



**Application for funds through GPE's Accelerated Funding Mechanism for the
Continuity of Education for Forcibly Displaced Myanmar Nationals and Host
Communities' girls and boys in Cox's Bazar
December 2020**

Project Title:	Continuity of Education for Forcibly Displaced Myanmar Nationals and Host Communities' girls and boys in Cox's Bazar
Recipient Country:	Government of the People's Republic of Bangladesh
Implementing agency:	United Nations Children's Fund (UNICEF)
Government counterpart(s) (Sponsoring Ministry):	Ministry of Primary and Mass Education (MoPME)
Executing Agency:	UNICEF-Bangladesh
Collaborating Agency(s):	BRAC, Community Development Centre (CODEC) Dhaka Ahsania Mission (DAM) Mukti Cox's Bazar Jagorani Chakra Foundation (JCF) Friendship and Samaj Kalyan O Unnayan Shangstha (SKUS)
Expected EOD (Start Date):	01 June 2021
Expected NTE (End Date):	31 May 2022
Contribution to Government priorities:	<ul style="list-style-type: none"> • Eighth Five-Year Plan of Bangladesh. • Fourth Primary Education Development Programme (PEDP4). • Education Sector Plan for Bangladesh (2020-25).
Contribution to the 2021 Joint Response Plan (JRP)	<p>2021 JRP Education Strategic Objectives:</p> <ul style="list-style-type: none"> • Ensure access to equitable, gender-responsive learning opportunities in an enabling, protective environment for crisis-affected children (girls and boys aged 3 to 24 years old) despite the response to COVID-19; • Provide equitable quality education to crisis-affected girls and boys including youths aged 3 to 24 years old, which is strategically aligned with Education Sector standards, and within approved frameworks for teaching and learning;

	<ul style="list-style-type: none"> • Ensure FDMN and host community active participation, ownership and engagement in the education of girls and boys including youths aged 3 to 24 years old; • Support the development of Education Sector partners' capacity to improve their comparative advantages in providing equitable education services and strengthened monitoring systems.
Contribution to Sustainable Development Goals (SDG)	SDG 4: Ensure inclusive and quality education for all and promote lifelong learning.
Beneficiaries:	<p>Total: 101,157 (children, teachers, LMC, and SMC members).</p> <p>FDMN: 56,000 Children/adolescents that includes CwD, 1,500 teachers and 4,900 Learning Centre Management (LCM) and 1,507 (SMC of 137 HC schools) members.</p> <p>Host Community: 37,250 Children/ Adolescents and 100 teachers</p>
Total Budget (Grant):	US\$10.78 million (plus US\$ 754,600 - 7% Agency Fee).
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List of Acronyms

ALP	Alternative Learning Programme
COVID-19	Novel coronavirus SARS-CoV-2 DPEO
CWD	Children with Disabilities
DPE	Directorate of Primary Education
DPEO	District Primary Education Office
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
EiE	Education in Emergencies
FDMN	Forcibly Displaced Myanmar Nationals
GBV	Gender-based violence
GPE	Global Partnership for Education
GIEP	Guidelines for Informal Education Programme
HAC	Humanitarian Action for Children
JENA	Joint Education Need Assessment
JRP	Joint Response Plan
LCM	Learning Centre Management
LCFA	Learning Competency Framework Approach
LCMC	Learning Centre Management Committees
LEG	Local Education Group
MC	Myanmar Curriculum
MCP	Myanmar Curriculum Pilot
MHPSS	Mental Health and Psychosocial Support
MoMPE	Ministry of Primary and Mass Education
MOE	Ministry of Education
NTF	National Taskforce
MSNA	Multi-Sector Needs Assessment
OOSC	Out-of-School-Children
PEDP	Primary Education Development Programme
PPE	Pre-Primary Education
RCENs	Rohingya Community Education Networks
ROSC	Reaching Out-of-School Children
SMC	School Management Committee
SDG	Sustainable Development Goals
WASH	Water, Sanitation, Hygiene

1. Relevance

Context

Over three years after a mass influx from Myanmar, over 862,000 forcibly displaced Myanmar nationals (FDMN) continue to live in 34 congested camps throughout the Cox’s Bazar District of Bangladesh.¹ More than half (54 per cent) of the FDMN are children under the age of 18 and half (51 per cent) are women. The basic needs of the FDMN population are being met with support from the international community, however, many challenges remain. The COVID-19 pandemic and subsequent prevention measures in place have exacerbated existing needs with a social and economic impact that have begun to wear down families’ existing coping mechanisms, placing children at increased risk of child marriage, hazardous labour, trafficking and getting pulled out of school, among other concerns. The crisis has grown increasingly protracted, yet pathways to a durable solution for FDMN are still unclear. Evidence from Cox’s Bazar District shows the impact of the FDMN influx depressing wages, increasing prices and worsening already poor development indicators for Bangladeshi children as well.

Cox’s Bazar has a poverty rate above the national average and is the lowest-performing district in Bangladesh concerning access, retention and achievement in education.² This means both the FDMN and Bangladeshi communities are faced with a range of challenges, especially in the areas of education and protection.³ In the face of increasingly constrained resources, many households are forced to adopt negative coping mechanisms, often affecting children. Ninety-eight per cent of FDMN households have had to compensate for a lack of money to cover basic needs in July 2020. The most common coping mechanisms were borrowing money (36 per cent); selling non-food items (23 per cent); selling or sharing food rations (22 per cent); and/or buying items on credit (26 per cent). As an impact of the pandemic, a significant number of households have resorted to emergency coping mechanisms including fully relying on community support (27 per cent); selling labour in advance (33 per cent); reducing expenditure on health and education (23 per cent) and begging (1 per cent).⁴

Education Context

UNICEF has continued to support educational activities for FDMN communities since the influx into Cox’s Bazar District in 2017 and has scaled-up structured support in 2018 and 2019, through generous funding from donors including the Global Partnership for Education (GPE), Education Cannot Wait and the World Bank. Due to limitations on the type of education that could be provided to FDMN children, UNICEF and the Education Sector developed the Learning Competency Framework and Approach (LCFA)—a condensed and accelerated curriculum designed to directly reflect FDMN children’s most urgent needs— before the onset of the

¹ UNHCR, 31 October 2020: https://data2.unhcr.org/en/situations/myanmar_refugees

² Rapid Education and Risk Analysis, Cox’s Bazar, October 2018: www.eccnetwork.net/sites/default/files/media/file/Rapid-Education-and-Risk-Analysis-Cox039s-Bazar-Final-Report.pdf

³ Child Protection Assessment for the Rohingya Response, Bangladesh, May 2020 by REACH/Child Protection Sub-Sector, pgs. 7-13

⁴ [Joint Multi-Sectoral Needs Assessment: Rohingya Refugees, October 2020.](#)

COVID-19 pandemic in 2020, UNICEF had assisted 231,578 children (48 per cent girls) to access education in the learning centres (LCs) supported by UNICEF and its partners.⁵ The children accessing informal education in LCs supported by UNICEF represent about 70 per cent of all children reached with education services in the camps.

According to the 2020 Joint Multi-Sectoral Needs Assessment (J-MSNA), among children aged 6 to 14, 76 per cent of girls and 80 per cent of boys were attending LCs before the start of the COVID-19 pandemic. But by age 15 to 18 years, attendance rates drop to 3 per cent of girls and 28 per cent of boys. For adolescents and youth between 19 and 24, access to educational opportunities is further diminished, with only 1 per cent of adolescent girls and 4 per cent of adolescent boys having access to learning or skills training in the camps.

Girls disproportionately suffer from compounding vulnerabilities, often beginning in early adolescence and signalled by drop-out from education. Within FDMN communities, girls face socio-cultural barriers that restrict their access to public space and limit their roles outside of the home. Educational aspirations are promoted for boys, encouraging them to become professionals like doctors and teachers, whereas parents are often reluctant to allow girls to continue learning beyond age eleven. Child marriage and cultural reasons are cited as the main barriers to learning for adolescent girls, exposing them to risks of trafficking, abuse and exploitation.⁶ Many families prefer that older girls attend single-sex classes, making it more difficult for them to access informal education in LCs and facilities organized by Education Sector partners in the camps.

