



## Annual Narrative Progress Report 2019

Submitted to: Global Affairs Canada

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## List of Abbreviations

<b>Abbreviation</b>	<b>Full form</b>
BHDC	Bandarban Hill District Council
CHT	Chittagong Hill Tracts
CHTDF	Chittagong Hill Tracts Development Facility
CHTRC	Chittagong Hill Tracts Regional Council
DYD	Department of Youth Development
DC	Deputy Commissioner
HDRC	Human Development Research Centre
HDC	Hill District Council
KHDC	Khagrachari Hill District Council
LoA	Letter of Agreement
MoCHTA	Ministry of Chittagong Hill Tract Affairs
MoWCA	Ministry of Women and Child Affairs
NGO	Non-Government Organizations
RHDC	Rangamati Hill District Council
UNO	Upazila Nirbahi Officer

## Executive Summary

Bangladesh seeks to become an upper-middle income country by 2021 through significant investments in industrial economy, infrastructure, and education/skills development. Women constitute almost half of the total population of Bangladesh. A nation cannot move forward leaving almost half of its population behind. Hence, at present, empowerment of women through education and skills development is a priority development agenda for Bangladesh. In line with this vision, Women and Girls Empowerment Through Education and Skills in the Chittagong Hill Tracts is an education and skill development project to empower women and girls in the CHT region. The project will support a total of 2,100 adolescent girls in 3 hill districts under CHT region of which 1,200 girls and adolescent girls, particularly from the ethnic minorities and person with disabilities will get improved equitable access to safe, quality and inclusive education; while 900 girls will be trained on different market demanded vocational skills. In addition, the project will also provide infrastructural support to 300 schools and enhance the capacity of 900 teachers from those 300 schools.

The project was started in August 2019. Therefore, the report covers the progress of the project activities of from August- December 2019. During this reporting period the project has conducted the initial works to start its main operation. The project has selected 300 schools with the support from 3 Hill District Councils in CHT region for providing the infrastructural support.

SID-CHT, UNDP has had consultative meeting with the 3 Hill District Councils viz. Khagrachari Hill District Council, Bandarban Hill District Council and Rangamati Hill District on the approach of collaboration for empowerment of girl and women. Based on mutual agreement (As LoA has not been signed yet), Rangamati Hill District Council and Bandarban Hill District Council have selected 100 schools in each district, while selection of schools in Khagrachari by Khagrachari Hill District Council is in the final stage of approval. Hill District Councils are the major partners for implementation of the component and LoA with three Hill District Council is expected to be signed in early April 2020. In addition, hiring of NGOs for community mobilization is under process. As part of the initial hiring process, Request for Information (RFI) has been floated in the official website of UNDP, Bangladesh.

During this period, the project has also conducted a need analysis on education and life skill-based contents in the Chittagong Hill Tracts and for distinguishing the trades high in demand in the job market. Considering Access to Information (A2i) linkage with all departments of the government and expertise in the field of digital educational and life skill-based content, SID-CHT.

CHT has been lagging in terms of infrastructure and digital communication compared to the mainland areas of Bangladesh. Since CHT is mainly agriculture-based economy, women are main involved in household activities and supporting the male members in agriculture. Therefore, train and engage them in non-traditional occupation might be challenging. However, these sorts of trainings may open a new window of economic opportunity in the areas as well.

UNDP, along with achieving its objectives, is also making contributions to the education and skills development in the CHT region. UNDP believes in continuous learning and is always looking for making the impacts of the project activities sustainable even beyond the project.

## Introduction

The Chittagong Hill Tracts (CHT) located in the south east of Bangladesh consists of three districts: Bandarban, Khagrachari and Rangamati. The region is home to 11 ethnic groups and the Bengali population and has a population of 1.6 million. Social development indicators in CHT are consistently below the national average. While Bangladesh has made steady gains in social development in recent years, the results are not evenly distributed. All three districts of CHT fall in the 20 underperforming and deprived districts identified for United Nations Development Assistance Framework (UNDAF 2012-2016) in Bangladesh. Even among these 20 districts, the CHT districts are at the bottom for most of the indicators. Lack of adequate infrastructure and human resource for health care, education and other services has been identified as one of the major bottlenecks affecting effective coverage of basic services.

Despite the commitment of the Government of Bangladesh to the World Declaration of Education for All (1990) and the Dakar Declaration (2000), and subsequent National Education Policy of Bangladesh 2010, the rate of literacy is far lower among the ethnic minorities than that of the national average. More than half of all household members surveyed in CHT (55.2 percent) have no formal schooling, and for those who start schooling, fewer than 8 percent complete primary education while 2 percent complete secondary education, according to socioeconomic baseline study of CHTDF conducted by HDRC.

However, women always remain marginalised in terms of their socio-economic status, education and face multiple forms of discriminations. Inclusive, equitable quality education is fundamental to achieving the empowerment and economic equality of girls and women, especially in developing contexts of the CHT that is still struggling with conflict. As both primary and secondary education are transferred subjects to the Hill District Councils in CHT, UNDP will collaborate, provide technical support and strengthen the capacity of these organizations to help dismantling the major barriers to education for girls and women in the CHT, with an aim to improve quality of education and contribute to enhanced social advancement and economic opportunities for them.

Women and Girls Empowerment Through Education and Skills in the Chittagong Hill Tracts is an education project that supports dismantling the major barrier to education for the girls and women in CHT. The project will support a total of 2,100 adolescent girls in CHT region of which 1,200 girls and adolescent girls, particularly from the ethnic minorities and person with disabilities will get improve equitable access to safe, quality and inclusive education. Another 900 girls will be trained on different market demanded vocational skills. In addition, the project will also provide infrastructural support to 300 Schools and enhance the capacity of 900 teachers from those 300 schools.

**Intervention Area:** The area will include all 3 Hill districts in the Chittagong Hill Tracts (CHT) Region of Bangladesh: Rangamati, Bandarban and Khagrachari covering all 121 Unions of 26 Upazilas. A specific guideline is using for the selection of working areas, communities and households by involving District, Upazila and Union Development Coordination Committees and traditional leaders.

This project started on 1 August 2019. Project setup, understanding the contexts, selection of schools, market demanded trades for skills training, partnerships development and community mobilization were the main activities in the last five months. This annual report covers the project progress and achievements for the period 1 August to 31 December 2019. The main body of the report sheds light on the key results of the project in and a detailed documentation of the project progress is provided in the annex section.

## Key Accomplishments:

**Consultation Meeting with HDCs:** Unlike other parts of Bangladesh, the administrative structure of the CHT is coxswained by the CHT Peace Accord 1997. The Hill District Councils viz. Rangamati Hill District Council, Bandarban Hill District Council and Khagrachari Hill District Council are at the epitome of development in their respective district. UNDP has been working in partnerships with the Hill District Councils on sectors/subject that had been devolved from the central unitary government of Bangladesh. As primary and secondary education are transferred subjects of the 3 Hill District Councils, SID-CHT, UNDP will build partnership with HDCs to implement “Women and Girls Empowerment Through Education and Skills in the Chittagong Hill Tracts”. Consultation Meeting with the three Hill District Councils: SID-CHT, UNDP was organized at the conference room of the office of the SID-CHT, UNDP, Rajbari, Rangamati. Ms. Jhuma Dewan, Chief, Gender and Community Cohesion, SID-CHT, UNDP briefed the representatives of the three HDCs on the planned activities of “Women and Girls Empowerment Through Education and Skills in the Chittagong Hill Tracts” After sharing of the detail plan on Women and Girls Empowerment in CHT through Education and Skills Program of SID-CHT, UNDP the NPM requested the three representatives of three Hill District Councils to share their valuable thoughts on it. The Chief Executive Officer, BHDC, Bandarban Mr. A.T.M. Kawsar Hossain said the proposed program is very timely initiative in current educational and gender context of the CHT. Mr. Sing Yong Mro, Councilor, BHDC, Bandarban reiterated the importance of girls’ education for the most marginalized and disadvantaged section especially from remote pockets of Bandarban and thanked SID-CHT, UNDP for this timely initiative. Mr. Arunendu Tripura, Public Relations Officer and Focal Person (LoA), RHDC, Rangamati mentioned the proposed program is very innovative with a long-term vision to streamline CHT with global digital era an he thanked UNDP for introducing innovative ideas for the learning of HDCs. Mr. Ching Hla Mong Chowdhury, Public Relations Officer, KHDC, Khagrachari also echoed the same with other representatives and provided assurance of all sorts of support for successful implementation of the program from KHDC.

1. **Selection of Schools:** Considering jurisdiction and administrative framework of the CHT, SID-CHT, UNDP requested Hill District Councils for selection of 100 schools from each district. Regardless of signing of any agreement until now, to expedite the programme, Rangamati Hill District Council and Bandarban Hill District Council were selected schools (Annex – 4) in coordination with relevant stakeholders following the underneath criteria for school selection:

- 1.Any Primary School (Preferably up to class eight), Junior High School or High Schools (excluding single sex boys’ schools);
- 2.Schools with high dropout rate of students specially girls;
- 3.Most disadvantaged and socio-economically vulnerable area
- 4.Prioritize Schools have students from ethnic minorities and those with disabilities
- 5.Exclude the schools where BRAC is working with same objective and same donor fund (mostly at Sadar Upazila).

However, selection of schools by Khagrachari Hill District Council is under Process.

