

Education

Rapid Needs Assessment *and* Response Recommendations

Part 1 – Report

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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List of Acronyms and Abbreviations

ALP	Accelerated Learning Programme
Camp man	Camp management
Ch	Children
CP	Child Protection
CFS	Child Friendly Space
Comm	Community
ECCD	Early Childhood Care and Development
Edu auth	Education authorities
EiE	Education in Emergencies
F / f	female
FGD	Focus Group Discussion
GPI	Gender Parity Index
IDP	Internally Displaced Person
INEE	Inter-Agency Network for Education in Emergencies
KII	Key Informant Interview
NFE	Non Formal Education
NGO	Non-Governmental Organization
M / m	male
M&E	Monitoring & Evaluation
Madrasa	Religious (quranic) education
MoE	Ministry of Education
MICS	Multiple Indicator Cluster Survey
OCHA	Office for the Coordination of Humanitarian Affairs
PTR	Pupil Teacher Ratio
RTA	Rakhine Thartaya Association
SCI	Save the Children International
SCUK	Save the Children UK
SMART	Standardized Monitoring and Assessment of Relief and Transitions
TEO	Township Education Officer
TLS	Temporary Learning Space
UN	United Nations
UNICEF	United Nations International Children's Emergency Fund
WASH	Water, Sanitation, Hygiene

Contents

1. Executive summary	3
2. Background/Context	
2.1. Displacement in Rakhine State	8
2.2. Education in Rakhine State	8
3. Assessment aims and methodology	
3.1. Aims	11
3.2. Methodology (in summary)	11
4. Key findings and recommendations	
4.1. Access and learning environment	14
4.2. Teaching and learning	23
4.3. Teachers and other education personnel	27
4.4. Education policy and coordination	30
4.5. Community participation	32
4.6. Cross-cutting issues	37
4.7. Inter-sectoral issues	39
5. Conclusions and recommendations	41
6. <i>Annexes (separate document)</i>	
6.1. <i>Assessment findings and recommendations summary (tabulated)</i>	
6.2. <i>Assessment methodology (in detail)</i>	
6.3. <i>Assessment team (incl. acknowledgements)</i>	
6.4. <i>Map of sites visited</i>	
6.5. <i>List of respondents</i>	
6.6. <i>Tables, graphs and images (all)</i>	
6.7. <i>Data collection tools</i>	

1. EXECUTIVE SUMMARY

Increased tensions in Rakhine State in June 2012 leading to a second outbreak of violence in October 2012 resulted in the displacement of an estimated 110,000 internally displaced persons (IDPs), in nine Townships¹ of Rakhine State, including the 36,400 people displaced in October 2012². The number of IDPs continues to fluctuate due to population movements³ but in Sittwe Township a total of 71,404 IDPs⁴ are estimated to be living in 26 locations.

Following the violence it became evident that many children were being denied access to education due to closure and occupation of and damage to schools and lack of education spaces and facilities in camps. However, insufficient systematically-collected data with which to mobilise a response prompted the rapid education needs assessment which was conducted in November – December 2012. This focused on the rural Muslim areas and the urban camps in Rakhine: three Muslim camps in rural locations (Baw Du Pha, Ohn Taw Gyi and Thet Kel Pyin) and three Rakhine camps in urban locations (Ywar Gyi Myauk, Mingan and Set Yone Su) were randomly sampled for the assessment. Data was collected using a combination of key information interviews, observations, focus group discussions and child participation sessions, and supported with secondary data.

In this report the findings from the assessment are presented around the same four INEE domains used to structure the assessment: (1) Access and Learning Environment, (2) Teaching and Learning, (3) Teachers and Other Education Personnel, and (4) Education Policy. Findings related to the foundational domains of Analysis, Coordination and Community Participation are also addressed. The corresponding recommendations are structured initially around the findings and then translated into activities for the response outline in the conclusion. Both are summarised below in this section.

As is so often the case, once their basic needs are met, the displaced communities in Rakhine state, both urban and rural, are prioritising education for their children. They need education which is protective physically, cognitively and psychologically, but which is also a window of opportunity for their children to gain knowledge and skills previously denied them and which will help provide them with better opportunities in the future.

Whilst an education in emergencies response needs to focus on the immediate needs directly caused or exacerbated by the emergency, it also needs to be sectorally integrated and to explicitly link to longer-term programming, both existing and new. An emergency

¹ Kyaukpyu, Kyauktaw, Minbya, Mrauk-U, Myebon, Pauktaw, Ramree, Rathedaung and Sittwe.

² OCHA Situation Report No. 12 (6 November 2012), p.1.

³ *ibid.*

⁴ OCHA, 6 November 2012.

response will only be successful if it interacts with the chronic and multi-faceted issues of poverty and marginalization, and links with the long-standing efforts to tackle these. Only through ensuring this continuum and linking Education with other sectors will progress made by an emergency response be protected and serve to promote long term communal stability and resilience to the destructive spates of violence recently witnessed.

The only way to ensure that investment in and benefits of an emergency response reach into the recovery phase is through a sustained effort at coordination and collaboration with all Education sector actors and stakeholders, including the community. This approach is also the most effective and enduring way of sharing skills and developing capacity in preparing for, mobilising resources for and implementing an emergency education response. It is therefore vital that this approach be employed in all stages of the education in emergency response in Rakhine.

Summary of findings

These findings are detailed in the subsequent report, but in summary are as follows:

- In urban Rakhine areas children displaced by the conflict have some access to government schools and monastic education, but their capacity is insufficient
- In rural Muslim areas affected children have no access to government schools and there are restrictions on movement outside the camp. There is some access to non-formal education and religious education, but the religious education does not teach basic learning skills and neither is recognized by the government education authorities.
- In urban Rakhine areas the enrolment rate has dropped from 79% before the conflict to 21% post conflict and in rural Muslim areas from 59% to 21%. In the camps the attendance rate stands at approximately 26%. Most of the children not attending school are staying at home and/or are doing household tasks.
- In urban Rakhine areas existing host community schools are overcrowded and there is limited available space for constructing temporary learning spaces (TLSs) in camps. In rural Muslim camps the religious and NFE education is overcrowded (with a PTR estimated to be 80:1) and space for additional facilities is limited but there are options if adequately designed.
- Major barriers to accessing education in urban Rakhine areas include distance to school, insufficient school and learning materials (and funds to purchase them) In rural Muslim areas lack of education spaces, infrastructure and teachers is a major initial barrier. In both locations registration at schools is problematic due to certification issues and general discrimination and hidden costs can also be prohibitive.
- There are pressing needs regarding latrines, water supply and clean drinking water.

- There is a shortage of qualified teachers in the urban Rakhine areas and a severe lack of qualified teachers in the rural Muslim areas. Volunteer teachers have been mobilized to fill this gap but require financial and professional support.
- Only the formal schools, mainly in the urban areas, are following the national curriculum. In urban Rakhine area parents regard teaching life skills as most important, whereas parents in rural areas consider reading, writing, and mathematics as a priority. In both areas children are falling behind on their education, but more so in the rural camps.
- There is a general lack of teaching, and learning materials in all camps, both rural and urban – teaching aids, stationery, textbooks, etc.
- There is a general lack of play and recreation areas, materials and activities such as sports, art and drama – something children strongly desire and arguably need.
- There are various protection issues in both areas: in urban Rakhine areas safety in and travelling to and from schools is a major concern for children, parents and teachers; in both areas corporal punishment is present in the schools; in both areas poor or a lack of sanitation and hygiene facilities is a health concern;
- In both urban and rural locations the community prioritises education and is willing to participate and contribute to improve the opportunities for their children in any way they can.

Summary of recommended activities

A possible sector plan in response to these needs should aim to do the following:

- 1) Increase access to safe, protective and inclusive education for all affected children
- 2) Improve the quality and relevance of the education received and promote minimum standards of education

And this should be done by:

- 3) Ensuring meaningful and sustainable community participation
- 4) Effective coordination and establishment of a collaborative working relationship between government and other education actors, leading to collective development of education response capacity.

A detailed breakdown of recommendations can be found at the end of each of the findings sections, and a more detailed list of response activities based for each area (including some guide to resources needed) in the final section of the report, but in summary could include the following activities:

- Expand the capacity of government or monastic schools in the vicinity of the camps and establish temporary or semi-permanent structures inside the camps.
- Ensure adequate WASH facilities are available for the temporary learning spaces and schools – latrines (to the INEE Minimum Standards ratio), hand-washing facilities and clean water to drink.

- Provide furniture for the expanded learning spaces or new TLS including matting, blackboards, tables and benches, depending on the school situation.
- Supply teacher kits, and recreational kits and training on their use. Provide student kits of stationery and including textbooks.
- Recruit (or reallocate if possible) qualified teachers and/or volunteer teachers, induct/basically train them (including on the agreed code of conduct) and incentivise them financially.
- Providing 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.
- Once access is established, train teachers on psychosocial support, child protection, positive discipline, incorporation of health, hygiene and nutrition messages into teaching
- Establish fenced play areas wherever possible and Incorporate play and recreation activities into the school curriculum/timetable using the materials provided and accompanied by training for teachers and student clubs on their use.
- Support tuition and Accelerated Learning Programmes (ALP) for displaced students who have missed education due to the conflict or have never attended school. Focus on literacy and numeracy (possibly through an SC Literacy Boost or EGRI programme) where necessary.
- Establish a school-based supervisory and M&E mechanism to support teachers and their professional development and links with the MOE system.
- Establish Parent-Teacher Associations (PTAs) and School Management Committees in all education sites as the main mechanisms involving the community and influencing the management of the school.
- Establish 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.
- Promote 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.

Though advocacy, coordination and close collaboration with the government work on the following issues and areas:

- Hidden fees, flexibility in enrolment with regards timing (in school year), preclusive certification and examinations and transfer practices and all other forms of discrimination.
- Ways to address the language barriers in education, especially for rural children.

- A consistent and comprehensive approach to ensure gender parity and equity in the drive for equality in all areas: safety and protection, curriculum, pedagogy, etc.
- Campaigns to promote the right to education and 'back to school'.
- Integration of the conflict, peace-building and reconciliation into in the education policy and programming of all agencies and government.
- A comprehensive and integrated response plan clearly designating roles, responsibilities and timeframes feeding into the work on preparedness.

