

Pooled Fund for Localization

Name of Project: Support to FDMN in Cox's Bazar and Bhasan Char in the Education and WASH Sectors

Annual Report



Duration: (September'2023 to August'2024)

Funded by: Global Affairs Canada (GAC) and Department of Foreign Affairs and Trade (DFAT)

Fund Managed by: BRAC

Date of Submission: 15 September 2024

Submitted by: Rehabilitation Center for Prostitutes and Rootless Children (PARC)

Table of Contents:	Page
1. Cover Page	1
1.0 Table of Content	2
1.1 Executive Summary	3
2.1 Project Overview	4-5
3.1 Objective and Outcomes	5-6
4.1 Beneficiaries Reach	7
5.1 Activities & Accomplishment	7-8
6.1 Organization Capacity Building (OCD)	9-13
7.1 Challenges & Lesson Learned	13
8.1 Evaluation	14
9.1 a) Community Engagement,	15
b) Partnership & Collaboration	15
10.1 Sustainability	16
7. Gender & Inclusion	16
8. Prevention from Sexual Exploitation & Abuse	17
9.Environment Sustainability	17
10.Financial Overview Summary	18
11.Conclusion	18-22
12.Appendices	(23-25)
a) Annex-1: Learning Centre & Adult Hub Information	23
b) Annex-2: Consolidate data of PARC ECE, Adolescent & Adult Hub	24
c) Annex-3: National & Local Newspaper level event link	25

1. Executive Summary:

(Provide a concise summary of the project's goal, main achievements, challenges, and financial summary.)

PARC, a local humanitarian agency has been functional in Bangladesh since 1994. It has been formed to address humanitarian problems of disadvantaged groups of people as an expression of moral commitment enrooted at the painful murder of a minor child ‘Shob-Meher’ trafficked to a brothel. Consequently, it has been responding to various crisis for more than 29 years. Education is one of its strategic areas of intervention. Accordingly, it provided education support to out of school children for more than eight in partnership with BRAC in areas of humanitarian settings.

It has directly been involved in humanitarian response of Rohingya Refugees since 2019 and started working in Bhasanchar since May 2021. While implementing Education program and other different sectoral response (Protection, GBV, Child Protection, Child and Adolescents Rights, Disability), it has come to know about **Global Affairs Canada (GAC)** supported **BRAC** initiative – **A Pooled Fund for Bangladeshi NGOs for the Rohingya Refugee Response** and have been getting the opportunity to get its’ capacity building support from the Initiative. Meantime, subsequent to an invitation to submit 2nd CEOI and; considering the common sectoral focus, it submitted an RFP followed by an EOI to provide Education Response to Rohingya Refugee community in Bhasanchar that has successfully been selected for final stage.

This project entitled **Access to Education (A2E) for Rohingya Refugees / FDMN in Bhasanchar** has been revised for consideration for final selection as 2023 Pooled Fund Sub-grantee that includes project funding.

The "Access to Education (A2E) of Rohingya Refugees / FDMN in Bhasanchar" is a humanitarian project initiated by the Rehabilitation Centre for Prostitutes and Rootless Children (PARC) in Bangladesh. The project's primary goal is to provide quality education to Rohingya refugees and displaced Myanmar nationals (FDMNs) residing in Bhasanchar, Noakhali District. PARC, with over 29 years of humanitarian work, has a strong commitment to addressing the needs of disadvantaged groups. They have been actively involved in the humanitarian response for Rohingya refugees and have identified an opportunity to contribute to education through the Global Affairs Canada (GAC) supported BRAC Pooled Fund. The project will run from September 2023 to August 2024, targeting eight Shelters in Bhasanchar. This includes various demographics, such as women, persons with disabilities, and different age groups. The Support to FDMN in Cox’s Bazar and Bhasanchar in Education and Wash Sector aim to achieve 1. Ensured Learning center decoration & functional learning Centre 2. Ensured teachers’ availability and capacity Increased 3. Equitable and accountable community participation (for equitable, accountable, inclusive, save service and learning environment). Ultimate Goal of the Project is (1) to make available functional and well-equipped learning Centers for quality education of FDMNs specially POC like women, persons with disability living in Bhasanchar and (2) ensure functional community engagement for equitable and accountable quality education for them.

2. Project Overview:

(Briefly describe the project's origin, purpose, and context within which it operates and then present the scope, target population, geographical coverage and implementation period.)

Influx of Rohingya refugees brought massive consequence to the life and livelihood of both the refugee and host community in Bangladesh that was reinforced by outbreak of corona virus in March 2020 and its next waves as well as repeated fire incidences and Ukraine Crisis. Now Bangladesh has been hosting 9, 61,175 FDMNs (1, 95,964 HH) and Bhasanchar has become a shelter of 29,836 FDMN (as of 31 May 2023). This number will rise to 75,000. To address multi-sector response, 8 sectors have been functional where Education sector is one of the Key Sectors working now with 09 agencies including PARC. It continues to assess education situation in Bhasanchar and identify challenges like significant numbers of out of School children, Lack of Education Facility, Lack of Quality Teacher, Lack of Skills Support for IGA, Menstrual Health Facility and Inclusion through CE and Sensitization. It has conducted a Household Survey in August 10-23, 2022 using COBO tools, collected data of 16,695. Among the population, 2,157 are of age 3-4 and 9,547 are of 5-18. This study shows despite efforts of 09 education sector partners that cover 10,868 learners (5,442 female and 5,426 males including 115 SSN) in 29 schools children as of August 30, 2023, still, as per said HH Survey of 2022, 3,062 children are out of schools of age 5-18. Among them, 972 never went to schools, 571 are involved in IGA, 529 are restricted by family, and 294 experienced (9-18) early marriage. Other reasons being out of school include going to private tutor (284), not interested to continue education (66), involved in Madrasa (65), Lack of MHH facility (42). Among 571 out of school children in IGA, boys 385, girls 187. Among 972 out of school children due to early marriage 477 are girls and 495 are boys. Numbers of 1-24 years' Persons with disability are 195, out of which 113 are physical, 42 are speech and hearing, 16 are intellectual, 10 are visual, 8 are oral and intellectual, 3 are hearing and physical, 2 are physical, speech and visual and 1 complex need. As of 30 August, 29 school or 182 class room are functional covering 10,868 (5,442 F, 5,426 M) by 09 Sector Members. Among the schools there is only few ECE that covers 1399 (714 G, 685 B) that evident of comparatively less coverage of children of 3 and 4. Girls turning to puberty do not continue to go school that could be addressed introducing Girl's Only school. The sector predicts PIN of Education of 3-18 years will be 33,260 out of which Sector target 25,326 FDMN. To address this needs aside sector, PARC that has been working in Bhasanchar since May 2021 to address child protection, GBV, SRHR and Disability and identified the gaps in Access to Education and started working in the sector. In addressing SRHR and GBV through Child and Adolescents club it found lots of out of School Children due to Early Marriage, GBV, Family Restriction and Child Labor. While working with education sector, it finds, age of 3-4 and adolescents are comparatively less converged by Sector Partners. PARC having long experience in implementing NFPE and Pre-school has decided to address this Education Needs.

