Education & Child Protection in Emergencies

Joint Rapid Needs Assessment

Rohingya Refugee Response • 2017

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ACRONYMS

CP	Child Protection
CPiE	Child Protection in Emergencies
CPWG	Child Protection Working Group
CFE	Child Friendly Education
GCP AoR	Global Child Protection Area of Responsibility
GEC	Global Education Cluster
EiE	Education in Emergencies
FD 7/6	Government project proforma for foreign assisted projects
INEE MS	International Network for Education: Response, Preparedness and Recovery
IOM	International Organization for Migration
ISCG	Inter Sector Coordination Group
JRNA	Joint Rapid Needs Assessment
JRP	Joint Response Plan
KII	Key Informant Interview
Mahji	Religious leader
MHM	Menstrual Hygiene Management
MH	Mental Health
PSS SEL	Psychosocial Support and Social Emotional Learning
PTSD	Post-Traumatic Stress Disorder
SDR	Secondary Data Review
PSS SEL	Psychosocial Support and Social Emotional Learning Programmes
TLC	Temporary Learning Centre
UASC	Unaccompanied and Separated Children
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WHO	World Health Organization
Ya ba tablets	Containing a mixture of methamphetamine and caffeine

EXECUTIVE SUMMARY

Background

Since August 25 2017, Bangladesh has seen an unprecedented arrival of Rohingya refugees fleeing targeted violence and serious human rights abuses in Myanmar's Rakhine State. Among the estimated total of 866,000 refugees that have crossed the border (living in 194,603 households), 55% of this population are children.

Refugees are living in 1,635 locations within camps, makeshift and spontaneous settlements and amongst host communities in Ukhia and Teknaf upazilas in Cox's Bazar, a district which borders Myanmar. In terms of distribution, 73% are living in new spontaneous settlements, 13% in makeshift settlements[1], 9% are living in host community locations and 5% in the formal refugee camps. Of the total population, 36,583 are registered refugees[2], who live in two formal camps (Kutupalong and Nayapara). The remaining 829,421 are unregistered refugees who live in all locations including in the formal refugee camps.

As of November 2017, there was insufficient Child Protection in Emergencies (CPiE) and Education in Emergencies (EiE) information available to identify needs and trends and to develop evidence-based prioritization. Although boys and girls of different ages were identified as vulnerable groups, still there was significant information gaps on these vulnerabilities.

Objectives

Cox's Bazar Education Sector and Child Protection Sub-Sector partners conducted the Joint Rapid Education and Child Protection Need Assessment (JRNA) between the 4th to 6th December 2017. The main objective of the JRNA was to identify education and child protection needs, priorities and capacities of Rohingya boys and girls in the camps, settlements and host community in Cox's Bazar, to inform and provide the evidence-base for the 2018 Joint Response Plan (JRP). The assessment was based on the agreed common approach by the Global Protection Cluster and Global Education Cluster of One vision: Four solutions. The vision: Boys and girls living in emergencies have equitable access to quality education and grow up free from abuse, neglect, exploitation and violence.[3]

Purpose of the report

This report has been prepared based on the findings of the JRNA. It is specifically designed for the attention of government, humanitarian actors and donors and calls for their action to respond to the needs and capacities of Rohingya and host community girls and boys.

Importance of education and child protection in emergencies

Child Protection in emergencies in this refugee response has been defined by the Child Protection Sub-Sector as: Preventing and responding to abuse, neglect, violence and exploitation. This includes protecting and advocating against all forms of discrimination; ensuring immediate access to appropriate services; and ensuring durable solutions in the child's best interests. Child protection in emergencies includes specific activities by child protection actors, whether national or community-based and/or by humanitarian staff supporting local capacities. This includes activities to address violence, exploitation, neglect and abuse, including issues such as sexual exploitation, family separation, trafficking, child recruitment, child labour, danger and injuries, physical violence and harmful traditional practices, such as early marriage.

Equally, quality education in emergencies has been crucial in this response to provide children with physical, psychosocial and cognitive protection that can be both life-sustaining and lifesaving. Safe

[1] *A term used to describe spontaneous settlements established pre-October 2017*

[2] *UNHCR – Preliminary Results. Dec 2017. Rohingya Crisis – Children's Experiences in the Rohingya Crisis.*

[3] *Global Protection Cluster and the Global Education Cluster One vision: Four Solutions*
http://educationcluster.net/wp-content/uploads/2015/09/Child-Protection-and-Education-in-Emergencies-Increase-effectiveness.pdf

and free education can help mitigate the impact of conflict and disasters by giving children and families a sense of normalcy, stability, structure and hope for the future. In fact, education in itself makes children safer: higher levels of girls' education are associated with delayed childbirth and prevention of early marriage, significantly higher prenatal care and lower child mortality. Finally, education sustains progress already made by school-going children and helps secure the future. It can give young people the necessary skills to increase their chances of getting jobs, staying healthy and participating in society.

The links between child protection and education in emergencies are inherent with lack of access to education directly impacts children's safety, after wellbeing and vice versa. All children are exposed to threats during and after emergencies. However girls and boys who are out of school are at a much higher risk of violence, exploitation, abuse and neglect. Similarly, child protection concerns can prevent children from accessing education or can diminish educational outcomes.

Brief overview of methodology

The assessment was conducted between the 4th and 6th December in 59 zones, 95 sites/blocks. A total of 185 respondents were interviewed through Key Informant Interviews (KIIs). The majority of key informants were parents and caregivers (55%). Teachers, Mahjis and religious leaders were also interviewed. A gender balance in respondents was sought, with 46% being male and 54% female. According to the population groups, the distribution of respondents was as follows: 16% of the respondents were from the pre-August influx population, 34% of the respondents were from the post-August influx population, 24% of the respondents were from refugees living in the host community population and 26% of the respondents were from the host community population. Direct observation was also conducted at each site.

EiE and CPIE related key findings

The JRNA findings for the education sector and child protection sector are outlined below. The two main titles are as follows: Education in Emergencies (EiE) and Child Protection in Emergencies (CPiE).

1 Education in Emergencies

The JRNA's EiE findings outlined below are aligned with the International Network for Education in Emergencies (INEE)[4] Core Education Domains and relevant sub-themes: coordination, access and learning environment, teaching and learning and teachers and other personnel. Accordingly, questions were asked with regards to: coordination (actors working in education), access and learning environment (interruptions in learning and non-attendance; barriers to education for school-going age girls and boys (ages 4 to 18); availability of spaces for education; teaching and learning (most helpful activities for children) and teachers and other education personnel (availability of trained teachers: level of education of teachers and preferences in teacher's training support).

Access and Learning Environment

- **Interruptions in learning and non-attendance in the last 12 months**

  Across all four different population groups, respondents have reported interruptions in schooling in the last 12 months. Evidently, the highest rate (83%) is seen in the post-August influx population and the second highest rate (68%) was reported amongst the pre-August refugee influx population. In line with this finding, 30% of teachers reported that "a lot/the majority" of children from the post-August group did not attend school in the last 12 months and 10% of teachers reported that "all/nearly all" children from this group did not attend.

- **Barriers to education for school-going age children**

[4] *INEE MS for Education: Response, Preparedness and Recovery.2014.*

The JRNA identified the barriers to education for girls and boys among the four population groups. For those living in refugee camps and makeshift settlements, lack of available learning facilities was reported as the main barrier for boys (36%) and girls (34%). Among these groups, respondents from both the pre-August (38%) and the post-August (34%) refugee groups similarly indicated 'no school' as the primary reason. Among Bangladeshi and refugees in host communities, engaging in work and lack of family income (cannot afford) were mentioned as the main barriers for non-attendance for both girls and boys, with 30% of respondents stating that host community parents cannot afford to send girls to school.

Engaging in work and lack of family income are closely linked barriers that were widely reported across all groups. Work was the second most frequently mentioned barrier, especially for boys, with 52% reporting it as the primary barrier for refugee boys in host communities. For girls, the burden of work was also reflected in the form of household chores and most common barriers were in general more varied than boys, including schools being too far, menstruation-related barriers and early marriage. Refugee parents deprioritising education was also a commonly reported barrier across all refugee population groups, featuring as the primary reason among refugee girls living in host communities (27%).

- ### Availability of spaces for education

In the two host community populations, almost all of respondents confirmed that there was space available for education in their respective villages. It is worth noting that in the camp population however, half of the teachers confirmed that spaces for education were not available, particularly this was the response of teachers in the pre-August camp (41 %) and post-August camp (47%).

Teaching and Learning

- ### Most helpful activities for children

In terms of prioritization of the most helpful activities for children, all four different population groups placed a high emphasis on children and young people having access to education opportunities across the age spectrum. Amongst the 4 different population types, 60% of host community teachers prioritized educational activities, while the vast majority of teachers (93%) working in refugee settings placed education equally high on the priority rating. Recreational activities also featured highly, ranging from 56% in the refugee setting to 50% in host community settings. The next most prioritized activity amongst respondents was vocational activities ranging from 31% in refugee settings to 46% in host communities.

Teachers and Other Education Personnel

- ### Availability of trained teachers

In terms of the availability of trained teachers, in general, across all population groups, the majority of respondents stated that trained teachers were available in their respective communities. In the pre-August setting, almost half of respondents (48%) mentioned that trained teachers were not present in refugee camps and makeshift settlement areas, whereas all respondents amongst the host communities confirmed availability of trained teachers.

- ### Highest level of education that teachers have completed

Teachers serving the host community children reported the highest proportion of teachers with higher than secondary education (36%). Most of the refugee and host community teachers working with children from the pre and post-August settings, had completed secondary edu-

cation (73% and 67% respectively) and a lesser number had completed higher than secondary education (27% and 21% respectively). Interestingly, the majority of teachers (83%) teaching refugees in host community areas had completed higher than secondary education.

- ### The most important teacher-based training

Refugee, teachers and learning facilitators reported the need for teaching materials and further training in subject matter instruction and life skills on an urgent basis. The first priority for the majority of teachers was the provision of teaching materials. 52% of respondents living in host communities listed this as critical, whilst 65% of the post-August setting gave it the same ranking. Teachers ranked subject-specific training as their second priority, ranging from 57% in the post-August setting to 44% in the pre-August setting. Training on health and life skills was the third priority for teachers, ranging from 50% amongst refugees living in host community settings to 65% in the post-August settings.

Coordination (Education Actors)

- ### Education actors

The JRNA found that the main education actors in camps, makeshift camps and in host community areas are the Government and Non-Government Organisations (NGOs). The majority of teachers mentioned that whilst the Government is the main service provider within the host population, NGOs are the key educational service provider within the refugee population. NGOs are mentioned as education providers amongst respondents in the pre-August (60%), post-August (72%) groups, and also within refugees living in host communities (53%).

2 Child Protection in Emergencies

The CPiE relating findings in JRNA are outlined below aligned with the CPiE areas of: risk and safety, unaccompanied and separated children, physical violence, child marriage, trafficking, psychosocial distress and child labour.

- ### Risk and Safety

Rohingya refugee boys and girls are facing both violent situational risks and non-violent situational/environmental risks. In terms of causes of risk and safety, respondents reported: road accidents (53.5% for boys, 36.8% for girls), getting lost (45% for boys, 35% for girls), natural disasters (35.7% for boys, 40.5% for girls). All respondents mentioned that children are at a high risk whilst collecting firewood. Respondents from all population groups stated that children were at risk in their homes (51.7% from the pre-August and 40% from refugees living in host communities).

- ### Unaccompanied and Separated Children (UASC)

There is strong perception amongst the refugees and host community that there is a high number of Rohingya children living without both parents, including 62% of the respondents within the 4 population groups reporting this. The majority respondents (115) reported that these children are living with relatives or immediate family. Nearly 30% of respondents reported that children are living alone or with neighbors, Mahjis (community leaders) or in another type of situation. The data reveals interesting gender and age patterns. 67% of respondents reported that more girls than boys are living without parents.

- ### Physical violence

The majority (67%) of the respondents within the 4 population groups confirmed that there

was an increase in domestic violence (both emotional abuse and physical violence). Substance abuse was mentioned by 25.4% of respondents in all population groups as one of the reasons for domestic violence. This can be related both to the consumption of Ya ba (tablets containing a mixture of methamphetamine and caffeine) and alcohol. Substance abuse for girls was perceived to be at a critical level (14% of respondents).). National staff confirmed that a high number of girls had started successful businesses selling Ya ba.

- ### Child marriage – Education Barriers (Access & Learning)

  25% of the respondents within the 4 population groups reported an increase in the number of girls getting married within the last three months. This suggests an increase in engagement of negative coping strategies by households, including girls being married to reduce the needs or vulnerability of the households or for other reasons. Additionally, around more than 10% of respondents in the host community and pre-August population confirmed that incidences of early marriage was one of the education barriers for mainly girls, and also for boys.

- ### Trafficking

  According to 21% of the respondents within the 4 population groups, there were persons unknown to the community who offered to take children away for different incentives. These included: for jobs or for better care (defined in this instance as 'trafficking'). There is clear perception amongst the respondents (61%), from refugees and the host community, that more boys than girls are being subjected to trafficking risks and practices.

- ### Psychosocial distress

  In terms of behavior change indicating distress, the majority of respondents indicated the top five behavior changes for both boys and girls to be the same. They were: crying/sadness, disrespectful behavior, unwillingness to participate in everyday activities, preference on staying alone and increased aggression. The memories of violence before movement was listed as the main cause of distress in both boys and girls (78.3% and 66.2% respectively). For girls, exposure to sexual violence and witnessing violence are amongst the top 3 reasons for behavior change and distress (44.1% and 41.2%). In addition to memories of violence, the other key drivers for distress for boys included missing family (43.5%) and lack of schooling and recreational activities (42%).

- ### Perceived vulnerabilities of children

  Respondents highlighted different cross-cutting issues. More than half of the respondents (57%) from all population groups mentioned that children with disabilities experienced a higher level of suffering. Additionally, the majority of respondents reported that these children were suffering more than other children who were living in a female or child-headed households.

- ### Child labour-Education Barriers (Access & Learning)

  74% of respondents mentioned that are children engaged in work, both paid and unpaid. This can both reflect pre-crisis customs as well as negative coping mechanisms. The respondents from the refugees living in the host community and the host community population groups indicated the highest rates of children engaging in paid and unpaid work (93% and 85% respectively). Almost half of the respondents both from the pre-August influx (55%) and post-August influx (59%) population groups mentioned that children were engaging in work.

  In terms of identified education barriers stopping girls and boys going to school in the four population groups, respondents prioritised one of the main common reasons was 'child labour'. When looking into the types of work boys and girls involved in, the main differences seem to

4 Scenarios **59** Zones **185** Interviews **95** Blocks

POPULATION GROUP BREAKDOWN
Pre-August 25 influx refugees
Post-August 25 influx refugees
Refugees living among the host community
The host community

Education

MAIN BARRIERS TO EDUCATION

Respondents from both the post and pre-August refugee influx living in camps reported that the lack of learning facilities was the main barrier for **Boys** and **Girls**

Host communities and refugees living in host communities reported that the main barrier to education was that **Boys** were required work*

Refugee respondents living in the host community said that main barrier for **Girls** accessing education was that it was deprioritised by parents*

Host community respondents stated that the main barrier for **Girls** accessing education was that they could not afford to send them to school*

Number of children aged between 4 to 18 who have not attended school in the last 12 months

HIGHEST

30%
Respondents from the post-August refugee influx reported a majority of children did not attend school

10%
Respondents from the post-August refugee influx reported that nearly all children failed to attend school during the same period

LOWEST

58%
Respondents from the host community reported that only a minority of children did not attend school

25%
Respondents from the host community reported that nearly all children were attending school

The following activities were prioritised by respondents as most beneficial for refugee children

80% educational activities
43% recreational activities
31% vocational activities

Provision of teaching materials is cited as the **FIRST PRIORITY** for teachers from all population types

Teachers from the pre & post-August population identity subject specific training as the **SECOND PRIORITY**

Teachers working with refugees in the host community population identified training on pedagogy as their **SECOND PRIORITY**

*See pages 27-28 for percentage breakdown

Child Protection

RISK FACTORS

Respondents in all populations prioritised the following as risks for**:

BOYS
54% road accidents
45% getting lost
41% natural disasters
37% trafficking

GIRLS
47% child marriage
37% road accidents
36% natural disasters
35% getting lost
35% trafficking

***based on frequency of response*

CHILDREN WITH DISABILITIES

57%
of respondents reported that these experienced a higher level of suffering

UNACCOMPANIED & SEPERATED CHILDREN

62%
of respondents reported that children were living without both parents

SUBSTANCE ABUSE

25.4%
of reported substance abuse as one of the reasons for domestic violence

DOMESTIC VIOLENCE

67%
of respondents reported that domestic violence (both mental and physical harassment) had increased

TRAFFICKING

61%
of respondents reported that more boys than girls are being subjected to trafficking practices

DISTRESS

50%
of respondents reported that they noticed signs of distress in the children

be that boys were mainly working outside of the household, whereas girls were generally kept inside the household. During the interpretation workshop, national staff highlighted that some families were sending their girl children to work as domestic help in other people's homes. In terms of child labour, the JRNA highlighted that girl's involvement in sexual transactions was at a rate of 14% and boys involvement was 3%. According to an IOM anti-trafficking specialist "exploitation had become "normalized" in the camp".

EiE and CPIE related common key issues and recommended actions

This section was prepared in the light of the Global Protection Cluster and the Global Education Cluster 'One vision: Four Solutions' approach[5].The key issues and recommended actions are therefore summarized below under four main solutions.

1 Help children and families (including caregivers) recover from conflict and disaster situations

The longer children remain out of school, the less likely it becomes that they will return. Ensuring educational continuity is an important part of the recovery process. Addressing child protection issues such as child labour will ensure that children are able to resume their participation in learning programmes. Interventions to support families with food, non-food items and livelihood support can facilitate enrolment in school. Therefore integrated and holistic programing combining education, child protection, and poverty alleviating interventions can together be effective in preventing early marriage, child labour, recruitment and other forms of exploitation.

In this section, the key issues and common recommended actions focus on 'unaccompanied and separated children', 'child labour' and 'child marriage' and 'access and learning environment'. **For further detailed recommendations please refer to section 3.1 Education in Emergencies, and 3.2 Child Protection in Emergencies.**

For the Government

- **Prevent** child labour and child marriage through awareness raising, and promote multi-sectoral approaches combining education, child protection and poverty alleviating interventions.
- **Enable access to education for all girls and boys** to ensure that refugee children and youth resume their participation in learning programmes which will help them regain a sense of normalcy and also mitigate negative coping mechanisms.
- **Strengthen and support** family unity in order to prevent family separation, including separation that occurs during refugee crossings at border points.
- **Coordinate** with all key national stakeholders in the prevention and response to child labour, including the Ministry of Labour and Employment, the Ministry of Primary and Mass Education, and the Ministry of Social Welfare, as well as workers' and employers' organizations and civil society, to reinforce programmes that prevent and address child labour issues amongst refugees and host communities.
- **Law enforcement** agencies to strengthen efforts to enforce child labour and child marriage laws.

[5] http://educationcluster.net/wp-content/uploads/2015/09/Child-Protection-and-Education-in-Emergencies-Increase-effectiveness.pdf
One vision: Four solutions. Vision: Boys and girls living in emergencies have equitable access to quality education and grow up free from abuse, neglect, exploitation and violence. Four solutions: 1. Help children and families recover from conflict and disaster situations. 2. Keep children safe. 3. Strengthen children's participation in the humanitarian response. 4. Invest now to secure future gains.

For all actors providing humanitarian assistance

Raise awareness and create partnerships with key community influences to ensure that children do not engage in exploitative and hazardous work.

Build on existing community capacity to support unaccompanied and separated children and their caregivers, and to address and respond to child labour and child marriage, including sensitization, basic awareness about referrals, life skills and addressing risk-taking behavior.

Mobilize communities to regularly take part in overseeing student enrollment, retention and attendance and encourage parental engagement in children's education as part of the recovery process.

- **The CP Sub-Sector and Education Sector to continue to work together** in order to promote and coordinate responsive efforts to child labour and early marriage through enrollment and student retention strategies, and ensure that unaccompanied and separated children are protected and have access to learning.

For Donors

- **Advocate for education as a lifesaving humanitarian response** by allocating adequate space for refugee education and increasing the humanitarian space for EiE agencies to operate, providing children with safety and protection from risks including child labour and child marriage.
- Provide financial support for comprehensive case management and family tracing for all unaccompanied and separated children, as well as support to children who are at high protection risk or are victims of violence, exploitation and abuse including child labour and child marriage.
- Provide funding for local and international actors to conduct further research into the underlying factors of child marriage amongst the Rohingya and provide funding for programmes to prevent and respond to child marriage.

2 Keep children safe

Children need learning environments to be places of safety as well as environments where peers and teachers are sources of support. In this section, key issues and common recommended actions focus on: 'risk and safety', 'trafficking', 'physical violence' and 'access and learning environment'. **For further detailed recommendations please refer to sections 3.1 Education in Emergencies and 3.2 Child Protection in Emergencies.**

For the Government

- **Prevent** unsafe, harmful, and life-threatening situations and circumstances for both the host community and Rohingya refugee boys, girls and adolescents.
- **Strengthen the protective environment for refugee children** who are at risk of violence, exploitation and abuse including establishing joint referral pathways with humanitarian actors to respond to the needs and provide services to children.
- **Ministry of Social Welfare focal points** to be identified for direct contact and coordination with child protection actors including regular meetings and sharing of information, to enable a coordinated response to address the needs of children and child protection cases.
- **Enforce road rules and speeding laws**, improve road safety signage, conduct awareness rais-

ing with drivers and strengthen complaint mechanisms to reduce injuries and avoid deaths on the roads near the refugee camps, settlements and in the host community.

- **Provide and allow** temporary and permanent **education facilities**, including learning spaces and child-friendly spaces, which are in safe locations, child-friendly and protective, accessible to the most vulnerable and marginalized including children with disabilities, and resilient to natural hazards and disasters.
- **Support** the establishment of national and sub-national **contingency plans in education**, based on national Disaster Risk Reduction systems and practices and in compliance with International Network for Education in Emergencies **(INEE) Minimum Standards (2010)**.

For all actors providing humanitarian assistance

- **Ensure the construction of Temporary Learning Centres (TLCs) are in safe locations** based on agreed structural designs and in compliance of minimum TLC standards.
- **Develop futher strategies to build capacity of teachers and instructors in** school/TLC safety and child-friendly education.
- **Provide flexible learning opportunities** in child disability and gender-sensitive environments to ensure accessibility and meet the learning needs of vulnerable groups, especially adolescent girls, child labourers, children with disabilities, and child-headed households, amongst others.
- **Create a safe environment for girls' access to education facilities** including gender-segregated latrines, recruiting female teachers, linking to cash-based interventions and supporting menstrual hygiene management interventions.
- **Roll out and support national and sub-national contingency plans** to support educational continuity, including plans and criteria to limit the use of schools and TLCs as temporary shelters, and support school disaster risk reduction planning.
- **Alert** all stakeholders, authorities, communities, parents, adolescents and children about the potential risks and dangers associated with 'risks and safety', substance abuse, trafficking, and physical violence, and raise awareness about the importance of community and school-based measures to protect children from these.
- **CP Sub-Sector and Education Sector partners to work** together with Ministry of Social Welfare focal points to address the risks associated with safety, substance abuse, trafficking, and physical violence through child protection and education programmes.
- **Stay alert** to any signs that may indicate the presence of **traffickers**, networks or survivors as well as the emergence or increase of exploitive practices amongst the Rohingya and host communities.

For Donors

- **Advocate for education as a protective mechanism for children**, which will provide improved protection for children from risky and unsafe situations, substance abuse, trafficking and physical violence.
- **Allocate funding in specific areas of 'risk and safety' programming** including addressing school safety and interventions that prevent and respond to cases of child trafficking.

3 Strengthen children's and youth's resilience and self-reliance

Being in school helps children and youth reduce feelings of helplessness and promotes a sense of wellbeing. In this section, key issues and common recommended actions focus on: 'psychosocial distress', 'community support mechanism', and 'teaching and learning'. **For further detailed recommendations please refer to sections 3.1 Education in Emergencies and 3.2 Child Protection in Emergencies.**

For the Government

- **Enable access to education for all girls and boys** through life-long learning opportunities to enhance self-reliance including basic as well as secondary education for adolescent boys and girls.
- **Strengthen the protective environment for children** that addresses psychosocial distress by providing supportive activities and establish referral pathways for specific cases of children with abnormal levels of distress.
- **Establish linkages** between schools, temporary learning spaces and child friendly spaces for multi-purpose use and to ensure **child protection referral systems**.
- **Establish a monitoring and evaluation system** for psychosocial support activities to measure improvements in psychosocial well-being and gaps to be addressed by ongoing programming.
- **Strengthen the coordination** with the Ministry of Education, Ministry of Social Welfare, Ministry of Women and Children's Affairs and Child Protection Sub-Sector and Education Sector to provide **additional** adequate and safe **space for learning and child friendly spaces** for the delivery of child protection and education services as well as psychosocial support to boys and girls, including children with disabilities.
- **Provide additional space for adolescent clubs** for the delivery of psychosocial support, life skills and resilience building activities for adolescent girls and boys.
- **Develop a learning package for Rohingya** children and youth that is relevant and culturally appropriate for refugee children and approved and aligned with standards from the Ministry of Education, Ministry of Primary and Mass Education and the Education Sector.

For all actors providing humanitarian assistance

- **Increase** the availability and space allocation to School **Based Psychosocial Support and Social Emotional Learning Programmes (PSS SEL), Child Friendly Spaces (CFS) and Mental Health** services for boys and girls, as well as their parents, caregivers and teachers.
- **Seek synergies in multi-sectoral interventions** to ensure complementary, to promote family self-reliance.
- **Build the capacity of parents, caregivers, and teachers** in refugee and host community settings on how to support children and how to deal with distress. Train teachers on psychosocial support so they know how to respond to distressed boys and girls.
- **Strengthen referral mechanisms**, in particular to mental health services for girls, boys, parents and caregivers with particularly strong distress.
- **Develop dedicated youth programming** on life skills, vocational training, and basic literacy and numeracy based on real world requirements (for instance, setting up micro enterprises, family-based production of food and non-food items, access to e-knowledge networks) to optimize family outcomes in terms of income and social well-being.

For Donors

- **Prioritize** the development of **self-reliance** in children and young people, by ensuring adequate resources to support comprehensive programming on life skills, psychosocial and mental health support to children.
- **Scale up** innovative programmes for adolescents, including life skills, vocational training, and basic literacy and numeracy, and adolescent clubs which will build their resilience and **reduce negative coping mechanisms** such as substance abuse.

4 Invest now to secure future gains

Early and adequate investments in education and child protection during and after emergencies are crucial in order to reduce needs and vulnerabilities in the future. In this section, the key issues and common recommended actions focus on the aspect of 'Coordination (Education Actors)'. **For further detailed recommendations please refer to section 3.1 Education in Emergencies, and 3.2 Child Protection in Emergencies.**

For the Government

- **Clarify policies and guidelines** with respect to Rohingya education and livelihood opportunities.

For all actors providing humanitarian assistance

- **Develop** innovative flexible learning approaches **for crisis affected districts** with the collaboration of related actors in both Rohingya and host populations, to reach different age cohorts of out of school children and youth that will ensure that affected districts are prioritized where vulnerable groups meet their learning needs.
- **Support the retention** of both host community teachers and learning facilitators, in **collaboration with the District Primary Education Office**, through supportive supervision and provision of teaching professional development opportunities in pedagogy, psychosocial support, subject-based instruction, and life-skills, among others. Special consideration must be made to ensure a **balance of male and female teachers**.
- Complement learning activities with sports, recreational, and co-curricular activities that focus on developing community and individual capacities to promote inter- and intra- social cohesion and resilience building amongst refugees and host communities.
- **Conduct** further **research** to assess the possibility of involvement of other stakeholders, such as private sector, academia, madrassas and religious leaders and specialized professional organizations.

