

January – April 2019



# Information Needs Assessment



## Rohingya and Host Communities Cox's Bazaar, Bangladesh

## Table of Contents

<b>ACKNOWLEDGEMENTS</b> .....	<b>3</b>
<b>AUTHORS</b> .....	<b>3</b>
<b>ACRONYMS</b> .....	<b>3</b>
<b>ABOUT INTERNEWS</b> .....	<b>3</b>
<b>METHODOLOGY</b> .....	<b>4</b>
<b>EXECUTIVE SUMMARY</b> .....	<b>5</b>
<b>KEY RESULTS</b> .....	<b>9</b>
<b>KEY FINDINGS</b> .....	<b>11</b>
<b>LANGUAGE, LITERACY, AND EDUCATION</b> .....	<b>11</b>
<b>COMMUNICATION CHANNELS AND SOURCES</b> .....	<b>15</b>
<b>RADIO ACCESS AND CONSUMPTION HABITS</b> .....	<b>18</b>
<b>TELEVISION ACCESS AND CONSUMPTION HABITS</b> .....	<b>22</b>
<b>MOBILE PHONE ACCESS AND CONSUMPTION HABITS</b> .....	<b>24</b>
<b>NEWSPAPER AND MAGAZINE CONSUMPTION HABITS</b> .....	<b>27</b>
<b>INTERNET ACCESS</b> .....	<b>27</b>
<b>INFORMATION NEEDS</b> .....	<b>29</b>
<i>Refugees</i> .....	<b>29</b>
<i>Host Communities</i> .....	<b>30</b>
<i>Preferred Means of Receiving Information</i> .....	<b>33</b>
<i>Communication with Aid Providers</i> .....	<b>35</b>
<i>Local Community Structures</i> .....	<b>38</b>
<b>ANNEX 1: QUESTIONNAIRE</b> .....	<b>39</b>
<b>ANNEX 2: FOCUS GROUP DISCUSSION PARTICIPANTS</b> .....	<b>52</b>
<b>ANNEX 3: RADIO PROGRAMS ACCESSED</b> .....	<b>55</b>

## Acknowledgements

The Information Needs Assessment was carried out by Internews with joint contributions from the Common Service for Community Engagement and Accountability project funded by the European Commission's European Civil Protection and Humanitarian Aid Operations (ECHO) and the Advancing Access to Reliable Information (AARI) project supported by the United States Agency for International Development (USAID).

## Authors

Matt Abud

Syed Zain Al-Mahmood

Rezaur Rahman

Hasan James

## Acronyms

ACAPS	Assessment Capacities Project
BISR	Bangladesh Institute of Social Research
CiC	Camp in Charge
CwC	Communicating with Communities
IEA	Information Ecosystem Assessment
ICG	International Crisis Group
IOM	International Organization for Migration
NGO	Non-Government Organisation
TWB	Translators Without Borders
UNHCR	United Nations High Commissioner for Refugees

## About Internews

Internews ([www.internews.org](http://www.internews.org)) is an international non-profit organization whose mission is to empower local media worldwide to give people the news and information they need, the ability to connect and the means to make their voices heard. Internews has been working in humanitarian emergencies since the Tsunami in South East Asia in 2004. Through trainings, products and technical assistance, Internews helps a wide array of local partners and international organizations to embed Communicating with Communities (CwC) into program design and implementation. These initiatives include tracking and addressing rumours for affected communities; collecting feedback from beneficiaries and delivering them back to humanitarian organizations; working with local media outlets to produce programs aimed at peaceful coexistence with host communities; and delivering daily legal and other types of information to affected communities via social media, traditional media, mobile and any other tools available in country.

## Methodology

Internews surveyed 602 respondents, totalling 501 Rohingya and 101 host community members, between January 29 and February 10, 2019. The survey was carried out by national research firm BISR, and – with minor changes – the questionnaire was the same as that developed by Internews for the Information Needs Assessment conducted in October and November 2017, which served as the baseline. Between March 4 and March 25, six Focus Group Discussions were conducted, four with Refugee Community representatives, and two with Host Community Representatives.<sup>1</sup>

***“Often we don’t have enough information about important issues that affect us and then people just make up stuff. That’s dangerous.”***

***- 40-year-old Rohingya man***

---

<sup>1</sup> A breakdown of the participants in those discussions can be found in Annex 2.

## Executive Summary

This Information Ecosystem Assessment (IEA) builds on the previous study conducted by Internews and the Emergency Telecoms Sector (ETS) in late 2017. It targets both refugee and host communities, through an extensive quantitative survey and select Focus Group Discussions.<sup>2</sup>

The standout change between the two Assessments is the dramatic increase in the number of refugees who say they now have enough information to make decisions about their daily lives: the percentage jumped from 23% in 2017 to 92% in the recent study. This is evidence that the efforts to provide information, by Internews, BBC Media Action, Translators Without Borders, and a range of humanitarian organisations, has had real impact in meeting information needs.<sup>3</sup>



<sup>2</sup> Questionnaires on communication outreach efforts were shared with humanitarian aid organisations; however responses were at an insufficiently low level to provide useful data, and are not included. (The 2018 Common Service Community Engagement evaluation comprised a comprehensive review of many of these efforts; see

<https://reliefweb.int/report/bangladesh/evaluation-common-service-community-engagement-and-accountability-rohingya-refugee>.) In addition, while the 2017 study also mapped the local media landscape, that research was not repeated here.

<sup>3</sup> The same Common Service Community Engagement evaluation found 68% said they had enough information to meet daily needs, showing a sustained increase since late 2017.

Upon close examination, however, the increase is not a straightforward win. Large numbers of refugees still report confusion over how to access several services and meet basic needs, with 40% saying they were unsure how to obtain more or better food. Similarly large percentages needed information about financial support, water supplies aid registration general information about events around the camps, what was happening in Myanmar / Rakhine, and long-term options for their and their children's futures. As discussed in the report, it is possible that refugees don't identify the lack of answers to these questions as an 'information gap' that affects their ability to make decisions, but rather a simple lack of options that better information can't resolve.

**“The pumps installed by NGOs often run dry. We have to walk far to get water sometimes. I wish we knew how the pumps would be maintained and by whom.”**

- 40-year old Rohingya woman.

More detailed analysis is needed to assess the degree to which information supply and feedback mechanisms are needed to meet remaining basic needs described by refugees, such as how to fix broken water pumps or find cooking fuel.

One factor that potentially explains the change in perceived information gaps is the length of time most refugees have spent in the camps. By the time of the second Assessment, most refugees have been in the camps long enough to create or reconstitute community networks of information-sharing, and to become more familiar with their surroundings and possible strategies to manage needs. Supporting this theory is the increased reliance on friends and family for information from around 30% to nearly 90% while reliance on mobile phones also jumped by around 10 percentage points. Refugee communities preferred information to reach them via friends and family, community leaders, and religious leaders – and via direct calls by mobile phone.

The information channels utilized were roughly the same between genders – however access to those channels was different. Men have markedly more

access to mobile phones, radio, and TV (although in absolute terms TV was very low for both genders). Women also relied upon religious leaders more than men.

As in 2017, host communities are shown to use markedly different information channels than refugee communities, accessing and relying upon media at far higher levels (especially TV, and to a lesser extent radio); mobile phone ownership is also much higher for host communities. As with refugee communities, men had greater access to mobile phones, radio, and TV – but the differences between gender were less stark, and overall access for both was significantly higher than for refugee populations.

The most notable difference between populations was TV media consumption, which was easily the top source for host communities, but an extremely minor one for refugees, reflecting wide differences in literacy levels and schooling, access to infrastructure (including electricity, as well as ownership of TV, radio and mobile phones), and available content produced in the community's language. Host community information needs were also different, focusing on livelihoods and inflation.

Host communities also preferred to receive information directly via mobile phone calls, or via friends and family; unlike refugee populations, community leaders were not a preferred source, instead favouring conventional media (radio and TV).

Around 40% of refugees, and nearly half of host community members, cannot communicate with aid providers, and both communities indicated direct communication with aid workers and NGOs is among the most minor sources of information they use. This remains a large shortfall in aid outreach – but it is significantly better than the 62% reported in 2017. The full impact of information provided by aid organizations is difficult to quantify because the study's tools cannot capture how much information was disseminated indirectly (for example, through common platforms and CWC methods), without the source being understood or acknowledged. Given the informal nature of information dissemination through community networks, it is possible that aid communication efforts are reaching a greater audience than those who are consciously aware of it.

For the survey, sample size calculation, locations, and distribution are as follows:

Table -1																									
Location (Refugee Sites)	Population	Sample (PPS)	15-19		20-24		25-29		30-34		35-39		40-44		45-49		50-54		55-59		60-64		65+		Total
			M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Kutupalong Expansion	602,564	265	6	9	19	15	16	29	34	19	16	22	14	10	8	9	12	10	3	3	0	2	5	4	265
Jamtoli	49,359	43	0	0	6	2	4	4	5	6	4	3	1	0	2	4	0	2	0	0	0	0	0	0	43
Hakimpara	31,306	28	0	0	2	1	4	1	1	0	3	0	2	6	1	4	0	2	0	0	0	0	1	0	28
Boggona/Potibonia	21,654	19	0	1	3	2	2	1	1	2	2	1	0	0	1	1	1		0	1	0	0	0	0	19
Chakmarkul	12,267	11	1	0	0	0	2	1	0	2	1	2	2	0	0	0	0	0	0	0	0	0	0	0	11
Shamlapur	10,997	10	0	1	1	0	0	0	2	0	0	1	0	0	1	0	0	0	0	2	0	0	1	1	10
Naya Para Extension	41,285	36	0	1	5	1	5	6	2	3	4	2	2	2	0	2	0	1	0	0	0	0	0	0	36
Nayapara RC	26,999	24	1	0	1	0	3	1	1	3	3	0	1	0	1	2	0	3	0	1	1	0	0	2	24
Unchiprang	22,211	20	1	0	2	0	1	1	0	1	0	5	2	1	0	0	0	0	0	1	3	0	1	1	20
Leda MS	33,654	30	2	1	1	3	2	3	3	3	1	3	2	2	2	0	2	0	0	0	0	0	0	0	30
Kutupalong RC	17,969	15	0	1	1	0	0	3	1	0	2	1	0	2	1	0	1	0	1	1	0	0	0	0	15
Total refugee pop. surveyed		501	11	14	41	24	39	50	50	39	36	40	26	23	17	22	16	18	4	9	4	2	8	8	501
Host Community																									
Haldia Palong	55,200	10	0	0	0	0	2	0	1	2	0	1	0	0	1	0	0	0	0	1	1	1	0	0	10
JaliaPalong Union	55,369	10	0	0	1	0	1	1	0	0	0	1	0	1	1	1	1	1	1	0	0	0	0	0	10
Palong Khali Union	38,199	7	1	0	1	1	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	7
Raja Palong Union	66,174	12	0	0	0	1	0	1	0	2	2	2	1	0	2	0	1	0	0	0	0	0	0	0	12

RatnaPalong Union	26,197	5	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	5
Nhila Union	54,465	10	0	0	0	2	1	2	1	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	10
BaharChara Union	35,500	7	0	0	3	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	7
Sabrang Union	67,876	13	1	1	2	1	1	0	0	1	0	2	1	0	1	0	1	1	0	0	0	0	0	0	13
Whykong Union	59,153	11	1	1	1	0	2	1	2	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	11
Tekhnaf Union	84,545	16	0	0	3	1	1	0	1	1	1	3	1	1	1	0	0	0	1	1	0	0	0	0	16
<b>Total host population surveyed</b>		101	3	2	11	6	8	7	6	9	4	12	4	3	7	2	4	3	3	3	2	1	0	1	101
<b>Total population Surveyed</b>		602	14	16	52	30	47	57	56	48	40	52	30	26	24	24	20	21	7	12	6	3	8	9	602

Similar to the first IEA, the term 'refugee' indicates an individual living in a camp, who is Rohingya; it does not indicate formal refugee status. Among refugees, a total of 250 women and 251 men were interviewed for the survey; among host communities this was 50 women and 51 men. More than 70% of the refugees interviewed were between the ages of 20 and 44; for host communities, the proportion was just under 70%. Just under 1% of refugees and 1% of the host community interviewed had a noticeable and notable disability.

Data is disaggregated by gender where this shows meaningful differentiation.



## Key Results

# 92%

of refugees say they now have enough information to make decisions about their daily lives; in the 2017 study this was 23%.

This is strong evidence that the efforts to provide information, by Internews, BBC Media Action, Translators Without Borders, and a range of humanitarian organisations, have had real impact in meeting information needs. However, qualitative data shows that the majority of refugees have inadequate information on issues beyond day to day matters. Most respondents said they did not know enough about repatriation, complaint mechanisms and livelihood options

# 83.3%

of refugees cite  
**Friends/Family as a main information source**

a jump of around 30 percentage points from an earlier INA conducted by Internews in late 2017, suggesting stronger reliance on personal connections



# 43.6%

of host community members listen to the radio compared to 23.4% of Rohingya. Out of those who didn't listen to radio, almost all – 97.1% – said they didn't have access to a radio

# 39.5%

of refugees cited Majhis (a form of local leadership) as a source of information

a drop of almost 30 percentage points for what was cited as the top information source in the late 2017 study. This could mean a loss of trust in the Majhi system, but could also be due to the availability of a wider range of communications options.

## Key Findings

### Language, Literacy, and Education

The language context provided by the 2017 Information Needs Assessment bears repeating here:

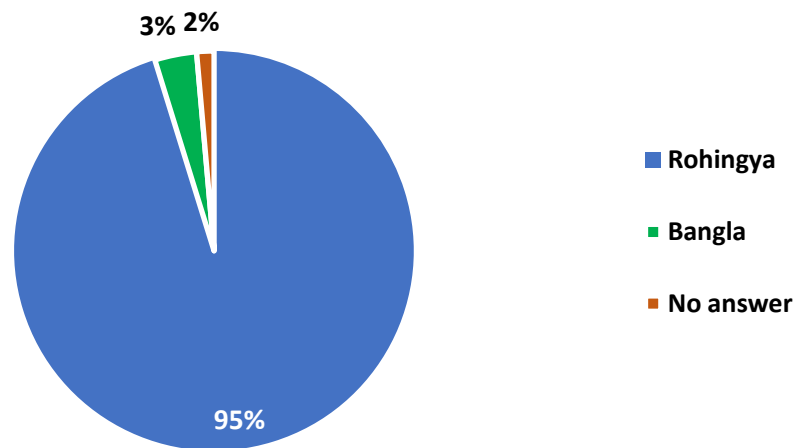
'The Rohingya language, which is the primary language of communication for the refugee population, has no written script. Chatgaiya, the Chittigonian dialect that is the main language of communication for 64% of the host community, is closely related to Rohingya, but must not be conflated. The Rohingya and Chatgaiya dialects share approximately 70% vocabulary, meaning that communication is possible between the two groups, but risk of confusion is high, and any complex information is unlikely to be mutually understood.'<sup>4</sup>

#### Languages Spoken.

95% of refugees said Rohingya was the language they speak most often with their family, with only 3% nominating Bangla. This is virtually unchanged from the 2017 INA.

**Table 2**

Refugees: Which language/dialect do you speak most often with your family?



22% of refugees identified the Chittagonian dialect of Bangla, or Chatgaiya, as a language they speak, even if it wasn't the main language at home.

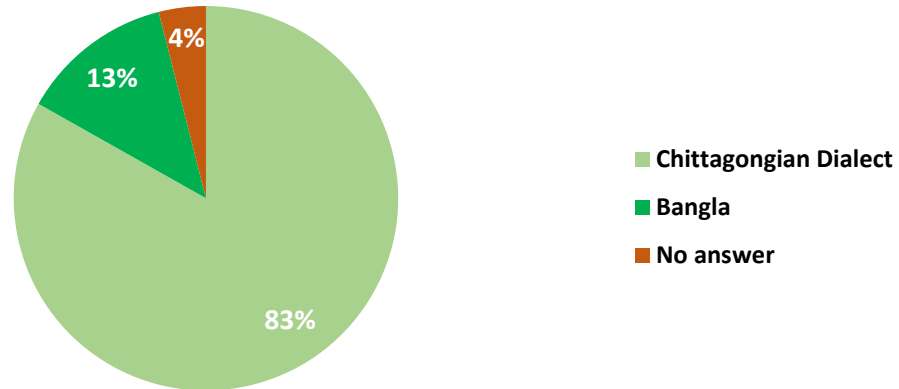
<sup>4</sup> See that Assessment, and the [Translators Without Borders assessment](#) from November 2017, for greater detail on the dynamics of written and spoken language among the Rohingya refugee population.

For the host community, 83% speak Chittagonian dialect of Bangla (or Chatgaiya), and 13% Bangla, with 4% giving no answer.

**Table 3**

Host Communities: Which language/dialect do you speak most often with your family?

*Host Community: Which language/dialect do you speak most often with your family?*



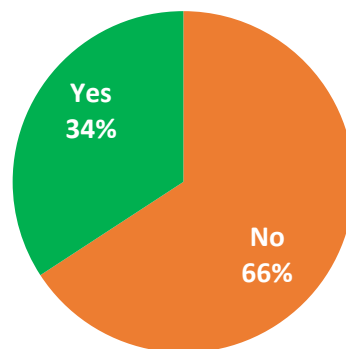
**Literacy**

Rohingya has no agreed or common written script, with various efforts utilising Roman, Arabic, or other alphabets; a majority of refugees are unaware that any script exists. Chatgaiya is an oral language, i.e. without a written script.<sup>5</sup>

Nevertheless, 34% of refugees reported they could read. A Translators Without Borders qualitative research suggests such reading skills are often extremely minimal to the point of not serving as a functional means to communicate important information (see also 'Education', below). Even so, this is a jump from the less than 30% who reported they could read in the 2017 Assessment.

**Table 4**

Refugees: Can You Read?

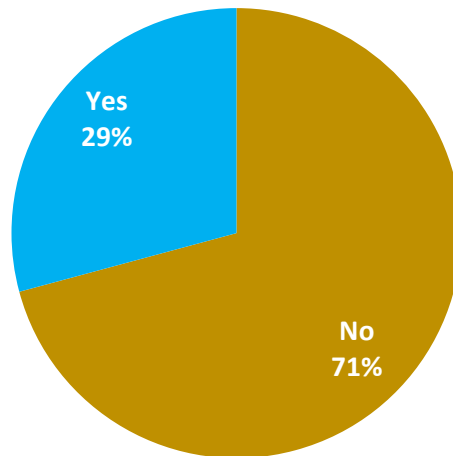


<sup>5</sup> *Ibid.*

At 29%, slightly fewer refugees reported being able to write than said they could read. Again, other contextual research gives every indication that writing capacity is often marginal at best.

**Table 5**

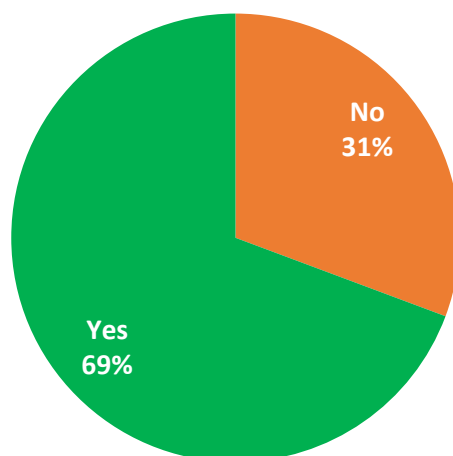
Refugees: Can You Write?



Among host communities the proportions were almost inverted, with 69% reporting they could read, and 31% saying they could not. This corresponds with the differing proportions of each community who had attended at least some primary school (see Education, below).

**Table 6**

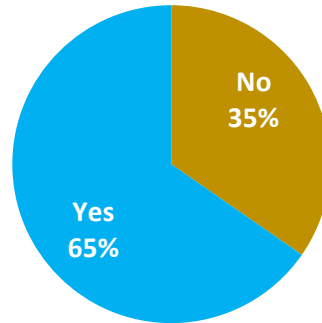
Host Communities: Can You Read?



Again, at 35%, slightly fewer host community members reported being able to write than said they could read.

**Table 7**

Host Communities: Can You Write?

