



## Tool 3: In-depth Interview (IDI)

**Purpose:** This form contains possible information to be gathered from key informants within the selected locations (communities, towns, and possibly camps).

**Recommended Sources:** The information for filling this form should be collected through key informant interviews with 1. Education Secretary (ES); 2. Education and Social Development (ESD) official; 3. Religious Leader; 4. Women’s Leader 5. Traditional Leader; 6. Head Teacher; and 7. Partner organizations working on IDP issues.

### 1. GENERAL INFORMATION

Interview Identification
Instrument Code: _____ Key Informant Title: _____ Date of assessment: ___/___/___ (dd/mm/yy)
Name(s) of Assessor(s): _____ Telephone: _____ Male: ___ Female: ___
Location of Assessment
Name of State/Admin level 1: _____
Name of LGEA/Admin level 2: _____
Name of Community within LGEA/Village/Admin level 3: _____
Community Details
School level: <i>(mark all that apply and are available in the community)</i>
<input type="checkbox"/> 1. Preschool <input type="checkbox"/> 3. Junior Secondary <input type="checkbox"/> 5. Non-formal <input type="checkbox"/> 2. Primary <input type="checkbox"/> 4. Senior secondary <input type="checkbox"/> 6. Other (specify) _____
School type in the community:
<input type="checkbox"/> 1. Public/government <input type="checkbox"/> 3. Community <input type="checkbox"/> 5. NGO-run <input type="checkbox"/> 2. Private <input type="checkbox"/> 4. Religious/Mission <input type="checkbox"/> 6. Other (specify) _____
Informed consent
<p>Hello. My name is _____ and I am working with _____. We are conducting an assessment of the situation for education in this area. We would like to ask you some questions about the schools and educational activities taking place here. We will also ask about whether the education system has been affected by the current crisis, and try to understand parental perceptions about education. The interview usually takes _____ minutes to complete. Any information that you provide will be kept strictly confidential and will not be shown to other people. Your participation is voluntary and you can choose not to answer any or all of the questions. However, we hope that you will participate since your views are important. Do you have any questions? May we begin now?</p>



## 2. ACCESS AND LEARNING ENVIRONMENT

Topic	No.	Questions	Response categories		
<b>Equal Access</b>					
<b>Availability of learning activities</b>	<b>1.1.</b>	What types of educational opportunities are available in this community/site?	<u>1. Yes</u>	<u>2. No</u>	
		A. Pre-school/ECD	<input type="checkbox"/>	<input type="checkbox"/>	
		B. Primary	<input type="checkbox"/>	<input type="checkbox"/>	
		C. Secondary	<input type="checkbox"/>	<input type="checkbox"/>	
		D. Non-formal	<input type="checkbox"/>	<input type="checkbox"/>	
		E. Religious	<input type="checkbox"/>	<input type="checkbox"/>	
		F. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Functioning schools</b>	<b>1.2.</b>	In this community, how many functioning schools/ non-formal schools/learning spaces were there one year ago (January to December 2014) before the insurgency/crisis increased?	__  # of schools		
	<b>1.3.</b>	How many of the schools/non-formal schools/learning spaces are still functioning now (open and running a regular schedule of classes)?	__  # of schools		
<b>Estimated attendance</b>	<b>1.4.</b>	Since a year ago and increased crisis, how many of the local children are still attending schools/NFLCs in this community/site?	<input type="checkbox"/> 1. None / only a few (0-25%) <input type="checkbox"/> 2. Some (26- 50%) <input type="checkbox"/> 3. Many (51-75%) <input type="checkbox"/> 4. Almost all / all (76-100%)		
		A. Boys			
		B. Girls	<input type="checkbox"/> 1. None / only a few (0-25%) <input type="checkbox"/> 2. Some (26- 50%) <input type="checkbox"/> 3. Many (51-75%) <input type="checkbox"/> 4. Almost all / all (76-100%)		
<b>Estimated enrollment</b>	<b>1.5.</b>	What percentage of IDP school-age children living in this community/site are currently enrolled in a school/NFLC?	<u>A. Boys</u>	<u>B. Girls</u>	<u>C. Average</u>
			__ %	__ %	__ %
<b>Non-formal education</b>	<b>1.6.</b>	What kinds of non-formal education activities are available in this community/area: For boys?	<u>1.6. For boys?</u>		<u>1.7. For girls?</u>
	<b>1.7.</b>	A. Literacy and numeracy classes	<input type="checkbox"/>	<input type="checkbox"/>	
		B. Vocational / skills training	<input type="checkbox"/>	<input type="checkbox"/>	
		C. Recreational / sports activities	<input type="checkbox"/>	<input type="checkbox"/>	
		D. Art, music, drama activities	<input type="checkbox"/>	<input type="checkbox"/>	
		E. None	<input type="checkbox"/>	<input type="checkbox"/>	
		F. Others (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	



