

Appendix 3: Information Gathering and Needs Assessment Questionnaire

Location(s): _____

Nature of emergency: _____

Main problem(s): _____

Are some schools still functioning?

Yes/No	Location(s)	Number of children attending	
		Girls	Boys
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

1. Main cause(s) and/or manifestation(s) of problem

- | | | | |
|--|--------------------------|-------------------------------------|--------------------------|
| School buildings have been damaged | <input type="checkbox"/> | Teachers will not work if unpaid | <input type="checkbox"/> |
| Water on school premises is unsafe/not available | <input type="checkbox"/> | Travelling has become dangerous | <input type="checkbox"/> |
| Children are unoccupied/out of school | <input type="checkbox"/> | Teachers are enrolled in army | <input type="checkbox"/> |
| Equipment/materials not available | <input type="checkbox"/> | Some children have been traumatised | <input type="checkbox"/> |
| Families cannot afford to buy school materials | <input type="checkbox"/> | Some children are disabled | <input type="checkbox"/> |
| Teachers have left or are afraid | <input type="checkbox"/> | Children are enrolled in the army | <input type="checkbox"/> |
| Lack of educated adults to replace teachers | <input type="checkbox"/> | | |

2. Identification of Children Population

	Total	Girls	Boys
Number of children	_____	_____	_____
0-5 year olds	_____%	_____%	_____%
6-13 year olds	_____%	_____%	_____%
14-18 year olds	_____%	_____%	_____%
Residents	_____%	_____%	_____%
In-movers	_____%	_____%	_____%

3. Comparison with Pre-Emergency Situation

	Total			Girls			Boys		
No of children	Less	Same	More	Less	Same	More	Less	Same	More
0-5 year olds	Less	Same	More	Less	Same	More	Less	Same	More
6-13 year olds	Less	Same	More	Less	Same	More	Less	Same	More
14-18 year olds	Less	Same	More	Less	Same	More	Less	Same	More
Residents	Less	Same	More	Less	Same	More	Less	Same	More
In-movers	Less	Same	More	Less	Same	More	Less	Same	More

Explain any major differences in gender

Are there any other significant issues that need to be addressed i.e. a presence of ethnic groups? Explain

4. What is the children’s level of education?

Early childhood education Primary education Middle school education
(early adolescents)

% of age group population that have completed _____ _____ _____

5. What is/are the language(s) used by the children?

	Mother tongue	Spoken <input checked="" type="checkbox"/>	Written <input checked="" type="checkbox"/>
Local languages (specify)	_____	<input type="checkbox"/>	<input type="checkbox"/>
	_____	<input type="checkbox"/>	<input type="checkbox"/>
	_____	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)	_____	<input type="checkbox"/>	<input type="checkbox"/>
	_____	<input type="checkbox"/>	<input type="checkbox"/>
	_____	<input type="checkbox"/>	<input type="checkbox"/>

6a. Do you possess a map of the region on which community buildings (e.g. schools, health centres, churches) are indicated?

6b. If the answer to 6a is no, could you obtain one?

6c. If the answer to 6b is no, indicate how to obtain this information

7. What locations can be used for classes?

	<input checked="" type="checkbox"/>	<u>Number of children that can be accommodated</u>
School/classrooms	<input type="checkbox"/>	_____
Rehabilitation centre	<input type="checkbox"/>	_____
Shelter	<input type="checkbox"/>	_____
Outside(shade/tree)	<input type="checkbox"/>	_____
House	<input type="checkbox"/>	_____
Religious buildings	<input type="checkbox"/>	_____
Clinic	<input type="checkbox"/>	_____
Other(specify)	<input type="checkbox"/>	_____

8. Are the following facilities easily accessible?

	<u>On-site</u> <input checked="" type="checkbox"/>	<u>At a distance(metres)</u> <input checked="" type="checkbox"/>	<u>Not accessible</u> <input checked="" type="checkbox"/>
Water source (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lavatories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toilets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities for the disabled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electricity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How far would children have to travel to attend classes?

