

EDUCATION CAPACITY SELF- ASSESSMENT

Transforming the Education Humanitarian Response of the Rohingya
Refugee Crisis

Cox's Bazar, Bangladesh, March, 2018

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EDUCATION CAPACITY SELF-ASSESSMENT

Transforming the Education Humanitarian Response of the Rohingya Refugee Crisis

CONTEXT

Transforming peoples' lives through education also requires transforming culture and approaches of organizations' as well.

This is the understanding within organizations as BRAC, CODEC, DAM and MUKTI in the education response to the Rohingya Refugee Crisis. Moving towards an effective humanitarian response, in terms of coverage and quality, there is need to shift organizations' governance, structures, and procedures.

The first step in this process is to provide the support that social actors need to meet their full potential to ensure an appropriate and effective humanitarian response. The international evidence shows that national and local organizations are "fast because they are close [...] often have access that no international actor can achieve, [...] have a strong understanding of local circumstances, politics and culture, [and] are in a strong position to link preparedness, response and long term recovery. They are well placed to make resilience real (Humanitarian Leadership Academy, 2017).

With this perspective, UNICEF, the Global Education Cluster, Cox's Bazar Education Sector and NorCap, support organizations that are working in Rohingya Refugee Education Response, Bangladesh to develop their Capacity Self-Assessment in November 2017 – January 2018.

This assessment was not an exhaustive analysis of those organizations neither an evaluation of their responses' performance. Rather, based on participatory workshops, key informants' interviews, direct observations and desk-based analysis, it aimed to provide an overview of the main challenges and critical needs in their governance and a preliminary capacity development plan.

EXECUTIVE SUMMARY

The influx of over 600,000 Rohingya Refugees into Cox's Bazar, Bangladesh, caused by targeted violence and human rights violations in Rhakine State of Myanmar, has unfolded rapidly and is defined by the complexity of needs. This requires not only immediate solution for a safe and protective learning environment, but also a guarantee for better and diverse solutions to address the learning needs of children, adolescents and young adults.

To achieve this goal, capacity of organizations providing these solutions is crucial to ensure effective humanitarian response in terms of accessibility, availability, acceptability, adaptability and accountability for results.

The self-assessment method was informed by the Shifting the Power Project (Start Network, 2017) and is an abbreviated version of its Strategic Humanitarian Assessment & Participatory Empowerment Framework (SHAPE Framework, 2017) to support local and national organizations to assess their capacity to manage humanitarian programs and to control and influence the humanitarian response.

The process was led by humanitarian organizations as BRAC, CODEC, DAM and MUKTI and supported by UNICEF, the Global Education Cluster, Cox' Bazar Education Sector and NorCap.

The report is focused on organization's vision and strategy, staff engagement and collaborative management, human resources and well-being, working with others, advocacy, preparedness and avoid negative effects, and the results highlights critical issues in the governance of education actors.

- **Vision and Strategy.** The common humanitarian commitment among organizations is to "Leave no one out" and guarantee access to learning opportunities to all Rohingya refugees. However, there is lack of understanding regarding what should be happening within the Learning Centers. It is unclear what should be done to "Leave no one behind" and to ensure the quality of the teaching and learning process and the effectiveness of the education response.
- **Staff Engagement and Collaborative Management.** Local staff have a strong personal commitment with the humanitarian response, but it remains unclear to them which is their individual contribution to the overall project goal (due to e.g., absence of job descriptions, non-defined core competences and unclear expected results).
- **Human Resources and staff well-being.** *[Management Staff]* The human resources structure designed to manage Learning Centers (Project Manager, Monitoring Officer, Finance Officer, Technical Officer, Program Organizer) and their respective salary scales were set prior to the August 2017 influx. The work load for the scaling-up strategy and increased of living costs in the zone are not currently reflected in salaries. This is causing

high staff turnover, loss of accumulative staff capacities and experiences, and weakening teams' sustainability.

- **Human Resources and staff well-being.** [*Pedagogical Staff*] Organizations report difficulties with the recruitment and retention of pedagogical staff for Learning Centers (Teacher and Language Instructor) due the lack of qualified teachers in host communities. Also, precarious teaching conditions are provoking a teacher drop-out. Female teachers, especially, terminate their contracts because of precarious working conditions (e.g., time used to travel, non-existent WASH facilities, etc.), weak gender sensitive planning (e.g., go to remote areas and return at night), and low salaries (in relation to other employment opportunities in the camps). Also, there is a lack of symbolic recognition of Rohingya Instructors as educational actors (e.g., don't have ID card, don't recognized as teacher), which is demotivating and impacting on their performance.
- **Working with Others.** Organizations perceived, at a coordination level, a lack of inter-sectoral planning, which has resulted in an *overlapping of or gaps in services* in certain camps. At a field level, they see the Learning Centers as safe places within the camps, but also as isolated spaces disconnected from others humanitarian actors (e.g., unlinked with child friendly spaces, adolescent's clubs, health centers) and within the community (e.g., reduce participation of families, tension with others local spaces).
- **Advocacy.** Organizations reported challenges regarding the limitation in the scope (focusing only in the learning centers and instructional learning), extension (weakness in host community inclusion), approach (limited to basic cognitive learning), and target group (reduce to children under 14 years old) of the current education response.
- **Preparedness.** [*Management staff*] For most of the local and national NGO staff, is their first humanitarian response and the training opportunities are still reduced (e.g., education in emergencies, sexual exploitation and abuse, gender based violence, humanitarian framework). Specially they mention the need to be train in Disaster Risk Reduction and Management regarding the proaching monsoon season. Also, different external and internal reasons have affected the monitoring, ones related to staff preparedness are lack of mentoring in data collection and analysis, and weakness in the programmatic use of data.
- **Preparedness.** [*Pedagogical staff*] Most teachers have received an accelerate training in Early Learning and Non-Formal Basic Education supplemented with refresher and practical workshops, but most teachers state that pre-service and in-service training is not enough compared to the needs of the population they are serving. Also, teachers confirm that they have not received training in other critical areas of the refugee response (e.g., Psycho Social Support, Lifesaving information). For the trainings carried out the main weakness is inexistence of quality standards (e.g., quality criteria's, agreement on certification, teaching packages to implement in the classroom, follow-up of the implementation).

