

**THE ROLE OF COMMUNITY-BASED LEARNING
FACILITIES (CBLFs) IN EXPANDING EDUCATIONAL
OPPORTUNITIES FOR ADOLESCENT GIRLS IN THE
ROHINGYA REFUGEE CAMPS, UKHIYA, BANGLADESH**

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A thesis submitted to the BRAC Institute of Educational Development in partial
fulfillment of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

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DECLARATION

It is hereby declared that.

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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APPROVAL

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ABSTRACT

The Rohingya refugee crisis in Bangladesh has created significant barriers to education, particularly for adolescent girls due to the restrictive social norms. To address the barriers, different Non-Government Organizations (NGO) established girls-only education models like Community-Based Learning Facilities (CBLF). This study aimed to explore how CBLFs expand the educational opportunities for adolescent girls (aged 11–17) in the Rohingya refugee camps of Ukhiya, Bangladesh, using thematic analysis by Katarina Tomasevski's 4A framework of Availability, Accessibility, Acceptability, and Adaptability. Through Key Information Interviews (KII), Focus Group Discussions (FGD), and Structured Questionnaires with adolescent girls, teachers, parents, community members, and project staffs. The study found that, before starting of the CBLFs most of the adolescent girls were out of school. CBLFs provide a safe and inclusive learning environment for adolescent girls by employing female teachers, offering culturally sensitive and age-appropriate curricula. Most of the girls enter CBLFs without basic literacy skills but gradually learn to read and write which enable them to support their younger siblings and families with tasks like reading ration cards, prescriptions, and calculations. CBLFs also play a crucial role in advocating against child marriage, encouraging families to prioritize education over child marriage. As a result, girls and their family now aspire to careers as teaching, fostering hope for a brighter future. However, challenges like temporary infrastructure, cultural restriction, and short-term funding persist. The study highlights the need for sustainable policies, more resources, and curriculum expansion to ensure long-term educational opportunities for adolescent girls in crisis settings.

Keywords: Community-Based Learning Facilities; Adolescent Girls; Rohingya Refugee Camps; Education in Emergency

DEDICATION

This thesis is dedicated to my husband for his unwavering support, which enabled me to complete my master's when I was on the verge of concluding it with a postgraduate diploma.

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LIST OF ACRONYMS

ALP	Accelerated Learning Program
BF	Bangladeshi Facilitator
BROUK	Bangladesh Rohingya Organization UK
CBLF	Community-based Learning Facility
CESG	Community Education Support Group
CODEC	Community Development Centre
ECE	Early Childhood Education
ECW	Education Cannot Wait
EFA	Education for All
EiE	Education in Emergencies
FDMN	Forcibly Displaced Myanmar Nationals
FGD	Focus Group Discussions
GAGE	Gender and Adolescence: Global Evidence
HBLF	Home-based Learning Facility
HEB	High Energy Biscuit
INGO	International Non-Governmental Organization
ISCG	Inter Sector Coordination Group
JRP	Joint Response Plan
KII	Key Informant Interviews
LC	Learning Center
MEAL	Monitoring, Evaluation, Accountability, and Learning
MSF	Medecins Sans Frontières
NRC	Norwegian Refugee Council
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
PIB	Plan International Bangladesh
RF	Rohingya Facilitator
SEL	Social and Emotional Learning
SSI	Semi-Structured Interviews
UDHR	Universal Declaration of Human Rights
UN	United Nation
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
US	United States
WFP	World Food Program
WHO	World Health Organization

GLOSSARY

Adolescent	The World Health Organization (WHO) defines adolescence as the second decade of life (10-19 years), which is marked by significant physical, psychological, and social changes. During this developmental stage, adolescents develop advanced thinking patterns, seek identity formation, form social relationships, and develop a sense of responsibility and independence. However, they may face obstacles such as limited educational opportunities and job prospects, and health issues such as early pregnancies, infections, violence, anxiety, and depression (Adolescent Health, 2019). Adolescents can also be divided into two groups: younger adolescents (ages 10-12) and older adolescents (ages 15-18) (Adolescent Health, 2019).
Alternative Education	Alternative education refers to flexible programs that ensure the right to education for all, regardless of their educational status. It complements formal education by providing programs that are flexible in terms of timing, location, enrollment procedures, and delivery platforms. These programs address the needs of out-of-school adolescents using a demand-driven approach, with a focus on non-formal education (UNICEF, 2022).
Community Education Support Group (CESG)	Each CBLF has a CESG committee, which is made up of community leaders, parents, teacher and students. The primary goal of this committee is to increase community ownership of the CBLF and promote girls' education initiatives. The CESG holds regular monthly meetings to discuss various topics relevant to the CBLF and actively promoting the CBLF's objectives and activities.

Educational Opportunities	Educational opportunity entails giving people access to educational resources and experiences while encouraging equal access for everyone, regardless of social or economic status (Avery, 2023).
Joint Response Plan (JRP)	Under the leadership of the Bangladesh Government, the Joint Response Plan (JRP) for the Rohingya Humanitarian Crisis is developed. The JRP is developed yearly and is an annual fundraising document that articulates the shared vision of how the humanitarian community will respond to the assessed and expressed needs of Rohingya refugees and affected host communities.
The Right to Education	The Right to Education is a fundamental component of various international agreements and legislation governing the treatment of refugees, providing a critical framework for the current research. The concept of the Right to Education goes beyond mere access, encompassing standards across four key dimensions, as outlined by Tomasevski (2001). These dimensions include the right to education, in education, and through education, emphasizing the importance of ensuring not only access but also the quality, process, and completion of learning.

CHAPTER 1: INTRODUCTION & BACKGROUND

1.1 Introduction

The global refugee crisis has seen a dramatic increase in recent decades. In a 2022 report, the United Nations High Commissioner for Refugees (UNHCR) noted that there are now more than 108 million individuals who are displaced (Park, 2024). During the past decades, countless individuals have been forcibly displaced for the most varied of reasons (Armiero & Bettini, 2023; Lischer, 2017; Madakoro, 2023; McDowell, 2014).

Around the globe, refugees struggle to access education, and the older they become, the greater the challenges. Globally, 63% of refugee children are enrolled in education at the primary level, reducing to 24% at the secondary level. At the tertiary or higher education level, enrolment is just 3%, compared to 37% of non-refugee students (Morris, L. (2021)). As of 2021, the global displacement crisis has affected over 80 million people due to war, violence, and poverty, with an estimated 30 to 34 million of them being children under the age of 18, who face significant barriers to education (Admasu et al., 2021). This educational disparity is particularly evident among adolescent girls, who are only half as likely to attend secondary school as their male peers.

Bangladesh, particularly over the last two decades, has faced an ongoing influx of Rohingya refugees, encompassing over 300,000. The situation deteriorated in 2016 and 2017, with significant new arrivals. As of December 31, 2024, Bangladesh is the home to 1,005,520 Rohingya refugees, 51.02% of whom were children, below 18 years old (Joint Government of Bangladesh - UNHCR Population, 2024). Over 960,000 stateless Rohingya refugees live in 33 densely populated camps in Ukhiya and Teknaf upazilas (Asia and the Pacific: 2024 Humanitarian Response Overview, 2024).

Despite all of the assistance, the needs of Rohingya refugees are enormous and critical, and include basic human needs for their health and well-being such as food, shelter, day-to-day necessities, safe drinking water, hygiene items, gender-sensitive sanitation, medicine, and mental health care (including psychological support because they have experienced trauma), as well as education (Shohel, M. M. C. 2022b). Rohingya children in refugee camps have very limited access to education and are frequently in poor health due to a lack of food, health services, medicines, and sanitation facilities. Children, particularly girls, are extremely vulnerable to violence and trafficking for both sex and manual labor (Shohel, M. M. C., 2022c).

As of December 31, 2024, approximately 1,005,520 Rohingya refugees are registered in Bangladesh as part of the Government-UNHCR joint registration exercise, residing in thirty-three congested camps formally designated by the Government of Bangladesh in the space-constrained, densely populated, and climate-vulnerable Ukhiya and Teknaf Upazilas of the Cox's Bazar District, as well as on Bhasan Char (Joint Government of Bangladesh - UNHCR Population, 2024).

The Joint Response Plan (JRP) 2024 targets 931,574 people (51.3% women and girls and 48.7% men and boys), with 480,947 children (Girl: 234,614 Boy: 246,333) in need of various goods and services. As of October 2023, a total of 330,207 (161,201 female and 169,006 male) Rohingya children, adolescents, and youth have access to quality inclusive learning services through 5,494 established learning facilities, accounting for 89% of the 2023 Education Sector target enrollment. According to JRP 2024, 575,180 children still need an education. While 196,618 adolescent girls are still in need of education, only 21% of Rohingya adolescent girls (12 to 18 years old) are enrolled in secondary school (Joint Government of Bangladesh - UNHCR Population, 2024).

Rohingya refugee girls did not attend school because they faced discrimination, cultural conflicts, and mental and physical harassment, which discouraged them from continuing their education, particularly during adolescence (Hossain, 2023).

As stated in Gordon et al., (2018), for girls' limited freedom of movement, special efforts must be made to reach out so that their ideas inform programmatic interventions, and their specific needs can be addressed. Despite all of the issues and the low enrollment rate of adolescent girls, few efforts have been made to meet their educational needs in the case of girls-only intervention and studies to address the issue.

To address the ongoing social, religious, and physical constraints that girls (particularly adolescent girls) and children with disabilities face, various INGOs such as Plan International Bangladesh (PIB), the Norwegian Refugee Council (NRC), and Save the Children developed innovative home-based learning models such as the Homebase Learning Facility (HBLF) and the Community-based Learning Facility (CBLF). Smaller-sized, girls-only classes with female-only teachers are used to overcome restrictions on adolescent girls traveling far from their homes, as is the implementation of individual education plans for disabled children (Education Cannot Wait, 2023).

This research aimed to explore how CBLFs expand educational opportunities for adolescent girls aged 11 to 18 in Rohingya refugee camps by creating a safe and inclusive education opportunity for adolescent girls. With that understanding the challenges and success of the two for further improvement. By understanding both the benefits and limitations of CBLFs, the research explored the educational challenges and opportunities of the existing CBLFs that adolescent girls face. Furthermore, this research is intended to promote the model in a similar context.

1.2 Research Topic

The Role of Community-Based Learning Facilities (CBLFs) in Expanding Educational Opportunities for Adolescent Girls in the Rohingya Refugee Camps, Ukhiya, Bangladesh

1.3 Statement of The Problem

Education is a cornerstone of fundamental human rights, as defined by various international and regional human rights instruments such as the Universal Declaration of Human Rights (1948), the Convention Relating to the Status of Refugees (1951), and the Convention on the Rights of the Child (1989). It is used not only for academic purposes but also to understand and advance other human rights principles. Lee (2013) states that education is intimately linked to its use in international political spheres, acting as a catalyst for reflection and empowerment. Beyond academic pursuits, the right to education encompasses a broader understanding of one's citizenship rights and responsibilities, which include civil, political, economic, social, and cultural dimensions. It is especially important in empowering marginalized people, providing opportunities for economic and cultural advancement, breaking the cycle of poverty, and facilitating active community engagement.

Access to education for Rohingya refugee children has been hindered by insufficient infrastructure, a lack of learning materials, long travel distances to schools, and financial difficulties. This challenge is particularly pronounced for adolescent girls aged 11 to 17, who encounter additional barriers. A key concern is the high dropout rate among Rohingya girls during adolescence, predominantly driven by social factors. Data underscores this disparity, revealing an enrollment rate of just 21% for adolescent girls (ages 12–18), compared to 72% for boys (Bangladesh: Rohingya Humanitarian Crisis Joint Response Plan 2024, 2024).

Supporting research, such as the Gender and Adolescence: Global Evidence (GAGE) program 2020, confirms this gender disparity, demonstrating that boys outnumber girls in educational enrollment by 53%. Furthermore, by the ages of 15 to 19, only 2% of girls and 28% of boys are pursuing education outside the home. Despite acknowledging education's critical role in their well-being, many adolescent Rohingya girls have limited access to formal education, particularly after the age of 15. These findings highlight the urgent need to address the educational barriers that Rohingya adolescent girls face and ensure equitable access to learning opportunities (Guglielmi et al., 2020).

The evidence highlights the significant barriers to education that adolescent girls face, which are exacerbated by their increased vulnerability to violence. Existing research emphasizes the unique challenges that adolescent girls face, increasing their vulnerability to various forms of violence. Despite this acknowledgment, there is a significant gap in research on potential strategies or interventions to address these barriers, particularly in the Rohingya Refugee Camp (Guglielmi et al., 2020a).

1.4 Research Question

The following research questions guided this research.

- 1:** How do CBLFs contribute to enhancing educational opportunities for adolescent girls aged 11-17 in the Rohingya Refugee Camp in Ukhiya?
- 2:** What changes do adolescent girls experience in their lives after enrolling in CBLFs?
- 3:** What are the challenges and successes associated with the implementation of CBLFs in the Rohingya Refugee Camp in Ukhiya?

1.5 Purpose of the Research

The purpose of this research was to explore the role of CBLFs in expanding educational opportunities and promoting empowerment among adolescent girls living in the Rohingya Refugee Camp. The research aimed to understand how CBLFs meet the educational needs and interests of adolescent girls in the camp, emphasizing the adaptability and responsiveness of these educational initiatives.

Additionally, the research sought to understand the role of CBLFs in advancing girls' empowerment within the camp setting, specifically how these facilities contribute to the development of agency and autonomy among adolescent girls. With that, this research aimed to explore the real-world changes in adolescent girls following their participation in CBLFs, as well as the perceived broader impact of these programs on their life skills development, which include communication, problem-solving, social interactions, and leadership abilities.

Moreover, the research aimed to highlight how cultural norms and community perceptions of girls' education affect the implementation of CBLFs in the camp. It sought to identify potential challenges and barriers to the effectiveness of these programs, while also highlighting CBLFs' successes in overcoming obstacles and increasing access to education for adolescent girls. By highlighting these issues, the research hopes to contribute to a more nuanced understanding of the role of CBLFs in improving educational opportunities and fostering empowerment among adolescent girls in the Rohingya Refugee Camp.

