EDUCATION SECTOR STRATEGY
(2022-2024)[1]

COX'S BAZAR, BANGLADESH, 2022

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[1] This is a working or living strategic paper, which will be updated periodically by the Education Sector and its' partners.

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ACRONYMS and ABBREVIATIONS

5Ws: Who's doing What, Where, When and for Whom
AAP: Accountability to Affected Populations
ADC: Additional Deputy Commissioner / Education (based in Cox's Bazar)
CCPM: Cluster Coordination Performance Monitoring
CICs: Camp-in-Charge (based in Cox's Bazar)
CPSS: Child Protection sub-sector
CWCWG: Communication with Community Working Group
DDP: District Development Plan
DEO: District Education Office (based in Cox's Bazar)
DPEO: District Primary Education Office (based in Cox's Bazar)
ECD: Early Childhood Development
ECW: Education Cannot Wait
ELCG: Education Local Consultative Group
EMIS: Education Management Information System
ENA: Education Needs Assessment (2019)
EPRP: Emergency Preparedness and Response Plan
GEC: Global Education Cluster (based in Geneva)
GoB: Government of Bangladesh
IASC: Inter-Agency Standing Committee
INEE: Inter-Agency Network for Education in Emergency
IOM: International Organization for Migration
ISCG: Inter-Sector Coordination Group (based in Cox's Bazar) **J-MSNA:** Joint Multi-Sector Needs Assessment (2019)
JRP: Joint Response Plan
LCFA: Learning Competency Framework and Approach
M&E: Monitoring and Evaluation
MCP: Myanmar Curriculum Pilot
MOPME: Ministry of Primary and Mass Education (based in Dhaka)
MPO: Monthly Payment Order (schools)
NGO: Non-Governmental Organization (INGO: International NGO / NNGO: National NGO)
NTF National Task Force
PIN: People in Need
PSEA: Protection Against Sexual Exploitation and Abuse
RRRC: Refugee Relief and Repatriation Commissioner (based in Cox's Bazar)
SAG: Education Sector Strategic Advisory Group
SCI: Save the Children
Sector: Education Sector in Cox's Bazar
SFP: School-feeding programme
SMSD: Site Management Site Development Sector
Strategy: Education Sector multi-year strategy
UN: United Nations
UNDP: United Nations Development Programme agency
UNHCR: United Nations High Commissioner for Refugees
UNICEF: United Nations Children's Fund
WASH: Water, Sanitation and Hygiene
WFP: World Food Programme
WHO: World Health Organization

INTRODUCTION

Over the last two years (2020 and 2021) the sector has developed a number of guidelines and strategies because of the evolving situation in the response due to the COVID-19 pandemic. The Education Sector took the initiative to create **'one-stop' updated version of the Education Strategy covering 2022 to 2024.** This updated version of the Education Strategy document is built based on the existing strategies, combining all available strategic papers for ease of access by the partners and other relevant stakeholders that were developed with extensive consultation with partners. This updated version also ensures an alignment with the current approved Joint Response Plan (JRP) of 2022 objectives and based on the MYRP- II as suggested and agreed by the Strategic Advisory Group (SAG). It is also useful to highlight that this is a working document and will be reviewed periodically based on needs (namely, budget review, Myanmar curriculum scale-up, implementation adaptations, advocacy needs etc).

1) Background / Situation in Cox's Bazar

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, 2016 and 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.2 By 31 May 2022, the number of Rohingya refugees in Cox's Bazar district stood at 926,486, living in 33 congested camp settlements across Ukhiya and Teknaf sub-districts (Upazilas),3 with many psychologically distressed following their experiences in Myanmar and the subsequent displacement. Over 52% of the refugee population are below the age of 184 years old and more than half are women and girls. While differing according to age and camp location, overall, individuals with disabilities have also been identified at 1% of the population.5 The protracted nature of the crisis has also impacted host communities in Cox's Bazar. Together with Teknaf and Ukhiya, which host the highest concentration of refugees, the area had already ranked among the most socially deprived sub-districts before the refugee influx.6 The refugee influx has significantly exacerbated the challenges faced by the populations in these locations.7

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[2] UNHCR Population Factsheet, 15 June 2019

[3] ISCG, Bangladesh: Cox's Bazar Refugee Population as of 31 March 2021

[4] Population Data and Key Demographic Indicators; The United Nations High Commissioner for Refugees (UNHCR), 31 May 2022

[5] Age and Disability Inclusion Needs Assessment, Rohingya Refugee Response, REACH, May 2021

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

[7] It has been reported that disaffection in the host communities has grown due to the increase living cost, loss of income, , security concerns, and loss of grazing land, with resentment being exacerbated by already high levels of poverty. See: Review – Rohingya Influx Since 1978, GTS Ethnicity interview report, , May.2021

The impact of the COVID-19 Pandemic has significantly affected the education service delivery in both communities, especially in the Rohingya community, with over 40% household expressed that Education service deteriorated over the last 2 years (GTS, May 2021). This pandemic and long school closure. In response to the pandemic, the Refugee Relief and Repatriation Commissioner (based in Cox's Bazar) released a statement on 24 March 2020, closing all learning centers for COVID-19 response. Nearly 6,000 learning facilities across all camps, disrupting the learning of over 325,000 girls and boys for over 1.5 years. These closures mirrored government closure of schools nationwide were also closed across Bangladesh since 17 March 2020, meaning children in the host communities in Cox's Bazar also had limited access to education throughout 2020 and 2021. This caused substantial dropouts, learning outcome reductions and contributed to an increase in child-marriage and child- labor both in and out of the camp.

On 20 September 2021, the Refugee Relief and Repatriation Commissioner issued a memo approving the reopening of learning centers 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. Classes for Level 1 (equivalent to pre- primary) continued to be suspended in line with national regulations up to 14 March 2022. In April 2022, all COVID-19 restrictions were lifted signaling a return to the previous learning activities for children. Prior to COVDI-19 in January 202) Bangladesh government approved the use of Myanmar curriculum as a piloting for the secondary level education (Grade 6 to 9) which was a significate move to ensure more structured education. With that approval, the education sector and its partners started implementing the MCP in December 2021 (after the school closure withdrawal). Following the approval of MCP, RRRC office also supporting the scaling up of the Myanmar Curriculum adaptation in primary grades as well. Which is a significant move and in this strategy MC scale-up planning and implementation will be the key priority area.

The Education Sector Strategy

In 2017 and 2018, the Sector had developed 1-year strategy in consultation with Sector partners, which have served as a basis for the development of the JRP 2019 and 2020. A new draft strategy was made covering 2019 to 2021 (which influenced the JRP 2021 and 2022) and was taking into consideration the prevailing education in emergency context. However, the dynamics on the ground, among others, the number of children in need of education, and the context, have changed significantly. The new Education Sector Strategy (ESS) will cover 2022 to 2024 and will serve to inform education sector partners, stakeholders and the donor community based on the priority areas for education needs. The strategy, though multi-year will focus on the emergency educational needs of the Rohingya children, primarily on the essential provisions required as guided by Education in Emergencies (EiE) guidelines for an efficient and effective response. It will focus on pathways how to address the educational needs, which would help the Sector anticipate challenges and coordinate activities in what is now recognized as a protracted crisis. Notably how the Learning Competency Framework Approach (LCFA) and Myanmar curriculum pilot (MCP)8 as well as MC scale up are planned. For 2022, the Education Sector targeted a total 469,882 children and youth between the ages of 3-24. In the Rohingya community 409,846 children and youth (390,380 children between 3 to 18 years and 19,466 youth between 19 and 24 years) were targeted and in the host community 60,036 children and youth (55,079 children between 4 to 18 years and 4,957 youth between 19 and 24 years) were considered in need. The targeting for both Rohingya and host community, 445,459 children out of the total of 469,882 represents a 95 percent targeting for children between 3 to 18 years for the JRP 2022.

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[8] MCP: the Myanmar Curriculum Pilot is targeting 10,000 children in all camps from grades 6 – 9 to follow the Myanmar Curriculum.

Education Sector targets

JRP disaggregated target calculation is done based on:

- Collection and review of camp specific population data (age and gender segregated) from UNHCR and union-specific age and gender segregated data from DEO and DPEO office prior to JRP planning and development.
- Review the reach for the previous year from the 5W report.
- Partner consultation for age-specific target calculation based on the needs assessment findings (for example J/MSANs by REACH/ISCG; ENAs by education Sector, Gender analysis by GiHA etc.), service gap analysis, and funding availability.
- The needs analysis also has some limitation like most of the time it is done within a very short time and thus not reflect on the actual scenario in the camps for example, yet disability SAD data is not available to address the need of PWD properly. At the same time due to the sampling size the generalize findings may not reflect filed level situation with 100% accuracy.
- Calculate location, age and gender segregated target for the next JRP.

