

**EXPLORING TEACHERS' PROFESSIONAL DEVELOPMENT (TPD)
INTERVENTIONS AND ITS CHALLENGES IN THE ROHINGYA RESPONSE
EDUCATION PROGRAM**

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

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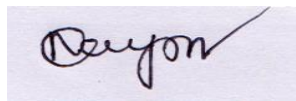
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Declaration

It is hereby declared that.

1. The thesis submitted is my original work while completing my 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 complete and accurate referencing.
3. The thesis does not contain material that has been accepted or submitted for any other degree or diploma at a university or other institution.
4. I have acknowledged all primary sources of help.

Student's Full Name & Signature:

A rectangular box containing a handwritten signature in black ink. The signature appears to be 'Nayon' followed by a flourish.

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Ethics Statements

Ethical standards on the scope of the investigation present this study's findings. Researchers have adhered to these principles in dealing with research participants in various settings and their dissemination strategy. All interviewees provided informed consent, and all information was kept strictly confidential. Participants have received sufficient information about the study to enable them to make an informed choice regarding participation. The procedure has been conducted with the participants' identities and confidentiality protected. There were enough security precautions in place to conduct the interviews in person. During the research, both the data and its transcription were protected separately.

Abstract

Around 3,000,000 Rohingya children currently receive education in Cox's Bazar Rohingya camps. "To what extent do the Rohingya children receive a quality education in the camp?" and how Teachers' Professional Development is ensured, its effectiveness in the classroom, and the challenges were the focus area of this research paper. It used a qualitative approach and concentrated on how teacher professional development programs help teachers develop their capacity to ensure that Rohingya children receive a high-quality education. The main goal of this study is to analyse existing teachers' professional development and identify the difficulties TPD programs face and the barriers to offering Rohingya children a quality education. The Rohingya camps were the site of this study. The study found that teachers' training is vital in ensuring education for Rohingya children. However, providing quality education for Rohingya children goes a long way, as many challenges will be overcome in the coming days.

Dedication:

This thesis is dedicated to my beloved parents, without whose love, support, and sacrifice I could not make it happen.

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Declaration.....	ii
Approval.....	iii
Ethics Statement.....	iv
Abstract.....	v
Dedication.....	vi
Acknowledgments.....	vii
Table of contents.....	viii-x
List of Figures.....	xi
List of Acronyms.....	xi

Table of Contents

Chapter 1: Introduction and Background

1.1 Introduction.....	1
1.2 Research Title.....	2
1.3 Problem statement.....	2-3
1.4 Research Questions.....	3
1.5 Research Purpose.....	4
1.6 Significance of the Study.....	4-6

Chapter 2: Review of Literature6-9

2.1 Why Teachers' professional development is Important during a crisis	9-10
2.2 Importance of quality education in an emergency context.....	10-13
2.3 Education for Rohingya children worldwide.....	13-17
2.4 Role of INEE for Education in Emergencies	18-19
2.5 Use of LCFA curriculum vs quality education in the Rohingya context	20-22

2.6 Core Competencies for Primary School Teachers in Crisis Contexts	22-23
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Chapter 3: Methodology

3.1 Research approach.....	23-24
3.2 Research site.....	24
3.3 Research Participants.....	24
3.4 Data collection process and tools	25
3.5 Data Analysis Process	25
3.6 Ethical considerations	26
3.7 Limitations.....	26

Chapter 4: Result.....

4.1 How education is taking place in the camp.....	28-29
4.2 TPD and Cox's Bazar Education Sector.....	29-30
4.3 Training provided for the teachers.....	30-31
4.4 The teacher's qualifications.....	31-32
4.5 Multilingual Approach:.....	32-33
4.6 Unfamiliar Curriculum.....	33-34
4.7 The effectiveness of training:	34-35
4.8 No certification of academic achievement.....	35-36
4.9 Classroom observation & findings.....	36-38

Chapter 5: Discussion & Conclusion

5.1 Discussion.....	38-41
5.2 Conclusion.....	41-43
5.3 Recommendations:	43-47

References	48-52
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Appendices

Appendix A: Consent Form	53
Appendix B: Class Observation Checklist.....	54–55
Appendix C: Interview Questionnaire for Master Trainer.....	56
Appendix D: TPD Manager Interview Questionnaire.....	57
Appendix E: Technical Specialist Interview Questionnaire.....	58
Appendix F: FGD Questionnaire for Teachers	59

Figures Catalogue:

Figure 1: Global number of out-of-school children, adolescents, and youth, 2000-2018.....	11
Figure 2: INEE and its five domains.....	20
Figure 3: Core Competencies for Primary School Teachers in Crisis Contexts	23

List of acronyms:

