



ECW Multi-Year Resilience Programme (MYRP)

Bangladesh

2022 - 2024

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ECW Multi-Year Resilience Program for Bangladesh 2022-2024

Program Title	Education for Rohingya Refugee Children and Host Community Children in Bangladesh	
Duration	36 Months (January 2022 to December 2024)	
Targeting	350,000 girls and boys, including adolescents of whom 60% are girls and female adolescents, and 10% are children/adolescents with disabilities	
Funding Overview	MYRP Total requirement	US\$ 45,000,000
	ECW Seed Funding Investment	US\$ 13,200,000
	Required Resources	US\$ 31,800,000

Program Summary

In August 2017, more than 740,000 Rohingya people fled from Myanmar into Bangladesh. The majority of refugees settled in camps in Cox's Bazaar in southeastern Bangladesh, which subsequently became the world's largest refugee settlement.

By the end of 2020, the number of Rohingya refugees in the Cox's Bazaar district stood at over 884,000, including over 200,000 refugees that had previously fled Myanmar following earlier outbreaks of violence. Over 55% of the refugee population is below the age of 18 years old. Of this, more than half are women and girls and approximately 12% are persons with disabilities. High proportions of the refugee population are likely to face psychological distress from years of displacement. The sub-districts of Teknaf and Uknia, the locations hosting the largest number of Rohingya refugees, have long been particularly disadvantaged districts. These disadvantages have impacted on education access and quality for both host communities and refugees.

While access to learning in Cox's Bazaar expanded rapidly between 2017 and 2020, closure of learning centers for over a year because of COVID-19 has led to a loss of previous learning gains. The reopening of learning centers in September 2021 is a positive development; yet highlights the need for catch-up classes to regain pre-COVID-19 levels of learning. The compounding effects of hosting close to a million refugees followed by COVID-19 continue to exacerbate pre-existing challenges for refugees and host communities in Cox's Bazaar.

This new Education Cannot Wait (ECW) Multi-Year Resilience Program (MYRP) 2022-2024 is the second MYRP supporting this crisis. The ECW MYRP 2022-2024 will target 350,000 girls and boys, including adolescents, of whom 60% overall will be girls. The programme will deliver education services for both the host and the refugee communities. ECW seed funding of US\$13.2 million will enable partners to reach 130,145 children including 11% at pre-school, 86% at primary and 4% at secondary levels. As funds are mobilised by in-country partners to fill the funding gap, the scope of the MYRP will progressively be extended and scaled up with a focus on early childhood development and education, adolescent girls, and a specific focus on modelling and scaling education focused on access and quality learning for children with disabilities. The MYRP's target of 10% children with disabilities and 60% girls means that these two groups will be prioritized.

The MYRP 2022-2024 will operate in line with the existing education sector multi-year strategy and joint response plan, supporting ongoing education delivery and approaches across the sector, and will extend this work and directly strengthen the sector and extend reach. This includes resource mobilization for education, with the MYRP functioning as a catalyst to achieve increased support and resourcing to expand the reach and effectiveness of interventions.

An evaluation of the first MYRP 2018-2021 found that the MYRP had led to a more harmonized approach to the emergency response and contributed to strengthening education sector coordination. The new MYRP builds on learning

from the first MYRP, to enhance the quality and effectiveness of its contribution to the Education Sector, specifically in the areas of early childhood education, gender, disability inclusion and adolescent girls' education.

Program Outcomes

Outcome 1	Access: Improved access to education opportunities in a safe and protective environment for girls and boys
Outcome 2	Equity and Inclusivity: Gender and disability inclusive, safe and child friendly teaching and learning environments created for girls and boys
Outcome 3	Quality Learning: Improved quality of learning for girls and boys
Outcome 4	Systems Strengthening: Improved systems for quality, safe and equitable educational provision
Outcome 5	Resource Mobilization: Increased resourcing for the expansion of quality, safe and equitable educational provision

1. Situational and Institutional Analysis

1.1. Country Context

The Rohingya people have faced statelessness, systematic discrimination, and targeted violence in Myanmar's Rakhine State for decades. Persecution has driven many across the border into Bangladesh, with significant influxes in 1978, 1992, 2012 and 2016. In August 2017, the situation deteriorated dramatically, leading to more than 740,000 Rohingya people fleeing from Myanmar into Bangladesh and joining the approximately 200,000 who had fled following the earlier outbreaks of violence.¹ By 31 December 2020, the number of Rohingya refugees in Cox's Bazar district stood at 884,041, living in 34 congested camp settlements across Ukhiya and Teknaf sub-districts (Upazilas),² with many psychologically distressed following their experiences in Myanmar and the subsequent displacement. Over 55% of the refugee population are below the age of 18³ years old and more than half are women and girls. While differing according to age and camp location, overall, 12% of individuals have been identified as persons with disabilities.⁴

Three years since the crisis escalated, the root causes of the violence that drove the Rohingya from Myanmar are yet to be addressed, with no foreseeable end to the crisis. Unable to return, the Rohingya lack secure legal status in Bangladesh and do not currently enjoy the right to move freely, work or access formal education and rely almost entirely on humanitarian aid to meet basic needs.

While the Government of Bangladesh and the public was initially sympathetic towards the Rohingya refugees, there have been significant negative impacts on the host communities in Cox's Bazar, with enormous pressures being placed on already fragile social, economic, and environmental structures, contributing to rising tensions.⁵ Cox's Bazar is one of the most impoverished districts of Bangladesh, and Teknaf and Ukhiya, which host the highest concentration of refugees, had already ranked among the most socially deprived Upazillas before the refugee influx.⁶ The refugee influx has significantly exacerbated the challenges faced by the populations in these locations.⁷

The impact of the COVID-19 pandemic on Cox's Bazar has also been significant, widening inequalities and aggravating existing challenges. The first COVID-19 case was reported in Cox's Bazar district on 23 March 2020 in the host

¹ UNHCR Population Factsheet, 15 June 2019

² ISCG, Bangladesh: Cox's Bazar Refugee Population as of 31 March 2021

³ Population Data and Key Demographic Indicators; The United Nations High Commissioner for Refugees (UNHCR), June 2020

⁴ Age and Disability Inclusion Needs Assessment, Rohingya Refugee Response, REACH, May 2021

⁵ UNICEF, 2019

⁶ <https://www.adb.org/sites/default/files/linked-documents/52174-001-sprss.pdf>

⁷ It has been reported that discontent in the host communities has grown due to the increase in prices of basic goods, loss of income, diversion of aid towards Rohingya, security concerns, and loss of grazing land, with resentment being exacerbated by already high levels of poverty. See: Review – Rohingya Influx Since 1978, ACAPS NPM Analysis Hub, Thematic Report, Dec.2017; p. 7

community. On 14 May 2020, a Rohingya refugee⁸ was confirmed as COVID-19 positive. By the end of December 2020, over 5,000 individuals from the host community in the Cox's Bazar district had tested positive for COVID-19, and a total of 366 COVID-19 cases were confirmed among Rohingya refugees.⁹

In response to the pandemic, the Refugee Relief and Repatriation Commissioner (based in Cox's Bazar) released a statement on 24th March 2020, defining the essential and critical activities in all 34 camps in Cox's Bazar for COVID-19 response. All education interventions were defined as non-essential activities. This resulted in severely restricted access for UN and NGO staff and the closure of nearly 6,000 learning facilities across all camps, disrupting the learning of over 325,000 girls and boys. Public schools were also closed across Bangladesh since March 2020, affecting children in the host communities in Cox's Bazar

On 20 September 2021, the Refugee Relief and Repatriation Commissioner issued a memo approving the reopening of learning centres in the Rohingya refugee camps under strict COVID-19 infection prevention and control protocols. Classes for children in Learning Competencies Framework and Approach (LCFA) Levels 2,3 and 4 and above were approved. However, classes for Level 1 (equivalent to pre-primary) will remain suspended in line with national regulations. Each learning centre will operate in three daily shifts of two hours each, with a rotation of new students in each shift. Children will have access to one two-hour shift per week. This approach will be revised following instructions by the Government of Bangladesh pending the further easing of restrictions.

1.2. Education Needs Overview

The 2017 refugee influx created significant demand for education provision in Cox's Bazar, for both refugee and host community populations. A high proportion of the Rohingya refugee population are school aged, with the majority below the age of 18.¹⁰ Additionally, when living in Myanmar, Rohingya populations had limited access to services, including education, with less than 60% of children arriving in Bangladesh having attended school, and fewer than 10% graduating beyond primary level.¹¹ The situation is even worse for girls, with education access having been especially poor for adolescent girls.¹² Children from the refugee population were therefore already disadvantaged in respect to education access, and significant catch-up has been, and continues to be, required.

Prior to the 2017 influx, Cox's Bazar was already one of Bangladesh's most destitute districts, with education outcomes among the country's lowest.¹³ The influx impacted already overburdened communities and schools, especially those near the camps. Enrolment and retention rates in Cox's Bazar were the lowest in the country, with only 60% of individuals aged 12-24 having completed primary school in Teknaf and 75% in Ukhiya.¹⁴ Teknaf and Uknia are the focus of this MYRP: in these two districts refugee populations represent the majority of the population, and are estimated to outnumber the host community by three-to-one. Of host communities in Bangladesh, those residing in these Upazilas are likely to have been most affected by the crisis.

Since 2017, strong progress has been made by education providers, coordinated by the Cox's Bazar Education Sector, to provide education within the Rohingya refugee camps.¹⁵ By 2021, more than 6,000 learning centers had been established throughout the camps, reaching girls and boys aged 3 to 14, with more limited educational opportunities available to adolescents and youth aged 15 to 24.¹⁶ A range of activities have also supported host communities, including increasing access through school construction, renovation and repair.

While gains have been made in the camps and host communities, significant challenges remain, with a high percentage of children not regularly attending school or learning centers even before the COVID-19 crisis. In Cox's Bazar, prior to COVID-19 related school and learning center closures, the proportion of students not attending classes in the previous

⁸ The Government of Bangladesh refers officially to Rohingya refugees as Forcibly Displaced Myanmar Nationals

⁹ Health Sector Cox's Bazar Bulletin July-December 2020

¹⁰ Population Data and Key Demographic Indicators; The United Nations High Commissioner for Refugees (UNHCR), June 2020

¹¹ Joint Education Needs Assessment: Rohingya Refugee in Cox's Bazar; Cox's Bazar Education Sector, June 2018

¹² See: Joint Response Plan for Rohingya Humanitarian Crisis Mid-Term Review March-December 2018, p. 37.

https://drive.google.com/drive/folders/1tSuqnkZ7YTKHb5xNcU-McRwQCKE6P_SF

¹³ Education Sector Multi-Year Strategy, March 2020; p. 18

¹⁴ Education Sector Multi-Year Strategy, March 2020; p. 28 (*citing J-MSNA... to update to original source*)

¹⁵ 5Ws; Cox's Bazar Education Sector, September 2019

¹⁶ Education Needs Assessment (ENA); REACH / Cox's Bazar Education Sector, March 2019

30 days ranged from 24% for children aged 3 to 10 in host communities, rising to 48% for children aged 15 to 18. In the camps the non-attendance figures were approximately 12.5% for children aged 3 to 10 (13% for girls), increasing by age to reach 77% for children aged 15 to 18 (93% for girls).¹⁷ Non-attendance has been even higher for children with disabilities.¹⁸ Location of facilities and safety issues for children on the way to school have also been reported as key barriers in host communities, especially for girls.

In the camps, caregivers and teachers have reported various challenges, including a lack of adequate teaching and learning materials. Teacher absenteeism, teacher misbehavior and physical punishment practices have also been reported as challenges by students.¹⁹ Appropriate space to teach and learn in crowded camps is a further pervasive barrier. This impacts access for all children but particularly impacts girls and adolescent girls due to the importance of sex-segregated classrooms and latrines.

Trauma is a further factor limiting children's ability to access education. Many children arrived in Bangladesh psychosocially distressed after witnessing and experiencing traumatic events. Further compounding this distress are outbreaks of disease and other disasters in the camps (such as the fires in March 2021), as well as the looming threat of cyclones, landslides, flooding during the rainy season and the possibility of new relocations. Additionally, where there is limited or restricted access to learning facilities, increased risks of violence in the home (including gender-based violence), child labor, children going missing and child trafficking. This highlights the need for the integration of child protection and Mental Health and Psychosocial Support (MHPSS) for children as part of a holistic approach to education access in Cox's Bazar.

