

# GUIDELINE FOR INFORMAL EDUCATION PROGRAM (GIEP) FOR CHILDREN OF FORCIBLY DISPLACED MYANMAR NATIONALS (FDMN) IN BANGLADESH

## 1. Background and Rationale:

Since 25 August 2017, an estimated 706,364 displaced people from Rakhine state have crossed in to Bangladesh, increasing the total Rohingya population in Cox's Bazar to 900,000, of which 58 percent are children and 60 percent are women. While it is expected that the repatriation will take place within two years, the children and adolescents in the camps will lose their golden time for learning which is a global concern. Nevertheless, given the situation in the Camps and uncertainty regarding repatriation timing etc., National Task Force for dealing with FDMN issued guidelines to provide "informal" learning opportunity to the FDMN children and adolescent and the learning should be either in Myanmar or English language. Many players are already providing different forms of learning opportunity to the FDMN children that follow different approaches and there is no clear guideline and monitoring present at this moment.

The Second Reaching Out of School Children (ROSC II) is the only GoB approved project that have been supporting the youth of hosting community of Cox's Bazar who are severely affected by this sudden crisis. Since January 2018 ROSC II has been providing Pre-vocational Skills Training to dropped out youth of host community of three upazilas of Cox's Bazar district. To expand this program to all of the upazilas of the crisis affected Cox's Bazar district, ROSC II has been extended for two years (till December 2020) targeting to train 10,000 youth in the said area. In this period ROSC II will also support the FDMN children and adolescents through additional financing in grant terms under a distinct separate component. Primary-aged FDMN children will receive informal education and FDMN children and adolescents will receive psycho-social support through this additional financing.

## 2. Development of GIEP:

In view of the above there is a need to have an agreed and endorsed guideline for learning in place. It will be a concise and complete document that can be used by facilitators (teachers), trainers, supervisors, planners and administrators. The approach also needs to consider the actual constraints of space, availability of qualified facilitators and community-based barriers which will require a range of innovative alternative learning options.

### 2.1 The GIEP

GIEP is committed to promote informal learning and development of the child. Along with basic language and numeracy skills only in Myanmar or English Language, it will also focus on promoting life skills, and building sensitivities towards environment and social cohesion amongst the children. The competency and level-based approach is designed to facilitate attainment of basic competencies across age groups (5 to 14). There are older children in the camp, particularly adolescents in the age group 15 to 18, the imperative of providing learning opportunities to this group has been acknowledged. This particular GIEP has been designed for two (02) year period for the 5-14 years age group. Based on assessment and situation analysis of this period (repatriation etc.) further planning and editions can be made of this version.



GIEP provides a blue print towards 'what' will be taught and 'how' it will be taught according to the guideline of NTF. It is also a reference point for developing teacher training plans as provide. The GIEP will bring in an element of standardization in implementation and will be the uniform guiding document for all stakeholders involved in delivering informal education to FDMN children in Cox's Bazar.

Given the fluid situation in camps the GIEP will be an evolving document. As previously mentioned, the current version will be reviewed after a year. The review will be based on the then external context and the feedback from the field.

Keeping in mind the practical difficulties of space, resources and limited learning time the GIEP chooses to be modest in its aspirations.

## 2.2 Objective:

FDMN children receive informal education and develop learning, literacy and life skills in a protective and child friendly environment so that once they repatriate they can use the gained knowledge.

## 3. Guiding Principles:

**3.1 Safe and Child Friendly Spaces:** The safety and well-being of children is paramount, learning environment for the children will be 'physically safe, emotionally secure and psychologically enabling'. Well-being, care and protection will be facilitated through appropriate infrastructure, norms and regulatory mechanisms, teacher behavior and community participation.

**3.2 Do no harm:** Under all circumstances education interventions should work on the principle of do no harm. But in case of crisis the need for adopting the 'do no harm' principles are even greater.

**3.3 Gender:** Gender issues get highly pronounced during crisis, in the current crisis the incidence of gender-based violence has been real and widespread.

**3.4 Inclusion:** Exclusion and marginalization within marginalized communities exists that could be on lines of religion or social hierarchy.