TPD: Teachers’ Professional Development

INEE: Inter-Agency Network for Education in Emergencies

SEL: Social-Emotional Learning

LCFA: Learning Competency Framework Approach

GIEP: Guideline for Informal Education Program

TICCWG: The Teachers in Crisis Contexts Working Group

JRP: Joint Response Plan

JRNA: Joint Rapid Needs Assessment

MOPME: The Ministry of Primary and Mass Education

LC: Learning Center

KAP: Knowledge, attitude, and practices of teachers

TCF: Teacher Competency Framework

FGD: Focus Group Discussion

EIE: Education in Emergencies

ASER: Annual Status of Education Report

UNICEF: United Nations Children's Fund

UNHCR: United Nations High Commissioner for Refugees

NGO: Non-governmental Organization

UN: United Nations

INGO: International Non-governmental Organization

GBV: Gender-Based Violence

DRR: Disaster Risk Reduction

ECW: Education Cannot Wait

BROUK: The Burmese Rohingya Organisation UK

Chapter 1: Introduction and Background

1.1 Introduction

Giving children in crisis access to a quality education gives them a chance to learn and may prepare them to handle ongoing and future crises (Sinclair, 2001). Children and adolescents will be exposed to riskier behaviours less frequently if they receive a safe, excellent education during and after a disaster. Education offers "structure, stability, and hope for the future" in challenging times (Inter-Agency Network for Education in Emergencies, 2004, p. 5). Since August 2017, the international community has been concerned about how difficult it is for Rohingya children to receive a good education in disaster areas. The quality of education for every child is a significant concern today. "Quality education provides physical, psychosocial, and cognitive protection that can preserve and save lives" (INEE, 2010, p. 2). Currently, children from Rohingya camps are taught by 39 partners in the education sector, either directly or indirectly (JRP-2021). Children from the Rohingya community receive their education through the Learning Competency Framework Approach (LCFA) curriculum, recognised as the Guideline for Informal Education (GIEP) by the Bangladesh government. Ensuring high-quality education in the context of the Rohingya crisis is difficult because there are few resources available. Since education actors implement their programs with teachers who need more teaching experience, it is a significant challenge that must be addressed immediately. The quality of education at the camp level needs to be improved by the need for the hired teachers to receive adequate training. With time, the Cox's Bazar educational community has understood the significance of teachers' continuing professional development. By developing master trainers among the education sector partners from each organisation, Cox's Bazar Education Sector has taken the initiative to improve the quality of teaching. The Teachers' Professional

Development (TPD) program's primary goals are to build teachers' capacities and guarantee that every Rohingya child receives a high-quality education.

1.2 Research Title

Exploring Teachers' Professional Development (TPD) Interventions and its Challenges in the Rohingya Response Education Program.

1.3 Statement of the Problem

More than one million Rohingyas from Myanmar (Burma) have fled to Bangladesh as refugees over the last 40 years (Wiseman et al., 2019). The massive Rohingya influx took place in August 2017. Since Rohingyas arrived in Bangladesh in August 2017, ensuring a quality education for Rohingya children has emerged as a significant challenge. Cox's Bazar Education Sector's TPD program is vital in supporting teachers from the Rohingya and Bangladeshi communities by improving their skills and fostering professional growth. This program positively impacts the quality of education in the classroom. However, several factors, including resource constraints, low budget, teachers' low academic qualifications, unskilled teachers, new curricula, and limited access to technology, present significant challenges in implementing TPD programs effectively. To guarantee Rohingya children's access to education, approximately 39 education sector partners are currently working in 33 refugee camps. Education sector partners use home-based and centre-based modalities throughout the camps to deliver educational services through 8,778 teachers in 6,251 learning facilities (5W report, December 2020). There are still many challenges regarding teaching-learning quality and teachers' professional development. To ensure that learners receive a quality education, only a few NGOs currently concentrate on teacher professional development. Though there has been a significant improvement in the education sector's ability to educate children and

adolescents over the last three years, there is still much to do to ensure an excellent education for Rohingya children. Partners in the education sector have their mechanisms to develop skilled human resources and train teachers. However, more is needed concerning the needs. In addition, since the curriculum and textbooks are the same, partners in the education sector must share a common understanding of how teachers should be professionally developed because professional development for teachers is a crucial strategy for raising student achievement in the classroom (Guo et al., 2012)

As there is a lack of formal teacher training and limited credentials, the learning facilitators at the camp must receive training that will enable them to develop their competencies. Undeniably, suppose teachers are not adequately prepared for their jobs and are not responsible for ensuring that students receive a quality education in the classroom. In that case, our instruction of Rohingya children will not be effective in the long run. Through the technical partner Save The Children, Cox's Bazar Education Sector 2019 concentrated on Teachers' Professional Development (TPD). Its goal was to improve the quality of teaching through professional development initiatives across the agencies to support teachers and education stakeholders. Save the Children trained 172 master trainers from all the education sector partners under this TPD program. These 172 master trainers later taught the local Resource Teachers (RTs) what they had learned. Additionally, resource teachers are accountable for imparting their knowledge to their colleagues. Save The Children started the process, and BRAC is currently in charge of the TPD program. In summary, we can say that the Education Sector is trying to improve and ensure quality education for the Rohingya children by developing teaching-learning materials, coordinating among education partners, training on professional development, and providing other technical support when needed.

1.4 Research Questions

1. To what extent does the TPD program of Cox's Bazar Education Sector contribute to improving teachers' skills and professional growth in the Rohingya response context?
2. How are TPD programs impacting the quality of education in the classroom?
3. In implementing TPD programs, what are the key challenges?

1.5 Research Purpose

This thesis aims to assess the impact of the Cox's Bazar Education Sector's Teacher Professional Development (TPD) program within the context of the Rohingya response. The study aims to understand how the TPD program improves teachers' abilities and supports their professional development. Investigate the impact of TPD programs on the overall quality of classroom education. Moreover, Identify and analyse the primary obstacles encountered during the implementation of TPD programs in the context of the Rohingya response.

By addressing these objectives, the research aims to provide valuable insights into the efficacy of TPD interventions in improving teacher competencies, enhancing education quality, and identifying potential obstacles and challenges that must be overcome to ensure the successful implementation of TPD programs in the Rohingya response education initiative.

1.6 Significance of the Research

Teachers play a crucial role in the educational process, and their professional development directly impacts their students' learning outcomes. Any emergency response education program must provide children with a high-quality education to learn effectively. Confidence and utilising active learning techniques to deliver relevant and appropriate learning content are prerequisites for quality teaching and learning. Children acquire new knowledge and skills

because of effective instruction. However, a child is motivated, feels like they belong, and has their requirements addressed in a safe, high-quality learning environment. Education enhances the well-being of elementary and secondary school students in refugee contexts (Burde et al., 2017).