Improvements in targeted interventions have been prioritized to ensure girls in the camps have equitable access to informal education. A sensitive and culturally-relevant strategy which works towards raising awareness and changing the attitudes of parents and communities towards girls' education is still needed if these efforts are to be sustainable. As a way of monitoring progress toward equitable and inclusive education, UNICEF together with the Education Sector has developed a system for tracking enrolment of individual beneficiaries to ensure all children – girls, boys, children with disabilities and other marginalized groups – who have been left out are reached with education services. UNICEF is committed to leaving no child behind, reaching every child and their families in support of achieving the Sustainable Development Goals (SDGs), including SDG 4: 'Quality Education'.

Overall, while considerable progress has been made in expanding access to learning, especially for children and adolescents aged 5-14, continued operation of established LCs and plans to reach children who are currently not accessing informal education are dependent on the availability of funding, which is currently neither guaranteed nor predictable.

Recruitment, training and remuneration of teachers/instructors to support informal education in the camps remains challenging. Recruitment of suitably qualified Burmese language

⁵ UNICEF mid-year situation report, August 2020:

<https://reliefweb.int/sites/reliefweb.int/files/resources/UNICEF%20Bangladesh%20Humanitarian%20Situation%20Report%20No.%2054%20-%20Mid-Year%202020.pdf>

⁶ 'Assessment of child protection vulnerability and opportunity of 21st Century skills for Rohingya adolescent girls' and boys', UNICEF and Coast Trust in March 2019

instructors from the FDMN population is particularly challenging due to the limited pool of sufficiently educated people within the camps. Also, there is no quality assurance system and standards to ensure consistency in delivery of informal education based on the Guidelines for Informal Education Programme (GIEP). Under these circumstances, formative assessment becomes critical in ascertaining the learning levels of children coming to the centres. The Education Sector partners have therefore adapted the annual status of education report tools to be used for assessing the progression of competencies of children in informal education in the camps.

Myanmar Curriculum Pilot

In early 2020 the right to quality education for FDMN children and youth was advanced with the official approval of the Myanmar curriculum (MC) in camps. On 26 January 2020, the National Task Force (NTF) approved the use of the formal curriculum of Myanmar and the optimal solution for their long-term education needs. This move marked a drastic shift from previous policy that only allowed informal education giving instructions on the early primary-level grades in camps—a limitation that had prompted UNICEF and the Education Sector to develop and adopt the LCFA. The decision outlined an initial pilot phase that would cover 10,000 learners in Grades 6–9, thereby offering many FDMN adolescents one of their first legitimate pathways to secondary education in their lifetimes. The decision followed years of concerted advocacy efforts—first spurred by FDMN communities themselves and carried forward by Education Sector partners, including UNICEF.

Originally the MC pilot (MCP) aimed to enrol 10,000 children (50 per cent girls and 3 per cent children with disabilities) in classes starting in April 2020, but due to the COVID-19 pandemic and closures of LCs as a measure to prevent the spread of the virus, the launch of the MCP has been delayed. As of December 2020, educational activities inside camps are still considered as non-essential activities and have not been formally allowed to resume, though preparatory activities for MCP have progressed, with UNICEF and partners ready to begin delivering the MC as soon as camp LCs re-open.

Impact of the COVID-19 pandemic on education

The educational context in Cox’s Bazar has been and continues to be marked by the constraints due to pandemic prevention measures. On 17 March 2020, the Government closed all education facilities across the country, including the LCs in the FDMN camps to contain the spread of COVID-19 outbreak. Since then, students and caregivers relied on caregiver-led learning at home for children aged 5-14. Challenges in the FDMN camps, including lack of space and limited movement, have made an already dire situation more precarious. The educational, social, protection and environmental risks that children already face are likely to be multiplied by the health and socioeconomic risks associated with the virus. However, the Government’s recent decision to lift the restriction on access to 3G and 4G Internet services in the camps is a major positive step towards supporting blended learning approach and opportunity on the use of education technology solutions as alternative modalities for reaching children and teachers despite the closure of LCs.

The COVID-19 pandemic also presents children, adolescents, families and communities with significant mental health and psychosocial (MHPSS) concerns including fear, anxiety, worry, depression and misinformation. Faced with psychological stress, parents, and caregivers themselves are unable to adequately provide attentive care to their children. Reduced parental supervision at home due to this distress leaves children and adolescents susceptible to additional risks. The economic vulnerabilities experienced by families increases the risks of child labour and other child protection issues. Children and adolescents with symptoms are at risk of abandonment for fear of transmission to family members, the social stigma associated with the disease, or because they are unable to afford the cost of treatment.

Through qualitative consultations with the FDMN and host communities, there are increased concerns and reports of violence against children, adolescents and youth in the camps and the host communities with children and adolescents witnessing or experiencing violence in the home due to heightened stress, reduced resources and lack of support services. This situation presents enormous negative impacts on children's mental health and well-being. Children, particularly girls, face a greater risk of sexual violence and gender-based violence (GBV), including rape and domestic abuse due to an increase in their movement restrictions and reduced avenues to report as a result of pandemic prevention measures.

Objective of the project

The proposed programme will sustain and accelerate current efforts of the Government of Bangladesh and education partners under phase II of the project 'Reaching Out-of-School Children' (ROSC) to ensure FDMN and host community children affected by the humanitarian crisis in Cox's Bazar district have access to quality education and skills development opportunities through alternative and remote-based learning platforms. In the camps, the programme will specifically support the continuation of education for children currently enrolled in LCs supported by the ROSC-II project, ensuring their transition from informal education to education based on the MC (in Burmese and English language) which the Government has approved in the camps. The programme will contribute to achieving the four objectives⁷ of the 2021 Joint Response Plan (JRP):

In 2021, the Education Sector/JRP in Cox's bazar is targeting a total of 451,548 (50 per cent girls). FDMN and Bangladeshi children, adolescents and youth with education services, including 79,974 (48 per cent females) adolescents and youth-targeted with secondary

⁷ JRP Strategic Objectives:

- 1: Access– Ensure access to equitable, gender-responsive learning opportunities in an enabling, protective environment for crisis-affected children (girls and boys aged 3 to 24 years old) in a pandemic resilient manner.
- 2: Quality– Provide equitable quality education to crisis-affected girls and boys including youths aged 3 to 24 years old, which is strategically aligned with Education Sector standards, and within approved frameworks for teaching and learning.
- 3: Community Engagement– Ensure FDMN and host community ownership, active participation and engagement in the education of girls and boys including youths aged 3 to 24 years old.
- 4: System Strengthening – Support the development of Education Sector partners' capacity to improve their comparative advantages to provide equitable education services and strengthened monitoring systems.

education and vocational training opportunities. The 2021 JRP targets include 390,923 FDMN children in the camps and 60,625 host community in Ukhiya and Teknaf Upazilas of Cox's Bazar District.

The objective of this project is to support the response to the immediate education needs of affected FDMN children as well as children in need from the Bangladeshi host community in Cox's Bazar. With the support of the Government of Bangladesh, the proposed undertaking will support access to quality learning for 93,250 children aged 5-14 years, of which 60 per cent from the FDMN camps and 40 per cent from the host community. The lack of available space to establish additional learning facilities is often stated as the key barrier by the CICs and the SMSD sector to refrain education access to a larger number of children⁸. Furthermore, according to J-MSNA between, 10 to 40% boys and girls with disabilities are less likely to attend learning centres than children without disabilities. LCs in the FDMN camps will be established and equipped to provide informal education following the GIEP as set by the NTF.

The teaching and learning materials developed during the ongoing project will be reprinted and distributed to ensure all the children are having access to age and competency appropriate textbooks to continue their education. The Government of Bangladesh has approved the GIEP, which defines the scope of informal education for FDMN children as well as competencies children are expected to acquire through the programme. UNICEF will support the implementation of the GIEP in collaboration with relevant stakeholders such as Ministry of Primary and Mass Education (MoPME) and Directorate of Primary Education (DPE) – including the ROSC Unit of the DPE – local administration, Refugee Relief and Repatriation Commission (RRRC), local education authorities, the Education Sector, civil society organization (CSOs) and members of the FDMN community who are currently supporting informal education in the camps.