According to the JRP, for the age group of 3 to 14 age 100% is targeted of the PIN. On the other hand, for the adolescent and youth (15 to 24 years) age group there are multiple sectors who are offering services such as, livelihood/FSS, GBV, Protection etc. who provides support mainly on skill Development. On top of the other responses, there is the need of basic literacy-numeracy and soft skills for youth and adolescent (specially for women and girls) in particular to those who is never been to learning before Considering the technical capacity and funding scope and also to allow cross- sectoral involvement, the sector and its partners agreed to target partial coverage, where women and girls will be given priority. By looking at the enrollment range between the age group on 15 to 24 of boys and girls' trends shows boys enrollment in 2.5 times higher than girls' enrollment (JMSNA 2021)[9]. In addition to above, there has been many discussions with sector partners regarding the target age group for education sector in terms of whether the Education sector should target the children age 3- 5 and youth and adolescents from 15 to 24 years old. The education sector has targeted the population as agreed by sector partners following below calculation-

Rohingya Community JRP 2022 targeting

Age Group	PiN	Female	Male	Total
age 3 (100%)	31,812	15,399	16,413	31,812
age 4-5 (100%)	62,644	31,013	31,631	62,644
age 6-14 (100%)	239,541	116,481	123,060	239,541
age15-18 (80%)	70,478	27,657	28,726	56,382
age 19-24 (15%)	129,770	11,298	8,168	19,466
Total	534,245	201,848	207,997	409,845

Host community JRP 2022 targeting

Age Group	PiN	Target JRP-2022		
		Female	Male	Total
Age 4-5	13,394	4,019	3,624	7,643
Age 6-14	72,601	21,780	18,730	40,510
Age 15-18	12,714	3,814	3,112	6,926
Age 19-24	9,630	2,889	2,068	4,957
Total	108,339	32,502	27,534	60,036

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[9] JMSNA, 2021 fact sheet.

Needs overview

As of 30 September 2021, there are 902,947 Rohingya refugees living in 33 congested camps in Cox's Bazar District stood at 884,041 people living in 33 congested camp settlements across Ukhiya and Teknaf sub-districts (Upazilas), with many psychologically distressed following their experiences in Myanmar and displacement. Over 55 per cent of the refugee population are below the age of 18 and more than half are women and girls. Over 51.9 per cent are below the age of 18[3] and 51.6 per cent are women and girls. While differing according to an assessment conducted by REACH in May 2021, approximately one per cent of Rohingya refugees have been identified as being persons with disabilities.[4]

The 2017 rapid refugee influx has 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 52% below the age of 18[10] with more than half of them are female. 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.

Rohingya children and youth living outside the two registered refugee camps in Cox's Bazar have been prohibited from accessing the national curriculum of Bangladesh, their host country. Children under 14 have had access to structured education through the informal Learning Competency Assessment Framework (LCFA). Prior to the COVID-19 pandemic, the Education Sector was reaching over 350,000 Rohingya refugee children and young people, with 80 per cent of boys and 76 per cent of girls aged 6- 14 years (MSNA 2020) dropping to 4 per cent of boys and 1 per cent of girls aged 15 to 18. The lack of official pathways to secondary education for Rohingya adolescents in Cox's Bazar has largely been to blame for this precipitous drop in enrolment for adolescent boys, with cultural reasons (64 per cent) and marriage (24 per cent) as the top two causes cited for dropout among adolescent girls (ENA 2019). Community members have identified girls' only learning spaces and/or segregated spaces as the solution most likely to retain girls in learning.

Learning centres (LCs) remained closed from March 2020 to the time of drafting this action. As per the 2020 MSNA, 86 per cent of children previously in education have continued studying remotely. Ninety- three per cent of these students reported needed more learning materials at home, and 94 per cent said that the support they are getting from their caregivers or siblings is not sufficient. Fourteen per cent of households with children previously in education report planning not to send all children back to LCs when they reopen, in particular households with higher ratios of dependents to working-age adults (RGA, 2020).

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 centres even before the COVID-19 crisis. In Cox's Bazar, prior to COVID-19 related school and learning centre closures, the proportion of students not attending classes in the previous 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

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[10] Population Data and Key Demographic Indicators; The United Nations High Commissioner for Refugees (UNHCR), May 2022
[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.

age to reach 77% for children aged 15 to 18 (93% for girls).[13] Non-attendance has been even higher for children with disabilities.[14]

Facilities' location and safety issues for children on the way to school have also been reported as key barriers in host communities, especially for girls. In addition, an increased demand for teachers has led many to seek higher-paid employment in the camps with humanitarian organizations, adversely impacting the availability and quality of education in the host communities.[15]

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.[16] Appropriate space to teach and learn in crowded camps is a further pervasive barrier, impacting all children but particularly impacting on access for girls due to the importance of gender segregated classrooms and latrines, especially adolescent girls. 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,[17] 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 enhanced by social and religious barriers that restrict mobility of girls in public once they reach adolescence,[18] as well as the prevalence of early marriage.[19] 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-separated classrooms.[20] In the Camps there has been some success at recruiting a high percentage of female teachers, with 56% of teachers being female.[21] However, the majority of female teachers are from the host community and are Bangladeshi,[22] with female Rohingya teachers only comprising 25% of the total.[23] This presents a challenge in the roll out of the Myanmar curriculum (see below), with greater numbers of female teachers with sufficient Myanmar language skills needing to be recruited and trained. Additionally, the high percentage of female teachers recruited from the host communities is expected 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 contributed to by insufficient skills and training of the educators, and poor awareness, negative attitudes and stigma related to children with disabilities attending the same learning centres 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 rough and difficult to navigate, and there is poor availability of assistive devices. A lack of inclusive learning and teaching materials, including teaching materials suitable for children with learning difficulties, is an additional barrier.[24] According to the 2019 Joint Multi-Sector Needs Assessment (J-MSNA) up to 40% of boys and girls with disabilities are less likely to attend learning centres than children without disabilities.

Another critical barrier to education has been the lack of a harmonized Government of Bangladesh (GoB) approved education framework, which has hampered provision of quality education in the camps for girls, boys and adolescents. While the GoB sanctioned informal education through the

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[13] Assessment of the Education Sector Response to the Rohingya Crisis, January 2021; p. 26. (Note - gender breakdown not provided for host communities)
[14] 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 closures, compared to 88% without a disability.
[15] Education Sector Multi-Year Strategy, March 2020; p. 28
[16] Assessment of the Education Sector Response to the Rohingya Crisis, January 2021; p. 27
[17] Assessment of the Education Sector Response to the Rohingya Crisis, January 2021; p. 25
[18] 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.
[19] 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
[20] Review – Rohingya Influx Since 1978, ACAPS NPM Analysis Hub, Thematic Report, December 2017; p. 7
[21] According to the 2021 Education Sector 5W figures there were 4733 female and 3758 male teachers in the camps.
[22] 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.
[23] 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.
[24] Education Sector Multi-Year Strategy, March 2020; p. 20

[Learning Competency Framework and Approach (LCFA)](#) in 2018,[25] addressing immediate and urgent needs for structured learning, this framework has no certification as part of any approved education system and is likewise being treated as a temporary approach. To replace the LCFA, the use of the Myanmar curriculum was endorsed by the GoB in January 2020 as part of the Myanmar Curriculum Pilot (MCP) project. While it was planned that the MCP would be rolled out in 2020, this was delayed to only start in December 2021. The detailed roadmap for Myanmar Curriculum rollout is being developed and expected to be implemented from July 2022.

Opportunities for professional development and learning by teachers has been significantly impacted by the pandemic. There have also been few alternative online platforms for customized professional development. This, barrier has been combined with an absence of IT literacy, skills, and attitudes (confidence, competence, agility) to enable self-learning through remote teaching, and even when there has been remote training, teachers have commonly struggled to access it. This requires urgent and focused attention to mitigate related educational access and quality issues.

Objective of the Education Sector Strategy

The Strategy's development process followed the GEC's guidelines and the Multi-Year Resilience Programme (MYRP II 2022-2024), developed in partnership with [Education Cannot Wait (ECW)](#). The Strategy outlines the Sector's approach and operational plan that will guide partners in their implementation of an effective, timely, and quality humanitarian response during the next three years. Additionally, the Strategy includes a 3-year financial projection that will be shared with the donor community and will serve as a fundraising tool. Despite important similarities and overlaps, the Strategy is linked with MYRP and the JRP, which both provide general and summarized inter-sectoral needs, priorities and plans. The strategy aims to provide for a detailed Education Needs Overview as well as Education Response Plan in order to support and guide Education sector members, donors and other stakeholders.