Regarding education in emergencies, promoting comprehension, peace, tolerance, and avoiding violence and conflict have been top priorities (UNESCO, 2000; Kagawa, 2005). In addition, SDG #4, quality education, facilitates the attainment of the other SDGs. If education is disrupted during emergencies, it will be more difficult to achieve other SDGs, such as eradicating poverty, promoting health and well-being, attaining gender equality, fostering economic growth, and promoting peace. Providing high-quality education is essential in humanitarian crises for restoring normalcy and fostering optimism for positive change. Since 2019, the Guidelines for Informal Education Program (GIEP), formerly known as the Learning Competency Framework Approach (LCFA) curriculum, has been used to educate Rohingya children. The four phases of the LCFA curriculum are level I, II, III, and IV. Before enrolling in educational institutions, the level of the students is determined using the Annual Status of Education Report (ASER) assessment instrument tool. The Education Sector's implementing partners conduct educational activities following the Education Sector's directives. The administration of Bangladesh has also approved the curriculum of Myanmar. Children of Rohingya refugees must receive an education, which is why the Myanmar Curriculum Pilot, which UNICEF and its partners launched in November 2021, is so crucial. The youth will receive advantages as they prepare to return to Myanmar. Even though approximately 9,000 teachers from both the host and Rohingya communities are employed in the educational facilities, it is impossible to provide a high-quality education for Rohingya children because most of them lack the necessary teaching and learning skills. It is a common issue, as most Burmese teachers only completed the 10th grade and had few educational opportunities in

Myanmar. This study's findings could aid stakeholders in enhancing teachers' professional skills and maintaining high standards in the education of Rohingya students. Furthermore, as the Rohingya crisis continues to develop, sustainable education initiatives are essential for the long-term development and empowerment of affected communities. This research can contribute to creating sustainable and effective teacher training programs that support the ongoing educational requirements of the Rohingya population by investigating TPD interventions and challenges.

Chapter 2: Literature Review:

Emergencies are never wanted or welcomed but are unavoidable in the modern world. Natural disasters bring on some troubles, while others are caused by human activity. Both cause suffering in people's lives. Everyone suffers when emergencies, particularly humanitarian crises, occur. Food, shelter, medical care, education, security, and other necessities are required. When a problem lasts a long time, a generation in the affected area may never receive a quality education in a suitable environment, which could ruin their future. Children affected by crises are only given minimal education wherever emergencies occur because saving lives always takes precedence during an emergency. Therefore, it is a luxury to provide high-quality education for kids affected by crises through teacher capacity development. At least 800,000 Muslims, the majority of whom identify as Rohingya, live in the Rakhine state of western Myanmar, according to the UN Office for the Coordination of Humanitarian Affairs (UN OCHA) 2017 report. However, Rohingyas have been migrating to Bangladesh since the 1970s; there was a significant uptick in 1991 and 1992. Thirty-three thousand one hundred forty-eight refugees who arrived in the early 1990s now reside in the Nayapara and Kutupalong registered refugee camps in Cox's Bazar, which the UN Refugee Agency runs. Due to violence and persecution in Myanmar's Rakhine State, there was a sizable influx of Rohingya refugees into

Bangladesh in August 2017. Between August 25 and October 25, 2017, around 605,000 Rohingyas arrived in the Bangladeshi district of Cox's Bazar; as reported by the Cox's Bazar Area Commissioner's Office, around 1,008,433 Rohingyas lived in Bangladesh as of October 25, 2017 (Khatun, F. 2017).

Education is recognised as one of the fundamental human rights under international and regional human rights law and numerous international documents, such as the Universal Declaration of Human Rights (1948) [Article 26], the Convention Relating to the Status of Refugees (1951), and the Convention on the Rights of the Child (1989) [Articles 28, 29, and 32] (Shohel, 2020).

In the United States, it has been observed that refugees' prior educational experiences significantly impact post-resettlement education. The attendance rates of refugee children are substantially lower than those of children globally, and disruptions cause many of them to stay behind in their grade level. Less than 2% of Malaysian refugee children receive an education, compared to 10% in Kenya and Pakistan and less than 2% in other first-asylum nations (Dryden-Peterson, 2015). Additionally, education for refugees is typical of poor and inconsistent quality. As a result, even those resettled refugee children who had access to education in their first countries are likely to have knowledge and skills much below what is regarded as a grade level for their age. Typically, student-teacher ratios are pretty high. These ratios are twice as high as the 40:1 UNCHR recommendation in refugee schools and other countries. Refugee children experience frequent disruptions and have limited access to education despite most nations increasing the proportion of teachers in refugee classes with the necessary professional training (Dryden-Peterson, 2015).

Humanitarian aid frequently targets children to serve because they are the quintessential innocent victims. They are anticipated to receive food, care, and access to education through

temporary educational facilities in the camps (Inter-Agency Network for Education in Emergencies, 2004). However, when refugee circumstances persist and the momentary becomes permanent, these learning processes frequently become more structured and institutionalised. As a result, they often transform into actual schools with faculty, administration, and curriculum for the primary and occasionally secondary levels. Nearly 3.5 million refugee children worldwide are currently assisted in their education by these camp schools, which are frequently supported and run by the UN High Commissioner for Refugees (UNHCR 2019).

The University of Delaware Education Research and Development Centre outlines the effects of professional development on instructional strategies and student learning in its Education Policy Brief, Volume 15, released in May 2000. Several studies show that teacher professional development positively affects the instructional system. Several scholarly research often relies on the self-reports provided by educators regarding the advantages associated with engaging in professional development activities. Few studies examine the relationship between teacher professional development and student achievement. According to Kennedy (1998), a study of various professional development courses revealed that the substance of in-service programs does indeed have an impact. Specifically, programs prioritising subject-matter knowledge and enhancing student learning in specific subjects are more likely to lead to significant positive outcomes on student learning compared to programs that primarily concentrate on teaching behaviours. When professionals engage in moral reflection on their classroom methods, they can integrate their experiential knowledge with evidence-based knowledge, thus enhancing the effectiveness of their instructional strategies (Carpenter et al., 2001). In 1987, Banjo made the case that a teacher's proficiency with the most recent teaching techniques significantly affects how effectively they can impart knowledge to students. According to Birman, Desimone, Garet, and Porter's (2000) research, an activity's ability to support teachers' learning and

improvement of their classroom practices is directly related to how well it is linked to and aligned with institutional and instructional goals. Teachers are expected to be very knowledgeable about their subjects so that they can select pertinent information for lesson planning, effective lesson delivery, proper monitoring and evaluation of students' performance, regular feedback on students' performance, creating their teaching materials, keeping good records, and managing students' behaviour (Ayeni, 2010).

