



**FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION**

EDUCATION FOR ROHINGYA DISPLACED CHILDREN

A case study on providing education at NGO-run Temporary Learning Centres (TLCs) in Bangladeshi refugee camps.

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Abstract

The Rohingya is a forcefully displaced ethnic minority in Myanmar who have sought refuge in neighboring Bangladesh for over two decades. The Rohingya displaced children have limited access to education in the world largest refugee camp at Cox's Bazar where 40,000 people live per square km in Bangladesh. The NGO-run Temporary Learning Centre (TLCs) initiative is one of the most common education activities in makeshift settlements at Cox's Bazar in Bangladesh. The study intends to explore the conditions and contexts of providing a transitional education to the displaced children aged 4-14 years in unregistered refugee camps by NGOs. The study also intends to evaluate, examine the role, challenges, and potentials of providing informal education in Temporary Learning Centre (TLCs) by NGOs in Bangladeshi refugee camp contexts.

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Keywords: Rohingya Refugee, Refugee Education in Emergencies,
Temporary Learning Centre, Challenges and Potentials.

Aim: As a legacy of forcible displacement from Myanmar, the ethnic Rohingya refugee children struggle for formal education in the world's largest refugee camps (unregistered) in Cox's Bazar, Bangladesh. Therefore, the study aims to explore the current education practices and the contexts of providing informal education in Temporary Learning Centre (TLCs) to the displaced Rohingya children by NGO-lead education sectors in Bangladeshi refugee camps.

Theory: To investigate the real knowledge of education activities at the Temporary Learning Centre (TLCs) supported by NGOs in Rohingya Refugee Camps (RRC) in Bangladesh, grounded theory was used.

Method: The investigation has been conducted in the form of a qualitative study with semi-structured interviews. The study involves individual and focused group interviews to 24 participants including TLC learners, Teachers, NGO Officials, Learners' parents, Previous Learners, Government Officials in the refugee camp areas. Core themes have been identified from the responses of the interviews and for the thematic analysis process, open coding has predominantly based on Charmaz's coding technique of Grounded theory. Two phases of coding have preceded open coding through observing the transcripts, conceptualizing, and breaking down into parts and coding. The theoretical coding has interrelated the substantive categories that the open coding has developed (Punch, 2009, p. 108).

Results: Inadequate classroom size, unprotected wash facilities, inadequate teaching materials, unskilled teaching staff, teaching inadequate number of subjects, frequent campfire in the camp areas, psychological distress, and poor health conditions of Rohingya learners were mentioned as major setbacks against a quality education for displaced Rohingya children at TLCs. Large age difference in the same classroom, poor teaching quality, insufficient hours of learning, inadequate professional trainings for teachers, poor working condition, restrictions of using mobile phone and internet, poverty, inadequate school feeding program, inaccessible education for children with disabilities, child labor, early marriage, adverse weather conditions, trafficking, and poor health conditions of the displaced learners are also mentioned as highly associated to quality education in Temporary Learning Centre (TLCs) in Rohingya refugee camps (RRC).

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Abbreviations

BRAC	Bangladesh Rural Advancement Committee
CFS	Child Friendly Space
DAM	Dhaka Ahasania Mission
FDMN	Forcefully Displaced Myanmar Nationals
GIEP	Guidelines for Informal Education Programming
HRW	Human Right Watch
HRP	Humanitarian Response Plan
ISCG	Inter Sector Coordination Group
INGO	International Non-governmental Organization
JRP	Joint Response Plan
JENA	Joint Education Needs Assessment
JRNA	Joint Rapid Needs Assessment
LCFA	Learning Competency Framework and Approach
MSNA	Multi-Sector Needs Assessment
MSF	Médecins Sans Frontières / Doctors Without Border
NRS	Northern Rakhine State
NGO	Non-governmental Organization
NTF	The National Task Force
RRRC	Relief and Repatriation Commissioner
RRRA	Rohingya Research Regulatory Authority
RRC	Rohingya Refugee Camps
TWB	Translators Without Borders
TLC	Temporary Learning Centre
UNICEF	United Nations Children's Fund
UNHCR	United Nations High Commissioner for Refugees
UNESCO	United Nations Educational Scientific and Cultural Organization
UN	United Nations
WFP	World Food Program

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Chapter One

Introduction

The Convention Relating to the Status of Refugee (1951) and The Protocol Relating to the Status of Refugee (1967) defined refugee as ‘he or she who becomes persecuted for the discrimination of race, religion, color, nationality, social and political belief and is out of the country of origin without having any access to his or her former country of residence, and unable or unwilling to return or owing to fear or threats’ (UNHCR, 1951, p.14; UNTC, 1967). A person with no nationality of any state or country is simply a stateless person (UNHCR, 2017) where some people are born stateless, and some become stateless (Abrar, 1999). The Universal Declaration of Human Rights (1948) [Article 23 (1) and Article 26 (1 to 3)], the Convention on the Rights of the Child (1989), Sustainable Development Goals (SDG) Goal 4 (Agenda 2030) states that it is highly essential to ‘ensure inclusive and equitable quality education and promote life-long learning opportunities for all’ and to ensure free movement and rights to work for all. Despite having a long history of living in the Rakhine state of Myanmar generations after generations peacefully, Rohingya people became stateless and turned into refugees in many neighboring countries after being persecuted in Myanmar (Smith, 1991).

1.1 The Stateless Rohingya Refugee

The word Rohingya is used to distinguish an ethnic, linguistic, and religious group who lived in the former Arakan State of Myanmar (Ullah, 2011). The Rohingya refugees are the most persecuted minority from Myanmar who have become stateless and fled Myanmar to the neighboring countries like Bangladesh, Malaysia, India, Pakistan, Thailand, Indonesia and many more. Among them, Bangladesh is the highest recipient country, sheltering over a million of Rohingya people despite having limited resources of its own since the last few decades (UNICEF, 2018; UNHCR, 2018; Mozumder, 2019). “The term Rohingya is both recognised and used by the UN, US Congress, European Parliament, and humanitarian agencies including Physicians for Human Rights, Human Rights Watch, and Médecins Sans Frontières” (Mahmood et al., 2017, p. 1841).

1.2 Historical Background of Rohingya Refugee

Rohingya are an ethnic and Muslim minority group of Northern Rakhine State (NRS) of Myanmar ‘who have endured attacks on their cultural identity and legal nationality for decades and have been denied access to basic human rights such as education, health care, food by the state itself’ (JRP, 2018, p. 7). They have been forced into statelessness, even their freedom of movement within their country of origin has been severely restricted (JRP, 2018, p. 7), categorizing them as illegal immigrants from Bangladesh and excluded them from citizenship by the government of Myanmar (Ahasan, 2011). The Rohingya population claim themselves native to the region and have been living on their land generations after generations (Lewa, 2009).

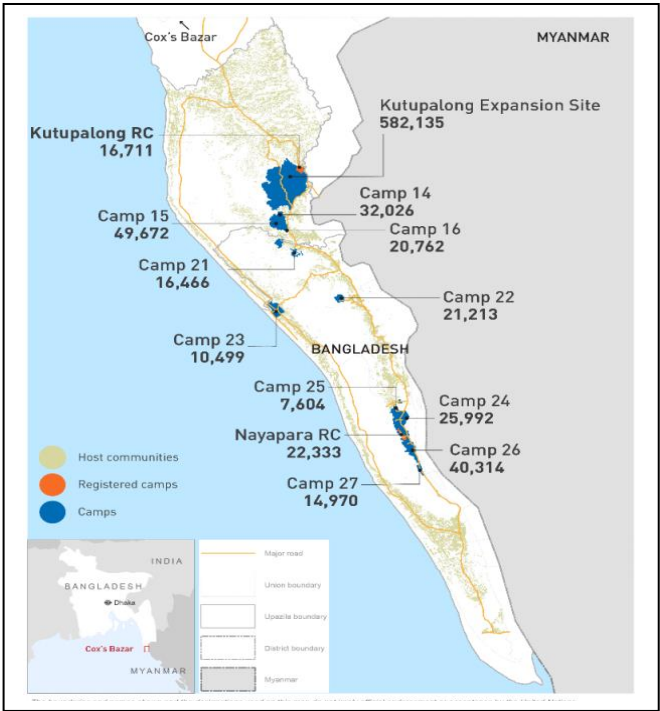
Table 01: Rohingya Refugees Estimated by Location in Cox’s Bazar, Bangladesh (as of 12 December 2018).

Number	Name & Location of the Camp (Including Refugees in Host Communities)	Number of Populations
01	Kutupalong Expansion Site	609403
02	Kutupalong RC	17974
03	Camp 14, 15, 16	102916
04	Camp 21 (Chakmarkul)	12253
05	Camp 22 (Unchiprang)	22194
06	Camp 23 (Shamlapur)	10963
07	Camp 24 (Leda)	33544
08	Camp 25 (Ali Khali)	9511
09	Camp 26 (Nayapara)	41037
10	Camp 27 (Jadimura)	14269
11	Nayapara RC	26934
12	Teknaf	4462
13	Ukhia	2492
14	TOTAL Rohingya Population:	907952

Source: Situation Report Rohingya Refugee Crisis (ISCG, 2018, p. 2).

Being persecuted by the government forces and an extreme section of the majority Buddhist people, the Rohingya people took asylum in many neighboring countries including Bangladesh. Before in 2017, they have come to neighboring Bangladesh in two major influxes in 1978 and 1992 (HRW, 2000; Ahmed, 2010; Ullah, 2011). According to Ahasan (2011), Rohingya are the worst victim of state sponsored persecution by Myanmar and the government law enforcement agencies have operated an ethnic cleansing and genocide against its own people for having different religious and cultural connections and faith (Dussich, 2018). Extremist Buddhists have ransacked and set fire to the Rohingya villages and houses indiscriminately to displace them.

Figure 01: Camp Wise Population Map in RRCs.



Source: ISCG Situation Report, 2020, p. 2

According to Médecins Sans Frontières (MSF, 2002), in 1784 the Barman king conquered Arakan and killed more than 200,000 Arakanese and solicited forced labor to build Buddhist temples and the failed attempts in 1796, resulted in the major exodus into today's neighboring Cox's Bazar in Bangladesh. Thus, Ahmed (2010) stated that the Rohingya are forcibly stateless by the Myanmar government to deprive them from citizenship as because the government considers the Rohingya people originally came from Bangladesh.

When the British incorporated Arakan and the rest of Burma (present Myanmar) into its empire in 1885, many refugees returned to Arakan. Until the second world war, the Arakan Muslims and Buddhist Rakhine co-existed quietly. While the Japanese army in 1942 has advanced to evacuate the British from Arakan, a communal riot resulted in another massive exodus to neighboring British Indian territories (Lewa, 2008).

During the Japanese occupation of Burma, the Rohingya remained loyal to the British and Rohingya leaders requested the then President Mohammed Ali Jinnah to incorporate northern Arakan into East Pakistan (now Bangladesh) which determined the present attitude towards Rohingyas (Lewa, 2008). The British rule (1824-1948) in Arakan experienced a steady movement of people from Bangladesh (the then east Pakistan) to Arakan as they were encouraged by the British which resulted in the growth of population in Arakan (Haque, 2016).

Figure 02: Rohingya Have Left Their Homeland of Rakhine State, Myanmar for Safe Shelter in Bangladesh.

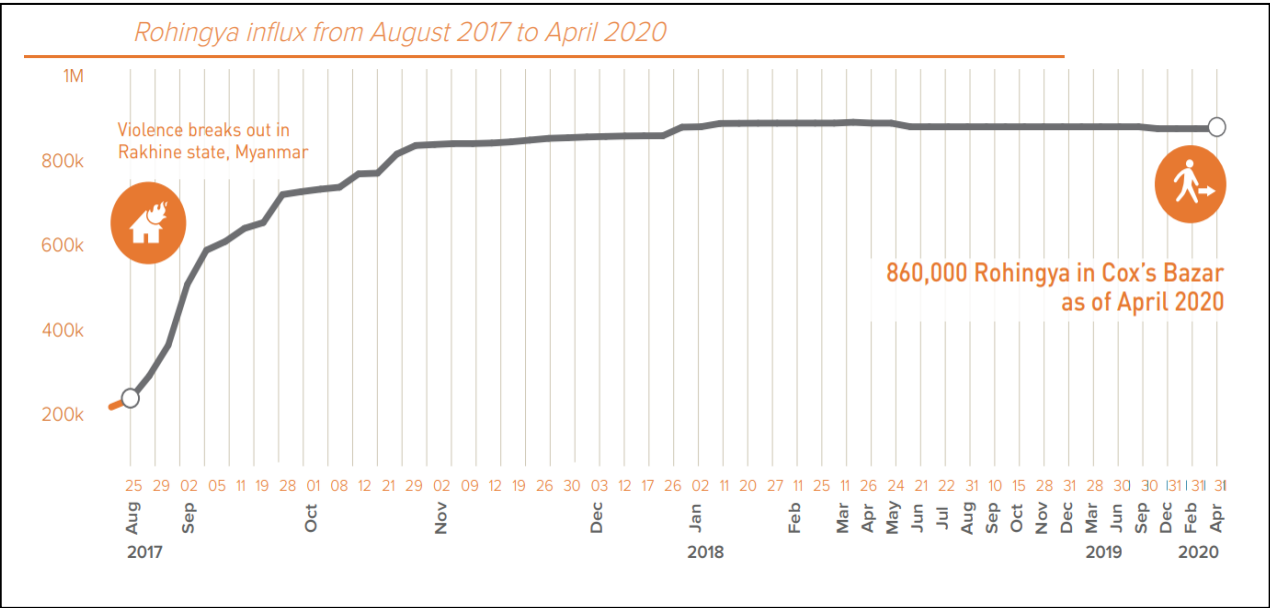


Source: Al Jazeera, October 28, 2017. Copy-Shakeeb Asrar.

In (1942-1945) the Japanese occupation armed the Buddhist Arakanese to fight against the British backed soldiers in Burma (present Myanmar) and the British used Muslim forces for counterattack which made a confrontation between Buddhist Arakanese and Muslim a catastrophe for both sides and caused internal and external migration again. The situation remained the same even after 1948 (the independence year of Myanmar from British) and the tension between the government and the Rohingya escalated. Consequently, the Burma Socialist Party seized power and dismantled Rohingya Social and political organization in 1962 (Lewa, 2008) and Rohingya become the subject to restrictions and harsh treatment to encourage them to leave the country.

Again in 1977, the military government launched “Dragon King” operation to register its citizens and to repatriate the illegal entrants. This campaign in Rakhine state caused mass arrests, killing, persecution and even exodus in 1978 of approximately 200,000 Rohingya into Bangladesh (MSF, 2002; Ullah, 2011). In 1982, the citizenship Act in Myanmar had excluded the Rohingya from both full and associated citizenship and the Rohingya community become friendless and to some extent illegal immigrants are originally from Bangladesh (UNHCR, 2011). As a result, the Rohingya Muslims were removed and barred from every civil post, restricted on movement and their property were confiscated (MSF, 2002).

Figure 03: Subsequent Rohingya Influxes in Cox’s Bazar in Bangladesh



Source: Humanitarian Response, 2020

Therefore, by 1990, the Burmese government unrested Arakan state by forced labor, rape, dramatic increase of army presence caused mass exodus of Rohingya to Bangladesh to destabilize the Burma before national election with an intention to prolong the then military regime (Lewa, 2008). The problem of Rohingya refugees has been a serious concern for Bangladesh since 1978 and then in 1991, 1992, 2012, 2016 and at last in 2017 a devastating number of Rohingya were continuing to be fleeing Myanmar to Bangladesh (Haque, 2016; Ullah, 2011).

1.3 Emergency Education Practice in Rohingya Refugee Camps

In the registered refugee camps, the Rohingya refugee children aged 4-14 years have been assigned to study from grade one to eight and afterwards there is no transitional education designed for the Rohingya children, as the government consider the Rohingya population would repatriate to their country of origin after the resolution of the ongoing conflicts. Among many other national and international aid organizations, UNICEF is one of the highly prominent agencies, works for children's education worldwide.

UNICEF led NGOs have established Temporary Learning Centre (TLCs) in unregistered refugee camps also known as makeshift settlements in Cox's bazar, Bangladesh to provide emergency education to the Rohingya displaced children aged 4-14 years. A TLC operates for 2 hours daily for the 33 registered children in every classroom. Space is tight, so they squat on the floor, their UNICEF school bags, and other learning materials spread in front of them (UNICEF Child Alert Report, 2018). UNICEF, UNHCR, Save the Children, BRAC, and many other aid organizations are collectively working for providing education to the Refugee children and thus the NGO-run TLCs have become a peace building center where Rohingya children spend quality time with one another.

Learning Competency Framework and Approach (LCFA) maps out how Rohingya school age children can acquire relevant education in a protective educational environment which proposes the expansion of the current contact time for each child of two hours of daily teaching. The class duration is designed according to the need of traumatized children. Classes will eventually be provided up to grade level 8, employing English, Burmese and local dialects used by the Rohingya as the language of instruction. A detailed assessment to place Rohingya children at their correct learning level is planned, but initial studies show that most children under the age of 14 are at preschool level, or at best the first step of primary level (UNICEF, 2018). According to the JRP Humanitarian Crisis (2018), the children and youth are enrolled in learning opportunities in camps with priority to early learning for primary age children from 4-14 years. For adolescents, the LCFA would provide pre-primary and primary level education in English, Burmese, mathematics, science, and life-skills designed to help them deal with the camp environment (UNICEF, 2018).

With the prime objective of Joint Response Program (JRP) for the Rohingya humanitarian crisis, the national and international aid organizations are working together to provide immediate access to equitable learning opportunities in a safe and protective environment to the crisis affected refugee and host community children and youth (3-24 years old). The JRP has been working to improve the quality of teaching and learning for refugees and host community: children and youth aligned with education sector standards and increase teaching-related professional development opportunities.

According to the Joint Report for Humanitarian Response-2018, both the teachers in the host communities and learning facilities in the refugee camps have reported their urgent need for further training in pedagogy, as regards to academic subjects as well as general life skills especially the Burmese teachers need more contemporary pedagogical training to combat the urgent educational need. The role of the teachers is not only providing lessons but also, they are working as an actor in meeting some of the needs of displaced children (UNICEF Child Alert-2018).

1.4 Host Country's Policies on Learning Facilities in RRCs

'The scope of what content can be taught in learning facilities is currently limited by the host government policy' (UNICEF, 2018, p. 27; JENA, 2018; Cox's Bazar Education Sector, 2018). The Bangladesh government did not give the status of refugee to the displaced Rohingya people who came to Bangladesh after 1992 and the government refers the Rohingya as "Forcibly Displaced Myanmar Nationals (FDMN)" who are living in Bangladesh for a transitional period. However, the UN system refers to this population as refugees (JRP, 2018, p. 7). Although the government of Bangladesh has not signed the International Refugee Convention Act, Bangladesh is an active member of the Convention on the Rights of the Child, and this ensures that the Rohingya children are eligible to get an education. Along with the Bangladesh government there are several aid actors working for a transitional education in the camp areas.

Therefore, NGOs have been supporting Rohingya children in providing a very basic level of transitional education through the Temporary Learning Centre (TLCs), Child Friendly Space (CFS), and Adolescent Club initiatives. NGO operates those transitional learning facilities

through several project implementing partners like UNICEF, UNHCR, CODEC, BRAC, MUKTI, Dhaka Ahsania Mission and many others.

1.5 Problem Statement

While there is no dearth of studies on refugees, Rohingya have so far received very little attention (Ullah, 2011, p.1). Rohingya refugees, the most ignored and persecuted minority from Burma, are given shelter in the refugee camps in many neighboring countries including its immediate neighboring Bangladesh. The government of Bangladesh is not providing the hosted Rohingya with refugee facilities as they are not registered as refugees. This often creates legal obstacles for national and international aid organizations to support the Rohingya community in an institutional framework.

