

Education Cannot Wait Facilitated Multi-Year Resilience Programme 2018 -2020

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PROGRAMME INFORMATION SUMMARY

Programme Title: Cox's Bazar Education Support Programme

Start Date (*indicative*): October 2018

End Date (*indicative*): December 2020

Brief Description
<p>Since 25 August 2017, over 700,000 Rohingya refugees have been forced across the Myanmar border into Bangladesh to escape wide-spread violence in Rakhine State. This new influx of refugees joins an existing population of Rohingya that has crossed into Bangladesh over the last decades, escaping violence and persecution. Cox's Bazar district now hosts over 900,000 refugees, more than half of whom are under the age of 24. It is estimated that approximately half of the refugee children have not participated in any form of learning prior to and since arriving in Bangladesh. This recent influx of Rohingya refugees places enormous pressure on the already fragile social, economic and environmental structures of host communities. Cox's Bazar District is among the lowest performing districts in the country with regards to education access, retention and achievement. Increase in prices which have been further exacerbated since the large influx, have caused urgent financial needs making families deprioritize education. Moreover, the scale of the aid reaching the camps has created a sense of deprivation amongst the local population, who are impacted by the situation.</p> <p>This multi-year framework will build on the existing emergency response, targeting refugee population in the camps while also supporting improvements in host communities. Interventions over the three year implementation period will build on the Joint Response Plan (JRP), focusing on three main domains including: access to education in safe and protected learning environments; quality through teaching and developing relevant and contextualized teaching and learning materials; and community participation, ensuring ownership and engagement of the targeted beneficiaries. In host communities, emphasis will be placed on strengthening education systems to improve quality in public schools. The proposed multi-year programme is an extension of the humanitarian response with alignment to the joint response plan, including a component on systems strengthening as a fourth domain to ensure sustainability. The multi-year framework aims to support approximately 562,495 refugee and host community children and youth, and 9,800 teachers. The overall budget requirement is 222.21M¹.</p> <p>ECW seeks to provide US \$12m in seed funding from its Multi-Year Resilience Window for the multi-year response. It's Multi-Year Resilience Program will support approximately 88,500 refugee and host community children and youth and 2,000 teachers. This seed funding will be channelled through three granting agencies: UNICEF, UNESCO and UNHCR².</p>

¹ These figures are indicative and subject to change.

² Given the challenges faced by non-governmental organizations to operate in Cox's Bazar, including visa and planning beyond 6 months, it was agreed with the Education Sector Coordination Group that the three UN members of HLSG/EXCOM, namely UNHCR (lead in refugee situations), UNICEF (lead on education in emergencies) and UNESCO (system and policy reforms) serve as grants-managers for ECW funding, which in turn will enable NGO implementation.

<div>Programme Outcomes:</div> <div>1. Access</div> <div>2. Quality</div> <div>3. Community Engagement</div> <div>4. Systems Strengthening</div>	Total resources required: (in USD millions)		US\$ 222.21 m ^[1]	
	Total resources committed: (in USD millions)	Pledged (Subject to confirmation)	World Bank	25.00
			King Abdullah Foundation (Phase II)	15.00
			Education Cannot Wait	12.00
			Global Partnership for Education	8.30
			KFW (Phase II)	8.00
			EU DEVCO	2.50
		Confirmed	Global Affairs Canada	8.20
			King Abdullah Foundation (Phase I)	4.20
			USPRM	3.30
			Education Cannot Wait (Phase I)	3.00
			Education Above All Foundation	2.88
			KFW (Phase I)	2.00
			Other Donors	1.00
			Finland, Government of	0.49
			Swiss Solidarity	0.42
			Japan, Government of	0.37
			Korea, Republic of, Government of	0.19
	Unfunded:		US\$ 125.36 m	

Agreed by (signatures):

Government	ECW	Coordinator(s)/Grantees
Print Name:	Print Name:	Print Name:
Date:	Date:	Date:

^[1] Projections are for 2018-2020 and based on Indicative Multi Year Framework.

ACRONYMS

CBO	Community Based Organizations
DRM	Disaster Risk Management
ECW	Education Cannot Wait
EiE	Education in Emergencies
EOI	Expression of Interest
ELCG	Education Local Coordination Group
GBV	Gender-based violence
GPE	Global Partnership for Education
HRP	Humanitarian Response Plan
INEE	Inter-agency Network for Education in Emergencies
IASC	Inter-Agency Standing Committee
JENA	Joint Education Needs Assessment
JRP	Joint Response Plan
KAF	King Abdullah Foundation
KfW	Kreditanstalt für Wiederaufbau
LC	Learning Centre
LCMC	Learning Centre Management Committee
LCFA	Learning Competencies Framework and Approach
LSBE	Life Skills Based Education
MoPME	Ministry of Primary and Mass Education
MoE	Ministry of Education
MHPSS	Mental Health and Psycho-social support
MYR	Multi Year Resilience
SAG	(Education Sector) Strategic Advisory Group
SDG	Sustainable Development Goals
TLC	Temporary Learning Centre
ToC	Theory of Change
RRRC	The Refugee Relief and Repatriation Commissioner
PEDP	Primary Education Development Programme
PSC	Programme Steering Committee
PSS	Psycho-social support
SLIP	School level improvement plans
UPEP	Upazila Primary Education Plans
USPRM	United States Bureau of Population, Refugees, and Migration

I. ANALYSIS OF ISSUES/CHALLENGES

A multi-year framework for the education of Rohingya refugees and host communities

This multi-year framework is based on the 2018 Joint Response Plan (March – December 2018) and builds on the foundation laid by Education Cannot Wait (ECW) support in the initial months of the Rohingya education response. It lays out a set of strategies and a programme of work that ensures that Rohingya refugees receive a basic education and are prepared for repatriation. The proposed framework also addresses the education needs of host communities who have been impacted by the arrival of the refugee population. Finally, acknowledging the potential for crisis protraction, the framework lays a basis for bridging the humanitarian-development nexus as it projects beyond the JRP to 2020.

Since the current JRP, approved by the Government of Bangladesh, only runs until the end of 2018, ECW lobbied for, and initiated the development of a multi-year framework in Cox's Bazaar, building on its support to the crisis provided through its First Emergency Response window in November 2017. The resulting framework is aligned behind the activities outlined in the JRP and provides the structure behind which funding from ECW, GPE, World Bank and others are being aligned. For instance, the Global Partnership for Education (GPE) with a USD\$8.3million will support to improve education and resilience of the Rohingya refugees and host communities residing in Cox's Bazar district, in aligning to the Strategic Objectives of the JRP and of this framework.

Complementarities and synergies with other funding instruments and other ongoing interventions

Programme Outcomes:	Confirmed				Pledged				
Donors	K A F	K F W	U S P R M	O t h e r s	G A C	E U	E C W	G P E	W B
1. ACCESS									
Establishment and/or rehabilitation of learning centres with WASH facilities	X	X	X	X			X	X	X
Rehabilitation of education facilities for host communities	X						X	X	X
Provision of teaching, learning and recreational materials for Rohingya children	X	X		X			X	X	X
Provision of teaching, learning and recreational materials for host children	X						X	X	X
Skills in informal technical education for adolescents in host communities.	X			X			X	X	
Skills in informal technical education for adolescents in camps.	X			X			X	X	
Create platforms for adolescent participation	X						X		
Learning and skills training centres which deliver educational and training services.	X								
Support for children with disabilities	X	X						X	
2. QUALITY									
Develop, print and disseminate teachers' and learners' materials	X	X	X	X				X	
Diagnostic test and assessment for Rohingya learners	X	X	X						
Support capacity development of teachers	X	X	X	X				X	
Recruitment and remuneration of teachers for Rohingya and host communities in learning centres	X	X		X			X	X	
Teacher professional development for host community teachers	X						X	X	
3. COMMUNITY ENGAGEMENT									
Strengthen participatory mechanisms within schools, especially school management committees (SMCs).	X	X		X			X	X	
Promote access to education by raising awareness and outreach campaigns at the community level	X	X		X			X	X	

4. SYSTEMS STRENGTHENING									
Establish school safety procedures and orientation for teachers SMC members on Disaster Risk Reduction (DRR)	X								X
Prepare alternative education continuation plan to support provision of education during the disasters	X								X
Established and strengthened information management systems.	X						X	X	X
Support School effectiveness implementation, including school grants	X							X	X
Strengthen capacities of District Education Offices	X						X	X	X

The Multi Year framework has been designed to comprehensively address the identified education needs within the camp and host-community and complement existing initiatives. The support from ECW in the form of seed funding (ECW's Multi-Year Resilience Programme) is one contributor to achieving the overall results and is complementary to other funding as indicated above.

To reflect this holistic lens, the Theory of Change (ToC) of the multi-year framework assumes a broader systems view, incorporating critical programming components of the Education Sector's strategy. The proposed framework has been developed from the current service delivery model to address the educational needs of both refugees and host communities, as well as strengthen education systems. To strengthen ongoing work, programme interventions will place special emphasis on supporting quality learning opportunities for the host community and Rohingya refugees, wherever they reside. So far progress has been realized in facilitating a level of access including the construction of learning centres, teacher recruitment and providing foundational teaching skills, development and distribution of teaching and reference materials as well as assorted scholastic materials. Through the multi-year framework, incremental efforts to enhance quality will be made building upon progress realized to date. Additionally, the framework takes a futuristic outlook and outlines areas that require progressive policy changes to facilitate interventions; the aspects include systems strengthening, meaningful programming for the youth especially skills training as well as formal recognition of learning achievements and other pathways to education. Consequently, the sequencing of the program activities is done to enable execution of activities that are possible within the current policy environment while laying foundation for an incremental gain.

By applying a systems-based approach and by continuously engaging with refugees and host community, all investments under this framework are intended to have both immediate and medium-term impact, providing the means for future transitions to longer-term development interventions.

This multi-year framework also serves to provide a holistic picture of the educational needs of the refugees and the overall resources required to meet them. As there are several funding streams in the pipeline supporting the programmatic interventions under this multi-year framework, it is important that all of them align behind the strategic objectives outlined in the Joint Response Plan (JRP). This document therefore serves as a guiding framework not only for funds in the pipeline, but also to ensure new funding streams are targeted to areas that need it most.

The framework recognizes the importance of ensuring a harmonized approach in education to the Rohingya response. Without a harmonized approach and strong partnerships, a multiplicity of uncoordinated and unaligned initiatives have the potential to undermine effectiveness. The framework thus focuses on addressing current gaps and recurring obstacles faced by the community and partners, as well as projecting future interventions and support required. It recognizes the important contributions of other programmes, including the ongoing initiatives of Education Sector actors and other cross-sectoral contributions.

Furthermore, by engaging with systems of power, such interventions will be equitable, gender-responsive, and gender transformative in nature. Not only do they recognize the specific needs of female and male children and youth, including those coping with various disabilities, but they also include active measures to transform harmful gender norms, roles and relations, seeking solutions through continuous consultations with refugee and host communities. Quality learning opportunities

will enhance the wellbeing of children and youth, as well as enable communities to effectively support and manage education provision and transform gender relations through education³.

The proposed multi-year framework for the education of Rohingya refugees will strengthen efforts to build-back communities aligned to future voluntary-repatriation efforts, equipping communities with the skills required for return and ensuring better preparation for life in Myanmar for those who return home. For host communities, interventions are designed to ensure local learners and adults also benefit, providing initiatives that improve the quality and relevance of learning, and provide greater employment opportunities for host-community members to fill roles as teachers, managers, and education monitors. This will enhance both the education and economic opportunities for the host community for the years to come.

1.1 Context

Violence in Rakhine State, Myanmar, which intensified on 25 August 2017, has driven over 700,000 Rohingya refugees⁴ across the border into Cox's Bazar, Bangladesh adding to the 34,000 refugees



previously registered with the government and a total of 213,000 members of the Rohingya community who were residing in Bangladesh prior to the new influx.⁵ In total over 900,000 Rohingya refugees (48% male and 52% female) presently reside in the district. More than half of the Rohingya population (58%) are under the age of 18 and 80% are women and children with 95% of families reported arriving on 25 August 2017 or later. An estimated 16% of the Rohingya are single mothers. Many have lost their husbands to violence in Myanmar or to migration in search of livelihoods for survival. Thus, despite their resilience, this refugee population remains exceptionally vulnerable.

Cox's Bazar is one of the most impoverished districts of Bangladesh. On average, 33% live below the poverty line and 17% below the extreme poverty line. The primary school completion rate for Cox's Bazar is 54%, while the divisional and country level rate is about 80%. The situation is further compounded by the increasing levels of displacement, which puts additional pressure on health services and exacerbates challenges regarding food security and nutrition. The vulnerable circumstances of the arrivals also impact the local economy. The influx of desperate

workers has led to lower day labour wages and increased the price of basic food and non-food

³ As per Committee on the Elimination of Discrimination against Women (CEDAW) General Recommendation No. 36 (2017)

⁴ As noted by the 2018 Humanitarian Response Plan (HRP) "In keeping with its policies, the Government of Bangladesh refers to the Rohingya as "Forcibly Displaced Myanmar Nationals", in the present context. The UN system refers to this population as refugees, in line with the applicable international framework for protection and solutions, and the resulting accountabilities for the country of origin and asylum as well as the international community as a whole." To retain consistency the term refugee is used to reference the aforementioned population.

⁵ Numbers as reflected in the HRP, (pg. 7) based on the Needs and Population Monitoring (NPM) conducted in 2017.

items⁶. Further increases in population totals and density are likely to affect the basic road and market infrastructure that exists, resulting in the need to strengthen services. Traffic congestion is already a major problem that limits access and mobility around large sites, thereby increasing safety risks.

Finding practical and sustainable solutions to the educational needs of the Rohingya refugees and the host communities has been an ongoing challenge. Education actors have worked collaboratively through the Cox's Bazar Education Sector to define priorities and approaches. According to the 2018 Joint Response Plan (JRP), a nine-month plan, the Sector's priority is to meet the needs of 540,000 children and youth (50% girls) aged 3-24 years, 9,000 teachers and 50,000 community members.

While implementation and fundraising efforts are underway to address the immediate educational needs of the community, the Sector, with support from the Inter-Agency Network for Education in Emergencies (INEE) and Education Cannot Wait (ECW), conducted a Sector workshop to brainstorm and develop multi-year objectives. The outcome of this workshop builds on the priorities of the JRP and is the basis of this multi-year framework. In an effort to derive a broader strategy from the JRP, the Education Sector utilized this brainstorming workshop to craft a strategy and longer-term vision for the response, which will continue to evolve based on Sector priorities and the operational context. The goal of this vision is to ensure current investments are leveraged to build a strong foundation to help sustain quality provision of education from the start, and throughout the duration of the response. To avoid duplication and overlap, efforts will be made to align complementary funding contributions -including ECW, Global Partnership for Education (GPE) and others - and ensure a shared vision of how the Education Sector can coherently and strategically respond to the needs of Rohingya refugees and the host community.

As children and youth constitute most of the recent arrivals, there is a clear need for equitable access to quality learning opportunities in safe and protective environments. This will be ensured through the provision of flexible learning opportunities, grounded in contextual realities, as well as the development of teaching and learning strategies that are tailored to the varying needs of the Rohingya and host communities. The response will be strengthened through a high-quality standardised approach to Education in Emergencies (EiE), which is grounded in contextual complexities and integrates closely with other sectors, thereby ensuring the provision of lifesaving services, including health, Mental Health and Psycho-social support (MHPSS), protection and WASH. The current coordination mechanism facilitates continuous dialogue among the different sectors. Key information on critical needs identified by the proposal (such as PSS or WASH) will be shared consistently with other sectors and working groups (Child protection Working Group and WASH sector)

1.2 Situation Analysis

There are several challenges impacting the provision of quality learning opportunities for Rohingya refugees as well as for host communities. These include challenges in: access, quality, equity and gender equality, protection, continuity, and education in the host community.

Access

The Joint Education Needs Assessment (JENA) 2018 reported the following findings regarding educational attendance and enrolment of Rohingya refugees:⁷

- For primary aged children (aged 6-14), 57% of girls and 60% of boys have attended learning centres since arriving in Bangladesh. Attendance is weaker at pre-school level (aged 3-5) - at 43% of both boys and girls. Only 4% of adolescent (aged 15-18) girls attended Learning Centres

⁶ Food Security Sector, market price monitoring.

⁷ Cox's Bazar Education Sector. (2018, June) Joint Education Needs Assessment: Rohingya Refugee in Cox's Bazar

(LC) compared to 14% of adolescent boys. Given the lack of services at secondary level and vocational training, the assessment was unable to establish what type of education these adolescents were accessing, but it is possible that these are secondary aged children attending primary learning facilities.

- Prior to displacement, 50% of girls and 58% of boys aged eight and above reported graduating from at least Grade 1 in Myanmar; those who had access to education completed on average three grades of schooling, with 31% of boys and 25% of girls reported having completed Grade 3.
- Only 57% of children who attended school in Myanmar have attended a learning centre since arriving.
- 51% of children who have never previously attended school have started attending a learning facility since arrival.
- While approximately 43% of children do not attend a learning facility at all, for those who attend, do so regularly. Over 90% of children who had attended a learning facility did so for at least four days—similar to the reported situation prior to displacement.
- In the host community, Cox's Bazar lags behind in all development indicators in Bangladesh. According to Bangladesh Annual Primary School Census, 2016, the net intake rate in the district is the lowest in the country at 71.0% compared to the national average of 98%. The dropout rate in primary education is the highest in the country at 31.2% (39.6% for boys and 22.8% for girls) compared to the national average of 19.2 % (boys 22.3% and girls 16.1%).

There are several significant barriers to accessing education:

- *Lack of available learning centres* – the JENA identified lack of learning centres as the most important barrier for 20% of children of all ages and gender. As of 31st of July 2018, approximately 1,200 learning centres (including learning centres, temporary learning centres, mobile learning, etc.) serve the needs of 140,000, refugee children (69,000 girls), and 3,700 children and youth from the host community (of whom 2,100 are girls) have been supported. So far, 276,000 refugee learners (ages 3-24) are not accessing any type of learning centres. Approximately 2,000 youth and adolescents currently access education, which is less than 2% of the 130,000 of the current refugee youth and adolescent population. We estimate that an additional **4,300** learning centres will address the needs of the current refugee population with 4-hour contact time.
- *Availability of land to construct learning centres* – Although the camp is expanding, the land granted is not sufficient to cover overall relocation needs, and space for education services is currently constricting due to limited availability of land. The current monsoon season will further exacerbate this scarcity and pose additional risks, as over 200,000 people must be relocated within the camp due to flood and landslide risks. At least 350 learning centres will be affected by this risk and are currently being evaluated by partners⁸. Land scarcity is a key issue severely hampering the response which will require partners to employ innovative approaches to learning provision.

In the absence of sufficient space to allow for the establishment of the required number of learning centres, Education Sector partners need to identify alternative modalities in consultation with girls, boys, women and men, to ensure learning opportunities are extended to all children and youth. Inter-sectoral collaboration is also necessary to respond to congestion and land availability problems, and strategies to mitigate additional risks need to be adopted. These strategies include using Learning Centres as multifunctional spaces, integrating learning in other facilities, and leveraging alternative modalities for delivery of education services.

- *Distance to learning centres* – long distance to centres prevent children from attending courses regularly. According to the JENA, long walking distance to learning centres was

⁸ Number based on Sector analysis from REACH data

reported by 40% of parents with children aged 3-5 years, 30% of parents of children aged 6-14 years and 26% for those aged 15-18 years. This is compounded for certain groups, such as children with physical disabilities, by the difficulty of terrain, especially during the rainy season. The findings call for ensuring that programming for education facilities remain sensitive to the needs of children of various age ranges as well as those living with disabilities.