2.1 Why Teachers' professional development is vital during a crisis:

Teachers' professional development refers to a deliberate and targeted form of learning that gradually modifies teaching methodologies and enhances students' academic achievements. According to Johnson and Denise (2001), professional development refers to a comprehensive, sustained, and thorough strategy to enhance instructors' efficacy to improve students' academic achievements. Furthermore, as educators engage in professional development, they acquire novel teaching skills, enabling them to enhance their lesson plans and instructional approaches, catering more effectively to the diverse requirements of their pupils (Creech, 2020). Professional development provides educators with valuable knowledge and enhanced understanding of the field. Within professional development, instructors adapt and enhance their professional expertise, augment their educational competence and behaviour, and experience personal growth. According to Kalin (2006), a teacher demonstrates a solid dedication to ongoing professional growth and collaboration with colleagues. They recognise the correlation between their development and their students' progress and perceive their role as extending beyond the confines of the classroom. This entails establishing connections with individuals in the local community and society and engaging with management bodies and researchers. Through engaging in professional development opportunities, educators have the potential to discover novel teaching strategies. Consequently, they can adapt their instructional

approaches and curriculum to address the diverse needs of their students more effectively. Incorporating professional development opportunities into instructors' practices contributes to improving their presentations and course assessments by introducing novel delivery styles, assessment methods, and documentation procedures.

Numerous scholars have conducted research on the Curriculum Based Approach in various fields, including vocational training (Chyung et al., 2006; Jackson et al., 2007; Jang & Kim, 2004; Jorgensen, 2005; Kaslow, 2004; Mulder et al., 2007), information technology (Caniels, 2004; Chang, 2006, 2007; Sampson et al., 2007), and general education (Baines & Stanley, 2006; Biemans et al., 2005). Supovitz, Mayer, and Kahle (2000) conducted a research study to examine the impact of an intense, standards-based professional development program on science teachers in Ohio. The researchers discovered that educators exhibited an increased optimism towards instructional innovations and a greater inclination to employ inquiry-centred pedagogy due to engaging in rigorous professional development that adhered to established criteria. Scholars have acknowledged the significance of teachers' professional development in effecting changes in classroom practices, enhancing school performance, and enhancing students' learning outcomes (Borko, 2004). Research has indicated that institutions characterised by cohesive teacher communities tend to exhibit superior levels of student academic performance (Bryk et al., 2010; Horn & Kane, 2015).

2.2 Importance of quality education in an emergency context:

The importance of education during emergencies for refugees and stateless individuals has gained significant recognition as a crucial element in facilitating psychosocial recovery for children affected by war (Drumm et al., 2004). In times of crisis, children can benefit significantly from high-quality education on many different levels. Children previously enrolled in educational programs at home before the crisis or emergency provide a sense of

normalcy. Additionally, many kids take pride in their education and ability to attend school (UNHCR 2012). Convention on the Rights of the Child, Education for All, and the Humanitarian Charter are ingrained in the idea that education should be provided in times of emergency. According to the minimum requirements in the INEE framework, a situation is considered an emergency if it has disrupted a community and has yet to lead to its return to stability (INEE, 2010). The term "emergency education" refers to providing high-quality educational opportunities that address the physical protection, psychosocial, cognitive, and developmental needs of people affected by emergencies, which can be life-sustaining and lifesaving. Education is a right for every child. Education during difficult times is more than just a child's right to attend school. In times of crisis, education should come first. Children's education benefits the entire community. (Brun and Shuayb, 2021)

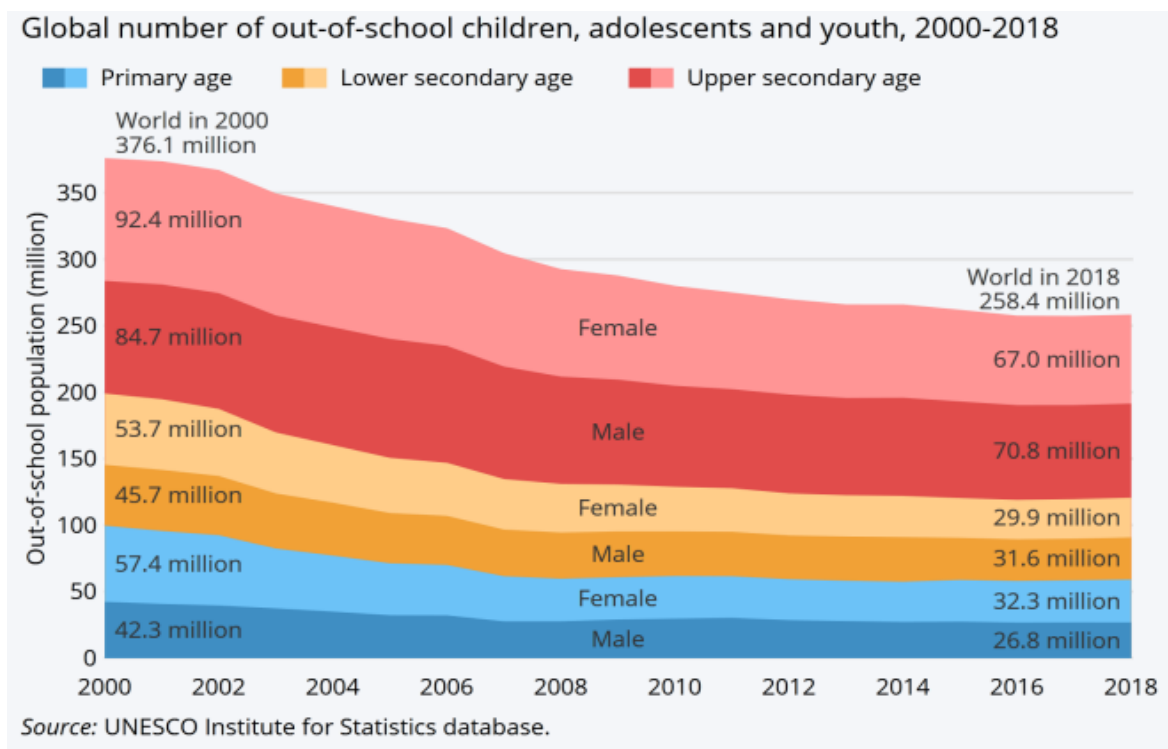


Figure 1: Global number of out-of-school children, adolescents, and youth, 2000-2018

According to the UNESCO Institute for Fact Sheet, no. 56 reports that the number of out-of-school children is decreasing gradually, but still, the number is alarming. In 2018, it was 258.4 million, representing one-sixth of the global population of this age group (Deloumeaux, L. 2019).

