Leaving No One Behind:
Education for girls and boys of Rohingya refugees and host communities in Cox's Bazar district of Bangladesh



BANGLADESH FUNDING PROPOSAL
to the
GLOBAL PARTNERSHIP FOR EDUCATION

GLOBAL PARTNERSHIP FOR EDUCATION
ACCELERATED FUNDING

1.0 Programme Summary

Programme Title:	Leaving No One Behind: Education for girls and boys of Rohingya refugees and host communities in Cox's Bazar
Country	Bangladesh
Donor	Global Partnership for Education
Total Requested Budget	US$8,332,407
Programme duration	October 2018 - September 2020
Relevant SDGs	SDG 4: Ensure inclusive and quality education for all and promote lifelong learning
National priorities 7th Five-Year Plan (FYP) and	Relevant FYP priorities for the period 2016-2021 are continue bringing out-of-school and disadvantaged children into pre-primary and primary education and improve teaching learning practices in schools; ensure decentralized management and enhance effectiveness; in secondary education, focus on quality improvements, systematic monitoring of learning outcomes and increased access and equity in disadvantaged areas;
Fourth Primary Education Development Programme	The Programme Development Objective of the Fourth Primary Education Development Programme (PEDP4) is to provide quality education to all children of Bangladesh from pre-primary up to Grade 5 through an efficient, inclusive and equitable education system.
Education strategic objective of the 2018 Joint Response Plan	SO.1: Provide immediate access to equitable learning opportunities in a safe and protective environment to crisis-affected refugee and host community children and youth (ages 3-24 years-old). SO. 2: Improve quality of teaching and learning for refugee and host community children and youth, aligned with the MoE and MoPME and Education Sector standards, and increase teaching-related professional development opportunities. SO. 3 Increase refugee and host community participation and engagement in children's education.

Expected Results	Equity • 76,000 children and youth (50% girls) affected by the crisis have access to education opportunities and supplies and are able to learn in a safe and protective learning environment. Learning • 2,000 recruited teachers and education stakeholders have strengthened capacity to support learning and psychosocial wellbeing of children in difficult life circumstances and crisis environment. Effective systems • Cox's Bazar district and upazila education officers have strengthened capacity to provide equitable and quality education to all, including evidence-based decision making in education.
Beneficiaries	76,000 children and youth between the age of 3 and 18 among them 3,700 youth host community of Cox's Bazar 2,000 teachers and education stakeholders
Strategic Partners	Ministry of Primary and Mass Education Education Local Consultative Group National Education Cluster and Cox's Bazar Education Sector
Date Submitted	August 2018
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1. Background

Every child, including those who are refugees or forcibly displaced, has a right to education. Providing education in an emergency restores hope and contributes to the healing of those who are affected, empowers them to live fulfilling lives, and protects them from future forms of victimization. Educating refugees and displaced persons has the multiplier effect of empowering them, reduces their dependence on the host government, and contributing to long term peace and social cohesion. As the Government of Bangladesh (GoB) and partners respond to the displacement of the Rohingyas, the GoB aims to fulfil its commitments in global treaties and declarations that guarantee the right to education.

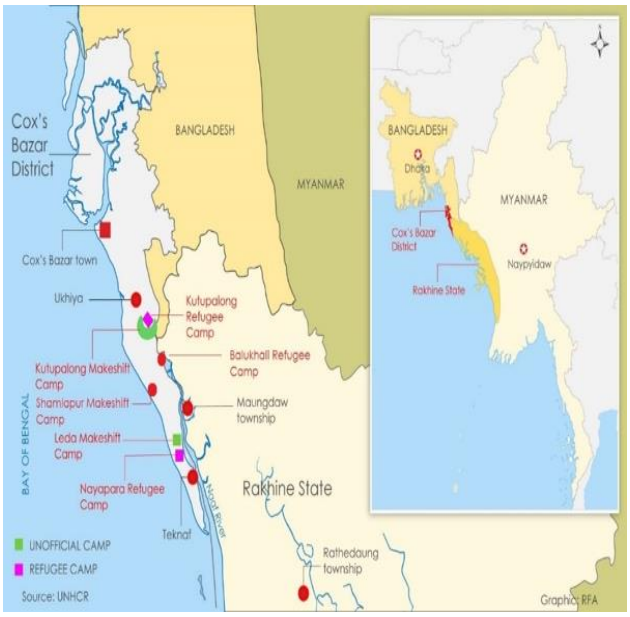
One such global instrument is the Incheon Declaration on education adopted on 21 May 2015 at the World Education Forum (WEF 2015) in Incheon, Republic of Korea. The Incheon Declaration (Education 2030) towards inclusive and equitable quality education and lifelong learning for all, emphasizes that Member States should commit themselves to "developing more inclusive, responsive and resilient education systems to meet the needs of children, youth and adults […] including internally displaced persons and refugees". This vision for education highlights the fact that inclusion and equity in and through education are very much needed in order to ensure that no one is left behind. As such, equity and inclusion are two key elements to take into consideration when it comes to education in emergency contexts. The Education 2030 Framework for Action emphasizes that it is crucial to address the educational needs of internally displaced persons and refugees. Sustainable Development Goal 4 (SDG4) therefore cannot be achieved by 2030 without meeting the education needs of vulnerable populations, including refugees, stateless persons and other forcibly displaced people.

Government of Bangladesh is committed to achieve the global and national commitments of providing equitable and quality education to all children. Following an unprecedented influx of Rohingya refugees and start of humanitarian response in Cox's Bazar district of Bangladesh in August of 2017, the GOB in close collaboration with local education group and humanitarian actors in education, proposes that Global Partnership for Education (GPE) supports current efforts aimed at ensuring improved and continued access to quality education for crisis-affected children and youth in Cox's Bazar district of Bangladesh.

1.1. Situation Analysis

1.1.1 Programming context prior to the Refugee Influx of 25 August 2017

Over the past 40 years, due to violence and persecution in Myanmar, Bangladesh has been experiencing sporadic influxes of Rohingya refugees, one of the world's most persecuted minorities. These refugees have been dispersing into a mixture of official refugee camps, makeshift settlements and host communities.

