Teachers' Preparedness to Implement Myanmar Curriculum for the Rohingya Children in the Rohingya Camps of Cox's Bazar

By

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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

BRAC Institute of Educational Development
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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/We have acknowledged all main sources of help.

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Approval

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of evening 7th batch, session 2021-2022 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Education in Educational Leadership & School Improvement on [Date-of-Defense].

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Ethics Statement

The study was conducted with twelve teachers (3 from host community and 9 from Rohingya community) from Rohingya refugee camps (Camp # 4, 1E, 19 & 20 Ext) in Cox's bazar, five technical officers and two school supervisors from six different organization, and three technical leads in three different leading agencies implementing education program in Cox's Bazar. The technical leads were interviewed through KII's, and seven technical officers and school supervisors were consulted through a focus group discussion. I also observed twelve Learning centers (classrooms) with three host community teachers and 9 Rohingya community teachers.

The names of the Learning centers and the names and other personal identification of the participants involved in the study are not mentioned anywhere in this research and replace with codes so that it will not be identifiable. No specific information was mentioned that could discover the identity of the participants or learning center.

Consent was taken in advance from all the participants participated in KII and FGD in this study as well as from the teachers beforehand to observe classrooms. All the collected data in both softcopy and hard copy are preserved. Without any specific and reasonable reason and/or formal procedure, those will not be shared with anyone or any organization at any case.

During the study I clarifies my position so that the participants are aware of my two roles (UNHCR staff and academic researcher) and in what capacity I was asking questions/doing observations, etc. I also took the RRRC's permission to carry out the research as a masters' course student of BRAC university while being cleared that I am a staff member of UNHCR. To avoid conflict of interest neither I used UNHCR's assets and resources nor used UNHCR identity for facilitating my academic study.

Abstract

In the complex humanitarian context where a foreign curriculum is implemented teachers' preparedness is fundamental and inevitable. This paper tries to identify the level of preparedness of teachers engaging to teach Myanmar Curriculum (MC) to the Rohingya children living in the Refugee camps in Bangladesh.

To explore the gaps on teacher's capacity, this research used KII, Classroom Observations, FGD of stakeholders to measure teachers' readiness to deliver MC and quantified the collected qualitative data.

The collected data have been analyzed to formulate effective recommendations for equipping the teachers better to deliver the MC. The collected evidence suggested that there is a severe gap and teachers need further preparation and capacity development training on basic pedagogy, subject contents, and Myanmar Language. This research further suggested conducting a comprehensive baseline survey revising the current Teachers' Professional Development Framework and developing close collaboration between Bangladeshi and Myanmar Teacher education institute is needed.

Keywords: Teachers' Preparedness; Myanmar Curriculum; Rohingya Children; Education in Humanitarian Context; Refugee Education; Capacity Building.

Dedication

This Thesis is dedicated to my beloved wife for her sacrifices and support she provided.

Acknowledgment

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List of Acronyms

BRAC IED	BRAC Institute Educational Development
ENA	Education Need Assessment
FGD	Focus Group Discussion
GoB	Government of Bangladesh
GoM	Government of Myanmar
LCFA	Learning Competency Framework and Approach
LC	Learning Center
LF	Learning Facilities
MC	Myanmar Curriculum
MoFA	Ministry of Foreign Affairs
MHPSS	Mental Health and Psycho Social Support
MSNA	Multi Sector Need Assessment
NTF	National Task Force
RCEN	Rohingya Community Education Network
RRRC	Refugee Relief and Repatriation Commissioner
TPD	Teachers Professional Development
UNDP	United Nations Development Program
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children Emergency Fund

Glossary

RECN

RCEN is Rohingya Community led platform who established some private schools in across the camps which not yet authored by GoB. Additionally, due to lack of authorization from the Camp in Charge (GoB officials), some of teachers from this platform are offering private teaching/tuition at home.

Informal Education in Cox's Bazar Rohingya Refugee Context

The GoB provide directive to provide informal education using Guideline for Informal Education Program (which is approval of Learning Competency Framework submitted by education sector in Cox's Bazar). Later in early 2020, despite the GoB authorized to introduce Myanmar Curriculum, but still instruction is to use informal sating's which do not have any accreditation.

Cluster

A cluster is made consisting of four classrooms (Ideally) within 5 minutes walking distance. The rational of this approach is from the beginning single classroom was establish which is not appropriate to use to teach formal curriculum with different grades/level.

Introducing Myanmar Curriculum

The National Task Force meeting on the Rohingya situation, chaired by the Foreign Secretary, held in December 2019 authorized introduction of Myanmar Curriculum in Rohingya camps.

Chapter 1

Introduction and Background

1.1 Introduction

The United Nation set up 17 Sustainable Development Goals in September 2015, to be a "blueprint to achieve a better and more sustainable future for all" (The United Nations, 2017). Among those 17 interlinked global goals, Education is in number 4 and entitled as "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (The United Nations, 2017). Education was given such higher priority as "Quality Education" gives a positive sense of purpose and equips learners, of all ages, gender and diversity and especially the young people, with the knowledge, values, attitudes and behaviours that foster responsible global citizenship, critical thinking, responsiveness and the ability to build communities. This in turn contributes to peaceful co-existence.

A comprehensive global review of the existing evidence on the relationship between education and civil conflict concludes that increasing education at all levels reduces most forms of political violence (Østby and Henrik, 2010). The Rohingya refugees is residing at overcrowded camps in Cox's bazar since August 2017 which is more secure compared to situation in Rakhine State but still in highly restricted in terms of movement and access to formal and quality education (Social Science in Humanitarian Action, 2017). Since 2018, Rohingya children and adolescents are accessing informal education using Learning Competency Framework and Approach (LCFA) and in January 2022, the Government of Bangladesh (GoB) allowed to introduce Myanmar Curriculum (MC) as pilot basis targeting 10,000 Rohingya students in grades 6 to 9 (The United

Nations, Bangladesh 2020). In the same authorization latter, the GoB also indicated that the use of the Myanmar curriculum can be expanded to all grades in consultation with the RRRC in a phased manner. Equipping Rohingya children and youth with essential knowledge and skills is crucially important to lead a dignified life in the Rohingya camp and reintegrate smoothly and sustainably into Myanmar society in future when the conditions for repatriation are met. Accredited and formal education program can create the best opportunity for Rohingya children's self-determination and development and eventually will facilitate voluntary return to Myanmar or a third country of resettlement (International Rescue Committee, 2020). The best way to do this is to allow the children to be educated using Myanmar Curriculum (MC), which is the curriculum of their home country and also the curriculum of their choice (United Nations High Commissioner for Refugees (UNHCR), 2020).

Teachers are mainly responsible in implementing MC. Teaching a curriculum of 2nd language demands various pedagogical skills, ideas, critical thinking and other important determinants (Niwas, 2018). These factors made teaching as a creative work and guide teachers to learn and succeed in real classroom situations. With recognizing teaching also, in a complex situation, such as implementing MC in 2nd language (as most of the teachers used to communicate in Rohingya dialect, which has also no written format), it is also a realization that teachers need to develop certain competencies to deliver quality education effectively. Moreover, as the quality of education greatly depends on teachers, supporting teachers with different types of training for developing different competencies are also very important.

This paper will critically examine the skills set and competencies that are essential for the teachers while delivering lessons following MC and will try to identify the areas which requires further interventions. As there is no significant study have conducted to identify existing teachers

competency level as well as major gaps on teacher's competency, it is essential to facilitate a study beforehand scaling up of MC. The finding from the study will help education sector in Cox's bazar including all education partners to plan for comprehensive Teachers professional development activities for equipping them to deliver MC.

This introduction and background chapter showcase the research topic with the explanation of statement of the problem, articulate the research questions and illustrate the purpose of the study and significance of the study.

1.2 Research Topic and Title

I have chosen teachers preparedness as my research topics and my research title for this study is **"Teachers' Preparedness to Implement Myanmar Curriculum for the Rohingya Children in the Rohingya Camps in Cox's Bazar"**. The GoB already authorized the implementation of MC in Rohingya Refugee camps and local educational authorities including the RRRC, CiCs along with the UN agencies, International and National Non-Government Organizations (NGO) started piloting of the MC from December 2021 and started scale up in KG to Grade 2 from July 2022 which will be implemented in all grades from July 2023. But as the Rohingya communities had been deprived for long since in their country and as all of them were not properly introduced with the Myanmar Curriculum, the teaching-learning instructional mechanism in previous, it could be quite difficult for them to implement the curriculum properly. In the camp context it is also hard to allocate competency-based teachers to implement the curriculum for lack of competent human resources. Therefore, a study should have been conducted to identify the status of teachers teaching learning competencies as well as their preparedness for implementing Myanmar Curriculum properly.

1.3 Statement of the Problem

The GoB allowed to introduce Myanmar Curriculum in 2020 as a pilot basis for 10,000 students followed by scaleup in other grades in 2022. To ensuring quality education for refugee children in Cox's Bazar using MC, shortage of qualified and trained teachers is a major challenge (Inter Sector Coordination Group, 2019).

Developing teaching and learning strategies based on the context and different need of the Rohingya children is essential to improve quality of education for Rohingya children in Cox's bazar. Recruitment of qualified Rohingya teachers is a major concern due to insufficient educated and skilled teachers are available among the Rohingya community. It is noted that only 9% Rohingya teachers have educational qualification up to grade 10 and above (UNICEF, 2019), lack of standard Myanmar-speaking teachers among the Rohingya population, and competition from higher incentive in other sectors create barrier to recruit and retain qualified teacher. Considering the lack of teaching staff, retention, and capacity development of Rohingya teachers need to be addressed through developing an intensive teacher's professional development framework (UNHCR, 2020).

Language barrier is another gap for implementing MC properly. Despite reading and writing level of standard Myanmar Language is very low among the existing teachers from Rohingya community but some of those can use Myanmar language while they are teaching in the class (Relief web, 2018).

In these circumstances stated above, teachers training on pedagogy, subject based contents as well as Burmese language is essential to equip the teachers with necessary skills to implement Myanmar Curriculum. It is therefore the high time to find out the gap between desired

competency level and existing competencies of the Rohingya teachers for future planning towards ensuring quality teaching using MC (Sadia, 2021). The recommendations on the gap areas will certainly improve the skills of teachers and a better preparation could be arranged for implementing MC properly.

1.4 Research Questions

My research topic "Teachers' preparedness to Implement Myanmar Curriculum in the Rohingya refugee Camps" require exploring the existing teacher's competency level, required competencies to implement Myanmar curriculum as well as exploring about existing teacher's professional development activities and additional new initiatives to be taken into consideration for quality implementation of MC.

Research Question 1:

What are the skills and competencies required for the teachers to implement Myanmar Curriculum (MC)?

Sub questions:

a) What is the existing level of Rohingya/host teachers' professional knowledge, skills and values to deliver quality education using MC?

b) What major challenges are faced by the teachers to implement Myanmar Curriculum?

c) What additional skills and competency are needed to deliver MC?

Research Question 2:

How do the teachers perceive their professional preparedness to implement Myanmar Curriculum?

Sub questions:

a) What are the present scopes for teachers' professional development? Is it sufficient for the present context?

b) What is your opinion on current training programs? Please mention with examples about which are beneficial or less beneficial in terms of delivering quality teaching.

c) In what areas the teachers need professional development? Please mention with rational.

Research Question 3:

What need be done to in terms of Teachers' Professional Development (TPD) to implement the MC successfully?

Sub questions:

a) What are the current scopes of the teacher's capacity building? Is it sufficient to deliver MC efficiently?
b) What is your opinion on coordinating of TPD interventions among leading agencies including sector coordinator? Do you find any improvement area on coordination among TPD leading agencies?
c) Do you have a TPD framework for education sector in Cox's bazar? If yes, is it updated and contextualized aligning with MC implementation? Do you have any specific suggestion for TPD? Please provide with examples and rational.

1.5 Purpose of the Study

This study explored the required skills and competency of Rohingya and Host Community teachers in relation to subject contents, basic pedagogy, Myanmar language skills in terms of communication to deliver quality teaching implementing MC. The study also explored the requirements of teacher's professional development activities to implement MC in Cox's Bazar. A further purpose of this study is to identify the area of development including identification of different training activities or orientation courses and specific topics to be included in the training modules to equip the teachers with necessary skills to deliver the lessons of MC. Finally, the study recommend teacher's capacity building activities for the professional development purpose. The study designed to investigate the above-mentioned issues relating to the expectations, practices, knowledge, skills and practices of teachers. By ascertaining the mentioned areas, it would be easier to design the need-based interventions for strengthening the capacity of teachers as well as make them prepare to implement the MC properly.

1.6 Significance of the Study

MCP is implementing now at the Rohingya Refugee Camps of Cox's Bazar and from the July of 2023 the MC is going to implement. For the proper implementation of new curriculum teachers should be equipped with new set of skills or their present skills need to be contextualized for the successful implementation. This study identified the gap areas of teachers for implementing MC and different capacity building activities are required to minimize or diminish those gap areas.

Numbers of Rohingya Community Education Network (RCEN) conducting informal education following MC, a report indicated that at least 27 RCENs were teaching around 10,000 students (PRIO, 2019). On the other hand, around 6000 Rohingya teachers (Education Sector, 2022) teaching in Learning Centers free of cost along with 5000 Bangladeshi teachers who have a bit better educational qualification compared to Rohingya teachers while community is prepared to send their children to the RCEN even paying monthly tuition fees (PRIO, 2019). As a result, it is proven that existing teachers' skills need to be assessed and initiatives need to be taken into consideration for existing teacher's professional development before scaling up of MC.