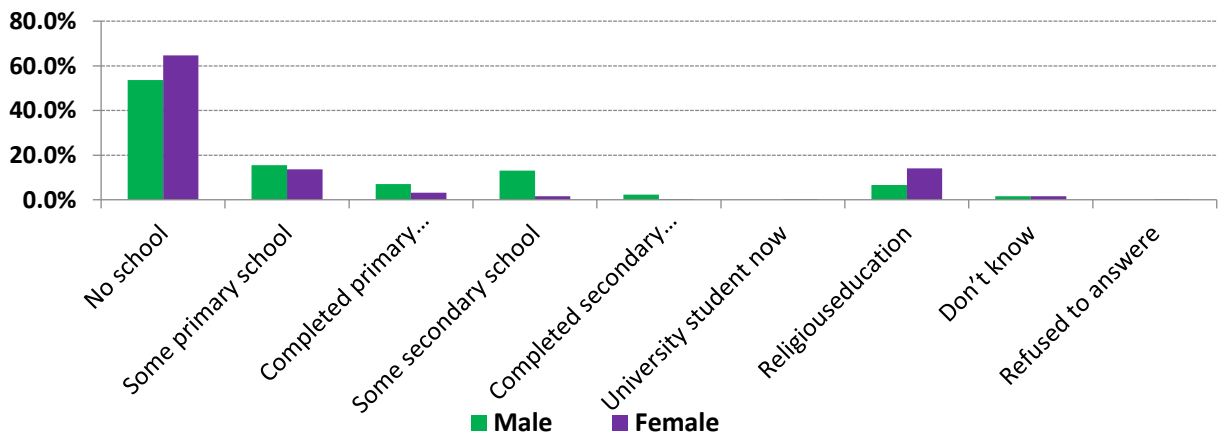


**Education.**

59.1% of Rohingya said they received no schooling; of the rest, 14.6% received some primary schooling without completion and 10.4% received religious education; only 1.4% completed secondary school.<sup>6</sup> Female refugees fared worse in access to education, with 64.7% having received no schooling, compared to 53.6% of male refugees.

**Table 8**

Refugees: What is the highest level of education you have received?

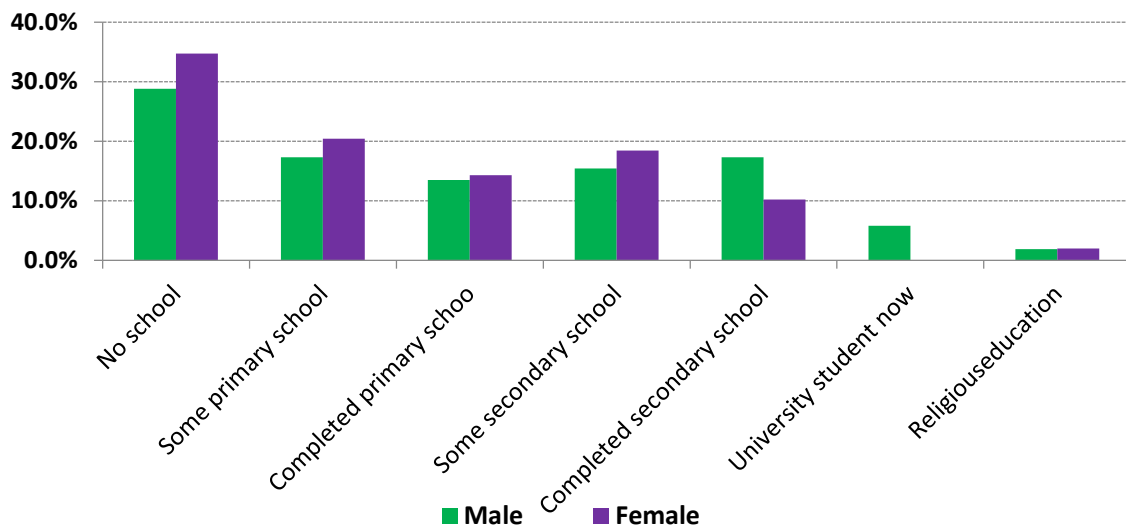


<sup>6</sup> In their [qualitative assessment report](#), Translators Without Borders noted: “59% of our sample reported having completed some education at Madrassas. From a language standpoint this is important, since many people will report being able to read Arabic and/or Urdu as a result of religious education. However, they are often unable to comprehend the text as much of their practice focuses only on recitation.” (The data sought in this assessment did not require a sample representative of the entire population, which explains why the numbers receiving an education are much higher. However, it is illustrative of some issues in respondents’ self-representation of literacy skills.)

For host community respondents, 31.7% received no schooling. 13.9% completed primary school as their highest level of education, with 16.8% completing secondary school without going further. Again, women fared worse, with 34.7% receiving no education compared to 28.8% of men.

**Table 9**

Host Community: What is the highest level of education you have received?

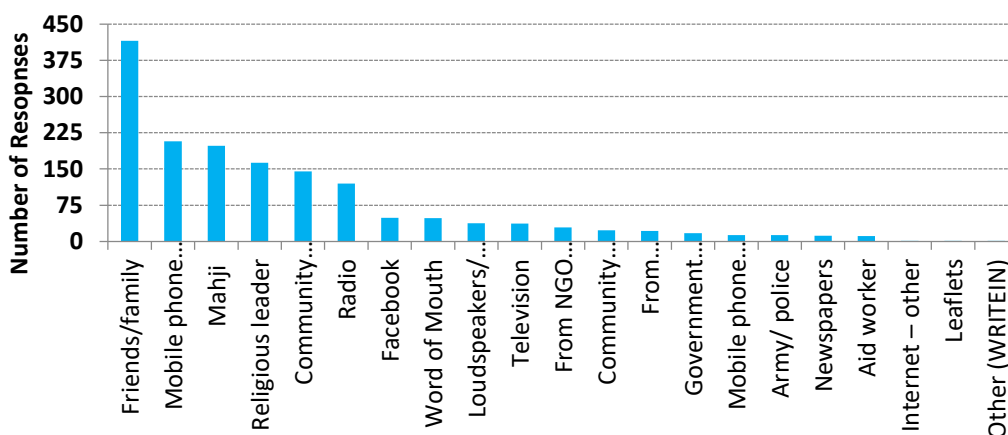


### Communication Channels and Sources

As noted in the 2017 Information Needs Assessment, “[t]he refugee population is clearly a very tight one, where communication means and habits are strictly community based, with great emphasis on personal connection and community leaders.” These dynamics continue to show in the communication channels and sources accessed in this Assessment, where family and community sources remain paramount.

**Table 10**

Refugees: Since you arrived what are your main ways of finding information here? (Multiple responses)



These results show meaningful change since the previous INA. Friends/Family are cited as a main information source by 82.8%, a jump of around 30 percentage points from late 2017. Similarly, 41.3% cited mobile phone calls as a main source, a jump of over 10 percentage points – with the number of men noting this approximately 30% greater than the number of women.

Within media sources, radio only slightly increased as an accessed information source, reaching 27.4%; despite its low reach, it is still the most-access media platform. Facebook access remained just under 10%, with other websites or social media barely registering.

Conversely, 39.5% cited Majhis (a form of local leadership <sup>7</sup>) as a way of finding information. While significant, this is nevertheless a drop of almost 30 percentage points for what was cited as the top information source in the 2017 study. As noted in that study, the fact that Majhis are appointed by Bangladesh government officials (notwithstanding that many may have held positions of profile in their communities prior to displacement) often contributes to a lack of trust in them as a source of information. While the data above show Majhis are the third most relied-upon source of information, Table 12 below shows that, as a first-choice 'trusted source', they are far behind others, including radio. Taken together, this implies that the consolidation of other information networks may mean that Majhis have become relatively less important, and so by preference less relied-upon where other sources are available.



Disaggregated by gender, most sources were relatively equally distributed – except men had meaningful, and sometimes significantly more, access to technology, while a greater proportion of women accessed religious leaders.

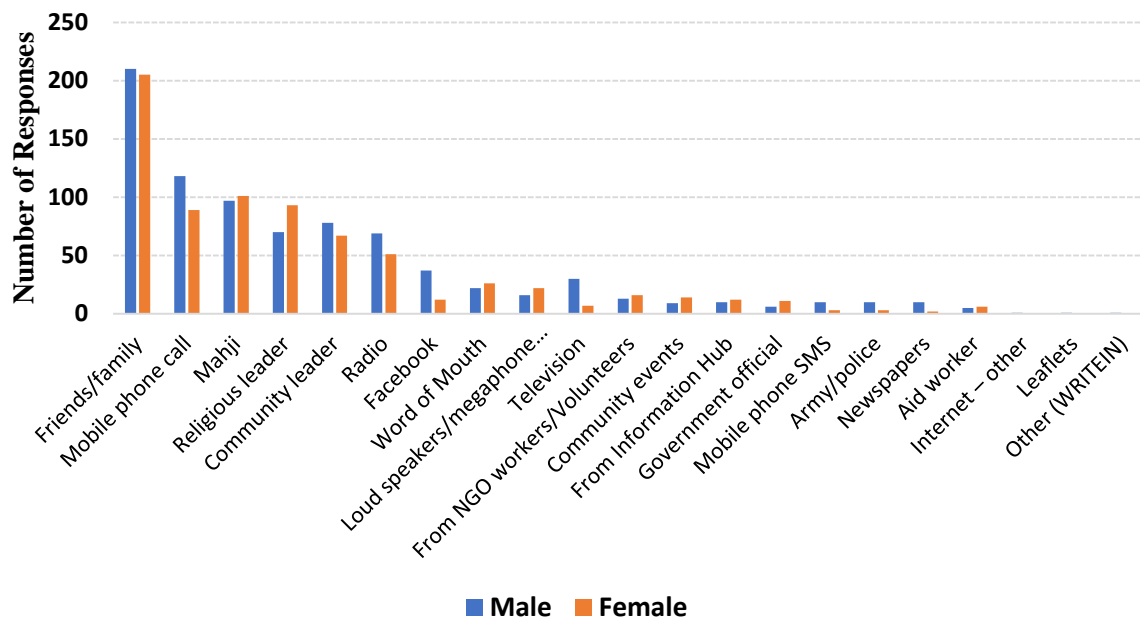
---

<sup>7</sup> According to a [June 2018 ACAPS report](#), “[t]he majhi system was established after the 1991-92 Rohingya influx. Individual refugees were appointed as leaders, known as “majhis”, by government officials to support the CiCs and the police in maintaining control and order and act as focal points for camp management activities (UNHCR 03/2007)... The majhi system was abolished in the registered refugee camps managed by UNHCR (Kutapalong and Nayapara refugee camps) in 2007 due to widespread corruption and abuse of power (UNHCR 05/2007; ICG 16/05/2018). In makeshift settlements, where humanitarian assistance was limited by the government, majhis remained a dominant force and part of the camp governance structure (UNHCR 2011; IOM 2016).”



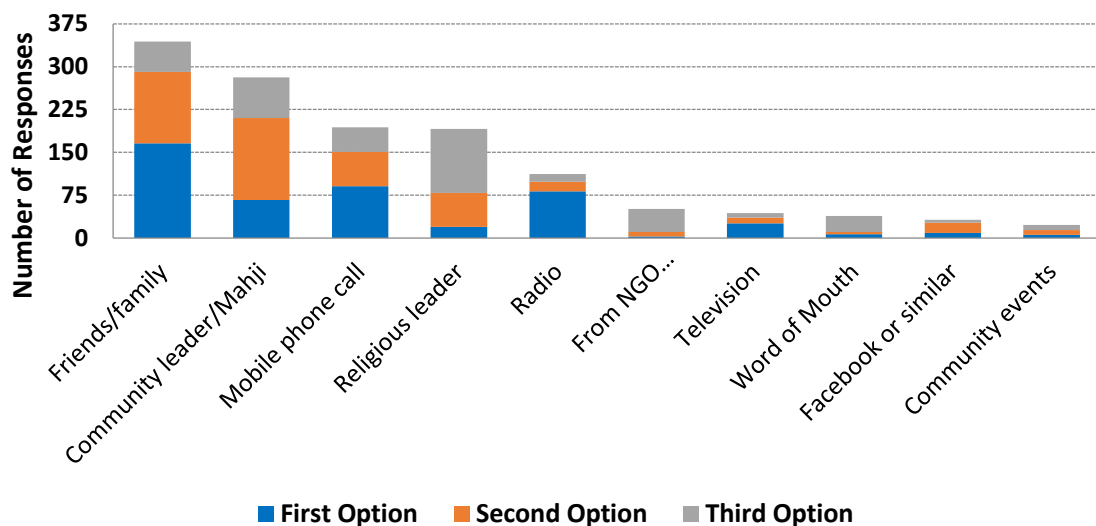
**Table 11**

Refugees: Since you arrived what are your main ways of finding information here? (Segregated by gender)



**Table 12**

Refugees: Which information sources do you trust the most to give you the information you need? (Choose first, second, and third most trusted.)

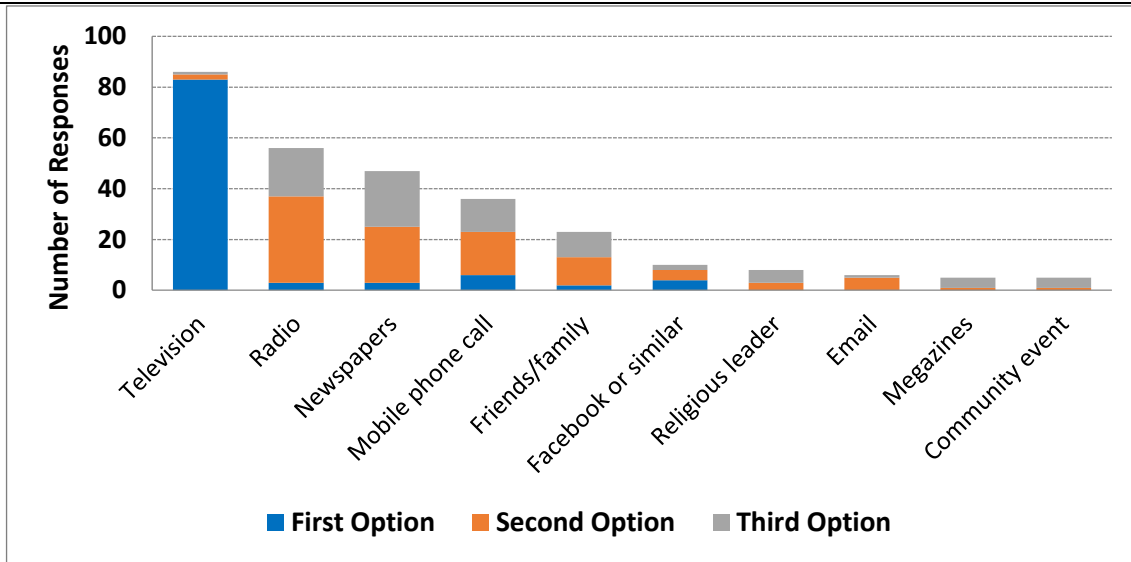


When asked how they access information about what's happening in Myanmar, refugees use multiple means, with the most common response being via friends or family (53% of respondents); from a community leader (51%) or by phone call to someone in Myanmar (40%). 28% received such information via community or religious leaders, 17% via radio coverage, and 7% from NGO workers. All other sources were used by around, or far less than, 5% of respondents.

In stark contrast, Host Communities primarily trust established media platforms for information, with television as the overwhelming first choice, radio the most popular second choice, and newspapers third. This implies far greater media access, but also less need for (and / or interest in seeking out) detailed, local information, which television, with its generalized mass audience, is less capable of delivering. This starkly demonstrates the different information environments in which the two communities exist, driven both by localized language skills and media access more generally.

**Table 13**

Host Community: Which information sources do you trust the most to give you the information you need?

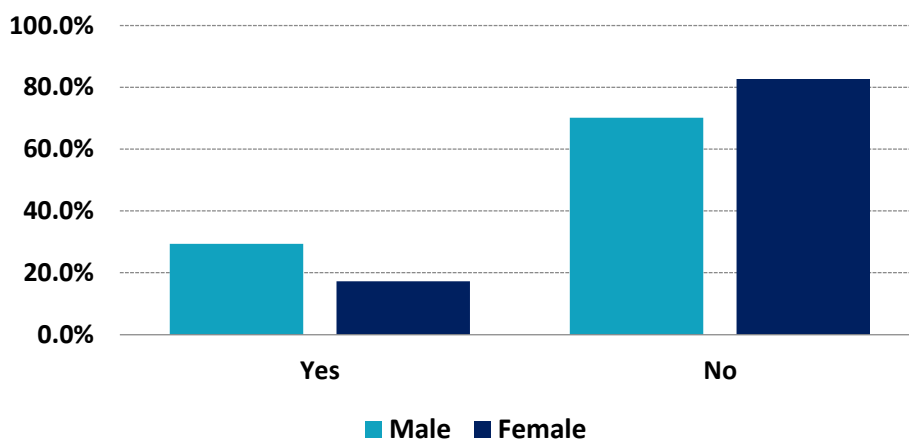


### Radio Access and Consumption Habits

Refugees' radio use has only increased marginally since the 2017 Assessment, with 23.4% (or 117 respondents) saying they listened; men had significantly greater access than women.

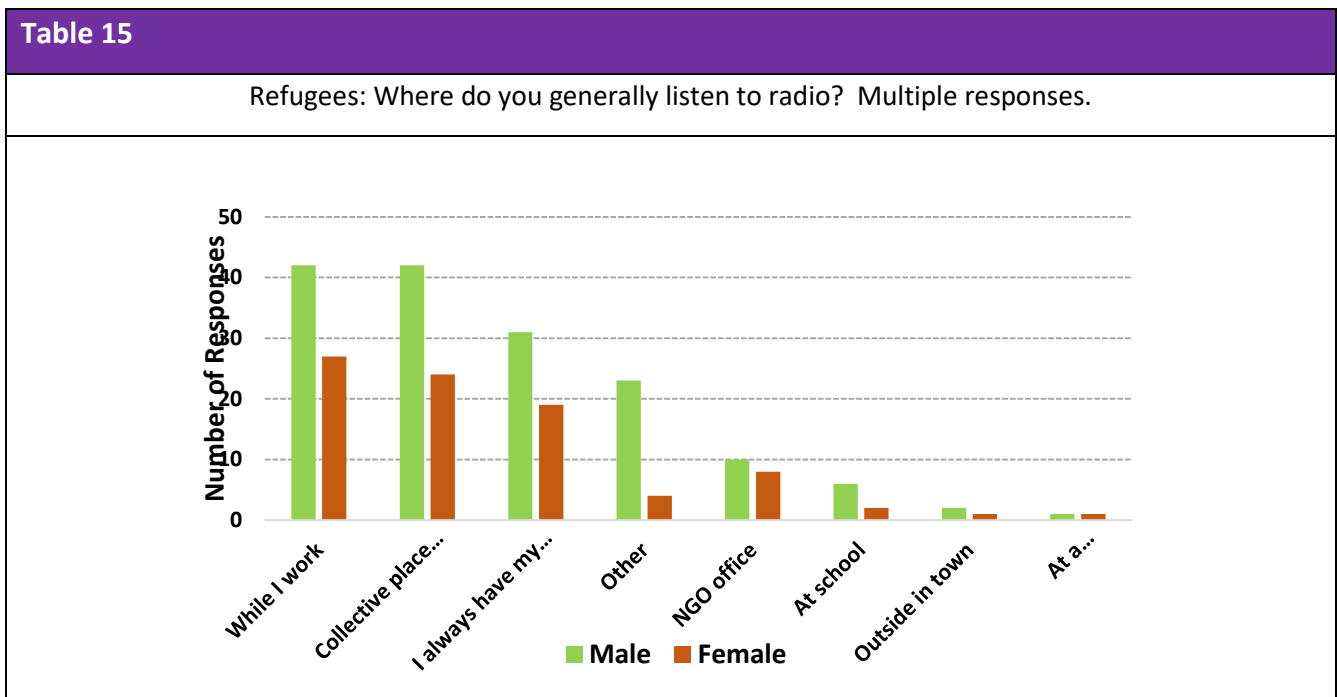
**Table 14**

Refugees: Do you currently listen to the radio?

