

EDUCATION NEEDS ASSESSMENT 2025 IN COX'S BAZAR, BANGLADESH





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Acknowledgment

Understanding community needs is paramount in tailoring education initiatives that address specific challenges, gaps in services, and therefore leads to adoption of services. This Education Needs Assessment (ENA) reflects a commitment to cultivating well-rounded strategies that speak to the heart of community requirements and adapt education programs that are not only relevant but also resilient and responsive to the context they serve.

Ipsos is grateful to have been entrusted with designing and delivering this ENA and extends sincere thanks to the Education Sector for trusting us with this important assignment.

Heartfelt gratitude is extended to all the individuals and organizations who provided their valuable time, insights, and views toward successful completion of the ENA 2025, Cox's Bazar, Bangladesh. This crucial work could not have been accomplished without the collaborative efforts and support of many dedicated partners and stakeholders.

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We also place on record thanks to all the enumerators, supervisors, and coordinators of Panna Community Development Foundation (PCDF), our partner organization, for their commitment to the project timings and delivery.

— Ipsos Public Affairs

Abbreviations

ALP	Accelerated Learning Programme
BDT	Bangladeshi Taka
CBLF	Community Based Learning Facility
CESG	Community Education Support Group
CPD	Continuous Professional Development
CSSLF	Cross Sectoral Shared Learning Facility
CwD	Children with Disabilities
ECW	Education Cannot Wait
ENA	Education Needs Assessment
FGD	Focus Group Discussion
INEE	Inter-Agency Network for Education in Emergencies
KII	Key Informant Interview
LC	Learning Center
LCFA	Learning Competency Framework Approach
LF	Learning Facility
MHM	Menstrual Hygiene Management
NGO	Non-Governmental Organization
PCDF	Panna Community Development Foundation
SMC	School Management Committee
TLM	Teaching and Learning Materials
TVET	Technical and Vocational Education and Training
UNICEF	United Nations Children's Fund
US	United States
WASH	Water, Sanitation, and Hygiene

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Executive Summary

Introduction and Overview

The 2025 Education Needs Assessment (ENA) in Cox's Bazar was conducted as a diagnostic, learner-centered exercise—aligned with the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards to provide a reliable evidence base for the Education Sector to shape policy, programming, and advocacy. The key objectives of the ENA 2025 were:

- Assess the extent of equitable access to education, with special emphasis on adolescent and children with disabilities (CwD)
- Evaluate the delivery and relevance of Curriculum and its effectiveness in supporting learning
- Understand perceptions and experiences of stakeholders, including caregivers, learners, teachers, and education authorities

Methodology

The ENA used a mixed-methods design, combining quantitative household surveys in camps and host communities, qualitative consultations with children, caregivers, teachers, teaching volunteers, community leaders, and education partners, and structured learning-facility observations supported by desk review.

Fieldwork for ENA was carried out between September to October 2025¹ to cover quantitative surveys across 1,317 households across 11 camps and 5 host unions in Ukhiya and Teknaf. Qualitative components included 33 focus group discussions (FGDs) with children and caregivers separately and 60 key informant interviews (KIIs) with caregivers, teachers, community leaders, Education Sector partners, and camp focal persons, complemented by 30 structured learning-facility observations in Rohingya camps.

Key Findings

Household Profile Summary (Rohingya)

The survey covered 1,081 Rohingya households with children aged 3–18 years. These households reported 3,347 children in the age group of 3–18 years. The average Rohingya household had 6 members - 3 adults and 3 children. Nearly all households (95%) had lived in their current location for more than two years. About 18% households reported having members with disabilities, with 4% having CwD. A small but significant 15% households reported children under 18 years engaged in paid work.

Currently Attending Learning Facility

1. Of 3,347 children, 66% were currently attending learning facilities, leaving 34% out of them.

¹ Fieldwork / data collection overlapped with disruptions in the funding for implementing partners and shutdown that has likely impacted the findings and feedback from varied stakeholders.

2. Among the 2,209 enrolled children, 56% attended formal Learning Centers while 28% only accessed religious institutes or combined them with formal learning.
3. Of those out-of-learning facility children, 23% had never enrolled while 11% reported having dropped out.
4. Enrollment patterns showed significant variation across age groups, with 39% children aged 3–5 having never enrolled, the highest of all age groups, followed by girls 15–18 years where 25% reported never being enrolled.

Attendance

Regular attendance, defined as attending at least 80% of working days in the two weeks preceding survey date:

1. 89% of children attending learning facility reported 80% attendance.
2. Attendance was highest for ages 6–14 at 91%, declined to 87% for ages 15–18, and was lowest among ages 3–5 at 83%.
3. Girls demonstrated better overall attendance at 91% compared to 86% for boys, with the most significant gap among ages 3–5 where 89% of girls attended regularly versus only 77% of boys.

Barriers to Access Learning Centers and Continuing Learning

Households reported gender-based restrictions for girls (53%), mobility and safety concerns (46%), access and affordability issues (32%), and language barriers (9%) as key barriers to accessing education. Some specific insights are as below:

1. Safety was cited as a primary concern by adolescent girls, with 23% of 15–18 years girls not feeling safe when commuting to learning facilities as compared to 8% boys.
60% of girl children aged 6–18 years and 68% amongst 15–18 years believed that girls shouldn't go out alone.
2. Menstruation expectedly created further restrictions as 71% girls aged 15–18 reported restrictions in attending learning centers during their periods.
3. Of the 30 Learning Facilities (LFs) observed for infrastructure, only 50% had gender-segregated toilets.

Curriculum, Teaching, and Learning

1. There was high awareness (89%) among children aged 11–18 regarding their curriculum. Of those aware, 81% reported Myanmar Curriculum being used in their learning facility.
2. Similarly, 90% of caregivers of children aged 3–5 were aware of the curriculum, and among them, 89% identified the Myanmar Curriculum as being used in their children's learning facilities.
3. When discussing relevance of the curriculum, about two-third (64%) children aged 15–18 agreed that the curriculum followed in the learning facilities was relevant to their daily life and future goals.
4. About 62% children aged 15–18 found the curriculum too easy, with only 30% children stating that they found the curriculum appropriately challenging.

Language Use and Preferences

1. Most Rohingya children aged 11–18 years (81%) reported receiving Burmese textbooks in line with the Myanmar Curriculum.
2. For children aged 3–5 years, caregivers noted that 74% of textbooks were in Burmese.

3. Children noted that classroom instruction was most often in Rohingya — 87% for ages 3–5 (as reported by caregivers), 91% for ages 11–14, and 71% for ages 15–18 — with smaller shares reporting Burmese (10–43%) and English (3–39%).
4. Rohingya was the most consistently preferred language of instruction across age groups — 72% among caregivers of children aged 3–5 years, 71% for children aged 6–10 years, and 65% for children aged 11–14 years. However, children aged 15–18 years expressed stronger preference for mixed-language instruction to better prepare for future education and certification (48%).

Learner Preferences

1. When asked about preferred learning pathways, 41% of the caregivers of 3–5 years preferred learning centers, followed by madrasas (31%) for their children.
2. 39% of the children aged 11–18 years preferred secondary education from learning centers followed by madrasas (26%) for their learning pathways. This was followed by graduation/college (11%) and private tutoring centers (9%), while smaller proportions preferred vocational/skills training (7%) and Accelerated Learning Programmes (7%). Only a negligible share (less than 1%) reported other learning options.

Alternative Education Options

1. Madrasas (58%), NGO-run sessions (50%), and private tutoring (38%) were the most common alternative education options reported in the Rohingya camps.
2. About 29% of Rohingya caregivers indicated that they are not likely to find another way to continue their children's education if the current learning facilities are closed.

Support Needs

1. Awareness of educational support programs was low among the Rohingya respondents - 47% were aware of free distribution of learning material kits followed by scholarships/stipends (32%).
2. Nearly half of respondents (48%) felt that scholarships, stipends, or fee waivers, as well as flexible class schedules at the learning facilities could improve children's learning experience. However, these scholarships and stipends refer to the additional indirect costs that caregivers need to pay for children's stationery, transport, and other things.

Community Participation and Education Service Delivery

30% of the caregivers reported their engagement in education-related community groups such as school management committee and parents' forum among others.

ENA in Children with Disabilities

1. Only 13% of the observed 30 learning facilities in the Rohingya camps had ramps or assistive devices, while 3% had handrails at entry and 10% at exit points.
2. Among 31 CwD surveyed going to learning facilities, 84% found travelling to learning facilities difficult. Additionally, 71% of them reported feeling shy or uncomfortable seeking help from teachers.

ENA in Host Community

Currently Attending School in Host Community

1. Overall, 72% of the 604 surveyed children (ages 3–18) from 236 host community households were going to learning facilities, while 28% were out of school—18% had never enrolled and 10% had dropped out.

Curriculum, Teaching, and Learning in Host Community

1. 85% of the enrolled Host children studied Bangladesh National Curriculum.
2. 37% of the Host children aged 15–18 years found the curriculum easy.

Educational Preferences in the Host Community

1. Caregivers of children 3–5 preferred madrasas (45%) and learning centers (23%) while children aged 11–18 years in the Host community preferred secondary education from formal learning centers (government schools) (50%).

Gaps and Recommendations

Areas of improvement	Gaps	Recommendation
Enrollment and Attendance	<ul style="list-style-type: none"> • Children in 15% households are engaged in paid work • Low enrollment (39%) among ages 3–5 years • 14% households with no children attending any learning facility 	<ul style="list-style-type: none"> • Explore conditional ration/food support • Establish play-based early childhood centers using local caregivers as facilitators • Conduct targeted household visits to identify specific barriers • Reassess education targeting for adolescents aged 15-18 years and work towards strengthening alternative education pathways • Clearly communicate available education pathways to children and families before enrolment • Reschedule adolescent and skill development programs that conflict with learning facility timings • Strengthen integration between Education, Child Protection and Gender Based Violence (GBV) sub-sectors
Gender Norms	<p>Community norms prevented girls from attending learning facilities:</p> <ul style="list-style-type: none"> • 60% of the girls aged 6-18 years mentioned girls aren't allowed to go out alone • Almost half of the girls (46%) reported restrictions on leaving home during their menstrual cycles (71% girls aged 15 – 18 years and 53% girls aged 11-14) 	<ul style="list-style-type: none"> • Arrange girls-only afternoon sessions with female teachers • Implement walking bus systems with female volunteers • Engage community and religious leaders to support girls' education • Establish or strengthen caregivers' advocacy networks
Learning Facility Infrastructure	<ul style="list-style-type: none"> • Lack of gender-segregated toilets and Menstrual Hygiene Management (MHM) spaces (available only in 50% of the 30 facilities observed) • Inadequate ventilation found in 23% of the classes observed during facility observation • Water leakage from roofs 	<ul style="list-style-type: none"> • Install temporary bamboo partitions for separate toilet blocks • Provide menstrual hygiene kits • Install battery-operated fans where feasible

Areas of improvement	Gaps	Recommendation
	<ul style="list-style-type: none"> • Seating on mats and floor reported by 61% caregivers of children aged 3-5 and 39% children aged 6-18 • Insufficient learning materials: Textbook unavailability was highlighted by 32% caregivers of children aged 3-5 years and 13% children aged 6-18 years. 3% of respondents across all age groups reported having no learning materials at all. • Visual learning aids available to just 11% of children aged 3-5 years and 24% of children aged 6-18 years • Education sector partners highlighted frequent incidents of theft and damage to solar panels 	<ul style="list-style-type: none"> • Ensure adequate ceiling heights and ventilation in the learning facilities. • For ventilation, remove materials that restrict airflow or darken classrooms • Transition from temporary bamboo to weather-resilient semi-permanent structures using approved models • Prioritize quick fixes for leakages • Source and use recycled materials for seating • Strengthen resource sharing between facilities • Train teachers to create visual aids using local materials • Reconsider solar panels due to frequent theft and damage incidents or inculcate community ownership through stakeholder consultations to minimise theft and damage to community assets meant for children
Classroom Teaching Environment	<ul style="list-style-type: none"> • Most Rohingya children aged 11–18 years reported receiving Burmese textbooks (81% for age 11-14 and 80% for age 15-18), while classroom instructions were reported to be mostly in Rohingya (91% for age 11-14 and 71% for age 15-18). Additionally, during the interviews, the implementing agencies, camp focal points and education sector partners highlighted that the Rohingya teaching volunteers are not proficient in Burmese language. • Over 85% of the children surveyed reported that they would prefer usage of hands-on activities for learning • Fear of teachers was reported by 47% of children aged 6-18 years and 56% caregivers of children aged 3-5 years • 41% of the children aged 6 to 18 years mentioned teachers' absence from class • During the interviews with teachers, they highlighted lack of adequate training 	<ul style="list-style-type: none"> • Implement code-switching techniques for teachers for bilingual instruction • Organize monthly peer observation cycles and strengthen supervision mechanisms • Provide training to teachers on positive behaviour management • Promote shared classroom ownership between teachers and learners for improvement in classroom environment • Building capacity for teachers to create visual aids using local materials • Strengthen social and emotional learning approaches within teacher training and classroom practice through training, supportive supervision, and feedback loop • Integrate extracurricular and co-curricular activities beyond formal curriculum

Areas of improvement	Gaps	Recommendation
		<ul style="list-style-type: none"> • Establish teachers' attendance monitoring systems • Introduce teacher performance review systems and tiered training frameworks (beginner, intermediate, advanced) • Establish structured career progression for teaching volunteers based on performance • Offer intensive language training for teaching volunteers • Consolidate teacher training packages across partners into standardized models
Community Awareness and Participation	<ul style="list-style-type: none"> • 50% of the children reported lack of information as the primary challenge when trying to access any education support programme • 13% mentioned the application or registration process for the support programmes to be complex and 12% reported the eligibility criteria to be too strict. • Disruption in children's education if current facilities closed: 29% caregivers reported that they are not likely to continue their children's education if the current education facilities are closed • Only 30% of caregivers reported being part of any community groups for education. Amongst those who were part of any community groups, only 34% attended group meetings regularly. • 69% of Rohingya caregivers surveyed had no formal education, limiting their ability to support children's learning • Education sector partners highlighted the need for a strengthened Community Feedback and Response Mechanism (CFRM). 	<ul style="list-style-type: none"> • Create visual information boards at community points • Deploy education focal points for door-to-door information sharing • Train community volunteers as emergency education facilitators • Rotate meeting locations for community group meetings • Establish community homework groups with literate volunteers • Strengthening the CFRM mechanism to include complete feedback cycles beyond feedback boxes could improve responsiveness. Regular review and action on feedback is recommended
Inclusion of Children with Disabilities Gaps	<ul style="list-style-type: none"> • 17 out of 31 CwD surveyed mentioned the provision of assistive devices would make learning easier for them • Only 13% of the 30 learning facilities observed in the camps had ramps or assistive devices, while only 3% had handrails at entry points. • 26 out of 31 CwD surveyed faced travel difficulties • 22 out of 31 CwD surveyed reported feeling uncomfortable seeking help • 30 out the 31 CwD surveyed highlighted the need for helpers in class • 22 out of the 31 CwD surveyed reported that teachers lack understanding of their needs 	<ul style="list-style-type: none"> • Partner with health facilities for targeted support • Construct ramps using local materials • Establish buddy systems in classrooms • Pilot home-based education services • Provide disability-inclusive training for teachers • Develop visual cue cards • Create individual learning plans for CwD

Areas of improvement	Gaps	Recommendation
		<ul style="list-style-type: none">• Organize sensitization workshops for teachers and children• Mobilise and create a pool of volunteers/ willing community members regardless of literacy to support CwD in range of tasks where they need assistance- mobility or studies• Utilize existing research from working groups on community engagement rather than duplicating efforts

1. Introduction and Overview

1.1 Background and Context

The Rohingya are an ethnic Muslim minority whose presence in the former Arakan Kingdom dates back centuries; prior to August 2017, most of an estimated one million Rohingya in Myanmar lived in Rakhine State.² Following the events of 25 August 2017, approximately 700,000 people fled to Bangladesh, adding to earlier arrivals from the 1990s when Bangladesh hosted 36,689 Rohingya, and contributing to the sizable refugee population now residing in Cox's Bazar.³ As of August 2025, Bangladesh hosts an estimated 1,156,001 Rohingya refugees organized into 2,40,590 families; 52% are female and 48% male, and children account for 52% of the total population.⁴

Socioeconomic and living conditions in the camps reflect sustained vulnerability. Multi-sector assessment describes low and irregular incomes and high reliance on assistance, with average reported monthly income below 5,000 BDT compared with average household expenditure of 7,480 BDT; among earners, only 35% significantly contribute to household income, and access to skills training is limited, with 15% trained and just over a third of those applying skills for income generation.⁵

The 2017 influx substantially increased demand for education services for both Rohingya refugees and host communities in Cox's Bazar, which already faced low education outcomes.⁶ In response, education actors expanded provision in the camps; as of June 2025, 3,05,836 Rohingya children were enrolled in 6,532 functional learning facilities.⁷

Education programs in Cox's Bazar are constrained by data-sharing restrictions that hinder research and evidence-based planning, while delivery is strained by overcrowded classrooms, language barriers, and a shortage of skilled teachers pressured further by funding shortfalls. A critical gap persists for older adolescents, especially girls, which limits their opportunities and longer-term support. Attendance patterns show marked gender and age-related disparities.⁸

2 Council on Foreign Relations (CFR). The Rohingya Crisis: <https://www.cfr.org/backgrounder/rohingya-crisis#chapter-title-0-8>

3 United Nations in Bangladesh. Seven years since the Rohingya refugee influx in Bangladesh, UNHCR reminds need for international solidarity: <https://bangladesh.un.org/en/251166-seven-years-rohingya-refugee-influx-bangladesh-unhcr-reminds-need-international-solidarity>

4 Joint Government of Bangladesh - Population breakdown as of August 2025: <https://data.unhcr.org/en/documents/details/118495>

5 Inter-sector needs assessment 2024: https://rohingyaresponse.org/wp-content/uploads/2025/04/BGD_CXB_ISNA-2024_Full_Report_Camps_Feb-2024.pdf

6 Education Cannot Wait. Multi-Year Resilience Programme (Bangladesh) 2022–2024: <https://www.educationcannotwait.org/resource-library/ecw-multi-year-resilience-programme-bangladesh-2022-2024>

7 Education | Rohingya Response – Dashboard: June 2025

8 <https://www.rescue.org/sites/default/files/2025-05/Annual%20Report%20Final%20Draft.pdf>

Among children aged 5–11, reported regular attendance is relatively high (82% for boys and 88% for girls), but participation declines among adolescents aged 12–18, with 46% of boys and 20% of girls regularly attending learning centers; CwD face additional environmental, communication, institutional, and attitudinal barriers to access.⁹

A core systemic constraint had been the absence of a harmonized, government-approved education framework for Rohingya children in Bangladesh. The decision to introduce the Myanmar Curriculum marked a change in policy direction, with the intent to provide a formal, standardized course of study, including at secondary level, aligned with learners' prior context and supporting future reintegration prospects; the pilot phase was launched in November 2021 after getting delayed by COVID 19-related disruptions.¹⁰ The classroom delivery of the Myanmar Curriculum began in December 2021. Since July 2023, the Myanmar Curriculum has fully replaced the Learning Competency Framework Approach (LCFA).¹¹

1.2 Overview of Education Needs Assessment

This ENA identifies the educational needs, aspirations, gaps, and access barriers faced by Rohingya children and adolescents in the camps, drawing on the perspectives of learners, caregivers, teachers, and the wider community. While initiatives such as the Myanmar Curriculum rollout, learning-center rationalization, and teacher development are underway, this assessment does not evaluate their performance. Instead, it examines how these and other contextual factors shape the community's perceived needs and priorities.

This approach is consistent with the INEE Minimum Standards, the Global Education Cluster Toolkit, and feedback from the education sector and ENA task team, all of which emphasize that ENAs in humanitarian settings are diagnostic and inclusive exercises designed to inform equitable, learner-specific responses. This ENA is further structured in alignment with the six-phase process recommended by INEE for education assessments in refugee contexts. These phases are: (1) coordination and planning; (2) contextual analysis; (3) assessment framework design; (4) data collection; (5) data analysis and validation; and (6) reporting and dissemination. This phased structure ensures that the ENA adheres to international standards and incorporates participatory, inclusive, and evidence-driven processes.

1.3 Objectives of the Education Needs Assessment

The ENA is part of the Humanitarian Programme Cycle that will provide a reliable evidence base to education sector and inform policy, programming, and advocacy efforts by UNICEF and the Education Sector; the ENA aims to:

9 BGD/CXB J-MSNA 2023 Factsheets – Camps (Feb 2024): https://rohingyaresponse.org/wp-content/uploads/2024/04/BGD_CXB_J-MSNA-2023_Factsheets_Camps_Feb-2024.pdf

10 UNICEF. Education milestone for Rohingya refugee children as Myanmar Curriculum pilot approved: <https://www.unicef.org/press-releases/unicef-education-milestone-rohingya-refugee-children-myanmar-curriculum-pilot>

11 <https://gage.odi.org/wp-content/uploads/2024/05/Bangladesh-Education-Midline-2024-WEB33.pdf>



Inform the 2026 Joint Response Plan (JRP) and sector-wide strategic planning



Support the design of new project proposals and programmatic interventions



Establish baseline values for critical education indicators

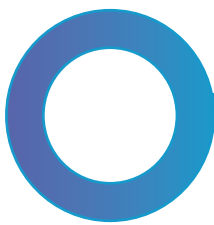


Highlight current successes and identify operational challenges



Facilitate policy dialogue and evidence-based planning

Key Objectives of the ENA:



1

Assess the extent of equitable access to education, with special emphasis on adolescent and children with disabilities

2

Evaluate the delivery and relevance of the Curriculum and its effectiveness in supporting learning

3

Understand perceptions and experiences of stakeholders, including caregivers, learners, teachers, and education authorities



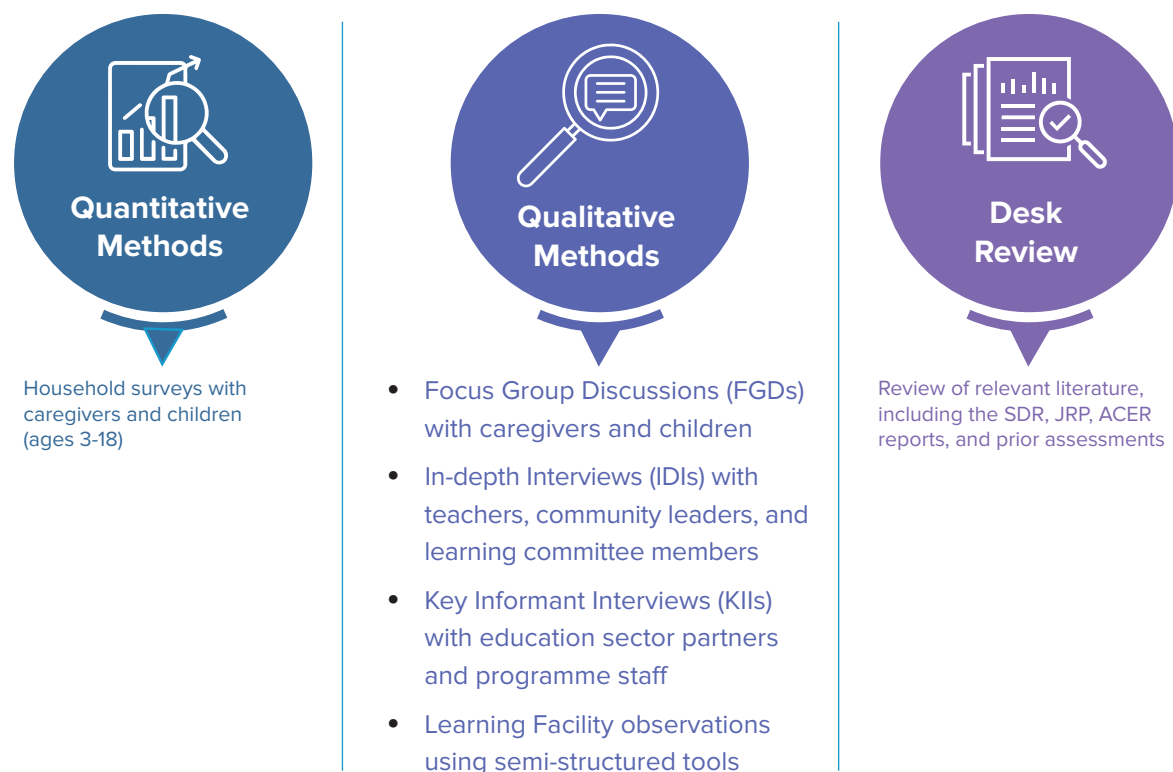
2. Methodology

2.1 Methodological Approach

A robust and context-sensitive methodology is at the core of the ENA 2025. Given the complexity of the educational ecosystem in Cox's Bazar—which spans both refugee and host populations, formal and non-formal education providers, multiple implementing partners, and diverse community structures—a mixed-methods approach was adopted. This approach ensured comprehensive coverage of quantitative indicators and qualitative insights, while maintaining methodological rigor, stakeholder inclusiveness, and feasibility in a humanitarian setting.

The mixed-method design integrated both quantitative and qualitative data collection techniques, supplemented by secondary data review. This approach allows for triangulation and deeper contextual understanding.

Figure 1: Methodological Approach



2.2 Sampling

The detailed sampling framework was designed to ensure that the ENA captures representative and reliable data from both Rohingya refugees and host communities in Cox's Bazar.

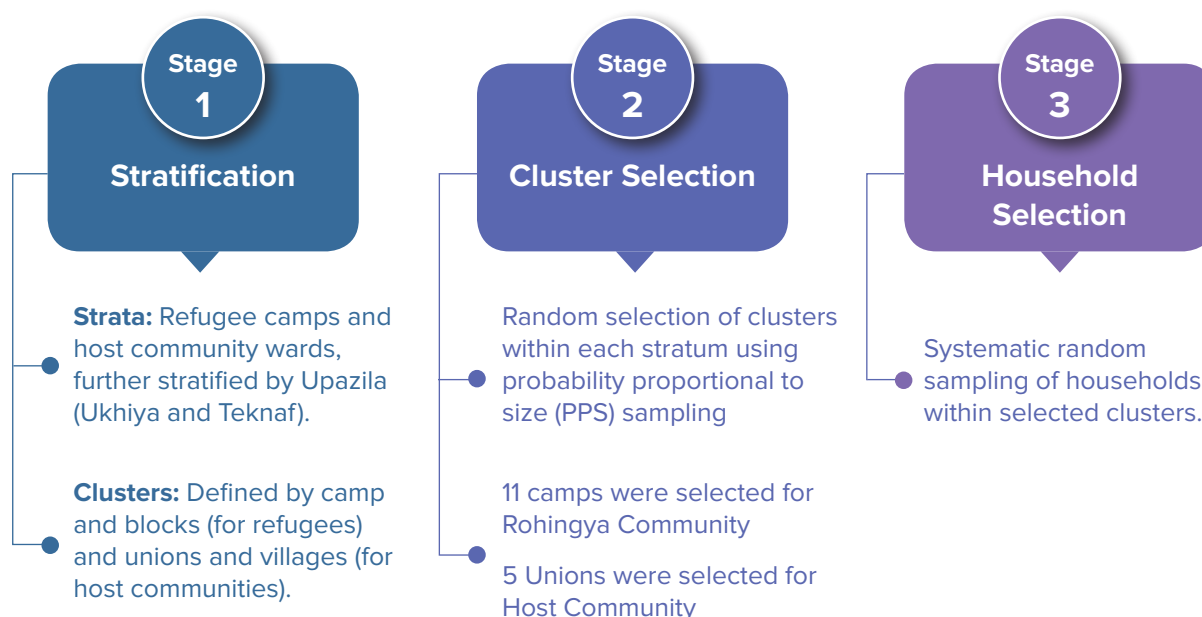
2.2.1 Target Population

- **Rohingya Refugees:** Children aged 3–18 years residing in the 33 camps of Ukhiya and Teknaf Upazilas
- **Host Communities:** Children aged 3–18 years in adjacent wards of Ukhiya and Teknaf Upazilas—5 unions were selected

2.2.2 Sampling Design

A multi-stage stratified cluster sampling approach was employed:

Figure 2: Sampling Design



Sample Size Determination

The sample size was calculated using Cochran's formula for a 95% confidence level and a 5% (for camps and 8% for host community) margin of error, adjusted for the design effect due to cluster sampling.

Table 1: Sample Size Determination

Cochran's Formula	Calculating n_0
$n_0 = (Z^2 \times p \times (1 - p)) / e^2$	$n_0 = (1.96^2 \times 0.5 \times 0.5) / 0.05^2 = 384.16$
Where:	Adjusting for design effect (DEFF):
n_0 = initial sample size	$n = n_0 \times \text{DEFF}$
Z = Z-score (1.96 for 95% confidence)	Assuming a design effect of 2:
p = estimated proportion of the attribute present in the population (0.5 used for maximum variability)	$n = 384.16 \times 2 = 768.32$
e = desired level of precision (0.05)	

Rounding up, the sample size is approximately 770. To ensure adequate representation and account for potential non-responses, the sample sizes have been set as follows:

Rohingya Camps: 1000 children

Host Communities: 160 children

Sample Allocation by Age Group

The sample was evenly distributed across four age groups.

Table 2: Sample Distribution Across Age Groups (Target)

Age Group (in Years)	Rohingya Community	Host Community
3–5	250	40
6–10	250	40
11–14	250	40
15–18	250	40
Total	1000	160

2.2.3 Participant Selection within Households and Learning Facilities

In households with multiple eligible children for the household survey, one child was randomly selected using a random number table.

For children aged 6 to 18, both the child and their primary caregiver were interviewed separately. For children aged 3–5, only caregiver responses were recorded.

The sample distribution for the qualitative component also followed the same distribution and was conducted across the same camps and unions across Ukhiya and Teknaf.

FGDs for children were conducted in the learning facilities in the selected camps and unions, with the following process being followed:

- A list of enrolled students was obtained from the teacher for the age group under consideration for that learning facility
- Students were stratified by age and gender
- Within each stratum, students were assigned random numbers, and selections were made using random number generation to ensure unbiased representation

2.2.4 Sample Achievement

The total sample achievement across the different components of the data collection is in the table below:

Table 3: Sample Achievement—Quantitative Survey

Community	3 to 5 Years			6 to 10 Years			11 to 14 Years			15 to 18 Years		
	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy	Total	Girl	Boy
Rohingya	265	135	130	274	132	142	288	138	150	255	110	145
Host	66	28	38	42	23	19	73	35	38	54	33	21
Total	331	163	168	316	155	161	361	173	188	309	143	166

Table 4: Sample Achievement—Qualitative Discussions

Activity	Rohingya	Host	Total
FGD with Children (Activity-based)	18	5	23
FGD with Caregivers	6	4	10
KII with Teachers	9	7	16
KII with Community Leaders	14	2	16
KII with Community-based groups (SMC, CESG)	12	4	16
KII with Education Sector Partners and Camp Focal Points	12		12

The FGDs (activity based) with children included 199 children (93 boys and 106 girls) covered in 23 groups. Of these, 18 FGDs were conducted in the camps comprising 154 children (76 boys and 78 girls). The sample distribution with camp-wise and gender-wise distribution is attached in the Annexure.

2.3 Data Collection Processes

Effective and ethical data collection is critical to the success of the ENA. The ENA was implemented in a complex operational environment that demands rigor, flexibility, and cultural competence. The data collection involved the following processes:

Figure 3: Data Collection Process

A description of each of these processes is detailed in the Annexure.

2.4. Data Analysis

Both quantitative and qualitative approaches were used to understand education access, inclusion, and quality among Rohingya and host-community children aged 3–18 years.

For the quantitative component, the data was compiled and analysed using descriptive statistics. Key findings were presented as frequency tables, disaggregated by age and gender wherever possible. The qualitative component involved thematic and content analysis of interviews and FGDs. These insights were used to explain the quantitative trends and highlight barriers and coping strategies related to access, inclusion, and quality.



3. Profile of Households with Children 3–18 Years

The survey covered 1,317 households with children aged 3–18 years, including 1,081 Rohingya and 236 host households. Key findings included high caregiver illiteracy (Rohingya 69%, host 27%), household vulnerabilities such as disabilities (Rohingya 18%, host 7%) and child labor (Rohingya 15%, host 9%), reliance on daily labor and humanitarian assistance, and most households earning under 10,000 BDT per month (Rohingya 77%, host 39%).

Table 5 Socio-Demographic, Vulnerability, and Economic Profile of Surveyed Households

Section	Indicator	Rohingya	Host Community
Base	–	1081	236
Primary Caregiver who was surveyed	Mother (%)	55	69
	Father (%)	28	14
	Other Guardian (%)	17	17
	No Formal Education (%)	69	27
	Primary Education (%)	25	42
	Secondary and Above (%)	6	31
	Primary Language at Home (%)	Rohingya (96%)	Bangla (87%)
	Mean Age	37 years	35 years
Household Composition	Average Household Size	6	5
	Adults per Household	3	2 to 3
	Children per Household	3	2 to 3
	Length of Residence >2 Years (%)	95	97
Vulnerabilities	Households with Members with Disability (%)	18	8
	Children with Disability (%)	4	0.4
	Households Reporting Child Labor (%)	15	9
Economic Profile	Main Income—Daily Labor (%)	41	46
	Humanitarian Assistance (%)	23	0
	Petty Trade (%)	9	20
	Volunteer Work (%)	5	2
	Agriculture (%)	1	14
	Private Job (%)	3	7
	Other (%)	4	11
	Households with No Income (%)	14	1
	Monthly Income <5,000 BDT (%)	36	11
	Monthly Income 5,001–10,000 BDT (%)	41	31
	Monthly Income >10,001 (%)	14	58
	Not Disclosed (%)	9	0

4. Enrollment, Attendance, Access, and Barriers to Education

This chapter analyses education access for Rohingya children aged 3–18 in Cox's Bazar camps, examining enrollment patterns, attendance rates, and barriers to education. Findings are based on household survey data from 1,081 Rohingya households covering 3,347 children.

4.1 Enrollment and Attendance Patterns

4.1.1 Current School-going Status in the Community

“Currently going to school” refers to children who are enrolled and attending any learning facility at the time of the survey, while “Currently not going to school” includes both children who “Dropped Out” (previously attended but left) and those who “Never Enrolled” (have never attended any educational institution in their lifetime).