It is also evident from the existing literatures and reports that the existing professional knowledge, pedagogical skills and attitude of Rohingya teachers and host community teachers who are teaching in the Rohingya camps yet to be explored in terms of content knowledge and basic pedagogy approaches including teaching approaches of using the MC in Myanmar language while the teachers speak in Rohingya language which has no written form (Sohel, 2020).

Additionally, as MC will be rolled out for lower grades up to grade 2 in 2022 followed by in all other grades in 2023 (UNHCR, 2020), it is essential to identify the major challenges and areas of

improvement of Rohingya teachers and host community teachers to deliver quality training specially for less qualified and untrained teachers which is yet to be measured.

The findings of this study will be very helpful to develop a comprehensive teachers professional development package including training content, approaches and methodology to be implemented in the Rohingya camps in Cox's bazar. Moreover, the study may suggest the NGOs which are implementing education interventions in Cox's bazar for the Rohingya refugees to design, organize and facilitate teacher's professional development activities focusing on ensuring quality teaching in relation to implementation of MC. Furthermore, the findings also very helpful for education sector in Cox's Bazar to modify education sector strategy in relation to MC rollout. Finally, the study will contribute to the literature significantly as this might be initial strategy on Techers professional development for Rohingya teachers in the context of Rohingya camps in Cox's bazar.

Chapter 2

Literature Review and Conceptual Framework

2.1 Present Educational Context of Rohingya Children at Camps of Cox's Bazar

Since January 2018, Rohingya children at the Rohingya Camps in Cox's bazar of aged 4-14 are attending in informal education using Learning Competency Framework Approaches (LCFA) which do not have alignment with any formal curriculum neither in Bangladesh nor in Myanmar. However, in January 2020, the GoB allowed to introduce MC as a pilot basis for 10,000 students in grade 6-9, prescribed and approved by the National Task Force (NTF) a committee formed by Ministry of Foreign Affairs (MoFA) and responsible for developing strategies for Rohingya response. The Myanmar Curriculum Piloting (MCP) was delayed due to COVID 19 and rolled out in November 2021. Currently, 308,500 Rohingya learners have access to informal education services including Early Childhood Education for 54,000 children and Myanmar Curriculum Piloting (MCP) for 7,595 students (Education sector, 2022). Very recently, education sector in Cox's bazar developed a comprehensive roadmap guideline for MC scaleup including a detail plan of action to introduce MC in Kindergarten, Grade 1 and Grade 2 in 2022 followed by Myanmar curriculum will be introduced in all other grades in 2023 (UNHCR, 2020).

In the Rohingya camps education is provided in English and Burmese, while Rohingya teachers generally speak in Rohingya Language (UNICEF, 2021) in tutoring contexts, drilling the Myanmar language content is still the primary pedagogic approach, especially in primary school

because Myanmar language is the second language for the Rohingya community like a foreign language (UNHCR, 2020).

2.2 Defining Competency

The definition of the word "Competency" can be a combination of skills, knowledge, attitudes, values, motivations and beliefs which people need it to be successful in their profession (Sleezer et al, 2014) defines that competency is "the set of knowledge, skills, and experience necessary for future, which manifests in activities". These two definitions suggest that competency refers to some certain "skills set" which help any individual to be successful in their mission. Competencies can be defined as sets of skills including gaining appropriate and relevant knowledge, positive change of attitudes and enhance capabilities that distinguish high performers. These are attributes which may not be easily visible instead it must exist in a individual's behavior that can help draw out examples of these competencies (see Fig. 1) Ley and Albert (2003).
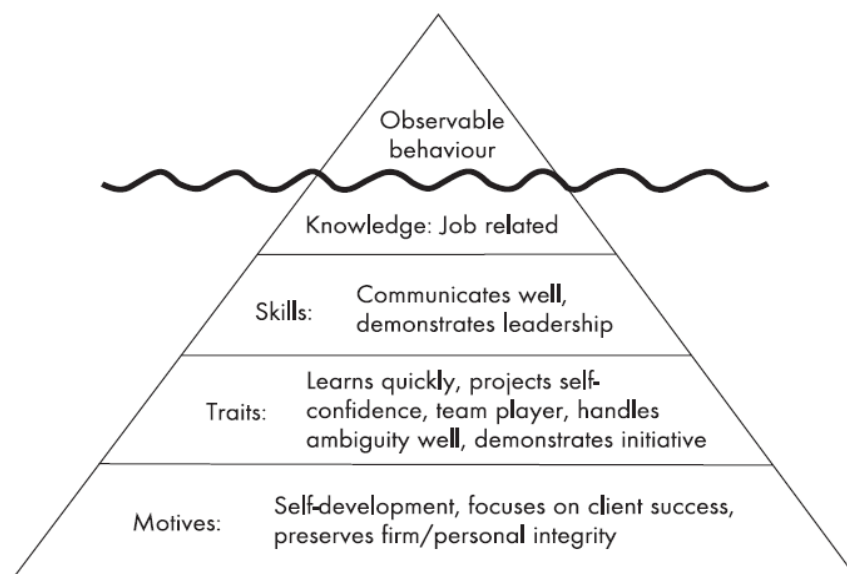
Figure 1:What is competency, Ley and Albert (2003)

2.3 Competence in Teaching

For the job like teaching, also requires a certain set of skills which ensure the success of the teaching profession. Selvi (2010) claimed that teachers' competencies are divided into three main areas as a) Field Competencies: b) Pedagogical Competencies and c) Cultural competencies. Same study also illustrated that teachers' professional competencies consisting of four main subgroups including a) Curriculum Competencies, b) Lifelong Learning Competencies, c) Social-Cultural Competencies and d) Emotional Competencies (Selvi 2010). Professional development training can help teachers to be more efficient at planning and staying organized which allow them to provide extra time to the students rather than the paperwork (Queens University of Charlotte, n.d.). So, competency refers to have sets of knowledge and skills on basic pedagogy, curriculum and subject contents, social and cultural norms and values of the community as well as knowledge on other cross cutting issues.

2.4 Teacher's Professional development

Teacher's learning illustrates as definition teachers' professional development that talk about how the teachers learn and apply their knowledge and skills in practice to support Learners' learning (Postholm 2012). Moreover, usually in low and middle-income countries many teachers have lack of skills to teach effectively, and the government have to take intensive professional development programs to improve their skills (Popova et. al. 2021). Furthermore, teachers also have to teach a large number of children with high teacher-student ratio including different education backgrounds and competency levels (Sohel 2020). Mr. Mahbub Alam Talukder, Bangladesh's Refugee, Relief and Repatriation Commissioner, cited in the Diplomat, 2020 that in principle the GoB agreed with a proposal from the United Nations that the Rohingya children education be provided with Myanmar Curriculum (The United Nations, Bangladesh 2020).

2.5 Present Scope of Teachers Professional Development at Camp Context

Teachers' professional development is available at this moment which was developed based on informal curriculum LCFA. Additionally, UNHCR in collaboration with BRAC IED started to provide certified training on pedagogy to trained 2500 teachers focusing on equipping the teachers with essential basic skills to deliver Myanmar Curriculum. Furthermore, education sector partners continuing facilitating on going professional development activities to deliver LCFA to the Rohingya children (Education Sector, May 2022).

2.6 Myanmar Curriculum and Teacher's Professional Development

International Bureau of Education (*Curriculum (plural curricula). (2016c) (2011)* defined that "curriculum" refers to the complete guideline students' learning in a planned way, it is not the end itself, however, it ensures quality learning process. In 2011, the Scottish gave a definition of curriculum as a plan following a well-designed series of desired learning outcomes which are comprised with learning experiences, as a related combination or series of courses (Minty, S. & Priestley, M., 2011). The most straightforward definition of curriculum was given by (Lunenburg, 2011) as "a plan for learning" which is considered as the classic definition of Curriculum. These definitions of experts suggest that "Curriculum" is an integral component of education which guides the education process of certain society or education fraternity. In the National Education Law of Bangladesh (draft), chapter 1, section 2 (n), the meaning of curriculum framework is stated as "it means the systematic written programs for all fields in formal and non-formal education, which are designed to achieve educational objectives, and which include learning outcomes, contents, instructional methods and evaluation".

According to the Chapter 5, section 16, 18 and 19 of the National Education Law of Myanmar *(*Pyidaungsu Hluttaw Law, 2014) the level of basic education is divided into three levels as

i. Primary education,

ii. Middle school education (grade 6-9),

iii. High school education (Grade 10-12)

There are 13 guiding principles for the Basic Education Curriculum in Myanmar. They are (a) All-round, Balanced Development (b) Good Citizenship (c) 21st Century Skills (d) Notion of Completion in Itself (e) Preparation for Higher Learning (f) Preparation for One's life in Myanmar Society and Modern Economy (g) Balance in Academic Literacy (h) Appreciation of All Cultures, Customs and Traditions. (i) Medium of Instruction (j) Languages of National Groups.

In terms of Teacher training for implementing Myanmar curriculum, Campbell et al. (2003) claimed that Teacher competence in Myanmar is multi-dimensional and is expressed through complex interfaces among a range of behavioral, cognitive, metacognitive, interpersonal, attitudinal and affective characteristics. Consequently, it is necessary to identify about which core attributes of teacher educators' work to be targeted. Borg et. al (2018) further noted in Myanmar effective teaching is reinforced by in-depth knowledge and skill in some core areas such as planning, classroom management, facilitation, interaction between learner-teachers, explanations and instructions, techniques of asking questions, and assessment techniques of learning outcome.

These pedagogical attributes needed to be considered while designing the Teachers Training Plan for implementing MC at Rohingya camps in Cox's bazar. If a synergy between Myanmar Training process and teacher straining process in Bangladesh, is not at the same table, then it will be difficult to implement MC and deliver the lessons to the Rohingya students. From that perspective, a need assessment is very important to conduct and identify the needs of the Teachers and take remedial actions.

2.7 Conceptual Framework

Through studying the number of detail literatures and analyzing some of the relevant theories, a conceptual framework has been developed based on the literature revies that systematically reviewed with the key components and contemporary issues of research topic and questions variables. The conceptual framework has been developed based on findings from the literature of required teacher's competency to implement a new curriculum, major challenges encountered to implement Myanmar curriculum including language barrier is one of the most critical issues, analyzing the existing teacher's professional development framework and activities, and how the leading agencies are coordinating on TPD intervention to equip the teachers with required skills. The following framework demonstrated how the existing literature are connected for this study.

Insufficient educated and skilled teachers is one of the major challenges, a study found that only 9% Rohingya teachers have educational qualification up to grade 10 and above (UNICEF, 2019). Furthermore, lack of enough Myanmar-speaking teachers among the Rohingya population as well as from host community, along with poor competency on pedagogy and subject contents are most notable challenges. Additionally, recently education sector started scaling up of implementing Myanmar curriculum which is also unfamiliar to the teachers who engage in delivering MC. To mitigate the above challenges, developing a comprehensive TPD framework indicating what training activities need to be prioritize including training on pedagogy specially MC based teaching approach, subject content knowledge and Myanmar language acquisition program. A sector level TPD strategy need to be developed to guide the leading agencies to facilitate TPD interventions effectively, well collaboratively and avoiding overlapping of similar services.

Changes for Implementing Myanmar Curriculum

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**Transition of Curriculum
(LCFA to MC):**
1. Changed Instructional Language (Rohingya Teachers used to communicate in Rohingya Dialect, maximum of them cannot read, write or speak properly in Myanmar Language)
2. The new curriculum designed in recent past, teachers are not known of it nor the process of implementation.
3. Changed Instructional Language (Rohingya Teachers used to communicate in Rohingya Dialect, maximum of them cannot read, write or speak properly in Myanmar Language)
4. The new curriculum designed in recent past, teachers are not known of it nor the process of implementation.

↓

Teachers Require following Preparedness for Successful Myanmar Curriculum Implementation:

1. Training on Pedagogy
2. Training on Subject Based Knowledge
3. MC based Teaching Approaches and Methodologies
4. Capacity Building on Myanmar Language

⇩

Improvement of Teachers Skills for Implementing MC and overcoming Challenges

⇧

A Comprehensive Sectorial Plan need to Develop to strengthen Teachers Preparation to Implement MC

↓

MC Based New Strategic Plan by Education Sector	MC Based Comprehensive TNA

Here, LCFA= Learning Competency Framework and Approach; MC= Myanmar Curriculum,   TNA= Training Need Assessment

Figure 2:Conceptual Framework for Teachers Professional Development to Implement Myanmar Curriculum at Cox's Bazar

Chapter 3

Methodology

This chapter discusses the research methodology in detail. From the topic selection process to sample and sampling process, participants selection, data collection and analysis process all the areas have been discussed. This is a reflective chapter that shows how the research had been conducted.