2. **Drawing Competition on the occasion of 16 Days Activism:** Aligning with the global campaign under the leadership of the UN Secretary General António Guterres, the United Nations Secretary-General’s UNiTE by 2030 to End Violence against Women campaign (UNiTE campaign) calls for global actions to increase awareness, galvanize advocacy efforts, and share knowledge and innovations, Strengthening Inclusive Development (SID)- CHT, UNDP organized “Drawing Competition” on the theme, “Importance of Girls Education for Empowerment of Women in CHT” in objectively selected 9 schools of Khagrachari, Bandarban and Rangamati district. It reached out to 1702 students, teachers, parents and relevant stakeholders on importance of girls’ education

for women empowerment and prevention of violence against women in the Chittagong Hill Tracts and throughout Bangladesh.

3. **Need Assessment on Education and life skill-based content:** Strengthening Inclusive Development in the CHT- UNDP in collaboration with Access to Information (A2i) is conducted a need analysis on education and life skill-based contents in the Chittagong Hill Tracts. Considering Access to Information (A2i) linkage with all departments of the government and expertise in the field of digital educational and life skill-based content, SID-CHT, UNDP in collaboration with A2i conducted need assessment on education and life-skilled based content in the CHT. Based on the findings derived from the need assessment, the activities of Letter of Agreement with Hill District Councils are identified and finalized.

4. **Need Assessment on Alternative Cooking Stove:** In collaboration with A2i, SID-CHT, UNDP has carried out a need assessment on alternative cooking stoves. As part of the need assessment a workshop was organized on 23 December 2019 at the conference hall of the Rangamati Hill District Council. 29 female and 1 male from Khagrachari, Bandarban and Rangamati districts participated in the workshop. However, it was realized that more community level need assessment and exploration of CHT feasible improved cook stoves through the challenge fund modality of A2i would be required.

## Results

This section will provide information on progresses on the outcome of the project against each indicator. There will also be information on progress towards target according to indicators.

Complimentary Indicator	Achievement
# of girls, adolescent girls, and women benefitting from initiatives addressing health barriers to education (could include SRHR, SGBV, WASH, menstrual hygiene management, nutrition, etc. through curriculum, programming, and/or facilities (constructed or repaired, such as schools, classrooms, non-formal learning spaces, latrines, hand washing facilities, etc.))	No progress in this reporting period
# of educators (M/F) (school and community) trained and/or equipped with gender-responsive teaching and learning practices to improve quality basic and alternative education and address sociocultural and gender norms	No progress in this reporting period
# of new strategies in place by education stakeholders to ensure the continuity of education to girls and boys in fragile and conflict affected states (FCAS) and humanitarian settings.	No progress in this reporting period
#/total of learners (M/F) enrolled in formal or non-formal education at the pre-primary, primary, lower secondary, upper secondary, and TVET or skills training education.	No progress in this reporting period
# of education officials and other education actors (M/F) who successfully complete training on gender-responsive education system management or gender-responsive non-formal school management	No progress in this reporting period

### Ultimate Outcome: Improved gender-empowering learning outcomes among CHT women and girls

Expected Results	Indicators	Baseline Data	Targets cumulative	Achievement
Increased enrolment and retention rate for girls in primary, secondary and skilled based education in CHT	% of enrolment rate increased for girls in primary and secondary education	Not available	80% increased both in primary and secondary education	Not applicable for the reporting period. This indicator is applicable for 2020.
	% of retention rate increased for girls in primary and secondary education against baseline	Not available	80% both in primary and secondary	Not applicable for the reporting period. This indicator is applicable for 2020.
	% of girls and women in skilled based education against baseline	Not available	90%	Not applicable for the reporting period. This indicator is applicable for 2020.



**Intermediate Outcome 1:** Increased access and retention of girls and adolescent girls, particularly those from ethnic minorities and including those with disabilities, in primary and secondary education.

Indicators	Baseline Data	Targets cumulative	Targets for 2019	Achievement
% of girls have access to safe learning environment	TBD (2020)	90% of girls have access to safe learning environment by 2021	0%	Not applicable for the reporting period. This indicator is applicable for 2020.
% of retention rate of girls in education	TBD (2020)	90% of retention rate for girls to school by 2021	0%	Not applicable for the reporting period. This indicator is applicable for 2020.

**Intermediate Outcome 2:** Improved quality of education in primary and secondary schools for girls, adolescent girls and women

Indicators	Baseline Data	Targets cumulative	Targets for 2019	Achievement
# of schools with gender-responsive teaching materials	0	300 schools by 2021 (100 in 2019, 200 in 2020)	100 schools in 2019	0
# of teachers applying gender responsive teaching methods	0	900 teachers by 2021 (300 in 2019, 600 in 2020)	300 teachers in 2019	0
% of girls, adolescent girls/women with access to gender-responsive teaching materials	0	100% of girls/women by 2021	0%	Not applicable for the reporting period. This indicator is applicable for 2020.

Reason for not reach out its target: The project was started in August 2019. It took time to sign the letter of agreement with 3 hill district councils. Finally, the agreement was signed towards the end of 2019. Hills district council just selected the schools. Therefore, it was not possible to develop gender-responsive teaching materials and train the teachers within a very short period of time.

**Intermediate Outcome 3:** Increased employability and business opportunities for adolescent girls and women, particularly those from ethnic minorities and with disabilities

Indicators	Baseline Data	Targets cumulative	Targets for 2019	Achievement
# of employment/business opportunities created for adolescent	TBD (2020)	1,000 by 2021 (0 in 2019, 700 in 2020 and 300 in 2021)	0 in 2019	Not applicable for the reporting period. This indicator is

girls and women and WWD				applicable for 2020.
% of girls and women contributing to household income through skilled based education followed by employment/ business opportunities	TBD (2020)	80% girls and women contributed to HH income by 2021	0%	Not applicable for the reporting period. This indicator is applicable for 2020.

**Immediate Outcome 1: Increased skills and competencies among education stakeholders (teachers, parents, local communities, CSOs etc) to ensure equitable access to safe and inclusive education by girls from ethnic minorities and with disabilities.**

Indicators	Baseline Data	Targets cumulative	Targets for 2019	Achievement
% of targeted education stakeholders that have increased understanding on reducing barriers for girls and women in access to education	0	80% of increased understanding of targeted education stakeholders by 2021	0%	Not applicable for the reporting period. This indicator is applicable for 2020.

**Immediate Outcome 2: Increased capacity of girls and women to claim their rights of education and make their voices heard in decision-making processes**

Indicators	Baseline Data	Targets cumulative	Targets for 2019	Achievement
% of girls and women that have increased capacity to claim their rights to education.	TBD (2020)	80% of targeted girls and women claim their rights to education.	0%	Not applicable for the reporting period. This indicator is applicable for 2020.

**Immediate Outcome 3: Upgraded gender-responsive infrastructure and facilities in schools to create safe and inclusive learning spaces for girls.**

Indicators	Baseline Data	Targets cumulative	Targets for 2019	Achievement
# of girls benefited through upgraded gender responsive	TBD (2020)	1,200 girls by 2021 (400 in 2019, 800 in 2020)	400 girls in 2019	0

facilities in school				
# of women seeking services from improved victim support centres	TBD (2020)	300 women (50 in 2019 and 250 in 2020)	50 women in 2019	In Progress
# of gender-responsive infrastructure upgraded	0	822 gender-responsive infrastructures upgraded by 2021 (300 Class Rooms, 300 toilets, 200 School Boats, 20 Residential Boarding Facilities, 2 Victim Support Centers)	No target for 2019	Not applicable for the reporting period.  This indicator is applicable for 2020.
#of environmental assessment carried out before any construction work	0	1 assessment completed	No target for 2019	Not applicable for the reporting period.  This indicator is applicable for 2020.

Reason for not reach out its target: The project was started in August 2019. It took some time to sign the letter of agreement with three hill district councils. Finally, the agreement was signed towards the end of 2019. Hills district council have just selected the schools. Hill district councils took time to select schools, therefore it was not possible to conduct needs assessment of those schools and provide infrastructural supports. In terms of women seeking services from improved victim support services centres, HDCs will transfer the fund to district police offices to start the process.

**Immediate Outcome 4: Increased teaching skills of teachers to provide gender-sensitive and environmentally responsive education to girls, adolescent girls and women.**

Indicators	Baseline Data	Targets cumulative	Target for 2019	Achievement
# of teachers increased technical knowledge to provide inclusive and gender sensitive education	0	900 teachers by 2021 (0 in 2019, 700 in 2020 and 200 by 2021)	0 in 2019	Not applicable for the reporting period.  This indicator is applicable for 2020.

**Immediate Outcome 5: Increased vocational skills and job-related knowledge, including financial and digital literacy, of adolescent girls and women.**

Indicators	Baseline Data	Targets cumulative	Target for 2019	Achievement
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# of girls and women completed vocational skill enhancement course	0	1,000 of targeted girls/women by 2021	0	Not applicable for the reporting period. This indicator is applicable for 2020.
% of girls and women increased in vocational / non-traditional field of employability (women in driver, welding, electrician, plumber, etc)		60% of trained women by 2021	0%	Not applicable for the reporting period. This indicator is applicable for 2020.

