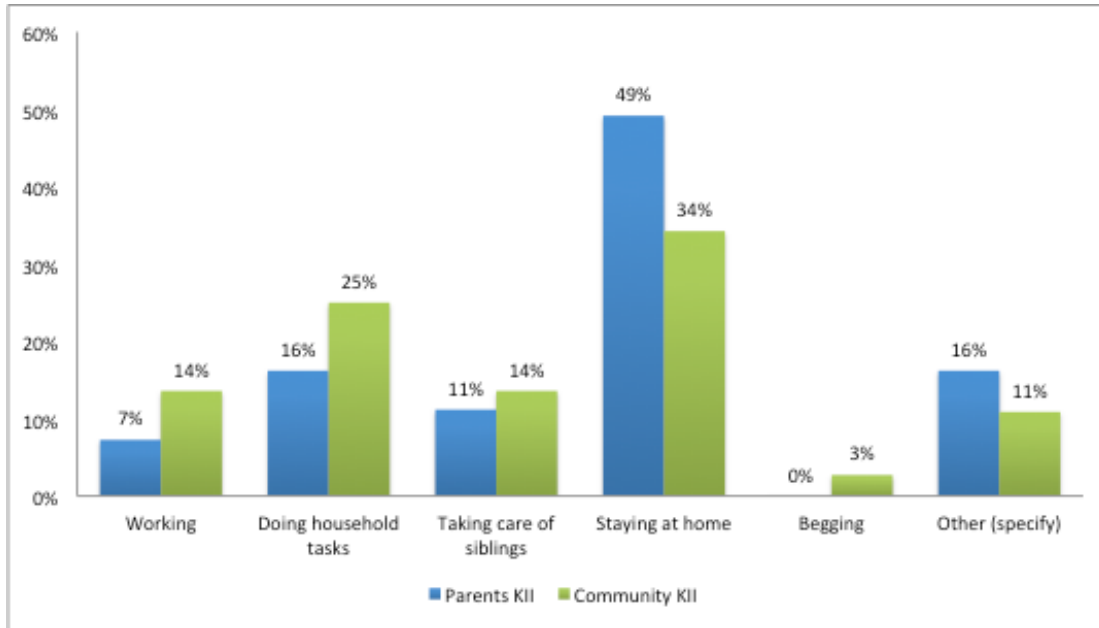
Graph 1: What are the most important reasons for dropout and non-attendance after the emergency?



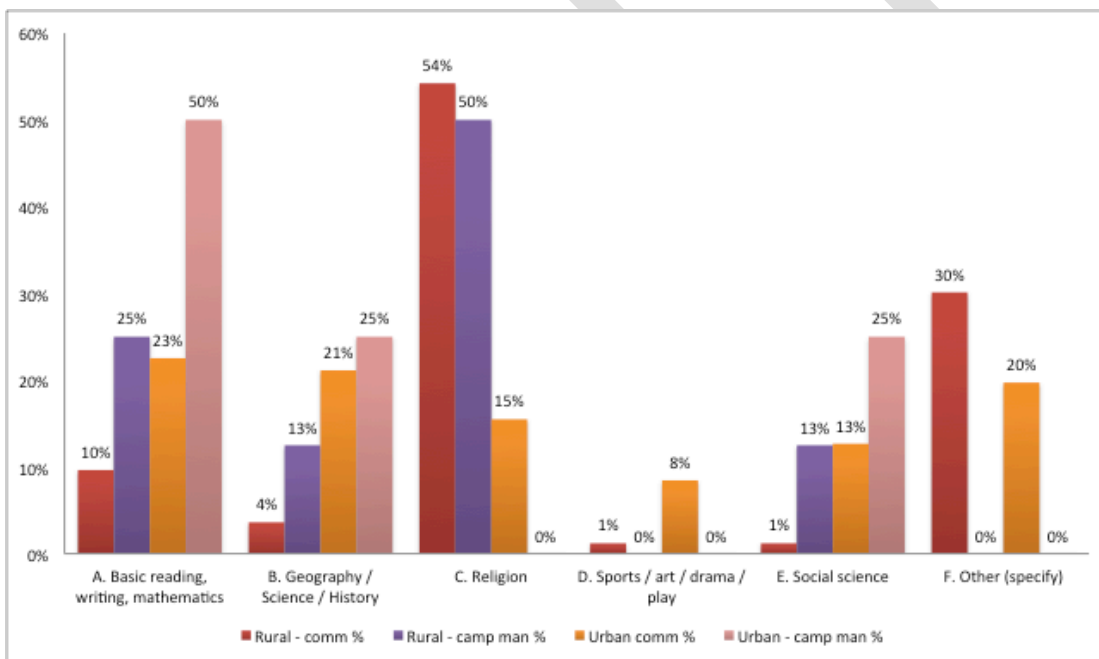
Graph 2: Reasons for drop-out and non-attendance, rural vs. urban



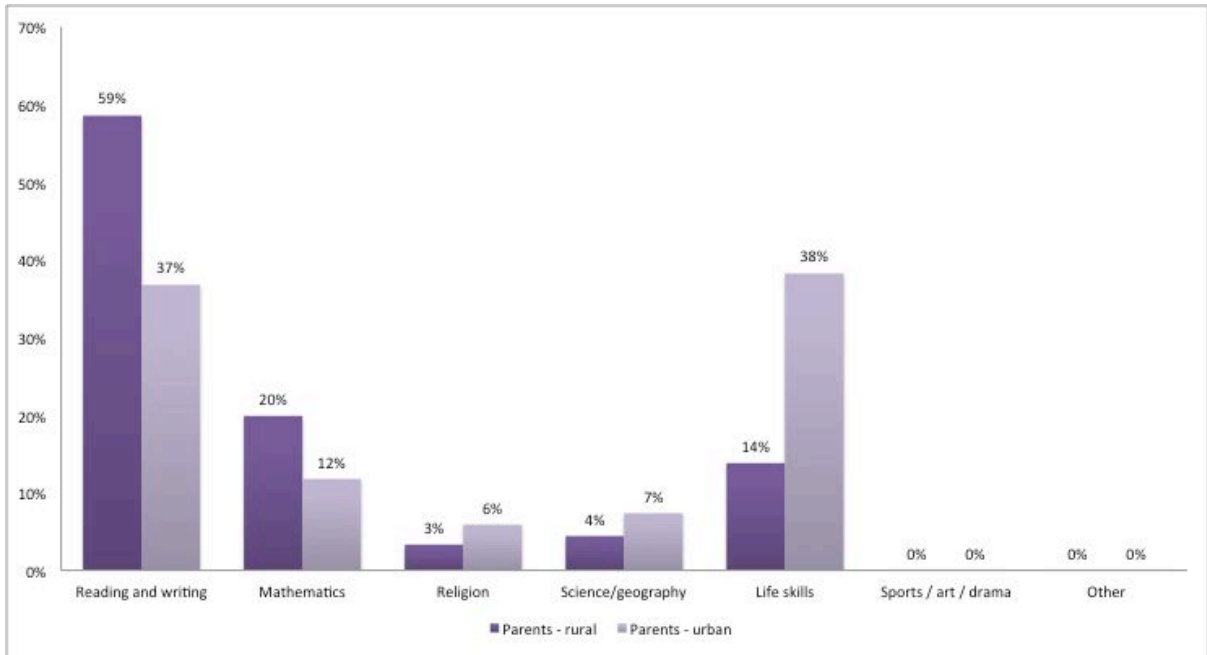
Graph 3: Is it safe for children and teachers while at school or travelling from/to school? – community key information interview (KII)



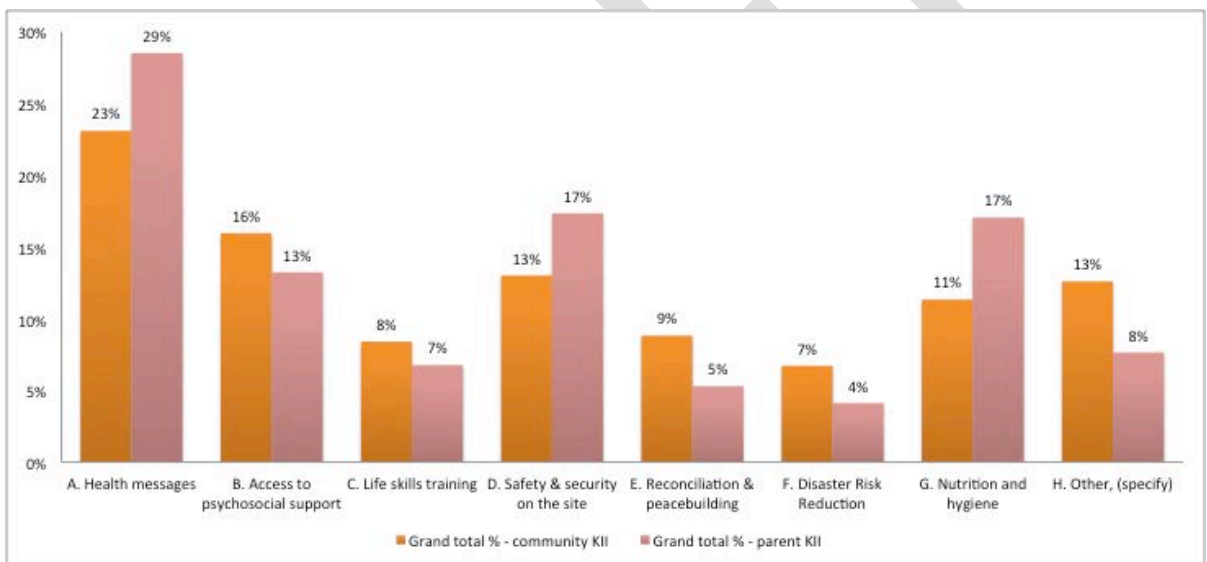
Graph 4: What activities are children involved in since they left school?



