

**GOVERNMENT OF THE PEOPLE'S REPUBLIC OF BANGLADESH**

**MINISTRY OF PRIMARY AND MASS EDUCATION (MPME)**

**DIRECTORATE OF PRIMARY EDUCATION (DPE)**

**REACHING OUT-OF-SCHOOL CHILDREN PROJECT (ROSC II) AND  
ADDITIONAL FINANCING (AF)**

**SOCIAL INCLUSION AND MANAGEMENT FRAMEWORK (SIMF)**

**November 2018**



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## ABBREVIATIONS AND TERMS

AD	Assistant Director
ADB	Asian Development Bank
AIDS	Acquired Immune Deficiency Syndrome
APD	Assistant Project Director
BRAC	Bangladesh Rural Advancement Committee
CAMPE	Campaign for Population Education
CHT	Chittagong Hill Tracts
CM	Community Mobilizer
CMC	Centre Management Committee
DFID	Department for International Development
DPE	Department of Primary Education
FDMN	Forcibly Displaced Myanmar Nationals
EMIS	Education Management Information System
EPETC	Expanding Primary Education of Tribal Children
FGD	Focused Group Discussion
GBV	Gender Based Violence
GoB	Government of Bangladesh
GPS	Government Primary School
GR	Grievance Register
GRM	Grievance Redress Mechanism
HIV	Human Immunodeficiency Virus
IDA	International Development Association
LC	Learning Centre
M&E	Monitoring and Evaluation
MO	Monitoring Officer
MPME	Ministry of Primary and Mass Education

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MTR	Mid-Term Review
NGO	Non-Governmental Organization
OP 4.10	World Bank Operational Policy on Indigenous Peoples
OP 4.12	World Bank Operational Policy on Involuntary Resettlement
OSC	Out of School Children
PD	Project Director
PEDP	Primary Education Development Program
PO	Partner Organization
RNGPS	Registered Non-Government Primary School
ROSC	Reaching Out of School Children
ROSCU	ROSC Unit
SA	Social Assessment
SDPP	Social Development Partnership Program
SEA	Sexual Exploitation and Abuse
SIMF	Social Inclusion and Management Framework
SRM	Supplementary Reading Materials
SWAPS	Sector Wide Approaches
SECCP	Small Ethnic Community Children Plan
TCDP	Tribal Children Development Plan
UEC	Upazila Education Committee
UEO	Upazila Education Office
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	US Agency for International Development
UTC	Upazila Training Coordinator



## REACHING OUT-OF-SCHOOL CHILDREN PROJECT – II and Additional Financing

### Social Inclusion and Management Framework

#### A. INTRODUCTION

##### I. Background

The Government of Bangladesh (GoB) is implementing the Second Reaching Out of School Children (ROSC II) Project in continuation of the first ROSC Project (2004-2012) with co-financing from the International Development Association (IDA) of the World Bank Group. The ROSC II Project was approved by the World Bank Board on October 02, 2012 and became effective on January 30, 2013. Building upon the original ROSC Project, the ROSC II Project is providing a second chance primary education to out-of-school children (OSC) in targeted rural upazilas (sub-districts) of the country through Learning Centers (LCs). The ROSC II Project blends formal education with non-formal means of delivery to the young learners providing them with an opportunity to complete grade five education and transition to secondary education. The ROSC II Project also provides alternative education to the out-of-school children of urban slums in 8 city corporations and pre-vocational training (PVT) to dropped out over-age children and adolescents. The ROSC II Project is being implemented by the ROSC Unit (ROSCU) under the Directorate of Primary Education (DPE) of the Ministry of Primary and Mass Education (MoPME). Following the influx of the Forcibly Displaced Myanmar Nationals (FDMN) in 2017, DPE has extended PVT and enterprise development support under ROSC II Project to the dropped-out badly affected youth of the host community in Cox's Bazar.

The Additional Financing (AF) of ROSC II has been proposed as the appropriate mechanism to support the GoB's response to the FDMN crisis in Cox's Bazar and support provision of safe and equitable learning opportunities to the FDMN children. The policy directions from GoB regarding education related response towards the FDMN clearly specifies that the modality have to be informal. The GoB has been championing non-formal education to populations prone to dropping through ROSC (I and II) for the last 13 years also covering the Cox's Bazar District. This experience is highly relevant to the proposed AF since it supports similar beneficiaries; out of school-children and adolescents from vulnerable families and locations. The tested modality of ROSC II through non-formal learning centers has also proven to be effective and provides a good platform to support the government in responding to this emergency since it is expected to take only a short period to initiate in the said area. ROSC II has an existing institutional structure, including a fully functioning project unit called ROSCU under the leadership of the Project Director (PD) who deploys other ROSCU and field (upazilla) level staff. Moreover, ROSC II is the only existing GoB program that is supporting the hosting community of Cox's Bazar that have been badly affected by the 2017 influx of FDMN.

Since August 2017, about 700,000 people have crossed into Bangladesh from Myanmar, most taking shelter in congested camps, with some living amongst host communities. They join around 300,000 people displaced from Myanmar in previous years, for a total displaced population of around one million in Cox's Bazar District. With a population of 2.5 million, the education sector of Cox's Bazar has been one of lowest performing in the country. Primary education net enrolment rate of Cox's Bazar is the lowest in the country. The net enrolment rate in Cox's Bazar is 72.6% for boys and 69.1% for girls compared to the national average of 98%. The dropout rate in primary education is the highest in the

country. The dropout rate in primary education is 39.6% for boys and 22.8% for girls, compared to the national average of 14.2% and 11.1% respectively. An estimated 28.5% children of primary school age and 36.1% children of secondary school age remain out of school in Cox's Bazar. The ROSC II AF has been prepared and implemented according to Paragraph 12 of the World Bank's Operational Policy (OP) 10.00, which allows for certain exceptions to the investment project financing policy requirements, including deferral of safeguards requirements, as the recipient is in a situation of urgent need of assistance.

The proposed AF for ROSC II will support the MoPME in planning, coordinating, managing, providing and monitoring safe and equitable learning opportunities for the FDMN in Cox's Bazar, while the original ROSC II Project will cater to the needs of the host communities. The original Project Development Objectives (PDO) will remain unchanged and is to "Improve equitable access, retention and completion in quality primary education in selected under-served areas of Bangladesh". The proposed AF will support a new (fifth) component added to the ROSC II Project to encompass new activities to support MoPME in responding to the crisis in Cox's Bazar District.

## II. ROSC II and Additional Financing

The ROSC II Project (the Project) is already under implementation in different upazilas of the country and the upazilas are selected on the basis of poverty, education deprivation and other relevant criteria. The ROSC II Project supports access to learning opportunity for out-of-school children by providing stipend to students and grants to learning centers. With community management at the field level synchronized with a partnership between the government and non-governmental organizations (NGO), the approach focuses on the establishment of learning centers (LC) set up through a Center Management Committee (CMC) directly accountable to parents and students.

The AF will support the government's response to emergency need for the crisis affected Cox's Bazar District in two contexts: (a) informal educational and psycho-social support for the FDMN children and adolescents; and (b) existing central government and local administration facilities/capacities that provide services to the FDMN. A new component (Component 5) with the ROSC II scope has been added for the proposed AF to provide safe and equitable learning opportunities to children and adolescents of FDMN in Cox's Bazar District. The proposed new component will provide informal education and life skill learning support to around 300,000 FDMN children and adolescents who are not covered till now. The ROSC II Project and the AF will consist of the following components:

**Component 1. Access:** increasing equitable access in primary education through: (a) establishment of Learning Centers, (b) provision of grants to LCs, (c) provision of education allowances to students, and (d) piloting of ROSC-type approach in selected urban slums;

**Component 2. Quality:** improving retention in and completion of primary education cycle through teacher development and support program, provision of instructional materials, provision of specialized support to appear in cycle completion examinations, and skills training for eligible ROSC students;

**Component 3. Capacity Development:** enhancing project implementation capacity through mobilization of communities and partner agencies; and



**Component 4. Monitoring and Evaluation:** establishing an effective monitoring and evaluation system.

**Component 5. Safe and equitable learning opportunities to children and adolescents of FDMN:** provide informal education and life skill learning support to around 300,000 FDMN children and adolescent together with (i) strengthening the Government systems for planning and management of education activities for the FDMN, monitoring the activities and reporting; (ii) prepare teacher training facilities and support centers; (iii) procure learning materials for FDMN; (iv) awareness raising among the FDMN children, adolescent and their families regarding child rights, gender violence and exploitation, personal safety, and promote psycho-social activities to overcome the shock of violence, humiliation and forced resettlement; and (v) experience sharing activities for the local and central government officials for affectively managing such emergency situation and policy planning. Table 1 provides the summary of the component activities under the AF.

**Table 1 Summary of the sub-components supported by the proposed AF**

Sub-component	Implemented by	Target
5.1. Provide informal education to FDMN children and adolescents	ROSCU/MoPME with a UN agency (UNICEF) as suppliers and providers of services including technical assistance	- 150,000 new and 50,000 existing FDMN children adolescents - 1,500 LCs - 2,000 trained teachers and instructors
5.2 Enhance capacity of government and local administration	ROSCU/MoPME	Local education officials, MoPME, DPE, Planning Commission, ERD and MoF officials
5.3 Improve Facilities for FDMN LC Teachers' Training	ROSCU/MoPME with LGED as service provider	100 Teachers Training Facilities
5.4: Psycho-social activities and awareness building	ROSCU with selected agency as provider of services and technical assistance	3000,000 FDMN children and adolescents

All LCs is known as *Ananda Schools* and will be established in rented premises/land by the CMCs and designated locations within the camps. A validation process will be adopted for selection and funding of LCs including social inclusion and safeguard compliance. The ROSC II and the AF bar land acquisition or population displacement for establishments of LCs. The basic approach in the proposed AF would follow that of the ROSC II Project. These ROSC II approach include (i) revamped focus on quality of learning through incentive-based teachers' development and support program, (ii) extension of ROSC-type intervention in selected urban slums, and (iii) piloting of information technology such as mobile phones for funds disbursement as well as monitoring of service delivery at the beneficiary level. The



AF will target equal enrolment of female learners from FDMN communities as more than 52% of the newly arrived FDMN children and adolescents are girls.

The AF will finance establishment of 1,000 new and makeshift LCs for conducting informal learning activities and renovation of 100 existing government primary schools (GPSs) for facilitating teachers' training support. The AF will support the response to the immediate education needs of the crisis-affected FDMN children and adolescents and help strengthen the service delivery system of GoB in Cox's Bazar.

The ROSC II Project and the AF do not foresee any involuntary acquisition of land or displacement of people either temporarily or permanently. However, the activities relate to the inclusion of the vulnerable and most at risks populations including the small ethnic community peoples and the crisis affected FDMN children.