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2. BACKGROUND AND CONTEXT

2.1 Displacement in Rakhine State

Increased tensions in Rakhine State in June 2012 leading to a second outbreak of violence in October 2012 resulted in the displacement of many families within Sittwe Township and surrounding areas. The Government of the Republic of the Union of Myanmar reported an estimated 110,000 internally displaced persons (IDPs), in nine Townships⁵ of Rakhine State, including the 36,400 people displaced in October 2012⁶. The number of IDPs continues to fluctuate due to population movements⁷. In Sittwe Township a total of 71,404 IDPs⁸ are currently living in 26 locations.

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

In addition to the IDPs in Sittwe Township, there are approximately 21,000 more IDPs in camps in Pauktaw Township and a further 4,000+ in Myebon Township. Furthermore, there are reportedly approximately 60,000 IDPs living in host communities and places of origin in other Townships in Rakhine state that are also affected by the conflict.

2.2 Education in Rakhine State

Within Sittwe Township there are reportedly 114 government schools, including 93 primary schools and 13 middle schools. There are 895 (843 female) government primary school teachers and 401 (200 female) government secondary school teachers in Sittwe Township.

The Myanmar Multiple Indicator Cluster Survey (MICS) 2009-2010⁹ shows that the percentage of children of primary school age (5 to 9 year old) attending school is 90.2% country-wide, but much lower in Rakhine state (75.8%). Whereas there is no difference

⁵ Kyaukpyu, Kyauktaw, Minbya, Mrauk-U, Myebon, Pauktaw, Ramree, Rathedaung and Sittwe.

⁶ OCHA Situation Report No. 12 (6 November 2012), p.1.

⁷ *ibid.*

⁸ OCHA, 6 November 2012.

⁹ Ministry of National Planning and Economic Development, Ministry of Health and UNICEF (October 2011).

between boys' and girls' attendance on a national basis, the attendance for girls in Rakhine state is slightly lower than that for boys (73.7% for girls, compared with 78% for boys)¹⁰.

The table below compares data for the Myanmar formal education system with those for Rakhine state, and shows that the education system in Rakhine state is lagging that of the national in most of the key access indicators:

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

Table 2: Education figures (MICS, 2011, pp.44-46; 106-111)

It should be noted that this data pre-dates the violence of June 2012 and Cyclone Giri (which struck Myanmar's west coast in October 2010) and does not take into account seasonal variations in attendance or attendance regularity¹¹. In addition, only figures of official government schools were included; non-formal education, community, monastic and madrasa school enrolment were excluded. However, despite these caveats these data can serve as an rough pre-emergency baseline providing the impact of Cylone Giri is acknowledged.

However, even when considering this pre-existing educational challenges, following the violence of June 2012 it became evident that many children stopped attending school or are not attending regularly (verified by SCI staff based in Sittwe Township). In addition to

¹⁰ MICS (2011), table ED.3, p.105.

¹¹ MICS (2011), p.43.

14 primary schools closing due to the conflict, there is a severe lack of education facilities within camps, a shortage of educational facilities in host communities and/or use of existing schools as shelters. These factors, amongst others, are impeding children's access to education¹², but insufficient systematic data with which to plan a response prompted the rapid education needs assessment conducted in November – December 2012 focusing on the rural Muslim areas and the urban camps in Rakhine.

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¹² UN (16 November 2012). Rakhine Response Plan, pp. 13-14.

3. ASSESSMENT AIMS AND METHODOLOGY

3.1 Aims

The overall aim of the Education Rapid Needs Assessment is to provide an immediate overview of the education situation and needs within the affected areas of Sittwe Township, in Rakhine state.

To achieve this aim three specific objectives have been formulated:

- To provide quantitative data on displaced school-aged children; disaggregated by age groups (primary school age: 5-9, and middle secondary school age: 10-15) and gender.
- To provide information (quantitative and qualitative) on the current education needs of primary and secondary school age children, within the IDP camps in Sittwe Township.
- To present recommendations for a strategic way forward for the broader emergency education response, and for SCI in particular.

3.2 Methodology

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 Assessments¹³, as well as the Joint Education Needs Assessment Toolkit¹⁴. This toolkit assesses the four education domains 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).

The quantitative data collected was supported by qualitative data analysed through labelling concepts and identifying key words¹⁵. This data was accompanied by additional anecdotal information. Information was triangulated from various sources and verified.

Sampling

A purposive sampling method was adopted for the assessment, i.e. targeting the areas affected by the conflict. The specific assessment locations were selected randomly, choosing 3 Muslim/rural location (1. Baw Du Pha camp; 2. Ohn Taw Gyi camp; 3. Thet Kel Pyin camp) and 3 Rakhine/urban locations (4. Mingan camp; 5. Set Yone Su camp; 6. Ywar

¹³ [http://oneresponse.info/GlobalClusters/Education/publicdocuments/Ed%20Needs%20Assess%20Guide%20\(online\).pdf](http://oneresponse.info/GlobalClusters/Education/publicdocuments/Ed%20Needs%20Assess%20Guide%20(online).pdf) (Accessed 20 November 2012)

¹⁴ http://oneresponse.info/GlobalClusters/Education/publicdocuments/Ed_NA_Toolkit_Final.pdf (Accessed 20 November 2012)

¹⁵ A similar method to the one mentioned here was used: <http://learningstore.uwex.edu/assets/pdfs/g3658-12.pdf> (Accessed 2 January 2013).

Gyi Myauk camp). 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.

The table below shows the assessed camps, their location (urban or rural) and their estimated population¹⁶.

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			
4. Mingan	162	191	353
5. Set Yone Su	422	429	851
6. Ywar Gyi Myauk			983
Total	14082	14812	28894

Table 3: 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
Total	353		363

Table 4: Number of respondents

Data collection methods

- Secondary data from sources such as OCHA, other UN Agencies and local government authorities was vital assessment starting point/foundation as well helping target and triangulate the data from subsequent primary sources.
- Key informant interviews (KIIs) were conducted with camp managers, community representatives, parents and local education officials to obtain a broad overview on educational needs. Observation checklists were used at education sites to assess infrastructure, teachers and learning materials, supported by photos.

¹⁶ 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.

- Focus groups discussions (FGDs) with community representatives, parents and teachers were the main qualitative tool used to gather data from and were useful in highlighting some of the underlying issues unseen by the quantitative data collected.
- Child participatory sessions - another qualitative tool – was used to focuses on creativity and expression of children in relation to their past and current education situation. This method is valuable as it does not depend on reading and literacy proficiency which can preclude children.

Constraints

The following constraints were faced during the data collection and analysis for the education needs assessment and should prompt lessons learnt to improve assessments in future.

- *Language barriers:* many people, including children, do not speak Myanmar language as their first language
 - *Participation barriers:* lack of space and privacy can restrict the participation of women and children and potentially compromise the information given
 - *Operational constraints:* issues of security and access to certain areas and educational facilities and time needed for travel to more remote areas
 - *Camp movements:* camps are dynamic with lots of movement making it difficult to determine actual numbers in the locations
 - *Secondary data collection:* Accurate or up-to-date quantitative data is not available at the local education department or in the camps, only for government schools
 - *Data analysis:* more time needed than initially anticipated due to limited staff and resources for process
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4. KEY FINDINGS AND RECOMMENDATIONS

The findings from the assessment and corresponding recommendations deriving from their analysis are presented around the same four INEE domains used to structure the assessment: (1) Access and Learning Environment, (2) Teaching and Learning, (3) Teachers and Other Education Personnel, and (4) Education Policy. Findings and needs related to the foundational domains of Analysis, Coordination and Community Participation of are also addressed.

4.1 Access and learning environment

4.1.1 Equal access

The violence of June 2012 and subsequent displacement has caused major issues for many children with regards accessing education, as the following findings illustrate.

Findings

Limited or no access to education

Children from the urban Rakhine camps have limited access to government schools or monastic education in host communities. Children in the rural Muslim camps have even less access to government schools, but more are attending religious education (madrassa) or non-formal education (NFE). It is important to note, however, that those religious schools and government schools are not providing the same educational opportunities as they only focus on Arabic language and religious teaching and are not recognized by the national education system (and therefore offer no graduation). The NFE is teaching basic learning skills, but is also not part of the larger national education system.

According to the camp managers the following number of children is currently attending education within the assessed 6 camps:

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. Mangan	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 5: Number of boys and girls attending education, per camp¹⁷

This can be compared against the following population data from the assessed IDP camps collected by the SCI Child Protection Team in November 2012¹⁸:

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 ¹⁹
2. Ohn Taw Gyi	135	121	91	83	70	79	296	283	809	837	1646 ²⁰
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
6. Ywar Gyi Myauk ²¹											983
M/F Totals	2225	2085	1560	1434	1380	1469	5165	4988	14082	14812	28894
Age Totals	4310		2994		2849		10153		28894		

Table 6: Population of assessed IDP camps, SCI, November 2012

There are many gaps and limitations in the data and a lot of information was not readily available or unknown at the time of the assessment, therefore findings should be interpreted carefully.

Within the six camps that were assessed (3 Muslim/Rural and 3 Rakhine/Urban) there is a total of 2633²² school-aged children receiving some form of education out of a total school-age child population of 10,153²³ (see Table 8) which equates to an attendance rate of only **26%**. This estimated percentage correlates closely with the figure given by parents interviewed: only 21% of parents reported their children to be currently attending school compared to 59% and 79% (Muslim/Rural and Rakhine/Urban respectively) before the

¹⁷ Camp managers in urban camps were not able to give the number of students attending monastic education.

¹⁸ Figures of other camps are available at the SCI Office in Sittwe.

¹⁹ According to the camp management of Baw Du Pha the total number has grown to 13295 persons.

²⁰ 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.

²¹ Ywar Gyi Myauk was not included in the data collection of the Child Protection Team, only OCHA data for the total number was available.

²² See Table 7

²³ See Table 8

conflict in June 2012. These lower enrolment figures for Muslim villages compared to Rakhine villages suggest that Muslim children have had less education opportunities over a longer period of time, whereas children from the Rakhine communities have only recently seen a steep decline in education opportunities.

However, these data differ from the government school enrolment data reported by the Sittwe education office. According to the Sittwe education officials²⁴ the conflict had only a limited affect on enrolment rates within the Township, reporting only 11% of the total primary school population (5 to 9 years old) and 2% of the total middle school population (10 to 15 years old) to be affected. This is reflected in the *government primary school* enrolment rate dropping from 97% (99% for boys, 95% for girls) prior to the crisis to 94% (97% for boys and 91% for girls) after. It should be noted that these reported enrolment rates are higher than the previous rates identified during the MISC (2011). These figures suggest that primary-aged girls are less likely to attend school after the June 2012 crisis than in 2010.