**3.5 Community Engagement:** Community participation in education of their children helps bring in a certain degree of transparency and accountability, importantly it brings in perspective of the community into education.

## 4. Pedagogical Approach:

The GIEP pedagogical approach is a blended approach, based on the principles of child-centered approach and learning from Education in Emergencies experiences. Conscious of the emergency context and practical constraints of space, time and resources it endeavors to be practical and realistic.

Given the large number of multi-age out of school children, it has opted for the Age Level Based on Guideline for Informal Education Program to provide informal education which will allow children at various learning levels progress at their pace on attainment of level specific learning competencies. Similarly given the complexity around languages the GIEP proposes a Multi-Lingual-Approach. In terms of methods a mix of activities, projects, discussions along with teacher led teaching will be used.



**4.1 Learning Competencies:** Competencies are a set of well- defined expectations of the knowledge and skills students will attain at various learning levels. Based on their attainment students can move to the next level of competencies. Competency based teaching and learning gives flexibility to the students and teachers and the approach works well in alternative settings.

The learning competencies are grouped in Learning Levels I and II. Table 1 below explains the different levels and the basic teaching learning approach that will be adopted for each level. Attainment of the level specific competencies will facilitate the child's movement/transfer to any formal and non-formal education systems when they will be back to their country.

**4.2 Learning Levels:** Based on research and rigorous review process the GIEP has arrived at three Levels for the completion of informal education. It is expected that, any children completing these two levels should be able to get admitted in Grade 3 or 4 in their own country. Based on review of this period and situation analysis, additional levels can be developed if needed.

**Table : 1 : Learning Levels : Equivalence, Approach, Method and Material**

Learning Levels	Approach	Duration	Method and Material
Level I:	Thematic Approach	1 year	Child Centered, Activity Based Cohort of selected material – story books, picture charts, concrete objects, play material, art material
Level II:	Subject Specific Approach	1 year	Child Centered, Activity Based, Focus on literacy and numeracy skills Cohort of age and competency appropriate material – story books, picture charts, concrete objects, play material, art material

#### **4.3 Language/Medium of Instruction:**

According to the guideline of NTF, the medium of instruction, learning and materials will be in English and/or Myanmar language.

**4.4 Life Skills:** 'Life skills' are the skills and knowledge we need to lead safe, healthy, productive and peaceful lives. These are skills related to ways in which children can learn to care for themselves, their family, community and the environment. Children need to be equipped with information and skills that help them protect themselves as solve problems occurring in their daily life during emergencies. By teaching key survival messages and ways of self-protection, children and youth will cope better in an emergency and stay healthy and safe. Some of the key topics that need to be included in Life Skill education are related to health, water and sanitation, child protection, DRR (Disaster Risk Reduction) environment, climate change and social cohesion.

As the children progress in their learning levels life skill will also include components relevant to the age group – reproductive health, substance abuse etc.



## 5. Implementation Support Structure:

A Three Tier structure forms the basic support architecture for the GIEP implementation:

1. National Level: MoPME (following NTF guidelines), ELCG at policy level chaired by MoPME
2. District Level: DPEO, "Education Sector" in Cox's Bazar
3. Overall Coordination at Camps: MoPME selected agency





## Annex 1: Learning Competency: Level I

### General Comments:

The current Level I Competencies are developed keeping in mind the above. Whereas this Phase can continue for **one year** or more for children in the age group 4 to 6 years it can be adapted for older children, using appropriate material and activities. For older children (age group 7 to 10, and 11 to 14) the duration of this phase can be tailored to anything from 2 weeks to 4 weeks.