Apart from that, the Strategy aims to help prioritize advocacy efforts with national authorities and donors to ensure a longer-term educational perspective for children and youth and is more comprehensive in terms of the specific needs, priorities and plans of the Education Sector.

a) Principles of the Strategy development

The Three pillars

Based on best-practices recommendations from the Global Education Cluster (GEC), the development of the Strategy followed the below Three-pillars process, which is itself aligned with the Humanitarian Programme Cycle (HPC).

Accountability: Building on the [*Core Humanitarian Standard on Quality and Accountability*](#), which sets out Nine Commitments that organizations and individuals involved in humanitarian response can use to improve the quality and effectiveness of the assistance they provide. Accountability is focused on two complementary areas: Accountability to affected populations and Accountability for functional performance. It helps the key Education actors keep the focus on delivering what was required from and committed to the key stakeholders, including the donor community, the GoB counterparts and the direct beneficiaries as part of the Core Humanitarian Standard on Quality and Accountability, . This is reflected in the strategic objective 3 (*Community Engagement see pg 12*)

Partnerships: The [*World Humanitarian Summit*](#) recognized that increased localization is fundamental to the delivery of a dignified and effective humanitarian response, whilst the [*Grand Bargain*](#) emphasizes the need to make more deliberate and explicit efforts to better engage with, empower and promote the work of local actors (individuals, GoB institutions and civil society, including NNGOs).

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

Involving local partners is an invaluable advantage in delivering the response, especially in helping manage the collaboration with local institutions. Building on the existing cohesion, in the current strategy, the Sector, it's 51 partners[26], and the key stakeholders (including refugee representatives) played important roles in the development of the Strategy collaborative process and a similar consultative process took place for the development of this strategy where there has been consultations with sector partners followed by validation. Among 51 partners, 51 % of NNGOs are in the sector who are playing the major role as implementing partners. Sector provides capacity building interventions to those NNGOs in order to enhance their technical expertise in order to sustain their knowledge and capacity within the areas of the sector.

Humanitarian-Development Nexus: Bridging humanitarian and development responses has long been acknowledged as a way to advance resilience, reduce vulnerability, and promote human security. The Rohingya crisis now 5 years since the great 2017 influx, a protracted crisis in its nature and the response needs to adapt to this longer-term reality. However due to a number of policies from the GoB, the response plan has to be revised and evaluated on a yearly basis. Based on feedback from other ISCG Sectors, very few multi-year strategies have ever been developed[27], though multi-year planning is a central component of the New Way of Working and the Grand Bargain.

Alignment and Continuity

The Strategy articulates how alignment and continuity will help to ensure access and quality of educational provision, contribute to systems resilience, complement each other and reduce inefficiency and duplication in the humanitarian response[28].

This Strategy will clearly articulate alignment with available educational development plans, which involves spelling out the way in which emergency education interventions support continuity of educational provision and contribute to the long-term vision of the national education system's development for host community. The Strategy will also make clear how various plans (development, emergency, inter-sectoral) are complementary and do not duplicate each other. While it is the responsibility of the Sector team to ensure its Strategy is aligned with other emergency and development plans, this process should be two-way:

- Working with and through Sector partners, the Sector team through the various working groups,(Annex XX) will provide inputs to education sector planning processes to ensure preparedness measures are included, and lessons resulting from humanitarian action are used to strengthen education system resilience.
- The Strategy must also consider continuity of the functions of emergency coordination for the education sector, and hence issues of transition and benchmarks for integration of Sector functions into national systems and processes will be outlined specifically for the Host community.

The table below shows some areas of alignment between the Strategy and the existing plans (JRP 2022 and Primary Education Development Programme 4). The intersectoral linkages, already stated in the above chapter, are not fully developed here and only state a few examples.

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[26] As of 31 March 2022: 7 UN agencies, 15 INGO and 26 NNGOs.

[27] Gender Capacity Development Action Plan (ISCG Gender Hub, August 2019-March 2022); Shelter and Non-Food Items Sector Working Paper (3-year plan of action, 2020-2022);

[28] In some occurrences, like in Iraq, for example, the component of the Education Cluster strategy pertaining to the Mosul crisis was submitted to the government counterparts (Central Government in Baghdad and Kurdistan Regional Government) to be included in the National 5-year Education Sector Plan in case a similar crisis occurs in the future.

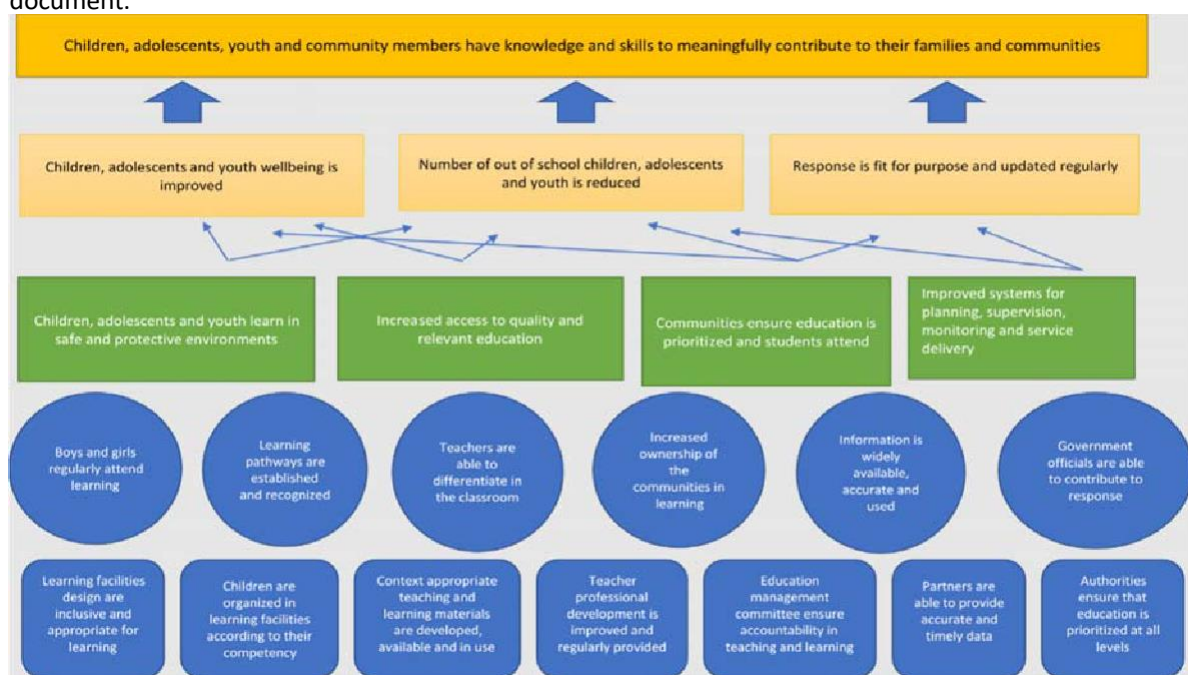## Aligned Strategies and Plans and Cross-Sectorial Strategy Priorities

Relevant Plans and Strategies	Support documents for the Multi-year Strategy
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 ESS design, and adherence to these standards will be a requirement for all agencies implementing the education programmes as each partner is mandated to sign in agreement to the standards.
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 ESS. The ESS also adopts many of the response measures and approaches outlined in the COVID-19 Response strategy.
Education Sector Gender Action Plan 2021 and 2022	The ESS 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.
Joint Response Plan 2021 and 2022	The ESS's objectives are clearly in line with the objectives of the Joint Response Plan
Multi Year Resilience Programme II	The key priority areas defined in the strategy are derived from the consultative developmental process of the MYRP II.
Myanmar Curriculum Scale-up Roadmap	This strategic document is providing guidance for the transition of LCFA to the Myanmar curriculum over the period of 3 transitioning years (2022 – 2024). Under this strategic document the sector has the per learner cost for the MC and a way forward for developing the plan of action based on the thematic areas.
Rationalization Exercise	Rationalization for the Education Sector will be conducted to avoid duplication and double counting of beneficiaries and optimize service delivery to the affected populations as well as quality education delivery based on an integrated approach that includes ages 3-24 and also ensures access to education for ages 3-24 through LCFA, MCP, MC roll out, catch up/remediation programs and community-based learning.