- *Lack of WASH facilities* – was also perceived to be a key gap and barrier to access, according to focus group discussions reported in the JENA report, including lack of latrines and safe drinking water, whilst public latrines were seen as dangerous places for children. Only 11% of learning centres have latrines on site, while only 39% have hand-washing facilities.
- *Psychosocial trauma, linked to displacement* – although the JENA report does not specifically mention mental health as a barrier, secondary data analysis suggests trauma is a factor limiting children's ability to access education. Many children and youth have arrived in Bangladesh psychosocially distressed after witnessing and experiencing traumatic events on their journeys. Stressors such as outbreaks of diphtheria and measles in the camps, as well as the looming threat of cyclones, landslides and flooding during the rainy season may further compound this distress. Holistic EiE interventions providing quality psychosocial support (PSS), health and hygiene promotion, and disaster risk management (DRM) efforts can prove both lifesaving as well as being a critical protection mechanism in the event of a disaster.

Other barriers to access reported include:

- *work at home or outside home*, identified as a barrier by 20% of parents of primary aged children, increasing to approximately 50% of parents of adolescents (15-18);
- *inadequate content*. On the one hand, inadequate content reflects the limitations of what is currently being offered as a result of the government directive to not provide formal education to refugees. On the other hand, a further 40% of parents of adolescent girls reported that education was not appropriate for children of their age. This is likely linked to conservative social norms constraining mixing with the opposite sex and restricting movement outside the household after the onset of puberty, as well as the belief that education is of limited use for girls who will grow up to fulfil primarily domestic responsibilities.

Quality

Relevance and quality of education content and education service delivery are emerging as critical issues revealed by the JENA report. Key challenges include: lack of a government approved framework; teacher recruitment, and teacher standards; contact time for children; learning materials and content; and related capacity of partners.

Significantly, one critical barrier to providing quality education within the response has been the lack of a harmonized and government approved framework to provide education to Rohingya refugees, which if not addressed will continue to hamper access to quality education for the refugee children. So far, the government has only sanctioned provision of informal education, with no linkages to any approved education systems. Despite this complication, education partners have worked towards ensuring uniformity in approach and content to the extent possible.

Currently, a Learning Competencies Framework and Approach ("Learning Framework") is under development, in consultation with the Sector. It is a living document and an interim measure to address the immediate and urgent need for structured learning, with the aim of developing the required competencies according to age and grade. It covers learning levels 1 and 2 for children up to 14 years old. Levels 3 and 4, which covers up to grade 8 have been drafted and should be ready for roll out before the end of 2018. Of concern is that many of the Rohingya children in the learning

centres have never gone to school, went to school but dropped out, went to school but had poor attendance or participated in schooling of poor quality. To address the mismatch between learning levels and ages, a present priority is to assess current literacy and numeracy skills of children, and group them in appropriate learning levels while providing them with relevant and developmentally appropriate learning materials.

The Learning Framework development followed a consultative and collaborative process in which the Education Sector in Cox's Bazar participated, and views of the Government of Bangladesh and refugees were integrated. At present, government endorsement is still pending. It is important to note that while the Learning Framework is an important starting point, work on expanding it to include additional levels and complementary approaches is under development. The utilization of existing learning materials through a curation and localization process is prioritized rather than dedicating time and resources to the development of any new materials.

Teacher recruitment and standards remain challenging. Recruitment of Rohingya teachers is a significant concern due to a small pool of sufficiently educated, Burmese-speaking teachers among the Rohingya population, as well as competition from better-paying work elsewhere in the response. Teachers report that the content of teaching (given that no formal curriculum has been approved) is often improvised and unstructured, and that they lack the means to adequately distinguish between children of different ability levels, and thus ensure grouping according to competency. This last issue is significant: children coming to Learning Centres in the camps are a complex group. They range in age from 4 to 14, and comprise children who have never gone to school, children who went to school but had dropped out, and children whose schooling got disrupted because of displacement. Under the circumstances, formative assessment becomes critical in ascertaining the learning levels of children coming to the centres.

The Learning Framework which is under development will serve as reference point for developing teacher training plans as well as provide guidance for student assessment. It will bring in an element of standardization in the provision of education to Rohingya children that can be built on. The LCFA is a guiding document for all stakeholders involved in delivering education for refugee children and will be applicable to various methods of delivery, including the Learning Centre Approach. The LCFA will be augmented by agency specific operational plans which will include appropriate monitoring mechanisms.

The limited amount of contact time that learners are experiencing is another major factor affecting quality. The existing practice provides only for three shifts of two to two and a-half hours per day. Further, while sector partners are experienced in education provision in development settings, most lack operational experience and technical know-how in delivering meaningful EiE. As such, there is a need to develop and implement a systematic capacity building plan to ensure the quality provision of education in this context for sector partners at all levels. This includes mainstreaming EiE in policy and decision making, in planning and management as well as in coordination, with the ultimate aim of ensuring frontline service providers (i.e. educators) obtain adequate support to facilitate meaningful learning.

Gender equality, and equity

Cox's Bazar is among the lowest performing Districts in the country with regards to education access, retention and achievement. The dropout rate for Cox's Bazar is 45% for boys and 30% for girls; in the Chittagong region to which Cox's Bazar belongs, primary completion rates for boys are also inferior to that of girls (74% vs. 85%), including for the poorest (48% for poorest boys vs. 59% for poorest girls). At the lower secondary level, this still holds mostly true, with boys' lower secondary completion rates standing at 47% while for girls' is 56%. Among the poorest, this is no longer valid: 22% of the poorest males complete primary education, against 15% of the poorest females⁹. Thus, while there is high drop out among girls, there is also high drop out of boys. Both Rohingya and

⁹ <https://www.education-inequalities.org>

Bangladeshi children mention low levels of family income as a key reason for dropping out to find work, especially for boys. Urgent financial needs have caused families to deprioritize education.

Girls suffer from disadvantages, albeit of a different nature. Within both communities, girls face additional socio-cultural barriers combined with safety concerns and supply-related issues such as a lack of trained female educators or gender-segregated latrines. Moreover, the JENA indicated that the practice of “Purdah”¹⁰ was widely practiced among the Rohingya communities before displacement. As a consequence, many Rohingya parents in Myanmar do not send their adolescent girls to school. Many families would prefer that older girls attend single-sex classes, making it more difficult for them to access education.

Improvements in gender mainstreaming and targeted interventions are needed to ensure that adolescent and young girls in the refugee and host communities have access to education. Field level discussions with parents show that traditional gender views persist amongst community members. The education aspiration for boys is educating them to become professionals like doctors and teachers, whereas parents are often reluctant to send girls to school from around age twelve onwards. The combination of violence against women, heightened security issues and restrictive traditional beliefs affects girls’ participation in education. A sensitive and balanced strategy which works towards raising awareness and changing attitudes towards girls’ education is needed with parents and the community. Training on gender and related issues including prevention of sexual harassment, sexual exploitation and abuse, will be included in training of teachers and other functionaries. Simultaneously, innovative alternative education strategies and practical solutions (for example, separate shifts for girls, or home based learning) are needed to promote education for girls.

Protection

While all children and youth are at a high risk within the context of the camps, certain individuals face particular barriers to education, as well as protection threats that can be in part mitigated through equitable access to education. Individuals with heightened risks include child laborers, learners with disabilities, as well as those in households headed by women and/or children. Children with physical disabilities, for example, are challenged in navigating the camps, particularly during the rainy season.

Safety in attending learning centres was highlighted in the JENA report as a particular concern: it was the third most commonly listed priority for parents across age groups, listed as a first priority by around 10-15% of parents. It is also a key priority overall for children of both genders aged 3-5 (around 30%), while declining in priority for boys relative to girls of older age—32% for girls aged 6-14 against 25% for boys, and 32% for girls aged 15-18 against only 18% for boys (JENA 2018).

Adolescent girls reported concerns regarding a lack of gender-segregated classrooms and insecure learning centres, compounded by the lack of gender segregated latrines, leading to perceptions of shame in attending such facilities. Some families reported a preference for girls attending single sex classes, which makes it more difficult for them to access education given the lack of such facilities: the vast majority of learning centres currently operate as single classroom units. What is promising, however, is that the JENA does note that families are interested in considering alternative education modalities, including home-based learning.

Major risks for adolescents include trafficking, drug abuse, early marriage, and hazardous or exploitative work. The JENA notes that while the majority of girls’ groups expressed aspirations for education to girls to carry on into their early 20s, they also acknowledged that in practical terms girls will stop attending education after they get married. There is thus a clear concern that rates of early marriage as a negative coping strategy may increase as displacement continues. This in turn is

¹⁰ A cultural practice of secluding girls and women after puberty. The practice represents a sign of religious achievement for women as well as a symbol of family pride and status and the significance attached to marriage and women’s ascribed gender roles within the household (JENA, 2018).

likely to have further negative impacts on access to education for the girls. Education services in emergency situations also need therefore to focus on increasing the resilience and self-reliance of refugee youth — not just children.

The Child Protection, Health and Gender Based Violence (GBV) sub-sectors/Sectors will be engaged in the development and implementation of education programming to ensure that protection and GBV related issues are also addressed. Interventions will focus on creating safe environments for all children; ensuring separate spaces for adolescent and young girls; health and hygiene promotion activities; recruiting and supporting the professional development, wellbeing and retention of female educators; supporting Menstrual Hygiene Management interventions; and providing psychosocial support.

Participation in a full-cycle of quality educational programming can provide long-term, dependable, safe environments for the most vulnerable refugee populations. Participation and accomplishment in education increases opportunities for self-determination and provides a sense of purpose, normalcy and continuity in an otherwise unsettled environment. Moreover, skills and experience acquired in educational programming are essential to building resilience for all possible durable solutions.

Continuity

The lack of a standardized learning assessment leading to a recognized certification of education for Rohingya refugee children inhibits predictable progression and is closely linked to challenges associated with curricula choices. Nonetheless, the education service providers are acutely aware that securing formal recognition of learning achievement and identification of certification possibilities should be considered from the outset of any emergency response. As such, the competencies outlined in the Learning Competencies Framework and Approach (LCFA) are universal and offer a foundation to the desired formal education when the policy environment changes. In addition to the Learning Framework, efforts, therefore, must be made to explore broader curriculum and certification pathways aligned to national and global systems. Continuous engagement with the Government of Bangladesh is critical for systems strengthening so as to expand the humanitarian space for education services that results in certification and leads to other learning pathways. Such dialogue is aimed at achieving greater policy clarity in line with the provisions of the United Nations Convention on the Rights of the Child, which holds state parties responsible for educating children and youth in their jurisdiction regardless of their immigration status. A dialogue between the Ministry of Primary and Mass Education (MoPME) and the Ministry of Education (MoE) needs to be reinforced to support the delivery of education services, and to ensure the engagement and support of central Education Authorities in the response at Cox's Bazar level. These advocacy efforts must be broadened to include other state organs tasked with the responsibility of protecting refugees. Moreover, a broader involvement of different actors supporting the sector offers a precious opportunity to draw on good practices.

Education in the Host Community

By most measures, Cox's Bazar is among the lowest performing districts in Bangladesh with regards to education access, retention and achievement. Primary school net attendance and completion rates are substantially lower than the national averages. According to the Multiple Indicator Cluster Survey (MICS) of 2012-2013, Cox's Bazar shares one of the highest rates of out-of-school children: an estimated 28.5% of primary school age children and 36% of secondary school age children are out of school compared to national figures of 23% and 24%, respectively. In addition, children in Cox's Bazar are twice as likely to receive inadequate government support (25.5%) as children living elsewhere in the country (11.6%).

The net intake rate in first grade in Cox's Bazar district is the lowest in the country and stands at 72.6% for boys and 69% for girls compared to the national average of 98%¹¹. According to the Bangladesh Annual Primary school census, the dropout rate in primary education is the highest in the district within the country - 39.6% for boys and 22.8% for girls compared to the national average of 19% (boys 22% and girls 16%). Secondary school net enrolment ratio is only 33%. Female youth literacy rate is 68%, around 13.8 percentage points less than the national average.¹² There are disparities between social/occupational groups and geographical locations, islands, coastal areas and areas adjacent to borders being the most deprived.

According to data from the Multiple Indicator Cluster Survey (MICS) of 2012-2013, availability of play things and age-appropriate reading materials at the household level are remarkably low, indicating that young children live in a low-stimulating home environment before joining primary school. Only 2.3% of 3-5 years old children in Cox's Bazar are attending any form of early childhood education, the lowest rate being in Chittagong division (divisional average: 11.7%) as well as nationally (national average: 13.4%). As a result, around two-thirds of the 3-5-year-old children in Cox's Bazar are not developmentally on track, which is the worst situation in the country.

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

Furthermore, the magnitude of the aid reaching the camps has created a sense of deprivation amongst the local population, who are also deprived and struggling. Accounts from the field describe a deterioration of the situation such as increase in crime and security-related threats, increased possibility of drug and human trafficking, increased feelings of resentment and insecurity in the area, and feelings of unhappiness at deforestation in the area. Fear of radicalization and its implications remains a cross cutting sentiment. Both Rohingya and Bangladeshi children and youth, especially boys, mention low levels of family income as a key reason for dropping out to find work. Urgent financial needs, further exacerbated since the large influx due to increase in prices, have caused families to deprioritize education.

While humanitarian assistance to meet the acute needs of refugees in camps and settlements remains critical, it is also essential to address needs in host communities with a focus on longer-term and development-orientated solutions in the district of Cox's Bazar. This will help mitigate the impact of hosting more than one million refugees in the district, reduce tensions between the refugees and host communities, and help improve the living conditions and prospects of both populations

Humanitarian and Development Nexus in the Education Sector

In November 2017, the Governments of Myanmar and Bangladesh signed a plan for repatriation of affected persons within two years, but further details on how it will be implemented are still unclear and initially agreed dates for commencing repatriation were missed without new dates being set. As such, there is no end in sight to the presence of the refugees in Cox's Bazar and there is a compelling case to better integrate humanitarian and development interventions.

Evidence from effective humanitarian responses has now shown that humanitarian efforts must consider the long-term development needs of host communities in order for both host and refugee communities to be equipped to cope with the socio-economic impacts of the refugee presence in

¹¹ Annual primary school census of 2016 (MoPME, 2016)

¹² Ministry of Primary and Mass Education (MoPME), Annual Primary School Census, 2016.

the longer-term and strengthen resilience. The Rohingya refugee crisis provides a great example of this integration of humanitarian response and development, considering the presence of the refugees in the host communities, as well as the dire situation of the host population. Through this integrated approach, the risk of further deterioration of the already fragile situation in Cox's Bazar district will be mitigated. The commitment of authorities will be key to ensure systems strengthening in the MYR programming and this will require advocacy at the policy level in Cox's Bazar and Dhaka. Pre-existing challenges in the education sector and post-influx challenges will be addressed simultaneously, preventing possible long term negative impacts for both the host and Rohingya refugee population.

II. STRATEGY AND THEORY OF CHANGE

Access to quality and inclusive education empowers children to experience fulfilling lives, and provides them with protection from future forms of victimization. It provides them with a key to future opportunities and allows them to be productive citizens of any country that they may reside in. Educating refugees and displaced persons has the multiplier effect of empowering them, reducing their dependence on the host government, and contributing to long term peace and social cohesion. As the Government of Bangladesh and partners respond to the displacement of the Rohingyas, guaranteeing the right to education is one potential way of turning this crisis into fulfilling aspirations for children. All children, refugee and those from vulnerable and affected communities in the host district have an equal right to education. As the Bob Rae report¹³ on Rohingya crisis reminded the world, “education is not a luxury item but it is a necessity.”

The Theory of Change (ToC) for this programme builds on the four pillars of Access, Quality, Community Engagement and Systems Strengthening. The first three of these are outlined in the 2018 JRP. To ensure investments assist with transitions to longer-term impacts, the ToC also includes a component on Systems Strengthening, and includes a series of underlying strategic approaches, or implementing principles, that underpin all four pillars. These include research and evidence, partnerships, capacity building, iterative programming, advocacy and inclusive design (which includes a particular focus on gender). In addition, there are many synergies across the four pillars, which are further outlined in the breakdown of initiatives below.

The access component of the multi-year framework aligns with the 2018 Join Response Plan and sector priorities to address inequities by targeting children and adolescents. The outputs under access ensure that both the Rohingya and the host community are supported with education services, which are relevant to their cultural and livelihood. In addition, ensuring access will play a critical lifesaving role for children affected by crises to ensure safety, protection and to help break the cycles of vulnerability and violence experienced by those who are most at-risk. It will also target out of schoolchildren and adolescents. This will involve increasing enrolment and retention of children, increasing the number and improving the quality of learning centres, exploring alternative learning modalities, providing support to teachers and strengthening school-based management processes.

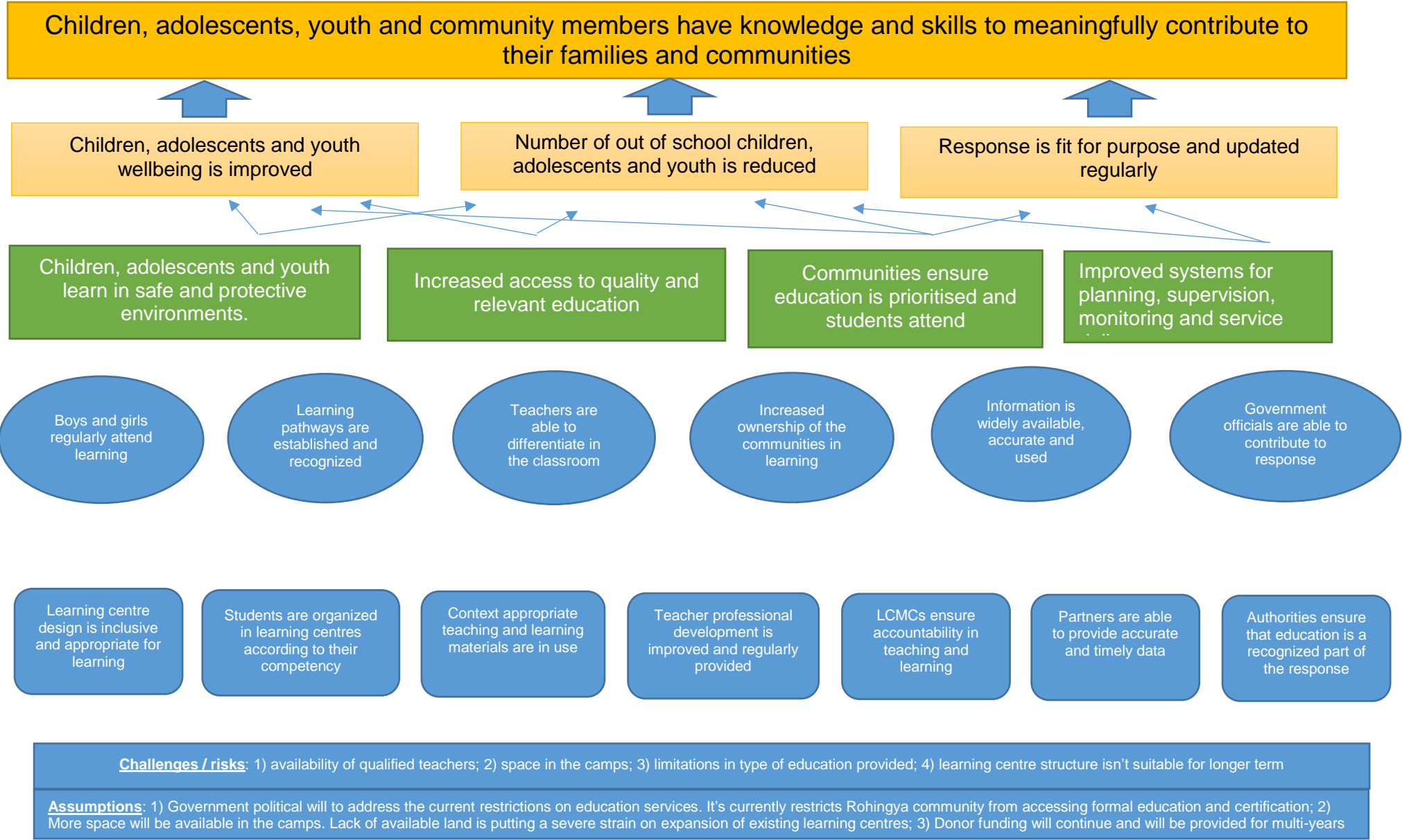
Quality will be a critical focus in the multi-year framework to improve learning outcomes of the learners. The outputs under quality will ensure proper teaching and learning in the core areas numeracy and literacy. This will be achieved through the implementation of the LCFA for both teachers and students.