Physical and Motor Development		
Learning Competency	Learning Outcome	Examples of Indicators
Children develop gross and fine motor skills	<p>Child participates in age specific games and activities for gross motor skills.</p> <p>Child participates in age specific games and activities for fine motor skills</p>	<p>Child is able to: run, jump, skip, hop, catch a ball, throw a ball.</p> <p>Child is able to:</p> <ul style="list-style-type: none"> <li>-thread beads, sort items, make designs with finger or color, hold pencil, drawing, coloring within the lines, and make pattern.</li> <li>-participate in a rhythm way during songs and play.</li> </ul>
Children are able to work using the sense organs.	Child use different sense organs in different activities/functions.	<p>Child is able to:</p> <ul style="list-style-type: none"> <li>- differentiate between various sounds, smell, taste, touch and feel, sight.</li> <li>-list functions of ear, nose, mouth, eyes and touch.</li> </ul>
Children have the skills necessary to maintain personal health/hygiene and safety.	<p>Child apply selected hygiene practices.</p> <p>Child practice selected personal safety measures.</p>	<p>Child demonstrates healthy/hygiene practices like -washing of hands, brushing teeth, washing body, brushing hair, using toilet.</p> <p>Child is able to:</p> <ul style="list-style-type: none"> <li>- keep clean his/her own immediate surrounding like dispose of rubbish (waste papers, bottle/packet, spitting, peels etc,</li> <li>-demonstrate safety practices like keeping away from dangerous things like knife, sharp objects, fire, road safety, natural hazards, staying away from open water source, electricity, gas cylinder</li> <li>-show awareness of basic forms of abuse (good touch and bad touch, negligence, physical punishment)</li> </ul>
Psycho-Social Development		
Learning Competency	Learning Outcome	Examples of Indicators
Children have developed a sense of well-being, self-esteem and demonstrate confidence.	Child is able to follow and respond to teachers and other adults with confidence and socially appropriate manner.	<p>Child is able to:</p> <ul style="list-style-type: none"> <li>- greet teachers, peers and other adults in a socially acceptable manner.</li> </ul>

	Child is able to interact with peers in an appropriate and friendly manner.	<ul style="list-style-type: none"> <li>-participate in conversations in respectful way with teachers and other adults</li> <li>-engage with peers during group work and play</li> <li>- support team during group work activities.</li> <li>-follow rules and shows respect to teachers and peers (taking turns, sharing material, allowing others to speak).</li> </ul>
Children have the ability to regulate and direct their own activities	Child is able to choose activities and work on them until its completion.	Child is able to: <ul style="list-style-type: none"> <li>- choose an activity and complete it enjoyment.</li> <li>-follow sequence for completion of activities/ projects.</li> <li>-explain about his/her task/ activities.</li> </ul>
Children show empathy to others (children and adults) in a positive way	Child is able to understand other people's (children and adults) observations and opinions.  Child is able to respond to other children's behavior distress (sad, anger, stressed etc) with positive gestures.	Child is able to: <ul style="list-style-type: none"> <li>- listen actively to other children and adults in her/his immediate life. (family, friends)</li> <li>-respond with appropriate gestures (show sympathy, share toys, help in completion of work etc) in behavior distress of friends and family members.</li> </ul>

#### Numeracy

Learning Competency	Learning Outcome	Examples of Indicators
Children develop concept of categorization, quantity, measurement, spatial relationships and sequencing.	Child can classify, and sequence given objects according to one or more characteristics (size, color, shape).	Child is able to: <ul style="list-style-type: none"> <li>- classify (group objects) concrete objects by one or two attributes. Ex: squares and rounds, red squares, blue squares and red circle; animals and birds,</li> <li>-sequence objects (seriate) based on one or two criteria (tallest tree to smallest tree, biggest animal to smallest)</li> <li>-create patterns with concrete objects (two red beads, one yellow, two big pebbles one small)</li> <li>-compare groups of objects (e.g., using the terms more, less, same)., develop one to one correspondence</li> <li>-develop a number sense for numbers 1 to 10 or more. That is beginning to connect numbers to given quantity. Children recognize and use number words and symbols</li> <li>-learn number sequence up to 10 and</li> </ul>