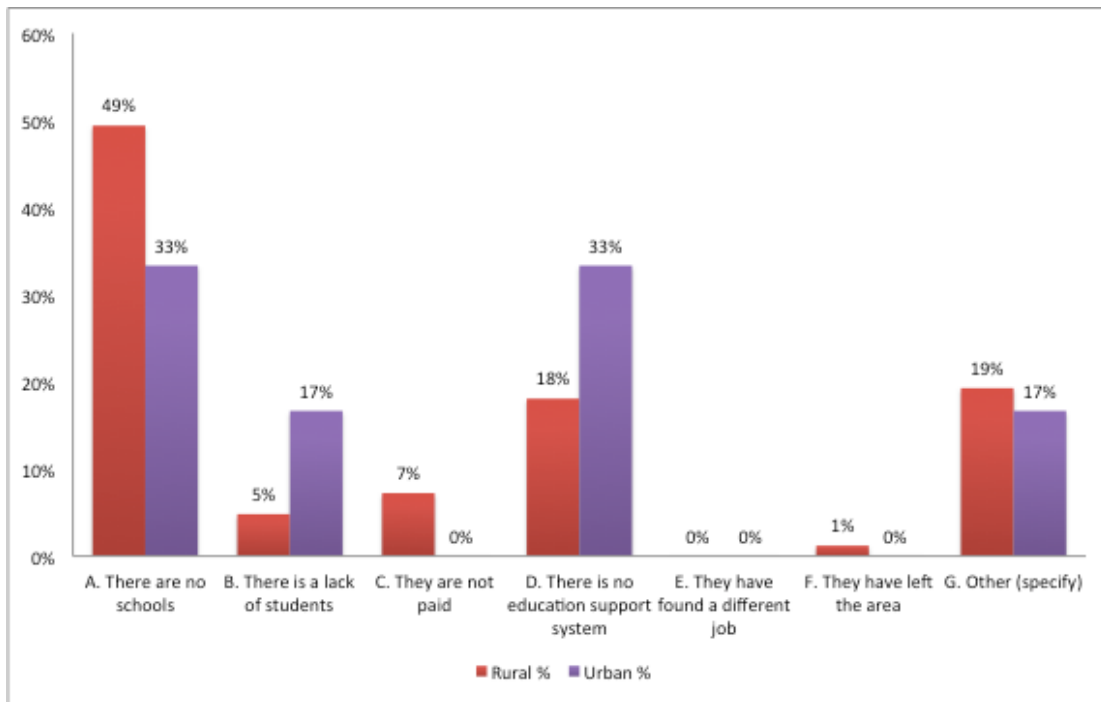
Graph 5: What subjects are taught in the existing education sites?



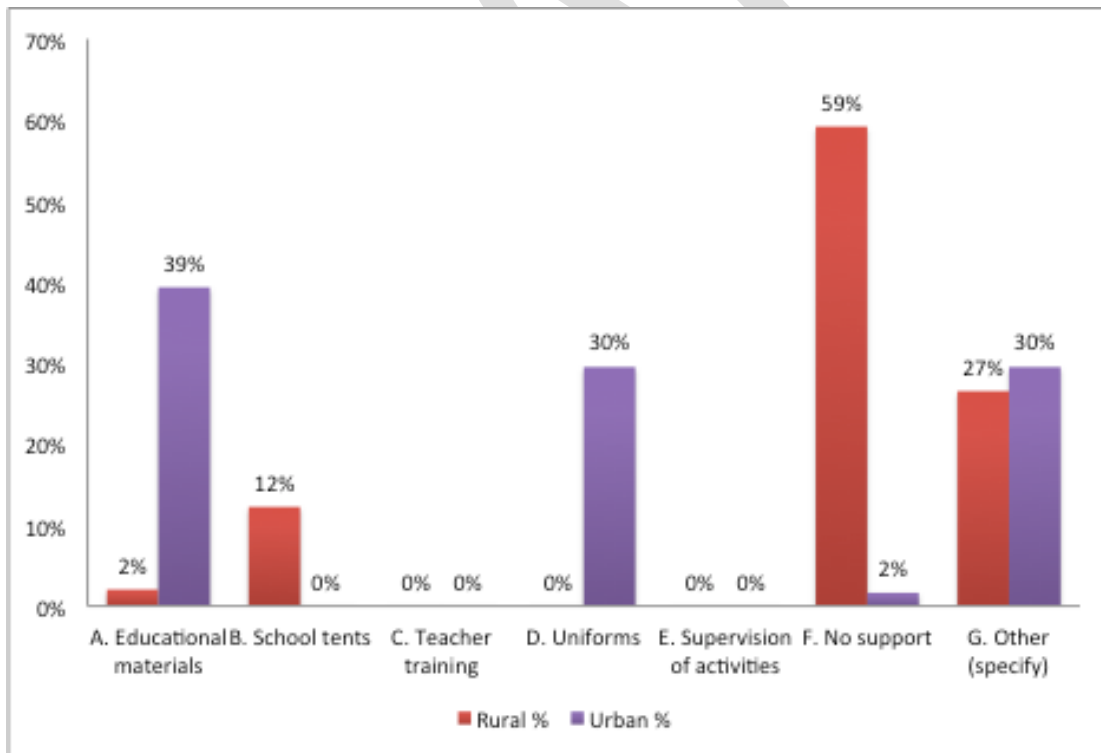
Graph 6: What subjects do you find most important for your children to study?



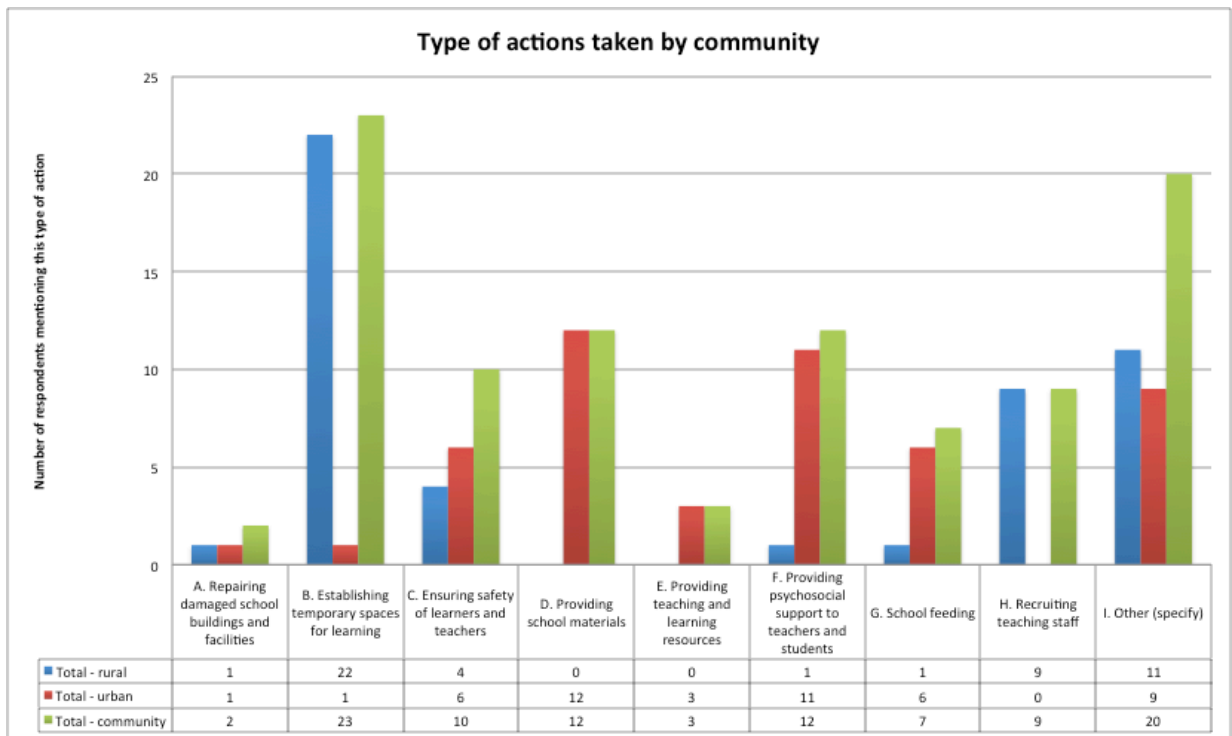
Graph 7: What urgent messages or information do children and youth in the area need?



