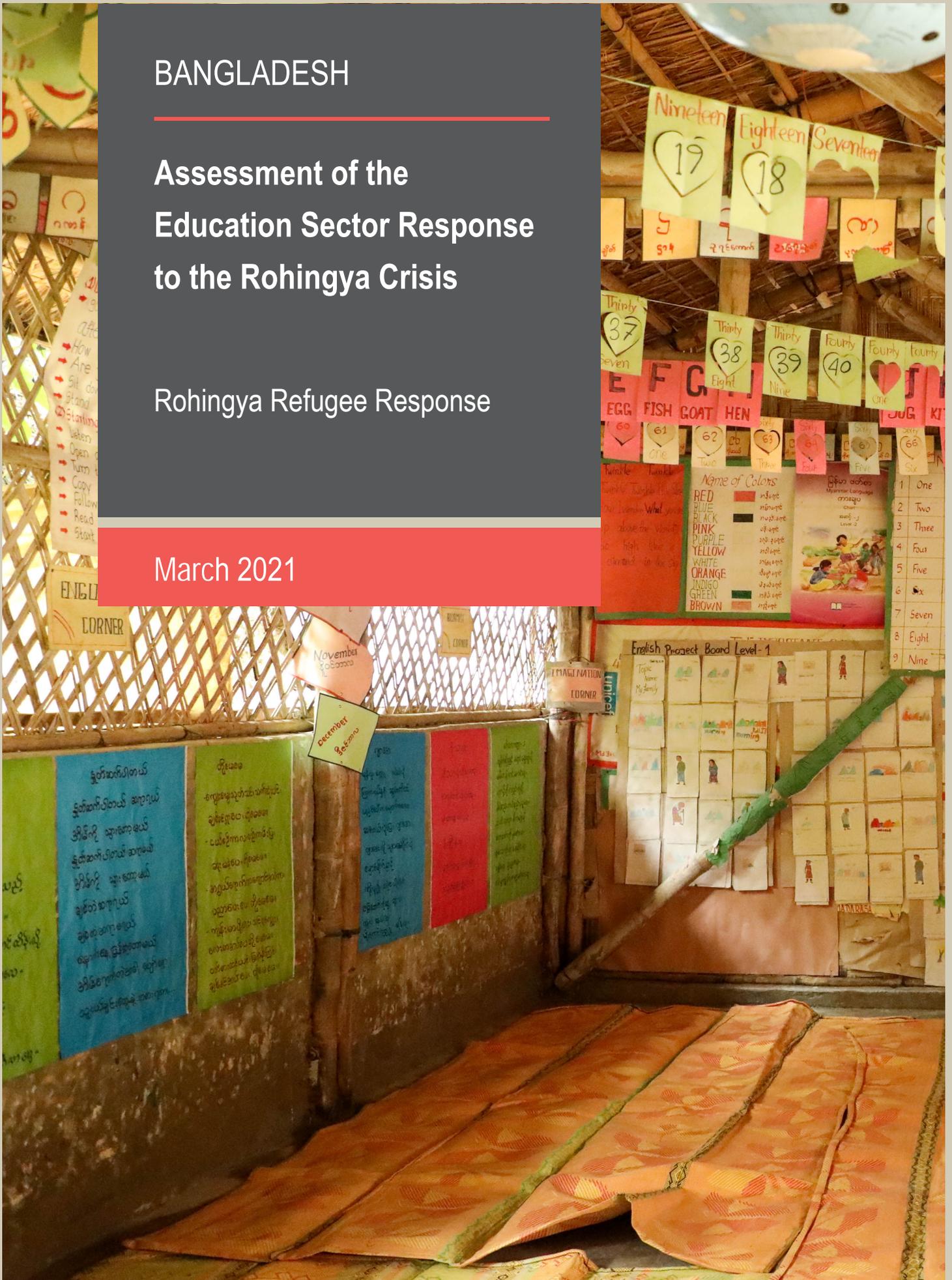


BANGLADESH

Assessment of the
Education Sector Response
to the Rohingya Crisis

Rohingya Refugee Response

March 2021



Coordinated by:



Funded by:



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About REACH

REACH facilitates the development of information tools and products that enhance the capacity of aid actors to make evidence-based decisions in emergency, recovery and development contexts. The methodologies used by REACH include primary data collection and in-depth analysis, and all activities are conducted through inter-agency aid coordination mechanisms. REACH is a joint initiative of IMPACT Initiatives, ACTED and the United Nations Institute for Training and Research - Operational Satellite Applications Programme (UNITAR-UNOSAT). For more information, please visit our website: www.reach-initiative.org. You can contact us directly at: geneva@reach-initiative.org and follow us on Twitter @REACH_info.

SUMMARY

Context

Since August 2017 over 745,000 Rohingya refugees have fled outbreaks of violence and military operations in neighbouring Myanmar. There are more than 860,000 Rohingya refugees living in 34 camp settlements across Ukhiya and Teknaf upazilas, with over 55% of them below the age of 18.¹ When living in Myanmar, Rohingya populations had limited access to services, including education opportunities, with less than 60% of children arriving in Bangladesh attending school in Myanmar, with fewer than 10% graduating beyond primary level.²

Cox's Bazar is one of the most impoverished districts of Bangladesh. In terms of education provided by the Bangladeshi government, the primary school completion rate is 54%, relative to a countrywide rate of nearly 80%.³ In 2019, an improvement has been noticed and 70% of primary school-aged children and 64% of secondary school-aged were reportedly enrolled in formal education⁴. Conversely, attendance of non-formal education across the host community was reportedly low: fewer than 10% of children were attending Non-Governmental Organization (NGO)-run schools.

The approximately 385,000 Rohingya children and youths now residing in Cox's Bazar are almost solely reliant on the national and international NGOs for the provision of education services. Following a massive scale-up at the start of the response, education sector partners currently provide services through more than 6,000 learning centres spread throughout the camps. Services are available primarily to children aged 3 to 14, with limited educational opportunities currently available to adolescents and youths aged 15 to 24.⁵

Over the past three years, education providers coordinated by the Cox's Bazar Education Sector – currently co-led by the United Nations Children's Fund (UNICEF) and Save the Children International – have made significant progress into providing education to serve the population within Rohingya refugee camps^{5,6}. However, significant challenges remain. Attendance of adolescent girls remains extremely limited and particular challenges persist for students with disabilities, who were reported to be attending learning centres at lower rates than their peers for all age ranges. Appropriate space to teach and learn in crowded camps is also reportedly very challenging for partners. Within the host community, the main barriers to education remain economic, with a large proportion of households reporting that education costs are too high.⁴ In response to some of these challenges, the Learning Competencies Framework and Approach (LCFA)⁷ was rolled out in camps in 2019 providing a key opportunity to emphasize and incorporate parent and community engagement and preferences regarding different learning modality options.

Following the outbreak of COVID-19, all schools and learning centres in the camps and the host community had to close, forcing educators to find alternative solutions to continue teaching. In response to that, the Bangladeshi government had released some guidelines and remote learning strategies at national level.⁸

Brief overview

This assessment aims to provide a robust evidence base three years into the Cox's Bazar Education Sector's response from the perspectives of caregivers, children and youths, as well as service providers and programmatic stakeholders. The Education Sector and the education sector partners have contributed to this assessment by being involved in the design of the tools and supporting with building the sample frame of quantitative surveys based on teachers and beneficiary lists.

¹ Population Data and Key Demographic Indicators; The United Nations High Commissioner for Refugees (UNHCR); June 2020

² Joint Education Needs Assessment: Rohingya Refugee in Cox's Bazar; Cox's Bazar Education Sector; June 2018

³ Education Cannot Wait (ECW) Facilitated Multi-Year Resilience Programme, Bangladesh; ECW; 2018-2020

⁴ Joint Multi-Sector Needs Assessment: Host Communities in Ukhiya and Teknaf. Analysis Tables; REACH / Inter Sector Coordination Group (ISCG); October 2019

⁵ [Education Needs Assessment \(ENA\)](#); REACH / Cox's Bazar Education Sector; March 2019

⁶ 5Ws; Cox's Bazar Education Sector; September 2019

⁷ The LCFA has been introduced by the Education Sector in 2019 within the camps as an alternative education curriculum, outlining a set of learning competencies across four developmental levels equivalency from pre-primary to grade eight (levels I-IV), covering English, Myanmar language, mathematics, life skills and science.

⁸ COVID-19 Distance Learning in Cox's Bazar District: Host Communities in 8 upazilas; REACH; June 2020

The populations of interest of this assessment are refugee and host community (HC) children and youths between the ages of 3 and 24 in Ukhiya and Teknaf Upazilas, as well as caregivers and teachers providing education services to this population. The assessment was implemented through a two-staged mixed-methods approach consisting of a secondary analysis, and primary data collection.

The secondary analysis and review consisted of two parts: a document review of published reports and assessments, and a secondary data analysis (SDA) of matched student records of the 2018 Annual Status of Education Report (ASER) test data and 2019 dataset of a learners' assessment by Education Sector partners in Rohingya refugee camps. The aim of this secondary review was to further contextualise the current education landscape and to identify and prioritise remaining research gaps. Findings with a minimum of 95% confidence level and a 10% margin of error will be presented throughout.

Primary data collection for this assessment was conducted from 15 October 2020 to 7 February 2021 through five different tools: a teacher survey, a caregiver survey, focus group discussions (FGDs) with children and youths, key informant interviews (KIIs) with caregivers, KIIs with teachers and KIIs with Education and Child Protection Sector partners, Learning Centre Management Committee (LCMC) members, and School Management Committee (SMC) members. Findings from quantitative surveys with teachers are generalisable at a 95% confidence level and a 10% margin of error at the upazila level, and a 7% margin of error at the overall level. For Rohingya caregivers, findings are generalisable at a 95% confidence level and a 10% margin of error at the upazila level, and a 6% margin of error for the refugee population, while all findings from surveys with Bangladeshi caregivers in host community are indicative of the whole population. Given the involvement of children within primary data collection, REACH created a series of Standard Operating Procedures (SOPs) for data collection involving children⁹, and ethical approval was given by the Institutional Review Board at the Department of Health Sciences, University of Dhaka.

This report explores findings on the effectiveness of the Education Sector in camps and host community regarding best practices and lessons learned ([Thematic Brief 1](#)). This report also gives an overview of the different profiles of students enrolled in camps and host community and focuses on the efforts and initiatives undertaken by the Education Sector to promote the inclusion of female students and students with disabilities ([Thematic Brief 2](#)). Finally, this report also aims to identify how COVID-19 has affected learning opportunities for children, and the lessons learned emerged from this period ([Thematic Brief 3](#)).

Main trends

Effectiveness of the education response

Across all themes, it can be observed that the Education Sector's response has been perceived as effective in providing quality services in schools and learning centres, improving during the first 3 months of 2020 the access to education services for children and youths aged 3 to 24, relative to the 2019 academic year. Caregivers and teachers' perceptions are generally positive, with most of them having noticed improvements between 2019 and the first 3 months of 2020 in areas relating to standards and practices.

However, according to caregivers and teachers in both the camps and host community, there is still room for improvement in areas relating to resources such as environment, teaching materials, and recruitment and retaining for qualified teachers.

A large proportion of teachers in camps and host community reported their education facility had less than one teacher for every 35 students, a proportion which is slightly higher in host community.

Although the introduction of the LCFA in camps has received positive feedback from most of teachers, it has reportedly reflected some existing inequalities between different age and gender groups of students.

Inclusivity of the education response

As reported by education partner Key Informants (KIs), these are striving to ensure the access to equitable learning opportunities in a safe and protective environment. The proportion of caregivers reporting that their children aged 3 to 10 are attending education facilities is particularly high.

⁹ SOPs – Data collection with children: please refer to Annex 1 of the [Terms of Reference](#)

However, in light of findings from all quantitative surveys and qualitative components, the inclusion of female students and students with disabilities in education programming remains challenging and a priority, especially in camps.

The education response since COVID-19

Since March 2020, the COVID-19 pandemic has disrupted the education response and education actors have had to adapt learning opportunities in order to prevent as much as possible an education gap due to students dropping out that could be caused by the closure of schools and learning centres. This response is reportedly different between the host community and camps, whose access has been limited for education actors since the beginning of the pandemic.

Most of the schools in the host community have been able to adapt and follow the government recommendations allowing most of the Bangladeshi students to continue learning. However, partners have met particular difficulties to continue learning opportunities remotely, where Rohingya students have reportedly fewer learning opportunities since the beginning of the pandemic.

Overall, COVID-19 and closures of schools and learning centres are widening inequalities and strengthening existing challenges, especially regarding female students' attendance and economic constraints faced by households.

Key recommendations

Based on the findings of this assessment, the key trends identified through the different thematic briefs, and consultations with the Education Sector, the following key recommendations are suggested:

- Education partners should provide guidance and support to schools and the learning centres in host communities and camps required to overcome challenges with meeting their needs in resources (also linked to following safety procedures once schools reopen). During the planning stage, advocating for participatory process would be particularly important, with caregivers of students presented to school committees as a party to be consulted.
- Together with relevant actors and the communities, they should further the work on addressing the issue of female enrolment in host community and camps and also on the root causes of dropouts.
- In camps and the host community, education actors should collaborate with communities, protection, health and water, sanitation and hygiene (WASH) partners to establish more opportunities for students with disabilities in education facilities and train teachers to work with students with disabilities.
- Work on further strategies to broaden remote learning opportunities and to improve access to learning modalities in camps until the learning centres reopen.
- Education partners should further investigate the gaps in teaching staff quality and make an effort to improve it through relevant training of teachers, particularly in camps.
- Once schools reopen, the education partners should focus on implementing strategies to overcome learning loss caused by the closure of schools. Additionally, there is a need to work closely with the schools to streamline the minimum safety standards to the schools and learning centres and support addressing the challenges.

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List of Acronyms

ASER	Annual Status of Education Report
CiC	Camp-in-Charge
CPSS	Child Protection Sub Sector
ECW	Education Cannot Wait
ENA	Education Needs Assessment
FGD	Focus Group Discussion
HC	Host Community
INEE	International Network for Education in Emergencies
ISCG	Inter-Sector Coordination Group
J-MSNA	Joint Multi-Sector Needs Assessment
JRP	Joint Response Plan
KII	Key Informant Interview
KRC	Kutupalong Registered Camp
LCFA	Learning Competencies Framework and Approach
LCMC	Learning Centre Management Committee
MHM	Menstrual Hygiene Management
NGO	Non-Governmental Organization
SDA	Secondary Data Analysis
SMC	School Management Committee
SOP	Standard Operating Procedure
WASH	Water, Sanitation and Hygiene
UNHCR	The United Nations High Commissioner for Refugees
UNICEF	The United Nations Children's Fund

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INTRODUCTION

Since August 2017, over 745,000 Rohingya refugees have arrived in Bangladesh's Cox's Bazar District from Myanmar, the latest of several waves of displacement from Myanmar to occur since 1978. A total of 864,281 Rohingya refugees now reside in Cox' Bazar, including 752,909 in 29 camps settled in Ukhiya Upazila, and a further 111,372 in 5 camps settled in Teknaf Upazila.¹⁰ In addition to the potentially traumatic experiences associated with displacement, Rohingya children have also arrived from a pre-displacement environment in which educational opportunities were severely limited in terms of both availability and quality.¹¹ Cox's Bazar is one of the most impoverished districts of Bangladesh. In terms of education provided by the Bangladeshi government, the primary school completion rate is 54%, relative to a countrywide rate of nearly 80%.¹² In 2019, an improvement has been noticed and 70% of primary school-aged children and 64% of secondary school-aged were reportedly enrolled in formal education¹³. Conversely, attendance of non-formal education across the host community was reportedly low: fewer than 10% of children were attending Non-Governmental Organization (NGO)-run school.

Under the framework of the Inter-Sector Coordination Group (ISCG), the Cox's Bazar Education Sector—co-led by UNICEF and Save the Children International—is tasked with the coordination and strategic planning of education programming being implemented by humanitarian actors in Cox's Bazar District. Following a massive scale-up at the start of the response, education sector partners currently provide services to approximately 485,000 Rohingya children through almost 3,000 learning centres spread throughout the camps. Education is provided in English, Burmese, Rohingya, and Chittagonian by a combination of Bangladeshi teachers and Rohingya language facilitators/instructors. Currently, services are available primarily to children aged 3-14, with minimal educational opportunities currently available to adolescents and youth aged 15 to 24. Since the start of the response, sector partners' efforts to provide education services to refugees have been constrained by a number of factors including a lack of space for facilities in camps that are already heavily congested, as well government restrictions preventing any formal or nonformal education programmes being offered to the Rohingya.¹⁴ Attendance of adolescent girls and students with disabilities remain extremely limited as well. Within the host community, the main barriers to education remain economic, with a large proportion of households reporting that education costs are too high.⁴

In response to some of these challenges, the Learning Competencies Framework and Approach (LCFA)¹⁵ was rolled out in camps in 2019 providing a key opportunity to emphasize and incorporate parent and community engagement and preferences regarding different learning modality options.

