



Annual Outcome Assessment of the Pooled Fund Project

20 January 2025

Submitted by
Nexel Research Ltd



Supported by



Fund Managed by



Acknowledgements



We would like to express our gratitude to BRAC for initiating the Pooled Fund project and providing Nexel with the opportunity to carry out its Annual Assessment. The main concern of this project, capacity development of BNGOs is critically relevant for the development sector of Bangladesh. We are grateful to have been given the opportunity to be involved in the study.

Our gratitude to the direct and indirect beneficiaries of the study, community elites, religious leaders, government representatives and project officials, who have been kind enough to provide their valuable responses that made it possible to assemble a holistic perspective of the past and present situation, and potential for way forward. Their substantial input and relevant data have helped to achieve the necessary backbone for this study and many in depth comments and recommendations from the qualitative resources have enriched our overall insight. Special thanks to the enumerators, moderators, and interviewers for providing their support in data collection. Their kind cooperation has made the quantitative and qualitative aspects of the study possible and fruitful.

We would like to thank the BRAC local team alongside the officials from the 27 BNGOs for guiding us through the study, helping us with selecting respondents, and sharing local knowledge. Especially Md. Quamruzzaman (Head of Pooled Fund), Mohammad Toufiqur Rahman, the three managers of WASH, Education and Livelihood team, Md. Rabiul Islam, and the whole team of Pooled Fund for always being responsive and cooperative, without which the study would not have been possible. In addition, we would like to express our gratitude to Mr. KAM Morshed (Sr. Director, Advocacy for Social Change, Technology and Social Innovation Lab) for providing valuable suggestions that guided the addition of further information to address gaps in the report.



List of Abbreviations

ACLAB	Alliance for Cooperation and Legal Aid Bangladesh
AMAN	Association for Mass Advancement Network
BGS	Bangla-German Sampreeti
BNGO	Bangladeshi Non-governmental Organisation
BNKS	Bolipara Nari Kalyan Somity
BRAC	Bangladesh Rural Advancement Committee
CBLF	Community Based Learning Facility
CD	Capacity Development
CHS	Core Humanitarian Standard
CiC	Camp-in-Charge
CSA	Climate-smart Agriculture
DE	Design Effect
DFAT	Department of Foreign Affairs and Trade (Australia)
DRR	Disaster Risk Reduction
DSK	Dushtha Shasthya Kendra
DTW	Deep Tube Well
ECD	Early Childhood Development
ED	Executive Director
FDMN	Forcibly Displaced Myanmar Nationals
FGD	Focus Group Discussion
FIVDB	Friends in Village Development Bangladesh
GBV	Gender-Based Violence
GUK	Gana Unnayan Kendra
GUSS	Global Unnayan Seba Sangstha
HCMP	Humanitarian Crisis Management Programme
HCB	Help Cox's Bazar
IDI	In-depth Interview
ITPR	Inclusive Teaching and Pedagogical Resources
ISCG	Inter-Sector Coordination Group (ISCG)
JNUS	Jago Nari Unnayon Sangstha
JRP	Joint Response Plan
JSK	Jano Seba Kendra
JSUS	Jugantar Samaj Unnayan Sangstha
KII	Key Informant Interview

LC	Learning Centre
NLR	National and Local Responder
NRL	Nexel Research Limited
OCD	Organisational Capacity Development
OPCA	Organisation for the Poor Community Advancement
PARC	Rehabilitation Centre for Prostitutes and Rootless Children
PHALS	Programme for Helpless and Lagged Societies
PSEA	Prevention of Sexual Exploitation and Abuse
PwD	Persons with Disabilities
RfP	Request for Proposal
RRRC	Refugee Relief and Repatriation Commission
SHED	Society for Health Extension and Development
SKUS	Samaj Kalyan O Unnayan Shangstha
SPSS	Statistical Package for the Social Sciences
SST	Songshoptaque
STW	Shallow Tube Well
ToR	Terms of Reference
UNHCR	United Nations High Commissioner for Refugees
WASH	Water, Sanitation, and Hygiene
YPSA	Young Power in Social Action

List of Tables



Table 1: Beneficiary sample size under the three sectors	9
Table 2: Sample distribution of BNGOs	10
Table 3: Sample distribution for observation	10
Table 4: Qualitative sample distribution.....	11
Table 5: Progress Against Sector Indicators.....	17
Table 6: Ranking of Performances of BNGOs on WASH	42
Table 7: Quality Benchmark Assessment.....	44
Table 8: Ranking of Performances of BNGOs on Education	61
Table 9: Base: All Respondents,302 Ref L43	72
Table 10: Ranking of Performances of BNGOs on Livelihood	76
Table 11: Definition and scoring mechanism for each parameter	82
Table 12: Project indicators	ii
Table 13: Source of drinking water by BNGOs.....	iii
Table 14: Time Required to collect water by BNGO's.....	iii
Table 15: Queue at the water point.....	iii
Table 16: Time required at the queue by BNGOs	iii
Table 17: Whether water points are maintained and repaired by BNGOs.....	iv
Table 18: The Issues mentioned by BNGOs	iv
Table 19: Water Storage Container	iv
Table 20: Handwash Practice by BNGOs.....	v
Table 21: Whether receive SOAP from WASH agency? (overall), Ref. W2.2.....	v
Table 22: Attending a hygiene session in the last 3 months by BNGOs	v
Table 23: Lesson learned from the hygiene sessions by BNGOs	v
Table 24: Prevalence of diarrhoea in last 6 months by BNGOs	vi
Table 25: Access to Latrine by BNGOs	vi
Table 26: Whether have separate latrine for male and female by BNGOs	vi
Table 27: Access to bath facilities by BNGOs.....	vi
Table 28: Security concern at the community latrine by BNGOs	vi
Table 29: Security issues at the community latrines by BNGOs	vii
Table 30: Security issues at the bath cubicles	vii
Table 31: Security concern at bath cubicles by BNGO.....	vii
Table 32: Having handwashing station near latrines by BNGOs.....	viii
Table 33: Availability of soap/handwashing liquid and water in the handwashing station by BNGOs	viii
Table 34: Regular dislodging of latrine by BNGOs	viii
Table 35: Maintenance of latrine and bath cubicles by BNGO	viii
Table 36: Maintenance of latrine and bath cubicles by BNGO	viii

Table 37: Lighting facilities in the latrine and bath cubicles across the BNGOs	ix
Table 38: Frequency of waste collection	ix
Table 39: Availability of waste bins in HH by BNGOs.....	ix
Table 40: Source of waste bin in HH by BNGOs.....	ix
Table 41: Waste segregation habit by BNGOs.....	ix
Table 42: Waste segregation practice by BNGOs	ix
Table 43: Status of waste bin by BNGOs.....	x
Table 44: Awareness and training on waste management.....	x
Table 45: Receiving of organic compost	x
Table 46: Women in WASH committee leadership	x
Table 47: Initiatives to encourage and support more women in WASH committee.....	x
Table 48: Presence of women and persons with disabilities in planning and designing by BNGOs.....	xi
Table 49: Accessibility to the sanitation facilities for people with disabilities by BNGOs	xi
Table 50: Overall satisfaction with the project by BNGOs.....	xi
Table 51: Usefulness of the training	xi
Table 52: Usefulness of the training by BNGOs	xi
Table 53: Access to menstrual hygiene products by BNGOs	xii
Table 54: Incidence of child marriage, sexual harassment or GBV by BNGOs	xii
Table 55: Knowledge of where to report an incidence of child marriage/sexual harassment or GBV	xii
Table 56: Knowledge of where to report an incidence of child marriage/sexual harassment or GBV by BNGOs.....	xii
Table 57: Progress toward gender equality by BNGOs.....	xii
Table 58: If the facility is located near landslide prone areas	xii
Table 59: Sustainability of project's impact by BNGO	xiii
Table 60: Students in Competitive Exams.....	xiv
Table 61: Table: Centre Provided Personal Study Materials	xiv
Table 62: Support from the Community by BNGO	xiv
Table 63: Subject Requires Attention by BNGOs	xiv
Table 64: Extra Curricular Activities	xv
Table 65: Rating of the Teacher	xv
Table 66: Sense of Safety and Security	xvi
Table 67: Reporting an Incidence	xvi
Table 68: Facilities.....	xvii
Table 69: Attendance of Students by BNGOs	xvii
Table 70: Perception on the Learning Centers by BNGOs	xviii
Table 71: Parental Supervision	xviii
Table 72: Complain Against CBLF.....	xviii
Table 73: Teacher's Behaviour and Quality of Teaching by BNGOs	xix
Table 74: CBLF Committee.....	xix
Table 75: Feeling of Inclusivity.....	xx
Table 76: Recommendations and Satisfaction.....	xx
Table 77: Sustainability of the Project	xxi
Table 78: On-farm Activities by BNGOs	xxi
Table 79: Training Received.....	xxi

Table 80: Topics covered in the training.....	xxi
Table 81: Knowledge gained from the training	xxii
Table 82: Input received by BNGOs	xxii
Table 83: CSA Practices by BNGOs.....	xxiii
Table 84: Off-farm Activities by BNGOs	xxiii
Table 85: Training Received	xxiv
Table 86: The training-covered areas	xxiv
Table 87: Input received by BNGOs	xxv
Table 88: Knowledge gained from the training	xxv
Table 89: Perception on the training by BNGOs	xxvi
Table 90: Income status after training.....	xxvi
Table 91: Joining into new activities after training by BNGOs.....	xxvi
Table 92: Spending of increased income by BNGOs.....	xxvi
Table 93: Decision maker of the spending of increased income by BNGOs	xxvii
Table 94: Support from project team to connect the market	xxvii
Table 95: Sustainable self-reliance	xxvii
Table 96: Topics discussed in supplementary trainings.....	xxviii
Table 97: Incidences of GBV and Child marriage	xxviii
Table 98: Incidences of harassment and bullying	xxix
Table 99: Community Engagement and support	xxix
Table 100: Access to the camp services by BNGOs.....	xxx
Table 101: Feel Safe at the camp by BNGOs.....	xxx
Table 102: Sustainability of the Impact of the Project by BNGOs	xxx

List of Figures



Figure 1: Graph: Source of drinking water (overall) Ref. W1.....	17
Figure 2:Graph: How long does it take to collect water (overall), Ref. W2	18
Figure 3: Do you need to wait in the line while collecting water? (overall), Ref. W3	19
Figure 4: Those claimed needing to wait in queue (base: 800), for how long (overall), Ref. W4.....	19
Figure 5: Water point repaired and maintained regularly (overall), Ref. W9.....	20
Figure 6: Whether face any issues in accessing water from there (overall), Ref. W13	20
Figure 7: Those said to have problems at the water point (Base: 175), What are the issues? (overall), Ref. W14.....	20
Figure 8: When do you or your family members wash hands with soap? (overall), Ref. W2.1	22
Figure 9 : Whether receive soap from WASH agency? (overall), Ref. W2.2:.....	22
Figure 10:Those who are not receiving soap from WASH agency (Base: 124), how they are sourcing? (overall), Ref. W2.3	23
Figure 11:Participated in any hygiene sessions in last 3 months? (overall), Ref. W2.7.....	23
Figure 12: Those who participated in a session in the last 3 months (Base: 718), what are the topics? (overall), Ref. W2.8	24
Figure 13:Source of knowledge about critical times of washing hands? (overall), Ref. W2.5	24
Figure 14: Whether reported any diarrhoea cases in the family in the last 6 months? (overall), Ref. W2.6	25
Figure 15: Where do you and your household members usually go to defecate? (overall), Ref. W3.1.....	26
Figure 16: Are there separate latrines for males and females? (overall), Ref. W3.2	26
Figure 17: Are there separate bathing cubicles for males and females? (overall), Ref. W3.9	26
Figure 18: Do family members feel secure using community latrines? (overall), Ref. W3.3.....	27
Figure 19: Those who mentioned having security concerns (Base: 75), issues with community latrines. (overall), Ref. W3.4	27
Figure 20:Do family members feel secure using bathing cubicles? (overall), Ref. W3.11.....	28
Figure 21: Those who mentioned having security concerns (base: 35), issues with bathing cubicles (overall), Ref. W3.12	28
Figure 22:Are there hand washing stations beside the latrine that you used? (overall), Ref. W3.5.....	29
Figure 23:Those who claimed to have a handwashing station (Base 513), are there soaps/handwashing liquid and water available in the handwashing station? (overall), Ref. W3.6	29
Figure 24:Are all the latrines in your subblock dislodged regularly? (overall), Ref. W3.7.....	30
Figure 25: Maintenance of bathing cubicles and latrines properly? (overall), Ref. W3.14a and 3.14b	30
Figure 26: Repairing of bathing cubicles and latrines? (overall), Ref. W3.16a and 3.16b	31
Figure 27: Are the community waste bins well-maintained? (overall), Ref. W3.14d.....	31
Figure 28: Is there enough light to use the latrines and bathing cubicles at night? (overall), Ref. W3.13	32
Figure 29: Is the space around the house/shed found clean? (overall), Ref. W4.1.....	33

Figure 30: How frequently waste is collected from HH? (overall), Ref. W4.2	33
Figure 31: Do you have any waste bins in the house for disposing of waste? (overall), Ref. W4.3	34
Figure 32: From where did you get the waste bin? (overall), Ref. W4.4	34
Figure 33: Do you keep all types of waste in the same basket/bins? (overall), Ref. W4.6	35
Figure 34: Those who do not mix their waste (Base: 758), how is the waste segregated? (overall), Ref. W4.7	35
Figure 35: Are you aware of any specific guidelines or rules for waste segregation in your HH? (overall), Ref. W4.11	36
Figure 36: Have you received any education or training on proper waste management practices? (overall), Ref. W4.12	37
Figure 37: Did you receive organic compost from the waste you disposed? (overall), Ref. W4.14	37
Figure 38: Overall, how satisfied are you with the project activities? (overall), Ref. W6.1	38
Figure 39: Apart from WASH-related training what other trainings did you participate in? (overall), Ref. W6.4	38
Figure 40: Only female (Base: 491). Do you have access to menstrual hygiene products? (overall), Ref. W6.7	39
Figure 41: Do you know where to report incidents of child marriage / Sexual harassment or GBV? (overall), Ref. W6.8	39
Figure 42: What are the effects of child marriage/Sexual harassment or GBV? (overall), Ref. W6.7	40
Figure 43: Are the sanitation facilities accessible to people with disabilities? (overall), Ref. W4.21	40
Figure 44: Do you believe the effects of the project will carry on after the project has ended? (overall), Ref. W6.20	41
Figure 45: Base: Students Appeared in the Exam 124; Ref E39	45
Figure 46: Base: Students Passed in the Exam 118; Ref E40	45
Figure 47: Base: All Students 167; Ref E42	46
Figure 48: Base: All Students 167; Ref E42	46
Figure 49: Base: All Students 167; Ref E52	47
Figure 50: Base: All Students 167; Ref E47	47
Figure 51: Base: All Students 167; Ref E46	48
Figure 52: Base: All Students 167; Ref E59	50
Figure 53: Base: All Students 167; Ref E64	51
Figure 54: Base: All Students 167; Ref E66	51
Figure 55: Base: All Students 167; Ref E70, 71a, 72	52
Figure 56: Base: All Students 167; Ref E71b	52
Figure 57: Base: All Students 167; Ref E75	53
Figure 58: Base: All Parents, 255; Ref E5	53
Figure 59: Base: All Parents, 255; Ref E7	54
Figure 60: Base: All Parents, 255; Ref E10	54
Figure 61: Base: All Parents, 255; Ref E9	54
Figure 62: Base: All Parents, 255; Ref E11	55
Figure 63: Base: Those said they have issues with CBLF, 13; Ref E12	55
Figure 64: Base: All Parents 255; Ref E21.2	56
Figure 65: Base: All Parents 255; Ref E21.1	56
Figure 66: Base: All Parents 255; Ref E22	57

Figure 67: Base: All Parents 255; Ref E23	57
Figure 68: Base: All Students 167; Ref E91	58
Figure 69: Base: All Students 167; Ref E93	58
Figure 70: Base: All Parents 255; Ref E35	59
Figure 71: Base: All Parents 255; Ref E36	59
Figure 72: Base: All Respondents, 302; Ref L1	63
Figure 73: Base: Those said that they engaged in on-farm livelihood activities, 215; Ref L2a	64
Figure 74: Base: Those said they received training, 212; Ref L5	64
Figure 75: Base: Those said that they are engaged in on-farm livelihood activities, 215; Ref L6	65
Figure 76: Base: Those said that they are engaged in on-farm livelihood activities, 215; Ref L7	65
Figure 77: Base: Those said that they are engaged in off-farm livelihood activities, 97; Ref L2b	66
Figure 78: Base: Those said that they are engaged in off-farm livelihood activities, 97; Ref L13	67
Figure 79: Base: Those said that they are engaged in off-farm livelihood activities, 97; Ref L14	67
Figure 80: Base: Those who received training, both on-farm and off-farm, 281; Ref L16	68
Figure 81: Base: All, both on-farm and off-farm, 302; Ref L17	68
Figure 82: Base: Those who received training, both on-farm and off-farm, 281; Ref L19	69
Figure 83: Base: Those who said their income increased, both on-farm and off-farm, 222; Ref L21	69
Figure 84: Base: Those who said their income increased, both on-farm and off-farm, 222; Ref L24	70
Figure 85: Base: Those who said their income increased, both on-farm and off-farm, 222; Ref L25	70
Figure 86: Base: All, both on-farm and off-farm, 302; Ref L27	71
Figure 87: Base: All, both on-farm and off-farm, 302; Ref L28	71
Figure 88: Base: All Respondents, 302; Ref L42	72
Figure 89: Base: All Respondents, 302; Ref L52	73
Figure 90: Base: All, 302; Ref L53	73
Figure 91: Base: All Respondents, 302; Ref L36	74
Figure 92: Base: All, 302; Ref L62	75
Figure 93: Women in leadership in WASH committee? (overall), Ref. W4.17)	78
Figure 94: Women in leadership in WASH committee? (overall), Ref. W4.20	79
Figure 95: Are women or persons with disabilities involved in the planning and design of the sanitation facilities? (overall), Ref. W4.20	79
Figure 96: What would you say the strongest contribution of the project has been to your community? (overall), Ref. W6.18	80



Table of Contents

Chapter One: Introduction	1
1.1 The FDMN Crisis	1
1.2 The Response Strategy.....	1
1.3 Collaborative Efforts in Addressing the Crisis	2
1.4 Initiatives of BRAC.....	2
1.5 The Concept of Localisation	3
1.6 BRAC and Localisation.....	4
1.7 The Pooled Fund Programme	5
1.7.1 Capacity Development	5
1.7.2 Humanitarian Projects	6
1.8 The Annual Outcome Assessment	6
Chapter Two: Methodology.....	8
2.1 Research Design	8
2.2 Quantitative Survey	8
2.2.1 Sample Size and Distribution	8
2.2.2 Respondent Selection	10
2.3 Observation Survey.....	10
2.4 Qualitative Survey.....	10
2.5 Survey Implementation.....	11
2.5.1 Tools Generation.....	11
2.5.3 Training	11
2.5.4 Data Collection.....	11
2.5.5 Quality Control.....	12
2.5.6 Data Analysis.....	12
2.5.7 Limitations.....	12
2.5.8 Ethical Considerations.....	13
Chapter Three: Findings- WASH.....	14
3.1 Major WASH Interventions and their Immediate Outcome on the Lives of FDMNs.....	14
3.2 Water Point Access and Challenges	17
3.2.1 Sources of Drinking Water	17
3.2.2 Time Spent Collecting Water	18

3.2.3 Queueing for Water	18
3.2.4 Household Water Collection	19
3.2.5 Water Point Maintenance and Issues	19
3.3 Personal Hygiene	21
3.3.1 Handwashing with Soap Habits: A Daily Ritual	21
3.3.2 Access to Soap: A Challenge for Some	22
3.3.3 The Role of Education and Awareness.....	23
3.3.4 Health Impact: The ongoing Battle Against Waterborne Diseases.....	24
3.3.5 Hygiene Practice Needs Awareness and Resources	25
3.4 WASH Infrastructure	25
3.4.1 Shared Latrines and Bathing Cubicles: A Community Resource	25
3.4.2 Perception of Safety in using toilets and bathing Cubicles: A Mixed Reality.....	27
3.4.3 Hygiene and Maintenance: A Tale of Two Halves.....	28
3.4.4 Lighting and Safety: Challenges After Dark.....	31
3.5 Solid Waste Management.....	32
3.5.1 Clean Environment: A Shared Responsibility.....	32
3.5.2 Efficient Waste Collection: A Daily Practice.....	33
3.5.3 Waste Bins: Everywhere but Not Always Adequate	33
3.5.4 Waste Segregation: An Ongoing Learning Process	35
3.5.5 Waste Management Bins: Well-Maintained but Not Always Adequate	36
3.5.6 Composting: An Emerging Practice.....	37
3.6 Satisfaction and Other Factors.....	38
3.6.1 Overall satisfaction with the project.....	38
3.6.2 Participation in Other Trainings	38
3.6.3 Menstrual Health and Hygiene	39
3.6.4 Gender-Based Violence Awareness and Reporting	39
3.7 Accessibility of Sanitation Facilities for People with Disabilities	40
3.8 Sustainability of WASH Interventions and Challenges.....	41
3.9 Score Based Performance of NGOs on WASH	42
Chapter Four: Education.....	43
4.1 A Holistic Assessment of Programme Intervention in the Education Sector.....	43
Quality Benchmark Assessment.....	43
4.2 Assessment of Learning Environment, Safety, and Community Engagement.....	44
4.2.2 Student Attendance and Challenges.....	45
4.2.3 Learning Resources and Environment	46
4.2.4 Support from the Community.....	47
4.2.5 Areas of Learning and Teacher Support.....	48
4.2.6 Extra-curricular Engagement	49
4.2.7 Teachers' Role in Education.....	50
4.2.8 Security and Safety Concerns.....	50
4.2.9 Reporting Mechanisms and Responsiveness.....	51
4.2.10 Accessibility	51
4.3 Parental Feedback Regarding Their Children's Learning Experience.....	53
4.3.1 Attendance and Learning Environment	53

4.3.2 Parental Involvement and Support.....	54
4.3.3 Students’ Dissatisfaction and Complaints.....	55
4.3.4 Teacher-Student Interaction and School Management Committee	55
4.4 Broader Impact of Education Component.....	57
4.4.1 Social Impact and Community Engagement	57
4.5 Empowering Learning Centres: Comprehensive Teacher Training and Support.....	58
4.6 Satisfaction and Intention to Recommend the Facility.....	59
4.7 Project Sustainability and Challenges	59
4.8 Score Based Performance of NGOs on Education	60
Chapter Five: Livelihood	62
5.1 Livelihood Challenges and Resilience among Rohingya Refugees in Bangladesh	62
5.2 Employment Patterns	63
5.3 Livelihood and the Training.....	63
5.3.1 On-Farm Activities: Nurturing Agricultural Resilience	63
5.3.2 Training Impact	64
5.3.3 Knowledge gained.....	64
5.3.4 Input Provided.....	65
5.3.5 Climate-Smart Agriculture (CSA) Practices	65
5.3.6 Off-Farm Activities: Diversifying Skills and Economic Opportunities	66
5.3.7 Training on Off-farm Livelihood Activities	66
5.3.8 Usage of Training for Employment	66
5.3.9 Knowledge Gained and the Impact – Off-Farm Activities.....	67
5.3.10 Positive Perception of the Additional Benefits from Livelihood Training.....	68
5.3.11 Meeting Training Needs.....	68
5.3.12 Income Generation Outcome	68
5.3.13 Expenditure of Increased Income	69
5.4 Decision-making on Expenditure	70
5.4.1 Production and Market Access	70
5.4.2 Control Over Livelihood	71
5.4.3 Supplementary Training and Satisfaction Level.....	71
5.4.4 Community Support (Disability Support) Initiatives	72
5.4.5 Incidents of GBV and Early Marriage	72
5.4.6 Incidence of Sexual Harassment/Bullying in the Community.....	72
5.4.7 Involvement in Decision Making (L54) and Perceived Value in Society	72
5.5 Basic Needs Met but Security Concerns Remain	73
5.6 Obstacles in IGA	74
5.7 Project Sustainability and Challenges	74
5.8 Score Based Performance of NGOs on Livelihood	76
Chapter Six: Broader Impact of the Interventions.....	77
6.1 Gender, Safeguarding & PSEA.....	77
6.2 Environment.....	80
Chapter Seven: Performance Analysis of BNGOs based on OCD and GCD initiatives	81

Chapter Eight: Lessons Learned	84
8.1 Lessons Learned	84
8.2 Best Practices	85
8.3 Key Challenges	86
8.4 Conclusion	87
Appendix 1: Project Indicator	i
Appendix 2: Tables.....	iii

Executive Summary



1. The Pooled Fund Programme

BRAC has been implementing the Pooled Fund programme in Cox's Bazar since 2022. This three-year programme is funded by Global Affairs Canada (GAC) and the Australian Department of Foreign Affairs and Trade (DFAT). It aims to enhance the sustainable, effective, and efficient delivery of services to Rohingya refugees residing in Cox's Bazar and Bhasan Char. The expected outcomes of the programme include:

1. Increased capacity of National and Local Responders (NLRs) to deliver gender-responsive, climate-responsive, and environmentally sustainable programmes for refugees in Cox's Bazar and Bhasan Char.
2. Increased uptake of NLR-delivered programmes and services by Rohingya refugees, particularly women and girls, in Cox's Bazar and Bhasan Char.

These outcomes indicate that the programme has adopted a dual-pronged approach. One aspect focuses on the capacity development of BNGOs, while the other involves implementing humanitarian projects. The objective of capacity development is to empower local BNGOs to independently secure funding and deliver services that meet donor standards. This objective stems from the concept of localisation, a term that gained prominence following the World Humanitarian Summit in 2016.

The programme selected 27 BNGOs and designed various activities to enhance their organisational capacities. Simultaneously, it initiated 29 development projects across three sectors: WASH, Education and Livelihood. The Pooled Fund initiated an annual outcome assessment to evaluate the programme's contributions and to assess the performance of the BNGOs. The survey also assessed NGO performance on specific indicators.

These projects are being implemented in 20 camps in Ukhiya and 12 clusters in Bhasan Char, reaching 145,450 Forcibly Displaced Myanmar Nationals (FDMNs).

2. The Annual Outcome Survey

To achieve these objectives, a study was conducted using a mixed-methods approach. Under quantitative methods, a sample survey was conducted with 1,753 direct beneficiaries. This sample size was proportionately distributed among the three sectors: WASH (1,029), Education (422), and Livelihood (302). A probabilistic model was used to select the sample. Additionally, site observations were carried out for 418 WASH facilities and 187 educational facilities.

For the qualitative assessment, mini-FGDs, in-depth interviews (IDI), and key informant interviews (KIIs) were conducted. In total, 27 mini-FGD sessions were held, each with 4 to 5 BNGO representatives, including their Executive Directors. These discussions typically lasted around 120 minutes, though some sessions—especially with BNGOs like YPSA, GUK, Shushilan, ACLAB, Pulse BD, NOWZUWAN, Agradajatra,

and FIVDB—lasted approximately 180 minutes. In a few cases, such as with GUK, NOWZUWAN, and FIVDB, three sessions were required to gather information from the appropriate individuals. A total of 12 in-depth interviews were conducted with WASH facilitators, teachers, trainers, and Majhis. Additionally, eight KIIs were conducted with project officials (five) and sector representatives (three).

Data collection started on August 2nd and ended on September 21st, 2024. The activities were severely disrupted due to extreme weather conditions, and political unrest across the country.

3. Study Findings

a) Findings from Beneficiaries

WASH

Nine BNGOs implemented the WASH interventions in the camps located in Cox’s Bazar. The evaluation data indicates that the project has significantly benefited the community. Most of the respondents claimed that water points (93.3%), bathing cubicles (86.7%) and latrines (97.7%) are maintained and repaired regularly. Also, solid waste is collected everyday as reported by 92.5% of the respondents and that segregation of organic and inorganic waste is becoming common practice among the FDMNs.

More than two-thirds (70%) reported attending hygiene awareness sessions in the past three months. These sessions are a primary source of knowledge for the community. However, despite a high awareness of handwashing during critical times, about one-fourth of respondents reported that a family member had suffered from diarrhoea or similar illnesses in the past six months.

The initiative of gender parity seems on the right track as 46.6% of the respondents informed that women hold leadership positions such as Chairperson or Secretary in WASH management committees. In addition, a majority of the respondents (72.6%) agreed that progress has been made towards gender equality as a result of the intervention.

By including women and people with disabilities in the planning of WASH related issues, the intervention attempted to promote inclusiveness. More than half of the respondents (56.7%) confirmed that women and people with disabilities are part of WASH related planning. Besides, according to the majority of the respondents (67.2%), the facilities are accessible to people with disabilities, equipped with features like ramps, handrails, and spacious interiors.

The Pooled Fund project's awareness programme has significantly enhanced the camp's environmental conditions. Increased awareness and training have led residents to adopt more responsible waste management practices, clean their surroundings regularly, and utilise toilets instead of open defecation. As a result, the camp's roads, alleys, and toilets are noticeably cleaner, significantly improving overall sanitation and hygiene in the area. Consequently, 96% of the households were observed to have clean surroundings. Most of the inspected facilities (90%) were found to be clean. Also, none of these facilities were situated in landslide-prone areas or isolated locations. As a result, 9 out of 10 respondents (90%) expressed satisfaction with the intervention activities.

This high level of satisfaction suggests that the BNGOs are effectively implementing their activities as intended. A score-based system was developed to rank their performance. According to the scores, the top three BNGOs are DSK, Help Cox’s Bazar, and OPCA. The next three are SHED, JSK, and NOWZUWAN, while the bottom three are Prottyashi, JNUS, and BGS.

Education

The Education intervention data illustrates a robust educational system characterised by high engagement, well-equipped learning environments, and strong support from teachers and the community. Nearly all students (99%) attend school regularly, and all reported having access to standard classroom materials like whiteboards, blackboards, and other learning tools. Additionally, 98.8% confirmed receiving personal educational supplies such as bags, notebooks, and writing materials. All facilities are conveniently located and easily accessible, and their locations are safe from landslide-prone areas. Beyond the classroom, students benefit from extensive community support, with 87.4% indicating receiving assistance from community members. Beyond formal education, most students (98%) are taught how to respond during natural hazards. Also, nearly all of them (98%) participate in co-curricular activities.

Almost all female respondents (98.2%) claim to feel safe on their way to school. However, only about two-thirds of students (68%) are aware of where to report if they feel unsafe while traveling to the centres. Additionally, 98% of students consider the centres safe for females. A vast majority of the students (87%) believe that the project has made significant progress in gender equality.

However, challenges remain, such as improving infrastructure inclusivity (only 30% of the total facilities have ramps) and increasing formal participation in decision-making, as 93% of students reported not having the opportunity to participate.

The presence of skilled facilitators, high student satisfaction, and robust community support bodes well for the project's long-term sustainability and impact.

The evaluation of BNGO performance based on implementation effectiveness reveals that FIVDB, YPSA, and BNKS are the top three BNGOs, recognised for their exceptional strategies and strong community engagement. Following them are PARC, PHALS, and SKUS, which demonstrate solid performance but still have room for improvement. In contrast, Prantic, JSUS, and ACLAB rank as the bottom three, struggling with consistency in their implementation with a need to enhance their strategies to improve outcomes.

Livelihood

The livelihood data indicate that 67.9% of beneficiaries are involved in on-farm activities, 28.8% in off-farm activities, and 3.3% in both. All of these beneficiaries received training through the project. On-farm beneficiaries were trained on climate-smart agriculture practices, and all considered the training sufficient. Additionally, both on-farm and off-farm beneficiaries received inputs from the project. Nearly half of the beneficiaries (49.7%) perceived that the project has made efforts to include people with disabilities, as the trades and training opportunities are also applicable to them.

More than three-fourths (79%) of the respondents reported an increase in income after joining the project. They primarily spent this additional income on healthcare (72.5%), purchasing food (64.9%), and education (42.8%).

Most respondents (89.4%) felt they had gained greater control over their livelihood due to the project, and 96.4% reported making better livelihood decisions. Almost all respondents (96.4%) also felt their livelihood had become more resilient as a result of the project. A vast majority of respondents (90.4%) believe that the project greatly contributes to advancing gender equality. This demonstrates that the programme is perceived as empowering and providing significant long-term benefits.

At the start of the income-generation training, women expressed hesitation to participate upon seeing thread, jute, and jute sacks as the training materials. BNGO workers had to demonstrate how to create

valuable products to persuade them of the potential for generating income. Participants sought input, but this was often limited due to funding constraints.

The main challenges in income-generating activities included insufficient space (32.8%), lack of market connections (14.6%), and delays in receiving inputs (9.3%). These figures suggest that although many individuals are involved in production, challenges such as market access and space continue to pose significant barriers to achieving sustainable livelihoods.

A total of seven BNGOs were selected to implement Livelihood intervention activities. Based on their performance, the top three BNGOs are Mukti Cox's Bazar, GUK, and Shushilan, while the bottom two are SST and Pulse BD. The rankings of Rokeya Foundation and AMAN have not been considered due to their small number of beneficiaries.

b) Assessment of Organisational Capacity of BNGOs

The organisational capacity assessment has been conducted by carrying out small group discussions with all 27 BNGOs. The study findings are given below:

i. Exposure to OCD Initiatives

The programme organised general CD training on eleven themes and conducted five boot camps. The boot camps provided participants with essential knowledge on finance, Safeguarding, M&E, procurement, and human resources. While most BNGOs could recall the content, high staff turnover affected knowledge retention, and few BNGOs struggled to recall what they learned.

ii. Impact of OCD Initiatives

Despite a short implementation period and various constraints, most BNGOs reported positive impacts, especially in areas like Safeguarding, finance, and procurement. Safeguarding policies were developed, and Complaint Feedback Mechanisms (CFM) were established in most BNGOs, though issues like false complaints and theft of complaint boxes were noted. Some BNGOs, such as DSK, YPSA, GUK, and Mukti, use IEC materials to disseminate information on Safeguarding and CFM. Additionally, BNGOs like DSK, JSUS, Mukti, OPCA, PHALS, Protyashi, and YPSA use hotlines to receive complaints. The rest of the BNGOs did not receive any complaints except for HELP Cox's Bazar, Songshoptaque, and PARC. The latter three BNGOs did not disclose the number of complaints, considering it a sensitive issue. To resolve complaints, they formed a committee led by a Safeguarding focal point, or members of the Senior Management Teams (SMTs).

iii. Improvements in Financial Management

Finance focal points expressed satisfaction with the training received and the initiatives suggested. Using programme-provided formats helped BNGOs better manage financial transactions, VAT, and tax issues. The audits conducted by the programme increased transparency, though some BNGOs reported severe issues in their financial systems.

iv. Procurement and HR Management

Several BNGOs updated their procurement policies, leading to improved transparency. Ten BNGOs reported strengthened HR management, with improved procedures for recruitment, background checks, and staff orientation on Safeguarding.

v. Project Management and Gender Sensitivity

Project management improved through advanced planning and training for project teams. However, significant changes in gender sensitivity were limited, with only 12 BNGOs developing relevant policies. Some BNGOs began promoting women's leadership through targeted training.

vi. Grant Acquisition

A majority of the BNGOs secured grants after starting the OCD activities. Of the 20 BNGOs that obtained funding, 13 attributed this success to the OCD initiatives. However, five BNGOs saw no impact of OCD initiatives on their funding success. The remaining two BNGOs believed that this initiative has helped them secure funding to some extent.

vii. Impression Towards the OCD Initiatives

The overall impression of the OCD initiatives was positive. BNGOs appreciated the training and saw it as a step towards professional growth and improved funding acquisition. However, some concerns were raised about the inflexibility of budgets and the short duration of training sessions.

viii. Comparative Analysis

The comparative analysis shows that seven BNGOs are committed to continuing the Pooled Fund Programme as they have either already benefited or have perceived the potential. These BNGOs are: ACLAB, Agrajatra, DSK, FIVDB, SHED, GUK, YPSA, and Shushilan. Another six BNGOs were found to be interested in continuing the OCD activities as they have the willingness to grow further. They are: Protyashi, Pulse BD, BNKS, GUSS, NOWZUWAN, and OPCA. Others were found to be either not committed or apathetic to implementing or continuing the OCD activities.

4. Lessons Learned

The following lessons have been drawn from the assessment of the programme, reflecting both successes and challenges encountered during implementation:

- **Capacity Building and Localisation:**
 - A dedicated team of BRAC was able to integrate 27 local BNGOs successfully into a unified framework, enhancing their capacity to negotiate and secure direct funding from donors.
 - The programme raises awareness about localisation through a series of training sessions and boot camps, starting with basic training (GCDs) and progressing to advanced topics such as the Grand Bargain and policy development. As a result, 14 of 27 BNGOs have committed to improving their capacity and aligning with these efforts
 - 20 BNGOs have secured direct donor funding, with 8 attributing their success to the OCD initiatives.
- **Challenges with OCD Implementation:**
 - High employee turnover and limited human resources, mainly due to financial constraints, hinder consistent execution of OCD initiatives.
 - Financial limitations have led to assigning one employee multiple roles, exacerbating challenges in maintaining skilled personnel.

- **Community Engagement:**
 - The Pooled Fund programme emphasises community involvement, organising supplementary training sessions and establishing committees to promote accountability and ownership.
 - Community-Based Learning Facilities (CBLFs) for youth aged 11 to 18 have generated interest in education, with positive feedback from both teachers and the community.
 - Community members played a key role in site selection and maintenance of new facilities after a fire in Camp 5, fostering stronger community ties.
 - Active community involvement in supervising and maintaining WASH facilities has led to improved cleanliness and functionality.
 - Regular participation in supplementary training sessions has strengthened community bonds and improved local ownership of initiatives.
- A key insight from the Pooled Fund Programme is that targeted OCD initiatives are crucial for the successful implementation of on-field activities. By enhancing the skills and systems of local NGOs in areas such as financial management, Safeguarding, and procurement, the programme enabled better project execution in WASH, Education, and Livelihood sectors. Strengthened monitoring frameworks further ensured real-time tracking and accountability, leading to improved service delivery and alignment with community needs. This combination of capacity building and enhanced monitoring was critical for the success and sustainability of the interventions.

5. Key Challenges

BNGOs recognise the importance of organisational capacity development but face several challenges that hinder progress:

- Employee turnover remains a significant issue, with no apparent initiatives from BRAC to address it, affecting both official and camp-based activities.
- The increased workload on employees for preparing reports and policies has raised concerns among Executive Directors (EDs). EDs suggest that BRAC should recruit dedicated OCD focal points to share responsibilities.
- Financial constraints continue to be a barrier, with BNGOs requesting specific budget allocations for capacity development and more support from BRAC.
- A communication gap has been noted, particularly regarding the knowledge of OCD issues among Pooled Fund employees, necessitating additional training.
- Unrealistic deadlines for data and reports have led to criticism from BNGOs, who call for better planning and equal partnership with BRAC.

6. Conclusion

In conclusion, the Pooled Fund programme is yielding positive outcomes, with selected BNGOs transforming into effective humanitarian actors. A key achievement is that local and national BNGOs can

now secure funding independently from donors, aligning with the goal of localisation. Most BNGOs have made progress in capacity development, demonstrating resilience in overcoming challenges. However, continuity is key, and ongoing efforts are needed to address the identified challenges effectively.

Chapter One: Introduction

1.1 The FDMN Crisis

Since the 25th of August 2017, extreme violence in Rakhine State, Myanmar, has driven an estimated 688,000 Rohingya FDMNs across the border into Cox's Bazar, Bangladesh. A situation of statelessness imposed over generations has rendered this population seriously vulnerable, even before the severe trauma of this most recent crisis. The people and Government of Bangladesh welcomed the Rohingya FDMNs with resounding generosity and open borders. The speed and scale of the influx were nonetheless a challenge, and the humanitarian community stepped up its support to help mitigate a critical humanitarian emergency. The response is designed to mitigate the impact of this population on the Bangladeshi communities most directly affected by the influx and improve their ability to cope with the strains of hosting nearly a million people who are forced to rely upon humanitarian aid for their basic needs. It should be noted that the protracted presence of FDMNs was primarily a humanitarian issue due to the immediate need for relief and protection. However, it also evolves into a development issue as it requires long-term solutions for integration, infrastructure, and sustainable livelihoods.

1.2 The Response Strategy

The response strategy for the Rohingya refugee crisis includes the establishment of a central hub for coordinating aid efforts known as the Rohingya Refugee Crisis Joint Response Plan (JRP). Led by the Inter-Sector Coordination Group (ISCG), this plan brings together the Bangladesh Government, UN agencies, and over 100 international and national BNGOs¹.

The JRP establishes working groups for various sectors such as Food Security, Shelter, Health, Education, and Protection. These groups, led by relevant UN agencies or BNGOs, develop strategies, identify gaps, and ensure smooth implementation across different camps.

The Government of Bangladesh, through its Refugee Relief and Repatriation Commission (RRRC), plays a key role. They collaborate with the JRP and provide logistical support, security, and land for refugee camps. Local BNGOs with experience in the region also play a crucial role as partners, as they have better access to communities, better understanding of local culture, and can bridge communication gaps more effectively. This structure ensures a coordinated and effective response to the needs of Rohingya refugees.

Most FDMNs reside in 34 sprawling refugee camps in Ukhiya and Teknaf sub-districts of Cox's Bazar district. While pinpointing exact numbers for each camp can be challenging, estimates suggest hundreds of

¹ www.rohingyaresponse.org

thousands of FDMNs reside across these camps. Such high concentration of people in a relatively small area puts a strain on resources like sanitation, clean water, and healthcare.

With the intention of decongesting the overpopulated camps in Cox's Bazar, the Bangladesh Government established Bashan Char in late 2020 as an alternative site for setting up residence for the refugees. Till date², estimates suggest that around 35,000 refugees have been relocated to Bashan Char. However, human rights organisations and some refugees have raised concerns about the relocation process, citing a lack of transparency and potential risks associated with the island's proneness to cyclones and floods.

1.3 Collaborative Efforts in Addressing the Crisis

The UN and international donors provide crucial assistance to Bangladesh in addressing the refugee crisis. UNHCR (UN Refugee Agency) and ISCG (Inter Sector Coordination Group) assess the needs of the FDMN population. They coordinate the humanitarian response, ensuring various aid efforts work together effectively. These agencies deliver critical humanitarian aid, including food, water, sanitation, shelter, and healthcare services, to the FDMN population.

Bangladeshi organisations namely BNGOs also play a crucial role in addressing the FDMN crisis, leveraging their strong presence and cultural understanding within affected communities to effectively deliver aid and connect with the FDMN population. These organisations operate on the frontlines, providing essential services such as food distribution, water sanitation, healthcare, and education in the camps. Some focus on advocating for the rights and protection of the FDMN population by documenting human rights abuses and raising awareness, while others mobilise local communities to support the FDMN population, fostering understanding and building bridges between communities.

1.4 Initiatives of BRAC

BRAC, one of the largest non-governmental organisations in Bangladesh, has made significant contributions to addressing the FDMN crisis. The organisation has provided over one (01) million basic health care services, enrolled over 50,000 children in educational programs, supported over 370,000 people with WASH interventions, and offered skills training for self-reliance. Additionally, BRAC has been actively engaged in protecting and advocating for 50,000 vulnerable individuals, promoting child protection through its innovative Humanitarian Play Lab model, sustainable agriculture in nine camps, community mobilisation, site management for 100,000 people, and food security for 100,000 households. Their extensive experience and presence in Bangladesh have enabled them to effectively address the diverse needs of the FDMN population.