3.1 Research Approach

This study is based on three research questions. To address all these research questions, we need both qualitative as well as quantitative data. This study therefore followed the convergence parallel mixed design (Creswell, 2018). The reason of choosing mixed method research approach is to explore the research questions answer through collecting both quantitative and qualitative data. Quantitative data supports the study to generalize the overall picture of teacher's competency level as well as demographic information LC teachers which are reflected responding to the question number 1. On the other hand the qualitative data supports to identify more in-depth data from the technical personal who are responsible for TPD, the reasoning of every thematic areas. Furthermore, different respondents have been selected in this research to triangulate within the qualitative and quantitative data and the triangulate the perspective of different respondents. Three different research questions used in this study that are explorative in nature, deal with the three different and related central phenomena of this study. To explore these three central phenomena both quantitative and qualitative study is needed as Creswell (2015) stated that mixed research approach is the best approach to explore and develop a detailed

understanding of central phenomena and the concern variables. So, mixed method approach is being applied to facilitate the said study.
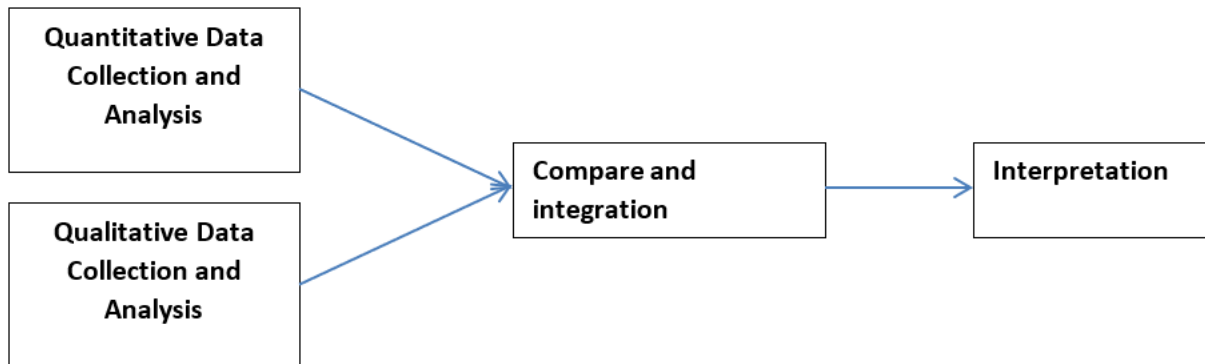
Figure 3:Research approach

3.2 Research Site

Since the influx in 2017 the Rohingya Refugees migrated from Myanmar to Cox's Bazar of Bangladesh as Cox's Bazar District shared it's border with Myanmar. The GoB then allocated them under different camps and gradually different humanitarian and developmental support provided there by different INGOs and NGOs. Therefore, all the humanitarian supports for Rohingya Refugees is camp based. Within the cam different learning centers has been established. And those learning centers conducted by both Rohingya and Host Communities. From the title of the study, it is evident that the research is conducted in Cox's Bazar and in Rohingya Camps. More specifically, the study has been conducted at Rohingya refugees Camp 3, Camp 4 and Camp 1E, Camp 19 and Camp 20 extension

According to the education sector 5W report (Education sector, 2022) a total of 49,180 students (15,561 learners in camp 1E; 10,065 learners in camp 3; 13,364 learners in Camp 4; 7,937

learners in camp 19; and 2,253 learners in camp 20 Extension) are attending in 634 Learning facilities. Those learning facilities are offering education services in ECD, KG, grade 1-2, grade 6-9, LCFA level III and Accelerated Learning Program for over aged children in which around 1200 teachers are engaged in delivering lesson to Rohingya children. The girl's participation is not equal as boys specially for upper primary and above grades as the Rohingya society do not feel the urge to send their girls in school due to both social stigma and superstitions. For this study 05 camps' different learning centers have been observed to understand the process of teaching-learning strategies as well as competencies of teachers. Consultations have been made with Technical Heads and situation have been identified through the discussion with School Supervisors and Technical Officers who are responsible for Rohingya children education program and are residing at Ukhiya and Cox's bazar.

3.3 Research Participants

This study considered the three different kind of educators who are engaged in delivering Lessons following Myanmar Curriculum to the Rohingya children in Cox's Bazar. The selection criteria of the research participants include, i) Rohingya teachers (75%) and host community teachers (25%) in Cox's Bazar who are teaching as per MC, ii) Technical Officer and School supervisors who supervise the teachers and facilitate teachers training and iii) Technical lead who are responsible for quality assurance including designing TPD activities. The rational of selecting 75% Rohingya teachers is in relation to introduction of Myanmar curriculum, education sector decided to recruit six Rohingya teachers and two host community teachers in a cluster. The host community teachers will act as Head teacher and English teacher.

3.4 Sampling Procedure

A purposive selective sampling method was used to select technical Head, Technical officer and school supervisor. selected for the study. Three Technical Head from three different leading agencies was selected for KII who are leading technical discussion in broader sector platform and play critical role in strategy making process including developing Teachers professional development strategy. Additionally, five Technical Officers and two school Supervisors were selected for FGD who are engaged in facilitating teachers training and other capacity building activities to implement Myanmar Curriculum. A convenient sampling method was used to identify the Learning center from Camp 1E, 3, 4, 19 and 20ext for classroom observations. The reason to select LCs from the above-mentioned camps is those camps are situated closely to each other as well as multiple agencies implementing MC in those camps. Classroom observation took place in those LCs which were implementing MC as well as convenient to travel by walking as I was not permitted to use vehicle (private) in the camps. To avoid biasness, only the participants who met the criteria and provided consent to participate were selected for the study.

To carry out the study with a statistically representative sample size are shown in the following table:

Table 1: Research Participants and Sampling Process

Research Questions	Tools	Data Sources	Number of Respondents	Nature of Data Source	Sampling Techniques	Camp No.
1. What are the skills and competencies required for the teachers to	Classroom Observation	Rohingya Teachers	09 (04 Female)	Quantitative	Convenient Sampling	Camp 1E, 3, 4, 19 and 20ext
		Host	03 (02			Camp 3,

implement Myanmar Curriculum (MC)?		Community Teachers	Female)			4, 1E, 19 and 20ext
2. How do the teachers perceive their professional preparedness to implement Myanmar Curriculum?	KII	Technical Heads	03(02 Female)	Qualitative	Purposive Sampling	Ukhiya and Cox's Bazar
	FGD	Technical Officers/ School Supervisors	01 FGD (5 Technical officer and 2 school supervisors)			Ukhiya and Cox's Bazar
3. What need be done to in terms of teachers' professional development to implement the MC successfully?	FGD	Technical Officers/ School Supervisors	01 FGD (5 Technical officer and 2 school supervisors)	Qualitative	Purposive Sampling	Ukhiya and Cox's Bazar
	KII	Technical Heads	03(02 Female)			Ukhiya and Cox's Bazar

3.5 Data Collection Methods

The study selects to use class observation, FGDs, KII as the instrument of Data Collection Tools.

3.5.1 Classroom Observation Schedule

Classroom observation is a powerful research tools to evaluate teacher's performance, determine the area of teachers' continuous professional development and encourage colleagues to collaborate to improve teaching practice (Halim et al. 2018). Class observation tools included basic pedagogy, classroom management including teacher-student interaction, ongoing assessment of learning outcome as well as using of child center methodologies including use of materials. The use of class observation is significant in quantitative research which help researchers to discover complex topics in a natural setting. A standardized classroom observation tool can serve as guideline for researcher to assess teachers' competency and plan for their improvement for enhancing their competency. D. Barrogo, S. (2020). Classroom observational studies are one example often found in the field of education. Through observation we can find in-depth understanding of how the teachers apply their knowledge and skills in practice to support pupils in understanding the topics. A five points Likert scale used to determine the competency level of Rohingya teachers on basic pedagogy, content knowledge, classroom instruction, learning outcome assessment, students-teachers interaction etc.

3.5.2 Focus Group Discussion (FGD)

FGD is one of the most widely used methods in qualitative research which creates a friendly environment, asking specific and most relevant questions, to promote participants to be open to discuss and express their different view and opinions. The FGD can be conducted multiple time as needed with different participants to identify trends of participants perceptions and opinions expressed, that are explored through systematic and careful data analysis (Krueger, 1988, p. 18). The FGD provide ample data to facilitate decision-making on further development and evaluation of education program, and modification of curriculum or teaching-learning materials

which might not be available by using other research methods. Williams, A., & Katz, L. (2001). Thus, FGD could be one of the best methods to be used to get opinion of technical officers/ school supervisors. This study included a FGD guideline for technical officers/ School supervisors to identify teacher knowledge, skills, and classroom practice, and to ascertain teacher's capacity building activities as well as propose training or other capacity building activities for equipping the teachers to implement Myanmar Curriculum.

3.5.3 Key Informant Interview (KII)

For qualitative data, the researcher also collected data through Key Informant Interview (KII). Kahn and Cannell (1957) describe interviewing as "a conversation with a purpose" (p. 149); it could be only one method to be used to facilitate a study. Through KII, the researcher collected in-depth data of Rohingya teacher's strength, weakness, gaps, ongoing professional activities and required skills training. KII guideline for Technical Heads focus on teacher's strength and weakness on delivering quality teaching, major gaps on teacher's competency to implement Myanmar Curriculum, propose training or other capacity building activities for equipping the teachers to implement Myanmar Curriculum.

The following figure presents the methodological framework
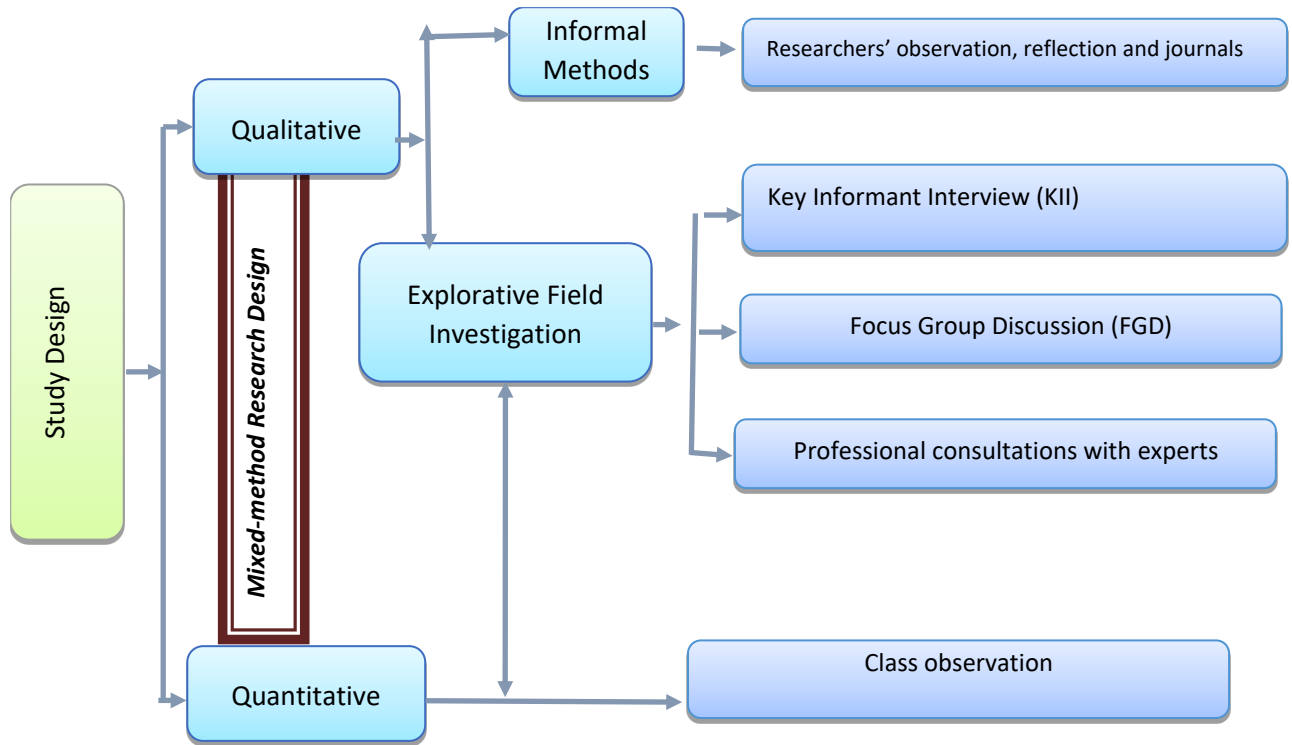
Figure 4:Study Design, Methodological Framework

3.6 Role of the Researcher

I have 16 years of practical work experience leading and implementing education programs in different countries including South Sudan, Philippines, Liberia, and Bangladesh. However, in this study during classroom observation, FGDs and KII process, I was conscious that I was a researcher in this specific context and clarified my two different roles as education practitioner as well as researcher. Beforehand collecting quantitative data through classroom observation, I shared the draft tools with two different technical lead from two different organization to collect their feedback as they are using classroom observation tools for last couple of years. Based on the feedback, I have further revised the tools. For instant, after getting feedback, I have used five points Likert scale while my initial plan to use four points Likert scale. I have conducted

multiple visits to the Rohingya camps and Ukhiya to facilitate classroom observation and conduct FGD. The findings from the KII and FGD were mainly based on participants' reflection and the findings did not manipulate. As I had working experience in the Rohingya camps and I can speak in Rohingya language, it helped me a lot for rapport building with the technical heads, technical officers, school supervisors and teachers, and it helped me to create an open, friendly and safe space for sharing the real scenario of the TPD interventions and real context of Myanmar Curriculum implementation. As a researcher, I was tried my level best to avoid any kind of biasness during facilitating interview and classroom observation. The research finding will be presented to the education sector coordinators and Implementing partners in a schedule education sector meeting in Cox's bazar.

3.7 Data Analysis

Thematic Analysis is become widely acknowledged as a distinctive and effective data analysis method which is more accessible, flexible, and increasingly popular method of qualitative data analysis compared to other qualitative approaches. Braun, V., & Clarke, V. (2012). Additionally, many researchers use spreadsheet to analyze data because this is relatively simple to set up and use. (University of Wisconsin-Madison, n.d.) The main data source of the study was from LC teachers/ Facilitators, analyzing relevant documents, Technical Heads, Technical Officers, School Supervisors. The LC teachers/ facilitators provided the main data which were triangulated by other respondents' groups of this study. I have analyzed the data in two ways: i) I have used thematic design to analysis the qualitative data. Under this design the collected data at firs transcribed and then sorted under theme and sub theme for a justified discussion and ii) to analyze quantitative data, the data set included in spreadsheet and then analyzed as per the descriptive statis design by using the MS Excel software.