#### **B. INCLUSION AND SOCIAL SAFEGUARD ISSUES**

A vast number of school aged children in Bangladesh remain out of school and drop out early on various reasons including poverty, gender discrimination, ethnic identity and caste, disability, child labor, social stigma on certain profession and health, orphans, natural disasters and the like. Despite interventions by the Government, the number of out of school-children (OSC) is high. However, all children have the right and entitlement to be socially included in their school and/or educational setting. Social inclusion is important as all children have a right to a good education, to feel valued, have the opportunity to fulfill their potential and take part in educational opportunities with their peers. Existing ROSC II is providing primary education to out of school children of age 8 to 14 years picking from disadvantaged families which would include (i) women/widow headed families, (ii) small ethnic community families, (iii) day-labour and landless families, (iv) fisherman, blacksmith, potter and other disadvantaged families, (v) sweepers and tea garden laborer communities, and (vi) gipsy, snake charmer, other floating communities in the intervention upazilas and (vii) slum dwellers. The AF will cater informal learning opportunities for the FDMN children and adolescents in Cox's Bazar District focusing the camps.

Social safeguards compliance issues are generally expected to relate to the World Bank's Operational Policies on Involuntary Resettlement (OP 4.12) and Indigenous Peoples (OP 4.10). According to the ROSC II operational approach, the LCs will be established only on rented premises/land by the community through the CMCs and at designated locations within the FDMN camps. The ROSC II Project and the AF do not include any infrastructure construction or policy reformulation to displace anybody socially or economically and therefore, will not trigger OP 4.12. The project will not finance any infrastructure requiring involuntary acquisition of land or displacement of people including the small ethnic community peoples in Cox's Bazar District or any of the FDMNs there. No private land was acquired for establishment of LCs but established in rental premises under the parent project. LCs, under the AF will be placed in rental land/premises or on existing available land within the designated camp sites and renovation of existing school premises will be done within existing land without any private encroachments. However, alternative class rooms will be made available for continued school activities, if the renovation works affect the activities. The temporary class rooms will be established on land or in premises identified by the School Management Committees (SMCs) and supported by the project for rentals, where absolutely required. During construction of LC's at camp areas, if project require to shift the makeshift-structures, consultation will be taken up with the

affected FDMN for an informed prior consent on voluntary terms on condition of rebuilding those by the AF on an alternative site allocated by the camp management of the Government of Bangladesh.

However, LCs may also be located in catchments with small ethnic community population along with other vulnerable groups. Moreover, the proposed AF will be implemented in the Cox's Bazar District with small presence of small ethnic communities (SEC) possibly with distinct characteristics of indigenous peoples. Bank's policy relating to Indigenous Peoples has been triggered for the proposed additional financing, like ROSC II. The overall approach is to include the most disadvantaged and marginalized people under the benefits of the ROSC II and the AF projects.

ROSC II Project follows the Social Inclusion and Management Framework (SIMF) adopted by the DPE in 2012 for selection of sites and establishment and management of LCs including activities for non-formal primary education to the OSCs in the most disadvantaged areas in Bangladesh. The SIMF has been updated to meet the requirements of the FDMN children and the implementation of the AF project. The updated SIMF has also considered the lessons learnt under the parent project on inclusion and grievance management.

**Lessons learned from the parent project.** The parent project has used rented premises for learning centers for out of school children's continued education with equal access for girls and boys and the adolescents of both gender. Special learning centers have been set up specifically for the OSCs from indigenous communities in the Chittagong Hill Tracts region and elsewhere across the country. No complaints on any issues of inclusion, participation, accountability or safeguards has been noticed during the implementation of the parent since its effectiveness. However, the grievance redress mechanism (GRM) could have been more accessible for the communities. The GRM has been explicitly improved and expanded gender and gender based violence management under this updated SIMF.

### C. SIMF OBJECTIVES

The ROSC II Project SIMF also updated for the AF is intended to provide guidelines and procedures for integration of measures for social inclusion in the selection, design and implementation of the LCs and teachers' training centres. The objectives are to ensure that the ROSC II Project and the AF:

- Enhance the social development outcomes of establishment, management and operation of Ananda Schools;
- Identify OSCs from all vulnerable and excluded segments of the communities and FDMN children and adolescents, and ensure their enrolment and quality education in the LCs;
- Develop necessary mechanism to adequately disclose and consult with the communities vulnerable to social exclusion;
- Value and respect every child's background, level of ability, culture and religion at class rooms; and
- Never tolerate any conscious or unconscious discrimination among the children in the school premises.

The updated SIMF will provide guidance on issues of gender, equity, voice, and accountability initiatives, social screening, and preparation and implementation of site specific small ethnic community development plans (SECDP), as and when required. The updated SIMF will take into account the capacity of DPE and the partnering organizations to provide institutional capacity enhancement support and social inclusion guideline for implementation of the ROSC II Project and its



AF. The updated SIMF will also guide DPE and the partnering organizations in managing the vulnerability of the small ethnic communities and the FDMN in Cox's Bazar for their language, culture, gender and GBV issues as well as issues of mental health and trauma, age, disability and injuries associated with due to the forced displacement.

#### D. SOCIAL EXCLUSION AND DEPRIVATION IN PRIMARY EDUCATION

Social exclusion can be described as a process by which certain groups are systematically disadvantaged because they are discriminated against based on their ethnicity, race, religion, sexual orientation, caste, descent, gender, age, disability, HIV status, migrant status or where they live. Discrimination occurs in public institutions, such as the legal system or education and health services, as well as social institutions like the household, and in the community.<sup>1</sup> Social exclusion in education services is rooted on poverty, gender discrimination, caste and ethnic identities, child labor, and social stigma on certain communities and groups.<sup>2</sup>

##### I. Poverty

Despite primary education being free of direct fees, there are still a number of related costs to be borne by parents and families. Studies suggest that this is a significant cause of non-enrolment or dropout. For example, the National Child Labor Survey, 2002–03 finds that the most important reason for not going to school is the inability to pay education expenses, which is true for 18 per cent of children, and is followed by participation in household economic activity as the next important reason for 16 per cent of children not going to school. An Education Watch report (2003/04) observed that in high food-insecure areas and areas vulnerable to seasonal food shortages (such as the annual monga season), many school-aged children never enrolled in school or dropped out and went in search of work. Over 40 per cent of dropout children indicated poverty as the reason for dropping out.<sup>3</sup>

Cox's Bazar is one of 20 (out of 64) identified 'lagging districts' of Bangladesh, and Ukhia and Teknaf upazilas (where most of the FDMN is concentrated) are among the 50 most socially deprived Upazillas (out of 509). Difficult terrain, bad roads and insufficient infrastructure contribute to poor living conditions in this area that has a poverty rate well above the national average. Lack of adequate infrastructure and poor roads contributes to poor coverage of basic services and makes access to these services difficult. A lack of cultivatable land and consequent dependence on markets for food in Ukhia and Teknaf have led to high levels of food insecurity, and vulnerability to price fluctuations. The rapid and massive influx of the FDMN has had an enormous impact on the hosting communities, affecting among others market access, labor competition, deforestation, and price increases. The current situation is slowing down the efforts towards socio-economic development of this district. The influx of desperate workers has lowered labor wages and the additional demand by the FDMN households increased the price of basic food and non-food items. All these issues lead the communities of Cox-Bazar into vulnerability and drop-out of schooling is on the rise.

<sup>1</sup> DFID 2005: Girls' Education: Towards a Better Future for All. Department for International Development (DFID), London, 2005

<sup>2</sup> UNICEF 2007: Social Inclusion: Gender and Equity in Education SWAPS in South Asia, Bangladesh Case Study, Unicef, Kathimundu, Nepal 2007

<sup>3</sup> CAMPE (Campaign for Popular Education Bangladesh) (2005). Quality with Equity: The primary education agenda. Dhaka: Education Watch 2003/04.



## II. Gender Discrimination

Bangladesh has made well-acclaimed progress in achieving gender parity in primary and secondary education enrolments. The gender gap in primary education in terms of access is closing at an impressive pace, which is also noted in the draft baseline survey in PEDP-II (2007). There is, however, a considerable gender gap in dropout rates and achieving quality. Full parity is still to be achieved. Retention, dropout and other challenges are still faced by girls more than boys. It has been shown that at least 37 per cent of enrolled girls are dropouts in Classes 1, 3 and 4. Early marriage, dowry, performing domestic responsibilities, insecurity, eve-teasing, lack of girl friendly environments in schools, and other socio-cultural factors affect equity in quality education. Classroom practices, inadequate number of female teachers, and male teachers' behaviour and attitudes also influence girls' quality education. These are also related to the poorer performance of girls relative to boys.

Same situation is observed within DPR communities. The gender and social inclusion dimensions of the crisis are multifaceted, evolving, and particularly challenging. Almost 60% of the FDMN are female, 51% of the total are under the age of 15, there are large numbers of orphans and female/children headed households in the camps. In addition, significant numbers still carry the scars of severe psychosocial trauma and serious injuries. Therefore, project will address gender and gender based violence issues, as well as ensuring inclusion of children, youth and those who are differently abled, as recipients of project benefits through informal education in an equitable manner to reach satisfactory project outcomes.

## III. Small Ethnic Community Children

In Bangladesh, small ethnic community (indigenous) people constitute about 1.13 per cent (roughly 1.2 million) of the total population (Census 2001). They live particularly in the Chittagong Hill Tracts (CHT), but also in other areas of the north and northwest. The majority of the indigenous population lives in rural areas. In the CHT, students have lower access to education compared with other regions. The government policy of having a school within two kilometers is a long way for the CHT children as they have to climb up the hills, or use a boat to reach the school. It is expensive to visit a school as a boat can charge about 600 taka for a round trip. There is a separate development plan for the CHT ('Chittagong Hill Tracts Region Development Plan' of GoB supported by ADB). There is no policy for the small ethnic community communities outside CHT except what was developed under the PEDP-II.

An exploratory research study (2005) has shown that the students of small ethnic community communities were found involved in different activities such as agricultural or domestic activities. Most of the students in the small ethnic community communities were working to support their families, either for their own households or for others in exchange of wages. The majority of the students were involved in agricultural tasks and fishing. The percentage of those working in the agricultural sector is higher for small ethnic community boys (48 per cent) and girls (41 per cent) than the mainstream population – boys (31 per cent) and girls (18 per cent)<sup>4</sup>. There are no data on small ethnic community education, but it is estimated from micro-studies that at present nearly half of small

<sup>4</sup> Shamim, I. and Nasreen, M. (2005). *Baseline Survey of SDPP Outreach Project of CONCERN, Bangladesh*.



ethnic community children (0.15 million) in the primary school age group are out of school (EPETC Plan).

#### IV. Low Caste Communities

There are diverse small occupational caste groups in Bangladesh. The religious and ethnic communities have brought their marginalization to the forefront of the national debate. However, the small occupational caste groups are still on the state services. Small occupational castes like pig raisers, cobblers, sweepers, palanquin bearers and snake charmers are subjected to social customs that restrict intermixing, intermarriage, health or employment, and right to participation. The literacy rate of these excluded community about half the national literacy rate. Their caste occupations of sweeping, hair cutting, cremation, leather and bamboo work are looked down upon. Even so, some of these occupations are solely being taken over by poor members of other communities, which further limit their opportunities. Children of this community had little or no education. The Beday community (traditional mobile vendors across the country) in Bangladesh is regarded as nomadic by the dominant communities. According to their own estimates, in 1987, 1.5 million Bedays were scattered throughout the country. They are engaged in small businesses, snake charming, selling of talismans, traditional healing services, magic shows and dancing. They are itinerants and move around in boats.

