



## FINAL REPORT

# Third-party evaluation of “Youth and Adolescents Education Support in Cox’s Bazar District, Bangladesh

## **Acknowledgment**

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## **Prepared for Japan Platform**

### **Authors**

MD Khalid Ibne Kamal  
Saeed Sazzad Jeris  
Sayma Islam Alin  
Nowshin Monir  
Shah Shamim Ahmed  
Dr. Md Habibur Rahman Salman (Team Lead)

**Cover Photo:** Kaan Bozdogan

**Report Layout and Design Adapted by:** Shadman Al Arabi

### **Published by**

DM WATCH LIMITED

Shatabdi Haque Tower (3<sup>rd</sup> Floor), 586/3, Begum Rokeya Sharoni, Dhaka 1216

Email: [info@dmwatch.com](mailto:info@dmwatch.com)

Website: [www.dmwatch.com](http://www.dmwatch.com)

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## List of Abbreviations

CHS	Core Humanitarian Standards
FDMN	Forcibly Displaced Myanmar Nationals
FGD	Focus Group Discussion
GPS	Global Positioning System
PI	Plan International
JCF	Jagorani Chakra Foundation
IDI	In-depth Interview
INGO	International Non-Governmental Organizations
JPF	Japan Platform
KII	Key Informant Interview
NGO	Non-Governmental Organizations
PSEAH	Preventing Sexual Exploitation, Abuse and Harassment
SAG	Sector Advisory Group
SMC	School Management Committee
PSG	Parents support group.

## Glossary

### Core Humanitarian Standards (CHS)

The CHS describes the essential elements of principled, accountable, and high-quality humanitarian aid. It is a voluntary and measurable standard. The CHS is the result of a global consultation process. It draws together key elements of existing humanitarian standards and commitments.<sup>1</sup>

### Forcibly Displaced Myanmar Nationals (FDMN)

Forced displacement (also forced migration) is an involuntary or coerced movement of a person or people away from their home or home region. The UNHCR defines 'forced displacement' as follows: displaced "as a result of persecution, conflict, generalized violence, or human rights violations. Forcibly Displaced Myanmar Nationals are those Myanmar nationals who were displaced from their home because of conflict.<sup>2</sup>

### Host Communities

A host community in this context refers to the country of asylum and the local, regional, and national governmental, social, and economic structures within which refugees live<sup>3</sup>

### Humanitarian Action

Humanitarian action aims to support people affected by conflict and natural disasters – to save lives, alleviate suffering and maintain human dignity during crisis.<sup>4</sup>

### Volunteer

A person who does something, especially helping other people, willingly and without being forced or paid to do it.<sup>5</sup>

### Child Friendly space (CFS)

Refers to the centers established by NGOs for children to play and access child protection services and early childhood learning.

### Learning Center (LC)

NGO-run centers offer basic primary education that is more structured in comparison to activities provided in CFSs. In conversation, refugees often refer to learning centers by their abbreviation, "LCs." Often used interchangeably with "CFS" by refugees.

### Rohingya Youth

Rohingya youth are the beneficiaries of this project aged between 15 to 25 years, who were enrolled in the learning centres and were taught on the updated functional literacy and numeracy program to increase their literacy and numeracy skills.

### Functional Literacy and Numeracy Skills

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<sup>1</sup><https://corehumanitarianstandard.org/the-standard#:~:text=As%20a%20core%20standard%2C%20the,existing%20humanitarian%20standards%20and%20commitments.>

<sup>2</sup> <https://www.unhcr.org/556725e69.html>

<sup>3</sup><https://www.unhcr.org/protection/resettlement/4cd7d1509/unhcr-ngo-toolkit-practical-cooperation-resettlement-community-outreach.html#:~:text=A%20host%20community%20in%20this,recognition%20by%20the%20host%20community.>

<sup>4</sup>. <https://gsdrc.org/professional-dev/humanitarian-action/>

<sup>5</sup> Ibid.

For this project, functional literacy and numeracy skills stand for being able to write, read and count up to 1000 which will help the project beneficiaries in their regular day-to-day life and professional life.

# **Executive Summary**

## **Introduction**

The Rohingya refugees are a persecuted minority group that fled Myanmar and sought asylum in Bangladesh, where they are recognized as "Forcibly Displaced Myanmar Nationals." Over 950,000 Rohingya refugees currently live in Cox's Bazar District, with limited access to essential services and self-reliance activities. They are also vulnerable to the effects of climate change and human-caused hazards. Access to education is limited, with only 47% of households having access to primary or above education level. The education sector in Cox's Bazar is coordinating education programming, serving over 485,000 Rohingya children through nearly 3,000 learning centers. However, the COVID-19 pandemic led to the shutdown of educational facilities and severely restricted access, affecting the education of roughly 325,000 children, including adolescent girls and pupils with impairments. Despite the sector partners' efforts, a lack of space for facilities and government restrictions preventing formal or non-formal education programs for the Rohingya remain challenges.

## **Project Background**

The Japan Platform (JPF) is an international emergency humanitarian aid organization that has provided humanitarian assistance to 55 countries and regions. JPF has funded three aid projects for FDMN and host communities in Cox's Bazar, including the "Youth and Adolescents Education Support in Cox's Bazar District, Bangladesh" project implemented by Plan International Bangladesh. The project aimed to establish a community-led Functional Literacy and Numeracy (FLN) education system for Rohingya youth in five refugee camps and improve access to safe and gender-responsive education in ten host community schools. The project included setting up additional learning centers, delivering FLN lessons, upgrading teaching and learning materials, recruiting education support staff from host and refugee communities, and organizing extracurricular activities for learners. The project also delivered training to teachers, school management committee members, and education officials on safe and gender-responsive education and provided support for retrofitting school buildings and infrastructures. The initiative aimed to improve the ability of schools to provide child protection, inclusive education, and disaster risk management by retrofitting their buildings and infrastructure on a small scale. This involved adding features such as handrails, ramps, and other fixtures to enhance their physical capacity. DM WATCH was assigned by JPF to conduct an end-line evaluation for the three projects.

## **Methodology**

This evaluation used a mixed-method approach, consisting of qualitative and quantitative methods for data collection. Along with a desk-based document review, the study team conducted 8 Key Informant Interviews (KIIs), 3 Focus Group Discussions (FGDs), 12 In-depth Interviews (IDIs), and a physical observation for collecting data. A structured questionnaire survey was conducted to collect 120 households' information.

Eight Core Humanitarian Standards (CHS) and six criteria from the OCED-DAC evaluation framework were used for this evaluation. Moreover, this evaluation considered 2 out of 3 education sector objectives from Joint Response Plan 2021, the Rohingya Humanitarian Crisis, and 2 out of 4 strategic objectives of JPF to see how the project has contributed to these objectives. In addition, the study team assessed the program's localization features (Partnership, Capacity, and Participation).

## **Findings**

The findings section of this evaluation report was prepared by analyzing the results against CHS standards and their associated indicators, as well as the OECD-DAC criteria. In each section of the findings, the assessment team has highlighted the results against each indicator and the program activities designed to address them. The report includes a fundamental lesson learned and advice for each indicator. Essentially, the report presents an analysis of the program's performance against specific standards and indicators.

### **CHS 1: Humanitarian response is appropriate and relevant**

The development priorities of the Japan Platform (JPF) include cooperation for effective assistance, support for the self-reliance of afflicted people, and leadership for NGO activities in humanitarian assistance. Based on JPF's vision and priorities, Plan International developed the project "Youth and Adolescents Education Support in Cox's Bazar District, Bangladesh," which aimed to provide a community-led Functional Literacy and Numeracy (FLN) education system for Rohingya youth in the refugee camps and host community in Cox's Bazar. The FLN program targeted a total of 1,260 learners in camps 1E, 1W, 3, 6, and 7, and learners came to the learning facilities twice a week for the duration of six months. The project also provided training for teachers, and education officials in the host community and retrofitting of several host community schools. It can be seen that the development priorities of JPF were addressed. FDMN and host community needs were well addressed in the project designing and implementation phase.

The JPF project aimed to provide education to adolescent Rohingya refugees in Cox's Bazar. The project conducted community engagement meetings and biannual meetings with camp leaders to develop local stakeholder ownership. Based on these meetings the project team learned about the challenges and needs of the local community. The project also refurbished and established learning centers and recruited local volunteers. The facilitators received extensive training, and learners participated in youth-led activities such as sports events, drawing contests, and life skill lessons. It was also found from the qualitative interviews that the FLN package was much needed for adolescent learners. The evaluation team found that almost all adolescent learners were able to communicate properly with the facilitators, and local facilitators helped learners understand difficult topics. Almost all of the learners had confidence and trust that their facilitators were teaching them properly and respectfully. However, the project could have been improved by managing separate learning centers instead of home-based learning centers. Overall, the project considered the specific needs, culture, and preferences of the Rohingya population. Regarding the relevance of host community activity. The evaluation team found that the training of the school teachers and SMC members were relevant to the context of the host community as this training taught them how to behave with their students and how to teach about sensitive matter in school, how to ensure child and girl safety inside and out side the school. This training made the teachers and SMC members more aware of the mental health of the students.

### **CHS 2: Humanitarian response is effective and timely**

It was evident that the project was able to deliver the FLN package to 1260 youth leaners and was able to ensure that 98.9 % of leaners maintained 70 % attendance rate. Around 98.4% of the youth improved their numeracy and literacy skills. The project gave all of the facilitators proper training. Around 201 government officials, SMC members and teachers received training from the project, and out of them, 136 developed an understanding of safe and gender-

responsive education. The findings show that almost all beneficiaries believe they received proper and timely education. Around 93% have access to clean drinking water. The learning facilities are separated for male and female learners. Around 81% of respondents claim they have access to them.

Most learners are satisfied with the sitting arrangements, but they demand small chairs and tables in the facilities to give them a sense of schooling. The majority of learners think one facilitator is enough for a single learning center. The findings indicate that the FLN package makes young learners ready for their future life, as it helps them keep account of their money and makes them ready for jobs. The evaluation team found that all of the schools that underwent refurbishment needed it most, and the timely training from the project helped the teachers understand the safety issues of female students (access to school, avoiding harassment inside and outside schools, separate classrooms). In conclusion, the project design, partners, and implementing partners achieved effectiveness in a timely manner.

### **CHS 3: Humanitarian response strengthens local capacities and avoids negative effects**

The evaluation examined two aspects of the response to the forcibly displaced Myanmar nationals living in Rohingya camps in Bangladesh: the education program and the development of local capacity.

Regarding the education program, the evaluation finds that it was effective in providing the necessary knowledge and skills to the learners, enabling them to perform well in the exams. The play-based and child-centered learning approaches used in the program can help these young learners cope with the stress and trauma of being forcibly displaced and living in a refugee camp. Additionally, the program's focus on developing the learners' social and emotional skills, such as empathy, self-awareness, and self-regulation, can help them to cope with adversity and build positive relationships with others.

Regarding the development of local capacity, the report finds that the project held several training sessions for the project staff, partner staff, and volunteers. The training sessions covered various aspects of the project, such as teaching strategy, teaching and learning materials, lesson plans, assessment, and safeguarding children and young people. The project also trained Host Community Mentors (HCM) who, in turn, held facilitator batch training. These training sessions helped to build the capacity of the project staff, partner staff, volunteers, and HCMs, which can contribute to more sustainable and effective responses, as well as support long-term recovery and resilience. Based on the interviews with the FDMN community, youth learners, and project staff the evaluation team found no negative effect of the project.

The project team organized two training sessions in December 2021 to improve the quality of education in secondary schools in the host community. The first training was a three-day course on 'Gender Responsive Education and Protective Environment' for teachers and selected SMC members, while the second training was a two-day session on 'Gender Responsive Education and Protective Environment Monitoring' for Secondary Education Officials and Secondary School Head Teachers. As a response to the post-training test results, which showed insufficient understanding of the subject matter, the project team conducted additional training for teachers and School Management Committee members in the host community. The training covered gender-responsive pedagogy, basic child protection, and mental health and psycho-social support for learners before/after school reopening. The project also initiated several

capacity development training for local staff, including learning center facilitators, aunts, and mentors. The training provided by Jagorani Chakra Foundation (JCF) contributed to ensuring the sustainability of the program's effect in the future. By empowering local educators to take on leadership roles and act as mentors for other educators, the learning centers can become more self-sufficient and sustainable in the long term.

#### **CHS 4: Humanitarian response is based on communication, participation, and feedback**

The report focuses on two indicators: access to relevant information and FDMNs' (beneficiaries) participation in the program. The project provided useful and context-friendly information on various topics to the community people and youth learners through youth-led activities, which aimed to improve community members' knowledge and change their perceptions, ultimately enabling them to make informed decisions. The project successfully engaged community members, particularly youth learners, in various activities and decision-making processes, including tree planting, International Women's Day celebrations, Disaster Risk Reduction and Management, and family planning sessions. The project team organized community meetings to promote the project among community members, which helped to identify potential challenges and ensure effective coordination. The project ensured that each of the learning centers had a feedback box with the phone number of the child safety and protection officer. Overall, the project demonstrated the importance of community participation in achieving successful humanitarian outcomes.

#### **CHS 5: Complaints are welcome and addressed**

This study examines the implementation of CHS 5 commitment in a humanitarian organization, which emphasizes the need to welcome and address complaints. The evaluation focuses on the effectiveness of complaint mechanisms and the extent to which the organization is meeting its commitments to addressing complaints. Through document analysis, stakeholder interviews, and field observations, the evaluation found that the organization has implemented a comprehensive feedback mechanism (hotline and boxes) and child protection and safety measures. The study also highlighted the positive impact of these mechanisms on the community, with a high percentage of respondents becoming aware of the feedback mechanism and reporting that their complaints were addressed. However, the evaluation also identified areas for improvement, including the need for increased awareness of the feedback mechanism among female youth learners and the importance of continuously monitoring and evaluating the effectiveness of the mechanism. This study provides valuable insights for the organization to improve its implementation of CHS 5 and ensure the continued promotion of accountability and good governance in its programs and services.

#### **CHS 6: Humanitarian response is coordinated and complementary**

The Core Humanitarian Standard (CHS) 6 emphasizes the importance of coordination and collaboration among humanitarian organizations. The education sector in the camp is coordinated through a Sector-Wide Approach (SWAp) that brings together various actors, including the Government of Bangladesh, UN agencies, and international and local NGOs, to collectively plan and implement education programs. The overall coordination of the education sector is led by the United Nations Children's Fund (UNICEF) and Save the Children jointly. At the field level, the coordination mechanism involves regular meetings and consultations among the education actors, including NGOs, UN agencies, and government officials to ensure complementarity and coherence in program implementation. The coordination mechanism is facilitated by the Education Sector Coordination Group (ESCG), which is co-led by UNICEF

and Save the Children and includes representatives from all education stakeholders. NGOs and other implementing partners participate in the coordination mechanism through the ESCG and other sector coordination structures, where they share information, discuss program implementation, and coordinate activities.

The evaluation finds that project implementing partners submit regular reports to the primary implementing body, which are checked and sent to the Joint Program Fund (JPF). Monthly and emergency meetings are held to discuss progress and challenges, and meetings are also arranged with camp-in charges (CiC) to share progress and orient staff about the project. The evaluation concludes that JCF and PIB have maintained good communication and coordination within themselves and with external stakeholders, resulting in the smooth progress of the project, which has ensured that the FDMN community and youth were served with the proper interventions that they needed. Overall, the evaluation indicates that the education sector in the Rohingya camp is well-coordinated and collaborative, with strong involvement from all stakeholders.

### **CHS 7: Humanitarian actors continuously learn and improve**

This study assesses the extent to which JCF and PIB are fulfilling the commitment to continuously learn and improve in their humanitarian efforts, as emphasized in CHS 7. The focus is on program learning and improvement, specifically on how communities and people affected by crisis identify improvements to the assistance and protection they receive over time, and how improvements are made to assistance and protection interventions as a result of the learning generated in the current response. It was found that JCF organized several meetings with local beneficiaries and stakeholders to learn about the challenges in each phase of the project and make necessary changes for the smooth operation of the project. The report highlights that JCF maintained good communication with local partners and stakeholders, received feedback from the community, and made necessary changes in their project implementation.

A quantitative survey was conducted with youth learners, and the results showed that a majority of respondents agreed that the project staff corrected their activity according to the feedback they shared, facilitators improved their teaching over time, and learning centers' physical environment had improved over time and were now more comfortable and accessible. The report concludes that the project has been successful in providing quality education to Rohingya youth learners in the camps, demonstrating a commitment to the humanitarian principle of accountability to affected populations by seeking feedback and making necessary changes. The project serves as a good example of effective coordination and collaboration among stakeholders in the education sector in the Rohingya camps.

### **CHS 8: Staff are supported to do their job effectively and are treated fairly and equitably**

This study highlights the importance of supporting staff and volunteers in humanitarian organizations to ensure that they are effective and treated fairly. To fulfill this commitment, organizations should provide training and development opportunities to staff and volunteers, create a safe and supportive working environment, and ensure proper compensation for staff.

The evaluation also discusses the satisfaction of the FDMN beneficiaries with project staff. According to this evaluation, most of the adolescent male and female students were satisfied with their facilitators and host community mentors, and almost all of the learners were satisfied

with the education they received at the learning centers, as well as the cleanliness and privacy of the centers. From the interviews with project staff from JCF and PI, the evaluation team found that they were satisfied with the opportunities given by the project, they have also highlighted that the project developed their capacity through training which made their job easier. Also, from interviews with teachers and SMC members from the host community, they were highly satisfied with the behavior of the trainers from PI and JCF.

Overall, beneficiary satisfaction with project staff is a key indicator of the quality and effectiveness of humanitarian projects in the context of the FDMN crisis. JCF and PIB maintained good beneficiary satisfaction throughout the project period. By actively seeking feedback from beneficiaries and incorporating it into project design and implementation JCF and PIB ensured that their projects are responsive, respectful, and effective in meeting the needs of crisis-affected communities.

### **JPF localization performance**

The report emphasizes the importance of involving local partners in humanitarian projects, as they have a better understanding of the local culture, language, and context, and can identify the community's needs and priorities. Local partners also have a vested interest in the project's success and can provide valuable insights into the political, social, and economic landscape of the community. This evaluation highlights that JCF and PIB have involved local leaders and parents in their community awareness meetings and other activities. Additionally, JCF held five site management meetings with local partners, which were attended by representatives from different humanitarian partner organizations implementing education projects in the camps. Also, the project has recruited several types of community volunteers ( facilitators, aunties ) from the local community and gave them training on their related tasks which empowered them and increased their capacity. The evaluation notes that the participation of local partners and stakeholders in these meetings was highly valuable in ensuring the success of the JPF project activities in the camps. The positive feedback from the Camp-in-Charge of the five camps further reinforces the importance of continuing such activities and expanding them to other camps.

### **Project alignment with JRP 2021**

According to education sector objective 1, the NGO working with the crisis-affected children must ensure these children receive education in a protected environment and both male and female children will get same the opportunities. For that reason, PI and JCF ensured that in the camps, male and female learners have separate learning centers and female learners have female facilitators. Also, the project used aunties as volunteers to guide and influence the female learners to attend the FLN package and made sure that female learners are safe while traveling to and from the learning centers. Also, in the host communities, teachers and School Management Committee (SMC) members were given training on gender-responsive teaching. One school was retrofitting to make sure male and female learners are comfortable and safe in that school. Objective 3: by providing training to teachers, SMC members, facilitators, Aunties, and Mentors the project ensured that the person who will interact with learners was well trained on the FLN package, goal and activity of the project, child safety, and protection, which created a protected environment for the learners. Throughout the project duration, project staff engaged community members in several meetings which helped the project staff to understand the culture, context, and needs of the community people. So, it can be said the project is aligned with the JRP 2021 education sector objectives.

## **Lessons learned**

Firstly, the Rohingya community's adolescent and young people require comprehensive support, including education, technical and vocational training, and access to livelihood facilities. Secondly, it is essential for humanitarian partners to prioritize programs for adolescents and young people, particularly those aged between 15-24 years old. Additionally, graduated learners expressed their desire to continue their education, but face significant barriers to further study in the camps. Parents and community members expect an intervention that provides income-generating opportunities for adolescents and young people to contribute to their family and social development. The project team successfully engaged with the community through scheduled consultations and community engagement meetings, while also providing capacity development training to staff and volunteers. Finally, youth-led activities, such as sports events, drawing contests, community awareness-raising campaigns, and life skill lessons, empowered learners to take ownership of their learning. These lessons highlight the importance of holistic support, community engagement, and youth-led initiatives in achieving sustainable development outcomes in refugee contexts.

## **Recommendations**

The evaluation team recommends several improvements to the project, including managing separate learning centers, supporting youth-led activities, ensuring accessibility for learners with disabilities, empowering female learners, providing incentives for attendance and good performance, and providing capacity-building training to staff and volunteers. Additionally, the team recommends increasing awareness of the feedback mechanism and child protection measures, continuously monitoring and evaluating its effectiveness, and sharing best practices with other organizations in the sector. These recommendations aim to ensure that the project addresses the needs of the community effectively and promotes sustainable change.

# 1 Introduction

## 1.1 Contextual background

The Rohingyas are one of the most persecuted minority groups in the world, as their mass exodus from Myanmar in 2017 prompted them to seek asylum in neighboring Bangladesh.<sup>6</sup> The Government of Bangladesh (GoB) recognizes the Rohingyas as "Forcibly Displaced Myanmar Nationals,"<sup>7</sup> despite their legal status as "de jure stateless."<sup>8</sup> More than 745,000 FDMNs from Myanmar have entered Bangladesh's Cox's Bazar District since August 2017. In Cox's Bazar, there are currently more than 950,000 Rohingya refugees living, which includes 158,208 households and 799,413 families<sup>9</sup>.

Pre-existing needs, particularly those relating to food security, health-seeking behavior, education, and protection-related issues, were made worse by the fact that only a small number of essential services had been provided and that access to self-reliance activities and money among refugees had been severely disrupted. The Rohingya refugee camps and the areas around them are especially susceptible to the effects of climate change as well as to hazards caused by both nature and humans, such as cyclones, monsoon floods, and fires<sup>10</sup>. In addition to the potentially traumatic experiences connected to displacement, the Rohingya children have also come from a pre-displacement atmosphere where educational possibilities were greatly restricted in respect of both availability and quality<sup>11</sup>.

From the latest ISCG report, it was found that around 15 % of the households in camps didn't have access to any formal education, around 38 % had access to primary education and 47 % had access to primary or above education level<sup>12</sup>. The Cox's Bazar Education Sector is tasked with coordinating and strategically planning the education programming that humanitarian actors are implementing in the Cox's Bazar District under the auspices of the Inter-Sector Coordination Group (ISCG). This sector is co-led by UNICEF and Save the Children International. Following a significant scale-up at the beginning of the response, partners in the education sector now serve over 485,000 Rohingya children through nearly 3,000 learning centers dispersed throughout the camps. A combination of Bangladeshi teachers and Rohingya language facilitators/instructors teach in English, Burmese, Rohingya, and Chittagonian. With only a few educational opportunities currently available to teenagers and young adults aged 15 to 24, services are currently largely available to youngsters aged 3 to 14<sup>13</sup>.

The Refugee Relief and Repatriation Commissioner (RRRC), based in Cox's Bazar, issued a statement in March 2020, outlining the crucial tasks in all 34 camps during the COVID-19 pandemic situation. Education was listed as a non-essential activity in the declaration. This led to the shutdown of educational facilities and severely restricted access. Due to this shutdown,

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<sup>6</sup> <https://www.unhcr.org/5bbc6f014.pdf/>

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

<sup>9</sup> <https://data.unhcr.org/en/country/bgd>

<sup>10</sup> Inter Sector Coordination Group (ISCG), 2020 COVID-19 Response Plan, Addendum to the Joint Response Plan 2020, Rohingya Humanitarian Crisis, April – December 2020

<sup>11</sup> [https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/assessments/reach\\_report\\_rakhine\\_joint\\_education\\_needs\\_assessment\\_november\\_2015.pdf](https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/assessments/reach_report_rakhine_joint_education_needs_assessment_november_2015.pdf)

<sup>12</sup> <https://www.humanitarianresponse.info/en/operations/bangladesh/document/coxs-bazar-joint-multi-sector-needs-assessment-msna-fact-sheets>

<sup>13</sup> Assessment of education sector response to the Rohingya crisis, Reach, 2021

approximately 6,000 educational institutions throughout the camps were closed for the foreseeable future, which affected the education of roughly 325,000 children (of whom 49% are girls and adolescents between the ages of 3 and 24). These pupils' social support networks were further disrupted, and they lost important learning chances. Furthermore, it is difficult to convey precise ideas, offer psychosocial support to both students and teachers, meet their needs for social-emotional learning, and educate them in life skills when they are isolated and without access to learning facilities<sup>14</sup>.

Aside from Covid-19 restrictions, since the beginning of the response, sector partners' efforts to provide education services to refugees have been hampered by a number of factors, such as a lack of space for facilities in already overcrowded camps and government restrictions that prevent the Rohingya from receiving any formal or non-formal education programs. Adolescent girls and pupils with disabilities continue to attend school in exceedingly low numbers.

## **1.2 Interventional background**

The Japan Platform (JPF) is an international emergency humanitarian aid organization that focuses on refugee and natural disaster issues and provides the most appropriate and comprehensive emergency relief in response to humanitarian needs. JPF has funded the aid activities of 44 member NGOs, each with its own set of diverse strengths. With a total financial commitment of 60 billion yen (8,222,723,150 BDT), it has provided humanitarian assistance to 55 countries and regions in the form of 1,500 projects.

In Cox's Bazar, there are three projects for FDMN and host communities in the areas of health, medical support, and education funded by JPF. As the projects close in, JPF hired Disaster Management Watch (DM WATCH) as a third-party consulting firm for conducting an end-line evaluation of the three projects. The current inception report deals with the project titled “**Youth and Adolescents Education Support in Cox’s Bazar District, Bangladesh**”, implemented by Plan International Bangladesh.

## **1.3 Project brief**

The project “**Youth and Adolescents Education Support in Cox’s Bazar District, Bangladesh**” was implemented in Rohingya refugee camps 1E, 1 W, 3, 6, and 7 and in the host community. The project started on 3<sup>rd</sup> August 2021 and ended on 30 September 2022 implemented by Plan International Bangladesh and Jagorani Chakra Foundation.

