

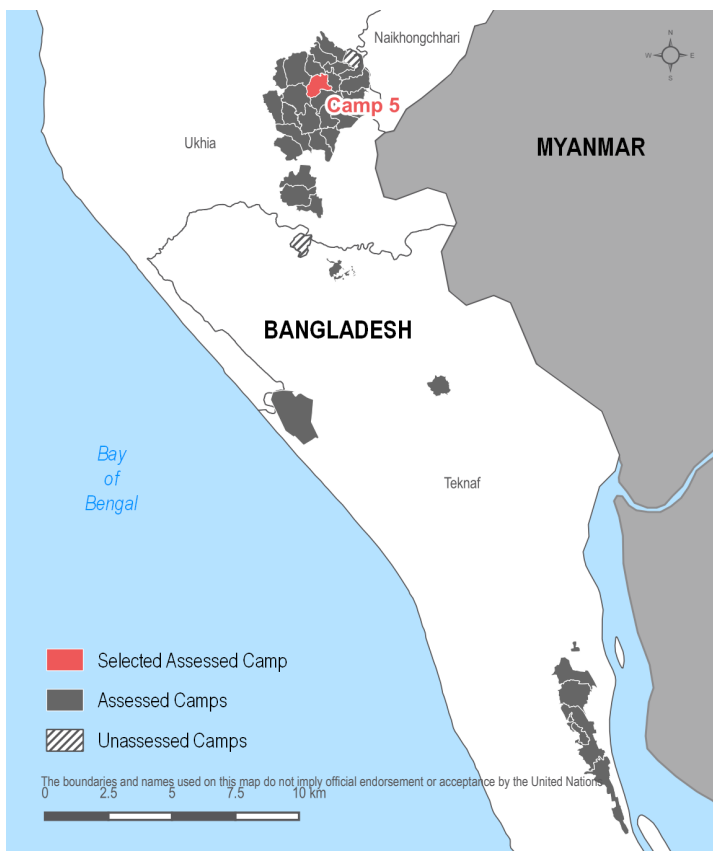


Background and Methodology

Since August 2017, more than 700,000 Rohingya refugees have arrived in Bangladesh's Cox's Bazar District from Myanmar. As of February 28, 2019, approximately 460,000 Rohingya children remain heavily reliant on international and national non-governmental organisations (NGOs) as providers of informal education under the coordination of the Cox's Bazar Education Sector. Within the camps, access to learning environments is generally limited to NGO-run learning centres (LCs), mainly providing educational services for children age 6 to 14 (with many also offering early childhood development opportunities to children aged 3 to 5). These have been complemented more recently by the roll-out of other alternative learning modalities (ALMs) such as home-based learning or non-religious learning at madrassas.

At the start of 2019, REACH implemented a Joint Education Needs Assessment on behalf of and in collaboration with the Cox's Bazar Education Sector, with financial support from UNICEF. The assessment consisted of a household survey with primary caregivers in households with at least one member between the ages of 3-24 years, in addition to facility assessments at LCs, and focus groups with parents and staff. The study's survey component was conducted throughout 33 refugee sites from 3 February to 14 March, 2019, covering a total of 4,397 households. Results of this assessment are generalizable to the camp level with 95% confidence level and 10% margin of error. This factsheet presents an analysis of data collected in Camp 5, where 164 households were assessed.

Data on individual attendance at learning spaces is reported overall for all age groups, and by gender only for the 6-14 age group; the number of children and youth in other age groups covered by assessment within each camp was too small to meet a minimum acceptable threshold of statistical significance to display data by gender. More in-depth findings are presented in the study's final report.