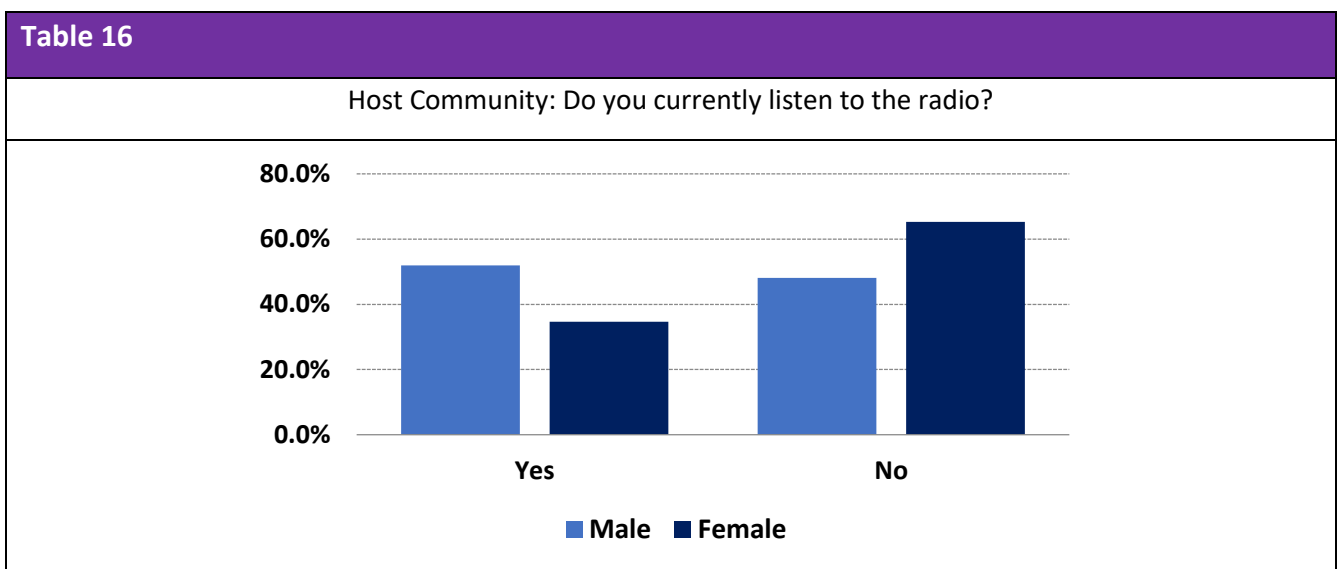


For the great majority of those who didn't listen to radio, almost all – 97.1% – said they didn't have access to a radio set, while 11.4% also said they had no access to electricity. Those that did listen to radio, did so

predominantly in public locations, whether that was at work (59.0%) or a common or public location such as a water or food collection point (56.4%); this might be explained by the fact that 42.7% of listeners always carried their own radio with them.<sup>8</sup>



For the host community, use of radio is significantly higher, with 43.6% in total listening. This may be due to an increase in radio program production, with host community more able both to afford radio sets, and to access radio signals.

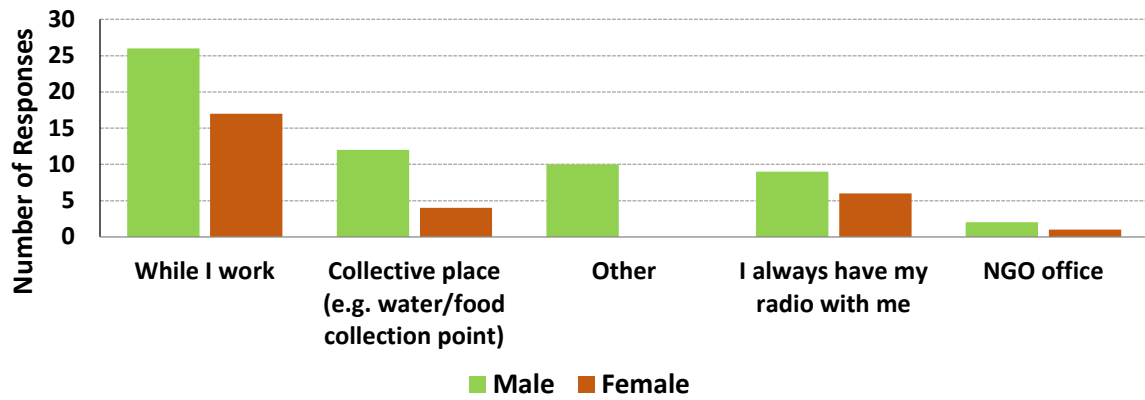


Women again had significantly less access, though not quite as proportionally severe as in the refugee population.<sup>9</sup>

<sup>8</sup> 115 refugees said they listened to FM radio specifically. When asked whether they listened to radio programs by particular broadcasters – BBC, VOA, RFA, Al Jazeera, TRT and Peace TV – 35 respondents said they did most days, 21 said once a week, and 39 rarely or never (a total of 6 said they listened once every two or four weeks). 85 said they listened to this programming in Burmese, 53 in Bangla, and 18 in English, with 9 listening in Arabic and only 2 specifying Rohingya dialect.

Table 17

Host Community: Where do you generally listen to radio? Multiple responses

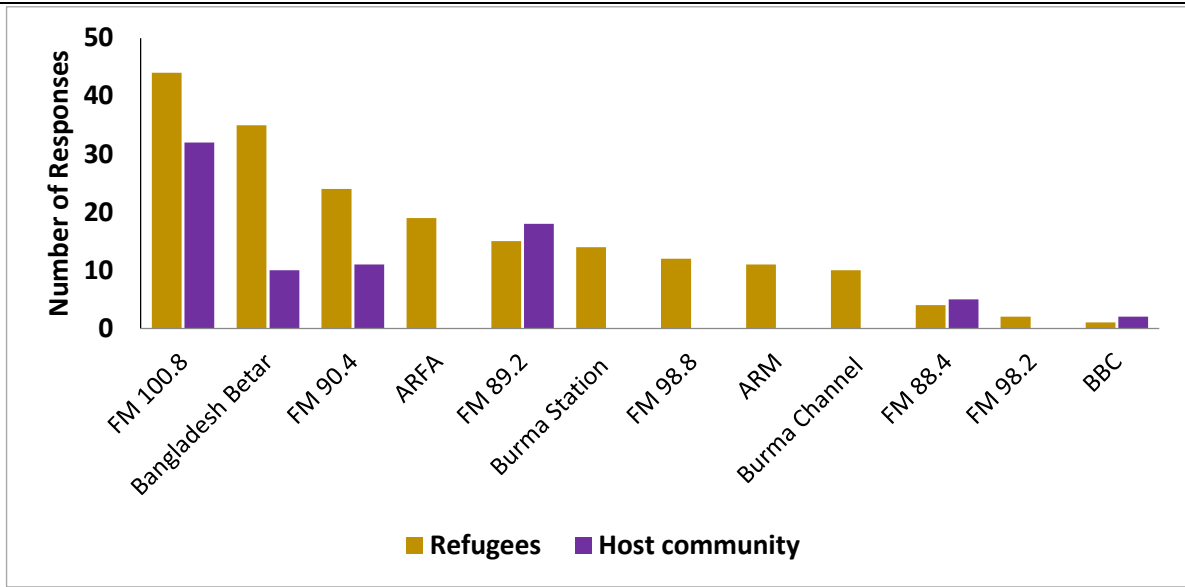


<sup>9</sup> 43 host community respondents – nearly half – said they listened to FM radio specifically. When asked whether they listened to radio programs by particular broadcasters – BBC, VOA, RFA, Al Jazeera, TRT and Peace TV – 15 respondents said they did most days, 4 said once a week, and 24 rarely or never. 43 said they listened to this programming in Bangla, and 4 in English.

However even though the level of radio access was significantly lower for refugees, they listened to a far wider number of radio stations and programs than host communities.<sup>10</sup>

**Table 18**

Refugees and Host Community: Please name the radio stations and programs you listen to the most here?  
 Can you think of anymore? Multiple responses



Refugees listened to the radio from early morning (5am onwards) throughout the day, with a low peak in the mid-morning; numbers only dropped significantly from mid-late evening. Host communities tended to listen most in the mid-morning (8-11am) and early evenings (5-8pm), with listenership dropping significantly outside of these times.

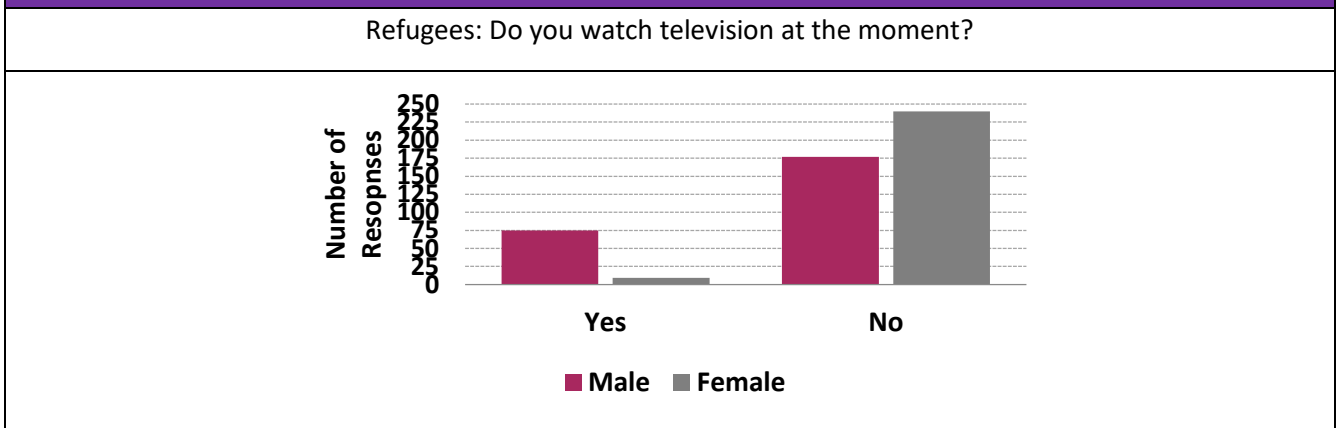


<sup>10</sup> See Annex 3, 'Radio Programs Accessed', for data on which programs were listened to.

### Television Access and Consumption Habits

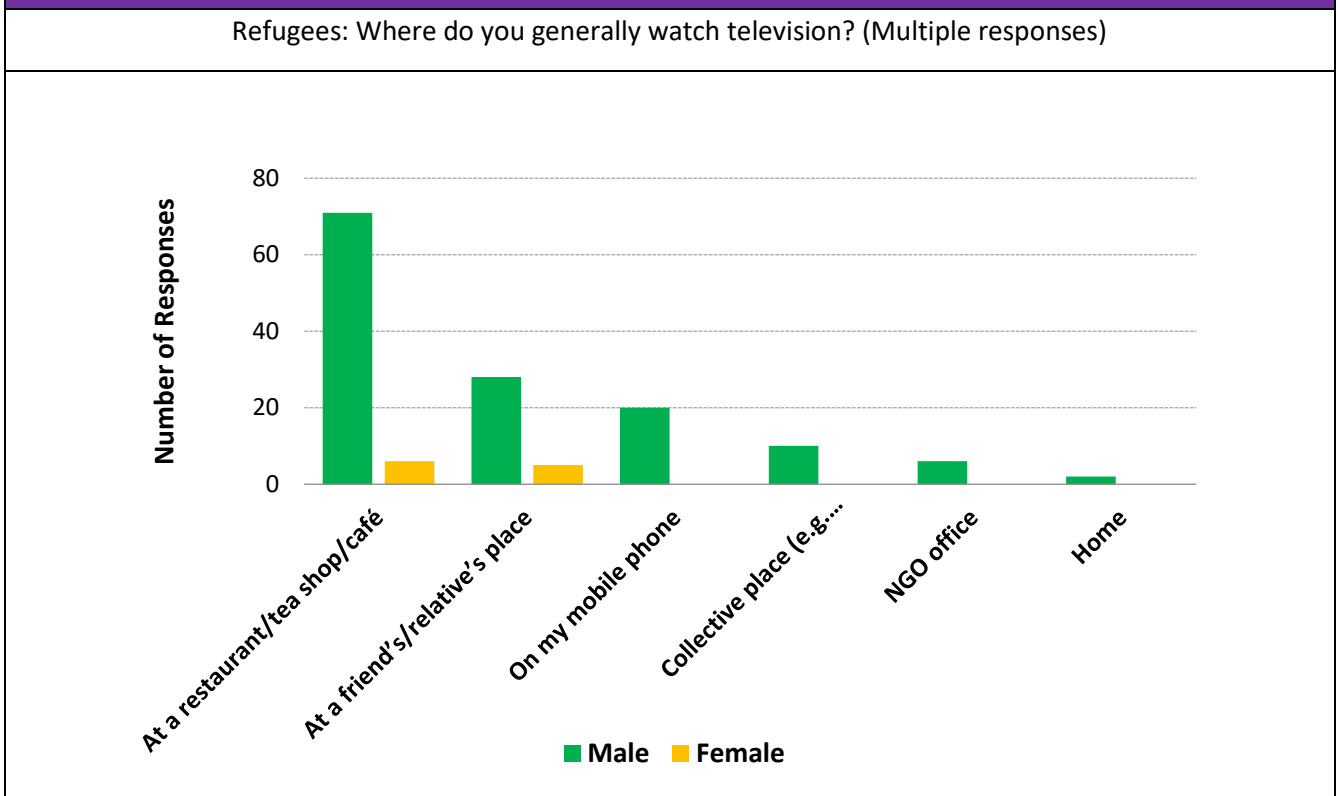
Refugees' TV access has decreased marginally when compared to the previous Information Ecosystem Assessment, with 16.8% (or 84 respondents) saying they watched TV; women had dramatically less access. For the great majority of those who didn't watch, 61.8% said they didn't have access to a TV, while 29.4% said they had no access to electricity.

**Table 19**

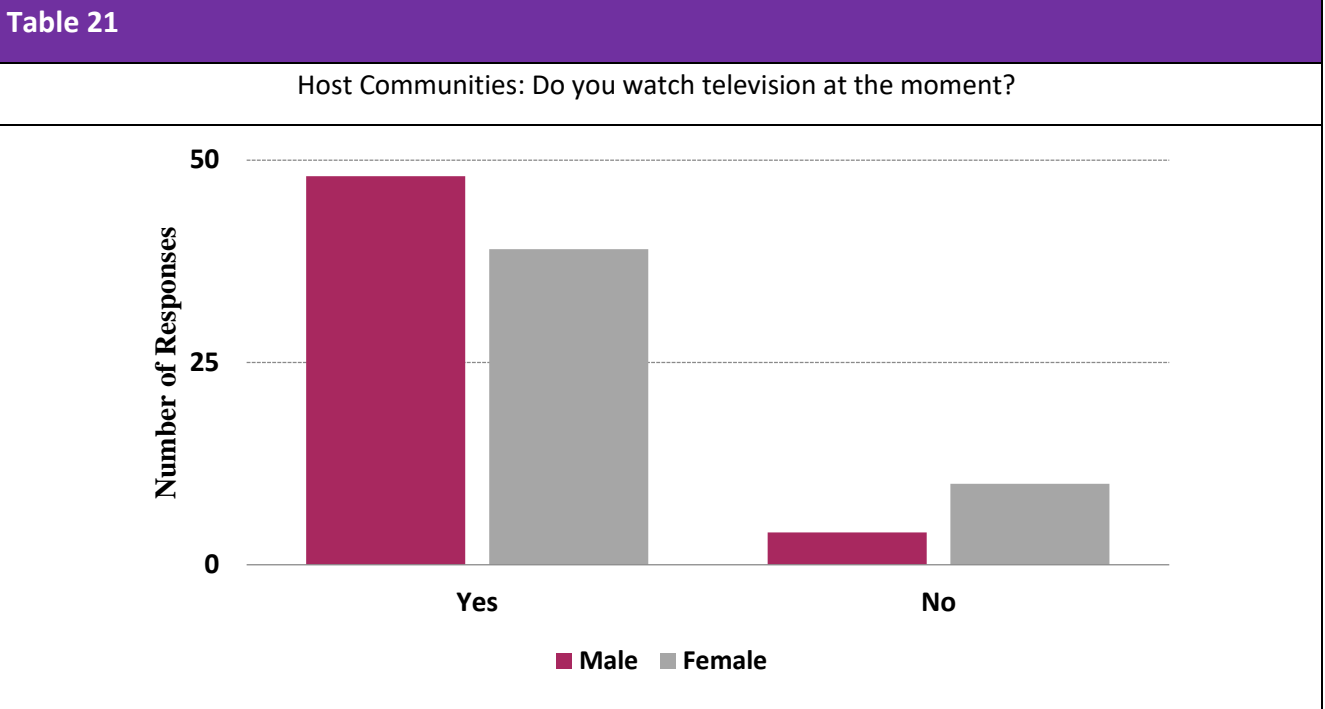


Those who watched TV largely did so at restaurants or cafes (52% of total responses); at someone else's house (22.3%); or on their mobile phone (13.5%), suggesting women's reduced TV access possibly relates to less mobility and / or free time outside their living quarters than men. Viewing times were evenly spread throughout the day, except for lower numbers early morning or overnight.

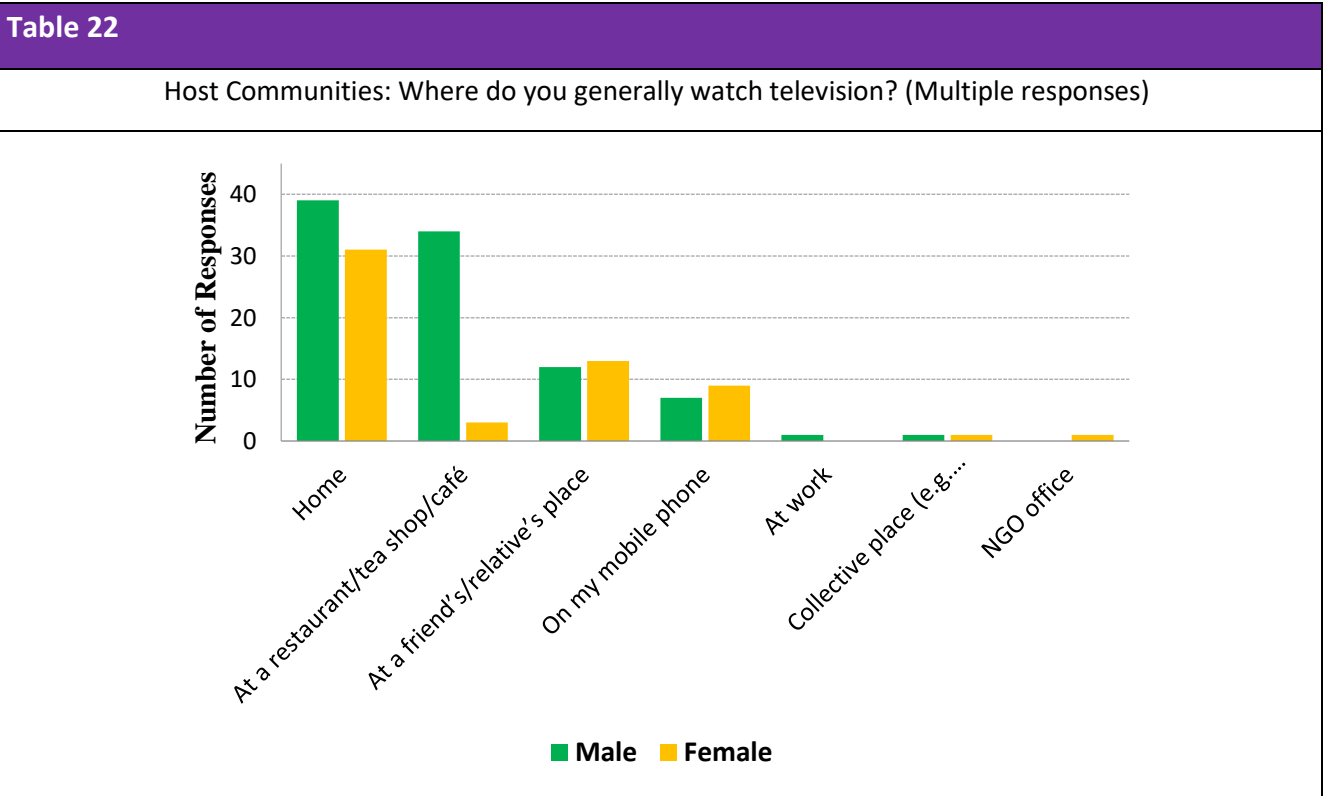
**Table 20**



Host communities have far greater access to TV, with 86.1% saying they watched it. For those who didn't watch, lack of access was the most significant reason (50%), with lack of time as the second most common reason, at 30%.



Evenings after 5pm were the most common viewing times; 80.5% watched TV at home, and 24.3% watched at restaurants or cafes.



A notable feature is the gender split in TV audiences for specific channels. CD TV was the most popular for women, chosen by 33 female respondents (but only one man), while Jalsha Movie TV was the most popular for men with 32 selecting it, and no women. A significantly greater proportion of men also chose NTV and Shomoy TV; more than twice as many women chose Zee Bangla.

(Among refugees, all stations were more popular for men. This is likely because the total number of women with access to TV, and the small number of refugees with TV in the home – where channels can be personally chosen – are both simply too low to bring out any differences in audience preference by gender.)

