

Humanitarian Play Project Needs Assessment in Bangladesh

June 2019



What's ahead



- Overview of study
- What we learned about parenthood
- What we learned about play
- What we learned about educational priorities and needs
- What we learned about practitioners' experiences on the job
- A few recommendations
- Appendix: Respondent demographics

Goals of the needs assessments



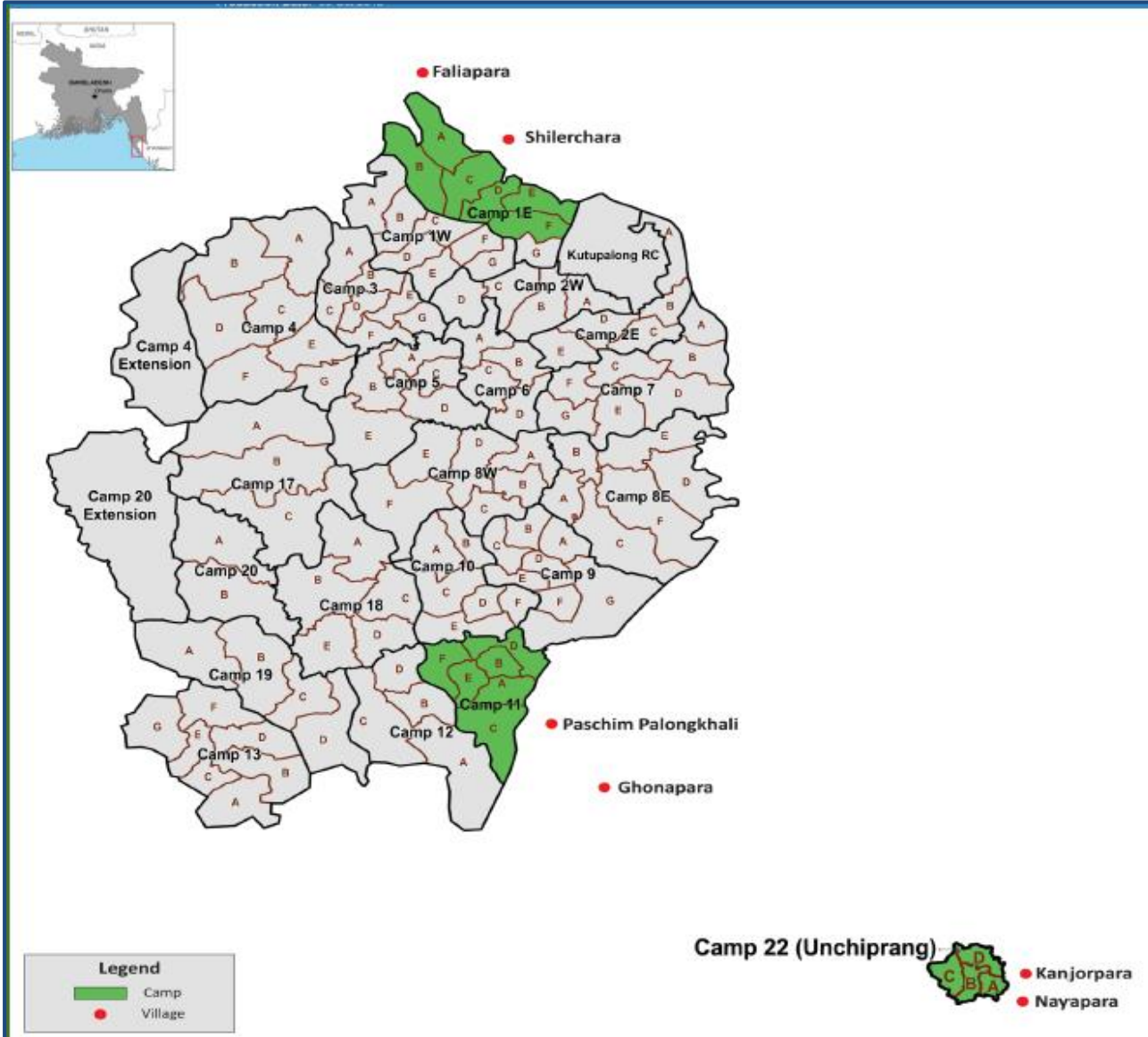
- Understand perceptions of play among caregivers
- Understand existing play habits of children and their families
- Identify cultural nuances around song, storytelling, and dance
- Understand caregivers' parenting needs
- Learn more about professional needs and challenges of people working directly with young children and their families
- Understand practitioners' understanding of the value of play in children's development and the role of play in their work with young children and their families

Data collection



- **Instruments:** Demographic questionnaire, caregiver interview protocol, practitioner interview protocol
- Hired **Innovations for Poverty Action (IPA)** to manage the research process
- **Caregivers:** Randomly selected 10 caregivers of children aged 3-6 years from each block/village by systematic sampling to ensure that full block coverage.
- **Practitioners:** Selected 4 practitioners from each block/village within Temporary Learning Centers (TLC), Child Friendly Spaces (CFS) and other learning centers in the sample camps and villages. Practitioners represented the following organizations:
 - Act Mobile Center
 - ASEAB
 - BRAC
 - Christian Commission for Development in Bangladesh (CCDB)
 - Crown
 - Dhaka Ahsania Mission
 - Faliapara Government Primary School
 - Learning Center Gomoti
 - Mukti Cox’s Bazar
 - Nayapara Government Primary School
 - Plan International
 - Risdā Bangladesh
 - Phalonkali Khajida Girls Madrasa
 - Palongkhali Government Primary School
 - SPL
 - Save the Children
 - SBK
 - UNICEF
 - UNHCR
 - Young Power in Social Action (YPSA)

Study sites and sample size



Camps	Villages
Group 1: Camp 01E (Ukhia) <ul style="list-style-type: none"> One of largest camps 8 blocks sampled 	Palong Khali union <ul style="list-style-type: none"> Paschim Palongkhali Ghonarpara
Group 2: Camp II (Ukhia) <ul style="list-style-type: none"> Additional Ukhia site 4 blocks sampled 	Raja Palong union <ul style="list-style-type: none"> Shilerchara Faliapara
Group 3: Camp 22 (Teknaf) <ul style="list-style-type: none"> 4 blocks sampled 	Whykong union <ul style="list-style-type: none"> Kanjorpara Nayapara

<i>n</i> = 321	Camp	Host Community
Caregiver	160 (81% women)	78 (85% women)
Practitioner	53 (68% women)	30 (67% women)
Total	213	108

Sample Characteristics of Caregivers*

- The majority of respondents were **married women**.
- The average age of caregivers was **31 years** with the majority between 26-35 years old.
- **Education levels were limited** with **41% attending madrassas** and 31% having completed some primary school.
- Of the displaced in the sample, the majority had been **displaced 1-2 years (97%)**.
- Caregivers in this study have **an average of 4 children under the age of 18** with the average age of those children at 7 years.
- While the sample of the selected child focused on children 3-6 years, the **sample skewed to children ages 5-6 years (57%)**.
 - Nearly all respondents in this study were **the parent of the target child (99.7%)**.
 - **Boys (56%) represented a larger proportion of target children's gender** than girls (44%).

Sample Characteristics of Practitioners*



- The majority of practitioners are **young single women**:
 - Most practitioners were **women** (67%).
 - The average age of practitioners was **24 years** with the majority between 18-25 years old.
 - Just over half of practitioners are **single** while 45% are married.
- Nearly half of practitioners have a **university or post-graduate degree** with another 39% having completed secondary school.
- The majority of practitioners **serve Rohingya refugee communities**.
- **Rohingya practitioners in camps** represent about **a third of the practitioner sample**.
- The majority of practitioners work as **teachers**.
- Most practitioners are fairly **new to their current position**, with **53% having less than a year** and 28% at one year in their position.
- The majority of practitioners serve **a wide range of grades** from Kindergarten to Grade 6+. **Only 33% of practitioners serve preschool children**.

Key Findings: Education and Educational Needs



- The desire to have **educated children drives everything for parents and practitioners:**
 - Providing children with education is the **best part of being a parent**
 - **Not providing children with an education** is the **hardest part** of being a parent
 - Makes **caregivers smile**
 - Makes **children happy**
 - **Most important intervention** for community
 - **Not being able to continue studies is a common concern** mentioned by girls, boys, mothers, and fathers
 - **General education** should be the **focus of a new children's TV show**
- **Islamic education is a driving focus** for caregivers in camps, whose educational priority for children is **learning Arabic.**
 - There seems to be **limited understanding of what education could provide children** for caregivers living in camps, which is likely related to 72% having either a primary education or schooling through madrassas.

Key Findings: Role of Play



- Children in camps and host communities **most frequently play indoors** and play preferences include **play with toys, balls, and utensils**.
 - Play preferences include **specific expectations around appropriate play for girls and boys**.
- **Playing inside** and **reading/looking at picture books** are the most common **daily play activities**.
 - **Pretend play** is also a **common play activity** for families in camp
- **Barriers to play** in camps are **lack of space** and **fear of human trafficking**.
- Caregivers and practitioners have **positive perceptions of the value of play** for children's **cognitive development, emotional development, social skills development, and preparation for the future**.
 - **Confidence** as play partners is **high** for both caregivers and practitioners.
- **Despite high perceptions of the value of play** and confidence as play partners, when caregivers were asked to **define play**, many either provided an associated **emotion** or had **difficulty answering the question**.
 - **Those who did respond seem to have clear definitions and understandings of what play can and could be.**

Key Findings: Culture



- Respondents **struggled to understand the concept of ‘culture’** even when redefined as ‘way of living’ or ‘lifestyle.’
 - For those that did respond, they focused on teaching their children **social etiquette and religious norms and values.**
- **Cultural norms for girls limits their mobility.** Once girls start **menstruating**, they are expected to remain inside the house until marriage.
- The majority of **caregivers tell a variety of stories** to their children. Sample types include **ancient stories and folklore, religious stories, stories of Burma, and fairy tales.**
- The majority of caregivers **recite poems and sing to their children** at home. These include **ghazals, surahs, and qawwali.**
- **TV access is limited** but caregivers and practitioners named several popular children’s show: TV shows referenced include **Meena Raju, Motu Patlu, Sisimpur, Tom and Jerry, Shiva, and Roudro.**

What we learned about parenthood

Best part of being a parent



Caregivers in camps and host communities shared similar views on the best parts of parenthood, with 60% of caregivers referencing **education**:

Camps	Host Community
Being able to educate their children	Being able to educate their children
Seeing children happy	Seeing children happy
Children being well-fed	When children obey/listen to their parents
Seeing children play	Taking care of children

“I will be proud as a mother if my children become educated.”
-- (30 years old, F, camp)

“I will be happiest when they will be educated and improve our reputation.”
-- (25 years old, F, camp)

“I like it when my kids are happy and when they play.”
-- (19 years old, F, camp)

Hardest part of being a parent



The impact of displacement was clear among **caregivers in camps** through their focus on moments when they are **unable to fulfill children's basic needs**. Fewer than 10% of caregivers in host communities talked about difficulties in meeting the needs of their children and none mentioned access to food.

Camps	Host Community
When we can't fulfill their needs	Raising children well
Can not provide education	Managing children when they are upset/quarreling
Unable to provide food	Managing child's health
Managing children when they are upset/quarreling	Can not provide education

“When my children ask for something, I cannot give it to them, like clothes, food, even snacks. This upsets me very much.”
-- (25 years old, F, camp)

“The present time for us is over poverty. We only rice and lentils here in Rohingya camp. We can't provide good food like fish, meat to our children.”
-- (28 years old, F, camp)

Moments that made caregivers smile



Their children going to school was the most referenced recent event that made caregivers in camps and host communities smile:

Children going to school and learning

- “When she calls me mother, when she respects her mother, when they study properly, when we can provide good education. For example, in school, madrasa, and Maktab for them.” – *27 years old, F, camp*

Helping parents with domestic tasks

- “She brings hay and wood from outside for cooking. She brings water. Plays with plates. Sometimes cleans the house.” – *35 years old, F, camp*

Children showing love and respect towards parents

- “She loves me, hug me, and kiss me. [Laughs].” – *35 years old, F, camp*

Parenting information sources



When asked about where caregivers seek information to help address parenting needs, the overwhelming focus was on children's health with 38% first going to a hospital/doctor and 32% first going to speak to elders in the community.

Camps	Host Community
Go to hospital/doctor	Go to hospital/doctor
Speak with elders	Speak with elders
Speak with relatives	Don't go anywhere
Discuss with husband	Talk to school/teacher (educated people)

“If there is an allergy or any other things on the bodies of the children that I don't understand, then I will take them to elders. If I don't find any elders, then I will take them to doctors.”

-- (27 years old, F, camp)

“When they are ill, I go to doctors. But if there are other problems, I don't go anywhere. We solve them by ourselves.”

-- (35 years old, F, camp)

What Makes Children Happy



While all caregivers explained that their children feel happy when they **play**, caregivers in host communities followed play with going to school because their children are able to access basic necessities at school:

- They receive **clothes/uniform** (24%)
- They receive **food** (23%)
- They get to **study** (17%)

“Children play with a lot of things. They play with whatever they see or find. They become happy if they get the things they are crying for.”

-- (30 years old, F, host)

“She likes to wear her school uniform and grooming while going to school.”

-- (25 years old, F, camp)

“He wears good clothes, wears shoes, and then goes to school like he’s an older boy now.” – (32 years old, F, camp)

How children express their emotions



Caregivers were asked to explain how their children express happiness, anger, and sadness. During the interviews, it appears that parents referenced worry as well when discussing sadness:

Happiness	Anger	Sadness/Worry
Playing	Cry	Cry
Asking for food	Use abuse words	Tell parents they are scared
Studying	Stop talking to parents	Become quiet
	Shout/talk harshly	Ask parent for help

“When he’s very happy he jumps around, runs around, adores his mother, adores his father.”

-- (25 years old, F, camp)

“They want to study when they become happy.”