Table 6: School-going Status and Out-of-school Patterns among Children Aged 3–18 Years by Age and Gender

Category	Sub-category	Sample Size (n)	Currently Going to School (%)	Currently Not Going to School	
				Dropped Out (%)	Never Enrolled (%)
Overall	All children (3–18 yrs)	3,347	66	11	23
By Age Group	3–5 years	721	56	5	39
	6–10 years	829	72	9	19
	11–14 years	999	71	10	19
	15–18 years	798	63	17	20
By Gender	Girls	1,632	65	12	23
	Boys	1,715	67	9	24
By Age and Gender	3–5 Girls	352	55	6	39
	3–5 Boys	369	56	4	40
	6–10 Girls	402	74	9	17
	6–10 Boys	427	70	9	21
	11–14 Girls	493	72	12	16
	11–14 Boys	506	70	9	21
	15–18 Girls	385	55	20	25
	15–18 Boys	413	70	15	15

- Among the 1,081 Rohingya households surveyed, 86% had at least one child aged 3–18 years enrolled in a learning facility, while 14% had children in this age group but none were going to school.
- Among the 3,347 Rohingya children aged 3–18 years in 1081 Rohingya households, two-thirds (66%) of children were currently going to learning facilities, 34% were not, while 23% had never enrolled in any learning facility, and 11% had dropped out. Most out-of-school children had never enrolled

rather than having dropped out. The percentage of children who had never gone to school was the highest among ages 3–5 (39%), while dropping out from school was highest among ages 15–18 (17%), followed by ages 11–14 (10%) and 6–10 (9%).

The number of out-of-school children is anticipated to have risen due to a funding crisis that closed many donor-supported learning centers, affecting thousands of children and creating uncertainty about their educational future.¹²

- Overall, 65% girls and 67% boys aged 3–18 years were reported to be going to learning facilities during the time of the survey. Among children aged 3–5 years, the gender proportions were nearly identical with 55% of girls and 56% of boys attending learning facilities. For ages 6–10, girls showed better participation at 74% compared to 70% for boys. Among ages 11–14, girls still had slightly higher participation (72% versus 70%), but dropout rates were also higher for girls (12%) compared to boys (9%). For ages 15–18, only 55% of girls were currently going to school compared to 70% of boys. Girls in this age group also had higher dropout rates (20% versus 15% for boys) and higher rates of never having attended any learning facility (25% versus 15% for boys). The pattern highlighted that while gender differences were minimal in early years, a significant gap emerged during adolescence.

Caregivers of dropout children and teachers reported a consistent set of reasons for dropout: economic pressure leading boys into paid work around ages 13–14 years, family decisions for children to pursue religious education and negative peer influence in camps. Girls' dropouts were linked to cultural restrictions after puberty and early marriage. Other triggers that pushed already-vulnerable children out of education were environmental barriers (extreme heat, flooding), lack of proper clothing or uniform that caused shame, and some children having to travel longer distances to the learning facilities.

4.1.2 Type of Learning Facility

Table 7: Type of Learning Facility

	Rohingya	Girl	Boy	3–5	6–10	11–14	15–18
Learning Center (LC)	55	53	56	64	50	56	52
Community Based Learning Facility (CBLF)	8	10	6	7	9	5	11
Cross Sectoral Shared Learning Facility (CSSLF)	1	1	1	0	1	1	1
Private School	5	5	6	1	5	6	9
Only Religious Institute	14	14	15	11	18	13	14
Religious Institute with LC/CBLF/CSSLF/ Private	13	13	13	16	13	14	10
Others	3	4	3	0	3	5	3

Among 2,209 Rohingya children attending learning facilities, 55% were in formal Learning Centers and 27% in religious institutes either alone (14%) or combined with formal learning (13%). Younger children

¹² In January 2025, a new US executive order instructed USAID to abruptly halt all contracts and grants in Bangladesh, suspending over 100 development projects totalling approximately \$550 million. This resulted in the swift shutdown of programs in education, health, water, and disaster relief. Most affected agencies and NGOs received sudden termination notices and were told to minimize costs while halting activities. By March 2025, 80% of US-funded development programs in Bangladesh had ceased operations, leading to mass closures of NGO-run learning centers for Rohingya children. The US had been the leading donor for Rohingya support, making these closures particularly disruptive. The termination included a wide range of development, humanitarian, and emergency education programs, leaving organizations unable to continue services.

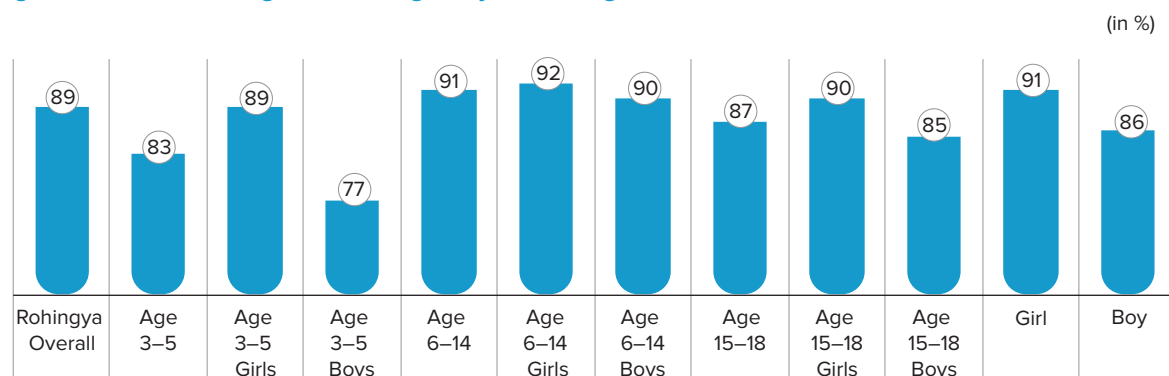
([More here.](#))

(3–5) mostly attended Learning Centers, while older adolescents (15–18) chose more diverse options. Boys and girls attended similar facilities, with slightly more boys in Learning Centers and more girls in Community Based Learning Facilities.

4.1.3 Regular Attendance Patterns among Children Aged 3–18 going to Learning Facilities

Regular attendance was defined as the percentage of children going to learning facilities who attended classes regularly (attended at least 80% of the learning facility opening days in the past two weeks).

Figure 4: % Children Aged 3–18 Regularly Attending Classes



Base = 2209 Rohingya children aged 3–18 years enrolled in Learning Facilities; based on children roster data; Regular attendance refers to attending learning facilities on at least 80% of the days they are open

Among Rohingya children going to learning facilities, 89% attended the classes regularly. Regular attendance was lowest among ages 3–5 at 83%, highest among ages 6–14 at 91%, and 87% for ages 15–18. More girls demonstrated regular attendance than boys overall (91% versus 86%). The gender gap was particularly pronounced among children aged 3–5 years, where 89% of girls attended regularly compared to only 77% of boys. For ages 6–14, both girls and boys maintained high regular attendance rates at 92% and 90% respectively. Among ages 15–18, girls continued to attend more regularly than boys, with 90% of girls maintaining regular attendance compared to 85% of boys.

4.2 Educational Access Barriers and Learning Environment Conditions in Rohingya Camps

Children in Rohingya camps faced multiple barriers to accessing and continuing education. These findings are based on household surveys with caregivers of children aged 3–5 years, children aged 6–18 years, facility observations, and qualitative discussions with children, caregivers, and teachers.

Table 8: Attendance Barriers for School-Going Children Aged 6–18 Years in Rohingya Camps (in %)

Barrier Statement (in %)	6–18 years	Girls	Boys	6–10 years	11–14 years	15–18 years
Cultural and Social Restrictions						
Religious/Cultural Ceremonies keep me Home	56	58	55	57	57	54
Not Allowed to Travel Certain Hours/Events	48	49	47	43	49	57
Girls Shouldn't Go Out Alone (Community Norm)	60	60	–	61	56	68

Barrier Statement (in %)	6–18 years	Girls	Boys	6–10 years	11–14 years	15–18 years
Not Allowed when Menstruating*		46	–	34	53	71
Learning Environment Issues						
Don't Understand What is Taught	45	50	41	42	45	53
Don't Enjoy the Classes	43	46	40	39	44	47
Friends Don't Attend Classes	43	48	40	42	41	49
Teachers Don't Come to Class	41	45	37	36	41	48
Physical Access						
Need an Adult to Take Me	38	39	38	37	38	41
School is Far from Home	35	35	35	32	34	45

* Only asked to girls

N = 630—children aged 6 to 18 currently enrolled in learning facilities in the Rohingya camps

A. Cultural Barriers Affecting Girls: Among the girls surveyed aged 6–18 years, 60% agreed that community norms discouraged girls from being outdoors alone, while 56% were expected to be at home for cultural and religious ceremonies. Menstruation contributed further to the disruption to their education, with almost half of the girls (46%) reporting restrictions on leaving home during their menstrual cycles. Further, facility observations revealed that only 30% of the observed facilities had private spaces for menstrual hygiene management and just 2 facilities provided sanitary pads.

Girls also highlighted the absence of female teachers and mentioned that they need girls-only spaces or clubs and centers closer to their houses to reduce travel risks.

B. Safety Issues Encountered During the Commute: Safety concerns during the commute to learning facilities were reported by 7% of caregivers of children aged 3–5 and 6% of children aged 6–18. Among children aged 6–18 years, more girls (8%) reported feeling unsafe compared to boys (5%) – higher in girls aged 15–18 years (23%) as compared to boys aged 15–18 years (8%). The primary safety concerns identified by children aged 6–18 were fights among children (33%) and harassment or teasing by strangers (30%). Gender differences were particularly notable in reporting experiences of harassment as the reason for feeling unsafe, with 40% of girls reporting it as compared to 22% of boys. Additional safety issues included slippery and muddy pathways (26%) and inadequate lighting along routes to learning facilities (12%).

During the discussions, girls and caregivers also consistently described harassment on routes, fear of kidnapping in certain areas, and rainy-season flooding that submerges bridges and paths, while teachers also mentioned children slipping on muddy slopes. While many families live within a 4–5 minutes walking distance of learning facilities, they reported that terrain, rainfall, and peripheral block locations often turn short commutes into unsafe or impassable journeys. Some boys aged 6–10 also described the journey as difficult for these reasons.

C. Learning Facility Infrastructure and Safety Provisions: The safety features and infrastructure gaps in learning facilities in Rohingya camps reported by caregivers of children aged 3–5 years and children aged 6–18 years revealed significant gaps that compromise children's learning environments.

- **Sanitation Facilities:** Gender-separated toilets were reported by 62% of caregivers of children aged 3–5 years and 63% of children aged 6–18 years. However, among those who reported the presence of these toilets, 12% reported that they were not fully operational.
- **Classroom Ventilation:** There were reports during separate discussions with caregivers and

children of classrooms becoming unbearable in hot seasons due to the absence of fans and poor ventilation.

- **Accessibility Infrastructure:** Access for CwD remained severely limited, with only 21% of children aged 6–18 years reporting the presence of ramps or handrails for wheelchairs and mobility aids.
- **Security Measures:** Security personnel or volunteers at entrances were reported by 39% of caregivers (3–5 years) and 50% of children (6–18 years). Boundary walls or fencing were more prevalent, reported by 74% of both caregivers of younger children and children aged 6–18 years. Functional pathway lighting was available according to 67% of caregivers (3–5 years) and 73% of children (6–18 years).
- **Emergency Preparedness:** First aid boxes were reported by 47% of caregivers of children aged 3–5 years, with better availability for older age groups as 64% of children aged 6–18 years confirmed their presence.

Observations in learning facilities revealed 33% had documented emergency exit plans, 67% maintained emergency contact lists, and 60% had visible first-aid kits.

- **Water and Nutrition:** Basic provisions showed relatively better coverage. Functional drinking water arrangements were reported by 87% of caregivers of 3–5 years children and 83% of children between 6–18 years. Food provision through snacks or meals was reported by 83% of caregivers of younger children and 81% of children aged 6–18 years.
- **Personal Safety Concerns:** A notable minority experienced safety concerns within learning facilities. Among younger children (3–5 years), 26% of caregivers reported their child felt unsafe at times, while 21% of older children (6–18 years) reported feeling unsafe sometimes or often. Primary reasons included teacher neglect (62% for 3–5 years, 22% for 6–18 years), peer bullying (35% for 3–5, 31% for 6–18), insufficient lighting (38% for ages 6–18), and broken washroom doors (32% for ages 6–18, with higher rates among girls at 42% compared to boys at 27%).
- **Classroom Seating Arrangement:** For younger children (3–5 years), caregivers reported that 39% sat on chairs/benches, 46% on mats, and 15% on the floor. Children aged 6–18 years experienced better seating infrastructure, with 59% using chairs/benches, 29% on mats, and 10% on the floor. Age-related improvements were evident where chair/bench availability increased from 45% for ages 6–10 to 67% for ages 11–14 and 73% for ages 15–18. Correspondingly, mat usage decreased with age, from 40% among 6–10-year-olds to 12% among 15–18-year-olds.
- **Classroom Learning Material:**

Table 9: Learning Material Availability at Learning Centers by Age Group (in %)

Learning Material	Age 3–5	Age 6–18	Girl	Boy	Age 6–10	Age 11–14	Age 15–18
Textbooks	68	87	84	90	81	92	92
Workbooks or Exercise Books	45	47	38	53	41	45	61
Notebooks	46	70	68	71	67	76	65
Pens, Pencils, and Erasers	76	83	80	85	78	88	80
Visual Aids (Charts, Flashcards)	11	24	23	26	25	27	19
Storybooks	15	30	26	32	29	26	38
None of the Above	3	3	4	3	5	2	1

Basic learning materials showed reasonable availability across age groups, though gaps remained evident. Textbooks were available to 68% of younger children (3–5 years) and 87% of older students

(6–18 years), with availability increasing with age. Writing supplies (pens, pencils, erasers) were the most consistently available materials, reported by 76% of caregivers for younger children (3–5 years) and 83% of older children (6–18 years). However, supplementary learning resources remained limited. Workbooks were available to only 45% of younger children and 47% of older children, with notable improvement for ages 15–18 (61%). Visual aids such as charts and flashcards were particularly scarce, available to just 11% of younger children and 24% of older children. Storybooks were accessible to only 15% of younger children and 30% of older children. Gender disparities in material access were evident among older children (6–18 years), with boys reporting better access to workbooks (53% against 38% for girls) and marginally better access to textbooks (90% against 84%).

Approximately 3% of respondents across all age groups reported having no learning materials at all, indicating complete resource deprivation for a small but significant minority.

These findings reveal that while essential provisions such as drinking water, food, learning materials, and basic security infrastructure have substantial coverage across learning facilities, significant gaps persist in ensuring universal access to education. Critical deficiencies remain particularly acute in accessibility infrastructure for CwD, visual learning aids, and functional sanitation facilities. This underscores the need for comprehensive interventions to bridge the gap between current provision levels and the universal coverage required to guarantee equitable educational access for all children in the Rohingya camps.



5. Curriculum, Teaching, and Learning

This chapter provides an analysis of the educational experience of Rohingya children based on quantitative survey findings from 630 children 6 to 18 years, examining aspects of the educational experience such as feedback on the curriculum, teaching methods, and learning experience. Responses from the caregivers/parents (N=100) are analysed for younger children aged 3 to 5 years.

5.1 Awareness of Curriculum

A high level of awareness among children (11 to 18 years) was noted, with 89% children being aware of the curriculum they are pursuing. A notable difference emerged by gender; boys report higher curriculum awareness at 92% compared to girls at 85%. Similar awareness levels (90%) existed among caregivers of children 3 to 5 years.

Other curricula included Madrasa Curriculum (6%), Pearsons Edexcel curriculum (6%), Alternative Learning Programme (2%), and technical vocational curriculum (2%).

Table 10: Type of Curriculum Followed in Learning Facilities (in %)

In %	3–5 years	Father	Mother	11–18 Years	Girl	Boy
Base	90	51	39	336	119	217
Myanmar Curriculum	89	90	87	81	82	80
Others	8	4	13	17	17	17
Don't Know	3	6	0	2	1	3

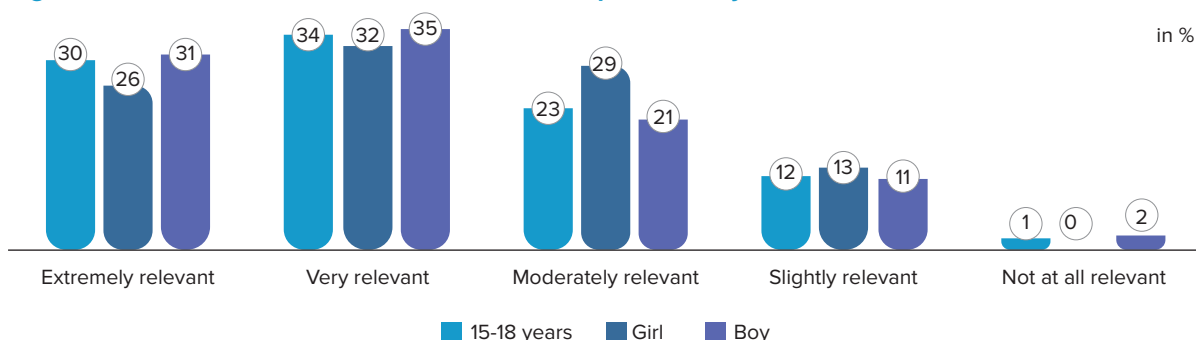
5.2 Relevance of the Curriculum (15–18 Years)

Among the 137 children aged 15–18 years attending learning facilities who provided feedback on curriculum relevance, curriculum perception was assessed across three dimensions: relevance to daily life, relevance to future goals, and difficulty level.

5.2.1 Relevance to Daily Life

While nearly two-thirds (64%) of respondents perceived curriculum to be very or extremely relevant, 23% perceived it to be moderately relevant while 13% opined it to be less relevant.

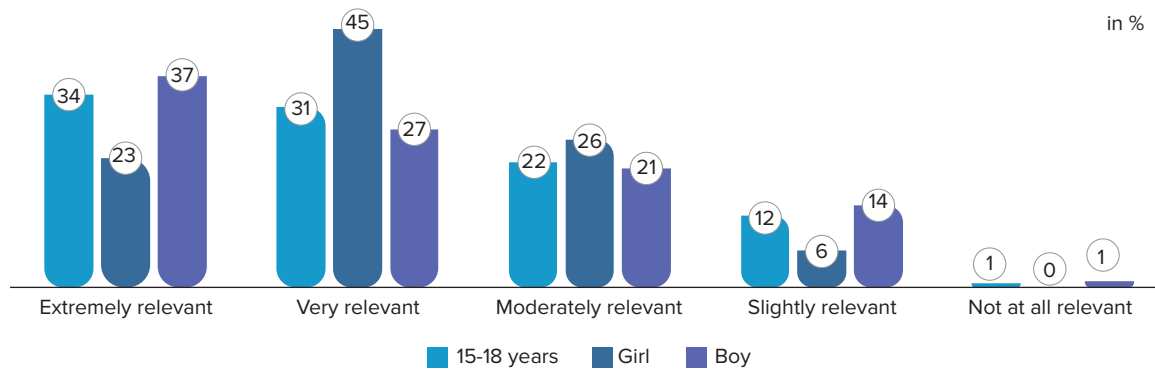
Figure 5: Relevance of the Current Curriculum Topics to Daily Life



Base: 137 Children Aged 15–18 years; Girl—31; Boy—106

5.2.2 Relevance to Future Goals

Figure 6: Relevance of the Current Curriculum Topics to Future Goals

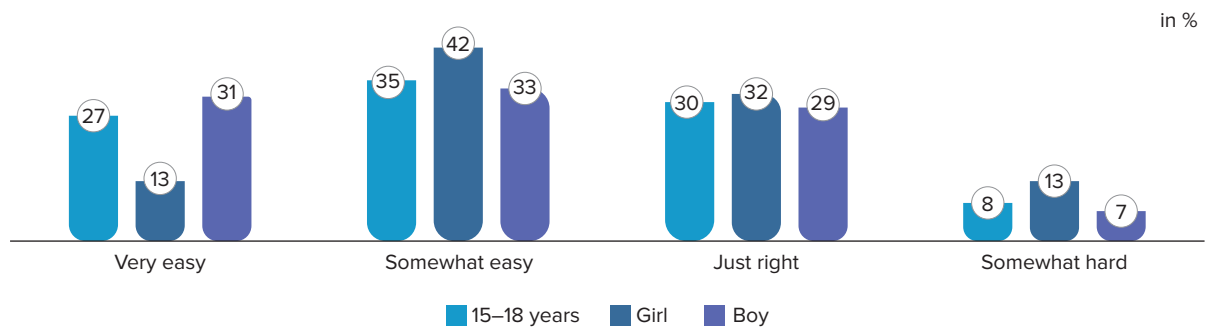


Base: 137 Children Aged 15–18 years; Girl—31; Boy—106

Children expressed mixed views about the curriculum's connection to their future goals. While 65% rated the curriculum high on relevance to their future goals, slightly more than one-third (35%) opine that the curriculum is less relevant.

5.2.3 Difficulty Level of the Curriculum

Figure 7: Difficulty Level of the Curriculum



Base: 137 Children Aged 15–18 years; Girl—31; Boy—106

A majority of children aged 15–18 years (62%) found the curriculum either very easy (27%) or somewhat easy (35%), while 30% found it just right for them. Only 8% experienced it as somewhat hard.

With regards to Myanmar curriculum (N=99 students who mentioned studying Myanmar curriculum), one-third (33%) rated it as just right while slightly over half rated it easy or very easy (57%) and 9% found it somewhat difficult.

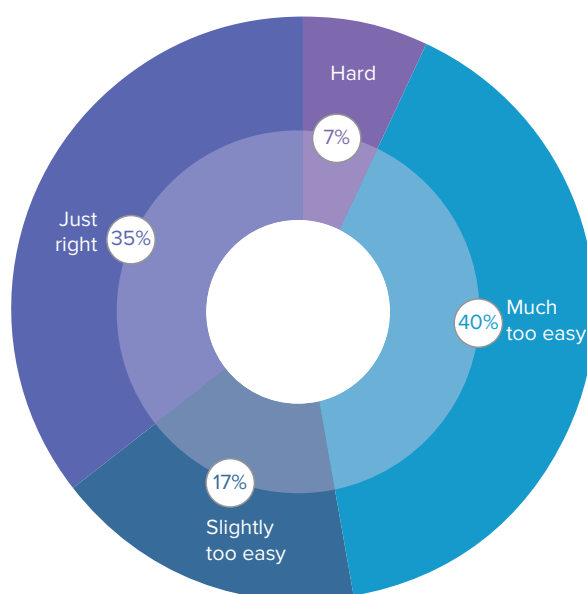
Teachers explained that the shortage of visual aids, science apparatus, and reference books pushes lessons toward being theoryheavy and lecturebased, which students then perceive as shallow. Teachers asked for subjectspecific materials and more advanced training to strengthen hands on learning.

5.3 Perception of Curriculum for Early Learners (3–5 Years)

For children aged 3–5 years, caregivers' perception provides insights into curriculum appropriateness primarily driven by their views on school readiness preparation and curriculum difficulty level.

5.3.1 Curriculum Difficulty Level

Figure 8: Difficulty Level of the Curriculum



Base = 100 Caregivers of Children Aged 3–5 years; Girl—55; Boy—45

About one-third (35%) opined that the curriculum difficulty level was appropriate or just right, while a majority (57%) of caregivers believe that the curriculum is too easy for their children's age and ability level, while only 7% found it challenging / too hard. Among the 80 caregivers who reported their child to be studying the Myanmar Curriculum, 62% found the curriculum to be easy while 5% found it to be hard.

Additionally, caregivers expressed concerns about the readiness of their young children for grade progression. Importantly, a majority (62%) felt that either their children needed much more preparation (46%) or are not ready at all (16%) for the next grade.

5.4 Language Use and Preferences

5.4.1 Language Use

Textbooks across age groups were predominantly in Burmese, in line with the Myanmar Curriculum. For children aged 3–5 years, caregivers reported that 74% of textbooks were in Burmese and 26% in English. Among children aged 11–14 years, 81% of textbooks were in Burmese, while 19% were in English. For older children aged 15–18 years, 80% of textbooks were in Burmese and 20% in English.

Teachers most often used Rohingya to explain lessons for classroom instructions— 87% for children aged 3–5 years (as reported by caregivers), 91% for those aged 11–14 years, and 71% for those aged 15–18 years.

Table 11: Comparison of Current Language use in Textbooks and Teaching versus Community Language Preferences (in %)

Category (%)	Burmese	Rohingya	English	Mixed / Other
Ages 3–5				
Textbooks	74%	NA	26%	0%
Teachers' Instruction	10%	87%	3%	0%
Caregivers' Preference	7%	72%	8%	13%
Ages 11–14				
a. Textbooks	81%	NA	19%	0%
b. Teachers' Instruction**	22%	91%	18%	–
c. Students' Preference	5%	65%	4%	27%
Ages 15–18				
a. Textbooks	80%	NA	20%	0%
b. Teachers' Instruction**	43%	71%	39%	–
c. Students' Preference	4%	41%	7%	48%

Base = 100 Caregivers of Children Aged 3–5 years going to Learning Centers, 377 Children Aged 11–18 years going to Learning Centers

5.4.2 Language Preferences

Across all age groups, Rohingya was the most consistently preferred language of instruction. By contrast, among adolescents aged 15–18 years, preferences shifted, with nearly half (48%) expressing stronger interest in mixed language approaches, though 41% still preferred Rohingya. Burmese was the least preferred language across all groups, while English was highlighted by caregivers as important for future opportunities.

Disaggregated findings show that caregivers of children aged 3–5 years preferred Rohingya (72%), followed by mixed languages (13%), English (8%), and Burmese (7%). Among children aged 6–10 years, 71% preferred Rohingya, while 19% favoured mixed language instruction, with only small shares choosing English (6%) or Burmese (4%). For children aged 11–14 years, Rohingya remained dominant (65%), though 27% preferred mixed languages. By ages 15–18, preferences shifted more sharply: 48% favoured mixed language instruction, 41% Rohingya, 7% English, and 4% Burmese.

Gender differences were also evident among children aged 11–18 years. Girls demonstrated a stronger preference for Rohingya (64% compared to 51% of boys), while boys were more likely to favour mixed language instruction (40% compared to 25% of girls).

Table 12: Preferred Language of Instruction by Age of Children (in %)

Preferred Language	Caregivers of Children 3–5 years	Children Aged 6–10 years	Children Aged 11–14 years	Children Aged 15–18 years
Rohingya	72	71	65	41
Burmese	7	4	5	4
English	8	6	4	7
Mixed languages	13	19	27	48

Base = 100 Caregivers of Children Aged 3–5 years going to Learning Centers, 630 Children Aged 6–18 years going to Learning Centers

5.4.3 Reasons for Language Preferences

Table 13: Reasons for Language Preferences (in %)

Reasons	3–5 years	Girl	Boy	11–18 years	11–14 years	15–18 years
Base:	100	55	45	337	240	137
Better Understanding	83	84	82	77	80	72
It is the Language used at Home	56	55	58	69	70	69
Prepares for Further Education	18	20	16	40	33	52
It is Respected in the Community	11	13	9	17	12	26
Other	0	0	0	1	1	0

The primary reason behind indicated chosen preference for instruction language was better comprehension. 8 in 10 caregivers and students alike state this. This was followed by another reason cited by over half of the students and caregivers that this is the language used at home. Interestingly, significantly higher proportion of children 15 to 18 years (52%) chose the language as they believe that that will prepare them for further education.

Among caregivers of 3 to 5 years children preferring Rohingya (n=72) for their children, comprehension was the primary reason (83%), followed by its consistency with their home language (53%), with minimal emphasis on future education (10%) or community respect (7%).

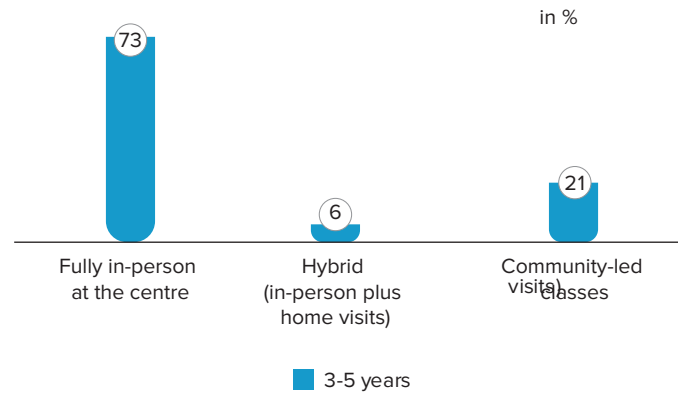
Children aged 6 to 18 preferring Rohingya (n=392) reported their understanding (85%) and this being the home language (72%), with limited consideration for future education (27%) or community respect (6%) as the reason for their preference. Those preferring English (n=33) mentioned future education preparation as the dominant reason (73%), mixed language preference reflected a balance, with understanding (76%) and home use (66%) as primary drivers.

5.5 Learning Modality Preferences

Caregivers were further enquired about their preferences for learning arrangements and educational priorities for children aged 3–5 years.

5.5.1 Preferred Learning Arrangements

Figure 9: Preference of Learning Arrangement (in %)



Base: 100 caregivers of children aged 3-5 years; Girl—55; Boy—45

Caregivers showed a strong preference for traditional in-person learning, with 73% selecting fully in-person learning at the learning facility as the most preferred arrangement for their child. Importantly, community-led classes were also preferred by nearly one-fifth of caregivers (21%), while the hybrid model combining in-person instruction with home visits was least preferred with only 6% caregivers preferring this.

The caregivers' learning arrangement preferences are driven by safety at 58% followed closely by quality of instruction at 53%. Less expensive (20%) and flexibility (15%) were other reasons cited.

5.2.2 Importance of Religious Education

Religious education emerged as a central priority for caregivers of children aged 3 to 5 years. 83% caregivers believed that religious teachings should be the focus of their child's education. Another 12% considered it important but felt it should be included alongside other subjects, while only 5% viewed it as somewhat important with some inclusion being acceptable. No respondents considered religious education unimportant.

Gender differences were notable in the intensity of this preference. Male caregivers showed stronger emphasis on religious education as the main focus (89%) compared to female caregivers (75%). Conversely, female caregivers demonstrated greater support for a balanced approach, with 23% preferring religious teachings to be included with other subjects compared to only 4% of male caregivers.

5.6 Teachers' Capacity and Preparedness

Among the 630 children aged 6–18 years attending learning facilities, perceptions of teachers' capacity and engagement were assessed across multiple dimensions.

Table 14: Perception about Teachers' Capacity and Preparedness

In %	3–5 years	Girl	Boy	6–18 years	6–10 years	11–14 years	15–18 years	Girl	Boy
Base	100	55	45	630	253	240	137	266	364
Teachers Pay Attention When Asked for Any Help	98	96	100	97	95	98	97	95	98
Teachers Explain Lessons in a Way that Students Can Understand	89	87	91	94	91	94	98	92	95

In %	3–5 years	Girl	Boy	6–18 years	6–10 years	11–14 years	15–18 years	Girl	Boy
Teachers Encourage Students to Ask Questions in Class	91	95	87	91	86	91	98	89	92
Teachers Care about Students' Well-being and Safety at School	91	91	91	88	82	90	94	83	91
Teachers give Students Feedback on their Progress	71	75	67	83	77	86	91	79	87
Teachers make Learning Fun for Students	81	80	82	80	77	77	92	74	85
Children are not Scared of the Teacher	44	47	40	53	53	50	55	53	52
Teachers are Strict	31	31	31	29	30	26	29	24	32

The insights from the data on teacher–student interactions and perceptions can be summarized as follows:

Teacher Interaction

- Attention and Help: High levels of attention from teachers were reported, with 95–98% across age groups noting that teachers pay attention when asked for help.
- Lesson Explanation: Teachers are generally perceived as explaining lessons well, with percentages ranging from 89% to 98%. Perception improves with age, particularly noticeable in the 15–18 years group.
- Feedback: Feedback from teachers is less prominent, with 71% (3–5 years) to 91% (15–18 years) seeing it as significant. Boys generally reported more feedback than girls.

Pedagogy of Teaching

- Encouraging Questions: Teachers encourage questions, especially in older groups.
- Making Learning Fun: Younger children (3–5 years) find learning more fun (81%) than older students (74% for girls and 85% for boys in 15–18 years).

Well-Being and Environment

- Caring about Well-Being: This is fairly consistent across ages, though it slightly increases with age, especially in the 15–18 group (83% for girls, 91% for boys).
- Comfort around Teachers: The perception of not being scared of teachers is higher in older age groups, peaking at 55% (15–18 years).
- Strictness of Teachers: Perceived strictness is low across all age groups, with little variation, though boys find teachers slightly stricter (32% compared to 24% for girls in 15–18 years).

Overall, the data highlights positive teacher–student interactions, with older students generally reporting a more favorable perception. Gender differences show that boys slightly perceive these interactions more positively across various aspects.

During the discussions, girls praised teachers' support, noting extra classes and home visits to prevent early marriage or dropout, but stressed the lack of female teachers and limited time for counselling or career guidance.

6. Learner Preferences, Future Aspirations, and Support Needs

This chapter examines educational preferences, aspirations, and motivations of Rohingya children in Cox's Bazar camps. The analysis explores pathway choices, learning priorities, satisfaction levels, and how preferences differ with age. Findings presented draw from surveys with 542 adolescents aged 11–18 years and 265 caregivers of children aged 3–5 years.

6.1 Educational Pathways and Priorities

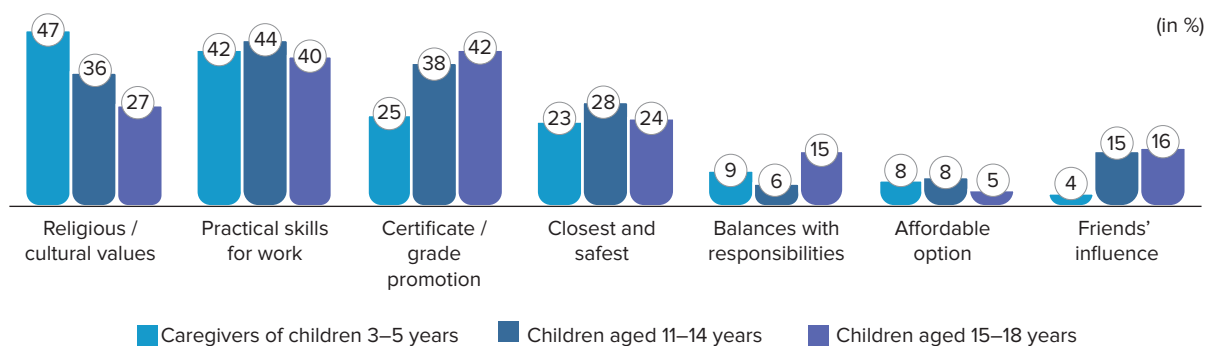
6.1.1 Preferred Learning Pathways

When enquired about learning pathways that current students aspire to pursue, among children aged 11–18, 39% preferred secondary education from formal learning centers, followed by 26% who choose religious education/madrasas. This was followed by graduation/college (11%)—totally driven by responses of children 15 to 18 years—private tutoring (9%), and 7% mentioning each Accelerated Learning Programs and vocational training.