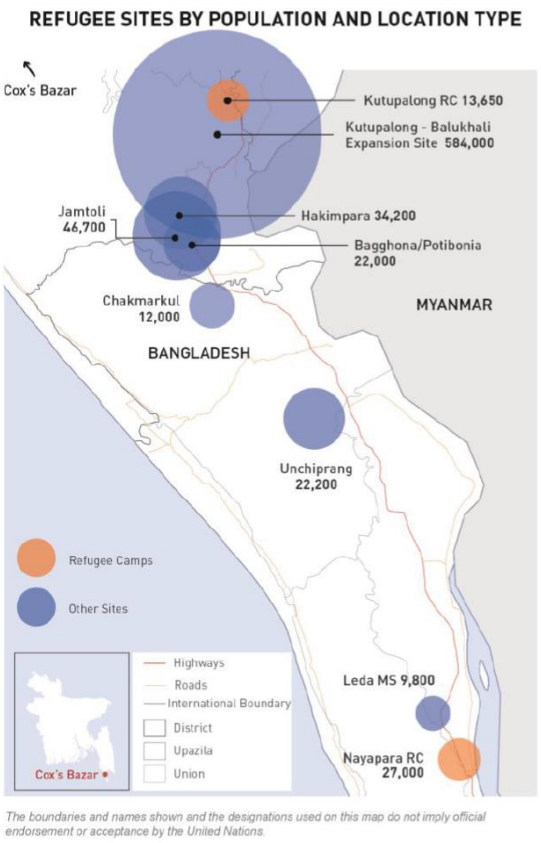


Prior to 25 August 2017, around 33,000 registered Rohingya refugees lived in two camps officially recognized by the Government of Bangladesh. These are located in Kutupalong and Nayapara in Ukhiya and Teknaf upazilas respectively, and have been functioning since 1992 under the care of the United Nations High Commission for Refugees (UNHCR). In addition, more than 55,000 undocumented Rohingyas resided in makeshift settlements (in Leda, Kutupalong, Shamlapur and Balukhali) and an estimated 300,000-500,000 lived scattered within the host communities, throughout the district and across the country. The map on the right shows the locations of the various refugee camps.

In October 2016, unrest broke out once more in the Rakhine state in Myanmar and in less than two weeks over 74,000 Rohingyas, of whom around 55 per cent were children, crossed the border into Cox's Bazar district. At that stage, this additional influx of refugees contributed to the aggravation of the pre-existing protracted crisis of Rohingyas in Bangladesh.

1.1.2 Situation after the 25 August 2017 Influx

A new wave of violence erupted in Myanmar in August 2017 and led to massive displacement of the Rohingya to neighbouring countries. Most of them escaped to Bangladesh, fleeing for their lives across the land and sea borders. This new influx exacerbated the situation already existing in Cox's Bazar both in terms of scale and scope and resulted in UNICEF's declaration of the situation as a level three emergency.



The situation report of 25 March 2018 published by the Inter-Sector Coordination Group (ISCG, coordination platform for all Humanitarian Actors in Cox's Bazar) reported that an estimated 671,500 people have entered Bangladesh since 25 August 2017. Around 584,000 or over 85% of the arrivals are currently residing in Kutupalong Expansion Site. It is estimated that around 113,000 arrivals have established themselves in host communities with the remaining 187,000 arrivals in other settlements and camps. While the situation has stabilized with very few new arrivals in recent months, the situation in terms of the number of occupants of each camp remains highly fluid, with numbers changing by the day and difficult to ascertain accurately. The map on the left highlights the overall situation at the time of writing this proposal in terms of the total number of people in the clusters of sites. As per UNHCR family counting exercise:

- 55 % of the Rohingya refugees are under 18 years of age
- 20% of the total refugees and host community populations are youth between the ages of 15 to 24 years old
- 52% of the refugees are women, and
- 31% of the households have been identified as having vulnerabilities including child laborers, children with disabilities, youth, and women and child-headed households.

1.2 Education

1.2.1 Access to Education for Rohingya girls and boys in Myanmar

Rakhine State in Myanmar ranks poorly in the education sector. While it was estimated that 76,000 children were in need of quality education in Rakhine State, only 35,653 (46%) were estimated to have been reached in December 2014 by the Government. More specifically, Rakhine has the lowest rates in terms of early childhood education (5.4%), primary school enrolment (71-76%), and secondary school enrolment (31-32%) in Myanmar. Consequently, literacy levels—at 75% overall and 55% for women—are the lowest in Myanmar, where the overall literacy rate is around 90% according to the United Nations Development Programme (UNDP, 2011). It has to be noted here, that

abovementioned data in the Rakhine state doesn't represent literacy rates among Rohingya population as anecdotal evidence suggests that Rohingya population were not included in the statistics and education data.

Needs assessment reports available from across the border also confirm that the quality and the relevance of education were the major concerns of Rohingya population. Due to movement restrictions for Rohingya populations, and other discriminatory practices, most of the Rohingya children were not able to enrol in education.

1.2.2 Education in the host communities of Cox's Bazar

Bangladesh has made remarkable gains over the past two decades by ensuring access to education, especially at the primary level for girls. The country's net enrolment rate at the primary school level increased from 80 per cent in 2000 to 98 per cent in 2016, and the secondary school net enrolment is now at 67 per cent, up from 62 per cent in 2014. Furthermore, the primary school completion rate was 81 per cent in 2015. Bangladesh has achieved gender parity in access to primary and secondary education. Despite these achievements, the country still faces significant challenges related to attendance in Early Childhood Education, access of the most marginalized and excluded children, and relatively high dropout rates at both primary and secondary levels.

For a long time, Cox's Bazar has been one of the worst performing districts in almost all child development and education indicators in Bangladesh. According to the Annual primary school census of 2016 (MoPME, 2016), Cox's Bazar district's net intake rate in the first grade of primary cycle is the lowest in the country and stands for 72.6% for boys and 69.1% for girls compared to the national average of 98%. Dropout rate in primary education is the highest in the country and makes 39.6% for boys and 22.8% for girls, compared to national average of 22.3% and 16.1% respectively.

According to data from the Multiple Indicator Cluster Survey (MICS)[1] of 2012-2013, availability of play things and age-appropriate reading materials at the household level are remarkably low, indicating that young children live in a low-stimulating home environment before joining primary school. Only 2.3% of 3-5 years old children in Cox's Bazar are attending any form of early childhood education, the lowest rate being in Chittagong division (divisional average: 11.7%) as well as nationally (national average: 13.4%). In addition, it is estimated that one in every 4 children (25.5%) receives inadequate care, while one in every 10 children (11.6%) faces the situation at the national level. As a result, only around one-third of the 3-5 years children in Cox's Bazar are developmentally on track, which is the worst situation in the country. The pre-primary attendance rate is slightly higher than the national average. However around half of the PPE age group children still do not attend any form of pre-primary education.

Primary school net attendance and completion rates are substantially lower than the national averages. Secondary school net attendance ratio is only 33% and female youth literacy rate is 68.2%, 13.8 per cent point less than the national average. An estimated 28.5% children of primary school age (national: 23%) and 36.1% children of secondary school age (national: 24%) remain out of school, and 9.4% of children aged 10-14 years are child workers in Cox's Bazar. Cox's Bazar shares one of the highest rates of Out of

[1] MICS is a Bangladesh Bureau of Statistics (Government Unit) data source. It was carried out by Bangladesh Bureau of Statistics(BBS) in collaboration with UNICEF Bangladesh.