1.6 Significance of the Research

The significance of this research lies in its potential to influence policy and practical approaches to the education of adolescent girls in refugee camps, specifically the Rohingya Refugee Camp in Ukhiya. The research will bridge existing gaps and provide

valuable insights into effective strategies for advancing girls' education in various humanitarian settings by investigating the role of CBLFs in improving educational opportunities and fostering empowerment among adolescent girls. The research's findings related to how CBLFs adapt to meet the diverse needs of adolescent girls highlight their adaptability and responsiveness, providing valuable insights for the development and implementation of similar initiatives in other refugee camps and marginalized communities around the world.

Moreover, by revealing the critical role of CBLFs in promoting girls' education and empowerment, the research highlights the transformative potential of these educational facilities. Such insights are useful in advocacy efforts aimed at gaining support and resources for CBLFs and other initiatives promoting girls' education.

Furthermore, the research's findings related to the changes observed in adolescent girls following their participation in CBLFs, as well as the overall impact of these programs on their life skill acquisition, will provide empirical evidence for the efficacy of such interventions. This evidence can be used to advocate for continued investment in girls' education, as well as to inform future programming initiatives.

1.7 Chapter Summary

In conclusion, by describing the research's background, justification, goals, and importance, an outline of the research context has been given, emphasizing the difficulties the target population faces and the possible benefits of resolving these problems with targeted interventions. In addition, the chapter discussed the research questions and scope. To fully address the research objectives, the upcoming chapters will go deeper into the literature, methodology, and findings after a thorough understanding of the significance and goal of the research.

1.8 Organization of The Thesis

This thesis is organized into the following chapters:

- **Chapter 1:** Provides the background of the research, explaining the rationale for undertaking the research. It outlines the goals and objectives, research questions, the purpose and significance of the study with the organization of the thesis.
- **Chapter 2:** Reviews the existing literature, identifies gaps in current research, and presents relevant theories and the theoretical framework that underline the research.
- **Chapter 3:** Details the methodology, materials, and methods employed in the research. This includes a description of the research area, the research process, the data collection and analysis procedures.
- **Chapter 4:** Presents a critical analysis of the data collected, discusses the findings, and provides an in-depth examination of relevant policies. It also offers recommendations and proposes a way forward.
- **Chapter 5:** Concludes the research by summarizing the key findings and insights derived from the analysis, highlighting their significance and implications.

CHAPTER 2: LITERATURE REVIEW & CONCEPTUAL FRAMEWORK

2.1 Introduction

This chapter provides a comprehensive literature review on the educational challenges and opportunities for Rohingya refugees, with a particular focus on adolescent girls in the refugee camps of Cox's Bazar, Bangladesh. The review began by reviewing the history of the Rohingya population, and their education system before displacement and then exploring key theoretical concepts related to educational opportunities, alternative education, and the right to education, establishing a foundational understanding of the broader educational landscape. It then delved into the historical and current context of the Rohingya refugee crisis, highlighting the significant barriers to education faced by this marginalized community both before and after displacement. The chapter also examines the role of community-based learning facilities (CBLFs) and alternative learning programs (ALPs) in addressing these educational needs. By integrating Katarina Tomasevski (2007)'s 4A Framework —Availability, Accessibility, Acceptability, and Adaptability—the review provides a structured analysis of the role of the educational model in enhancing access to educational opportunities for Rohingya adolescents, particularly girls. This framework serves as a lens to observe the effectiveness of current educational practices and identify areas for improvement.

2.2 Orientation of Rohingya Refugee

2.2.1 The Word “Rohingya”

Rohingya refers to an ethnic, linguistic, and religious group that lived in Myanmar's former Arakan State (Ullah, 2011). The Rohingya community is Myanmar's most

persecuted minority, having become stateless and fled to neighboring countries such as Bangladesh, Malaysia, India, Pakistan, Thailand, and Indonesia. Bangladesh is the largest recipient country, sheltering over a million Rohingya people despite having limited resources for decades (UNICEF, 2018; UNHCR, 2018; Mozumder, 2019). "The term Rohingya is both recognized 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).

2.2.2 Historical Background of Rohingya Refugee

Over the last seven centuries, the Rohingya community, primarily Muslim and speaking the Rohingya language, have lived in Rakhine State, formerly known as Arakan, Myanmar (Farzana, 2017; Milton et al., 2017). Despite their long-standing presence in the region, successive Myanmar governments have denied them citizenship, effectively leaving them stateless (Prodip, 2017; Medecins Sans Frontières [MSF], 2010). Enduring persecution, violence, and torture under various Myanmar regimes, the Rohingya have faced multiple waves of forced migration, the most recent of which occurred in 2017, prompting many to seek refuge in Bangladesh. Since August 25, 2017, an estimated 869,994 Rohingya have fled Myanmar to Bangladesh (UNHCR, 2018a).

As of December 2024, approximately 1,005,520 registered Rohingya refugees lived in 33 camps in Cox's Bazar, including those who arrived in the 1990s and after the August 2017 migration. Nearly half of these refugees live in Kutupalong, an overcrowded makeshift mega camp in Cox's Bazar District (UNHCR Population Factsheet, 2024). A significant portion of this refugee population consists of children living in camps who have been denied access to basic education for a variety of reasons. The dire situation

has raised concerns about the possible consequences for this "lost generation" (Rahman et al., 2022c), drawing global attention to their plight (UNICEF, 2018). Providing basic education to Rohingya refugee children is critical not only to achieving the Sustainable Development Goals but also to upholding the "leave no one behind" principle in universal education efforts.

2.2.3 Education of Rohingya Refugee Before Displacement:

According to 2009–2010 statistics, Rakhine state had the lowest pre-school attendance among children aged 3 to 5 years old in Myanmar which is 5% compared to the national average of 23% (UNICEF, 2013). A similar trend can be observed for primary school enrolment rates where 29% of primary school-aged children were not enrolled compared to the national average of 12%. In this state, all communities including the Rohingya community have barriers accessing education due to a shortage of schools and learning materials, distance from home to school, and lack of finance to support the education system (UNICEF, 2013). However, Rohingya girls tend to drop out of school once they reach puberty to avoid mixing with men and to contribute to home-making instead (Save the Children, 2017). Existing data and initial rapid assessment (Save the Children, 2018a) suggest that either a large proportion of Rohingya refugee children were not schooled in Rakhine State or they did not have access to accredited formal quality education before seeking refuge in Bangladesh. It is known that many children attended schools in Northern Rakhine State, mainly in community-owned schools (which follow the Myanmar National Curriculum) and Madrasas (which provide basic religious education for Muslims). However, there is a lack of data on the children's educational attainment or competency level (ISCG, 2017b). Against a background of communal conflict and sectarian violence, worries about safety and security have also been a reason not to engage in the formal education system where schools are distant

from homes. Most of the post-August 2017 Rohingya refugees came from the northern part of Rakhine State where Teacher–Student ratio is well above the national target 30:1 set out by the Ministry of Education, Myanmar because of low enrolment in schools. This is due to security and safety issues in this region. One of the reasons for teachers’ absenteeism in Maungdaw is also related to security issue in the area. As a result, a parallel community-based schooling system was developed using volunteers from the communities with the basic education infrastructure. These volunteer teachers who are paid by the community are not qualified and among them 83% have at least 10 years of school or higher (Richardson, 2018).

2.3 Education of Rohingya Refugees in The Camp

2.3.1 Education in the Camp

Nearly 500,000 Rohingya refugee children in the Kutupalong unregistered refugee camp have been denied access to education both before and after arriving in Bangladesh (Rahman et al., 2022). According to Chandan (2021) the majority of the 500,000 Rohingya children in refugee camps lack access to formal education. Few children only obtain the pre-primary level of education from several Learning Centers (LCs) (Rahman et al., 2022b). These non-formal education programs, designed by UNICEF and implemented by a number of local and international organizations (Rahman & Missingham, 2018), are the primary source of education for Rohingya children, who are largely denied access to recognized formal education facilities (Shohel, 2020).

2.3.2 Community-Based Learning Facilities (CBLF)

CBLFs are educational spaces that operate outside of traditional school structures. They consist of community learning centers, research circles, and community groups. These

facilities play an important role in providing a diverse range of educational opportunities, such as literacy and skills training, health and citizenship education, and general, liberal, and vocational education. CBLFs are especially important for marginalized and oppressed groups because they provide critical learning opportunities for children and youth who face multiple layers of marginalization and oppression (Oyasu, 2019).

CBLF is a community-led education model that Save the Children uses in Rohingya refugee camps in Cox's Bazar, Bangladesh. This model entails establishing small learning facilities managed by the Rohingya community in one of their homes or shelters and providing education services such as Early Childhood Education (ECE), Accelerated Learning Program (ALP), and Mental Health and Psychosocial Support (MHPSS). The CBLF model has successfully reached a large number of children and adolescent girls, promoting social cohesion in the Rohingya community, and it can be replicated in other emergencies (Education Cannot Wait, 2023).

Each CBLF modality consists of two shifts, each with ten adolescent learners. To support the students, each facility has one Rohingya teacher and one host community teacher for two CBLFs. Save the Children has developed the ALP for adolescent CBLF learners based on the new Myanmar Curriculum as part of the Cox's Bazar education sector's scaling up of the Myanmar Curriculum. The ALP incorporates Social and Emotional Learning (SEL) in the ALP curriculum as they come to Bangladesh with a history of trauma. With that there are six core subjects in the Myanmar Curriculum: Burmese, English, Life Skills, Social Studies, Math, and Science. The model provides Education in Emergencies (EiE) kits, which include school bags, notebooks, pens, pencils, erasers, sharpeners, colored pencils, and other supplies, as part of its efforts to ensure access to quality education and encourage lifelong learning. Adolescent girls

also receive dignity kits, which contain a veil, soap, undergarments, napkins, and sanitary pads.

2.3.3 Accelerated Learning Program (ALP):

Accelerated Learning Program (ALP) is a flexible and age-appropriate educational initiative that aims to provide schooling opportunities to disadvantaged, over-aged, and out-of-school children and youth, with a focus on reaching marginalized groups, particularly girls. It aims to address the various barriers to education faced by people who have missed out on formal schooling or had their education interrupted due to factors such as poverty, marginalization, conflict, and crises.

ALP provides a three-year curriculum designed specifically for Rohingya children, particularly adolescent girls aged 11 and up to 17 who are over-aged and out of school due to a variety of circumstances. This is accomplished using two distinct packages: Package 1 and Package 2. Package 1 covers the curriculum of regular Myanmar curriculum 1 and 2 for 12 months, while Package 2 covers the regular Myanmar curriculum of Grades 3, 4, and 5 for 24 months. Thus, over-age and dropout learners are allowed to complete the equivalent of five years of Grade 1-5 curriculum within the condensed three-year ALP curriculum, allowing them to transition into regular Myanmar Curriculum grade 6 (Sourav, 2022).

Notably, Save the Children has included SEL components in the ALP curriculum, recognizing the traumatic experiences and conflicts that Rohingya children bring with them to Bangladesh. The ALP curriculum consists of six core subjects: Burmese, English, Life Skills, Social Studies, Mathematics, and Science. Furthermore, the curriculum is meticulously designed with specific subject and package-specific

curriculum matrices that are consistent with the Myanmar National Assessment Guidelines.

Each batch of ALP has a total class time of 2.5 hours per day, five days a week. Where ALP is implemented in CBLF to promote community engagement and parental involvement. Each CBLF holds a monthly parent-teacher meeting with parents or caregivers to promote collaboration and support between educators and families.

2.4 Review of Relevant Literature

This review focused on six key themes, 1) Education in Emergency (EiE) In Rohingya Camps; 2) Literacy Status of Rohingya Children; 3) Adolescent Girls' Education in Emergencies; 4) Access of Adolescent Girls in The Camp; 5) Interventions or Flexible Learning Models in EiE; and 6) Ongoing Policy and Practice, EiE in the Context of Rohingya Refugee Camps in Bangladesh. By delving into these themes, the review identified gaps, challenges, and interventions to guide future research and policy.

2.4.1: Education In Emergency (EiE) In Rohingya Camps

EiE plays a crucial role in ensuring that children and adolescents in crises, such as the Rohingya refugee camps in Bangladesh, have access to learning opportunities. It is not just about academic growth but also about promoting cognitive, social, and emotional development. EiE is vital in restoring a sense of normalcy, building resilience, and safeguarding children's rights in these vulnerable communities (Shohel, 2022).

The Rohingya camps face significant challenges in providing effective education. Overcrowded classrooms and makeshift learning spaces are common in places like Kutupalong, the world's largest refugee camp. Such conditions make it difficult for students to focus and for teachers to deliver quality education (Rahman et al., 2023).

Another major challenge is the ban on teaching Bangla, which isolates Rohingya children from the national education system. This restriction limits their opportunities for long-term integration into Bangladeshi society (Shohel, 2022). Additionally, there is a lack of qualified teachers who are well-versed in both the Rohingya language, and the specialized skills required for teaching in emergency settings (Rahman et al., 2023).

Despite these barriers, non-formal learning centers have emerged as key components in providing basic education to Rohingya children. While these centers lack the capacity to offer deep academic advancement, they provide critical psychosocial support to children who have experienced trauma. Education in these centers helps protect children from exploitation, such as child labor and trafficking, by engaging them in constructive activities and giving them a safe space to learn (Shohel, 2022; Rahman et al., 2023).

Education is recognized as a fundamental human right under international conventions, yet the implementation of this right varies from country to country. Bangladesh, for example, is not a signatory to several key international agreements that guarantee education for refugees. In the absence of formal state-led education initiatives, non-governmental organizations (NGOs) and international partners have taken on the responsibility of providing informal education to Rohingya children. These efforts bridge critical gaps by ensuring that children in refugee camps have access to basic education and life skills (Yulianti et al., 2024).

Furthermore, education in emergencies is not only essential for individual development but also for community well-being. Providing learning opportunities for Rohingya children fosters hope and prepares them for a future beyond the camps. To strengthen the impact of these initiatives, it is essential to address existing gaps, such as improving

infrastructure, increasing the number of qualified teachers, and expanding the curriculum to meet the diverse needs of the refugee population (Hossain, 2021).

While challenges persist in delivering education to Rohingya refugee children, EiE serves as a powerful tool for restoring hope, promoting resilience, and protecting the rights of children in crisis. By addressing these barriers and building on existing efforts, education in emergencies can play a transformative role in shaping the lives of children and their communities.

2.4.2 Literacy Status of Rohingya Children

The literacy rates among Rohingya children, especially adolescent girls, are alarmingly low. According to UNICEF (2019), fewer than 50% of children in Rohingya refugee camps receive any form of education. Gendered expectations and safety concerns create additional barriers for girls, with cultural norms often prioritizing boys' education and leaving girls at a disadvantage (Shohel et al., 2023; Rahman et al., 2023). Overcrowded classrooms and a lack of learning materials further worsen the situation, making it difficult to ensure quality education (Shohel, 2022).