Following the outbreak of COVID-19, all schools and learning centres in the camps and the host community had to close, forcing educators to find alternative solutions to continue teaching. In response to that, the Bangladeshi government had released some guidelines and remote learning strategies at national level.¹⁶

This report provides a detailed description of the methodology and why it was chosen, and then outlines the key assessment findings, organised into three Thematic Briefs:

- [Thematic Brief 1](#): The effectiveness of the education response
- [Thematic Brief 2](#): The inclusivity of the education response
- [Thematic Brief 3](#): The education response since COVID-19

¹⁰ Joint Government of Bangladesh – UNHCR; Population map as of 30 November 2020

¹¹ For further details on the status of the education system in northern Rakhine state prior to 2017, see: [Joint Education Sector Needs Assessment, North Rakhine State, Myanmar](#); REACH / Plan International; November 2015.

¹² Education Cannot Wait (ECW) Facilitated Multi-Year Resilience Programme, Bangladesh; ECW; 2018-2020

¹³ Joint Multi-Sector Needs Assessment: Host Communities in Ukhiya and Teknaf. Analysis Tables; REACH / Inter Sector Coordination Group (ISCG); October 2019

¹⁴ The right to education denied for Rohingya refugees in Bangladesh; Burmese Rohingya Organisation UK; December 2018

¹⁵ The LCFA has been introduced by the Education Sector in 2019 within the camps as an alternative education curriculum, outlining a set of learning competencies across four developmental levels equivalency from pre-primary to grade eight (levels I-IV), covering English, Myanmar language, mathematics, life skills and science.

¹⁶ COVID-19 Distance Learning in Cox's Bazar District: Host Communities in 8 upazilas; REACH; June 2020

METHODOLOGY

The assessment was implemented through a two-staged mixed-methods approach consisting of a secondary analysis, and primary data collection.

Secondary data analysis (SDA)

For the SDA, REACH compared matched individual student records taken from the December 2018 ASER test data, which preceded the introduction of the LCFA within camps, with data from the December 2019 learners' assessment. Both datasets were collected by six Education Sector partners and compiled by the UNICEF. In order to match the two datasets, REACH used the facility identification number and students names. Matched records involving cases of student demotions, promotions of students below the age of six years old and promotion of students by multiple learning levels were removed as these contravened guidance outlined in the Education Sector's Learners' Assessment and Promotion Guideline 2019 document. In addition, cases of duplicated student names in the same learning facility were removed from the matched dataset, as it was not possible to confirm that the correct students were being matched. Following data cleaning, a final dataset of 7,875 students was compiled.

Geographical scope

The matched dataset contains students from all camps aside from Kutupalong Registered Camp (KRC) and camp 4 Extension in Ukhiya, and Nayapara RC in Teknaf upazila. Overall results from the SDA are representative with a 99% confidence level and a 2% margin of error for Rohingya children aged 4-16 who were enrolled in the education facilities run by six partner organisations. This level of representativeness varies by analysis level, and only findings with a minimum of 95% confidence level and a 10% margin of error will be presented throughout.

Limitations

Key limitations include:

- **Representativeness:** as secondary data from only six Education Sector partners was used for the SDA, the results can only be considered as representative of the students enrolled in learning centres of these organisations, but are indicative of all students enrolled in learning centres within the camp.

Data collection method: quantitative surveys

With guidance and input from the Education Sector and Education Sector partners, two surveys were created focusing on education concerns and access to services for children and youths aged 3 to 24. One survey was targeted at teachers and one at caregivers.

A total of 809 surveys were conducted with teachers across three different teacher groups: Bangladeshi teachers in the host community, Bangladeshi teachers in camps, and Rohingya teachers in camps. Data collection for the teacher survey took place remotely through phone calls from 15 to 28 October 2020, and then an additional round was held also remotely from 7 to 12 January 2021. The sample frame for this component was based on teacher contact lists provided by Education Sector partners and the Bangladesh Directorate of Education (for the host community only).

For the caregiver survey, a total of 684 surveys were conducted with Bangladeshi caregivers in the host community, and Rohingya caregivers within camps. Data collection also took place through phone calls from 23 November to 3 December 2020, and additional surveys were collected from 13 to 21 January 2021. Due to the absence of a complete sampling frame for caregivers in camps and the host community, the sample frame used was based on beneficiary lists provided by Education Sector partners, and additionally through snowballed contacts (within the host community only).

For both quantitative components, the entire field team, including the enumerators, received a three-day training from REACH that covered research ethics, an overview of the assessment, and review and practice with the tool.

Geographical scope

Teacher surveys were conducted with teachers from across schools in the host community, and learning centres in camps, across Teknaf and Ukhiya upazilas. For each of the teacher groups, phone numbers were selected at random from the lists compiled by Education Sector partners. For Bangladeshi and Rohingya teachers in camps, all findings are generalisable at a 95% confidence level and a 10% margin of error at the upazila level, and a 7% margin of error at the overall level. For all teachers in camps combined, the sample provides results significant at a 95% confidence level and a 5% margin of error at the overall level. For Bangladeshi teachers from the host community, the findings are significant at a 95% confidence level and a 10% margin of error at the overall level.

Surveys were conducted with Rohingya caregivers from across 32 refugee camps in the upazilas of Ukhiya and Teknaf (excluding camps 2 West and 5 in Ukhiya). For Rohingya caregivers, findings are generalisable at a 95% confidence level and a 10% margin of error at the upazila level, and a 6% margin of error for the refugee population. Surveys were conducted with Bangladeshi caregivers in the host community from across three unions in Teknaf upazila (Nhila, Ratna Palong and Whykong) and five unions in Ukhiya upazila (Haldia Palong, Jalia Palong, Palong Khali, Raja Palong and Ratna Palong). Findings from these surveys are indicative of the wider population.



Map 1: Map of assessed areas

Analysis

Following the finalisation of tools, a data analysis plan was drafted, providing a roadmap outlining weightings, aggregated variables, and populations of interest. Following the completion of data collection, preliminary analysis was conducted according to the analysis plan, with an analysis syntax created in R software. Where relevant, findings have been triangulated with secondary sources.

Limitations

Key limitations include:

- **Phone interviews:** as all caregiver and teacher interviews were conducted over the phone, this may have introduced some bias into the dataset. Bangladeshi and Rohingya caregivers without access to mobile phones would be excluded by the methodology used, potentially biasing the results to better educated households. Additionally, phone ownership is more prevalent amongst men, particularly within camp populations.
- **Coverage:** the findings for the caregiver surveys with Rohingya caregivers cannot be extrapolated to sites that were not visited; aggregated data for this assessment is therefore representative of the refugee population at the upazila-level, excluding Camp 2 West and 5 in Ukhiya. Similarly, the results of the caregiver surveys cannot be extrapolated to unions that were not covered by data collection.
- **Respondent bias:** certain indicators may be under-reported or over-reported due to the subjectivity and perceptions of respondents.
- **Timing of data collection:** it needs to be considered that data collection was conducted following months of limited service provision/access to services and livelihoods due to COVID-19 related restrictions, this may particularly impact on the respondents' ability to answer questions on the pre-COVID-19 period. Additionally, the different components of data collection were completed over slightly different time periods
- **Representativeness:** considering the sampling methods used for both quantitative surveys (contact lists provided by some Education Sector partners for both teacher and caregiver surveys as well as snowballed contacts for caregiver surveys in host community) the findings of this component can only be considered as indicative.

Data collection method: qualitative tools

With guidance and input from the Education Sector and Education Sector partners, two qualitative tools were developed:

KIIs: with Education and Child Protection Sector partners, Learning Centre Management Committees (LCMC) members (in camps only) and School Management Committees (SMC) members (in host community only). These KIIs focused on inclusive programming and COVID-19 programmatic challenges and recommendations. Data collection across the three KI groups took place with REACH enumerators utilising a remote data collection methodology through phone calls, from 17 November to 18 January 2021. Twenty-eight KIIs were conducted in total. Enumerators were given a one-day training on research ethics, an overview of the assessment, and review and practice with the tool.

FGDs and KIIs: with Bangladeshi and Rohingya caregivers / caregivers of students with disabilities, with children / youths and children / youths with disabilities from the host community and camps, aged 12-24, with the host community teachers and with Bangladeshi and Rohingya teachers working in camps. These FGDs and KIIs focus on barriers to education, inclusivity, improvements, and challenges of learning during COVID-19. All KIIs were conducted by REACH enumerators remotely in order to minimize COVID-19 risks, with all interviews taking place through phone calls, based on numbers provided by Education and Child Protection partners. All FGDs were conducted in-person, whereby FGDs with Bangladeshi teachers from the host community were conducted by REACH, and FGDs with children and youths in the host community and camps were jointly conducted with Education and Child Protection partners, respecting barrier gestures and social distancing rules in order to minimize COVID-19 transmission risks. All REACH enumerators and partner facilitators received a two-day training provided by REACH, including practice FGDs. Given the sensitive nature of data collection with children, REACH drafted a series of SOPs outlining child protection principles and protocols to be followed by all staff involved in qualitative data collection. These include a list of documents for data collectors (checklists for children in distress, communication with children, ethical considerations, referral pathway, child protection protocol and child protection debriefing sessions) and a list of forms to be used during data collection (enumerator confidentiality agreement, informed assent form, informed consent form and urgent action form)¹⁷. A total of 22 KIIs with caregivers were conducted from 29 November to 3 February 2021, 20 KIIs and 5 FGDs with teachers were conducted from 17 January to 3 February 2021 and 6 FGDs with children were conducted between 30 November 2020 and 7 February 2021. All findings from these qualitative components are to be considered as indicative.

Analysis

Facilitators for FGDs from Education and Protection Sector research partners conducted the preliminary analysis, consisting of reviewing their field notes and clearly identifying main trends and findings. For all KIIs, REACH staff made notes during interviews, which were then translated into English before REACH collated all the findings and conducted a secondary analysis using NVivo.

Limitations

Key limitations include:

- **Note-taking limitations:** because of protection concerns associated with conducting research with children and youths, recordings and transcriptions of the discussions were not permitted. As such, the only information available for secondary analysis was what could be captured during the activity in a note-taking template, meaning that some information might have been missed or incorrectly transcribed.

¹⁷ SOPs – Data collection with children : please refer to Annex 1 of the [Terms of Reference](#)

FINDINGS

THEMATIC BRIEF 1: EFFECTIVENESS OF THE RESPONSE

The following section explores findings on the effectiveness of the Education Sector response, including International Network for Education in Emergencies (INEE) minimum standards, current challenges and improvements in implementation, the outcomes of introducing the LCFA in the camps, and priority improvements. Most of the findings focus on the quality of education provided in the first three months of 2020 before COVID-related school closures. By highlighting existing constraints and areas of best practice, this section of the report aims to support effective education provision for all children when schools re-open.

The findings suggest that the response has been particularly perceived as effective in improving standards and practices in schools and learning centres, partly in the camps due to the introduction of the LCFA, which received positive feedback from the majority of teachers. The LCFA provides a framework for measuring student progress through the proxy of promotion between different learning education levels. Student promotions since the LCFA's introduction suggests that these improvements may not be equally benefiting all students, with existing barriers to education for girls and older students persisting. While some progress was reportedly made in resource-related aspects of education, such as environment and teaching materials, improvements were less even and these areas, along with general funding, were prioritised for improvement by both teachers and caregivers. Across many of these findings, the agreement between both teachers and caregivers on education needs and areas for improvement suggests common ground for developing joint improvement plans in the future.

Key findings

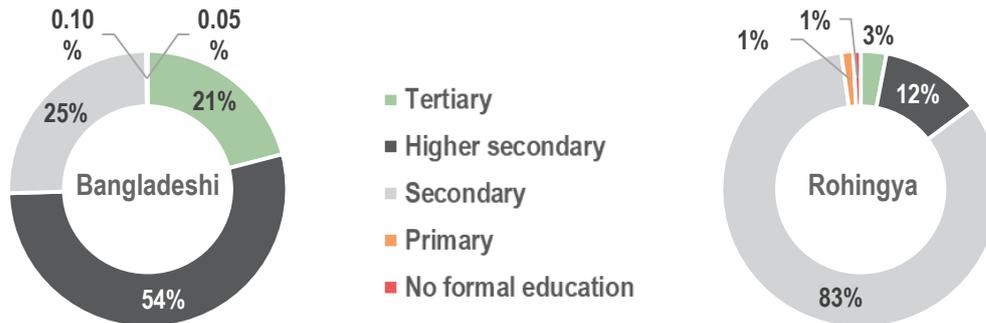
- **Resourcing, particularly recruiting and retaining qualified teachers appeared to be one of the biggest barriers to upholding INEE minimum standards.** Challenges to recruiting and maintaining qualified facilitators reportedly were particularly high in camps.
- A high proportion of teachers reported that they were following up on absenteeism and taking initiatives to engage students, particularly female students in education.
- **Overall, most aspects of education were perceived to have stayed the same or improved by both teachers and caregivers.** The proportion of caregivers and teachers reporting improvement in areas relating to standards and practices were high, with improvements in resources being less consistent. **WASH facilities were a particular cause for concern for many teachers.**
- **The LCFA has received positive feedback from teachers and reportedly provides a framework for measuring student progress.** Patterns of progress however reflect existing inequalities, with older students and girls seemingly facing greater barriers to progress. There is some evidence to suggest the guidance on promotions is being interpreted differently by partners and at the camp level.

INEE minimum standards

Teacher recruitment and selection

The findings suggest difficulties in recruiting and retraining qualified teaching personnel in the refugee camps. Bangladeshi teachers reportedly are more qualified than their Rohingya counterparts, with 75% of Bangladeshi teachers having at least higher secondary or tertiary qualifications, compared to 15% with Rohingya. Two per cent (2%) of Rohingya teachers reportedly do not have formal education or only up to the primary level, compared to 0.15% of Bangladeshi teachers

Figure 1: Teacher qualification levels in learning centres in Rohingya refugee camps – ASER, December 2018



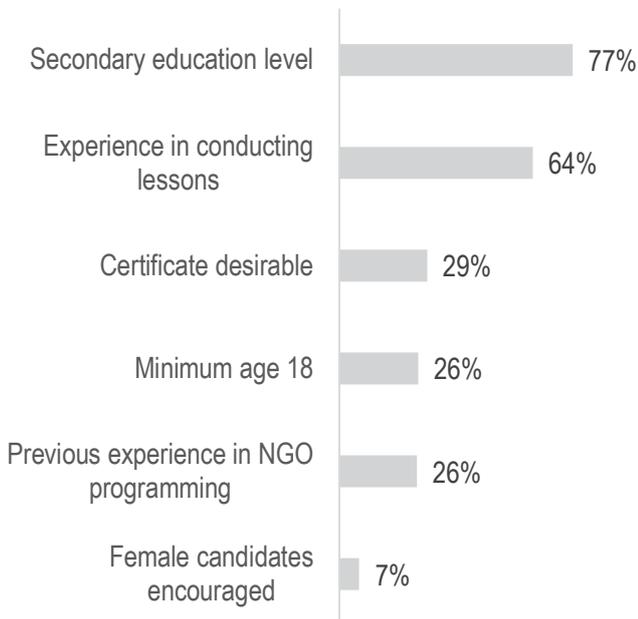
The most commonly reported recruitment requirement by Bangladeshi teachers was a university degree (60%), compared to 0.05% of Rohingya teachers in camps. However, the discrepancy in the percentage of teachers reporting that recruitment requested degrees and the percentage of teachers with degrees suggest that in the host community too, there is a shortage of qualified staff. While it was reportedly unusual for schools to explicitly encourage female candidates to apply, there was approximate gender balance amongst the staff within camps and within host communities, with 52% of respondents to the teacher survey being female. However, there is a significant gender imbalance among the two teacher profiles working in camp: 80% of interviewed Rohingya teachers were men and 76% of interviewed Bangladeshi teachers were women. This might be due to limited freedom of movement and opportunities for Rohingya women caused by risks, fears and cultural restrictions¹⁸.

Ninety-eight per cent (98%) of teachers in camps and 99% of teachers in host community reported that they received a pre-defined job description and were aware of the selection criteria.