### **1.3.1 Project objective**

- A community-led Functional Literacy and Numeracy (FLN) education system for Rohingya youth is established in Rohingya refugee camps 1E, 1W, 3, 6, and 7, and access to FLN education is improved for young people in these camps.
- A safe and gender-responsive education environment is strengthened at secondary schools in the host community.

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<sup>14</sup> Covid-19 response strategy, 2020, reaching every learner; Sharmila Pillai, Ralph Zireva. Education sector coordinators, Cox’s Bazar.

### 1.3.2 Overview of the project

#### **Component 1: FLN education in the camp**

The project targeted a total of 1,260 learners in camps 1E, 1W, 3, 6, and 7. Learners are divided into small groups of up to seven individuals, and they come to a learning center twice a week for the duration of six months. In addition to the existing 48 learning centers, which were established under the preceding JPF project, the project set up additional 12 learning centers. The target camps for these new centers were Camps 1, 3, 6, and 7. The project intended to maintain the facilitator's house as a learning center to ensure the safety of female learners who visit the center regularly. Prior to the start of the FLN education program, the 12 new centers were equipped with a standard set of teaching support equipment, including whiteboards, and cleaning and hygiene kits.

On the other hand, the existing 48 centers received material support only after conducting an assessment to confirm their needs. Before the start of this project, the project team used ASER plus tool and the Washington group questionnaire to find eligible youth. The project reached at least 1000 households which were not included in the previous JPF projects. The project team also looked at the willingness to participate, and educational background. As there are other education packages active in the Rohingya camp for children aged 6-14 years but not many for adolescents aged 15-24 years. This age is a vulnerable time for youth which is why the project targeted this age group, also previous JPF-funded projects were focused on this age group.

A separate assessment was done to find the illiteracy rate of the Rohingya youth and based on that the target number was set keeping in mind the project fund and scope.

The FLN program is composed of 60 lesson plans that were developed by PIB. that can be completed in 6 months. Learners attended basic English writing and reading and basic numeracy sessions. Plan International has developed the FLN program for the JPF projects, which is based on educational guidelines used in Cox's Bazar. The project team shared the contents and lessons learned with the Education Sector. To start the new project, the team worked with the facilitators to review and improve the program package (End of Cycle Assessment 1.1.4.6). A similar technical review was conducted when the project completes the entire lesson plans (FLN Program Review: 1.2.1.3). The ultimate goal of the project is to have the improved program endorsed by the Education Sector.

- The educational support staff were recruited from both the host and the refugee communities. Most of them were recruited from the preceding JPF project. Education Support Volunteers received a series of training that is essential in delivering the FLN program. Many of the trainings were conducted before the inception of the FLN program. In addition, Facilitators and Host Community Mentors attended monthly follow-up sessions during the implementation of the FLN program.
- The project also supported learners to organize four extracurricular activities under youth-led activities throughout the program duration. These activities included sports events, community awareness-raising campaigns, drawing contests, and life skills learning sessions. The objective of these activities was to help learners to develop such essential life skills as communication, leadership, interpersonal, and creative thinking. It is intended to enhance unity among young people.

## **Component 2: Training for Education in the Host Community**

The project delivered a series of 3-day capacity development training inviting teachers and school management committee members from the selected 18 host community schools. In total 201 individuals received these trainings at these 10 schools.

### **❖ Training for Teachers and SMC Members Training:**

Host community School teachers and School Management Committee (SMC) members received capacity development and awareness-raising training on safe and gender-responsive education. Each training lasted for 3 days.

### **❖ Training for Capacity Development of Education Officials:**

Education Officials at Ukhiya Education Office received 2-day basic training on gender-responsive education and protective environment monitoring. The monitoring tools were developed in consultation with Education Officials with the aim of strengthening the practical capacity of the Education Office. A follow-up session was organized once to ensure the use of the monitoring tools by the Education Officers.

The project also supported the small-scale retrofitting of school buildings and infrastructures with the Plan's funds to enhance the school's physical capacity to accommodate child protection, inclusive education, and disaster risk management needs.

## **1.4 Objective of the evaluation**

The objectives of the evaluation include:

1. To verify actual outputs and if possible, outcomes of the project with the available data.
2. To verify that the humanitarian principles and standards including Core Humanitarian Standards (CHS) are respected.
3. To understand beneficiary satisfaction.
4. To assess the contributions of the project to Joint Response Plan 2021 and JPF's program goals.
5. To document and extract lessons learned and best practices and provide robust recommendations to improve future projects and programmes.

## 2 Methodology

### 2.1 Study area for the evaluation

The following table shows the project areas. This evaluation study covered all the areas under this project. Camp 1W was not part of the evaluation.

*Table 1: Study area for the project "Youth and Adolescents Education Support in Cox's Bazar District, Bangladesh"*

Community	Location
FDMN	Camps 1E, 3, 6 and 7
Host	Ukhiya

### 2.2 Evaluation methodology

This evaluation used a mixed-method approach, which consisted of both qualitative and quantitative methods. Along with a desk-based document review, Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), In-depth Interviews (IDI), and Physical Observations were conducted for qualitative data collection. A structured questionnaire survey was conducted for quantitative data collection.

### 2.3 Evaluation framework

The program which is being evaluated is focused on education assistance for the FDMN community. To evaluate the program, the study team used 8 quality criteria of the Core Humanitarian Standards (CHS) and 6 criteria from the OCED-DAC evaluation framework. CHS criterion 9 was excluded from the study because the budget proposal and other financial documents were not shared with DM WATCH for this evaluation and the Office of the Refugee Relief and Repatriation Commissioner (RRRC) refrained from the study team from asking for any budget and cost-related questions in the FDMN camps. Combining the CHS quality criteria and OECD-DAC evaluation criteria, JPF has adopted a combined framework of evaluation which the study team used to evaluate the program in question (Figure 1). In addition, the study team assessed the localization features of the program. The study team looked into all three components (Partnership, Capacity, and Participation) of the localization framework that was provided by JPF. These components focused on the partnership between member NGOs and local partners, and also on the project beneficiaries' overall improvement and involvement in the decision-making of the project.

This evaluation will also consider 2 out of 3 education sector strategic objectives from Joint Response Plan 2021, the Rohingya Humanitarian Crisis, and 2 out of 4 strategic objectives of JPF to see how the project has contributed to these objectives.

CHS QUALITY CRITERIA	OECD-DAC CRITERIA						
	RELEVANCE	EFFECTIVENESS	EFFICIENCY	IMPACT	SUSTAINABILITY	COVER	COHERENCE
1. Humanitarian response is appropriate and relevant	●	○	○	○	○	●	○
2. Humanitarian response is effective and timely	○	●	○	○	○	●	○
3. Humanitarian response strengthens local capacities and avoids negative effects	○	○	○	●	●	○	○
4. Humanitarian response is based on communication, participation, and feedback	●	○	○	○	○	○	●
5. Complaints are welcomed and addressed	○	○	○	○	○	○	●
6. Humanitarian response is coordinated and complementary	●	○	●	○	●	●	●
7. Humanitarian actors continuously learn and improve	○	○	○	●	○	○	●
8. Staff are supported to do their job effectively. and are treated fairly and equitably	○	●	○	○	○	○	●

Key  Fully relevant to the OECD-DAC Criteria  Partly relevant

 No specific relevance

Figure 1: Evaluation framework by JPF adapted from CHS quality criteria and OECD-DAC criteria

## 2.4 Study design for the evaluation

The study design matrix has been developed in line with objectives, target outcomes, and evaluation criteria indicators (Annex 1).

## 2.5 Quantitative sample size and sampling technique

The study team collected data from FDMN camps 1E, 3,6, and 7. A random sampling method was used to choose the respondents from the beneficiary database according to the groups of respondents mentioned in Table 2.

To get a statistically significant sample size, the study team used Cochran's formula (Equation 1) and selected the parameters. Selected parameters produced a sample size of 120.

$$n = \frac{P(1-P)(Z)^2}{(P-p)^2} \dots\dots\dots \text{(Equation 1)}$$

Where,

$P$  = Proportion to be estimated = 50%, which gives statistically significant sample size

$P - p$  = Margin of error (10%)

$Z$  = confidence level (95%)

$n$  = Size of the sample (120)

Table 4 represents the quantitative sample distribution for this project.

*Table 2: Quantitative sample distribution*

Study Area	Rohingya Youth aged (15-24)		Total
	Male	Female	
<b>Camp 1 E</b>	16	14	30
<b>Camp 3</b>	14	14	30
<b>Camp 6</b>	16	15	30
<b>Camp 7</b>	16	15	30
<b>Total</b>	62	58	120

## 2.6. Qualitative sampling

A purposive sampling technique was employed for the collection of qualitative data from the targeted respondents. The study team conducted KIIs, IDIs, FGDs, success stories, and physical observations to collect qualitative data. The number and distribution of the qualitative sample are provided in Table 3.

*Table 3: Qualitative Sample Distribution for Project 3*

Method	Stakeholders	Numbers
Key-Informant Interview	Project Manager from PIB	1
	Representative of JPF	1
	Project Technical officer	2
	Project monitoring and evaluation officer	1
	Project Coordinator	1
	Camp in Charge	2
In-Depth Interviews	Male Rohingya Youth learner with disability	2
	Female Rohingya Youth learner with disability	2
	Facilitators/ Aunties (Camp)	2
	SMC members	2
	Secondary School Head teacher	2
	Host community mentors	2
Focus Group Discussion	Male Rohingya Youth	1
	Female Rohingya Youth	1

	Alternative Learning centre Management Committee members	1
Physical Observation	Sepot Khali Motherboniya Upakulio High School	1
	Jalia Palong High School	1
Success Story	Rohingya Youth (Male and Female)	2
Total		25

## 2.7 Data processing and analysis

After cleaning and editing the collected quantitative data from KOBO, a final screening was performed to ensure the usability, reliability, and validity of data analysis. Besides, data were transformed into suitable code for computer-aided analysis. Both raw and processed quantitative and qualitative data were saved in excel formats, respectively.

Qualitative data collected from different types of stakeholders through various qualitative data collection methods, i.e., FGD, IDI, and KII, were organized in four steps.

Thematic coding of data according to content and specific categories.

1. Preliminary analysis of the findings with the research associate was involved in qualitative data collection in a separate session.
2. Thematic coding of data according to content and specific categories; If there are some findings like reasons, causes and consequences, they were categorized accordingly.
3. Compiling data by themes to systematically analyses qualitative data;
4. Compiling qualitative observations by themes and selecting issues and appropriate Quotations.

## 2.8 Ethical Guidelines and risk mitigation measures

The evaluation activities did not contradict ethical principles. DM WATCH took all reasonable steps to ensure that the evaluation activities were designed and conducted within the "Do No Harm" principle to respect and protect the people's safety, rights, and welfare. Consents were taken from all participants in data collection activities, especially consent for children aged below 18 taken from their caregivers. and all data gathered were kept confidential. Ownership of all data, information, and findings collected through different evaluation activities lies with JPF. Strategic mitigations were followed against potential ethical risks.

DM WATCH also followed the below ethical guidelines:

**Participatory:** Participatory approaches were followed to involve all the key stakeholders of the project.

**Ethical:** The evaluation was guided by the following ethical considerations:

- Sensitive— to human rights, gender, inclusion, and cultural contexts.
- Integrity— honest and truthful in communication and actions. Professional, credible, and trustworthy behavior.
- Accountability— transparent regarding evaluation, responsive, and responsible.
- Respect— access to the evaluation process and products by all relevant stakeholders, meaningful participation and equitable treatment, and fair representation of different voices and perspectives in evaluation products (reports, webinars, etc.).

- Beneficence— explicit and ongoing consideration of risks and benefits from evaluation processes. Maximum benefits at systemic (including environmental), organizational and programmatic levels.
- Confidentiality and data protection – measures were put in place to protect the identity of all participants and any other information that may put them or others at risk.

## **2.9 Limitations of the study**

The evaluation undertaken faced certain methodological constraints that are worth mentioning. One of the main challenges encountered was reaching the FMDN population, particularly the adolescent learners, which led to the decision to limit the total number of quantitative surveys conducted to 120, in consultation with JPF. It is important to note that due to the aforementioned difficulties, the margin of error in the findings is higher than desirable. Thus, readers should keep these factors in mind when reviewing the results.

Furthermore, it should be noted that the evaluation did not include any quantitative surveys with school teachers and SMC members. This was mainly due to the challenges associated with reaching these groups, as many of them were occupied with work and had relocated. While this represents a limitation of the research, we addressed this issue by doing extensive carrying out extensive qualitative interviews with the teachers and SMC members.

### **3. Findings**

The findings section of this evaluation report was prepared by analyzing the results against CHS standards and their associated indicators, as well as the OECD-DAC criteria. In each section of the findings, the assessment team has highlighted the results against each indicator and the program activities designed to address them. The report includes a fundamental lesson learned and advice for each indicator. Essentially, the report presents an analysis of the program's performance against specific standards and indicators, highlighting areas where improvements can be made and providing recommendations for future program implementation.

#### **3.1 CHS 1: Humanitarian response is appropriate and relevant**

CHS 1 ensures that communities and people affected by crisis receive assistance appropriate and relevant to their needs. It highlights the importance of considering the vulnerabilities and capabilities of diverse groups.

During the evaluation of CHS 1, the assessment team conducted a thorough review of the program interventions, relevance, and coverage. The appropriateness of the program intervention was evaluated by assessing the needs of the community affected by the crisis. Additionally, the team examined whether the interventions and program design considered the cultural conditions and preferences of the community, while also addressing gaps in education services.

Subsequently, this section analyzes the appropriateness and relevance of the program interventions by examining the project's priority targets, outputs, and outcomes. Moreover, the assessment team also evaluated the FDMN community's overall satisfaction with project interventions, access and coverage of the health post, and the relevance of the project with other relevant initiatives in the FDMN camps located in Ukhiya, Cox's Bazar.

The study team concluded that the project's interventions were both relevant and appropriate, as they were aligned with the current education requirements of the FDMN community, in accordance with international frameworks related to refugees and the government's intervention priorities for FDMN refugees.

The upcoming section analyses the multiple indicators of CHS 1 through the lens of relevance and appropriateness.

##### **3.1.1 Development priorities of JPF, their current program's output and outcome and JPF strategic plan**

The evaluated program intervention's relevance will be analyzed in the following section by the evaluation team through a discussion on the priorities and objectives of JPF, as well as an assessment of the program components and activities in relation to the aforementioned priorities and goals. JPF serves as a central hub for providing humanitarian aid to as many individuals as possible, sourcing various forms of support from diverse channels. Through collaboration with over 40 member NGOs, each possessing its unique capabilities, JPF delivers humanitarian activities to individuals in need. JPF's overarching vision is to broaden the scope of Japanese people's humanitarian assistance globally, creating a world where all individuals have access to opportunities for a better future.

In order to achieve its vision, the JPF follows three basic priorities:

- **Cooperation for effective assistance:** Bringing together the knowledge of NGOs, the Japanese government, business communities, and intellectuals to create a platform for effective operation, to give recipients, the most effective and long-lasting help possible.
- **Support for the self-reliance of afflicted people:** Establishing a community where individuals from various backgrounds may survive and thrive on their own.
- **Leadership for NGO activities in humanitarian assistance:** Playing a key role both domestically and globally to secure aid and advance the Japanese NGO aid paradigm.

In light of the above-mentioned vision, JPF set four priority targets for emergency response for people fleeing Myanmar.

*Table 4: Priority Targets of Emergency Response for People Fleeing Myanmar 2021*

Strategic objectives	Ways JPF addresses
Promote equitable access to the support needed to ensure the quality and dignified livelihoods of displaced persons	Through assistance in a variety of areas, including WASH, health, education, and protection, the communities' urgent humanitarian needs—which could further increase as a result of COVID-19—are met. Equal access to a good life is also encouraged, regardless of a displaced person's gender, age, or disability.
Providing assistance that benefits both displaced persons and host communities	JPF will offer aid that directly or indirectly meets the humanitarian needs of the camps and host communities, keeping in mind the socioeconomic circumstances of the area, which is inherently vulnerable, in light of the ongoing hostility between the host communities and the displaced people in the camp in Cox's Bazar.
Contribute to strengthening the resilience of people and communities affected by humanitarian crises	The foundation of the system will be established so that the displaced people and communities can carry on and develop their activities given the prolonged plight of the displaced people. This assistance will contribute to the capacity strengthening of the communities through activities like education, skill training, awareness-raising, and human resource development.
Promote understanding and awareness of the rights of people who have gender-related vulnerabilities	Due to the delayed evacuation, increased psychological stress brought on by COVID-19, and deteriorating security, women and children require protection more than ever. JPF will actively involve them in the activities of each sector and carry out awareness-raising activities to promote understanding of the people around them, while respecting the traditional values and cultures of displaced people, to promote

	understanding and awareness of the rights of vulnerable groups from a gender perspective.
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Based on JPF’s vision, mission, and priorities, Plan International developed the project “Youth and Adolescents Education Support in Cox’s Bazar District, Bangladesh”, for the FDMNs at the camps and host community in Cox’s Bazar. The main objective of this project was to provide a community-led Functional Literacy and Numeracy (FLN) education system for Rohingya youth in Rohingya refugee camps 1E, 1W, 3, 6, and 7, and to ensure accessing the FLN education for young people in these camps, and to strengthen safe and gender-responsive education environment at secondary schools in the host community. To achieve these objectives, Plan International gave the implementation responsibility to Jagorani Chakra Foundation (JCF).

From the design phase to the implementation phase, Plan International and JCF took the strategic plan and development priorities of the Japan Platform seriously and developed and implemented their activities accordingly, these activities/project components are:

**Component 1: FLN education in the camp**

JCF designed an education intervention which was then approved by the RRRC and Camp in Charge (CiC) office. The project targeted a total of 1,260 learners in camps 1E, 1W, 3, 6, and 7. Learners are divided into small groups of up to seven individuals, and they come to the learning facilities twice a week for the duration of six months. The FLN program is a six-month training program consisting of 60 lessons that focus on basic English writing and reading as well as numeracy skills. The program includes upgraded teaching and learning materials. The educational support staff were recruited from both the host and the refugee communities. Education Support Volunteers for the FLN program were mainly recruited from the previous JPF project and received essential training. During the implementation of the program, Facilitators and Host Community Mentors attended monthly follow-up sessions. Moreover, the project supported learners to organize four extracurricular activities that aimed to help them develop essential life skills and enhance the unity among young people.

This package is an evidence-based standard on how basic education services in FDMN camps should be delivered. To maintain the privacy and security of women in the learning center male and female learning centers were separated and also facilitated by gender preference. The location of the learning centers is convenient for the learners. This project established 12 new learning centers to the existing 48 centers set up under the previous JPF project. The project maintained the facilitator's house as a learning center to ensure the safety of female learners who visit the center regularly.

The FLN program has 60 lesson plans, all of which can be completed in six months. The program's goal is to teach students basic English writing and reading abilities, as well as basic numeracy skills. After completing the course, students can read simple messages on typical product packaging, labels, and signs. Also, they can write the alphabet, simple words, and sentences. Learners also master the four fundamental mathematical operations of addition, subtraction, multiplication, and division using two-digit numbers in addition to learning to count up to 1,000. These abilities allow students to measure weight, length, and volume as well as have a fundamental understanding of ideas related to money and time.

According to the Education Sector's FLN Package of Basic Education Services for Youth and Adolescents in the FDMN Camps” requirements (1 Project Coordinator, 1 M & E Officer, 2

Finance & Admin Officers, 5 Technical Office, and 12 Host Community Mentors as required), an adequate number of project staff were hired.

In the recruitment process, the teaching experience of the candidates, as well as their language skills (Chittagonian dialects, as the Rohingya dialect is similar to Chittagonian dialects), were taken into consideration in the selection of candidates for 1) Facilitators and 2) Aunties. The final applicants had to be interviewed face-to-face by the Local Project Coordinator (JCF's project Coordinator), who would then submit his or her suggestions to Plan International after reaching an agreement on how to proceed with the selection process.

According to the monthly report of August 2021, as of the end of August 2022, the following human resources had been secured:

- 1) Facilitators (60): Facilitators are responsible for implementing the FLN package inside the learning centers. 12 new facilitators were selected for this project who have completed the 8<sup>th</sup> grade and are more than 18 years of age. They are paid, volunteers.
- 2) Host Community Mentors (12): Mentors were recruited to provide support to facilitators. Mentors help the facilitators in planning, and organizing a class in the learning centers, liaise with PI colleagues. They have a strong educational background and can communicate in the Chittagonian dialect. They are paid, volunteers.
- 3) Aunties (10): These women were selected from the camp community for providing support to female facilitators and learners. They made sure that female learners reach the learning centers safely and can travel safely to and from the learning center. They also helped learners in youth-led activities. Mostly Aunties made sure that female learners were comfortable inside the learning center. They are paid, volunteers.
- 4) Alternative Learning Center Management Committee (ALCMC) members (10) now known as Parents Support Group (PSG): These members were responsible for managing and maintaining the learning center and FLN program. They also coordinate with site management partners such as Camp in Charge. ALCMC or PSG is composed of caregivers, community leaders, and camp residents who live nearby the learning centers. They were unpaid volunteers.

*Table 5: Training content for the Staff Volunteers*

General Agenda	Detailed Topics
General	Project Context, Project area, Project period, Goal, Outcome, Indicator, Output, Target, Means of verification
Capacity development	Literacy, Education, Learning, Numeracy, Functional literacy Rohingya Language and Culture. Financial Management, Budget tracking, Expense procedure.
Child Protection	Types and signs of abuse Prevention and Response

General Agenda	Detailed Topics
Safeguarding	Safeguarding vs Protection Importance of Safeguarding, Safe Organization Case analysis and obligation
PSHEA	The root cause of PSHEA Sexual abuse.
Risk assessment	Monitoring, INEE Disaster preparedness Stakeholder relationship & Center management Gender and Adolescent Youth Programming in Emergency

Facilitators were selected from the camp residents who were older than 18 years and has completed the 8th grade. Education Support Volunteers received a series of training essential to delivering the FLN program. Much of the training was conducted prior to the inception of the FLN program. In addition, Facilitators and Host Community Mentors attended monthly follow-up sessions during the implementation of the FLN program. Also, scheduled consultation meetings with the Rohingya community took place five times throughout the project period in the target camps of Camps 1, 3, 6, and 7

Although this project did not cover a large amount number of Rohingya adolescents the objective of the component was to ensure that those who got FLN education from the learning centers can make a change in their lives and use their education in their day-to-day life. The whole FLN package and the way it was delivered to the Rohingya youth was designed based on the need analysis carried out by PI. This was further ensured through the FGD and IDI with the members of the FDMN community and learners, as most of them mentioned the importance of this FLN package in their lives. Also, representatives from JPF mentioned that they were satisfied with the overall activity of the PI and JCF in the camps. Both JCF and PI have followed the goals of JPF while designing and implementing this program.

## **Component 2: Training for Education in Host Community and the Retrofitting of School Infrastructure**

School teachers and School Management Committee (SMC) members and Education Officials at Ukhiya Education Office received capacity development training and awareness-raising training on safe and gender-responsive education. The overall objectives of SMC and school teacher training were to ensure a gender-responsive and inclusive teaching-learning environment in the class by developing the knowledge, skill, and attitude of host community school teachers. Also, to improve the capacity of HC school teachers in a gender-responsive classroom. A total of 201 teachers and 3 education officials attended the training. While talking with one of the school headmasters in the host community he mentioned

This project also supported small-scale retrofitting of school buildings in the host community which helped to increase the structural capacity of the schools and fulfilled the disaster management, child protection, and accommodation needs by retrofitting their buildings and infrastructure on a small scale. This involved adding features such as handrails, ramps, and other fixtures to enhance their physical capacity. This retrofitting of schools in the host community has helped around 500 students to get proper education from these schools, as there are no other schools available in those remote areas of the host community. This intervention was much needed by them. During a discussion (IDI) with one of the head teachers it was found that the retrofitting of the classroom has increased the presence of male and female students in the schools and female students feel safer now than before.

“

Before receiving the training I had little idea about gender role and how to make the class rooms more gender sensitive, but now I know what my students need, also what to do for the disabled students.

*-School head teacher from Host Community*

Now from the above discussion, we can see that the project initiated early community meetings to understand the need of both the host community and the FDMN community. In the host community, the needs were identified through consulting with the teachers and government officials; these needs showed that some schools needed refurbishment which would benefit male and female students in the host community. For the host community it was identified that youth learners needed separate classrooms and female teachers were needed for female students. Also, the safety of the female students the project had to hire Aunties who motivated and ensure the safety of the female students while they traveled to and from the learning centers. Also, it was identified that FDMN youth needed basic numeracy and literacy knowledge as most of the adolescents before entering the camps had little to no education in their country and now after living in the camp for several years they understood the importance of education. So, both the community members and young learners expressed their need for FLN education. Also, the project found that some of the learning centers needed refurbishment and facilitators needed training.

From the above discussion, it can be seen that the development priorities of JPF were addressed. Also, FDMN and host community needs were well addressed in the project design and implementation phase.

### **3.1.2 Relevance of the JPF project- 3 with the context of camp and host community**

#### *3.1.2.1 Communities and people affected by crisis consider that the response takes account of their specific needs, culture, and preferences.*

This commitment acknowledges that affected communities and individuals have particular requirements, cultural contexts, and preferences that must be taken into account and respected in order to provide effective and appropriate support. This necessitates that humanitarian actors connect with affected communities in a manner that is courteous and culturally sensitive, and endeavor to comprehend their needs and priorities. This CHS indicator inquires whether the people and communities affected by a disaster believe that the humanitarian response has taken into consideration their particular needs, culture, and preferences.