The displacement of Rohingya children and the lack of formal education have severely impacted their literacy levels. While various organizations have stepped in to provide basic education, most initiatives are informal and focus only on basic literacy and numeracy skills. However, the quality of education remains a concern due to a shortage of trained teachers, inadequate curriculums, and insufficient educational resources (Yulianti et al., 2024).

Adolescent girls face even greater challenges in continuing their education. Many drop out prematurely due to pressures like early marriage, cultural norms, and domestic

responsibilities (Shohel et al., 2023). Non-formal education programs run by NGOs and international organizations have achieved some success, but they lack the resources and reach to address literacy needs on a large scale (Rahman et al., 2023). The exclusion of Rohingya adolescents from formal education systems further restricts their opportunities for higher education and skill development, making it harder for them to break the cycle of poverty (Shohel, 2022).

The challenges are especially acute for adolescent girls during emergencies. Targeted educational programs are urgently needed to address their specific needs. Programs like the SFR initiative aim to equip refugee children, including girls, with the skills and capacity to integrate into formal schools and the broader community. These programs also engage parents and community members to foster support for girls' education, highlighting the importance of collective efforts in improving literacy rates (Hossain, 2021).

In the end the literacy status of Rohingya children and adolescent girls is deeply concerning, with systemic barriers limiting their access to quality education. Addressing these challenges requires a multifaceted approach, including more targeted educational programs, greater investment in teacher training, and broader efforts to challenge cultural norms that hinder girls' education.

2.4.3 Adolescent Girls in Education in Emergencies

Education for adolescent girls is essential for building resilient communities and breaking the cycle of poverty. However, in Rohingya refugee camps, these girls face numerous challenges that limit their access to education (Rahman et al., 2023). Safety concerns are one of the main barriers, as families often hesitate to send their daughters

to learning centers, especially when they are located far from their shelters (Shohel et al., 2023). Cultural opposition to girls' education further complicates the situation, with inadequate gender-sensitive facilities—such as separate toilets and secure classrooms—discouraging attendance (Rahman et al., 2023).

Efforts to address these challenges have shown promising results. Initiatives like safe spaces for girls and mentorship from female educators have helped improve attendance and retention (Shohel, 2022). Pilot programs that combine vocational training with literacy skills not only address practical needs but also encourage families to support girls' education (Rahman et al., 2023). However, these initiatives remain limited in scale and often fail to fully meet the unique needs of adolescent girls (Yulianti et al., 2024).

Systemic barriers also play a significant role. Policies restricting Rohingya children's access to formal education particularly impact girls, leaving them with few opportunities for academic advancement (Shohel, 2022). Additionally, the shortage of trained teachers and high turnover rates make it difficult to provide consistent, high-quality education tailored to their needs. Cultural expectations that girls assist with household chores further limit the time they can devote to learning (Shohel, 2022; Rahman et al., 2023). Families also fear harassment and violence, which discourages them from prioritizing education for girls.

The psychological toll of displacement and ongoing insecurity is another critical challenge. Many adolescent girls struggle with trauma, which affects their ability to engage in education. Unfortunately, programs addressing their psychosocial needs are underdeveloped, leaving a significant gap in their overall support (Shohel et al., 2023).

Targeted educational programs are essential to overcoming these barriers. Such programs should focus on providing safe learning environments, gender-sensitive

curriculums, and support services that address the specific needs of adolescent girls. For instance, the SFR program includes activities aimed at equipping refugee children, including girls, with the skills and knowledge needed to integrate into formal schools and their communities. The program also engages parents and community members, encouraging their support for girls' education (Yulianti et al., 2024).

In summary, while some initiatives have made progress, there is a critical need for comprehensive, gender-focused education programs that address both practical and systemic challenges. These efforts are essential to ensure that adolescent girls in emergencies, like those in the Rohingya camps, can access and benefit from education.

2.4.4 Access to Education of Adolescent Girls in The Camp

Adolescent girls in the Rohingya refugee camps face significant barriers to accessing education due to cultural, social, and economic challenges. Cultural norms often prioritize boys' education over girls', and practices like purdah restrict girls' movement, confining them to their homes (Rahman et al., 2023). Safety concerns, including the risk of violence and trafficking, further discourage families from sending their daughters to school (Shohel et al., 2023). Economic hardships also play a role, as families struggling for survival tend to prioritize boys' education over girls' (Rahman et al., 2023).

Community-Based Learning Facilities (CBLFs) have emerged as an essential resource to address these barriers. These facilities offer flexible learning models tailored to meet the specific needs of adolescent girls. They provide safe spaces for learning, incorporate gender-sensitive curricula, and create environments where girls can access education without fear (Hossain, 2021; Yulianti et al., 2024). However, the reach and impact of

CBLFs are often constrained by limited resources, overcrowded classrooms, and inadequate infrastructure, which reduce their effectiveness (Yulianti et al., 2024).

Despite these challenges, access to education has a profound impact on the lives of adolescent girls in the camps. Education equips them with knowledge and skills that improve their health, well-being, and self-confidence. It empowers them to break the cycle of poverty and promotes gender equality within their communities (Shohel et al., 2023). However, systemic discrimination shaped by ethnic identity, gender, religion, and economic status continues to hinder their educational opportunities.

The psychological impact of being denied education is also significant. Many girls feel a sense of hopelessness, as they see few opportunities for personal or academic growth (Rahman et al., 2023). Addressing these challenges requires a multifaceted approach, including improving educational facilities, changing cultural attitudes toward girls' education, and ensuring the safety and security of female students. Efforts must also focus on engaging communities to challenge harmful gender norms and emphasize the long-term benefits of educating girls for the well-being of families and the community at large (Rahman et al., 2023).

While the barriers are significant, the commitment to providing education for adolescent girls in the Rohingya camps remains vital for their development and for building resilient, equitable communities.

2.4.5 Interventions or Flexible Learning Models in Education in Emergency

Flexible learning models in EiE play a crucial role in providing education to children and adolescents in crisis settings like the Rohingya refugee camps. Mobile learning centers and community-based education initiatives are innovative approaches designed to address the challenges of limited infrastructure and accessibility (Rahman et al.,

2023). These models offer adaptable solutions, such as part-time classes and vocational training programs, to ensure that children, particularly adolescent girls, can continue their education despite the constraints of their environment (Shohel et al., 2023).

Programs that integrate psychosocial support into education have been particularly effective in addressing the trauma experienced by Rohingya children. For instance, UNICEF Learning Centers in the camps combine education with mental health support, providing a safe space for children to learn and heal. However, these initiatives face challenges such as overcrowded classrooms, insufficient funding, and resource shortages, limiting their reach and effectiveness (Shohel, 2022; Rahman et al., 2023).

Community-based learning facilities (CBLFs) and informal education centers focus on delivering basic literacy, numeracy, and life skills to children and adolescents. These facilities aim to help learners integrate into local education systems or prepare them for future opportunities. However, they often struggle with a lack of trained teachers and educational materials, which hinders their ability to provide consistent, high-quality education (Yulianti et al., 2024).

To enhance the effectiveness of EiE programs, experts recommend fostering stronger partnerships between NGOs and local authorities. This collaboration can help create scalable and culturally appropriate solutions that address the unique needs of refugee children and adolescents. Additionally, expanding vocational training programs offers adolescents an alternative pathway to skill development and economic empowerment, helping them prepare for life beyond the camps (Shohel, 2022).

The Success for Refugees (SFR) program is an example of a flexible learning initiative tailored to the needs of displaced children. It provides non-formal education that includes language classes, vocational training, and extracurricular activities. By

focusing on holistic development, these models adapt to the changing needs of refugee children and offer them hope for a brighter future (Hossain, 2021).

Although flexible learning models show promise, significant investment and innovation are required to scale these programs and ensure every child in the camps has access to quality education.

2.4.6 Ongoing Policy and Practice of Rohingya Refugee Education

Current policies in Bangladesh significantly limit educational opportunities for Rohingya refugee children and adolescents. For example, the Bangladeshi government does not allow Rohingya refugees to integrate into the formal education system, which prevents them from earning recognized certifications or accessing long-term educational pathways (Shohel, 2022). While international organizations and NGOs advocate for more inclusive policies, such as integrating refugee education into national frameworks, significant changes have not yet been made (Rahman et al., 2023).

To address these gaps, non-formal education programs like the Learning Competency Framework and Approach (LCFA) have been introduced. These programs provide structured education tailored to the needs of Rohingya children. However, scaling these initiatives remains challenging due to limited funding and resources (Shohel, 2022). Efforts to include community input in planning educational programs have been effective in reducing cultural resistance to education, but more consistent engagement with local communities is needed to create lasting change (Rahman et al., 2023).

Collaboration between NGOs, international organizations, and the Bangladeshi government has been essential in delivering education to Rohingya children, despite the restrictive policy environment. However, the reliance on informal education programs leaves many gaps, particularly in providing access to vocational training and

secondary education for older adolescents. Expanding these opportunities is critical for addressing the diverse needs of refugee youth and preparing them for the future (Yulianti et al., 2024).

Advocating for policy reforms is key to ensuring refugee children's right to education. By integrating refugee education into national systems, children can access formal certification and pathways for higher education or employment. Additionally, enhancing collaboration between governments, NGOs, and international agencies can secure sustainable funding and improve the implementation of educational programs. For example, the Success for Refugees (SFR) program demonstrates the importance of combining advocacy with community engagement to support refugee education effectively (Hossain, 2021).

Moving forward, inclusive and equitable education policies are essential to providing Rohingya children and adolescents with meaningful learning opportunities, empowering them to build better futures for themselves and their communities.

2.5 Conceptual Framework

The conceptual framework for this research integrated Katarina Tomasevski's 4A, 2000 Framework—Availability, Accessibility, Acceptability, and Adaptability—with key thematic areas to comprehensively examine the role of CBLFs in addressing educational challenges faced by adolescent girls in this refugee context. It aimed to address discriminatory barriers (Accessibility) and the provision of resources such as teacher training and infrastructure (Availability). It also recognized context and relevance to a population (Acceptability) and finally the responsiveness of education with a long-term approach (Adaptability).

2.5.1 The 4A Framework:

The 4A framework (Access, Availability, Affordability, Acceptability) is closely related to this research as it helped assess how Community-Based Learning Facilities (CBLFs) impact education for adolescent girls in the Rohingya refugee camps. Access examines how CBLFs improve the physical reach of education, Availability looks at the resources offered, Affordability addresses whether education is free or supported financially, and accessibility focuses on how CBLFs align with cultural and social expectations. This framework helped evaluate how CBLFs overcome educational barriers and support girls' learning in the camps.

2.5.1.1 Availability:

In this framework, availability focused on the establishment of CBLFs with adequate infrastructure, qualified female facilitators, and relevant learning materials, as well as the organization of educational activities that enhance the learning experiences of adolescent girls. This aligns with the need to ensure safe and resource-rich environments for adolescent girls.

2.5.1.2 Accessibility:

Accessibility addressed barriers such as cultural norms, gender biases, and security concerns that retain adolescents from access to education. This also emphasized creating a safe space, providing culturally sensitive approaches, and removing obstacles to participation.

2.5.1.3 Acceptability

Acceptability evaluated the relevance and inclusivity of education, ensuring that curriculum and teaching practices respect Rohingya culture. It also promoted gender

equity, literacy, numeracy, and life skills development of learners in a culturally accepted manner.

2.5.1.4 Adaptability

Adaptability highlighted the flexibility of CBLFs to respond to contextual challenges, including cultural resistance, safety concerns, and the impact of environmental factors like monsoons, while also adapting programs to meet the evolving educational needs of adolescent girls.

By using the framework this research aimed to explore the availability, accessibility, acceptability, and adaptability of education models, particularly CBLFs, to determine their potential to improve access to education for adolescent girls in the Rohingya community.

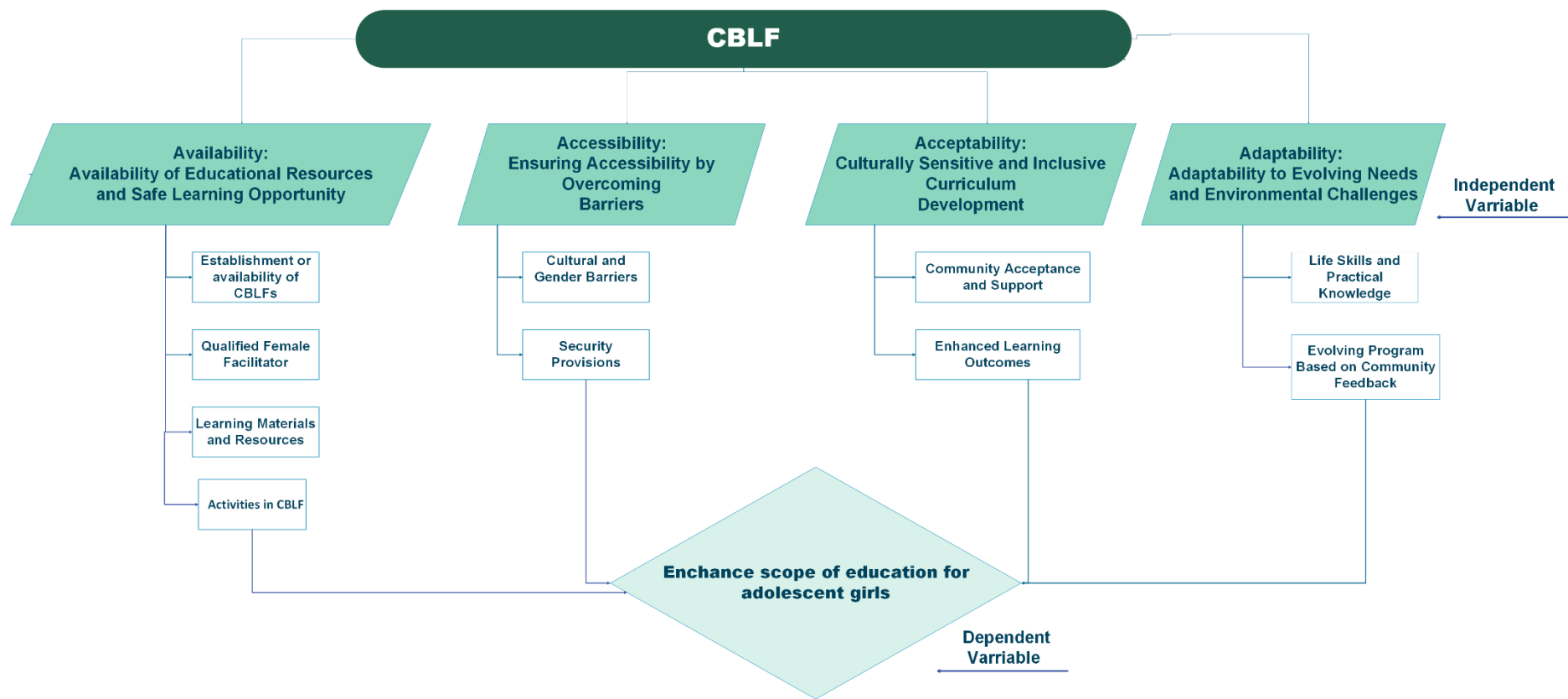


Figure 2. 1: Conceptual Framework

This research used thematic analysis under the themes (a) comprehensive educational resources, facilities, and activities within CBLFs, where the availability of CBLF; availability of qualified female facilitator; availability of learning materials and resources and activities in the CBLF will be discussed.