Educational attendance of adolescent girls remains extremely limited in both the camps and host communities. In the camps, among those aged 11 to 14, girls are less likely than boys to attend education facilities, with this trend increasing with age,²⁰ resulting in the highest proportion of children not in school being Rohingya adolescent girls. Similar challenges are faced by adolescent girls in host communities. This trend is exacerbated by social and religious barriers that restrict mobility of girls in public once they reach adolescence,²¹ as well as the prevalence of early marriage.²² This contributes to social isolation and exclusion, low levels of foundational literacy, psychological distress, exploitation, and abuse. It has, however, been found that parents are more likely to send their girls to education facilities if there are female teachers and sex-segregated classrooms.²³ In the camps there has been some success at recruiting a high percentage of female teachers, with 56% of teachers being female.²⁴ However, the majority of female teachers are from the host community and are Bangladeshi,²⁵ with female Rohingya teachers only comprising 25% of the total.²⁶ This presents a challenge in the roll out of the Myanmar curriculum, and so more female teachers with sufficient Myanmar language skills must be recruited and trained. Additionally, the high percentage of female teachers recruited from the host communities is likely to have negatively impacted on gender ratios in the non-camp locations.

Significant challenges also exist for children with disabilities, who attend learning centers at much lower rates than their peers across all age groups for both girls and boys. This is in part due to the lack of skills and awareness among teachers regarding the needs of children with disabilities. Children with disabilities also face negative attitudes and stigma related to attending the same learning centers as children without disabilities. Learning facilities also commonly lack ramps and accessible seating arrangements, toilets, and water facilities, combined with surrounding terrain that is often steep and difficult to navigate. There is also poor availability of assistive devices. A lack of inclusive learning and teaching materials,

¹⁷ Assessment of the Education Sector Response to the Rohingya Crisis, January 2021; p. 26. (Note - gender breakdown not provided for host communities)

¹⁸ PWG-REACH AD assessment 2021 shows 65% of 5-9-year-olds with a disability attended LCs for at least 4 days/week prior to COVID-19 closures, compared to 88% without a disability.

¹⁹ Assessment of the Education Sector Response to the Rohingya Crisis, January 2021; p. 27

²⁰ Assessment of the Education Sector Response to the Rohingya Crisis, January 2021; p. 25

²¹ This includes the upholding of purdah, or the practice of keeping women separate from and preventing contact or communication with men they are not related to.

²² In Chittagong division, incorporating Cox's Bazar, 73% of girls are married under the age of 18. See: Cox's Bazar Upazila Profiles, ACAPS NPM Analysis Hub, Sept. 2020; p. 2

²³ Review – Rohingya Influx Since 1978, ACAPS NPM Analysis Hub, Thematic Report, December 2017; p. 7

²⁴ According to the 2021 Education Sector 5W figures there were 4733 female and 3758 male teachers in the camps.

²⁵ 31% (2,639) of teachers in the camps are females from the host communities, compared to 8% (641) being males from the host communities. Sourced from 2021 Education Sector 5W figures.

²⁶ This represents 41% (2,134) of the total number of female Rohingya teachers, compared to 59% (3,117) of male Rohingya teachers. Sourced from: 2021 Education Sector 5W figures.

including teaching materials suitable for children with learning difficulties, is an additional barrier.²⁷ According to the 2019 Joint Multi-Sector Needs Assessment (J-MSNA), boys and girls with disabilities are less likely to attend learning centers than children without disabilities.

Another critical barrier to education has been the lack of a harmonized, government-approved education framework. This has hampered provision of quality education in the camps for girls, boys and adolescents. While the Government of Bangladesh sanctioned informal education through the Learning Competency Framework and Approach in 2018,²⁸ this framework has no certification as part of any approved education system and is being treated as a temporary approach. To replace the Learning Competency Framework and Approach, the use of the Myanmar curriculum was endorsed by the Government of Bangladesh in January 2020 as part of the Myanmar Curriculum Pilot project. The Myanmar Curriculum Pilot project was planned to be rolled out in 2020-21, but significant delays occurred due to the impact of COVID-19. A new detailed roadmap for Myanmar Curriculum rollout is being developed and expected to be implemented in 2022.

The restriction of education access in the camps due to COVID-19 has been especially severe. This resulted in the closure of learning facilities, cutting off children’s access to school and related support mechanisms, including psychosocial support and socio-emotional learning.²⁹ The lack of schooling has contributed to a higher risk of child protection issues and dropouts, especially for girls.³⁰ The ongoing pandemic impact creates a continued need for alternative learning platforms to reach learners where they reside, and to help children who have missed out on learning to catch up. However, government restrictions on the use of many types of technology in the camps, (including internet-enabled smart devices), combined with low technology literacy levels and poor internet connectivity, present challenges for technology-based models. To improve education levels that have fallen behind due to the pandemic, and to support re-integration into education, catch-up programs are needed. Adolescent girls and children with disabilities are especially vulnerable and require dedicated or tailored interventions.

1.3. Aligned Strategies and Plans

Relevant Plans and Strategies	How the MYRP aligns
Education Sector Multi-Year Strategy	The MYRP’s objectives clearly align with the Education Sector Multi-Year Strategy, with the latter being updated and refined through the MYRP design development to ensure ongoing coherence and complementarity. Coherence between the two includes a high level of alignment at Objective level, with each sharing the Objectives: Access to education; Quality of learning; and Systems strengthening. Furthermore, Equity and Inclusivity is integral to both the MYRP and Multi-Year Strategy, and the two will support each other to make gains in this key area.
Education Sector Standards for Rohingya Response	Aligned with the Inter-agency Network for Education in Emergencies (INEE) principles, the Education Sector Standards, developed in 2018 and regularly updated, help ensure consistency, continuity, and harmonization across the Rohingya response. These important standards sit behind the MYRP design, and adherence to these standards will be a requirement for all agencies implementing the MYRP programme.
COVID-19 Response Strategy	The four objectives of the COVID-19 Response strategy relate to access and associated messaging and resilience building across systems, partners, communities, schools, and children. These objectives, and the related strategy, link closely with those of the MYRP. The MYRP also adopts many of the response measures and approaches outlined in the COVID-19 Response strategy.
Education Sector Gender Action Plan 2021	The MYRP design is aligned with, and strongly supports, the aims of the Gender Action Plan, including a focus on gender targeted activities and indicators; gender focused capacity strengthening; and addressing the gender dimensions of the education response including COVID-19 response in Cox’s Bazar.

²⁷ Education Sector Multi-Year Strategy, March 2020; p. 20

²⁸ The LCFA, developed 2017-18, utilizes Bangladesh and Myanmar national curricula, covering 5 subjects (English, Burmese, mathematics, life skills (levels I and + science in levels III and IV).

²⁹ COVID-19 Response Strategy 2020, pp. 2-3

³⁰ <https://www.cgdev.org/article/covid-19-school-closures-put-girls-unique-risk-violence-dropout-survey-education>

Joint Response Plan 2021	The MYRP's objectives are clearly in line with the objectives of the Joint Response Plan (which are also in alignment with the Education Sector Multi-Year Strategy).
Education Sector Advocacy Strategy 2020–2021	Focus areas in the Education Sector Advocacy Strategy closely align with those highlighted in the MYRP, with strong complementarity in approach. This includes a focus on advocacy to improve quality of education and access for children and youth in Cox's Bazar. While the Education Sector Advocacy Strategy is particularly focused on the Government of Bangladesh as its target audience, compared to a broader advocacy approach taken in the MYRP (which also targets donors, etc., including a focus on increased resourcing and scale-up), the approaches remain mutually supportive, with both the MYRP and Education Sector Advocacy Strategy promoting constant policy dialogue with authorities in charge of education in emergencies, both at the national and district levels.
Emergency Preparedness and Response Plan (EPRP)	The Emergency Preparedness and Response Plan has an overarching objective of 'providing education during emergencies when and as soon as it is safe and appropriate to do so' within emergency contexts, with specific objectives and activities focusing operating procedures, preparedness, and awareness raising. The MYRP is aligned with, and reinforces, each of these key objectives, and is in line with key requirements (e.g., minimum standards for safety).
Myanmar Curriculum Roll-Out Plan 2021+	The plan to roll out the Myanmar curriculum was (by December 2021) still under development. Discussions during the MYRP development helped to ensure coherence with the MYRP, and the MYRP will be adjusted/ revised as required once the Myanmar curriculum plan is finalized and details are clear.
Education Needs Assessment (ENA) and Joint Multi-Sectoral Needs Assessments (J-MSNA)	Like the Education Sector Multi-Year Strategy, the MYRP has been informed by the data and needs identified in the Education Needs Assessment and Joint Multi-Sectoral Needs Assessments, combining a geographic and demographic targeting strategy.

The MYRP's Added-Value

While significant efforts have been made to support education requirements for refugee and host community children and adolescents in Cox's Bazar, the scale of unmet and continuing need remains extremely high. The MYRP will help to directly meet these important needs, focusing on pre-primary, primary and secondary education levels to improve access, quality, MHPSS, disability inclusion, gender equity, continuity, child protection, mobilization of resources and improvements in the education system. The MYRP's target of 10% children with disabilities and 60% girls means that these groups will be prioritized and will receive much-needed resources.

The MYRP will operate in line with existing strategies and plans, supporting ongoing work and approaches across the sector, but will extend this work and directly strengthen the sector and extend reach. This includes resource mobilization, with the MYRP functioning as a catalyst to achieve increased support and resourcing to expand the reach and effectiveness of interventions. This work will be undertaken under a standalone programme outcome in the MYRP design and results framework, reflecting the strategic importance of resource mobilization. The MYRP will also contribute to improved systems and coordination of activities across the sector to help ensure evidence-based decision making and utilization of learner data for systematic analysis and planning. Capacities of key stakeholders and communities in key systems and planning, coordination, and management processes will be built, contributing to local ownership and improved sustainability and effectiveness.

A [formative evaluation of the previous](#) MYRP 2018-2021 was conducted by Oxford Policy Management in September 2021. This new MYRP 2022-2024 reflects the progress, lessons learned and recommendations identified in this evaluation. The evaluation found that the first MYRP had added value by addressing a number of barriers to delivering quality education in Bangladesh (including responding to the needs of both refugees and affected host communities), was well aligned with international frameworks, and improved harmonization between humanitarian and development actors working in the sector. Strengthened coordination was also a key gain from the first MYRP, with the evaluation indicating that it created a more structured framework by bringing actors together for a more harmonized approach.³¹ The new MYRP 2022-2024 will further this work to maintain and improve the coordination structure and associated systems. Specifically, the first MYRP evaluation highlighted the need for the Education Sector to prioritize disability

³¹ Evaluation of ECW MYRP Bangladesh case study, preliminary findings, Oxford Policy Management, Slide 3.

inclusion. The MYRP 2022-2024 outlines strategies and actions to focus on disability inclusion and the ECW seed funding places emphasis on this as a key priority as evidenced by one of the grantee consortia focusing specifically on disability inclusion.

1.4 Ensuring Humanitarian-Development Coherence

In November 2017, the Governments of Myanmar and Bangladesh signed a plan for the repatriation of refugees within two years, but details on how this was to be implemented were unclear. Dates for commencing repatriation were missed without new dates being set. There is currently no foreseeable end to the presence of the refugees in Cox's Bazar and, as such, there is a clear need to take a longer-term approach, better integrating humanitarian and development interventions for both refugee and affected host community populations. Evidence from effective humanitarian responses has shown that development needs of both host and refugee communities must be addressed, ensuring that resilience is strengthened and both host and refugee communities are able to cope in the longer-term.

The MYRP will contribute to humanitarian-development coherence by utilizing a range of interrelated mechanisms. For example, the MYRP will use a community-based education model to strengthen community ownership and decision making. This is coupled with capacity development of community members and teachers. This will contribute to improved sustainability over time and continuity in different locations (should refugee populations be subject to repatriation to Myanmar or forced movement to other locations). The involvement of local partners and authorities will further help to enhance ongoing support and sustainability of the programme. All grantees, for example, lead consortia that are comprised of national NGOs.

The operation of the programme will be linked to existing Education Sector coordination mechanisms and systems in Cox's Bazar. The MYRP 2022-2024 governance structure (see Section 5) incorporates existing coordinating entities including the Strategic Advisory Group. The MYRP 2022-2024 will therefore be integrated into wider humanitarian and development planning and coordination across the sector, helping contribute to bring these two sectors together.

In line with Cox's Bazar Education Sector approaches and strategies, the MYRP 2022-2024 will support the introduction of the Myanmar curriculum. This represents a shift away from the Learning Competency Framework and Approach model, which has no linkages to any approved education systems and was intended as a temporary measure, to a longer-term and more sustainable approach.

Following the principles of the Humanitarian-Development Nexus, the MYRP 2022-2024 will work to further the goal of the Education Sector multi-year education strategy to establish and maintain constant policy dialogue with authorities in charge of education in emergencies, both at the national and district levels. This will build on the existing contextualization of the INEE Minimum Standards to find common entry points towards a crisis-focused education policy framework for the Rohingya refugees and the most affected host community children.

Finally, by following a multi-year plan, an instrument for pooled funding will be created. This will allow for budgeting for needs during a three-year period against a total amount required over the programming cycle period. Donors and other financing partners can then make multi-year commitments against the plan in its entirety. This in turn offers predictable funding that supports a strong development approach. The success of this model will be enhanced by a strong focus on planning and advocacy with government and donors.