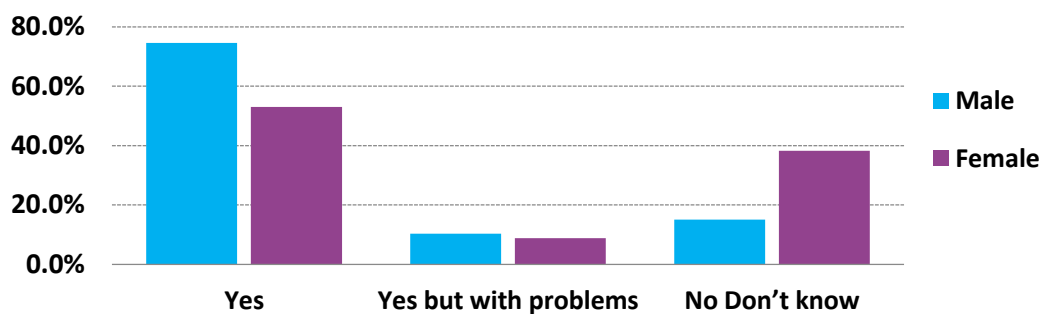
### Mobile Phone Access and Consumption Habits

Mobile phones remain the most common information and communication technology, with 63.9% of refugees reporting they used one, a jump from 54% in the previous assessment. Differences between genders are significant, with 74.6% of males, but only 53% of females, using phones.



**Table 23**

Refugees: Are you using a mobile phone at the moment?



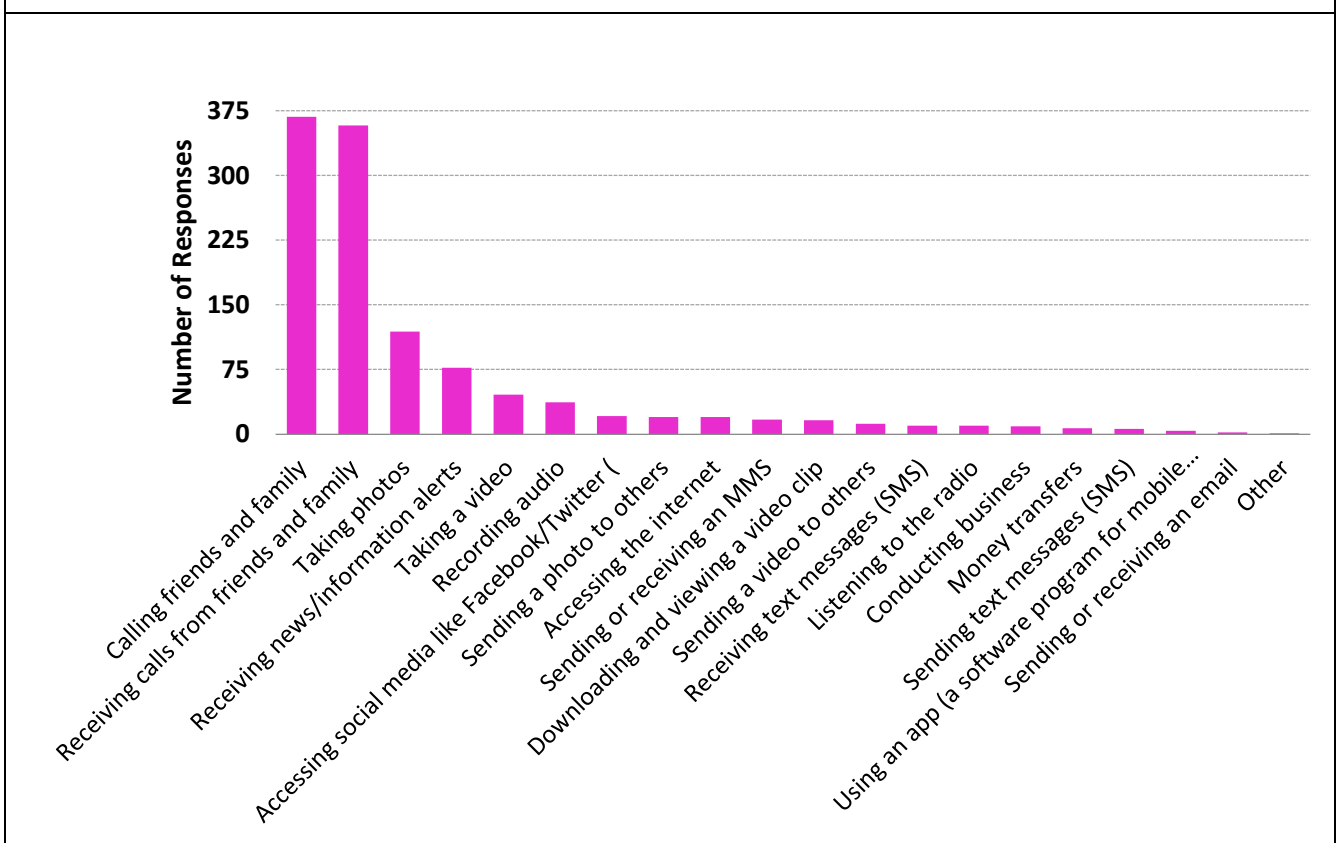


For those who had difficult or no access to mobile phones, most (72.9% or 132 people) said they had no mobile handset of their own; 17.1% said there was no mobile signal, while 14.4% said they lacked electricity to charge a phone. This marks a significant change from the previous assessment, where lack of a SIM card was a major obstacle; now only 3.9% of respondents cited this reason. (It remains illegal for refugees to buy SIM cards, but that no longer appears to apply in practice.) For those refugees who lacked easy access to a mobile signal, 40% could obtain this by climbing a hill and 24.6% by walking one kilometer or less.

Almost everyone using mobile phones did so primarily to make and receive calls from friends or family. 20.9% used them to receive news or information alerts. SMS was used minimally.

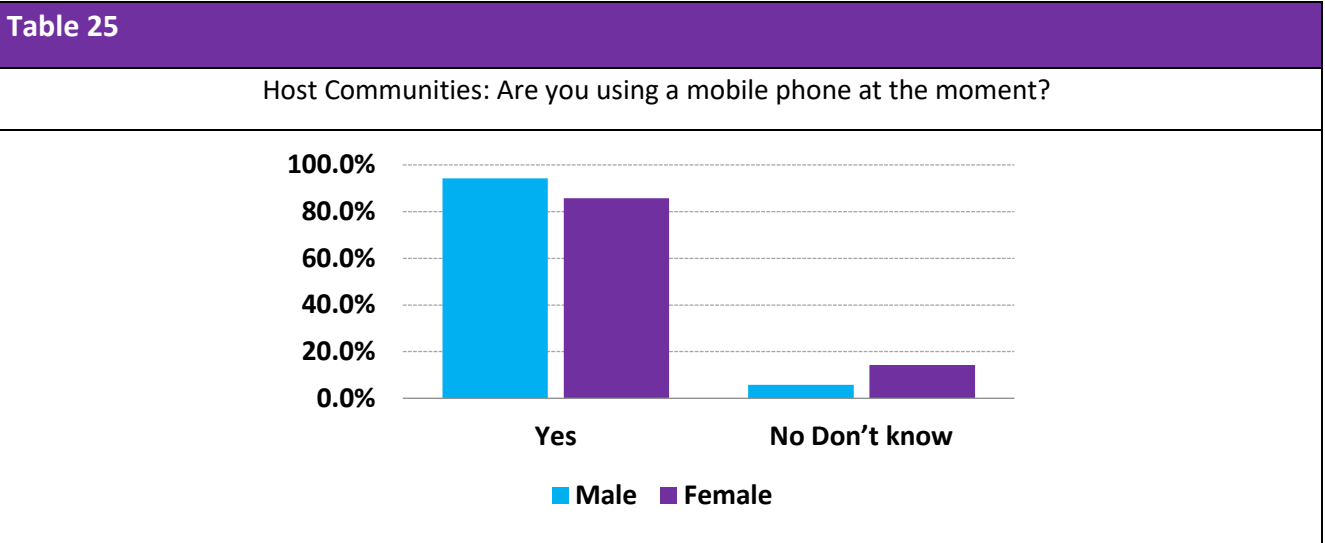
**Table 24**

Refugees: What do you usually use your mobile phone for? (Multiple responses.)

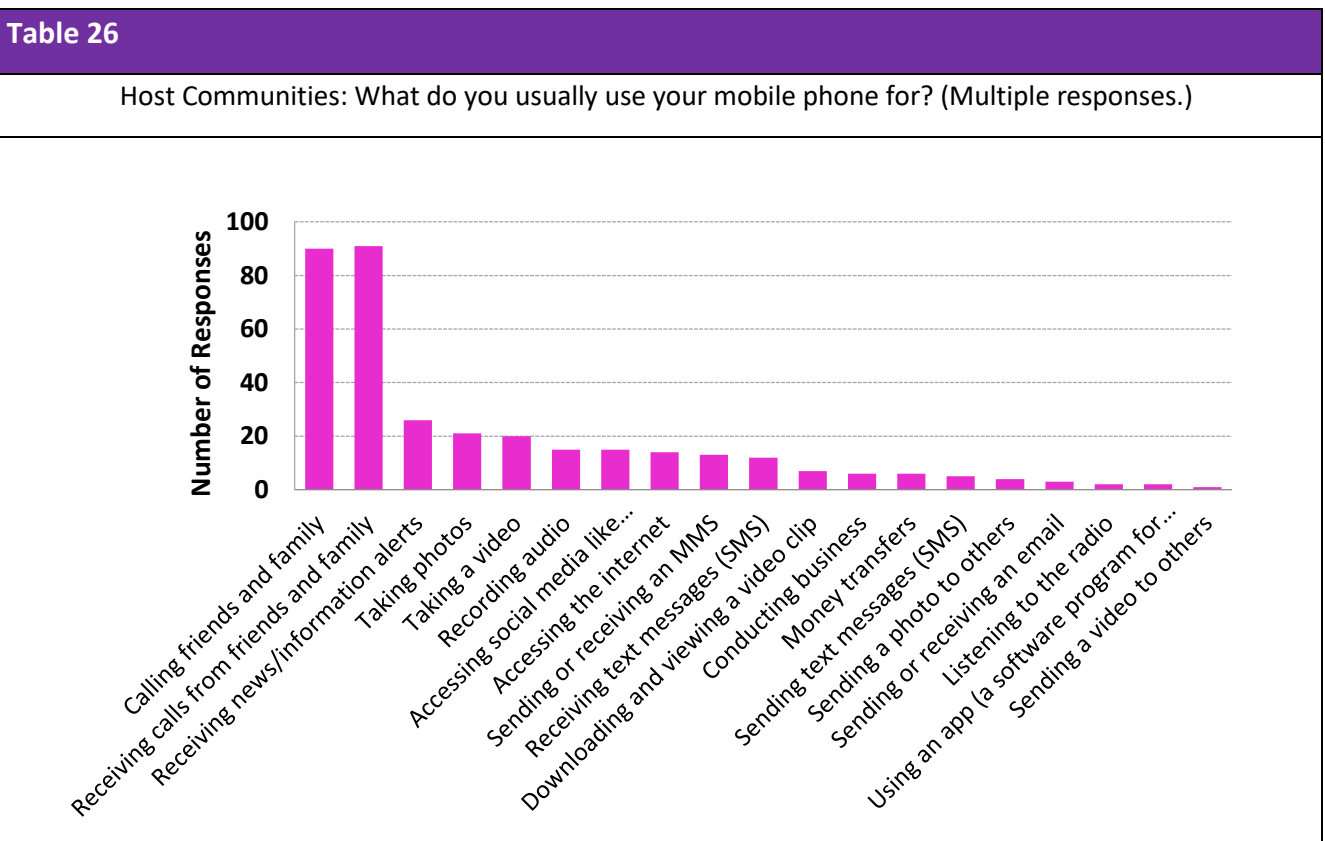


However, respondents were aware of broader features on their phones, with most notably over 90% of those using phones confirming the handsets had Bluetooth capacity for sharing or connecting in close proximity. 22.6% and 25.3% said their phones had FM receiver and internet access respectively.

Host communities have much greater access to mobile phones, with 90.1% reporting use; 85.7% of women reported use compared to 94.2% of men.



Connecting to friends and family remained by far the most common use; however while still at a low level, host community respondents used their phones to access social media / the internet at roughly three times the rate of refugees.

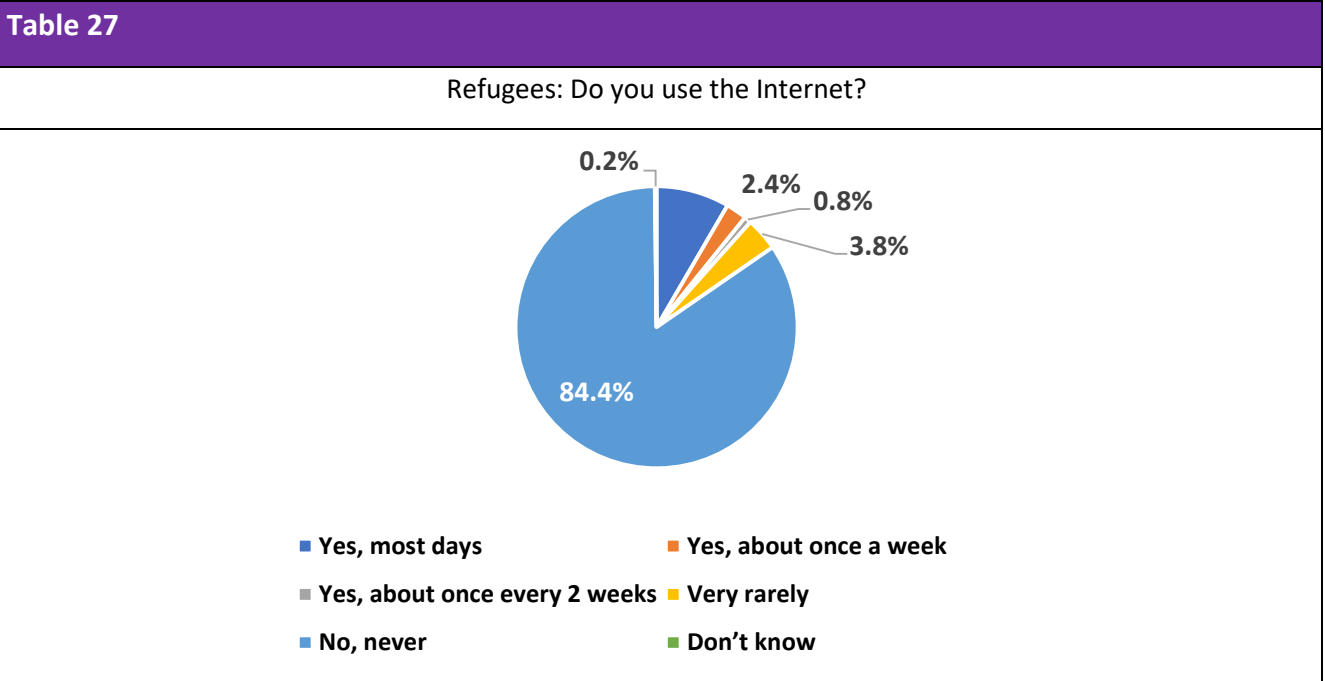


## Newspaper and Magazine Consumption Habits

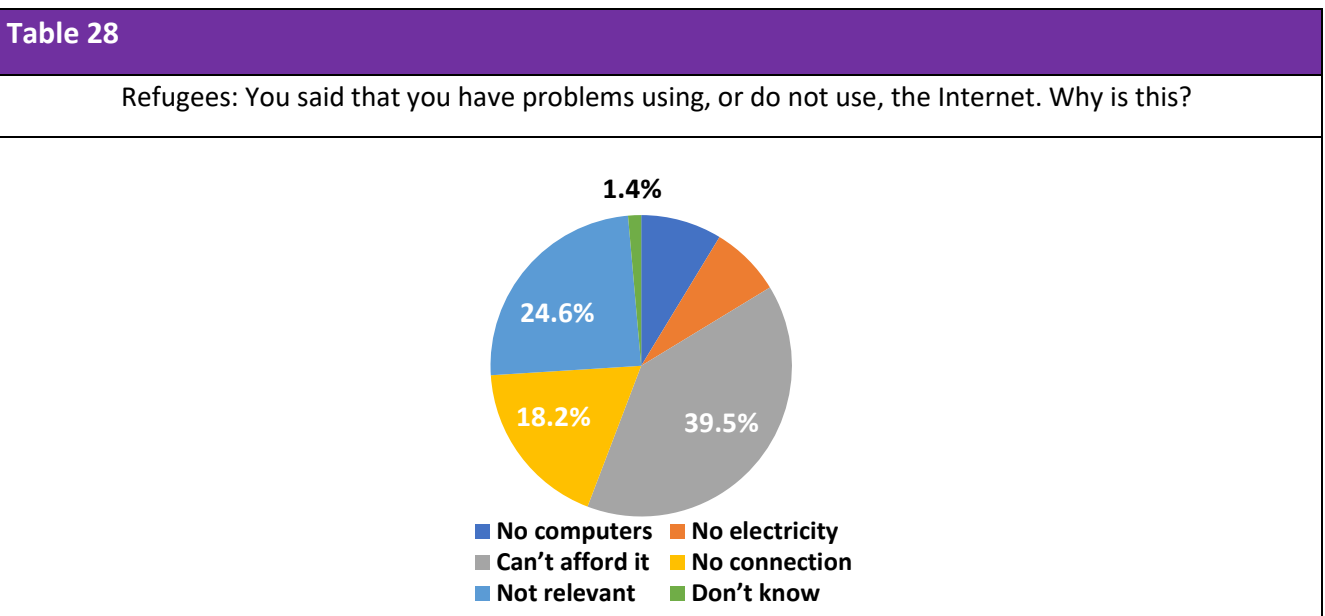
Reflecting low literacy levels, the proportion of refugees accessing newspapers and magazines is minimal at under 4%. Among host communities, 41.6% read newspapers (only 4% read magazines), with Daily Cox's Bazaar read by 37% of newspaper readers (or 14% of all respondents).

## Internet Access

Internet use remains low among refugees, with 84.4% saying they did not access it at all, and only 8.4% saying they accessed it daily; 2.4% accessed it weekly. This is a small decrease in both overall use, and frequency of use, compared to the previous assessment, and possibly reflects the impact of security arrangements that restrict connectivity in refugee camps between 5pm and 8am.



The greater proportion – 39.5% – of those who didn't access the internet said they couldn't afford it; 24.6% also said it wasn't relevant to them.

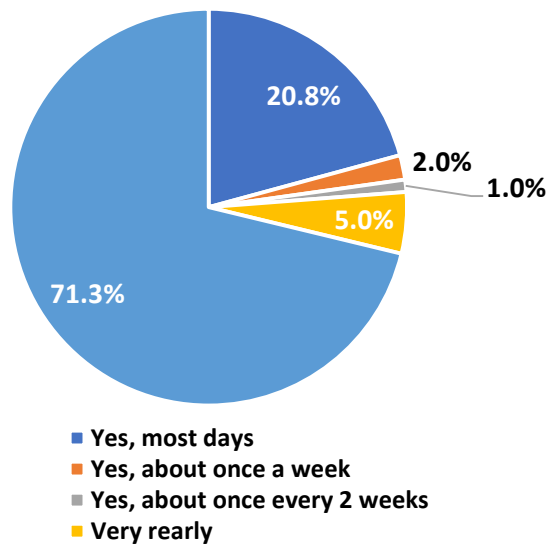


For those who did access the internet, all did so via mobile phone, a change from the first assessment in which small numbers of work, home, and laptop computers also featured. Anecdote suggests this may indicate those refugees who had owned such devices, may have sold them to fund other needs.

Among host communities, 71.1% did not access the internet, with 41.7% saying it was not relevant, and 31.9% saying they had no connection. Again, all those who did access it, used mobile phones.

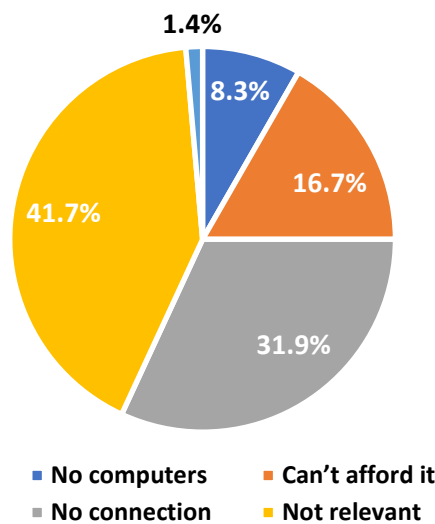
**Table 29**

Host Communities: Do you use the Internet?



**Table 30**

Host Communities: You said that you have problems using, or do not use, the Internet. Why is this?



## Information Needs

### Refugees.

In contrast to the 2017 study, the great majority of refugees – 92% – said they had enough information to make decisions about their daily lives. In 2017 only 23% of refugees gave this answer; in subsequent research in 2018 – the ‘Common Service for Community Engagement and Accountability for the Rohingya Refugee Response’, conducted by BBC Media Action<sup>11</sup> – this had increased to 68%. This provides strong evidence that initiatives by Internews, BBC Media Action, Translators Without Borders, and others, have helped to fill serious gaps in information access for refugees.