Therefore, the international community and international law must act to lessen the adverse effects of catastrophes. It is crucial to give affected children a better future, unlock their potential, and equip them with the necessary knowledge and tools to feel safe and regular again. Education is the best investment in economic growth, peace, and stability. On average, humanitarian aid goes to the education sector at a much lower rate than any other sector—less than 3%. (Education in Emergencies, 2022).

The global rate of educational access for refugee children is lower than their non-refugee counterparts. The precise figures may be subject to variation. However, it is evident that in 2018, a mere 63 per cent of children who were refugees could avail themselves of elementary education, in contrast to the significantly higher rate of 91 per cent for children worldwide. Similarly, at the secondary level, the proportion of refugee children who could access education was a mere 24 per cent, in stark contrast to the considerably higher rate of 84 per cent for young individuals internationally (UNHCR 2019). Education is frequently disregarded in emergencies because it is not typically seen as immediately lifesaving. However, the right to education is a fundamental one. In times of crisis, it enables the entire development, flourishing, and essential goals of every human being (Education in Emergencies, 2022). Additionally, education can significantly benefit initiatives for post-conflict reconstruction, peacebuilding, and disaster relief. Children's basic needs are partly met by education, which also helps them build new lives and, over time, lessens their vulnerability to tragedy. Convention on the Status of Refugees of 1951: According to Article 22 of the Convention on

the Rights of the Child, children who are refugees must have access to primary education on par with citizens of the host country. Schools can offer kids secure environments to learn, play, and make friends. Additionally, education gives kids a platform and a safe setting to voice their opinions and worries. Education can both sustain and save lives in times of crisis. It can avert problems, lessen their consequences (disasters and conflict), and open doors. Education on human rights equips people to understand and uphold their rights and those of others.

2.3 Education for Rohingya children worldwide:

The recognition of education as an essential human right for Rohingya children was officially established in the Universal Declaration of Human Rights (UDHR) in 1948 (UNICEF, 2007). The importance of education has been acknowledged as a fundamental element supporting the Education 2030 Agenda and Sustainable Development Goal 4, as stated by the SDG-Education 2030 Steering Committee (2020, p. 7). Emergency education teachers must possess comprehensive training and appropriate resources to educate refugee children effectively. This necessitates carefully evaluating and endorsing policies and operational strategies at the macro and micro levels. Educators are pivotal in transmitting knowledge, facilitating children's growth, cultivating their potential, and guiding their future trajectories (Hossain, 2023). Addressing the fundamental needs of children and adolescents impacted by conflict is paramount, necessitating urgent emergency intervention and long-term restorative measures (Burde et al., 2017).

Educational Opportunities for Rohingya Children in Myanmar:

The Rohingya population in Myanmar faced significant obstacles in accessing education within their nation of origin. The occurrence of many instances of ethnic and religious conflict between Buddhist and Muslim populations has resulted in a significant impediment to the

educational opportunities available to several Rohingya youngsters. The Rohingya population has been deprived of educational opportunities for an extended period. Multiple studies have provided evidence (Farzana, 2017) that the Myanmar government has consistently denied the Rohingya group citizenship status. Providing education for Rohingya children in Myanmar presents significant challenges and complexities. As a result of experiencing persecution and displacement, individuals face many challenges when obtaining formal education. The government has limited individuals' educational rights, reduced school attendance opportunities and implemented discriminatory laws. The Rohingya ethnic community in Rakhine State experienced a denial of educational opportunities after the rise of state-led violence in 2012 (BROUK, 2019).

As a result, non-governmental organisations (NGOs) and community-based organisations (CBOs) implement informal and non-formal education initiatives to offer assistance and foster essential skills. The formal educational institutions available for Rohingya children fail to adequately acknowledge and accommodate their cultural and linguistic background. Language hurdles hinder the education of individuals, as the primary medium of instruction is usually conducted in the official language. Insufficient support for professional growth, coupled with a shortage of trained educators, poses further obstacles. Education-providing learning centres are established within refugee settlements and host communities through the collaborative efforts of community-led initiatives, with support from non-governmental organisations. The presence of discriminatory policies, limitations on migration, and a lack of recognition intensify the challenges faced. International and non-governmental organisations offer financial assistance, professional development for teachers, educational curricula creation, and infrastructure improvements to support educational endeavours. Because of frequent instances of ethnic and religious conflicts between Buddhist and Muslim populations, a considerable

number of Rohingya children have experienced either complete deprivation of educational opportunities or substantial disruptions to their learning (Al-Haddad et al., 2022).