For the quantitative data set different graphs and tables have been used in percentile design. In accordance with the qualitative discussion quotations have been made to make it more understandable and reader friendly. Within these data set (qualitative and quantitative) some data are closely related to each other and discusses jointly as the benefit of mixed method research design. As a result, the data were also triangulated within the respondents. The data have been analyzed as per research tools, types of respondents and in accordance with Research question.

3.8 Ethical Issues and Concerns

I provided a short background information and explained the objectives of the study to the participants including how the findings of this study would be supportive to adopting a comprehensive strategy for addressing teacher gaps and capacity to deliver quality education to Rohingya learners at Rohingya camps in Cox's bazar using MC. I obtained participants' permission and written consent before conducting the KIIs, FGD, and Class observations.

I have received ethical approval from BRAC IED to conduct the research in Rohingya refugee camps in Cox's bazar. Additionally, I have obtained ethical approval from UN ethics office to conduct the research in the mentioned Rohingya refugee camps.

I clarified my position when conducted my research so that the participants were aware of my two roles (UNHCR staff and academic researcher) and made it very clear that I conducted my study as a student of M. Ed. under BRAC IED. I encouraged the participants to participate/answer openly through explaining that it will not affect them in any way. To maintain confidentiality all data records was preserve only among the participants and the researcher. Moreover, after facilitating the observation, KIIs and FGD, the identifiers information was removed and replace with a code. During data analysis or using for any other relevant purpose pen names were used to make sure confidentiality of participants.

Table 2: Pen name of research participants

Technical Heads (KII)	Technical officer and school supervisors (FGD)	Teachers (Classroom observation)
1. Mr. Jane Clarke 2. Ms. Marry Junior 3. Ms. Marry Senior	1. Mr. John Dore 2. Mr. John Flex 3. Mr. John Kerry 4. Mr. John De Soja 5. Mr. John Kane 6. Mr. John Marry 7. Ms. Anne	1. Mr. Francis Junior 2. Mr. Francis Senior 3. Mr. Francis katsura 4. Mr. Francis D. Clarke 5. Mr. Francis D. Kane 6. Mr. Francis Kristopher 7. Ms. Jacklin Rosario 8. Ms. Jacklin Robario 9. Ms. Jacklin D. Costa 10. Ms. Jacqueline Streaker 11. Ms. Jacqueline Kane 12. Ms. Jacqueline Clarke

I conducted the entire study focusing on my research objective and ensured avoiding biasness. Furthermore, the research questions tried to explore accurate data from the participants rather influencing them in the direction of the result which I might want to find. Thus, I tried to be respectful to right of participants as human subject and keep this research bias-free.

3.9 Credibility and Rigor

I have 16 years of working experience in the field of education in different countries including implementing Education in Emergencies, those positions gave me the opportunity to carry out different need assessment as well as involving in facilitating different studies related to designing

quality education program. Additionally, out of my 16 years working experience, I directly worked for teacher's capacity building for around 7 years. As part of my master's degree BRAC IED, I took several international courses that include, 2 months long international training education management from South Easter University, Philippines and 6 days long training on Education Minimum standard for Education in Emergency by International Network for Education in Emergency (INEE) which are directly relevant to this study, particularly those courses taught about rapid and comprehensive need assessment in emergency situation as well as how to design and facilitate quantitative and qualitative research.

The educational theories and practices course such as helped me understand about necessity and obligation of providing meaningful education for refugees such as different national and international education policies under "Leading improvement of education course" talk about right for quality education while "Leader as Learners Leading people in Education Institution" taught about teachers professional development including coaching and mentoring which are close relevant with my research topic. Moreover, I have understood the difference between qualitative and quantitative research as well as application process of those two research approaches from research methods I and II. Those course materials also helped me a lot in understanding the different types of research including applying mixed research approach and developing a clear understanding of the entire research process of those research approaches. Generally, I would say my master's studies enhanced my knowledge and skills as a researcher which guided me with the appropriate direction for conducting any research. Finally, as currently I am working with UNHCR and responsible for education program for Rohingya children, the knowledge and experience of last five years helped me to understand the complexity of the

Rohingya response context and contextual ideas during data collection, data analysis and summarize my findings.

3.10 Limitations of the Study

This is very limited research regarding the teacher's preparedness to implement a new curriculum in 2nd language as well as in a complex situation. This research paper could be considered as a specific topic of broader TPD and successfully investigates current scenario and practice of TPD activities, explored teacher's competencies, identifies the gap, and shows improvement areas for TPD.

The lack of understanding of the instruction and terminologies used in English among the teachers specially to the Rohingya facilitators was another limitation of the study. To overcome this barrier, I explained the classroom observation tools and questions in Rohingya/ Chittagonian language to the teachers before observing the classes and provided an orientation on class observation tool the Technical personal from BRAC and CODEC who will support in classroom observation. Additionally, the findings of classroom observation are based on perception of the researcher which can be differ with different research.

Chapter 4

Results

4.1   Introduction

The research conducted under mixed method research design where qualitative and quantitative data have been collected from the potential respondents. The data and findings from quantitative study are divided into two broad thematic areas that include:

a) Demographic information of the teachers and
b) Existing competency level of the teachers focusing on exploring the strength and weakness of the teachers on basic pedagogy.

On the other hand, the findings from the qualitative study are segregated in four different sections to illustrate the current initiatives on teacher's professional development, challenges and opportunities of teacher's professional development to implement Myanmar Curriculum. The main four sections are.

a) Current teacher's competency level and Teachers Professional Development (TPD) activities
b) Teacher's areas of strength to implement Myanmar Curriculum
c) Major challenges and gaps of teacher's competency as well as TPD initiatives
d) Opportunities for teacher's preparedness

4.2   Result of Quantitative Data Collection

The findings of Research Question Number 1 identified through the quantitative data collection process. Research question number 1 is about the necessary skills and competency to deliver Myanmar Curriculum in the classroom. Data has been collected through classroom observation in 12 LCs, out of those teachers 9 was from Rohingya community and 3 was from community. The result of quantitative data has been discussed in 2 main heads as following:

a) Demographic information of LC teachers
b) Existing competency level of LC teachers on pedagogy

4.2.1 Demographic Information of Teachers

All of the selected participants that is secondary teachers in Rohingya Camp at Cox's Bazar have been identified under convenient sampling. The Research Question 1 is seeking the required skills and competencies of the teachers to implement the Myanmar Curriculum properly. Therefore, it is prerequisite to analyze the educational background of the research participants to identify what are their present competencies and how far they can go with these instilled competencies. By the by it would be easier to identify the required skills and competencies for their improvement to implement the Myanmar Curriculum Properly. All of the Quantitative Data Collection collected under the tools of the Classroom Observation. Some of the information such as Educational Background, Teaching Experience asked to the teachers after the completion of the observation.

4.2.1.1 Research Participants Gender

Table 3:Gender Status of Participants

Type of LC Teacher	Gender (%)		
	Female	Male	Total
Host Community Teacher (N = 3)	66.7	33.3	25
Rohingya Facilitator (N = 9)	55.5	44.5	75
Total (N=12)	50	50	100

For this research participants have been chosen under Convenient Sampling. Under the sampling procedure it is reflected that two-third of the host community teachers are female whereas more than 50% of the Rohingya Facilitators are female. However, in total, the ratio of male teachers and female teachers among the selected participant are equal in this study.

4.2.1.2 Educational Qualification of Selected Participants

Table 4:Highest Educational Qualification of LC Teachers/Facilitators

Type of LC Teacher	Below SSC (Grade 9 to 10)	SSC/ (Grade 10 pass)	HSC	Bachelor	Masters	Total
Host Community	0	0	3	0	0	3

Rohingya Facilitator	2	7	0	0	0	9
Total	2	7	3	0	0	12
Percentage (%)	17%	58%	25%	0%	0%	100%

It is found in the above table that 100% of the host community teachers are HSC pass but none of them completed graduation or enrolled in tertiary level education. Besides, 77.77% (N=7) of the Rohingya Facilitators completed SSC or Grade 10 level education and 22.23% (N=2) completed JSC or grade 8 level education. This is clearly indicated the difference in educational qualification among these two groups of teachers, where host community's teachers are ahead of Rohingya Comminutes teachers in terms of educational background. As the educational background of both groups (Host Community & Rohingya Community) teachers is not satisfactory, it indicates that the TPD for secondary level teachers in the camp context will be challenging.

Table 5:Teaching experience of LC Teachers/Facilitators

Type of LC Teacher	Below 1 year	1 to 3 years	3 to 5 years	5 to 7 years	Above 7 years	Total
Host Community	0	1	2	0	0	3
Rohingya Facilitator	0	2	7	0	0	9
Total	0	3	9	0	0	12
Percentage (%)	0%	25%	75%	0%	0%	100%

It is found in the above table that 66.67% (n=2) of the host community teachers have 3 to 5 years' experience and 33.33% (n=1) have less than 3 years teaching experience. Besides, 77.77% (n=7) of the Rohingya Facilitators have 3 to 5 years' experience and 22.23% (n=2) have less than 3 years teaching experience. This is clearly indicated both of the host community are Rohingya community teachers started their teaching profession in the Rohingya camps and don't have any prior teaching experience. As the teaching experience of both groups (Host Community & Rohingya Community) teachers is maximum of 5 years, it indicates that without initiating a comprehensive TPD strategy, it will be challenging to quality implementation of MC.

4.2.2 Existing Competency level of LC Teachers' on Basic Pedagogy

This section of the report presents data on existing competency level of LC Teachers' Professional skills on basic pedagogy based on quantitative findings from the classroom observations. According to the research design 3 Host communities' teachers and 09 Rohingya Teachers Classes were observed in this purpose.

4.2.2.1 Existing Competency level of LC Teachers'/Facilitators from the lens of ethnicity

	Lessson preparatio n	Lesson presentatio n	Students- teacher interaction	Lesson evaluation	Use of time and and higher knowledge	Average performan ce
■ Host Teacher	3.5	3.34	3.83	3.44	4.00	3.55
■ Rohingya teacer	3.36	2.92	3.89	2.89	3.5	3.3
■ Avearge	3.4	3.02	3.87	3.02	3.63	3.36
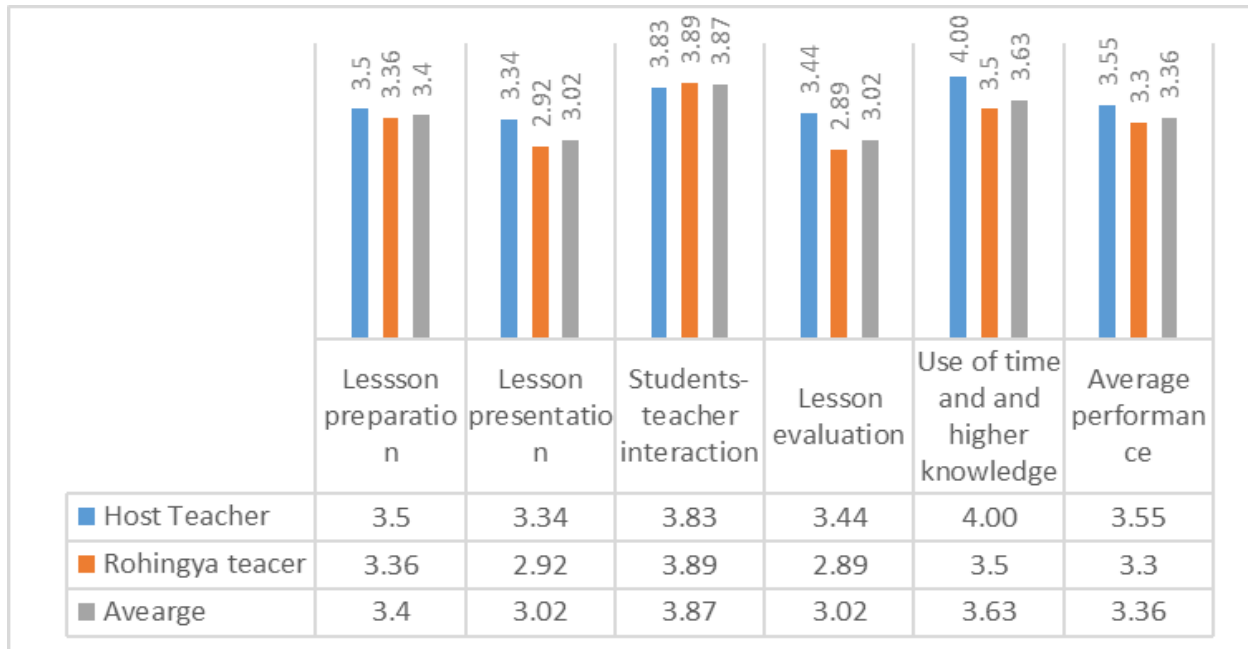
Figure 5:Teaching-Learning Competency Level Analysis from the Lens of Ethnicity

The result of the data reflected that Host Teachers average lesson preparation on a scale out of 5 is 3.5 and Rohingya Teachers average lesson plan preparation is 3.36. Simultaneously, Host community teachers have better lesson presentation skills (Host Community Teachers Average= 3.34, Rohingya Teachers Average= 2.92). Accordingly, Host Community Teachers show a better performance in Lesson Evaluation (Host Community Teachers Average= 3.44, Rohingya Teachers Average= 2.89) and use of time and higher knowledge of lesson (Host Community Teachers Average= 4.00, Rohingya Teachers Average= 3.50). However, Rohingya Teachers show a better performance in Students-Teachers Interaction; where Rohingya Teachers average performance is 3.89 and Host Communities Teachers average performance is 3.83. Therefore, the finding reflected (see Figure 4) that Rohingya teachers' average performance is significantly

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lower than host community teachers on most of the sub-thematic areas of basic pedagogy. Most significantly, the Rohingya teacher's average performance are poor on lesson presentation and evaluation of learning outcome which are the most important contents of session facilitation.