-- (25 years old, F, camp)

“He breaks things and throws things here and there. He screams, throws away things, call me by my name, swears at me.” – (27 years old, F, host)

Managing children's emotions



In asking parents about strategies for managing their children's emotions, caregivers reported several general approaches:

- Talk to their children and tell them to calm down
- Encourage their children to express their feelings
- Give children food
- Show love and affection

What we learned about play

When caregivers and practitioners were asked to define play, many either provided an associated emotion. In addition, many caregivers had difficulty answering the question:

Happiness and joy

- “Playing means happiness. Children will play, sleep, and be in peace. That is playing.” -- *32 years old, F, caregiver, camp*

Toys and other household objects used in play (caregivers only)

- “The children have these plates, cups, utensils. They do things with them, cook with them think about how to do or how not to do. That is playing.” -- *45 years old, M, caregiver, camp*

Physical activity and sports (practitioners only)

- “What I understand from the term is that it means body and the mind. It keeps the body strong and the mind happy.” *23 years old, M, practitioner, camp*

Could not define (caregivers, 8%) or **did not understand** (caregivers, 7%)

Caregivers' play from the past



For caregivers in camps, play does not look significantly different from when they were children. Caregivers in host communities (67%), however, believe there are major differences from the past:

- **Play primarily took place outside** but because of safety concerns and space limitations (camp only), **play more frequently takes places indoors now.**
- Caregivers feel like today's play requires store-bought toys, unlike when they were children and **toys were made at home.**
- Caregivers provided a variety of games they played as children ([more info on Rohingya games here](#)):

Games traditionally played by boys	Games traditionally played by girls
Dang khela (“tip cat”)	Lohaluhi (hide and seek)
Guli khela (marbles)	Faldoni (skipping)
Gundi (kite flying)	Chohodda Malabuchi (pretend cooking game)
Morich khela (water game with sticks)	Refet (play with marbles)
Hadudu (kabaddi)	Panch gola (played with 5 small stones)
	Gila toktta (“tip cat”)

Children's play preferences



Children in camps and host communities most frequently play indoors, though children in the host community are more likely to play outside on a daily basis (55% host v 35% camp).

Children's play preferences:

- Play with toys
- Play with ball
- Other outdoor game/play
- Play with utensils

Outdoor play in camps typically occurs in Child Friendly Spaces and Temporary Learning Spaces.

- These spaces integrate play, education, health, and PSS.

Gender norms around children's play preferences



Play preferences include specific expectations around appropriate play for girls and boys:

Games for boys	Games for girls
Play with ball (22%)	Play with kitchen utensils (24%)
Play with cars (14%)	Play with toys (20%)
Miscellaneous play (10%)	Miscellaneous play (13%)
Play with toys (8%)	Games at school (10%)

“If she plays with pots, she likes it. If she plays with utensils, she also likes it. She is a girl so she plays with these things. If she were a boy, she would have played with cars.”

– 25 years old, F, camp

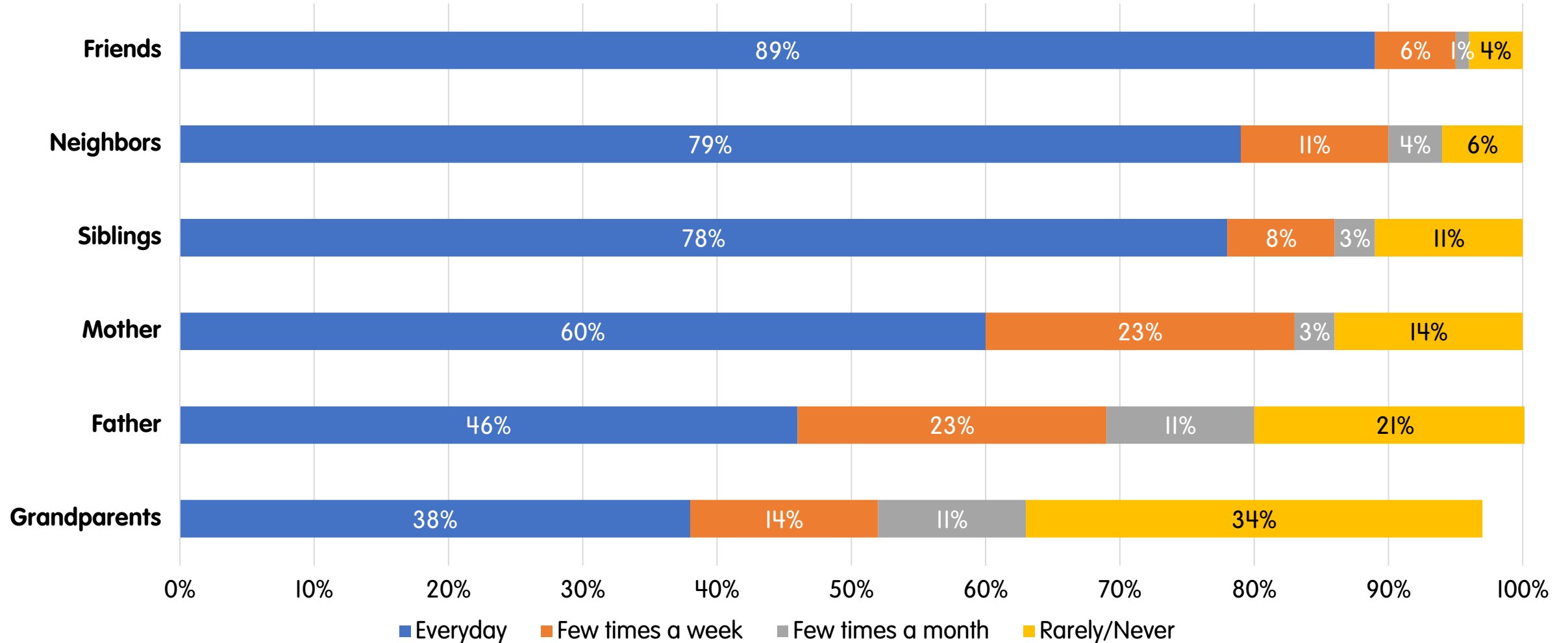
Of note, respondents only mentioned games like husband/wife or role play games, play with cosmetics, jump rope, drawing, and play with dolls when referring to a girl child.

- In both communities, children **most frequently play with friends, followed by siblings and neighbors.**
- After these categories of play, there is a rather large drop to **mothers** as the **fourth most common play partner.**
 - Whereas approximately 78%-89% of children play with friends and siblings daily, 60% of children in camps and 50% of children in host communities play with their mother every day
- **Fathers** are more **infrequent play partners.**
 - **42% of Rohingya children** and **32% of host community children play at most a few times a month** with their fathers.

Children's play mates (camps)



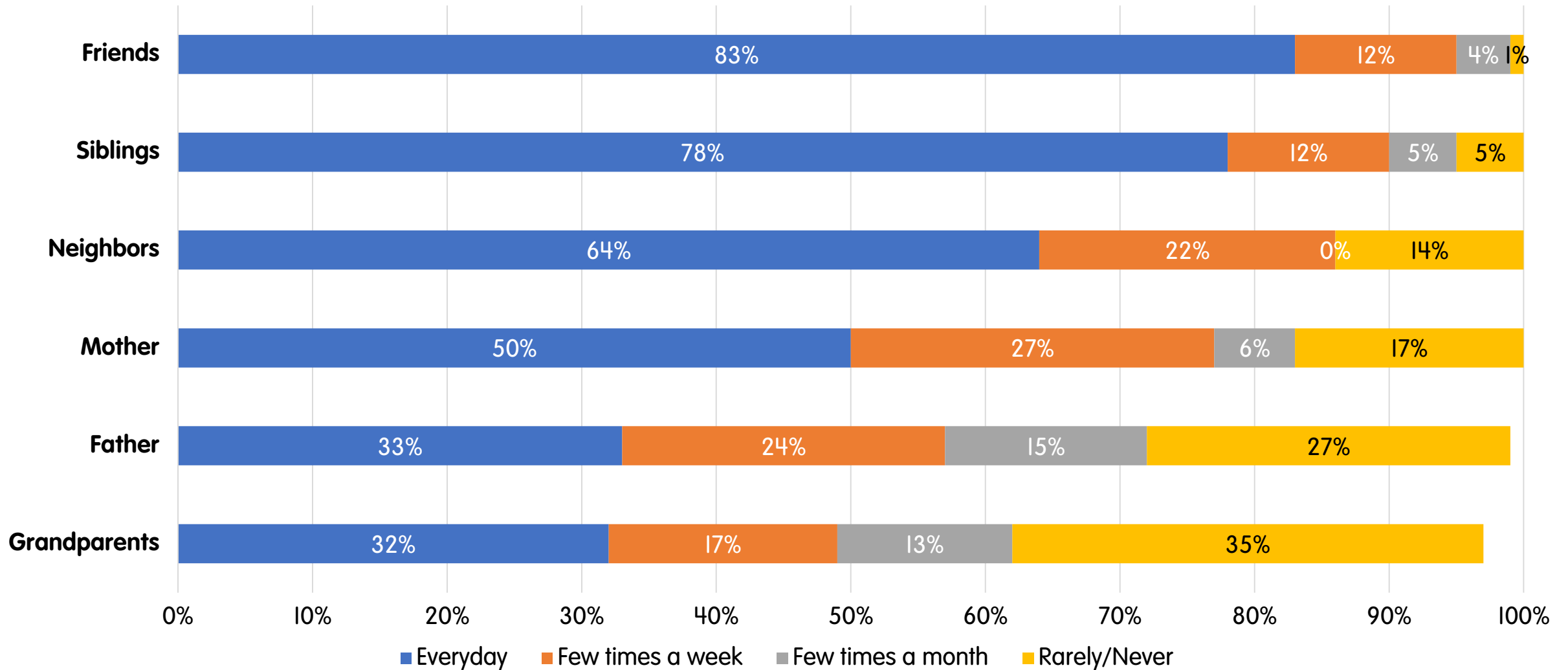
Children's play mates (camp)



Children's play mates (host communities)



Children's play mates (host communities)



Types of play in camps and host communities



Among all children, **playing inside** and **reading/looking at picture books** are the **most common daily play activities**.

Pretend play is also a **common** play activity for families in camps. Other activities that commonly take place at least a few times a week include.*

Camps	Host communities
Use household materials for toys	Draw
Draw	Make up a story
Play make believe	Use household materials for toys
Makeup a story	Play outside
Play outside	

Whereas we've seen variations in **pretend play** in other countries, the dichotomy here is of particular note: **either it is a frequent activity or it does not take place at all**. For example, while 58% of families in camp makeup a story at least a few times a week, 36% of these families never do this activity.

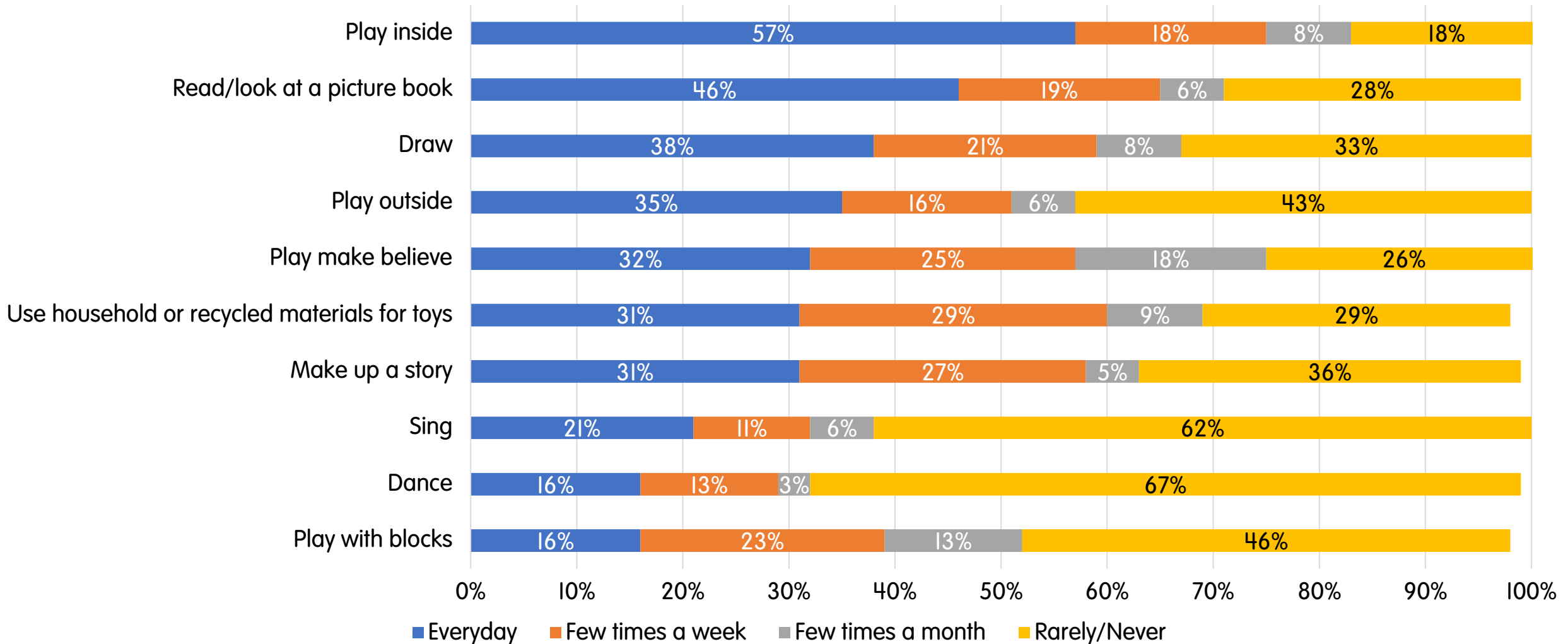
Activities that happen **infrequently** for both communities include **singing, dancing, and playing with blocks**.