**Immediate Outcome 6: Enabled business environment for adolescent girls and women, for employment and business opportunities.**

Indicators	Baseline Data	Targets cumulative	Target for 2019	Achievement
# of public-private partnership on employment and business opportunities for adolescent girls and women	0	3 partnerships with TVET/TTC by 2021	0	0

## Progress of Project Activity (Output and Activities Reporting)

*Immediate Outcome 1: Increased awareness and knowledge of local actors (teachers, parents, local communities, CSOs etc) on inclusive educational environments to reduce social, cultural, physical and economic barriers for girls and women.*

**Output 1.1 Community outreach sessions conducted to sensitize and advocate on the importance and value of girls' and women's education.**

**(This indicator and its associated activities are planned to be shown in year 2020 reporting)**

*Activity 1.1.1: Selection of community for outreach sessions, community mobilization & prepare community profiling at upazila level*

This activity is planned in year 2020 and will report the progress in next reporting time.

*Activity 1.1.2: Training of project staffs on community outreach sessions & community mobilization*

This activity is planned in year 2020 and will report the progress in next reporting time.

*Activity 1.1.3: Conduct community outreach sessions in community level*

This activity is planned in year 2020 and will report the progress in next reporting time.

**Output 1.2 Awareness raising training and workshops organized for teachers and parents on eliminating gender-based discriminatory practices in schools.**

**(This indicator and its associated activities are planned to be shown in year 2020 reporting)**

**Activity 1.2.1:** Selection of schools/ educational institutions for training and workshop participation

This activity is planned in year 2020 and will report the progress in next reporting time.

**Activity 1.2.2:** Conduct ToT on eliminating gender-based discriminatory practices in schools for project staffs

This activity is planned in year 2020 and will report the progress in next reporting time.

**Activity 1.2.3:** Conduct awareness raising training at Upazila level on eliminating gender-based discriminatory practices with teachers

This activity is planned in year 2020 and will report the progress in next reporting time.

**Activity 1.2.4:** Conduct school-based awareness raising interactive workshops for guardians, SMC members, Mothers' Clubs on eliminating gender-based discriminatory practices

This activity is planned in year 2020 and will report the progress in next reporting time.

**Output-1.3: Formation of 300 active Mothers' clubs in schools to prevent discriminatory and harmful practices towards girls in schools.**

*(Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time)*

**Output-1.4: Modality developed and implemented for local actors (Teachers, NGOs, Civil Society Organizations) to monitor and address the barriers to girls' school attendance and completion**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output-1.5: Pocket guides to preparedness, response and recovery to gender-based violence developed and distributed among the govt. and non-govt. actors in education sector**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output-1.6: Creative communication materials developed to increase awareness on importance of girls' education for socio-economic advancement of all**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output-1.7: Gender-responsive community policing strengthened in collaboration with schools for prevention of gender-based violence in communities**

*Activity 1.7.1: Sharing workshop with District Police on LoA (HDC and Police) and proposed activities*

This activity is planned in year 2020 and will report the progress in next reporting time.

*Activity 1.7.2: Conduct awareness raising sessions at Union level on different issues related to GBV by District police (Through LoA)*

This activity is planned in year 2020 and will report the progress in next reporting time.

*Activity 1.7.3: Print & distribute quality posters on GBV and available services of VSC*

This activity is planned in year 2020 and will report the progress in next reporting time.

*Activity 1.7.4: Hiring consultant to review the existing module and finalize the training module on prevention of GBV and Gender sensitivity*

This activity is planned in year 2020 and will report the progress in next reporting time.

*Activity 1.7.5: ToT on prevention of GBV and Gender sensitivity*

This activity is planned in year 2020 and will report the progress in next reporting time.

*Activity 1.7.6: Conduct intensive training to police personnel (Thana Based) on prevention of GBV and Gender sensitivity*

This activity is planned in year 2020 and will report the progress in next reporting time.

**Output-1.8: Capacity building of GBV prevention and response provided to local stakeholders**

*Activity 1.8.1: Conduct awareness raising training on eliminating gender-based discriminatory practices*

This activity is planned in year 2020 and will report the progress in next reporting time.

**Immediate Outcome 2: Increased capacity of girls and women to claim their rights of education and make their voices heard in decision-making processes.**

**Output-2.1: 1200 Reproductive Health Care Workers (RHCW) from across the region trained to provide reproductive health services to adolescent girls and women in under-served areas.**

*Activity 2.1.1: Training for Reproductive Health Care Workers*

This activity is planned in year 2020 and will report the progress in next reporting time.

**Output-2.2.: Awareness raising sessions provided to girls on their rights to education and reproductive rights.**

**1. Drawing Competition on the occasion of 16 days of Activism**

**Theme: “Importance of Girls Education for empowerment of Women in CHT”**

A. **Background:** The 16 Days of Activism against Gender-Based Violence is an annual international campaign that kicks off on 25 November, the International Day for the Elimination of Violence against Women, and runs until 10 December, Human Rights Day. In support of this civil society initiative, under the leadership of the UN Secretary-General, António Guterres, the United Nations Secretary-General’s UNiTE by 2030 to End Violence against Women campaign (UNiTE campaign) calls for global actions to increase awareness, galvanize advocacy efforts, and share knowledge and innovations. In 2019, the UNiTE campaign marked with the 16 Days of Activism against Gender-Based Violence, from 25 November to 10 December, under the theme, “Orange the World: Generation Equality Stands against Rape!”



Aligning with the global campaign under the leadership of the UN Secretary General António Guterres, the United Nations Secretary-General’s UNiTE by 2030 to End Violence against Women campaign (UNiTE campaign) calls for global actions to increase awareness, galvanize advocacy efforts, and share knowledge and innovations, Strengthening Inclusive Development (SID)- CHT, UNDP organized “Drawing Competition” on the theme, “Importance of Girls Education for Empowerment of Women in CHT” in objectively selected 9 schools of Khagrachari, Bandarban and Rangamati district.

**B. Objectives:**

1. To raise awareness among the students and school authority on the importance of Girls’ Education for Women’s Empowerment”



- To raise awareness on global campaign for the Elimination of Violence against Women with the theme, "Orange the World: Generation Equality Stands against Rape!"

**C. Participants and Venue:**

The primary stakeholders and participants are the students (both boys and girls), teachers and parents. Secondary stakeholders viz. Chairman and Vice Chairman of Upazila Parishads, Upazila Nirbahi Officers (UNO), Department of Education and occasionally journalists participated in the events. 236 students (Boys and Girls) participated in the drawing competition and a total of 1702 students, teachers, parents and relevant stakeholders participated in discussion and prize giving ceremony.



Sl. No.	District	Upazila	Sl. No	Name of the School
1	Rangamati	Naniarchar	1	Naniarchar Government High School
		Barkal	2	Barkal Model Govt. High school,
		Jurachari	3	Bhubonjoy Govt. High school
		Beliahchari	4	Bilaichari Govt. High School.
2	Khagrachari	Guimara	1	Guimara Government High School,
		Manikchari	2	Collegiate High School, Manikchari
3	Bandarban	Rowangchari,	1	Rowangchari Government High School
		Naikhyongchari	2	Naikhyongchari Saleh Ahmed Govt. High School
		Alikadom	3	Alikadom Govt. High School
Number of total schools=			9	

**D. Outcomes:**

- Reached out to 1702 students, teachers, parents and relevant stakeholders on importance of girls' education for women empowerment in the Chittagong Hill Tracts and throughout Bangladesh,
- Raised awareness on Gender-Based Violence through discussion and dissemination of posters on prevention of Gender-Based Violence among the students and their families.



- Created linkages and goodwill among government counterparts such as upazila administration, education department, teachers, schools and school management committees which has cemented the platform for interventions of “Women and Girls Empowerment Through Education and Skills in the Chittagong Hill Tracts”

<b>Table 1: Awareness raising sessions</b>					
<b>District</b>	<b># of show</b>	<b>Approximate # of people participated</b>			<b>Remarks</b>
		<b>Male (Boys)</b>	<b>Female (Girls)</b>	<b>Total</b>	
Rangamati	<b>Courtyard</b>				
	<b>Street Drama</b>				
	<b>Drawing Competition</b>	<b>54</b>	<b>57</b>	<b>111</b>	(Approximately 750 students and teachers participated in prize giving ceremony)
Bandarban	<b>Drawing Competition</b>	<b>33</b>	<b>42</b>	<b>75</b>	(Approximately 581 students, teachers and parents participated in prize giving ceremony)
Khagrachari	<b>Drawing Competition</b>	<b>21</b>	<b>29</b>	<b>50</b>	(Approximately 370 students and teachers participated in prize giving ceremony)

**Output-2.3 Facilitate provision of comprehensive package of support i.e. access to legal aid to 300 vulnerable GBV victims and provide GBV victims with livelihood and counselling support**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output 2.4 Dignity kits for menstrual hygiene management distributed in schools and adult learning centers**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output-2.5: Capacity building provided to 1200 RHCWs on producing disposable sanitary napkins using affordable, biodegradable materials for improved SRH condition of girls.**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output-2.6: 20 Gender-responsive youth and adult learning centers established, with access to computers and internet, especially for adolescent girls and women.**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output 2.7 Safe spaces for girls' expression of their concerns and networking established in schools.**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

*Immediate Outcome 3: Upgraded gender-responsive infrastructure and facilities in schools to create safe and inclusive learning spaces for girls.*