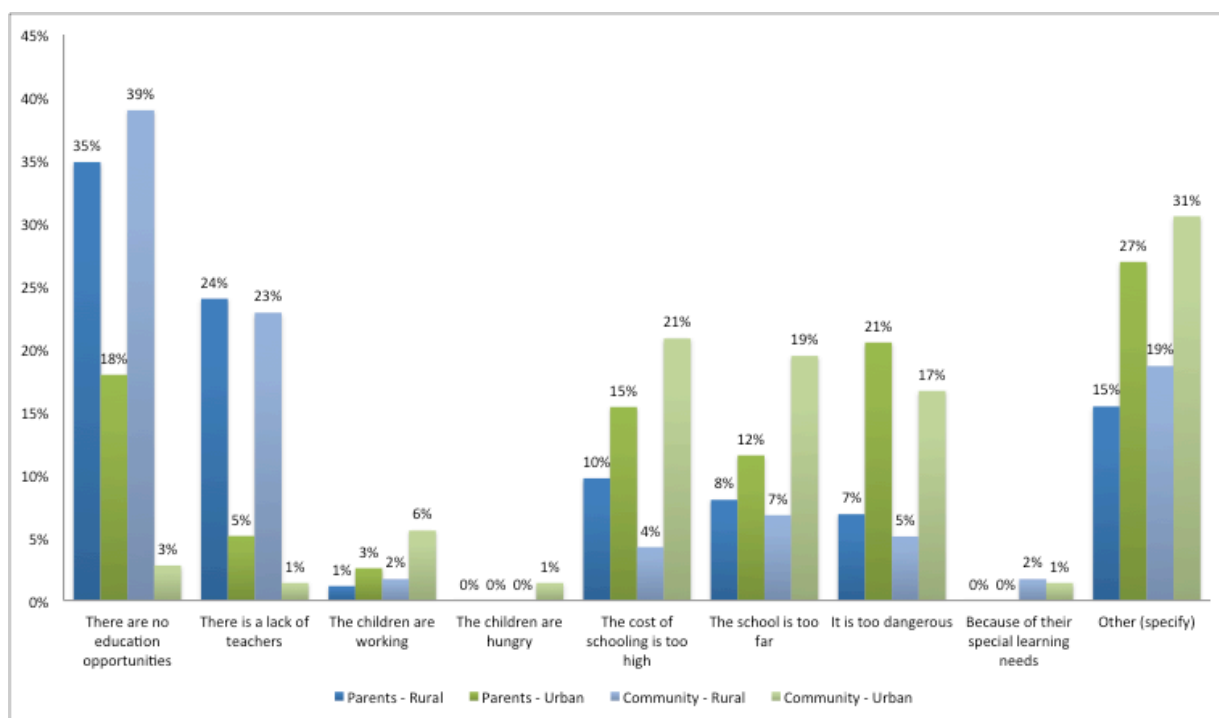
Most non-attendance and dropout of the Muslim population has occurred after June 2012 when drop out registered approximately 56%, with an additional 11% after October 2012. Overall the Rakhine population witnessed non-attendance/dropout of 33% since June 2012, rising to 40% after October 2012²⁵.

Barriers to accessing education

Current barriers to accessing education, reported by parents and community representatives in the rural and urban areas are shown below in graph 2. When comparing responses from rural and urban camps, clear differences in the reasons for drop-out/non-attendance can be seen:

²⁴ In Sittwe two education officials were interviewed; the Assistant Sittwe Township Education Officer and the District Education Officer, responsible for 10 Townships including Sittwe. The Sittwe Township Education Officer had retired in October 2012 and had not been replaced. At the time of the interview the District Education Officer was acting (TEO) for Sittwe.

²⁵ Information collected taken from averages of KII parents, question 1.2



Graph 1: Reasons for drop-out and non-attendance, rural vs. urban

In rural camps a lack of education opportunities and teachers are the main reasons according to parents and community representatives. The category ‘other’ scores highest in urban camps, in which parents and community representatives mainly discussed the lack of schools in combination with a shortage of learning materials and lack of money to pay the required school fees. Transportation costs are also high, especially for those students from urban camps attending school outside of the camps, often at a considerable distance. This reason is captured in the cost of schooling and school distance indicator.

In the participatory sessions, children of both age groups and from both rural and urban camps stated poverty as the main barrier to accessing education; a perspective shared with the community representatives in the focus group discussions. Some children also cited conflict as a barrier to education, because they had been forced from their houses or their schools have been burnt. Most of the children want to return to school, preferably their original schools. One specific comment made during a community focus group in Thet Kel Pyin by community representatives, is that children were not able to register with government schools because they do not possess a birth certificate.

Teachers from one rural camp²⁶ have explicitly spoken about discriminatory practices within government schools, dating from before the conflict. There are examples of schools refusing to register Muslim students, even when parents are coming to register their

²⁶ The name of the camp is not mentioned here due to confidentiality of information. The teachers in this camp are a mixed group of volunteer and certified teachers, of which 2 teachers were teaching in government schools and one was a tuition teacher, before the conflict.

children with their Myanmar names instead of their Arabic names. It was reported that some government school teachers also discriminate against Muslim children; seating them in the back of the classroom or publicly raising doubts about the relevancy of coming to school for Muslim students.

In urban camps parents were denied registering their children by the education authorities because the school year had already started. Discrimination within monastic education takes place between children from the host village and children from the IDP camps. Despite the introduction of free primary education communities continue to pay hidden costs, such as school 'donations' and tuition fees²⁷, adding to the burden for poor families.

Recommendations

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.
- Ministry of Education (MOE)-led school non-discrimination campaign to ensure schools receive and register children regardless of their origin, religion or time of year (advocated and supported by other education sector actors).
- Support from the MOE to ensure that hidden fees are not charged in government schools in any communities.
- 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

Findings

²⁷ Extra instruction received outside of the normal schooling, usually received in a smaller group or individually, and for which a fee is paid.

Protection

Despite assurances from the Sittwe Township education officers that children and teachers, male and female, were safe travelling to and from school and in school, 68% of the parents are concerned about this. They reported being more concerned for their boys' safety (80%), than their girls' (56%), but this may be due to the tendency to send their sons to school before their daughters.

In rural camps 84% of the community representatives regard education spaces as safe for children and teachers, male and female. In the urban camps, however, there is a greater concern for safety and community representatives thought it unsafe for boys and girls (52% resp. 50%), as well as for teachers (77% for both male and female). The main reason for this could be that most schools in urban camps are outside the camp boundaries, whereas children in the rural camps are only attending some religious education or NFE within the camp or a neighbouring rural camp. Children's concern for their physical safety is reflected in their designs of their dream school.

The assessment also revealed reports of teachers using corporal punishment as a way of controlling and disciplining children (reported by a group of children from Ohn Taw Gyi camp).

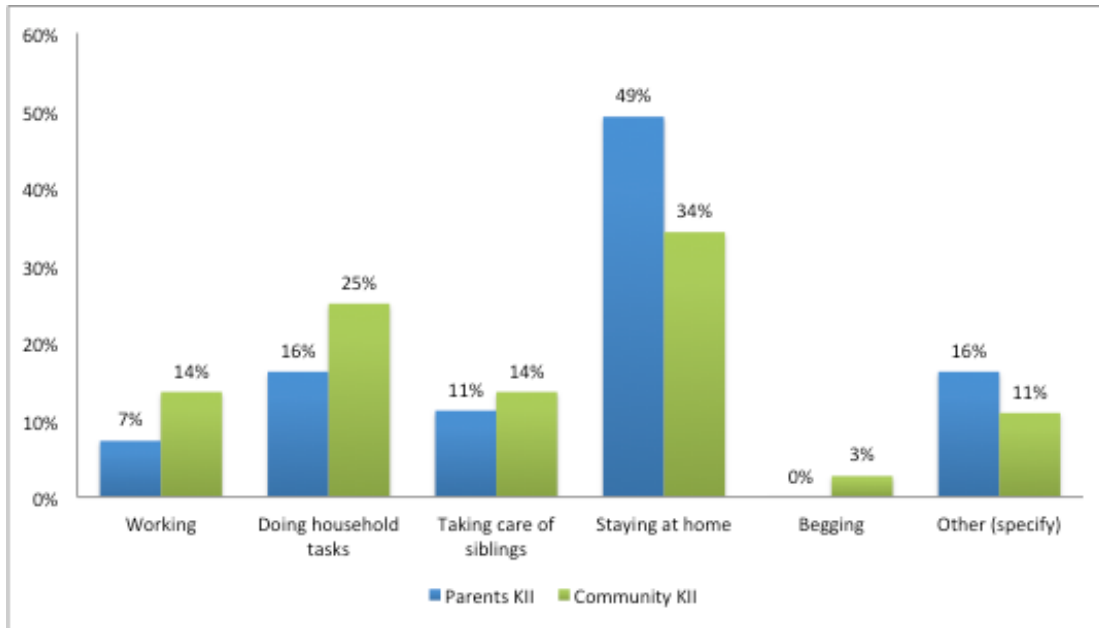
Well-being

Children being denied access to school are also being denied the opportunity to express themselves at through play or other creative activities, vital in their psychological recovery from the events they have witnessed and been part of, as well as their continued development.

When drawing their dream schools, it was observed that school-going children found it much easier to draw their dream school (or learning space) than the out-of-school children, showing the importance of schooling in learning to express oneself. Children themselves reported that the best things about school are the opportunity it provides to learn, play and be with friends – all vital aspects of their overall well-being as well as personal development.

Whilst out-of-school the majority of parents and community representatives reported that their children are staying at home in the camps (49% of parents and 34% of community representatives). Some of them are doing household tasks, whereas between 7% (according to parents) and 14% (according to community members) of the children are working. Types of work were not specified in this assessment²⁸.

²⁸ For more info on working children please be referred to the Child Protection assessment that was carried out in October 2012.



Graph 2: What activities are children involved in since they left school?

Recommendations

- 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

Findings

Structures

From the 18 observed education spaces 9 were in permanent structures, 7 were in temporary spaces and 2 were in semi-permanent structures. It was observed that

temporary spaces are only used in the rural camps, whereas the semi-permanent structures were located near or in urban camps. The permanent structures in the rural camps were mostly brick buildings close to the camps, used for multiple purposes, such as the mosque. Most of the permanent buildings are in reasonable condition, made of stone or bricks with wooden doors and wooden shutters, where at least 3 need some repairs. In nearly all education spaces (16 out of 18) there are not sufficient furniture available.