- **Response Avoids Negative Effects.** The main challenges identified by the organizations in their response are related to non-enrollment of children because of different types of barriers (e.g., for boys, there is the need to engage in livelihood activities and for girls, social norms and security risk issues) and drop-out of students (due to e.g., non-value of going to school, the lack of well-being conditions as water and school feeding, mobility between camps).

Overall results indicate the need to shift the power and give social actors a leading role in designing, planning, implementing and assessing of the humanitarian response to make it faster, appropriate, more effective and improve quality. Also, there is a need to support, develop capacities, promote the empowerment and foster ownership of national and local organizations in the overall emergency strategy to make the humanitarian response meaningful and sustainable for refugees and host communities. Finally, the need to incorporate the capacity self-assessment and capacity development plans as a necessary exercise to link the rapid response with longer-term perspective, that links emergency with development, and aid with dignity and social justice.



CODEC and MUKTI Technical Officer and Program Organizer in training "Teacher mentoring using ICTs", Develop by NORCAP-UNICEF, Ukhya, MUKTI Training Center, January, 2018

METHODOLOGY

The method for the self-assessment was informed by the Shifting the Power Project (Start Network, 2017) and is an abbreviated version of its Strategic Humanitarian Assessment & Participatory Empowerment Framework (SHAPE Framework, 2017) to support local and national organizations to assess their capacity to manage humanitarian programs and to control and influence the humanitarian response.

The capacity self-assessment aims to help organizations to:

- Identify competencies required to deliver a powerful humanitarian response,
- Understand their strengths and weaknesses in relation to the key components of humanitarian program management, and ability to influence design and delivery of humanitarian response,
- Foster ownership and commitment to improving humanitarian capacity,
- Prioritise areas for capacity strengthening support,
- Review the progress of humanitarian capacity strengthening initiatives (Shifting the Power, 2017).

The self-assessment utilized the following methodological tools:

- Field Monitoring Form of UNICEF education team used in 31 Learning Centers in Kutapalong and Balukhali Makeshift Settlements during November 2017. The analysis was carried out by UNICEF PM&E team.
- Field observations within the Learning Centers implemented by BRAC, CODEC, DAM and MUKTI in Kutapalong, Balukhali and Leda Makeshift Settlements, and in new settlements in Moynarghona, Hakimpara, Uchiprang, Jamtoli and Burma para during November-January 2017.
- Key Informant Interviews with monitoring officers (2), technical supervisors (4), program organizers (4), Bangladeshi teachers (8) and Rohingya Language Instructors (8) of CODEC and MUKTI during the third week of November.
- Secondary Data Review (SDR) developed by the Global Education Cluster “Education Cluster Secondary Data Review (SDR): Rohingya Crisis” and complementary desk-analysis.
- Participatory workshop during UNICEF Partners Coordination Meeting with 25 participants including program managers, monitoring officers and technical supervisors of BRAC, CODEC, DAM and MUKTI. The workshop was held in Cox’s Bazar on 24 November 2017 and coordinate by UNICEF.
- Feedback reflection workshop with 20 participants including program managers, monitoring officers and technical supervisors of BRAC, CODEC, DAM and MUKTI. The workshop was held at OBAT Helpers Office in Ukhya on 9 December 2017 and coordinate by UNICEF.

- Discussion meeting with UNICEF Child Protection Section, GBV UNICEF Focal Point and UNICEF field monitoring coordination.
- Report peer review from UNICEF Education Section, BRAC, CODEC, DAM and MUKTI.
- Final edition by Global Education Cluster and UNICEF Education Section.

The SHAPE Framework focuses on a set of domains and competency areas (Table 1).

