**Rohingya Refugee Crisis**

**Joint Response Plan 2020**

# Education

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| Sector Co-Lead Agencies: | UNICEF / Save the Children |
| Government of Bangladesh: | Ministry of Primary and Mass Education (Dhaka), Additional District Commissioner, Education/ICT (ADC, Cox’s Bazar), District Primary Education Officer (DPEO, Cox’s Bazar) and District Education Officer (DEO, Cox’s Bazar) |
| Sector Coordinator: | Frederic Vincent, [edusector.cxb@humanitarianresponse.info](mailto:edusector.cxb@humanitarianresponse.info)  Sagar Gyawali, lcfa.cxb@humanitarianresponse.info |

## 4.1 People in need and targeted

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| Overall people in need of Sector assistance | **Total: 566,569**  Rohingya community: 496,569 children, adolescents and youth aged 3-24 years old (51% girls / 49% boys)  Host community: 70,000 children, adolescents and youth aged 4-24 years old (51% girls / 49% boys) | |
| People targeted (individuals – by sex and age) | **Total: 421,760**  Rohingya community: 375,913 children, adolescents and youth aged 3-24 years old (50% girls / 50% boys)  Host community: 45,847 children, adolescents and youth aged 4-24 years old (50% girls / 50% boys) | |
| Explanation of overall PIN and target calculations: how did you reach these numbers?  For target numbers, please clearly specify and account for coverage by partners/contributors outside the JRP, e.g. RC/RC, WB, ADB, etc. | **PIN**  Rohingya community[[1]](#footnote-1)  - 3 YO: 35,363 (50% girls / 50% boys)  - 4-5 YO: 64,377 (49% girls / 51% boys)  - 6-14 YO: 214,860 (48% girls / 52% boys)  - 15-18 YO: 71,234 (54% girls / 46% boys)  - 19-24 YO: 110,318 (58% girls / 42% boys)    Host community[[2]](#footnote-2)  - 4-5 YO: 20,000 (50% girls / 50% boys)  - 6-14 YO: 40,000 (49% girls / 51% boys)  - 15-18 YO: 8,000 (50% girls / 50% boys)  - 19-24 YO: 2,000 (52% girls / 48% boys) | **Targets**  Rohingya community[[3]](#footnote-3)  - 3 YO (100% of PIN): 35,363 (50% girls / 50% boys)  - 4-5 YO (100% of PIN): 64,377 (49% girls / 51% boys)  - 6-14 YO (100% of PIN): 214,860 (48% girls / 52% boys)  - 15-18 YO (70% of PIN): 49,864 (54% girls / 46% boys)  - 19-24 YO (10% of PIN): 11,032 (58% girls / 42% boys)    Host community  - 4-5 YO: 15,048 (50% girls / 50% boys)  - 6-14 YO: 28,499 (49% girls / 51% boys)  - 15-18 YO: 1,652 (50% girls / 50% boys)  - 19-24 YO: 648 (52% girls / 48% boys) |

## 4.2 Sector needs analysis

**Needs of refugees**

Despite significant progress made these last two years in providing safe and systematic access to learning opportunities, more than 40% of Rohingya children and youth aged 3-24 years old still need to receive access to education. 69% of refugee households reported at least one 5-17 years old aged child not attending any learning opportunities (JMSNA, 2019). Furthermore, an alarming 89% of the adolescents and youth aged 15-24 years old don’t have access to any educational activities.

Education in emergencies provides children with life-saving information, including understanding their rights and responsibilities, disaster awareness, hygiene, and other survival skills. Conversely, the lack of basic education services has lifelong consequences and can prevent them from securing solutions and helping to build a peaceful and secure future for their community.

The issue of gender inclusiveness is yet to be addressed, especially due to the lack of gender segregated latrines. Children with disabilities have the additional barriers of accessibility (ramps, roads, geographical terrain) and lack of inclusive teaching-learning materials, and are less likely to attend learning facilities (10 to 40% less than children without disability). Predominant socio-cultural barriers (23%), marriage (36%) and domestic support (20%) are the main factors preventing children and youth to fully access education opportunities (J-MSNA, 2019).

**Needs of host communities** *(with specific consideration to those in immediate proximity to the camps)*

The rapid influx of August 2017 has stressed the communities and schools of Ukhiya and Teknaf Upazilas, where enrolment and retention are among the lowest in the country (only 60% of individuals aged 12-24 reported to have completed primary school in Teknaf and 75% in Ukhiya - REACH/MSNA, March 2019)

Barriers to education span from being engaged in household chores or economic activities instead, due to high inflation on some goods in the area (32% - JMSNA 2019) to increased sentiment of insecurity (criminality, road traffic). As for the youth, only 26% are attending formal education during this current academic year.

The quality of education has also been impacted due to the choices made by some community para-teachers to seek higher-paid occupations which became available in the camps with the humanitarian community.