Sector Strategy's alignment with Primary Education Development Programme IV for the Host Community		
Strategy objectives	**PEDP objectives**	**Examples (not exhaustive)**
Objective 1: Access	Component 2: Access & Participation	Learning environments support participation of all children, ensure continuity of education and enable quality.
Objective 2: Quality	Component 1: Quality	Teaching-learning practices in all schools enable children to acquire the essential grade-level competencies stipulated in the Bangladesh curriculum.
Objective 3: Community engagement	Component 2.8: Access & Participation; Communication and social mobilization	Key stakeholders are empowered and informed to promote, support and advance the provision of quality primary education to all age-appropriate children, with special focus on poor, marginalized and/or hard-to-reach/disadvantaged communities.
Cross-Sectorial Strategy priorities	**Sector**	**Examples (not exhaustive)**
WASH for Post/emergency-affected schools and learning facilities	WASH	Education Sector and WASH work collaboratively for the design of blueprints and operational standards following EiE minimum standards. However, on operationalization, partners have to work with WASH Sector to coordinate WASH activities in learning facilities provision. Education sector is monitoring the WASH facilities associated with Education facilities (establishment of WASH facilities etc) and WASH sector supports Education sector in order to set a technical standards for the establishment of WASH facilities in Learning centres in Rohingya camps.
Emergency Training for Teachers and Other Education Personnel: Psychosocial Support, PSEA, MHPSS	Protection Sector and Child Protection Sub-sector	Education Sector is leading on the training of learning facilitators / teachers and other education personnel on psychosocial first aid and key principles of psychosocial support and referral pathways. CPSS is identifying and/or establishing psychosocial referral pathways for children and learning facilitators / teachers and undertaking training for social workers and other specialist care providers.
School feeding and Skill Develop	Food Security	Food Security Sector is leading on this activity. Their monitoring system will capture EMIS codes so activities can be reported to the RRRC (camps) and the relevant Ministries (HC) and discussions for transition to a national programme can be planned.
Gender and inclusion Mainstreaming	GiHA and ADWG	The Education Sector put in place the Gender and Inclusive Action Plan 2022 to address the issues related to gender and inclusivity. Where, the targeted action and measurable indicators are clearly mentioned. Gender and inclusion mainstreaming is monitored by Education sector with technical support from GIHA.

Theory of Change

The theory of change framework provides an overarching view of the impact, outcomes, outputs and activities that underpin the Sector Strategy. This should be regarded as a living framework, which will continue to be expanded upon, in close consultation with partners and other Education stakeholders, by focusing on the beneficiaries, to facilitate their reintegration into society once they have a safe and dignified return to their country and ensure accountability. The activities outlined include initiatives presently supported by partners, which are implemented through current grants and support, as well as activities that are in the pipeline and require additional funding support.

The theory of change[29] for the Strategy builds on the four strategic objectives of Access, Quality, Community Engagement and Systems Strengthening (see below). The outputs under access ensure that both Rohingya and host community children are supported with education services, which are relevant to their cultural and livelihood. To ensure investments assist with transitions to longer-term impacts, the theory of change also includes a series of underlying strategic approaches, or implementing principles, that underpin all four strategic objectives. These include research and evidence, partnerships, capacity building, iterative programming, advocacy and inclusive design (with a particular focus on gender). In addition, there are many synergies across the four strategic objectives, which are further outlined in the breakdown of initiatives throughout the Strategy's document.

Gender, Equity and Inclusion

The ESS is addressing and will continue to address gender and disability-related barriers through approaches aligned with education sector strategies and plans for Cox's Bazar. The strategy response strategies will take into consideration the priority and needs of adolescent girls, boys and disability inclusion (as outlined by the strategic objectives and the gender action plan). Due to girls having more difficulties to access learning a major focus will be given to the adolescent girls to ensure education for them together with MHPSS and Skill training which is most needed based on the JMSNA of 2020 and MSNA of 2021. In addition, ENA studies (2017, 2018, 2019) and Education response assessment 2020 show it is evident that sector partners need to give more emphasis on the disability inclusions not only in terms of enrolling the learners in the LFs but also train the teachers on inclusive sensitive

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[29] The ToC diagram: last blue square on the right bottom will be removed. The bottom third square from the right on education management committee will be changed into community education support group (CESG).

pedagogy. The education response is designed to address 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, mental 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. The Sector has started engaging one of its technical partners (Humanity and Inclusion – HI) to support all partners in inclusive and disability focused education programming.

Teachers will also be trained on inclusive education pedagogy, so they are able to understand how to adapt to the curriculum in a flexible way, to support individual learner needs (as early detection is a key-criteria in the training). 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 awareness-raising to the community including parents, community leader and block leaders will be included; 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, piloted, and scaled up, allowing remote or mixed mode study that can be accessed at home or closer to home. Community based learning, girls-only classes or smaller sized learning groups is used as a mechanism to overcome restrictions on adolescent girls travelling far. Reducing requirements to travel far from home will also address constraints for children with disabilities. The effectiveness of these approaches (peer learning approaches, Learning for Everyone in Alternative Pathways LEAP) will be enhanced by ensuring the participation of children with disabilities and girls in planning processes.

Gender is an integral part of this strategy and a Sector implementing partner (Plan International) is the gender focal organization for the Education Sector as it has extensive experience in designing and implementing gender responsive and inclusive education programming, representing the education sector in the response GiHA.

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; e) establishing community based learning facilities for adolescent girls and f) developing and sharing gender-sensitive teaching and learning materials with caregivers, teachers and students. Adolescent boys have better access opportunities to learning in comparison to adolescent girls (please refer to Dashboard Education Sector Overview), both girls and boys have difficulty in continuing their learning as they get older. The difficulties for accessing and continuing education differ for boys (child labor, bread winner) to that of girls. The Education Sector through the Youth Working Group is focusing on the needs of adolescent boys and girls through cross-sectorial approaches to skills development.

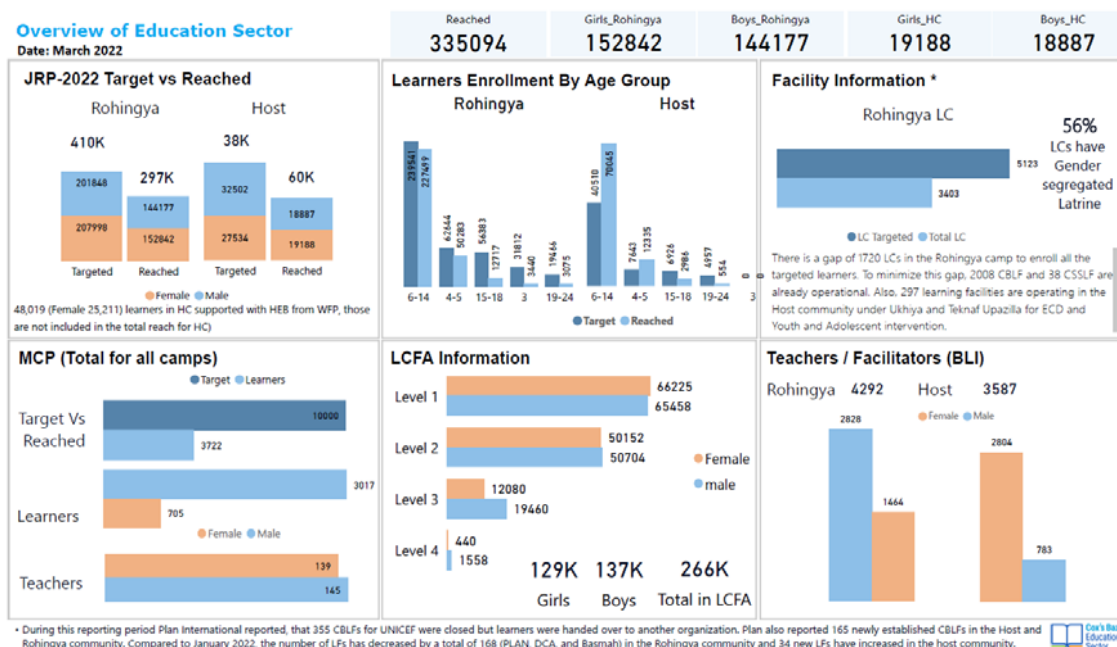## Education Sector Strategic Objectives and Overview

The Education Sector objectives have been updated based on the J-MSNA 2021 analysis. They were also influenced by the MYRP II theory of change.

Education Sector Overview dashboard is prepared on a monthly basis, based on the 5W data collection which Education sector partners report to the sector each month. The data analysis in below is the compilation of 5W from March 2022.

a) **Education Sector Overview (Targets and Achievements)[30]**

   b) **Strategic Objectives**

Based on a consultative process with education actors, it has been decided that the strategic objectives and expected results of the Strategy will be aligned with the Sector's JRP 2022 and the existing multi-year resilience programme (MYRP II) on a yearly basis.