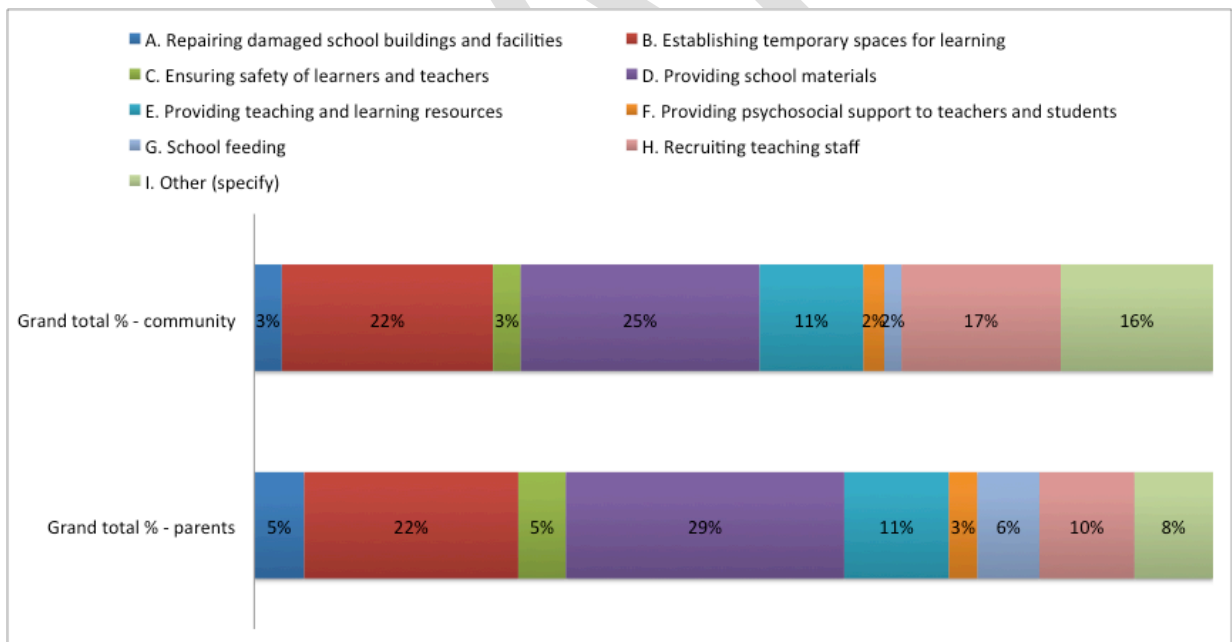
Graph 8: What is the reason for teachers not to teach at the moment?



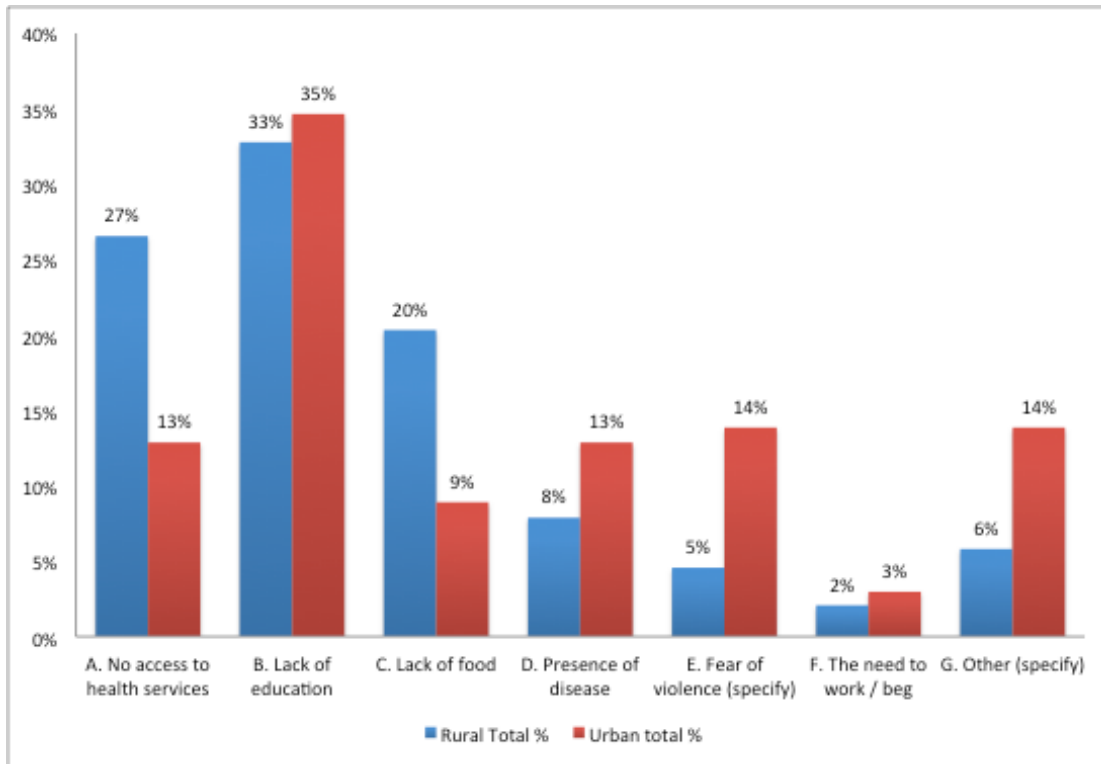
Graph 9: What support have the students or learning spaces received since the emergency?



Graph 10: What actions has the community already undertaken to address the education situation? – reported by community representatives in the key information interviews



Graph 11: What type of education support is currently most essential?



Graph 12: What are your main concerns about your children at this moment?

Images



Image 1: Focus Group Discussion with parents, Ohn Taw Gyi camp



Image 2: Drawing from a child participation session in Ywar Gyi Myauk; 10-15 year olds, currently attending school (code YGM1)



Image 3: Drawing from the child participatory session in Ohn Taw Gyi; 5-9 year olds, currently not attending school (code OTG1). Most school-going children found it much easier to draw their dream school (or learning space) than the out-of-school children. Analysis of the pen grip whilst drawing, ways the human figures are drawn, and the presence or absence of rich details showed an underdevelopment according to age group (5-9 in this case).



Image 4: Drawing from the child participatory session in Set Yone Su; 5-9 year olds, currently not attending school (code SYS4). Most school-going children found it much easier to draw their dream school (or learning space) than the out-of-school children. Analysis of the pen grip whilst drawing, ways the human figures are drawn, and the presence or absence of rich details showed an underdevelopment according to age group (5-9 in this case).



Image 5: A middle school nearby Thet Kel Pyin camp is being used as shelter



Image 6: Non formal education at Baw Du Pha camp, next to the mosque

“My name is Khin Zaw Lin.

I am 15 years old and living in Set Yone Su camp since September 2012. I went to school, up till grade 7. I had to leave school three years ago, to support my family by selling snacks.

I have recently returned to school and am studying in grade 5. I am happy to be able to go to school again, but wish I could go to school in my home village.”



Image 7: Khin Zaw Lin, 15 years old, Set Yone Su camp



Image 8: Religious education (madrasa) - Thet Kel Pyin camp



Image 9: Hla Tun, government teacher, Thet Kel Pyin camp

“My name is Hla Tun.

I am from Nazi Village, Quarter 2. Since 7 months I am living in Thet Kel Pyin IDP camp.

I have been a government teacher for 20 years. I have been teaching English, Myanmar and mathematics in middle school. I still receive my salary, but am currently not teaching due to the movement restrictions.

We have identified a group of volunteer teachers within the camp that can start teaching once resources become available.”



Image 10: Focus Group Discussion with teachers in Baw Du Pha camp



Image 11: Min Kyaung monastic education, nearby Set Yone Su camp



Image 12: Key Informant Interview with parent, Set Yone Su camp

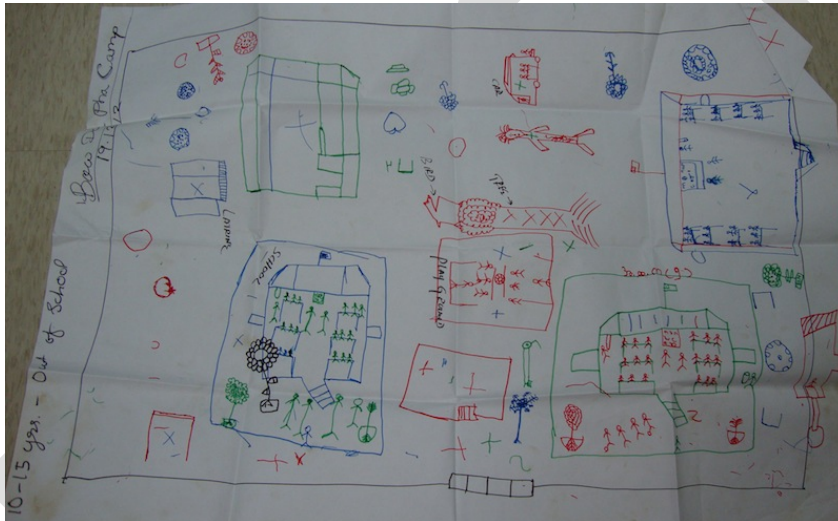


Image 13: Drawing from child participation session in Baw Du Pha; 10-15 year olds, currently not attending school (code BDP5)



Image 14: Child participation session at Mingan camp

DRAFT

6.7 Data collection tools¹⁵

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SECONDARY DATA COLLECTION FORM	p. 65
CHILD PARTICIPATORY SESSION OUTLINE	p. 71
KEY INFORMANT INTERVIEWS – PARENT	p. 73
KEY INFORMANT INTERVIEWS – COMMUNITY REPRESENTATIVE	p. 79
KEY INFORMANT INTERVIEWS – CAMP MANAGEMENT	p. 85
KEY INFORMANT INTERVIEWS – LOCAL EDUCATION OFFICIAL	p. 92

¹⁵ Data collection tools in Myanmar language are available from SCI Myanmar office in Yangon.

Focus group discussions – questions

Group A: Parents

Pre-emergency:

1. Tell me about your family's situation, before the displacement.
(Facilitators can prompt for answers around livelihood, living conditions, and the situation of the children; what would their day look like before the emergency, did they go to school, etc.)

Current situation:

2. Tell me about the situation of your family at the moment.
(E.g. What has changed? What problems is your family facing? What do children do during the day? Are they receiving education? Etc.)
3. Are your children able to go to school everyday? If not, why?
4. What are the security threats regarding education at the moment? How can you and the community mitigate those risks?