4.2.2.2 Teaching-Learning Competency from the Lens of Gender

	Lessson preparation	Lesson presentation	Students-teacher interaction	Lesson evaluation	Use of time and and higher knowledge
Host Teacher (M)	3.75	3.10	3.83	3.00	3.50
Host Teacher (F)	3.375	3.465	3.835	3.665	4.25
Rohingya teacher (M)	3.35	2.97	3.966	3	3.8
Rohingya teacher (F)	3.375	2.85	3.79	2.75	3.125
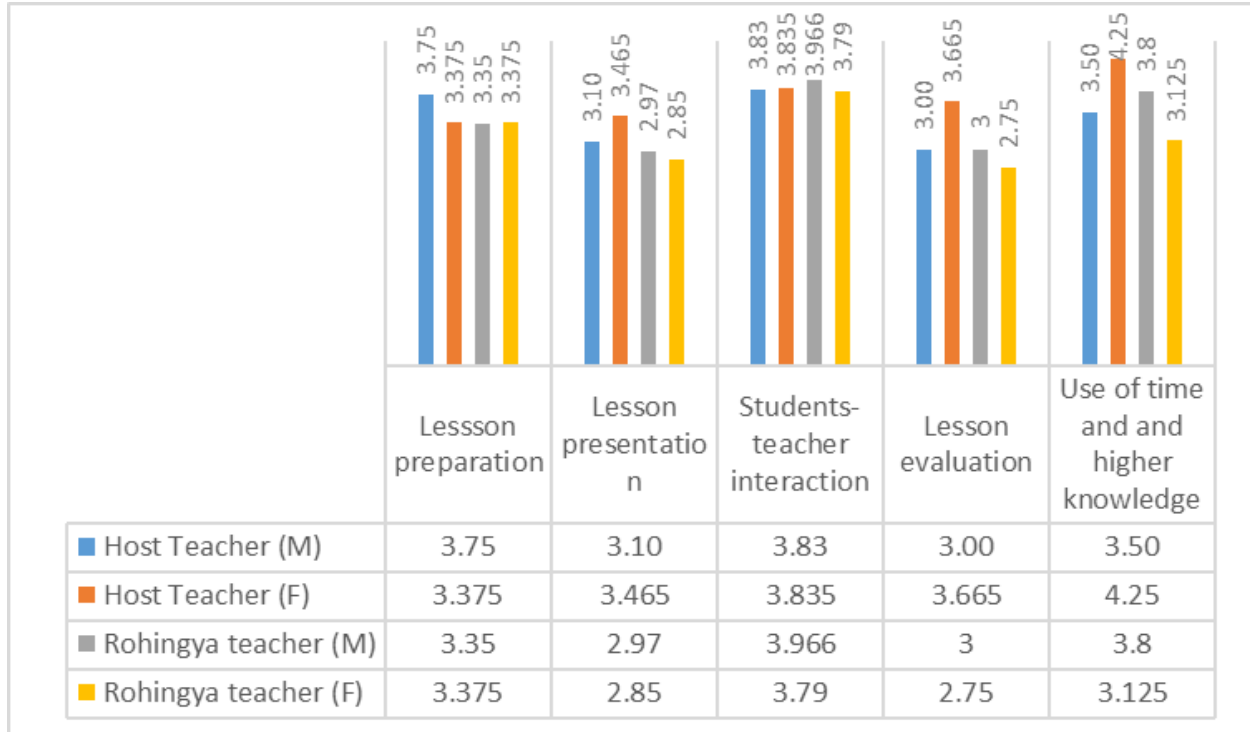
Figure 6:Teaching-Learning Competency Level Analysis from the Lens of Gender

The result of the data from figure 5 reflected that host female teachers average lesson presentation (On a scale out of 5; host female teachers average= 3.4, host male teachers average= 3.1), lesson evaluation (On a scale out of 5; female is 3.7 and host male teachers average= 3.0) and use of time and higher knowledge (Host female teachers average= 3.7 and host male teachers average= 3.0) competency is better compared to host male teachers. On the other hand, host male teachers lesson preparation (Host male teachers average= 3.75 and host female teachers average= 3.38) is better than host female teachers while both male and female teacher's competency is similar in students-teachers interaction on a scale out of 5, the average score is 3.83. Simultaneously, Rohingya community male teachers have better skills on lesson presentation, students-teachers interaction, lesson evaluation and use of time and higher knowledge compared to Rohingya Female teachers (Rohingya community male teachers average scores in four

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indicated areas are 3.47, 3.97, 3.00 and 3.80 and for female Rohingya teachers average scores are 2.85, 3.79, 2.75 and 3.13). However, Rohingya community female teachers show a slightly better performance in lesson preparation (Rohingya female teachers average= 3.38, Rohingya male teachers average= 3.35).

Therefore, the finding reflected (see Figure 5) that Host community male teachers' average performance is significantly lower than host community female teachers, whereas Rohingya community Male teachers demonstrated higher competency compared to Rohingya female teachers.

4.2.2.3 **Teaching Learning Competency on Lesson Preparedness**

	V.poor	Poor	Modarate	Good	V. Good
■ Greetings & drawing attention of Children				5	7
■ Explaining learning outcomes		1	8	3	
▦ Assessing previous lesson			8	3	1
■ Lesson Plan Implecation		5	7		
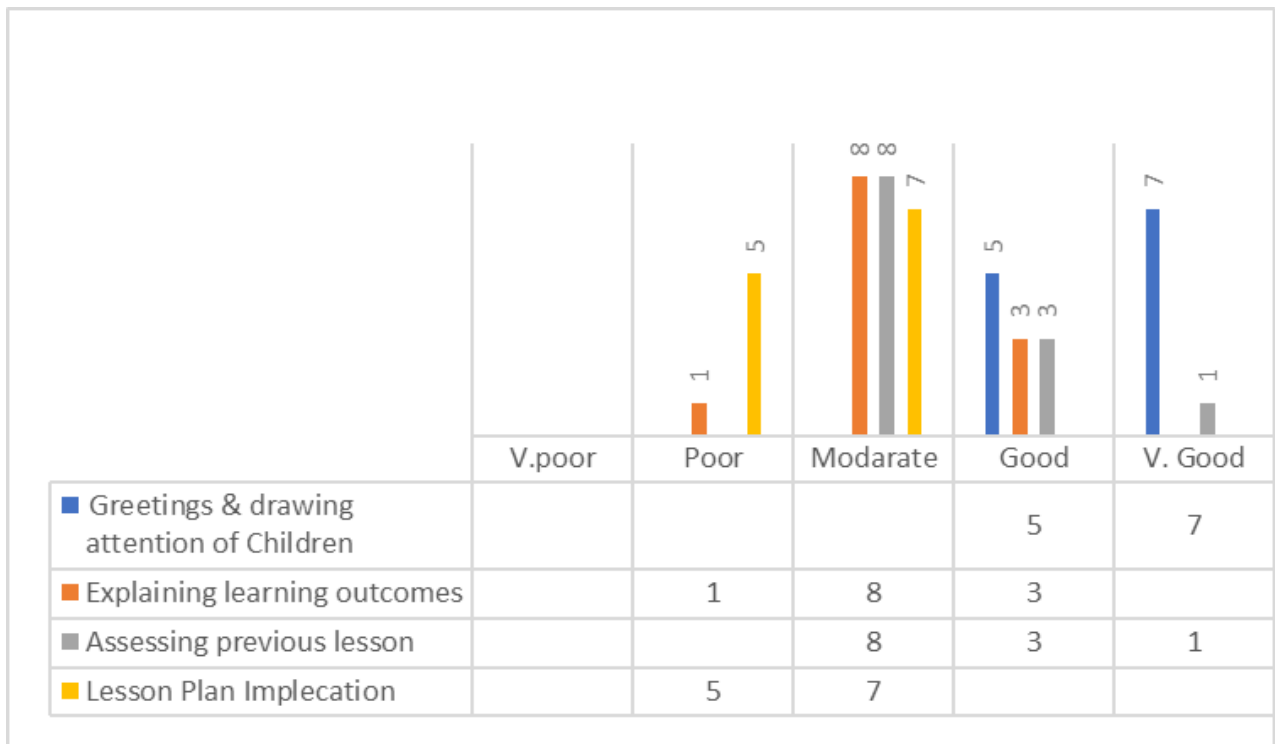
Figure 7:Teaching-Learning Competency Level Analysis of lesson preparedness

The quantitative findings (see Figure 6) indicated that the 100% teachers (n= Good 5+ V. Good 7) are capable to start the lesson with greetings and draw attention of the learners. At the same time the findings show that none of the teachers can write appropriate lesson plan (58%; n=7, can write moderate level and 42%; n=5 lesson plans are poor). Besides, 33% (n=4) teachers assess previous lesson at least in good quality while 67% (n=8) teachers assess previous lesson in moderate level. Additionally, the finding also show that 25% (n=3) teachers can explain learning

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outcome of the lesson followed by 67% (n=8) in moderate level and 8% (n=1) in performance in poor level. This is clearly indicated (see Figure 6) the teachers have weakness on preparing lesson plan, assessing previous lesson, and explaining the learning outcome of the specific lesson.

4.2.2.4 Teaching Learning Competency on Lesson Presentation

	Teaching Learning methods	Teaching learning activities	Real life examples & materials	Use of related teaching aids	Question-answer techniques	Assessment of previous knowledge	Following the steps of lesson	Children attention to lesson	Check & Correction in exercise book	Support to the slow learners
V. Poor				1					1	
Poor	5	2	7	3	2	6	2		2	
Moderate	6	7	4	6	7	4	7	1	3	8
Good	1	3	1	2	3	2	3	8	2	4
V. Good								3		

Figure 8:Teaching-Learning Competency Level Analysis on Lesson Presentation

The result of the data from figure 7 reflected that the 42% teachers (n= 5) are poor followed by 50% (n=6) are moderate and 8% (n=1) is good on using appropriate teaching methodologies. Accordingly, 17% (n=2) are poor, 58% (n=7) are moderate level and 25% (n=3) are good on using different learning activities. Besides, 58% (n=7) teacher's performance is poor in using real life example while 34% (n=4) teachers demonstrated moderate level competency and 8% (n=1) teachers demonstrated good level competency. Moreover, 8% (n=1) teacher's performance is V. poor in using relevant teaching kits followed by 25% (n=3) are poor, 50% (n=6) are moderate level and 17% (n=2) are good. Additionally, 50% (n=6) teacher's performance is V. poor assessing previous knowledge of the lesson whereas 33% (n=4) performance are moderate

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level and 17% (n=2) are good. Findings also show that only 25% (n=3) teachers can follow steps of lesson plan while 75% (n=9; poor 2 & moderate 7) teachers can not follow steps of lesson plan. Likewise, findings show that 100% teachers have at least moderate level competency on drawing students' attention and supporting to slow learners. Furthermore, data show that 33% (n=4) lessons are not related to practice in exercise books or notebooks, while 8% (n=1) teacher did not check the exercise books followed by 17% (n=2) are poor, 25% (n=3) are moderate level and 17% (n=2) are good to check and correct exercise books. Undoubtedly, findings indicated (see Figure 7) the teachers need further capacity buildings on lesson presentation focusing on use of teaching methodologies, interactive activities, use of teaching aids, following steps of lesson plan, techniques of question and answer, and using real life example while delivering the lesson. However, a significant number of teachers demonstrated their competency in drawing student's attention to the class as well as supporting learners from the back benches.