The second theme b) overcoming barriers to access discussed about the barriers that hinders access to education of adolescent related to cultural belief and gender. It also addressed the security provisions in the camp for adolescents. Additionally, it examined the measures taken by CBLFs to overcome these barriers and make CBLFs accessible for adolescent girls.

In theme three it discussed about the c) personal and educational development of adolescent girls ensuring that the education aligns with cultural norms and human rights principles for the content. This development encompasses the improvement of literacy and numeracy skills, life skills development and behavioral changes of adolescent girls.

Theme four discussed the d) challenges regarding the implementation of CBLF. How cultural, social norms, harassment and security concerns create different challenges regarding the implementations.

In theme five the e) success of the program has been analyzed. That is also focused on the how community accept and support the CBLF which is closely related to the success of the implementation of CBLF. It also examined on the enchantment of learning outcomes among the girls.

2.6 Chapter Summary

In conclusion, this literature review underscored the critical need for targeted educational interventions to support Rohingya refugee adolescents, especially girls, in

Cox's Bazar. The chapter revealed the barriers of adolescent girls to education, including cultural, social, and logistical challenges, and highlighted the potential of community-based learning facilities and alternative learning programs to address these issues. By using the 4A Framework, the chapter described how the scope of CBLF can be examined by the 4A framework availability, accessibility, acceptability, and adaptability of education for marginalized populations. This chapter set the stage for the subsequent research, which will further investigate the effectiveness of these educational interventions and provide actionable recommendations for enhancing educational opportunities for Rohingya refugee girls.

CHAPTER 3: METHODOLOGY

3.1 Introduction:

This chapter outlines the methods employed to achieve the objectives of the research. The research methodology incorporated a combination of document review, Key Informant Interviews (KIIs) with teachers and technical personnel, and Focus Group Discussions (FGDs) with adolescent girls, their parents, and community members residing in the refugee camp. Primary data collection was conducted by the researcher in person within the refugee camp. Following data collection, the data collectors transcribed the data, the researcher translated the data from Bengali to English and analyzed the data using thematic analysis techniques to identify key patterns and insights. The methodology was designed to ensure a comprehensive understanding of the research topic while maintaining ethical and contextual sensitivity.

3.2 Research Approach

A qualitative research approach was used for this research, as it is best suited to gaining a comprehensive understanding of the experiences, perspectives, and contextual factors that influence adolescent girls' educational opportunities in the Rohingya refugee camps. This approach emphasizes the collection of rich, descriptive data that provides insight into the lived experiences, perceptions, and attitudes of the research participants (Creswell & Poth, 2018).

Qualitative Research Methodology is a preset of systematic techniques or procedures used to conduct research. It explicitly describes and explains the methods used to analyze, enhances the result by explaining the limitations and resources, and justifies the research propositions and consequences, relating their potentialities to the twilight zone at the frontiers of knowledge. Qualitative research methodology is widely

accepted as it has the provision of the tools executing the research, it executes scientific and critical attitudes, disciplined thinking towards observation, and enhances thinking critically (Igwenagu, 2016).

The research sought to explore the deeply rooted cultural, gender, and societal norms that limit access to education for adolescent girls. Qualitative methods such as interviews, focus group discussions, and participant observations enable the researcher to capture nuanced perspectives from multiple stakeholders, including adolescent girls, their families, teachers, and community members. These methods provide a depth of understanding that cannot be achieved through quantitative approaches alone (Bryman, 2016).

In the unique and complex environment of the Rohingya refugee camps, where cultural sensitivity and socio-environmental factors play a critical role, qualitative research offers the flexibility to adapt to the local context. This approach allows the researcher to examine how CBLFs function within this setting, addressing challenges such as mobility issues, safety concerns, and cultural barriers (Marshall & Rossman, 2016).

The research extends beyond the provision of education to investigate the broader impacts of CBLFs, including the empowerment of girls, social inclusion, and behavioral changes. Qualitative research is ideal for capturing these transformative effects, as it focuses on the depth and meaning of these changes rather than their numerical measurement (Merriam & Tisdell, 2015).

Furthermore, the dynamic nature of refugee settings means that new themes and challenges may arise during the research process. The flexibility of qualitative methods enables the researcher to explore these emergent themes in detail, offering a

comprehensive understanding of the role and adaptability of CBLFs in meeting the evolving needs of adolescent girls in this context (Patton, 2015).

By using qualitative research, this research can provide an in-depth exploration of how CBLFs address educational challenges and foster empowerment for adolescent girls by addressing the specific needs of adolescent girls and the unique socio-cultural and environmental context of the Rohingya refugee camps. This approach ensured that the voices and experiences of the girls and their communities were uploaded and addressed to enrich the impact of CBLFs.

3.3 Research Site

The largest Rohingya Refugee Camp in Kutupalong, Ukhiya Upazila under Cox's Bazar, Bangladesh was selected as the research site. Cox's Bazar District in Bangladesh has 33 camps in Teknaf and Ukhiya Upazila. As of December 31, 2024, approximately 1,005,520 Rohingya refugees are registered in Bangladesh as part of the Government-UNHCR joint registration exercise in Ukhiya and Teknaf Upazilas of the Cox's Bazar District, as well as on Bhasan Char (Joint Government of Bangladesh - UNHCR Population, 2024).

The study used purposive and convenience sampling to select Camps 13 and 14 within the Kutupalong refugee camp considering the availability of CBLF that offers ALP curriculum, accessibility to the CBLF, and permission from the associated organization which was critical to the success of the research. Several criteria guided the selection process, including (a) the availability of CBLF that offers the ALP curriculum. With that b) learner who had completed at least one year of study in the CBLF to see the impact of the program, and the availability of both younger and elder adolescent (at least 6 / CBLF) which was necessary for identifying changes and ensuring researcher

accessibility. With that, in the case of parents FGD, the area or CBLF has been chosen with a convenience purposive sampling based on the criteria of availability of the specific number of female and male community members.

Given the camp's limited mobility, the researcher had to choose an easily accessible location. The chosen location was determined after considering all the relevant factors.

3.4 Research Participants

For an in-depth understanding of the research, adolescents, host facilitators, and Burmese facilitators were chosen as direct project participants, forming the primary focus of the research. Additionally, the research included parents and Community Education Support Group (CESG) members, who held significant decision-making power within the community. Furthermore, the research incorporated insights from education providers, technical officers, and curriculum developers to provide a holistic perspective on the implementation and impact of the CBLF initiative.

Table 3. 1 Research Participant: Interview

Participant	No of Participant	Method	No of Interview
Technical Officer	1	KII	1
Bangladeshi Facilitator (BF)	2	KII	2
Rohingya Facilitator (RF)	2	KII	2
Technical Specialist	1	Structured Questionnaire	1

Table 3. 2: Research Participant: FGD

Participant	No of Participant	Method	No of Interview
Adolescent Girl (Age 10-13)	6-8	FGD	1
Adolescent Girl (Age 14-17)	6-8	FGD	1
CESG Member	12-16	FGD	(Male: 1 Female: 1)

3.5 Sampling Procedure

In the research, the target population included adolescent girls (aged 11–17) who have been studying in CBLFs for at least one year, as well as their parents, CESC members, and teachers involved in the CBLFs. Additionally, technical officers and curriculum developers associated with the CBLFs were included to provide expert insights.

3.5.1 Sampling Process and Criteria for Learner

A convenience and purposive sampling approach was employed to select Camps 13 and 14 within the Kutupalong refugee camp. These camps were chosen based on the following criteria:

- **Availability of CBLF Offering the ALP Curriculum:** Camps with active CBLFs implementing the Accelerated Learning Program (ALP) curriculum were prioritized to ensure relevance to the research's objectives.
- **Adolescent Learners:** The selected camps had to include both younger and older adolescent girls (at least six learners in each CBLF) who had completed at least one year of study. This criterion was essential for assessing the program's impact and identifying changes across different age groups.

3.5.2 Sampling Process and Criteria for Parent and CESC Member

For the FGD with parents and community members also convenience purposive sampling approach was employed to select participant according to the following research criteria:

- **Participation of Male and Female Parents:** For focus group discussions (FGDs) with parents, the locations were selected based on the availability of specific numbers (more than 6) of male and female parents/community members associated with the CBLFs.

- **Mobility of Female Parents:** Female parents' mobility outside of their homes is a concern. Also, not all areas impose the same level of restriction on female parents. So, the researcher had to identify an area where female parents' mobility is more flexible and the FGD center is close to their home.

3.5.3 Other Sampling Criteria

- **Accessibility:** Given the restrictive nature of the camps and limited mobility for outsiders, locations that were easily accessible to the researcher were prioritized.
- **Space and available for the FGD:** CBLF runs two shifts of classes per day with only a 30-minute break. So, it was critical to purposefully identify a CBLF with a safe space nearby for conducting the FGD, particularly for adolescent and females. As it is acceptable for the male participant to travel to a distant location.

The purposive sampling method ensured that the participants selected for the research were directly relevant to the research objectives. This approach was particularly effective for qualitative research, as it facilitated an in-depth exploration of the experiences and perspectives of individuals involved with CBLFs in the unique context of the refugee camps. By adhering to these criteria, the research aimed to provide rich, context-specific insights into the role and impact of CBLFs on adolescent education in the Rohingya refugee camps.

3.6 Potential Risk to The Participants:

Adolescent girls residing in the camp often undergo traumatic experiences such as violence, domestic violence, clashes, abduction and different uncertainty. So, researching with its participant demands meticulous attention to potential risks, as delineated below:

- **Psychosocial Impact:**

In this research, the data collector asked two questions: one about the challenges the girls faced in attending the CBLF, and the other about whether all girls their age were attending. Some girls felt sad when answering these questions. One girl shared that, because she attends school, people in the community no longer want her to join them in collecting water. Such questions led to moments of sadness during the study. However, the data collector managed the situation with care, using her experience to comfort and encourage the girls. She reassured them that their education could help them advocate for girls' education in the future.

3.7 Risk Mitigation Measures:

- **Post-interview follows up:**

A follow-up mechanism was put in place for two weeks after the data collection, especially for adolescents. Since the adolescents came to the center daily, the teachers were instructed to check in with the participants during this time. They asked if the participants were facing any issues because of their participation in the interview, if their parents had expressed any concerns, and reminded them that they could withdraw their participation within two weeks if they wished. However, none of these concerns were raised by any of the participants.

- **Enforcing strict confidentiality measures:**

Strict confidentiality measures were taken to protect the participants. Apart from their names, no personal details, such as house or family information, were collected. After gathering the data, both hard copies and digital files were kept solely by the researcher. Throughout the analysis, no participant names were used to ensure their privacy.

3.8 Data Collection Methods

As part of the data collection process, the researcher utilized FGDs, KIIs, and questionnaires. FGDs were conducted with adolescents, parents and community members to gather their collective insights and perspectives. Meanwhile, KIIs and questionnaires were administered to teachers and staff to obtain detailed individual responses and specific information related to their roles and experiences.

3.8.1 Key Information Interview (KII):

For qualitative research, interviews are valuable for understanding individuals' viewpoints and experiences. It provides technical experts with the opportunity to share their perspectives and opinions, offering insight into the technical aspects of education. Participants can express their beliefs and experiences, and the researcher can delve deeper to grasp the connections and relationships between different educational aspects (Qu & Dumay, 2011).

In-depth interviews are a method used to gather detailed insights from participants on a particular topic. Participants are considered experts, and the interviewer takes on a learning role. The interviewer asks unbiased questions, carefully listens to responses, and follows up with additional questions based on the participant's answers. These interviews are typically conducted face-to-face, involving one interviewer and one participant. (Creswell, 2013)

This research conducted in-depth interviews with important personnel in education, including technical officers, technical specialists, and teachers (both Bangladeshi and Rohingya) in the refugee camp. These interviews aimed to uncover their experiences, challenges, and objectives regarding education in the camp. The research also sought

to reveal narratives about cultural, social, and gender-related obstacles to accessing education.

3.8.2 Focus Group Discussion (FGD)

This research conducted focus group discussions with adolescent girls and community members, including parents, Majhi, caregivers, and CESC members.

Focus groups are a qualitative data collection method that helps researchers understand the social norms and various perspectives within a community or subgroup. They are often used to determine the preferences or desires of a specific population. Focus groups are especially useful for socio-behavioral research aimed at developing and evaluating services tailored to the needs of a particular population (International et al., 2005).

The focus group discussions involved three different groups: younger adolescents, older adolescents, and community members. The adolescents were divided into two groups to ensure that younger adolescents did not feel dominated by the older ones. Given their sensitive and vulnerable situation, one-to-one interviews might be overwhelming for adolescents under 18. Whereas group discussions provided a more comfortable and accessible means of communication. Also, the focus group with the community members was divided into two FGD one with male and another one with female. The reason behind creating the different male and female groups was to ensure that the females felt comfortable sharing everything and were not dominated by males. As the social norms and culture in this context didn't allow females in any decision-making process.

In this research, focus groups were used to gather information about social norms and the diverse range of opinions within the population. The richness of focus group data came from the group dynamics and the diversity of participants. Each participant's

presence and reactions influenced others, resulting in the expression of various viewpoints. Differences in age, gender, education, access to resources, and other factors led participants to share different perspectives and experiences.