HRP (2017) reports only 40% of Rohingya children attended in any form of schooling while they were in Myanmar and JRNA (2017) reports 83% people with interruptions in schools due to displacements in post August 2017 influx, which caused limited learning opportunities and thus the estimated illiteracy is 80%, among Rohingya population. Therefore, UNICEF lead NGOs have come forward to support the Rohingya children with education and entertainment to keep the children motivated even in these catastrophic refugee camps. UNICEF has been operating more than 3000 Transitional Learning Centre (TLCs) for the children aged 4-14 years in the unregistered refugee camps (UNICEF, 2017). It is designed as a transitional learning opportunity for the children from every primary level of education.

Since there is no corresponding literature or research that explicitly expresses NGO's approach on child education for the stateless Rohingya refugees' children in Transitional Learning Centre (TLCs), this study largely depends on relevant scholarly articles, grey literatures and on policy documents. The following questions will be explored throughout the study: How do NGOs play a responsible role to provide a timely and effective education and what are the challenges NGOs have been encountering while operating the TLC activities? Along with this, through reviewing the literature, the researcher has realized that there is a serious lack of studies on UNICEF lead NGOs based TLC initiative and its empirical effectiveness. Therefore, the question whether increasing the capacity of NGOs based

Transitional Learning Centre (TLCs) initiative is essential or not needs to be addressed very urgently.

Probably this research is the only academic research to address the current educational practices, Refugee informal education, and the critical factors affecting quality education for displaced Rohingya children in NGO-run Temporary Learning Centre (TLCs) in makeshift settlements in Bangladeshi refugee camps. Along with several other research articles, this research also explicitly expresses the settings of emergency education for Rohingya refugee children in Cox's Bazar. The findings of the study will optimistically become a timely study for NGO's policy makers, educators, practitioners, the host government and its education board and other relevant stakeholders to consider while designing and implementing further educational programs in an emergency.

1.6 Aims of the Study and Research Questions

There are many valid reasons for selecting the subjects for Rohingya education and education in TLCs. The role of TLCs and their educational practices has hardly at all been studied. The objectives of the study are to investigate NGO's current activities for the development of education to the Rohingya refugee children at TLCs in refugee camps in Bangladesh. The study will also find the existing gaps between the ambitions and achievements of the NGO-run TLCs and to recognize the challenges NGOs have been experiencing to bring out possible solutions for the education needs of Rohingya children in Bangladesh. The study will also seek the influences of NGOs in transforming the children in relation to education in the refugee camps. Therefore, the following research questions will be addressed:

- 1) What are the present educational practices by NGOs for Rohingya refugee children in NGO-run Transitional Learning Centre (TLCs) in Bangladeshi refugee camp context?
- 2) To what extent does the TLC initiative by NGOs meet the need of emergency education to the Rohingya children in Rohingya refugee camps in Bangladesh?
- 3) What are the challenges and potentials of providing a quality education in TLC in Bangladeshi Rohingya refugee camps?

1.7 NGO's Education Approach in TLCs

According to the HRW (2019, p.1), the opportunity for education is inadequate for the displaced Rohingya children in makeshift camps in Bangladesh. In TLC facilities, the education seems to be a disaster with numerous limitations as is stated in “inside the camp, not only does the government not provide any education, but it is also blocking UN humanitarian agencies and aid groups, funded by international donors, from providing Rohingya children with formal, accredited education”, (HRW, 2019, p.1).

The basic amenities of life and living are heavily hampered, and the education opportunities for them are still a far cry (Ahsan, 2011). To minimize the mess in education for refugee children, along with the government of the host country some national and international aid agencies (NGOs) have come forward to mitigate the problem. The TLCs in the registered refugee camps provide education up to the grade eight. There is no education opportunity for those who have already passed this grade. They become absolute dropouts from the education of learning centers. The instructors are from mix backgrounds as some are from Bangladesh and some are from Myanmar (UNICEF, 2018, p. 20; ISCG, 2018).

According to the Cox's Bazar Education Sector's JENA (2018, p. 4), from the 140.000 Rohingya children aged between 6-14 years (registered by July 2018) only 57% of girls and 60% of boys have attended the learning centers since they arrived in Bangladesh. The attendance rate is significant enough as most of the arriving children are not physically and mentally ready for school. The attendance rate is very similar for the different centers in this age group, whereas the children aged 3-5 years only 43% have reported attendance in any TLCs. Furthermore, a remarkable decline has been reported in the case of adolescent girls where only 4% compared to 14% of adolescent boys attended TLCs. The girls do not feel encouraged due to safety concern and the type of education they are provided with. The classroom facilities are insufficient, as they are most often open with very temporary wooden sheets. The adolescent girls aged 15-18 years are also attending adolescent learning clubs and facilities (JENA, 2018).

The displaced children while in Myanmar, 50% of girls and 58% of boys aged eight and above reported graduating from grade one and 31% of boys and 25% of girls have completed grade three. The number of graduating students from primary level in Myanmar were in a

great decline. More than half of the children who attended school in Myanmar also have attended learning centers after they have arrived in Bangladesh. The most interesting aspect of change is that half of the children (51%) who have never attended school have started attending learning centers after arriving in Bangladesh (Cox's Bazar Education Sector, 2018).

At NGOs supported TLCs, the students are provided with basic textbooks, drawing pens and pencils, school bags as study materials which are of great source of joy to the children. The world Food Program (WFP) distributes energy biscuits in the learning centers. Many children are motivated to attend the learning centers every day at least for food, as it entertains them in a great deal (Cox's Bazar Education Sector, 2018).

Chapter Two

Literature Review

In academic research, Rohingya refugees, one of the most persecuted minority communities without having the rights of citizenship in Myanmar, got little attention (Ullah, 2011; UN, 2017; Maruf et al. (2020, p. 19). Hukil and Shaunik (2013, p. 1) [Issue: 222] states that Rohingya are being persecuted due to their linguistic and cultural traits when Martin Smith (1996) has agreed in his “The Muslim Rohingya of Burma” mentioning that Rohingya had a second-class status and were deliberately discriminated both socially and economically. However, Maruf et al. (2020, p. 9) argued stating that a communal conflict, sectarian violence, security threats are the reasons for deprivation from education and the displacement of Rohingya community from Rakhine State of Myanmar.

Rohingya refugee in Bangladesh is not a new phenomenon as it has started over two decades ago (Smith, 1995). ISCG (2018) reports that, from 908,000 Rohingya refugees (as of 12 December 2018) living in temporary refugee camps in Bangladesh, 627,000 are living in Kutupalong Balukhali expansion site alone. Kutupalong is the largest refugee camp in the world (UNICEF Advocacy Alert, 2019, p. 6).

Absence of formal education increases the illiteracy rate among Rohingya to 73% indicates that the generation risked with lack of civilized atmosphere (Translators Without Borders, 2017) where 46% of children did not approach any formal education facilities (Cox's Bazar Education Sector, 2018). After three years of continued humanitarian response, the Rohingya refugee crisis remains unsolved and repatriation halts and challenges exist in providing approved unified education curriculum in 34 makeshift settlements (Bangladesh Humanitarian Situation Report 54, 2020).

This chapter intends to review the scholarly literatures related to refugee education, child education in emergency, Rohingya refugee and displaced people in global migration context, background information of Rohingya education and refugee camps, NGO supported TLC facility, TLC in alleviating the illiteracy and several others. The review also intends to review some academic reports, journals, dissertations, and literatures to explore what is already

written about the current educational practices of NGOs to meet the real need of Rohingya refugee children in the learning centers and if they report on success and challenges in the refugee camps in Bangladesh. Then the review intends to classify the articles according to the theories and methodology, aims and themes, key words, and research questions.

2.1 Tormented Living Conditions of Rohingya Refugee in South Asia

There are 862,277 individual people who received a refugee status and an additional 45.7 million are displaced worldwide (UNHCR, 2020). Historically, the displaced Rohingya population are deprived from all the basic human rights and experience violence, genocide, oppression, and ethnic cleaning exploitations since the commencement of the free Burma.

In Bangladesh, the Rohingya people face regular violence and discrimination by the local host community people around the refugee camp areas (Children on the Edge, 2017, p. 4) whereas the host community largely (67.8%) believe the Rohingya have incompatible morality and values in life (Jerin et al., 2019, p. 3). The refugee camp facilities are often hostile to refugees as Oh et al. (2008, p. 593) stated in their 'Education, diversity, and inclusion in Burmese refugee camps in Thailand' mentioning that "As a group, refugee from Burma living in Thailand could be considered a marginalized community that is excluded from educational and other opportunities within Thailand". The Rohingya refugees in Thailand face human rights violations including physical threats, free movements restrictions, restrictions of work (Oh et al., 2008, p. 593) which are very often prevalent in the treatment of Bangladesh authority towards the Rohingya community.

The Rohingya are confronted with challenging situations like substandard living atmosphere, congested residence places in refugee camps and unrecognized refugee status in Bangladesh whereas there are no refugee camps in Malaysia for Rohingya refugee who live within the local community with basic human rights including freedom of movements, rights to work and education (UNHCR, 2011; Letchamanan, 2013, p. 89) [volume 2, Issue 2].

2.2 Rohingya Education Overview at TLCs

Wright and Plasterer (2010) regard emergency education to be at consequence of forced migration and war conflicts or natural disaster. With their long history of war conflicts and

forceful displacement (Lewa, 2009) Rohingya refugee children need education in an emergency. Amnesty International (2020) has described the sufferings of the Rohingya population in Bangladesh as well as in their own motherland where children denied the basic education in pre- and post-migration areas. Over half a million displaced children are confronted with no formally recognized learning opportunities while living inside the cramped makeshift camps in Cox's Bazar in Bangladesh.

According to Rohingya Humanitarian Crisis (2018), Rohingya refugees are not permitted to enroll in any formal education facilities as they are denied refugee status and temporary citizenships by the government of Bangladesh. This is the key reason why recently arrived refugees lack access to safe and protective formal learning facilities in new campsites and makeshift settlement areas. The host government want Rohingya to repatriate to their country of origin (Myanmar).

According to UNICEF Advocacy Alert (2018), the learning centers are made of bamboo sheets and wood with a solid floor of soil inside of the camps. In the learning centers, the children go through their math and English lesson by the Bangladeshi teachers and the Burmese lessons are being provided with the Burmese language instructors within the refugee population as the children are supposed to go back to their previous state of livelihood and thus, they need the language of their own to communicate. The Burmese instructors are responsible for teaching them the language, cultures, custom and so on in their native language. The Bangladeshi teachers are supporting to free the children from various psychological traumas and teach English, Mathematics, and other means of communications to them (JRP, 2018). Despite having more than 3034 NGO supported temporary learning facilities in the refugee camps in Bangladesh, the need is still high. A large number of children cannot access any TLCs around them in the refugee camps for many different reasons.

2.2.1 Classroom Facilities

One of the reasons are the classroom facilities which remain still a challenge, as most of the classroom have no washroom adjacent to it and the latrine seems a protection risk, especially for the adolescent girls (REACH data, 2018). The classroom size and the number of students

is unproportionate. As the class has no tables and chairs for the students, they are to sit on the floor to learn. The overcrowded environment is often hampering the secure learning options. 31% of the parents of 3-5 years old children have reported that the study resources in learning centers as insufficient and 27% parents of 6-14 years old children have reported the learning materials as less effective. According to Joint Education Needs Assessment (2018), “Many parents consider the learning as irrelevant, and they recommended most of the preference for learning of instruction is Rohingya (50%), 15% Burma and English (15%)”. Apart from the inadequate number of teachers and teachers’ quality, teaching materials at class are insufficient as there are very limited blackboards in many classrooms, no well-organized curriculum, textbooks, and lesson plans.

2.2.2 Safety Threats for Girls

Safety threats at TLCs was also identified as an access barrier by girls aged 6-14 as 32%. The adolescent girls were highly concerned about not having gender segregated classrooms and learning centers and they feel attending school as a “Shame” (JENA Report, 2018). The openness of the classroom of TLCs is also a major hindrance to the adolescent girls since the men from immediate communities physically enter and observe the activities inside the learning facilities. The girls feel very uncomfortable. The security concern is the most dominating issue along with sexual harassment, sexual violence, missing, kidnapping, and trafficking. The law enforcement agencies are mainly responsible to make sure the safety and security in the camps, (Cox’s bazar Education Sector, 2018). The security of adolescent girls is particularly the most important one as there might be some national and international level of human traffickers. Parents are more unwilling to let their girls go to learning centers.

2.2.3 Walking Distance

Distance to TLCs is another demotivating factor for young children. 40% of parents of 3-5 years, 30% of parents of 6-14 years, 26% of parents of 15-18 years consider distance as a barrier especially in the rainy season when the streets are muddy (JENA, 2018). The learning centers are often located within 30 minutes of walking distance which is often unreachable to the children with physical disabilities (Education Sector, 2018). The disabled children are the worst sufferers who are to remain out of schools. These special children have the potential to

be enlightened. Many Rohingya displaced children with disabilities and mental health difficulties need schooling properly.

There are no special learning centers for special children in Bangladeshi refugee camp (JENA, 2018) whereas the Rohingya refugee camp in Thailand have welcomed and accommodated the children with special needs with their limited resources (Oh at al., 2008, p. 605). In “Education, Diversity, and Inclusion in Burmese Refugee Camps in Thailand” by Oh at al., (2008, p. 606) where they stated about the importance of special education for Rohingya children, and the Thailand government have initiated two special programs for special children to teach sign language to the deaf children and blind children in special schools. According to the data report of UNHCR, 3% of displaced Rohingya households in the response area have members with disabilities. The parents of disabled children are highly concerned that their children might not be able to access education. The special children in Bangladesh need similar types of schooling facilities to improve the state of special children in refugee camps.

2.2.4 Student-Teacher Ratio

The student and teacher ratio are 47:1 and the 60% of Rohingya instructors are reported male while the reverse is true for Bangladeshi teachers where it is 60:1 in Rohingya refugee camp mainstream and special schools in Thailand which means more pressure on teachers (Oh at al., 2008, p. 605). This imbalance affects the quality of education in TLCs. Apart from these, the recruitment of Rohingya teachers is a major challenge as the Rohingya people have insufficient education and often have no qualification to teach. There is a lack of quality control standards. Joint Education Needs Assessment Report (2018) states “At present there is no standardized curriculum being taught across learning centers” (UNICEF, 2018).

2.2.5 Religion Education Alternatives

The significance of religion-based education (Madrassahs) can be assumed from “Religion reinforces negotiations to balance power hierarchies inside a camp environment to support communal hopes around peaceful coexistence” by Mim, N. J. (2020, p. 11). For Rohingya Muslim children, Madrassahs (also known as Moktob) offer alternative education facilities. The Madrassahs are often used as a Quran learning center where Rohingya children come

every day for the knowledge of Islam (Mim, 2020, p. 11) where the children and parents feel safer compared to other learning centers.

Therefore, Madrassah are often better attended than learning centers and around 50% children of TLCs are reported to attend both facilities. Timetabling clashes with Madrassah are very common and in some cases the teachers from Madrassah are indifferent to the education at learning centers (Cox's Bazar Education Sector, 2018). TLCs should make their program more engaging and harmonious with Madrassah schedule to build a mutual respect and a cooperative relationship.

2.2.6 Poverty

The displaced parents and children are suffering badly from unbalanced diet and are getting physically affected. Consequently, most often the children need to work to earn bread to support their family. Despite having a great zeal for school education, the children must work for livelihood. Work for Rohingya refugee children in Bangladesh is prohibited by the government of Bangladesh, but the refugee people and children often work part time inside the camps by hiding their identity for a minimum of wages to support living in the world's biggest refugee camp (UNICEF, 2018).

Poverty is another key factor for not attending learning centers by the children as they often do not have enough clothes, food to afford going to the learning centers. The adolescent girls do not have enough clothes and thus they become reluctant to go to the learning centers. Notably many adolescent girls do not want to go to the learning centers for not having enough cloths and they would more comfortably going to learning centers if they had access to Burqas, a special kind of attires by Muslim females.

Generally, the Rohingya families are very poor and living in dire situations. The earning activities are not allowed anywhere in the camps in Bangladesh restricted by the government of Bangladesh to support themselves. They are mainly depending on the aids and relief goods for living. However, many Rohingya people are earning money by working inside the camps by hiding their identity. Most often they work in restaurants and in some other unclassified jobs as the parents encourage their children to work and earn some money for the family.

Even some children by themselves are engaging to work and supporting their families. The Cox’s Bazar Education Sector (2018, p. 22) reported that “The need for children to stay home and help their families is the most frequently listed barrier”.

According to a household survey in October 2017, food security for the majority was poor while 82% people had “Lack of Money” as a great concern had no regular income at all. Things are difficult while the people of the host community make frequent reference to the collapse of wage rates due to intense competition for work (Host Community Review, 2017, p. 7; Education Sector, 2018). Therefore, parents are more concerned about income rather than education by their children as 40% of the parents of girls aged 15-18 and 33% of parents of boys of the same ages think that education is not appropriate. Similarly, 10% of parents of children aged 3-5 are not aware of the importance of education (Cox’s Bazar Education Sector, 2018, p. 23; JENA, 208).

Table 02: Parental Perceptions that Education is Not Useful for Children (by age and gender of children).

Age	3-5 Years	3-5 Years	6-14 Years	6-14 Years	15-18 Years	15-18 Years
Gender	Girls,	Boys	Girls,	Boys	Girls	Boys
Parents believe education is NOT useful.	0%	1%	9%	10%	40%,	33%

Source: Education Sector Report, (2018, p. 23)

Many parents believe that the daughters will grow up to be housewives and do not need any formal schools and the religious positions are also contributing to form this principal to some mothers somehow as there is no gender segregated class environment (Social Science in Humanitarian Actions, 2017, p.12; Education Sector Report, 2018, p. 23). Early marriage is one of the concerning issues to the adolescent girls as their parents feel insecurity to protect and the household expenses to the girls is another burden. Parents are seeking ways to shift this burden (bearing the expenses to the girls) to their (girl’s) husband’s families which has a

severe negative impact on the access to educate Rohingya school-age girls, (Education Sector Report, 2018).

2.2.7 Adverse Climate

Bangladesh is the most climate vulnerable country in the world map and the conditions of refugee camps are highly catastrophic as UNICEF reports in its Child Alert Report (2018). Living conditions in refugee camps are always difficult, and sometimes dangerous, especially in Bangladesh's long monsoon and cyclone seasons. It indicates about the miserable living conditions of refugee children and their educational exercises there in the refugee camps. In the rainy season the classroom becomes muddy and unhealthy. It is of great concern that there are around 100 learning facilities among 3034 are at the risk of inundation when the rainy season hits in the coming months as the facilities are occupying sites on the floor plain. Natural disasters like monsoon and rainy season, landslides, and land prone flooding are very catastrophic for the school going children since the roads are muddy and full of filthy stuff.

According to the Joint Education Needs Assessment Report (2018), approximately 350 learning facilities are at risk of land prone, and 180 facilities are at risk from landslides. This is highly catastrophic for the children as they are already traumatized and need better treatment everywhere, including in TLCs. The Bangladesh government did not allow any formal education (Bangladeshi education curriculum) to the Rohingya refugee children, in the learning facilities especially to the unregistered makeshift settlements.

2.2.8 Lack of Educational Permissions for Teaching

There are several registered and unregistered refugee camps for the Rohingya refugee and displaced population. In the registered camps, the children can join in a sanctioned UNHCR Education Program. However, in unregistered camps, there is no direct permission to provide any form of formal learning including Bengali language (UNICEF, 2018).

In terms of providing formal education to displaced Rohingya population along with the Bangladesh government, the Thailand government has also restricted the access to formal education for them (Oh at al., 2008, p. 593). UNICEF, UNHCR and other aid organizations have been trying hard to form a transitional education curriculum with the cooperation and

support of the Bangladesh government, as the refugees seem not getting repatriated in near future to the country of origin (Myanmar). Without having any curriculum, it is very hard to design an effective education and the Rohingya children are the worst victim in this regard.