Target Population:

The project will support access of 780 FDMNs (400 boys & Girls of age group 3-4 years, 150 Girls, 150 Adolescents and 80 Adults) of Rohingya refugees to education who has been voluntarily relocated in Bhasanchar. Quality of education support will be improved with capacity enhancement of service providers, Target population will be selected in coordination with sector and will cover both the girls and boys representatively and ensure inclusion of children, adolescents and adults with special needs (1%).

Geographical Coverage:

This (01) one-year project will be implemented in 08 Clusters centering 06 LC covering 16 Clusters of Bhasanchar – a fragile island situated in Hatiya Sub-district of Noakhali District of Bangladesh. Proposed Clusters include Cluster Number: 25, 26, 49, 50, 60, 81, 83, and 88. Out of those 8 has

preliminarily confirmed by respective Sector Partners Mukti Cox's Bazar and Prantic. Targets include men, women, boys, girls to mom and women, transgender community and persons with disability.

Area	Total	Female	Male	Transgender	PWDS
Early Childhood Education (ECE)	400	197	203	0	5
Girls Only School	144	144	0	0	0
Adolescents Learning Centre	162	0	162	0	1
Adult Education	81	40	41	0	1

Achievement:

(Total 787 Beneficiaries) target is 780 learners (ECE 400 (Boys: 203 and Girls: 197, Adolescent: 306 Girls only 144, Adolescent 162 & Adult learners: 81 Male: 41 Female: 40)

3. Objectives and Outcomes:

(List and explain the project's primary goal and objectives and present the outcomes achieved against each objective.)

Aim: Aim of the project is to contribute to the Project concerned to the CEOI, to promote sustainable, effective and efficient delivery of services in general, education in service in particular for Rohingya Refugees specially POC like women, persons with disability in Bhasanchar, by leveraging the development experience brought by PARC in the area of Bhasanchar.

Goals: **Border** goal of the project is to improve access to quality education of Rohingya refugee / FDMN children, adolescents and adults in Bhasanchar specially of Women and persons with disability through providing Early Childhood Education (ECE), Adolescents Learning Program (ALP) and Girls only School and Adult Learning Hub (ALH). It will support sustainable, effective and efficient delivery of education services for Rohingya Refugees in FDMNs leads to their Educational Rights, **Goal -04 of SDG-Quality Education that will also contribute to Goal -05 Gender Equity, Goal - 10 Reduce Discrimination, Goal -08 Decent Work and Economic Growth.**

IMMEDIATE OUTCOMES:

1. Ensured Learning center decoration & functional learning Centre
2. Ensured teachers' availability and capacity Increased
3. Equitable and accountable community participation (for equitable, accountable, inclusive, save service and learning environment).

OUTPUTS:

Under Outcome: 01

1. Equipped inclusive (Child, Gender & Disability friendly), learning Centre & facilities.
2. Learners enrolled & learned ECE, ALP & Need-based Grade & Adult Curriculum ensuring Standard learning competency followed by progressive learning

3. Quality learning materials distributed.
4. Ensured/Provided Backup-Support to Adolescents (at high risk of dropout-60) (Pre-Vocational Training)
5. **Functional, DRR Plans** in place (to promote security and reduce risks in emergency due to natural hazards -flooding, cyclones, lighting, earthquake etc.)

Under Outcome: 02

1. Available Teachers equipped with Teachers guiding & support materials distributed (Among 17 Teachers).
2. **Training conducted for Teaching Staffs** [Teachers (17), Teaching Assistant (08)]

Under Outcome: 03

1. Workshop / Training conducted (with / for 608 Stakeholders)
2. Meeting / Session conducted With Parents, SMC, Community Leaders and Community led Events

Objectives:

In line with Sector Objective: 01, Available equipped facilities needed for access to quality education will be Setup. It includes. (a): 08, 2 shifted Early Childhood Education (ECE) Learning Centre (for providing ECE to children of 3-4), (b) 5 Multipurpose Learning Centre (class Rooms) for 'Girls Only' school will be piloted for adolescents' girls discontinue education for conservative believers. These 05 Class Rooms will also be used as Adolescent's Learning Centers for adolescent's girls and boys involved in child labor or family support. Also, there will be setup of 04 Adults Learning Hub.

To address Sector Objective -2, Interventions include,

17 Teachers and 08 Teaching Assistant will be provided different capacity building training direct (5 Days Basic ECE Training, 7 Days Subject Based MC Math, English & Burmese, 02 Days Caregiving Training) or by referring other providers arranging modularized training like Teachers basic and refreshers training, subject-related training, pedagogical and Myanmar curriculum, LC Management, and others need based training. For AAP and Inclusion, need based accessible education materials will be distributed to the learners concerned. Skill training will be provided to 60 (30 Boys, 30 Girls) adolescents (to develop adolescent's income-generating skills. This will contribute to improve access to education of out of school's adolescents.

In line with Sector Objective 3,

Capacity building of community members and Stakeholder, engagement/sensitization

Capacity building support will be provided to 108 community members of 13 SMC will be formed and provided 2 Days modularized training on School Management, PSEA, CP, GBV, DRR, and CFRM. For stakeholder engagement/sensitization, Monthly School / LC Management Committee SMC/LCMC and Parents Teachers Association (PTA) Meeting will be facilitated. Stakeholders led Events (Hand Wash Day, 16 DoA, CR Week, need based Campaign, Fire Simulation) will be facilitated / arranged followed by event management training.