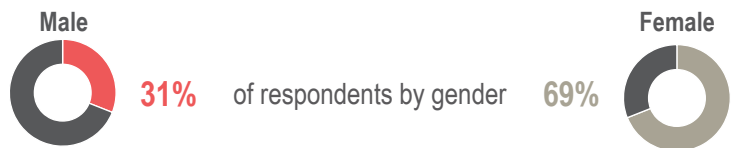


Demographics

32 Average age of respondent

5.5 Average household size

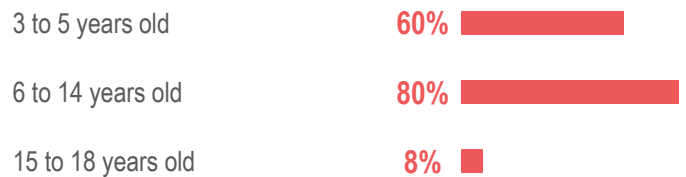
Age and gender composition of assessed households



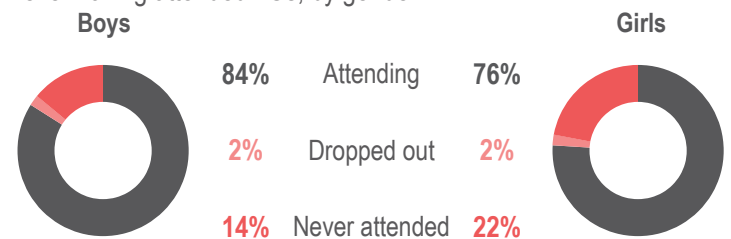
Enrolment and Attendance

Learning Centres (LCs)

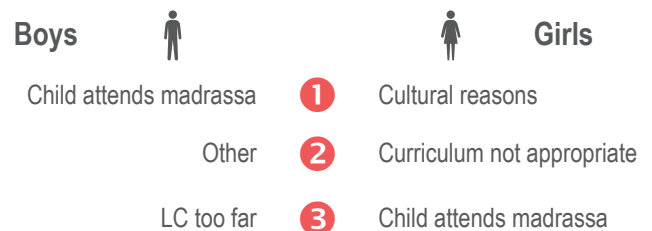
% of children reported as attending LCs in the 30 days prior to data collection, by age



% of children aged 6-14 reported as attending, dropped out, and never having attended LCs, by gender



Top 3 reasons for LC non-attendance most commonly reported for out-of-school children aged 6-14, by gender¹



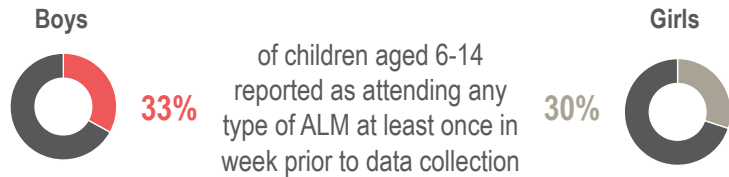
1. Respondents could select multiple answers



Education Needs Assessment

Camp 5

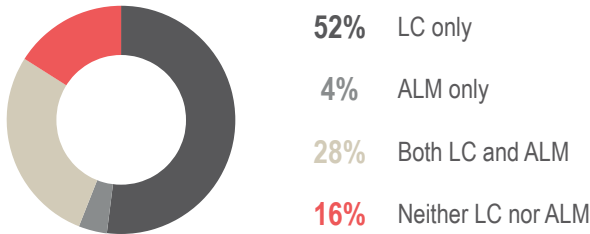
Alternative Learning Modalities (ALMs)



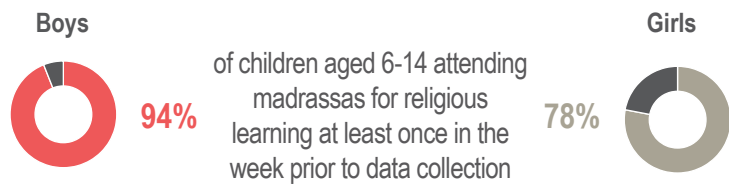
% of children aged 6-14 reported as attending different types of ALMs at least once in the week prior to data collection³

NGO-provided lessons at own home	24%
NGO-provided lessons at someone else's home	1%
NGO-provided lessons at a madrasa	13%

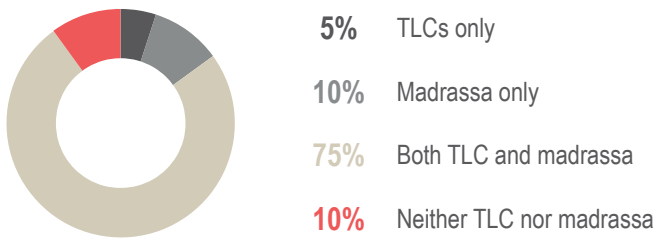
% of children aged 6-14 reported as having attended LCs and ALMs at least once in the week prior to data collection



