

# Education Needs Assessment

## Nayapara RC - Cox's Bazar, Bangladesh

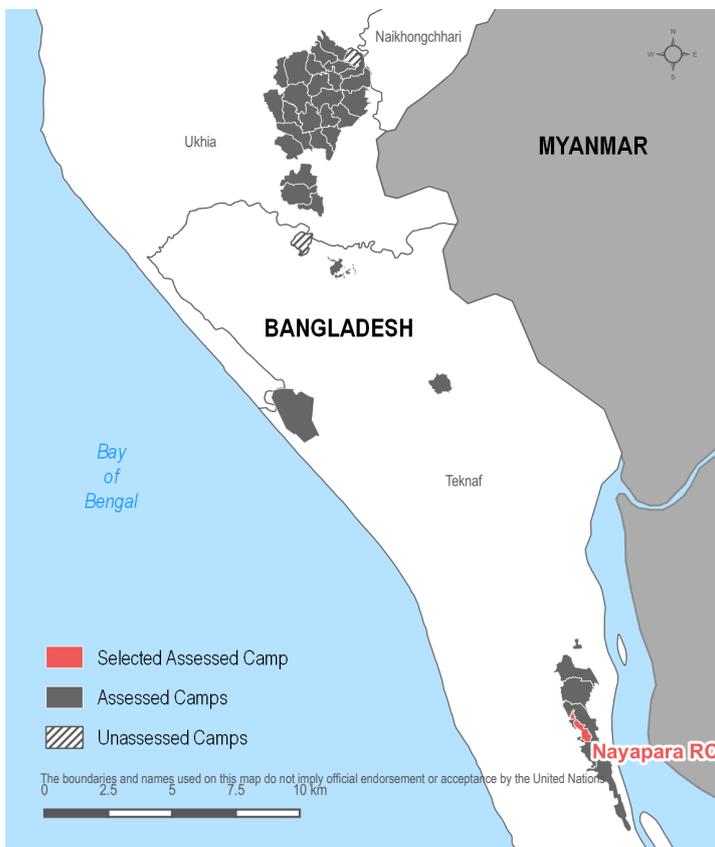
February 2019

### 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 Nayapara RC, where 176 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

**5.4** Average household size

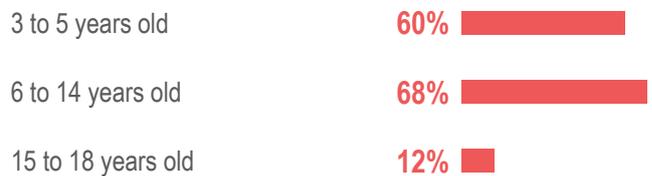
### Age and gender composition of assessed households



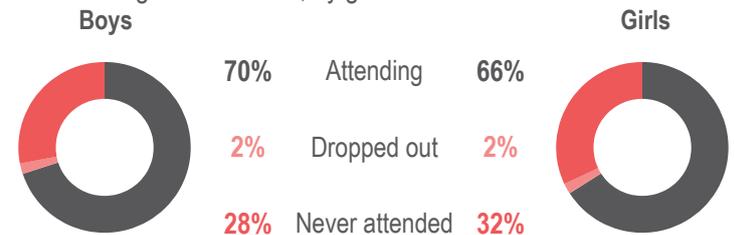
### Enrolment and Attendance

#### Learning Centres (LCs)

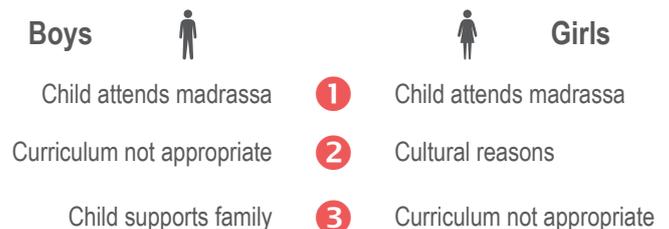
% of children reported as attending LCs in the 30 days prior to data collection, by age



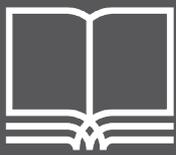
% of children aged 6-14 reported as attending, dropped out, and never having attended LCs, by gender



Top 3 reasons for LC non-attendance most commonly reported for out-of-school children aged 6-14, by gender<sup>1</sup>



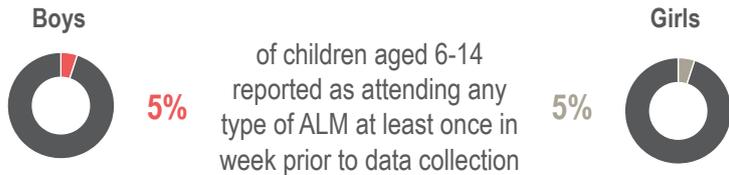
1. Respondents could select multiple answers