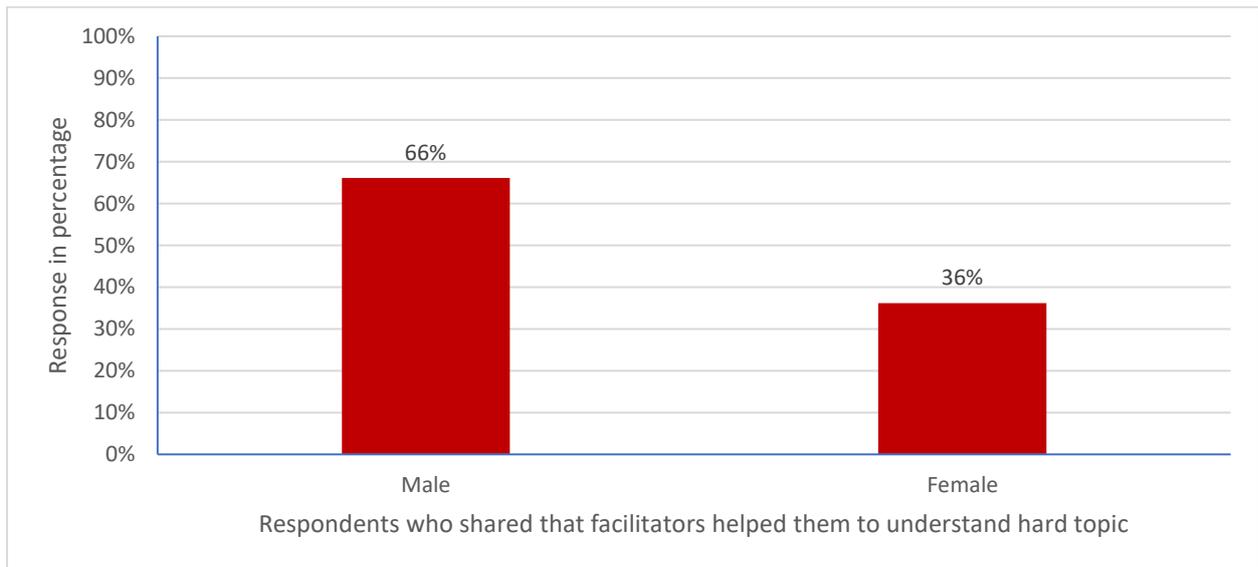
For this, the evaluation team assessed whether the project design and implementing partner took into account whether FDMN adolescents needed the FLN package, where they would feel comfortable, which mode of education would be suitable for them, and whether they needed assessment before commencing the project work.

Overall, it was found that Plan International Bangladesh and JCF carried out scheduled consultation meetings with the FDMN community. They have considered the need and cultural context of the FDMN adolescents and did a gap analysis before implementing the project.

In order to develop ownership of the project for local stakeholders, the project carried out community engagement meetings. They also had biannual meetings with the camp in charge where the project team shared their progress. PIB and JCF did a rapid assessment survey (ASER plus tools) to select the learners in need. They also refurbished 48 learning centers and established 12 learning centers in the selected camps. As there were no literacy education programs endorsed by the education sector in Cox's Bazar, the PIB team shared the FLN program with the education sector and reviewed and upgraded the FLN package according to the need of the FDMN adolescent in the camps. In order to support the education program for the FDMN adolescent the project recruited several types of camp-level volunteers. These volunteers were selected from the camp and local area keeping in mind the cultural context and language barriers. Around 60 facilitators, 12 Host community mentors, 10 Aunties, and 10 ALCMC members were selected for the project as project volunteers.

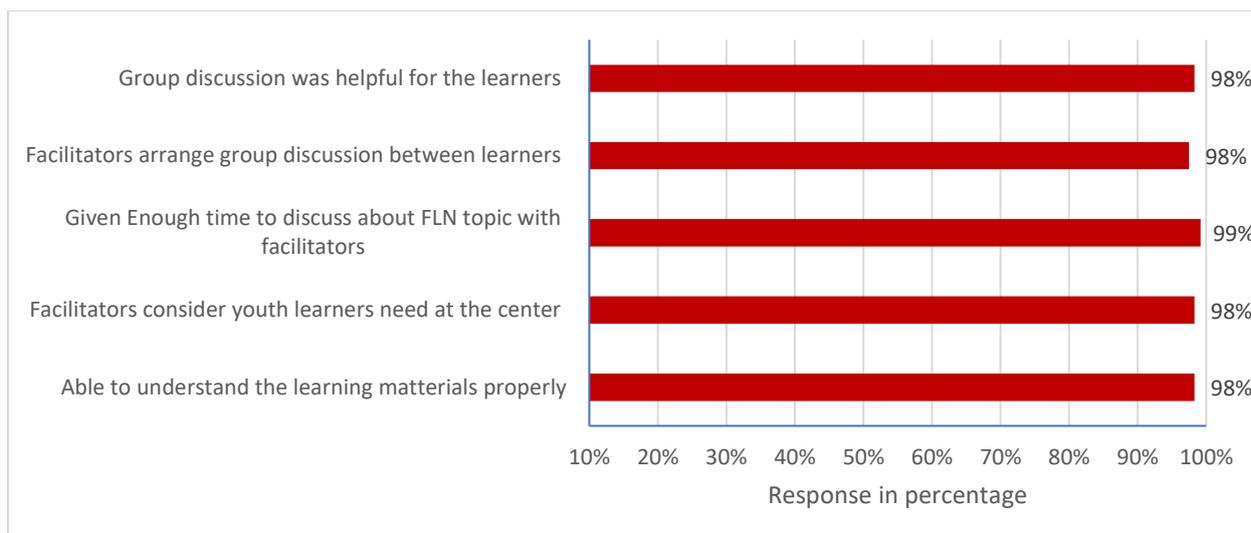
These staff members and volunteers went through thorough capacity development training. These training were useful for the volunteers as they helped them to understand the context and how they would reach out to the FDMN adolescents. One of the facilitators during IDI said that she received several trainings after her recruitment. In the first stage, a four-day long training was conducted in Camp 7 and Camp 1. Every month, basic training was conducted, in each Thursday, a meeting was conducted regarding the session plan. Training contents include the teaching plan, lesson plan, how and what to cover in the session, etc. The lesson plan includes literacy, numeracy, the Burmese language, and English. The project also supported 4 youth-led activities throughout its program duration, these activities included sports events, drawing contests, community awareness-raising campaigns, and life skill lessons. As one of the facilitators noted that the learners were eager to arrange the youth-led activity program in their respective camps, these learners arranged all of the logistics with a limited budget and they drew posters and banners on child marriage and women trafficking. They also arranged a debate session where they debated about child marriage.

The evaluation team found that almost all of the male and female adolescents in the camps were able to communicate properly with the facilitators. This was possible as the project recruited the facilitators from each camp, and the learning centers were mostly home-based, meaning facilitators were always available in the learning centers. For this reason, there was no need for an interpreter in the learning centers. Also, around 98 % (N=120) of the adolescent learners said that they were able to understand the learning materials properly because of the local facilitators (Annex table 1). It was also found that around 66 % (N=120) of the respondents said that the facilitators helped them understand difficult topics if they were unable to understand them. Amongst them, only 36 % of the female learners said that facilitators helped them to understand hard topics.



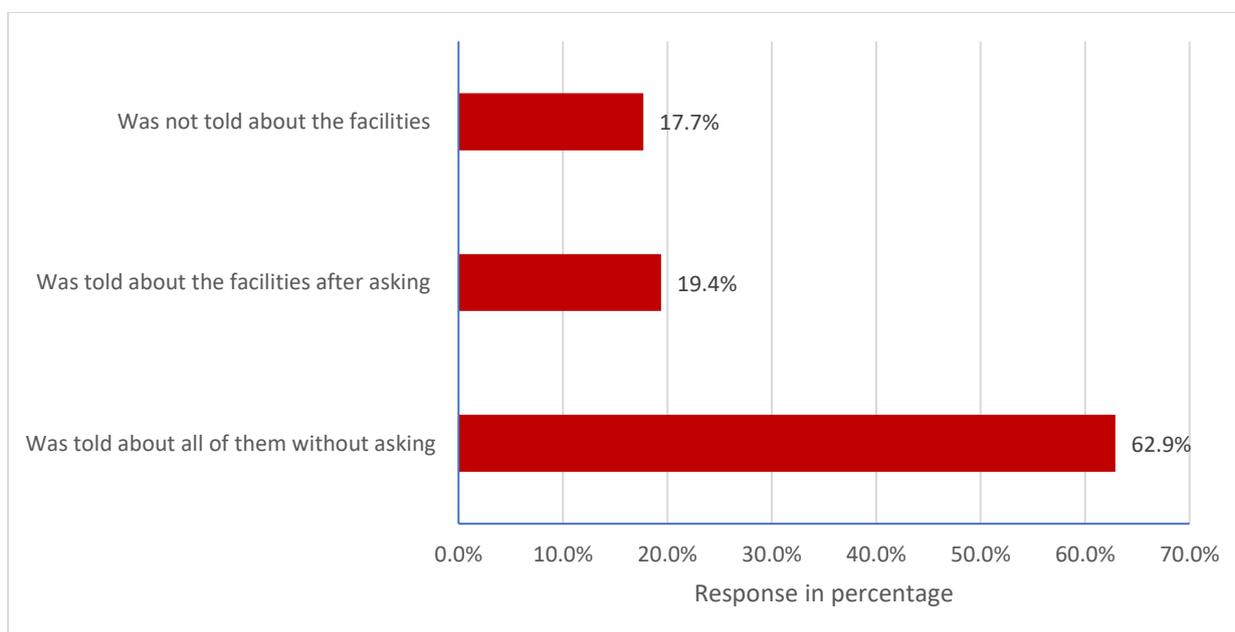
*Figure 2: Facilitators discuss with youth learners regarding FLN topics that learners are unable to understand*

Also, during the FGD session with the learners, they pointed out that even if they were unable to understand any subject from the FLN package they would ask their facilitators about that and he/she helped them out. Almost all of the respondents said that facilitators also arranged group discussions between adolescent learners and gave them enough time to discuss each topic. Because of the training and the facilitators being local FDMN, almost all of the learners had confidence and trust that their facilitators were teaching them perfectly and respectfully (Figure 3).



*Figure 3: Learners' perception of learning centers*

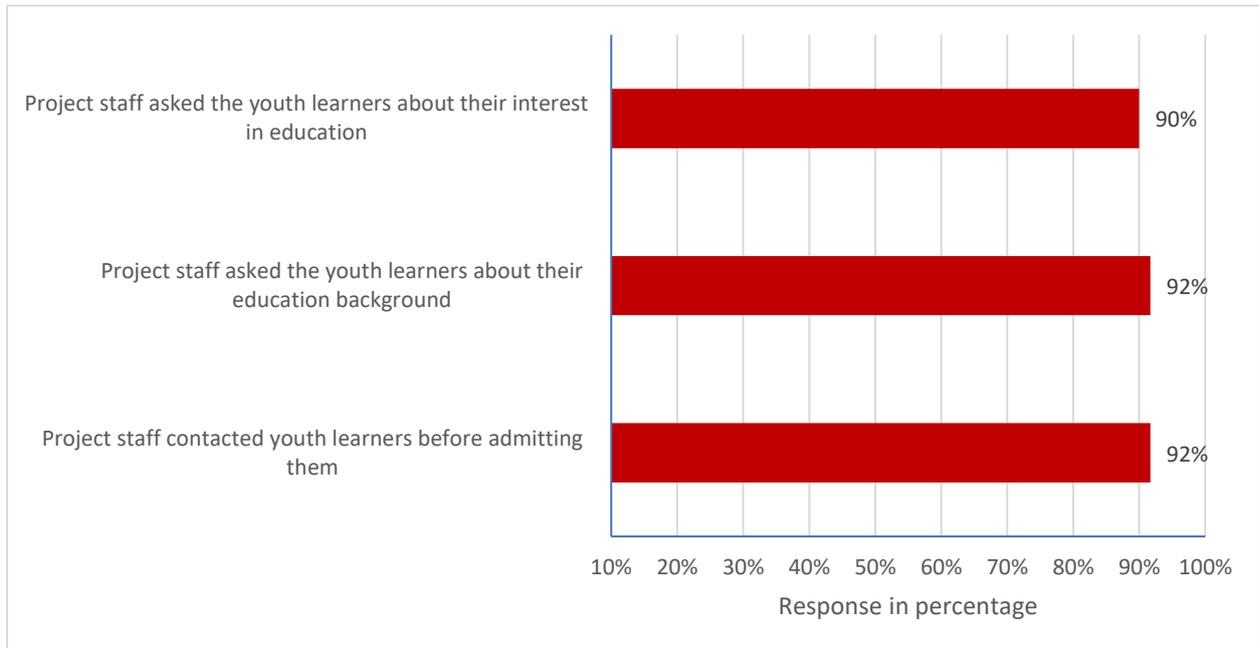
The project also ensured that the learners were informed about the facilities inside the learning center and as almost 100 % (n=58) (figure 4) of the female learners said that they were informed about this before they started their FLN package here, and 62 % (n=62) of the male learners were told about it before they started their class. Almost all of the learners from the camps believe that their learning center had all the learning materials they needed and was able to provide proper education throughout the project duration. Regarding the material the learning center provided, paper, pens, colored pencils, markers, books, and notebooks. were mentioned by the learners.



*Figure 4: Youth learners are Informed about all the facilities of the learning centers*

The learning facilities also had fresh drinking water facilities and fire extinguishers. During the FGD session with the youth learners, it was found that they wanted uniforms, small chairs, and tables from the learning center. Regarding the gap analysis and demand analysis for this

project, it was found that around 92 % (N=120) of the respondents said that project staff had contacted them before admitting them to the learning center. Also, the project staff had asked about their educational background and their interest in education before starting the project. It was also found from the FGD with ALCMC members that before opening the Learning Center, the staff from JCF came to visit them. The staff also consulted Alternative Learning Center Management Committee (ALCMS) members about the locations the Learning Center.



*Figure 5: Project staff contacted youth learners for gap analysis.*

From the above discussion, it is evident that the project has considered the specific need, culture, and preferences of the FDMN population and their youth and was able to run the project effectively during its project period.

Regarding the need and preferences of the host community. The project delivered 3 days long training for the school teachers and SMC members. This was done based on the request from the Ukhiya education office. One school was selected by consulting the Ukhiya education office, the selection criteria for selecting the school were

- Child protection risk
- Lack of support from the government and external agencies in the past five years
- Safety risk
- Lack of space to accommodate students
- Lack of space for a separate classroom for male and female students

So, it can be seen that the project has considered the need and preferences of the host community before the start of the project and continued working based on them.

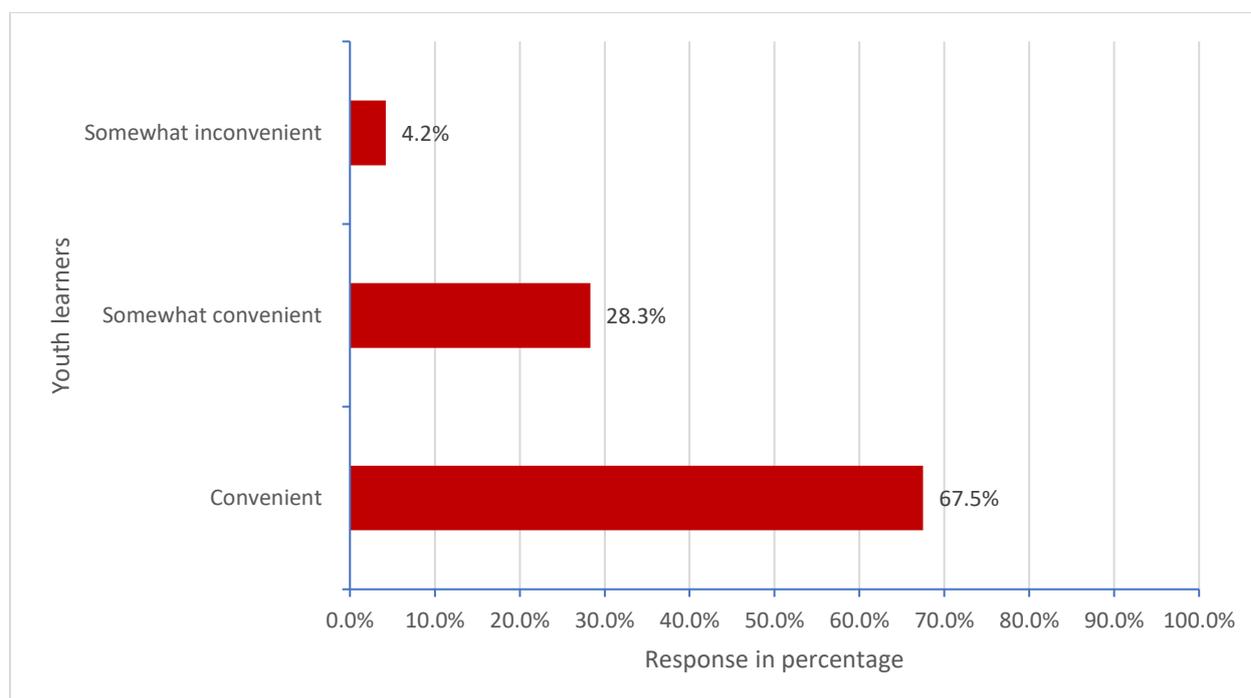
A few areas where the implementing partners can improve are, the project should have managed separate learning centers, not home-based learning centers, as from the physical observation the evaluation team has found that home-based learning centers don't have enough space for the learners to move about and accommodate. Learners also asked for chairs and tables in the learning centers and uniforms which would give them an identity as a student.

### 3.1.2.2 Access and Coverage of the JPF Project in the Camps

The evaluation team tried to investigate the accessibility and coverage of the project. It was found that the learning centers are located in a convenient location in each of the camps, mostly near the CiC office, where every learner from the camp can access the learning centers easily.

It was also found from the physical observation that all of the learning centers have posters of learning materials attached to the walls of the learning center which is helpful for the learners. During the FGD with the male learners, our researchers asked if these posters were helpful for them, and they replied that these posters helped them to remember the lessons. Then they were asked to read from the posters, the learners read smoothly and were able to multiply numbers easily.

During the physical observation, it was found that the learning center in camps 6, 1W, and 7 was not easily accessible for the learners with a disability, though there were not many learners with disability inside the camps. Almost 67.5% (N=120) of the respondent found the location of the learning centers convenient for them (figure 5), whereas 34% of them found it somewhat convenient, and around 4% (n=58) of the female learners found the location of the learning centers in the camps inconvenient. The implementing partners must make sure that their learning centers are accessible for disabled adolescents and young adults. This can be done by the introduction of ramps or disabled-friendly stairs or changing the location of the learning centers into more accessible areas, especially for the learning center in camp 6, which was far away, and accessing the learning center was hard for both the learners and the project staffs.



*Figure 6: Location of the learning center convenient to the learners*

During the evaluation process, the CiC of the camps noted that NGOs operating in a larger number of learning centers and covering a greater population were struggling to maintain the quality and standards of their educational programs. It was observed that these NGOs were primarily focused on increasing the number of learners rather than ensuring the quality of education provided. But the Camp in charge pointed out that JCF and PI focused on the quality

of the learning centers, and they covered the 5 camps and worked with around 60 learning centers reaching around 1400 learners and made sure that these learners were properly learning their education materials and were able to implement their learning in day to day life. One of the physically disabled learners said during In-depth Interview that;

“

*“I am helping my father with his money, also helping my brothers and sisters read and write, I am teaching them what I have learned here”*

*- Male learner from camp*

## 3.2 CHS 2: Humanitarian response is effective and timely

CHS 2 emphasizes the importance of ensuring that humanitarian responses are effective and timely, meaning that assistance and support are provided to those in need in a timely manner and with an appropriate level of quality. This requires coordination and collaboration among humanitarian actors, as well as a focus on meeting the needs of affected populations. To achieve this standard, organizations involved in humanitarian response must ensure that they have systems and processes in place to identify, assess, and respond to humanitarian needs in a timely and effective manner.

Overall, the goal of CHS 2 is to ensure that humanitarian actors are accountable to affected populations, that assistance is provided in a timely and effective manner, and that the needs of those affected by a crisis are at the center of the humanitarian response.

### 3.2.1 Adequate and timely response

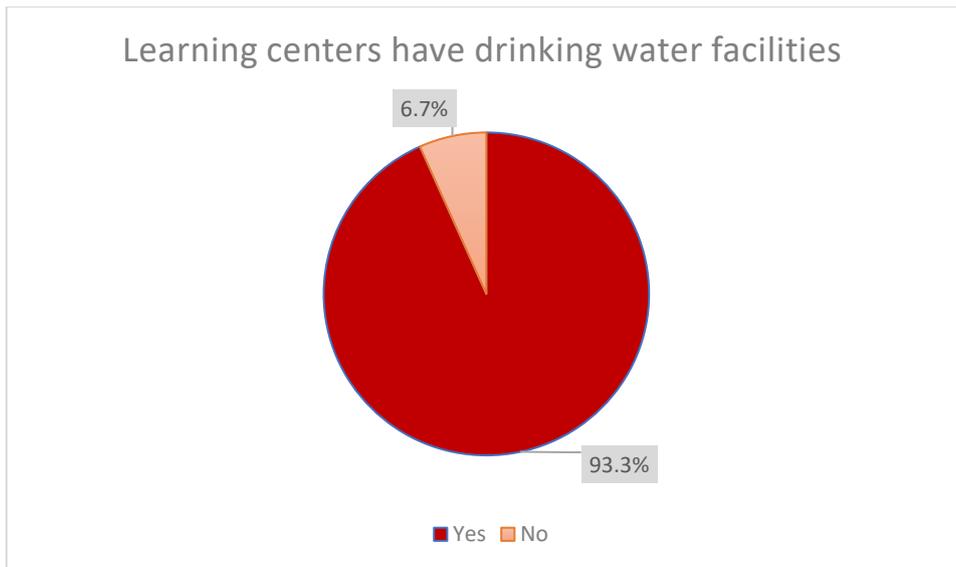
An "adequate" response means that the assistance provided meets the needs of the affected population, is appropriate to their context, and is of sufficient quantity and quality to address their needs. During the household data collection, it was found that almost all of the beneficiary adolescents believed that they would get proper education from the learning center if they continued it here. Even though the learning center provided education for only 6 months to adolescent male and females, they were eager to continue their studies. While talking with a physically disabled challenged adolescent male in one of the camps, he said;



*I want to become a doctor in future, for that I told my parents to arrange private tutor in my house. This FLN program has inspired me to learn more and become useful for my community.*

*-Male learner from camp)*

Regarding amenities, From figure 7 it is seen that around 93% (N=120) of the respondents said that they have a clean drinking water facility in their learning center, this was cross-checked during our physical observation. It was found that they have a filtered water system available in the learning center.



*Figure 7: Presence of drinking water facility in the LC*

Around 81 % (N=120) of the respondents claimed that they have separate toilets in the learning facilities. This rate is high as female learners have separate learning centers.

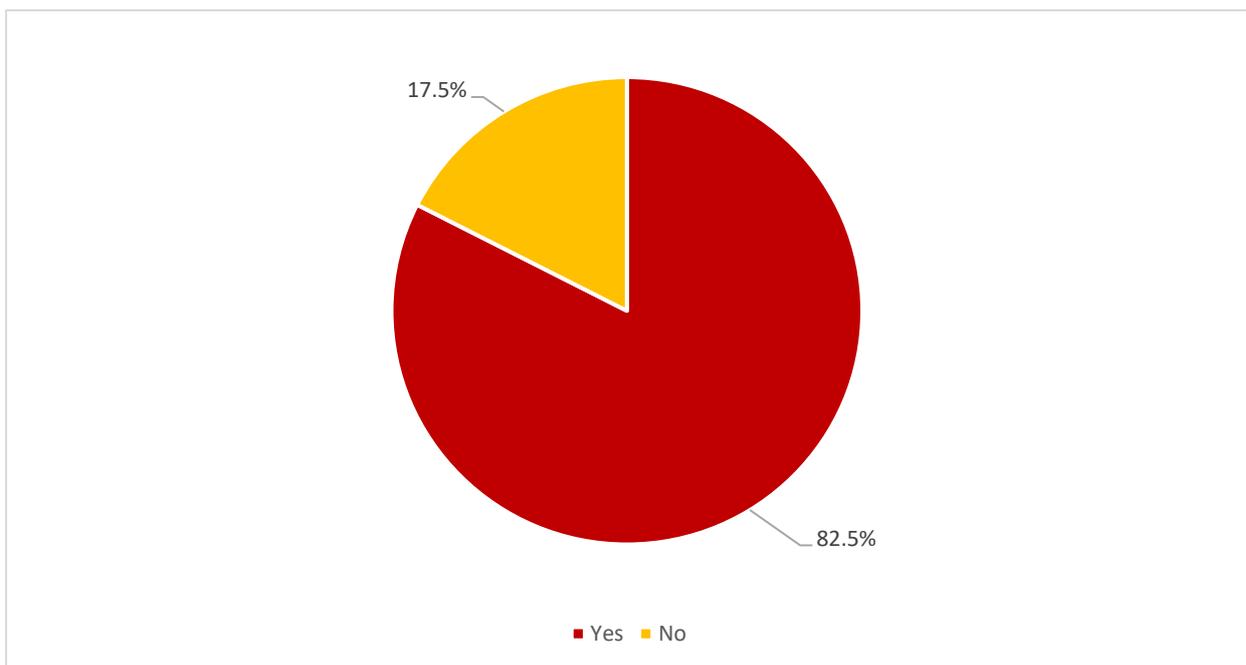


*Figure 8: Presence of Washroom facilities in the Learning centers*

Regarding the sitting arrangement in the facilities, from the physical observations, it was seen that the learners sit in “patti” or carpet and the rooms of the learning facilities are not that big to house more than 10 learners, but these young learners were satisfied with the sitting arrangements as around 96 % (N=120) of the learners said that their learning facilities had proper sitting arrangements (Annex table 2). While talking with the host community mentors and facilitators of the learning centers in the camp areas, it was found that if there was some kind of incentive system in the facilities, perhaps a prize for the learners who attended every class in one month or a prize for the learners with high test scores, this would increase the learners' attendance and focus.

Regarding the number of facilitators available for each of the facilities, the majority of the 96.7% (N=120) of the learners found that one facilitator was enough for a single learning center (Annex table 3).

A "timely" response means that assistance is provided as quickly as possible after the onset of a crisis or emergency and that it is delivered in a manner that minimizes harm and maximizes its impact. As for the timely response, the learners were asked if they thought the learning centers started their activity timely, all of the female learners responded positively, but around 17.5 % (N=120) of the male respondents think that the class didn't start when they needed them. This is because the learners were eager for the FLN package, they wanted to learn how to read and count, to help their parents in business and during their budgeting.