Among plenty of challenges, there is a great lack of available lesson plans, teachers, and educational resources in the learning facilities. As JENA (2018, p. 25), reports “there is currently no progress in place to secure recognition, validation or accreditation of the activities taking place in the learning centers by either Bangladeshi or Myanmar authorities”. The learning centers are nothing but a platform of learning some basic real-life lessons without having any certificates or recognition of achievements. The prime focus is to provide basic literacy and numeracy education up to an approximately equivalent level of grade two in Myanmar with basic psychological support activities (JENA, 2018).

2.3 The Gaps Between NGO’s Ambitions and Achievements

The education sector’s ambitions are to meet the needs of 540,000 children and youth aged 3-24 years, 9,000 teachers and 50,000 community members, through a two-phase approach, the first phase will focus on expanding equitable access to learning opportunities and the second phase aims at improving the quality of education (JRP, 2018). Critics believe that the prioritized areas are too ambitious to fulfill within the uncertain time as the Rohingya population can be repatriate to their country of origin (Myanmar) in any time.

The humanitarian organizations have ensured the protected environment and safe access to education in emergency for the displaced Rohingya children. According to the JRP Report (2018), the children who have enrolled in temporary learning centers in refugee camps have priority for basic learning of 3-14 years. Therefore, the Cox’s Bazar Education Sector has been working to improve the quality of teaching and learning for refugees and host community children and youth aligned with education sector standards and increase teaching -related professional development opportunities (JRP, 2018).

Strategies such as using learning centers as multifunctional spaces and integrating learning in other children’s facilities will be explored (JRP, 2018). Innovative learning approaches and flexible education delivery modalities will be explored to ensure the equity in access, by

meeting the learning needs of vulnerable groups especially girls, as well as child laborers, children with disabilities and child headed households (JRP, 2018).

In JENA Report (2018, p. 27) a male participant remarked about the learning, “It’s monotonous, we’re always just learning the alphabet”. It clearly reflects the lack of teaching diversity which also should be addressed on a priority basis. At the same time, the class with music and dance is important to bring them to normal life as the children are from severe traumas however, the teachers or instructors need to be more aware not to exaggerate the same way of music and dancing in the class as a female participant says, “we go to the learning facilities for learning, not for singing and dancing”. It is a culturally sensitive program and needs to be designed accordingly with all the concerned groups of people. The diversity of every class is indispensable to maximize the outcome of learning.

2.4 Impacts & Influences of TLC Initiative

In response to a study’s survey the parents of the children of learning centers think “what is taught is not relevant or age appropriate” (JENA, 2018, p. 27). This issue was highly remarkable for adolescents also as 34% of parents of adolescent girls and 46% of parents of adolescent boys still believe that “what is taught is not timely education” which creates gaps between the expectations to access education. Without the process of recognitions or certifications, the parents and the children feel demotivated to carry on their everyday journey to the learning centers. A certificate of participation or the achievements can be awarded to motivate these future young adults which can take them to the further gateway of education or thereafter. “Education is not necessarily seen as a priority by the other humanitarian sectors, but we are pushing back”, (UNICEF Lives in Limbo, 2018, p. 26). It is clearly apparent that there is no long term designed education for the children and thus the present student will automatically drift away from any form of education.

As is stated in the UNICEF Lives in Limbo (2018, p. 26) “The centers (TLC) have worked well as a transitional and as an emergency option and our aim is to develop a curriculum which draws on global standards, which is what is now under discussion with the government of Bangladesh. Once that is in place, we can address the issues of quality of learning and offer more, especially for the older age group of children”. It is clearly stated that the education

curriculum is not ready, and the learning centers are being operated without following any sorts of curriculum. Similarly providing quality Education in Emergency (EiE) interventions is also a challenge due to the lack of an approved curriculum for Rohingya children (JRP for Rohingya Humanitarian Crisis, 2018).

Chapter Three

Research Methodology

This chapter focuses on the method that is used to collect data for the study on refugee education of a focused group of children attending TLC education in Bangladesh. It also outlines the design of the research, selection of interviewees, data collection, sampling, analysis techniques and ethical considerations.

3.1 Research Strategy

The study explores how the education activities of NGOs meet the real need of Rohingya children in an emergency situation through a qualitative research approach. The study also investigates the existing challenges and potentials that NGOs have been experiencing in operating and developing their programs for the Rohingya refugees in Bangladesh.

Bryman (2012), Marvasti (2003), and Christensen Johnson & Turner (2010) preferred qualitative methods for researchers and participants who would be actively involved in the research process and would contribute to the research findings. Similarly, to explore the designed actions of NGOs, in terms of education at TLCs for Rohingya refugee children, a qualitative research approach employed as it fit the exploring phase of the study. It is assumed that this approach will provide more information to the concerned readers about the current academic activities in NGO-run TLCs in the refugee camps in Bangladesh. According to Cohen (2011) who also has a solid insight in this research approach, a qualitative research approach helps the readers to understand the facts more profoundly.

Furthermore, according to Denzin & Lincoln (2011), qualitative researchers explore the facts in a natural setting and convey the meaning to the readers by emphasizing words rather than quantification of analyzed data and in this regard, Creswell (2012) stated the qualitative method as the most practical investigative approach. The intention of the study is closely related to a particular case study which provides a very precise, natural, and holistic understanding of real-life situations of any individual or group of organizations (Creswell, 2012). Therefore, the research method is more feasible for this research study as it investigates, explores, and analyzes the education activities in NGO supported TLCs in a refugee camp context in Bangladesh.

3.2 Research Design

The qualitative research is conducted as a case study. This case study research design helps to discover the existing activities on displaced child education at TLCs of NGOs to the Rohingya children in refugee camps in Cox's Bazar, Bangladesh.

According to Cohen (2011, p. 289), "a case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles". Similarly, Stake (1995, p. 120) stated that case study can optimize understanding by pursuing research questions and gain credibility by triangulating descriptions and interpretations continually throughout the whole study process. Child education in refugee camp context deserves a case study approach to investigate. Farrell, A. (2016) also defined a case study as "an investigation of an individual, a family, a group, an institution, a community, or even a resource, program or intervention". This case study largely relied on semi-structured interviewing.

Corbin & Strauss (2007, p. 12) also noted that qualitative research strategy approaches emphasis on words rather than numbers to get the inner social experience and it determines and discovers the meaning instead of testing in number variables. Qualitative research method is the most effective method to examine the reality of a particular context by using the case study. The researcher will be able to explore the taken approaches on its education exercises in Rohingya refugee camps and more particularly in Temporary Learning Centre (TLCs) in Bangladeshi refugee camps context with a view to explore the existing gaps between NGOs ambitions and achievements.

Along with other research approaches in qualitative research, case study also recognizes its complexity and has been criticized for its lack of generalizability of the research findings, Punch and Oancea (2014) argued that case study is not obvious and straightforward for it is largely dependent on the particular purpose of a particular research project and considering all those aspects, the researcher needs to avoid generalization of his findings.

3.3 Rationale for Selecting NGO Supported TLC Initiative.

United Nations Children's Fund (UNICEF), United Nations High Commissioner for Refugees (UNHCR), Save the Children, and some others are the champion international organization and have been a defender of humanity around the world regardless of gender, religion, race, or economic background (UNICEF, 2019; UNHCR, 2018; Save the Children, 2018).

Many national and international NGOs are there to face international conflicts for the world's most vulnerable in an emergency and support the deprived Rohingya community with health, food, shelter, education. Despite remarkable challenges around the world, they fight for the rights of every child seeking a safe shelter, education, and nutrition protection from disaster and conflicts.

Many NGOs have come forward to support the severely traumatized Rohingya children after being repatriated from Myanmar to the refugee camps in Bangladesh. UNICEF and UNHCR are the international UN organizations operating several educational projects for the development of Rohingya children. In the case of Temporary Learning Centre (TLCs) at Bangladeshi refugee camps, UNICEF, UNHCR are the leading organizations to provide aids including financing, developing schools and schooling activities, textbooks, teacher recruitment and training, providing study materials to the children at TLCs in refugee camps.

The success of NGOs in terms of operating TLCs is also the success of whole educational activities of the refugee camps. It provides life skill training to the learners in emergency, teacher training, design study curriculums with the government, provide study equipment in the classrooms, support students and teachers at every level. Therefore, the NGO supported TLC initiative is highly suitable to carry out a case study research to find all the relevant aspects involved.

3.4 Sampling

According to scholars like Yim (2009) and Punch and Oancea (2014), it is of highly important to ensure that the sampling plan lines up with the research aims, research questions and designs of the study. Bryman (2012), with a solid insight on emergency education underlined that, every emergency circumstance is unique and is related to the background of the affected community, their language and culture.

Though Creswell (2014) believes that there is no exact answer to how many interviewees should be selected for a qualitative study, Bryman (2012) underlined that a suitable sample size in qualitative research meets the answers of the study. The number of interviews and participants has been designed according to the time constraint, research type and circumstances, purpose of producing very effective data and other significant measuring scales.

Therefore, qualitative researchers are reluctant to the random samples and are highly motivated to the purposive samples with research questions (Bryman, 2012). There are several factors to consider when selecting the Temporary Learning Center (TLCs) supported by NGOs in Bangladeshi refugee camps as a research area. Firstly, it is the world's largest refugee camp in the world with 907,952 Rohingya population by 18 December 2018 (ISCG, 2018, p. 2). Secondly, for being a citizen of the host country, it would be a little easier to follow the bureaucratic process and formal protocols to get access into the refugee camps and the information by the researcher, (Shah, 2015) for the study. Thirdly, to explore the way of providing the life skills education to around 370,000 children (The Humanitarian Response Plan, 2017) aged 4 to 14 years in an emergency circumstance by NGOs in Bangladesh and how they address the real need.

The most logical and applicable sampling strategy in this regard was to select four TLCs in Leda Makeshift settlement Camp, Block-C, in Balukhali, Teknaf, one makeshift settlement at Balukhali MS in Ukhia, Cox's Bazar, Bangladesh and one TLC in Camp Thangkhali, Teknaf; Cox's Bazar as a research field under the supervision of host country's government officials. From the selected TLCs in Leda makeshift settlement and Balukhali MS Makeshift settlement, 15 learners and four teachers (including two instructors) were sent a request for an interview (for 20 and 30 minutes respectively) by sending previous consent letters to them. However, 6 learners (L) (among 15) have declined providing any interview for their own reasons.

With the support of the host community teachers, two previous learners (PL) were selected for an interview of 30 minutes in Lead Makeshift Settlement Camp, an unregistered Rohingya

refugee camp in Bangladesh. The researcher also selected one UNICEF official and one UNHCR official to be interviewed upon previous appointments including one in telephone interview. In addition, two participants from other Non-Government Organizations (ONGO) and one Government Official (GO) from another unregistered refugee camp (Thangkhali Camp) and two Education Sector officials (ESO) work as education experts were selected for an interview for 30 minutes, respectively.

Totally, 24 participants were selected and approached for an interview including 09 learners(L) of 4-16 years old at TLCs of which 5 from the age group 4-10 years and the rest 5-7 from the age group 10-16 years old, 2 previous learners (PL) of TLCs, 2 language instructors from Rohingya background, 2 teachers from host community, 2 parents of TLC learners (LP), and 1 UNICEF officials (UO), 1 UNHCR official, 1 government official (GO), 2 Education Sector Officials (ESO), 2 other Non-Government Organization officials (ONGO) were selected for the research as informants.

Table 03: Participants and Interview Details for Data Collections

Code Name	Participant Group Details	Number of Participant	Location of Interview	Interview Duration	Interview Type
L	Current learners at TLCs	9	TLCs in Refugee Camp areas	20 Minutes	Face to Face
PL	Previous learners from TLCs	2	TLCs and in Refugee Camp areas	30 Minutes	Face to Face
T	Teachers and Burmese Language Instructors	4	TLCs in Refugee Camp areas	30 Minutes	Face to Face
UO	UNICEF Bangladesh Official	1	UNICEF Office, Bangladesh	20 Minutes	Face to Face and telephone

UOR	UNHCR Bangladesh Official	1	Refugee Camp Area in Cox's Bazar.	30 Minutes	Face to Face
LP	Learner's Parents	2	Refugee Camp Areas	30 Minutes	Face to Face
ESO	Education Sector's Officials	2	Refugee Camp Areas and in Cox's Bazar area	30 Minutes	Telephone
GO	Government Official	1	From RRC Office	20 Minutes	Telephone
ONGO	Other Non- Government Official	2	Refugee Camp Areas	30 Minutes	Face to Face

To illustrate more particularly, the learners have been selected for 20 minutes of interview after the general schooling time by the previous consents of the class teachers, parents, previous learners, and Rohingya teachers. In this research, the number of participants is very suitable for the following reasons:

The interviews were conducted in a short time frame. In this regard, the number of participants was logical to increase the researcher's chance of getting close involvements with the participants (Crouch & Mckenzie, 2006). To avoid generalization of the education activities in emergency, the choice of this study area on TLCs in refugee camps in Bangladesh was very significant. While choosing the research area, the researcher realized that the world-largest refugee camp in Bangladesh and the educational conflicts of the children in the Rohingya refugee camp can be the effective piece of study to explore the meaning, gaps, outcomes of the TLCs.

As a part of purposive sampling in line with Bryman (2012) the class teachers have supported the researcher to select the individual learner and group of participants of the TLC activities in Rohingya refugee camp in Bangladesh and Burmese teacher (who are also Rohingya), host

country teacher, UNICEF official, UNHCR official, education sector officials, government official, other non-government organizations officials, previous learners and parents are the participants to contribute to the research

3.5 Ethical Considerations

In the research the aim is to do no harm to participants at any stage and not to reveal the identity in any circumstances. This no harm policy was followed throughout the research. The researcher has been especially aware of the potential for personal bias, as the refugee camps are located in his country of origin. Babbie (2014) points out a few ethical guidelines, which are voluntary participation, no harm to the participants and informed consent, anonymity, confidentiality and truthfully analyzing and reporting findings. Consequently, the researcher can be evaluated that he or she asked consent from the participants, to make them understand that all participation is voluntary, and they can end their participation at any stage.

With anonymity, researchers guarantee that the participant is not being identified to what he or she has said. Though in any interview-based research it is hard to give a full guarantee of anonymity (Babbie, 2014). The interviews were conducted with pre-consent of the participants and the results will be shared with the participants to assure them safety and soundness. The interview questionnaire to the participants were of open-ended type which necessarily allowed respondents to ask and share more relevant and practical experiences. Presenting the proper questionnaire with the intention of the research assured the participants of safety and harmlessness for their anonymous participation.

3.5.1 Obtaining Research and Camp Entry Permit

In Bangladesh, the office of Refugee Relief and Repatriation Commissioner (RRRC) works as Rohingya Research Regulatory Authority (RRRA) and the key responsible for the issuance of research permits. Upon fulfillment of the requirements of the commission, the formal research permit was issued to the researcher on 6th March 2019. For this, the researcher presented his research proposal, research consent letter from the study supervisor of the university, and instruments to the commission and after verifying the purpose and importance the commission's commission (committee) has approved with written research permission and

has instructed to the concerned refugee camps in-charged to acknowledge and support for the research visit and data collection process.

Therefore, the camp entry permit enabled the researcher to get access into the Rohingya Refugee Camps (RRC). After assessing and justifying the reasons and ensuring the proper ethical standards, the RRRC authority deliberately instructed all other concerned departments to document the process and support the researcher accordingly. Appendices show the research permit and other authorization documents issued to the researcher for this study and the sample of the research permit documents from the authorized agencies (Appendix 1, 2).

3.5.2 Informed Consent

According to Bryman (2012), it is unethical to collect data from participants or informants without their consents. Most of the participants of the research are children aged 4-16 years and they are naturally sensitive and therefore the researcher provided them with as much information as possible. Besides doing this, the researcher also had to seek permission from the parents and sometimes from the teachers for interviewing the children.

Furthermore, 6 children at TLCs declined interviews as they were not comfortable with the environment and most importantly the parents also were reluctant and worried (If this interview affects them to continue getting facilities from aid agencies; some said). The researcher showed respect for their decision by not pushing further. In this research, the researcher has administered the consent forms to all informants, allowing them to read and understand before they signed it. In case of children, the consent form was sent to their parents and teachers and the researcher had translated the consent form into Rohingya and Bangla language by the help of the assigned translator.

Blaikie (2010) suggested to make the participants aware that the interview is being recorded and that the record the conversations is needed for further transcription and interpretation. Before recording the researcher made the informants fully aware about audio recording of the conversation and used paper-and-pencil. Two children declined having any interview if it would be recorded and the researcher respected that and cancelled recording their conversations. One UNICEF official declined being recorded and to sign the consent form for

his own reasons; the other UNICEF official was interviewed through telephone call. The researcher has agreed to and respected their preferences and thanked them for their participation. Appendix-3 shows the sample of the informed consent form designed by the supervisor of the researcher and the researcher himself for the study. Appendix-4, Appendix-5, Appendix-6, Appendix-7 shows the samples of the questioners for the respective participants of the study.

3.5.3 Privacy of The Informants

According to Bryman (2012), the researcher must leave spaces for the privacy of all the informants in any circumstances. Thus, the researcher never disclosed their original names and position details and kept it anonymous. In the given chart the used code names are given on purpose and are for formality. Apart from this, the information collected from the informants is being kept confidential and will never be used for any other purposes.

3.6 The Semi-Structured Interview

Qualitative data were collected through individual semi-structured interviews (mostly face to face). The individual interview is regarded as an often-used practical data collection tool in qualitative research (Punch & Oancea; 2014, p. 182). It supports people to present their perceptions and contributions of reality. The semi-structured interview is a very flexible data collection instrument that can be adapted to suit a wide range of research situations (Punch & Oancea, 2014). This flexible tool can be adjusted accordingly to the special environment of refugee camps to bring out empirical findings on the TLC initiative supported by NGOs. Since the study concerns a wide range of sensitive aspects while dealing with children in emergency circumstances, the researcher intends to use semi-structured interview strategies for getting in-depth information from the informants of NGO supported TLCs.

Therefore, the researcher conducted interviews with the Rohingya learners in Rohingya language by the support of a Rohingya translator and conducted interviews in Bangla language with the teachers from the host country and with the Bangladeshi government official. The interviewing time varied from participant to participant according to the importance of the informants. Both languages are close in meaning. For the researcher Bangla is a native language and he understands the core meaning of all the participants comparatively

easily as the researcher is also a citizen from the host country, Bangladesh. During the interviews, very simple words were used to know more about the overall educational activities in TLCs.

3.6.1 Pilot Study

Research instruments should be tested to validate them beforehand (Cohen et al., 2012) aiming at improving the collection of the data. Therefore, the researcher tested the developed questions of all three major semi-structured interviews to ensure the data collection process as a worthy one. That is one student from TLCs was interviewed for primary data to measure to what extent the questions were appropriate. Some significant questions were used repeatedly in all three semi-structured interviews (to several informants) to observe research trends whereas other questions were removed to improve the quality of the interview. For example, after asking “how many family members do you have and what do you want to be in future?” to some learners, it is seen that the answers were quite similar and thus the questions were replaced afterwards for other participants. Instead, it was asked to them, “do your family members want you to go to school?”. The latter question helped make an impression to understand the study environment of the young learners.

3.7 Data Analysis

In this research, the technique of thematic analysis was used for data analysis and the core themes will be identified from the responses of the interviews and the transcriptions of the recorded interviews. Therefore, for thematic analysis process, open coding was used predominantly based on Charmaz's coding technique of Grounded theory. For analysis, the responses of the interviews will be categorized under various themes in consistency with the research objectives and questions. Two phases of coding preceded as open coding through observing the transcripts, conceptualizing, and breaking down into parts and coding. The theoretical coding interrelated the substantive categories that the open coding developed (Punch, 2009, p. 108). Finally, the selective coding dealt with the central conceptual category generated from the initial (open) coding in the data analytically, not simply descriptively (Punch, 2009, p. 108; Charmaz, 2006, p. 57) where some initial codes can be affected severely and by grouping the initial codes, some new codes also can be generated.