Table 1: Domains, Core feature and competency areas of SHAPE Framework covered in the study

Domain	Core Feature	Competency Area	Cover in the study
GOVERNANCE AND LEADERSHIP	This domain aims to have “capable humanitarian organizations [with] a shared sense of values and a strong consensus about what they are striving for. This flows from effective leadership, a coherent strategy, appropriate systems, competent staff and the humility to learn from experience with the aim of continually improving” (Shifting the Power, 2017).	Vision and Strategy	X
		Staff engagement and collaborative management	X
		Human Resources and Staff well-being	X
		Management of resources	
		Learning and change	
INFLUENCE	The second domain of the SHAPE Framework is “effective humanitarian organizations do not work in isolation. They strive to establish and grow positive and constructive relationships to support their work and influence relevant stakeholders” (Shifting the Power, 2017).	Working with others	X
		Advocacy	X
		Resource mobilization	
PREPAREDNESS AND RESPONSE	In the third domain of the SHAPE Framework, the expectation is that “effective organizations anticipate, prepare for, and respond to humanitarian situations in a relevant, effective, efficient and impactful manner. Their action is based on communication, participation and feedback from affected communities” (Shifting the Power, 2017).	Preparedness	X
		Appropriate and relevant response	
		Effective and timely response	
		Response avoids negative effects	X
		Communication, Participation and Feedback	

Source: Shifting the Power: introduction to the humanitarian self-assessment, 2017

PART 1: SELF-ASSESSMENT

1. GOVERNANCE AND LEADERSHIP

This domain aims to have “capable humanitarian organizations [with] a shared sense of values and a strong consensus about what they are striving for. This flows from effective leadership, a coherent strategy, appropriate systems, competent staff and the humility to learn from experience with the aim of continually improving” (Shifting the Power, 2017).

1.1. Vision and Strategy

The influx of over 600,000 Rohingya Refugees into Cox's Bazar, Bangladesh, caused by targeted violence and human rights violations in Rhakine State of Myanmar, has unfolded rapidly and is defined by the complexity of needs. To date the total refugee population, including registered and new arrivals since 25 August 2017, is 858,898 (55% under 18 year of age, 42% adults and a 3% elderly). Out of the total population, 53% are female and a 31% of households have been identified with at least one vulnerability (single mother, serious medical conditions, older person at risk, disability, separated child, older person with children, unaccompanied children, single male parent with infant) (UNHCR, 2017).

Education had been a right historically denied to Rohingya. Only 40% of Rohingya children did attend school in Myanmar (HRP, 2017). This situation continues until today; while 90% of families said, they would send their children to school if there was an opportunity to do so (IRC & RI, 2017), most children reported being unable to access schooling since arriving in Cox's Bazar (ICSG, 2017). 83% of post-August 2017 influx population reported interruptions in schooling (JRNA, 2017)¹.

As a result of limited learning opportunities, among others factors, such as poverty, cultural discrimination, social norms and economic and political exclusion, the illiteracy is estimated at 80% among the Rohingya (HRP, 2017).

According the Humanitarian Response Plan (HRP)², the total estimated people under 18 years old in need of Education assistance is 453,000. Of this, the HRP planned to reach 370,000 children aged 4 to 14 years in 2,600 Learning Centers. Over 5,600 teachers must also be recruited and trained. In the second phase with the Joint Humanitarian Response (JRP)³, due to posteriors flows of displacement and a more prolix family counting, the people in need is estimated in 625,000

¹ Refugees in Bangladesh and previously in Myanmar are not permitted to enroll in formal education facilities.

² The Humanitarian Response Plan (HRP) cover the period September-February 2017.

³ The Joint Response Plan (JRP) cover the period March-December 2018.

children and youth (ages 3-24) and the Sector's priority is to meet the needs of 540,000 children and youth (50% girls) aged 3-24 years, 9,000 teachers and 50,000 community members.

To date, the total estimated people benefitting from education assistance is 107,654 (80,803 children from 6 to 14 years old at primary level and 24,749 at pre-primary school aged), 1,326 Learning Centers have been established in the camps and 2,102 teachers have been recruited (ICSG, 2018).

Among the organizations, there is a common understanding of the humanitarian commitment "Leave no one out" of education and learning opportunities and to offer access to Rohingya refugee and host community children.

"Our commitment is that every child has an educational option, like the one they did not have in Myanmar. We know that it is not a regular school, but through non-formal education we can offer a real alternative to boys and girls" | Program Coordinator, Kutapalong Makeshift Settlement

"Our mandate is clear, to ensure learning opportunities independent of the condition of the students" | Program Coordinator, Kutapalong Makeshift Settlement

Even though the agreement to guarantee access to learning exists, for various reasons, there is a lack of perspective about what should be happening within the Learning Centers. There is a lack of clarity about what should be done to "Leave no one behind" and ensure the quality of the teaching and learning process and the effectiveness of the education response.

This weakness seems to be a result of external factors as the discussion around what language to use, Burmese, English, Bengali or Rohingya script (Translators without Borders, 2017), what curriculum framework to deliver, Bangladesh, Burmese or an emergency one, and internal factors as the teacher's capacity to do it and staff's skills to manage in an adequate way the Learning Centers.

"The lack of definition [on the curriculum framework] makes it difficult for us to approach our teachers and staff. We have a daily confusion about what the teaching and learning process should be like" | Program Coordinator, Kutapalong Makeshift Settlement

"Sometimes the pressure to increase the number of centers prevents us from taking care of the quality of the teaching. We have such a big pressure to achieve numbers that sometimes we forget about education" | Technical Officer, Kutapalong Makeshift Settlement

1.2. Staff Engagement and Collaborative Management

Despite the great commitment of the organizations' staff with the humanitarian response, it remains unclear to them what their roles and responsibilities are and which their individual contribution to the overall project goal is.