1.5 Funding Context and Funding Gaps for Education

The rapid influx of Rohingya refugees to Cox's Bazar in 2017 resulted in significant international attention and donor response and contributions. While bilateral and multilateral funders continue to see education as a priority, these funds are often short-term in line with the approval processes for humanitarian projects by the Government of Bangladesh³² with significant gaps in funding for education, for both refugee and host community populations. The funding gap has been exacerbated by repeated COVID-19 related lockdowns that have increased the need for catch-up and other remedial classes to address learning loss, as well as requirements for the roll-out of the Myanmar curriculum in the camps.

³² Education of Rohingya Refugee Children - The Needs that Cannot Wait (DHAKA-DA), May 2021.

There are several donors to education in Cox's Bazar including the European Union, European Civil Protection and Humanitarian Aid Operations (ECHO), Global Affairs Canada, the UK's Foreign, Commonwealth and Development Office and USAID. In addition, there is significant philanthropic support to education, such as that from the LEGO Foundation. LEGO currently supports play-based learning and delivery of emergency education services in the Rohingya camps. The MYRP 2022-2024 seed funding includes a contribution of US\$ 5million from the LEGO foundation. It is expected that the MYRP will align closely with LEGO through the Education Sector's Early Childhood Education Working Group. Global Affairs Canada expects to continue their focus on girls' education with a stronger focus on skills development for adolescent girls. Plan International Bangladesh, a grantee for the new MYRP, has a secured funding of 3.43 million Euro for 2022 for its Education in Emergencies programme through the Australian Humanitarian Partnership, which will complement the new MYRP.

The Joint Response Plan for 2022 is currently under development. The design and prioritization of the MYRP 2022-2024 has informed the process of developing the Joint Response Plan to ensure alignment between both.

1.6 Stakeholder Consultation Process

The MYRP 2022-2024 consultation process has included participation of key stakeholders across the education sector and related sectors in Cox's Bazar.

The MYRP Development Committee acted as the key steering group overseeing the development of the MYRP. This group comprised an extended membership of the existing Strategic Advisory Group (SAG) and is representative of the education sector, including the government and other relevant humanitarian and development stakeholders. Extended membership includes gender, age, disability, child safeguarding and child protection focal points, donor representatives and Inter-Sector Coordination Group (ISCG) representative. The Terms of Reference for the MYRP Development Committee is accessible [here](#).

Meetings and workshops were run with key stakeholders, including Education Sector Partners, existing MYRP grantees, gender leads, age and disability working groups and child protection sub-working group members, including a Technology Task Team and ECW. Sessions have focused on addressing what worked well from the first MYRP and areas to focus on for the new MYRP, such as gender, disability inclusion and MHPSS and social emotional learning. Throughout the design of new MYRP, drafts of the programme were circulated to the MYRP Development Committee for feedback. To ensure accountability for how comments were managed, an open-source feedback sheet was created.

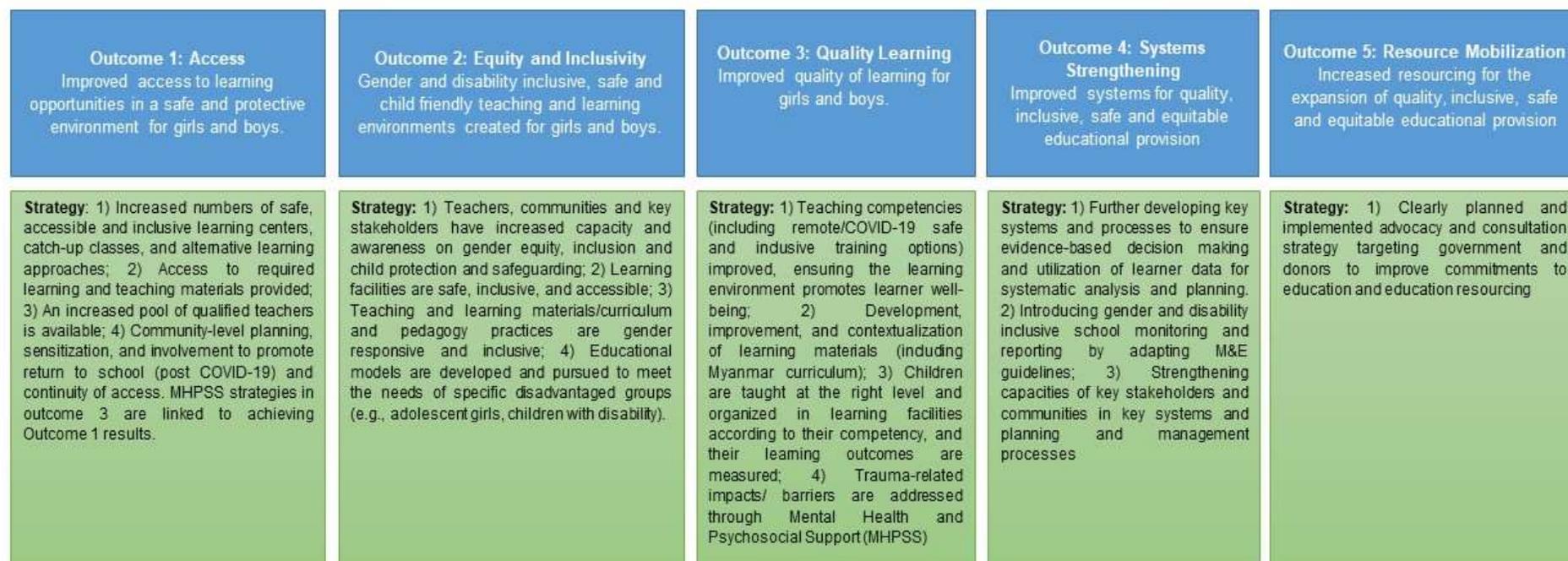
The MYRP Development Committee also incorporated formal evaluation findings from the first MYRP. Members of the MYRP Development Team met with the independent evaluators on 25 August 2021 to better understand the findings and related recommendations. The presentation [is publicly available](#). The new MYRP design was updated to reflect key recommendations, such as an increased focus on disability inclusion. The MYRP Development Committee also ensured that these recommended priorities were reflected in the grantee selection criteria. The grantee selection process was conducted over an extended period to ensure an open, fair and transparent focus, another key recommendation of the evaluation. Additionally, the evaluation findings indicated that involvement of civil society, in particular local NGOs, should have been a stronger feature of the first MYRP design. This has been addressed in the new MYRP, with the design process and grantee and governance structure being revised to help ensure improved involvement from local NGOs and gender and disability focused organizations and groups.

2. Program Description

2.1 Theory of Change

Ultimate Goal: Girls, boys, adolescents, and community members have knowledge, skills and capacity to meaningfully contribute to the wellbeing of their families and communities

Primary Goal: All girls and boys aged 3 to 18 learn continuously in quality, safe, inclusive, and protective learning environments



Challenges: Ongoing impact of COVID-19 resulting in ongoing access barriers and increases in learning gaps; pre-existing learning gaps for many Rohingya girls and boys coming from Myanmar; high numbers of adolescent girls who are out-of-school; Government policies that limit a longer-term development approach in the camps (e.g. no permanent structures, restrictions on use of technology); relocation of refugees to Bhasan Char Island resulting in further disruptions, risks and separation from existing services (including education services); potential future repatriation of refugees and associated need for 'portability' of education provision/approaches; restrictions on educational delivery in Bangladesh curriculum in the camps; delays in roll-out of Myanmar Curriculum; limited numbers of teachers trained to deliver the Myanmar Curriculum; unmet MHPSS needs among refugee children, families and other community members; Lack of skilled and trained teachers (especially in camps) to facilitate inclusive teaching and learning for children with disabilities; social stigma to promote girls (especially adolescent girls) education and inclusion of children with disabilities.

Critical Assumptions: that increasing awareness of the importance of educational access, gender equity, inclusion, MHPSS, and child protection will lead to improvements in these areas; COVID-19 will continue to negatively impact potential for face-to-face activities in the short to medium term and COVID safe approaches (including alternative delivery options) will be important during this time; Myanmar Curriculum roll-out plan finalized and implemented starting by June 2022; that Rohingya community members can be identified and recruited to undertake teaching in the Myanmar curriculum.

2.2 Programmatic Outcomes

Outcome 1: ACCESS

Improved access to education opportunities in a safe and protective environment for girls and boys.

ECW Thematic Priorities: Access, Continuity and Protection

To improve access to education, the programme will pursue strategies targeting girls and boys, including adolescents, in refugee and host community populations as follows:

1) Increased numbers of safe, accessible and inclusive learning centers, catch-up classes, and alternative learning approaches

Access to learning is dependent on there being spaces for children to learn in – whether in physical learning centres, multi-purpose spaces or virtual spaces. Access will therefore be a key focus of the programme. Increasing numbers of safe and accessible physical learning facilities will be one approach to improving access, which will be particularly important following the easing of pandemic restrictions. Expansion of educational facilities will be focused on the camps and will be undertaken through identification of new spaces and supporting and facilitating the development of new learning centres or other facilities. A focus of this will be on spaces for adolescent girls programming in the camps.

New and upgraded facilities will embrace the principle of universal design in line with the Convention on the Rights of People with Disabilities, with access for children with disabilities always being a key consideration. Facilities will cater for improved access for girls (for example, by providing sex-segregated toilets, learning spaces that can be sex-segregated, etc.) - linked to *Outcome 2: Equality and Inclusivity*. New or upgraded learning spaces will be expected to meet or exceed the minimum standards for safety as established by the Education Sector in cooperation with the Shelter Sector, as detailed in the Emergency Preparedness and Response Plan for Cox's Bazar 2020 as well as safety measures detailed in the IASC Gender-Based Violence Guidelines (2015) - linked to *Outcome 3: Quality* - and safety audits will be conducted. Meaningful consultations with girls, boys and other community members will be undertaken to identify safe and accessible locations for all and the limiting of potential gender-based violence risks. These measures, combined with the gender-based violence and other risk mitigation measures across the programme, will help ensure the safety and protection of children - linked to *Outcome 2: Equality and Inclusivity*.

A focus on educational continuity will be a key focus to address existing gaps in children's education and help get children back to learning following extended periods of school closures as part of COVID-19 pandemic restrictions. The provision of catch-up and foundational learning classes and remedial support will be critical in both the camps and host communities. This will be backed up by interventions to assess and measure learning levels to ensure appropriate support, grouping and placement - linked to *Outcome 3: Quality*.

To address ongoing access barriers, especially during COVID-19 restrictions, alternative learning approaches will be a key focus, including remote and blended approaches (e.g., combined remote, and small group face-to-face delivery). Where appropriate, existing models should continue to be delivered, assessed, refined, and scaled up and new approaches also developed, tested and rolled out. This will help facilitate increased and improved remote and/or COVID-19 safe delivery in both the camps and host communities, and will also help improve access for adolescent girls, children with disabilities, working children and other vulnerable children³³ who face pervasive barriers to education, building on the no-one left behind approach - linked to *Outcome 2: Equality and Inclusivity*. Such approaches will account for differentiated needs, roles, and responsibilities of girls and boys (including adolescent girls) and deliver classes tailored to their needs (for example, the timing of shifts to account for girls who undertake household or childcare chores). To help overcome existing gender gaps, additional support will be targeted to the most marginalized girls, including safe remote psychosocial support and gender-responsive pedagogies. Sensitization of parents and caregivers and communities on how to support girls' learning at home will be a key focus to support this approach.

Additionally, remote, blended, and home-based approaches will help overcome issues related to shortage of appropriate spaces for learning and teaching, which is a pervasive issue in the camps. As such, alternative learning modalities should continue to be utilised even after learning centres and schools reopen.

³³ Other vulnerable children may include children from child headed households, unaccompanied or separated children, married children and minority groups.

A further critical component of this focus will be detailed monitoring, evaluation, and learning, to ensure strong evidence gathering to determine the most effective methods that can be scaled up and further improved based on lessons learnt analysis.

2) Access to required learning and teaching materials provided

In the camps, quality and accessible learning and teaching materials - linked to *Outcome 3: Quality of Learning* - will be provided to students and educators for all educational delivery models, as will other resources to improve safety such as Disaster Risk Management kits - linked to *Outcome 3: Quality*. Support will also be provided to supplement learning material provision in the host communities.

3) An increased pool of qualified teachers is available

Appropriately qualified teachers are critical to ensuring education access. There have, however, been insufficient numbers of trained teachers to cover demand for education in the camps and host communities, contributing to access challenges. Moreover, teachers commonly lack the skills and knowledge to support the learning of children with disabilities. To address this, the MYRP will help maintain the existing pool of teachers through salary payments in the camps and providing ongoing training and other professional support in the camps and host communities - linked to *Outcome 3: Quality of Learning*. MHPSS will also be provided to teachers when it is needed (see #4 below). To help increase the pool of teachers in the camps, identification and recruitment activities will be undertaken, and training will be provided to prospective candidates who require further upskilling, including training on inclusive education pedagogy. Identifying and training educators will also be a focus in the host communities, to help address continued teacher shortages.