**Output-3.1: Damaged or destroyed classrooms and schools repaired and upgraded in line with best practices in disaster risk reduction and using environmentally sound construction methods.**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output-3.2: Single-sex toilets constructed in schools to ensure basic and menstrual hygiene management**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output-3.3: Eco-friendly and safe school boats provided for transportation of students, especially girls, to reduce travel distances and improve the safety.**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output-3.4: Gender- sensitive residential boarding facilities well-repaired and adapted to specific needs of girls, women and female teacher for the secondary and higher secondary education.**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output 3.5: Victim Support Centers (VSC) refurbished and operationalized in the Sadar police station compound of Khagrachari and Bandarban hill districts**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Immediate Outcome 4: Improved teaching capacities of teachers to provide quality, gender-sensitive and environmentally responsive education to girls and adolescent girls.**

**Output 4.1: Training for teachers on digital-based curriculum and use of low-cost and ethnically sensitive educational materials, followed by on-the-job support and performance monitoring**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output 4.2: Adaptation of learning materials to respond to the educational needs of girls and women**

**1. Programme: Need Assessment on Education, Life Skills & Career Development of Chattogram Hill Tract (CHT) learners**

A. Background: Strengthening Inclusive Development in the CHT- UNDP in collaboration with Access to Information (A2i) is conducting a need analysis on education and life skill-based contents in the Chittagong Hill Tracts. Considering Access to Information (A2i) linkage with all departments of the government and expertise in the field of digital educational and life skill-based content, SID-CHT, UNDP decided to launch the need assessment through mutual understanding.

B. **Objectives:** Engage and empower adolescent girls through education and life skill-based contents, career counselling and gamification

**C. Scope of Work**

1. Education (Awareness Building on quality education, ICT in education)
2. Life Skills (Cyber security, Gender, Adolescent Health, Early Marriage)
3. Employability (Career Skills, Teen Entrepreneurship)
4. Connect Content Review and need analysis

D. **Methodology:** Considering the geophysical and demographic context of the Chittagnong Hill Tracts, 7 (Seven) Focus Group Discussion (FGD) at upazila level covering demography, ethnicity, both rural and urban and direct stakeholder, 1 (One) Need Assessment Workshop on Formulating Digital Educational Contents in Secondary Education in CHT was organized at district level.



(i) **Focus Group discussions:** group such as (i) Adolescent (ii) Teachers and (iii) Parents. Apart from FDGs. The venues of the focus group discussions are given in the underneath table:

Sl. No.	District	Upazila	No. of FGDs	Name of the School	Category of Participants
1	Rangamati	Rangamati	1	Nowadam Govt	12 Participants

		Sadar		Primary School	
		Barkal	2	Barkal Model Govt. High school,	Parentss-8 (male-4, female-4); Adolescents- 12 (06 male, 06 female); Teachers-8
		Beliahchari	3	Bilaichari Govt. High School.	8 Parents; 11 Teachers; 12 Adolescents (6 girls)
2	Khagrachari	Mohalchari	1	Maischari High School	Participants-9 (male-4, female-5); Adolescents- 12 (06 male, 06 female); Teachers-8
		Laxmichari	2	Laxmichari Govt. Model High School	Parents-9 (male-6, female-3); Adolescents- 12 (06 male, 06 female); Teachers- 8
3	Bandarban	Thanchi	1	Thanchi Girls High School,	12 Parents; 8 Teachers; 15 Adolescents (8 girls);
		Naikhyongchari	2	Naikhyongchari Saleh Ahmed Govt. High School	8 Parents (5 female); 8 Teachers (4 female); 17 Adolescents (8 girls)
Total Number of FGDs=			7		

(ii) **Workshops:** In addition to the focus group discussions, a need assessment workshop on formulating digital educational contents in secondary education in CHT was organized at district level at the Auditorium of District Sports Association, Rangamati. There were 38 participants in the workshop from across the relevant stakeholders from the CHT viz. District Education Officers, District Primary Education Officers, Upazila primary education officer instructors of Upazila Resource Centers, Superintendents of Teachers Training Colleges, primary and high school teachers (both male and female and students from Khagrachari, Bandarban and Rangamati participated in the workshops.

▪ **Specific objectives of the workshop:**

To develop educational contents for students considering the needs and CHT context in consultation with the students, teachers, education department, civil society members and educationists

**(iii) Findings of the Need Assessment:**

**I. Education:**

**1. Lack of teachers:** Mostly in secondary schools many teachers' posts are vacant. Getting good subject teachers in secondary schools is a crisis. Monitoring and mentoring by education officers is not up to the mark.

**2. Improving quality of teachers:** In secondary schools few teachers get training. Most of the teachers still out of any pedagogy and technology training. Advance ICT, materials development and subject based training are highly expected by good teachers. There is a high demand of local teachers' network and distant communication for professional development.

**3. School dropout:** Dropout rate is very high both in primary and secondary level at CHT. In primary it is about 52% and in secondary even more than that. Main reason of school dropout is poverty, early marriage of girls, transport and communication difficulties due to geographical barrier, social safety, insufficient facilities of health and hygiene for girls at school, disconnection between educational output and carrier opportunity and lack of parents' awareness.

**4. Educational supplementary materials and tools:** Textbook is the main source of education information. Guidebook is highly used by learners for final and public exam. Due to lack of internet other education content and tools like software and apps are not familiar to learners. Therefore, learners are less aware about technological advantage and changes happening around the globe. Many teachers are not aware about modern teaching learning practice and techniques that enable learners with 21st century skills. Therefore, learners are weak in science, math and English.



**5. Language of instruction:** Cultural and ethnic diversity is high in CHT area. About 13 ethnic groups has different mother language. So instructional language is big challenge both for teachers and learners to communicate each other. Also reading and practice books and materials in local language is not available.

**6. ICT Infrastructure and Internet:** All but few schools without electricity have at least one multimedia classroom (MMC). But demand of more MMC is there. At least three MMC is required for CHT schools to cover most of the learners. For those schools out of national grid or electricity needs low cost and solar power based MMC. All secondary schools have high demand of computer lab for training learners on basic and marketable ICT skills. Broadband connection at school level is not available. Sheikh Russel and other digital labs are also out of broadband. But mobile data is available in almost all Upazila. So, most of the computer labs are not functional.

**7. Private tuition and coaching center focused:** Due to lack of good teachers and supplementary learning materials learners are highly focused on private tuition and coaching. Parents spend a big amount of money for managing transportation and boarding cost for tuition and coaching.

**8. Absent in school:** Due to long distance, limited transportation, natural calamities and other socio-economic barriers learners remain absent in most of the time. In Bilaichhari Upazila sometimes 60-70% students remain unattendant in rainy season. Sometimes school remained closed for more than two months. So learning opportunity must be flexible and distant guidance and content support both online and offline will be very useful. These natural limitations can be turned into opportunities if interventions are designed properly.

**9. Insufficient accommodation and hostel support for learners:** Due to geographical setup it takes even 3 to 4 hours to reach school by walking and road condition depends on socio-environmental factors. So, parents usually like to send their children at boarding or hostel nearby schools. PECE, JSC, SSC and HSC candidate mostly live in hostels to get close academic support and facilities. But number of hostels, seat capacity and facilities are very insufficient.

## II. Life and career skills :

**10. Child marriage & child abuse:** This is a sort of acute problem at CHT regions. Girls counseling about early marriage in school at early stage is very essential. Awareness development through club or group activities among adolescent, parents & community is necessary. Weekly/monthly discussion/role play/activity for adolescent physical/mental growth at school will be helpful. Use of ICT tools, content in Konnect platform (Ex: Shahana series) may help to guide adolescent to create awareness and take care by themselves.

**11. Adolescents reproductive health and awareness:** By sharing online and offline contents as well as live supporting (call center) through different media will be very useful. Since adolescents are shy in their age to share personal issues with elders and others so personalized offline or online self-directed app, contents and activities will help them.



**12. Adolescent counselling (Physical & Psychosocial Health):** students need proper guideline & instruction about their physical & mental health issues. They feel shy and do not share adolescents' issues with anyone even parents and do not have knowledge about physical changes and how to care about. Expert psychologist, medical advisor can address adolescent problem through special online portal and hotline like 333, 16767 or 109 etc. Joint initiative with Generation Break through project, Kishor Kishori club (MoWCA) can also play a vital role for adolescent growth in hill districts. Counselling support can be provided by the trained teachers in school to make student flexible to share their numerous problems like adolescents' periods, physical and other behavioral changes.

**13. Engagement in co-curricular and general knowledge-based activities:** Students need to be engaged in different co-curricular online and offline activities to develop social commitments through a permanent club in school ground (konnect club).

**14. Cyber security and media literacy:** Almost all upper secondary learners use mobile internet and social media, but they have few knowledges about cyber bullying, harassment, precaution and prevention. Through club activities students will be learned online safety and online activities.

**15. Career support and skills-based training:** Dropout and out of school children ratio is very high at CHT region. Due to poverty, high educational expenditure, geographical and socio-economic diversification these students need career support and skills development in lower and upper secondary level. There is a high demand among parents, teachers and adolescents to get training on entrepreneurship, agro food, fish cultivation, tailoring, poultry, welding, Mobile servicing, motorbike servicing, Parlor and beautification,





electricity, bag making, driving, Mushroom, Cultivation, Carpeting, Tour guide etc. Incorporating DYD, SME, BSCIC, e-commerce service provider like EkShop, DSS, local NGO and INGOs and other skill development partners is very essential.