The fourth component on systems strengthening was included to ensure sustainability and reflects the efforts to bridge the humanitarian and development nexus. The outputs under systems strengthening will ensure that the resilience of the education system will be enhanced by building capacities in information management systems and in gender and crisis-sensitive planning, management and coordination at national and local levels.

In addition, there are many synergies across the four pillars, which are further outlined in the breakdown of initiatives below.

The ToC framework on the next page provides an overarching view of the impact, outcomes, outputs and activities that underpin the newly defined Sector Strategy. This should be regarded as a living framework, which will continue to be expanded upon, in close consultation with local authorities and partners. The activities outlined include initiatives presently supported by partners, which are implemented through other grants and support, as well as activities that are in the pipeline and require additional funding support. Funding available from any single source is insufficient to cover total cost of the response. Fundraising will continue but this framework provides a basis for a multiplicity of partners to contribute.

¹³ Bob Rae (2018), “Tell them we are human”: What Canada and the world can do about the Rohingya crisis. Government of Canada



MULTI-YEAR STRATEGIC FRAMEWORK

Guaranteeing the right to education for all girls and boys in the refugee camps and the host community of the Cox's Bazar district has the potential of turning the crisis and deteriorating situation of the district into **a story of hope for children and youth and their families**.

The framework is guided by three overarching strategic objectives set out in the JRP: 1) Access; 2) Quality; 3) Community Engagement; and a fourth, 4) System Strengthening, which reflects the efforts to integrate humanitarian and development programming. Gender mainstreaming is a cross-cutting theme in all strategic objectives.

Strategic Objective 1: Access

Provide access to equitable learning opportunities in a safe and protective environment to crisis-affected refugee and host community children and youth (ages 3-24 year olds).

- Output 1.1: Learners have access to fun, safe and protective learning environments.
- Output 1.2: Learners and Educators are supported to develop foundational skills and languages to continue, or commence, learning and teaching.
- Output 1.3: Learners are supported through context-adapted approaches to enable equitable learning opportunities.
- Output 1.4: Access to secondary education and skills training for adolescents

Strategic Objective 2: Quality

Improve quality of teaching and learning for refugee and host community children and youth at the primary and secondary level, aligned with MoE, MoPE and Education Sector standards, and increase teaching-related professional development for 100% of all teachers targeted.

- Output 2.1: Structured learning framework is implemented
- Output 2.2: Female and male educators are adequately prepared and continually supported to provide quality learning opportunities and support the well-being of learners and their peers
- Output 2.3: Teachers are able to assess, differentiate and manage learners with varying educational needs to support their learning progression
- Output 2.4: Learners develop context-specific and relevant knowledge and portable skills

Strategic Objective 3: Community Engagement

Increase refugee and host community participation and engagement in children's education for community members.

- Output 3.1: Communities are engaged and meaningfully contribute to decision-making on the design and implementation of learning opportunities
- Output 3.2: Communities and educators have the necessary skills and resources to ensure ongoing quality provision for all learners.
- Output 3.3: Community service and inter-generational knowledge transfer for youth and adolescent participation

Strategic Objective 4: Systems Strengthening

Improve systems for planning, supervision, monitoring and service delivery both at the national and at the Cox's Bazar district and upazila levels.

- Output 4.1: Established and strengthened information management systems, so decision making is evidence informed and learner data is available and utilized for systematic analysis and planning.

- Output 4.2: Strengthened capacities in gender and crisis-sensitive planning, management and coordination at school, upazila and district levels to support gender responsive teaching and learning practices.
- Output 4.3: Coordination and IM structures are in place and functional to ensure core functions.

This framework recognizes the need to address urgent educational challenges while also developing systems and structures that ensure a sustainable response, and develops resilience for the future. It acknowledges that in order to ensure quality education, pathways must exist for improved learning outcomes.

The host community component of the JRP targets approximately 100,000 beneficiaries, representing 22% of the total response. All activities are aligned in the JRP to access, quality and community participation and building in systems strengthening, but need to be defined separately for the host community to reflect the differing needs and context of the host community. The activities targeting the host community will need to be defined in close collaboration with the local education authorities to ensure Bangladeshi children and youth have access to formally certified education.

The framework acknowledges that the crisis situation disproportionately affects women and girls by perpetuating and exacerbating pre-existing, persistent gender inequalities and gender bias, gender-based violence and discrimination. These are addressed through specific as well as cross cutting gender-sensitive and gender transformative strategies. The framework also proposes an equity-based approach that gives primacy to the humanitarian response and those most affected, the Rohingya, as well as ensuring the most marginalised within population groups are prioritized for support.

III. RESULTS AND PARTNERSHIPS

RESULTS STRUCTURE

Strategic Objective 1: Provide immediate access to equitable learning opportunities in a safe and protective environment to crisis-affected refugee and host community children and youth (ages 3-24 years old)

Rohingya refugees are not permitted to enrol in formal education facilities, nor able to gain certification for their studies. While refugees in the registered refugee camps have been able to study following the Bangladesh national curriculum, receive support from the government (including free textbooks), they have not obtained any form of certification for their studies. In contrast, Rohingya refugees who were residing in makeshift camps, or arrived as part of the 2017 August influx have been subject to government directives that prevent them from learning Bangla or following the government's formal and non-formal curricula. As a result, actors within the Education Sector have been deploying learning initiatives in over 1,115 newly constructed temporary learning centres, with many others under-construction. With an expansion in the numbers of children and adolescents aged 3 to 14 who will attend informal learning¹⁴ centres, there is a need to expand and sustain service delivery modalities and networks for early learning and primary education. In addition to expansion, there is a need to also ensure that children are benefitting from additional contact time. It is envisioned that learning sessions will be extended beyond the current two-hour per day model to allow for more meaningful learning to take place.

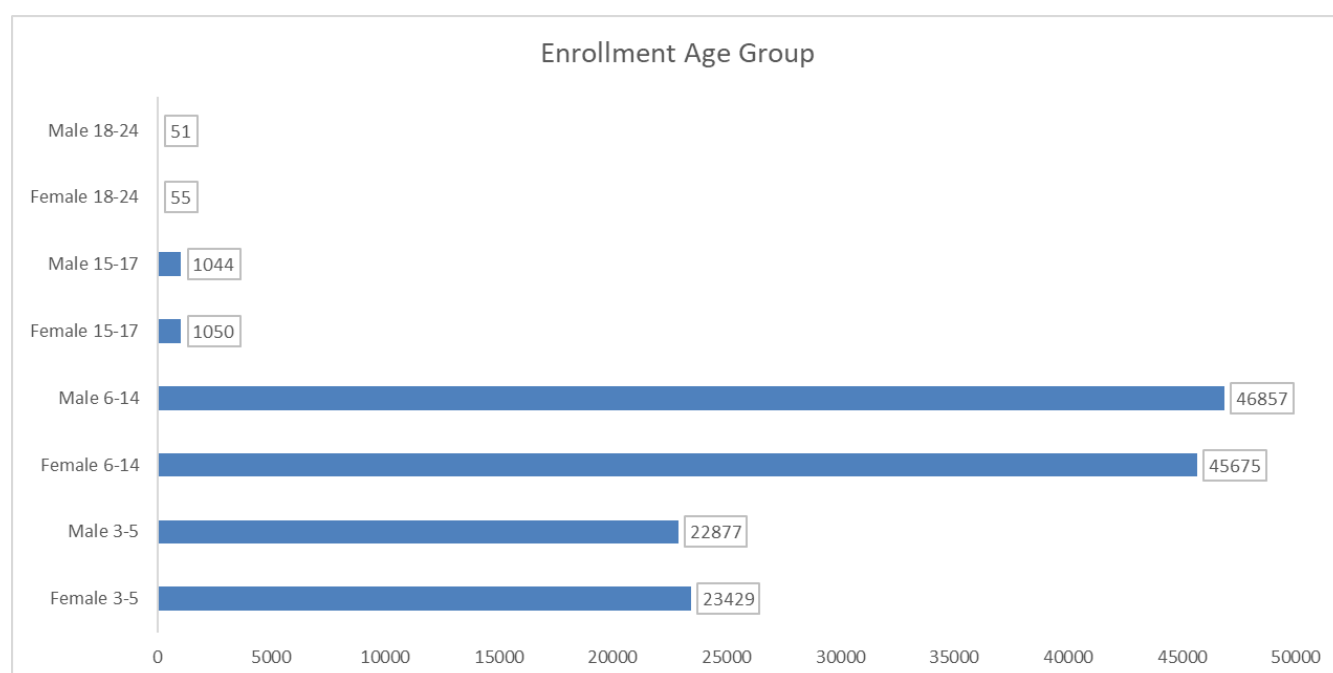


Figure 2: Enrollment by age group

Source: CXB Education Sector Analysis, September 2018

¹⁴ Based on the government directive, informal learning has been prioritized.

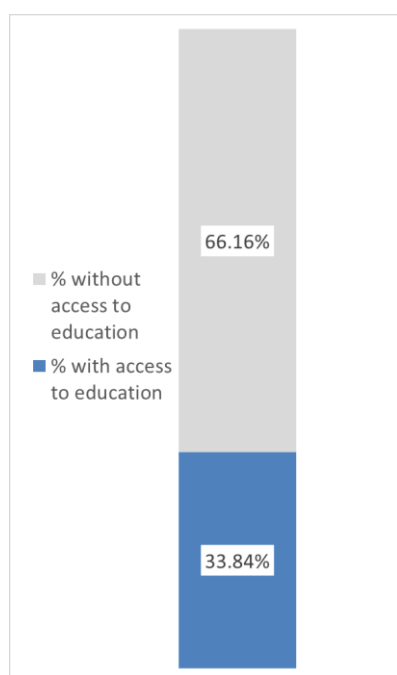


Figure 3: JRP Indicator 1.1

Percentage of children and youth enrolled in learning opportunities in camps, settlements and host communities

Source: Education Sector Analysis, September 2018

Furthermore, at present, 20% of the population are young people (ages 15-24) who are currently underserved by programming for both refugee and host community populations. Addressing their needs is critical in light of the risks that the fluid and unsettled life in camps and settlements pose. With less than 1% of this population served, lack of secondary education and bridging programmes to secondary for over-aged students will impact primary level participation. This is a protection risk that will have the greatest impact on young women.

Additionally, many learners are still experiencing psychosocial distress after witnessing traumatic events. Critical health threats including childhood and water-borne diseases are also risks within learning centres. The rainy season will also bring the risk of landslides, floods and cyclones that learning facilitators will need to account for. Critical EiE interventions including WASH, PSS and 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 programming¹⁵.

According to the 2018 JRP, over 615,000 children and adolescents between three and 24 years old need educational services. As of June 2018, less than 50 per cent of those in need were enrolled in a learning programme. Most of these children are in the pre-primary and primary age group; enrolment of adolescents is extremely low. In addition, most of those who are receiving services are only guaranteed these services to the end of 2018 when most of the existing funding will run out.

The challenge facing the education response is double edged: more children need access and those accessing must be allowed to learn more meaningfully. Girls face even bigger challenges in accessing quality learning due to reasons such as safety and security, lack of separate toilets, as well as some socio and cultural norms and practices. Failing to address both risks or addressing only one will significantly undermine the efforts to provide education for the Rohingya.

This objective is therefore focused on expanding capacity to absorb new children and adolescents through construction of new learning centres, and maintenance of existing learning centres. It recognizes the importance of providing children with a safe and protective learning environment at the learning centres and to ensure that children are safe traveling to and from them.

To address these needs, the following outputs will be supported, through the activities noted below.

a) Output 1.1: Learners have access to fun, safe and protective learning environments

While pre-primary education will continue to be offered in three shifts as at present, all other levels will be delivered through double or single shifts. The move to double or single shifts has major implications for budgets as compared to the existing model; it requires a third more learning centres and teachers to cover the same number of children. Therefore, the following approach will be used:

1. Learning centres will be reorganised and clustered in groups of 3 to 6 centres;
2. Teachers teaching in clustered centres will teach as teams in order that some specialization can be shared among centres and negate the need for multiple teachers in each centre;

¹⁵ Costs for the provision of material standardization will be covered under other programme grants and therefore does not feature here. Blanket distribution for all TLCs is planned for.

3. Clusters will be provided with a teacher per centre plus one additional teacher who can supervise, coordinate and play a quality assurance role. Therefore, the average number of teachers per centre will be reduced in these clusters.

Table 1: Cumulative Indicative Projection of Rohingya Learners

Age Group	2018	2019	2020
3-24 years	530,000	546,006	562,495
<i>Number of LCs and Teachers Required</i>			
Age Group	2018	2019	2020
# of LCs	3,500	4,000	4,500
# of Teachers	9,000	9,500	9,800

The table above assumes about 80 percent of children will enrol if a learning opportunity is provided. If so, there is need to provide learning spaces for approximately 562,495 girls and boys by 2020. It is assumed that enrolment will peak in 2019 but continue to increase in 2020 primarily with older adolescents

Construction efforts are presently underway to develop suitable temporary learning centres, taking into consideration land constraints and environmental conditions faced within the region. Early in the response, temporary learning centres, primarily simple bamboo structures, were quickly established. Over the last couple of months, these temporary structures are being replaced with a more robust framing, including a concrete floor, yet they will need to be renovated or replaced after the monsoon season. Additionally, the 2018 JENA report noted the absence of dedicated WASH facilities for all learning centres and this will be considered as an essential part of upgrading the existing structures in the camp. There are also early indications that government authorities will allow for a larger, reinforced learning centre model to be adopted, though a final decision has not yet been reached. There is a need now to sustain current learning centres, including maintenance and upgrades or rebuilding, as well as salaries for teaching staff. This will be complemented by materials and resources within the learning centres to respond to and manage disasters and hazards.

Improving the physical structure and design of the learning centres will address one of the concerns parents expressed in the JENA regarding the fears about their children, especially girls: security while learning. However, while this addresses the concern at the centres, there is need to ensure travel to and from learning centres is safe. Communities can play a strong role in this regard. This is addressed under strategic objective 3: Community Engagement.

A major part of the future investment in learning centres, and access more broadly, is learning centre maintenance and covering the recurrent costs related to it as well as education personnel recruitment and professional development, personnel salaries, and provision of learning materials.

The program will also ensure that some public schools in the host community are supported with renovation or rebuilding to transform them into a child-friendly environment with appropriate equipment, supplies and teaching and learning materials. This is in line with the new primary education development programme (PEDP 4)¹⁶. To ensure enrolment and retention of girls, support will be provided to these female teachers, to help improve their wellbeing and ensure they are supported to understand and help to mainstream gender-sensitive and other inclusive education principles.

In addition, teachers in the host community and the camps will have a code of conduct and receive training on critical EiE initiatives, including PSS, health and hygiene promotion, and DRM to ensure that learning environments remain socio-emotionally protective in addition to physically safe.

¹⁶ PEDP4 stands for the Government's Fourth Primary Education Development Programme, a 5 year sector strategic plan.

b) Output 1.2: Learners and Educators are supported to develop foundational skills and languages to continue, or commence, learning and teaching.

Overcoming the limited dedicated education programming for Rohingya refugee adolescents and youth (ages 15 to 24 years) will be an important age-range focus. This will include ensuring youth have the language competencies to enable active engagement in society through improved literacy, communications, and leadership skills, as well as providing competencies to assist future transitioning into their corresponding level of study. This will be achieved through Language programs, which will assist youth in developing a strong oral and written command of English and Myanmar languages, and to prime for future re-entry into math, science and general knowledge studies¹⁷. To enable greater access for female learners, pilots will test modalities for segregated classes based on preferred times for female students.

In addition, intensive English language programs will target educators to assist them with teaching English in the classroom. With additional focus placed on English language as the medium of instruction in the camps, there is also a need to improve English language comprehension in the host communities. This will assist with building future cohorts of English language instructors, as well as assist with establishing positive relations amongst the refugee and host communities. An initial focus will be placed on enhancing English language for secondary students and in particular the graduating class.

Lastly, the 2018 needs assessment has confirmed low literacy levels in Myanmar language through the camp. Acknowledging the government proposal to ensure Myanmar language is taught as a subject throughout all primary and youth learning programmes, intensive teacher and community trainings will be held to support further Myanmar language acquisition. All language acquisition programs will be complemented by roving Myanmar language and pedagogical experts, and Myanmar language support materials.

c) Output 1.3: Learners are supported through context-adapted approaches to enable equitable learning opportunities

Limited viable land in the camps has made it increasingly difficult to secure adequate space for learning centres. As a result, Sector partners have committed to utilizing innovative and flexible education delivery modalities which encourage equity in access, including meeting the learning needs of vulnerable groups, especially girls, as well as child laborers, learners with disabilities and child-headed households. These alternative modalities for the delivery of education include but are not limited to home-based education supported by roving educators and outreach tutors; the development of self-paced learning modules; as well as peer-to-peer learning programs.

Furthermore, technology enhanced delivery modalities will be considered to expand access to hard to reach children. This will involve exploring the use of low-cost, locally relevant, and multilingual education by integrating technology in teaching and learning content and process. For example, the Connected Learning Program that UNHCR is currently piloting in a number of countries will be considered for adaptation. Similarly, for adolescents and youth, innovative approaches will be explored for the development of literacy and numeracy skills as well as, learning resources which can be used offline, and guides to help young refugees develop competencies and skills that support them in advancing their capacity to contribute to life in their host country.

Additionally, efforts will be made to increase single-sex learning centres to promote access for teenage girls. This will include introduction of separate sessions within the existing learning centres for girls as well as establishment of new learning centres targeted at girls.

¹⁷ Language of instruction is informed by the Government directive, which denotes English as the language of instruction, with English and Myanmar language taught as additional subjects. The use of English also aligns with agency strategies to ensure future pathways to certified education programs and recognized national systems.

The proposed framework shall address concerns raised during community Group Discussion as part of the JENA process. Data suggested that adolescent girls were concerned at not having gender segregated classrooms, and learning centres being insecure from intrusions, leading to a degree of shame in attending education. Besides, the joint assessment further observed that major access barriers existed for children with disabilities and through further research and monitoring, appropriate services shall be designed to improve appropriate access. Efforts shall be made therefore to address potential discrimination¹⁸ at the learning centres that have been cited as further barriers to equitable access.

d) Output 1.4: Access to secondary education and skills training for adolescents

While they might be the least served of the groups in the camp, adolescents are potentially however a great resource to support the population at this time and during repatriation. On the other hand, they are also at a stage where they can be influenced into undesirable behaviours which would be detrimental to the refugee community and their hosts.

There is need to expedite and increase services to adolescents building on the Life Skills Based Education (LSBE) already provided. In addition, efforts will be made to contextualise resources, such as the existing LSBE initiative in Bangladesh, to support a more comprehensive curriculum. A level 5 of the Learning Framework is being developed to guide access to secondary level education. Beyond the provision of access for those who are already of secondary age, which is urgent, there will be a large number of children who have been in learning centres for a year or two who will be demanding secondary education by 2020. Again, the twin challenge is not only bringing in those excluded but sustaining access for those who are already in the system. This approach will equip individuals with a combination of knowledge, values, skills and attitudes related to communication, problem-solving and thinking critically. There is also insufficient understanding of their needs, interests and capacities. To this end, there must be a comprehensive mapping of the knowledge, skills and interests as a basis for providing a robust programme of training and service opportunities.