School Children: 28.5%. There are disparities between social/occupational groups and geographical locations, islands, coastal areas and areas adjacent to borders being the most deprived.

The recent influx of Rohingya refugees puts enormous pressure on the already fragile social, economic and environmental structures of host communities of Teknaf and Ukhiya upazillas. The unprecedented number of refugees who arrived in those areas and the establishment of camps has caused the degradation of the environment as well as stretched available natural resources. Moreover, Cox's Bazar is one of the most vulnerable districts to disasters and climate change in Bangladesh, which exacerbates the livelihood of local communities, especially with the influx of a large number of refugees.

On the other hand, the magnitude of the aid reaching the camps has created a sense of deprivation amongst the local population, who are also deprived and struggling. Accounts from the field describe a deterioration of the situation such as increase in crime and security-related threats, increased possibility of drug and human trafficking, increase in feeling of resentment and insecurity in the area. Fear of radicalization and its implications remains a cross cutting sentiment. An immediate impact of this is observed through the falling attendance rates amongst children, especially girls, and the increase in dropout rates once again, particularly for girls and younger children.

1.2.3 Access to Education for Rohingya girls and boys in Bangladesh

Support for Rohingya refugees within the registered camps dates back to 1996, through which UNHCR fostered a positive and progressive relationship with Ministry officials, which was exemplified during the inauguration of education centers by the Ministry of Primary Education in 2012. In 2007, the Government of Bangladesh, in collaboration with UNHCR supported the transitions from the informal Myanmar curriculum to the formal Bangladesh National Curriculum for children from Grades 1 to Grades 5. At the same time, refugee children who successfully completed the primary education cycle didn't have a chance to sit for Primary Education Certificate examination. Persistent advocacy by UNHCR and SCI lead to the Government authorizing the expansion of education in the second half of 2013 to post primary levels grades 6 and 7. In 2013, the Government of Bangladesh developed the National Strategy on Myanmar Refugees and Undocumented Myanmar Nationals (UMN) under which humanitarian organizations have been providing support and basic services to Rohingyas in makeshift settlements. Education was not listed as a basic service in the aforementioned National Strategy.

It is important to note that for many years, the provision of education to Rohingya children living in the makeshift settlements (outside the registered camp) was not recognized. This changed in March 2015 when the National Task Force on the Implementation of the National Strategy for Undocumented Myanmar Nationals agreed to provide informal education for Rohingya children in makeshift settlements. Soon after the decision UNICEF and partners started setting up learning centres in makeshift settlements and enrolling Rohingya children in early learning and informal basic education programme.

Despite these initial efforts, it is clear that the vast majority of newly arrived school-aged children have absolutely no access to any kind of education services. The existing learning centres in the camps will not be able to cope with the increased number of children and there are no education facilities in the spontaneous settlements. Out of

approximately 620,000 children and youth in need of education, only 138,000 were reached by partners at this stage (ISCG Situation Report, 5th July 2018). Major obstacles in reaching all eligible children are related to the lack of funding as education was not prioritized at the initial stage of the emergency response.

1.3 Response to Date and Education Needs of the Crisis Affected Children

The Government of Bangladesh (GOB), along with the UN, INGOs and NGOs, is attempting to provide education to Rohingya children so that they are safe, they are protected and they are learning. Immediate efforts included setting up Safe and Child-Friendly Spaces in the camps to ensure protection and immediate psychosocial care for affected children. This phase ended in December 2017. The focus of phase II is on helping children learn and resume their disrupted education.

The response, coordinated through ISCG and the Cox's Bazar Education sector co-lead by UNICEF and Save the Children, has reached to date, only approximately 138,000 (around 50% girls) children (some of whom are new arrivals, whereas others are either second/third generation of refugees born in Bangladesh or those who came during the influx in October 2016). The children, aged 4 to 14 years are attending learning centres in more than 1,100 learning centres located inside the camps.

The current sector response plan estimates that over 620,000 children and youth aged between 3-24 years old in Cox's Bazar need access to education services (Joint Response Plan for Rohingya Humanitarian Crisis, 2018). Addressing literacy, numeracy and life skills gap among youth who are currently underserved by outreach efforts is critical given the high illiteracy rate (73%) as reported by InterNews. The risk of an inadequate and unresponsive education system to meet these needs is the rise of a future generation of uneducated and unemployed adults. Not only this situation puts at risk the wellbeing and the future of affected children, it also questions the achievement of the longer term sustainable development goals.

Moreover, although 20% of the total refugee and host community populations are youth between the ages of 15 to 24, young people have been underserved by outreach efforts of education sector partners. Addressing their needs is critical in light of the risks that the fluid and unsettled life in camps and settlements pose for both young men and women. Risks include trafficking, drug abuse, early marriage, and hazardous and exploitative work. Education in emergencies therefore also needs to focus on increasing the resilience and self-reliance of refugee youth as well as children.

Thus, the key priority in education sector is to work with the local government and implementing partners, to expand access to education opportunities for children and youth of Rohingya population and host communities in Cox's Bazar. This also includes the procurement and distribution of essential supplies and the recruitment and training of teachers. This will be complemented by demand side initiatives to raise awareness amongst the newly arrived population, on the importance of sending children to school.

2. Objectives and Implementation Strategy

2.1. Objectives of the Programme

The current programme will contribute to the efforts of the Government of Bangladesh

and education partners to respond to the education needs of crisis-affected children and youth (3-18 years)[2] in Cox's Bazar district of Bangladesh. The interventions are aligned with the Joint Response Plan (JRP) for Rohingya refugee crisis launched in March 2018. As such, the programme will contribute to the following strategic objectives (SO) of the JRP set by the Cox's Bazar Education Sector:

SO 1: Provide immediate access to equitable learning opportunities in a safe and protective environment to crisis-affected refugee and host community children and youth (ages 3-24 year old).
SO 2: Improve quality of teaching and learning for refugee and host community children and youth, aligned with MoE and MoPE and Education Sector standards, and increase teaching-related professional development opportunities.
SO 3: Increase refugees and host community participation and engagement in children's education.

2.2 Implementation Strategy

The initial programme interventions will focus on expanding and improving equitable access to learning opportunities including psychosocial support for both refugees and host communities. These efforts will be further strengthened by developing teaching and learning strategies that are tailored to the varying needs of the Rohingyas and host communities, as well as promoting durable solutions through advocacy and cooperation with education authorities. Community mobilization campaigns will be undertaken so that communities take the lead in overseeing student enrollment, retention and attendance, ensuring participation as well as encouraging parental engagement in children's education.

The programme will support both Rohingya children and youth (3-18 years) in the camps and Bangladeshi host community children and though in-camps and host community approaches and intervention packages will be distinct, the ultimate goal of the programme is to ensure quality learning outcomes for all children irrespective of their origin and status. Education interventions will be guided by the international standards like the minimum standards of International Network on Education in Emergencies and their contextualized version for Bangladesh.