"They told me that my role was to mobilize the community, but I am all day in meetings with the army, receiving visitors, solving logistical problems, and the last thing I do is work with people" | Program Organizer, Moynarghona New Settlement.

“In an emergency, we cannot have a limited job description, we must do everything” | Program Coordinator, Kutapalong Makeshift Settlement

The absence of code of conduct, job descriptions, core competences and clear expected results seem to be the main causes for lack of understanding of individual staff's contribution to the overall project goal.

1.3. Human Resources and staff well-being

A completed on-line Capacity Needs Assessment lead by the Child Protection Sector in Cox's Bazar (2017) indicated that the major capacity challenges from an institutional perspective are Human Resources (4.3), Internal Financial Systems (3.4), Administration (3), Other operational systems (2.9), and Supply and procurement (2.7) (Child Protection Sub-sector, 2017).

At field implementation level, the human resource structure design for the Learning Centers considers one Technical Officer responsible of the pedagogical support of teachers and a Program Organizer in charge of community engagement and supervision of Learning Centers⁴.

An aspect that is shared by all the actors is the work overload in the response, which is causing a high staff turnover, losing accumulated capacity and experiences and weakening organizational sustainability. This is specifically linked to the structure of the management of the Learning Centers that was created prior to the last influx on 25 August 2017.

“I try to do the best I can but I have more than 50 learning centers to supervise. How can I support teachers like that? The only thing I can do is visit them 10 minutes and I must go to the next center” | Technical Officer, Balukhali Makeshift Settlement

“We are all tired, we have colleagues who quit every week. You cannot imagine what it is like here in the camp working every day” | Program Organizer, Uchiprang New Settlement.

At a coordination level the organizations have a Monitoring Officer and a Finance Officer who have the role to track the progress of actions and their expenditure. Sometimes the dialogue between them is not so smooth.

“Sometimes there is not much dialogue between the numbers of learning centers and budget numbers. We do not know if progress in the field go hand in hand with spending” | Finance Officer, Kutapalong Makeshift Settlement

All the management staff declared a common situation: the inflation happening in the local economy. The market assessment shows overall prices seem to be increasing in markets around the refugee camps and notably the price of daily unskilled labor has decreased overall, given huge increase in supply with the refugee population in the area (OXFAM, 2017). Project salary scales

⁴ In average the Program Organizer support 5 to 10 Learning Centers and the Technical Officer supervise 5 to 10 Program Organizers.

were set prior to the August 2017 influx and the increased living costs are not currently reflected in the staff salaries.

“Since the refugee crisis started all prices in the local market have gone up, rent, food, transport, but less our salaries” | Program Organizer, Uchiprang New Settlement.

“There is a speculation in the entire local market. Today the payment is not enough to live here” | Program Organizer, Leda Makeshift Settlement

For the pedagogical staff, an estimated 5,200 teachers are required to provide education (HRP, 2017)⁵. To date the structure within the Learning Center is one teacher (Bangladeshi) and one language instructor (Rohingya) per classroom⁶, the first responsible of English teaching and the second in Burmese⁷.

The information shared by organizations indicates that the recruitment and retention of teachers is one of the main challenges to enhance the quality of the response.

The first challenge (recruitment) is related to the availability of qualified teachers from host communities. Especially the scarcity of teachers with the knowledge, experience and skills to work in multilingual scenarios. In the second one (retention) precarious work conditions, weak gender sensitive planning, and low salaries are causing a drop-out of teachers, especially females, that could possibly affect low retention and enrolment rates amongst girls⁸.

“For me it was difficult that my husband allows me to work as a teacher in the camp. Sometimes I leave the camp very late and I have problems in my house because he cares about my safety” | Female Teacher, Jamtoli New Settlement.

“I love what I am doing for people, but I must walk in the new areas of the camp where there are not many people and in the afternoon, I am very afraid when I return to my house” | Female Teacher, Jamtoli New Settlement.

“Every week we lose teachers, especially women teachers because of insecurity, family pressure, and they seek better salaries and less stressful jobs” | Technical Officer, Kutapalong Makeshift Settlement

Additional challenge is the lack of status and recognition of Language Instructors in the classrooms. They value the work opportunity and the proximity to their place, but it is more about the lack of symbolic recognition.

⁵ From March with the JRP the teachers in need are 9,000.

⁶ Overall most of teachers from host communities are female and most of Rohingya teachers are male. The exception is BRAC that recruited only 400 female teachers, both host community and Rohingya, for 200 learning Centers.

⁷ The Government of Bangladesh is not allowing to teach in Bangla language and are limited the organizations promoting the use of Rohingya in Learning Centers; one example is OBAT Helpers that are incorporating Rohingya Zuban into their lesson class.

⁸ In the last months, internal field monitoring reports alert about several cases of teacher drop-out, especially females.

Rohingya student in DAM-UNICEF Learning Center, Burmese Lesson, Balukhali, Camp, December, 2017



2. INFLUENCE

The second domain of the SHAPE Framework is “effective humanitarian organizations do not work in isolation. They strive to establish and grow positive and constructive relationships to support their work and influence relevant stakeholders” (Shifting the Power, 2017).

2.1. Working with Others

There is lack of inter-sectoral programming at the coordination level and in the field implementation.