PEDP-II draft action plan for vulnerable groups revealed that in 1400 low caste (sweeper and cobbler) families in a village in Rajshahi got 150 school-age children but only 50 of them were enrolled in government schools at the time of assessment (October, 2005). Children of all the low caste communities require special attention to update their socioeconomic conditions. The children from these families not only face difficulties of poverty and stigmatization, but also language problems, since for most of them their mother tongue is not Bangla but dialects of Telegu and Hindi (Assessment of Inclusive Education, UNESCO, 2005). In addition, some sweepers use different dialect ..

#### V. Working Children

Child labour is a concrete manifestation of violations of a range of rights of children and is recognized as a serious and enormously complex social problem in Bangladesh. Working children are denied their right to survival and development, education, leisure and play, an adequate standard of living, opportunity for developing personalities, talents, mental and physical abilities, and protection from abuse and neglect. Due to poverty, landlessness and declining employment in rural areas it has become a common feature that the surplus (under-employed and unemployed) labour thrown up from the primary sector is increasingly and inevitably joining the so-called informal sectors of manufacturing and services in urban areas. Most of the children in the poorer segments of the society are deprived of their rights. Children are forced to shoulder the burden of poverty through their hard toil. Thus, the incidence of child labour is directly related to poverty levels of the population.

Children are engaged in domestic and subsistence work, children from the tea gardens, children affected by trafficking, and slum dwelling and street children are struggling for their survival with little scope to access primary education. Many NGOs and other agencies are hiring local facilitators and translators from school/college – going students. It has been reported that high absenteeism is now a major issue facing by many institutions. According to some estimates, absenteeism in Teknaf and Ukhiya schools and colleges has risen by up to 60 percent (COAST, 2018). It has also been highlighted that in some schools /colleges up to 70 percent teachers have left jobs for more lucrative NGO/INGO

jobs (COAST,2018). While these developments do benefit some people in terms of their enhanced income- earning opportunities, they affect overall educational activities in the host community. Students from the affected schools were performing poorly in public exams. During the consultations, many participants reported security concerns arising from the refugee influx, specially affecting girls and women mobility. According to participants, it might have also affected school presence rate.

#### VI. Children with Social Stigma

The children of sex workers are the most excluded group of Bangladesh. The limited services provided by the NGOs to the sex workers have only marginally addressed the needs of children. Children of sex workers are deprived of their right to education. Few of them are enrolled at government schools, mainly because they are born without any acknowledged father. Furthermore, they are discriminated against because of their mother's profession. More than 49 per cent of the children of these sex workers do not go to school. The Capacity Building for Disadvantaged Mothers and Children project has been implementing non-formal education in seven brothels of the country, but this covers only 750 children. Save the Children (Australia), Care-Bangladesh, and Concern-Bangladesh are working in Goalondoghat/ Daulatdia brothel in the Rajbari district, Tangail town and Fulbari in the Khulna district brothel.

Trafficking in women and children has emerged in recent times as a serious problem in less developed countries. Available information and data would suggest that this is a problem of global proportions. A 2001 study by the Centre for Health and Population Research, Dhaka, estimates that 2000–3000 women and children (separate statistics are unavailable) are trafficked each year mainly for domestic work and prostitution in neighbouring countries. Whilst data is inevitably sketchy due to the illegal nature of the activities, it can be concluded that there are some Bangladeshi children denied their education rights because they have already been trafficked, as well as others whose dire poverty and exclusion from education puts them at risk of even further rights abuses.

Bangladesh is at a critical moment in the course of its AIDS epidemic. On the one hand, official figures suggest the epidemic is not widespread. The Joint United Nations Programme on HIV/ AIDS (February, 2005) estimates that there are 13,000 HIV-positive people in the country and that HIV prevalence in the adult population is less than a tenth of one per cent. However, inevitably, the urban poor, especially migrants and sex workers, are the most vulnerable. Where illness or death occurs, it is often young girls who are expected to take up the role of caring for sick relatives or for younger children who are without adult carers. Thus HIV/AIDS further compounds 'multiple-vulnerability' and is another factor working against children's access to education.

#### E. LEARNING VULNERABILITY OF FDMN AND HOST COMMUNITY CHILDREN

With a population of 2.5 million, Cox's Bazar has been one of lowest performing districts in almost all child development and education indicators in Bangladesh. Primary education net enrolment rate of Cox's Bazar is the lowest in the country. The net enrolment rate for Cox's Bazar is 72.6% for boys and 69.1% for girls compared to the national average of 98%. The dropout rate in primary education is the highest in the country—it is 39.6% for boys and 22.8% for girls, compared to the national average of 22.3% and 16.1% respectively. An estimated 28.5% children of primary school age and 36.1% children of secondary school age remain out of school, and 9.4% of children aged 10-14 years are child workers



in Cox's Bazar. Influx of FDMNs and presence of the aid agencies occupying the existing school premises have added to the already low performing education sector of Cox's Bazar District. The school enrolment rate in the district is the lowest and dropout rate is the highest in the country. About one-third of the children of primary secondary school age remain out of school. On the other hand, more than half of the FDMNs are under 18 years of age and has the lowest rates in terms of early childhood education (5.4%), primary school enrolment (76%), and secondary school enrolment (32%).

Around 55% (370,000) of the FDMN population, originating from the Rakhine state of Myanmar, are under 18 years of age with very little or, for three quarter of the population, no literacy skills. The Rakhine state of Myanmar has low rates in terms of early childhood education (5.4%), primary school enrolment (71-76%), and secondary school enrolment (31-32%). BRAC estimates that as many as 73% of FDMN have no literacy skills. Moreover, around 65,000 youth in the entire Cox's Bazar area are in need of job related skills training and relevant support.

The crisis has had a severe impact on the local population and the overall education system in Cox's Bazar District. Sudden FDMN influx has resulted into a shutdown of the education system in Cox's Bazar for more than 4 months. Most of the Government Primary Schools (GPSs) have been used to support the initial emergency response mechanism for the FDMN that massively hampered regular learning activities. Although regular learning activities have been resumed in most GPSs, severe infrastructural damages have occurred, especially in WASH blocks, and full recovery from that is yet to be done. Moreover, Cox's Bazar is comparatively a conservative area and there is lack of awareness among parents, community and youth on the importance of education and skills. In these circumstances, once a child has dropped out from the education system, it is extremely difficult to trace him/her and bring him/her back to resume regular schooling.

The children and youths within the FDMN and host area are in the crisis of accessing learning opportunities and skill training. The situation warrants immediate response to facilitate the crisis-affected children and youths in the region to access safe and equitable learning opportunities. In parallel to humanitarian services to the FDMN children, learning and training services to the FDMN and host community children in Cox's Bazar are in dire need. The existing set-up and the non-formal learning center modality of ROSC II provides a good platform to support the government in responding to this emergency with an AF.

#### F. SOCIAL INCLUSION STRATEGY AND MEASURES

The key objective of the Project is to provide access to quality primary education to out of school children to enroll in LCs, and support GoB towards achieving its national EFA goals. Community participation will be strengthened by establishing CMCs for ensuring social mobilization for EFA and improving quality of education for children. ROSC approach is a complementary arrangement to achieve equity in the primary education subsector for enrollment, participation and completion of primary education cycle by the children of socially excluded and vulnerable groups in Bangladesh. Children of both gender, most excluded and vulnerable groups and small ethnic community children will be equitably covered in ROSC II and AF. The project will serve a total of 350,000 OSCs not covered under PEDP in 100 Upazilas for quality primary education support to minimize number of drop-outs and OSCs supplementing the nationwide PEDP interventions. This will also cover FDMN and host

communities in Cox's Bazar. Small ethnic community children plan (SECCP)<sup>5</sup> will be prepared for upazilas having concentration of small ethnic community peoples and identified small ethnic community children out of school for the Ananda Schools.

#### **I. Approach and Target Group Communities**

ROSC II and AF will develop capacity of wider community including parents related directly with the LCs and strengthen institutional capacity to manage education resources – grants for LCs, and convert them efficiently into learning outcomes for all children. The AF will benefit approximately 300,000 FDMN children and adolescents in Cox's Bazar District. Around FDMN 200,000 children will receive direct access to LCs while awareness raising and promotion of psycho-social activities are expected to reach 300,000 children and youth in the FDMN community. A Joint Education Needs Assessment (JENA) by the Education Sector in Cox's Bazar finds that most FDMN parents do not recognize education for their children as priorities although they are experiencing the negative impacts from absence of learning opportunities in camps. The findings suggest significantly lower participation from female FDMN children in existing learning facilities in camps due to distant LCs and safety concerns from parents. Social development outcomes of the Project will include (a) increasing enrollment and completion in LCs of OSCs in socially excluded and vulnerable groups of the community, (b) retaining children from the vulnerable groups including FDMN in LCs, (c) strengthening of social capital as measured by participation of parents of vulnerable groups and FDMN in CMC. Communities will own and operate the LCs established under ROSC II and AF project. CMC's cooperation agreement with the project unit will ensure that LCs will be responsible for providing enrollment access to a wider group of children of both genders in equal proportion as per distribution in the catchment area, covering, among others, the following excluded and vulnerable groups in the intervention upazilas:

- Children from day-labour and landless families;
- Children from traditional fisherman, blacksmith, potter and other disadvantaged families;
- Children from special occupational groups including sweepers and tea garden laborer, gipsy, cobbler, snake charmer, other floating communities;
- Children from very poor and women headed families;
- Children from small ethnic community families and other small ethnic groups
- Working children and child labourers
- Children from disaster prone, remote river/island/char, haor and coastal areas
- Children living in urban slums and street children
- Children with HIV/AIDS and those affected by trafficking
- Orphaned children
- FDMN children and adolescents
- Equal enrolment of female learners from FDMN community

#### **II. Social Assessment and Community Participation**

Catchment areas for ROSC II and AF intervention in selected upazilas will be identified through social screening (format at Annex-1) by the ROSC Unit (ROSCU) at the Directorate of Primary Education (DPE) with technical assistance from project consultants and students for LCs will be identified through the

<sup>5</sup> SECCP is meant for the formerly referred Tribal Children Development Plan (TCDP) in the SIMF for the parent project (ROSC II Project).



Monitoring Officer (MO) of the ROSCU and the Community Mobilizer (CM) of the Partner Organization (PO) at the upazila level. Concentration of excluded and vulnerable groups as above (section E.I), number of OSCs and remoteness in terms of access to mainstream educational institutions will be the prime criteria in selection of catchment area for an LC.

In the selected upazilas, once the catchment area is identified, a social assessment (SA) will be carried out including mapping of out of school children and the existing formal and non-formal institutions providing educational services. The objective of the social assessment will be to understand the needs and to identify the excluded and vulnerable groups including small ethnic community communities in the context of quality primary education.