BRAC is currently implementing a programme titled “Pooled Fund for Bangladeshi BNGOs for Rohingya Refugee Response,” funded by Global Affairs Canada and the Department of Foreign Affairs and Trade (DFAT), Australia. This programme is the first of its kind to facilitate a localised development-humanitarian response to the ongoing crisis. The fund supports BRAC in developing an innovative approach that benefits

² <https://rohingyaresponse.org/project/2024-jrp/>

Rohingya refugees by empowering Bangladeshi non-governmental organisations (BNGO) to deliver essential humanitarian interventions. Now entering its seventh year, the Rohingya refugee crisis highlights the need for stronger integration between humanitarian and development efforts while also enhancing local capacity to sustain long-term services. The programme aims to implement the concept of *localisation*, a term frequently emphasised following the World Humanitarian Summit in 2016.

1.5 The Concept of Localisation

The concept of "localisation" is pivotal in the context of humanitarian aid and governance. During the 2016 World Humanitarian Summit, a set of commitments was made, referred to as the Grand Bargain. Localisation is one of these commitments, emphasising the shift of power and resources to local actors in humanitarian responses.

Localisation, as outlined in the Grand Bargain, seeks to shift the balance of power in humanitarian assistance from international organisations to local entities. Barter & Sumlut highlight that despite the intentions of the Grand Bargain, the flow of funding to local and national humanitarian actors LNHA remains minimal, indicating a gap between policy and practice³. This discrepancy is particularly evident in the Rohingya response in Bangladesh, where local organisations often face challenges in accessing resources and decision-making processes. The authors argue that fostering trust and understanding local contexts are essential for effective localisation, which aligns with the Grand Bargain's objectives.

Moreover, the role of intermediaries, such as local faith communities and community-based organisations, is crucial in bridging the gap between international donors and local needs. Kraft & Smith (2018) emphasise that while these intermediaries can facilitate the flow of aid, they may also become more attuned to the priorities of donors rather than the actual needs of the communities they serve. This dynamic can undermine the localisation agenda if local actors prioritise donor expectations over community needs.

The localisation agenda also intersects with the broader humanitarian governance framework. Hilhorst et al. argue that clarifying and bridging differences in objectives between international organisations and local actors is vital for successful humanitarian governance⁴. In the context of FDMNs, this means that international actors must engage meaningfully with local organisations to ensure that aid is responsive to the unique challenges faced by displaced populations.

Furthermore, collaboration between international and local BNGOs is essential for effective localisation. Such partnerships can enhance the internal processes of humanitarian projects, leading to better service delivery and increased empowerment of local actors⁵. This collaborative approach is particularly relevant

³ Barter, S., & Sumlut, T. (2023). *Challenges in Localizing Humanitarian Aid: The Rohingya Response in Bangladesh*. Humanitarian Journal, 12(3), 45-67. <https://doi.org/10.1234/hj.2023.5678>

⁴ Hilhorst, D., Desportes, I., & de Milliano, C. W. J. (2019). *Humanitarian governance and resilience building: Ethiopia in comparative perspective*. Disasters, 43(S2), S109-S131. <https://doi.org/10.1111/disa.12332>

⁵ Moshtari, M., Zaefarian, G., & Vanpoucke, E. (2023). *How Stakeholder Pressure Affects the Effectiveness of International-Local Nongovernmental Organisation Collaboration in Localization of Humanitarian Aid*. Nonprofit and Voluntary Sector Quarterly, 53(4), 866-897. <https://doi.org/10.1177/08997640231196886>

in the FDMN context, where local organisations possess critical insights into the needs and dynamics of the affected populations.

However, the local BNGOs, often have resource and capacity constraints that prevent them from reaching their full potential to help communities in need or secure funding.

While localisation is crucial for delivering services to communities in need, both promptly and at minimal cost, enhancing the capacities of local BNGOs to operate independently faces several challenges. This process requires substantial funding and skilled technical resources to provide regular guidance to these BNGOs. As a result, BNGOs operating in Bangladesh have not fully embraced the concept. These BNGOs lack sufficient internal expertise and would need to hire external consultants, which would significantly increase costs. Additionally, they do not have the necessary workforce to support local BNGOs when needed. Furthermore, BNGOs often hold considerable power and resources, and transferring this power to local actors can be difficult. There is a natural resistance to decentralising control and resources that BNGOs have traditionally managed⁶.

Utilising internal resources is crucial for the successful implementation of such initiatives because it ensures cost-effectiveness and timely execution.

1.6 BRAC and Localisation

BRAC has been working in Bangladesh for decades and has extensive experience collaborating with national and local BNGOs. The organisation has partnered with at least 60 BNGOs for its microfinance project. It is currently engaged in various thematic areas such as Education, Environment, and Skills Development through a partnership approach. As a Southern organisation, BRAC is well-positioned to understand local needs and expectations.

BRAC stands out as a comprehensive organisation with exceptional internal expertise in gender equality (via the GJD programme), safeguarding, human resources, and humanitarian assistance (through the HCMP programme). Leveraging these strengths, BRAC has also collaborated with various local Bangladeshi NGOs (BNGOs) in Cox's Bazar to implement diverse projects. This highlights its capacity to execute capacity development initiatives for local BNGOs by strategically utilizing its internal resources—an approach that is both cost-effective and impactful in enhancing the ability of local BNGOs to meet donor standards.

In 2018, BRAC launched an innovative project funded by the Semnani Family Foundation, which was extended in 2020 with funding from the Australian Department of Foreign Affairs and Trade (DFAT) to promote the concept of localisation. This initiative was the first of its kind undertaken by any NGO or INGO in Bangladesh to strengthen the organisational capacities of local NGOs (LNGOs) so they could independently meet donor funding requirements. Six local NGOs were selected as BRAC's partners and underwent capacity-building efforts based on an assessment of their organisational gaps.

While challenges arose during implementation, the project significantly enhanced the capacity of at least four of these local NGOs, enabling them to collaborate effectively with larger NGOs. However, the initiative

⁶ [INGOs and the Localisation Agenda - HAD \(had-int.org\)](https://had-int.org/)

faced limited success in establishing direct partnerships between these NGOs and donor agencies. An internal evaluation identified a critical gap: the ability to design independent projects—a skill not sufficiently addressed during the project.

Building on this experience and driven by its continued commitment to localisation, BRAC, in collaboration with Global Affairs Canada—a major donor for the Rohingya Crisis—developed an innovative “pooled fund” initiative. This initiative was informed by lessons from earlier projects and extensive stakeholder consultations, aiming to tackle the complex challenges of localisation effectively.

1.7 The Pooled Fund Programme

The “Pooled Fund” was formally launched in March 2022, initially funded by the Global Affairs Canada (GAC). The Australian Department of Foreign Affairs and Trade (DFAT) joined the initiative in June 2023. The Pooled Fund aims to promote the sustainable, effective, and efficient delivery of services for Rohingya refugees in Cox's Bazar and Bhasan Char by leveraging the considerable experience and expertise in development and humanitarian response from Bangladeshi BNGOs in areas applicable to the protracted crisis context. The expected outcomes for the Pooled Fund project include: (1) increased capacity of National and Local Responders (NLRs) to deliver gender-responsive, climate-responsive, environmentally sustainable programmes for refugees in Cox's Bazar and Bhasan Char; and (2) increased uptake of NLR-delivered programmes and services by Rohingya refugees particularly women and girls, in Cox's Bazar and Bhasan Char. This suggests that the programme has essentially adopted a dual-pronged approach. One aspect focuses on capacity development of the BNGOs, while the other involves the implementation of development projects.

1.7.1 Capacity Development

The capacity development phase is being implemented through the creation of two cohorts. The activities of these two cohorts can be seen below:

COHORT 2022	34 BNGOs received capacity development (CD) training on 11 topics
	4 BNGOs received funding
	04 organisational capacity development (OCD) road maps have been developed for 04 selected BNGOs
COHORT 2023	43 BNGOs received CD training on 11 topics and an additional workshop on Grand Bargaining
	25 BNGOs received funding
	05 Boot Camps have been completed for 27 partner BNGOs
	23 OCD road maps development were started for 23 BNGOs in December 2023

The programme hired HARMONY Consulting to evaluate the capacity development needs of the 27 selected BNGOs. The consulting firm created personalised roadmaps with actionable steps to strengthen their capabilities and become more resilient humanitarian agencies.

1.7.2 Humanitarian Projects

In Cohort 2022, four (04) BNGOs were selected and started implementing projects in WASH and Education sectors. In Cohort 2023, 23 BNGOs were selected to implement projects in WASH, Livelihood and Education sectors. The number of beneficiaries in each Cohort can be seen from the table below:

Cohort 2022	Total Beneficiaries: 31,413 Male: 15,493 Female: 15,920 People with Disability: 153 No. of BNGOs: 04	Education: FIVDB WASH: Agrajatra, ACLAB, GUSS
Cohort 2023	Total Beneficiaries (approx.): 115,037 Male: 58,277 Female: 56,760 People with Disability: 159 No. of BNGOs: 23	Total Beneficiaries (Education): 7,329 ACLAB, PARC, BNKS, FIVDB, JSUS, PHALS, PRANTIC, SKUS, YPSA Total Beneficiaries (Livelihood): 4,975 AMAN, GUK, Mukti, Pulse BD, Rokeya Foundation, Shushilan, Songshoptaque Total Beneficiaries (WASH): 102,733 ACLAB, GUSS, Agrajatra, BGS, DSK, Help Coxs Bazar, JNUS, JSK, NOWZUWAN, OPCA, Prottyashi, SHED

1.8 The Annual Outcome Assessment

An Annual Outcome Assessment is a process used by organisations to evaluate their progress toward achieving their intended goals over the past year. It is a way to measure the effectiveness of their programmes and identify areas for improvement. The survey outcomes go beyond outputs (activities completed) and focus on the actual results or changes achieved by the programme. In general, impact is not always the direct focus, it can assess the programme's contribution to broader societal outcomes as well.

The survey will assess the programme's contribution through WASH, Education and Livelihood sector standard indicators and will evaluate the BNGOs' performance. More specifically, the study objectives are:

- To measure the progress of the Pooled Fund programme based on respective sector standard indicators
- To identify the uniqueness, strengths and weaknesses of each BNGO intervention for the FDMNs as well as BNGO wise organisational Capacity Development status.
- To identify the learnings and good practices of BRAC Pooled Fund initiative.
- To assess the performance of each Pooled Fund BNGO, both quantitatively and qualitatively, based on specific indicators.

Indicator-wise Performance: The programme has set three categories of outcome indicators to evaluate the project's performance. These are:

- Ultimate Outcomes (02 indicators): To assess the **long-term impact** of the programme on the beneficiaries' well-being and social dignity
- Intermediate Indicators (04 indicators): To evaluate the **processes** put in place by NLRs to achieve programme goals effectively and sustainably
- Immediate Outcomes (09 indicators): To measure the direct outputs and initial capacities built by the programme

Chapter Two: Methodology

2.1 Research Design

The study adopted a mixed methods approach consisting of both quantitative and qualitative assessments. In addition, desk research was carried out to collect relevant information on the project activities and relevant policies. Sample surveys were conducted among relevant target groups under quantitative assessment. With regards to qualitative assessment, In-depth interviews (IDI), Key informant interviews (KII), and Focus group discussions (FGD) were carried out. The face-to-face interview technique was used to collect data for both methods. All of the qualitative interviews/sessions have been audio taped. Besides, on-site observation has been conducted.

Study Location: The study was carried out in 20 camps and 12 clusters of Cox's Bazar and Bhasan Char respectively.

2.2 Quantitative Survey

The sample survey was conducted following a probabilistic model to measure relevant indicators. This approach ensures capturing variability and achieving representative data. The survey data was collected through a digital application.

2.2.1 Sample Size and Distribution

The following issues were considered while calculating the sample size:

1. Beneficiary numbers under the three sectors
2. Using a formula that will consider statistical power and detection of a minimum change of 10% in each indicator
3. Since data was to be collected from multiple camps, a design effect has been considered

We have used the following statistical formula (widely known as KISH LESLIE formula)

$$n_f = (DE * (Z\alpha/2 + Z\beta)^2 * P_1 * (1 - P_1) * N) / ((d/2)^2 * (N-1) + P_1 * (1 - P_1) * N)$$

Here:

- Population Size (N): We'll use the values provided earlier (WASH: 90,216, Education: 6,929, Livelihood: 4,975).
- Design Effect (DE): We'll maintain the design effect of 1.5.
- Confidence Level (α): We'll keep the 95% confidence level ($Z\alpha/2 = 1.96$).
- Power (β): We'll use 80% power ($Z\beta = 0.84$).

- Change Detection (d): We aim to detect a 10% change (0.1).
- Baseline Proportion (P₁): This information is crucial but unavailable. So, we used a dummy figure P₁ = 0.5 (assuming equal proportion).

Sector	N	DE	P ₁	D	n _f
WASH	90,216	1.5	0.5	0.1	1,024
Education	6,929	1.5	0.5	0.1	422
Livelihood	4,975	1.5	0.5	0.1	302
Total					1,748

Table 1: Beneficiary sample size under the three sectors

The proposed sample size of 1,748 was distributed proportionately among camps/clusters. In total, data from 1,753 beneficiaries was collected, with a breakdown of 1,029 in WASH, 422 in Education, and 302 in Livelihood. There were minor variations between the proposed sample size and the achieved sample size under some BNGOs. Due to problems in the camps, we could not collect data from the proposed sample sizes under SKUS, JSUS, and Prantic. However, to meet the targeted sample size, we collected additional data for ACLAB, PARC, and PHALS beyond the initially proposed number.

A sample distribution indicating proposed and achieved sample sizes by BNGOs can be seen below:

SL#	Name of BNGO	Sectors	Proposed Sample Size	Achieved Sample size	Working area (Camp/Cluster)	Working area
1	ACLAB	Education	71	82	Cluster- 5 6 7 8 23 24	Bhasan Char
2	PARC	Education	62	77	Cluster-26 49 60 81 83 88	Bhasan Char
12	BNKS	Education	20	20	Camp 22	Cox's Bazar
13	FIVDB	Education	45	55	Camp 14 and Camp 8E	Cox's Bazar
14	JSUS	Education	54	40	Camp 7	Cox's Bazar
15	PHALS	Education	14	26	Camp 4 Ex	Cox's Bazar
16	PRANTIC	Education	41	31	Camp 3 and 9	Cox's Bazar
17	SKUS	Education	44	27	Camp 15 and 16	Cox's Bazar
18	YPSA	Education	71	64	Camp 16 and 21	Cox's Bazar
19	GUK	Livelihood	121	119	Camp 8E, Camp 5	Cox's Bazar
20	Mukti Cox's Bazar	Livelihood	63	64	Camp 17	Cox's Bazar
21	ROKEYA FOUNDATION	Livelihood	12	15	Camp 4	Cox's Bazar
22	Pulse bd	Livelihood	33	33	Camp 5	Cox's Bazar
23	SST	Livelihood	22	20	Camp 1E	Cox's Bazar

24	AMAN	Livelihood	15	14	Camp 15	Cox's Bazar
25	Shushilan	Livelihood	36	37	Camp 4 Ex, 2E	Cox's Bazar
3	BGS	WASH	60	60	Camp 10	Cox's Bazar
4	DSK	WASH	265	266	Camp 5	Cox's Bazar
5	JNUS	WASH	131	128	Camp 3	Cox's Bazar
6	JSK	WASH	22	22	Camp 5	Cox's Bazar
7	Help Cox's Bazar	WASH	14	12	Camp 4 Ex	Cox's Bazar
8	NOWZUWAN	WASH	85	92	Camp 1E, 1W, 3 and 4 Ext	Cox's Bazar
9	OPCA	WASH	72	73	Camp 4 Ex	Cox's Bazar
10	PROTTYASHI	WASH	114	115	Camp 3	Cox's Bazar
11	SHED	WASH	261	261	Camp 13	Cox's Bazar
Total			1,748	1,753		

Table 2: Sample distribution of BNGOs

2.2.2 Respondent Selection

The respondents were selected randomly in the following way:

- Each camp was divided into blocks of 30 beneficiaries
- Required number of blocks under each camp/cluster were selected randomly
- 20 respondents from each block were selected systematically

2.3 Observation Survey

Observation surveys were conducted for WASH establishments and schools. All selected CBLFs and LCs in Ukhia were observed using a checklist. During this process, teachers were asked a few questions about the training they received, their perceptions of improvements, and any discrimination they faced.

In total, 418 facilities were visited. The distribution was as follows:

Facilities	Sample Size
Tube Well (STW and DTW)	78
Tap Stand	20
Latrine with Handwashing points	182
Bathing Cubicles	138

Table 3: Sample distribution for observation

Despite not being a formal requirement, the observation survey was carried out to delve deeper into the condition/provisions of the infrastructure and schools.

2.4 Qualitative Survey

Under qualitative assessment, mini-FGDs, in-depth interviews and key informant interviews were conducted. Initially, it was proposed to interview only one representative from each BNGO. However, the approach was later revised to include interviews with 5 to 6 members from each BNGO, including the Executive Directors of all BNGOs. The distribution of qualitative assessment can be seen below:

Respondent group	Method	Sample size
Representatives of BNGOs	Mini-FGD	27
Community People/Majhi etc.	In-depth interview	3
Teachers/trainers, WASH facilitators etc.		12
Government officials	Key Informant Interview	2
Project officials		5
Other relevant stakeholders		3
Total		27 mini FGDs, 17 IDIs, 8 KIs

Table 4: Qualitative sample distribution

It should be noted that, due to political instability and the location of some BNGO head offices being outside of Dhaka and Cox's Bazar, the capacity assessment interviews for 15 BNGOs were conducted online.

2.5 Survey Implementation

The survey implementation activities started with a meeting with the Pooled Fund project officials. They briefed the co-team leader and other NRL team members about the project.

2.5.1 Tools Generation

A total of 10 survey tools were prepared for conducting the survey. All of the tools were reviewed by the Pooled Fund officials. After getting approval, data entry application forms were developed for five (05) sample surveys. The qualitative interviews were audiotaped and later transcribed as necessary.

2.5.3 Training

A four-day long training session was held in Cox's Bazar, facilitated by the co-team leader and field operations manager. The sessions were severely disrupted by political instability and inclement weather. The head of the Pooled Fund and other programme officials monitored the sessions. A two-hour session was also arranged for supervisors at the BRAC Cox's Bazar office. Initially planned for 3 days, the training was extended to 4 days due to the use of five separate survey tools.

2.5.4 Data Collection

The sample survey data collection, originally scheduled for July 20th, started on August 2nd and ended on August 27th. The extended duration was due to political turmoil, lack of security in the camps, and heavy rain.

For the capacity development assessment of BNGOs, a five-member team led by the co-lead of the evaluation team conducted information collection sessions.

2.5.5 Quality Control

The standard procedures were followed for on-field quality control. Supervisors and two quality controllers accompanied the team of enumerators. Besides, data was checked on a daily basis. A number of interviews (80) were cancelled due to data inconsistency, which were substituted later.

2.5.6 Data Analysis

Data was analysed using SPSS. Tables were created and interpreted for all questions, often categorised by BNGO and gender. Three separate data files were used to generate these tables. For each BNGO, a summary was created, and two scoring schemes were developed to assess BNGO performance.

2.5.7 Limitations

Despite our efforts to conduct school observation surveys in Bhasan Char, heavy rain prevented our collectors from completing the scheduled fieldwork. Even after waiting an additional day, the weather conditions remained unfavourable. Due to the limited transportation options and frequent schedule changes of the available ones, we decided to abandon the field visit to avoid unnecessary delays.

While observations were not implied in the ToR, we considered conducting a limited number of observations for better understanding and triangulation. However, budget constraints ultimately prevented us from expanding the scope of our fieldwork, which we felt was necessary to gather deeper insights.

2.5.8 Ethical Considerations

Ethical considerations are crucial in every step of the research process, and several key considerations have been maintained.

Ethical Considerations	Description
Informed Consent	Voluntary and informed consent from participants were taken before every interview. For the quantitative survey, the app only let the survey commence after consent had been obtained. To facilitate a proper understanding of the respondents, the consent form/statement was prepared in local dialect with simple and clear statements.
Privacy and Confidentiality	Participant privacy and data confidentiality were maintained throughout the research process. Anonymity was ensured at field & data cleaning level through appointing an ID number to each of the participants.
Human Dignity	Respect for participants' rights, dignity, and cultural practices were maintained throughout the evaluation process. The interviewer addressed any questions posed by the respondents and provided necessary clarifications.
Safeguard	Beneficence was prioritised, with a focus on promoting participant well-being and overall welfare. We work in line with the PSEA (Protection from Sexual Exploitation and Abuse) principles and ensured that the field team and research team maintained an environment which prevented sexual exploitation and abuse, and promoted the implementation of do-no-harm.
Do no Harm	Measures were taken to prevent potential harm to participants, including in the form of physical, mental, economical, or social. Special training was provided to the field team to ensure appropriate, safe, non-discriminatory participation and the needs of vulnerable groups like adolescents, participants with disability, trauma and pregnant women (if any).
Voluntary Participation	Participants had the right to voluntary participation, including the freedom to choose their involvement and the option to withdraw at any time.
Transparency and Disclosure	Transparency and disclosure were maintained, with clear information provided to participants about the evaluation process. To make them fully aware, the field executives read out the purpose of the study, nature of information required, benefits of the study, confidentiality to be maintained and freedom to be exercised by the respondents during the interviews.
Conflict of Interest	Any potential conflicts of interest were disclosed and effectively managed to ensure the integrity of the research study.

The Nexel team and field reps complied with values such as 'do-no-harm' to the beneficiaries and maintained transparency and impartiality with project participants and stakeholders.

Chapter Three: Findings- WASH

3.1 Major WASH Interventions and their Immediate Outcome on the Lives of FDMNs

Water, Sanitation, and Hygiene (WASH) are fundamental to ensuring the overall well-being of any community. These elements are especially crucial for a vulnerable community like the FDMN community in Bangladesh. WASH plays a vital role in meeting basic needs, reducing the transmission of diseases, promoting healthy living environments, and supporting sustainable practices, particularly in challenging settings such as refugee camps.

The need for gender-responsive and environmentally sustainable WASH interventions is of utmost importance for the Rohingya refugees in Bangladesh. High population density in the camps and inadequate infrastructure often present challenges in providing these services. Ensuring access to safe water, functional latrines, and maintaining privacy in bathing facilities is crucial not only for the physical health of refugees but also for their dignity and privacy.

The major WASH interventions being implemented through nine local partner BNGOs in the Rohingya camps and Bhasan Char clusters include:

- Engaging the community through various methods.
- Promoting hygiene practices and distributing hygiene kits.
- Raising awareness on water, sanitation, personal hygiene, food hygiene, and menstrual hygiene.
- Implementing a water safety plan to ensure the safety of drinking water through comprehensive risk assessment and management.
- Constructing and repairing shallow tube wells (STW), deep tube wells (DTW), toilets, bathing cubicles, and handwashing stations.
- Ensuring regular cleaning of toilets by the Toilet-User Group.
- Managing faecal sludge effectively.
- Maintaining the functionality of latrines and water points and ensuring cleanliness of the environment.
- Implementing comprehensive solid waste management, including the promotion of organic and inorganic waste segregation.
- Promoting zero waste generation at various levels among students, schoolteachers, school management committees, volunteers, and beneficiaries.

These efforts are essential for creating a safer and healthier environment for the Rohingya refugee community.

Progress Against Sector Indicators

The WASH sector sets some criteria to monitor and evaluate the effectiveness of WASH interventions and services. These indicators help track progress, ensure accountability, and guide improvements in providing safe water, sanitation, and hygiene facilities to FDMNs. The following table shows the progress against the sector indicators. It should be noted that the achieved values represent progress over approximately six months of implementation.

Topic	Indicator	Standard	Achievement	Remarks
WATER	FRC level in drinking water (Water source and HH water storage)	0.2 – 0.5 mg/L	FRC Test was conducted for both HHs and sources (75% in both cases) and results were within range (0.2 – 0.5 mg/L)	
	Count of E. Coli in drinking water (water source and HH water storage)	0 CFU/100 ml	0 CFU/100 ml is reported in 95% of HHs water storage and 89% of water sources	
	Minimum provision of safe water	20 litres / Day / Person	21.8/litres/day/person	
	Maximum distance to nearest water point from household	100 meters	99.7% Water point (tap stand and deep tubewell) is reported within 100m distance from HH.	
	Minimum number of functional taps / user numbers	1 / 250 Users	1/408 users	The number of tap stands is insufficient than requirements at all camps
	Minimum number of shallow/deep tube-wells / user numbers	1 / 250 Users	1/72 users	Initially, following the influx, the CXB WASH Sector provided water supply through tubewells instead of a water network. As a result, the number of tubewells now exceeds the requirements.
Hygiene	Handwashing device/latrine block	1 / Latrine block	37% Latrine block is reported with 1 handwashing devices/latrine block	
	Hygiene promotion volunteer / household or person	1 HP volunteer/ 200 HH or 1000 person	1 HP volunteer/363 HH or 1 HP volunteer/1381 population.	JNUS designed WASH project without HP volunteer

Topic	Indicator	Standard	Achievement	Remarks
	Minimum water container (10 l) provision for water transportation and storage / household		73% of the respondents received	Area Focal Agency (AFA) is responsible for this
	Percentage of households with access to soap (bathing soap)		87.8%	Area Focal Agency (AFA) is responsible for this
Solid Waste Management	Waste collection volunteer number / per person/collection frequency	1 to 2.5 volunteers / 1000 person / after every 3 days	(1 to 2.5 volunteers / 932 person / after each 3 days)	
	Minimum communal waste collection bin – plastic-made / household numbers	1 / Camp	03 (DSK, OPCA, SHED) out of 03 (100%) BNGOs meet the Standard	The WASH Sector discourages the continued use of communal waste bins for waste collection and has instructed that waste be collected from 100% of households (HHs) instead. PF WASH partners are adhering to this 100% HH collection strategy.
	Minimum Compost Quality check frequency / MRF	1 Quality check /year /MRF	DSK and OPCA could not meet the standard	
Sanitation	Minimum number of functional latrine/user numbers	1 / 20 Users	1/27 users	There is a shortage of latrines in all camps
	Minimum number of functional bathing/user numbers	1 / 20 Users	1/37 users	There is a shortage of bathing cubicles in all camps
	Percentage of households reporting defecating in a toilet	> 95% in camps	99.4%	

Topic	Indicator	Standard	Achievement	Remarks
	Percentage of people with disability receiving adapted support to fulfil their specific sanitation needs	100%	91% Person with disability receiving adapted support to fulfil their specific sanitation needs.	
	Percentage of functionality status of sanitation facilities	> 95%	93%	

Table 5: Progress Against Sector Indicators

3.2 Water Point Access and Challenges

Access to clean drinking water is a fundamental need, especially in refugee camps where resources are scarce and infrastructure is often limited. The data provides a comprehensive look at the current state of water access, collection practices, and the challenges faced by the community in ensuring that this vital resource is available to all.

3.2.1 Sources of Drinking Water

The majority of respondents (61.0%) rely on tap stands as their primary source of drinking water, followed by deep tube wells (27.5%) and shallow tube wells (7.9%). Other sources constitute a minimal share (3.6%),

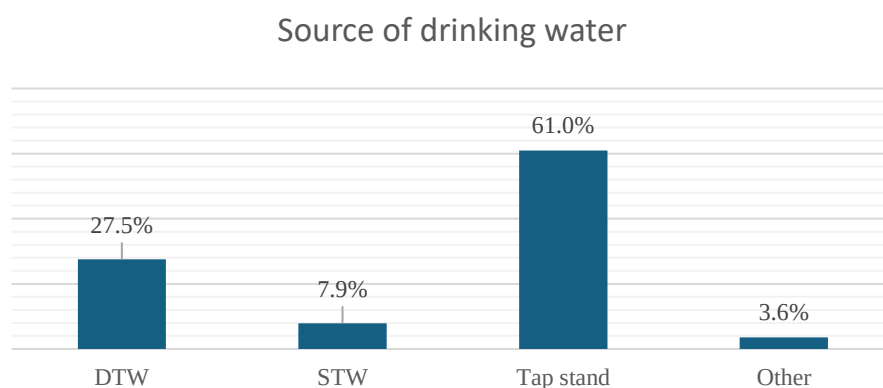


Figure 1: Graph: Source of drinking water (overall) Ref. W1

underscoring the importance of tap stands in the community's water supply infrastructure.

A similar trend can be noticed among most of the implementing partners except SHED and BGS, where DTW is the primary source. *(for detailed information please refer to the tables provided in the annex).*

3.2.2 Time Spent Collecting Water

Time efficiency in water collection is crucial, particularly in a refugee setting where daily survival tasks demand significant time and energy. A majority of respondents (67.5%) report that they can access their nearest water source in less than five minutes, which is a positive indicator of the availability and proximity of water points. However, over one-fifth (22%) still require 5 to 10 minutes, and a small percentage (5.8%) spend between 10-15 minutes reaching a water source. The extended time required by some families may

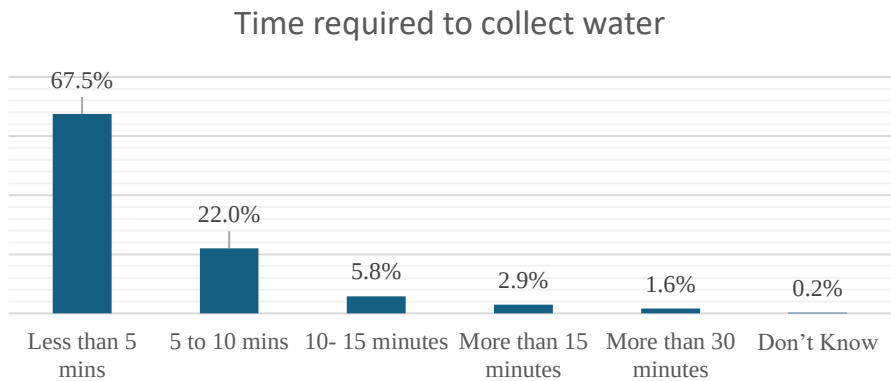


Figure 2:Graph: How long does it take to collect water (overall), Ref. W2

strain their ability to manage other essential tasks and could indicate issues with the distribution or functionality of water points in certain areas.

Unlike others, in the case of respondents from Prottiyashi, SHED and DSK, few of them mentioned that their time required for water collection is more than 30 minutes (more than the accepted standard).

3.2.3 Queueing for Water

Water collection is not only about access but also about the efficiency of the process. A significant 77.7% of respondents indicated that they needed to wait in line while collecting water, with wait times varying. About 29.8% reported a wait of 5 to 10 minutes, while 28.2% waited more than 15 minutes. Such delays can be particularly burdensome, especially for large families or those with limited manpower to carry out water-fetching duties.

Whether requires to wait in the queue

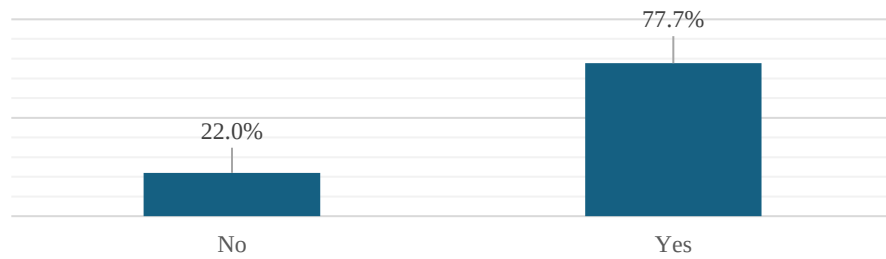


Figure 3: Do you need to wait in the line while collecting water? (overall), Ref. W3

Time required at the queue

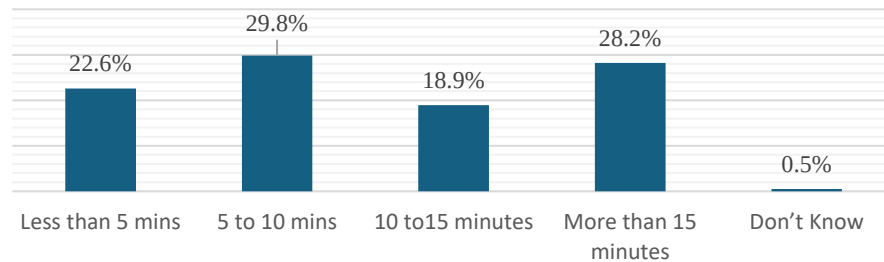


Figure 4: Those claimed needing to wait in queue (base: 800), for how long (overall), Ref. W4

The waiting time seems to be an issue at JSK and Protyashi queue at the water point, whereas BGS is doing relatively better. *(for detailed information please refer to the tables provided in the annex).*

3.2.4 Household Water Collection

On average, households collect about 109 litres of water per day. According to the SPHERE standard, the recommended quantity of water is 20 litres per person per day in an emergency camp situation. This suggests that a family with at least five (05) members can meet their daily water requirement.

3.2.5 Water Point Maintenance and Issues

The maintenance of water points is crucial for their continued functionality. A large majority (93.3%) confirmed that water points are regularly repaired and maintained. However, 17% of respondents reported problems when accessing water, with security concerns (44.6%) and difficult terrain (38.9%) being the most common issues. These challenges highlight the need for ongoing attention to both the physical and social barriers to water access.

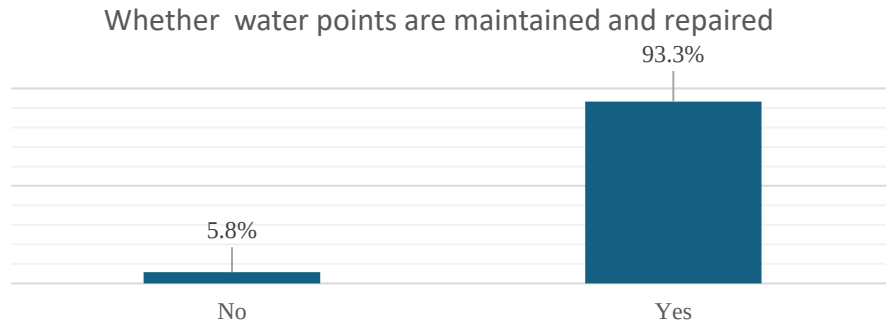


Figure 5: Water point repaired and maintained regularly (overall), Ref. W9

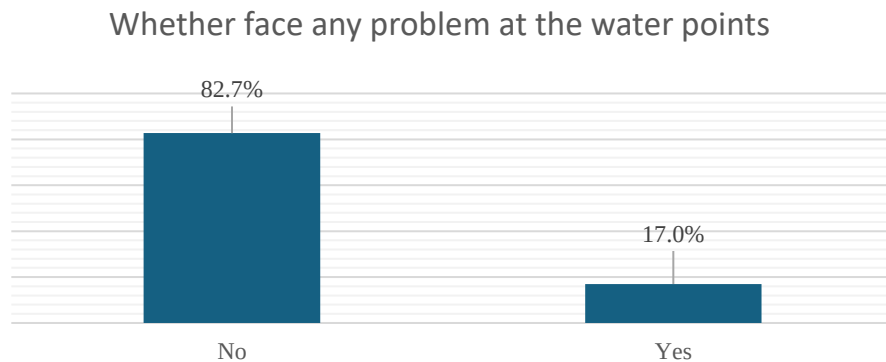


Figure 6: Whether face any issues in accessing water from there (overall), Ref. W13

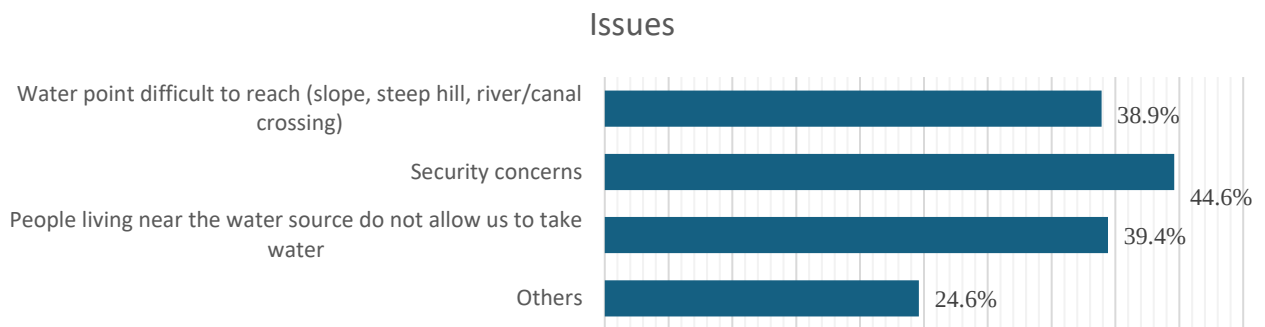


Figure 7: Those said to have problems at the water point (Base: 175), What are the issues? (overall), Ref. W14

OPCA and JSK need to look into the water point issues and address them as it is bringing down the overall level of achievements. *(for detailed information please refer to the tables provided in the annex)*

Overall, the data paints a picture of a community with substantial access to water but still faces notable challenges in terms of efficiency and sufficiency. The reliance on tap stands, the need to wait in line, and the varied time spent collecting water highlight the ongoing need for improvements in water distribution and infrastructure. While the community expresses general satisfaction with their water supply and

storage solutions, the issues reported, particularly those related to accessibility and security, underscore the importance of continuous monitoring and support to ensure that water needs are met effectively and equitably.

3.3 Personal Hygiene

Among the Rohingya community in Bangladesh, where daily activities are deeply intertwined with hygiene practices, the survey data highlights both commendable habits and areas requiring improvement to promote a healthier living environment. The data explores not just the actions of individuals but also their awareness, resource availability, and the community's collective journey towards betterment.

3.3.1 Handwashing with Soap Habits: A Daily Ritual

Handwashing, a well-established routine in many households, is practised consistently after defecation, with an impressive 98.3% of respondents adhering to this habit. This practice reflects a widespread understanding of the importance of cleanliness in preventing disease. The awareness extends to other critical moments as well, such as before eating, where 95.1% of respondents ensure that their hands are clean, recognising the direct link between hygiene and health.

However, when looking deeper into the data, it becomes evident that there is a drop in handwashing with soap practices after handling child or adult faeces, with only 50.9% of respondents claiming to regularly wash hands with soap. Similarly, only 50.5% is washing hands with soap before feeding a child or anyone else, a significant area that requires improvement. These moments are just as critical for handwashing with soap as after defecation, and enhancing awareness around these practices could further reduce the risk of disease transmission within families.

The data also shows that handwashing with soap before preparing and serving food is practiced by 78% of respondents, which, while significant, still has room for improvement. Notably, only 8.4% wash their hands with soap after sneezing or coughing, a practice that could greatly reduce the spread of respiratory infections if more widely adopted.

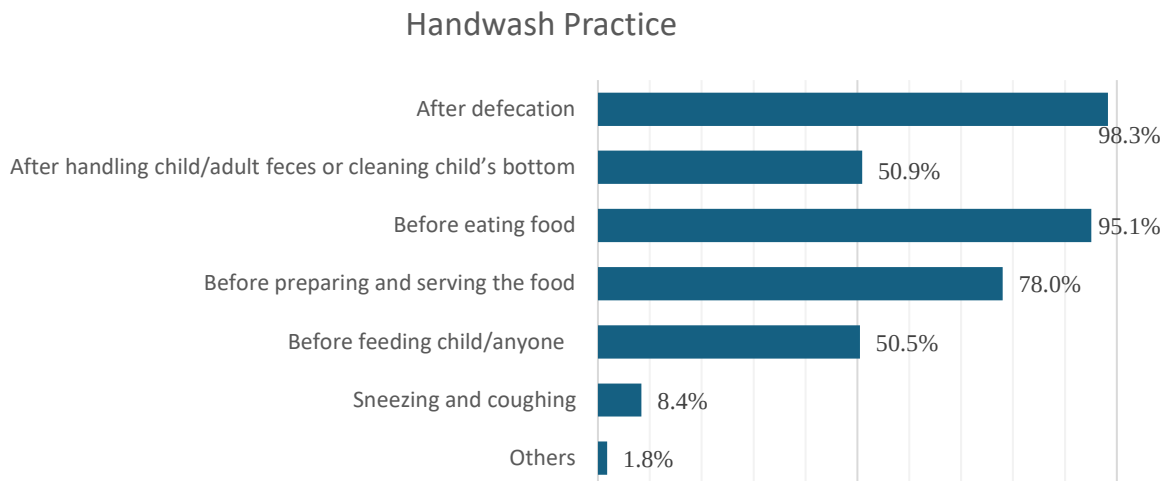


Figure 8: When do you or your family members wash hands with soap? (overall), Ref. W2.1

3.3.2 Access to Soap: A Challenge for Some

Access to soap is critical for maintaining hygiene practices. The survey shows that most respondents (87.8%) receive soap from WASH agencies, which is crucial, especially for those who cannot afford hygiene products. However, 12.1% of the community does not receive soap from these agencies, relying on their own resources or neighbours' generosity. Among those without soap, 71% rely on others, highlighting a concerning need for further investigation.

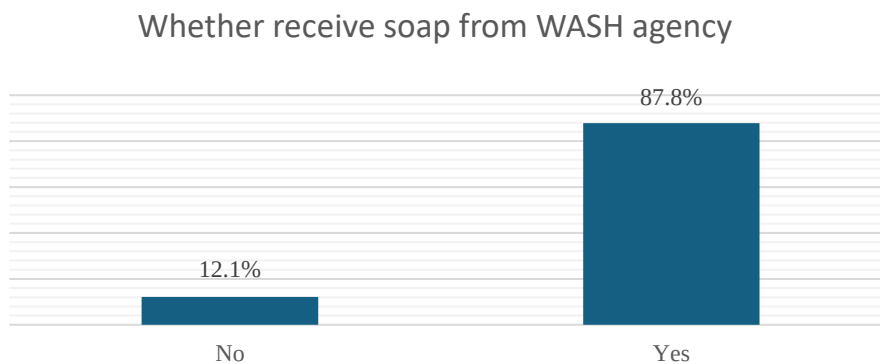


Figure 9 : Whether receive soap from WASH agency? (overall), Ref. W2.2:

Sourcing of soap, if not agency

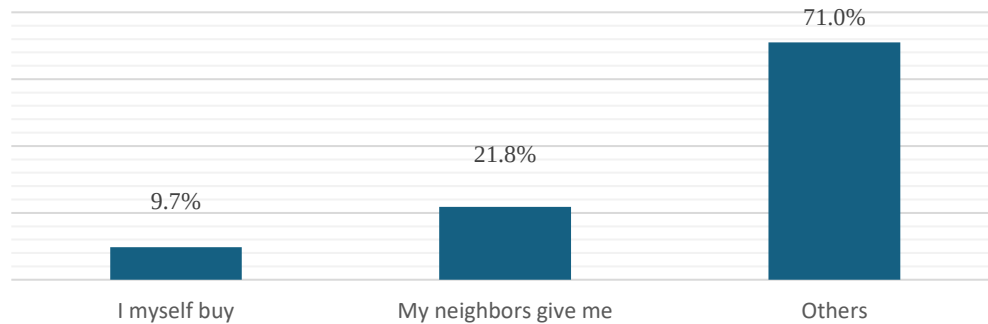


Figure 10: Those who are not receiving soap from WASH agency (Base: 124), how they are sourcing? (overall), Ref. W2.3

3.3.3 The Role of Education and Awareness

Education and awareness play an important role in shaping hygiene behaviours. The survey data shows that nearly 70% of respondents have participated in hygiene sessions in the last three months. These sessions educated the community on various aspects of hygiene, with 87.2% of participants learning about the importance of handwashing, and 78.8% gaining knowledge on safe water practices. These sessions also covered a wide range of topics including safe food management, sanitation, and even menstrual hygiene management, which has reached 20.3% of participants.