In support of education for Bangladeshi children in the host community, this project is being implemented in support of the Government's Eighth Five Year Plan (2021-25) for sustainable development and growth. It is specifically in alignment with the Government's fourth Primary Education Development Programme (PEDP4) which has the objective to provide quality education to all children of Bangladesh from pre-primary up to Grade 5 through an efficient, inclusive and equitable education system.

Project objectives/Expected results

The project aims to achieve objectives in three strategic areas, which are aligned with the Reaching Out-of-School Children (ROSC)–II project objectives:

- i) Increase access and retention in education and improved learning
- ii) Improve the quality of teaching and learning
- iii) Strengthen community engagement

⁸ Education Sector in Cox's Bazar – Multi-year Strategy (2020)

Each objective has a set of related outputs to which activities are linked. The outputs and - key activities under each objective required to achieve the three objectives are described below. The COVID-19 pandemic prevention measures have been considered in the project timeframe and activities. Awareness-raising among families following infection prevention control and personal hygiene management practices, concerning COVID-19 prevention will target both FDMN and the host community given the inter-related nature of pandemic risk to both groups.

UNICEF's comparative advantage

UNICEF is committed, through its Strategic Plan (2018-2021), to improve the lives of children, adolescents and youth through working for results that align with the 2030 SDGs. In particular, this project aligns with UNICEF's Strategic Plan Goal Area 2: 'Every Child Learns'. UNICEF has a track record of supporting education for children, including children who are or who have been out of school, in Bangladesh and worldwide. UNICEF's leadership in education programming in general and in both emergency and development contexts in particular, sets it apart amongst international organizations due to its decades of experience in these areas and data-driven, evidence-based drive for results.

2. Project Overview

Outcome, Outputs, activities

Project Outcome: Children and adolescents, girls and boys, continue to access learning and skills training and are supported to learn at the appropriate levels.

Objective 1: Access and retention in education are improved.

UNICEF and partners will provide access to equitable informal education for FDMN children (aged 5-14) in a safe and protective environment. FDMNs in the registered camps have been able to study following the Bangladesh national curriculum and receive support from the Government (including free textbooks). In contrast, the FDMNs residing in the camps including those who arrived as part of the August 2017 influx are required to follow the GIEP. As part of the humanitarian response to the FDMN crisis, Education Sector actors have only been able to provide informal education in over 2,000 newly constructed temporary LCs in the 34 camps. With an expansion in the numbers of children and adolescents aged 5-14 who will need informal learning, there is a need to expand and sustain informal education service delivery modalities across the camps to reach as many children as possible. In addition to the expansion, there is a need to evaluate children to ensure that they are benefitting from the informal education being offered. This requires continued support for the LCFA while also working to support the adoption of education through the MC.

In addition to the barriers children face simply accessing informal education, many FDMN learners are faced with multiple additional challenges. Children and caregivers are still experiencing psychosocial distress after witnessing traumatic events in Myanmar. Critical health threats including childhood illnesses and water-borne diseases are also risks within LCs. The rainy season also brings with it the risk of landslides, floods and cyclones that risk to

damage or destroy LCs. Critical education in emergency (EiE) interventions including water, sanitation and hygiene (WASH), MHPSS and disaster risk management (DRM) will be necessary to ensure that learning environments remain safe and protective. Capacity building for staff as well as training for learning facilitators will be vital to ensure successful EiE programming.

The challenges facing the education response are double-edged: more children need access to education and those already accessing learning require quality education. Girls face even bigger challenges in accessing quality learning due to reasons such as safety and security, lack of separate toilets for boys and girls, as well as some socio-cultural norms and practices. Failing to address both risks and addressing only one will significantly undermine the efforts to provide informal education for the FDMN children. Thus, improving the physical structure and design of the LCs will address one of the concerns parents expressed in the Joint Education Needs Assessment (JENA) regarding the fears about their children, especially girls, security while learning. However, while this addresses the concern at the centres, the need to ensure safe travel to and from LCs remains. A major part of the future investment in LCs, and access more broadly, is LC maintenance and covering the recurrent costs related to it as well as education personnel recruitment and professional teacher development, personnel salaries, and provision of learning materials with consideration of new normal and blended learning approach. As part of its overall strategy to mitigate the scarcity of available learning spaces in the camps the Sector developed specifications for structures with the technical support of the Shelter Sector, on the establishment and maintenance of learning centres. These structures include both 'non-physical' aspects, aligned with daily routines of families and participation of the community in the site selection, as well as 'physical aspects' such as accessible locations within the cluster, concerns of flooding/landslide risks. In case of rehabilitation, current status of the structure to rehabilitate are also considered. Additionally, efforts will be made to increase the shifts to promote access for adolescent girls. The following are the targets that will be reached from the objective one:

Objective 1 Outputs:

- 700 LCs providing safe and protective learning environment and separate WASH facilities for girls and boys.
- 63 schools in host community providing safe and protective classrooms for both girls and boys to continue their learning in a conducive environment.
- 56,000 girls and boys enrolled, retained and provided with learning/instructional materials each year.
- 1,500 girls and boys with disabilities support to enrol and continue learning.
- Students' learning outcomes assessment conducted, and results disseminated.
- 3,000 out-of-schoolchildren (OOSC) (60 per cent girls and 3 per cent children with disabilities) gained access to education in host community.

Objective 1 Key Activities:

- Develop an implementation plan in collaboration of key stakeholders.
- Implement strategies to increase girls' enrolment and retention.
- Repair/maintain 700 LCs to ensure safe and protective learning environment for children.
- Repair/maintain 63 schools in host community in Cox's bazar
- Provide teaching and learning materials for 56,000 FDMN and 3,000 host community children
 - Identify and support the enrolment of children with disabilities.
 - Providing access to education for 3,000 host community OOSC.
 - Annual assessment of students undertaken.

Objective 2: Quality teaching and learning are improved.

Teachers/facilitators deployed in LCs can support learning for FDMNs in the camps based on GIEP. An essential component of the strategy for FDMN children is focused on ensuring progressive learning is accessible to all. Informal education includes physical, psycho-social and cognitive development that can sustain and save lives. It should also provide an opportunity⁹ for children to regain a sense of normalcy, offer physical protection against exploitation and abuse (including gender-based violence), and ensure that children acquire the skills they need to survive in their unfamiliar environment. Informal education also recognizes that education actors, such as teachers or facilitators, also require support and assistance and that their well-being is explicitly linked to supporting children. Students should benefit from more inclusive learning environments that are child centred. By focusing on the underlying root causes that are affecting students learning, mitigation strategies will be developed and introduced to offset negative coping strategies and ultimately improve learning outcomes.

Teacher guides and students' workbooks for English, Maths and life skills are all printed only in English. The subjects are taught by teachers recruited from the host community. Teachers are given intense training before and during their service to help improve their pedagogy. Training sessions include practical demonstrations of effective teaching methodologies. All written instruction and assignments to learners are given in English, except when the session is related to Burmese. UNICEF gives explicit instructions to partners regarding zero tolerance for use of Bangla materials, curriculum or language in the LCs.

Transitioning of the GIEP into MC requires development/fine-tuning and distribution of teaching and learning materials, which is ongoing, structuring teachers/facilitators' training, and assessing the progression of students' learning competencies. Teachers are contracted to UNICEF partners with clear terms of references. Most teachers have been recruited primarily from the immediate upazila, but some may also be drawn from the Cox's Bazar District and the Chittagong division more broadly.

⁹ INEE Minimum Standards (pg. 2)

Objective 2 Outputs:

- 1,400 LC staff (50 per cent female) adequately trained and continuously supported to provide quality learning; and,
- All 700 LCs provided a set of learning materials needed to implement GIEP including teachers guides, storybooks and related teaching aids.