4. Beneficiaries Reach:

Pooled Fund Individual Participants coverage status of Cohort 2023-2024 (September'2023 to August'2024)								
UNIT OF MEASUREMENT (CHOOSE ONE): INDIVIDUAL								
Age Group	Male		Female		Disability		Total	
	Number	%	Number	%	Number	%	Number	%
<5	203	101.3%	197	99.7%	5	0.6%	400	100%
5-17	162	53%	144	47%	1	0.1%	306	100.6%
18-49	37	50%	40	50%	1	0%	77	99.97%
50 and >	3	0.3%	1	0.1%	0	0%	03	0.3%
Male	435	104.11%						
Female			382	95.89%				
Total	787							

5. Activities and Accomplishments:

(Describe the key results of the Year's activities, including any achievements. Include any ongoing project milestones. *Please share these responses in concise bullet points.*

Provide a summary (bullet points) of the activity including date + time; location; the number of participants, including male/female/PWD and/or; and immediate outcome)

- ♦ 1. PARC Education Project established 08 ECE Learning Center, 05 Adolescent Learning Center, 05 Girls only, 04 Adult Hub (02 for Male, 02 for Female) in 08 cluster of 25, 26, 49, 60, 81, 83, 88 & 95 in the month of **December 2023**.

Immediate Outcome:

08 ECE Centers, 05 Adolescent LC, 04 Adult Hub setup to provide education for ECE, Adolescent, Adult learners, where PARC ensured Learning center decoration & functional learning Centre.

♦ 2. PARC ensured learners target of 400 ECE (Girls: 191 Boys: 209 CWD: 06 Boys: 04 Girls: 04) 306 Adolescent (144 girls only 162 boys CWD: 01) and 81 Adult (Male: 40 Female: 41) in the start of November 2023 and completion in **February 2024**.

Immediate Outcome:

Provide education for 400 ECE learners, 306 Adolescent learners & 81 Adult learners including **07 Child with disability (CWD)**.

3. PARC Education Project ensured number of trainings. Here the details below:

1. Day long training on Washington Group Questionnaire & Learners Survey Selection on **8th Nov'23**
2. Day long orientation for Adolescent Facilitator on Basic Literacy & Numeracy and Life Skill – January 2024
3. Days Basic Training on Humanitarian Play Lab on **26 to 31st December 2023**
4. 2 Days Caregivers Training in **19 to 20 February 2024**
5. Learning Sharing & Training on PSEA and Child Safeguard on **7 and 8th August 2024**.
6. Teacher Refresher Monthly Meeting – **Throughout the Sep 2023 to August 2024**

Immediate Outcome:

Ensured teachers' availability and capacity increased for smoothly run the Learning Center.

♦ 4. PARC education project arranges number of trainings/workshops/meetings for School Management Committee (SMC) & Parents Group. Here the details below:

1. SMC Formation Workshop in November 2023 & January 2024
2. 2 Days Capacity Building Training on Center Management, PSEA, CP, GBV, DRR & CFRM in **April 02** Batch, in **May 02 Batch**, in **June 01 Batch**.
3. 3 Days Event & Crisis Management Training for SMC Leaders on **27 to 29 July 2024**
4. DRR Plan & Implementation in May 01 Batch, July 01 Batch & August 01 Batch
5. SMC/ALCMC Meeting – Throughout the Sep 2023 to August 2024
6. Teacher Parents Meeting - Throughout the Sep 2023 to August 2024

Immediate Outcome:

Equitable and accountable community participation for equitable, accountable, inclusive, save service and learning environment. Capacity building for SMC Leaders for multiple training including PSEAH, GBV, Child Protection, Disaster Risk Reduction, Community Feedback & Response Mechanism (CFRM).

♦ 5. PARC Education Project successfully completed number of events with community people where parents group, SMC Members, Religious Leaders, Majhi were attending the program with joyful environment, equitable and accountable community participation for equitable, accountable, inclusive, save service and learning environment. The event program name is:

1. Hand Washing Day on 15th October 2023
2. School Inauguration Program on 28 November 2023
3. SMC Formation Workshop for Adolescent Learning Centre on November 2023
4. 16 Days Activism on 9th December 2023
5. SMC Formation Workshop for ECE Learning Centre on January 2024
6. International Women's Day on 7th March 2024
7. Disaster Risk Reduction (DRR) Plan & Implementation on 26th May 2024
8. Disaster Risk Reduction (DRR) Workshop 21st July 2024
9. Disaster Risk Reduction (DRR) Committee Formation & Materials Distribution on 21st August 2024
10. Arrange Sensitization Workshop (GO-NGO-Sector) August 2024
11. Fire Simulation Need Based Campaign August 2024

Immediate Outcome:

Ensure that all sectors, including ARRC, CIC, ACIC, Bangladesh Navy, NSI, Police, Fire Service, ABPN, and the NGO sector, are involved and contribute to the cause. Foster a sense of unity and collective action towards creating a safer and more equitable society for all. The program extended invitations to a broad spectrum of the community, ensuring a diverse and representative turnout.

6. Organizational Capacity Development (OCD) Progress Status:

(Provide detailed planning and progress status on organizational capacity development. Please include a brief overview of your roadmap activities and a summary of the progress for each activity.