Future:

5. What are the priorities you see for your children in the current situation (this includes not only education, but priorities in general)?
6. What should be done to improve the education situation (prompt for non formal education options if necessary)? Brainstorm, write answers on cards and let parents then organize the first three priorities.
7. What roles could you, as parents, play in addressing those first three priorities?

Group B: Teachers

Pre-emergency:

1. Tell about your life before the displacement.
(Only prompt when specific issues are not discussed. E.g. Were you teaching before the emergency? If yes, where and what? If no, what did you do before?)
2. Can you tell about how you became a teacher (e.g. training, what did you do prior, etc.)?

Current situation:

3. Tell about your current situation.
(E.g. displaced, not working as a teacher anymore, afraid to come to work, became a teacher recently, able to work everyday, what is the motivation to teach?)
4. What are the security threats regarding education at the moment? How can you and the community mitigate those risks?
5. Do you receive any compensation for your teaching, in terms of monetary and non-monetary support? What and from whom?

Future:

6. What type of support is most essential for you and other teachers right now to be able to perform your job well?

7. What should be done to improve the education situation? Brainstorm, write answers on cards and let teachers then organize the first three priorities.
8. What roles could you, as teachers, play in addressing those first three priorities?

Group C: Community members

Pre-emergency:

1. Tell me about your community's situation, before the displacement.
(Facilitators can prompt for answers around livelihood, living conditions, and the situation of the children; what would their day look like before the emergency, did they go to school, etc.)

Current situation:

2. Tell me about the situation of your community at the moment.
(E.g. What has changed? What problems is the community facing? What do children do during the day? Are they receiving education? Etc.)
3. Are children able to go to school everyday? If not, why?
4. What are the security threats regarding education at the moment? How can the community mitigate those risks?

Future:

5. What are the priorities you see for children in the current situation (this includes not only education, but priorities in general)?
6. What should be done to improve the education situation (prompt for non formal education options if necessary)? Brainstorm, write answers on cards and let parents then organize the first three priorities.
7. What roles could you, as community members, play in addressing those first three priorities?

Observation checklist

This form is used to collect data at education sites of any type, both functioning and non-functioning spaces. The data can be collected by observing only, it will not be necessary to interview any person at the site, apart from getting approval to observe. Each observation of a site should be accompanied by **photos**. An education site is any place where education activities (formal or non-formal) are taking place, and is therefore encompassing more than schools.

0. General information	
Date of assessment: ___ / ___ / 2012 (dd/mm/yyyy)	
Name of assessor(s):	
Location:	
Type of education site: <input type="checkbox"/> Government <input type="checkbox"/> Monastic <input type="checkbox"/> Madrasa <input type="checkbox"/> Community	Level of school: <input type="checkbox"/> Primary (grade 1-5) <input type="checkbox"/> Middle (grade 6-9) <input type="checkbox"/> Other, (<i>specify</i>)
Describe where the education site is situated (e.g. in/outside camp, in the corner/centre of the camp, surrounded by what other facilities/buildings, et cetera):	

Checklist				
Nr.	Question	Yes	No	Comments
1.	Is the education site operational?			
2.	Is the education site accessible by any means of transport?			
3.	Are lessons being supervised by teachers at the time of the visit?			
4.	In what type of building are the education activities taking place?			

	A. Permanent structure (e.g. stone / bricks)			
	B. Semi-permanent structure (e.g. wood / bamboo)			
	C. Temporary structure (tent / outside)			
5.	What is the level of damage to the education site?			
	A. Totally destroyed / not usable (basic safety can't be assured)			
	B. Occupied or looted and not usable			
	C. Damaged, but can be repaired (roof and doors broken, et cetera)			
	D. Limited damage, can be easily repaired (broken windows, et cetera)			
	E. No damage			
6.	Are school materials and furniture in the classrooms damaged or missing (<i>provide details in comments</i>)?			
7.	Are teaching and learning materials damaged or missing (<i>provide details in comments</i>)?			
8.	Is there damage to or lack of WASH facilities (<i>provide details in comments</i>)?			
9.	Is the school physically accessible for learners with disabilities?			
10.	Are there recreational facilities/spaces at the school where learners can play?			
11.	Is there sufficient space to accommodate all students present?			
Detailed explanation of any of the above questions / additional comments or feedback (use additional paper if needed):				

Secondary data form

0. General information	
Date of assessment: ___ / ___ / 2012 (dd/mm/yyyy)	
Location:	
Main sources of information: _____ (list) (e.g. EMIS, district education official, camp manager, other cluster)	

1. Affected population and areas					
Nr.	Question	Response categories			
1.1	What is the population of the affected area?	# male	# female	# total	
	A. Total population				
	B. Primary school age population (5-9)				
	C. Middle school age population (10-15)				
1.2	What is the population directly affected by the emergency?	# male	# female	# total	
	A. Total population				
	B. Primary school age population (5-9)				
	C. Middle school age population (10-15)				
1.3	What is the <i>percentage</i> of the population affected by the emergency?	# male	# female	# total	
	A. Total population				
	B. Primary school age population (5-9)				
	C. Middle school age population (10-15)				
1.4	How many schools were in the affected area prior to the emergency?	# govern-ment	# monas-ti	# madra-sa	# comm-unity
	A. Preschools				
	B. Primary schools				
	C. Middle schools				

	D. Post primary				
	E. High school				
	F. Other, (<i>specify</i>)				
	Total:				
1.5	What languages are spoken in this affected area?	<i>(list)</i>			

2. Basic features of the education system		
<i>Nr.</i>	<i>Question</i>	<i>Response categories</i>
2.1	What subjects and materials are being taught and used in schools/learning spaces in the affected areas?	<i>(list)</i>

3. Pre-crisis education indicators							
3.1	What were the primary net enrolment rates in the area, prior to the crisis?	<i>% male</i>		<i>% female</i>		<i>% total</i>	
	A. Government primary education						
	B. Monastic primary education						
	C. Madrasa primary education						
	D. Community primary education						
	E. Other, (<i>specify</i>)						
3.2	Prior to the crisis, how many primary school teachers were there in the affected area, qualified (q) or not (nq)?	<i># male</i>		<i># female</i>		<i># total</i>	
		<i>q</i>	<i>nq</i>	<i>q</i>	<i>nq</i>	<i>q</i>	<i>nq</i>
	A. Government primary schools						
	B. Monastic primary schools						
	C. Madrasa primary schools						
D. Community primary schools							

	E. Other, (<i>specify</i>)						
3.3	Prior to the crisis, what was the average pupil to teacher ratio within primary education?						
	A. Government primary schools	1 teacher for _____ # pupils					
	B. Monastic primary schools	1 teacher for _____ # pupils					
	C. Madrasa primary schools	1 teacher for _____ # pupils					
	D. Community primary schools	1 teacher for _____ # pupils					
	E. Other, (<i>specify</i>)	1 teacher for _____ # pupils					
3.4	What were the secondary (= middle school) net enrolment rates in the area, prior to the crisis?	% male		% female		% total	
	A. Government secondary education						
	B. Monastic secondary education						
	C. Madrasa primary schools						
	D. Community secondary education						
	E. Other, (<i>specify</i>)						
3.5	Prior to the crisis, how many secondary school teachers were there in the affected area, qualified (q) or not (nq)?	# male		# female		# total	
		q	nq	q	nq	q	nq
	A. Government secondary schools						
	B. Monastic secondary schools						
	C. Madrasa primary schools						
	D. Community secondary schools						
	E. Other, (<i>specify</i>)						
3.6	Prior to the crisis, what was the average pupil to teacher ratio within secondary education?						
	A. Government secondary schools	1 teacher for _____ # pupils					
	B. Monastic secondary schools	1 teacher for _____ # pupils					
	C. Madrasa primary schools	1 teacher for _____ # pupils					
	D. Community secondary schools	1 teacher for _____ # pupils					
	E. Other, (<i>specify</i>)	1 teacher for _____ # pupils					

4. In-crisis education indicators							
4.1	What are currently the primary net enrolment rates in the area?	% male		% female		% total	
	A. Government primary education						
	B. Monastic primary education						
	C. Madrasa primary education						
	D. Community primary education						
	E. Other, (<i>specify</i>)						
4.2	How many primary school teachers are currently in the affected area, qualified (q) or not (nq)?	# male		# female		# total	
		q	nq	q	nq	q	nq
	A. Government primary schools						
	B. Monastic primary schools						
	C. Madrasa primary schools						
	D. Community primary schools						
	E. Other, (<i>specify</i>)						
4.3	What is the current average pupil to teacher ratio within primary education?						
	A. Government primary schools	1 teacher for _____ # pupils					
	B. Monastic primary schools	1 teacher for _____ # pupils					
	C. Madrasa primary schools	1 teacher for _____ # pupils					
	D. Community primary schools	1 teacher for _____ # pupils					
	E. Other, (<i>specify</i>)	1 teacher for _____ # pupils					
4.4	What are currently the secondary (= middle school) net enrolment rates in the area?	% male		% female		% total	
	A. Government secondary education						
	B. Monastic secondary education						
	C. Madrasa primary schools						
	D. Community secondary education						
	E. Other, (<i>specify</i>)						
4.5	How many secondary school teachers are currently in the affected area, qualified (q) or not (nq)?	# male		# female		# total	
		q	nq	q	nq	q	nq

	A. Government secondary schools						
	B. Monastic secondary schools						
	C. Madrasa primary schools						
	D. Community secondary schools						
	E. Other, (<i>specify</i>)						
4.6	What is the current average pupil to teacher ratio within secondary education?						
	A. Government secondary schools	1 teacher for _____ # pupils					
	B. Monastic secondary schools	1 teacher for _____ # pupils					
	C. Madrasa primary schools	1 teacher for _____ # pupils					
	D. Community secondary schools	1 teacher for _____ # pupils					
	E. Other, (<i>specify</i>)	1 teacher for _____ # pupils					