Some interesting differences worth noting are as below:

- Private tutoring preference was higher in older children compared to children 11 to 14 years
- Religious values were higher among younger children's caregivers (47% for ages 3–5) but lower among older adolescents (27% for ages 15–18)
- Importance of certification was valued less by younger children 25%) but higher for ages 15–18 (42%)

Figure 10: Reasons for Educational Pathway for Children 3–18 Years (in %)



Base = 100 caregivers of Children Aged 3-5 years going to Learning Centers, 377 Children Aged 11–18 years going to Learning Centers

This shift aligned with the educational pathway preferences where formal secondary and college aspirations became higher with age. While practical skills remain consistently important across all ages (42–44%), vocational training interests remain lower (5–9%), highlighting a potential disconnect between

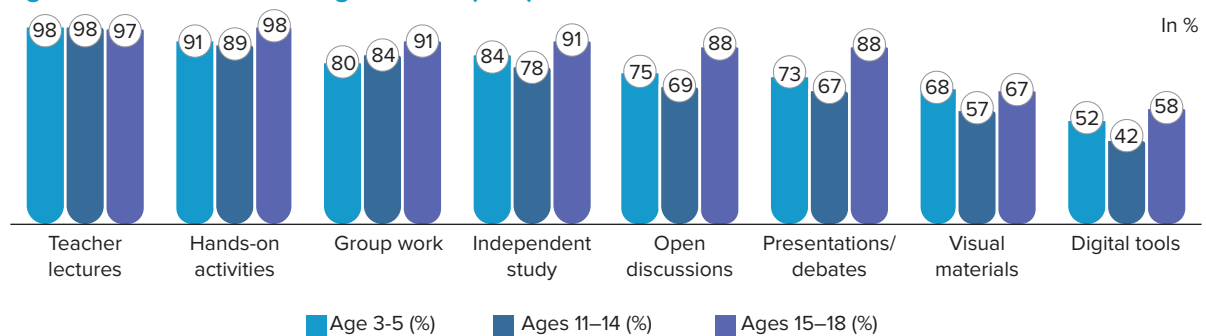
needs and actual pathway choices.

Younger children (6–10 years) described school as a place of discovery and learning, while older adolescents (15–18 years), especially girls, voiced doubts that schooling would lead to employment. Many girls asked for vocational options (sewing, computers, handicrafts) alongside academics, and defined success as finishing education before marriage, becoming financially capable, and being able to make their own decisions. Caregivers also described education as helping children “become real human beings,” reflecting hopes for dignity and identity alongside livelihoods.

Among caregivers of 3–5-year-old children, educational pathways preferred are the learning centers (41%) followed by madrasas (31%). Importantly, 22% prefer both for children. Gender differences were notable: girls were more likely to attend learning centers (48% against 33% boys), while boys reported preferring madrasas (35% against 27% girls).

When asked about preferred learning methods, children 11–18 preferred teacher lectures and interactive methods—hands-on activities, group work and discussions (Figure 11). This gained importance with age, reflecting older students’ preference for participatory learning.

Figure 11: Preferred Learning Methods (in %)



Base= 100 Caregivers of Children Aged 3–5 years going to Learning Centers, 377 Children Aged 11–18 years going to Learning Centers

6.1.2 Satisfaction with Education System at Learning Facilities

The caregivers of children 3–5 years and 11–18 years, when asked about liking the activities, reflected on their satisfaction with learning activities in a learning facility within the Rohingya community. 65% of the caregivers of children aged 3–5 mentioned their children enjoyed the activities “very much,” while 31% “somewhat liked” them, and 4% did not like them. Among those aged 15–18 years, 63% liked the learning activities “very much,” 34% liked them “somewhat,” and a smaller proportion of children reported not liking them. As age increased, the proportion of children who liked the activities “very much” became lower compared with younger age groups

6.1.3 Priority Improvements Identified at Learning Facilities

Teacher quality was cited as the primary area of improvement identified with the highest concern among caregivers of ages 3–5 (60%), followed by need for age-appropriate materials as cited by children across all age groups (48–50%).

Safe spaces is a priority as cited by more than one-fourth of children in the age group of 11–18 years. Like children, caregivers as well listed this as a priority that needs to be addressed (37%). Other aspects of learning facilities that were listed as priority areas of improvement are consistent schedules (14% to 25%), cited more by older children, and increasing interactive activities (22% by 11–18 years).

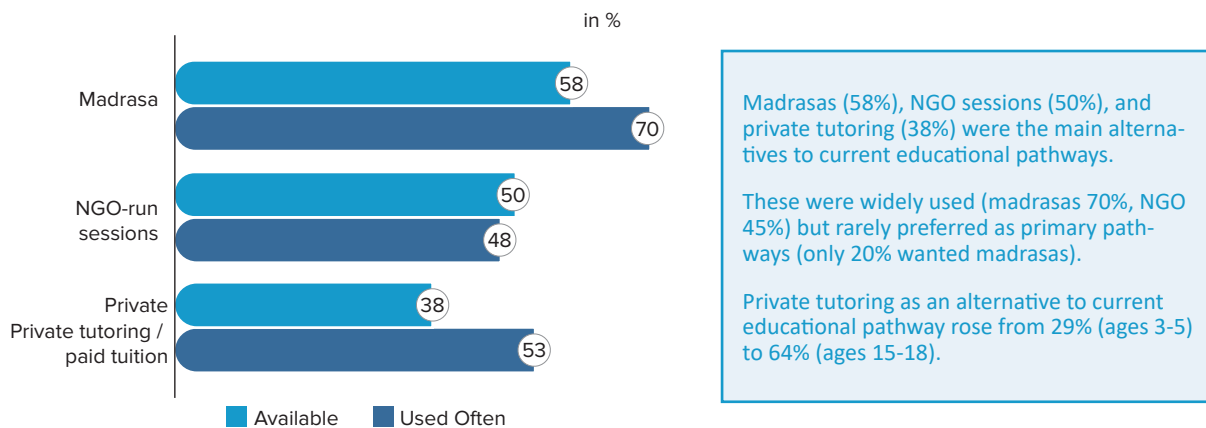
6.2 Alternative Learning Pathways

When formal education was unavailable or inaccessible, households in Rohingya camps relied heavily on alternative education pathways and developed various coping strategies to maintain some form of learning for their children. The assessment revealed both the resourcefulness of households in seeking educational opportunities and the systemic gaps that left many without adequate support.

6.2.1 Alternative Education Pathways

Across availability and usage, madrasas, NGO sessions, and private tutoring emerged as the main alternatives, with older children relying more on paid private tuition. Free options—mainly madrasas and NGO sessions—were widely used but rarely preferred as alternative pathways.

Figure 12: Availability of Top 3 Alternative Learning Options by Age Group (in %)



Base = 265 Caregivers of Children Aged 3–5 years going to Learning Centers and 816 Children Aged 6–18 years

If current facilities closed, only 24% of the caregivers felt “very likely” to find alternatives and 37% “somewhat likely.” 29% of Rohingya caregivers indicated that they are not likely to find another way to continue their children’s if current camp learning facilities were to be closed. Their alternate plans included private tutors (30%), religious institutes (17%), or home teaching (12%), but 16% believed their children’s education would stop entirely.

6.3 Access to Available Support Programs

6.3.1 Awareness and Access of Support Programs

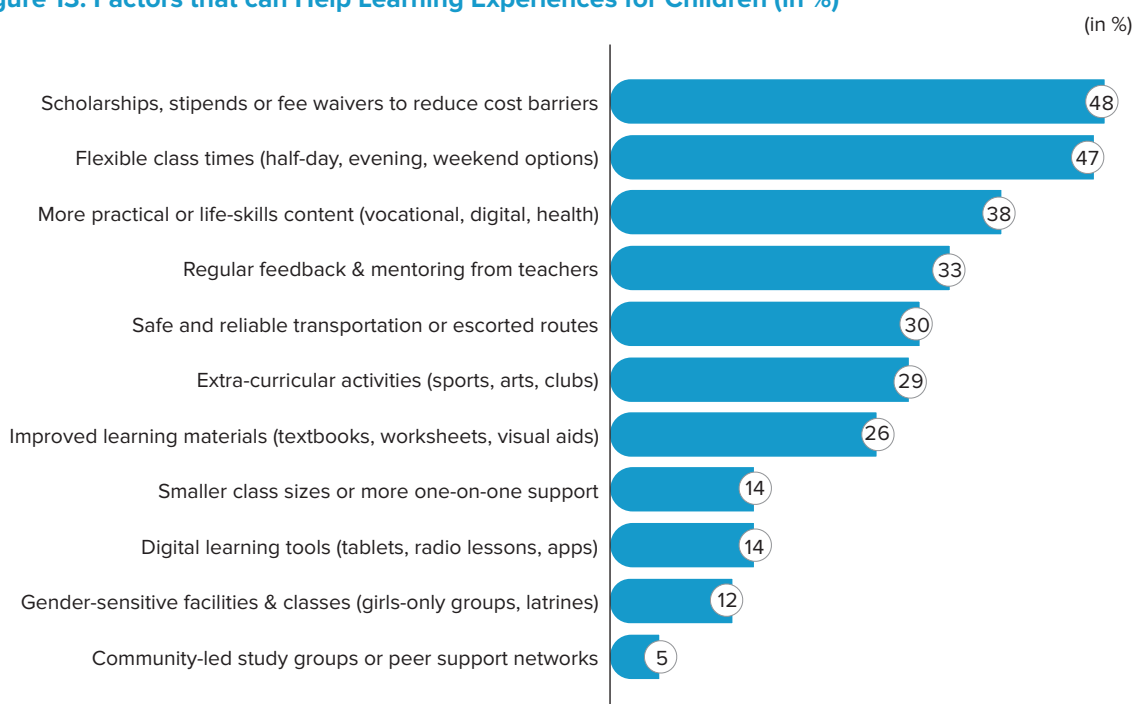
Awareness of support programs was highest for free access to learning materials kits (47%), followed by scholarships and stipends (32%). Only 38% of those aware of support programs received assistance, with no gender difference; older children (11–18 yrs) received more support (41%) than younger children in the age group 3–5 years (31%).

Low awareness of support programs and low access were hindered by informational barriers (50% lacked information) and logistical challenges, including irregular support (26%), distant distribution points (14%), complex applications (13%), strict eligibility criteria (12%), and community bias (11%).

6.3.2 Factors that can Help Children's Learning Experiences

The most frequently identified factors were scholarships, stipends, fee waivers (48%), flexible class scheduling (47%), and life-skills content (38%). Importantly, the preference for scholarships or stipends does not reflect direct education costs—since services are largely free—but rather the indirect expenses households incur to support children's learning, such as purchasing stationery, basic supplies, or other items needed to ensure continuity in attendance and participation.

Figure 13: Factors that can Help Learning Experiences for Children (in %)



Base = 477 Rohingya Caregivers of Children Aged 3–5 and Children Aged 11–18 years Going to Learning Facilities

6.4 Caregiver Engagement in Community Education Groups

The data on caregivers' engagement in community education groups highlight several underlying trends and challenges. Firstly, there is low overall engagement among caregivers in community education groups, with only 30% of caregivers participating. Among those who were in community groups, only 34% attended meetings regularly. Engagement varied significantly with the age of the child, seen highest for 3–5 and 11–14 age groups. This engagement dips notably for caregivers of younger children (ages 6–10) and older teens (ages 15–18), as children transition through these developmental stages. Additionally, caregivers of girls tend to be slightly more engaged than those of boys, which could reflect varying expectations or values around education for different genders.

Engagement among caregivers who do participate is often inconsistent, with a disparity in attendance at education governance meetings. Regular attendance is highest among caregivers of children aged 11–14 years. In contrast, caregivers with younger children (ages 3–5, 6–10) report less regular attendance, possibly due to care responsibilities or underestimating the importance of these meetings. A higher regular attendance from caregivers of boys, indicating a gendered dynamic in engagement patterns is reported. Despite the attendance, notable barriers such as time constraints, poor communication, and limited decision-making powers were cited as reasons responsible for limited meaningful participation.

Moreover, even among active members, disillusionment persists with the perception that their involvement is merely administrative. Monthly meetings and home visits are acknowledged activities, but they lack substantial impact, as any significant actions require escalation to higher authorities. Despite their feedback, caregivers report that decisions seem predetermined by organizations and find their influence on addressing core educational concerns—such as the certification process, teaching quality, and facility infrastructure—limited. This sentiment draws attention to the critical gap between policy execution and on-ground realities, necessitating a re-evaluation of engagement strategies to ensure caregiver participation is genuinely impactful and valued.

6.5 Family and Community Education Support

Despite systemic challenges, communities in Rohingya camps have demonstrated resilience and resourcefulness in addressing educational gaps. When formal facilities fell short, households ensured continuity in their children's education through diverse initiatives and practical actions, for instance as below:

1. When schools lacked water, 82% of children, including 92% of girls and 71% of boys, brought water from home, and when food wasn't provided, 49% brought their own meals, although 17% went without it, emphasizing education over comfort.
2. Informal support networks established within the community, where mothers (31%), fathers (12%), and older siblings (16%) played crucial roles in home-based study support.
3. Community leaders actively worked to boost school attendance and awareness about the importance of education by mobilizing the community and forming committees of caregivers to monitor school activities and communicating community needs to policymakers.
4. Community leaders also mentioned that the communities organize volunteer tutoring and group study sessions, share books across families, and monitor learning facilities' safety and attendance.
5. Some community members actively participated in maintaining learning facilities by providing learning materials and ensuring that children in their vicinity attend classes. They organized teaching sessions by volunteers, utilized open spaces for informal learning, and facilitated sharing of learning material among students to sustain educational progress.



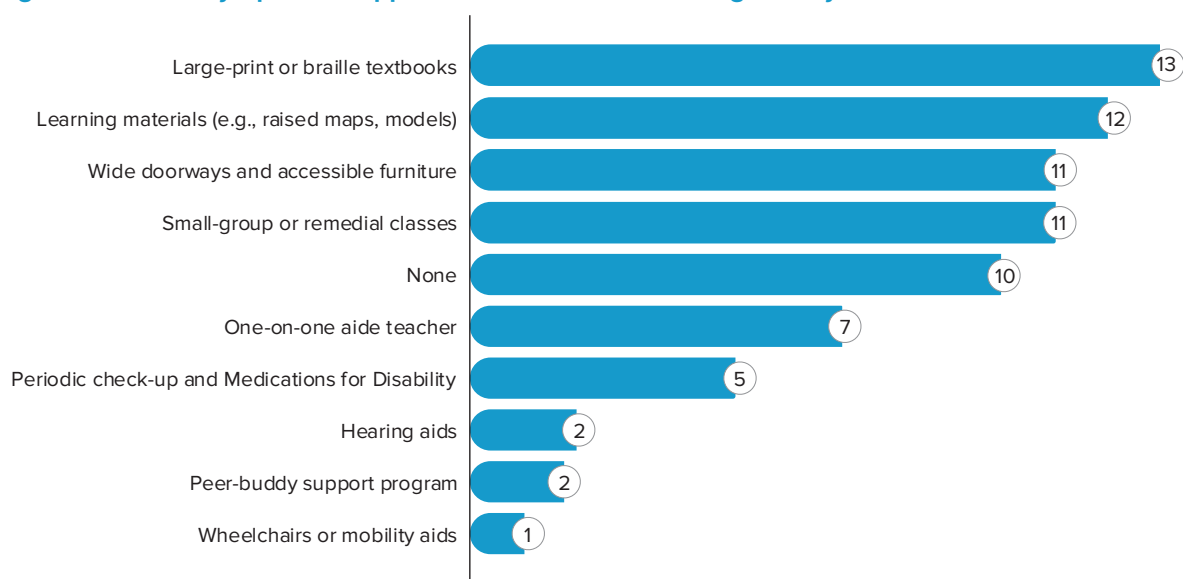
7. Education Needs Assessment in Children with Disabilities

This chapter presents findings from the survey with 31 CwD who are currently attending learning facilities in the Rohingya camps. The chapter covers availability of disability-specific support services at the learning facilities, children expressed needs for better educational access, challenges in physical accessibility, teacher preparedness to support learners with disabilities, and children's comfort levels in seeking help.

The 31 CwD attending learning facilities included a mix of children with locomotor disability, mental disability, visual impairment, hearing impairment, and other disabilities.

7.1 Availability of Disability-Specific Support

Figure 14: Disability-Specific Support Available at the Learning Facility



Base: 31 (CwD Enrolled in Learning Facilities)

The availability of disability-specific support services in learning facilities showed significant gaps. The most commonly available supports were large-print or braille textbooks (13 children), learning materials such as raised maps and models (12 children), wide doorways and accessible furniture (11 children), and small-group or remedial classes (11 children). One-on-one aide teachers and peer-buddy support programs were each available to 7 children.

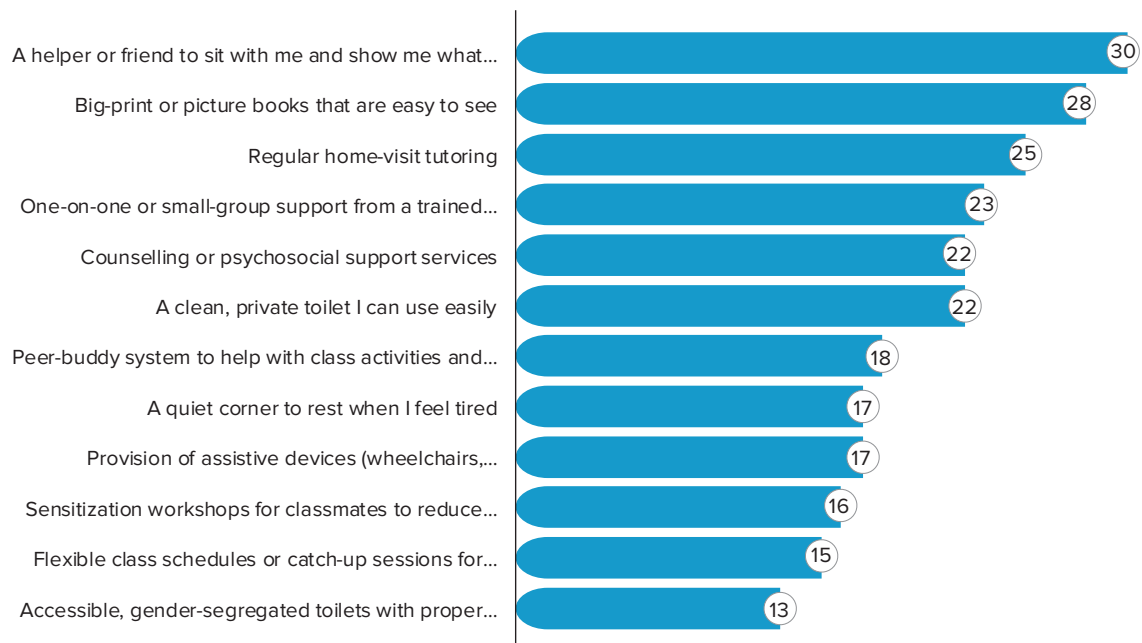
Basic mobility infrastructure was limited, with only 3 children reporting having access to ramps or handrails at the learning facility, 2 to crutches or walking frames, 2 to hearing aids, and 1 to wheelchairs or mobility aids. Notably, 10 children reported that none of the disability-specific supports were available at their facilities.

Facility observations also showed very limited accessibility with only 13% of the observed learning facilities having ramps at entry points and 13% having any assistive devices, while handrails were present in 3% facilities at the entry points and at 10% exit points.

Most teachers corroborated that the learning facilities lack ramps, handrails, assistive materials, and structured opportunities for CwD, and that they lack training to adapt lessons for different disability types. Several teachers suggested piloting home-based education for children with severe mobility limitations and establishing peer–buddy support to help with class activities and movement. The education sector partners also highlighted the need for more concerted efforts to cater to the needs of CwD.

7.2 Expressed Needs for Better Learning Support

Figure 15: Support that would Make Learning Easier for CwD



Base: 31 (CwD Enrolled in Learning Facilities)

When asked about their opinion on support that would make learning easier for CwD, they expressed various needs. The overwhelming request for helpers (30 out of 31 children) indicated that current teaching methods and classroom structures are fundamentally inaccessible to CwD. Peer–buddy system to help with class activities was identified as a need by 18 children.

Clean, private toilets were requested by 22 children, as was counselling or psychosocial support services (n=22). Additionally, sensitization workshops for their classmates were suggested by 16 children to reduce teasing and stigma and for making the learning environment better for them.

7.3 Accessibility and Teacher Support

Travel Accessibility: Difficulty in travelling to learning facilities was reported by 26 out of 31 children (12 finding it very difficult, 14 finding it somewhat difficult) indicating that physical accessibility begins before children even reach the learning facility.

Teachers' Understanding: Teachers' understanding presents a significant concern, with only 9 children feeling their teachers understand their needs well, while 22 children experience partial (n=18) or no understanding (n=4). This indicates that over 70% of CwD are taught by educators who lack the knowledge or skills to support their specific learning needs.

Comfort Seeking Help: 22 children reported that they feel either shy about asking for help or ask questions in the class (n=16) or are completely uncomfortable doing so (n=6). This reveals a classroom environment where CwD do not feel supported in expressing their needs.

7.4 Desired Improvements Suggested by Children with Disabilities

CwD articulated specific improvements needed to create more inclusive learning environments. Their feedback revealed six interconnected areas requiring attention:

1. Awareness and Attitudes

Children emphasized the need for disability sensitization among both teachers and peers. They reported experiencing teasing and hurtful language, requesting interventions to foster respectful and inclusive classroom cultures. Students expressed that greater awareness and sensitivity from the school community would significantly improve their learning experience.

2. Accessibility and Infrastructure

Physical accessibility emerged as a barrier, with children requesting essential modifications including wider doorways, ramps, and wheelchair-accessible toilets. They highlighted the need for clean, separate toilets, and handwashing facilities designed for CwD.

3. Learning Support

Children expressed need for enhanced pedagogical support, particularly one-on-one teacher attention to address their individual learning requirements. They requested improved learning materials, including adapted books, writing supplies, visual charts, and large screens to facilitate visual learning. Children also suggested establishing dedicated spaces or special arrangements specifically designed for them to optimize their educational experience.

4. Health and Medical Support

Children identified gaps in health services, requesting free or subsidized medical treatment and regular health screenings, particularly for vision and hearing assessments. Several children reported that physical or mental health conditions significantly impacted their ability to engage in learning, emphasizing the interconnection between health support and educational success.

5. Transportation and Assistance

Children highlighted mobility challenges in accessing education, requesting volunteer support or designated helpers to assist with daily travel to and from learning facilities.

6. Recreation and Inclusion

Children also expressed desire for inclusive recreational activities and meaningful participation in learning facilities. They emphasized wanting to be included in play arrangements and activities alongside their peers.

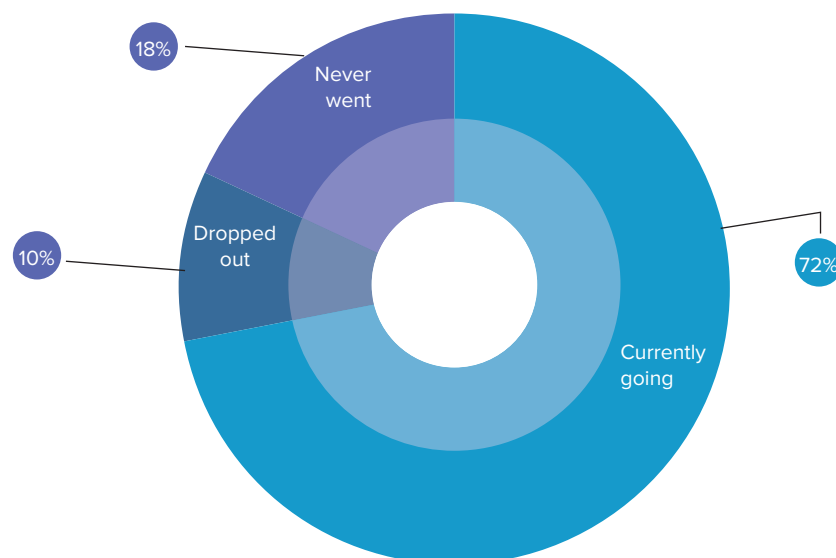
The experiences of the CwD attending learning facilities in the Rohingya camps underscore both the resilience of learners and families seeking education against significant odds, and the critical gaps in the current education system's capacity to provide inclusive learning opportunities. With the enrolled CwD receiving limited to no support services, and the vast majority facing unmet needs across multiple dimensions from basic physical accessibility to specialized learning support, the data presents a compelling case for urgent action to improve the learning experience of CwD in the camps.

8. Education Needs Assessment in Host Community

This chapter examines the educational landscape of Bangladeshi host communities in Cox's Bazar. The analysis draws on household survey data from 604 children aged 3–18 years across 236 host community households.

8.1 Enrollment and Attendance Patterns in Host Community

Figure 16: Current Status of going to Learning Facilities in Host Community (in %)



Base: 604 Children Aged 3–18 years in Host Community

Education Barriers in Host Communities

- Economic costs concerned ages 3–5 while cultural restrictions affected ages 6–18:** Caregivers of ages 3–5 cited costs (47%) as primary barriers, with materials (26%) and safety (6%) as less concerning barriers. Children aged 6–18 reported cultural factors—55% missed school for religious ceremonies, 47% faced travel restrictions.
- Gender-specific barriers significantly impacted girls aged 6–18:** Among ages 6–18, 61% of girls couldn't attend during menstruation and 59% reported community norms preventing girls from going out alone, showing pronounced mobility restrictions affecting girls' schooling.
- Learning environment issues affected one-third of children aged 6–18:** Children aged 6–18 reported not enjoying classes (43%), not understanding lessons (37%), and teacher absence (33%), indicating pedagogical and attendance problems.

8.2 Curriculum, Teaching, and Learning

Aligned curriculum with clear pathways

Host children studied the Bangladesh National Curriculum (85%), which aligned with their national context and led to recognized qualifications and future opportunities within their country

Appropriately challenging academic content

37% of host children aged 15–18 found their curriculum easy, suggesting it provided suitable academic rigor, though 57% found it relevant to daily life and 69% to future goals

Limited practical skills but low demand

12% of host children received life-skills education and just 12% wanted vocational content, indicating satisfaction with academic pathways and less perceived need for practical skills given their access to formal education progression

8.3 Educational Pathways and Priorities in the Host Community

8.3.1 Preferred Learning Pathways

- **Religious education preference shifted to formal schooling with age:** Caregivers of ages 3–5 primarily chose madrasas (45%) over learning centers (23%), but by ages 11–18, students themselves preferred secondary education from formal learning centers (50%), with equal interest in madrasas and college (22% each), indicating a transition from religious-focused early education to mainstream academic pathways.
- Host community showed **minimal gender differences in pathway preferences**, suggesting more uniform opportunities regardless of gender.

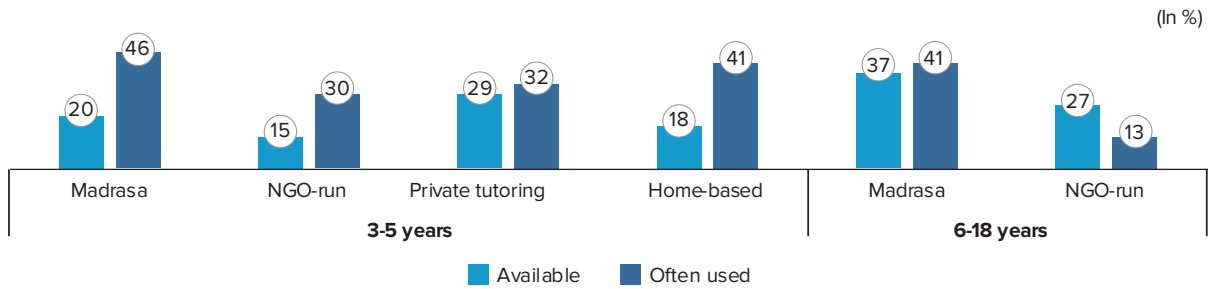
8.3.2 Alternate Educational Pathways

Traditional alternatives were more available than modern resources: Madrasas were available for 37% (ages 6–18) and 20% (ages 3–5), private tutoring was available for 34% (ages 6–18) and 29% (ages 3–5), while digital lessons (1–2%), radio content (2–3%), and printed materials (2–3%) had limited availability, indicating reliance on conventional education methods.

Gaps existed in alternative education access:

- Children aged 6–18 had more access to madrasas (37%) than ages 3–5 (20%), with usage at 41% and 46% respectively. Private tutoring reached 29% (ages 3–5) and 34% (ages 6–18), but older children used it more (67%) than younger ones (32%).
- NGO sessions reached 27% of older children versus 15% younger, but older children rarely used them (13%), while younger children's usage was 30%. Home-based learning was available to 18% (ages 3–5) and 11% (ages 6–18), with usage at 41% and 42% respectively.

Figure 17: Alternative Educational Pathways in the Host Community (in %)



Base: 66 Host Caregivers of Children 3–5 years and 170 Host Children Aged 6–18 years

8.4 Community Participation and Education Service Delivery

8.4.1 Community Participation of Caregivers in Education Governance in the Host Community

Participation of caregivers in community groups of parents/ caregivers like SMC/ Parents' Forum was low

- 25% of host community caregivers participated—higher among caregivers of children 3-5 years (36%) than those aged 6-18 years (20%)—primarily through Parents' Forums (19%) and School Management Committees (5%)

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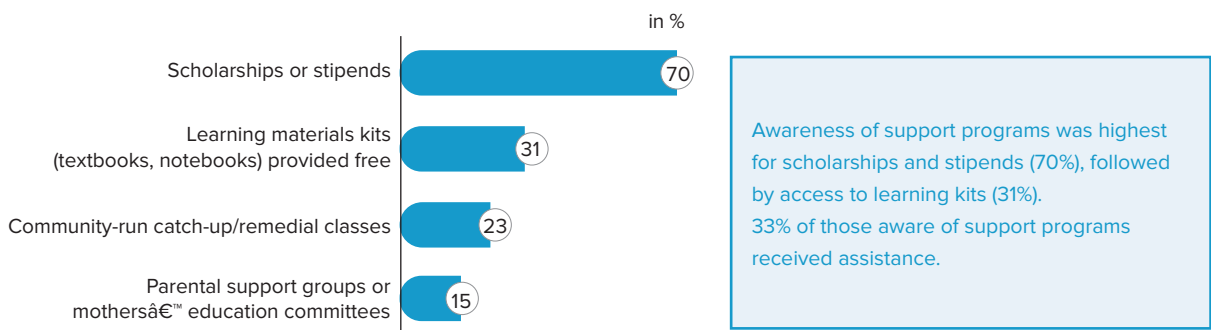
Limited engagement of caregivers in these community groups was noted

- 31% of the caregivers who were members participated always or most of the times

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8.4.2 Awareness and Access of Support Programs

Figure 18: Awareness of Education Related Support Programs in the Host Community (in %)

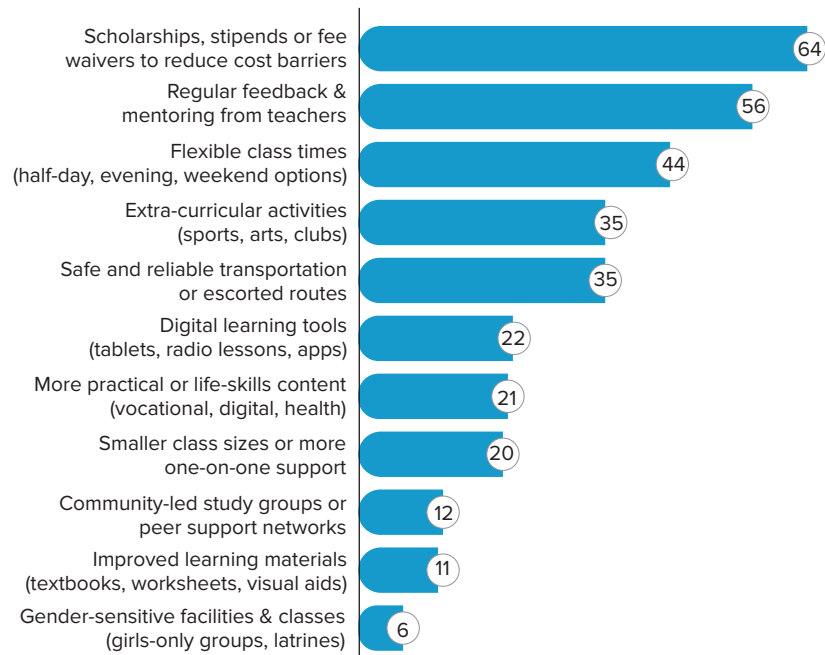


Base = 194 Caregivers of Children Aged 3–5 years and Children Aged 11–18 years

Low awareness of support programs and low access were further hindered by informational barriers (51% lacked information), distant distribution points (14%), complex applications (24%), and strict eligibility criteria (22%).

8.4.3 Factors that can Help Children Enroll in Education Programs / Learning Facilities

Figure 19: Factors that can Improve Children's Learning Experience in Host Community (in %)



Base = 143 Caregivers and Children in Host Communities



9. Gaps and Recommendations

This chapter identifies critical gaps in education service delivery for Rohingya children in Cox's Bazar camps based on the ENA 2025 findings and presents practical recommendations to address them. Each gap is accompanied by feasible, context-appropriate recommendations that consider funding limitations, policy restrictions, and cultural sensitivities while building on existing resources and community structures.