## 4.3 Sector Objectives

1. Access - Expand and strengthen immediate access to equitable learning opportunities, in a safe and protective environment, for crisis-affected refugee and host community girls and boys aged 3-24 years old. **Relevant to SO1, SO2 & SO3**
2. Quality - Provide quality inclusive education to refugee and host community girls and boys aged 3-24 years old, aligned with Education Sector standards, and increase teaching-related professional development opportunities. **Relevant to SO1, SO2 & SO3**
3. Community Engagement - Ensure refugee and host community ownership and active participation and engagement in the education of girls and boys aged 3-24 years old. **Relevant to SO1, SO2 & SO3**

## 4.4 Sector Response Strategy *(Refugee and host community programmes)*

**Refugee response strategy[[4]](#footnote-4)**

The Education Sector will coordinate the Myanmar Curriculum Pilot (MCP) project for Rohingya children and youth in Bangladesh with a view to facilitate reintegration upon their return to Myanmar[[5]](#footnote-5). The curriculum will be delivered as prescribed by the Myanmar curriculum framework with adaptations where appropriate for the context of the camp and the needs and feedback of Rohingya children[[6]](#footnote-6).

Until transition to the MCP is achieved, together with the Refugee Relief and Repatriation Commissioner and the Ministry of Primary and Mass Education, the Education Sector will ensure uninterrupted education for Rohingya children using the Learning Competency Framework and Approach (LCFA). To date, levels 1-2 have officially been approved by the Government of Bangladesh, through the Guideline for Informal Education Programme, whilst Levels 3-4 are under review.

The Education Sector will aim to further improve the quality of the learning environment, with qualified instructors and adequate learning materials, and will continue to explore mechanisms for internationally recognized accreditation, such the ASER+ rolled out in 2019. Pending implementation of the MCP, the Education Sector will keep working with Cambridge University to develop a summative assessment, which will aim at certifying learning outcomes achieved in the LCFA.

89% of youth and adolescents don’t have access to any education at all, which triggers increasing levels of frustration and prevents them from accessing practical skills training opportunities. The Education Sector will build on progress made since mid-2019[[7]](#footnote-7), in enrolling youth in education programmes, including basic literacy and numeracy, and will expand skills development programmes and vocational training for refugee adolescents and youth to engage them productively and facilitate their sustainable reintegration back into Myanmar society.

The Education Sector will enhance the engagement of the affected populations in their children’s education, through cooperation with community leaders, religious authorities and community-based informal education networks. The expansion of the existing alternative modalities[[8]](#footnote-8), such as the community-based learning facilities or other Sectors’ structures, will facilitate access to populations that cannot enroll into the traditional learning centres, in consultation with the communities within the catchment area, and will build on the two-storey learning centres strategy to help mitigate the issue of space scarcity in the camps. The structures, safer and more sustainable, have respectively been developed and rolled out in consultation with the Shelter and the SMSD sectors, and can be adapted to other sector needs.

**Host community response strategy**

Following systematic consultations with the ADC, the DPEO and the DEO, the Education Sector’s host community strategy is aligned with the priority needs of the Government of Bangladesh. To ensure the transparency of aid provision and avoid duplication, processes are being established to share information, including the establishment of an Education Sector work area within the premises of the DPEO, and a conference and training room that will accommodate the Education Sector meetings, as well as DPEO trainings and conferences.

The Education Sector will focus on system strengthening, rehabilitation of school infrastructure, provision of education supplies (priority will be given to the 10 primary and 10 secondary schools selected by DPEO/DEO in Ukhiya and Teknaf), and professional development of teachers/para-teachers working in government and non-formal schools[[9]](#footnote-9).

In order to mitigate the effects of the influx, which has particularly hampered the continuation of adolescents and youths’ education, and to mitigate negative coping mechanisms and protection risks, special attention will be given to support programming targeting that population, such as the opportunity for 300 youths from Ukhiya and Teknaf to access vocational college and polytechnic institute in Cox’s Bazar.

Communities will continue to be engaged through School Management Committees, parenting sessions, and community awareness and sensitization on disaster risk management and the importance of education.

**Contingency for natural disaster**

The Education Sector will preposition of material supplies (such as emergency kits)

Learning facilities are one of the platforms used to circulate life-saving messages to the community.

Based on pre-identification from the CIC and the SMSD Sector, learning facilities will be used as 72-hour emergency shelters, should the needs arise.