5. Cluster-related issues				
Nr.	Question	Response categories		
5.1	CHILD PROTECTION: Since the emergency/crisis, what is the estimated number of vulnerable children in the affected areas?	# boys	# girls	# total
	A. Children without a parent / guardian			
	B. Children with disabilities			
	C. Other vulnerable groups, (<i>specify</i>)			
5.2	WASH: Is there less access to safe water supplies in schools/learning spaces in the affected areas as a result of the emergency/crisis? If so, in around what proportion of the schools?	<input type="checkbox"/> None / only a few (0-25%)		
		<input type="checkbox"/> Some (26-50%)		
		<input type="checkbox"/> Many (51-75%)		
		<input type="checkbox"/> Almost all / all (76-100%)		
5.3	SHELTER: Are schools/learning spaces being used as collective shelters for internally displaced persons or other groups? If yes, around what proportion?	<input type="checkbox"/> None / only a few (0-25%)		
		<input type="checkbox"/> Some (26-50%)		
		<input type="checkbox"/> Many (51-75%)		
		<input type="checkbox"/> Almost all / all (76-100%)		

5.4	NUTRITION: Has children's food consumption within the affected areas changed since the emergency/crisis began? If so, how?	<input type="checkbox"/> <i>Amount has increased / is more nutritious</i>
		<input type="checkbox"/> <i>Amount is the same and/or sufficiently nutritious</i>
		<input type="checkbox"/> <i>Amount has decreased / is not sufficiently nutritious</i>
5.5	ALL: According to other clusters, what urgent messages or information do children and youth in the area need?	<input type="checkbox"/> <i>Health messages, such as prevention from disease</i>
		<input type="checkbox"/> <i>Where to access psychosocial support</i>
		<input type="checkbox"/> <i>Life skills training</i>
		<input type="checkbox"/> <i>Safety & security on the site</i>
		<input type="checkbox"/> <i>Reconciliation & peacebuilding</i>
		<input type="checkbox"/> <i>Disaster Risk Reduction</i>
		<input type="checkbox"/> <i>Other, (specify)</i>

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Participatory sessions with children

Nr.	Time	Activity	Materials
1.	00.00 – 00.10	Introduction of facilitator and group leaders Explanation of session to children Introduction of children within their groups	
2.	00.10 – 00.35	All groups: Draw your dream school. What would it look like? The facilitator to encourage children not only to think of the school buildings, but also its surroundings and the learning and teaching environment (broader concept of school). During and after drawing, ask the children questions to clarify and describe their drawings. In addition ask the following questions, if not already addressed while drawing: <ul style="list-style-type: none"> - What is the best thing about this school? - What is making this school safe? - Would you like to go to this school? - Do you think all children could go to school here? Why / why not? What children could not go? 	Flip chart paper, pens, felt tips, colour pencils, etc.
3.	00.35 – 00.45	<i>Energizer:</i> What picture do you like best? Two options at the time, on either side of the room; children run to the option they like best. Some options will be related to education, some not. Examples: <ul style="list-style-type: none"> - Beach vs. mountains - Football vs. volleyball game - Children studying in rows vs. children studying in a group (circle) - Blue vs. red - Children studying in classroom vs. children studying outside - Letters vs. numbers - Classroom with only girls vs. mixed classroom Etc. (TBD and made context specific during assessment team training)	Colour pictures on A4 paper.
4.	00.45 – 01.05	<i>For children going to school:</i> Keep the dream school poster in front of the group. <ul style="list-style-type: none"> - Is the dream school different from your school now? How? 	Post-its to write changes (group leader can write), to stick on dream school poster.

		<ul style="list-style-type: none"> - What could be done to make it look more like your dream school? <p><i>For children out of school:</i></p> <p>Keep the dream school poster in front of the group.</p> <ul style="list-style-type: none"> - What makes it difficult for you to go to school at the moment? - What could be done to help you learning? 	
5.	1.05 – 1.15	<p>All drawings on the wall. Summarize activity.</p> <p>Thank children for their participation. After finish there should be opportunity for children to see the other groups' posters if they want to.</p>	Tape / gum to stick posters on wall.

DRAFT

Key informant interview – parent / caregiver

0. General information
Date of interview: ___ / ___ / 2012 (dd/mm/yyyy)
Name of assessor(s):
Location:
Name of information source:
Relation to the child:
Male / Female
Telephone number of source:
<i>To be completed at end of interview:</i> In your opinion, how reliable is the information collected from this source about this site/location? <input type="checkbox"/> 1. Mostly reliable <input type="checkbox"/> 2. Somewhat reliable <input type="checkbox"/> 3. Not very reliable
<i>Informed consent:</i> 'My name is and I am working with We are conducting an assessment of the situation for education in this area. Although this service does not guarantee any direct or indirect assistance to you or your community, the information you provide us will help us determine the priorities and programs necessary for education. We would like to ask you some questions about the schools and educational activities taking place here. The interview will take approximately 30 minutes. Anything you say will be kept strictly confidential. Your participation is voluntary. However, we hope that you will participate, since your views are important to us. Do you have any questions? May we begin now?'

1. Access and learning environment								
1.1 What school age children are living in your household? And are they enrolled in school?								
Children	Male / female	Age	Ever attended school? Y/N	In school now? Y/N	Type of school (gov / mon / comm.)	Which grade?	If dropped out: last grade passed?	Comments / remarks
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

1. Access and learning environment - continued		
Nr.	Question	Response categories
1.2	Have your children attended school regularly after June 2012?	<input type="checkbox"/> Yes <input type="checkbox"/> No, not after June 2012 <input type="checkbox"/> No, not after October 2012 <input type="checkbox"/> Only some of them
1.3	Did your children attend school regularly before June 2012?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Only some of them
1.4	What are the most important reasons for drop-out / non-attendance of your children?	<i>(Open question, facilitator to use the answers below to score. Only prompt when parent can't come up with answer.)</i>
	A. There are no education opportunities	<input type="checkbox"/>
	B. There is a lack of teachers	<input type="checkbox"/>
	C. The children are working	<input type="checkbox"/>
	D. The children are hungry	<input type="checkbox"/>
	E. The cost of schooling is too high	<input type="checkbox"/>
	F. The school is too far	<input type="checkbox"/>
	G. It is too dangerous (specify)	<input type="checkbox"/>
	H. Because of their special learning needs (specify)	<input type="checkbox"/>
I. Other (specify)	<input type="checkbox"/>	
1.5	What activities are your children involved in since they left school?	<i>(Open question, facilitator to use the answers below to score. Only prompt when parent can't come up with an answer.)</i>
	A. Working	<input type="checkbox"/>
	B. Doing household tasks	<input type="checkbox"/>
	C. Taking care of siblings	<input type="checkbox"/>
	D. Staying at home	<input type="checkbox"/>
	E. Begging	<input type="checkbox"/>
	F. Other (specify)	<input type="checkbox"/>

1.6	OUT-OF-SCHOOL / EXCLUDED GROUPS: Which children are the least likely to participate in education activities in your community/area? <i>(When the parent names children, ask what makes that this child in particular can't go to school, in order to determine the group.)</i>	<i>(list the top 3)</i> 1. 2. 3.	
1.7	SAFETY TO, FROM AND AT SCHOOL: Is it safe for your children while at school or travelling to/from school? A. Boys B. Girls	1. Yes <input type="checkbox"/> <input type="checkbox"/>	2. No <input type="checkbox"/> <input type="checkbox"/>
1.8	SAFETY TO, FROM AND AT SCHOOL: What risks are present for your children while at school or travelling to/from school?	<i>(List top 3)</i> 1. 2. 3.	

2. Teaching and learning		
Nr.	Question	Response categories
2.1	What subjects do you find most important for your children to study?	<i>Select a maximum of two answers</i>
	A. Reading and writing	<input type="checkbox"/>
	B. Mathematics	<input type="checkbox"/>
	C. Religion	<input type="checkbox"/>
	D. Science / geography	<input type="checkbox"/>
	E. Life skills	<input type="checkbox"/>
	F. Sports / arts / drama	<input type="checkbox"/>
	G. Other (specify)	<input type="checkbox"/>
2.2	Since the emergency/crisis, what urgent messages or information do your children need?	
	A. Health messages, such as prevention from disease	<input type="checkbox"/>
	B. Where to access psychosocial support	<input type="checkbox"/>
	C. Life skills training	<input type="checkbox"/>
	D. Safety & security on the site	<input type="checkbox"/>

	E. Reconciliation & peacebuilding	<input type="checkbox"/>
	F. Disaster Risk Reduction	<input type="checkbox"/>
	G. Nutrition and hygiene	<input type="checkbox"/>
	H. Other, (specify)	<input type="checkbox"/>

3. Community participation

Nr.	Question	Response categories
	What type of support for education is most essential right now on this site?	<i>(Open question, facilitator to use the answers below to score. Only prompt when parent can't come up with an answer. When naming more than three reasons, the parent should be asked to prioritize 3.)</i>
3.1	A. Repairing damaged school buildings and facilities	<input type="checkbox"/>
	B. Establishing temporary spaces for learning	<input type="checkbox"/>
	C. Ensuring safety of learners and teachers	<input type="checkbox"/>
	D. Providing school materials	<input type="checkbox"/>
	E. Providing teaching and learning resources	<input type="checkbox"/>
	F. Providing psychosocial support to teachers and students	<input type="checkbox"/>
	G. School feeding	<input type="checkbox"/>
	H. Recruiting teaching staff	<input type="checkbox"/>
	I. Other (specify)	<input type="checkbox"/>

4. Future perspectives

4.1	What are your main concerns about your children at this moment?	<i>(Open question, facilitator to use the answers below to score. Only prompt when parent can't come up with an answer.)</i>
	A. No access to health services	<input type="checkbox"/>
	B. Lack of education	<input type="checkbox"/>
	C. Lack of food	<input type="checkbox"/>
	D. Presence of disease	<input type="checkbox"/>

	E. Fear of violence (specify)	<input type="checkbox"/>
	F. The need to work / beg	<input type="checkbox"/>
	G. Other (specify)	<input type="checkbox"/>
4.2	What are your hopes for the future of your children?	