Upon close examination, however, information needs are still immense, but more involved. This is, perhaps, unsurprising, given that refugees have had more time to learn how to operate in their surroundings. For example, despite 92% saying they had enough information to make decisions, Table 31 below shows over 40% of refugees also said they were confused, or needed to know more, about how to get food. Other areas they needed to know more about included basic needs such as getting water or registering for aid.

Focus group discussions showed this dynamic in greater detail, where respondents said they had access to information – and then immediately began discussing information gaps that related to very specific situations where the link between these gaps, and the ability to make decisions, wasn't always apparent. This included, for example, a lack of information on how to repair a water pump, or not knowing how to find firewood if movement is curtailed:

*“The pumps installed by NGOs often run dry. We have to walk far to get water sometimes. I wish we knew how the pumps would be maintained and by whom.”*

<sup>11</sup> See

<https://reliefweb.int/report/bangladesh/evaluation-common-service-community-engagement-and-accountability-rohingya-refugee>

*40-year old Rohingya woman.*

*“We don't have good stoves and don't know how we can get good firewood as we are not supposed to leave the camp. We burn what we can find. Then our hut fills with smoke.”*  
*45 year old Rohingya woman*

Typically, not knowing how to get sufficient food or better access to water would be highlighted as an enduring information gap. It is possible that refugees simply don't see how to solve this need, and don't identify this as a lack of information – but rather a lack of options. Beyond daily necessities, in other areas the issue isn't necessarily a lack of information per se, but a perceived lack of possible answers to urgent questions.

*“The registered camp is becoming more crowded day by day. We have to stand in line for long to get water. We don't know what to do about this.”* *31-year-old Rohingya woman*

The absence of currently-feasible options, particularly around long-term needs, can also ‘stand in’ for a lack of information:

*“We are grateful to the Bangladesh government and the UN for helping us. But we need more information about our children's futures. We are afraid they may get into bad habits if they can't study or work. We are already three generations here. What will become of us?”* *60-year-old Rohingya man*

*“I don't know if I will stay here for the rest of my life or be sent somewhere else. I don't know what will happen to us next month or next year. We are losing hope about a future for us and (our) children.”* *55-year-old Rohingya man*

It is also possible that refugees feel they have received lots of information – but that large parts of it are not actionable and not relevant to them being able to meet their needs. Rumours that ‘filled’ the information gap were also highlighted as a danger:

*“Often we don’t have enough information about important issues that affect us and then people just make up stuff. That’s dangerous.” 40-year-old Rohingya man*

Others highlighted the danger this limbo – in options, and information – can create.

*“No one knows what the international (community) leaders will do. But it is not healthy for hundreds of thousands of people to just sit there not knowing.” 45-year-old Rohingya woman*

A far greater number of refugees report being more informed than they were in 2017– which is a positive result following extensive efforts to meet this need. Yet the combination of survey data and focus group discussion suggests the need for has become more nuanced, and incorporated a more complicated terrain of negotiating restrictions and limitations in daily lives, as well as seeking long-term options that are far from becoming manifest.

### Host Communities.

All but one of the host community respondents said they had enough information to make decisions on their daily lives. In the Host Community Focus Group Discussions, everyone had information about basic needs such as where to get food and water (although some water pumps sometimes ran dry). The biggest information need was on livelihoods, particularly since the cost of living had gone up – and whether the Rohingya would stay or return to Myanmar.

*“We don’t know if they (Rohingya) are going back or will stay. The uncertainty is making many people anxious. The authorities should tell us.” 30-year-old local man*

These concerns are reflected in other responses – such as Table 39, on questions for aid providers. Occasional information gaps were more specific, such as this one:

*“We never heard of diseases like diphtheria before the Rohingya came. I wish we knew more about this.” 27-year-old local woman*

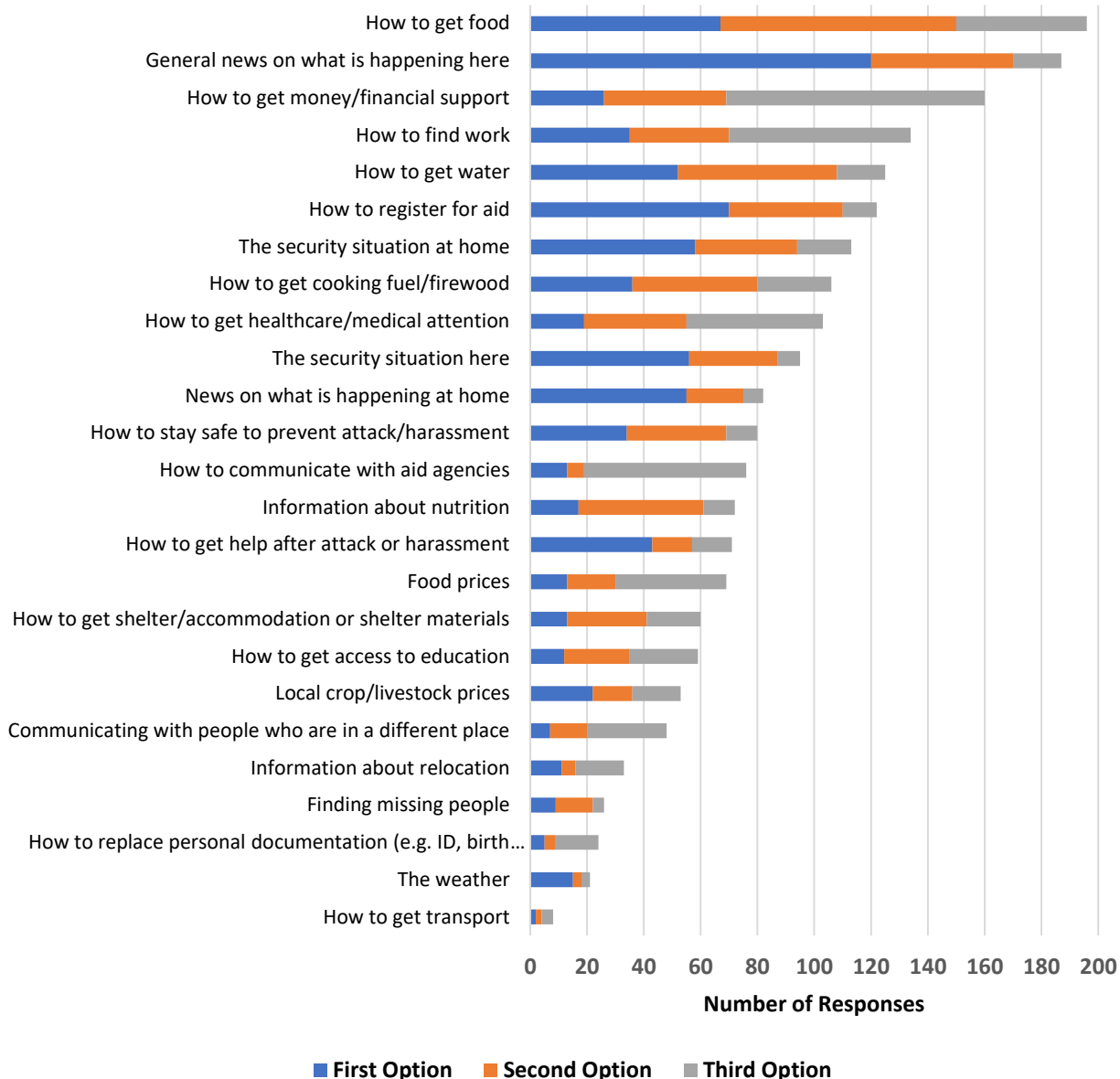
The short- and long-term impact of the refugee influx was uppermost in people’s concerns, with perceptions mixed of Rohingya themselves mixed.

*“Rohingyas were here. Now they are getting supports from different aid agencies but we are getting nothing. The place where we cultivate watermelon previously, is now occupied by Rohingyas; they are living there. Therefore, we are financially affected.” Local man*

Refugees’ specific information needs ranged from how to get food to financial support to aid registration, and general news on what was happening in the area.

**Table 31**

Refugees: There are many different things people are confused about or feel they need to know about. What is the main thing you need to know about right now? (Multiple responses.)

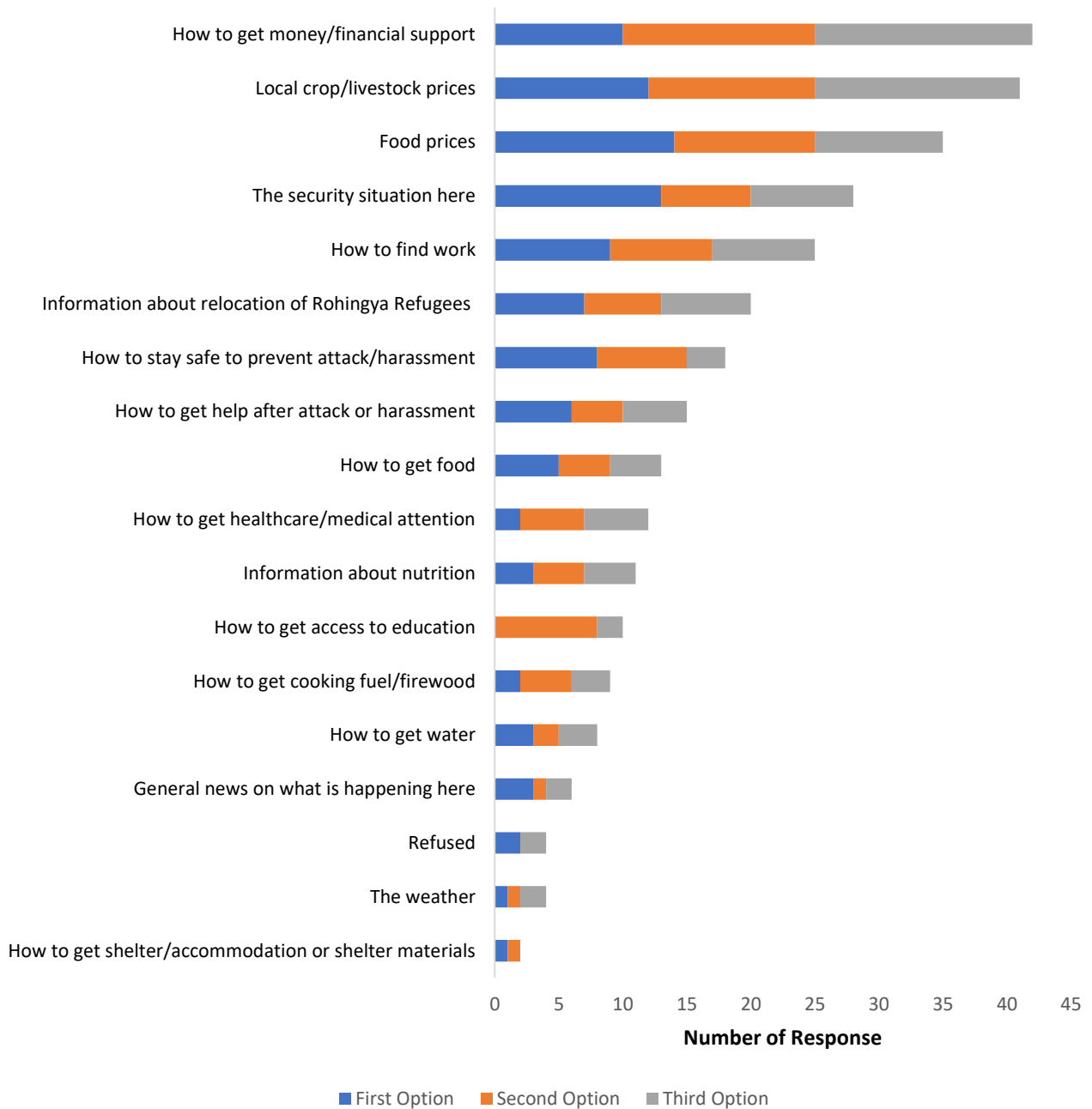


Please note: While the table above provides an overall sense of issues about which refugees want to ask questions, the data should be taken as indicative only. This is due to an error in field collection; while each respondent should have selected one choice for first, second, and third options, for a minority multiple responses were recorded for each option. While all of the options reflect refugee needs or questions, their relative importance therefore could well have been in a different order if all respondents had been treated equally.

In contrast, host communities' information needs revolve around economic and security issues, which – as the focus group discussions indicated – can be closely associated by those communities with the sudden and enormous refugee influx.

**Table 32**

Host Community: There are many different things people are confused about or feel they need to know about. What is the main thing you need to know about right now?



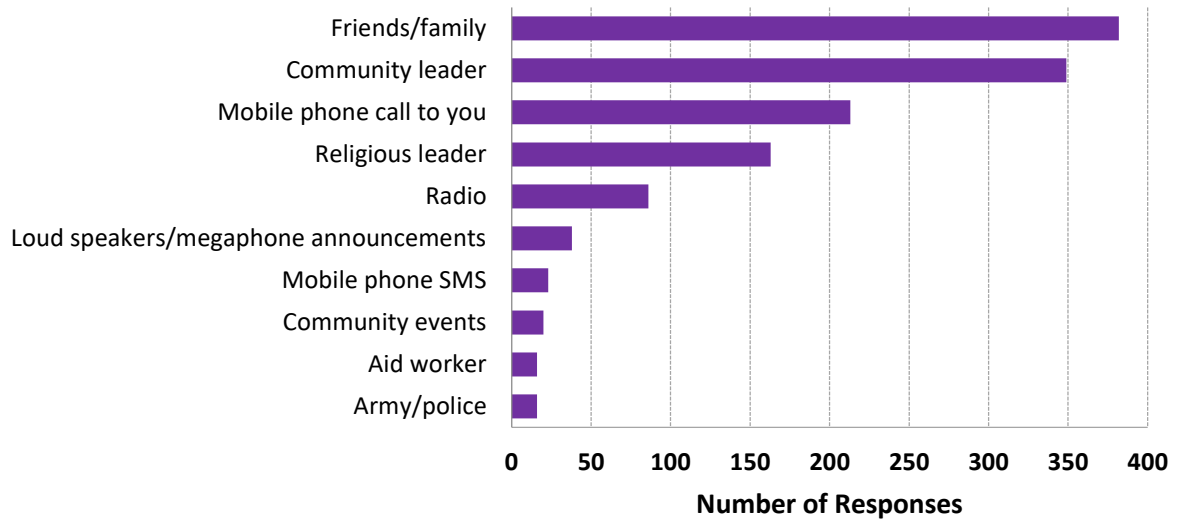


### Preferred Means of Receiving Information

When asked to prioritise means of receiving information, refugee respondents predominantly nominated personal connections, led by friends and family (76.2%), community leaders (69.7%), and religious leaders (32.5%). 86 respondents (17.2%) nominated radio, the highest of the mass media platforms; 213 (42.5%) nominated direct mobile phone calls. Significantly more men nominated mobile phone calls, and several more men than women nominated radio, reflecting their greater access to both. More women than men nominated religious leaders.

**Table 33**

Refugees: What would be the best way for you to receive this information (Multiple responses.)



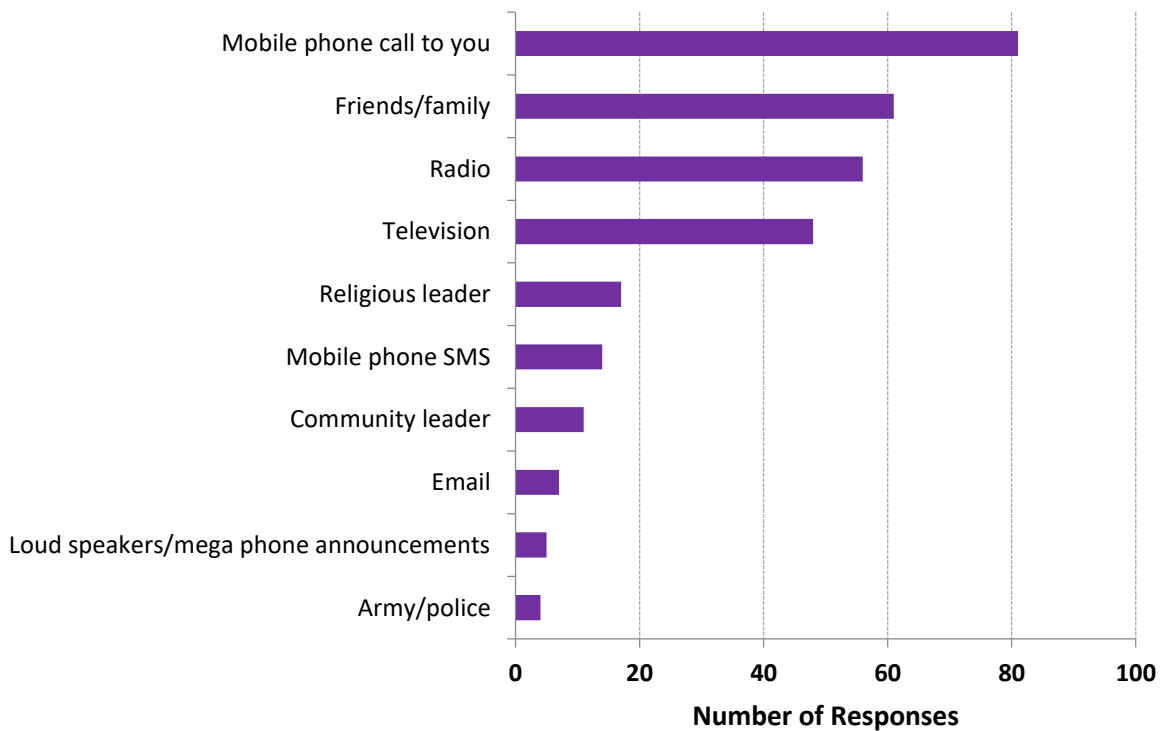
When juxtaposed with Table 12 above, the most trusted sources, unsurprisingly, correspond to the preferred

ways of receiving information. However perhaps of note is that community leaders / mahjis, and religious leaders, are a long way from the first choice for most trusted, even though many nominate them as second or third choices. As a first choice, radio is almost as trusted as mobile phone calls, and far in advance of community leaders and mahjis, even though access to radio is far lower.

Host communities nominated direct mobile phones above all else as the best means of receiving information. Friends and family came second; however community leaders and other local relationships were low priority, with radio and television scoring far higher, reflecting greater access to these media. Slightly more men than women nominated radio; all other main sources were more or less even across the two genders.

**Table 34**

Host Community: What would be the best way for you to receive this information (Multiple responses.)



As noted in Table 13 above, host community members trust television most as an information source – but, given the nature of the information need being discussed in this particular question, clearly identify other sources as more appropriate.