Support in service delivery for quality basic education: Learning centre based education for children 3-14 represents the on-going approach where centres run two-three shifts per day, with 35 boys and girls attending class for an average of two hours during each shift. The shifts are established by age cohort with the first shift designated for the Pre-Primary group (children aged 4-6 years), the second shift for children aged 7-10 years and the third shift for children 11- 14 years old. There is a standard design of the learning centre which has been developed based on the local context and guidance from the Government of Bangladesh. In each location, construction will take place in communities or makeshift settlements in open areas without the need to cut down any trees. The primary structural elements of the construction will be bamboo which has the advantage of being both locally available (and thus does not need to be trucked in) and being structurally sound (rigid, but able to bend to withstand high winds). Good foundations which anchor the flexible bamboo structure have shown to be very resilient

[2] Interventions may benefit youth older than 18 years but the major support for the 19-24 year olds will be funded from other sources.

during tropical cyclones and thus these footings will be constructed using a mixture of bricks and concrete.

At the initial six-months response period, education efforts were aimed at providing psychosocial support and life-saving information to students, creating a safe and protective environment and organizing a daily routine to create a sense of normalcy for children who have experienced trauma and stress associated with the displacement and events in Myanmar. The second phase of the response which started in March 2018 is aimed at ensuring quality of learning based on the recently developed and agreed Learning Competency Framework Approach (LCFA).

The process of developing the LCFA document has been participatory and has taken into consideration the views of the Government of Bangladesh and the wider stakeholders. Different stakeholders like MoPME, DPE, NAPE, Education Local Consultative Group (ELCG), Education Cluster and Cox's Bazar Education sector, IER-DU, CAMPE (network of NGO coalition), BRAC the biggest NGO other relevant UN agencies such as UNHCR and UNESCO have been engaged both at the policy and technical levels. In collaboration with UNICEF Myanmar Country Office, technical assistance has been made available from Myanmar for the Myanmar language, medium of instruction and related methodological aspects. A draft document was finalized and submitted to MoPME. Implementation of the LCFA will start in April 2018.

LCFA[3] sets out the competencies to be met and guide teachers and education stakeholders on how to achieve the competencies. This framework will also address sensitivities related to the language of instruction. Considering the written instructions from the National Task Force on Undocumented Myanmar Nationals and written feedback from MoPME not to use Bangla language in the teaching learning process for Rohingya children and also considering the education system and arrangement in Rakhine state from where they came from, in consultation with all stakeholders including Cox's Bazar education sector members, it is decided that the mode of verbal instruction will be Rohingya mother tongue. English and Myanmar language will be taught as subject and written instruction and text will be bilingual, both English and Myanmar languages. The implementation of the initial levels of the Framework will be undertaken in year 1 in parallel with development of the advanced levels. The LCFA is aligned with standards from the Ministry of Education (MoE), the Ministry of Primary and Mass Education (MoPE) and the Education Sector.

Retention and capacity development of both local teachers and learning facilitators will be addressed through supportive supervision and provision of professional development opportunities in pedagogy, psycho-social support, subject-based instruction, and life skills. Female teachers will be given a priority during recruitment.

Alternative approaches to deliver education and education for adolescents and youths: Given the issues around space availability for expansion of the centre based approached, the education sector partners are exploring innovative education delivery methods and inter-sectoral collaboration, such as using Learning Centres as multifunctional spaces and integrating learning in other facilities for children in response to congestion and land availability problems. Innovative learning approaches will ensure

[3] Learning Competency Framework Approach Document is in Annex 2

that vulnerable groups meet their learning needs, especially for adolescent girls, child laborers, children with disabilities and child-headed households. As more than 52% of newly arrived refugee children and youth are girls, and considering the security concerns inside and outside the camps, improved gender mainstreaming and targeted interventions will be delivered for adolescent girls. This includes creating safe learning environments, ensuring access to education facilities, targeted recruitment of female teachers, and improving WASH in schools, including supporting menstrual hygiene management interventions.

Robust youth education projects for those aged of 15 to 18 will be undertaken using a variety of delivery methods – digital, face to face, peer to peer and sports for development to ensure that young refugees and host community are able to use these to acquire the necessary skills that are pathways to productive engagement. Critical thinking, problem solving and empathy will be strong elements of such initiatives. Given the social norms currently prevailing among the Rohingya, it will be critical to ensure that girls and young women are especially targeted and in ways that honour cultural norms. This includes providing services close to homes, communicate awareness campaigns aimed at outlining importance of education for all children with the focus on girls' education, etc.

Dedicated youth programming will focus on foundational (literacy, numeracy and ICT) and transferable skills (soft like critical thinking, employability like financial literacy, entrepreneurship etc.). This will also help them to tab in-camp livelihood opportunities so there are indirect pathways with some dotted line to employment. The acquisition of the skill set (critical thinking, problem solving, and empathy) will be addressed via life skills programmes for adolescent and youth. There are globally applied UNICEF packages and interventions to facilitate the development of soft skills for adolescents and youths which don't require dedicated spaces to implement some of these packages. This is especially important in the Rohingya refugee context with the space allocations issues across all the camps.

Cross cutting priorities and inter-sectoral coordination and integration: Learning centres are positioned as the cultural and education centres of the refugee communities in the camps. Education activities include awareness sessions for students, parents and community members on broad aspects of child health and wellbeing. UNICEF education and health sections work together to undertake vaccinations or other health-related campaigns inside the learning centres. School feeding initiative supported by the World Food Programme ensures provision of fortified biscuits to all students in the learning centres. Apart from the school feeding initiatives, separate parenting and school management committees' sessions will be undertaken on child safety and creation of an enabling learning environment in the camp context, positive disciplining and child rearing practices, application of code of conduct for teachers and humanitarian workers, and importance of education for immediate child well-being and longer term outcomes. Based on the outcomes of the 2018 Education needs assessment which suggests that lack of appropriate WASH facilities at the learning centres was among key reasons of unwillingness to attend the learning centres, separate efforts in cooperation with WASH sector will be aimed at improving WASH in the learning centres including introduction of menstrual hygiene management. Social mobilization and norm change campaigns will be undertaken to address harmful social norms and traditional practices such as child marriage, and gender based violence. UNICEF is promoting community engagement and

dialogue with parents, religious leaders, teachers etc. to ensure that adolescent girls are protected from GBV, allowed to access services such as education and healthcare, and can participate in social activities and in decision-making on issues affecting their lives. In addition, sports, recreational, and life skills activities that focus on developing community and individual capacities will be offered, with a special focus on pre-adolescence and adolescent girls, to promote social cohesion and build resilience.

