



**Cox's Bazar
Education Sector
Standard Guidelines
For
Rohingya Response**



Preface:

These guidelines were updated between 2022 and 2023 following the full implementation of Myanmar Curriculum that's started in December 2021 and with the third and final phase starting from July 2023. The Education Sector would like to extend its thankfulness and gratitude to the Technical Working Group members of the sector (UNICEF, UNHCR, SCI, IRC, BRAC, HI, DCA, PIB). The guidelines are for all Cox's Bazar Education Sector partners and are therefore requested to follow the standard guidelines and tools in their respective implementation areas.

These guidelines will be updated as and when required as per the discretion of the Education Sector Coordination team and Technical Consultative Group (TCG) of the sector.

The Sector standard guidelines document was finalized in January 2024 by Education Sector Coordinators, Ralph Zireva (UNICEF) and Jacklin Rebeiro (Save the Children International).

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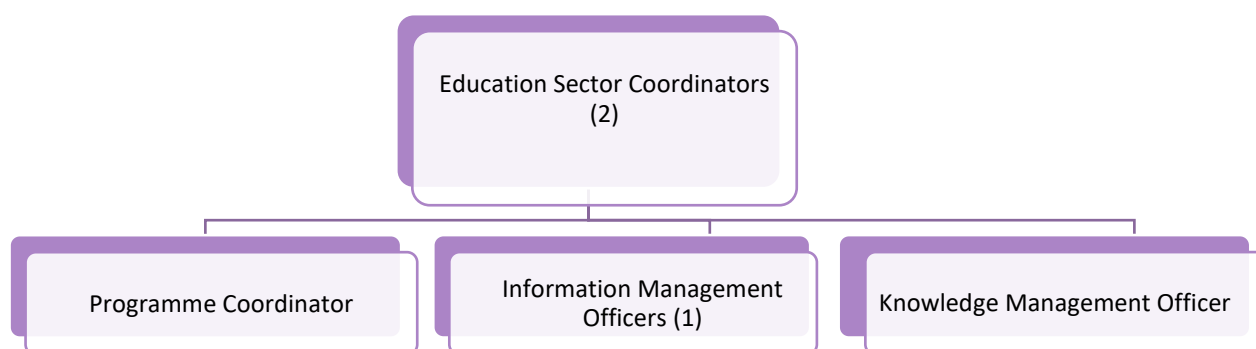
Glossary/Terms

Acronym	Abbreviation	Acronym	Abbreviation
SW	Who is doing What, Where, When and for Whom	LSDS	Livelihoods and Skills Development Sector
ALP	Accelerated Learning Program	MC	Myanmar Curriculum
ARRRC	Assistant Refugee Relief and Repatriation Commissioner	MCP	Myanmar Curriculum Pilot
CBLF	Community Based Learning Facilities	MHPSS	Mental Health and Psychosocial Support
CESG	Community Education Support Group	MT	Master Trainer
CFM	Child Functioning Module	NFI	Non-Food Item
CFP	Camp Focal Point	NGO	Non-Governmental Organization
CHS	Core Humanitarian Standard	NGOAB	Non-Governmental Organization Affairs Bureau
CiC	Camp in Charge	NRC	Nayapara Registered Camp
CoC	Code of Conduct	NTF	National Task Force
CP	Child Protection	OT	Occupational Therapy/ Therapist
CSP	Child Safeguarding Policy	PLM	Peer Learning Meetings
DEO	District Education Office	PPE	Pre-Primary Education
DPEO	District Primary Education Officer	PSEA	Protection from Sexual Exploitation and Abuse
DRMWG	Disaster Risk Management Working Group	PT	Physiotherapy / Therapist
DRR	Disaster Risk Reduction	RRRC	Refugee Relief and Repatriation Commissioner
ECCD	Early Childhood Care and Development	SAG	Strategic Advisory Group
ECD	Early Childhood Development	SCI	Save the Children
ECDWG	Early Childhood Development Working Group	SEA	Sexual Exploitation and Abuse
EiE	Education in Emergencies	SGBV	Sexual and Gender based Violence
ENA	Education Needs Assessment	SH	Sexual Harassment
FCN	Family Counting Number	SLT	Speech & Language Therapy/ Therapist
FD	Foreign Donation	SMP	Safety Management Plan
FRS	Facility Registration System	SMSA	Site Management Support Agencies
GBV	Gender Based Violence	SMSD	Site Management and Site Development
GEC	Global Education Cluster	SOP	Standard Operating Procedure
GoB	Government of Bangladesh	SSC	Secondary School Certificate
HI	Humanity Inclusion	TCG	Technical Consultative Group
HSC	Higher Secondary School Certificate	TLC	Teaching Learning Circles
ICT	Information and Communication Technology	TLM	Teaching Learning Materials
IMO	Information Management Officer	ToR	Terms of Reference
INEE	Inter-agency Network for Education in Emergencies	TPD	Teachers' Professional Development
INGO	International Non-Governmental Organization	TTT	Technology Task Team
ISCG	Inter-Sector Coordination Group	TWiG	Technical Working Group
JMSNA	Joint Multi Sector Needs Assessment	UN	United Nations
JRP	Joint Response Plan	UNESCO	United Nations Educational, Scientific and Cultural Organization
KG	Kindergarten		
KMO	Knowledge Management Officer	UNHCR	United Nations High Commissioner for Refugees
KRC	Kutupalong Registered Camp	UNICEF	United Nations Children's Fund
LC	Learning Center	WGQ	Washington Group Questions
LF	Learning Facility	YWG	Youth Working Group

1 Coordination structure and Sector Platform

1.1 Co-leadership of Education Sector

The Education Sector in Cox's Bazar for Rohingya Refugee Response is co-led by United Nations Children's Fund (UNICEF) and Save the Children International (SCI) as per the Global Education Cluster (GEC) structure. The ToR of the Education Sector is [here](#). The Education sector team is comprised of 2 coordinators (UNICEF and SCI), 1 Information Officers 1 Program Coordinator (50%) and 1 Knowledge Management Officer (UNV).



1.1.2 Strategic Advisory Group (SAG)

Education Sector is guided by the SAG, who are providing strategic direction and assist in decision-making through a transparent and inclusive process outlined within the SAG's Terms of Reference (see ToR [here](#)). The SAG is co-chaired by UNHCR and Additional District Commission -Education and ICT, and the members consist of Sector Co-lead agencies (UNICEF and SCI), 2 International NGOs (elected every 2 year) and 4 National and local NGOs (elected every 2 year) which are elected by the direct votes of all partner organizations for a two years term. .

1.2 Participation in the Education Sector

Participation in the Education Sector is on an organizational basis. Sector partners are comprised of International and national NGOs, UN agencies and Government, but it is also open to other types of organizations interested in participating (education sector stakeholders) according to the criteria below. It is also expected that in most cases, each organization participating would select one person as its representative and an alternate but that some organizations or networks/alliances will want to have broader representation in the Sector, including the two co-lead agencies (UNICEF and Save the Children).

Criteria for participating organizations /institutions:

- The organization's interest in and commitment to supporting and contributing to the achievement of the strategic goals and objectives of the Education Sector.
- Institutional experience in the national education system, education in emergencies and/or early recovery relevant to the objectives of the Education Sector, including other sectors supporting the delivery of an appropriate education response (e.g. logistics, child protection), and cross-cutting issues
- Willingness to share expertise, technical materials, and work in a collaborative manner on behalf of the Education Sector

Commitment of resources:

- **Select** one (or more) qualified representatives to represent the organization in the Education Sector and assume the costs for members to participate in the sector activities, including travel/hotel/per diem costs for attendance at Education Sector meetings and time away from regular work. Organizations should commit for the period of one year (12 months);
- Assist in Education Sector fundraising efforts as needed.

- Other voluntary contributions, such as support to training material development, printing and distribution of materials, representing the Education Sector meetings and workshops (conference call, and indication of any annual financial and/or in-kind contributions).

Organizational Representative Criteria (Individual):

Job function relevant to the objectives of the Education Sector, and of a level of organizational seniority to ensure organizational buy-in, bring others on board, and influence decision makers and donors:

- Professional background relevant to the objectives of the Education Sector (education, emergency management)
- Direct experience in education in emergencies/Humanitarian Crisis Context/Protracted Crisis Context and early recovery contexts (programmatic, management/coordination, advisory)
- Special skills, such as development of advocacy, strategy, and policy; planning and management; assessment, monitoring and evaluation; effective writing; fundraising

1.3 Current Working group of the sector:

Technical Consultative group: (TCG):

The Education Sector has been providing Education services, including pre-primary, to at least 33 Rohingya Refugee Camps and host community school-aged children since 2017. By the very technical nature of the differentiation of education services provided to different age groups, boys and girls, adolescents, and youth, including children with disabilities from 3 to 24 years, there is a need for structured technical support to partners. The education sector formed a number of technical working groups such as Technical Working Group (TWiG), Early Childhood Development Working Group (ECDWG), Youth working Group (YWG) and the Disaster Risk Management Working Group (DRMWG), Technology Task Team (TTT), that could support its work and ensure the technical soundness of its educational services on the specific thematic areas (ECD, Primary and Secondary education, Youth & Adolescent, and disaster risk management).

In recent years, both the response context and the funding landscape for the Rohingya Refugee crisis have changed, as the response moved into a protracted crisis. The Myanmar Curriculum was rolled out for the Rohingya children starting in December 2021, while at the same time the funding for the Joint Response Plan (JRP) has declined. Based on the contextual developments and changes, where the age ranges have changed from 3 to 24 years to 3 to 18 years and with the formation of the Livelihoods and Skills Development Sector in 2022, it is therefore necessary to streamline Sector Operations. While acknowledging the importance of the working groups to maintain sector and partner ownership of the response, with the new approach, all the working groups were aggregated under **a new entity**, creating time-bound task teams that would address thematic areas of work under it, as needed. It is against this backdrop that the Education Sector **Technical Consultative Group (TCG)** was formed which will cover the technical needs of TWiG, TTT and DRM working groups. **The ToR of the TCG will be found [here](#).**

Early Childhood Working Group (ECDWG): The ECDWG will continue its function in the Education Sector because of its technical dynamics and nature of working group connecting to its global platforms. The ToR of the ECDWG can be found [here](#).

1.4 Membership Criteria:

To be a partner of the Education Sector, the partners should comply with the membership criteria outlined in the Annex 3.

1.4.1 Use of Sector Platform by Education Sector Partners

The below guidelines should be followed when partners propose to conduct sector-wide activities or brand materials with the Education Sector logo.

Use of Education Sector logo on any printed **materials**:

- Shared at least **three working days** in advance for endorsement (for brochures, 1-pager, campaign

- posters, etc.)
- Must be shared through Sector email to Sector mailing list to ensure wide dissemination.
- Development of Education Sector-branded materials must be a participatory process which includes meetings and/or workshops for feedback and collaboration to take place.
- If used as part of any campaign, lead partner of campaign should initiate planning meetings with Sector partners on **more than one occasion** to ensure standardization of messaging and meaningful inclusion of Sector partners.

Use of sector platform to conduct sector-wide trainings:

- A **two-week advance notification** should be provided.
- If branded or shared as a “Education Sector training”, invitation must be extended to every sector partner (at least one participant from each partner agency)
- Venue should be at the field-level, when possible, to increase accessibility to Rohingya volunteers and Rohingya learning facilitators
- If branded or shared as a “Education Sector training”, invitation must be sent by Sector coordinator(s) to ensure it reaches all sector partners’ focal points.
- For training participant nominees, all agencies should provide 50% male and 50% female participants.
- Preference for female Bangladeshi staff when possible if training takes place in Cox’s Bazar and mobility is restricted for refugee volunteers and refugee learning facilitators.
- Partners are expected to send Master Trainers who can participate in a follow-up and ensure cascading of the training at the field-level.
- Printed handouts should be in both Bangla and Burmese and should not be limited to English only.
- All relevant materials (agenda, hands-out, material, attendance sheet, etc.) must be submitted to the Sector in due-time (before and/or after the training)

1.5 Reporting and monitoring

Facility Registration

The Education Sector tracks interventions through existing learning spaces. All organizations should nominate two focal points that should register in the ONA system used to track where learning spaces are in the camp.