### **III. Other important areas:**

Other areas like parent's awareness, community engagement, monitoring and mentoring by education and local administrator and capacity development of all stakeholders are very important for achieving success.

### **F. Opportunities:**

1. All teachers have smartphone
2. Almost 60-70% parents have smart phone
3. Adolescents have some kind of access to internet (mostly through mobile)
4. Grade: IX-X have Face Book ID, VII-VIII have almost 50-60% Face Book ID
5. Parents are willing to send children for education. Mostly in junior grade. But loose internet at upper grade.
6. Learners interest in STEM is high
7. Video content is very popular
8. Local NGOs, Department of Youth Development (DYD), Ministry of Women and Children Affairs (MoWCA) working on skills development
9. Learners mostly girls are interested in co-curricular activities
10. Scope of women's progression in CHT: financial help, awareness program, administrative help, infrastructural development, communication development.

**Output 4.3: Training and on-the-job mentoring provided to teachers in schools on gender and conflict-sensitive educational practices (psycho-social trauma, peace education, community cohesion etc.).**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output 4.4: Local environmental awareness to prevent environmental destruction in CHT included in curriculum for girls and women in schools.**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output 4.5: CHT-specific adult learning materials addressing gender dimensions developed and applied in adult learning centers**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output 4.6: Training and support provided to government and non-government education actors on minimum standards for education; preparedness, response, recovery, gender- based violence prevention and safe learning space in educational institutions**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output 4.7: Mass awareness on disaster risk reduction included in education curriculum of schools in CHT**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

***Immediate Outcome 5: Enhanced employable vocational skills and job-related knowledge, including financial and digital literacy, of adolescent girls and women***

**Output 5.1 Support provided to technical vocational training institutions to improve women's participation in Technical and Vocational Education Training (TVET) programs.**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Outputs 5.2 Technical support provided to governments and NGOs on development of TVET programs for girls and women**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Outputs 5.3 Skill development courses/TVET on vocational and technical skills provided to 1,000 youth, especially adolescent girls and women**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Outputs 5.4 Training/TVET on entrepreneurship in non-traditional fields (i.e. outsourcing skills, graphic designing) provided to adolescent girls and women**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Outputs 5.5 Training on modern energy technology i.e. Improved Cook Stoves (ICS) provide to women**

**1. Program: Need Assessment on Alternative Cooking Stove:**

a) **Background:** Women in the CHT are among the most marginalized and vulnerable groups of people in Bangladeshi society. They live as quadruple minorities under present social and political institutions. In a patriarchal and male-dominated society, they are a gender minority. The traditional gender roles coerced them to gender inequalities and poverty. Like many women in developing countries the women in remote pockets of CHT largely carry out household tasks and income-generating activities due to poverty and gender inequalities. They generally depend on biomass energy for cooking. When compared to men, women spend majority of their time managing household energy needs, i.e., collecting wood and other biomass fuels, which limits the opportunities women have to engage in the social, economic and political spheres. Often women's lack of alternatives to biomass-derived energy for cooking is associated with significant health problems. Additionally, girls and women face increased threats to their physical safety, including sexual exploitation and assault during their long-distance travel to fetch firewood and water.

The project aims to support women's empowerment in the mostly remote areas of the Chittagong Hill Tract (CHT) region of Bangladesh, where ethnic community people are living in addition to Bengalis. The empowerment process will take place through increasing access of women and girls to modern energy technology i.e. **Improved Cook Stoves (ICS)** and enterprises run by the women groups.

The proposed project will support women and girls from remote areas in the three hill districts and cover all the women through public awareness campaign on use of modern energy technologies.

It will adopt two-pronged approach to working women and girls:

▪ **Women as change agent to innovate and promote modern energy efficient technologies:**

Women and girls will play a role of change agents in their community by: upgrading their skills on production of ICS; developing technical skills for installation, operation, and maintenance of ICS; and work as a local service provider for operation and maintenance. This improved system will save 50 percent of the wood used for cooking and will reduced exposure to hazardous smoke and particles.

▪ **Strategic Link Between Energy Access and Women's Economic Empowerment**

The project will contribute significantly towards economic empowerment of women. First, vast gender inequalities remain in CHT region of Bangladesh, which are closely linked to poverty and instability. Second, access to modern energy enables economic advancement. Until now, however, exploration into the relationship between these two realities has been limited. What is missing is the third element, the linkage between energy access and women's economic empowerment. This project is aimed at addressing these realities building upon the Chittagong Hill Tracts Development Facility (CHTDF) implemented by UNDP in partnership with the Government of Bangladesh.

b) **Working Strategy:** SID-CHT, UNDP is working in collaboration with Access to Information Programme of the government and UNDP counterpart. The overall objective of cooperating and integrating A2I is to find out the gaps and development areas on access to sustainable energy services. A2I will consult with local women and institutions to identify the problems and issues on the linkage between energy access and women's economic empowerment. A2I will utilize experiences, practices, learnings and innovations and recommend to SID-CHT, UNDP and HDCs to build stronger bridges and established linkages between the beneficiaries and the product with A2i project at national level to integrate innovative problem-solving initiatives on modern energy technology.

As part of the need assessment a workshop was organized on 23 December 2019 at the conference hall of the Rangamati Hill District Council. 29 female and 1 male from Khagrachari, Bandarban and Rangamati district participated in the workshop. In addition, Mr. Biplab Chakma, Chief, NRM and Livelihood-Chief Guest, Mr. Taufiqur Rahman, National Consultant, Innovation Commercialization-A2i, Mr. Mehedi Hassan, Educational Innovation Assistant-as resource Persons and Ms. Jhuma Dewan, Chief, Gender and community Cohesion participated in the workshop. She focused on the gender perspective of stove and power use at household level and in the community as a whole. She argued that alternatives should address the stress of women and girls so that they can utilize that time for productive actions and giving quality time to children.

c) **Findings of the need assessment on improved cooking stoves:**

- Traditional stove generates smokes, which has multipurpose uses in their regular livelihood i.e. to prepare dry fish (shutki) as well as seed germination for Jum Cultivation;
- They cook vegetable more than fish and meat, so their cooking time is less than average household in other districts;
- Average household spend a range between BDT 3,500 to 5,000 for wood as cooking fuel;

- Logistic cost for cooking wood is getting high
- Most hills and lands are now under different private ownership unless Govt. Forest. So free fuel wood collection is decreasing
- Liquid petroleum Gas (LPG) is in sale but slowly advancing its use.

Table 29: Need Assessment Workshops on Improved Cooking Stoves					
District	# of Workshop	Approximate # of people participated			Remarks
		Male	Female	Total	
Rangamati	1	1	29	29	Participant were from Khagrachari, Rangamati and Bandarban district

**Outputs 5.6 On-the-job training under CHT Volunteers scheme provided to 100 youth, including fresh graduate women**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

*Immediate Outcome 6: Enabled business environments for adolescent girls and women, for increased employment and business opportunities.*

**Outputs 6.1 Study and analytical research carried out on prospects of CHT youth in traditional and non-traditional job market and business sectors.**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Outputs 6.2 High level consultation for policy advocacy with government and private sectors organized for improved employment opportunities for CHT youth.**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Outputs 6.3 Partnership with TVET institutes established for increased job creation for girls and women.**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output 6.4 Partnerships established with private sector for apprenticeships and job placement opportunities for women**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Outputs 6.5 Innovative business ideas funded for adolescent girls and women.**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Outputs 6.6 Market for modern energy technology (i.e. Improved Cook Stoves) developed for women entrepreneurs.**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output 6.7 Social mobilization sessions on negative impacts of smoke from traditional cooking methods are carried out for local women's mass awareness.**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Outputs 6.8 Scholarships for post- secondary and skill training in non-traditional fields provided to women, including those with disabilities especially in areas of study where women are under-represented.**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Outputs 6.9 Gender Analysis**

Achievement against this output has not yet been assessed. It will be measured and reported in next reporting time.

**Output 6.10 Baseline Survey**

Project has already hired a consultancy firm to conduct the study through competitive bidding process. Research firm is supposed to start working from April 2020, however there might be delay starting the work because of country wide lockdown due to Covid-29 pandemic. As per the contract, the baseline was supposed to be completed by October 2019. The project started in August 2019 and it was not possible to start the process immediately because it took some time to recruit personnel who will be responsible to conduct and supervise the consultant to conduct the study. Finally, consultant hiring through competitive process complying with UNDP procurement policy took some time.

# Integrating Gender Equality, Human Rights, Environmental Sustainability and Innovation into the narrative

## a. Gender Equality

Gender equality and Women empowerment is the core component of the project. The literacy rate among girls from ethnic communities is far lower than that of the national average. In CHT girls continue to face one of the highest dropout rates at primary, secondary and tertiary levels of education due to many factors like communication barrier in Bangla, extreme poverty, multiple discrimination, security and so on. This project aims to dismantle those barriers and create more opportunities for the girls to take education and life skills. The project will help creating gender friendly learning environment specially for girl students. One of the intermediate outcomes of this project is dismantling Gender Equality Barriers to improve 1) access to education for girls/women and 2) retention of girls in education. Under this intermediate outcome equitable access to safe, quality, inclusive education with better retention by 1200 girls, adolescent girls, including ethnic minorities and disabilities will be improved in crisis, conflict affected and fragile settings. To reduce social, cultural, physical and economic barriers for girls and women awareness and knowledge of 1000 local actors (teachers, parents, local communities, CSOs etc) on inclusive educational environments will be enhanced. Eventually, 1200 girls and adolescent girls will be able to claim their rights of education and make their voices heard in decision-making processes. In fact, the project will contribute to the achievement of the Government of Bangladesh's goal of Education for All.