Strengthening coordination and aid effectiveness and ensuring humanitarian and development linkages: The emphasis of the humanitarian response is on addressing the educational needs of the refugees while helping to strengthen the system of the host community. Moreover to ensure sustainability of efforts and aid effectiveness, linkages with the education development initiatives are essential. As such under the proposed programme, host community interventions will be executed by maximum use of country systems following the successful model of Bangladesh's Third Primary Education Development Programme (PEDP3)[4]. In collaboration with the district and upazilla education offices, 137 primary schools and selected secondary schools in Ukhiya and Teknaf upazillas will be provided with education supplies, co-curricular activities, such as sports, provision of libraries, and reading promotion campaigns. Other than the supply of educational materials to affected children in, UNICEF's regular programme support to the School Effectiveness interventions of the Bangladesh's Fourth Primary Education Development Programme (PEDP4) will be strengthened. As such, all 137 primary schools in Teknaf and Ukhia will receive block funds in the amount of 2,000 USD per each school to tackle the issues related to either quality, equity or effectiveness of schools as per the problems and priorities identified at each school in close cooperation with school management committees.

Schools in critical need of either additional classrooms or gender segregated WASH blocks construction or refurbishment will be identified through rapid infrastructure assessment in the host community to ensure extended access to quality learning environments. The assessment and construction works will be undertaken jointly by Local Government Engineering Department (classrooms construction), Department of Public Health Engineering (WASH in schools) or other Government assigned agency and UNICEF following the successful practices in PEDP3.

In addition, local education authorities will be supported in reinforcing the application of the results-based management in education. Coaching and mentoring support from the districts, with better education indicators will be undertaken as specific activities under the sub-component. District and upazila education offices and pilot schools in Teknaf and Ukhiya will also be provided with necessary equipment to ensure live data collection and analysis on key education indicators including attendance, drop-out, etc.

As the Cox's Bazar education sector and national education cluster co-leads, UNICEF and Save the Children will continue to strengthen sector coordination, including enhanced partnerships with national and sub-national government counterparts, facilitating information management and knowledge generation as well as ensuring accountability to the affected population. All these measures will contribute to a strengthened and more

[4] PEDP3 is Bangladesh's Third Primary Education Development Programme is a USD10 Billion sub-sector program initiated in 2011 following Sector Wide Approach (SWAp). The programme aims to establish "an efficient, inclusive and equitable primary education system delivering effective and relevant child'-friendly learning to all Bangladesh's children from pre-primary through Grade 5 of primary. The programme is led by Government of Bangladesh and supported by Consortium of 10 Development Partners including GPE.

responsive education system for both Rohingya refugee children and host communities in Cox's Bazar.

At the national level, partners will be supporting the Government of Bangladesh with the development of a medium and long-term strategies for education of Rohingya children in the light of repatriation negotiations between Governments of Bangladesh and Myanmar. As such, two-year plan is being developed to support education of Rohingya children and host community children in Cox's Bazar district. The strategic document will identify road map to ensure quality education for all and strengthening sub-national education capacity to deal with the education quality, equity and access issues across all population and groups with the focus on the most marginalized children including Rohingya boys and girls. Funds from Global Partnership for Education, Education Cannot Wait and other donor contributions will be contributing to the implementation of the plan. The comprehensive and costed plan will also facilitate predictable financing commitments from other large donors.

2.3. Expected Results

1. 76,000 children and youth (50% girls) affected by the crisis have access to education opportunities and supplies and are able to learn in safe and protective learning environments.

2. 2,000 newly recruited teachers and education stakeholders have strengthened capacity to support learning and psychosocial wellbeing of children in difficult life circumstances and crisis environment.

3. Cox's Bazar district and upazila education officers have strengthened capacity to provide equitable and quality education to all including evidence-based decision making in education.

Number of beneficiaries directly targeted with GPE funding by level and sex

Level	Female	Male	Total	Refugees	Host community	Total
Pre-primary	5,800	5,800	11,600	7,800	3,800	11,600
Primary	27,200	27,200	54,400	38,800	15,600	54,400
Secondary (including youth programmes)	5,000	5,000	10,000	6,300	3,700	10,000
Teachers	1,200	800	2,000	1,400	600	2,000
Total	39,200	38,800	**78,000**	54,300	23,700	**78,000**

Contribution of GPE funds to overall education targets under 2018 JRP

Number of beneficiaries targeted by **Level and Category**	**JRP Education targets**	**GPE targets**	**As % of JRP**
Pre-primary	142,891	11,600	8%
Primary	226,332	54,400	24%
Secondary (including youth programmes)	159,525	10,000	6%
Teachers	8,978	2,000	22
Total	**528,748**	**78,000**	**15%**
Refugees	484,272	54,300	11%
Host populations	44,476	23,700	53%
Total (same as above)	**528,748**	**78,000**	**15%**

Programme Results Framework		
Programme impact	**Improved education and resilience of the Rohingya refugees and host communities residing in Cox's Bazar district of Bangladesh**	
Outcome 1 Improved access to education	76,000 children and youth (50% girls) affected by the crisis have access to education opportunities and supplies and are able to learn in safe and protective learning environments. **Baseline: 90,124 Target: 76,000 (Cumulative: 166,124)**	
Activities	Description	Implemented by
Output 1.1 Improving access in the refugee camps	300 learning spaces including improved WASH facilities are set up to create safe and protective learning environments. Baseline: 900 Target: 300	
Activity 1.1.1 - Set up temporary and/or transitional learning spaces including improved WASH facilities	Through existing partners and new partners, provide access to quality basic education to girls and boys affected by the crisis.	UNICEF and implementing partners
Activity 1.1.2 - Procurement of educational supplies	Procurement of school in a box kits, blackboards, ECD kits, and school bags.	UNICEF
Output 1.2. Education programmes for adolescents and youth	10,000 adolescent and youth will access literacy and life skills based programmes Baseline: 0 Target: 10,000	
Activity 1.2.1 Finalization, piloting and standardization of interventions for adolescents and youth	Adolescent and youth programming focused on foundational and transferable skills including life skills	UNICEF and implementing partners
Output 1.3 Improving access in the host communities	At least 100 new classrooms in the Government supported schools in the host communities are constructed/refurbished including improved WASH facilities. Baselines and targets to be confirmed after infrastructure needs assessment	
Activity 1.3.1 – Construction/refurbishment of classrooms in the host community including improved WASH facilities.	After needs assessment of schools in the host community, decision will be undertaken on the construction of new classrooms/refurbishment of existing ones to ensure expanded and improved access to education including improved WASH facilities	Local Government Engineering Department and Directorate of Primary Education