Organizational Capacity Development (OCD) Road Map of PARC												
	S N	Action	Unit	Target and Timeline							Res. Staff	Rem.
				May to July 2024	Aug. to Oct. 2024	Nov. 2024 to Jan 2025	Feb. to April 2025	May to July 2025	Aug. 2024 to Oct. 2025	Total		
Reference: Indicator of PF												
1.Percentage of total PF supp+A7:L13or ted BNGOs' evidence strategic documents reflective of gender responsiveness,	1. 1	Develop and disseminate (among staff at all level) the strategic plan, while ensuring the inclusion of responsiveness to gender & environmental	# of doc.	0	1	0	0	0	0	1	Account cum Admin Officer	Subject to Fin. & Tech. Support from PF / Harmony

safeguarding, social inclusion (including disability) and climate responsive and environmentally sustainable elements;		issues, social inclusion, and inclusive public service delivery strategies.										
	1. 2	Review of Gender Policy and HR Policy (August to October 2024), Financial Policy and Procurement Policy (November 2024 to January 2025), Environment Policy and Code of Conduct Policy (February to April 2025)	# of doc.	2	2	2				6	Gender Policy- EC Member HR Policy, Financial Policy and Procurement Policy- Program Coordinator and Account cum Admin Officer (Head Office) and Treasurer. Environment Policy and Code of Conduct Policy - Chief Executive	Subject to Tech. Support from PF / Harmony
	1. 3	Formulate Disability Inclusion Policy / Guideline.	# of doc.		1		0	0	0	1	Accounts cum Admin Officer (Head Office)	Subject to Tech. Support from PF / Harmony
2.The percentage of total PF-supported BNGOs implementing interventions follow ‘Do no Harm’ related to gender, safeguarding, social inclusion (including disability) and climate and environment sustainability within their PF projects baseline. For example: Do they have the	2. 1	Enforce the ‘Do No Harm’ policy through comprehensive training and awareness programs.	# of events	1		2				3	Account cum Admin Officer (Head Office)	

relevant policy and implementation mechanisms;												
3.Number of total PF supported BNGOs with enhanced Project Management and Financial skills to deliver projects as per work plan;	3.1	Implement staff competence building initiatives in identified technical and project management skill areas.	# of events	1	1	0	0	0	0	2	Program Coordinator	
	3.2	Formulate specific ToR for the SMT to establish the required authority.	# of doc.	1						1	Chief Executive	Program Co. will Support
	3.3	Undertake initiatives for staff development to enhance competence in producing high-quality programmatic and financial reports.	# of doc.	0	1					1	Program Coordinator and Account cum Admin Officer (Head Office)	
7.Number of total PF-supported BNGOs with a systematic Complaint Response Mechanism in place;	5	Implement a structured feedback response mechanism with clear guidelines for beneficiaries and stakeholders.	# of events	0	0	0	1	0	0	1	Program Officer and Program Officer (MEAL)	
12.Number of PF-supported BNGOs have technical guidelines;	6	Create formalized guidelines to ensure inclusive, responsive, and sustainable service delivery across all projects.	# of doc.	0	0	0	1	0	0	1	Chief Executive	

13.Number of PF-supported BNGOs have improved and effective M&E/MIS tools and systems, in line with PFS requirements;	7	Develop M&E Framework / Guideline	# of doc.	0	1	0	0	0	0	1	Program Officer (MEAL)	Subject to Tech. Support from PF / Harmony
Reference: Other (if any) Issues of Importance	8	Revise the constitution to redefine the Executive Committee's roles to adequately delegate management authorities and responsibilities to the employees in managerial roles and integrate the CE as an ex-officio member, thereby strengthening governance practices and improving the governance-management relationship.	# of doc.				1			1	Chief Executive, Program Coordinator	Subject to Tech. Support from PF / Harmony
	9	Develop a structured and detailed organizational organogram to clarify roles and enhance inter-departmental coordination.	# of doc.	1						1	Program Coordinator	
	10	Develop a structured succession plan for the CE and other key roles to ensure continuity and preparedness	# of documents		1						Chief Executive	
	11	Enhance community engagement by instituting a Standard Operating Procedure for participatory planning and monitoring in projects	# of documents		1					1	Chief Executive and Program Coordinator	

12	Develop a formal contingency planning framework to ensure operational resilience and preparedness	# of documents	1						1	Chief Executive	
13	Implement a comprehensive inventory management system for accurate asset tracking	# of system			1				1	Accounts cum Admin (Head Office)	
14	Adapt a formal risk management policy and protocols for data security.	# of doc.	1						1	Program Coordinator and Program Manager	

7. Challenges and Lessons Learned

(Identify any obstacles or challenges faced during the reporting period and discuss lessons learned. Include how these challenges were addressed.)

Challenges:

1. ♦ In the rainy season, there are no available ship/Sea Truck. Sometime ship and Sea Truck is fully stop particularly when any signal raise in Bay of Bengal, so staff wellbeing is hampered and they didn't focus their regular activity.
2. ♦ Due to un available Ship or Boat, materials send from Chittagong to Bhasanchar are very difficult, particularly our ECE & Adolescent learners not received their bags on time and some of bag are damaged on boat in the rainy season.
3. ♦ Focus change of Bhasanchar cause of remoteness, staff dropout, particularly female staff.
4. ♦ Girls only School is one of the major challenge due to puberty, child labor, parents discourage to send girls learners in school.
5. ♦ Lack of quality female teacher and Volunteer in Bhasanchar to recruit for Learning Center to ensure gender equality (SDG- 5) and quality education (SDG -4).
5. ♦ Female accommodation is one of the bigger challenges of Bhasanchar, particularly shelter are full of NGO female staff, PARC waiting of January to ensure their female accommodation in Bhasanchar.

Lesson Learned:

- 1♦ PARC arranged **Discussion Oriented Organizational Self-Assessment (DOSA)** supported by Harmony (Third Party of BRAC Pooled Fund) of the capacities for identification of the areas of strength and those of improvement, ensuring organization service meet high standard.
2. ♦ **2 days Finance Boot Camp** in Cox's Bazar to gather knowledge Pooled Fund Reporting System, documents of financial reporting follow BRAC compliance and Audit, HR Policy and Financial Policy, Agreement, Code of Conduct must keep in Project Office

3. ♦ 2 days Monitoring & Evaluation Boot Camp and Day long orientation on Management Information System (MIS) in Cox's Bazar special focused to build a strong Monitoring & Evaluation (Data Quality) on this project tracking and develop monitoring person skill to ensure data quality in MIS system and quality program monitoring of BRAC Pooled Fund Education and Wash project.

4. ♦ Organization Capacity Assessment (OCA) Process and Roadmap in Mohakhali, Dhaka (BRAC Head Office) to enhanced organizational readiness, defined roles, and OCA framework. PARC committed to Organization Capacity Assessment process implementation in this project period.