END

DRAFT

Key informant interview – community representative

0. General information	
Date of interview: ___ / ___ / 2012 (dd/mm/yyyy)	
Name of assessor(s):	
Location:	
Name of information source:	
Source's position / role:	
Male / Female	
Telephone number of source:	
<p><i>To be completed at end of interview:</i> In your opinion, how reliable is the information collected from this source about this site/location?</p> <p><input type="checkbox"/> 1. Mostly reliable <input type="checkbox"/> 2. Somewhat reliable <input type="checkbox"/> 3. Not very reliable</p>	
<p><i>Informed consent:</i> 'My name is and I am working with We are conducting an assessment of the situation for education in this area. Although this service does not guarantee any direct or indirect assistance to you or your community, the information you provide us will help us determine the priorities and programs necessary for education. We would like to ask you some questions about the schools and educational activities taking place here. The interview will take approximately 45 minutes. Anything you say will be kept strictly confidential. Your participation is voluntary. However, we hope that you will participate, since your views are important to us. Do you have any questions? May we begin now?'</p>	

1. Access and learning environment		
Nr.	Question	Response categories
1.1	ESTIMATED ENROLMENT: Since the emergency/crisis, around how many of school-age children living in this site are enrolled in school/learning activities?	<input type="checkbox"/> None / only a few (0-25%)
		<input type="checkbox"/> Some (26-50%)
	Boys:	<input type="checkbox"/> Many (51-75%)
		<input type="checkbox"/> Almost all / all (76-100%)
		<input type="checkbox"/> None / only a few (0-25%)
		<input type="checkbox"/> Some (26-50%)

	Girls:	<input type="checkbox"/> <i>Many (51-75%)</i> <input type="checkbox"/> <i>Almost all / all (76-100%)</i>	
1.2	NON-FORMAL EDUCATION:		
1.3	What non-formal education activities are available in this community/area?	1.4 Boys:	1.5 Girls:
	A. Literacy and numeracy classes	<input type="checkbox"/>	<input type="checkbox"/>
	B. Vocational / skills training	<input type="checkbox"/>	<input type="checkbox"/>
	C. Recreational / sports activities	<input type="checkbox"/>	<input type="checkbox"/>
	D. Art, music, drama activities	<input type="checkbox"/>	<input type="checkbox"/>
1.4	OUT-OF-SCHOOL / EXCLUDED GROUPS: Which children are the least likely to participate in education activities in your community/area? <i>(When the person names children, ask what makes that this child in particular can't go to school, in order to determine the group.)</i>	<i>(list the top 3)</i>	
		1.	
		2.	
		3.	
	SAFETY TO, FROM AND AT SCHOOL: Is it safe for children and teachers while at school or travelling to/from school?	1. Yes	2. No
1.5	C. Boy students	<input type="checkbox"/>	<input type="checkbox"/>
	D. Girl students	<input type="checkbox"/>	<input type="checkbox"/>
	E. Female teachers	<input type="checkbox"/>	<input type="checkbox"/>
	F. Male teachers	<input type="checkbox"/>	<input type="checkbox"/>
1.6	SAFETY TO, FROM AND AT SCHOOL: What risks are present for children and teachers while at school or travelling to/from school?	<i>(List top 3)</i>	
		1.	
		2.	
		3.	
1.7	What are the two most important reasons for drop-out / non-attendance after the emergency?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with answer.)</i>	
	A. There are no education opportunities	<input type="checkbox"/>	
	B. There is a lack of teachers	<input type="checkbox"/>	
	C. The children are working	<input type="checkbox"/>	
	D. The children are hungry	<input type="checkbox"/>	
	E. The cost of schooling is too high	<input type="checkbox"/>	
	F. The school is too far	<input type="checkbox"/>	

	G. It is too dangerous (specify)	<input type="checkbox"/>
	H. Because of their special learning needs (specify)	<input type="checkbox"/>
	I. Other (specify)	<input type="checkbox"/>
1.8	What activities are children involved in since they left school?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with answer.)</i>
	A. Working	<input type="checkbox"/>
	B. Doing household tasks	<input type="checkbox"/>
	C. Taking care of siblings	<input type="checkbox"/>
	D. Staying at home	<input type="checkbox"/>
	E. Begging	<input type="checkbox"/>
	F. Other (specify)	<input type="checkbox"/>

2. Teaching and learning		
<i>Nr.</i>	<i>Question</i>	<i>Response categories</i>
2.1	Since the emergency/crisis, what urgent messages or information do children and youth in the area need?	
	A. Health messages, such as prevention from disease	<input type="checkbox"/>
	B. Where to access psychosocial support	<input type="checkbox"/>
	C. Life skills training	<input type="checkbox"/>
	D. Safety & security on the site	<input type="checkbox"/>
	E. Reconciliation & peacebuilding	<input type="checkbox"/>
	F. Disaster Risk Reduction	<input type="checkbox"/>
	G. Nutrition and hygiene	<input type="checkbox"/>
	H. Other, (specify)	<input type="checkbox"/>
2.2	What subjects are taught in the existing education sites?	<i>Tick if yes.</i>
	A. Basic reading, writing, mathematics	<input type="checkbox"/>
	B. Geography / Science / History	<input type="checkbox"/>

	C. Religion	<input type="checkbox"/>
	D. Sports / art / drama / play	<input type="checkbox"/>
	E. Social science	<input type="checkbox"/>
	F. Other (specify)	<input type="checkbox"/>

3. Teachers and other educational personnel

Nr.	Question	Response categories
3.1	Are you aware of any teachers in your area?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.2	If yes, are they still teaching?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Some of them
3.3	What is the reason for teachers not to teach at the moment?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer.)</i>
	A. There are no schools	<input type="checkbox"/>
	B. There is a lack of students	<input type="checkbox"/>
	C. They are not paid	<input type="checkbox"/>
	D. There is no coordinated education support system	<input type="checkbox"/>
	E. They have found a different job	<input type="checkbox"/>
	F. They have migrated from the area	<input type="checkbox"/>
	G. Other (specify)	<input type="checkbox"/>
3.4	What kinds of teachers do you need most right now?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer.)</i>
	A. Have enough teachers	<input type="checkbox"/>
	B. Female teachers	<input type="checkbox"/>
	C. Male teachers	<input type="checkbox"/>
	D. Certified teachers	<input type="checkbox"/>
	E. Subject specific teachers (specify)	<input type="checkbox"/>
	F. Teaching assistants	<input type="checkbox"/>

	G. Other (specify)	<input type="checkbox"/>
3.5	What type of support for teachers is the most essential right now?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer.)</i>
	A. Psychological and social support	<input type="checkbox"/>
	B. Provision of didactic materials	<input type="checkbox"/>
	C. Training (specify type)	<input type="checkbox"/>
	D. Other (specify)	<input type="checkbox"/>

4. Educational policy and coordination

Nr.	Question	Response categories	
4.1	Have education officials been able to reach and support the site since the emergency?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	What support have the students or schools/learning spaces received since the emergency?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer.)</i>	
	A. Educational materials (e.g. textbooks)	<input type="checkbox"/>	_____
	B. School tents	<input type="checkbox"/>	_____
	C. Teacher training	<input type="checkbox"/>	_____
	D. Uniforms	<input type="checkbox"/>	_____
	E. Supervision of activities	<input type="checkbox"/>	_____
	F. No support	<input type="checkbox"/>	_____
	G. Other (specify)	<input type="checkbox"/>	_____

5. Community participation

Nr.	Question	Response categories	
5.1	What actions has the community already undertaken to address the education situation?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer.)</i>	
	A. Repairing damaged school buildings and facilities	<input type="checkbox"/>	
	B. Establishing temporary spaces for learning	<input type="checkbox"/>	

	C. Ensuring safety of learners and teachers	<input type="checkbox"/>
	D. Providing school materials	<input type="checkbox"/>
	E. Providing teaching and learning resources	<input type="checkbox"/>
	F. Providing psychosocial support to teachers and students	<input type="checkbox"/>
	G. School feeding	<input type="checkbox"/>
	H. Recruiting teaching staff	<input type="checkbox"/>
	I. Other (specify)	<input type="checkbox"/>
	What type of support for education is most essential right now on this site?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer. When naming more than three reasons, the person should be asked to prioritize 3.)</i>
5.2	A. Repairing damaged school buildings and facilities	<input type="checkbox"/>
	B. Establishing temporary spaces for learning	<input type="checkbox"/>
	C. Ensuring safety of learners and teachers	<input type="checkbox"/>
	D. Providing school materials	<input type="checkbox"/>
	E. Providing teaching and learning resources	<input type="checkbox"/>
	F. Providing psychosocial support to teachers and students	<input type="checkbox"/>
	G. School feeding	<input type="checkbox"/>
	H. Recruiting teaching staff	<input type="checkbox"/>
	I. Other (specify)	<input type="checkbox"/>