A critical aspect of the intervention relates to opportunities for the adolescents to apply what they have learned and to provide services more broadly to their community. There is an abundance of evidence¹⁹ that the opportunities to apply learned skills deepens knowledge, reinforces the skills, and increases the individual's sense of efficacy. In addition to peer support, adolescents will be encouraged to form groups²⁰ through which they provide services to their communities. These will include support to learning centres, emergency preparedness for the community, and support for other community development activities. Together these contribute to the building of character, confidence and competence of the adolescent and increases the chances that on their return to Myanmar, or wherever the future takes them, the adolescent will have gained skills that will be applicable regardless of context.

Strategic Objective 2: Improve quality of teaching and learning for refugee and host community children and youth, aligned with MoE, MoPE and Education Sector standards, and increase teaching-related professional development opportunities.

An essential component of the strategy for Rohingya children is focused on ensuring that a quality, relevant and safe education is accessible to all. Quality education provides physical, psycho-social and cognitive protection that can sustain and save lives. It provides an opportunity²¹ for children and youth to regain a sense of normalcy, offers physical protection against exploitation and abuse (including gender-based violence), and ensures that children and youth have the skills and knowledge to manage and survive in their new environment. It also recognizes that education actors, such as teachers or facilitators, also require support and assistance and that their well-being is

¹⁸ See "Rohingya Refugee Crisis in Bangladesh; Age and Disability Inclusion Rapid Assessment Report"

¹⁹ See for example Cecilia Breinbauer and Matilde Maddaleno (2005). *Youth: Choices and Change*. PAHO

²⁰ Adolescent clubs are already in place, supported by UNICEF Child Protection. Similar clubs are in place which are supported by UNHCR. This intervention will utilize these clubs and Child Friendly Spaces where possible.

²¹ INEE Minimum Standards (pg. 2)

explicitly linked to supporting children. Students should benefit from more inclusive classroom environments that are child-centred. By focusing on the underlying root causes that are affecting student learning, mitigation strategies will be developed and introduced to offset negative coping strategies, reduce tensions in classrooms and communities, and ultimately improve learning outcomes.

Education should be relevant and culturally appropriate for refugee learners and should use a standardised or harmonized approach to ensure quality and equitable access. The initial basis of educational support to Rohingya refugees has been defined through a Learning Framework that sets out the competencies to be met, comprising of learning for children and youth living in makeshift settlements. Providing quality education for refugees and forcibly displaced communities remains a challenge because of the lack of application of a standardized learning framework and monitoring modalities for refugee learners. There exists an urgent need to initiate the curation of teaching and learning material linked to the proposed learning framework to ensure that it can be rolled out without delays when endorsed by the government. PSS, recreation, health and hygiene education, and DRM messaging will all remain critical elements to providing holistic learning to Rohingya learners.

The endorsement of the learning framework, along with the curation and quick roll out of both aligned teaching and learning materials and supporting interventions, will provide a backbone for quality teaching and learning. However, ensuring regular, needs-informed capacity building and professional development of frontline service providers (i.e. educators and partner staff directly supporting them) is crucial to the overall quality of the education response.

a) Output 2.1: Structured learning framework is implemented

The Learning Competency Framework and Approach (Learning Framework) will guide the work of all levels and all partners in the sector. Levels 1 to 4 have been developed with the final, Level 5, to be completed by the end of 2018. The Learning Framework has implications for a range of access and quality related issues in the provision of education in the refugee camps.

Table 2: Learning Framework: proposed increase in contact time for students in learning centres

Learning framework Level	# of shifts / day	Hours / shift	# of students / shift	# of teachers
Level 1	3 shifts per day	2hrs per shift	35 students	1 teacher
Levels 2,3,4	2 shifts per day	3.5hrs per shift	200 students	4 teachers
Level 5	1 shift per day	5hrs per shift	Number to be determined by end of 2018	Number to be determined by end of 2018

To ensure that students have sufficient time to progress through daily lesson plans, each learning centre will operate only two shifts per day and increase the number of hours from 2 to 3.5hrs. This will help to address the growing concern about quality with more contact hours, implementation of the framework, and a better system for supervision of day to day activities.

Finalizing and rolling-out of the Learning Framework also includes development and distribution of teaching and learning materials, which is ongoing, structuring teacher development, and developing learning assessment systems.

b) Output 2.2: Female and male educators are adequately prepared and continually supported to provide quality learning opportunities and support the well-being of learners and their peers

Additional efforts are required to ensure female and male educators have the necessary competencies to effectively teach in the classroom during both emergency and recovery phases. Efforts are underway to expand teacher training, including induction/pre-service, in-service and regular, individualized coaching and mentoring. This will include gender responsive EiE and PSS trainings, as well as pedagogical training and coaching for educators through a gender lens, including facilitation of training needs identified by educators themselves. Teachers will be assessed on their capacities and individual development plans will be introduced and closely followed by advisors²². Advisors will also introduce peer to peer support networks, encouraging educators to share experiences and good practices. They will also be a resource that can be deployed quickly if there is a need to provide training for newly recruited educators or to respond to urgent needs. Particular attention will also be paid to ensuring female educators benefit from these trainings and advisory services, matching female advisors and providing gender-responsive training for all male advisors.

The distribution of teaching guides and learner texts, developed together with local education actors, will form the basis of a harmonised approach and will be aligned with the learning framework. To ensure equitable programming, resources will be available for all partners managing learning centres or supporting alternative learning spaces. Resources regarding EiE programming will be available, including access to psychosocial support mechanisms and referral pathways.

There is a need to ensure that teachers can access ongoing professional development in the camps. The aim in this framework will be to develop and implement a refugee teacher professional development model that provides standardized training for new teachers, and robust mentoring and coaching once they are in the classroom. Resource centres will be developed in the camps to support training and assessment of teachers. Additionally, teachers will have the opportunity to benefit from psychosocial support. In the host community, investment in ongoing professional development will be supported through the continuous professional development (CPD) strategy of the PEDP4 as well as by helping the district to develop its CPD plan.

In addition, enhancement and expansion of a teacher training institute will be supported. This institute will help address the need for a continuous supply of well-trained and qualified teachers, and educational professionals. It will also assist with providing individuals who are well-positioned and well-prepared for deployment in emergency responses. Female educators will be prioritized for scholarship and enrolment at the institute. In addition, support will be provided to increase and standardize compensation for teachers and to provide sufficient field-level technical staff to support teacher trainings and support learning materials' development.

Leaders at school, upazila and district levels will be supported to develop capacity for gender responsive teaching and learning practices. The focus on improvement of children's learning in the classrooms and addressing out of school children's education requires an active role of head teachers at school level and the supportive role of upazila and district level officials. Effective leadership is required to ensure schools are inclusive, address the learning needs of students and disrupt the cycle of gendered norms that keep girls uneducated and disempower women. This component will also address the provision of support to build capacity of women leaders and advocate for more equity in recruitment of school heads.

This intervention will also make teachers more accountable for the learning achievement of all boys and girls in their school and in so doing require them to implement gender-sensitive actions to address drivers of drop out and low performance. This will entail mapping leadership capacity gaps among head teachers and district management personnel and developing a gender-responsive capacity building plan for the district, upazila and school leaders. This will include attention to the

²² Advisor refers to any mentoring, peer coaching or pedagogical support provided to educators

strengthening of skills and systems for monitoring and supervision of schools by school inspectors and other district and upazila personnel.

Considering the current operating environment in the camps, in which the refugees are not allowed outside the camps, and Bangladesh teachers supporting the refugees are not allowed to train in the government teachers trainings institutes, alignment of teacher development initiatives with national systems is challenging. This is another area where implementation will evolve with changes in the operating framework.

c) Output 2.3: Teachers are able to assess, differentiate and manage learners with varying educational needs to support their learning progression

To ensure quality learning it is necessary to assess where students are in their education and place them at the appropriate level, for example when supporting overage learners. To support educators with the continuous monitoring of learners, capacity building activities will target the generation of formative assessment tools and procedures. With the necessary tools, educators will be able to track students' progress at the pace appropriate for them. Promotion from level to level is an important part of the education pathway. End of year assessments will be used to support students with their progression through the system. To ensure that student learning is recognized, pathways to build towards nationally or globally recognized systems of certification will be encouraged²³. Organizations will develop the capacities to make informed decision to improve teaching and learning based on regular assessment and have the capacity to provide real time support and feedback to educators.

There is a need for continued advocacy with the Governments of Myanmar and Bangladesh to recognise learning through certification. This must be built on a robust framework that includes curriculum and learning assessments. While this advocacy continues over the next two years, the required preparatory work will be initiated to ensure a clear pathway to certification is developed and piloted. The LCF currently under way is an important document that may serve as a technical tool for certification in the future. In so doing, the required investments will be made to ensure delivery of education is implemented in a way that meets the criteria for certification in Myanmar, Bangladesh or globally,²⁴ especially in compliance with the CEDAW's General Recommendation 36. This will be tweaked to meet the specific requirements of the certifying system at the appropriate time.

d) Output 2.4: Learners develop context-specific and relevant knowledge and portable skills²⁵

To meet the needs of the underserved youth population, a focus will be placed on preparing boys and girls, especially adolescents, for re-entry into a structured education system - providing refreshers in math, science, general knowledge and Myanmar language as a subject, as well as the PSS necessary to re-engage with a more structured system. Additional focus will be placed on building vital life skills, including critical thinking, problem-solving, communication, environment protection, adolescent and reproductive health, gender equality and conflict resolution skills. Life skills will equip adolescents and youth to meet the challenges of everyday life. Integrated language development will be a vital component of the youth program as the language of instruction will be English. The program will be supported through both the establishment of dedicated youth education centres (where land is available) as well as through alternative modalities such as home-based and peer-to-peer learning²⁶. Particular consideration will be given to ensuring young females are able to participate in these programs.

²³ Further specifications on certification pathways are not yet available for review as they depend on further discussions and agreements with the government of Bangladesh. This is not referring to a specific type of international credential but refers to the need to consider alternatives.

²⁴ At least one mission (Cambridge University and UNICEF) to the camp has looked at readiness for certification. The structures and systems required should be developed in preparation.

²⁵ It is acknowledged that all children and youth cohorts require foundational skills; attempts will be made to include related activities into the TLCs and alternative learning modalities as well.

²⁶ Youth education centres will be similar to Learning Centres but will be dedicated spaces for youth. These might be attached to other Learning Centres but the focus is to have dedicated locations for youth to meet and learn.

These measures will be designed in direct consultation with the community to ensure their support. Possible approaches will include separate youth clubs for girls, or female-led peer and learning circles that are home based. Once adolescents and youth have benefitted from the various educational opportunities, it will be crucial that this achievement is recognized and that individuals are allowed to continue with learning. Pathways will be developed to ensure that learning is measured, assessed and importantly documented to promote student progression in other learning opportunities.

Strategic Objective 3: Increase refugee and host community participation and engagement in the education of children and youth.

An effective emergency education response requires active community participation in processes and activities that empower communities to engage in decision-making and take action on education issues. Community involvement and ownership enhances accountability, strengthens the mobilisation of local resources and supports the maintenance of education services in the long term. Participation facilitates the identification of education issues particular to the local context and ways to address them. In this way, community participation in assessment, planning, implementation management and monitoring helps to ensure that education responses are appropriate and effective.

Community engagement is critical in ensuring children are enrolled and attend schools. Communities, knowledgeable of school practices and schedules, can support in monitoring attendance as well as motivating attendance. Community's increased awareness to education is key to a safe environment for learning, free from all forms of violence including GBV, sexual harassment, sexual exploitation and abuse. Presently, both the demand for education and the awareness levels of parents or guardians of the importance of their role in supporting the education of their children is low. There is a need to improve knowledge, attitudes and practices amongst communities to stimulate the demand and help generate constructive environments at home in which children's full learning potential can be realized. The community engagement strategy will also focus on a range of behaviours and decisions points that contribute to whether and how children are educated. It will ensure an equity focus and attention on the most marginalized groups, with consideration of their level of education, the humanitarian or development contexts and education settings.

a) Output 3.1: Communities are engaged and meaningfully contribute to decision-making on the design and implementation of learning opportunities

In the current Cox's Bazar context, both host and refugee communities alike are highly stressed, and this spills over into day to day interactions. In one study²⁷, 67 percent of respondents report an increased level of domestic violence while one in four report substance abuse. These are unhealthy coping mechanisms and point to the need for interventions to help both communities develop healthier ways of coping. It is important that this is addressed as a community; targeting only children through schools will be undermined if the homes and communities do not reinforce what the schools teach. The mental health of the parents, caregivers and the community more broadly is also critical to the future as it shapes how they socialize children. One aim of the framework therefore is to increase psychosocial support to affected children and adolescents, their parents and communities so that they have enhanced resilience, capacity and coping mechanisms to continue education, ensure their own wellbeing and coexist in harmony. In addition to giving teachers the tools required to support children, there will be investments in ensuring parents, caregivers and other community members increase their knowledge of healthy lifestyle practices, coping with stress, different aspects of children's health and development, hygiene and protection, including positive disciplining and prevention of harmful social practices, such as child marriage.

²⁷ Education and Child Protection in Emergencies – Joint Response Needs Assessment, Rohingya Refugee Response 2017.

Community participation requires capacity building for community members to ensure greater opportunities for engagement and ultimately increased ownership. Many education partners have already established important community structures which build upon existing education activities. To support the efforts of these committees and structures, a training plan will be developed in consultation with committee members to identify a series of specialized training courses. Topics may include: data collection and analysis; critical thinking and problem solving; strategic communication; English and Myanmar language; PSS in the home and at school; parenting education; gender considerations, as well as budgeting and bookkeeping. The aim is to increase the community's capacity to assume additional responsibilities in supporting educational programs: helping to oversee student enrolment, retention and attendance; observing educator attendance and time-on-task; maintenance and protection of physical spaces; coordination with Madrassas; awareness raising on the importance of education, child protection and wellbeing; and ensuring overall parental and community engagement in education. Gender-parity will be sought within all community clubs and training programs.

b) Output 3.2: Communities and educators have the necessary skills and resources to ensure ongoing quality provision for all learners

Teacher Training Institutes in Cox Bazar will be strengthened to support teachers in host community and camps and ensure that female and male educators have the necessary competencies to effectively teach in the classroom. As mentioned in Output 2.2, efforts are underway to expand teacher training, including induction/pre-service, in-service and regular, individualized coaching and mentoring. In addition, enhancement and expansion of a teacher training institute will be supported. A satellite Teacher Training campus will be established to ensure access to ongoing professional development in the camps. The aim will be to develop and implement a refugee teacher professional development model that provides standardized training for new teachers, and robust mentoring and coaching once they are in the classroom. This institute will help address the need for a continuous supply of well-trained and qualified teachers, and educational professionals. It will also assist with providing individuals who are well-positioned and well-prepared for deployment in emergency responses. The provision of scholarships for local educators to earn qualifications will be initiated; with female educators prioritized for scholarship and enrolment at the institute.

c) Output 3.3: Community service and inter-generational knowledge transfer for youth and adolescent participation

The participation of children and youth, who can contribute to community resilience and recovery, is key for an efficient response. Building upon existing youth initiatives, youth platforms will be supported across all camps and settlements. The particular structure and formation of these platforms will be defined by youth and adolescents; all will maintain an aim of enabling youth representation and engagement in decision-making processes for educational programmes. Capacity building and training in community-led design processes will also be prioritized, along with a series of small grant calls - whereby youth committees could submit proposals for youth-driven educational activities that they would implement in the camps. A core component of this program will include building awareness and support for inclusion of marginalized groups, including both females and individuals with disabilities.

Rohingya refugees are most vulnerable as their opportunity to work is very limited in the labour market. In light of this, community engagement for developing skills and small scale income generating activities will have a large impact among youth. A collaborative approach to work with adults and adolescents will also improve understanding and mutual respect, creating a supportive environment for adolescents to participate in learning centres and influence the process of empowerment in a positive way. Engaging in such activities will also contribute to psychosocial wellbeing of adolescents and community members.

Community engagement activities will also focus on service among adolescents by creating opportunities for adolescents to support the community in areas such as environmental management (waste disposal, recycling etc.), strengthening learning centres, and implementing

community-based sports and games. Learning Centre Management Committees (LCMCs) will collectively work with adolescents, with support from teachers, to develop suitable skills among them. Adolescents and adults will engage in intergenerational discussions and share their knowledge; adolescents will teach skills to the new generation, while older people will share the social and cultural heritage of the Rohingya with the younger generation.

Strategic Objective 4: Improved systems for planning, supervision, monitoring and service delivery at the district and upazila levels

The emphasis of the humanitarian response is on addressing the educational needs of the refugees while helping to strengthen resilience of the education system of the host community, by proactively planning and implementing crisis-preparedness measures through building capacities of education officials, service providers and educators. The risk of an inadequate and unresponsive education system to meet the needs of refugee and host community children contributes towards future generations of uneducated and unemployed adults. The inability to align with the national systems, and the lack of a standardized learning framework (in the absence of a certified curriculum) remains one of the key factors affecting the response.

Currently there are still limited capacities in local and national education authorities and educators in crisis-sensitive planning and management in the education system.²⁸ In order to make well informed and evidence-based decisions, education authorities must be able to collect data, have in place the capacity to analyse it and use it in a meaningful way. In addition, systemic continuous professional development of educators is key to ensure quality learning opportunities for all learners, both from the host and refugee communities. Resilience of the education system will be therefore enhanced, to ensure quality and sustainable planning and management.

To manage and improve the overall response, government, sector and partners must have adequate systems and structures in place. The sector will be strengthened to ensure quality by having structured and continuous systems for the training of teachers, a robust system for monitoring and supporting learning centres, and periodic learning assessments used to gauge performance and inform system change.

Understanding how the education system is performing and the kind of changes required to improve effectiveness demands strong investments in improving data systems. In addition, the system must put in place structures and processes that allow it to learn from itself and improve practice based on these lessons. Action under this strategic objective will focus on Cox's Bazar district and selected upazilas which will be chosen in the inception phase of the programme.

a) Output 4.1: Established and strengthened information management systems, so decision making is evidence informed and learner data is available and utilized for systematic analysis and planning

Education officials and managers, from both the national and sub-national levels, will acquire knowledge and skills to identify and adapt to emerging education needs through systematically collecting and analysing sex-disaggregated education data, for evidence-based decision-making, planning, monitoring and supporting learning. A web-based monitoring system will be piloted to provide timely, reliable data, including data on learners, and sex and age-disaggregated education data. Some selected union-level education offices in Cox's Bazar will be equipped with adequate facilities for data collection, processing and dissemination, including emergency related data.

This support, research, and data management system will ensure head teachers, district and upazila level education personnel have access to gender-sensitive local level data: it is critical that the district is supported to strengthen monitoring of schools and use of data to inform action, including monthly monitoring and management meetings at upazila and district level.

²⁸ JRP+ consultation report

b) Output 4.2: Strengthened capacities in gender and crisis-sensitive planning, management and coordination

Education planners, managers and service providers, for both males and females, both at the national and sub-national District (Cox's Bazar) levels, for both the Rohingya and host communities, will be sensitised and oriented, and capacities will be improved to diagnose, prevent, prepare for, and respond to and coordinate crises and emergencies (climate change, refugees, etc.). Education officials and managers and service providers will develop enhanced knowledge and skills for better planning, managing and coordinating education in emergencies, including at national/sub-national planning level, through data-based and data-informed decision making. International standards as well as contextualized materials of global standards, such as INEE minimum standards and other international tools, will be used.