Objective 2 Key Activities:

- Review GIEP implementation and recommend additional learning competencies framework required for continuation of learning;
- Establish a structured programme for ongoing support to teachers/facilitators across the sector, including designing of a training programme, training of master trainers, development of training modules, and periodic refresher training;
- Hire and provide ongoing support to 1,400 teachers (50 per cent female) to deliver quality learning for children;
- Provide (develop, print, distribute) teaching and learning materials for teachers and assistants.

Objective 3: Community engagement is strengthened.

UNICEF and partners increase community participation and engagement in supporting informal education for FDMN children and community engagement between FDMN and host community children. The investment will ensure the continuation of informal education during disasters as well as enhance children's access to a safe and protective learning environment in prelude to regaining a sense of normalcy. Support will be provided in terms of orientation to ensure participation and support of communities in disaster management actions around LCs. This will include engaging learners, teachers/facilitators and members of the community around LCs in disaster management activities, including mapping hazards and safe footpaths for children between home and LCs. This is to improve the knowledge of learners, teachers/facilitators and parents/community leaders to ensure protection and safety of children in the event of a disaster.

Efforts will be made to ensure LCs have safety plans and can ensure the continuation of informal education with minimal disruption after a disaster. As children are agents of change in the community, creating awareness of disaster management will promote a culture of safety at the LCs as well as within the larger community. Additionally, support to engage the community participation in children's learning will be encouraged through fostering shared responsibility. LCMCs will be engaged to ensure a supportive learning environment at the centres as well as at home.

Objective 3 Outputs:

- 4,900 LCMC members from 700 LCs comprised of seven members each, with a composition of at least 30 per cent female are established and oriented on their roles and responsibilities including participation in LC management;
- 700 LCs have disaster risk reduction (DRR) plans to ensure ongoing quality provision for all learners;
- 1,507 SMC members, community and religious leaders are engaged and support girls' enrolment and retention.

Objective 3 Key Activities:

- Orientation of 4,900 members of the LCMC (7 members per centre) on DRM and DRR around LCs in their community and to 1,507 members of HC schools for increasing participation of girls.
- Establish LC safety procedures together with teachers/facilitators and learners to ensure responsibility for early warning dissemination, evacuation and resumption of informal education soon after a disaster.
- Prepare contingency plans (with relevant resources earmarked and pre-positioned, including alternative learning spaces) to ensure the continuation of learning activities especially during the monsoon season.
- Engage the community to support environment protection activities including the planting of trees around the targeted LCs.
- Engage local leaders and community stakeholders through participatory events and education fair to foster collaboration and motivation to promote equitable education opportunities for girls and boys.
- Sensitize communities and religious leaders to support girls' enrolment and retention. Providing school effectiveness grants for 137 schools that will reach to 34,250 host community children (of which 17,810 girls).

3. Feasibility

Project implementation and coordination

This project is a continuation of the ROSC-II project implemented by UNICEF. Within UNICEF, Education programming is carried out under the overall technical guidance and oversight of the Chief of Education in Dhaka, the Education Programme is led by an Education Manager, in Cox's Bazar with management oversight from the Chief of Field Office and Emergency Manager. The education team in Cox's Bazar consists of four education specialists, six education officers, two construction engineers, one programme associate and five national United Nations Volunteers. In addition, the education team collaborates across sectoral teams (child protection, WASH, and C4D) and inter-sector teams (emergency, planning, monitoring and reporting, communication, advocacy and partnerships) to ensure a comprehensive approach that delivers the best results for children.

Overall, UNICEF works with 14 implementing partners to carry out education activities in all the LCs that it supports, including BRAC, Coast Trust, Friendship, Mukti and Dhaka Ahasania Mission (DAM), which are the partners that carry out the activities funded by ROSC-II and the Global Partnership for Education (GPE). UNICEF is the Education Sector co-lead and the largest actor in the education response in the FDMN camps, operating with a well-established field presence. UNICEF supports engagement with the Government partners through Cox's Bazar DPEO and the Office of the RRRC.

Government contribution

The Government of Bangladesh and partners have progressively increased their commitment and investment in meeting the right to education of the FDMN children and youth as reflected in the prioritization of education in the 2020 JRP as it was in previous plans and will continue to be in the 2021 JRP. Over the past two years, the Government of Bangladesh in collaboration with humanitarian partners have considerably expanded access to education services in the camps. In October 2018, the Government, in collaboration with the local education group (LEG) secured US\$8.3 million from the unutilized allocation to the Third Primary Education Development Programme (PEDP3), to support ongoing efforts. In 2020 the MoPME's has decided to continue support the ROSC-II project supported children's education through the GPE accelerated funding.

The Government of Bangladesh has kept its commitment to support the needs of the FDMN while they remain in Bangladesh and continues to be supported by a range of United Nations Agencies as well as other international and national organisations. The Government has recognised the importance of providing educational opportunities for FDMN children as reflected in the recent shifts in policy decisions (such as the approval of the MC) as well as the continued support of the donors and implementing partners. The Government has endorsed the GIEP and the curriculum framework for the FDMN children.

Risk Assessment

Risks	Probability	Impact on programme	Mitigation strategy
Deterioration of overall situation including the security situation in Cox's Bazar.	Medium	High	UNICEF aims to employ risk-informed programming using the Guidance on Risk-Informed Programming to anticipate, mitigate and respond to risk in child-rights programming. In Cox's Bazar UNICEF works to address social cohesion between FDMN and Bangladeshis in the host communities, especially Upazilas of Ukhiya and Teknaf, by ensuring that vulnerable people in need in both the camps and host communities are supported. In support of conflict prevention, UNICEF works to ensure interventions are

			<p>inclusive, consultative and culturally sensitive.</p> <p>UNICEF has organizational business continuity measures that allow the organization to carry on the programme at minimal scale at any moment.</p> <p>UNICEF works closely with the UN Department of Security Services which has a fully functional office in Cox’s Bazar. The UNDSS works closely with government security services to safeguard personnel and to ensure continuation of services.</p>
<p>COVID-19 pandemic spreads further and increases in severity</p>	<p>High</p>	<p>High</p>	<p>UNICEF has structured its response to COVID-19 as aligned with UNICEF’s Global Humanitarian Action for Children (HAC) and other global and national level response plans to support children, women, including adolescent boys and girls and their communities.</p> <p>Instead of group activities in formal learning spaces (like MPCs and LCs), UNICEF has adapted neighbourhood and small-group activities to ensure continuity of services in some instances, such as protection.</p> <p>UNICEF will also mitigate the risks of COVID-19 by following the Education Sector’s “Back to School” guidelines designed to accommodate health guidance to reduce the transmission of COVID-19, including fewer students per shift of school to ensure better social distancing. The intervention is also designed to implement alternative learning and teaching modalities to supplement traditional education delivery.</p>
<p>Implementing partners’ capacity to implement the programme is low.</p>	<p>Medium</p>	<p>Medium</p>	<p>UNICEF’s Harmonized Approach to Cash Transfers (HACT) ensures assessment of the capacity of implementing partners in terms of financial and programme management. These are assessed before the programme initiation and capacity development is included as part of the programme implementation.</p>
<p>Demand for education (especially for</p>	<p>Low</p>	<p>High</p>	<p>Work with community leaders and other influencers to support increased awareness on education. This will include organizing</p>

girls) from parents and primary caregivers is low.			community mobilization and communication campaigns outlining the importance of education and longer-term benefits to families and communities.
Low teacher capacity to implement MC in higher grades	Medium	High	Develop a teacher capacity development plan and support teachers with trainings, resources and ICT-based resources.
Procurement delays, for example in contracting civil works, procuring and distributing textbooks, teaching and learning materials and other learning materials	Medium	High	UNICEF's arrangement for procurement and distribution uses 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) are available in stock and can be dispatched to the country in a short period. For local procurement, including printing of education materials, UNICEF has established long term agreements which allows for speedy awarding of contracts.
Natural disaster risk in Cox's Bazar (cyclone and earthquake)	High	Low	The natural disaster-related risk will be managed and mitigated by DRR embedded in the proposed programme through UNICEF's risk-informed approach to programming. UNICEF has an Emergency Preparedness and Response Plan for Cox's Bazar district to strengthen its preparedness for natural disasters. UNICEF has developed an operational preparedness plan for monsoon in camps and is implementing its preparedness in human resources, supply, funding and programme.
Child safeguarding measures are not in place or are not properly enforced	Low	High	UNICEF 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. UNICEF monitors these periodically and ensures there are avenues through which children can report.