Table 15: Gaps and Recommendations

Areas of Improvement	Gaps	Recommendation
Enrollment and Attendance	15% of the households surveyed reported children's engagement in paid work	<ul style="list-style-type: none"> Exploring conditional ration or food support might help compensate families for lost income when children attend the learning facilities regularly
	Low enrollment (39%) among children aged 3–5 years	<ul style="list-style-type: none"> Establishing Play-based early childhood centers in community spaces could be initiated using local caregivers as facilitators after basic training
	14% of the households surveyed had none of the children attending any learning facility	<ul style="list-style-type: none"> Conducting targeted household visits to these completely disconnected families could identify specific barriers. Tailored interventions addressing their unique constraints might bring at least one child per family into education Reassessing education targeting for adolescents aged 15-18 is recommended given limited secondary pathways. Continuing to develop and strengthen post-secondary and alternative education options could address current gaps. Education targets could be aligned with available resources and evidence-based participation data. Developing clear alternative education options beyond Myanmar curriculum and ALP might better respond to diverse learner needs. Incorporating learners' interests and aspirations into program design is suggested to improve relevance and engagement. Strengthen integration and coordination between Education, Child Protection and GBV sub sectors. Clear communication of available education pathways before enrollment could help learners understand their options. Including defined education pathways and diversified services in the sector strategy and 2026 work plan is recommended for systematic implementation. Rescheduling adolescent and skill development programs that conflict with learning facility timings could improve attendance rates. Coordination between programs is suggested to avoid time clashes. Strengthening integration between Education, Child Protection and GBV sub-sectors

Areas of Improvement	Gaps	Recommendation
Gender Norms	<p>Community norms preventing girls from attending learning facilities</p> <ul style="list-style-type: none"> — 60% of the girls aged 6-18 years mentioned girls aren't allowed to go out alone — Almost half of the girls (46%) reporting restrictions on leaving home during their menstrual cycles (71% girls aged 15 – 18 years and 53% girls aged 11-14) 	<ul style="list-style-type: none"> • Girls-only afternoon sessions with female teachers could be arranged when household duties are lighter • Walking bus systems with female volunteers are recommended for safe group travel to learning facilities • Engaging community leaders and religious leaders to raise awareness for supporting girls' education using religious teachings could help shift attitudes • Positive role models recognising and rewarding girls' parents in community meetings and community engagement meetings • Establishing or strengthening caregiver advocacy networks where caregivers of enrolled girls encourage others might prove effective • Community awareness sessions could help normalize menstruation as a natural process that shouldn't interrupt education
Learning Facility Infrastructure Issues	<p>Lack of gender-segregated toilets and private spaces for menstrual hygiene management</p> <ul style="list-style-type: none"> — Of the 30 Learning Facilities (LFs) observed for infrastructure, only 50% had gender-segregated toilets. — Clean, private toilets were requested by 22 out of the 31 CwD surveyed — Adequate ventilation was found missing in 23% of the classrooms observed during facility observation — Additionally, during the discussions, children reported classrooms becoming “unbearable in hot seasons” due to absence of fans and poor ventilation — Education sector partners highlighted frequent incidents of theft and damage to the solar panels <p>Water leakages from roof and nearby drains into the learning facility were reported by children during the FGDs</p>	<ul style="list-style-type: none"> • Temporary bamboo partitions could be installed to create separate toilet blocks, and wherever possible, one existing room per facility might be converted into an MHM-friendly space with locks, water, and disposal bins • Providing menstrual hygiene kits and converting existing spaces into private changing rooms with water access is suggested • Battery-operated fans could be installed wherever feasible, along with making provision for natural ventilation • Transitioning from temporary bamboo structures to weather-resilient and semi-permanent designs using approved models (multi-story) which can better withstand seasonal challenges. • Ensuring adequate lighting and ventilation through appropriate ceiling heights and minimal interior decorations is recommended. Removing materials that restrict airflow or darken classrooms could improve the learning environment. • Reconsidering the use of solar panels due to theft and damage issues or inculcating community ownership through stakeholder consultations to minimise theft and damage to community assets meant for children is suggested. Alternative lighting solutions could be explored in facility planning. • Quick fixes for issues like leakages from roofs and nearby drains around the LFs can be prioritized through local resources available in the community • Engaging Camp coordinators to run drive for improving infrastructure • Bigger and permanent fixes can be planned later in consultation with the LF staff

Areas of Improvement	Gaps	Recommendation
	Classroom seating was inadequate across age groups, with 61% of younger children (3-5 years) sitting on mats (46%) or floors (15%), while 39% of older children (6-18 years) also used mats (29%) or floors (10%)	<ul style="list-style-type: none"> • Wherever needed, sourcing recycled materials to create floor cushions or low-cost seating alternatives could be explored • Tying up with livelihood and skill training institutes to address basic amenities needs • Community donations of mats or portable seating might address immediate needs
Classroom Teaching Environment	<p>Lack of visual learning aids - Visual aids such as charts and flashcards were particularly scarce, available to just 11% of children aged 3-5 years and 24% of children aged 6-18 years</p> <p>Lack of learning material – Textbook unavailability was highlighted by 32% caregivers of children aged 3-5 years and 13% children aged 6-18 years. 3% of respondents across all age groups reported having no learning materials at all</p> <p>Most Rohingya children aged 11–18 years reported receiving Burmese textbooks (81% for age 11-14 and 80% for age 15-18), while classroom instructions were reported to be mostly in Rohingya (91% for age 11-14 and 71% for age 15-18)</p> <p>Additionally, during the interviews, the implementing agencies, camp focal points and education sector partners highlighted that the Rohingya teaching volunteers are not proficient in Burmese language</p> <p>Over 85% of the children surveyed reported that they would prefer usage of hands-on activities for learning</p> <p>Fear of teachers was reported by 47% of children aged 6-18 years and 56% caregivers of children aged 3-5 years</p>	<ul style="list-style-type: none"> • Encouraging teachers to create materials using locally available resources is recommended. Teachers' training could include modules on creating visual aids using locally available materials like cardboard, colored paper, and natural objects • Engaging older students during summer camps and other lean periods to develop training materials • Resource sharing systems between nearby learning centers might maximize use of limited materials • Photocopying or hand-copying exercises for sharing among students could stretch resources; Reusable workbooks with plastic covers and erasable markers might provide sustainable solutions • Building in class level language competency and comfort level • Training teachers in code-switching techniques to explain concepts in Rohingya while gradually building Burmese vocabulary is recommended • Pairing Rohingya volunteers with Burmese-proficient teachers in co-teaching arrangements could improve delivery. Intensive Burmese language training for volunteer teachers during school breaks is suggested • Monthly peer observation cycles where teachers observe colleagues and practice one new activity could be organized. Teacher learning circles meeting weekly to share successful strategies and materials are suggested • Training all teachers in positive behaviour management without corporal punishment through role-playing exercises is recommended • A reward system recognizing teachers who create supportive classroom environments based on student feedback could be explored • Subject-specific training for all grades including early primary and secondary levels could address curriculum understanding gaps. • Promoting shared classroom ownership between teachers and learners might improve engagement and responsibility.

Areas of Improvement	Gaps	Recommendation
	<p>During the interviews with teachers, they highlighted lack of adequate training</p>	<ul style="list-style-type: none"> Teachers recommended training them on advanced methods of regular training beyond the initial orientation; Trainings could be designed in consultation with teachers' groups Developing a tiered training framework (beginner, intermediate, advanced) with clear progression could enable structured professional development. Categorizing teachers by skill level might facilitate peer mentoring and appropriate role assignment. Consolidating teacher training packages across partners into a standardized model is suggested for consistency and quality assurance. Strengthening social and emotional learning approaches within teacher training and classroom practice might support holistic child development. A teacher performance review system could be introduced to identify gaps and track improvement. Conducting sector-wide assessments will help in understanding teachers' current skill levels and might inform targeted capacity-building plans.
	<p>41% of the children aged 6 to 18 years mentioned teachers' absence from class</p>	<ul style="list-style-type: none"> Introduce monthly off / leave systems that allow teachers to plan their leaves without affecting classes Implementing attendance monitoring systems for teachers with community oversight might improve consistency Addressing underlying causes like transportation challenges or inadequate compensation could reduce absenteeism Structured career progression for teaching volunteers based on performance could improve retention and motivation.
	<p>Quality of teaching: Among children aged 6-18 years, 45% reported not understanding lessons and 43% not enjoying classes</p>	<ul style="list-style-type: none"> Assessing teaching methods and language of instruction through classroom observations is suggested; simplifying lesson delivery and incorporating more engaging, culturally relevant examples could improve comprehension and enjoyment Aligning teacher training with learning outcomes rather than rote instruction is recommended for effective lesson delivery. Supervision and mentoring mechanisms could be strengthened to ensure training application in classrooms. Building supervisors' capacity for effective monitoring and accountability might improve teaching quality. Integrating joyful teaching practices into training modules could enhance learner motivation and attendance. Intentional focus on engagement strategies is suggested. Integrating extracurricular and co-curricular activities into learning methods beyond formal curriculum is suggested for holistic development.

Areas of Improvement	Gaps	Recommendation
	During the discussion with girls aged 15-18, they reported lack of female teachers and limited time for counselling or career guidance	<ul style="list-style-type: none"> Female teacher recruitment drives with incentives like flexible hours might increase numbers; Training existing female staff in basic counselling skills could provide immediate support
Lack of Awareness about Education Programs and Community Participation	50% of the children reported lack of information as the primary challenge when trying to access any education support programme	<ul style="list-style-type: none"> Visual information boards at water points, health facilities, and mosques with pictorial representations could improve awareness; Deploying education focal points for every 20–30 households to conduct monthly door-to-door information sharing is suggested
	13% mentioned the application or registration process for the support programmes to be complex and 12% reported the eligibility criteria to be too strict.	<ul style="list-style-type: none"> Simplifying application procedures with pictorial guides and assistance from camp focal points and community leaders might improve access; Reviewing eligibility criteria to ensure they don't inadvertently exclude vulnerable families is recommended
	Disruption in children's education if current facilities closed: 29% caregivers reported that they are not likely to continue their children's education if the current education facilities are closed.	<ul style="list-style-type: none"> Training community volunteers as emergency education facilitators who can organize learning circles in homes during closures could ensure continuity Mapping existing alternative education providers and sharing this information with all families is suggested; Pre-registering children with backup education providers could ensure smoother transitions during closures
	Only 30% of caregivers reported being part of any community groups for education. Amongst those who were part of any community groups, only 34% attended group meetings regularly.	<ul style="list-style-type: none"> Reducing meeting frequency but making them more meaningful with clear agendas and documented follow-up might improve engagement Rotating meeting locations could reduce travel burden on participants
	Education sector partners highlighted the need for strengthening of the feedback mechanism	<ul style="list-style-type: none"> Strengthening the Community Feedback and Response Mechanism (CFRM) to include complete feedback cycles beyond feedback boxes is suggested. Regular review and action on feedback is recommended.
	69% of Rohingya caregivers surveyed had no formal education, limiting their ability to support children's learning	<ul style="list-style-type: none"> Community homework groups with literate volunteers (older children in the community) are suggested to assist children whose parents cannot provide academic support
Inclusion of Children with Disabilities	17 out of 31 CwD surveyed mentioned the provision of assistive devices would make learning easier for them	<ul style="list-style-type: none"> Partnership with health facilities to identify and assess all CwD for targeted support is recommended
	Only 13% of the 30 learning facilities observed in the camps had ramps or assistive devices, while only 3% had handrails at entry points.	<ul style="list-style-type: none"> Ramps with locally available material like wood or bamboo could be constructed at entrances using local carpenters and materials, prioritizing facilities where CwD are currently enrolled Designate seating near doors for students with mobility impairments
	Difficulty in travelling to learning facilities was reported by 26 out of 31 CwD	<ul style="list-style-type: none"> Buddy systems pairing CwD with supportive peers who assist with daily travel and classroom activities could be arranged Piloting home-based education services for severely mobility-impaired children with weekly teacher visits might address access barriers

Areas of Improvement	Gaps	Recommendation
	22 out of the 31 CwD surveyed reported that they feel either shy or uncomfortable about asking for help in the class	<ul style="list-style-type: none"> • Training teachers in disability-inclusive communication and developing visual cue cards that allow CwD to request help without speaking is suggested • Assigning teaching assistants specifically to support CwD during lessons and activities could improve comfort levels • Sensitization workshop to be organized for both children and teachers to understand the unique needs of CwD and how they can be included in classroom activities
	30 Out of the 31 CwD surveyed expressed need for a helper to show them what to do in class	<ul style="list-style-type: none"> • Recruiting and training peer helpers from older students who receive community service recognition for supporting CwD could address this need • Simplified visual instruction cards for common classroom activities that CwD can follow independently might increase autonomy • Identifying community members willing to contribute regardless of literacy levels and providing appropriate roles or guidance might expand support networks. • Utilizing existing research and recommendations from working groups on community engagement rather than duplicating efforts could maximize resources and impact.
	22 out of 31 CwD reported teachers have partial or no understanding of their needs	<ul style="list-style-type: none"> • A mandatory 2-day training for all teachers on different types of disabilities and basic support strategies could be organized • Developing individual learning plans for each CwD in consultation with parents and health workers is recommended



Annexures

Annexure 1 – Camp-wise Sample Distribution of Qualitative Activities

Community	Upazila	Camp/Union	FGD with Children	No. of Boys Covered in the FGD	No. of Girls Covered in the FGD	FGD with Caregivers	No. of Male Caregivers	No. of Female Caregivers	KIs with SMC Member	KIs with Teachers	KIs with Community Leaders
Rohingya	Teknaf	Camp 22	1	4	4	1	8		1	2	2
Rohingya	Teknaf	Camp 26	2		16				1	1	1
Rohingya	Ukhiya	Camp 01E	1	3	5	1	4	4		1	2
Rohingya	Ukhiya	Camp 04	2	10	10	1	8		2	1	1
Rohingya	Ukhiya	Camp 07	2	12	4					1	1
Rohingya	Ukhiya	Camp 08E	2	10	10				2		2
Rohingya	Ukhiya	Camp 11	3	16	8				1		1
Rohingya	Ukhiya	Camp 13	2	8	8	1		8	1	1	
Rohingya	Ukhiya	Camp 15	1	5	5	1		8	1		1
Rohingya	Ukhiya	Camp 18	2	8	8				1		1
Rohingya	Ukhiya	Kutupalong RC				1		7	2	2	2
Total (Rohingya)			18	76	78	6	20	27	12	9	14
Host	Teknaf	Nhila	2	4	14	2	8	8	2	3	
Host	Teknaf	Whoikong									
Host	Ukhiya	Palong Khali	2	9	8	1		6	2	2	1
Host	Ukhiya	Raja Palong	1	4	6	1	2	6		2	1
Host	Ukhiya	Ratna Palong									
Total (Host)			5	17	28	4	10	20	4	7	2
Grand Total (Rohingya + Host)			23	93	106	10	30	47	16	16	16

Annexure 2 – Data Collection Processes

i. Pretesting of the Tools

Before rollout, the questionnaire was pilot tested to:

- Validate skip logic, sequencing, and comprehension
- Assess average Length of Interview (LoI)
- Capture cultural appropriateness and reduce social desirability bias

Pretesting was conducted across two locations between September 3 to September 5, 2025:

Sample coverage:

Type of Data collection	Sample Covered
Quantitative Survey	21
FGDs	5
KIIs	5
Facility Observation	3

Revisions were made post-pilot and translated questionnaires were finalized in consultation with the Education Sector and were scripted.

ii. CAPI Integration and Technical Set-Up

There were 2 questionnaires for the quantitative survey: one for caregivers and one for children (aged 6 to 18 years). Children aged 3–5 years were assessed through caregiver responses only.

Questionnaire Highlights:

- **Caregiver Module:** Demographics, children’s school status, satisfaction, barriers and needs
- **Child Module (6–18 years):** School experience, aspirations, learning needs, well-being

Mode of Data Collection: Computer-Assisted Personal Interviews (CAPI)

Quantitative tools were coded and hosted on Ipsos’ proprietary CAPI platform, iField. Key features include:

- Skip patterns, logical validations, and real-time data entry checks
- Secure GPS-tagged data capture
- Multilingual interface and audio-recording capabilities for quality assurance
- **Language of administration:** Bangla for host communities, Rohingya (oral script) written in Bangla for refugee camps

Enumerators underwent dedicated training sessions on CAPI navigation, troubleshooting, and device handlings

iii Enumerator Recruitment and Composition

Enumerators and supervisors were recruited locally through a rigorous screening process.

Criteria included:

- Fluency in Chittagonian dialect and/or Bangla, fluency in Rohingya depending on location
- Minimum graduate-level education, with field experience in education or social research
- Sensitivity to child rights, gender dynamics, and disability inclusion

Separate teams were deployed for:

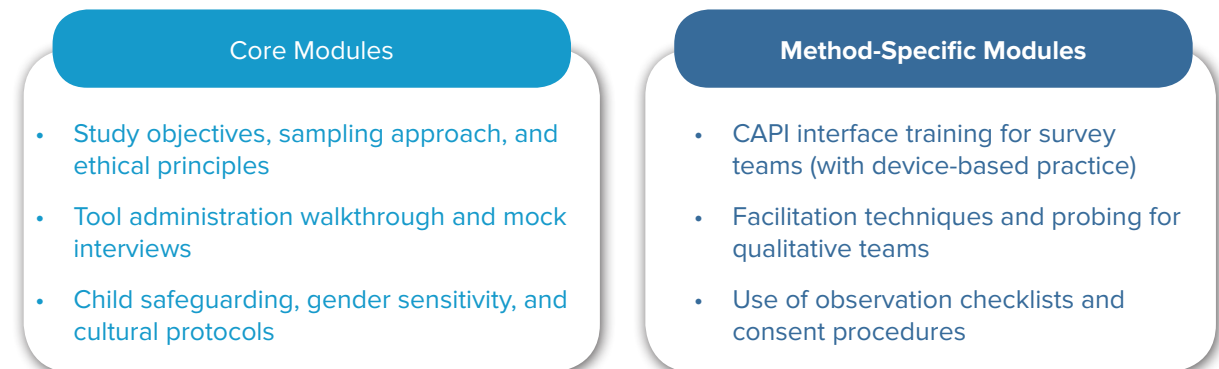
- Quantitative survey administration: A team of 50 enumerators were deployed with a balanced gender distribution of 26 female and 24 male enumerators. The team was supervised by 5 supervisors and a field manager
- Qualitative fieldwork: A team of 14 field researchers were deployed for qualitative data collection. The gender composition of the team was 6 males and 8 females



iv. Training Structure and Field Readiness

Trainings were conducted in a phased manner separately for qualitative tools and for quantitative survey tools. Each training lasted for 3 days.

The trainings followed the below structure:



Post-training assessments and mock field practice were conducted to evaluate the field team's readiness. This assessment also served as an additional screening of the enumerators and field researchers.

v. Field Deployment Plan and Logistics

Data collection was conducted concurrently across host and camp sites to optimize timelines.

Deployment Logic:



Field progress was monitored through real-time updates through the iField portal and WhatsApp groups for real-time issue resolution.

vi. Quality Assurance Mechanisms

A multi-tiered quality control system will be used to ensure data reliability and integrity:

Level	Mechanism	Frequency
Field Level	Supervisor spot checks, peer review,	Daily
CAPI Monitoring	Logic checks, completion time, GPS tags, response patterns	Real-time
Thematic Review	Rapid review of the qualitative discussions during fieldwork for adaptive probes	Daily debriefs

The field team received corrective feedback, and refresher instructions regularly.

vii Incident Management and Escalation

A response protocol will be followed in case of:



All incidents were logged and escalated via a tiered protocol:



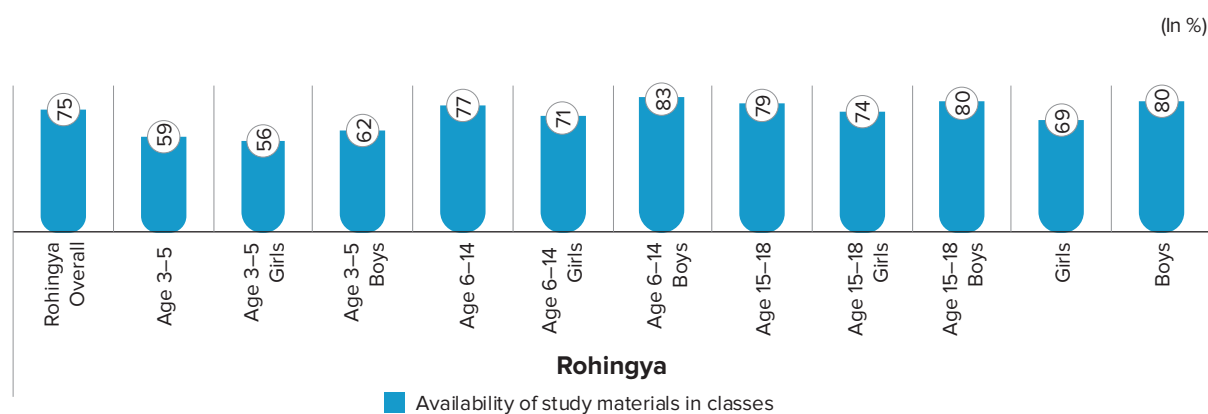
Mitigation plans, such as rescheduling visits or involving community gatekeepers, were pre-agreed during planning.

Annexure 3

Table A1: Types of Learning Facilities Availed by Children Aged 3–18 Years Going to any Learning Facility

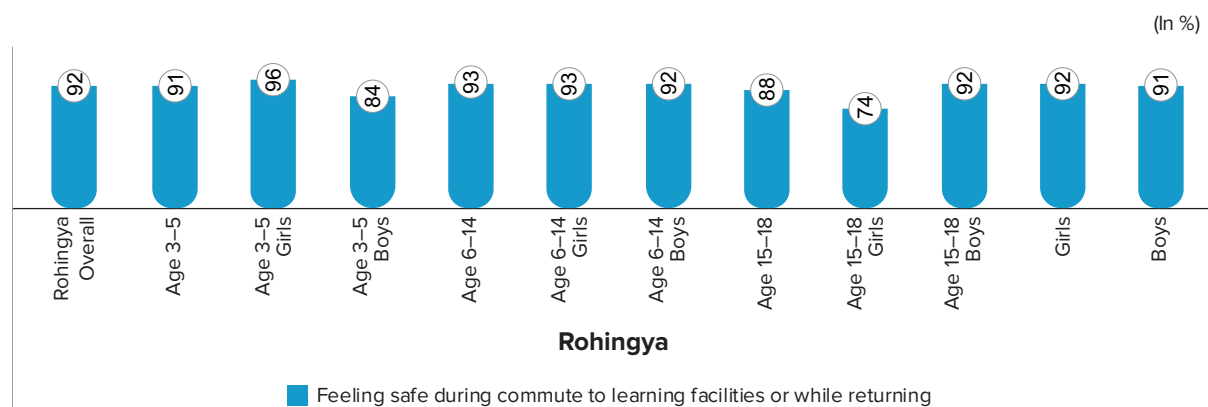
Learning Facilities availed	Rohingya (%)	Age 3–5 (%)	Age 6–10 (%)	Age 11–14 (%)	Age 15–18 (%)	Girls (%)	Boys (%)
Sample Size (n)	2209	401	596	711	501	1062	1147
Learning Center (LC)	56	65	51	57	52	54	57
CBLF	8	8	9	5	11	10	6
CSSLF	1	0	1	1	1	1	1
Private School	6	1	5	6	9	5	6
Only Religious Institutes (Madrasas/Moktobs)	15	11	18	14	14	14	15
Religious+ LC/CBLF/CSSLF/Private	13	16	14	15	10	13	13
Others	2	0	2	3	2	2	2

Figure A1: Access to Learning Materials in Classes as Reported by Caregivers and Children Aged 3–18 Years (in %)



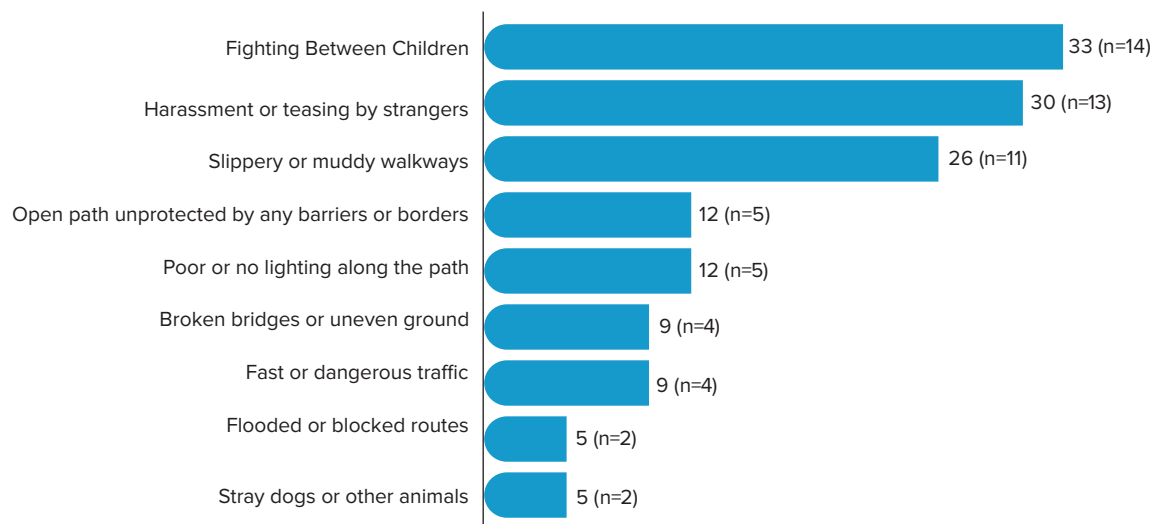
Base = 730 Rohingya Children Aged 3–18 going to Learning Facilities including 100 Caregivers of Children Aged 3–5 years and 630 Children Aged 6–18 years; Availability of Study Materials in Classes Refer to Having at least Three of the following Learning Materials: Textbooks; Workbooks or Exercise Books; Notebooks; Pens, Pencils, and Erasers; Visual Aids; or Storybooks

Figure A2: % Children Aged 3–18 Years Feeling Safe during Commute to Learning Facilities or while Returning



Base = 730 Rohingya Children Aged 3–18 going to Learning Facilities including 100 Caregivers of Children Aged 3–5 years and 630 Children Aged 6–18 years

Figure A3: Reasons for Not Feeling Safe Being Able to Travel To and From Safely to Learning Facilities in Rohingya Camps (n %)



Base = 43 Rohingya Children Aged 3–18 who Reported Feeling Unsafe while Travelling to Learning Facilities and while Returning

Table A2: WASH Facilities and Safety Infrastructure in Learning Facilities

Theme	Observation Data	Survey Data	Triangulated Insight
Drinking Water	All facilities had water sources; mainly tube wells/boreholes/piped water	87% younger and 83% older children had functional water; 82% brought water from home; girls more affected (92% versus 71%)	Water existed but was not always functional; girls disproportionately burdened
Toilets and Sanitation	28/30 had toilets; 50% gender-segregated; 43% pit latrine with slab; 23% no slab	62% caregivers reported separate toilets; poor privacy, cleanliness; limited disability access	Toilets often existed but were not private, clean, or accessible
Handwashing	77% had handwashing stations; 78% had soap; 23% lacked stations or soap	Survey confirmed inadequate privacy and soap availability	Handwashing infrastructure was insufficient
Safety and Security	Lighting: 67% functional, 17% dark spots; temporary structures; minimal emergency equipment	Guards: 39% (3–5 yrs), 50% (older); first aid boxes: 47–64%; limited emergency training	Safety infrastructure weak, emergency preparedness low, lighting and supervision gaps
Nutrition	N/A (observational data minimal)	83% younger and 81% older received food; 69% ages 15–18; 17% skipped meals; younger children brought food; older bought or skipped	Food provision inconsistent, especially for adolescents; affected learning
Personal Safety and Crowding	Overcrowded temporary structures; some dark areas	26% younger and 20% older felt unsafe; teacher neglect, bullying, crowding cited; 74% had single entry/exit point	Children experienced unsafe conditions and congestion, affecting learning

Based on responses by 2209 Rohingya children and caregivers and observation of 30 Learning facilities in Rohingya camps.

Table A3: Education Pathway Choices by Age and Gender (in %)

Pathway	3–5 Years Total (in %)	Girl (in %)	Boy (in %)	11–18 Years (in %)	Girl (in %)	Boy (in %)
Base	265	135	130	377	140	237
Learning Center	41	48	33	39	40	38
Community Based Learning Facility (CBLF)	2	1	2	–	–	–
Madrasa	31	27	35	26	32	22
Private Centers	2	1	3	–	–	–
Both Learning Center and Madrasa	22	20	24	–	–	–
Both Private Center and Madrasa	2	2	2	–	–	–
Both CBLF and Madrasa	1	0	2	–	–	–
ALP / Vocational / Private tutoring / Other	–	–	–	24	24	23
Secondary / Graduation / College	–	–	–	50	42	54

Annexure 4 — Profile of Learning Facilities (LFs) in the Rohingya Camps

A total of 30 learning facilities in the Rohingya camps were visited to observe the prevailing infrastructure, availability of learning materials, and WASH facilities. Of these, 25 facilities were located in Ukhiya and 5 in Teknaf, covering all the study camps. The majority of these learning facilities (87%) were learning centers and others were Community Based Learning Facilities (2 CBLFs) and 2 formal schools (supported by UNHCR) which were operational for 5 days in a week.

Learning Facility Profile and Enrollment Overview

Most learning facilities in the Rohingya camps focused on lower primary levels, offering Grades 4 (35%) and 5 (29%). Facilities for early childhood and grades beyond 6 were lacking. Only 6% provided Accelerated Learning Programs. Facilities averaged 76 enrollments, with 77% operating double shifts.

The facilities served 2,277 students, split between 1,180 boys (52%) and 1,097 girls (48%), with a modest gender gap. Unfortunately, inclusion of disabled children was minimal, with only 0.5 boys and 0.2 girls per grade. While primary education access was broad, opportunities for early childhood, higher-grade, and inclusive learning remained limited.

Facility Infrastructure and Accessibility

The physical environment of learning facilities in Rohingya camps focused on safety, security, and accessibility for students. Most learning centers and CBLFs had only one classroom, whereas both formal schools had 6–7 classrooms.

1.1.1. Outdoor and Boundary Infrastructure

Infrastructure in the Rohingya camps was often limited, with only 30% of facilities having designated outdoor play areas, indicating a lack of space for recreation. While some play areas had intact fencing, others were partially or fully exposed. With 47% of facilities fully enclosed and 53% lacking complete boundary protection, there were ongoing concerns about child safety, security, and play-based learning opportunities.

1.1.2. Assistive Devices and Accessibility in Learning Facilities

In the Rohingya camp facilities, accessibility and inclusion for learners with disabilities were significantly limited. Only 4 facilities (13%) featured entry ramps, and 5 had exit ramps, with handrails barely found—just 1 at entry and 3 at exit. Similarly, just 4 facilities (13%) had assistive devices such as braille resources or adjustable desks. Specialized equipment, like adjustable-height desks or technology aids, was extremely rare, seen in only 1 or 2 facilities. Of the 15 facilities that enrolled disabled learners, 9 offered one-on-one support staff, reflecting some progress. However, the lack of adaptive resources and infrastructure highlighted ongoing challenges in achieving equitable access.

Human Resources at Learning Facilities: Teachers and Support Staff

A total of 157 teachers were engaged across the 30 learning facilities observed in the Rohingya camps, comprising of 102 male teachers (65%) and 55 female teachers (35%), indicating a moderate gender imbalance favoring male educators. Out of the 157, 120 (79 male teachers and 41 female teachers) had received certified training (pedagogy training from UNHCR / subject-based training from UNICEF / Language training from UNESCO).

Table A3: Learning Materials and Infrastructure in the Classrooms of the Learning Facilities in the Rohingya Camps (in %)

Observation Item	% of Learning Facilities
Attendance Register Maintained	100%
Grade-appropriate Charts/Diagrams Displayed	91%
Burmese Alphabet Chart Displayed	86%
English Alphabet Chart Displayed	14%
Burmese Number Chart Displayed	77%
English Number Chart Displayed	80%
Body Parts Chart in Burmese Available	52%
Body Parts Chart in English Available	68%
Blackboard or Whiteboard Present	100%
Chalk or Markers Available	96%
Duster Available for Board Cleaning	100%
>90% Students had Textbooks/Workbooks	68%
Charts/Flashcards Mounted and in Good Condition	54%
>90% Students had Pens/Pencils	77%
Teacher Present During Observation	100%
Adequate Ventilation Observed	77%
Furniture in Good Condition	20%
No Visible Damage to Walls/Windows	21%
Adequate Seating and Space for All	45%
Timetable Displayed in Classroom	95%

Note: Among all the classrooms observed across the learning facilities

Annexure 5 – Research Tools Used

A. Household Survey Questionnaire: Caregivers of Children aged 3 to 5 years

Screening Question

S0. Is there any child in your household in the age group 3-18 years?

1. Yes
2. No [Terminate]

S1. Is there any child in your household in the age group 3-5 years? [Ask if S0=1]

1. Yes
2. No [Terminate]

Introduction – Consent Form

Legend

- Scripter instructions are in **Blue**.
- Interviewer instructions are in **Violet**.

TO BE READ BY INTERVIEWER:

My name is _____ and I am working with _____. We are conducting an assessment on the educational needs of children aged 3-18 years. This discussion cannot be considered a guarantee for any direct or indirect support to you or your community, but the information you provide will help us define education priorities and programs.

We would like to ask you some questions about the situation of education here.

Everyone's participation is anonymous and confidential. No one will have access to your contact details. The information we collect today will be used in a report anonymously – no one will be able to tell who said what. Don't be afraid to give your opinion, don't hesitate to share your thoughts. This is a safe environment, and you can trust us. Your participation is voluntary, and you can choose not to answer the questions or stop the discussion at any time.

Q1N. Do you give your consent to participate in this interview?

1. Yes
2. No [TERM]

Q1N 1. Do you have any questions before we proceed?

Yes	1
No	2 (Term)

CONSENT: Do you consent to continue with this survey?