The roll out of the Myanmar Curriculum in the camps presents an additional challenge. Teachers must have the appropriate language skills as well as an understanding of, and the ability to teach, the Myanmar curriculum. To address this, activities will be undertaken to identify those in the refugee community who have Myanmar and English language skills and sufficient education and capacity to be trained as teachers. Training will then be provided to identified candidates - linked to *Outcome 3: Quality of Learning*.

There will be a particular focus on identification and training of female candidates to undertake teaching roles. To help address the likely shortage of female candidates with sufficient education and skills, training will be tailored and extended to address specific capacity gaps. This will include in-service training linked to teaching assistant roles - linked to *Outcome 2: Equity and Inclusivity*.

4) Community-level planning, sensitization, and involvement to promote return to school (post COVID-19) and continuity of access

Community engagement activities have been a key focus of the education response in Cox's Bazar, accounted for at Outcome level in the Multi-Year Strategy for Education (2020-2022), the Joint Response Plan (2021) and MYRP (2018-2021). This is reflective of a clear and ever-present need to ensure community members are actively engaged in, and understand and support, efforts to improve access to quality education for children and adolescents. The importance of this has increased in the COVID-19 pandemic environment, with long lockdown periods significantly contributing to access barriers that require community involvement to overcome in both the camps and host communities.

The MYRP 2022-2024 will therefore focus on increasing community awareness and capacity, working through Community Education Committees, parents and caregivers, faith actors and other key community members and groups, including organizations of persons with disabilities in the camps and host communities. This includes sensitization activities to raise awareness of the importance of education and a return to school once allowed, particularly for the most at-risk children who are less likely to return (such as children with disabilities), and training to improve community level planning capacity and involvement. Building support for, and increasing involvement in, alternative approaches to education provision, including home learning and distance approaches, will also be critical.

Additionally, the programme will work with communities and relevant stakeholders (including teachers) to overcome social barriers that have reduced access to education for girls (including adolescent girls) and children with disabilities³⁴. Community education and sensitization activities in the camps and host communities will therefore include gender equity and inclusion as key focus areas - linked to *Outcome 2: Equality and Inclusivity*.

In addition to the above strategies, MHPSS will be delivered to help overcome access barriers faced by children who have experienced trauma. MHPSS is a focus under Outcome 3 “Quality of Learning” where interventions cover activities including: dedicated teacher training in MHPSS and in social emotional learning; support for the well-being of teachers; and dedicated MHPSS supervision, mentorship and coaching structures. Under this outcome (Access) supported learning spaces will feature MHPSS activities for children and adolescents that are a) structured, b) goal-oriented, c) evidence-informed, d) targeted and tailored to different sub-groups. MHPSS is mentioned here to highlight its connection with achieving Outcome 1 results but is costed and monitored under Outcome 3.

Cost remains a significant barrier to education in Cox’s Bazar, especially in host communities where education related costs (direct and indirect) have been reported by caregivers in host communities as a primary challenge to education access. Difficulties in meeting education costs have been exacerbated by price hikes for food and non-food items due to increased demand created by the refugee influx.³⁵ Currently, partners are not allowed to provide financial assistance. While this features in the MYRP it is not currently budgeted for in the Seed Fund. It is expected that when the policy changes, the MYRP will provide the platform to mobilize resources for this crucial strategy.

Outcome 2: Equity and Inclusivity

Gender and disability inclusive, safe and child friendly teaching and learning environments created for girls and boys.

ECW Thematic Priorities: Equity and Gender Equality, Protection and Access

To ensure learning environments are gender and disability inclusive and safe and child-friendly, the programme will pursue tailored strategies as follows:

1) Teachers, communities and key stakeholders have increased capacity and awareness on gender equity, inclusion and child protection and safeguarding.

Social and behavioural change communication is an important focus in both the camps and host communities. This includes awareness raising and sensitization of key stakeholders (e.g., teachers, parents, students, community members and decision makers, religious leaders, etc.) on issues related to gender (including gender-based violence), disability, and child protection and safeguarding - linked to *Outcome 1: Access*. Significant socio-cultural and gender norms and related barriers to education for girls, such as early and child marriage, will be a particular focus to promote changing attitudes and behaviours. Teachers will also be trained in these areas (linked to *Outcome 3: Quality* and *Outcome 1: Access*) and inclusion and participation of children will be a key priority (including girls and children with a disability becoming peer educators). Wherever possible, local women-led organizations, and organizations led by people with disabilities will be involved in awareness raising and sensitization activities.

Training will include inclusive education pedagogy, ensuring educators understand how to differentiate the curriculum, in a flexible way, to support the individual needs of learners. To ensure coordination this work will be undertaken in consultation with key sector actors/groups, including the Child Protection Sub-Sector and Age and Disability Working Group.

Identification of children with disabilities is a key area of importance in establishing inclusive learning environments. This will be addressed by a two-stage approach. First, the programme will use initial screening tools administered at community level. Then, these may be followed by referrals and follow-up screening for more in-depth assessment from healthcare professionals when appropriate.

³⁴ Key community members should include organisations of persons with disabilities, and parent groups, especially parents of children with disabilities who often form self-help groups. It will also be important to ensure that messages about the importance of inclusion are integrated into mainstream groups.

³⁵ Self-reliance Situation of Host Communities in Cox’s Bazar; p. 2

2) Learning facilities are safe, inclusive, and accessible

To improve equitable access for children with disabilities, the principle of universal design for learning will be embraced in line with the Convention on the Rights of People with Disabilities. For universal design for learning to be effective, teachers will be trained on inclusive education pedagogy (see strategy 1, above). This may involve adjusting approaches to teaching within the classroom. For physical learning facilities in the camps, this will include designs that incorporate ramps and sufficiently wide entrances and doors to allow for wheelchair access - linked to *Outcome 1: Access*. Other strategies include buddy systems to support learners with self-care and peer-to-peer support within the classroom during lessons, the provision of appropriate assistive devices and Accessible Education Materials to support learning where possible.

To improve access for girls in the camps, education facilities will have gender-segregated WASH facilities, dignity/hygiene kits will be distributed and spaces will be provided that can cater for sex segregated learning. Advocacy will also be undertaken with education authorities and other Government bodies to promote access for girls and universal design for learning.

For non-physical or decentralized models, such as remote or home-based learning, accessibility and inclusivity will form a part of the assessment process, and related requirements will be accounted for in designs. (See Strategy 4, below)

Children with disabilities and organizations of people with disabilities and girls will be invited to participate in the design and planning processes, helping to ensure specific needs are identified and effectively and appropriately met using direct beneficiary feedback.

3) Teaching and learning materials/curriculum and pedagogy practices are gender responsive and inclusive.

Via interventions under this output, teachers will be better able to deliver learner-centered pedagogy - linked to *Outcome 3: Quality*. Gender-responsive pedagogy (including non-violent discipline) will be a priority for teachers. This will be integrated into the overall inclusive education approach, so that there is an intersection between gender and disability-responsive pedagogy. As part of this, there will be a strong focus on supporting female teachers, especially from the Rohingya community where there is a disproportionate number of male teachers - linked to *Outcome 3: Quality*. This will contribute to the effectiveness of the Myanmar curriculum roll out and helping ensure improved access for girls.

Attention will also be given to ensuring that the learning materials are appropriate and as accessible as possible for both girls and boys and children with different types of disabilities. Finally, where possible the recruitment and training of female teachers and teachers with disabilities will be prioritized to encourage enrolment and continuity of learning for girls and children with disabilities.

4) Educational models are developed and pursued to meet the needs of specific disadvantaged groups (e.g., adolescent girls, children with disability).

To address ongoing social, religious and physical constraints that are prevalent for girls (especially adolescent girls) and children with disabilities, innovative alternative delivery models will be identified, developed, trialled and scaled up for delivery in camps and host communities. This may include models that allow remote or mixed mode study that can be accessed closer to home. It may also incorporate smaller sized, girls-only classes or learning groups as a mechanism to overcome restrictions on adolescent girls travelling far from their home or implementing individual education plans for children with disabilities. Existing models that have been successful will be scaled up and new models will be developed and trialled. This will be done in tandem with the development and scaling up of models to facilitate remote and/or COVID-19 safe delivery - linked to *Outcome 1: Access*.

Many alternative learning platforms are not accessible for children with disabilities unless they have been specially formatted (e.g., with a screen reader, or with high contrast formats etc.). Accessible platforms will therefore be a key focus, allowing children who have hearing, visual, physical or communicative impairments to overcome barriers to learning.

Outcome 3: Quality of Learning

Improved quality of learning for girls and boys

ECW Thematic Priorities: Quality, Access and Protection

To ensure improved quality of learning for girls and boys, including adolescents, the programme will pursue tailored strategies as follows:

1) Teaching competencies (including remote/COVID-19 safe and inclusive training options) improved, ensuring the learning environment promotes learner well-being.

Ensuring female and male educators have the necessary competencies to effectively teach in face-to-face or in remote or mixed mode settings is critical to maintaining and improving education access and quality in the camps and host communities. The programme therefore has a focus on expanding teacher capacity development, drawing on the existing teacher professional development initiatives supported in the first MYRP. Training will include induction/pre-service and in-service training and coaching and mentoring. Training in the delivery of social-emotional learning will also be a key focus, ensuring that social-emotional learning is integrated across the curriculum (linked to *Outcome 1: Access*). Teachers will be assessed on their capacities and individual development plans will be utilized and closely monitored³⁶. A cascading training system will be utilized, with Master Trainers trained to provide ongoing training to front line educators.

MHPSS will be a key component of teacher training. Dedicated training will be provided in this area (linked to *Outcome 1: Access*), as will child protection, gender-based violence, child safeguarding, Protection for Sexual Exploitation and Abuse, gender responsive pedagogies, and disability inclusion (linked to *Outcome 1: Access* and *Outcome 2: Equity and Inclusivity*).

To support the effectiveness of alternative learning modalities (linked to *Outcome 1: Access*) tailored training will be provided to build the capacity of educators to support learning through specific modalities, including home-based and other remote or mixed mode approaches.

Developing the capacity of educators in the use of the Learning Competencies Framework and Approach will continue in the camps, as the transition to Myanmar curriculum is expected to take time. Simultaneous to this there will be a strong focus on training in the Myanmar curriculum to help facilitate the transition and ensure quality of teaching. This will include identification of teachers with appropriate language skills (linked to *Outcome 1: Access*) and associated training activities, with a strong focus on female teachers in order to overcome low numbers of female Rohingya teachers (linked to *Outcome 2: Equity and Inclusivity*). This focus will be increasingly important as the Myanmar Curriculum roll out scales up, as is expected over the life of the programme.

As both English and Burmese are foreign/second languages for both Rohingya and Bangladeshi educators, a focus on foreign language pedagogy and early language literacy teaching methods will be fundamental components of training. Training in formative assessment will also be a key topic for teacher training which is especially important when working with mixed-ability classes.

2) Development, improvement and contextualization of learning materials (including Myanmar curriculum).

Learning materials, and supplies and equipment that are adapted to the local context and inclusive, are vital to achieving a good quality of learning for all girls, boys and adolescents. The development and distribution of learning materials will therefore be an important element of the programme.

The programme will focus on adapting and updating existing materials to be as effective, accessible and gender responsive as possible in the camp locations. This includes adapting and contextualizing learning materials for use as part of alternative delivery modes, including home-based learning and distance or multi-mode approaches, adapting teaching and learning materials to incorporate relevant contextual aspects such as: social-emotional learning; hygiene education; disaster risk reduction and awareness of epidemics; adaptations to improve gender responsiveness; and access for children with different types of disabilities. Other key focus areas will include contributing to the development of standardized materials, especially for pre-school, and translating materials into required languages where required (e.g., Burmese and English for the Myanmar curriculum).

³⁶ Monitoring will be undertaken by the grant consortiums and will need to be built into project plans.

The improvement and contextualization of materials will be especially critical as part of the Myanmar curriculum roll-out to ensure maximum accessibility, relevance, and accessibility. This will likewise be a key focus, while also ensuring that alignment with Myanmar curriculum requirements is maintained.

3) Children are taught at the right level and organized in learning facilities according to their competency, and their learning outcomes are measured

It is important to adequately distinguish between children of different ability levels, ensuring they are grouped and taught according to competency. Children in the camps are, however, a complex group. They range in age, and comprise those who have never gone to school, those who went to school but had dropped out, and children whose schooling was interrupted because of displacement. The impact of COVID-19 lockdowns has caused further disruptions and complications, delaying the learning process for girls and boys across the camps and host communities.