Topic	No.	Questions	Response categories	
<b>Out of school/ excluded groups</b>	<b>1.8.</b>	What groups of children and young people are least likely to participate in education activities in your community/area?	<i>(list the top 3 groups)</i>	
			1. _____	
			2. _____	
			3. _____	
<b>Protection and Well-being</b>				
<b>Safety to and from school</b>	<b>1.9.</b>	Is it safe for the children (and teachers) to travel to and from the schools/NFLCs in this community/area?	<u>1. Yes</u>	<u>2. No</u>
		A. Boy students	<input type="checkbox"/>	<input type="checkbox"/>
		B. Girl students	<input type="checkbox"/>	<input type="checkbox"/>
		C. Female teachers	<input type="checkbox"/>	<input type="checkbox"/>
		D. Male teachers	<input type="checkbox"/>	<input type="checkbox"/>
	<b>1.10.</b>	What risks are present for children (and teachers) in this community?	<u>1.10. Last year?</u>	<u>1.11. Presently?</u>
		A. Bombs	<input type="checkbox"/>	<input type="checkbox"/>
		B. Abductions or forced recruitment	<input type="checkbox"/>	<input type="checkbox"/>
	<b>1.11.</b>	C. Sexual violence (harassment, abuse, rape)	<input type="checkbox"/>	<input type="checkbox"/>
		D. Natural hazards (e.g. flooded areas)	<input type="checkbox"/>	<input type="checkbox"/>
		E. Ongoing violence in/around schools	<input type="checkbox"/>	<input type="checkbox"/>
		F. Others? (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>
<b>Safety at school</b>	<b>1.12.</b>	Are children (and teachers) safe while at schools/NFLCs in this community/area?	<u>1. Yes</u>	<u>2. No</u>
		A. Boy students	<input type="checkbox"/>	<input type="checkbox"/>
		B. Girl students	<input type="checkbox"/>	<input type="checkbox"/>
		C. Female teachers	<input type="checkbox"/>	<input type="checkbox"/>
		D. Male teachers	<input type="checkbox"/>	<input type="checkbox"/>
	<b>1.13.</b>	What risks are present for children (and teachers) while at school?	<u>1.13. Boys?</u>	<u>1.14. Girls?</u>
		A. Health risks from unsanitary conditions	<input type="checkbox"/>	<input type="checkbox"/>
	<b>1.14.</b>	B. Child Labor	<input type="checkbox"/>	<input type="checkbox"/>
		C. Being sexually abused or exploited	<input type="checkbox"/>	<input type="checkbox"/>
		D. Schools vulnerable to attack or targeting	<input type="checkbox"/>	<input type="checkbox"/>
		E. Schools are a potential site for recruitment or abduction	<input type="checkbox"/>	<input type="checkbox"/>
		F. Unsafe buildings	<input type="checkbox"/>	<input type="checkbox"/>
		G. Other Risks _____	<input type="checkbox"/>	<input type="checkbox"/>