There is public resistance and deliberate misinterpretation of efforts to increase gender sensitivity of interventions	Medium	Medium	There is a robust community and social mobilization component of the intervention. This would also include use of the UNICEF network among the various local communities and with the Government. UNICEF works to include gender considerations to include men, women, boys, girls and transgender people when establishing programming.
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Also see Annex on feasibility and risks

Implementation arrangement and implementation readiness

The Implementation Workplan is given in the Annex Section for all activities. This initial implementation plan will cover the period beginning from the date of the award of the grant on 01 June 2021 through to 31 May 2022. The implementation plan includes the Proposed activities in the workplan in the annex, with the corresponding time for the implementation of those activities; and some information describing how activities will be implemented. The JRP 2021, notes that ‘addressing the educational needs of the Rohingya and host communities requires strengthening resilience of the education system at the district and Upazilla levels, by proactively planning and implementing’. UNICEF as a key actor in the sector will advocate for this approach to ensure its realistic and meets the needs of children in both communities realized through a coherent emergency education policy framework with unified crisis-response implementation mechanisms approved by RRRC and ADC along with the civil society.

Alignment with other plan Existing plans: The implementation of the GPE grant will be aligned with other plans such as the JRP and PED4 for continuity of educational provision for crisis-affected children, which will contribute to resilience and reduce inefficiency in the humanitarian response. Moreover, this proposal is aligned with available long-term educational development plans (PEDP4), and contributes to the long-term vision of the national education system’s development, while the 2021 JRP will contribute to ensure access in an enabling, protective environment for crisis-affected, and children, girls and boys including youths aged 3 to 24 years old, which is strategically aligned with Education Sector standards, and within approved frameworks for teaching and learning. The implementation plan for the GPE grant is complementary and does not duplicate other plans various plans (development, emergency, inter-sectoral).

Rehabilitation and repairs of the LCs: The UNICEF decision making in terms of implementation include: Government that will take full ownership and responsibilities, UNICEF will provide capacity building (with strong involvement of technical staff and contractors), and oversight tasks will be performed by the counterpart and partners. The specific areas identified, and extent of support/oversight are identified (Risk Assessment table above, and Annex Feasibility/risk assessment for the Learning Centres). UNICEF’s mitigation measures are also given and are in accordance with the partner risk rating HACT. The implementation readiness and feasibility/risk assessment on the construction works will be made prior to the start of the project. There proposed project will support and sustain the existing 700 education facilities (LCs) in the camps. There is no new construction of LCs envisaged; only

rehabilitation/maintenance interventions are proposed in view of chronic disaster happens in Cox's Bazar due to climatic hazards.

There were some delays in the construction/rehabilitation of classrooms in host community interventions in the current GPE funded project because there were delays in obtaining MoPME approval for host community interventions in 2019, and this was exacerbated by COVID in 2020. However, the proposed Project will build on pre-approved government interventions, hence there is no need to go through extensive approval processes; hence, no delays are anticipated. UNICEF and contractors are now adjusted to working in the "New Normal" with COVID-19, and this too, will not cause significant delays in the rehabilitation interventions. Therefore, UNICEF construction/rehabilitation interventions will be taken place on time with this proposal unless there is other challenges that are not envisaged. UNICEF will also support host community children a safe and conducive learning environment for equity and to reduce any to have access to quality education and ensure their fullest participation in learning.

4. Monitoring, Evaluation and Reporting

UNICEF has a robust monitoring and evaluation framework that will be used to track the progress of the programme interventions inclusive of monitoring and reporting for results. It will conduct both regular performance monitoring for impact evaluation, and importantly, provide technical and supportive monitoring and supervision at project sites. The project will aim to ensure the full participation of all stakeholders in the process. As part of its localization efforts, community participation in monitoring will be strengthened to help ensure that education responses are appropriate, effective and integrate community perspectives.

Routine monitoring will be an on-going activity with regular visits from both staff based in Cox's Bazar and those based in Dhaka. Staff will monitor activities from inception through to completion to verify the achievement of the planned outputs. Monthly reporting will be undertaken through the Education Sector's 5W database (tracking who does what, where, when and why) and UNICEF monthly reports to ensure a close follow up on the performance of the programme. This will be triangulated with information from government counterparts and NGO partners as appropriate so that accurate measurements can be obtained overall and reported appropriately. This will contribute to the overall monitoring, evaluating and reporting processes.

A set of baseline data will be established at the beginning of the project and this will be followed up with frequent updates, quarterly and annual reviews. These reviews will entail looking at the overall programme progress and success, bottlenecks, risks and lessons learnt. This will therefore provide specific progress information on the activities with the grant within the implementation period while an annual review will provide a report as to the operations conducted with the support of the grant at the end of each year.

The baseline set out in the log-frame will be the basis for assessment of progress against the indicators to establish project progress and its effectiveness. The assessments will include a range of strategic planning exercises including formative situation analysis, stakeholder

analysis and resource mapping along with the quantitative measurement based on different indicators. This will be utilized for measuring progress at suitable intervals and during the final evaluation. Throughout the response, quality data will be collected through a joint effort of the partners. UNICEF's presence will ensure the provision of technical support, an appropriate and good quality response and effective use of resources that meet accountability and programme management standards. Enhanced field visits will play a key part in the monitoring of the implementation of the programme, to ensure activities have the desired impact and are mutually reinforcing. In some areas where there is limited or no data (such as skills' development of young people, and children living with disability), mapping of knowledge, skills and interests of young people and identification of children living with a disability will be undertaken to enhance targeting of the intervention.

UNICEF uses the HACT framework as part of the management process of all its partnerships and transfer of resources. As part of the HACT framework, micro and macro assessments of implementing partners will be carried out in line with the threshold of funds transferred to the partners. Capacity development to account for resources utilized will be undertaken and assurance activities will be strengthened. Donor reporting -- both programmatic and fiscal -- will be a primary component of the monitoring, evaluating and reporting aspect of this project and will be carried out according to an agreed-upon schedule and format.

Sustainability of Results

Conditions are not suitable for the Rohingya to return to Myanmar and it remains unclear when and if it will be possible to support their return to their country of origin. UNICEF and the international community do not plan to exit the FDMNs camps within the scope of this funding and will continue their commitment to support the host community.

As part of the effort to strengthen localization, UNICEF will specifically build on the work of the Rohingya Community Education Networks as well as maximize the experience and skills of community members and local CSO partners that have been involved in education efforts. Capacities of community members who are operating the learning facilities will also be developed to implement and manage quality and inclusive education programming. Involvement of the communities during the design of the LCs at the beginning of the intervention will help to identify them with the centres and ensure continued support. Within the schools and LCs, part of the aim will be to position them as entry points and hubs that benefit the entire community. Participation in activities in these schools is a good opportunity to bring all members of the community together and reinforces the dialogue started in the planning phases.

Under the proposed program, UNICEF will work extensively with parents, wider community members, government authorities and partners to seek improved enrolment and retention of primary school children, as well as education quality, while also giving communities the tools and resources to manage their schools. Governance systems will be built on existing structures at the community level, including leadership by religious and community leaders, and elders, including women. Functioning properly, these community-based systems will strengthen the accountability, transparency and effectiveness of education services provided as well as

ownership. To ensure sustainability and effectiveness of the programme in each school, School Management Committees (SMCs) will be proactively engaged to create as much community ownership, awareness and integration into the *modus operandi* of schools.