Attending hygiene sessions

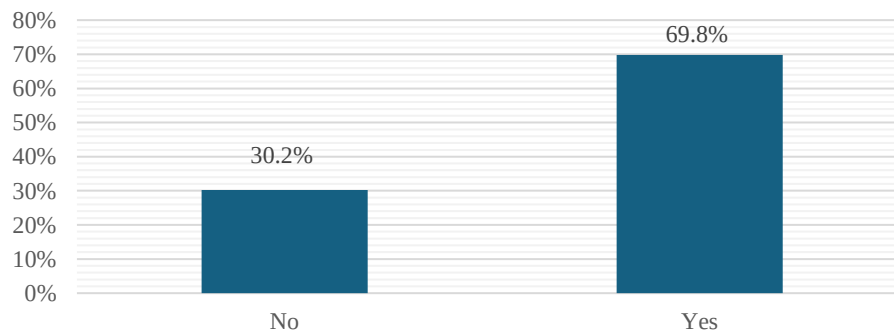


Figure 11: Participated in any hygiene sessions in last 3 months? (overall), Ref. W2.7

Lesson learned from the hygiene sessions

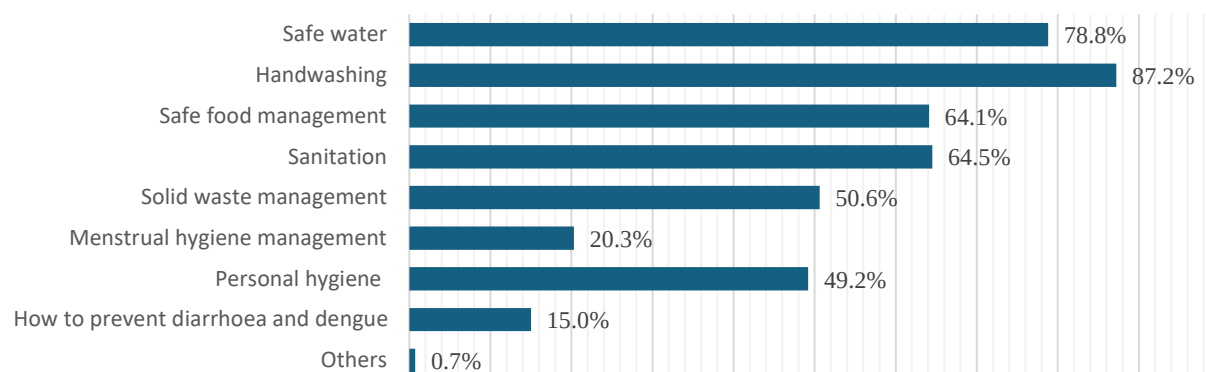


Figure 12: Those who participated in a session in the last 3 months (Base: 718), what are the topics? (overall), Ref. W2.8

Some partners are performing well in this area, while JNUS, JSK, NOWZUWAN, and BGS have room for improvement and can enhance their efforts for better results.

The importance of these sessions cannot be overstated, as they are a primary source of knowledge for the community. Most respondents (95.3%) reported that their awareness of the current hygiene crisis came from BNGO workers, highlighting the crucial role these organisations play in disseminating information. Training sessions also contribute significantly to this awareness, with 63.3% of respondents citing them as a key source of information.

Source of knowledge

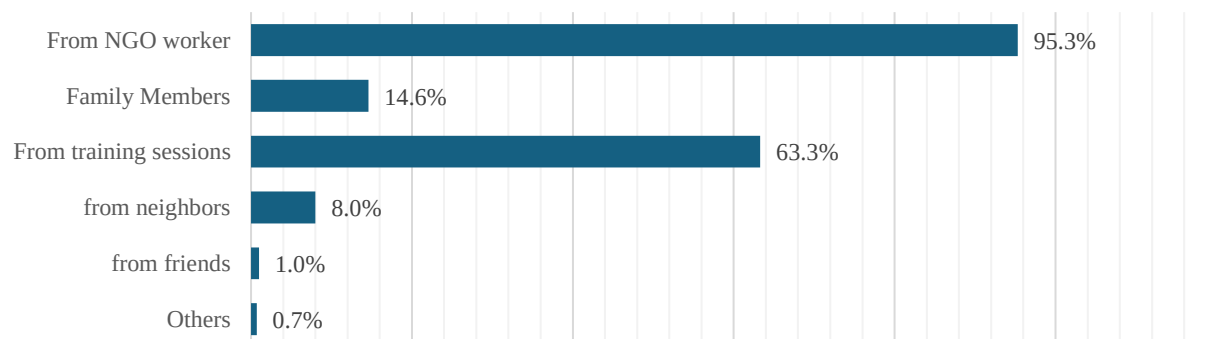


Figure 13: Source of knowledge about critical times of washing hands? (overall), Ref. W2.5

3.3.4 Health Impact: The ongoing Battle Against Waterborne Diseases

Despite the high levels of awareness and practice, the community is not entirely free from the scourge of waterborne diseases. Over the past six months, 24.5% of families reported cases of diarrhoea or similar illnesses, indicating that there are still gaps in the community's defence against these diseases. This statistic suggests that while the practices and awareness are in place, there may be other factors at play—such as water contamination or inconsistent hygiene practices—that need to be addressed.

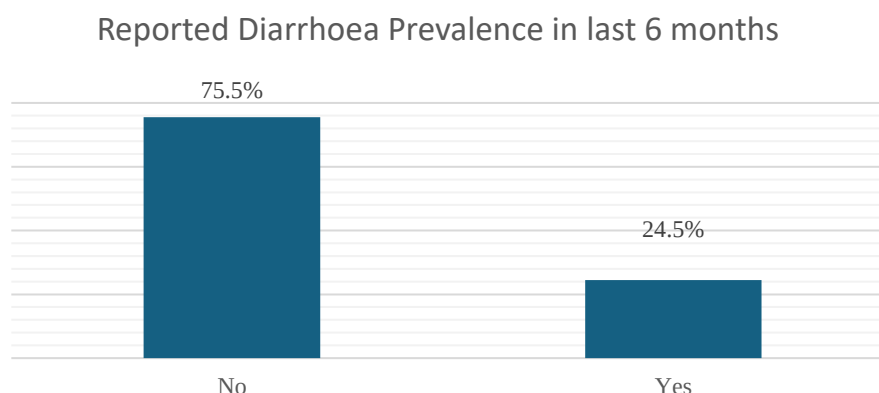


Figure 14: Whether reported any diarrhoea cases in the family in the last 6 months? (overall), Ref. W2.6

3.3.5 Hygiene Practice Needs Awareness and Resources

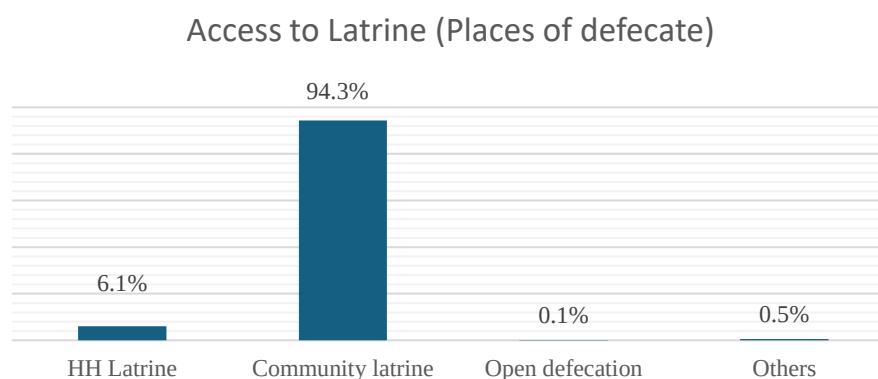
The community's hygiene practices, supported by education and the distribution of hygiene kits give a platform for fighting against preventable diseases. However, the data explores some specific areas where further efforts are needed. By focusing on improving handwashing practices in less emphasised situations, ensuring broader access to soap, and continuing to educate the community on all aspects of hygiene, the overall health and well-being of the community can be significantly improved. The ongoing battle against waterborne diseases and other hygiene-related illnesses will require sustained efforts, but these challenges can be overcome with the right support and continued community engagement.

3.4 WASH Infrastructure

The survey data shows a community striving to maintain its dignity and health through shared WASH infrastructure. Yet, it also discovers the challenges they face daily, reflecting both the progress made and the areas in need of urgent attention.

3.4.1 Shared Latrines and Bathing Cubicles: A Community Resource

The survey data reveals that shared community latrines are the cornerstone of sanitation in this community, with 94.3% of respondents relying on them. This widespread usage underscores the



community’s dependence on collective facilities, especially in a context where private household latrines are uncommon.

Figure 15: Where do you and your household members usually go to defecate? (overall), Ref. W3.1

Despite the broad use of these facilities, the data suggests a gender disparity in how these latrines are structured. Almost 60% of respondents report that there are no separate latrines for men and women, which could lead to discomfort or even discourage usage among certain groups. The lack of gender-specific facilities is a gap that needs to be addressed to ensure that all community members feel safe and dignified while attending to their needs.

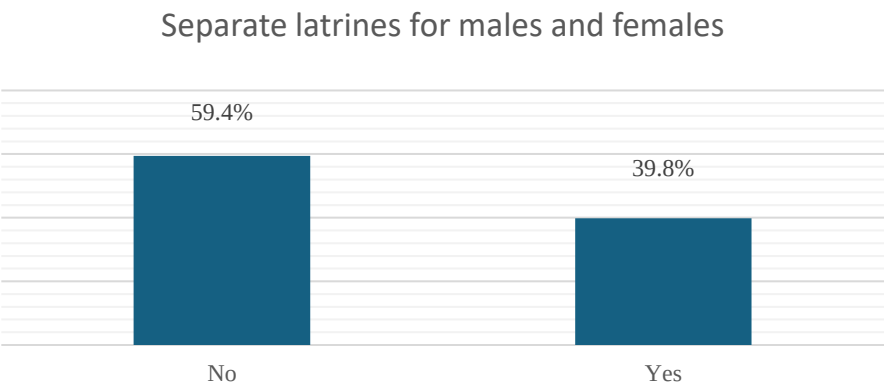


Figure 16: Are there separate latrines for males and females? (overall), Ref. W3.2

Regarding access to bathing facilities or cubicles, 1.2% of participants expressed concern about not having access at all. Additionally, 53.8% indicated that while they have bathing cubicles, they are not clearly marked as separate for males and females. Another 18% stated that their available bathing cubicles are restricted solely to women.

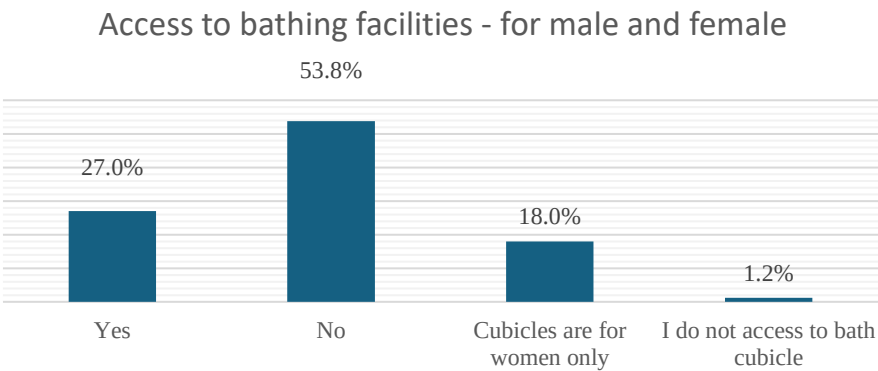


Figure 17: Are there separate bathing cubicles for males and females? (overall), Ref. W3.9

3.4.2 Perception of Safety in using toilets and bathing Cubicles: A Mixed Reality

Safety is a top concern when using shared facilities. Most (91.6%) of respondents feel safe using the community latrines. This sense of security is vital. However, for the 7.3% who do not feel safe, their concerns must be understood and addressed. The data reveals a concerning scenario when examining the reasons behind the lack of safety. Poor infrastructure, damaged doors, and missing locks account for 40% of the reported concerns. Additionally, the proximity of these latrines to public areas or roads, coupled with the feeling of being watched, exacerbates the sense of insecurity. These issues point to a need for both structural improvements and possibly better privacy measures.

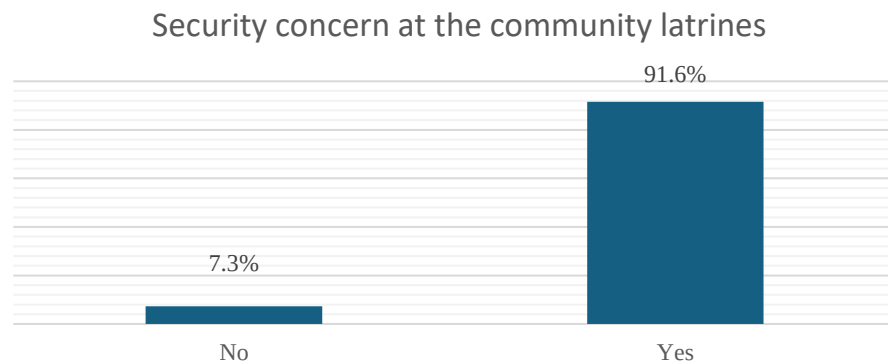


Figure 18: Do family members feel secure using community latrines? (overall), Ref. W3.3

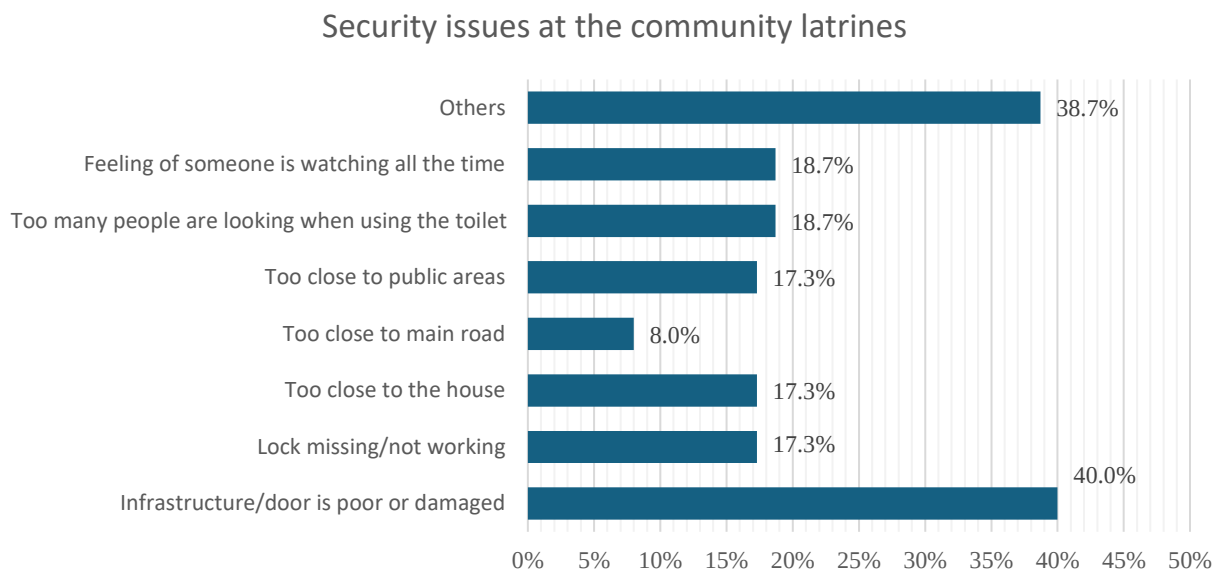


Figure 19: Those who mentioned having security concerns (Base: 75), issues with community latrines. (overall), Ref. W3.4

Similarly, in the case of bathing cubicles, very few raised safety concerns (only 3.4%). Those who raised concerns mainly mentioned damaged doors (48.6%), vicinity to public areas (31.4%), broken locks (28.6%) and staring people (25.7%).

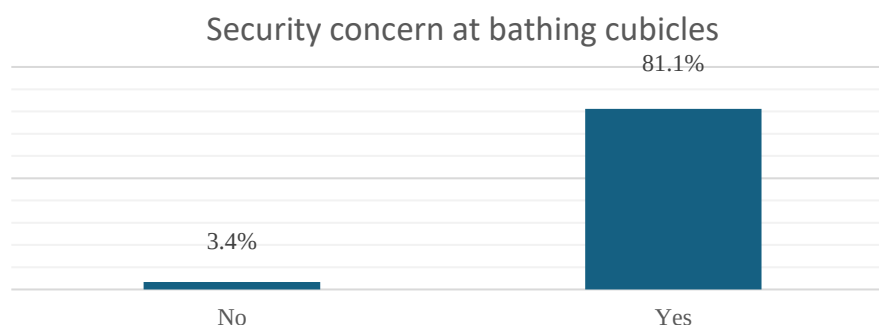


Figure 20: Do family members feel secure using bathing cubicles? (overall), Ref. W3.11

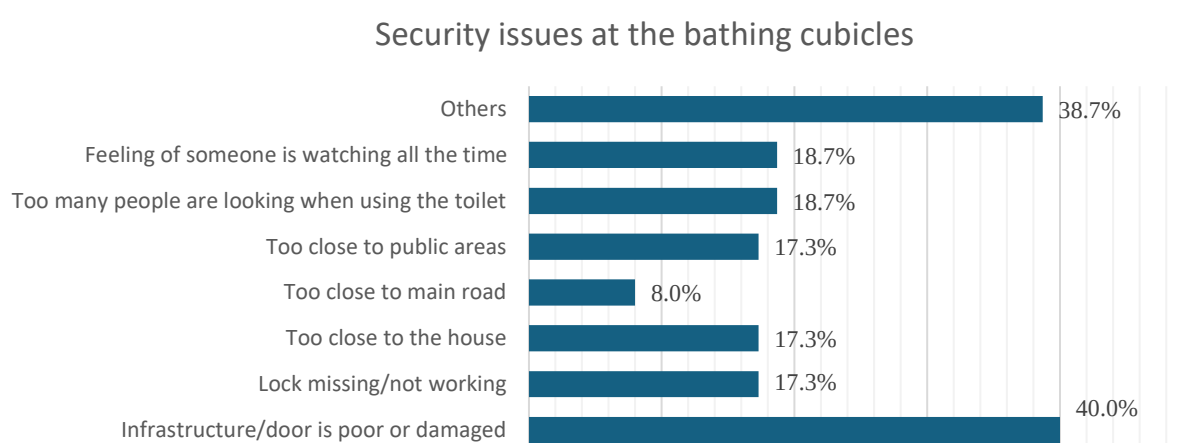


Figure 21: Those who mentioned having security concerns (base: 35), issues with bathing cubicles (overall), Ref. W3.12

Based on qualitative surveys with field-level staff of BNGOs, most reported no recent unusual incidents involving women and girls using toilets or cubicles. They also noted that many women and girls in the community use the toilets at night and often bring a companion for safety. The toilets are equipped with solar lights, ensuring security for the users.

Field staff suggested that the Pooled Fund project could address these concerns by segregating toilets for men and women and creating boundaries to facilitate daytime use. They mentioned that several BNGOs have recently implemented similar arrangements.

One field staff shared a personal experience where a girl was in a toilet when an unknown boy knocked on the door. Afraid of violating "Purdah," she stayed inside for over an hour. This incident highlights the challenges of having only one toilet for five families. The shared toilet can lead to embarrassment for women and girls if it is occupied by a man.

3.4.3 Hygiene and Maintenance: A Tale of Two Halves

The availability of handwashing stations near latrines is an important factor in maintaining hygiene. The survey shows that about 50% of the community have such stations near their latrines. However, only 75% of these stations are adequately provided with soap and water, meaning a significant portion of the

population may be unable to practice proper hand hygiene after using the latrines. This gap is particularly concerning given the crucial role that handwashing plays in preventing disease transmission.

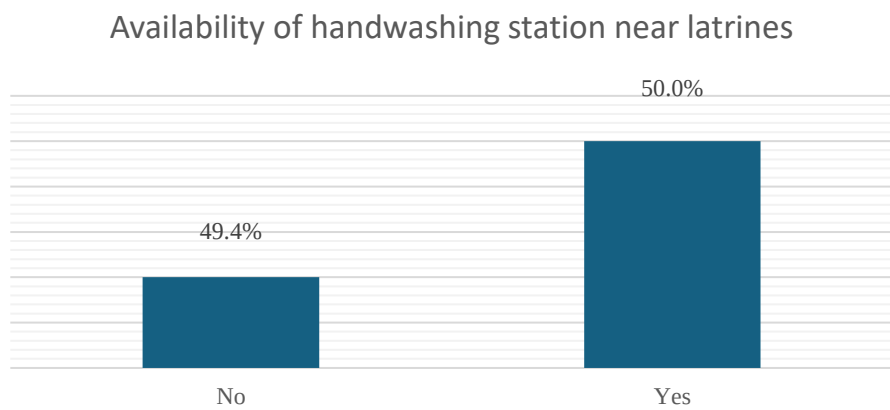


Figure 22: Are there hand washing stations beside the latrine that you used? (overall), Ref. W3.5

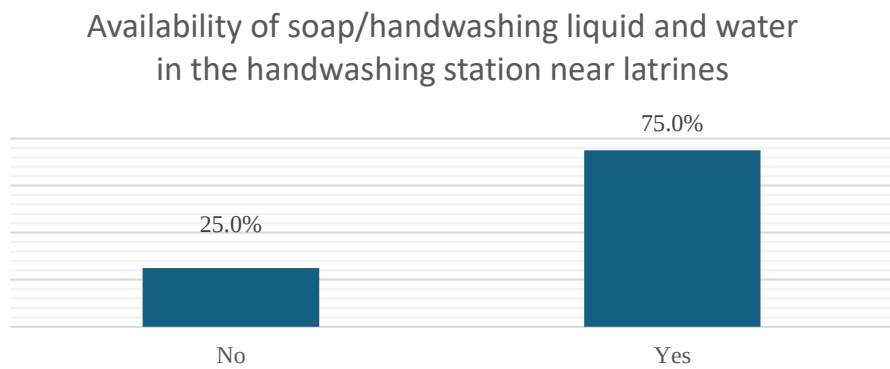


Figure 23: Those who claimed to have a handwashing station (Base 513), are there soaps/handwashing liquid and water available in the handwashing station? (overall), Ref. W3.6

On a positive note, the community appears to be proactive in maintaining the sanitation infrastructure, with 94.8% of respondents confirming that latrines are regularly emptied. This maintenance is essential to prevent overflow and the spread of contaminants.

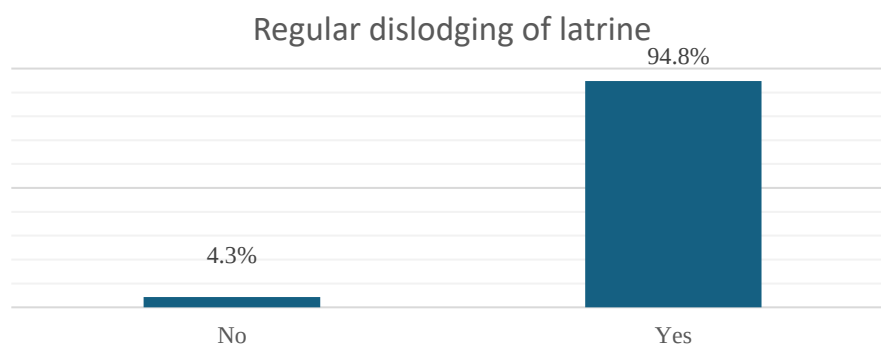


Figure 24: Are all the latrines in your subblock dislodged regularly? (overall), Ref. W3.7

Additionally, a majority report that bathing cubicles and latrines are generally well-maintained, with 86.7% and 97.7% satisfaction rates, respectively. This upkeep ensures that these facilities remain usable and safe for the community.

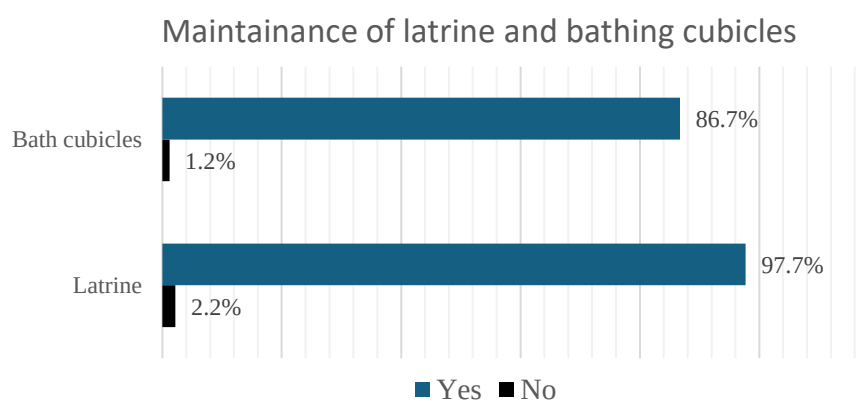


Figure 25: Maintenance of bathing cubicles and latrines properly? (overall), Ref. W3.14a and 3.14b

However, when it comes to repairs, the data indicates that there is room for improvement. Around 24.1% of respondents noted that bathing cubicles had not been repaired as needed in the past three months, and 21.1% expressed similar concerns about latrines. This lack of timely repairs could lead to further deterioration of the facilities, impacting their usability and the overall hygiene of the community.

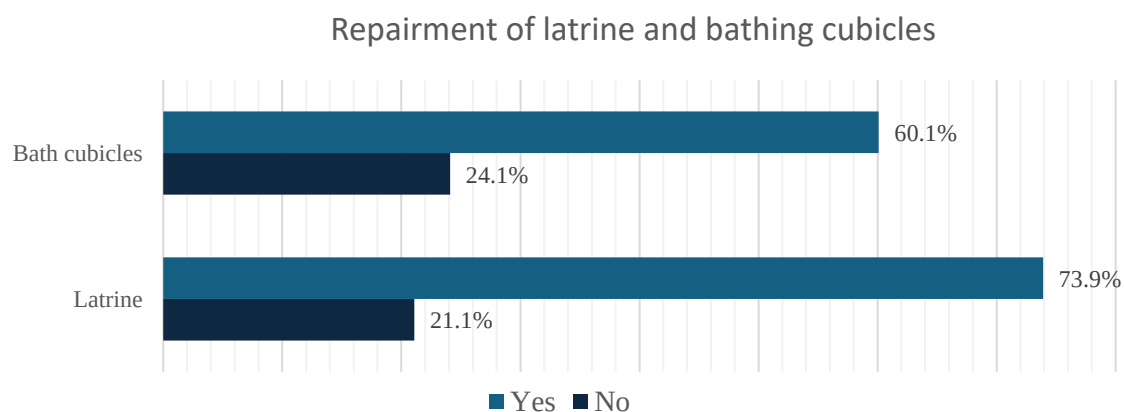


Figure 26: Repairing of bathing cubicles and latrines? (overall), Ref. W3.16a and 3.16b

The data also shows a strong sense of community responsibility. For instance, the majority of respondents (92.8%) report that community waste bins are well-managed, indicating that communal waste disposal is taken seriously.

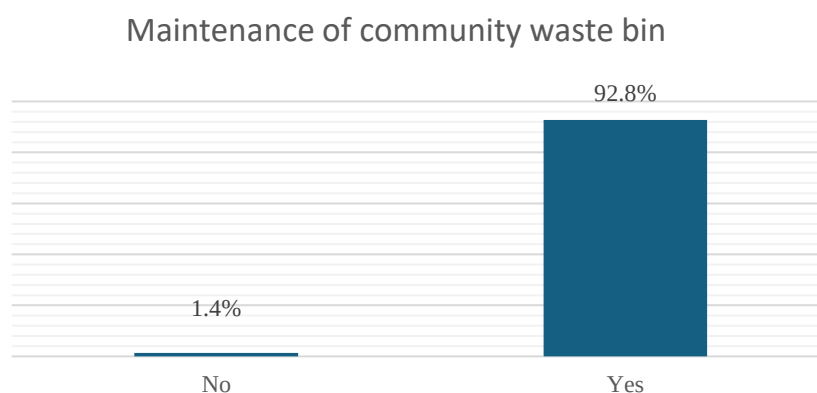


Figure 27: Are the community waste bins well-maintained? (overall), Ref. W3.14d

Regarding the cleanliness of surrounding WASH facilities, it is clear that some BNGOs perform better than others. Help Cox's Bazar and JSK, in particular, require more attention.

3.4.4 Lighting and Safety: Challenges After Dark

The survey data reveals a significant issue when it comes to using these facilities at night, in the absence of adequate lighting. More than 60% of respondents report insufficient lighting in and around the latrines and bathing cubicles, which could deter use after dark and increase the risk of accidents or other safety concerns. This issue is compounded by the fact that a large portion of the community does not have separate bathing cubicles for men and women, further increasing the sense of vulnerability, especially among women and girls.

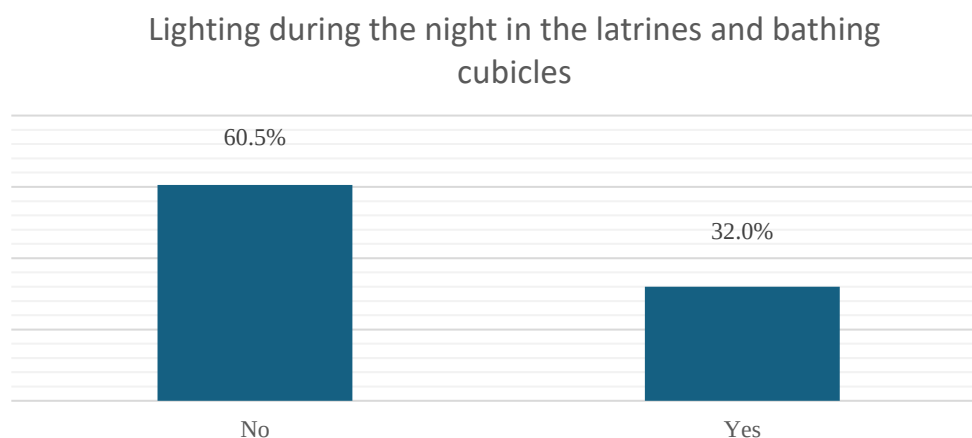


Figure 28: Is there enough light to use the latrines and bathing cubicles at night? (overall), Ref. W3.13

The community's reliance on shared WASH infrastructure highlights both its strengths and weaknesses. While there is a strong basis of collective effort in maintaining these facilities, issues like inadequate lighting, lack of gender-specific spaces, and insufficient handwashing stations need to be addressed to ensure that everyone can safely and comfortably use these essential facilities. By focusing on these areas, the community can build on its existing strengths and move towards a more inclusive, safe, and hygienic environment for all its members.

3.5 Solid Waste Management

The community's approach to solid waste management reveals an elaborate picture of daily habits, organisational interventions, and the impact of educational initiatives. While the data uncovers significant strides in maintaining clean environments and promoting responsible waste disposal, it also highlights opportunities for improvement and deeper engagement.

3.5.1 Clean Environment: A Shared Responsibility

The data shows a comforting picture- in 95.9% of the cases, interviewers reported that the area surrounding the respondent's living place was clean. This reflects the community's awareness of maintaining shared spaces, likely supported by structured solid waste management systems. However, a small 3.9% of the cases were also found with unclean surroundings, which needs further effort and attention.

Cleanness of space around the house - Observation

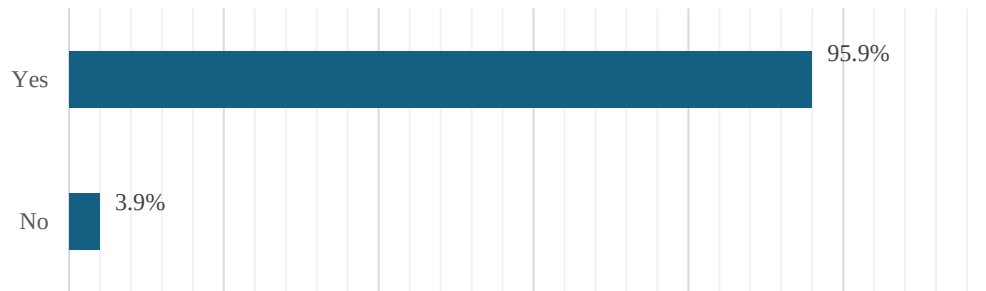


Figure 29: Is the space around the house/shed found clean? (overall), Ref. W4.1

3.5.2 Efficient Waste Collection: A Daily Practice

Solid waste collection is a core function that supports the cleanliness of the community, with an overwhelming 92.5% of households reporting that waste is collected daily. This frequency underscores a strong, well-implemented waste collection system that ensures waste does not accumulate for long. However, the small percentage (7.5%) reporting less frequent collections, ranging from 2-3 times a week to very infrequent pickups, highlights gaps in service that may need attention to ensure all households benefit from regular waste collection.

Frequency of waste collection

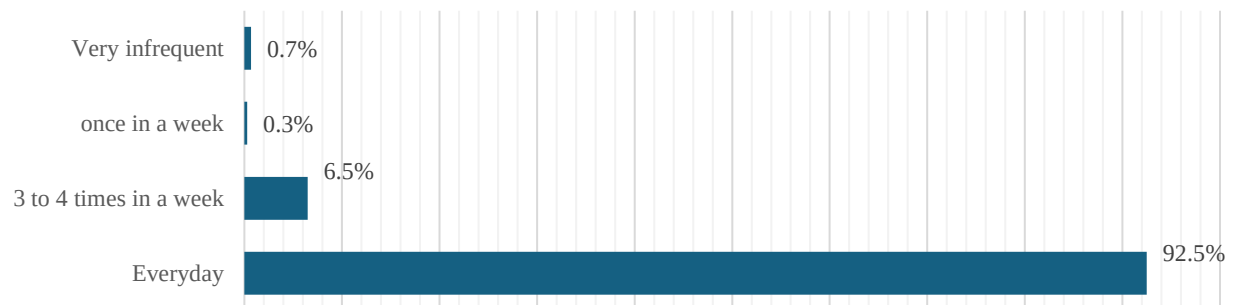


Figure 30: How frequently waste is collected from HH? (overall), Ref. W4.2

3.5.3 Waste Bins: Everywhere but Not Always Adequate

The presence of waste bins in nearly every household (98.6%) is a testament to the success of community or project-led initiatives. An overwhelming 98.9% of these bins were provided through a project, indicating significant external intervention.

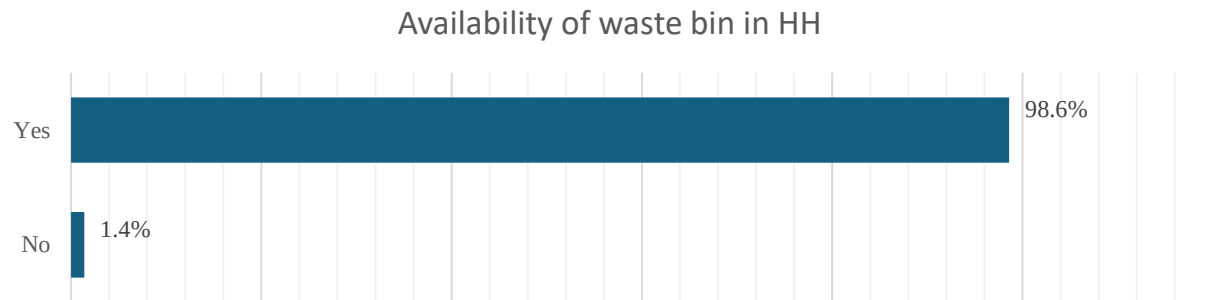


Figure 31: Do you have any waste bins in the house for disposing of waste? (overall), Ref. W4.3

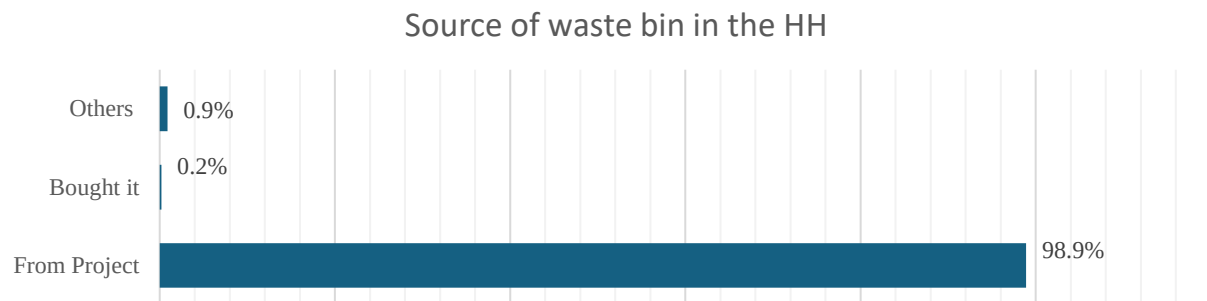


Figure 32: From where did you get the waste bin? (overall), Ref. W4.4

3.5.4 Waste Segregation: An Ongoing Learning Process

The data reflects an encouraging trend in bin segregation. While over 73.7% of respondents do not mix their waste, 26% still do—suggesting an area for further improvement in promoting and practising waste segregation.

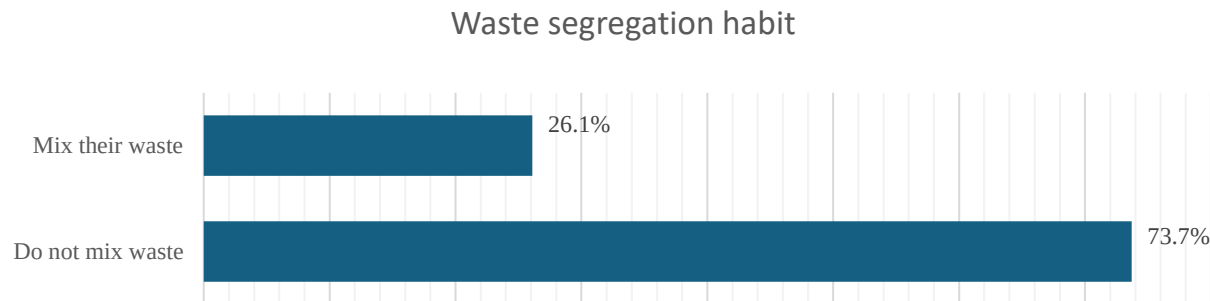


Figure 33: Do you keep all types of waste in the same basket/bins? (overall), Ref. W4.6

Among those who segregate waste, the practices are mostly aligned with proper waste management standards. Approximately 84% of the respondents use green bins for organic waste and red bins for inorganic waste. However, a notable 25.9% reverse this practice, placing inorganic waste in green bins and organic waste in red bins. This confusion in waste sorting suggests that while there is some awareness, additional educational efforts may be needed to clarify best practices.

Additionally, around 20.8% report placing inorganic waste in polybags, which introduces environmental concerns as plastic bags can exacerbate waste problems if not managed properly. These findings suggest that while the community is familiar with the concept of waste separation, there are inconsistencies in execution that need addressing.

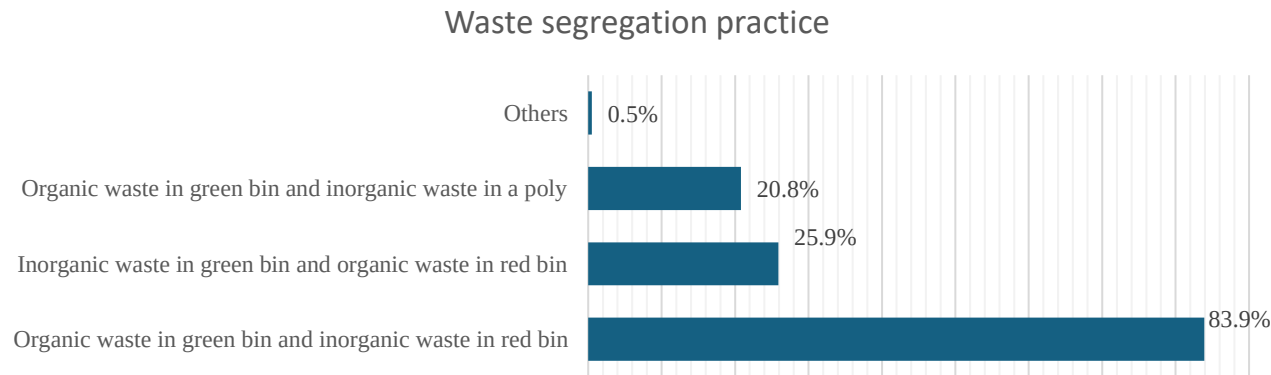


Figure 34: Those who do not mix their waste (Base: 758), how is the waste segregated? (overall), Ref. W4.7

3.5.5 Waste Management Bins: Well-Maintained but Not Always Adequate

The community appears diligent in maintaining its waste bins, with over 92% of respondents confirming that their bins are in good condition. However, around 6.8% indicate that their bins are not in good shape, reflecting wear and tear over time. Maintaining bin quality is crucial for continued effective waste management.

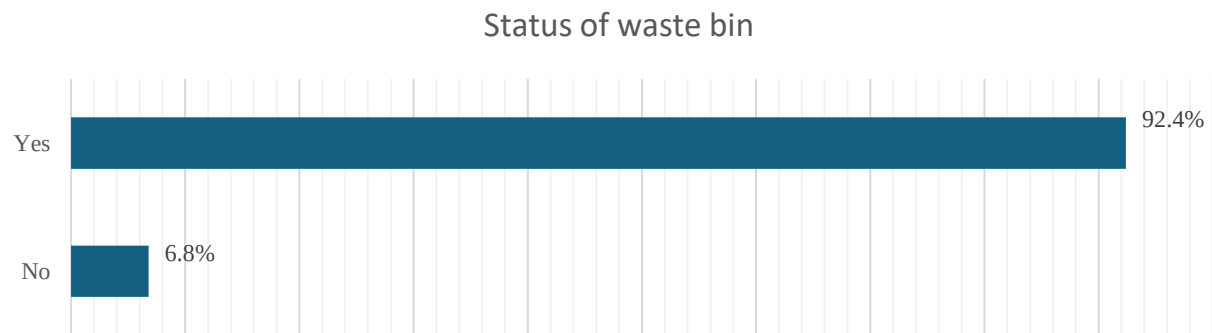


Table 33: Are the waste bins in good condition? (overall), Ref. W4.8

Despite challenges, the community’s awareness of waste management rules is impressive, with 96.4% reporting knowledge of guidelines on how to dispose of their household waste. This high awareness likely stems from targeted awareness and mobilisation efforts, with nearly 87% of respondents confirming that they have received education or training on proper waste management practices. Such training is essential in embedding sustainable waste habits within the community, while the 12.6% who missed out on this education represent an opportunity for further outreach.



Figure 35: Are you aware of any specific guidelines or rules for waste segregation in your HH? (overall), Ref. W4.11



Figure 36: Have you received any education or training on proper waste management practices? (overall), Ref. W4.12

3.5.6 Composting: An Emerging Practice

The data on composting highlights a community gradually transitioning toward more sustainable practices. While 46.2% of households have received compost from their organic waste, 50.5% have not. This division reflects both the progress made in encouraging composting and the potential to broaden participation.

For those who have received compost, the average yield over the past three months is 11.74 kg, with the most frequent response being 20 kg.