END

Key informant interview – camp management committee

0. General information	
Date of interview: ___ / ___ / 2012 (dd/mm/yyyy)	
Name of assessor(s):	
Location:	
Name of information source:	
Source's position / role:	
Male / Female	
Telephone number of source:	
<p><i>To be completed at end of interview:</i> In your opinion, how reliable is the information collected from this source about this site/location?</p> <p><input type="checkbox"/> 1. Mostly reliable <input type="checkbox"/> 2. Somewhat reliable <input type="checkbox"/> 3. Not very reliable</p>	
<p><i>Informed consent:</i> 'My name is and I am working with We are conducting an assessment of the situation for education in this area. Although this service does not guarantee any direct or indirect assistance to you or your community, the information you provide us will help us determine the priorities and programs necessary for education. We would like to ask you some questions about the schools and educational activities taking place here. The interview will take approximately 45 minutes. Anything you say will be kept strictly confidential. Your participation is voluntary. However, we hope that you will participate, since your views are important to us. Do you have any questions? May we begin now?'</p>	

1. Access and learning environment				
Nr.	Question	Response categories		
1.1	FUNCTIONING EDUCATION SPACES: On this site, how many functioning schools/learning spaces were there before the crisis?	# govern- ment	# monastic / madrasa	# community
	A. Preschools			
	B. Primary schools			
	C. Middle schools			
	D. Post primary			
	E. High school			

	F. Other, <i>(specify)</i>				
	Total:				
1.2	FUNCTIONING EDUCATION SPACES: How many schools/learning spaces are functioning now (open and running a regular schedule)?	# govern- ment	# monastic / madrasa	# community	
	A. Preschools				
	B. Primary schools				
	C. Middle schools				
	D. Post primary				
	E. High school				
	F. Other, <i>(specify)</i>				
	Total:				
1.3	# OF STUDENTS: How many boys (m) and girls (f) are currently attending education?	# govern- ment	# monastic / madrasa	# community	
		m	f	m	f
	A. Primary schools				
	B. Middle schools				
	Total (boys/girls):				
	Total:				
1.4	CAPACITY OF SITES: Are the current education sites functioning according to capacity?	<input type="checkbox"/> <i>There are fewer students than capacity allows.</i>			
		<input type="checkbox"/> <i>Yes, according to capacity.</i>			
		<input type="checkbox"/> <i>There are more students than capacity allows.</i>			
1.5	ESTIMATED ENROLMENT: Since the emergency/crisis, around how many of school-age children living in this site are enrolled in school/learning activities? Boys:	Total primary school age boys: _____ # children 5-9			
		% attending school: _____ %			
		Total middle school age boys: _____ # children 10-15			
		% attending school: _____ %			
		Total primary school age boys: _____ # children 5-9			

	Girls:	<i>% attending school:</i> _____ %	
		<i>Total middle school age boys:</i> _____ # children 10-15	
		<i>% attending school:</i> _____ %	
1.6	NON-FORMAL EDUCATION:		
1.7	What non-formal education activities are available in this community/area?	<i>1.4 Boys:</i>	<i>1.5 Girls:</i>
	E. Literacy and numeracy classes	<input type="checkbox"/>	<input type="checkbox"/>
	F. Vocational / skills training	<input type="checkbox"/>	<input type="checkbox"/>
	G. Recreational / sports activities	<input type="checkbox"/>	<input type="checkbox"/>
	H. Art, music, drama activities	<input type="checkbox"/>	<input type="checkbox"/>
	SAFETY TO, FROM AND AT SCHOOL: Is it safe for children and teachers while at school or travelling to/from school?	<i>1. Yes</i>	<i>2. No</i>
1.8	G. Boy students	<input type="checkbox"/>	<input type="checkbox"/>
	H. Girl students	<input type="checkbox"/>	<input type="checkbox"/>
	I. Female teachers	<input type="checkbox"/>	<input type="checkbox"/>
	J. Male teachers	<input type="checkbox"/>	<input type="checkbox"/>
1.9	SAFETY TO, FROM AND AT SCHOOL: What risks are present for children and teachers while at school or travelling to/from school?	<i>(List top 3)</i> 1. 2. 3.	
	What is the state of the existing education sites within the camp?	<i>% of total sites (A to E should add up to 100%)</i>	
	A. Destroyed / Not usable (basic safety cannot be ensured)		
	B. Occupied or looted and thus not usable		
1.10	C. Damaged, but can be repaired (roofs, latrines, water supply damaged)		
	D. Limited damage, can be easily repaired (broken windows, etc.)		
	E. No damage		
	X. There are no education sites		

2. Teaching and learning		
<i>Nr.</i>	<i>Question</i>	<i>Response categories</i>

2.1	Since the emergency/crisis, what urgent messages or information do children need?	
	A. Health messages, such as prevention from disease	<input type="checkbox"/>
	B. Where to access psychosocial support	<input type="checkbox"/>
	C. Life skills training	<input type="checkbox"/>
	D. Safety & security on the site	<input type="checkbox"/>
	E. Reconciliation & peacebuilding	<input type="checkbox"/>
	F. Disaster Risk Reduction	<input type="checkbox"/>
	G. Nutrition and hygiene	<input type="checkbox"/>
	H. Other, (specify)	<input type="checkbox"/>
2.2	What subjects are taught in the existing education sites?	<i>Tick if yes.</i>
	A. Basic reading, writing, mathematics	<input type="checkbox"/>
	B. Geography / Science / History	<input type="checkbox"/>
	C. Religion	<input type="checkbox"/>
	D. Sports / art / drama / play	<input type="checkbox"/>
	E. Social science	<input type="checkbox"/>
	F. Other (specify)	<input type="checkbox"/>

3. Teachers and other educational personnel							
Nr.	Question	Response categories					
3.1	# OF TEACHERS: How many teachers (male/female) are currently teaching (regardless of their qualifications)?	# govern- ment		# monastic / madrasa		# community	
		<i>m</i>	<i>f</i>	<i>m</i>	<i>f</i>	<i>m</i>	<i>f</i>
	A. Primary schools						
	B. Middle schools						
	Total (male/female):						
	Total:						
3.2	Of those teachers mentioned above, how many are:						

	Qualified?	_____ # teachers
	Community members with some education?	_____ # community members
	Community members without education?	_____ # community members
	Other (specify)	_____ # _____
3.3	What is the reason for other teachers not to teach at the moment?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer.)</i>
	A. There are no schools	<input type="checkbox"/>
	B. There is a lack of students	<input type="checkbox"/>
	C. They are not paid	<input type="checkbox"/>
	D. There is no education support system	<input type="checkbox"/>
	E. They have found a different job	<input type="checkbox"/>
	F. They have left the area	<input type="checkbox"/>
	G. Other (specify)	<input type="checkbox"/>
3.4	What kinds of teachers do you need most right now?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer.)</i>
	A. Have enough teachers	<input type="checkbox"/>
	B. Female teachers	<input type="checkbox"/>
	C. Male teachers	<input type="checkbox"/>
	D. Certified teachers	<input type="checkbox"/>
	E. Subject specific teachers (specify)	<input type="checkbox"/>
	F. Teaching assistants	<input type="checkbox"/>
	G. Other (specify)	<input type="checkbox"/>
3.5	What type of support for teachers is the most essential right now?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer.)</i>
	A. Psychological and social support	<input type="checkbox"/>

	B. Provision of didactic materials	<input type="checkbox"/>
	C. Training (specify type)	<input type="checkbox"/>
	D. Other (specify)	<input type="checkbox"/>

4. Educational policy and coordination

Nr.	Question	Response categories	
4.1	Have education officials been able to reach and support the site since the emergency?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	What support have the students or schools/learning spaces received since the emergency?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer.)</i>	
	A. Educational materials (e.g. textbooks)	<input type="checkbox"/>	_____
	B. School tents	<input type="checkbox"/>	_____
	C. Teacher training	<input type="checkbox"/>	_____
	D. Uniforms	<input type="checkbox"/>	_____
	E. Supervision of activities	<input type="checkbox"/>	_____
	F. No support	<input type="checkbox"/>	_____
	G. Other (specify)	<input type="checkbox"/>	_____

5. Community participation

Nr.	Question	Response categories	
5.1	What actions has the community already undertaken to address the education situation?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer.)</i>	
	A. Repairing damaged school buildings and facilities	<input type="checkbox"/>	
	B. Establishing temporary spaces for learning	<input type="checkbox"/>	
	C. Ensuring safety of learners and teachers	<input type="checkbox"/>	
	D. Providing school materials	<input type="checkbox"/>	
	E. Providing teaching and learning resources	<input type="checkbox"/>	

	F. Providing psychosocial support to teachers and students	<input type="checkbox"/>
	G. School feeding	<input type="checkbox"/>
	H. Recruiting teaching staff	<input type="checkbox"/>
	I. Other (specify)	<input type="checkbox"/>
	What type of support for education is most essential right now on this site?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer. When naming more than three reasons, the person should be asked to prioritize 3.)</i>
5.2	A. Repairing damaged school buildings and facilities	<input type="checkbox"/>
	B. Establishing temporary spaces for learning	<input type="checkbox"/>
	C. Ensuring safety of learners and teachers	<input type="checkbox"/>
	D. Providing school materials	<input type="checkbox"/>
	E. Providing teaching and learning resources	<input type="checkbox"/>
	F. Providing psychosocial support to teachers and students	<input type="checkbox"/>
	G. School feeding	<input type="checkbox"/>
	H. Recruiting teaching staff	<input type="checkbox"/>
	I. Other (specify)	<input type="checkbox"/>