Yes	1
No	2 (Term)

Part 1 of the script is to be administered to Caregivers/Parents and Part 2 is to be administered to the caregiver of any child in the household aged 3-5 years

Part 1 Caregivers/Parents

1. Which community does the respondent belong to:
 1. Rohingya
 2. Host-community
2. Upazilla
 1. Ukhiya
 2. Teknaf
3. Camp: [Appear if Q1=1. List is provided]
 - 3a) Union: [Appear if Q1=2. List is provided]
4. Block: [Appear if Q1=1. List is provided]
5. Ward: (Open ended) [Appear if Q1=2]
6. Sub Block : (Open ended) [Appear if Q1=]
 - 6a) Village Name: (Open ended) [Appear if Q1=2]

I. Preliminary details about the Respondent

Respondent Profile (Caregiver)

7. **Name of the Respondent** _____
8. **Age of the Respondent (in completed years):** 16-70 _____
9. **Gender of the Respondent:**
 1. Female
 2. Male
 3. Other
- 9a. What is the relationship of the respondent to the child?
 1. Mother [Appear if Q9 Part 1=1]
 2. Father [Appear if Q9 Part 1=2]
 3. Grandfather [Appear if Q9 Part 1=2]
 4. Grandmother [Appear if Q9 Part 1=1]
 5. Other Guardian (specify) [Appear if Q9 Part 1=1/2/3]
10. **What is the highest level of education you have completed?**
 1. No formal education
 2. Primary (grades 1–5)
 3. Secondary (grades 6–10)
 4. Higher secondary (Grade 11-12)
 5. Graduation or above

11. **What is the primary language spoken at your home?**

1. Burmese
2. Rohingya
3. Bangla (Display this option only if coded '2' in Q1 - Community)
99. Other: ____

12. **For how long have you been living in your current location?**

1. Less than 6 months
2. 6–12 months
3. 1 year – 2 years
4. More than 2 years

II Household Composition

A1. How many total members including yourself and children are currently residing in this household?

- a. Total Members: __ [Allow 1–20]
- b. Adults (18+ years): __ [Allow 1–15]

A2. Number of children (aged below 18 years): __ [Cannot exceed A1a] [Allow 1–10]

- a. 3–5 years: __ [Allow 1–10]
- b. 6–10 years: __ [Allow 0–10]
- c. 11–14 years: __ [Allow 0–10]
- d. 15–18 years: __ [Allow 0–10]

[Sum of A2a+b+c+d cannot exceed A1a-A1b]

A3. Do you or any other member of your household have a disability? [Multiple choice]

1. Yes (Myself)
2. Yes (Another person)
3. None [Exclusive]

A4. What types of disability do you/they have? [Ask if A3=1,2] [Multiple choice]

1. Hearing
2. Speech
3. Visual
4. Mental
5. Locomotor (Mobility)
6. Other (specify)

III. Livelihood & Income Sources

13. **What is the main source of your household income?**

1. Agriculture
2. Government Job (Display this option only if coded '2' in Q1 - Community)
3. Private Job

4. Daily labour
5. Petty trade
6. Remittances
7. Assistance (depending on the ration/supplies)
8. Volunteer
9. 98. No Income ([Skip to Q A5](#))
10. 99. Others (Please specify)

14. What is your approximate monthly household income (in BDT)?

1. Less than 5,000
2. 5,000–10,000
3. 10,001–15,000
4. 15001 – 30000
5. 30001 - 50000
6. More than 50000
7. Do not wish to disclose

A5. Do any children under 18 years in your household engage in work activities (paid) that contribute to household income?

1. Yes
2. No

Child Roster (All children aged 3–18 years)

Instructions for interviewer: Collect information for all children aged 3–18 years in the household. Start with the oldest child and collect the information in descending order of age

Interviewer to read: Now I will request you to share some details about each child aged 3-18 years in your household.

[For children 3-5 years, allow age values 3, 4, 5. For 6-10, allow 6, 7, 8, 9, 10. For 11-14 allow 11, 12, 13, 14 and for 15-18 allow 15, 16, 17, 18.]

ROSTER TABLE [Repeat for each child aged 3-18 years from A2]

Question	Child 1	Child 2	Child n
B1. Name of the child			
B2. Age in years [Allow 3 to 18]			
B3. Gender	1. Girl 2. Boy 3. Other		
B4. Disability status [Ask if A3=2].	1. Hearing 2. Speech 3. Visual 4. Mental 5. Locomotor 6. Other (Specify) 7. None		
B6. Is the child currently enrolled in any Learning Facility?	1. Yes 2. No		
[If B6=2, skip to B10]			

Question	Child 1	Child 2	Child n
B7. What type of Learning Facility is the child currently enrolled to? [Ask if B6=1].	<p>For Camps (If Q1=1, show below options)</p> <ol style="list-style-type: none"> 1. Learning Centre (LC) 2. Community Based Learning Facility (CBLF) 3. Cross Sectoral Shared Learning Facility (CSSLF) 4. Private School 5. Only Religious Institute (Madrassa/ Moktob) 6. Religious Institute (Madrassa/ Moktob) with LC/CBLF/CSSLF/Private school 7. Others, Specify.... <p>Options for Host (If Q1=2, show below options) [multiple response]</p> <ol style="list-style-type: none"> 1. NGO school 2. Government school 3. Madrasa (in the host community) 4. Ebtedayee Madrasa 5. Private school 6. Home-based learning (with a teacher) 7. Non-formal education centre 8. Private tutor 9. Others, please specify 		
B8. In which grade is the child currently studying? [Ask if B6=1].	<ol style="list-style-type: none"> 1. ECE 2. Kindergarten (KG) 3. Grade 1 4. Grade 2 5. Grade 3 6. Grade 4 7. Grade 5 8. Grade 6 9. Grade 7 10. Grade 8 11. Grade 9 12. Grade 10 13. Grade 11 14. Grade 12 15. ALP 1 16. ALP 2 17. ALP 3 18. Youth and Adolescent Programme (Skill Training) 		
B9. How long has the child been attending this current learning facility? [Ask if B6=1].	<ol style="list-style-type: none"> 1. Less than six months 2. 6-12 months 3. 1-2 years 4. More than 2 years 		

Question	Child 1	Child 2	Child n
B10. Has the child ever attended any Learning Facility? [Read out options] [Ask only if B6=2]	1. Yes 2. No		
B12. What type of Learning Facility did they attend? [Ask if B10=1]	<p>For Camps (If Q1=1, show below options)</p> <ol style="list-style-type: none"> 1. Learning Centre (LC) 2. Community Based Learning Facility (CBLF) 3. Cross Sectoral Shared Learning Facility (CSSLF) 4. Private School 5. Only Religious Institute (Madrassa/ Moktob) 6. Religious Institute (Madrassa/ Moktob) with LC/CBLF/CSSLF 7. Others, Specify... <p>Options for Host (If Q1=2, show below options) [multiple response]</p> <ol style="list-style-type: none"> 1. NGO school 2. Government school 3. Madrasa (in the host community) 4. Ebtedayee Madrasa 5. Private school 6. Home-based learning (with a teacher) 7. Non-formal education centre 8. Private tutor 9. Others, please specify 		
B13. At what age did the child drop out? [Ask if B10=1].	[Allow 3 to 18. Response cannot exceed response in B2]		
B14. For how long did the child attend the Learning Facility before dropping out? [Ask if B10=1]	1. Less than three months 2. 3-6 months 3. 6-12 months 4. 1-2 years 5. More than 2 years		
B18. In the past 2 weeks, how many days has the child missed classes? [Ask if B6=1]	Allow 0 to 10		

IV. Participation in Community Group for Education

15. Are you part of any community groups of parents/caregivers like SMC/ CESG/Parents' Forum?
[MULTIPLE RESPONSE]
1. Yes, School Management Committee (SMC) (Display this option only if coded '2' in Q1 - Community)
 2. Yes, Community Education Support Groups (CESG)(Display this option only if coded '1' in Q1 - Community)
 3. Yes, Parents' Forum
 4. Other, specify
 5. None

16. How regularly have you attended these meetings in the last one year? [Ask if Q15=1,2,3,4]

1. Always
2. Most of the times
3. Sometimes/ Rarely
4. Never

[Ask A20 and Interviewer Note only if Q1 = 1 i.e. if the respondent is from the Rohingya community]

Interviewer Note: This question is about a hypothetical situation. Read it slowly and clearly.

A20. Imagine a situation where the current learning facilities in the camp were to close down. How likely would you be to find another way for your children to continue their learning?

1. Very Likely
2. Somewhat Likely
3. Not Likely
4. Don't know / Cannot say

A22. If the learning facilities in the camp were to shut down and were no longer available, what would you most likely do to continue your child's education?

(Single Response)

1. I would try to find a private tutor or a paid learning group.
2. I would send my child to a religious school (Madrasa/Moktob) if available.
3. I would try to teach my child at home by myself.
4. I would arrange for my child to study in a group with friends, relatives or neighbours
5. The elder sibling will teach the child
6. My child's education would likely stop because there would be no other options.
7. Not sure
8. Other (please specify): _____

Part 2 Caregiver of children aged 3-5 years

List of children aged 3,4,5 from B2 to appear here with Name, Gender and Disability Status from the Roster. Interviewer will select the child with whom the interview will be conducted.

[If there is a single child in the age group 3-5 years in the household, Part 2 will be administered for that child only.

If there are more children (more than one), please automatically select the **oldest child aged 3–5 years** from the above roster. All following sections (C through I) will be administered for that child only].

[INTERVIEWER: The following questions are about [Name of oldest child aged 3-5 piped from B1], who is [age piped from B2] years old]

V. Cost of Education [Skip if B10=2 for selected child]

17. Which of these costs did you pay for your children in last academic session (2024-25)? (Multiple Response) (Read out the options)
1. Enrollment/registration fees
 2. Examination/certification fees

3. Textbook/workbook fees
4. Fees for uniform
5. Transport fares
6. None (This option is Exclusive)
7. Any Other Expense (Please specify)

SECTION C: Attendance to Learning Facilities and reasons for drop out [Skip if B10=2 for selected child]

Read out to the caregiver/parent: Now, the next set of questions will be related to (Name of the selected child to appear here)'s education at the learning facility

I. – Enrolment

C1. Currently, does [selected child's name] go to any learning facility?

1. Yes
2. No

C2. Which learning facilities does [selected child's name] usually attend? [Ask if C1=1]

Options for Camps (If Q1=1, show below options)

1. Learning Centre (LC)
2. Community Based Learning Facility (CBLF)
3. Cross Sectoral Shared Learning Facility (CSSLF)
4. Private School
5. Only Religious Institute (Madrassa/ Moktob)
6. Religious Institute (Madrassa/ Moktob) with LC/CBLF/CSSLF
7. Others, Specify....

Options for Host (If Q1=2, show below options) [multiple response]

1. NGO school
2. Government school
3. Madrasa (in the host community)
4. Ebtedayee Madrasa
5. Private school
6. Home-based learning (with a teacher)
7. Non-formal education centre
8. Private tutor
9. Others, please specify

C3. In which grade is [selected child's name] currently studying? [Ask if C1=1]

For Camps (If Q1=1, show below options)

1. ECE
2. Kindergarten (KG)
3. Other (Specify)

Options for Host (If Q1=2, show below options)

1. ECE
2. Pre primary
3. Madrasa
4. Other [Specify]

ASK ALL

C4. Who usually helps in [Selected child's name]'s studies at home?

1. Mother
2. Father
3. Older sibling
4. Volunteer or tutor
5. Grandparent
6. No one
7. Other (specify)

C5. Has [selected child's name] ever attended any learning facility before?

(Ask only if selected 2 in C1)

1. Yes
2. No

C6. What type of learning facility did [selected child's name] last attend? [Ask if C5=1]

1. Learning Centre (LC)
2. Community Based Learning Facility (CBLF)
3. Cross Sectoral Shared Learning Facility (CSSLF)
4. Private School
5. Only Religious Institute (Madrasa/ Moktob)
6. Religious Institute (Madrasa/ Moktob) with LC/CBLF/CSSLF
7. Others, Specify....

Options for Host (If Q1=2, show below options) [multiple response]

1. NGO school
2. Government school
3. Madrasa (in the host community)
4. Ebtedayee Madrasa
5. Private school
6. Home-based learning (with a teacher)
7. Non-formal education centre
8. Private tutor
9. Others, please specify

C7. When did [selected child's name] last attend the learning facility? (year) [Ask if C5=1]

C8. At what age did [selected child's name] stop going? [Ask if C1=1]

_____ (Specify in years)

C9. Till which grade has [selected child's name] completed education? [Ask if C5=1]

(Note: Interviewer to explain that completed here means the last grade for which the child has passed the examination)

For Camps (If Q1=1, show below options)

4. ECE
5. Kindergarten (KG)
6. Other (Specify)

Options for Host (If Q1=2, show below options)

1. ECE
2. Pre primary
3. Madrasa
4. Other [Specify]

Reasons for Dropout

C10. What were the reasons for dropping out? [Ask if C5=1].

[Multiple choice]

1. The child needs to help with household chores
2. Due to the family's relocation to another camp
3. Due to language barrier
4. The child needs to help care for their siblings
5. The child needs to earn an income
6. The child is too young for education
7. The child has health issues
8. The child does not feel safe
9. The child does not like school
10. The quality of education does not meet the needs of my child
11. The distance from the home to the learning facility is too far
12. The child has special educational needs due to the disability which are not supported at the learning facility [skip option if B4=7]
13. The fear of harassment or protection threats on the way to/from the learning facility
14. Harassment at learning facility from other children (bullying)
15. Harassment at learning facility from the teachers (hitting the child)
16. Inadequate WASH facilities at the learning facility
17. Within the family, there is no support for the child to continue their education
18. Other, specify.....

C11. Was the decision communicated to the learning facility? [Ask if C5=1].

1. Yes
2. No

C12. Would you like [selected child's name] to return to the learning facility? [Ask if C5=1]

1. Yes
2. No

C13. What support or changes would have enabled the child to stay enrolled? [Ask if C5=1] [Multiple choice]

1. Fee waivers
2. Transport services
3. Stipend or cash incentive
4. Child-friendly timings (half-day, flexible entry)
5. Remedial or catch-up classes
6. Separate classes or female teachers for girls
7. Disability accommodations
8. More relevant curriculum or vocational skills
99. Other (specify)

ASK ALL

Availability of learning materials at home

C14. Does the child have these items at home?

- a. Textbooks or picture books:
 1. Yes
 2. No
- b. Drawing paper or notebooks:
 1. Yes
 2. No
- c. Pencils, crayons:
 1. Yes
 2. No
- d. Counting toys
 1. Yes
 2. No
- e. Story books or reading books
 1. Yes
 2. No

C15. What are the main barriers to accessing learning materials/support? [Multiple choice]

1. No materials available

2. Costs too high
3. Lack of caregiver support
4. Language barriers
5. Physical access issues (distance, mobility challenges)
6. Safety concerns
7. Other (specify)

SECTION D: Child's learning [Ask if C1=1]

[Skip if B10=2 or C5=2 for selected child]

D1. In which shift does [selected child' name] attend the classes at the learning facility?

1. Morning
2. Afternoon

Process of Receiving the Feedback on Child's Learning from the Teachers

D2. How is the child's learning progress assessed at the learning facility? [multiple choice]

(Read out the options)

1. Written tests
2. Verbal tests
3. Surprise tests
4. Individual assignment-based tests
5. Group assignment
6. Any other _____

D3. What is the frequency of these tests/assignments?

1. Weekly
2. Fortnightly
3. Monthly
4. Quarterly
5. Half yearly
6. Yearly

D4. Do you feel the learning assessment system at your child's learning facility is fair and effective?

1. Yes, very fair and effective
2. Somewhat fair and effective
3. Not fair or effective
4. Don't know / Not sure

D5. What methods of assessing the child would you prefer over the current method? [Ask if D4=2,3,4]

_____ (open ended)

D6. How do you receive learning progress of the child from the learning facility? [multiple choice]

1. Parents teachers' meeting

2. Teacher sends the report card at home
3. Report card is shared through mobile
4. Other, specify

D7. How frequently are the parent teachers' meetings held? [Ask if D6=1]

1. Weekly
2. Fortnightly (Every 2 weeks)
3. Monthly
4. Once in 3 months
5. Once in 6 months
6. Once in a year
7. As and when required
8. Other, specify

D8. How regularly have you attended the parent teachers' meetings in the last one year? [Ask if D6=1]

1. Always
2. Most of the times
3. Sometimes/ Rarely
4. Never

SECTION E: Learning progress and outcomes [Ask the entire section if C1=1 for selected child]

E1. How much progress has [Selected child's name] made in since joining the Learning Facility? SINGLE CODE PER ROW

Area	No Progress	Little	Some	Much	Exceptional
Reading such as recognizing letters and numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing/Drawing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E2. What positive changes have you noticed in [Selected child] since attending? [Multiple choice]

1. More interested in learning
2. Tries to read/write at home
3. Better social skills
4. More confident
5. Can concentrate better
6. Excited about going to centre
98. No changes noticed [Exclusive]
99. Other (specify)

E3. Are there any concerns about [Selected child]'s learning progress? [Multiple choice]

1. Not recognizing any letters yet
2. Cannot count to 5
3. Difficulty holding pencil/crayon
4. Not interested in learning activities
5. Cannot sit still during activities
6. Does not play with other children
7. Does not speak much or communicate needs
8. Gets frustrated easily with tasks
9. Seems behind compared to other children same age
10. No concerns [Exclusive]
11. Other concerns (specify)

SECTION F: Alternative to Formal Education

Section VI - Alternative to Formal Education

F1. Which of the following alternatives for education are available in the community? (Multiple Response)

1. Home-based lessons with family/volunteer
2. NGO-run sessions
3. Radio lessons or prerecorded audio content/stories
4. Private tutoring centre or paid tuition
5. Madrasa
6. Friend's house study group
7. Printed Worksheets or take-home material
8. Digital lessons on phone/tablet (apps, SMS)
9. Informal vocational or life skills training
98. No alternative is present (The Option is Exclusive)
99. Others (Please Specify)

Logic- F2 and F3 skip if 98 coded in F1

F2. How often did you use these alternatives when classes in your main learning facility were not possible? Ask for each selected option in F1 Row Wise

1. Often
2. Sometimes
3. Rarely
4. Never

F3. Did you have to pay for that alternative?

Ask for each facility for which 1, 2 or 3 is coded at F2

1. Yes
2. No
3. Don't Know

SECTION G: Safety Features & Concerns [Ask if C1=1]**Safety Features & Concerns**

G1. Do you or [selected child's name] feel unsafe on your commute to the learning facility or while returning home?

1. Yes, feel scared
2. No, don't feel scared
98. Don't know / Prefer not to answer

G2. What makes you think it is unsafe? (Ask if G1=1. Multiple Response)

1. Poor or no lighting along the path
2. Slippery or muddy walkways
3. Stray dogs or other animals
4. Harassment or teasing by strangers
5. Fast or dangerous traffic
6. Flooded or blocked routes
7. Broken bridges or uneven ground
8. No fence or boundary around the path
9. Fighting Between Children
10. Others, specify_____

G3. At the learning facility, which of the following safety features are currently in place and please tell if it works properly?

[Read out options]

S.No.	Options	G3a. is this feature available? 1. Yes 2. No 3. Not Sure	G3b. Is it in working condition? (Ask only for those features which are marked as "yes" at G3a) 1. Yes 2. No 3. Not Sure
1.	Functional lighting along pathways and around the building		
2.	Separate toilets for boys and girls		
3.	Ramps or handrails for wheelchairs and strollers		
4.	Fencing or boundary walls around the compound		
5.	Security guard or volunteer at the entrance		
6.	First Aid Box		

G4. Does the learning facility have separate entry and exit?

1. Yes, the facility has separate entry and exit
2. No, there's a common entry and exit

G5. Is the entry/exit crowded when [selected child's name] enter and leave the learning facility?

1. Yes
2. No

G6. Is there a teacher or any other staff present to help the children in and out of the learning?

1. Yes
2. No

G8. Has [Selected child's name] ever felt uncomfortable or unsafe at the learning centre?

1. Yes, often
2. Yes, sometimes
3. No, never
4. Prefer not to say

G9. Why do you feel so? [Ask if G8=1, 2. Allow multiple choice else SKIP]

1. Teachers hit the students as punishment
2. Bullying by other students
3. Teachers don't pay attention to the children's needs/complaints
4. Broken or damaged washroom doors
5. Poor lighting at entry/exit points
6. Other issues (Specify)

Section H: Facilities, Learning Material and Teachers at the LF [Ask if C1=1]

III – Facilities, Learning Material and Teachers at the LF

H1. Now, I will say some statements related to [selected child's name]'s teachers, please respond as yes or no.

S.No.	Options	Yes	No	Can't say
1.	Teachers pay attention when asked for any help	1	2	3
2.	Teachers explain lessons in a way that students can understand	1	2	3
3.	Teachers encourage students to ask questions in class.	1	2	3
4.	Teachers care about students' well-being and safety at school.	1	2	3
5.	Teachers give students feedback on their progress.	1	2	3
6.	Teachers make learning fun for students.	1	2	3
7.	Children are not scared of the teacher.	1	2	3
8.	Teachers are strict.	1	2	3

H2. Does the learning facility have a functional drinking water facility?

1. Yes
2. No
3. Don't know

H3. How does [selected child's name] get water for drinking at the learning facility? [Ask if H2=2. Multiple choice]

1. Brings water from home
2. Borrows water from friends
3. Drink water from regular water tap
4. Other, specify

H4. Does [selected child's name] get snacks or a meal at the learning facility?

1. Yes
2. No

H5. How does [selected child's name] manage meal at the learning facility? [Multiple choice. Ask if H4=2]

1. Take food from home
2. Share with friends
3. Buy from outside the learning facility
4. Eat after coming from the learning facility
5. Don't eat at the learning facility
6. Other, specify

H6. Where do the students sit in the classroom?

1. Chair/Bench
2. Mat
3. On the floor
4. Other, specify

H7. Where is the best place for [Selected child's name] to have classes?

1. Learning centre/school building
2. Community shelter
3. Volunteer's home
4. Outdoor space
5. Our own home
6. Madrasa
98. No preference

H8. Why do you prefer this location? [Skip if H7= 98. Multiple choice]

1. Closest to home
2. Safest option
3. Best facilities
4. Most comfortable for child
5. Fits our schedule
99. Other (specify)f

SECTION I: Teaching and Facilitators at Learning Facility [Ask the entire section if C1=1 for selected child]**Curriculum and Learning**

I1. Do you know what curriculum is being taught to [selected child's name] at the learning facility?

1. Yes
2. No

I2. Which curriculum is [selected child's name] studying? [Ask if I1=1. SA]

1. Myanmar Curriculum
2. Learning Competency Framework Approach curriculum
3. Alternative Learning Programme curriculum
4. Pearsons Edexcel curriculum
5. Early childhood curriculum
6. Madrasa Curriculum
7. Bangla curriculum Display option only if coded '2' in Section 1 – Q1 - Community type – Appear only for host community)
8. Technical vocational curriculum
98. Don't Know [Exclusive]
99. Other (specify)

I3. In which language is [selected child's name]'s textbooks in (textbooks which are not for language subjects)?

1. Burmese
2. English
3. Bangla (Display option only Q1=2)

I4. How challenging is the curriculum for [Selected child's name]'s age and ability level? [Read out options]

1. Much too easy
2. Slightly too easy
3. Just right
4. Slightly too hard
5. Much too hard
6. Don't Know/Can't Say

Language of Instruction

I5. Which mode of language is used by teachers while teaching?

1. Rohingya
2. Burmese
3. English
4. Bangla [Appear if Q1=2]

I6. How well does [Selected child's name] understand the instructor's language?

1. Not at all

2. A little
3. Somewhat
4. Well
5. Completely
98. Don't Know/Can't Say

17. Which language would you prefer the most for teachers to use while teaching for [selected child's name]?

1. Rohingya
2. Burmese
3. English
4. Mixed languages
5. Bangla [Appear if Q1=2]
6. Other (specify)

18. Why do you prefer this language? [Multiple choice]

1. It helps my child understand best
2. It is the language used at home
3. It prepares my child for further education
4. It is respected in the community
99. Other (specify)

19. Which of the following study material does [child's name] usually have in class? (Multiple Response)

1. Textbooks
2. Workbooks or exercise books
3. Notebooks
4. Pens, pencils & erasers
5. Visual aids (charts, flashcards)
6. Storybooks
7. None of the above (This option is Exclusive)
8. Don't know (This option is Exclusive)

Learning Modalities

110. Which learning arrangement would work best for [Selected child's name] and your family? SINGLE CODE

1. Fully in-person at the centre
2. Hybrid (in-person plus home visits)
3. Community-led classes
4. Radio or tablet-based lessons at home
5. Printed take-home packets only

111. Why do you prefer this arrangement? [Multiple choice]

1. Quality of instruction is higher
2. Safer for my child

3. More flexible with household schedules
4. Cheaper or no cost
99. Other (specify): _____

112. How important is it that [Selected child's name]'s education includes religious teachings?

1. Very important - should be main focus
2. Important - included with other subjects
3. Somewhat important - some inclusion is fine
4. Not important - focus on other subjects
5. No preference

SECTION J: Future educational aspirations

Future pathways

J1. When [Selected child's name] completes early learning, which pathway would you prefer?

1) SINGLE CODE

1. Learning Centre
2. Community Based Learning Facility (CBLF)
3. Madrasa
4. Private Centres
5. Both learning centre and madrasa
6. Both private centre and madrasa
7. Both CBLF and madrasa

J2. Why would you choose that pathway? [Multiple choice]

1. Leads to a recognized certificate or grade promotion
2. Provides practical skills for future work
3. Fits with our family's religious or cultural values
4. Offers the most affordable option
5. Is closest and safest to our home
6. Balances learning with household or care responsibilities
7. My friends chose that pathway
99. Other (please specify): _____

J3. Please rank the following topics in order of importance for [selected child's name]'s future education (1 = most important; 5 = least important) SINGLE CODE

1. Basic literacy & numeracy
2. Practical/vocational skills
3. Moral and religious values
4. Creative talents
5. Digital skills

J4. How easy is it for [Selected child's name] to access available education in your community? SINGLE CODE

1. Very easy - no difficulty
2. Somewhat easy - some challenges
3. Difficult - many barriers
4. Not accessible at all

J5. Which learning areas are most important for [Selected child] at this stage? [Select up to 3 min1 – max3]
MULTIPLE CODE

1. Pre-literacy (letters, storytelling)
2. Pre-numeracy (counting, shapes)
3. Social skills (sharing, cooperation)
4. Physical development (motor skills)
5. Language development
6. Health & hygiene habits
7. Religious/moral values
8. Creative activities (art, music)
99. Other (specify): _____

J6. When choosing education for [Selected child's name], what are your top 3 priorities? [Select up to 3-Min1-max 3] MULTIPLE CODE

1. Flexible class times (half-day, evening, weekend options)
2. Safe and reliable transportation or escorted routes
3. Scholarships, stipends or fee waivers to reduce cost barriers
4. More practical or life-skills content (vocational, digital, health)
5. Extra-curricular activities (sports, arts, clubs)
6. Smaller class sizes or more one-on-one support
7. Regular feedback & mentoring from teachers
8. Digital learning tools (tablets, radio lessons, apps)
9. Gender-sensitive facilities & classes (girls-only groups, latrines)
10. Community-led study groups or peer support networks
11. Improved learning materials (textbooks, worksheets, visual aids)
100. Other (please specify): _____

J7. Which of the following two areas should the learning facilities focus on and prioritize? (Select any Two min1-max2)

1. English – Spoken and written
2. Rohingya Language/Hanifi script
3. Numeracy
4. Science
5. Vocational skills
6. Digital/ICT skills
7. Life skills (communication, financial literacy, health, hygiene)

J8. Do you have same educational goals for girls and boys? SINGLE CODE

1. Yes
2. No
3. Not applicable (same gender/single child)

J9. Please specify the reason for different goals. [Ask if J8=2]

[Open-ended]

Section K: Community Led Solutions & Remedial Supports

K1. Are you aware of any support that helps you re-enroll, stay in school, or participate more fully—especially for girls or children from remote blocks?

Read the options (Multiple Response)

1. Scholarships or stipends
2. Community-run catch-up/remedial classes
3. Home-based learning support organized by volunteers
4. Informal transport arrangements (shared rides, escorts) [Appear only if Part 1 Q1=2]
5. Parental support groups or mothers' education committees
6. Peer-mentoring or "buddy" programmes
7. Mobile teaching teams visiting remote areas/Interactive Radio/Audio Instruction (IAI/IRI)
8. Child-care or sibling care provided at the learning facility
9. Disability-inclusive clubs or special support circles
10. Disability-specific support (adaptive devices, resource teachers)
11. Learning materials kits (textbooks, notebooks) provided free
12. Transport subsidies or vouchers) [Appear only if Part 1 Q1=2]
98. Other (please specify): _____

K2. Has [selected child's name] ever received any of these supports?

1. Yes
2. No
98. Don't know

K3. Which support has [selected child's name] received? (Multiple Response) [Ask if K2=1]

Logic-Option coded in K1

K4. Do you consider the level of support sufficient to keep you enrolled and continue learning effectively?

Ask for each option selected at K3

1. Yes, fully sufficient
2. Partially sufficient
3. No, inadequate

K5. Have you ever faced any of these challenges when trying to access support programmes?

(Multiple Response)

1. Lack of information about the programme

2. Complex application or registration process
3. Distance to the distribution point
4. Eligibility criteria too strict
5. Stigma or community bias
6. The support was not given regularly or ran out
99. Other (specify): _____

Section L - Satisfaction with Activities in Learning Centre and Recommendations [Ask if C1=1]

L1. Overall, how much do you like the current learning activities for [Selected child's name]'s learning in the learning facility?

1. Like very much
2. Like it somewhat
3. Do not like

L2. To what extent do activities taught at the current learning facility/centre like stories, songs, and play prepare has [Selected child] prepared for the next grade?

1. Not ready at all
2. Needs much more preparation
3. Somewhat ready
4. Mostly ready
5. Completely ready
98. Too early to assess

L3. Which skills does [Selected child] most need to develop before moving to the next grade/primary school? [Skip if L2=5] **MULTIPLE CODE**

1. Basic literacy (letters, sounds)
2. Basic numeracy (counting, numbers)
3. Writing skills (holding pencil, forming letters)
4. Listening and following instructions
5. Social skills (sharing, cooperation)
6. Emotional regulation (managing feelings)
7. Physical skills (sitting still, fine motor skills)
8. Communication/language skills
9. Self-care (toilet, eating independently)
10. No aspects lacking [Exclusive]
99. Other (specify)

L4. What aspect do you find most lacking in the current learning environment? **(Multiple Response)**

1. Qualified teachers, instructors or volunteers
2. Age-appropriate learning materials
3. Safe and child-friendly space

4. Consistent class schedule
5. Interactive activities
6. Other, specify _____

L5. If you had the choice to decide, in shift would you like [selected child's name] to attend the learning facility?

1. Morning shift
2. Afternoon shift

L6. Which of these learning methods do you find most helpful or interesting for [selected child's name]?

(READ OUT OPTIONS) Mark Yes/No for each option

1. Listening to the teacher explain a topic in detail (lectures).
2. Doing hands-on activities, practical experiments, or projects.
3. Working on assignments or studying by yourself (independent study).
4. Discussing topics and working on projects with a group of classmates (group work).
5. Presenting your work to the class, or taking part in debates and role-plays.
6. Using digital tools like computers, tablets, or phones for watching videos, or using learning apps.
7. Learning from visual materials like charts, diagrams, and posters.
8. Asking questions and having an open discussion with the teacher and the class.
9. Other (please specify)

L7. Please rank the following topics in order of importance for [selected child's name] future education (1 = most important; 5 = least important).

a. Type of Content {Rank (1–5)}

Content Type	Rank
Basic literacy & numeracy	
Practical life/vocational skills	
Religious & moral education	
Creative & artistic subjects (arts, music)	
Digital/computer skills	

B. Mode of Delivery {Rank (1–4)}

Mode of Delivery	Rank
Fully in-person at school/centre	
Hybrid (centre plus home/community)	
Community-led or home-based classes	
Digital/media-based learning (radio, tablet)	

L8. Which of the following would most improve the learning experience for [selected child's name]? (Select up to three-Min 1 and max 3)

1. Flexible class times (half-day, evening, weekend options)
2. Safe and reliable transportation or escorted routes
3. Scholarships, stipends or fee waivers to reduce cost barriers

4. More practical or life-skills content (vocational, digital, health)
5. Extra-curricular activities (sports, arts, clubs)
6. Smaller class sizes or more one-on-one support
7. Regular feedback & mentoring from teachers
8. Digital learning tools (tablets, radio lessons, apps)
9. Gender-sensitive facilities & classes (girls-only groups, latrines)
10. Community-led study groups or peer support networks
11. Improved learning materials (textbooks, worksheets, visual aids)
99. Other (please specify): _____

END OF INTERVIEW

Thank you for your time and participation in this survey. Your responses will help improve education services for children in your community.

B. Household Survey Questionnaire: Children aged 6 to 18 years

SCREENING QUESTION

S1. Is there any child in your household in the age group 3-18 years?

1. Yes
2. No [Terminate]

S2. Is there any child in your household in the age group 6 - 18 years? [Ask if S1=1]

1. Yes
2. No [Terminate]

Consent Form:

TO BE READ BY INTERVIEWER:

My name is _____ and I am working with _____. We are conducting an assessment on the educational needs of children aged 3-18 years. This discussion cannot be considered a guarantee for any direct or indirect support to you or your community, but the information you provide will help us define education priorities and programs.

We would like to ask you some questions about the situation of education here.

Everyone's participation is anonymous and confidential. No one will have access to your contact details. The information we collect today will be used in a report anonymously – no one will be able to tell who said what. Don't be afraid to give your opinion, don't hesitate to share your thoughts. This is a safe environment, and you can trust us. Your participation is voluntary, and you can choose not to answer the questions or stop the discussion at any time.

After we complete the discussion with you, we would also like to speak to one of your child to understand their perspective on the current learning environment and how they would want it to be.

a. Do you give your consent to participate in this interview?

- Yes
 No

b. Do you give your consent to include your child to participate in this interview?

- Yes
 No

Do you have any questions before we proceed?

Yes	1
No	2

CONSENT: Do you consent to continue with this survey?

Yes	1
No	2

Part 1 of the script is to be administered to Caregivers/Parents and Part 2 is to be administered to children aged 6-18 years

Part 1 Caregivers/Parents

1. Which community does the respondent belong to:

1. Rohingya
2. Host-community

2. Upazilla

1. Ukhiya
2. Teknaf

3. Camp: [Appear if Q1=1. List is provided]

3a) Union: [Appear if Q1=2. List is provided]

4. Block: [Appear if Q1=1. List is provided]

5. Ward: (Open ended) [Appear if Q1=2]

6. Sub Block : (Open ended) [Appear if Q1=]

6a) Village Name: (Open ended) [Appear if Q1=2]

I. Preliminary details about the Respondent

Respondent Profile (Caregiver)

7. Name of the Respondent _____

8. Age of the Respondent (in completed years): _____

9. Gender of the Respondent:

1. Female
2. Male
3. Other

9a. What is the relationship of the respondent to the child?