The Strategic objectives are:

Strategic Objective 1 - Access to education: Improved access to learning opportunities in a safe and protective learning environment for crisis affected girls, boys, adolescent and youth.

Strategic Objective 2 - Quality of learning: Quality inclusive education to crisis affected girls and boys, aligned with Education Sector (in camp) and Government (host) standards is provided.

Strategic Objective 3 - Community Engagement: Refugee and host community ownership and active participation and engagement in the education of crisis affected girls, boys, adolescents and youth is ensured.

Strategic Objective 4 – System Strengthening: Coordination and capacity of implementing partners is strengthened for an effective response.

   a) *Education Sector's Response*

The strategy will seek for service delivery to both Rohingya and host communities by identifying areas for better education provision, this should include the quality of teaching personnel and related

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[30] In the the dashboard the MPC section, reached umber for the piloting till April is 7,625 (Girls: 1228, Boys: 6397)

teacher professional development trainings, as well as the teaching and learning materials such as books.

Objective	Key Indicators
Strategic Objective 1 - Access to education: Improved access to learning opportunities in a safe and protective learning environment for crisis affected girls, boys' adolescent and youth	1) Sustain and continue existing safe, accessible and inclusive learning facilities, 2) Catch-up classes, and alternative learning approaches provided to children lagging behind 3) Increased numbers of learning facilities that meet the number children as well as community-based facilities to cater for adolescent girls and children with disabilities 4) Access to required learning and teaching materials are provided 5) Learning facilities are safe, inclusive, and accessible 6) Community-level planning, sensitization, and involvement to promote return to school (post COVID-19) and continuity of access 7) Transition from LCFA to MC has been adopted and implemented
- Opportunities to increase access to learning such as establishment of additional learning centers will be explored as well as renovation and reconstruction of existing of LC with an inclusive approach. - To address ongoing access barriers, especially during COVID-19 restrictions, alternative learning approaches will be a key focus, including remote and blended teaching learning 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. - Additionally, remote, blended, and community -based approaches will help overcome issues related to shortage of appropriate spaces for teaching-learning, shortage of female teachers and social barriers for grown up girls, differently able learners, which is a pervasive issue in the camps. As such, alternative learning modalities (including radio programmes/ Inter active Radio instruction (IRI), LEAP, tablet base learning) should continue to be utilised even after learning centres and schools reopen. - 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. To address the accessibility issue specially for the learners living with disability, learning facilities will be equipped with materials and a ramp where possible and needed. Learning facilities will be supported with materials and ensure better access based on the specific needs of the learners especially for CWDs.	
Strategic Objective 2 - Quality of learning: Quality inclusive education to crisis affected girls, boys, adolescents and youth aligned with Education Sector (in camp) and Government (host) standards is provided, and teaching-related professional development opportunities are increased.	1) Teachers and learners' competencies (including remote/COVID-19 safe and inclusive crisis & gender sensitive training options) are improved, ensuring the learning environment promotes learner well-being including life-skill, 21st century soft skill sets. 2) Developed, improved and contextualized earning materials (including Myanmar curriculum) and supplementary learning materials available 3) Children organized and taught at the right competency levels, and learning outcomes are measured and recorded. 4) Trauma-related impacts/ barriers are addressed through MHPSS and SEL 5) Teachers are trained following the TPD (Teacher s Professional Development) framework based on the Teachers Competency framework.

	• To support the effectiveness of alternative learning modalities (linked to Outcome 1: Access) tailored training will be provided to build the capacity of educators technical aspects as well as MHPSS and SEL to support learning through specific modalities, including community-based and other remote or mixed mode approaches. • Revising the existing TPD framework in relation to introduction of MC, training on pedagogy and subject based training for upper primary and secondary teachers. • Developing the capacity of educators in using the Learning Competencies Framework and Approach (LCFA) will continue in the camps, until complete transition has taken place to Myanmar curriculum by 2024. • A strong focus on teachers training in the Myanmar curriculum for the transition to ensure quality of teaching (identification of teachers with appropriate language skills (linked to Outcome 1: Access) and/or associated training activities (example - Burmese language, pedagogical and subject based training)) with a strong focus on female teachers in order to overcome low numbers of female Rohingya teachers (linked to Outcome 2: Equity and Inclusivity). - 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 are 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.

Strategic Objective 3 - Community Engagement: Refugee and host community ownership and active participation and engagement in the education of crisis affected girls, boys, adolescents and youth is ensured	1. Organization of parenting awareness sessions on importance of education, including for girls and children with disabilities
	2. Development and implementation of community engagement mechanisms, in 'participatory monitoring' and overall project development cycle to improve learning facilities and teaching-learning environment
	3. Establishment of youth groups, community education support groups covering activities (including sports, recreation, cultural celebrations)
	4. Organized capacity building training sessions for programme staff specially on gender, inclusivity, PSEA and CP, MHPSS, SEL
	5. Further developing of key systems (EIMS) and processes to ensure evidence-based decision making and utilization of data for systematic analysis and planning
	   1) Strengthening capacities of key stakeholders and communities in key systems and planning and management processes.
	   2) Ensure independent reporting and review of the data
	6.

	• To ensure community engagement activities are a key focus of the education response in Cox's Bazar, and are accounted for in the Joint Response Plans (2022 to 2024), to ensure community members are actively engaged in efforts, and understand and support, to improve access to quality education for children, adolescents and youth a community education support group will be associated with each learning facility. • To ensure partners are well capacitated a comprehensive training package will be offered under TPD framework covering gender, inclusivity, PSEA and CP, MHPSS, SEL. • To improve utilization of data and reporting through strengthening capacities of key stakeholders and communities in key systems of planning and management processes in order to identify needs, gaps and challenges. •
Strategic Objective 4 – System Strengthening: Coordination and capacity of implementing partners is strengthened for an effective response.	1. Number of Education Sector partners capacitated on inclusive and gender-sensitive education practices 2. Percentage of educators, supervisors, managers and planners trained on crisis-sensitive planning, management and coordination for quality provision of learning opportunities for all learners; 3. Number of Education Sector partners implementing beneficiary-level data collection using tech-based monitoring tools. Coordination, monitoring and IM structures are in place and functional to ensure core functions that ensure support for effective implementation of the programmes. 4. Number of JENA conducted to support equitable needs-based targeting of services.

c) Model of Education Delivery in Camps

I. Learning Competency Framework and Approach (LCFA)

From the end of 2017, Sector partners and key education stakeholders have worked towards ensuring uniformity in approach and content to the extent possible, and have developed an interim package to guide learning facilities' activities. In 2018, the LCFA was implemented in the camps to address the immediate and urgent need for structured learning, with the aim of developing the required competencies according to age and grade. Levels I and II of the LCFA were officially approved in May 2019, under the Guidelines for Informal Education Programme (GIEP). To date, however, levels III and IV are implemented on "pilot" basis and yet to be approved.

Learning Levels	Approach	Duration
Level I Equivalency: Pre-Primary	Thematic Approach	1 year
Level II Equivalency to Grades 1 and 2	Subject Specific Approach	1 year
Level III Equivalency to Grades 3, 4 and 5	Subject Specific and cross-cutting Approach	2 years
Level IV Equivalency to Grades 6, 7, 8	Subject Specific and cross-cutting Approach	2 years

Table 1: LCFA Structure

Early Childhood Development: The Education sector with its' active ECD partners formed the ECDWG to set up standards for ECD programming, hence accountable for maintaining the standards. From the very beginning of the influx, it has been evident that the sector partners especially those working in the Early Childhood Development field need a common framework under the Education Sector, to ensure that the needs of the youngest are addressed. With this in mind, in January 2020, the Education Sector established and promoted a cross sectoral working group, with the involvement of the Child Protection subsector, the Nutrition Sector and the Health sector within the ECDWG. One of the main goals of the ECDWG was to develop an integrated framework for ages 0 to 60 months, as this age group has not been considered an emergency context before. Therefore, the ECDWG developed an Early Childhood Care and Development (ECCD) framework for the Education in Emergencies context of Cox's Bazar. This is a competency-based framework which covers age-appropriate milestones for the youngest children. The development of this approach was inspired by the Early Learning and Development Standards (ELDs) and ECD frameworks from both Bangladesh and Myanmar. ECDWG also developed the Standard Operating Plan (SoP). Using the ECD learning framework and the SoP partners will ensure ECD service delivery for the children below 6 years old which would help bolster the learning retention and outcomes in the primary-equivalent levels. At the same time ECD services will also keep supporting the parents via parenting programme via CBLFs and/or Shishu Bikash Kendra (SBK)