“In some camps, especially near Kutapalong we have a lot of service because all the agencies are working there, but in other camps in Teknaf Upazila the offer is lower” | Program Organizer, Balukhali Makeshift Settlement

“In the last month in Kutapalong expansion is a big competition for the land, same times you have the same service twice in the same place, in other zones is empty.” | Program Organizer, Kutapalong Makeshift Settlement.

The trend is that Learning Centers in most of cases are a safe place within the camp but an isolated space from others humanitarian actors (e.g., unlinked with child friendly spaces, adolescent’s clubs, health centers) and within the community (e.g., reduce participation of families, tension with others local spaces).

“Sometime we are competing with other spaces instead of collaborate, for example we don’t have much connection with child protection spaces” | Program Coordinator, Kutapalong Makeshift Settlement.

“The children who arrive, require support in health, nutrition, protection, although we must strengthen the education in the centers, we must also open the centers.” | Program Coordinator, Kutapalong Makeshift Settlement.

“My dream is that the learning centers that we are building are not only for education, they are for the whole community, to become centers of community development within the camp” | Program Coordinator, Kutapalong Makeshift Settlement.

2.2. Advocacy

Organizations responded they have a lack of understanding and involvement in the overall design (scope and extension) of the humanitarian response to be able to implement appropriately and to plan a multi-year strategy.

“The needs are so big that we cannot limit ourselves with the children, we must move forward with alternatives for young people, for adults, but we do not know what comes next” | Program Coordinator, Kutapalong Makeshift Settlement.

“We would like to open ourselves to job skills, not only to use books we want to incorporate the ICTs, to use community radios but we need guidance” | Program Coordinator, Kutapalong Makeshift Settlement.

“Every day is more critical the relation with the host community. We need to offer also some solutions from them” | Technical Officer, Kutapalong Makeshift Settlement.

Also, the limitation of target and type of intervention modalities today is becoming an issue to rethink in a participatory dialogue.

“We are only working with a target of 4 to 14, we have no offer for young people and less for adults. The community is demanding that we include them in the response but we do not know how” | Program Coordinator, Kutapalong Makeshift Settlement.

“Sometimes I feel we invest too much time building learning centers and we do not see other options. The adults today are studying by themselves inside of the tents, or they organize themselves and they do it in the madrasa. We need to teach basic literacy and numeracy to families so they can help us to teach their children” | Technical Officer, Kutapalong Makeshift Settlement.

“I think we should go beyond the physical space of the centers, especially because the limitations of space within the camp is really hard today, we need to think in innovative solutions that allow the community to learn at every time they want” | Technical Officer, NGO, Bangladesh.



Rohingya students MUKTI-
UNICEF Learning Center,
Relaxation exercises,
Kutapalong Camp, March, 2017

3. PREPAREDNESS AND RESPONSE

In the third domain of the SHAPE Framework, the expectation is “effective organizations anticipate, prepare for, and respond to humanitarian situations in a relevant, effective, efficient and impactful manner. Their action is based on communication, participation and feedback from affected communities” (Shifting the Power, 2017).

3.1. Preparedness

For all the staff this current response is their first emergency at this scale. Despite this fact, most of them have received limited training opportunities during the response.

There are specific thematic issues that must be addressed in trainings regarding organizations’ response. The most recurrent for the management staff are education in emergencies, sexual exploitation and abuse, gender based violence and humanitarian framework.

“It is the first time that we face a crisis of this kind, we need training not only for teachers also for the management staff, we need to know how can we adjust our organization to this crisis” | Technical Officer, Kutapalong Makeshift Settlement.

An important mention in organizations was the need to be train in disaster risk reduction and management due the proaching monsoon season⁹. The Education Sector already has identified, over the basis of REACH Data Base, 244 Learning Centers at risk of Landslides and/or Flooding out of 1.103 (ICSG, 2018). The raining season will have affected directly 2 out of 10 Learning Centers in Rohingya Camps decreasing the capacity of the response by 25.000 learners.

Also, monitor the Learning Centers has been a big challenge both for sector coordination and site level implementation. Different external reasons have affected the data collection. According to the Monitoring Officers the more recurrent challenges for their organizations are the changes in locations’ name¹⁰, the existence of multiple scales of sites that aren’t always consistent (block, zone, camp), misunderstandings the meaning of certain categories, use of different data templates for the sector, donors and other partners¹¹.

⁹ Cox’s Bazar is one of the most vulnerable Districts to disasters and climate change in Bangladesh and Rohingya families and individuals reside in areas that are highly vulnerable to flooding, landslides and other weather-related hazards (ICSG, 2018)

¹⁰ In the last 6 months (October 2017-March 218) refugees location’s categories have changed three times: 1) by type of settlement, 2) by zones, 3) by camps.

¹¹ Most of organizations in a weekly basis must fulfill at least four different data collection reports, all of them using different templates and tools: 4W for the Sector, Monitoring Report for their UN partner, Internal tracker for their Program, Daily and weekly report for the Government.

“Here in the camp we all know the number of the block, and we know exactly where our centers are, but this new category of the zones that group block no one understands them in the field” | Monitoring Officer, Kutapalong Makeshift Settlement.

“With every new camp name or area, I have the risk of losing information when I do the data transfer to the new category and losing a number is losing people that we should benefit.” | Monitoring Officer, Kutapalong Makeshift Settlement.