The SA will tap information like poverty, social exclusion and vulnerability of catchment area population, school enrolment, attendance, dropout and existing available facilities to accommodate children for primary education. The SA will be undertaken as a participative, consultative study in the identified catchments in a selected upazila combining quantitative data in a format compatible with EMIS database and qualitative analysis of those quantitative data. The study process will ideally include a) desk research and secondary data collection in EMIS format, and b) consultation with stakeholders and key informants including education managers, head teachers of GPS and RNGPS, elected people's representatives, rural journalists, parents of OSCs, and excluded and vulnerable groups including small ethnic community communities. Consultation will be carried out through community meetings and focused group discussions (FGD).

A social assessment report will be prepared based on mapping exercise, community meetings and FGDs. The benchmark data, collected through SA will be uploaded in the Upazila EMIS maintained by ROSC MIS Cell in Local Government Engineering Department (LGED). For the AF, secondary data will be collected from different UN agencies and NGO's who are working for the Rohingya crisis. Outcomes of the social assessment will be considered for establishment of LCs, development of curriculum, identification of monitoring indicators on social inclusion, and channeling cash incentives for attending OSCs.

With the help from Upazila Education Committees, communities will identify and contract NGOs to help them establish the LCs, recruit the teachers (one teacher per LC) and run the school administration during the first year. Those teachers will be engaged in the Rohingya camp, they must be trained on Government approved languages to teach FDMN. A specialized educational research and training organization will be contracted by the project to provide education quality support including teacher training, classroom instruction and other necessary support throughout the project life.

Social awareness and community mobilization campaign will be conducted to make the communities aware of the processes, their roles and authorities and the support they will be provided so that they are prepared to take full leadership of the LCs. Community participation will be ensured and strengthened through establishment of Centre Management Committee (CMC) for each LC. The CMC for each LC will be constituted with 11 members with representation all beneficiary groups including mothers of the girl students. Each CMC will enter into a cooperation agreement with the ROSCU that will include compliance with the ROSC II SIMF updated for the AF.



The AF and reallocation of existing IDA will provide informal education and essential life skill learning to the host community and FDMN children and adolescents, strengthen MoPME and local Government offices of Cox's Bazar capacities for planning, coordination, management and monitoring; enhance community-level awareness for both FDMN and hosting communities on how to cope with the changed situation; and provide training to teachers for new LCs under the AF. The AF will also provide emergency maintenance support to Government Primary Schools (GPS) of the locality which are badly affected due to FDMN influx as these buildings are used as the primary emergency support centers for both FDMN and host community. ROSCII will expand the existing program of pre-vocational education to the dropped-out children and youth of the hosting community of Cox's Bazar.

The AF will complement, and not replace, education related services to FDMN children and adolescents who are currently being supported by humanitarian programs under the specific guidelines of GoB. While the proposed AF will support the above needs of the Cox's Bazar area, funds from the original ROSC II credit will continue to operationalize the original implementation activities of the project together with providing additional assistance to the hosting community of the said region. To facilitate ROSC II to continue its support to the hosting community and extend its support to the FDMN community, original credit will also be extended.

Renovation of selected GPS buildings will emphasize on the location of the buildings that are in close proximity of the FDMN and vulnerable hosting community. As these school building remains as the immediate support facilities for both FDMN and hosting community during any disaster, the renovation works need to consider as emergency basis. Due to occupation of the buildings by FDMN community and later by relief agencies, the buildings, especially the WASH facilities are in unusable condition. Government has designed a new Primary Education Program, namely Fourth Primary Education Development Program (PEDP4), which has a civil works component. However, as the component is designed with different purpose and not for an emergency, immediate support from the AF is necessary.

### III. Small Ethnic Community Strategy

The ROSC II project upazilas include CHT area and almost all upazilas has small proportion of small ethnic communities with some characteristics of indigenous peoples. About 58% small ethnic groups live outside CHT in a scattered manner. It is estimated that about half of the small ethnic children in the primary school age group are out of school. The small ethnic community strategy proposes to improve access of small ethnic children in universal primary education. The Plan for Expanding Primary Education of Tribal Children (EPETC) adopted under the Second PEDP was followed for the first ROSC project and the same is being followed for social inclusion of small ethnic children in ROSC II and continued for the AF as well.

The small ethnic community will be specially consulted for selection of LC venue, curriculum development, and recruitment and training of teachers where the catchment area includes small ethnic community population. The Partner Organization at Upazila level will carry out free, prior and informed consultation leading to a broad based community support for the project. The ROSCU Consultant will consult the small ethnic community communities during social assessment. While the Upazila Education Committees and CMCs will consult them in curriculum development and selection and training of teachers. The CMC will keep them informed and involved in the operation of the LCs and disbursement of stipends among OSCs attending the Ananda Schools.

The EPETC Plan under PEDP-II includes social mobilization as a major tool for expanding quality education among the small ethnic community children. Small ethnic community institutions such as CHT Regional Council, 3 Hill District Councils, and Tribal Welfare Societies will accordingly be involved in ROSC II Project as well. These institutions strengthened under PEDP-II will promote education and monitor progress of LC activities in their respective areas. Social mobilization and inclusive CMC will be established in small ethnic community areas for motivating parents to send children to school. CMC membership will include parents of small ethnic community children, small ethnic community leaders and will be trained for promoting primary education in their areas.

- IV. Existing supplementary reading materials (SRM), as available in small ethnic community language under PEDP-II, will be printed and distributed among small ethnic community students attending the LCs under ROSC II. SRM in small ethnic community language can be given to each small ethnic community child in class 1 and 2. In any case, emphasis will be given to assisting the small ethnic community children learn mainstream Bangla language. Small ethnic community teachers having the written and oral capacity in Bangla language will be recruited Channeling Grants and Allowances**

Students' allowances will be provided to each enrolled student meeting certain criteria on quality education including attendance, performance and continuation. The money will go directly to his/her mother's bank account in the local branch of the project-designated bank. However, in case of FDMN, government regulations will be followed. FDMN or their families are not allowed to receive any cash grants. A comprehensive database and monitoring system would be in place to track education/learning achievements and receipt of eligible funds to each student and to help take timely corrective measures as necessary.

**V. Inclusive Operation**

Students enrolled in the Ananda Schools will be treated as one family even though they will be from diverse community groups including the excluded and vulnerable communities. Social status and background, level of ability, culture and religion of every student will be mutually valued and respected by their peers, the teacher and the CMC. Any discrimination either conscious or unconscious will not be tolerated during class operation and receiving the children at the LCs. Each enrolled child will bear the same value and wear same uniform while attending the LCs.

As more than 52 percent of newly arrived FDMN children and adolescents are girls, an improved gender mainstreaming and targeted interventions will ensure that girls are not excluded from learning assistance. This includes creating a safe environment, ensuring separate spaces for adolescent girls, recruiting female teachers, and supporting menstrual hygiene management interventions. Safety and security of the existing LCs in FDMN camps is a significant concern of the parents specially for female children. Most FDMN parents, according to a study, do not recognize education for their children as priorities although they are experiencing the negative impacts from absence of learning opportunities in camps.

**VI. Safeguarding Women and Children from Violence**

Violence against FDMN women and children of various nature is sometimes reported to have



mechanism in place to seek help or justice, in most cases, the incidents of violence remain unreported or unnoticed. The women and adolescent girls feel insecure in their movement outside the camps. Intimate Partner Violence has increased significantly especially since the male members are now getting married multiple times. The absence of a formal channel to seek redress to these difficulties is making the lives of women and adolescent girls extremely difficult.

DPE will make sure that the GRM is responsive and the FDMN women and adolescent girls have easy access to the grievance redress services. A screening and assessment of risks of violence against women and adolescent girls among the FDMN and host communities will be carried out following the guideline of the World Bank on gender-based violence (GBV) and commensurate measures will be designed and implemented during implementation of the AF in the FDMN areas.

#### G. STAKEHOLDERS ANALYSIS, CONSULTATION AND DISCLOSURE

The Ministry of Primary and Mass Education (MoPME) has prepared the Social Inclusion and Management Framework (SIMF) for the ROSC II Project in August 2012 for ensuring inclusion of the working children, children with social stigma, girls and OSCs from other vulnerable communities including very poor, low caste communities, and SECs with distinct characteristics of indigenous peoples. The project adopts meaningful consultation with target communities and in project process using free, prior and informed consultation with SECs with indigenous characteristics approach. Several consultation meetings were carried out with FDMN and host communities in the process of updating the environmental and social instruments including this SIMF. Details of the consultation process and issues raised are given at Annexes 2).

Key stakeholders include project beneficiaries, Government entities, development partners as well as community-based organizations active in the formal and non-formal education sector. Routine consultation and discussion are carrying out under the parent project. DPE (ROSCU) will implement the ROSC II and AF project with support of partner agencies (UNICEF, Save the Children and LGED) and through mobilization of communities. Community Mobilizers (CMs) from Partner Organizations (POs) would support establishment of LCs and their operations during the first year of LC establishment. DPE reviewed the existing documents in field, location of learning centers, water supply and sanitation facilities, discussed with all relevant stakeholders and took their opinion how to improve the social practices in ROSC II. The approach will be improved for management of potential conflict dynamics between host and the displaced populations including chance of hostility, conflict and violence within the scope of the project.

The safeguard instruments of the ongoing parent project have been disclosed through the World Bank's portal as well as the MoPME's website. The updated SIMF will be reviewed and cleared by the World Bank and then disclosed by MoPME in their website before the effectiveness of the AF. In addition, the MoPME will authorize the World Bank to publish this updated SIMF in its external portal.

Given the vulnerability of the FDMNs in terms of their language, culture, mental stress and trauma associated with their forced displacement from Myanmar, an inclusive and adaptive approach has been proposed under the AF. The risks of hostility, conflict and violence including GBV have been included in the project implementation approach.





## H. IMPLEMENTATION ARRANGEMENT

### I. Executing Agency

The Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MoPME) is implementing the ROSC II Project through a ROSC Unit (ROSCU). At the national level, MoPME is responsible for oversight of the Project. DPE, under MoPME, is the implementing agency for the AF Project. GoB has already established a 'Reaching Out-of-School Children' (ROSC) Committee to oversee overall Project implementation, carry out joint annual reviews, and resolve implementation issues. There is also a Project Implementation Committee (PIC) at the DPE headed by the Director General, DPE to resolve implementation issues.

In case of AF, current partner of ROSC II, Save the Children, a renowned International NGO, will continue as partner for Pre-Vocational Education and Urban Slum Learning centers. LGED will continue as MIS cell. For informal education support to FDMN, Bangladesh Government is considering UNICEF as lead partner. As MoPME is reviewing UNICEF proposal at this moment, ROSC II can partner with UNICEF once the UNICEF proposal is approved by MoPME and other relevant authorities. As the new component may propose some construction works for the local Government Primary Schools, ROSCU may partner with LGED under guidance of DPE.