For Donors

- Ensure that Cox's Bazar district is prioritized for robust district-wide interventions in education, including programmes to improve the quality of teaching and learning.
- Advocate with national government counterparts to achieve greater policy clarity with respect to Rohingya education in line with the provisions of the Convention on the Rights of the Child, where state parties are responsible for the education of children in their jurisdiction, regardless of their immigration status.

1 INTRODUCTION

Since August 25, 2017 Bangladesh has seen an unprecedented arrival of Rohingya refugees fleeing targeted violence and serious human rights abuses in Myanmar's Rakhine State[6]. To date, more than 646,000 people have crossed the border, at a speed the world has not witnessed in decades. Coupled with the pre-existing refugee population there are now more than 821,000 people in Cox's Bazar in need of humanitarian assistance; 55% of whom are children1. In terms of geographical spread, approximately 692,000 (87%) Rohingyas are located within 28 collective sites, while 103,000 (13%) are living within host communities across 99 locations[7].

Those who have fled speak of seeing both children and adults killed indiscriminately and women and girls targeted for brutal sexual violence. All are in desperate need of food, medical attention, appropriate shelter, basic hygiene items and critical social services.

As of November 2017, there was insufficient CPiE and EiE information available to identify trends and develop evidence-based prioritization. Boys and girls of different ages were identified as vulnerable groups, yet there were significant information gaps on these vulnerabilities.

The main objective of the JRNA was to identify child protection and education needs, priorities and capacities of Rohingya boys and girls in the camps and host community in Cox's Bazar to inform and provide the evidence-base for the 2018 humanitarian response strategy.

This report has been prepared based on the findings of the JRNA. It has been specifically designed for the attention of government, humanitarian actors and donors and calls for their action to respond to the needs and capacities of Rohingya and host community girls and boys.

2 METHODOLOGY

The assessment methodology was based on the Child Protection in Emergencies and Education in Emergencies Rapid Assessment toolkits, developed by the Child Protection Working Group (CPWG) and the Global Education Cluster (GEC) in 2012. The tools were contextualized to fit the needs for this specific assessment and location.

- ## Timeframe

Coordination and planning:	17 - 21 November 2017
Adaptation of data collection and analysis tools:	17 - 21 November 2017
Identification of assessors:	17 - 21 November 2017
Training of assessors:	28 - 30 November 2017
Field assessment:	4 - 6 December 2017
Writing:	mid-December 2017
Release of report:	25th January 2018

- ## Data collection techniques:

The following techniques for data collection were used:

[6] *Needs and Population Monitoring Report R6, IOM, October 2017.*
https://reliefweb.int/report/bangladesh/bangladesh-needs-and-population-monitoring-npm-r6-report-october-2017

[7] *ibid.*

- Secondary Data Review (SDR): *including reviewing relevant information available on child protection and education relating to the refugee response from different sources including Government, UN, NGOs and the media.*

- *185 Key Informant Interviews (KII) with household (parents (majority mothers) or caregivers), community representatives (Mahjis) and religious leaders, and school informants (teachers).*

- *Direct Observation: data collection from each site to triangulate and validate the KIIs data collected.*

A total of 185 respondents were interviewed. The majority of key informants were parents and caregivers (55%). Teachers (31%), Mahjis and religious leaders (14%) were also interviewed. A gender balance was sought, with 46% being male and 54% female.

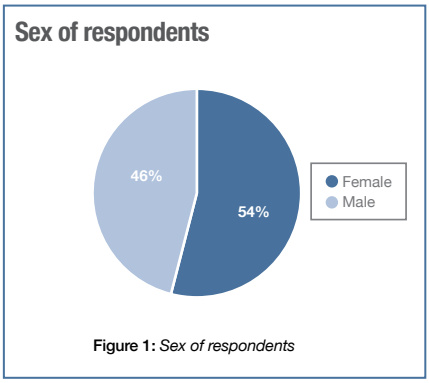

Figure 1: *Sex of respondents*

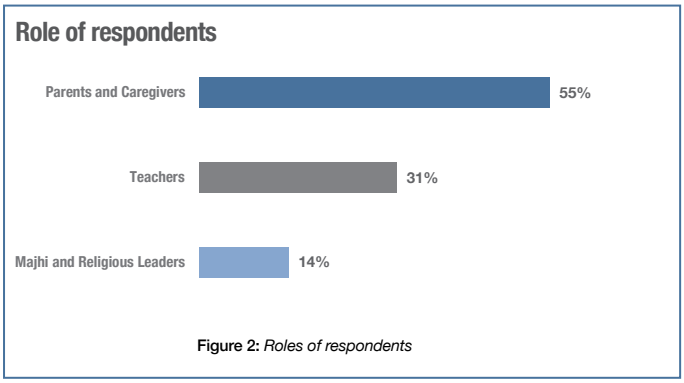

Figure 2: *Roles of respondents*

The assessment looked at 4 scenarios, covering a total of 59 zones, 95 blocks, and 185 interviews. According to the population groups, the distribution of respondents included: 16% in the pre-August influx population, 34% in the post-August influx population, 24% in the refugee living in the host community population and 26% in the host community population.

Scenario Population Type	No. Villages / Zones	No. of Blocks	No. Interviews per Pop.Type_n(%)
1. Pre August 25 influx refugees	7	22	29 (16%)
2. Post August 25 influx refugees	22	43	63 (34%)
3. Refugees living among the host com.	22	16	45 (24%)
4. The host community	24	21	48 (26%)
Grand Total	**59**	**95**	**185**

Figure 3: *Population type, covered zones, blocks, and conducted interviews*

Children where not consulted as part of this assessment, however Save the Children, Plan International and World Vision International undertook a children's consultation with children from Rohingya refugee communities and host communities in Cox's Bazar between the 2nd - 6th December 2017, in close coordination with the JRNA enumerators.

The results from these consultations have informed this assessment and this study is referenced throughout the report. The assessment findings were found to be consistent with the results of the

UNHCR Community Assessments in the Refugee Camps and Host Community in Cox's Bazar (2nd-15th November 2017), also referenced in this report.

2.1 Sampling Strategy[8]

The sampling for the assessment was developed to obtain an indicative snapshot of urgent CPiE and EiE related needs to be used for programming and advocacy purposes. Considering the time and resource constraints, the assessment was designed to be purpose and indicative.

Sampling was carried out at multiple stages i.e. (a) the four core scenarios (outlined above) was applied (b) random site selection of fifteen sites (with at least one thousand refugees) under each scenario and, followed by (c) random block selection within each randomly selected site. The block selection was done using the 'spinning the pen' method[9], found to be effective to reduce bias when there is no accurate mapping and it might take time to clearly design a systematic random sampling method.

• Populations Types

The methodology sampling was designed to provide indicative indicators for 4 population types:

1· Post August 25th 2017 Rohingya Refugees (recent influx):

This population includes over 600,000 refugees newly arrived from Myanmar since August 2017, living in either the recognized registered, spontaneous or makeshift camps.

2 · Pre August 25th Refugee Rohingya:

This population includes 212,000 refugees who have been in Bangladesh prior to 25th August 2017, living in either the recognized registered, spontaneous or makeshift camps. This population ranges from refugees who have been living in Bangladesh since the early 1990's, to refugees having arrived as recently as the last period of escalating violence in Myanmar in October 2016.

3 · Refugee Rohingya living in the Host Community:

There is no specific link to a time period for this population. The core criteria for inclusion is that their place of residence is not in one of the recognized registered, spontaneous and makeshift camps.

4 · Host Community:

This group comprises the Bangladeshi population living outside of the recognized camps in areas known to be hosting Rohingya refugees.

2.2 Data collection, entry and analysis methodologies

• Assessment field team (enumerators)

In total, 32 assessors were provided by the Education Sector and Child Protection Sub-Sector partners. Assessor requirements included: being fluent in Bangla and in the Chittagonian dialect and/or Rohingya language, experienced in data collection (preferable, but not essential) and some knowledge of English (preferable, but not essential).

The 32 assessors were split into 8 gender-sensitive teams each consisting of 4 members from different organizations (one lead; two male and two female).

[8] *The Cox's Bazar Map of Eligible Sites by Scenario*

[9] *The spinning the pen method: The group leader selected a random starting direction from a central location in the village by spinning a pen.*

- ### Data collection tool[10]

  The data collection tool was developed with the cooperation of multiple organizations. Prior to the development of the tools, CPiE and EiE SDRs were updated and information gaps identified to guide tool development. Structured joint education and child protection in emergencies questionnaires for KIIs were developed and these were translated into the Bangla language.

  The Education Sector questions mainly focused on the number of school-aged (4-14 years old) children living in the village/block, the school attendance situation of school-aged children including barriers, the availability of education facilities, education activities needed, the education facilitators working in the village/block, the availability and number of trained teachers (male and female) and the type of teacher training needed.

  Child protection questions focused on dangers and risks of accidents and injuries, as well as specific protection risks such as violence and abuse against children, risk of trafficking, harmful practices such as child marriage and hazardous work, prevalence and drivers/patterns of unaccompanied and separated children, psychosocial needs and the availability of support systems in the community for boys and girls in distress.

- ### Data collection and data entry

  Data collection included[11]:

  Three KIIs per site were conducted, with a total of 185 conducted. KIIs at site level included: 1 teacher or host community teacher working in TLC or teachers amongst the refugee population; 1 Mahji or religious leader and 1 mother/caregiver.

- ### Ethical Considerations

  All assessors were trained on the importance of informed consent, and consent was obtained before the interviews were conducted. No names or identification was collected from assessment respondents. Each survey team included at least one female assessor so that female adults in the households could speak to a female if they wanted to.

- ### Data entry

  Each assessor recorded the data collected on a tablet, using the software Kobo Toolkit.

- ### Data analysis[12]

  Data was cleaned and analyzed in Microsoft Excel and SPSS. Data was converted into frequency distribution/tables for further evaluation.

2.3 Limitations and assumptions

The limitations are outlined below:

- Due to the time and resource limitations, the assessment was designed to be descriptive. It provides a snapshot of child protection and education-related needs. The results are not intended as a representative baseline survey.
- Considering time and resource constraints, the assessment was designed to be indicative.
- Child and community consultations: An assessment would normally include qualitative data, such as focus group discussions with children, parents and caregivers and community members to understand further education and protection concerns and inform modalities for assis-

[10] *Annex X: Data collection tools- questionnaires*
[11] *Table of Eligible Sites by Scenario*
[12] *It is important to note that the report presents all data in percentages based on respondents, with the understanding that the values will be greater than 100% since they are multi-response questions.*

tance. However, as the JRNA was a rapid assessment, community consultations were excluded from the assessment. As a result, qualitative information regarding education and protection concerns comes from observational and secondary sources.

- Social and cultural norms: it was noted that some female key informants limited responses around the presence of men, specifically with regards to sensitive issues. This could explain the high rate 'do not know' answers for some questions.

3 KEY FINDINGS & RECOMMENDATIONS

The JRNA findings for the Education Sector and Child Protection Sub-Sector are outlined below under the two main titles: Education in Emergencies (EiE) and Child Protection in Emergencies (CPiE).

3.1 EDUCATION IN EMERGENCIES

Emergencies affect education opportunities for learners differently, depending on the nature of the emergency and the attitudes toward different members of society (such as girls, marginalized groups, children with disabilities etc.). When a conflict or natural disaster erupts, education is generally the first service interrupted and the last resumed.

Governments are often overwhelmed by the needs and relief aid traditionally focuses on basic requirements – food, water, shelter and life saving interventions, which has also been a priority in Cox's Bazar.

In the host community population, the Government of Bangladesh provides access to formal education. Earlier refugee arrivals living in host communities have managed educational access in a variety of ways. However, one of the key issues for these students is obtaining certification which is contingent on national documentation. In registered camp areas, guided by government policy, humanitarian organisations have been allowed to provide non-formal education in makeshift settlements since 2015. However, both registered and unregistered refugees are not permitted to enroll in formal education facilities.

Education in emergencies is life-sustaining and life saving offering the protective functions of safe learning spaces and contributes to the healthy development of girls and boys. Based on the reflection of teachers, mothers and community leaders, the assessment findings confirm the crucial importance of education for Rohingya refugee boys and girls[13].

The JRNA's EiE findings outlined below are aligned with the International Network for Education in Emergencies (INEE)[14] Core Education Domains and relevant sub-themes: coordination, access and learning environment, teaching and learning and teachers and other personnel. Accordingly, questions were asked with regards to: coordination (actors working in education), access and learning environment (interruptions in learning and non-attendance; barriers to education for school-going age girls and boys (ages 4 to 18); availability of spaces for education; teaching and learning (most helpful activities for children); teachers and other education personnel (availability of trained teachers: level of education of teachers and preferences in teacher's training support).

3.1.1 Coordination

Education authorities responsible for ensuring the right to education for all, should lead the coordination of the education response and international humanitarian stakeholders should offer support to education authorities, civil society organizations and local actors. The Inter Sector Coordination Group (ISCG) Monitoring Report 2017, which covers the first two months of the response from 25th August to 31st October 2017[15], highlights the work of the Government of Bangladesh, in cooperation with humanitarian partners for the refugee population and Bangladeshi host communities. However challenges for Education Sector partners in obtaining government approval to operate outside UN agencies has hampered the scaling-up of EiE response.

[13] *INEE MS for Education: Response, Preparedness and Recovery: https://www.google.com/search?q=INEE+ms+handbook&oq=INEE+ms+handbook&aqs=chrome..69i57.8630j0j7&sourceid=chrome&ie=UTF-8*

[14] *ibid*

[15] *Needs and Population Monitoring Report R6, IOM, October 2017.*

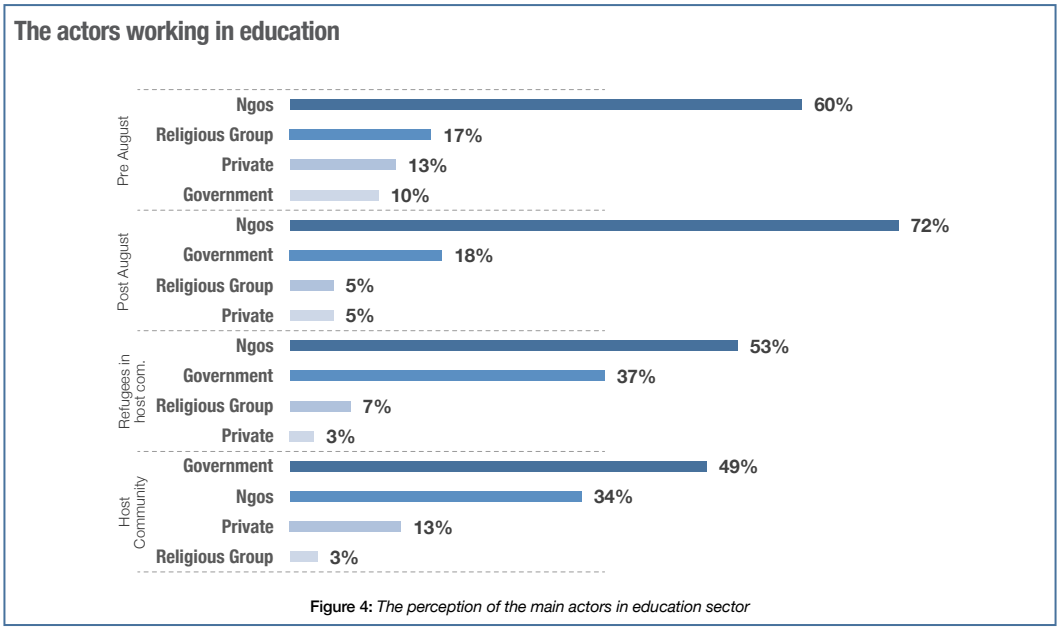

Figure 4: *The perception of the main actors in education sector*

It was found that the main Education Sector actors are the Government and NGOs. The majority of teachers mentioned that whilst the Government is the main service provider within the host population, NGOs are a key educational service provider within the refugee population. Respondent teachers stated that the Government provides services in the host community (49%), and in the refugees in host community population (37%). The NGOs are mentioned as education providers among respondents in the pre-August (60%), post-August (72%) groups and also within the refugee in host community settings (53%). Although hundreds of mosques and madrasas having been established in camp areas, respondents across all groups did not mention madrassas as major providers of education in the formal sense outside religious of teachings. Also, it was unclear from this assessment the role and reach of private sector education actors.

Special consultations with key stakeholders is needed in order to develop a more comprehensive approach to the educational needs of this multi-layered population. The 2017 Monitoring Report[16] highlights that the Education Sector recognises the need for strengthened inter-sector coordination especially with the Protection Sector and Child Protection Sub-Sector. The Sector requires a mechanism in order to coordinate the response in a manner that will ensure the moving population have continued access to education. The Sector will also focus on building local implementing partners' capacity to ensure a quality response.

Key Issues and Recommended Actions

For the Government

- Ensure effective education response for Rohingya children and youth through strengthened coordination with Education Sector partners, including expanding the humanitarian space for their operations.
- Clarify policies and guidelines with respect to education and learning opportunities for Rohingya children and youth.

For all actors providing humanitarian assistance

- Continue advocacy efforts to create operational space at strategic and operational levels for

[16] *International Organization for Migration, Inter Sector Coordination Group, 2017 Monitoring Report: https://reliefweb.int/report/bangladesh/2017-monitoring-report-rohingya-refugee-crisis-response-plan*

NGOs, including timely processing of FD 7/6.

- Strengthen the framework for partnership management of education actors with the government, by ensuring the overall education response is timely, transparent, results-oriented and accountable to the affected community[17].
- Conduct further research to assess the possibility of involvement of other stakeholders, such as private sector, academia, madrassas and religious leaders etc.

For Donors

- Ensure effective advocacy in support of education as a lifesaving humanitarian response, including with government at national and local levels.
- Provide resource mobilization to reach different age cohorts of children and youth- boys and girls using multi-sectoral approaches to address learning, life skills, and self-reliance.

3.1.2 Access and Learning Environment

During times of crisis, access to education, which is a vital right and resource, is often extremely limited. In these situations, physical access often takes precedence over critical issues relating to quality, retention and achievement. National authorities, communities and humanitarian organisations have a responsibility to ensure that all individuals have access to relevant, quality education in secure learning environments[18].

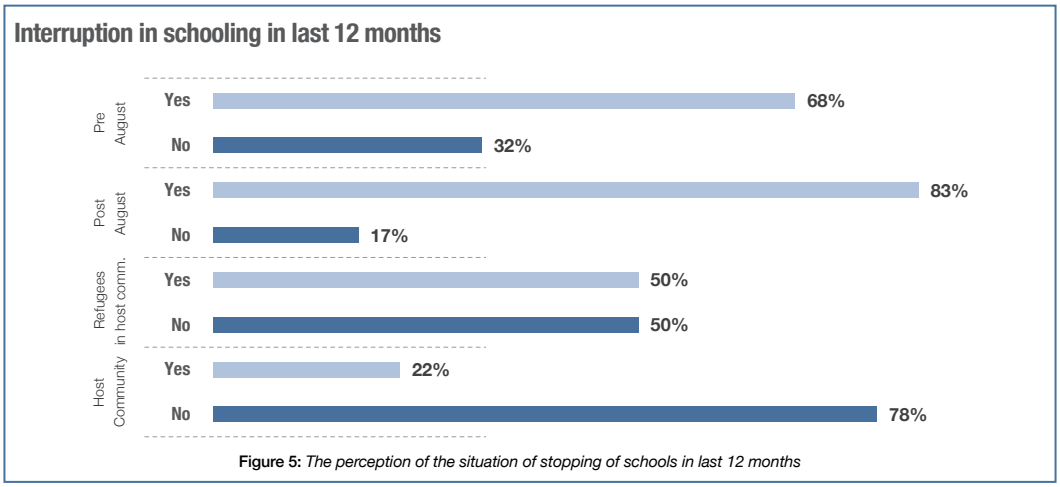

Figure 5: *The perception of the situation of stopping of schools in last 12 months*

Interruption in schooling within the last 12 months was reported across the 4-different population groups. Evidently, the highest rate (83%) is seen in the post-August influx population. The second highest rate of reported interruptions (68%) was in the pre-August population. Within the pre-August group, their centres also could have become shelters for the post-August refugee influx. School interruption was reported by half of respondents within the refugees living with the host community population, and the relatively lowest rate (22%) of incidences of school interruption was reported in the host community.

It is worth nothing that even the host community schools become shelters when the first waves of refugees hit the districts. There were some anecdotal (qualitative) reasons expressed by some respondents from the refugee living in host community population groups, that some schools were closed in preparation for the post-August refugee influx. The education Cluster SDR confirms this: "schools in host communities were occupied as office space for law enforcement and the army, as

[17] *INEE MS for Education: Response, Preparedness and Recovery*
[18] *ibid*

well as shelter for displaced Rohingya population"[19].

It is also important to note that school attendance is affected by events like severe monsoons, which can both damage structures and makes pathways and roads very difficult to access. The disparity of learning facilities which have been interrupted between population types in the same affected area (excluding the post-August population) could be explained by their difference in resilience to natural disasters. Therefore, more research needs to be conducted to identify the reasons for the interruptions across the different groups.

Key Issues and Recommended Action

For the Government

- If schools are planned as temporary community shelter, they need to be designed to meet these needs and fulfill necessary standards. The government should identify and direct displaced people to alternative community centres or camps, to ensure that schools are only used as the very last option.
- The authorities need to agree and commit budget for rehabilitation/repair of schools after the departure of the displaced. Ideally, the disadvantages arising from the use of the school as a shelter should be offset by tangible benefits for the school community (improving learning facilities, building additional school WASH structures, etc.).
- Establish national and sub-national contingency plans, based on the Interagency Network for Education in Emergencies (INEE) Minimum Standards (2010), to support educational continuity, including plans and criteria to limit the use of schools as temporary shelters, including school disaster risk reduction planning.

For all actors providing humanitarian assistance

- Refine key strategies to conduct quality and continuous education for different population groups of children and young people.
- Temporary and permanent education facilities, including schools, learning spaces and child-friendly spaces, should be located, designed and constructed to be resistant to all possible hazards including cyclones.
- If learning centers are selected to host people, the relevant agency (UN or NGO) and School headmaster/teacher, in collaboration with community and site management focal point(s), should consider one or more locations where classes can be held to avoid the disruption.

For Donors

- Prioritize and support to establishment of national and sub-national contingency plans, based on the International Network for Education in Emergencies (INEE) Minimum Standards (2010).

[19] *Global Education Cluster, Education Cluster Secondary Data Review (SDR): Rohingya Crisis*

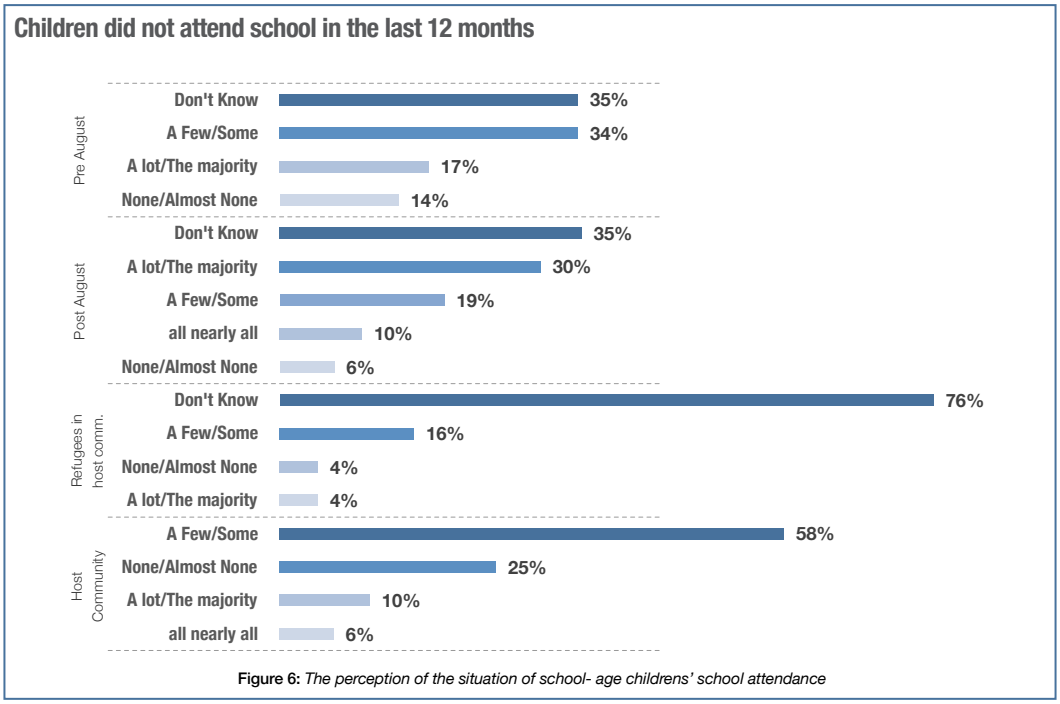

Figure 6: *The perception of the situation of school- age childrens' school attendance*

The majority of Rohingya refugee boys and girls are out of school, making them more vulnerable to violence, trafficking, child labour, child marriage and exploitation. In line with the findings above on interruptions in schooling, 30% of teachers reported that "a lot/the majority" of children from the post-August influx group did not attend school in the last 12 months and 10% of teachers reported that "all/nearly all" children from this group did not attend. Also, 17 % of teachers reported that majority of children from the pre- August influx group did not attend school and 34% reported that a few/some did not attend from this group. Therefore, the recent influx of refugees, in particular the post-August refugee children and youth, are lacking access to safe and protective learning facilities in new camp sites and makeshift settlement areas.

Within the refugees living in the host community population, the majority (76%) of teachers mentioned that they do not know the approximate number of students who have not attended school. It is useful to note this refers to the unregistered refugee group who live in the host community. Also, 35% of teachers gave the same response in the pre- and post-August population groups. Therefore, teachers are reporting that there is a clear information gap regarding the number of children who did not attend school. Special consultations with key stakeholders will be useful in order to develop a more comprehensive approach to the educational needs of this multi-layered population.

Key Issues and Recommended Action

For the Government

- Ensure that underage girls and boys are not performing hazardous and exploitative work tasks by deploying law enforcement officers who are able to conduct awareness raising activities.
- Develop a multi-sectoral and multi-actor district-based strategy to address dropout and quality issues to improve education equity and achievements.

For all actors providing humanitarian assistance

- Support all stakeholders with the involvement of the host and refugee communities to identify out of school children through school mapping mechanisms and track reasons of non-attendance amongst the different population groups.

For instance:

- In the Kutupalong extension site, tracking and identification can be conducted within the catchment area of learning centres.

- In host communities, reintegration strategies (transport – if possible-, relocation, and registration of children) would be more appropriate.

- Support reintegration for children out of school – (transport – if possible-, relocation, and registration of children).

- Undertake operational research to review cases of positive deviance with respect to families opting for education whilst sharing the same economic constraints as their neighbors to gain insights into the determinants of this behavior.

For Donors

- Within the framework of the next Primary Education Development Program, donors and UN agencies must advocate for robust, time-bound and targeted strategies with respect to retention and learning with outcomes for the most disadvantaged and vulnerable families within the framework of the District Development Plans.

Barriers to education for school-going age children

In emergency settings, there is a danger that newly vulnerable groups will not benefit from education, and that previous patterns of risk and exclusion are heightened in the emergency response. Discrimination may be caused by, for example, school fees, language and physical barriers which can exclude certain groups[20]. In particular all education providers must be alert to gender discrimination and to the different risks for girls and boys.