School level improvement plans (SLIP) and Upazila Primary Education Plans (UPEP) that are gender-sensitive and integrate gender-based analyses will be developed. The support for UPEP and SLIP will not only further the intended school performance results regarding learning and access, but will be a major strategy for improving governance. This will require a stronger focus on the planning processes at school and upazila levels and increase linkages to community accountability for student performance.

c) Output 4.3: Coordination and IM structures are in place and functional to ensure core functions

Currently the education response is coordinated through the Education Sector based in Cox's Bazar. With the increasing volume of support to the education sector in Cox's Bazar and given the principle and strategic approach of partnership and inclusive design, maintaining (and where needed, strengthening) the Sector coordination is critical to ensure harmonized support among the concerned players. It is, therefore, planned to continue supporting coordination and harmonization of the education sector in Cox's Bazar through sustaining current coordination structures throughout the duration of the program. A Coordinator and IM Officer will be recruited to ensure coordination.

RESOURCES REQUIRED TO ACHIEVE THE EXPECTED RESULTS

Based on projections to fully deliver on the JRP, around \$47 million is required to implement the education interventions in 2018. Projecting from 2018 with an initial increase of 10 percent in 2019 and a decline of 15 percent in 2020 (from 2019), an annual budget of about \$48 million will be required to the end of 2020 (Table 4)

Table 4: Education Sector Funding Requirement and Projections to deliver the programme

Annual Projections by Commitments (all amounts in US\$)						
Status	Donors	Grantees	Totals	2018	2019	2020
Confirmed	Global Affairs Canada	UNICEF, IOM	8,200,000	1,700,000	4,500,000	2,000,000
Confirmed	King Abdullah Foundation (Phase I)	UNICEF	4,200,000	1,400,000	1,400,000	1,400,000
Confirmed	KFW (Phase I)	UNICEF	2,000,000	2,000,000		
Confirmed	USPRM	UNICEF	3,300,000	3,300,000		
Confirmed	Education Cannot Wait (Phase I)	UNICEF, SCI	3,000,000	3,000,000		
Confirmed	Other Donors	UNICEF	1,000,000	1,000,000		
Confirmed	Education Above All Foundation	BRAC	2,282,834	2,282,834		
Confirmed	Education Above All Foundation	DAM	600,000	600,000		
Confirmed	Finland, Government of	ACT Alliance/ FCA	493,827	493,827		
Confirmed	Japan, Government of	UNHCR	373,832	373,832		
Confirmed	Korea, Republic of, Government of	UNHCR	186,916	186,916		

Confirmed	Swiss Solidarity	Swiss Church Aid	421,272	421,272		
Pledged	World Bank	TBD	25,000,000	5,000,000	10,000,000	10,000,000
Pledged	King Abdullah Foundation (Phase II)	UNICEF	15,000,000	5,000,000	5,000,000	5,000,000
Pledged	Education Cannot Wait	UNICEF, UNHCR, UNESCO	12,000,000	2,000,000	5,000,000	5,000,000
Pledged	Global Partnership for Education	UNICEF	8,300,000	2,000,000	4,300,000	2,000,000
Pledged	KFW (Phase II)	UNICEF	8,000,000	1,000,000	4,000,000	3,000,000
Pledged	EU DEVCO	UNICEF	2,500,000		1,500,000	1,000,000

Status	Totals	2018	2019	2020
Funding Required	\$222,214,937	\$47,300,000	\$91,834,301	\$83,080,636
Total Committed	\$26,058,681	\$16,758,681	\$5,900,000	\$3,400,000
Total Pledged	\$70,800,000	\$15,000,000	\$29,800,000	\$26,000,000
Funding Gap	\$125,356,256	\$15,541,319	\$56,134,301	\$53,680,636

Status	Totals	2018	2019	2020
Committed as a percentage of total required	11.7%	35.4%	6.4%	4.1%
Total Pledged as a percentage of total required	31.9%	31.7%	32.4%	31.3%
Funding Gap as a percentage of total required	56.4%	32.9%	61.1%	64.6%

Major expected drivers of increased costs in 2019 are likely to be expansion of adolescent enrolment, increasing contact time by reducing to two shifts, and teachers' salaries. While costs for areas such as teachers' salaries will remain a major cost driver in 2020, it is expected that costs for construction and initial start-up of learning centres will decline in 2020.

The estimated overall unit cost for enrolling new students is \$135, and about \$95 to retain each student on an annual basisⁱ. The extent to which learning centres can be clustered and the ability to construct in a durable way that does not require major annual maintenance or replacement will have a large impact on the cost and sustainability of the interventions.

IMPLEMENTING PRINCIPLES

Five implementing principles and strategic approaches will provide an important lens to all initiatives.

1) Research and Evaluation

This approach will be addressed through a coordination/structured learning agenda. Due consideration has been given to research on good practices from elsewhere. However, a number of contextual factors including government policy and the multiple languages make it difficult to apply some models. Key areas that presently lack a strong evidence-base, such as host community and youth needs, will be prioritized along with unpacking innovative models of education delivery. In addition, embedded evaluation practices will be invested in to document the application and effects of known models, contextualized approaches, and new initiatives designed by the community and/or partners to address the complexity of this crisis. All evaluative and research efforts are designed with a learning focus, with the aim of cultivating greater knowledge and shared understanding within the Sector. The aim will be to foster joint lessons to ultimately improve the quality and efficiency of programming, rather than for auditing purposes which will be led by an external firm. Learning opportunities will be embedded throughout the implementation and facilitated through the Learning Forums and the Community Co-Design Session, described in the following sections.

2) Capacity Building

Each pillar outlines important capacity building requirements needed to ensure the quality of learning, as well as the quality of support functions (such as monitoring and analysis). By increasing the capacity of the community, as well as local education actors and officials, an important foundation is fostered, which supports greater local ownership and the ability to apply efficient responses in the future. Output budgets include embedded activity costs for capacity building for educators and learners. An additional budget line has been included to ensure adequate resources for partner-level capacity building. The Sector will collaborate to determine and plan appropriate capacity building efforts.

3) Inclusive Design

To ensure equitable and protective access to quality education for all learners, an inclusive design approach will be adopted. This will aim to ensure access and meaningful engagement regardless of age, ethnicity, gender and disability. Acknowledging the present gender norms, particular attention will be placed on ensuring girls and young women actively participate in the learning process as learners and social mobilisers. Based on the joint research noted above, partners will be required to apply learnings to address specific constraints faced by girls across all ages, and propose and pilot targeted approaches to ensure they are not excluded from learning opportunities; available learning opportunities should be enhanced to ensure girls' overall wellbeing and protection from prevalent risks. Building from the research, context-specific approaches will be deployed to engage male educators and leaders in promoting understanding of the importance of supporting female education, and encouraging male learners to similarly support the education of their sisters and peers. In addition to the strong gender focus, this programme aims to ensure equitable access for older-aged learners and girls and boys with disabilities, which may require alternative learning approaches.

4) Iterative Programming

The complexity and dynamism of this crisis requires a heightened degree of flexibility, which in turn enables partners to provide adaptive and innovative responses to meet the changing conditions and needs of learners and educators. Creative approaches that emerge from, or in consultation with, the community will be encouraged. Additional flexibility has been built into the design of the program to help support an iterative approach for the option of course-correcting throughout the implementation process. Since the JRP remains the basis for this framework, it will be reviewed and updated according to the review and updating of the JRP itself.

5) Advocacy

Ensuring effective advocacy in support of education as a lifesaving humanitarian response is key in this response, with government at national and local levels. Advocating with national government counterparts will be essential to achieve greater policy clarity with respect to Rohingya education in

line with the provisions of the Convention on the Rights of the Child, where state parties are responsible for the education of children in their jurisdiction, regardless of their immigration status. This includes continued advocacy efforts with government authorities and partnership building to ensure political and administrative commitment and also to create operational space at strategic and operational levels for NGOs, including timely processing of FD 7/6 (NGO project approvals) with respect to education and learning opportunities for Rohingya children and youth.

PARTNERSHIPS

Implementation of this program will be achieved through support from INGOs, Community Based Organization (CBOs), refugee and local communities, as well as in coordination with relevant authorities. Direct and indirect beneficiaries will not only be consulted on the implementation of the program but included as partners in every stage of delivery, including the planning, design, implementation and monitoring, to ensure that it is meeting their needs. Existing mechanisms will be leveraged to ensure efficient and coherent processes. This includes:

- At the camp, settlement, and host community level, elected community and youth leaders; along with the local management committees for the Learning Centres.
- The Education Sector, underpinned by the principles of the Inter-Agency Standing Committee (IASC) cluster approach, provides coordination services for the Rohingya Response.
- At the national level, two-way information sharing with the Education Local Consultative Group (ELCG) will be ensured to support the implementation of the programme and to influence policy-level engagement.
- At the government level, MoPME, MoE and their corresponding district and sub-district offices will provide continuous support and direction

The education sector ensures an effective education in emergency service provision through its core functions that meets the needs of affected girls, boys and youth. Incoming funding will be aligned through the existing coordination platform, ensuring service delivery is driven by the JRP and its strategic priorities. The education sector has established mechanisms to eliminate duplication of service delivery and overlapping of partners, including facility and partner- based monitoring mechanisms and provision of needs analysis.

RISKS AND ASSUMPTIONS

The complexity of the present crisis presents many unknowns and risks that require careful consideration and a series of proactive mitigation measures. Efforts have been, and will continue to be made, to work with the community to identify ways to leverage community engagement and existing protection mechanisms. In addition, advocacy and support will be sought from the government and local actors to assist in mitigating potential challenges that could arise in the coming months of implementation. For a more extensive outline of known risks and the efforts the Sector and Grantees are using to address them, see Annex 1.

STAKEHOLDER ENGAGEMENT

The conceptualization and design of the framework has been based on essential stakeholder engagement and consultation. To ensure that the inputs for the framework reflect current needs but also present a longer-term vision, the Education Sector facilitated a workshop to brainstorm multi-year programme objectives. This consultative process included 15 organizations to develop the four thematic areas (Access, Quality, Community participation and Systems Strengthening). For the ECW components, the three grantees held a one day workshop to brainstorm how ECW could help achieve the multi-year objectives. The three grantees worked closely to design a programme that reflects the spirit of coordination and collaboration. The education sector provided the forum for partnership engagement and was consulted on the development of the Sector's multi-year

framework and the ECW's Multi-Year Resilience Programme (seed fund) The sector provided constructive and informed inputs and feedback that has shaped the final framework.

Building on the robust process of stakeholder engagement in developing the framework, its implementation will be undertaken in a similar spirit. Government, partner organizations, and communities will be equally and regularly part of the review and adaptation of the framework going forward. The framework emphasizes the need to adopt a flexible and adaptable approach.

Communities in particular will be empowered to assess the relevance of interventions and engaged in a process of designing approaches that are context appropriate. Community engagement will build on the positive tone set by the Sector during the needs assessment, and throughout partners' implementation processes - through which communities are regularly engaged in identifying solutions, leading prioritization, and providing feedback on the implementation process. To streamline and ensure active community engagement throughout implementation, biannual Community Co-Design sessions will be held in conjunction with the Learning Forums. These sessions will invite learners, educators and other community members to help orient the strategy and priorities of each implementation stage. The aim is to both enable opportunities for course correction informed and led by the community; as well as reinforce community ownership of the overall programme.

Communities

- Children, youth, education actors, and communities will play an important role in the success of this programme, overcoming common connotations of being regarded as beneficiaries/rights holders. On the contrary, communities are the primary implementers and a key decision-maker underpinning the success of the programme. They should remain empowered to guide prioritization of activities and support the provision of quality through supporting the learning process, along with regular monitoring.

Government

- The government of Bangladesh with its relevant line ministries and agencies will be key partners in the implementation of the programme as they maintain responsibility for the overall response.

Implementing partners

- Partner organizations and institutions have played an important role in the formulation of the programme and will be important actors in its successful roll-out and delivery. Local partners will be supported to assume more responsibility for quality assurance and programme management gradually throughout the implementation of the programme.

Accountability Framework

Accountability to affected populations is an active commitment that humanitarian and development workers must take into account. It will be the responsibility of each implementing partner to engage communities and be accountable to those it is serving. Each partner must seek to operationalize accountability frameworks through community engagement, particularly through information provision, participation and feedback components. For ECW's MYRP it is the role of the ECW Grantees (UNICEF, UNHCR and UNESCO) to ensure partners and projects are effectively mainstreaming accountability into their programme. As a common mechanism, effective education response is based on active community participation - processes and activities that empower communities to engage in decision-making processes and take action on education issues. Community involvement and ownership enhance accountability, strengthen the mobilisation of local resources and support the maintenance of education services in the long term. Participation facilitates the identification of education issues and ways to address them within local contexts. In this way, community participation in assessment, planning, implementation management and monitoring helps to ensure that education responses are appropriate and effective. The monitoring

of community perceptions, the identification of communication channels and providing feedback to communities will be integral to the programme. This will also support existing feedback/complaint mechanisms.

Whilst international commitments will be adhered to as defined by the IASC Task Team on Accountability to Affected Populations and Protection from Sexual Exploitation and Abuse (AAP/PSEA). Furthermore, the humanitarian community is establishing a community engagement working group and defining its PSEA reporting structures. To complement existing measures, an inter-agency call-centre, which functions as a countrywide, toll-free humanitarian/development helpline is in the process of being launched. Once launched, the centre will act as a two-way communication point, through which people can access information on assistance and register complaints, also on education. Simultaneously, the centre will share information with partners on reported needs and urgent priorities to help align the response to reflect the actual needs of affected populations. The centre will not replace or duplicate existing accountability mechanisms but will be designed to complement current accountability structures within Bangladesh and in turn be an integral part of the MYRP accountability to affected populations framework.

KNOWLEDGE

Producing broader knowledge products and public goods will form an important aspect of the programme, building off the positive tone set by partners already developing materials that are utilized and shared across the Sector. The lessons learned that are developed as result of this response will serve as an invaluable resource for future responses. Moreover, collaboration with the local non-governmental and other education partners bringing in a wealth of knowledge will be utilized to ensure education services are contextually appropriate. Further, continuous community engagement through the established youth platforms, parent-teachers associations, school management committees, refresher training sessions with teachers as well as ongoing parental engagement during open days will be used to generate ideas, prioritize gaps as well as obtain feedback on what the community considers most beneficial. In the same light the process of developing and implementing the programme will also serve as an important case study of how international partners can collaborate and coordinate an education response. INEE will serve as an important platform for disseminating information about the project. In this regard, two types of knowledge products will be created:

1. **Contextually-relevant resources:** including situational analysis, localized learning and training resources, outreach & awareness resources, placement and progression tests, and as feasible, building plan designs.
2. **Globally-relevant public goods:** will place emphasis on documenting lessons learnt and promising practice studies aligned to outcomes from the Learning Forums, and best practices. In addition, templates and toolkits for the grants process and reporting will also be refined by the Sector and shared.

In addition to those product categories, the Learning Forums will provide a vital platform for fostering shared knowledge and understanding amongst partners working in the field. They will also include invitations to a wider-stakeholder group to participate and bring external perspectives, as determined relevant by coordinating partners. The initial Forum will be jointly organized by all three ECW Grantees (UNICEF, UNHCR and UNESCO) and will be funded by UNICEF. The Grantees will then take responsibility for additional Forums funded by UNICEF and UNHCR and general co-convening together with a local and NGO partner. Each Forum will receive additional technical support from the other Grantees, and the Sector²⁹.

All resources produced by partners will be made publicly available under creative common protocols to promote wider uptake and distribution through INEE and other digital platforms. Efforts will be

²⁹ Intended participants include, but are not limited to: sector members, implementing partner organizations, community representatives, government and local authorities, programme steering committee, and other relevant stakeholders

made to maximize digital media formats including blogs, videos, podcasts, and social media to document and distribute materials in reader/viewer friendly formats. Individual partner contributions to develop these products will be acknowledged through branding, following partnership guidelines outlined in the partnership section³⁰.

Bi-annual slide-decks and programme factsheets will be produced by the Grantees with support from partners. These resources will help promote streamlined messaging with key stakeholders.

SUSTAINABILITY AND SCALING UP

The programme places emphasis on the need to leverage and strengthen national and community capacities to ensure support for the response moving forward, ensuring quality provision wherever communities reside. To achieve this, each intervention is underpinned by a systems-oriented approach which ensures initial investments have subsequent gains for both the host community, and for Rohingya refugees - both in their place of current asylum and to support rebuilding upon voluntary return to Myanmar.

Built in to the logic of the programme is the need to strengthen local NGO capacity while also assisting the community, national and district level education officials to support local entities to adopt greater oversight in the coordination and management of the educational response. In the coming two years, it is expected that national organizations will assume a leading role in the response and that international partners will provide a supporting and assistance function to ensure that they have the organizational structures and technical capacity.

There already exists very strong Bangladeshi partners that have a long history of supporting communities. Building on this robust foundation, the programme will work closely with these organizations to ensure that they have the EiE capacity for the future as well as build capacities to manage the delivery of quality education in future emergencies or protracted situations. This will be a core component of partner capacity building along with establishing coalitions and partnership-mentoring models to encourage peer-learning within the Sector. The ECW grantees and their implementing partners for the seed funding will carry out an analysis/scenario planning within the first year of programme implementation to ensure that activities can be tailored to achieve more sustainability.

³⁰ Explicit protection concerns will be taken into account before proceeding with all suggested media formats.

IV. PROGRAMME MANAGEMENT

COST EFFICIENCY AND EFFECTIVENESS

The Education Sector developed minimum standards to support partners work, including a harmonized pay scale for teachers, minimum materials requirement for learning centres and designs and SOPs for construction and guidance on space sharing/centre sharing.

PROGRAMME MANAGEMENT

ECW Grantees will follow the UN rates in terms of administration costs and where possible to harmonize the rates as much as possible among the three Grantees. As the ECW programme will contribute to wider objectives, which can be attributed to several donor programmes, a separate programme management unit is not required, to be able to maintain consistency and uniformity in achieving overall JRP objectives. Staffing costs of the education units in the three agencies have been considered in line with what is being covered through other grants.

ECW seed funds will be used to support operations in the district of Cox's Bazar, focusing on the two sub-districts of Teknaf and Ukhia.