3.8.3 Structured Questionnaires:

A structured questionnaire was a self-report data collection tool completed by research participants. Although traditionally paper-and-pencil-based, questionnaires could also be made available online for participants to fill out. In this research, the questionnaire method was used by the technical specialist to collect data. Since the technical specialist was knowledgeable and capable of understanding and answering the questions independently, this method allowed them to read, reflect, and provide detailed responses. As their role required critical thinking, the self-filled questionnaire gave them the time and flexibility to think deeply and provide in-depth information. Considering these factors, the questionnaire method was chosen for the technical specialist.

3.8.4 Semi-Structured Interviews (SSI)

SSI utilizes a blend of closed- and open-ended questions, often complemented by follow-up why or how queries. The discussion can ramble around the issues on the schedule—rather than stick to verbatim queries as in a consistent survey—and may dig into completely unanticipated matters. Comfortable, participating, in-person SSIs can be lengthier than telephone surveys, though they rarely end as long as focus groups. Nearly one hour is measured as a reasonable full time for SSIs to reduce tiredness for equally interviewer and respondent (Adams, 2015).

3.9 Data Collection Process

For the specific research primary data was collected from the field. The primary Data collection was done through direct FGD and KII with the Semi-Structured Questionnaire Survey. The collection process involved participant observation where the researcher directly participated in the data collection process in the field along with two data collectors. In total 4 FGDs and 2 KIIs were conducted. Later 3 other KII were conducted over the phone and questionnaire with the Bangladesh Facilitator, Technical specialist and technical specialist by the researcher.

3.9.1 Key Informant Interview (KII)

KII is a qualitative in-depth interview process where the respondents have a clear idea of what is going on in the area. The objective of key informant interviews is to gather evidence from a broad variety of people—involving civic leaders, specialists, or citizens—who have major information about the area. These area specialists, with their expertise and insight, be able to deliver insight into the kind of difficulties and give suggestions for resolutions (UCLA CENTER FOR HEALTH POLICY RESEARCH, 2020). The subsequent are two conventional methods used to perform key informant interviews:

- Telephone Interviews
- Face-to-Face Interviews

For this research purpose, both Telephone and Face to face-to-face interviews were used with the teachers and technical officers. For two Bangladeshi facilitators and a technical officer, a telephone interview was conducted. As a telephone interview is more flexible than an in-person interview and both the technical officer and

Bangladeshi Facilitator are tech-friendly it was convenient for both the researcher and interviewer.

For two Burmese facilitators, a face-to-face interview was conducted. Where the researcher and two data collectors were present. The role of the data collector was to conduct the interview due to the language comfortability where another data collector wrote down the conversation. To ensure a comfortable interview environment and avoid overcrowding, the role of the researcher was passive, mainly observing and managing the conduct of the interview.

3.9.2 Focus Group Discussion (FGD)

A focus group is a qualitative data collection method in which one or two researchers and several participants meet as a group to discuss a given research topic. These sessions are usually tape-recorded and sometimes videotaped. In this research one data collector facilitated the discussion by asking participants to respond to open-ended questions – that is, questions that require an in-depth response rather than a single phrase or simple “yes” or “no” answer. Where another data collector took detailed notes on the discussion (International et al., 2005). In this research, 4 FGDs were conducted, one with younger adolescents (age 11-13), another one with older adolescents (age 14-17), one with female community members, and another one with male community members. Here the role of the researcher was passive providing support to the data collector and observing the overall FGD. Both the data collector actively participated and collected the FGDs data from the field.

3.9.3 Structured Questionnaire

Structured questioner is a self-report data collection instrument that is filled out by research participants. Questionnaires are usually paper-and-pencil instruments, but they can also be placed on the web for participants to go to and "fill out. In the research, a self-assessment questionnaire was used with the technical specialist. Where the researcher shared the questioner with the technical specialist by email. The technical specialist filled out the questionnaire by himself and reshared it with researcher. This method was a comfortable one as the technical specialist was technically sound enough to understand the question and filled out the form by self. Also, it allows him think critically and reflect to the answer to the question in a flexible manner (De Leeuw et al., 2012).

3.10 Challenges Associated with Data Collection Tools

Like all the research there were some challenges associated with the data collection tools of this research including:

- **Language Barriers:**

The diverse linguistic background within the Rohingya population posed a challenge to effective communication. While there were similarities between the *Chittagonian* and *Rohingya* dialects, there were also notable differences. This sometimes made difficult for the data collector to explain the questions clearly. To address this, the researcher ensured experienced and fluent data collectors, familiar with the local dialect, were employed to facilitate clear communication and accurate data collection. However, when participants responded in the local dialect, transcribing their answers into Bengali immediately was challenging for the scriptwriter, as the dialect lacked a standardized written form.

- **Domination by Male Community Member:**

In the Rohingya community, there is a practice of male domination over females that created challenges for the research team. Both the data collector and the researcher were female and younger, and at times, some individuals tried to dominate the conversation, steering it toward their preferences. To address this, the researcher ensured that the discussions took place in a closed space, where only the participants were present and could freely share their insights. Additionally, the researcher and the team built a rapport with the Imam and Majhees beforehand, seeking their assistance when needed to overcome these challenges.

- **Cultural Sensitivity and Norms:**

Certain questions, like those about the challenges or barriers to female education and why girls are not allowed to go outside after a certain age, were sometimes seen as culturally inappropriate or sensitive. This made some participants hesitant to give honest answers. In these situations, the researcher's role was to gently push for more responses without causing any discomfort or inconvenience.

3.11 Resources Needed for Data Collection

Implementing data collection in the Rohingya Refugee Camp required the following resources and support:

- **Employee Data Collector**

For convenience, the researcher recruited two data collectors to support her. The major criterion for this requirement was proficiency in the Rohingya dialect. Based on this, the researcher hired professional data collectors from *Save the Children*, who were highly experienced in data collection and made the entire process run smoothly

- **Orientation on Tools:**

The researcher provided a comprehensive orientation to the data collector on the research tools as well as the code of conduct of both *Save the Children* and *BRAC IED*, which was another important part of the data collection. Both of them received an orientation on the tools, guideline, cultural sensitivity, ethical considerations, and interview techniques that are essential for navigating challenges in a refugee camp.

- **Logistic:**

For securing appropriate and accessible venues, as well as ensuring safety and confidentiality during the interview. Adequate logistical support such as, interview space, printed questioner, transport, recording device, and equipment were also required.

3.12 Digital Resources:

Digital resources played a critical role in facilitating and enriching the research process by improving data collection, analysis, and dissemination. It offered the following benefits:

- **Digital Recording:**

Both the digital recording (OBS) and mobile device recording were used to ensure accurate capture of interview data, allowing for faithful documentation and in-depth analysis of qualitative data.

- **Efficient Data Collection and Storage:**

The recording and research data were collected using digital tools such as mobile apps, online surveys, and data management software (word, excel, one drive) to allow for the

efficient collection, organization, and storage of research data. This reduced the risk of data loss and ensures easy accessibility for analysis.

- **Ethical and Secure Data Handling:**

Data, both the hard and scanned copy were stored on the personal device and OneDrive of the researcher with password protection which ensured that only the researcher had access to it and no unauthorized access occurred. Additionally, the link would be shared with the supervisor as needed, based on requirements.

3.13 Role of the Researcher

As the researcher, my role in this research involved a range of responsibilities to ensure its successful completion. I designed the research and its tools, maintained communication and coordination with the supervisor and the respective organization, obtained the necessary approvals, and worked with partners. I recruited and oriented the enumerators, prepared the field, identified the participants, selected venues based on specific criteria, and conducted the FGDs and KIIs with a focus on participant well-being.

I also supervised the enumerators during data collection, led the qualitative analysis, and upheld ethical standards, including obtaining informed consent. Throughout the research process, I remained flexible to new insights and challenges, adjusting the approach as needed. Finally, I interpreted the findings, conducted analyses, and contributed actionable recommendations and interventions based on the research's results.

3.14 Data Analysis

3.14.1 Nature of The Data and Expectation

The qualitative data gathered for this research through FGDs and KIIs provided detailed insights into adolescent girls' experiences, perceptions, and challenges in the Rohingya Refugee Camp. This approach aimed to capture the richness and complexity of individual experiences and cultural nuances, aligning with the research's exploratory objectives. The goal was to identify the challenges, barriers, and facilitators affecting access to education and to use the data to inform interventions and recommendations for improving educational opportunities and well-being for this vulnerable population.

3.14.2 Data Analysis Procedures

For this research, Thematic Analysis, a method that involved coding text sections and making notes during data collection was employed. This process helped transform raw data, like interview transcripts or field notes, into organized information by identifying key topics, concepts, and ideas.

Thematic Analysis is commonly used to understand people's perspectives, attitudes, knowledge, and experiences. It helped gather meaningful insights from various sources of qualitative data, including interviews, transcripts, social media profiles, and surveys. After collecting data from participants, the researcher analyzed it to answer the research questions. This method was flexible, allowing to interpret large datasets by grouping them into broad themes.

The researcher identified five main themes and several sub-themes for this research. Participants' responses were categorized into meaningful groups through a process called "theming," where the researcher assigned labels to key phrases or text excerpts.

the researcher carefully documented everything, and the coding process evolved as the researcher went along. After each interview, the researcher coded and grouped the data into themes, which helped speed up the analysis and allowed to explore further with participants as needed.

The data analysis focused on pulling out meaning from transcribed data to provide a clearer understanding of the findings. Thematic Analysis in this research categorized data into five main types: images, audio recordings, transcripts, videos, and notes. the researcher followed a common six-step process for thematic analysis, as outlined by Caulfield (2019), to guide the analysis in this research.

- **Familiarization With the Data**

The process began with familiarization with the data, where the researcher thoroughly reviewed all collected materials to develop an in-depth understanding of the content. This step leverages the researcher prior experience working with community-based programs, ensuring contextual insights are integrated from the outset.

- **Data Translation:**

In the second step, the researcher translated all the interview data from Bengali to English.

- **Generating Initial Codes**

In the next steps, the researcher generated initial codes by identifying recurring patterns and key concepts. These codes the systematically applied to organize the data into meaningful segments, making it easier to trace relationships and identify trends. For this research Axial coding was used. Axial coding involves reassembling large amounts of open-coded data into more abstract conceptual categories. Axial coding provides a

coding framework or template from which to synthesize and organize data into more coherent, hierarchically structured categories and sub-categories that add nuance and dimension to emergent concepts and their potential relationship to other framework elements. The purpose of this analytic phase was to consider and develop relationships between working categories and subcategories, in order to capture both general properties of a phenomenon and dimensional variation (Scott & Medaugh, 2017).

Then the researcher began the axial coding process by thoroughly reviewing the research questions to ensure that they were in line with the research objectives. The research questions revealed five key themes, which served as the basis for the thematic analysis. Then the researcher refined these themes by identifying sub-themes or codes, allowing for a more in-depth and nuanced examination. The final coding structure is shown in tabular format below.

Table 3. 3: Initial Codes

Research Question	Theme	Code / Sub Theme
1: How do CBLFs contribute to enhancing educational opportunities for adolescent girls aged 11-18 in the Rohingya Refugee Camp in Ukhiya?	Comprehensive Educational Resources, Facilities, and Activities within CBLFs	Establishment of CBLFs
		Qualified Female Facilitators
		Learning Materials and Resources
		Activities in CBLF
	Overcoming Barriers to Access	Cultural and Gender Barriers
		Security Provisions
2: What changes do adolescent girls experience in their lives after enrolling in CBLFs?	Personal and Educational Development	Improved Literacy and Numeracy
		Life Skills Development
		Behavioral and Social Changes
3: What are the challenges and successes associated with the implementation of CBLFs in the Rohingya Refugee Camp in Ukhiya?	Implementation Challenges	Cultural Resistance
		Safety Concerns and Harassment
	Successes in Program Implementation	Community Acceptance and Support
		Enhanced Learning Outcomes

- **Reviewing of Themes**

In the next steps researcher reviewed the themes. Where each identified theme was critically examined for consistency and alignment with the research objectives.

- **Defining and Naming Theme**

After finalizing the themes, the next step was defining and naming them. Each theme was defined clearly by capturing its essence and significance in contributing to the research's findings.

- **Data Analysis:**

After the finalization of the theme, the data was analyzed under the specific theme and sub theme for the research.

- **Report Writing:**

Finally, the researcher produced the report, synthesizing the themes into a coherent narrative supported by evidence. The report reflected not only the data but also the researcher's professional expertise and nuanced understanding of the CBLF framework, providing valuable insights and actionable recommendations.

This methodical approach ensured that the analysis remains robust, reliable, and deeply connected to the research's objectives, while drawing on the researcher's prior experience to enhance the depth and relevance of the findings.

3.15 Ethical Issues and Concerns

Ethics in qualitative research, as defined by Bickman and Rog (2009) and Fisher (2004), is essential. The following ethical considerations had been taken into account when the researcher conducted the research:

- **Approval:** As this research was highly involved with an initiative of *Save the Children*. The researcher at first took a formal approval before beginning research from the sector director and communication department of *Save the Children* with a formal letter outlining the research objectives and motivations.
- **Informed Consent:** Before the FGD and KII consent was taken from all the participant for the interview describing the purpose and terms and condition of the research. For the adolescent learner consent was taken from their parents prior to the interview.
- **Maintain Strict Privacy and Confidentiality:** The researcher strictly maintained the privacy and confidentiality of participant. For the maintained of the privacy code name had been used for participant. No personal data like family information, age, address, religion was collected. Code language was used to avoid publishing personal or organizational information.
- **Cultural Sensitivity:** The researcher was respectful of the Rohingya community's norms, traditions, and beliefs. Collaborated respectfully with community leaders to conduct culturally appropriate research. Obtained permission from the appropriate authorities before beginning the research.
- **Compliance with Regulations:** The researcher followed all the ethical guidelines, protocols, and regulations of *BRAC University* and *Save the Children* and obtained the necessary approvals from ethical review boards and authorities.

3.16 Credibility and Rigor

The researcher's experience and skills played a key role in ensuring the credibility and rigor of this research. With prior experience in data collection and a strong background

working with Rohingya communities, the researcher had the expertise needed to effectively engage participants and gather accurate data.

The research also benefited from the involvement of experienced data collectors from *Save the Children*, which further enhanced the reliability of the data collection process. Additionally, the researcher had prior knowledge of the research area, having worked as a Technical Specialist with the CBLF and ALP. This role gave the researcher a deep understanding of the challenges and opportunities within the CBLF framework, which helped shape the research design.