Type of structure	Location							Total	Total
	Rural			Total	Urban				
	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 7: Type of school vs. type of structure - observations

School capacity

14 government primary schools in Sittwe Township have been closed due to the emergency, but no information was available regarding the conditions of schools and alternative education spaces.

91% of the education spaces observed in the rural camps did not have sufficient space to accommodate all their present students. In the urban camps 29% of education spaces observed did not have sufficient space. Camp managers of one rural and two urban camps²⁹ stated insufficient education capacity. School-going children from Baw Du Pha camp (10-15 years old) stated “School...is too crowded, so we don’t want to attend.” However, education officers reported that some government schools are operating below optimum or maximum capacity.

The camp managers report non-formal education (NFE) classes for Mingan (numeracy and literacy classes) and Set Yone Su (vocational training). Baw Du Pha is starting up NFE (numeracy and literacy in Myanmar), to which children from both Baw Du Pha and Ohn

²⁹ Mingan, Ohn Taw Gyi, Baw Du Pha (2).

Taw Gyi are attending. Currently NFE in Baw Du Pha is covering 920 students (first grade 500, second grade 150, third grade 120, fourth grade 78, fifth grade 62)³⁰.

School WASH

There are pressing needs in both rural and urban camps regarding WASH facilities in schools; Two-thirds of the observed education spaces do not have clean drinking water and latrines.

School environment and recreational facilities

When drawing their dream school, many children were observed to focus on the environment of the school, making it a child-friendly and with a safe play area, recreational materials, garden, library, etc. The importance of play areas and the general school environment was despite the fact that 14 out of 18 observed education sites³¹ did not have playgrounds or other recreational facilities (91% of the rural camps and 57% of the urban camps).

Transport

8 out of 16 observed education spaces³² are accessible by foot, whereas for 8 other means of transport are being used, such as tricycle, bicycle, car or motorcycle. This relates to both camps; for urban camps children commute to school outside the camp, and for rural camps children commute to religious education or NFE within their own camp or in the case of Ohn Taw Gyi to another camp (Baw Du Pha).

Recommendations

- 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 hand-washing facilities and clean water to drink (to the INEE Minimum Standards ratio).
- 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.

³⁰ Information from teacher focus group discussion in Baw Du Pha.

³¹ An education site is any place where education activities (formal or non-formal) are taking place. It is therefore encompassing more than schools. Government schools, religious education, non-formal education and monastic education spaces were observed (see table 8).

³² 2 schools were not reported on.

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

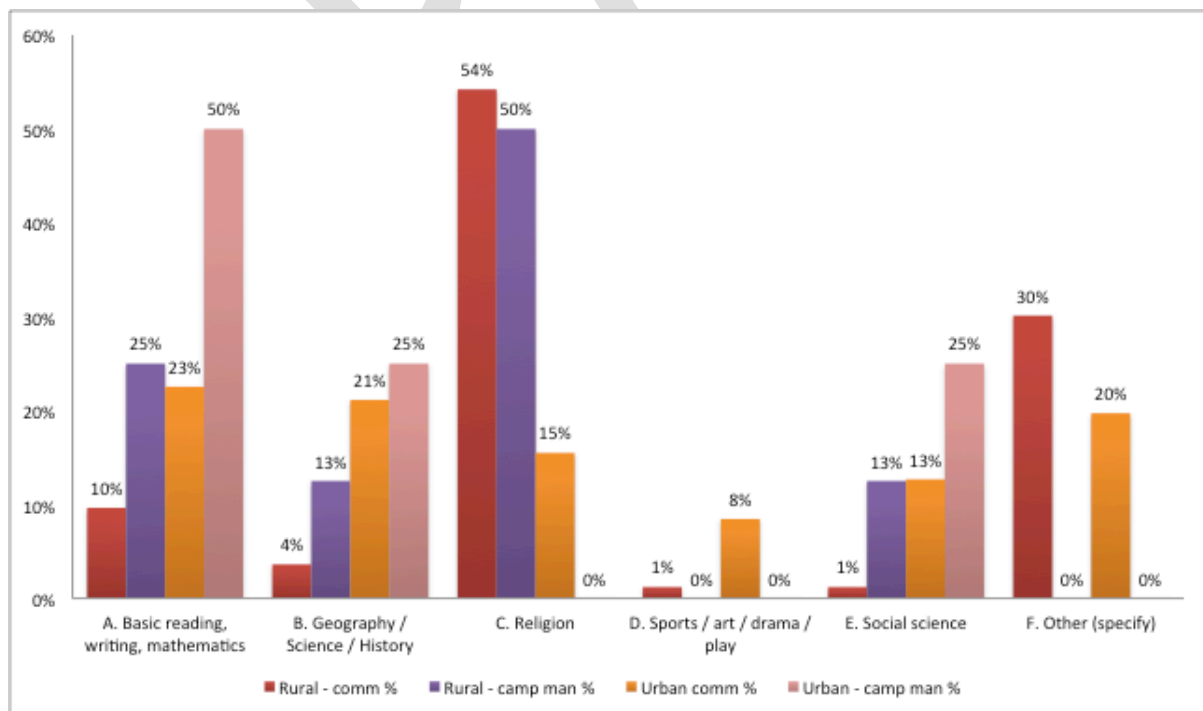
4.2 Teaching and learning

4.2.1 Curricula

Findings

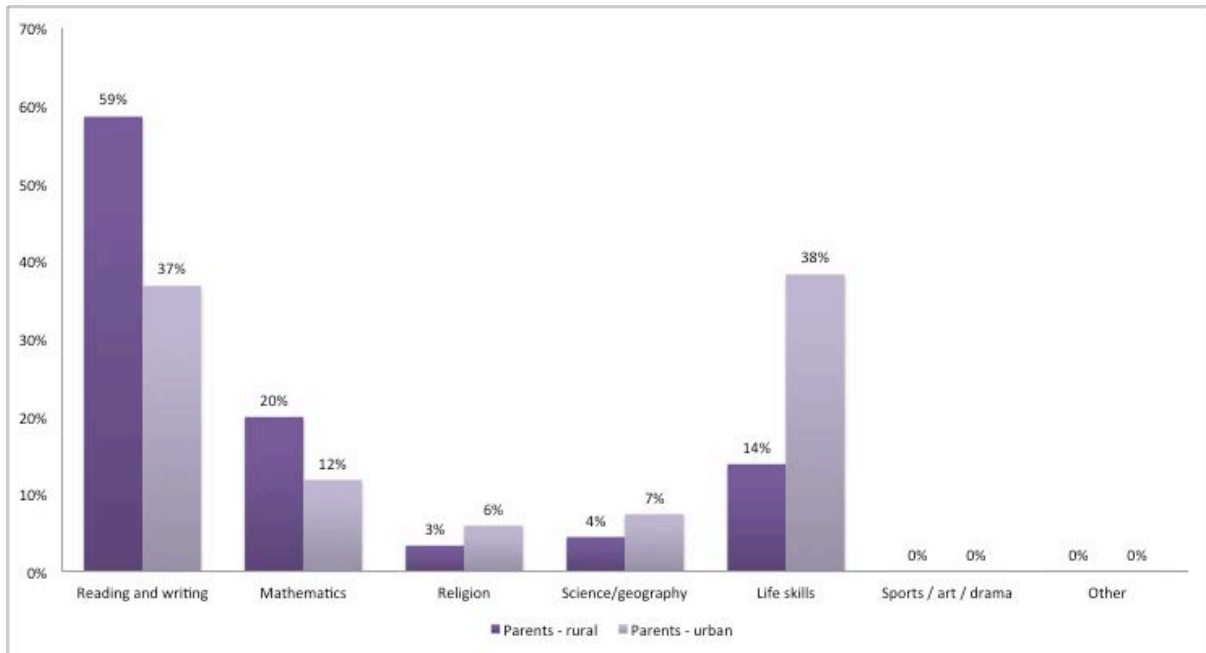
In the affected areas of Sittwe Township Myanmar, Rakhine and Bengali languages are spoken, as well as numerous regional dialects. The education officials underline the importance of studying basic reading, writing and mathematics, life skills, geography, science and history and social science. Religion and recreational activities are not mentioned.

In the rural camps the education currently taking place is mostly religious education, followed by subjects such as Myanmar Language, English (mentioned under the category 'Other') and basic learning skills. Children in the urban camps are mostly being taught basic learning skills, Myanmar and English language, as well as geography, science and history, following the national curriculum. It should be noted that in both urban and rural camps creative subjects, such as sports, art, drama and play, are generally not taught as these subjects are currently not part of the national curriculum.



Graph 3: What subjects are taught in the existing education sites?

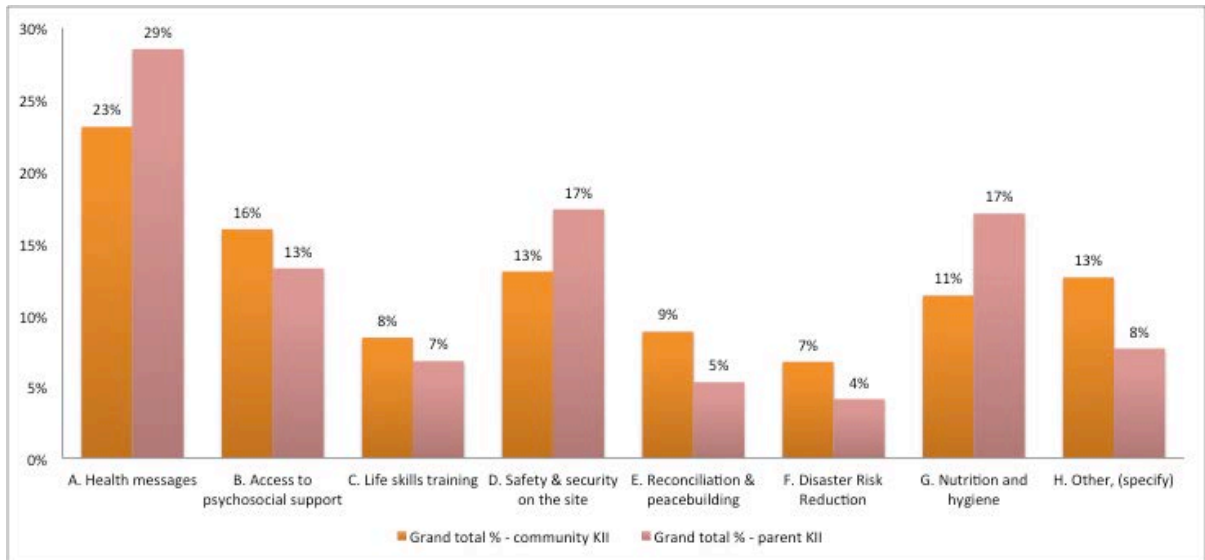
Parents were asked to identify the most important subjects for their children to study. Their responses are represented in the graph below.