Under these circumstances, formative assessments are essential in ascertaining children's learning levels. Within this context, the MYRP will have a strong focus on assessing the learning levels and outcomes of girls and boys in the camps to ensure appropriate targeting of catch-up classes and remedial support (linked to *Outcome 1: Access*) and appropriate placement according to grade level. Wherever possible there will be separate classes for older children needing to complete early grades. There will also be a focus on integration rather than segregating children by disability type.

4) Trauma-related impacts/ barriers are addressed through MHPSS

Many Rohingya girls and boys including adolescents arrived in Bangladesh psychosocially distressed after witnessing and experiencing traumatic events. The MYRP therefore incorporates a strong MHPSS focus for children as part of a holistic approach to quality education in the refugee camps.

Interventions include dedicated teacher training in MHPSS first aid so that teachers can directly provide support to learners (linked to *Outcome 1: Access*), can identify behaviours and be able to provide referrals in more severe cases, covering child protection, gender-based violence and health. Additionally, the programme will provide training for teachers in social-emotional learning and ensure that social-emotional learning is part of the regular academic curriculum, allowing students to learn practical skills in self-awareness, interpersonal skills and critical thinking. For this, existing social-emotional learning training packages for teachers will be utilized, developed and adapted, including digital content. Digital content for MHPSS training will also be developed (linked to *Outcome 1: Access*). This will include an important focus on the well-being of teachers, with support provided to ensure they are able to learn the same social-emotional skills as students. To support all learners, social-emotional learning will be a part of the regular academic curriculum.

Teachers will also be supported through mechanisms such as dedicated MHPSS supervision structures, peer support, teacher learning circles, mentorship and coaching. Where possible, MHPSS point persons will be established across learning centres as focal points to support children and adolescents. Where there are higher MHPSS needs, remote support (such as through phone counselling) will be provided to teachers and students. Finally, MHPSS will be supported through sensitization and training activities with parents in areas including positive discipline, child protection and gender-based violence, and social-emotional learning and life skills (linked to *Outcome 2: Equity and Inclusivity*).

Outcome 4: SYSTEMS STRENGTHENING

Improved systems for quality, inclusive, safe and equitable educational provision

ECW Thematic Priorities: Continuity, Access, Equity and Gender Equality, Protection and Quality

To improve systems for the expansion of quality, safe and equitable educational provision the following strategies will be pursued:

1) Further developing key systems and processes to ensure evidence-based decision making and utilization of learner data for systematic analysis and planning.

To manage and improve the overall response, there must be rigorous and effective systems and structures in place, as well as processes for ensuring monitoring, evidence gathering and learning. Through the MYRP, system strengthening interventions will be undertaken to reinforce the outcomes on access, quality and equity and inclusivity by strengthening the capacity of stakeholders to effectively plan and manage the delivery of education services in both the camps and host

communities. This will include a further development of systems for coordinated monitoring of activities, including more systematic monitoring of alternative delivery modes such as home-based learning. The ongoing measurement and tracking of learning outcomes will be a key focus (linked to *Outcome 3, Quality of Learning*), and will be used to gauge performance and inform system change.

Understanding how the education system is performing and the kind of changes required to improve effectiveness and outcomes demands investments in improving data systems. Specific activities will include supporting the multi-year education strategy to create an information and knowledge sharing platform and strengthening the education management information system to include data collection for out-of-school children, as well as ensuring real time monitoring. This will be a key focus for the camps (rather than host communities). In addition, structures and processes will be put in place to capture learnings and improve practice based on lessons learnt.

This strategy will be linked to Outcome 2 (*Equity and Inclusivity*, strategy five), to support the development of monitoring and evaluation guidelines and processes to ensure gender and disability inclusive monitoring and reporting across all activities. This will contribute to improved visibility and understanding of gender and disability related barriers, helping achieve improved learning, based on planning and implementation that is gender and disability inclusive.

2) Introducing gender and disability-inclusive school monitoring and reporting by adapting M&E guidelines

Gathering data and information on gender and disability contributes to improved visibility and understanding of gender and disability-related barriers, helping achieve improved learning, planning and implementation that is gender and disability-inclusive. The MYRP will therefore ensure gender and disability-inclusive monitoring and reporting across all activities in the camps and host communities. This will be achieved through adapting monitoring and evaluation guidelines for use across the MYRP and the education sector as a whole.

3) Strengthening capacities of key stakeholders and communities in key systems and planning and management processes

Developing the capacities of key stakeholders – including education authorities and communities – in systems, planning and management processes is a vital component to systems strengthening and will also improve local ownership and sustainability. Local education authorities will therefore be supported to respond to education needs in their administrative areas, including operationalizing policies and standards, and supporting teachers and education personnel. This includes training and sensitization activities in crisis-sensitive planning, management, and coordination for quality provision of education in the camps and host communities. Central to this approach is coaching on gender-responsive and inclusive approaches. Additionally, parents/eligible guardians of children with disabilities and other representatives will be supported to take part in Community Education Committees/Learning Centre Management Committees to help empower them and ensure a strong focus on disability inclusion. Localization of policies, plans and interventions including capacity building of local service delivery agencies is another critical issue for strengthening systems for planning, supervision, monitoring and service delivery at the district and Upazilla levels. As such, effective partnership with local organizations was a key consideration in grantee selection. The involvement of local organizations in grantee consortia will contribute to the capacity development of local actors and the incorporation of local expertise in programme delivery.

Outcome 5: RESOURCE MOBILISATION

Increased resourcing for the expansion of quality, inclusive, safe and equitable educational provision

ECW Thematic Priorities: Continuity, Equity and Gender Equality and Quality

To increase resourcing for the expansion of quality, safe and equitable educational provision, the programme will pursue the following:

1) Clearly planned and implemented advocacy and consultation strategy targeting government and donors to improve commitments to education and education resourcing.

The MYRP will be a major contributor to expanding and improving learning opportunities for girls and boys, including adolescents, in the camps and host communities of Cox's Bazar. This will initially be achieved through seed funding from ECW. However, the overall financial requirements of the programme exceed the seed funding amount by almost US\$32 million, and education needs across Cox's Bazar further extend beyond the MYRP. The need to mobilize resources will therefore be an important focus of this MYRP. Additionally, the ability to successfully achieve strong education outcomes

is very dependent on policy and regulatory frameworks, as well as other resources such as land. Advocating for improvements to regulatory requirements and access to resources to support education will also be another element of the programme.

2.3 Gender Equity and Inclusion

The MYRP will address gender and disability-related barriers through approaches aligned with education sector strategies and plans for Cox's Bazar. The programme design specifically addresses gender and disability related barriers at outcome level, to ensure that equity and inclusion are key features of teaching and learning environments. To help ensure the effectiveness of this approach, cross-cutting linkages have been identified and will be addressed across each of the programme outcomes. A range of activities will help bring about positive attitudinal and capacity changes among stakeholders and communities, target physical access barriers to education and expand the use of alternative education models to specifically address physical and socio-cultural barriers. Where physical education facilities are utilized, a strong emphasis will be placed on ensuring these are safe, inclusive, and accessible. Inclusivity will be ensured in all designs, providing for maximum accessibility for children with different types of disabilities.

Teachers will also be trained on inclusive education pedagogy, so they are able to understand how to differentiate the curriculum in a flexible way, to support individual learner needs. This may involve changing the overall approach to teaching within the classroom. Other potential strategies include buddy systems to support learners with self-care and peer-to-peer support during lessons, the provision of appropriate assistive devices to support learning, and support arrangements for teachers (e.g., use of a teaching aids) to enable children with disabilities to participate. To improve access for girls' education facilities will be provided with sex-segregated WASH facilities, dignity/hygiene kits and spaces that can cater for sex-segregated learning.

Developing and pursuing educational models to meet the needs of specific disadvantaged groups, such as adolescent girls and children with disabilities is another important focus that will help reduce barriers associated with disability and/or gender. Innovative alternative delivery models will be identified, developed, trialled, and scaled up, allowing remote or mixed mode study that can be accessed at home or closer to home. Home learning or smaller sized, girls-only classes or learning groups will be used as a mechanism to overcome restrictions on adolescent girls travelling far from their home. Reducing requirements to travel far from home will also address constraints for children with disabilities. The effectiveness of these approaches will be enhanced by ensuring the participation of children with disabilities and girls in planning processes.

Plan International Bangladesh is the gender focal organization for the Education Sector group, representing the education sector in the response Gender Hub. Plan International Bangladesh has extensive experience in designing and implementing gender responsive and inclusive education programming. The programme will also benefit from the expertise of Samal Kalyan O Unnayan Shangstha and Protyashi, members of the Plan International Bangladesh-led consortium. Both are women-led organizations that programme for poor and ultra-poor people in underdeveloped areas of Bangladesh, and focus on the improvement of livelihoods, health, education, sanitation, health and hygiene.

The MYRP's approach to disability inclusion will also be informed by International Rescue Committee and Plan International Bangladesh's global programme experience, and will include: 1) disability assessments to identify children with disabilities in the targeted areas and analysis of assessments in order to understand their needs and barriers to access education; 2) capacity building of community based organizations for people with disabilities to collaboratively build community awareness on the rights of children with disabilities to access education; and 3) improving accessibility to learning environments and providing support to children with disabilities according to their learning needs.

Save the Children's consortium partner, Humanity and Inclusion will work with Organizations for Persons with Disabilities and support self-help groups to improve their representation and create greater awareness on the inclusion of persons with disabilities in camp and host community interventions. These partners will organize and strengthen the existing self-help groups in host communities and camps to improve their representation and participation in MYRP interventions. The Save the Children-led consortium will develop a gender and disability inclusion strategy based on UN-ISCG recent intersectional gender analysis reports in Cox's Bazar Rohingya camps and host communities. The consortium will also introduce the Mobile Unit for Rehab Services/Diagnosis for children with disabilities. Children will be screened at first, then sent to the Mobile Unit for Rehab Service/Diagnosis to determine the type and level of disability and referred for appropriate education interventions

2.4 Prioritizing the Most Disadvantaged

The MYRP is focused on the most disadvantaged groups in Cox's Bazar:

Rohingya refugee girls and boys: A key strategy for children in camps is to support them to access education under the Myanmar curriculum, and to transition to the formal system. The Myanmar curriculum pilot and the planned scale up aims that all Rohingya children in Cox's Bazar transition from the Learning Competencies Framework and Approach to the Myanmar Curriculum by 2023.

Host Community girls and boys: The MYRP will also target those most in need in the host community. The focus will be on delivering high quality education through the government system. This will include system strengthening through, for example: teacher training, the identification and enrolment of children with disabilities in targeted Government primary schools, literacy enhancement for grade 1 & 2 learners, provision of learning materials, and promotion of enrolment of out-of-school children through enrolment campaigns.

Adolescent Girls: Adolescent girls will be a key target group in both the host communities and camps. A strong focus on girls' education will be ensured through: a) awareness raising and sensitization of parents and traditional leaders; b) the scale-up of girls-only sessions; c) gender-segregated WASH facilities; d) recruiting and training more female Rohingya teachers; and e) developing and sharing gender-sensitive teaching and learning materials with caregivers, teachers and students. The Plan International-led consortium will support out-of-school adolescents aged 15-18 years old, to provide them with functional literacy and numeracy skills. For this intervention, community-based adolescent learning facilities will be established to reach the most vulnerable adolescents, especially girls and adolescents with disabilities.

The youngest learners: The MYRP approach will be to target early childhood education in both host community and camp settings, and this is a key focus of the ECW seed funding. UNICEF will focus on interventions that include the establishment and running of pre-school classes, sensitization activities and parenting education for caregivers and parents indirectly benefiting the youngest learners. These interventions will also include capacity building in early childhood development, nutrition and psychosocial support. The Plan International-led consortium will technically support national implementing partners, Samal Kalyan O Unnayan Shangstha and Prottyashi, to put in place the Shishu Bikash Kendro (<http://dsh.org.bd/cdc-child-development-centre/>) facility for learners, as well as delivering parenting education to ensure the proper development of the youngest learners. Plan International's consortium partner, the International Rescue Committee (IRC), will also establish Early Childhood Education centres to support three to five-year-old children. Training will be provided on the new Early Childhood curriculum framework which is being developed with the guidance of the Early Childhood Development Working Group. This work is leveraging materials and expertise from the IRC's Preschools Healing Classroom approaches to learner wellbeing and school readiness, and caregiver outreach and engagement. The IRC will also integrate social-emotional learning for caregivers and children through responsive care messaging.

Children with Disabilities: Data on children with disabilities in host communities and camps is weak. The MYRP will invest in high quality identification processes for children with disabilities and will deliver effective referral mechanisms with specialized organisations to ensure safe and equitable access to all children with disabilities. The Save the Children International-led consortium will: improve the sector-led 5W activity mapping matrix; gather segregated data for evidence-based decision making; pilot a tool to measure learning outcomes for children with disabilities; develop a gender and disability intersection action plan for the Education Sector; and roll-out with sector partners and Community Education Committees. The needs of children with disabilities will be considered at all levels of planning and delivery and will include teacher training that supports teachers to respond to the different needs of children with disabilities. Within the Save the Children-led consortium, Humanity and Inclusion will adopt a twin-track approach to mainstreaming disability through 'disability-specific' and 'disability-inclusive' interventions in its programming. The focus will be on the specific needs of children with disabilities, while mainstreaming services for children with disabilities will also be delivered, so that learning interventions are fully inclusive. This approach will ensure that existing structural gaps and individual needs of children with disabilities are addressed in programming, while community, environmental and socio-economic barriers to inclusive education are identified and considered.