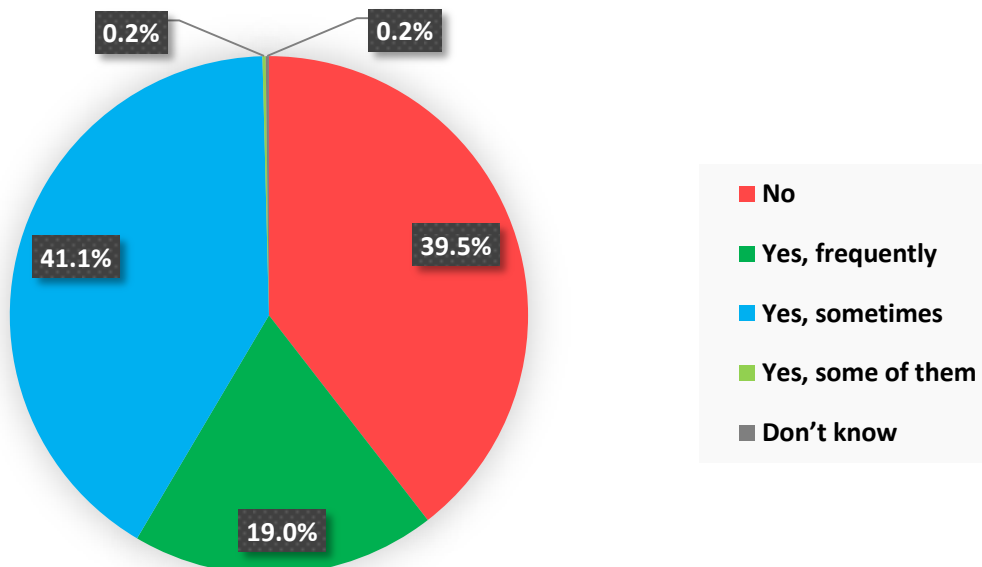


### Communication with Aid Providers

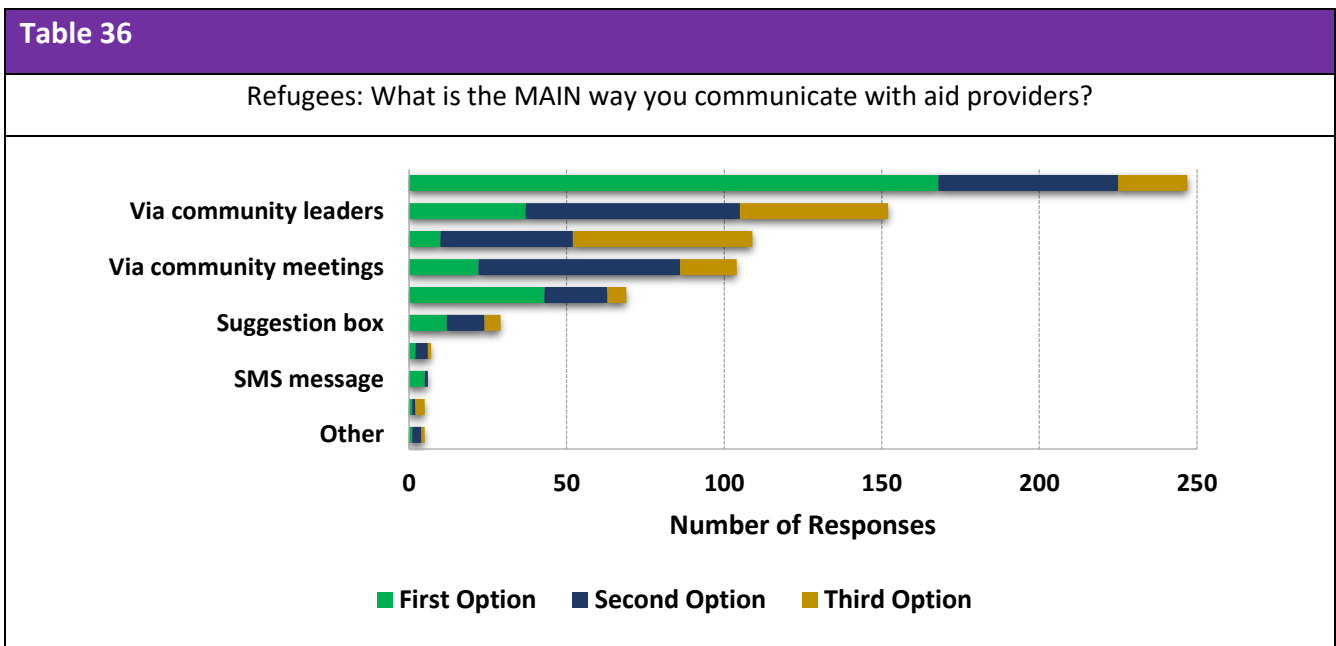
A majority of refugees say they can speak with aid providers sometimes (41.15%) or frequently (19%). A large minority (39.5%) say they cannot. While still showing large gaps, this is a dramatic change from the previous assessment, in which 62% of respondents reported not being able to communicate with aid providers.

**Table 35**

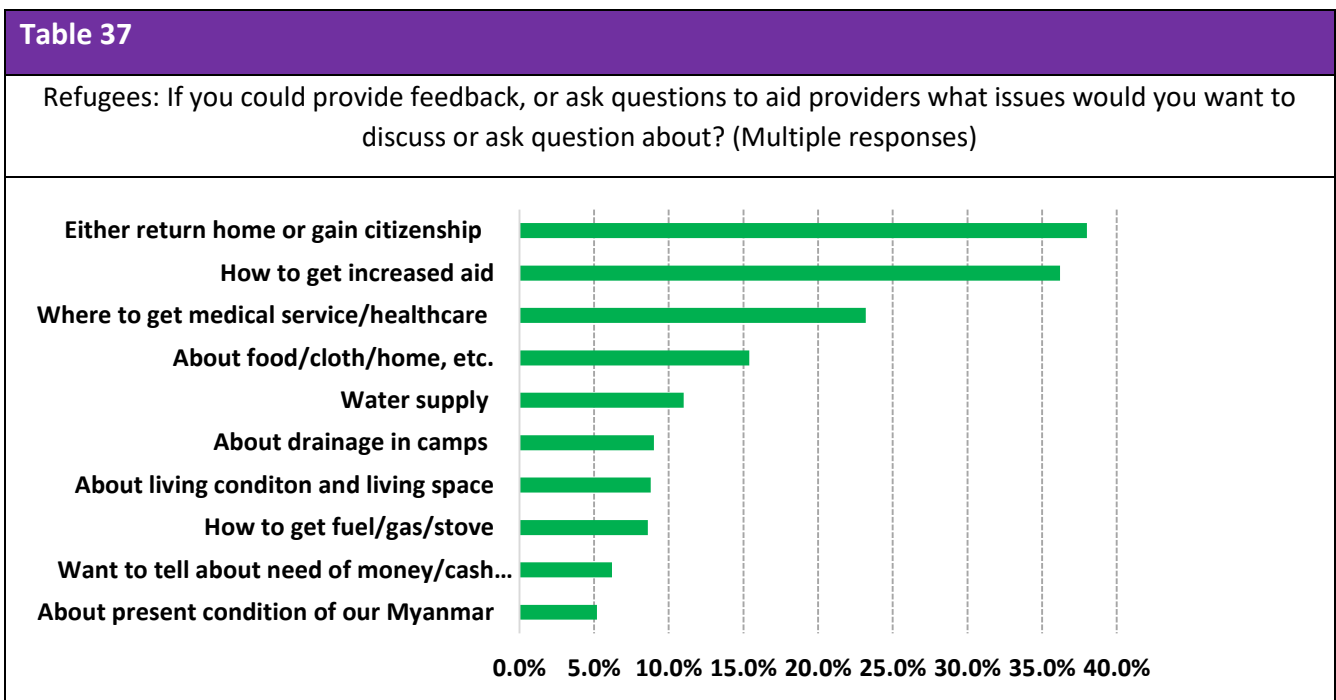
Refugees: Are you able to speak to aid providers about your needs, ask them questions, or tell them if you have complaints



For those who could communicate with aid providers, the main means were face-to-face (55.4%), followed by direct phone calls (14.2%) and via community leaders (12.2%). Additional secondary means included community meetings (22.9%) and religious leaders (15%).



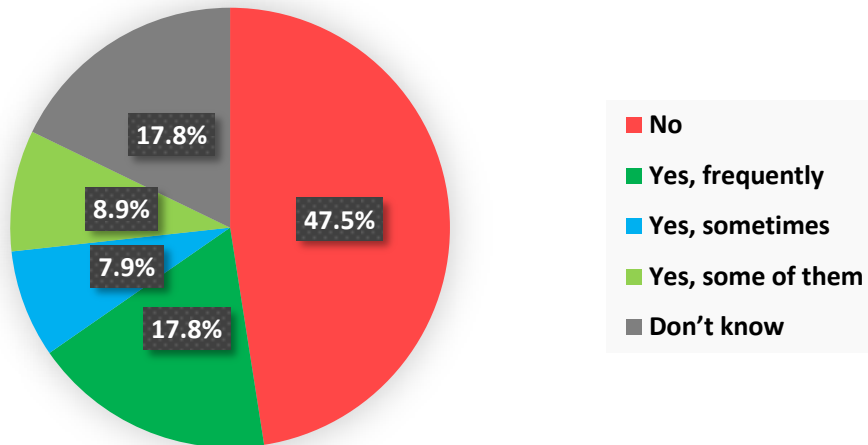
The main questions refugees wanted to ask aid providers related to both long-term needs (with 190 respondents nominating either a means to safely return home or to gain citizenship; this did not examine whether than meant citizenship in Bangladesh, Myanmar, or elsewhere), and short-term (with 181 respondents nominating a need for increased aid, 116 nominating health care, and 77 basic needs such as food, clothing, and adequate shelter).



While a similar proportion of host community members were unable to speak to aid providers, those that could, often managed to do so with less frequency or facility than refugee communities.

**Table 38**

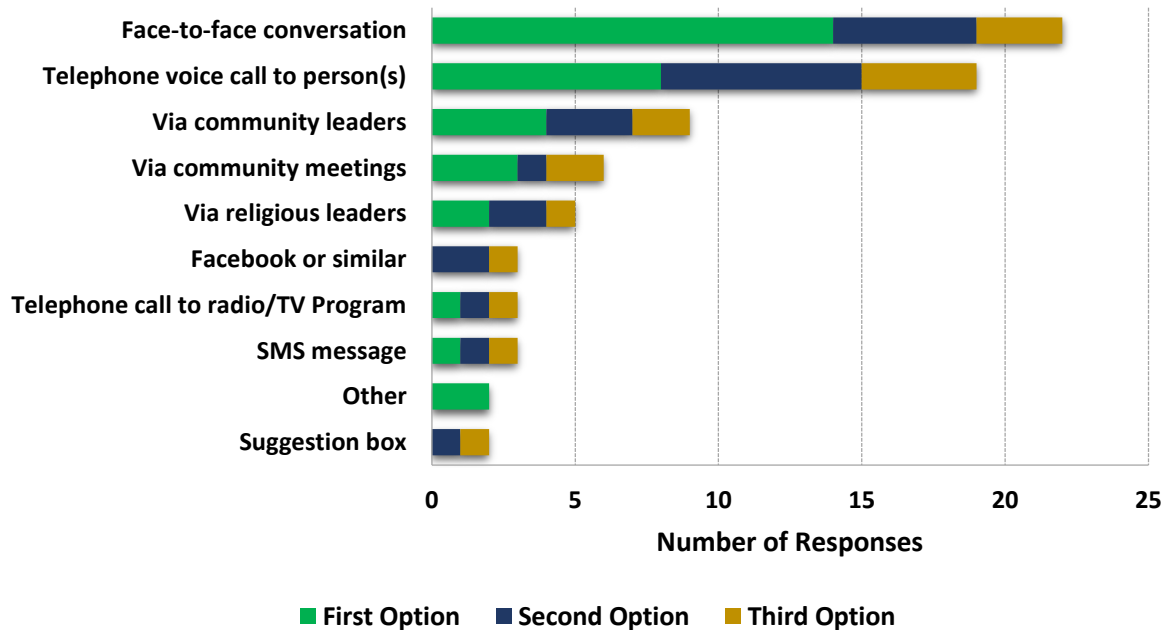
Host Community: Are you able to speak to aid providers about your needs, ask them questions, or tell them if you have complaints



As with refugees, face-to-face was by far the most common way of communicating with aid providers; however phone calls came a close second, showing the importance of host communities' increased phone access to their ability to find information directly.

**Table 39**

Host Community: What is the MAIN way you communicate with aid providers?

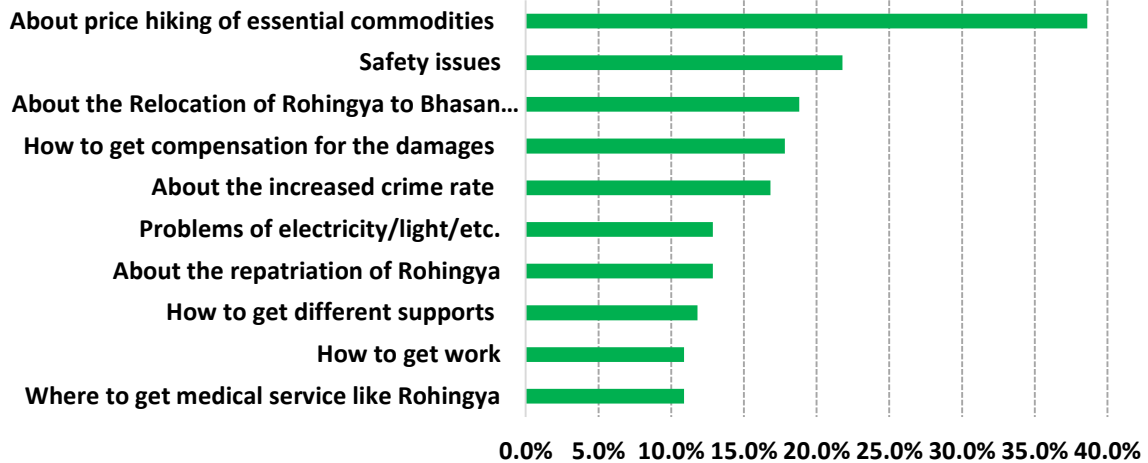


The main question host communities wanted to ask aid providers was the price of basic goods (39 respondents), and safety issues (22 respondents); this likely connects to other questions around increased

crime. The ongoing presence of Rohingya figured significantly, with their relocation or return to Myanmar also cited by many.

**Table 40**

Host Community: If you could provide feedback, or ask questions to aid providers what issues would you want to discuss or ask question about? (Multiple responses)



### Local Community Structures

Among refugees, 75.8% of men, and 70.7% of women, said they received information from their local Mahjis without problems. A smaller number – 15.1% of men, 17.3% of women – said they received some information but with difficulties, the most common being an inability to reach them (58.9%), although lack of trust (17.1%) was an issue for some. This is a dramatic change from the previous assessment, where a lack of trust was cited as the single biggest reason at 38%. In focus group discussions respondents who were long-term refugees were far less trusting of Mahjis than more recent arrivals.

Questions and feedback refugees would like to ask of or request from Mahjis include the issues of: access to greater or more equitable aid (43.2%); toilets and sanitation (20.0%); health care (17.8%); water supply (19.6%); employment possibilities (12.6%); and repairs to shelter or houses (10.8%).



## Annex 1: Questionnaire



### COMMUNICATION NEEDS ASSESSMENT AFFECTED POPULATION QUESTIONNAIRE

Purpose: To identify immediate communication and information needs of disaster-affected communities.

Interviewees: ☐ Crisis-affected individuals (refugees) ☐ Individuals from Host Community

This questionnaire is designed to be a menu of questions.

Depending on how many questions are included, the questionnaire should take around 45 minutes to complete with no translation. If translation is required it may take up to one hour to complete.

INTERVIEWER: please fill in before the interview:	
1. Interview date	2. Time
Reference number	
Location where the survey was taken (please specify name of the refugee/IDP camp, or other)	
<p>“Good morning/afternoon Sir/Madam, my name is _____ . I work for an organization called Internews. We are conducting a survey to better understand the information needs of people in your community. We are trying to find out what sources of information are available so that, together with the humanitarian agencies working in the area, we can do a better job at getting you the information you need. We understand that you may need many services – like food, shelter, or medical services – so we would like to find out more about how you would prefer to access information about these services, and provide feedback to service providers. We would like to take about _____ minutes of your time to ask you some questions. Your answers will be kept completely confidential. Is that ok?”</p> <p>[** Insert respondent selection explanation here]</p>	
SECTION A – DEMOGRAPHIC INFORMATION	
A01	Gender - DO NOT ASK. OBSERVATION Male(1) ☐ Female(2)
A02	Age - DO NOT ASK. OBSERVATION ☐ 15-19(1) ☐ 20-24(2) ☐ 25-29(3) ☐ 30-34(4) ☐ 35-39(5) ☐ 40-44(6) ☐ 45-49(7) ☐ 50-54(8) ☐ 55-59(9) ☐ 60-64(10) ☐ 65+(11) Don't know(98) ☐ Refused(99)
A03	Disability – DO NOT ASK. OBSERVATION Does the interviewee have a disability? ☐ NO(1) ☐ YES(2)
A04	Where are you staying at the moment? [Insert relevant options depending on context – village/area/camp]

A05	Were you born here? If Yes, skip to question A06 If no, continue Yes (1) <input type="checkbox"/> No (2) <input type="checkbox"/> Don't know (98) <input type="checkbox"/> Refused (99)
A06	You said you were not born here - what is the approximate date of your arrival here? Day  _ _  Month  _ _  Year
<b>SECTION B – LANGUAGE, LITERACY &amp; EDUCATION</b>	
B01	What languages/dialects do you speak? PROBE: Any others? DO NOT PROMPT [MANY RESPONSES POSSIBLE] <input type="checkbox"/> Language 1 (1) <input type="checkbox"/> L2 (2) <input type="checkbox"/> L3 (3) <input type="checkbox"/> L4 (4) Other (WRITE IN) (23) <input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused(99)
B02	Which language/dialect do you speak most often with your family? [1 RESPONSE ONLY]
B03	Can you read? If yes, what languages/dialects can you read in? DO NOT PROMPT [MANY RESPONSES POSSIBLE] <input type="checkbox"/> Language 1 (1) <input type="checkbox"/> L2 (2) <input type="checkbox"/> L3 (3) <input type="checkbox"/> L4 (4) Other (WRITE IN) (23) <input type="checkbox"/> Cannot read(24) <input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused(99) [Testing is recommended – show a card with a simple message on it in local languages and ask them to read it to you, then record]
B04	Can you write? If yes, what languages can you write in? DO NOT PROMPT [MANY RESPONSES POSSIBLE] ASK ABOUT SCRIPTS AS WELL AS LANGUAGE <input type="checkbox"/> Language 1 (1) <input type="checkbox"/> L2 (2) <input type="checkbox"/> L3 (3) <input type="checkbox"/> L4 (4) Other (WRITE IN) (23) <input type="checkbox"/> Cannot write(24) <input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused(99)
B05	What is the highest level of education you have received? READ CATEGORIES [MARK ONE RESPONSE] No school(1) <input type="checkbox"/> Some primary school(2) <input type="checkbox"/> Completed primary school(3) <input type="checkbox"/> Some secondary school(4) <input type="checkbox"/> Completed secondary school(5) <input type="checkbox"/> University student now(6) <input type="checkbox"/> University graduate(7) <input type="checkbox"/> Religious education(8) Other (WRITE IN) (9) <input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused (99)
<b>SECTION C – COMMUNICATION CHANNELS &amp; SOURCES OF INFORMATION</b>	
“I would like to ask you about where you get information from”	
C01	Since you arrived what are your main ways of finding information here? DO NOT READ OUT. PROMPT IF NECESSARY. [MARK MULTIPLE RESPONSES] Television(1) <input type="checkbox"/> Radio(2) <input type="checkbox"/> Newspapers(3) <input type="checkbox"/> Magazines(4) <input type="checkbox"/> Twitter(5) <input type="checkbox"/> Facebook(6) Internet – other (WRITE IN) (7) <input type="checkbox"/> Email(8) <input type="checkbox"/> Mobile phone call(9) Mobile phone SMS(10) <input type="checkbox"/> Billboards(11) <input type="checkbox"/> Posters(12) <input type="checkbox"/> Leaflets(13) <input type="checkbox"/> Loudspeakers/megaphone announcements(14) Community events(15) <input type="checkbox"/> From another person – friends/family(16) <input type="checkbox"/> From another person –