Sustainability will be further improved through a holistic approach to human development. This requires an integrated approach with other key sectors to strengthen the overall impact for children. UNICEF already works in an integrated and multi-sectoral approach, with WASH, Health, and Nutrition, Protection and Education sectors working in collaboration and concertation to deliver comprehensive results. This project will work closely with the Protection Sector and Child Protection sub-Sector to support teachers with necessary psychosocial skills and the referral of cases of children and teachers in need of further psychosocial care. UNICEF's WASH team and the WASH Sector will work to ensure the hygiene and sanitation facilities are of the required standards. Partnership with the Health Sector and synergies with health-centric programming are even more critical given the COVID-19 pandemic and will be ensured throughout project implementation. This convergence of several sectors and other stakeholders within the community has the potential to bring about holistic and sustainable change, as it addresses multiple needs and rights at the same time.

Challenges to sustainability

Because the FDMN are primarily reliant on humanitarian aid, the exit strategy for this project centres around their attainment of skills and development of resilience and skills through education. Children attending school and obtaining their diploma will provide an example to others of the importance of education. The FDMN and Bangladeshi young people involved in this project will have learned trades to support themselves and their families as they work to strengthen their local economy and grow opportunities for the young people who come after them.

Over the past two years, UNICEF and partners have worked to further prioritize integrated adolescent programming for older adolescents and youth through the inclusion of such activities in UNICEF's 2019 and 2020 HAC for Bangladesh. Child marriage and child labour, as well as trafficking and other risks, are critical concerns. Without continued and sustained support to this programming and expansion of support to out-of-school children not seeking traditional education pathways, the risk to such children increases.

Measures in place to limit the spread of the COVID-19 pandemic have an impact on community engagement, in particular limiting large group meetings and at times limiting all but essential movement. The need to continuously adapt and update programming can delay programme implementation and challenge sustainability.

Capacity Development

UNICEF is mandated by the United Nations General Assembly to advocate for the protection of the rights of children, to help meet their basic needs and to expand their opportunities to reach their full potential. UNICEF is guided by the Convention on the Rights of the Child and strives to establish child rights as enduring ethical principles and international standards of behaviour towards children. UNICEF insists that the survival, protection and development of

children are universal development imperatives that are integral to human progress. UNICEF is committed to ensuring protection for the most disadvantaged children - victims of wars, disasters, extreme poverty, all forms of violence and exploitation, and those with disabilities.

UNICEF is on the ground before, during and after humanitarian emergencies and in such contexts is guided by its Core Commitments for Children (CCC) in emergencies. UNICEF lays the foundation for long-term development, as well as working in non-crisis situations to help communities to weather future shocks. UNICEF has been present for over 60 years in Bangladesh and has been involved both in upstream work as well as directly ensuring access to education and protection for children at risk, out-of-school children, ethnic minorities, children living in hard-to-reach and disaster-prone areas and other vulnerable children. UNICEF's strategic presence throughout Bangladesh enhances the organization's ability to access high-level policymakers at the national level while also maintaining a strong linkage with stakeholders outside the capital city. UNICEF's office in Dhaka focuses on strategic engagement and programme design, management and technical oversight, while seven divisional offices – including in Cox's Bazar – work on divisional level planning and implementation.

In support of the Rohingya response, UNICEF leads the coordination of several sectors, including the Nutrition Sector, Child Protection sub-Sector and co-leads the Education Sector with the NGO partner Save the Children as well as co-leading the WASH Sector with the NGO Action Against Hunger. UNICEF has worked for decades in Cox's Bazar District and has maintained a local presence through its Office in Cox's Bazar. The office operates in collaboration with the government as well as with its implementing partners to support the UNICEF humanitarian programming response for the FDMN population and host communities.

Partnerships

The programme will be implemented jointly by both governmental and non-governmental implementing partners selected based on both technical and geographic competence, with partnerships managed by UNICEF. The partners support includes building of infrastructure, mobilizing children and community and above all implantation of programmes as per their areas of expertise. UNICEF is having existing partnership agreements with partners. Over the period it has helped to improve the capacity and localize the required skill and expertise to respond to the education of the FDMN children and host community children in an emergency. Number of partners are now familiar with the processes and having the requisite strengths, to run an LC and to roll out the MCP. Particularly in the FDMN context the community-based networks that have been actively engaged to operationalise the LCs and can continuously be engaged in community teacher support mechanisms to implement the MC.

UNICEF will ensure that all its staff, implementing partners, consultants and contractors to observe the CCC and appropriately consider Accountability to the Affected Population and child safeguarding policies. UNICEF's roles and responsibilities and those of its implementing partners are clearly articulated through the Programme Cooperation Agreement that is signed with each partner and the associated HACT funding mechanism which governs the way

programmes are managed and contributes to risks reduction. UNICEF also assess the implementing partners to verify capacity to deliver and then monitor programme implementation and financial management, in compliance with HACT procedures. For the host community interventions, use of country systems will be maximized using the established procedures.

Coordination and Monitoring

At the national level the MoPME, which is responsible for primary education (Grades 1-5), will provide the overall oversight, strategic guidance/direction and coordination on behalf of the Government. Specifically, at the MoPME level, there will be an Advisory Committee which will be advising on policy issues will be chaired by Secretary MoPME. The implementation of this project will be guided by the Coordination and Monitoring Committee and will be chaired by the Director-General of Directorate of Primary Education (DPE) who will be overseeing the periodical monitoring between UNICEF and DPE. Additionally, the Director of Policy and Operation will be the focal point of communication who will be facilitating the reporting and communication between the DPE and UNICEF.

Under the MoPME DPE and Cox's Bazar DPEO and Upazila (sub-district), 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 (MoE) 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 UNICEF in ensuring operationalisation is consistent with the agreed plans. They will also support periodic monitoring and advise on adjustments to implement strategies that may be required to reach the planned results. The Local Governance Engineering Department and Department of Public Health Engineering will be responsible for the implementation of civil works in the host community.

The Education Local Consultative Group, which also serves as the LEG for GPE, the national Education Cluster, the Cox's Bazar Education Sector, and the Office of the RRRC will support transparent and inclusive consultation forums on defining priority areas and reviewing progress updates. UNICEF, through ongoing GPE supported education project for Bangladesh, enjoys a comparative advantage in leading education-sector dialogue at national and local level and can play a leadership role by convening different partners' support at all level.

Cross-cutting issues

Given the concerns about inclusion in the camps and the host community, the following section addresses how this project will improve the inclusion of girls, reduce child labour and strengthen access for children with disabilities.

Gender Equality

Equitable provision of quality education for all children, with an explicit focus on gender equity, will be one of the cornerstones of the project. The education programme is designed to be gender-inclusive and to meet the needs of vulnerable girls, women, boys and men for both FDMN and host community. The need to provide equitable opportunities to girls and boys in education will be one of the key issues to be addressed during community mobilization and sensitization. Project components have been designed with the key aim of benefiting or attracting more women and girls:

- Support to education institutions will have a gender focus and there will be flexibility in trying new approaches to increase girls' access and retention;
- In supporting the strengthening of LCMCs, SMCs, the project will encourage communities to meet required gender ratios;
- Recruitment and training of female teachers will be emphasized including to act as role models.

Child Labour

Challenges relating to access and quality of education are among other critical factors, such as poverty, that push children out of learning and into work at an early age.¹⁰ The correlation between child labour and education has been well established by global research. In Bangladesh, about 1 million children aged 10-14 years (6 per cent of this age group) are engaged in child labour, with Cox's Bazar district having the highest incidence of child labour at 9.4 per cent (rates are highest in Ukhiya where they exceed 9 per cent whilst levels in Teknaf are between 7.1 per cent and 9 per cent).¹¹ This situation is expected to be worsened by the COVID-19 pandemic as families will become more reliant on the income generated by their children for survival. With schools closed, it is much easier for children to engage in labour as they no longer have education as an option. During normal times when schools are in operation, some children struggle to combine school and work and often register lower levels of learning¹². This program will place a strong emphasis on the role of the community and parental engagement to combat the problem of child labour and enrolment at school. It will use community engagement activities to help guide parents on social support programmes to replace income from child labour and partner with communities to set up strong monitoring mechanisms to track children's engagement in school, work or other activities.