		basic counting. Compare and order objects according to measurable attributes (e.g., length, weight, capacity).
Children recognize and identify various common shapes.	Child is able to identify common 2-dimensional shapes in their surroundings.	Child is able to: - identify common objects that are round, square and triangle in their environment -draw basic 2-dimensional shapes
Children are able develop an awareness of mathematical problems.	Child is able to give reasons or observation on mathematical problems in stories or puzzles.	Child is able to logically answer mathematical problems Ex: I had two mangoes gave one to my friend. What do I have?
<b>Language: English</b>		
<u>Listening and Speaking</u> Children follow simple English words and sentences with mother tongue support / scaffolding.	Children are able to follow simple English with support of mother tongue.  Children are able to identify/differentiate sounds and words from Rohingya, English and Myanmar languages	Child is able to: - follow simple oral instructions. (one of two words/simple sentences) -recall and recite rhymes, songs, poems. (mother tongue, English, Myanmar) - use a combination of mother tongue and English words to reproduce short stories, comment on characters; predict what will happen next; ask appropriate questions; act out familiar stories - develop correspondence between symbol and sound for English alphabets.
<u>Reading</u> Children have the basic literacy skills (pre-reading and writing) in Myanmar and English language.	Children develop awareness of alphabet as symbols for sound. Develop phonological awareness.  Children engage in pre-writing activities.	Child is able to: -identify select alphabet/ letters, especially those in his/her own name. -to de-code simple words based on phonological awareness -demonstrate understanding of the concept of directionality: front to back; left to right; top to bottom, movement on a page while handling books. -do picture reading, matching cards, labelling, crossword with cards, make simple words with cards, -participate in activities like free drawing, pattern drawing, tracing, scribbling of symbols and alphabets.
<u>Writing</u> Children have the basic literacy skills (pre-reading and writing) in English.	Children engage in pre-writing activities.	Child participates in activities like free drawing, pattern drawing, tracing, scribbling of symbols and alphabets.
<b>Myanmar Language</b>		
<u>Listening and Speaking</u>	Child is able to repeat, use	Child is able to:

Children are able to understand and use simple words and sentences in Myanmar language with support of mother tongue.	common words, sentences and rhymes in the center.	-Pronounce simple words appropriately. - Recite familiar rhymes with appropriate pronunciation. -Introduce self and others. -Respond to greetings in Myanmar -Responds in one word or simple sentences to questions asked by a teacher/visitor.
<u>Reading</u> Children develop an understanding of sound – symbol (alphabet, words) relationship.	Children will be able to identify select alphabets and words. (Written/Print)	Child is able to: recite alphabet sounds after the teacher. Read select (out of 33 Myanmar consonants and 11 vowel) under teacher guidance. -join the letter with vowel symbols and make the words - use diphthong sound in the word which is appropriate for the grade or level -match the picture with the word -read (guess) familiar words which are common in the context.
<u>Writing</u> Children develop basic literacy skills (pre-reading and writing) in Myanmar language.	Children demonstrate pre-writing skills.	Child is able to: -hold pencil/crayon/chalk and colour large shapes of different kinds -draw freely using chalk, pencils, crayons -draw various kinds of pattern (//, \\, CC, OO, I I, XX) - copy select alphabets.





## Annex 2: Learning Competency: Level II:

Myanmar Language		
<p><u>Listening and Speaking</u> Children are able to understand simple sentences in Myanmar language</p> <p>Child is able to distinguish alphabetical sounds.</p>	<p>Child is able to follow simple instructions, stories and rhymes.</p> <p>Child is able to identify and alphabets and their appropriate sounds.</p>	<p>Child is able to:</p> <ul style="list-style-type: none"> <li>-follow simple instructions given by the teacher.</li> <li>-predict what will happen next in the story which she has heard before in the center.</li> <li>-recall stories (mix of mother tongue and Myanmar) she has heard in Myanmar</li> <li>-answer simple questions in words(vocabulary) , phrases and simple sentences</li> <li>-pronounce the alphabets, diphthongs and vowels.</li> <li>-pronounce simple words.</li> </ul>
<p><u>Reading</u> Children are able to read simple words and sentences.</p>	<p>Children are able to read alphabets, words and simple sentences.</p>	<p>Child is able to:</p> <ul style="list-style-type: none"> <li>-identify alphabets and simple words.</li> <li>-understand the directionality of reading (left to right, )</li> <li>- identify common words, labels, words with pictures.</li> <li>-read aloud words and sentences with peers and teachers.</li> <li>- enjoy picture and story books.</li> <li>-begin to read familiar text with punctuation marks.</li> </ul>
<p>Children develop basic writing skills.</p>	<p>Children demonstrate basic writing skills.</p>	<p>Child is able to:</p> <ul style="list-style-type: none"> <li>-write alphabets and simple words. (copy alphabet on 4 lines, correct spelling)</li> <li>- copy simple sentences.</li> <li>- compose simple sentences on a given topic/complete a story.</li> <li>- to work in a group for composing an essay or a story. (verbally communicate points, collect and arrange them in sequence).</li> <li>-write a draft in group or individually. (review the draft of for quality).</li> </ul>
English Language		
<p><u>Listening and Speaking</u> Children follow simple spoken English in center and elsewhere. (as foreign language).</p>	<p>Children follow and participate actively in oral English language activities.</p> <p>Children can use (recycle)</p>	<p>Child is able to</p> <ul style="list-style-type: none"> <li>-follow simple (oral) instructions</li> <li>- answer short question based on a story.</li> <li>- recite, recall and reproduce songs and rhymes in English.</li> <li>- use appropriate phrase to greet and respond to others</li> <li>- recall and pronounce new vocabulary</li> </ul>

