Pop-Up Learning
Prototyping Feasibility Study
Cox’s Bazar, Bangladesh

International Rescue Committee | September 2018
Executive summary

The Pop-Up Learning concept was conceived as a way to address the complex challenge of providing access to education for primary school aged children in a humanitarian emergency. In these contexts, physical space and qualified teachers are often in short supply and more formalized schooling options take many months to get off the ground; and when they do they rarely are able to reach the entire out-of-school population.

The objective of this study was to determine the feasibility of running a Pop-Up Learning design innovation project in Cox’s Bazar, Bangladesh, where 53% of Rohingya refugee children aged 3-14 have no access to education. Pop-Up Learning seeks to address this critical period and support children’s learning as soon as possible after a crisis. Our summary conclusions:

Cox’s Bazar is a good location for this project, both in terms of the obvious need for such a solution, as well as the viability of running an intensive design and testing process.

The main feasibility questions on technology, space, facilitators and community receptivity and interest were all answered with clear next steps for developing prototypes; and

While the political environment is challenging, we feel confident the project would be approved by the Government of Bangladesh.

Acknowledgments

This work was generously supported by John O’Farrell, Gloria Principe, Aaref Hilaly, Fariha Hilaly, Nick McKeown and Asena Gencel, who also provided valuable feedback on the Pop-Up Learning vision and development considerations.

Summary of key feasibility questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Summary Answer</th>
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<tbody>
<tr>
<td>Confirm a specific location within Cox’s Bazaar that has the necessary conditions to conduct the pilot</td>
<td>An established camp, such as Camp 4; a newer camp, such as Camp 11; and the nearby Ukhia host community, would provide a good diversity of testing sites.</td>
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<tr>
<td>Confirm government approval for the pilot project</td>
<td>Likely to be approved but unable to file without resources committed.</td>
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<tr>
<td>Confirm that the chosen location can withstand the weather conditions (e.g. heavy rains) expected during the pilot phase.</td>
<td>The camps rely on solar energy which is limited by the lack of sunshine. Other weather factors, such as monsoons, could be disruptive, but all the aid agencies are focused on mitigation.</td>
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<tr>
<td>Confirm that there will be strong on the ground support from parents for this type of instruction for their children.</td>
<td>Parental support is strongly confirmed, although there is a reluctance to permit adolescent girls outside of the home to facilitate or take classes.</td>
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<tr>
<td>Confirm the availability of reliable source(s) of electric power for charging the devices – in detail for the pilot project, and at a high level for a broader rollout.</td>
<td>The prototyping phase will rely on the existing network of solar power and generators. Further stages will be determined by the success of the initial prototype phase.</td>
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<tr>
<td>Develop an initial well-informed hypothesis on the language to be used.</td>
<td>English and Burmese are the only languages approved by the government for use in non-formal education environments. There are time tested-technology solutions in English for primary school math.</td>
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<tr>
<td>Develop an initial well-informed hypothesis on what content – math, social/emotional learning or English – will be provided and for what age/literacy groups.</td>
<td>Math taught in English for primary school aged children (6 - 14). Also considering English language as a viable option.</td>
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<tr>
<td>Identify specific qualified willing facilitators in the chosen location for the pilot project.</td>
<td>Adults and young adults drawn from the refugee and host communities will likely serve as facilitators for Pop-Up Learning. We are confident that we will be able to build the right program to support them.</td>
</tr>
<tr>
<td>Identify the specific local IRC team members for the roles necessary to support the pilot project, including a local team leader.</td>
<td>IRC staff supporting the project has already been identified to support the project. We will work with the DDP to hire additional staff once resources are secured.</td>
</tr>
<tr>
<td>Take a position on the level of literacy required for facilitators, and confirm at a high level that there are likely to be enough qualified individuals in the refugee population to support a broader rollout following a successful pilot project.</td>
<td>The level of English and Burmese literacy for facilitators need not be high, as voiceovers will be provided in the Rohingya dialect and the instruction will be delivered through interactive software on the tablets.</td>
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</table>
Since August, 2017, over 706,000 of Myanmar’s Rohingya have fled into Bangladesh, following decades of state persecution and recent violence that the United Nations has deemed a genocide. Joining approximately 213,000 Rohingya who fled to Bangladesh in successive waves since 1990, 919,000 Rohingya now live almost entirely reliant on humanitarian assistance in camps situated in the southern part of Cox’s Bazar District in southeastern Bangladesh.