## b. Human Rights

This project has identified the human rights assumptions that were identified at the project planning and design stage and articulated in the theory of change. Since 2019 was an initial year of implementation, the project did not see any risk so far. We will report it in next reporting including substantial information relevant to human rights.

## C. Environmental Sustainability

There is no update on this since the implementation of refurbishment, renovating and improvement of human-made structure work has not yet started by the project.

Under one of the intermediate outcomes of the project (ensuring improved equitable access to safe and inclusive education, with better retention of girls and adolescent girls), 200 damaged or destroyed classrooms will be renovated in line with best practices in disaster risk reduction and safe, environmentally- sound building practices. The project will ensure provision of single sex toilet facilities in 300 schools through some small-scale adaptation of structures. 20 existing residential boarding facilities will be repaired, made gender- sensitive and functional for girls, women and female teachers. 2 Victim Support Centers (VSC) will be upgraded within the existing structure of police stations and operationalized in the Sadar police station compound of Khagrachari and Bandarban hill districts.

## D. Innovation into the narrative

The project has initiated collaboration with the Access to Information (A2I) project of UNDP for need assessment on innovative element in the project i.e. develop life-skills development learning content in system tools to engage and enrich CHT student's soft skills, career skills and academic solution through online and offline. The project will support innovative, digital active learning methodology such as culturally relevant and sensitive software based on government published textbook in Indigenous languages. The classrooms will be supported with a hand-held tab with software installed and a smart Television supported by solar power.



## Strategic Partnership

The project made a collaboration with the Access to Information (A2I) project of UNDP for need assessment on innovative element in the project such as develop life-skills development learning content in system tools to engage and enrich CHT student's soft skills, career skills and academic solution through online and offline. In addition to this, 3 hill district councils are already considered as the ground implantation partner of the project.

## Monitoring and Evaluation

UNDP places high priority on result-based monitoring. During the reporting period, the project has been involved in developing a Monitoring and Evaluation system with an objective to monitor, measure and report on activities, results and impacts throughout the project period. The M&E system serves as a project management tool and helps the project team to monitor and make evidence-based decisions for continuous improvements and effective implementation of project interventions. This project's monitoring and evaluation system includes the three key elements, which are:

- Logical framework matrix of the project
- Monitoring and Evaluation plan covering the methods and frequency to measure the set indicators (In progress)
- Databases to track project of the activities and outputs

The detailed M&E plan with guideline will be shared with after finalization from UNDP side. Complying to the M&E plan, several databases and tools have been developed to record and analyze project results. To conduct the Baseline, Project has already hired a consultancy firm to conduct the study through commentative bidding process. Research firm is supposed to start working from April 2020 however there might be delay starting the work because of country wide lockdown due to Covid-29 pandemic. The baseline information will be used at a later stage of the project to measure the impacts of the project. As per the contract, the baseline was supposed to be completed by October 2019. The project started in August 2019 and it was not possible to start the process immediately because it took some time to recruit personnel who will be responsible to conduct and supervise the consultant to conduct the study. Finally, consultant hiring through competitive process complying with UNDP procurement process took some time.

## Lessons Learned and actions taken, Recommendations and Next Steps

### Lessons Learned:

- The project contains a large number of innovation work those are completely new field of areas in CHT i.e. digital content on life skills orientation for students of CHT so the project will have to work formulate necessary strategies accordingly. The project would work closely with A2I, who has sufficient and relevant experiences in this field for quality insurance.
- BRAC has received the same fund from GAC for almost similar nature of initiatives in the CHT. On the other hand, some govt. and non govt. organizations also have some education and reproductive health care of adolescent girls related initiatives across the CHT. Hence, SID-CHT, UNDP needs to avoid duplication of similar initiatives by other govt. and non govt. organizations and would take more coordinated approach for this.
- The LOAs with HDCs are yet to be signed and this is having an impact on delay of recruitment of technical staff and the supporting staffs in HDCs. In addition, LOA management might be challenging as there are now many components of SID-CHT added under the same LOA.
- NGO fund channeling will be done through Responsible Party Agreement (RPA) modality which involves more accountability of the NGO in programme implementation and financial management and completely new to local NGOs of CHT. Meaning it might take time for the selective NGOs to get acquainted with the new system of contract management. The project will organize proper orientation for the awarded NGOs.

## Next Steps

In 2020 the project will take the major following steps:

- Baseline survey
- Signing Letter of Agreements (LoAs) with the three Hill District Councils (HDCs)
- Recruitment and orientation of field staffs on the project initiatives
- Programme orientation of at upazila level in each district
- Hiring one firm to develop develop system tools for to engage and enrich CHT adolescent's soft skills, career skills and academic solution through online and offline.
- Hiring one firm for content development for Life Skills Counselling for Students.
- Hiring three NGOs to support implementation of gender sensitive social mobilization initiatives.
- Capacity building on Professional development of educational leaders, Head teachers, Asst Head Teachers and advanced teachers
- Conduct training for selective teachers at Upazila level on life skills counselling for students
- Formation of 300 Mothers' clubs in 300 primary and secondary schools to prevent discriminatory and harmful practices towards girls in schools
- Conduct training on eliminating gender-based discriminatory practices in schools for project staffs, teachers, guardians, school management committees and mother club members.
- Recruitment and orientation of 300 Reproductive Health Care Workers (RHCWs)
- Site selection/ center selection for Gender-responsive youth and adult learning at District Level
- Survey/ selection of schools for toilet construction by project staffs (Non-budgetary)
- Selection of schools for school boats in Rangamati district
- Selection of primary and secondary schools (Non-budgetary) and estimate (cost measurement) for renovation
- Study and analytical research carried out on prospects of CHT youth in traditional and non-traditional job market and business sectors
- Support to technical vocational training institutions to improve women's participation in Technical and Vocational Education Training (TVET) programs (Based on need assessment of logistics and infrastructure)

## Interim Financial Status

### Financial expenditure from August to Dec'2019

<i>Financial expenditure from August to Dec'2019</i>	<i>USD</i>
Programme cost	21,206
Operation Cost	2,727
<b>Total Project cost</b>	<b>23,933*</b>

\* UNDP will share a certified financial report by the end of July 2020

## Annex-1: photo gallery

- a) Photographs of FGDs for Need Assessment on Education, Life Skills & Career Development of Chattogram Hill Tract (CHT) learners



Pic 1 : FGD with the students at Belaichari Govt. High school at Belaichari upazila on 17 December 2019



Pic 2 : FGD with parents at Barkal model Govt. High school at Barkal upazila on 17 December 2019.



Pic 3 : FGD with the teachers at Belaichari Govt. High school at Belaichari upazila on 17 December 2019.



Pic 4 : FGD with guardians at Maischari High School, Khagrachari



Pic 5 : FGD facilitated by Mr. Mohammed Rafiqul Islam (Team leader A2i). with Teachers Group at Thanchi Upazila, Bandarban



Pic 6 : FGD with the students (Boys & girls) at Naikkyangchri Sale Ahamed Govt. High school at Naikkyanchari Upazila on 18, December 2019. Bandarban

**b) Drawing Competition on the Occasion of 16 Days Activism:**



Pic 1 : Prize Giving Ceremony at Naniarchar Govt. Model High School, Naniarchar, Rangamati



Pic 2 : Prize Giving Ceremony at Kachalong Girls High School, Baghaichari, Rangamati



Pic 3 : Students busy at drawing at Guimara Government High School, Guimara, Khagrachari



Pic 4: Ms Tamanna Mahmud, Upazila Nirbahi Officer (UNO) in the prize giving ceremony at Collegiate High School, Manikchari, Khagrachari



Pic 5 : Delivering speech by Mr. Chaw Hai Mong, Upazila Chairman of Rowangchhari Upazila



Pic 6 : Participant busy at drawing at Naikhyongchhari Saleh Ahmed Govt. High School, Naikhyongchhari, Bandarban

## Annex-2: List of Selected Schools:

List of selected school from Rangamati and Bandarban districts under Women and girl's empowerment through education and skills in CHT.