The provision of education for Rohingya children residing in Malaysia:

Rohingya refugees migrated to Malaysia in the late 1990s (Jlia, 2020). The acquisition of formal education poses challenges for Rohingya children residing in Malaysia, mainly attributable to their refugee status and the prevailing education laws in the country. Rohingya children residing in Malaysia, either as exiles or asylum seekers, lack access to formal education inside the Malaysian public school system. The Malaysian government does not acknowledge its obligation to provide formal education and restricts access to public education exclusively to its citizens. According to Letchamanan (2013), community-based and non-governmental organisations are significant in providing informal education to Rohingya children. These charities build educational facilities or community schools to provide Rohingya children with a foundational education encompassing literacy, numeracy, and essential life skills. The informal education programs designed for Rohingya children in Malaysia often need help with resource constraints, including a shortage of experienced educators, insufficient learning materials, and limited financial support. The content and duration of educational programs are influenced by it. The primary language Rohingya children speak is the Rohingya language, which could hinder their ability to participate in educational programs conducted in Bahasa Malaysia, the official language of Malaysia. Linguistic barriers can impede knowledge acquisition and hinder assimilation into the educational framework. The official recognition of informal education programs for Rohingya children in Malaysia by the government and the attainment of acknowledged credentials through these programs may be uncertain. This could impede their progress in education and limit their prospects for the future. Community-based and non-governmental organisations (NGOs) support educational initiatives targeting

Rohingya children in Malaysia. The organisation offers the assistance of volunteer educators, instructional materials, and advocacy initiatives to enhance the educational opportunities available to Rohingya children and address their specific educational needs. The educational opportunities available to Rohingya pupils in Malaysia are constrained due to their refugee status. Refugees may have limited opportunities for tertiary education at Malaysian higher education institutions, as these institutions typically need to admit them. Various advocacy groups and organisations actively promote the educational rights of Rohingya children and their access to formal education in Malaysia. These initiatives place a high value on education and support policy changes that would facilitate Rohingya children's access to education of an excellent standard. It is imperative to note that the educational circumstances of Rohingya children in Malaysia are shaped by governmental policies, legal frameworks, and the broader refugee crisis experienced by the country. Both local and international organisations are now trying to meet the educational needs of Rohingya children. However, further support and policy adjustments must be implemented to ensure their access to education of high quality.

Educational Opportunities for Rohingya Children in Bangladesh:

The provision of formal education to Rohingya children in Bangladesh is imperative, even during times of crisis, as stated by UNESCO (2018). To offer Rohingya children a primary education, Learning Centres (LCs) have been constructed within the refugee communities of Cox's Bazar. As of June 2021, the Cox's Bazar Education Sector has reported establishing 6,252 temporary learning centres by education providers to cater to Rohingya students' educational needs in makeshift settlements. The establishment of Learning Centres (LCs) in Bangladesh by the government, United Nations (UN) agencies, and non-governmental organisations (NGOs) serve the purpose of offering informal education programs to address the urgent educational needs of Rohingya children. The "Learning Competency Framework and

Approach" (LCFA) has been adopted and implemented by UNICEF as an informal education system to educate refugee children. Most students are classified under LCFA levels i and ii, which align with primary level two in the official education system. The curriculum offered by the LCFA encompasses four core disciplines: English, Mathematics, Burmese, and Life Skills.

Most educators are Bangladeshi, with Rohingya refugees supporting teaching the Burmese language (Hossain, 2023). The focus of education in Rohingya camps is developing literacy and numeracy skills. The curriculum incorporates language education, mathematics, and other fundamental disciplines to facilitate the acquisition of crucial skills necessary for children's future growth. Rohingya children need help in obtaining formal education beyond established settlements. The access of Rohingya children to mainstream schools is restricted by the Bangladesh government, leading to limited educational opportunities beyond temporary learning centres. This is supported by evidence indicating that the Rohingya community has not been granted refugee status by the Bangladesh government (HRW, 2019), and they continue to be recognised as Forcibly Displaced Myanmar Nationals (FDMN). Learning centres often encounter challenges such as overcrowded classrooms, resource constraints, and a need for qualified educators. The prevailing circumstances impede the ability of Rohingya children to engage in effective educational instruction and acquire knowledge. The government of Bangladesh, in collaboration with the United Nations (UN), international non-governmental organisations (INGOs), and non-governmental organisations (NGOs), provides help for the education of Rohingya children. The organisation offers financial support, educational materials, professional development for educators, and initiatives to strengthen the ability to give high-quality instruction and broaden educational accessibility. Despite ongoing efforts to offer education to Rohingya children in Bangladesh, substantial challenges still need to be overcome. The provision of high-quality education, the professional development of teachers,

and the integration of Rohingya children into the formal educational framework in Myanmar are still significant aspects that demand further focus and support.

2.4 Role of INEE for Education in Emergencies:

The Inter-Agency Network for Education in Emergencies (INEE) standards are used to administer emergency education programs worldwide. It is an international network of humanitarian and development organisations, including United Nations agencies, governments, non-governmental organisations (NGOs), donors, teachers, researchers, and individuals, committed to delivering high-quality education in emergencies and post-crisis recovery. To enhance the coordination and standard of education during crises and prolonged emergencies, INEE was founded in 2000. The INEE ensures everyone can access high-quality education and learning opportunities, especially children and young people, during emergencies and situations. Organisations responding to education in emergencies and defending their right are supported by INEE's advice, materials, and technical assistance. Additionally, INEE ensures that all humanitarian responses include education by tying education into other fields like health, nutrition, protection, and livelihoods. The INEE handles five domains. The common objectives of INEE serve as a springboard for achieving a minimum level of educational quality and accessibility. They enhance coordination, responsibility, predictability, capacity building, and training. They are increasing the adaptability of education ministries' advocacy for better education ("About INEE | INEE"). Five domains of INEE are discussed below.

1. The Minimum Standards: Common Standards Applicable to All Categories: Prioritize community engagement and utilisation of local resources in implementing the criteria outlined in this manual. Additionally, it guarantees that emergency education interventions are grounded

in a suitable evaluation, subsequent appropriate action, and ongoing monitoring and assessment.

2. Access and Learning Environment: The Access and Learning Environment component emphasises establishing partnerships to enhance access to educational opportunities and foster inter-sectoral connections with domains such as health, water and sanitation, food aid (nutrition), and shelter. These collaborations aim to enhance security and promote the overall well-being of individuals in terms of their physical, cognitive, and mental health.

3. Teaching and Learning: Teaching and learning focus on the crucial components facilitating effective teaching and learning outcomes. These components include the curriculum, training, instruction, and assessment.