Therefore, a profound analysis was conducted through open and selective coding in thematic analysis approach, to investigate the real knowledge of education activities at the Temporary Learning Centre (TLCs) supported by NGOs in Rohingya Refugee Camps (RRC) in Bangladesh.

3.8 Validity and Reliability of the Research

Validity is the main psychometric scale of measuring instruments for academic research, (Punch, 2009; p. 247). “There is foolproof procedure to establish validity, and the validation methods used should depend on the situation” (Keith F Punch, 2009, p. 247), whereas Cohen at al. (2007, p. 32) considers validity as the touchstone of all types of educational research and Glesne (2006) considers it as a way of making meanings to the research.

The researcher ensured the study was followed by the principals of a valid and reliable study in both internal and external options. During the fieldwork for data collection, the researcher interviewed upon pre consent to the designed participants in a proper research manner including revisiting the interviews and verifying the data produced. Examination of trustworthiness is highly significant to ensure the reliability in this research (Golafshani, 2003). It is considered as a valid piece of study for ensuring the transparency, credibility, and independence in investigation to get the results (Shenton, 2004).

The researcher followed several research procedures including sending pre consent and questionnaires to the participants before the real interviews took place. For the comfort of Rohingya children and parents the researcher has employed a Rohingya translator for better communicating and interpreting. After the pilot test on the research instruments, the sampling process, made very transparent and valid by selecting the participants of all levels from four unregistered Rohingya refugee camps in Cox’s bazar, Bangladesh.

Chapter Four Study Findings

This chapter reports the findings of the study. In this research, the participants and their insights, opinions, descriptions, stories are equally significant for analysis. Upon sending pre-consent letters to 32 probable participants, 24 participants were interviewed individually. The statements, citations and experiences are presented in simple present tense to differentiate the past and present experience of the participants.

To understand these findings and connect them to a larger context, available quantitative statistics on for example number of children in the learning centers, qualifications of the teachers are included. The findings are presented based on the following three major themes such as 1. educational status for Rohingya displaced children, 2. educational initiatives in TLCs by NGOs, and 3. critical factors that affect the quality education in makeshift settlements in Bangladesh. Codes are assigned to each participant as follows:

Table-04: Number and Code Name Details of Participants.

Code Name	Details of Participants	Number of Participants
L	L1 to L9 denote the Learners of TLC	9 Learners
T	T1 to T4 denote the Teachers of TLC	4 Teachers
PL	PL1 to PL2 denote the Previous Learners of TLCs	2 Previous Learners
UO	UO1 to UO2 denote the UNICEF Officials work for TLCs	1 UNICEF Officials
UOR	UOR1 denote the UNHCR Official work for TLCs	1 UNHCR Official
LP	LP1 to LP2 denote the Learner's Parents of TLCs	2 Learner's Parents

ESO	ESO 1 to ESO2 denote the Education Sector's Officials work for TLCs.	2 Education Sector's Officials
GO	GO1 denote the Government Official	1 Government Official of RRC
ONGO	ONGO1 to ONGO2 denote the Other Non-Government Official	2 Other Non-Government Official
	Total Number of Participants	24

4.1 NGO's Contributions to TLCs in Makeshift Settlements

Along with all other education actors, UNICEF has rolled out a learning competency framework and approach (LCFA) towards a quality education to refugee learners. The TLC initiatives of NGOs in unregistered refugee camps run through the same academic learning competency framework and approach (LCFA).

Photo-01: Rohingya Displaced Children at the NGO-run TLCs.



Source: Refugees Deeply; by Sunaina Kumar, Photo: Sunaina Kumar.

UNICEF led NGOs have been contributing with the establishment of temporary learning centers, repairing, maintenance of learning centers, providing teachers recruiting, training, salaries, developing, preparing, and supplying learning resources. The other significant aspects are as follows:

4.1.1 First Step Towards Quality Education

The remarkable progress on education at TLCs has been made through numerous educational initiatives. While providing education at TLCs is already a challenge, providing quality education at TLCs is a super challenge.

To ensure quality education at TLCs for refugee children, many effective steps have been taken and being implemented as providing a transitional learning competency framework and approach (LCFA) for the refugee children, providing study materials to both teachers and the learners, providing quality lesson plans, study kits, bags, pens, drawing pencils, books, and many other essential study aids. The quality teacher is very indispensable to quality education as (T-3) also states the following points:

“Many of the children even did not go to schools before in Myanmar, but they come to our centers for learning reading and writing..... because we give them good lessons.... you know..... the parents are very happy for this”.

This indicates that TLC provides quality education to the learners with effective and real-life oriented lesson plans as (L-2) he replied to a question as follows:

“I love this center because they (instructors at TLCs) play, dance and sing with me.....one language instructor talks Burmese (Her native language) with us”.

The children feel TLC premises as their home which is essential to ensure the quality education. The teachers who have recruited from the host community are to teach English, mathematics and the teachers from Myanmar are to teach Burmese language and lessons on life skills. Maintaining class timing and teaching standards can accelerate the quality of education at TLCs.

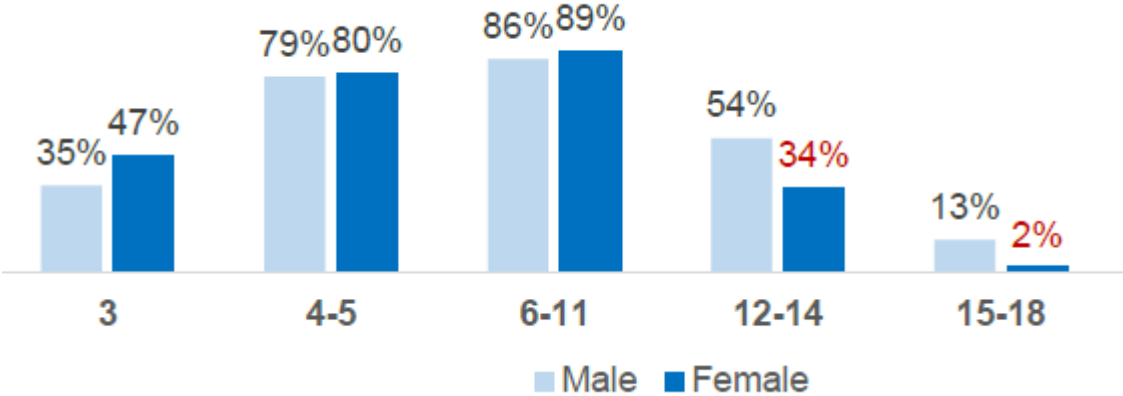
4.1.2 Continuous Educational Wellbeing for Displaced Children

NGOs ensure trainings of continuous professional developments for the teachers and other relevant education actors for the quality teaching and education. According to her experience,

the teacher at Balukhali Camp (T-02) said that the learning facility is very friendly and flexible to the children as it helps children more closely. The children can get rid of the previous traumas from Myanmar. The monitoring team ensures proper education for the children. In this regard, the government official also (GO-1) said that:

“We (the government of Bangladesh) have regular monitoring on the activities of the aid actors in the camps and they are very committed for the wellbeing”.

Figure-04: Percentage of Children Attending a TLC at least 4 Days Per Week (of past 30 days of October 2019).



Source: Joint Multi-Sector Needs Assessment; Refugees and host communities, Preliminary Findings, ISCG October 2019 (p. 5).

Along with the regular informal education, the centers provide knowledge with life skills, ethical education, values, positive thinking with positive attitudes, life-saving knowledge, awareness about cleanliness and hygiene knowledge for quality life and living to both male and female children at TLCs.

4.1.3 Contributions of NGOs on Settling Transitional Curriculum

Since the education is completely informal, the humanitarian organizations had to become more cautious to follow the government instructions. Under the supervision of the Bangladesh government, UNICEF and the British Council in Bangladesh has prepared English lessons for everyday class in TLCs. The English lessons are designed with very basic knowledge with

focusing on primary education and everyday life skills lessons for the children. Whereas BRAC (Bangladesh Rural Advancement Committee), the world's largest non-government humanitarian organization in Bangladesh has come forward to design the lessons on Burmese language and mathematics. Though the language lessons (in Burmese) have been designed without effective consultations with Rohingya language experts and Rohingya people in general. In an interview with the (INGO-1), she said that:

“The restriction instruction from the government (of Bangladesh) is very strict..... but still the aid agencies are trying to serve the refugee children within the limit set by the authority”.

The above statement by the INGO official states the situation of the camps and educational activities in TLCs is better than nothing.

4.1.4 Alleviation of Gender-Based Violence in RRC

TLC helps displaced learners with moral and ethical lessons alongside the regular informal education. As mentioned before, in many centers there is no gender segregated classroom and toilet facilities in the camps and many parents are highly worried about the security of their girls and are getting demotivated to send them (the girls) to the learning centers. In an interview with (L-6), she disclosed that:

“We (girls) are in everyday trouble when we are in the change room (toilets) because some bad people harass (sexually) us there and even at home, we don't go out to toilets at night for the same kind of harassments”.

It indicates that the environment is not protected, and study friendly and female adolescent children must go through everyday fighting to protect themselves. Even in their homes when it is night, they (girls and women) do not go to the toilets outside the home. In an interview with a (LP-2), he said that:

“There are not enough night securities inside the camp from the host government (Bangladeshi authority) andso unfortunately.....we are unsafe with our own people”.

Teaching morals and values to the children, making them aware about their rights in TLCs are highly effective to stop any gender-based violence taking place in home and outside.

4.1.5 Continuous Professional Development for Teachers and Other Stakeholders

In every learning facility, there are two teaching personnel including one Bangladeshi teacher and one Rohingya language instructor who are experienced with teachers training and professional education. Most of the Bangladeshi teachers are responsible for teaching English language, daily science and life skills lessons to the children who are recruited from the host communities. One the other hand, most of the language instructors are not teachers by profession and even they do not have any teaching degree. According to the Joint Needs Assessment by Cox’s Bazar Education Sector-2018 (p.34), there are 2,948 teachers that have been trained by education sector partners by March 2018 and are in the following table:

Table 05: Teachers Trained Against Student Enrolment, (as of Mid-May 2018).

	Rohingya Teachers	Host Community Teachers	Students	Estimated student: teacher ratio
Female	345	1,125	68,695	47
Male	846	359	68,951	57
Total	1,191	1,484	137,646	51

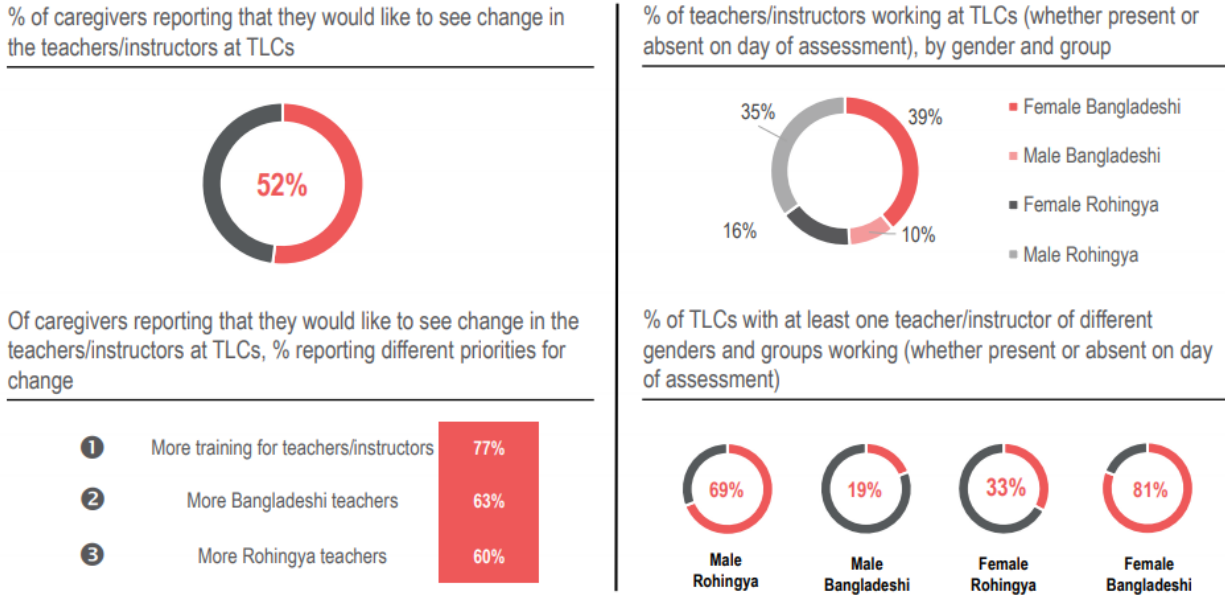
Source: Joint Education Needs Assessment 2018, p.34; (This data is a best guess estimate by Cox’s Bazar Education Sector).

In an interview with (T-3), he said...

“We are given professional training and workshops for gradual developments by UNICEF and other education sectors and sometimes in ‘We Learn, and We Teach’ approach”.

The teachers are trained not only regarding regular lessons, strategies of teaching developments and classroom management techniques but also on the ways of handling (children) mental health, stress management from previous state of traumas, psychological health, morals, and values for human dignity.

Figure- 05: Teachers and Other Education Personnel Details in TLCs.



Source: UNICEF (REACH Initiative) -Education Needs Assessment April 2019 (Page-19)

4.1.6 TLC as a Peace Promoter

The displaced Rohingya children have witnessed mass killing, house burning, looting, raping and absolute genocide. They are severely traumatized and need support for their mental wellbeing. At TLCs, the learners are from different backgrounds with different educational levels, race and they work and study together for their co-existence and mental developments. Parents are struggling hard to afford to send their children to the learning facilities with the aim to provide them with a brighter future. In an interview with a mother of a TLC learner (LP-2), she said that,

“I feel anxious when my daughter is outside the school (learning center) and the school is very safe and sound”.

The Bangladesh government, UNICEF, UNHCR, Education Sectors, aid organizations, community leaders are jointly forwarded for better educational exposure and internal harmony at TLCs in refugee camps. Through different life skills training and real-life oriented science education the learners develop the unity and strength among themselves at the centers to ensure better understanding and communication among themselves. Many Rohingya people have been provided asylum and citizenships in many developed countries including the UK,

Australia, Canada. These people have become the inspirations to the Rohingya children at learning centers. The temporary learning facilities have been acting as a peace maker among the Rohingya population.

4.1.7 TLCs in Improving National Literacy

The prime goal of the informal education at TLCs is to provide the displaced children literacy and numeracy skills through teaching science, mathematics, language, life skills and other real-life oriented lessons. According to the Bangladesh Bureau of Statistics (BSS, 2018), the overall literacy rate of Bangladesh is 73.9%. However, according to the Census 2011, the average literacy rate of Cox's Bazar is 30.18% including 34.01% male and 26% female which is much lower than the national average literacy rate. Through the education activities at TLCs, Child Friendly Spaces (CFS), Madrasas, and other education centers, the overall national literacy rate has been heightening gradually as there were 76% boys and 70% girls aged 6-14 years attending in the learning centers (ACAPS Risk Report, 2020, p. 2).

4.2 The Challenges Against the Quality Education at TLCs

To ensure the durable education in TLCs, the host government (Bangladesh) and other education sector actors have more responsibilities to make sure the following aspects to be addressed:

4.2.1 Natural Disaster

The quality of education is often challenged, not only because of government restrictions imposed for the displaced children but also for the numerous natural and manmade disasters that take place very often in Cox's Bazar, Bangladesh. In the selected four Temporary Learning Centre (TLCs) in Leda Makeshift settlement Camp there is no access to water and toilets facilities. In the rainy season, the floor and outside the learning facilities are totally muddy and messy to come and learn inside the classroom as (L-5, L-7 & L-8) learners have expressed their concerns as follows:

“I don't like coming to my school (TLCs) when it's raining all day longcoz its very nasty (L-5)”.

“My mother wants me to help her cooking and to look after my younger brother in rainy times instead. It is very unsafe for me because last year I cut my leg with something sharp in muddy soil (L-7)”.

“My home is half a kilometer away from my school and it’s difficult to come out then with many books together. I also need to bring an extra trouser with me to change..... we change in toilets (L-8)”.

The learners are highly worried with rainy seasons and the continuation of education is hampered so badly.

4.2.2 Teacher’s Qualifications

The training of the teachers is very inefficient to provide a quality education as is expressed in an interview by a teacher (T2) as:

“Most often the freshers like me get short training before teaching at class with insufficient teaching knowledge, this cannot guarantee a quality teaching”.

In TLCs (Transitional Learning Centers) children aged 4 to 14 years can enroll and, in each class, there will be 35 to 40 learners at the class for every shift. Every shift consists of 2 hours with a break and there will be three shifts in six days a week. The classroom is made with bamboo sheets, straw, and wooden sheets with a plain floor of soil to sit together on it.

Another important factor is teachers’ qualification. In general, the teachers are not well qualified with adequate professional training and teaching degrees. The most qualified teachers are not interested in working under the existing conditions. In addition, the teaching materials and lesson plans are even less future oriented. In other words, the education arrangements for displaced children are merely transitional and lack the quality education needed.

4.2.3 Restrictions on Education for Forcibly Displaced Myanmar Nations (FDMNs)

Since the late 1970s there have been several Rohingya influxes that have taken place in Bangladesh and primarily they have been living in registered refugee camps. There are 34,172 registered Rohingya refugee who had fled to Bangladesh since years before August 2017 were considered as refugee and they have been entitled to receive all the refugee facilities including education and other basic amenities (HRW, 2019). However, the influx after August 2017 Rohingya people is temporarily sheltered in makeshift settlements for an uncertain period in Bangladesh are defined as a forcefully displaced Myanmar nationals (FDMN) (Not as Refugee) by Bangladesh government.

Therefore, after August 2017 the people in makeshift settlements are not considered as refugees. Any form of formal education is banned for the Forcibly Displaced Myanmar Nationals (FDMN) in the unregistered transitional camps in Bangladesh by the National Task Force of Bangladesh government. In unregistered camps, the host government has limited the education and work right for the displaced people.

According to UNICEF Child Alert-2018, there are about 3034 transitional learning centers for displaced children in temporary camps which run transitionally with the same form of policy instructions between one another. The Government of Bangladesh has limited the movements of displaced Rohingya people of unregistered camps into the camps, denied the birth registration and refugee status, denied any formal curriculum and education, denied building any permanent brick-built learning centers in camp areas.

However, in registered refugee camps, Rohingya refugees can work and get basic education inside the camps with all other refugee facilities whereas in unregistered camps, they have been not allowed to work. The government of Bangladesh considers the forcefully displaced Myanmar nationals (FDMN) would repatriate to their country of origin (Myanmar) after settling the disputes with Rohingya and Myanmar government. To understand more about the educational status of displaced Rohingya children, the following points are remarkable.

4.2.4 Denied Rights to Formal Education

The National Task Force, a policy authority led by the Ministry of Foreign Affairs of Bangladesh Government has denied any form of formal education to the Rohingya children considering it would affect and cause the repatriation process to be delayed. No formal education means no education opportunities to the local schools outside the camps and in camps there will be no schooling system according to the national curriculum system. In an interview with a (GO) he said in local language (Bengali) that.....

“You know, it’s a way to discourage the displaced people to stay here (in Bangladesh) permanently.... otherwise, how will we accommodate them in future?”

The above statement indicates that the government might consider providing the refugee a transitional and informal education as a short time solution for their children. Whereas (T-02) states (in Bengali) in his interview that,

“Getting permission for formal education by the government would help to reduce school dropout rate even from different informal learning centers.....and it would make us (teachers) more focused to teaching with same pace.”