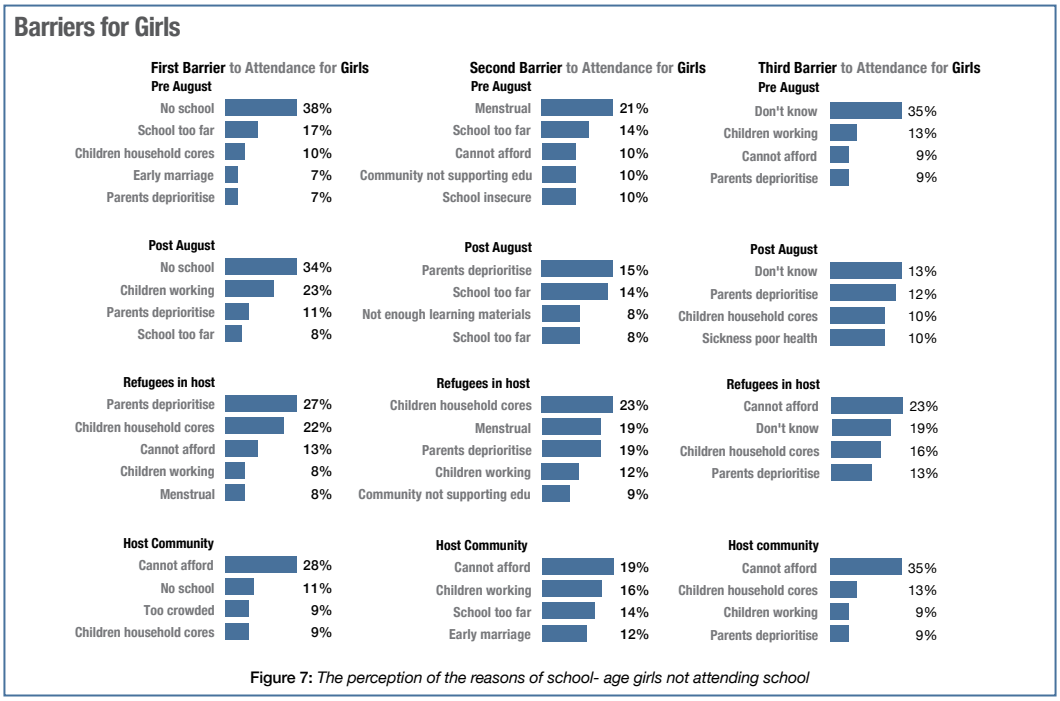

Figure 7: *The perception of the reasons of school- age girls not attending school*

[20] *NEE MS for Education: Response, Preparedness and Recovery*

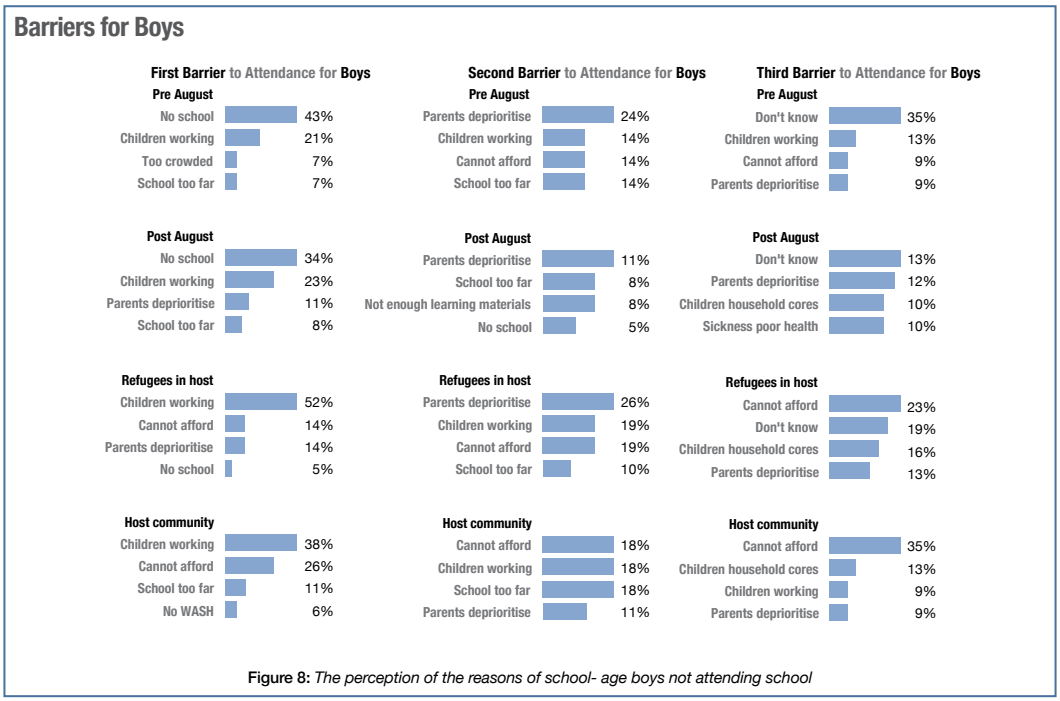

Figure 8: *The perception of the reasons of school- age boys not attending school*

The JRNA identified the barriers to education for girls and boys among the four population groups. For those living in refugee camps and makeshift settlements, lack of available learning facilities was reported as the main barrier for boys (36%) and girls (34%). Among these groups, respondents from both, the pre-August (38%) and the post-August (34%) refugee groups similarly indicated 'no school' as the primary reason. Qualitative data from 'Rohingya Crisis, Children's Consultation Preliminary Results'[21] highlights that "most children prioritized education as a need, expressing that a lack of schools meant that children who have recently arrived do not have any access to school. There was also some awareness of the lack of schooling for host community children due to the low number of schools".

Overall 'child labour' was the second reason and lack of family income (cannot afford) to support children's education was the third reason for non-attendance. Engaging in work and lack of family income are closely linked barriers that were widely reported across all groups. Among Bangladeshi and refugees in host communities, engaging in work and lack of family income (cannot afford) were mentioned as the main barriers for non-attendance for both girls and boys, with 30% of respondents stating that host community parents cannot afford to send girls to school.

It is important to note that whilst engaging in work and lack of family income featured as a reason for non-attendance, the situation impacted boys and girls differently. For boys, the importance of contributing to the family income meant mostly working outside the home. Whereas, girls were usually engaged in domestic work. Secondary data also highlighted that some families were sending their girl children to work as domestic help in other people's homes. Work was the second most frequently mentioned barrier, especially for boys, with 52% reporting it as the primary barrier for refugee boys in host communities. For girls however, most common barriers were in general more varied than boys, including early marriage. Menstrual issues were also mentioned for girls in the post-August influx settings as one of the specific reasons which could be linked to both a lack of menstrual hygiene materials and social and cultural norms that limit adolescence girls engaging in activities outside the home.

For pre-August influx refugee children attending schools in registered camps and refugees living amongst the host community, the requirement to have relevant national documentation has kept many boys and girls out of the formal education system. The 'Rohingya Crisis, Children's Consultation' confirms this reason and anecdotal evidence suggests that even when families able to access primary education, the lack of documentation has meant that these children could not take the stat-

[21] *UNHCR – Preliminary Results. Dec 2017. Rohingya Crisis – Children's Experiences in the Rohingya Crisis.*

utory examinations. Earlier arrivals have developed a number of strategies to access education, especially at secondary level, which is provided in Bangladesh by a mix of public and private providers. However, the certification is state managed. This seems to have reduced the demand for education amongst this group. The urgency to earn income through working and the limitations in accessing the next levels of education, has caused families to deprioritize education. Refugee parents deprioritising education was also a commonly reported barrier across all refugee population groups, featuring as the primary reason among refugee girls living in host communities (27%).

Additionally, other reasons (around 10%) for lack of attendance from both girls and boys were: school is too far away, with incidences of early marriage and sickness and poor health. The problem of school distance could be linked to the fear of security, regarding road accidents and also the cost of transportation.

There needs to be more research in order to evaluate the main reasons and specifically given reasons above to better understand the educational needs of both the host community and refugees across the different groups, including topics such as access to education for children with disabilities and access to early childhood education opportunities. Also further research to inform strategies to assist children involved in child labour (inside and outside of the households) to access education opportunities as well as strategies to assist girls to access education during menstruation is required.

Key Issues and Recommended Action

For the Government

- Enable access to education for all girls and boys to ensure that refugee children and youth resume their participation in learning programmes which will help them regain a sense of normalcy and also mitigate negative coping mechanisms.
- Immediately consider alternative semi-permanent learning structures with specification guidelines (for scaling up widely).
- Support certification for Rohingya students.
- Set up specific structural protective mechanisms and monitoring & evaluation guidelines for underage working children.

For all actors providing humanitarian assistance

- Mobilize communities to regularly take part in education campaigns to encourage school attendance and in overseeing student enrollment, retention and attendance, encouraging parental engagement in children's education as part of the recovery process.
- Provide flexible learning opportunities in both Rohingya and host populations, ensuring child-, disability- and gender-sensitive environments to ensure accessibility and to meet the learning needs of vulnerable groups, especially adolescent girls, child labourers, children with disabilities, and child-headed households, among others.
- Create a safe environment for girls' access to education facilities, including gender-segregated latrines, recruiting female teachers, linking to cash-based interventions and supporting menstrual hygiene management interventions.
- **Work with CP Sub-Sector to:**

  - Conduct school-based awareness raising activities to prevent abuse and violence against children.

- Establish community-based organizations with children, youth, women, parents, teachers/ school-based committees, and informal sector to disseminate information regarding hazardous and exploitive work.

- Design innovative programming targeting working adolescent girls and boys to address their educational needs through inter-sectoral approaches.

For Donors

- Allocate funds for advocacy work and advocate for the provision of education certification to Rohingya students living in host communities.
- Support incentives complementary to classroom-based learning, in addition to school supplies, including co-curricular recreational packages, for both host and refugee populations.
- Advocate and allocate funds to support innovative learning and skills development programming focusing on self-reliance in children and young people.

Availability of spaces for using education

Space in settlements is limited. Refugees are residing in makeshift shelters that are well below international standards and will not withstand seasonal climatic conditions. The mostly unplanned expansions in larger sites are extremely overcrowded. Space in Kutupalong-Balukhali Expansion Site is as low as 8m^2 per person, compared to the accepted international standard of 45m^2. Increasingly limited space in the settlements presents a serious challenge to education service providers to establish and maintain standards for teaching and learning.

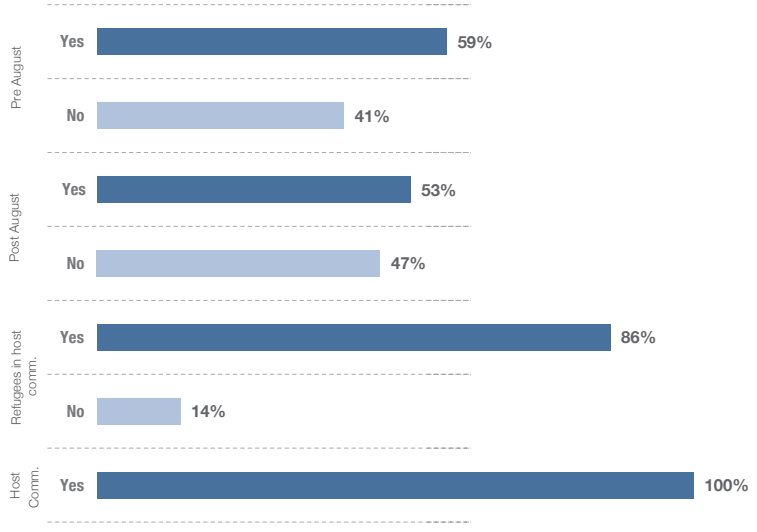

Figure 9: *The perception of the situation of availability of spaces for using education.*

In the two-host community populations, almost all of respondents confirmed that there was space available for education in their respective villages. It is worth noting that in the camp population however, half of the teachers confirmed that spaces for education were not available, particularly this was the response of teachers teaching in the pre-August camp (41 %) and post-August camp (47%).

Key Issues and Recommended Action

For the Government

- Allocate additional space for refugee camps to ensure adequate space for shelter and services.
- Allocate more space in host community to ensure space for refugee education.
- Ensure adequate space for education actors to provide quality services.

For all actors providing humanitarian assistance

- IOM and UNHCR in existing (makeshift and registered) camps allocate more spaces to ensure adequate access to education.
- Explore innovative education delivery methods and encourage inter-sectoral collaboration, such as using Learning Centers as multifunctional spaces and integrating learning in other facilities for children in response to congestion and land availability problems.
- Advocate for humanitarian space for education actors and promote education as lifesaving.

For Donors

- Continue to advocate for a standardized quality response in education and to advocate for durable solutions.

3.1.3 Teaching and learning

Access to education is only meaningful if the education programmes offer quality teaching and learning. Emergencies may offer opportunities for improving curricula, teacher training, professional development and support, instruction and learning processes and assessment of learning outcome, so that education is relevant, supportive and protective for learners. Education related to livelihoods and employment, such as small business development, financial literacy, technical and vocational education and training, should be provided to young men and women, particularly those from vulnerable groups who do not complete formal school. Analysis of the labour market and collaboration with the Early Recovery Sector and livelihood programmes will better ensure that programmes are relevant and that economic skills learned are useful[22].

In emergency contexts through to recovery, it is important that national authorities, educational institutions and employers recognise curricula and the certificates awarded[23]. Currently there is a lack of certification and there is no agreed or approved school curriculum for Rohingya children, including sensitivities around language of instruction, which affects quality of EiE interventions.

[22] *INEE MS for Education: Response, Preparedness and Recovery*

[23] *ibid*

Most helpful activities for children

1st		2nd		3rd	
Pre August		**Pre August**		**Pre August**	
Educational activites	79%	Recreational activites	43%	Religious spiritual	31%
Religious spiritual	10%	Vocational skills	32%	Recreational activites	31%
Recreational activites	7%	Religious spiritual	14%	Vocational skills	24%
Vocational skills	3%	Educational activites	7%	Mental health	10%
Post August		Mental health	4%	Other please	3%
Educational activites	89%	**Post August**		**Post August**	
Religious spiritual	5%	Recreational activites	31%	Recreational activites	33%
Recreational activites	3%	Religious spiritual	25%	Religious spiritual	27%
Vocational skills	2%	Vocational skills	23%	Vocational skills	24%
Mental health	2%	Mental health	13%	Other please	8%
Refugees in host		Educational activites	8%	Mental health	8%
Educational activites	93%	**Refugees in host**		**Refugees in host**	
Vocational skills	5%	Recreational activites	56%	Vocational skills	31%
Recreational activites	2%	Religious spiritual	23%	Other please	31%
Host Community		Vocational skills	19%	Religious spiritual	18%
Educational activites	60%	Educational activites	2%	Recreational activites	11%
Recreational activites	28%	**Host Community**		Educational activites	7%
Vocational skills	11%	Recreational activites	50%	Mental health	2%
Religious spiritual	2%	Vocational skills	27%	**Host Community**	
		Educational activites	13%	Vocational skills	46%
		Mental health	10%	Mental health	21%
				Educational activites	17%
				Recreational activites	8%
				Other please	8%

Figure 10: *The perception of the most helpful activities for children*

In terms of prioritization of most helpful activities for children, all four different population groups placed a high emphasis on children and young people having access to education opportunities across the age spectrum. 60% of host community teachers prioritized educational activities, whilst the vast majority of teachers (93%) working in refugee settings also placed education equally high on their priority rating. There is a definite need to provide access to quality education and further research needs to focus on the type of curriculum offered and learning priorities.

Recreational activities also featured highly, ranging from 56% in the refugee setting to 50% in host community settings. Recreational activities, sports, and co-curricular activities need to be provided focusing on individual self-confidence and self-awareness and to also develop community capacities to promote inter- and intra-social cohesion and resilience building amongst refugees and host communities.

As family income was mentioned as a critical barrier, respondents prioritized vocational skills, as the third most prioritized activity, ranging from 31% in refugee settings to 46% in host communities. Therefore, education strategies related to livelihoods and employment, such as small business development, financial literacy, technical and vocational education and training, should be provided to young men and women, particularly those from vulnerable groups. Key skills needed could be identified by the diversification of learning modality options requirements such as a systematic analysis of markets to determine suitability of a market-based response through a series of sectoral capacity assessments.

Key Issues and Recommended Action

For the Government

- Develop policy guidelines for provision of education life skills, and livelihood activities.
- Ensure/enable access to education for all girls and boys by allocating adequate space for refugee education and allowing the humanitarian EiE agencies space to operate.
- Strengthen the framework for partnership management of education actors, by ensuring timely processing of FD 7/6[24].

[24] *FD7/6 Project proforma for foreign assisted projects. It is a prescribed format of NGO Affairs Bureau and submit to NGO Affairs Bureau for approval*

For all actors providing humanitarian assistance

- Support recreational activities in addition to learning programmes, for both host and refugee populations.
- Conduct analysis of the labour market and collaborate with the Early Recovery Sector and livelihoods programmes to ensure that economic skills development are relevant to access available likelihood opportunities.

For Donors

- Ensure that Cox' Bazar district is prioritized for robust district-wide interventions in education, including programmes to improve the quality of teaching and learning, and innovative livelihood skills for both Rohingya and host population youth.

3.1.4 Tachers and other education personnel

Teachers and other education personnel provide for the education needs of children and youth in emergencies through to recovery. They may vary in professional status from state employees with university degrees to volunteers or community-based educators with little formal education. The term 'teachers and other education personnel' includes: classroom teachers and classroom assistants early childhood or pre-school teachers, educators of people with disabilities, subject specialists and vocational trainers, facilitators in child friendly spaces, community volunteers, religious educators and life skills instructors, head teachers, principals, school supervisors and other education officials. The identification, recruitment and selection of teachers and other education personnel should be non-discriminatory, participatory and transparent. Gender-balance and community representation are necessary. In emergencies, untrained or under-trained teachers and education personnel often fill the gaps left as a direct or indirect result of the disaster or crisis, need to be trained in skills to convey learning content effectively to students[25].

The availability of trained teachers

During the SDR, it was found that an estimated 5,200 teachers are required to provide education and that special considerations must be made to ensure a gender-balance of male and female teachers.

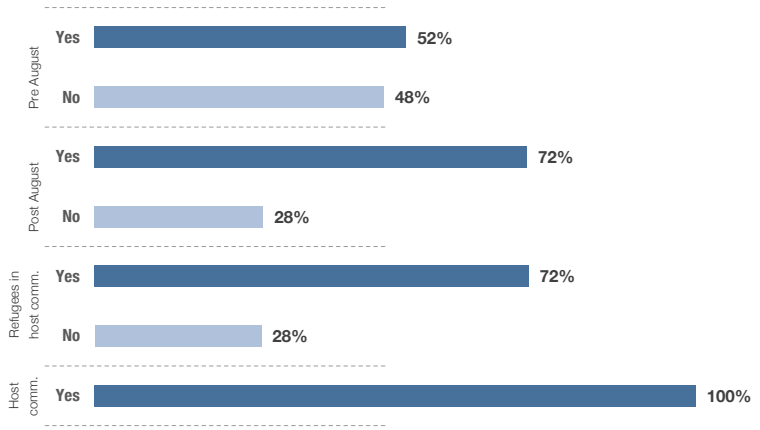

Figure 11: *The perception of availability of trained teachers*

[25] *INEE MS for Education: Response, Preparedness and Recovery*

In terms of the availability of trained teachers, across all population groups, the majority of respondents stated that trained teachers were available in their respective communities. Respondents among the pre-August refugee population reported the lowest proportion of available teachers (52%) while evidently, 100% of respondents amongst the host communities confirmed that trained teachers were available in formal schools. With regards to teachers among refugees in host communities and the post-August refugee influx, the same proportion of respondents (72%) confirmed availability.

The assessment of Translators without Borders confirms this assumption that made note of a shortage of female teachers with the capacity to instruct a Burmese curriculum, which further highlights the need to train and build the Burmese abilities of potential female teachers[26]. The availability of trained female teachers could also positively affect girl's attendance.

The highest level of education that teachers have completed

In emergencies, untrained or under-trained teachers and education personnel, often fill gaps left as a direct or indirect result of the disaster or crisis. Therefore based on the level of education of the available teachers in the various population settings, appropriate teacher training packages need to be developed for Rohingya and host community teachers to convey learning content effectively to students.

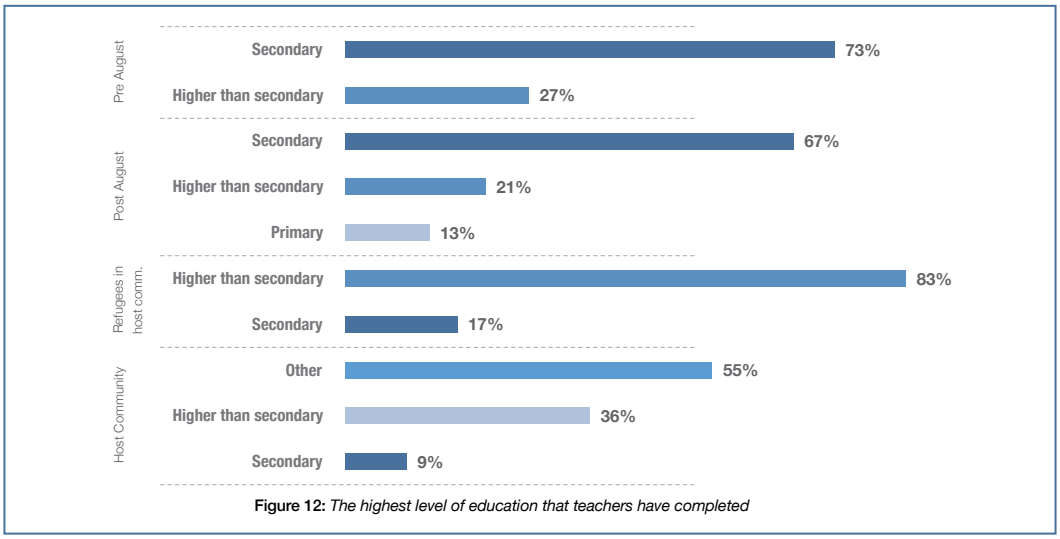

Figure 12: *The highest level of education that teachers have completed*

With regards to the highest level of education that teachers have completed, across all population groups, the majority of teachers reported having completed secondary or higher secondary education, with teachers serving the host community children reporting the highest proportion of teachers with higher than secondary education (36%). Most of the refugee and host community teachers working with children from the pre- and post-August settings, had completed secondary education (73% and 67% respectively) and a lesser number of them completed higher than secondary education (27% and 21% respectively). Interestingly, the majority of teachers (83%) teaching refugees in host community areas had completed higher than secondary education. Among teachers serving the host community children, their level of education was unclear as 55% reported having completed 'other' types of education.

The most important teacher trainings

Where new learning activities take place with the refugee population, it is critical that teachers and other education personnel are identified, assessed, trained, supported and supervised in order to deliver training packages (classroom teaching). Improving the quality of teaching and learning for refugee and host community children and youth needs to be aligned with the Ministry of Education and the Ministry of Primary Education and the Education Sector standards.

[26] *Rohingya Zuban: A Translators without Borders rapid assessment of language barriers in the Cox's Bazar refugee response, Translators without Borders, November 2017. https://reliefweb.int/report/bangladesh/rohingya-zuban-translators-without-borders-rapid-assessment-language-barriers-coxs*

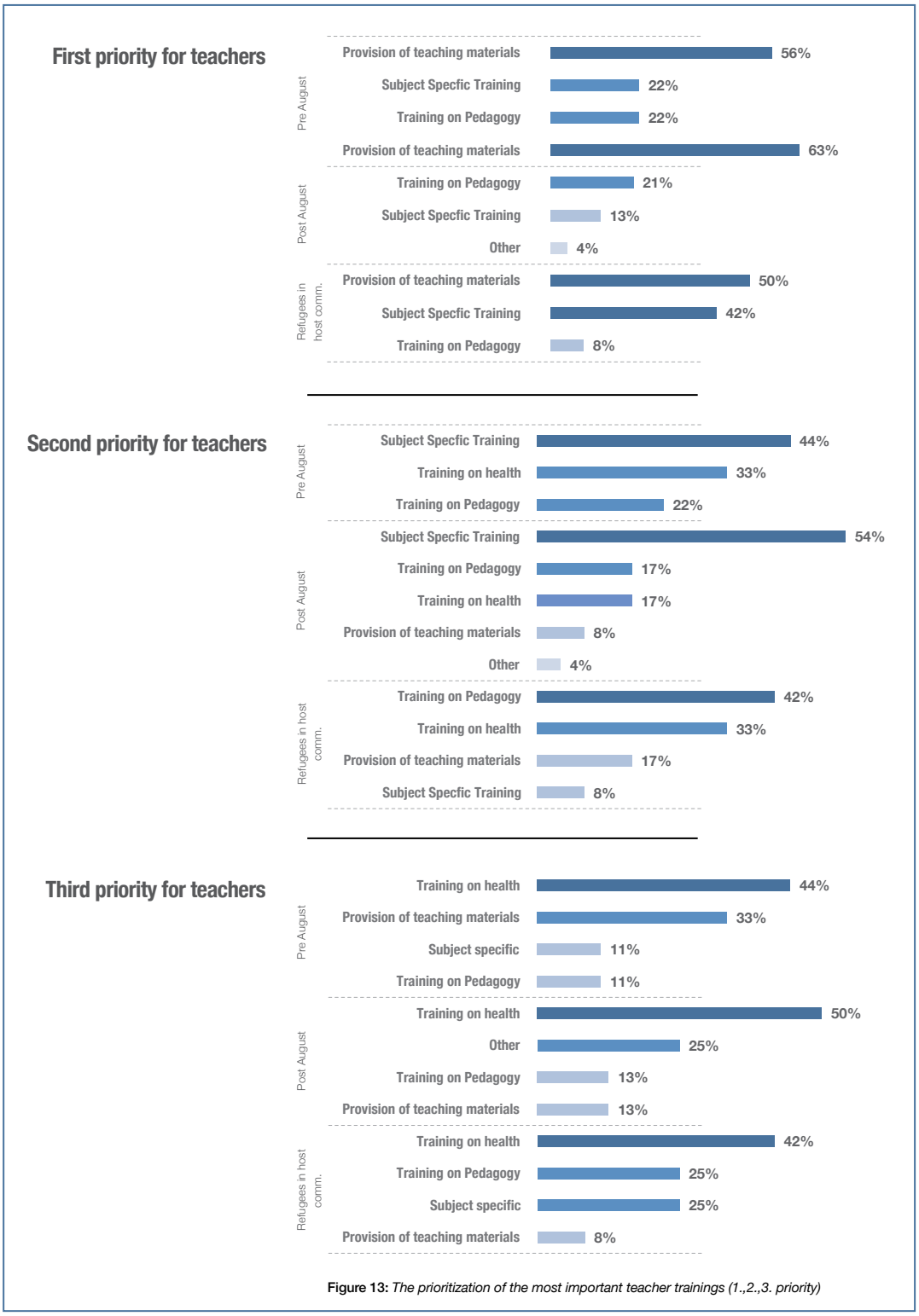

Figure 13: *The prioritization of the most important teacher trainings (1.,2.,3. priority)*

The first priority of majority of teachers was the provision of teaching materials. 52% of respondents living in host communities ranked this as their first priority, whilst 65% of the post-August setting gave it the same ranking. Before the start of opening and operating any learning centre, both the provision of teaching materials and standardized training packages needs to be provided, and teachers need to be trained on the provision of the teaching materials.

Teachers ranked subject-specific training as there second priority, ranging from 57% in the post-August setting to 44% in the pre-August setting. Subject-specific training is critical for both currently active teachers and will-be recruited teachers. Training on health and life skills was the third priority for teachers, ranging from 50% among refugees living within host community settings to 65% in the post-August setting. Teachers who responded emphasised that there was a need to be better prepared in order to deliver health and hygiene promotion messages, which is directly linked with educational continuity in all settings. Also based on the levels of distress reported, teachers and other education personnel should also receive specific trainings on ways to sensitively support children who have experienced distress. In crisis situations, teachers and other education personnel also require support to cope and begin to rebuild and heal.

Key Issues and Recommended Action

For the Government

- Enlist the appropriate educational authorities to develop modality standards for the recognition of current refugee teachers.
- Ensure a gender balance of male and female teachers in refugee settings.