4. Teachers and other education staff: Teachers and other education personnel are primarily responsible for overseeing the administration and management of human resources within education. This encompasses many tasks, such as recruitment and selection processes, establishing and maintaining favourable working circumstances, and supervising and assisting fellow educators.

5. Education policy and coordination: The "Education Policy and Coordination" book explores formulating, implementing, and harmonising educational policies to achieve effective outcomes. It delves into the intricacies of policy development, strategic planning, execution, and the imperative of fostering coherence across various educational components. The schematic presented in Figure 2 illustrates the five domains of the International Network for Education in Emergencies (INEE).

Foundational Standards Domain

- Community Participation; Resources
- Coordination
- Assessment; Response; Monitoring; Evaluation

Access and Learning Environment Domain

- Equal access
- Protection and Well-being
- Facilities and Services

Teaching and Learning Domain

- Curricular
- Training, Professional Development and Support
- Instruction and Learning Processes
- Assessment of Learning Outcomes

Teachers and Other Educational Personnel Domain

- Recruitment and Selection
- Conditions of Work
- Support and Supervision



Education Policy Domain

- Law and Policy Formulation
- Planning and Implementation

INEE

Figure 2: INEE and its five domains. Source (*About INEE / INEE*, n.d.)

2.5 Use of LCFA curriculum vs. quality education in the Rohingya context:

Hoppers (2006) highlights that informal education for refugee children involves various policies, objectives, and stakeholders. In the context of this informal education, Rose (2011) points out that there are ongoing debates among experts regarding the appropriate type of education to be provided for refugee children. Some experts advocate for refugee children to follow their home country's curriculum, assuming they will soon repatriate. On the other hand, Bešić (2020) argues that it is more beneficial to align the education of refugee children with the host country's syllabus. However, for some critical reasons, the Bangladesh government agreed to educate Rohingya Children on the Learning Competency Framework Approach (LCFA) curriculum. The LCFA is a hybrid pedagogical approach based on the principles of a child-centred approach and the lessons discovered through education in times of emergency. It tries to be practical and realistic while being aware of the crisis and its time, space, and resource limitations. It chose the level-based learning competency approach to accommodate many out-

of-school children of various ages. This method enables students with different learning styles to progress toward acquiring level-specific learning skills at different rates. Additionally, it acts as a point of reference for creating teacher training plans and a manual for student evaluation. The LCFA's guiding principles are timeless and unchanging, but it will be a living document due to the constantly shifting conditions in camps. Education partners use this LCFA curriculum to ensure education for the Rohingya children in Cox's Bazar Rohingya camps. However, the current LCFA's goal is to facilitate the establishment of a structured learning pathway for displaced Rohingya children living in camps. However, as time passes, due to some drawbacks and challenges, the question of ensuring quality education for Rohingya children using this LCFA curriculum is pushing the stakeholders to rethink the effectiveness, sustainability, and appropriateness of this curriculum for Rohingya children.

2.6 Core Competencies for Primary School Teachers in Crisis Contexts:

According to the Joint Response Plan (JRP) of 2022, the Ukhiya and Teknaf camps situated in Cox's Bazar district accommodate a total of 918,841 individuals belonging to the Rohingya community. Notably, children constitute 52% of the overall population in these camps. Based on the data provided by the Humanitarian Response Plan (2017), it is evident that a mere 40% of Rohingya children residing in Myanmar had access to formal education. Moreover, as indicated by the Joint Response Needs Assessment (JRNA) of 2017, a significant proportion of individuals, precisely 83 per cent, who experienced school disruptions due to displacements occurring after August 2017 had a dearth of adequate learning options. Consequently, over 80% of the Rohingya populace is estimated to lack literacy skills.

Recruiting instructors during emergencies predominantly relies on individuals from the surrounding local community. Consequently, most individuals need more prior teaching experience or possess a limited academic background. The Teachers in Crisis Contexts

Working Group (TICCWG) was established in April 2014. This group comprises seven partner organisations: Finn Church Aid, International Rescue Committee, Norwegian Refugee Council, Save the Children, Teachers College, Columbia University, UNHCR, and UNICEF. These organisations maintain close collaboration with the Inter-Agency Network for Education in Emergencies. As per the findings of the TICCWG (Teacher In Crisis Context Working Group), primary educators in emergencies must possess a range of competencies encompassing subject knowledge, pedagogical skills, curriculum design and implementation, understanding of the teacher's role and well-being, proficiency in child safety measures, as well as the ability to foster inclusive learning environments. The Training and Implementation Committee for Crisis-Responsive Education in Conflict-Affected Areas (TICCWG) has developed a comprehensive training program to equip primary school educators with the necessary skills and knowledge to respond to crises effectively. The training program was specifically developed to cater to instructors who lack the necessary skills or qualifications and are frequently employed to provide education in refugee camps and other emergency settings. Educators who are inexperienced in teaching within crisis-affected environments and need to refresh their knowledge or receive training in essential aspects of crisis contexts, such as child safety, can also use these resources. The provision of the training pack addresses a notable need for more availability of open-source, competency-based materials for teacher training. These resources are designed to provide the fundamental knowledge and skills necessary for teachers working in crises, as the existing teacher training opportunities often consist of impromptu seminars with limited scope and structure. The package provides the basis for an in-service training program that may be utilised to educate instructors who need to be adequately prepared.

Additionally, it is flexible and can be adjusted to meet the individual requirements of teachers in different contexts. The Core Competencies for Primary School Teachers in Crisis Contexts,

as outlined by the TICCWG, are visually depicted in Figure 1. It highlights instructors' need to possess fundamental abilities to uphold the education standard in emergencies.