This statement indicates that, according to the teacher, learners are getting demotivated towards schooling because of having no future pathways for higher education for them which has been heightening the school dropouts’ rate from the informal learning centers. The parents are also getting demotivated to be strict with their children and many parents are sending these children (dropped out) to work for some extra money instead of sending to schools.

4.2.5 Lack of Formal Syllabus & Curriculum

Neither Myanmar government nor Bangladesh government has approved to use their educational curriculum in the Temporary Learning Centre (TLCs) for displaced Rohingya children and which has automatically barred the displaced children of TLCs from any formal examination and results in learning centers. The government of Bangladesh has even instructed the education sector actors to use “Guidelines for Informal Education Programming” (GIEP) instead of the word “curriculum” for the displaced children in the

temporary learning centers. The National Task Force (NTF) of Bangladesh government has also instructed the education sector actors to use the word as “facilitators” instead of “teachers” and “learning Centers” instead of “school”. In an answer to a question to the Education Sector Official (ESO2), he has said that,

“The government is very strict to them (FDMN) as..... you may know.... the Rohingya children are not allowed to learn Bengali language (Native language of Bangladesh) at their learning centers....and they talk Burmese and English only”.

All those restrictions are largely affecting the potentials and future possibilities of the displaced children. Therefore, NGOs have contributed with an informal guideline for the centers and facilitators with basic lesson plans and a Burmese (Myanmar) language book for the learners. The government has approved these informal guidelines for the pre-primary and primary education. Along with UNICEF, the Bangladesh Rural Advancement Committee (BRAC) has also developed some lessons on basic mathematics and some on basics of English language. With the support of BRAC and UNICEF, the British Council in Bangladesh has prepared some lessons on English language for everyday class.

4.2.6 Denied Certified Education for Displaced Rohingya Children

Since the National Task Force authority has denied formal education and rather approved informal education for the primary age Rohingya children, it means no public examinations can be held and there will be no certification of achievements.

In an interview with (PL-2), he stated that:

“I have learnt reading, writing, games, songs in my school (learning Centers) but my school did not give me any document (like certificate) same as my big sister”.

Lack of certificate has demotivated the learners and parents of the learners. As (T-3) described these facts as follows:

“Very honestly speaking, getting no certificate is very painful you know it is their rights to get a document of achievements.....that’s why, parents do not like this school enough..... rather they (Rohingya children) go to Madrasah (A religious school)”.

The significance of certification is immense as it (lack of certificate) discourages learners, parents, and teachers. Learners lost their interest to continue their studies and the parents are highly concerned with their (children) future of education. Parents believe that a certificate can help children to get admitted to upper secondary education. To get jobs, a school certificate is important even in the refugee areas in Cox’s bazar, Bangladesh.

4.2.7 Secondary Education is Not Permitted

The government of Bangladesh has only approved informal education to the children aged 4 to 14 years with numerous limitations. The children aged 14 to 18 have no permission for both formal and informal education including upper secondary education. According to HRW (Human Rights Watch-2019, p. 51), there are around 9000 children aged 14-18 years are deprived from formal education in refugee camp areas. This group of adolescent children are very vulnerable to the community. They can be misguided to harm the society by involving themselves in drugs dealing, smuggling, human trafficking, and many other heinous activities.

According to UNICEF Advocacy Alert 2019, there is an estimated 97 per cent of adolescents and youth aged 15 to 18 years that are not enrolled in any type of learning facility which is highly alarming. While the government is very reluctant to provide any formal education to the displaced children, some humanitarian organizations including UNHCR, UNICEF, BRAC and other NGOs have initiated the start of informal skills training opportunities for the development of adolescent children of 14 to 18 years in the name of “Adolescent Clubs”, “Self-Empowerment”, “Skills Development” and few others. Through these informal academic platforms, the children learn various life-oriented skills to face any difficulties. In an interview with a (PL-1), he (17 years old) states that:

“I have finished my TLC education a few years ago and now I want to go back to school again (Secondary school), but.....what..... they say, I am a Rohingya and not allowed to go to school. Can I ask you why I am so?”

Most of the children had school going experience while in Myanmar (before leaving for Bangladesh) and they seek the same kind of opportunities. Therefore, some children arrange home tutoring (by the teacher from Myanmar) privately to continue achieving shadow education.

“The denied children are extremely vulnerable, and we need to address them urgently for the sustainable development”, in response to a question to the (ESO-1), he (education sector officer) replied to the above statement.

4.2.8 Ban on Birth Registration and Providing Refugee Status

The Rohingya people are called FDMN from Myanmar and without refugee status they are not entitled to get any refugee facilities by the government of Bangladesh. In an interview with (LT-2), he said that,

“To the local government, providing birth registration means providing citizen rights, I think they (the host government) could register birth technically without providing citizen rights, it could help the children after they repatriate to Myanmar”.

As a part of the host government policy, birth registration is not provided for the Rohingya children. The Bangladesh government considers that the Rohingya people will be repatriated to Myanmar in the shortest possible time. However, without birth registration, Rohingya children cannot get access into any citizen facilities such as education and free movements. Ban on birth registration is the direct cause of Rohingya children being deprived of a formal education and other basic facilities available to registered citizens.

4.2.9 Denied Access to Basic Human Rights

A lot of national and international pressures by human rights organizations has been put on the Bangladeshi government to consider providing any formal education or any formal pathway to education to the displaced children. In an interview with (L-8), she said that:

“I want to be a doctor to serve our people with good treatments, but my brother says ...we are not allowed to studyit is very painful”.

It is highly frustrating for the whole Rohingya people who want to get a normal life like many others. In an interview with a (LP-1), he said that:

“My son was a very good student and he stood first, second in every class before, but after coming here, he does not like this shadow education (temporary learning centers) he is now addicted (drugs) and spoiled our lives”.

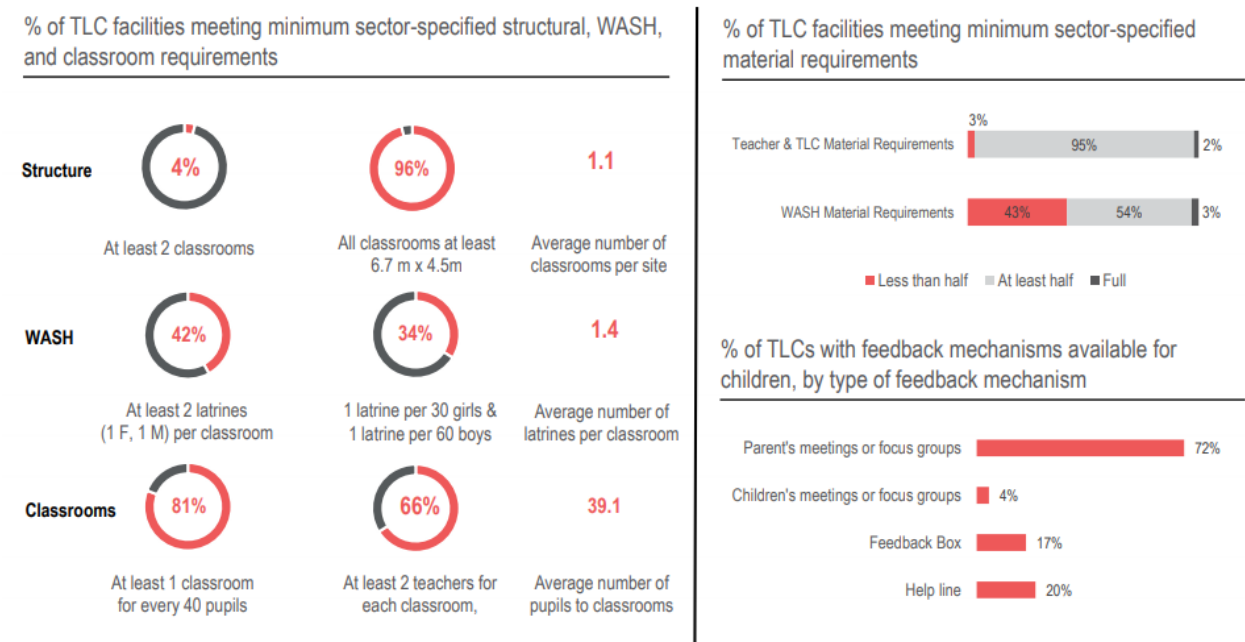
The inadequate learning facilities have indirectly contributed to dropouts from schools and many of them are extremely vulnerable to drug addiction, drug dealing and human trafficking activities.

4.2.10 Poor and Unprotected TLC Infrastructure

As described earlier, the TLCs are temporarily built hut and each of them measuring a minimum of 6.7 × 4.5 meters (24 feet × 16 feet) long orange fabric floor and with a blue tarpaulin roof. The classroom size has designed 60% for classroom and 40% for recreational space. These temporary centers have no furniture such as desks, chairs, benches for the learners and they squat on the floor for learning. In many TLCs there are no wash facilities whereas most often, they need to go to the washrooms hundreds of meters apart from the learning centers. There are two latrines (1 male, 1 female) per classroom. The washroom facilities often run out of clean water.

The roofs of classrooms are unstable while it is raining heavily. In the answers of the interviewed learners the condition in and around the TLCs are found to be a regular theme. The children are worried about the roads surrounding the centers. The electricity is not unentrapped and thus often it affects schooling activities without proper lights in it. The classrooms have no fans even when it is a very scorching summer in the classroom.

Figure- 06: Access and Learning Environment-Facilities and Services:



Source: UNICEF (REACH Initiative) -Education Needs Assessment April 2019 (Page-17)

“The school (TLC) is good enough, but we need fans, tables, chairs like the real school” a 12-year-old girl (L-6) said in response to a question in an interview.

The temporary infrastructure of the learning centers has some adverse impacts on young minds and many of them are demotivated to study further. After several years of settlements, the host government (Bangladesh) might perhaps consider building brick-built classrooms for the children.

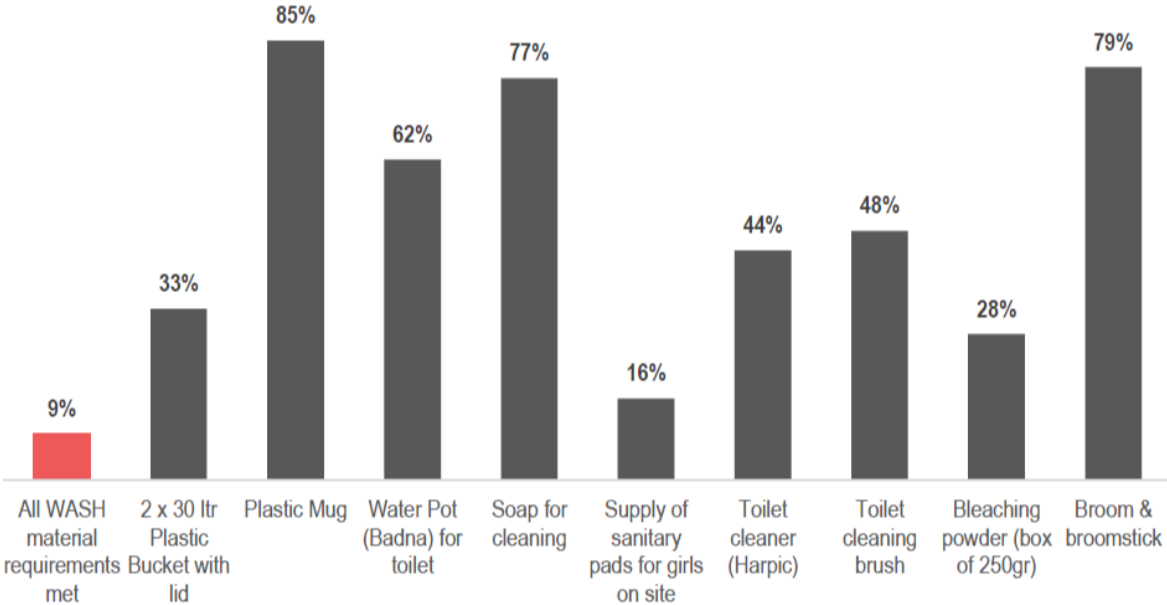
4.2.11 Inadequate Water Supply and Wash Facilities

In the makeshift camp areas, the centrally water supply mechanism is mostly absent. The only way of water supply is through tube wells and most of them are not safe for physical wellbeing. In many learning facilities, there is no water supply for drinking and the water supply for washrooms is very dirty and unhygienic.

The Cox’s Bazar Education Sector including UNICEF, Save the Children, UNHCR, BRAC and many other education actors have recommended two latrines for each classroom; one for up to 60 boys and the other is for up to 30 girls. According to the Education Needs Assessment 2019, only 38% of learning facilities have fulfilled the sector recommendations

whereas 31% of the learning facilities have no latrines at all. Interestingly, 10% of the facilities have at least one toilet locked and is for teachers and other staff.

Figure 07: Proportion of Learning Centre Meeting Minimum Material Requirements for WASH Facility.



Source: Education Needs Assessment – Rohingya Refugee Response, 2019 (Page-33)

The poor washroom and water supply facilities are important reasons for dropping out of female learners and female teachers. Many learners lack safe drinking water, and many children are suffering for the lack of water supply in latrines. This is one of the significant sectors to pay attention with for the overall wellbeing of learners and teachers.

4.2.12 Inadequate Study Materials and Classroom Facilities

The learning centers have not sufficient furniture and learners are to sit on the floor. The lack of quality teachers is another key factor for ineffective education. The training of the teachers is very inefficient to provide a quality education. In TLCs children aged 4 to 14 can enroll and in each class. The classroom is made with bamboo sheets, straw, and wooden sheets with a plain floor of soil to sit together on it.

In makeshift settlements, the TLCs are temporarily built for providing transitional education to the Rohingya displaced children. Along with UNICEF, education sector actors have been

sponsoring and patronizing the TLC initiatives with providing study materials, food, infrastructure, washroom facilities, teacher recruiting and training, organizing temporary curriculum and lesson plans and many others. For learners, the study materials are classified in the following categories:

Table 06: Teaching and School Administration Materials

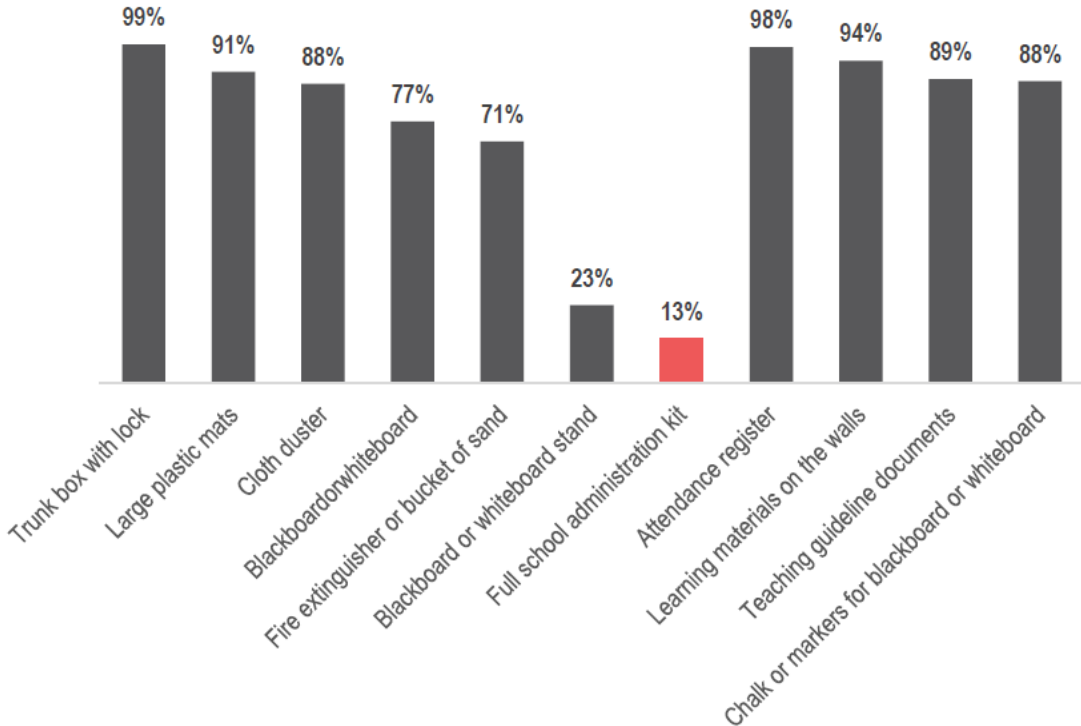
Number	Key Teaching Materials	School Administration Materials
01	Attendance Register	Teacher ID card
02	Teaching Guides	Teacher's Cloth/Jacket
03	Chalks and Duster	Large Plastic Mat (Madur)
04	Pen and Pencils	Trunk Box with lock
05	Educational Charts (in English and in Burmese language)	Fire Extinguishers/ Sand Bucket
06	Blackboard and whiteboard with stand (1.5×1m)	Learners ID Cards
07	Bags (waterproof bags by UNICEF)	Color Pencil Box
08	Teachers notebook (150 pages)	HB Pencils, Sharpeners, and erasers

The study materials do not satisfy the real need of a general classroom and it lacks many other basic classroom facilities including having no tables, chairs, electric fans, white board, and many others in the classroom for the learners. They sit on the floor with the books in front of them for learning together. In this regard, the (L-1) has expressed her concern saying:

“In my country (Myanmar), there were tables and chairs to sit on but now I miss all those good days in schools...and ...it is very muddy and slippery even inside the classroom in rainy seasons”.

The concern of a little girl (L-1) is also a concern of many parents. It is high time to address this before the upcoming monsoon season (rainy season) in Bangladesh.

Figure 08: Proportion of Learning Centers with Key Teaching and Learning Materials.



Source: Education Needs Assessment – Rohingya Refugee Response, 2019 (page 34)

Similarly, in an interview with a father (LP-2), he said that:

“Even for me (an adult), it is very difficult to go out in rainy days, as you know the roads are muddy and slippery, I don’t know how my daughter manages going to school (learning centers) every day.”

According to The Commonwealth (2017), the universal standards for quality in education is “Quality education is largely dependent on trained facilitators/teachers, a learner-centered

approach, good resources and facilities, relevant curricula and material, family and community support, gender-sensitive design, and a safe and conducive learning environment.” A quality classroom approach is important for quality education. The classroom facilities lack some basic resources and equipment for sports and entertainments including table tennis, football, cricket facilities for the learners. The findings from the interview with learners at TLCs also suggest arranging some skills development activities in the learning centers such as debating clubs and English language clubs for their development.

4.2.13 Restrictions on Using Bengali Language in TLCs

The National Task Force (NTF) of Bangladesh government has denied the Rohingya people to use Bangla language at makeshift camp areas including in learning facilities. The host government (Bangladesh) has barred Rohingya from using any Bangla language in speaking, learning, or studying anywhere in the camp areas. It means that the facilitators, instructors, and learners are not allowed to correspond in Bangla language. The learners use English and Burmese language as a medium of communication. The facilitators from the host country are responsible for teaching English language and the Burmese language instructor (They are from Myanmar) is responsible for teaching Burmese language in the class. The regulatory authority of Bangladesh monitors all the activities inside the camps.

However, the reality is far more different. While the government of Bangladesh bans instructions on Bangla language in refugee camp areas, the Rohingya people already can understand Bengali language as the Rohingya language (by nature) is close to the language of the inhabitants of Chottogram (Old Chittagong), the local language of that region in Bangladesh. It automatically means that most of the Rohingya people can communicate in Bangla language (local language). Clearer picture was revealed when the learner (L-8) was answering spontaneously in Bangla with the translator. As he said,

“I have been living here (in Bangladesh) for over a year and my parents can speak Bangla (local language) and I can speak too, but I don’t use it with madam (Female Teacher) in school (learning center)”.