Disability and inclusion

Children with disabilities face multiple challenges leading to their exclusion from schools and LCs. Resources (materials and assistive devices) are lacking, learning environments are hostile and inaccessible, attitudes towards these children are negative, and untrained teachers are

¹⁰ Child labour and education: Progress, challenges and future directions by International Programme on the Elimination of Child Labour, 2015

¹¹ Ending Child Labour in Bangladesh Report by UNICEF, 2014

¹² Child Labour and Education: a survey of Slum Settling in Dhaka, December 2016

unable to deal with the specific needs of these children. Specific steps will be taken to strengthen the system to provide support for children with disabilities. These will include:

- Promotion of child-friendly (universal) school designs and architecture that provide safe, inclusive, friendly environments for all children;
- Training teachers with skills to teach children with disabilities, ensure inclusion, address attitudes towards children with disabilities as part of a broader teacher training;
- Establishing strong engagement of the community as well as parents to support families with children with disabilities;
- Providing resources to aid access by children with disabilities and develop a database on children with disabilities, especially in the camps.

ANNEXES

Feasibility/risk assessment for the Learning Centres

Introduction

The project outcome is for “children and adolescents, girls and boys, continue to access learning and skills training and are supported to learn at the appropriate levels’ with the objective to, improve access and retention in education and to improve quality of teaching and learning. The construction element ensures that construction or facility rehabilitation, have a low likelihood of affecting the environment and risks are mitigated. This will be achieved through a brief assessment of the project’s feasibility and risk assessment for the Learning Centres and its impact on the project.

Project reach

The project will directly benefit 101,157 people, which includes 56,000 Forcibly Displaced Myanmar Nationals (FDMN) and 37,250 Children/ Adolescents and 100 teachers Host Community. As part of the humanitarian response to the FDMN crisis, the Education Sector actors have provided informal education in over 2,000 newly constructed temporary LCs in the 34 camps.

Approach to the feasibility analysis

UNICEF has also supported LCs and with these new funds, UNICEF will contribute to this effort, by conducting a rapid feasibility for LCs to ensure that the different actions being undertaken are within the scope of the funds allocated, and will achieve the goals of advancing the continuity of Education for FDMN and Host Communities’ girls and boys in Cox’s Bazar based on the physical feasibility as well as the political feasibility.

The **physical feasibility** will be in line with the plan to construct 63 LCs within the time frame and capacity of the construction companies in Cox's Bazar. This will require, not only financial resources but also the capacity of various facilities, within Cox's Bazar and Bangladesh. This will be assessed by an examination of trends in recent years, and how these may change.

Secondly, the **political feasibility** will depend on education policies and directives of the government of Bangladesh on regard to the FDP, and whether the stakeholders will support or resist, when these policies change the “political economy” for the FDMN. A stakeholder analysis is a useful way of assessing possible resistance.

Potential impacts	Critical challenges that may be may encountered feasibility assessment construction of the Learning Centres	Effects in the project impact area (without mitigation measures)	Mitigation Measures/ The way in which UNICEF will support this process
Related to rehabilitation	•Availability of Experts/Consultant Firm with required competency	• Building activities harm the local environment	•Implement disaster-resilient improvement designs

<p>and repairs of of LCs</p> <p>Physical feasibility</p>	<ul style="list-style-type: none"> • Inappropriate disposal or storage of solid waste, including earth material, wood cut-offs, wood shavings, empty cement sacks, paint cans, etc. ramps. • Availability and authenticity of required data for analysis and use for assessment. • Commitment by Education Sector (Consistence and meaningful participation, Timely feedback on report). 	<ul style="list-style-type: none"> • Improvements are vulnerable to natural disasters. • Hazards from the usage of inappropriately constructed ramps 	<ul style="list-style-type: none"> • Ensure appropriate ramp and proper and school safety standards for the LCs. • Ensure proper disposal of the remains of the building and painting materials.
<p>On the political feasibility</p>	<ul style="list-style-type: none"> • Availability, agreement/ consent, ownership of the recommendation of the assessment by the authorities and other stakeholders • Possible reluctance including adjusting to the change identified through the assessment • Health impact of coming into contact with waste. • Future alignment of Education plans of the Government/Ministry of Education Vs. findings of recommendations • Security issues and data on causing of fires • Inter-departmental coordination to support the assessment 	<ul style="list-style-type: none"> • Environmental pollution from dumping of solid waste. • Strained relationship with the host government 	<ul style="list-style-type: none"> • Equity in the allocation of facilities between host community and FDMN. • Conduct awareness raising. • Contribute to refinement of TORs, preliminary and final report • Provide relevant data, reports at the national level • Technical Expertise (Dhaka Office/Field Office) • Support to conduct consultative workshops/meetings with stakeholders.

Social Benefits Envisaged

Gender equity: The construction of LCs with accessible facilities for children with disabilities and WASH facilities is likely to increase enrolment of girls and reduce the number of girls dropping out due to insufficient provision of sanitary facilities.

Increase in enrolment and reduction in dropout rates. Construction of LCs, with ramps and accessible areas, will create more spaces for students with disabilities, and better facilities to reduce dropout and increase school access and both boys and girls in both host and the FDMNs.

Reduction in risks of COVID-19 infections: The installation of WASH facilities will significantly lower the risks of contracting and spreading of COVID-19 and other diseases among the children in the LCs.

Better waste management: Creating waste management options provide a mechanism for containing waste until its safe disposal.

Conclusion

UNICEF has committed itself to support the implementation of 2021 JRP Education Strategic Objectives, to ensure access to equitable, gender-responsive learning opportunities in an enabling, protective environment for crisis-affected children (girls and boys aged 3 to 24 years old) despite the response to COVID-19; and to provide equitable quality education to crisis-affected girls and boys including youths, which is strategically aligned with Education Sector standards, and within approved frameworks for teaching and learning. The feasibility and risks plan will emphasize the need for integrating physical and political factors in the planning process. Specifically, this project will be implemented in collaboration with the GPE, with the National Government and the RRRC in collaboration with the Sector and UNICEF implementing partners. The feasibility will guide proper planning for UNICEF. If the findings, provide significant risks to the project implementation, this will be communicated to GPE for any amendment and consideration for adjustments as appropriate. UNICEF will not undertake any activities that shall impact negatively on the safety and rights of children, in both host and FDMNs.

Budget

Country Name:	Bangladesh	
Grant Agent:	UNICEF	
Implementing Agency:		
Budget Years:	One year	

	US\$ One year	TOTALS
Objective 1: Providing Access to Education	\$ 4,673,300	\$ 4,673,300
Objective 1.1: Learning centers and education facilities are operational (camps & host communities)	\$4,098,300	\$ 4,098,300
Objective 1.2: Increased access to inclusive education for girls and children with disability in camps and host communities	\$575,000	\$ 575,000
Objective 2: Improved Quality of Learning Outcomes	\$ 4,528,000	\$ 4,528,000
Objective 2.1: Teachers apply gender-sensitive and student-centered pedagogy in camps and host communities	\$4,328,000	\$ 4,328,000
Objective 2. 2 Support learner assessment and systems to monitor and improve quality of service delivery to the children	\$200,000	\$ 200,000
Objective 3: Strengthen Community Engagement	\$ 287,000	\$ 287,000
Objective 3.1. Community support for learning strengthened in camp and host communities	\$150,000	\$ 150,000
Objective 3.2. Community support for learning strengthened in camp and host communities	\$137,000	\$ 137,000
PROGRAM MANAGEMENT / SUPERVISION: (PIU: 401,800 + GA 889,900)	\$ 1,291,700	\$ 1,291,700
	\$	
TOTAL	10,780,000	
GRAND TOTAL		\$ 10,780,000

Logical Framework

Notes	Expected Results		Indicators	Baseline	Target	Data Source
Note on attribution: The expected impact and outcome are based on national level expected results as present in Bangladesh's COVID-19 Response and Recovery Plan. This project contributes to the achievement of these results but only output level results are directly attributable to it.	OUTCOME: Children and adolescents, girls and boys, continue to access learning and skills training and are supported to learn at the appropriate levels.		% of primary level children re-enrolled after the emergency phase (disaggregated by gender and disability, HC and FDMN)	NA	100%	Education Sector management information system
			% of FDMN girls and boys who have achieved grade-level competencies	NA	60%	Education Sector Learning assessment report
JRP Strategic Objectives	Outputs	Main Activities				
Access: Expand and strengthen immediate access to equitable learning opportunities, in a safe and protective environment, for affected FDMN and host community girls and boys aged 5-14 years old.	1.1: LCs and education facilities are operational (camps and host communities)	1.1.1. Build awareness among parents and children on how to protect themselves from COVID-19	% of boys and girls attending LCs and schools who know how to protect themselves from COVID-19	TBC	80%	Survey
		1.1.2. Support 137 schools in the host communities with handwashing stations to support in implementation of a comprehensive inclusive and gender-sensitive school effectiveness model.				
	1.1.3. Rehabilitate/ construct 63 classrooms in Government Primary schools	# of CRs rehabilitated/ constructed	106	63	Completion of construction/ rehabilitation reports.	