*Figure 9: Learning centers class started when youth learners needed*

The learners were also asked if they think the education they were getting from the learning center was enough and the majority 91.7 % (N=120) responded positively while 8.3 % (n=10) of the male respondent wanted to learn more from the learning centers (Annex table 4). From the FGDs and IDIs with the learners and their parents, it was found that this FLN package made the young learners ready for their future life, as it helped them keep account of their money and made them ready for jobs. It was also discovered that some of the learners got jobs as volunteers and facilitators in different NGOs in camps after completing the FLN package. This education program was also keeping their adolescent boys and girls away from harmful activities such as doing drugs, fighting, and trafficking as most of the time adolescent learners are spent their time in the centers.

From the project proposal and monthly report, it is seen that the project started on August 2021, and ended in September 2022. Although the project was supposed to end in August 2022. At the initial stage of the project, the project team was unable to organize community meetings and engagement events as PIB needed new FD7 and FC1 approval which caused the delay. In the host community selection of the target school and capacity development training of the teachers was delayed because of this. After completion of the capacity

development training of the teachers and SMC members, the project team conducted additional training for the teachers and SMC members to ensure that their learning and understanding improved. The completion date of the project activities is given below:

- Recruitment of education support volunteers completed in October 2021
- Selection of the learning center completed in November 2021.
- The refurbishment of the learning centers was completed in December 2021.
- Upgrading of FLN Education Package completed in February 2021.
- Capacity development training of teachers and SMC members completed in April 2022.
- Retrofitting of host community school completed in March 2022.
- Staff and volunteer capacity development training completed in June 2022.

Overall, the project was able to complete its activity in a timely manner, even at the start the project was struggling with getting proper approval. Activities in both the camps and host community were delivered as promised and promptly.

Regarding the retrofitting of the host community school and training of the teachers and PSG members, the evaluation team found that all of the schools which undergone some form of refurbishment needed them most. These schools didn't have enough safe and separate classrooms for boys and girls before the refurbishment. But after the refurbishment and meeting with the parents, the admission of students increased and the presence of students also increased. Because of the timely training offered by the project, one of the female teachers emphasized that they were now able to understand the safety issues of female students and they took initiatives to ensure the safety of female students safety. As she said;



*If any girl faces any problem inside or outside the school, we have told them to complain to us immediately. And after discussing with the committee and with the headmaster, we would take action against it. Sometimes girl express it to the facilitators, then those facilitators convey the message to the headmaster.*

*-Female teacher host community*

So, teachers in the host community arranged separate classrooms, they made sure that the walls were well built and no one in the community harassed female students, and they arranged a meeting with parents. They tried to raise the awareness of the community regarding early marriage and child protection safety. In summary, from the field activities and the findings it is evident that the project design, partners and implementing partners achieved effectiveness in a timely manner and successfully addressed the need of the adolescent learners.

It is recommended that the PIB and JCF continue their learning center focusing on the quality of education and also, collaborating with the education sector, they must build a complete learning package for the FDMN beneficiaries which will help them to educate the new adolescents and keep them away from harms path and guide them into productive activity.

### 3.2.2 Programs quality and quantity

"Programs quality and quantity" focuses on ensuring that humanitarian assistance and support are provided at an appropriate level of quality and quantity to address the needs of affected populations.

"Program quality" refers to the effectiveness and appropriateness of the assistance provided. This means that the assistance is tailored to the specific needs of the affected population, takes into account the local context, and is delivered in a way that is safe and dignified. This project had 4 community meeting and engagement with local stakeholders, where around 284 local stakeholders attended the meeting, from these meeting few challenges was found-

1. The learners are interested to learn skill-based activities rather than the FLN package.
2. Attendance of female learners in the class is low.

The implementing partners upgraded the FLN education package by incorporating the reviews from the PIB technical team. By the end of 2021 selection of learners and refurbishment of learning centers were completed. The PIB team also arranged a midterm review meeting with the implementing partner in order to find out the existing challenges and how they can tackle the challenges. This project also provided additional training for the host community teachers and School Management Committee member to ensure that they have a proper understanding.

"Program quantity" refers to the amount of assistance provided, and whether it is sufficient to address the needs of the affected population. This requires a thorough assessment of the needs of the affected population, as well as an understanding of the resources and capacity of the organization providing the assistance. It also requires ongoing monitoring and evaluation to ensure that the level of assistance provided is meeting the needs of the affected population and that it is being delivered in a timely and effective manner.

Based on these 2 components and their desired activities, this project prepared a log frame to maintain its trajectory to achieve the goals (Table 6).

*Table 6: Project log frame*

Expected outputs	Indicators and Targets	Progress
1-1. A community-led FLN program is established in target camps, 1,3,6, and 7 for Rohingya youth aged 15 to 24 years old.	A. # of Rohingya youth enrolled in the FLN program (1260 – enrollment list)	1260 (100 %)
	B. % of learners who record more than 70% of attendance rate for the FLN program on average (70% - attendance list)	1247 (98.9%)
	C. % of youth with improved numeracy and literacy skills (60% - end line study)	1240 (98.4%)
	D. # of Facilitators, , and ALCMC members who receive trainings (80 – participants list, training report)	92 (100%)
2-1. Educators in host community receive capacity building training on safe and gender-responsive education	A. # of teachers, government officials, and school management committee members who complete training at least for 3 days (150)	201 (134%)
	B. % of training participants who develop an understanding of safe and gender-responsive education after receiving 3-day training (70%)	67.7% (0.97%) * *136 ppl trained (130%)

2-2. Secondary schools in host community receive small scale infrastructure support to ensure safe and protective environment for students and teachers (Plan's own fund)	A. # of schools who receive small-scale infrastructure support (4)	1 (As per the revised target number of Schools (01))
	B. # of children who benefit from small-scale infrastructure support in the target schools	416 (100%)

To ensure program quality and quantity, organizations involved in humanitarian response must have the capacity to assess and respond to the needs of affected populations. From the above table, it is seen that the project was able to reach all of the targets it set in its initiation phase, reaching the FDMN learners, helping the host community schools, and training the teachers and facilitators.

### **3.3 CHS 3: Humanitarian response strengthens local capacities and avoids negative effects**

A traditional approach to humanitarian response has often been criticized for its over-reliance on external actors and the negative effects it can have on local communities. The Core Humanitarian Standard (CHS) 3 recognizes the importance of strengthening local capacities and ensuring that humanitarian response does not exacerbate existing vulnerabilities or create new ones. This standard emphasizes the need for humanitarian actors to work in partnership with local communities and organizations, to build their capacities, and to ensure that they are included in decision-making processes.

#### **3.3.1 Resilience built through the education program**

Building resilience and local capacities is a crucial element of promoting sustainable development and addressing the impact of disasters, conflicts, and other crises. This evaluation report assessed the extent to which the impact of these programs has on building resilience among targeted communities.

From the project documents, it was found that in order to build the resilience of youth learners, this project had completed all of its sessions by June 2022. Also, in all of the targeted camps, the project decided to take an extra class for 6 days which will cover the time lost because of school closure from the covid-19 pandemic. Also, several other extra lessons were given to the FDMN youth learners after the completion period. At the end of July 2022 an assessment was done amongst the 1247 learners and of them around 97.91% scored more than 80% in the exams. This suggests that the education program was effective for a majority of the learners.

This high percentage indicates that the program was successful in providing the necessary knowledge and skills to the learners, enabling them to perform well in the exams. It may also suggest that the teaching methods and curriculum were well designed and implemented, resulting in positive outcomes for the learners.

Firstly, by providing education to these young learners, the program is helping them to develop valuable skills such as reading and writing, which can increase their chances of obtaining further education and finding employment. This, in turn, can help them to become more self-sufficient and resilient.

Secondly, the play-based and child-centered learning approaches used in the program can help these young learners cope with the stress and trauma of being forcibly displaced and living in a refugee camp. By providing them with a safe and supportive learning environment, the program can help them build their social skills, develop a sense of mastery and control over their lives, and ultimately build their resilience.

Thirdly, the program's focus on developing the learners' social and emotional skills, such as empathy, self-awareness, and self-regulation, can help them to cope with adversity and build positive relationships with others. This is essential for building resilience in a context where the learners are living in difficult conditions and facing numerous challenges.

Overall, the education program for FDMN living in Rohingya camps in Bangladesh can be an important tool for building resilience by providing them with the necessary skills and support to overcome adversity, cope with trauma, and build a better future for themselves."

### 3.3.2 Local capacity developed for a sustainable approach

Local capacity development is a critical component of promoting sustainable development and ensuring that communities are empowered to address their own needs. This evaluation report assessed the extent to which humanitarian actors have implemented CHS standards for local capacity development and examine the impact of these activities on promoting sustainable approaches to humanitarian response. What type of capacity initiatives were taken and who were the participants?

In order to develop the local capacity, the project first had to develop the capacity of its own staff, for that reason, the project held two inception staff workshops for the project staff from PIB and JCF, where they talked about the project history, brief on the project, policy and guideline. After that the project held training for the partner staff and volunteers, this was a six-day long training where host community mentors participated along with, the project coordinator, technical officers, and M and E officers. JCF also held four-day training of trainers where Host Community Mentors (HCM) got training. Below is the list of project staff training:

- Project inception staff workshops 1 and 2, participated by project staff from JCF and PIB, organized by JCF
- Administrative and financial training for partner staff participated by project staff and conducted by HR staff from PIB.
- Host community mentor training conducted by technical specialists and PIB staff.
- Facilitators training conducted by HCM.
- Aunties and focal training conducted by HCM

HCM held four facilitator batch training where they helped the facilitators to create class, other content of the training was:

- Review the Literacy and Numeracy components.
- Teaching Strategy, Phonological, Awareness, Phonics, Vocabulary, Fluency and Comprehension
- Teaching and learning materials
- Lesson Plan
- Assessment
- Reporting and observation tools
- Safeguarding children and young people.
- Review literacy book
- Whole lesson demonstration with checklist fill-up and coaching.

These training sessions were conducted under the direct supervision of the technical officer for proper execution. JCF also arranged a two-day training program for the Aunties and focal persons, main agenda of this training was to introduce the aunties and focal person to their roles and responsibilities during the implementation phase, how they will support the female learners and facilitators, how to coordinate with Rohingya leaders, parents, and learners and how they will support the youth-led activities other activities inside the camps.

Also, from the project documents it was found that,

In the host community, In December 2021, the project team organized two separate training sessions to improve the quality of education in secondary schools. The first training was a three-day course on 'Gender Responsive Education and Protective Environment' for Secondary

School Teachers and selected SMC members. The training was conducted in two parallel batches, with a total of 50 participants including 10 SMC members and 40 teachers, with 30 male and 20 female teachers attending. The facilitators covered all the training content outlined in the proposal. The second training was a two-day session on 'Gender Responsive Education and Protective Environment Monitoring' for Secondary Education Officials and Secondary School Head Teachers. The training took place in Ukhiya and was attended by 15 participants, with 14 male and one female official present. The training covered a range of topics, including child protection, PSS, teaching and learning processes, gender inclusiveness, gender sensitization, classroom management, lesson plan preparation, and next steps and follow-up mechanisms. The project team organized the additional batch of training on 'Gender Responsive Education and Protective Environment Monitoring' for Host Community School Teachers and School Management Committee (SMC) members.

The Technical Specialist and Technical Officer from the partner organization Jagorani Chakra Foundation (JCF) facilitated the training. The following content was covered broadly in the training session as previously conducted the training.

- Gender-responsive pedagogy for a safe learning environment
- Basic Child protection
- Mental Health and Psycho-social Support for the learners before/after school reopening.

In response to the post-training test results which showed that the previous participants did not demonstrate sufficient understanding of the subject matter (with only 60.69% achieving the target of 70%), the project team decided to conduct additional training for teachers and School Management Committee members in the host community. To this end, the team consulted with the Ukhiya Education office and selected 18 schools, including the original 10 schools, for the training.

From the discussion with the head teacher, teachers, and SMC members it was evident that they are now more focused on child protection and the protection of female students. They are now more aware of the security of their students, as discussed in the previous section, school teachers and community people had taken several steps to ensure that girls don't face harassment. They are now more open and aware of the mental health of the students and are open to psychological support for the students. As a result of this increased awareness, school teachers who got training held 3 meetings with students' parents each year to raise parents' awareness regarding child safety and child marriage.

Overall, the project initiated several capacity development trainings for its local staff especially for the facilitators, teachers, mentors, and aunties. The training provided by Jagorani Chakra Foundation (JCF) to learning center facilitators, aunties, and mentors in the Rohingya camps had contributed to ensuring the sustainability of the effect of the program in the future. By providing training to local educators, JCF is supporting the development of local capacity and ownership of the learning centers. This ensures that the learning centers are more likely to be sustained in the long term, as they are run by members of the community who are invested in their success. The training encourages learning center facilitators, aunties, and mentors to involve the community, including leaders and parents, in the learning process. This promotes community engagement and support for the learning centers, which is essential for their sustainability.

The training also focuses on developing leadership skills among the local educators, which is essential for ensuring the sustainability of the learning centers. By empowering local educators to take on leadership roles and act as mentors for other educators, the learning centers can become more self-sufficient and sustainable in the long term. JCF may provide ongoing support to the learning centers, including follow-up training and mentoring for the local educators. This

ensures that the learning centers continue to improve and adapt to the changing needs of the Rohingya community, which is essential for their long-term sustainability.

### **3.3.3 Negative effect from the program**

While humanitarian programs are intended to address the needs of communities affected by crises, they can sometimes have unintended negative effects. These negative effects can range from exacerbating existing vulnerabilities to creating new ones, undermining local capacities, or damaging social cohesion. The Core Humanitarian Standard (CHS) recognizes the importance of avoiding negative effects in humanitarian programs and emphasizes the need for humanitarian actors to conduct rigorous risk assessments and implement measures to mitigate and manage negative impacts. This standard highlights the importance of working in partnership with communities and ensuring that their perspectives and needs are taken into account in program design and implementation. By adhering to this standard, humanitarian actors can minimize negative effects and contribute to more sustainable and effective responses. From the interviews with local stakeholders, project staff, and beneficiaries the evaluation team has found no negative effect of the project.

## **3.4 CHS 4: Humanitarian response is based on communication participation and feedback**

### **3.4.1 Access to relevant information**

This indicator focuses on communication, participation, and feedback. The indicator aims to ensure that people affected by humanitarian crises have access to accurate and timely information that is relevant to their needs and concerns. Access to relevant information is essential for people affected by humanitarian crises to make informed decisions and take actions that can help them to survive and recover. The evaluation team investigated how the project provided relevant information to its beneficiary in a way beneficiaries can understand, did the project provide the information in a timely manner, were local people actively engaged in the communication process, and used the information to make an informed decision.

Besides, providing FLN skills to the adolescent youth in the camps, this project also arranged youth-led activities in the camps. There were 4 youth-led activities inside the camps. The primary objective of these activities was to teach the youth learners about essential life skills, communication, leadership, and interpersonal skills. Through these activities the project was able to provide information to the community people and the youth learners on several topics, they are-

#### **Violence against women:**

- Demerits of violence against women
- Domestic violence against women
- Economic violence against women
- Physical violence against women
- Social impact
- Cause identification and preventive measures

#### **Role in preventing child marriage:**

- Merits and demerits of child marriage
- Barriers in Physical and mental growth
- Social impact for child marriage

#### **Women day celebration:**

- Sexual and reproductive rights
- Gender inequality
- Gender-Based Violence
- Workplace Discrimination
- Make discussion about herself.

#### **Disaster Risk Reduction and Management:**

- Post Disaster Response
- Risk Governance and Social Resilience
- The Built Environment
- Education School Safety
- Early Warning Systems
- Environment & Ecosystem-Based Disaster Risk Reduction

- Science, Technology and Innovation for Resilience
- Disaster Risk Reduction for Culture & Sites

#### **Family planning:**

- Advantages of small family
- Disadvantages of large family

#### **Social cohesion and peacebuilding:**

- Importance of peacebuilding in the society
- Relation between social cohesion and peacebuilding
- Role of Youth and maintaining peace in the society

The evaluation team found that PIB and JCF throughout the project period had provided the youth learners and the community people with useful, context-friendly information. Although the project started a few years after the FDMN influx, still this information for the FDMN community is crucial to change their behavior. But this will need to continue for a longer period of time to change the behavior of the FDMNs.

### **3.4.2 FDMNs (beneficiary) participation in the program**

Participation of affected communities is a key element of the CHS, as outlined in Commitment 4 on communication, participation, and feedback. This commitment recognizes the importance of engaging with affected communities and ensuring that they have a meaningful voice in decision-making processes that affect them. By prioritizing community participation, humanitarian organizations can ensure that their programs and services are responsive to the needs and priorities of the people they are serving and that they are accountable to the communities they serve. The evaluation team looked into how the project involved youth learners and community people in its activity and decision-making.

Through qualitative interviews and project documents, it was found that this project engaged the community people through youth-led activity in all of the camps. In the Camp 1W community people and youth learners were engaged in tree plantation activity, International Women's Day celebration, Disaster Risk Reduction, and Management and Family planning sessions. In camp 3, JCF engaged the community people and learners in the International Women's Day celebration, DRRM activity, and Domestic Violence or Violence Against Women session. In camps 6 and 7 JCF engaged the community people in DRRM activity, family planning sessions, and social cohesion and peace-building sessions. All of these activities and sessions were taken to enrich the knowledge and change the perception of the community people which intern will help the community people to make an informed decision.

Along with other activities JCF project team organized three times Community Meeting in 5 working camps. These community meetings were held to orient and prioritize the project amongst the community people. Around 230 community people participated in the 5 camps. Initially, the project staff talked about PIB, JCF, and JPF, project activity, what the FLN package will teach, and the importance of community participation and coordination. Then they talk about COVID-19 and the importance of education. Community people also shared their feelings/opinions with to project staff and in each of the meetings they share what type of challenge they and the project staff will face during the time of project implementation.

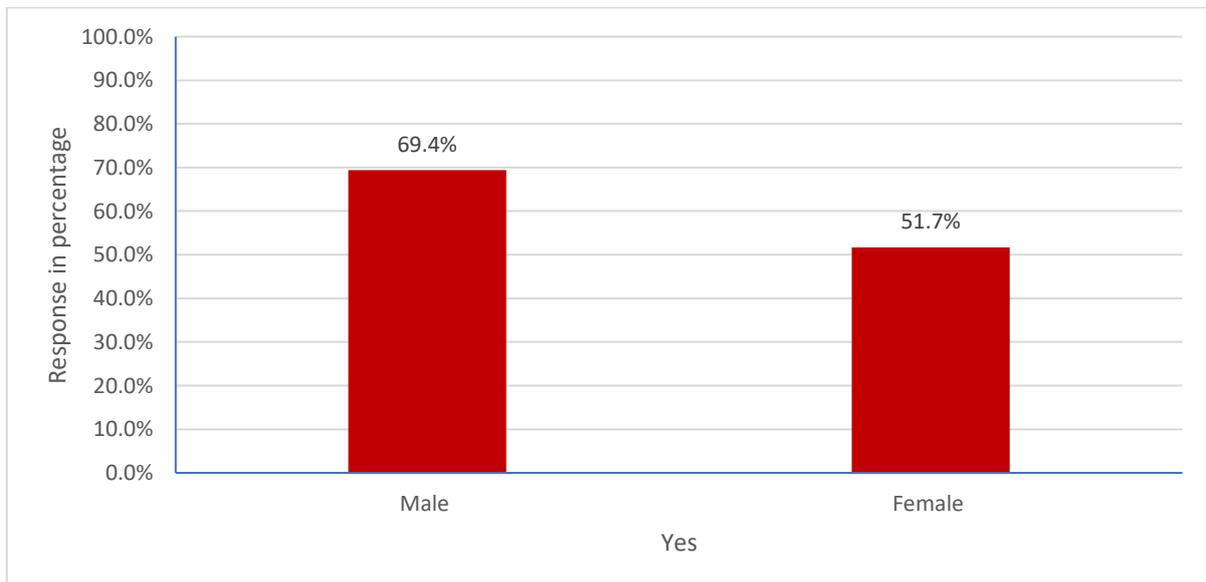
In conclusion, community participation is essential for ensuring that humanitarian organizations are accountable and responsive to the needs of the people they are serving. The project staff successfully engaged community members, particularly youth learners, in various activities and decision-making processes, including tree planting, International Women's Day celebrations, Disaster Risk Reduction and Management, and family planning sessions. Through these activities, the project aimed to improve community members' knowledge and change their perceptions, which would ultimately enable them to make informed decisions. Additionally, the project team organized community meetings to orient and prioritize the project among community members, which helped to identify potential challenges and ensure effective coordination. Overall, the project demonstrated the importance of community participation in achieving successful humanitarian outcomes.

### 3.5 CHS 5: Complaints are welcome and addressed

The CHS 5 commitment, which highlights the need to welcome and address complaints, is a critical component of ensuring accountability and promoting good governance within humanitarian organizations. By providing communities with a safe and accessible means of reporting their concerns and grievances, organizations can identify and address potential issues before they escalate, thus preventing harm and improving the quality of their programs and services. However, while CHS 5 is widely recognized as a crucial element of good practice in the humanitarian sector, its implementation can vary significantly between organizations. This evaluation report seeks to examine the implementation of CHS 5 in a humanitarian organization, with a focus on the effectiveness of complaint mechanisms and the extent to which the organization is meeting its commitments to addressing complaints. Through a combination of document analysis, interviews with stakeholders, and field observations, this report aims to provide a comprehensive assessment of the organization's performance in relation to CHS 5, identify areas for improvement, and make recommendations for future action.

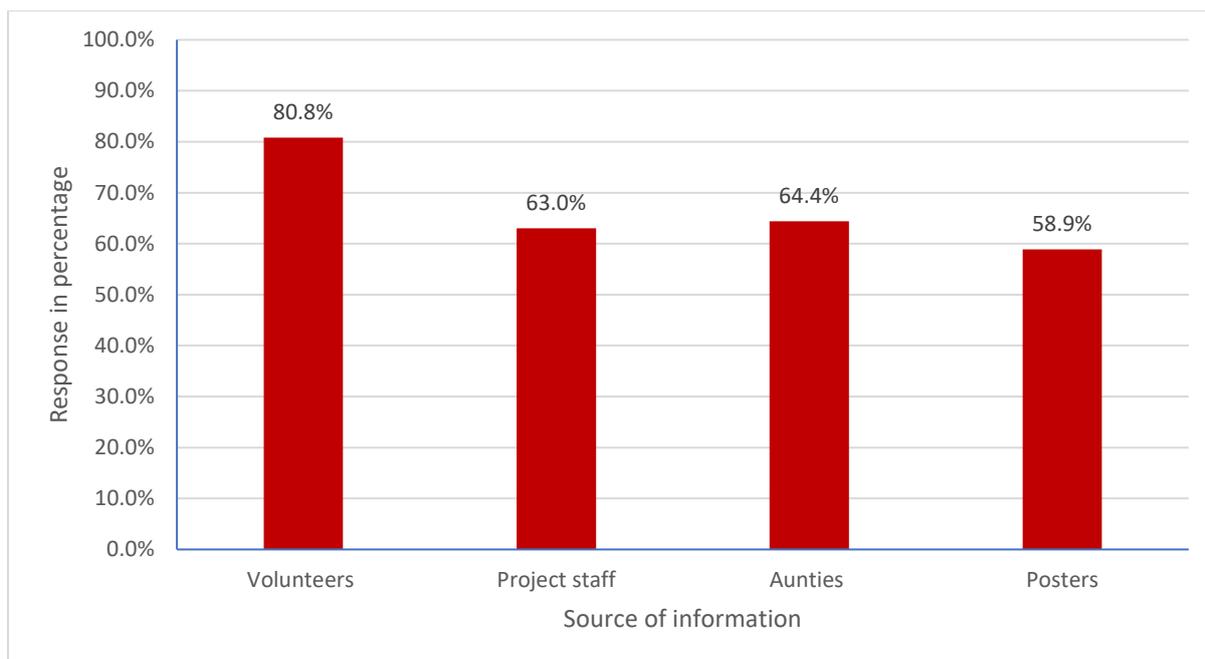
#### 3.5.1 Awareness about the complaint mechanism

In order to find out about the complaint mechanism, the evaluation team asked the respondents if they knew about it, whether they used the mechanism, and if their complaints were addressed by the project staff. From the quantitative survey with the youth learners, it was found that around 51.7 % (n=58) of the female youth learners and around 69.4% (n=58) of the male respondents knew about the feedback mechanism (figure 10).



*Figure 10: Respondents aware about the feedback mechanisms in the learning center*

Of them, around 80 % (N=78) of the respondents said that volunteers have told them about the feedback mechanism and 63% (N=78) said that project staff has informed them about the feedback mechanism. From KII with project technical officers and the project manager, it was found that learners were oriented on how to make complaints if something bad or harmful happened to them, and also if they want to share their opinion with the PIB for improvement of the learning facilities (figure 11).



*Figure 11: Source of information about the feedback mechanism for the youth learners*

The findings suggest that there is some level of awareness among the youth learners regarding the feedback mechanism put in place by the project. However, there are still a significant number of learners who are not aware of this mechanism, particularly female learners.

It is encouraging that a majority of the respondents who were aware of the mechanism learned about it through volunteers or project staff, indicating that the project team is actively promoting and disseminating information about the mechanism. It is also positive to see that learners have been oriented on how to make complaints and share their opinions with the PIB for improvement of the learning facilities.

While talking with the child protection and safety manager from PIB in Ukhiya, it was evident that they take child protection and safety very seriously inside the camps. PIB and JCF have set up complaints boxes and a number of PIB child protection and safety officers beside the complaints boxes. Because of that around 58.9 % (N=78) of the respondents said that they have learned about the feedback mechanism from the posters in the learning center (figure 11). Around 92.5% of the youth learners said that they were able to make complaints through the feedback mechanism (Annex table 5). Almost 95 % of the youth learners think that the feedback mechanism is appropriate for their community (Annex table 6) and around 87 % (N=120) of the respondents expressed that project staff is correcting their activity according to the feedback they have provided (Annex table 7). None of the learners have to share their personal information while submitting a complaint.

From discussion with representatives from PI and JCF, it was found that each of the learning centers has a complaint box with the numbers of the child protection and safety officer of that camp. The learners were oriented on the complaint mechanism before they started their class. If anyone calls or gives any complaint through the complaint box, the child protection and safety officer then start their investigation and take proper action to mitigate the situation.