The purpose of the government is not to engage these forcefully displaced Myanmar nationals (FDMNs) in any national activities as the host country (Bangladesh) is negotiating to repatriate them (Rohingya people) to Myanmar (the country of origin). In an interview with a Burmese instructor (T-3), he said,

“The government policy is depriving us from basic human rights of education just because of their (host government) repatriation plan to Myanmar, which is way more uncertain nowadays, but we are suffering”.

Violation of this language restriction (by the displaced people) is a punishable offence in the host country and the learners cannot use it at all. The formal language ban hinders the learners from learning and studying more about the host country’s cultures, history, literature, and many other important branches of knowledge formally. However, the Rohingya people including the learners can often study and understand about the host country unofficially.

4.2.14 Large Age Differences in TLC Classroom

Generally, there is no formal instructions of class arrangements based on age groups such as Class A for 4-7 years old, Class B for 8-11 years old and Class C for 12-14 years old learners. In many classrooms, there are learners from all the age groups between 4-14 years which affects the quality of learning as well as the learning environment. Teaching the same lessons to all the learners from different age groups can be very monotonous to some whereas it can be very rewarding to others. Thus, severe levels of conflicts and discouragements among some learners arise very naturally. The lesson plan should be diverse and well organized to address the knowledge level of different learners of different age groups at the same class. A very significant insight brought out from the interview of a previous learner (PL-2) as he said,

“This school (learning center) and education is merely shadow and basic, it’s not something I could use for the next call of my career, that’s why I quite”.

To encourage the learners, a quality environment forming proportionate age groups of learners for teaching is highly required by the educators. Teaching the same lesson cannot be a good idea to teach to all the children of different age groups, as the same lesson may be easy

to one and difficult to another. The lessons should be categorized accordingly. The large age differences of the classmates can be classified as one of the reasons for higher rates of school dropouts and addressing this issue is also of utmost importance.

4.2.15 Insufficient Hours of Learning at TLCs

As an informal education center, TLC teaches a handful of subjects to the children however, the total class time in TLC is 598 hours annually. In comparison to the annual hours of formal schools outside the camps are 919 annual hours which is 54% less than that of Rohingya children in TLC (HRW, 2019.p. 39). For instance, Bangladeshi children go to school for six hours a day between 8 a.m. to 2 p.m.in level 3 and 4 whereas their Rohingya peers go to the learning centers for 2 hours per day (HRW, 2019.p. 39).

4.2.16 Insufficient Study Resources and Professional Teachers' Trainings

According to the instructions by the government of Bangladesh the teachers from Bangladesh are to call facilitators whereas the teachers from Myanmar are to call instructors of Burmese language. The Cox's Bazar Education Sector along with other education actors set standards for facilitators and instructors with minimum a higher secondary school certificate for Bangladeshi facilitators (teachers) and secondary school certificate for the instructors from Myanmar for teaching at TLCs.

UNICEF, UNHCR and some other education actors have designed some lessons and training curricula for the teachers before starting teaching. Continuous professional development of the teachers is a must as UNICEF and other education actors arrange various professional training and workshops on a regular basis which are based on an informal setting of education. The educational qualification of the teachers has been set as a standard one because of the study environment and other emergency measures. However, the academic quality of the teachers and the study resources are insufficient as in an interview with (INGO-1), he said that,

“Most of the teachers have very limited understanding of a child's psychosocial and emotional needs and they don't know how to deal with the children with disabilities”.

However, according to the Education Needs Assessment 2019, about 70% teachers have received training on psychosocial support and 26% teachers have received training on how to deal with children with disabilities which are still inadequate according to the real need.

4.2.17 Urgency of Career Oriented Education is Ignored

The subjects such as daily science, English language, Burmese language, life skills and mathematics have been selected for the learners at Temporary Learning Centre (TLCs) as areas of their study. The subjects are necessary according to the need of the learners.

However, the learning can be more work oriented with different kinds of real-life training. This huge group of future generations (present TLC learners) cannot be left apart from work. Therefore, it can be always more effective to provide them basic business and working knowledge through arranging workshops, trainings along with education which is more evident when one previous learner (PL-2) has expressed his concern stating that:

“The education is very basic and does not help getting a job or business, I think it’s just a waste of time”.

Since, the learners and their parents are living very miserable life, the parents expect their children will start working immediately after the basic education which has been more notable in an interview with (LP-2) she stated that,

“They (TLC) keep learners busy with singing and playing. They do not teach for future business or jobs”.

4.2.18 Poor Working Conditions

For both teachers and learners, the school environment is not congenial either for giving or for taking quality education. Most of the teachers from the host community are female and many of them have education up to bachelor’s degree. The female teachers suffer with unsafe washroom facilities and the classroom is unprotected. In an interview with (T-4), she said that,

“We (the teachers and learners) are suffering so badly with dirty and unsafe washrooms and contaminated drinking water and many teachers are leaving their jobs for the risky working conditions”.

Some female teachers need to travel far from the classroom and after evening it is very unsafe for them. The pressure from the family of the female teachers is another significant reason for leaving jobs at camps. The salary is comparatively low and there is no promotion option for the promising teachers. The Burmese language instructors are often dissatisfied with their designations as they are not treated as teachers. Sometimes in the classroom, there is only a table to put some teaching materials and no chair to sit on. In summer, generally it is over 40-degree temperature outside the class and there is no fan or air conditioner in many classrooms. The ventilation is very insufficient for the air transference in scorching summer.

In monsoon weather, most of the time it is raining in Bangladesh and the children cannot attend the class on time and suffer the most with wet clothes, dirty toilets where they also change clothes, muddy classroom, wet books. The roof is a very temporary shelter, and it leaks in rain which disrupts the study environments for both teachers and learners. The host government has instructed the humanitarian organizations not to build any brick schools or learning centers for the displaced children.

4.2.19 Inadequate School Feeding Program

Along with the Ministry of Primary and Mass Education of host government, WFP School Feeding Program (SFP) provides micronutrient fortified biscuits to the children in pre-primary, primary schools in registered refugee camps and to the children at TLCs at Makeshift settlements in Cox's Bazar to ensure children's cognitive growth. It provides a 75-gm packet of biscuits daily to the children, six days per week, fortified with fourteen vitamins and minerals. The biscuits provide over 50 percent of children's daily macronutrient needs (WFP, 2020). The biscuits are locally produced with 14 kinds of vitamins and minerals to combat hunger at schooling hours. At the learning facilities, the learners are highly motivated to attend the class and many of them are for some snacks like biscuits as (L-3) said,

“I love the biscuits they (TLCs) give because it is good for my body”.

However, in many learning centers, there are no feeding arrangements which affect the numbers of admitted learners. Some learners are not happy at all with the food, and they rather complain that the Madrasas (religious schools) give more food for free. Likewise, in an interview with (L-7), he expressed his concern saying,

“My friends in Madrasas get full meals for free and they invite me very often to study with them”.

Photo-02: World Food Program Biscuits Distribution to the TLC Learners



Source: WFP in Cox’s Bazar-Information Booklet-February,2020 (Page-18)

Since the Rohingya children are denied basic rights from the host government, they struggle with food, shelter, clothes, medication, and education and therefore they need food for supporting their lives. Along with biscuits, some other nutritious food can be a timely supplement for them.

4.2.20 Inaccessible Education for Children with Disabilities

There are several kinds of assumptions with the correct number of children with disabilities in the camps such as an UNHCR report (May 2019) cites an estimation of 4% Rohingya

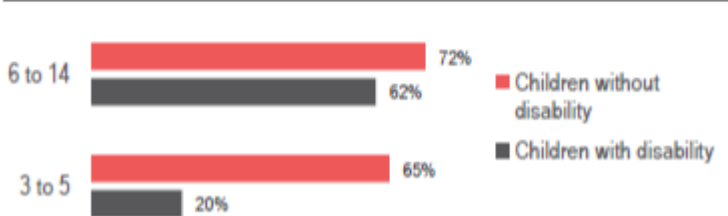
refugees whereas an NGO report found it is about 12% households who have at least one family member with disabilities. Some other assessment of non-government organizations states that there are up to 17% Rohingya families who are suffering with one or more family members with physical or mental disability.

The children with disabilities encounter tremendous barriers with narrow, uneven, and slippery paths to travel to the learning centers, they lack ramps and physical challenge friendly study materials. They lack mental support and even counseling very often. They cannot attend the learning centers as learning centers have no special arrangements for them.

Figure-9: % of Children and Youth with Disabilities, by Gender and Age Group



% of children between age 3 and 14 reported as attending a TLC at least 4 days a week in the 30 days prior to data collection, by age group and disability status



Source: UNICEF-REACH -Education Needs Assessment 2019 (page-09)

TLCs are required to arrange access to education like all other refugee children. The learning facilities should be designed also for the children with disabilities. Most often the parents of disabled children are illtreated in the camps and thus they are not encouraged to send their children to the schools. The physically and mentally challenged children should be welcomed for quality education with their peers.

4.2.21 Inadequate Enrolment and Attendance at TLCs

According to the study of Education needs Assessment 2019 and JRNA, among children aged 6-14 years, the overall enrollment was 75% including 72% of girls and 78% of boys at learning centers and it was 66% overall enrollment for the children aged 3-5 years. The overall attendance rates were varied from camps to camps and time to time. However, the attendance of girls showed a declining trend for many reasons. To encourage the enrollment and attendance of girls, the NGO based education sectors have taken some effective initiatives and the attendance of girls has eventually increased.

The attendance of very younger children (both male and female) aged 5 to 10 was much higher till 90% than that of other age groups in learning facilities. However, the attendance rate of the children over 11 years was found to fall off for girls and boys for some socio-cultural realities. For examples, in some families the girls are not allowed to go to schools after they attain puberty by their parents. Similarly, the boys are sent to work to support their family. The most cited reason for the lack of attendance is the preference to attend to madrassas (religious education center) by children. As a teacher (T-2) explained that,

“The madrassas are a more attractive place to the children and parents because it provides free food, and the schooling timing of learning centers and madrassas conflicts very often and of course is a religious sentimental issue”.

The tendency and preference to study at madrassas have caused 44% of out of school children. According to the Joint Education Needs Assessment (JENA, 2018) and REACH 2019 findings, the attendance of older boys and girls are often reluctant to the learning facilities for its limited curriculum and monotonous study methods.

JENA -2018 reports the following factors as prominent which determines the reasons for being their (the learners at TLC) out of schools as a whole:

Figure 10: Of children reported as out of school, % for whom different reasons were given.

Age	Boys (of 25% out of school)			Girls (of 31% out of school)		
	6 to 14	44%	Child goes to madrassa	1	Cultural reasons	59%
	22%	What is taught is not useful/age-appropriate	2	What is taught is not useful/age-appropriate	16%	
	9%	Child is needed at home to help the family	3	Child goes to madrassa	9%	

Age	Boys (of 36% out of school)			Girls (of 36% out of school)		
	3 to 5	67%	Not appropriate for child to go to school	1	Not appropriate for child to go to school	69%
	16%	Learning centre is too far	2	What is taught is not useful/age-appropriate	12%	
	11%	What is taught is not useful/age-appropriate	3	Learning centre is too far	11%	

Source: Education Needs Assessment – Rohingya Refugee Response, 2019 (Page-23).

Some have reported that the further study path is confined as there is no formal testing system which has caused up to 22% reduction of attendance of boys and up to 16% of girls at learning facilities.

4.2.22 Child Labor for Surviving

Since the displaced Rohingya people are surviving with extreme poverty and they lack the basic amenities for living, they often need to send their children to work for earning in the camps. Many male children over 10 years go to work at local shops, grocery, restaurants to support their family. Sometimes, they work for food only, as there are so many unemployed people available, and children are easy to employ with lowest salaries.

In camp areas, there are various forms of forced labor involved in many local fields, shops, and restaurants. Some drug dealers use Rohingya children and women for transporting drugs and use young girls for prostitution in hotels. Many boys are being forcefully engaged in fishing in the nearest rivers where they work for long shifts. To support a family earning, many children under 15 years work as construction workers for one dollar per day. In an interview with (PL-2) he said,

“I had to leave my school for working and supporting my family, as I sell ice-cream in the camps areas”.

According to the Education Needs Assessment 2018, child labor is the second common reason for massive dropping out of children from learning facilities. Unfortunately, there seems no easy solutions for stopping child labor in the world largest refugee camps in Bangladesh.

4.2.23 Adverse Weather Condition for Commuting to TLCs

To commute to the TLCs, the adverse weather has tremendous negative impacts on children in the camp areas. The local weather is mostly classified by six seasons including three major seasons such as summer, winter, and monsoon. In summer, it is usually over 40°C and sometimes it is up to 44°C which is very adverse weather for children to commute to learning facilities by walking. In the camp areas, the classrooms are temporarily made with plastic sheets, wood, bamboo, and straws with no air condition arrangements. In most of the classrooms, there are no fans for air and children suffer a lot. In winter, the children do not like to go out as most of them do not have enough clothes to support themselves from bitter cold. Since, the classroom is not cold friendly, and it is very cold inside.

The rainy weather is the worst one to the displaced children for its cruel approaches in the temporary shelters. Most of the learners cannot go out as it is overflowed everywhere outside. The roads are muddy, slippery, and dangerous for the children. In an interview with (L-4), she said that,

“I cut my leg twice in the deep muddy road and I am scared of snakes in the water”.

The camp areas are hilly where massive landslides take place during rainy seasons. In learning facilities, there is no change room, and the children change their wet dress in the dirty toilets. The children feel unsafe in heavy rain as the classrooms are temporarily made.

4.2.24 Early Marriage System

Most of the Rohingya people are Muslim in religion and some of them have common tendency to marry off their adolescent daughters in the shortest possible time to someone capable. The parents are highly concerned with their daughter’s safety and security. The girls are the worst sufferers in the camp areas for being sexually abused. According to UNICEF

Strategy Note (2016), a total of 52% of women aged 20-24 were married before age 18, and 40% gave birth before age 18. Girls over 15 years must wear Burkas (a religious dress to cover up the whole body) to protect them. Since the parents are stressed with their daughters' safety and hope to marry them off to someone from the host community for Bangladeshi citizenship to secure a permanent living.

Many girl students cannot go to learning facilities after they attain on adolescent as there are many sex dealers continuously try to employ the girls to prostitutions. Early marriage is highly encouraged from a safety concern as a mother (LP-1) said in an interview that,

“When it is dark night and there is no visible government security in the camp. Our own people are our biggest enemy, I cannot sleep and guard my sleeping daughters at night”.

The statement of a mother depicts the internal security concerns, and it affects the education at TLCs. By the social system, many parents believe that the girls should stop going to schools when they attain menstruation, and they rather should prepare themselves for marriage and taking care of children. Despite having numerous struggles in life and education in the camp areas, the religious misinterpreting and extremism has added to leave the generations far behind from the reality. Therefore, social awareness, quality education, and a positive attitude can alleviate the tendency of early marriage.

4.2.25 Safety Concern and Limited Access to Education for Girls

The way to the TLCs is less safe in general for the female learners who have attained puberty. This has often been dangerous for some girls when some drug addicted boys keep teasing and abducting them. The whole environment is very hostile for an adolescent girl as she is on the threat of being sexually assaulted and often being lost. The parents do not feel schooling is safe for their daughters not mainly because of the schooling environment but because of the way to schools. The adolescent girls are mostly targeted for engaging as a maid servant at local families and they are often targeted for engaging them in prostitutions. The local dealers also offer good money to the parents for taking their daughters off for prostitution business. The reality has disclosed more when a mother (LP-2) expressed (in an interview) that,

“I want my daughter to live rather than being educated, education is just a luxury to girls; so, I sent my boys to school”.

The safety concern for girls is much higher than that of boys for various socio-cultural issues. The poverty, depression, exploitation have led many to drug addiction who are the prime threat for society. Where the enrollment of female learners is more than that of male children during the age 4-13 years, it is much less when they turn to 13-14 years.

4.2.26 Preferences of Madrasah Education

There is a saying among the Rohingya population that school is for worldly life, but the Madrassah is for eternal life”, (JRNA-2018). The Madrassah education is a religious school (Islamic school) where various religious dictates and rules are being taught. They provide teachings on morality, ethics, value, and literacy on Arabic letters. There are several kinds of madrassah to teach religious lessons in various ways. Some of them focus more on reading and memorizing the holy book (Al-Quran), and some focus more on Hadith (holy book).

Many learners of TLCs go to the Madrasah in the early morning and then come to learning centers for general education. The children like madrasah for many reasons including getting free meals and less examinations in general. According to the JRNA-2018 report, 65% children go to the madrasah regularly. Many learners prefer madrassah over learning centers for its religious values and socio culture. The madrasah has several shifts including in morning, afternoon, and in evening. Some children prefer going there at morning shift despite going to the learning centers. Thus, many learning centers are struggling with very limited numbers of learners.

4.2.27 Trafficking and Getting Lost

Most of the parents are concerned with the safety and security of their children as many children are prone to trafficking, drugs dealing, Ya-Ba (tablets containing a mixture of methamphetamine and caffeine) selling activities for money. Parents expect their children to earn bread and butter for the family. The traffickers take this opportunity and offer better jobs, good salary, and secure life to the young children in other cities and often sell them for money. Many children are forcefully abused and employed in prostitutions. School going

adolescent children are the worst victim for this abuse. Many Rohingya youth try to migrate illegally to Malaysia, Thailand, Indonesia through boats for a better life. Many children are lost every year for different reasons. Some boys are lost and never come back. TLC learning activities are often hampered for the absent and missing learners.

4.2.28 Psychosocial Distress and Poor Health Condition

Most of the displaced children have distressful memories of massive violence, sexual assaulting, and raping, burning houses, shooting, killing in Myanmar. The traumatized children are often very unwilling to take part in everyday activities and rather prefer staying at home. According to the UNICEF Joint Rapid Needs Assessment 2017(page-53), 78.3% boys and 66.2% girls are in distress condition for their firsthand experience in Myanmar. They often cry and become sad remembering the brutal killing of their dear ones which can make them physiologically unfit and can cause poor health. Apart from all these, the painful life and living conditions, lack of proper schooling opportunities, dependency on relief food, sense of emptiness, lack of entertainment is remarkable for their psychosocial distress and poor health condition. The distress level can be assumed by the following statement:

“I was born in Burma, but the Burmese government says I don’t belong there. I grew up in Bangladesh, but the Bangladesh government says I cannot stay here. As a Rohingya, I feel I am caught between a crocodile and a snake” said a 19-year-old refugee at Nayapara camp, Bangladesh (Frontières-Holland 2002, p. 8).

Many adolescent boys and girls at TLCs have memories of being sexually harassed and raped and this toxic stress makes them feel emotionally off, nightmares and sleeping problems, behavior change, concentration problems to education, sense of guiltiness, extra reactions to normal affairs. Thus, the children are lost every day from the learning facilities for different reasons.

4.2.29 Frequent Fire in The Camp Areas

Fire damages hundreds of makeshift dwellings every year in the Rohingya refugee camp areas in Bangladesh and every time the refugee family become helpless and live under open sky in uncertainty. The fire often comes from the gas cylinder, cooking stove, and electrical wire

and spreads very rapidly. The latest fire has destroyed over 670 temporary shelters, homes, shops, learning centers, madrasas in the camp areas and four people including three children died. In an interview with (PL-2) he said,

“My shop was burnt, and I have lost every hope of living, because I have no money left”.

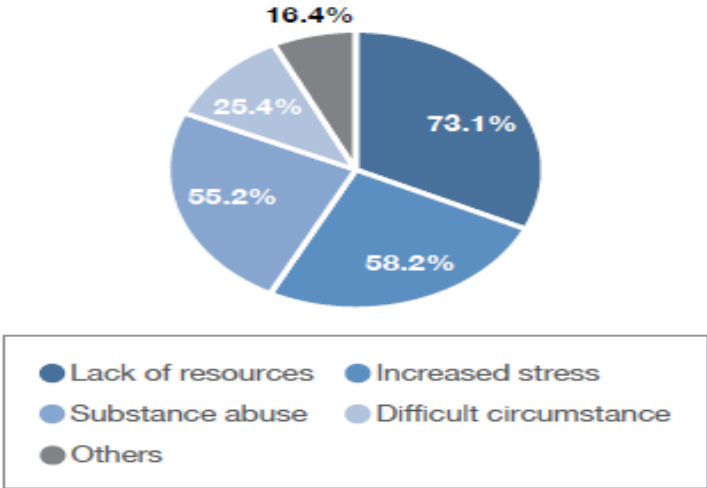
Many learners at TLCs have suffered for having no shelter and could not focus on study. The little minds suffer miserably for this man-made crisis.