*at least 50% of respondents do this every day or few times a week

Types of play in camps



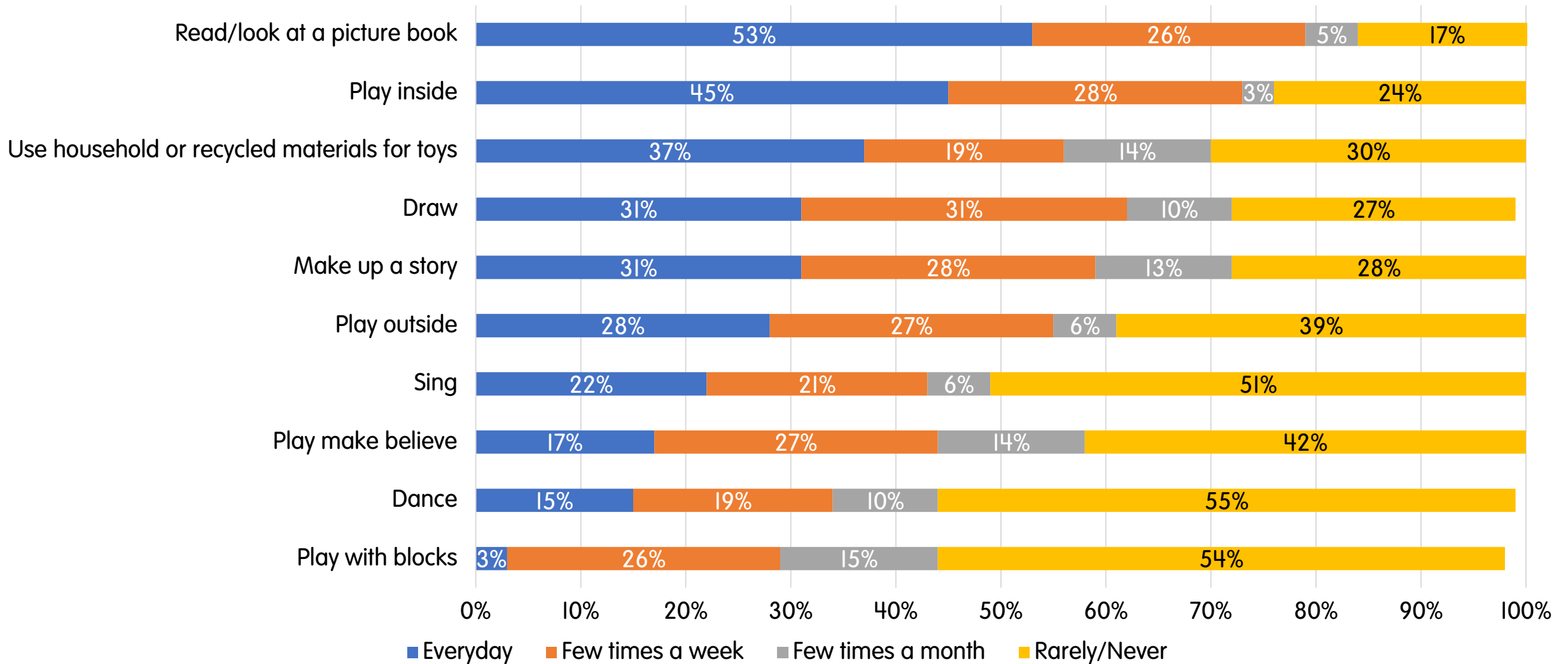
Types of play in camps



Types of play in host communities



Types of play in host communities



Motivating factors for playing with children



For caregivers across both countries, the main reason they play with their children is because it is their responsibility.

Other reasons include:

- To feel happy
- To protect them from kidnapers and ensure safety
- Like to have fun with children
- To teach their children while they play
- To sit beside their children

For those parents who don't play with their children, the biggest reasons include other responsibilities and lack of time.

Caregivers provided insight on the two primary barriers to play:

Lack of space for play

- “Whatever we could do then [as children], it’s not here now. We could play independently in our country. There’s a lot of difference. Now they can’t even walk normally because of the narrowness.” – *27 years old, F, camp*
- “We grew up in Burma, where there’s a lot of open land where we could play. We could even play pots and pans under the shades of trees. Now there’s no space to play like that. There’s no space inside the camps. If the children play in front of someone’s house, they are told to leave. The lack of space makes it hard for the children to play.” – *25 years old, F, camp*

Fear of abduction and human trafficking

- “Thieves take children and carry them in bags. They come and take [them]. That’s why it’s good to give them toys in home. It’s better for me to keep them together. In case they do any harm to our kids. We do not want wealth, we want our kids.” – *33 years old, F, camp*
- “Our Rohingya children are getting lost every day for trafficking purposes. If my child is taken by a vehicle within 10 minutes, tell me where would I find him?” – *27 years old, F, camp*

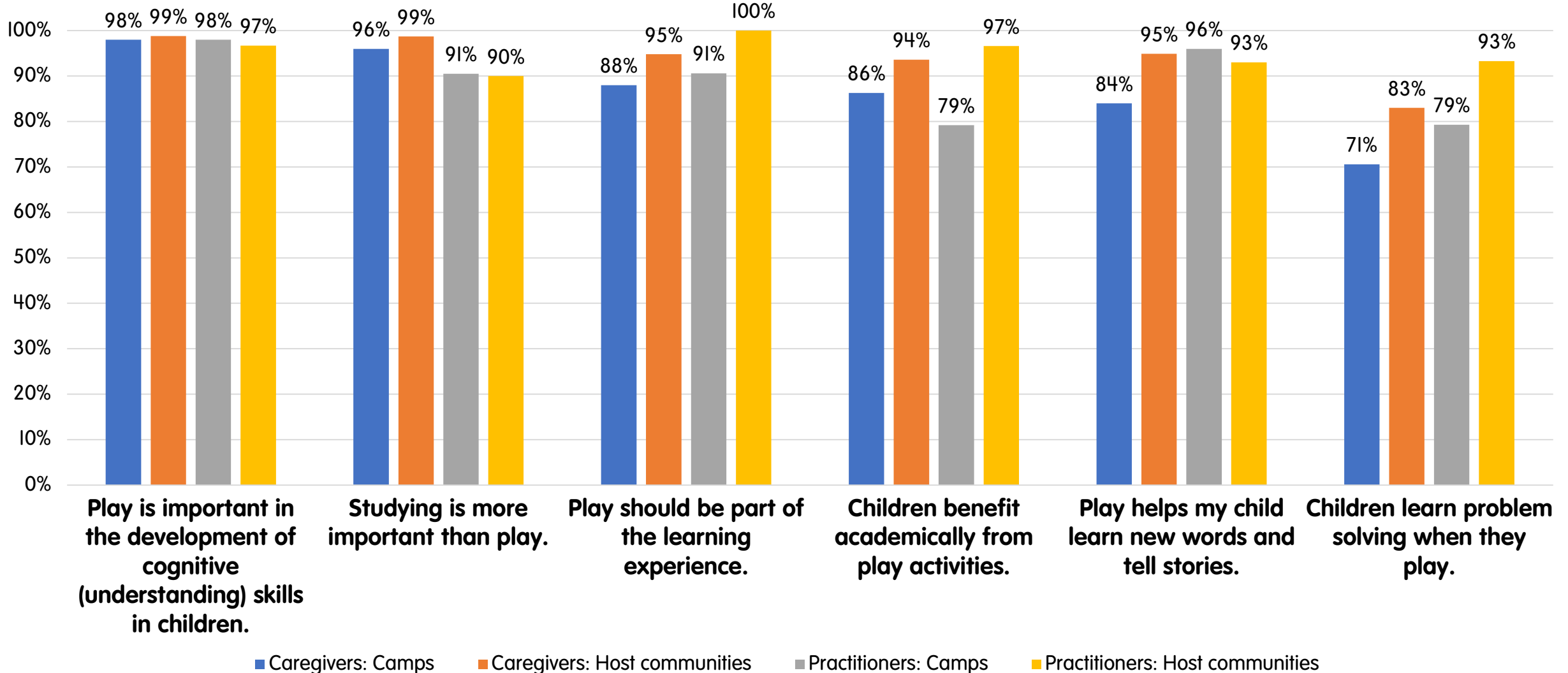
Caregivers and practitioners have **very positive perceptions** of the value of play for children's cognitive development.

- There is high agreement that **play** is important for **children's cognitive development** and that play should be **part of children's learning experience**.
 - “They can learn a lot of things while playing. Their intellectual power increases by playing. Their knowledge and understanding would increase by playing.” – *35 years old, F, camp*
- The **link between play and academic work is tenuous**, however, as neither caregivers nor practitioners believe that studying is more important than play.
- While agreement is still high, perception of the value of **play in support of problem solving skills is higher among caregivers in host communities and practitioners serving host communities**.

Perceptions of Value of Play for Cognitive Development



Perceptions of Value of Play for Cognitive Development*



*combined strongly agree/agree scores

Perceptions of Value of Play for Socio-Emotional & Creative Development



Though **caregivers and practitioners generally agree** that play is important for **emotional development, social skills development, and preparation for the future**, questions within this domain showed greater variability than questions around play and cognitive development:

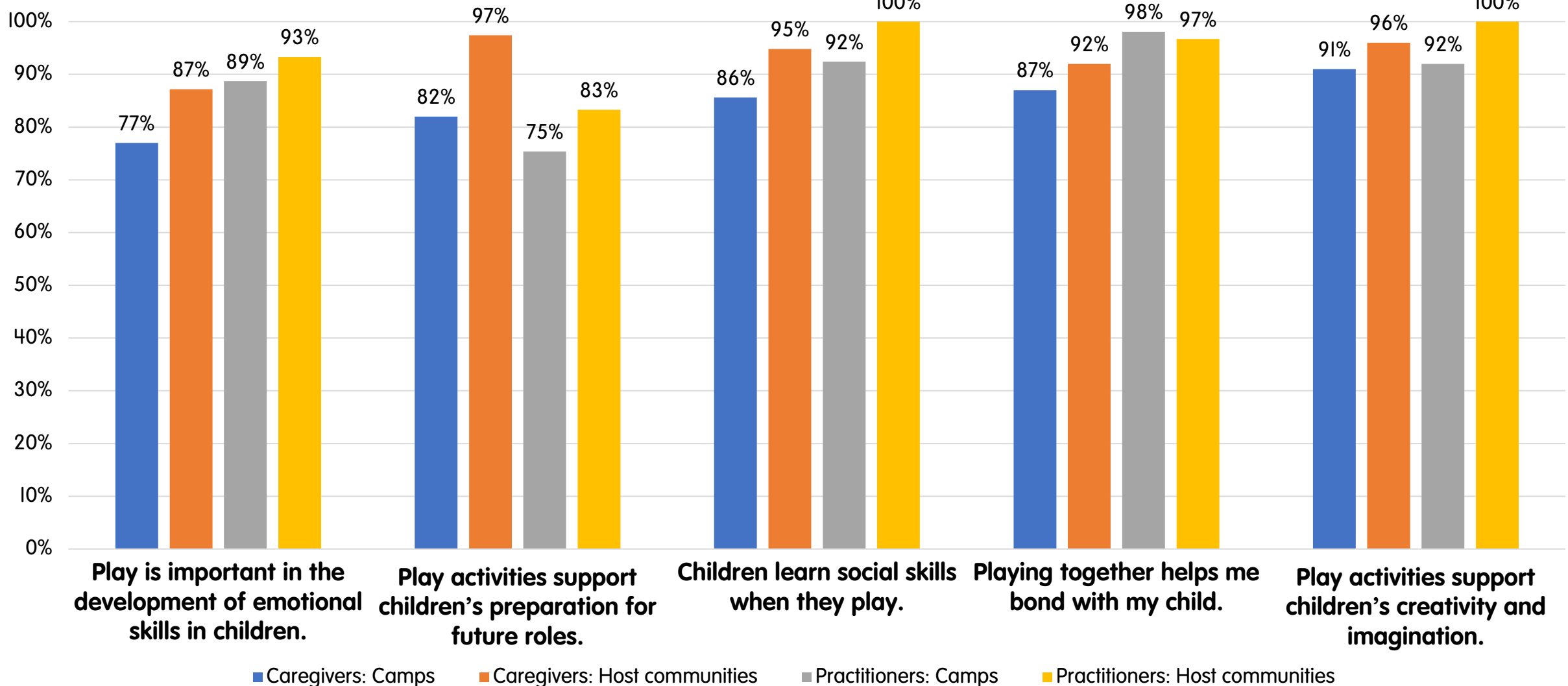
- While nearly 90% of all others agree that play is important in the **development of emotional skills in children**, 77% of caregivers in camps agree with this statement.
- 97% of caregivers in host communities agree that **play activities support children's preparation for future roles** compared to 82% of caregivers in camps and 75% of practitioners serving camps.

There is **high alignment** around the **link between play and social skills, creativity, imagination, and caregiver-child bonding**.