V. RESULTS FRAMEWORK

ECW CORE INDICATORS

Indicator	Sub-Grantees	Local actors	# of local actors at midterm	# of local actors at close
Please list each of your organization's sub-grantees and indicate whether they will be further sub-granting to any local organizations	<i>tbc*</i>	<i>tbc</i>	<i>tbc</i>	<i>Tbc</i>

* Sub grantees will be determined through a competitive bidding process

FORMAL + NON-FORMAL + INFORMAL EDUCATION: Number of girls, boys, and youth in school or equivalent non-school based settings, including pre- primary education, reached by the ECW funds	Baseline & Targets		Pre-Primary		Primary		Secondary		Total		
			F	M	F	M	F	M	F	M	Total
Total	Baseline		0	0	0	0	0	0	0	0	0
	Year 1 target		11,750	11,750	26,496	26,496	6,004	6,004	44,250	44,250	88,500
	Year 2 target		9,427	9,427	21,256	21,256	4,817	4,817	35,500	35,500	71,000
Children with disabilities	Baseline		TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	Year 1 target		TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	Year 2 target		TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	TOTALS		TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

IMPACT	Output	Baseline & Targets		Pre-Primary		Primary		Secondary		Total		
				F	M	F	M	F	M	F	M	Total
	FORMAL EDUCATION: Number of girls, boys, and youth in school or equivalent non-school based settings, including pre-primary education, reached by the ECW funds	Total	Baseline	0	0	0	0	0	0	0	0	0
			Year 1 target	2,585	2,585	5,829	5,829	1,321	1,321	9,735	9,735	19,470
			Year 2 target	2,074	2,074	4,676	4,676	1,060	1,060	7,810	7,810	15,620
		Children with disabilities	Baseline	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			Year 1 target	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			Year 2 target	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			TOTAL	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
		Refugees	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			Year 1 target	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			Year 2 target	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			TOTAL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		IDPs	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			Year 1 target	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			Year 2 target	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			TOTAL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Host populations	Baseline	0	0	0	0	0	0	0	0	0
			Year 1 target	2,585	2,585	5,829	5,829	1,321	1,321	9,735	9,735	19,470
			Year 2 target	2,074	2,074	4,676	4,676	1,060	1,060	7,810	7,810	15,620

IMPACT	FORMAL EDUCATION (continued)	Other affected populations	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			Year 1 target	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			Year 2 target	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			TOTAL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	NON-FORMAL & INFORMAL EDUCATION: Number of children and youth in school or equivalent non-school based settings, including pre-primary education, reached	Total	Baseline	0	0	0	0	0	0	0	0	0
			Year 1 target	9,165	9,165	20,667	20,667	4,683	4,683	34,515	34,515	69,030
			Year 2 target	7,353	7,353	16,580	16,580	3,757	3,757	27,690	27,690	55,380
		Children with disabilities	Baseline	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			Year 1 target	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			Year 2 target	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			TOTAL	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
		Refugees	Baseline	0	0	0	0	0	0	0	0	0
			Year 1 target	9,165	9,165	20,667	20,667	4,683	4,683	34,515	34,515	69,030
			Year 2 target	7,353	7,353	16,580	16,580	3,757	3,757	27,690	27,690	55,380
		IDPs	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			Year 1 target	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			Year 2 target	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			TOTAL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

IMPACT	NON-FORMAL & INFORMAL EDUCATION (continued)	Host populations	Baseline	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			Year 1 target	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			Year 2 target	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
			TOTAL	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
		Other affected population	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			Year 1 target	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			Year 2 target	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
			TOTAL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Type	Indicator			Pre-Primary		Primary		Secondary		Total		
				F	M	F	M	F	M	F	M	Total
OUTPUT	# of children and youth receiving <u>individual</u> learning materials (e.g., textbooks, notebooks, etc.)	Total	Baseline	0	0	0	0	0	0	0	0	0
			Year 1 target	11,750	11,750	26,496	26,496	6,004	6,004	44,250	44,250	88,500
			Year 2 target	9,427	9,427	21,256	21,256	4,817	4,817	35,500	35,500	71,000
		Children with disabilities	Baseline	0	0	0	0	0	0	0	0	0
			Year 1 target	0	0	0	0	0	0	0	0	0
			Year 2 target	0	0	0	0	0	0	0	0	0
			TOTAL	0	0	0	0	0	0	0	0	0

Type	Indicator			Pre-Primary		Primary		Secondary		Total		
				F	M	F	M	F	M	F	M	Total
OUTPUT	# of children and youth receiving <u>individual</u> learning materials (e.g., textbooks, notebooks, etc.)	Refugees	Baseline	0	0	0	0	0	0	0	0	0
			Year 1 target	9,165	9,165	20,667	20,667	4,683	4,683	34,515	34,515	69,030
			Year 2 target	7,353	7,353	16,580	16,580	3,757	3,757	27,690	27,690	55,380
		IDPs	Baseline	0	0	0	0	0	0	0	0	0
			Year 1 target	0	0	0	0	0	0	0	0	0
			Year 2 target	0	0	0	0	0	0	0	0	0
			TOTAL	0	0	0	0	0	0	0	0	0
		Host populations	Baseline	0	0	0	0	0	0	0	0	0
			Year 1 target	2,585	2,585	5,829	5,829	1,321	1,321	9,735	9,735	19,470
			Year 2 target	2,074	2,074	4,676	4,676	1,060	1,060	7,810	7,810	15,620
		Other affected populations	Baseline	0	0	0	0	0	0	0	0	0
			Year 1 target	0	0	0	0	0	0	0	0	0
			Year 2 target	0	0	0	0	0	0	0	0	0
			TOTAL	0	0	0	0	0	0	0	0	0

OUTPUT	Indicator		F	M	Total
	# of teachers or education administrators trained, disaggregated by sex	Baseline	0	0	0
		Year 1 target	1,000	1,000	2,000
		Year 2 target	1,000	1,000	2,000
	# of teachers recruited or financially supported, disaggregated by sex	Baseline	0	0	0
		Year 1 target	1,000	1,000	2,000
		Year 2 target	1,000	1,000	2,000
	# of gender-sensitive and disability inclusive WASH facilities rehabilitated	Baseline		0	
		Year 1 target		500	
		Year 2 target		500	
		TOTAL		1000	
	# of accessible school environments (e.g. through infrastructures, equipment e.g. desks or classroom materials)	Baseline		0	
		Year 1 target		137	
		Year 2 target		137	
		TOTAL		274	

OVERALL MULTI YEAR FRAMEWORK RESULTS³¹

Note: timelines assume a six-week inception stage required for the selection of implementing partners (through a competitive process) and establishment of programme staffing and set-up, development of detailed project management plans and other arrangements. Dates indicated below may therefore shift depending on timing of the programme approval and release of seed funds.

EXPECTED RESULTS	JRP INDICATORS	DATA SOURCE	Type	IN NEED	BASELINE		TARGETS				DATA COLLECTION METHODS & RISKS	Assumptions
				Value	Value	Year	2018	2019	2020	TOTAL		
Impact	Total number of children and youth in learning centres, including pre-primary, primary and lower-secondary education, reached by MYRP	JPR, UNICEF Costing Model, 4W Analysis-02-09-2018	Totals	615,000	143,141	9/2/2018	530,000	546,006	562,495	562,495	Sector 4W	Population growth calculated from UNICEF costing model 3.02%. 49% of girls based on the 4W Analysis-02-09-2018
			Girls	301,350	70,139		259,700	267,543	275,623	275,623		
			Boys	313,650	73,002		270,300	278,463	286,873	286,873		
Outcome 1: ACCESS - Provide immediate access to equitable learning opportunities in a safe and protective environment to crisis-affected refugee and host community children and youth (ages 3-24 year olds)	Children and youth enrolled in learning opportunities in camps, settlements and host communities	JPR, UNICEF Costing Model, 4W Analysis-02-09-2018	Totals	615,000	143,141	9/2/2018	530,000	546,006	562,495	562,495	Sector 4W	Population growth calculated from UNICEF costing model 3.02%. 49% of girls based on the 4W Analysis-02-09-2018
			Girls	301,350	70,139		259,700	267,543	275,623	275,623		
			Boys	313,650	73,002		270,300	278,463	286,873	286,873		
	Learners receive standardized education materials including LCFA learning materials	JPR, UNICEF Costing Model, 4W Analysis-02-09-2018	Totals	614,000	-	9/2/2018	530,000	546,006	562,495	562,495	Sector 4W	Population growth calculated from UNICEF costing model 3.02%. 49% of girls based on the 4W Analysis-02-09-2018
			Girls	300,860	-		259,700	267,542.94	275,623	275,623		
			Boys	313,140	-		270,300	278,463	286,873	286,873		
	Teachers receive standardized education materials including LCFA teaching guide	JPR, UNICEF Costing Model, 4W Analysis-02-09-2018	Totals	10,000	-	9/2/2018	9,000	9,500	9,800	9,800	Sector 4W	Population growth calculated from UNICEF costing model 3.02%. 58% of Female teacher based on the 4W Analysis-02-09-2018
			Girls	5,800	-		5,220	5,510	5,684	5,684		
			Boys	4,200	-		3,780	3,990	4,116	4,116		

³¹ The Multi-Year Results Framework is subject to revision once the 2019 Joint Response Plan has been approved.

EXPECTED RESULTS	JRP INDICATORS	DATA SOURCE	Type	IN NEED	BASELINE		TARGETS				DATA COLLECTION METHODS & RISKS	Assumptions
				Value	Value	Year	2018	2019	2020	TOTAL		
Outcome 1: ACCESS - Provide immediate access to equitable learning opportunities in a safe and protective environment to crisis-affected refugee and host community children and youth (ages 3-24 year olds)	Number of safe, protective and equipped classrooms established and functional with adequate sex-disaggregated WASH facilities	JPR, UNICEF Costing Model, 4W Analysis-02-09-2018	Totals	5,000	1,898	9/2/2018	3,500	4,000	4,500	4,500	Sector 4W	Population growth calculated from UNICEF costing model 3.02%. Assuming 500 more learning center is required for 2018, and 200 more for 2020. Also, 3,500 learning center will have to be kept operational in order to retain children.
Outcome 2: QUALITY - Improve quality of teaching and learning for refugee and host community children and youth, aligned with MoE and MoPE and Education Sector standards, and increase teaching-related professional development opportunities	Number of teachers and learning instructors from refugee and host communities trained on psychosocial support.	JPR, UNICEF Costing Model, 4W Analysis-02-09-2018	Totals	10,000	2,448	9/2/2018	9,000	9,500	9,800	9,800	Sector 4W	Population growth calculated from UNICEF costing model 3.02%. 58% of girls based on the 4W Analysis-02-09-2018
			<i>Females</i>	<i>5,800</i>	<i>1,420</i>		<i>5,220</i>	<i>5,510</i>	<i>5,684</i>	<i>5,684</i>		
			<i>Males</i>	<i>4,200</i>	<i>1,323</i>		<i>3,780</i>	<i>3,990</i>	<i>4,116</i>	<i>4,116</i>		
	Number of teachers and learning instructors from refugee and host communities trained on foundational teaching and content aligned to the LCFA core teaching and learning content.	JPR, UNICEF Costing Model, 4W Analysis-02-09-2018	Totals	10,000	-	9/2/2018	9,000	9,500	9,800	9,800	Sector 4W	Population growth calculated from UNICEF costing model 3.02%. 58% of female teachers based on the 4W Analysis-02-09-2018
			<i>Females</i>	<i>5,800</i>	-		<i>5,220</i>	<i>5,510</i>	<i>5,684</i>	<i>5,684</i>		
			<i>Males</i>	<i>4,200</i>	-		<i>3,780</i>	<i>3,990</i>	<i>4,116</i>	<i>4,116</i>		

EXPECTED RESULTS	JRP INDICATORS	DATA SOURCE	Type	IN NEED	BASELINE		TARGETS				DATA COLLECTION METHODS & RISKS	Assumptions
Outcome 3: COMMUNITY ENGAGEMENT - Increase refugee and host community participation and engagement in children's education	Number of Community Education Committees (with 60% women representation) established, trained, and engaged in the enrolment and retention of children and youth in learning facilities	JPR, UNICEF Costing Model, 4W Anlaysia-02-09-2018	Totals	5,000	465	9/2/2018	1,750	4,000	4,500	4,500	Sector 4W	60% of Female based on the composition of the LCMC
			Females	3,000	279		1,050	2,400	2,700	2,700		
			Males	2,000	186		700	1,600	1,620	1,620		
	Number of community members (disaggregated by sex) sensitized on child rights and the importance of education actively engaged in improving the enrolment and retention of students'	JPR, UNICEF Costing Model, 4W Anlaysia-02-09-2018	Totals	50,000	46,445	9/2/2018	50,000	50,000	50,000	50,000	Sector 4W	50% of female
			Females	25,000	23,223		25,000	25,000	25,000	25,000		
			Males	25,000	23,223		25,000	25,000	25,000	25,000		
	Number of children, youth, and community members (disaggregated by sex) engaged in social cohesion initiatives co-curricular activities).	JPR, UNICEF Costing Model, 4W Anlaysia-02-09-2018	Totals	95,000	54,894	9/2/2018	50,000	50,000	50,000	50,000	Sector 4W	53% of female
			Females	50,350	29,094		26,500	26,500	26,500	26,500		
			Males	44,650	25,800		23,500	23,500	23,500	23,500		
Outcome 4: SYSTEMS STRENGTHENING - Improved systems for planning, supervision, monitoring and service delivery at the district and upazila levels.	Percentage of educators mastering knowledge and skills of crisis-sensitive planning, management and coordination for quality provision of learning opportunities for all learners	JPR, UNICEF Costing Model, 4W Anlaysia-02-09-2018	Totals	100%	-	9/2/2018	0%	20%	50%	50%	Sector 4W	
			Females	50%	-		0%	10%	25%	25%		
			Males	50%	-		0%	10%	25%	25%		

VI. MONITORING AND EVALUATION

MONITORING PLAN FOR ECW'S MYRP (SEED FUND)

Monitoring Activity	Purpose	Frequency	Expected Action
Track results progress	Progress data against the results indicators in the RRF will be collected and analysed to assess the progress of the programme in achieving the agreed outputs.	Quarterly, or in the frequency required for each indicator.	Slower than expected progress will be addressed by programme management.
Monitor and Manage Risk	Identify specific risks that may threaten achievement of intended results. Identify and monitor risk management actions using a risk log. Audits will be conducted in accordance with Audit policy to manage financial risk.	Quarterly	Risks are identified by programme management and actions are taken to manage risk. The risk log is actively maintained to keep track of identified risks and actions taken.
Learn	Knowledge, good practices and lessons will be captured regularly, as well as actively sourced from other projects and partners and integrated back into the project.	Annually	Relevant lessons are captured by the programme team and used to inform management decisions.
Annual Programme Quality Assurance	The quality of the programme will be assessed against Quality standards to identify programme strengths and weaknesses and to inform management decision making to improve the project.	Annually	Areas of strength and weakness will be reviewed by programme management and used to inform decisions to improve programme performance.
Review and Make Course Corrections	Internal review of data and evidence from all monitoring actions to inform decision making.	Bi-annually	Performance data, risks, lessons and quality will be discussed by the programme board and used to make course corrections.
Programme Report	A progress report will be presented to the Programme Steering Committee/Board and key stakeholders, consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual programme quality rating summary, an updated risk log with mitigation measures, and any evaluation or review reports prepared over the period.	Every 6 months, at the end of the calendar year, and at the end of the programme (final report)	
Programme Review (Steering Committee Programme Board)	The project's governance mechanism (i.e., programme steering committee/ board) will hold regular programme reviews to assess the performance of the programme against planned indicators and review the Multi-Year Work Plan to ensure realistic budgeting over the life of the project. In the project's final year, the Programme Board shall hold an end-of programme review to capture lessons learned and discuss opportunities for scaling up and to socialize programme results and lessons learned with relevant audiences.	Specify frequency (i.e., at least annually)	Any quality concerns or slower than expected progress should be discussed by the programme board and management actions agreed to address the issues identified.

EVALUATION PLAN FOR ECW'S MULTI-YEAR RESILIENCE PROGRAMME (SEED FUND)

Evaluation Title	Partners	Outcome (s)	Planned Completion Date	Key Evaluation Stakeholders	Cost and Source of Funding
Mid-Term Evaluation ^[1]	Grantees	*	Mid-year of Programme	Implementing Partners, Government and Donors	Covered in Programme budget
End of programme Impact Evaluation	Grantees	All outcomes	End year of Programme	Implementing Partners, Government and Donors	Covered in Programme budget

**To be decided as part of the development of an evaluation plan, undertaken by the ECW Multi-Year Resilience Programme Grantee as part of the design of the programme.*

^[1] ECW Multi-Year programmes must be evaluated midway through the programme. Baseline survey will also be undertaken during programme inception and has been costed in the budget.

VII. BUDGETS

i. BUDGET FOR OVERALL MYRP FRAMEWORK

(subject to review and adjustment³²)

Year	2018	2019	2020	
Targeted Children	530,000	546,006	562,495	Total
Cost per child	89 ³³	168 ³⁴	148 ³⁵	
Outcome 1: ACCESS - Provide immediate access to equitable learning opportunities in a safe and protective environment to crisis-affected refugee and host community children and youth (ages 3-24 year olds)	\$20,973,202	\$42,955,449	\$15,112,826	\$79,041,476
Outcome 2: QUALITY - Improve quality of teaching and learning for refugee and host community children and youth, aligned with MoE and MoPE and Education Sector standards, and increase teaching-related professional development opportunities	\$21,783,761	\$39,827,751	\$22,954,625	\$84,566,136
Outcome 3: COMMUNITY ENGAGEMENT - Increase refugee and host community participation and engagement in children's education	\$4,543,037	\$20,300,020	\$7,870,949	\$32,714,006
Outcome 4: SYSTEMS STRENGTHENING - Improved systems for planning, supervision, monitoring and service delivery at the district and upazila levels.	\$0	\$21,521,141	\$9,231,902	\$30,753,043
TOTAL BUDGET	\$47,300,000	\$91,834,301	\$83,080,636	\$222,214,937

³² The multi-year framework is aligned to the 2018 JRP. Projections for 2019 and 2020 are based on assumptions and figures are indicative and subject to change.

³³ JRP cost per child (but does not include costs for LCFA and systems strengthening)

³⁴ Cost Per Child UNICEF Model

³⁵ Cost Per Child UNICEF Model

ii. Budget for ECW Seed Funding ³⁶

(subject to review and adjustment)³⁷

EXPECTED OUTPUTS	PLANNED ACTIVITIES	BUDGET BY YEAR ³⁸			TOTAL	RESPONSIBLE UN AGENCY
		2018	2019	2020 ³⁹		
ACCESS						
Output 1.1: Learners have access to safe and protective learning environments.	1.1.1 Maintaining existing learning centres, including upgrades	\$200,000	\$200,000	\$200,000	\$600,000	UNICEF
	1.1.2 Provision of Teacher salaries to support continuation of learning	\$0	\$768,000	\$384,000	\$1,152,000	UNICEF
	1.1.3 Rebuilding/renovation of damaged learning centres	\$400,000	\$0	\$0	\$400,000	UNICEF
	1.1.4 Renovation of one host community school	\$0	\$50,000	\$0	\$50,000	UNICEF
Output 1.2: Learners & educators are supported to develop foundational skills and languages in order to continue, or commence, learning and teaching	1.2.1 Establish English & Myanmar language acquisition programs	\$80,000	\$80,000	\$80,000	\$240,000	UNHCR
Output 1.3: Learners are supported through context-adapted approaches to enable equitable learning opportunities.	1.3.1 Implement technology enhanced alternative delivery modalities	\$144,450	\$187,250	\$53,500	\$385,200	UNHCR
		\$0	\$1,000,000	\$0	\$1,000,000	UNICEF

³⁶ The division of funding proposed by ECW across these three UN agencies was discussed within the Inter-Sector Coordination Group, and was based on their comparative advantages and experience with the education response since the onset of the crisis. This proposal was also discussed with the UN Resident Coordinator and subsequently presented at a meeting of the Education Local Consultative Group in Dhaka in February, and agreed by consensus.

³⁷ Changes to a programme budget affecting the scope (outputs), completion date, or total estimated programme costs require a formal budget revision that must be signed by the programme board. In other cases, the ECW programme manager alone may sign the revision provided the other signatories have no objection. This procedure may be applied for example when the purpose of the revision is only to re-phase activities among years

³⁸ Given the anticipated commencement, an annual plan will straddle two years.