The discussion above indicates that the PIB and JCF are taking the issue of child protection and safety very seriously in the camps and have put in place mechanisms to address any

concerns or complaints from the learners. The complaints box and child protection and safety officers stationed beside it indicate that the project is proactive in providing learners with accessible and responsive avenues for addressing any safety concerns they may have. The previous discussion on building resilience through education for forcibly displaced Myanmar nationals living in Rohingya camps in Bangladesh can be linked to this statement by highlighting the importance of providing a safe and supportive learning environment, which includes mechanisms for addressing learners' concerns and promoting their safety and wellbeing.

Through the analysis of the document, stakeholder interviews, and field observations, it was found that the PIB and JCF had implemented a comprehensive feedback mechanism and child protection and safety measures. The study has also highlighted the positive impact of these mechanisms on the community, with a high percentage of respondents aware of the feedback mechanism and reporting that their complaints were addressed. However, the study has also identified areas for improvement, including the need for increased awareness of the feedback mechanism among female youth learners and the importance of continuously monitoring and evaluating the effectiveness of the mechanism. Overall, this report provides valuable insights for the organization to improve its implementation of CHS 5 and ensure the continued promotion of accountability and good governance in its programs and services.

## **3.6 CHS 6: Humanitarian response is coordinated and complementary**

The Core Humanitarian Standard (CHS) 6, "Humanitarian response is coordinated and complementary," emphasizes the importance of coordination and collaboration among humanitarian organizations and provides a framework for ensuring that responses are well-coordinated, efficient, and effective. This evaluation seeks to examine the implementation of CHS 6 in a humanitarian context, with a focus on the coordination and complementarity of the response. Through a combination of document analysis, interviews with stakeholders, and field observations, this report aims to provide a comprehensive assessment of the organization's performance in relation to CHS 6, identify areas for improvement, and make recommendations for future action.

### **3.6.1 External coordination**

The education sector in the Rohingya camp is coordinated through a Sector-Wide Approach (SWAp) that brings together various actors, including the Government of Bangladesh, UN agencies, and international and local NGOs, to collectively plan and implement education programs. The overall coordination of the education sector in Cox's Bazar is led by the Ministry of Primary and Mass Education (MoPME) of the Government of Bangladesh and the United Nations Children's Fund (UNICEF) as the lead agency.

At the field level, the coordination mechanism involves regular meetings and consultations among the education actors, including NGOs, UN agencies, and government officials, to ensure complementarity and coherence in program implementation. The coordination mechanism is facilitated by the Education Sector Coordination Group (ESCG), which is co-led by the MoPME and UNICEF and includes representatives from all education stakeholders. The ESCG meets regularly to discuss progress and challenges in the sector and to coordinate activities and resources. NGOs and other implementing partners participate in the coordination mechanism through the ESCG and other sector coordination structures, where they share information, discuss program implementation, and coordinate activities. NGOs are also required to align their programs with the JRP and the overall sector strategy and to report on their activities to the sector coordination mechanism in the host community the project team coordinated with education officials and school teachers before starting their refurbishment activity and trainings.

### **3.6.2 Internal coordination**

From the Key informant interview with the project manager and project officer from JCF and Plan International it was found that project implementing partners submit a monthly report to PIB each month and an annual report, these reports are checked and sent to JPF by PIB. Also, JCF and PIB holds a monthly meeting on the progress of the project and holds emergency meeting when their emergency issue raises. JCF also provided monthly facilitator rollout and other volunteers' roll-out reports to PIB. Regarding coordination with the camp education focal and other stakeholders. PIB and JCF attended all the sectoral meetings where they shared their project progress, challenges, and areas they have covered. JCF and PIB have also arranged several meetings with camp-in charges to share their progress and orient CiC and their staff about their project.

From the above discussion, it can be said that JCF and PIB have maintained good communication and coordination within themselves and with external stakeholders, resulting in the smooth progress of the project. This coordination ensured that the FDMN community and youth were served with the proper interventions that they needed.

### 3.7 CHS 7: Humanitarian actors continuously learns and improve

The ability to learn and improve is crucial in the humanitarian sector as it ensures that organizations are continuously adapting and evolving to the changing needs of the communities they serve. CHS 7 - Humanitarian actors continuously learn and improve - emphasizes the importance of an ongoing process of learning, reflection, and adaptation to enhance the quality and effectiveness of humanitarian action. This section will assess the extent to which JCF and PIB are fulfilling this commitment and examine the strategies and practices employed to continuously learn and improve in their humanitarian efforts.

#### 3.7.1 Programs learning and improvement.

From the beginning of the project till the end of the project, JCF has organized several meetings with the local beneficiaries and stakeholders. The main purpose of these meetings was to orient the local stakeholders about the project, learn about the challenges in each phase of the project and make necessary changes for the smooth operation of the project. Below are the overall challenges that the project faced and how they have overcome the challenges.

*Table 7: Challenges Faced and strategy used by the project team*

Challenges	Way forward/Strategy
Community people could not assure about their young and adolescent children because they do not obey of parents or sometimes, they are busy to household work	Raising awareness of parents regarding the importance of education and how it will help the learners to earn more.
Parents thought that young boys need to involve in income-generating activities.	
Female learners could not get enough time to study at home due to household work. They have to help their mother with household work, look after their younger brother and sister and take care of older family members.	Through community meetings and youth-led activities raising the awareness of the community people on women's rights, GBV, and how education will help women to become empowered.
The community people do not have any regular income source to maintain the education cost for general education in the camp.	Gave information about what the project does and there will be no cost involved during the learner's session period.
Participants not joining willingly because there are no refreshments	Raising awareness of the learners on how this FLN skill will help them in real life and make a better change in their life.
They are busy with other activities like Relief collection and engaging in livelihood-related activities & female participants are not interested to go outside the home.	
The Community People didn't participate in the meeting in time	Making sure that facilitators and Host community mentors contacted the community people properly and invited them in the meeting
Some religious people don't think to send their children to the learning center, they prefer hafezi madrasha and Nurani madrasha than the learning center in the community.	Involving local leaders in project activity, ensuring that local leaders and community people are well informed about the FLN package and the activities

Female Participants don't Appreciate sitting with the male participants and also don't appreciate taking photos.	Arranged separate learning centers/rooms for male and female students.
Female participants didn't want to take pictures during the meeting	Consent was taken for taking pictures

From the above table, it can be seen that the JCF maintained good communication with the local partners and stakeholders. They have taken feedback from the community people and made necessary changes in their project. This was also confirmed from the quantitative survey done with the youth learners, it was found that around 87.1% (N=120) of the respondents agreed that the project staff has corrected their activity according to the feedback they have shared. Also, 94.1% (N=120) of the respondents agreed that facilitators over time have improved their teaching (Annex table 8).. Furthermore, around 96.9% of the respondents believe that learning centers' physical environment have improved over time and they are now much more comfortable and accessible to them (Annex table 9).

These results indicate that the JCF project has been successful in meeting its objectives of providing quality education to the Rohingya youth learners in the camps. The project has also demonstrated a commitment to the humanitarian principle of accountability to affected populations by actively seeking feedback from the community and making necessary changes to their project implementation. Overall, the JCF project serves as a good example of effective coordination and collaboration among stakeholders in the education sector in the Rohingya camps.

### **3.8 CHS 8: Staff are supported to do their job effectively and are treated fairly and equitably**

CHS 8 emphasizes the importance of supporting staff and volunteers to do their job effectively and ensuring that they are treated fairly and equitably. This commitment recognizes that the quality of humanitarian response is directly linked to the well-being and effectiveness of its staff and volunteers. To fulfill CHS 8, humanitarian organizations should:

1. **Provide appropriate training and development opportunities to staff and volunteers:** Humanitarian organizations should ensure that their staff and volunteers have the necessary skills, knowledge, and support to carry out their roles effectively. This may include providing training on specific technical skills, as well as on issues such as security, safeguarding, and mental health.
2. **Foster a safe and supportive working environment:** Humanitarian organizations should create an environment where staff and volunteers feel safe, supported, and respected. This may involve providing appropriate security measures, promoting a culture of care and well-being, and addressing any incidents of harassment, discrimination, or abuse.

#### **3.8.1 Staff support from the organization**

From the project documents it was found that all of the staff for the project were recruited fairly. Regarding staff support, JCF and Plan International have ensured that their staff get proper salaries every month and are truly compensated. While talking with the technical officers of JCF and host community mentors, they somewhat expressed that, those who are working in a similar position in other organizations get better salary packages, festival bonuses, and off days than they get from JCF. One expects the planning partner and donor must always keep an eye on whether implementing partners are maintaining the proper salary that they have shown to donor organizations. If these staff who are working closely with the FDMN beneficiary are not satisfied with their salary and job they will not be able to put their full concentration on their work.

Regarding the recent camp context, after a few unforeseen incidents local transports inside the camps were shut down completely, and only vehicles which have permission can enter the camp. During the fieldwork, we found that learning centers were quite far away from the entry point and takes a long walk to reach, which is very tiring and time-consuming. JCF staff were recommended arrangement of vehicles would reduce their suffering.

Other than these, from the interview with project staff it was found that implementing partner staff are happy and enthusiastic that they are working with the FDMN adolescent and helping them in their learning, they have a beautiful office just outside of the camp in Ukhiya. Their office is well furnished, and staff is satisfied with this office. But in terms of equal and fair treatment, implementing partner staff are not treated equally and fairly. So it is recommended that the planning partner and donor should have proper monitoring mechanisms in place to ensure that staff that are working closely with the beneficiaries are treated fairly and equally.

### 3.8.2 FDMN beneficiaries' satisfaction regarding project staff

In the context of humanitarian projects implemented in the camps, beneficiary satisfaction regarding project staff is an important measure of the quality and effectiveness of the project. Beneficiaries evaluate the project staff's ability to respond to their needs and concerns in a timely and effective manner. This may include factors such as accessibility, availability, and willingness to listen and take action based on feedback. Regarding this most of the adolescent male and female students during FGD sessions said that their facilitator and host community mentors always listen to what they say, if they are unable to understand any subject or matter during the lesson, facilitators help them understand it better. In the case of aunties, female respondents are satisfied with their behavior.

From the survey with learners, it was found that almost all of the youth learners were satisfied with the behavior of the facilitators. From Table 8 it is seen that around 95.8 % (N=120) of the youth learners were satisfied with the behaviors of aunties at the learning centers. Regarding the cleanliness of the learning centers, almost all of the learners were satisfied with it. Almost all of the male and female respondent learners were satisfied with the education they got from the learning center. Furthermore, around 98.3 % of the youth learners were satisfied with the amount of time they got during each session, which helped them to better understand each of the topics. As male and female learners did their classes in separate centers and in separate classrooms, almost all of the female learners were satisfied with the privacy of the learning centers. Also, as the facilitators were recruited from the camp and went through training programs, the majority of the youth learners were satisfied with the skills, competency, and the amount of time they get to spend with the facilitators.

*Table 8: Youth learner's satisfaction level with project staff*

Youth learners satisfaction level with the project staff (N=120)			
Issue	Neutral	Satisfied	Very Satisfied
Satisfaction level with the behaviour of the facilitators in the learning centres	0%	35.8%	64.2%
Satisfaction level with the behaviour of the aunties of the learning centres	4.2%	45.8%	50%
Satisfaction level with the cleanliness of the learning centres	0.8%	59.2%	48.0%
Satisfaction level regarding the education received from the learning centres	0%	59.2%	40.8%
Satisfaction level regarding the amount of time spent during a single class	1.7%	62.5%	35.8%
Satisfaction level regarding the privacy of the learning centres	0%	59.2%	40.8%

Satisfaction level regarding the behaviour of the ALCMC members	0.8%	67.5%	31.7%
Satisfaction level regarding the time spent with the facilitators		63.3%	36.7%
Satisfaction level regarding the skills and competency of the facilitators		65%	35%

Overall, beneficiary satisfaction with project staff is a key indicator of the quality and effectiveness of humanitarian projects in the context of the FDMN crisis. JCF and PIB has maintained good beneficiary satisfaction throughout the project period. By actively seeking feedback from beneficiaries and incorporating it into project design and implementation JCF and PIB ensured that their projects are responsive, respectful, and effective in meeting the needs of crisis-affected communities.

## **4. JPF localization performance**

### **4.1 Local partner participation and Coordination**

Local partner participation and coordination are crucial for the success of any humanitarian project because, local partners have a better understanding of the local culture, language, and context. They have direct access to the community and are better positioned to identify their needs, priorities, and vulnerabilities. They also have a vested interest in the success of the project, as they will continue to work in the community long after the humanitarian organization has left. By involving local partners in the project, the organization can ensure that the interventions are sustainable, and the benefits continue beyond the project's lifespan. Local partners can provide valuable insights into the political, social, and economic landscape of the community.

In summary, involving local partners and ensuring coordination with them is crucial for the success of any humanitarian project. It helps to ensure that interventions are effective, sustainable, culturally appropriate, and aligned with the community's needs and priorities.

For this project, JCF and PIB have involved local leaders and parents in their community awareness meetings, youth-led activities, and parents meeting, which are discussed in the previous chapter. Also for engaging local partners such as the Camp-in-Charge, local leaders, other organizations, Community mobilization officers of the RRRC CIC office, and others, JCF had done 5 site management meetings.

These site management meetings took place at the conference room of the Camp in Charge (CiC) office. The meeting was attended by participants, including the respective CiC, Community Mobilization Assistant, Education Focal, Camp's Education implementation partners, Site Management Support team, and JPF project team members. While the site management meetings for the other four camps had been completed by the end of July, only Camp 7's meeting was delayed due to the team not receiving activity approval from the CiC before August. However, the meeting proceeded successfully, with active participation from different Humanitarian partner organizations' representatives.

Camp-in-Charge also participated in the meeting, and expressed his appreciation for the team's efforts in organizing the event, which brought together most of the Humanitarian partners implementing education projects in Camp 7. He also shared his observation on the JPF project activities, stating that they were meaningfully contributing to the development of the Rohingya community's adolescents and youth in their education and skills development. He further mentioned that these activities were increasing awareness among the Rohingya community to change their behavior. Finally, he suggested that other Humanitarian partners should implement such activities in a wider scale in other camps accordingly.

Overall, the participation of the local partners and stakeholders in the site management meeting was highly valuable in ensuring the success of the JPF project activities in Camps. The positive feedback from the Camp-in-Charge of 5 camps further reinforces the importance of continuing such activities and expanding them to other camps as well.

## 5. Project Alignment with Joint Response Plan 2021

The humanitarian community engaged in needs assessments, consultations, and strategic planning under the overall direction of the Government of Bangladesh, which culminated in the prioritized 2021 Joint Response Plan (JRP) to meet the critical needs of Rohingya refugees while minimizing the impact on host populations in Ukhiya and Teknaf Upazilas. Some NGOs and other humanitarian actors (e.g., Bangladesh Red Crescent Society) organize resources outside of the JRP framework and contribute to the response in ways that supplement the strategies, plans, and programs outlined in the JRP. There are 3 strategic objectives (SO) under the JRP 2021; education sector objectives are built around these 3 strategic objectives. The table below shows the highlights of the project activities that addressed the JRP 2021 education sector objectives. From the project proposal, it was found that SO 2 was not addressed by this project.

*Table 9: Projects alignment with JRP 2021*

JRP 2021 Education Sector Objectives	Activities of the project that are aligned with the objectives
Ensure access to gender-responsive learning opportunities in an enabling, protective environment for crisis-affected children	For this instance, the project gave training to facilitators, mentors, and aunties in the camps so that they can provide a protective environment in the learning center and gender-sensitive learning to FDMN youth. Also, this project refurbished several schools in the host community which ensured a protective environment for the children living in the host community.
Provide education to crisis-affected girls and boys within government-approved frameworks for teaching and learning.	N/A
Support the capacity development of teachers and Education Sector partners to provide education services and strengthen monitoring systems and community engagement	This project also provided training for host community school teachers, SMC members, and education officers on gender-sensitive teaching, child protection, and safeguarding. Other than that they have provided training for facilitators, mentors, and aunties in the camps and engaged the local community in outreach activities, and took their opinion before, middle, and at the end of the project.

Let us discuss the alignment of this project with the JRP 2021 education sector objective further.

- Objective 1: according to this objective the NGO working with the crisis-affected children must ensure these children are receiving education from a protected environment and both male and female children will get the same opportunities. For that PI and JCF ensured that in the camps, male and female learners have separate learning centers and female learners have female facilitators. Also, the project hired aunties to guide, and influence the female learners to attend the FLN package and made sure that female learners are safe while traveling to and from the learning centers. Also, in the host communities, teachers and SMC members were given training on gender-

responsive teaching. One school was refurbished to make sure male and female learners are comfortable and safe in that school.

- Objective 3: by providing training to teachers, SMC members, facilitators, Aunties, and Mentors the project ensured that the person who will interact with learners are well trained on the FLN package, goal and activity of the project, child safety, and protection, which created a protected environment for the learners. Throughout the project duration, project staff engaged community members in several meetings which helped the project staff to understand the culture, context, and needs of the community people.

## 6. Best practice

### **"From Marginalization to Empowerment: Achiya Begum's Journey towards Education and Independence."**

**(Adapted from JCF )**

Achiya Begum's journey towards empowerment and independence is a remarkable testament to the transformative power of education, particularly for marginalized communities. Hailing from Sungana village in Buthidaung, Myanmar, Achiya was raised in a family of ten, with her father working as a farmer and her mother as a housewife. Despite her fervent desire to learn and read, Achiya's education was limited to religious instruction at home under the tutelage of a Hujur.

In Myanmar, only those who could afford the regular fees of primary school could avail themselves of formal education. Moreover, certain religious leaders opined that girls' education could foment unrest in society, leading many parents to prefer sending their male children to school. This left Achiya and many other girls like her bereft of the opportunities and prospects that education can provide.

Achiya's fortunes, however, took a turn for the better when her family fled to Bangladesh, where they witnessed the empowering effects of education for women. Her father, recognizing the importance of education, supported Achiya's aspirations to learn and earn a livelihood. Unfortunately, there were no educational facilities for adolescents and youths in their camp.

Plan International's initiative to provide educational packages for adolescents and youths in the camp starting from November 2019 presented Achiya with an opportunity to realize her dreams. She was admitted to the learning center near her house and was guided by a Rohingya female facilitator who paid individual attention to all learners. With her parents' support, Achiya excelled in the learning center, acquiring the skills of reading, writing, and simple arithmetic.

The benefits of education did not stop there for Achiya. She landed a job in Action Contre la Faim (ACF), an organization working to alleviate malnutrition among children in the camp, as a Rohingya volunteer. The project gave her the impetus to forge ahead, empowering her to surmount any challenges that may come her way.

Achiya's story illustrates the transformative potential of education, even in the most challenging circumstances. By providing educational opportunities for marginalized communities, we can help break down the barriers to advancement and create a more equitable and just society.

## **Overcoming Barriers to Education: Dildara Begum's Journey towards Empowerment in the Rohingya Camps.**

**(Adapted from JCF)**

Dildara Begum is a 21-year-old Rohingya Muslim who lives in Nakkura para, Maungdow in Myanmar. Her family is large, consisting of three sisters and four brothers, and they rely on her father's daily labor to maintain their expenses. Unfortunately, as Rohingya community people do not have citizenship in Myanmar, they are unable to be admitted into higher education, with religious Islamic Arabic madrasa education being the only available option. Moreover, female education is not permitted after the age of 12, and boys can only study up to the secondary level.

Despite these restrictions, Dildara was determined to learn and make a difference in her community. However, when she first arrived in Kutupalang, Bangladesh, on September 29, 2017, with her family, she had no understanding of the importance of female education or the significance of education in general. Her family struggled to make ends meet, with her two brothers working as day laborers in the camp and Dildara helping with various tasks every day.

Fortunately, the FLN package (Functional Literacy and Numeracy) program offered by the JPF project's Learning Center was available to Dildara, and she saw it as an excellent opportunity to learn and grow. Through the program, she learned about women's rights, women's health hygiene, and even received a dignity kit from the female learning center. As a youth learner, Dildara enjoyed participating in Youth-led activities and discussions on various topics with female facilitators.

The program also offered extra-curricular activities, such as handicraft work, in which Dildara excelled. She practiced sewing and embroidery design on cotton, and her skills improved immensely. With newfound confidence, she began expressing her views on various issues in her family and society, protesting against injustices and breaking the prejudices and oppression that her society faced.

Dildara's father passed away two years ago, and as the eldest daughter in her family, she feels responsible for looking after them. She refuses several marriage proposals, determined to make a difference in her community and reduce early and child marriages, improve reproductive health and hygiene, and promote female education. However, she recognizes that she needs to learn more to achieve her goals, and thus requests that the FLN package program is expanded to improve her and her peers' skills further.

Dildara's story is one of resilience, determination, and a hunger for knowledge. Despite the obstacles she faced, she found a way to learn, grow, and inspire others in her community to do the same. With the support of programs like the FLN package, she and others like her can continue to strive for a better future.

## 7. Lessons learned

The major lessons learned discussed are shown below.

- The Rohingya community's adolescents and young people are potential, and they need comprehensive support, including education, technical and vocational training, and access to livelihood facilities.
- Graduated learners shared their feelings that they dream of completing the next level of education, but they do not have the opportunity to further study in the camps.
- Parents and community people expect intervention relevant to income-generating opportunities that adolescents and young people will have to be able to contribute to their family and social development.
- The project team conducted scheduled consultation meetings with the affected community to understand their needs, cultural context, and preferences. This helped them to ensure that the project was appropriate for the community's needs and that it was culturally sensitive.
- The project team conducted a rapid assessment survey to select learners in need and refurbished existing learning centers and established new ones. They also reviewed and upgraded the FLN package according to the needs of the FDMN adolescents in the camps. This process helped to ensure that the project was addressing the specific needs of the community.
- The project team conducted community engagement meetings and shared their progress with the community through biannual meetings with camp leaders. This helped to develop ownership of the project among local stakeholders.
- The project team provided thorough capacity development training to staff and volunteers, including facilitators, host community mentors, aunties, and ALCMC members. This helped to ensure that they were prepared to work effectively with the FDMN adolescents.
- The project team supported four youth-led activities, including sports events, drawing contests, community awareness raising campaigns, and life skill lessons. These activities helped to engage the learners and empower them to take ownership of their learning.

## 8. Recommendations

- This study found that home-based learning centers have a scarcity of space to accommodate the learners and to move about while facilitating. Project staff are requested to consider this in future activity.
- The project supported 4 youth-led activities throughout its program duration. It is recommended that the implementing partners should continue to support such activities to ensure the sustainability of the project.
- From the physical observation, it was found that a few of the learning center didn't have disability-friendly stairs or ramps. The implementing partners need to make sure that all learning centers are accessible to learners with disabilities. This can be achieved by introducing ramps or disabled-friendly stairs or changing the location of the learning centers to more accessible areas. In particular, the learning center in Camp 6, which is far away and hard to access, needs urgent attention. Although the majority of respondents found the location of the learning centers convenient, it is still necessary to ensure that all learners can easily access them. The implementing partners should consider changing the location of any learning centers that are inconveniently located for a significant number of learners.
- The education provided in the learning centers has helped young learners, especially female learners, become more confident and empowered. The implementing partners should continue to empower female learners by providing them with opportunities to access several jobs, such as volunteers, facilitators, and focal persons for several NGOs inside the camps.
- It was also found that young learners want some sort of reward for their accomplishments. So, implementing partners can provide incentives (small gifts like pencil, note books) for learners who attend all classes in one month or have good scores. This will increase the attendance and attention of the learners.
- Develop a complete learning package for the FDMN beneficiaries that will keep them away from harmful activities and into productive activity.
- It was found from the quantitative survey that female learners were not much aware about the feedback mechanism. It is recommended that implementing partners need to increase awareness of the feedback mechanism among female youth learners, who currently have a lower level of awareness compared to male learners. Also, Continuously monitor and evaluate the effectiveness of the feedback mechanism to ensure that it remains accessible, effective, confidential and safe, and is meeting the needs of the community.
- Implementing partners can expand the use of posters and other promotional materials to increase awareness of the feedback mechanism and child protection and safety measures, particularly in areas where awareness is low.
- Implementing partners can consider implementing additional measures to ensure the safety and confidentiality of complainants, such as providing anonymous reporting options or establishing separate reporting channels for particularly sensitive issues. Also, could provide regular training to staff and volunteers on how to respond to complaints and grievances effectively and in a timely manner.

- Share best practices with other humanitarian organizations to promote the implementation of effective complaint mechanisms and good governance practices across the sector.

## **9. Conclusions**

In conclusion, this evaluation report has provided an in-depth analysis of the program's performance, highlighting both strengths and weaknesses. Through a combination of document analysis, interviews with stakeholders, and field observations, the evaluation team have assessed the program's progress towards achieving its objectives, identified areas for improvement, and provided recommendations for future action. Overall, the report has found that the program has made significant progress towards achieving its goals, particularly in relation to increasing access to education for vulnerable and marginalized groups. The program has successfully implemented a range of activities and initiatives that have had a positive impact on the communities it serves. These include the provision of learning centers, the distribution of learning materials, and the training of teachers and volunteers. However, the evaluation team has also identified several areas where the program could be strengthened. These include the need to increase female youth learner awareness of the feedback mechanism, and expand the use of posters and other promotional materials to increase awareness of the feedback mechanism

In conclusion, this evaluation report provides valuable insights for the program to improve its implementation and ensure the continued promotion of education for vulnerable and marginalized groups. It is hoped that the program will take these recommendations on board and continue to work towards achieving its objectives in the coming years.

## 10. Annex 1: Study design matrix

The study design matrix has been developed in line with objectives, target outcome, and evaluation criteria indicators (Table 2).