Graph 4: What subjects do you find most important for your children to study?

Parents from rural camps regard literacy and numeracy as more important than parents from urban camps, most likely because children from rural camps had less educational opportunities pre and post conflict and have not acquired these basic skills yet. Parents from urban camps consider life skills as most important, followed by reading and writing skills. Religious subjects did not score highly (3%-6%) and sports / art / drama were not identified at all by parents.

Health messages are regarded as most important to share with children and youth, according to both parents and community members, as shown in the graph below. This is followed by messages around safety and security on the site and nutrition and hygiene (both 17%) for community members, and psychosocial support and safety and security on the site (16% resp. 13%) for parents.



Graph 5: What urgent messages or information do children and youth in the area need?

Recommendations

- 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

Findings

According to the teachers in rural camps some teachers are qualified and were previously teaching in government schools, whereas others learnt their teaching skills other government-appointed teachers or from their experience from community schools or private tuition. Although a few FGDs with community representatives and teachers revealed a desire for teacher training (e.g. in Thet Kel Pyin camp), overall it is not a priority at this time. It could be part of a more qualitative-oriented intervention later once the question of access has been addressed.

Recommendations

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

Findings

In nearly all education spaces (16 out of 18) there are not sufficient school teaching and learning materials (TLMs). Parents are asked to buy the notebooks and school textbooks for their children at the market, but some are not available or parents cannot afford to purchase them. A lack of teaching and learning materials is also what children identify as a difference between their dream school and their actual education situation. This is impeding the quality of education provided.

Recommendations

- 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 and other education personnel

4.3.1 Recruitment and selection

Findings

The education officials of Sittwe Township were only able to give the numbers of the available qualified teachers in government schools, which stayed the same following the conflict (despite the fact that 14 schools are reported to be closed which raises questions).

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 8: Number of government teachers and reported PTR

There is no information available with regards the qualification status of the teachers in each educational setting. The pupil teacher ratio (PTR) before and after June 2012 as reported by the government is also included above and falls within the INEE international quality education standards of 40³³. However, during the observations many more students per class were observed, in all types of education; government schools, monastic education, religious education and non-formal education. In some education settings the PTR was over 1 teacher per 80 students. Community representatives also reported that only 13% of teachers are still teaching which would help explain the high PTR. These data show a significant disparity between what the Sittwe education officials are reporting, observations and the perception within the community.

Camp managers reported the following information on the teachers in their camps:

- Mingan has 40 qualified teachers
- Baw Du Pha has 10 teachers currently teaching: 1 qualified teacher and an additional 9 community teachers with some education. The community has mobilized an addition 22 volunteer teachers to start teaching as soon as schools are established.
- Thet Kel Pyin has 2 qualified teachers. The community has mobilized 20 volunteer teachers to start teaching as soon as schools are established.
- Ywar Gyi Myauk has 2 qualified teachers

³³ The recommended PTR varies internationally and needs to be reviewed and determined to locally appropriate and realistic levels.

The religious leaders are supporting education within the camps and expressed a willingness to expand the madrasas into NFE centres if necessary.

Community representatives identified the biggest need for more female teachers (26% of the respondents), followed by certified teachers (25%) and male teachers (17%). This is in contrast to education officers in Sittwe Township which state a need for more certified male teachers. The differences in response could be related to the scope of the answer – the whole of Sittwe Township versus just the camp population.

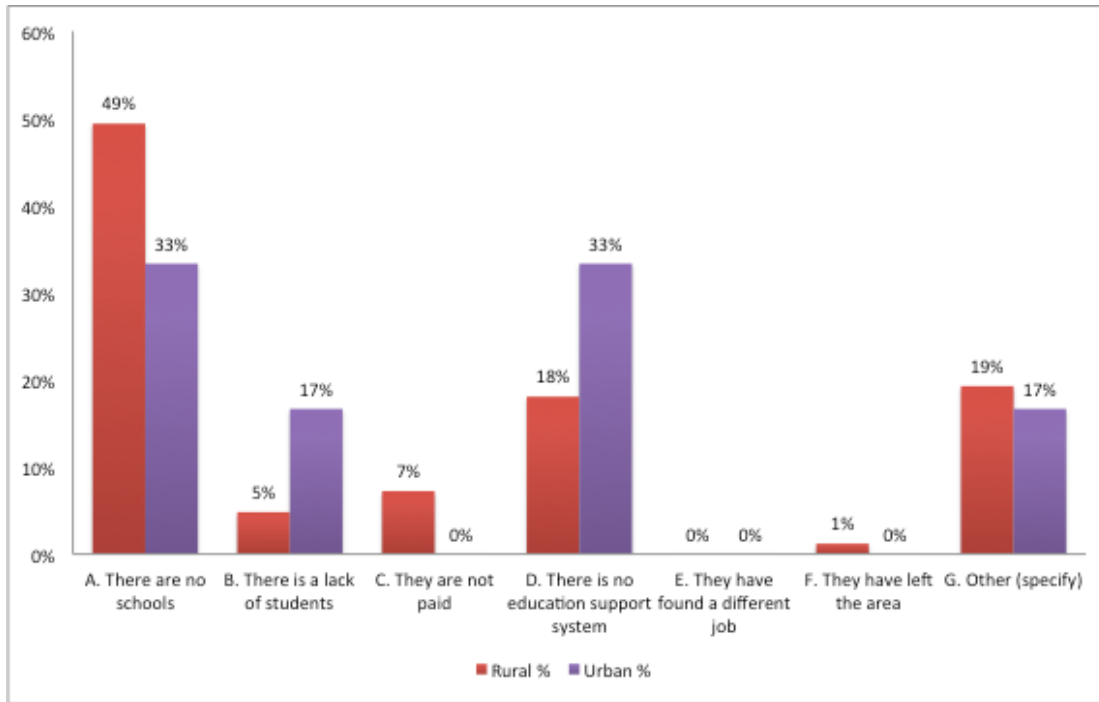
Recommendations

- 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

Findings

Community representatives in the rural Muslim camps are reporting the main reason for teachers not teaching is the current lack of schools. In the urban camps the lack of schools as well as the lack of education support was cited as reasons that teachers are not teaching. According to the community representatives, teachers have not left the area nor found different jobs. Graph 8 below illustrates the main reasons for teachers not teaching. Security was also presented as an important reason for not teaching, and was part of the 'Other' category.



Graph 6: What is the reason for teachers not to teach at the moment?

Lack of salary is a contributory factor as to why teachers are not working at the moment and, in addition, in focus group discussions teachers and community representatives cited salary as one of the most important aspects of a teacher's conditions of work.

Recommendations

- 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

Findings

According to education officials teachers should be supported by providing psychological and social support, as well as support with food. Community representatives cited different priorities; in addition to the salary (mentioned above) the provision of teaching

materials as well as training in teaching methodology and techniques was considered the most important support for teachers.

Recommendations

- 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 and coordination

4.4.1 Law and policy formulation

Findings

The Myanmar education system incorporates government schools that teach the national curriculum. The school year commences in June with final examinations in March. Monastic education is not officially part of the governmental education system, but children studying in monastic schools can be registered with the national education system. This is not the case for the madrasas and community schools, although community schools can be registered as affiliated schools and later become branch schools and part of the system.

Whilst in principle primary and secondary schooling is free, in reality it is often the case that school donations are expected and additional tuition required, which causes many problems for poor families in Myanmar.

Recommendations

- 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

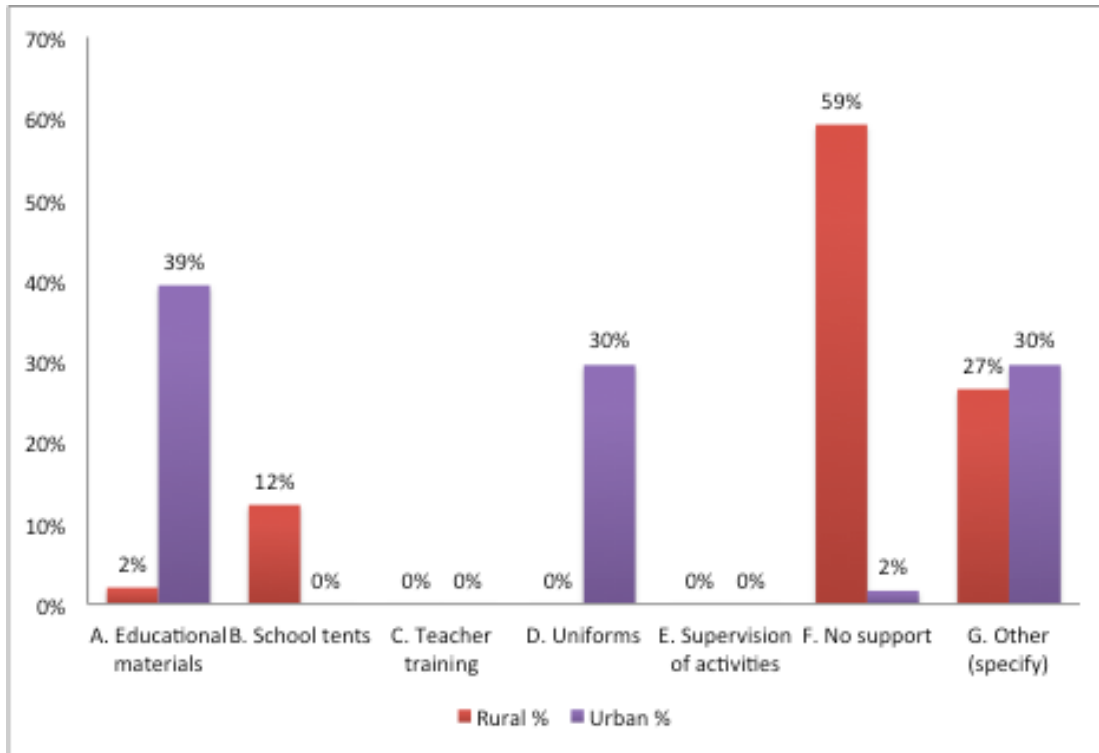
Findings

The education department in Sittwe Township expressed the wish for children to go back to school after full security can be ensured. They also reported that they have been able to reach and support all IDP camps, both rural and urban, since the conflict, by providing stationery, uniforms, raincoats and umbrellas.