5. ♦ Protection from Sexual Exploitation, Abuse and Harassment Investigation 05 Days Boot Camp in Cox's Bazar attend by Chief Executive and 01 ECE Members of PARC. They participants achieved clear concept on the investigation as well as hands on experience of inquiry. The learning of inquiry has been replicated in investigation 03 cases.

6. ♦ Human Resource Boot-Camp in Cox's Bazar attend by PARC HR Officer from Head office that learning, enrich most of recruitment process of staff, procurement and VAT-TAX issues.

Evaluation

(Describe the M&E processes used and summaries key findings related to project effectiveness and impact):

PARC conducted Baseline Survey at the beginning of the project to assess the existing situation in Bhasanchar. It is important to develop an Evaluation plan before beginning any monitoring activities, so that there is a clear plan for what questions about the program need to be answered. M&E plan will help make sure data is being used efficiently to make programs as effective as possible. Also, I followed some steps to achieve program goals and project effectiveness and impact: Here the details below:

- Step 1: Identify Program Goals and Objectives
- Step 2: Define Indicators
- Step 3: Define Data Collection Methods and Timeline
- Step 4: Identify M&E Roles and Responsibilities
- Step 5: Create an Analysis Plan and Reporting Templates
- Step 6: Plan for Dissemination and Donor Reporting

M&E plan include some important training conduct as Washington Group Questionnaire for CWD learners' selection and Learners Survey Selection to identify our project direct beneficiaries, prepare monitoring plan to monitoring Learning Centre activities, maintain Monthly Monitoring report, feedback register in Learning Centre, Program, Event & Training monitoring and preserved documents like Training register, training report, event report and meeting minutes. Also, I follow up staff to that may have been created during the program planning process, and some that will need to be created new. In my M&E process I always followed the logic model/logical framework, theory of change, and monitoring indicators may have already been developed from BRAC pooled Fund.

Key Findings:

- Adolescent learners specially girls learners are shortage in Learning Centre, particularly when their aged (15 to 17) their families unwilling to send them school and outside the room.
- We ensure our 08 Early Childhood Education Center but 01 ECE centre of cluster 49 have only 01 shift, because we fulfill our 400 target ECE learners from other centre and cluter.

- Our 02 ECE learners died on January 2024, serious incident of gas cylinder exploit in their cluster 81.
- PSEA & Safeguarding principle, humanitarian code of conduct along with ECE & Adolescent center decoration are totally damage when renovation work start from Education Sector, then in July and August we start to decoration our Centre in previous situation.
- Registration of Placement Test 295 of our Adolescent Learners but only attend 244 learners in fixed date of 06 June. The main reason is new Learning Center open by Mukti Cox's Bazar at cluster 93 and Islamic Relief Bangladesh at cluster 96 which is very close to our cluster 88 Adolescent Learning Center.

9. Community Engagement, Partnership and Collaboration

a) Community Engagement:

(In the community engagement section, write how the community was engaged and the impact of their participation)

PARC should ensure the participation of community members in planning, design, implementation, monitoring and evaluation of education response. There shall be a school-based 'School Management Committee (SMC)' established for each School, to support with identifying and addressing the educational needs and rights of all children in the community as well as ensuring that those responsible for education are accountable.

❑ Organize meeting with relevant community members like parents, religious leaders, teachers, children, adolescents, youth, and children within the learning facility and provide a briefing about the purpose of the SMC and what the roles and responsibilities are.

❑ Ask for community people to join the SMC members to represent all groups within the community (e.g., men, women, adolescents, religious leaders, persons with disabilities). Prepare a draft list of members ensuring age-gender diversity and inclusivity, ensuring members of the community do not feel pressured to participate.

❑ Regular visit at school to observe classroom teaching-learning environment.

❑ Support children, especially girls and children with disabilities (CWD) to assure their safe access to learning centers.

❑ Create community awareness on importance of education and enabling environments for all children to learn.

❑ Support teachers and implementing partners to solve any immediate or unexpected challenges which might hamper the continuation of teaching-learning.

❑ Liaise with different stakeholders (i.e., CiC office, religious leaders) for effective and smooth implementation of learning center-based intervention.

❑ Support teacher-children during natural calamities (i.e., cyclone; flood) for safety of the learning centers and materials.

❑ Conduct monthly coordination meeting and follow up with agreed action points in the meeting.

❑ Support in other activities which are important to continue the quality education intervention.

b) Partnership and Collaboration

(In the partnership section, write about the partnership and collaboration the project initiated with other stakeholders and organizations and their contribution to the project)

September 2023 to August 2024

The project Team is working with ARRC, CIC, and Education Sector to oversee the renovation of 13 Learning Centre, staff residences, and female staff allocations for PARC's Pooled fund project. The Education Team of PARC also coordinated and joined the Education sector in Bashan Char, a platform for education partners led by UNICEF, ARRC, and CIC.

- The establishment of 13 LCs (08 ECE & 05 Adolescent) & 04 Adult Hub with enrolment of total 787 learners to fulfill our target of 780 learners.
- PARC Education team attending the NGO Coordination Meeting and Monthly Education sectoral and others meetings at CIC Office.
- PARC regular attend the multiple training program from sector as like GDT Training, EdTech Training, Disability Inclusion Training etc.
- PARC education Team attend the online meeting of Education Sector, regular meeting and submitted Sitreport, learner's data including Child with Disabilities (CWD) learners.
- Parc liason with Education sector and other sector partner of Mukti Cox's Bazar and Prantic to set up ECE & Adolescent Centre in their cluster at 26, 49, 81 & 83.

10. Sustainability:

(Discuss plans for sustaining project outcomes beyond the current reporting period. Address any long-term impacts or benefits.)

A sustainable plan is a key finding for achieving long-term goals and documentation strategic to continue the project and program. One of the best ways to be more sustainable is to be more efficient. Here are the details to sustainable the project:

- ❑ Need to focused effective communication is more open, frequent and more proactive. Project reporting activities to maintain the utmost transparent and accountable on due time.
- ❑ Reducing waste, cutting down delivery costs to reallocating resources more effectively. Improve project efficiency not only improves profitability but also reduces project wastages such as unnecessary materials costs.
- ❑ Sustainable project needs to consider both long-term impacts as well as the local and global impacts of their project activities on the society.
- ❑ Doing to ensure that project activities are considering more community engagement for its sustainability.
- ❑ Make sure to expand our project selection to multi-dimensional criteria that consider the entire life cycle of the project, its activities and its outputs.
- ❑ Education related project can be more sustainable by further evaluating the environmental and social performance of their suppliers or vendors. If the suppliers or vendor have sustainable process, this reduce ensure the highest levels of transparency and accountability.
- ❑ Lastly, the core principle of project sustainability is transparent and Accountability.