Skills development and vocational training for refugee adolescents and youths, to engage them productively and facilitate their sustainable reintegration back into Myanmar society with necessary livelihood-related skills, must be expanded. The support to adolescents and youths is driven by the Youth Working Group[31], established in 2018 and supervised by the Education Sector, and which main objectives are: creating a platform to instigate, standardize and sharing available resources to adolescent and youth focused organizations; and, coordinate among different organizations for standardization of programming to ensure all affected adolescent and youth are benefitted. The main tool that will guide the implementation of education activities for adolescents and youths, is the Skill Development Framework for Adolescents and Youth, developed by the Education Sector in 2019 and revised in 2021, with the support of the Child Protection sub-sector (CPSS and the Food Security Sector (FSS) and which is built from a multi-sectoral perspective (considering components of health, hygiene,

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[31] The Youth Working Group is intended to be a cross-sectoral group with the goal of gathering data on / advocating / supporting the implementation of youth programs and to engage youth in positive and organized forums of engagement.

food security and nutrition for example). It is essentially meant to facilitate, equip empowerment and attainment of Adolescent and Youths through the following skills[32]: The skills framework was endorsed at national level and hence adopted and contexualised for the Cox' Bazar host community and Rohingya refugees.
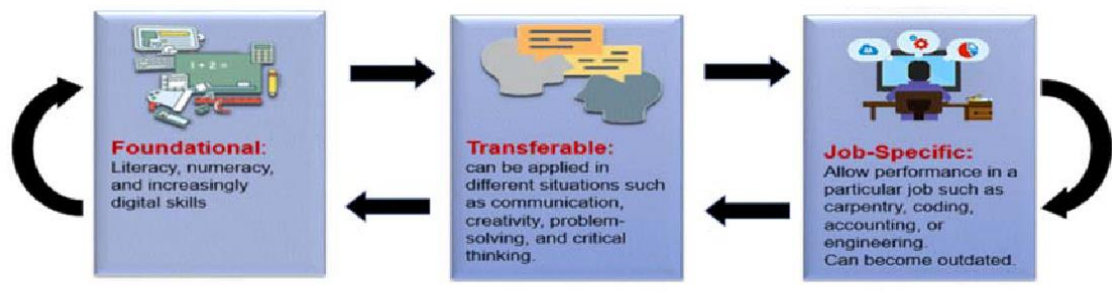

Figure 1: Skills development framework cycle

The Myanmar Curriculum (MC) Adaptation: Implementation of the MCP in Bangladesh[33]:

> Following the NTF meeting on 26 January 2020, the GoB formally endorsed the use of the MC Pilot, based on the roadmap developed by the Sector (late 2019, early 2020) for the year 2020 (but delayed by Covid 19 and resumed in 2021). The sector has started implementation at secondary level (grade 6 to 9) and in the second half of 2022, Kindergarten and grade 1 & 2 will also begin.

Above: The MCP Implementation timeline

Parameters of the pilot project: The use of the Myanmar curriculum was to be initiated in the camps on a pilot basis as part of the JRP 2020. During the Covid lockdowns and school and LC clossues, The sector and partners were able to work on a number of preparatory activities which included finalisng the 6 MCP operational guidelines(manuals) ie (a) Student Placement Test, b) Facilitator Recruitment and Induction, c) Communication with stakeholders, d) Learning Facility Management e) Partnership with Rohingya Community Education Initiatives, and f) Quality Assurance. Procment of furniture, desks and benches as well as printing of textbooks, identification of potential learners and teachers, mini banks for placement test for children and development of teacher pre-induction package were all done as part of the preparations. However due to Covid 19, the pilot only started in December 2021 hence is covered under JRP 2022. To ensure minimal interruption in services and to give an opportunity for the older children who are not getting education due to displacement, the MCP will aim to reach 10,000 middle school aged children (equivalent to Grades 6 to 9, aged 11 to 14 years old)

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[32] Including life-skill for youth and adolescent.
[33] There is an expectation with the MCP from the community and the Bangladesh government this modality of education will first, support not just reintegration of Rohingya into Myanmar but that this pilot provides education that will be formally recognized and support children and youth's long-term needs

and prepare them for transition to the higher grades. However, due to the delay in MCP implementation start date (December 2021), the sector will adopt a parallel process where MC scale up will start in July 2022 with grade 1 and 2 while the pilot is still on-going. The basic parameters for the MCP include the following:

1. **Language of instruction[34]:** The MCP is using the Myanmar curriculum (2022) and children will be taught in Burmese language. Emphasis will be placed on helping children acquire proficiency in Burmese language which is required for citizenship in Myanmar. Using English as a medium of instruction will help overcome the challenge of learning facilitator / teacher availability as persons from Bangladeshi communities with required backgrounds can also serve as learning facilitators/teachers.
2. **Teaching and learning materials:** Relevant teaching and learning materials currently used in Myanmar will be adopted with necessary modifications appropriate for the context of the camps, the needs and feedback from Rohingya people and children, education sector partners including curriculum experts.
3. **Learning facilitators / teacher recruitment and training**: A systematic and intense teacher training programme is developed and will be implemented to build capacity and support teachers to properly deliver the curriculum. Individuals with appropriate academic qualification and/or aptitude will be recruited from both Rohingya and Bangladeshi communities and trained as teachers. A major effort will need to be made to recruit and train female teachers from both Rohingya and Bangladeshi communities. The competencies of potential teachers will be assessed to ensure that recommended candidates have sufficient capacity to support learning at secondary level.
4. **Developed operational guidelines on six technical areas:** a) Student Placement Test, b) Facilitator Recruitment and Induction, c) Communication with stakeholders, d) Learning Facility Management e) Partnership with Rohingya Community Education Initiatives, and f) Quality Assurance.
5. **Framework for learning assessment**, record of learning and MEAL drafted with technical assistance from Cambridge University
6. **Remedial / accelerated education programmes**: Development and implementation of a remedial education programme will help children transition from LCFA-based education to Myanmar curriculum-based education. Depending on the needs, an accelerated education may also be considered to ensure that children are age-appropriate in the classes, i.e. 11 to 14 years old.
7. **Assessment and accreditation / certification of learning[35]:** In addition to the placement assessment, two other types of assessment will be used for the MCP. These will be: (i) ongoing and grade-specific assessment by learning facilitators / teachers to inform their decision on the promotion of students to higher grades; and (ii) end-of-cycle assessment. In the absence of accreditation and certification, by utilizing the assessment framework, a record of learning for the learners will be kept, and report card issued which will serve as proof of learning for continuation of education after repatriation.

II. Myanmar Curriculum Scale up

Following the MC Scale-up Road Map, delivery of the Myanmar curriculum in regular and accelerated formats in Cox's Bazar will begin in July 2022, to align with the Myanmar school calendar. LCFA/remedial education will continue being offered until the new school year.

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[34] There are divergent views on the issue around language of instruction: consultations with community-based network indicate that they generally operate using texts in the Burmese language, and the language of instruction is often a mix of Rohingya, Burmese and English. There was a clear desire from the community for formal curricula and while there are arguments on both sides, for English or Burmese instruction, there was no clear argument for one language or the other presented.
[35] Accreditation is incredibly important: while the communities know that it had not been assured with the approval of the MCP, they expect that the Sector is working on it and is prioritising formal recognition.

The program in Cox's Bazar mirrors the school and tutoring model currently used across in Myanmar. This is important because it is what the population will re-encounter with their safe and dignified re-patriation when the time comes.
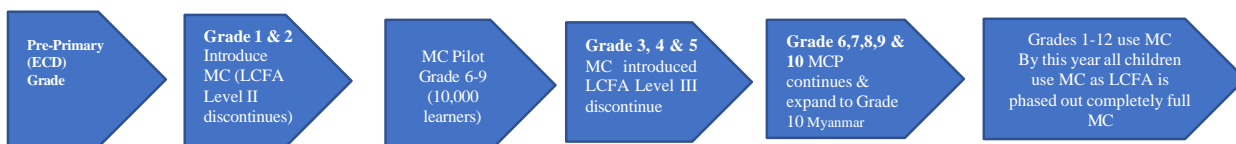
MC scale up road map[36]

YEAR 1 (2022) (2024)	YEAR 2 (2023)	YEAR 3
Pre-primary Level use MC	Grade 3,4 & 5 enrolled in MC	All Grades (1-12) on MC
Grade 1 and 2 Introduce MC	Grade 6,7,8 & 9 continue Grade 10 added	
MC Pilot - Grade 6-9 (10, 000 learners)	Remedial and accelerated programme to support transition to MC	
LCFA Level 1 & II discontinues LCFA Level III continues with ALP package		

YEAR 1 (2022)	YEAR 2 (2023)	YEAR 3(2024)

Pre-Primary (ECD) Grade → **Grade 1 & 2** Introduce MC (LCFA Level II discontinues) → MC Pilot Grade 6-9 (10,000 learners) → **Grade 3, 4 & 5** MC introduced LCFA Level III discontinue → **Grade 6,7,8,9 & 10** MCP continues & expand to Grade 10 Myanmar → Grades 1-12 use MC By this year all children use MC as LCFA is phased out completely full MC

Key areas/ priorities

In January 2020, the Education Sector in Cox's Bazar held a workshop on the MC Scale-up initiative where a total of 12 technical areas with organizational focal points were identified. Those areas have been grouped into three categories in this Roadmap:

Student learning – under the leadership of Education Sector, in collaboration with sector partners all resources required for teaching and learning of students will be supported with access to academic content and learning modalities that enable content learning. Gender and disability inclusion and community engagement are mainstreamed across all student learning considerations through the inclusive education approach. This includes a simplified Roadmap presentation for Community Education Network, community outreach members, C4D, religious leaders, CESG, camp management committees, Majhi, youth and women's networks that communicates how Sector actions respond to the various community consultations.