However, teachers in the rural camps claim that no support has been given for education within the camps, despite the urgent need, and are disappointed by this. Many camps have mobilized their communities to start up some education activities, but external support is urgently needed in terms of education spaces, materials and teachers. 75 out of 80 community representatives³⁴ in the camps also reported that no support has reached them.

The reality is probably somewhere between the two, as the graph below illustrates by showing the type of education support given by the authorities or other local organizations:

³⁴ 7 community representatives did not answer this question.



Graph 7: What support have the students or learning spaces received since the emergency?

It can be concluded from the above graph that the rural camps have received virtually no education support at all, whereas the urban camps have received some support like provision of education materials and uniforms. In the category ‘other’ it was reported that the Funeral Service Society had donated a stipend and uniforms for children in primary school age, both in rural and urban camps.

Recommendations

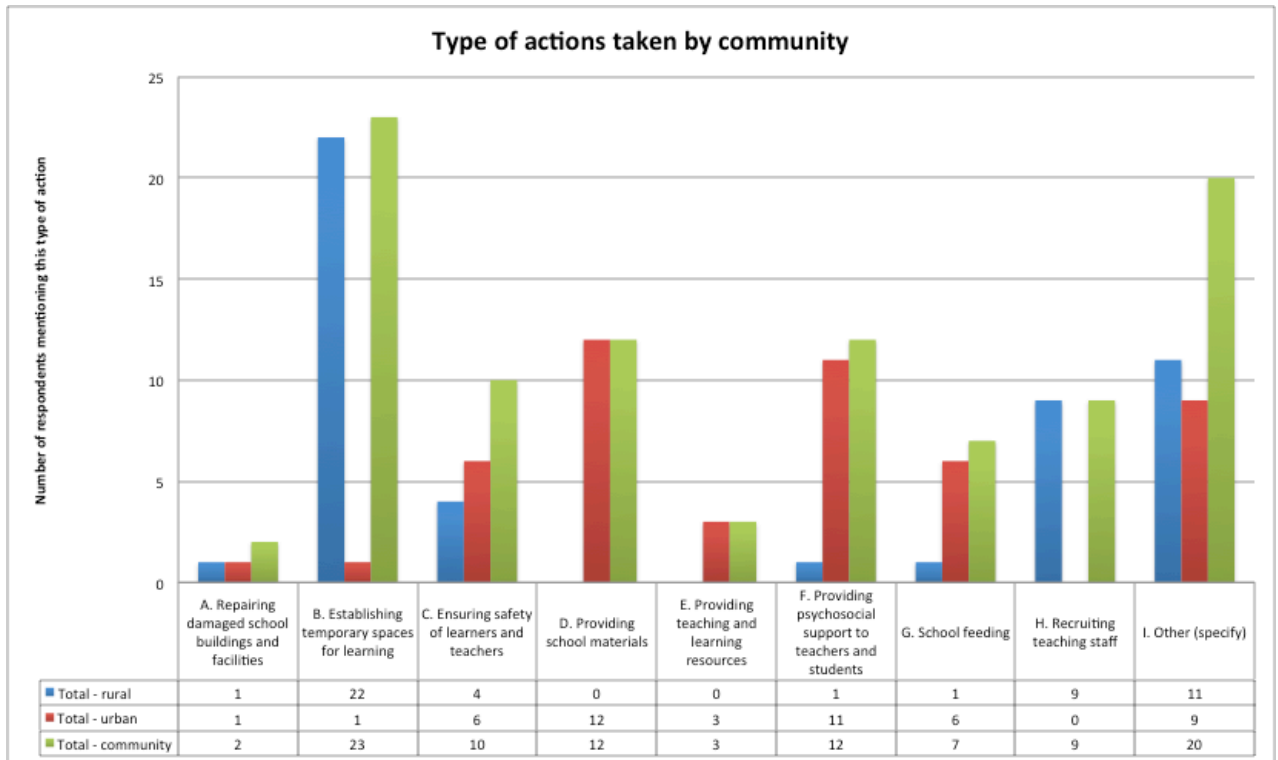
- Better communication and coordination with education department in Sittwe Township and the camp management to determine the real level of support received and the priority gaps.
- A comprehensive and integrated response plan developed by all education actors (including the MOE/Sittwe education department, UN agencies and NGOs) clearly designating roles, responsibilities and timeframes.

4.5 Community participation

4.5.1 Participation

Findings

Community representatives reported the following action from the communities to support education activities within the camps.



Graph 8: What actions has the community already undertaken to address the education situation? – reported by community representatives in the key information interviews

Types of actions differ between the camps: in rural camps the community has been focussing on establishing temporary learning spaces (22 respondents) and recruiting teachers (9 respondents); in urban camps action comprise providing school materials (12 respondents) and psychosocial support (11 respondents). In the category ‘other’ many respondents, both from rural and urban camps, reported providing money to pay the salary of the teacher or working as a volunteer, or collecting a list of children within the camps. It should be noted that number of community respondents differed according to size of camps (52 in rural camps and 30 in urban camps) making comparisons difficult. Overall, the communities prioritize education for their children and are willing to contribute their own time and resources to establish it.

Government and volunteer teachers in the rural camps see it as their responsibility to advocate parents to send their children to school. They are also willing to help the education system by contributing labour to set up learning spaces and volunteering at those learning spaces. Community representatives from both camps are willing to contribute labour to build education spaces when funds from organizations or government become available, and can also play a role in ensuring security in and around the school. Community mobilization and participation should also reveal volunteer

teachers, both qualified and/or with experience of teaching and those with the education and capacity to teach following basic training.

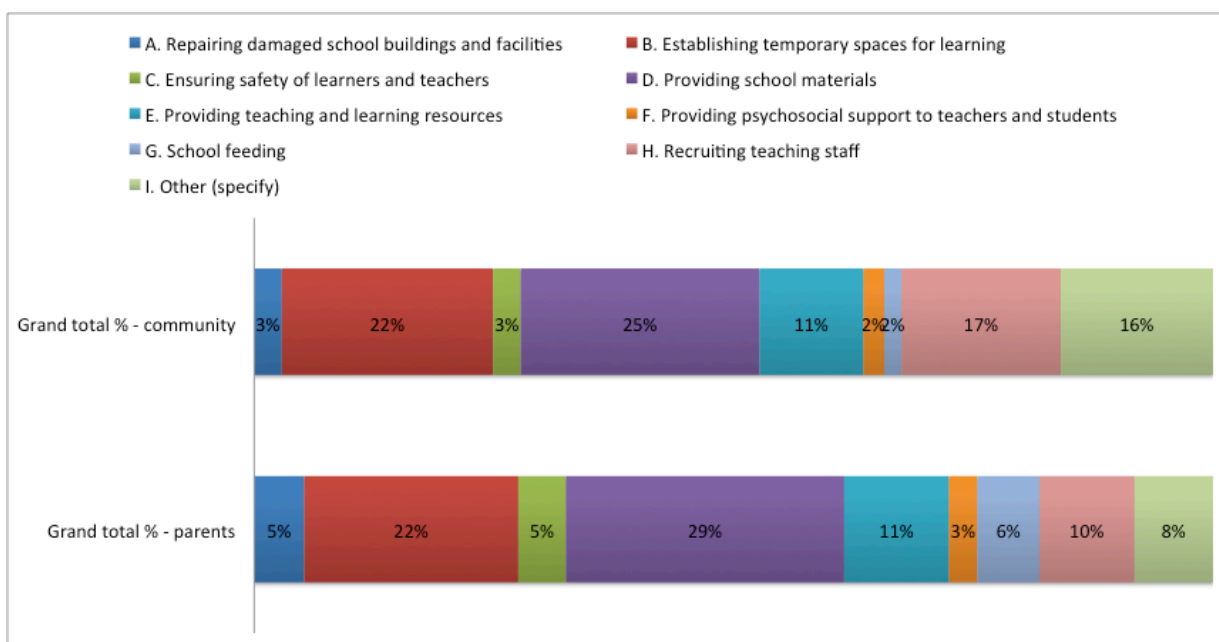
Recommendations

- 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)

Findings

Community members and parents agree mostly on the priorities regarding education support (see graph 11). Both identify the provision of school materials as the first priority, followed by establishing temporary learning spaces. Recruiting teaching staff and provision of teaching and learning resources follow next. Within the category 'other', community members and parents responded that monetary support to pay school fees, tuition and teachers' salaries is important. The differences between respondents from rural and urban camps are not distinctive for types of resources needed. Only in urban camps fewer parents have reported there is a need for temporary learning spaces (16% of parent respondents in urban camps, compared to 25% of parent respondents in rural camps), most likely since there are schools in the neighbourhood.



Graph 9: What type of education support is currently most essential?

Government and volunteer teachers of the rural camps identified the following three priorities during the focus group discussions: (1) providing a place to teach and learn, (2) salary for current community teachers³⁵, and (3) providing stationery and materials. It should be noted that although some teachers stated their willingness to work as a volunteer, they also commented that some compensation would be appreciated.