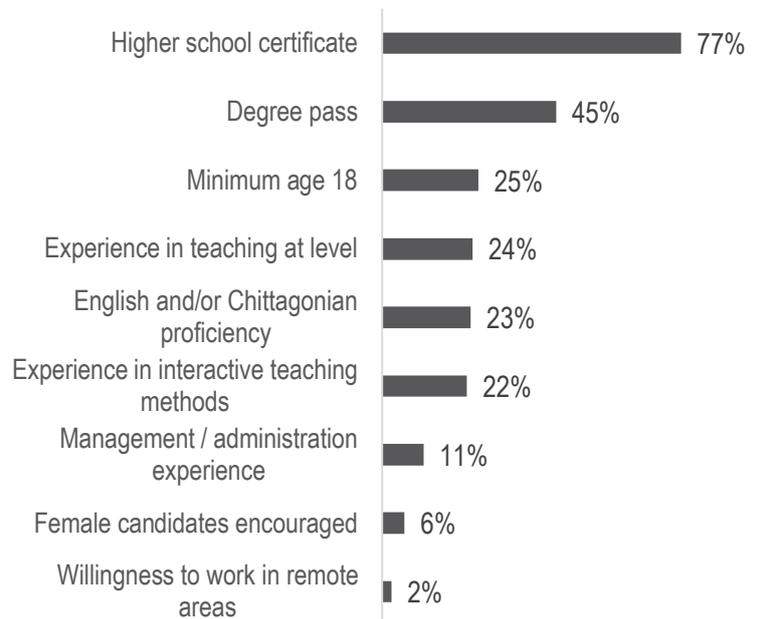
¹⁸ Joint Multi-Sector Needs Assessment: Host Communities in Ukhiya and Teknaf; REACH / ISCG; October 2019

Figure 2: Selection criteria reported by teachers in the teacher survey¹⁹

Teacher selection criteria in camps, as reported by Rohingya teachers



Teacher selection criteria in the host community, as reported by Bangladeshi teachers



Working hours

Possibly as a result of recruitment challenges, long working hours were reportedly not uncommon, with 25% of teachers in the refugee camps and 18% in the host community reporting working more than 45 hours a week. In the host community, women were more likely to work fewer hours, with 74% of female teachers reporting they worked less than 36 hours, compared to 15% for males. This may result in female teachers having less contact time with pupils despite the approximate gender balance in staff numbers.

Figure 3. Reported hours worked by teachers in the teacher survey



¹⁹ Respondents could select multiple answers

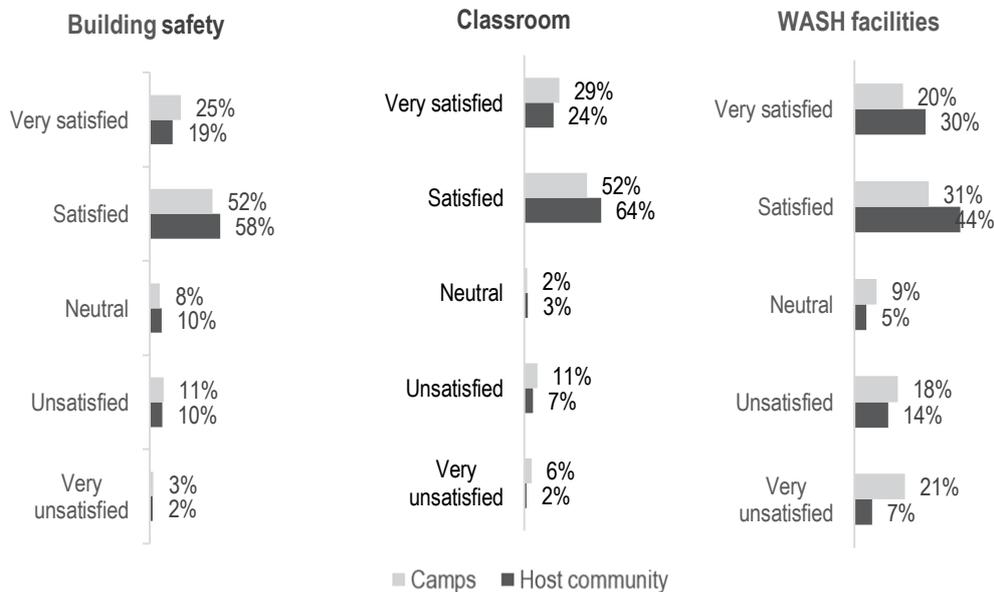
Teacher to student ratio

Reflective of the difficulties in recruiting qualified teachers, the teacher to student ratio was classified as low in both the host community and the refugee camps. Eighty one percent (81%) of teachers in the camps and 84% in the host community reported less than one teacher for every 35 students. The average number of students per teacher in the camps in Teknaf and Ukhiya was 37 and 42 respectively, while in the host community it was slightly higher at 42 in Teknaf and 45 in Ukhiya. It is worth noting that schools in the refugee camps were considerably smaller than those in the host community, with an average of 86 students per school in the camps and 200 in the host community.

Access and learning environment

While most teachers reported to be satisfied or very satisfied with building safety, the classroom environment and WASH facilities, a small group reported dissatisfaction. WASH facilities in particular were reportedly unsatisfactory for 3% of teachers in the host community and 21% of teachers in camps. Two caregiver KIs in camps and two in the host community reported a lack of gender segregation, particularly in the host community as a problem with WASH facilities in schools and learning centres, which is discussed further in the inclusive environment section of this report.

Figure 4: Reported satisfaction with educational environment in the teacher survey



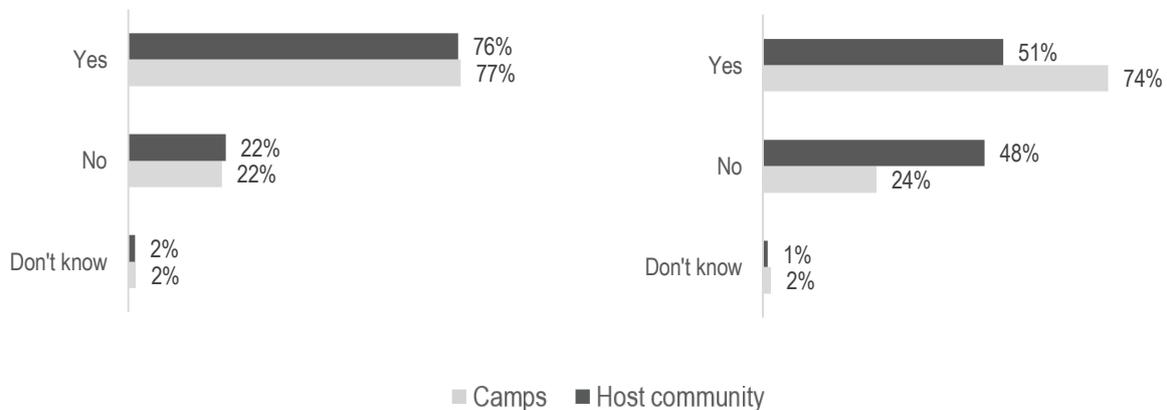
Discipline and follow up

In terms of student attendance, follow up on absenteeism appeared to be relatively high. **The majority of caregivers with at least one child not attending school or learning centre reported receiving phone calls from the school or LCMC to follow up.** In the host community, visits from the teachers, however, were reportedly much less frequent than in camps, but still common. One caregiver key informant from the host community reported corporal punishment in the schools, however it is unclear whether this was widespread or an isolated incident.

Figure 5: Reported follow up on absenteeism in the caregiver survey²⁰

Caregivers who reported they have been **contacted** by teachers or LCMC members in relation to child absenteeism

Caregivers who reported they **received a visit** from teachers or LCMC members in relation to child absenteeism



Programme progress – general

Challenges to implementation

Education and LCMC KIs reported a number of barriers to implementing education programmes. **Cultural factors were often singled out by humanitarians as a barrier to education, with girls being particularly affected.** Visiting parents and engaging religious leaders was reportedly one way in which actors have mitigated this challenge. This is supported by 15 caregiver KIs in both the host community and camps reporting being aware of initiatives to promote girls' education in their community. For more information on gender equality, see the section on inclusion.

Some partners reported difficulties obtaining permissions for education activities and reported proactive engagement and relationship building with authorities as the preferred solution. Language also reportedly played a role in some cases, with host community teachers teaching in the camps sometimes struggling with the Rohingya/English language materials.

One of the concerns expressed by the Rohingya teachers KIs during interviews was that the children were not provided any proof of education, which could cause problems should they ever need to present such documents.

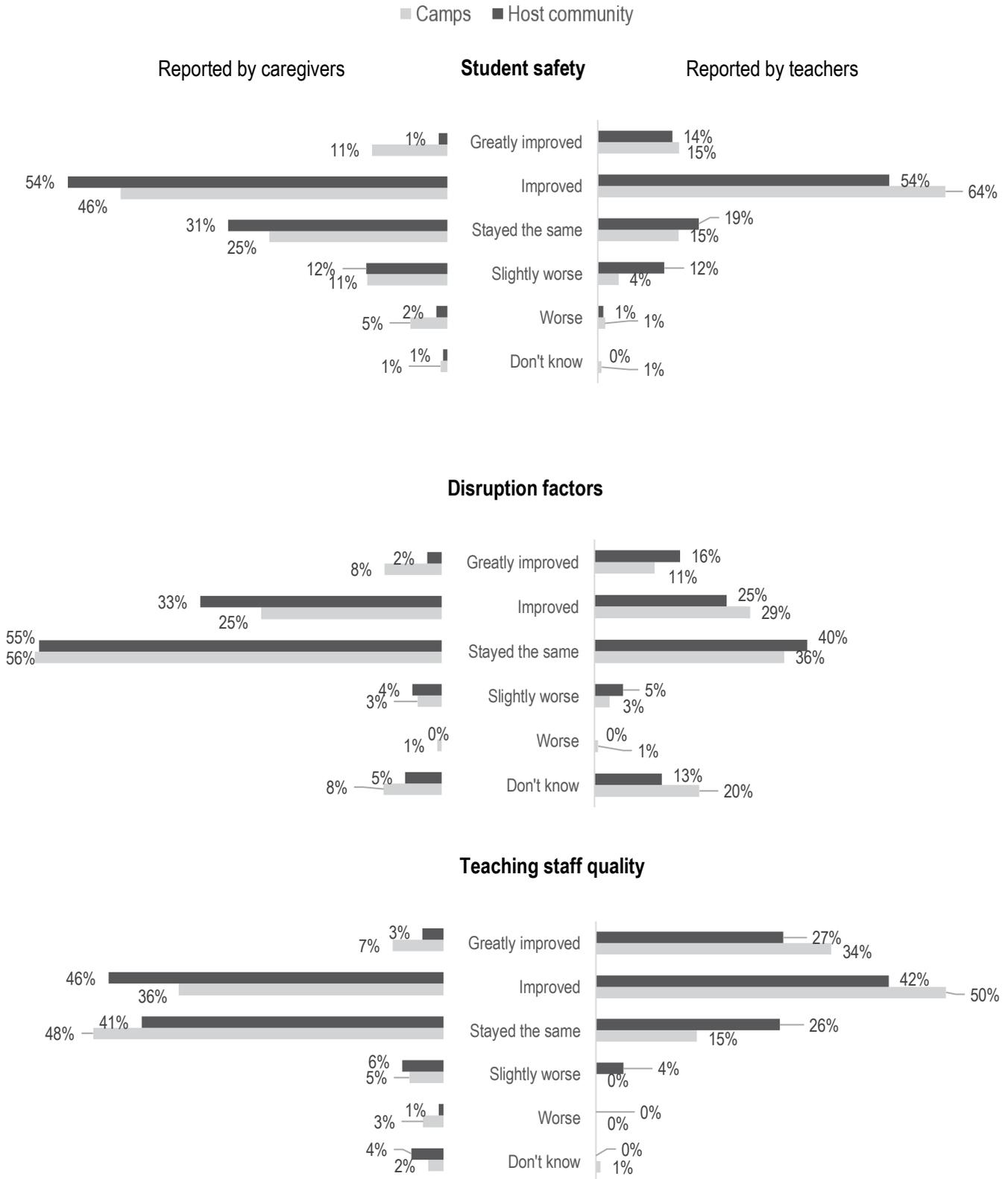
Perceived changes over time

Despite the barriers reported, overall, there were perceived improvements in many areas from March 2019 to March 2020.

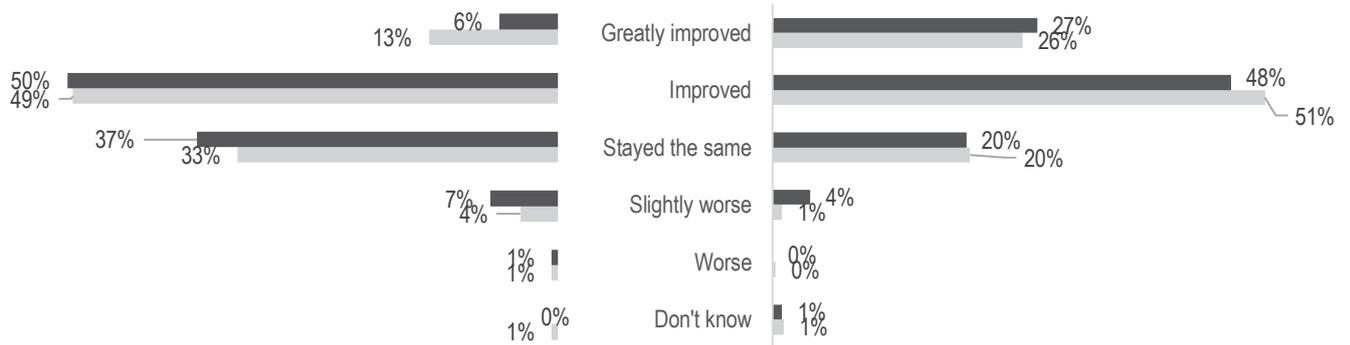
Areas relating to standards and practices were perceived to have improved, with the largest portion of respondents in both camps and the host community reporting that student safety, teaching staff quality and caregiver engagement had improved or greatly improved since 2019. Caregiver engagement in particular was viewed positively, with 62% of caregivers in camps and 56% in the host community reporting at least some improvement. These findings suggest initiatives to improve standards and practices over 2019 had a noticeable impact in many schools, especially from the teachers' perspective. The only exception was classroom disruptions, which the majority of respondents reported had stayed the same over the year.

²⁰ Of the caregivers who reported that at least one of their children was not enrolled in formal education in the host community, or non-religious education within camps, during the 2019 academic year or the first three months of 2020.

Figure 6: Reported quality of education services in the first three months of the 2020 academic year, as compared with the 2019 academic year, from caregiver and teacher surveys

