

## Education:

In 2018, UNICEF and the Government of Bangladesh ensured that 168,297 of the country's most vulnerable children aged 4-14 accessed their right to non-formal education in both camps and in host communities. This included 145,209 Rohingya refugee children reached through 1,300 learning centres, almost twice as many children as reached in 2017. This was made possible by 4,320 teachers trained on effective teaching methodologies to improve learning outcomes for children enabled these children to access non-formal education. UNICEF's target for reaching Rohingya children with education was not reached due to the slow process of identifying, and receiving permission to use, available land within the crowded camps. To reach 204,240 children and 72,456 adolescents in 2019 in camps, 189 learning centres are under construction and 412 are awaiting government authorization to begin construction.

LCFA Level	% of students	Comparable Formal Grades
Level 1	68%	Pre-Primary
Level 2	26%	1 & 2
Level 3	3%	3 to 5
Level 4	3%	6 to 8
Level 5	Not yet deployed	9 & 10

To improve the quality of education for Rohingya children, UNICEF in collaboration with the education sector partners finalized a learning competency framework and approach (LCFA) to fill the gap of an authorized curriculum. The LCFA is structured from levels 1 to 5 (with Level 5 currently under development) and is an accelerated learning programme that allows learners to achieve competencies equivalent to grades one to ten in formal education core curriculum areas - English, Burmese, mathematics, science and life skills. A learning assessment has been undertaken in all camps to establish the competency levels of every child attending the learning centres, to place them in sessions as per the LCFA levels.



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In host communities, UNICEF is currently working with

the Ministry of Primary and Mass Education (MOPME) to introduce school improvement initiatives, such as the renovation and restoration of classrooms and the provision of cash grants to primary and secondary schools. Fifty primary schools have received cash grants of US\$ 595 to implement improvement plans. This intervention will be scaled up to cover 300 government primary schools in the district by 2019. Similarly, 14 higher secondary schools received cash grants of US \$1,190, along with sports equipment. This initiative will be scaled up and cover all 58 secondary schools in Teknaf and Ukhiya in 2019.

In June, UNICEF initiated a new project to provide alternative learning and skills training to 1,000 marginalized and vulnerable adolescents aged 14 to 18 years who have dropped out of school. This includes those with disabilities and without parental care, as well as the children of sex workers from and the Hijra transgender community, who suffer from discrimination in and out of the workplace. The project uses an on-the-job apprenticeship model that delivers the skills that employers need in the shortest timeframe possible.

To support delivery of quality education and improve capacity building of teachers, 1,088 teachers were trained to enhance their knowledge and skills on effective pedagogy including classroom management. Twenty-eight officials from the education office of Cox's Bazar district received capacity building training on evidence-based planning during a two-day workshop. The main outcome was the development of a comprehensive education plan which prioritized interventions to be rolled out in 2019, such as disaster risk reduction in schools to mitigate the environmental impact of the large refugee settlements in the two most affected sub-districts of Ukhiya and Teknaf.



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Meeting the needs of adolescents remains a key gap within UNICEF's education response. With higher education not available for Rohingya young people, 97 per cent are not engaged in education or training. This gap leaves young people vulnerable to exploitation and abuse, while at the same time wasting their talents

and potential. UNICEF has crafted an Adolescent Strategy including a framework for skills development for adolescents and youth going into 2019, which is being rolled out in newly introduced Multipurpose Centres targeting 40,000 adolescents in 2019.

As the lead agency for education sector, UNICEF has assisted the sector's initiative to develop the Adolescent Strategy that will help rationalize the use of existing services in the camps and tackle the land availability issue. The education sector has started negotiating with the Ministry



of Primary and Mass Education (Dhaka) and District of Primary Education Office (Cox's Bazar) to move its offices in the latter's premises, to ensure their ownership of the response.

Education	Sector Results		UNICEF Results	
	2018 Revised Target	Total Result 2018	2018 Revised Target	Total Result 2018
Children aged 4 to 14 years enrolled in emergency non-formal education, including early learning	368,000	215,170	202,279	168,297
Teachers trained to support improved learning	9,000	5,428	4,199	4,320

Results are achieved through contributions against appeals, as well as resources from UNICEF's regular programmes where necessary.

### III. Assessment, Monitoring and Evaluation

UNICEF is committed to results-based management to strengthen its ability to deliver and demonstrate results for children. Guided by the Core Commitments for Children (CCC) in humanitarian action, UNICEF works with partners to ensure that the situation of children and women is monitored and analyzed; a system for performance monitoring is established and functional with a focus on accountability to the affected population; and that humanitarian action is regularly assessed against CCCs, policies, guidelines and UNICEF quality and accountability standards.

At the Sector level, UNICEF leads and supports needs assessment exercises in coordination with the ISCG. These assessments ensure that the interests of children and women are represented in the Joint Response Plan especially in Education, WASH, Health, Nutrition, Child Protection, and GBV programmes. They also act to guide regular planning and implementation for UNICEF, its implementing partners and sector partners more broadly throughout the year.



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