Topic	No.	Questions	Response categories	
	1.15.	When or where are children (boys and girls) vulnerable/exposed to risks in this community/site? Check as many as applicable. For Boys? For Girls?	<u>1.15. Boys?</u>	<u>1.16. Girls?</u>
	1.16.	A. When collecting firewood/farming in fields	<input type="checkbox"/>	<input type="checkbox"/>
		B. On their way to or from school	<input type="checkbox"/>	<input type="checkbox"/>
		C. With immediate family	<input type="checkbox"/>	<input type="checkbox"/>
		D. With extended family	<input type="checkbox"/>	<input type="checkbox"/>
		E. After dark	<input type="checkbox"/>	<input type="checkbox"/>
		F. During recreational play	<input type="checkbox"/>	<input type="checkbox"/>
		G. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>
<b>Facilities</b>				
<b>Type of facilities</b>	1.17.	How many of the schools/NFLCs currently functioning in this community/site are taking place in:  A. Temporary structures (e.g. tents, or outside)  B. Semi-permanent structures (e.g. made of mud)  C. Permanent structures (e.g. brick buildings)	<input type="checkbox"/> 1. None/only a few (0-25%) <input type="checkbox"/> 2. Some (26- 50%) <input type="checkbox"/> 3. Many (51-75%) <input type="checkbox"/> 4. Almost all/all (76-100%)	<input type="checkbox"/> 1. None/only a few (0-25%) <input type="checkbox"/> 2. Some (26- 50%) <input type="checkbox"/> 3. Many (51-75%) <input type="checkbox"/> 4. Almost all/all (76-100%)
<b>Schools as shelters</b>	1.18.	Are schools/NFLCs in this community/site being used as collective shelters for families, IDPs, or other groups?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	If yes, how many are being used out of the total number existing? _____
	1.19.	Are there alternative locations that can be used for shelter?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	



**3. TEACHING AND LEARNING**

Topic	No.	Questions	Response categories	
<b>Curricula</b>				
<b>Loss of school materials</b>	<b>1.20</b>	Have the teaching and learning materials of schools/learning spaces in this community/site been lost or damaged as a result of the recent emergency/crisis? If so, how many?	<input type="checkbox"/> 1. None/only a few (0-25%) <input type="checkbox"/> 2. Some (26- 50%) <input type="checkbox"/> 3. Many (51-75%) <input type="checkbox"/> 4. Almost all/all (76-100%)	
<b>Conflict-Sensitive Education-related topics</b>	<b>1.21</b>	What topics have been introduced in schools in this community/site to help learners deal with the emergency?	<u>1. Introduced</u>	<u>2. Needed</u>
		What additional topics are needed?		
		A. Peace education and conflict mitigation and resolution	<input type="checkbox"/>	<input type="checkbox"/>
		B. Psychosocial support and social emotional learning	<input type="checkbox"/>	<input type="checkbox"/>
		C. Health, nutrition, and hygiene promotion	<input type="checkbox"/>	<input type="checkbox"/>
		D. Violence prevention, including sexual and gender-based	<input type="checkbox"/>	<input type="checkbox"/>
		E. Bomb/explosives awareness	<input type="checkbox"/>	<input type="checkbox"/>
		F. Awareness of risks, such as contingency planning for emergency and preparedness	<input type="checkbox"/>	<input type="checkbox"/>
G. Other (specify)_____	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Comments and additional information:</b>				



**4. EDUCATION POLICY AND COORDINATION**

Topic	No.	Questions	Response categories	
<b>Policy Formulation and Enactment</b>				
<b>Rights violations</b>	<b>1.22</b>	Have you heard of any of the following taking place within this community/site?	<u>1. Yes</u>	<u>2. No</u>
		A. Schools being attacked or destroyed by armed conflict	<input type="checkbox"/>	<input type="checkbox"/>
		B. Teachers being targeted by the conflict	<input type="checkbox"/>	<input type="checkbox"/>
		C. School children being recruited by armed groups	<input type="checkbox"/>	<input type="checkbox"/>
		D. Certain children being denied access to education (If yes, specify group _____)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Coordination</b>				
<b>Actors present</b>	<b>1.23</b>	Are there currently any organizations in this community/site that are supporting education? If so, who are they? Check all that apply.	1. Yes ( <i>specify names</i> )	
		A. Community Education Committees (such as PTA, SBMCs)	<input type="checkbox"/>	_____
		B. Government Education Authorities	<input type="checkbox"/>	_____
		C. Local NGOs	<input type="checkbox"/>	_____
		D. International NGOs	<input type="checkbox"/>	_____
		E. UN agencies	<input type="checkbox"/>	_____
		F. Emergency agencies	<input type="checkbox"/>	_____
		G. Other (specify) _____	<input type="checkbox"/>	_____
<b>Comments and additional information:</b>				