The majority of Rohingya live in one of three main camps, Kutupalong, Balukhali, and Ledapara, near the main crossing points from Myanmar. With an estimated population of 626,000, Kutupalong is the world’s largest refugee camp. 54.6% of Rohingya are children or adolescents; 51% are women; and 16% are single mothers. 66% of refugee settlements are only accessible on foot, and the average usable space per person is 10.7 square meters (far less than the international standard of 45). According to a recent Education Sector report, among school aged children from 3-14, only an estimated 53% have access to education. For the older age range from 15-24, a staggering 98% have no access to education. Severe congestion remains the primary challenge for humanitarian access. Hurried and crowded construction of settlements along uneven terrain has also compounded disaster risk, with over 50% of the area submerged given tidal ranges of up to six meters (19.7 feet). In Cox’s Bazar, the Rohingya join an increasingly strained host community of Bangladeshis. Malnutrition, health status, and food insecurity are at crisis levels, and poverty rates are far higher than the national average. Including host community members, the UN estimates a total of 1.3 million people in immediate need in the district; and GoB has requested that 25-30% of services are provided to the host community. Rohingya speak a different dialect than the host community, and estimates put Rohingya illiteracy at 95%. Compounded with rising prices and falling wages, host community economic insecurity has been further driven by the ecological degradation of over 4,000 acres of forest removed to settle the Rohingya. The forest has traditionally provided the main source of livelihood opportunities for the District, and current projections indicate complete deforestation by the end of 2019. Moreover, pressure on basic services, water, and the environment continue to increase, as pollution and contamination hamper daily activities.

Concerning the domestic political situation, coming elections present additional challenges for the Rohingya and the country as a whole; and international dynamics further compound these challenges. Given the heavy levels of violence and civil unrest during the 2014 election, much of the same is expected of elections currently scheduled for December 2018. In recent years, both main parties, the ruling Awami League and the Bangladesh Nationalist Party (BNP), have curried favor with more hardline Islamist organizations to maintain control. These organizations, such as Hefazat-e-Islam, now maintain significant political influence and have vowed jihad against Myanmar unless its persecution of the Rohingya ceases.

While conditions for repatriation remain unmet, Bangladesh remains wary of criticism against Myanmar, both from fear of exacerbating tensions and angering Myanmar backers India and China, Bangladesh’s biggest trading partners. Sheikh Hasina, current Prime Minister and head of the Awami League, now finds herself balancing appeasement of Islamist organizations, Bangladesh’s relationship with India and China, and the Bangladesh army’s desire for a more aggressive posture towards Myanmar and India, with the Rohingya squarely in the middle.

The Government of Bangladesh (GoB) has thus far refused refugee status to the Rohingya and erected significant bureaucratic barriers to service provision. GoB refers to the population as Forcibly Displaced Myanmar Nationals (FDMN), although UNHCR has registered 33,986 Rohingya refugees as of July 2018. The Bangladesh public largely sees the Rohingya as Myanmar’s problem; and given the political risks of shifting towards a needed long-term response ahead of national elections, long-term programming and funding approvals are severely limited. However, private brand officials have indicated their understanding of a need for long-term planning. Domestic law requires approval of international NGO emergency activities and funding through what is known as the “FD7” (Foreign Donations) process, managed by the NGO Affairs Bureau. While the process is legally given a 24-hour time-frame, many approvals take longer than 6 weeks. Domestic law also gives GoB officials broad authority to deregister INGOs that make derogatory comments about the government, increasing risk for INGO advocacy activities.

Furthermore, GoB has denied refugees freedom of movement and access to public services such as education, healthcare, and the justice system. Access to camps at night is limited and controlled by the army. As of September 2018, GoB plans to begin relocating 100,000 Rohingya to the previously uninhabitable island of Bhasan Char in the Bay of Bengal. Freedom of movement on and off the island for Rohingya and service providers is undetermined, and no prior consultations have been conducted with refugees. Public service availability and livelihood opportunities are also undetermined; and critics have raised alarm that the island could become completely submerged given tidal ranges of up to six meters (19.7 feet).
We conducted a rapid qualitative study with 61 stakeholders in the refugee camps and surrounding host communities. Each stakeholder was interviewed in-depth to answer our feasibility questions and interviews lasted approximately one hour. The interviews with the Rohingya and Bangladeshi community members were conducted with the support of translators provided by Translators Without Borders (TWB). In addition, we spent time observing and learning in unstructured ways in the refugee camps.