Table 10: Study design matrix

Objective	Target Outputs	Evaluation Criteria	Indicators	Methods	Stakeholder/Data Source	
<p>✓ To verify actual outputs and if possible, outcomes of the project with the available data</p> <p>✓ To understand the beneficiary satisfaction</p>	<p>✓ A community led FLN program is established in target camps for Rohingya youth aged 15 to 24 years old.</p>	<p>CHS 1: Humanitarian response is appropriate and relevant (Relevance)</p>	<p>✓ Beneficiaries consider that the response takes account of their specific needs, culture and preference,</p>	<p>Secondary Document Review</p>	<p>Relevant project and policy documents</p>	
			<p>✓ The assistance and protection provided correspond with assessed risks, vulnerabilities and need</p>	<p>KII</p>	<p>Representative of PI, JCF, JPF, CiC, and government officials.</p>	
			<p>✓ The response takes account of the capacities, skills and knowledge of people requiring assistance and protection.</p>	<p>IDI</p>	<p>FDMN Beneficiaries (15-24 years old), Camp and host community volunteers, facilitators, school teachers</p>	
				<p>FGD</p>	<p>FDMN Beneficiaries (15-24 years old),</p>	
				<p>Questionnaire Survey</p>	<p>FDMN Beneficiaries (15-24 years old),</p>	
				<p>Physical observation</p>	<p>Learning facilities</p>	
		<p>CHS 2: Humanitarian response is effective and timely (Effectiveness)</p>		<p>✓ FLN program on average.</p>	<p>Secondary Document Review</p>	<p>Relevant project and policy documents</p>
				<p>✓ Humanitarian response meets its objective in terms of timing, quality and quantity</p>	<p>KII</p>	<p>Representative of PI, JCF, JPF, CiC, and government officials.</p>
				<p>✓ Communities and people affected by crisis consider that the response meets their need</p>	<p>IDI</p>	<p>FDMN Beneficiaries (15-24 years old), Camp and host community volunteers, facilitators, school teachers</p>
					<p>FGD</p>	<p>FDMN Beneficiaries (15-24 years old),</p>
			<p>Questionnaire Survey</p>	<p>FDMN Beneficiaries (15-24 years old),</p>		

Objective	Target Outputs	Evaluation Criteria	Indicators	Methods	Stakeholder/Data Source
	✓ Educators in host community receive capacity building training on safe and gender responsive education	CHS 2: Humanitarian response is effective and timely (Effectiveness)	✓ Communities and people affected by crisis including the most vulnerable groups, consider that the timing of the assistance and protection they receive is adequate	Secondary Document Review KII IDI Questionnaire Survey	Relevant project and policy documents Representative of PI, JCF, JPF, CiC, I and government officials. FDMN Beneficiaries (15-24 years old), Camp and host community volunteers, facilitators, school teachers FDMN Beneficiaries (15-24 years old),
		CHS 3: Humanitarian response strengthens local capacities and avoid negative effect (impact and sustainability)	✓ # of teachers, government officials, and school management committee members who completed training at least for 3 days ✓ Communities and people affected by crisis consider themselves better able to withstand future shocks and stresses, as a result of humanitarian action. ✓ Local authorities, leaders and organizations with responsibilities for responding to crises consider that their capacities have been increased.	Secondary Document Review KII IDI FGD Questionnaire Survey	Relevant project and policy documents Representative of PI, JCF, JPF, and government officials, SMC members FDMN Beneficiaries (15-24 years old), Camp and host community volunteers, facilitators, school teachers, SMC members, ALCMC members FDMN Beneficiaries (15-24 years old), FDMN Beneficiaries (15-24 years old),

Objective	Target Outputs	Evaluation Criteria	Indicators	Methods	Stakeholder/Data Source
			<ul style="list-style-type: none"> <li>✓ Communities and people affected by crisis, including vulnerable and marginalized individuals, do not identify negative effects resulting from humanitarian action.</li> </ul>		
	Secondary schools in host community receive small scale infrastructure support to ensure safe and protective environment for students and teachers	CHS 3: Humanitarian response strengthens local capacities and avoid negative effect (impact and sustainability)	<ul style="list-style-type: none"> <li>✓ # of schools who receive small scale infrastructure support</li> <li>✓ # of children who benefit from small scale infrastructure support in target community</li> </ul>	Secondary Document Review KII IDI	Relevant project and policy documents Representative of PI, JCF, JPF, and government officials. Host community volunteers, facilitators, school teachers, SMC members, ALCMC members
To verify that the humanitarian principles and standards including Core Humanitarian Standards (CHS) are respected (already CHS1, CHS2 and CHS 3, are shown in objective 1)	CHS principles are respected in project intervention	CHS 4: Humanitarian response is based on communication, participation and feedback	<ul style="list-style-type: none"> <li>✓ Communities and people affected by crisis consider they have timely access to clear and relevant information</li> <li>✓ Communities and people affected by crisis are satisfied with the opportunities they have to influence the response</li> <li>✓ All staffs are trained and provided with guidance on the rights of the affected population.</li> </ul>	KII IDI FGD Questionnaire Survey	Representative of PI, JCF, JPF, CiC and government officials. FDMN Beneficiaries (15-24 years old), Camp and host community volunteers, facilitators, school teachers FDMN Beneficiaries (15-24 years old), FDMN Beneficiaries (15-24 years old),
		CHS 5: Complaints are welcomed and addressed (Coherence)	<ul style="list-style-type: none"> <li>✓ Communities and people affected by crisis, including vulnerable and</li> </ul>	Secondary Document Review	Relevant project and policy documents

Objective	Target Outputs	Evaluation Criteria	Indicators	Methods	Stakeholder/Data Source
			<p>marginalized groups, are aware of complaints mechanisms established for their use.</p> <p>✓ Communities and people affected by crisis consider the complaints response mechanisms accessible, effective, confidential and safe.</p> <p>✓ Complaints are investigated, resolved and results fed back to the complainant within the stated time frame.</p>	<p>KII</p> <hr/> <p>IDI</p> <hr/> <p>FGD</p> <hr/> <p>Questionnaire Survey</p>	<p>Representative of PI, JCF, JPF, CiC, and government officials.</p> <hr/> <p>FDMN Beneficiaries (15-24 years old), Camp and host community volunteers, facilitators, school teachers</p> <hr/> <p>FDMN Beneficiaries (15-24 years old),</p> <hr/> <p>FDMN Beneficiaries (15-24 years old),</p>
		CHS 6: Humanitarian response is coordinated and complementary (cover, coherence)	<p>✓ Organizations minimize gaps and overlaps identified by affected communities and partners through coordinated action.</p> <p>✓ Responding organizations – including local organizations – share relevant information through formal and informal coordination mechanisms.</p> <p>✓ Organizations coordinate needs assessments, delivery of humanitarian aid, and monitoring of aid implementation.</p> <p>✓ Local organizations report adequate participation and</p>	<p>KII</p> <hr/> <p>IDI</p>	<p>Representative of PI, JCF, JPF, CiC, and government officials.</p> <hr/> <p>FDMN Beneficiaries (15-24 years old), Camp and host community volunteers, facilitators, school teachers</p>

Objective	Target Outputs	Evaluation Criteria	Indicators	Methods	Stakeholder/Data Source
			representation in coordination mechanisms.		
	CHS 7: Humanitarian actors continuously learn and improve (Impact and Coherence)	<ul style="list-style-type: none"> <li>✓ Communities and people affected by crisis identify improvements to the assistance and protection they receive over time.</li> <li>✓ Improvements are made to assistance and protection interventions as a result of the learning generated in the current response.</li> <li>✓ The assistance and protection provided reflects learning from other responses.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>Secondary Document Review</li> <li>KII</li> <li>IDI</li> <li>FGD</li> <li>Questionnaire Survey</li> </ul>	<ul style="list-style-type: none"> <li>Relevant project and policy documents</li> <li>Representative of PI, JCF, JPF, CiC, and government officials.</li> <li>FDMN Beneficiaries (15-24 years old), Camp and host community volunteers, facilitators, school teachers</li> <li>FDMN Beneficiaries (15-24 years old),</li> <li>FDMN Beneficiaries (15-24 years old),</li> </ul>
	CHS 8: Staff are supported to do their job effectively, and are treated fairly and equitably. (Effectiveness, coherence)	<ul style="list-style-type: none"> <li>✓ All staff feel supported by their organization to do their work.</li> <li>✓ Staff satisfactorily meet their performance objectives.</li> <li>✓ Communities and people affected by crisis assess staff to be effective in terms of their knowledge, skills, behaviors and attitudes.</li> <li>✓ Communities and people effected by crisis are aware of humanitarian codes of conduct and how</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>KII</li> <li>IDI</li> <li>FGD</li> </ul>	<ul style="list-style-type: none"> <li>Representative of PI, JCF, JPF, CiC, and government officials.</li> <li>FDMN Beneficiaries (15-24 years old), Camp and host community volunteers, facilitators, school teachers</li> <li>FDMN Beneficiaries (15-24 years old),</li> </ul>

Objective	Target Outputs	Evaluation Criteria	Indicators	Methods	Stakeholder/Data Source
			to raise concerns about violations		
		CHS 9: Resources are managed and used responsibly for their intended purpose (efficiency)	<ul style="list-style-type: none"> <li>✓ The resource obtained for the response are used and monitored according to agreed plans, targets, budget and time frame</li> <li>✓ Humanitarian response is delivered in way that is cost effective</li> </ul>	Secondary Document Review KII	Relevant project and policy documents Representative of PI, JCF, JPF, CiC, and government officials.
To assess the contributions of the project to Joint Response Plan 2021 and JPF's program goals	SO1: Ensure access to gender responsive opportunities in an enabling, protective environment for crisis affected children (JRP,2021)	CHS 1: Humanitarian response is appropriate and relevant (Relevance)	<ul style="list-style-type: none"> <li>✓ Beneficiaries consider that the response takes account of their specific needs, culture and preference,</li> </ul>	Secondary Document Review KII	Relevant project and policy documents Representative of PI, JCF, JPF, and government officials.
			<ul style="list-style-type: none"> <li>✓ The assistance and protection provided correspond with assessed risks, vulnerabilities and need</li> </ul>	IDI	FDMN Beneficiaries (15-24 years old), Camp and host community volunteers, facilitators, school teachers
			<ul style="list-style-type: none"> <li>✓ The response takes account of the capacities, skills and knowledge of people requiring assistance and protection.</li> </ul>	FGD	FDMN Beneficiaries (15-24 years old),
				Questionnaire Survey	FDMN Beneficiaries (15-24 years old),
				Physical observation	Learning centres
	SO3: Support the capacity development of	CHS 3: Humanitarian response strengthens local capacities and	<ul style="list-style-type: none"> <li>✓ # of teachers, government officials, and school management committee</li> </ul>	Secondary Document Review	Relevant project and policy documents

Objective	Target Outputs	Evaluation Criteria	Indicators	Methods	Stakeholder/Data Source
	teacher and education sector to provide education services and strengthen monitoring system and community engagement (JRP, 2021)	avoid negative effect (impact and sustainability)	members who completed training at least for 3 days	KII	Representative of PI, JCF, JPF, and government officials.
			✓ Communities and people affected by crisis consider themselves better able to withstand future shocks and stresses, as a result of humanitarian action.	IDI	
			✓ Local authorities, leaders and organizations with responsibilities for responding to crises consider that their capacities have been increased.		
	Providing assistance that benefits both displaced persons and host communities (JPF Goal)	CHS 1: Humanitarian response is appropriate and relevant (Relevance)	✓ Communities and people affected by crisis consider that the response takes account of their specific needs, culture, and preferences. ✓ The assistance and protection provided correspond with assessed	Secondary Document Review KII IDI	Relevant project and policy documents Representative of PI, JCF, JPF, CiC, and government officials. FDMN Beneficiaries (15-24 years old), Camp and host community volunteers, facilitators, school teachers

Objective	Target Outputs	Evaluation Criteria	Indicators	Methods	Stakeholder/Data Source
			risks, vulnerabilities and needs.	FGD	FDMN Beneficiaries (15-24 years old),
			✓ The response takes account of the capacities, skills and knowledge of people requiring assistance and protection.	Questionnaire Survey	FDMN Beneficiaries (15-24 years old),
	Contribute to strengthening the resilience of people and communities affected by humanitarian crises	CHS 3: Humanitarian response strengthens local capacities and avoids negative effects (Impact & Sustainability)	✓ Communities and people affected by crisis consider themselves better able to withstand future shocks and stresses, as a result of humanitarian action.	Secondary Document Review	Relevant project and policy documents
				KII	Representative of PI, JCF, JPF, and government officials.
				IDI	FDMN Beneficiaries (15-24 years old), Camp and host community volunteers, facilitators, school teachers,, SMC members.
				✓ Local authorities, leaders and organizations with responsibilities for responding to crises consider that their capacities have been increased.	FGD
			✓ Communities and people affected by crisis, including vulnerable and marginalized individuals, do not identify negative effects resulting from humanitarian action	Questionnaire Survey	FDMN Beneficiaries (15-24 years old),
To document and extract lessons learned and best practices and provide robust	Lesson learned, best practice and robust recommendation		✓ lessons that the projects have had learned so far	Secondary Document Review	Relevant project and policy documents
			✓ Good practices identified in the project life cycle, including project	KII	Representative of PI, JCF, JPF, and government officials.

Objective	Target Outputs	Evaluation Criteria	Indicators	Methods	Stakeholder/Data Source
recommendations to improve the future projects and programme			<ul style="list-style-type: none"> <li>✓ designing, monitoring and implementation</li> <li>✓ Programmatic recommendations based on the achievements</li> </ul>	IDI	FDMN Beneficiaries (15-24 years old), Camp and host community volunteers, facilitators, school teachers
				FGD	FDMN Beneficiaries (15-24 years old),
				Success Stories	FDMN beneficiaries or program components (physical or abstract)
				Physical Observation	Learning facilities and schools
Assess the localization performance	JPF	Equitable and complementary partnership between member NGOs and local partners are established	<ul style="list-style-type: none"> <li>✓ CHS 6: Humanitarian response is coordinated and complementary (cover, coherence)</li> <li>✓ Local Partners are involved in critical aspects of project implementation</li> <li>✓ Full participation of local partner in decision making</li> <li>✓ Existing local system, capacity and resources are analyzed and fully utilized</li> </ul>	Secondary Document Review	Relevant project and policy documents
				KII	Representative of PI, JCF, JPF, and government officials.
				IDI	FDMN Beneficiaries (15-24 years old), Camp and host community volunteers, facilitators, school teachers
				Secondary Document Review	Relevant project and policy documents
				KII	Representative of PI, JCF, JPF, and government officials.
					Member NGOs Local actors are mutually strengthening organizational capacities

Objective	Target Outputs	Evaluation Criteria	Indicators	Methods	Stakeholder/Data Source
	Local actors are empowered, more prepared and less vulnerable as a result of humanitarian action so that they can be more self-resilient	CHS 7: Humanitarian actors continuously learn and improve (Impact and Coherence)	<ul style="list-style-type: none"> <li>✓ Knowledge and skills are developed through trainings, awareness rising or project implementation</li> <li>✓ Community solidarity is strengthened with fostering leadership to facilitate self-support effort</li> <li>✓ A sense of ownership, and systems among key local actors are strengthened through interventions</li> </ul>	<p>knowledge, expertise and capacity</p> <p>Secondary Document Review</p> <p>KII</p> <p>IDI</p>	<p>Relevant project and policy documents</p> <p>Representative of PI, JCF, JPF, CiC, and government officials.</p> <p>FDMN Beneficiaries (15-24 years old), Camp and host community volunteers, facilitators, school teachers</p>
	Fuller and more influential involvement of local actors in what relief is provided to them, and how, to provide more effective and contextualized humanitarian aid	<p>CHS 5: Complaints are welcomed and addressed (Coherence)</p> <p>CHS 7: Humanitarian actors continuously learn and improve (Impact and Coherence)</p>	<ul style="list-style-type: none"> <li>✓ Beneficiaries' views are incorporate into project design through Bottom-up consultation-based needs assessment</li> <li>✓ Formal and informal communication, feedback and response mechanisms are set up with participation from the community and are regularly reviewed</li> <li>✓ All stakeholders are well informed about the assistance provided</li> <li>✓ Vulnerable groups are paid particular attention</li> </ul>	<p>Secondary Document Review</p> <p>KII</p> <p>IDI</p> <p>FGD</p>	<p>Relevant project and policy documents</p> <p>Representative of PI, JCF, JPF, CiC, and government officials.</p> <p>FDMN Beneficiaries (15-24 years old), Camp and host community volunteers, facilitators, school teachers</p> <p>FDMN Beneficiaries (15-24 years old),</p>

## 11. Annex 2: Supporting findings

Annex table 1: Respondents able to understand learning material properly.

Gender	Respondents able to understand learning material properly	
	Yes	No
Male	98.4%	1.6%
Female	98.3%	1.7%
Total	98.3%	1.7%

Annex table 2: Learning centers have proper sitting arrangement.

Gender	Learning centers have proper sitting arrangement	
	Yes	No
Male	93.5%	6.5%
Female	100%	0%
Total	96.7%	3.3%

Annex table 3: Number of facilitators in learning center is enough for the youth learners.

Gender	Number of facilitators in learning center is enough for the youth learners	
	Yes	No
Male	93.5%	6.5%
Female	100%	0%
Total	96.7%	3.3%

Annex table 4: Education provided by the learning center is enough for the youth learners.

Gender	Education provided by the learning center is enough for the youth learners	
	Yes	No
Male	83.9%	16.1%
Female	100.0%	0%
Total	91.7%	8.3%

Annex table 5: Respondents able to make complaints or give feedback using the feedback mechanism.

Gender	Respondents able to make complaints or give feedback using the feedback mechanism	
	Yes	No
Male	90.3%	9.7%
Female	94.8%	5.2%
Total	92.5%	7.5%

Annex table 6: Feedback mechanism is appropriate for the FDMN community.

Gender	Feedback mechanism is appropriate for the FDMN community	
	Yes	No
Male	96.8%	3.2%
Female	94.8%	5.2%
Total	95.8%	4.2%

Annex table 7: Project staff correcting their activity according to respondents' feedback.

Gender	Project staff correcting their activity according to respondents feedback				
	Completely disagree	Disagree	Neutral	Agree	Completely agree
Male	1.6%	1.6%	9.7%	66.1%	21.0%
Female	0%	0	8.6%	91.4%	0%
Total	0.8%	0.8%	9.2%	78.3%	10.8%

Annex table 8: Facilitators have improved their teaching overtime.

Gender	Facilitators have improved their teaching overtime				
	Completely disagree	Disagree	Neutral	Agree	Completely agree
Male	1.6%	6.5%	3.2%	45.2%	43.5%
Female	0%	0%	0%	56.9%	43.1%
Total	0.8%	3.3%	1.7%	50.8%	43.3%

Annex table 9: Learning center's physical environment has improved overtime.

Gender	Learning center's physical environment has improved overtime			
	A little	Some	Quite a bit	A lot
Male	1.6%	0%	56.5%	41.9%
Female	0%	3.4%	55.2%	41.4%
Total	0.8%	1.7%	55.8%	41.7%

Annex table 10: People with a disability can access feedback mechanism.

Gender	People with a disability can access feedback mechanism	
	Yes	No
Male	66.1%	33.9%
Female	79.3%	20.7%
Total	72.5%	27.5%

## **12. Annex 3 Terms of Reference**



# **TENDER DOSSIER**

## **Request for Proposals for Third-party Evaluation of JPF Funded Projects in Bangladesh**

**Tender Reference:  
JPF-BGD-21-002**

**December 2021**

*Date: December 2021 Reference No: JPF-BGD-21-002*

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## A - INSTRUCTIONS TO BIDDERS

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In submitting a tender, the bidder accepts in full and without restriction the special and general conditions governing this contract as the sole basis of this tendering procedure, whatever his own conditions of sale may be, which hereby waives.

Bidders are expected to examine carefully and comply with all instructions, forms, provisions and specifications contained in this tender dossier. Failure to submit a tender containing all the required information and documentation within the deadline specified will lead to the rejection of the tender.

No account can be taken of any reservation in the tender as regards the tender dossier; any reservation will result in the immediate rejection of the tender without further evaluation.

Tender procedures will be conducted by authorized Japan Platform personnel and the decision will be given by the tender committee. If requested, representatives from the back donor or partner organizations can attend to the tender committee as an observer.

### **1. Preamble:**

The Japan Platform (hereinafter referred to as "JPF") is an international emergency humanitarian aid organization which offers the most effective and prompt emergency aid in response to humanitarian needs, focusing on issues of refugees and natural disasters. JPF conducts such aid through a tripartite cooperation system where NGOs, business communities, and the government of Japan work in close cooperation, based on equal partnership, and making the most of the respective sectors' characteristics and resources.

JPF serves as an intermediary support organization providing various types of assistance to member NGOs in Japan to deliver quick and comprehensive aid on their own. JPF has supported aid activities of 44 member NGOs, each with its own set of diverse strengths. It has delivered humanitarian assistance to 55 nations and regions about 1,500 project, with a total financial contribution of 60 billion yen. JPF has built a strong reputation based on trust by promoting cooperation among private sectors and NGOs and by accurately reporting all of its activities. Please find attached JPF Information Leaflet as Annex 1. More information on JPF can be found at <http://www.japanplatform.org/E/>.

### **2. Purpose of the Request for Proposals**

The purpose of this request for proposals (RFP) is to solicit competitive offers for the provision of Third-party project evaluation services for ongoing 3 JPF projects which are being funded by JPF and implemented by member NGOs in Cox's Bazar, Bangladesh.

JPF seeks to contract a TPM entity to accurately capture information, verify activities and analyse data on these project activities. JPF will use the outcome of this evaluation to improve the current and future projects and programme. The evaluation reports will be made available to public as a part of JPF's activity to ensure accountability to the donor and public.

The main objectives of evaluation are;

- To verify actual outputs and if possible outcomes of the project with the available data
- To verify that the humanitarian principles and standards including Core Humanitarian Standards (CHS) are respected
- To understand the beneficiary satisfaction

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- To assess the contributions of the project to Joint Response Plan 2021 and JPF's program goals (JPF program objectives are attached as Annex 3)
- To document and extract lessons learned and best practices and provide robust recommendations to improve the future projects and programme.

In addition to above, JPF is keen to explore how it may advance the localization agenda called for since the 2016 World Humanitarian Summit. Although JPF has not consciously taken the localization agenda into account in developing the program strategy, its portfolio or financing modalities, it hopes to revisit the current ways of working vis-à-vis the localization agenda and explore how it delivers on the localization agenda in moving forward.

### 3. Scope of Services

This RFP encompasses the evaluation of ongoing three (3) projects as part of JPF accountability and learning initiatives for quality improvement. Prior to the start of data collection for evaluation activities, the selected contractor will closely collaborate with JPF and member NGO headquarters in Japan to develop data collection tools, field visit protocols and reporting formats. JPF will provide the contractor with relevant documentation, including approved projects proposals and other relevant information. The contractor is expected to conduct a review of project documentation prior to undertaking field visits. All documentation shared with the contractor is considered confidential and a data protection protocol will be signed as part of the agreement.

The projects brief information for each project can be found as an Annex 2 – Project Summary Document for Evaluation to this document. The field activities for three projects are expected to be conducted during the month of February, June and July 2022 respectively. (Subject to change depending on the progress of each project)

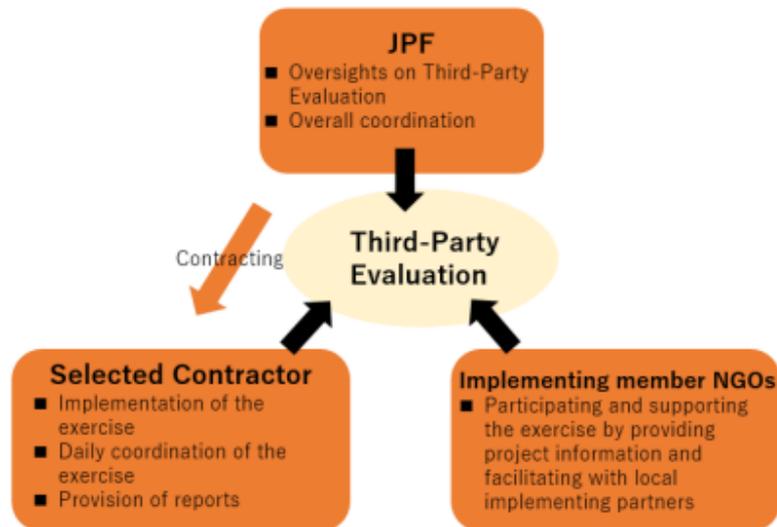
The TPE entity should have access to the project locations and should process all required permissions from the authorities prior to the implementation of the field work.

The criteria of value used for this evaluation is CHS and therefore it is essential that the selected contractor possesses a good understanding of this standard and past experience in conducting evaluation using CHS (See Annex4: JPF Evaluation Framework). Moreover, the selected contractor, and in particular the assigned team, is typically expected to be competent and have proven experience in the following;

- Desk review of the implementing partner's project documents; including but not limited to approved project proposal, project log frame, needs assessments, beneficiary selection criteria, latest project progress report and any other relevant document.
- Sample selection methodologies
- Beneficiary surveys to verify that;
  - HHs received the proposed service or input;
  - Measure project outcomes;
- Key indicators as defined in the proposal and relevant clusters
- Project Site visits and verification of project activities
- In depth interviews with beneficiaries to collect success stories
- Key Informant Interview with stakeholders
- Focus Group Discussions
- Country and sector context analysis

In order to assess the competency and consideration of the individuals and institutions submitting proposals with regards to COVID-19 preventive measures, this RFP is requiring a submission of one to two-page plan of free format stating organization policy toward preventive measure against COVID-19 together with other required documents. The plan should inform the approach to the data collection and any other information deemed necessary to demonstrate the ability to conduct data collection with much consideration on COVID-19 outbreak in general.

JPF has a unique system, acts as an intermediary support organization providing various types of assistance to its member NGOs in Japan. In such third party monitoring implementation, JPF follows the TPE implementation structure as below;



#### 4. Expected Activities and Deliverables

The contractor will report directly to JPF but will work closely with the member NGOs and project implementing partners. During the course of the field level data collection, the contractor is expected to provide JPF with timely feedback, notably in instances where immediate attention or action is warranted. For all tasks specific tools and templates will be developed and agreed to between JPF and the contractor following signing of the contract. It is expected that the reports provided by the contractor will adhere to the agreed upon templates. For all remaining tasks, general approaches will be developed and agreed to between JPF and the contractor, upon signing of the contract.

It is expected from the TPE entity to undertake below mentioned activities and deliverables are underlined;

- To organize a pre-inception meeting/call with JPF and review documents from the member NGOs to gather required information for the inception report.
- To provide three inception reports specific per project with a detailed work plan and methodology and data collection tools, proposed schedule of site visits and sample beneficiary and key informant selection strategy and list of data to be collected.
- To organize three separate inception meetings with JPF and project implementing NGOs to discuss the details of the evaluation objectives, scope, targets, data processing and analysing, allocated team and reporting.