For all actors providing humanitarian assistance

- Ensure that the identification, recruitment and selection of teachers and other education personnel should be non-discriminatory, participatory and transparent. Special consideration must be made to ensure gender-balance of male and female teachers.
- Ensure timely and high-quality teaching materials in refugee settings.
- Support the retention and capacity development of both host community teachers and learning facilitators in collaboration with the District Primary Education Office, through supportive supervision, standardised orientation packages, and provision of teaching professional development opportunities in pedagogy, psychosocial support, subject-based instruction and life-skills.
- Strengthen subject specific trainings working with cross sectoral inputs from Health, WASH, Child Protection and GBV, and develop effective standardised training packages and orientation for teachers.

For Donors

- Ensure that Cox's Bazar districts is prioritized for robust interventions to improve teacher training, teacher support and teachers performance.

3.2 CHILD PROTECTION IN EMERGENCIES

During emergencies, children are particularly vulnerable to a range of risks like separation from family, violence, abuse, exploitation and psychosocial distress. Refugee children in Cox's Bazar currently face these risks.

Rohingya refugee boys and girls are experiencing high levels of distress after witnessing and experiencing extreme violence, as well as being exposed to continued stressful living conditions upon arrival in Bangladesh. Regular support structures and daily routines important for children's wellbeing and feeling of safety and control have been majorly disrupted. Parents and care-givers are also experiencing psychosocial distress which can lead to an increase of violence and lack of care in the home and engagement of negative coping strategies resulting in protection risks for children.

The below sections outline the key findings from the JRNA in the CPiE areas of risk and safety, unaccompanied and separated children, physical violence, child marriage, trafficking, psychosocial distress and child labour.

3.2.1 Risk and safety

Risks and safety issues include violent situational risks such as sexual violence, domestic violence, criminal acts, political violence and landmines. Non-violent situational/environmental risks include unsafe objects and places (open pits, fire, bodies of water) and vehicle and work-related accidents. Both of these risk types are present for Rohingya refugee children.

Road accidents have been identified as the highest risk for boys (53.5%) and as the second highest risk for girls (36.8%) by respondents. The assessment findings were confirmed by the results of the 'Rohingya Crisis, Children's Consultation Preliminary Results'[27] which highlighted that "all age groups of boys interviewed shared stories of increased road accidents and they were concerned about the risks to younger children"."Mothers of children under six years mentioned that there is now a risk on the roads as many aid vehicles are coming". Overall, it can be said that boys and girls within the community consider there to be a serious risk of road accidents.

The top risk for girls was identified as child marriage (46.5%). Risk of trafficking, sexual harassment and physical and sexual violence also scored high, most significantly for girls. Regarding boys, sexual harassment and violence were to a lesser degree highlighted as risks by the respondents. Sexual harassment, abuse and exploitation of boys exists in all contexts, including Bangladesh and Myanmar. The assessment results may indicate that boys are not seen as an at-risk group by respondents, however the assessment shows that the risks are a reality for Rohingya boys.

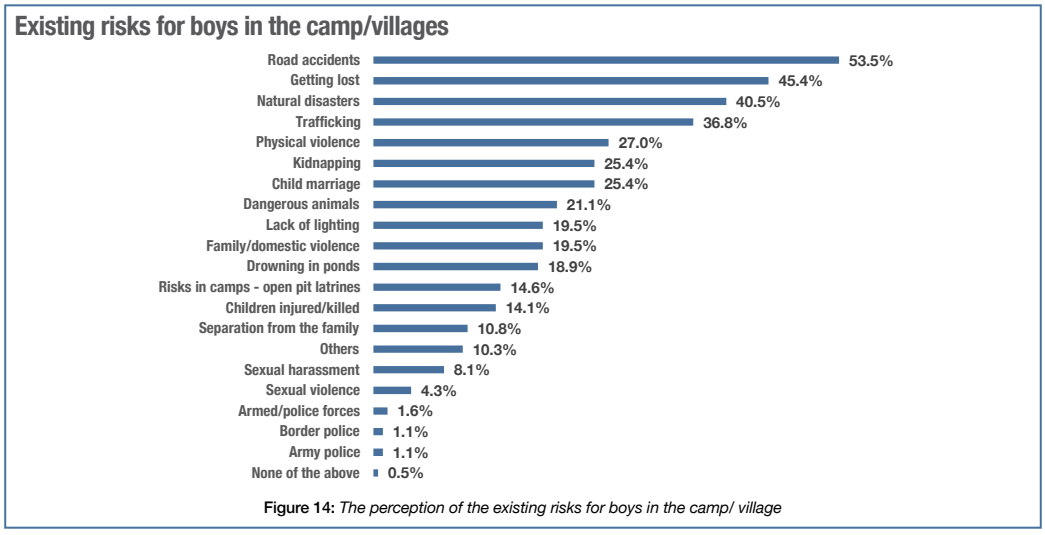

Figure 14: *The perception of the existing risks for boys in the camp/ village*

[27] *UNHCR – Preliminary Results. Dec 2017. Rohingya Crisis – Children's Experiences in the Rohingya Crisis.*

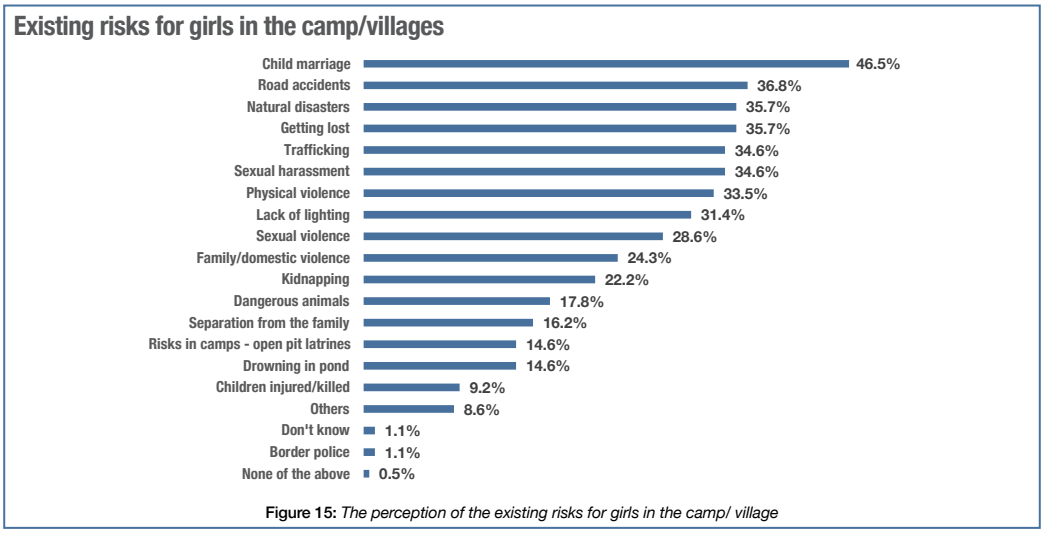

Figure 15: *The perception of the existing risks for girls in the camp/ village*

"Getting lost"(45%) is another risk which scored high for both boys and girls, reflecting the chaotic and congested setting the refugees live in, and the serious risk that children face every time they travel outside of their homes to access services and resources. Getting lost can also lead children to experience other risks including going missing, trafficking and exploitation.

Natural disasters

An important risk for girls and boys (35.7% and 40.5% respectively), with the risks of landslides and floods being present in the camps. Fire was not specifically mentioned as a risk by the respondents, however during the interpretation workshop national staff highlighted that fire is a big risk to the camp population due to the cramped settlement situation and high density of people. They reported that a large fire had recently occurred in Leda camp.

The assessment findings also confirmed the results of the UNHCR Community Assessments in the Refugee Camps and Host Community in Cox's Bazar. This highlights the lack of preparedness for natural disasters such as cyclones. It emphasized that "most of those consulted were not aware of the need to prepare for cyclones. Back home, they would head up to a hill (highland) whilst their house would be flooded and destroyed. They also sought shelter in schools and other cyclone-robust facilities. In cases of cyclones, they expected shelters to be damaged, trees uprooted and there to be strong winds".

Locations where boys and girls are at risk

All respondents mentioned that children are at a huge risk whilst collecting firewood. The assessment findings are confirmed by the results of the 'Rohingya Crisis, Children's Consultation Preliminary Results'[28] where different groups of children reported the following:

- "Issues of harassment by the host community when Rohingyas collect firewood in the forest", reported by girls in the Nayapara and Kutupalong camps.
- "Prior to the influx, girls of 11-15 years old were allowed to collect water from tube wells, but at present, their parents do not allow them to go out for water collection as there is a fear of harassment", reported by girls in the host community.
- "Collecting bamboo or firewood for cooking is at times risky as there are elephants in the jungle. There have also been cases where some host community members have beaten the boys' reported by boys in Barmapara and Balukhali.

[28] *ibid*

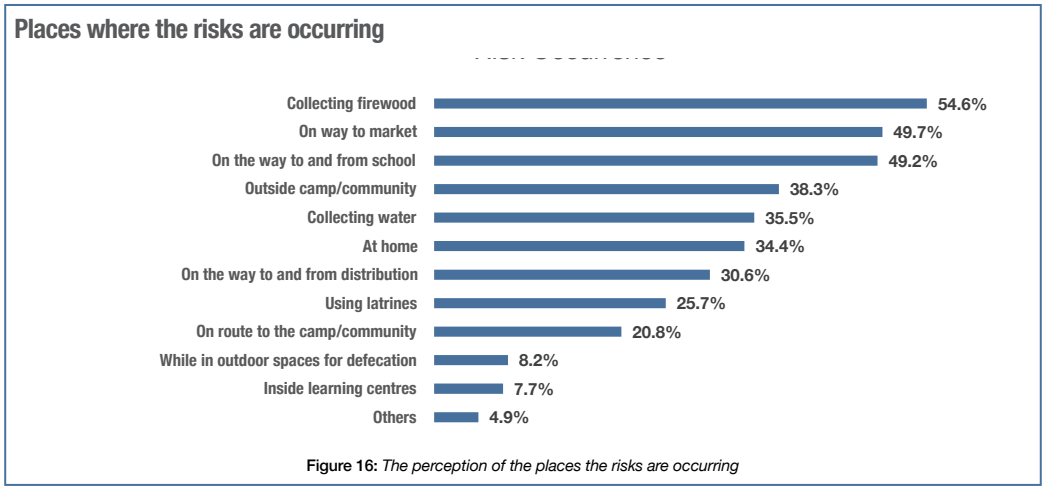

Figure 16: *The perception of the places the risks are occurring*

The assessment findings also confirmed the results of the UNHCR Community Assessments, in the Refugee Camps and Host Community in Cox's Bazar. "Children reported that they are asked by the parents to collect it, but are scared to go because they do not know forest area well. They have a fear of getting lost and are afraid of snakes, foxes and elephants. Some also reported that they are yelled at, beaten and verbally abused by what they call the "forest people." Also, boys said that "when they went to collect firewood in the forest specifically, they felt more at risk. Therefore, they stayed together for safety and comfort."

72% of respondents from the post-August population groups indicated that children are most at risk whilst collecting firewood and water. The second highest number was reported from refugees living in the host communities, where 40% of respondents stated children were at risk whilst collecting firewood and water.

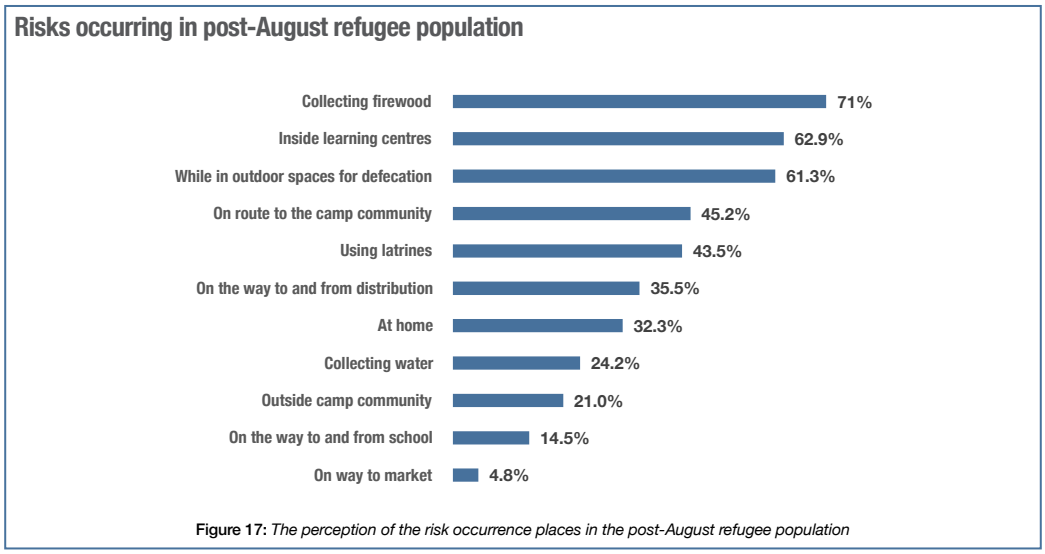

Figure 17: *The perception of the risk occurrence places in the post-August refugee population*

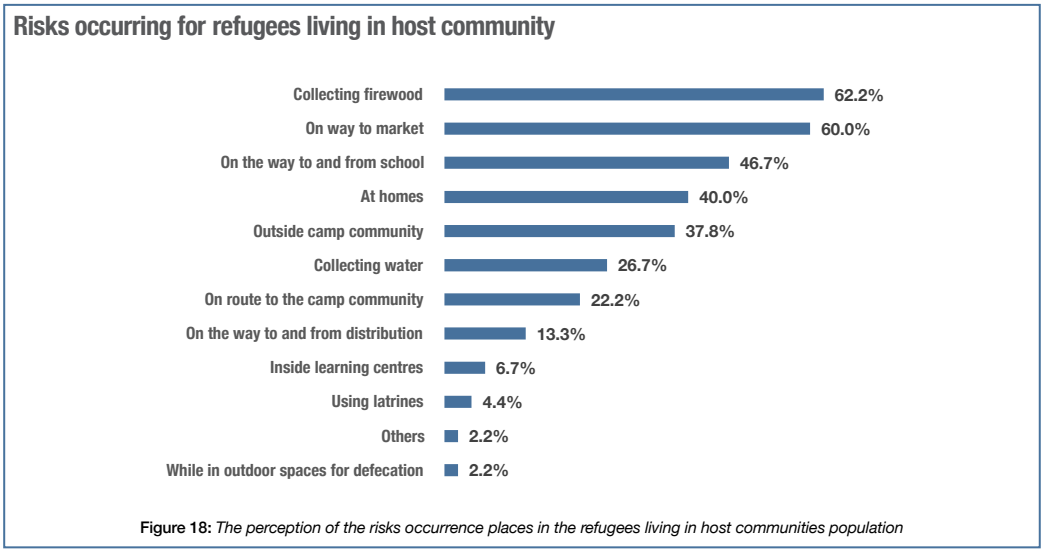

Figure 18: *The perception of the risks occurrence places in the refugees living in host communities population*

Some respondents from all population groups stated that children were at risk both in their homes and inside learning centers. 51.7% of respondents from the pre-August population group indicated the highest rate of children at risk in their homes, and the second highest rate was mentioned by the refugees living in host communities (40%).

A number of respondents from all population groups indicated that children were at risk inside learning centers. The highest report of this came from the host community (17%). Further assessment of this particular risk is required to identify the main causes in learning centers. This should be further assessed in terms of the INEE Minimum Standards domains specifically focusing on teaching and learning.

Key Issues and Recommended Action

For the Government

- **Prevent** unsafe, harmful, and life-threatening situations and circumstances for both the host community and Rohingya refugee boys, girls and adolescents.
- **Enforce road rules and speeding laws**, improve road safety signage, set road barriers, mark pedestrian crossing lines and install speed bumps. Conduct awareness-raising training with drivers and improve complaints procedures in order to reduce injuries and avoid deaths on the road.
- Engage refugee adults and children in disaster preparedness activities and plans.

For all actors providing humanitarian assistance

- Devise and implement community-based messaging, awareness, and public education campaigns on risks to children to prevent injuries.
- Integrate disaster risk reduction education and resilience building into structured learning programmes in temporary learning spaces, child-friendly spaces and adolescent clubs and include children in disaster risk reduction planning and response processes at community level.
- Drivers of humanitarian agencies' cars to respect speed limits and be extra vigilant around villages and camps.

- Install lights along the roads and in the camps to improve safety at night.
- Provide alternative sources of fuel to households to eliminate the need for children to go to the forest to collect firewood.
- Address strengthening social cohesion and mitigating social tensions between refugees and host communities through programming.

For Donors

- Support infrastructure projects to make the roads safer, including with lighting.
- Support programmes providing alternative fuels sources to households.

3.2.2 Unaccompanied and Separated Children

Thousands of children have been separated from their parents or primary caregivers. Not only are these children dealing with the emotional distress of being separated, but in this vulnerable position they are at high risks of child trafficking, abuse and exploitation.

While speaking about this topic with assessors and the Rohingya refugees, it was found that the difference between the definitions of separated and unaccompanied children was not easily understood. Both assessors and the Rohingya population are referred to 'children living without both parents', which includes both unaccompanied and separated children.

Children living without both parents

The JRNA identified that there is strong perception amongst the refugees and host community that there is a high number of Rohingya children living without both parents.

62% of the respondents within the 4 population groups reported that there are children living without both parents. 16% of respondents reported mentioned that they did not know if there were any children living without both parents.

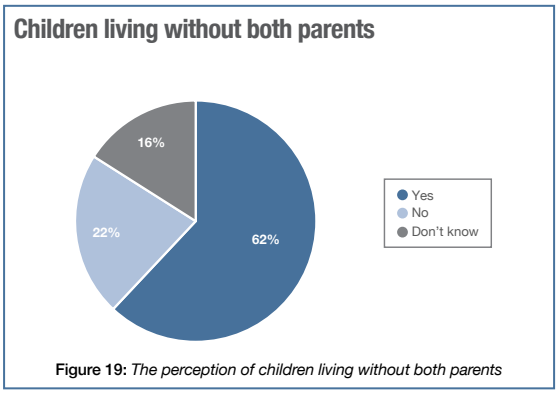

Figure 19: *The perception of children living without both parents*

The respondents from the pre-August and the post-August population groups reported the highest rate of children living without both parents (76%). The second highest was reported in host communities, where 63% of key informants knew of children living without both parents. Refugees living within the host community reported the lowest percentage of children living without both parents (33%). In host communities, there may be more stability and which may have influenced the perception that there are less children living without both parents.

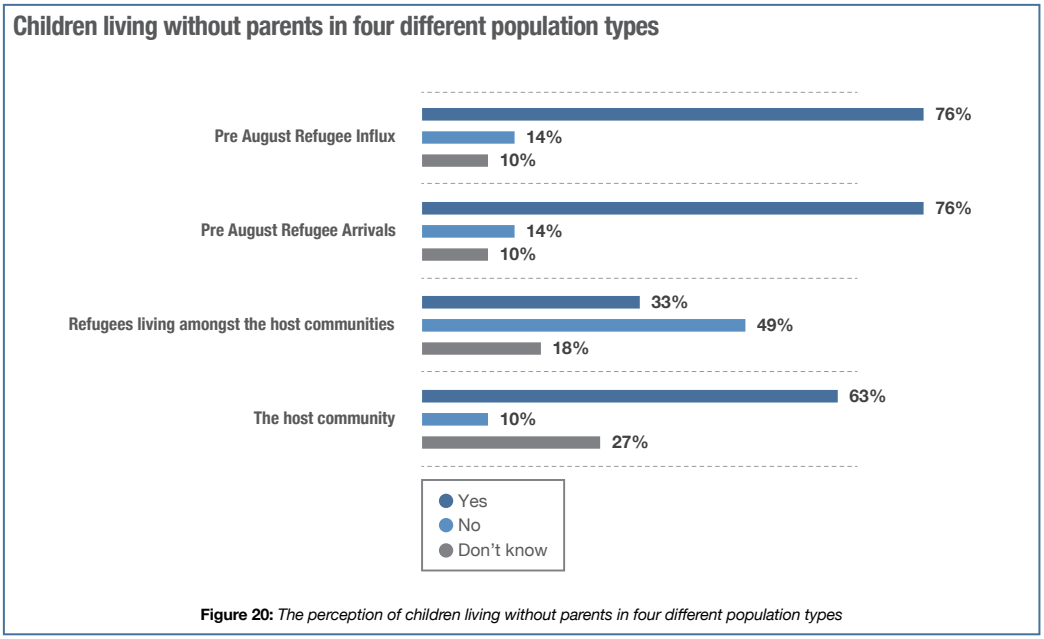

Figure 20: *The perception of children living without parents in four different population types*

The assessment findings are confirmed by the results of the 'Rohingya Crisis, Children's Consultation Preliminary Results'[29] which highlights that "the host community children were aware of child protection concerns in the camps where they described that some children were alone with no parents". Overall it can be said that the communities and children think there are many children living in conditions without sufficient supervision. Similarly, the perception that extended family networks taking care of the children reflects the experiences of case workers reported.

Who are children living with

The majority of respondents reported that these children are living with other relatives, or other immediate family. Nearly 30% of respondents reported that children (are living alone, with neighbors, with a Mahji or other. Not only are these children dealing with the emotional distress of being separated, but in this vulnerable position they are at high risk of child trafficking, abuse, exploitation and neglect.

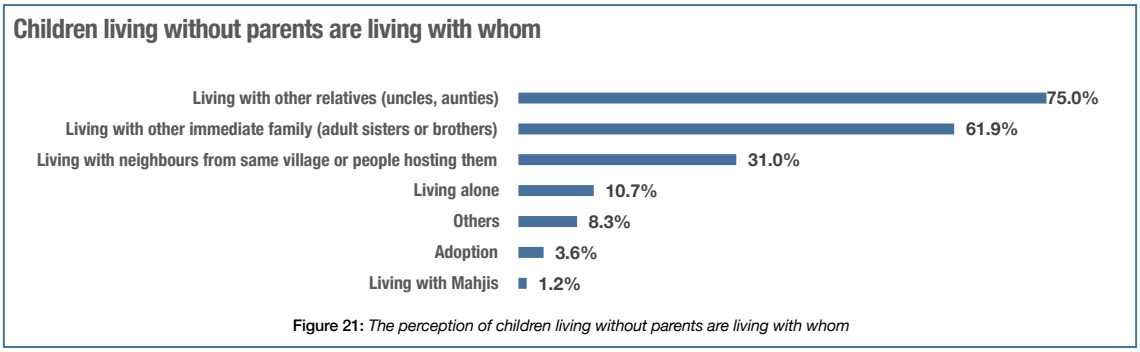

Figure 21: *The perception of children living without parents are living with whom*

Gender and age patterns

- The data reveals interesting gender and age patterns. 67% of respondents reported that more girls than boys are living without parents. The quantitative data was confirmed during the interpretation workshop where child protection experts confirmed that this reflects current case management data. Girls who don't live with their immediate family are particularly vulnerable to

[29] *ibid*

abuse, violence, sexual exploitation and neglect.

- As for the age groups of children living without both parents, 50% of respondents said that these children are between 11 to 15 years old, 27% said these children are aged between 6 to 10 years and 18% said these children living without both parents are between 16 to 18 years old.

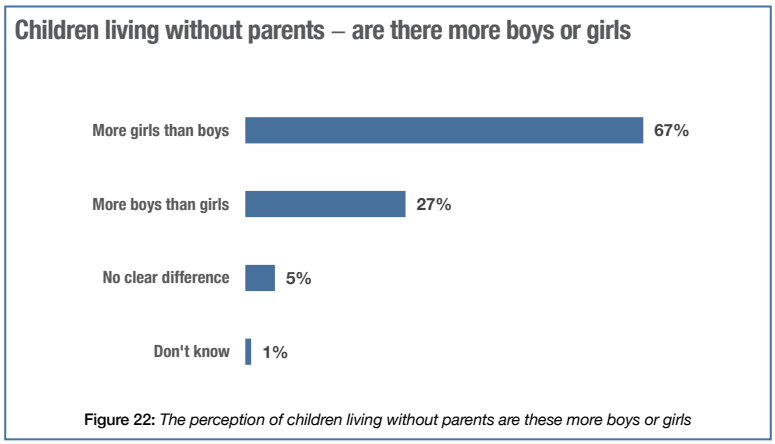

Figure 22: *The perception of children living without parents are these more boys or girls*

Drivers of separation

The majority of respondents indicated two drivers of separation. 45% of respondents reported that children were separated from their parents during the attacks on their village. 43.5% of respondents said family separation happened during the flight. 24% also said that children were being separated when crossing the border into Bangladesh. Another driver for family separation was identified as children getting lost in the camp (15.7%).

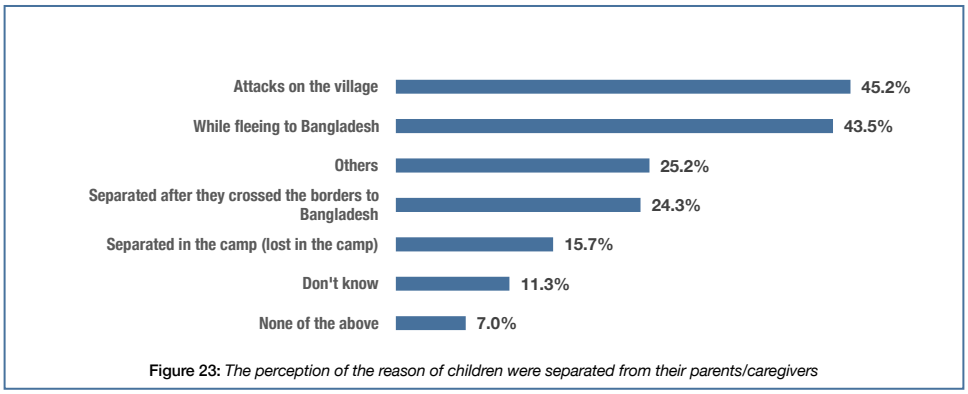

Figure 23: *The perception of the reason of children were separated from their parents/caregivers*

Key Issues and Recommended Actions

For the Government

- Continue to establish and support family-based or community-based alternative care and avoid institutional care.
- Support spontaneous foster care of unaccompanied and separated children with the extended family.
- Prevent separation of children from family, caregivers and community at border points.

- Align definitions of unaccompanied, separated and other categories of vulnerable children between government and humanitarian agencies.

For all actors providing humanitarian assistance

- Support spontaneous foster care of unaccompanied and separated children with the extended family and/or community.
- Support and monitor independent supervised living and link such households with adolescent clubs.
- Scale up efforts to identify, document, trace and reunite unaccompanied children, with a particular focus on girls.
- Align definitions, as well as identification and registration of unaccompanied and separated children between different humanitarian agencies and government.
- Build on existing community capacity to support unaccompanied and separated children and their caregivers, including sensitization, basic awareness about referrals, life-skills, addressing risks and risk-taking behaviour and communicating with children.
- Prevent separation in camps through awareness raising, messaging and information services.

For Donors

- Provide the necessary financial support to provide comprehensive case management and family tracing for all unaccompanied and separated children.

3.2.3 Physical violence

Patterns of violence are known to be heightened in humanitarian settings. Families and other sources of protection are often put under immense strain, making children more at-risk of domestic violence, including emotional, physical and sexual abuse, corporal punishment and other harmful practices.[30]

According to the majority (67%) of respondents within the 4 population groups, there was an increase in domestic violence both emotional abuse and physical harassment and violence.

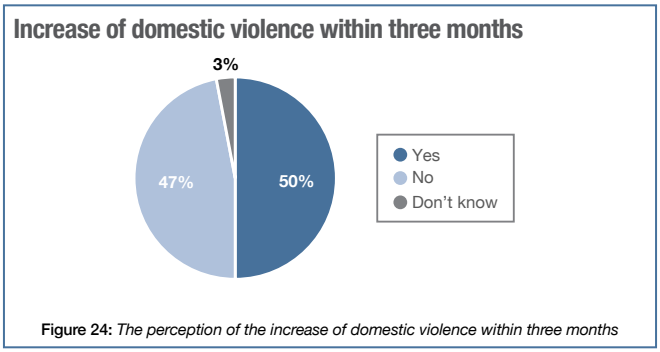

Figure 24: *The perception of the increase of domestic violence within three months*

There are not specific population type differences in regards to the increase of domestic violence within three of the population types. However, there was a difference in the findings from the host community: 100% of the host community respondents said there was an increase of domestic violence. Interpretation of the data suggested that this high percentage may include prejudices amongst

[30] *Minimum Standards for Child Protection in Humanitarian Action. Child Protection Working Group (CPWG) (2012) https://www.unicef.org/iran/Minimum_standards_for_child_protection_in_humanitarian_action.pdf*

the host community towards the Rohingya.