3. Leveraging Resources to Scale-Up MYRP Results

3.1 Resource Mobilization and Advocacy

The estimated total cost of the Bangladesh MYRP is US\$ 45 million over three years 2022-2024, of which US\$ 13.2 million or roughly 29% will be provided in seed funding by ECW. A total of US\$ 31.8 million must therefore be leveraged to allow programme scale up to reach 350,000 children in total. The need to mobilize resources will therefore be an important focus of the MYRP. This is in line with a key finding of the evaluation of the 2018-2021 MYRP for Cox's Bazar, that a key focus of the programme (as part of *Outcome 5: Resource Mobilization*) should include improved measurement of resource mobilization within a sector-wide financial tracking system³⁷. Harmonization of common objectives among stakeholders is essential for resource mobilization. There is a high level of synergy based on the stated intentions of several donors to help meet the needs of the millions of girls, boys and adolescents who are currently deprived of high-quality education. To meet this funding target, the resource mobilization approach will be two-fold:

1) Secure and align funding for education in emergencies and protracted crises

Firstly, the MYRP priorities regarding early childhood education, girls and specifically adolescent girls, children living with disabilities, protection, and well-being (of teachers as well as learners) are shared by existing partners. The process of developing this programme has facilitated further discussions with potential donors on key areas of importance and funding priorities in the current crisis in the country. There are a wide range of donors present and prioritizing Bangladesh. The Bangladesh Education Sector Donor Group have been part of the development of the MYRP. Two representatives of the group, FCDO and Canada, actively participated as members of the MYRP Development Committee and Grantee Selection Committee. During the design of MYRP, the ECW Secretariat also held consultations with the LEGO Foundation and is actively reaching out to other private sector and philanthropic partners. The MYRP therefore provides the opportunity to advance resource mobilization efforts among traditional and emerging donors, building on existing partnerships between implementing partners and donors. Ensuring a diversified resource base, including potential partnerships with the private sector or financial institutions, will help partners obtain additional funding for the duration of the MYRP. The confluence of key priorities around play-based early learning, adolescent girls' programming, disability inclusion and gender offer an opportunity to align funding to fill the funding gap. Finally, the MYRP has provided a foundation for the Joint Response Plan for 2022, ensuring close harmonization and alignment with the broader Bangladesh Education Sector Strategy and Response.

2) Ensure funding sustainability for education in emergencies and protracted crises

Secondly, all grantees will specifically deliver activities related to sustaining and increasing funding for MYRP. This includes activities related to working closely with in-country government partners and conducting advocacy activities with stakeholders and potential donors.

The ability to successfully achieve strong education outcomes is very dependent on policy and regulatory frameworks, as well as access to other resources such as land. This is especially important for the Rohingya population, with regulatory barriers including restrictions on language of instruction, use of technology, building of permanent structures for education purposes, to name a few. Advocating for improvements to regulatory requirements and access to resources to support education will therefore be critical.

Activities will be undertaken in alignment with the [Advocacy Plan](#) for the education sector in Cox's Bazar developed at the end of 2019. Linkages between the MYRP and the Advocacy plan include education resourcing, both financial and material, as well as advocacy focusing on improving education access in the COVID-19 context. Key issues of intersection include a focus on addressing the limited access to long-term programming and financing, limited land for constructing new learning facilities and required investments to improve access to an accredited and certifiable curriculum (especially the Myanmar curriculum piloting and roll out). In addition, advocacy efforts will support education sector-wide efforts for government approvals for school-reopening (or continued opening) and/or approvals that will allow the delivery through remote, mixed mode or home-based delivery methods. Organizations of Persons with Disabilities will be included in the awareness-raising activities and policy-making process. Key target groups will be donors, the Government of Bangladesh, and the Government of Myanmar.

³⁷ Evaluation of ECW MYRP Bangladesh case study, preliminary findings, Oxford Policy Management, Slide 10.

3.2 ECW Seed Fund Scale-up Strategy

ECW seed funds will cover 37% of the beneficiaries targeted by the MYRP, namely 130,145 of the 350,000 most vulnerable children and adolescents in the refugee and host population identified in the 2021 needs analysis. ECW seed funding is broadly split across the five outcomes as follows: Access – 53%; Equity and Inclusivity – 11%; Quality Learning – 12%, Systems Strengthening – 22% and Resource Mobilisation – 2%. The remaining proportion of the budget will be used to support advocacy and resource mobilization interventions. There are thus close to 220,000 girls and boys, including adolescents, that need to be reached using other funds.

The MYRP sets out a vision for a full holistic programme for children in Cox's Bazaar that responds to the needs analysis on which it is based. The seed funding itself is intended to be catalytic, and places specific emphasis on investing in the priorities of the Cox's Bazaar Education Sector, Joint Response Plan and the findings of the MYRP 2018-2021 evaluation. These priorities are disability inclusion, girls' education, including adolescent girls and early childhood education. The seed funding will focus on these priorities, based on the comparative advantage, focus and expertise of each of the three grantees and their partners.

The Bangladesh MYRP seed funding is implemented by three complimentary consortiums, to leverage the added value of each consortium. In order to scale up beyond the ECW seed funding, these groups will consider, for example, extending coverage to more girls and boys across the camps, sustaining learning centres and community centres, and building on interventions that expand capacity in Cox's Bazaar to deliver enduring results. Once decisions regarding scale-up priorities and approaches are made, each consortium will implement a scale-up strategy that is built on its own comparative strength for the benefit of the entire education response across the camps. This allows for top-level clarity as to how new resources will be used, and improved coordination among the different grantees and subgrantees.

The MYRP estimates that it will cost an average of US\$ 144 per child to reach an additional 220,000 vulnerable children identified as requiring support to access quality education in Cox's Bazaar. These unit costs are achievable if, through seed funding, the MYRP first of all delivers against priority foundational tasks on which further delivery can be built, including: a) Initial investments in strengthening data collection and analysis on the learning needs of children with disabilities; b) Initial investments in developing new learning spaces for early children education and adolescent girls' programming; and c) Supporting the roll-out of the Myanmar curriculum.

Distribution of additional funding: Where additional funding is obtained there will be a transparent and fair process for the allocation of these funds. To help ensure agility in the utilisation of new funding, existing grant consortiums will be expected in the first instance to manage new funding and scale up project activities where needed. This, however, will be contingent on the size of new funding and capacity of the grant consortiums to scale up – if needed, additional grant consortiums or new consortium members may be recommended. This will be coordinated through the Programme Management Committee, who will make recommendations to the decision-making part of the Programme Steering Committee for a final decision.³⁸ This process will incorporate sector wide consultation and planning to help ensure the best use of funds. ECW and originating donors will be consulted throughout and will contribute to final decisions.

4. Monitoring, Evaluation and Learning

4.1 Monitoring, Evaluation and Joint Reporting

A comprehensive Monitoring and Evaluation (M&E) plan will be put in place at the programme and project levels. The M&E plan for the MYRP will draw on existing data sources and M&E systems as much as possible, rather than create new and/or parallel systems. This will strengthen the speed and quality of reporting, as well as drawing on existing capacities for data collection and reporting on education in emergencies activities.

The Monitoring, Evaluation, Accountability and Learning framework will be child-centred and gender-sensitive, helping ensure measurement of beneficiary needs is appropriately nuanced and relevant, and that the progress towards achieving all MYRP outcomes is fully measured. By ensuring a gender-sensitive lens, it will be determined whether different needs

³⁸ As detailed in section 5.1 (Governance Structure), there will be a sub-set of the Program Steering Committee established to have decision making authority. This will include final decision making in respect to allocation of additional funding.

of boys and girls have been sufficiently addressed and whether the MYRP is having an impact on gender relations. Community-based and child participatory methods will be utilised to measure whether the programme has successfully addressed the different needs of girls and boys, including children with disabilities, and to determine whether gender and disability is impacting learning and well-being outcomes.

MYRP Level: At the programme level, results framework indicators will be used to monitor progress against outcome and output targets and to determine overall impact level results. Data will be gathered from ongoing project level monitoring (see below), and this will be analyzed and examined alongside data from other education programs, so that common trends and challenges can be understood and addressed. Wherever possible, the indicators used for the MYRP have been based on indicators used by education sector plans and strategies for Cox's Bazar.

Project Level: At the project level, grantees will design and carry out their own monitoring activities in line with the MYRP requirements and will regularly communicate achievements towards results with the MYRP Programme Management Committee (see Section 5, below). Programme adjustments and adaptations will be made in response to this monitoring data. A grantee monitoring matrix will be utilized, aligned to the results framework and indicators defined in the MYRP. Grantees will be expected to incorporate participatory monitoring approaches, helping to ensure that beneficiaries' voices are heard and to evaluate the impact of interventions and implementation of activities.

Joint Reporting: The MYRP Programme Management Committee will oversee the overall technical coherence of the programme's progress towards results and effective communication between partners. This includes coordinating and consolidating reports prepared by each grantee consortium. As part of this process, the education sector will be closely involved with interpreting monitoring and evaluation data and guiding the MYRP response.

Evaluation: An independent external evaluation will be conducted and finalized 3 to 4 months before the end of the programme. It is expected that the evaluation will have a utility-focused and learning oriented approach so that its conclusions and recommendations can be used to design the potential next phase of the MYRP. A budget of US\$100,000 is allocated for this external evaluation. During the programme, internal annual reviews will ensure that progress is evaluated, and that reflections and learnings are used to refine approaches on an ongoing basis (including re-designing/modifying the programme if necessary, in case of emerging and/or ongoing challenges or new priorities) to achieve the best possible results.

4.2 Learning Outcome Measurement

A learning assessment tool and methodology will be developed and agreed upon with relevant authorities for use in MYRP delivery. The learning assessment will be used to gain a better understanding of the different learning profiles and the factors that impact learning, including gender, disability and displacement. Measuring learning outcomes will be an important part of accountability but it will also be an important element of the feedback loop for teachers, parents, and the education system to improve the quality of education.

The learning assessment will inform whether children attain better outcomes in social-emotional learning, literacy and numeracy following the MYRP interventions. It will also inform education actors as they make decisions on how to improve the quality of education and learning especially for crisis-affected children and youth including children with disabilities.

At the beginning of each school year, pre-learning assessments will be conducted at selected learning spaces and will be triangulated with learning assessment results after the MYRP intervention. To use the resources efficiently and ensure representativeness of the learning assessment results, children will be selected on a random basis and results will be triangulated with trial groups. The data collected will be disaggregated by origin, sex, and disability to be able to analyze if these factors play a role in children's learning and well-being. This will be important to understand how crisis-affected children and youth can be best supported to reach their optimal learning potential.

The learning assessment will be applied to those children who access MYRP supported learning spaces and receive academic support (e.g., accessing MYRP supported accelerated learning programs, catch-up classes etc.). Questions on gender norms will be incorporated to help identify the needs of crisis-affected girls and to inform the design of gender-responsive and context-relevant interventions. An end-line assessment will provide information on improvements in key competencies in literacy, numeracy, and social-emotional learning.