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- To implement the work plan including scheduled visits, capturing and analyzing data in a timely and accurate manner and some qualitative assessment of select sample of sites.
- To produce two success stories per project.
- To submit final evaluation reports separate for each project as per the agreed format. It is expected TPE entity to submit a draft report and after two rounds of feedback to submit a final report. The reports must be accompanied by raw-data and visuals collected during the contract period.
- To organise 3 separate debriefing meetings and present details, findings and recommendations of the exercise to JPF, member NGOs and project implementation NGOs.

In the face of outbreak of COVID-19 worldwide, all discussions will be undertaken on line.

## 5. Call for Tenders Schedule

	DATE	TIME*
Tender publication date	17 <sup>th</sup> December 2021	
Deadline for request for any clarifications from JPF	24 <sup>th</sup> December 2021	17:00
Last date on which clarifications are issued by JPF	30 <sup>st</sup> December 2021	17:00
Deadline for submission of tenders (receiving date, not sending date)	10 <sup>th</sup> January 2022	17:00
Tender Committee Meetings by JPF	11-14 January 2022	
Notification of award to the successful tenderer	14 <sup>th</sup> January 2022	
Signature of the contract	21 <sup>st</sup> January 2022	

\* All times are in the local time of Tokyo, Japan.

## 6. Questions and Clarifications

If JPF, either on its own initiative or in response to a request from a prospective bidder, provides additional information on the tender dossier, such information will be communicated simultaneously in writing to all the bidders.

Bidders may submit questions in writing to the following address by email before the deadline for request for any clarifications, specifying the tender reference number JPF-BGD-21-002.

Contact Person:

Name / Surname	Title	E-Mail Address
Procurement Department	-	<a href="mailto:procurement@japanplatform.org">procurement@japanplatform.org</a>

Any explanation or amendment to be made regarding the tender dossier shall also be shared with all applicants simultaneously. Bilateral negotiations will not be held with the institutions applying during the tender.

## 7. Meeting with the Institutions / Company Visits

No clarification or bilateral meeting will be held with the entities applying during the tender. Company visits will not be conducted. However, a meeting will be held with the winning entity prior to the signing of the agreement.

## **8. Eligibility Documents Required for the Bidders**

Participation in tendering is open on equal terms to all natural and legal entities that can provide the required documents by this tender. If the required document is in another language than English then an English translated copy should be provided along with the original.

8.1. Organizational Profile Document providing detailed information on the capacity of the organization and services provided (such as previous and ongoing works, relevant experiences, registration details, establishment year, number of offices, number of full/part time staff, experts, surveyors and etc.)

8.2. Valid company registration documents including licences obtained from the relevant governmental institution.

8.3. Submission of the most recent original and valid tax documents

8.4. Providing address declaration for notifications (phone and e-mail address information). Please indicate if you have an office in Bangladesh.

8.5. Signature declaration or list of authorized signatures indicating that they are authorized to submit bids;

8.6. Please provide detailed list of any ongoing or past activities of your organization in Bangladesh, especially in Cox's Bazar along with organization and contact person for reference check. Demonstrating past experience in conducting evaluation using CHS is strong assert.

8.7. Written commitment to not carry any of the "reasons for exclusion from the tender" under clause 21 of the tender dossier

### **8.8. Technical Proposals should include;**

8.8.1. Evaluation design and methodology

8.8.2. Evaluation targets for field visits, household surveys, focus group discussions and key informant interviews should be indicated separately for each project with due consideration on Covid-19 prevention and Do No Harm principle

8.8.3. Evaluation Implementation Work and Time Plan

8.8.4. Provide information on your network and access to the target locations

8.8.5. Safety, Security and Covid19 related policy and procedures that will be applied

8.8.6. Confidentiality and Data Protection Policy and Procedures that will be applied

8.8.7. Information on the data collection tool and methodology of how the data analyzed

8.8.8. Provide the list of personnel who will be assigned to contract, detailing the tasks of each and provide CVs for listed key personnel. At least 50 percent of field monitors must be female and in the evaluation of bids gender equality in the project team will be recognized.

8.8.9. Sample questionnaire and report

(please remove all related information to make it anonymous)

8.8.10. Indicating the deliverables

8.8.11. Provide an alternative methodology and activities if the proposed activities cannot be conducted due to COVID-19 limitations and restrictions.

### **8.10. Financial Proposal should include;**

*Date: December 2021 Reference No: JPF-BGD-21-002*

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- 8.10.1. All the tax and costs
- 8.10.2. The cost of each project and the final total of 3 projects
- 8.10.3. Payment conditions

**9. Bidding format and content**

Bid proposal should consist of separate sub-folders as administrative documents, technical and financial proposals.

Bidding Documents should be in the same sequence as listed in clause 8. All the documents should be scanned and submitted via e-mail or a link should be provided to be downloaded. The bidder must be aware of the followings;

- Indicating that the tender dossier is fully read and accepted,
- The price quoted must be clearly written in accordance with the numbers and the written text,
- There shall not be any scratches, erosion or correction on the documents
- If the bidder is a real person, the name and surname of the bidder, if a legal entity, then the trade name must be fully written and shall be signed by the authorized persons.

The tender reference number **JPF-BGD-21-002** must be specified on the e-mail and on the file names.

Bidders who bid as a joint venture must sign bids by all partners or by persons authorized to bid.

In the tender letters who will bid as a consortium, the price that the consortium partners offer for the parts of the business that require their expertise will be written separately. The sum of the prices that the consortium partners offer shall constitute the consortium's total bid price.

All the bid letters submitted by the joint venture must be signed by all partners or by the representatives of the partners.

Proposals which are not in conformity with any of them or which have scrapes, erosions or corrections on them shall be rejected and shall not be considered as submitted at all.

**10. Submission of Proposals**

Interested Consultants/Companies/Organizations shall provide a proposal along with the information and documents listed under Clause 8, until **17:00 (pm), 10<sup>th</sup> of January 2022**. The documents shall be in PDF format and signed by the authorized person. All the documents shall be in a zipped file and shall be send to the following e-mail address;

	<b>Name / Surname</b>	<b>Title</b>	<b>E-Mail Address</b>
1.	Procurement Department	-	<a href="mailto:procurement@japanplatform.org">procurement@japanplatform.org</a>

**11. Period of validity**

The validity period of the tenders shall be at least 60 calendar days from the date of procurement. The bids which has shorter period of validity will not be taken into account.

In case of need, the Contracting Authority will make a request for extension of the validity period of the bid for a maximum of 30 days. The tenderer may accept or reject this request of the Contracting Authority. Requests and answers in this regard shall be made in writing.

Successful bidder must ensure the validity of the bid for the following 60 days from being notified of the entitlement to the contract. Regardless of the date of notification, 60 days are added to the first 60 days.

**12. Currency of tenders**

The amounts quoted in the offers given by the companies are required to be written in American Dollar – USD or Japanese Yen (JPY).

**13. Language of offers and procedure**

The proposals and all other related documents and scanned version of the original document shall be written in English. If the original document language is other than English then the translation of the document will be accepted along with the original.

**14. Alteration or withdrawal of tenders**

Bidders may not alter or withdraw their tenders after submission.

**15. Costs of preparing tenders**

Tender dossier is free. All costs incurred during the preparation and submission of the tender offer shall be borne by the bidder. No reimbursement will be made for any charges regardless of the result.

**16. Evaluation - Location, Date and Hour of the Tender Opening and Examination:**

JPF will evaluate incoming bids on the following conditions.

- The conformity of the required documents
- Quality of technical proposal – weights 70%
- Financial Offer –weighs 30%

**17. Notification award and contract signature**

The successful bidder is informed in writing and the contract is signed within 10 (ten) calendar days. A meeting will be conducted prior to the signing of the contract. Firms that are not selected as the result of the evaluation are informed in writing within 15 (fifteen) working days. If the successful bidder does not sign the contract, the second best bidder is informed in writing by the tender committee and a contract is signed within 10 (ten) calendar days.

**18. Ownership of tenders**

JPF is obliged to keep the procurement proposals collected as a result of this tender for future audits.

**19. Type of Contract**

The contract will be drafted to include bid proposal specifications and tender requirements.

**20. Cancellation of the tender procedure**

In the event of a tender procedure's cancellation, bidders will be notified by JPF.

Cancellation may occur where:

1. The tender procedure has been unsuccessful, namely where no qualitatively or financially worthwhile tender has been received or there has been no response at all;
2. The economic or technical parameters of the project have been fundamentally altered;
3. Exceptional circumstances or force majeure render normal performance of the TPM impossible;
4. All technically compliant tenders exceed the financial resources available;
5. There have been irregularities in the procedure, in particular where these have prevented fair competition.

*Date: December 2021 Reference No: JPF-BGD-21-002*

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Under no circumstances JPF will be liable for damages, whatever their nature (in particular damages for loss of profits) or relation with the cancellation of a tender. The publication of a procurement notice does not commit JPF to implement the announced programme or project.

## **21. Reasons for disqualification from the tender**

Tenderers in the following cases shall be excluded from the tender if they are found to be:

- 21.1. Those who are bankrupt, in liquidation, whose work is carried out by the court, declare concordat, suspend their business or are in a similar situation according to the legislative provisions in their home country,
- 21.2. Proven by the employer that there were activities in violation of business or professional ethics during the course of business with the organizations within five (5) years prior to the date of procurement.
- 21.3. As of the date of the procurement, if the bidder's membership/licence is cancelled from the chamber which the bidder had to registered in accordance with the legislation.
- 21.4. Bidders that has failed to provide the documents, or gives incomplete or misleading information and/or falsified documents that are requested by this tender dossier.

## **22. Prohibited Acts or Behaviours**

The following acts or actions are prohibited during the tender;

- 22.1. To commit or attempt to commit mischief, fraud, promises, threats, to influence, to exploit for one's interest, to make deal, extortion, bribery or other means of breach
- 22.2. Acts to influence other bidder's willingness to attend tender, prevent their participation to tender, make or offer deals to other bidders and to engage in acts to influence fair competition or tender decision.
- 22.3. To arrange, use or attempt to falsify documents or fraudulent collateral.
- 22.4. To give more than one proposal, either directly or indirectly, in person or by proxy, on behalf of himself or other

## **23. Ethical Considerations**

- 23.1. The monitoring and evaluation activities should not contradict ethical principles. The selected TPM entity should take all reasonable steps to ensure that the M&E activities are designed and conducted within the framework of Do No Harm principle to respect and protect the safety, rights and welfare of the people.
- 23.2. Consent should be taken from all participants of M&E data collection activities and all data gathered should be kept confidential. Ownership of all data, information, and

findings gathered through different M&E activities lies with the contracting authority (JPF).

23.3. The TPM entity should adhere to principles and policies of the member NGOs, a special attention should be given to Child Protection principles, gender policy and Preventing Sexual Exploitation, Abuse and Harassment (PSEAH) policy.

#### **24. List Annexes**

- Annex 1\_JPF\_Info\_Sheet
- Annex\_2 Project Summary Document for Evaluation





	Agricultural laborer	6
	Unskilled workers	7
	Driver	8
	Rickshaw puller / van driver	9
	Housewife	10
	Student	11
	Unemployed	12
	Handy craft	13
	Other (Please specify)	14
	Not applicable (age 15-18)	15

<b>Objective 3: To understand beneficiary satisfaction</b>				
<b>Expected outcome: Learner who are satisfied with the learning center service</b>				
<b>Indicator:</b>				
<ul style="list-style-type: none"> <li><b>CHS8: Communities and people affected by crisis assess staff to be effective in terms of their knowledge. Skills, behaviour and attitudes</b></li> </ul>				
<b>Q.N</b>	<b>Questions</b>	<b>Response</b>	<b>Code</b>	
1	To what extent are you satisfied with the behavior of the Facilitators at the learning facilities	Very unsatisfied	1	
		Unsatisfied	2	
		Neutral	3	
		Satisfied	4	
		Very satisfied	5	
2	To what extent are you satisfied with the behavior of the Aunties at the learning facilities	Very unsatisfied	1	
		Unsatisfied	2	
		Neutral	3	
		Satisfied	4	
		Very satisfied	5	
3	To what extent are you satisfied with the cleanliness of the learning facilities	Very unsatisfied	1	
		Unsatisfied	2	
		Neutral	3	
		Satisfied	4	
		Very satisfied	5	
4	what is the level of satisfaction with the education you get from learning center	Very unsatisfied	1	
		Unsatisfied	2	
		Neutral	3	
		Satisfied	4	
		Very satisfied	5	
5	To what extent are you satisfied with the amount of time you get to spent during a single class	Very unsatisfied	1	
		Unsatisfied	2	
		Neutral	3	
		Satisfied	4	
		Very satisfied	5	
6	To what extent are you satisfied with the privacy of the learning facilities	Very unsatisfied	1	
		Unsatisfied	2	

		Neutral	3	
		Satisfied	4	
		Very satisfied	5	
7	To what extent are you satisfied with the information community volunteers provide you	Very unsatisfied	1	
		Unsatisfied	2	
		Neutral	3	
		Satisfied	4	
		Very satisfied	5	
8	To what extent are you satisfied with the behavior and attitude of the ALCMC members	Very unsatisfied	1	
		Unsatisfied	2	
		Neutral	3	
		Satisfied	4	
		Very satisfied	5	
9	To what extent are you satisfied with the time you spent with facilitators at the learning facilities	Very unsatisfied	1	
		Unsatisfied	2	
		Neutral	3	
		Satisfied	4	
		Very satisfied	5	
10	How satisfied are you with the skills and competency of the facilitators	Very unsatisfied	1	
		Unsatisfied	2	
		Neutral	3	
		Satisfied	4	
		Very satisfied	5	
<b>CHS4: Communities and people affected by crisis are satisfied with the opportunities they have to influence the response</b>				
11	Does community volunteers to your suggestions	Yes	1	
		No	2	
12	Does community facilitators listen to your suggestions	Yes	1	
		No	2	
13	Have you seen any changes on volunteers activity because of your advice	Yes	1	
		No	2	
14	Have you seen any changes in Facilitators activity because of your recommendations	Yes	1	
		No	2	
15	Do you think you are able to influence the activities	Yes	1	
		No	2	
16	Are you satisfied with the opportunity to make a difference in their activity	Yes	1	
		No	2	

**Objective 1: To verify actual outputs and if possible, outcomes of the project with the available data.**

**Target output: A community led FLN program established in target camps for Rohingya youth aged 15 to 24 years old.**

**CHS 1: Communities and people affected by crisis consider that the response takes account of their specific needs, culture, and preference**

Q. N	Questions	Response	Code	E.C
1	Are you able to communicate with your own language (Rohingya) with facilitators in the learning facilities?	Yes	1	
		No	2	
2	Is there any interpreter present at the learning center to help you with communication in the learning facilities	Yes	1	
		No	2	
3	Are you able to understand the learning materials properly	Yes	1	
		No	2	
4	Do facilitators consider what you need at the learning center	Yes	1	
		No	2	
5	What did they consider			
6	Do facilitators discuss with you regarding different topics that you are unable to understand	Yes	1	
		No	2	
7	Were you given enough time to discuss about any topic with the facilitators	Yes	1	
		No	2	
8	Do facilitators arrange group discussion between learners	Yes	1	If yes than
		No	2	
9	Is group discussion helpful for your study	Yes	1	
		No	2	
		No	2	
10	Did you have confidence and trust in the facilitators teaching	Yes	1	
		No	2	
11	Did your facilitator treat you with respect	Yes	1	
		No	2	
		No	2	
		Don't know	5	
12	Is it easy for you to get help on study from the learning center when you need it	Yes, easy	1	
		No, it is difficult	2	
13	Were you informed of all the facilities that you can avail from the learning facilities	I was told about all of them without asking	1	
		I was told after I asked for them	2	
		I was not told about them	3	

		No	2	
14	What type of information did you receive from them			
15	Did you get all of your learning materials from the learning center	Yes	1	
		No	2	
16	How convenient is the location of the learning center for you?	Inconvenient	1	
		Somewhat inconvenient	2	
		Neutral	3	
		Somewhat convenient	4	
		Convenient	5	
17	Do you think the learning center have everything to provide you with proper education?	Yes	1	
		No	2	
18	Do you feel comfortable when you go the learning center	Yes	1	
		No	2	
		No	2	
19	Were you able to communicate with community volunteers (facilitators, aunties ) properly?	Yes	1	
		No	2	
20	If no, then why?	I didn't understand him/her	1	
		S/He didn't understand me	2	
		S/He didn't give me more time	3	
		S/He was not paying attention to me	4	
		Language problem	5	
<b>CHS1: The response takes account of the capacities, skills and knowledge of people requiring assistance and protection.</b>				
21	Did the project staff contact you before admitting in the learning center ?	Yes	1	
		No	2	
22	Did the project staff ask you about your education background?	Yes	1	
		No	2	
23	Did anyone from PI asked you about your interest in education before the start of class?	Yes	1	
		No	2	
<b>CHS 2: Communities and people affected by crisis consider that the response meets their needs</b>				
24	Do you think you can get proper education from the learning center if you continue here?	Yes	1	
		No	2	
25	What kind of learning material did PI provide for your learning center?	Pencil, pen	1	
		Note pad,	2	
		writing board	3	
		Books and reading materials	4	
		Light,	5	
		fan	6	

26	Did learning center have drinking water facility ?	Yes	1	
		No	2	
27	Did learning center have washroom facility separate for male and female?	Yes	1	
		No	2	
28	Did learning center have electricity?	Yes	1	
		No	2	
29	Did your learning center have proper sitting arrangement for you?	Yes	1	
		No	2	

**Target outcome: Educators in host community receive capacity building training on safe and gender responsive education**

**CHS 2: Communities and people affected by crisis including the most vulnerable groups, consider that the timing of the assistance and protection they receive is adequate**

30	Do you think that the learning facilities class started in time when you needed	Yes	1	
		No	2	
31	Do you think the education that you get from the learning center is enough for you ?	Yes	1	
		No	2	
32	Do you think the education from the learning center will make you ready for real life	Yes	1	
		No	2	
33	Is there enough facilitators at the learning center, in your opinion	Yes	1	
		No	2	

**CHS3: Communities and people affected by crisis consider themselves better able to withstand future shocks and stresses, as a result of humanitarian action.**

**Because of the learning center start and project interventiun were you able to:**

34	In future shock or stress, I will be able to bounce back easily	Completely disagree	1	
		Disagree	2	
		Neutral	3	
		Agree	4	
		Completely agree	5	
35	In the future stressful event, I will have a hard time making it through	Completely disagree	1	
		Disagree	2	
		Neutral	3	
		Agree	4	
		Completely agree	5	
36	Because of the current education program, it will not take me long to recover from a stressful event	Completely disagree	1	
		Disagree	2	
		Neutral	3	
		Agree	4	
		Completely agree	5	
37	It will be hard for me to snap back when something bad happens	Completely disagree	1	
		Disagree	2	
		Neutral	3	
		Agree	4	
		Completely agree	5	

38	Because of the education program in this camp, I will usually come through difficult times with little trouble	Completely disagree	1	
		Disagree	2	
		Neutral	3	
		Agree	4	
		Completely agree	5	
39	It will take a long time for me to get over the stress and harm done by the shock	Completely disagree	1	
		Disagree	2	
		Neutral	3	
		Agree	4	
		Completely agree	5	
			2	
			2	
			3	
<b>CHS 8: Communities and people affected by crisis assess staff to be effective in terms of their knowledge, skill, behavior and attitudes</b>				
40	Learning facilities facilitators skills are perfect for me and my community	Completely disagree	1	
		Disagree	2	
		Neutral	3	
		Agree	4	
		Completely agree	5	
41	Community volunteers is perfect to serve me	Completely disagree	1	
		Disagree	2	
		Neutral	3	
		Agree	4	
		Completely agree	5	
42	Community volunteers have enough knowledge to serve me	Completely disagree	1	
		Disagree	2	
		Neutral	3	
		Agree	4	
		Completely agree	5	

**Objective 2: To verify that the humanitarian principles and standards including CHS are respected**

**CHS 5: Communities and people affected by crisis, including vulnerable and marginalized groups, are aware of complaints mechanisms established for their use.**

Q. N	Questions	Response	Code	E.C
1	Have you used any feedback mechanism in the learning center	Yes	1	
		No	2	
2	If yes, from where did you hear about the feedback mechanism (Feedback Box, Phone number etc)	volunteers told me	1	
		staff told me	2	
		Aunties told me	3	
		I have seen it in the poster in the learning center	4	

		I have heard about it from my neighbors	5	
		From other patients	6	
<b>CHS5 :Communities and people affected by crisis consider the complaints response mechanisms accessible, effective, confidential and safe.</b>				
3	Are you able to make a complaint or give feedback?	Yes	1	
		No	2	
4	Do you think the method they have set for feedback and complaint is appropriate for you and your community?	Yes	1	
		No	2	
5	Are people with a disability able to access this mechanism?	Yes	1	
		No	2	
6	Do you have to mention your name and other personal information when you submit your feedback or complaint?	Yes	1	
		No	2	
7	Project staff correcting their activity according to your feedback?	Completely disagree	1	
		Disagree	2	
		Neutral	3	
		Agree	4	
		Completely agree	5	
<b>CHS7: Communities and people affected by crisis identify improvements to the assistance and protection</b>				
8	Facilitators have improved their teaching overtime	Not at all	1	
		A little	2	
		Some	3	
		Quite a bit	4	
		A lot	5	
9	Learning facilities physical environment has improved overtime	Not at all	1	
		A little	2	
		Some	3	
		Quite a bit	4	
		A lot	5	
10	Facilitators have improved their behaviour over time	Not at all	1	
		A little	2	
		Some	3	
		Quite a bit	4	
		A lot	5	

## 13.2 Qualitative checklist

### Focus Group Discussion (FGD ) checklist for FDMN beneficiaries (Learners male and female youth)

#### FGD Checklist for Learners (Male and Female)

My name is \_\_\_\_\_ and I am working with DM WATCH. We are currently conducting an third-party evaluation of “Youth and Adolescents Education Support in Cox’s Bazar District, Bangladesh” implemented by PI and JCF. I invite you to participate in the survey. Taking part in this study is voluntary. You may skip any questions that you do not want to answer. If you decide not to take part, or to skip some of the questions, it will not affect your current or future relationship with us. If you decide to take part, you are free to withdraw at any time. The study is conducted by DM WATCH. Please ask any questions you have now.

**Statement of Consent:** I understand the aforementioned information and I have received answers to any questions I asked. I consent to take part in the study.

Interviewer’s Name	Code	Interviewer’s Mobile Number														
Date of the Interview	Starting Time (24 hour)	End Time (24 hour)														
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_ _	_ _	_ _ _ _														
DD	MM	YYYY														
_ _	_ _															
HH	MM															
_ _	_ _															
HH	MM															
District Name	1. Ukhiya 2. Teknaf															
Type of interview area	1. Camp 2. Host community															
Camp/Union																
Block No																

#### Participant list:

SL.	Participant Name	Gender	Age	Occupation	Mobile Number

#### Introduction:

1. Can you all please tell us about yourself one by one? (Your name, job, education, etc.)

#### CHS1: Humanitarian response is appropriate and relevant (Relevance)

2. Can you tell us why do you go to the learning facilities , the main reason? Where did you hear about learning center?
3. Did the project staff discuss or have a meeting with your community before you went to the learning center? If yes, what did they discuss with you?

4. Is a disabled person able to access the learning center? What kind of facilities are available at the learning center for disabled person? Please describe.
5. What are the Challenges you face, or a woman or a disabled person face in the learning center? Do you face any difficulties with your study? How can the learning center facilitator and other staffs improve their support towards you?
6. Do you and women learners feel safe at the learning center? facilities
7. Kindly tell us about the improvement you have seen in the learning facilities because of this program?
8. Kindly tell us about the activities that you and others have conducted inside the camp. How it was arranged, organized, funded and what was the reason behind such program.

**CHS 2: Humanitarian response is effective and timely (Effectiveness)**

9. What are the courses you were taught? Are you satisfied with your course? Is this learning of any help to you, your family, and your community?
10. How were you enrolled in the learning center? Please describe the whole process?
11. Were you able to understand the facilitators, aunties and mentors perfectly? What was their behavior towards you? Are you satisfied with the learning center staff? If no/yes please explain why.
12. Tell us about the community volunteers? What type of information/service do they provide? Your satisfaction level with the community volunteers (community volunteer behavior, attitude, service, language barrier)

**CHS 3: Humanitarian response strengthens local capacities and avoids negative effects (Impact and sustainability)**

13. Because of this project what change did you see in yourself or in the community? How these services helped you or your community?
14. Did you relay the information you learn from the session to your family members and neighbors? How did you do that and why?

**CHS 4: Humanitarian response is based on communication, participation, and feedback? (Relevance and coherence)**

15. Other than numeracy and literacy skill do facilitators and volunteers share any other information with you and other learners, did you participate in any awareness raising session?
16. Do facilitators and other staff listen to what you have to say and change their action according to your advice?

**CHS 5: Complaints are welcomed and addressed (Coherence)**

17. Tell us about the feedback and complaint mechanism at the learning center. How does it work, where did you learn from it?

**CHS 7: Humanitarian actors continuously learn and improve (Impact and coherence)**

18. Can you tell us about the improvement you have seen in the learning center over the year? What aspects improved/did not improve? What aspects can be improved more?

**CHS 8: Staff are supported to do their job effectively, and are treated fairly and equitably (effectiveness and coherence)**

19. Any recommendation for facilitators and PI staffs?

## Focus Group Discussion (FGD ) checklist for Alternative Learning centre Management Committee members

### FGD Checklist for Alternative Learning centre Management Committee members

My name is \_\_\_\_\_ and I am working with DM WATCH. We are currently conducting an third-party evaluation of “Youth and Adolescents Education Support in Cox’s Bazar District, Bangladesh” implemented by PI and JCF. I invite you to participate in the survey. Taking part in this study is voluntary. You may skip any questions that you do not want to answer. If you decide not to take part, or to skip some of the questions, it will not affect your current or future relationship with us. If you decide to take part, you are free to withdraw at any time. The study is conducted by DM WATCH. Please ask any questions you have now.