The data included in this report should not be extrapolated to the population as a whole. Aside from the small sample size, the use of translators and potential response bias limits our ability to draw conclusions on the population as a whole. However, the findings here are useful for sense-making and to increase overall confidence.

### Interviews

**5 IRC Field Staff**
- IRC Country Director, Dhaka
- IRC DDP, Cox’s Bazar
- IRC Child Protection Coordinator, Cox’s Bazar
- IRC Girl Shine Technical Specialist, Cox’s Bazar
- IRC Operations & Logistics Lead, Cox’s Bazar

**34 Rohingya refugees from 3 different environments**
- 2 male community lead “Maji”, Camp 3 & 4
- 1 female community lead “Maji”, Camp 3 & 4
- 2 young mothers, Camp 3 & 4
- 1 male teacher, Camp 3 & 4
- 3 young fathers, Camp 3 & 4
- 2 older mothers, Camp 3 & 4
- 6 young girls 6-10, Camp 3 & 4
- 5 young girls, 10-14, Camp 3 & 4
- 5 young boys 10-14, Camp 11
- 2 dads, Camp 11
- 4 adolescent males 15-17, Camp 13
- 2 adolescent females 16-17, Camp 13

**9 Bangladeshi youth from the host community**
- 4 male university students
- 3 female university students
- 2 mixed translators working with TWB

**13 staff from NGOs, UN stakeholders & other actors:**
- 1 BRAC, Cox’s Bazar
- 1 UNHCR, Cox’s Bazar
- 3 UNICEF, Cox’s Bazar
- 1 NR, Cox’s Bazar
- 1 Plan International, Cox’s Bazar
- 1 DC, Cox’s Bazar
- 1 Save the Children, Cox’s Bazar
- 3 education sector coordination team members, Cox’s Bazar
“I have never seen a touch screen before.” – young father, Rohingya refugee
Key feasibility questions

Understand and test connectivity and technology landscape in Cox Bazar.

Rohingya refugees are not allowed private ownership of mobile phones or to access the internet; nonetheless, many do.

This does not preclude the use of technology by NGOs in programs.

There is network coverage in some areas; while it is not strong enough to support internet applications, we found SMS reliable. Among men, we found moderate ownership of SIM cards, and high ownership of mobile phones. Women generally do not have access to any kind of technology.

There is a very low smartphone ownership (close to none). We spotted a few smartphone users, all of whom were male. No computers or tablets were visible in the camps. 100% of Rohingya refugees interviewed had never seen a tablet, but children quickly learned to navigate and manipulate interfaces.

We conclude the distribution and use of mobile devices by NGOs, particularly tablets, is feasible—but we must design a solution that does not require persistent internet connectivity.

Tablets will likely need to be re-installed with a custom operating system and WiFi radios disabled, so parents trust that their children are actually learning and to simplify government approval.

Confirm at least one specific location within Cox's Bazar makeshift refugee camps (and ideally at least one more as a backup) that has the necessary conditions to conduct the pilot.

With over 800,000 Rohingya refugees, the makeshift “Mega” refugee camp offers plenty of interesting locations for prototyping and testing. The overall environment is challenging, as expected, and will encourage us to think creatively about infrastructure.

The necessary conditions can be summarized as follows:

- Ability to reach children in their homes and provide them with a valuable learning experience at scale and without creating any protection risks.
- Ability to securely store tablets.
- Ability to charge tablets with enough power for sustaining several hours of learning in a day.
- Ability to monitor facilitators and provide them with the support they need.

We have identified many locations that will be able to accommodate intensive prototyping and testing. We anticipate prototyping and testing in at least three locations with different characteristics:

- **Type 1**: a new, congested, difficult to access camp, with little access to learning centers and services. (Camp 11, 12, or 14).
- **Type 2**: an older, more established and less crowded camp, with more stable situation. (Camp 2, 3, or 4).
- **Type 3**: an office in a host community town neighboring the camp, which would facilitate access to energy and security and to the host community facilitators (the town of Ukhia would be suitable).