SL	Name of School	Type of School	Location	Remarks
<b>Bandarban District</b>				
1	Bandarban Govt.Girls' High School	Govt.	Bandarban sadar Porasava, Bandarban	
2	Rowangchari Govt.High School	Govt.	Rowangchari Sadar Upazila	
3	Ruma Govt.High School	Govt.	Ruma Sadar,Ruma Upazila	
4	Thanchi Govt.High School	Govt.	Thanchi Sadar Upazila	
5	Lama Govt.High School	Govt.	Lama ,Porosava,Lama Upazila	
6	Alikadam Govt.High School	Govt.	Alikadam Sadar ,Upazila	
7	Naikkyangchari S.A Govt.High School	Govt.	Naikkyangchari Sadar,Upazila	
8	Don Bosco High School	Non-Govt.	Bandarban Sadar,Upazila	
9	Balaghata Billkish High School	Non-Govt.	Balaghata,Bandarban Sadar-Porasova	
10	Sowalock High School	Non-Govt.	Sowalock ,Bandarban Sadar	
11	Mro -Residential High School	Non-Govt.	Sowalock ,Bandarban Sadar	
12	Sangu High School	Non-Govt.	Bandarban Sadar,Upazila(Hapaz Ghona)	
13	Chemi Dulu Para High School	Non-Govt.	Kohalong Union,Bandarban Sadar	
14	Raicha High School	Non-Govt.	Sadar Union ,Raicha, Bandarban sadar Upazila	
15	Ruma Residential High School	Non-Govt.	Ruma Sadar,Ruma Upazila	
16	Boli Para Bazar High School	Non-Govt.	Boli Para bazar Union,Thanchi Upazila	
17	Chambi High School	Non-Govt.	Aziz Nogor Union,Lama Upazila	
18	Lama Gigrs .High School	Non-Govt.	Lama ,Porosava,Lama Upazila	
19	Fasiyakhali High School	Non-Govt.	Fasiyakhali Union,Lama Upazila	
20	Gozalia High School	Non-Govt.	Gozali Union,Lama Upazila	
21	Lama Moukh High School	Non-Govt.	Lama ,Porosava,Lama Upazila	
22	Haidarnashi High School	Non-Govt.	Fasiyakhali Union,Lama Upazila	
23	Alikadam Girls'.High School	Non-Govt.	Alikadam Sadar ,Upazila	
24	Chaikkyang Model High School	Non-Govt.	Chaikkyang Union,Alikadam Upazila	
25	Naikkyangchari Gilrls Govt.High School	Non-Govt.	Naikkyangchari Sadar,Upazila	



26	Baghmara Junior High School	Non-Govt.	Rajbila Union, Bandarban Sadar Upazila	
27	Chibuk junior High School	Non-Govt.	Laimi para, Sadar Union, Bandarban.	
28	Ruposi Para junior High School	Non-Govt.	Ruposi Union, Lama Upazila	
29	Yengcha Junior High School	Non-Govt.	Fasiyakhali Union, Lama Upazila	
30	Bandarban Colector School & College	Non-Govt.	Bandarban Porasava, Sadar Upazila	
31	Ruma Junior High School	Non-Govt.	Ruma Sadar, Ruma Upazila	
32	Thanchi Sant Francis Jeviar Junior High School	Non-Govt.	Thanchi Sadar Upazila	
33	Thanchi Girls' High School	Non-Govt.	Thanchi Sadar Upazila	
34	Shantiraj Primary and Junior High School	Non-Govt.	Thanchi Sadar Upazila	
35	Remakkri Junior High School	Non-Govt.	Remakkri Union, Thanchi Upazila	
36	Bangobandhu Junior High School	Non-Govt.	Aziz Nogor Union, Lama Upazila	
37	Hargaza Junior High School	Non-Govt.	Fasiyakhali Union, Lama Upazila	
38	Sori Junior High School	Non-Govt.	Soroi Union, Lama Upazila	
39	Aziz nogar Girls' High School	Non-Govt.	Aziz Nogor Union, Lama Upazila	
40	Aziz nogar Ideal School	Non-Govt.	Aziz Nogor Union, Lama Upazila	
41	Lama Mordern High School	Non-Govt.	Lama, Porosava, Lama Upazila	
42	Al-rouf High School	Non-Govt.	Lama, Porosava, Lama Upazila	
43	Sangu High School	Non-Govt.	Lama, Porosava, Lama Upazila	
44	Alikadam Residential High School	Non-Govt.	Rafar bari chaikkyang Union, Alikadam	
45	Sonai chari Junior High School	Non-Govt.	Sonai chari Union, Naikkyangchari Upazila	
46	Raju-Borai toli Junior High School	Non-Govt.	Goumdom Union, Naikkyangchari Upazila	
47	Baisari Girls' High School	Non-Govt.	Baisari Union, Naikkyangchari Upazila	
48	Goualia khula SE S D P Modal High School	Non-Govt.	Sadar Union, Raicha, Bandarban sadar Upazila	
49	Naikkyangchari Chak dhala SE S DP Modal High School	Non-Govt.	Naikkyangchari Sadar, Upazila	
50	B-Happy Learning Center	Non-Govt.	Bandarban sadar Porasava, Bandarban	

51	Balaghata Ideal School	Non-Govt.	Balaghata ,Bandarban Sadar Upazila	
52	Bandarban Bodha Anathaloai Junior High School	Non-Govt.	Bandarban Rowangchari bus station,Bandarban Sadar	
53	Vaggyakhul Junior High School	Non-Govt.	Vaggyakhul ,Sowalock union,Bandarban	
54	Birbahadur Bidhya Nikatom & College	Non-Govt.	Kayching ghata,Bandanban Sadar Upazila	
55	Kachoptoli junior High School	Non-Govt.	Kachoptoli ,Alekkyang Union,Rowangchari Upazila	
56	Batchara Junior High School	Non-Govt.	Taracha Union,Rowangchari Upazila	
57	Bakkyang Junior High School	Non-Govt.	Bakkyang Para,Alekkyang Union ,Rowangchari Upazila	
58	Birbahadur Bidhya Nikatom & College	Non-Govt.	Bandarban sadar Porasava,Bandarban	
59	Remakkri-Pransa Junior High School	Non-Govt.	Pandu Union,Ruma Upazila	
60	Cannon Residential School Modal School	Non-Govt.	Remakkri-Pransa union ,Ruma Upazila	
61	Al-haz Shafi Uddin School	Non-Govt.	Aziz Nogor Union,Lama Upazila	
62	Saint marine School & College	Non-Govt.	Panbazar Para,Alikadam	
63	Songha Mita Anathaloai Jonior High School	Non-Govt.	Rajbila Union,Bandarban Sadar Upazila	
64	Alikadam Moitri Junior High School	Non-Govt.	Alikadam Sadar ,Upazila	
<b>Primary School :</b>				
1	Donbosco Govt. Primary School	Govt.	Bandarban sadar Porasava,Bandarban	
2	Tiger Para Govt.Primary School	Govt.	Bandarban sadar Porasava,Bandarban	
3	Jamchari Govt. Primary School	Govt.	Rajbila Union,Bandarban Sadar Upazila	
4	Bhanga mura Govt.Primary School	Govt.	Kohalong Union,Bandarban Sadar	
5	Bandarban Bodha Anathaloai Re.primary School	Registered	Bandarban sadar Porasava,Bandarban	
6	Romotia Govt.primary School	Govt.	Rajbila Union,Bandarban Sadar Upazila	
7	Ramdu Para Govt.Primary School	Govt.	Galanggya Union,Ruma Upazila	
8	Pantola Headman Para Govt.primary School	Govt.	Galanggya Union,Ruma Upazila	
9	Arjun Para Non-Govt.primary School	Non-Govt.	Sadar Union ,Ruma Upazila	
10	Naitong Para Govt.Primary School	Govt.	Sadar Union,Ruma Upazila	
11	Bethel Para Govt.primary School	Govt.	Sadar Union,Ruma Upazila	

12	Batchara Govt.Primary School	Govt.	Taracha Union,Rowangchari Upazila	
13	Nasalang Para Govt.Primary School	Govt.	Noapoton Union,Rowangchari Upazila	
14	Jamachandra Para Non-Govt.primary	Non-Govt.	Alekkyang Union,Rowangchari,Upazila	
15	Fakkyang Para Non-Govt Priamry School	Non-Govt.	Taracha Union,Rowangchari Upazila	
16	Boroitali Para Govt.primary School	Govt.	Taracha Union,Rowangchari Upazila	
17	Antaha Para Reg.Non-Govt. primary School	Non-Govt.	Noapoton Union,Rowangchari Upazila	
18	Thanchi Headman Para Govt. primary School	Govt.	Thanchi Sadar Upazila	
19	Boli Para Govt.Primary School	Govt.	Boli Para bazar Union,Thanchi Upazila	
20	Tindu grouping Para Govt.primary School	Govt.	Tindu Union,Thanchi Upazila	
21	Remakkre Govt.primary School	Govt.	Remakkre Union,Thanchi Upazila	
22	Khesha Prue Para Non-Govt.Primary School	Non-Govt.	Remarkkre Union,Thanchi Upazila	
23	Gozalia Headman Para Govt.primary School	Govt.	Gozali Union,Lama Upazila	
24	Marakhula Govt.Primary School	Govt.	Sadar Union,Lama Upazila	
25	Yancha Para Govt.Primary School	Govt.	Fasiyakhali Union,Lama Upazila	
26	Faitong Headman Para Govt. Primary School	Govt.	Faiton Union,Lama Upazila	
27	Boro kolar zhiri Govt. primary School	Govt.	Ruposi Union,Lama Upazila	
28	Thuihla Aung Para Govt.primary School	Govt.	Naikkyangchari Sadar,Upazila	
29	Boroitali Para Govt.primary School	Govt.	Gomdum Union,Naikkyangchari Upazila	
30	Reju headman Para Govt.Primary School	Govt.	Gomdum Union,Naikkyangchari Upazila	
31	Sonai chari Govt.primary School	Govt.	Sonai chari Union,Naikkyangchari Upazila	
32	Noya Para Govt.primary School	Govt.	Sadar Union ,Alikadam Upazila	
33	Bhori muk Govt.primary School	Govt.	Chaikkyang Union,Alikadam Upazila	
34	Chaikkyang Tripura Para Govt.School	Govt.	Chaikkyang Union,Alikadam Upazila	