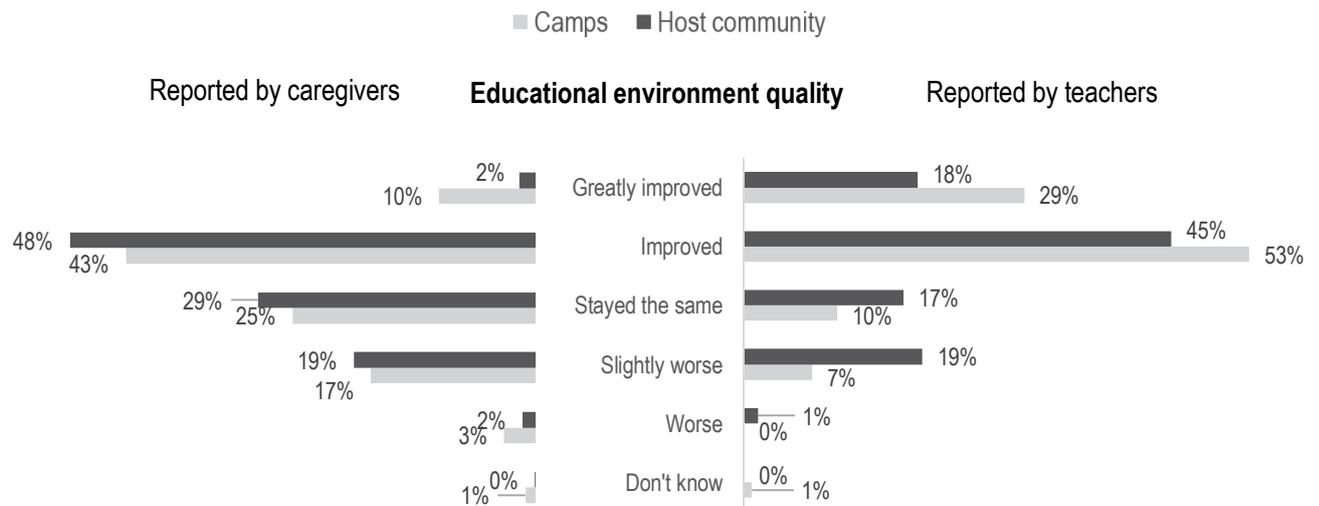


Caregiver engagement



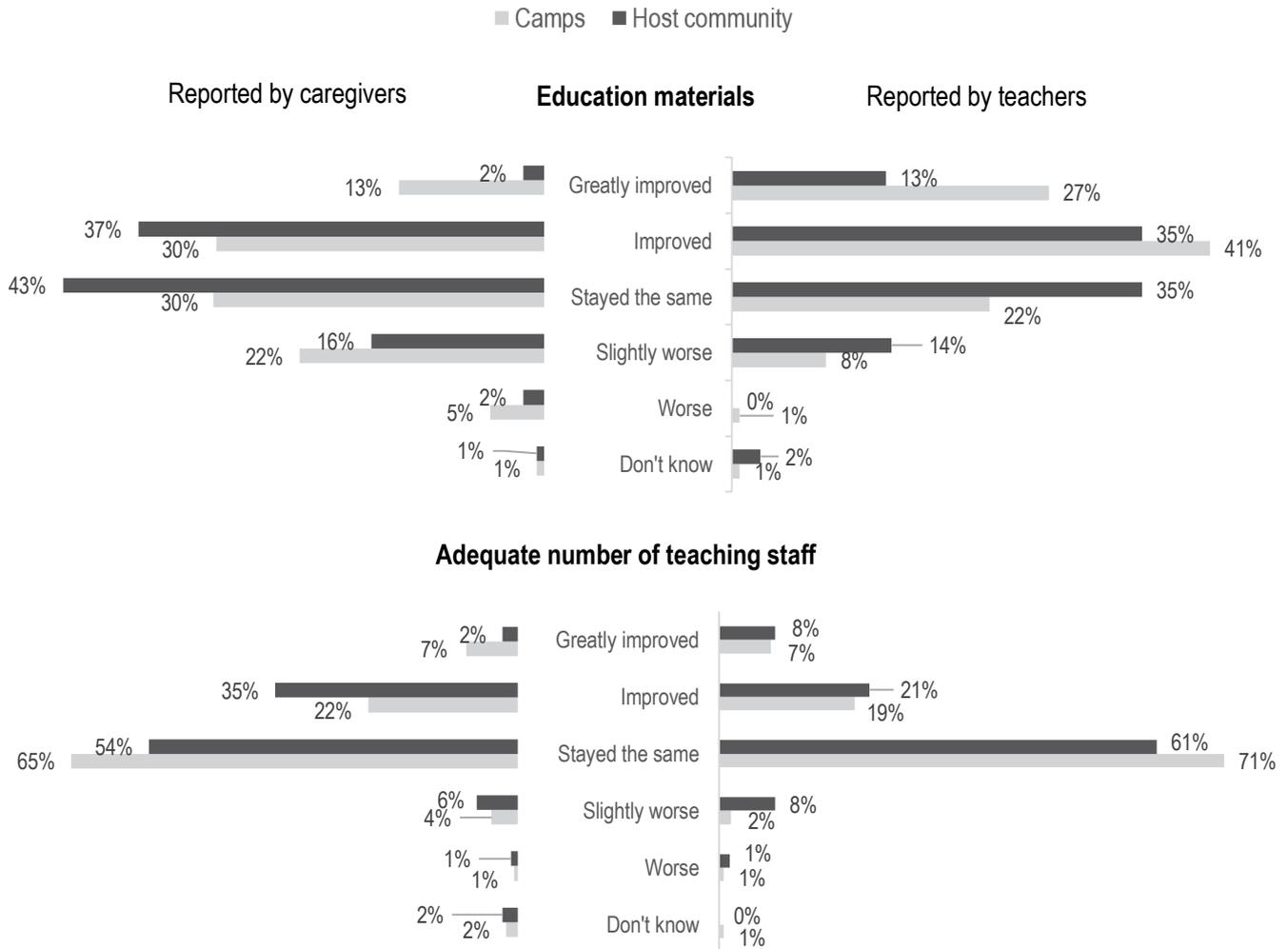
Perceptions on resources were more mixed. The highest proportion of both caregivers and teachers reported at least some improvement in the educational environment, and four caregiver KIs and six caregiver KIs in the host community reported seeing improvements to the school or learning centre buildings, such as pathways being repaired. **However, a considerable portion of respondents perceived deterioration in the school environment.** In particular, 20% of caregivers in camps and 21% in the host community reported that the educational environment deteriorated.

Figure 7: Reported quality of educational environment in the first three months of the 2020 academic year, as compared with the 2019 academic year, from caregiver and teacher surveys



While reports of improvement were common, the largest proportion of both caregivers and teachers reported that educational materials and teaching staff numbers had ‘stayed the same’. However, 4 caregiver KIs in camps and 3 in host community reported that the number of teachers increased. **These findings suggest that important improvements to school resources have been made but, possibly due to limited funds, not all schools have benefited equally.**

Figure 8: Reported quality of education services in the first 3 months of the 2020 academic year, as compared with the 2019 academic year, from caregiver and teacher surveys



In all cases, reports of deterioration were rare, with the exception of educational environment discussed above and caregivers' perception of education materials in the camps, where 27% of Rohingya caregivers reported worsening provision.

It is worth noting the consistency of these findings amongst different groups. While results are not directly comparable, caregivers and teachers, both in the host community and in the camps, all demonstrated similar trends in what they perceived to have improved or stayed the same, with teachers having a slightly more positive perception overall than caregivers. The general agreement on education trends may be a result of the improved caregiver engagement, and may facilitate collective action such as developing improvement plans.

Programme progress – LCFA

From January 2019 onwards, the Education Sector has rolled out the LCFA in the camps, with the objective of providing learning competencies from level 1 to 4 in the following subjects: English and Burmese language, mathematics, life skills and science. The following section draws upon secondary data on learning levels from 2018 to 2019, and reports by teachers and caregivers to explore the impact of the LCFA on learning outcomes. Overall, the framework has received positive feedback from teachers and provides a framework for measuring student progress. **Patterns of progress however reflect existing inequalities, with older students and girls seemingly facing greater barriers to progress.** There is also some evidence to suggest the framework is being interpreted differently by partners and at the camp level.

Teacher satisfaction

Both Bangladeshi and Rohingya teachers working in the camps reported high levels of satisfaction with the LCFA, with 40% of Rohingya teachers reporting the LCFA to be a great improvement. The satisfaction levels were high in both Ukhiya and Teknaf, with 83% and 87% of teachers, respectively, reporting an improvement or great improvement. While caregivers were not asked directly about the LCFA, being typically less familiar with the details of teaching frameworks, the perceived improvement in quality of teaching discussed in ‘changes over time’ may reflect positive changes following the introduction of the LCFA.

Figure 9: Teacher satisfaction with the LCFA in the teacher survey



Student progress under the LCFA

The LCFA provides a framework for measuring student progress through the proxy of promotion between different learning levels. By analysing data from December 2018 and December 2019, it is possible to see the rate of promotions for students and which groups are more likely to be left behind. For further details on how this analysis was conducted, see the methodology section.

In 2018 the majority of students were in level 1, but this has shifted to level 2 in 2019, since the introduction of the LCFA. Promotions were more common for students in the lower levels, with just over half (52%) of students moving from level 1 to level 2. The relative ease of progress from one to two may be partly explained by the fact that, according to Education Sector guidance, promotions between these levels were based on attendance rather than learning outcomes, with partners promoting level 1 students who met the following criteria:

- enrolled for at least six months
- in attendance at least 60% of the time
- aged six and above

Once students who were below the age of six (and thus ineligible for promotion) were excluded, the promotion rate from students in level 1 to level 2 rises to 59%. The Education Sector guidance states that student promotion between higher levels is based more on academic performance and learning outcomes.

Figure 10: Proportion of students by learning levels December 2018-2019 from matched ASER and partner data

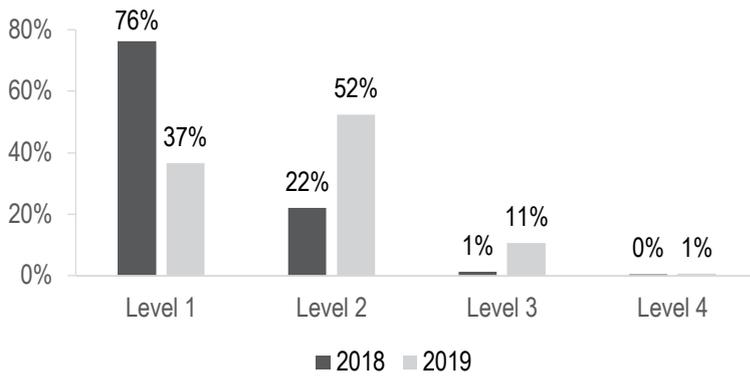


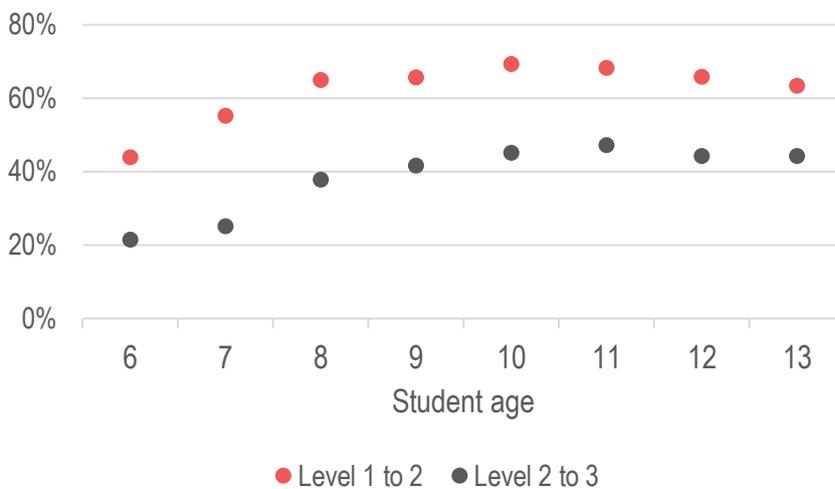
Figure 11: Proportion of students promoted by each learning level December 2018-2019 from matched ASER and partner data²¹

Promotion type	% of students promoted
Level 1 to 2	52% / 59% ²²
Level 2 to 3	43%
Level 3 to 4	7%

Several factors influenced student promotion between learning levels, including age, gender, location and partner organisations.

Up to the age of ten, age correlated positively with promotion rate from level 1 to 2, and from 2 to 3. **However, after the age of ten, the advantage of age levelled off.** This reflects findings in the 2020 Joint Multi-Sector Needs Assessments (J-MSNA) where older students reportedly faced more pressures on their time and lower attendance rates due to the need to support livelihood activities and domestic work²³. Findings from the LCFA suggest these pressures may offset the cognitive advantages of older age, limiting older students' ability to progress. Overall, this suggests increased barriers to learning for older students.

Figure 12: Promotion rate of students by learning level between December 2018-2019 and age from matched ASER and partner data (excluding students who were ineligible due to age)



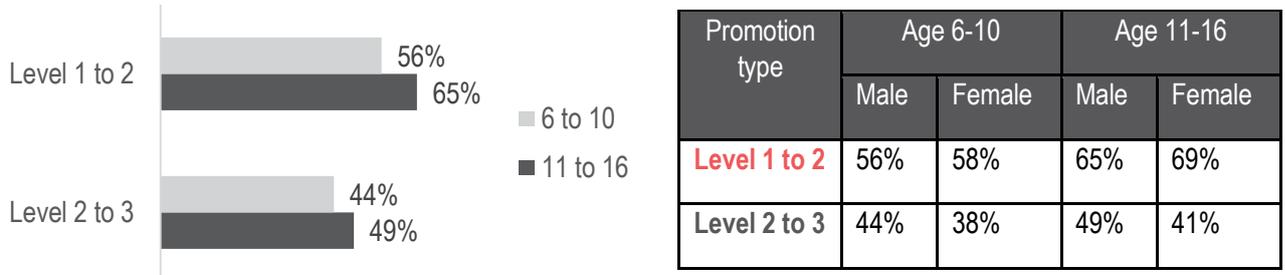
²¹ From matched ASER and education partner secondary data

²² Excluding students who were ineligible for promotion due to age

²³ J-MSNA Factsheets, Rohingya refugee camps; REACH/ISCG; November 2020

Progress through the LCFA also reflected pre-existing gender inequalities. **While girls were more likely to be promoted from level 1 to level 2, they were less likely to be promoted from level 2 to 3.** Age appears to be a greater disadvantage for girls than for boys, with girls aged 10 – 16 being less likely to progress from levels 2 to 3 than girls under the age of 10. Given the cognitive advantage of older age, this suggests the barriers facing older children are particularly pronounced for female students.

Figure 13: Promotion rate of students by learning level between December 2018-2019 by age and gender from matched ASER and partner data (excluding students who were ineligible due to age)



Promotion rates also varied between different implementing partners and camps. Across the six partners whose data comprised the SDA, the promotion rates of students from level 1 to 2 varies from 48% to 71% (after excluding students below the age of 6) and from 33% to 58% for promotions of students from level 2 to 3. In addition, there are notable variations in promotion rates between camps, with promotion rates of students from level 1 to level 2 ranging from 29% to 82% (excluding students below the age of 6), and 24% to 56% for promotions from level 2 to level 3. While the findings on age and gender reflect existing barriers to education, there is no strong evidence to suggest the existence of such large differences in education needs between camps or specific beneficiaries of different organisations. **This suggests that some of the variation observed between implementing partners and camps may be due to different interpretations of promotion guidance, between partners and camps.**

Priority improvements

As with recent improvements, there was relatively high agreement between caregivers and teachers on the priority areas for improvement. **Better teaching materials was most frequently selected as a priority improvement in both the host community and in the camps, amongst caregivers and teachers.** Improvement of the **educational environment** and **financial support** for education were also both in the three most commonly selected options, with the exception of host community teachers, who cited more teaching staff more frequently than financial support.

Conversely, financial support seems to be more important for Bangladeshi caregivers living in host community than for Rohingya caregivers. It is also worth noting that in the host community, a large proportion of teachers reported that more teaching staff are needed, while caregivers are more likely to say that the quality of teaching staff needs to improve. Support for students with disabilities is more commonly cited amongst teachers than caregivers, which might be due to the low proportion of interviewed caregivers having children with disabilities.

These trends reflect the findings in ongoing improvements, where greater progress appeared to have been made in standards and practices as opposed to resources.

Table 1: Most important improvements needed to enhance children / youth's education, as reported by teachers and caregivers²⁴

	Teachers		Caregivers	
	Camps	Host communities	Camps	Host communities
Better teaching materials	81%	80%	71%	71%
Improvement of teaching environment	56%	53%	42%	55%
More financial support for education costs	38%	44%	51%	65%
More student safety	35%	23%	16%	21%
Support for student with disabilities	21%	25%	7%	12%
Better quality of teaching staff	19%	14%	40%	28%
More teaching staff	17%	39%	19%	15%
Better behaviour of teaching staff	11%	4%	11%	9%
No improvement needed	2%	2%	0%	0%

²⁴ Respondents could select multiple options

THEMATIC BRIEF 2: INCLUSIVITY OF THE EDUCATION RESPONSE

This section focuses on findings related to the inclusivity of the response. It explores the different types of education facilities attended by students in the host community and camps and highlights the profiles of children and youths that are not attending formal education in host community and non-religious learning centres in camps. It also aims at pointing out challenges and constraints related to students' enrolment and attendance faced by caregivers and teachers, especially regarding female students and students with disabilities. An analysis by age group and/or gender-age group has been conducted for some of these findings where relevant.

The findings show that the education response has been particularly effective in enrolling younger children aged 3 to 10 in both camps and host community. A gender imbalance can be observed in camps for students aged 11 to 18, where female students seem less likely to be enrolled than male students. **Overall, students with disabilities and female students are less included than others in education opportunities** even though some efforts are being made by Education and Child Protection actors to mainstream their inclusion in education programming.

Key findings

- **Young children aged 3 to 10 are more likely to be targeted by education partners in both camps and host community.**
- Overall, most of the caregivers with children who attend education facilities seem to be satisfied by the Education Sector response.
- Education related concerns are reportedly different between caregivers in host community and caregivers in camps, with education costs being the main challenge reported by Bangladeshi caregivers while education content and materials are a particular cause of concern for Rohingya caregivers.
- **In camps, female students aged 11 to 18 are less likely to be enrolled than male students at the same age.**
- Even though some initiatives have been reported by education and protection partners to overcome cultural barriers and movement restrictions which are restraining girls and women to attend education facilities, more efforts are reportedly needed regarding the inclusivity of infrastructure and awareness amongst the community.
- Overall, teachers in camps and the host community are reportedly aware of the necessity to include students with disabilities. **Schools in the host community are reportedly more inclusive with children and youths with disabilities than learning centres in camps.** Some initiatives such as inclusivity training for teachers and classrooms accessibility can be observed in both areas, but there is still room for improvement regarding infrastructure accessibility.