4.2.2.5 **Teaching Learning Competency on Students-Teachers Interaction**

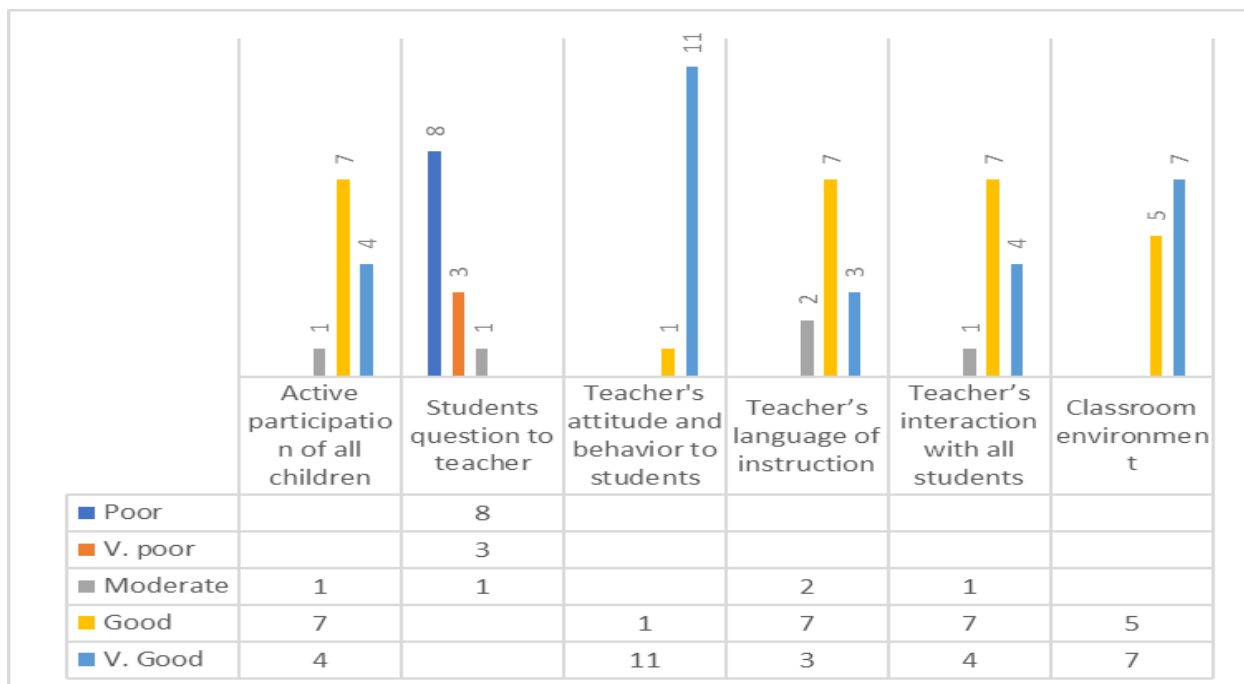|	Active participation of all children	Students question to teacher	Teacher's attitude and behavior to students	Teacher's language of instruction	Teacher's interaction with all students	Classroom environment
Poor		8				
V. poor		3				
Moderate	1	1		2	1	
Good	7		1	7	7	5
V. Good	4		11	3	4	7

Figure 9:Teaching-Learning Competency Level Analysis of Students-Teachers Interaction

The findings from the data of Figure 8 illustrated that the 92% teachers (n= Good 7+ V. Good 4) are capable to ensure students active participation either in good or very good level while only 8% (n=1) teachers demonstrated moderate level competency. Besides, teachers' behavior with

the students were very good as 92% (n=11) demonstrated very good behavior while 8% (n=1) showed good behavior. Teacher's language of instruction is also good as 17% (n=2) teacher's performance is moderate level followed by 58% (n=7) showed good and 25% (n=3) demonstrated very good level competency. Additionally, the finding also show that 33% (n=4) teachers can explain learning outcome of the lesson followed by 67% (n=8) in moderate level and 8% (n=1) interacted with all students very well, whereas 58% (n=7) teacher's performance is good and 8% (n=1) teacher's performance is moderate level. Moreover, significant findings from the figure 8 is 100% teachers create a child friendly environment in the classroom as 42% (n=5) performance is good while 58% (n=7) performance is very good. At the same time a remarkable finding if the above figure is most of the classes students didn't ask questions to the teachers as 67% (n=8) classrooms students did not ask any questions while 25% (n=3) classrooms students ask very limited a classroom followed by 8% (n=1) classroom students asked moderate level questions. The figure 8 clearly illustrated that majority of the teachers have a good and strong professional relationship with the children which lead to engage all the students in the session. However, teachers need to be oriented on how to create an environment that encourage students to ask questions to the teachers.

4.2.2.6 Teaching Learning Competency on Students' Assessment

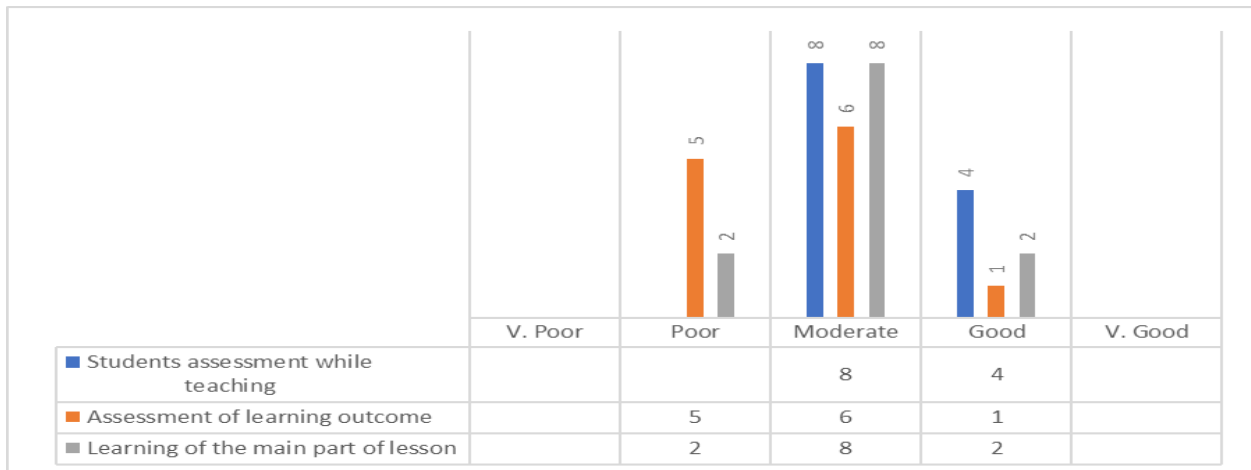|	V. Poor	Poor	Moderate	Good	V. Good
■ Students assessment while teaching			8	4	
■ Assessment of learning outcome		5	6	1	
■ Learning of the main part of lesson		2	8	2	

Figure 10:Teaching-Learning Competency Level Analysis of Students' Assessment

The findings from the data of Figure 9 exemplified that the 67% teachers (n= 8) assessed students during session facilitation in moderate level and 33% (n=4) in good level. Besides, 42% (n=5) teacher's performance is poor in relation to assessing learning outcome while 50% (n=6)

performance is in moderate level and 8% (n=1) demonstrated good level competency. In addition, ensuring main part of the lesson 17% (n=2) teachers shown poor competency followed by 66% (n=8) demonstrated by moderate level and 17% (n=2) in good level. The figure 9 clearly illustrated that majority of the teacher's performance in each of the sub areas of student's assessment in moderate level.

4.2.2.7 Teaching-Learning Competency on Use of Time and Higher Knowledge

	Very Poor	Poor	Moderate	Good	Very Good
■ Higher Knowledge of the Content			1	4	
■ Effective Use of Time		2	4	5	1
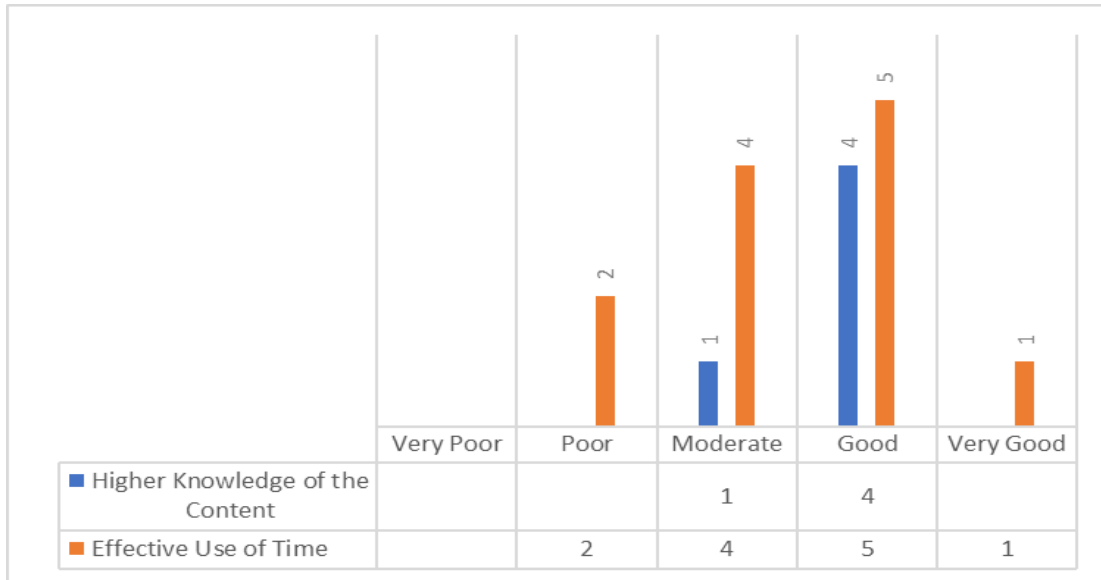
Figure 11:Teaching-Learning Competency Level Analysis on use of Time & Higher Knowledge

The findings from the data of Figure 10 represented that the 58% sessions (n= 7) are very conceptual and difficult to observe higher level knowledge of the contents. But other lessons showed that 20% (n=1; out of 5) teachers have moderate level competency to use higher level knowledge and 80% teachers (n=4; out of 5) have good level competency. In relation to effective use of time, 8% (n=1) demonstrated poor competency followed by 34% (n=4) moderate level, 50% (n=6) good level and 8% (n=1) showed very good level competency. The figure10 clearly presented that majority of the teacher's performance in both of the use of time and the use of higher knowledge are either moderate level or good level.

4.3 Result of Qualitative Data Collection

The findings of Research Question Number 2 & 3 identified through the qualitative data collection process. Research question number 2 is about the requirement of professional preparedness of Rohingya and Host community teachers to implement the Myanmar Curriculum properly. Data has been collected through KII from 03 Technical Heads and 01 FGD from the 5 Technical Officers and 2 School Supervisors.

On the other hand, Research question number 3 is set to ascertain the possible implications to increase teacher's professional development to implement the Myanmar Curriculum properly. In here, data has been collected through KII from 03 Technical Heads and 01 FGD from the 5 Technical Officers and 2 School Supervisors. Therefore, in here the result of qualitative data has been discussed in 4 main themes as following:

a) Professional Preparedness areas found from KII
b) Professional Preparedness areas found from FGD
c) Requirements for Professional Development for implementing MC found from KII
d) Requirements for Professional Development for implementing MC found from FGD

4.3.1 Professional Preparedness areas found from KII

This sub-section presents qualitative responses of the data from KII on existing competency level of LC teachers' professional skills and about existing TPD activities including opportunities and challenges.

4.3.1.1 Teachers' Competency on Basic Pedagogy and Content Knowledge

The responses from KIIs, indicated that existing teachers are not well equipped with basic pedagogical knowledge and skills especially on preparing lesson plans, use of formative and summative assessment, use of teaching methodologies. However, the Rohingya teacher's competency is very poor in preparing lesson plan, using appropriate teaching methodologies, and using of real/semi real materials and real-life example compared to Bangladeshi teachers.

From the collected data, a participant stated that, *"In relation to practicing in the classroom some of the Bangladeshi teacher can handle the class in moderate level. On the other hand, Rohingya teachers not yet ready to handle the class with basic pedagogical skills"* (Mr. Jane Clarke, Technical Head, KII-1, 28-08-22).

Moreover, according to finding of KII reflected that teachers content knowledge on English, Myanmar language, Science and Mathematics is not satisfactory level. Additionally, the findings illustrated that teachers from both community are good in creating child friendly environment, develop a healthy and respectful working relationship with students, parents, and community; the well-established teacher-students interaction is demonstrated significant impact to make the students attentive to the lesson. Furthermore, the teachers can address the cross-cutting issues such as Mental Health and Psycho-Social Support (MHPSS), Child Protection (CP), wellbeing, Social & Emotional Learning (SEL) through a proper referral mechanism.

In this regard one of the responded stated that,

> "I have observed on how the teachers create child friendly and safe classroom environment, report buildings with the parents and community, ensuring a good teacher-students interaction which positively impacted on student's attendance and attention to the class."

<div align="right">Ms. Marry Senior, Technical Head, KII- 3, 30-07-22.</div>

4.3.1.2 Current TPD activities and TPD strategy

Finding from KII indicated that present TPD activities include: a) weeklong foundational training, b) two months long teachers training on pedagogy by BRAC IED (blended approach), c) subject-based training for MCP teachers by BRAC, d) Training on cross cutting issues, e) monthly refreshers, training EdTech (limited scope) and f) weekly Teachers Learning Circle facilitate by implementing partners. Data reflected that current TPD activities are not well organized and coordinated among leading agencies as one of the responded stated that:

> "Sometimes the implementing partners are overloaded to facilitate the pre-schedule training according to their Project Plan of action while leading agencies also offering some additional trainings, which is needed but it was not informed earlier. Thus, it is very difficult to facilitate project included training as well as sector proposed additional training."

<div align="right">Ms. Marry Junior, Technical Head, KII-2, 29-0822</div>

Findings also show that the training facilitated by external facilitators from a recognized institution is far better. During the data collection, one of the respondents provide the justification accordingly:

> "BRAC IED facilitated training is a bit effective compared to other trainings, because this is facilitated by external trainers (outside of the implementing partners) who are only assigned to facilitate training activities for number of teachers. While other training the Master Trainers (MTs) are facilitating the training in parallel to other multiple tasks which reduce the quality of the training, and as a result, we are not in position to provide clear attention on training facilitation."

<div align="right">Mr. Jane Clarke, Technical Head, KII-1, 28-08-22</div>

4.3.1.3 Major Challenges

The findings from KII showed that existing TPD framework is nor comprehensive and not able to full fill the requirement of TPD intervention to implement Myanmar Curriculum. Data found that: "Existing TPD framework neither standard nor align with Myanmar TPD strategy. Even the existing framework never implemented" (Mr. Jane Clarke, Technical Head, KII-1, 28-08-22).