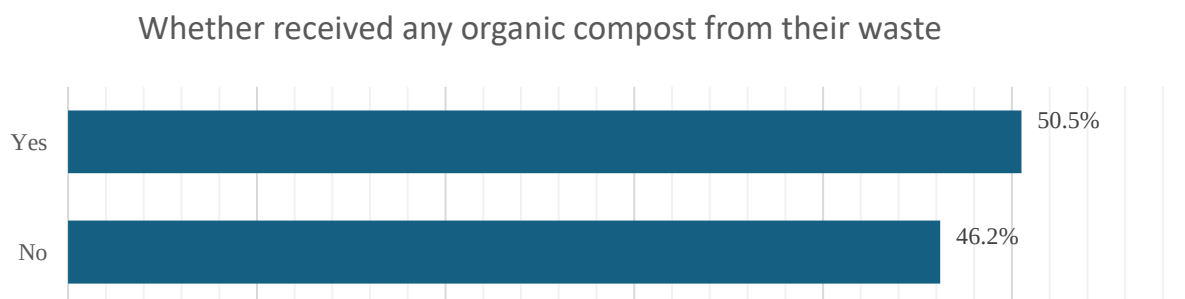


Figure 37: Did you receive organic compost from the waste you disposed? (overall), Ref. W4.14

Overall, the data shows a picture of a community that has made admirable progress in adopting solid waste management practices, largely supported by external projects and interventions. The daily collection of waste and the widespread availability of bins are strengths upon which the community can continue to build. However, gaps in waste segregation, the inadequacy of bin sizes, and inconsistent composting practices represent areas for future focus. Through continual refinement of educational efforts and addressing the remaining challenges, the community can be supported to enhance its waste management systems, contributing not only to a cleaner environment but also to a more sustainable future.

3.6 Satisfaction and Other Factors

3.6.1 Overall satisfaction with the project

The data reveals a highly positive perception of the project among participants. The majority, 56.9%, express that they are "very satisfied," with an additional 32.4% reporting being "satisfied." Only 0.5% of respondents are dissatisfied. This strong satisfaction rate suggests that the project has successfully addressed the community's needs.

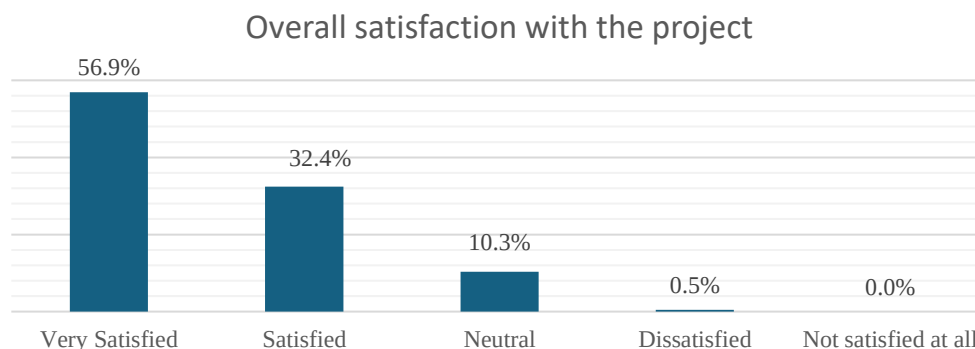


Figure 38: Overall, how satisfied are you with the project activities? (overall), Ref. W6.1

3.6.2 Participation in Other Trainings

Beyond WASH-related training, a variety of other educational training were offered, such as regarding nutritious food (50.3%), family planning (50.2%), and Safeguarding (48.1%). The high participation rates in these areas show the project's multifaceted approach to community development. However, 20.9% of respondents did not receive additional training, highlighting a gap in inclusion or communication in certain areas.

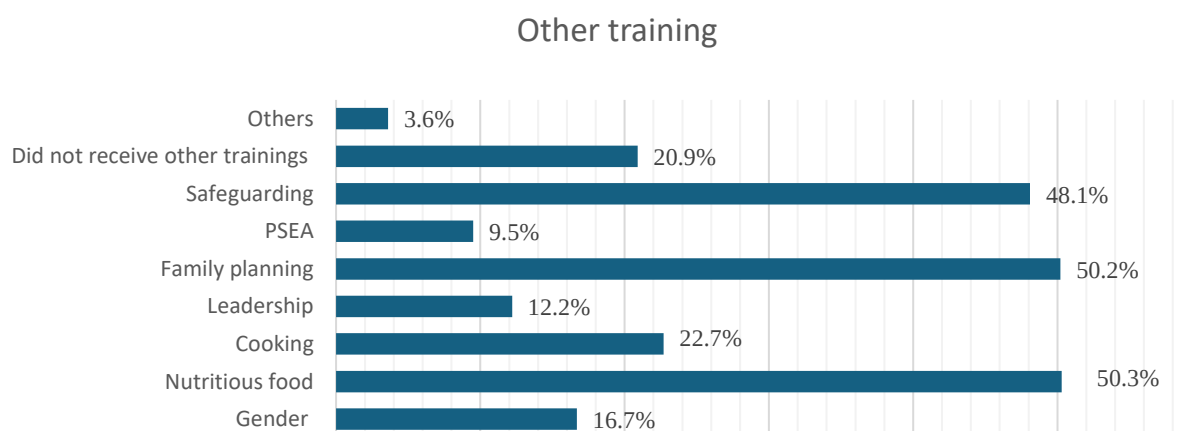


Figure 39: Apart from WASH-related training what other trainings did you participate in? (overall), Ref. W6.4

A significant majority (81%) of respondents felt the training was relevant and useful. This indicates that the content delivered was well-aligned with the participants' needs. Only a small minority (5.7%) found the training to be unsuitable, reflecting majority satisfaction with the training quality.

3.6.3 Menstrual Health and Hygiene

A majority (80.4%) of the female respondents were found to be aware of menstrual health, with 85.7% reporting easy access to sanitary pads or other menstrual hygiene products. This is an important indicator of the project's success in addressing critical hygiene needs for women. The relatively high awareness and accessibility are key outcomes of the intervention.

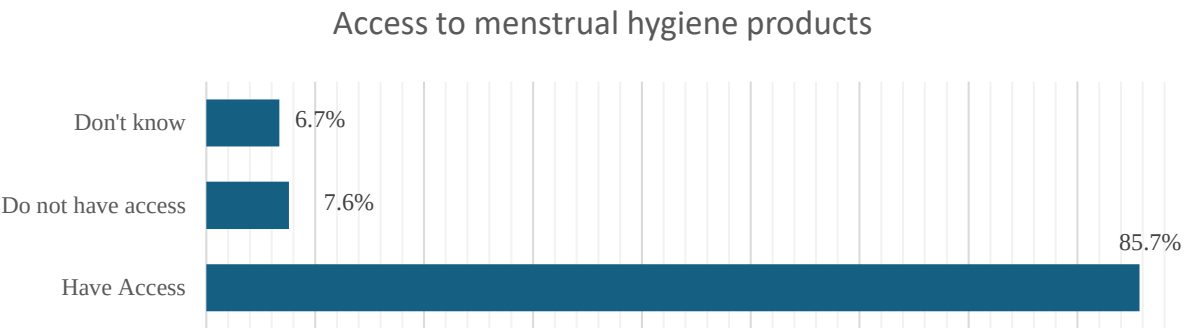


Figure 40:Only female (Base: 491). Do you have access to menstrual hygiene products? (overall), Ref. W6.7

3.6.4 Gender-Based Violence Awareness and Reporting

Approximately 26.4% of respondents reported knowledge of incidents of child marriage or sexual harassment/GBV in their community, while the majority (73.2%) claimed to not have observed such incidents. Encouragingly, 85.7% of participants know where to report incidents of GBV, with the CiC office (95.4%) being the most commonly cited location for reporting, reflecting a strong trust in the system's support structures.

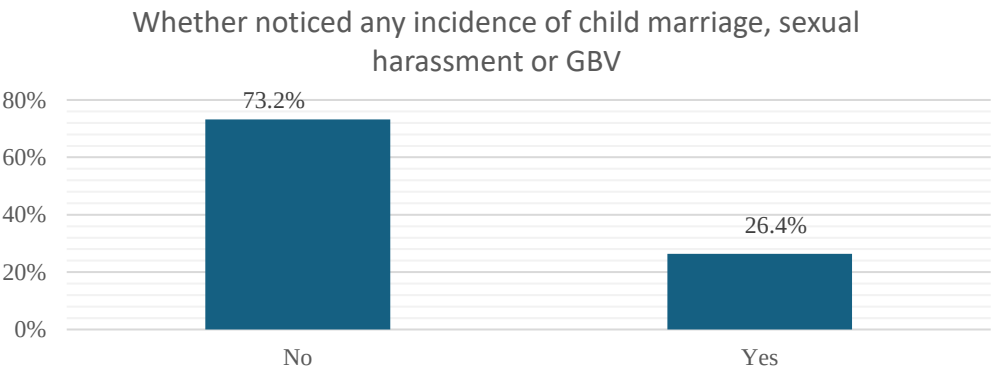


Figure 41: Do you know where to report incidents of child marriage / Sexual harassment or GBV? (overall), Ref. W6.8

The data shows that the respondents are highly aware of the negative consequences of child marriage and GBV, with "early pregnancy" (80%) and "health consequences" (73.9%) being the most frequently cited effects. These insights highlight the far-reaching impacts of such social issues on the community's well-being.

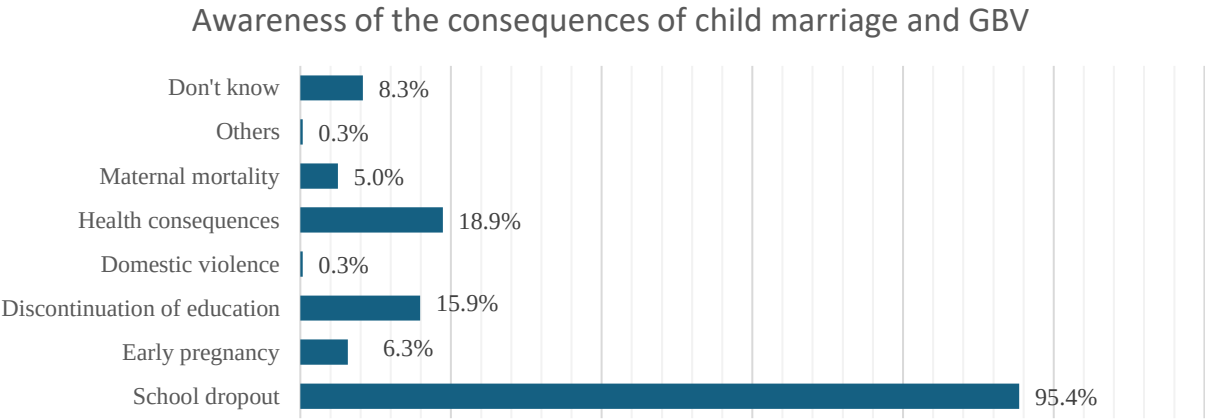


Figure 42: What are the effects of child marriage/Sexual harassment or GBV? (overall), Ref. W6.7

3.7 Accessibility of Sanitation Facilities for People with Disabilities

A key aspect of inclusivity in WASH services is the accessibility of sanitation facilities for people with disabilities. The data reveals that 67.2% of respondents believe the facilities are accessible, and equipped with features like ramps, handrails, and spacious interiors. This is a commendable result, reflecting progress in the design of facilities that cater to the needs of all individuals.

However, 23.4% of respondents say that these facilities are not accessible, which shows that significant gaps remain. Addressing these gaps is crucial to ensure that all members of the community, especially those with mobility challenges, have access to safe and user-friendly sanitation services.

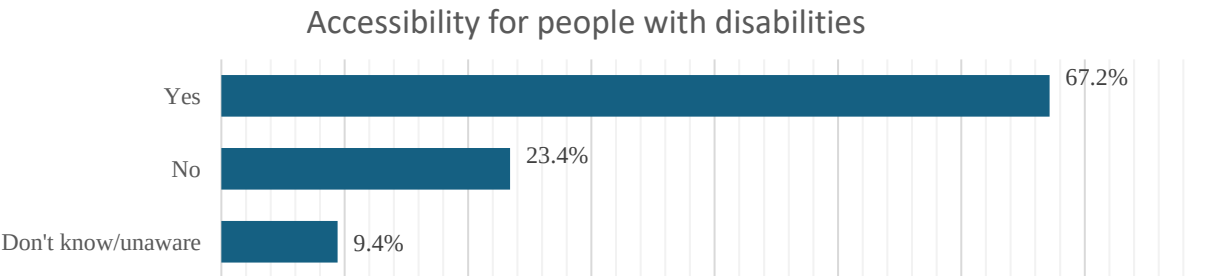


Figure 43: Are the sanitation facilities accessible to people with disabilities? (overall), Ref. W4.21

The data indicates that the WASH committees are making commendable efforts to involve women and people with disabilities in leadership roles, decision-making, and the design of sanitation facilities. The

strong push to encourage women’s leadership, coupled with a focus on accessibility, shows a positive trajectory toward greater inclusivity.

3.8 Sustainability of WASH Interventions and Challenges

Field staff expected that FDMNs would continue various activities after project completion, such as water safety planning, maintaining toilets and cubicles, cleaning drains, desludging toilets, and promoting personal hygiene practices. They emphasised the importance of ongoing awareness and follow-up activities to reinforce these practices. Maintaining toilet cleanliness presents a significant challenge for the Toilet-User-Group, as children often make the toilets dirty, and persuading them to clean regularly is difficult. Additionally, the desire for one toilet or cubicle per family is currently unfeasible due to project funding and space constraints. Communal pits without covers pose a pollution and disease risk during rain, as garbage and waste can spread to the surrounding environment. There is also concern that without ongoing support, hygiene practices may not continue in the long run. The distribution of plastic bins for waste disposal is helpful, but there is a risk that people will not replace broken bins on their own, potentially reverting to disposing of garbage in drains.

Despite these challenges, there is strong confidence in the long-term benefits of the project, with 85.7% of respondents believing that the project's impact will persist even after its conclusion.

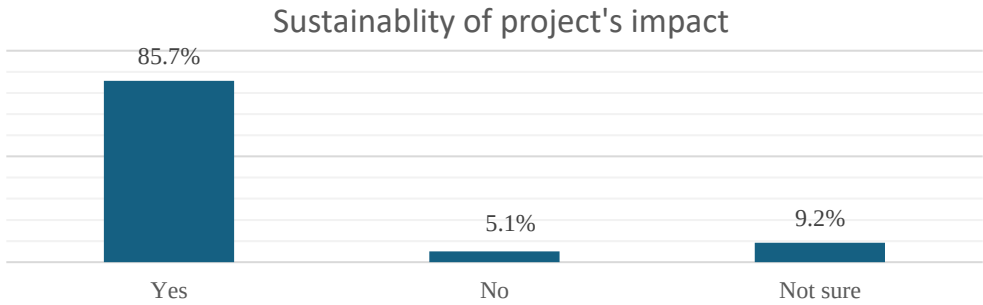


Figure 44: Do you believe the effects of the project will carry on after the project has ended? (overall), Ref. W6.20

Data from household surveys, in-depth interviews with key field staff, and observations demonstrate the intervention's highly positive impact on the community, particularly in service satisfaction, menstrual health initiatives, and gender-based violence awareness. In-depth interviews with field-level staff of BNGOs reveal that the Pooled Fund Localisation has brought about several positive changes in the living standards of FDMNs, including notable improvements in water supply, toilet use, and waste management. A water safety plan established with Pooled Fund support has led to a significant reduction in diarrhoea cases, and skin diseases due to better hygiene and sanitation practices. Field staff are optimistic about the sustainability of activities directly impacting their lives, such as maintaining personal hygiene, educating their children, and accessing healthcare. However, they acknowledged that without supervision, some habits or skills might gradually decline.

3.9 Score Based Performance of NGOs on WASH

Based on the sample survey data, a score-based performance scheme was developed to evaluate BNGO performance, ranging from 1 (lowest) to 5 (highest). Scores are assigned based on percentage distributions for each question, with 100% earning a score of 5 and 76% or lower receiving a score of 1. This method offers a structured and nuanced assessment, accurately reflecting each BNGO's effectiveness against specific criteria.

WASH is a continuous, service-based intervention that requires uninterrupted implementation for success. The programme selected nine BNGOs for this initiative. Out of these nine BNGOs, Help Cox's Bazar and JSK lacked prior experience in the WASH sector, while JNUS and Prottiyashi had very limited experience. Due to the specialised nature of non-stop service requirements, the programme initially faced challenges working with these four BNGOs.

According to project officials, JNUS, Prottiyashi, and OPCA are committed to implementing activities through innovative approaches. For instance, JNUS has placed bins in women's hygiene centres for the disposal of sanitary napkins. DSK, an A category BNGO, consistently executes activities with both precision and creativity. One example is DSK's water supply system, which relies on diesel to power its water network. During recent political unrest, transporting diesel daily became challenging. To address this, DSK proactively purchased and safely stored 100 litres of diesel underground to ensure a continuous supply and prevent any accidents.

The table below shows the ranking of performances of the BNGOs of WASH sector. Among the nine NGOs, two were from Category A. DSK performed exceptionally well, ranking first. However, SHED, also from Category A, ranked fourth, with two Category B NGOs, HCB and OPCA, outperforming SHED. Additionally, JSK, a Category C NGO, ranked higher than three Category B NGOs. It is worth noting that during the OCD discussion sessions, Prottiyashi, which was ranked among the bottom three, suggested that it should be classified in Category A and raised concerns about the perceived bias and transparency of BRAC's NGO categorization process.

Category	BNGO	Score	Mean	Rank
A	DSK	92	3.83	1
B	Help Cox's Bazar	91	3.79	2
B	OPCA	89	3.67	3
A	SHED	88	3.67	4
C	JSK	85	3.54	5
B	NOWZUWAN	76	3.17	6
B	PROTTYASHI	72	3.00	7
B	JNUS	69	2.79	8
C	BGS	62	2.58	9

Table 6: Ranking of Performances of BNGOs on WASH

Chapter Four: Education

4.1 A Holistic Assessment of Programme Intervention in the Education Sector

BRAC's Education programme stands out as a key intervention aimed at addressing the pressing educational needs of Rohingya children and adolescents. Recognising that education is a crucial pathway for fostering resilience and hope among displaced populations, BRAC's efforts focus on the following aspects:

- Creating safe, inclusive, and effective Learning Centres (LC)/facilities in the Rohingya camps (Cox's Bazar and *Bhasan Char*) to promote FDMN children and adolescents safe and inclusive learning facilities using the Myanmar curriculum.
- A number of Burmese and *Bengali* teachers are trained in interactive teaching and conducting classes regularly.
- Applying Community-Based Learning Facilities (CBLF) materials developed by BRAC together with the British Council in collaboration with UNICEF and ISCG Education Sector, focused on early-grade learning, basic literacy, numeracy, life-saving information, psychosocial support, and life skills.

This report presents the findings of BRAC's annual outcome assessment for the Education component of the programme. The survey aims to evaluate the programme's impact over the past year, specifically examining the performance of the Bangladeshi NGOs (BNGOs) involved. Through this assessment, we seek to provide insights into the successes, challenges, and areas for improvement in BRAC's efforts to deliver quality education to the Rohingya community. The findings will serve as a valuable tool for guiding future interventions and ensuring that the educational needs of the FDMN population are met in a sustainable and meaningful manner.

Quality Benchmark Assessment

The Education sector provides some benchmarks to assess the quality of the CBLFs. The achievement against benchmarks has been given below:

Indicators	Achievements
1.1. CBLF has enough space for 10-15 children to sit easily in "U" shape. (COVID 19: 4-6 children)	100%
1.2. CBLF has adequate Light and air flow	90%
1.3. Class Routine/ Session Plan	100%

Indicators	Achievements
1.4. Facility Management Committee	100%
1.5 CBLF learner's residence	100%
1.6. CBLF materials	95%
1.7. CBLF registers	100%
1.8. CBLF has first aid kit	100%
1.9. CBLF has functional fire extinguisher	54% (Remarks: Due to budget constraint. This gap is addressed in 2025 project budget)
1.10. CBLF has accountability poster available	Beyond scope of the assessment
1.11. CBLF has Child Safeguarding (CSG) information available outside the centre	
1.12. CBLF is well decorated with colourful posters and cards	99%
1.14. CBLF has sufficient hand sanitiser for the students.	91%

Table 7: Quality Benchmark Assessment

4.2 Assessment of Learning Environment, Safety, and Community Engagement

Through the establishment of Community-Based Learning Facilities (CBLFs), the programme focuses on fostering a nurturing, inclusive, and well-resourced environment, addressing both the academic and emotional needs of students. This report presents key findings from the quantitative survey of students and parents of children under twelve years old, in-depth interviews with the Rohingya teachers, WASH observation checklists on the WASH facilities at schools etc.

4.2.1 Performance and Support in Learning

One of the most encouraging findings is the success rate in competitive exams, with a remarkable 95.2% of students passing. This reflects both the effectiveness of the education provided and the commitment of the learners. Interestingly, when it comes to attributing this success, the majority of students (78%) credited their teachers as the key contributors to their academic performance, highlighting the crucial role educators play in shaping the learning outcomes. Parents, though supportive, were only mentioned by 11.9% of the students, indicating that parental involvement might not be as hands-on in this context, compared to the influence of the teachers.

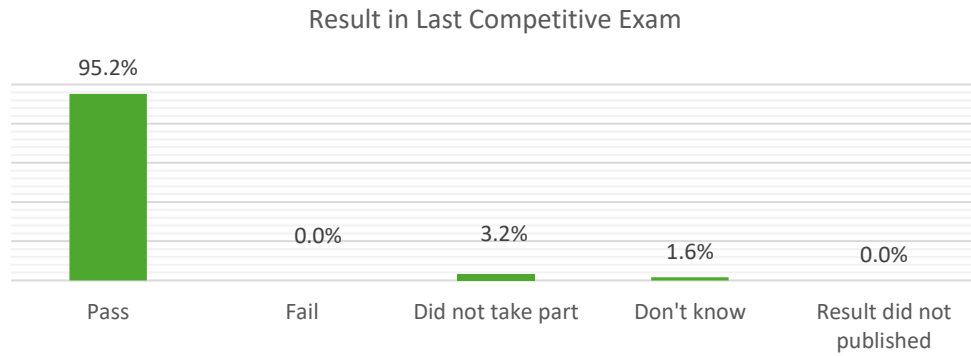


Figure 45: Base: Students Appeared in the Exam 124; Ref E39

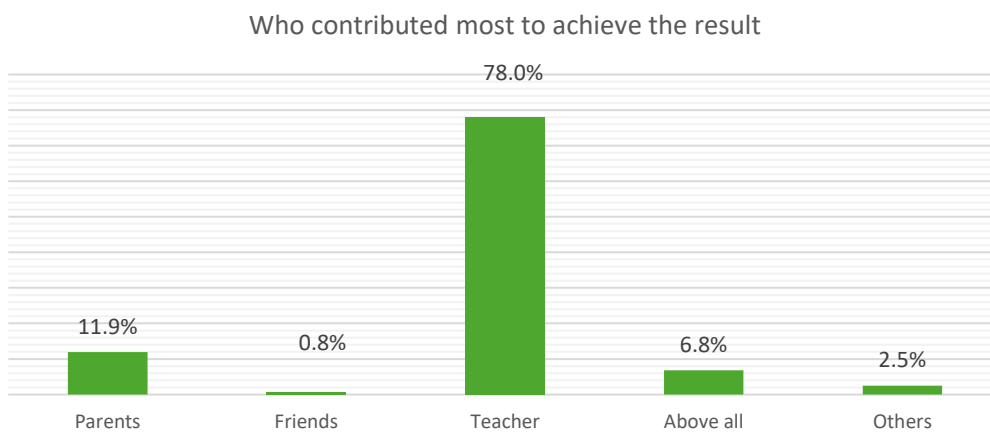


Figure 46: Base: Students Passed in the Exam 118; Ref E40

4.2.2 Student Attendance and Challenges

In terms of attendance, an overwhelming 98.8% of the students reported being regular attendees at the learning centres, which suggests strong student engagement. This may also reflect the accessibility and relevance of these centres to the students' lives. On the flip side, the 1.2% who attend less frequently or irregularly cited family responsibilities or illness as the primary reasons rather than disinterest in the learning environment, which implies that external factors may affect the attendance of the few who cannot attend regularly.

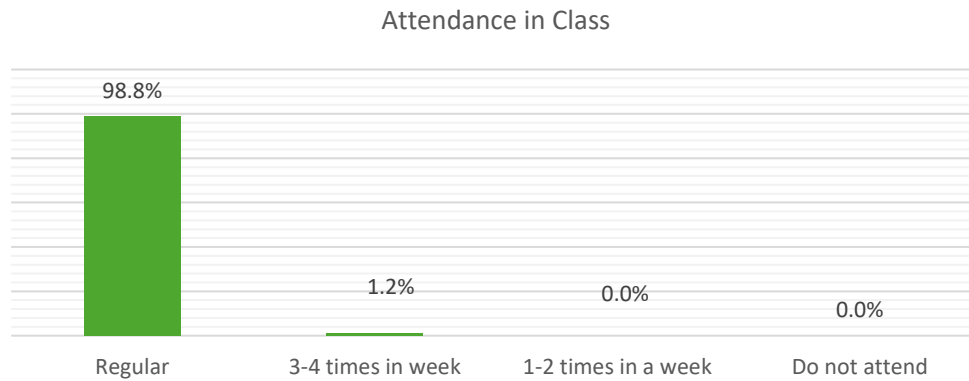


Figure 47: Base: All Students 167; Ref E42

4.2.3 Learning Resources and Environment

The classroom environment appears well-equipped, with 100% of students reporting access to standard classroom materials such as whiteboards, blackboards, and other learning tools. Moreover, 98.8% of students confirmed they received personal educational supplies like bags, notebooks, and writing materials. This comprehensive provisioning of resources likely contributes to the high level of satisfaction expressed by the students regarding their educational environment.

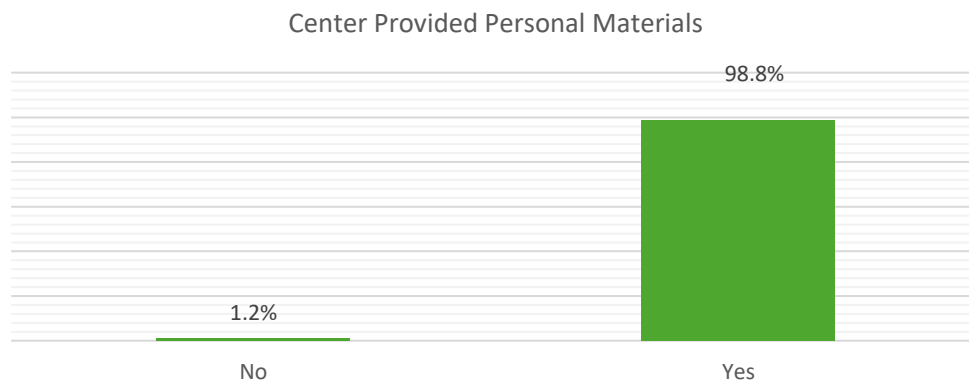


Figure 48: Base: All Students 167; Ref E42

Additionally, safety appears to be a priority in these learning centres. 91.6% of students reported seeing fire extinguishers, and 88% noticed the presence of first aid kits. This focus on safety not only reassures students but also reflects a well-rounded approach to education, where both learning and security are considered.

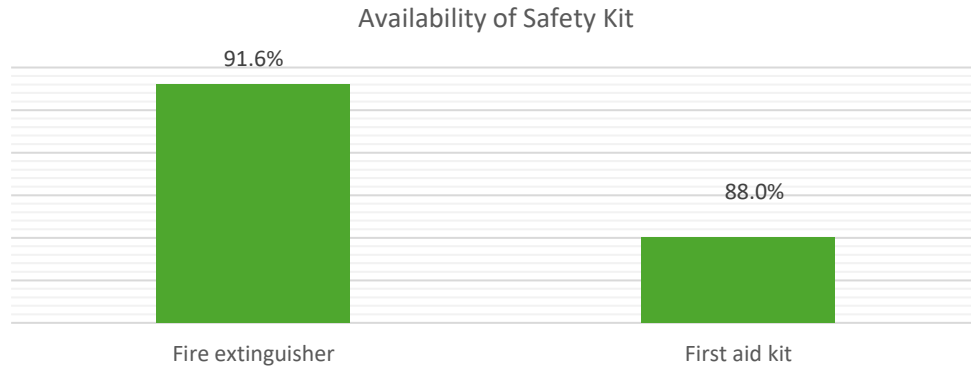


Figure 49: Base: All Students 167; Ref E52

4.2.4 Support from the Community

Beyond the confines of the classroom, students seem to benefit from a broader community support system. 87.4% of the students said they received assistance from community members, either through encouragement or direct academic help, further enhancing their learning experience. This community involvement strengthens the educational process by fostering a supportive environment outside of formal teaching.

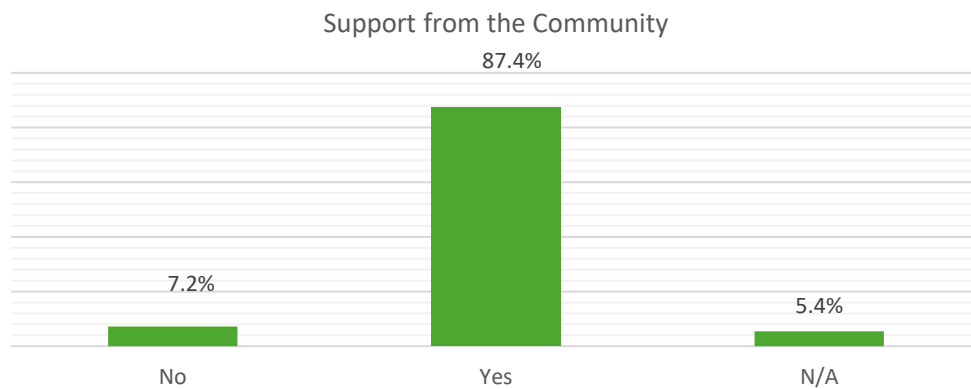


Figure 50: Base: All Students 167; Ref E47

4.2.5 Areas of Learning and Teacher Support

When asked about the subjects where they felt they lacked adequate support from teachers, 47.3% mentioned the Myanmar language, followed by 38.9% for mathematics and 32.9% for English. This suggests that while there is a robust educational framework, there are still gaps in some areas where students need additional assistance. However, it is worth noting that in other responses, 72.5% felt they did receive sufficient help with English, indicating a more mixed experience across different students and subjects.

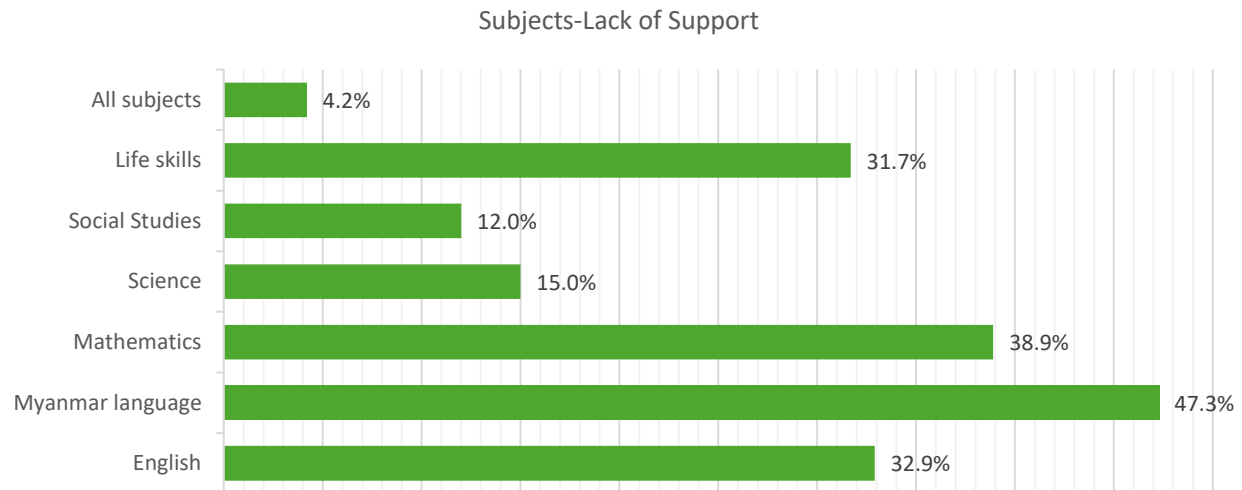


Figure 57: Base: All Students 167; Ref E45

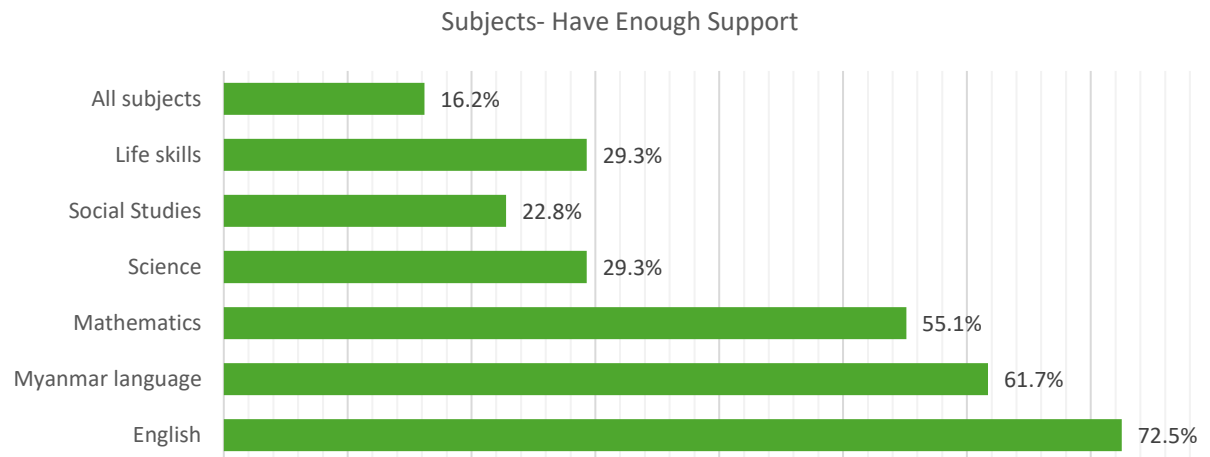


Figure 58: Base: All Students 167; Ref E46

4.2.6 Extra-curricular Engagement

Co-curricular activities are evidently an important component of the learning experience, with 98.2% of students reporting participation in activities like drawing (63.4%), and games and sports (76.8%). These activities not only provide a creative outlet but also play a significant role in the holistic development of students. Engagement in the arts and physical activities could also help promote teamwork, creative thinking, and overall well-being.

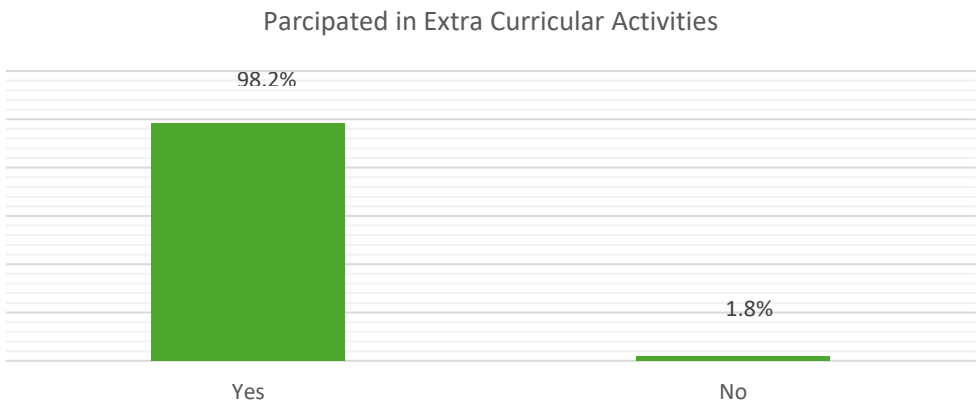


Figure 59: Base: All Students 167; Ref E56

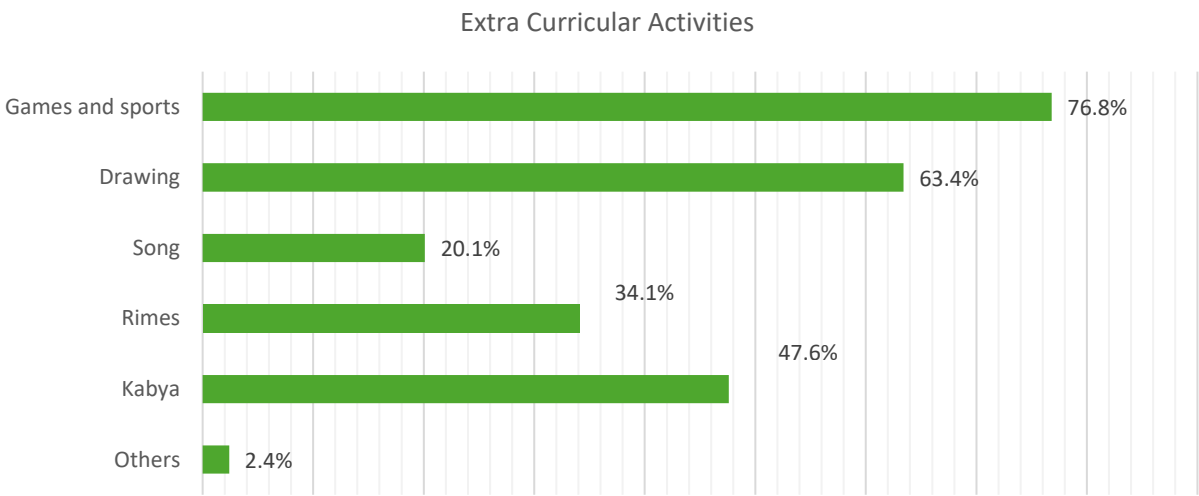


Figure 60: Base: All Students 167; Ref E57

4.2.7 Teachers' Role in Education

The effectiveness of the learning facilitators is consistently rated highly, with the majority of students describing their facilitators' knowledge as "Excellent" (72.5%) and their teaching abilities similarly well-rated. This suggests that facilitators are knowledgeable and effective in engaging students, which directly correlates with the strong performance and satisfaction levels of learners.

Additionally, the facilitators' behaviour toward students is rated as "Excellent" by 50.9% of respondents, indicating a positive, respectful, and nurturing atmosphere in the classroom. This reinforces the notion that learning environments are more than just spaces for academic instruction—they are supportive ecosystems where student-teacher relationships play a critical role in student success. This sense of mutual respect may also contribute to the impressive overall attendance and engagement levels.

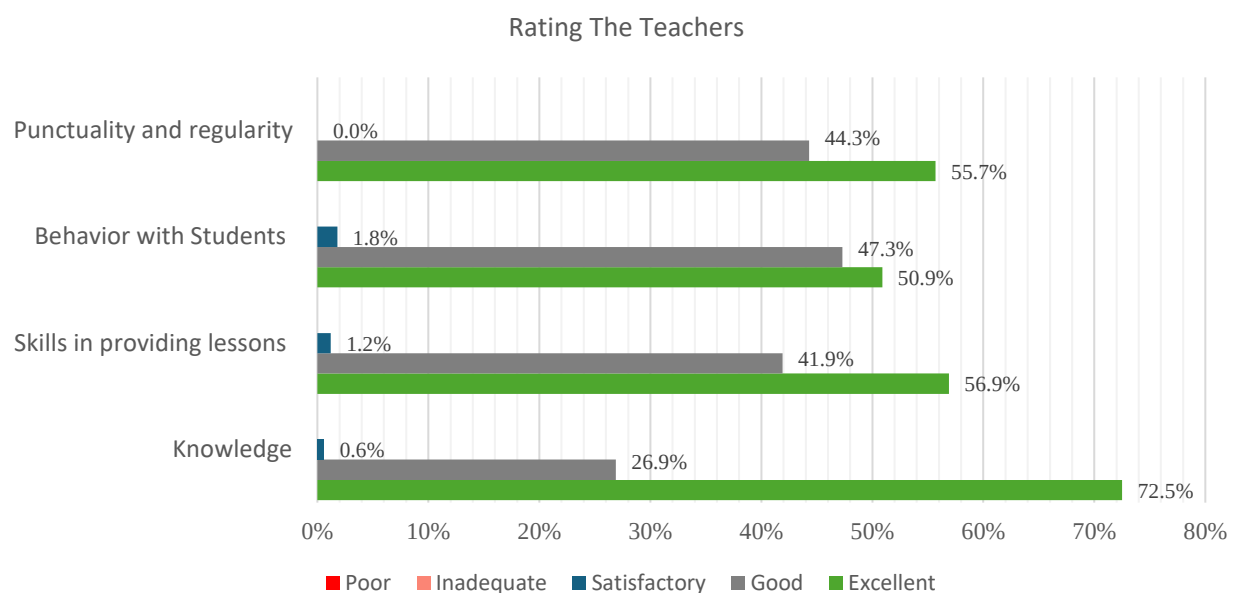


Figure 52:Base: All Students 167; Ref E59

4.2.8 Security and Safety Concerns

A sense of security, both physical and psychological, is crucial for an effective learning environment. The data suggests that students feel overwhelmingly safe travelling to and from the centres, with 98.8% of respondents feeling secure.

However, there are nuances in these numbers that require deeper exploration. For example, while the majority of female students feel safe (98.2%), there is still a small fraction (0.9%) that do not. The single respondent who reported safety concerns attributed this to obstacles on the way rather than harassment, suggesting infrastructural issues like difficult terrain or unsafe passageways that could be improved to create a fully secure environment for all.

4.2.9 Reporting Mechanisms and Responsiveness

Though the overall environment is largely safe, the data on reporting mechanisms and their effectiveness presents a more mixed picture. While 64.7% of respondents believe they can report an issue if they feel unsafe, 9.6% feel they cannot, and even among those who have reported concerns, only 6% felt the problem was resolved. This indicates a gap between the existence of reporting mechanisms and their effectiveness in addressing grievances. Improving follow-up and accountability could further enhance the trust students place in these systems, contributing to a safer and more supportive learning environment.

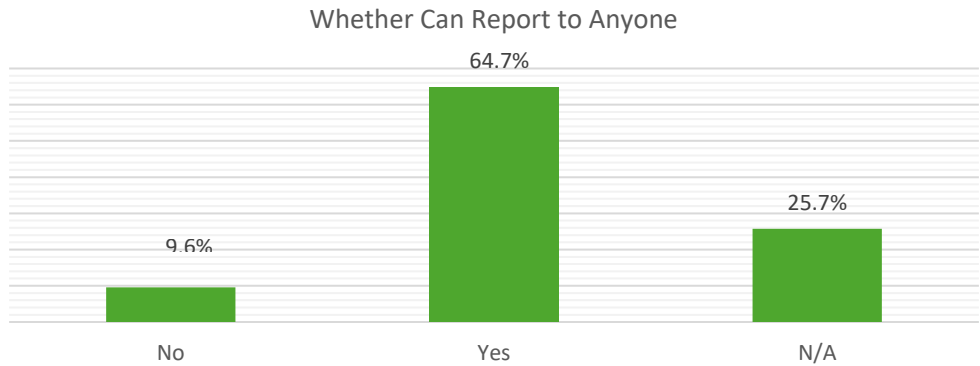


Figure 53:Base: All Students 167; Ref E64

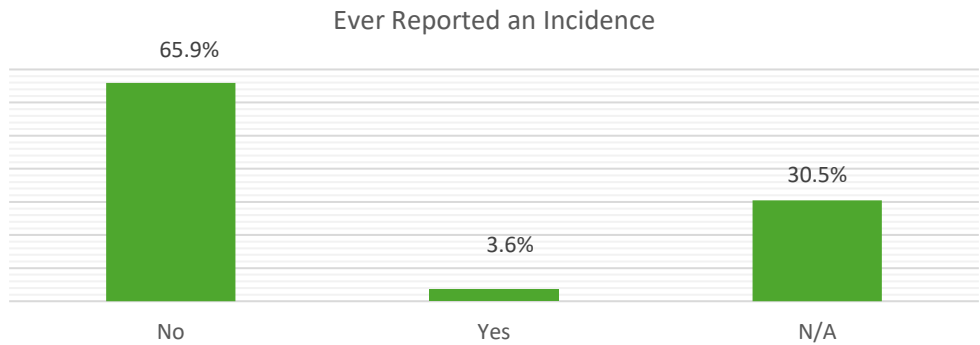


Figure 54: Base: All Students 167; Ref E66

4.2.10 Accessibility

When it comes to infrastructure of the centres, the data is generally positive. 98.8% of students report access to clean drinking water, and 100% say washroom facilities are available. The availability of handwashing facilities is also quite high, with 91% reporting soap being provided, an important factor in promoting health and hygiene within the centres.