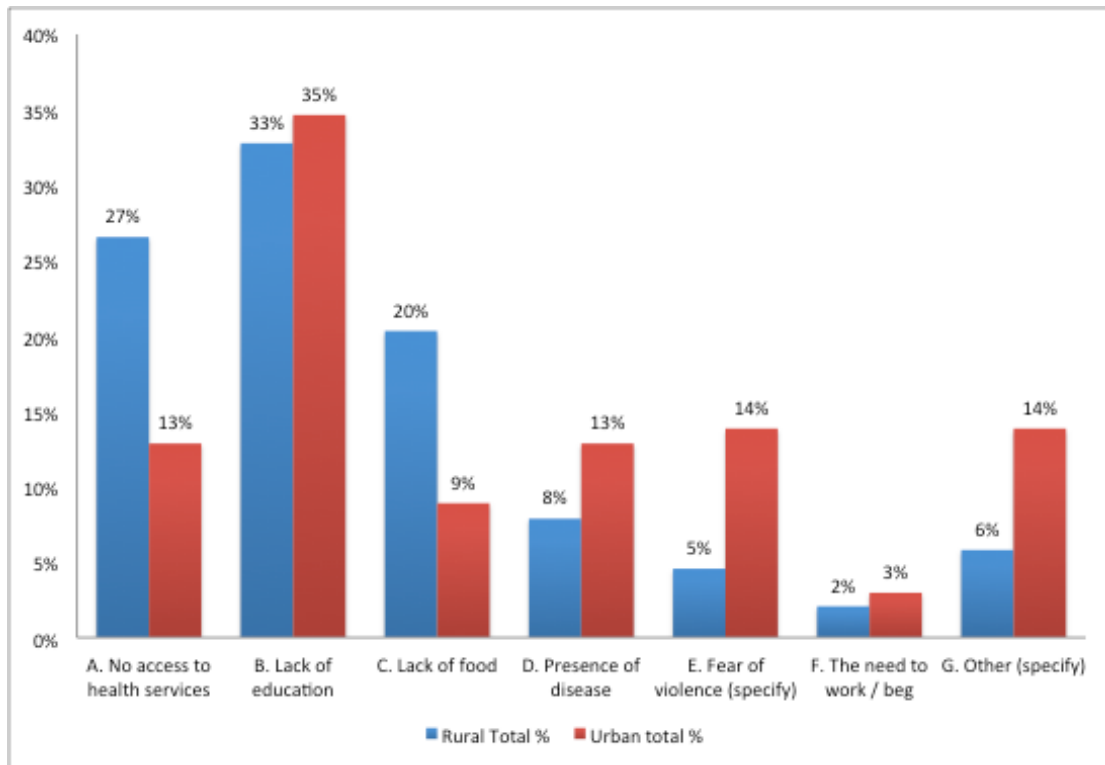
Children identified the need for learning materials – stationery and school textbooks – and uniforms as their first priority (indicated in 11 of the child participation sessions, both rural and urban), followed by a learning space (school buildings, indicated in 3 sessions).



Image 1: Child participation session at Mingan camp

³⁵ Government teachers continue receiving their salaries, although they are not all currently teaching.

When asked about the main concerns for their children, parents mention the lack of education, followed by access to health services and lack of food. It is worth mentioning that the needs regarding health and food are most pressing in the rural camps, whereas in the urban camps the fear of violence is generally of more concern to parents. Basic services are in place in the urban camps, while the provision of basic services including health, water and sanitation services in the rural camps are much more limited.



Graph 10: What are your main concerns about your children at this moment?

Recommendations

- Provision of safe education spaces, financial incentives for community teachers and stationery and teaching and learning materials – *all of these have been addressed in previous 'Recommendations' sections.*
- 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.

4.6 Cross-cutting issues

Findings

Significant crosscutting issues that will have implications for the education programming in Rakhine state and the IDP camps specifically are described in bullet points below.

Gender:

- The gender parity index (GPI; MICS, 2011) for primary school enrolment in Rakhine state shows that for every 100 boys registered in a government school in Rakhine state, there are 94 girls registered³⁶. The assessment shows that gender parity in government primary schools is currently lower, at a level of 0.83.
- Access to religious education tends to be for all primary school-aged children, whereas during secondary school age only boys are attending.
- The safety and security for girls and women when travelling to and from latrines and washrooms is a concern.

Psychosocial:

- The burning of houses and schools in their home villages has been very distressing for children and their families and some children reported still having nightmares. Community representatives raised this as a child wellbeing concern³⁷.
- The children expressed strong wishes to take part in recreational activities, as well as having playgrounds in school locations³⁸.
- The assessment team reported the general feeling that Rakhine communities were reluctant in expressing needs and accepting help. The Muslim communities were more expressive about their needs and are welcoming assistance.

Early childhood care and development (ECCD):

- To ensure a sizable and manageable assessment, data on early childhood development has not been included. However, many parents with young children, especially mothers, have expressed the need for ECCD programming. At the time of the assessment no activities targeting younger children were organized, although the SCI Child Protection programme has started addressing looking into this issue.

Inclusive education:

- Household poverty the conflict and child labour were considered major reasons for exclusion from education and is taking place, as mentioned under 4.1.1.
- No information is available on the number of children with disabilities within the camps. Many people know about some children with a disability, but this has not been officially registered.

³⁶ Table 2, page 3 of the assessment report.

³⁷ Baw Du Pha and Set Yone Su.

³⁸ See page 16 to 18 of the assessment report.

- Within the Rakhine camps there are people from different ethnicities, such as the Hindu and Mayarmargyi, but more information on whether this impacts on their inclusion or is needed.

Conflict mitigation and resolution:

- Many respondents underlined their wish to travel back to their places of origin which were previously peaceful, whereas now fear of further violence is widespread.
- Difficulty in assessing the general feelings between communities and whether the two can live in harmony again. In Mingan camp it was requested that the Child-Friendly Space (CFS) be moved further away from a neighbouring Muslim village.
- Children from Muslim and Rakhine villages could previously (in principle) attend the same schools, whereas segregation is prevailing after the conflict.

Recommendations

Many of the following recommendations corresponding to the cross-cutting issues identified have already been listed under previous sections:

Gender:

- Within Rakhine state special attention on ensuring gender parity in all education institutions as part of the drive for equality.
- Careful attention to the location and lighting of female latrines and washrooms.

Psychosocial:

- Psychosocial support to teachers and parents; psychosocial support/first aid training to teachers to help children; referral mechanisms in schools to refer extreme cases of distress to professional service (Child Protection link).
- Play areas in schools wherever possible with recreational materials and activities organised by teachers (trained) and student clubs (supported).

Early childhood care and development (ECCD):

- As part of a later stage of the response, establish ECCD centres in the camps. In addition to having a proven cognitive and developmental benefit to the pre-school children (supporting their subsequent progress in school) they are also opportunities for reaching mothers and parents and as a platform for other health, nutrition and hygiene interventions.

Inclusive education:

- Integrated programming focusing on the impact of livelihoods and food security on access to education.
- More information on other marginalised groups – children from other ethnic groups or living with disabilities – in order to assess and address their specific needs.

Conflict mitigation and resolution:

- Initiatives both inside and outside of school to rebuild community relations, promote peace and conflict resolution. In future this will hopefully allow a return to mixed Rakhine-Muslim schools.
- Close monitoring of community feelings and tensions and solid analysis of potential triggers of further violence to enable mitigation measures to be taken and preparations be made.

4.7 Inter-sectoral issues

Some findings of the education assessment are directly related to the different sectors responding to the post conflict situation in Rakhine state. Some of those issues have been described in the bullet points below.

Protection:

- A key protection concern is the safety of children both in school and travelling to and from school.
- Other education-specific protection and wellbeing issues can be found under that section on page 14 of this report.
- More information on general child protection issues can be found in Child Protection Assessment, carried out by SCI and UNICEF in October 2012.

Water, sanitation, hygiene (WASH)

- There are pressing needs in both rural and urban camps regarding WASH facilities in existing schools. Children report on appalling conditions of WASH facilities in school, and are requesting latrines, toilets, a well, drinking water and a place to wash their hands. Community facilities are not sufficient to be used for school purposes. There is especially the need to create separate boys and girls latrines, as well as separate female and male washrooms.

Health:

- Teachers have mentioned the dire health situation within the camps. Hospitalization for residents of rural camps in Sittwe is a difficult procedure, which requires army permission.
- Community representatives also report a deteriorating health situation. Representatives of Thet Kel Pyin camp claimed that people have died in the last few months of malaria and diarrhoea – unverified by this assessment - but is a growing concern amongst the communities.

Nutrition / Food:

- Community informants reported that food consumption for children has decreased and is not sufficiently nutritious due to the emergency. Current rations meet the

Sphere standards but may be reduced due trading or selling part of food rations and non-food items to be able to provide a more balanced diet for their families.

- A SMART survey was carried out in December 2012 by the SCI Nutrition sector and can provide further information.

Emergency shelter:

- Respondents have mentioned crowded camps. Electricity is lacking and use of open fires has resulted in some incidents. The communities also mention lack of privacy.
- One observed education space was being used as shelter at the time of the assessment, and another one reportedly being used by the Border Security Police.

Camp coordination and management:

- The education officials and camp managers were unable to provide data on numbers of children, according to sex, age and schooling, within the camps. For a detailed education response plan this type of information will be needed.
 - Space in camps is limited and allocating suitably sized and located education spaces will need close, taking into account establishing playgrounds as well.
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5. Conclusions and overall response plan recommendations

The following is an outline of a possible sector response plan drawing together the priority and practicable specific recommendations from the domains and standards presented in the sections above. The recommendations are not intended to form any one agencies response plan, but rather be an overall response outline from which the various education actors select the components best suited to their mandates and capacities.

Planning data

As solid data on numbers of school age children is still difficult to attain, the recommendations below have been calculated according to SCUUK emergency response standards.

The working target population figures are as follows:

- The total affected population in Sittwe Township is 71,404 IDPs
- 50% are estimated to be children (35,702)³⁹
- Of those 35,702 children 70% are school aged (primary and middle school), which results in 24,991 school-aged children.
- Approximately 95% of those children are living in rural camps (23,750 children) and 5% in urban camps (1,250 children)⁴⁰

Response aim and approach

The overall response should aim to do the following:

- 1) Increase access to safe, protective and inclusive education for all affected children
- 2) Improve the quality and relevance of the education received and promote minimum standards of education

And this should be done by:

- 3) Ensuring meaningful and sustainable community participation
- 4) Effective coordination and establishment of a collaborative working relationship between government and other education actors, leading to collective development of education response capacity.

Different recommendations have been developed for urban and rural camps, alongside general recommendations that apply to the overall education programming.

URBAN AREA CAMPS

The strategy recommended to increase access to education for displaced children in urban camps is to refurbish and expand existing education spaces in the vicinity of the

³⁹ This percentage is also confirmed when looking at data the Child Protection team collected in November 2012; within the camps assessed approximately 50% of the population are children under 18.

⁴⁰ Derived from table 1, page 2.

camps, both government and monastic education. This will not only support the displaced children, but also the host communities affected by the conflict.