Education facility attendance

Nine different types of education facilities were identified in the host community. **Among those, six can be considered as providing formal education (NGO schools, government schools, Ebtedayee Madrasa²⁵, private schools, home-based learning with a school teacher and government colleges), and three can be considered as providing non-formal education (Madrasa²⁶, non-formal education centres and private tutor).**

In the 30 days before schools closed due to COVID-19, in the host community, a large proportion of children aged 3 to 14 attended NGO schools as reported by caregivers, but this may be influenced by the sample frame, which was composed primarily of contact details provided by Education Sector partners' beneficiary lists. Children aged 11 to 14 are reportedly more likely to be enrolled, with only 3% reportedly not attending education facilities of any kind.

Conversely, youths aged 19 to 24 are reportedly less likely to be enrolled, which may indicate that youths start working during this age period, and thus have less time or perceived need for education. However, 18% of youths aged 19 to 24 reportedly attended a government college.

NGO schools seem to predominantly target youngest students aged 3 to 10, while most of children aged 11 to 18 were reportedly attending government schools. Of children and youths attending formal education, 4% were reportedly attending religious education as well (Madrasa).

Table 2: Type of education facilities attended by children in host communities in the 30 days before schools closed due to the COVID-19 outbreak by age group, as reported by caregivers²⁷

Type of school	Age group			
	3 to 10	11 to 14	15 to 18	19 to 24
NGO school	31%	13%	0%	0%
Government school	43%	52%	38%	4%
None	12%	3%	25%	65%
Madrasa	10%	11%	6%	5%
Ebtedayee Madrasa	4%	8%	5%	3%
Private school	3%	14%	17%	6%
Home-based learning (with a teacher)	0%	0%	1%	0%
Government college	0%	0%	10%	18%
Non-formal education centre	1%	0%	1%	2%
Private tutor	0%	0%	1%	0%

In the camps, four main types of education facilities were reported: non-religious learning centres run by NGOs and home-based learning with a school teacher, Madrasa and home education (usually provided by caregivers or other family members).

In camps, of children and youths attending non-religious learning centres run by NGO and/or home-based learning with a school teacher, 10% were reportedly attending religious education as well (Madrasa).

Similarly, as in the host community, younger children in camps seem more likely to be enrolled. Home-based learning with a school teacher seems more common for the age group 11 to 14.

²⁵ Ebtedayee Madrasa: primary level educational institutions registered under the Bangladesh Madrasa Education Board where teachers emphasize reading and memorizing the Quran as well as fundamentals of Islam, Arabic, Bangla, mathematics, history, geography and general science.

²⁶ Madrasa: the syllabus is not regulated by the government and is solely focused on developing expertise in religion (non-religious subjects are not taught and history of Bangladesh is absent in most classes).

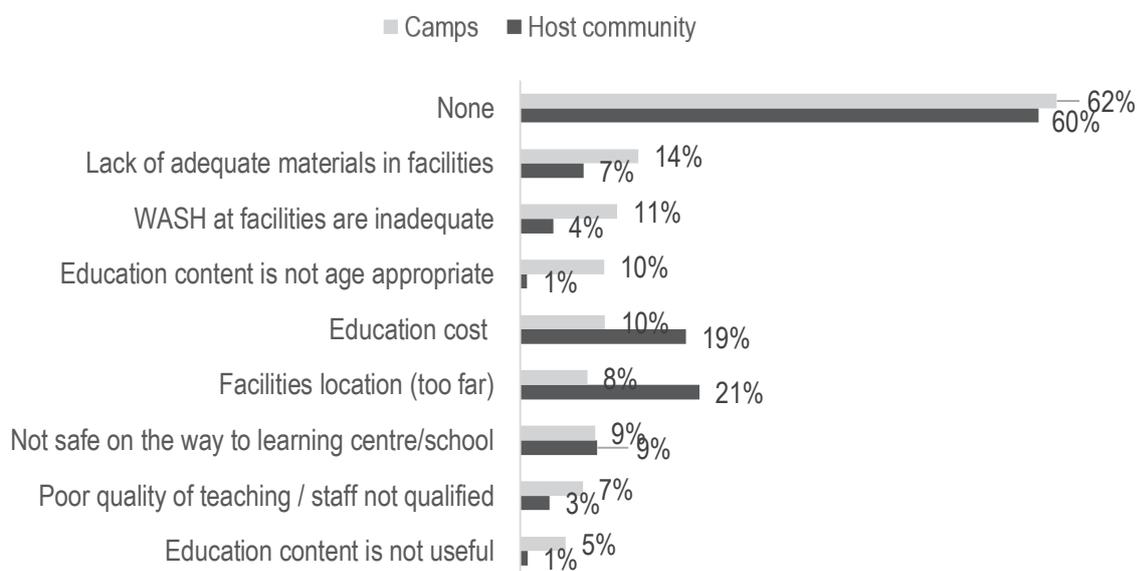
²⁷ Respondents could select multiple options

Table 3: Type of education facilities attended by children in camps in the 30 days before learning centres closed due to the COVID-19 outbreak by age group, reported by caregivers^{28,27}

Type of education facility	Age group			
	3 to 10	11 to 14	15 to 18	19 to 24
Non-religious learning centre run by NGO	82%	67%	21%	3%
Home based learning (with a school teacher)	1%	7%	6%	3%
Madrasa	12%	17%	4%	2%
Home education	3%	6%	3%	0%
None	8%	19%	66%	91%

Challenges to attendance

Of Rohingya and Bangladeshi caregivers reporting their children were attending formal or non-religious education, a majority reported there were no notable challenges to enrol their children. **However, education cost has been significantly reported as a challenge by caregivers in the host community as well as a priority improvement** (see the section on effectiveness of the response). Facilities location and safety issues on the way to school also seem to be challenging for the host community. In the camps, caregivers have reported a various number of challenges, the lack of adequate materials in facilities being the most frequently reported, which is also part of the priority improvements reported by both teachers and caregivers (see the section on effectiveness of the response). Teachers' absenteeism, teachers' misbehaviour and teachers' punishment have also been reported by three caregiver KIs in camps as challenges for students attending education facilities.

Figure 14: Main challenges reported by caregivers with children who are attending formal education (host communities) or non-religious learning centres or home-based learning with a school teacher (camps) in the 30 days before schools/learning centres closed due to the COVID-19 outbreak²⁸

Non-attendance

The proportion of children who were not attending formal education (in host community) and non-religious centres or home-based learning with a teacher (in camps) increases with age. **In camps, among the age group 11 to 14, girls are less likely to attend education facilities and this trend increases with age as well.** As reported by education partners during KIs, girls are more likely to drop out of schools when they reach the age of 10. In addition to the barriers faced in enrolling / attending education facilities, analysis of secondary data indicates that even when females are attending facilities, they are less likely to progress between higher learning levels than their male counterparts.

²⁸ Respondents could select multiple options

Figure 15: Proportion of children in host communities who were reportedly not attending formal education in the 30 days before schools closed due to the COVID-19 outbreak, by age group as reported by caregivers

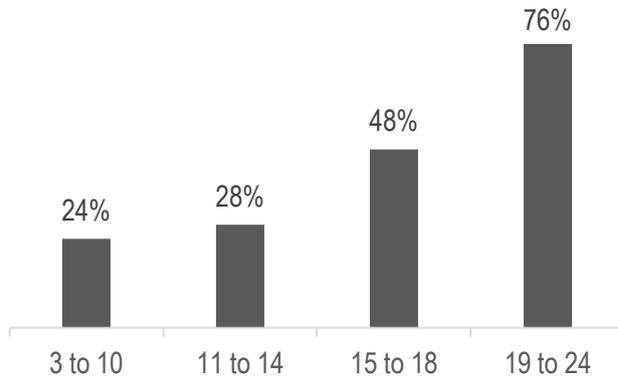
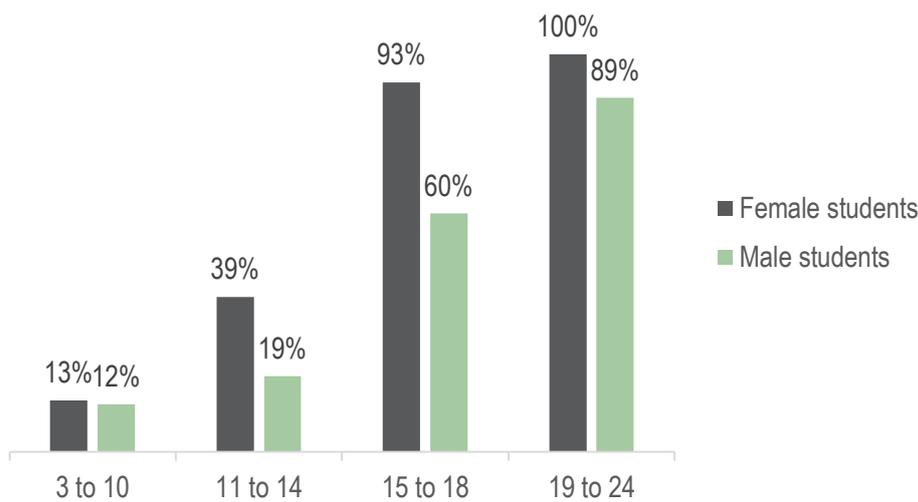


Figure 16: Proportion of children in camps who were not attending non-religious learning centres or home-based learning with a school teacher in the 30 days before learning centres closed due to the COVID-19 outbreak, by gender-age group as reported by caregivers



Of the children who were not attending education facilities, a large proportion of children aged 3 to 10 in the host community (76%) and camps (87%) reportedly never attended education facilities, which might be due to the fact that children were considered as too young to enrol. On the contrary, half of the children and youths aged 11 to 18 and a slightly higher proportion of youths aged 15 to 18 never attended formal education with the remainder reportedly dropping out of education altogether. In the host community, 43% of youths aged 19 to 24 reportedly never attended education, while in camps this figure is 69%.

Figure 17: Proportion of children in host communities who last attended a formal education facility for at least 4 days per week among children / youths who were reportedly not attending²⁹

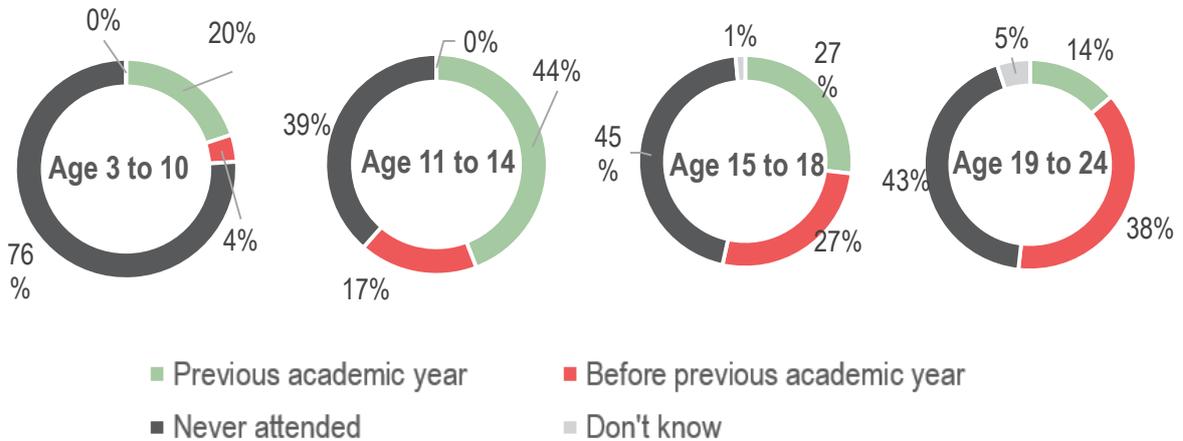
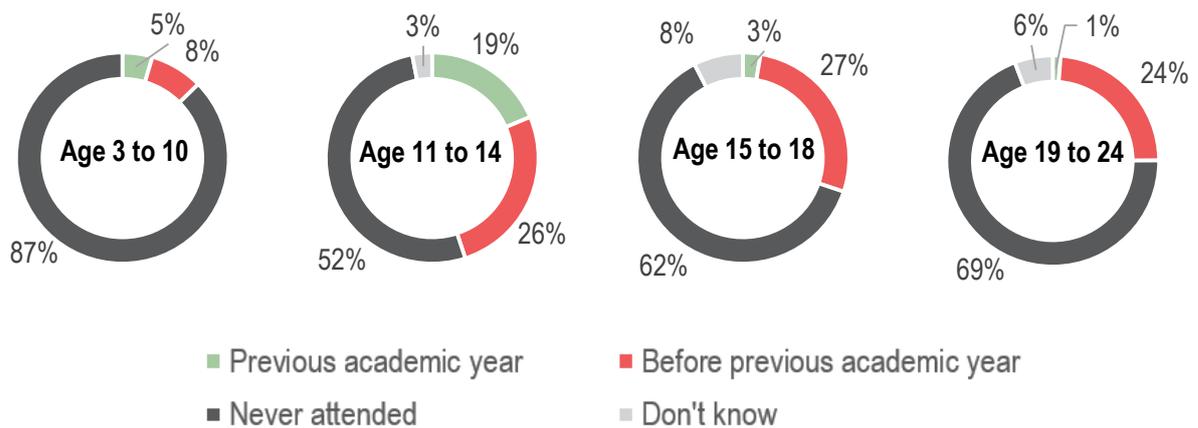


Figure 18: Proportion of children in camps who last attended a non-religious learning centres or home-based learning with a school teacher for at least 4 days per week among children / youths who were reportedly not attending³⁰

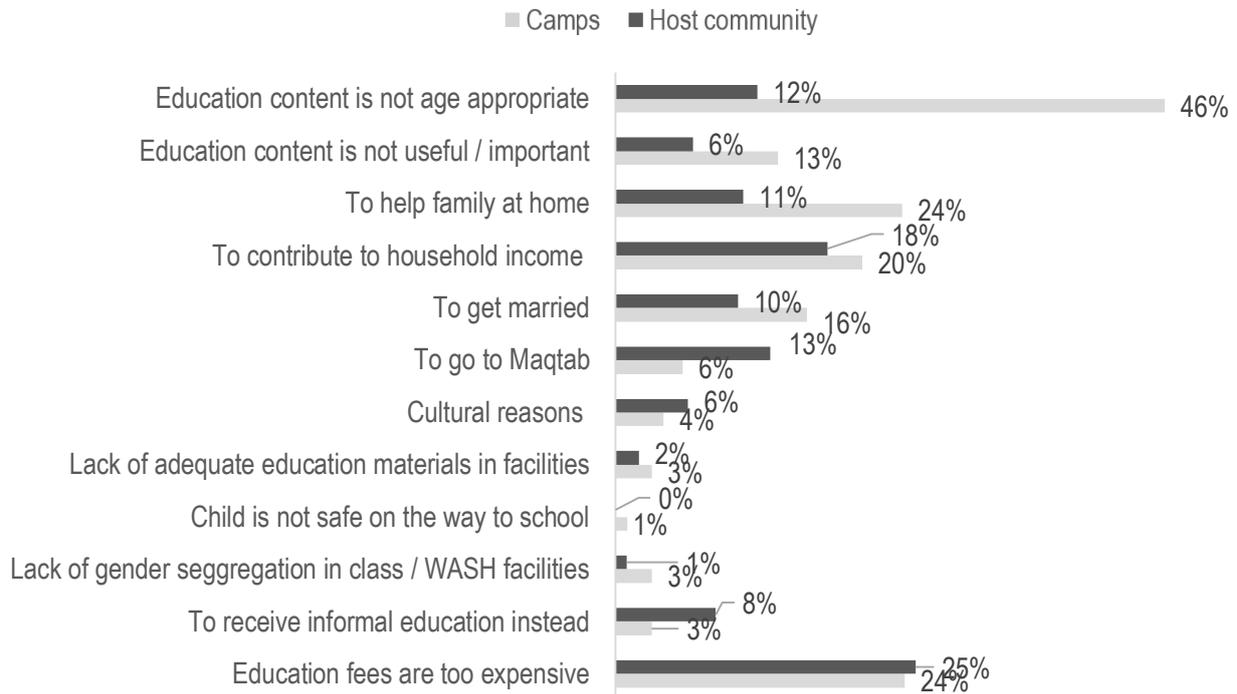


In the host community, according to caregiver surveys as well as caregivers KIIs, education costs are the main barrier to accessing education facilities, while in camps, education content was the main reason cited for non-attendance. Both Bangladeshi and Rohingya caregivers reported children and youths' activities as being not compatible with attending schools, with needing to help family at home and to contribute to household income cited as common reasons for non-attendance in both areas. During KIIs, two caregivers in camps reported that their children with disabilities were not able to attend education facilities because of a lack of support for their child's disability within learning centres. Another caregiver KI in camps reported that her adolescent daughter aged 15 was not attending an education facility as she was considered too old.