However, accessibility for students with disabilities needs improvement. Only 30.5% of respondents noted the presence of ramps, highlighting a lack of inclusive infrastructure. This is an important aspect to

consider for ensuring that educational opportunities are equally accessible to all students, regardless of physical ability.

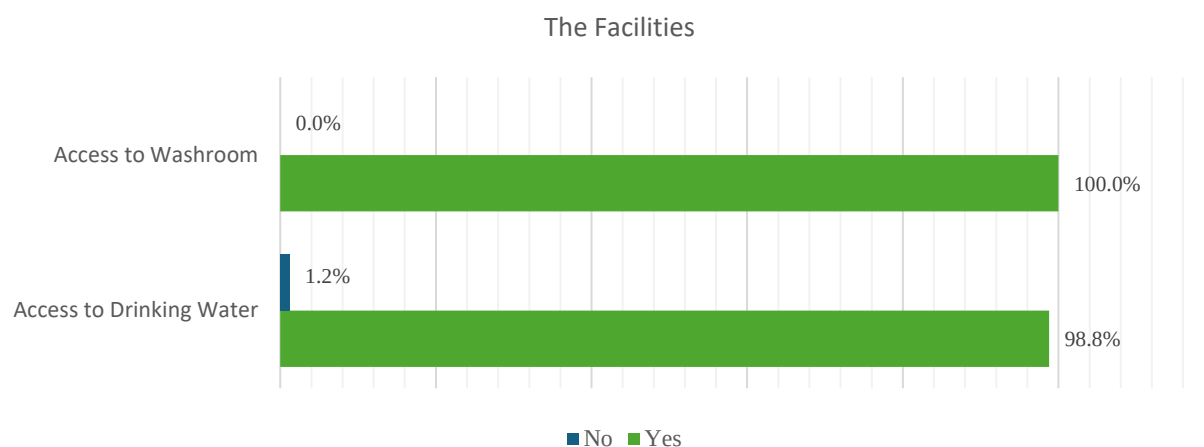


Figure 55: Base: All Students 167; Ref E70, 71a, 72

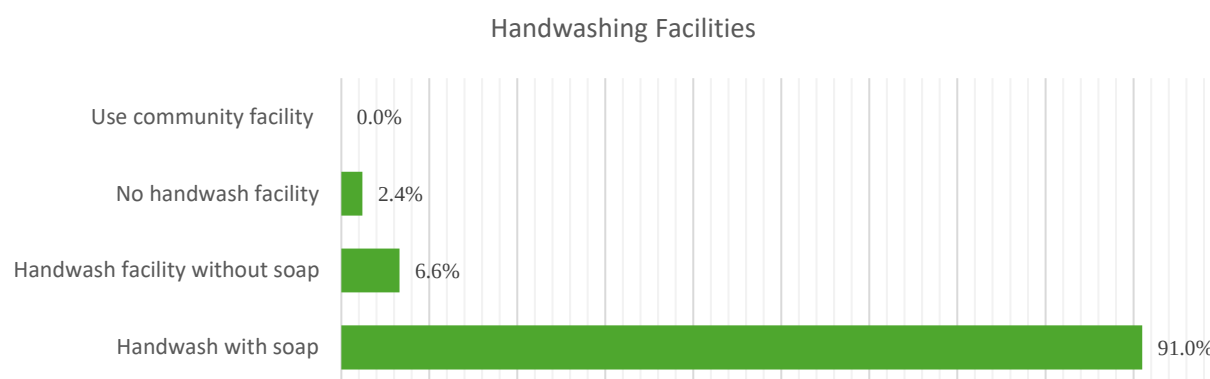


Figure 56: Base: All Students 167; Ref E71b

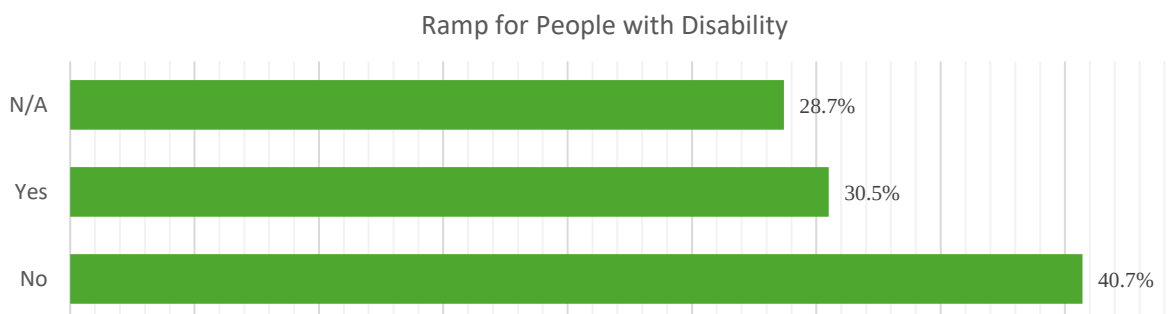


Figure 57: Base: All Students 167; Ref E75

Infrastructure facilities like access to clean drinking water, washroom facilities, availability of handwashing facilities with soap are mostly available across the BNGOs. However, in terms of accessibility for people with disability, BNGOs are lagging. Only ACLAB has ramps in all of their CBLFs.

4.3 Parental Feedback Regarding Their Children's Learning Experience

4.3.1 Attendance and Learning Environment

The overwhelming majority of students attend school regularly, with 97.6% of parents reporting regular attendance. This high attendance rate signals strong engagement with the programme, suggesting that children and their families place significant value on the education provided.

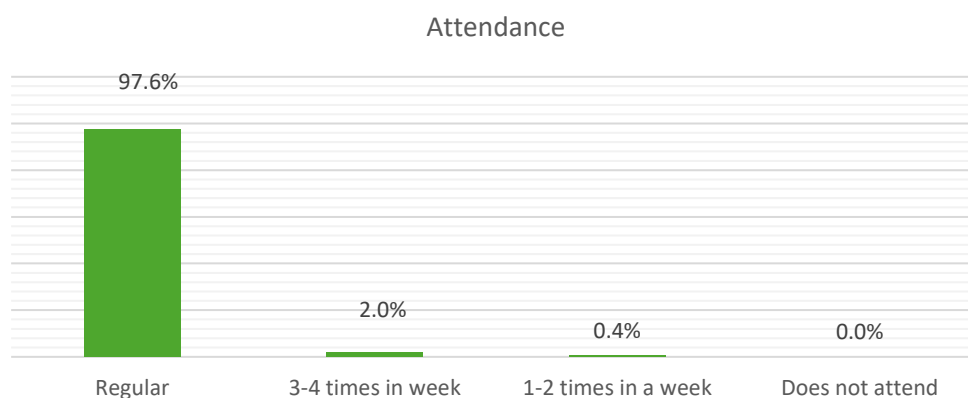


Figure 58: Base: All Parents, 255; Ref E5

Moreover, 97.6% of parents believe that the lessons offered at these centres are sufficient for their children's knowledge acquisition, reflecting satisfaction with the quality of education being delivered.

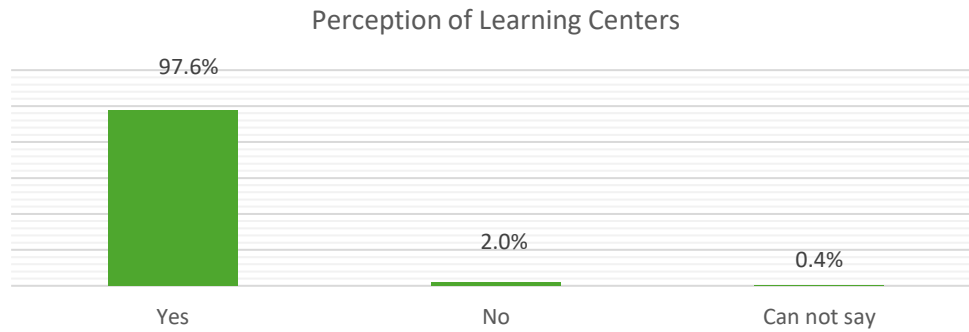


Figure 59: Base: All Parents, 255; Ref E7

4.3.2 Parental Involvement and Support

Parental involvement appears to be another strong factor in the success of the programme. The data shows that 80.4% of parents regularly supervise their children's education at home, while an additional 16.5% do so sometimes. This hands-on engagement underscores the importance families place on education, even in a refugee setting, where other survival needs usually take precedence. Furthermore, 98% of children also study at home, demonstrating a clear desire among students to reinforce their learning outside of school hours.

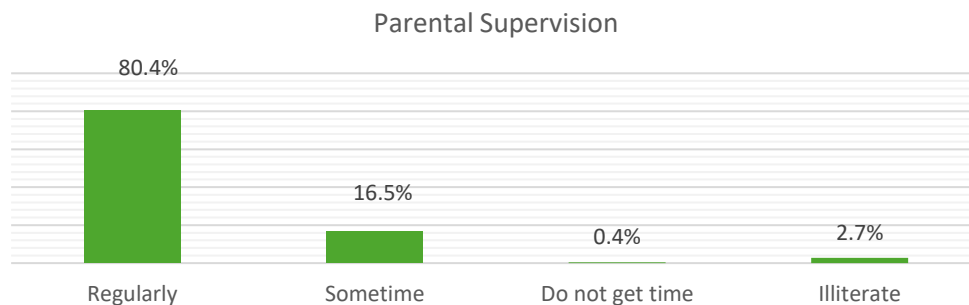


Figure 60: Base: All Parents, 255; Ref E10

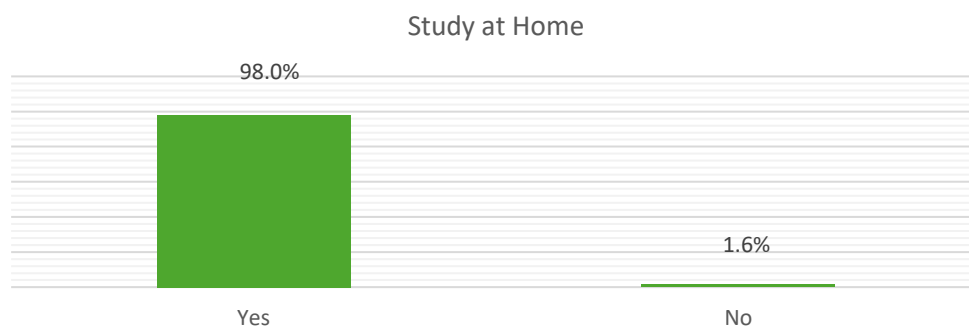


Figure 61: Base: All Parents, 255; Ref E9

4.3.3 Students’ Dissatisfaction and Complaints

Most of the participants (92.2%) mentioned that their children did not have any complaints about the CBLF. However, a small 5.1% of the respondents said that their children do have some issues.

Those who mentioned having issues, mainly mentioned bullying by others (other than teachers), hurdles on the way to the facilities, and teacher’s behaviour.

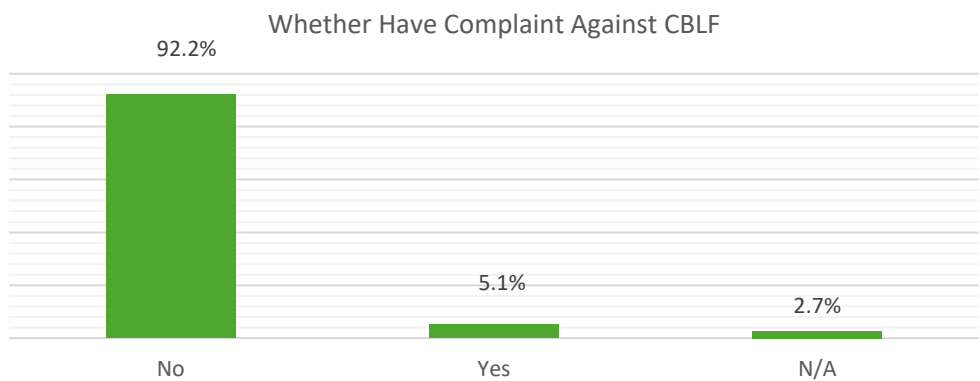


Figure 62: Base: All Parents, 255; Ref E11

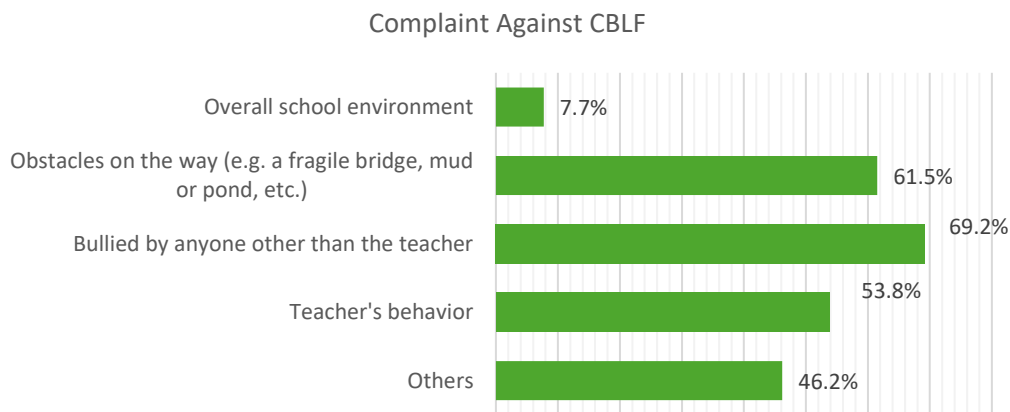


Figure 63: Base: Those said they have issues with CBLF, 13; Ref E12

4.3.4 Teacher-Student Interaction and School Management Committee

Parental feedback on the behaviour and performance of teachers is highly favourable. More than 64% of respondents rate teachers' behaviour as "excellent," while the majority consider the teaching quality to be either "good" or "excellent." These ratings are fundamental because the relationship between students and teachers is crucial for fostering a positive learning environment.

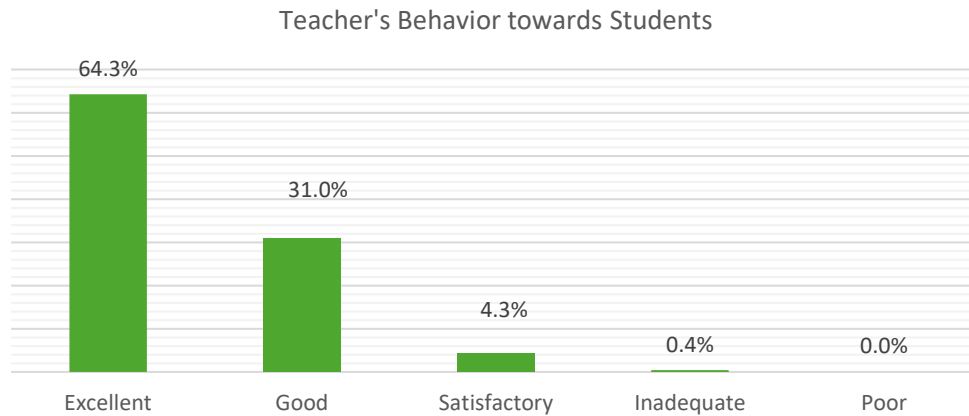


Figure 64: Base: All Parents 255; Ref E21.2

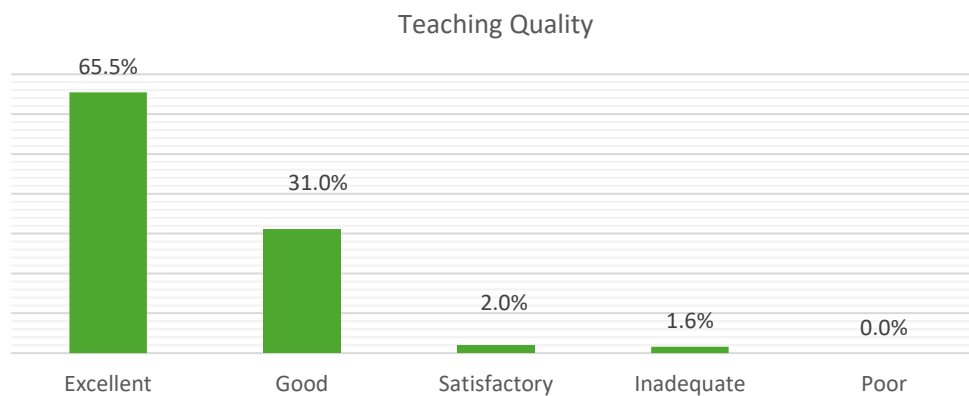


Figure 65: Base: All Parents 255; Ref E21.1

Similar findings are reflected across the BNGOs – in most cases they belong to the Excellent/ Good response categories. However, ACLAB, again has received some mixed opinions in this regard.

More than half of the parents (60.4%) feel that the CBLF committees maintain regular communication with them, and 90.6% of them believe that the committees manage the learning centres effectively. This strong engagement between the school management and parents ensures that feedback loops are operational, and any issues are promptly addressed.

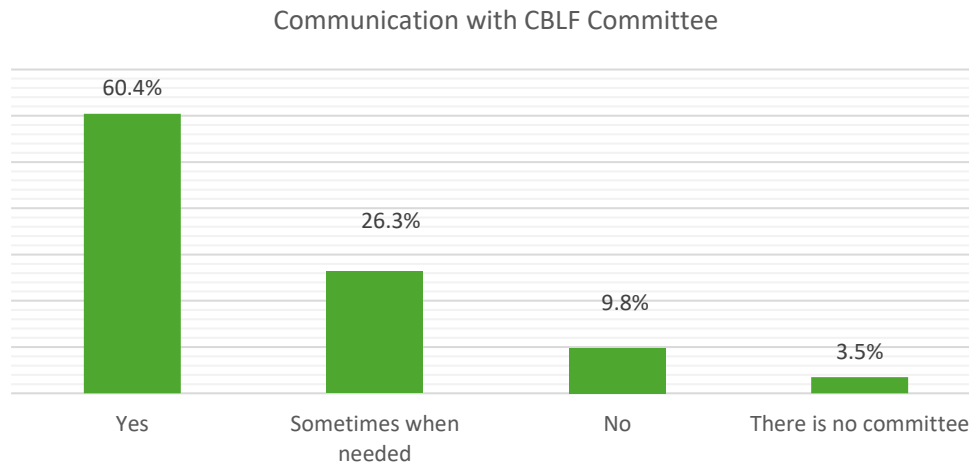


Figure 66: Base: All Parents 255; Ref E22

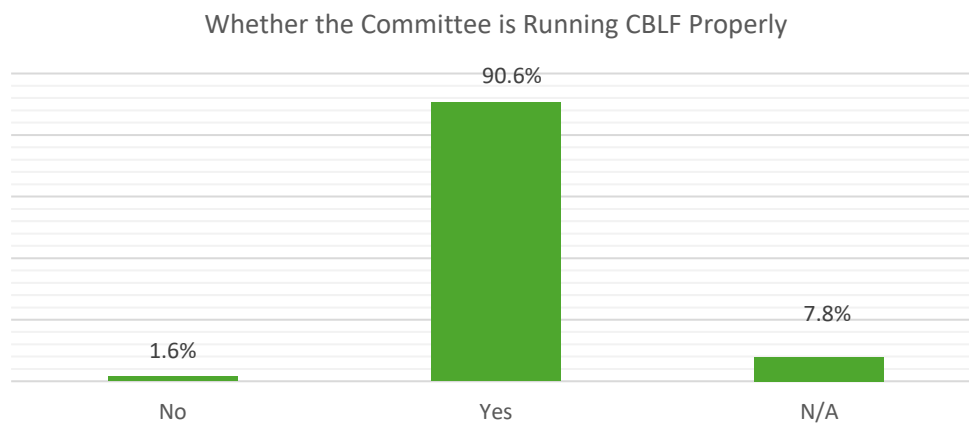


Figure 67: Base: All Parents 255; Ref E23

4.4 Broader Impact of Education Component

4.4.1 Social Impact and Community Engagement

The broader social environment surrounding the learning centres seems positive, with students feeling socially connected within the camp communities. While only 2.4% feel "extremely involved" in decision-making processes, a substantial portion (60.5%) feel at least "moderately involved" in community social support networks. These findings reflect a strong sense of belonging among students, even if formal involvement in leadership or decision-making remains limited.

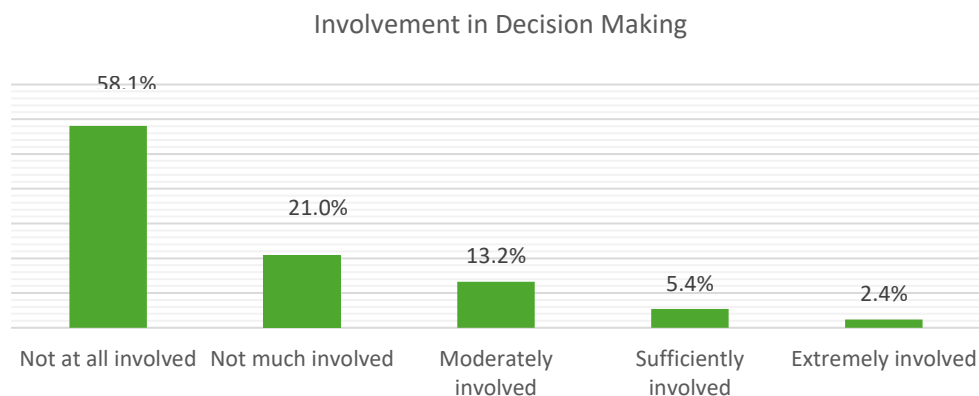


Figure 68: Base: All Students 167; Ref E91

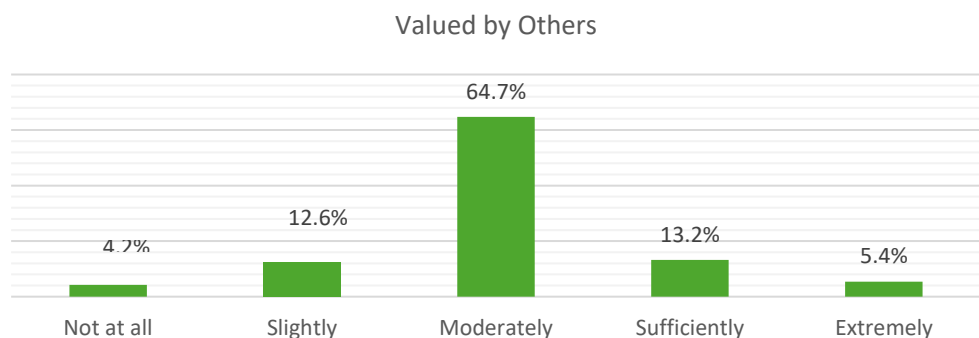


Figure 69: Base: All Students 167; Ref E93

4.5 Empowering Learning Centres: Comprehensive Teacher Training and Support

Most of the teachers have received training in a variety of subjects. Trainings were provided to build the capacity of the teachers on different subjects as well as to teach the students on pertinent aspects of life. Subject-based training was provided to teachers on how to conduct class, how to write lesson plans based on ITPR, how to create an effective learning environment and how to do assessments. Other trainings include Gender Responsive Pedagogy, Inclusive Education, Study Circle, Child Protection and Safeguarding, PSEA & CHS, Gender Based Violence (GBV), Early Childhood Development (ECD), mentoring and coaching, supervising & Inclusive Education, Disaster Risk Reduction (DRR) etc.

The Pooled Fund project provided very important support to the Education sector. The project provided all the necessary materials, such as books, boards, pencils, copies, and pens, which helped the schools work more efficiently and skilfully. Also, teaching and learning materials were available for teachers involved in education, which helped the teachers teach more effectively.

4.6 Satisfaction and Intention to Recommend the Facility

Overall, parental satisfaction with the programme is extremely high, with 94.1% of parents stating they would recommend the facility to others. Furthermore, 82.7% of parents are "very satisfied" with the joyful learning environment created for the students. Given that the majority of parents participate in parent-teacher meetings (85.9%), and many are actively engaged in discussions about important topics like child safety, hygiene, and education's value, it is clear that the programme fosters a collaborative, community-centred approach.



Figure 70: Base: All Parents 255; Ref E35

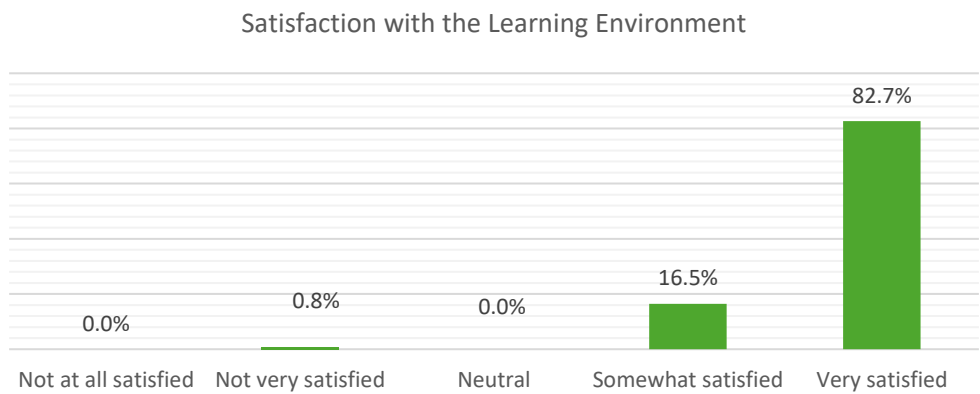


Figure 71: Base: All Parents 255; Ref E36

4.7 Project Sustainability and Challenges

All respondents expressed high confidence in the long-term sustainability of the Pooled Fund Project, particularly in Education. The project has equipped Rohingya teachers with valuable teaching skills, including on topics such as PSEA and Safeguarding, which they intend to apply in future roles with other BNGOs. Children are now attending school and receiving an education. The provision of necessary educational materials and resources contributes to the programme's ongoing effectiveness. Furthermore,

strong parental engagement and high levels of satisfaction among both parents and students suggest a community-centred approach that fosters continued support for the initiative. The majority of respondents express confidence in the programme's sustainability, believing that it equips children with skills that will enable them to contribute to their community's future development.

However, the intervention faces several challenges despite its successes. One key issue is the lack of adequate infrastructure for students with disabilities, with only 30.5% of learning centres having ramps, limiting accessibility. There are also gaps in subject-specific support, especially in the Myanmar language, mathematics, and English, where many students feel they need more assistance. Safety remains a concern, as while students generally feel secure, the effectiveness of the reporting mechanisms is questionable, with only a small percentage of issues being properly addressed. Furthermore, occasional complaints about teacher behaviour and bullying by peers suggest the need for improved classroom management. Teachers also initially struggled with student behaviour, as many students required time to adjust to structured learning environments. External factors such as difficult terrain also present obstacles for some students travelling to the learning centres, which impact attendance and overall safety.

4.8 Score Based Performance of NGOs on Education

A score-based framework was developed to evaluate BNGO performance using sample survey data. Scores range from 1 (lowest) to 5 (highest) and are determined by percentage distribution for each question. For example, a 100% distribution earns a score of 5, while 76% or less results in a score of 1. This method ensures a detailed and accurate assessment of BNGO effectiveness based on specific criteria.

A total of nine (09) BNGOs were selected for this intervention, with similar basic activities across the projects. Among these BNGOs, BNKS has no prior experience working with the Myanmar curriculum and faces a shortage of sufficient workforce, which hampers its implementation activities. In contrast, SKUS has extensive experience in the Education sector, leading to a strong understanding of the activities. They have successfully set up well-equipped facilities and recruited qualified teachers. The same applies to FIVDB, YPSA, JSUS, and Prantic.

However, ACLAB requires improvement in several areas, such as procurement and financial reporting. It also appears that not all students at ACLAB have received learning materials. PARC is focused on adult literacy, which presents challenges for implementation in Bhasan Char. According to the project officials, the Education intervention has been impacted to some extent by employee turnover. Furthermore, adhering to BRAC standards sometimes poses challenges for the BNGOs.

The performances of BNGOs show that BNKS, despite having no prior experience in the Education sector and being placed in Category C, performed exceptionally well. On the other hand, ACLAB, though placed in category A, performed very poorly, placing last in the ranking.

Category	BNGO	Score	Mean	Rank
A	FIVBD	126	4.50	1

B	YPSA	122	4.36	2
C	⁷ BNKS	53	4.08	3
B	PARC (BC)	114	4.07	4
B	PHALS	113	4.04	5
B	SKUS	109	3.89	6
B	⁸ PRANTIC	50	3.85	7
B	JSUS	97	3.46	8
A	ACLAB (BC)	85	3.04	9

Table 8: Ranking of Performances of BNGOs on Education

⁷ BNKS and PRANTIC were evaluated by 13 questions and others by 28 questions.

Chapter Five: Livelihood

5.1 Livelihood Challenges and Resilience among Rohingya Refugees in Bangladesh

Interventions regarding the Livelihood sector were meticulously designed to align with the specific needs and priorities of the Rohingya community, effectively tackling both immediate food security concerns and long-term livelihood aspirations. Moreover, these interventions demonstrated a remarkable responsiveness to the ever-evolving circumstances faced by the FDMNs, adeptly adapting to the challenges and opportunities unique to the Rakhine State context. Seven BNGOs are implementing the intervention. By gathering detailed feedback from participants engaged in both on-farm and off-farm activities, the survey aims to provide insights into how effective these programmes have been in supporting self-reliance and economic sustainability. The data offers a window into the lived experiences of Rohingya refugees, shedding light on the challenges they face and the opportunities they are embracing through BRAC's support.

The following are the major Livelihood sector interventions of the Pooled Fund project:

- The Livelihood sector offers skill development training, agriculture livelihood support especially homestead gardening in the Rohingya camps of Cox's Bazar.
- The skill development component develops skills among Rohingya men and women that they can utilise at the camps and also can take back with them when they return to Myanmar.
- The skill training trades include tailoring and dressmaking, handicrafts, solar home system installation and maintenance, gas burner repair and maintenance, and sewing machine repair and maintenance.
- Agricultural support included short courtyard sessions/training, provision of vegetable seeds, water cans, organic fertiliser and bamboo for trellises.

Progress Against Sector Indicators

The livelihood sector has the following two indicators:

Indicators	Minimum Standard	Achievement	Comments
Maintaining the duration of non-formal technical training	Minimum 120 Hours	70% non-formal training meets the standard	AMAN was the only one unable to meet the standard however, the issue stemmed from a problem at the program design level
Training stipend for the Beneficiaries	150 BDT/day	Does not Meet the Standard	Due to budget constraints, this standard was not met. However, the budget has been allocated for this year, although government approval is required to provide the stipend

5.2 Employment Patterns

This report is based on the quantitative questionnaire survey of the FDMNs living in the camps and qualitative surveys, such as in-depth interviews with the Master trainers and trainers and BNGO staff responsible for implementing the Livelihood Project.

Among beneficiaries, more than half are engaged in some sort of on-farm activities, 67.9% of the respondents to be exact. The other 32.1% of the respondents mentioned that they are engaged in some sort of off-farm activities or involved in both on-farm and off-farm activities.

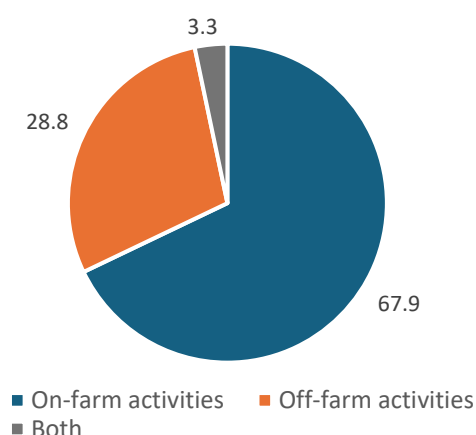


Figure 72: Base: All Respondents, 302; Ref L1

5.3 Livelihood and the Training

5.3.1 On-Farm Activities: Nurturing Agricultural Resilience

Many refugees have found opportunities in on-farm activities, particularly in homestead vegetable cultivation. Vegetable production provides families with food security and creates avenues for income generation through the sale of surplus produce. BRAC's training has empowered participants to adopt modern agricultural techniques, including the use of SAC bags for efficient space utilisation and climate-smart agricultural practices such as mulching and compost application, ensuring that crops are grown sustainably and with resilience against environmental challenges.

The knowledge gained from these trainings is not limited to just cultivation techniques. Refugees have also been equipped with skills to manage pests, prepare farming beds, and even engage in artificial pollination. These practices reflect BRAC's commitment to promoting sustainable agricultural systems that are tailored to the specific constraints and opportunities within the refugee camp setting.

The majority of those involved in on-farm activities are focusing on homestead vegetable gardening (91.6%). This highlights the importance of small-scale, manageable agricultural practices. Poultry (23.3%) and pigeon rearing (8.8%) are the other notable on-farm activities, reflecting a diversified approach to on-farm income generation.

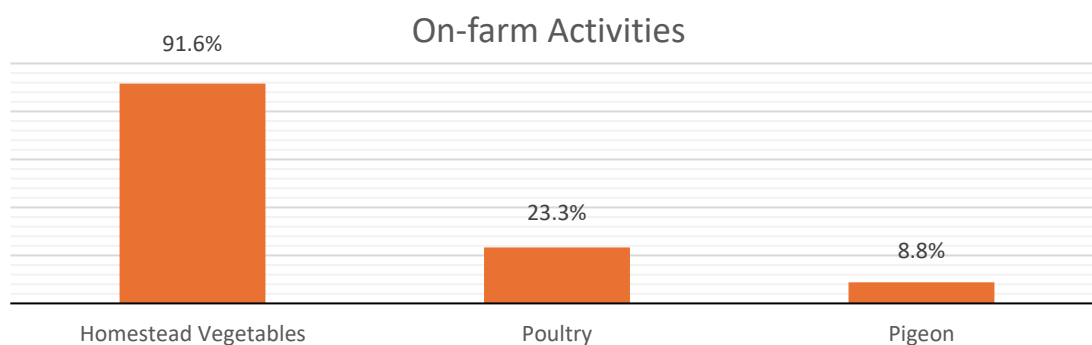


Figure 73: Base: Those said that they engaged in on-farm livelihood activities, 215; Ref L2a

5.3.2 Training Impact

Most of the participants (98.6%) received training after joining the programme, showcasing the programme's emphasis on capacity building. The training covered areas such as vegetable cultivation (89.2%), poultry rearing (27.4%), and pigeon rearing (9.4%), which corresponds well with the activities participants are involved in. This direct alignment between training and activities suggests a targeted approach, enhancing the practical application of the knowledge gained.

5.3.3 Knowledge gained

The knowledge gained from training emphasises practical skills that directly affect participants' productivity. For instance, 78.8% of the respondents mentioned that they learned how to identify quality seeds, while 74.1% of them learned bed preparation and 65.6% of the participants were trained on improved pit (macha)/SAC bag techniques. The integration of modern agricultural methods, such as managing insects and pests (53.8%) and artificial pollination (7.5%), indicates that participants are being equipped with advanced skills to improve yield and quality.

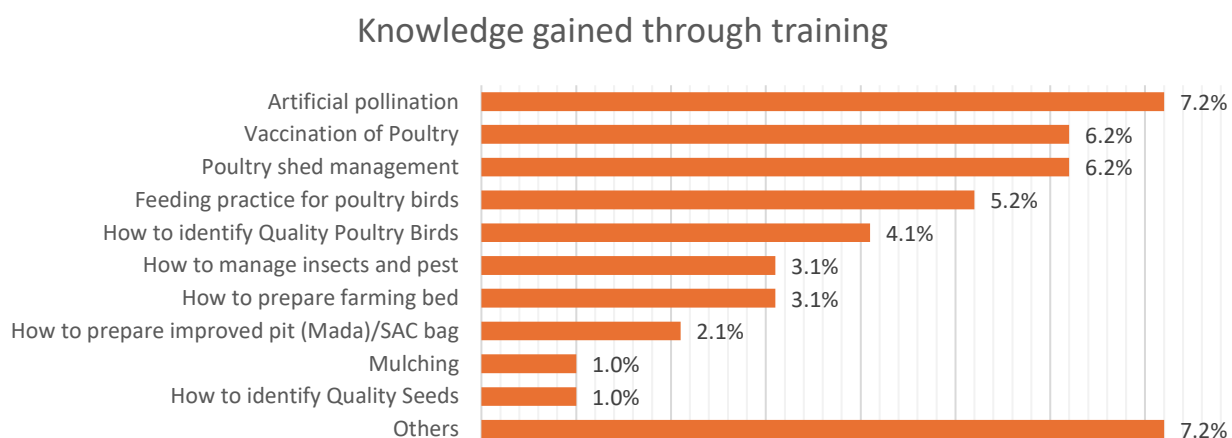


Figure 74: Base: Those said they received training, 212; Ref L5

5.3.4 Input Provided

Most of the respondents (89.8%) received organic or chemical fertilisers, which ties in with the knowledge about seed and plant quality. The significant allocation of fencing net (79.5%), SAC bags (62.8%), and bamboo (around 60%) highlights the focus on securing and optimising the farming environment. It is worth noting that no one reported not receiving any inputs, which speaks to the thoroughness of the programme.

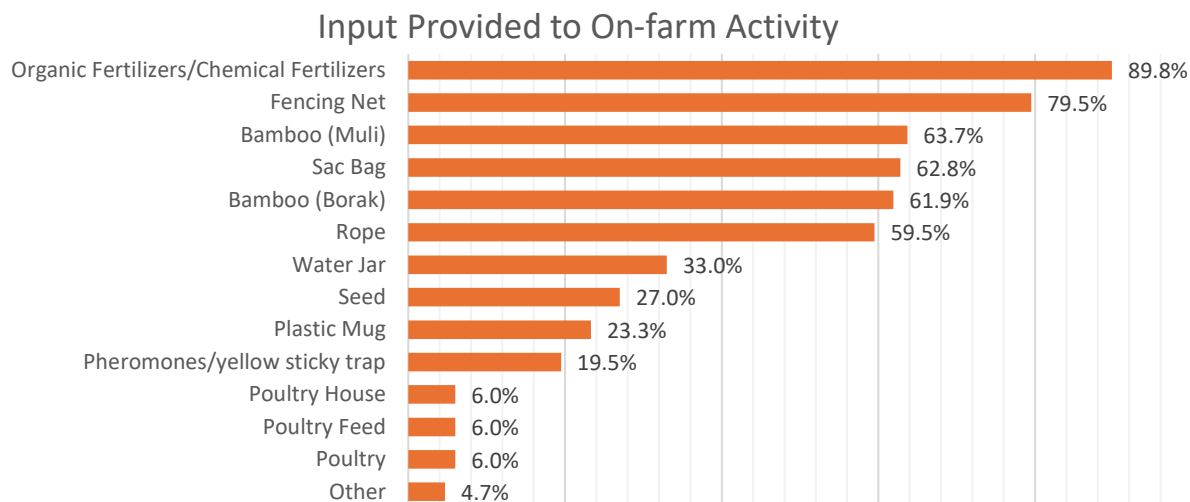


Figure 75: Base: Those said that they are engaged in on-farm livelihood activities, 215; Ref L6

5.3.5 Climate-Smart Agriculture (CSA) Practices

Among the on-farm respondents, 70.7% are using SAC bags, which suggests that CSA practices are gaining traction. Mulching (43.3%) and compost/organic manure application (36.3%) are also significant, showing an environmentally conscious approach to agriculture. The use of pheromone traps (20%) and yellow sticky traps (25.1%) further demonstrates the adoption of sustainable pest management methods.

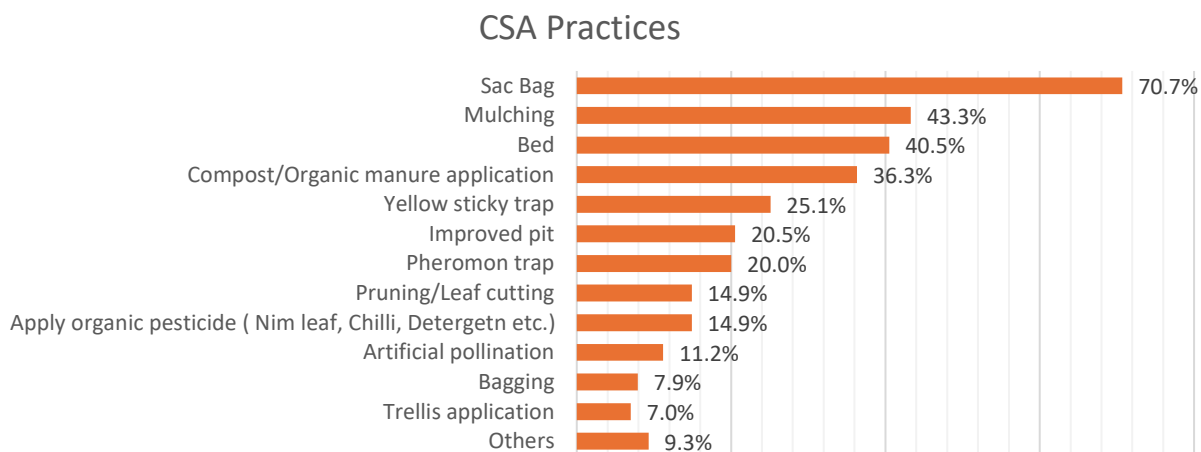


Figure 76: Base: Those said that they are engaged in on-farm livelihood activities, 215; Ref L7

5.3.6 Off-Farm Activities: Diversifying Skills and Economic Opportunities

Beyond agriculture, BRAC has worked to diversify the income streams available to refugees by promoting off-farm livelihood activities. Tailoring, handicrafts, and various forms of small-scale manufacturing (e.g., cap making, bamboo products, and Nakshi Katha production) have allowed participants to generate income while working within the constraints of camp life.

Off-farm activities are highly varied, reflecting participants' entrepreneurial efforts. Tailoring and dressmaking (26.8%) top the list, followed by handbag making (23.7%) and hand-sewing (16.5%). A significant number is also involved in producing Nakshi Katha (22.7%)— an activity deeply rooted in the region's cultural heritage. Interestingly, laptop bags (11.3%) and other crafts such as bamboo products (12.4%) introduce newer, non-traditional skills into the workforce.