Result 1 – Increased access (equal)

Activities and resources:

- Approximately 17 school structure kits (1 per urban location), to expand capacity of a government or monastic school in the vicinity of the camp. A temporary or semi-permanent structure (tent or bamboo structure, floor matting, rope, blackboards, etc.) would help providing more space to accommodate the influx of IDP children in existing schools. This would accommodate 1,700 students, from both camps and the host community (1 learning space for 100 children when teaching a double shift).
- Approximately 17 refurbishment & repair kits or vouchers (1 per urban location), to improve the learning environment in existing schools in the vicinity of the camp. Refurbishment kits could for example include tools, floor matting, blackboards, and school furniture, depending on the school situation.
- Approximately 60 teacher kits, including chalks, exercise books, etc. (1 per 40 students; 43 kits for the newly constructed learning spaces, and the additional for improving existing spaces). Replenishment after 3 months.
- 2,000 student kits, including school bag, schoolbooks, notebook, pencil, etc. (1,250 for children from urban camps and the additional ones for children from the host communities).
- 17 recreational kits (for 1 school nearby urban camp, 1 kit sufficient for 150 students; sports, arts, crafts materials). Replenishment after 3 months.
- Recruit (or preferably reallocate existing government teachers, if available) approximately 40 teachers to increase capacity within existing schools.
- Consider providing 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.
- Consider providing transportation to and from school (or provide vouchers) for children in urban camps as to ensure safety. And/or establish children's clubs with a priority activity being to organise travel-to-school groups to reduce the external actual risks and the fear of perceived risks for children whilst travelling to school.

RURAL AREA CAMPS

The strategy recommended to increase access to education for displaced children in rural camps is constructing temporary learning spaces, recruiting and training of volunteer teachers within the camps.

Result 1 – Increased access (equal)

Activities and resources needed:

- Approximately 240 school kits (1 per rural location), to construct temporary learning spaces, preferably bamboo structures. Education spaces should preferably be fenced

off. This would accommodate 24,000 students (1 learning space for 100 children when teaching a double shift).

- Approximately 9 refurbishment & repair kits or vouchers (1 per rural location), to support and improve the learning environment in existing education spaces (religious education and non-formal education) within the camps. Refurbishment kits could for example include tools, floor matting, blackboards, et cetera. It should be noted that the religious education sites are not to be confused with primary education, but are seen as additional activities next to the much-needed basic education system.
- Approximately 600 teacher kits, including chalks, exercise books, etc. (1 per 40 students). Replenishment after 3 months.
- 24,000 student kits, including school bag, schoolbooks, notebook, pencil, etc.
- 160 recreational kits (1 kit for 150 students; sports, arts, crafts materials). Replenishment after 3 months.
- Mobilize, recruit and train approximately 240 volunteer teachers.
- Support tuition and Accelerated Learning Programmes (ALP) for students from the rural camps who have never attended school or dropped out of school post conflict.
- Advocate the Ministry of Education (MOE) and the Sittwe Department of Education to reopen schools that are currently used for different purposes.
- Identify a more sustainable solution for the education of children in rural camps, including integrating them into the national education system in the long-term.
- Identify ways to address language barriers in education. Many children in the rural camps who have not attended school before speak only the Bengali language. In general, children do best when they are taught in their mother tongue during the early years of schooling, with other languages gradually being introduced. One possible approach for these children could be to start education in Bengali, gradually introduce familiar Myanmar language ideas and vocabulary before moving to multilingual education. To do this adaptations and translation of the curriculum is needed, as well as support of the government⁴¹.

GENERAL

The following general recommendations for both rural and urban area camps focus on **Result 2) Improve the quality and relevance of the education received and promote minimum standards of education.**

Activities and resources needed:

Teachers and training

- Provide regular pay incentives to teachers which is equitable and fair: qualified teachers be paid the national salary level or close to it and that unqualified

⁴¹ For more information, please be referred to SCUK's Policy Brief on Language and children's education (2010); [http://www.savethechildren.org.uk/sites/default/files/docs/language_policy_brief_SC_UK_final_\(2\)_1.pdf](http://www.savethechildren.org.uk/sites/default/files/docs/language_policy_brief_SC_UK_final_(2)_1.pdf) (Accessed 11 February 2013).

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.

- Train newly recruited (volunteer) teachers on basic pedagogies, teaching techniques, the curriculum and use of teaching aids.
- Train teachers on psychosocial support and its incorporation into regular teaching (working closely with/through the Child Protection teams).
- Train teachers on child protection issues including identification and referral as part of a school/TLS-based child protection mechanism (working with the Child Protection teams and including parents wherever possible).
- Train 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).
- Train teachers on incorporating health, hygiene and nutrition messages into their regular teaching of the curriculum (working with the Health and Nutrition providers and including parents wherever possible)
- Effective use of recreation materials provided and how to support children's clubs in their use and management of them.
- 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.

Curriculum and recreation

- Support tuition and Accelerated Learning Programmes (ALP) for displaced students who have missed education since June/October 2012 or have never attended school. In an ALP, older students cover the same educational ground as the standard-age learners, but at a faster and more intensive pace. By catching up in this way, learners can then integrate into mainstream primary education (in the right class for their age) or transfer to secondary school or to skills-based technical and vocational education⁴².
- 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)
- Incorporate health, hygiene and peace-building messages/content into the curriculum wherever possible, in cooperation with the MOE.
- Incorporate play and recreation activities into the school curriculum/timetable using the materials provided and accompanied by training for teachers and student clubs

⁴² For more information, please be referred to SCUK's Policy Brief on Accelerated Learning Programmes (2010); http://www.savethechildren.org.uk/sites/default/files/docs/accelerated_learning_programmes_policy_brief_%282%29_1.pdf (Accessed 11 February 2013)

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. Provide fenced play areas as part of temporary learning spaces or added to existing schools wherever possible.

A key part of doing this is through:

Results 3) ensuring meaningful and sustainable community participation and Result 4) effective coordination and establishment of a collaborative working relationship between government and other education actors, leading to collective development of education response capacity.

Activities and resources needed:

Advocacy, coordination and working with the government

- 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.
- Work with and support the MOE and education authorities to obtain and disseminate clear guidance (and promote transparent processes) on: the affiliation of community schools to bring them into the national system, or exploring other ways of doing so; the certification process for community schools to allow children to transfer easily to government schools; the chargeable elements of educations to reduce the level of hidden fees currently in the system.
- Advocate and support dialogue at all levels on how madrasas could incorporate more subjects into their teachings and be recognised by the government for it.
- Advocate a consistent approach to ensure gender parity and equity in the drive for equality in all areas: safety and protection, curriculum, pedagogy, general environment (e.g. fenced schools, separate latrines, gender-sensitive approach in teaching, secure transportation to travel from school).
- Promote and support a general right to education and a specific 'back to school' campaign in cooperation with the Ministry of Education and Sittwe Department of Education, and with support from Buddhist and Muslim leaders. Creative ways of doing the campaign could include children designing posters, banners and flyers visible at community gathering places (market, clinic, breast feeding centres, CFSs, food distributions, mosque, monastery), organizing plays, radio messages, advocacy circles, peer-to-peer messages, etc.
- Work with the MOE and other education actors to produce a comprehensive and integrated response plan clearly designating roles, responsibilities and timeframes.

Support improvements in communication and coordination with education department in Sittwe Township and the camp management to determine the real level of support received for the current emergency and the priority gaps. Feed this into preparedness planning activities for different scenarios (when population is migrating back to original locations, or when violence escalates, etc.), longer-term solutions regarding education in Sittwe Township, and establishing an M&E system.

- Ensure that attention to the conflict is integrated in the education policy and programming of all agencies and government. Conflict-sensitive education is taking into account and understanding the context in which education takes place, continuously analysing the two-way interaction between the education programme and the context and acting upon minimizing negative impacts and maximizing positive impacts of education programming on the conflict. Negative impacts can in the case of Sittwe Township be the promotion of exclusion and perpetuation of inequalities between rural and urban camps, as well as between camps and host communities. Positive impacts could be the opportunity of education to play a role in peacebuilding and reconciliation, by enabling social cohesion, through promoting shared values and traditions, and through challenging inequities⁴³.

Monitoring, Evaluation and Accountability

- Establish one comprehensive registration system for children in camps, as to collect accurate numbers and track the movement of children.
- Establish a supervisory and M&E 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. This should be based on, or at least compatible with, the MOE system but may also incorporate an innovative school-based peer system. The national Education Working Group could be involved and provide support when needed.

Community participation

- Establish Parent-Teacher Associations (PTAs) for the new, existing and/or expanded education spaces, with teacher and parent representatives to ensure a long-term relationship for parents (of both host communities and IDP camps) and the school⁴⁴. This is the primary forum for involving the community in the management of the school and should reflect the diversity of the community in all ways (gender, profession, education, etc.)

⁴³ For more information on conflict-sensitive education, please be referred to the Conflict-sensitive education webpage of INEE (2013); <http://www.ineesite.org/en/education-fragility/conflict-sensitive-education> (Accessed 13 February 2013).

⁴⁴ For more information on Parent-Teacher Associations, please be referred to Booklet 2 of the Inclusive Learning-Friendly Environment Toolkit (UNESCO Bangkok, 2004); http://www.unescobkk.org/fileadmin/user_upload/appeal/human_rights/2.Booklet2.pdf (Accessed 12 February 2013)

- Establish School Management Committees, with camp management, parent and teacher representatives as the main mechanism for raising issues and influencing the management of the school⁴⁵.
- Gain 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.
- Initiate dialogue on the issue of and need 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.

Sectoral integration

- 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.
- Promote 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.
- Work closely with other clusters (WASH, protection, food and health) to address the above and other inter-sectoral issues from the beginning of the programme and incorporate in the standardised M&E system.

Other points of attention:

- (1) Early Childhood Care and Development (ECCD) has not been part of the assessment, but many parents with young children, especially mothers, expressed a need for ECCD programming. Establishment of ECCD centres in the camps could be part of a later stage of the response: in addition to having a proven cognitive and developmental benefit to the pre-school children (supporting their subsequent progress in school) ECCD is also an opportunity for reaching mothers and parents and as a platform for other health, nutrition and hygiene interventions. Further assessment and information is needed prior to any ECCD initiative.

⁴⁵ For more information on School Management Committees, please be referred to Booklet 2 of the Inclusive Learning-Friendly Environment Toolkit (UNESCO Bangkok, 2004); http://www.unescobkk.org/fileadmin/user_upload/appeal/human_rights/2.Booklet2.pdf (Accessed 12 February 2013)

- (2) There are an additional 21,000 IDPs in Pauktaw Township, as well as over 4000 in Myebon Township who have no access to education. Services for those groups need to be considered.

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