[Link](#) to ONA system here.

Implementing partner should report directly with the concern of Program partner. As the Education Sector’s reporting system is the beneficiary-based Facility level reporting, implementing partner should register their Facilities into the Facility Registration System (FRS). This FRS is now based on ONA (www.ona.io). Implementing partner should create an account into the FRS and Education Sector will approve one account for each partner.

5W (WHO, WHAT, WHERE, WHEN, WHOM) Reporting System:

As the Education Sector’s reporting system is a facility-based reporting system, Sector collects every Education Facilities from FRS and send the latest 5W template to the partners monthly. Implementing partners fill the template by cumulative figures for beneficiaries according to the latest JRP indicators. This 5W reporting system may be online or offline.

Analysis, Dashboard, Gap analysis and other Maps:

Education Sector will develop and manage different types of analysis on demand with the basis of the latest FRS and 5W. Dashboard and other Maps (Enrollment Map, Partner presence etc.) are based also on FRS and 5W. Gap analysis is based on age-wise population and latest beneficiary enrollment.

2. Standards

2.1 Global Standards: INEE, Sphere and CHS

INEE: The **Inter-agency Network for Education in Emergencies (INEE)** is an open, global network of members working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education.

The [INEE Minimum Standards Handbook](#) contains 19 standards, each with accompanying key actions and guidance notes. The handbook aims to enhance the quality of educational preparedness, response, and recovery, increase access to safe and relevant learning opportunities and ensure accountability in providing these services. The guidance in the INEE Minimum Standards Handbook is designed for use in crisis response in a range of situations, including disasters caused by natural hazards and conflict, slow- and rapid-onset situations, and emergencies in rural and urban environments.

Contextualized Bangla version of INEE will be found [here](#).

Sphere Standards: Sphere defines, promotes, and applies humanitarian principles and minimum standards in four life-saving areas: water, sanitation, and hygiene promotion; food security and nutrition; shelter and settlement; and health. Please find the link of the [Sphere Handbook](#).

Core Humanitarian Standard (CHS): The CHS is a global standard grounded in local realities and the CHS sets out **Nine Commitments** that organizations can – and should – make to people affected by crises or situations of vulnerability to deliver quality, effective and accountable support, and assistance. As a core standard, the CHS describes the essential elements of principled, accountable, and high-quality support and assistance. The link of the CHS is [here](#).

2.2 Education Service delivery modality

2.2.1 Learning Centre/facilities:

Ratio classroom to pupils is 1:35 based on the INEE standards. The ratio can be extended to a maximum of 1:40 per shift in emergency situations where capacity is limited. Only 2 shifts will be operating covering 5 days in each LC/facility shifts per classroom servicing a total of 80 learners per classroom per day.

Up to 2, three and half-hour shifts per classroom servicing a total of 80 learners per classroom per day. The current standard in learning facilities is a 3.5-hour day, 5-days a week.

Preferably facilities should be clustered at minimum 4-6 together in a space, to maximize the usage of space for toilets and possible play/evacuation area. A service space jointly with CP and GBV is beneficial. The space should not be close to distribution point or other common area that has large turnover of people, nor they should be close to camp entry.

Two to three classrooms per site with a ratio where learning space is 60% (classrooms) and 40% (recreational space). Classroom minimum dimensions: 21X25' for each classroom. Sector is sharing the final design of LC developed by BRAC and approved by the sector. Please find design and bills of quantity etc. [here](#).

[The leaning centers/facilities should be repaired/renovated every 2 years interval due to fragile nature of current construction materials.](#)

2.2.2 Standard Operating Procedure for learning centers/facilities establishment

1. Before establishing a facility, all implementing partners requesting to establish a **learning**
2. **center** must submit the Education Sector Partner Endorsement Request (*Annex 1*) to the Education Sector Coordinator via email (edusector.cxb@humanitarianresponse.info).
3. The Education Sector will then **consult** with Site Management Support Agencies (SMSA - Focal point) of that camp / Shelter & Camp Coordination and Camp Management Sector¹.
 - a. If necessary, the funding agency (field representatives) will support Sector in speaking with SMSA-Focal Point to provide quicker turnaround and will revert back to Sector who will proceed with the steps below.
4. If approval to proceed is given:
 - a. The Education Sector will notify the partner via email to come pick up the endorsement letter from the Sector office (*Annex 2*)
5. If approval/endorsement to proceed is **not** given, the partner will be notified via email (and justification will be provided).

¹Please contact the Education Sector to confirm if the Camp in Charge (CiC) in the camp you are requesting to operate an activity in endorses this procedure or requests partners to directly contact him/her for endorsement request and plot allocation.

2.2.3 Facility/learning centers design:

Learning Centers: The latest learning center's design is being developed by BRAC in 2023 and approved by the Technical Working group of the sector .

Furthermore, the quality benchmark for the learning Centers monitoring is [here](#).

Additionally ,the quality benchmark for the learning Centers for classroom monitoring is [here](#).

WASH: Every classroom needs to be combined with adequate WASH facilities. Latrines / pits need to be gender separated and based on sphere standards 1pit/30girls and 1pit/60boys. Toilet needs to be constructed downstream from the classroom and water-points. Two designs, one provided by partners have been validated by WASH Sector. The designs are available for partners under the following links. Click here to find approved 2023 [WASH Sector Standards](#).

2.2.4 Community Based Learning Facilities (CBLF): Community-based learning is ideally suited for early childhood care and development (ECCD) and older children, adolescent who face barriers accessing centre-based learning, especially adolescent girls who are unable to access learning centers due to different barriers, including segregated WASH facilities, insecure routes to learning centers and limited mobility due to socio-cultural norms. Community based learning is also suited for female teachers as they can avoid difficulties arising from working outside of the Community. The CBLF implementation guidelines is [enclosed](#).

Additionally, the quality benchmark for the learning Centers monitoring is [here](#).

2.2.5 Edtech:

For the implementation of a formal curriculum, teaching, and assessment in a context such as the Rohingya camps where required institutional systems and qualified teachers are insufficient, the use of technology solutions for Education (EdTech) can contribute to overcoming some of the challenges. Specifically, EdTech can support providing quality education in low resourced contexts where there are low numbers and poorly trained teachers, poorly resourced learning spaces, and physical barriers to schooling. Additionally, the language barrier has been a persistent issue in the camp context where Rohingya is the only spoken language that all refugees understand and prefer. With teaching and learning materials in non-native languages, English and Burmese, education in a multilingual setting is very challenging especially for facilitators/teachers with low content knowledge, literacy levels in second languages, and pedagogical skills. Given these challenges for education in the Rohingya camps, education program activities can be strengthened with the use of technology solutions to support learners, teachers, trainers, and officers with meeting the standards of a formal curriculum.

All the guidelines related to Edtech can be found [here](#)

- a) Digital content for ECD can be found [here](#)
- b) Digital content for grade 1 to 10 is [here](#)
- c) Digital content for youth is [here](#)
- d) Audio Program Episode is [here](#)

3. Curriculum:

3.1: Myanmar Curriculum (MC): The Education sector started the rollout of the Myanmar Curriculum with the Myanmar Curriculum Pilot (MCP) in December 2021 based on the NTF's approval in January 2020 with a target of 10,000 learners for grades 6 to 9. Education Sector developed a Myanmar Curriculum scale-up roadmap and based on that, the education sector started scaling up the MC in July 2022 with KG, G-1 and G-2 and in July 2023, the sector completed the roll-out of MC to include other grades (3, 4, 5 and 10). From July 2023, the Education Sector is now implementing MC covering KG, grade 1 to 10.

Age, shifts, contact hours and teachers-students ratio: Myanmar Curriculum:

Myanmar Curriculum started its full swing of implementation from KG, Grade 1 to expansion of grades up to 10 in 2023, the Education sector is recommending to all learning facilities to be operated into **2 shifts** to comply with the minimum contact hours for learning.

[Grade, age and competency is mentioned in Annex 4.](#)

Curriculum and textbook: The Basic education curriculum framework of MC is enclosed [here](#). The textbook of Myanmar Curriculum from KG, grade 1 to 10 can be found in the Sector Google Drive.

Accelerated learning package (ALP): A **flexible, age-appropriate** program, run in an **accelerated timeframe**, which aims to provide access to education for disadvantaged, **over-age, out-of-school children** and youth. This may include those who missed out on or **had their education interrupted**, due to poverty, marginalization, **conflict, and crisis**.

In Rohingya response, ALP is a three-year program targeting children who are above 10 years and out of school. ALP program consists of 2 packages- ALP-1 and ALP-2.

Package	Age	Competency requirement
ALP- 1 ALP-2	Entry: 11 years (10 years for illiterate learners) Entry: 11 years	Not required ALP-1

ALP Package: ALP package 1 and 2 Teachers' guide and workbook/textbooks can be found [here](#)

3.2 Teachers Competency, Training and Material – Teachers Competency Framework, Training, class routine, inclusivity, and materials:

3.3.1 Teachers' competency framework: The teachers who are responsible for implementing MC should have minimum competency. Therefore, - the Myanmar Teachers' competency framework from KG to Upper secondary is enclosed [here](#) to adhere with recruitment, training etc.

3.3.2 Teachers Training:

Equipping the teachers with the skills required is of paramount importance for the Myanmar Curriculum to be succeeded. This has been largely responsible for student learning achievement when children and adolescents have been able to move through the formal cycles.

The sector wide training those have been conducted mentioned below:

1. **ECD training package for Trainer:** The document is enclosed [here](#).
2. **Induction package :** Basic pre-induction package for teachers in English and Burmese is enclosed [here](#).
3. **Subject based training:** [TPD \(Subject based and Assessment\) - Google Drive](#)
4. **Pedagogical Training:** Training Manual developed by UNHCR is [here](#).
5. **Language Training:** The training package will be developed by UNESCO next year but English Language training manual for facilitator and MT is enclosed [here](#).
6. **Cross- cutting:** Please find the cross-cutting materials below which has been developed by the Sector Partners.

Social Emotional Wellbeing: UNESCO has developed MHPSS training manual, click here to find the first draft [here](#)

Gender Training: [Click here](#) to find the training manual developed by Plan as a Gender Lead Agency of the Sector

DRR: Click here to find the training manual. (It will be finalized next year)

PSEA: [Click here](#) to find the guidance of mainstreaming PSEA

While designing any training, training materials followings criteria should be met:

1. Training will be appropriate to the Rohingya Refugee context and learning objectives.
2. Based on the context and type of emergency, the training package should be customized and delivered to make the package most suitable to the situation.
3. Partner should provide their inputs in the yearly training calendar for sector wide Teachers Training developed the sector.
4. Training package to be approved by the TCG.
5. Training should adhere to the Education sectors' yearly training calendar.
6. Training should cover safeguarding and child protection principles.
7. Training under TPD and other pedagogical training should incorporate few sessions of 'Inclusive Education Pedagogy'.

To ensure quality of the training, the monitoring of the teachers training is [here](#).

3.3.3 Class routine: Class routine has been updated in 2023 after incorporating feedback from the teachers and it is available [here](#). Please note that this class routine can be updated next year based on need and contexts.

3.4 Education Standard: [Inclusive Education is in Annex 4.](#)

4. Student - Enrollment, Attendance

Students will be enrolled from 3 sources as follows:

Source A: Students currently enrolled in the community schools in any of the grades between 1-9 and studying full time/part time. This category of students will go through placement test and their results will be used to understand their competency and level and learning needs.