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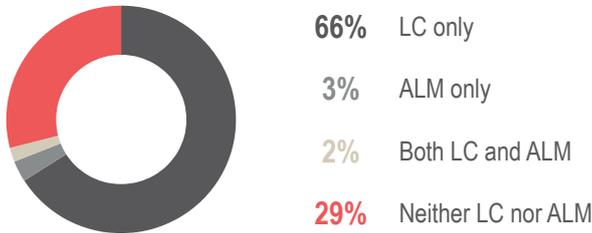
### Alternative Learning Modalities (ALMs)



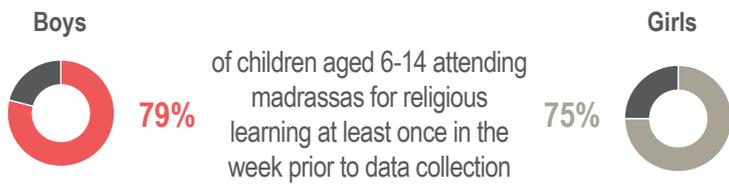
% of children aged 6-14 reported as attending different types of ALMs at least once in the week prior to data collection<sup>3</sup>

NGO-provided lessons at own home	<b>0%</b>
NGO-provided lessons at someone else's home	<b>0%</b>
NGO-provided lessons at a madrasa	<b>5%</b>

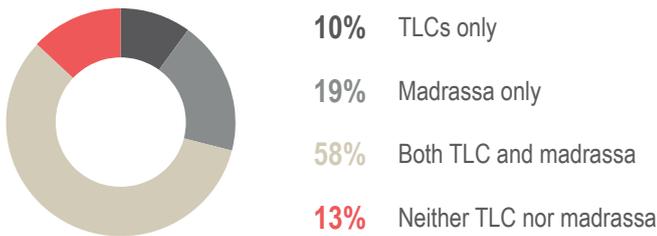
% of children aged 6-14 reported as having attended LCs and ALMs at least once in the week prior to data collection



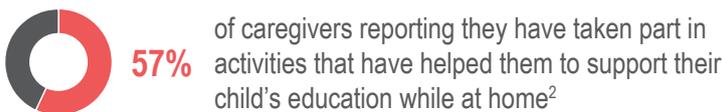
### Madrassas



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



### Community Participation



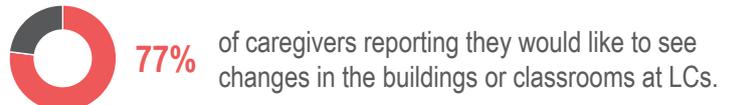
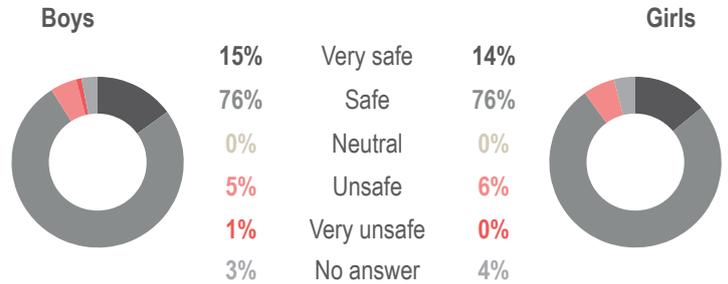
% of caregivers reporting interest in participating in activities to support their child's education, by activity<sup>3</sup>

Parent's Committees	<b>59%</b>
Committees to support education	<b>49%</b>



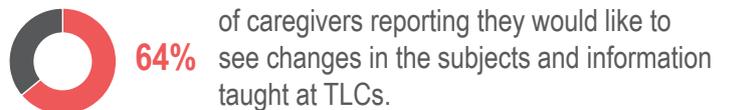
### Perceptions and Preferences

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



Top three most commonly reported priorities for change:<sup>3</sup>

<b>1</b>	More learning materials	<b>55%</b>
<b>2</b>	More classrooms	<b>40%</b>
<b>3</b>	More safety measures	<b>39%</b>



Top three most commonly reported priorities for change:<sup>3,4</sup>

<b>1</b>	Language of instruction	<b>45%</b>
<b>2</b>	Certification	<b>40%</b>
<b>3</b>	More diverse subjects	<b>34%</b>



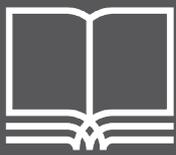
Top three most commonly reported priorities for change:<sup>3</sup>

<b>1</b>	More training for teachers	<b>44%</b>
<b>2</b>	More Bangladeshi teachers	<b>29%</b>
<b>3</b>	More teachers	<b>19%</b>

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 Arabic, Bangla, and Burmese.



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



67%	Improved
24%	Stayed the same
4%	Got worse
5%	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).