Notes	Expected Results	Indicators	Baseline	Target	Data Source		
		1.1.4. Rehabilitation and maintenance of 700 safe, protective and inclusive LCs with gender-sensitive WASH facilities	# of boys and girls enrolled in LCs (by sex and type of curriculum)	MC – 0 Boys 0 Girls 0	MC – 20,000 Boys: 10,600 Girls: 9,400	Education Sector and Partner reports	
		1.1.5. Provision of teaching, learning and recreational materials for FDMN and host children		LCFA- 113,248 Girls: 54,486 Boys: 58,762	LCFA: 36,000 Girls: 18,000 Boys: 18,000		
		1.1.6. Develop and test a model for providing a blended approach to education for children in the camps	Comprehensive blended learning model in use in the camps.	No	Yes		Partner reports
		1.1.7. Providing access to education for OOSC	# of OOSC boys and girls have access to Ability-Based Accelerated learning.	0	3,000		Partner reports
	1.2: Increased access to inclusive education for girls and children with disability in camps and host communities	1.2.1 Mapping to identify school-age children with disabilities, types and extent of disabilities in both refugee and host community.	Strategies for increasing gender parity and disability access consistently implemented.	No	Yes	Partner reports	
		1.2.2. Provide specialized support for children with disabilities including referral, enrolment and provision of assistive devices.					
		1.2.3. Implement models for easy and safe access to learning spaces for girls and attract women teachers.					
Quality: Provide quality inclusive education to FDMN girls and boys aged 5-14 years old, aligned with Education Sector standards	2.1: Teachers apply gender-sensitive and student-centred pedagogy in camps	2.1.1 Support capacity development of teachers in pedagogical skills, classroom management and assessment	# of teachers trained and provided resources to deliver the planned curriculum (LCFA or Myanmar curriculum)	3,000 (cumulative)	1,500 (1400 LC teachers and 100 ABAL)		
		2.1.2. Recruitment and remuneration of teachers (1,600 in camps only)					

Notes	Expected Results	Indicators	Baseline	Target	Data Source	
and within the separate frameworks for education, and increase teaching-related professional development opportunities.		2.1.3. Train teachers on delivery of the LCFA/MC at the respective levels and provide them support in the use of technology and supporting blended approaches.			Partner reports	
		2.1.4 Develop, print and disseminate teaching/learning materials.			Education Sector reports	
	2.2 Support learner assessment and systems to monitor and improve the quality of service delivery to the children	2.2.1 Provide technical support to develop a structured way of tracking learner performance.	Systematic approach in place to track and record student learning	No	Yes	UNICEF report
		2.2.2 Develop, administer and support assessment for FDMN learners.				
		2.2.3. Support an M and E and research framework to strengthen service delivery.	Monitoring, research and quality assurance mechanisms functional	Partially	Yes	UNICEF report
		2.2.4. Support establishment of a quality assurance mechanism.				
Community Engagement: Ensure FDMN and host community own and actively engage in the education of girls and boys aged 5-14 years old.	3.1: Community support for learning strengthened in camp and host communities	3.1.1. Strengthen governance and coordination mechanisms within schools and learning centres.	# of community members with increased awareness on the importance of girls education	TBC	1,507 SMC /HC members 4,900 (2,100 female)	Partner reports
		3.1.2. Develop and implement a plan by LCMCs to advocate for and promote access to education for girls and children with disabilities.				
		3.1.3. Establish and sustain LC emergency procedures with focus on COVID-19, risk reduction and resumption of education.				
					137	

Notes	Expected Results		Indicators	Baseline	Target	Data Source
	3.2: Support implementation of inclusive and gender-sensitive School Effectiveness programme in the host community	3.2.1. Work with DPEO and the SMC to strengthen supervision and monitoring in the targeted schools and provision of SE grants for 137 schools.	# of schools implementing school improvement plans funded by school grants	667 (cumulative)		DPEO report

Implementation Workplan

No.	Activity	June - November 2021		December 2021- May 2022	
		Q3	Q4	Q1	Q2
1.1.1	Build awareness among parents and children on how to protect themselves from COVID-19.	X	X	X	X
1.1.2	Provide 137 education facilities in the host communities with handwashing stations.		X	X	X
1.1.3	Rehabilitate/ construct 63 education facilities (CRs) in host community schools.	X	X	X	X
1.1.4	Rehabilitation and maintenance of 700 safe and protective inclusive LCs with gender-sensitive WASH facilities for FDMN children.	X	X	X	X
1.1.5	Provide teaching, learning and recreational materials for 56,000 FDMN and 3,000 host community children.	X		X	
1.1.6	Develop and test a model for providing a blended approach to education for children (5-14 years) in the camps.	X	X	X	
1.1.7	Provide access to education for 3,000 OOSC.	X	X	X	X
1.2.1	Mapping to identify school-age children with disabilities, types and extent of disabilities in both refugee and host community.	X			
1.2.2	Provide special needs learning materials and assistive devices (such as white canes, hearing aids, optical magnifiers) for children with disabilities in the camps and host communities. These will be complemented with the requisite training of support personnel.		X	X	
1.2.3	Train LC and community personnel in developing learning materials from local resources in partnership with schools.	X		X	
1.2.4	Implement models for easy and safe access to learning spaces for girls including uniforms, single-sex centres, specialized incentives to attract female teachers and support to safely accompany girls to LCs.	X	X	X	X
2.1.1	Support capacity development of 1,500 teachers (1,400 LC teachers and 100 ABAL teachers) in pedagogical skills, classroom management and learning assessment.	X	X	X	X

2.1.2	Recruitment and remuneration of 1,500 teachers (50% female) to support continuation of education for the FDMN boys and girls.	X	X	X	X
2.1.3	Train teachers on delivery of the LCFA/MC at the respective levels and provide them support in the use of technology and supporting blended approaches.	X		X	
2.1.4	Develop, print and disseminate teachers' and learners' materials to support the delivery of the curriculum.	X		X	
2.2.1	Develop, administer and support assessment for FDMN learners including formative assessments, and periodic sample-based assessment of students to ensure information is available on system performance and the adjustments required to improve learning.	X	X		
2.2.2	Support monitoring and evaluation and research framework to strengthen service delivery. This will include but not limited to documenting the process and measure the effectiveness of major interventions including blended learning, and the models for inclusion of girls and children and adolescents with disabilities.	X	X	X	X
2.2.3	Support a quality assurance mechanism through which periodic reviews of LCs practices (all aspects) are reviewed for consistency with Education Sector guidelines and developmental support provided as necessary.	X	X	X	X
3.1.1	Strengthen participatory mechanisms within schools and LCs, especially LCMC, with a focus on strong leadership roles for women, to improve good governance and management.	X	X	X	X
3.1.2	Strengthen LCMC to serve as a mechanism for coordination among parents, students, teachers and headteachers to provide input on what works and what creates obstacles to continued learning.	X	X	X	X
3.1.3	Develop and implement a plan, based on a C4D approach, to advocate for and promote access to education for children, including girls and children with disabilities, by raising awareness and outreach campaigns at the community level.	X	X	X	X
3.2.1	Work with DPEO and the SMC to strengthen supervision and monitoring in the targeted schools and provision of SE grants for 137 schools.	X	X	X	X