Source B: Students who are currently attending classes (tutorial classes) in the camps using the Myanmar curriculum, and they are not enrolled in a specific grade but attend subject specific lessons.

Source C: Students who are currently not engaged in any formal or non-formal learning activities in the camp have come forward with a desire to enroll for education based on the Myanmar curriculum.

All the learners who will come from these sources require placement test to determine their learning level for placement at an appropriate grade.

An entry assessment (commonly referred as placement test) will be conducted with all students interested/eligible to participate in the MC irrespective of their background (studying in community learning facilities/home-schooling/out of school). Result of the entry assessment will be used to understand individual students' competency levels and learning needs. For students with Level 3 background (Source A) and those who have discontinued studying (source C), assessment results will be used to place them at appropriate grades.

Enrollment requirements for girls and children with disabilities into MC can be relaxed to encourage maximum participation of that those marginalized groups.

Placement test results will inform each student's learning levels and learning gaps in the three subject areas. The findings/data sets from the placement test for all group will be used to prepare catch-up packages to reach the required competency level for each grade.

4.1 Attendance

Tracking of Student Attendance:

The following definitions ensure a common criterion for irregular attendance and chronic absenteeism (also referred to as “drop-out”) is applied across all learning facilities. A tracking tool for use by all sector partners is being developed to complete the collection of beneficiaries through the UNHCR family counting number (FCN) of Food Assistance Number. Finalization of the tool will be followed by a training/orientation and a pilot of the tool. Students who do not attend the learning facility they are enrolled in regularly can be classified as one of the following:

A) Transferred to another learning facility If a child has transferred from the current learning facility to another learning facility, he/she should no longer be enrolled in the current learning facility.

B) Long-Term/Chronic Absence A child who has not attended the learning facility for 4 weeks, and: (i) Has not transferred to another learning facility (please verify with child / child’s family), and (ii) Has no excusable reason for absence (serious illness or family emergency) Note that the learning facility staff (Program Organizer, Technical Officer, Rohingya Learning Facilitator/Bangladeshi teacher) should reach out to the student/family of the student at least once in a week during this 4-week period.

C) Irregular attendance: A child who missed at least six days of school over the past 4 weeks. Note that the learning facility staff (Program Organizer, Technical Officer, Learning Facilitator/Bangladeshi teacher) should reach out to the student/family of the student twice in a one-month period if they are at risk of drop-out.

The above three criteria will be included in the data collection instrument for student attendance; therefore, teachers can track:

- (i) number of children who have transferred to another learning facility,
- (ii) number of long-term absentee children (dropouts), and
- (iii) number of children who attend irregularly.

Often teachers are reluctant to report dropout, but willing to report irregular attendance, making irregular attendance a proxy for dropout. Once students have been identified as a long-term absentee or attending irregularly, agencies are expected to develop their own follow-up procedure as suggested:

▪ After 1-3 days of absenteeism, the teacher could try to contact parents/family to investigate the reason for absenteeism; after 4-6 days if still unresolved, visits the family; more than 6 days, involves e.g., the M&E officer; and at any stage contacts child protection in cases of child abuse, neglect, or other serious issue. ▪ Agencies should report enrollment changes on a monthly basis (once standard collection tool is standardized for Sector partners).

5. Teachers - qualification, recruitment

[5.1 Code of Conduct \(CoC\) is in Annex 6.](#)

[5.2 Teacher and Facilitator Salary Scale is in Annex 7](#)

5.3 Common Job Description for Teachers:

Teachers of different categories/name/title/position will be responsible for conducting teaching learning activities for the learners. Besides their specific roles, they will be generally responsible for:

- Adhere to the shift schedules and prepare daily basic lesson plans for each subject/lesson accordingly.
- Co-teach 2 shifts per day in the learning center 5 days a week, 8 hours per day and 40 hours a week or as facility requires (per Sector endorsement)
- Teach in alignment with Myanmar Curriculum using distributed MC materials for each level (intermediary, core materials, or other sector-aligned materials)
- Engage children in learning using interactive, communication and approaches.
- Support Community Education Support Group (CESG) to manage Learning Facilities and deliver key life-saving messages within the learning facility community.
- Track student attendance using sector-endorsed tool and tracking system and ensure follow-up of

- students with prolonged absence.
- Track student learning progress using MC assessment materials when provided,
- Participate in designated professional development (such as refreshers, peer learning circles, practice-based trainings) on pedagogy, child protection, psychosocial support, and life-saving skills related to health and hygiene.
- Sign and adhere to the Code of Conduct as well as the child safeguarding protocol.
- Create non-discriminatory atmosphere / environment in the classroom so that learners respect the diversity, become friendly towards learners with disabilities and other marginalized groups.
- Participate in Disability and Inclusive Education Training if Sector / any organization organize.
- Practice Inclusive Teaching-Learning (Pedagogy) methods to address the needs of all learners specially children with disabilities.
- Any other tasks as deemed necessary.

Minimum Qualifications are mentioned in Annex 8.

5.4 Recruitment of Teacher:

Operational Features:

- A participatory and transparent recruitment process must be followed.
- Impartial recruitment process should be developed and carried out. It should follow a predefined job description and selection criteria and be acceptable to the community.
- A representative selection committee will recruit teachers and other educational personnel. The committee should consider the inclusion of Camp in Charge (CiC)/ Representative of CiC, (if present the Head teacher, the Convenor of the Community Education Support Group) and a representative from the implementing organization.
- It is the responsibility of the selection committee to ensure that the recruitment is transparent and without local or political influence.
- The Community Education Support Group may certify the candidate as acceptable to the community, as appropriate.
- Recruitment should reflect diversity and equity.
- Selection criteria will be non-discriminatory. This includes not discriminating on the basis of gender, ethnicity, religion, disability, or any other areas of diversity.
- Selection of candidates may focus on the academic qualifications, relevant experiences, facilitation skills, and language abilities.
- Preference should be given to qualified candidates from the school community.
- Gender balance should be taken into consideration.
- To accommodate the needs of young children, female teachers and Psychosocial facilitators may be sought.

Technical Features:

- All the candidates must face a written and viva test.
- Implementing will make the question paper following the sectoral guidelines.
- The written exam will be for 2 hours covering 50 marks.
- For Primary level teachers the question will be on Grade 5 level English, Mathematics and Science (For Bangladeshi) and English/Math and Myanmar Language (For Rohingya)
- For Secondary Teachers English/Myanmar Language and the respective subject of grade 10

5.5 Teacher Planning Time

Inclusion of time for lesson planning and professional development

It is important for teachers and facilitators to have sufficient time to prepare and plan, as well as reflect on and develop their teaching practice:

- Prepare lesson plans.
- Prepare teaching and learning materials, including teaching aids.
- Reflect on children's learning needs and devise activities and strategies to meet those needs.

- Reflect on challenges in the classroom and identify potential solutions.
- Provision of in-service training
- Coaching of teachers by peers or technical staff
- Teacher Learning Circles /Peer Learning Meetings

Preparation and reflection can take place individually, with a co-facilitator, or as a group. In order to make time for these activities, it will be necessary to somewhat reduce the number of timetabled learning shifts. For example, existing mechanisms include a shorter Thursday, where after the first shift (early learners), teachers are given planning time. This reduces the learning hours for the 2nd and 3rd shifts by 2 hours for the week. **It is anticipated that what is lost in learning time will be made up in increased support to teachers, reduced stress, and improvements in the quality of teaching and learning.**

By allocating time in the schedule when teachers are not teaching, this also allows agencies to provide more continuous Teacher Professional Development, including in-service training, coaching, and Teacher Learning Circles/Peer Learning Meetings.

A Peer Learning Meeting or Teacher Learning circle is a group sharing sessions to help create a professional community of teachers who support and encourage one another to meet their needs. PLMs are most effective when they meet regularly, and teachers can establish a routine learning loop where they reflect on their teaching practice and plan together how they can overcome challenges they may be facing in their classrooms and schools. PLMs are an opportunity for teachers to learn from each other, what is working in their classrooms and what is challenging. By reducing teaching time, agencies currently running PLMs or teacher learning circles can increase their frequency from monthly to weekly, therefore strengthening peer-led learning.

Materials on Teacher Learning Circles are enclosed [here](#).

6. Community and Cross-cutting Aspect

6.1 Stakeholder and community engagement

The stakeholders including the GoB officials and Rohingya community will be consulted in all the decision-making process. The relevant GoB officials, head of agencies and program heads from different implementing partners in Cox's bazar will be consulted through education sector coordinators to identify strategic needs, find out solutions and develop any strategies for the education sector. On the other hand, the relevant CiC and camp level education partners will be consulted through assigned education camp focal points to identify challenges, find out solutions and maintain the education standard in the camp. Additionally, there will be a Learning facility cluster-based Community Education Committee titled 'Community Education Support Group' (CESG), to support with identifying and addressing the educational needs and rights of all children in the community as well as ensuring that those responsible for education are accountable.

6.1.1 Stakeholder engagement in CXB and at camps:

The RRRC, ARRC, ADC (Edu and ICT), DPEO and DEO along with INGOs, NGOs, UN agencies, ISCG including subsector coordinators will be treated as major stakeholder for education sector in Cox's Bazar. On the other hand, the CiCs, Education partners, camp level focal from cross cutting sub-sector, the community leader, parents and representatives from learners and adolescent will be treated as main stakeholder at camps. The education sector, program partners and implementing partners should follow the minimum standards in consulting with different stakeholder that includes:

- All sector level wider seminar/workshop/training/program sharing events must be coordinated through education sector coordinators.
- Finding of any kind of piloting project must be presented to the wider sector before scaling up.
- All kind of need assessment, establishment of new education facilities should be done in consultation with camp level education focal.
- Regular (Half yearly) program sharing session should be organized to orient all the relevant GoB officials including the RRRC, in which the leading agencies including SAG members will play critical role along with sector coordinators.

6.1.2: Camp Focal Point:

In March 2018, the Education Sector Coordination Team, co-led by UNICEF and Save the Children, and Education partners based in Cox's Bazar agreed to create an "Camp Focal Point" (CFP) system. The aim of this system is to establish a clear point of communication in each of the camp locations and serve as a bridge between the Education Sector in Cox's Bazar and implementation in the camps. While there is a need for the Education Sector to be able to quickly feed disaster-preparedness related information and alerts down to the field-level during monsoon and cyclone seasons, the system intends to improve camp-level coordination with Camp in Charge (CiCs), RRRC, and partners of the Education Sector throughout the year. In Cox's Bazar area there are 34 camps including registered camps (KRC and NRC) and the Education Sector already assigned one CFP for each camp. While assigning the CFP, the Education Sector has emphasized on male female balance. The CFP role is a voluntary role and it's not only the responsibility of the assigned person, but the focal organization will also be responsible to support and to uphold the agenda of ensuring camp level effective coordination. The camp focal point TOR is enclosed [here](#). Furthermore, the code of conduct of the camp focal point is also can be found [here](#).

6.1.3 Community Education Support Group and their responsibility

The CESG will be a voluntary group, formed of a total of 11 members of the community and should include parents, teachers, children, adolescents, youth, persons with disabilities and camp/religious leaders. The committee should be an inclusive and open place for all members of the committee with 50% of participants being female. The committee members will meet monthly, play critical role in education program will be responsible of some specific tasks as per CESG ToR is [here](#) including monitoring of education facilities. Addition to the CESG, monthly parents meeting will be organized to consult with parents, representative from children and adolescent & youth focusing on

- Ensuring regular attendance specially girls' attendance
- Facilitate a session on education related issue (every month) to create awareness.