1. Mother [Appear if Q9=1]
2. Father [Appear if Q9=2]
3. Grandfather [Appear if Q9=2]
4. Grandmother [Appear if Q9=1]
5. Other Guardian (specify)

10. What is the highest level of education you have completed?

1. No formal education
2. Primary (grades 1–5)
3. Secondary (grades 6–10)
4. Higher secondary (Grade 11-12)
5. Graduation or above

11. What is the primary language spoken at your home?

1. Burmese
2. Rohingya

3. Bangla (Display this option only if coded '2' in Q1 - Community)

99. Other: ____

12. For how long have you been living in your current location?

1. Less than 6 months
2. 6–12 months
3. 1 year – 2 years
4. More than 2 years

II Household Composition

A1. How many total members including yourself and children are currently residing in this household?

1. Total Members: __ [Allow 1–20]
2. Adults (18+ years): __ [Allow 1–15]

A2. Number of children (aged below 18 years): __ [Cannot exceed A1a] [Allow 1–10]

- a. 3–5 years: __ [Allow 0–10]
- b. 6–10 years: __ [Allow 0–10]
- c. 11–14 years: __ [Allow 0–10]
- d. 15–18 years: __ [Allow 0–10]

[Sum of A2a+b+c+d cannot exceed A1a-A1b] [A2b+A2c+A2d>0]

A3. Do you or any other member of your household have a disability? [Multiple choice]

1. Yes (Myself)
2. Yes (Another person)
3. None [Exclusive]

A4. What types of disability do you/they have? [Ask if A3=1,2] [Multiple choice]

1. Hearing
2. Speech
3. Visual
4. Mental
5. Locomotor (Mobility)
6. Other (specify)

III. Livelihood & Income Sources

13. What is the main source of your household income?

1. Agriculture
2. Government Job (Display this option only if coded '2' in Q1 - Community)
3. Private Job
4. Daily labour
5. Petty trade
6. Remittances
7. Assistance (depending on the ration/supplies)

8. Volunteer
98. No Income (Skip to Q A5)
99. Others (Please specify)

14. What is your approximate monthly household income (in BDT)?

1. Less than 5,000
2. 5,000–10,000
3. 10,001–15,000
4. 15001– 30000
5. 30001 - 50000
6. More than 50000
7. Do not wish to disclose

A5. Do any children under 18 years in your household engage in work activities (paid) that contribute to household income?

1. Yes
2. No

Child Roster (All children aged 3–18 years)

Instructions for interviewer: Collect information for all children aged 3–18 years in the household. Start with the oldest child and collect the information in descending order of age

Interviewer to read: Now I will request you to share some details about each child aged 3-18 years in your household.

ROSTER TABLE [Repeat for each child aged 3-18 years from A2]

Question	Child 1	Child 2	Child n
B1. Name of the child			
B2. Age in years [Allow 3 to 18]			
B3. Gender	1. Girl 2. Boy 3. Other		
B4. Disability status [Ask if A3=2].	1. Hearing 2. Speech 3. Visual 4. Mental 5. Locomotor 6. Other (Specify) 7. None		
B6. Is the child currently enrolled in any Learning Facility? [If B6=2, skip to B10]	1. Yes 2. No		
B7. What type of Learning Facility is the child currently enrolled to? [Ask if B6=1].	<p>For Camps (If Q1=1, show below options)</p> <ol style="list-style-type: none"> 1. Learning Centre (LC) 2. Community Based Learning Facility (CBLF) 3. Cross Sectoral Shared Learning Facility (CSSLF) 4. Private School 5. Only Religious Institute (Madrassa/ Moktob) 6. Religious Institute (Madrassa/ Moktob) with LC/CBLF/ CSSLF/Private school 7. Others, Specify.... 		

Question	Child 1	Child 2	Child n
	<p>Options for Host (If Q1=2, show below options) [Multiple response]</p> <ol style="list-style-type: none"> 1. NGO school 2. Government school 3. Madrasa (in the host community) 4. Ebtedayee Madrasa 5. Private school 6. Home-based learning (with a teacher) 7. Non-formal education centre 8. Private tutor 9. Others, please specify 		
<p>B8. In which grade is the child currently studying? [Ask if B6=1].</p>	<ol style="list-style-type: none"> 1. ECE 2. Kindergarten (KG) 3. Grade 1 4. Grade 2 5. Grade 3 6. Grade 4 7. Grade 5 8. Grade 6 9. Grade 7 10. Grade 8 11. Grade 9 12. Grade 10 13. Grade 11 14. Grade 12 15. ALP 1 16. ALP 2 17. ALP 3 18. Youth and Adolescent Programme (Skill Training) 		
<p>B9. How long has the child been attending this current learning facility? [Ask if B6=1].</p>	<ol style="list-style-type: none"> 1. Less than six months 2. 6-12 months 3. 1-2 years 4. More than 2 years 		
<p>B10. Has the child ever attended any Learning Facility? [Read out options] [Ask only if B6=2]</p>	<ol style="list-style-type: none"> 1. Yes 2. No 		

Question	Child 1	Child 2	Child n
B12. What type of Learning Facility did they attend? [Ask if B10=1]	<p>For Camps (If Q1=1, show below options)</p> <ol style="list-style-type: none"> 1. Learning Centre (LC) 2. Community Based Learning Facility (CBLF) 3. Cross Sectoral Shared Learning Facility (CSSLF) 4. Private School 5. Only Religious Institute (Madrassa/ Moktob) 6. Religious Institute (Madrassa/ Moktob) with LC/CBLF/ CSSLF 7. Others, Specify.... <p>Options for Host (If Q1=2, show below options) [Multiple response]</p> <ol style="list-style-type: none"> 1. NGO school 2. Government school 3. Madrasa (in the host community) 4. Ebtedayee Madrasa 5. Private school 6. Home-based learning (with a teacher) 7. Non-formal education centre 8. Private tutor 9. Others, please specify 		
B13. At what age did the child drop out? [Ask if B10=1].	[Allow 3 to 18. Response cannot exceed response in B2]		
B14. For how long did the child attend the Learning Facility before dropping out? [Ask if B10=1]	1. Less than three months 2. 3-6 months 3. 6-12 months 4. 1-2 years 5. More than 2 years		
B18. In the past 2 weeks, how many days has the child missed classes? [Ask if B6=1]	Allow 0 to 10		

IV. Participation in Community Group for Education

15. Are you part of any community groups of parents/caregivers like SMC/ CESG/Parents' Forum? [MULTIPLE RESPONSE]

1. Yes, School Management Committee (SMC) (Display this option only if coded '2' in Q1 - Community)
2. Yes, Community Education Support Groups (CESG)(Display this option only if coded '1' in Q1 - Community)
3. Yes, Parents' Forum
4. Other, specify
5. None

If 'None' is coded at Q.15, skip to section V

18. How regularly have you attended these meetings in the last one year? [Ask if Q15=1,2,3,4]

1. Always
2. Most of the times
3. Sometimes/ Rarely
4. Never

V. Cost of Education

19. Which of these costs did you pay for your children in last academic session (2024-25)? (Multiple Response) (Read out the options) [Skip B10=2 for selected child child]

1. Enrollment/registration fees
2. Examination/certification fees
3. Textbook/workbook fees
4. Fees for uniform
5. Transport fares
98. None (This option is Exclusive)
99. Any Other Expense (Please specify)

[Ask only if Q1 = 1 i.e. if the respondent is from the Rohingya community]

Interviewer Note: This question is about a hypothetical situation. Read it slowly and clearly.

A20. Imagine a situation where the current learning facilities in the camp were to close down. How likely would you be to find another way for your children to continue their learning?

1. Very Likely
2. Somewhat Likely
3. Not Likely
4. Don't know/Cannot say

A22. If the learning facilities in the camp were to shut down and were no longer available, what would you most likely do to continue your child's education?

(Single Response)

1. I would try to find a private tutor or a paid learning group.
2. I would send my child to a religious school (Madrasa/Moktob) if available.
3. I would try to teach my child at home by myself.
4. I would arrange for my child to study in a group with friends, relatives or neighbours
5. The elder sibling will teach the child
6. My child's education would likely stop because there would be no other options.
7. Not sure
8. Other (please specify): _____

VI. Additional Information about the child to be interviewed

List of children to appear here with Name, Age, Gender and Disability Status from the Roster. Interviewer will select the child with whom the interview will be conducted.

[Interviewer Note: Check with the caregiver if the selected child is available for a 30-minute survey]

Read out to the caregiver/parent: Now, the next set of questions will be related to (Name of the selected child to appear here)'s education at the learning facility

Reasons for Dropout

B15. What were the reasons for dropping out? [Ask if B10=1].

[Multiple choice]

1. The child needs to help with household chores
2. Due to the family's relocation to another camp
3. Due to language barrier
4. The child needs to help care for their siblings
5. The child needs to earn an income
6. The child is too young for education
7. The child has health issues
8. The child does not feel safe
9. The child does not like school
10. The quality of education does not meet the needs of my child
11. The distance from the home to the learning facility is too far
12. The child has special educational needs due to the disability which are not supported at the learning facility [skip option if B4=7]
13. The fear of harassment or protection threats on the way to/from the learning facility
14. Harassment at learning facility from other children (bullying)
15. Harassment at learning facility from the teachers (hitting the child)
16. Inadequate WASH facilities at the learning facility
17. Within the family, there is no support for the child to continue their education
18. Other, specify.....

B16. Was the decision communicated to the learning facility? [Ask if B10=1].

1. Yes
2. No

B17. What support or changes would have enabled the child to stay enrolled? [Ask if B10=1]

[Multiple choice]

1. Fee waivers
2. Transport services
3. Stipend or cash incentive
4. Child-friendly timings (half-day, flexible entry)
5. Remedial or catch-up classes
6. Separate classes or female teachers for girls
7. Disability accommodations

8. More relevant curriculum or vocational skills
99. Other (specify)

VII. Availability of Learning Materials at Home

29 Does the child have these items at home?

- a. Textbooks or picture books:
 1. Yes
 2. No
- b. Drawing paper or notebooks:
 1. Yes
 2. No
- c. Pencils, crayons:
 1. Yes
 2. No
- d. Story books or reading books
 1. Yes
 2. No

Process of Receiving the Feedback on Child's Learning from the Teachers [for selected child ask if B6=1]

30. How is the child's learning progress assessed at the learning facility?

(Read out the options)

1. Written tests
2. Verbal tests
3. Surprise tests
4. Individual assignment-based tests
5. Group assignment
6. Any other_____

31. What is the frequency of these tests/assignments?

1. Weekly
2. Fortnightly
3. Monthly
4. Quarterly
5. Half yearly
6. Yearly

32. Do you feel the learning assessment system at your child's learning facility is fair and effective?

1. Yes, very fair and effective
2. Somewhat fair and effective
3. Not fair or effective
4. Don't know / Not sure

Ask Q.33 if 2/3/4 is coded at Q.32, else skip to Q.34

33. What methods of assessing the child would you prefer over the current method?

_____ (open ended)

34. How do you receive learning progress of the child from the learning facility? [Multiple Choice]

1. Parents teachers' meeting
2. Teacher sends the report card at home
3. Report card is shared through mobile
4. Other, specify

35. How frequently are the parent teachers' meetings held? [Ask if Q.34=1]

1. Weekly
2. Fortnightly (Every 2 weeks)
3. Monthly
4. Once in 3 months
5. Once in 6 months
6. Once in a year
7. As and when required
8. Other, specify

36. How regularly have you attended the parent teachers' meetings in the last one year?

[Ask if Q.34=1]

1. Always
2. Most of the times
3. Sometimes/ Rarely
4. Never

37. Compared with when child first started going to learning facility, how much progress has the child made in:

i. Reading –

A. Burmese	<ol style="list-style-type: none"> 1. No progress 2. A little progress 3. Some progress 4. Much progress 5. Exceptional progress 	
B. English	<ol style="list-style-type: none"> 1. No progress 2. A little progress 3. Some progress 4. Much progress 5. Exceptional progress 	
C. Bangla	<ol style="list-style-type: none"> 1. No progress 2. A little progress 3. Some progress 4. Much progress 5. Exceptional progress 	(Display Bangla only if coded '2' in Section Q1 – Community.)

ii. Writing (forming letters, words and sentences)?

A. Burmese	<ol style="list-style-type: none"> 1. No progress 2. A little progress 3. Some progress 4. Much progress 5. Exceptional progress 	
B. English	<ol style="list-style-type: none"> 1. No progress 2. A little progress 3. Some progress 4. Much progress 5. Exceptional progress 	
C. Bangla	<ol style="list-style-type: none"> 1. No progress 2. A little progress 3. Some progress 4. Much progress 5. Exceptional progress 	(Display Bangla only if coded '2' in Section Q1 – Community.

iii. Speaking

A. Burmese	<ol style="list-style-type: none"> 1. No progress 2. A little progress 3. Some progress 4. Much progress 5. Exceptional progress 	
B. English	<ol style="list-style-type: none"> 1. No progress 2. A little progress 3. Some progress 4. Much progress 5. Exceptional progress 	
C. Bangla	<ol style="list-style-type: none"> 1. No progress 2. A little progress 3. Some progress 4. Much progress 5. Exceptional progress 	(Display Bangla only if coded '2' in Section Q1 – Community.
D. Rohingya	<ol style="list-style-type: none"> 1. No progress 2. A little progress 3. Some progress 4. Much progress 5. Exceptional progress 	(Display Rohingya only if coded '1' in Q1 – Community

iv. Numeracy (counting, basic arithmetic)?

1. No progress
2. A little progress

3. Some progress
4. Much progress
5. Exceptional progress

Section VI - Alternative to Formal Education

A23. Which of the following alternatives for education are available in the community?

(Multiple Response)

1. Home-based lessons with family/volunteer
2. NGO-run sessions
3. Radio lessons or prerecorded audio content/stories
4. Private tutoring centre or paid tuition
5. Madrasa
6. Friend's house study group
7. Printed Worksheets or take-home material
8. Digital lessons on phone/tablet (apps, SMS)
9. Informal vocational or life skills training
98. No alternative is present (The Option is Exclusive)
99. Others (Please Specify)

A24. How often did you use these alternatives when classes in your main learning facility were not possible? Ask for each selected option in A23

1. Often
2. Sometimes
3. Rarely
4. Never

A25. Did you have to pay for that alternative?

Ask for each facility for which 1, 2 or 3 is coded at A24

1. Yes
2. No
3. Don't Know

Interviewer Note: Thank the caregiver and inform them that the next part of the questionnaire will be answered by the Selected Child [Name of the child to appear]

Part 2: Child (6 to 18 years)

Selection of child from Roster:

Interviewer Note: This part of the interview will be answered by the child selected for the interview from the Roster]

[NAME OF THE CHILD TO APPEAR]

Consent by the Child –

Your parents have agreed to your participation today, but I'd like to ask you: do you agree to take part in this survey? Feel free to say no! It's okay if you prefer not to participate. And you can stop participating at any time: you can just tell me to stop and nothing will happen.

a. Do you give your consent to participate in this interview?

Yes

No

I. – Enrolment

1. Currently, do you go to any learning facility?

1. Yes [\(Ask Q2\)](#)

2. No [\(Skip to Q7\)](#)

2. Which learning facilities do you usually attend? (Single Response)

For Camps (If Q1=1, show below options)

1. Learning Centre (LC)
2. Community Based Learning Facility (CBLF)
3. Cross Sectoral Shared Learning Facility (CSSLF)
4. Private School
5. Only Religious Institute (Madrassa/ Moktob)
6. Religious Institute (Madrassa/ Moktob) with LC/CBLF/CSSLF
7. Others, Specify....

Options for Host (If Q1=2, show below options) [Multiple response]

1. NGO school
2. Government school
3. Madrasa (in the host community)
4. Ebtedayee Madrasa
5. Private school
6. Home-based learning (with a teacher)
7. Non-formal education centre
8. Private tutor
9. Others, please specify

4. In which grade are you currently studying? [\(Ask Q.4 only if 1/2/3/4/6 is coded in for camps or 1/2/5/6/7/8 for host community in Q.2\)](#) [\[Ask if Q1=1\]](#)

1. ECE
2. Kindergarten (KG)
3. Grade 1
4. Grade 2
5. Grade 3
6. Grade 4

7. Grade 5
8. Grade 6
9. Grade 7
10. Grade 8
11. Grade 9
12. Grade 10
13. Grade 11
14. Grade 12
15. ALP 1
16. ALP 2
17. ALP 3
18. Youth and Adolescent Programme (Skill Training)

5. Who usually helps you in your studies at home?

1. Mother
2. Father
3. Older sibling
4. Volunteer or tutor
5. Grandmother
6. Grandfather
98. No one
99. Others (Please specify)

6. In the last 2 weeks, for how many days were you absent from the main learning facility?

Specify the number of days for which you were absent: _____ (allow numeric response from 0 to 10)

7. Have you ever attended any learning facility before? [Ask only if selected 2 in Q1]

1. Yes
2. No (Skip to Q14)

7a. What type of learning facility did you last attend?

For Camps (If Q1=1, show below options)

1. Learning Centre (LC)
2. Community Based Learning Facility (CBLF)
3. Cross Sectoral Shared Learning Facility (CSSLF)
4. Private School
5. Only Religious Institute (Madrassa/ Moktob)
6. Religious Institute (Madrassa/ Moktob) with LC/CBLF/CSSLF
7. Others, Specify...

Options for Host (If Q1=2, show below options) [Multiple response]

1. NGO school
2. Government school
3. Madrasa (in the host community)
4. Ebtedayee Madrasa
5. Private school
6. Home-based learning (with a teacher)
7. Non-formal education centre
8. Private tutor
9. Others, please specify

8. When did you last attend the learning facility? (year) (Ask only if selected 1 in Q7)

Open Ended Response

9. At what age did you stop going? Open Ended Response (Ask only if selected 1 in Q7)

_____ (Specify in years)

10. Till which grade have you completed your education? Open Ended Response (Ask only if selected 1 in Q7)

(Note: Interviewer to explain that completed here means the last grade for which the child has passed the examination)

_____ (Specify the grade)

11. Why did you stop attending the attending the learning facility?

(Select up to three) (Ask only if selected '1' in Q7)

1. The lessons were too difficult for me
2. My family wanted me to get married
3. Parents not being supportive
4. Needed to earn money
5. Needed to take care of the household chores
99. Other (specify): _____

12. Would you like to return to the learning facility? (Ask only if selected 1 in Q7)

1. Yes
2. No

II. - Safety Features & Concerns [Ask if Part 2 Q1=1]**14. In which shift do you attend the classes at the learning facility?**

1. Morning
2. Afternoon

16. Do you feel unsafe on your commute to the learning facility or while returning home?

1. Yes, I feel unsafe (Ask Q17)
2. No, I don't feel unsafe
98. I don't know / Prefer not to answer

17. What makes you think it is unsafe? (Multiple Response)

1. Poor or no lighting along the path
2. Slippery or muddy walkways
3. Stray dogs or other animals
4. Harassment or teasing by strangers
5. Fast or dangerous traffic
6. Flooded or blocked routes
7. Broken bridges or uneven ground
8. No fence or boundary around the path
9. Fighting Between Children
10. Others, specify _____

18. I will read out a few statements that children your age have mentioned as reasons that prevent them from attending the learning facility, do you agree with the statements. Read out the statements:

Statement	Yes	No
I need an adult to take me to the learning facility	1	2
As per the community, girls shouldn't go out alone (Option to be displayed to girl child only)	1	2
I'm not allowed to travel during certain hours or events	1	2
I'm not allowed to go out when I am menstruating (Option to be displayed to girl child only)	1	2
Religious or cultural ceremonies keep me home (festivals, funerals and prayers)	1	2
School is far from my home	1	2
I don't enjoy the classes	1	2
I don't understand what is taught in the classes	1	2
Teachers don't come to the class	1	2
My friends don't attend classes	1	2
Other (specify): _____	1	2

19. At the learning facility, which of the following safety features are currently in place and please tell if it works properly?

(Multiple Response)

S. No.	Options	19a. Is this feature available? 1. Yes 2. No 3. Not Sure	19b. Is it in working condition? (Ask only for those features which are marked as "yes" at 19a) 1. Yes 2. No 3. Not Sure
1.	Functional lighting along pathways and around the building		
2.	Separate toilets for boys and girls		
3.	Ramps or handrails for wheelchairs and strollers		

S. No.	Options	19a. Is this feature available? 1. Yes 2. No 3. Not Sure	19b. Is it in working condition? (Ask only for those features which are marked as “yes” at 19a) 1. Yes 2. No 3. Not Sure
4.	Fencing or boundary walls around the compound		
5.	Security guard or volunteer at the entrance		
6.	First Aid Box		

20. Does the learning facility have separate entry and exit?

- a. Yes, the facility has separate entry and exit
- b. No, there’s a common entry and exit

21. Is the entry/exit crowded when you enter and leave the learning facility?

- a. Yes
- b. No

22. Is there a teacher or any other staff present to help the children in and out of the learning?

- a. Yes
- b. No

23. Do you ever feel uncomfortable or unsafe at the learning centre?

1. Yes, often
2. Yes, sometimes
3. No, never
4. Prefer not to say

Ask Q.24 if coded 1 or 2 at Q.23, else skip to Section III [Multiple choice]

24. Why do you feel so?

1. Presence of male staff (Appear only for girls)
2. Lack of proper lighting at the learning facility
3. Misbehaviour by male students (Appear only for girls)
4. Broken or damaged washroom doors
5. Teachers hit the students as punishment
6. Bullying by other students
7. Teachers don’t pay attention to the children’s needs/complaints
8. Other, specify:

III – Facilities, Learning Material and Teachers at the LF [Ask if Part 2 Q1=1]**25. Do you have all the curriculum related textbooks & notebooks as and when you need them?**

1. Yes
2. No
3. Don't Know

Ask Q.26 if coded 2 at Q.25, else skip to Q.27

26. How do you manage without it?

1. I have to share books with other classmates
2. I have to stay back for extra time at the LF to complete exercises or homework
98. No impact—it doesn't affect me (This option is Exclusive)
99. Other (please specify): _____

27. Now, I will say some statements related to your teachers, please respond as yes or no.

S.No.	Options	Yes	No
1.	My teachers' pay attention when I ask for any help	1	2
2.	My teachers explain lessons in a way that I can understand	1	2
3.	My teachers encourage me to ask questions in class.	1	2
4.	My teachers care about my well-being and safety at school.	1	2
5.	My teachers give me feedback on my progress.	1	2
6.	My teacher makes learning fun for me.	1	2
7.	I am not scared of my teacher.	1	2
8.	My teachers are strict.	1	2

28. Does the learning facility have a functional drinking water facility?

1. Yes
2. No

28a) How do you get water for drinking at the learning facility? [Ask if Q28=2]

1. I bring water from home
2. I borrow water from my friends
3. I drink water from regular water tap
4. Other, specify

29. Do you get snacks or a meal at the learning facility?

1. Yes
2. No

29a) How do you manage your meal at the learning facility? [Ask if Q29=2]

1. I bring food from home
2. I borrow from friends
3. I buy from outside the learning facility
4. I eat after coming from the learning facility
5. I don't eat at the learning facility
6. Other, specify

30. Where do the students sit in the classroom?

1. Chair/Bench
2. Mat
3. On the floor
4. Other, specify

31. Have you ever missed class because of your menstruation cycle? (Ask only to girls above 9 years of age)

1. Yes
2. No

31a) Which of these menstruation cycle-related issues caused you to stay away from learning facility? (Do not probe) [Ask if Q31=1. Multiple choice]

1. No private or clean toilets at the learning facility
2. No water or soap to wash
3. Fear of teasing or shame from others
4. Pain or discomfort
5. Parents ask me to stay at home during menstruation
99. Other (specify): _____

IV. Curriculum & Language [Ask if Part 2 Q1=1]**Q32 to Q34 to be asked only to children aged 11-18 years****32. Do you know what curriculum is being taught to you at the learning facility?**

1. Yes
2. No

33. Which curriculum are you studying? [Ask if Q32=1]

1. Myanmar Curriculum
2. Alternative Learning Programme (ALP)
3. Pearsons Edexcel curriculum
4. Madrasa Curriculum
5. Bangla curriculum (Display option only if coded '2' in Section 1 – Q1 - Community type)
6. Technical vocational curriculum
98. Other Curriculum (Please specify)
99. Don't know

34. In which language are your textbooks in (textbooks which are not for language subjects)?

1. Burmese
2. English
3. Bangla (Display option only if coded '2' in Section 1 – Q1 - Community type – Appear only for host community)

35. Which mode of language is used by teachers while teaching? (Multiple response)

1. Rohingya
2. Burmese
3. English
4. Bangla (Display option only if coded '2' in Section 1 – Q1 - Community type)

36. How well do you understand the teacher/instructor's language?

1. Always
2. Sometimes
3. Rarely

37. Which language would you prefer the most for teachers to use while teaching?

1. Rohingya
2. Burmese
3. English
4. Bangla (Display option only if coded '2' in Part 1 Section 1 – Q1 - Community type)
5. Mixed languages

38. Why do you prefer that language? (Multiple response)

1. It helps me understand best
2. It is the language used at home
3. It prepares me for further education
4. It is respected in the community
5. Other: _____

Q39 to Q41 to be asked only to children aged 15-18 years**39. How relevant are the topics you learn at the learning facility to your daily life?**

1. Not at all relevant
2. Slightly relevant
3. Moderately relevant
4. Very relevant
5. Extremely relevant
6. Can't Say/ Don't Know

40. How relevant are the topics you learn at the learning facility to your future goals?

1. Not at all relevant
2. Slightly relevant
3. Moderately relevant
4. Very relevant
5. Extremely relevant
6. Cant Say/Don't Know

41. How do you rate the level of difficulty of the curriculum used in the learning facility?

1. Very easy
2. Somewhat easy
3. Just right
4. Somewhat hard
5. Very hard

42. Which subjects are taught to you in the learning facility? (Multiple Response)

- a. English
- b. Maths
- c. Science
- d. Life skills
- e. Social Studies
- f. Burmese
- g. Rohingya
- h. Bangla (Display option only if coded '2' in Part 1 Section 1 – Q1 - Community type)
- i. Other, specify

43. What is the one thing that you would change in the curriculum to make it engaging?

(Ask only to children aged 15-18 years)

1. Include soft skills training (e.g., communication skills, financial literacy, etc.)
2. Add vocational or technical topics (e.g., tailoring, carpentry)
3. Include hands-on activities and experiments
4. Use local stories, examples, and cultural content
5. Incorporate group work and peer learning sessions
6. Offer digital or audio-visual resources (videos, apps)
7. Simplify language of the sessions and use clearer examples
8. Include arts, music, sports, or creative projects
9. Schedule regular feedback and mentoring sessions
99. Other (please specify): _____

44. Which of the following study materials do you usually have in class?

(Multiple Response)

1. Textbooks
2. Workbooks or exercise books
3. Notebooks
4. Pens, pencils & erasers
5. Visual aids (charts, flashcards)
6. Storybooks
98. None of the above

(This option is Exclusive)

V. Pathway (Children Aged 11-18 years old) [Ask if Part 2 Q1=1]**46. Where would you prefer to continue your education?****(Read the options)**

1. Secondary school
2. Religious Education (madrassa)
3. Accelerated Learning Programme (ALP)
4. Vocational/skills training (e.g., tailoring, carpentry)
5. Private tutoring centre
6. Graduation/College [Appear only for age 15-18]
99. Other (please specify): _____

47. Why would you choose that pathway? (Multiple Response)

1. Leads to a recognized certificate or grade promotion
2. Provides practical skills for future work
3. Fits with our family's religious or cultural values
4. Offers the most affordable option
5. Is closest and safest to our home
6. Balances learning with household or care responsibilities
7. My friends chose that pathway
99. Other (please specify): _____

48. What makes you want to attend classes? (select any 3)

1. Good teachers
2. Fun activities
3. Useful skills
4. Friends
5. Rewards
6. I learn new things
7. Other, specify

51. Which of the following two areas should the learning facilities focus on and prioritize? (Select any Two)

1. English – Spoken and written
2. Rohingya Language/Hanifi script
3. Numeracy
4. Science
5. Vocational skills
6. Digital/ICT skills
7. Life skills (communication, financial literacy, health, hygiene,)

VII – Education Preference

52. What type of learning facility would you prefer to attend if you are given a choice?

1. Learning Centre
2. Community Based Learning Facility (CBLF)
3. Madrasa
4. Private Centres
5. Both learning centre and madrasa
6. Both private centre and madrasa
7. Both CBLF and madrasa

53. Why do you prefer this facility?

_____ (open ended response)

VIII – Community Led Solutions & Remedial Supports (Children Aged 11-18 years old)

54. Are you aware of any support that helps you re-enroll, stay in school, or participate more fully—especially for girls or children from remote blocks?

Read the options (Multiple Response)

1. Scholarships or stipends
2. Community-run catch-up/remedial classes
3. Home-based learning support organized by volunteers
4. Informal transport arrangements (shared rides, escorts) [Appear only if Part 1 Q1=2]
5. Parental support groups or mothers' education committees
6. Peer-mentoring or "buddy" programmes
7. Mobile teaching teams visiting remote areas/Interactive Radio/Audio Instruction (IAI/IRI)
8. Child-care or sibling care provided at the learning facility
9. Disability-inclusive clubs or special support circles
10. Disability-specific support (adaptive devices, resource teachers)
11. Learning materials kits (textbooks, notebooks) provided free
12. Transport subsidies or vouchers) [Appear only if Part 1 Q1=2]
98. Other (please specify): _____

55. Have you ever received any of these supports?

1. Yes (Ask Q56)
2. No (Skip to Q.59)
98. Don't know (Skip to Q.59)

56. Which support have you received? (Multiple Response)

Options selected at Q54 to appear

58. Do you consider the level of support sufficient to keep you enrolled and continue learning effectively?*Ask for each option selected at Q.56*

1. Yes, fully sufficient
2. Partially sufficient
3. No, inadequate

59. Have you ever faced any of these challenges when trying to access support programmes?*(Multiple Response)*

1. Lack of information about the programme
2. Complex application or registration process
3. Distance to the distribution point
4. Eligibility criteria too strict
5. Stigma or community bias
6. The support was not given regularly or ran out
7. Other (specify): _____

Section IX – Satisfaction with Activities in Learning Centre and Recommendations (Children 11-18 years) [Ask if Part 2 Q1=1]**60. Overall, how much do you like the current learning activities in the learning facility?**

1. Like very much
2. Like it somewhat
3. Do not like

61. What aspect do you find most lacking in the current learning environment? (Multiple Response)

1. Qualified teachers, instructors or volunteers
2. Age-appropriate learning materials
3. Safe and child-friendly space
4. Consistent class schedule
5. Interactive activities
6. Other, specify _____

62. If you had the choice to decide, in shift would you like to attend the learning facility?

1. Morning shift
2. Afternoon shift

63. Which of these learning methods do you find most helpful or interesting? (READ OUT OPTIONS) Mark Yes/No for each option

1. Listening to the teacher explain a topic in detail (lectures).
2. Doing hands-on activities, practical experiments, or projects.
3. Working on assignments or studying by yourself (independent study).
4. Discussing topics and working on projects with a group of classmates (group work).
5. Presenting your work to the class or taking part in debates and role-plays.
6. Using digital tools like computers, tablets, or phones for watching videos, or using learning apps.

7. Learning from visual materials like charts, diagrams, and posters.
8. Asking questions and having an open discussion with the teacher and the class.
9. Other (please specify)

64. Please rank the following topics in order of importance for future education (1 = most important; 5 = least important). [to be asked only to children Aged 15-18 years]

- a. Type of Content {Rank (1–5)}

Content Type	Rank
Basic literacy & numeracy	
Practical life/vocational skills	
Religious & moral education	
Creative & artistic subjects (arts, music)	
Digital/computer skills	

- b. Mode of Delivery {Rank (1–4)}

Mode of Delivery	Rank
Fully in-person at school/centre	
Hybrid (centre plus home/community)	
Community-led or home-based classes	
Digital/media-based learning (radio, tablet)	

- c. Life Aspirations Supported {Rank (1–4)}

Aspiration	Rank
Preparation for higher education	
Employable job skills	
Strong moral/ethical grounding	
Entrepreneurial or self-employment skills	

65. Which of the following would most improve the learning experience for you? (Select up to three)

1. Flexible class times (half-day, evening, weekend options)
2. Safe and reliable transportation or escorted routes
3. Scholarships, stipends or fee waivers to reduce cost barriers
4. More practical or life-skills content (vocational, digital, health)
5. Extra-curricular activities (sports, arts, clubs)
6. Smaller class sizes or more one-on-one support
7. Regular feedback & mentoring from teachers
8. Digital learning tools (tablets, radio lessons, apps)
9. Gender-sensitive facilities & classes (girls-only groups, latrines)
10. Community-led study groups or peer support networks
11. Improved learning materials (textbooks, worksheets, visual aids)
99. Other (please specify): _____

Thank the respondent and save the interview

C. FGD Discussion Guide: Caregivers

FGD details

BASIC INFORMATION _____
Camp/Location: _____
Date: _____
Facilitator Name: _____
Note-taker Name: _____
Number of Participants: _____ Male: _____ Female: _____
Type of area: <input type="checkbox"/> Camp <input type="checkbox"/> Host Community <input type="checkbox"/> Other (specify): _____

PROFILE OF RESPONDENTS

(Template attached at the end of the document)

INTRODUCTION

Welcome everyone and thank you for joining us today. My name is _____ and I am working with Ipsos. We are conducting an assessment on the educational needs of children aged 3-18 years.

This discussion cannot be considered a guarantee for any direct or indirect support to you or your community, but the information you provide will help us define education priorities and programs.

We would like to ask you some questions about the situation of education here through some questions where your participation will be important.

Everyone's participation is anonymous and confidential.. No one will have access to your contact details. The information we collect today will be used in a report anonymously – no one will be able to tell who said what. Don't be afraid to give your opinion, don't hesitate to share your thoughts. This is a safe environment, and you can trust us. Your participation is voluntary, and you can choose not to answer the questions or stop the discussion at any time.