The implementation and monitoring arrangements agreed under ROSC II Project will be continued for the proposed additional financing. Department of Primary Education (DPE) under the MoPME, will implement the proposed AF with support of partner agencies like UNICEF and Save the Children and through mobilization of communities. Community Mobilizers (CMs) from Partner Organizations (POs) would support establishment of LCs and their operations during the first year of LC establishment. LGED will assist for renovation and rehabilitation of GPSs for training venues. DPE will appoint a dedicated Environmental and Social Focal Persons at Assistant Director Level who will be responsible for ensuring the completion of environmental and social screening/assessments during selection of LCs and identification of activities for renovation of existing school premises. S/He will supervise the implementation of the EMP and will ensure budgetary provision for conducting capacity building of the learning centre management committees (CMCs), POs and LGED in EMP implementation. DPE, through ROSCU will coordinate and monitor, and the POs including LGED will prepare Social management plan (SMP) for all upazilas without any presence of small ethnic communities (SEC) with distinct characteristics of indigenous peoples and Small ethnic community children plan (SECCP) with elements of SMPs for upazilas having concentration of SECs. The POs will also duly implement the SMPs/SECCPs.

The social focal person with the POs will be responsible for conducting social screening/assessments during LC selection and preparation of half yearly social monitoring report on the implementation status and quality of the SIMF and SECCP, which will be shared with the Bank. The World Bank will review the screening report, environmental management plan, SECCP, monitoring reports on random basis and will carry out field visit to cross-check. DPE may need to hire the service of an individual consultant to assist the environmental and social focal person.

The Upazila Education Offices (UEOs) will provide coordination support at the field level. Assistant Upazila Education Officers (AUEOs) and Head-Teachers from nearby primary schools would be



mobilized in classroom support activities at the field level. At the Learning Centre level, the project would enter into an annually renewable co-operation agreement with the learning centre management committees (CMC). This cooperation agreement would be comprehensive and include roles and responsibilities of CMCs for all project activities, including water and sanitation, education allowances and Grants related activities. CMC and POs will be involved in SMP/SECCP implementation process.

The implementing agency will sign a memorandum of understanding with the Department of Public Health Engineering for annual water quality testing of the program-funded drinking water sources for the LCs. ROSC MIS Cell at LGED will continue the services of data processing and monitoring agency. Regular Third-party Monitoring will be conducted for ensuring proper implementation of the SMP/SECCP.

The catchment area of OSC and formal, informal and non-formal educational institutions will be mapped for location of households with OSCs at the ward and union levels. One local level NGO will be engaged for facilitating picking up and enrollment of OSCs in all selected LCs in the Upazila. The NGO will be engaged for one year up to start of operation of the LCs by respective CMCs. A local bank at the Upazila will be assigned for channeling the funds for grants to the LCs and stipend to the enrolled OSCs.

DPE has an existing ROSC Unit for the ROSC II Project also responsible for the AF. The ROSC Unit is headed by a Project Director (PD) who is directly responsible for day-to-day implementation. Supporting the PD will be one Deputy Project Director (DPD) and five Assistant Project Directors (APD), each heading a section, who will be responsible for implementing various Project activities relating to: (a) provision of education allowances and LC grants; (b) training and education development; (c) monitoring, evaluation, and research; (d) communications and social awareness; and (e) finance and administration. The PD, the DPD and the five APDs, operating as a unified team, will be appropriately supported by a Procurement Officer, Programme officers, Data entry operators and other required support personnel with relevant skills and experience. The ROSC Unit, in implementing the Project, will follow the policy directives of the ROSC Committee.

## II. Upazila Level Management

The Upazila Education Officer (UEO) will act as the local PD at the Upazila level and will process applications for establishing LCs, facilitate disbursements of education allowances and grants, and coordinate monitoring teacher and student attendance at LCs. The UEO will present the application of setting up Ananda School to the Upazila Education Committee (UEC) for their recommendations for approval by the PD. The UEO will report directly to the ROSC Unit PD on Project related matters, and will share Project related information with the District Primary Education Officer and DPE. ROSC Unit will employ one Upazila level Training Coordinator (UTC) through partner agencies for implementation support to the LCs and a Monitoring Officer (MO) for periodic monitoring and evaluation of the LC operations.



### III. Community Level Management

At the local community level, the Center Management Committee (CMC) will be responsible for managing the LCs with support from UTC. A local NGO selected by the PD and appointed by the CMC will lead community mobilization efforts to identify the target population, encourage it to start a school, and help organize the appropriate LCs. To support quality improvement of the LCs, the CMCs will receive assistance from a Training Coordinator<sup>6</sup> including teacher's training. The MOs will be responsible to monitor implementation of LCs at the grass roots level.

### IV. Capacity Development

The UTCs and MOs will receive special orientation on social inclusion and accountability of the project to comply with Bank's social safeguard requirements and ensure inclusion of OSCs from all designated groups in site identification, and operation and maintenance of the Ananda Schools. DPE will have one focal person for social inclusion and safeguards, while the partnering organizations, will have their respective Safeguards staff according to their scope and implementation challenges.

### V. Key Risks and Accountability Framework

There are several project risks that are rated as Substantial or Moderate related to (a) political and governance, (b) fiduciary, (c) environmental and social, and (d) stakeholders. Political and governance risks are rated as Substantial due to the possibility of events with potential adverse consequences relating to the displaced Rohingya population. Fiduciary-related risks of the sector are rated as Substantial as identified through audits undertaken by MoPME and the World Bank. Environmental and social risks are Substantial, given the vulnerabilities of the FDMN, current natural setting of the camps and the potential impact of natural disasters on the precarious camps. Substantial stakeholder risks reflect the wide and diverse range of stakeholders active in Cox's Bazar District. These will be mitigated through activities under Sub-component 5.2 on capacity and coordination enhancement. There are issues related to the transparency and efficiency of procurement processes, raising concerns about value for money. There are also risks related to the capacity of MoPME in contract monitoring and management, financial management, and internal control mechanisms. For the proposed AF, these risks will be mitigated through World Bank support to MoPME to engage UN agencies to deliver services, including supply of required inputs.

Essential information on social inclusion of the ROSC II and AF implementation will be captured and communicated to the target communities, the ROSC Committee and the Upazila Education Committees for transparency and accountability. The PD will transmit data and communicate stakeholders through the UTCs and MOs under the guidance of the UEOs. The accountability will be monitored using the EMIS operated by LGED at the upazila level. The Partner Organizations, and the CMCs will be the contributing institutions of the information and the recipients will be the ROSC Committee, the UECs, the target group communities, the funding agencies and others interested. The flow of information will be integral part of the monitoring and evaluation system. Ensuring accountability will be the prime focus of the grievance redress mechanism (GRM) of the project.

ROSC II has been guided in using the technical assistance from individual and team of consultants, partner organizations and specialized agency for selection and training of teachers. Introduction of

<sup>6</sup> Institute of Education Research (IER) of Dhaka University and Institute of Education Department (IED) of BRAC University have been identified to provide training support and quality enhancement.



ICT, continued use of the automated EMIS, and channeling grants to LCs and stipend to the students at the LCs are expected to be more effective. ROSC II will cover OSCs those are uniquely out of any interventions and channel funds based on performance of CMCs and the students attending the LCs.

CMCs at the catchments level will be accountable for targeted outcomes of the establishment of LCs and channeling funds for OSCs. The UECs at the Upazila level, The PIC and the ROSC Committee at the national level will be accountable to ensure the results and outcomes of the project.

#### **I. GRIEVANCE REDRESS MECHANISM**

A well-defined grievance redress and resolution mechanism will be established to resolve grievances and complaints in a timely and satisfactory manner. The objective of the grievance redress mechanism (GRM) is to resolve complaints as quickly as possible and at the local level through a process of conciliation; and, if that is not possible, to provide clear and transparent procedures for appeal. All affected persons will be made fully aware of their rights, and the detailed grievance redress procedures will be publicized through an effective public information campaign.

Grievance Redress Mechanism (GRM) will be established at central (ROSC Unit at DPE) and at local level (Upazila and Union) to deal with any complaints/grievances about environmental and social inclusion issues. At the union level, the CMC will be the local Grievance Redress (GR) focal point for addressing the grievances. Members of CMCs are all outside the government and will handle grievances independent of the government. Aggrieved persons will have easy access to the CMCs as the members hail from the community and can be located even inquiring the teachers at the LCs. The UEC at the Upazila level will be the GR focal point. The aggrieved student, their parents or the community persons or entities will submit the complaints/grievances to the Chairman of CMC at the Union level.

The CMC will register grievances and issue receipts to the aggrieved persons/entities with the entry reference. The chairman of CMC will schedule hearings in consultation with other members. In open meetings, CMC will hear and discuss the complaints and try to resolve them in view of the applicable guidelines of the SIMF. The aggrieved person, if female, will be assisted by a female UP member in the hearing, and if from a small ethnic community, by a small ethnic community representative in the capacity of a voting member of the CMCs. It is expected that all complaints at CMC level will be disposed within 15 days, failing which the petitioner can seek resolution from the focal point at the UEC at the Upazila Headquarters.

Any time, any aggrieved person can send complaints directly to the PD of ROSC Unit. The PD will review and try to resolve the complaints and may seek advice from the DPE about any issues critical to the project. The aggrieved persons or entities will also have the option to lodge the complaints directly to the Secretary, DPE when they are not satisfied with resolutions proposed up to the PD level. A decision agreed by the complainants at any level of hearing will be binding on the concerned CMCs and DPE. The GRM will, however, not pre-empt an aggrieved person's right to seek redress in the courts of law.

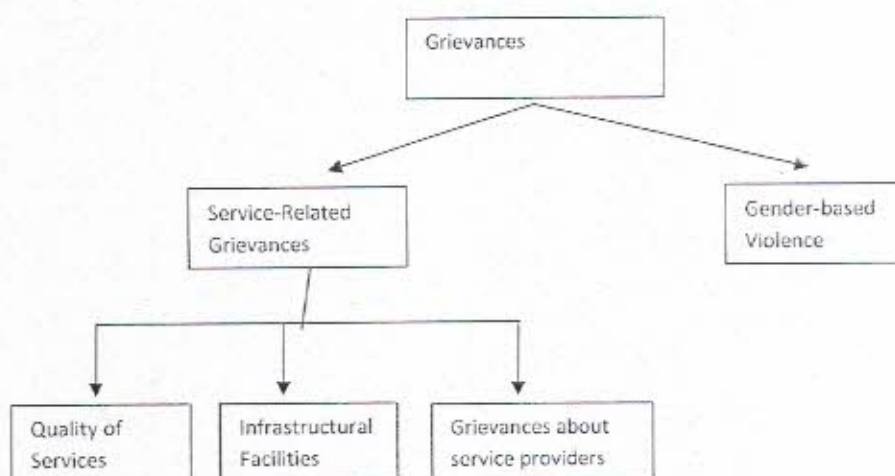
The provision of GRM and the process will be well disclosed to the community, local NGOs, Union Parishads and the beneficiaries before selection of LCs. The disclosure will be done by the UTC on behalf of the Project. The UTC will keep the records of all resolved and unresolved complaints and

grievances and make them available for review -- as and when requested for by the World Bank. The case records will also be posted in the DPE website.