6.2 Cross-cutting issues - Gender, PSEA, CSP, DRR, Feedback Mechanism, case referral

- Mainstreaming procedure (activities) of specific cross cutting issues
- Feedback/Referral mechanism
- Gender and PSEA
- CSP and DRR

6.2.4. Child Safeguarding Policy (CSP) and Disaster Risk Reduction (DRR):

Child Safeguarding Policy (CSP):

Child safeguarding policies are critical in ensuring the safety and well-being of children in the Cox's Bazar education sector, particularly in the context of emergencies. As such, it is important for all education actors to be aware of and adhere to these policies to prevent and respond to any forms of abuse, exploitation, and violence against children. This includes teachers who are at the forefront of delivering education to children in the affected areas. Here are some standards for child safeguarding policy for the Cox's Bazar education sector that must be followed:

- Ensure that child safeguarding is a top priority in education programing.
- Develop and implement a comprehensive child safeguarding policy that addresses potential risks and vulnerabilities.
- Provide training and support for all staff members, including teachers and volunteers, on child safeguarding policies and procedures.
- Establish a clear reporting mechanism and ensure that it is accessible to all children and adults.
- Encourage children to participate in the development and implementation of child safeguarding policies and procedures.
- Foster an environment that promotes open communication and encourages reporting of any concerns related to child safeguarding.
- Develop and implement child-friendly information materials that provide children with information on their rights, including their right to protection from harm and abuse.
- Conduct regular reviews of child safeguarding policies and procedures to ensure their effectiveness and to identify areas for improvement.
- Ensure that children with disabilities and other vulnerable groups are included in all aspects of the child safeguarding policy and implementation process.

- Engage with parents, caregivers, and communities to raise awareness about child safeguarding policies and procedures and promote a culture of child protection.

6.2.5. Gender responsive education programming in Cox's Bazar

Gender inequalities in education are evident through multiple studies and assessment (ENA, JMSNA, Gender analysis) which have irreversible impact on Rohingya children's access, retention, and participation in education, especially for adolescent girls. Cultural barriers, traditional gender norms, religious sentiments, and negative attitudes towards girls' engagement with boys in public spheres has limited girls' access to learning facilities. It is well understood that only gender mainstreaming is not adequate to address girls' barrier to education hence targeted efforts are required with a special focus on girls' education in camps. A paradigm shift is urgent at standards, policy, and institutional level to ensure education program implemented are gender responsive. It means designing education program to respond to the different needs of children to make it more accessible and culturally sensitive according to the demand of the community.

Below are the key steps for education sector partners to consider while designing and implementing education program in camps.

- Ensure 50% staffs recruited to support education program implementation are female from strategic to field level—including project staffs, teachers or any community stakeholders engaged.
- Build staff capacity on gender, gender equality in education and gender responsive education implementation based on the roles and responsibilities of the staffs and should be a continuous process.
- Conduct gender analysis and identify different needs of children based on gender and design program accordingly.
- Initiate targeted activities such as girls only sessions for adolescent girls,
- Include targeted budget and mobilize resources to address the gender issues identified in the needs assessment to make the budget gender responsive.
- Such as targeted initiatives for girls such as girls only sessions, female teacher recruitment, female Rohingya recruitment for girls' safe walk, engagement with religious leaders should be considered.
- Support to out of school girls needs to be included and budgeted.
- Build capacity of community members on positive gender and social norms to promote girls' education in the form of training, campaign, door to door consultation.

6.2.6. PSEA

Sexual Exploitation and Abuse (SEA) and Sexual Harassment (SH) are unacceptable breaches of fundamental human rights and a deep betrayal of convention of the right of the children. It is unconscionable, it is intolerable, and it is often criminal. Equally intolerable is the sexual harassment of our fellow aid workers. Realizing the right of individuals and communities that Education sector and its partners serve to access the protection and assistance they need without fear of sexual exploitation and abuse; the right of partner staffs as well as Rohingya children to feel supported, respected and empowered to deliver assistance in an environment free from sexual harassment; and the right of survivors of SEA and SH to access timely and confidential investigation and effective and safe assistance and support. Below are few key considerations to ensure PSEA in workplace as well as in learning spaces are ensured and strengthened.

- Every partner to have zero tolerance policy and culture built through Accountability, Prevention and Gender Equality
- Every partner to conduct a PSEA risk assessment, include as a core element into the risk management approach and define mitigation measures as part of the risk management plan.
- Every partner to promote prevention through openness, encourage to speak up and speak out, encourage to facilitate difficult conversation, to demonstrate zero tolerance policy.
- Every partner to promote gender equality in terms of education staff recruitment from strategic and leadership positions to field level to reduce the risk to PSEA due to the power dynamics based on gender.
- Every partner to ensure training on PSEA is mandatory and demonstration of through behavior in workplace and in project implementation location.
- Every partner to have a Reporting Mechanisms that are Safe and Trusted and easy to access both by partner staffs at office level and for community at field level.
- Every partner to have clear pathway for Investigations and Sanctions that are Swift and Credible
- Engaging Partners and involved staffs to provide leadership in PSEA and in the fight against SEA and SH

6.2.7. Disaster Risk Reduction (DRR):

Disasters can have a significant impact on education systems, particularly in vulnerable areas like Cox's Bazar. Disaster Risk Reduction (DRR) measures are essential to protect students, teachers, and education infrastructure from potential harm. Conducting and training education staff to carry out school level risk assessments, planning for disasters, preparing for emergencies through training, sensitization, and outreach to relevant stakeholders, and implementing small-scale/school level mitigation and preparedness measures are some of the critical components of DRR in the education sector. Here are some specific measures that can be taken:

- Conducting and training education staff to carry out school level risk assessments.
- Planning for disasters, including through the development of Safety Management Plans, Emergency Response Plans, School DRR Plans, etc.
- Prepare for disasters through training, sensitization and outreach to teachers, local administration, communities, parents, and children.
- Small-scale/school level (structural and non-structural) mitigation and preparedness measures.
- School/LC level Risk Reduction Action Plan including Education Continuity planning.

ANNEXES

Annex 1: Teacher & Class Material Lists

Category of Products:

1. ECD Materials
2. Primary and Secondary (KG, grade 1 to 10) Education Class Kit with Teaching and Learning Materials
3. PPE Class Kit with Teaching and Learning Materials (KG)
4. Learning Facility Administration Kit
5. Learning Facility Recreational Kit

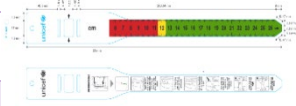
1.1 ECD Materials:

A. Learners' Materials for integrated ECD [Exercise books, Learning Materials]:

S/N	DETAILED ITEM DESCRIPTION	UNIT	ACTIVITY DESCRIPTION	Number of materials (per CBLF/2 shift)	REMARKS: (ie. number of consultants, days, documentation)
1	Exercise Khata (200 pages)/life skill studies khata English, (7.5x6.1) inch, inner page - 120 pages (55gsm offset), cover page 300gsm Duplex board with Logo, message printing (bi-color), binding-stitch & juice,	nos	Materials used for Integrated ECD	24	3 khata @ child* 1 time (total is 72 per child)
2	Math, (7.5x6.1) inch, inner page - 120 pages (55gsm offset), cover page 300gsm Duplex board with Logo, message printing (bi-color), binding-stitch & juice, Design	nos	Materials used for I-ECD	24	
3	Exercise Khata (200 pages)/life skill studies khata Burmisse, (7.5x6.1) inch, inner page - 120 pages (55gsm offset), cover page 300gsm Duplex board with Logo, message printing (bi-color), binding-stitch & juice	nos	Materials used for I-ECD	24	
4	Wooden Pencil (Faber Castel)	pcs	Materials used for I-ECD	48	2 per child
5	Ball Pen (black and Blue) item	pcs	Materials used for I-ECD	48	2 per child
6	Sharpener small size plastic	pcs	Materials used for I-ECD	48	2 per child
7	Eraser medium size (Faber Castel)	pcs	Materials used for I-ECD	48	2 per child
8	Crayons (Mom, Faber Castel)	box	Materials used for I-ECD	24	




B. Teachers' Materials for integrated ECD:

S/N	DETAILED ITEM DESCRIPTION	UNIT	Number of materials (per CBLF)	ACTIVITY DESCRIPTION	REMARKS: (ie. number of consultants, days, documentation)
1	White Board (Size)	Nos			
2	Teaching materials (I-ECD Facilitator's Manual)	Nos	1	materials used for I-ECD learners @ center 1 set	
3	Learners Attendance Register	Nos	1	materials used for I-ECD learners @ center 1 set	

4	Visitor's Khata	Nos	1	materials used for I-ECD learners @ center 1 set	
5	Assessment register	Nos	1	materials used for I-ECD learners @ center 1 set	
6	Story book	Nos	1	materials used for I-ECD learners @ center 1	

From Sector-10 & SW- 8

C. Learning Facility Administration Kit:

Screening Materials					
S/N	DETAILED ITEM DESCRIPTION	UNIT	Number of materials per CBLF)	ACTIVITY DESCRIPTION	REMARKS
1	Children's Mid Upper Arm Circumference (MUAC) measuring tape with cut-off point at 11.5 cm,	Nos	5	Materials used for IECD Center	
2	Measurement tape for Height measurement of Children	nos	3	Materials used for IECD Center	
3	Measurement tape for Height measurement of Children (Depends on Budget)	nos	1	Materials used for IECD Center	
4	Weight Machine (good quality)	nos	1	Materials used for IECD Center	

DRM KITS					
S/N	DETAILED ITEM DESCRIPTION	UNIT	Number of materials (per CBLF)	ACTIVITY DESCRIPTION	REMARKS: (ie. number of consultants, days, documentation)
1	First Aid Kit: scissors, gauze, bandages, plasters, sticking plaster, tweezers, latex gloves, Savlon, thermometer, soap, saline solution, a first aid manual	Sets	1	Materials for I-ECD	
2	Radio	nos	1	Materials for I-ECD	
3	Reserve drinking water: 10 liters (2*5 liter, MUM)	litres	10	Materials for I-ECD	
4	Clipboard (Standard)	nos	2	Materials for I-ECD	
5	Safety vest: bright yellow, adult size	nos	1	Materials for I-ECD	
6	Whistle (Steel)	nos	5	Materials for I-ECD	
7	Pens: black and blue, montex	nos	5	Materials for I-ECD	

8	Red and Green Cards: laminated with all cards 'present' and 'missing' (A4 size)	nos	2	Materials for I-ECD	
9	Sand Buckets (10 KGs send, Iron sheet)	nos	2	Materials for I-ECD	

HEALTH and HYGIENE KITS					
S/N	DETAILED ITEM DESCRIPTION	UNIT	Number of materials (per CBLF)	ACTIVITY DESCRIPTION	REMARKS: (ie. number of consultants, days, documentation)
1	Buckets (20 Ltr.) RFL	nos	2	Materials used for I-ECD @ 2 per center	
2	Jug (RFL, 3 litre)	nos	2	Materials used for I-ECD@ 2 per center	
3	Mug (RFL, 2 litre)	nos	3	Materials used for I-ECD@ 3 per center	
4	Liquid hand wash: 250 ml; Pump system; lifebouy	nos	25	Materials used for I-ECD@ 25 per center	
5	Jute bag Hygienic jute bag: This bag will use for packaging. Size of the bag should be enough for containing all above items)	nos	1	Materials used for I-ECD@ 1 per center	