²⁹ Of students who are reportedly not attending education facilities in host community (subset size: 176)

³⁰ Of students who are reportedly not attending education facilities in camps (subset size: 397)

Figure 19: Reasons reported by caregivers with children who were not attending formal education (host communities) or non-religious learning centres or home-based learning with a school teacher (camps), in the 30 days before schools / learning centres closed due to the COVID-19 outbreak³¹



Safety concerns

Rohingya caregivers were less likely to report they were concerned about safety of their children than Bangladeshi caregivers. In camps, 3% of caregivers with girls aged 3 to 14 and 6% of caregivers with boys aged 3 to 14 reported that they have safety concerns for their child, while in host communities 15% of caregivers with children aged 3 to 14 reported that they have safety concerns. Similarly, in the Education Needs Assessment conducted by REACH in camps in March 2019 (2019 ENA)³², safety and security concerns were not widely reported as reasons for non-attendance by Rohingya caregivers of out-of-school children, and both parents and staff generally perceived learning centres to be safe spaces for children of both genders.

In both host communities and camps, according to caregiver surveys and KIIs with caregivers, the most commonly reported safety concern was traffic and crossing roads. In camps, the other most cited reasons were the risk of kidnapping while traveling to school, the violence and harassment at school and the violence and harassment traveling to school. In the host communities, traffic and the environmental hazards were most commonly reported for younger groups of children, and also risks related to harassment and sexual violence were mentioned by a substantial amount of caregivers for older girls (thus, 34% of caregivers mentioned risks of sexual violence for girls in the age group 15-18 years). Similarly, in the Child Protection assessment conducted by REACH in camps in May 2020 (2020 CPSS Assessment)³³, caregivers reported being always or sometimes concerned about children and youths facing the following risks: road accidents (78%), kidnapping and trafficking (77%) and verbal harassment (63%).

During KIIs with caregivers, it has also been reported both in camps and host community that some children were not feeling safe at school because their teachers were giving them physical punishment when they were not able to repeat a lesson. REACH's 2020 CPSS³³ assessment found that 70% of caregivers and 64% of adolescents reported that it was acceptable for teachers to hit their students.

³¹ Respondents could select multiple options

³² [Education Needs Assessment](#); Cox's Bazar Education Sector; REACH; March 2019

³³ [Child Protection Assessment](#); Cox's Bazar Child Protection Sub-Sector; REACH; May 2020

Gender inclusivity

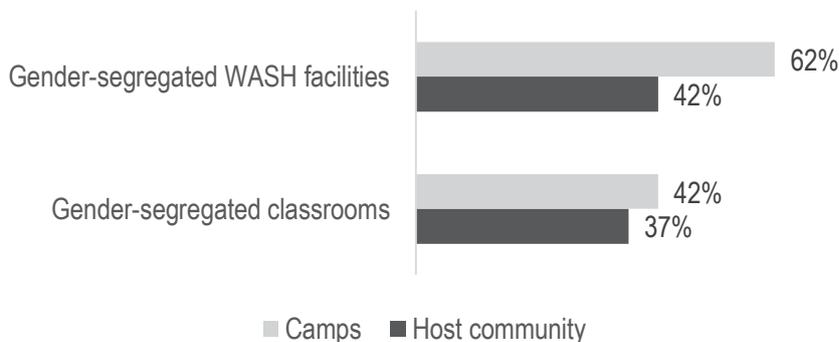
As pointed out within the section on non-attendance, in camps female students are less likely to attend education facilities when they reach the age of 10. According to the 2020 CPSS assessment³³, across all the different learning activities in camps, male adolescents are more likely to have a higher attendance rate than female adolescents and over one-quarter of male adolescents reportedly attend a learning centre on a typical day, while only 5% of female adolescents do.

According to Education and Child Protection NGOs interviewed during KIs, in camps, cultural barriers were the main constraint regarding enrolment of female students. In camps, KIs reported that most females have very restricted freedom of movement, and this intensifies when they reach the age of 10. According to KIs, a notable drop-out rate is observed between the ages of 10 and 12, at level 3. As pointed out within the non-attendance section, 39% of girls aged 11 to 14 were not attending education facilities in camps, as reported by caregivers. According to the 2019 ENA³², for girls, non-attendance after age 11 was closely linked to cultural norms limiting girls from mixing with boys after puberty, with “cultural reasons” the most common driver of non-attendance cited by caregivers. Similarly, according to the 2020 CPSS assessment³³, of those who did not attend a learning centre in the 30 days prior to data collection, 85% of female adolescents said it was because their parents or husband would not permit them, which could be driven by cultural norms that limit girls above the age of 11 from interacting with boys.

According to education partner KIs, **female teacher recruitment** is reportedly a prioritized mitigation measure taken by NGOs who have special programming for girls and female adolescents. One caregiver KI in camps reported that this measure should be more prioritized by learning centres. **Awareness sessions** with religious leaders and with the rest of the community is also reportedly very important in overcoming gender-related barriers, according to KIs. Four caregivers KIs in camps and five in host community reported that awareness programs were undertaken by education actors in order to encourage parents and guardians to enrol female students. In camps, protection initiatives have also been identified by two caregiver KIs to facilitate female students’ access to education. Some of the teacher KIs both in camps and host communities additionally informed that their schools are planning to reach out to the caregivers once schools reopen to facilitate returns of female students. Part of the KIs however noted that during quarantine some students have reached the age when their caregivers would be reluctant to send them to school, and therefore it will be particularly difficult to bring them back.

Programming targeting female students is very efficient when teachers are teaching either at home or within gender segregated classrooms, as reported by education partners KIs. However, overall teachers reported that only 2% of learning centres within camps and 0% of schools in the host community taught only female students. Within camps, teachers reported higher rates of inclusivity in infrastructure than those in the host community. Rohingya teachers were more likely to say that classrooms were gender-segregated, than their Bangladeshi counterparts, but this may be partially attributable to the higher proportion of Rohingya teachers being involved in home-based learning. Only three caregivers KIs in the host community and one caregiver KI in camps reported that the education facilities were providing gender segregated classroom to facilitate girls’ access.

Figure 20: Proportion of teachers reporting that their education facility has:



Gender-segregated WASH facilities and gender-segregated classrooms have been significantly reported as a need by caregiver KIs in both camps and host community, as well as menstrual hygiene management (MHM) support for adolescent girls.

According to caregiver KIs in camps, the bad condition of roads between the shelter and learning centres is also a barrier for girls who want to attend education facilities. **Road repair** has been mentioned by caregivers KIs as an important initiative to be taken in order to encourage girls' attendance. In the host community, the provision of a transport facility to ensure more safety, is also reportedly important according to caregiver KIs.

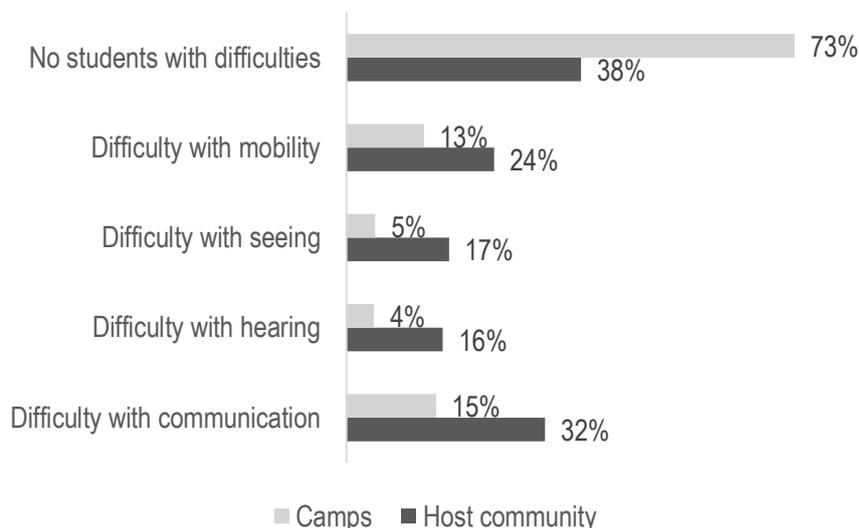
Disability inclusivity

There is reportedly a large difference between host community and camps in relation to the inclusion of students with disabilities. **Host community education facilities are reportedly much more inclusive, with 73% of teachers in camps reporting they had no students with functional difficulties as defined by the Washington Group Short Set on Functioning³⁴, relative to 38% in the host community.** According to KIs with caregivers, support for students with disability is also more common in the host community than in camps.

“Our project team has struggled to identify children with disabilities and engage with them. More awareness is needed about how to identify students with disabilities and we need to provide more training and work with partners with a real expertise in this area.” – Key Informant working in camps and the host community

According to Education and Protection KIs, students with disabilities are systematically targeted and their inclusivity is consistently mainstreamed in NGOs' programs in camps and host communities. **However, a major barrier that they reported was the difficulty in identifying students with disabilities, due to the lack of adapted tools for NGO staff.**

Figure 21: Proportion of teachers reporting students with disabilities in their education facilities³⁵



Overall, around a third of teachers reported that support was available for students with disabilities within their education facility (37% in camps and 31% in host community), a figure slightly higher for Bangladeshi teachers within camps, indicating they may have been more aware of these services than their Rohingya counterparts. Within the host community a slightly higher proportion of those in Ukhiya said these services were available. In camps,

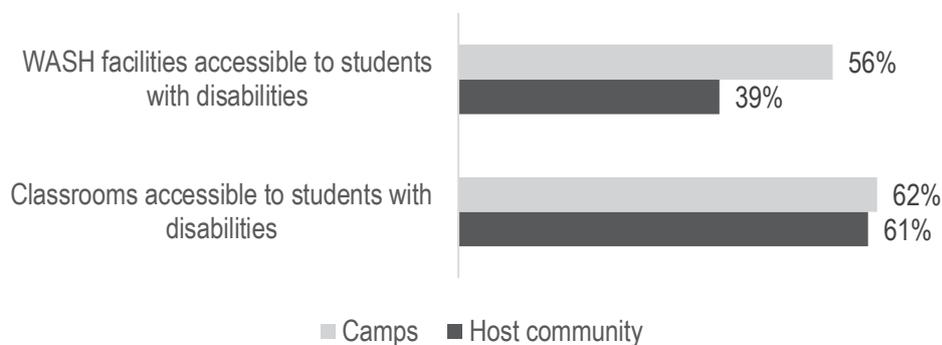
³⁴ The Washington Group Short Set on Functioning assesses functional difficulties in different domains, including hearing, vision, mobility and communication/comprehension. <https://data.unicef.org/resources/module-child-functioning/>. For the purpose of this assessment, the questions about self-care and cognition were dropped, as these were beyond the teachers' knowledge.

³⁵ Respondents could select multiple options

transportation from home to learning centres has been reported as a major problem faced by students with disabilities and two education partner KIs reported that their organisations are providing them with transportation support. However, according to 4 caregiver KIs in camps and 6 in the host community, transport support for students with disabilities is essential and should be further encouraged by education partners in order to facilitate their access to schools. Home-based teaching appears as being another solution that should be encouraged to better include students with disabilities, according to KIs.

Overall a higher proportion of teachers in camps reported that the infrastructure in their school was more accessible for students with disabilities than in the host community. Within camps, Rohingya teachers were more likely to report that classrooms were accessible to students with disabilities than Bangladeshi teachers. However, this may be attributable to the greater proportion of Rohingya teachers being involved in home-based learning, and they may have been answering in relation to shelters being used for this. It is important to note that access for students with disabilities was estimated based on teachers' perceptions only and should be verified through an in-person survey to determine true levels of access for persons with different kinds of disability. Only three caregiver KIs in the host community and two in camps reported that the schools have appropriate washroom facilities for students with disabilities.

Figure 22: Proportion of teachers reporting that their education facility has:



Eight Education and LCMC KIs reporting that students with disabilities were targeted within their programs reported these students are provided with dedicated education materials, receive extra care and support from their teachers relative to non-disabled students, and are not discriminated against because of their disability. Similarly, 4 caregiver KIs in camps and 8 in host community reported that schools and learning centres were providing students with disabilities with study materials to facilitate their access to education.

KIs from Education Sector partners also reported that coordination with protection actors and experts is needed to ensure inclusive education programming. According to 5 caregiver KIs in the camps and 3 in the host community, education partners should also conduct more awareness sessions with the community to enhance inclusion of students with disabilities.

Teachers are reportedly being trained to support students with disabilities: 84% of teachers in camps and 63% of teachers in the host community reported that they received a dedicated training in creating an inclusive and protective environment for all children/youths. Of those teachers who received the training, 53% reported using this training with students with disabilities in their education facility, but 98% reported being confident in being able to implement it in a classroom environment. However, there is limited evidence that this is actually being used as a very few numbers of education facilities reportedly enrol students with disabilities.

THEMATIC BRIEF 3 : THE EDUCATION RESPONSE SINCE COVID-19

On the 17th of March 2020, the Bangladeshi government imposed the closure of all schools and learning centres in both camps and host community in order to limit the spread of COVID-19. The following section explores findings on the learning opportunities in the camps and host community since the COVID-19 outbreak started, and the barriers and lessons learned that have emerged since the beginning of this period.

From these findings, it can be clearly observed that the education response has been very different in camps and in host communities since schools and learning centres closed. **Schools within the host community have been able to follow national level guidance and government remote learning strategies.** In camps, learning centres don't have access to the same resources and support, therefore education actors have operated entirely outside of the government guidelines, and adapted learning opportunities to students and teachers' specificities and needs. **As a consequence, the education response since COVID-19 is reportedly limited in camps.** Findings from Rohingya teachers and Bangladeshi teachers in camps are notably different, partly due to the reduced access to camps of Bangladeshi teachers since the beginning of the pandemic.

Key findings

- **The proportion of students who have no access to learning opportunities since schools and learning centres closed is reportedly higher in camps than in the host community.**
- Rohingya teachers reportedly maintain frequent contact with their students through home visits while Bangladeshi teachers who work in camps have more limited opportunities to maintain contact with their students. In the host community, communication between teachers and students is reportedly frequent but more reliant on remote modalities.
- **As reported by caregivers and teachers, home visits are the most common modality used by teachers in camps while in the host community, teachers are more likely to rely on phone calls.**
- Overall, there are reportedly a wider variety of learning opportunities within the host community than in camps. The lack of teaching space and access to learning materials and modalities are limiting the response in camps.
- **There is a reported perception of an increase in children dropping out from learning opportunities due to child marriage and child labour since schools and learning centres closed.**
- Once schools and learning centres re-open, KIs report that educators will have an important role in encouraging students to return to education facilities and in bridging the education gap caused by the outbreak.

Learning Opportunities Since COVID-19

Teachers' communication with students since COVID-19

The COVID-19 health crisis brought in restrictions on public meetings and led to the closure of education facilities across Bangladesh in March 2020. **The majority of teachers in both camps (93%) and the host community (95%) reported receiving instructions to maintain contact with students and have been doing so (93% in camps and 99% in the host community).** Furthermore, 86% of caregivers in camps and 84% of caregivers in host communities reported they received guidelines from the learning centres or schools on how they should support their children with distance learning modalities.

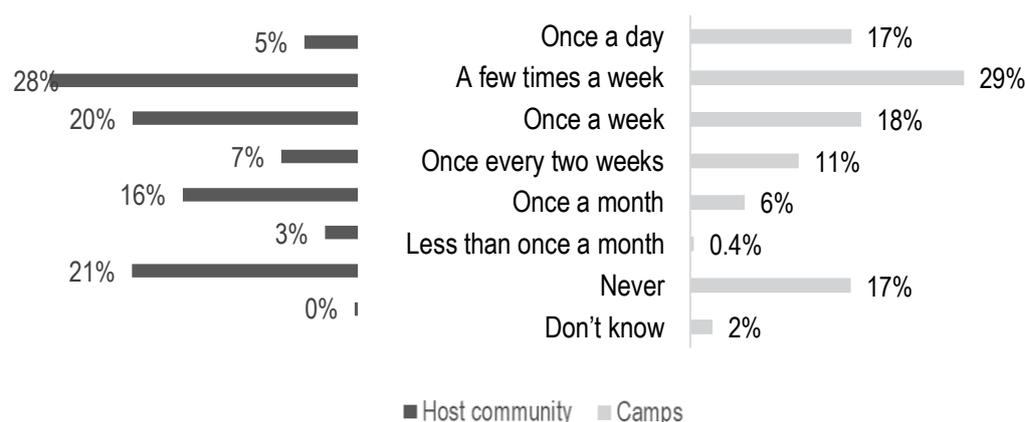
Of those teachers maintaining contact, 24% of teachers in camps and 21% of teachers in the host community reported they maintained contact with less than half of their students. Of the teachers who reported that they did contact their students, over 90% reported contacting their students at least once a week. Within the camps, the majority of Rohingya teachers contacted students on a daily basis. This was much lower for the Bangladeshi teachers; possibly because Rohingya teachers live in the camps and were able to do home visits while Bangladeshi teachers had to rely more on distance learning.