	community leader(17) From another person – religious leader(18) <input type="checkbox"/> From another person – government official(19) From another person – army/police(20) <input type="checkbox"/> From another person – aid worker(21) <input type="checkbox"/> From another person – Mahji(22) Other (WRITE IN) (23) <input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused(99)																																																		
C02	What were your main ways of finding information before you were displaced? DO NOT READ OUT. PROMPT IF NECESSARY. [MARK MULTIPLE RESPONSES] Television(1) <input type="checkbox"/> Radio(2) <input type="checkbox"/> Newspapers(3) <input type="checkbox"/> Magazines(4) <input type="checkbox"/> Twitter(5) <input type="checkbox"/> Facebook(6) Internet – other (WRITE IN) (7) <input type="checkbox"/> Email(8) <input type="checkbox"/> Mobile phone call(9) Mobile phone SMS(10) <input type="checkbox"/> Billboards(11) <input type="checkbox"/> Posters(12) <input type="checkbox"/> Leaflets(13) <input type="checkbox"/> Loudspeakers/megaphone announcements(14) Community events(15) <input type="checkbox"/> From another person – friends/family(16) <input type="checkbox"/> From another person – community leader(17) From another person – religious leader(18) <input type="checkbox"/> From another person – government official(19) From another person – army/police(20) <input type="checkbox"/> From another person – aid worker(21) Other (WRITE IN) (22) <input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused(99)																																																		
C03	Which information sources do you trust the most to give you the information you need? DO NOT READ OUT. PROMPT IF NECESSARY. MARK FIRST SOURCE and ask: Do you trust any others? [MARK UP TO 2 ADDITIONAL SOURCES] Note: Information sources could be a specific person, programme or station/channel, rather than a whole communication channel. It may be more appropriate to ask this question and list the responses, rather than using the options provided.																																																		
	<table border="1"> <thead> <tr> <th colspan="2">Information source</th> <th>FIRST</th> <th>SECOND</th> <th>THIRD</th> </tr> </thead> <tbody> <tr> <td>C03.1</td> <td>Television</td> <td><input type="checkbox"/> (1)</td> <td><input type="checkbox"/> (1)</td> <td><input type="checkbox"/> (1)</td> </tr> <tr> <td>C03.2</td> <td>Radio</td> <td><input type="checkbox"/> (2)</td> <td><input type="checkbox"/> (2)</td> <td><input type="checkbox"/> (2)</td> </tr> <tr> <td>C03.3</td> <td>Newspapers</td> <td><input type="checkbox"/> (3)</td> <td><input type="checkbox"/> (3)</td> <td><input type="checkbox"/> (3)</td> </tr> <tr> <td>C03.4</td> <td>Magazines</td> <td><input type="checkbox"/> (4)</td> <td><input type="checkbox"/> (4)</td> <td><input type="checkbox"/> (4)</td> </tr> <tr> <td>C03.5</td> <td>Twitter or similar</td> <td><input type="checkbox"/> (5)</td> <td><input type="checkbox"/> (5)</td> <td><input type="checkbox"/> (5)</td> </tr> <tr> <td>C03.6</td> <td>Facebook or similar</td> <td><input type="checkbox"/> (6)</td> <td><input type="checkbox"/> (6)</td> <td><input type="checkbox"/> (6)</td> </tr> <tr> <td>C03.7</td> <td>Internet – other (WRITE IN)</td> <td><input type="checkbox"/> (7)</td> <td><input type="checkbox"/> (7)</td> <td><input type="checkbox"/> (7)</td> </tr> <tr> <td>C03.8</td> <td>Email</td> <td><input type="checkbox"/> (8)</td> <td><input type="checkbox"/> (8)</td> <td><input type="checkbox"/> (8)</td> </tr> <tr> <td>C03.9</td> <td>Mobile phone call</td> <td><input type="checkbox"/> (9)</td> <td><input type="checkbox"/> (9)</td> <td><input type="checkbox"/> (9)</td> </tr> </tbody> </table>	Information source		FIRST	SECOND	THIRD	C03.1	Television	<input type="checkbox"/> (1)	<input type="checkbox"/> (1)	<input type="checkbox"/> (1)	C03.2	Radio	<input type="checkbox"/> (2)	<input type="checkbox"/> (2)	<input type="checkbox"/> (2)	C03.3	Newspapers	<input type="checkbox"/> (3)	<input type="checkbox"/> (3)	<input type="checkbox"/> (3)	C03.4	Magazines	<input type="checkbox"/> (4)	<input type="checkbox"/> (4)	<input type="checkbox"/> (4)	C03.5	Twitter or similar	<input type="checkbox"/> (5)	<input type="checkbox"/> (5)	<input type="checkbox"/> (5)	C03.6	Facebook or similar	<input type="checkbox"/> (6)	<input type="checkbox"/> (6)	<input type="checkbox"/> (6)	C03.7	Internet – other (WRITE IN)	<input type="checkbox"/> (7)	<input type="checkbox"/> (7)	<input type="checkbox"/> (7)	C03.8	Email	<input type="checkbox"/> (8)	<input type="checkbox"/> (8)	<input type="checkbox"/> (8)	C03.9	Mobile phone call	<input type="checkbox"/> (9)	<input type="checkbox"/> (9)	<input type="checkbox"/> (9)
Information source		FIRST	SECOND	THIRD																																															
C03.1	Television	<input type="checkbox"/> (1)	<input type="checkbox"/> (1)	<input type="checkbox"/> (1)																																															
C03.2	Radio	<input type="checkbox"/> (2)	<input type="checkbox"/> (2)	<input type="checkbox"/> (2)																																															
C03.3	Newspapers	<input type="checkbox"/> (3)	<input type="checkbox"/> (3)	<input type="checkbox"/> (3)																																															
C03.4	Magazines	<input type="checkbox"/> (4)	<input type="checkbox"/> (4)	<input type="checkbox"/> (4)																																															
C03.5	Twitter or similar	<input type="checkbox"/> (5)	<input type="checkbox"/> (5)	<input type="checkbox"/> (5)																																															
C03.6	Facebook or similar	<input type="checkbox"/> (6)	<input type="checkbox"/> (6)	<input type="checkbox"/> (6)																																															
C03.7	Internet – other (WRITE IN)	<input type="checkbox"/> (7)	<input type="checkbox"/> (7)	<input type="checkbox"/> (7)																																															
C03.8	Email	<input type="checkbox"/> (8)	<input type="checkbox"/> (8)	<input type="checkbox"/> (8)																																															
C03.9	Mobile phone call	<input type="checkbox"/> (9)	<input type="checkbox"/> (9)	<input type="checkbox"/> (9)																																															

C03.10	Mobile phone SMS	<input type="checkbox"/> (10)	<input type="checkbox"/> (10)	<input type="checkbox"/> (10)
C03.11	Billboards	<input type="checkbox"/> (11)	<input type="checkbox"/> (11)	<input type="checkbox"/> (11)
C03.12	Posters	<input type="checkbox"/> (12)	<input type="checkbox"/> (12)	<input type="checkbox"/> (12)
C03.13	Leaflets	<input type="checkbox"/> (13)	<input type="checkbox"/> (13)	<input type="checkbox"/> (13)
C03.14	Loudspeakers/megaphone announcements	<input type="checkbox"/> (14)	<input type="checkbox"/> (14)	<input type="checkbox"/> (14)
C03.15	Community events	<input type="checkbox"/> (15)	<input type="checkbox"/> (15)	<input type="checkbox"/> (15)
C03.16	Another person – friends/family	<input type="checkbox"/> (16)	<input type="checkbox"/> (16)	<input type="checkbox"/> (16)
C03.17	Another person – community leader	<input type="checkbox"/> (17)	<input type="checkbox"/> (17)	<input type="checkbox"/> (17)
C03.18	Another person – religious leader	<input type="checkbox"/> (18)	<input type="checkbox"/> (18)	<input type="checkbox"/> (18)
C03.19	Another person – government official	<input type="checkbox"/> (19)	<input type="checkbox"/> (19)	<input type="checkbox"/> (19)
C03.20	Another person – army/police	<input type="checkbox"/> (20)	<input type="checkbox"/> (20)	<input type="checkbox"/> (20)
C03.21	Another person – aid worker	<input type="checkbox"/> (21)	<input type="checkbox"/> (21)	<input type="checkbox"/> (21)
C03.22	Other (WRITE IN)	<input type="checkbox"/> (22)	<input type="checkbox"/> (22)	<input type="checkbox"/> (22)
C03.23	Don't know	<input type="checkbox"/> (98)	<input type="checkbox"/> (98)	<input type="checkbox"/> (98)
C03.24	Refused	<input type="checkbox"/> (99)	<input type="checkbox"/> (99)	<input type="checkbox"/> (99)

**SECTION D – RADIO ACCESS AND CONSUMPTION HABITS**

“I’m going to ask you some questions about radio”

D01	Do you currently listen to the radio? [MARK ONE RESPONSE] Yes(1) SKIP TO D03 No(2) <input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused(99) CONTINUE
D02	You said you do not currently listen to radio – why not? DO NOT READ OUT [MARK MULTIPLE RESPONSES] <input type="checkbox"/> Don't have access to set(1) <input type="checkbox"/> Don't trust available channels (2) <input type="checkbox"/> No access to electricity (3) <input type="checkbox"/> No information available (4) <input type="checkbox"/> Don't like the radio(5) <input type="checkbox"/> Don't have time to listen (6) <input type="checkbox"/> Content not relevant (7) <input type="checkbox"/> No programmes in my language (8) <input type="checkbox"/> No batteries (9) <input type="checkbox"/> Radio set damaged (10) <input type="checkbox"/> No radio stations on air(11) <input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused(99) <input type="checkbox"/> Other, please state (12) SKIP TO E01
D03	Where do you generally listen to radio? PROMPT IF NECESSARY [MARK MULTIPLE RESPONSES] <input type="checkbox"/> Home(1) <input type="checkbox"/> While I work(2) <input type="checkbox"/> At a friend's/relative's place(3) <input type="checkbox"/> Collective place (e.g. water/food collection point)(4)

	<input type="checkbox"/> NGO office(5) <input type="checkbox"/> At school(6) <input type="checkbox"/> On my mobile phone(7) <input type="checkbox"/> I always have my radio with me (8) <input type="checkbox"/> Outside in town(9) <input type="checkbox"/> Outside in the fields(10) <input type="checkbox"/> At a restaurant/tea shop/café(11) <input type="checkbox"/> Other (WRITE IN) (12) <input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused(99)
D04	<p>What time(s) of day do you generally listen to the radio here? [MARK MULTIPLE RESPONSES]</p> <input type="checkbox"/> Early morning (5am to 8am)(1) <input type="checkbox"/> Morning (8am to 11am)(2) <input type="checkbox"/> Mid-day (11am to 2pm)(3) <input type="checkbox"/> Afternoon (2pm to 5pm)(4) <input type="checkbox"/> Evening (5pm to 8pm)(5) <input type="checkbox"/> Late Evening (8pm to 11am)(6) <input type="checkbox"/> Overnight (11pm to 5am)(7) <input type="checkbox"/> Any time (8) <input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused(99)
D05	<p>Please name the radio stations and programs you listen to the most here? Can you think of anymore?  INTERVIEWER: WRITE IN NAME OF UP TO THREE RADIO STATIONS. USE CAREFUL SPELLING.</p> <p>ASK What program on this station do you listen to most?  ASK What program on this station do you listen to most?  ASK What program on this station do you listen to most?</p>
<p><b>SECTION E – TELEVISION ACCESS AND CONSUMPTION HABITS</b></p> <p>“I'm going to ask you some questions about television”</p>	
E01	<p>Do you watch television at the moment? [MARK ONE RESPONSE]</p> <p>Yes(1)   SKIP TO E03/04/05  No(3)   <input type="checkbox"/> Don't know(98)   <input type="checkbox"/> Refused(09) CONTINUE.</p>
E02	<p>You said you do not watch television here - why not? [MARK MULTIPLE RESPONSES]</p> <input type="checkbox"/> Don't have access (1) <input type="checkbox"/> Don't trust available channels (2) <input type="checkbox"/> No access to electricity (3) <input type="checkbox"/> No information available (4) <input type="checkbox"/> Don't like television (5) <input type="checkbox"/> Don't have time to watch (6) <input type="checkbox"/> Content not relevant (7) <input type="checkbox"/> No programmes in my language (8) <input type="checkbox"/> Television set is damaged (9) <input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused(99) <input type="checkbox"/> Other, please state (10) SKIP TO F01
E03	<p>Where do you generally watch television? PROMPT IF NECESSARY [MARK MULTIPLE RESPONSES]</p> <input type="checkbox"/> Home(1) <input type="checkbox"/> At work(2) <input type="checkbox"/> At a friend's/relative's place(3) <input type="checkbox"/> Collective place (e.g. water/food collection point)(4) <input type="checkbox"/> NGO office(5) <input type="checkbox"/> At school(6) <input type="checkbox"/> On my mobile phone(7) <input type="checkbox"/> At a restaurant/tea shop/café(8) <input type="checkbox"/> Other (WRITE IN) (9) <input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused(99)

E04	<p>What time(s) of day do you generally watch television here? [MARK MULTIPLE RESPONSES]</p> <p><input type="checkbox"/> Early morning (5am to 8am)(1)   <input type="checkbox"/> Morning (8am to 11am)(2)   <input type="checkbox"/> Mid-day (11am to 2pm)(3)   <input type="checkbox"/> Afternoon (2pm to 5pm)(4)</p> <p><input type="checkbox"/> Evening (5pm to 8pm)(5)   <input type="checkbox"/> Late Evening (8pm to 11am)(6)   <input type="checkbox"/> Overnight (11pm to 5am)(7)</p> <p><input type="checkbox"/> Any time (8)</p> <p><input type="checkbox"/> Don't know(98)   <input type="checkbox"/> Refused(99)</p>
E05	<p>Please name the TV stations you watch the most here? Can you think of anymore?</p> <p>INTERVIEWER: WRITE IN NAME OF UP TO THREE TV STATIONS. USE CAREFUL SPELLING.</p> <p>1st response    ASK What program on this station do you watch most? _____</p> <p>2nd response    ASK What program on this station do you watch most? _____</p> <p>3rd response    ASK What program on this station do you watch most? _____</p>
<p><b>SECTION F – MOBILE PHONE ACCESS AND CONSUMPTION HABITS</b></p>	
<p>"I am going to ask you some questions about your use of mobile phones"</p>	
F01	<p>Are you using a mobile phone at the moment? [MARK ONE RESPONSE]</p> <p>Yes (1)    SKIP TO F04</p> <p>Yes but with problems (2) CONTINUE</p> <p>No(3)    <input type="checkbox"/> Don't know(98)    <input type="checkbox"/> Refused(99) CONTINUE</p>
F02	<p>You said you are having problems or are not using a mobile phone - why? [MARK MULTIPLE RESPONSES]</p> <p><input type="checkbox"/> No batteries (1)    <input type="checkbox"/> No network signal (2)    <input type="checkbox"/> Need SIM card(3)    <input type="checkbox"/> No electricity to charge phone(4)    <input type="checkbox"/> Phone is damaged (5)</p> <p><input type="checkbox"/> No mobile handset (6)    <input type="checkbox"/> No telephone credit(7)    <input type="checkbox"/> Other (WRITE IN) (8)</p>
F03	<p>If there is no signal where you are, how can you get a signal to make a call or send a text? PROMPT IF NECESSARY.</p> <p>[MARK MULTIPLE RESPONSES]</p> <p><input type="checkbox"/> There is no signal anywhere(1)    <input type="checkbox"/> Walk 1km(2)    <input type="checkbox"/> Walk 1km-5km(3)    <input type="checkbox"/> Walk more than 5km(4)    <input type="checkbox"/> Climb a hill(5)    <input type="checkbox"/> Climb a tree(6)</p> <p><input type="checkbox"/> Only works during some hours of the day (WRITE IN THE TIME RANGES THAT THE PHONE WORKS) (7)</p> <p><input type="checkbox"/> Other (WRITE IN)    (8)    <input type="checkbox"/> Don't know(98)    <input type="checkbox"/> Refused(99)</p>

F04	<p>What do you usually use your mobile phone for? READ LIST [MARK MULTIPLE RESPONSES]</p> <p><input type="checkbox"/> Calling friends and family(1)   <input type="checkbox"/> Receiving calls from friends and family(2)   <input type="checkbox"/> Conducting business(3)</p> <p><input type="checkbox"/> Receiving news/information alerts(4)   <input type="checkbox"/> Money transfers(5)   <input type="checkbox"/> Sending text messages (SMS)(6)</p> <p><input type="checkbox"/> Receiving text messages (SMS)(7)   <input type="checkbox"/> Sending or receiving an MMS(8)</p> <p><input type="checkbox"/> Taking photos(10)   <input type="checkbox"/> Sending a photo to others(11)   <input type="checkbox"/> Taking a video(12)</p> <p><input type="checkbox"/> Downloading and viewing a video clip(13)   <input type="checkbox"/> Sending a video to others(14)   <input type="checkbox"/> Recording audio(15)</p> <p><input type="checkbox"/> Accessing social media like Facebook/Twitter(16)   <input type="checkbox"/> Accessing the internet(17)   <input type="checkbox"/> Sending or receiving an email(18)   <input type="checkbox"/> Listening to the radio(19)</p>
	<p><input type="checkbox"/> Using an app (a software program for mobile phones and computers)(20)   <input type="checkbox"/> Nothing(21)</p> <p><input type="checkbox"/> Other (WRITE IN)   (22)   <input type="checkbox"/> Don't know(98)   <input type="checkbox"/> Refused(99)</p>
F05	<p>Are any of the following available on the phone you have access to? READ LIST. IF THE RESPONDENT DOESN'T KNOW, ASK "Please may I see the phone?" CHECK WHICH CAPABILITIES THE PHONE HAS, AND RECORD [MULTIPLE RESPONSES]</p> <p><input type="checkbox"/> An FM radio receiver(1)   <input type="checkbox"/> Internet access(2)   <input type="checkbox"/> Bluetooth(3)   <input type="checkbox"/> None of above(4)   <input type="checkbox"/> Don't know(98)   <input type="checkbox"/> Refused(99)</p>
F06	<p>Do you share anything from one phone to another? (Video, Audio, information or documents)</p> <p><input type="checkbox"/> Share(1)   <input type="checkbox"/> Don't share (2)   Go to G1</p>
F07	<p>How do you share video, audio or documents from one phone to another? (Multiple answers are possible)</p> <p><input type="checkbox"/> Share it(1)   <input type="checkbox"/> Bluetooth (2)   <input type="checkbox"/> memory card 3)   <input type="checkbox"/> other(99).....</p>
<p><b>SECTION G – Print Media</b></p> <p>"I'm going to ask you some questions about reading newspapers and magazines"</p>	
G01	<p>Do you read either of the following? [MARK MULTIPLE RESPONSES]</p> <p><input type="checkbox"/> Newspapers(1)   <input type="checkbox"/> Magazines(2)   SKIP TO G03</p> <p><input type="checkbox"/> No(4)   <input type="checkbox"/> Don't know(98)   <input type="checkbox"/> Refused(99) CONTINUE</p>
G02	<p>You said that you do not read newspapers/magazines. Why is this?</p> <p><input type="checkbox"/> I can't read (1)   <input type="checkbox"/> None available in my language (2)   <input type="checkbox"/> None available at all(3)</p> <p><input type="checkbox"/> Can't afford to buy them(4)   <input type="checkbox"/> Not relevant to me (5)   <input type="checkbox"/> Don't know (98)   <input type="checkbox"/> Refused (99)</p>
G03	<p>Please name the newspaper/magazine you read the most here? ASK Can you think of anymore?</p> <p>INTERVIEWER: WRITE IN NAME OF UP TO THREE NEWSPAPERS. USE CAREFUL SPELLING.</p> <p>1st response</p> <p>2nd response</p>

	3rd response
<b>SECTION H – Internet</b>	
“I am going to ask you some questions about your use of the internet”	
H01	<p>Do you use the Internet? [MARK ONE RESPONSE]</p> <p>Yes, most days(1) SKIP TO H03</p> <p>Yes, about once a week(2) SKIP TO H03</p> <p>Yes, about once every 2 weeks(3) SKIP TO H03</p> <p>Yes, about once every month SKIP TO H03</p> <p>Very rarely(4) SKIP TO H03</p> <p>No, never(3) <input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused(99) CONTINUE.</p>
H02	<p>You said that you have problems using, or do not use the Internet, why is this?</p> <p><input type="checkbox"/>No computers (1)    <input type="checkbox"/>No electricity (2)    <input type="checkbox"/>Can't afford it (3)    <input type="checkbox"/>No connection (4)    <input type="checkbox"/>Not relevant (5)    <input type="checkbox"/>Slow connection (6)</p> <p><input type="checkbox"/>Don't know (98) <input type="checkbox"/>Refused(99)</p>
H03	<p>How do you access the internet when you use it?</p> <p><input type="checkbox"/> Laptop (1)    <input type="checkbox"/>Home computer (2)    <input type="checkbox"/>Work computer(3)    <input type="checkbox"/>Cyber café (4)    <input type="checkbox"/>Mobile phone (5)</p> <p><input type="checkbox"/>Other(6) (WRITE IN)    <input type="checkbox"/>Don't know (98)    <input type="checkbox"/>Refused(99)</p>
H04	<p>Do you watch YouTube?</p> <p><input type="checkbox"/>Don't watch (1) <input type="checkbox"/> Watch (2) (Name of the Channel) -----</p>
Ho5	<p>Which website you generally visit most?</p> <p><input type="checkbox"/>Don't watch (1) <input type="checkbox"/> Watch (2) (Name of the Website) -----</p>
<b>SECTION I – INFORMATION NEEDS</b>	
<p>“Getting the right information must be vital to you in the current situation. I want to ask you a few questions about what you most need information about right now”</p> <p>Note: This question is sometimes difficult for respondents to understand and results in answers about general needs. Ask if there is anything they are confused about, or feel like they don't have enough information on.</p> <p>To triangulate data, ask local key informants what questions Members of the community have been asking frequently.</p>	
I01	<p>There are many different things people are confused about or feel they need to know about. What is the main thing you need to know about right now? DO NOT READ CATEGORIES. MARK THEN ASK Is there anything else?</p>