Facilitator's Dignity Kits					
S/N	DETAILED ITEM DESCRIPTION	UNIT	Number of materials (per CBLF)	ACTIVITY DESCRIPTION	REMARKS: (ie. number of consultants, days, documentation)
1	Dairy/ Notebook (150 pages)	item	1	Materials used by facilitators @ 1 per center	
2	Ball Pen (1 black, 1 Blue, 1 Red) (ball point pen, brand: Rediff/good luck)	item	1	Materials used by facilitators @ 1 per center	
3	Umbrella (medium size with Plan, FIVDB, ECW Logo)	item	1	Materials used by facilitators @ 1 per center	
4	Small towel (standard quality)	item	1	Materials used by facilitators @ 1 per center	
5	Laundry bar	Pcs	2	Materials used by facilitators @ 2 per center	
6	Beauty soap (Lifebuoy)	Pcs	3	Materials used by facilitators @ 3 per center	
7	Sanitary napkin	Pack	3	Materials used by facilitators @ 3 per center	
8	Shampoo (Unilever)	Pcs	1	Materials used by facilitators @ 1 per center	
9	Toothpaste (Unilever)	Pcs	1	Materials used by facilitators @ 1 per center	

10	Toothbrush	Pcs	1	Materials used by facilitators @ 1 per center	
11	Plastic bucket RFL	Pcs	1	Materials used by facilitators @ 1 per center	
12	Plastic Mag RFL	Pcs	1	Materials used by facilitators @ 1 per center	
13	Teacher's Apron/Jacket (need to discuss)	item	1	Materials used by facilitators @ 1 per center	
14	ID Card (need to discuss)	item	1	Materials used by facilitators @ 1 per center	
15	Bag (water proof, blue color bag with while logo, one size bigger than learner's school bag)	item	1	Materials used by facilitators @ 1 per center	
16	Water bottle (630ml Blue 903268) RFL	item	1	Materials used by facilitators @ 1 per center	
17	Torch/solar light (standard size)	item	1	Materials used by facilitators @ 1 per center	

ECD Play Materials: [Bags with Toys and Corner Material]				
S/N	DETAILED ITEM DESCRIPTION	UNIT	ACTIVITY DESCRIPTION	REMARKS: (ie. number of consultants, days, documentation)
	ECD Package-3 (Plastic)			
1	হাড়িপাতিলের সেট	2 sets	materials used for-ECD learners @ center 2 sets	
2	পশুপাখির সেট (বন্য প্রাণী/ জু সেট)	1 sets	materials used forl-ECD learners @ center 1 set	
3	পশুপাখির সেট (গৃহপালিত)	1 set	materials used forl-ECD learners @ center 1 set	
4	মোবাইল	6set	materials used forl-ECD learners @ center 6 sets	
5	গাড়ি	3 pcs	materials used forl-ECD learners @ center 3 sets	
6	বাইনোকুলার	4 pcs	materials used forl-ECD learners @ center 4 sets	
7	আসবাবপত্রের সেট	1 set	materials used forl-ECD learners @ center 1 set	
8	ফলের সেট	1 set	materials used forl-ECD learners @ center 1 set	
9	ছোট নরম বল	4 pcs	materials used forl-ECD learners @ center 4 sets	
	ECD Package-4 Wooden			
10	কাঠের ব্লক সেট	1 set	materials used forl-ECD learners @ center 1 set	
11	ডোমিনো সেট	1 set	materials used forl-ECD learners @ center 1 set	
12	ইন্টার লকিং সেইপ কার্ড	1 set	materials used forl-ECD learners @ center 1 set	
13	পাজেল: -8 পিসের (কাঠের)	1 set	materials used forl-ECD learners @ center 1 set	

14	পাজেল: - ৮ পিসের (কাঠের)	1 set	materials used for I-ECD learners @ center 1 set	
15	পাজেল: - ১২ পিসের (স্পঞ্জের)	1 set	materials used for I-ECD learners @ center 1 set	
16	সবজির সেট	1 set	materials used for I-ECD learners @ center 1 set	
	ECD Package-5			
17	পাস্টিকের গামলা	2 pcs	materials used for I-ECD learners @ center 2 set	
	ECD Package-6			
18	ব্যাগ	1 pcs	materials used for I-ECD learners @ center 1 pcs	
	ECD Package-7			
19	মাদুর	1 pcs	materials used for I-ECD learners @ center 1 pcs	Floor Mats (considering 15 x 23 feet) Colour: Orange and blue (orange side will be focused) Size: 5'9" x 11'9" (after stitch) without stitch will be 6' x 12'
	SBK Package-9 (Stationaries)			
20	ক্রেয়ন- (১২ পিসের প্যাকেট)	4, boxes	materials used for I-ECD learners @ center 4 boxes sets	
21	সাদা কাগজ	1/2 rim,	materials used for I-ECD learners @ center 1/2 ream	

Parenting Materials/Kits					
S/N	DETAILED ITEM DESCRIPTION	UNIT	Qty	ACTIVITY DESCRIPTION	REMARKS: (ie. number of consultants, days, documentation)
	I-ECD Package-7				
1	মাদুর	Nos	1	1 Per center	Double, Please check
	I-ECD Package-8				
2	Parenting Facilitator manual	Manual	1	1 per facilitator	
3	Parenting guidebook	Book	24	1 caregiver	
4	Parenting poster	Poster	1	1 Per center	

SAFEGUARDING & Child Friendly Feedback Mechanism					
S/N	DETAILED ITEM DESCRIPTION	UNIT	Number of materials (per CBLF)	ACTIVITY DESCRIPTION	REMARKS: (ie. number of consultants, days, documentation)
1	Safeguarding Code of conduct Poster	Nos	1	Safeguarding	Please check with Safeguarding Specialist before finalization/printing (it is Mandatory)

2	Safeguarding Reporting Poster	Nos	1	Safeguarding	Do
3	PSEA Know the Rules (Six Principle) poster	Nos	1	PSEA	Do
4	PSEA reporting poster	Nos	1	PSEA	Do
5	You have a right to feel safe and protected Poster	Nos	1		Do
6	Feedback Box (tin/wooden/plastic-Good quality)	Nos	1	Child Friendly Feedback Mechanism	Please check with M&E Specialist before finalization (it is Mandatory)
7	PVC banner for feedback mechanism (including phone number)	Nos	1	Child Friendly Feedback Mechanism	Please check with M&E Specialist before finalization/Printing (it is Mandatory)

1.2 Pre-Primary Education Class Kit: A) Teaching and B) Learning Materials

This kit is designed to provide a teacher or community education worker/volunteer teacher with basic supplies for one pre-primary education class or group of around 40 students for three months, after which it will need to be re-supplied if emergency continues. For planning purposes, the unit / ratio for this kit is one “Class Kit” per class/group of 40 children. Part A includes teaching materials for one Teacher. Part B includes materials for 40 children.

A. Materials for Pre-Primary Education Teachers

MINIMUM REQUIREMENTS		
Description	Unit	Qty
Bag (waterproof)	pcs	1
Pencils or pens (1 set = black 2, blue 1, red 1)	set	1
Teachers notebooks (150 pages)	pcs	1
Attendance Register	pcs	1
Chalk (white, 12 in 1 box)	box	5
Whiteboard	pcs	1
Dry erase markers	set	2
Guideline (user manual for kit)	pcs	1
Attendance, Enrollment Register (Age, grade specific)	pcs	1
Offset Paper (print paper?)	pcs	100
Tennis ball	pcs	5
Block set (multi-color, multi shape blocks made of EVA sheet)	set	7
Multi-color stuffed soft ball (3 balls per set)	set	3
Puzzle Set	set	5
Waterproof Charts (both Burmese & English): Alphabet, Numbers, Body Parts	set	1
OPTIONAL ITEMS		
Umbrella	pcs	5
Small Towel	pcs	1
Duster (whiteboard)	pcs	1
Option to chalk during rainy season: whiteboard + dry erase markers	Pcs	1
Drinking Glass	pcs	1
Permanent Marker	set	1
Scissors (medium size)	pcs	1
Teaching clock 8” diameter made of wood –strong quality plastic frame	pcs	1

Plastic Animal Set (plastic toys- 1 cow, 1 ox, 1 dog, 1 deer, 1 goat, 1 horse)	set	5
Tool kit Set	set	5
Doll Set (Boys & Girls)	set	5
Picture Books (Per classroom - 10)		10

1.3 Learning Facility Administration Kit

This kit is designed to support education activities for Rohingya students functioning after the onset of an emergency. For planning purposes, the unit/ratio for this kit is one 'Learning Facility Admin Kit" per learning facility.

MINIMUM REQUIREMENTS		
General Items Description	Unit	Qty
Blackboard approx 1.5 x 1m	pcs	3
Blackboard Stand	pcs	3
Plastic Mat (Madur) large (around 5X3 feet)	pcs	10
Trunk box with lock	pcs	1
Cloth duster	pcs	4
Fire extinguisher/ bucket of sand	pcs	1
OPTIONAL ITEMS		
School Bell	pcs	1
Waste bin	pcs	1
Shoe rack	pcs	1
Comment/ opinion box	pcs	1
Padlock with chain	pcs	2
WASH - MINIMUM REQUIREMENTS		
Description	Unit	Qty
Plastic Bucket 30 Ltr with lid (one for drinking water, one for cleaning)	pcs	2
Plastic Mug	pcs	1
Water Pot (Badna) for toilet	pcs	2
Soap (for washing hands)	pcs	4
Soap for cleaning	pcs	4
Sanitary Pad	Pcs	5
Toilet cleaner (<i>Harpic</i>)	pcs	1
Toilet cleaning brush	pcs	1
Bleaching powder (box of 250gr)	box	1
Broom & broom stick	pcs	2
First Aid Kit (per classroom)	pcs	1
WASH - OPTIONAL ITEMS		

Water Purifying Tablet, box of 10 (optional)	box	10
Bleaching powder (box 250g)	box	1
ORAL Saline	pcs	1
Soap Case	pcs	2
Water Pitcher	pcs	1
Sandal (Plastic)	pcs	2
Water Filter (optional)	pcs	1

1.4 Student Recreation Kit

The kit is designed to provide a School or non-formal Education program with basic recreation materials for 1 center (classroom) for 3 months while they may be or may not be displaced, in transit or with no permanent school site, after which it will need to be resupplied. It can and should be adapted to the needs of children in different contexts where appropriate. For planning purposes, the unit/ratio for this kit is one "Recreation Kit" per school or non-formal education program.

MINIMUM REQUIREMENTS		
Description	Unit	Qty
Mina/Tunir Morog book/Story books	pcs	10
Drawing Paper, A4 size	pcs	50
Variety of colour paper, size 5	pcs	50
Brown paper, for group drawing	pcs	20
Variety of marker 4/5 colours	pcs	20
Glue	pcs	4
Football	pcs	2
Plastic ball, colorful,	pcs	5
Skipping Rope	pcs	6
Puppets	pcs	10
OPTIONAL ITEMS		
Cloth duster	pcs	4
Ludu (Ludo)	pcs	5
Puzzle Box	pcs	6
Latim (spinning top)	pcs	6
Flute, attached with balloon	pcs	10
Cricket (optional for school compound)	set	2

1.5 Primary Education Class Kit: A) Teaching and B) Learning Materials

This kit is designed to provide a teacher or community education worker/volunteer teacher with basic supplies for one primary education class or group of around 40 students for the period of one month, after which it will need to be re-supplied if emergency continues. For planning purposes, the unit / ration for this kit is one "Class Kit" per class/group of 40 children. Part A includes teaching materials for one Teacher. Part B includes materials for 40 children.