To ensure a well-structured approach during the research design phase, the researcher began by identifying potential topics and discussing them with the supervisor and colleagues from *Save the Children*. Once the focus was finalized, the researcher collaborated closely with the supervisor to design the questions, framework, and themes. This process involved developing a questionnaire, creating a framework, drafting a detailed research outline, and preparing a comprehensive research proposal. The researcher also shared the questionnaire with a MEAL (Monitoring, Evaluation, Accountability, and Learning) colleague to ensure the language and terms were contextually relevant and age appropriate.

While the researcher's professional affiliation with CBLF provided valuable insights, she remained cautious about potential biases that could affect data collection, analysis, and interpretation. To address this, she shared sample translations with a colleague for review and maintained a reflective approach throughout the research. By adhering to strict ethical standards, the researcher ensured objectivity and fairness in every aspect of the research. These efforts aimed to maintain the research's integrity and produce credible, unbiased findings.

3.17 Limitations of The Research

This research faced several limitations while being conducted in the Rohingya Refugee Camp.

- **Language Barriers:**

The language barrier posed a challenge, as many participants spoke a local dialect unfamiliar to the researcher. To address this, experienced data collectors proficient in the local dialect were hired, and trained interpreters, along with clear communication materials, were used to ensure effective communication.

- **Communication Gaps**

Since the researcher was not familiar with the local language of the Rohingya people, there was a possibility of gaps in understanding the communication between the data collectors and participants. This might have slightly impacted the analysis of the data.

- **Perspective of Male Adolescent**

Due to the nature of the research, this research did not focus on the voices of male adolescents. However, understanding their perspectives on education and the challenges they faced could have been valuable as well.

3.18 Chapter Summary

This chapter presented the research methodology employed in this research, detailing the approach, tools, and processes.

A qualitative research approach was applied to gain an in-depth understanding of participants' experiences, perceptions, and contextual challenges. Data collection methods included KIIs, FGDs, and self-administered questionnaires. These tools

facilitated rich, descriptive data collection and allowed the inclusion of multiple perspectives.

The research adopted a convenient and purposive sampling method to select participants from Camps 13 and 14 within the Kutupalong refugee camp. Criteria such as accessibility, availability of CBLFs offering the Accelerated Learning Program (ALP) curriculum, and participant diversity were key in sampling decisions.

The collected data were transcribed, translated, and analyzed using thematic analysis. This approach enabled the identification of key themes and sub-themes, ensuring alignment with the research's objectives.

The methodology chapter concluded by addressing the ethical considerations, such as informed consent and participant well-being, and reflected on the researcher's prior experience and strategies to minimize bias, ensuring the research's credibility and rigor.

CHAPTER 4 RESULTS

4.1 Introduction

This chapter presents the results of the research. To make the findings easier to understand, they have been organized into five main themes:

1. Comprehensive Educational Resources, Facilities, and Activities within CBLFs
2. Overcoming Barriers to Access
3. Personal and Educational Development
4. Implementation Challenges
5. Successes in Program Implementation

4.2.1 Theme 1: Comprehensive Educational Resources, Facilities, and Activities within CBLFs

4.2.1.1 Establishment of CBLFs

CBLFs were established to address the educational barriers encountered by adolescent girls aged 11 to 17 in Rohingya refugee camps. Many Rohingya families restrict their daughters from attending regular learning centers (LCs) outside of their homes due to cultural norms and safety concerns. The establishment of CBLFs offers these girls a safe, home-based learning environment within their community blocks. One of the Host teachers stated,

There are some learners who are not allowed to go to school because of being older. They said that the girls are adolescent now so they cannot go to any learning center. They are not allowed to go out of home. That is why, the CBLF has been established for them. If they stay inside house, they are not getting any opportunity for learning (Interview #1, 15/07/2024).

Strategically, CBLF was established near their homes, with a focus on block-based housing. Each block is relatively small, containing 50-60 houses. For example, there are A, B, and D blocks. Each block has a CBLF. If it is not within their block, their parents will not let them leave the house to attend CBLF.

Community members claimed that girls wouldn't be able to travel far (Personal communication: Interview #1, 15/07/2024).

CBLFs are established within the block to mitigate the risks associated with travel. To ensure a culturally sensitive environment, CBLF is specifically designed for girls and employs female teachers to create a safe and supportive environment. While discussing cultural sensitivity, another Host teachers stated,

As the parents didn't allow the adolescent girls to go outside of home. That is why CBLF is made for them which a school (learning facility) inside a house. So that it can help them to access to education (Interview #2, 16/07/2024).

CBLFs also involve the community in their operations through parent meetings and the Community Education Support Group (CESG), which promote acceptance and participation. The centers have changed community attitudes, allowing girls to pursue an education without fear of harassment. They have also helped to reduce risks like child marriage and negative influences, encouraging girls to pursue education and future careers.

4.2.1.2 Qualified Female Facilitators

The role of female facilitators in CBLFs is crucial in providing a safe, inclusive, and supportive learning environment for adolescent girls. Every CBLF has one female BF and one HF who teaches subjects such as English, Mathematics, Science, Social Studies, Life Skills, and Burmese. Their presence creates a culturally appropriate and reassuring environment for parents and the community, which has significantly

increased the enrollment and retention of adolescent girls in these centers. While discussing the CBLF,

Adolescent Learner stated, the teachers ensure our safe education and teach us mathematics, English, Myanmar language, social studies, and science in an enjoyable way" (Focus group notes #1: 16/07/2024).

In a CBLF, the teacher manages a variety of responsibilities in addition to teaching, such as keeping attendance records, conducting home visits for absentee adolescents, and engaging with parents to promote participation. They also prepare the learning environment every day, ensuring hygiene and accessibility for the girls. While discussing responsibilities, one of the Burmese Facilitator stated,

I arrive at the CBLF at 8:00 a.m. and begin by cleaning the space and organizing all of the materials for the children. Then, I ensure the drinking water and handwashing soap. The children arrive by 8:30 a.m., and if any of them do not show up, I personally go to their home to bring them. After that, I fill out the attendance register and begin their classes according to the schedule. Following the same pattern, I begin the second shift at 12:00 PM and finish at 2:30 PM (Personal communication: Interview #3, 16/07/2024).

Their efforts extend beyond academics, as they instill important life skills in students, encouraging personal growth and self-reliance. By creating an enjoyable and engaging learning environment, facilitators enable students to thrive academically and personally.

4.2.1.3. Learning Materials and Resources

CBLFs emphasize on providing essential learning materials to help adolescent girls develop both academically and personally. Books, workbooks, notebooks, pencils, and pens are among the educational resources available at the centers. These materials are supplemented with educational charts and posters, which contribute to an engaging and visually stimulating learning environment. Posters display a wide range of information, such as the names of flowers, fruits, birds, days of the week, months, and poems,

making lessons more engaging and accessible. While describing the CBLF, one of the adolescent girls, Adolescent learner stated,

Inside the CBLF, everything is well-organized, with the names of flowers, fruits, and birds written on colored paper." In addition, the names of the twelve months, days of the week, English poems, and names of various colors are displayed (Focus group notes #1: 16/07/2024).

CBLFs also address the specific needs of adolescent girls by providing EIE Kits and Dignity Kits. EIE kits include basic educational tools such as school bags, books, water pots, and stationery, whereas dignity kits include soap, napkins, and menstrual pads to meet health and hygiene needs. When asked about a happy moment for a learner at the CBLF, one adolescent stated,

One of my happiest moments at CBLF was when they gave me books, notebooks, and pens. My friends were also delighted to receive these (Focus group notes #1: 16/07/2024).

These resources not only improve learning experiences, but also ensure safety, hygiene, and inclusivity, thereby encouraging ongoing participation. With these one of the host teachers also share that, one of the main challenges of the CBLFs is the limited space available for learning. Since CBLFs are home-based, the classrooms are often small and overcrowded, making it difficult for students to move around comfortably. Additionally, unlike learning centers, CBLFs do not receive nutritional biscuits from World Food Program (WFP). Some adolescent girls expressed disappointment, saying that their teachers at CBLF do not provide biscuits like those given at learning centers.

4.2.1.4 Activities in CBLF

The activities at CBLFs are carefully designed to provide a comprehensive educational experience for adolescent girls aged 11 to 17. The curriculum includes six subjects: English, Mathematics, Burmese, Social Studies, Life Skills, and Science. Lessons are taught in an engaging manner, with interactive techniques such as role-playing,

storytelling, drawing, and coloring. While sharing the joyful moment with CBLF, one of the Burmese facilitators stated,

One day, during a Burmese class, I make learning the Burmese words enjoyable by role-playing. I dressed up one child as a banana vendor and others as bananas while holding the vendor. Then there were some other people who bought bananas. The banana vendor acted out selling bananas, and for each banana sold, I taught a new Burmese word. Both the students and I thoroughly enjoyed the activity. That's how the day concluded, with a lot of fun" (Personal communication: Interview #3, 16/07/2024).

Activities such as acting out educational posters featuring flowers, fruits, animals, and mathematical concepts not only make learning enjoyable, but also make CBLF a happy place for both the learner and the students.

In addition to academics, CBLFs prioritize life skills and personal development. The curriculum incorporates topics such as cleanliness, hygiene, good manners, and respect for elders to promote holistic development. One of the parents stated,

The girls learn about cleanliness at CBLF and teach their families about hygiene (Focus group notes #3: 16/07/2024).

Students practice lessons by teaching their younger siblings and parents, thereby increasing the learning impact. The use of structured routines and lesson plans ensures consistency, and having well-decorated classrooms improves the learning environment. These activities not only help girls improve their academic knowledge, but also boost their confidence and enthusiasm for learning.

The technical officer and technical specialist shared that while the existing curriculum is effective, a more in-depth curriculum is needed for older adolescents. One of the RF also recommend that, CBLF should provide education for girls up to the age of 20. Another RF suggested that extending the duration of CBLF sessions could help students learn more effectively and improve their education. Currently, the limited hours may not be enough for deeper learning and skill development. They suggested expanding

the CBLF curriculum to include vocational training, digital literacy, and advanced life skills, which would have a greater impact on their lives.

4.2.2 Theme 2: Overcoming Barriers to Access

4.2.2.1 Cultural and Gender Barriers

Adolescent girls in Rohingya refugee camps face significant cultural and gender barriers, limiting their access to education. Traditional norms frequently confine girls to their homes, citing safety concerns, community perceptions, and religious beliefs. Families are hesitant to send adolescent girls to Learning Centers (LCs) because of safety concerns, public scrutiny, and the social stigma associated with their mobility. The community generally believes that education is unnecessary for girls because they are expected to focus on household duties or marry young. During the interview, an adolescent stated

My parents do not let me leave the house because some people in the neighborhood say bad things when I go out. People here believe that whether you study or not, you will have to cook on the stove (Focus group notes #1: 16/07/2024).

Also, if some parents allow their daughters to go outside for study or other work, they face a variety of challenges, such as different comments from the community. Like, I don't know where the girls are going. They have isolated those girls in the community by refusing to speak with them or restricting their access to various locations. An adolescent girls shared her challenges, saying,

As I go to CBLF to study, some people in my block refuse to let me collect drinking water (Focus group notes #1: 16/07/2024).

The establishment of CBLFs has addressed these barriers by offering a safe, home-based learning environment in the community room of their block. No girls have been exposed to outsiders while attending the CBLF. The entire staff: Burmese facilitator, host facilitator, technical officer, and program organizer is female. No outsider is

allowed to enter the CBLF without the learners' permission. All of these provide a culturally acceptable alternative that promotes safety and community. An adolescent girl stated,

Before CBLF was established, adolescent girls did not study. Now that CBLF has been established, all the girls come there (Focus group notes #2: 15/07/2024).

This clearly demonstrates how the establishment of CBLF affects the life and education of an adolescent girl. Regular advocacy through meetings with parents and community members has increased awareness of the benefits of education for girls, including the risks of early marriage and the positive impact of education on their futures. While progress has been made, challenges related to societal expectations and gender roles remain, necessitating ongoing community engagement.

4.2.2.2 Security Provisions

Ensuring safety and security is an important component of the CBLF model, which is intended to address the safety concerns that keep adolescent girls from pursuing education in traditional learning settings. By placing CBLFs in community blocks and close to the girls' homes, the centers reduce the need for long-distance travel and exposure to harassment. Each block-based CBLF serves a small community of 50-60 households, allowing parents to easily monitor their daughters' activities and feel confident in their safety. In this regard, one of the Bangladeshi facilitators stated,

CBLF is within a community home and it's in front of their eyes. So, they see that no boys can do anything wrong there (Focus group notes #1: 16/07/2024).

CBLFs are exclusively staffed by female teachers, adding to the sense of security. The absence of male facilitators or external visitors promotes parental trust and community approval. One of the parents, Taslima, stated,

In addition to knowledge acquisition, CBLF provides a safe environment for girls. There are two female teachers at CBLF who ensure the girls' safety and teach them manners and knowledge (Focus group notes #1: 16/07/2024).

Girls at CBLFs also receive guidance on safety and manners, empowering them to face challenges both within and outside the community. Despite these precautions, some girls report receiving verbal harassment from community members while traveling to the centers, highlighting the importance of ongoing efforts to address broader societal attitudes.

4.2.3 Theme 3: Personal and Educational Development

4.2.3.1 Improved Literacy and Numeracy

CBLFs have significantly improved adolescent girls' literacy and numeracy skills. Before joining the CBLF, many girls struggled to recognize letters, numbers, and words in Burmese and English. Within months of consistent attendance, they had gained fundamental reading, writing, and arithmetic skills. Girls can now write their and their family members' names in both English and Burmese. One Bangladeshi facilitator who has been working with the girls for 5 months stated,

When they joined the CBLF, they couldn't read anything; they didn't know any alphabet or word. Now, the situation has greatly improved. They can recognize letters, spell, and write. If they see anything, they can now read" (Focus group notes #1: 16/07/2024).

In addition to literacy, numeracy skills have improved. Previously, girls struggled with basic calculations and were frequently overcharged by shopkeepers due to their lack of money management skills. They can now add, subtract, multiply, and divide, as well as understand monetary transactions, demonstrating their increasing independence and confidence. One of the adolescent learners stated that,

We are given notebooks from the clinic, with each notebook assigned to a specific family member. When someone gets sick, they need to take their notebook to the clinic. Since all the notebooks look the same, it used to be hard to tell which one belonged to whom. But ever since I learned to read, I can

identify each person's notebook, which has been a great help to my family. (Focus group notes #1: 16/07/2024).