	<u>0-25%</u>	<u>26-50%</u>	<u>51-75%</u>	<u>76-100%</u>
(in metres)		(% of the children group)		
500 metres or less	_____	_____	_____	_____
500 to 1000 metres	_____	_____	_____	_____
> 1000 metres	_____	_____	_____	_____
(in miles)				
1/2 mile or less	_____	_____	_____	_____
1/2 to 1 mile	_____	_____	_____	_____
> 1 mile	_____	_____	_____	_____

10. Are children involved in household chores or any other work?

	<u>Girls</u>	<u>Boys</u>
%	_____	_____
Hours per day	_____	_____
Mainly a.m. or p.m.	_____	_____

11. What quantity (approximately) of learning materials are available and required?

(per child)	<u>Available</u>	<u>Required</u>
Textbooks	_____	_____
Subject 1	_____	_____
Subject 2	_____	_____
Subject 3	_____	_____
Slate(s)	_____	_____
Chalk(s)	_____	_____
Ball sponge(s)	_____	_____
Exercise book(s)	_____	_____
Pen(s)/pencil(s)	_____	_____
Pencil eraser(s)	_____	_____
Colour pencil(s)	_____	_____
Others (specify)	_____	_____

12. What is the quantity (approximately) of teaching materials that are available and required?

	Available	Required
(Per classroom)	_____	_____
Guides/manuals	_____	_____
Record books	_____	_____
Blackboard	_____	_____
Chalk box(es)	_____	_____
Wall charts/maps	_____	_____
Pens/pencils	_____	_____
Stationery	_____	_____
Others (specify)	_____	_____
Recreational materials	_____	_____

13. Who is/might be available to teach children?

	No.	Women (%)	Men(%)
Trained teachers	_____	_____	_____
Para-professionals	_____	_____	_____
Professionals from other fields (e.g. medical/para-medical)	_____	_____	_____
Older children	_____	_____	_____
Community members	_____	_____	_____
NGO members	_____	_____	_____
Volunteers	_____	_____	_____
Other (specify)	_____	_____	_____

14. What adult human resources are available to support teachers?

	<u>No.</u>	<u>Women(%)</u>	<u>Men(%)</u>	<u>Level of education/Qualification</u>
Para-professionals	_____	_____	_____	_____
Professionals from other fields (e.g. medical/para-medical)	_____	_____	_____	_____
Older children	_____	_____	_____	_____
Community members	_____	_____	_____	_____
NGO members	_____	_____	_____	_____
Volunteers	_____	_____	_____	_____
Others (specify)	_____	_____	_____	_____

15. Are children accompanied?% of children group

By their whole family _____
 By at least one parent _____
 By older siblings _____
 By other family members _____
 By volunteers _____
 Alone _____

16. Who is the household head?% of children group

Mother _____
 Father _____
 Other adult (specify) _____
 Other child (elder sister) _____
 Other child (elder brother) _____
 Other (specify) _____

17. Economic background of the children's family?%

Farmers _____
 Artisans _____
 Nomads _____
 Cattle raisers _____
 Other (specify) _____

18. What are the special messages to be conveyed to children?

Messages on sanitation & hygiene _____

Health messages _____

Messages on potential dangers such as landmines _____

Life skills (specify) _____

Other (specify) _____

19. Presence of functioning key institutions in affected communities (indicate a few names):

Community committees	Universal	Common	Rare	Non-existent
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education ministry resources	Universal	Common	Rare	Non-existent
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher training institutes	Universal	Common	Rare	Non-existent
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education-active domestic NGOs	Universal	Common	Rare	Non-existent
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education-active int'l NGOs	Universal	Common	Rare	Non-existent
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UN agencies	Universal	Common	Rare	Non-existent
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)	Universal	Common	Rare	Non-existent
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>