A. Materials for Primary level Teachers and Learning Facilitators required

MINIMUM REQUIREMENTS		
Description	Unit	Qty
Bag (as possible - waterproof)	Pc	1
Pencils (including eraser, sharpener) or pens (1 set = black 2, blue 1, red 1)	Set	1
Triangle, 30-60-90 deg	Pc	1
Triangle, 90-45 deg	Pc	1
Measurement Tape 5 m.	Pc	1
Teachers note books (150 pages)	Pc	1
Attendance Register	Pc	1
Box, Metal lockable storage box		
Chalk Board/Black board		
1 set of 3 posters (multiplication table, number table, alphabet table) laminated		
Compass		
1 ruler in both inches and c.m.		
1 set of plastic covered wooden cubes		
1 Tape, adhesive, transparent 1.5 cm x 10 m/BOX-20 T		
Chalk (white, 12 in 1 box)	Box	5
Guideline (user manual for kit)	Pcs	1
Educational charts (English and Burmese language)	Pcs	
OPTIONAL ITEMS		
Umbrella	Pc	5
Gum boot	Pc	1
Option to chalk during rainy season: whiteboard + dry erase markers	Pc	1
Small Towel	Pc	1
Duster	Pc	1
Drinking Glass	Pc	1
Permanent Marker	Set	1
Liquid Hand Wash Soap	ltr	3
MINIMUM REQUIREMENTS		
Description	Unit	Qty
Teacher ID (also for facilitators same)	Pc	1
Teacher jacket or piece of cloth (Same unified color & design)	Pc	1

Printed learning material:

Teachers':

- Teachers guide,
- Yearly lesson plans,
- Copy of curriculum (based on the grade and subject the teacher is teaching)

- Copy of textbook (based on the grade and subject the teacher is teaching)

Students':

- Textbooks
- Story books (age and grade appropriate, as addressed in curriculum)
- Student workbook (if any)

B. Materials for Primary Class Students KG, Grade 1 to 5

MINIMUM REQUIREMENTS		
Description	Unit	Qty
Water Proof School Bag	Pc	40
200 pgs A4 Exercise Book (Khata) plain (8 copies)	Pc	320
100 pgs A4 Exercise Book (Khata), single ruled (08 copies)	Pc	320
HB Pencil *2 per child	Pc	80
Color Pencil box (small) /crayons	Box	40
Slates * 1 per child	Pc	40
Attendance / Enrollment Register (Age, grade specific)	Pc	5
Sharpener	Pc	40
Erasers * 2 per child	Pc	80
Student IDs	Pc	40
Drinking Water Pot	Pc	40
Textbooks		
Story books		
Student workbook		
OPTIONAL ITEMS		
100 pgs A4 Exercise Book (Khata), four line (08 copies)	Pc	320
100 pgs A4 Exercise Book (Khata), square line (08 copies)	Pc	320
Footwear (sandal)	Pc	40
Cap (for head cover)	Pc	40
Book Cover (Roll Plastic/polythin)	Roll	40
Ruler (plastic 30 cm)	Pc	40
Towel (small size)	Pc	40
Plastic plate	Pc	8
Umbrella/ Raincoat	Pc	1
Wall Clock (every classroom)	Pc	1
Comb (per classroom- 3)	Pc	3
Nail Cutter (Per classroom -1)	Pc	1
Waste Bin (Per classroom -1)	Pc	1

1.6 Secondary Education Class Kit: A) Exercise copies B) Stationary Materials

A) Exercise Copies

Exercise Copies for Grade 6 – 8		
Description	Unit	Qty
Drawing book	Pc	1
Science (240 pages)	Pc	1
Social Science (240 pages)	Pc	1
English (240 pages)	Pc	1
Math (240 pages)	Pc	1
Graph notebook for Math (240 pages)	Pc	1
Burmese (240 pages)	Pc	1
Laboratory Notebook for Science (240 pages)	Pc	1

Exercise Copies for Grade 9 - 10		
Description	Unit	Qty
Science (240 pages)	Pc	2
Social Science (240 pages)	Pc	2
English (240 pages)	Pc	2
Math (240 pages)	Pc	2
Graph notebook for Math (240 pages)	Pc	2
Burmese (240 pages)	Pc	2
Laboratory Notebook for Science (240 pages)	Pc	1

A) Stationary Items

Stationary Items		
Description	Unit	Qty
Ball Point Pen-(set of 20)	Box	1
Erasers	Pc	1
Sharpener	Pc	1
Wooden Color Pencil - Box of 12 colors	Box	1
Watercolor Paint	Box	1
Geometry Box	Box	1
Calculator (12 Digits)	Pc	1
Wooden Pencil (2b)	Pc	1
Wooden Pencil (4b)	Pc	1
Wooden scale (ruler) 24 inch	Pc	1
Ziplock Bag (these items were distributed as set pack and Ziplock bags were used for this purpose)	Pc	1

Annex 2: Letter of Endorsement from Education Sector

Standard operating procedures for education sector endorsement of a Learning Facility

Dear Camp in-Charge and Site Management Support Focal Point,

(Name of implementing agency) has consulted the Education Sector to establish the following in (Camp No./Name):

(TYPE OF FACILITY) (NUMBER OF FACILITIES)

The Site Management Support Agency (NAME) of (CAMP) was consulted and has endorsed this activity.

The funding entity for these facilities are (NAME OF FUNDING ENTITY).

This is only an endorsement of the Education Sector for the learning facility/activity; please note that the Education Sector does *not*:

1. Conduct day to day monitoring of the facility
2. *Direct* quality oversight of the activities in the facility
3. Assess that final plots/spaces are in a safe and appropriate location (*not* in close proximity to a WASH facility, sewage system, food/NFI distribution point, or in a landslide or flood-prone space)

The funding entity and implementing partner are accountable for monitoring the above.

Endorsement Request Form

All implementing partners requesting to establish a learning center must submit the following to the Education Sector Coordinator (edusector.cxb@humanitarianresponse.info)

Camp Number/Name: _____

Number of facilities in the above camp: _____

-
1. Name of implementing partner (entity requesting space):
 2. Name/role/contact of focal point for request:
 3. Funding entity for requested facilities:
 4. What measures have been taken to ensure this facility does not duplicate services in nearby facilities?
 5. Why is this *type* of facility necessary in this camp/location? Please note that CiCs and Site Management prefer to have the fewest number of education actors in each camp implementing activities. Therefore, you will likely not receive approval to work in a camp with more than 3-5 education actors².

Annex 3: Process and Criteria for Membership in the Education Sector

Name of Organization: _____

Criteria	Yes/No	Remark
Registration/Approval (GoB and NGOAB)		If yes share the documents
<p>Do you have permission to implement in the Rohingya response and/or host community? Please provide proof based on your project type: For Projects receiving foreign/ international funding</p> <ul style="list-style-type: none"> FD-1 (registration for implementation) FD-6 (long-term programming implementation) FD-7 (short-term programming implementation) Projects receiving funding from Bangladesh Approval from the Ministry of Social Welfare <p>Please email to verification: edusector.cxb@humanitarianresponse.info; and lcfa.cxb@humanitarianresponse.info;</p>		If yes, please share the proof
Do already have written permission to work in Camp from the RRRC office?		If yes, please share the proof
<p>Do you have previous experience in implementing or supporting education activities (preferably education in an emergency setting (EiE)? Please send a brief overview of your experience working in Education (this should include project reports and a history of supporting education activities implemented so far) in English or Bangla to: edusector.cxb@humanitarianresponse.info; and lcfa.cxb@humanitarianresponse.info;</p>		Please send the requested description
<p>Do you have a dedicated information management officer (IMO) to submit timely and accurate data of your activities using the Sector monthly 5W reporting template?</p> <p>Share the IM Focal Contact Details.</p> <p>Note: Failure to submit 5Ws for 3 consecutive months may result in membership cancellation.</p>		The first submission must be following the monthly 5W submission date of the Education Sector.
<p>Can you commit one focal person to attend the education sector monthly meetings in Cox Bazar?</p> <p>Provide the email name, position, and contact of the focal point to: edusector.cxb@humanitarianresponse.info; and lcfa.cxb@humanitarianresponse.info;</p> <p>Note: Please ensure you do not miss more than two monthly meetings consecutively as this may lead to the cancellation of membership.</p>		
<p>Did you review the Education Sector' Joint Response Plan (JRP)? Are you part of the JRP 2023?</p> <p>If so please share your JRP project document to: edusector.cxb@humanitarianresponse.info and lcfa.cxb@humanitarianresponse.info;</p>		
<p>Document to review (Self Orientation):</p> <p>Education Sector Google Drive</p> <p>Education Sector Strategies</p>		

Annex 4: Grade, age and competency is mentioned below for Primary, Secondary and ALP:

Grade	Age	Competency	Subjects
ECD		The ECD learning Competency framework is enclosed here .	
KG	Age 5 years old Flexibility in age for Children with Disabilities (Mild/ Moderate/ Severe) (Guideline has been provided to the Education Sector by HI.	KG	1. KG-Drawing & Painting 2. KG-Basic Mathematic
Grade- 1	Age-6-7 Flexibility in age for Children with Disabilities (Mild/ Moderate/ Severe) (Guideline has been provided to the Education Sector by HI.	Grade- 1	1. Myanmar 2. English 3. Mathematics 4. Science 5. Social Studies 6. Life Skills
Grade -2	Age-7 -8 Flexibility in age for Children with Disabilities (Mild/ Moderate/ Severe) (Guideline has been provided to the Education Sector by HI.	Grade -2	1. Myanmar 2. English 3. Mathematics 4. Science 5. Social Studies 6. Life Skills
Grade -3	- 8-9 YO (8-11 for learners enrolled in 2022) Flexibility in age for Children with Disabilities (Mild/ Moderate/ Severe) (Guideline has been provided to the Education Sector by HI.	Grade -3; if any 10 YO learners completed ALP-1 can enroll in grade-3	1. Myanmar 2. English 3. Mathematics 4. Science 5. Social Studies 6. Life Skills
Grade- 4	Grade- 4: 9-10 (9-12 for learners enrolled in 2022) Flexibility in age for Children with Disabilities (Mild/ Moderate/ Severe) (Guideline has been provided to the Education Sector by HI.	Grade 4 and 5 competencies, if anyone eligible from ALP-2 need to have the equivalent competency test	1.. Myanmar 2. English 3. Mathematics 4. Science 5. Social Studies 6. Life Skills
Grade - 5	Grade-5: 10-11 (10-13) Flexibility in age for Children with Disabilities (Mild/ Moderate/ Severe) (Guideline has been provided to the Education Sector by HI.	Grade 5	1. Myanmar 2. English 3. Mathematics 4. Science 5. Social Studies 6. Life Skills

Secondary

Grade	Age	Competency	Subjects
Grade 6	11-13	Grade 6 Learners who complete grade-5 will be eligible to enroll in grade -6. Children in ALP 2 would sit a placement test to determine which is the most appropriate MC grade for them to enter.	1. Myanmar 2. English 3. Maths-1 4. Maths-2 5. Science 6. Geography 7. History 8. Moral & Civics 9. Life Skills
Grade 7	13 - 14	Grade- 7	1. Myanmar Language 2. English 3. Maths-1 4. Maths-2 5. Science 6. Geography 7. History
Grade 8	14 - 15	Grade-8	1. Myanmar 2. Math 3. Science 4. English 5. Geography 6. History
Grade 9	15 – 16	Grade 9	1. Myanmar Poem 2. Myanmar Grammer 3. Maths-1 4. General Science 5. Geography 6. History 7. Reader Eight 9. Mahawthadar
Grade 10	16 - 17	Grade-10	1. Biology-1 2. Biology-2 3. Chemistry-1 4. English 5. Life skills 7. Mathematics 8. Myanmarsar (Myanmar language) 9. Physics-1 10. Physics-2 11. Science-Eng 12. Social studies (GHE) 13. Social studies (STEAMS)-2