	taught vocabulary and phrases to hold a conversation and express their opinions in English.	and phrases. -comprehend and reply to simple question.
<u>Reading</u> Children develop core reading skills in English.	Children can read the assigned text with comprehension.	Child is able to: -recite, recognize letters and words. -answer question based on the text. -tell the stories in their own words. -read aloud with correct pronunciation
<u>Writing</u> Children develop basic writing skills in English.	Children can generate simple paragraphs (4 to 5 sentences) with understandable and appropriate sequence and vocabulary.	Child is able to: -write letters and words. -write answers (one word/simple sentence) in structured exercise. -copy simple sentences. - compose simple sentences on a given topic/complete a story -generate their own writing based on a taught model.

### Numeracy and Calculations

Learning Competency	Learning Outcome	Examples of Indicators
Children will develop concept of number and number operations	Child will be able to demonstrate understanding of number and corresponding quantity.	Child is able to: - count and tell/write number of objects in a given set. (and vice versa) -present understanding of numbers and place value (01 -9, 10 -100, 100-1000) through concrete objects and written work. (Counting and regrouping in tens and ones/Place value concept) -recite and write numbers up to 1000100. -do addition and subtraction on two-digit numbers using place value. Use of the addition symbol (+) or subtraction symbol (-) to write a mathematical statement for a given situation.
	Child will be able to perform the 4 basic number operations. (addition, subtraction, division and multiplication)	Child will be able to: - add and subtract mentally, solve work problems Word (orally) -do basic preparatory work for multiplication and division (by giving situation-of repeated addition and sharing).
	Child will be able understand the concept of even /ordinal numbers.	-use the concept of 1st, 2nd, 3rd in different situations, be able to position numbers on a line, recite ascending and descending, as count in various ways-skip, forward, backward, group counting (oral work, activities) -Use numeracy in the environment-practical numeracy in household, school, market. Physically learning of numeracy

(a)



Children will develop an understanding of different shapes and sizes.	Child is able to identify, describe, differentiate and construct/draw different shapes.	(jumping 10 times, etc.) Child is able to: -identify the basic 3-D shapes such as cuboid, cylinder, cone, sphere by their names. -identify 2 D objects of different shapes in the environment and is able to describe their attributes. (rectangle, square, triangle, circle by their names) -make shapes using different material (string, straw, match stick, draw -differentiate between various shapes, sizes and volumes.
Children understand the concept measurement. (Length, height and weight, liquid, distance)	Child is able to use standardized units of measurement for measuring length and weight.	Child is able to: - measure things using non-standard units like hand spans, pencil, strips etc. -tell the need for equal length unit locally and for country of origin both measurements (inch, centimeter, kilograms, VISS. Liters) -tell the need/use of simple balance in daily life. -estimate weight, length of various objects
Children are able to understand the concept of time.	Child is able to use common measures of time year, month, week and day and hour.	Child is able to: - list months in a year. -list days in a week. -to recognize the different phases in a day – morning, afternoon, evening night. -tell concept of an hour and tell time from a watch/clock
Children are able to recognize currency.	Child is able to recognize various common denominations of the currency and do simple additions and subtraction with it.	Child is able to: - recognize common small denomination currency and coins of host country, country of origin. and third country. Mainly local currency is important -put together/add small amounts of money. Child is able to add and subtract small amount of money mentally.