	Note: Depending on responses received, it may be more appropriate to leave this section as open text, rather than checkboxes.			
		<b>Main Issue</b>	<b>Second Issues</b>	<b>Third Issues</b>
<b>General information</b>				
I01.1	General news on what is happening here	<input type="checkbox"/> (1)	<input type="checkbox"/> (1)	<input type="checkbox"/> (1)
I01.2	News on what is happening at home	<input type="checkbox"/> (2)	<input type="checkbox"/> (2)	<input type="checkbox"/> (2)
I01.3	The weather	<input type="checkbox"/> (3)	<input type="checkbox"/> (3)	<input type="checkbox"/> (3)
<b>Security</b>				
I01.4	The security situation here	<input type="checkbox"/> (4)	<input type="checkbox"/> (4)	<input type="checkbox"/> (4)
I01.5	The security situation at home	<input type="checkbox"/> (5)	<input type="checkbox"/> (5)	<input type="checkbox"/> (5)
I01.6	How to get help after attack or harassment	<input type="checkbox"/> (6)	<input type="checkbox"/> (6)	<input type="checkbox"/> (6)
I01.7	How to stay safe to prevent attack/harassment	<input type="checkbox"/> (7)	<input type="checkbox"/> (7)	<input type="checkbox"/> (7)
<b>How to access aid, essential items and healthcare</b>				
I01.8	How to register for aid	<input type="checkbox"/> (8)	<input type="checkbox"/> (8)	<input type="checkbox"/> (8)
I01.9	Finding missing people	<input type="checkbox"/> (9)	<input type="checkbox"/> (9)	<input type="checkbox"/> (9)
I01.10	How to get water	<input type="checkbox"/> (10)	<input type="checkbox"/> (10)	<input type="checkbox"/> (10)
I01.11	How to get food	<input type="checkbox"/> (11)	<input type="checkbox"/> (11)	<input type="checkbox"/> (11)
I01.12	How to get shelter/accommodation or shelter materials	<input type="checkbox"/> (12)	<input type="checkbox"/> (12)	<input type="checkbox"/> (12)
I01.13	Information about nutrition	<input type="checkbox"/> (13)	<input type="checkbox"/> (13)	<input type="checkbox"/> (13)
I01.14	How to get cooking fuel/firewood	<input type="checkbox"/> (14)	<input type="checkbox"/> (14)	<input type="checkbox"/> (14)
I01.15	How to get healthcare/medical attention	<input type="checkbox"/> (15)	<input type="checkbox"/> (15)	<input type="checkbox"/> (15)
I01.16	How to replace personal documentation (e.g. ID, birth certificate...)	<input type="checkbox"/> (16)	<input type="checkbox"/> (16)	<input type="checkbox"/> (16)
I01.17	How to get access to education	<input type="checkbox"/> (17)	<input type="checkbox"/> (17)	<input type="checkbox"/> (17)
I01.18	How to get transport	<input type="checkbox"/> (18)	<input type="checkbox"/> (18)	<input type="checkbox"/> (18)
<b>Livelihoods</b>				
I01.19	How to find work	<input type="checkbox"/> (19)	<input type="checkbox"/> (19)	<input type="checkbox"/> (19)
I01.20	Food prices	<input type="checkbox"/> (20)	<input type="checkbox"/> (20)	<input type="checkbox"/> (20)
I01.21	Local crop/livestock prices	<input type="checkbox"/> (21)	<input type="checkbox"/> (21)	<input type="checkbox"/> (21)
I01.22	How to get money/financial support	<input type="checkbox"/> (22)	<input type="checkbox"/> (22)	<input type="checkbox"/> (22)
I01.23	Information about relocation	<input type="checkbox"/> (23)	<input type="checkbox"/> (23)	<input type="checkbox"/> (23)

Communication				
I01.24	Communicating with people who are in a different place	<input type="checkbox"/> (24)	<input type="checkbox"/> (24)	<input type="checkbox"/> (24)
I01.25	How to communicate with aid agencies	<input type="checkbox"/> (25)	<input type="checkbox"/> (25)	<input type="checkbox"/> (25)
I01.26	Other (WRITE IN)	<input type="checkbox"/> (26)	<input type="checkbox"/> (26)	<input type="checkbox"/> (26)
I01.27	Don't Know	<input type="checkbox"/> (98)	<input type="checkbox"/> (98)	<input type="checkbox"/> (98)
I01.28	Refused	<input type="checkbox"/> (99)	<input type="checkbox"/> (99)	<input type="checkbox"/> (99)
I02	<p>Do you think you have enough information to make good decisions for you and your family? MARK ONE RESPONSE.</p> <p>Yes(1) <input type="checkbox"/> No(2) <input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused(99)</p>			
I03	<p>What would be the best way for you to receive this information? MARK MULTIPLE RESPONSES/. DO NOT PROMPT.</p> <p>Radio(1 <input type="checkbox"/> Email) <input type="checkbox"/> Email(2) <input type="checkbox"/> Mobile phone call to you(3) <input type="checkbox"/> Mobile phone SMS(4) <input type="checkbox"/> Billboards(5) <input type="checkbox"/> Posters(6) <input type="checkbox"/> Leaflets(7)</p> <p>Loudspeakers/megaphone announcements(8) <input type="checkbox"/> Community events(9) <input type="checkbox"/> From another person – friends/family (10)</p> <p>From another person – community leader(11) <input type="checkbox"/> From another person – religious leader(12)</p> <p>From another person – government official(13) <input type="checkbox"/> From another person – army/police(14)</p> <p>From another person – aid worker(15)</p> <p>Other (WRITE IN)(23)</p> <p><input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused(99)</p>			
I04	<p>What are the best ways for you to know what is happening in Myanmar or what step is being taken by Myanmar government for you? Multiple response.</p> <p>Radio(1) <input type="checkbox"/> Television(2) <input type="checkbox"/> Email(3) <input type="checkbox"/> Mobile phone call to Myanmar (4) <input type="checkbox"/> Mobile phone SMS(5)</p> <p><input type="checkbox"/> From another person – friends/family (6)</p> <p><input type="checkbox"/> Community leaders/Majhi(7) <input type="checkbox"/> From another person – religious leader (8) <input type="checkbox"/> From another person – government official( 9)</p> <p>From another person – community leader(10)</p> <p><input type="checkbox"/> From another person – army/police(11)</p> <p>From another person – aid worker(12) <input type="checkbox"/> From another person – NGOs official (13)</p> <p>Other (WRITE IN)(14)</p> <p><input type="checkbox"/> Don't know(18) <input type="checkbox"/> Refused(19)</p>			
I05	<p>Do you listen/watch to the programs of BBC, VOA, RFA, Aljazeera, TRT, Iranian Peace TV, and other?</p> <p><input type="checkbox"/> Yes, most days(1)</p> <p><input type="checkbox"/> Yes, about once a week(2)</p>			



	<input type="checkbox"/> Yes, about once every 2 weeks (3) <input type="checkbox"/> Yes, about once every month (4) <input type="checkbox"/> Very rarely (5) <input type="checkbox"/> No, never(6) <input type="checkbox"/> Don't know (18) <input type="checkbox"/> Refused (19)
106	In which language you listen to the programs of BBC, VOA, RFA, Aljazeera, TRT, Iranian Peace TV, and other? Multiple responses. <input type="checkbox"/> Burmese1) <input type="checkbox"/> Bangla 2) <input type="checkbox"/> English3) <input type="checkbox"/> Arabic4) <input type="checkbox"/> Other.....
107	Do you listen to the FM radio? <input type="checkbox"/> Yes 1) <input type="checkbox"/> No 2)

**SECTION J – COMMUNICATION WITH AID PROVIDERS**

“I would like to ask you a few questions about communicating with aid providers”

J01	Are you able to speak to aid providers about your needs, ask them questions, or tell them if you have complaints? [MARK ONE RESPONSE] <input type="checkbox"/> No (1) SKIP TO J03 <input type="checkbox"/> Yes, frequently(2) <input type="checkbox"/> Yes, sometimes (3) <input type="checkbox"/> Yes, some of them, specify (4) <input type="checkbox"/> Don't know (98) <input type="checkbox"/> Refused (99) CONTINUE				
J02	What is the MAIN way you communicate with aid providers? CODE THE MAIN WAY. ASK Can you think of anymore? CODE UP TO 3 RESPONSES. DO NOT READ OUT				
			<b>MAIN WAY</b>	<b>SECOND WAY</b>	<b>THIRD WAY</b>
	J02.1	Telephone voice call to person(s)	<input type="checkbox"/> (1)	<input type="checkbox"/> (1)	<input type="checkbox"/> (1)
	J02.2	SMS message	<input type="checkbox"/> (2)	<input type="checkbox"/> (2)	<input type="checkbox"/> (2)
	J02.3	Telephone call to radio/TV Program	<input type="checkbox"/> (3)	<input type="checkbox"/> (3)	<input type="checkbox"/> (3)
	J02.4	Email	<input type="checkbox"/> (4)	<input type="checkbox"/> (4)	<input type="checkbox"/> (4)
	J02.5	Twitter or similar	<input type="checkbox"/> (6)	<input type="checkbox"/> (6)	<input type="checkbox"/> (6)
	J02.6	Facebook or similar	<input type="checkbox"/> (7)	<input type="checkbox"/> (7)	<input type="checkbox"/> (7)
	J02.7	Through a website (WRITE IN)	<input type="checkbox"/> (8)	<input type="checkbox"/> (8)	<input type="checkbox"/> (8)
J02.8	Suggestion box	<input type="checkbox"/> (9)	<input type="checkbox"/> (9)	<input type="checkbox"/> (9)	

	J02.9	Face-to-face conversation	<input type="checkbox"/> (10)	<input type="checkbox"/> (10)	<input type="checkbox"/> (10)
	J02.10	Via community meetings	<input type="checkbox"/> (11)	<input type="checkbox"/> (11)	<input type="checkbox"/> (11)
	J02.11	Via community leaders	<input type="checkbox"/> (12)	<input type="checkbox"/> (12)	<input type="checkbox"/> (12)
	J02.12	Via religious leaders	<input type="checkbox"/> (13)	<input type="checkbox"/> (13)	<input type="checkbox"/> (13)
	J02.13	Other (WRITE IN)	<input type="checkbox"/> (14)	<input type="checkbox"/> (14)	<input type="checkbox"/> (14)
	J02.14	Don't Know	<input type="checkbox"/> (98)	<input type="checkbox"/> (98)	<input type="checkbox"/> (98)
	J02.15	Refused	<input type="checkbox"/> (99)	<input type="checkbox"/> (99)	<input type="checkbox"/> (99)
J03	<p>If you could provide feedback, or ask questions to aid providers, what issues would you want to discuss or ask questions about?</p> <p>ISSUE 1:</p> <p>ISSUE 2:</p> <p>ISSUE 3:</p>				
<p><b>SECTION L- Majhi and Community Structures</b></p> <p>“Finally I'd like to ask you some questions about how you communicate with your community leaders or with your local Majhi.”</p>					
L01	<p>Do you receive information from your local Mahji? IF HOST COMMUNITY, REPLACE MAHJI WITH 'COMMUNITY LEADER' [MARK ONE RESPONSE]</p> <p>Yes (1) SKIP TO F04</p> <p>Yes but with problems (2) CONTINUE</p> <p>No(3) <input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused(99) CONTINUE</p>				
L02	<p>You said you are having problems communicating with your local Mahji - why? [MARK MULTIPLE RESPONSES]</p> <p><input type="checkbox"/> Don't know who they are (1) <input type="checkbox"/> Don't trust them (2) <input type="checkbox"/> Can't communicate with them(3) <input type="checkbox"/> Have no Mahji(4)</p> <p><input type="checkbox"/> Other (WRITE IN) (8)</p>				
L03	<p>How do you receive information from your Mahji? PROMPT IF NECESSARY.</p> <p>[MARK MULTIPLE RESPONSES]</p> <p><input type="checkbox"/> Direct – face-to-face(1) <input type="checkbox"/> Direct – Group Meetings(2) <input type="checkbox"/> Indirect – via Family Member(3)</p> <p><input type="checkbox"/> Indirect - Other(4)</p> <p><input type="checkbox"/> Other (WRITE IN) (8) <input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused(99)</p>				

L04	Are you able to provide feedback or ask questions to your Mahji? READ LIST [MARK MULTIPLE RESPONSES] <input type="checkbox"/> Yes (1) Yes but with problems (2) No(3) <input type="checkbox"/> Don't know(98) <input type="checkbox"/> Refused(99)
L05	If you could provide feedback, or ask questions to your Mahji, what issues would you want to discuss or ask questions about?  ISSUE 1:  ISSUE 2:  ISSUE 3:

That was the final question. Thank you very much for your time and participation. Your responses will help us to understand what information you and others need and how you access information. Your answers will be treated in the strictest confidence”

<b>SECTION R– Interview Basic Data &amp; Feedback</b>		
FOR INTERVIEWER COMPLETION ONLY -- DO NOT ASK RESPONDENT!		
PLEASE COMPLETE THIS SECTION AS SOON AS POSSIBLE AFTER THE RESPONDENT HAS LEFT. FIELD CONTROL		
Interviewer's name		
R01.	Interviewer code:  _ _ _ _	
R02.	Sex of interviewer (mark one) Male(1) <input type="checkbox"/> Female(2)	
R03.	Date of interview: Day  _ _  Month  _ _  Year  _ _ _ _	
R04.	Length of interview: (minutes)	
R05.	Please provide any general feedback about the interview (any questions that were hard to answer; how the respondent seemed)	
FOR SUPERVISOR AND CODER COMPLETION ONLY		
Please sign and complete the following:		
R06.	<b>Team leader</b>	<b>MARK ONE</b>
	Accompanied	<input type="checkbox"/> (1)
	Back checked	<input type="checkbox"/> (2)
	Scrutinized	<input type="checkbox"/> (3)

I don't know<sub>(1)</sub>  
  To a different camp<sub>(2)</sub>  
  To a new relocation camp<sub>(3)</sub>  
  Home<sub>(4)</sub>  
 To live on the street<sub>(5)</sub>  
  To stay with family or friends<sub>(6)</sub>  
  To move permanently to another area (**SPECIFY**) \_\_\_\_\_  
 Other (**WRITE IN**) \_\_\_\_\_<sub>(9)</sub>  
 Don't Know<sub>(98)</sub>  
  Refused<sub>(99)</sub>



## Annex 2: Focus Group Discussion participants

### Focus Group Discussion 1

Participant from Host community

Location: Ukhia, Cox's Bazar || Date: March 04, 2019

SL. NO.	Sex	Age
1	Female	50
2	Female	27
3	Female	29
4	Female	40
5	Male	45
6	Male	30
7	Male	24
8	Male	28
9	Male	32
10	Male	47

**Focus Group Discussion 2**

Participant Type: Rohingya Community (New Arrivals)

Location: Rohingya community FGD (Camp – 7)

Ukhia, Cox's Bazar || **Date:** March 7, 2019

SL. NO.	Sex	Age
1	Male	50
2	Male	30
3	Male	25
4	Male	40
5	Male	55
6	Female	70
7	Female	45
8	Female	30
9	Female	40
10	Female	60

**Focus Group Discussion 3**

Participant Type: Registered Rohingya Community

Location: Kutupalong Register Camp, Cox's Bazar

**Date:** March 8, 2019

SL. NO.	Sex	Age
1	Female	60+
2	Female	40
3	Female	30
4	Female	25
5	Female	33
6	Female	45
7	Male	25
8	Male	25-30
9	Male	20-22
10	Male	55-60

**Focus Group Discussion 4**

Participant from Host community

Location: Ukhia, Cox's Bazar

Date: March 12, 2019

SL. NO.	Sex	Age
1	Female	49
2	Female	28
3	Female	30
4	Female	20
5	Female	25
6	Female	23
7	Male	52
8	Male	27
9	Male	48
10	Male	32

**Focus Group Discussion 5**

Participant Type: Rohingya Community (New Arrivals)

Location: Rohingya community FGD (Camp – 5)

Ukhia, Cox's Bazar

Date: March 14, 2019

SL. NO.	Sex	Age
1	Male	52
2	Male	33
3	Male	23
4	Male	34
5	Male	25
6	Female	65
7	Female	39
8	Female	26
9	Female	38
10	Female	56

### Focus Group Discussion 6

Participant Type: Registered Rohingya Community (Old)

Location: Kutupalong Register Camp

Cox's Bazar

Date: March 17, 2019

SL. NO.	Sex	Age
1	Female	58
2	Female	44
3	Female	32
4	Female	25
5	Female	27
6	Male	43
7	Male	25
8	Male	33
9	Male	21
10	Male	53

### Annex 3: Radio Programs Accessed

Please name the radio stations and programs you listen to the most here? Can you think of any more?  
(Multiple responses)

FM 1008				
Type of respondent		Responses		Percent of Cases
		N	Percent	
Crisis-affected individuals	News/Cox's Bazar/BBC News	32	72.7%	84.2%
	Songs	4	9.1%	10.5%
	Health related program	8	18.2%	21.1%
	<b>Total</b>	<b>44</b>	<b>100.0%</b>	<b>115.8%</b>
Host community	News/Cox's Bazar/BBC News	27	84.4%	100.0%
	Songs	4	12.5%	14.8%
	Drama	1	3.1%	3.7%
	<b>Total</b>	<b>32</b>	<b>100.0%</b>	<b>118.5%</b>

FM 89.2				
Type of respondent		Responses		Percent of Cases
		N	Percent	
Crisis-affected individuals	Chattogram News	8	53.3%	61.5%
	Songs	7	46.7%	53.8%
	<b>Total</b>	<b>15</b>	<b>100.0%</b>	<b>115.4%</b>
Host community	Chattogram News	12	66.7%	100.0%
	Songs	6	33.3%	50.0%
	<b>Total</b>	<b>18</b>	<b>100.0%</b>	<b>150.0%</b>

Burma Channel					
Type of respondent		Responses		Percent of Cases	
		N	Percent		
Crisis-affected individuals	News	7	70.0%	100.0%	
	Songs	3	30.0%	42.9%	
	<b>Total</b>		<b>10</b>	<b>100.0%</b>	<b>142.9%</b>

BBC					
Type of respondent		Responses		Percent of Cases	
		N	Percent		
Crisis-affected individuals	News	1	100.0%	100.0%	
	<b>Total</b>	<b>1</b>	<b>100.0%</b>	<b>100.0%</b>	
Host community	News	1	50.0%	100.0%	
	Songs	1	50.0%	100.0%	
	<b>Total</b>	<b>2</b>	<b>100.0%</b>	<b>200.0%</b>	





FM 98.8				
Type of respondent		Responses		Percent of Cases
		N	Percent	
Crisis-affected individuals	News	6	50.0%	85.7%
	Songs	6	50.0%	85.7%
	<b>Total</b>	<b>12</b>	<b>100.0%</b>	<b>171.4%</b>

FM 90.4				
Type of respondent		Responses		Percent of Cases
		N	Percent	
Crisis-affected individuals	News	4	16.7%	21.1%
	Entertainment/Songs	18	75.0%	94.7%
	Health Issue	2	8.3%	10.5%
	<b>Total</b>	<b>24</b>	<b>100.0%</b>	<b>126.3%</b>
Host community	News	6	54.5%	100.0%
	Entertainment/Songs	5	45.5%	83.3%
	<b>Total</b>	<b>11</b>	<b>100.0%</b>	<b>183.3%</b>

98.2				
Type of respondent		Responses		Percent of Cases
		N	Percent	
Crisis-affected individuals	Entertainment/Songs	1	50.0%	50.0%
	Chattogram Barta	1	50.0%	50.0%
	<b>Total</b>	<b>2</b>	<b>100.0%</b>	<b>100.0%</b>

ARFA				
Type of respondent		Responses		Percent of Cases
		N	Percent	
Crisis-affected individuals	Burmese News	14	73.7%	82.4%
	Entertainment Program	5	26.3%	29.4%
	<b>Total</b>	<b>19</b>	<b>100.0%</b>	<b>111.8%</b>

Bangladesh Betar				
Type of respondent		Responses		Percent of Cases
		N	Percent	
Crisis-affected individuals	News	7	20.0%	38.9%
	Songs	16	45.7%	88.9%
	Events	8	22.9%	44.4%
	Sports	1	2.9%	5.6%
	Drama	2	5.7%	11.1%
	Health program	1	2.9%	5.6%
	<b>Total</b>	<b>35</b>	<b>100.0%</b>	<b>194.4%</b>
Host community	News	6	60.0%	100.0%
	Songs	3	30.0%	50.0%
	Drama	1	10.0%	16.7%
	<b>Total</b>	<b>10</b>	<b>100.0%</b>	<b>166.7%</b>



88.4				
Type of respondent		Responses		Percent of Cases
		N	Percent	
Crisis-affected individuals	News	2	50.0%	100.0%
	Songs	2	50.0%	100.0%
	<b>Total</b>	<b>4</b>	<b>100.0%</b>	<b>200.0%</b>
Host community	News	3	60.0%	100.0%
	Songs	2	40.0%	66.7%
	<b>Total</b>	<b>5</b>	<b>100.0%</b>	<b>166.7%</b>

ARM				
Type of respondent		Responses		Percent of Cases
		N	Percent	
Crisis-affected individuals	Burmese News	6	54.5%	100.0%
	Songs	5	45.5%	83.3%
	<b>Total</b>	<b>11</b>	<b>100.0%</b>	<b>183.3%</b>

Burma Station				
Type of respondent		Responses		Percent of Cases
		N	Percent	
Crisis-affected individuals	Burmese News	5	35.7%	83.3%
	Songs	5	35.7%	83.3%
	Chobi	4	28.6%	66.7%
	<b>Total</b>	<b>14</b>	<b>100.0%</b>	<b>233.3%</b>