Annex 5: Education Standard: Inclusive Education

Areas/ Interventions	SN#	Benchmark Questions/ Indicators	Minimum Standard	Remarks
Accessibility in LC/ CBLF/ School	01	Doors of LC's classrooms are wide.	The doors should have a minimum clear opening width of 0.9m or 34 inches when the door is fully open	34" width will benefit entering wheelchair as well as will benefit other learners
	02	Ramps in LC	Better to have ramps/ slopes for wheelchair user children. Slope should be minimum 1:8 or 1:10.	We can make ramps in a cost-effective way with wood or soil.
	03	Pillar/ pole inside/ in the middle of the classroom (not the corner pillar).	No pillar is recommended	
	04	Color contrast of surface and wall of classroom	Surface and wall of that classroom should be contrasted in color	Use for visual impaired learners
	05	Ventilation	Classroom should have enough light and air ventilation, even in dark weather	
	06	Enough space in the classroom to move with a wheelchair.	Should have enough space for wheelchair user children	
	07	Spaces of the classroom	Should have enough space. Minimum safety distance is the space obtained after spreading both arms in a circle.	
	08	Is the board (black/ white) placed in the eye level of the learners?	Should be placed in the eye level of the learners	
	09	Border of the blackboard/ whiteboard marked with contrast color?	Should be marked with a contrast color, yellow is recommended.	
Accessible WASH facility in LC/ CBLF/ School	10	Does the LC/ CBLF/ school have an accessible drinking water facility?	Accessible drinking water facility should be placed be within 0.4-0.5m (16-20 inches) from ground	

	11	Does LC/ CBLF/ school have gender friendly toilets?	Should have separate accessible toilets for female and male persons/ children	
	12	Does LC/ CBLF/ school have accessible toilets/ latrines for children/ persons with disabilities?	<p>1. The size of the toilet shall be of minimum dimension of 2.10X2.30m.</p> <p>2. Toilet seat should be mounted at a height of 0.48m above the finished floor.</p>	
	13	Is there any accessible hand wash facility/ sink for children/ persons with disabilities?	<p>There should be two separate sinks placed at different heights to cater for different disabilities.</p> <p>A high sink 0.8m above the finish floor must be placed for people who can stand upright.</p> <p>A low sink 0.4m above the finished floor must be placed for crawling people / children.</p> <p>Under the sink, there should be a free height for the knees and feet supports of the wheelchair user. Therefore, the drain should be moved back to the wall.</p> <p>The water control taps should be the push type that can be pushed with either elbow or closed fist so that it is easy to operate with one closed fist.</p>	
	14	Is the door of the toilet open from inward?	Better to open from inward	
Accessible Pathway to LC/ CBLF/ School	15	The Path to the LC/ CBLF/ School is wheelchair accessible.	The minimum width of a two-way wheelchair traffic pathway should be at least 1.50m and preferably 1.80m	
	16	Pathway to the classroom or WASH facilities is color contrasted and tactile surfaced.	Pathways to the classroom or WASH facilities should be color contrasted and tactile surfaces for children/ persons with visual disabilities/ low vision.	
Enrollment of children with disabilities	17	LC/ CBLF/ School enrolls learners/ children with disabilities/ functional difficulties (mild/ moderate/ severe).	LC/ CBLF/School must enroll learners/ children with disabilities/ functional difficulties regardless the level of disabilities/ difficulties (mild/	HI can support.

			moderate/ severe)	
	18	Screening and identification of children with disabilities	Children with disabilities should be screened and identified in the proper way using CFM/ WGQ.	HI can support.
	19	Disability awareness of parents, peers, community peoples, teachers, and other related personnel	Awareness interventions should be organized; meetings, campaigns, street drama, etc.	
	20	Referral system in LC/ CBLF/ School.	Should have referral system mechanism in LC/ CBLF/ School for ensuring necessary rehabilitation services (OT/ PT/ SLT/ MHPSS) for learners/ children with different functional difficulties	HI can support.
Inclusive teaching-learning system/ methods	21	Face to face interaction	Teacher/ facilitator should give instruction to the learners by facing the students from frontside	
	22	Teacher/ facilitator use clear and loud voice (not too much loud, but enough to hear from the end of the row of the students)	Teacher/ facilitator should use clear and loud voice (not much, but enough to hear from the end of the row of the students) while giving instruction or reading anything in the class	
	23	Uses of short and simple sentences while teaching.	Teacher/ facilitator should use short and simple sentences while giving instruction(s)	
	24	Uses of alternative communication by teacher/ facilitator (gesture, posture, sign language etc.) along with verbal communication during greetings and instruction sharing with students.	Teacher/ facilitator should use alternative communication (gesture, posture, sign language etc.) considering the learners with hearing and communication difficulties/ disabilities	
	25	Teacher/ facilitator develop and use Lesson Plan	Teachers/ facilitators should develop and use Lessons on a regular basis for all classes.	
	26	Teacher/ facilitator considers learners with different functional difficulties of her/ his classes while	Teacher/ facilitator should consider learners/ children with different functional difficulties while developing	

		developing lesson plan for students.	lesson plan	
	27	Extra attention to the learners with different functional difficulties based on their needs.	Teacher/ facilitator should give extra attention to the learners/ children with different functional difficulties based on their needs	
	28	Allow extra time for learners with different functional difficulties if needed.	Teacher/ facilitator should allow extra time for children with different functional difficulties if needed	
	29	Engage students with different functional difficulties during different teaching- learning activities.	Teacher/ facilitator should ensure active participation of students/ children with different functional difficulties during different teaching- learning activities	
	30	Include students with different functional difficulties along with other students during pair or group works.	Teacher/ facilitator should include students/ children with different functional difficulties during pair or group works	
	31	Facility to record the class lectures for learners/ children with visual difficulties (blind or low vision).	Should have facility to record the class lectures for learners/ children with visual difficulties (blind or low vision)	
	32	Use of attractive and colorful teaching-learning materials (TLM) in class.	Should use attractive and colorful teaching-learning materials (TLM) for learners/ children with intellectual/ psychosocial/ learning difficulties/ disabilities	
	33	Use real life objects during teaching-learning activities.	Should use real life objects during teaching-learning activities for learners/ children with different functional difficulties/ disabilities	
Attitude and practice towards children with disabilities	34	LC/ CBLF/ Schools have flexibility in enrollment of over-aged children with disabilities.	LC/ CBLF/ School should have flexibility in enrollment of over-aged learners/ children with disabilities/ functional difficulties in any specific class(es), if needed	Guidelines have been developed.

	35	Teachers promote the participation of learners with disabilities.	Teacher/ facilitator should promote the participation of learners/ children with disabilities/ functional difficulties along with other students in discussions/ decision making process in class	
	36	Peer support for children with disabilities.	Teacher/ facilitator should ensure peer support for children with disabilities/ functional difficulties, if needed	
Capacity development of teachers/ facilitators	37	Teachers/ facilitators receive training on disability inclusion.	Teachers/ facilitators should receive training on disability inclusion and rights of the persons/ children with disabilities	At least daylong orientation.
	38	Training on inclusive education pedagogy.	Teachers/ facilitators should receive training on inclusive education pedagogy	At least 3 days long training.
	39	Training on accessible/ inclusive education materials (development using local resources)	Teachers/ facilitators should receive training on accessible/ inclusive education materials (teaching-learning materials) development using local resources?	2 days long training
	40	Subject based training	Teachers/ facilitators should receive subject based training.	5 days long training
Assessment and Evaluation	41	LC/ CBLF/ School provides extra time during assessment for learners with disabilities.	LC/ CBLF/ School should provide extra time during assessment for learners/ children with disabilities, if needed	Guidelines have been developed.
	42	LC/ CBLF/ School provides alternative schedules during assessment for learners/ children with disabilities (if needed).	LC/ CBLF/ School should provide alternative schedule during assessment for learners/ children with disabilities, if needed	
	43	Verbal assessment for learners with visual/ physical disabilities, if needed.	LC/ CBLF/ School should arrange verbal assessment for learners/ children with visual/ physical disabilities, if needed	

	44	Arrange writing support for learners/ children with visual/ physical disabilities, if needed.	LC/ CBLF/ School should arrange writing support for learners/ children with visual/ physical disabilities, if needed	
	45	Modify questionnaire(s) with low difficulty level for learners/ children with intellectual/ psychosocial disabilities, if needed.	LC/ CBLF/ School should modify questionnaire(s) with low difficulty level for learners/ children with intellectual/ psychosocial disabilities, if needed	
	46	Flexibility to arrange formative assessment and evaluation instead of summative assessment and evaluation for learners with severe disabilities.	LC/ CBLF/ School should have flexibility to arrange formative assessment and evaluation instead of summative assessment and evaluation for learners/ children with severe level intellectual/ psychosocial/ learning disabilities	

Annex 6: Code of Conduct (CoC)

A Code of Conduct (CoC) has been developed for both national teachers and Refugee learning facilitators as well as Education Sector partners.

CoC for Refugee Learning Facilitators, Host Community Mentors and Teachers, and Education Staff in the field as follows:

1. Treat all beneficiaries and other persons of concern fairly, and with respect and dignity.
2. Protect the respect of my agency/organization by making sure that you behave in a respectful and honest manner.
3. Avoid mixing my private life with my job. Separate my private life from my job in order to ensure that the community continue to trust me and the organization.
4. Keep peace in my working place by respecting the people that I work with and avoiding quarrels and conflict in the workplace.
5. Protect all information and supplies given to me because of my job with the organization. Avoid using the information and supplies for my benefit or interest.
6. Stop, fight and report all types of Sexual and Gender Based Violence (SGBV).

CoC for **Education Sector partners** as follows:

1. Treat all beneficiaries and other persons of concern fairly, and with respect and dignity.
2. Follow Education Sector standards to the best of my ability (e.g., for teaching and learning materials, salary scale)
3. Respect the Education Sector, other Education Sector partners, and authorities in the camps by making sure that I behave in a respectful and honest manner.
4. Not participate in land-grabbing (taking land which has been allocated to one agency by a CiC or Site Management agency) for use by your own agency.
5. Not participate in poaching of teaching staff (pressuring or encouraging staff from one partner to join your agency as a host community teacher or refugee learning facilitator)
6. Not participate in poaching of students (pressuring or encouraging students attending one partner learning

- facility to attend a learning facility run by your agency instead)
- Keep peace by respecting the people that I work with and avoiding quarrels and conflict in learning facilities and overall, in the response.
 - Stop, fight, and report all types of Sexual and Gender Based Violence (SGBV) including rape, domestic violence, sexual abuse, trafficking and abuse of children and other persons.
 - Do not take part in or support any criminal activities (such as bribery) because these activities will destroy respect for my organization and the Education Sector as a whole.
 - Do not get involved in any form of harassment, discrimination, physical or verbal abuse, intimidation, or favoritism in the workplace.

A Guidance Document on CoC can be found [here](#) and includes rationale and training guidance for CoC.

Annex 7: Teacher and Facilitator Salary Scale

This scale is updated in January 2023 according to the Volunteer incentive guideline approved by the RRRRC office.