Within each of these locations, we have identified a few permanent structures as well as non-permanent shelters, some of which are already serving as “Friendly Spaces” in each camp. While they are mandated to provide specific targeted programming, we can use them as storage places and programmatic touch points. We anticipate facilitators will take equipment with them and return it to these locations.

Although these structures are suitable for storage during the prototype, they are not sufficient to serve the high number of out of school children—a challenge to be addressed in later stages.

While our prototyping and testing footprint will be relatively small, we will seek to avoid pulling children away from existing learning and community centers, focusing on where needs are high and still unmet. If children are already exposed to learning centers, they will benefit from Pop-Up Learning in their homes as a high quality complement to their education.
Maps of camp 11 (more recent arrivals) and camp 4 (earlier arrivals). Both locations have been identified as suitable for prototyping and testing Pop-Up Learning due to their varied environments.
Confirm the availability of reliable source(s) of electric power for charging the devices – in detail for the pilot project, and at a high level for a broader roll-out.

Every household receives a solar kit from UNHCR; many small solar panels are visible on the roofs of the shelters. In some households and shops we could see batteries. Some spaces have small solar farms installed. Despite the poor weather, solar energy is still highly used by population, staff and aid workers.

Because of weather, logistics, and other factors, sources of electric power in the camp are not always dependable. The infrastructure in the neighboring host communities located nearby is likely more dependable.

For the development period, it will be possible to charge the tablets through low-wattage portable generators stored in strategic locations, and through relatively abundant solar panels.

For the broader roll-out we will need to work through the consistency and availability of charging options. We will need to experiment before fixing on some of the inputs (such as density of storage locations, frequency of use, number of tablets to be charged per location, and so on).

What we can say is that the current conditions, while very difficult, are not extraordinary so. It will be possible to solve for charging needs and account for them in the ultimate cost model.

In the coming weeks, we will further price out different energy options, especially systems that are integrated with tablet hardware. We previously identified potential partners like Vodafone (Instant Network Schools foam box with charging tablet storage), and Kio Kit (a similar system built for very remote classrooms and schools).

Identify the specific local IRC team members for the roles necessary to support the pilot project, including a local team leader.

There is buy-in and enthusiasm for this project from IRC senior management at the regional and national levels. The Deputy Director of Programs in Bangladesh and the Protection Coordinator are confirmed to help lead the project. In addition, we will recruit additional staff which have been signed off and approved by the country director.

Medium-high quality male translators are available to support this project and they are an invaluable resource. Female translators of high quality are much more difficult to find and this will add to the difficulties of our work. The Bangladeshi government has not made the hiring of staff too complicated, nor has the issuance of camp permits been difficult.

The roles and responsibilities for Pop-Up Phase 2 and 3 are envisioned as follows:

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<tr>
<th>Role</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>Project Manager, based in Cox’s Bazar</td>
<td>Oversees the implementation and roll out of our prototyping plan and testing plan. Coordinates all actors of the project.</td>
</tr>
<tr>
<td>Research Lead, based in Cox’s Bazar</td>
<td>Collects and analyzes data.</td>
</tr>
<tr>
<td>Community Lead, based in Ukhia host community location</td>
<td>Oversees the day to day management of Pop-Up and oversees program staff based in camps.</td>
</tr>
<tr>
<td>CP and Education coordinators</td>
<td>Resources available through partnership and contracting.</td>
</tr>
<tr>
<td>Translators, energy experts, IT partners</td>
<td>Based in CXB offices, a percentage of their time will be allocated to ensure we have a level of office support on the project.</td>
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</table>
Solar electricity is available in the camps, and refugees are able to charge their own small appliances (LED lamps), but they would not have the ability to charge other more energy consuming devices.
Develop an initial well-informed hypothesis on the language to be used.

English will be the prioritized language of learning, supported by voiceover and explanation in Chittagonian and Rohingya dialects (which are similar).

According to government regulations, specifically the Refugee and Repatriation Committee (RRRC) and the Ministry of Primary and Mass Education (MoPME), both of which regulate education activities for refugees, the only language with official approval for use in non-formal learning centers is the Myanmar language and English. Bangla is strictly prohibited.