## J. GRM ON VIOLENCE AGAINST WOMEN AND CHILDREN

### I. Grievances within the FDMN Camps

Life within the camps is extremely difficult as the FDMN are dealing with new problems and challenges every day. Grievances faced by the FDMN can be categorized into two types- service related grievances and gender-based violence related grievances. However, the service related grievances can be further categorized in three sub-groups- grievance about quality of essential services (e.g. food, water), grievances about infrastructural facilities, and grievances about behavior of agency officials delivering services. The following figure shows the categorization-



Speculations are there that violence against FDMN women and adolescent girls are frequent within the FDMN camps. The women and adolescent girls become victims of violence when they go outside of the camps in search of water or firewood. Given that they do not have any mechanism in place to seek help or justice, in most cases, the incidents of SGBVs remain unreported or unnoticed. In fact, women are not secure even within the camps and as a result, the adolescent girls remain within their homes the entire day. Intimate Partner Violence has increased significantly especially due to the fact that the male members are now getting married multiple times. The absence of a formal channel to seek redress to these difficulties is making the lives of women and adolescent girls extremely difficult.

### II. Governance Structure within the Camps

A formal structure has been developed within the FDMN camps that includes the aid agencies and government of Bangladesh to deliver services within the camps in a coordinated way. With the new influx started in 2017, the Government of Bangladesh introduced the "Majhi System", which was first initiated in 1991/1992. According to this system, the Majhis are representatives of the FDMN living within the camps selected informally by the government officials or the law enforcement agencies. The primary roles of the Majhis include estimating FDMN population, organizing distribution efforts, and maintaining regular communication with the FDMN populations. The Majhi system has its own



hierarchical chain. At the top of the hierarchy is the Head Majhi and he is the one who keeps in touch with the representative of the National Government, i.e. Camp-in-Charge, who is an executive magistrate of the Government of Bangladesh. The camps are divided into several blocks and each of the block is under the supervision of Block Majhi who is accountable to the Head Majhi. The block Majhis work with the support of the Sub-Block Majhis, who are at the lowest tier of the "Majhi Hierarchy" system. The following figure shows how the system works-

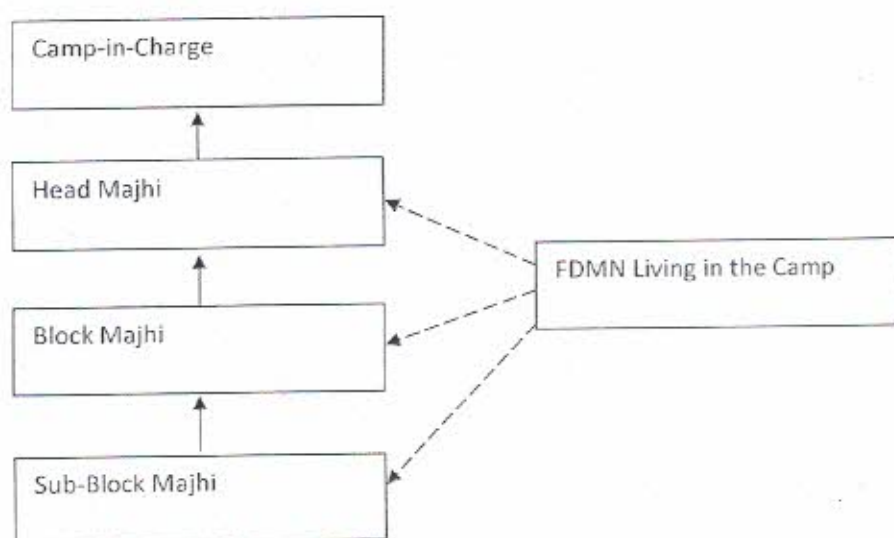


Figure 1 Majhi System in FDMN Camps

However, it is important to note that the Majhi system is not inclusive and accountable to the FDMN community. It is, however, important to note that in some camps, an alternative system is gradually being practiced with the approval from the government. In this, a new elected committee system has been introduced. As per this, from each sub-block, 10 representatives are elected by the people. The sub-block representatives then select 4 block representatives and these 4 eventually select one block leader. This is a decentralized system where all the elected members have equal importance and they jointly take decisions and try to resolve conflicts. They can also interact with the CiCs and other government officials and unlike the previous system, this one includes female representation.

This elected committee system, known as Community Development Committee (CDC), is better suited to function as GRM for the FDMN community. The CDCs within the camps enjoys the legitimacy to perform as the voice of the FDMN as they are elected by the camp residents. The committee, due to its decentralized power structure, is accessible and its nature of representation (especially the participation of women) makes it more inclusive. These specific characteristics may play an important role in encouraging the FDMN to come to these committees and to trust them as a responsive GRM. It is, however, important to note that this 'trust' will not sustain unless and until the CDC succeeds in establishing linkage with the national government authorities, especially the CiC and in resolving the difficulties through using the formal channels. Given that the Government of Bangladesh is on-board in embracing this new framework, there is an opportunity to make this new management structure successful and transform it into an effective GRM.

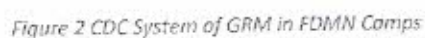
### III. Design of the GRM for FDMN

The CDC System (Figure 2) can be divided with two groups- (i) Service Delivery Related Grievance Committee (SGC) which will focus on grievances related with quality of services, complaints related with service facilities and concerns about service delivery process; and (ii) Gender Related Grievance Committee (GGC) which will deal with violence against women and children including sexual and gender based violence. It is important to note that in the GGC, most of the members will be females (i.e. if the GGC is a five-member committee at least 3 to 4 will be women) and it will be headed by a woman member.

Whenever a complaint or a grievance will reach to the CDC, they will analyze the complaint and assign it to the relevant committee. The complaint may reach to the CDC in the following way:

1. In-person: An aggrieved person can simply go to a member/members of the CDC and lodge his/her complaint;
2. Several complaint boxes will be set up within the camps and the Rohingyas can submit/drop their complaints within these boxes. There will be a designated member of the CDC (women member) who will keep an eye on the complaint boxes and collect the grievance notices;
3. A mobile app can be developed which will allow the aggrieved person to send his/her complaint to the CDC. There will be a dedicated cell-phone number/ hotline connected with the app and a female member should be in-charge of handling the complaints.
4. Complaints related to gender-based violence (GBV) or sexual exploitation and abuse (SEA) will be directly received and registered by the designated member of the GGC in full confidentiality. The complaint will then be forwarded to the GBV response and referral service established under the Emergency Multi-Sector Rohingya Crisis Response Project (EMSRCRP). The GGC operators will be trained on how to collect GBV/SEA cases confidentially and empathetically (with no judgement). No identifiable information on a GBV/SEA survivor will be stored in the GRM. The GGC will not ask for, or record, information on more than three aspects related to the GBV incident:
  - The nature of the complaint (what the complainant says in her/his own words without direct questioning);
  - If, to the best of their knowledge, the perpetrator was associated with the project; and,
  - If possible, the age and sex of the survivor.





A key issue to consider is in case of service delivery related grievances, it will be possible to lodge complaint anonymously. However, for gender related grievances, submitting complaints anonymously may not solve the problems. Without identifying the aggrieved person, it will not be possible to solve the complaints, but this may cause security concerns for the women. To address that, the following safe-guards are necessary-

1. The GDC will mainly consist of the female members as that will allow the victims of the GBV and IPV to raise their concerns in an effective manner;
2. The complaint boxes and the hotlines/ cell-phones will be controlled by the female members and they will play the role of the gate-keepers in identifying the complainants and determining the nature of the problems.

Once the problems are assigned of the committees, they will take the necessary steps. In case of gender related grievances, the GGC will verify the problem, record it and will try to address that at the community level. If they fail to do that, they will push it upward to the CiC. The GGC will try to address the problem and in this case, they will mainly try to solve the problem through Alternate Dispute Resolution (ADR). If they fail to do so, the responsibility will then fall on the CiC, who is an executive magistrate and has limited judicial authority. However, if he fails to address the grievances, he will refer it to the Union Legal Aid Committee (ULAC) or District Legal Aid Committee (DLAC). In other words, if the grievances cannot be redressed within the camps, it will then be referred to the existing judicial system of the country.

For effective GRM on violence against women and children, building the capacity of GGCs is extremely critical to equip them with necessary legal knowledge and understanding. As per the law, the residents of the camps are not supposed to have their own cell-phone connection. Whereas this law is not followed within the camps (in practice), it will still be difficult to introduce an app-based system within the camps if we try to integrate the GRS with the formal system.

#### **IV. Tracking the Stakeholder Engagement and GRM**

A robust and well-sequenced communication strategy will be crucial for better sequencing of the interventions, larger stakeholder support and smoother implementation. This will help mitigate potential resistance and misunderstanding between the FDMN and the host community. The strategy will help the stakeholders better understand and adopt the project interventions as well as create support for those at all levels. A Communications Need Assessment will be undertaken first for designing an effective strategy. The assessment will identify all stakeholders and allow a better understanding of the socio-political context, information gaps, attitudes, aspirations, real and perceived concerns and fears as well as barriers to change.

The strategy will have two-prong objectives: i) behavioral change communication and information sharing to ensure the affected communities are aware of and can benefit from the project interventions; and ii) to build consensus of proposed interventions at the local and national level. As the communication will be aimed at multiple stakeholders including different ministries at central and local level, development partners, policy makers, media, and FDMNs and host community, it will be



important to ensure consistent messaging aimed at managing and mitigating any evolving risks, including domestic violence and trafficking. The project will deploy multiple communication channels to reach different stakeholder groups. To help build public understanding and support for the project and create an enabling environment for the projects implementation.

This standard operating procedure will be followed to manage stakeholder engagement and communications using a simple log in sheet to record (i) date, (ii) stakeholder name, (iii) category of inquiry, (iv) a short description of the issue (logged as a grievance, problem, or question); (v) actions necessary to follow-up the issue; and, finally, (vi) a status (either active or closed) along with a date. A space for optional comments provide space for 'memos-for-record' for each entry. The tracking template with instructions is intended for use by safeguard specialists or representatives of PIU's staff engaged in stakeholder consultations for recordkeeping and tracking purposes.

The task of managing the tracking template is assigned to safeguard specialist/communication specialist who will consolidate inputs from (1) any members from ROSCU, INGO or contracted UN agencies participating in stakeholder consultations; (2) all stakeholders, including individuals and groups who contact PIU directly (phone call, text, Internet, face-to-face meeting) to file a grievance, report a problem, or ask a question. The safeguard specialist will maintain a 'master' tracking template of consolidated inputs updated daily and/or as necessary using a simple year, month, date format, plus an identifier consisting of number to establish a sequence for inquiries received as of the same date.

#### K. MONITORING AND EVALUATION

The Project will have a monitoring and evaluation (M&E) component in place to monitor the implementation of the project with focus to (a) enrollment and continuation of the students, (b) provision of grant funds to LCs; Social inclusion outputs and the grievances procedures in LC operation will also be integral part of the M&E system. The system will evaluate the outcomes/results of these interventions. The system will also make sure that consultations were carried out with FDMN and host communities before and during construction works.

The ROSC Unit will engage Monitoring Officers (MO) for regular implementation monitoring of the Ananda Schools. The MOs will be cyclically appointed once for each one third number of the selected upazilas. Monitoring of the operation of the LCs, especially student and teacher attendance, will be carried out by the CMCs and UEOs who will be responsible for collecting data and information on the LCs. A number of third party independent studies will also be built into the program to measure its results and effectiveness and also help the country identify future directions.