Roles	Skill Level	Category	Incentive rate in 2022 volunteer guidance	Proposed Allowances	Total proposed remuneration by the Education Sector (Incentive + Allowance)	Hourly rate for the un-skilled volunteers	Qualifications/ Competency Criteria
Head Teachers Primary	Skilled - L2	Bangladeshi	15,000	2500	17,500	N/A	1. Academic Qualifications: Female -Bachelor's and Male – Bachelor's Degree 2. Complete basic training (up to 2 months on the job training) on basic pedagogy, classroom management 3. Having at least 2 years of experience in teaching at the primary/secondary level children 4. Experienced in teachers' coaching, and supporting peers in professional development will be given priority
Head Teachers Secondary	Skilled - L2	Bangladeshi	15,000	2500	17,500	N/A	1. Academic Qualifications: Female – Bachelor's, Male-Bachelor's 2. Complete basic training (up to 2 months on the job training) on basic pedagogy, classroom management 3. Having subject-based content knowledge and teaching experience 4. At least 2 years of experience in teaching at the Primary/secondary level children 5. Experienced in teachers' coaching, and supporting peers in professional development will be given priority
Vocational Training Instructors	Skilled - L2	Bangladeshi	15,000	2500	17,500	N/A	1. Academic Qualifications: HSC, a diploma is preferred 2. Certification in the Trade course 3. At least 2 years of experience in teaching the respective trade course
Master Trainers	Skilled - L2	Rohingya	15,000	No change	15,000	N/A	1. Academic qualifications at least 12th Grade (Self Certified) and 2 years of experience of teaching in Myanmar's formal education system 2. Training on the MC induction package 3. Received TPD training on subject- based Teachers' Professional Development and Basic pedagogy
Master Trainers	Skilled - L2	Bangladeshi	15,000	2500	17,500	N/A	1. Academic Qualifications: Female – Bachelor, Male-Bachelor's 2. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management 3. Subject-based content knowledge and teaching experiences 4. At least 2 years of experience in teaching the primary/secondary level children 5. Experience in teachers' coaching and supporting peers in professional development 6. Received TPD training on subject- based and pedagogy
Mentor Teachers	Skilled - L1	Rohingya	13,000	No change	13,000	N/A	1. Functional literacy and numeracy (at least Grade 12 Pass - self Certified; for females - Grade 10 Pass) 2. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management 3. At least 1 year of experience in teaching primary level children

Roles	Skill Level	Category	Incentive rate in 2022 volunteer guidance	Proposed Allowances	Total proposed remuneration by the Education Sector (Incentive + Allowance)	Hourly rate for the un-skilled volunteers	Qualifications/ Competency Criteria
Mentor Teachers	Skilled - L1	Bangladeshi	13,000	2500	15,500	N/A	1. Academic Qualifications: Female – HSC, Male- Bachelor's 2. Complete basic training (up to 2 months on-the-job-training) on pedagogy, classroom management 3. At least 1 year of experience in teaching the primary/secondary level children
Teacher Secondary	Skilled - L1	Rohingya	13,000	No change	13,000	N/A	1. Functional literacy and numeracy (at least Grade 12 Pass - self Certified; for females - Grade 10 Pass) 2. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management 3. Subject-based content knowledge and teaching experiences 4. At least 1 year of experience in teaching in the secondary level children
Teacher Secondary	Skilled - L1	Bangladeshi	13,000	2500	15,500	N/A	1. Academic Qualifications: Females – HSC, Male- Bachelor's Degree 2. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management 3. Subject-based content knowledge and teaching experience 4. At least 1 year of experience in teaching the secondary level children
LCFA Teachers	Skilled - L1	Rohingya	13,000	No change	13,000	N/A	1. Functional literacy and numeracy /Grade 8 pass - self-certified 2. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management 3. At least 1 year of experience in teaching primary level children
LCFA Teachers	Skilled - L1	Bangladeshi	13,000	2500	15,500	N/A	1. Academic Qualifications: Female – SSC, Male- HSC 2. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management 3. At least 1 year of experience in teaching primary level children
Teacher Primary	Skilled - L1	Rohingya	13,000	No change	13,000	N/A	1. Functional literacy and numeracy /Grade 8 pass - self-certified 2. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management 3. At least 1 year of experience in teaching primary level children
Teacher Primary	Skilled - L1	Bangladeshi	13,000	2500	15,500	N/A	1. Academic Qualifications: Females – SSC, Male- HSC 2. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management 3. At least one year of experience in teaching primary level children
Adolescent Facilitator*	Semi-skilled	Rohingya	10,000	No change	10,000	N/A	1. Basic literacy and numeracy and Life skills 2. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management / adolescent group management 3. At least 1 year of experience in teaching
Adolescent Facilitator*	Semi-skilled	Bangladeshi	10,000	2500	12,500	N/A	1. Complete basic training (up to 2 months on-the-job training) 2. At least 1 year of experience with a secondary school certificate (SSC) for Females or Higher Secondary School Certificate (HSC) for Males 3. Up to 1 year of experience in teaching literacy-numeracy and life-skills in camps with adolescents 4. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management/adolescent group management
ECD Facilitator	Semi-skilled	Rohingya	10,000	No change	10,000	N/A	1. Have basic literacy and numeracy skills 2. Complete basic training (up to 2 months on-the-job training) for ECD and child development
ECD Facilitator	Semi-skilled	Bangladeshi	10,000	2500	12,500	N/A	1. Complete basic training (up to 2 months on-the-job training) for ECD and child development 2. At least 1 year of experience with a secondary school certificate (SSC) or Higher Secondary School Certificate (HSC)

Roles	Skill Level	Category	Incentive rate in 2022 volunteer guidance	Proposed Allowances	Total proposed remuneration by the Education Sector (Incentive + Allowance)	Hourly rate for the unskilled volunteers	Qualifications/ Competency Criteria
Community Mobilizer*	Semi-skilled	Rohingya	10,000	No change	10,000	N/A	1. From the community (parent or caregiver of the learners) of the camps 2. Willing to contribute time 3. Engage in outreach and community sensitization 4. Have basic-literacy, numeracy
Community Mobilizer*	Semi-skilled	Bangladeshi	10,000	2500	12,500	N/A	1. From the Host community 2. Willing to contribute time 3. Engage in outreach and community sensitization 4. Basic-Literacy, Numeracy and Communication skills using the local dialect.
Female Monitor	Semi-skilled	Rohingya	10,000	No change	10,000	N/A	1. From the Rohingya community (parent or caregiver of the learners) especially for girls of the camps 2. Willing to contribute time 3. Engage in outreach and community sensitization 4. Have basic literacy and numeracy
Cleaner	Unskilled	Rohingya	8,000	No change	8,000	45	Can work a maximum of 8 hours/day and 22 days/month. The payment should follow hourly rates
Cleaner	Unskilled	Bangladeshi	8,000	No change	10,000	57	Same as above
Guards	Unskilled	Rohingya	8,000	No change	8,000	45	Same as above
Guards	Unskilled	Bangladeshi	8,000	No change	10,000	57	Same as above

***Adolescent Facilitator (literacy- numeracy and life-skill)/ Adolescent Mentor, etc.)**

*** Community Mobilizer / Volunteer/ Social Organizer/Enumerator etc.**

Note: If a teacher/ volunteer is recruited as new and does not have the required training and years of experience they could be paid the next below category amount until they complete the required training as well as complete required year of experience (if applicable). The fresher teacher/Volunteer should be on a 2-month probation period during which they will undergo orientation and basic training including a regular professional initiative that an organization is offering. As soon as the teacher/Volunteer successfully complete the required training and years of experience they will get the designated actual amount for the position.

Annex 8: Minimum Qualifications for Teachers

Roles	Qualifications/ Competency Criteria
Head Teachers Primary (Bangladeshi)	1. Academic Qualification: Female -Bachelor and Male – bachelor's degree 2. Complete basic training (up to 2 months on the job training) on basic pedagogy, classroom management 3. Having at least 2 years of experience in teaching at the primary/secondary level children 4. Experienced in teachers' coaching, and supporting peers in professional development will be given priority
Head Teachers Secondary (Bangladeshi)	1. Academic Qualification: Female – Bachelor, Male- Bachelor 2. Complete basic training (up to 2 months on the job training) on basic pedagogy, classroom management 3. Having subject-based content knowledge and teaching experiences 4. At least 2 years of experience in teaching at the Primary/secondary level children 5. Experienced in teachers' coaching, and supporting peers in professional development will be given priority
Vocational Training Instructors (Bangladeshi)	1. Academic Qualification: HSC, a diploma is preferred 2. Certification in the Trade course 3. At least 2 years of experience in teaching the respective trade course

Roles	Qualifications/ Competency Criteria
Master Trainers (Rohingya)	<ol style="list-style-type: none"> 1. Academic qualifications at least 12 grade (Self Certified) and 2 years of experience of teaching in Myanmar's formal education system 2. Training on the MC induction package 3. Received TPD training on subject- based Teachers' Professional Development and Basic pedagogy
Master Trainers (Bangladeshi)	<ol style="list-style-type: none"> 1. Academic Qualification: Female – Bachelor, Male- Bachelor 2. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management 3. Subject-based content knowledge and teaching experiences 4. At least 2 years of experience in teaching the primary/secondary level children 5. Experience in teachers’ coaching, and supporting peers in professional development 6. Received TPD training on subject- based and pedagogy
Mentor Teachers (Rohingya)	<ol style="list-style-type: none"> 1. Functional literacy and numeracy (at least Grade 12 Pass - self Certified; for females -Grade 10) 2. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management 3. At least 1 years of experience in teaching the primary level children
Mentor Teachers (Bangladeshi)	<ol style="list-style-type: none"> 1. Academic Qualification: Female – HSC, Male- Bachelor 2. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management 3. At least 1 year of experience in teaching the primary/secondary level children
Teacher Secondary (Rohingya)	<ol style="list-style-type: none"> a. Functional literacy and numeracy (at least Grade 12 Passed - self-certified; for females -Grade 10) b. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management c. Subject-based content knowledge and teaching experiences d. At least 1 year of experience in teaching in the secondary level children
Teacher- Secondary (Bangladeshi)	<ol style="list-style-type: none"> a. Academic Qualification: Female – HSC, Male- Bachelor’ Degree b. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management c. Subject-based content knowledge and teaching experiences d. At least 1 year of experience in teaching the secondary level children
Teacher Primary- (Rohingya)	<ol style="list-style-type: none"> 1. Functional literacy and numeracy /Grade 8 pass - self-certified 2. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management 3. At least 1 year of experience in teaching the primary level children
Teacher Primary (Bangladeshi)	<ol style="list-style-type: none"> 1. Academic Qualification: Female – SSC, Male- HSC 2. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management 3. At least one year of experience in teaching the primary level children
Adolescent Facilitator* (Rohingya)	<ol style="list-style-type: none"> 1. Basic literacy and numeracy and Life Skills 2. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management / adolescent group management 3. At least 1 year of experience in teaching
Adolescent Facilitator* (Bangladeshi)	<ol style="list-style-type: none"> 1. Complete basic training (up to 2 months on-the-job training) 2. At least 1 year of experience with a secondary school certificate (SSC) for Female or Higher Secondary School Certificate (HSC) for male 3. Up to 1 year of experience in teaching literacy-numeracy and life-skill in camps with adolescent 4. Complete basic training (up to 2 months on the job training) on pedagogy, classroom management/adolescent group management
ECD Facilitator (Rohingya)	<ol style="list-style-type: none"> 1. Have basic literacy and numeracy skills 2. Complete basic training (up to 2 months on-the-job training) for ECD and child development

Roles	Qualifications/ Competency Criteria
ECD Facilitator (Bangladeshi)	<ol style="list-style-type: none"> 1. Complete basic training (up to 2 months on-the-job training) for ECD and child development 2. At least 1 year of experience with a secondary school certificate (SSC) or Higher Secondary School Certificate (HSC)
Community Mobilizer* (Rohingya)	<ol style="list-style-type: none"> 1. From the community (parent or caregiver of the learners) of the camps 2. Willing to contribute time 3. Engage in outreach and community sensitization 4. Have basic-literacy numeracy
Community Mobilizer* (Bangladeshi)	<ol style="list-style-type: none"> 1. From the Host community 2. Willing to contribute time 3. Engage in outreach and community sensitization 4. Basic-Literacy numeracy and skills of communication using the local dialect.
Female Monitor (Rohingya)	<ol style="list-style-type: none"> 1. From the Rohingya community (parent or caregiver of the learners) of the camps that are far from LFs 2. Willing to contribute time 3. Engage in outreach and community sensitization 4. Have basic literacy and numeracy

Regards,

Cox's Bazar Education Sector Coordination Team