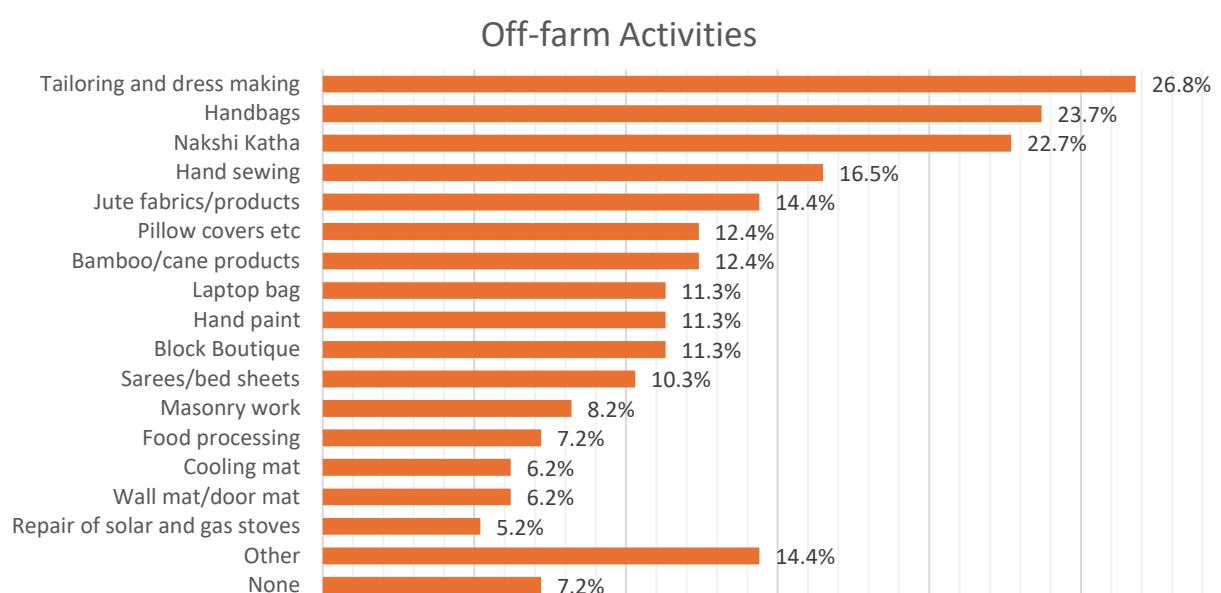


Figure 77: Base: Those said that they are engaged in off-farm livelihood activities, 97; Ref L2b

5.3.7 Training on Off-farm Livelihood Activities

The majority of the participants (78.1%) received training on off-farm activities. The training covered things such as hand sewing, handbag making, weaving Nakshi Katha, and making bamboo/can products, among others.

5.3.8 Usage of Training for Employment

About 26.8% of the participants have used their training for self-employment, while 34% have leveraged it for waged employment. A significant 39.2% are using their training for both, indicating a versatile application of skills. This statistic reflects the diverse ways participants translate their skills into economic gain.

The participants confirmed that they had received some input, either in the form of related goods and materials or sewing machines/tools or utensils.

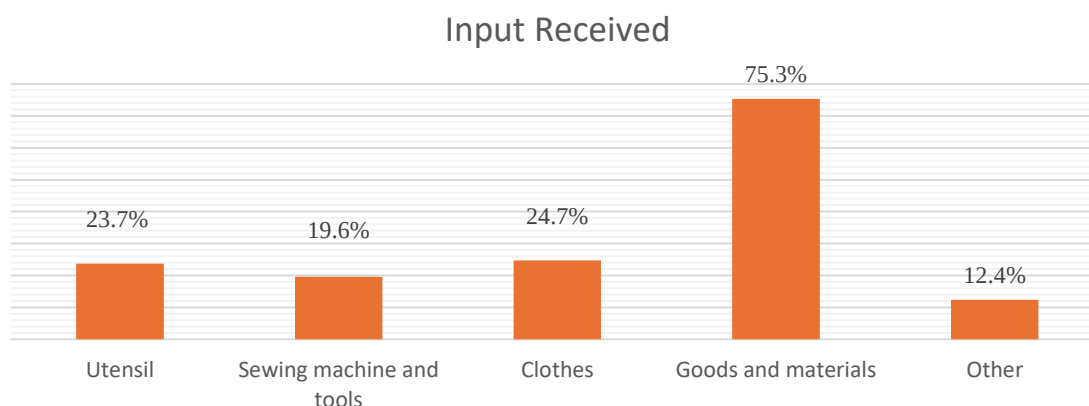


Figure 78: Base: Those said that they are engaged in off-farm livelihood activities, 97; Ref L13

5.3.9 Knowledge Gained and the Impact – Off-Farm Activities

The knowledge gained from practical skills training directly affects participants' productivity. These skills are associated with income-generating activities, such as learning how to make traditional Nakshi Kataha (30.9%), making environmentally friendly jute products (27.8%), and other handicrafts (16.5%), which can come in handy in during economic challenges.

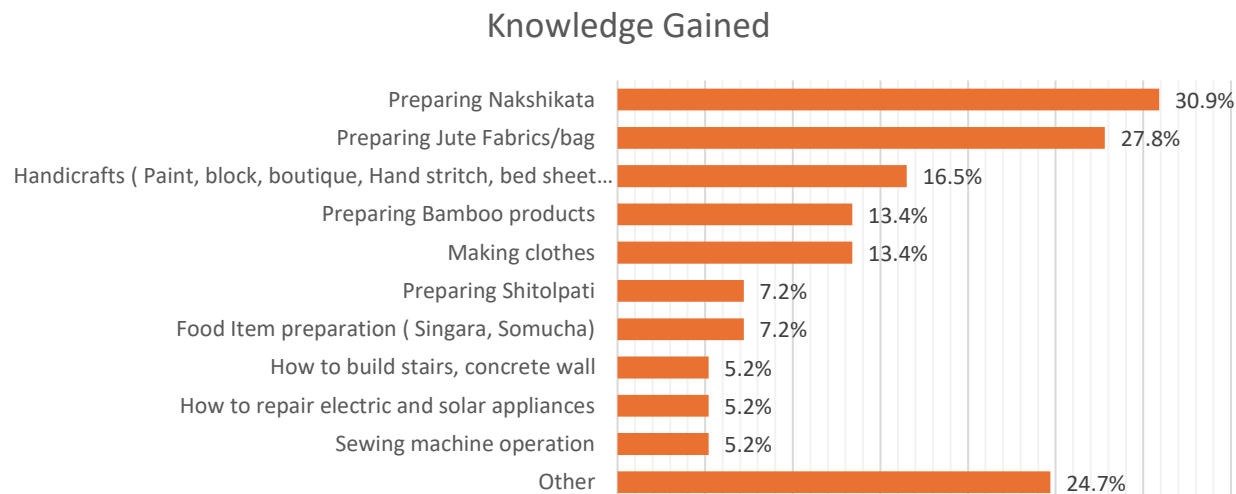


Figure 79: Base: Those said that they are engaged in off-farm livelihood activities, 97; Ref L14

Although the majority of respondents (86.6%) have started their production, 9.3% of them are yet to begin.

5.3.10 Positive Perception of the Additional Benefits from Livelihood Training

This training helps the community increase their technical knowledge (around 78% mentioned this), capacity, and self-confidence (54.1%) and participate in income-generating activities.

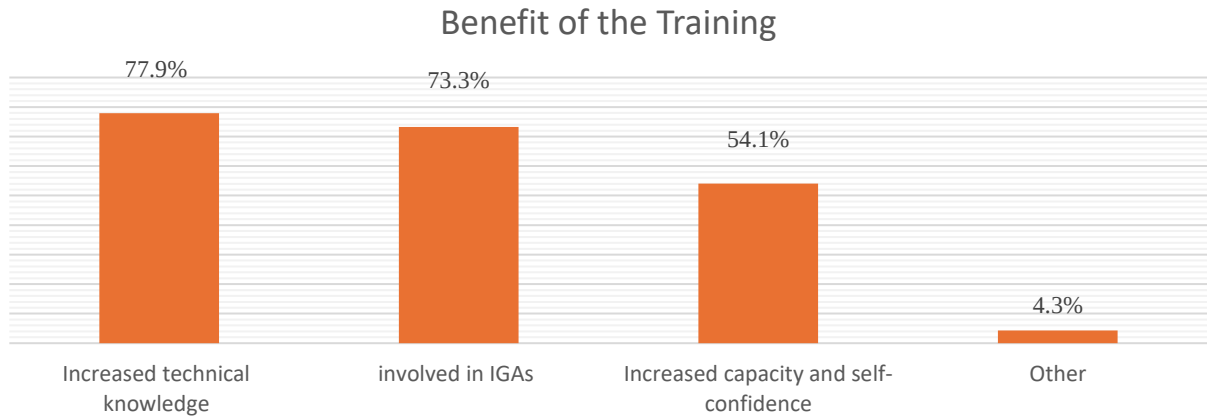


Figure 80: Base: Those who received training, both on-farm and off-farm, 281; Ref L16

5.3.11 Meeting Training Needs

An overwhelming majority (99%) of respondents believe that the training provided was sufficient. Only 1% stated they hadn’t received training, with no respondents indicating dissatisfaction. This points to the effectiveness and broad reach of the training programme, although the 1% lacking training signals a potential gap for further outreach.



Figure 81: Base: All, both on-farm and off-farm, 302; Ref L17

5.3.12 Income Generation Outcome

About 79% of the respondents reported an increase in income after joining the programme. While a small percentage (4.6%) reported no change, and 11.4% claimed they did not sell, it is significant that the

majority saw income benefits, suggesting the programme positively impacted economic resilience. Some respondents (3.2%) indicated that they had just started, highlighting the need to monitor the progress of new participants.

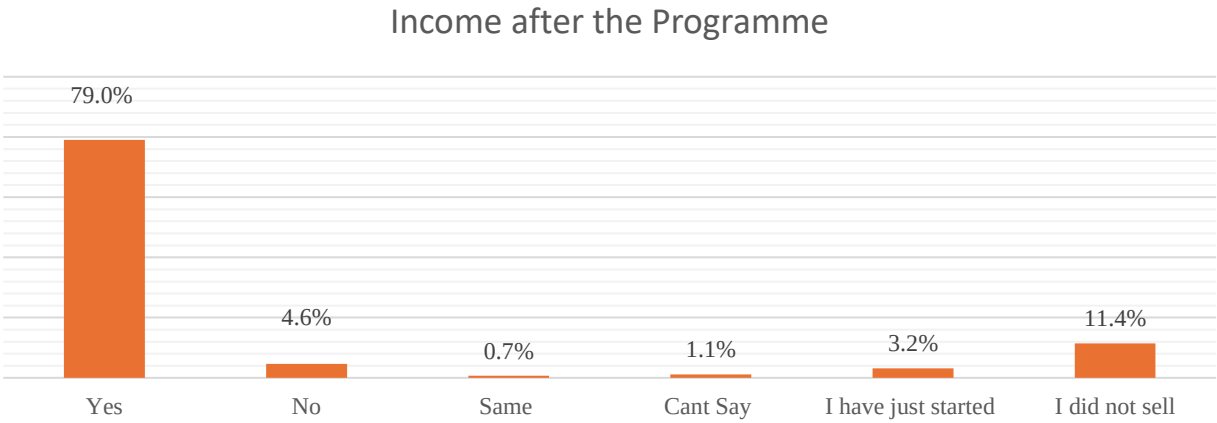


Figure 82: Base: Those who received training, both on-farm and off-farm, 281; Ref L19

Of those whose income increased, 60.4% of the respondents were involved in the same activities before the programme, while 39.6% were new to these income-generating activities. This suggests that for many, the programme helped enhance pre-existing economic activities, while for others, it introduced new opportunities.

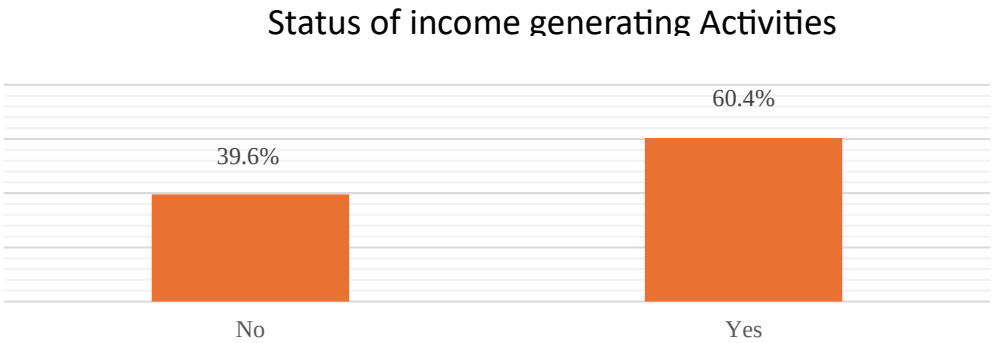


Figure 83: Base: Those who said their income increased, both on-farm and off-farm, 222; Ref L21

5.3.13 Expenditure of Increased Income

The top three areas where respondents spent increased income were: a. Medicine/Hospital expenses (72.5%), b. Food purchase (64.9%), c. educational expenses for children (42.8%). This indicates that the increased income is being used to meet essential needs, enhancing the health, nutrition, and education status of families.

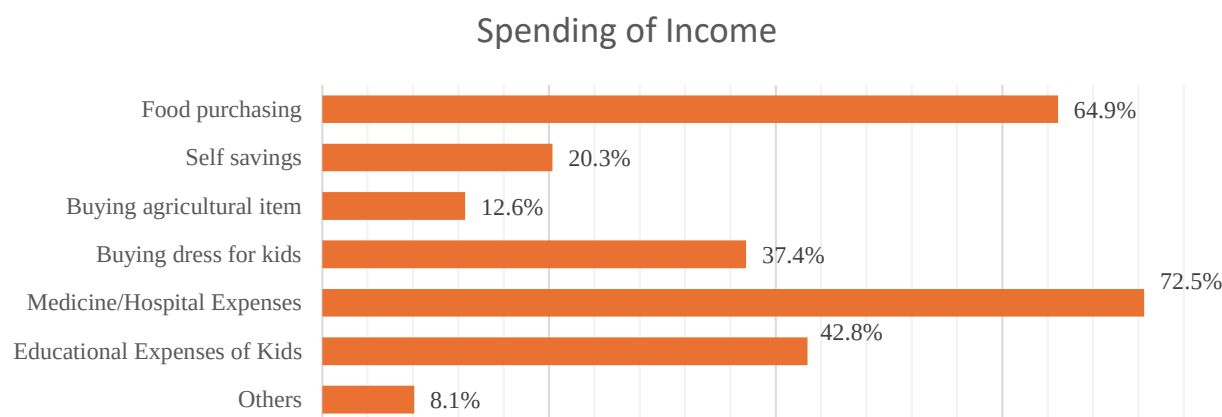


Figure 84: Base: Those who said their income increased, both on-farm and off-farm, 222; Ref L24

5.4 Decision-making on Expenditure

A majority of the respondents (71.2%) decided how to spend their increased income themselves, while 23.4% indicated that their husbands made the decision. Additionally, 64.4% of female respondents stated that they make major decisions in their family, reflecting empowerment among women.

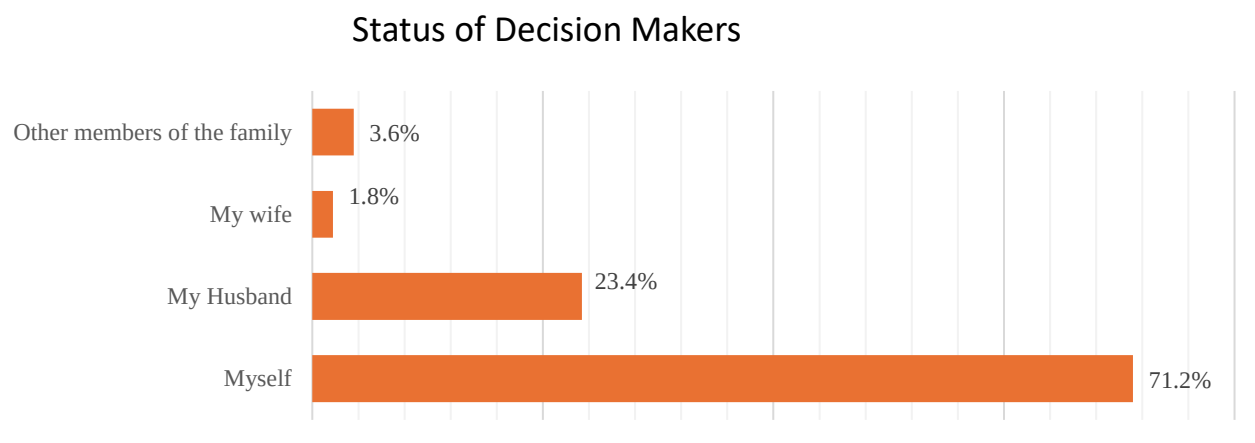


Figure 85: Base: Those who said their income increased, both on-farm and off-farm, 222; Ref L25

5.4.1 Production and Market Access

Most respondents (91.4%) are making products at home, which suggests that home-based production is feasible. This aligns with the rural context where home production is common. However, some (7%) indicated other places for production, possibly reflecting diversification or usage of external facilities.

A large portion of respondents (83.8%) did not receive any orders from external agencies, and 38.7% of the participants stated that the project did not help them connect with markets. This indicates that market access remains a challenge for many participants while production is ensuing.

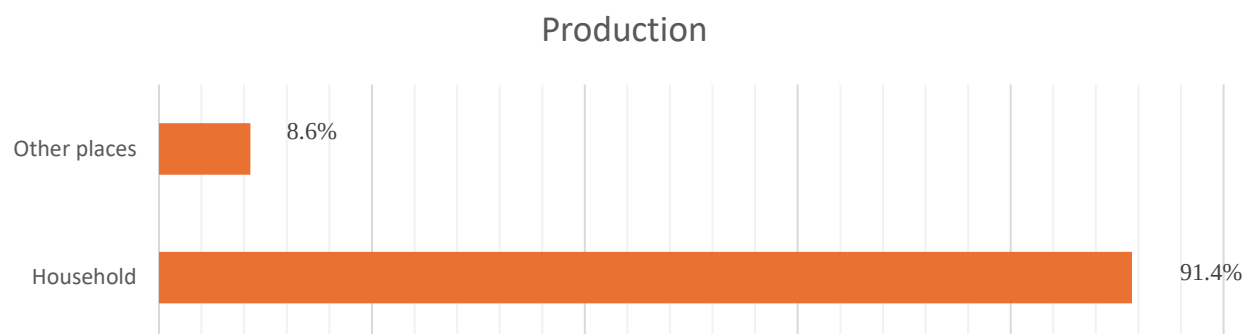


Figure 86: Base: All, both on-farm and off-farm, 302; Ref L27

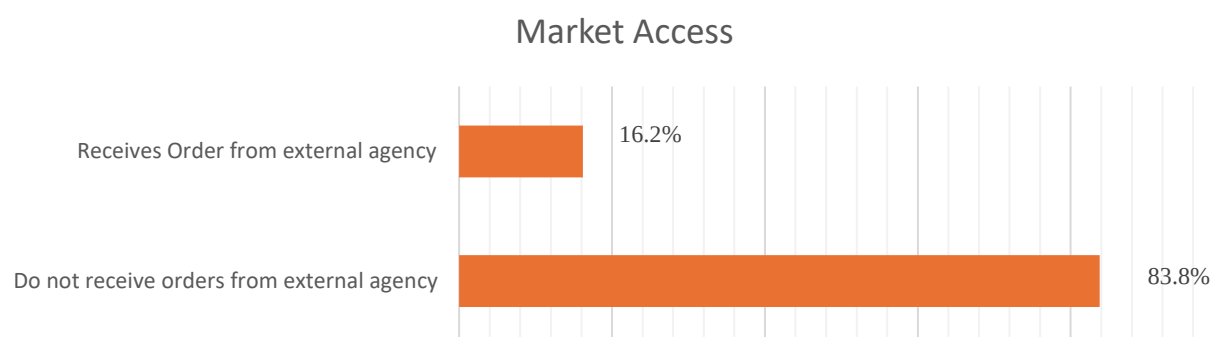


Figure 87: Base: All, both on-farm and off-farm, 302; Ref L28

5.4.2 Control Over Livelihood

Most respondents (89.4%) felt they gained more control over their livelihood as a result of the project, and 96.4% reported making better decisions regarding their livelihood. Almost all respondents (96.4%) also felt that their livelihood had become stronger due to the project. This demonstrates that the programme is perceived as empowering and providing significant long-term benefits.

5.4.3 Supplementary Training and Satisfaction Level

Over half of the respondents (51.7%) participated in Gender-Based Violence (GBV) training, with significant participation in other areas like health, hygiene, and nutrition (47.4%) and child protection (38.4%). The overall satisfaction with these trainings was high, with 94% finding them appropriate.

5.4.4 Community Support (Disability Support) Initiatives

There was almost an even split in knowledge about disability support initiatives, with 49.7% aware of such efforts. This suggests that while awareness is strong, additional outreach efforts may be necessary to ensure the entire community is informed about these supports.

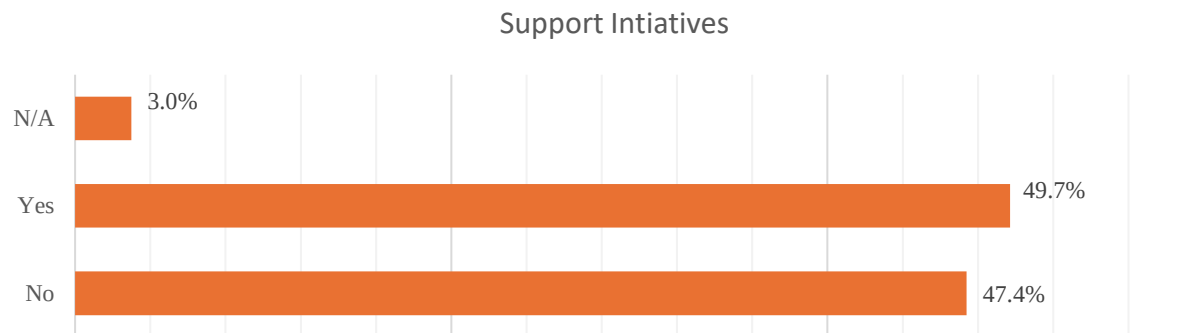


Figure 88: Base: All Respondents, 302; Ref L42

5.4.5 Incidents of GBV and Early Marriage

A small portion of respondents (10.6%) had witnessed or known about incidents of early marriage or GBV which seems encouraging. Major awareness regarding the consequences of the above are early pregnancy (73.2%) and domestic violence (82.1%). Furthermore, 90.7% of the respondents know where to report such incidents, which indicates a strong awareness of reporting channels.

5.4.6 Incidence of Sexual Harassment/Bullying in the Community

Alarming, 21.2% of the participants reported their awareness of incidences of sexual harassment/bullying in the community in the last 3 months. The rate is much higher in the communities under Aman (57.1%) and Mukti Cox's Bazar (31.2%).

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN	Overall
No	85.7%	80.0%	67.2%	86.7%	73.0%	90.9%	42.9%	78.5%
Yes	14.3%	20.0%	31.2%	13.3%	27.0%	9.1%	57.1%	21.2%
(n)=	119	20	64	15	37	33	14	302

Table 9: Base: All Respondents, 302 Ref L43

5.4.7 Involvement in Decision Making (L54) and Perceived Value in Society

Almost half of the respondents (47.7%) claimed to be moderately involved in decision-making processes within the camp, while 16.2% reported no involvement. Empowering these voices could enhance overall camp governance.

More than three-fourths (78.8%) of the respondents believe that their social connections and support systems within the camp community are moderate or strong. However, 35.4% of the participants expressed feeling sufficiently or highly valued in the community, while 51.7% felt moderately valued, and 12.9% felt slightly or not at all valued.

5.5 Basic Needs Met but Security Concerns Remain

Most respondents (91.7%) strongly agreed that they have access to necessary services (food, water, health care, etc.) in the camp.

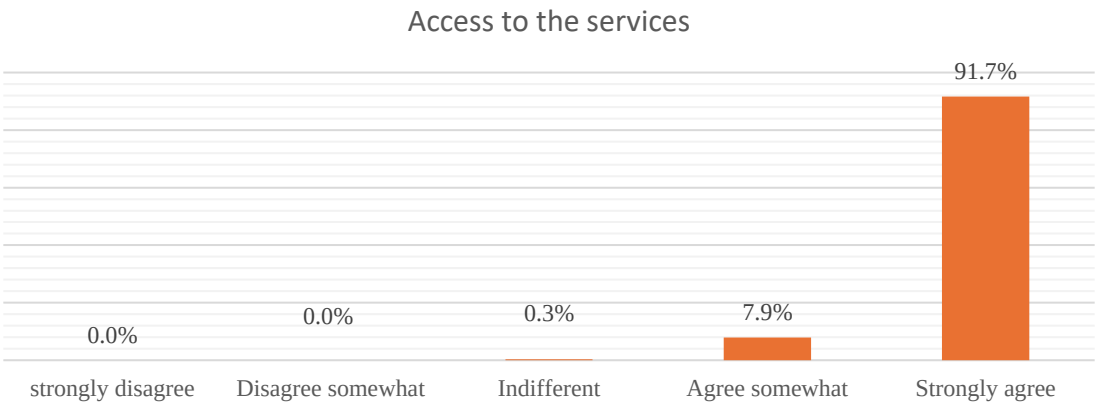


Figure 89: Base: All Respondents, 302; Ref L52

More than one fourth (29.5%) of the respondents reported always feeling safe. However, 7.3% reported never feeling safe, showing there is still work to do to ensure safety for all.

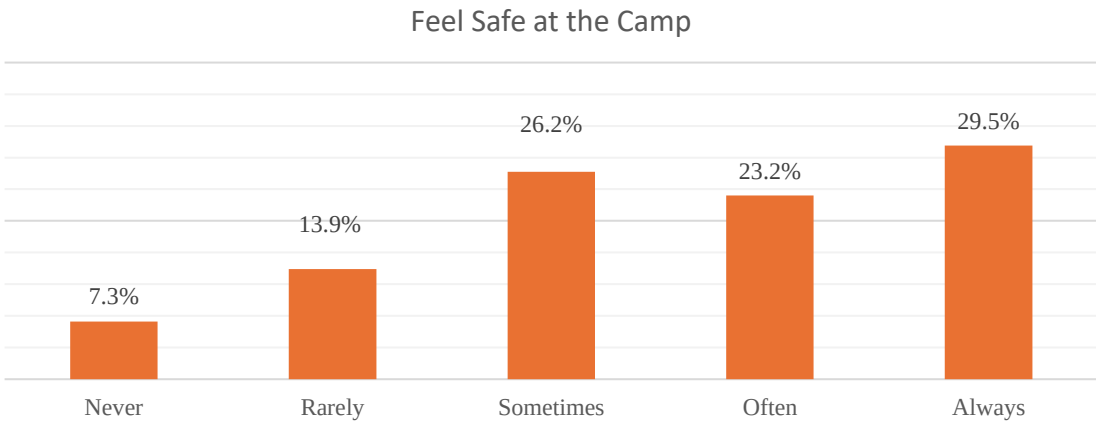


Figure 90: Base: All, 302; Ref L53

5.6 Obstacles in IGA

At the beginning of the income-generation training, women were hesitant to participate when they saw thread, jute, and jute sacks as the training materials. BNGO workers needed to demonstrate the creation of useful products to convince them of the potential for income generation. Participants sought input, which was often limited due to funding constraints.

Key challenges in income-generating activities included lack of space (32.8%), lack of market linkage (14.6%), and untimely receipt of inputs (9.3%). These statistics suggest that while many are engaged in production, challenges such as market access and space remain critical obstacles to achieving sustainable livelihoods.

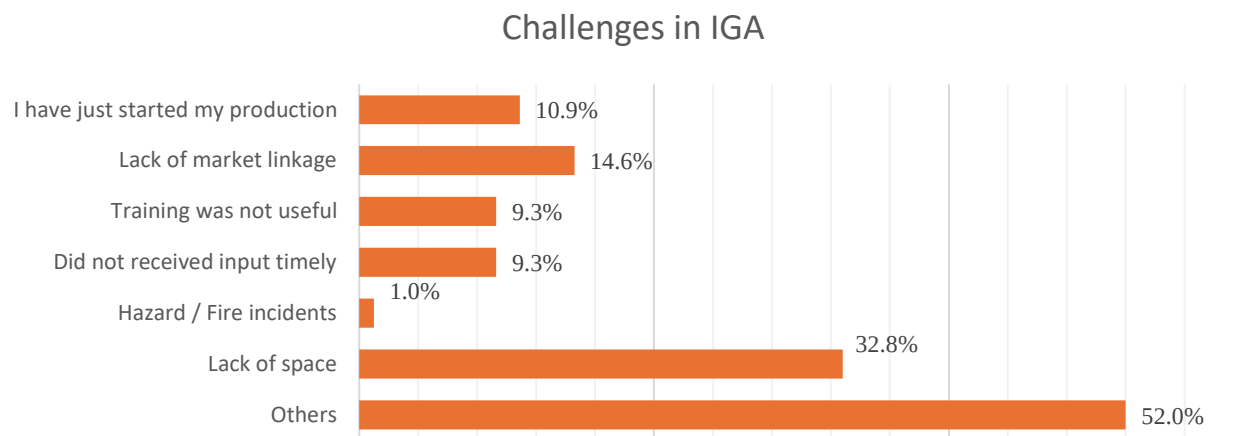


Figure 91: Base: All Respondents, 302; Ref L36

5.7 Project Sustainability and Challenges

The Livelihood programme for Rohingya refugees encounters several challenges. One of the foremost issues is the lack of space for income-generating activities, which affects 32.8% of participants. Additionally, market access remains a critical challenge, with 38.7% of respondents noting insufficient connections to external markets. The timely delivery of inputs is also an issue, as 9.3% reported delays, impacting productivity. Early on, some women were hesitant to engage in training due to unfamiliar materials, such as jute and threads, which required NGO workers to demonstrate their utility. These barriers hinder the programme's effectiveness in fostering self-reliance.

However, the community has developed lasting skills in various income-generating activities. The skill development in areas like sewing and tailoring has empowered many participants to tailor their own clothes and earn an income by serving others in the camp. Additionally, the understanding of market demand for these products has encouraged continued production, ensuring long-term benefits. The integration of technical training and enhanced self-confidence among participants indicates that the project has established a solid foundation for sustainable livelihoods, increasing the likelihood of the initiative's long-term success.

Most respondents (93.4%) believe that the project's impact will continue even after its conclusion, demonstrating confidence in its long-term benefits.

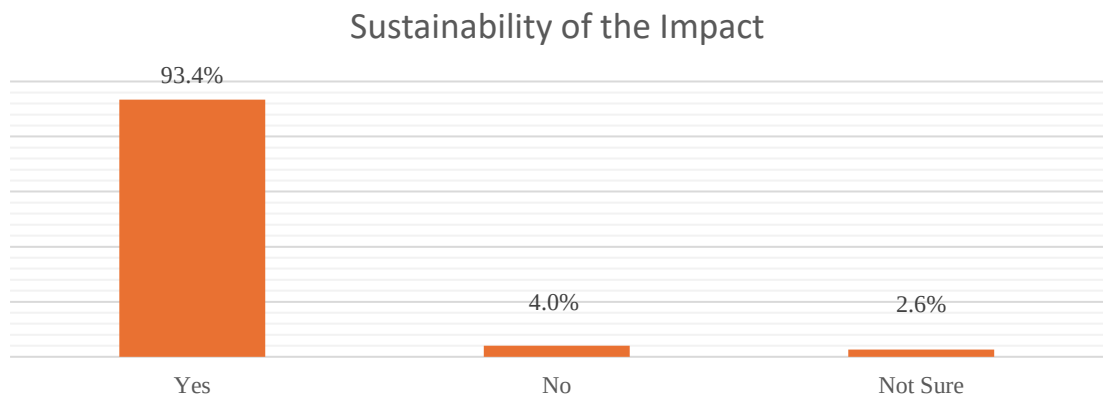


Figure 92: Base: All, 302; Ref L62

Overall, the data reflects a highly successful intervention that has empowered participants through training, improved their livelihoods, enhanced decision-making, and addressed critical social issues such as GBV. However, challenges remain, particularly around market access, space for production, and ensuring everyone feels safe within the community. Addressing these areas can further strengthen the programme’s impact.

5.8 Score Based Performance of NGOs on Livelihood

A score-based framework was created to assess BNGO performance using data from sample surveys. Scores range from 1 (lowest) to 5 (highest) and are assigned based on the percentage distribution for each question. For instance, a 100% distribution is awarded a score of 5, while a score of 1 is given for distributions of 76% or less. This approach enables a precise and detailed evaluation of BNGO effectiveness according to specific criteria.

A total of seven (07) BNGOs are involved in the Livelihood intervention. Of these, five BNGOs (Mukti, Rokeya, GUK, SST, Pulse BD) are working in the food security sector, while two BNGOs (AMAN and Shushilan) are focused on livelihood and skill development. Among these BNGOs, SST and Rokeya Foundation have no prior experience in Livelihood interventions. They are facing challenges due to a lack of staff, technical knowledge, and communication with government stakeholders. The performance of the other BNGOs is satisfactory. However, Mukti did exceptionally well and outranked GUK, a BNGO from category A. The table below shows the ranking of the BNGOs.

Category	BNGO	Score	Average	Sample Size	Rank
B	Mukti Cox's Bazar	40	4.44	64	1
A	GUK	31	3.44	119	2
B	Shushilan	31	3.44	37	3
B	SST	30	3.33	20	4
B	Pulse BD	25	2.78	33	5
C	Rokeya Foundation	45	5.00	15	Sample size is too small for ranking consideration
C	AMAN	40	4.44	14	

Table 10: Ranking of Performances of BNGOs on Livelihood

Chapter Six: Broader Impact of the Interventions

6.1 Gender, Safeguarding & PSEA

The Pooled Fund Project has placed significant emphasis on gender issues, with gender equality, women empowerment, and inclusion among its primary objectives. However, discussions with BNGO representatives revealed that these issues have not received the attention expected. None of the representatives reported substantial changes resulting from the Organisational Capacity Development (OCD) initiatives in this regard. Out of the 27 BNGOs, 12 have developed policies and implemented initiatives related to gender equality and women empowerment. These BNGOs include ACLAB, FIVDB, GUK, GUSS, HELP Cox's Bazar, Mukti, NOWZUWAN, OPCA, PARC, PHALS, Prantic, Prottyashi, and Pulse BD. Notably, ACLAB has taken a proactive step by conducting training sessions to promote women's leadership.

In contrast, noticeable progress has been observed in the areas of Safeguarding and PSEA. All selected BNGOs, except Rokeya Foundation and JSK, reported initiatives to address Safeguarding at both the organisational and community levels. While the concept of Safeguarding was relatively new for some BNGOs, such as HELP Cox's Bazar, all have developed relevant policies on Safeguarding and PSEA.

Most BNGOs have also established a complaint feedback mechanism (CFM). With the exception of the Rokeya Foundation, all BNGOs have set up complaint boxes in their offices and communities. The most common approach is for staff and community members to receive orientation on Safeguarding, PSEA, and CFM through online and offline sessions. New employees are also oriented on these issues as part of their onboarding process.

At the sector level, in depth interviews with teachers, trainers, and WASH facilitators indicate that BNGOs conduct repeated awareness generation sessions on gender-based violence, early marriage, and other relevant issues. These sessions aim to ensure that the community is informed and can take measures if such incidents occur. Participants observed that such incidents are less frequent now, largely due to the proactive efforts of non-governmental organisations, enhanced security measures, and improved communication channels. However, some challenges remain.

One of the key concerns raised is the incidence of "eve-teasing," where girls are harassed on their way to use the toilet facilities. Additionally, there have been reports of men kidnapping girls and forcibly marrying them. An incident was also mentioned where a Majhi (community leader) arranged a marriage with a victim of a rape case.

One particularly concerning case involved a 12-year-old girl who was sexually abused while picking vegetables in a field. This incident highlights the vulnerability of children, especially girls, in these contexts.

In response to these challenges, a set of strategies has been developed to address sexual abuse. These include:

- Placing complaints in feedback boxes
- Informing the Safeguarding Focal Person
- Students reporting to teachers
- Informing the Majhi and the Camp-in-Charge personnel.

The sample survey reveals that a significant majority of beneficiaries in the WASH (86%), Education (84%), and Livelihood (91%) sectors are aware of the reporting mechanisms for incidents related to child marriage or sexual abuse. Additionally, most respondents from the WASH sector (73%) and the Education sector (87%) agree that the project has contributed to progress toward gender equality. Furthermore, all BNGO field staff involved in the Pooled Fund project have received training on PSEA (Prevention of Sexual Exploitation and Abuse) and Safeguarding.

The sample survey data related to the WASH Committee highlights the evolving roles of women and vulnerable groups in leadership, decision-making, and access to sanitation. While some progress have been made, more inclusive efforts are needed to ensure equal participation and facility accessibility for all community members.

Nearly 46.6% of WASH beneficiaries report that women hold leadership positions in WASH management committees, such as Chairperson or Secretary. This is almost balanced with the 44.9% who state otherwise, indicating that while many women are stepping into leadership roles, there is still work to be done to achieve full gender parity in decision-making positions. The data reveals that 8.6% were unaware of whether women held leadership roles.

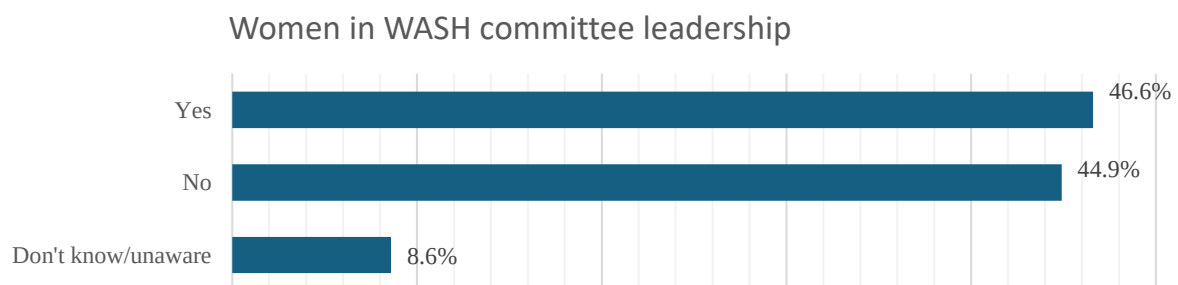


Figure 93: Women in leadership in WASH committee? (overall), Ref. W4.17)

One encouraging finding is that 60.7% of WASH beneficiaries report initiatives aimed at encouraging and supporting more women to take on leadership roles within the committees. This indicates a proactive effort within many communities to promote gender equality in WASH governance. However, the fact that 28.4% of respondents report the absence of such initiatives suggests that these efforts are not yet universal. Some communities may require more targeted strategies to foster women's leadership potential.

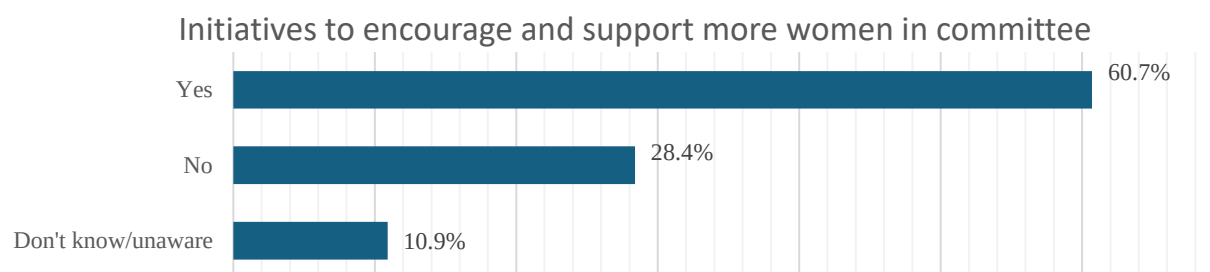


Figure 94: Women in leadership in WASH committee? (overall), Ref. W4.20

Regarding the involvement of women and people with disabilities in the planning and design of sanitation facilities, over half of respondents (56.4%) confirm their participation, while 37.1% say they are not involved. This positive result shows that efforts are being made to include underrepresented voices in decision-making processes. However, the relatively high percentage of non-involvement signals that more inclusive practices are needed in some areas.

Ensuring that women and vulnerable individuals have a voice in the planning process is essential, as it allows for the creation of facilities that meet the diverse needs of all community members. A small percentage (6.5%) of respondents are unaware of these efforts, possibly indicating that the processes by which these individuals are involved are not always clearly communicated.

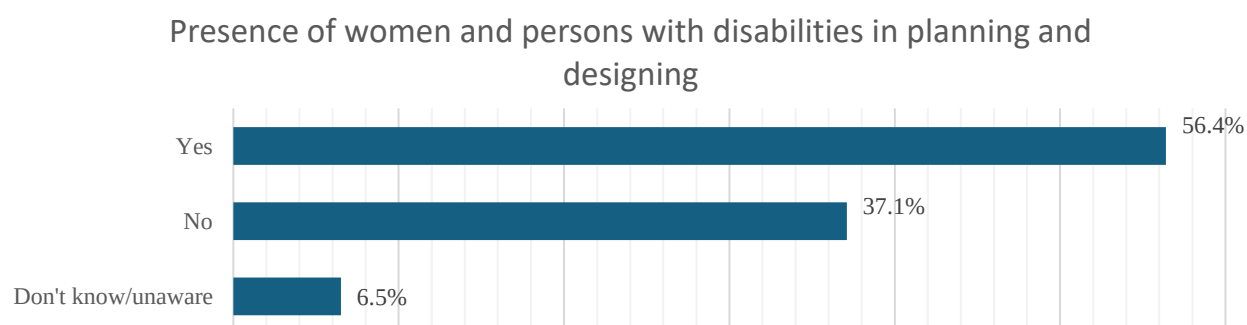


Figure 95: Are women or persons with disabilities involved in the planning and design of the sanitation facilities? (overall), Ref. W4.20

However, the inconsistencies in female representation across committees and the uneven support for women's leadership highlight areas where additional efforts are needed. By continuing to foster inclusive leadership, the WASH committees can take even more significant steps to promote gender equity and accessibility in the community.

Finally, beneficiaries identify the empowerment of women (53.5%) and youth (41%) as the project's most significant achievement. Better communication with BNGOs and government agencies (50.4%) is also a

key success, facilitating more robust development partnerships. These results reflect the project's capacity to promote gender equity and empower marginalised groups.

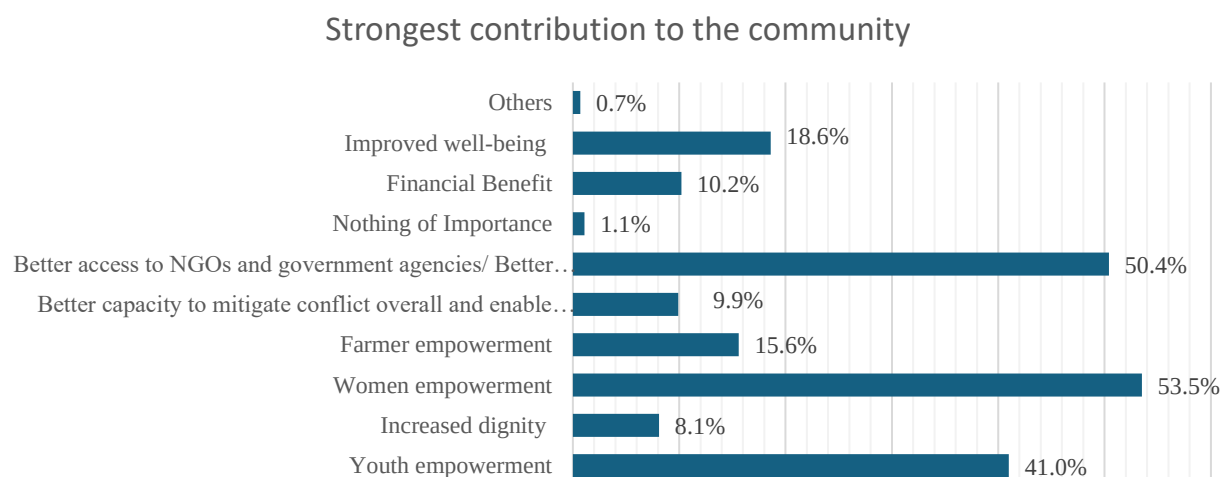


Figure 96: What would you say the strongest contribution of the project has been to your community? (overall), Ref. W6.18

6.2 Environment

Observation study data from the WASH and Education sectors reveal that the overall environmental condition of the camp has improved due to the awareness generation programmes of the Pooled Fund project. The improvements include the following:

- People no longer throw garbage in the drains and regularly clean the roads and alleys.
- Garbage is disposed of in a segregated manner using red and green waste bins.
- Toilets are cleaned regularly, eradicating open defecation as people now use toilets.
- Households maintain cleanliness in their surroundings.