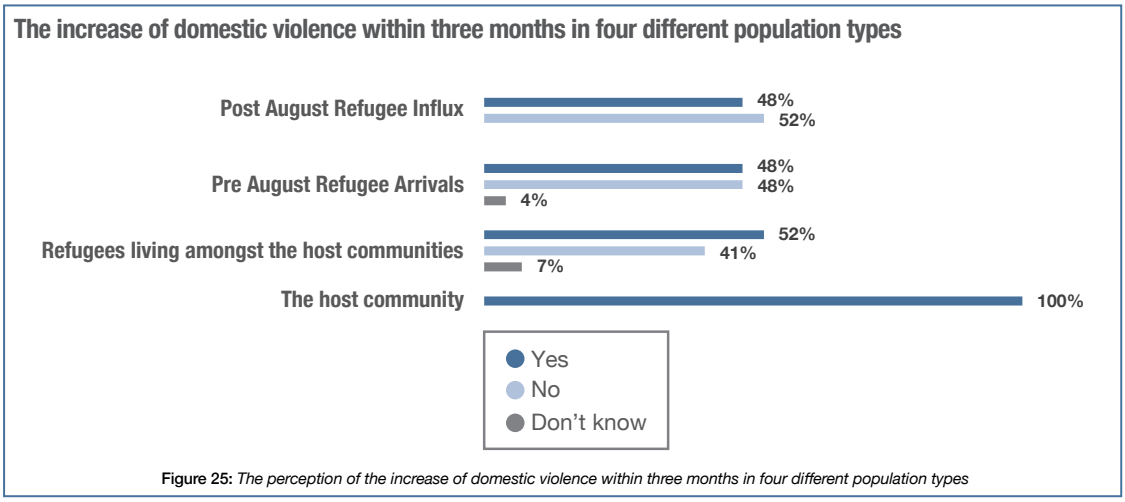

Figure 25: *The perception of the increase of domestic violence within three months in four different population types*

As for the causes of the increase in domestic violence, 73.1% of respondents said it was due to a lack of resources, 58.2% cited increased stress as the main cause and 55.2% of respondents pointed to difficult circumstances for the increase in domestic violence.

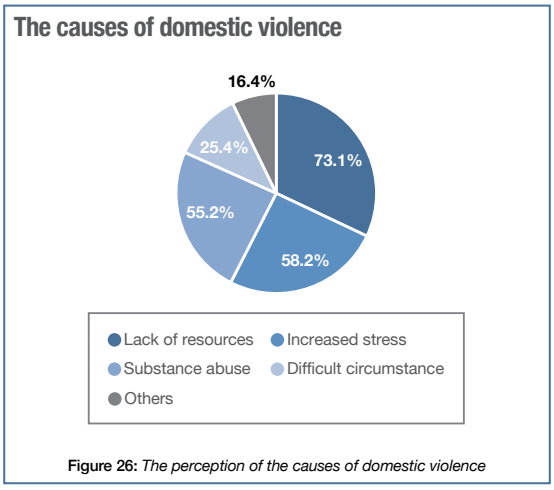

Figure 26: *The perception of the causes of domestic violence*

Substance abuse was mentioned by 25.4% of key informants in all population groups as one of the reasons for emotional abuse and physical domestic violence. This could be related to the consumption of Ya ba (tablets containing a mixture of methamphetamine and caffeine) and alcohol. The respondents' answers are confirmed by the results of the WHO, Brief of Interpersonal Violence and Illicit Drugs[31] which highlights that "Interpersonal violence and illicit drug use are major public health challenges that all are strongly linked. Involvement in drug use can increase the risks of being both a victim and/or perpetrator of violence. There are multiple mechanisms linking interpersonal violence and illicit drug use". "A range of drugs, particularly cocaine and amphetamines (including methamphetamine) are associated with increased aggressive and violent behaviour".

Respondents also highlighted the prevalence of substance abuse. According to them Ya ba is being used among children and youth, and some teachers and parents also mentioned drinking of 'liquid', i.e. alcohol. It was mentioned that it is easy to access these drugs. Substance abuse for girls was

[31] *WHO, Brief of Interpersonal Violence and Illicit Drugs.*
http://www.who.int/violenceprevention/interpersonal_violence_and_illicit_drug_use.pdf

found to be perceived at a critical level (14%). National programme staff and the enumerators confirmed that a high number of girls were running successful businesses selling Ya ba tablets. According to "WHO, Brief of Interpersonal Violence and Illicit Drugs", "the consequences of drug-related violence are multi-agency problems which require a coordinated response between health professionals, the criminal justice system and other agencies, such as child protection and educational services"[32].

Key Issues and Recommended Actions

For the Government

- Strengthen the protective environment for children in the camp who are at risk of violence and abuse including establishing joint referral pathways with humanitarian actors to respond to needs and provide services to children.
- Provide adequate space for refugee girls and boys and adults to live to decrease congestions and risk of violence in households.
- Carry out a large sensitization campaign in camps as well as in the host community, highlighting the consequences of substance abuse.

For all actors providing humanitarian assistance

- Ensure basic needs are met for families (shelter (including more space), water, food, health) as living conditions directly impact on the stress level of the whole family and increases the prevalence of violence.
- Children expressed a desire for bigger and more comfortable accommodation based on household size as they are having to share with people who are not in their family
- Support parents to deal with stress including sensitization on positive parenting and positive discipline practices.
- Strengthen community based child protection committees to provide support to families and children at risk, including identification of children experiencing violence in the home.
- Establish safe, child-friendly reporting mechanisms.
- Establish, disseminate and strengthen the implementation of referral and reporting mechanisms.
- Disseminate information about referral pathways, including about services provided by the police, helplines and domestic violence services, as well as services provided by NGOs.
- Raise awareness among aid workers of all sectors (health, nutrition, etc.) on Psychological First Aid so that they are able to respond when they see violence against children.

Regarding substance abuse

- Build community-based-protection capacity, including training on positive coping mechanisms.
- Strengthen existing services and help to develop a community-led response.
- Include adolescent girls and boys in programme design and implementation so that their voices are heard and programmes tailored to their needs.
- Apply multi-agency strategies to reduce drug-related violence. These should adopt a broad approach aimed at addressing factors that contribute to both violence and illicit drug use.

[32] *ibid*

- Consider that substance abuse is not only a criminal justice issue. A public health approach to drug-related violence offers a way of better understanding, responding to, and ultimately preventing the violence that is related to illicit drug use.

For Donors

- Provide the adequate financial support to provide comprehensive case management to respond to children who are at risk or are victims of violence and abuse.

3.2.4 Child marriage

In the aftermath of an emergency, families may resort to harmful practices to such as child marriage with the intention of providing for their daughters and/or enhancing the family's economic situation. Evidence shows that child marriage rates increase in humanitarian contexts, with a disproportionate impact on girls.[33]

25% of the respondents within the 4 population groups reported an increase in the number of girls getting married within the last three months.

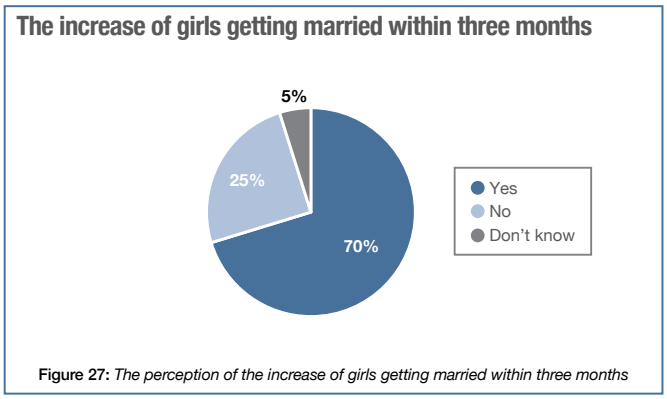

Figure 27: *The perception of the increase of girls getting married within three months*

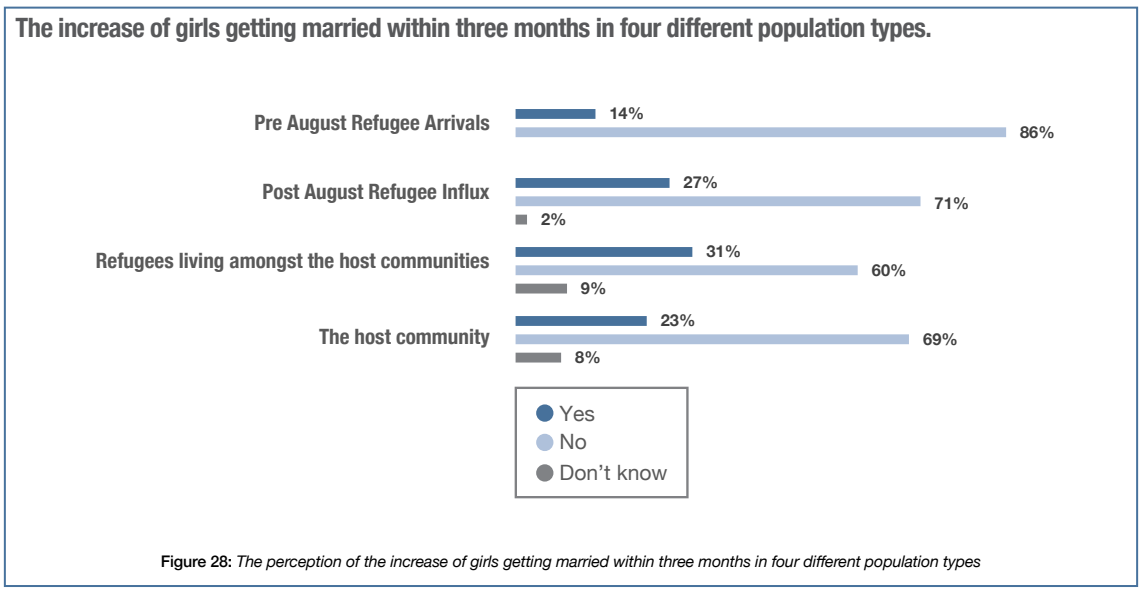

Figure 28: *The perception of the increase of girls getting married within three months in four different population types*

[33] *CARE UK, To Protect Her Honour: child marriage in emergencies, the fatal confusion between protecting girls and sexual violence, 2015. https://insights.careinternational.org.uk/media/k2/attachments/CARE_Child-marriage-in-emergencies_2015.pdf*

The highest rate (31%) of incidences of more girls getting married is shown in the refugee population who are living within the host communities. The interpretation workshop found that this may also include prejudices from the host community towards the Rohingya. In the post-August arrival group, 27% of respondents reported that there were more girls getting married in the last three months. This may reflect a negative coping mechanism, where girls being forced to marry or are married early to alleviate the needs of the household, to access additional resources or for other reasons. This data does not show the age breakdown of girls getting married. As child marriage is widely accepted among the Rohingya population, this data may have not captured the trends of marriage of adolescent girls (15-17). Further research is needed to clarify the extent of early marriage, ages, drivers and its nature in refugee and host communities.

Key Issues and Recommended Actions

For the Government

- Prevent child marriage through awareness raising.
- Law enforcement agencies to increase efforts to enforce the minimum age of marriage laws and clauses.

For all actors providing humanitarian assistance

- Prevent child marriage through awareness raising amongst the refugee and host community, including with religious leaders.
- Provide comprehensive case management services to child brides identified as requiring assistance, including legal, medical and psychosocial support.
- Address one of the root causes of child marriage by providing opportunities for self-reliance for families, including livelihood opportunities.
- Ensure that the delivery of aid is not promoting child marriage (e.g. food distribution).
- Conduct further research to clarify the extent of early marriage, ages, drivers and its nature in refugee and host communities.

For Donors

- Provide funding for local and international actors to conduct further research into the underlying factors of child marriage among the Rohingya and for programmes to prevent and respond to child marriage.
- Provide funding for programmes that support the self-reliance for families to reduce the risk of child marriage, including livelihood opportunities.

3.2.5 Trafficking

Child trafficking is the recruitment, transportation, transfer, harboring or receipt of children for the purpose of exploitation.[34] Trafficking for sexual or economic exploitation is considered among the worst forms of child labour, and is known to increase in humanitarian emergencies, where people are in desperate need to have basic needs met.

As respondents were not necessarily aware of the term 'trafficking' and its meaning, the question relating to trafficking was phrased as follows: Are there persons unknown to the people in the block

[34] *General Assembly Resolution 55/25: United Nations Convention against Transnational Organized Crime, A/RES/55/25, (8th of January 2001) www.unodc.org/pdf/crime/a_res_55/res5525e.pdf*

who have offered to take children away promising jobs, better care or another incentive?

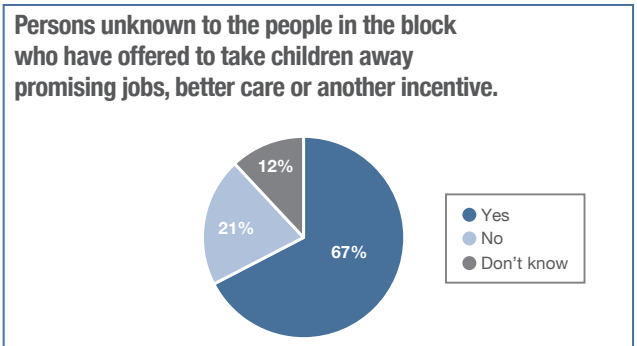

Figure 29: *The perception of the trafficking*

According to 21% of the respondents within the 4 population groups, there were persons unknown to familiar people who offered to take children away promising jobs, better care or another incentive (defined in this instance as 'trafficking'). Additionally, 12% of respondents mentioned that they did not know if trafficking had been taking place. Taking into consideration this percentage, the actual number of trafficking cases could be expected to be higher than the 21% previously mentioned.

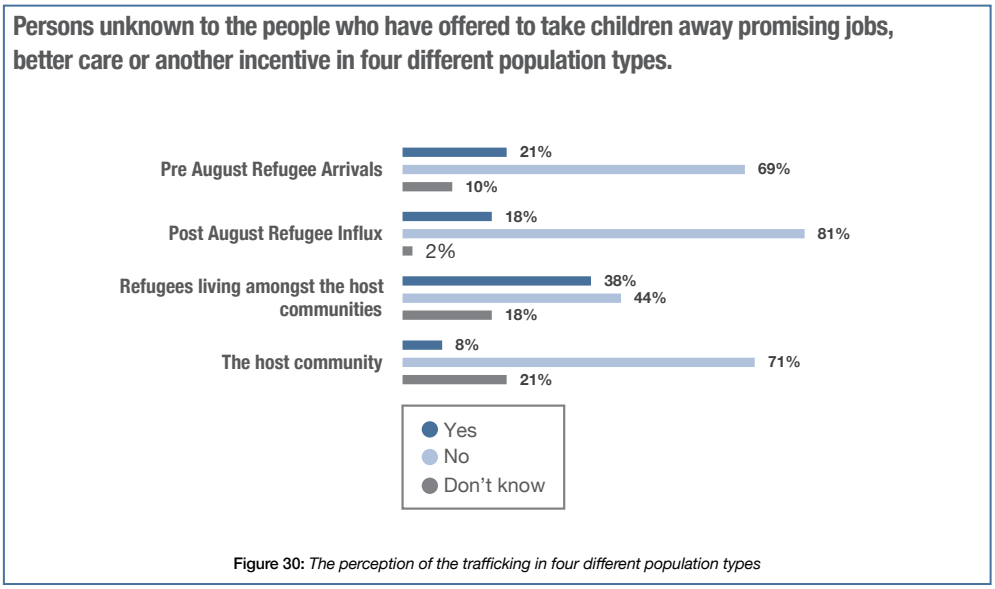

Figure 30: *The perception of the trafficking in four different population types*

The highest rate (38%) of trafficking was found in the responses from refugees living within the host communities. The lowest rate was within the host communities. A common misconception could be that within the host communities there may be more stability, and hence the perception is that there are less children being trafficked. On the other hand, national staff and the participants at the interpretation workshop mentioned that the Community Watch scheme is one of the most effective trafficking prevention applications. National staff confirmed during the Interpretation workshop that they know of organized groups in host communities who are 'abducting' children every day. For instance, they reported that in the southern part of Cox's Bazar the names and identities of abducted boys and girls were being announced by megaphone every day. They also reported that the army has stopped

buses where they have identified cases of girls being taken to work as 'office maids' in Dhaka. .

Gender pattern - how are the needs of boys addressed

There is clear perception amongst the respondents (61%), that more boys than girls are being subjected to trafficking practices. This may be occurring because boys are generally spending more time outside, whereas more girls are generally kept inside the household. The enumerators confirmed that families are being offered money (for example, a monthly salary) if girls go and work as domestic workers.

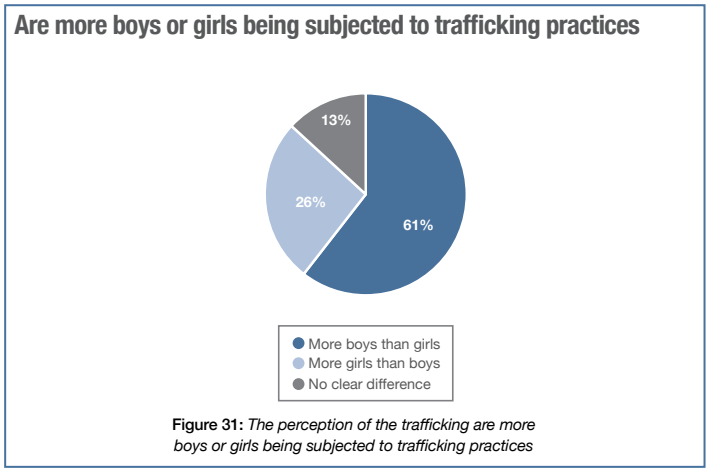

Figure 31: *The perception of the trafficking are more boys or girls being subjected to trafficking practices*

For many families, their current priority is to earn an income, not to educate their children. Boys were more likely to be withdrawn from school than girls in order to engage in employment, whilst adolescent girls were more likely to leave school when they were engaged to be married. Since the boys are away from learning and family environments whilst working, they are often subjected to trafficking situations and other factors that may cause them risk.

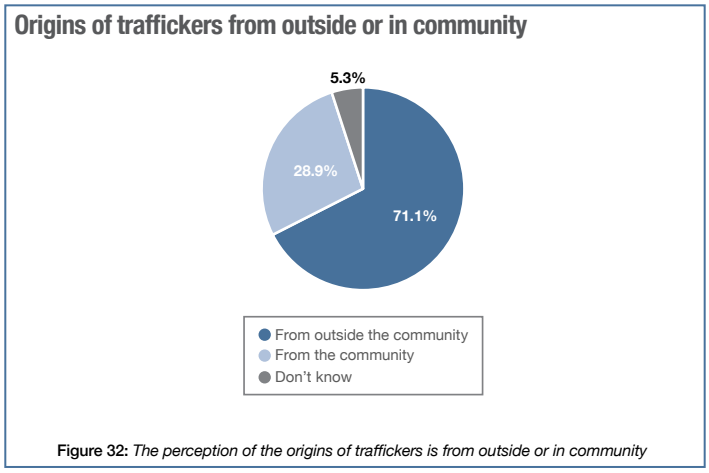

Figure 32: *The perception of the origins of traffickers is from outside or in community*

Key Issues and Recommended Actions

For the Government

- Strengthen security and controls inside the camps, host community and border points, continue to uphold the rule of law to prevent trafficking.
- Train army staff, in particular at checkpoints, how to identify and address trafficking cases without doing harm.
- Identify and assist girl and boy survivors of trafficking: ensure safe spaces for survivors, including legal, medical and psychosocial support
- Ministry focal points to be identified to coordinate with child protection actors for the prevention, identification and response to child and adult trafficking.

For all actors providing humanitarian assistance

- Identify, strengthen, monitor and disseminate reporting channels and referral systems to all stakeholders working in the camps, settlements and host communities including all humanitarian actors.
- Provide support for self-reliance and livelihoods to address one of the main causes of trafficking.
- Increase awareness among refugees and host community about trafficking, how to identify risks early, reporting channels and available services.
- Adolescent clubs to include in programming on trafficking risks for adolescents.
- Stay alert to any sign that may indicate the presence of traffickers, networks, survivors as well as the emergence or multiplication of exploitive practices amongst Rohingya and host communities.
- Provide lights in the camp, especially to protect children and women when they go to the latrines at night, and provide alternative sources of fuel for households to prevent children going to the forest.

For Donors

- Continue funding for improved living conditions and decreasing the vulnerability of the refugees to reduce these push factors for trafficking.
- Provide funding for programmes to prevent and respond to trafficking.
- Provide funding for livelihood programmes to reduce the risk of trafficking.

3.2.6 Psychosocial distress

Most children who have experienced stressful situations and violations of their rights will initially show changes in behaviour, emotions, social relations and physical reactions. Reactions such as sleeping problems, nightmares, withdrawal, guilt and concentration problems are normal reactions to adverse events[35], and can be overcome with time and support from caregivers and the wider community, in combination with resuming daily routines and creating structures for predictability and safety. Younger children may find it especially difficult to recognise and verbalise when they are experiencing stress. If support is not provided, children may develop negative coping mechanisms, which perpetuates rather than heals their distress. This can later manifest as behavioral and emotional disorders, neuroticism, and PTSD symptoms.[36]

[35] *Child Protection Working Group (CPWG). 2012.Minimum Standards for Child Protection in Humanitarian Action.*

[36] *Khamis, Vivian. 2015. Coping with War Trauma and Psychological Distress Among School-Age Palestinian Children. https://www.researchgate.net/publication/271773197_Coping_With_War_Trauma_and_Psychological_Distress_Among_School-Age_Palestinian_Children*

If adequate support is not provided, prolonged exposure to violence and risk continues, in addition to very difficult living conditions, stress and uncertainty, this has been found to leave children in a state of "toxic stress" which can disrupt the development of the brain and increases the risk of physical health problems such as diabetes, heart disorders and mental health conditions in adulthood (such as depression, anxiety and PTSD).[37] Severe and/or prolonged experience of distress also has an impact of on children's social development and can affect their ability to form nurturing relationships with others, as well as being a risk factor for development of negative coping strategies.

The questions around psychosocial distress proved to be difficult question for enumerators, as the concept 'distress' was not easily understood. The Rohingya word for 'distress' was added to the Kobo questionnaire for exactly this reason.

The JRNA confirmed psychological distress as an issue. 50% of respondents confirmed that they noticed signs of distress /changes in certain children's behaviour in the last three months.

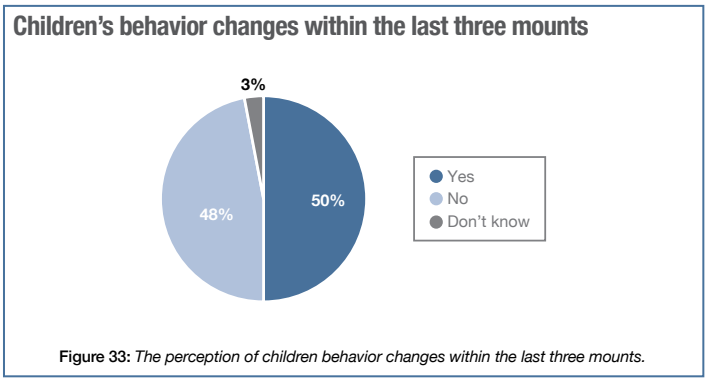

Figure 33: *The perception of children behavior changes within the last three mounts.*

In terms of behaviour change indicating distress, the majority of respondents, indicated the top five behaviour changes for both boys and girls to be the same. They were listed as: crying/sadness, disrespectful behaviour, unwillingness to participate in everyday activities, preference on staying alone and increased aggression.

Additionally, substance abuse was highlighted as an issue for both boys and girls. Ya ba (tablets containing a mixture of methamphetamine and caffeine) is being used among children and adolescents, and some teachers and parents also mentioned drinking of 'liquid', i.e. alcohol. It was mentioned that it is easy to access these drugs. In particular for girls, the responses confirming that girls are abusing substance was found to be surprisingly high (14%). This may be related to the fact that a high number of girls are selling Ya ba to earn money.

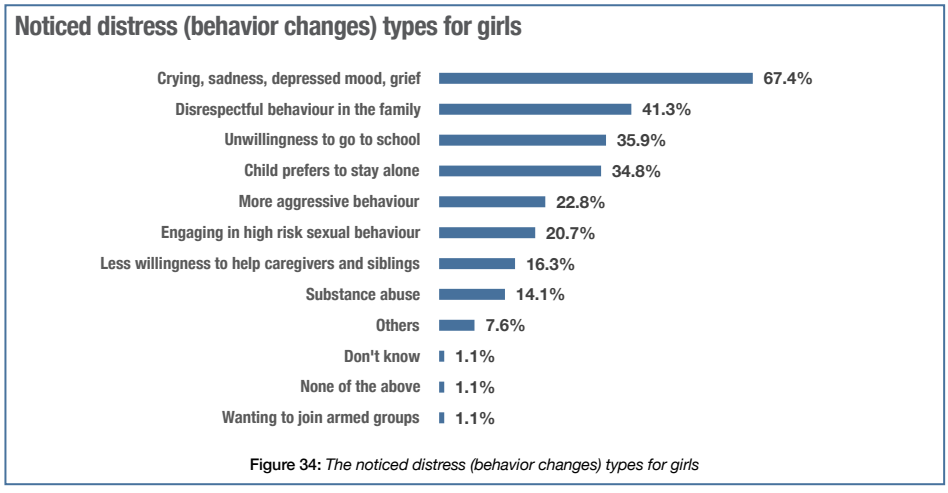

Figure 34: *The noticed distress (behavior changes) types for girls*

[37] *Brophy, M. (2017). The impact of six years of war on the mental health of Syria's children. London: Save the Children. https://www.savethechildren.org.uk/content/dam/global/reports/emergency-humanitarian-response/invisible-wounds.pdf*

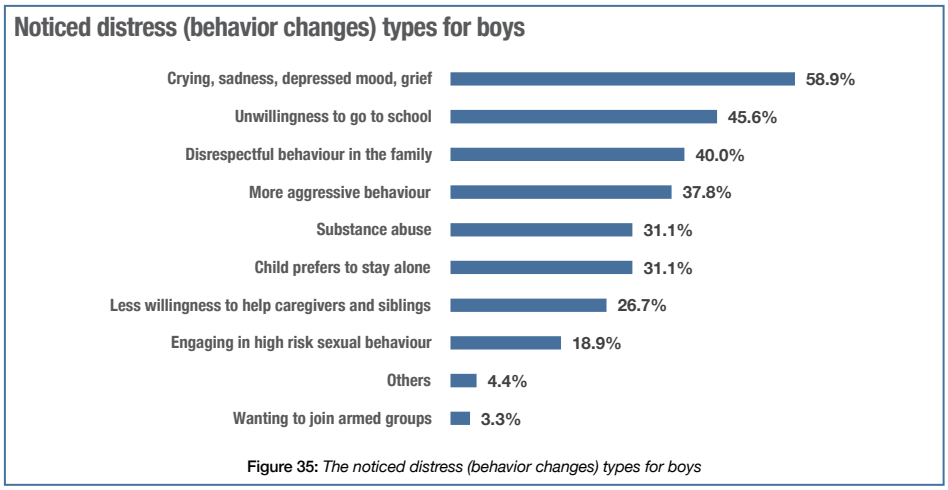

Figure 35: *The noticed distress (behavior changes) types for boys*

The highest percentage of distress (45% of respondents) came from parents in refugee communities. It was found that in the host community, teachers say there's a strong behavior change in children (77%) and parents reported 53%. This may be the result of a negative perception of refugee children and/or the impact of refugee children on host community dynamics.