Perceptions of Value of Play for Socio-Emotional & Creative Development



Perceptions of Value of Play for Socio-Emotional & Creative Development*



*combined strongly agree/agree scores

Perceptions of Playfulness and Play Materials



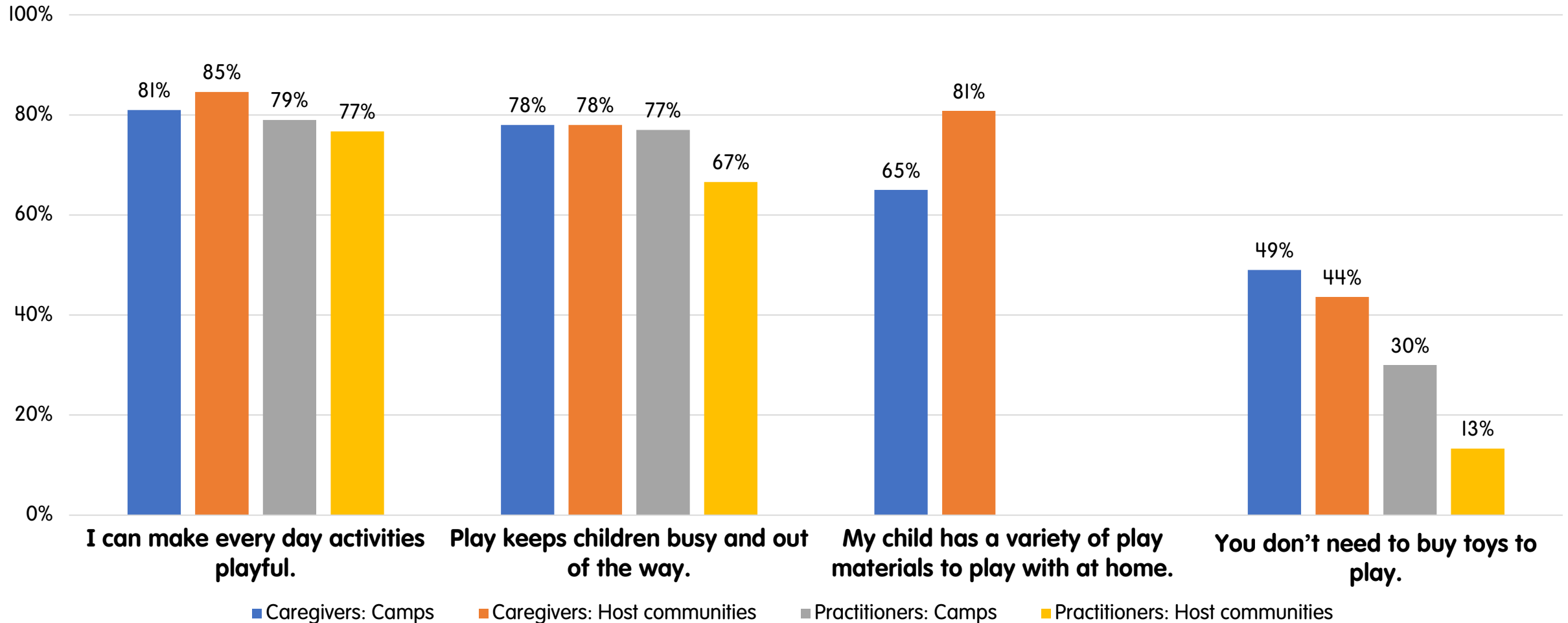
With statements around integrating play, being playful, and needing toys for play, **perceptions varied somewhat between and within caregivers and practitioners:**

- Respondents are **generally confident about making every day activities playful** with agreement ranging from 77% (practitioners: host) to 85% (caregivers: host).
- There is **agreement that play is useful for keeping children busy and out of the way**, though less so with practitioners serving host communities.
- **65% of caregivers in camps agree that their children have enough variety of play materials at home** versus 81% of caregivers in host communities.
- **Just under half of caregivers agree that you don't need to buy toys to play** relative to **13% of practitioners** serving host communities.

Perceptions of Every Day Play and Play Materials



Perceptions of Every Day Play and Play Materials*

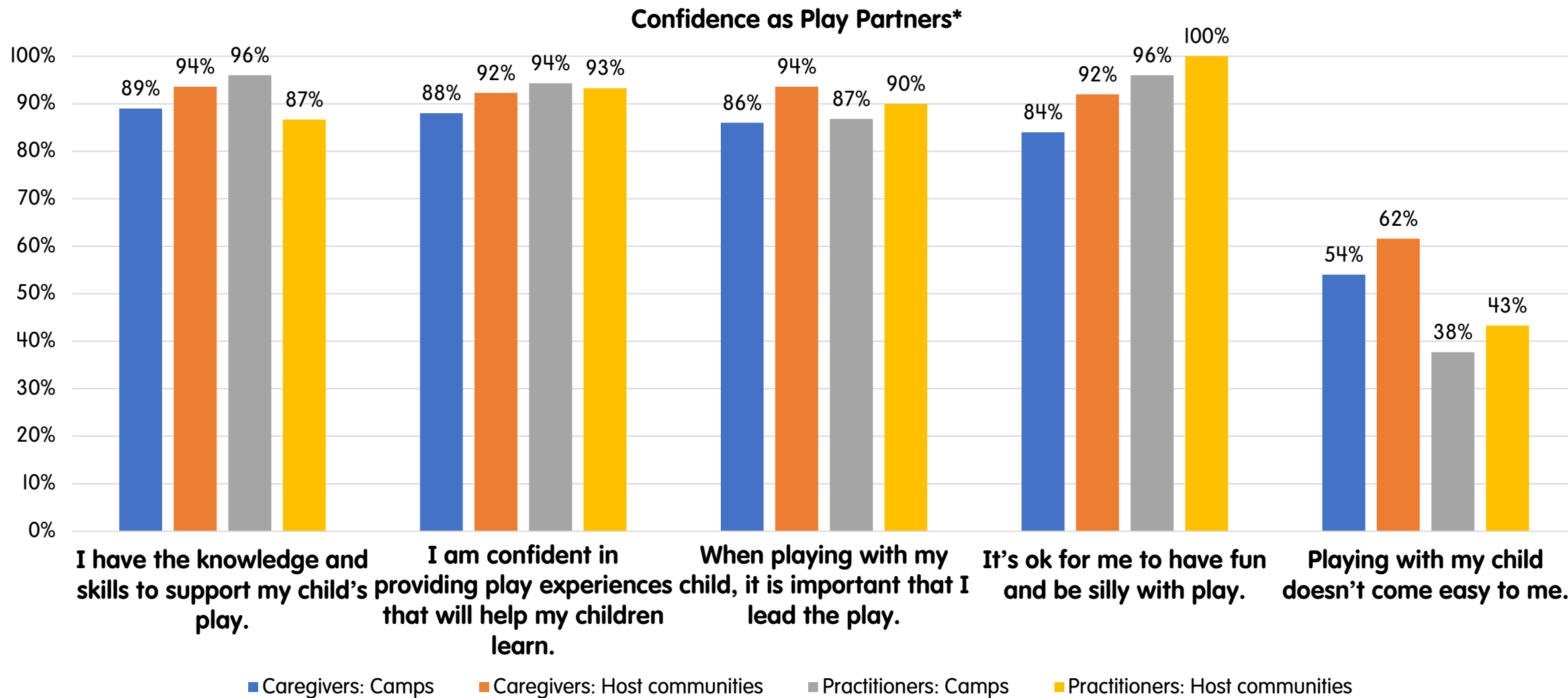


*combined strongly agree/agree scores

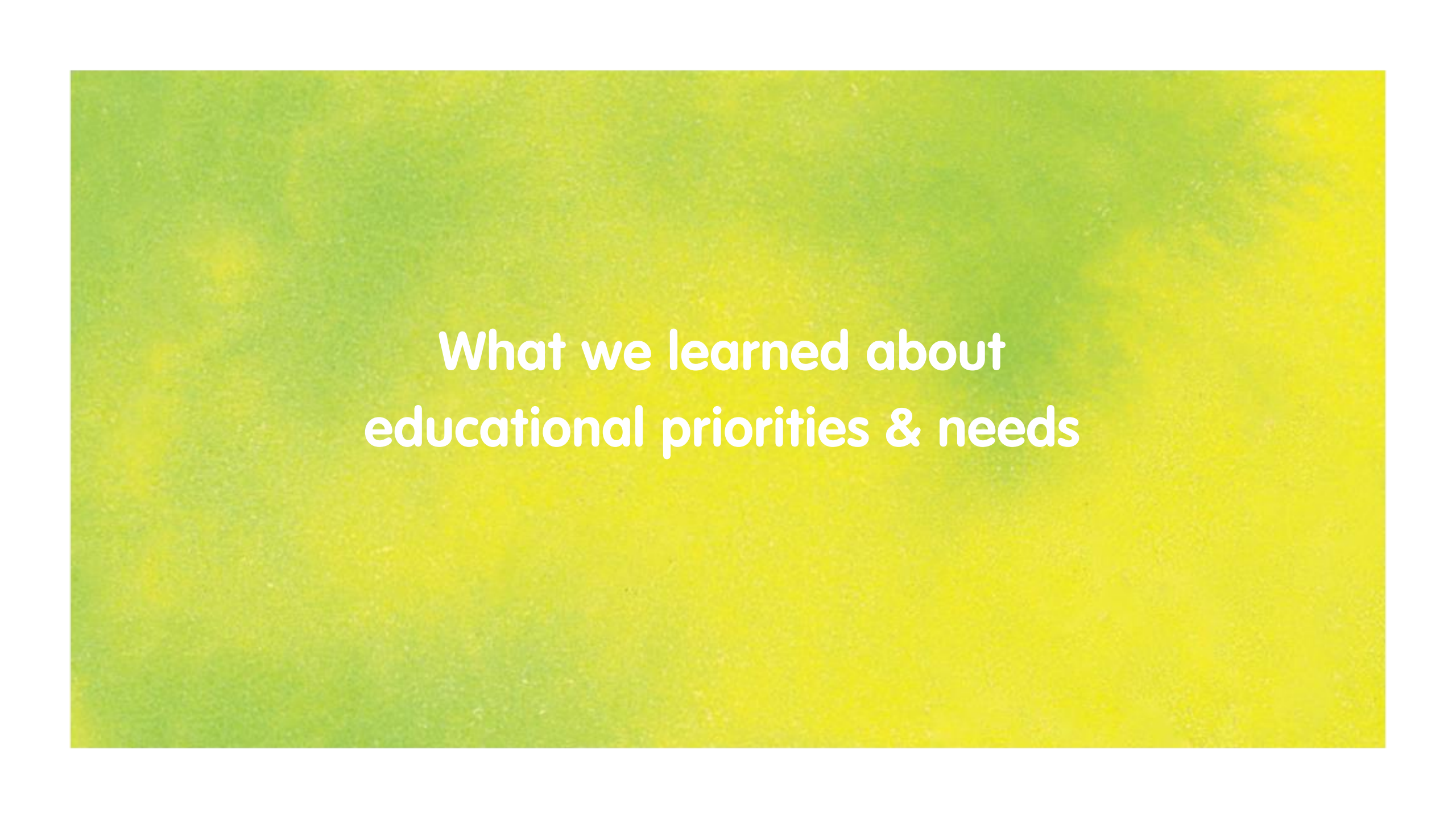
Confidence as play partners is high for both caregivers and practitioners:

- Caregivers and practitioners are **confident in their knowledge and skill level** to support play
- Caregivers and practitioners are **confident they can provide play experiences to support learning**
- Nearly **all practitioners and caregivers from host communities** agree that it is ok to be **fun and silly with children**. 84% of caregivers in camps agree to this statement.
- There is **moderate agreement that play does not come easy**, though caregivers are more likely to agree to this than practitioners.
 - 54% of caregivers in camps and 62% of caregivers in host communities agree that play does not come easy.

Confidence as Play Partners



*combined strongly agree/agree scores



**What we learned about
educational priorities & needs**

Ranking Interventions

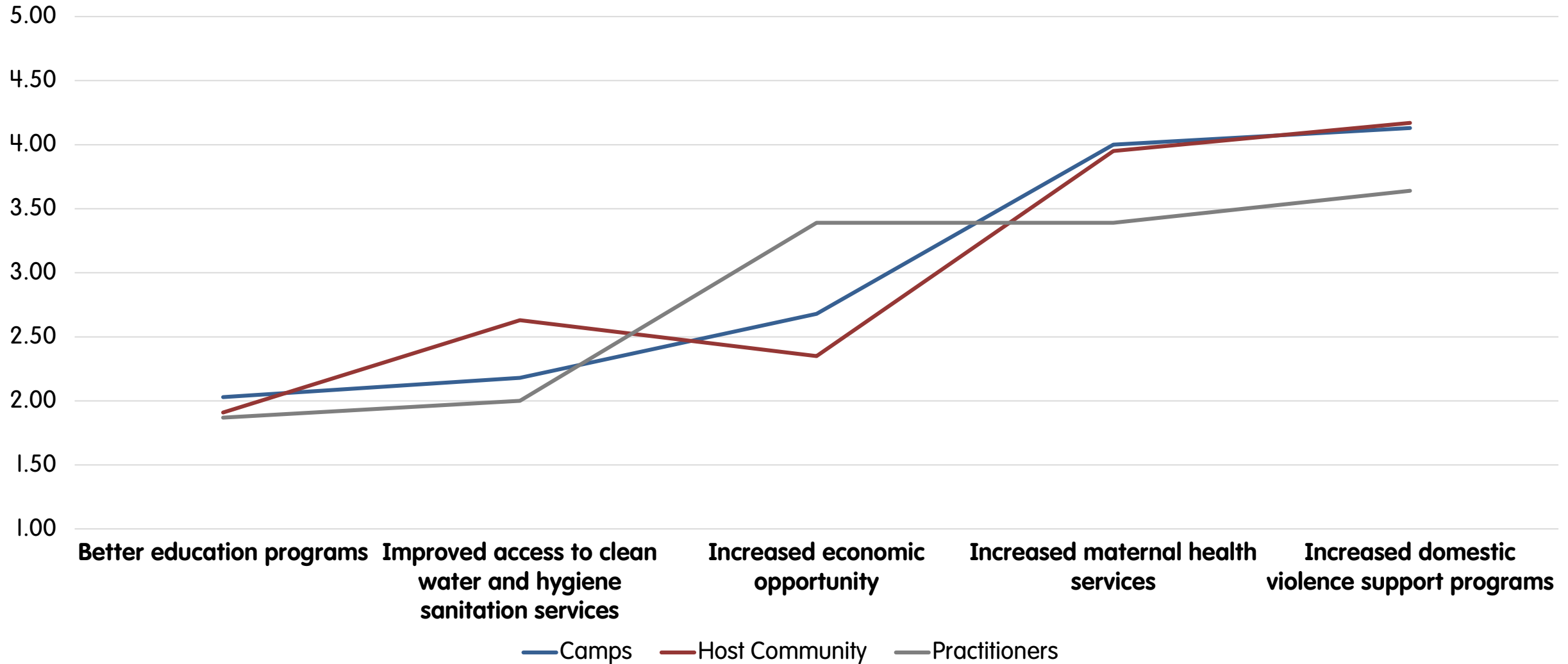


Caregivers and practitioners were asked to rank various programs that could improve life for families who live nearby.