Table 4: Frequency of teacher contact with students³⁶

Frequency of contact	Rohingya teachers in camps	Bangladeshi teachers in camps	Bangladeshi teachers in host community
Once a day	71%	29%	54%
A few times a week	21%	49%	30%
Once a week	6%	14%	9%
Once every two weeks	2%	6%	4%
Once a month	0%	1%	2%

Caregivers reported lower frequencies of contact between teachers and their children than was reported by teachers. In camps, 61% of caregivers thought that the teacher-student interactions were very useful and a further 35% somewhat useful. This is slightly lower from the way these interactions were evaluated in host communities, in which caregivers deemed teacher-student contact as very useful and somewhat useful (71% and 28% respectively).

Figure 23: Reported frequency of contacts between teachers and children as reported by caregivers



Despite the similar levels of caregiver satisfaction with teacher-student interactions, the mode of interactions differed between the camps and host communities. Both teachers and caregivers reported that the majority of camp interactions took place in person through home visits, with further interactions taking place over the phone and with very few internet- or SMS-based interactions. In the host community, much less emphasis was placed on home

³⁶ Of teachers who reported maintaining contact with students since schools closed in March 2020 (subset size: 762)

visits with emphasis instead placed on phone calls and, to a lesser degree, internet-based interactions. Home visits are reportedly more common in camps because proximity between Rohingya teachers and students is greater than in host communities, where it is less convenient to meet in person as students live further away from each other. In camps, phone calls reportedly were much more prevalent between Bangladeshi teachers and their students than between Rohingya teachers and students. This is likely to be due to the increased availability of phones in host communities and the very limited access to phones in camps. Similarly, non-home visit interactions are more prevalent in the host community due to the increased access to platforms such as Facebook, WhatsApp, Skype and Zoom.

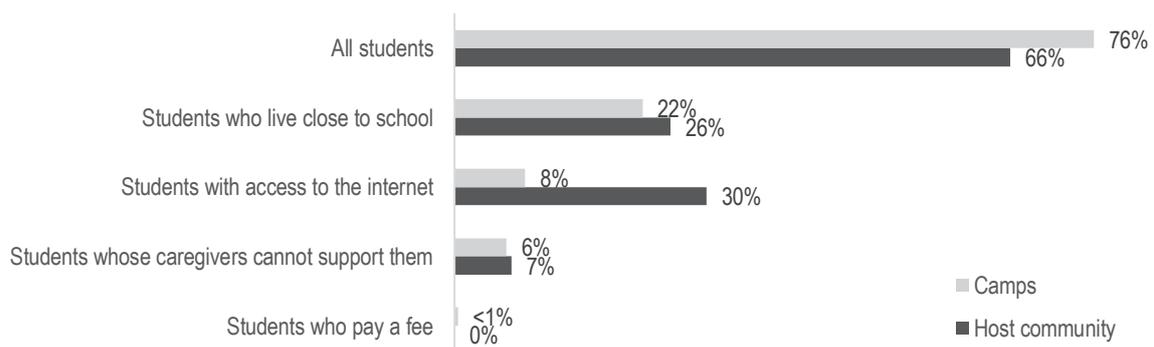
Table 5: Modalities of contact between teachers and students^{37, 38}

Modality of contact	As reported by teachers			As reported by caregivers	
	Rohingya teachers in camps	Bangladeshi teachers in camps	Bangladeshi teachers in HC	Rohingya caregivers	Bangladeshi caregivers
Home visits	100%	84%	44%	94%	33%
Phone calls	27%	70%	100%	26%	88%
Internet-based	1%	4%	15%	0%	4%
SMS	0%	3%	3%	0%	2%

Distance learning since COVID-19

Since education facilities closed in March 2020, a higher proportion of surveyed teachers reported that their schools instructed students to continue learning activities remotely in the host community (93%) than in camps (71%). Furthermore, within host communities and camps, 80% and 83%, respectively, reported assisting their students in home-based learning. Of those providing assistance, very few teachers reported charging students a fee for the assistance provided: 5% in camps and 9% in host communities. Figure 24: profiles of students who could access support from teachers, as reported by teachers³⁹ shows a breakdown of which students had access to support from teachers; support in camps is shown to be generally more inclusive, with fewer dependencies on access to technology or proximity to education facilities than in the host community. More than half of all caregivers reported that their children were not able to access any of the learning modalities.

Figure 24: profiles of students who could access support from teachers, as reported by teachers³⁹



Within camps, teachers reported predominant usage of textbooks and paper-based teaching materials. These methods were less prevalent within the host community, with the use of technologies such as online and television classes being more common. **Caregivers in camps and the host communities reported paper learning materials to be the most accessible modality (approximately 30%), with access to technological modalities very limited in camps.**

³⁷ Respondents could select multiple options

³⁸ Of teachers and caregivers who reported maintaining contact with students since schools closed in March 2020 (subset size: 762 for teachers, 556 for caregivers)

³⁹ Of teachers who reported assisting their students to continue learning remotely since schools closed in March 2020 (subset size: 668)

Figure 25: Distance learning modalities requested by teachers for their students ^{40,41}

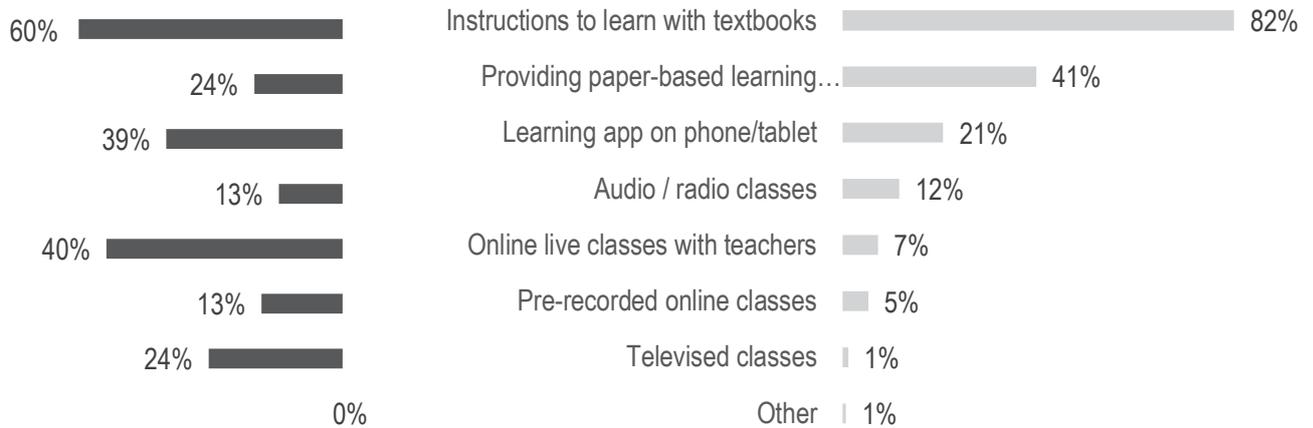
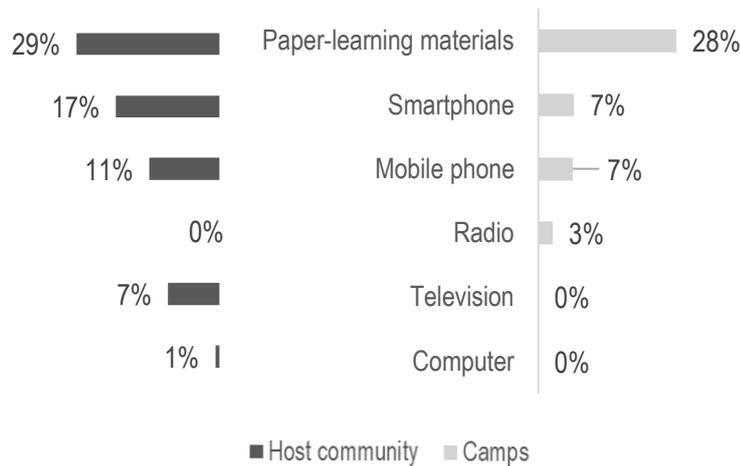


Figure 26: Students' access to modalities / technologies as reported by caregivers

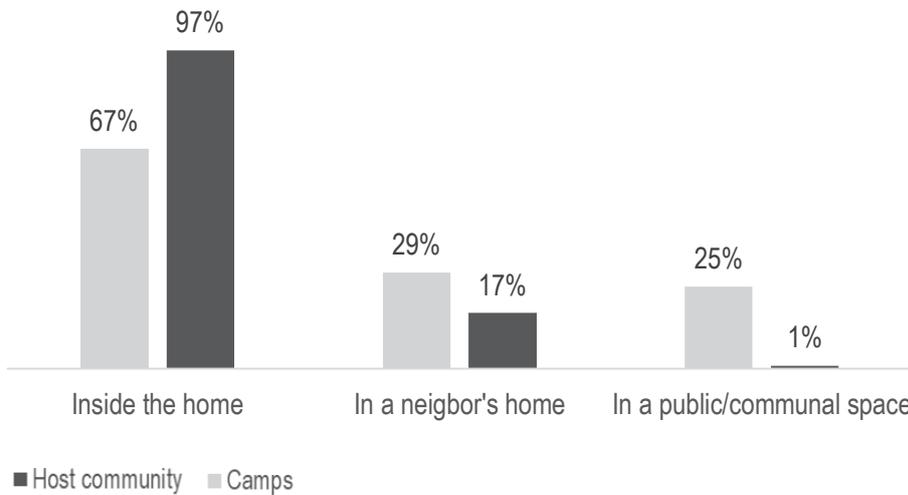


Of caregivers who reported that they had access to the modalities and technologies cited above, the proportion of those who reported that their children actually used them were lower in camps (65%) than in the host communities (83%). As much as 61% of caregivers in camps reported that their children had no access to any learning modalities and technologies, while in the host communities this percentage was at 50%. However, the average number of learning hours per week through the selected modalities was reportedly similar between Bangladeshi and Rohingya caregivers, 11 hours per week in the camps and 12 in the host communities.

⁴⁰ Of teachers who reported instructing students to continue learning remotely since schools closed in March 2020 (subset size:667)

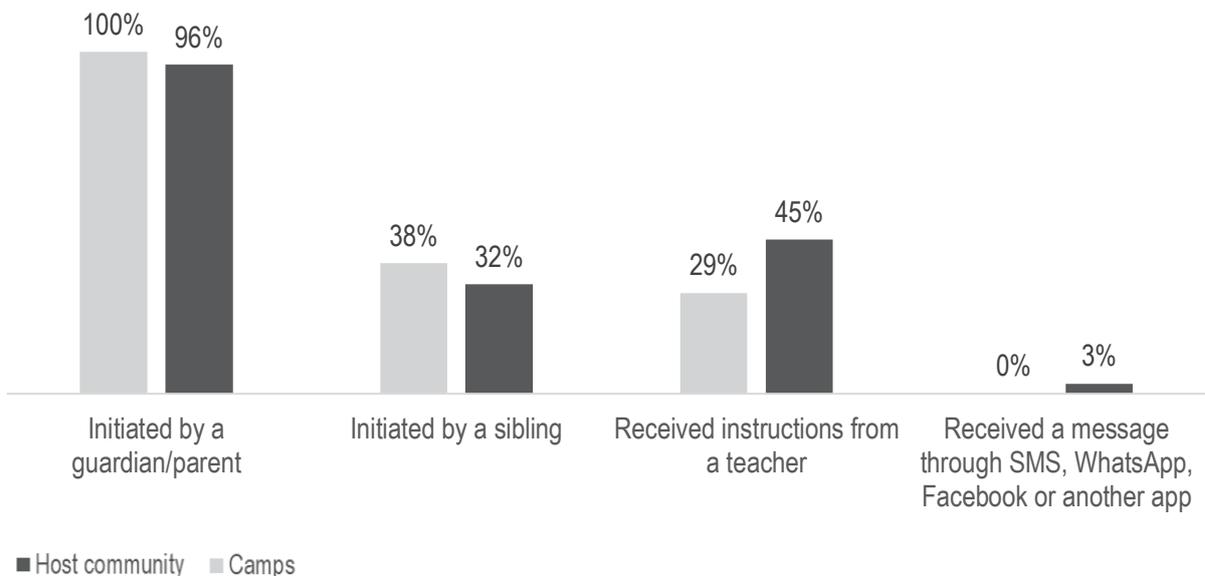
⁴¹ Respondents could select multiple options

Figure 27: Locations to access to modalities / technologies, as reported by caregivers^{42,43}



Bangladeshi caregivers reported that their children mainly access learning modalities and technologies inside the home while in camps, using public and communal space is reportedly much more common for Rohingya students. Given the high proportion of camp teachers reporting that they have been participating in group tutoring since schools closed in March, accessing learning modalities in public spaces could likely be a result of efforts to organize learning. At the same time, this might be a result of a low quality of the work spaces at children’s homes (66% of Rohingya camp-based teachers reported that lack of space to study at home posed a barrier for their students).

Figure 28: What motivated or prompted children / youths to study at home, as reported by caregivers^{43,43}



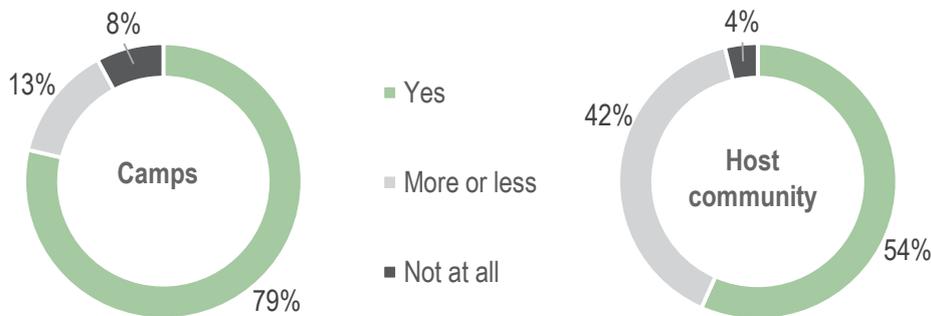
In both the camps and the host communities, a majority of caregivers have reported that their children were motivated and prompted to study by their parents and/or their guardian. Receiving instructions from a teacher was

⁴² Respondents could select multiple options

⁴³ Of caregivers who reported their children were using the cited modalities and technologies since schools closed in March 2020 (subset size: 216)

slightly less reported by Rohingya caregivers who were more likely to report that their children were motivated by their sibling. Three caregiver KIs in camps and 4 in host community reported that they were not able to support their children with learning because of their illiteracy. These caregivers highlighted the need for more communication and support from teachers.

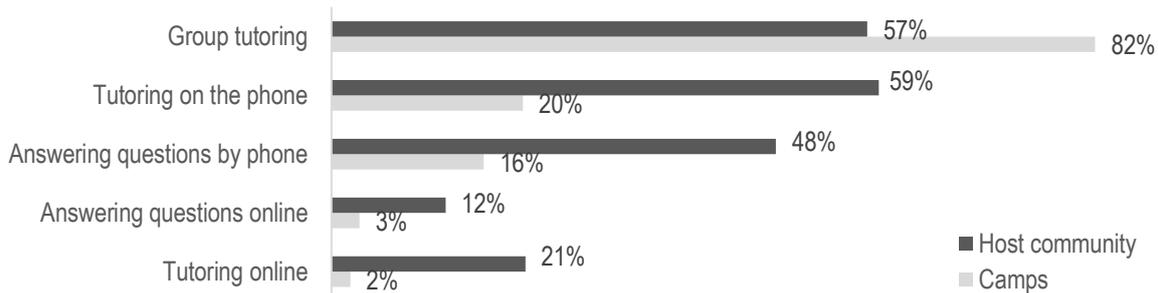
Figure 29: Students being able to learn independently through learning modalities, as reported by caregivers⁴⁴



In both camps and the host community, most of the caregivers reported that a family member was able to assist the children if they had trouble understanding or accessing the learning activities. However, Bangladeshi caregivers were less likely to report that their children were able to study independently through learning modalities (54%) than Rohingya caregivers (79%). This might be due to the fact that students in camps are more likely to be supported by their teachers and more frequently, as reported by teachers. Indeed, the support from teachers might have an impact on students' capacity to learn independently.

In the host communities, a variety of support methods were reportedly implemented. These included group tutoring (57%), tutoring over the phone (59%) and online (21%) and question answering over the phone (48%) and online (12%). In the camps, these methods reportedly were much more focussed on group tutoring sessions (82%), with a smaller number of teachers using phone calls for tutoring (20%) and question answering (16%). This is likely due to the easier access to students for teachers living within camps contrasted to the limited internet access.