For instance, it has been reported that the behaviour in the host community adolescents has changed (e.g. way of wearing one's shirt, haircut), so it's likely that also other behavioural exchanges are happening. The same was found within the camps. Teachers were more sensitive to the behavioural changes of children than parents.

Reasons for behaviour change

Memory of violence before movement was listed as the main cause of distress for both boys and girls (78.3% and 66.2 % respectively). For girls, exposure to sexual violence and witnessing violence are amongst the top three reasons for behaviour change and distress (44.1% and 41.2%). In addition to memories of violence, for boys the key drivers for distress are: missing family (43.5%) and lack of schooling and recreational activities (42%).

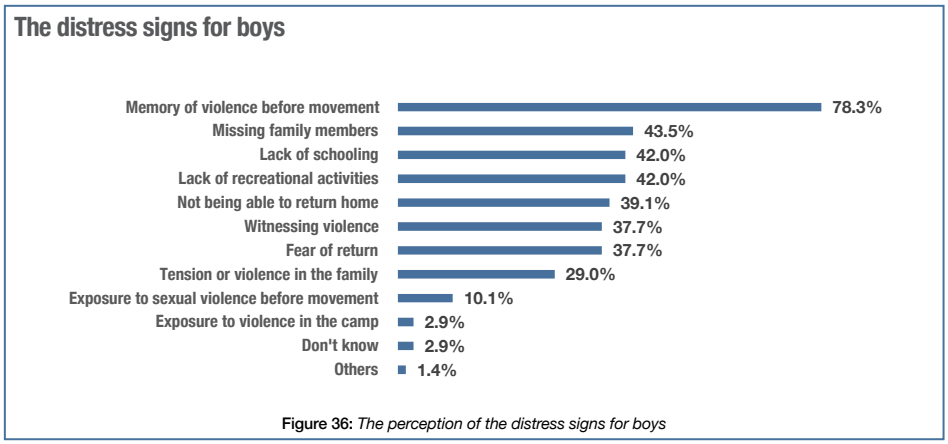

Figure 36: *The perception of the distress signs for boys*

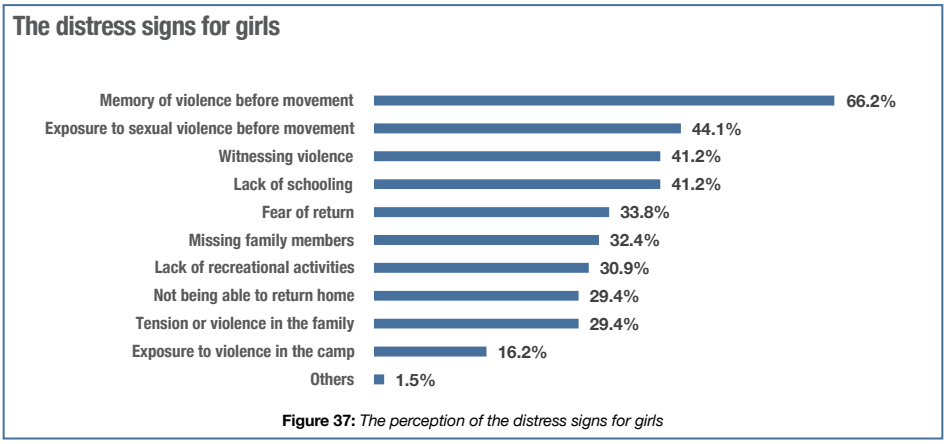

Figure 37: *The perception of the distress signs for girls*

As illustrated in the tables above, "fear of return" is a significant cause of distress. This has also been confirmed by the results of the 'Rohingya Crisis, Children's Consultation Preliminary Results'[38] which highlights that "young boys aged 7-10 years old often hear quarreling between people in the camps, and they have also heard rumours that the Bangladeshi government will force them to go back to Myanmar".

The assessment findings about both lack of schooling/ recreational activities was also confirmed by the results of the 'Rohingya Crisis, Children's Consultation Preliminary Results'[39], where children are quoted saying: "We live a captive life here. So, we cannot do anything that we want to do. We cannot play here because there is not enough space and we cannot go and visit our relative's house. I want my old life in Myanmar back". (Refugee boy from the 11-14 age group)

More reflections from boys and girls in Nayapara and Kutupalong stated that: "The children requested to get access to Bangladeshi school so that they can develop their minds". "Set up schools or organise learning activities, or expand ongoing school activities to ensure all children can go to school".

Community support mechanisms

Respondents mentioned several community support alternatives. Parents and relatives scored highest, whilst NGOs, peer groups, religious leaders, Mahjis, child friendly spaces and social workers were also mentioned with similar responses relating to boys and girls.

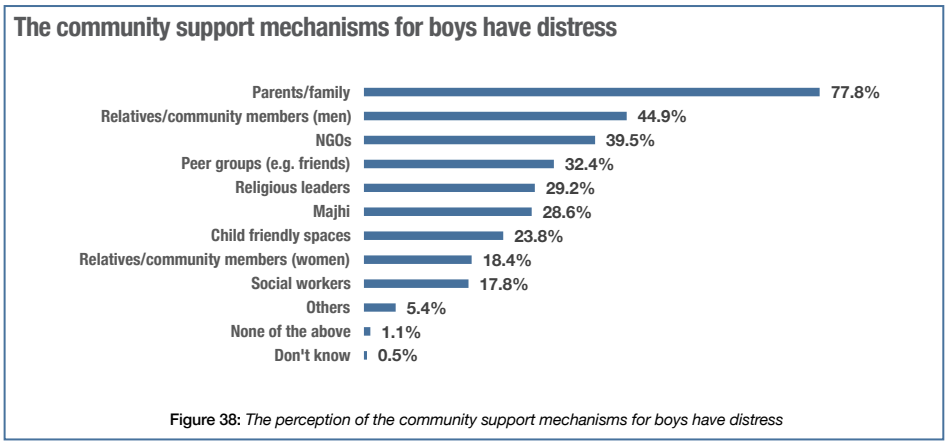

Figure 38: *The perception of the community support mechanisms for boys have distress*

[38] *UNHCR Preliminary Results. Dec 2017. Rohingya Crisis – Children's Experiences in the Rohingya Crisis*

[39] *ibid*

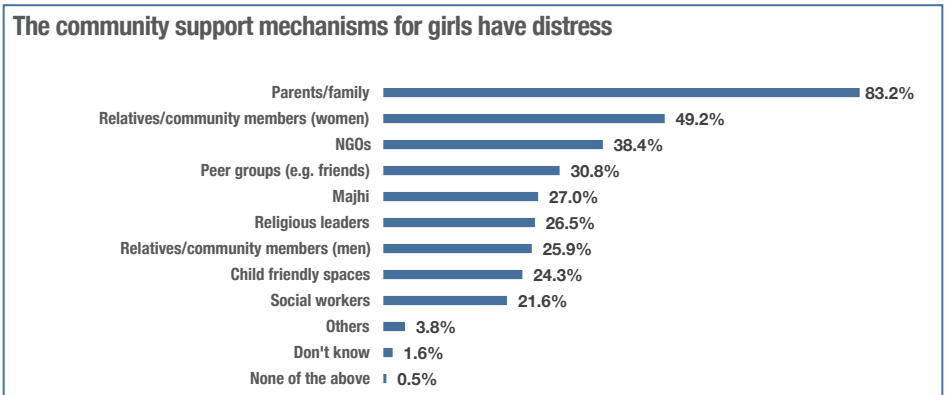

Figure 39: *The perception of the community support mechanisms for girls have distress*

Only few respondents ranked social workers as part of a community support mechanism for boys and girls. According to 'Rohingya Crisis, Children's Consultation Preliminary Results'[40]. "The children shared that they trust mahjis and army officers, even though they are a little scared of the army officers but they find them helpful". It is clear that social workers are not specifically mentioned as reference/ support people for both the boys (18%) and girls (22%) in the community. Boys are not being targeted by social workers as much as girls are. On the other hand, the respondents' perception highlights that the visibility of social workers within the community is quite low.

Perceived vulnerabilities of children

In order to effectively address child protection issues, it is important to recognise that child protection is not only a stand-alone issue, but also a cross-cutting issue that must be integrated into all aspects of a humanitarian response. Activities across all sectors should promote and respect the rights and dignity of boys and girls and ensure that their activities do not lead to or perpetuate discrimination, abuse, exploitation or violence.

Respondents highlighted different cross-cutting issues in regards to children when responding to the question "Are there children suffering more than other children in your block?" More than half of the respondents (57%) from all population groups mentioned that children with disabilities experienced a higher level of suffering.

The respondents' answers are confirmed by the results of the Arbeiter-Samariter-Bund and the Centre for Disability in Development Bangladeshi[41] report, which stated that "There is, in general, a limited awareness and practice of identifying persons with disabilities and their needs within the response".

The JNRA assessment findings also confirmed the results of the UNHCR Community Assessments within the Refugee Camps and Host Community in Cox's Bazar, stating that "males and females with disabilities reported that they were worried about children with disabilities not going to school".

Another reflection stated that "males and females with disabilities relied on persons without disabilities. Those with disabilities faced increasing challenges in order to access water. It would often take them two hours to walk to the water point, and they often relied on others to fetch it for them". Another reflection confirms that "males and females with disabilities often relied on their neighbour's children to collect water and often had to drink less".

[40] *ibid*

[41] *Arbeiter-Samariter-Bund (ASB) and the Centre for Disability in Development (CDD) Bangladesh.2017. Rohingya Refugee Crisis in Bangladesh: Age and Disability Inclusion - Rapid Assessment Report https://reliefweb.int/report/bangladesh/rohingya-refugee-crisis-bangladesh-age-and-disability-inclusion-rapid-assessment*

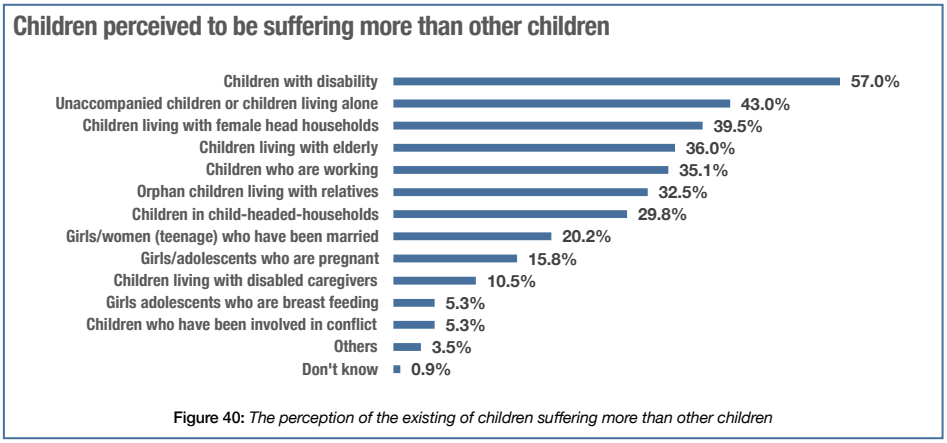

Figure 40: *The perception of the existing of children suffering more than other children*

Additionally, the majority of respondents reported that some children were suffering more than other children who were living with a female or child-headed households or relatives. Respondents also highlighted some fundamental cross-cutting issues when discussing children who were seen to be suffering more than others. These included adolescents who had been married, adolescents who were pregnant (16%) or breast feeding (5.5%) and children who had been involved in conflict (5.3%).

Key Issues and Recommended Actions

For the Government

- Strengthen the protective environment for children, that enhances their self-resilience and addresses psychosocial distress by providing supportive activities and establish referral pathways for specific cases of children with abnormal levels of distress.
- Provide adequate and safe space for the delivery of child protection services including psychosocial support.
- Establish a monitoring and evaluation system for psychosocial support activities to measure the improvements in psychosocial well-being and gaps to be addressed by ongoing programming.
- Provide the opportunity for children to access formal education, particularly for adolescent girls and boys.

For all actors providing humanitarian assistance

- Increase the availability of mental health services for boys and girls, as well as their caregivers, who have lived through traumatic events.
- Strengthen referral mechanisms, in particular to mental health services for girls, boys, parents and caregivers showing abnormal levels of distress.
- Parents and caregivers to be sensitized on how to support and care for children who are showing symptoms of distress.
- Disseminate contact lists and referral pathways for psychosocial and mental health services in nutrition and health centres.
- Areas for child friendly spaces and recreational play need to be continuously included in the site planning, with sufficient space to ensure minimum standards and safe location.
- Provide quality child protection activities for children and adolescents in the community and

schools to build their resilience and heal.

- Train teachers on psychosocial support so they know how to respond to distressed boys and girls as well as provide support to teachers to manage their own wellbeing.
- Raise awareness in schools of the symptoms of psychosocial distress and strategies deal with such distress.
- Continue and increase the provision of recreational and life skills activities for adolescents.
- Carry out sensitization sessions, in particular with adolescent, community based child protection committees, Imams, Madjis, parents and in community and health centres about the negative impact of substance abuse
- Provide targeted interventions and support to adolescent boys and girls to prevent substance abuse and drug trafficking through adolescent club programming.
- Provide access to informal and formal education opportunities, with a particular focus on the engagement and retention of adolescent girl students.
- Provide lights, books, notebooks and pencils to support children's education (direct request of children).

For Donors

- Provide adequate funding for comprehensive psychosocial and mental health support to children.
- Further financial support is necessary to scale up adolescent club programmes which will build the resilience of adolescents, and reduce negative coping mechanisms such as substance abuse.

3.2.7 Child Labour

In emergencies, children are vulnerable to child labour due to losing thier possessions, shelters and the family breadwinner. This includes the worst forms of child labour (hazardous work, forced labour, use in armed conflict, trafficking and sexual or economic exploitation).[42]

For Rohingya boys and girls, 74% of key informants mentioned children are engaged in work, both paid and unpaid. This could reflect pre-crisis customs as well as negative coping mechanisms.

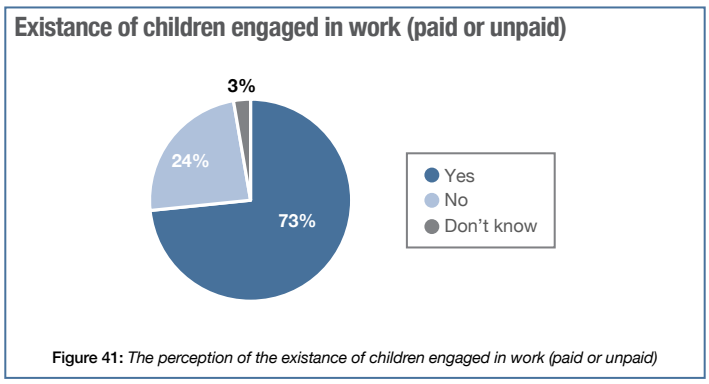

Figure 41: *The perception of the existance of children engaged in work (paid or unpaid)*

[42] *Child Protection Working Group (CPWG). 2012. Minimum Standards for child protection in humanitarian action.*

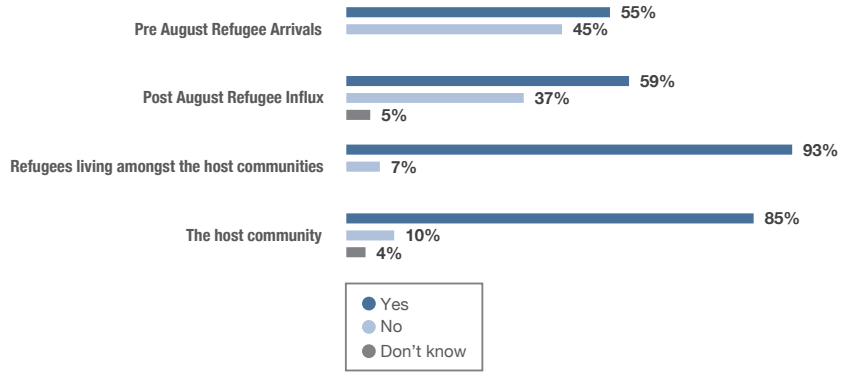

Figure 42: *The perception of the existance of children engaged in work (paid or unpaid) within four population types*

The respondents from the refugees living within the host community and the host community population groups indicated the highest rates of children engaging in paid and unpaid work (93% and 85 % respectively). Almost half of the respondents both from the pre-August (55%) and post-August (59%) population groups mentioned that children were engaging in work.

The assessment findings in both the host community and the refugees living in the host community are confirmed by the results of the 'Rohingya Crisis, Children's Consultation Preliminary Results' which highlights that host community children and their families have no access to food from organization's. The report states that "Small-scale income generating opportunities (e.g. small shops) for host communities were established. This resulted in new responsibilities in regards to children to assisting the business", and "Children from the household engaged in the newly started business. This has improved food quality and consumption within their households".

The assessment also mentioned that many adolescent boys are engaged in helping run their family's newly-created shops and express that they are happy to be earning some money. This situation could be a contributing factor in explaining why children do not want to attend school, as reported by almost 50% in both host community and among refugees living within host communities.

Within the camp settings, almost half of key informants reported that children were working within both the pre-August and post-August population groups. The 'Rohingya Crisis, Children's Consultation Preliminary Results" also confirms these assessment findings. The report highlights that "Boys relayed in the Barmapara and Balukhali camps that they can access food here without working however, variety of food is an issue. Availability of staple food is fine, however limitations on having money to buy these food items is an issue". Therefore, they have to work in order to access the staple food.

When looking into the types of work boys and girls are involved in, the main differences seem to be that boys were mainly working outside, whereas girls were generally kept inside. The JRNA assessment findings about what types of work boys and girls are involved in is confirmed by IOM and an independent. Reuters highlights that "Rohingya boys and girls as young as seven years old were confirmed to be working outside of the settlements. According to the findings, boys tended to work on farms, construction sites and fishing boats, as well as in tea shops and as rickshaw drivers ".[43]

[43] *Reuters, Allard T.,Wilkes T.2017. Exclusive: $6 for 38 days work.*
https://www.reuters.com/article/us-myanmar-rohingya-exploitation/exclusive-6-for-38-days-work-child-exploitation-rife-in-rohingya-camps-idUSKBN1DD05A

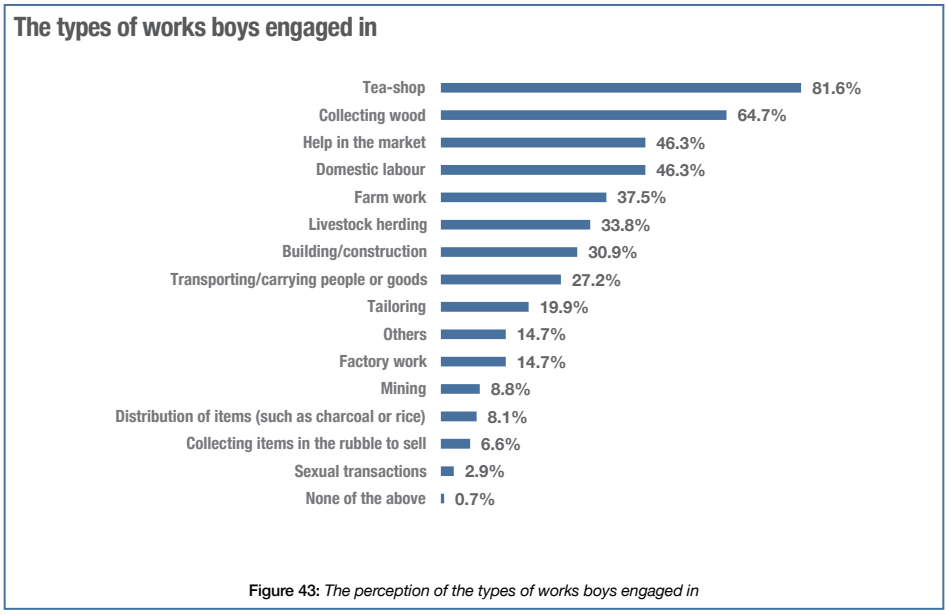

Figure 43: *The perception of the types of works boys engaged in*

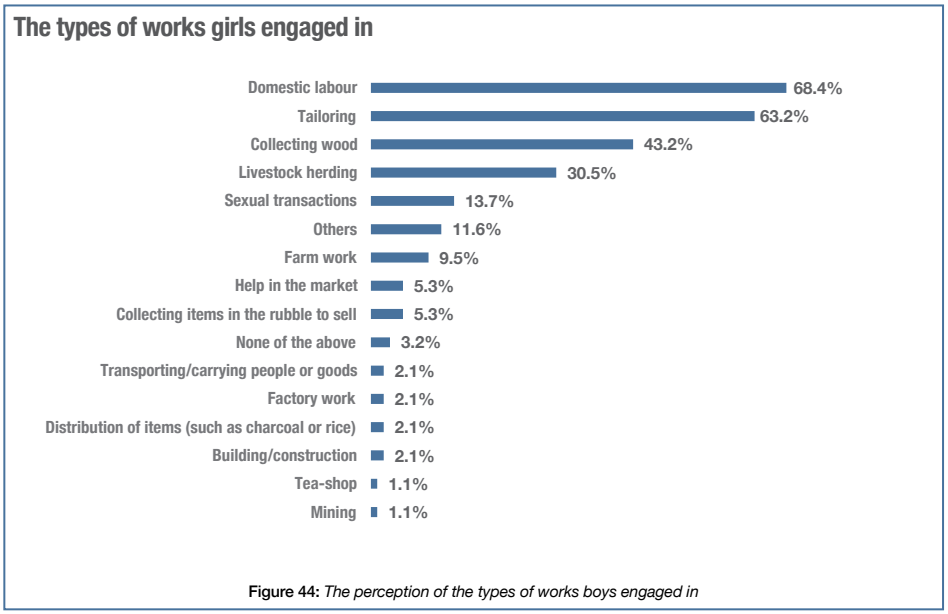

Figure 44: *The perception of the types of works boys engaged in*

The enumerators confirmed that families were being offered money if their girls go and work as domestic workers, based on the promise of a monthly salary. According to Reuters, "Girls typically work as maids and nannies for Bangladeshi families, either in the nearby resort town of Cox's Bazar or in Chittagong, Bangladesh's second-largest city, about 150 km (100 miles) from the camps".[44]

The IOM findings and IOM anti-trafficking specialists have called attention to the sexual transactions that take place. The JRNA highlighted that girl's involvement in sexual transaction is at a rate of 14% and boys involvement is at 3%. According to an IOM anti-trafficking specialist "the exploitation had become "normalised" in the camps. Human traffickers usually adapt faster to the situation than any other response mechanism can. It's very important that we try to prevent this. Funding dedicated to protecting Rohingya men, women, boys and girls from exploitation and abuse is urgently needed.[45]

[44] *ibid*

[45] *ibid*

Key Issues and Recommended Action

For the Government

- **Coordinate** with all key national stakeholders in the prevention and response to child labour, including the Ministry of Labour and Employment, Ministry of Education and the Ministry of Social Welfare, as well as workers' and employers' organizations and civil society, to reinforce programmes to prevent and respond to child labour amongst the refugees and the host communities.
- Law enforcement agencies to strengthen efforts to enforce child labour law.

For all actors providing humanitarian assistance

- Raise awareness about child labour in camps and communities through programming.
- Ensure international agencies include stipulations about age of employees in all contracts (including sub-contractors, goods and services, institutional contracts, etc.).
- Identify girls and boys involved in, or at risk of becoming involved in child labour, provide case management assistance and access to learning opportunities.
- Provide livelihood opportunities for adults and children of working age to reduce the risk for under-age children to become involved in child labour. Adolescents requested Technical and Vocational training (TVET) so they can develop skills and have the opportunity to support themselves and their families financially.

For Donors

- Prioritize funding for innovative livelihood skills building programmes for adolescents in the camps, settlements and host community.
- Provide financial support for livelihood programmes for adults and children of working age to reduce the risk of underage children engaging in child labour. Funding dedicated to protecting Rohingya men, women, boys and girls from exploitation and abuse is urgently needed.[46]

[46] *ibid*

4 COMMON KEY ISSUES AND RECOMMENDED ACTIONS FROM CPIE AND EIE SECTORS

The common key issues and recommended actions from EiE and CPiE sectors was prepared in line with the Global Protection Cluster and the Global Education Cluster One vision: Four Solutions approach.[47]

The key issues and recommended actions were formulated for the Government, for all actors providing humanitarian assistance and for donors to ensure that boys and girls living in emergencies have equitable access to quality education and grow up free from abuse, neglect, exploitation and violence. The key issues and recommended actions are summarized below under four main solutions.

1 Help children and families (caregivers) recover from conflict and disaster situations

The longer children remain out of school, the less likely it becomes that they will return. Supporting their return to school is an important part of recovery. Addressing child protection issues such as child labour can ensure that children are able to attend school. Programmes to support families with food, non-food items, and livelihood support can facilitate enrolment in school – as well as prevent early marriage, child labour, recruitment, and other forms of exploitation.

In this section, the key issues and common recommended actions focus on 'unaccompanied and separated children', 'child labour', and 'child marriage'. For further detailed recommendations please refer to section 3.2 Child Protection in Emergencies.

For the Government

- **Prevent** child labour and child marriage through awareness raising, and promote multi-sectoral approaches combining education, child protection and poverty alleviating interventions.
- **Enable access to education for all girls and boys** to ensure that refugee children and youth resume their participation in learning programmes which will help them regain a sense of normalcy and also mitigate negative coping mechanisms.
- **Strengthen and support** family unity in order to combat family separation, including separation that occurs during refugee crossings at border points.
- **Coordinate** with all key national stakeholders in the prevention and response to child labour, including the Ministry of Labour and Employment, Ministry of Primary and Mass Education, and the Ministry of Social Welfare, as well as workers' and employers' organizations and civil society, to reinforce programmes that prevent and address child labour issues amongst refugees and host communities.
- **Law enforcement** agencies to strengthen efforts to enforce child labour and child marriage laws.

[47] http://educationcluster.net/wp-content/uploads/2015/09/Child-Protection-and-Education-in-Emergencies-Increase-effectiveness.pdf
One vision: Four solutions. Vision: Boys and girls living in emergencies have equitable access to quality education and grow up free from abuse, neglect, exploitation and violence. Four solutions: 1. Help children and families recover from conflict and disaster situations. 2. Keep children safe. 3. Strengthen children's participation in the humanitarian response. 4. Invest now to secure future gains.

For all actors providing humanitarian assistance

- **Raise awareness and create partnerships with** key community influences to ensure that children do not engage in exploitative and hazardous work.
- **Build on existing community capacity** to support unaccompanied and separated children and their caregivers, and address and respond to child labour and child marriage including sensitization, basic awareness about referrals, life-skills, and addressing risk-taking behavior.
- **Mobilise communities to** regularly take part in overseeing student enrollment, retention and attendance and encouraging parental engagement in children's education as part of the recovery process.
- **The Child Protection Sub-Sector and Education Sector continue to work together** in order to promote and coordinate responsive efforts to child labour and early marriage through enrollment and student retention strategies, and ensure that unaccompanied and separated children are protected and have access to learning.
- **Conduct school- based awareness raising** activities to prevent abuse and violence against children.
- **Establish and strengthen** community-based child protection committees and teacher/school-based committees to raise awareness and identify children at risk of child protection issues including child labour.

For Donors

- **Advocate for education** as a lifesaving humanitarian response, which provide children with safety and protection from violence, exploitation and abuse including child labour and child marriage.
- **Provide** the necessary **financial support** to provide comprehensive case management and family tracing for all unaccompanied and separated children, as well as for support to children who are at high protection risk or who are victims of violence, exploitation and abuse including child labour and child marriage.
- **Provide funding** for local and international **actors** to conduct further research into the underlying factors of child marriage amongst the Rohingya and provide funding for programmes to prevent and respond to child marriage.

2 Keep Children Safe

Children need schools to be places of safety and to provide an environment where peers and teachers are sources of support. Schools should provide lifesaving information and strengthen critical survival skills and children's resilience to cope with different sources of stress. In school, children can learn to protect themselves from violence, exploitation and abuse, how to access services and how to prepare for the effects of natural disasters.