- Caregivers and practitioners were aligned that the **most important intervention** would provide **better education programming**.
- The second most important intervention for all caregivers in camps and practitioners groups is **improved access to clean water and hygiene sanitation services**.
 - Acute respiratory infection (ARI), acute watery diarrhea (AWD) and unexplained fever are conditions with high proportional morbidity in camps likely explain why more caregivers prioritize proper hygiene and WASH services as their top priority in camps. ([click here for more info](#)).
- For **caregivers in host communities**, **increased economic opportunity** was the second intervention prioritized.
- After education and hygiene, there is a steep drop in mean scores for other interventions for practitioners.

Ranking Interventions

Ranking Program Interventions



Ranking Priorities for Children’s Development

Caregivers and practitioners were asked to rank various priorities in order of what is most important for children’s healthy development. Based on mean scores, children’s academic and professional success was the clear priority for all respondents.

Priority	Camps	Host Community	Practitioners
1	Academic and professional success	Academic and professional success	Academic and professional success
2	Social skills	Healthy relationship with family	Healthy relationship with family
3	Positive health & well-being	Positive health & well-being	Social skills
4	Joy and happiness	Joy and happiness	Positive health & well-being
5	Healthy relationship with family	Social skills	Joy and happiness
6	Ability to cope with difficult situations	Ability to cope with difficult situations	Ability to cope with difficult situations

Social concepts were also clear priorities for all respondents, from healthy relationships with family, social skills, and positive health and well-being.

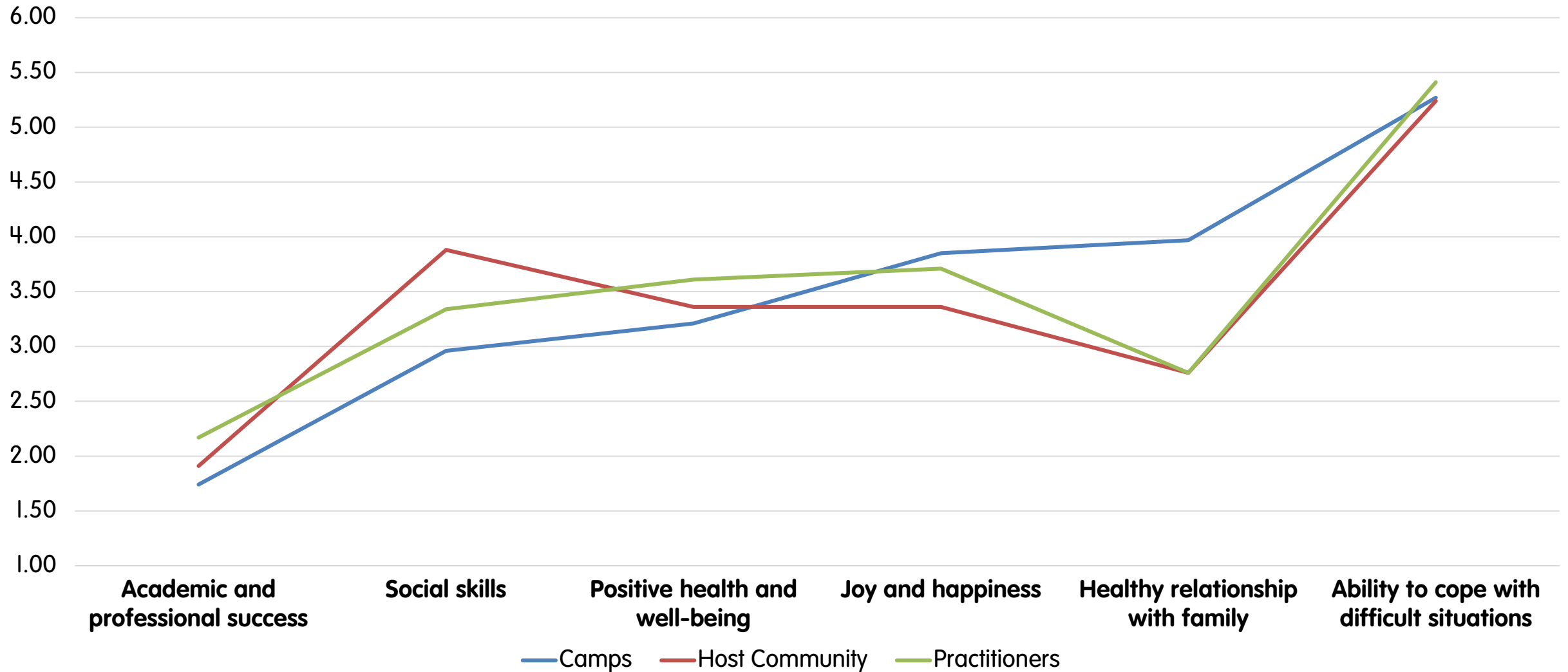
Caregivers in the camps place a lower priority on healthy relationships with family than caregivers in camps or practitioners.

Of all options, ability to cope with difficult situations is the lowest priority among all groups.

Ranking Priorities for Children's Development



Ranking Priorities for Children's Development



Most important things for children to learn at school

Caregivers were asked to identify the most important things for children to learn in school to prepare them for future. Caregivers in camps see education the supports religious practice as the clear priority while practitioners in camps focus on general offerings and learning English and Burmese. IPA theorizes these responses reflect the limited exposure to formal education in Burma and the absence of formal education in camps.

Camps	Practitioners serving camps	Practitioners serving host community
Learning Arabic and Islamic studies (73%)	General education (68%)	General education (53%)
	Learning English (24%)	Sports and entertainment (31%)
	Learning Burmese (16%)	Lessons from society (16%)
		Preservation of cultural values (16%)

“Islamic studies will help them in every sector of life.” – 28 years old, F, caregiver, camp

“When we used to live in Myanmar, we had to need Burmese first. But now we are here so we need English language.” – 31 years old, M, practitioner, camp

Practitioners' concerns about educational services

Practitioners provided insight on a number of concerns they face around the provision of education, though practitioners serving host communities provided much more specific and nuanced feedback:

- Quality of educational materials
- Language barriers and need for English and Burmese
- Need for formal education settings
- Quality of education system (*host*)
- Increased parental awareness about importance of education (*host*)
- Weak institutional strength and capacity (*host*)
 - Need government-funded primary schools
 - Need for more and better trained teachers
 - Improved infrastructure

“If an institution will be established, then everything be fine. Now, we have BRAC, if a primary school will be established, then the 5 years aged children can start learning.” -- *18 years old, F, host*

“Here only one primary school is with two teachers...If you take a look, you can see there is a scarcity of good teachers. One teacher has to teach all subjects.” -- *19 years old, M, host*

Concerns girls are most likely to mention

Practitioners serving camps and host communities both shared that girls are concerned about their continued education:

- **Puberty and cultural norms** that prevent them from attending to school
 - “During their puberty, they cannot come to school because there are rules...Here the parents do not allow them to come school after they are grown up.” – *21 years old, F, camp*
- **Security and safety** that limits their ability to engage in outdoor activities
- **“Eve-teasing”**: Euphemism used throughout South Asia for public sexual harassment or molestation of women by men where Eve alludes to the first woman based on the Biblical creation story.
 - 90% of girls in Bangladesh between the ages of 10-18 are affected by eve teasing which severely infringes on their freedom and right of mobility. Many girls are forced to reside at home giving up their studies since their families do not want them exposed to this practice. ([click here for more info](#))
- **24% of practitioners in the host community** said that **girls do not usually express their concerns** with practitioners.

Concerns boys are most likely to mention

Concerns that boys mention vary greatly from those mentioned by girls:

- What they can **play** and what **toys** they want to play with **(30%)**
- **Access to education long-term**, though this is more pronounced in camps (30%) than host communities (13%)
 - Boys say that those who are not educated they are also working very hard, doing labor work. They have to work hard in the sun. Those who are educated don't have to do the hard work. They don't have to carry load, educated ones can work in NGOs or in shops. That's why they want to be educated." – *29 years old, M, camp*
- **Fear of returning to Burma**
 - "Sometimes boys come and urge that they don't want to return to Burma. They are afraid of the brutal torture which they have faced in the past. They worry about these. They came here by crossing a hard path, so they do not want to go back." – *20 years old, F, camp*
- **Child labor issues**
- **14% of all practitioners** said that **boys do not usually express their concerns** with practitioners.

Concerns mothers and fathers are most likely to mention

Mothers and fathers are most likely to reference common worries about their **children's education including attendance, learning, limitations, and impact on children's future.**

- “They give importance to academic education, so that their kids can study properly. They couldn't study because we had to leave Burma. So the fact that we are getting free education here is actually a big matter. So their parents want their kids to get a proper education.” – *23 years old, M, camp*
- “The parents come here to hand over the children to us, that is all. And they say that we are handing over our children to you to educate them, treat them just like your own child.” -- *37 years old, M, camp*

44% of practitioners in host communities mentioned that **father are not caring like mothers.**

Barriers to accessing education for children with disabilities



Practitioners were asked to discuss the barriers to accessing educational services children with disabilities face:

- Travelling to learning centers
- Social stigma
- Communication challenges
- Require additional materials and special arrangements
- 12% of practitioners in camps said that children with disabilities do not face any problems.
- 34% of practitioners in camps said that the challenges are the same as other children.
- 14% of practitioners said they do not work with children with disabilities.

“Handicapped children have trouble with movements, so they cannot visit the learning center for education. Then they cannot express how they feel from being mute. How can one gain benefits if they cannot express their emotions?” – *24 years old, F, camp*

“Many autistic children come here. They can interact with other very well, they play with other kids and try to be a normal kid...They don’t face any difficulty.” -- *30 years old, M, camp*

Barriers to accessing education for girls and boys

Practitioners were asked to discuss the barriers to accessing educational services girls and boys face:

Girls	Boys
No barriers (26%)	No barriers (36%)
Work with parents at home (18%)	Work with parents at home (28%)
Safety concerns (14%)	Lack of interest
Cultural norms around limited mobility (<i>camp</i> s, 39%)	
Shy and quiet at school	
Lack of interest (<i>host</i> , 24%)	

“Girls are very shy. They don’t want to speak in front of guys. We become friends with them and adore them.” -- *20 years old, F, host*

“Boys who are 14 years old don’t want to come. Boys who are 10-12 come to school. We admit children of 14 years old, but they don’t want to come. We have to bring them by dealing with their parents.” -- *24 years old, F, camp*

**What we learned about
culture and creating a new TV show**

Stories, legends, poems, and songs at home

80% of all caregivers mentioned that they tell stories to their children and provided a wide variety of examples:

- Ancient stories
- Animal stories
- Fairy tales
- Folklore
- Horror stories
- Informative stories
- Religious stories and stories from Quran
- Stories of parents' past
- Stories of Burma (*camps only*)
- Stories that teach morals

76% of all caregivers mentioned reciting poems and singing to their children at home. These include ghazals, surahs, and qawwali.*

***Ghazal**: Poem often about both the pain of loss or separation and the beauty of love in spite of that pain

***Surah**: chapter of the Quran.

***Qawwali**: A type of Sufi and devotional music.

Watching TV shows in camps



Caregivers in camps explained that they have limited access to TV and are likely to watch in shops or community markets on occasion.

- Children go to tea stalls or school to watch TV.
- Only 6% of parents in camps have access to a TV and regularly watch.
- Children watch sports, cartoons, educational videos and songs, mostly on mobile phones
 - TV shows referenced include Meena Raju, Motu Patlu, Sisimpur, Tom and Jerry, Shiva, and Roudro
- 33% of caregivers could not answer the question.
- Parents expressed concern about the influence of TV and mobile phones on their children.
 - “He likes to watch BTV. But I don’t allow him to watch these things. I run after him.” -
- *25 years old, F, camp*

Teaching children about culture



Caregivers were asked to describe their culture and how they teach their children about culture.

Respondents struggled to understand the concept of 'culture' even when redefined as 'way of living' or 'lifestyle.'

For those that did respond, they focused on teaching their children the following cultural norms:

- Social etiquette and rules to live in society
- Religious culture and religious norms and values

Teaching children about culture: Social etiquette

Caregivers provided a number of examples of social etiquette that they teach their children:

- Not to quarrel
- Not to use swear words or slang
- Maintain personal hygiene
- Not to wander around camps
- Talk to elders with respect and greet them properly on the street
- Take care of your siblings
- Don't talk to strangers
- Read the Quran and pray properly
- Arabic lessons
- Islamic verses
- Distinguish between halal and haram
- Other religious rules (ex: Surah before eating)

Additional social etiquette norms for girls

There are specific and additional rules for girls:

- Rules on going out of the house
- Norms for interacting with people outside of immediate family
- Taking care of the house
- How to take 'purdah'
 - Often at start of menstruation, practice of requiring girls and women to remain within the family home until marriage

Skills, attitudes, and knowledge in a new show for kids



Caregivers and practitioners provided several topics that a new children's TV show should teach children:

- Gaining knowledge
- Importance of education
- Hygiene
- Social etiquette
- Cultural norms
- Health and hygiene
- Religious education
- Sports and play
- Vocational education
- Entertainment
- Sports
- Cartoons

26% caregivers and most practitioners could not answer this question.