Annual reviews will be undertaken jointly by the ROSC Unit, World Bank and IDA. A mid-term review (MTR) will be carried out at the halfway of the project implementation. Two months prior to the MTR, a comprehensive report on Project progress and achievements will be prepared by the external evaluation agency, under Terms of Reference acceptable to IDA, and submitted to the ROSC Unit.

An independent evaluation of the project outputs and outcomes on social inclusion will be carried out at the end of the ROSC-II and Additional Financing Implementation.

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**ANNEX 1: SOCIAL SCREENING FORM**

Social Inclusion and Safeguards Issues	Yes	No	Not Known	Remarks
1. Has project authority conducted any consultation meetings with the local communities during site selections?				
2. Has project authority conducted any consultation meetings with the FDMN communities during site selections?				
3. Will there be any land acquisition required for constructing of LC's?				
4. Will there be any rented land required for constructing of LC's or other activities?				
5. Will there be any leased land required for constructing of LC's or other activities?				
6. Ownership of the selected land for LC/LC's?				
7. Will there be loss of shelter due to project activities?				
8. Will there be loss of agricultural and other productive assets due to construction works?				
9. Will there be losses of crops, trees, and fixed assets due to project activities?				
10. Will there be loss of businesses or enterprises due to land taking?				
11. Will there be loss of income sources and means of livelihoods due to land taking?				

12. Will people lose access to natural resources, communal facilities and services?				
13. If land use is changed, will it have an adverse impact on social and economic activities?				
14. Is there any structures or assets those require to shift elsewhere?				
15. If the answer on 14 is yes, will the project bear the cost of the shifting and reconstruction?				
16. Were they consulted and agreed before shifting ?				
17. Will any small ethnic community with characteristics of indigenous peoples be affected or benefited?				

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**Annex-2 Consultation for Environmental and Social Management Frameworks**

Cox's Bazar, September 29 to October 02, 2018

1. The Local Government Engineering Department (LGED), Directorate of Primary Education (DPE) and the Directorate General of Family Planning (DGFP) have jointly conducted local level consultations on environmental and social issues at Cox's Bazar District HQ, at Upazila HQs of Ukhiya and Teknaf as well as in the Forcibly Displaced Myanmar Nationals (FDMNs) campsites and host community areas affected by the FDMNs influx in Cox's Bazar region. The consultations were carried out to seek opinions of the stakeholders and direct beneficiaries on the 3 separate but complementary projects, to be financed by World Bank to support the government of Bangladesh's support to the FDMNs. A World Bank Team<sup>7</sup> of technical and safeguards experts were present as observers during the consultations. The three key executive agencies of the Government of Bangladesh represented the following three projects:

Projects	Health Sector Support Project (Additional Financing)	Reaching Out of School Children Project (Additional Financing)	Emergency Multi-Sector Rohingya Crisis Response Project (Proposed)
Implementing Agencies	1. Directorate General of Health Services (DGHS) 2. Directorate General of Family Planning (DGFP)	Directorate of Primary Education (DPE) under Ministry of Primary and Mass Education (MoPME)	1. Ministry of Disaster Management and Relief (MoDMR) 2. Local Government Engineering Department (LGED) 3. Department of Public Health Engineering (DPHE)

2. Several consultation meetings were held during Sept 29 to Oct 2, 2018 including one at Cox's Bazar District HQ, one at Teknaf Upazila, one at Ukhiya Upazila, and 3 consultation meetings in FDMN camps as per the following schedule:

Date	Meeting No.	Description	Participating organizations/communities
September 29, 2018	1	Consultation meeting at LGED Executive Engineer's Office, Cox's Bazar	RRRC office, LGED, DPHE, DDFP, WFP, UNFPA and BRAC

<sup>7</sup> Istiak Sobhan (Senior Environmental Specialist), Md. Akhtar Zaman (Senior Social Development Specialist), Tanvir Ahmed (Senior Environmental Consultant), Asif Mohammad Zaman (Senior Environmental Consultant), Shariful Islam (Senior Social Development Consultant) and S. M. Mehedi Hasan (Disaster Risk Management Consultant)

Date	Meeting No.	Description	Participating organizations/communities
September 30, 2018	2	Consultation meeting at Nayapara FDMN Camp (camp 26) at Teknaf, Cox's Bazar	CiC office, RTMI, BRAC, FDMN Community
	3	Consultation meeting at UNO office, Teknaf, Cox's Bazar	LGED, DPHE, HOPE Foundation, Local government representatives, Teknaf press club
October 01, 2018	4	Consultation meeting at Kutupalong FDMN Camp (camp 1e) at Ukhiya, Cox's Bazar	BRAC, FDMN community
	5	Consultation meeting at Balukhali FDMN Camp (camp 9) at Ukhiya, Cox's Bazar	BRAC, FDMN community
	6	Consultation meeting at Balukhali Health Sub-center	IOM (Doctor, Nurse and Medical Assistant)
	7	Consultation meeting with local communities at UNO Office, Ukhiya, Cox's Bazar	UNO, LGED, DPHE, UEO, Local government personnel

3. The consultations with the above-mentioned stakeholders including the FDMN representatives and host communities revealed strong support to the Bank-supported interventions. List of consultation meetings carried out are given below:

Meeting No.	Date	Venue	No. of Participants	
			Male	Female
1.	September 29, 2018	LGED Office, Cox's bazar District	11	0
2.	September 30, 2018	Noapara Camp 26	20	10
3.	September 30, 2018	UNO Office, Teknaf Upazila	11	5
4.	October 01, 2018	Kutupalong Camp 1e	5	13
5.	October 01, 2018	Balukhali Camp 9	15	7



6.	October 01, 2018	Balukhali Sub-Primary Medical center	1	2
7.	October 01, 2018	UNO Office, Ukhiya Upazila Sadar	7	0

4. **Key points raised in the Consultation Meetings:**

- Water treatment option using desalination of the sea water, according to an RRRC senior officer, will be expensive and require serious waste management system.
- Coordination among the various donors and the relevant government ministries/agencies, according to WFP, is very important in basic civic and humanitarian services to the FDMNs.
- Construction of learning centers and community clinics, according to UNFPA, should be done in tandem and coordination with the other aid agencies and the government of Bangladesh within an agreed timeline.
- FDMN community people said they have scarcity of water.
- The education system for FDMN children is problematic in the existing schools those have been running for a long time with Government funding. These schools were started first with Myanmar study curriculum; but then all of a sudden, the curriculum was changed to Bangladesh curriculum until 2017 when new influx FDMN happened.
- Local community people have a lot of complaints about the ongoing situation of the FDMNs and the humanitarian aids they are receiving. The FDMNs work as labor for much cheaper wages than local people, which is affected the host community labor market and employment of the host people. The FDMNs receive food from humanitarian agencies and hence is not in need of a lot of money but situation is not same for the host communities people and they are facing economic crisis.
- Environment of the localities has been damaged greatly including water sources, hills have been cleared off by felling of all trees.
- Land of local people are being occupied by the FDMNs
- FDMN members complained about water scarcity, available education facilities for children, no separate toilets for women and lack of clothing.
- The FDMN community members expressed their wish for some training programs to be introduced (including maternity training).
- The health sub-center was strengthened after the recent massive arrival of the FDMNs.
- The patients' ratio in the health sub-center is 60% FDMN community vs. 40% local community
- On average around 70/80 patients visit the sub-center for treatment every day. But in some particular cases (e.g. outbreak of waterborne diseases) 100+ patients visit the sub-center as well.

- Some medical waste which needs proper disposal is sent to Ukhiya community clinic where the medical wastages (e.g. bandages) are incinerated at the sub-center.

#### 5. Other Points raised in the Consultation Meetings:

##### Impact on Infrastructure

Infrastructure in Ukhiya and Teknaf areas in Cox's Bazar District has been affected due to the influx of the FDMNs. During the initial stage of the influx, the FDMNs took shelter on roads, dams and bridges, which resulted in notable damages. Major infrastructural damages also occurred due to the movement of FDMNs in their transit and for the movement of heavy transports used in humanitarian response. Road congestions have increased massively in the Teknaf – Cox's Bazar highway, especially from Rajapalong-Ukhiya Bazar- Kutupalong-Balukhali- Whykong- Noapara area and from Dakshin Nhila to Teknaf. Roads with narrow lanes are often blocked by relief-carrying vehicles for humanitarian activities. This results in frequent traffic jams, which were previously unknown to the local communities in the area. Besides, the frequent visits by important foreign delegates and/or political leaders often cause suspension of regular traffic movement. Local people in Teknaf and Ukhiya reported that road congestions in their respective localities has increased with more than two to three folds deteriorating the road conditions.

##### Impact on labor and wages

One of the consequences that have most widely been recognized through consultation meetings with different stakeholders is falling of wage rates. This came up in all consultation meetings with the community people that were conducted as part of the environmental and social impact review. Most of the community people reported that the wage rate went down from BDT 500 to BDT 200, which decreasing the livelihood of the host community people. Some community laborers also claimed that they are receiving around BDT 350. However, the labor rate in other sub-districts where there are no presences of the FDMNs is same as before, even in some cases higher. One conceivable explanation for this contrasting finding is that the FDMNs are mostly working close to their camp areas. During the field work, road patrols and check posts were found to be in operation, possibly controlling long-distance travelling for the FDMNs. On the other hand, undertaking wage work is likely to be much easier in Teknaf and Ukhiya and nearby the camps.

##### Impact on Health, Water and Sanitation

As identified from the consultation meetings, the state of health and sanitation in Cox's was already weak and the arrival of the FDMNs have made it worse. The situation is particularly worrisome in the neighborhood of Balukhali- Kutupalong mega camp due to faecal contamination in surface and ground water reservoirs. The problem deepens as the faecal contaminants are washed down by rain waters and spread waterborne diseases. Local people use water from ponds, canals and wells for their daily needs such as for washing clothes, cookeries and to take baths. Water from these sources has become severely contaminated. Participants in the meetings in Teknaf and Ukhiya reported that they had to change their main water source due to contamination of surface water, depletion of ground water and increased pressure on water



sources. They have reported experiencing problems arising from declining underground water level as their wells, tube-wells and shallow pumps dried out. A good number of host community households report that they have to walk more than 30 minutes to get fresh drinking water. The contamination and waste sediments are also hampering irrigation activities. Water borne diseases (e.g. cholera, bloody diarrhea, typhoid, hepatitis E, etc.) have been a major concern in the camps and host community households (particularly those living in the neighborhood of the FDMN camps bear high risks of being affected).

The FDMNs also reported that they have scarcity of fresh drinking water. The amounts of water they are receiving are not enough to take bath and to do other households works.

At the initial stage, local health services came under intense pressure. However, the situation improved as support from NGOs/INGOs arrived. People from host communities have access to camp health centers. However, the district general hospital and upazila health complexes are overstretched as critical FDMN patients are treated there. Host community people now have to wait longer to get services and the average waiting time is reported to have significantly increased by 50 percent.