According to the respondents, the major internal challenges, related to staff preparedness are lack of mentoring in data collection and processing and weakness in the programmatic and planned use of data (“the info never returns”).

Related to pedagogical staff, the low level of literacy¹², none or limited previous teaching experience and lack of basic pedagogical foundation among teachers from host community and refugee camps are the main factors of low quality of teaching taking place in the learning centers¹³.

Teachers should receive by their organizations a seven days pre-service rapid training in Early Learning and Non-Formal Basic Education¹⁴ supplemented with in-service training.

Most of teacher’s state that the rapid training is not enough compared to the needs of the population they are serving. Also, in-service training is perceived as insufficient to impact teacher’s performance.

“Now we have the education supplies, that is a big step ahead, you see the happiness in children when they used it, but we have difficulties to develop activities with them” | Female Teacher, Uchiprang New Settlement.

Organizations also affirm that teachers have not received training in other critical areas for the refugees’ response as Psychosocial Support and Lifesaving information¹⁵, they are demanding a wider thematic offer due complexity of the current context.

“So far, we are working only basic cognitive elements, we have a large gap in socio-emotional skills, affective and non-cognitive dimensions” | Technical Officer, Moynarghona New Settlement.

Also, enhance quality of training is need as well, the challenge is coverage of training and quality of it. None of the teachers received a certificate training to ensure minimum quality standards and offer them a professional development pathway.

“We have a basic training package, but it is not certified and it is developed by ourselves” | Technical Officer, Balukhali Makeshift Settlement.

¹² Important to noticed that Cox’s Bazar is among the lowest performing Districts in the country with regards to education access, retention and achievement. The literacy rate of woman aged 15-24 years in the district is as low as 54,4%, compared to national 72% (JRNA, 2017).

¹³ 3 out of 10 teachers recruit had not completed secondary education (JRNA, 2017).

¹⁴ The current training is an abbreviate version of Ability Based Learning (ABL).

¹⁵ Teachers from host community and refugee camps are demanding training in pedagogy and health (JRNA, 2017).

3.2. Response Avoids Negative Effects

To date the main challenges that organizations are facing are related to the non-enrollment of students and the drop-outs. There are common barriers that affected both girls' and boys' such as the limited value of going to school (due to lack of continuity and inexistence of certification)¹⁶, the lack of well-being supplies (school feeding and water) and the movement between camps (on-going internal migrations between settlements).

"We still have trouble communicating to parents the usefulness and importance of sending their children to the centers, many believe it is a waste of time, because we are not given any recognition" | Technical Officer, Uchprang New Settlement.

"One of the main problems we have is that not all centers are receiving food programs, which discourages families from sending them" | Technical Officer, Uchprang New Settlement.

"Many of the families are in permanent movement between camps in search of better conditions. They often fail to attend because they know they will migrate again" | Technical Officer, Moynarghona New Settlement.

There are specific gender barriers that disproportionately affect the enrollment and attendance of girls; the 53% of the sites reported barriers for adolescent boys to access education and 66% for adolescent girls (IOM, 2017).

For girls, social norms and security risk are the main reason for not enrolling (IOM, 2017). This is probed by the actual enrollment rate by sex in Learning Centers. In Early Learning Program (4-to-7 years) data shows 4% points in favor of girls, but in Non-Formal Basic Education Program (8-to-14 years) revealing a gender inequality of 18% points in disfavor of girls. Gender inequality in accessing education is increased about 4.5 times in non-formal education in comparison to early learning (PM&E, UNICEF, 2017).

"When the young girls have their first menstruation, they are not allowed to go to the learning centers due to the pressure of their parents" | Female Teacher, Kutapalong Makeshift Settlement.

"also in the last time, due the high number of people in the camps, the parents fear sending their daughters to the centers for insecurity" | Female Teacher, Kutapalong Makeshift Settlement.

It is important to note that cultural barriers to education for girls existed also prior the forced displacement to Bangladesh. In the North Rakhine State, gender specific discrimination limited access to schooling for girls. Particularly in Muslim areas, girls stopped going to school after reaching puberty to refrain from mixing with men, or to assist their families at home (REACH, 2015).


For boys, the most common reason is the need to engage in livelihood activities (e.g., go to the food distribution points or collect firewood) (IOM, 2017). Both Rohingya and Bangladeshi children

¹⁶ To date there has being no initiatives on Recognition, Validation and Accreditation of Non-Formal and Informal Learning for Rohingya's in Bangladesh.

mention low levels of family income as a key reason from dropping out of to find work. Urgent financial needs have caused families to deprioritize education (JRP, 2018).

“Boys and adolescents in the camp must be long hours in the lines for the distribution of food and once they return to the tent, they must go to look for firewood” | Technical Officer, Uchiprang New Settlement.

This was the reality for Rohingya boys and girls also in Myanmar. A previous assessment highlighted financial barriers as one factor hindering children from attending school in Myanmar (International Rescue Committee and Relief International, 2017) and poverty was a factor contributing to school dropouts across all levels due to costs related to attending school such as fees, transport and materials, as well as the need for children to work to support their household (REACH, 2015).