Bangladeshi teachers from the host community primarily speak the Chittagonian dialect of Bangla, while Rohingya volunteers use the spoken language of Rohingya, which is different from the formal written and spoken Myanmar language. Rohingya does not have a standardized script. While teachers speaking Chittagonian are able to communicate with Rohingya volunteers, communication between host community teachers and students is challenging. Estimates vary but staff and teachers have shared that understanding ranges from 60%-80% between Chittagonian and Rohingya languages.

Therefore, although English will be the prioritized language of instruction, we need to support student learning in the mother tongue of Rohingya because most children are not yet comfortable with English or Myanmar language and teachers also struggle to effectively deliver content in English.

Develop an initial well-informed hypothesis on what content – math, social/emotional learning or English – will be provided and for what age/literacy groups.

The target age group is primary school aged children 4-14, and we will assume very limited foundational math and reading skills.

We will prioritize the following content areas for further refinement during the prototyping period, with the intention to hopefully test both in tandem. Decisions on which content to test will be partly informed by software partnerships.

- Mathematics Levels I and II as defined by the LCFA as a minimum standard
- English language (strong preference for English voiced by parents and children both in our study and in previous assessments done by IRC)
- Note: Social and emotional learning will likely be integrated into math or English activities as appropriate

We believe mathematics taught in English could be a good entry point because mathematical thinking is cognitively foundational, and children’s early knowledge of math strongly predicts their later success in math, and also predicts later reading achievement. Research shows that doing more mathematics increases oral language abilities. Finally, it is easier to find quality time-tested technology solutions for early grade math in English.

The type of content for English and Math will likely align with the Learning Competency Framework and Approach (LCFA, described in more detail in the section on government approval). The table to the right illustrates these math learning competencies for the Levels 1 and 2.

Math learning competencies will include the following:

For Level I children will be able to:
- Develop concept of categorization, quantity, measurement, spatial relationships and sequencing
- Recognize and identify various common shapes
- Develop an understanding of different shapes and sizes
- Understand the concept of time
- Recognize currency
“This is not learning, this is not education. They are only doing ABCs” – Rohingya male refugee caregiver

Learning centers are perceived by parents and caregivers as low quality — children spend more time singing and playing rather than learning through instruction.

Learning centers are perceived as low quality education centers where children spend more time singing and playing rather than learning.
Take a position on the level of literacy required for facilitators.

If we deliver learning content on a tablet in English with Rohingya voiceover, the level of English and Myanmar literacy required for facilitators can remain low. It is possible this could effectively improve the subject knowledge of not only the child but also the facilitator.

We will be able to build the capacity of the Rohingya facilitator in the competencies that are critical to successfully facilitating a learning session, namely: classroom management, positive discipline, creating a safe and secure learning space, operating the tablets, monitoring student activity on their tablets, troubleshooting technical issues with the tablet, and facilitating a few enjoyable SEL games to engage the children.

These competencies do not require the facilitator to be able to read and write in any language. They need to be able to display an energetic and caring disposition with a keen interest in the children’s learning and their own learning, be motivated and demonstrate responsibility while garnering the respect and trust of the parents and children.

It’s on us to make the program work for low levels of literacy, rather than limiting participation to the few who are able to read and write in a language that is not their mother tongue.

Confirm at a high level that there are likely to be enough qualified individuals in the refugee population to support a broader roll-out following a successful pilot project.

Among youth and adults from Rohingya Bangladeshi host community, we will be able to recruit a very high number of facilitators.

We lean toward tailoring the facilitator recruitment to the needs and abilities of the Rohingya youth and Bangladeshi youth. We will identify facilitators and community members that have the requisite motivation, community trust, leadership and communication skills needed to ensure the project is widely accepted and supported.

To ensure the quality of the intervention, we will deliver continuous capacity-building and support for selected facilitators. We are confident in our ability to screen the right candidates and to help them grow as facilitator. Their evolution into skilled and qualified individuals will be part of the program itself.
Confirm that there will be strong on the ground support from parents for this type of instruction for their children.

Parents are very supportive of their children’s education and have not waited for international organizations to start taking measures for their children’s learning.