Figure 30: Modalities of support provided by teachers since schools closed in March 2020, as reported by teachers⁴⁵



Barriers and Lessons Learned from the COVID-19 Crisis

Barriers to distance learning

A variety of barriers to learning were identified by the surveyed teachers. The prevalence of many of the barriers differ between the Rohingya and Bangladeshi teachers in camps, and especially between the camps and the host

⁴⁴ Of caregivers who reported their children had access to learning modalities and technologies since schools closed in March 2020

⁴⁵ Respondents could select multiple options

communities. **Overall, the most commonly reported barriers were: access to mobile networks, access to appropriate work space in the home, access to learning materials and access to other devices.** A greater proportion of the Bangladeshi teachers in both the camps and the host community reported limitations relating to technological teaching methods, such as access to the internet, mobile networks or devices. This may be reflective of their teaching styles, which used these methods more frequently. Conversely, a smaller proportion of the Rohingya teachers reported issues with lack of student motivation and while a larger proportion reported barriers related to work space at home, potentially linked to the increased number of home visits. As pointed out in the previous section, Rohingya students seem to have more challenges with access to appropriate space to work within their shelter than Bangladeshi students, which is suggested by the quantitative data obtained from teacher interviews and KIs with Rohingya caregivers. In addition to that, KIs also reported that restricted access to camps and restrictions to the distribution of education materials within camps have also contributed to limited remote learning opportunities.

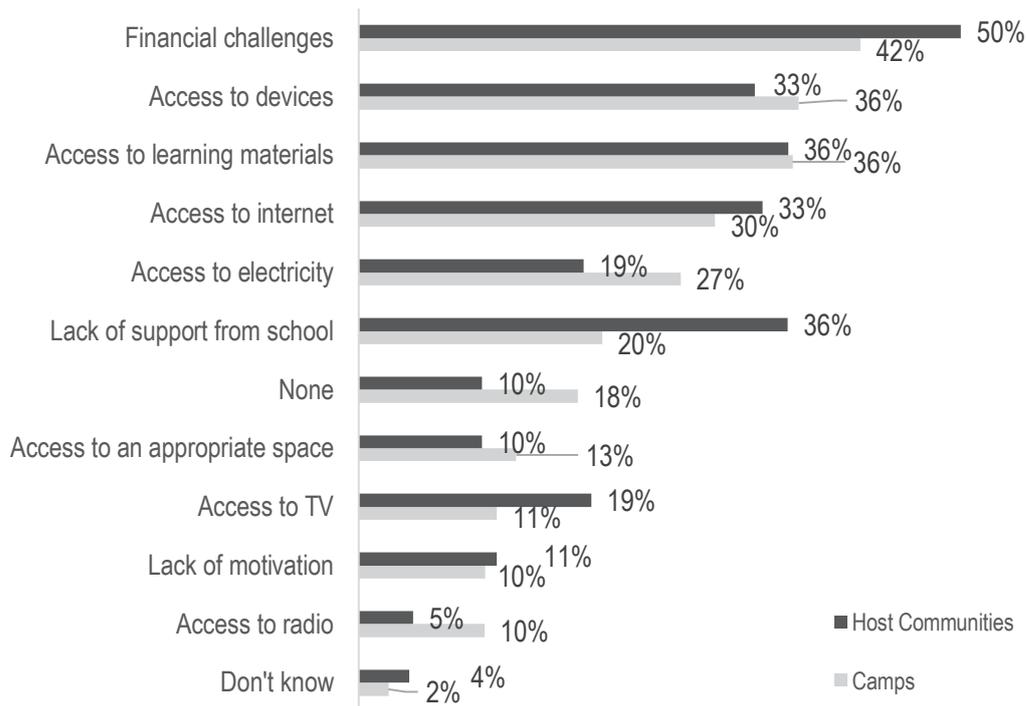
Table 6: Most commonly reported barriers to students' remote learning, as reported by teachers⁴⁶

Barriers	Rohingya teachers in camps	Bangladeshi teachers in camps	Bangladeshi teachers in HC
Accessing appropriate space to work at home	66%	42%	24%
Accessing learning materials	59%	36%	34%
Accessing mobile networks	37%	56%	69%
Lack of caregiver support	26%	30%	26%
Access to other devices (phones, tablets, laptops)	25%	38%	47%
Accessing internet	19%	24%	25%
None	7%	8%	3%
Lack of motivation	7%	13%	11%
Accessing a television	3%	5%	14%
Having time for learning activities	3%	7%	5%
Students do not have time	2%	4%	2%

From quantitative surveys' findings, caregivers' perceptions to remote learning barriers is largely similar to those of teachers, but with notable decreases in reports of a lack of appropriate learning space and the notable increase in reports of financial challenges being a major issue. In both camps (42%) and the host community (50%) financial challenges were reported to be one of the top three barriers according to teachers. Financial issues have also been mentioned by four caregiver KIs in the host community. Six caregiver KIs in both areas also reported their inability to provide support to their children and therefore the need for them to have more interactions with their teachers.

⁴⁶ Respondents could select multiple options

Figure 31: Most common challenges in accessing distance learning modalities, as reported by caregivers⁴⁷

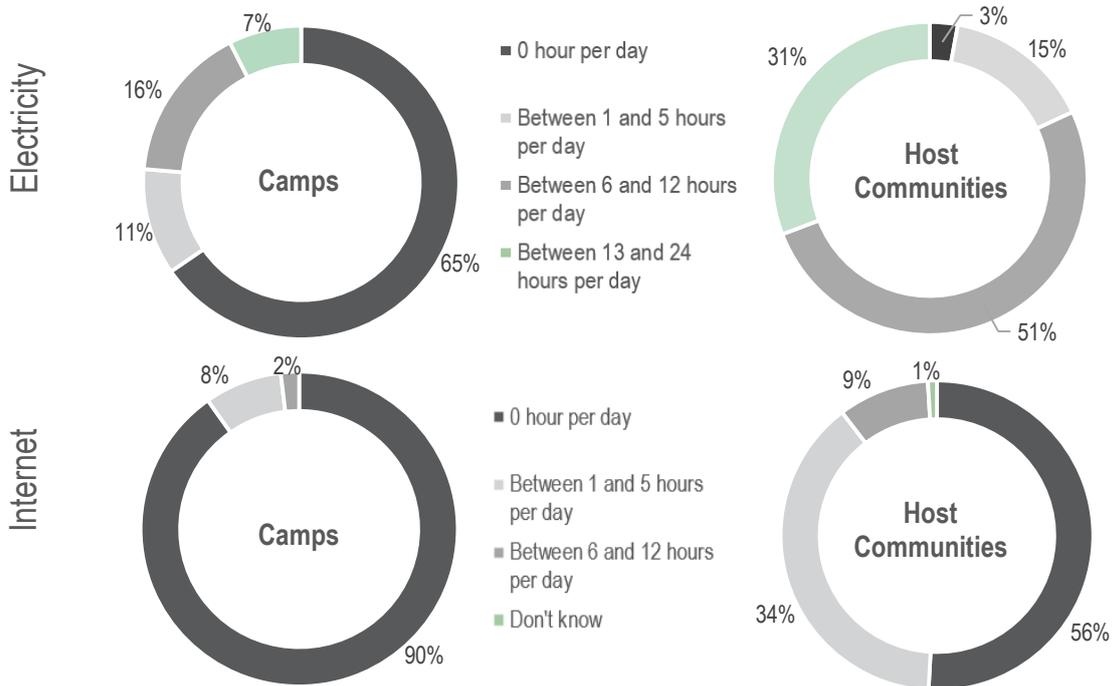


Despite the very limited number of internet-based teaching modalities reported by teachers in camps, it is clear from the findings that teachers and caregivers alike see the internet as a valuable tool and perceive lack of internet access as a significant barrier to education. KIs with education partners support this, finding the main challenge to remote learning in camps to be the access to internet and the lack of technology devices. The limited access to these resources is demonstrated clearly in Figure 38: Access to electricity and the internet of children for educational purposes, as reported by caregivers, which shows the number of hours students have access to electricity for learning purposes per day. Sixty-five per cent (65%) of caregivers in camps reported that their children had no access to electricity for learning purposes whereas in the host communities 82% of children had access to electricity for at least 6 hrs/day. However, six caregiver KIs in the host community reported that they are facing electricity problems, limiting their children's ability to continue learning since they are more likely to rely on technologies for remote learning.

This inequality is shown to persist in regard to access to internet for learning purposes, where 90% of caregivers in camps reported that their children were unable to access the internet. Access to the internet for learning purposes in the host communities is also relatively limited however, with 56% of caregivers reporting that children had no access.

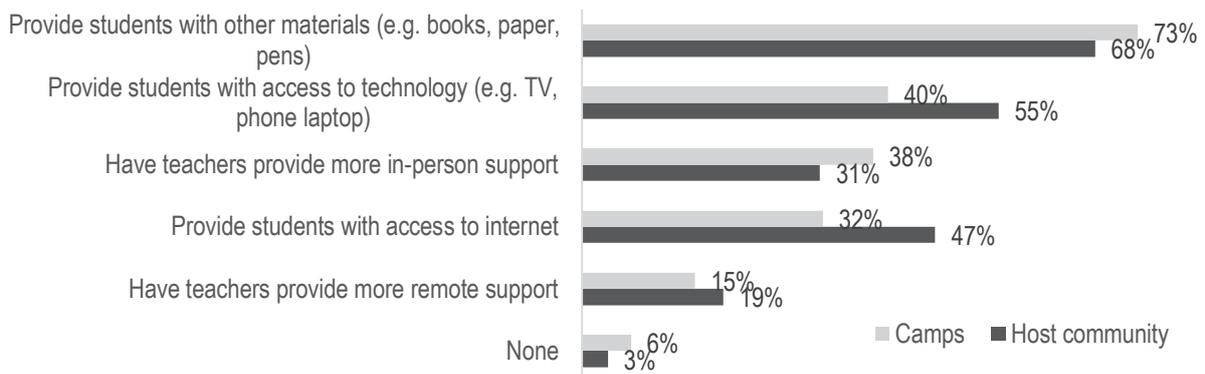
⁴⁷ Respondents could select multiple options

Figure 32: Access to electricity and the internet of children for educational purposes, as reported by caregivers



In camps, the three most common ways to encourage students that are not participating in any of the home-based learning activities reported by teachers were (1) other teaching materials (books, paper, pens, etc.), (2) providing students with access to technology, and (3) providing more in-person support. In the host community, teachers reported: (1) access to technology, (2) other teaching materials, and (3) internet access as the best ways to encourage home-based learning.

Figure 33: Methods for encouraging home-based learning, as reported by teachers⁴⁸



“There has been a significant and major increase in child labour and child marriage since the start of COVID-19” – Key Informant working in camps and host community

Child marriage

KIs reported that child marriage seems to have increased throughout the COVID-19 pandemic. This trend was said to be especially notable in camps, and is perceived as having an impact in female school attendance. It was also

⁴⁸ Respondents could select multiple options.

mentioned as a serious issue also across all focus group discussions held with the teachers from the host community.

“We are going to do a lot more to engage girls, and especially adolescent girls, to get them to return to school.” – Key Informant working in camps

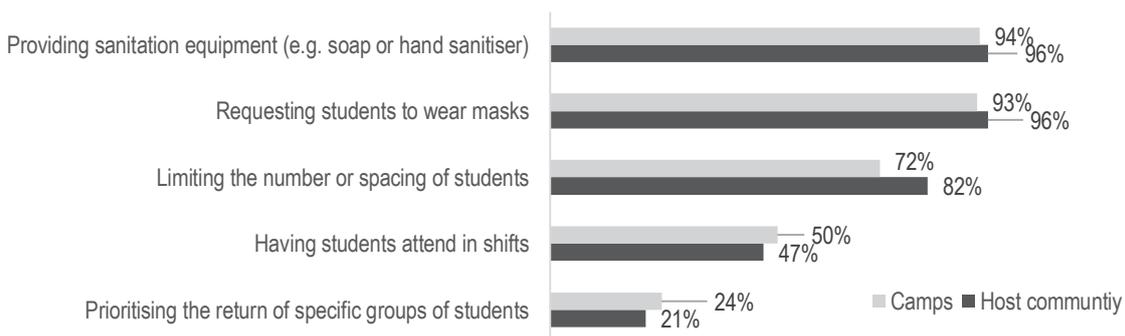
Child labour

KIs reported that in the host community, child labour had increased due to the negative economic impact of COVID-19. This was perceived to have, or to already be having, an impact predominantly on boys and male youths' opportunities to study. Furthermore, it was thought that this may persist beyond the period of school closures and could cause decreased school attendance once re-opened.

Re-opening of schools / learning centres post COVID-19

Eighty-two per cent (82%) of teachers in camps and 88% of teachers in the host community reported that teachers in their education facility had received training on how to prevent the spread of COVID-19. Furthermore, 66% of teachers in camps and 78% of teachers in the host community reported that their education facilities had begun to discuss what measures to prevent the spread of COVID-19 would be taken once schools re-open. These measures focused on providing sanitation equipment, requesting students to wear masks, and limiting the number or spacing of students (Figure 34: Teachers reported COVID-19 prevention measures to be taken in their education facility, once re-opened).

Figure 34: Teachers reported COVID-19 prevention measures to be taken in their education facility, once re-opened^{49, 50}



Lessons learned and recommendations

According to KIs with education partners and LCMC members, there is a need for technologies and devices such as phones and tablets in camps in order to facilitate and broaden distance learning opportunities. Providing caregivers and children with technical equipment, study materials and space to learn is reportedly important according to caregiver KIs in both the camps and host community. In the host community, the need for economic support was also largely reported by caregiver KIs.

According to education partners and LCMC members, Rohingya teachers' engagement has been crucial as home visits were prioritised in camps. Caregiver engagement and involvement of community mobilisers and volunteers have also been very useful in camps.

“We need to right away get a good understanding of learning loss during the time the schools were closed from March 2020. Doing a learning assessment for the children when they return to school and understand what they remember and what they don't.” – Key Informant working in camps

⁴⁹ Of teachers who reported that their facilities plan to take COVID-19 prevention measures once schools re-open (subset size: 559)

⁵⁰ Respondents could select multiple options

Before schools re-open, a system should be implemented in classrooms to ensure that social distancing is respected according to education partners and LCMC members. **Before schools / learning centres re-open, they will have to identify education gaps among students and organise catch-up sessions where needed.** Education partners reported that awareness will be needed in order to motivate and encourage children / youths to return to schools.

In camps, education and child protection partners reported that, to prevent girls from dropping out of school due to child marriage, sensitization and awareness sessions should be conducted with the community, including caregivers, community leaders and religious leaders. Four caregivers KIs in camps reported that awareness sessions will be needed to ensure that girls are returning to schools. In the host community, educators should reportedly play the same role to prevent children from dropping out of school due to child labour.

CONCLUSION

Findings from this research highlight the effectiveness of the Education Sector response during the first 3 months of 2020 relative to the 2019 academic year, in regards to the overall improvement noticed in the quality of education services in the camps and host community. The introduction of the LCFA seems to have contributed to this improvement in camps and is greatly perceived by most of the teachers working in camps. The initiatives undertaken by education partners to enrol students in formal education in host community and in non-religious learning centres in camps seem to have a positive impact on younger children aged 3 to 10 who are largely reportedly attending education facility.

However, from teachers and caregivers' perspectives, tangible aspects such as support with education cost, educational environment and teaching materials need to be further strengthened. Some challenges reportedly are still constraining the access to equitable learning opportunities in a safe and protective environment for all students. In camps, a significant gender imbalance has to be tackled for students aged 11 to 24. Indeed, because of cultural barriers, the attendance of adolescent girls reportedly remains low compared to the attendance of adolescent boys. To cope with these barriers, gender segregation within learning centres infrastructures could be implemented as well as awareness with the community and religious leaders. Similarly, students with disabilities reportedly need to be more included, especially in camps where attendance of these students is reportedly very low. Efforts can be noticed among education partners to mainstream the inclusion of students with disabilities within their programs but a strong coordination between education partners and other actors such as protection experts is reportedly still necessary to build the capacity of education staff to identify and enrol students with disabilities.

In light of the findings from quantitative surveys and qualitative components, education partners seem to have rapidly adapted their response since the beginning of COVID-19 and closure of schools and learning centres in both camps and host community. The findings show that this response has been very different in both areas, and education partners reportedly have had to deal with greater constraints within camps regarding the development of remote learning opportunities. As a result, a larger proportion of students in the host community reportedly still have access to education. However, the impact on dropping out of school is reportedly expected to be high in both the camps and host community. A "post COVID" plan is reportedly necessary for all education partners in order to bridge the education gaps caused by this period.