Outcome 2 Improved quality of education	**2,000 teachers and education stakeholders have strengthened capacity to support children's learning and psychosocial wellbeing in the crisis environment**	
Output 2.1 Teacher Management and Training	325 additional teachers are recruited and 2,000 teachers are trained on inclusive education, life-saving information (including disaster preparedness) and basic psychosocial support (1,400 in-camp teachers will be additionally trained on new curriculum frameworks) Teacher recruitment: Baseline: 1,900 Target: 325 (additional) Teacher training: Baseline: 0 Target: 2,000	
Activity 2.1.1 – Recruitment of teachers for the in-camp learning spaces	Recruitment of dedicated teachers and staff for programme implementation among local NGOs	Cox's Bazar district and upazilla education offices, UNICEF and implementing partners
Activity 2.1.2 – Provision of teacher salaries and remuneration	Payment of salaries for recruited teachers during a period of 24 months	UNICEF and implementing partners
Activity 2.1.3 - In-service teacher training and mentoring support	Provision of the standardized training on the new curriculum for the in-camp recruited teachers. All teachers are trained on inclusive education, life-saving information (including disaster preparedness) and basic psychosocial support.	Directorate of Primary Education, Cox's Bazar district and upazilla education offices
Output 2.2 Standards, Curriculum and Learning Materials	Learning framework and teaching and learning materials for the Education of Rohingya children are finalized and distributed. Baseline: Draft learning framework Target: Learning framework is approved by MoPME and used in all learning centres supported by GPE	
Activity 2.2.1 Finalization of the development of the learning framework and teaching and learning materials.	Finalization of the package and dissemination workshop.	MoPME, DPEO, Education Sector
Activity 2.2.2 Printing of the learning framework and learning package.	Printing and dissemination	UNICEF and implementing partners
Outcome 3 Strengthened systems for management, monitoring and evaluation	**Cox's Bazar district has strengthened capacity to provide equitable and quality education to all including evidence-based decision making in education.**	
Output 3.1: Systems strengthening at the decentralized level	Baseline and targets to be set up after capacity needs assessment of the local education authorities School improvement grants: Baseline: 50 Target: 137 primary schools in Teknaf and Ukhia upazillas receive school improvement grants to tackle the issues of quality and access	
Activity 3.1.1 Project Planning and monitoring activities	Technical assistance to support coordination with Government including line ministries, directorates and education partners	Directorate of Primary Education, Cox's Bazar district and upazilla education offices
Activity 3.1.2 School effectiveness/improvement grant	Provision of block grants[5] to tackle the issues of attendance and learning to the host community schools	DPE, Cox's Bazar district and upazilla education offices
Activity 3.1.3 Capacity building for the CXB education authorities	Trainings on the results based management in education, EMIS.	DPE, Cox's Bazar district and upazilla education offices
Activity 3.1.4 Strengthening local EMIS	Purchase of equipment for districts and upazila education offices to ensure live data collection key EMIS indicators	DPE, Cox's Bazar district and upazilla education offices

[5] Using the model tested and implemented in Bangladesh's Primary Education Development Programme (PEDP3)

Output 3.2: Coordination, communication and programme M&E	Improved coordination and evidence and results based programme implementation Mid-term and final assessments of the GPE programme implementation is presented and endorsed by ELCG and Cox's Bazar education sector members Baseline: No Target: Yes At least one donor visit is organized to the programme sites Baseline: 0 Target: 1 All GPE supported learning centres and school have visibility signs as per the guidelines of the donor Baseline: 0% Target: 100% of learning centres and schools	
Activity 3.2.1 Monitoring and evaluation	Baseline, mid-term and final assessment of the programme implementation	MoPME, UNICEF, ELCG and CXB education sector
Activity 3.2.2 Programme Communication	Donor and mass media visits, communication strategy and external communication (human interest stories and other visibility materials)	UNICEF
Activity 3.2.3 National and District level coordination	Support and reinforce existing coordination structures	MoPME, ELCG, National education cluster and CXB education sector

3. Resources Required

Cox's Bazar Education Sector partners received approximately 60% of the required US$ 26 million funds outlined in the Humanitarian Response Plan (September 2017-February 2018).

The new funding requirement for Education in the Joint Response Plan (March-December 2018) is US$ 47.5 million. The envisaged contribution from GPE represents around 17% of the total funding requirement for implementation of the 10-months Joint Response Plan. However it has to be noted that costing of the education requirements for two years (proposed duration of GPE) has not been undertaken as yet and therefore funding gap for education will largely remain.

Funding (USD)	Total requirement for education response to current emergency	US$47,500,000
	Total funding received so far for sector response to current emergency	US$15,400,000
	Current funding gap	**US$32,100,000**
	Total amount of GPE funding requested for this proposal[6]	US$8,300,000
	Education Cannot Wait funding in the pipeline[7]	US$12,000,000

[6] See Annex 1 for the detailed budget

[7] ECW funding is for two years. Application is expected to be submitted in May 2018.

4. Partnership and Coordination

The programme will be implemented jointly by both governmental and non-governmental partners. Government partners have been identified based on the existing technical division of labour and responsibility within the Government of Bangladesh. The Ministry of Primary and Mass Education (MOPME), which is responsible for primary education (grades 1-5), will provide the overall strategic guidance/direction and coordination on behalf of the GoB. This will include approving the implementation strategies and approaches and ensuring alignment with government priorities. Over time, it is envisaged that MOPME will take on a stronger role in the overall coordination and quality assurance of the humanitarian response.

The Directorate of Primary Education (DPE) and Cox's Bazar district and upazilla primary education offices will support the implementation of the programme. These local education offices will play a direct role in the implementation of the programme including day to day management of host community interventions. The Ministry of Education's Directorate of Secondary and Higher Education and their field offices will be responsible for interventions for secondary school age children. These government agencies will work closely with the Cox's Bazar Education Sector and UNICEF in ensuring operationalisation is consistent with the agreed plans. They will also support periodic monitoring and advise on adjustments to implementation strategies that may be required to reach the planned results. The Local Governance Engineering Department (LGED) and Department of Public Health Engineering (DPHE) will be responsible for the implementation of civil works in the host community.

The Education Local Consultative Group (ELCG), which also serves as the LEG for GPE, the National Education Cluster, the Cox's Bazar Education Sector, and the Office of the Refugee Relief and Repatriation Commission (RRRC) will support transparent and inclusive consultation forums on defining priority areas and reviewing progress updates.

Non-governmental partners, including local NGOs, will be selected based on both technical and geographic competence. In addition, UNICEF requires all its implementing partners, consultants and contractors to observe our core commitments and values including in relation to child safeguarding policies. UNICEF's roles and responsibilities and those of its implementing partners are clearly articulated through the Programme Cooperation Agreement (PCA) that is signed with each partner and the associated Harmonised Approach to Cash Transfer (HACT) funding mechanism which governs the way programmes are managed and contributes to risks reduction.