This is how it developed the independency and confidence among the adolescent. The curriculum is designed to make learning enjoyable and relatable, with activities such as reciting poems, singing songs, and solving math problems using drawings. Burmese, English, mathematics, and social studies have become popular subjects for girls because they allow them to learn about language, culture, and practical life skills. an adolescent learner stated that,

My favorite subject is English. I enjoy learning the alphabet, writing me and my parents' names in English, and learning the names of various flowers, fruits, animals, birds, days of the week, months of the year, poems, and colors" (Focus group notes #1: 16/07/2024).

4.2.3.2 Life Skills Development

CBLFs play an important role in developing essential life skills in adolescent girls, allowing them to confidently face everyday challenges. The life skills curriculum teaches girls practical skills such as personal hygiene, cleanliness, managing household tasks, and demonstrating respect and good manners to others. An adolescent stated,

Through life skills, I can learn how to stay clean, organize the house, and behave well with both younger and older people" (Focus group notes #1: 16/07/2024).

These abilities are very useful in my daily life, as they help me become more organized and better at managing things." These lessons have improved not only their ability to care for themselves, but also their interpersonal relationships with their families and communities.

In addition to that, girls acquire problem-solving skills, such as conflict resolution and adapting to new or challenging situations. Lessons in social studies and science expand their knowledge of environmental cleanliness, cyclone preparedness, and the social environment. These abilities enable them to effectively deal with real-world situations

and make positive contributions to their families and communities. One adolescent learner said in this regards that,

My mother cannot read. She is unable to keep track of the dates on ration cards, nutrition cards, and gas cards. I help my mother by reading the dates on the cards for her” (Focus group notes #2: 15/07/2024).

The impact extends beyond individual growth; families benefit from the knowledge that girls bring home. For example, girls assist their family members in interpreting documents or managing daily chores more efficiently. One community member stated,

Since the adolescent girls are attending CBLF, they can now easily read any text or book. If we give them a token, they can read it and explain it to their family members” (Focus group notes #4: 15/07/2024).

This transformative effect demonstrates how life skills education at CBLFs fosters self-reliance and a sense of responsibility in students.

4.2.3.3 Behavioral and Social Changes:

Attending CBLFs has resulted in significant behavioral and social changes among adolescent girls in Rohingya refugee camps. Initially, many girls were shy, lacked basic communication skills, and had little interaction with people outside of their immediate family. They learned how to interact respectfully with others, greet properly, and address people appropriately based on age and relation through their education. One of the parents stated,

My adolescent daughter now behaves with proper manners towards both elders and younger ones, and her younger siblings are learning etiquette by observing her" (Focus group notes #4: 15/07/2024).

The curriculum of CBLFs has also instilled discipline and good manners. Girls now show more respect for elders and affection for younger siblings, which benefits their family dynamics. Their focus on studies has reduced aimless wandering, and they are more interested in learning and personal development. These changes have helped to

transform not only the girls, but also their families, as younger siblings frequently emulate their behavior. In this regard one adolescent girls state that,

"I have learned from here and now teach my younger siblings at home. I also maintain cleanliness at home and in the surrounding areas"(Focus group notes #1: 16/07/2024)

Furthermore, hygiene and cleanliness lessons have encouraged girls to improve their personal habits and help with household organization. These developments highlight CBLFs' broader social impact in instilling responsibility, respect, and self-confidence in adolescent girls.

4.2.4 Theme 4: Implementation Challenges

4.2.4.1 Cultural Resistance

Cultural resistance continues to be a significant barrier to adolescent girls' education in Rohingya refugee camps. Traditional beliefs and societal expectations place a higher value on early marriage and household responsibilities than education for girls. These Bangladeshi teachers agree that

Different people say different things to the children, like: they have grown up, why do they go outside without covering themselves with a Burkha? "Not sure where they are going" (Focus group notes #1: 16/07/2024).

Families are concerned that sending their daughters to CBLF will jeopardize their marriage prospects if they are seen outside the home, resulting in community stigma. These cultural norms frequently confine girls to their homes, limiting their opportunities for education and personal development.

According to the community member, Misconceptions about the importance of education for girls contribute to the resistance. Many members of the community believe that regardless of their education, girls will eventually be responsible for household chores. To address this, one parents stated

Girls who walk to CBLF through their homes' courtyards, there is an old man who curses at them when he sees them. Furthermore, those who have never received an education say, there is no benefit to educating girls. Whether they study or not, they will still have to care for the kitchen” (Focus group notes #4: 15/07/2024).

And all of the other members of the discussion agree on the points. Despite these challenges, ongoing advocacy efforts through CESG and parent meetings have resulted in gradual but noticeable improvements. Parents are beginning to recognize the benefits of education, and cultural resistance is gradually giving way to acceptance as awareness grows about the positive impact of education on girls' futures.

4.2.4.2 Safety Concerns and Harassment

Safety concerns and harassment are major barriers to adolescent girls attending CBLFs in Rohingya refugee camps. Boys frequently harass girls on their way to and from, including verbal abuse and inappropriate comments. These incidents cause fear and discomfort, prompting some parents to prevent their daughters from attending education. One parent stated,

Those who come to study at CBLF have to take the western road, where some troublemaking boys hang out and use foul language” (Focus group notes #4: 15/07/2024).

The stigma surrounding girls' mobility exacerbates the situation. Community members frequently discourage girls from leaving their homes, citing concerns about their reputation and marriage prospects. While addressing this, one Bangladeshi facilitator stated,

They face eve teasing such as: these girls will not be married (Biye hobe na)” (Personal communication: Interview #2, 16/07/2024).

The reason for not marrying is that men are seeing them and pursuing them outside of the home. As girls grow older, they are expected to wear a Burkha (covering), which restricts their movements even more. Female facilitators at CBLFs face similar

challenges, such as harassment on their way to work, and are frequently unable to protest due to social norms.

While advocacy efforts and the proximity of CBLFs to homes are intended to alleviate some concerns, the ongoing issue of harassment remains a significant deterrent for many families, emphasizing the need for stronger community engagement and safety measures.

The technical officer also highlighted the challenge of short-term funding. ALP is a three-year curriculum, but when funding is only provided for one or two years, learners are forced to stop their education midway. Securing long-term funding from international donors and private organizations would ensure the program's sustainability and have a greater, lasting impact.

4.2.5 Theme 5: Successes in Program Implementation

4.2.5.1 Community Acceptance and Support

The community's growing acceptance and support of CBLFs has been critical in transforming educational opportunities for adolescent girls in Rohingya refugee camps. Initially, many parents and community members were hesitant to send girls to CBLFs for cultural and safety reasons. Attitudes have changed dramatically over time as a result of consistent advocacy and the visible positive impact of education a parent stated

Due to education at CBLF, girls are becoming educated." Traditionally, adolescent girls were married off at a young age, depriving them of education. Our daughters now aspire to study and become teachers" (Focus group notes #4: 15/07/2024).

Parents now appreciate the safe environment provided by CBLFs, which are run by female facilitators and located in the community. Families have been encouraged to support education after seeing their daughters gain knowledge, improve their behavior, and share what they've learned at home. One of the female parents stated,

Seeing the girls receiving an education at CBLF has sparked interest among many parents regarding their daughters' education." She wasn't interested before, but after seeing the positive environment at CBLF, she now sends her daughter to school and encourages others to do the same" (Focus group notes #3: 16/07/2024).

Girls frequently teach their siblings and even assist their parents, which increases the benefits of CBLFs in households. Community members also recognize how education at CBLFs provides girls with important life skills and keeps them engaged in productive activities, shielding them from negative influences.

CBLFs' inclusive approach—adapting to cultural norms, addressing gender-sensitive needs, and building trust through consistent engagement—has ensured long-term community support. Parents are now actively advocating for their daughters' education and encouraging others to enroll their children, demonstrating the widespread acceptance and success of CBLFs. On of the parents recommend the expansion of CBLF as well.

4.2.5.2 Enhanced Learning Outcomes

CBLFs have transformed the educational landscape for adolescent girls aged 11 to 17 in Rohingya refugee camps, resulting in significant improvements in academic and practical skills. Prior to attending CBLF, most girls lacked basic literacy and numeracy skills, as well as exposure to education. Girls have improved their reading, writing, and calculating skills through the structured curriculum that includes six core subjects: English, Mathematics, Burmese, Social Studies, Science, and Life Skills.

The girls are now able to help their families in meaningful ways, an adolescent girl, stated that

I have learned to write my own name. My parents were previously unable to write their own names. I taught them how to write their names in both Burmese and English by learning it myself" (Focus group notes #1: 16/07/2024).

Many girls, including her, have taught their parents and siblings how to write names, read cards, and understand ration tokens. One of the parents stated

Since the CBLF was established, the girls have learned to read and write. As a result, they can now assist their younger siblings with their studies and other tasks such as reading tokens, ration card dates, and doctor's notes" (Focus group notes #4: 15/07/2024).

The girls can now confidently handle calculations for market expenses and other household tasks. Beyond academics, the girls' increased awareness of cleanliness and personal hygiene has had a positive impact on their homes, protecting their families from illness and improving overall household management.

These accomplishments have instilled responsibility and confidence in the girls. They are eager to share their knowledge with peers and family members, and they hope to contribute to their communities in the future. These girls' progress demonstrates how access to education at CBLFs has boosted their academic performance and empowered them to envision brighter futures.

4.3 Chapter Summary

This chapter provides a systematic analysis of the collected data to draw meaningful conclusions and insights. It begins by providing an overview of the data collection methods, offering context for the subsequent analysis. It also describes how the data were organized, cleaned, and validated to ensure accuracy and reliability before analysis. Key findings are presented through thematic analysis to highlight the patterns and trends observed in the data. The following key findings are presented based on the data analysis:

- Before the establishment of the CBLF, most of the adolescent girls were not allowed to attend school. The CBLF was established specifically to provide educational opportunities for these girls.

- Teachers at the CBLF create a safe learning environment and teach subjects like mathematics, English, Myanmar language, social studies, and science engagingly.
- Girls learn about cleanliness and hygiene at the CBLF, and in turn, share these practices with their families.
- Before the CBLF, adolescent girls rarely studied. Now, the girls in the community study in CBLF and get the benefit from the education.
- The CBLF not only provides knowledge but also fosters a safe space for adolescent girls to learn, grow, and dream.
- Since attending the CBLF, girls can now easily read any text or book. They can even read and explain information, like tokens, to their families.
- Education at the CBLF has not only made girls literate but also boosted their confidence. Traditionally, girls were married off at a young age, which deprived them of educational opportunities. Now, they aspire to continue their studies and dream of becoming teachers themselves.
- The girls have learned to read and write, which enables them to assist their younger siblings with studies and help interpret important tasks, such as understanding tokens, ration card dates, and doctor's notes.

The chapter concludes by interpreting these findings in the context of the research questions and theoretical framework. These insights lay the foundation for discussions and conclusions in the following chapters.

CHAPTER 5 DISCUSSION AND CONCLUSION

5.1 Discussion

This research explored the role of Community-Based Learning Facilities (CBLFs) in expanding educational opportunities for adolescent girls (aged 11-17) in the Rohingya refugee camps of Ukhiya, Bangladesh. The research applied Katarina Tomasevski's 4A Framework (2000) (Availability, Accessibility, Acceptability, and Adaptability) to assess the success, challenges, and potential improvements of the CBLFs. The findings, analyzed through thematic analysis, align with this framework, revealing key insights into the effectiveness and impact of CBLFs in providing education to adolescent girls.

One of the primary findings of this research is that the establishment of CBLFs met a specific need for close, safe, and resource-rich learning environments. Strategically placed within community blocks, these learning facilities helped eliminate the barriers posed by long-distance travel, which often raised safety concerns for adolescent girls. The presence of qualified female facilitators and the provision of essential learning materials, such as Education in Emergency (EIE) kits and dignity kits, were instrumental in delivering both academic and life skills education. These resources ensured that the learning environment was not only safe and culturally sensitive but also provided the necessary tools for effective learning.

The research also emphasized the importance of comprehensive educational resources and well-organized learning activities in increasing engagement and improving learning outcomes. Participants, for example, shared their satisfaction with interactive teaching methods and the structured routines that helped foster personal and academic growth. Despite these successes, some physical limitations were identified, including insufficient space and inadequate seating arrangements, which hindered the creation of

an optimal learning environment. This highlighted the need for infrastructure improvements to better accommodate the growing demand for education.

In terms of accessibility, the CBLFs played a significant role in overcoming the cultural and gender barriers that typically prevent adolescent girls from accessing education in traditional settings. Cultural norms and safety concerns often kept girls at home, as families feared harassment or social stigma if they allowed their daughters to attend school. The CBLFs, being home-based learning centers within the community, effectively addressed these barriers by providing a safe, culturally acceptable environment for girls to receive their education. However, some challenges persisted, such as verbal harassment girls experienced while traveling to the centers and limited access to restroom facilities. Although parent meetings and the Community Education Support Group (CESG) had helped raise awareness and acceptance of CBLFs, further efforts were needed to reduce societal resistance and improve accessibility for all.

The acceptability of CBLFs was another key finding. The curriculum, which focused on literacy, numeracy, and life skills, was highly appreciated by both students and parents, who valued its relevance to their everyday lives. Many girls, for example, reported an increase in literacy and numeracy skills, which enabled them to assist their families with tasks such as reading ration cards and interpreting important documents. This alignment with cultural expectations helped increase the community's acceptance of the CBLFs, resulting in higher enrollment and retention rates. However, the research also pointed out that continuous advocacy is necessary to combat lingering misconceptions about girls' education and to ensure that teaching practices remain culturally sensitive and inclusive.

The adaptability of the CBLFs in responding to challenges such as cultural resistance, safety concerns, and environmental factors was another key finding. The centers demonstrated flexibility by integrating life skills education, which not only prepared girls to face real-world challenges but also supported their personal development. This adaptability was crucial in maintaining the relevance of the education provided. However, a significant challenge that emerged from the research was the short-term nature of CBLF projects, primarily due to funding constraints. This raises concerns about the sustainability of the program, as many participants stressed the importance of long-term funding commitments to ensure the continued delivery of educational services and the achievement of long-term educational goals.