Skills, attitudes, and knowledge in a new show for parents



Caregivers provided several topics that a new children’s TV show should teach parents:

Camps	Host communities	Practitioners
Basic education (63%)	General education (15%)	Effective parenting (28%)
Social etiquette (35%)	Raising children properly (14%)	Family and society (20%)
Religious rules (13%)	Vocational education (10%)	Health risks and illness prevention (11%)
	Social etiquette (10%)	

“You should run a program for the parents about education. Most of us are not educated.” – *25 years old, F, caregiver, camp*

“Anything educational or how a child can be well dress, advise them to [have] so many children, how to take care of your child. If you can see all of the issue, it would be better for us.” – *25 years old, F, caregiver, camp*

“Something like Sisimpur” – *21 years old, F, caregiver host*

**What we learned about practitioners'
experiences on the job**

Adequacy and appropriateness of available education services



In general, most practitioners noted inadequacies of existing services and facilities:

- 29% of practitioners stated generally that they do not have adequate services and facilities in their learning centers.
- 25% said they have adequate services and facilities.
- **Materials:** 20% are in need of books, writing materials, and other educational materials.
 - “[Students ask] when will the book be given? When the pen will be given? Children just think about these. I say, we’ll give. At first memorize these things, then I’ll give book and pen.” -- *20 years old, M, camp*
- **Infrastructure:** 14% noted lack of appropriate infrastructure
 - “This is a camp. Everything is made of bamboo. A strong breeze will destroy everything. Everything will break and even the pillar, so it’s very dangerous. And then classrooms hold the children. But in this heat, air is much needed. The children are hesitant and in discomfort because of this.” -- *29 years old, M, camp*
 - “That is there is no sanitation facility. One was there but the people of the camp damage it through using.” -- *22 year old, F, camp*

Joys and challenges at work



Most practitioners feel joy from being around and working with children, while the challenges are more varied:

Joys	Challenges
Teaching children (54%)	No challenges (31%)
Spending time and helping children (35%)	Overcrowded classrooms and too few teachers (20%)
Children who have studies (camps, 23%)	Inattentive children (23%)
	Miscellaneous*

“If I can educate 10-20 children then that’ll make me the happiest.” – *29 years old, M, camp*

“When I see that my students have done their homework and have prepared their lessons it makes me the happiest. I can understand that they’ve grasped what I taught them and that’s why they did their work. That make me happy.” – *29 years old, F, host*

“Today we had 4 classes in the morning. And there were only 2 teachers. So the 2 classes couldn’t just happen.” – *33 years old, F, host*

*Includes language barriers, family obligations, lack of sufficient teaching materials and facilities, and unhygienic working conditions.

Professional tools to support practitioners



Many practitioners look to the Internet for professional support:

- Google searches
- Downloading games for students
- YouTube searches for training videos and videos for students

“I don’t have enough time to use Internet regularly. But I feel that a multimedia classroom would help me a lot.” -- 33 years old, F, host

“I discuss with professionals, watch videos a little bit.” -- 18 year old, F, camp

“In the group we stay updated on what things are happening in different places. YouTube, Facebook, we sit with our colleagues and have different discussions. We discuss how to improve something or some part. And then sometimes we search on YouTube and Google and take help.” -- 30 year old, M, host

A few recommendations

Further explore how caregivers understand play



Because caregivers reported high perceptions and confidence around play but struggled to define play, further exploring how caregivers understand play is important to increasing both knowledge and behavior change around play.

A related caregiver-focused play intervention might want to:

- Leverage high rates of pretend play from both caregivers' play as children and current play
 - Consider the use of textless storybooks as an entry point given existing time spent reading/looking at picture books.
- Support their understanding of the role of adults in guided play for young children.
- Focus on link between play and children's development given the priority caregivers place on academic success.
 - This will also encourage parents to expand their understanding of the possibilities of educational experiences.

Focus on children's & caregivers' emotional needs



While caregivers and practitioners focus educational needs on academic learning, there is a clear need to support children's ability to manage their past and current realities:

- Children fear a return to Burma because of violent and traumatic experiences
- Caregivers carry a fear of being unable to meet children's basic needs
- Caregivers and children carry a fear of kidnapping and trafficking.
- Children may express difficult emotions through violent outbursts directed towards parents.
- Caregivers and practitioners may not see the importance of emotion regulation and its link to overall child development.

To address these needs:

- Support the development of content that teaches emotion identification and strategies to manage those emotions for both caregivers and children.
- Focus on link between children's development, particularly children's cognitive development, and emotion regulation given the priority caregivers place on academic success.

Address the gendered norms around play



While play activities are clearly gendered, so is who plays with children in the family:

- Identify and/or develop play activities that can be enjoyed by all children because of their link to various developmental outcomes.
- Provide spaces outside of the home for mothers to play and be joyful so mothers can play without concern for space limitations.
- Support fathers and other male caregivers' increased engagement in learning through play with young children.
 - Focus messaging around the long-term development potential for children with increased parental engagement.
- Provide spaces for fathers and adult male caregivers to engage directly with young children through play.

Create video content to support practitioners



Practitioners actively seek out videos for professional development. Given out how young practitioners are, providing video content to support their professional needs and fill existing knowledge gaps would benefit both practitioners and children.

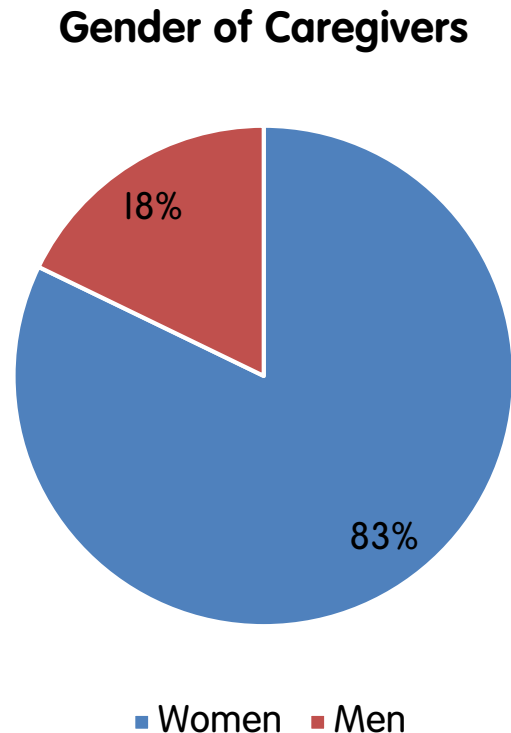
- Create professional development video content in Rohingya and Bangla to support all practitioners who serve children in camps.
- Work with practitioners to identify topic areas of need
- Collaborate with practitioners to draft scripts to ensure content accurately represent their unique scenarios
- Identify distribution methods that allow for offline viewing

Appendix: Respondent demographics

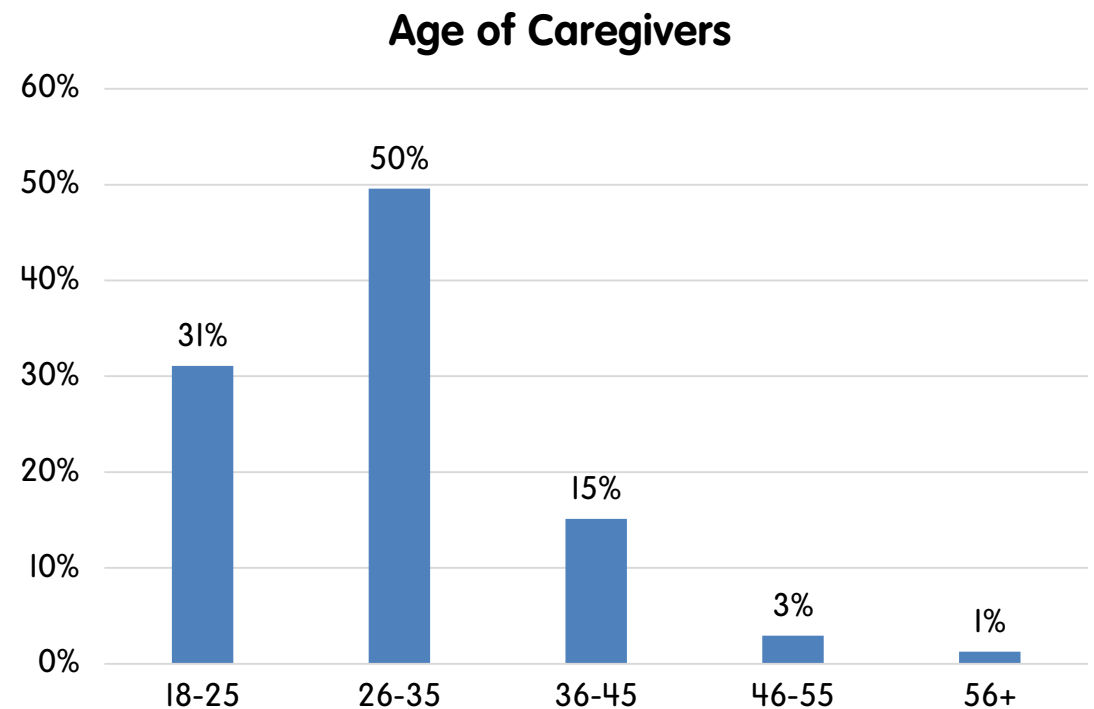
Demographics of Caregivers: Gender and Age



The majority of respondents were women.



The average age of caregivers was 31 years with the majority between 26-35 years old.

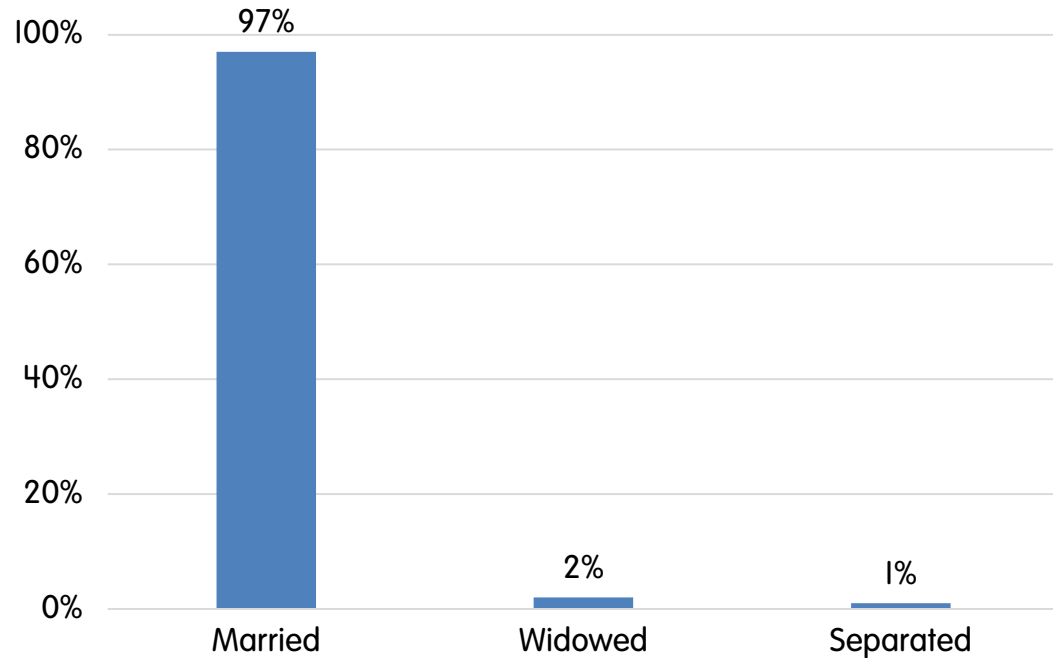


Demographics of Caregivers: Relationship Status & Education



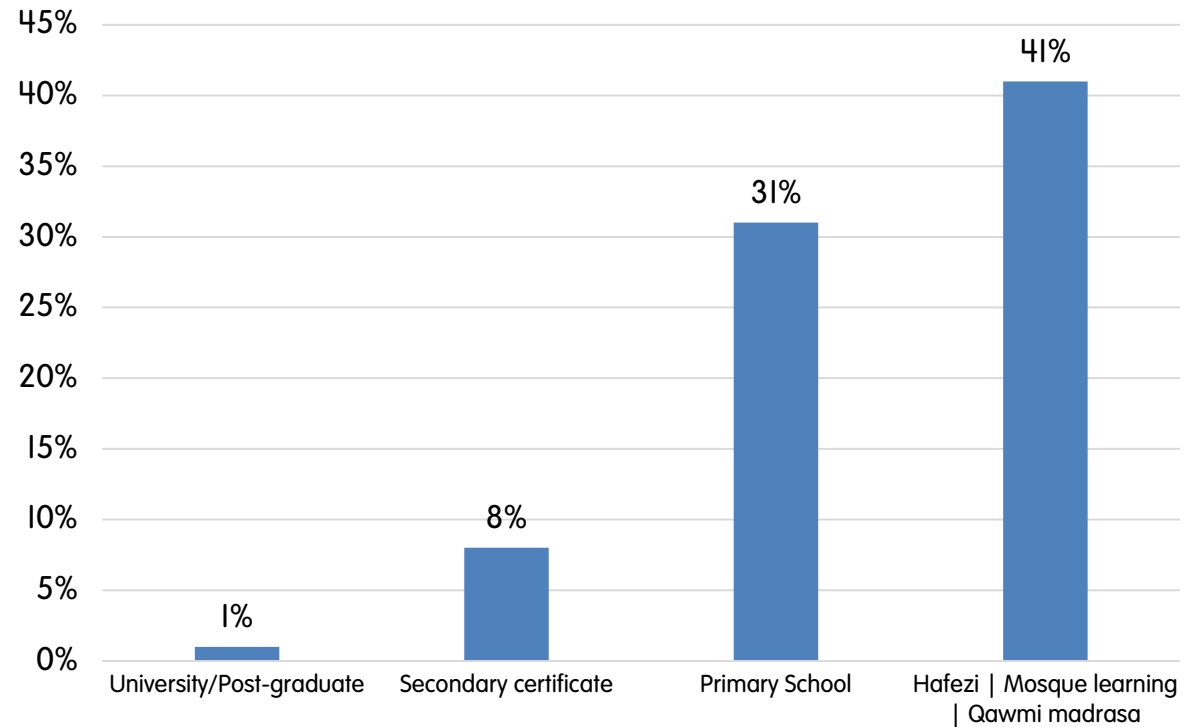
The overwhelming majority of caregivers were married.