The overall environment has become cleaner and free from waste. Previously, children would defecate in open areas, but now they use toilets, and waste is collected in dustbins. The use of polyethene bags has been significantly reduced. However, as other BNGOs, such as CARE Bangladesh, are also working on WASH, these improvements may be the combined effect of multiple project interventions.

Regular awareness sessions are conducted on eradicating open defecation, environmental protection, and avoiding the disposal and burning of polyethene and plastic bottles. However, it is evident from the observations that not all BNGOs give due importance to the site selection of WASH facilities. Some WASH facilities are installed close to landslide areas due to space scarcity in the camps. BNGOs should consider relocating these facilities to safer places when opportunities arise.

None of the learning centres was found near landslide areas. Additionally, students are taught how to respond during natural hazards. Livelihood beneficiaries were trained in climate-smart agricultural practices, such as mulching and compost application, ensuring crops are grown sustainably and resilient against environmental challenges.

Chapter Seven: Performance Analysis of BNGOs based on OCD and GCD initiatives

A scoring system was developed to assess the performance of BNGOs based on OCD initiatives. Both quantitative and qualitative parameters were considered in developing the scoring system. The table below outlines the definition and scoring mechanism for each parameter:

Parameter	Definition	Scoring Scheme	Scores
Exposure to OCD: Quantitative Parameter	This parameter evaluates the understanding and lessons recalled by participants from the OCD and GCD sessions.	The OCD sessions discussed 11 topics, and the GCD sessions discussed 5 topics. A binary scoring system was used to assess understanding: if a representative could explain a topic, a score of 1 was given. A score of 0 indicated that either the knowledge was not effectively communicated or the representative failed to grasp the lesson.	Highest – 11, Lowest – 0
Impact of OCD Initiatives (PSEA and Safeguarding): Quantitative Parameter	This parameter evaluates the initiatives taken by BNGOs regarding Safeguarding and PSEA.	A score of 1 was assigned if an initiative was taken, while a score of 0 was given if no action was taken.	Highest – 1, Lowest – 0
Impact of OCD Initiatives (Financial Insights): Quantitative Parameter	This parameter evaluates the initiatives taken by BNGOs to restructure their financial systems.	A score of 1 was assigned if an initiative was taken, while a score of 0 was given if no action was taken.	Highest – 1, Lowest – 0
Impact of OCD Initiatives (Others): Quantitative Parameter	This parameter evaluates the initiatives taken by BNGOs in areas other than Safeguarding and financial systems.	For each initiative, a score of 1 was given; if no initiative was taken, a score of 0 was assigned.	Highest – 1, Lowest – 0
Grant Acquisition: Quantitative Parameter	This parameter assesses whether BNGOs were able	If a grant was acquired, a score of 1 was given; if not, a score of 0 was assigned.	Highest – 1, Lowest – 0

	to secure grants as a result of OCD initiatives.		
Number of Activities Carried Out Between May-July and August-October: Quantitative Parameter in accordance to OCD Roadmap	This parameter evaluates the number of activities carried out by BNGOs based on the Roadmap.	Up to 5 activities = 1, 5-10 activities = 2, 11-15 activities = 3, 15-20 activities = 4, and more than 20 activities = 5.	Highest – 5, Lowest – 0
Willingness to Continue: Qualitative Parameter	This parameter evaluates the willingness to continue OCD initiatives.	It was evaluated on a five-point scale, where 5 represented the highest value and 1 the lowest.	Highest – 5, Lowest – 0
A BNGO can receive a maximum score of 25			

Table 11: Definition and scoring mechanism for each parameter

Probing and prompt responsiveness were also considered in the scoring process. The results indicate that B-category BNGOs performed better and showed greater interest in implementing OCD initiatives compared to A-category BNGOs. Among the top five scoring BNGOs, only one was from the A-category.

Notably, A-category BNGOs such as DSK, FIVDB, ACLAB, and Agrajatra are well-informed about OCD topics discussed in the sessions. However, they seemed to place greater emphasis on expressing their own opinions rather than articulating their learnings. In contrast, B-category BNGOs showed a stronger enthusiasm for sharing their experiences and insights, highlighting how these could contribute to their long-term development.

The table below shows the score-based OCD ranking of each BNGO:

Rank	Category	NGO	Exposure to OCD: Quantitative Parameter	Impact of OCD Initiatives (PSEA and Safeguarding): Quantitative	Impact of OCD Initiatives (Financial Insights): Quantitative	Impact of OCD Initiatives (Others): Quantitative	Grant Acquisition: Quantitative	No. of Activities carried out between May-July and August-October: Quantitative	Willingness to continue: Qualitative	Total
1	B	Shushilan	10	1	1	1	0	3	5	21
2	B	Pulse BD	4	1	1	1	4	5	4	20
3	B	OPCA	8	1	1	1	1	3	4	19
3	B	YPSA	6	1	0	1	1	5	5	19
4	A	SHED	4	1	1	1	1	5	5	18
5	B	NOWZUWAN	7	1	1	1	1	2	4	17
5	B	PARC	6	1	1	1	1	4	3	17
5	B	SKUS	7	1	1	0	1	5	2	17
6	A	ACLAB	4	1	1	1	1	3	5	16
6	A	Agrajattra	5	1	0	1	1	3	5	16
6	A	FIVDB	5	1	0	1	1	3	5	16
7	B	GUK	6	1	0	1	1	1	5	15
8	C	BNKS	5	1	0	1	1	2	4	14
9	B	GUSS	2	1	1	1	1	3	4	13
9	B	JNUS	3	1	1	1	1	3	3	13
9	B	Mukti	4	1	1	1	1	2	3	13
9	B	Prottiyashi	4	1	0	1	1	2	4	13
10	A	DSK	2	1	0	1	1	2	5	12
10	B	HELP	4	1	0	1	0	3	3	12
10	B	Prantic	4	1	1	1	0	2	3	12
10	C	BGS	4	1	1	1	0	2	3	12
11	C	Songshoptaque	3	1	0	1	1	2	3	11
12	B	JSUS	0	1	0	1	1	4	3	10
12	B	PHALS	3	1	0	1	0	2	3	10
13	B	AMAN	2	1	0	1	1	1	2	8
14	C	JSK	0	1	0	1	0	3	1	6
15	C	Rokeya Fdn.	0	0	0	0	0	2	1	3

Chapter Eight: Lessons Learned

8.1 Lessons Learned

The Pooled Fund Project has demonstrated significant progress in unifying BNGOs under a common framework and enhancing their capacity through localisation efforts. Despite some operational challenges, the programme has fostered a positive environment for community participation, particularly in Education and WASH initiatives. The lessons learned from this initiative provide valuable insights into both the successes and ongoing challenges faced by BNGOs.

Unified Framework for BNGO Coordination

With a dedicated team and continuous supervision, BRAC successfully unified 27 BNGOs under a single framework, ensuring standardised inputs, consistent activities, and adherence to uniform standards. Despite these efforts, some variations and limitations in execution were observed, as each BNGO faces unique operational challenges.

Localisation Through Capacity Building

BRAC designed its programme to gradually raise awareness among BNGOs about localisation, starting with basic training (GCDs) and progressively introducing concepts like the Grand Bargain. The programme has allowed BNGOs sufficient time to understand these principles, and their positive response reflects growing engagement with localisation efforts.

Strong Commitment to Capacity Enhancement

Of the 27 BNGOs, 14 have shown a strong commitment to improving their capacity and aligning with BRAC's standards. These BNGOs view the initiatives as instrumental in building their confidence and positioning them to secure direct donor funding. Notably, 20 BNGOs have successfully obtained funding from donors, with eight attributing this success to BRAC's OCD initiatives.

Challenges in Implementation: Financial and HR Constraints

Despite the programme's successes, BNGOs face three major challenges in executing the OCD initiatives: high employee turnover, financial constraints leading to understaffing, and a shortage of skilled personnel. While some BNGOs are addressing financial challenges by assigning multiple roles to employees, turnover and skills gaps remain significant obstacles.

Community Engagement in Programme Implementation

At the programmatic level, the Pooled Fund has placed a strong emphasis on engaging the community in implementation activities. The programme organised supplementary training sessions for community members and established various committees with community participation. These efforts enhance accountability and foster a sense of ownership among the community people.

The programme utilised Community-Based Learning Facilities (CBLFs) for students (grades 1, 2, etc.) aged 11 to 18 years. This approach has generated a positive interest in education within the community. Teachers have reported that community members appreciate their efforts and hold them in high regard. In January 2024, when facilities were destroyed by a fire in Camp 5, community members were involved in the site selection process for the installation of new facilities. The programme also engages community members in maintaining cleanliness and supervising WASH facilities. As a result, most facilities were clean and functional during the observation survey. In-depth interviews with trainers provide an indication that regular participation in supplementary sessions has strengthened bonds among community members.

OCD initiatives: Driver of Successful Project Intervention

A major lesson learned from the Pooled Fund Programme is that capacity development initiatives are the cornerstone of successful intervention implementation. Through targeted OCD efforts, local NGOs were equipped with the necessary skills and systems to manage large-scale projects effectively in the WASH, Education, and Livelihood sectors. Training in areas such as financial management, Safeguarding, human resource, and procurement allowed NGOs to improve their operational efficiency, ensuring that the right personnel were in place to execute projects successfully.

Additionally, the Pooled Fund's strengthened monitoring framework was a critical factor in this success. By enhancing the monitoring systems of local NGOs, the programme ensured real-time tracking of project progress and accountability. The regular oversight and feedback mechanisms allowed for timely adjustments, leading to higher-quality service delivery and better alignment with community needs. As a result, in WASH, the infrastructure was well-maintained, in Education, student safety and attendance improved, and in Livelihood, income-generating activities were more effectively managed.

Ultimately, the combination of robust capacity development and enhanced monitoring proved essential in driving the success and sustainability of these interventions, reinforcing the importance of building strong organisational foundations for impactful humanitarian action.

8.2 Best Practices

1. **Organisational Capacity Development:** The OCD initiatives have led to several organisational changes among BNGOs in areas such as finance, procurement, Safeguarding, and human resources. However, the most notable changes are evident in finance. All BNGOs were instructed to adhere to BRAC standards, and the programme conducted multiple audits of most organisations. Each successive audit identified fewer issues than the previous one, indicating that BNGOs are strictly following the standards. Most finance focal points reported that the initiatives have made their financial systems accountable and transparent.
2. **Policy implementation:** The Executive Directors (EDs) of the BNGOs stated that the programme has encouraged and compelled them to implement various clauses outlined in different policies. According to some, while they did have existing policies, they had not taken any concrete steps to implement them. After engaging with the programme, they are now developing policies and creating actionable steps for implementation. For example, all BNGOs have introduced complaint and feedback boxes in their office premises and camps, along with a hotline number as part of the CFM (Complaint and Feedback Mechanism) initiatives.

3. **Capacity Development of Teachers:** The programme included provisions for training teachers. They received extensive subject-specific training on conducting classes, writing lesson plans based on ITPR, creating effective learning environments, and conducting assessments. These trainings have been effective, as all students who participated in the assessment test organised by the sector qualified for the next level. The training enables them to teach students additional activities, such as using recycled paper and leaves to create pamphlets and shapes, as well as decorating schools for various celebrations and special occasions.
4. **Input Distribution:** One of the main components of the Livelihood intervention is the distribution of inputs. These inputs have been provided for both on-farm and off-farm activities. This is a well-planned initiative, as most beneficiaries who have started production reported an increase in their monthly income.
5. **WASH Recognition:** Selecting and awarding WASH champions among community groups and beneficiaries, such as Toilet User Groups and WASH Community Members, is a commendable initiative. This recognition inspires these groups to work more skilfully, as they observe others receiving awards. The programme encourages individuals to fulfil their responsibilities effectively. By honouring those who dispose of waste in a segregated manner, the programme motivates others to adopt similar practices.
6. **Supplementary Training Sessions:** For all camp-based interventions, supplementary training sessions were organised, covering different essential issues such as GBV, Safeguarding and PSEA, CFM, reporting and referral system, environment sustainability, child protection etc. Participation in these training sessions equips beneficiaries with essential knowledge and skills to safeguard themselves and their communities. The training empowers individuals to effectively utilise reporting and referral systems, ensuring timely assistance and support. Furthermore, increased awareness of environmental sustainability promotes responsible practices that benefit both the community and the environment.

8.3 Key Challenges

The BNGOs have recognised the importance of organisational capacity development but faced some challenges during implementation that have hindered progress. These challenges include:

1. **Employee Turnover:** Although this issue has been identified, there has been no noticeable initiative from BRAC to address it. This problem also affects camp-based implementation activities. BRAC may ask partner BNGOs to consider including one or two clauses in the Human Resource Policy regarding the responsibilities of departing employees if they are not present. Alternatively, BRAC could ensure that BNGOs are following these clauses if they are already in place.
2. **Excessive Workload:** The EDs have expressed concerns that the initiative has added to the workload of their employees, who are now heavily engaged in preparing reports and policies. There is a perception that these employees are increasingly functioning as BRAC's own staff. Some have suggested that BRAC consider recruiting a dedicated OCD focal point for every three to four BNGOs to share responsibilities and provide additional support to the BNGOs they are assigned to.

3. **Financial Constraint:** This issue has been discussed frequently. Even well-established national BNGOs have suggested that a portion of the budget should be allocated exclusively for capacity development. Some BNGOs expressed their inability to develop policies, citing a lack of skilled employees and insufficient funds to hire experts. They acknowledged that BRAC has provided significant support, but further assistance is needed.
4. **Communication GAP:** Some BNGOs, particularly well-established national organisations, have suggested that BRAC focus on training its own employees. They noted that some Pooled Fund staff lack sufficient knowledge of OCD issues, which has posed challenges to the implementation process. Managing regular communication with 27 BNGOs is understandably complex, and they recommend that BRAC provide comprehensive communication training, especially for staff involved in OCD initiatives.
5. **Unrealistic Deadlines:** Most BNGOs have criticized BRAC for setting unrealistic deadlines for submitting data, reports, and information, which they view as a sign of inadequate planning. The EDs of two BNGOs have recommended that BRAC foster a partnership model based on equality, avoiding a patron-client dynamic.
6. **Categorisation Concerns:** Three BNGOs placed in Category B raised concerns about the categorisation process, claiming that BRAC did not provide clear criteria for classifying BNGOs and expressed doubts about BRAC's transparency.

8.4 Conclusion

The Pooled Fund Programme, launched by BRAC in 2022 with funding from Global Affairs Canada and the Department of Foreign Affairs and Trade, focuses on addressing the protracted Rohingya refugee crisis in Cox's Bazar and Bhasan Char. The programme integrates capacity building for national and local BNGOs (NLRs) with humanitarian service delivery. With a dual approach, the programme not only empowers BNGOs to enhance their operational capacities but also ensures that gender-responsive, climate-conscious, and sustainable services reach the refugee population, particularly women and girls. Over the past year, the programme has served more than 145,000 forcibly displaced Myanmar nationals (FDMNs), implementing interventions across three sectors: Water, Sanitation, and Hygiene (WASH), Education, and Livelihood.

A core objective of the programme was to increase the capacity of NGOs to manage, implement, and sustain projects independently while adhering to humanitarian standards. Through various OCD initiatives, NGOs received training on key operational areas such as financial management, Safeguarding, monitoring and evaluation (M&E), procurement, and human resources. This training directly enhanced the NGOs' ability to implement projects under the three key sectors, enabling them to adapt to challenges and maximise impact.

The WASH intervention saw significant improvements due to the Pooled Fund's support. Through OCD training, NGOs were better equipped to manage large-scale sanitation projects, focusing on both infrastructure and community engagement. The Pooled Fund's contribution to the development of effective Safeguarding policies allowed NGOs to establish CFMs, ensuring that issues such as gender-based violence and hygiene-related grievances were addressed promptly. Moreover, the inclusion of women and persons with disabilities in WASH planning and management was made possible by the Pooled Fund's

emphasis on inclusiveness during capacity-building workshops. As a result, over 90% of the beneficiaries reported high satisfaction levels, with facilities being well-maintained, safe, and accessible.

In the Education sector, the Pooled Fund Programme significantly enhanced the capacity of NGOs to deliver quality and inclusive education. The programme focused on teacher training and monitoring, which proved crucial in providing education through CBLFs. NGOs were able to implement effective learning environments that catered to Rohingya children and adolescents. This effort ensured that nearly 99% of students attended school regularly and had access to essential learning materials. Additionally, the Pooled Fund's emphasis on Safeguarding resulted in safer learning environments, where nearly all female students reported feeling secure while attending school.

The Livelihood intervention was perhaps where the Pooled Fund's contribution to organisational capacity building was most evident. NGOs were tasked with providing Climate-Smart Agriculture (CSA) training and promoting skills that would foster economic resilience among Rohingya refugees. With the Pooled Fund's support, NGOs developed robust training modules and supplied inputs to beneficiaries, ensuring they could engage in sustainable agricultural practices. The OCD boot camps enabled these NGOs to effectively manage logistical challenges, such as procuring and distributing materials for homestead gardening and other income-generating activities. Additionally, the Pooled Fund's focus on gender-responsive programming helped NGOs create livelihood opportunities for women, further promoting gender equality within the refugee camps. As a result, nearly 80% of beneficiaries reported an increase in income, and many felt more in control of their livelihood decisions.

Overall, the success of the WASH, Education, and Livelihood interventions is deeply rooted in the capacity-building efforts funded and facilitated by the Pooled Fund. The training and resources provided under OCD initiatives directly addressed the key gaps in NGO operations, from project management to community engagement and Safeguarding. By equipping local NGOs with the necessary tools, skills, and knowledge, the Pooled Fund ensured that interventions were not only implemented efficiently but also in a manner that would have a lasting impact on the Rohingya community.

Moreover, the dual-pronged approach of the Pooled Fund, which integrated capacity building with humanitarian interventions, ensured that local actors could take ownership of the projects, enhancing both efficiency and accountability. Regular financial auditing ensures that trainers, teachers, and WASH facilitators are paid on time. Additionally, conducting surveys, reviewing monitoring reports, providing feedback, and offering technical support have helped NGOs implement interventions to the required standards. By fostering stronger organisational capacities, the programme bridged the gap between immediate humanitarian needs and long-term development goals, positioning local NGOs as key drivers of sustainable change. The enhanced capacity of these NGOs, coupled with the programme's strategic focus on gender, inclusiveness, and community engagement, has resulted in interventions that are more aligned with the specific needs of the refugee population and are sustainable beyond the immediate project timeline.

In conclusion, the Pooled Fund's contribution, through its OCD initiatives, has been instrumental in the successful implementation of WASH, Education, and Livelihood interventions. The programme's focus on building the capacity of local NGOs has not only improved service delivery but also ensured that these interventions are more responsive, inclusive, and sustainable in the long term. This approach reflects the Pooled Fund's commitment to localisation, empowering local actors to lead the response to the Rohingya crisis while meeting international standards of humanitarian assistance.

The programme has started to show positive outcomes, with the selected BNGOs demonstrating a transformation towards becoming effective humanitarian actors. The most remarkable achievement is that local and national BNGOs are now able to secure funding independently from donors which is the main goal of localisation. Some BNGOs have expressed differing views on the Pooled Fund's contribution to their success. For instance, FIVDB, selected by USAID to implement the \$50 million HICRA project, did not have strategic or operational plans in place before joining the Pooled Fund—critical for securing such substantial funding. This raises questions about the basis of their negative perspective.

Within a short period, the majority of BNGOs have shown progress in capacity development, overcoming various challenges. However, this is an ongoing process, and the initiative needs to continue with measures to resolve challenges that have been identified.

Otherwise, the statement made by JSK's ED may resonate:

“We have some glossy papers (read ‘policies’) that we didn’t have before, but we have no projects. We hope these papers will bring us projects,”

Appendix 1: Project Indicator

PROJECT INDICATORS	Number	Comments
% and #of the total targeted HHs have access to fulfil their basic needs and improved social dignity	82%	Source: Sample survey
# of PFL Supported NLRs' provided need-based support to Rohingya refugees through collecting funds from donors independently	20	
% of total PFL-supported NLRs' evidence strategic documents reflective of gender-responsive, climate-responsive and environmentally sustainable elements.	5 done, 23 ongoing	ACLAB done, PHALS, HELP, FIVDB, DSK done and review ongoing, others will be done by October 2024
% of total PFL-supported NLRs implementing interventions follow Do no harm related to gender, climate and environment within their PFL projects	27 BNGOs	
% and # of total women, children, elderly, and persons with disabilities targeted by PFL allocations contribute to the programmatic adjustments		
% and # of total women, children, elderly and persons with disability targeted by PFL allocations report satisfaction with PFL allocation services and facilities	Mal-91%, Female-94%, Total - 92%	
# of total PFL-supported NLRs with enhanced Project Management and Financial skills to deliver projects as per the work plan.	27 BNGOs	All of them reported to have upgraded financial system and follow BRAC's standard
# of NLRs demonstrate the ability to respond to BRAC monitoring and audit observations in a timely, transparent and accountable manner.	27 BNGOs	All BNGOs responded to BRAC observations
# of institutions with enhanced capacity to enable inclusive, responsive and sustainable public service delivery	27 BNGOs	All BNGOs claimed that they have good relationship with CiC and RRRC as well as local government bodies

PROJECT INDICATORS	Number	Comments
\$ invested and # of women's organisations and women's networks advancing women's rights and gender equality that receive support for programming and/or institutional building.	PF will provide	
# of total PFL-supported NRLs with a systematic Complaint Response Mechanism in place	27 BNGOs	All BNGOs show evidence of compliant mechanisms
% and # of Rohingya HHs targeted under PFL allocations (disaggregated by sector, gender, age and the person with disability) are enrolled as beneficiaries within PFL allocation projects	PF will provide	
% and # of targeted HHs under PFL allocations (disaggregated by gender, age and person with disability) consisting of the most vulnerable groups fall under priority targeting	PF will provide	
% and # of Rohingya HHs targeted by PFL allocations (disaggregated by gender, age and person with disability) receive basic services	PF will provide	
% and # of Rohingya people targeted by PFL allocations have information about available basic service provider	96.20%	Source: Sampe survey

Table 12: Project indicators

Appendix 2: Tables

WASH

Table 13: Source of drinking water by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
DTW	32.0%	11.0%	0.0%	40.0%	47.9%	3.8%	4.5%	12.0%	68.3%
STW	5.5%	1.4%	0.0%	1.7%	19.5%	4.9%	0.0%	0.0%	11.7%
Tap stand	57.0%	87.7%	100.0%	53.9%	27.2%	91.4%	95.5%	76.1%	20.0%
Other	5.5%	0.0%	0.0%	4.3%	5.4%	0.0%	0.0%	12.0%	0.0%
(n)=	128	73	12	115	261	266	22	92	60

Table 14: Time Required to collect water by BNGO's

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
Less than 5 mins	65.6%	65.8%	91.7%	74.8%	64.4%	64.3%	18.2%	82.6%	78.3%
5 to 10 mins	22.7%	20.5%	8.3%	16.5%	22.2%	27.1%	13.6%	17.4%	21.7%
10- 15 minutes	7.0%	5.5%	0.0%	2.6%	6.9%	4.5%	63.6%	0.0%	0.0%
More than 15 minutes	3.9%	8.2%	0.0%	0.9%	3.8%	2.6%	4.5%	0.0%	0.0%
More than 30 minutes	0.0%	0.0%	0.0%	4.3%	2.7%	1.5%	0.0%	0.0%	0.0%
(n)=	128	73	12	115	261	266	22	92	60

Table 15: Queue at the water point

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWA N	BGS
No	24.2%	12.3%	0.0%	24.3%	37.9%	10.2%	4.5%	9.8%	36.7%
Yes	74.2%	87.7%	100.0%	74.8%	62.1%	89.8%	95.5%	90.2%	63.3%
(n)=	128	73	12	115	261	266	22	92	60

Table 16: Time required at the queue by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
Less than 5 mins	14.7%	15.6%	50.0%	23.3%	21.0%	31.4%	4.8%	13.3%	26.3%
5 to 10 mins	33.7%	31.2%	8.3%	31.4%	32.1%	24.3%	9.5%	28.9%	57.9%
10 to 15 minutes	20.0%	28.1%	16.7%	9.3%	19.8%	15.9%	33.3%	26.5%	13.2%

More than 15 minutes	28.4%	25.0%	25.0%	36.0%	27.2%	28.0%	52.4%	31.3%	2.6%
Don't Know	3.2%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%
(n)= those said need to wait in queue	95	64	12	86	162	239	21	83	38

Table 17: Whether water points are maintained and repaired by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	7.8%	9.6%	0.0%	9.6%	2.7%	4.5%	9.1%	6.5%	8.3%
Yes	91.4%	90.4%	100.0%	89.6%	96.9%	94.7%	90.9%	89.1%	91.7%
(n)=	128	73	12	115	261	266	22	92	60

Table 18: The Issues mentioned by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
Water points difficult to reach (slope, steep hill, river/canal crossing)	16.0%	35.3%	0.0%	37.5%	69.2%	47.4%	80.0%	10.7%	55.6%
Security concerns	52.0%	58.8%	0.0%	37.5%	38.5%	52.6%	80.0%	17.9%	11.1%
People living near the water source do not allow us to take water	32.0%	47.1%	0.0%	31.2%	46.2%	42.1%	80.0%	32.1%	11.1%
Others	32.0%	11.8%	0.0%	6.2%	7.7%	14.0%	20.0%	64.3%	33.3%
(n)= those said faced problem at the water point	25	17	0	16	13	57	10	28	9

Table 19: Water Storage Container

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	36.7%	23.3%	25.0%	31.3%	6.1%	32.7%	4.5%	44.6%	45.0%
Yes	63.3%	76.7%	75.0%	68.7%	93.9%	67.3%	95.5%	52.2%	55.0%
(n)= all	128	73	12	115	261	266	22	92	60
Whether the container size is sufficient for the family by NGOs									
No	17.3%	8.9%	11.1%	6.3%	15.1%	3.4%	9.5%	10.4%	27.3%
Yes	81.5%	91.1%	88.9%	93.7%	84.9%	96.6%	90.5%	89.6%	72.7%
(n)=those who received a container	81	56	9	79	245	179	21	48	33
Whether the container size is sufficient for the family by NGOs									
No	11.1%	10.7%	11.1%	20.3%	4.9%	2.2%	0.0%	10.4%	18.2%
Yes	81.5%	89.3%	88.9%	78.5%	92.7%	97.8%	100%	87.5%	78.8%

(n)=those who received a container	81	56	9	79	245	179	21	48	33
------------------------------------	----	----	---	----	-----	-----	----	----	----

Table 20: Handwash Practice by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTT-YASHI	SHED	DSK	JSK	NOWZU WAN	BGS
After defecation	96.9%	91.8%	100.0%	99.1%	99.6%	98.1%	100.0%	98.9%	100%
After handling child/adult faeces or cleaning child's bottom	40.6%	65.8%	0.0%	40.9%	38.7%	74.4%	68.2%	39.1%	45.0%
Before eating food	95.3%	98.6%	100.0%	94.8%	94.6%	96.2%	100.0%	92.4%	90.0%
Before preparing and serving the food	68.0%	72.6%	50.0%	78.3%	85.8%	80.8%	90.9%	58.7%	90.0%
Before feeding child/anyone	41.4%	43.8%	33.3%	46.1%	54.8%	56.8%	54.5%	47.8%	46.7%
Sneezing and coughing	7.8%	15.1%	33.3%	11.3%	5.4%	5.3%	0.0%	7.6%	21.7%
Others	3.9%	5.5%	0.0%	0.0%	0.4%	2.3%	0.0%	3.3%	0.0%
(n)=	128	73	12	115	261	266	22	92	60

Table 21: Whether receive SOAP from WASH agency? (overall), Ref. W2.2

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	4.7%	13.7%	16.7%	14.8%	0.0%	30.1%	0.0%	8.7%	1.7%
Yes	93.8%	86.3%	83.3%	85.2%	100.0%	69.9%	100.0%	91.3%	98.3%
(n)=	128	73	12	115	261	266	22	92	60

Table 22: Attending a hygiene session in the last 3 months by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	43.0%	26.0%	25.0%	28.7%	29.9%	16.5%	50.0%	44.6%	45.0%
Yes	57.0%	74.0%	75.0%	71.3%	70.1%	83.5%	50.0%	55.4%	55.0%
(n)=	128	73	12	115	261	266	22	92	60

Table 23: Lesson learned from the hygiene sessions by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTY-ASHI	SHED	DSK	JSK	NOWZUW AN	BGS
Safe water	67.1%	88.9%	100.0%	80.5%	79.8%	77.9%	72.7%	78.4%	81.8%
Handwashing	93.2%	87.0%	77.8%	76.8%	86.3%	91.0%	100.0 %	80.4%	87.9%
Safe food management	49.3%	66.7%	44.4%	65.9%	71.6%	62.6%	72.7%	49.0%	81.8%
Sanitation	65.8%	46.3%	33.3%	56.1%	65.0%	73.0%	54.5%	56.9%	75.8%
Solid waste management	56.2%	51.9%	33.3%	42.7%	53.0%	50.0%	63.6%	35.3%	69.7%
Menstrual hygiene management	17.8%	11.1%	0.0%	11.0%	19.1%	27.5%	45.5%	15.7%	27.3%

Personal hygiene	50.7%	50.0%	55.6%	56.1%	35.0%	60.8%	27.3%	49.0%	33.3%
How to prevent diarrhoea and dengue	21.9%	11.1%	11.1%	6.1%	15.8%	13.5%	9.1%	21.6%	27.3%
Others	1.4%	1.9%	0.0%	0.0%	0.5%	0.5%	0.0%	2.0%	0.0%
(n)=	73	54	9	82	183	222	11	51	33

Table 24: Prevalence of diarrhoea in last 6 months by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	68.0%	80.8%	83.3%	71.3%	78.2%	77.8%	68.2%	76.1%	71.7%
Yes	32.0%	19.2%	16.7%	28.7%	21.8%	22.2%	31.8%	23.9%	28.3%
(n)=	128	73	12	115	261	266	22	92	60

Table 25: Access to Latrine by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZU WAN	BGS
HH Latrine	5.5%	17.8%	0.0%	0.0%	1.9%	7.9%	0.0%	6.5%	18.3%
Community latrine	96.9%	82.2%	100.0%	100.0%	96.6%	92.5%	100%	94.6%	86.7%
Open defecation	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	0.0%
Others	0.0%	0.0%	0.0%	0.0%	1.9%	0.0%	0.0%	0.0%	0.0%
(n)=	128	73	12	115	261	266	22	92	60

Table 26: Whether have separate latrine for male and female by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	53.1%	46.6%	16.7%	43.5%	67.4%	71.8%	36.4%	47.8%	63.3%
Yes	46.1%	52.1%	83.3%	56.5%	31.8%	27.1%	63.6%	52.2%	35.0%
(n)=	128	73	12	115	261	266	22	92	60

Table 27: Access to bath facilities by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYA SHI	SHED	DSK	JSK	NOWZU WAN	BGS
Yes	18.8%	41.1%	91.7%	39.1%	20.7%	26.3%	50.0%	18.5%	26.7%
No	58.6%	27.4%	8.3%	48.7%	61.7%	49.2%	36.4%	65.2%	70.0%
Cubicles are for women only	19.5%	31.5%	0.0%	10.4%	16.5%	23.7%	13.6%	15.2%	3.3%
I do not have access to the bath cubicle	3.1%	0.0%	0.0%	1.7%	1.1%	0.8%	0.0%	1.1%	0.0%
(n)=	128	73	12	115	261	266	22	92	60

Table 28: Security concern at the community latrine by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	14.8%	2.7%	16.7%	13.0%	3.4%	3.8%	0.0%	12.0%	11.7%
Yes	84.4%	95.9%	83.3%	86.1%	95.8%	95.9%	100.0%	87.0%	81.7%

(n)=	128	73	12	115	261	266	22	92	60
------	-----	----	----	-----	-----	-----	----	----	----

Table 29: Security issues at the community latrines by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYA SHI	SHED	DSK	JSK	NOWZU WAN	BGS
Infrastructure/door is poor or damaged	36.8%	100.0%	0.0%	26.7%	88.9%	60.0%	0.0%	0.0%	42.9%
Lock missing/not working	15.8%	0.0%	0.0%	13.3%	11.1%	40.0%	0.0%	9.1%	28.6%
Too close to the house	21.1%	50.0%	100.0%	13.3%	22.2%	10.0%	0.0%	9.1%	0.0%
Too close to main road	5.3%	0.0%	0.0%	0.0%	11.1%	0.0%	0.0%	18.2%	28.6%
Too close to public areas	21.1%	0.0%	0.0%	6.7%	11.1%	20.0%	0.0%	18.2%	42.9%
Too many people are looking when using the toilet	31.6%	0.0%	0.0%	26.7%	33.3%	0.0%	0.0%	9.1%	0.0%
Feeling of someone is watching all the time	21.1%	0.0%	0.0%	26.7%	11.1%	20.0%	0.0%	18.2%	14.3%
Others	36.8%	50.0%	0.0%	26.7%	11.1%	60.0%	0.0%	63.6%	42.9%
(n)= Those who mentioned having security concern at the community latrines	19	2	2	15	9	10	0	11	7

Table 30: Security issues at the bath cubicles

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	4.7%	2.7%	0.0%	5.2%	3.8%	1.9%	0.0%	3.3%	5.0%
Yes	78.9%	97.3%	100.0%	79.1%	65.5%	93.6%	95.5%	87.0%	65.0%
(n)=	128	73	12	115	261	266	22	92	60

Table 31: Security concern at bath cubicles by BNGO

	JNUS	OPCA	Help Cox's Bazar	PROTTYA SHI	SHED	DSK	JSK	NOWZU WAN	BGS
Infrastructure/door is poor or damaged	33.3%	100.0%	0.0%	33.3%	50.0%	40.0%	0.0%	66.7%	66.7%
Lock missing/not working	16.7%	50.0%	0.0%	0.0%	70.0%	0.0%	0.0%	33.3%	0.0%
Too close to the house	16.7%	50.0%	0.0%	16.7%	40.0%	0.0%	0.0%	0.0%	33.3%
Too close to main road	0.0%	0.0%	0.0%	16.7%	20.0%	20.0%	0.0%	33.3%	66.7%
Too close to public areas	33.3%	0.0%	0.0%	16.7%	40.0%	40.0%	0.0%	0.0%	66.7%
Too many people are looking when using	50.0%	0.0%	0.0%	0.0%	20.0%	40.0%	0.0%	0.0%	66.7%
Feeling of someone is watching all the time	33.3%	0.0%	0.0%	0.0%	30.0%	20.0%	0.0%	0.0%	33.3%
Others	16.7%	0.0%	0.0%	50.0%	30.0%	20.0%	0.0%	33.3%	0.0%

(n)= Those who mentioned having security concerns at the community latrines	6	2	0	6	10	5	0	3	3
---	---	---	---	---	----	---	---	---	---

Table 32: Having handwashing station near latrines by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	80.5%	58.9%	66.7%	74.8%	40.2%	18.0%	22.7%	75.0%	68.3%
Yes	18.0%	41.1%	33.3%	25.2%	59.5%	82.0%	77.3%	25.0%	25.0%
(n)=	128	73	12	115	259	266	22	92	60

Table 33: Availability of soap/handwashing liquid and water in the handwashing station by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	34.8%	26.7%	75.0%	34.5%	18.8%	23.4%	35.3%	26.1%	46.7%
Yes	65.2%	73.3%	25.0%	65.5%	81.2%	76.6%	64.7%	73.9%	53.3%
(n)=	23	30	4	29	154	218	17	23	15

Table 34: Regular dislodging of latrine by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZU WAN	BGS
Yes	90.6%	95.9%	91.7%	92.2%	97.7%	95.1%	100%	97.8%	88.3%
No	8.6%	2.7%	8.3%	7.0%	2.3%	3.4%	0.0%	2.2%	8.3%
(n)=those mentioned having handwash station	128	73	12	115	261	266	22	92	60

Table 35: Maintenance of latrine and bath cubicles by BNGO

Maintenance of bath cubicles									
	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	0.0%	0.0%	0.0%	3.3%	1.5%	0.8%	0.0%	0.0%	3.3%
Yes	88.1%	100.0%	100.0%	81.7%	75.4%	96.8%	100.0%	84.6%	73.3%
Maintenance of latrine									
No	3.4%	0.0%	0.0%	3.3%	0.8%	0.8%	0.0%	2.6%	13.3%
Yes	96.6%	100.0%	100.0%	95.0%	99.2%	99.2%	100.0%	97.4%	86.7%
(n)=	59	48	5	60	130	125	15	39	30

Table 36: Maintenance of latrine and bath cubicles by BNGO

	ACLAB	Agrajattra	BGS	DSK	GUSS	Help cox's bazar	JNUS	JSK	OPCA	PROTTYASHI	SHED	All
Yes	92.7	91.7	62.5	97.0	100.0	33.3	86.1	40.0	90.0	86.8	95.2	90.2
No	7.3	8.3	37.5	3.0	0.0	66.7	13.9	60.0	10.0	13.2	4.8	9.8
Base-	41	12	16	99	17	9	36	5	40	38	105	418

Table 37: Lighting facilities in the latrine and bath cubicles across the BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	64.8%	65.8%	100.0%	67.8%	47.9%	65.0%	45.5%	65.2%	56.7%
Yes	25.8%	34.2%	0.0%	29.6%	32.2%	34.6%	54.5%	31.5%	33.3%
N/A	9.4%	0.0%	0.0%	2.6%	19.9%	0.4%	0.0%	3.3%	10.0%
(n)=	128	73	12	115	261	266	22	92	60

Table 38: Frequency of waste collection

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
Everyday	84.4%	95.9%	91.7%	92.2%	96.2%	95.1%	81.8%	87.0%	91.7%
3 to 4 times in a week	12.5%	2.7%	8.3%	6.1%	3.8%	4.9%	18.2%	9.8%	8.3%
Once in a week	1.6%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Very infrequent	1.6%	0.0%	0.0%	1.7%	0.0%	0.0%	0.0%	3.3%	0.0%
(n)=	128	73	12	115	261	266	22	92	60

Table 39: Availability of waste bins in HH by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	2.3%	1.4%	8.3%	2.6%	0.8%	0.8%	9.1%	0.0%	0.0%
Yes	97.7%	98.6%	91.7%	97.4%	99.2%	99.2%	90.9%	100.0%	100.0%
(n)=	128	73	12	115	261	266	22	92	60

Table 40: Source of waste bin in HH by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
From Project	98.4%	98.6%	100.0%	100.0%	98.5%	99.6%	100.0%	97.8%	98.3%
Bought it	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.7%
Others	0.8%	1.4%	0.0%	0.0%	1.5%	0.4%	0.0%	2.2%	0.0%
(n)=	125	72	11	112	259	264	20	92	60

Table 41: Waste segregation habit by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
Do not mix their waste	72.7%	61.6%	33.3%	74.8%	78.2%	81.2%	68.2%	66.3%	56.7%
Mix their waste	26.6%	38.4%	66.7%	24.3%	21.8%	18.8%	31.8%	33.7%	43.3%
(n)=	128	73	12	115	261	266	22	92	60

Table 42: Waste segregation practice by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
Organic waste in green bin and inorganic waste in red bin	82.8%	86.7%	100.0%	79.1%	80.4%	84.3%	86.7%	91.8%	97.1%

Inorganic waste in green bin and organic waste in red bin	19.4%	35.6%	0.0%	18.6%	20.6%	33.3%	80.0%	31.1%	2.9%
Organic waste in green bin and inorganic waste in a poly	16.1%	6.7%	25.0%	23.3%	34.3%	17.1%	40.0%	3.3%	11.8%
Others	1.1%	0.0%	0.0%	0.0%	0.5%	0.0%	13.3%	0.0%	0.0%
(n)= those who do not mix their waste	93	45	4	86	204	216	15	61	34

Table 43: Status of waste bin by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	9.4%	2.7%	16.7%	11.3%	6.9%	1.9%	4.5%	7.6%	16.7%
Yes	88.3%	95.9%	83.3%	87.8%	92.7%	98.1%	90.9%	91.3%	83.3%
(n)=	128	73	12	115	261	266	22	92	60

Table 44: Awareness and training on waste management

Awareness on waste management guidelines									
	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
Not aware	5.5%	1.4%	8.3%	1.7%	2.7%	0.4%	0.0%	4.3%	3.3%
Aware	92.2%	97.3%	91.7%	97.4%	96.9%	98.9%	100.0%	95.7%	90.0%
Received any training on waste management									
No	23.4%	16.4%	0.0%	16.5%	6.1%	6.4%	4.5%	17.4%	31.7%
Yes	75.8%	83.6%	100.0%	81.7%	93.9%	93.6%	95.5%	82.6%	68.3%
(n)=	128	73	12	115	261	266	22	92	60

Table 45: Receiving of organic compost

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
Yes	24.2%	69.9%	75.0%	48.7%	29.9%	66.2%	9.1%	50.0%	43.3%
No	64.1%	28.8%	25.0%	49.6%	68.2%	32.7%	90.9%	42.4%	55.0%
I do not need this	11.7%	1.4%	0.0%	1.7%	1.9%	1.1%	0.0%	7.6%	1.7%
(n)=	128	73	12	115	261	266	22	92	60

Table 46: Women in WASH committee leadership

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	54.7%	57.5%	8.3%	23.5%	61.3%	21.4%	63.6%	57.6%	63.3%
Yes	30.5%	41.1%	91.7%	67.0%	28.7%	75.2%	36.4%	32.6%	15.0%
Don't know/unaware	14.8%	1.4%	0.0%	9.6%	10.0%	3.4%	0.0%	9.8%	21.7%
(n)=	128	73	12	115	261	266	22	92	60

Table 47: Initiatives to encourage and support more women in WASH committee

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
--	------	------	------------------	------------	------	-----	-----	----------	-----

No	39.1%	32.9%	25.0%	28.7%	24.1%	19.9%	31.8%	42.4%	33.3%
Yes	50.0%	61.6%	66.7%	57.4%	60.9%	72.6%	68.2%	52.2%	45.0%
Don't Know/Unaware	10.9%	5.5%	8.3%	13.9%	14.9%	7.5%	0.0%	5.4%	21.7%
(n)=	128	73	12	115	261	266	22	92	60

Table 48: Presence of women and persons with disabilities in planning and designing by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	37.5%	30.1%	16.7%	44.3%	33.7%	31.6%	50.0%	46.7%	55.0%
Yes	59.4%	68.5%	75.0%	45.2%	55.6%	60.9%	50.0%	52.2%	45.0%
Don't know/unaware	3.1%	1.4%	8.3%	10.4%	10.7%	7.5%	0.0%	1.1%	0.0%
(n)=	128	73	12	115	261	266	22	92	60