Moreover, the research revealed that expanding the scope of CBLFs to include older adolescents and vocational training could significantly enhance their adaptability and overall impact. By including these age groups and offering additional skills training, the CBLFs would be better equipped to meet the diverse needs of the community, ensuring that all adolescent girls have access to a well-rounded education that prepares them for future opportunities.

In conclusion, the findings of this research demonstrate that CBLFs play a crucial role in improving educational opportunities for adolescent girls in the Rohingya refugee camps. Despite challenges related to infrastructure, cultural resistance, and funding, the CBLFs have proven to be effective in creating a safe and inclusive learning environment that empowers girls and enhances their personal and academic growth. However, ongoing efforts are needed to address the barriers to accessibility, ensure the sustainability of the programs, and expand the scope of education to include older adolescents and vocational training.

5.2 Conclusion

This research aimed to explore the role of Community-Based Learning Facilities (CBLFs) in expanding educational opportunities for adolescent girls in the Rohingya refugee camps of Ukhiya, Bangladesh. The research employed Katarina Tomasevski's 4A Framework (2000), which includes Availability, Accessibility, Acceptability, and Adaptability, to evaluate the successes, challenges, and potential areas for improvement in the implementation of these learning facilities.

This study used a qualitative approach to explore participants' experiences and challenges. Data were collected through telephone interviews, FGD, and questionnaires, ensuring diverse perspectives. Participants from Camps 13 and 14 in Kutupalong Refugee Camp were selected using purposive sampling, considering accessibility and the presence of CBLFs with the ALP curriculum. The collected data were transcribed, translated, and analyzed thematically to identify key themes aligned with the research objectives.

The findings from this research highlighted the critical importance of CBLFs in providing safe, accessible, and culturally sensitive education to adolescent girls who otherwise would not have access to formal education. By offering a community-based, localized learning environment, the CBLFs addressed significant barriers such as long travel distances, safety concerns, and cultural norms that typically prevent girls from attending traditional schools. These learning centers provided not only academic education but also life skills training, empowering the girls and boosting their confidence.

However, the research also uncovered several challenges. Limited infrastructure, including inadequate space and seating arrangements, hindered the development of an optimal learning environment. Moreover, cultural and societal barriers, such as gender-

based harassment, continued to pose challenges to the full accessibility of education for some girls. addressing these barriers requires ongoing advocacy, community engagement, and infrastructure improvements.

Moreover, while the short-term nature of funding for CBLFs remains a concern, participants emphasized the need for long-term commitments to ensure the sustainability of the program. Expanding the curriculum to include vocational training and education for older adolescents was also suggested to enhance the impact and adaptability of CBLFs.

In conclusion, CBLFs have proven to be an effective educational intervention in the Rohingya refugee camps, offering adolescent girls' opportunities for personal and academic development that were previously unavailable. To ensure the continued success and expansion of CBLFs, it is essential to secure long-term funding, improve infrastructure, and broaden the scope of the curriculum to meet the evolving needs of the refugee population. By addressing these challenges and building on their successes, CBLFs can continue to provide valuable educational opportunities that empower girls and enhance their future well-being.

5.3 Recommendations

Following thorough research analysis, the researcher made the following recommendations for future research, advocacy, and policy practice:

- An efforts or advocacy should be made to create a more spacious and comfortable learning environments within CBLFs. This could involve identifying larger community spaces or modifying existing structures to accommodate.
- To promote inclusiveness and support students' well-being, CBLF students should receive WFP HEB, just like those in Learning Centers (LCs). Previously, CBLF

students did not have access to these nutritious snacks, which created a sense of inequality between the two groups. Recognizing this, the education sector has now decided that CBLF students will also receive biscuits moving forward. This will help improve their nutrition, keep them motivated, and create a more inclusive learning environment (Cox's Bazar Education Sector, 2025).

- Increasing the duration of CBLF sessions would allow students more time to grasp concepts, practice their lessons, and enhance their overall education.
- Develop the ALP curriculum up to package three for older youth and include vocational training, digital literacy, and advanced life skills for them.
- ALP in a curriculum of three years to complete the whole primary grade. Whereas the funding trends show the short-term nature of funding, typically for one or two years. This is not enough for adolescents to complete the curriculum. This remains a great concern for CBLFs, and participants emphasized the need for long-term commitments. There is a need for obtaining long-term funding from international donors and private organizations to ensure program sustainability.
- Conduct longitudinal studies to assess the long-term effects of CBLFs on adolescent girls' education and community well-being.
- Examine the scalability of the CBLF model in other crisis-affected areas to determine its broader applicability.
- Further research on the perspectives of adolescent boys regarding their peers' education.
- Current policies in Bangladesh and Myanmar have denied Rohingya refugees from accessing formal education, preventing them from receiving recognized certifications or long-term learning opportunities. It is recommended that international policies be developed that formally include CBLFs and other

educational models, along with sufficient funding and infrastructure. Increasing community advocacy is also crucial to reducing cultural resistance and promoting girls' education.

By implementing these recommendations, CBLFs can continue to be a transformative tool for empowering adolescent girls, promoting inclusive education, and fostering sustainable development in Rohingya refugee camps.

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Appendix A. Consent Form

Research Title

"The Scope of Community-Based Learning Facilities (CBLF) in Enhancing Educational Opportunities for Adolescent Girls (Aged 11–18) in Rohingya Refugee Camp, Ukhiya, Bangladesh."

Consent Form for KII

- I Smriti Das voluntarily agree to participate in this research study.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- I understand that I will not benefit directly from participating in this research.
- I agree to my interview being audio-recorded.
- I understand that all information I provide for this study will be treated confidentially.
- I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.
- I understand that disguised extracts from my interview may be quoted in dissertation, conference presentation, published papers etc.
- I understand that if I inform the researcher that myself or someone else is at risk of harm, they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.
- I understand that under freedom of information legalization I am entitled to access the information I have provided at any time while it is in storage as specified above.
- I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Information of the researcher:

Names

Degrees

Affiliations:

Contact details:

Signature of research participant:



Signature of participant Date 13.07.24

Signature of researcher:

I believe the participant is giving informed consent to participate in this study.



13.07.24

Signature of researcher Date

Appendix B. FGD Guide

Questionnaire

Focus Group Discussion (FGD)

Adolescent Girls (11-17)

Question 1: How do you usually spend your day in the camp?

Question 2: What do you like to do after class? Or how do you spend the rest of your day?

Question 3: Do all your friends in the area go to an educational center like LC or CBLF? If not, is there any reason for that?

Question 4: When you or your friends want to go to the educational center, do you face any problems or obstacles?

Question 5: How would you describe "Community-Based Learning Facility (CBLF)" or your educational center?

Question 6: What subjects do you study at CBLF? Or what activities do you do?

Question 7: Which subject do you like the most and why?

Question 8: Have you learned anything here that has helped you or anyone in your family? Would you like to share a personal story about it?

Question 9: Do you enjoy coming to CBLF every day? Can you share any happy or good moments with your friends or CBLF?

Question 10: Has anything happened at the educational center that made you sad or hurt you? Was it someone's behavior or words?

Question 11: Is there anything else you would like to tell us? Or is there something that would be better at the educational center?

Appendix C. Interview Guide and Transcript

Questionnaire

Table C1: Technical Officer - Key Information Interview (KII)

1. Can you please introduce yourself and describe your role?
2. From your perspective, how do Community-Based Learning Facilities (CBLFs) contribute to enhancing educational opportunities for adolescent girls aged 10-18 in the Rohingya Refugee Camp in Ukhiya?
3. In your experience, what primary barriers and restrictions do adolescent girls in the Rohingya Refugee Camp face when trying to access educational opportunities?
4. How do CBLFs cultivate a supportive and inclusive environment, addressing and navigating cultural barriers to enhance the participation of adolescent girls in educational activities?
5. To what degree do community-based learning facilities cater to the specific needs of adolescent girls aged 11-18 within the Rohingya Refugee Camp?
6. In your role, have you noticed any transformations in the lives of adolescents after they enroll in a CBLF?
7. From a technical perspective, what challenges and successes have you observed in the implementation of CBLFs within the context of Rohingya refugee camps?
8. Is there anything else you would like to share or any recommendations you might have regarding the role of CBLFs in enhancing educational opportunities for adolescent girls in our community?

Interview Transcript

Table C2: KII – Technical Officer

1. Can you please introduce yourself and describe your role?
I take care of the technical and operational part of CBLF. And I have to supervise and provide support to PO (program organizer, Bangladeshi facilitator and host facilitator. Also, if the face any problem to conduct class or prepare lesson plan in that case I provide the, the technical support. In technical part CBLF I work with problem like, the teacher in not understanding anything, or the support of program organizer is not enough to make clear the understanding of the teacher. Here is the place I provide the support to drag her up from the situation. Also, if any learner faces any problem, then I provide the support to handle it. With that I provide the support in reporting and overall task. In case of operation, checking the documentation and all I provide the support.
2. From your perspective, how do Community-Based Learning Facilities (CBLFs) contribute to enhancing educational opportunities for adolescent girls aged 10-18 in the Rohingya Refugee Camp in Ukhiya?
Obviously the CBLF help. If we can see the Rohingyas are very religious (Dhormoviru) so based on their religion, they don't want to allow girls to go to outside in school or study after a certain time. This is why the CBLF model has been established. These CBLF is providing the educational support specially for the girls' learner. That is why the CBLF is keeping a great impact in the education of adolescent girls. After the establishment of CBLF now they shift from their previously set mind set as they were and aim for being educated and doing something good. In that case the role of CBLF is (Onishcarjo).

3. In your experience, what primary barriers and restrictions do adolescent girls in the Rohingya Refugee Camp face when trying to access educational opportunities?

The parent and community doesn't want to priorities the girl's education as they want to marry their girls of at an early age. They face different kind of challenges from family as well. They used to think, In the time of going to CBLF or continue their study if nearby community people see them. It will affect when they try to marry them off. This kind of problem create the barriers for girls for continuing their study or come to CBLF. The adolescent boys do face this problem. But they face different problem like they (parents / community) want to engage them in work from an early age. The main reason behind this is to create an earning source or running the family. For boys they focus on earning. From this tendency boys also face barriers in case of education.

4. How do CBLFs cultivate a supportive and inclusive environment, addressing and navigating cultural barriers to enhance the participation of adolescent girls in educational activities?

Surely CBLF is keeping a supportive role. As I previously said the CBLF is especially working for the adolescent girls. In the this model the Bangladesh or host facilitator and Rohingya Facilitator both are female. Even all the PO and TO working in the CBLF are female. Even in every month we arrange are CESG and PSG meeting where the parents and community member attend. Here we advocate for the positive side of education also we try to create awareness on the benefit of education for adolescent girls and demits of not attending education. Also, the demerits of child marriage have been discussed by keeping specific agenda. In that case parents are now positive then previous as they are aware that no male is there in the CBLF. As there is no outsider,

they feel it safe for girls. As they are attending education in Myanmar curriculum. There are 6 subjects in Myanmar curriculum including subject related to their culture. Parents are now more aware and now they are interested to come to CBLF then previous time because education has seriously been given here. They have a subject social study, which is related to Myanmar culture, religious and social norms they can learn it from here. Even except English all the subject it in Burmese. We try to provide the lesson in Burmese. In that case they are very positive. CBLF is keeping a great impact in case of their education, and they can learn about their culture and norms here as well.

5. To what degree do community-based learning facilities cater to the specific needs of adolescent girls aged 11-18 within the Rohingya Refugee Camp?

To support the specific need of adolescent girls CBLF is providing support in different way. First of all their first demand from a school is Books, workbook, hygiene maintain as they are adolescent, and safety and security needs to be ensured. In that case EIE kit (education in emergency Kit, Hygiene Kit) are being provided to them. EIE kit are consist of education materials like book, workbook, pencil, bag, water pot. Hygiene kit consist of pad, napkin, soap as they have experienced menstruation to support the problem.

6. In your role, have you noticed any transformations in the lives of adolescents after they enroll in a CBLF?

Changes has been seen among them. One year ago, when the children started to come to CBLF they didn't know or recognize any word (English and Burmese), letter, number or any educational knowledge. If now if I go to the CBLF I can see now they read, they can write their name in Burmese and them parents or family member's name. If they can speak in Burmese and English. Even previously they cannot do the

money calculation properly, shop keeper and keep one or Two BDT extra in from them. But now they are aware about the price and recognize which notes is to give. Now are feel like their literacy and numeracy skills has been developed.

Previously they used to feel shy or fear to interact when we go to the CBLF, they cannot exchange basic greetings. But now when we go, they can greet properly and play with their friend in a proper way. Now a change has been seen in their behaviors. They also improved the way of taking like what to see whom and when, how to address whom.

We have a subject name life skill they also learn so many things from these subjects as well. Like: how to cross the road or drainage, how to adopt in any situation, how to manage self when any incident happed. This they have also learned.

7. From a technical perspective, what challenges and successes have you observed in the implementation of CBLFs within the context of Rohingya refugee camps?

Success is all learners are very eager to come to CBLF and the parents are now very positive. Even we now don't need to call the leaner to class like previously. Now they come by themselves. Now they complete all their study by themselves regularly and showed their eagerness to learn. After coming to CBLF they can learn, they can say about themselves this all are I think our success.

In every task surely there are challenges. At first, we used to face a lot of challenges but now there are not that many challenges. Even now success are more than the challenges.

In the initials phases the challenges were, learner was too eager to come to CB LF. They were not eager in case of learning. In the initials phases parents don't want to send their children to CBLF. They want to keep the adolescent within the home. Girls

means they have to stay at home they will not go to CBLF. Girls meant to be stay at of and do household work. They have to take care of the family and cook. They used to have these kind of belief and stigma on themselves. But now through CESC and parent meeting a lot has been changed and now we can see positive changes.

8. Is there anything else you would like to share or any recommendations you might have regarding the role of CBLFs in enhancing educational opportunities for adolescent girls in our community?

If the CBLF can be secured for long term. As we work in a project base task the project come for 6 months or one year so after the time if project doesn't renew it affect. We have started from the initials setting so wanted it to be long terms and continue. We try to provide almost all the facility but as CBLF is a room of a community home of Rohingya facilitator, so if we can provide/ ensure the washroom facility. I know it is not possible as we use Rohingya facilitator home. If we can ensure the washroom facility for the girls. As the project is coming for 6 month/1 year if the CBLF tenure can have enhanced them we can reach the aim properly. If I add challenge are washroom facilities. CBLF learner or Girls have to community washroom this is a critical issue for them. So, my recommendation is if we can do anything in case of the washroom facilities.