Caregiver Relationship Status



Education levels are limited with 72% of respondents

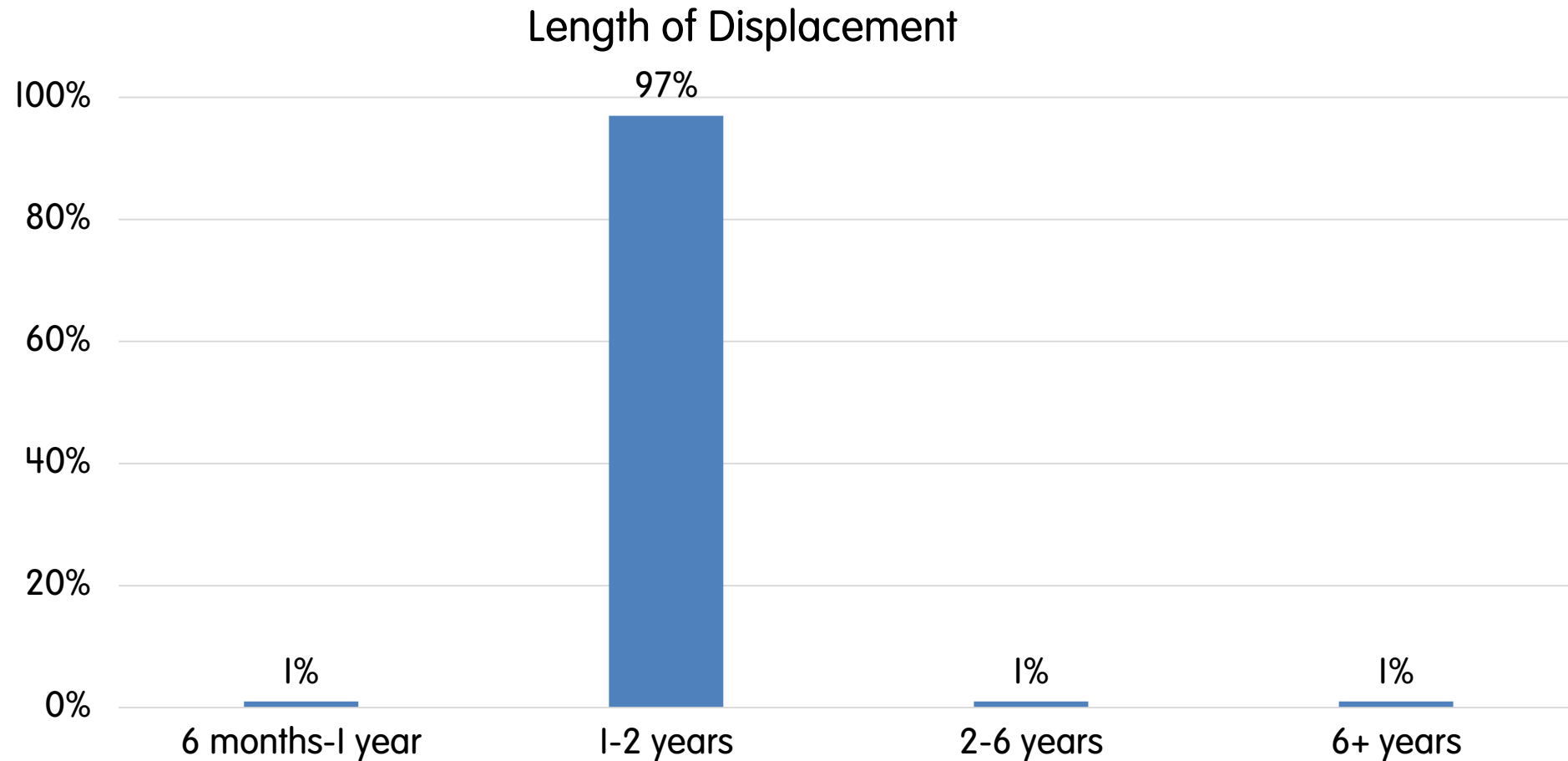
Caregiver Education Level



Demographics of Caregivers: Length of Displacement



Of the displaced in the sample, most have been displaced 1-2 years.



Demographics of Caregivers: Family Size and Relationship to Target Child

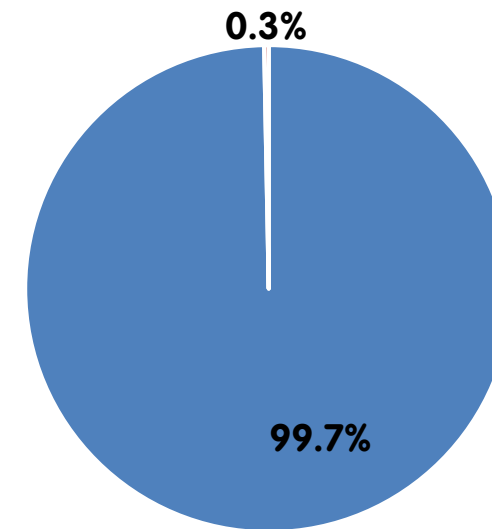


Caregivers in this study have an average of 4 children under the age of 18 with the average age of those children at 7 years.

Family size demographics	
Average number of children under 18	4
Average age of children under 18	7 years
Female children under 18	47%
Male children under 18	53%

Nearly all respondents in this study were the parent of the target child.

Relationship to Target Child

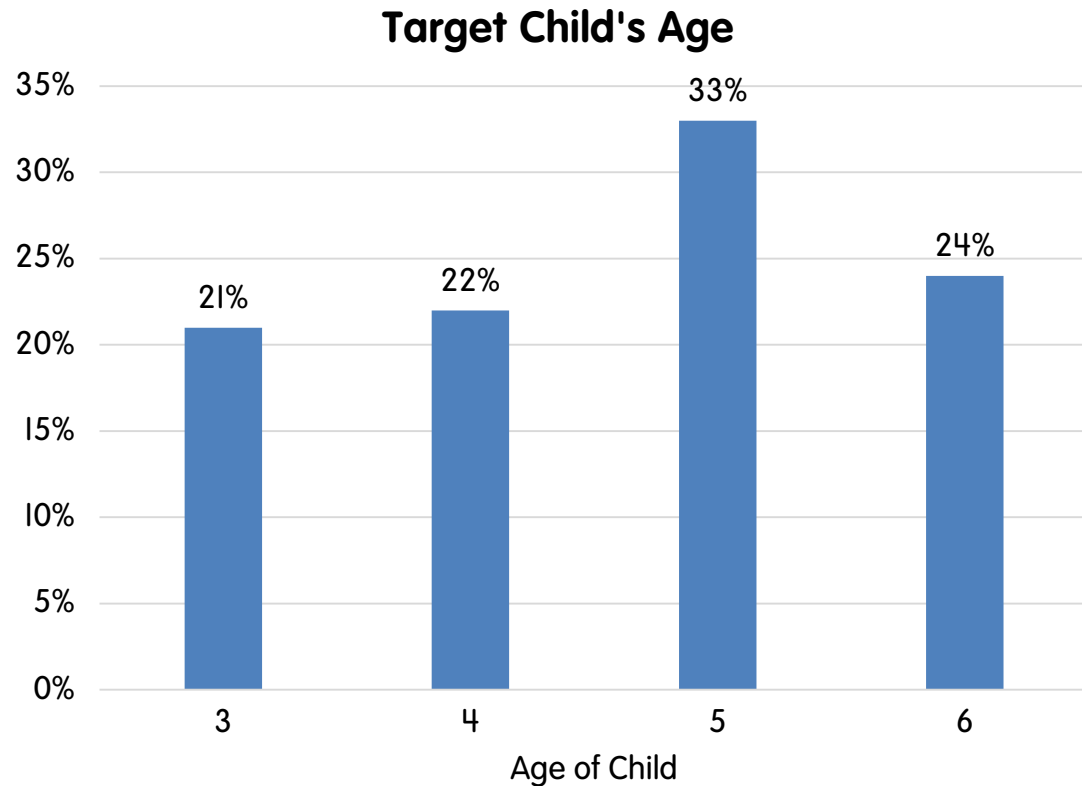


■ Parent ■ Aunt or Uncle

Demographics of Caregivers: Selected Child Age and Gender

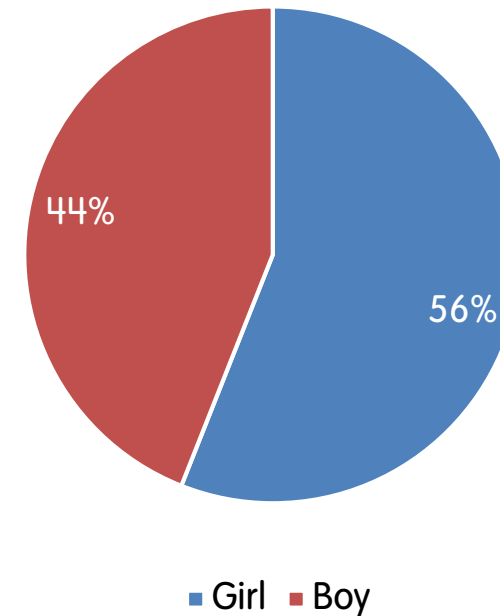


The age of selected children skewed slightly older within the target age range.



Boys represented a larger proportion of target children's gender than girls.

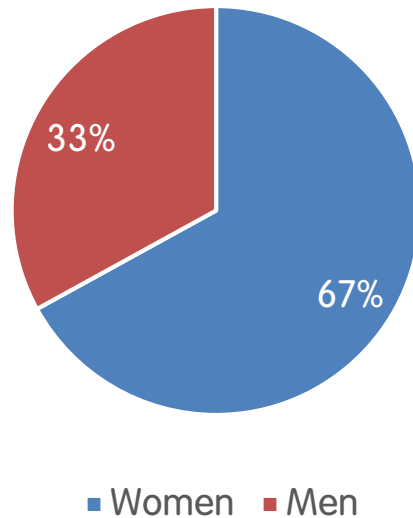
Gender of Target Child



Demographics of Practitioners: Gender and Age

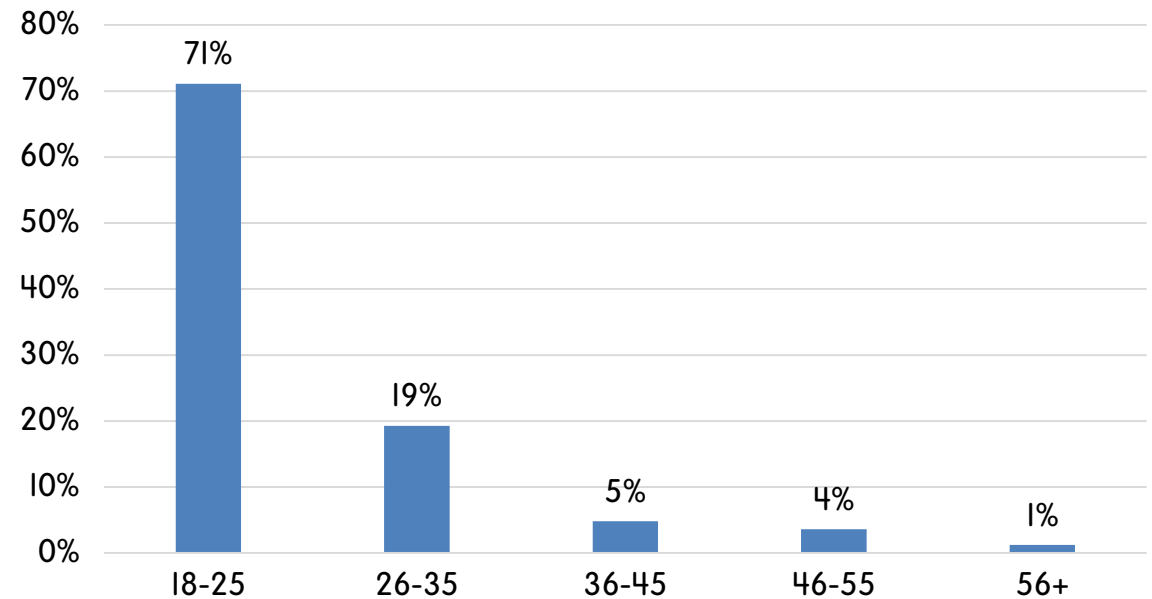
The majority of respondents were women.

Gender of Practitioners



The average age of practitioners was 24 years with the majority between 18-25 years old.