Based on our interviews and past surveys, the program is likely to receive very strong support from the community with the caveats that:

- The quality of the learning content, and our ability to assess and teach to a child’s level, is similar to a private tutor - a model that we observed some parents do trust and often pay for.

- Adolescent girls will have difficulties leaving their homes to become facilitators or to attend classes far from their homes.

- Significant and ongoing community engagement will be needed so it is clear to parents that this is serious and learning-focused, so they provide space and support for home-based learning in view of the many competing demands on children’s time, and to avoid any rumors or misunderstandings regarding the programming.

Identify specific qualified willing facilitators in the chosen location for the pilot project.

Given our hypothesis that we can work with facilitators with low levels of education, we are confident we will find ample numbers of facilitators.

We cannot engage the population this early in the process without a fully funded project and a clear timeline, as it risks setting unrealistic expectations.

We will engage in a recruitment process once funding has been secured. After interviewing different types of potential facilitators, we will enlist facilitators from both the refugee camp community and the host community.
Confirm that the chosen location can withstand the weather conditions (e.g. heavy rains) expected during the pilot phase.

The refugee population lives under tents and bamboo shelters. It’s unlikely that permanent structures will be allowed anytime soon for shelter.

Permanent structures are allowed for specific buildings, such as hospitals. Secured, waterproof buildings are available for food distribution and other important item distribution such as medical material. Once the total project funding amount is secured, the IRC operations team will engage with WFP and others to inquire about opportunity to share some of these spaces.

During our feasibility study, we experienced many rainy days and could observe that the weather will be a challenge for Pop-Up, but will likely not be an insurmountable deal breaker. The rain did not seem to penetrate the homes, but it does represent a challenge for some specific risky shelters (like the ones closer to rivers, or built on pilots). During monsoon season, sessions may need to be temporarily interrupted.

The weather mainly challenges our ability to rely on dependable solar energy. We noticed the presence of a few generators in the camp, and the IRC Operations Lead reassured us that generators and fuel will be accessible and not too challenging to implement.

Confirm government approval for the pilot project.

We cannot submit any request to the government until all project funding is secured. However, the project is likely to be approved on the basis of a final workplan with actual funds committed.

IRC Country Leadership feels positive about our ability to secure approval. IRC was one of the first newly arrived international NGOs that was able to secure registration and has since received government approval for numerous projects. The approval process (FD7) will take around 3 months and simply needs to be accounted for in the operationalization timeline.

There are very positive signs that the government stance on education is opening up, a view shared by all actors we spoke with:

- World Bank has set aside $30 million for education of refugees.
- UNICEF is investing heavily in developing curriculum for refugees.
- Plan International is already testing a home-based education model.

Since January 2018, the Cox’s Bazar Education Sector established a taskforce to develop a Learning Competency Framework and Approach (LCFA) for a number of competencies and subject areas: namely, mathematics, English, Myanmar language, Science and Life Skills.

The LCFA is under review by the government of Bangladesh. This first attempt at providing some structure and basic competencies for the camp learning centers does not address learning pathways or accreditation. It’s intended as a temporary solution that will likely stretch into the medium- and long-term if there is no resolution by the GoB to permit leveraging existing education structures, systems and resources in the country. In the interim, our project will need to align learning competencies with the LCFA.

We must also take care to avoid a pull factor away from existing learning centers, and scope the program such that it either targets out-of-school exclusively, or is viewed as complementary to school-based programming.
“I gave them my shelter so they could start this school. It was important to make sure children learn.” – Community Leader.
Findings

Education is highly valued by the community.

Despite the Rohingya community's low levels of education and their reticence to let older girls go to schools, the community highly values education for their children and is critical of the current situation. Parents have high aspirations for their kids' becoming teachers or doctors. Male children and youth reported similar aspirations. Female 16-year-olds were open to the possibility of a job, but this would be contingent on getting their husbands' permission (once married).

Learning centers are perceived as low-quality.

The learning centers at present are focused heavily on rote-learning, recitation of poems and the alphabet, and counting of numbers in English and Myanmar language. Children preferred the madrassas to the learning centers although most attend both. The lack of teaching and learning material makes the community believe that the current learning centers are not real schools, making some parents less inclined to send their children. Participants also reported concerns around the overcrowding and noise in learning centers.