4.2.30 Domestic Violence

For the lack of quality life and living conditions in the temporarily made refugee camps, extreme poverty, hunger, sad memories of violence, drug addictions, lack of knowledge and education are the most prominent reasons for any violence in the camp areas. In most of the camp houses, the male members are the bread earners and go out to work and collect the relief goods provided by the humanitarian aid organizations.

Figure 11: The perception of the causes of domestic violence.

The causes of domestic violence



Source: UNICEF Joint Rapid Need Assessment 2017, page-45

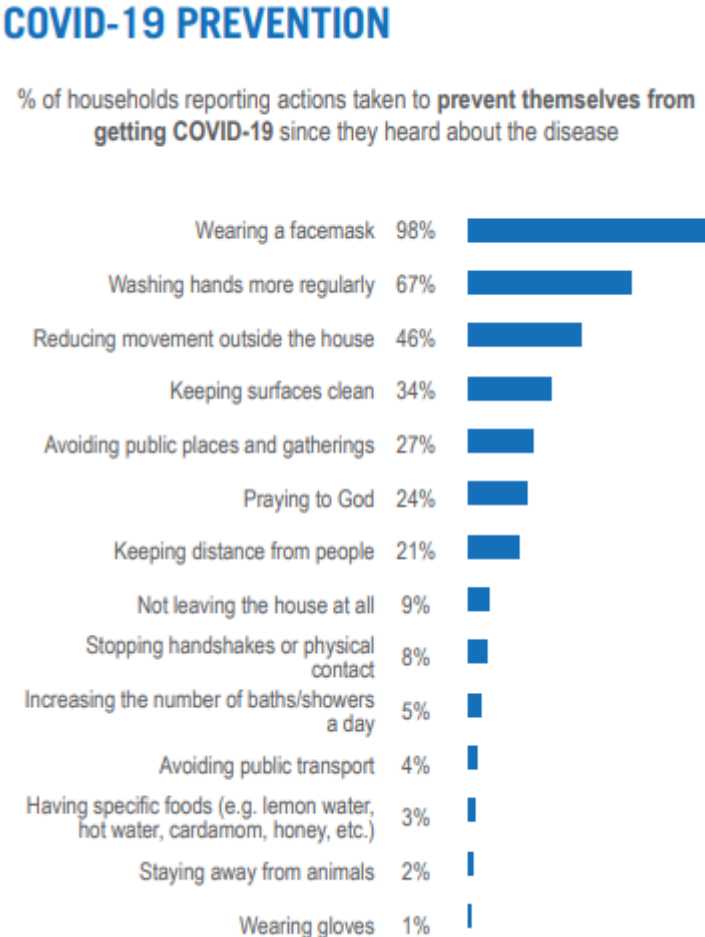
However, getting work is very difficult, competitive and when they do not have any earning, they are upset with family members. Out of frustration, when the parents are in violence, the

children go through mental traumas and cannot concentrate on studying. Many parents consume drugs and become violent with family members.

4.3 Education at TLCs During Coronavirus Pandemic (COVID-19)

Where the Rohingya people were already struggling to get basic human rights in the makeshift settlements in Cox’s Bazar, Bangladesh, the COVID-19 has added new dimensions of miseries to the world’s most vulnerable and forcefully displaced people from Myanmar. According to UNICEF Humanitarian Situation Report 54 (2020), there are 34 overcrowded makeshift camps in Cox’s Bazar and the camp areas are highly congested with average density of population is 40,000 people per square km (ACAPS Risk Report, 2020 p. 1) and they live with the high risk of being infected with COVID-19.

Figure-12: COVID-19 Prevention Measurers



Source: Cox's Bazar: Joint Multi-Sector Needs Assessment (MSNA) Fact Sheet on Rohingya and Host Communities (July - August 2020) Page.9

By the end of July 2020, 64 COVID-19 positive cases have been confirmed and the testing rate is 1,722 per million (ACAPS Risk Report, 2020 p. 2) which means the real transmission ratio cannot be justified properly. The camp areas are severely vulnerable to transmit the COVID-19 as there are 3,143 confirmed cases have been identified among the nearby host community areas, (ACAPS Rohingya Response, 2020).

Chapter Five

Discussion

The discussion chapter of the study will provide the interpretations and self-reflections of the research questions, findings, theories, analysis, recommendations, and other relevant aspects. The discussion can be categorized into three significant parts such as 1. ‘The present education practices in NGO-run TLCs in the makeshift camps’, 2. ‘The strength and weakness of TLC initiatives to meet the real need of displaced Rohingya children’, and 3. ‘The challenges and influences of TLC initiatives in Bangladesh’.

5.1 Present Education Practices and Covid-19 in TLCs

For the displaced Rohingya people the host government has imposed several inhuman restrictions on free movements, limiting formal education, restrictions on using mobile phones and internet, building permanent structures in refugee camp areas for security reasons. The restrictions by the host country are the major hindrance for quality education in TLCs. The teachers, students, and parents of children cannot afford internet devices for online based education and therefore, the education activities are completely disrupted in and out of TLCs. The postponement of normal classroom education is catastrophic for the TLC learners. The government restrictions to use the internet has also barred the NGOs from providing distance learning facilities to the children. This permanent uncertainty surrounding the children, and parents lead them to severe frustrations and often entices children towards deviancy, including drug selling and drug transportation activities in the camp areas.

After the first covid-19 case was identified in March 2020 in refugee camps, the TLCs and other forms of education activities have disrupted from April 9th, 2020. Due to COVID-19, the education sector advocated the education actors to use technology to teach the learners. However, for the learners, it is almost impossible to arrange technology (computer or mobile device) to be participated in the online class (without the support of aid organizations). Therefore, the education activities have been postponed until the COVID-19 crises has been moved away which have certainly brought uncertainty to the education for TLC learners.

The only hope remaining for TLC learner's education is pop-up tablet based offline learning options. The Pop-up based education is expensive and is being deployed inadequately by the education actors (International Refugee Committee, 2020). Both online and offline based distance learning facilities should be allowed cost effectively and sustainably for the displaced children in the makeshift settlements in Cox's Bazar.

The present education practices at TLCs are still yet to be well formulated as Shohel (2020, p. 12) mentioned about the lack of coordination between the Ministry of Education (MoE) and NGO Affairs Bureau of Bangladesh to allow Rohingya children a play based informal learning activities. However, the findings of the study shows that the imposed restrictions by the host government is to accelerate the repatriation of Rohingyas to their country of origin.

5.2 Struggles to Meet the Need of Emergency Education at TLCs

In the second part of the discussion chapter, the struggle involved for TLCs to meet the real need for emergency education has been addressed. Where Bangladesh is a small developing country of over 170 million people and already is burdened with limited resources and natural calamities every year, it is not easy to give shelters to the millions of forcefully displaced people. The Rohingya children are at great loss without having access to any formal education. Therefore, NGOs have initiated an informal and transitional education by opening temporary learning centers (TLCs) for Rohingya displaced children aged 4-14 years in the makeshift settlements.

As part of different humanitarian activities and extended cooperation, support and patronization, education facilities are still inadequate as emergency education for Rohingya children and limited to insufficient number of temporary learning centers (TLCs) run by NGOs. The Rohingya displaced people from Myanmar were denied refugee status and citizenship in Bangladesh which has barred the Rohingya people from getting many fundamental human rights such as free movements, work, and education rights. Using mobile phones and internet, getting formal education, building permanent infrastructures for learning long term projects, using Bangle language, formal educational curriculum, textbooks, and certified education are not allowed for the Rohingya population which has made their living very inhuman.

The inadequate class size, wash facilities, teaching materials, teaching staff, subjects for displaced learners are setbacks for a quality education. Large age difference in the same classroom, poor teaching quality, insufficient hours of learning, inadequate professional trainings, poor working condition, poverty, inadequate school feeding program, inaccessible education for children with disabilities, child labor, early marriage, adverse weather condition, trafficking, psychosocial distress, and poor health conditions of the learners are highly responsible for affecting quality education in emergency at Temporary Learning Centre (TLCs) in Rohingya refugee camps (RRC).

Education initiatives are quite insufficient and underrated in the camps because the initial focus was given to make temporary arrangements for the large community to survive. Since both, the Myanmar and Bangladesh governments did not recognize the nationality of the distressed Rohingya generation, the right to education remains informal and in compliance to the needs of the people. The Bangladesh government considers Rohingya displaced people as a temporary phenomenon and wants them to repatriate to Myanmar in the shortest possible time.

The Myanmar government restricts the whole Rohingya community in Rakhine district not to avail learning facilities. Thus, the children are deprived from the school environment and in most of the cases many children never experienced the enrolment and visiting school premises for acquiring education. A case study of Esther Smitheram (2010) illustrates that Rohingya children are abstained from any formal education while living in their home country Myanmar but Shohel (2020, p. 9) mentioned that 29% Rohingya children were enrolled for primary schools in Rakhine State. Because of the complex nature of settling the appropriate education policy for emergency education for displaced children, Bangladesh authority forced the Rohingya people to refrain from learning the local Bengali language. Since the host community thinks if the Rohingya children get education based on Bangla medium and languages, they would not return to their mother land and the whole repatriation process would become more complex and critical. Therefore, inside the camp areas the learning centers cannot use the Bengali language program in the informal education activities.

According to the International Rescue Committee Report (2020), more than 3,26,000 Rohingya refugee children (aged 0-18), adolescents (aged 10-19) and youth (aged 15-24) require education in emergency. However, many of the children have already interrupted from education and some are dropping out every day. There are several informal youth centers for adolescents to improve the vocational skills for work. Around 63% youth and adolescents (aged 14-18) have no access to any form of skill development activities and thus they are prone to illegal activities in the camp areas. These groups of adolescents should be in consideration by the host government to provide them vocational skill trainings for the real need of becoming future professionals.

Figure -13: Minimum Education Sectors Standards by Cox’s Bazar Education Sector

Cox's Bazar Education Sector STANDARDS

Temporary Learning Centre (TLC) Structures

- 2-3 classrooms per site (minimum)
- 24'X18" (6,7m X 4,5m) for each classroom
- Learning space is 60% (classroom) : 40% (recreational space)
 - [Updated TLC designs](#)
 - [SOP for construction](#)

WASH in TLCs

- 2 latrines (1 female, 1 male) per classroom (minimum)
- Sphere standard: 1 pit for 30 girls, and 1 pit for 60 boys.
- [Updated WASH designs](#)

Class Time
2 hours a day
6 days a week

Subjects of Study
*Informal education for the children living in makeshift settlement to teach the basics of English, Burmese, General Knowledge, Math and Science. The medium of instruction for math and science will be English! MoFA directive 01/29/17

Teachers / Instructors
• 2 per classroom: 1 Bangladesh & 1 Rohingya instructor

Training Materials
Resources have been contextualized from Teachers in Crisis Contexts Training Pack (TICC) [Multi-language tests \(partly translated\) test available.](#)

Minimum Material Requirements for TLCs

Teacher & TLC Materials

- Attendance Register
- Teaching Guides
- Educational charts (English and Burmese language)
- Teacher ID
- Teacher jacket or piece of cloth (Same unified colour & design)
- Black/white Board & Stand (approximately 1.5 x 1m)
- Plastic Mat (Madur) large
- Trunk box with lock
- Cloth duster
- Fire extinguisher/ bucket of sand
- Chalk or dry-erase pens & eraser
- Bag (as possible - waterproof)
- Set of Pencils (including eraser, sharpener) or pens
- Teachers note books (150 pages)

WASH Materials

- 2 Plastic Bucket 30 Ltr with lid (1 drinking water, 1 cleaning)
- Plastic Mug
- Water Pot (Badna) for toilet
- Soap (for washing hands)
- Soap for cleaning
- Toilet cleaner & brush
- Bleaching powder (box of 250gr)
- Broom & broom stick
- First Aid Kit (per classroom)

Materials for Learners

- Student IDS
- Water Proof School Bag
- HB Pencils *2 per child
- Sharpener & Erasers
- Colour pencil box
- 200 pgs A4 Exercise Book (Khat) plain x8
- 100 pgs A4 Exercise Book (Khat), single ruled x 8
- Slate

[Full list available.](#)

Source: UNICEF (REACH Initiative) -Education Needs Assessment April 2019 (Page-16)

Rohingya parents expressed their great concern about the uncertainty and complexity in the repatriation process. Unavailability of appropriate educational policy and the unclear strategy of the Bangladesh government ignite the Rohingya crisis at the critical state which hampers the right of access to justified learning privileges of emergency at the makeshift settlements. The Rohingya community perceive these facilities as inadequate and concerned about the fulfillment of the proper execution of the program and meet up the required skills needed to empower the generation in coming days (Kibria & Hussein, 2020). Findings show that the

learning materials at TLCs are insufficient and learning centers infrastructure is on a temporary base which is vulnerable to big storms, cyclones, and other natural disasters. The real need of protection, vocational education, life skill-based education, safety for girls in emergency is predominantly ignored.

5.3 The Needs of TLC Learners

In the study, four learners mentioned themselves as satisfied with transportation and five learners were dissatisfied with transportation to TLCs in the rainy season. In the rainy season, the roads are submerged and muddy with rainwater. Six learners were satisfied with learning materials whereas three TLC learners were not satisfied with the study materials during the interview and the rest said they do not know. Seven learners want a certificate after final examination, and no one replied with a negative answer about certificate. The rest of the learners replied, “I don’t know”. Six learners preferred Burmese language as the medium of instruction in the class while two preferred Bangle language and one preferred Arabic language as a language in TLCs.

5.4 Challenges and Influences Against the Quality Education in TLCs

In the third part of the discussion chapter, the challenges against the quality education and influences at learning facilities have been addressed. Plenty of research work has been done with Rohingya refugees, Rohingya conflicts, Rohingya repatriations, refugee health, Rohingya and human right violation in the refugee camps in Cox’s Bazar, Bangladesh.

However, comparatively a less amount of research work has been done on Rohingya education and more importantly no particular research has been found on NGO-run Temporary Learning Centre (TLCs) education alone in RRC. A very few scholarly articles have been published on education for general refugee children in Rohingya refugee camps. The scarcity of research articles on TLCs education made the study more challenging.

The study on refugee education, education for forcefully displaced people, emergency education is not so unique. However, the study of Rohingya refugees and education for displaced Rohingya children is unique in its nature. There has been limited research work in this significant field.

There are around 34 extremely congested refugee camps for over a million of the Rohingya displaced population including almost 6000 learning facilities (including Child Friendly Space and other learning facilities) in the camp areas (International Refugee Committee, 2020). To collect data from every refugee camp is a very lengthy process and it is not possible to manage all relevant data from all 34 refugee camps by a single researcher for master's thesis. The data collection, sample size had to be relevant according to the time frame and researcher capacity. The study areas are so wide that the same study can be conducted for a doctoral thesis.

Education in Madrasah (religious school) was found very popular to the learners and parents for the religious sentiment and often this form of education schedule conflicts with TLC education. For religious sensibility, a host country teacher denied answering two questions about education in Madrasah. Most of the parents and children prefer Madrasah over TLC education for religious belief. The education in Madrasah has wide range of subjects to study and I recommend a further study on 'Influencing factors in a comparative study between madrasah education and life skills education (vocational education), designed for refugee children in makeshift settlements in Bangladesh'. The study will open new horizons to explore for refugee education.

In terms of Job satisfaction for teachers and Burmese language instructors, 2 local teachers and 1 Burmese language instructor are not satisfied with the salary and other relevant facilities which is very alarming for the quality education. No teachers among the respondents were found are satisfied with salary and other benefits. Where 1 Burmese language instructors mentioned himself as satisfied, and the rest made no answers for the questions. 2 parents are satisfied with the education and other benefits in TLCs and 1 parent was found as not satisfied. The parental involvement in TLC activities is remarkably insufficient (IRC, 2020) and they need to be in regular parental meetings with learners and teachers. Many parents are indifferent to the education of their own children, and they need to bring in consideration to counsel on a regular basis. The parental awareness can contribute to the quality education of children in TLCs (International Refugee Committee, 2020).

5.5 Sustainable Impacts of NGO-run TLC Education

UNICEF and UNHCR led NGO's TLC initiative has become a peace promoting activity throughout refugee camps in Cox's Bazar. After a brutal and forceful displacement, the victims needed a safe home to get rid of their physical and mental traumas. TLCs have become a learning point for educational wellbeing and a place to meet one another for Rohingya children. The learning environment and playing sports is an entertainment to the learners which is highly effective for ensuring a quality education.

UNICEF is the leading aid organization who have managed the host government to allow a learning competency framework and approach (LCFA) for the TLC learners with the host government and other education actors. The complex curriculum dilemma should be resolved with logical and durable approaches to enhance learning facilities to the Rohingya children for better career and future of a large, endangered generation. The education and awareness activities in TLCs by teachers are significant not only to the learners but also to their family members. The learners share their knowledge and experience of TLCs to their family members at home. The education and awareness lessons and activities help the family and community to stay aware and peaceful together.

5.6 The Influences and Potentials of NGO-run TLC Education

There are two types of refugee camps in Cox's Bazar, Bangladesh. The Rohingya people who fled to Bangladesh before 1996 have been given refugee status and are entitled for getting refugee facilities whereas the Rohingya who came to Bangladesh after August 2017 are not considered as refugees. They are considered as forcefully displaced Myanmar's Nationals (FDMN) and live-in makeshift settlements. The recognized Rohingya refugees have access to formal education up to grade eight whereas the displaced Rohingya have no access to any formal education with many other government restrictions. In line with the findings of the study,

the denial of education to the Rohingya children might have negative consequences for the national interests of the host country. The host government should not consider the displaced children as a burden and rather the government can build them as skilled future generations by lifting the restriction on formal education.

Therefore, after various diplomatic efforts and strong advocacy by UNICEF, UNHCR, and other aid organizations with both the governments of Bangladesh and Myanmar, the host government has come up with a remarkable decision of starting a pilot education program to provide formal education to Rohingya students in Myanmar's curriculum in the learning centers in Bangladesh. The National Task Force of (NTF) Bangladesh had a policy meeting with UNICEF and other actors of education sectors on 26th December 2019 for the pilot project. The pilot project is to be started in April, 2020 initially targeting 10,000 ethnic Rohingya children between grades 6 to 9. It means 10,000 Rohingya students will be given formal education up to class 9 on a pilot basis with the curriculum of Myanmar and it will be expanded in phased manner to other grades (ISCG Situation Report-2019). Due to COVID-19, the pilot education program is yet to start.

The pilot program is an opportunity for only one student out of every 40 students in the refugee camp areas and it will be up to class 9 whereas, the secondary education of Myanmar continues to class 12. The formal education opportunity for all the ethnic refugee children should be highly encouraged to protect them from being vulnerable to exploitation. The pilot education has been designed for 10,000 students; however, the selection process is still unclear, and the classroom is in the same TLCs. The quality of the taken pilot education is not out of questions for its limited resources and faulty classroom settings, unqualified Rohingya language instructors.

5.7 Methodological Discussion

The interview with the TLC learners and data collection process has several limitations. More female learners were interviewed than male learners to understand the core impacts of female education at learning centers. However, some questions were related to private hygiene, sanitation, menstruation maintenance with TLC education has not been addressed by considering the religious sensibility, in the Muslim majority community. It could study how the menstruation period affects the regular education in TLC for the adolescent girl learners. This is a clear limitation of the study, that the researcher could not address properly.