11. Gender and Inclusion:

(Provide information about how your organization's activities for this year are ensuring and supporting gender equality and inclusion, both for the organization (staff/volunteers/office) and for the participants (recipients). *Please share these responses in concise bullet points*)

For the Organization (staff/volunteers/office):

- ✓ We engaged 17 males and 18 females in our activities to ensure gender equality of our project staff
- ✓ We separated our wash facilities by gender segregated in our office and Learning Center for Male & Female.
- ✓ PARC highly motivate female colleagues to lead the event and training program for ensured Gender Equality (SDG-05) and Women Empowerment.

For the participants (recipients):

- ✓ We separated our wash facilities by gender in our educational settings for our learners
- ✓ We ensure gender parity to balance participants with our activities following Gender Equity.
- ✓ We try to balance our learners by gender segregated (ECE: 400 Boys: 209 Girls: 191 Adolescent: 306 Boys: 162 Girls: 144 & Adult – 80 Male: 40 and Female: 41)
- ✓ PARC always promoted Child with Disability learners and disadvantages people particularly elder age, girls only and women to ensure inclusion in our project.

12. Protection from Sexual Exploitation and Abuse (PSEA):

(Provide information about how your organization's activities for this year are ensuring Safeguarding – Protection from Sexual Exploitation and Abuse (PSEA); both for the organization (including staff/volunteers/office) and for the participants (recipients). *Please share these responses in concise bullet points.*)

September 2023 to August 2024

• For the organization (staff/volunteers/office):

- ✓ We followed the PSEAH policy and code of conduct, and reported any incidents or concerns.
- ✓ We trained our staff and volunteers on PSEAH topics, such as prevention, response, and survivor support and child safeguarding's.
- ✓ Our Chief Executive along with PARC Education Team attended 2 Days PSEAH Training which is conduct by CHS Alliance in January 2024.
- ✓ We ensured the safety of our female colleagues by ending the monthly meeting and other activities before 5 PM.

• For the participants (recipients):

- ✓ We informed the participants about their PSEAH rights and responsibilities, and how to access the complaint and feedback mechanisms (CFRM).
- ✓ We established a safe and confidential system for receiving and handling complaints and feedback from the participants, with respect and dignity with our PSEA Team.
- ✓ We provide psychosocial and referral support to the participants affected by exploitation or abuse to COAST Foundation, BRAC & CODEC Child Protection team.
- ✓ In our Parents Meeting, SMC Meeting and other training and event we focused to share PSEAH related topics for our participants to protect them from sexual exploitation and abuse.

13. Environmental sustainability:

(Provide information about how your organization's activities for this year are ensuring, supporting and promoting Environmental Sustainability. What steps your organization

is taking, both for the organization (staff/volunteers/office) and for the participants (recipients) and include any changes your organization has made, intends to make or needs to make. *Please share these responses in concise bullet points).*

September 2023 to August 2024

- **For the organization (staff/volunteers/office):**
 - ✓ We adopted green practices in our office, such as renewable energy, paper reduction, recycling, and eco-friendly products.
 - ✓ We encouraged our staff and volunteers to use green transportation, such as public transit, carpooling, or cycling, and to use online platforms for meetings and trainings.
 - ✓ We conducted environmental awareness sessions for our staff and volunteers, emphasizing environmental sustainability and protection.
- **For the participants (recipients):**
 - ✓ We integrated environmental education into our Adolescent School curriculum, covering topics such as climate change, biodiversity, and waste management.
 - ✓ We engaged the participants in environmental activities, such as tree planting, camp cleaning, and recycled crafts.
 - ✓ We advocated for environmental rights and justice for the participants, by raising their voices and concerns to the relevant authorities and stakeholders.

14. Financial Overview Summary:

(Provide a summary of the project's financial status, including a breakdown of expenses, and any budget adjustments and variants.)

The detailed breakdown of our project's expenses head is as follows:

Main Budget Line	Expenses	
	1st Phase (Six Month)	2nd Phase (Six Month)
A. Direct personnel costs	1,714,500	1,992,250
B. Supplies/Materials and Services	5,992,857	4,294,630
C. Logistics	492,740	30,000
D. Local administrative costs	435,900	307,500
E. (if applicable) Other training and capacity building	258,537	--
F. Assessment, Monitoring and Evaluation	267,520	392,520
G. Safety & Securities Costs	42, 000	--
Total Project Costs	9,204,054	7,016,900

15. Conclusion:

(Summarize the key points discussed in the report and emphasize the overall success and impact of the project. Also add future direction based on the learning from this experience)

The key point discussion in the report to focused:

□ Project Aim & Goal, Objective and outcome

Aim: Aim of the project is to contribute to the Project concerned to the CEOI, to promote sustainable, effective and efficient delivery of services, specially POC like women, persons with disability in Bhasanchar, by leveraging the development experience brought by PARC in the area of Bhasanchar.

Goals: **Border** goal of the project is to improve access to quality education of Rohingya refugee / FDMN children, adolescents and adults in Bhasanchar specially of Women and persons with disability through providing Early Childhood Education (ECE), Adolescents Learning Program (ALP) and Girls only School and Adult Learning Hub (ALH).

Objectives:

In line with Sector Objective: 01, Available equipped facilities needed for access to quality education will be Setup. These 05 Class Rooms will also be used as Adolescent's Learning Centers for adolescent's girls and boys involved in child labor. Also, there will be setup of 04 Adults Learning Hub.

To address Sector Objective -2, Interventions include,

17 Teachers and 08 Volunteer will be provided different capacity building training.

In line with Sector Objective 3,

Capacity building of community members and Stakeholder, engagement/sensitization

IMMEDIATE OUTCOMES:

4. Ensured Learning center decoration & functional learning Centre
5. Ensured teachers' availability and capacity Increased
6. Equitable and accountable community participation (for equitable, accountable, inclusive, save service and learning environment).