The result from KIIs also demonstrated that there is a lack of integrated approach and coordination among the leading agencies and sector coordinator for initiating a comprehensive teacher's preparedness plan. Additionally, both Technical Head A and B indicated that Frequent changing of implementation modality leading demotivated factor as these are not giving enough time to cope with new changes. Especially, Rohingya teachers facing difficulties as their capacity is lower compared to Bangladeshi teachers.

The findings further indicated that language barrier is one of the major challenges to quality implementation of MC as data found from one of responses that:

> "Myanmar Language is second language for Rohingya people. Neither the Rohingya teachers nor Rohingya children can speak fluently in Myanmar Language while all the textbooks excluding English are written in Myanmar language. Thus is a big issue to ensure quality implementation of MC."

<div align="right">Ms. Marry Senior, Technical Head, KII-3, 30-08-22</div>

4.3.2 Professional Preparedness areas found from FGD

This sub-section presents qualitative responses of the data from FGD on existing competency level of LC teachers' professional skills and about existing TPD activities including opportunities and challenges.

4.3.2.1 Teachers' Competency on Basic Pedagogy and Content Knowledge

The findings from FGD, presented that existing teacher are capable enough to create child friendly environment, rapport building with children and ensuring attendance. On the other hand, they have weakness on some of the areas of basic pedagogical knowledge and skills that include preparing lesson plans, use of teaching methodologies, use of teaching-learning materials, assessing learning outcome. Findings also mentioned that the old teachers can use basic pedagogy in moderate level. Majority of the teachers can't write lesson plan which is essential part to be a good teacher. Regarding the classroom facilitation one of the respondents stated that: "Teachers having 2/3 years' experience are in better position to facilitate the class compared to new or less than two years' experience teachers" (Mr. Francis D. Clarke, Technical Officer, FGD-01, 01-09-22).

The findings also mentioned that Bangladeshi teachers can use teaching methodologies a bit better compared to the Rohingya teachers. In this regard one of the participants mentioned, "Majority of the teachers can't write lesson plan which is essential part to be a good teacher." (Mr. John De Soja, Technical Officer, FGD-01, 01-09-22). Data also illustrated that:

> "Bangladesh teachers are a bit better to apply appropriate teaching methods or approach compare with the teachers from Rohingya community. However, there is a need for taking an extensive comprehensive TPD plan of action to equip the teachers with proper skills to deliver MC."
>
> Mr. Francis D. Kane, Technical Officer, FGD-01, 01-09-22

4.3.2.2 Current TPD activities and TPD strategy

Findings from FGD indicated that current TPD activities include: a) weeklong foundational training, b) two months long teachers training on pedagogy by BRAC IED (blended approach),

c) subject-based training for MCP teachers by BRAC, d) Training on cross cutting issues, e) monthly refreshers, f) training EdTech (limited scope) and g) weekly Teachers Learning Circle facilitate by implementing partners.

Findings also indicated that the ToT for Master Trainers (MTs) and cascading teachers training by MTs, training facilitation by organization on conceptual (such as training on pedagogy) and subject based training (such as Mathematics, English, Science and Burmese) is less effective compare to facilitation by a recognized and specialized institution. In this regard respondents stated that, "MCP (subject based and English language) training is not effective, especially host community teachers are not willing to participate as the trainers are less qualified than the participants. Most of the cases, participants know better than the trainer" (Mr. John Kerry, Technical Officer, FGD-01, 01-09-22). Data also found that "Training on pedagogy is effective compared to other training. The teachers who received two weeks long training developed their knowledge on basic pedagogy and most of them can apply the basic pedagogy in moderate level" (Mr. John Flex, Technical Officer, FGD-01, 01-09-22).

The findings from FGD also presented that the newly recruited Rohingya teachers performing better compared to older ones as current recruitment process emphasis on assessing Myanmar language competency. Additionally, the study also showed that current TPD activities are not well coordinated between leading agencies and implementing partners as well as have lack of proper integrated planning in the sector level.

4.3.2.3 Major Challenges and Opportunities

The findings from FGD showed that existing TPD framework is not comprehensive and there is a lack proper coordination between leading agencies and Implementing partner. Additionally, findings also shown that frequent changing of implementing modality is one of the major obstacles to ensure quality teaching. In this regard one of the Technical Officer stated that:

> "Due to frequent changing of implementation modality, such as introduction of basic education in early 2018, followed by introduction of LCFA, catch up package and now MC introduction create a big barrier to cope with the changes by teachers who have minimum educational qualification as well as no prior teaching experience"
>
> Mr. John Kerry and Mr. John Marry, Technical Officers, FGD-01, 01-09-22

Lack of fluency in Myanmar language among Rohingya teachers and lack of understanding in Myanmar Language among Bangladeshi staffs including supervisor is big issue to ensure quality implementation of MC. Additionally, a responded stated that current recruitment process is not able to identify appropriate teacher to teach MC as this is not focusing on language skills and commitment of teachers. Regarding language barrier respondents stated that, "I have visited four LCs and requested four teachers to read the same sentence and recorded. After the visit, I have observed that four them read the same sentence in different way. Even there was no similarity" (Mr. John Kerry, Technical Officer, FGD, 01-09-22). Another Technical Officer claimed that, "Some of the Rohingya teacher can't read Myanmar while they are recruited and deployed to teach Myanmar curriculum due to lack of qualified and trained teachers from Rohingya community" (Mr. John Dore, Technical Officer FGD-01, 01-09-22).

The findings from FGD illustrated that the facilitators/MTs are engaged in multiple tasks and some time they can't facilitate the training attentively due to responsible for other activities. Numbers of respondents said that the MTs have to visit CiC office or provide report to the project office during the training facilitation in a regular manner which hampered the training activity. A technical officer indicated that according to budget forecast they have to spend the budget quarterly which create difficulties to effective training facilitation. The technical officer also included that they have to facilitate training as the part of activity completion of project (rather not the proper improvement of the teachers) within the desired quarter. They should be provided the opportunity to plan yearly which certainly will improve the quality of the training.

4.3.3 Requirements for Professional Development for Implementing MC, Found from KII

The findings from the KIIs proposed some key suggestions to improve teacher's professional development mechanism to implement Myanmar Curriculum. The suggestion are as follows: the leading agencies should collaborate with a recognize institution (not with any NGOs) to provide conceptual training (e. g: training on pedagogy and subject based training) directly to the teachers while MTs/TOs/SSs can receive orientation from the same institution to do refresher, follow-up, coaching and mentoring to the teachers. Training on cross cutting issues can be

facilitated by specialized NGOs. Existing TPD framework and training materials needs to be revised by any recognize institution. A responded stated that, "Academician from an institution such as Institute of Education and Research (IER) or BRAC Institute of educational development (BRAC IED) would be in better position to develop TPD framework and training manuals" (Mr. Jane Clarke, Technical Head, KII-1, Date: Aug 28, 2022).

Moreover, a comprehensive and integrated training calendar should be developed involving leading agencies who are responsible for TPD. Continuous advocacy is required from leading agencies, sector coordinator and donor for more funding on TPD and use of technology for TPD. Furthermore, a longer-term comprehensive language acquisition program should be implemented (blended approach) through an institution based in Myanmar. The training should be accredited by the Government of Myanmar (GoM) and international community. It should have a standard mechanism to assess the level of competency.

4.3.3 Requirements for Professional Development for Implementing MC, Found from FGD

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A longer-term comprehensive language acquisition program should be implemented (blended approach) through an institution based in Myanmar. The training should be accredited by the GoM and international community. It should have a standard mechanism to assess the level of competency. Three different level of Myanmar language trainings need to organize for three different groups that include Rohingya teachers, Bangladeshi teachers and Bangladeshi staffs (Technical officer/ School Supervisors).

A comprehensive and integrated training calendar should be developed involving leading agencies who are responsible for TPD. Each IPs should have a comprehensive TPD plan that include, competency assessment to identify teacher's competency level, categories the teachers, and develop a comprehensive plan for teachers' competency development.

Each of the agencies should have a training specialist/TPD specialist who will be responsible for entire TPD. Additionally, the Implementing partners must select different technical staffs for different thematic area to avoid overloaded situation for a MT. A respondent indicated

> "Currently in each organization better have specific technical officer who are responsible for receiving all Kinds of TOT while all Tos and school supervisor are cascading training. Additionally, the TOs are responsible for Multiple tasks and can't concentrate training facilitation. So, if a training specialist will recruit s/he will solely be responsible for training and support to orient other technical staffs and coordinate with sector to select different potential technical person for different kind of training and support on cascading training to the field."

> Mr. John Carry, Technical Officer, FGD-01, 01-09-22

After training facilitation organizer (institution/organization) must share the training report to the IPs. If possible, a meeting between organizer and technical head can take place to discuss about the strength, weakness, improvement areas of teachers to allow Ips to follow up. Additionally, simulation and practicum exercise need to be incorporated to allow the participants to develop their skills in applying their knowledge (received from the training) in the classroom.

> "Now most of training is enhancing teacher's knowledge level and some of them are not able to apply in the classroom. Including simulation or practicum for each training is essential (as we have seen in mentorship training facilitated by Bard and BRAC IED) to developed skills of teachers."

> Mr. John Flex, Technical
> Officer, FGD-01, 01-09-22

The over findings of the study demonstrated that the teachers from both communities have huge gaps on pedagogy specially on lesson planning, use of teaching methodologies and use of materials, and techniques of assessing learning outcome. Additionally, it is found that the is gap

on coordination among the leading agencies, the existing TPD framework needs to be revised as well as Myanmar language training is essential to implement MC.

Chapter 5

Discussion and Recommendations

5.1 Discussion

Referring to the result section of this study, the data from quantitative study are based on current teacher's competency level on pedagogy to implement Myanmar Curriculum. On the other hand, qualitative study is based on current teacher's competency level (strength and gaps) and from qualitative findings are based on professional preparedness area and professional preparedness requirement to implement Myanmar Curriculum. During the process of data collection, the participants from classroom observation, KIIs and FGDs were very open to provide their opinion by maintaining the authenticity. Moreover, teachers were very eager to talk about their challenges and needs for their professional development in additional to class observation.

5.1.1 Required Skills and Competencies for Teachers to Implement Myanmar Curriculum

The literature from UNICEF (2019) mentioned that 9% Rohingya teachers have educational qualification up to grade 10 and above. On the other hand, the demographic findings of this study indicated that around 70% Rohingya teachers have educational qualification up to grade 10. The study finding is not matching with previous findings due to small sampling size. However, there might have an increase of percentages to recruit more qualified teachers as now a days the education partners trying to appoint more qualified teacher in the LCs for promoting a better teaching-learning activity using MC.

Most of Quantitative (from classroom observation) and qualitative (from KII and FGD) findings have similarity in terms of teacher's strength and weakness. For instance, the findings from classroom observation showed that majority of the teachers competency either poor or moderate level on basic pedagogical knowledge specially on preparing lesson Plan (Only 58% are in moderate level while rest are poor), using appropriate teaching-learning methodologies (50% moderate followed by 42% poor level), use of teaching-learning materials including use of supplementary materials (25% poor and 50% moderate level) and assessing learning outcome (67% moderate level). The responses from KIIs and FGD reflect the similar scenario that existing teachers are not well equipped with basic pedagogical knowledge specially on preparing lesson Plan, using teaching-learning methodologies, use of teaching-learning materials, using real life examples, and assessing learning outcome. The classroom observed by the researcher solely and the data of KII and FGD collected from the technical head, technical officers, school supervisors.

Additionally, findings from Classroom observation demonstrated that teacher's competency are either good or very good in starting the session with greetings (100%), ensuring child friendly environment (92%), engaging students in the session (92%) and providing clear instruction (83%). Similar findings from KIIs and FGD also found that include, both community teachers are able to create child friendly environment, rapport building with the students and parents as well ensuring students attention to the session.

In a report, it has been mentioned that "Language of instruction for Myanmar Curriculum is Burmese/Myanmar language but most of the Rohingya teachers are not fluent in Burmese language because it is the second language for the Rohingya community like a foreign language" (UNHCR, 2020). The finding from KIIs present same scenario, it showed that Rohingya teachers

are not capable enough to deliver MC in Myanmar Language due to having lack of knowledge and skills on Myanmar Language. Furthermore, Bangladeshi teachers also can't support properly in teaching process as they don't have understanding level of Myanmar language. Similar kind findings have seen from FGD. The respondents from FGD strongly mentioned that the Rohingya teacher's Myanmar language skill is very poor are not able to deliver quality teaching using Myanmar Curriculum. The respondent also indicated that last couple of years, Bangladeshi teacher supported Rohingya teacher to prepare them for session facilitation as well supported in co-facilitating session. However, due to lack of understanding on Myanmar language, now Bangladeshi teacher can't support as it was earlier. The KIIs respondent illustrated about the less language skills in Myanmar language for both Rohingya and host community teachers.

Despite quantitative finding from classroom observation presented that most of the refugee teachers who participate in the classroom observation have education qualification up to grade 10, but majority of the Rohingya teacher's qualification is less than grade 10. In a report, it has been mentioned that around 10% Current Rohingya teachers have educational qualification up to grade 10 and above (UNICEF 2019). At the same time, the finding from FGD and KIIs illustrated that majority of the teachers competed their educational qualification from religious (madrasa) institution which didn't teach general subjects including Mathematics, Science and English. Moreover, the Rohingya teacher's educational qualification is self-certified and there is no evidence about their qualification. Furthermore, the findings from FGD and KIIs mentioned that facilitating teacher training, supervising the Rohingya teachers and monitoring the LCs remain a big challenge for Bangladeshi staffs due to not able to understand Myanmar language. A study showed that reading and writing level of standard Myanmar Language is very low among the existing teachers from Rohingya community (Relief web, 2018), similar finding

reflected from FGD and KIIs about the Myanmar language skills of Rohingya teachers. So, findings clearly indicated requirement of a comprehensive Myanmar Language acquisition program for Rohingya teachers, Bangladeshi teachers and Bangladeshi staffs who will be involve in implementing Myanmar Curriculum.