The male previous learners (PL) were selected for an interview and the researcher found no one female previous learner (PL) for interview. The feedback from female previous learners

could be different from the male previous learners with more information. Out of 34 Rohingya refugee camps, only 3 refugee camps (13 refugee sites) were selected and out of 3034 registered TLCs only 5 TLCs have been selected for interviewing learners which is extremely insufficient for this study. Similarly, 2 male Burmese instructors were selected for interview and no female Burmese instructors were found to understand the female viewpoints. The opposite happened while interviewing host community teachers. The researcher found 2 female teachers and no male host community teacher there. Similarly, no female UNICEF, UNHCR official was found whereas only 1 female other NGO official from Cox's Bazar Education Sectors was found for interview as a participant. The highest number of TLC learners (09) were interviewed to explore the education activities for learners and second largest number of NGO officials including UOI-1 + UNO-1 + ESO-2 + ONGO-2 were interviewed to investigate the NGO's role as education actors at TLCs in RRCs.

5.8 Theoretical Focus and the Meaning of Rohingya Education

Grounded theory explores participant's perspectives (Urquhart, 2013) where 'researchers remain theoretically sensitive, and they approach data with no preconceived hypotheses or theoretical frameworks' (Bytheway, 2018). Education in emergencies is provided during the conflicts (Shohel, 2020, p. 6) and therefore the Cox's Bazar Education Sector lead NGOs have initiated providing TLC education for 140.000 Rohingya displaced children as a hope for better days. Out of immense adversaries, the parents of TLC learners, NGO officials, humanitarian aid workers, the local host community, teachers, Cox's Bazar Education Sector officials are highly dedicated to letting the children grow within their limited capacity.

Education is still a luxury to the displaced children and their parents where no fundamental rights are being practiced properly in the Rohingya refugee camps as UNICEF (2018) considers the children as a lost generation living in Cox's Bazar, Bangladesh (HRW, 2018). When over 327.000 refugee children and youth (over 70%) are deprived of formal education (Theirworld, 2018) in this modern time, humanity fails which is more visible in the following statements:

“Nothing could have prepared me for the scale of the crisis and extent of suffering, I heard heartbreaking accounts from Rohingya refugees that will stay with me forever”

remarked by UN Secretary-General António Guterres while visiting the refugee camps in Bangladesh on July 02, 2018 (The Financial Express, 2021).

What education is to civilized society is merely a dream to this stateless community since numerous restrictions made them prisoners under open sky. Furthermore, education to the host government, Aid agencies, NGOs is just a ‘present’ phenomenon when it is the ‘future’ life, career, and hope to the TLC learners and their parents. The restrictions on free movement, ban of work rights, ban on formal education, no formal curriculum is allowed, restrictions on using internet and mobile phones imposed by the government of Bangladesh are extremely inhuman and are the key hindrances for the development of Rohingya children.

The restrictions for the TLC education such as “permanent brick-built school is not allowed” which means no safe and protected toilets are there for girls. The safety threats and lack of protections demotivate the girl children to go to the TLC facilities and the parents get demotivated to send their children to the TLC facilities. Unprotected and temporary shelter homes, adverse climate, poverty, muddy and sleeper roads in rainy seasons, lack of clean water and wash facilities, motivate the learner to consider education as the least priority. The restrictions imposed by a state, characterized the vested socio politics of modern times where humanity comes last. The restrictions directly hinder the youngster’s growth where education is no more considered as rights.

5.9 Coding and Analysis

A semi structured questionnaire was prepared in guidance with my supervisor for the interview to different groups of participants for the study. The identity of the participants was coded as L, PL, LP, T, BT, UO, GO, etc. The questions and answers have been categorized according to the level of the participants. Each of the questions and answers has been categorized, coded, and analyzed and the results have presented in a narrative style.

The questionnaires were revised several times for getting the relevant results and had to add several questions on spots depending on situations. For example, the questions related to transportation lead the researcher to ask the learners questions about the rainy season and the learning activities in the rainy season. The questioner was with 10-15 questions including

several sub questions for the quality interviews. The female teacher and adolescent female learners were little hesitant to give interviews for religious sensibility. I felt a female translator could be a better option for interviewing female adolescent learners. I have no idea if any female learners have skipped any issues related to the toilet and change room facilities.

5.10 Further Study Prospects

An inadequate number of relevant articles were found on refugee education in emergency for Rohingya displaced children and importantly no single article was found on education in NGO-run TLCs in RRCs. The study seems unique and individual in nature and the subject demands more study to investigate the various issues involved.

According to the Education Sector Report 2018, there have been relatively fewer sources of information on education specific needs and most of which are not comprehensive and representative. There are significant information gaps, most notably the vocational training arrangements for young learners, education for young adolescents and dropout children can be the areas of further study (JENA, 2018).

The education provided by the religious institutions to Rohingya children is called Madrassah and its real-life impacts on Rohingya refugee children can be another further area of study. The religious education by Madrasah often creates confusions with the traditional non-religious education activities run by NGOs and the other education in emergency actors in learning facilities. It is high time to make a comparative study between the Madrasah and the traditional educators' aspects in an emergency.

Chapter Six

Conclusion

The present learning practices and arrangements at TLCs for stateless Rohingya children in various makeshift settlements revealed the reality of deprivation from the basic right to receive logical and formal education. Rohingya refugees constitute the world's one of the most stateless ethnic communities living in the most congested refugee camps in Bangladesh. Despite various humanitarian, social, educational, and supporting activities of the local and global bodies, the repatriation and relocation of the generation of this largest community is still a great challenge for Bangladesh which can be prevailed in “Without a legal bond with any state, these stateless people are left vulnerable to a variety of forms of exploitation and abuse, poverty and marginalization” by Shohel (2020, p. 18).

Temporary Learning Centre (TLCs) should be equipped with effective learning facilities and arrangements of incorporating other life skill subjects of great appeal. Logical supportive framework should be designed to respect the emotions and perception of thoughts of the Rohingya people towards acquiring education during their prolonged staying in Bangladeshi Makeshift settlements.

The National Task Force of Bangladesh (NTFB) is working to develop a sustainable plan for the Rohingya community that will ensure the proper dignity, equality, and justice for them in the long run. A separate site named Bashan Char has been prepared and equipped with modern rehabilitation facilities recently where over 100,000 Rohingyas will be shifted soon for residence. The Bashan char is a 55 sq km long floating island in Noakhali district and this pilot project is administered by the Bangladesh Navy where the resident Rohingyas may involve in various agricultural activities i.e., poultry, fish farming, grow vegetable in the lawn, SME activities to earn livelihood for the family. Despite the reluctance of different aid groups, the host government has started moving Rohingyas to the island for their good reasons which deserves more investigations.

This study revealed that Rohingya are no more guests in Bangladesh as they need to stay for long term generation after generation. So, they should be provided with a more durable-and

better resourced solutions that might for example be put in place by collaborating with the local and international humanitarian activists, communities, and agencies. The prevailing restrictive scenario of education in the present makeshift settlements in Bangladesh needs to be addressed as key problem and this will likely require the initiation of comprehensive action plans designed to transform a longer-term resident community of over one million people from being a burden to being a productive resource for the Bangladeshi economy.

To save this many deprived children from being a lost generation, the host government should consider allowing formal education in both primary and secondary level, and even open pathways for children in refugee camps to gain higher education. In line with all these, Shohel (2020, p.16) furthermore states that “these education programs could be undertaken using a variety of delivery methods, i.e., digital, face to face, peer to peer and group activities through games and sports for individual development”. International communities should intervene and get involved in securing the national recognition of Rohingyas refugees as long-term residents of Bangladesh, which is a prerequisite for providing relevant education at the mass scale that is needed given the size of the refugee population.

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Appendices

Appendix 01: Research Informants and Location Details

Designation	Code Name & Age	Gender	Staying Years at TLC	Study Level	Camp Details
Learner at TLC	1. L-1 (12 years)	Female	1 year 6 months	Level-4	Leda Makeshift Settlement, Block-C,
Learner at TLC	2. L-2 (10 Years)	Male	1 year 8 months	Level-2	Leda Makeshift Settlement, Block-C,
Learner at TLC	3. L-3 (8 years)	Female	1 year 5 months	Level 1	Leda Makeshift Settlement, Block-C,
Learner at TLC	4. L-4 (12 years)	Male	1 year 4 months	Level 4	Leda Makeshift Settlement, Block-C,
Learner at TLC	5. L-5 (8 years)	Female	1 year 6 months	Level 3	Camp Thangkhali, Teknaf, Cox's Bazar
Learner at TLC	6. L-6 (13 years)	Male	3 years	Level 4	Camp Thangkhali, Teknaf, Cox's Bazar
Learner at TLC	7. L-7 (9 years)	Female	2 years 2 months	Level-3	Camp Thangkhali, Teknaf, Cox's Bazar
Learner at TLC	8. L-8 (10 years)	Female	1.5 years	Level-4	MS Makeshift settlement
Learner at TLC	9. L-9 (12 years)	Male	2.5 years	Level- 4	MS Makeshift settlement
Previous Learner at TLC	10.PL-1 (18 years)	Male	5 years	Level-5	Leda Makeshift Settlement, Block-C,
Previous Learners at TLC	11.PL-2 (17.5 years)	Male	4 years	Level-4	MS Makeshift settlement

Burmese Teacher	12.BT-1 (24 years)	Male	4 years	N/A	Leda Makeshift Settlement, Block-C,
Burmese Teacher	13. BT-2	Male	3 years	N/A	MS Makeshift settlement
Host Country Teacher	14. HT-1 (27 years)	Female	1.5 years	N/A	Technaf, Cox's Bazar
Host Country Teacher	15. HT-2 (25 years)	Female	2 years	N/A	Leda Makeshift Settlement, Block-C,
UNICEF Official	16. UO-1 (42 years)	Male	N/A	N/A	Technaf, Cox's Bazar
UNHCR Official	17. UO-2 (31 years)	Male	N/A	N/A	Leda Makeshift Settlement, Block-C,
Learner's Parent	18.LP-1 (46 years)	Male	N/A	N/A	Leda Makeshift Settlement, Block-C,
Learner's Parent	19.(LP-2) (36 years)	Female	N/A	N/A	Leda Makeshift Settlement, Block-C,
Education Sector Official	20.ESO-1 (43 years)	Male	N/A	N/A	Leda Makeshift Settlement, Block-C,
Education Sector Official	21.ESO-2 (32 years)	Female	N/A	N/A	MS Makeshift settlement
Government Official	22. GO-1 (44 years)	Male	N/A	N/A	Leda Makeshift Settlement, Block-C,
Other Non-Government Organization Official	23.ONGO-1 (30 years)	Male	N/A	N/A	Leda Makeshift Settlement, Block-C,
Other Non-Government Organization Official	24. ONGO-2 (34 years)	Male	N/A	N/A	MS Makeshift settlement

Appendix 02: Confirmation of Research Visit from Office of the Refugee Relief and Repatriation Commissioner, Cox's Bazar, Bangladesh.



DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

Department of Education and Special Education
Ilse Hakvoort, PhD
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*Camp-in-charge
(CIC) (concerned)
Please provide necessary
support in the said
research work.
8/3/19*

Muhammad Mizanur Rahman
(Deputy Secretary)
Refugee Relief & Repatriation Commissioner
Cox's Bazar

To whom it may concern

My name is Ilse Hakvoort, associate professor in Education and Special Education and supervisor for the International Master's Program in Educational Research, Faculty of Education, University of Gothenburg, Sweden.

I am pleased to write this letter of support for H M Moniruzzaman (e-mail: gusmonhm@student.gu.se) in my capacity as supervisor for his master thesis. H M Moniruzzaman is a master's student at the University of Gothenburg, Department of Education and Special Education. He has successfully completed his first-year course works, including writing a research proposal for his master thesis. He recently started with the work on his master's thesis. This study aims at discovering the educational approaches provided at the child learning centers in Rohingya Refugee camps in Bangladesh. As senior researcher in the research field of conflicts and conflict resolution education in schools, I like to underscore the importance of his research topic. The topic is extremely relevant and will contribute to increase our insights in the Rohingya influx and the provided and needed educational activities in the refugee camps in Bangladesh.

I am therefore writing to you in support of his research plan. I only recommend students that I believe to be well-suited to conduct a research project. H M Moniruzzaman is one of those students and therefore, I highly recommend that he is given the opportunity to collect data at the Child Learning Centers and related areas. Based on my own expertise in the field, and the research team I am working with, we will give him all the support needed to conduct a solid scientific study following the requirements of the scientific community. We therefore appreciate your support in helping him solicit the required data for his extremely interesting and tremendously valuable work.

Department of Education and Special education, Faculty of Education, University of Gothenburg
Pedagogenhus A, VästraHamngatan 25, PO Box 300, SE 405 30 Gothenburg, Sweden

1 (2)

The methodology of his study involves semi structured interview to the relevant group of people.

To conduct the interviews several schools or learning centers visits are required. The interviews will last approximately 10 minutes each.

Confidentiality and Anonymity:

Several steps will be taken to protect their anonymity and identity. The interviews will be typed up and will not contain any information about names and other information about the interviewee' s identity. Tapes will be destroyed. In addition, the collected data will only be used for the purpose of the study and analyses can be discussed in collaboration with the research team at the University of Gothenburg. The results of this study will be presented in form of a master thesis that is planned to be ready during the spring of 2019.

Control: Every respondent is free to give his or her views or to decline from giving his or her views. She or He is free to withdraw at any time from the study.

If you wish to receive a copy of this master thesis in email, you can inform H M Moniruzzaman about your request.

If you have any questions for me regarding the contents of this letter, please do not hesitate to contact me.

Sincerely,



Ilse Hakvoort, Ph.D



University of Gothenburg
Department of Education and Special Education
Box 300
405 30 Gothenburg

Appendix 03: Letter of Consent for the Participants in Camp Areas.

xx/xx/2019



DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

To Participants,

You are being invited to participate in a research study on “Educational Approaches taken on Child Learning Centers in Rohingya Refugee Camps in Bangladesh”. In particular, I am interested in investigating the education that has designed and are implementing in child learning centers in Rohingya Refugee Camps.

This research will require around 10 minutes. During this time, you will be asked about your experiences and opinion about education in Child Learning Centers. The interview will be conducted at a time you prefer and be tape-recorded, if you agree on that.

The person interviewing you is H M Moniruzzaman who conducts this study for his master thesis. He will give you his contact information if you like to know more about the study in the future.

Several steps will be taken to protect your anonymity and identity. The interviews will be typed up and will not contain any information about names and other information about the interviewee’s identity. Tapes will be destroyed. In addition, the collected data will only be used for the purpose of the study and analyses and can be discussed in collaboration with the research team at the University of Gothenburg. The results of this study will be presented in form of a master thesis that is planned to be ready during the spring of 2019. You are free to give your views on this topic or to decline from giving his views. He is free to withdraw at any time from the study.

I have read the above information regarding this research project and consent to participate in this study.

Printed name

Signature

Date

Ilse Hakvoort, Ph.D

Appendix 04: Interview Questioner to the learners (L) at Temporary Learning Centre (TLCs).

- 1) What is your name and how are you?
- 2) How old are you and which grade you belong to?
- 3) How many family members you have and what who is the bread earner in your family?
- 4) Do you like the learning centres (TLCs) and do your parents like it too?
- 5) What do you like the most in TLCs?
- 6) Which bothers you and you do not like at all?
- 7) What are you learning here and are you happy with these?
- 8) What do you do for entertainment here in CLC?
- 9) What does the NGO provide you besides education? (Like any bag, pen, book, paper, drawing pencils, food etc.)
- 10) Which subjects do you like most and why?
- 11) Which subjects are boring to you and which subjects are difficult? Do you like to change them?
- 12) How far do you live from your learning centre (TLC) and do you walk to home? How the transportation and distance affect you?
- 13) Do you have friends, and do they help you to understand the lessons if you need?
- 14) Will you get any certificates or awards after you finish the schooling? What about your parents on this?
- 15) What will you do after you will finish your schooling?
- 16) Do you also go to Madrasahs? If yes, why, and when? Does it conflict with the learning timing here?

Appendix 05: Interview Questioner to the Host Community Teachers (L) at Temporary Learning Centre (TLCs).

- 1) How are you and how long have you been teaching the children in TLC?
- 2) Are you satisfied with the teaching materials and teaching quality? Do you have any suggestions in this regard?
- 3) How many students do you teach in every shift and for how long the shifts are for?
- 4) Do you feel any additional pressure while teaching them? If so, what are they?
- 5) Are you satisfied with the NGO's education supporting systems and if not why? What are your recommendations?

- 6) What is the key success and achievements of NGOs in running this TLC activities?
- 7) What are the key challenges you think to run the TLC education and what are the solutions you think?
- 8) Are you searching any other jobs to leave this role? If so, why?
- 9) What do you do for the learner's entertainments and how?
- 10) Do the parents talk to you and what are their attitudes to this schooling?
- 11) Do you face any regular inspections or auditing at school by the government or any other responsible authorities so far? If so, what are they and why?
- 12) Do you have any recommendations to improve anything?

Appendix 06: Interview Questioner to the Previous learners (PL) at Temporary Learning Centre (TLCs).

- 1) How are you and how was your journey with TLC? Do you work for living?
- 2) What was and is the learning outcome of TLCs you believe?
- 3) Is the learning from TLCs are still helping you in your work?
- 4) Do you remember what did you learn there at TLCs?
- 5) Which part had impressed you a lot?
- 6) Do you have any special memories of TLCs?
- 7) What are the challenges and shortcomings you have noticed and what are your suggestions to improve?
- 8) Do you recommend other children to go to TLCs for learning?
- 9) Do you think this program should continue to run and develop?

Appendix 07: Interview Questioner to the Burmese Language Instructors (BLI) at TLCs.

- 1) How are you and how was your journey with TLC? What do you work for living?
- 2) Why and how do you teach Burmese language in TLCs?
- 3) What are the challenges you have been experiencing in TLCs?
- 4) What is the future of TLC learners with Burmese Language?
- 5) What are the legal obligations for teaching Burmese language?
- 6) Are you satisfied with the salaries and other facilities?
- 7) What is your last educational degree and what is your aim in life?

- 8) What are the teaching degrees or professional trainings?
- 9) What are your recommendations to improve the present state at TLCs?
- 10) What are your job responsibilities, and do you enjoy working at TLCs?

Appendix 08: Interview Questioner to the NGO Officials (NGOs) at TLCs.

- 1) How are you? Which role are you playing at your organization?
- 2) How your organization has been designing and supporting the TLC initiatives?
- 3) How do you design education curriculums and other study materials for the refugee children at TLC?
- 4) What are the existing facilities you are providing to the children for improving education?
- 5) Do you face any challenges while implementing your activities? If yes, what are they?
- 6) Are there any legal conflicts with the host community or the host country?
- 7) How do you evaluate the progress of meeting the real need of the children there?
- 8) Do you find any challenges? What are your recommendations?
- 9) What is the planning of your organization to adapt and extend this program?
- 10) How do you recruit and manage teaching staffs at TLCs? Is there any fund crisis to provide the salaries and other facilities on time to the teachers and others?
- 11) Who settle the lesson plans and study materials in class and how it is justified?

Appendix 09: Interview Questioner to the Government Officials (GO) at TLCs.

- 1) What are your job responsibilities and how long are you working for Rohingya refugees?
- 2) How does the host government work for TLC learners?
- 3) What are the government activities in operating TLC?
- 4) Are there any restrictions imposed by the host government? What are they?
- 5) How do you monitor the education activities in TLCs?
- 6) What are the challenges you have been experienced while working in RRCs?
- 7) What is the progress to repatriate the Rohingya to their country of origin?
- 8) What are your recommendations to improve the present state of providing education?
- 9) How the Rohingya displaced learners are satisfied with the government activities?
- 10) Are you satisfied with your job responsibilities?

N.B: All the relevant questions have multiple answer options for the participants.