Do you agree to take part in this discussion? Feel free to say no! It's okay if you prefer not to participate. And you can stop participating at any time: you can just tell me to stop and nothing will happen. You can also choose to participate in some questions but not participate in others: that's fine. If you prefer not to participate, you can stay or leave this room, feel free to do what makes you feel better.

Do you give your consent to participate in this consultation?

Yes

No

Ice breaker: Let's start by going around the circle. Could you share your name and an activity that you enjoy with your children? (It could be anything like playing with them, talking to them about their dreams and aspirations, helping them in their studies etc.)

General Discussion

1. **Since when have you been staying here?**
2. **What are your educational qualifications?**
3. **Which curriculum did your school follow during your education?**
4. **What was the language used at your school?**
5. **What is the primary language spoken at your home?**
6. **Who usually takes decisions related to your children's education (type of learning facility, which learning facility, tuition etc.) in your home?**

Theme 1: Enrollment And Attendance Patterns

I'd love to hear about your children's schooling experiences here in this camp/area...

Current Schooling Situation:

7. **Could you tell me about whether your children are currently enrolled in any type of learning facility?**

Probes:

- Can you list down all types of education facilities that are available in the camp?
- What is your opinion of each of these facilities? (Moderator to ask them to rank the type of LFs)
- What kind of learning facility do your children attend?
- What was the process of choosing the type of learning facility? What were your considerations?

8. **Thinking about the time outside of the learning facility, please share how children's learning continues. Could you tell me about the kind of learning support your children receive at home?**

Probes:

- Who takes care of teaching the children at home? -mother/father/grandparents/ siblings/others?
- Do the children attend any tuitions after attending the learning centre?
- What are some of the challenges in supporting education/ learning of children at home? (environment, no learning material, parents are not educated, have no time, etc...)

Attendance

9. **Do their children attend learning facility regularly?**
10. **What are some of the common reasons for absenteeism?**
11. **What makes it difficult for children to attend the learning facility regularly?**

Probes:

- How far are the learning facilities from your homes? Does the distance of the learning facility from your house impact the attendance of the children?
- Do you have any safety concerns when your children travel (boys/ girls) to the learning facility and back?

- Are there any specific issues that affect adolescent girls' attendance in the learning facility?
- Do children cite reasons for not attending, what are these reasons?
- Has your child ever referred about teaching or teachers as reasons for not attending learning facilities?
- Are there specific times/ seasons (monsoon, winter) / events when children do not like to attend learning facilities?

You've shared some important challenges. Let's talk about the costs involved in the education of your children...

Costs Associated with Education:

12. What expenses do you incur to keep your children in the learning facility?

Probes:

- Tell me about any fees you pay.
- What about things like uniforms, books, or transportation?
- How do you manage these expenses?
- Are there provisions to seek support for parents who cannot afford to send one/all their children to school?
- How do these costs affect which of your children can attend? Suppose you had to choose which child to send to the learning facility due to the costs associated with it, how would you decide?

Theme 2: Barriers and Alternative Solutions

Let's talk more about the challenges of education in the camps and try to understand how caregivers manage these challenges...

Physical and Social Barriers:

13. What are the biggest challenges that make it hard for children here to get an education?

Probes:

- Compared to when you were back home, how do you think education/accessing education is different in the camps?
- What are some of the things that are different? (How and where education is offered, who is teaching? Infrastructure of schools? Quality of schools?)
- Has any of your children dropped out from the learning facility or not attending any learning facility? What were the reasons?

14. What are the specific cultural or social stigmas associated with attending LFs in the camps?

Probes:

- Are there any concerns due to being in camps that prevent children (young and old) from getting education?
- What concerns do you have about the overall infrastructure at the learning facility?
- How do safety and security concerns impact decisions about sending children to LFs?
- Are there logistical issues, such as transportation or accessibility, that deter attendance?

Alternative Education Solutions:

15. **For children who are not enrolled in learning facilities, what are the different formal and informal options available in your community?**

Probes:

- Would you consider these facilities, why/ why not?
- How do they compare with formal Learning Centres?

Theme 3: Learning Experiences and Curriculum

Now I'd like to understand more about what and how your children are learning at the learning facility...

Curriculum Relevance and Preferences:

16. **Let us talk about the content and curriculum that children learn at the learning centres?**

Probes:

- Are you aware what curriculum is followed at the learning facility?
- (probe to understand if they are aware and ask them compare it with MC back home)
- In your opinion what should be the focus of education for children who attend LF in the camps?
- **What is preferred medium of instruction (language(s) that you prefer your children learn in, and why? [Rohingya/Burmese/English or any other language]**
- What additional subjects or skills do you think should be added to the curriculum?

Learning Progress and Feedback:

17. **How easy or difficult it is for you to engage or participate in your children's education? Why or why not?**

Probes:

- What is the frequency of assessment at the LF? How are children assessed?
- How do you feel about your child/children's performance?
- How often do you meet/ attend meetings to review/ discuss your child performance? Are these meetings helpful, do you feel heard?

You've shared great insights about the current curriculum. Next, let's talk about the educational preferences and aspirations you have for your children

Theme 4: Preferences and Aspirations

Educational Priorities and Pathways:

18. **When it comes to education, what are your dreams and aspirations for your children?**

Probes:

- Do children have similar aspirations? How do they differ?
- How confident you feel that these dreams/ aspirations will be realised through the education system here in the camps? Discuss in detail, why, why not?

- What are the top gaps that make the education delivery weak or sub optimal?
 - ◆ Infrastructure
 - ◆ Teachers' capacity
 - ◆ Curriculum
 - ◆ Higher education options
- What kind of skills or knowledge do you think they need to learn?

Theme 5: Community Involvement and Suggestions

Parent and Community Involvement:

19. How are parents and community members involved in education here?

Probes:

- Is anyone here part of a parents' group or Community Education Support Group?
- How often does the group meet and What is the mode of the meetings(online/offline)?
- Have anyone of you participated in the group meetings? What is discussed in these meetings?
- What challenges do you face when trying to participate?
- Have you seen your input make a difference? How?
- What changes in the current arrangement would make it easier for parents to be involved?

Recommendations for Improvement:

20. If you were called upon to make changes to education landscape in the camps, what would be your top 3 suggestions?

- a. If you could improve education in the camps, what changes would you suggest?
- b. What one change would make the biggest difference?

Closing

We've covered many important topics today. Is there anything else about your children's education that we haven't discussed that you'd like to share?

Thank you for your time and valuable insights. Your opinions and suggestions will help inform how education programs can better serve children in the camps.

Notes for Facilitator:

- Encourage participants to build on each other's comments
- Use storytelling prompts: Can you give an example? or tell us about a time when...
- For every response, try to understand if that opinion is applicable to both boys and girls
- Pay attention to quieter participants and invite their input
- Remain neutral and avoid leading questions
- Be sensitive to emotional topics, especially regarding barriers and challenges
- Document non-verbal responses and group dynamics

D. Discussion Guide: Activity Based Discussion with Children

Education Needs Assessment Toolkit

Introduction and Consent

Education Needs Assessment - Child Assent Form (6-18 years)

Hello! My name is [Your Name] and I'm working with [Organization]. We're doing a project about education in your community, and we'd love to hear from you!

What's this about?

We want to understand what's good and not-so-good about education here. We'll ask you questions and do some activities about things like what you learn, what your school is like, and what you think could be better.

What will I do?

You might talk in a group, draw pictures, or do other fun activities. You don't have to share anything you don't want to, and you can stop at any time. We won't ask for your last name or any personal details like your address or phone number.

Will anyone know what I say?

Everything you say will be kept private. We won't use your name in any reports. We'll only use the information you share to help make education better for kids like you.

Do I have to do this?

No, you don't have to. It's totally up to you. Your parents/guardians have said it's okay for you to participate, but if you don't want to, that's fine. Nothing bad will happen if you don't join in. You can also choose to do some activities but not others.

What if I have questions?

You can ask me anything at any time!

If you understand everything and want to participate, please check the box below:

Yes, I want to participate.

If you choose to participate, please write your first name and date below:

_____ (First Name)

_____ (Date)

Thank you! We really appreciate your help.

Do you give your consent to participate in this consultation?

Yes

No

Facilitator Guidelines

Guiding Principles:

- **Child-centered approach:** Prioritize the child's well-being, comfort, and perspective. All activities and interactions should be designed to be age-appropriate, engaging, and respectful.
- **Respectful communication:** Listen attentively, validate children's contributions, and use clear, simple language. Avoid jargon or complex terminology.
- **Safe and inclusive environment:** Create a space where children feel safe to express themselves without fear of judgment or negative consequences. Ensure all activities are inclusive and accessible to children with diverse needs and abilities.
- **Meaningful participation:** Facilitate activities that empower children to share their thoughts, experiences, and ideas. Value their input and demonstrate how it will be used.
- **Ethical considerations:** Obtain informed consent/assent, maintain confidentiality, and ensure participation is voluntary. Have safeguarding protocols in place and be prepared to address any disclosures of abuse or neglect.

Do's:

- **Build rapport:** Use icebreakers and introductory activities to establish a friendly and trusting atmosphere.
- **Use a variety of methods:** Incorporate active and reflective methods, visual aids, games, and storytelling to keep children engaged.
- **Provide clear instructions:** Explain the purpose of each activity and ensure all children understand what is expected of them.
- **Encourage participation:** Create opportunities for all children to contribute, even those who are shy or hesitant. Use open-ended questions to stimulate discussion.
- **Actively listen:** Pay attention to what children are saying, both verbally and non-verbally. Reflect back their thoughts and feelings to ensure understanding.
- **Validate children's perspectives:** Acknowledge the validity of children's experiences and opinions, even if they differ from your own.
- **Document effectively:** Take detailed notes, record key quotes, and take photos of visual outputs (with permission).
- **Provide feedback:** Let children know how their input will be used and the impact it will have.
- **Adapt for inclusion:** Modify activities and communication strategies to accommodate children with diverse needs and abilities.
- **Be aware of your own biases:** Reflect on how your personal beliefs and experiences may influence your interactions with children.

Don'ts:

- **Force participation:** Respect children's right to decline to participate or withdraw from an activity.
- **Make assumptions:** Avoid making generalizations about children based on their age, gender, or background.
- **Interrupt or dismiss children's contributions:** Listen patiently and allow children to finish their thoughts before responding.
- **Use leading questions:** Frame questions in a neutral way to avoid influencing children's responses.
- **Share personal opinions:** Focus on facilitating the discussion rather than expressing your own views.
- **Promise things you can't deliver:** Be realistic about what you can offer children in terms of support or resources.
- **Overlook safeguarding concerns:** Be vigilant for signs of abuse or neglect and report any concerns to the appropriate authorities.
- **Use complex language or jargon:** Speak in a way that is easy for children to understand.

Things to watch out for:

- **Power dynamics:** Be mindful of the power imbalance between adults and children. Create a level playing field where children feel comfortable expressing themselves.
- **Group dynamics:** Observe how children interact with each other. Address any instances of bullying or exclusion.
- **Non-verbal cues:** Pay attention to children's body language and facial expressions. These can provide valuable insights into their thoughts and feelings.
- **Emotional distress:** Be prepared to support children who become upset or overwhelmed during the session.
- **Cultural sensitivity:** Be aware of cultural norms and practices that may influence children's behavior and communication.

1. Introductions and Ice Breakers

Name of Activity: Getting to Know Each Other

What it Can Effectively Answer: Help build rapport, help children relax and be comfortable to participate in the discussions?

Target Group: Age 6 -18 years

What We Want to Achieve: Create a relaxed, trusting environment where children feel comfortable sharing their honest thoughts about education.

Steps to Conduct:

1. Introduce the facilitation team's role in the activity and purpose
2. Select an age-appropriate ice breaker from the following options:
 - ◆ For younger children (6-10): FRIENDLY NAME EXCHANGE

Steps:

- i. The first child states their name followed by a compliment or a positive quality they admire about themselves, e.g., 'I'm Sarah, and I run fast.
- ii. The next child mentions their name and a positive quality about of themselves. 'I'm Ahmed, and I help my friends.'
- iii. Continue the Circle: Keep going until each child has had a turn.

For older children (11-18)

- i. The first child states their name followed by a compliment or a positive quality they admire about themselves, e.g., 'I'm Sarah, and I run fast.
- ii. The next child repeats the name and positive quality of the previous child and adds their own, 'That's Sarah, she runs fast. I'm Ahmed, and I help my friends.'
- iii. Continue the Circle: Keep going until each child has had a turn.

Questions:

4. Can you tell us your name and one thing you like about yourself that you'd like others to know?

2. Agree, Disagree, Not Sure Exercise

Name of Activity: Education Opinion Spectrum

What it Can Effectively Answer: What are children's perceptions of current education access and quality?

Target Group: Age 6-18 years

A. Preparation

1. **Positioning Signs:** Clearly label and place three signs in different areas of the room. Each sign should represent 'Agree', 'Disagree', and 'Not Sure'. This physical setup enables children to move and express their opinions clearly.
2. **Introduction of Statements:** Prepare the list of education-related statements specifically tailored for the corresponding age group, which were developed beforehand.

B. Activity process explanation

1. **Reading Statements:** Read each education-related statement aloud to the children. Ensure clarity and use an audible voice so all participants can hear.
2. Ask the children to move to the area corresponding to their opinion ('Agree', 'Disagree', or 'Not Sure'). **Allow time for children to think and move without rushing.**
3. After each statement, **encourage a few children from each group to volunteer and explain their positions.** Listen attentively and create a welcoming atmosphere for the sharing of opinions.
4. **Record the number of children in each area.** Capture key explanations verbatim, noting any direct quotes from the children on why they agree, disagree, or are unsure. These qualitative insights are crucial for understanding their perspectives.
5. Facilitate a group discussion about potential solutions to any problems identified. Encourage collaboration and creativity among the children to come up with ideas.

C. Practice Exercise:

1. Initiate the session with simple, relatable statements to ensure understanding of the activity format.
2. Examples: 'I am 9 years old', 'I like playing', 'I like drawing pictures.'
3. **Factual Verification Statement:** Use a factual statement to verify attentiveness and comprehension. Example: I am wearing a (mention the color of your shirt, e.g., red, blue, green) dress/ shirt.
4. Use some light playful statements like I am bald, I am very thin, or I am very fat, to engage and entertain.

The children should know that they are answering about whether they agree or disagree with the statement based on what they think.

D. Statements:

For 6–10-year-olds:

1. I like going to school every day.
2. My classroom has everything we need, like books and pencils.
3. My teacher helps me understand things easily.
4. I learn something new every day at school.
5. I can talk to my teacher if I have a problem.
6. School is a fun place to be.
7. I have enough time to play and rest at school.
8. My classroom is a safe place.
9. I can easily reach my school from my home.
10. I have friends to play with at school.

For 11–14-year-olds:

1. I feel safe when I go to school.
2. I have good books and school supplies to help me learn.
3. The subjects I learn in school will help me when I grow up.
4. I can ask my teachers questions whenever I need to.
5. School helps me discover my interests.
6. There are activities at school that I enjoy.
7. I am encouraged to be creative at school.
8. Teachers listen to students' opinions at my school.
9. I have access to a library at school.

For 15–18-year-olds:

1. I have opportunities to take part in interesting activities at school.
2. The teachers in my school are fair and treat students equally.
3. The education I receive now will help me get a job in the future.
4. My school prepares me well for exams.
5. I can discuss my career plans with teachers.
6. The facilities in my school, like labs and sports areas, are good.
7. I feel motivated to do well in my studies.
8. My school recognizes and rewards effort and success.
9. I am able to voice concerns about my education openly.
10. There are career guidance opportunities available at my school.

E. Probes for all statements:

- a. Why do you feel that way?
- b. Can you give an example of when this happened?
- c. Is this different for different children? How so?
- d. What would make this situation better?

3. Pile and Rank Exercise

Name of Activity: Education Priority Ranking

What it Can Effectively Answer: **What are the most significant barriers to quality education from children’s perspectives? How do children prioritize education needs?**

Target Group: Age 11-18 years

1. Preparation

1. Gather chart paper (Size A1), sticky notes (various colors to distinguish different problems), and marker pens.
2. Ensure a comfortable space where children can gather around the chart, with enough room for movement and interaction.
3. Pre assess the language in which the problems can be written and understood by children

2. Activity process explanation

- **Activity Introduction:** Hello everyone! Today, we are going to talk about what makes going to school tough for you.
- **What We’ll Do:**
 - ◆ I’ll ask you to think about things that make learning at school hard.
 - ◆ We’ll write each idea on a separate sticky note.
 - ◆ Then, we will place these sticky notes on this big sheet of paper.
 - ◆ After that, you will use your voting power- everyone will get a chance to choose the three biggest problems by making a mark under them.
 - ◆ We’ll count which problems have the most marks.
 - ◆ Then, we will talk about why these are important and think of ways to make them better together.

Remember:

- There are no right or wrong answers. We just want to hear what you think!
- If you have questions or need help, just raise your hand or come see me.

3. Practice exercise:

Introduce a preliminary round using hypothetical or previously gathered issues to familiarize children with the process.

Example prompts:

- I sometimes don’t understand the teacher.
- The classroom is too noisy.

To facilitate voting, pre-write common example problems on a few sticky notes to demonstrate the process.

- Lack of books and materials: We don’t have enough books or materials in our classroom.
- Noisy environment: It is too noisy in the class to hear the teacher clearly.

- Limited school time 'We don't get enough time to ask questions and learn.'
- Old or broken facilities Our desks and chairs are broken or uncomfortable.'
- Long distance to school: The school is too far from where I live, and it takes a long time to get there.
- Language issue: I don't understand the language'

Allow children to vote and discuss as they would in the main exercise.

Is it clear, can we start with our activity.

4. Identifying Problems

Okay, to begin please list down what makes going to school easy or tough for you.

1. Prompt children to voice out challenges they face that hinder effective learning.
2. As children share, list each issue on separate sticky notes, ensuring clarity and readability.

Voting Process:

3. Affix the chart paper with post it in a visible location.
4. Ask each child to vote for the top three issues affecting them by placing a tick mark under each selected problem.

Ranking and Discussion:

5. Count the votes received for each problem and highlight the top three issues with the highest counts.
6. Encourage children to propose realistic and creative solutions for the top prioritized issues.

5. Probe/ Guided Exploration:

7. Facilitate a discussion to explore why these issues are prioritized
8. Ask targeted questions to delve deeper into the nature and impact of each problem.
9. Encourage children to reflect on whether these challenges differ for boys and girls or children with disabilities.
10. Elicit ideas about stakeholders who could help resolve these issues, such as community leaders, teachers, or policy-makers.

4. Education Environment Mapping Activity / Risk and Resource Mapping

Name of Activity: Education Environment Mapping

What Can it Effectively Answer: What physical and social risks and resources exist in the education environment? What safety concerns affect access to education?

Target Group: Age 11-18 years

A. Preparation

- Materials Required:
- Chart paper
- Colored markers
- Smiley Stickers (optional for marking)
- Make two placards – one with smiley face and one with sad face
- Make two placards explaining resources and risk
- Have images / cut out of learning centre images

B. Activity Process Explanation

- **Introduction to Activity:** Now we're going to map out our learning facility and its vicinity to find places that are safe and those that might need a little help.
- **Clarification of Risks & Resources:**
 - ◆ Risks are things or places that might not feel safe. For example, places that are too dark or have broken things.
 - ◆ Resources are places and people that help us feel good and learn better, like the library or a kind teacher.
- **Divide the Groups:**
 - Let's split into small groups of 4-5.
 - Each group will get a big sheet of paper to draw our learning facility map and its vicinity.
 - Drawing the Map:
 - Draw important places in your learning facility, like classrooms, toilets, or playgrounds.
 - Use a 😊 to show risks and a 😊 for resources.
 - Group Presentations: Once your maps are ready, each group will share what they've drawn.
 - Let us discuss the areas that we have marked 😊 or 😊.

C. Practice

Let's start with a quick practice! Can anyone name a place in school that's helpful? How about a place you think should be safer?

D. Main Activity Implementation

- a. Follow the process
- b. Divide children into two groups
- c. Hand over material to each group- chart paper, marker pens, stickers
- d. Explain how much time the group has
- e. Reconfirm all instructions are clear
- f. Reinforce that there are no right or wrong answers it's their opinion that is important, if there is a disagreement on any place/ thing/person being risk or resource it is absolutely fine, and we can put both the stickers
- g. Once children start, move around, encourage everyone to place a sticker
- h. Remind them how much more time they have, once complete take the chart each group can see what other group has produced and then
- i. Invite group 1 followed by group 2 to share about their chart

When the exercise is on, you can state following statements to encourage children to think and mark places/ things/ people:

1. What places around your learning facility make you feel unsafe or worried? Mark them with a ☹️ in the map
2. What places or people help in your learning facility help you feel safe and supported? Mark them with a 😊 in the map
3. Are there places in the learning facility that are difficult to access for some children? Which are those places? What makes them difficult to access??
4. Do you have any problems in the classrooms—leaky roofs, no electricity, no ventilation etc.? What type of problems do you face?
5. In your learning facility, what resource gaps stand out most—insufficient textbooks, broken equipment, overcrowded classrooms—and how do these gaps impact your daily learning?
6. Are there peer-support systems (study buddies, student clubs) that help explain difficult topics or keep you motivated? Which support do you think has benefitted you the most?

E. Probes

Now that we've mapped our school, let's talk about what we can do to make it safer and better.

1. What changes do you think could help with the risky areas? What resources could we add or improve?
2. Do boys and girls think differently about what's risky or helpful?
3. How do you think children with disabilities find this school setup?
4. What improvements would you make to our school environment?
5. Who in our community can help us make these changes?

5. Visioning Dream School

Name of Activity: Ideal Learning Environment

What it Can Effectively Answer: What are children's aspirations for education? What elements do they consider essential for quality learning?

Target Group: Children aged 6 to 10 years

A. Preparation

- Materials Required:
- Chart paper
- Sketch pens

B. Activity Process Explanation

- **Introduction** to Activity: Hello everyone! Today, we are going to imagine our dream school. Think about everything you would want in the perfect place to learn!
- **Group Division:** Let's form small groups of 4-5. Each group will work together to draw your dream school.
- **Imagine:** Start by closing your eyes for a moment and imagine the perfect school. What does it look like? How does it feel to be there?
- **Visualise:** Use these chart papers and sketch pens to draw and describe your ideal school. Think about everything—classrooms, playground, teachers, and even what you'll be learning.
- **Describe:** Once you're done, each group will show us their dream school and what makes it special.

C. Practice Exercise

- Warm-Up Discussion:
- Let's warm up by thinking of things you like about your current school, and what you'd really love to have or change.

D. Execution

1. Divide the children into two groups, hand over the material
2. (Optional) Introduce a sense of competition, who comes up with the best dream school
3. Give 5 minutes to imagine, prompt for how to imagine- think of classrooms, uniforms, study material, teachers, timings, language, how you access schools, how much time to you spend in schools, what do you learn- say each item slowly, repeat, let the
4. In groups, now encourage children to translate their dream onto paper

E. Probes

Think about some things we can actually do to make your dream school real. Every idea is important

Comparative Reflection (Optional/ variation)- After you share your dream school, let's compare it to your current school. What's the same? What's different?

1. If you could create the perfect learning facility, what would it look like?
2. What would make learning easier and more enjoyable?
3. How would the teachers help you learn better?
4. What would you want to learn about? How would you like to learn it?
5. How would your ideal school include all children, including those with disabilities?
6. What's the biggest difference between your dream school and your current one?
7. What fun activities or teaching methods would make you want to come every day?

6. Focus Group Discussion (for older children)

Name of Activity: Education Experience Deep Dive

What it Can Effectively Answer: What are children's detailed experiences with curriculum, teaching quality, access barriers, and educational preferences?

Target Group: Children aged 11-18 years (adapt questions based on age)

Steps to Conduct:

1. Ask participants to sit in a comfortable circle
2. Explain the purpose of the discussion
3. Set ground rules for respectful listening and confidentiality
4. Ensure all participants have opportunity to speak
5. Record key points and illustrative quotes

Questions and Probes:

For Access and Enrollment:

1. What makes it difficult for some children to attend learning facility regularly? (Probe about children with disabilities)
2. Are there differences in the reasons for dropping out between boys and girls? Why?
3. Do teachers understand the challenges that children face on the way to learning facility? How have they supported you?

For Curriculum and Learning Quality:

1. How do you get feedback from your teachers on your performance? What does it mean to you to do well in a test? Is there any other way you'd like the performance to be assessed?
2. How do you feel when you learn something new?
3. Who here thinks your teacher knows the subject well and feels confident teaching the curriculum? Why do you think so?
4. Have you seen your teacher struggle while teaching—like running out of ideas, not enough examples?
Probe: When does this happen (new topics, large classes etc.)?
5. Have you ever felt that the learning facility does not have sufficient learning materials (textbooks, notebooks, any equipment for practical learning etc.) for all the students in your class?
6. Have you ever been discouraged by your teacher? What was the reason?
7. Which teaching approaches (like through group projects, practical application or watching videos) help you learn best?
8. Does the language used for teaching help or create challenges in learning?

For Educational Preferences:

1. What type of education (academic, vocational, religious) interests you most for your future? What skills gained from this type of education do you think are most important for your future?

2. What motivates you to continue your education? What challenges your motivation?
3. Does what you learn help you prepare for jobs or further studies? Do you feel well-prepared, and why? Who feels it's not relevant, and why?

For Girls Only:

1. Do lessons address issues you face as girls—health, rights, career options? Give examples.
2. Do teachers understand girls' challenges—like early marriage or safety issues faced on the way to learning facility? How have they supported??
3. What does 'doing well' mean for you as a girl—graduating, delaying marriage, earning money?
4. Are there separate toilets at learning facility?
 - Are sanitary pads available for girls at the learning facility
 - Do you have access to female mentors, girl-only clubs, or role-model videos? Do these resources help you learn?
5. Suggest priority fixes that would improve the learning environment for adolescent girls

Implementation Guidelines

1. Session Structure:

- a. Always begin with introductions and ice breakers
- b. Mix active and reflective methods
- c. End with a positive forward-looking activity (like Visioning)
- d. Keep sessions under 1.5 hours for younger children, up to 2 hours for older youth

2. Documentation:

- a. Use the provided note-taking templates
- b. Take photos of visual outputs with permission
- c. Record numbers of participants by age, gender, disability status
- d. Note key quotes directly from children

3. Ethical Considerations:

- a. Obtain informed consent/assent
- b. Ensure confidentiality
- c. Make participation voluntary
- d. Have safeguarding protocols in place
- e. Provide feedback to children on how their input will be used

4. Adaptations for Inclusion:

- a. For children with visual impairments: Use tactile materials, verbal descriptions
- b. For children with mobility impairments: Ensure accessible space, adapt movement activities
- c. For children with hearing impairments: Use visual materials, sign language interpretation if available
- d. For children with intellectual disabilities: Simplify instructions, provide additional support

This integrated toolkit provides multiple pathways to understand children's education needs, preferences, and experiences while ensuring meaningful participation regardless of age, gender, or ability.

Summary Table:

Activity Name	Time taken	6-10 years	11-14 years	15-18 years
Ice-breakers	10 minutes	Yes	Yes	Yes
Agree/Disagree	25 minutes	Yes	Yes	Yes
Pile & Rank	30 minutes	No	Yes	Yes
Risk & Resource Mapping	30 minutes	No	Yes	Yes
Visioning Dream School	25 minutes	Yes	No	No
FGD	30 minutes	No	Yes	Yes

E. Interview Guide: Caregivers, Implementation Partners and Teachers

The questions are organized around the INEE Minimum Standards domains, ISNA, ENA and ENA 2025 Objectives.

General information

<p>Interview Details</p> <ul style="list-style-type: none"> • Date of the interview: • Name of the interviewer: • Organisation/Partner Name: • Name of the participant 	
<p>Location of assessment</p> <ul style="list-style-type: none"> • Zilla / UpaZilla: • Camp • Blocks / Sub-blocks: • Name and ID of Learning Facility (If relevant): • GPS: 	
<p>Learning facility type</p> <ul style="list-style-type: none"> • Learning centre (LC) • Community-based learning facility (CBLF) • Cross-sectoral shared learning facility (CSSLF)/ MPC <p>Teaching in Grade - (ECE, KG, Grade 1 to 12, ALP, Pearson Curriculum, Youth & Adolescent)</p> <p>Enrollment information of the facility</p> <ul style="list-style-type: none"> • Current # of enrolment (girls, boys) • Current # of children with disability, (if any,) students (girls, boys) 	

Informed Consent

My name is _____ and I am working with _____. We are assessing the situation regarding education and education needs in this area. We would like to ask you some questions about the learning facilities and educational activities taking place here. The discussion should only take around 60 minutes. Any information that you provide will be kept strictly confidential and will not be shown to other people. Your participation is voluntary, and you can choose not to answer any or all of the questions. However, we hope that you will participate, since your views on the situation regarding education are important. Do you have any questions?

Camp Incharge/ Sector Partners

INEE Minimum Standards / ENA / ISNA	Partner staff	Responses
Overview	<ol style="list-style-type: none"> 1. What are the main challenges (concerns/ priorities) you are facing about education? How are you addressing them? 2. What are families or the community doing to address these challenges? 3. Are there any children who are particularly at risk of being left out of education? 	
Access	<p>Enrollment</p> <ol style="list-style-type: none"> 1. Are there children not enrolled in learning facilities? Why are children not enrolled? 2. Do all children have equal access to schools/ learning facilities (girls, boys, children experiencing disabilities)? If not, then why? 3. Can learners (girls, boys, children experiencing disabilities) safely access the existing schools/ learning facilities? If not, what are the associated risks? 4. How are the available learning facilities sufficient in size (locations/ camps) and number to meet the learning needs of the affected populations? 5. What type of formal and non-formal educational activities are currently available? For whom? <p>Attendance</p> <ol style="list-style-type: none"> 1. Are there children not attending learning facility/ school? Why are children NOT attending school? 2. What are some of the reasons why parents do not send their children to the learning facility? 3. Can you specify some of the reasons related to learning facility that deter parents from sending children to the learning facility? 	
Early Learning (INEE/ENA)	<ol style="list-style-type: none"> 1. What type of learning opportunities are currently available for children under the age of five? Probe: How do these opportunities meet the developmental needs of young children? Share any firsthand experiences or observations. 2. What barriers exist for early childhood education in this community? 3. Are caregivers receiving any support or materials to help children learn at home? 	

INEE Minimum Standards / ENA / ISNA	Partner staff	Responses
Teaching and Learning	<ol style="list-style-type: none"> 1. Are teachers (female and male) attending learning facilities/school regularly? 2. How much time (in hours) do students spend learning each day? 3. Are there specific events in the educational timetable (e.g., tests, quarterly evaluations) that are affected or disrupted due to the crisis or camp conditions? If yes, how will they be addressed? 4. What are the causes of teaching learning interruption in the camp (learning facility)? What could be done to mitigate the challenge/issue? 5. According to you, what are the key Gaps that exist to ensure quality teaching and learning in the learning facility/school? What could be done to address the Gap? 6. Do you think teachers are capable enough to teach the subject matter that they are teaching, especially in secondary grades? If not, what are the reasons? Could you please elaborate? What could be done to address the issues, if there are any? 	
Learning Outcomes and Aspirations (ENA)	<ol style="list-style-type: none"> 1. What are the main goals or aspirations children have in pursuing education? (<i>E.g., specific careers, skills, or personal development.</i>) 2. To what extent do children and their families perceive the current education content / curriculum as relevant to their daily lives and future opportunities? 3. Since displacement, have there been any noticeable changes in children's educational aspirations or motivation to attend school? If yes, what factors have contributed to these changes? 4. Can you briefly describe the assessment system that LFs follow, how effective it is to measure learning achievement, what are the limitations and scope/room for improvement? 	
Teachers and other Education Personnel	<ol style="list-style-type: none"> 1. How are the teachers identified and recruited for the learning facility? Are there minimum qualifications and experience requirements? 2. What kind of training/ capacity building programs are available for teachers or those who aspire to teach? Probe to understand who offers this training, duration, content, adequacy, and quality? 3. What are some of the challenges related to teacher retention or recruitment and how are these addressed? 	

INEE Minimum Standards / ENA / ISNA	Partner staff	Responses
	<p>4. Are there any children from this camp who were/ are attending private schools or informal education centers outside the camp (e.g., in host communities or private madrasas) or inside the camp?</p> <ul style="list-style-type: none"> • If yes, are they continuing to attend? • If yes, are they also enrolled in NGO run LFs? • What are the reasons for accessing private initiatives? • If they have dropped out, what is currently happening to those children (e.g., staying home, working, attending other learning spaces)? • Have you seen different incidences of drop out across EC, MC, ALP? What are the primary reasons for dropouts associated with these curriculums? 	
Teacher Wellbeing and Support (INEE)	<ol style="list-style-type: none"> 1. What support structures or continuing education processes/ mechanism exist for teachers? 2. Do teachers feel adequately supported to teach in this context? 3. What is your view on the incentives or conditions of service? 	
Education Policy	<ol style="list-style-type: none"> 1. How well are different stakeholders (community, NGOs, government, international agencies) coordinating to address educational needs? 2. What kinds of support do local structures need to better respond to education needs, especially for girls, adolescents, and children with disabilities? 3. Are there any community mechanisms or policies to promote inclusive education in the camps or host areas? 	
Cross-Sector Linkages (ISNA/ ENA)	<ol style="list-style-type: none"> 1. Are children receiving school meals, nutritional support, or other basic services linked to learning centers? 2. Are there platforms and/or mechanisms for referrals or comprehensive delivery/ access? 3. What are the feedback mechanisms that exist for stakeholders and community? 4. Are any health or psychosocial services available for children in or near education spaces? 5. What support systems are in place for children facing distress, trauma, or violence? 	
Wrap-up	<ol style="list-style-type: none"> 1. How are community members, families, or learners involved in planning or decision-making related to education services in this camp? 2. Do you feel your views are heard and considered in shaping the education response? 	