**Cross-cutting issues**

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| **Protection mainstreaming** (*including child safeguarding*) | Equitable consideration of all children’s protection, safety, and other vulnerability factors, including specific needs of children with disabilities, will be applied to strive for the **four key elements of protection mainstreaming**: Safety, dignity and avoid causing harm; Accountability; Participation and empowerment; Meaningful access.  **Learning facilities** are protective (based on do-no harm principles) and child-friendly. Refurbishment and provision of materials and equipment considers safety, protection, proper learning environment, age-appropriateness, and security. The learning facilities are established with due consideration to distance from traffic risks, crowding, and natural hazards. Segregated WASH facilities are functional and prevent diseases, accidents and other health risk factors.  A participatory approach to **teaching and learning material** development will be applied to ensure the content and approach are gender, cultural, and conflict sensitive. Teaching and learning materials strengthen protection principles, including child and adolescent rights, civic education, accessibility to critical services.  Awareness sessions are provided to caregivers to ensure **community engagement**, increase knowledge of child rights, and mitigate risks such as child marriage, child trafficking and child labor. Partners are sensitized to the rights of dignity and positive discipline. “Community watch” ensures protection of the most vulnerable children and is encouraged through dissemination of messaging developed in consultation with relevant sectors. |
| **Gender mainstreaming** | The Education Sector will continuously collect of disaggregated data (age, sex, disability) to ensure that all targeted children have access to safe, protective, and accessible learning environment.  Gender and inclusion sensitive **trainings for facilitators** will be provided, and design and development of the teaching-learning content will be gender appropriate, such as integrating menstrual health and hygiene sessions for adolescents and youth. Gender and inclusion barriers for children and youth will be minimized through improvement of access to alternative learning facilities (community-based, cross-sector), which will be expanded and strengthened to prevent exclusion of girls and boys, and child and gender-friendly WASH services. The alternative learning facilities will, for example, offer the possibility of enrolling adolescents and youths segregated by sex after a certain age, or having same-sex facilitators. **Community-focused programmes** will be conducted to raise awareness of the importance of education for all. |
| **Environment and eco-system rehabilitation / Disaster Risk Reduction** | Learning facilities will be upgraded with proper drainage, waste management systems and space allocation based on the WASH and SMSD minimum standards. Teaching-learning and life skills materials include **environment-friendly sensitization** programmes, children and youth will cascade to raise awareness of the communities. **Initiatives such as greening of learning facilities** and kitchen gardens are continuing, and children and youth are encouraged to plant trees and to manage waste and water properly to maintain a healthy ecosystem.  The **two-storey medium hazard resistant learning centres** would enable a vertical expansion rather than expansion on the ground, which limits the utilization of space and forest devastation and offers safe emergency shelter in case of natural disaster.  **Disaster risk reduction** is included in the facilitator capacity building and is developed through a facility-wise emergency plan, adjusted to different types of disasters, and which includes alternative arrangements for learning facilities, safety of persons, security of material and psycho-social support. Increasing the durability of learning centres will also contribute. Disaster risk management awareness sessions, followed by periodic simulation and mock drills, will be provided for the community within the learning centres. |

## 4.5 Requirements

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| Budget requirement 2020 – refugee programme | $56,241,666 |
| Budget requirement 2020 – host community programme | $5,200,403 |
| Budget requirement 2020 – contingency for natural disaster | $1,556,827 |
| TOTAL BUDGET REQUIREMENT | $62,998,896  + $5,978,540 (Myanmar Curriculum Pilot project)  = $68,977,436 |
| Explanation of budget requirements: how did you reach this breakdown and what considerations have been taken into account? How did you ensure cost effectiveness and feasibility?  Note that the total requirement must match the project portfolio. | The Education Sector has developed an accurate Cost per beneficiary standard, for both Rohingya and Host community, based on the combination of different criteria and activities (21 different categories against 3 in 2019). Each project has been scrutinized through the lens of these standards.  The Education Sector Strategic Advisory Group / Peer Review Team has also unanimously recommended the initial project portfolio to be increased of $5,978,540 to develop the Myanmar Curriculum Pilot Project. |

1. Based on the UNHCR Population Planning shared on 10/11/2019 (overall population) and 10/11/2019 (Edu Sector age range population). [↑](#footnote-ref-1)
2. Based on the UNHCR Population Planning shared on 15/10/2019 (overall population) + Data provided by DEO and DPEO + EMIS [↑](#footnote-ref-2)
3. 100% of the Rohingya children aged 3-14 years old must have access to education. 70% of the 15-18 (+10% compared to 2019) and 10% of the 19-24 (+3% compared to 2019). [↑](#footnote-ref-3)
4. In addition to the activities outlined in the Joint Response Plan, the Education Sector will closely work with other Education actors, such as the World Bank and the Islamic Development Bank. [↑](#footnote-ref-4)
5. Starting from the 2nd quarter of 2020, the complete middle school curriculum (Grades 6 to 9) will gradually be introduced on a pilot basis for 10,000 adolescents. This will be further expanded to introduce Grade 10 and Grade 1 (the first year of primary) in 2021. [↑](#footnote-ref-5)
6. Using the English version of the Myanmar national curriculum could make the transition from the current practice of LCFA (where English is used as the medium of instruction) easier. It would also allow the continuation of the services provided by the host community teachers. [↑](#footnote-ref-6)
7. From 3% to 11% of enrolment within 4 months. [↑](#footnote-ref-7)
8. Community-based (home-based, religious schools, etc.) and Cross-sectoral shared (Girls Friendly Spaces, Child Friendly spaces, Adolescents clubs, etc.) learning facilities currently count for 40% of the total of the learning facilities. They provide access to 22% of the children enrolled in the camps. [↑](#footnote-ref-8)
9. Community-based schools, established and implemented by the populations when there is no government schools, are led by para-teachers. Humanitarian community also establishes learning centres in host community to mitigate the absence of government schools. [↑](#footnote-ref-9)