Age of Practitioners

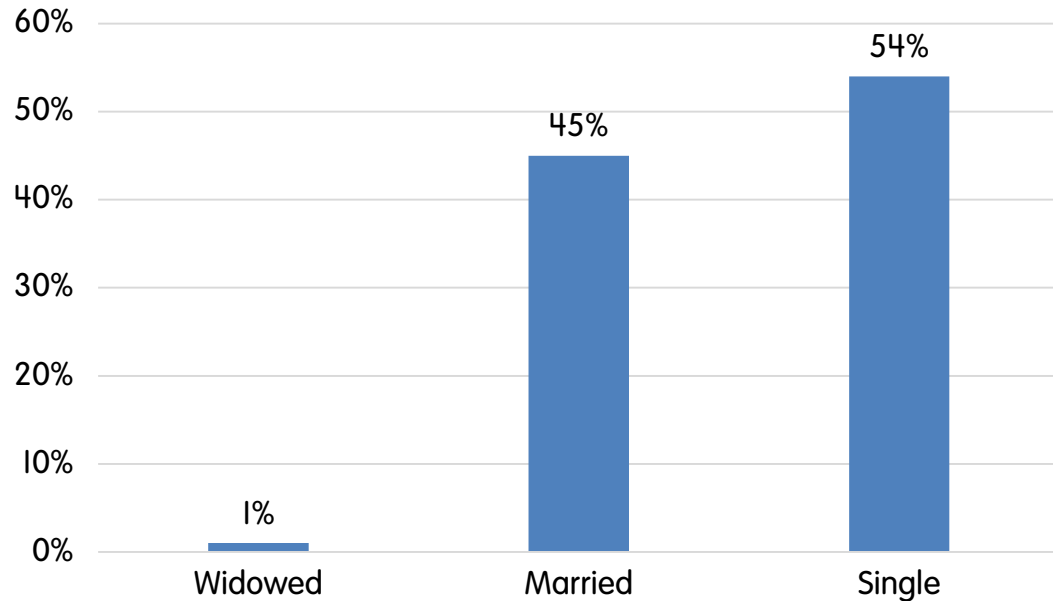


Demographics of Practitioners: Relationship Status & Education



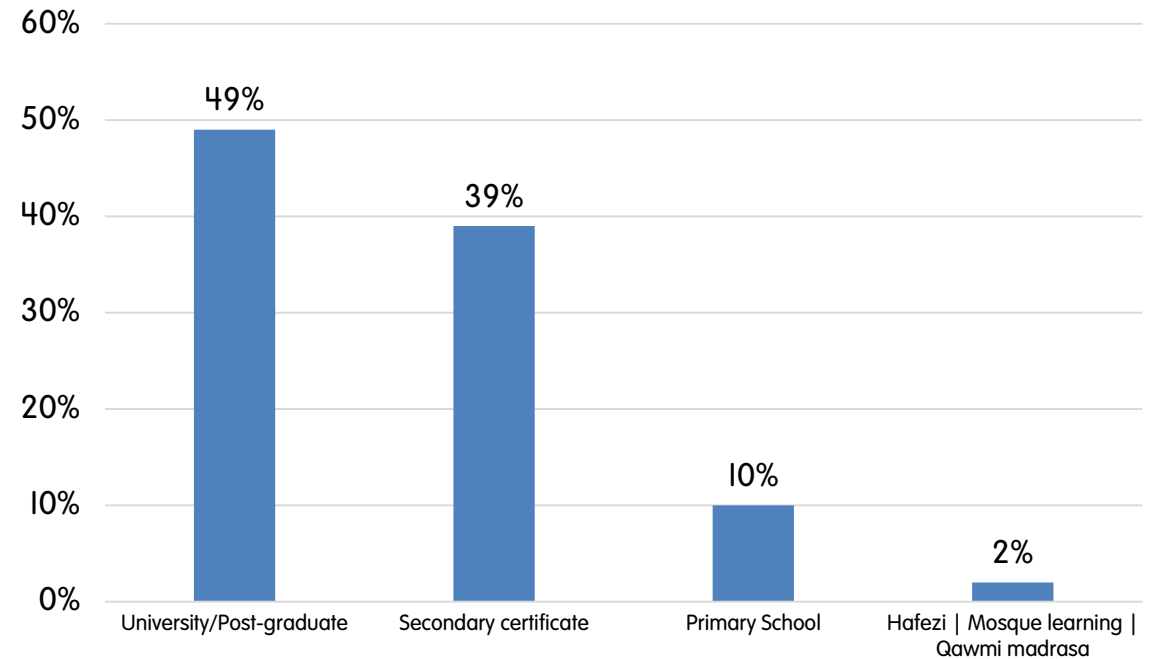
Just over half of practitioners are single while 45% are married.

Practitioner Relationship Status



Nearly half of practitioners have a university or post-graduate degree with another 39% having completed secondary school.

Practitioner Education Level

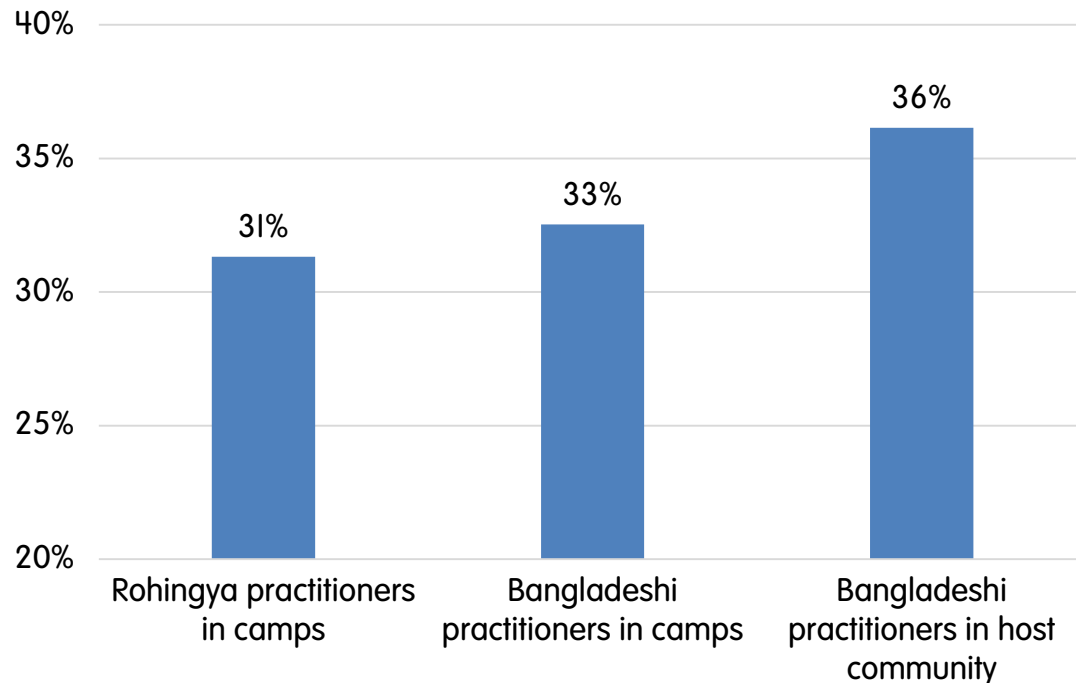


Demographics of Practitioners: Communities Served



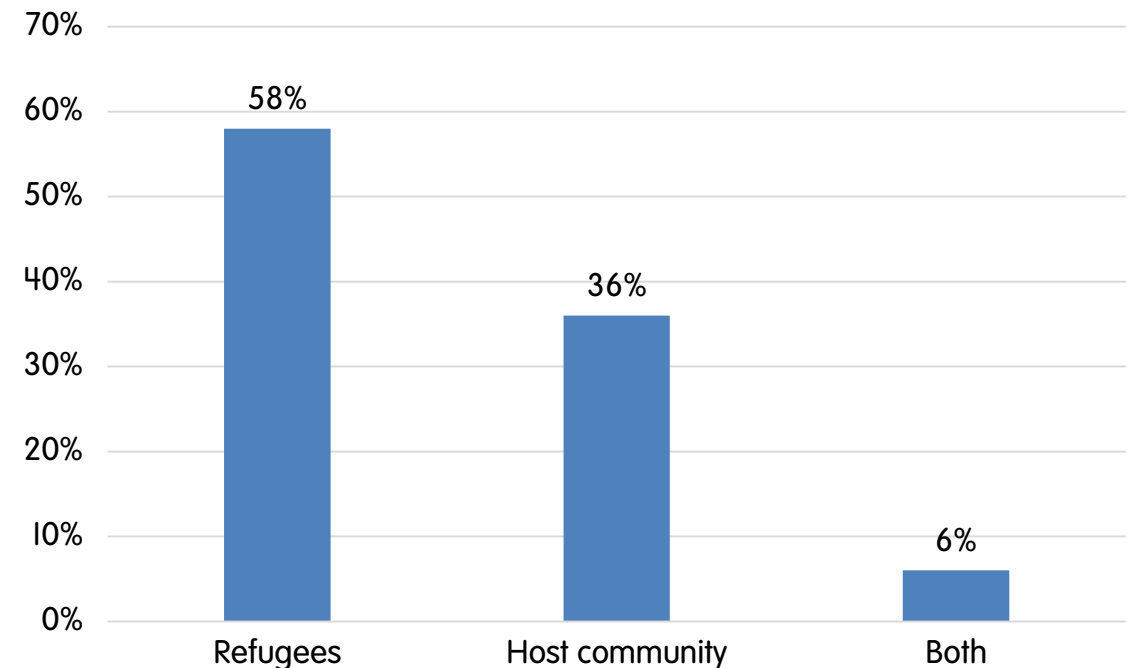
Rohingya practitioners in camp represent about a third of the practitioner sample.

Communities Served by Practitioners



The majority of practitioners serve Rohingya refugee communities.

Populations Served

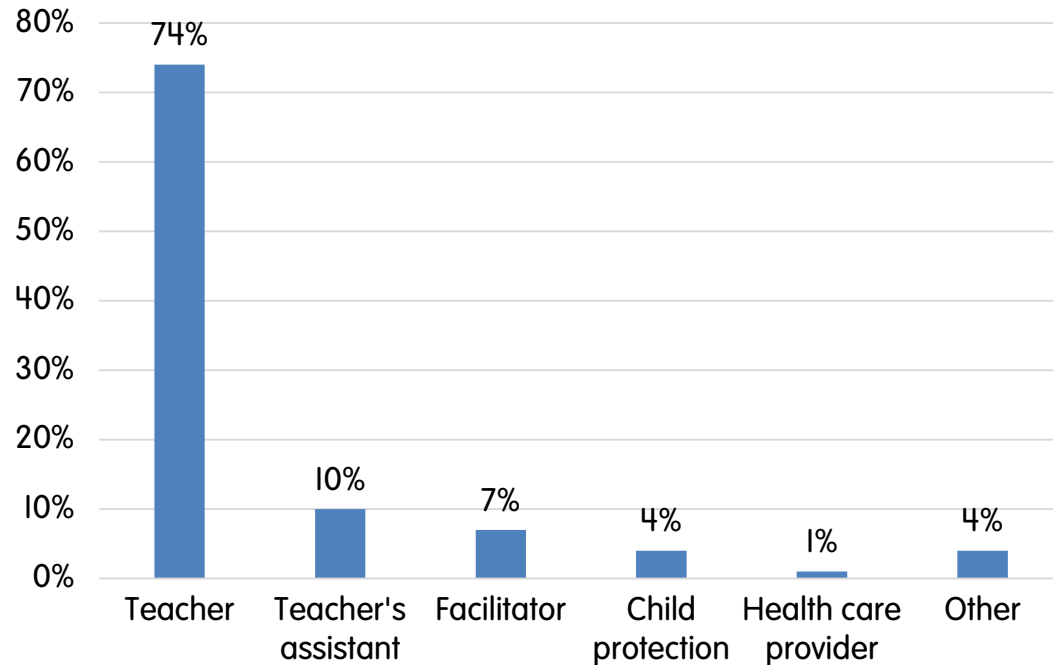


Demographics of Practitioners: Job Titles and Time in Current Position



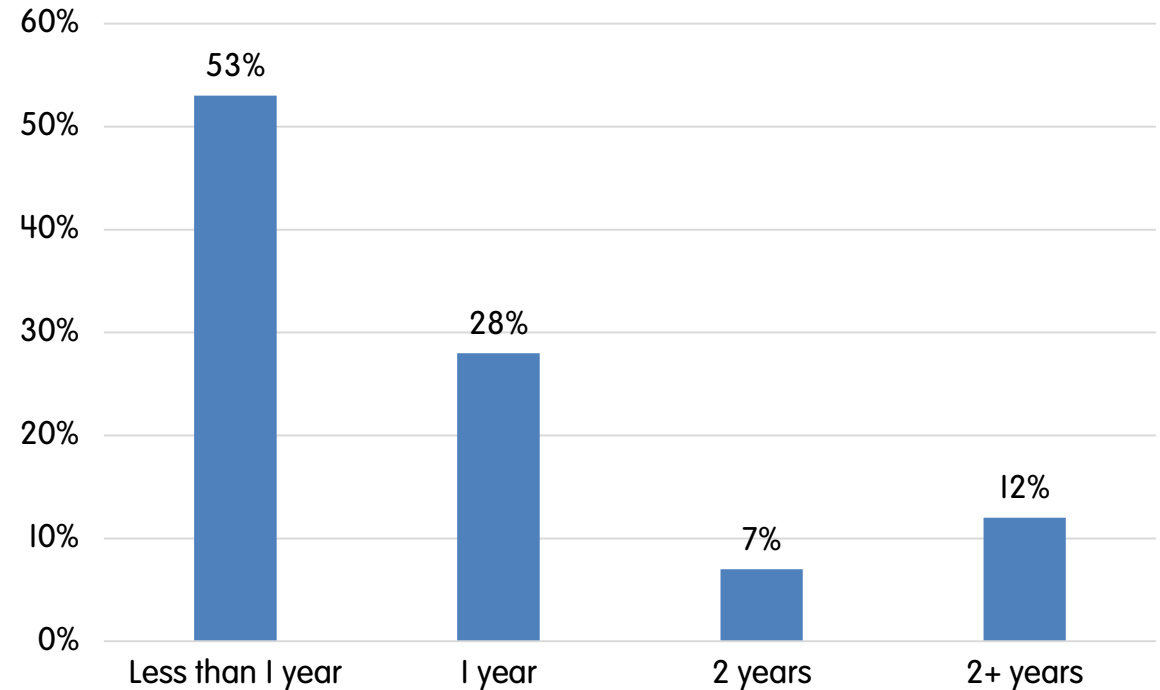
The majority of practitioners work as teachers.

Job Title



Most practitioners are fairly new to their current position, with 53% having less than a year and 28% at one year in their position.

Time in Current Position



Demographics of Practitioners: Job Titles and Time in Current Position



The majority of practitioners serve a wide range of grades from Kindergarten to Grade 6+. Only 33% of practitioners serve preschool children.

School Level of Children Served by Practitioners