In this section, the key issues and common recommended actions focus on 'risk and safety', 'trafficking', 'physical violence' and 'access and learning environment'. For further detailed recommendations please refer to section 3.1 Education in Emergencies and section 3.2 Child Protection in Emergencies.

For the Government

- **Prevent** unsafe, harmful, and life-threatening situations and circumstances for both the host community and Rohingya refugee boys, girls and adolescents.
- **Strengthen the protective environment for refugee children** who are at risk of violence, exploitation and abuse including establishing joint referral pathways with humanitarian actors to respond to the needs and provide services to children.
- **Ministry of Social Welfare focal points** to be identified for direct contact and coordination with child protection actors including regular meetings and sharing of information, to enable a coordinated response to address the needs of children and child protection cases.
- **Enforce road rules and speeding laws**, improve road safety signage, conduct awareness raising with drivers and strengthen complaint mechanisms to reduce injuries and avoid deaths on the roads near the refugee camps, settlements and in the host community.
- **Provide and allow** temporary and permanent **education facilities**, including learning spaces and child-friendly spaces, which are in safe locations, child-friendly and protective, accessible to the most vulnerable and marginalized including children with disabilities, and resilient to natural hazards and disasters.
- **Support** the establishment of national and sub-national **contingency plans in education**, based on national Disaster Risk Reduction systems and practices and in compliance with International Network for Education in Emergencies **(INEE) Minimum Standards (2010)**.
- **Consider that substance** abuse is not only a criminal justice issue. A public health approach to drug-related violence offers a way of better understanding, responding to, and ultimately preventing the violence that is related to illicit drug use.

For all actors providing humanitarian assistance

- **Ensure the construction of TLCs in safe locations** based on agreed structural designs and in compliance of minimum standards.
- **Develop further strategies** to build the capacity learning instructors and teachers in schools and TLCs to provide child friendly-education in a safe environment.
- **Provide flexible learning opportunities** in child, disability and gender-sensitize environments to ensure accessibility and meet the learning needs of vulnerable groups, especially adolescent girls, child labourers, children with disabilities and child-headed households, among others.
- **Create a safe environment for girls' access to education facilities**, including gender-segregated latrines, recruiting female teachers, linking to cash-based interventions and supporting menstrual hygiene management interventions.
- **Roll out and support national and sub-national contingency plans** to support educational continuity, including plans and criteria to limit the use of schools and TLCs as temporary shelter, and school disaster risk reduction planning.
- **Alert** all stakeholders, authorities, communities, parents, adolescents and children about the potential risks and dangers associated with 'risks and safety', substance abuse, trafficking, and physical violence, and raise awareness on the importance of community and school-based measures to protect children from these.
- **The Child Protection Sub-Sector and the Education Sector to work** together with Ministry of Social Welfare focal points to address the risks associated with safety, substance abuse, trafficking, and physical violence through child protection and education programmes.
- **Stay alert** to any signs that may indicate the presence of **traffickers**, networks or survivors as

well as the emergence or increase of exploitive practices amongst Rohingya and host communities.

- **Carry out capacity building** for all humanitarian actors so that they can contribute to preventing and responding to child and adult trafficking.

For Donors

- **Advocate for education** as a protective mechanism for children, which will provide improved protection for children from risky and unsafe situations, substance abuse, trafficking and physical violence.
- **Allocate funding in specific areas of 'risk and safety' programming** including addressing school safety and interventions that prevent and respond to cases of child trafficking.
- **Prioritize and support** the establishment of national and sub-national contingency plans in education, based on International Network for Education in Emergencies (INEE) Minimum Standards (2010).

3 Strengthen children's and youth's resilience and self-reliance

Humanitarian efforts are most effective, and most protective when girls and boys of different ages input into assessment, design, implementation and monitoring - and schools are an ideal place for coordinating this engagement with children. In schools, children can actively define their needs and strengths and build their capacity over time – thereby making the humanitarian response more effective and sustainable. At the same time, participation can be a positive and educational experience for children. Being in school, and helping shape responses to the crisis can help reduce children's feelings of helplessness and promote wellbeing.

In this section, the key issues and common recommended actions focus on 'psychosocial distress', 'community support mechanisms', 'teaching and learning'. For further detailed recommendations please refer to sections 3.1 Education in Emergencies and 3.2 Child Protection in Emergencies.

For the Government

- **Enable access to education for all girls and boys** through life-long learning opportunities to enhance self-reliance including basic as well as secondary education for adolescent boys and girls.
- **Strengthen the protective environment for children** that addresses psychosocial distress by providing supportive activities and establish referral pathways for specific cases of children with abnormal levels of distress.
- **Establish linkages** between schools, temporary learning spaces and child friendly spaces for multi-purpose use and to enhance **child protection referral systems**.
- **Establish a monitoring and evaluation system** for psychosocial support activities to measure improvements in psychosocial well-being and gaps to be addressed by ongoing programming.
- **Strengthen the coordination** of the Ministry of Education, Ministry of Social Welfare, Ministry of Women and Children Affairs and Child Protection Sub-Sector and Education Sector to provide **additional** adequate and safe **space for learning and child friendly spaces** for the delivery of child protection and education services as well as psychosocial support to boys and girls, in-

cluding children with disabilities.

- **Provide additional space for adolescent clubs** for the delivery of psychosocial support, life skills and resilience building activities for adolescent girls and boys.
- **Develop a learning package for Rohingya** children and youth that is relevant and culturally appropriate for refugee children and approved and aligned with standards from the Ministry of Education and Ministry of Primary and Mass Education and the Education Sector.
- **Special consideration** must be made to ensure a balance of male and female teachers in refugee setting

For all actors providing humanitarian assistance

- **Increase** the availability and space allocation to School **Based Psychosocial Support and Social Emotional Learning Programmes (PSS SEL), Child Friendly Spaces (CFS) and Mental Health (MH)** services for boys and girls, as well as their parents, caregivers and teachers.
- **Seek synergies in multi-sectoral interventions** to ensure complementary to promote family self-reliance.
- **Build the capacity of parents, caregivers, and teachers** in refugee and host community settings on how to support children and how to deal with distress. Train teachers on psychosocial support so they know how to respond to distressed boys and girls.
- **Strengthen referral mechanisms**, in particular to mental health services for girls, boys and caregivers with particularly strong distress.
- **Develop dedicated youth programming** on life skills, vocational training, and basic literacy and numeracy based on real world requirements (for instance, setting up micro enterprises, family-based production of food and non-food items, access to e-knowledge networks) to optimize family outcomes in terms of income and social well-being.

For Donors

- **Prioritize** the development of **self-reliance** in children and young people, by ensuring adequate resources to support comprehensive programming on life skills, psychosocial and mental health support to children.
- **Scale up** innovative programmes for adolescents, including life skills, vocational training, and basic literacy and numeracy, and adolescent clubs which will build their resilience and **reduce negative coping mechanisms** such as substance abuse.

4 Invest now to secure future gains

Good quality, accessible education can counter the underlying causes of violence, by fostering values of inclusion, tolerance, human rights and conflict resolution. Early and adequate investments in education and child protection during and after emergencies are crucial in order to reduce needs and vulnerabilities in the future.

In this section, the key issues and common recommended actions focus on the aspect of 'Coordination (Education Actors)'. For further detailed recommendations please refer to section 3.1 Education in Emergencies.

For the Government

- **Ensure better coordination** mechanisms and **clarify policies and guidelines** with respect to Rohingya education and livelihood opportunities.

For all actors providing humanitarian assistance

- **Develop** innovative flexible learning approaches **for district-wide support** in both Rohingya and host populations, to reach different age cohorts of out of school children and youth that will ensure vulnerable groups meet their learning needs.
- **Develop retention and capacity development** of both, host community teachers and learning facilitators, in collaboration with the District Primary Education Office, through supportive supervision and provision of teaching professional development opportunities in pedagogy, PSS, subject-based instruction, and life-skills, among others. Special consideration must be made to ensure a **balance of male and female teachers**.
- Complement learning activities with sports, recreational, and co-curricular activities that focus on developing community and individual capacities to promote inter and intra social cohesion and resilience building among refugees and host communities.
- **Conduct** further **research** to assess the possibility of involvement of other stakeholders, such as private sector, academia, madrassas and religious leaders, specialized professional organizations.

For Donors

- Ensure that Cox' Bazar district is prioritized for robust district-wide interventions in education, including programmes to improve the quality of teaching and learning.
- Advocate with national government counterparts to achieve greater policy clarity with respect to Rohingya education in line with the provisions of the Convention on the Rights of the Child, where state parties are responsible for the education of children in their jurisdiction, regardless of their immigration status.

For further guidance, the Global Education Cluster and the Global Child Protection AoR have provided the following checklist for all education and child protection actors in emergencies:[48]:

1. Promote the idea of 'student' as a status- whether formal or informal, this status can protect children from violence and exploitation, or bolster a sense of identity and inclusion for many.
2. Build schoolchildren's skills in listening, problem-solving and conflict resolution. This will help create stronger social cohesion and a more respectful and safe educational environment.
3. Set up joint child protection, education and psychosocial interventions to mitigate the serious risks that children face.
4. Conduct follow-up work to find children who do not attend school, either as a result of the emergency or because they were previously out of school. This will further aid in identifying those at-risk.
5. Provide quality and safe education for all children impacted by crisis and invest in strengthening national and community-based child protection systems and services. Also, tailor programmes to benefit all children, including those with special needs.

[48] *ibid*

6. Secure timely and adequate funding for child protection and education interventions.
7. Ask community members to help design education activities in a way that is protective of teachers, learners and the school environment.
8. Link schools or temporary learning spaces to providers of other social services (e.g. health, psychosocial and legal) through referral mechanisms (established systems by which teachers may refer children with needs to appropriate professionals of other social services).
9. Establish a safe complaint mechanism where community members can report threats to their safety and receive a timely response. Collect anonymized data on complaints for policy makers and practitioners to use.
10. Distribute protective information to teachers, students and parents, such as how to identify unexploded ordnance/explosive remnants of war, or reports of areas within which escalations of violence are expected.

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ANNEX 1

Table of Eligible Sites by Population type (scenario)

Location Name	Location Type	Latitude	Longitude	District	Upazila
Ali Kong	Host Communities	21.5767165	92.16460197	Cox's Bazar	Ramu
Alir Dail	Host Communities	20.81857184	92.28970503	Cox's Bazar	Teknaf
Alirjhaha	Host Communities	21.43971443	91.99677472	Cox's Bazar	Cox'S Bazar Sadar
Amitul Jolpaituli	Border Point			Bandarban	Naikhongchhari
Anjumapara	Border Point	21.159415	92.17525	Cox's Bazar	Ukhia
Baharchora	Host Communities	21.01758926	92.18629158	Cox's Bazar	Teknaf
Balukhali Damonkhali	Host Communities	21.17019868	92.1568499	Cox's Bazar	Ukhia
Balukhali MS	Makeshift Settlement	21.19138717	92.15891326	Cox's Bazar	Ukhia
Balukhali Pachim	Host Communities	21.189642	92.167476	Cox's Bazar	Ukhia
Barmapara	Host Communities	21.4861354	92.08833596	Cox's Bazar	Ramu
Bazarpara	Host Communities	20.76767765	92.33418861	Cox's Bazar	Teknaf
Bhuturuchara	Border Point	21.34778	92.22139	Bandarban	Naikhongchhari
Borbil	Host Communities	21.32255425	92.12151663	Cox's Bazar	Ukhia
Borchora	Host Communities	21.3951531	91.99953951	Cox's Bazar	Cox'S Bazar Sadar
Borochara para	Border Point	21.346763	92.225282	Bandarban	Naikhongchhari
Borochonkhola	Border Point	21.348842	92.21833	Bandarban	Naikhongchhari
Britishpara	Host Communities	20.94711355	92.25818987	Cox's Bazar	Teknaf
Chabagar	Border Point			Bandarban	Naikhongchhari
Chakboita	Host Communities	21.27340771	92.15663755	Cox's Bazar	Ukhia
Chakmarkul	New Spontaneous Site	21.13659432	92.15830587	Cox's Bazar	Teknaf
Chonapara	Host Communities	20.97100155	92.24310527	Cox's Bazar	Teknaf
Chowdhurypara	Host Communities	21.24435803	92.14084962	Cox's Bazar	Teknaf
Dainggakata	Host Communities	21.11588868	92.17549954	Cox's Bazar	Teknaf
Dakkhin Jaliapara	Host Communities	21.2424048	92.1434156	Cox's Bazar	Teknaf
Deilpara	Host Communities	21.27429696	92.04991181	Cox's Bazar	Ukhia
Dhokkin Kutubdi-apara	Host Communities	21.45174688	91.96055067	Cox's Bazar	Cox'S Bazar Sadar
East Palongkhali	Host Communities	21.14287062	92.15100981	Cox's Bazar	Ukhia
Foliya Para	Host Communities	21.23797873	92.13865804	Cox's Bazar	Ukhia
Ghilatoli	Host Communities	21.13574616	92.17090714	Cox's Bazar	Teknaf
Ghonarpara	Host Communities	21.4887723	92.19632658	Cox's Bazar	Ramu
Goyalmara	Host Communities	21.15203206	92.15562733	Cox's Bazar	Ukhia
Hajimmapara	Host Communities	21.2338364	92.16393129	Cox's Bazar	Ukhia
Hakimpara	New Spontaneous Site	21.16647439	92.14589723	Cox's Bazar	Ukhia
Hasankata	Host Communities	21.5803179	92.14558467	Cox's Bazar	Ramu
Idgaon	Host Communities	21.54667822	92.06885627	Cox's Bazar	Cox'S Bazar Sadar

Immamer Deil	Host Communities	21.14204333	92.08174333	Cox's Bazar	Ukhia
Inani	Host Communities	21.25338214	92.05294286	Cox's Bazar	Ukhia
Islamabad	Host Communities	20.86595045	92.29347883	Cox's Bazar	Teknaf
Jamtoli	New Spontaneous Site	21.16034761	92.14349751	Cox's Bazar	Ukhia
Jommapara	Host Communities	21.27488564	92.08231499	Cox's Bazar	Ukhia
Jumpara	Host Communities	21.06764768	92.14389116	Cox's Bazar	Teknaf
Kainda Vangga	Host Communities	21.3641148	92.01934338	Cox's Bazar	Ramu
Kanjerpara	Host Communities	21.07468277	92.22064644	Cox's Bazar	Teknaf
Kathakhali	Host Communities	21.13524722	92.19405833	Cox's Bazar	Teknaf
Kerontoli	Host Communities	21.1366858	92.16181268	Cox's Bazar	Teknaf
Kiyajor Beel	Host Communities	21.44888643	92.18137111	Cox's Bazar	Ramu
Kochubunia	Host Communities	20.80107215	92.31209463	Cox's Bazar	Teknaf
Kodaliyakata	Host Communities	21.5609816	92.14186563	Cox's Bazar	Ramu
Kunarpara	Border Point	21.203382	92.197422	Bandarban	Naikhongchhari
Kutupalong MS	Makeshift Settlement	21.2076564	92.16125996	Cox's Bazar	Ukhia
Kutupalong RC	Refugee Camp	21.21114034	92.16438316	Cox's Bazar	Ukhia
Lambabeel	Host Communities	21.10080364	92.20911327	Cox's Bazar	Teknaf
Languirbill	Host Communities	20.86719833	92.30331	Cox's Bazar	Teknaf
Leda	Host Communities	20.97729833	92.24743333	Cox's Bazar	Teknaf
Leda MS	Makeshift Settlement	20.97413987	92.24402195	Cox's Bazar	Teknaf
Lombaguna	Host Communities	21.24158782	92.16529465	Cox's Bazar	Ukhia
Lombori	Host Communities	20.87140164	92.25786759	Cox's Bazar	Teknaf
Madarbuniya	Host Communities	21.12167961	92.09655228	Cox's Bazar	Ukhia
Md. Alir Vita	Host Communities	21.235655	92.145435	Cox's Bazar	Ukhia
Md. Shafir Beel	Host Communities	21.20185751	92.0516227	Cox's Bazar	Ukhia
Mohoripara	Host Communities	21.41848938	92.02548898	Cox's Bazar	Cox'S Bazar Sadar
Monirghona	Host Communities	21.13341821	92.19383923	Cox's Bazar	Teknaf
Moriccha	Host Communities	21.31255866	92.09845333	Cox's Bazar	Ukhia
Moriccha	Host Communities	21.31726954	92.09515745	Cox's Bazar	Ramu
Moynarghona	New Spontaneous Site	21.15583267	92.15510172	Cox's Bazar	Ukhia
Mucharkula	Host Communities	21.14894379	92.13800353	Cox's Bazar	Ukhia
Naitongpara	Host Communities	20.87906833	92.29689167	Cox's Bazar	Teknaf
Najirarthek	Host Communities	21.45818268	91.95256925	Cox's Bazar	Cox'S Bazar Sadar
Nayapara	Host Communities	21.06497084	92.22395132	Cox's Bazar	Teknaf
Nayapara RC	Refugee Camp	20.962666	92.250293	Cox's Bazar	Ukhia
Noyapara Muchoni	Host Communities	20.95715493	92.25238501	Cox's Bazar	Teknaf
Noyapara Teknaf	Host Communities	20.80839873	92.31619286	Cox's Bazar	Teknaf

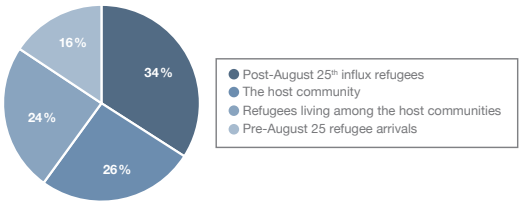
Pachimkul	Border Point	21.19718172	92.18840491	Bandarban	Naikhongchhari
Pahartoli	Host Communities	21.42919267	91.98474017	Cox's Bazar	Cox'S Bazar Sadar
Pallanpara	Host Communities	20.87106113	92.29447661	Cox's Bazar	Teknaf
Pankhali	Host Communities	21.01282304	92.2398574	Cox's Bazar	Teknaf
Panneyesia	Host Communities	21.26817296	92.08949788	Cox's Bazar	Ukhia
Paschimpara	Host Communities	20.96616092	92.24403902	Cox's Bazar	Teknaf
Patabari	Host Communities	21.30478338	92.15162127	Cox's Bazar	Ukhia
Peshkar Para	Host Communities	21.44528787	91.97952323	Cox's Bazar	Cox'S Bazar Sadar
Rahmater Bil	Border Point	21.147995	92.202009	Cox's Bazar	Ukhia
Rejukhal	Host Communities	21.30081487	92.04915168	Cox's Bazar	Ramu
Sadrikhata	Host Communities	21.26662341	92.10984651	Cox's Bazar	Ukhia
Sapmara Zhiri	Border Point	21.352488	92.236803	Bandarban	Naikhongchhari
Seiler Chor	Host Communities	21.23647948	92.15285521	Cox's Bazar	Ukhia
Shahporir Dwip	Host Communities	20.75942413	92.33155214	Cox's Bazar	Teknaf
Shamlapur	Host Communities	21.07635749	92.14547546	Cox's Bazar	Teknaf
Shapotkhali	Host Communities	21.24490739	92.14122884	Cox's Bazar	Ukhia
Shilkhali	Host Communities	21.04017642	92.17334157	Cox's Bazar	Teknaf
Shuknachari	Host Communities	21.39949421	91.99774104	Cox's Bazar	Cox'S Bazar Sadar
Somitipara	Host Communities	21.44659877	91.95762544	Cox's Bazar	Cox'S Bazar Sadar
Sonaichori	Host Communities	21.28351422	92.06705768	Cox's Bazar	Ukhia
Thangkhali	New Spontaneous Site	21.17941003	92.13988213	Cox's Bazar	Ukhia
Thuaingakata	Host Communities	21.35472881	92.11772219	Cox's Bazar	Ramu
Tulatuli	Host Communities	21.2877952	92.15605875	Cox's Bazar	Ukhia
Uluchamri	Host Communities	21.00075379	92.23776871	Cox's Bazar	Teknaf
Unchingprang Chial-lapara	Host Communities	21.09147333	92.21241167	Cox's Bazar	Teknaf
Unchiprang	New Spontaneous Site	21.08903104	92.19783466	Cox's Bazar	Teknaf
Zadimura	Host Communities	20.94420167	92.25994	Cox's Bazar	Teknaf
Zaralia Chari	Border Point	21.357301	92.246988	Bandarban	Naikhongchhari
Zone AA	New Spontaneous Site	21.212644	92.146394	Cox's Bazar	Ukhia
Zone BB	New Spontaneous Site	21.213022	92.152623	Cox's Bazar	Ukhia
Zone CC	New Spontaneous Site	21.213832	92.157046	Cox's Bazar	Ukhia
Zone DD	New Spontaneous Site	21.209722	92.148285	Cox's Bazar	Ukhia
Zone EE	New Spontaneous Site	21.204392	92.151672	Cox's Bazar	Ukhia

Zone FF	New Spontaneous Site	21.202318	92.159023	Cox's Bazar	Ukhia
Zone GG	New Spontaneous Site	21.20347	92.167195	Cox's Bazar	Ukhia
Zone HH	New Spontaneous Site	21.198326	92.157837	Cox's Bazar	Ukhia
Zone II	New Spontaneous Site	21.196289	92.16634	Cox's Bazar	Ukhia
Zone JJ	New Spontaneous Site	21.19372	92.155276	Cox's Bazar	Ukhia
Zone KK	New Spontaneous Site	21.193062	92.162771	Cox's Bazar	Ukhia
Zone LL	New Spontaneous Site	21.188183	92.162228	Cox's Bazar	Ukhia
Zone MM	New Spontaneous Site	21.188809	92.15497	Cox's Bazar	Ukhia
Zone NN	New Spontaneous Site	21.1819036	92.15766733	Cox's Bazar	Ukhia
Zone OO	Additional Expansion	21.211086	92.14222	Cox's Bazar	Ukhia
Zone PP	Additional Expansion	21.204109	92.145466	Cox's Bazar	Ukhia
Zone QQ	Additional Expansion	21.199504	92.147373	Cox's Bazar	Ukhia
Zone RR	Additional Expansion	21.196231	92.15092	Cox's Bazar	Ukhia
Zone SS	Additional Expansion	21.189737	92.150126	Cox's Bazar	Ukhia
Zone TT	New Spontaneous Site	21.181847	92.152172	Cox's Bazar	Ukhia
Zone UU	Additional Expansion	21.205342	92.140528	Cox's Bazar	Ukhia
Zone VV	Additional Expansion	21.198203	92.141195	Cox's Bazar	Ukhia
Zone WW	Additional Expansion	21.194572	92.145171	Cox's Bazar	Ukhia
Zone XX	Additional Expansion	21.187816	92.146525	Cox's Bazar	Ukhia
Zone YY	New Spontaneous Site	21.182003	92.146268	Cox's Bazar	Ukhia
Zone ZA	Additional Expansion	21.184592	92.141822	Cox's Bazar	Ukhia
Zone ZZ	Additional Expansion	21.191114	92.140468	Cox's Bazar	Ukhia

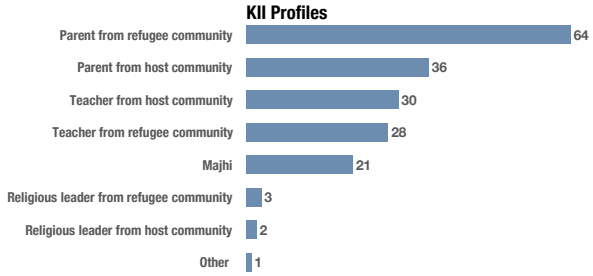
ANNEX 2

Population type – Number of Interviews

Population Type	Number of Interviews
Post August 25 influx refugees	63
The host community	48
Refugees living among the host communities	45
Pre August 25 refugee arrivals	29
Total	**185**

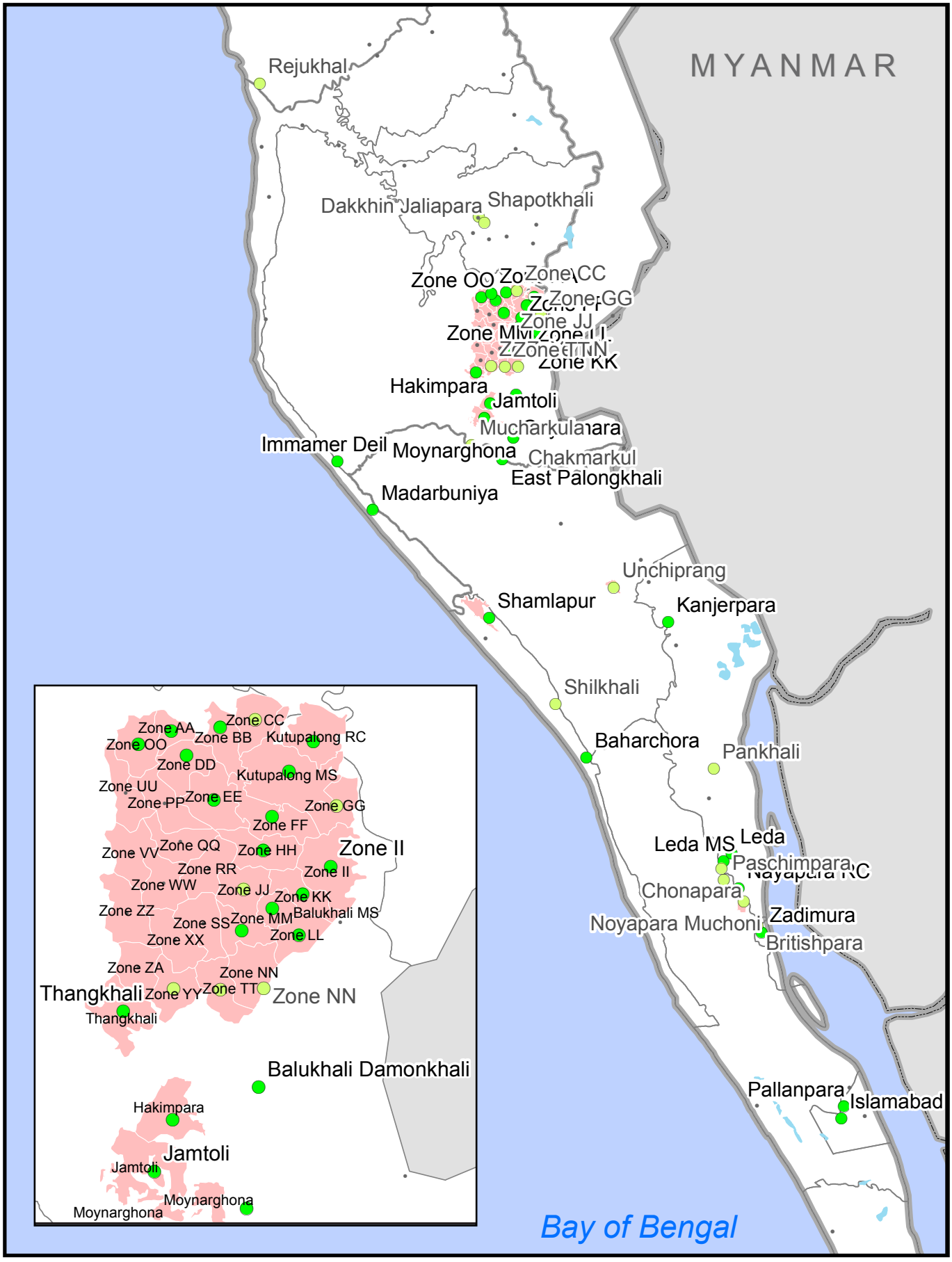


KIIs by Population Type	No. of KIIs
Post August 25 influx refugees	**63**
Parent from refugee community	22
Teacher from refugee community	19
Majhi	13
Teacher from host community	5
Religious leader from refugee community	3
Religious leader from host community	1
Pre August 25 refugee arrivals	**29**
Parent from refugee community	10
Majhi	8
Teacher from refugee community	8
Teacher from host community	3
Refugees living among the host communities	**45**
Parent from refugee community	32
Teacher from host community	11
Teacher from refugee community	1
Other	1
The host community	**48**
Parent from host community	36
Teacher from host community	11
Religious leader from host community	1
Grand Total	**185**



ANNEX 3

Maps of Eligible Sites Population type (scenario)



Note: This map does not reflect a position by UNICEF on the legal status of any country or territory or the delimitation of any frontiers.