EXPECTED OUTPUTS	PLANNED ACTIVITIES	BUDGET BY YEAR ⁴⁰			TOTAL	RESPONSIBLE UN AGENCY
		2018	2019	2020 ⁴¹		
QUALITY						
Output 2.2: Female and male educators are adequately prepared and continually supported to provide quality learning opportunities and support the well-being of learners and their peers.	2.2.1 Provide in-service, coaching or peer-support networks for capacity development for educators	\$90,075	\$128,400	\$64,200	\$282,675	UNHCR
		\$200,000	\$200,000	\$200,000	\$600,000	UNICEF
Output 2.3: Teachers are able to assess, differentiate and manage learners with varying educational needs to support their learning progression:	2.3.1 Teachers are trained to assess level, progression and recognition of learning achievement	\$100,000	\$120,000	\$0	\$220,000	UNICEF
Output 2.4 Learners develop context-specific and relevant knowledge and portable skills	2.4.1 Establish youth programming with integrated language acquisition (including the contextualization of LSBE)	\$500,000	\$500,000	\$500,000	\$1,500,000	UNICEF
		\$267,500	\$353,100	\$214,000	\$834,600	UNHCR
COMMUNITY ENGAGEMENT						
Output 3.1: Communities are engaged and meaningfully contribute to decision-making on the design and implementation of learning opportunities - helping to support quality provision & the well-being of their communities.	3.1.1 Conduct skills development based on community-identified needs	\$42,800	\$48,150	\$32,100	\$123,050	UNHCR
		\$50,000	\$100,000	\$50,000	\$200,000	UNESCO
	3.1.2 Establish/support community platforms for systematic engagement in quality provision	\$5,350	\$10,700	\$5,350	\$21,400	UNHCR
Output 3.2: Communities and educators have the necessary skills and	3.2.1 Strengthen Teacher Training Institutes to support teachers in host community and camps	\$0	\$300,000	\$35,000	\$335,000	UNICEF

⁴⁰ Given the anticipated commencement, an annual plan will straddle two years.

EXPECTED OUTPUTS	PLANNED ACTIVITIES	BUDGET BY YEAR ⁴⁰			TOTAL	RESPONSIBLE UN AGENCY
		2018	2019	2020 ⁴¹		
resources to ensure ongoing quality provision for all learners.	3.2.2 Establish a satellite Teacher Training campus in local district and provide offline Audio-Visual contents for professional development as well as for classroom use (connected to 4.2.1)	\$0	\$428,000	\$53,500	\$481,500	UNHCR
	3.2.3 Provide scholarships for local educators to earn qualifications (connected to 4.2.1/2)	\$0	\$0	\$80,250	\$80,250	UNHCR
Output 3.3: Community service and inter-generational knowledge transfer for youth and adolescent participation	3.3.1 Conduct skills training to support the development of youth-led learning initiatives	\$37,450	\$48,150	\$26,750	\$112,350	UNHCR
	3.3.2 Establish/support youth platforms for systematic engagement in decision-making & design	\$3,745	\$8,560	\$3,745	\$16,050	UNHCR
	3.3.3 Provide small grants to support youth-led initiatives	\$5,350	\$10,700	\$5,350	\$21,400	UNHCR
SYSTEMS STRENGTHENING						
Output 4.1: Established and strengthened information management systems, so decision making is evidence informed and learner data is available and utilized for systematic analysis and planning.	4.1.1 Improve information management approaches and monitoring tools/systems across all levels and stakeholders.	\$100,000	\$200,000	\$100,000	\$400,000	UNICEF
Output 4.2: Strengthened capacities in gender and crisis-sensitive planning, management and coordination	4.2.1 Conduct ongoing planning & trainings with educators & district authorities for enhanced education management & quality assurance.	\$50,000	\$150,000	\$80,000	\$280,000	UNESCO
Output 4.3: Coordination and IM structures are in place and functional to ensure core functions	4.3.1 Recruit coordinator and IMO.	\$92,000	\$185,000	\$92,000	\$369,000	UNICEF
	4.3.2 Partner capacity development	\$90,000	\$159,000	\$100,000	\$349,000	UNICEF

EXPECTED OUTPUTS	PLANNED ACTIVITIES	BUDGET BY YEAR ⁴⁰			TOTAL	RESPONSIBLE UN AGENCY
		2018	2019	2020 ⁴¹		
COMMUNICATION (including Learning Forum)	Document promising practices/success stories and disseminate/advocacy with key stakeholders for sustainability and possible upscale.	\$8,000	\$14,500	\$8,000	\$30,500	UNHCR
		\$25,000	\$50,000	\$25,000	\$100,000	UNICEF
Research and Evaluation		\$25,000	\$50,000	\$200,000	\$275,000	UNICEF
Grantees Staff, Operations & Monitoring Costs			\$80,000	\$80,000	\$160,000	UNHCR
		\$20,500	\$30,000	\$30,248	\$80,748	UNESCO
		\$125,000	\$250,000	\$126,180	\$501,180	UNICEF
Programme Support Costs (7%)		\$47,930	\$97,826	\$49,472	\$195,228	UNHCR
Programme Support Costs (7%)		\$129,990	\$282,240	\$137,353	\$549,583	UNICEF
Programme Support Costs (7%)		\$8,435	\$19,600	\$11,217	\$39,252	UNESCO
Total UNHCR		\$732,650	\$1,495,336	\$756,217	\$2,984,203	UNHCR
Total UNICEF		\$1,986,990	\$4,314,240	\$2,099,533	\$8,400,763	UNICEF
Total UNESCO		\$128,935	\$299,600	\$171,465	\$600,000	UNESCO
Total ECW MYRP:		\$2,848,575	\$6,109,176	\$3,027,215	\$11,984,966	Three Grantees

EXPECTED RESULTS	INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)			DATA COLLECTION METHODS
			Value	Year	2018	2019	2020	
IMPACT: Children, adolescents, youth and community members have knowledge and skills to meaningfully contribute to their families and communities	Total number of girls and boys from refugee and host community in school or equivalent non-school based settings, including pre-primary education, reached with ECW assistance	OPS	0	2018	88,500 (50%F)	71,000 (50%F)	TBC (50%F)	Sector database
Strategic Objective 1: ACCESS								
Contribution to ECW Outcome 1, 2 and 3	Number of children and youth enrolled in learning opportunities in camps, settlements and host communities (JRP indicator)	OPS	0	2018	14,250	38,5000	26,500	
Output 1.1 Learners have access to fun, safe and protective learning environments	Number of maintained learning centres	Grantees' systems	0	2018	137	137	TBC	UNICEF ONA system Partner reports
	Number of teachers supported		0	2018	-	2,000 (50%F)	2,000 (50%F)	
	Number of host public government schools upgraded		0	2018	-	1		
Output 1.2 Learners & educators are supported to develop foundational skills and languages in order to continue, or commence, learning and teaching	Number of children and youth enrolled in programmes (disaggregated by sex and age).	programme reports	0	2018	5,000 (50%F)	5,000 (50%F)	5,000 (50%F)	enrolment and weekly attendance collected by learning centre

Output 1.3 Learners are supported through context-adapted approaches to enable equitable learning opportunities	Number of children and youth participating in recognized alternative learning programmes	Partner reports	0	2018	13,500 (50%F)	25,500 (50%F)	19,500 (50%F)	enrolment and weekly attendance collected by learning centre
Strategic Objective 2: Quality								
Contribution to ECW Outcome 2, 3 and 4	% of teachers mastering key principles	Partner reports	0 (no standard ized training)	2018	50% (50%F)	70% (50%F)	100% (50%F)	Learning centre observation reports
Output 2.2 Female and male educators are adequately prepared & continually supported to provide quality learning opportunities & support the wellbeing of learners & their peers	% of teachers and learning instructors (disaggregated by sex) from refugee and host communities receiving professional development teacher training. (JRP indicator)	OPS	0	2018	80% (50%F)	100% (50%F)	100% (50%F)	Training records
	% of learners and teachers receiving standardized education materials	OPS	0	2018	75%	100%	100%	Learning centres records
Output 2.3 Teachers are able to assess, differentiate and manage learners with varying educational needs to support their learning progression	% of teachers trained to differentiate in the classroom	Assessment reports	0	2018	20%	75%	100%	Learning centre observation sheets
Output 2.4 Learners develop context-specific and relevant knowledge and portable skills	Number of adolescents and youth in life skills programming	Program reports	0	2018	20,000	30,000	30,000	IP reports

Strategic Objective 3: Community engagement								
Contribution to ECW Outcome 3, 4 and 5	Number of community members engaged in supporting access and the provision of quality learning	Program reports	0	2018	22,000	44,000	35,500	Learning centre observation reports
Output 3.1 Communities are engaged & meaningfully contribute to decision-making on the design & implementation of learning opportunities	Number of community members trained	Program report	0	2018	2,250	5,000	5,000	Community record keeping
Outcome 3.2 Communities and educators have the necessary skills and resources to ensure ongoing quality provision for all learners.	# of teacher training institutes supported	Teacher training institute records	0	2018	1	1	1	Teacher training institute records
Output 3.3 Community service and inter-generational knowledge transfer for youth and adolescent participation	Number of youth trained	Program reports	0	2018	5,000	5,000	5,000	Youth groups organize and record program participation
Strategic Objective 4: System strengthening								
Contribution to Outcome 1, 2, 3, and 4	Number of educators mastering knowledge and skills of crisis-sensitive planning, management and coordination for quality provision of learning opportunities for all learners	Training and program reports	1 (sector coordination mechanism)	2018	20% (50%F)	50% (50%F)	30% (50%F)	Program reports, training reports and M&E reports

Output 4.1 Established and strengthened information management systems	Status of data management system	Development reports	no	2018	under development	system functional		Monitoring reports
Output 4.2 Strengthened capacities in gender and crisis-sensitive planning, management and coordination at school, upazila and district levels	# of school, upazila and district, national level, as well as community personnel received training	District records	0	2018	50	200	50	Training records, MIS reports
Output 4.3 Coordination and IM structures are in place and functional to ensure core functions	Coordination structure in place	Sector Coordination	Yes	2018	yes	yes	Yes	Meeting minutes, website,

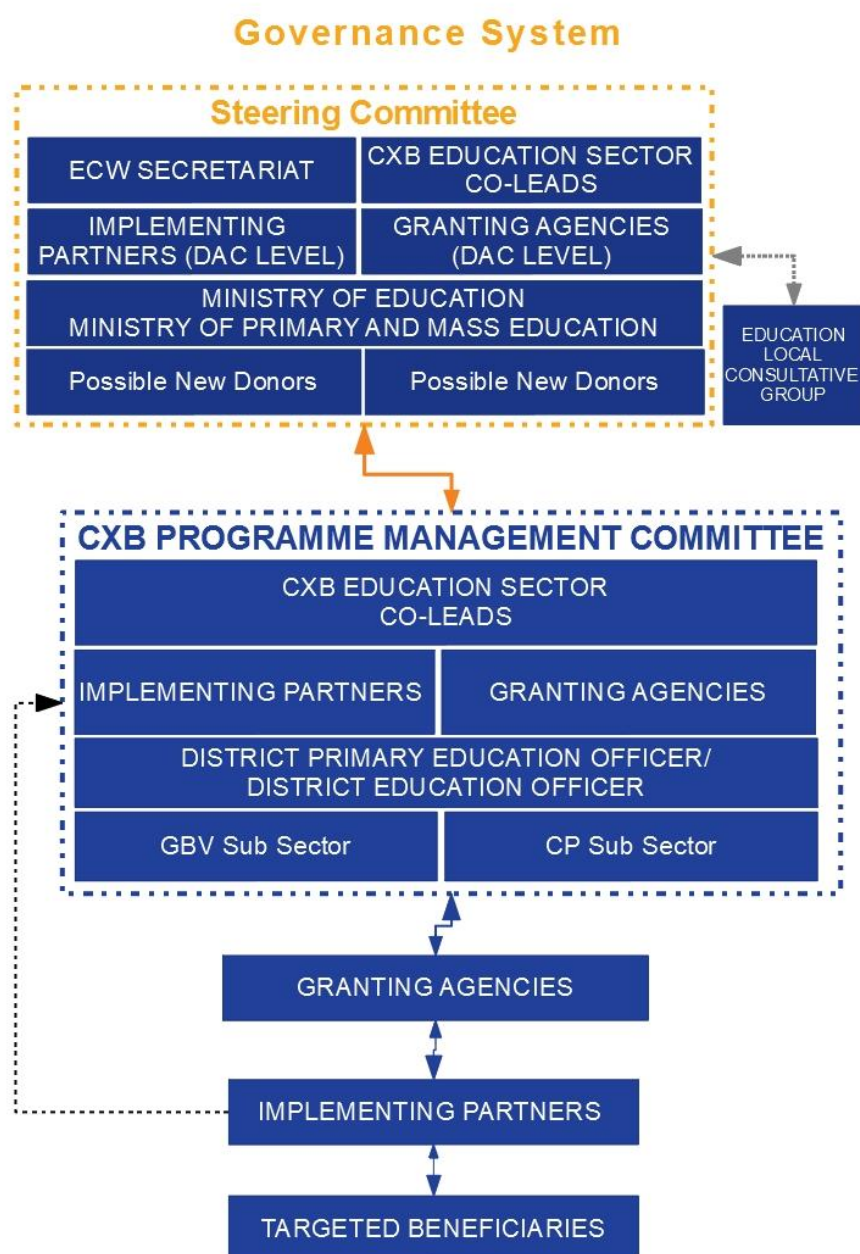
** Implementing partner overheads (ICR) not included in this line. These overheads are calculated as part of programme costs, included within each output, and will be determined upon selection of partners. Beneficiary numbers may require adjustment based on this.*

VIII. GOVERNANCE AND MANAGEMENT ARRANGEMENTS

Governance Structure

The following section outlines the proposed structure of governance and management. The below table sets out the roles and responsibilities for each body with respect to governing and managing the programme. Governance and management arrangements are structured in a way to ensure inclusive participation of relevant stakeholders holding decision-making authority within the programme and to ensure information flows.

Figure 4: Proposed Governance Structure



Note: Granting Agencies = Grantees

Roles and responsibilities of Programme Bodies

Governance Body or Critical Interface	Roles and Responsibilities
Education Local Consultative Group	<p>The Education Local Consultative Group (ELCG) based in Dhaka is a critical interface for the multi-year framework. It consists of donors, civil society and government. The ELCG provides an entry point for advocating additional resources to meet the funding target laid out in the multi-year framework and coordinates donor engagement. ELCG also provides a platform for policy and advocacy coordination and a forum to engage in dialogue with the government of Bangladesh. The multi-year framework will be represented in ELCG through Education Sector co-leads (CXB) while several Steering Committee members have permanent representation within the ELCG, including all UN agencies and some national and international CSOs.</p>
Multi-Year Programme Steering Committee	<p>The Programme Steering Committee (PSC) is composed of representatives of Ministry of Education and Ministry of Primary Education and Mass Education, Education Sector co-coordinators, Grantees and Implementing Partners of the program and representation of the ECW Secretariat. The PSC is composed of upper management representation to ensure its legitimacy and ability to enforce decisions.</p> <p>PSC ensures that the programme is linked with the overall response and ensures that the programme remains coordinated, coherent and effective. Further it is responsible to ensure that overall programme is aligned with the existing response strategy (Joint Response Plan) and implemented in line with education sector standards and strategic approaches.</p> <p>PSC provides a forum for discussion of overall program implementation and challenges, and provides solutions and resolves possible disputes escalated by Program Management Committee (PMC) level in Cox's Bazar. PMC ensures formulation of multi-year framework positions to the ELCG and is represented by education sector co-leads.</p> <p>PSC convenes once a year or when required for approval of programmatic revisions or approving utilisation of additional donor funding, and reviewing high level reports on progress of the programme. The PSC may also be called for conflict resolution by majority vote in PMC.</p>
Education Sector	<p>In support of the Government of Bangladesh (GoB), UNICEF and Save the Children facilitate a well-coordinated and effective response coordination mechanism for Education Sector partners. Participation in the Education Sector is on an organizational basis. This mechanism is made up of representatives from International and national NGOs, UN agencies and Government, but it is also open to other types of organizations interested in participating such as donors. The Education Sector is represented in Cox's Bazar ISCG by the co-coordinators.</p> <p>The purpose of the Cox's Bazar Education Sector is to drive the coordination of the response to ensure an effective service provision that meets the educational needs of refugees. The education sector provides a platform for the sector partners to ensure service delivery is driven by the strategic priorities of the government led JRP and avoid overlap in service delivery. The sector coordination and information management ensure that the education response is monitored bi-weekly and reports on partner's activities. The sector provides analysis, including gaps, needs and priorities to ensure that the response remains data driven. The sector develops</p>

<i>Governance Body or Critical Interface</i>	<i>Roles and Responsibilities</i>
	strategy, objectives and indicators, and develops common standards and guidelines for the response, including building capacity in preparedness and contingency planning.
Program Management Committee	The Program Management Committee (PMC) is composed of Grantees, Implementing Partners, Sector Coordination and the DPEO at Cox's Bazar level. It will undertake among other the following tasks: Overall coordination of implementing partners; compilation of annual work plans, and consolidation of programmatic reports; reporting back to the Program Steering Committee. PMC will also address any disputes arising from the Grantees or Implementing Partners. Any dispute vetoed can be elevated to Program Steering Committee.
Grantees	<p>Grantees are accountable for overall effective and efficient programmatic oversight, and fiduciary management and financial disbursement and reporting.</p> <p>They are responsible for administrative management of the multi-year programme; receiving donor contributions; For Grantees of ECW funds disbursement of funds to implementing partners must be in line with the UN Harmonized Approach to Cash Transfers (HACT); consolidation of periodic and final financial reports and statements; and conducting external audits. These responsibilities will also include monitoring of implementing partners and costing for undertaking cross programme activities related to advocacy, capacity and systems development, information management, monitoring and coordination and accountability.</p>
ECW Multi-Year Resilience Programme Implementing Partners	<p>The selected implementing partners (INGO, NGOs, civil societies) for the ECW Multi-Year Resilience Programme assume full programmatic and financial accountability for funds disbursed by the Grantees. They will directly implement the agreements signed with the Grantees and contribute to the achievement of common targets within the multi-year programme.</p> <p>The Implementing partners will implement programme on the basis of cooperation agreements as per requirements of the Grantee, as specified in the inception phase. The Implementing Partners will conduct field-level monitoring and provide reports as stipulated by the respective cooperation agreements and based on the agreed project-specific results and M&E frameworks.</p>

Programme Management and Coordination of ECW's Multi-Year Resilience Programme (Seed Fund)

ECW's MYR programme will be managed through the governance structure detailed above. Terms of Reference (ToRs) will be completed and validated within a month of the approval of this proposal. The programme recognizes the importance of efficient implementation but also the importance of having an open and transparent process for implementation and specifically related to the selection of partners. To adequately balance these priorities and acknowledging the strain on partners and programme-support during the phases of the emergency, the following modalities have been proposed. These can be updated depending on the nature of the response, funding received and upon endorsement from the Steering Committee.

Ensuring Transparent Governance

- ECW's MYRP was developed through a highly consultative process. This off-budget programme has been developed under the Joint Response Plan (JRP) umbrella in line with the Education Sector.
- All programme agreements will outline commitment to the results framework and budget allocations
- The Education Sector will support the steering committee and make recommendations to aid decision-making
- Implementing partners will be selected through a transparent and competitive process defined by ECW's MYRP Grantees.
- A transparent communication strategy will ensure public availability of key documents including web-based materials

Implementing Partner selection

- Grantees will use their internal contracting and procurement procedures to select partners and disburse funds.

IX. LEGAL CONTEXT AND RISK MANAGEMENT

UN Agencies that are implementing partners shall comply with the policies, procedures and practices of the United Nations Security Management System (UNSMS).

Recipient of funds agree to undertake all reasonable efforts to ensure that none of the programme funds received pursuant to the Programme Document are used to provide support to individuals or entities associated with terrorism and that the recipients of any amounts provided by the consortium hereunder do not appear on the list maintained by the Security Council Committee established pursuant to resolution 1267 (1999). The list can be accessed via

https://www.un.org/sc/suborg/en/sanctions/1267/aq_sanctions_list

This provision must be included in all sub-contracts or sub-agreements entered into under this programme document.

Implementing Partners shall: (a) implement any management or risk mitigation plan prepared for the programme to comply with the standards spelled out in the 'basic agreement', and (b) engage in a constructive and timely manner to address any concerns and complaints raised through the Accountability Mechanism. The consortium will seek to ensure that communities and other project stakeholders are informed of and have access to the Accountability Mechanism.

All signatories to the Programme Document shall cooperate in good faith with any exercise to evaluate any programme or project-related commitments and/or activities. This includes providing access to project sites, relevant personnel, information, and documentation.