Teacher confidence and ability – under the leadership of Education Sector, opportunities will be created for professional development for both the Rohingya and Bangladeshi teachers. . The teacher training opportunity in Cox's Bazar is important for Rohingya educators who have never had access to harmonized professional development. This exceptional opportunity can provide portable generational benefits and address a variety of academic needs: gender and disability-enabling programming; regular formal programming; accelerated and remedial programming; Mother-tongue based multilingual education approaches (MTB-MLE).

Program portability, sustainability & predictability – under the leadership of the education sector, learning assessment framework, school monitoring and reporting mechanism and quality assurance packages has been developed.

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[36] The MC scaleup plan will follow the academic year (July to June session) as it is practiced in the Myanmar education system.

Cross-Border Portability and Sustainability - the unfolding of the Roadmap across time and geography will need predictable and reliable financing until such a time as the population's needs are accounted for, absorbed, and addressed by a national entity. This requires the donor and financing communities to innovate, generate and maintain a portable multi-year Resource Financing Plan that aligns with and contributes to learning and financing innovations for education programming in contexts of asylum and return.

Advocacy areas – Certification and accrediting for the Rohingya children cannot be issued by the host government and this needs cross border discussion at the highest level.

Matriculation examinations - concurrent to Sector actions related to provision of grades 10 and 11 in Cox's Bazar, the HoAs will be asked to engage in cross-border work related to accessing the grade 11 matriculation exam.

Investment on teacher training – equipping Rohingya teachers with the skillset required is of paramount importance for the Myanmar Curriculum to succeed. This could also mean that exceptional opportunity to professionalize a tutor teaching corps that has long been central to the Rohingya education experience and has been largely responsible for student learning achievement when children and youth have been able to move through the formal cycles.

Education Sector Priorities for host community Children

a) Needs overview

Access to education: The JMSNA for 2021, amply illustrates the need for service delivery to the vulnerable age cohorts from 4-24, in particular the two age cohorts that stand out are ages 4-5 for very young children who need interventions in ECD as well as the age cohort of 15- 18 and 19- 24 which includes adolescents and youth. The priority education needs of the host community of Ukhiya and Teknaf, in 2022 to 2024, will be addressed through close collaboration with the District Primary Education Officer (DPEO) and District Education Officer (DEO). Host community support will continue with rehabilitation of infrastructure in schools, constructing, or renovating classrooms and WASH facilities and provide classroom furniture and supplies. Adolescent centers and multi-purpose community learning center (MCLC) for primary and pre-primary children will contribute to increasing the number of school-going children and developing income-generating skills among adolescents. An added area of focus will be to promote inclusive teaching and learning practices with Master Trainers who will cascade-train teachers.

Further support to the host community will be provided through maintaining and operationalizing of the Community Technology Access (CTA) and the satellite teachers training facility. A strong focus on girls' education will be ensured through developing and sharing gender-sensitive teaching and learning materials with teachers and students. The Sector will work with its implementing partners to address the needs of youth to develop their skills for employment (vocational skills training), non-formal education including MHPSS, life skills and sports. Career guidance will be provided following vocational educational classes which will help learners to find suitable internship, apprenticeship, and job opportunities. Involving host community children in different learning activities will encourage peaceful coexistence.

Quality of Education: In the host community, the quality of education has also been impacted by the Rohingya influx. There are 78 government primary schools in Ukhiya and 64 in Teknaf, which are all not performing at an equal pace, due to various reasons, including the choices made by some para-teachers seeking higher-paid employment and pedagogical training including SEL, MHPSS, PSEA and SEA available in the camps with humanitarian organizations. Likewise, there is only one fully-fledged government secondary school in Ukhiya and Teknaf. The other schools are on Monthly Payment Order (MPO) and non-MPO schools (respectively 13 and 5 in Ukhiya, and 14 and 4 in Teknaf), which means that they do not receive the same level of support from the government through the DEO.

Gender and inclusion: Based on the J-MSNA findings, education rates do not vary significantly based on the gender of the child: roughly 7 out of 10 children aged 5-11 were reported to attend a formal

education programme during the current academic year, with minimal variation based on gender of the child. Non-attendance rates increased slightly for boys aged 12-17 compared with those aged 5-11, while attendance rates for girls aged 12-17 (67%) remained consistent when compared with girls aged 5-11 (72%).

Systems strengthening: Addressing the educational needs of the Rohingya and host communities requires strengthening resilience of the education system at the District and Upazilla levels, by proactively planning and implementing crisis-preparedness measures through building capacities of education officials, service providers and educators. The risk of an inadequate and unresponsive education system to meet the needs of refugee and host community children contributes towards future generations of uneducated and unemployed adults. The inability to align with the national systems, and the lack of a standardized learning framework (until the MCP is fully implemented) remains one of the key factors affecting the response.

b) Education Sector's Response

Equitable host community access to quality education, including Technical and Vocational Education and Training, must be improved. That implies system strengthening through working with the Education district authorities.

Access: Government stakeholders and relevant partners can look into the possibility of improving infrastructure of schools (need based) as well as maintenance and providing them with essential learning tools (for example: multi-media, tools for science experiments and vegetable gardening and agriculture in school area). Furthermore, provision of transportation to mitigate the lack of available resources and the risks pertaining to road traffic accidents, traffic, as well as to ensure the security of the children, will be gradually established.

Quality: The Sector will provide support to the district authorities for capacity strengthening trainings for teachers. Based on the consultations with the government stakeholders, training will include pedagogy, didactics, and subject level improvement especially in English, Mathematics and Science. However, it is noteworthy that the Sector and its partners need to ensure that the district and local authorities keep the ownership of the programmes, especially in the government schools. In consultation with DPEO, the Sector will support the least performing primary schools to elevate the global level in the two upazillas. As for the secondary schools, the Sector will support the MPO and non-MPO schools, not already supported through the partners' development programmes, to also elevate the level in the two upazillas and provide the same chances to the children enrolled in government and non-government schools to access colleges.

Early Childhood Development: Similar to the standardization of ECD services to be sought in camps, the inter-sectoral ECDWG will aim at harmonizing the approach to early childhood support in the crisis-affected host communities. However, in the host-community efforts will be complementary and coordinated with the efforts of the GoB, with a system strengthening vision in the longer term. Pre-primary education has been recently advanced by GoB as a priority from the age of 4 (previously 5) as a piloting basis and Sector partners will work with government stakeholders to ensure schools have ECD/pre-primary programme for 4 YO.

Enhancing coordination: Following the practices established since mid-2019, the Sector will enhance the coordination mechanism with the ADC/Education, the DPEO and DEO. The coordination should pertain to both host community and Rohingya children education and the authorities will be involved in the development of the Sector's action plan. The authorities will keep being invited to the Sector meetings, workshops and trainings, which would be also useful to discuss the six other upazillas concerns with the partners involved in the DDP; likewise, the aforementioned Sector focal point will attend the relevant education-related government meetings and events.

Strengthening the systems: In order to make well informed and evidence-based decisions, education authorities must be able to collect and analyze data in a meaningful way. In addition, systemic continuous professional development of educators would ensure quality learning opportunities for all learners, both from the host and refugee communities. Resilience of the education system will be

therefore enhanced, to ensure quality and sustainable planning and management. The Integrated EMIS was launched by Ministry of Education in 2021 and this is expected to improve on the quality of education data management.