Teachers

INEE Minimum Standards / ENA / ISNA	Teachers	Responses
Overview	<ol style="list-style-type: none"> 1. What are the main challenges (concerns/priorities) you are facing in relation to education? How are you addressing them? 2. What motivates you to continue teaching in the current situation? 3. Do you feel recognized or respected as an educator by the community? 	
Access	<ol style="list-style-type: none"> 1. Are there any children who are not going to the learning facility? Why are children NOT attending any learning facility? 2. Do all children have equal access to school/learning facilities (girls, boys, children experiencing disabilities)? 3. Has the number of students (girls, boys) in your class decreased or increased? (*discuss attendance) 4. How are the available learning facilities sufficient in size and number to meet the learning needs of the affected populations? 5. What formal and non-formal educational activities are available? For whom? How does this compare to what existed before the disaster? 	
Teaching and Learning	<ol style="list-style-type: none"> 1. What trainings have you received? Probe: <ul style="list-style-type: none"> • How have these trainings impacted your teaching methods? • Can you describe any specific skills or knowledge you have developed through these trainings? 2. Are teachers or facilitators regularly present in the learning facilities? Probe: <ul style="list-style-type: none"> • How does the presence (or absence) of facilitators affect the learning environment? • What are some examples of how facilitators influence student engagement? 3. How many hours per day do children typically spend on learning activities? 4. Are teaching and learning activities following a structured schedule? Probe: <ul style="list-style-type: none"> • How does a structured versus unstructured schedule affect learning outcomes? • What are the benefits or challenges of the current scheduling format? 	

INEE Minimum Standards / ENA / ISNA	Teachers	Responses
	<ol style="list-style-type: none"> 5. Which curriculum are you currently using to teach children? 6. Have you received any training on how to deliver this curriculum effectively? Please give details of training- by whom, when, and duration, any follow up or refresher training? 7. Do you feel the curriculum is age-appropriate and relevant for the learners? Elaborate with examples. 8. Are there any parts/ subjects of the curriculum that are difficult to teach due to limited materials or guidance? Probes: <ul style="list-style-type: none"> • Could you share specific examples where you felt limited by resources? • How do you adapt your teaching methods when resources are scarce? 9. How easy or difficult is the curriculum to deliver given your training? 10. Are learners responding well to this curriculum? Are there any challenges in comprehension or engagement? 	
Teaching Environment	<ol style="list-style-type: none"> 1. How do you rate the teaching materials and supplies needed to deliver your lessons? 2. Is the physical environment of the learning facility suitable for teaching (e.g., ventilation, lighting, space)? Probe: <ul style="list-style-type: none"> • How does the physical environment impact teaching and learning effectiveness? • What improvements would you suggest for the learning environment? 3. Do you feel safe while working in the learning facility? Probe: If No <ul style="list-style-type: none"> • Can you describe any particular safety concerns you have? • How do these concerns affect your work and peace of mind? 4. Are there adequate facilities (e.g., latrines, privacy, separate spaces for girls)? Probe: How do current facility conditions affect the learning experience? What changes would most improve the adequacy of facilities? 5. Is there an emergency exit plan for the learning facility? If yes, has there been any training conducted to train the facility staff on this? b. Has any training been conducted on referral pathways? If yes, when was it conducted and who conducted it? 	

INEE Minimum Standards / ENA / ISNA	Teachers	Responses
Support and Training	<ol style="list-style-type: none"> 1. Have you received any training or professional development since you started teaching? 2. Who provides you with teaching guidance or supervision? 3. What kind of additional support or training would help you perform your role better? 4. Are there opportunities to share experiences or challenges with other teachers? 	
Teachers and other Education Personnel	<ol style="list-style-type: none"> 1. Are there volunteer teachers or facilitators from within the Rohingya community currently participating in teaching at the learning facility? Probe: <ul style="list-style-type: none"> • What motivates them to volunteer? • Can you share any success stories they have encountered? 2. What specific barriers prevent qualified or experienced individuals in the community from serving as teachers or facilitators? 3. Are any teachers or facilitators no longer active in the learning facilities due to personal, social, or protection-related concerns? 4. Have any teachers stopped working due to changes in allowances, workload, or lack of support? Probe: <ul style="list-style-type: none"> • How do these factors affect their commitment and job satisfaction? • What changes in support or compensation might retain more teachers? 5. What kind of support would encourage more people in the community to take up teaching roles? 	
Wellbeing and Compensation	<ol style="list-style-type: none"> 1. How do you cope with the emotional or psychological stress of teaching in this context? 2. Have you received any psychosocial support or mentoring for your role? Please specify the support received. 3. Are you provided with any form of compensation or allowance for your work? Probe: Can you describe how this compensation impacts your daily life and work? 4. Do you feel the level of support and compensation reflects the work you do? Probe: What changes in support or compensation would make a significant difference for you? 5. What motivates you to continue despite challenges? 	

INEE Minimum Standards / ENA / ISNA	Teachers	Responses
Gender and Inclusion	<ol style="list-style-type: none"> Are there both male and female teachers working in the learning facility? Probe: What benefits do you observe from having a mixed-gender teaching staff? What are the barriers to the recruitment or retention of female teachers? Probe: What support measures will be effective in overcoming these barriers? Do cultural or religious norms affect how female teachers or girls participate in learning? Probe: How do these norms influence the daily activities and interactions within the learning facility? How could learning facility be made more inclusive and gender-responsive? 	
Wrap-up	<ol style="list-style-type: none"> How are you being consulted or engaged in any of the decision-making? What support do you need most to continue teaching effectively in this community? Do you have any suggestions to improve the teaching and learning experience in the learning facilities? 	

Parents / Members of School Councils

INEE Minimum Standards / ENA / ISNA	Parents / Members of Education Councils	Responses
Overview & Experience	<ol style="list-style-type: none"> Understanding the committee constitution: how many members, frequency of meeting with school management/ teachers/authorities? What is the role of the community, their understanding, and perception? What are the gaps that they are seeing, and what are their suggestion to address them? How could parents continue education (considering fund shortfall) for their children with minimal aid support? What are the main challenges (concerns/ priorities) you are facing in relation to education? How are you addressing them? 	

INEE Minimum Standards / ENA / ISNA	Parents / Members of Education Councils	Responses
Access	<ol style="list-style-type: none"> 1. Do all your school-aged children go to Learning Facilities/Schools? Why/why not? 2. What formal and non-formal educational activities are available? For whom? How does this compare to what existed back home? 3. What is your experience with the learning facilities in this camp? 4. How did your child first begin attending the learning facility? 5. Has your child's participation in education changed since arriving in the camp? If yes, how? 	
Access and Participation	<ol style="list-style-type: none"> 1. Are there any children in your household or neighborhood who are not attending learning facilities? Why not? 2. Are boys and girls equally able to access learning opportunities in your community? 3. Are there any challenges for children with disabilities or those from different religious/ linguistic groups in attending learning facilities? 4. Can children travel safely to and from the learning facilities? 5. What support (materials, guidance, escorts) do families need to ensure children can regularly attend learning facilities? 	
Perceived Needs and Gaps (Unmet and Unspoken Needs)	<ol style="list-style-type: none"> 1. Do you feel the current education provided at the learning facility is enough for your children's future? Why or why not? 2. Are there topics or skills you wish your children were learning, but currently are not? 3. Are there children in your household who stopped attending? Why did they stop, and what would help them return? 4. Are there any differences in how you support boys and girls to continue learning? 5. Do you feel confident that the learning facility meets your children's needs (e.g., safety, learning materials, qualified teachers)? 	
Priorities and Recommendations	<ol style="list-style-type: none"> 1. What are the top three immediate needs of the LFs? 2. How can organizations (Govt/NGOs/UN agencies) support the LFs/ education better? 3. Do you have any other observations or suggestions regarding the improvement of Education services? 4. Considering the fund crisis, how could community keep continuing education with minimal support from NGOs? 	

INEE Minimum Standards / ENA / ISNA	Parents / Members of Education Councils	Responses
Parental Aspirations and Expectations	<ol style="list-style-type: none"> 1. What do you hope your children will achieve by attending the learning facility? 2. Is this education helping your child prepare for a better life or future opportunities? 3. If your child had the chance to study more, what level would you want them to reach? 4. Do your hopes differ for your daughters and sons? Why? 5. Have your expectations changed since arriving at the camps? If yes, how? 6. Do you believe the learning facility is safe for your children to attend? Why or why not? 7. Are there concerns about hygiene, space, or the condition of the building or tents used? If yes, please elaborate on the concerns. 8. Do your children face any difficulties inside the learning facility (e.g., teasing, fear, lack of toilets)? Please elaborate on what those concerns are and how do they impact your child's learning. 9. What improvements would make the learning facilities better and more comfortable for children? 	
Community Involvement and Decision Making	<ol style="list-style-type: none"> 1. Are you or other caregivers involved in any discussions about education in your block or camp? If yes, describe how? 2. Is there any group, committee, or council you know of that helps make decisions about education services? If yes, please tell us more about these groups and how they impact the education services. 3. Do you feel your views are heard when education services are planned or changed? 4. Have you ever been asked what your child needs to succeed in learning? 	
Education Policy	<ol style="list-style-type: none"> 1. Is there effective coordination amongst the different stakeholders for the education response? If yes, what makes it effective? If not, what could make it effective? 2. How are the needs of your children (girls and boys) being addressed? 	
Wrap-up	<ol style="list-style-type: none"> 1. How are you being consulted or engaged in any of the decision-making? 2. What support do parents like you need to better help your children learn? 3. What advice would you give to those responsible for education in this camp? 	

F. Interview Guide: Community Leaders

The questions are organized around the INEE Minimum Standards domains, ISNA, ENA and ENA 2025 Objectives.

General information

<p>Interview Details</p> <ul style="list-style-type: none"> • Date of the interview: • Name of the interviewer: • Name of the respondent: • Designation of the respondent: • Organisation Name: 	
<p>Location of Assessment</p> <ul style="list-style-type: none"> • Zilla / UpaZilla: • Camp • Blocks / Sub-blocks: • GPS: 	

Informed Consent

My name is _____ and I am working with _____. We are assessing the situation regarding education and education needs in this area. We would like to ask you some questions about the learning facilities and educational activities taking place here. The discussion should only take around 45 minutes. Any information that you provide will be kept strictly confidential and will not be shown to other people. Your participation is voluntary, and you can choose not to answer any or all of the questions. However, we hope that you will participate, since your views on the situation regarding education are important. Do you have any questions?

Theme	Community Leaders	Responses
Overview & Experience	<ol style="list-style-type: none"> 1. Can you give a brief description of the camp? How many families are in the camp? How many children are in the camp? How many of them are school going? 2. Can you briefly describe your role in the overall education ecosystem in the camp? Are there any forums where community leaders can put forward the education needs of the community to the policymakers? 3. Are you part of any committees like School Management Committees, parents' groups in your area? Why? Why not? 4. What are the main challenges (concerns/priorities) in relation to education in the community? 	

Theme	Community Leaders	Responses
Access	<ol style="list-style-type: none"> 1. Do all school-aged children in the camp go to Learning Facilities/Schools? Why/why not? 2. What formal and non-formal educational facilities are available for the community in the camp? How does this compare to what existed back home? 3. How inclusive are current learning facilities for children with disabilities? What specific adaptations have been made to accommodate these children? 4. How does the community view the importance of education for girls compared to boys? Probe: <ul style="list-style-type: none"> • What cultural factors influence these perceptions? • Can you share examples where efforts have been made to promote girls' education? 5. In what ways can barriers to girls' education be addressed more effectively? Probe: What roles can parents, community leaders, and educators play in this effort? 	
Participation	<ol style="list-style-type: none"> 1. Are boys and girls equally able to access learning opportunities in your community? Probe: How do societal attitudes influence access to learning differently for boys and girls? 2. Are there any challenges for children with disabilities or those from different religious/linguistic groups in attending learning facilities? Probe: <ul style="list-style-type: none"> • What specific barriers do these children face in accessing education? • How are learning facilities within the community accommodating the needs of children with disabilities to ensure their full participation in education? 3. Are there children in the community who stopped attending the learning facility? Why did they stop, and what would help them return? 4. Are the reasons for dropping out different for boys and girls? Probe: Please specify some of the reasons you have observed? 	
Opinion on current condition	<ol style="list-style-type: none"> 1. Do you believe the learning facilities are safe for children to attend? Why or why not? 2. Can children travel safely to and from the learning facilities? 	

Theme	Community Leaders	Responses
	<ol style="list-style-type: none"> 3. Does the community raise any concerns about hygiene, space, or the condition of the building or tents used? How do you convey this to the relevant authorities? 4. Have you received any complaints about children facing any difficulties inside the learning facility (e.g., teasing, fear, lack of toilets)? 5. Do you think the currently available education will help children in your community prepare for a better life or future opportunities? 6. What improvements would make the learning facilities better and more comfortable for children? 	
Community Involvement and Decision Making	<ol style="list-style-type: none"> 1. Are you involved in any discussions about education in your block or camp? 2. Is there any community-based group, committee, or council you know of that helps make decisions about education services in the camp? 3. Do you feel your views are heard when education services are planned or changed? 	
Education Policy	<ol style="list-style-type: none"> 1. Can you list the different organizations working in the camp for children's education? How do they collaborate and coordinate? 2. How are the needs of your children (girls and boys) being addressed? 3. Is there any overlapping of efforts of different organizations? How is it ensured that there is no duplication of work by different agencies? 	
Priorities and Recommendations	<ol style="list-style-type: none"> 1. Are there topics or skills that children should learn, but currently are not taught in the learning facilities in the camp? Probe: What skills or topics do you believe are most necessary for the children's future success? 2. What are the top 3 immediate needs of the children in the school going age in the camp? Probe: <ul style="list-style-type: none"> • How are these needs impacting the children's educational experience and personal development? • Could you describe any efforts currently made to address these needs? 3. How can organizations (Govt/NGOs/UN agencies) support the LFs/ education better? 4. What role can community leader like you play in improving the quality of education and access to learning facilities? Probe: What strategies can be employed to leverage community resources more effectively? 	

Theme	Community Leaders	Responses
	<p>5. What type of education do you seek for the adolescent children in the community?</p> <p>Probe: How does this education align with the community's cultural and economic landscape</p> <p>6. With limited funding, what approach to education could be undertaken?</p> <p>Probe:</p> <ul style="list-style-type: none"> • What innovative or low-cost educational initiatives could be implemented? • How can existing resources be optimized to provide quality education? <p>7. What is the recommendation to continue education for children in the community with almost no aid/donation from donors?</p> <p>Probe:</p> <ul style="list-style-type: none"> • What local partnerships or self-help strategies could be explored? 	
Wrap-up	<p>1. What support do leaders like you need to better help the children in your community?</p> <p>2. What advice would you give to those responsible for education in this camp?</p>	

G. Observation Checklist for Learning Facility Assessment

Date of visit _____

Time of visit _____

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (If any) by Field Assessors	Scripter Instructions
1a	Upazila	1. Ukhiya 2. Teknaf			
1b	Camp Number				
1c	Block Number				
1d	Union Name	Select from the dropdown list			
1e	Camp / Host community village: _____	Text Response			
1f	Block and Sub Block name (for Rohingya camps)/ ward no. (for host community villages)	Text Response			
2	Name of the assessor	Text Response			
3	Learning Facility ID	Text Response			
4	What is the name of the Learning Facility	Text Response			
5	What type of Learning Facility is this?	1. Formal school 2. Learning Centre (LC) 3. Community tent / NGO class 4. Community Based Learning Facility (CBLF) 5. Madrasa 98. Other, specify _____			

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (If any) by Field Assessors	Scripter Instructions
6	Which of the following grades or levels are available at the learning facility? (Multiple response) Mark all that are applicable	<ol style="list-style-type: none"> 1. Early Childhood Education (ECE) 2. Pre-primary (KG) 3. Grade 1 4. Grade 2 5. Grade 3 6. Grade 4 7. Grade 5 8. Grade 6 9. Grade 7 10. Grade 8 11. Grade 9 12. Grade 10 13. Grade 11 14. Grade 12 15. Vocational Training Program/ Youth and Adolescent Program 16. Accelerated Learning Program 1 (ALP-1) 17. Accelerated Learning Program 2 (ALP-2) 18. Others_____ (specify) 			Multiple response
7	Where is the learning facility located?	<ol style="list-style-type: none"> 1. Rohingya community camp 2. Host community area 			

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (If any) by Field Assessors	Scripter Instructions
8	How many students are enrolled in the Learning Facility?	Numeric Response	Ask the Teaching Volunteer/Facilitator/Class teacher		
8a	Does the LF have more than one session	Morning Afternoon Both (exclusive)	1 2 3		
9	For each grade, mention the following details:				Q9A, 9B, 9C and 9D to appear for each grade selected at Q6.
9A	Grade	i. Boys ii. Girls iii. Total			Each grade selected at Q6 to appear Total should be done in the script as per the entry in 9a.i and 9a.ii
			Ask the Teaching Volunteer/Facilitator/Class teacher		

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (If any) by Field Assessors	Scripter Instructions
9B	How many learners with disabilities are enrolled in this LF?	Boys - _____ Response Girls - _____ Response	Ask the Teaching Volunteer/Facilitator/ Class teacher (Interviewer to ensure: For this exercise, disability is defined as having a lot of difficulty or not being able to do at all the following activities: <ul style="list-style-type: none"> • Difficulty seeing, even if wearing glasses • Difficulty hearing, even if using a hearing aid • Difficulty in speaking • Difficulty walking or climbing steps • Difficulty remembering or concentrating • Difficulty communicating using their usual language, for example understanding or being understood) 		Ask for each grade The number of boys/girls with disabilities (Q9B) cannot be greater than the total number of boys/girls enrolled in that grade (Q9A)

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (if any) by Field Assessors	Scripter Instructions
10	Is there a designated outdoor play area in the Learning Facility compound?	1. Yes 2. No	Observe the Learning Facility or ask the Teaching Volunteer/Facilitator for the designated play area		
10a	Are the fencing or boundary walls intact around the play area?	1. Yes 2. No	Observe the area around the Learning Facility		Ask only if coded '1' in Q10
11	Is the Learning Facility fully enclosed by fence/wall/boundary?	1. Yes 2. No			Provide a text box to enter description
12	For how many days is the facility operational per week?	Numeric Response			Not more than 5 days
13	Are ramps installed at entrances/exits of the Learning Facility?	1. Entry 2. Exit 3. None	Observe the entrance and exit of the Learning Facility		
14	Are handrails installed at all Learning Facility entrances/exits?	1. Entry 2. Exit 3. None	Observe the entrance and exit of the Learning Facility		
15	Are there any assistive material or devices for learners with disabilities visibly available (e.g., braille learning material, adjustable-height desks, wheelchairs, walkers etc.) in the learning facility?	1. Yes 2. No	Ask the Teaching Volunteer/Facilitator of the Learning Facility		

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (If any) by Field Assessors	Scripter Instructions
16	Select the assistive devices or material or devices observed at the learning facility.	<ol style="list-style-type: none"> 1. Adjustable-Height Desks 2. Adaptive Seating A 3. Adapted Writing Tools 4. Slant Boards 5. Adaptive Keyboards & Mouse 6. Screen Readers 7. Screen Magnifiers 8. Braillewriters & Refreshable Braille Displays 9. Audiobook Players & Recorders Large-Print Books 10. Speech-to-Text Apps/ Software 11. Others, Specify 	Ask the Teaching Volunteer/Facilitator of the Learning Facility		Skip this question if NO is selected at Q:15
17	How many teachers/volunteers are employed in the Learning Facility?	<ol style="list-style-type: none"> 1. Number of Male Teachers/ teaching volunteers - Numeric Response 2. Number of Female Teachers/ teaching volunteers - Numeric Response 	Ask this to the Teaching Volunteer/Facilitator of the school		
17a	Among them, how many teachers have received certified training (pedagogy training from UNHCR/ subject-based training from UNICEF/Language training from UNESCO)?	<ol style="list-style-type: none"> 1. Number of Male Teachers - Numeric Response 2. Number of Female Teachers - Numeric Response 	Ask this to the Teaching Volunteer/Facilitator of the school		No. of male and female teachers can't be more than the response coded in Q18.1 and Q18.2

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (If any) by Field Assessors	Scripter Instructions
18	Is there a provision of one-on-one aid/support staff available to learners with disabilities in the Learning Facility?	1. Yes 2. No			Skip this question if the total is 0 at Q.9D
19	How many classrooms are present in the learning facility?	Numeric response	If more than 3, enumerator to randomly select three classrooms for which the classroom level observation will be done.		From Q19a to 37, questions, loop the question as per the response in Q19 upto 3 classrooms.
19a	Mention the grade of the classroom being observed	Options selected at Q.3 to appear here			Grades selected at Q.6 to appear as options for Q.19a Add loop for each option selected in 19a - First all the questions from Q19b to Q.37 should be asked for one classroom and then repeated for other classrooms in the LF.

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (if any) by Field Assessors	Scripter Instructions
19b	Does the classroom have an attendance register?	<ol style="list-style-type: none"> 1. Yes 2. No 	<p>If 3 classrooms are present in the Learning Facility, check all 3, if more than 3, check 3 randomly.</p> <p>Note: Only the classrooms where the classes are held need to be observed</p>		Ask separately for each classroom observed (upto 3)
20	Are there any grade appropriate learning materials on display in the classrooms or outside the classrooms (large-print charts, diagrams)?	<ol style="list-style-type: none"> 1. Yes 2. No 			Ask separately for each classroom observed (upto 3)
21	Is there any alphabet chart in Burmese or English in the classroom?	<ol style="list-style-type: none"> 1. Burmese 2. English 3. No 	Check for charts inside the classrooms or on specific display/notice boards		Check separately for each classroom observed (upto 3) (Question to appear only if the classroom observed is up to grade 3 and if the class if for higher grade then skip to Q.24)

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (If any) by Field Assessors	Scripter Instructions
22	Is there any number chart in Burmese or English in the learning classroom?	<ol style="list-style-type: none"> 1. Burmese 2. English 3. No 	Check for charts inside the classrooms or on specific display/notice boards		Check separately for each classroom observed (upto 3) (Question to appear only if the classroom observed is up to grade 3 and if the class is for higher grade then skip to Q.24
23	Is there any body parts chart in Burmese or English in the learning classroom?	<ol style="list-style-type: none"> 1. Burmese 2. English 3. No 	Check for charts inside the classrooms or on specific display/notice boards		Check separately for each classroom observed (up to 3) (Question to appear only if the classroom observed is up to grade 3)
24	Is there functional lighting in the classrooms of the Learning Facility? (lights are not only present but also in working condition)	<ol style="list-style-type: none"> 1. Yes 2. No 	Observe the classrooms of the Learning Facility for lighting		Check separately for each classroom observed (up to 3)

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (If any) by Field Assessors	Scripter Instructions
25	Is there sufficient lighting in the classrooms of the Learning Facility? (Right amount of light needed for typical classroom activities. It's enough so that everything is visible, and students can read and write comfortably without straining their eyes)	<ol style="list-style-type: none"> 1. Dim 2. Bright 3. Just right 	Observe the classrooms of the Learning Facility for lighting		Ask separately for each classroom observed (up to 3)
26	Is the Blackboard/whiteboard present in the classroom?	<ol style="list-style-type: none"> 1. Yes 2. No 	<p>If 3 classrooms are present in the Learning facility, check all 3, if more than 3, check 3 randomly.</p> <p>Note: Only the classrooms where the classes are held need to be observed</p>		Ask separately for each classroom observed (up to 3)
27	Are the markers/chalk present in the classroom?	<ol style="list-style-type: none"> 1. Yes 2. No 	<p>If 3 classrooms are present in the Learning facility, check all 3, if more than 3, check 3 randomly.</p> <p>Note: Only the classrooms where the classes are held need to be observed</p>		Ask only if coded '1' in Q26 Ask separately for each classroom observed (up to 3)

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (If any) by Field Assessors	Scripter Instructions
28	Is the cloth duster/duster present in the classroom?	<ol style="list-style-type: none"> 1. Yes 2. No 	<p>If 3 classrooms are present in the Learning facility, check all 3, if more than 3, check 3 randomly.</p> <p>Note: Only the classrooms where the classes are held need to be observed</p>		<p>Ask only if coded "1" in Q26</p> <p>Ask separately for each classroom observed (up to 3)</p>
29	Are textbooks/workbooks present with every child during the classroom observation?	<ol style="list-style-type: none"> 1. All or almost all students (>90%) 2. Most students (50-90%) 3. Some students (<50%) 4. None. 	<p>If 3 classrooms are present in the Learning facility, check all 3, if more than 3, check 3 randomly.</p> <p>Note: Only the classrooms where the classes are held need to be observed</p>		<p>Ask separately for each classroom observed (up to 3)</p>
30	Are there visual aids (charts, flashcards) mounted and in good condition in the classroom?	<ol style="list-style-type: none"> 1. Yes 2. No 	<p>If 3 classrooms are present in the Learning facility, check all 3, if more than 3, check 3 randomly.</p> <p>Note: Only the classrooms where the classes are held need to be observed</p>		<p>Ask separately for each classroom observed (up to 3)</p>

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (If any) by Field Assessors	Scripter Instructions
31	Are there writing tools (pen & pencils) available with the students during classroom observation?	<ol style="list-style-type: none"> All or almost all students (>90%) Most students (50-90%) Some students (<50%) None. 	<p>If 3 classrooms are present in the Learning facility, check all 3, if more than 3, check 3 randomly.</p> <p>Note: Only the classrooms where the classes are held need to be observed</p>		Ask separately for each classroom observed (up to 3)
32	Is there a teacher present in the classroom?	<ol style="list-style-type: none"> Yes No 	<p>If 3 classrooms are present in the Learning facility, check all 3, if more than 3, check 3 randomly.</p> <p>Note: Only the classrooms where the classes are held need to be observed</p>		Ask separately for each classroom observed (up to 3)
33	Is there adequate ventilation in the classroom? (for enumerators' reference: Adequate ventilation here refers to consistent and controlled flow of fresh air into the classroom while expelling stale air through windows and doors)	<ol style="list-style-type: none"> Yes No 	<p>If 3 classrooms are present in the Learning facility, check all 3, if more than 3, check 3 randomly.</p> <p>Note: Only the classrooms where the classes are held need to be observed</p>		Ask separately for each classroom observed (up to 3)

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (if any) by Field Assessors	Scripter Instructions
34	Is there any broken or damaged furniture in the classroom?	1. Yes 2. No	If 3 classrooms are present in the Learning facility, check all 3, if more than 3, check 3 randomly. Note: Only the classrooms where the classes are held need to be observed		Ask separately for each classroom observed (up to 3)
35	Are there any broken or damaged walls or windows observed in the classroom?	1. Yes 2. No	If 3 classrooms are present in the Learning facility, check all 3, if more than 3, check 3 randomly. Note: Only the classrooms where the classes are held need to be observed		Ask separately for each classroom observed (upto 3)
36	Is there any overcrowding of children in the classroom (more children than seats/space)?	1. Yes 2. No	If 3 classrooms are present in the Learning facility, check all 3, if more than 3, check 3 randomly. Note: Only the classrooms where the classes are held need to be observed		Ask separately for each classroom observed (upto 3)

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (if any) by Field Assessors	Scripter Instructions
37	Does the Learning Facility have a scheduled class timetable displayed in the classroom?	1. Yes 2. No	If 3 classrooms are present in the Learning facility, check all 3, if more than 3, check 3 randomly. Note: Only the classrooms where the classes are held need to be observed		Ask separately for each classroom observed (upto 3)
38	Is there functional lighting at the Learning Facility (EXCLUDING CLASSROOMS)? (lights are not only present but also in working condition)	1. Yes 2. No	Observe the pathways/entrance/toilets of the Learning Facility for lighting		
39	Is there sufficient lighting at the Learning Facility (EXCLUDING CLASSROOMS)? (Right amount of light needed for typical mobility inside a structure. It's enough so that everything is visible and there are no dark spots)	1. Yes 2. No	Observe the pathways/entrance/toilets of the Learning Facility for lighting		
40	Are there any dark spots in the learning facility? (Dark spots are areas within a space that receive significantly less light than their surroundings. This creates an unsafe environment.)	1. Yes 2. No			
40a	Please give a brief description of the dark spots.	_____Open ended			Ask if Q40 is coded Yes

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (If any) by Field Assessors	Scripter Instructions
41	<p>What type of student toilets are there at the school?</p> <p>Note: If more than one type is used, the most common type of student toilet should be selected.</p>	<ol style="list-style-type: none"> 1. Flush or pour/flush toilet 2. Pit latrine without a slab or platform 3. Pit latrine with a slab and platform 4. Open hole 5. Pit VIP toilet 6. Bucket toilet 7. Plastic bag 8. Hanging toilet/latrine 9. None of the above, open defecation 10. Other (specify) 11. Don't know 	Observe the toilets available at the facility		If 9 or 11 is selected at Q.41, skip to Q.46
42	<p>How many student toilets are currently usable (available, functional, private)?</p>	Specify the number	<p>Note: Only count toilets that are usable at the time of the survey or questionnaire, where "usable" refers to toilets/latrines which are</p> <ol style="list-style-type: none"> 1. Available to students (doors are unlocked or a key is available at all times), 		

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (if any) by Field Assessors	Scripter Instructions
			<p>2. Functional (the toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour-flush toilets), and</p> <p>3. Private (there are closable doors that lock from the inside and no large gaps in the structure) at the time of the survey. If any of these three criteria are not met, the toilet/latrine should not be counted as usable. However, lockable toilets may not be applicable in pre-primary schools.</p>		
43	Are the toilets separate for girls and boys?	<p>1. Yes</p> <p>2. No</p>	Observe the toilets available at the facility		
44	Are there separate toilets for staff and students?	<p>1. Yes</p> <p>2. No</p>	Observe the toilets available at the facility		
45	Is there at least one usable toilet that is accessible to those with limited mobility or vision (sufficient width, ramp, grab bar)?	<p>1. Yes</p> <p>2. No</p>	Observe the toilets available at the facility		

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (If any) by Field Assessors	Scripter Instructions
46	Are there handwashing facilities at the school?	<ol style="list-style-type: none"> 1. Yes 2. No 	<p>Observe the toilets available at the facility</p> <p>Note that this includes any infrastructure that allows students to wash their hands using running water; a shared bucket used for dipping hands is not considered an effective handwashing facility.</p>		If 2 is selected at Q.46, skip to Q.49
47	Are both soap and water currently available at the handwashing facilities?	<ol style="list-style-type: none"> 1. Yes, water and soap 2. Water only 3. Soap only 4. Neither water nor soap 	Observe the toilets/ handwashing area at the facility		
48	Are there handwashing facilities accessible to those with limited mobility or vision?	<ol style="list-style-type: none"> 1. Yes, water and soap 2. Water only 3. Soap only 4. Neither water nor soap 	Observe the toilets/ handwashing area at the facility		
49	Are water and soap available in a private space for girls to manage menstrual hygiene?	<ol style="list-style-type: none"> 1. Yes 2. No 	Observe the toilets/ handwashing area at the facility		Skip if 9a.ii is 0 for all grades
50	Is drinking water available in the Learning Facility?	<ol style="list-style-type: none"> 1. Yes 2. No 	Check the tap stand of Learning Facility		If coded NO at Q.50, skip to Q.54

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (If any) by Field Assessors	Scripter Instructions
51	What is the main source of drinking water provided by the school? (Select most frequently used)	<ol style="list-style-type: none"> 1. Piped Water Supply 2. Tube Well/borehole 3. Protected Well/Spring 4. Rainwater 5. Packaged Bottled Water 6. Water Tanker/truck or cart 7. Unprotected Well/spring 8. Surface Water (river, dam, lake, pond, stream, canal) 98. Don't Know 99. Others (Specify)_____ 	Ask this to the Teaching Volunteer/Facilitator of the school		
52	Is drinking water from the main source currently available at the facility?	<ol style="list-style-type: none"> 1. Yes 2. No 	To be considered available, water should be available at the school at the time of the survey, either from the main source directly or stored water originally from the main source.		
53	Is drinking water accessible to those with limited mobility or vision?	<ol style="list-style-type: none"> 1. Yes 2. No 	Note: To be considered accessible, water can be accessed (directly from the source or from a storage container) via a clear path without stairs or steps* that is free of obstructions and has age-appropriate handrails, the tap can be reached from a seated position, and the water source/dispenser can be opened/closed with minimal effort with one closed fist or feet.		

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (if any) by Field Assessors	Scripter Instructions
54	Does the Learning Facility have provision of sanitary pads for girls?	<ol style="list-style-type: none"> 1. Yes 2. No 3. Not Applicable 	<p>Ask this to the cleaning staff in girls' toilet</p> <p>Note: Select 'Not Applicable' if the learning facility serves only pre-pubescent female children (e.g., ECE only) or has no female learners of menstrual age.</p>		Skip if 9a.ii is 0 for all grades
55	Are the sanitary pads for girls stocked currently?	<ol style="list-style-type: none"> 1. Yes 2. No 3. Not Applicable 	Ask this to the cleaning staff in girls' toilet		Ask only if coded '1' in Q. 54
56	Are teaching-guideline documents on display on noticeboard or in the staff room?	<ol style="list-style-type: none"> 1. Yes 2. No 	Check the noticeboard in the Learning Facility or the staff room		
57	Is there a suggestion box or feedback form available in the Learning Facility?	<ol style="list-style-type: none"> 1. Yes 2. No 	Observe the Learning Facility or ask the Teaching Volunteer/Facilitator		
58	Is there any schedule posted on recent community/parent meeting on the Display/Notice Board?	<ol style="list-style-type: none"> 1. Yes 2. No 	Observe all the noticeboards present in the Learning Facility		
59	Does the learning facility have any emergency exit plan?	<ol style="list-style-type: none"> 1. Yes 2. No 	Ask the Teaching Volunteer/Facilitator or the facility staff present in the Learning Facility		

OBSERVATION FACILITY CHECKLIST					
Q. No.	Question	Options	Interviewer Instructions	Comments (If any) by Field Assessors	Scripter Instructions
60	Is the First-aid kit visible and stocked?	1. Yes 2. No	Ask the Teaching Volunteer/Facilitator or the facility staff present in the Learning Facility		
61	Are there any contact lists for emergency services/ referral pathway (police, ambulance, fire, Health, Gender Based Violence helpline, Child Protection helpline, SCCCM focal) displayed on the display/notice Board?	1. Yes 2. No	Observe all the noticeboards present in the Learning Facility		
62	Are there any self-made teaching aids (hand-drawn charts) on display/notice board?	1. Yes 2. No	Observe all the noticeboards present in the Learning Facility		
63	Is the home-visit or outreach schedule posted on display/notice board?	1. Yes 2. No	Observe all the noticeboards present in the Learning Facility		
64	Please specify any other observations specific to the learning facility, which are not covered in the above questions.	_____ (Open Ended Response)	Provide any observation which is not covered in above questions		