35	Rengpong Headman Para Reg.non-Govt. primary School	Non-Govt.	Sadar Union,Alikadam Upazila	
36	Asoti Tripura para community primary School	Non-Govt.	Sadar Union ,Alikadam Upazila	
<b>Rangamati District</b>				
1	Baradam surbala smriti Bidyapit	Non-Govt.	Rangamati Sadar Upazila	
2	Mounaghor Abasik High School	Non-Govt.	Rangamati Sadar Upazila	
3	Kharikhon High School	Non-Govt.	Rangamati Sadar Upazila	
4	Bandhuk Bangya High School	Non-Govt.	Rangamati Sadar Upazila	
5	Maishya para High School	Non-Govt.	Rangamati Sadar Upazila	
6	Toimidong Junior High School	Non-Govt.	Rangamati Sadar Upazila	
7	Basanto junior High School	Non-Govt.	Rangamati Sadar Upazila	
8	Badolchari Junior High School	Non-Govt.	Rangamati Sadar Upazila	
9	Omdamia Hill porou Junior School	Non-Govt.	Rangamati Sadar Upazila	
10	Chenrachari Junior School	Non-Govt.	Rangamati Sadar Upazila	
11	Tripurachara junior School	Non-Govt.	Rangamati Sadar Upazila	
12	Kaindyia dojori para junior School	Non-Govt.	Rangamati Sadar Upazila	
13	Katachari Junior School	Non-Govt.	Rangamati Sadar Upazila	
14	Jibtali Junior School	Non-Govt.	Rangamati Sadar Upazila	
15	Bhowalya Junior School	Non-Govt.	Rangamati Sadar Upazila	
16	Hazar Manik Junior School	Non-Govt.	Rangamati Sadar Upazila	
17	Baro Mahaporom High School	Non-Govt.	Rangamati Sadar Upazila	
18	Wagga High School	Non-Govt.	Kaptai Upazila	
19	K.R.C High School	Non-Govt.	Kaptai Upazila	
20	Chimarom High School	Non-Govt.	Kaptai Upazila	
21	Dongnala High School	Non-Govt.	Kaptai Upazila	
22	Sangkrachari Junior School	Non-Govt.	Kaptai Upazila	
23	Valukia Junior School	Non-Govt.	Kaptai Upazila	
24	Toiyobiya sunnia Dakhil Madrasa	Non-Govt.	Kaptai Upazila	
25	Bilchari High School	Non-Govt.	Barkal Upazila	
26	Hazachara High School	Non-Govt.	Barkal Upazila	
27	Barunachari High School	Non-Govt.	Barkal Upazila	
28	Subolong High School	Non-Govt.	Barkal Upazila	
29	Baro Harina Junior School	Non-Govt.	Barkal Upazila	
30	Thega Khubbang Junior School	Non-Govt.	Barkal Upazila	
31	Junapohor Junior School	Non-Govt.	Barkal Upazila	
32	Ander Manik(Maichari) Junior School	Non-Govt.	Barkal Upazila	
33	Ghilatali Junior School	Non-Govt.	Jurachari Upazila	
34	Subolong Khagrachari Junior School	Non-Govt.	Jurachari Upazila	
35	Fokirachara Junior School	Non-Govt.	Jurachari Upazila	
36	Ghilachari Junior School	Non-Govt.	Naniarchar Upazila	
37	Burighat Junior School	Non-Govt.	Naniarchar Upazila	

38	Kattaltali Junior School	Non-Govt.	Naniarchar Upazila	
39	Morachengee Junior School	Non-Govt.	Naniarchar Upazila	
40	Sapmara Junior School	Non-Govt.	Naniarchar Upazila	
41	Toichakma Headman para Junior School	Non-Govt.	Naniarchar Upazila	
42	Bagachari Al-Amin Junior School	Non-Govt.	Naniarchar Upazila	
43	BaroPul para Junior School	Non-Govt.	Naniarchar Upazila	
44	Naniarchar Junior School	Non-Govt.	Naniarchar Upazila	
45	Naniarchar Islmapur Dakhil Madrasa	Non-Govt.	Naniarchar Upazila	
46	Ghaindhachari High School	Non-Govt.	Naniarchar Upazila	
47	Maha purom High School	Non-Govt.	Naniarchar Upazila	
48	Kengrachari Junior School	Non-Govt.	Bilaichari Upazila	
49	Farua Junior School	Non-Govt.	Bilaichari Upazila	
50	Toktanala Junior School	Non-Govt.	Bilaichari Upazila	
51	Diponkar Talukadar Gird's High School	Non-Govt.	Bilaichari Upazila	
52	Harangee para High School	Non-Govt.	Kawkhali Upazila	
53	Panchari High School	Non-Govt.	Kawkhali Upazila	
54	Ghagra Girl's High School	Non-Govt.	Kawkhali Upazila	
55	Talukdarpara Junior School	Non-Govt.	Kawkhali Upazila	
56	Kashkhali Junior School	Non-Govt.	Kawkhali Upazila	
57	Nalyachari Junior School	Non-Govt.	Kawkhali Upazila	
58	Uttor mabachari Junior School	Non-Govt.	Kawkhali Upazila	
59	Tarabunia Junior School	Non-Govt.	Kawkhali Upazila	
60	Siddik-E-akbar(Ra) Dakhil Madrasa	Non-Govt.	Kawkhali Upazila	
61	Dabriya Girl's High School	Non-Govt.	Kawkhali Upazila	
62	Kawkhali Girl's High School	Non-Govt.	Kawkhali Upazila	
63	Langadu Girl's High School	Non-Govt.	Langadu Upazila	
64	Kattali High School	Non-Govt.	Langadu Upazila	
65	Mahalchari junior School	Non-Govt.	Langadu Upazila	
66	Kalapujya Senamoytri Ideal junior School	Non-Govt.	Langadu Upazila	
67	Ghanomor senamoytri Junior School	Non-Govt.	Langadu Upazila	
68	Uttor Yearingchari senamoytri Junior School	Non-Govt.	Langadu Upazila	
69	Daner Langadu Junior School	Non-Govt.	Langadu Upazila	
70	Poshchim sonai maha raho Dakhil madrasa	Non-Govt.	Langadu Upazila	
71	Maineemukh Islamia Alim Madrasa	Non-Govt.	Langadu Upazila	
72	Simanta Prahori Junior School	Non-Govt.	Langadu Upazila	
73	Jalia para Bangabondhu Dakhil Madrasa	Non-Govt.	Langadu Upazila	
74	Baghaichari High School	Non-Govt.	Baghaichari Upazila	
75	Khedarmara High School	Non-Govt.	Baghaichari Upazila	

76	Sarowatali High School	Non-Govt.	Baghaichari Upazila	
77	Tulaban high School	Non-Govt.	Baghaichari Upazila	
78	B.T High School	Non-Govt.	Baghaichari Upazila	
79	Baghaihat High School	Non-Govt.	Baghaichari Upazila	
80	Ugholchari High School	Non-Govt.	Baghaichari Upazila	
81	Dokkhin Rupkari High School	Non-Govt.	Baghaichari Upazila	
82	Medinipur junior School	Non-Govt.	Baghaichari Upazila	
83	Mahilya junior School	Non-Govt.	Baghaichari Upazila	
84	Kachalang Dakhil Madrasa	Non-Govt.	Baghaichari Upazila	
85	Shijokmukh High School	Non-Govt.	Baghaichari Upazila	
86	Ulochari mouza High School	Non-Govt.	Baghaichari Upazila	
87	Machalang junior School	Non-Govt.	Baghaichari Upazila	
88	Bangalhalia High School	Non-Govt.	Rajasthali Upazila	
89	Gaindha High School	Non-Govt.	Rajasthali Upazila	
90	Ghilachari Junior School	Non-Govt.	Rajasthali Upazila	
91	Mathoiprue Pruehalo u Headman Smriti Junior School	Non-Govt.	Rajasthali Upazila	
92	Jogonachari Govt. Primary School	Govt. Primary School	Rangamati Sadar Upazila	
93	Hemonto Govt. Primary School	Govt. Primary School	Rangamati Sadar Upazila	
94	Birshrestha Munshi Abdul Rob Govt Primary	Govt. Primary School	Rangamati Sadar Upazila	
95	Sukorchari Govt. Primary School	Govt. Primary School	Rangamati Sadar Upazila	
96	Purbo Shiyalbukka Govt. Primary School	Govt. Primary School	Kawkhali Upazila	
97	Burmachari Govt. Primary School	Govt. Primary School	Kawkhali Upazila	
98	Bamer Mahalchari Govt. Primary School	Govt. Primary School	Barkal Upazila	
99	Erabunia Govt. Primary School	Govt. Primary School	Barkal Upazila	
100	Suknachari Govt. Primary School	Govt. Primary School	Barkal Upazila	
101	Chaillyatuli Govt. Primary School	Govt. Primary School	Langadu Upazila	
102	Hazachara Govt. Primary School	Govt. Primary School	Langadu Upazila	
103	Raikhali Refugee Para Govt Primary School	Govt. Primary School	Kapati Upazila	
104	Islampur Govt Primary School	Govt. Primary School	Rajasthali Upazila	
105	Dhupshil Govt Primary School	Govt. Primary School	Belaichari Upazila	