Localization of policies, plans and interventions including capacity building of local service delivery agencies is a critical issue for strengthening systems for planning, supervision, monitoring and service delivery at the district and upazilla levels, and the School Level Improvement Plan and Upazilla Primary Education Plan also need to be capacitated so that they can contribute efficiently to translate the plans into actions.

Financial support: The child drop-out rate has significantly increased due to household engagement in income-generating activities, mainly including secondary-school aged children, as well as primary-school aged children in the most impoverished households. The Sector partners will continue with awareness-raising campaigns to encourage the families in these households to send their children back to school. The Sector will also support the para-teachers[37] in host communities.

Action Plan (Milestones)

The table below shows the key Actions for the strategy per quarter for the next three years (quarter 1 to 4 for Year 1, etc.). it is noteworthy that only the main activities, which need to be initiated and supervised by the Sector are outlined here. Most of these initiatives would also require a more detailed planning, that can be taken care of by the partners.

Milestones	Year 1(2022)				Year 2 (2023)				Year 3 (2024)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Milestones Rohingya response in Camps												
Education needs assessments and Join multi-sectoral needs assessments for evidence-based planning.			x	x		x	x			x	x	
Functional Disaster Risk Management mechanism are in place with UpToDate EPRP for LFs		x	x	x		x	x	x		x	x	x
Comprehensive training package for teachers aligning with Teacher Professional Development framework covering Gender, inclusivity, MHPSS, PSEA and CP and SEL.		x	x	x	x	x	x	x	x	x	x	x
Community engagement (girls' education, parental engagement on importance of education, positive parenting, participatory monitoring of the quality of learning etc.) standard operation procedure is developed and implemented on girls' education			x	x	x	x	x	x	x	x	x	X
Advocacy paper and notes preparation for challenges in education activity implementation (i.e., access issues, CBLF re-operationalization, ECD, Skills trainings, EdTech, community engagement and new learning spaces construction etc.)	x	x	x	x	x	x	x	x	x	x	x	X
Preparation and development of the Joint Response Plan (JRP) and mid-term review of JRP			x	x			x	x			x	X
Continuous resource mobilization for the education response	x	x	x	x	x	x	x	x	x	x	x	X
Reviewing and updating the Education Sector multi-year strategy				x			x				x	
Promotion of learning opportunities and creating awareness among the stakeholders for the most disadvantaged age cohorts (ECD and Youth & Adolescent)	x	x	x	x	x	x	x	x	x	x	x	X
Myanmar Curriculum is rolled out and adopted - Development and implementation on the ALP (remedial/catch-up package and booster package) for the MC			x	x	x	x	x	x	x	x	x	X
Finalization of the new data Management and monitoring system			x									
Milestones for host community												

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[37] Para teaching is a concept where a school will get a teacher from the community who will be capacitate by the partner NGO and paid by the School management committee.

	1	2	3	4	5	6	7	8	9	10	11	12
Provide improved education opportunities in the host community academic institutions in consultation with community people, DPEO/DEO and other relevant stakeholders, aligned with the needs.		x										
Joint need assessments, including identification of education needs and gaps for evidence-based planning		x	x			x	x			x	x	
Support the host community academic institutions with para-teachers and EdTech interventions	x	x	x	x	x	x	x	x	x	x	x	X
Organization of teachers training for district and sub-district level teachers to improve quality of education			x				x				x	
			x			x				x		
Extend support on ECD and youth and adolescent (skills training) to host community population	x	x	x	x	x	x	x	x	x	x	x	x
Support with rehabilitation of the crisis affected academic institutions (classroom renovation, wash facility renovation, academic building construction etc.)			x				x				x	

In addition to the national plans, the Strategy builds on international guidelines and policies, such as the Sphere Project, the Grand Bargain, etc.

Moving forward the sector will develop a detailed action plan where the accountability and detailed activities with a timeline will be reflected. This action plan development will be a consultative process with the sector relevant stakeholders.

1) Accountability to Affected Populations

The Education Sector follows the AAP mechanism that is suggested by ISCG and CwCWG. In addition, the major key actions are stated below-

Summary of practical Community Engagement and Accountability (CEA) Interventions	
Results	**Key interventions**
Following Sector's strategy, the partners develop and implement internal systems for community engagement and accountability to affected population.	● Development/adjust of policies and procedures (e.g. code of conduct, community engagement and accountability policy, etc.). ● Integration of AAP actions into the Standard Operating Procedures of the partners ● Training for staff and volunteers on AAP.
Girls, boys, women and men are involved, during response, in decisions that can affect them directly, specifically those related to Education	● Formation of Community Education Support Groups (CESG) for camps and the school management committees (host community) and Parents Forum ● Hold regular meetings of the above forum and share relevant information that affect their lives and children's education. ● Focus group discussions. ● Alliances with local committees. ● Establishment of dialogue platforms
Girls, boys, women and men have opportunities to receive actionable information on education services and live saving issues. This information should be clear, specific and adapted to the contexts and characteristics of the population.	● Information should be shared in appropriate language and format to ensure best uptake. ● Interactive methods including Community theatre and video show. ● Promoting to participate in radio listener groups (interactive programs). ● Making necessary information available at all information hubs/help desks and promoting for accessing Information hubs/help desks.
Girls, boys, women and men who require specialized education services have access to those services and their needs are effectively meet.	● Extend specialized services to those who need it by establishing specific curriculum, flexible schedule, additional care by staff/volunteers etc. ● Training for staff and volunteers about CEA.

Girls, boys, women and men have opportunities to provide feedback/complaints on the services they receive.	● Complaints and feedback mechanism including one on discussion, reporting through reporting channels, hotlines, complaints-feedback boxes etc. ● Linkage with Information hubs/help desks ● Systems for detecting, reporting and responding to rumors and stigmas. ● Satisfaction surveys.

2) Advocacy Plan

The Sector has a two-year Advocacy plan from 2020 to 2021 that outlines the advocacy issues being:
- Lack of access to an accredited and certifiable curriculum,
- Advocate for the MC roll out to all grades
- Limited classrooms and land for constructing additional learning facilities,
- Limited access of NGOs to long-term programming and financing, and
- Limited opportunities for skills development of out of school adolescents and youth.
- Restrictions on education technologies and no access to higher education opportunities could be added as advocacy points

Moving forward with the time and changing programmes modality the priority for the advocacy changed to EdTech use approval to approval to operate ECD programme in field.
- Advocacy note for EdTech
- ECD advocacy note (draft)

The Strategy plan also outlines key messages and concrete actions to respectively be conveyed to both GOB and Government of Myanmar, and undertaken by the Sector partners, the key education actors and the donor community. This plan will be updated in line with the strategy timeline.

3) Risk Matrix

The risks matrix will be update (based on MYRP- II risk matrix developed in September 2021) in consultation with the sector partners and with the support from the GEC before the JRP 2023 development process.
Bellows are the risk that is identified and will be part of the risk matrix.
The risks are considered through four categories:
- Context: The operating context can affect the implementation of programmes. Risks to consider include political developments, the economic situation and environmental factors.
- Delivery: Risks relate to delivery of the programme of work including those associated with the partner and its supply chain, to beneficiaries as well as the performance of the programme.
- Safeguarding and PSEA: An important aspect of delivery risk is to 'avoid doing harm'. Risks to consider can include those potentially contributing to social exclusion, and the abuse, exploitation and neglect of children.
- Operational: These relate to the capacity and capability to manage the programme.

Financial Projection (Budgeting)

A major objective of the Strategy is to determine the financial requirements to provide education services to all the children in need within the three-year duration.
During the development of the JRP 2022, the Sector has produced a standard costing per beneficiary tool, for both Rohingya and host community, based on the combination of different criteria, population targeted and activities.

Each activity is contextually defined through standardization and costing, which help ensure all partners know the average cost per activity and cost per beneficiary and understand the minimum level of service delivery quality for each activity when developing harmonized project proposals. The identification of costs has been made in a consultative way and based on existing and planned practices. For detailed budget forecasting and standard per-child cost (refer to Annex 1).

- The JRP 2022 budget has a total ask of 70.5 Million USD based on 21 project proposals. To determine the funding gaps the sector will carry-out an exercise with all its JRP partners.
- Based on each proposal partners will be asked to report on the funding gaps to date.
- If funding is acquired partners are asked to report on the received funds (with funding source) based on the specific objectives of the education sector/ JRP.

Way Forward

Moving forward with the strategy the education sector and its partners will develop by June 2022, the implementation plan of sector activities (for MC scale up, rationalization, cross cutting thematic areas) in a consultative manner with all sector partners, working groups, to be endorsed by the SAG. Interactive dashboards will be web based, updated monthly and shared with Education partners and other stakeholders for proper planning and analysis.