5.1.2 Teachers Perception on Professional Preparedness

The findings from both the KIIs and FGDs likewise indicated that current TPD activities are not well organized and coordinated among leading agencies. Finding from both KII and FGD illustrated same findings on TPD interventions as currently implementing across the Rohingya camps that include, weeklong foundational training, two months long teachers training on pedagogy by BRAC IED (blended approach), subject-based training for MCP teachers by BRAC, training on cross cutting issues, monthly refreshers, training EdTech (limited scope) and weekly Teachers Learning Circle facilitate by implementing partners which are similar to previous findings from Education need assessment (UNICEF 2019). Finding also mentioned that through current TPD activities, teachers developed their knowledge level of basic pedagogy, but they need further training to develop their skills in applying their knowledge.

The existing training is helping teachers to promote some sort of basic pedagogical and cross cutting attributes, but teachers do not get a clear understanding and skills to apply those in the classroom. The existing training facilitation modality, providing ToT to the MTs and followed by cascading in the filed by MTs is not effective as the MTs are responsible for multiple activities as well as received ToTs for all short of training and responsible for facilitating all short of training to the teachers. Respondent from FGD, the TOs who are now responsible as MTs for the respective organization indicated that they are responsible for coordinating with CICs, coordinating with other NGOs, providing data to the Organization Information

Management (IM) as well as to sector IM and also working as camp focal for education sector. So, majority of the days they must: be engaged in multiple tasks though most of those are not preschedule. Thus, it is very difficult for them to concentrate only in training facilitation and consequently they request school supervisor to facilitate training.

5.1.3 Requirements for Ensuring Teacher's Professional Development (TPD)

Finding from both from KIIs and FGD indicated that the teachers have weakness on subject contents specially on English, mathematics and Science including Myanmar Language which was not explored during the class observation. Finding from a study demonstrated that teachers who attended training on specific topics generally reported are confident to deliver the lesson (UNICEF 2019).

The findings from qualitative data demonstrated that education sector including leading agencies and Implementing Partners (IPs) facilitating numbers of TPD activities across the year that need further collaboration to avoid overlapping. For instance, IPs include some training on cross cutting issue in the proposal while sometimes leading agencies offering same training to the teacher. Moreover, sometimes leading agencies providing ToTs for Master Trainer while the IPs don't have enough budget to cascade the training in the field. The TPD framework developed based on LCFA (TPD framework, Save the children), which not yet updated considering Myanmar Curriculum introduction. Most of the respondent from KII and KGD indicated about the importance of having a comprehensive TPD framework aligning with MC which is also emphasized on MC scaleup road map guideline (UNHCR, 2020).

The finding from both qualitative and quantitative indicated that the existing TPD framework need a comprehensive revision that can be done by an recognize institution. The leading agencies

must agree to facilitate all kind of conceptual training by the same institution. Thus, it will help the partners to take proper planning for TPD activities and sector needs to develop a yearly training calendar. From all the findings, it can be concluded say that the current TPD activities is not helping enough to equip the teachers to teach a formal curriculum like Myanmar Curriculum.

5.2 Conclusion

Teachers are mainly responsible in implementing MC. Teaching a curriculum of 2nd language needs various pedagogical skills, content knowledge, language skills, critical thinking, and skills on addressing cross cutting issue. With recognizing teaching, also, in a complex situation, such as implementing MC in 2nd language and insufficient qualified and train teacher from Rohingya community, it is also teachers need to develop certain competencies to deliver quality education effectively. Moreover, as the quality of education greatly depends on teachers, supporting teachers with different types of training for developing different competencies are also very important to implement Myanmar Curriculum.

5.3 Recommendations

The gaps and opportunities identified in this study suggested number of key recommendations for education sector and leading agencies, donor and implementing partners to improve the Rohingya Refugee children's education situation by solving their co-current problems. Further research suggestions also has been made in this regard.

5.3.1 Education Sector Coordinator and the Leading Agencies

a. A comprehensive base line study is needed to identify the major gaps and the contents to be including in revised TPD framework in relation to designing training on pedagogy and subject contents.

b. Revising and existing TPD framework and training materials needs in partnership with an recognize institution.

c. Identification of an institute in Bangladesh to implement TPD activities and another from Myanmar to facilitate Burmese language acquisition program.

d. Develop yearly training calendar for education sector .

5.3.2 Implementing partners (IPs)

a. IPs should develop agency level comprehensive TPD plan of action including, competency assessment to identify teacher's competency level, categories the teachers and plan for continuous capacity building for different categories teacher.

b. Recruit training specialist or select multiple MTs for different thematic area to receive ToTs and cascading teachers training.

5.3.3 Donor

a. Advocate for use of technologies for TPD: Currently use of technologies is limited, while respondent from KII indicated that technology can play a vital role for teacher's capacity building especially on Myanmar language training. There is a need for advocacy from the donor group to allow using technologies for TPD.

b. Allocating more fund for TPD: Respondent from KII indicated that current funding is providing for a specific intervention including for TPD for specific number of teachers of that intervention. But education sector needs a comprehensive TPD funding opportunities which allow the sector/leading agencies to take a comprehensive plan of action to train all teachers across the camps.

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Appendix A: Consent Letter

I am a student of Master of Education (MEd), major in Education Leadership and School Improvement of Institute of Education and Research, BRAC University (BRAC IED). As part of academic requirement, I must have to facilitate a study and submit to the BRAC IED. As a development professional working in the field of education, specially working in Education in Emergency situation responding to Rohingya response, I have chosen to facilitate the study on **"Teachers' preparedness to implement Myanmar Curriculum for the Rohingya Children in the Rohingya Camps in Cox's Bazar."** in your area. This study will explore the existing and required skills and competency of Rohingya teachers in relation to subject contents, basic pedagogy, Myanmar language skills in terms of communication to deliver quality teaching implementing Myanmar curriculum. Furthermore, the study will identify the area of development including identification of different training/orientation courses and specific topics to be included in the training modules to equip the teachers with necessary skills to deliver the lessons of MC. Finally, the study will recommend series of teacher's capacity building activities for the professional development of the teachers.

The participation of this research is totally voluntary, if you kindly agree to take part and/ or allow your organization's teachers to participate, please sign the consent form at the bottom, after reading (or listen to) the consent form explained you what the study is about. We will ask few questions or observed your class conduction, and if you wish you may change your mind and withdraw your participation at any time during the study. If you decide to participate, we will ask some specific questions or observe your class conduction in some specific areas about TPD mentioned above such as existing teachers' professional development activities, teachers' strength, and weakness to deliver quality education, what kind of additional initiatives to be taken for teachers' professional development. As researcher, I/or colleague (as expertise research assistant) will collect information's from you. The KII/FGD/Classroom observation will be facilitated according to the guidelines, and it may need approximately an hour to complete.

We will ensure your confidentiality and privacy about provided information's. All your information along with data collection tools will be preserved in a safe and protected location at

BRAC IED. The researcher's name mentioned below will be accountable for data protection. I appreciate your willingness to give your time to the project to help me to facilitate the study as well as support in exploring teachers' competency gap and identifying new initiative to equip them with required skills to deliver MC.

Thank you so much.

Mohammed Jahedul Islam Chowdhury

I have discussed with the researcher, read the consent form, and understand the objectives of the study. I totally understand my right about participation and wishing to take part in this study.

Name: …………………………………………………………………………

Date:………………………..

Appendix B: Research tools (Class Observation)

Study on "Teachers' preparedness to implement Myanmar Curriculum for the Rohingya Children in the Rohingya Camps in Cox's Bazar"

Classroom Observation Checklist

Date:　　　　　　Camp:　　　　　　School:　　　　　　Teacher:　　　　　　Subject:

Total Student:　　　　Girl:　　　　Total Present:　　　　Girl:　　　Special Need Child:　　　Girl:

SL	Indicator	1 (Very Poor)	2 (Poor)	3 (moderate)	4 (good)	5 (very good)	Comments	%	SL	Indicator	1 (Very Poor)	2 (Poor)	3 (moderate)	4 (good)	5 (very good)	Comments	%
A.	**Lesson Preparation and Introduction:**								C.	**Teacher's student interaction:**							
1	Greetings & drawing attention of Children								15	Active participation of all children in lesson							
2	Explaining learning outcomes of the lesson								16	Students' questions to teachers							

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3	Assessing previous lesson							17	Teacher's attitude and behavior to students							
4	Lesson plan							18	Teacher's language of instruction							
B.	**Lesson Presentation:**							19	Teachers' interactions with all students							
5	Teaching-learning methods							20	Classroom environment							
6	Teaching-learning activities																
7	Explanation of lesson with real life examples and materials							**D.**	**Lesson Evaluation:**							
8	Use of related teaching aids							21	Students' assessment while teaching							
9	Question-answer techniques							22	Assessment of learning outcomes							
10	Assessment of previous knowledge							23	Learning of the main part of lesson							
11	Following the steps of lesson							**E.**	**Use of time and higher knowledge:**							

12	Children attention to lesson							24	Higher knowledge about the lesson						
13	Check & Correction in exercise book							25	Effective use of time						
14	Support to the slow learners														

Overall situation of class (Average % of all indicators):		%	Committed time for the development:	

Strong areas of the class:	
Improvement areas of class:	
Overall comments:	

Teacher's Name:	Head Teacher/Supervisor's Name:	Observer's Name & Designation:
Signature and Date:	Signature and Date:	Signature and Date:

Appendix C: Research tools (FGD with School Supervisor)

Study on

"Teachers' preparedness to implement Myanmar Curriculum for the Rohingya Children in the Rohingya Camps in Cox's Bazar"

Conducted by: Mohammed Jahedul Islam Chowdhury, Student od BRAC IED, BRAC U.

In association with: Education sector in Cox's Bazar

FGD Guidelines for School Supervisor/Program Organizer

[Instruction: The study will explore the existing professional knowledge and skills as well as required knowledge and skills of Rohingya teachers in terms of content, pedagogy, learning outcome assessment as well as other cross cutting issues to deliver quality education through implementing Myanmar curriculum. Ultimately, the findings of this study would be supportive to adopting a comprehensive strategy for addressing teacher gaps and capacity to deliver quality education to Rohingya learners in Cox's Bazar using MC. Please be informed that we will not disclose your identity and the information you provide will be stored in a secured place in BRAC IED and no one, except from BRAC IED team, will have the access to this information. Feel free to answer openly as it will not affect you in any way. The Rohingya teacher is providing informed consent by participating in this survey. All the standard ethical guidelines will be followed in this study. This FGD guideline consisting of 6 main questions, to have more clarifications few additional sub-questions can be asked]

The following are the guiding questions, but not limited to -

Rapport Building

1. How do you think about the education specially in relation to introduction of Myanmar Curriculum (MC)?

Knowledge and skills

2. What is the existing level of Rohingya teachers' professional knowledge, skills and values to deliver quality education using MC?

3. What challenges do the teachers share with you in implementing MC?

4. Are you satisfied with teacher efficiency in delivering MC? If yes, please explain with examples. If no, please mention the reasons behind it.

5. What are the present scopes for teachers' professional development? Is it sufficient for the present emergency context?

6. In what areas Rohingya teachers need professional development? Please mention with rational.

Thank you very much for your cooperation.

Appendix D: Research tools (KII with Technical Officer)

Study on

"Teachers' preparedness to implement Myanmar Curriculum for the Rohingya Children in Cox's Bazar"

Conducted by: Mohammed Jahedul Islam Chowdhury, Student od BRAC IED, BRAC U.

In association with: Education sector in Cox's Bazar

Official use only										
Date:	DD/ MM /2022		Data Collector Code			Q. Code:				

KII Guidelines for Technical Officer

[Instruction: The study will explore the existing professional knowledge and skills as well as required knowledge and skills of Rohingya teachers in terms of content, pedagogy, learning outcome assessment as well as other cross cutting issues to deliver quality education through implementing Myanmar curriculum. Ultimately, the findings of this study would be supportive to adopting a comprehensive strategy for addressing teacher gaps and capacity to deliver quality education to Rohingya learners in Cox's Bazar using MC. Please be informed that we will not disclose your identity and the information you provide will be stored in a secured place in BRAC IED and no one, except from BRAC IED team, will have the access to this information. Feel free to answer openly as it will not affect you in any way. The Rohingya teacher is providing informed consent by participating in this survey. All the standard ethical guidelines will be followed in this study. This KII guideline consisting of 6 main questions, to have more clarifications few additional sub-questions can be asked]

The following are the guiding questions, but not limited to -

Rapport Building

1. How do you think about the teachers' professional development in relation to implementation of Myanmar Curriculum (MC)?

Knowledge and skills

2. What is your observation on teacher's competency of using basic pedagogy in the classroom?

3. What is your observation on teacher's competency on subject contents, especially in English, Myanmar language, Math and Science?

4. What kind of teachers training/ professional development activities are you facilitating? Is it sufficient to quality implementation of MC?

5. What challenges do the teachers share with you during the training or school supervision in relation to implementing MC?

6. Are you satisfied with teacher efficiency in delivering MC? If yes, please explain with examples. If no, please mention the reasons behind it.

7. In what areas Rohingya teachers need additional professional development? Please mention with rational.

8. By whom the proposed professional development activities would you like to facilitate?

Thank you very much for your cooperation.