Table 49: Accessibility to the sanitation facilities for people with disabilities by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZU WAN	BGS
No	32.8%	32.9%	41.7%	41.7%	6.5%	14.3%	31.8%	32.6%	50.0%
Yes	60.2%	65.8%	41.7%	47.0%	82.4%	69.5%	68.2%	67.4%	50.0%
Don't know/unaware	7.0%	1.4%	16.7%	11.3%	11.1%	16.2%	0.0%	0.0%	0.0%
(n)=	128	73	12	115	261	266	22	92	60

Table 50: Overall satisfaction with the project by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
Very Satisfied	50.8%	34.2%	58.3%	62.6%	77.0%	50.0%	27.3%	48.9%	51.7%
Satisfied	40.6%	63.0%	41.7%	25.2%	9.6%	39.8%	72.7%	39.1%	30.0%
Neutral	7.8%	1.4%	0.0%	11.3%	13.4%	9.8%	0.0%	12.0%	16.7%
Dissatisfied	0.8%	1.4%	0.0%	0.9%	0.0%	0.4%	0.0%	0.0%	1.7%
Not satisfied at all	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(n)=	128	73	12	115	261	266	22	92	60

Table 51: Usefulness of the training

	Overall
Very Useful	81.0%
Not quite	5.7%
(n)=	1029

Table 52: Usefulness of the training by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	7.8%	9.6%	0.0%	1.7%	3.1%	7.1%	13.6%	6.5%	6.7%
Yes	78.9%	86.3%	100.0%	78.3%	83.1%	82.3%	86.4%	79.3%	66.7%
(n)=	128	73	12	115	261	266	22	92	60

Table 53: Access to menstrual hygiene products by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
Have Access	84.1%	90.9%	60.0%	76.9%	97.1%	86.3%	100.0%	77.1%	66.7%
Don't have access	4.5%	9.1%	0.0%	15.4%	1.0%	5.9%	0.0%	14.3%	20.5%
Don't know	11.4%	0.0%	40.0%	7.7%	1.9%	7.8%	0.0%	8.6%	12.8%
(n)=	44	44	5	52	103	153	15	35	39

Table 54: Incidence of child marriage, sexual harassment or GBV by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
No	78.9%	67.1%	75.0%	85.2%	72.0%	69.2%	36.4%	80.4%	70.0%
Yes	20.3%	32.9%	25.0%	14.8%	28.0%	29.7%	63.6%	19.6%	30.0%
(n)=	128	73	12	115	261	266	22	92	60

Table 55: Knowledge of where to report an incidence of child marriage/sexual harassment or GBV

	Overall
Yes	85.7%
No	13.4%
(n)=	1029

Table 56: Knowledge of where to report an incidence of child marriage/sexual harassment or GBV by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
Yes	79.7%	93.2%	100.0%	75.7%	85.8%	90.2%	100.0%	90.2%	73.3%
No	19.5%	6.8%	0.0%	23.5%	13.8%	7.5%	0.0%	9.8%	26.7%
(n)=	128	73	12	115	261	266	22	92	60

Table 57: Progress toward gender equality by BNGOs

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
Indifference	0%	0%	0%	0%	7.7%	12.8%	13.6%	9.8%	0%
strongly disagree	3.9%	4.1%	0%	0%	6.1%	3.4%	0%	3.3%	5.0%
Disagree somewhat	20.3%	16.4%	0%	27.0%	9.2%	18.0%	4.5%	19.6%	28.3%
Agree somewhat	42.2%	46.6%	58.3%	28.7%	45.2%	27.1%	54.5%	35.9%	46.7%
Strongly agree	33.6%	32.9%	41.7%	44.3%	31.8%	38.7%	27.3%	31.5%	20.0%
(n)=	128	73	12	115	261	266	22	92	60

Table 58: If the facility is located near landslide prone areas

	ACLAB	Agrajattra	BGS	DSK	GUSS	Help cox's bazar	JNUS	JSK	OPCA	PROTTYASHI	SHED	All
Yes	0.0	16.7	12.5	10.1	0.0	0.0	8.3	0.0	2.5	10.5	4.8	6.5
No	100.0	83.3	87.5	89.9	100.0	100.0	91.7	100.0	97.5	89.5	95.2	93.5
Base-	41	12	16	99	17	9	36	5	40	38	105	418

Table 59: Sustainability of project's impact by BNGO

	JNUS	OPCA	Help Cox's Bazar	PROTTYASHI	SHED	DSK	JSK	NOWZUWAN	BGS
Yes	80.5%	84.9%	83.3%	81.7%	85.1%	92.1%	100.0%	89.1%	70.0%
No	4.7%	6.8%	16.7%	8.7%	4.2%	1.5%	0.0%	3.3%	18.3%
Not Sure	14.8%	8.2%	0.0%	9.6%	10.7%	6.4%	0.0%	7.6%	11.7%
(n)=	128	73	12	115	261	266	22	92	60

Education

Table 60: Students in Competitive Exams

Results in Competitive Exams							
	ACLAB (CV)	FIVBD	JSUS	PARC (CV)	PHALS	SKUS	YPSA
Pass	60.0%	100.0%	100.0%	55.6%	100.0%	100.0%	100.0%
Fail	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Did not take part	20.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%
Don't know	20.0%	0.0%	0.0%	11.1%	0.0%	0.0%	0.0%
Result did not publish	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Contribution to the Results							
(n)=	5	40	13	9	12	3	42
Parents	0.0%	30.0%	0.0%	0.0%	0.0%	0.0%	4.8%
Friends	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Teacher	66.7%	67.5%	92.3%	100.0%	100.0%	66.7%	76.2%
Above all	0.0%	2.5%	7.7%	0.0%	0.0%	33.3%	11.9%
Others(specify)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.1%
(n)=	3	40	13	5	12	3	42

Table 61: Table: Centre Provided Personal Study Materials

	ACLAB (CV)	FIVBD	JSUS	PARC (CV)	PHALS	SKUS	YPSA
No	15.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Yes	84.6%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
(n)=	13	40	13	44	12	3	42

Table 62: Support from the Community by BNGO

	ACLAB (CV)	FIVBD	JSUS	PARC (CV)	PHALS	SKUS	YPSA
No	15.4%	0.0%	7.7%	4.5%	50.0%	0.0%	2.4%
Yes	69.2%	100.0%	92.3%	79.5%	50.0%	100.0%	97.6%
N/A	15.4%	0.0%	0.0%	15.9%	0.0%	0.0%	0.0%
(n)=	13	40	13	44	12	3	42

Table 63: Subject Requires Attention by BNGOs

Subjects: Students are lacking Support							
	ACLAB (CV)	FIVBD	JSUS	PARC (CV)	PHALS	SKUS	YPSA
English	69.2%	30.0%	15.4%	52.3%	0.0%	0.0%	21.4%
Myanmar language	53.8%	55.0%	84.6%	72.7%	0.0%	0.0%	16.7%
Mathematics	53.8%	35.0%	0.0%	63.6%	75.0%	33.3%	14.3%
Science	53.8%	25.0%	0.0%	9.1%	0.0%	0.0%	9.5%

Social Studies	23.1%	15.0%	0.0%	2.3%	16.7%	33.3%	16.7%
Life skills	53.8%	22.5%	0.0%	27.3%	33.3%	33.3%	47.6%
All subjects	0.0%	15.0%	0.0%	0.0%	0.0%	0.0%	2.4%
(n)=	13	40	13	44	12	3	42
Subjects: Students are Getting Enough Support							
English	69.2%	82.5%	38.5%	97.7%	58.3%	66.7%	52.4%
Myanmar language	76.9%	47.5%	23.1%	70.5%	83.3%	0.0%	71.4%
Mathematics	69.2%	62.5%	53.8%	61.4%	25.0%	33.3%	47.6%
Science	61.5%	55.0%	53.8%	4.5%	0.0%	66.7%	19.0%
Social Studies	23.1%	52.5%	53.8%	2.3%	0.0%	0.0%	14.3%
Life skills	61.5%	40.0%	53.8%	20.5%	0.0%	0.0%	21.4%
All subjects	0.0%	7.5%	92.3%	2.3%	0.0%	33.3%	23.8%
(n)=	13	40	13	44	12	3	42

Table 64: Extra Curricular Activities

Participation in Extra Curricular Activities							
	ACLAB (CV)	FIVBD	JSUS	PARC (CV)	PHALS	SKUS	YPSA
Yes	92.3%	100.0%	100.0%	100.0%	100.0%	66.7%	97.6%
No	7.7%	0.0%	0.0%	0.0%	0.0%	33.3%	2.4%
Not aware of such activities	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
(n)=	13	40	13	44	12	3	42
Extra-Curricular Activities							
Kabya	50.0%	67.5%	23.1%	31.8%	50.0%	0.0%	53.7%
Rimes	25.0%	67.5%	30.8%	25.0%	8.3%	50.0%	22.0%
Song	0.0%	45.0%	15.4%	15.9%	0.0%	50.0%	12.2%
Drawing	50.0%	65.0%	53.8%	56.8%	75.0%	100.0%	70.7%
Games and sports	83.3%	92.5%	100.0%	77.3%	83.3%	100.0%	48.8%
Others	0.0%	0.0%	7.7%	6.8%	0.0%	0.0%	0.0%
(n)=	12	40	13	44	12	2	41

Table 65: Rating of the Teacher

Knowledge							
	ACLAB (CV)	FIVBD	JSUS	PARC (CV)	PHALS	SKUS	YPSA
Excellent	92.3%	52.5%	100.0%	90.9%	0.0%	33.3%	81.0%
Good	7.7%	47.5%	0.0%	6.8%	100.0%	66.7%	19.0%
Satisfactory	0.0%	0.0%	0.0%	2.3%	0.0%	0.0%	0.0%
Inadequate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Poor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(n)=	13	40	13	44	12	3	42

Skills in Providing Lessons

Excellent	84.6%	30.0%	92.3%	72.7%	0.0%	66.7%	61.9%
Good	15.4%	70.0%	7.7%	25.0%	100.0%	0.0%	38.1%
Satisfactory	0.0%	0.0%	0.0%	2.3%	0.0%	33.3%	0.0%
Inadequate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Poor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(n)=	13	40	13	44	12	3	42
Behavior with the Students							
Excellent	69.2%	30.0%	92.3%	70.5%	0.0%	33.3%	47.6%
Good	30.8%	70.0%	7.7%	27.3%	100.0%	33.3%	50.0%
Satisfactory	0.0%	0.0%	0.0%	2.3%	0.0%	33.3%	2.4%
Inadequate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Poor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(n)=	13	40	13	44	12	3	42
Punctuality and Regularity							
Excellent	92.3%	30.0%	92.3%	77.3%	0.0%	33.3%	52.4%
Good	7.7%	70.0%	7.7%	22.7%	100.0%	66.7%	47.6%
Satisfactory	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Inadequate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Poor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(n)=	13	40	13	44	12	3	42

Table 66: Sense of Safety and Security

Feel Safe While Going to Learning Centers									
	ACLAB (CV)	FIVBD	JSUS	PARC (CV)	PHALS	SKUS	YPSA	Overall	
No	7.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	
Yes	92.3%	100.0%	100.0%	100.0%	100.0%	100.0%	97.6%	98.8%	
N/A	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.4%	0.6%	
(n)=	13	40	13	44	12	3	42	167	
Feeling Unsafe as a Female									
No	0.0%	0.0%	0.0%	6.2%		0.0%	0.0%	0.9%	
Yes	100.0%	100.0%	100.0%	93.8%		100.0%	97.6%	98.2%	
N/A	0.0%	0.0%	0.0%	0.0%		0.0%	2.4%	0.9%	
(n)=	6	32	12	16		2	42	110	

Table 67: Reporting an Incidence

Whether Can Report to Anyone							
	ACLAB (CV)	FIVBD	JSUS	PARC (CV)	PHALS	SKUS	YPSA
No	0.0%	0.0%	0.0%	4.5%	83.3%	33.3%	7.1%
Yes	15.4%	90.0%	100.0%	38.6%	16.7%	66.7%	85.7%

N/A	84.6%	10.0%	0.0%	56.8%	0.0%	0.0%	7.1%
(n)=	13	40	13	44	12	3	42
Have Ever Reported an Incidence							
No	15.4%	87.5%	38.5%	34.1%	100.0%	100.0%	90.5%
Yes	0.0%	0.0%	0.0%	4.5%	0.0%	0.0%	9.5%
N/A	84.6%	12.5%	61.5%	61.4%	0.0%	0.0%	0.0%
(n)=	13	40	13	44	12	3	42

Table 68: Facilities

Access to Drinking Water							
	ACLAB (CV)	FIVBD	JSUS	PARC (CV)	PHALS	SKUS	YPSA
No	0.0%	0.0%	0.0%	4.5%	0.0%	0.0%	0.0%
Yes	100.0%	100.0%	100.0%	95.5%	100.0%	100.0%	100.0%
N/A	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(n)=	13	40	13	44	12	3	42
Washroom Facilities							
Yes	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Use community facility	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(n)=	13	40	13	44	12	3	42
Handwash Facilities							
Handwash with soap	92.3%	100.0%	100.0%	84.1%	100.0%	66.7%	85.7%
Handwash facility without soap	7.7%	0.0%	0.0%	11.4%	0.0%	33.3%	9.5%
No handwash facility	0.0%	0.0%	0.0%	4.5%	0.0%	0.0%	4.8%
Use community facility	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(n)=	13	40	13	44	12	3	42
Separate Toile for Male and Female Students							
Yes	100.0%	62.5%	38.5%	97.7%	100.0%	33.3%	92.9%
No	0.0%	35.0%	61.5%	2.3%	0.0%	66.7%	7.1%
Use community facility	0.0%	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%
(n)=	13	40	13	44	12	3	42
Availability of Ramp Facilities							
No	0.0%	47.5%	30.8%	6.8%	100.0%	66.7%	66.7%
Yes	15.4%	52.5%	0.0%	31.8%	0.0%	33.3%	31.0%
N/A	84.6%	0.0%	69.2%	61.4%	0.0%	0.0%	2.4%
(n)=	13	40	13	44	12	3	42

Table 69: Attendance of Students by BNGOs

	ACLAB (CV)	BNKS	FIVBD	JSUS	PARC (CV)	PHALS	PRANTIC	SKUS	YPSA
Regular	97.1%	100.0%	100.0%	96.3%	90.9%	100.0%	100.0%	100.0%	100.0%
3-4 times in week	1.4%	0.0%	0.0%	3.7%	9.1%	0.0%	0.0%	0.0%	0.0%

1-2 times in a week	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Does not attend	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(n)=	69	20	15	27	33	14	31	24	22

Table 70: Perception on the Learning Centers by BNGOs

	ACLAB (CV)	BNKS	FIVBD	JSUS	PARC (CV)	PHALS	PRANTIC	SKUS	YPSA
Yes	95.7%	100.0%	100.0%	96.3%	97.0%	100.0%	100.0%	100.0%	95.5%
No	4.3%	0.0%	0.0%	0.0%	3.0%	0.0%	0.0%	0.0%	0.0%
Can not say	0.0%	0.0%	0.0%	3.7%	0.0%	0.0%	0.0%	0.0%	4.5%
(n)=	69	20	15	27	33	14	31	24	22

Table 71: Parental Supervision

Study at Home										
	ACLAB (CV)	BNKS	FIVBD	JSUS	PARC (CV)	PHALS	PRANTIC	SKUS	YPSA	Overall
Yes	95.7%	100.0%	100.0%	100.0%	93.9%	100.0%	100.0%	100.0%	100.0%	98.0%
No	4.3%	0.0%	0.0%	0.0%	3.0%	0.0%	0.0%	0.0%	0.0%	1.6%
Can not say	0.0%	0.0%	0.0%	0.0%	3.0%	0.0%	0.0%	0.0%	0.0%	0.4%
(n)=	69	20	15	27	33	14	31	24	22	255
Guardian Supervision at Home										
Regularly	84.1%	80.0%	73.3%	88.9%	66.7%	85.7%	83.9%	75.0%	81.8%	80.4%
Sometimes	13.0%	20.0%	26.7%	11.1%	18.2%	14.3%	16.1%	25.0%	13.6%	16.5%
Do not get time	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
Illiterate	1.4%	0.0%	0.0%	0.0%	15.2%	0.0%	0.0%	0.0%	4.5%	2.7%
(n)=	69	20	15	27	33	14	31	24	22	255
Children Attending Last Year End Exam										
Yes	87.0%	5.0%	100.0%	100.0%	39.4%	100.0%	74.2%	79.2%	68.2%	73.3%
No	10.1%	35.0%	0.0%	0.0%	54.5%	0.0%	3.2%	4.2%	27.3%	15.7%
Unaware about such test	2.9%	60.0%	0.0%	0.0%	6.1%	0.0%	22.6%	16.7%	4.5%	11.0%
(n)=	69	20	15	27	33	14	31	24	22	255

Table 72: Complain Against CBLF

Whether Have Complaints Against CBLF										
	ACLAB (CV)	BNKS	FIVBD	JSUS	PARC (CV)	PHALS	PRANTIC	SKUS	YPSA	
No	84.1%	100.0%	93.3%	100.0%	93.9%	100.0%	93.5%	83.3%	100.0%	
Yes	5.8%	0.0%	6.7%	0.0%	6.1%	0.0%	6.5%	16.7%	0.0%	
N/A	10.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
(n)=	69	20	15	27	33	14	31	24	22	

Complains Against CBLF									
Teacher's behaviour	25.0%	0.0%	0.0%		0.0%		100.0%	100.0%	0.0%
Bullied by anyone other than the teacher	75.0%	0.0%	0.0%		0.0%		100.0%	100.0%	0.0%
Obstacles on the way (e.g. a fragile bridge, mud or pond, etc.)	25.0%	0.0%	0.0%		50.0%		100.0%	100.0%	0.0%
Overall school environment	25.0%	0.0%	0.0%		0.0%		0.0%	0.0%	0.0%
Others	75.0%	0.0%	100.0%		100.0%		0.0%	0.0%	0.0%
(n)=	4	0	1	0	2	0	2	4	0

Table 73: Teacher's Behaviour and Quality of Teaching by BNGOs

Teaching Quality									
	ACLAB (CV)	BNKS	FIVBD	JSUS	PARC (CV)	PHALS	PRANTIC	SKUS	YPSA
Excellent	50.7%	55.0%	66.7%	74.1%	75.8%	64.3%	80.6%	66.7%	72.7%
Good	36.2%	45.0%	33.3%	25.9%	24.2%	35.7%	19.4%	33.3%	27.3%
Satisfactory	7.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Inadequate	5.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Poor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(n)=	69	20	15	27	33	14	31	24	22

Teacher's Behaviour Towards Students									
Excellent	43.5%	60.0%	73.3%	74.1%	87.9%	35.7%	74.2%	66.7%	81.8%
Good	44.9%	30.0%	26.7%	25.9%	12.1%	57.1%	25.8%	29.2%	18.2%
Satisfactory	10.1%	10.0%	0.0%	0.0%	0.0%	7.1%	0.0%	4.2%	0.0%
Inadequate	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Poor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(n)=	69	20	15	27	33	14	31	24	22

Table 74: CBLF Committee

Communication with CBLF Committee									
	ACLAB (CV)	BNKS	FIVBD	JSUS	PARC (CV)	PHALS	PRANTIC	SKUS	YPSA
Yes	30.4%	80.0%	73.3%	74.1%	51.5%	64.3%	93.5%	66.7%	68.2%
Sometimes when needed	33.3%	10.0%	26.7%	25.9%	30.3%	35.7%	3.2%	33.3%	31.8%
No	23.2%	10.0%	0.0%	0.0%	18.2%	0.0%	3.2%	0.0%	0.0%
There is no committee	13.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
(n)=	69	20	15	27	33	14	31	24	22

Is the Committee Running CBLF Properly									
--	--	--	--	--	--	--	--	--	--

No	4.3%	0.0%	0.0%	0.0%	3.0%	0.0%	0.0%	0.0%	0.0%
Yes	71.0%	100.0%	100.0%	100.0%	90.9%	100.0%	96.8%	100.0%	100.0%
N/A	24.6%	0.0%	0.0%	0.0%	6.1%	0.0%	3.2%	0.0%	0.0%
(n)=	69	20	15	27	33	14	31	24	22

Table 75: Feeling of Inclusivity

Involvement in Decision Making							
	ACLAB (CV)	FIVBD	JSUS	PARC (CV)	PHALS	SKUS	YPSA
Not at all involved	61.50%	40.00%	30.80%	79.50%	0.00%	100.00%	73.80%
Not much involved	0.00%	32.50%	46.20%	0.00%	100.00%	0.00%	9.50%
Moderately involved	0.00%	27.50%	23.10%	6.80%	0.00%	0.00%	11.90%
Sufficiently involved	23.10%	0.00%	0.00%	11.40%	0.00%	0.00%	2.40%
Extremely involved	15.40%	0.00%	0.00%	2.30%	0.00%	0.00%	2.40%
(n)=	13	40	13	44	12	3	42
The feel of Social Connections							
Not at all	15.40%	10.00%	0.00%	9.10%	0.00%	33.30%	16.70%
Slightly	7.70%	42.50%	15.40%	13.60%	33.30%	0.00%	2.40%
Moderately	69.20%	47.50%	84.60%	54.50%	66.70%	66.70%	66.70%
Sufficiently	7.70%	0.00%	0.00%	9.10%	0.00%	0.00%	11.90%
Extremely	0.00%	0.00%	0.00%	13.60%	0.00%	0.00%	2.40%
(n)=	13	40	13	44	12	3	42
Being Valued in the Camp							
Not at all	7.70%	2.50%	0.00%	0.00%	0.00%	33.30%	9.50%
Slightly	7.70%	37.50%	0.00%	6.80%	0.00%	0.00%	4.80%
Moderately	38.50%	60.00%	84.60%	56.80%	100.00%	66.70%	69.00%
Sufficiently	30.80%	0.00%	15.40%	22.70%	0.00%	0.00%	14.30%
Extremely	15.40%	0.00%	0.00%	13.60%	0.00%	0.00%	2.40%
(n)=	13	40	13	44	12	3	42

Table 76: Recommendations and Satisfaction

Willing to Recommend									
	ACLAB (CV)	BNKS	FIVBD	JSUS	PARC (CV)	PHALS	PRANTIC	SKUS	YPSA
No	0.0%	0.0%	0.0%	14.8%	0.0%	28.6%	0.0%	0.0%	9.1%
Yes	95.7%	100.0%	100.0%	81.5%	100.0%	71.4%	100.0%	95.8%	90.9%
N/A	4.3%	0.0%	0.0%	3.7%	0.0%	0.0%	0.0%	4.2%	0.0%
(n)=	69	20	15	27	33	14	31	24	22
Satisfaction with the Joyful Learning Environment of CBLF									
Not at all satisfied	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not very satisfied	2.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Neutral	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Somewhat satisfied	29.0%	0.0%	13.3%	18.5%	18.2%	0.0%	12.9%	20.8%	0.0%

Very satisfied	68.1%	100.0%	86.7%	81.5%	81.8%	100.0%	87.1%	79.2%	100.0%
(n)=	69	20	15	27	33	14	31	24	22

Table 77: Sustainability of the Project

	ACLAB (CV)	FIVBD	JSUS	PARC (CV)	PHALS	SKUS	YPSA
Yes	100.0%	92.5%	100.0%	100.0%	100.0%	66.7%	88.1%
No	0.0%	7.5%	0.0%	0.0%	0.0%	0.0%	0.0%
I cannot say	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	11.9%
(n)=	13	40	13	44	12	3	42

Livelihood

Table 78: On-farm Activities by BNGOs

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD
Homestead Vegetables	100.0%	42.9%	100.0%	100.0%	83.3%	57.1%
Poultry	8.2%	57.1%	40.3%		50.0%	28.6%
Pigeon	3.1%	0.0%	17.7%		33.3%	14.3%
(n)=	98	14	62	14	6	21

Table 79: Training Received

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN	Overall
No	2.0%	0.0%	0.0%	0.0%	16.7%	0.0%	0.0%	1.4%
Yes	98.0%	100.0%	100.0%	100.0%	83.3%	100.0%	0.0%	98.6%
(n)=	98	14	62	14	6	21	0	215

Table 80: Topics covered in the training

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN	Overall
Case/SAC/homestead vegetable cultivation /rooftop/hanging vegetable gardening	99.0%	42.9%	95.2%	100.0%	60.0%	57.1%	0.0%	89.2%
Training on poultry rearing (covered/closed areas)	10.4%	57.1%	48.4%	14.3%	40.0%	28.6%	0.0%	27.4%
Training on pigeon rearing	2.1%	0.0%	21.0%	14.3%	0.0%	14.3%	0.0%	9.4%
Others	2.1%	0.0%	4.8%	0.0%	20.0%	0.0%	0.0%	2.8%
(n)=	96	14	62	14	5	21	0	212

Table 81: Knowledge gained from the training

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN
How to identify Quality Seeds	85.4%	42.9%	96.8%	42.9%	40.0%	52.4%	0.0%
Mulching	11.5%	0.0%	19.4%	0.0%	0.0%	9.5%	0.0%
How to prepare improved pit (Mada)/SAC bag	79.2%	35.7%	61.3%	100.0%	20.0%	23.8%	0.0%
How to prepare farming bed	79.2%	35.7%	80.6%	92.9%	60.0%	47.6%	0.0%
How to manage insects and pest	62.5%	14.3%	53.2%	71.4%	40.0%	33.3%	0.0%
How to identify Quality Poultry Birds	4.2%	35.7%	14.5%	7.1%	0.0%	19.0%	0.0%
Feeding practice for poultry birds	5.2%	57.1%	38.7%	14.3%	40.0%	28.6%	0.0%
Poultry shed management	0.0%	50.0%	8.1%	7.1%	20.0%	23.8%	0.0%
Vaccination of Poultry	0.0%	50.0%	30.6%	14.3%	20.0%	28.6%	0.0%
Artificial pollination	11.5%	7.1%	3.2%	0.0%	0.0%	9.5%	0.0%
Others	3.1%	0.0%	1.6%	0.0%	0.0%	4.8%	0.0%
(n)= Those said they are engaged with on-farm livelihood activities	96	14	62	14	5	21	0

Table 82: Input received by BNGOs

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD
Organic Fertilisers/Chemical Fertilisers	96.9%	42.9%	98.4%	100.0%	83.3%	57.1%
Pheromones/yellow sticky trap	20.4%		25.8%	28.6%		9.5%
Poultry		57.1%			16.7%	19.0%
Pigeon						14.3%
Pigeon Feed						14.3%
Pigeon House						14.3%
Poultry Feed		42.9%			16.7%	28.6%
Poultry House		42.9%			16.7%	28.6%
did not receive any input						
Seed	28.5%		40.3%		50.0%	9.6%
SAC Bag	79.6%	28.6%	51.6%	100.0%	33.3%	23.8%
Plastic Mug	7.1%		46.8%	50.0%	16.7%	28.6%
Fencing Net	93.9%	42.9%	72.6%	78.6%	83.3%	57.1%
Bamboo (Muli)	64.3%	35.7%	67.7%	100.0%	16.7%	57.1%
Bamboo (Borak)	70.4%	21.4%	58.1%	71.4%	50.0%	57.1%

Rope	64.3%	35.7%	53.2%	100.0%	16.7%	57.1%
Water Jar	22.4%	7.1%	64.5%	7.1%	16.7%	28.6%
Other	1.0%					
(n)=	98	14	62	14	6	21

Table 83: CSA Practices by BNGOs

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN
SAC Bag	87.8%	50.0%	66.1%	78.6%	50.0%	19.0%	
Apply organic pesticide (Nim leaf, Chili, Detergent etc.)	19.4%		14.5%		33.3%	9.5%	
Bagging	14.3%		1.6%		33.3%		
Pruning/Leaf cutting	15.3%		19.4%	14.3%	16.7%	9.5%	
Bed	35.7%	7.1%	58.1%	57.1%	16.7%	28.6%	
Improved pit	10.2%		35.5%	50.0%		23.8%	
Mulching	49.0%	7.1%	48.4%	71.4%		19.0%	
Pheromone trap	16.3%		35.5%	21.4%		9.5%	
Yellow sticky trap	16.3%		48.4%	14.3%		28.6%	
Artificial pollination	9.2%		19.4%			14.3%	
Compost/Organic manure application	41.8%		45.2%		33.3%	33.3%	
Trellis application	12.2%				33.3%	4.8%	
Others	5.1%	42.9%			16.7%	38.1%	
(n)=	98	14	62	14	6	21	0

Table 84: Off-farm Activities by BNGOs

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN
Tailoring and dress making	25.9%		40.0%			25.0%	100%
Prepare fishing nets,	7.4%	33.3%					
Repair of solar and gas stoves	14.8%			100.0%			
Cap making and embroidery						25.0%	
Making handmade toys						8.3%	
Block Boutique			20.0%				71.4%
Making handmade toys/caps						8.3%	
Sarees/bed sheets						8.3%	64.3%
Hand sewing			20.0%		3.1%	25.0%	78.6%
Wall mat/door mat	14.8%				6.2%		
Hand paint			20.0%				71.4%
Bamboo/cane products	11.1%				28.1%		

Handbags	14.8%			21.9%	8.3%	78.6%	
Laptop bag						78.6%	
Pillow covers etc					16.7%	71.4%	
Jute fabrics/products	14.8%			12.5%		42.9%	
Nakshi Katha		16.7%	20.0%	25.0%	8.3%	78.6%	
Cooling mat				15.6%		7.1%	
Food processing					58.3%		
Beautification/Barber Shop	11.1%						
Masonry work	18.5%		60.0%				
Carpentry			40.0%				
None		66.7%	60.0%				
(n)=	27	6	5	1	32	12	14

Table 85: Training Received

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN	Overall
No	7.4%	33.3%	0.0%	0.0%	18.8%	9.1%	0.0%	11.5%
Yes	92.6%	66.7%	80.0%	100.0%	71.9%	90.9%	57.1%	78.1%
(n)=	27	6	5	1	32	11	14	96

Table 86: The training-covered areas

	GUK	SST	Mukti CB	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN	Overall
Bamboo/cane products	11.1%		20.0%		31.2%		7.1%	15.5%
Repair of solar and gas stoves	14.8%			100.0%				5.2%
Cap making and embroidery		3.7%				25.0%	7.1%	5.2%
Making handmade toys						16.7%		2.1%
Block Boutique			20.0%				78.6%	12.4%
Sarees/bed sheets			20.0%			8.3%	71.4%	12.4%
Hand sewing		11.1%	20.0%		3.1%	33.3%	85.7%	21.6%
Wall mat/door mat		14.8%			9.4%	8.3%		8.2%
Hand paint			20.0%				85.7%	13.4%
Handbags		14.8%	20.0%		21.9%	8.3%	92.9%	26.8%
Jute fabrics/products		14.8%			12.5%		50.0%	15.5%
Laptop bag			20.0%				85.7%	13.4%
Pillow covers etc			20.0%			16.7%	78.6%	14.4%
Nakshi Katha		3.7%	20.0%		25.0%	16.7%	92.9%	25.8%
Cooling mat					15.6%		7.1%	6.2%
Food processing			60.0%			58.3%		10.3%

Beautification/Barber Shop	7.4%							2.1%
Masonry work	18.5%		40.0%		3.1%			8.2%
Carpentry			40.0%					2.1%
Prepare fishing nets,	7.4%	33.3%	0.0%		0.0%			4.1%
other	14.8%	66.7%	20.0%		0.0%	8.3%	7.1%	11.3%
(n)=	27	6	5	1	32	12	14	97

Table 87: Input received by BNGOs

	GUK	SST	Mukti CB	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN
Utensil	33.3%	16.7%			25.0%	41.7%	
Sewing machine and tools	22.2%		40.0%		3.1%	25.0%	50.0%
Clothes	14.8%		20.0%		6.2%	25.0%	100.0%
Goods and materials	74.1%	83.3%	40.0%	100.0%	75.0%	58.3%	100.0%
I did not receive any inputs							
Other	22.2%	50.0%	20.0%		3.1%	8.3%	
(n)=	27	6	5	1	32	12	14

Table 88: Knowledge gained from the training

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN
Preparing Jute Fabrics/bag	18.5%		40.0%		34.4%		64.3%
Pickle preparation						8.3%	
Food Item preparation (Singara, Somucha)						58.3%	
Sewing machine operation	3.7%					25.0%	7.1%
Handicrafts (Paint, block, boutique, Hand stitch, bed sheet etc.)	3.7%	16.7%	20.0%			16.7%	78.6%
Making clothes	7.4%	33.3%	20.0%			16.7%	42.9%
Preparing Bamboo products	3.7%		60.0%		28.1%		
Preparing Nakshi katha	11.1%	16.7%	20.0%		25.0%	25.0%	100.0%
Preparing Shitolpati					18.8%		7.1%
Preparing Handmade toys						8.3%	
How to make chair and table			40.0%			8.3%	
How to repair electric and solar appliances	14.8%			100.0%			
How to build stairs, concrete wall	18.5%						
Different Hairstyle	11.1%						
Other	29.6%	50.0%	20.0%		12.5%		
(n)=	27	6	5	1	32	12	14

Table 89: Perception on the training by BNGOs

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN
Yes	100.0%	100.0%	96.9%	100.0%	97.3%	100.0%	100.0%
No							
Didn't receive any training=3			3.1%		2.7%		
(n)= All	119	20	64	15	37	33	14

Table 90: Income status after training

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN
Yes	70.1%	55.6%	95.2%	100.0%	82.1%	75.0%	100.0%
No	5.1%	16.7%	1.6%		3.6%	6.2%	
Same	1.7%						
Can't Say	1.7%		1.6%				
I have just started	2.6%	11.1%				12.5%	
I did not sell	18.8%	16.7%	1.6%		14.3%	6.2%	
(n)=Those who received training	117	18	63	15	28	32	8

Table 91: Joining into new activities after training by BNGOs

	GUK	SST	Mukti CB	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN
No	37.8%	50.0%	25.0%	33.3%	73.9%	29.2%	100.0%
Yes	62.2%	50.0%	75.0%	66.7%	26.1%	70.8%	
(n)= Those who said their income increased	82	10	60	15	23	24	8

Table 92: Spending of increased income by BNGOs

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN
Educational Expenses of Kids	23.2%	30.0%	61.7%	40.0%	26.1%	79.2%	62.5%
Medicine/Hospital Expenses	64.6%	80.0%	88.3%	46.7%	60.9%	83.3%	75.0%
Buying dress for kids	39.0%	10.0%	46.7%	20.0%	17.4%	41.7%	62.5%
Buying agricultural item	12.2%		25.0%	0.0%		12.5%	
Self-savings	15.9%	10.0%	26.7%	66.7%	4.3%	16.7%	
Food purchasing	74.4%	70.0%	50.0%	40.0%	91.3%	45.8%	100.0%
Others	12.2%	10.0%	6.7%			4.2%	25.0%

(n)= Those who said their income increased	82	10	60	15	23	24	8
--	----	----	----	----	----	----	---

Table 93: Decision maker of the spending of increased income by BNGOs

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN
Myself	81%	50%	68%	87%	78%	29%	100%
My Husband	12%	50%	28%	13%	4%	71%	
My wife	2%				9%		
Other members of the family	5%		3%		9%		
(n)= Those who said their income increased, both on-farm and off-farm	82	10	60	15	23	24	8

Table 94: Support from project team to connect the market

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN	Overall
No	37.8%	55.0%	26.6%	0.0%	48.6%	51.5%	64.3%	38.7%
Yes	46.2%	30.0%	71.9%	100.0%	32.4%	48.5%	28.6%	51.0%
N/A	16.0%	15.0%	1.6%	0.0%	18.9%	0.0%	7.1%	10.3%
(n)=	119	20	64	15	37	33	14	302

Table 95: Sustainable self-reliance

Control over livelihood								
	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN	Overall
Yes	92.4%	95.0%	84.4%	100.0%	91.9%	72.7%	100.0%	89.4%
No	6.7%	5.0%	14.1%	0.0%	5.4%	24.2%	0.0%	9.3%
Can not say	0.8%	0.0%	1.6%	0.0%	2.7%	3.0%	0.0%	1.3%
(n)=	119	20	64	15	37	33	14	302
The capability to make a better decision								
Yes	97.5%	90.0%	100.0%	100.0%	86.5%	97.0%	100.0%	96.4%
No	1.7%	10.0%	0.0%	0.0%	10.8%	3.0%	0.0%	3.0%
Can not say	0.8%	0.0%	0.0%	0.0%	2.7%	0.0%	0.0%	0.7%
(n)=	119	20	64	15	37	33	14	302
Sustainability of the livelihood								
No	0.8%	5.0%	0.0%	0.0%	10.8%	6.1%	0.0%	2.6%
Yes	99.2%	90.0%	98.4%	100.0%	89.2%	90.9%	100.0%	96.4%
Not sure	0.0%	5.0%	1.6%	0.0%	0.0%	3.0%	0.0%	1.0%

(n)=	119	20	64	15	37	33	14	302
------	-----	----	----	----	----	----	----	-----

Table 96: Topics discussed in supplementary trainings

	GUK	SST	Mukti CB	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN	Overall
Gender-Based Violence (GVB)	54.6%	50.0%	42.2%	20.0%	70.3%	39.4%	85.7%	51.7%
Gender and Gender Equity	17.6%	5.0%	9.4%	0.0%	21.6%	9.1%	50.0%	15.2%
PSEA and safeguards	23.5%	15.0%	35.9%	0.0%	24.3%	33.3%	50.0%	26.8%
Health, hygiene and nutrition	37.0%	35.0%	56.2%	93.3%	32.4%	54.5%	85.7%	47.4%
Family planning/birth control	5.9%	5.0%	56.2%	86.7%	13.5%	51.5%	64.3%	29.1%
Child protection	23.5%	30.0%	51.6%	66.7%	32.4%	45.5%	85.7%	38.4%
Inclusion of Disability	0.8%	0.0%	15.6%	53.3%	2.7%	6.1%	14.3%	7.9%
Childcare and mother care	21.8%	35.0%	31.2%	73.3%	32.4%	24.2%	71.4%	31.1%
did not receive other training	27.7%	40.0%	9.4%	0.0%	21.6%	3.0%	14.3%	19.2%
(n)=	119	20	64	15	37	33	14	302

Table 97: Incidences of GBV and Child marriage

Incidents of child marriage or sexual harassment or GBV								
	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN	Overall
No	94.1%	95.0%	87.5%	73.3%	94.6%	78.8%	78.6%	89.4%
Yes	5.9%	5.0%	12.5%	26.7%	5.4%	21.2%	21.4%	10.6%
(n)=	119	20	64	15	37	33	14	302
Effects of child marriage/Sexual harassment or GBV								
School dropout	2.5%	0.0%	20.3%	0.0%	0.0%	15.2%	0.0%	7.0%
Early pregnancy	65.5%	75.0%	79.7%	93.3%	81.1%	60.6%	92.9%	73.2%
Discontinuation of education	15.1%	15.0%	45.3%	46.7%	13.5%	36.4%	50.0%	26.8%
Domestic violence	78.2%	90.0%	85.9%	73.3%	75.7%	87.9%	100.0%	82.1%
Health consequences	81.5%	85.0%	78.1%	100.0%	100.0%	60.6%	100.0%	82.8%

Maternal mortality	39.5%	60.0%	73.4%	80.0%	62.2%	81.8%	78.6%	59.3%
Others	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%
(n)=	119	20	64	15	37	33	14	302

Awareness on where to report incidents of child marriage / Sexual harassment or GBV

No	9.2%	15.0%	9.4%	6.7%	13.5%	3.0%	0.0%	8.9%
Yes	89.9%	85.0%	90.6%	93.3%	86.5%	97.0%	100.0%	90.7%
(n)=	119	20	64	15	37	33	14	302

Table 98: Incidences of harassment and bullying

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN	Overall
No	85.7%	80.0%	67.2%	86.7%	73.0%	90.9%	42.9%	78.5%
Yes	14.3%	20.0%	31.2%	13.3%	27.0%	9.1%	57.1%	21.2%
(n)=	119	20	64	15	37	33	14	302

Table 99: Community Engagement and support

Involvement in the decision-making process

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN	Overall
Not at all involved	15.1%	20.0%	20.3%	0.0%	13.5%	15.2%	28.6%	16.2%
Not much involved	16.0%	15.0%	7.8%	0.0%	32.4%	21.2%	21.4%	16.2%
Moderately involved	37.8%	55.0%	59.4%	86.7%	29.7%	57.6%	50.0%	47.7%
Sufficiently involved	21.8%	10.0%	10.9%	13.3%	18.9%	6.1%	0.0%	15.2%
Extremely involved	9.2%	0.0%	1.6%	0.0%	5.4%	0.0%	0.0%	4.6%
(n)=	119	20	64	15	37	33	14	302

Social connection and support system within the camp

Not at all	4.2%	10.0%	14.1%	0.0%	2.7%	0.0%	28.6%	7.0%
Slightly	12.6%	5.0%	10.9%	0.0%	10.8%	33.3%	35.7%	14.2%
Moderately	51.3%	70.0%	57.8%	86.7%	70.3%	45.5%	28.6%	56.3%
Sufficiently	25.2%	15.0%	15.6%	13.3%	10.8%	21.2%	7.1%	18.9%
Extremely	6.7%	0.0%	1.6%	0.0%	5.4%	0.0%	0.0%	3.6%
(n)=	119	20	64	15	37	33	14	302

Being valued within the camp community

Not at all	0.0%	10.0%	9.4%	0.0%	2.7%	0.0%	14.3%	3.6%
------------	------	-------	------	------	------	------	-------	------

Slightly	4.2%	0.0%	10.9%	0.0%	8.1%	24.2%	35.7%	9.3%
Moderately	50.4%	60.0%	51.6%	80.0%	48.6%	54.5%	21.4%	51.7%
Sufficiently	32.8%	30.0%	25.0%	20.0%	32.4%	21.2%	28.6%	28.8%
Extremely	12.6%	0.0%	3.1%	0.0%	8.1%	0.0%	0.0%	6.6%
(n)=	119	20	64	15	37	33	14	302

Table 100: Access to the camp services by BNGOs

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN
strongly disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Disagree somewhat	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Indifferent	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%
Agree somewhat	5.9%	0.0%	17.2%	0.0%	2.7%	9.1%	14.3%
Strongly agree	94.1%	100.0%	81.2%	100.0%	97.3%	90.9%	85.7%
(n)=	119	20	64	15	37	33	14

Table 101: Feel Safe at the camp by BNGOs

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN
Never	10.9%	5.0%	1.6%	0.0%	13.5%	0.0%	14.3%
Rarely	10.1%	5.0%	12.5%	6.7%	27.0%	12.1%	42.9%
Sometimes	21.8%	25.0%	31.2%	40.0%	21.6%	33.3%	21.4%
Often	21.0%	30.0%	25.0%	53.3%	10.8%	30.3%	7.1%
Always	36.1%	35.0%	29.7%	0.0%	27.0%	24.2%	14.3%
(n)=	119	20	64	15	37	33	14

Table 102: Sustainability of the Impact of the Project by BNGOs

	GUK	SST	Mukti Cox's Bazar	ROKEYA FOUNDATION	Shushilan	Pulse BD	AMAN
Yes	94.1%	100.0%	90.6%	100.0%	91.9%	87.9%	100.0%
No	0.8%	0.0%	9.4%	0.0%	2.7%	12.1%	0.0%
Not Sure	5.0%	0.0%	0.0%	0.0%	5.4%	0.0%	0.0%
(n)=	119	20	64	15	37	33	14