5. Implementation Arrangements

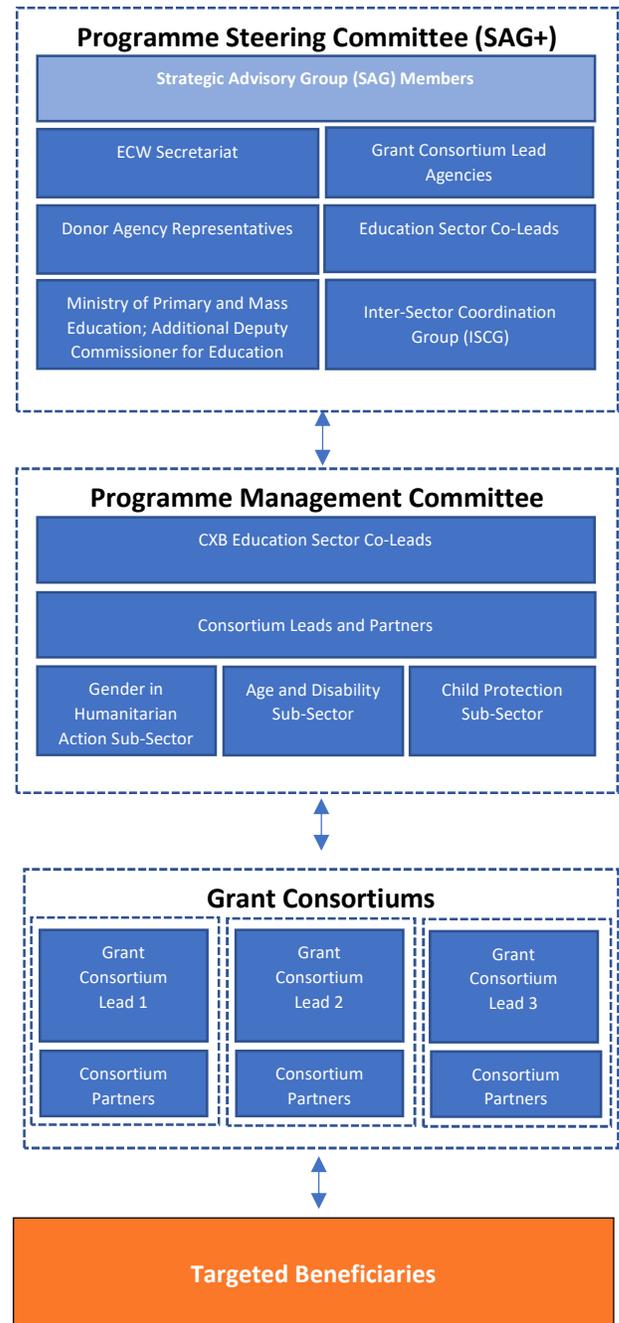
5.1 Governance Structure of the MYRP

The MYRP governance structure is designed to ensure inclusive and meaningful participation in decision-making.

The **Programme Steering Committee (SAG+)** will be comprised of the existing Strategic Advisory Group for the Education Sector (SAG), which provides key high level sector representation, combined with an extended membership to incorporate ECW, Grant Consortium Leads, Government, Inter-Sector Coordination Group, donors, and Education Sector Co-Leads. The Programme Steering Committee will primarily play a high-level advisory role, helping to ensure the programme is linked with the overall response, that it remains coordinated, coherent, effective, and aligned with the existing response strategy. The Programme Steering Committee will also ensure that the MYRP is implemented in line with education sector standards and strategic approaches and that additional funding allocations are distributed in a fair and coordinated manner.

The **Program Management Committee** is composed of consortium leads and partner representatives, sector coordinators, gender focal points/leads and age and disability and child protection subsector representation at Cox's Bazar level. District Education and Primary Education Officers will provide ongoing support and advice to the Programme Management Committee. The Programme Management Committee will undertake overall planning and coordination across consortiums, compilation of annual work plans, consolidation of programmatic reports, reporting back to the Programme Steering Committee, dispute resolution and make recommendations on distribution of additional funding allocations.

Grant Consortiums will incorporate both grant management and implementation roles. There will be a single lead agency for each consortium who will have overall programme management and fiscal responsibility but will work in partnership with consortium members to undertake planning and key decision making, and to ensure coordinated implementation. Grant Consortium leads will undertake a grant management role but may also undertake direct implementation. Consortium partners will undertake an implementation role. The consortium lead agencies will ensure close coordination and collaboration to successfully implement this joint programme. Plan International Bangladesh will provide the gender lead role for the MYRP and Save the Children with its partners will provide technical assistance on disability inclusion. It is expected that all three grantees work collectively to advance the thematic priorities of the MYRP.



5.2 Grantee Selection Process

The selection process for grantees included a call for expressions of interest and shortlisting, followed by the development of full applications by shortlisted candidates. This process was scheduled to align with key details of the MYRP programme being defined, but prior to the finalisation of the programme design proposal. This has allowed for selection of grantees who are able to meet programme requirements, while also providing the opportunity for grantee proposals to feed into the final MYRP design. The selection process took place between August and November 2021. To help ensure transparency, time was allocated at the end of each selection stage for questions or objections.

Selection Committee:

The Selection Committee was representative of the education sector in Cox's Bazar, while also being impartial and with members having no identified conflicts of interest. As such, the Selection Committee was drawn from the MYRP Development Committee (SAG+) but did not include members from organisations expected to submit grantee applications. Members included FCDO, Global Affairs Canada, Inter-Sector Coordination Group, UNWOMEN (as Gender Reviewer), World Food Programme, VSO (INGO representative) and Aparajeyo (national NGO representative from the Child Protection Sub Sector). The ECW Secretariat participated as an observer in all meetings.

This Selection Committee, supported by the coordinator of the Education Sector and the ECW Secretariat, outlined a schedule for applications of expressions of interest as well as the criteria upon which these would be assessed. The timetable, criteria and process were all communicated to Education Sector members by the Sector Coordinators via email on 5 August 2021. Expressions of interest received by the deadline of 17 August 2021 were subsequently assessed by the Selection Committee and 8 out of the 10 applications were requested to submit full dossiers.

By the deadline of 19 October 2021, eight organisations had submitted their full applications. The Selection Committee then assessed these applications against the agreed criteria and disseminated the results of their deliberations to Education Sector members on 18 November 2021. As per the agreed procedure, 24 hours were given for any objections to the proposed Grantees. The selected Grant Consortia are UNICEF, Save the Children International and Plan International Bangladesh. Below are detailed the focus of each consortium and other members of the consortia:

- Plan International (with consortium partners International Rescue Committee, Prottyashi and Samaj Kallyan O Unnayan Shangstha): This consortium will be the gender lead role for the MYRP. The consortium will focus on responding to the education needs of vulnerable children and adolescent boys and girls between ages 3 and 18 in camps and host communities, reaching beneficiaries with early childhood education services, basic education, and literacy, numeracy and life skills. The International Rescue Committee will lead support for teachers, caregivers, and learners, including continuous professional development for teachers. The implementation structure of the consortium will be oriented to build capacities of local partners and community structures, mainstreaming sustainability for long-lasting impact to ensure the initiatives supported by this project are continued after the completion of project period.
- Save the Children International (with consortium partners Humanity and Inclusion and Young Power in Social Action): The project will target three levels of education inside camps and host communities, as well as reaching beneficiaries through distance education. In camps, learners aged 3 to 5 years will be supported with early childhood development interventions, and learners aged 14 to 18 years will be supported in line with the Guidance of Informal Education Programme³⁹ with the Myanmar Curriculum to transition to formal education through 50 newly established community-based learning facilities. Humanity and Inclusion are one of the key actors in the field of disability and inclusion, and will bring strong technical expertise in disability inclusion providing support to consortium members to ensure the systematic and meaningful inclusion of children with disabilities in all areas of the programme. Young Power in Social Action is a Co-Chair of Cox's Bazar CSO-NGO Forum, a network of 50 local and national NGOs working in Cox's Bazar, which intends to promote gender-responsive development. They will support the adaptation of social-emotional learning tools and bridge education sector work with the MHPSS Sector – building on the INEE-EASEL Lab consultation workshop facilitated by Save the Children in Cox's Bazar.

³⁹ The Guidance on Informal Education Program (GIEP) provides a systematic pathway for quality, protective and relevant learning for the displaced children from Rakhine State. Previously it is known as LCFA (Learning Competency Framework Approach (LCFA)). It is a guiding document for all stakeholders involved in delivering education.

- **UNICEF:** The UNICEF-led consortium comprises UNICEF (as lead agency), UNHCR and UNESCO together with four national organisations (BRAC, Mukti, Jagorani Chakra Foundation and Community Development Centre). The programme will focus on taking to scale the Myanmar curriculum roll-out with the education sector and on enhancing the quality of teaching and learning materials aligned with the curriculum roll-out and professional development of teachers. The United Nations consortium will support ongoing work and approaches across the education sector with the three United Nations agencies working together to strengthen the sector's capacities and comparative advantages, extending its reach and improving inclusive and equitable access to quality education for Rohingya refugee children in Cox's Bazar District. This will include a strong focus on resource mobilization, with the MYRP functioning as a catalyst for achieving increased support and resourcing resulting in the effectiveness of programme interventions.

Grantees will undertake to deliver ECW-funded activities through localised implementation arrangements, working closely with national NGOs, seeking to strengthen national capacities to address education in emergency needs.

To ensure coherence and coordination, each grantee (and in some cases each consortium member) will appoint the following focal points:

- **Gender focal point:** Provide technical support to the MYRP development committee and penholder and to help design a gender responsive MYRP that is aligned with ECW gender strategy; leading on the IASC Gender and Age Marker self-assessment. Provide updates to and ensure coherence between MYRP and the Gender Hub in Cox's Bazar.
- **Age and Disability Working Group focal point:** Provide technical support to the MYRP development committee and penholder to help design age and disability inclusive MYRP that is aligned with the ECW strategy.
- **Child Protection Coordinator:** Provide technical support to ensure that MYRP interventions have a strong child-safeguarding and protection approach, ensuring organizations do not cause harm to children through their operations, their personnel (including volunteers) and associates as well as through the way in which programs are designed and implemented.
- **Education Coordinators:** Liaise with ECW focal points and provides Education Sector partners throughout the implementation of the MYRP's regular progress reports.

5.3 Child Safeguarding & PSEA/PSH

Child Safeguarding: A zero-tolerance approach will be taken to the exploitation and abuse of children and young people across the programme. Safeguarding policies, codes of conduct and procedures will be put in place at grantee and implementation partner levels, and these will be rigorously applied in all operations and programme management. Due diligence assessments of implementing partners will be undertaken by grantees as part of the selection process and any child safeguarding risk management gaps will be addressed. Grantees will assume responsibility for developing the capacity of implementing partners in this critical area. The grantees will develop a safeguarding risk assessment and management plan to ensure coordinated action across the MYRP. Grantees will engage with the Protection Cluster and Child Protection Sub-Sector to develop these risk assessments and plans, and to access ongoing advice. Specific child safeguarding measures will be used when involving children and adolescents in advocacy, communications and research activities.

Protection from sexual exploitation and abuse and sexual harassment: Grantees will have robust strategies, policies, and procedures in place to ensure the protection of children, adolescents and adults from sexual exploitation and abuse, and sexual harassment (including staff). Importantly, these policies also apply to partners who support the implementation of programmes in support of the Consortium. Grantees will ensure that implementing partners have adopted and apply all necessary policies and procedures. This will include ensuring access to incident reporting mechanisms, affording protection to individuals under whistle-blower policies, and referral of survivors to appropriate assistance services in line with the UN Victim Assistance Protocol, including MHPSS and health services. The grantees will support implementing partners with investigative practices as needed. All implementing partners must comply with the Protection from Sexual Exploitation and Abuse due diligence requirements of the respective grantees. Safeguarding requirements are also stipulated for contractors and suppliers. Staff, volunteers, and associates of the grantees and

implementing partners will be trained on the Inter-Agency Standing Committee guidelines on gender-based violence. Community outreach on protection from sexual exploitation and abuse will also be undertaken.

A detailed risk and mitigation plan for the MYRP has been developed, covering child safeguarding, protection from sexual exploitation and abuse and sexual harassment. This will be carefully followed throughout the programme. This is available in Annex E, below. Further information on individual consortium lead processes and strategies on safeguarding are as follows:

Plan International Bangladesh undertakes to (i) build the capacity of staff and associates (implementing partners, service providers, volunteers and visitors) to the response including on orientation on protection from sexual exploitation and abuse, safeguarding children and young people, signature of the code of conduct for staff and non-staff, etc.; (ii) Appoint safeguarding focal points for the programme; (iii) carry out safeguarding risk assessment and implementation mitigation measures as well as for specific activities involving children; (iv) sensitize beneficiaries, particularly children on the policy and conduct to be adopted in the event of a violation; (v) report allegations of abuse or mistreatment of children; (vi) contribute to the management and support of cases of abuse in collaboration with the competent services; and vii) standardize a child friendly reporting system for reporting safeguarding concerns.

UNICEF: UNICEF will take forward the same approaches as described above, and will also ensure access to incident reporting mechanisms, affording protection to individuals under whistle-blower policies and referral of survivors to appropriate assistance services in line with the United Nations Victim Assistance Protocol including MHPSS and health services. Further, the Consortium supports implementing partners with investigative practices as needed. All implementing partners must comply with the policies on the protection of sexual exploitation and abuse due diligence requirements of the respective grantees.

Save The Children International: Save the Children's Child Safeguarding system comprises four key areas: Awareness, Prevention, Reporting and Response. All staff and volunteer recruitments will go through a rigorous background check with mandatory safeguarding questions being asked in the interviews. Mandatory induction will be ensured for all individual staff, volunteers, and vendors with refresher training once a year. Save the Children International ensures the Child Safeguarding Policy, Code of Conduct and reporting procedures and mechanisms are made widely available, accessible, and publicized to children, their caretakers, all staff, and all relevant third parties and stakeholders. Pictures and signs are used to ensure better understanding by children and members of the Rohingya community. All staff and volunteers will be oriented on the mandatory reporting of any safeguarding concern, allegation, or incident. Safeguarding Focal Points will be assigned for all project locations within the Rohingya Camp. As per established protocol, all incident reports will be recorded through a global on-line system and will be responded through standard protocol, within 90 days.