Geographical Coverage:

This (01) one-year project will be implemented in 08 Clusters centering 06 LC covering 16 Clusters of Bhasanchar – a fragile island situated in Hatiya Sub-district of Noakhali District of Bangladesh. Proposed Clusters include Cluster Number: 25, 26, 49, 50, 60, 81, 83, and 88. Out of those 8 has preliminarily confirmed by respective Sector Partners Mukti Cox's Bazar and Prantic. Targets include men, women, boys, girls to mom and women, transgender community and persons with disability.

Beneficiaries Reach of the project

Area	Total	Female	Male	Transgender	PWDS
Early Childhood Education (ECE)	400	197	203	0	5
Girls Only School	144	144	0	0	0
Adolescents Learning Centre	162	0	162	0	1
Adult Education	81	40	41	0	1

Achievement:

(Total 787 Beneficiaries) target is 780 (ECE 400 (Boys: 203 and Girls: 197, Adolescent: 306 Girls only 144, Adolescent 162 & Adult learners: 81 Male: 41 Female: 40)

Major Training, Event & Program conduct by PARC Education Team

PARC Education Project ensured number of trainings. **Here the details below:**

1. Day long training on Washington Group Questionnaire & Learners Survey Selection on **8th Nov'23**
2. Day long orientation for Adolescent Facilitator on Basic Literacy & Numeracy and Life Skill – January 2024
3. Days Basic Training on Humanitarian Play Lab on **26 to 31st December 2023**
4. 2 Days Caregivers Training in **19 to 20 February 2024**
5. Learning Sharing & Training on PSEA and Child Safeguard on **7 and 8th August 2024**.
6. Teacher Refresher Monthly Meeting – **Throughout the Sep 2023 to August 2024**

PARC arrange number of Event in Education Project. The details are below:

1. Hand Washing Day on 15th October 2023
2. School Inauguration Program on 28 November 2023
3. SMC Formation Workshop for Adolescent Learning Centre on November 2023
4. 16 Days Activism on 9th December 2023
5. SMC Formation Workshop for ECE Learning Centre on January 2024
6. International Women's Day on 7th March 2024
7. Disaster Risk Reduction (DRR) Plan & Implementation on 26th May 2024
8. Disaster Risk Reduction (DRR) Workshop 21st July 2024
9. Disaster Risk Reduction (DRR) Committee Formation & Materials Distribution on 21st August 2024
10. Arrange Sensitization Workshop (GO-NGO-Sector) August 2024
11. Fire Simulation Need Based Campaign August 2024

Organization Capacity Development Progress States

1. Percentage of total PF supp+A7:L13orted BNGOs' evidence strategic documents reflective of gender responsiveness, safeguarding, social inclusion (including disability) and climate responsive and environmentally sustainable elements;

Challenge & Lesson Learned

Challenges:

Focus change of Bhasanchar cause of remoteness, staff dropout, particularly female staff. Girls only School is one of the major challenge due to puberty, child labor, parents discourage to send girls learners in school. Lack of quality female teacher and Volunteer in Bhasanchar to recruit for Learning Center to ensure gender equality (SDG- 5) and quality education (SDG -4).

Lesson Learned:

PARC arranged Discussion Oriented Organizational Self-Assessment (DOSA), 2 days Finance Boot Camp in Cox's Bazar to gather knowledge Pooled Fund Reporting System, 2 days Monitoring & Evaluation Boot Camp and Day long orientation on Management Information System (MIS) in Cox's Bazar, Organization Capacity Assessment Process and Roadmap in Mohakhali, Dhaka. Protection from Sexual Exploitation, Abuse and Harassment Investigation Training Boot Camp in Cox's Bazar.

□ Evaluation:

PARC conducted Baseline Survey at the beginning of the project to assess the existing situation in Bhasanchar. It is important to develop an Evaluation plan before beginning any monitoring activities, so that there is a clear plan for what questions about the program need to be answered. M&E plan will help make sure data is being used efficiently to make programs as effective as possible.

□ Community Engagement

- a) PARC should ensure the participation of community members in planning, design, implementation, monitoring and evaluation of education response. There shall be a school-based 'School Management Committee (SMC)' established for each School, to support with identifying and addressing the educational needs and rights of all children in the community as well as ensuring that those responsible for education are accountable.

b) Partnership and Collaboration

The project Team is working with ARRCR, CIC, and Education Sector to oversee the renovation of 13 Learning Centre, staff residences, and female staff allocations for PARC's Pooled fund project. The Education Team of PARC also coordinated and joined the Education sector in Bhasan Char, a platform for education partners led by UNICEF, ARRCR, and CIC.

□ Sustainability of the project

A sustainable plan is a key finding for achieving long-term goals and documentation strategic to continue the project and program. One of the best ways to be more sustainable is to be more efficient. **the core principle of project sustainability is transparent and Accountability.**

□ Gender and Inclusion:

For the Organization (staff/volunteers/office):

- ✓ We engaged 17 males and 18 females in our activities to ensure gender equality of our project staff
- ✓ PARC highly motivate female colleagues to lead the event and training program for ensured Gender Equality (SDG-05) and Women Empowerment.

For the participants (recipients):

- ✓ We try to balance our learners by gender segregated (ECE: 400 Boys: 209 Girls: 191 Adolescent: 306 Boys: 162 Girls: 144 & Adult – 80 Male: 40 and Female: 41)
- ✓ PARC always promoted Child with Disability learners and disadvantages people particularly elder age, girls only and women to ensure inclusion in our project.

□ PSEA

September 2023 to August 2024

- **For the organization (staff/volunteers/office):**
 - ✓ We followed the PSEAH policy and code of conduct, and reported any incidents or concerns. We trained our staff and volunteers on PSEAH topics, such as prevention, response, and survivor support and child safeguarding's. Our Chief Executive along with PARC Education Team attended 2 Days PSEAH Training which is conduct by CHS Alliance in January 2024.
- **For the participants (recipients):**
 - ✓ We informed the participants about their PSEAH rights and responsibilities, and how to access the complaint and feedback mechanisms (CFRM). We established a safe and confidential system for receiving and handling complaints and feedback from the participants, with respect and dignity with our PSEA Team. In our Parents Meeting, SMC Meeting and other training and event we focused to share PSEAH related topics for our participants to protect them from sexual exploitation and abuse.