UNICEF's role is to assess implementing partners (including the government and its sub-national structures), to verify that activities outlined in the PCA are fully aligned with the activities to be funded by GPE, to transfer funds to partners and then monitor programme implementation and financial management, in compliance with HACT procedures. For the host community interventions, maximum use of country systems will be entertained for which UNICEF has a tested model and necessary agreements in place. As such UNICEF signs annual work plans with Directorate of Primary Education and the Directorate of Secondary and Higher Education. Reference to support education of Rohingya refugee children and host communities is a part of the work plans and will serve as a basis for direct cash transfers (DCT) to respective Government entities during implementation of the GPE funded programme.

In terms of implementing partners, their role is to carry out the agreed activities in such a way that they respect UNICEF's principles of engagement, to take into consideration relevant issues concerning gender and equity and adhere to UNICEF standards for

operations (including procurement of supplies where relevant e.g., for renovation work), financial management and reporting in line with the HACT framework.

5. Monitoring, Evaluation and Reporting

Progress in children's achievement will be measured as per the learning framework competencies. Formative, classroom-based evaluation by teachers using portfolio method will be used for systematic measuring of the progress against the diagnostic assessment applied at the entry level. Progress in strengthening teachers' capacities will be monitored through pre-and post-trainings assessments as well as through the post-training classroom practices observations.

As education is one (among many) of the contributing factors to improved resilience, proxy indicators like self-assessment of students on mastering life skills will be used to measure the resilience. Host community changes will be measured by feedback mechanisms via management committees that will be established at each learning centres and mid-term review and final evaluation.

As outlined above, UNICEF is fully implementing the Harmonized Approach to Cash Transfers (HACT) framework as part of the management process of all its partnerships and transfer of resources. Based on the financial risk level, several assurance activities are planned over the course of the partnership implementation. These activities include programmatic visits, spot checks and financial audits which are executed by UNICEF staff. The frequency of the assurance activities is dependent on the risk level of the partner. Findings from spot checks and scheduled audits are used to obtain assurance, and adjust partnership management strategies accordingly and to structure capacity development support to address identified capacity gaps and, in extreme cases, to suspend and/or terminate partnerships. Additionally, regular programme meetings with implementing partners are undertaken at the field level to assess progress made and lessons learned.

Moreover, given the fact that UNICEF has expanded its presence on the ground in Cox's Bazar to properly respond to the crisis, regular monitoring of Programme implementation will be undertaken (more frequently than it is usually envisaged in partnership agreements) by UNICEF staff. A rotating team of dedicated UNICEF staff is deployed to continually circulate amongst the host communities and camps to systematically support and monitor implementing partners' activities, feeding any observations and recommendations back in to local-level interventions as well as into the sector coordination mechanism as appropriate.

Internal reporting on progress will be done on a monthly basis, using the visit reports from UNICEF teams together with inputs from implementing partners and feedback from other sectors/observations as appropriate. These will be shared through the Cox's Bazar education sector coordination mechanism as well as into the wider humanitarian coordination forum implemented by the ISCG.

As part of UNICEF modality of delivery of service, the Project Cooperation Agreement (PCA), UNICEF will also specify to the partners the supplies monitoring report to be used, provide guidance on how to use the reporting template and request that the partners provide the monitoring report on a monthly basis. The Education staff will facilitate the task by conducting: 1) Monthly core pipeline supplies analysis at various stages of procurement, storage, delivery and dispatch to partners and take appropriate action if

there is an identified gap 2) collect data from partners on prepositioned stocks status and update them monthly; 3) collect data from partners on delivery to end users on a biweekly basis and analyse achievements for progress update; and 4) conduct field visits and validate data received from partners and identify gaps for further actions.

UNICEF will submit an annual final and utilization report to GPE no later than three months after completion of activities. The end-of-programme report will summarize achievements, potential deviations from original targets and lessons learned.

In addition, an informal mid-year review with stakeholders will be undertaken to ensure programme implementation is on track and necessary adjustments are made based on the rapidly changing situation.

6. Risks and Mitigation Strategies

Risks	Probability[8]	Impact on programme[9]	Mitigation strategy
Deterioration of overall situation including security situation in Cox's Bazar	Medium	High	UNICEF has organizational business continuity measures that allow the organization to carry on the programme at minimal scale at any moment. UNICEF works closely with UN Department of Security Services which has fully functional office in Cox's Bazar. The UNDSS works closely with government security services to safeguard personnel as well as ensure continuation of services. In addition, UNICEF continues to be engaged in high level advocacy activities aiming at raising awareness for key decision makers on the importance of education as well as their accountability to ensure the right to education for every child in all situations.
External funding is not available/or sufficient to implement the programme.	Medium	High	Several donors were approached by UNICEF to support the response plan for Rohingya to ensure sustainability and continuity of services and interventions. UNICEF has received funding from the Education Cannot Wait, Islamic Development Bank and King Abdullah Foundation, Government of Sweden and Denmark as well as the Swiss National Committee for UNICEF. Firm pledges have also been received from additional donors including the private sector. Following ECW Secretariat mission to Bangladesh, indicative allocation of 12 million for 2-year programme has been announced. UNICEF, UNHCR and UNESCO will be the grant agencies for the implementation of the programme.
Implementing partners capacity to implement the programme is low.	Medium	Medium	In case of partners experiencing challenges in their capacity for implementation, UNICEF's HACT approach (Harmonized Approach to Cash Transfers), ensures assessment of capacity of implementing partners in terms of financial and programme management. These are assessed prior to the programme initiation and capacity development is included as part of the programme implementation. The Local Government Engineering Department (LGED) will be sub-contracted

[8] Assess the probability on three-point scale: high/medium/low
[9] Predicts risk to programme on a three-point scale: high/medium/low

			by MoPME for the civil works in the host community schools. LGED has a strong and successful record of civil works undertaken as a part of PEDP2 and PEDP3. An assessment on the country's Procurement and Financial Management System was carried out during PEDP4 preparation and a number of measures to strengthen the country' systems for financial management and procurement were identified.
Land is not available for learning centres construction and there is a lack of community leaders who support the provision of education.	High	High	Alternative arrangements for education including using other community spaces for learning will be envisaged in the programme. Education Sector in Cox's Bazar will continue to advocate at the ISCG level on the importance of allocating additional land for education purposes.
Demand side for education from parents and primary caregivers is low	Low	High	To ensure community leaders support expansion of education services, community mobilization and communication campaigns will be organized outlining the importance of education for immediate child's wellbeing and longer-term benefits to families and communities.
There could be major procurement delays, for example in contracting civil works, procuring and distributing textbooks, TLMs and other learning materials	Medium	High	Given the volume of required education-related supplies, UNICEF has necessary arrangement for the procurement and distribution of these, using a mixture of off-shore and in-country suppliers as appropriate. Standardized sets of education supplies (school-in-a-box, early childhood development in emergency kits, etc.) are available in stock in the UNICEF Supply & Procurement (S&P) Section in Copenhagen and can be dispatched to the country in a short period of time. For local procurement, including printing of education materials, UNICEF has established long term agreements (LTAs) which allow to award contracts without announcing bidding.
Civil works may be delayed or resources lost due to corruption or other rent seeking behaviours	Medium	High	UNICEF's Supplies and Construction units will have full responsibility for contracting of contractors using established processes. The UNICEF construction engineers will establish and support monitoring in collaboration with the government.
Natural disaster risk in Cox's Bazar (cyclone and earthquake)	High	Low	Natural disaster related risk will be managed and mitigated by the Disaster Risk Reduction element embedded in the proposed programme. UNICEF has also developed an Emergency Preparedness and Response Plan (EPRP) for Cox's Bazar with the aim of strengthening its preparedness for natural disasters.