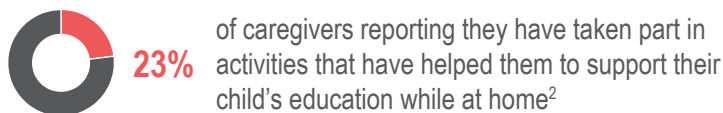
Madrassas



% of children aged 6-14 reported as having attended LCs and madrassas at least once in the week prior to data collection



Community Participation



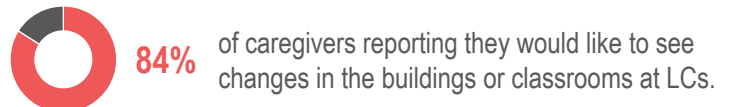
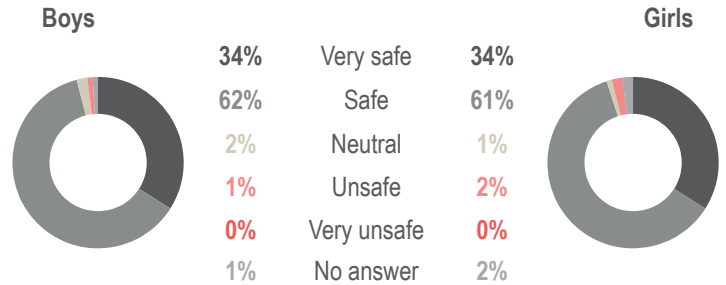
% of caregivers reporting interest in participating in activities to support their child's education, by activity³

Parent's Committees	41%
Committees to support education	42%



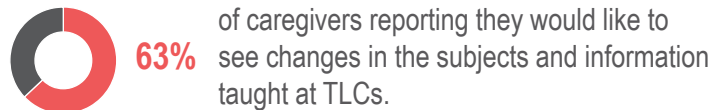
Perceptions and Preferences

% of caregivers reporting that LCs are safe spaces for children, by gender



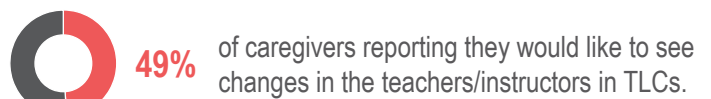
Top three most commonly reported priorities for change:³

- 1 More classrooms 41%
- 2 More learning materials 38%
- 3 Separation according to age 35%



Top three most commonly reported priorities for change:^{3,4}

- 1 Certification 50%
- 2 Language of instruction 45%
- 3 Separation by ability 37%



Top three most commonly reported priorities for change:³

- 1 More training for teachers 39%
- 2 Better behaviour from teachers 21%
- 3 More Rohingya teachers 20%

2. For this indicator, the survey question was phrased as follows: "Since you arrived in Bangladesh, have you taken part in any activities (for example training, parent's groups) that have tried to help you support your children's education when they are at home?"

3. Respondents could select multiple answers, denominator for this indicator is all surveyed caregivers

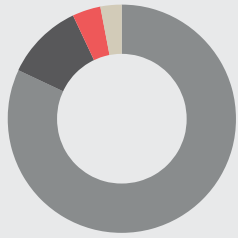
4. For respondents selecting 'More diverse subjects', the top 3 requested subjects in order of priority were English, Bangla, and Burmese.



Education Needs Assessment

Camp 5

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



82%	Improved
11%	Stayed the same
4%	Got worse
3%	No answer

ABOUT REACH INITIATIVE

REACH Initiative facilitates the development of information tools and products that enhance the capacity of aid actors to make evidence-based decisions in emergency, recovery and development contexts. The methodologies used by REACH include primary data collection and in-depth analysis, and all activities are conducted through inter-agency aid coordination mechanisms. REACH is a joint initiative of IMPACT Initiatives, ACTED and the United Nations Institute for Training and Research - Operational Satellite Applications Programme (UNITAR-UNOSAT).