▣ **Environment Sustainability:**

September 2023 to August 2024

- **For the organization (staff/volunteers/office):**
 - ✓ We adopted green practices in our office, such as renewable energy, paper reduction, recycling, and eco-friendly products. We encouraged our staff and volunteers to use green transportation, such as public transit, carpooling, or cycling, and to use online platforms for meetings and trainings. We conducted environmental awareness sessions for our staff and volunteers, emphasizing environmental sustainability and protection.
- **For the participants (recipients):**
 - ✓ We integrated environmental education into our Adolescent School curriculum, covering topics such as climate change, biodiversity, and waste management. We engaged the participants in environmental activities, such as tree planting, camp cleaning, and recycled crafts. We advocated for environmental rights and justice for the participants, by raising their voices and concerns to the relevant authorities and stakeholders.

▣ The future direction to follow that, Project Team not limited to develop their leadership skill, economic skill, effective planning to smoothly running the project activities, efficient resource management, risk management, effective communication, quality assurance, project monitoring and control and finally understanding how critical to project management is for project success.

16. Appendices:

(Include any supporting documents, charts, graphs, or additional information that enhances the understanding of the report.)

a) Learning Centre & Adult Hub Information of PARC:

SL#	School and IP information			Classroom ID Eg. BR57F00 or IR10S09	Shift 1	Shift 2	Grade	Learners enrolled (Boys/Girls)		Remarks
1	PARC	26	PARC Yangon ECE Center	PA26SKI	Shift 1	Shift 2	ECE (ECD)	33	30	
2	PARC	26	PARC Yangon Adolescent Center	PA26So8	Shift 1	Shift 2	Adolescent Programme	30	30	
3	PARC	49	PARC Maungdaw ECE Center -1	PA49TKI	Shift 1	Shift 2	ECE (ECD)	21	17	
4	PARC	49	PARC Maungdaw ECE Center -2	PA49T16	Shift 1		ECE (ECD)	12	10	Learners shift Aug'24
5	PARC	49	PARC Maungdaw Adolescent Center	PA49T15	Shift 1	Shift 2	Adolescent Programme	30	28	
6	PARC	60	PARC Irrawaddy ECE Center	PA60F04	Shift 1	Shift 2	ECE (ECD)	30	29	
7	PARC	60	PARC Irrawaddy Adolescent Center	PA60F06	Shift 1	Shift 2	Adolescent Programme	23	31	
8	PARC	81	PARC Naypyidaw ECE Center	PA81T17	Shift 1	Shift 2	ECE (ECD)	34	26	
9	PARC	83	PARC Rathedaung ECE Center	PA83T17	Shift 1	Shift 2	ECE (ECD)	27	31	
10	PARC	88	PARC Buthidaung ECE Center -1	PA88FKI	Shift 1	Shift 2	ECE (ECD)	26	24	
11	PARC	88	PARC Buthidaung Adolescent Center 01	PA88F01	Shift 1	Shift 2	Adolescent Programme	24	35	

12	PARC	88	PARC Buthidaung ECE Center -02	PA88F02	Shift 1	Shift 2	ECE (ECD)	20	30	
13	PARC	88	PARC Buthidaung Adolescent Center - 02	PA88F05	Shift 1	Shift 2	Adolescent Programme	37	38	

b) Consolidate Data of PARC ECE Centre, Adolescent Centre & Adult Hub with Learners Information:

Sl #	Shelter	Room Number	Name the Center	Morning Shift	Day Shift	Boys	Girls	Total
1	26	Kitchen Room	PARC Yangoon ECE Center	33	30	30	33	63 learners
2	26	8	PARC Yangoon Adolescent Center	29	31	31	29	60 learners
3	49	Kitchen Room	PARC Maungdow ECE Center - 1	30	30	21	17	38 learners
4	49	15	PARC Maungdow Adolescent Center	28	30	34	24	58 learners
5	49	16	PARC Maungdow ECE Center - 2	22	0	12	10	22 learners
6	60	4	PARC Irrawardy ECE Center	30	29	29	30	59 learners
7	60	6	PARC Irrawaddy Adolescent Center	23	31	31	23	54 learners
8	81	17	PARC Naypyadaw ECE Center	30	29	26	34	60 learners
9	83	17	PARC Rathidaung ECE Center	31	27	31	27	58 learners
10	88 (1)	Kitchen Room	PARC Buthidong ECE Center -1	25	25	24	26	50 Learners
11	88 (1)	1	PARC Buthidong Adolescent Center 01	35	24	35	24	59 learners
12	88 (2)	2	PARC Buthidong ECE Center -2	25	25	30	20	50 Learners
13	88 (2)	5	PARC Buthidong Adolescent Center 02	38	37	38	37	75 learners

14	25	8	PARC Adult Hub - 1	0	17	17	0	17 learners
15	49	15	PARC Adult Hub - 2	0	24	24	0	24 learners
16	88	6	PARC Adult Hub - 3	20	0	0	20	20 learners
17	95	1	PARC Adult Hub - 4	0	20	0	20	20 learners

Total 08 ECE LC, 05 Adolescent LC, 04 Adult Hub, 400 ECE Learners, 306 Adolescent Learners, 81 Adult Learners Total 787 Learners

c) Media coverage in the National level/ Local level of the events

☐ Hand Washing Day 2023:

<https://www.jaijaidinbd.com/wholecountry/403709>

- ☐ Training on Learner's Survey and Selection
- ☐ <https://www.jaijaidinbd.com/wholecountry/411083>
- ☐ <https://bangla.fm/2023/11/08/93268/>
- ☐ <https://amaderlakshmipur.com/32749/>
- ☐ 5 Days Basic Training on Humanitarian Play Lab (HPL):

<https://www.jaijaidinbd.com/wholecountry/425548>

Attachments

(Make an Annual Report folder name (PF Annual Report_2024_BNGO name) in the google drive and send the drive link with edit option)

The file will be:

1. PF Annual Report_2024_BNGO name
2. Actionable Pictures at least 20 pictures
3. At least 10 case/Success Stories