BRAC's female Rohingya Teachers in training "Teaching practice using School in a Box Kit and Early Childhood Development Kit", Develop by BRAC-NORCAP-UNICEF, Jamtoli Camp, BRAC Training Center, March, 2017

ON-GOING NOTES

The capacity self-assessment shows that there is a need to shift the power and give local actors a leading role in designing, planning, implementing and assessing of the humanitarian response to make it faster, more effective and improve quality. Also, is critical to support, develop capacities, promote the empowerment and foster ownership of local organizations in the overall emergency response strategy to make the humanitarian response meaningful and sustainable for refugees and host communities. Finally, the need to incorporate the capacity self-assessment as a necessary exercise to link the rapid response with longer-term perspective, that links emergency with development, and aid with dignity and social justice.



CODEC Teachers in Workshop
"Practical exercises in Psycho
Social Support using the Better
Learning Program (BLP)",
Develop by NRC-NORCAP-
UNICEF, Ukhya, CODEC CFS,
January, 2017

PART 2: TOWARDS A CAPACITY DEVELOPMENT PLAN

The education capacity self-assessment is a sample of what is happening in organizational life among social actors in the Rohingya refugee education response.

The compilation of organization's voices is a primordial input to design a pertinent and meaningful capacity development plan and is a valuable resource to rethink the current education response.

As the capacity self-assessment goes beyond the implementation's challenges, the capacity development plan is not reduced to training strategies. Both are focus in shift organization's governance to ensure the quality and effectiveness of the response.

Using the results of the assessment and the same categories as a reference, in two workshops held by UNICEF in January and February 2018 was develop a participatory exercise with organizations to receive their main ideas and proposals for a Capacity Development Plan

The information was ordered and analysis using as example a previous work in Capacity Development¹⁷. In the following matrix, it is presented the main results.



¹⁷ Ministry of Education and Vocational Training. 2012. Capacity Development Plan for Monitoring and Evaluation of Education policies and Plans 2012-2015, United Republic of Tanzania.



MUKTI Teachers in peer-to-peer learning meeting using mobile devices, Kutapalong Camp, MUKTI-UNICEF Learning Center, January, 2017

DOMAIN 1 - GOVERNANCE AND LEADERSHIP

CD Plan Core Feature 1: Capable humanitarian organizations with a shared sense of values and a strong consensus about what they are striving for

- Competency area 1.1: Vision and Strategy
- Competency area 1.2: Staff Engagement and Collaborative Management
- Competency area 1.3: Human Resources and staff well-being

Competency Area	Current situation self-assess	Expected results	Activities
1.1. VISION AND STRATEGY	There is a common humanitarian commitment among organizations in "Leave no one out" however, however it is unclear what should be done to "Leave no one behind" and to ensure the quality of the teaching and learning process	1.1.A. Harmonize 'access to' education and the 'quality of' learning in the education response	1.1.A.1. Design, disseminate, conduct orientation and develop a follow up plan for a common framework for action that link organizations' scale-up plans with sector quality minimum standards
		1.1.B. All actors are aware and apply the new learning framework in the Learning Centers	1.1.B.1. Design, disseminate, conduct orientation and develop a follow up plan for the new learning framework among pedagogical staff and education management staff
1.2. STAFF ENGAGEMENT AND COLLABORATIVE MANAGEMENT	Staff have a strong personal commitment with the humanitarian response, but it remains unclear to them what is their individual contribution to the overall project goal	1.2.A. The roles and responsibilities of the staff are in place	1.2.A.1 Define and disseminate job descriptions for all staff within the organizations
			1.2.A.2 Define and disseminate code of conduct for all staff within the organizations
			1.2.A.3 Define and disseminate core competences for all staff within the organizations
			1.2.A.4. Define and disseminate expected results for all staff within the organizations
1.3. HUMAN RESOURCES AND STAFF WELL-BEING	[Management Staff] High staff turnover, loss of accumulative staff capacities and experiences, and weakening teams' sustainability due work overload and increased in living daily costs	1.3.A. Appropriate management staff structures are strengthened	1.3.A.1. Revise staff structure per the new field needs and the numbers of centers established in refugee camps
			1.3.A.2. Revise staff salary scale considering the new cost of daily life
	[Pedagogical Staff] Difficulties with the recruitment of pedagogical staff due to the lack of qualified teachers in host communities and refugees.	1.3.B. Appropriate pedagogical staff structures are strengthened and have a gender based approach	1.3.B.1. Design a rapid intervention to raise decent teaching conditions (e.g., alimention, transport, reduce movement between learning centers), increased teachers' and instructor's remuneration (according to the sector standard) and other incentives to attract, deploy and retain them (e.g., hardship allowance, professional pathways, certificate training)
			1.3.B.2. Open a participatory dialogue to design a professional development pathway for teachers.
			1.3.B.3. Design a gender responsive teacher programming that considers promotion of female teacher recruitment, sensitive assignment location within the camp (e.g. avoid remote areas) and work hours (e.g., avoid shifts in the afternoon), and up-grade work conditions (e.g., WASH facilities)
			1.3.B.4. Design an action plan to recognize language instructors as an educational actor (e.g. provide an identification as teacher) and improve their social value within the community and organizations (e.g. facilitate access to other service within the camp)
	Precarious teaching conditions are provoking a teacher drop-out, especially females		
	Lack of symbolic recognition of Burmese Instructors as educational actors is demotivating and impacting on their performance.		