"This is not education, this is not study. They are only doing ABC."

Madrassas offer boys and young girls the opportunity to learn Arabic and religious teaching.

Boys of all ages reported meeting in Madrassas every morning as part of their daily routine. These religious centers appear to be important learning environments for the community but they don't represent any competition for other forms of education. Children go to them from 6:30 to 9am to learn religious texts and practice and then go to the learning centers later in the day, e.g. from 9am or 8:30am to 12pm.

Reactions to Pop-Up learning are positive and constructive.

"If we use the tablets at home, it’s better because my wife can learn at the same time." – MALE CAREGIVER

The Pop-Up program with tablets at home would be well received and is perceived as adding value to the family.

"This tablet is great, it’s just like a teacher." – MALE CAREGIVER

Parents are enthusiastic about the content available on tablets, and it would not seem to be perceived as a threat to the (non-existent) schools. Parents suggest a double programming where kids could get the benefit of both learning experiences.

"It would be good to have both the tablet and the school." – CAREGIVER

Learning centers are perceived as good social structures for children. They are motivating and competitive. Community members see a strong value in providing learning to children, despite the very difficult conditions they live in.

Parents are very receptive to a teacher coming to their home to instruct children.

"If teachers come to our home, it's better because our children would get better attention."

Parents are not receptive to mothers teaching children, even if they are trained, as they perceive them as too familiar to the children, so they assume that children would not behave well. Interestingly, boys aged 10 to 14 were open to being taught by their parents - they ranked it second, with their first preference being teachers.

Parents are receptive to learning happening in the homes, and were very enthusiastic about it. However, they refused to host in their homes when prompted to start the clubs.

"We can't have children learning here, we live here. We need to be here and we are 6 to live in this shelter."

Accessing learning centers is still full of challenges for some.

Sickness and diseases are key blockers for children to attend learning centers. Conditions are very tough. Some children need to work to provide for their families. There aren't enough learning centers available. Boys in early adolescence have greater freedom of movement than adolescent girls, who are largely expected and encouraged to stay at home.

"Language of instruction is mandated by the government to be Myanmar language and English."

Children do not understand either language, as they speak Rohingya at home so learning centers often have a Bangladeshi teacher paired with a Rohingya community volunteer who communicate with each other in Chittagong, which is a dialect similar to Rohingya. As such, children's learning is delivered through an intermediary and the quality of this secondhand information is not documented.

"English is better because it's international language. It is an important skill."

For Pop-Up Learning, we aim to teach English, which is highly valued by the community.

Tablets will need to be sourced locally.

After a quick market study we have determined to source tablets locally. Given the very digital Bangladeshi market, procurement will not be a problem.

Access to technology is forbidden, but happening anyway.

Refugees are officially not allowed to own a mobile phone, a Bangladeshi SIM Card, or access the internet. However it is likely that all these things are happening anyway. Despite being forbidden to the refugees and a sensitive topic for the government, at least 3 NGOs are implementing initiatives with education and technology. Technology is a sensitive topic for the government and this population, yet some initiatives are underway with a few NGOs. We are unsure of the outcomes yet and will plan to engage with them to learn about their experience.

Mothers are perceived as too close to their children and too uneducated to facilitate learning.

Male caregivers, dads and community leads did not trust that mothers would be good facilitators for Pop-Up. In addition to the already-known lack of literacy and education, issues about respect and trust were raised.
Recommendations & Next Steps

This study was instrumental in helping us understand the specific environment we will operate in and its unique challenges. As a result, we are confident that Bangladesh is a great location to prototype and test the Pop-Up Learning concept that could then be implemented into other crisis contexts.

Now that we have answered our basic feasibility questions, we are ready to start tackling Phase 2 of the project and start building and testing the minimum viable solution and parallel work on cost model.

As immediate next steps, we will:

> Refine our budget, workplan and timeline.
> Refine the different versions of Pop-Up components (spaces and content) and prepare for intensive prototyping and testing.
> Create a plan to experiment and test variations of the facilitator model.
> Once seed round is complete, engage the government in the approval process.
> Identify vendors and partners.
> Source a large quantity of tablets in Bangladesh, a portable generator, and work with the logistics team to prepare specific storage locations.
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