END

Key informant interview – local education official

0. General information	
Date of interview: ___ / ___ / 2012 (dd/mm/yyyy)	
Name of assessor(s):	
Location:	
Name of information source:	
Source's position / role:	
Male / female	
Telephone number of source:	
<p><i>To be completed at end of interview:</i> In your opinion, how reliable is the information collected from this source about this site/location?</p> <p><input type="checkbox"/> 1. Mostly reliable <input type="checkbox"/> 2. Somewhat reliable <input type="checkbox"/> 3. Not very reliable</p>	
<p><i>Informed consent:</i></p> <p>'My name is and I am working with We are conducting an assessment of the situation for education in this area. Although this service does not guarantee any direct or indirect assistance to you or your community, the information you provide us will help us determine the priorities and programs necessary for education. We would like to ask you some questions about the schools and educational activities taking place here. The interview will take approximately 45 minutes. Anything you say will be kept strictly confidential. Your participation is voluntary. However, we hope that you will participate, since your views are important to us. Do you have any questions? May we begin now?'</p>	

1. Access and learning environment				
Nr.	Question	Response categories		
1.1	FUNCTIONING EDUCATION SPACES: On this site, how many functioning schools/learning spaces were there before the crisis?	# govern- ment	# monastic / madrasa	# community
	A. Preschools			
	B. Primary schools			
	C. Middle schools			
	D. Post primary			
	E. High school			

	F. Other, <i>(specify)</i>				
	Total:				
1.2	FUNCTIONING EDUCATION SPACES: How many schools/learning spaces are functioning now (open and running a regular schedule)?	# govern- ment	# monastic / madrassa	# community	
	A. Preschools				
	B. Primary schools				
	C. Middle schools				
	D. Post primary				
	E. High school				
	F. Other, <i>(specify)</i>				
	Total:				
1.3	# OF STUDENTS: How many boys (m) and girls (f) are currently attending education?	# govern- ment	# monastic / madrassa	# community	
		m	f	m	f
	A. Primary schools				
	B. Middle schools				
	Total (boys/girls):				
	Total:				
1.4	CAPACITY OF SITES: Are the current education sites functioning according to capacity?	<input type="checkbox"/> <i>There are fewer students than capacity allows.</i>			
		<input type="checkbox"/> <i>Yes, according to capacity.</i>			
		<input type="checkbox"/> <i>There are more students than capacity allows.</i>			
1.5	ESTIMATED ENROLMENT: Since the emergency/crisis, around how many of school-age children living in this site are enrolled in school/learning activities?	Total primary school age boys: _____ # children 5-9			
		% attending school: _____ %			
		Total middle school age boys: _____ # children 10-15			
		% attending school: _____ %			
		Boys:	Total primary school age boys: _____ # children 5-9		

	Girls:	<i>% attending school:</i> _____ %	
		<i>Total middle school age boys:</i> _____ # children 10-15	
		<i>% attending school:</i> _____ %	
1.6	NON-FORMAL EDUCATION:		
1.7	What non-formal education activities are available in this community/area?	1.4 Boys:	1.5 Girls:
	I. Literacy and numeracy classes	<input type="checkbox"/>	<input type="checkbox"/>
	J. Vocational / skills training	<input type="checkbox"/>	<input type="checkbox"/>
	K. Recreational / sports activities	<input type="checkbox"/>	<input type="checkbox"/>
	L. Art, music, drama activities	<input type="checkbox"/>	<input type="checkbox"/>
	SAFETY TO, FROM AND AT SCHOOL: Is it safe for children and teachers while at school or travelling to/from school?		
1.8		1. Yes	2. No
	K. Boy students	<input type="checkbox"/>	<input type="checkbox"/>
	L. Girl students	<input type="checkbox"/>	<input type="checkbox"/>
	M. Female teachers	<input type="checkbox"/>	<input type="checkbox"/>
	N. Male teachers	<input type="checkbox"/>	<input type="checkbox"/>
1.9	SAFETY TO, FROM AND AT SCHOOL: What risks are present for children and teachers while at school or travelling to/from school?	<i>(List top 3)</i> 1. 2. 3.	
	What is the state of the existing education sites within the camp?	<i>% of total sites (A to E should add up to 100%)</i>	
1.10	A. Destroyed / Not usable (basic safety cannot be ensured)		
	B. Occupied or looted and thus not usable		
	C. Damaged, but can be repaired (roofs, latrines, water supply damaged)		
	D. Limited damage, can be easily repaired (broken windows, etc.)		
	E. No damage		
	X. There are no education sites		

2. Teaching and learning		
<i>Nr.</i>	<i>Question</i>	<i>Response categories</i>

2.1	Since the emergency/crisis, what urgent messages or information do children and youth in the area need?	
	A. Health messages, such as prevention from disease	<input type="checkbox"/>
	B. Where to access psychosocial support	<input type="checkbox"/>
	C. Life skills training	<input type="checkbox"/>
	D. Safety & security on the site	<input type="checkbox"/>
	E. Reconciliation & peacebuilding	<input type="checkbox"/>
	F. Disaster Risk Reduction	<input type="checkbox"/>
	G. Nutrition and hygiene	<input type="checkbox"/>
	H. Other, (specify)	<input type="checkbox"/>
2.2	What subjects are taught in the existing education sites?	<i>Tick if yes.</i>
	A. Basic reading, writing, mathematics	<input type="checkbox"/>
	B. Geography / Science / History	<input type="checkbox"/>
	C. Religion	<input type="checkbox"/>
	D. Sports / art / drama / play	<input type="checkbox"/>
	E. Social science	<input type="checkbox"/>
	F. Other (specify)	<input type="checkbox"/>

3. Teachers and other educational personnel							
<i>Nr.</i>	<i>Question</i>	<i>Response categories</i>					
3.1	# OF TEACHERS: How many teachers (male/female) are currently teaching (regardless of their qualifications)?	# govern- ment		# monastic / madrasa		# community	
		<i>m</i>	<i>f</i>	<i>m</i>	<i>f</i>	<i>m</i>	<i>f</i>
	A. Primary schools						
	B. Middle schools						
	Total (male/female):						
	Total:						
3.2	Of those teachers mentioned above, how many are:						

	Qualified?	_____ # teachers
	Community members with some education?	_____ # community members
	Community members without education?	_____ # community members
	Other (specify)	_____ # _____
3.3	What is the reason for other teachers not to teach at the moment?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer.)</i>
	A. There are no schools	<input type="checkbox"/>
	B. There is a lack of students	<input type="checkbox"/>
	C. They are not paid	<input type="checkbox"/>
	D. There is no education support system	<input type="checkbox"/>
	E. They have found a different job	<input type="checkbox"/>
	F. They have left the area	<input type="checkbox"/>
	G. Other (specify)	<input type="checkbox"/>
3.4	What kinds of teachers do you need most right now?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer.)</i>
	A. Have enough teachers	<input type="checkbox"/>
	B. Female teachers	<input type="checkbox"/>
	C. Male teachers	<input type="checkbox"/>
	D. Certified teachers	<input type="checkbox"/>
	E. Subject specific teachers (specify)	<input type="checkbox"/>
	F. Teaching assistants	<input type="checkbox"/>
	G. Other (specify)	<input type="checkbox"/>
3.5	What type of support for teachers is the most essential right now?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer.)</i>
	A. Psychological and social support	<input type="checkbox"/>

	B. Provision of didactic materials	<input type="checkbox"/>
	C. Training (specify type)	<input type="checkbox"/>
	D. Other (specify)	<input type="checkbox"/>

4. Educational policy and coordination

Nr.	Question	Response categories	
4.1	Have education officials been able to reach and support the site since the emergency?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	What support have the students or schools/learning spaces received since the emergency?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer.)</i>	
	A. Educational materials (e.g. textbooks)	<input type="checkbox"/>	_____
	B. School tents	<input type="checkbox"/>	_____
	C. Teacher training	<input type="checkbox"/>	_____
	D. Uniforms	<input type="checkbox"/>	_____
	E. Supervision of activities	<input type="checkbox"/>	_____
	F. No support	<input type="checkbox"/>	_____
	G. Other (specify)	<input type="checkbox"/>	_____

5. Community participation

Nr.	Question	Response categories	
5.1	What actions has the community already undertaken to address the education situation?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer.)</i>	
	A. Repairing damaged school buildings and facilities	<input type="checkbox"/>	
	B. Establishing temporary spaces for learning	<input type="checkbox"/>	
	C. Ensuring safety of learners and teachers	<input type="checkbox"/>	
	D. Providing school materials	<input type="checkbox"/>	
	E. Providing teaching and learning resources	<input type="checkbox"/>	

	F. Providing psychosocial support to teachers and students	<input type="checkbox"/>
	G. School feeding	<input type="checkbox"/>
	H. Recruiting teaching staff	<input type="checkbox"/>
	I. Other (specify)	<input type="checkbox"/>
	What type of support for education is most essential right now on this site?	<i>(Open question, facilitator to use the answers below to score. Only prompt when person can't come up with an answer. When naming more than three reasons, the person should be asked to prioritize 3.)</i>
5.2	A. Repairing damaged school buildings and facilities	<input type="checkbox"/>
	B. Establishing temporary spaces for learning	<input type="checkbox"/>
	C. Ensuring safety of learners and teachers	<input type="checkbox"/>
	D. Providing school materials	<input type="checkbox"/>
	E. Providing teaching and learning resources	<input type="checkbox"/>
	F. Providing psychosocial support to teachers and students	<input type="checkbox"/>
	G. School feeding	<input type="checkbox"/>
	H. Recruiting teaching staff	<input type="checkbox"/>
	I. Other (specify)	<input type="checkbox"/>

- END -