Child safeguarding measures are not in place or are not properly enforced	Low	High	UNICEF as an organization has child safeguarding policies in place and requires staff to be trained and adhere to the policies. There is zero-tolerance for violations. Implementing partners are required to have and adhere to child safeguarding policies. These are included in partnership agreements. The application of code of conduct for teachers is a part of the teacher training and induction and separate sessions will be undertaken by Learning centres management committees on application and monitoring of child safeguarding policies. UNICEF will continue to monitor these periodically and ensure there are avenues through which children can report.
Sustainability and continuity of education of Rohingya children is not ensured within repatriation agreement plan implementation efforts	Medium	High	Learning framework for education of Rohingya children would help children to reintegrate easily in case they repatriate since competencies have been derived both from the Myanmar and Bangladesh curriculum and the Myanmar language Government and education partners are discussing about multi-year programme and linkages will be made with development interventions to ensure sustainability when humanitarian funds are ceased.
Lack of coordination among humanitarian workers including with Government of Bangladesh may lead to ineffective use of resources and unnecessary tensions, which cause higher transaction costs and could lead to wasted resources	Low	High	The Ministry of Disaster Management and Relief, represented by the Refugee Relief and Repatriation Commissioner (RRRC) at the local level, is charged with operational coordination of the response. Cox's Bazar level ISCG and Education Sector are primary responsible coordination platforms for Rohingya humanitarian response. However education sector also includes stakeholders and development partners which are not necessarily represented in Cox's Bazar forums and humanitarian response. Therefore decision has been taken to engage Education Local Consultative Group (local education group) as a coordination platform in reinforce the existing coordination structures. It has to be noted that Cox's Bazar Education sector has a primary role in operational coordination whereas ELCG will be playing a role of ensuring more transparent and inclusive process involving stakeholders which are not represented at the Cox's Bazar level. ELCG which is currently co-chaired by USAID and Ministry of Education will ensure strengthened coordination among line education ministries, development and humanitarian partners.

7. Annexes

7.1 Budget

Description	Y1	Y2	Total cost (USD)
Outcome 1: Improved access to education	**2,417,000**	**2,560,000**	**5,067,000**
Output 1.1. Improving access in the refugee camps	**1,917,000**	**-**	**1,917,000**
Construction/expansion of learning spaces inside the camp including WASH	1,200,000	-	1,200,000
Procurement of supplies: ECD, school in a box kits, Adolescent Kits , local supplies	717,000	-	717,000
Output 1.2. Education programmes for adolescents and youth	**-**	**650,000**	**650,000**
Life skills and literacy programmes for adolescents and youth	-	650,000	650,000
Output 1.3. Improving access in the host communities	**500,000**	**2,000,000**	**2,500,000**
Construction/rehabilitation/expansion of education facilities in the host communities including WASH	500,000	2,000,000	2,500,000
Outcome 2: Improved quality of education	**1,430,000**	**780,000**	**1,780,000**
Output 2.1: Teacher Management and Training	**1,000,000**	**780,000**	**1,780,000**
Teacher recruitment and deployment	20,000	-	20,000
Provision of salaries and benefits (or stipends) 325 X 24 months X 200 USD	780,000	780,000	1,560,000
In service training including mentoring support for 2,000 teachers	200,000	-	200,000
Output 2.2: Standards, Learning Framework Materials	**430,000**	**-**	**430,000**
Finalization of the learning framework and supplementary materials	5,000	-	5,000
Procurement/Printing/Distribution of learning materials	425,000	-	425,000
Outcome 3: Strengthened systems for management, monitoring and evaluation	**391,000**	**357,000**	**448,000**
Output 3.1: Systems strengthening at the decentralized level	**291,000**	**157,000**	**448,000**
Programme planning and monitoring at the district level	17,000	17,000	34,000
School improvement grants to the host community schools	274,000	-	274,000
Capacity strengthening of local education authorities	-	50,000	50,000
Procurement of equipment for district and upazila education offices	-	90,000	90,000
Output 3.2: Coordination, communication and programme monitoring and evaluation	**100,000**	**200,000**	**300,000**
Programme Monitoring and Evaluation and research	50,000	150,000	200,000
Programme Communication	25,000	25,000	50,000
Contribution to coordination costs	25,000	25,000	50,000
Programme Management and Supervision			**307,407**
GRAND TOTAL			**8,332,407**

7.2 Learning Competency Framework Approach (separate document)

7.3. Programme Timeframe

RESULTS AREAS and ACTIVITIES	Preparatory work prior to the funds disbursement	YEAR 1				YEAR 2			
		Q1	*Q2*	*Q3*	*Q4*	*Q1*	*Q2*	*Q3*	*Q4*
Outcome 1. 76,000 children and youth (50% girls) affected by the crisis have access to education opportunities and supplies and are able to learn in safe and protective learning environments									
Identification of sites for construction works and tendering process									
Procurement of offshore and local supplies									
Construction of 300 classrooms/learning spaces including WASH									
Enrolling 66,000 pre-primary and primary age children in a phased approach									
Piloting and standardization of skills and literacy programmes for adolescents and youth									
Running skills and literacy programmes for 10,000 adolescents and youth									
Infrastructure needs assessment in the host community schools									
Construction/rehabilitation of education facilities in the host communities including WASH									
Outcome 2. 2,000 teachers and education stakeholders have strengthened capacity to support children's learning and psychosocial wellbeing in the crisis environment									
Teacher selection and recruitment									
Teacher training including refreshing courses and mentoring support									
Finalization of the learning framework and supplementary materials									
Procurement/Printing/Distribution of learning materials									
Provision of teacher salaries and benefits (or stipends)									
Outcome 3. Cox's Bazar district has strengthened capacity to provide equitable and quality education to all including evidence-based decision making in education.									
Recruitment of dedicated staff for programme implementation									
Disbursement of school effectiveness/improvement grants									
Capacity building for local education authorities	Needs assessment								
Procurement of equipment for district and upazila education offices									
Baseline, mid-term and final assessments	Baseline				Mid-term				Final
Project Monitoring, Management and Coordination									