**Statement of Consent:** I understand the aforementioned information and I have received answers to any questions I asked. I consent to take part in the study.

Interviewer’s Name	Code	Interviewer’s Mobile Number
Date of the Interview	Starting Time (24 hour)	End Time (24 hour)
_ _ .  _ _ .  _ _ _ _  DD    MM    YYYY	_ _ :  _ _  HH    MM	_ _ :  _ _  HH    MM
District Name	1. Ukhiya 2. Teknaf	
Type of interview area	3. Camp 4. Host community	
Camp/Union		
Block No		

**Participant list:**

SL.	Participant Name	Gender	Age	Occupation	Mobile Number

1. Can you all please tell us about yourself one by one? (Your name, job, education, etc.)
2. Did the project staff discuss or have a meeting with your community before the start of the project? If yes, what did they discuss with you?
3. Is a disabled person able to access the learning center? What kind of facilities are available at the learning center for disabled person? Please describe.
4. What are the Challenges you face, or a woman or a disabled person face in the learning center?
5. How can the learning facilities facilitator and other staffs improve their support?

6. Do learners feel safe at the learning center?
7. Kindly tell us about the improvement you have seen in the learning facilities because of this program.
8. Kindly tell us about the youth led activities that were conducted by the learners during the time of project? What type of activities were done? Who organized those activities and how this built the capacity of the youth learners?
9. What courses were taught in the learning center? Was it helpful for the learners and the FDMN communities?
10. What was the process of admitting youth learners in the learning center?
11. What kind of impact or change you have seen in the youth learners or inside the community because of this project?
12. Tell us about the feedback and complaint mechanism at the learning center. How does it work,
13. Can you tell us about the improvement you have seen in the learning center over the year? What aspects improved/did not improve? What aspects can be improved more?
14. Any recommendation for facilitators and PI staffs?

**In-Depth Interview (IDI) checklist for learners with disability**  
**Third party evaluation of “Youth and Adolescents Education Support in Cox’s Bazar District, Bangladesh”**

**IDI Checklist for learners with disability**

My name is \_\_\_\_\_ and I am working with DM WATCH. We are currently conducting an third party evaluation of “Youth and Adolescents Education Support in Cox’s Bazar District, Bangladesh” implemented by PI and JCF. I invite you to participate in the survey. Taking part in this study is voluntary. You may skip any questions that you do not want to answer. If you decide not to take part, or to skip some of the questions, it will not affect your current or future relationship with us. If you decide to take part, you are free to withdraw at any time. The study is conducted by DM WATCH. Please ask any questions you have now.

**Statement of Consent:** I understand the aforementioned information and I have received answers to any questions I asked. I consent to take part in the study.

Interviewer’s Name	Code	Interviewer’s Mobile Number
Date of the Interview	Starting Time (24 hour)	End Time (24 hour)
_ _ . _ _ . _ _ _ _  DD MM YYYY	_ _ : _ _  HH MM	_ _ : _ _  HH MM
Upazila name	1. Ukhiya 2. Teknaf	
Type of interview area	1. Camp 2. Host community	
Camp/Union		

Respondent's Name	
Designation:	
Mobile No:	

1. Can you all please tell us about yourself?
2. Can you tell us why do you go to the learning facilities, the main reason? Where did you hear about learning center?
3. Are you able to access the learning center? What kind of facilities are available at the learning center for disabled person? Please describe.
4. What are the Challenges you face inside the learning center? How can the learning center facilitator and other staffs improve their support towards you?
5. Do you feel safe at the learning center?
6. What are the courses you were taught? Are you satisfied with your course? Is this learning of any help to you, your family, and your community?
7. How were you enrolled in the learning center? Please describe the whole process?
8. Were you able to understand the facilitators, aunties and mentors perfectly? What was their behavior towards you?
9. Did you relay the information you learn from the session to your family members and neighbors? How did you do that and why?
10. Do facilitators and other staff listen to what you have to say and change their action according to your advice?
11. Tell us about the feedback and complaint mechanism at the learning center. How does it work, where did you learn from it?
12. Any recommendation for facilitators and PI staffs?

### **In-Depth Interview (IDI) checklist for Education support volunteers (Facilitators and Aunties)**

#### **IDI Checklist for Facilitators and Aunties members**

My name is \_\_\_\_\_ and I am working with DM WATCH. We are currently conducting an third party evaluation of “Youth and Adolescents Education Support in Cox’s Bazar District, Bangladesh” implemented by PI and JCF. I invite you to participate in the survey. Taking part in this study is voluntary. You may skip any questions that you do not want to answer. If you decide not to take part, or to skip some of the questions, it will not affect your current or future relationship with us. If you decide to take part, you are free to withdraw at any time. The study is conducted by DM WATCH. Please ask any questions you have now.

**Statement of Consent:** I understand the aforementioned information and I have received answers to any questions I asked. I consent to take part in the study.

Interviewer's Name	Code	Interviewer's Mobile Number
Date of the Interview	Starting Time (24 hour)	End Time (24 hour)
_ _ .  _ _ .  _ _ _ _	_ _ :  _ _	_ _ :  _ _

DD	MM	YYYY	HH	MM	HH	MM
Upazila name			1. Ukhiya 2. Teknaf			
Type of interview area			1. Camp 2. Host community			
Camp/Union:						
Block No						
Respondent's Name						
Designation:						
Mobile No:						

1. Can you please tell us about yourself? Your educational background? Your past experience .
2. After the recruitment, what type of training did you receive from this project? Kindly tell us about the overall contents of the training (themes).
3. Kindly tell us about the facilitators who trained you in regards to their knowledge, skill, behavior and delivery of content.
4. How effective was the training in building your skill and knowledge on the related matters? Training time, was it enough? Is there any future plan for training?
5. Kindly describe the current education condition of the FDMN youth, What they lacked and how you are helping to improve the overall numeracy and literacy skill of the FDMN youth?
6. Kindly tell us about the session plans, how many students do you teach in one class, male and female attendance, what are the materials you use in your learning facilitiesfacilities?
7. Kindly tell us how effective is the current FLN program from your point of view, how this project is helping you and the FDMN youth?
8. What are the challenges you face while conducting your responsibility at the camp? How can you overcome those challenges?
9. From your point of view do learning facilitiesfacilities have enough manpower and equipment's to give proper education to the FDMN youth? Please elaborate?
10. What kind of awareness information do you disseminate in the FDMN community? How did you arrange the awareness session, what topics did you discuss during the awareness session?
11. From your point of view how can the FDMN youth benefit from learning the numeracy and literacy skill, do you have any prime example to share with us?
12. Can you tell us what type of youth led activities did the FDMN youth took, what was the reason behind this activity? How it helped the FDMN youth?
13. Can you tell us about the condition of the learning facilitiesfacilities, how easily can FDMN youth boys/girls access the learning facilitiesfacilities?
14. What kind of feedback mechanism do you have in the learning center? How do you operate the feedback mechanism, how one youth can give you the feedback or complain? What kind of complain do you have?
15. What about the safety of the FDMN youth girls at the learning facilitiesfacilities? How do you ensure the safety and security of the girls? And how do you ensure that the youth

girls come to the learning facilities? What about their attendance rate at the learning facilities

16. Please provide your valuable recommendation to JPF on this matter?

17. Share your lesson learned with us? What you have learned and what can be done to make the door-to-door visit more effective?

**(Note: Ask them to show the attendance sheet and all the equipment they use in the learning facilities and their training module they got from PI and JCF)**

### In-Depth Interview (IDI) checklist for Host Community Mentors

#### IDI Checklist for Host Community Mentors

My name is \_\_\_\_\_ and I am working with DM WATCH. We are currently conducting an third party evaluation of “Youth and Adolescents Education Support in Cox’s Bazar District, Bangladesh” implemented by PI and JCF. I invite you to participate in the survey. Taking part in this study is voluntary. You may skip any questions that you do not want to answer. If you decide not to take part, or to skip some of the questions, it will not affect your current or future relationship with us. If you decide to take part, you are free to withdraw at any time. The study is conducted by DM WATCH. Please ask any questions you have now.

**Statement of Consent:** I understand the aforementioned information and I have received answers to any questions I asked. I consent to take part in the study.

Interviewer’s Name	Code	Interviewer’s Mobile Number
Date of the Interview	Starting Time (24 hour)	End Time (24 hour)
_ _ . _ _ . _ _ _ _ _  DD MM YYYY	_ _ : _ _  HH MM	_ _ : _ _  HH MM
Upazila name	3. Ukhiya 4. Teknaf	
Type of interview area	3. Camp 4. Host community	
Camp/Union:		
Block No		
Respondent’s Name		
Designation:		
Mobile No:		

1. Can you please tell us about yourself? Your educational background? Your past experience .
2. After the recruitment, what type of training did you receive from this project? Kindly tell us about the overall contents of the training (themes).

3. Kindly describe the current education condition of the FDMN youth, What they lacked and how you are helping to improve the overall numeracy and literacy skill of the FDMN youth?
4. Kindly tell us about the session plans, how many students were taught in one class, male and female attendance, what are the materials used in the learning facilities?
5. Kindly tell us how effective is the current FLN program from your point of view, how this project is helping you and the FDMN youth?
6. What are the challenges you face while conducting your responsibility at the camp? How can you overcome those challenges?
7. From your point of view do learning facilities have enough manpower and equipment's to give proper education to the FDMN youth? Please elaborate?
8. From your point of view how can the FDMN youth benefit from learning the numeracy and literacy skill, do you have any prime example to share with us?
9. Can you tell us what type of youth led activities did the FDMN youth took, what was the reason behind this activity? How it helped the FDMN youth?
10. Can you tell us about the condition of the learning facilities, how easily can FDMN youth boys/girls access the learning facilities?
11. What kind of feedback mechanism do you have in the learning center? How do you operate the feedback mechanism, how one youth can give you the feedback or complain? What kind of complain do you have?
12. What about the safety of the FDMN youth girls at the learning facilities? How do you ensure the safety and security of the girls? And how do you ensure that the youth girls come to the learning facilities? What about their attendance rate at the learning facilities?
13. How do you monitor the work of the facilitators of the learning centers?
14. Please provide your valuable recommendation to JPF on this matter?
15. Share your lesson learned with us? What you have learned and what can be done to make the door-to-door visit more effective?

**(Note: Ask them to show the attendance sheet and all the equipment they use in the learning facilities and their training module they got from PI and JCF)**

## **In-Depth Interview (IDI) checklist SMC members and Secondary School Head Teachers**

### **IDI Checklist for SMC members and Secondary School Head Teachers**

My name is \_\_\_\_\_ and I am working with DM WATCH. We are currently conducting an third party evaluation of “Youth and Adolescents Education Support in Cox’s Bazar District, Bangladesh” implemented by PI and JCF. I invite you to participate in the survey. Taking part in this study is voluntary. You may skip any questions that you do not want to answer. If you decide not to take part, or to skip some of the questions, it will not affect your current or future relationship with us. If you decide to take part, you are free to withdraw at any time. The study is conducted by DM WATCH. Please ask any questions you have now.

**Statement of Consent:** I understand the aforementioned information and I have received answers to any questions I asked. I consent to take part in the study.

Interviewer’s Name

Code

Interviewer’s Mobile Number

Date of the Interview	Starting Time (24 hour)	End Time (24 hour)
_ _ . _ _ . _ _ _ _  DD MM YYYY	_ _ : _ _  HH MM	_ _ : _ _  HH MM
Upazila name	1. Ukhiya 2. Teknaf	
Type of interview area	1. Camp 2. Host community	
Camp/Union		
Respondent's Name		
Designation:		
Mobile No:		

1. Can you please provide an overview of what you do?
2. What are your main responsibilities in the department you are working?
3. What do you know about JPF project "Youth and Adolescents Education Support in Cox's Bazar District, Bangladesh" implemented by PI and JCF? How have you and your department worked with PI and JCF?
4. Have you received any training from the project? What was the training about? Why did you attend the training?
5. Did you find the training useful? How?
6. Please tell us about the contents of the training? How important were the contents?
7. Kindly tell us about the facilitator of training session. (Their behaviour, knowledge, skill, attitude, delivery of the training contents)
8. Kindly tell us about the training environment and schedule, how friendly and effective it was?
9. Kindly tell us about the training time and was it enough?
10. How do you ensure safety of girls at your school? What kind of mechanism do you have in place?
11. Do you have monthly or any meeting with the parents of the students? How do you conduct the meeting and what issues do you cover during the meeting?
12. How does the current project help you and your school? Please explain? Do you face any negative impact because of this project?
13. What type of facilities did the project add to your school, how this is helping the current students? Is there any increase in enrollment because of the project activity?
14. Is there anything else about the JPF project that you would like to talk about?
15. Do you have any recommendations for further improvement of the Programme?

## Key Informant Interview (KII) check list for Camp-in-Charge/Education Sector Coordinator /

### KII Checklist for KII of Camp in Charge/Education Sector Coordinator

My name is \_\_\_\_\_ and I am working with DM WATCH. We are currently conducting an third party evaluation of “Youth and Adolescents Education Support in Cox’s Bazar District, Bangladesh” implemented by PI and JCF. I invite you to participate in the survey. Taking part in this study is voluntary. You may skip any questions that you do not want to answer. If you decide not to take part, or to skip some of the questions, it will not affect your current or future relationship with us. If you decide to take part, you are free to withdraw at any time. The study is conducted by DM WATCH. Please ask any questions you have now.

**Statement of Consent:** I understand the aforementioned information and I have received answers to any questions I asked. I consent to take part in the study.

Interviewer’s Name	Code	Interviewer’s Mobile Number
Date of the Interview	Starting Time (24 hour)	End Time (24 hour)
_ _ .  _ _ .  _ _ _ _  DD    MM    YYYY	_ _ :  _ _  HH    MM	_ _ :  _ _  HH    MM
Upazila name	1. Ukhiya 2. Teknaf	
Type of interview area	1. Camp 2. Host community	
Camp/Union		
Block no		
Respondent’s Name		
Designation:		
Mobile No:		

1. Discuss the overall education situation in the camp. Discuss the current education system of the camp?
2. What is FLN package and how it is different from conventional education methods? How is it helping the FDMN youth?
3. Are the humanitarian projects meeting the local needs and addressing the issues concerning education? What extent do they meet the needs? Do you think the host community is overlooked in the existing projects? Do you think FDMN youth over 15 years old is often overlooked in the existing projects?
4. Could you please talk about the activities of Plan International and their contribution to the Rohingya situation? Do you know about the current project?
5. Inclusivity of the projects undergoing in the camps. Any overlapping in-between collaboration? Are there any overlapping? (Mainly talk about collaboration)
6. Have you noticed any change in the education of the FDMN youth? How do you explain the changes that have been made in education issues compared to 2017?

7. What are the current challenges for the education sector in the camps, how to overcome the challenges? How JPF and PI can help in addressing those challenges through their projects?
8. In your personal opinion what changes in policies need immediate attention, which humanitarian organizations should strictly follow? (Policy change and reforms)
9. How could these project interventions provide more support in this area? Please describe a bit.
10. Did Plan International and JCF maintain regular communication with you? Did they inform you about their ongoing activity and request your participation in their decision-making process?
11. What is your recommendation for PI and JCF on their education activity in the camps and in host community
12. In your opinion which is the best way to provide education to the FDMN youth and how that approach is going to help the FDMN youth?
13. Regarding the Education sector what is your lesson learn? And what is the best practice from your perspectives.

### **Key Informant Interview (KII) check list for representative from JPF**

#### KII Checklist for representative from JPF

My name is \_\_\_\_\_ and I am working with DM WATCH. We are currently conducting a third party evaluation of “Youth and Adolescents Education Support in Cox’s Bazar District, Bangladesh” implemented by PI and JCF. I invite you to participate in the survey. Taking part in this study is voluntary. You may skip any questions that you do not want to answer. If you decide not to take part, or to skip some of the questions, it will not affect your current or future relationship with us. If you decide to take part, you are free to withdraw at any time. The study is conducted by DM WATCH. Please ask any questions you have now.

**Statement of Consent:** I understand the aforementioned information and I have received answers to any questions I asked. I consent to take part in the study.

Interviewer’s Name	Code	Interviewer’s Mobile Number
Date of the Interview	Starting Time (24 hour)	End Time (24 hour)
_ _ .  _ _ .  _ _ _ _  DD    MM    YYYY	_ _ :  _ _  HH    MM	_ _ :  _ _  HH    MM
Upazila name	1. Ukhiya 2. Teknaf	
Type of interview area	1. Camp 2. Host community	
Camp/Union		
Respondent’s Name		
Designation:		

Organization's name	
Mobile No:	

**CHS1: Humanitarian response is appropriate and relevant (Relevance)**

1. Did PI talk with your organization about how the programme should be designed, either before or during the programme?
2. How does this project align with relevant national policy?
3. Was the project able to contribute to Joint response plan 2021 goals, outcomes, and outputs and also to national development priorities? Please elaborate.
4. Do you think that the project was designed according to the needs of the targeted beneficiaries? Did the project reach most marginalized segments of the population including youth, minorities, persons with disabilities (PWD), and other vulnerable groups? Was the project able to address the needs of the targeted beneficiaries?
5. Kindly tell us how this project was able to increase the FDMN youth learning and numeracy skills?

**CHS 2: Humanitarian response is effective and timely (Effectiveness)**

6. Do you think that JPF project 3 was implemented timely and adequate interventions were in place for the FDMN?
7. Was the project able to ensure proper access of the FDMN youth in the learning facilities?
8. Did the project bring any change to the lives of the FDMN Youth?

**CHS 3: Humanitarian response strengthens local capacities and avoids negative effects (Impact and sustainability)**

(Impact:)

9. Have you noticed any shifts in institutional policy and practice (for instance, modality of providing services, institutional setup, etc.)? because of project interventions (sub-national, national, regional, or international levels) since the project started?
10. How will the intervention contribute to changing the FDMN community for the better?

(Sustainability:)

11. Do you think the positive outcomes of the project will sustain in long-term? Please elaborate.

**CHS 4: Humanitarian response is based on communication, participation, and feedback? (Relevance and coherence)**

12. What are the other projects working on a similar thematic area in the camps? Do you think that JPF project is complementing other projects programmatically? Please elaborate.
13. How does PI engage in joint efforts with your and other agencies?
14. What coordination mechanisms exist in the FDMN for donors, INGOs, and national civil society organizations working together.

**CHS 6: humanitarian response is coordinated and complementary (cover and coherence)**

15. Did the project coordinate and worked with other organizations/institutions? If so, what have been the results of this joint work? Did you see any gaps in the response of the program?

**Recommendation:**

16. Is there anything else about the JPF project that you would like to talk about?
17. What's your future plan with the programme?

## Key Informant Interview (KII) check list for representative from PI and JCF( Project technical officer, coordinator, MEAL officer)

### KII Checklist for representatives list for representative from PI and JCF

My name is \_\_\_\_\_ and I am working with DM WATCH. We are currently conducting an third party evaluation of “Youth and Adolescents Education Support in Cox’s Bazar District, Bangladesh” implemented by PI and JCF. I invite you to participate in the survey. Taking part in this study is voluntary. You may skip any questions that you do not want to answer. If you decide not to take part, or to skip some of the questions, it will not affect your current or future relationship with us. If you decide to take part, you are free to withdraw at any time. The study is conducted by DM WATCH. Please ask any questions you have now.

**Statement of Consent:** I understand the aforementioned information and I have received answers to any questions I asked. I agree to take part in the study.

Interviewer’s Name	Code	Interviewer’s Mobile Number
Date of the Interview	Starting Time (24 hour)	End Time (24 hour)
_ _ .  _ _ .  _ _ _ _  DD    MM    YYYY	_ _ :  _ _  HH    MM	_ _ :  _ _  HH    MM
Upazila name	1. Ukhiya 2. Teknaf	
Type of interview area	1. Camp 2. Host community	
Camp/Union	Camp/Union No.	
Respondent’s Name		
Designation:		
Mobile No:		

#### **Introduction:**

1. Can you please tell me about your role in JPF project?

#### **CHS1: Humanitarian response is appropriate and relevant (Relevance)**

2. How does the project align with relevant national policy?
3. To what extent, and how does the project contribute to Joint response plan 2021 goals and JPF’s country goals, outcomes, and outputs and also to national development priorities?
4. What mechanisms were placed in project planning, designing, and implementation to address the needs and cultural preferences of the FDMNs?
5. What approaches were taken to reach and address the needs of most marginalized segments of the population including youth, minorities, persons with disabilities (PWD), and other vulnerable groups?
6. What mechanisms were placed to capture complaints/feedback from the project beneficiaries, target groups, and other stakeholders?

7. Till now how many FDMN youth did the project served? Was there any gap analysis conducted by the project before starting their interventions?
8. How did the project ensure good quality education to FDMN youth? What monitoring and reporting mechanism was in place?
9. Did the project conduct any gap analysis before implementing the intervention? How did they do it and what were the findings from the gap analysis?

**CHS 2: Humanitarian response is effective and timely (Effectiveness)**

10. In your view, what are the main impacts of the project? To what extent has it achieved its objectives and results? What is the evidence for this?
11. What are the most significant achievements of the project? Why and what factors have contributed to these achievements?
12. In which areas does the project have the fewest achievements? What have been the constraining factors and why? How can they be overcome?
13. What are the gaps in the achievement of objectives and results and what are the reasons some were met while others were not? To what extent have outside factors affected results?
14. How did the project ensure that the community volunteers (facilitators, focal, aunts, mentors) gained enough knowledge to ensure proper delivery of the FLN program in the learning facilities.
15. How did the project enroll FDMN youth in the learning facilities? What is the current attendance scenario? How do the project ensure 100 % attendance at the learning facilities?
16. Was the project able to ensure safe and secure access to education at the learning facilities? How was the project able to ensure FDMN youth girls safety and security? What type of arrangements were in place to ensure this?
17. How did you ensure that the literacy and numeracy education that you are giving is received properly by the FDMN Youth. What mechanism is in place to check if the FDMN youth is learning their study material and using them in real life.
18. Was the project able to change perception of the community towards education for girl and boys in the Camp?

**CHS 3: Humanitarian response strengthens local capacities and avoids negative effects (Impact and sustainability)**

**(Impact:)**

19. Because of the project intervention, do you think the FDMNs will be able to withstand future shocks and stresses?
20. How has the project brought changes in the lives of the people and their communities in line with the resulting framework of project . How will the intervention contribute to changing the FDMN community for the better?

**(Sustainability:)**

21. What measures were taken to ensure the sustainability of the project activities and impact? What was the strategy to ensure that the impact from the program is long-term and sustainable?

**CHS 4: Humanitarian response is based on communication, participation, and feedback? (Relevance and coherence)**

22. Do you consider that the capacity of local authorities and leaders and organizations (who are responsible for responding to crises )has been increased? Did the project analyze local systems, capacity, and resources before implementing the project?
23. What are the other projects working on a similar thematic area in the camps? Do you think that JPF project is complementing other projects programmatically? Please elaborate.

**CHS 5: Complaints are welcomed and addressed (Coherence)**

24. Did you consider the feedback of the beneficiaries to improve your interventions further down the project timeline? Are FDMN community people aware of the feedback mechanism? Is it accessible to all FDMNs (old, young, and other marginalized groups)?
25. How are complaints investigated, resolved within the time frame? What type of complaints do you usually get from the FDMN youths? How does the feedback mechanism work?

**CHS 6: humanitarian response is coordinated and complementary (cover and coherence)**

26. How has the project coordinated and worked with other organizations/institutions? If so, what have been the results of this joint work? Did you see any gaps in the response of the program?
27. To what extent local partners are involved in critical aspects of project implementation? How do JCF participate in the decision-making process? Did the project consult with local authorities, leaders before implementing the project? Tell us about the coordination mechanism for this project. How do agencies share information with each other?

How the project contributed to strengthen capacity between PI and JCF in terms of technical skills, operational considerations and a better understanding of the political, social and cultural context ?"**CHS 7: Humanitarian actors continuously learn and improve (Impact and coherence)**

28. To what extent have the assistance and protection given from the project improved over time? In which area did the improvement come?

**CHS 8: Staff are supported to do their job effectively, and are treated fairly and equitably (effectiveness and coherence)**

29. How do JCF and PI support their project staff? What type of facilities and remunerations are available? Did all the staffs satisfactorily meet their performance objectives?

**CHS 9: Resources are managed and used responsibly for their interceded purposes (Efficiency)**

30. What monitoring and evaluation mechanisms were placed to monitor the quality of implemented activities? Were realistic and clear milestones and targets set for this project?
31. What were the learnings from monitoring in implementation? Were the learnings captured systematically and reflected upon?

**Recommendation and lesson learned**

32. What are the lessons and learning from the implementation of the project/s? are the lessons learned documented and disseminated to relevant stakeholders? How?
33. Is there anything else about the JPF project that you would like to talk about?
34. Do you have any recommendations for future programming in these areas?

### 13.3 Physical observation checklist for the schools that got retrofitted

Physical attribute	
School building floor	
School construction material	
Type of school/learning center	
Number of toilets available	
Separate toilet for female students	
Changing room for female students	
Condition of classrooms	
Number of students for each classroom	
Presence of field in the school	
Drinking water facility available at the school	
Free meal system available at the school	
Adequate number of teacher available at the school	
Teacher and students relationship	
Availability of equipment for school play ground and cultural programs	
Availability of disability friendly ramps at the entrance of the schools	

## 14. Annex 5: Pictures from the field



*Picture 1: Learning center in FDMN Camp*



*Picture 2: Fire extinguisher in Host Community school*



Picture 3: Hand washing Facility at one of the School in host community



Picture 4: Posters in Women and Girl safe space in a host community school



*Picture 5: Host community school retrofitted with tin barrier and new roof*



*Picture 6: Drinking water facility inside a learning center in FDMN camp*



Picture 7: Access point of a learning center and fire extinguisher inside a learning center in FDMN Camps



Picture 8: Learning materials displayed inside a learning center in FDMN Camp



**DM WATCH LIMITED**

Shatabdi Haque Tower (3rd Floor)  
586/3, Begum Rokeya Sharani  
West Shewrapara, Mirpur  
Dhaka-1216, Bangladesh  
Hotline: +88028090617 | +88 01328964266  
Email: [info@dmwatch.com](mailto:info@dmwatch.com)  
Website: [www.dmwatch.com](http://www.dmwatch.com)