#### **Impact on Education**

The influx of FDMN has affected the education sector in host communities in Cox's Bazar. Several educational institutions that were used as makeshift camps for freshly arrived FDMNs, suffered from infrastructural damages and loss of educational equipment. Regular educational activities in these schools were disrupted for several months. Even after relocation of the FDMNs to the camps, the required repair and renovation work did not take place in most cases to resume regular school activities promptly. Some schools continue to be used as FDMN-related support/coordination centers by various agency personnel who are involved in humanitarian supports. Educational activities in these schools are continuing parts of the school premises.

Many NGOs and other agencies are hiring local facilitators and translators from school/college – going students. It has been reported that high absenteeism is now a major issue facing by many institutions. The absenteeism in Teknaf and Ukhiya schools and colleges is induced with the more lucrative jobs with humanitarian NGOs in the area. While these developments do benefit some people in terms of their enhanced income-earning opportunities, they affect overall educational activities in the host community. Students from the affected schools were performing poorly in the public exams. During the consultations, many participants reported security concerns arising from the FDMN influx, specially affecting girls and women mobility. According to some participants, it might have also affected schools presence rate.

**Recommendation by Stakeholders:**

- The socio-economic situation in the two most affected upazilas of Teknaf and Ukhiya is evolving in nature and thus continued monitoring is needed. Particularly, price movements and changes in wages and their impact are critical issues for future assessments.
- This impact on wages is likely to exacerbate as the FDMN participation in the labor market rises.
- Cash assistance to FDMN can create significantly bigger positive income spillovers to host community business and households. While in-kind assistance was essential at the initial stage of the crisis, introducing more cash assistance for the FDMNs can be an indirect way of supporting the host community.
- FDMN inflows take the worst toll on the environment among all the board sectors. In some cases, the environmental issues are potential risks to health hazards. This will require more in-depth assessments in the future.

The importance of ensuring effective public service delivery and expanded social protection schemes, especially for most affected areas in Cox's Bazar district, cannot be overemphasized. Bangladesh already has an elaborate social safety net programme. Nevertheless, more in-depth and expanded coverage for the affected areas with greater efficiency will be critical in helping mitigate adverse consequences for the host community.



**Annex 2.1: Participants in the Consultation Process**

**Meeting 1: LGED Office, Cox's Bazar**

Sl. No.	Name	Designation & Organization	Email & Contact No.
1.	Mohammad Mizanur Rahman	ARRRC, RRRRC office	<a href="mailto:mizan6458@gmail.com">mizan6458@gmail.com</a>
2.	Mirza Md. Iftekhar Ali	Executive Engineer, LGED	<a href="mailto:xen.coxsbazar@lged.gov.bd">xen.coxsbazar@lged.gov.bd</a>
3.	Bidhan Kanti Rudra	Deputy Director, DDFP	<a href="mailto:bidhankantirudra@yahoo.com">bidhankantirudra@yahoo.com</a> 01819724280
4.	Bezuaychu Olana	WFP	<a href="mailto:bezuaychu.olana@wfp.org">bezuaychu.olana@wfp.org</a>
5.	Paola Dos Santos	WFP	<a href="mailto:paola.dossantos@wfp.org">paola.dossantos@wfp.org</a>
6.	Ian Figgins	WFP	<a href="mailto:ian.figgins@wfp.org">ian.figgins@wfp.org</a>
7.	Manju Karmacharya	UNFPA	<a href="mailto:karmacharya@unfpa.org">karmacharya@unfpa.org</a>
8.	Ramis Khan Khalil	BRAC	<a href="mailto:rkktr.khalil@gmail.com">rkktr.khalil@gmail.com</a>
9.	Nasir Uddin	BRAC	<a href="mailto:Nasir.ui@brac.net">Nasir.ui@brac.net</a>
10.	Md. Al-Amin	Sub-Assistant Engineer, DPHE	<a href="mailto:alamindphe@gmail.com">alamindphe@gmail.com</a> 01754266339
11.	Rishad Un Nabi	Assistant Engineer, LGED	<a href="mailto:rishadunnabi@gmail.com">rishadunnabi@gmail.com</a> 01717660268

**Meeting 2: Camp 26 (Noapara)**

Sl. No.	Name	Year of coming to Bangladesh
1.	Abdul Nabi	1992
2.	Azizul Hoque	1992
3.	Mohammed Siraj	1992
4.	M D Hashim	1992

5.	Md Furkhan	1992
6.	Dil Mohamed	1992
7.	Md. Seraj	1992
8.	Zafor Ahmed	1992
9.	Md. Eliyas	1992
10.	Md. Hoshin	1992
11.	Md. Rofique	1992
12.	Lokmal Hakim	2017
13.	Kolemullah	2017
14.	Md. Rofik	2017
15.	Md. Rafiq	2017
16.	Abdul Foyes	2017
17.	Nzu Muddin	1992
18.	Asia Khatun	1992
19.	Akhlima	2017
20.	Abeda Khatun	1992
21.	Khurshida	1992
22.	Shamshida	1992
23.	Hamida Begum	1992
24.	Fatema Khatun	1992
25.	Abdul Komon	2017
26.	MD, Shaha	2017
27.	Abul Kalam	2017
28.	Rahena	2017
29.	Ashadok Begum	2017
30.	Romida	2017



Meeting 3: UNO Office, Teknaf

Sl. No.	Name	Designation & Organization	Email & Contact No.
1.	Md. Younus	UP Member, Baharchora Union, Teknaf	
2.	Rahima Akter	Baharchora Union, Teknaf	
3.	Anowara Begum	Baharchora Union, Teknaf	
4.	Sonali Begum	Baharchora Union, Teknaf	
5.	Dr. Farhana	Clinical coordination, HOPE Foundation	
6.	Khurshida Begum	Baharchora Union, Teknaf	
7.	Md. Farid Ullah	UP Member, Baharchora Union, Teknaf	
8.	Md. Shona Ali	UP Member, Baharchora Union, Teknaf	
9.	Sumon Kanti Shill	Mechanical, DPHE- Teknaf	
10.	Md. Tipu Sultan	Accountant, LGED	
11.	Abul Kasem	UP Member, Nilla Union, Teknaf	
12.	Sayed Hossain	UP Member, Nilla Union, Teknaf	
13.	Mohammad Ali	UP Member, Nilla Union, Teknaf	
14.	Hakimuddin	UP Member, Nilla Union, Teknaf	
15.	Saifuddin Md. Mamun	Teknaf Press Club	<a href="mailto:mamuntek2014@gmail.com">mamuntek2014@gmail.com</a>

01885606060

16. H.M. Anowar UP Chairman, Nilla  
Union, Teknaf

**Meeting 4: Camp 1e (Kutupalong)**

Sl. No.	Name	Year of coming to Bangladesh
1.	Arafa	
2.	Tahara	
3.	Yasmin	
4.	Hasina	
5.	Humyra	
6.	Mihara	
7.	Mabia	
8.	Sobila	
9.	Hamida	
10.	Shamsida	
11.	Rahima	
12.	Nur jahan	
13.	Ibrahim	
14.	Sobita	
15.	Mohammad Tayup	
16.	Mohammad Zabir	
17.	Ali Zuhar	
18.	Mohammad Rofiq	

**Meeting 5: Camp 9 (Balukhali)**



Reaching Out of School Children Project - II (ROSC-II) and AF  
Directorate of Primary Education (DPE)

Sl. No.	Name	Year of coming to Bangladesh	
1.	Nor Islam	2017	
2.	Anwar Islam	2017	
3.	Sadool Amin	2017	
4.	-----		
5.	-----		
6.	Md Nut		
7.	Habiba	Teacher	
8.	Kushedda	Teacher	
9.	Ishrat	Teacher	
10.	Kohinor	Teacher	
11.	Hamdia	Teacher	
12.	Asaih	Teacher	
13.	Manoara	Teacher	
14.	Rozina Akhter Salma	Teacher	
15.	Azizul Hoque	Material Developer, BRAC	<a href="mailto:azizulhoque.mdw@gmail.com">azizulhoque.mdw@gmail.com</a>
16.	Mobin Ullah	Language Instructor, BRAC	<a href="mailto:mobinarakani@gmail.com">mobinarakani@gmail.com</a>
17.	Monzur Amine		<a href="mailto:monzuramine56@gmail.com">monzuramine56@gmail.com</a>
18.	MD Kamal Uddin	SS (TO), BRAC	<a href="mailto:kuddin679@yahoo.com">kuddin679@yahoo.com</a>
19.	Md. Tanberul Islam	SS (TO), BRAC	<a href="mailto:tanbir22_shajal@yahoo.com">tanbir22_shajal@yahoo.com</a>
20.	Mosa Halil		
21.	Ajis Alom		
22.	Nurul Amin		

**Meeting 6: Balukhali Sub-Primary Medical**

Sl. No.	Name	Designation & Organization	Email & Contact No.
1.	Dr. Tarik Al Mahmood	Medical Officer, IOM	<a href="mailto:tarik.mahmood@yahoo.com">tarik.mahmood@yahoo.com</a>
2.	Most: Arifun Nesa	Nurse, IOM	<a href="mailto:arifunnesa57@gmail.com">arifunnesa57@gmail.com</a> 01782393301
3.	Priyanka Mitu Mondal	Medical Assistant, IOM	<a href="mailto:priyankamitu510@gmail.com">priyankamitu510@gmail.com</a>

**Meeting 7: UNO Office, Ukhia**

Sl. No.	Name	Designation & Organization	Email & Contact No.
1.	Md. Nikharuzzaman	Upazila Nirbahi Officer (UNO), Ukhia	<a href="mailto:nikar16797@gmail.com">nikar16797@gmail.com</a>
2.	Subrata Kumar Dhar	UEO, Ukhia	<a href="mailto:ukhiya.edu@yahoo.com">ukhiya.edu@yahoo.com</a>
3.	Md. Iqbal Hossain	Upazila Engineer, DPHE	<a href="mailto:orpitamoni24@gmail.com">orpitamoni24@gmail.com</a>
4.	Baktcar Ahmed	UP Member, Rajapalong Union	01818209573
5.	Md. Rabiul Islam	Upazila Engineer, LGED	01718836405
6.	Thousia Ching Marma	Upazila Dev. Facilitator UGDP, LGD	01552540646
7.	Nazrul Amin Chowdhury	UP Chairman, Jaliapalong Union	01815114577



Annex-2.2: Consultation in Pictures



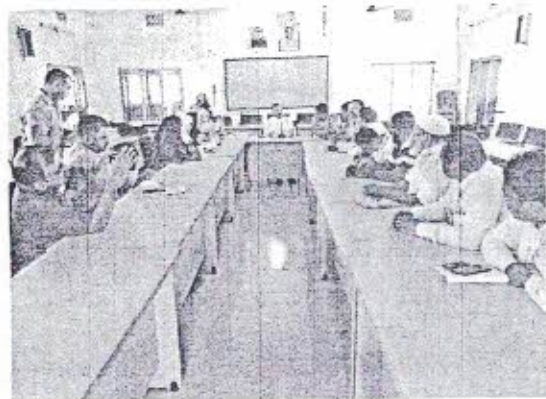
Meeting 1



Meeting 2



Meeting 2



Meeting 3



Meeting 3



Meeting 3



Meeting 5



Meeting 5



Meeting 5



Health facilities at FDMN areas