The Risk Management measures are outlined in Annex 1.

X. ANNEXES

ANNEX 1: Risk Analysis

Legend

Low
Medium
High

Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
Context						
Political environment changes to further constrain delivery of education services for Rohingya refugees.	Medium	High	Education sector will ensure linkages with ELCG and engage in dialogue with donor community and government through the ELCG forum. At Cox's Bazar level, sector engages with authorities including with RRRC and DPEO to ensure that they remain engaged to the extent possible. The security situation and impact on education will be closely monitored in coordination with partners. Regular reflective sessions will be conducted as part of the agenda of sector and partner meetings.	Medium	Medium	Education Sector
Delivery of services is affected due to periodical loss of physical access during monsoon season.	High	Medium	Education sector has established an Emergency Preparedness Plan for sector partners and conducted DRM trainings for partners. During the implementation period, efforts to further reinforce preparedness and disaster risk management will be undertaken. Flexible mechanisms to deliver and ensure the ability to continue providing services will be considered. Regular communication with donors will take place to support relocation of activities to safe spaces whenever needed. Practical risk reduction	High	Medium	Education sector, Grantees and IPs

Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			and environmental awareness measures in and around the LCs (including standard operating procedures for responding to disasters and emergencies in LCs) will be implemented. The expansion of LC construction to build stable and safer learning centres as well as structures feasible for different topography will be considered.			
Increase in tension between host community and refugee population impacting the implementation of the program due to deteriorated security and lack of acceptance of local communities.			The program has been designed to consider both the refugees and host community to ensure the application of do no harm principles. Education system in host community is part of the target of the program and members of host community are involved also in the implementation of the programme for refugees, including the use of host community learning facilitators. Regular discussions will take place to consider refugee and host community social cohesion as part of the agenda of partner's regular reporting and progress and review meetings.			Grantees and IPs
Service provision is limited due to lack of physical space			Alternative arrangements for education including co-sharing of community spaces for learning will be assessed. Education Sector and co-lead agencies will continue to advocate at all levels on the importance of education as part of services.			Sector and co-lead agencies
Use of branded goods beyond education partners and used for			Materials will carry a note with location and purpose for use.			Grantees, IPs

Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
non-intended purposes.						
Repatriation process takes place in significant numbers, impacting the targets of the programme.			The programme would continue servicing the existing refugee population, and in case of major repatriation, a retargeting of funding would be requested in consultation with ECW.			Grantees, ECW
Delivery						
Lack of long term funding affects quality and access in the long term.			Resource mobilization efforts will be undertaken by UN agencies, NGOs and Education Sector during the program implementation period to ensure sustaining funding levels for the response.			Education sector coordination, Partners & Grantees
Delays in identifying implementing partners and establishing required agreements to ensure timely disbursement.			Grantees will ensure that partners are selected in transparent and speedy process.			Grantees
Program quality is affected by delays in administrative processes, such as procurement			Implementing partners' administrative systems have been evaluated by Grantees during identification phase or existing partners are used. Partners are required to establish and monitor procurement plans to ensure timely acquisition and delivery of program materials.			Grantees, IPs.
Development of the learning framework and related content is delayed			A learning framework specialist was deployed under the Education Sector to work on developing material for Level I and II and to support the development of framework for Levels III and IV. Further development of the learning framework will be ensured by sufficient resourcing and contracting.			Grantees
Demand for education delivered by NGO			Content of learning need to be continuously developed in consultation with			Sector and partners

Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
actors reduce due to perception of lack of relevancy and usefulness.			communities. Emergency curricula will be developed to cover levels I to IV and activities targeting youth will be further defined by sector partners through working groups.			
Teacher recruitment and standards remain challenging. Recruitment of Rohingya teachers is a significant concern due to a small pool of sufficiently educated, Burmese-speaking teachers among the Rohingya population, as well as competition from better-paying work elsewhere in the response.			The program targets the provision of standardized teacher training for both host community and Rohingya learning instructors. Furthermore, given the low starting level of teachers, continuous teacher professional development has been built in the program.			Sector and partners
Safeguarding						
Service provision is not covering gap areas.			The intervention will be coordinated through education sector. Gap analysis will guide the targeting of different camps and adequate modalities will be applied where space limits possibilities to install new learning centres.			Grantees & Sector
Adolescent girls do not access education due to socio-cultural barriers and perceived security concerns.			Awareness raising will be conducted within the refugee communities on the importance of education through culturally adapted means. Solutions to removing socio-cultural barriers will be sought in collaboration with the communities. In collaboration with Child protection and SGBV sectors safe conditions for learning centres will be ensured with particular attention to the needs of female learners.			Grantees & Sector

Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
Learning Centres contribute negatively to transmission of vector- and water borne diseases.			Sector partners ensure Learning Centres have adequate WASH facilities to ensure that hygiene standards are maintained. Hygiene promotion activities will be conducted within Learning Centres to raise awareness to ensure the safety of learning centres.			Grantees and Implementing Partners
Protection concerns including long distances to learning centres, the difficulty of the terrain for children with disabilities and the psychological impacts of children's experiences, trafficking, increase in domestic violence, radicalization, sexual exploitation and abuse.			A safeguarding assessment including conflict sensitivity and do no harm considerations will be conducted, used and revised periodically by the multi-year partners in Cox's Bazar to plan and implement mitigation measures and response action, where risks for children already exist or might arise. Security/safety training for organization, students and teachers will be organized. The development of safe transport interventions will be considered. Currently UNICEF is in the process of hiring an implementing partner to conduct activities to support children with disabilities to have improved, meaningful and dignified inclusive access to the existing Learning Centers and Child Friendly Spaces in the camps.			Grantees and Implementing Partners
Operational						
Capacity of existing implementing partners is overstretched.			Open calls for expression of interest will be encouraged to identify new actors to ensure the capacity of existing partners is not overstretched. Partner-matching will also be encouraged to help bridge capacity gaps and enable support of experienced international organizations in form of capacity building and to leverage the extensive and important community networks fostered by local partners.			Grantees

Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
Sector partners, while for the most part experienced in education provision in development settings, lack operational experience and technical know-how in delivering meaningful EiE and responding to a refugee situation.			Grantees target the building of capacity of implementing partners within Education in Emergencies and related field through Education Sector. Targeted training packages on EiE will be provided to overall education sector.			Grantees, Sector
Poor coordination between Grantees			Regular and structured communication, across various levels of the organization, will be planned, along with joint Strategy sessions to inform approaches. The ECW programme manager will also assist in promoting clear lines of communication. In addition, the joint text in the partnership agreements will take the place of a joint-agreement, helping to hold agencies accountable for working together.			Grantees
Internal procedures of Grantees result in extended partnership negotiations and multiple rounds of feedback delaying implementation.			Grantees will ensure as clear and aligned procedures as feasible. The requirements for partnership and linked procedures will be communicated early on in the process to enable partners to prepare.			Grantees
Lack of human resource of the Granting Agencies delay the implementation.			Granting Agencies will maximize the existing human resources both in Dhaka and in Cox's Bazar and in addition, full-time staff will be appointed for ensuring good quality service delivery.			Grantees
Fiduciary						
Grantees are not able to transfer funds to implementing partners			HACT (Harmonized Approach to Cash Transfers) is used to assess partners prior to the programme initiation and capacity			Grantees

Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
in a timely manner creating delays in implementation leading to no-cost extensions of the programme.			development is included as part of the programme implementation. Careful monitoring will help to identify gaps and allow for strategizing with the partner to address concerns.			
Emphasis on flexibility in project design and implementation results in inefficient use of resources			6 monthly course correction meetings will assess the need for change and how resources can be used to achieve expected results.			Grantees and partners
Programme funds are not used for the intended purposes or are not properly accounted for.			Agreements with partners are subject to code of conduct commitments and a sequence of reporting and accounting requirements by the grantees. Monitoring of implementation and regular budget review will also serve as a mitigating measure.			Grantees and partners

ANNEX 2: Child Safeguarding Risk Assessment

Child Safeguarding Risk Assessment for safe programming

Separate risk assessments must be completed by the implementing partner during proposal development and signed off by Child Safeguarding Advisors (or equivalent) before the proposals are submitted for final approval. Use the table and guidance notes below to identify child safeguarding risks and develop mitigation strategies.

Below are examples of **activities or factors** which have the potential to raise the level of risk in regard to a child or may possibly result in harm to a child involved in our programmes or activities (please note this is not an exhaustive list)

<p><u>Personnel involved in project activity</u></p> <ul style="list-style-type: none"> • Staff will have ongoing and direct contact with children • Sub-grantees who will be working with families and children • Consultants will be visiting children in programme locations i.e. school • Independent researchers required to interview vulnerable children • Young people will be recruited as peer mentors/leaders to work with younger children • Reliable police checks are hard to obtain if not impossible • Staff or volunteers recruited quickly for immediate deployment • Staff or volunteers not trained in identifying and responding to child protection concerns and not provided with local referral/reporting information • Staff or volunteers not trained in Child Safeguarding policy/standards 	<p><u>Children and Young People</u></p> <ul style="list-style-type: none"> • Children are without parental/caregiver supervision • Very young children will attend the activity • Project will be working with children who have been in detention, who are or have been refugees or displaced • Children with a disability will be participating • The project will be working with children who might have been abused, subject to violence, or have experienced past trauma/conflict/disasters • The project is working with marginalised/disadvantaged children • Children and young people involved in the project not made aware of how they can raise a concern for their safety or wellbeing
<p><u>Activity</u></p> <ul style="list-style-type: none"> • Project requires staff to spend one to one time with children • Staff will be accompanying young people to a conference/event • Project includes child and youth participation activities • Project involves use of social media or online activities by children • The project will involve staff/volunteers transporting children • Programme requires visiting children and families in homes • Staff will be required to handle sensitive information about children in the programme 	<p><u>Partners</u></p> <ul style="list-style-type: none"> • Partner has minimal child safeguarding measures and/or does not have a child safeguarding policy currently in place • Partner personnel will be working directly with children • Partner is a government agency/university • Use of physical and/or humiliating punishment by partner organisation personnel • Partner personnel are not aware of how to report misconduct of personnel in relation to children • Partner lacks resources or capacity to implement child safeguarding measures

<u>Marketing/Communication/Media</u> <ul style="list-style-type: none"> External journalists and photographers will be in contact with children in the project Fundraising event open to members of the public including families and children Project involves consulting with children as part of research or situational analysis Young people to be trained as advocates/campaigners Children/young people will be interviewed and filmed by media Supporters/donors will be visiting children involved in project 	<u>Use of Images of Children</u> <ul style="list-style-type: none"> Photos will be taken of young children in the programme for website promotion Images of children will be taken during an emergency (conflict, natural disaster) Images taken at child's school or village for donor reports and fundraising materials which may contain identifying information Project/activity using images of children taken 5 years ago Use of images created by other Save member Young people will be filmed and interviewed as part of the project
<u>Local systems and community</u> <ul style="list-style-type: none"> Community not aware how to contact Grantees/IPs if there are any concerns about the programme or staff/volunteers/visitors Community not aware of Grantees/IPs Code of Conduct for staff/volunteers Lack of enacted and/or enforced child protection and criminal laws or weak child protection systems (formal and informal – community based CP mechanisms) 	<u>Location</u> <ul style="list-style-type: none"> Contractors such as builders will be on site when children are present Location close to water, traffic, limited shade, animals The building has a number of closed or poorly visible spaces Project operating in remote locations or open/public locations Presence of child sex tourism, child sex trafficking or children forced to be soldiers

When a partner is identifying specific child safeguarding risks in their project, also include any risks to compliance with the child safeguarding standards within their own organisation:

These standards may include:

- Documented child safeguarding recruitment and screening is completed for all personnel (staff, volunteers, consultants, partners);
- Documented reporting process concerning the safety or wellbeing of a child is in place, including personnel misconduct in relation to a child (internal and external child safeguarding reports);
- All personnel attend induction/training on Child Safeguarding Policy, Code of Conduct, reporting and other measures with attendance recorded;
- All personnel signed Code of Conduct;
- A child friendly reporting/complaints handling process is implemented as part of the project.

This matrix is used to determine the risk level of the risk factors identified:

	CONSEQUENCE				
LIKELIHOOD	Insignificant (1)	Minor (2)	Moderate (3)	Major (4)	Extreme (5)
Rare (1)	Low	Low	Low	Low	Low
Unlikely (2)	Low	Low	Low	Medium	Medium
Possible (3)	Low	Low	Medium	Medium	Medium
Likely (4)	Low	Medium	Medium	High	High
Almost certain (5)	Low	Medium	Medium	High	Extreme

CHILD SAFEGUARDING RISK ASSESSMENT

Programme Name: Education Cannot Wait Facilitated Multi-Year Resilience Programme, Bangladesh

Project duration: 2 years. (Expected: October 2018– December 2020)

Location: Cox's Bazar

Activity/Factor (e.g. children will be travelling to and from project activity)	Child Safeguarding Risk(s) Identified (e.g. children are unaccompanied)	Level (Extreme/High/Medium/Low)	Mitigation Strategy/Action(s)	Person(s) responsible & Timeline/frequency for monitoring risk
Teaching and other staff will have contact with children on the grounds of Learning Centres and other educational facilities, possibly with limited training and supervision.	Staff could act inappropriately towards children (verbally, physically, emotionally, neglect) and abuse their position of trust. Teachers may not always give appropriate oversight/supervision based on trust	<p>Likelihood – Possible Consequence – Major/Extreme</p> <p><u>Level = Medium</u></p>	<ul style="list-style-type: none"> It will be a requirement for all implementing agencies to provide teaching, and any other staff or volunteers having direct contact with children with child safe guarding training (part of inductions and ongoing training). Learning centres will provide group (rather than individual) spaces for teaching and other interactions between teaching staff and students. Programme requirements will include staff being vetted appropriately, and responsible for child safe guarding reporting. This will include them being recruited using Child Safe organisation guidelines and steps (including questions in interviews to respond to a safeguarding scenario and signing code of conduct). 	<p>The senior management of the implementing organisation.</p> <p>At the beginning of the programme and thereafter quarterly</p>
Children (especially girls and children with disabilities) will travel to and from learning centres in often insecure environments inside the camps	<p>The children will be discriminated against.</p> <p>The children may be prone to more violations, including sexual harassment and abuse.</p>	<p>Likelihood – Likely Consequence – Major</p> <p><u>Level = High</u></p>	<ul style="list-style-type: none"> Where distances are long, implementing partners will design, develop and implement appropriate interventions to address proximity issues (e.g. community transport, establishment of community safety net measures etc.) Design special measures to ensure protection of disabled children; which may include being accompanied to learning centres, where distances are long. 	<p>Project Staff</p> <p>This must be done at the beginning of the project and continuous during the implementation.</p>

			<ul style="list-style-type: none"> • Ensure community awareness on the providing care and support to disabled children. • Advocacy to ensure community awareness on protection of children, both boys and girls, for safe travel to/from learning centres and free possible violation such as sexual harassment and abuse. 	
Programme will involve children who may be vulnerable due to disability or special needs	Children with specific disabilities may have limitations communicating with adults; projects might not provide opportunities for children to share information about previous issues or abuse, staff may not understand how to identify child abuse or risk factors.	<p>Likelihood – Possible Consequence – Moderate</p> <p><u>Level = Medium</u></p>	<ul style="list-style-type: none"> • It will be required that project staff be trained on child safe-guarding and reporting procedures to be able to respond appropriately to potential abuse of children uncovered in the project. • Ensure that all staff connected are made aware of child protection issues, including how to identify signs of different forms of abuse and respond to allegations. • Ensure recruitment of the special needs education teachers and female teachers, who understand the children's situation and mode of communication. 	<p>Project staff.</p> <p>At the beginning of the programme and continuous during the project implementation.</p>
There is likely to be documentation and promotion of activities using media, reports, and social media associated with the programme.	Children's images and information risk being made available, or identifying factors revealed in photos and other documents.	<p>Likelihood – Unlikely Consequence – Moderate</p> <p><u>Level = Low</u></p>	<ul style="list-style-type: none"> • Establish required criteria for all implementing partners relating to the use of the collection and use of images of children (to be included in contract agreements, and covered under project monitoring activities) • Ensure all programme, and implementing partner, staff are aware of policies on using images of children – including all media and social media materials • It will be a requirement that all parents/caregivers will be asked for permission (consent forms) for images of children to be used in material. • All partners involved in implementation, who may be involved in promoting the progress of the programme and related projects, will be assessed for CP policies and standards. • Training of the media houses on child media reporting. 	<p>Project Staff.</p> <p>At the start of the project and regular monitoring.</p>

Children, parents and teaching staff targeted in projects may not be aware of child protection mechanisms in the camps and in local communities	Children, parents and teaching staff (and others involved in the programme) in the target areas may not be aware of how to report incidents, and some incidents may not be properly reported.	<p>Likelihood – Likely Consequence – Moderate</p> <p><u>Level = Medium</u></p>	<ul style="list-style-type: none"> Teachers, other staff will be made aware of programme reporting methods (e.g. hotline), and access to these communication methods will be promoted in the programme. Established reporting mechanisms / methods will be required to be established by implementing partners. Children will be made aware that they can raise concerns about their safety and are clear whom they can report to. Community mechanisms established to report safety concerns about children 	Project Staff This will be done on a regular basis
Implementing partner staff have contact with children	Partners will be required to implement specific projects and to ensure children are safe, and their child safeguarding systems and practices may not be sufficiently rigorous.	<p>Likelihood – Unlikely Consequences – Major</p> <p><u>Level = Medium</u></p>	<ul style="list-style-type: none"> Partners will be assessed for their own child protection policies Partners will be required to ensure mitigation steps are taken where risks to children are identified as part of projects. All staff connected with the programme will be provided with thorough training on recommended Codes of Conduct (in local language). All breaches will be effectively responded to as per policy. Ensure code of conduct is included in the contracts when hiring project staff to ensure child safe guarding Ensure complaints mechanisms are designed and developed at all levels of the project cycle to enhance children safety. 	Senior Management of the implementing partners. This should be at the beginning of the project.
Protection risks for children posed by insecurity and armed conflict, disasters and epidemics.	Children attending community-based schools and taking part in other program activities will be at risk from armed conflict, disasters and epidemics	<p>Likelihood – Possible Consequences – Moderate</p> <p>Level - Medium</p>	<ul style="list-style-type: none"> Strategic Objective 1 is to “provide access to equitable learning opportunities in a safe and protective environment for crisis affected children from the Camp and the host communities. Implementing Partners will thus design the activities that address protection risks related to conflict and violence, strengthen safety and resilience of students, teachers, communities and education facilities; provide referral support for children in need of psychosocial support; and 	Implementing partners This will be done at the beginning of the project and continuously during the implementation.

			<p>provide life skills education for adolescents and youth.</p> <ul style="list-style-type: none"> • Some needs-based trainings on EiE, including climate change, DRR, conflict resolution will be designed with participation of communities, teachers and youth. In addition, actions will be undertaken to help mitigate the risk of conflict and violence as part of the life skills program for youth and community. Capacity building will be conducted for the education officials to increase their knowledge on gender and crisis-sensitive planning, management and coordination. 	
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Communication and Visibility

A communications plan will be developed and include consideration of the following options:

- 1) One sector logo reflecting all Partners.
- 2) Logo of Funding Agency, Logo of implementing agencies (noting with support from: Logo of ECW and other Grantees).

Any items such as brochures, training manuals that will be distributed will be branded with the relevant chosen logo. ECW will be cited in all relevant programme publications. Any studies carried out under the project and any IEC material produced will be marked with the agreed logo. They will be standardized to reflect ECW visibility across all themes and distributed across all districts. Moreover, local press releases will be issued, a social media campaign will also be launched through which individual donors are acknowledged, and regular hand-over ceremonies will provide visibility to the donors.