6. Annexes

Annex A: ECW Seed Fund Map

Camp 02E: Plan International Bangladesh

Camp 03: UNICEF

Camp 04: Plan International Bangladesh & UNICEF

Camp 04 Extension: UNICEF

Camp 07: UNICEF

Camp 08E: Plan International Bangladesh & UNICEF

Camp 08W: Plan International Bangladesh & UNICEF

Camp 11: Plan International Bangladesh

Camp 12: Plan International Bangladesh

Camp 13: Save the Children International

Camp 14: Plan International Bangladesh & Save the Children International

Camp 15: Plan International Bangladesh, Save the Children International & UNICEF

Camp 26: UNICEF

Camp 27: UNICEF

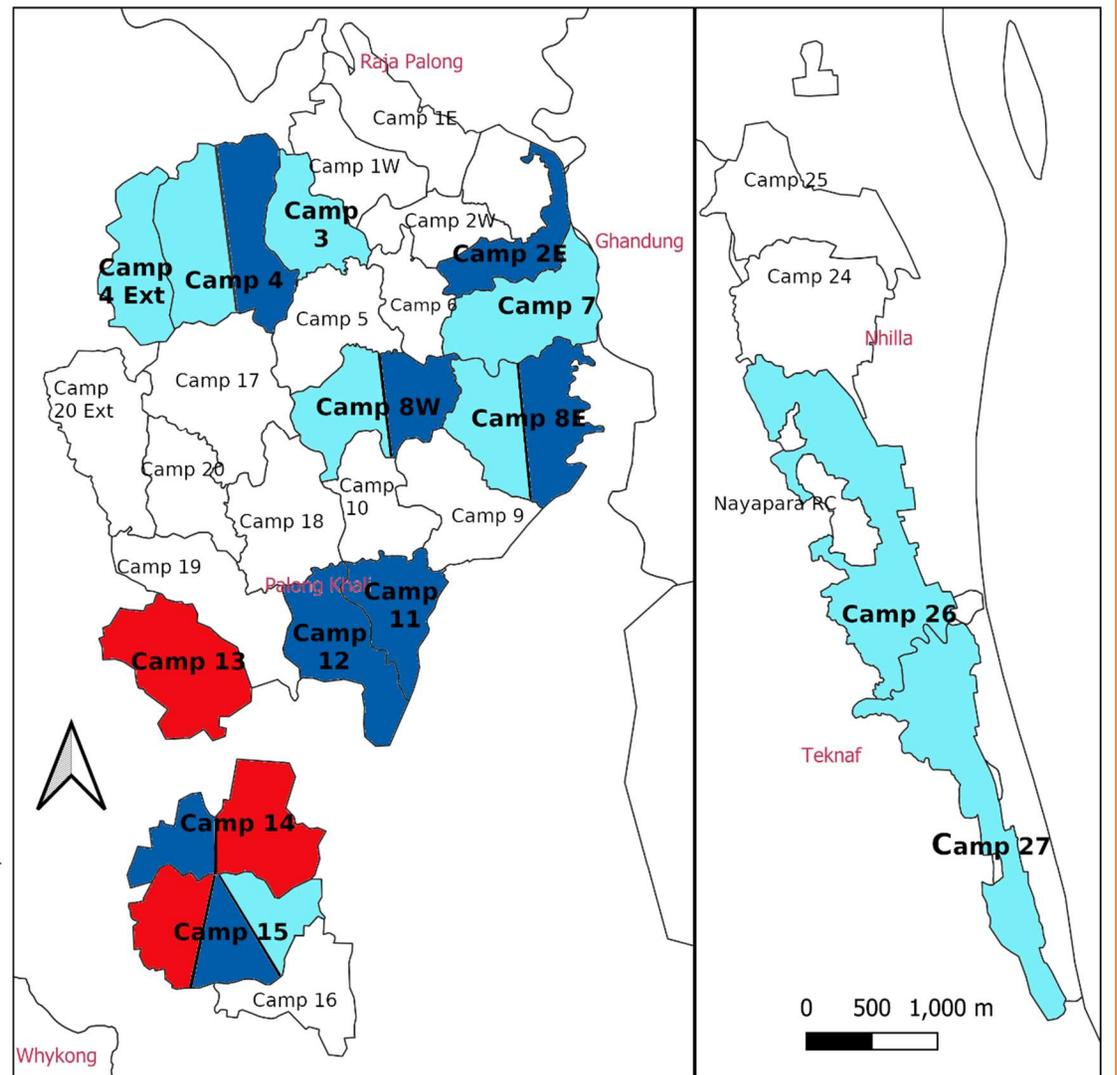
Camp 4: UNICEF Consortium will work in the Learning Centers while Plan International Bangladesh Consortium will establish new Community Based Learning Facilities based on the needs and gap analysis.

Camp 8E: UNICEF Consortium will work in the Learning Centers while Plan International Bangladesh Consortium will establish new Community Based Learning Facilities based on the needs and gap analysis.

Camp 8W: UNICEF Consortium will work in the Learning Centers while Plan International Bangladesh Consortium will establish new Community Based Learning Facilities based on the needs and gap analysis.

Camp 14: Save the Children International Consortium will work in the existing Community Based Learning Facilities while Plan International Bangladesh Consortium will establish new Community Based Learning Facilities based on the needs and gap analysis.

Camp 15: Save the Children International Consortium will work in the existing Community Based Learning Facilities while Plan International Bangladesh Consortium will establish new Community Based Learning Facilities based on the needs and gap analysis. UNICEF Consortium will work in the Learning Centers only. Camp 15 has the highest number of People in Need in Cox's Bazar as of 2021 September figures.



Annex B: Budgets

MYRP Total Budget				
Bangladesh				
	2022	2023	2024	TOTAL
Programme Costs				
Outcome 1: ACCESS - Improved access to learning opportunities in a safe and protective environment for girls and boys	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000	\$ 12,000,000
Outcome 2: EQUITY AND INCLUSIVITY - Gender and disability inclusive, safe and child friendly teaching and learning environments created for girls and boys	\$ 3,500,000	\$ 2,500,000	\$ 2,500,000	\$ 8,500,000
Outcome 3: QUALITY LEARNING - Improved quality of learning for girls and boys	\$ 3,500,000	\$ 2,000,000	\$ 3,000,000	\$ 8,500,000
Outcome 4: SYSTEMS STRENGTHENING - Improved systems for quality, inclusive, safe and equitable educational provision	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 6,000,000
Outcome 5: RESOURCE MOBILISATION - Increased resourcing for the expansion of quality, inclusive, safe and equitable educational provision	\$ 110,000	\$ 65,000	\$ 65,000	\$ 240,000
Sub-total Programme Costs	\$ 13,110,000	\$ 10,565,000	\$ 11,565,000	\$ 35,240,000
Operational Costs				
Sub-total Operational Costs	\$ 2,572,000.0	\$ 2,063,000.0	\$ 2,181,074.8	\$ 6,816,074.77
Total programme & operational costs	\$ 15,682,000	\$ 12,628,000	\$ 13,746,075	\$ 42,056,075
Indirect Programme Costs(7%)	\$ 1,097,740.00	\$ 883,960.00	\$ 962,225.23	\$ 2,943,925.23
GRAND TOTAL	\$ 16,779,740.00	\$ 13,511,960.00	\$ 14,708,300.00	\$ 45,000,000.00

ECW Seed Fund Budget				
Bangladesh				
	2022	2023	2024	TOTAL
Programme Costs				
Outcome 1: ACCESS - Improved access to learning opportunities in a safe and protective environment for girls and boys	\$1,896,606	\$1,977,219	\$1,937,221	\$5,811,046
Output 1.1 - Increased numbers of safe, accessible and inclusive learning centers, catch-up classes, and alternative learning approaches	\$1,129,378	\$1,123,928	\$1,120,900	\$3,374,206
Output 1.2 - Access to required learning and teaching materials provided	\$239,791	\$215,606	\$214,616	\$670,013
Output 1.3 - An increased pool of qualified teachers is available	\$382,587	\$506,213	\$490,169	\$1,378,969
Output 1.4 - Community-level planning, sensitization, and involvement to promote return to school (post COVID-19) and continuity of access	\$144,850	\$131,472	\$111,536	\$387,858
Outcome 2: EQUITY AND INCLUSIVITY - Gender and disability inclusive, safe and child friendly teaching and learning environments created for girls and boys	\$422,962	\$438,033	\$381,381	\$1,242,376
Output 2.1 - Teachers, communities and key stakeholders have increased capacity and awareness on gender equity, inclusion and child protection and safeguarding.	\$103,529	\$134,153	\$104,609	\$342,291
Output 2.2 - Learning facilities are safe, inclusive, and accessible.	\$224,922	\$195,441	\$189,898	\$610,261
Output 2.3 - Teaching and learning materials/curriculum and pedagogy practices are gender responsive and inclusive	\$43,784	\$45,763	\$44,059	\$133,606
Output 2.4 - Educational models are developed and pursued to meet the needs of specific disadvantaged groups (e.g., adolescent girls, children with disability).	\$50,727	\$62,676	\$42,815	\$156,218
Outcome 3: QUALITY LEARNING - Improved quality of learning for girls and boys	\$531,493	\$521,478	\$241,443	\$1,294,414
Output 3.1 - Teaching competencies (including remote/COVID safe and inclusive training options) improved, ensuring the learning environment promotes learner well-being.	\$192,219	\$185,528	\$181,271	\$559,018
Output 3.2 - Development, improvement, and contextualization of learning materials (including Myanmar curriculum)	\$272,842	\$274,700	\$3,962	\$551,504
Output 3.3 - Children are taught at the right level/grouped according to their competency, and their learning outcomes are measured	\$54,935	\$52,876	\$52,023	\$159,834
Output 3.4 - Trauma-related impacts/ barriers are addressed through Mental Health and Psychosocial Support (MHPSS)	\$11,497	\$8,374	\$4,187	\$24,058
Outcome 4: SYSTEMS STRENGTHENING - Improved systems for quality, inclusive, safe and equitable educational provision	\$1,228,067	\$682,110	\$471,029	\$2,381,206
Output 4.1 - Key systems and processes are developed to ensure evidence-based decision making and utilization of learner data for systematic analysis and planning	\$818,826	\$354,427	\$203,609	\$1,376,862
Output 4.2 - Gender and disability inclusive school Monitoring and Reporting is introduced by adapting M&E guidelines.	\$200,000	\$100,000	\$100,000	\$400,000
Output 4.3 - Key stakeholders and communities have strengthened capacity in key systems and planning and management processes.	\$209,241	\$227,683	\$167,420	\$604,344
Outcome 5: RESOURCE MOBILISATION - Increased resourcing for the expansion of quality, inclusive, safe and equitable educational provision	\$103,907	\$65,371	\$63,907	\$233,185
Output 5.1 - Clearly planned and implemented advocacy and consultation strategy targeting government and donors to improve commitments to education and education resourcing	\$103,907	\$65,371	\$63,907	\$233,185
Sub-total Programme Costs	\$4,183,035	\$3,684,211	\$3,094,981	\$10,962,227
Operational Costs				
Sub-total Operational Costs	\$451,743	\$465,103	\$457,376	\$1,374,222
Total Programme and Operational Costs	\$4,634,778	\$4,149,314	\$3,552,357	\$12,336,449
Indirect Costs (7%)	\$324,434	\$290,452	\$248,665	\$863,551
GRAND TOTAL	\$4,959,212	\$4,439,766	\$3,801,022	\$13,200,000
Grantee allocations				
UNICEF	\$	6,500,000.00		
Save the Children	\$	3,350,000.00		
Plan International	\$	3,350,000.00		

Annex C: Results Framework

To access the Results Framework, please click on the following link:

<https://shared-assets.adobe.com/link/0c365e81-7d9d-4bd5-764d-951cd0b0e482>

To access the number of children and adolescents to be reached, please click on the following link:

<https://shared-assets.adobe.com/link/c2a9b399-6904-497f-4657-6b0f2289e73d>

Please note that percentage figures in brackets in the totals in these tables refer to percentage of girls.

Annex D: Gender with Age-Marker Report

To access the Gender with Age Marker, please click on the following link:

<https://shared-assets.adobe.com/link/170be3e8-dddd-4afb-7d02-4c8f7787cea1>

Annex E: Risk Matrix

To access risk assessment matrices for the MYRP and each grantee, please click on the following links:

Full MYRP:

[MYRP_Risk Assessment Matrix_CXB 2021-24.xlsx](#)

UNICEF:

<https://shared-assets.adobe.com/link/a853737a-4b35-43e9-74e2-1f3afc54c22b>

Save the Children:

<https://shared-assets.adobe.com/link/d41463c4-58e7-473b-7414-e2ce40a20631>

Plan International:

<https://shared-assets.adobe.com/link/7e5de6fc-0b34-4cc5-7fdf-dda833be8312>