ANNEX 4 (A)

Data Collection Tools – Key informant questionnaires

TEACHER

Rapid Education Needs Assessment

Form number: _____
Date of assessment: _____/_____/_____ (dd/mm/yy)

Name(s) of interviewer(s): _____
Organisation(s): _____

Name of zone/village _____
Name of block:_____

GPS coordinates for site:
longitude: _____
latitude: _____

- **Informed Consent:**

"My name is ----[say your name]----- and I am working with-----[say organisation]------.
We would like to ask you some questions about the situation of children here.
This interview cannot be considered guarantee for any direct or indirect support to you or your community. Your identity will be kept strictly confidential and personal information will not be shown to others. Your participation is voluntary. If you are not comfortable with any questions, you can choose not to answer the question and you may stop the interview anytime. Do have any questions? Do you want to continue with the interview?

I would like to start by asking some general questions	
Name: (write the name and surname in English)	
Sex:	(1) Male (2) Female
Respondent is:	☐ teacher from host community ☐ teacher from refugee community ☐ Other
ASK THIS QUESTION ONLY IF RESPONDENT IS FROM REFUGEE COMMUNITY **Where was your place of residence before coming to Bangladesh?**	Townships: Maungdaw Buthidaung Rathedaung Other _____ Village _____
Now I would like to ask you some general questions about this block/village	
Approximately how many households are in this block/village?	
Approximately how many children (ages 4-18) live in this block/village?	
From which townships in Myanmar are most of the	Townships: Maungdaw Buthidaung Rathedaung Other _____

refugee families from? (Ask to list the top two locations)	1. _____ 2. _____ 3. Don't know
What is the mother tongue of the children from refugee families?	1. Rohingya 2. Rakhine 3. Burmese 4. Bangla 5. English 6. Hindi 7. Other
Apart from their mother tongue, what other languages can refugee boys understand? **Apart from their mother tongue, what other languages can refugee girls understand?** (Ask to list the top two languages that boys and girls understand. Read the categories only if the respondent does not answer spontaneously.) 1. None 2. Rohingya 3. Rakhine 4. Burmese 5. Bangla 6. English 7. Hindi 8. Other	Girls 1. _____ 2. _____ 3. Don't know Boys 1. _____ 2. _____ 3. Don't know
Now I would like to ask you some questions about education.	
Did children living in this block/village (ages 4 to 18) attend school in the last 12 months?	Boys Yes ☐ No ☐ Do not know ☐ Girls Yes ☐ No ☐ Do not know ☐
Approximately, how many children (ages 4 to 18) did not attend school in the last 12 months?	☐ none or almost none (0-10%) (□-□□%) ☐ a few/some (11-50%) (□□-□□%) ☐ a lot/the majority (51-80%) (□□-□□%) ☐ all/nearly all (81-100%)
For those children attending school, were classes unexpectedly stopped in the last twelve months?	Yes ☐ No ☐ Do not know ☐

If yes, for approximately how many weeks were classes stopped?	_____ number of weeks
What activities would be most helpful for the children living in your block/village right now? Ask them to list the top three. Read the categories only if the respondent does not answer spontaneously. 1. Educational activities 2. Recreational activities 3. Vocational skills 4. Mental Health support 5. Religious/Spiritual support / Other _____	1. _____ 2. _____ 3. _____
Now I would like to ask you some questions about education in your block	
Who are the actors working in education in this block/village?	☐ NGOs (learning centres, child friendly spaces, etc) ☐ Community groups (for example mothers) ☐ Religious groups (for example madrassas) ☐Government ☐ Private teaching or tutors ☐ Others (specify) _____
What are the reasons why children and youth living in this block/village are not going to school/learning centres? Choose from drop down list. Ask them to list the top three for boys and top three for girls. Read the categories only if the respondent does not answer spontaneously. There is no school/learning centre School/learning centre is too far	Boys 1. _____ _____

School/learning centre is insecure Too crowded / not enough spaces Water and/or latrines are unavailable Not enough learning materials / teachers / teachers don't show up Teachers do not perform well Instruction is not in children's language Children needed at home to help family (collect firewood or water, relief items, take care of siblings) Cannot afford school fees or other costs Young people are married (early) or have children Children are working Parents believe education is not useful Community does not support education (e.g. for girls) Sickness / poor health of child Children are physically disabled Menstrual periods Other_____	2. _____ _____ 3. _____ _____ Girls 1. _____ _____ 2. _____ _____ 3. _____ _____
Are you currently teaching in the camp?	☐ Yes ☐ No
➔ **If yes:** If yes, where are you teaching? (tick one)	☐ NGO-supported learning centre ☐ Privately supported learning centre ☐ School in registered camp ☐ Private tutoring ☐ Madrassa ☐ অ Other (specify)
What is the highest level of education you have completed?	☐ No education ☐ Less than primary

	☐ Primary ☐ Secondary ☐ Higher than secondary ☐ Madrassa education ☐ Other (specify)
Are there any trained teachers in this block/village? Trained: with educational qualifications, with previous training as teachers, and/or previous experience working with children.	☐ Yes ☐ No ☐ **Don't know**
female teachers ➔ **If yes:** How many teachers are in this block? male teachers	
➔ **If yes:** How can we contact them?	
What type of teacher training is most important right now to support children? Ask them to list the top three. Read the categories only if the respondent does not answer spontaneously. 1. Provision of teaching materials 2. Subject specific teacher training (for example, maths, language, science) 3. Training on pedagogy, teaching large class sizes 4. Training on health, hygiene, protection and lifesaving messages	1st priority: 2nd priority: 3rd priority:
19 Do you have spaces in the block/village that can be used for education?	☐ Yes ☐ No ☐ DON'T KNOW

I am now going to ask you a few questions about risks children face

1- What are the existing risks for boys in this block?

- ☐ Lack of lightening in and around latrines
- ☐ Road accidents,
- ☐ Risks in camps - open pit latrines,
- ☐ Drowning in ponds
- ☐ Dangerous animals (elephants)
- ☐ Natural disasters – flooding, landslides,
- ☐ physical violence
- ☐ Sexual violence (include answers which relate to rape, sexual assault, etc.)
- ☐ Family/domestic violence

- Getting Lost
- Kidnapping
- Trafficking
- Armed/ police forces
- Boarder police
- Child marriage
- Sexual Harassment-
- Separation from the family
- Children injured / killed
- Trafficking
- Others (please specify)

_____
_____
_____

2- What are the existing risks for girls in this block?
Are these risk the same for girls?

- Yes
- No

If not, please ask to mention the different risks

- Lack of lightening in and around latrines
- Road accidents,
- Risks in camps - open pit latrines,
- Drowning in ponds
- Dangerous animals (elephants)
- Natural disasters – flooding, landslides,
- physical violence
- Sexual violence (include answers which relate to rape, sexual assault, etc.)
- Family/domestic violence
- Getting Lost
- Kidnapping
- Trafficking
- Armed/ police forces
- Boarder police
- Child marriage
- Sexual Harassment-
- Separation from the family
- Children injured / killed
- Trafficking
- Others (please specify)

_____
_____
_____

3- In what places are these risks occurring? □□□ কোন জায়গায় এই ঝুঁকিগুলো ঘটছে?

- Inside learning centres
- On the way to and from school
- On the way to distribution
- Collecting firewood
- Collecting water
- On way to market

- ☐ In homes
- ☐ Outside camp/community
- ☐ Using latrines
- ☐ While outdoor spaces for defecation
- ☐ On route to the camp/community?
- ☐ Others (please specify)
- ☐ _____
  _____
  _____

4- Do you think children feel safe in the block? Yes / no
If not, what are they afraid of? {text- write down what they mentioned in specific }

_____
_____
_____

I am now going to ask you a few questions about specific protection risks

1- Are children in this block engaged in work (paid or unpaid)? Yes/no

- ☐ Yes
- ☐ No

If yes, what types of work are boys involved in?

Tea – shop

- ☐ Help in the market
- ☐ Farm work
- ☐ Factory work
- ☐ Mining
- ☐ Tailoring
- ☐ Livestock herding
- ☐ Distribution of items (such as charcoal or rice)
- ☐ Collecting wood
- ☐ Domestic labour
- ☐ Building/construction
- ☐ Collecting items in rubble/rocks stones/other to sell
- ☐ Transporting/carrying people or goods
- ☐ Sexual transactions
- ☐ Other

_____
_____
_____
_____

Are the types of work equal for girls?

- ☐ Yes
- ☐ No

If not, please ask to mention the different types of work

Tea – shop

- ☐ Help in the market
- ☐ Farm work
- ☐ Factory work
- ☐ Mining
- ☐ Tailoring
- ☐ Livestock herding

- ☐ Distribution of items (such as charcoal or rice)
- ☐ Collecting wood
- ☐ Domestic labour
- ☐ Building/construction
- ☐ Collecting items in rubble/rocks stones/other to sell
- ☐ Transporting/carrying people or goods
- ☐ Sexual transactions

Other

_____
_____
_____
_____

2- Are there more girls getting married in the last 3 months? Yes / No / Don't Know

- ☐ Yes
- ☐ No
- ☐ Don't know

3- Are there persons unknown to the people in the block who have offered to take children away promising jobs, better care or other incentive? Yes / No / Don't Know

- ☐ Yes
- ☐ No
- ☐ Don't know

If yes, more boys or girls?

- ☐ Boys
- ☐ Girls

If yes, are these people from within or outside your community here at the camp? [select all that apply] From the community / From outside the community / Don't know

- ☐ From the community
- ☐ From outside the community
- ☐ Don't know

4- Are there more episodes of domestic violence (in Rohingja = goror mamala OR goror huja) in the last 3 months?

- ☐ Yes
- ☐ No

If yes, why this is happening Select all that apply

- ☐ Substance abuse (e.g. Yaba)
- ☐ Difficult circumstance
- ☐ Increased stress
- ☐ Lack of resources
- ☐ Other

_____
_____
_____
___

5- **Are there any cases of children committing acts of violence?** Yes

- ☐ No

Psychosocial needs

1- **Have you noticed any signs of distress (in Rohingja = oshanti)/changes in children's behaviour in the last three months?**

- ☐ Yes
- ☐ No

If yes, please ask participants to mention (some) of these signs

What kind of behavior changes have you noticed in Girls? (Please tick)

Unwillingness to go to school

- ☐ Crying, sadness, depressed mood, grief
- ☐ Disrespectful behaviour in the family
- ☐ Child prefers to stay alone
- ☐ Engaging in high risk sexual behavior
- ☐ Less willingness to help caregivers and siblings
- ☐ Other (please specify_____ _____ _____ _____

What kind of behavior changes have you noticed in Boys? (Please tick)

- ☐ Unwillingness to go to school
- ☐ More aggressive behaviour
- ☐ Disrespectful behaviour in the family
- ☐ Child prefers to stay alone
- ☐ Crying, sadness, depressed mood, grief
- ☐ Substance abuse (e.g. smoking, drugs, shisha, etc)
- ☐ Wanting to join/joining armed forces or groups
- ☐ Other (please specify_____ _____ _____ _____

Causes for distress

1- **Why boys have signs of distress (in Rohingja = oshanti) ?**

Memory of the violence before movement

- ☐ Exposure to sexual violence before movement
- ☐ Exposure to sexual violence in the camp
- ☐ Witnessing violence (i.e.: neighbour/relatives/parents) being injured or dying and fear of further violence
- ☐ Fear of return
- ☐ Missing family members
- ☐ Lack of schooling
- ☐ Lack of recreational activities
- ☐ Tension or violence in the family
- ☐ Not being able to return home

Are these causes equal for girls? If not, please ask to mention the causes that are different kobo

- ☐ Memory of the violence before movement
- ☐ Exposure to sexual violence before movement
- ☐ Exposure to sexual violence in the camp

- ☐ Witnessing violence (i.e.: neighbour/relatives/parents) being injured or dying and fear of further violence
- ☐ Fear of return
- ☐ Missing family members
- ☐ Lack of schooling
- ☐ Lack of recreational activities
- ☐ Tension or violence in the family
- ☐ Not being able to return home

2- If boys have problems or are stressed, who in the community can best support them? (select all that apply)

- ☐ peer groups (e.g. friends)
- ☐ Child Friend Spaces
- ☐ Majhi
- ☐ Religious leaders
- ☐ Social workers
- ☐ Parents/family
- ☐ Relatives/community members (women)
- ☐ Relatives/community members (men)
- ☐ NGOs
- ☐ Other (please specify)

_____

Is it the same for girls?

- ☐ Yes
- ☐ No

If not, please ask to mention who else can support girls

- ☐ peer groups (e.g. friends)
- ☐ Child Friend Spaces
- ☐ Majhi
- ☐ Religious leaders
- ☐ Social workers
- ☐ Parents/family
- ☐ Relatives/community members (women)
- ☐ Relatives/community members (men)
- ☐ NGOs
- ☐ Other (please specify)

_____

- ☐ **Are there children suffering more than other children in your block**
- ☐ Children living with elderly
- ☐ Children with disability
- ☐ children living with disabled caregivers
- ☐ children living with female headed households
- ☐ children who have been involved in conflict
- ☐ children in child-headed-households
- ☐ Unaccompanied children or children living alone
- ☐ Orphan children living with relatives, or children sent to live with relatives
- ☐ children who are working
- ☐ girls/women (teenage) who have been married
- ☐ girls/adolescents who are pregnant
- o girls/adolescents who are breastfeeding
- ☐ other

_____
_____
__

UASC (Unaccompanied and separated children)

- ☐ **Do you know any children living without both parents?** Yes
- ☐ No

If yes, who are they living with? [select all that apply]-

- ☐ living with other immediate family members (adult sisters or brothers)
- ☐ Living with other relatives (uncles , aunties)
- ☐ Living with Neighbours from same village or people just hosting them
- ☐ Living with Mahjis
- ☐ Living Alone
- ☐ Adoption

If yes, how many in this (specify area of assessment coverage)? Boys_ __ Girls _ _
If yes, More boys or more girls?
Boys

- ☐ Girls

1- I want you to think about the age groups of these children. Are they mostly

- ☐ under 5,
- ☐ under 10
- ☐ under 15
- ☐ under 18

2- Why they were separated from their parents /caregiver

- ☐ Separation driver 1 attacks on the village
- ☐ Separation driver 2 while fleeing to Bangladesh
- ☐ Separation driver 3 Separated after they crossed the borders to Bangladesh
- ☐ Separation driver 4 separated in the camp (lost in the camp)

3- Have they ever been registered?

- ☐ Yes
- ☐ No
- ☐ Don't know

If yes by whom (if they know
Department of social services

- ☐ RRC-UNHCR family counting
- ☐ Army
- ☐ Others (specify)

_____
_____

4- **Are there any centres (Shishu Palli) for children without parents?** Yes / No / Don't Know

If yes, what are these?

ANNEX 4 (B)

Data Collection Tools – Key informant questionnaires

PARENT/GUARDIAN

Rapid Education Needs Assessment

Form number: _____
Date of assessment: _____/_____/_____
(dd/mm/yy)

Name(s) of interviewer(s): _____
Organisation(s): _____

Name of zone/village _____
Name of block:_____

GPS coordinates for site:
longitude: _____
latitude: _____

- **Informed Consent:**

"My name is ----[say your name]----- and I am working with-----[say organisation]------.
We would like to ask you some questions about the situation of children here.
This interview cannot be considered guarantee for any direct or indirect support to you or your community. Your identity will be kept strictly confidential and personal information will not be shown to others. Your participation is voluntary. If you are not comfortable with any questions, you can choose not to answer the question and you may stop the interview anytime. Do have any questions? Do you want to continue with the interview?

I would like to start by asking some general questions	
1. Name: (write the name and surname in English)	
2. Sex:	(1) Male (2) Female
3. Respondent is:	☐ parent from host community ☐ parent from refugee community
Now I would like to ask you some general questions about this block/village	
How many children do you have?	

Gender / Age	below 5	6-11	12-18	**TOTAL**
Male				
Female				
Total				

From which townships in Myanmar are most of the refugee families from? (Ask to list the top two locations)	Townships: Maungdaw Buthidaung Rathedaung Other _____ 1. _____ 2. _____ 3. Don't know
What is your child/children's mother tongue?	1. Rohingya 2. Rakhine

	3. Burmese 4. Bangla 5. English 6. Hindi 7. Other
Apart from their mother tongue, What other languages can your child/children (of school-going age) understand? (Ask to list the top two languages that boys and girls understand. Read the categories only if the respondent does not answer spontaneously.)	Girls 1. _____ 2. _____ 3. Don't know Boys 1. _____ 2. _____ 3. Don't know
Now I would like to ask you some questions about education.	
Did your child/children receive any kind of education in the last 12 months?	Boys Yes ☐ No ☐ Do not know ☐ Girls Yes ☐ No ☐ Do not know ☐
For those children attending school, were classes unexpectedly stopped in the last twelve months?	Yes ☐ No ☐ Do not know ☐
If yes, for approximately how many weeks were classes stopped?	_____ number of weeks
What activities would be most helpful for the children living in your block/village right now? Ask them to list the top three. Read the categories only if the respondent does not answer spontaneously. 1. Educational activities 2. Recreational activities 3. Vocational skills 4. Mental Health support 5. Religious/Spiritual support	1. _____ 2. _____ 3. _____

/ Other _____	
Now I would like to ask you some questions about education in your block	
Who are the actors working in education in this block/village?	☐ NGOs (learning centres, child friendly spaces, etc) ☐ Community groups (for example mothers) ☐ Religious groups (for example madrassas) ☐ Government ☐ Private teaching or tutors ☐ Others (specify) _____
What are the reasons why children and youth living in this block/village are not going to school/learning centres? Choose from drop down list. Ask them to list the top three for boys and top three for girls. Read the categories only if the respondent does not answer spontaneously. There is no school/learning centre School/learning centre is too far School/learning centre is insecure Too crowded / not enough spaces Water and/or latrines are unavailable Not enough learning materials / teachers / teachers don't show up Teachers do not perform well Instruction is not in children's language Children needed at home to help family (collect firewood or water, relief items, take care of siblings) Cannot afford school fees or other costs Young people are married (early) or have children Children are working	Boys 1. _____ 2. _____ 3. _____ Girls 1. _____ 2. _____ 3. _____

Parents believe education is not useful Community does not support education (e.g. for girls) Sickness / poor health of child Children are physically disabled Menstrual periods Other_____	_____
Are there any trained teachers in this block/village? Trained: with educational qualifications, with previous training as teachers, and/or previous experience working with children.	Yes No **Don't know**
female teachers ➔ **If yes:** How many teachers are in this block? _____ male teachers	
➔ **If yes:** How can we contact them?	
Do you have spaces in the block/village that can be used for education?	Yes No

I am now going to ask you a few questions about risks children face

1- What are the existing risks for boys in this block?

- ☐ Lack of lightening in and around latrines
- ☐ Road accidents,
- ☐ Risks in camps - open pit latrines,
- ☐ Drowning in ponds
- ☐ Dangerous animals (elephants)
- ☐ Natural disasters – flooding, landslides,
- ☐ physical violence
- ☐ Sexual violence (include answers which relate to rape, sexual assault, etc.)
- ☐ Family/domestic violence
- ☐ Getting Lost
- ☐ Kidnapping
- ☐ Trafficking
- ☐ Armed/ police forces
- ☐ Boarder police
- ☐ Child marriage
- ☐ Sexual Harassment-
- ☐ Separation from the family
- ☐ Children injured / killed
- ☐ Trafficking
- ☐ Others (please specify)

_____

_____
_____

2- What are the existing risks for girls in this block?
Are these risk the same for girls?

- ☐ Yes
- ☐ No

If not, please ask to mention the different risks

- ☐ Lack of lightening in and around latrines
- ☐ Road accidents,
- ☐ Risks in camps - open pit latrines,
- ☐ Drowning in ponds
- ☐ Dangerous animals (elephants)
- ☐ Natural disasters – flooding, landslides,
- ☐ physical violence
- ☐ Sexual violence (include answers which relate to rape, sexual assault, etc.)
- ☐ Family/domestic violence
- ☐ Getting Lost
- ☐ Kidnapping
- ☐ Trafficking
- ☐ Armed/ police forces
- ☐ Boarder police
- ☐ Child marriage
- ☐ Sexual Harassment-
- ☐ Separation from the family
- ☐ Children injured / killed
- ☐ Trafficking
- ☐ Others (please specify)

_____
_____
_____

3- In what places are these risks occurring?
Inside learning centres

- ☐ On the way to and from school
- ☐ On the way to distribution
- ☐ Collecting firewood
- ☐ Collecting water
- ☐ On way to market
- ☐ In homes
- ☐ Outside camp/community
- ☐ Using latrines
- ☐ While outdoor spaces for defecation
- ☐ On route to the camp/community?
- ☐ Others (please specify)
- ☐ _____
  _____
  _____

4- Do you think children feel safe in the block? Yes / no

If not, what are they afraid of? {text- write down what they mentioned in specific }

_____
_____
_____

I am now going to ask you a few questions about specific protection risks

1- Are children in this block engaged in work (paid or unpaid)? Yes/no

- ☐ Yes
- ☐ No

If yes, what types of work are boys involved in?

- ☐ Tea – shop
- ☐ Help in the market
- ☐ Farm work
- ☐ Factory work
- ☐ Mining
- ☐ Tailoring
- ☐ Livestock herding
- ☐ Distribution of items (such as charcoal or rice)
- ☐ Collecting wood
- ☐ Domestic labour
- ☐ Building/construction
- ☐ Collecting items in rubble/rocks stones/other to sell
- ☐ Transporting/carrying people or goods
- ☐ Other

_____
_____
_____
_____

Are the types of work equal for girls?

- ☐ Yes
- ☐ No

If not, please ask to mention the different types of work

Tea – shop

- ☐ Help in the market
- ☐ Farm work
- ☐ Factory work
- ☐ Mining
- ☐ Tailoring
- ☐ Livestock herding
- ☐ Distribution of items (such as charcoal or rice)
- ☐ Collecting wood
- ☐ Domestic labour
- ☐ Building/construction
- ☐ Collecting items in rubble/rocks stones/other to sell
- ☐ Transporting/carrying people or goods
- ☐ Sexual transactions

Other

_____
_____
_____

2- Are there more girls getting married in the last 3 months? Yes / No / Don't Know

- ☐ Yes
- ☐ No
- ☐ Don't know

3- Are there persons unknown to the people in the block who have offered to take children away promising jobs, better care or other incentive? Yes / No / Don't Know

- ☐ Yes
- ☐ No
- ☐ Don't know

If yes, more boys or girls? Boys

- ☐ Girls

If yes, are these people from within or outside your community here at the camp? [select all that apply] From the community / From outside the community / Don't know

- ☐ From the community
- ☐ From outside the community
- ☐ Don't know

- ☐ **Are there more episodes of domestic violence (in Rohingja = goror mamala OR goror huja) in the last 3 months?**
- ☐ Yes
- ☐ No

If yes, why this is happening? Select all that apply
Substance abuse (e.g. Yaba)

- ☐ Difficult circumstance
- ☐ Increased stress
- ☐ Lack of resources
- ☐ Other

_____
_____
_____
___

4- **Are there any cases of children committing acts of violence?**

Yes
No

Psychosocial needs

1- Have you noticed any signs of distress (in Rohingja = oshanti)/changes in children's behaviour in the last three months?

- ☐ Yes
- ☐ No

If yes, please ask participants to mention (some) of these
What kind of behavior changes have you noticed in Girls? (Please tick)

- ☐ Unwillingness to go to school
- ☐ Crying, sadness, depressed mood, grief
- ☐ Disrespectful behaviour in the family
- ☐ Child prefers to stay alone
- ☐ Engaging in high risk sexual behavior
- ☐ Less willingness to help caregivers and siblings
- ☐ Other (please specify_____

_____
_____
_____

What kind of behavior changes have you noticed in Boys? (Please tick)

- ☐ Unwillingness to go to school
- ☐ More aggressive behaviour
- ☐ Disrespectful behaviour in the family
- ☐ Child prefers to stay alone
- ☐ Crying, sadness, depressed mood, grief
- ☐ Substance abuse (e.g. smoking, drugs, shisha, etc)
- ☐ Wanting to join/joining armed forces or groups
- ☐ Other (please specify):

_____
_____
_____

Causes for distress

1- **Why boys have signs of distress (in Rohingja = oshanti) ?**

Memory of the violence before movement

- ☐ Exposure to sexual violence before movement
- ☐ Exposure to sexual violence in the camp
- ☐ Witnessing violence (i.e.: neighbour/relatives/parents) being injured or dying and fear of further violence
- ☐ Fear of return
- ☐ Missing family members
- ☐ Lack of schooling
- ☐ Lack of recreational activities
- ☐ Tension or violence in the family
- ☐ Not being able to return home

Are these causes equal for girls? If not, please ask to mention the causes that are different kobo

- ☐ Memory of the violence before movement
- ☐ Exposure to sexual violence before movement
- ☐ Exposure to sexual violence in the camp
- ☐ Witnessing violence (i.e.: neighbour/relatives/parents) being injured or dying and fear of further violence
- ☐ Fear of return
- ☐ Missing family members
- ☐ Lack of schooling
- ☐ Lack of recreational activities
- ☐ Tension or violence in the family
- ☐ Not being able to return home

2- If boys have problems or are stressed, who in the community can best support them? (select all that apply)

- ☐ peer groups (e.g. friends)
- ☐ Child Friend Spaces
- ☐ Majhi
- ☐ Religious leaders
- ☐ Social workers

- ☐ Parents/family
- ☐ Relatives/community members (women)
- ☐ Relatives/community members (men)
- ☐ NGOs
- ☐ Other (please specify)

_____

Is it the same for girls?

- ☐ Yes
- ☐ No

If not, please ask to mention who else can support girls

- ☐ peer groups (e.g. friends)
- ☐ Child Friend Spaces
- ☐ Majhi
- ☐ Religious leaders
- ☐ Social workers
- ☐ Parents/family
- ☐ Relatives/community members (women)
- ☐ Relatives/community members (men)
- ☐ NGOs
- ☐ Other (please specify)

_____

3- Are there children suffering more than other children in your block?

- ☐ Children living with elderly
- ☐ Children with disability
- ☐ children living with disabled caregivers
- ☐ children living with female headed households
- ☐ children who have been involved in conflict
- ☐ children in child-headed-households
- ☐ Unaccompanied children or children living alone
- ☐ Orphan children living with relatives, or children sent to live with relatives
- ☐ children who are working
- ☐ girls/women (teenage) who have been married
- ☐ girls/adolescents who are pregnant
- o girls/adolescents who are breastfeeding
- ☐ other

_____

_____

UASC (Unaccompanied and separated children)

- ☐ **Do you know any children living without both parents?** Yes
- ☐ No

If yes, who are they living with? [select all that apply]-

living with other immediate family members (adult sisters or brothers)
Living with other relatives (uncles , aunties)
Living with Neighbours from same village or people just hosting them
Living with Mahjis

- ☐ Living Alone
- ☐ Adoption

If yes, how many in this (specify area of assessment coverage)? Boys_ __ Girls _ _
If yes, More boys or more girls? Boys
☐ Girls

1- I want you to think about the age groups of these children. Are they mostly
☐ under 5,
☐ under
☐ under 15
☐ under 18

2- Why they were separated from their parents /caregiver ?
☐ Separation driver 1 attacks on the village
☐ Separation driver 2 while fleeing to Bangladesh
☐ Separation driver 3 Separated after they crossed the borders to Bangladesh
☐ Separation driver 4 separated in the camp (lost in the camp)
☐ **Have they ever been registered?** Yes
☐ No
☐ Don't know

If yes by whom (if they know) :
Department of social services
☐ RRC-UNHCR family counting
☐ Army
☐ Others (specify)

_____
_____

3- **Are there any centres (Shishu Palli) for children without parents?** Yes / No / Don't Know

If yes, what are these?

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