DOMAIN 2 - INFLUENCE

CD Plan Core Feature 2: **Positive and constructive relationships to support their work and influence relevant stakeholders**

- Competency area 2.1: Working with Others
- Competency area 2.2: Advocacy

Competency Area	Current situation self-assess	Expected results	Activities
2.1. WORKING WITH OTHERS	A lack of inter-sectoral planning at a coordination level and at a field level the isolation of the Learning Centers from others humanitarian actors and within the community	2.1.A. All humanitarian relevant actors are involved at a coordination and field level in the education response	2.1.A.1. Design a joint humanitarian response planning to facilitate inter-sectoral collaboration (e.g., link with Health, WASH, Nutrition and Child Protection) and design inter-sectoral programming in common thematic areas (e.g., adolescents, woman empowerment, health preparedness)
			2.1.A.2. Design a plan to increasingly promote the use of Learning Centers as multipurpose spaces of well-being in the camps (connecting with e.g., child friendly spaces, adolescent's clubs, health centers)
			2.1.A.3. Design a plan to strengthen the community management committee and involved families and the community in the planning and management of learning centers
2.2. ADVOCACY	Organizations reported challenges regarding the limitation in the scope, extension, approach and program target group of the current education response	2.2.A. All actors are involved in enhance the accessibility, availability, acceptability and adaptability of the education response	2.2.A.1. Open a participatory dialogue to rethink the education response scope from a life-wide learning perspective, including other places (household, madrassas, mesquite, community center, work place, mobile, etc.) and other modalities (e.g. self-learning, peer-to-peer learning, intergenerational learning) of learning
			2.2.A.2. Open a participatory dialogue to rethink the extension of the response (including host communities)
			2.2.A.3. Open a participatory dialogue to rethink the education response approach from a broader understanding of children's and community's needs integrating others learning outcomes in the teaching process (e.g., literacy and numeracy, job skills, vocational training, education for sustainable development, peace building)
			2.2.A.4. Open a participatory dialogue to rethink the program target group from a life-long learning perspective (e.g., included adolescents, young and adults)

DOMAIN 3 - PREPAREDNESS AND RESPONSE

CD Plan Core Feature 3: **Organizations able to anticipate, prepare for, and respond to humanitarian situations in a relevant, effective, efficient and impactful manner.**

- Competency area 3.1: Preparedness
- Competency area 3.2: Response Avoids Negative Effects

Competency Area	Current situation self-assess	Expected results	Activities
3.1. PREPAREDNESS	[Management staff] Staff training opportunities are still reduced (e.g., education in emergencies, sexual exploitation and abuse, gender based violence, disaster risk reduction and management, humanitarian framework)	3.1.A. Quality pre-service and in-service training for all staff are in place	3.1.A.1. Design, disseminate, conduct orientation and develop a follow up plan for a common staff training quality framework within all organizations 3.1.A.2 Design, disseminate, conduct orientation and develop a follow up plan for mainstreaming gender based approach, sexual exploitation, disaster risk reduction and management, and international and national INEE minimum standards among the staff within organizations
	[Management staff] Lack of mentoring in data collection and processing and weakness in the programmatic and planned use of data	3.1.B. Mentoring for monitoring officers are in place	3.1.B.1. Develop mentoring in data collection for Monitoring Officers
	[Pedagogical staff] Pre-service and in-service training is not enough compared to the needs of the population and for the trainings carried out the main weakness is inexistence of quality standards	3.1.C. Quality pre-and in service training for all teachers are in place	3.1.C.1. Design, disseminate, conduct orientation and develop a follow up plan for a common teacher training quality framework within all organizations
			3.1.C.2. Design a plan to increase pre-service teacher training focus in strength basic teaching and pedagogical foundation
			3.1.C.3. Design a plan to provide a wider thematic offer considering Life-saving (child marriage, unaccompanied and separate children, physical violence, trafficking, child labor, among others) and Life-changing issues (job and vocational skills, peace building and awareness of rights, health, girls and woman empowerment)
			3.1.C.4. Design a plan to provide a different in-service teacher training supplement the face-to-face teacher training with mentoring and peer-to-peer learning
		3.1.C.5. Open a participatory dialogue to design a multimodal teacher training strategy ; combination of different modalities (e.g., face-to-face, mentoring, peer-to-peer learning) and resources (traditional or contemporaneous) to enhance teaching quality	
		3.1.C.6. Scope the possibilities to strength literacy and numeracy capacity amongst Rohingya and Host Community young and adults , especially woman, who should also be trained as potential teachers	
3.2. RESPONSE AVOIDS NEGATIVE EFFECTS	Difficulties to respond to non-enrollment and drop-out of children.	3.2.A. Organizations are able to response to implementation's challenges.	3.2.A.1. Scope the possibilities of cash based intervention to facilitate access and attendance of girls and boys
			3.2.A.2. Design a gender based program to promote girls access and attendance (e.g. split classroom by gender, exclusive female teacher Rohingya and from host community, increase the number of female staff, ensure exclusive latrines, reduce threats to girl's safety)
			3.2.A.3. Design a rapid retention plan that considers communication with families regarding the value of education
			3.2.A.4. Design a rapid retention plan to ensure school feeding program, education supplies and WASH facilities

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