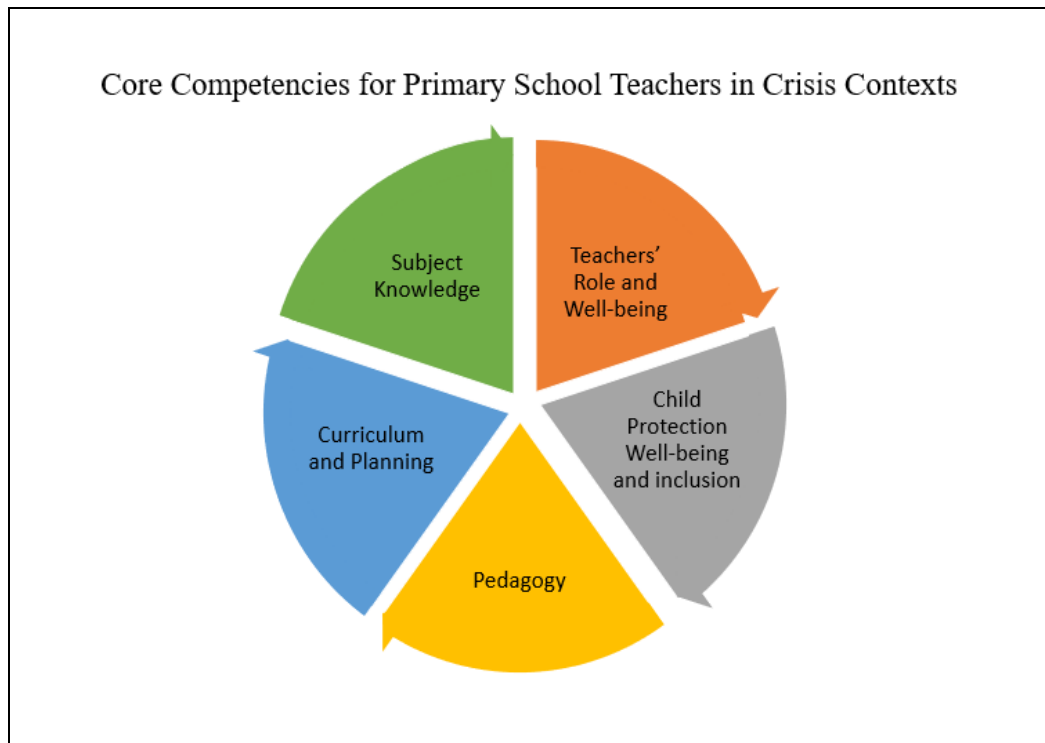


Figure 3: Core Competencies for Primary School Teachers in Crisis Contexts

Chapter 3: Methodology

3.1 Research Approach:

This research article aims to investigate and gain insights into the professional development methods of teachers within the Rohingya response education program. Moreover, this report also emphasises the obstacles encountered in TPD initiatives. The methodology employed in this research work is qualitative. Qualitative research emphasises addressing inquiries on the underlying reasons and mechanisms involved. Qualitative research aims to elucidate findings through exploration, comprehension, identification, description, and explanation. Given the research paper's objective of investigating and comprehending the professional growth of

teachers and its efficacy in the Rohingya camps, qualitative research methodology has been employed for this study.

3.2 Research Site:

As this project focused on the teachers' professional development in the Rohingya camps, the research site for this research is the Rohingya camps of Cox's Bazar district, where the Rohingyas from Myanmar are taken shelter. Currently, there are 33 camps for Forcefully Displayed Myanmar National (FDMN) Rohingyas. These camps are at Ukhiya and Teknaf upazila of Cox's Bazar district.

3.3 Research Participants:

To get accurate data and information, the research participants of this study are selected only those with experience working at camps in the education sector at Rohingya camps. Such as 18 teachers participated in this research and contributed to this study by responding through Focus Group Discussion (FGD). The teachers were selected from the Bangladeshi and Rohingya communities. They provided information on how the TPD supports them to improve the teaching-learning processes in the classroom. 03 TPD master trainers from different organisations who received training from the education sector participated in this research and provided their opinions on how TPD positively impacts teachers' capacity development. 02 TPD program managers with experience in leading TPD programs gave their thoughts on how the TPD program is designed, and the obstacles in implementation, and one technical specialist who is closely working in education in the Rohingya camp context shared observations on the importance of TPD challenges and the way forward.

3.4 Data Collection Process and Tool

This study report employs a descriptive methodology, including one-to-one interviews with TPD master trainers, program managers, and technical education professionals. The debates can be classified as semi-structured. This study offers a comprehensive analysis of the professional development of teachers and the associated obstacles within the context of Rohingya camps, providing valuable insights into this area of research. The material for this thesis paper was obtained through individual interviews with three master trainers, two TPD managers, and one technical specialist. In addition, a Focus Group Discussion (FGD) was held involving nine Bangladeshi and nine Rohingya instructors, divided into two separate groups. Furthermore, data is gathered through five classroom observations, during which careful monitoring of lesson plans, pertinent resources, student involvement, teaching methodologies, classroom administration, time allocation, the evaluation procedure, and the integration of students with special needs.

3.5 Data Analysis Process:

The process of thematic analysis was conducted as part of the exploratory phase. The process involves gathering participant data through their experiences, thoughts, opinions, interviews, and debates. This data is then subjected to familiarisation, coding, topic generation, theme evaluation, theme definition and identification, and finally, the writing up of the findings. During this phase of data analysis, the necessary data has been identified. The acquired data has been systematically structured. Ultimately, a conclusion is derived from the analysis of the classified data.

3.6 Ethical concern:

The process of thematic analysis was conducted as part of the exploratory phase. The process involves gathering participant data through their experiences, thoughts, opinions, interviews, and debates. This data is then subjected to familiarisation, coding, topic generation, theme evaluation, theme definition and identification, and finally, the writing up of the findings. During this phase of data analysis, the necessary data has been identified. The acquired data has been systematically structured. Ultimately, a conclusion is derived from the analysis of the classified data.

3.7 Limitations:

The shortage of scholarly publications dealing with the education of Rohingya children poses a considerable obstacle in procuring the requisite data to augment this study with more pertinent material. The reports on the education sector in Cox's Bazar, as well as the newspaper articles and NGO publications available on their respective websites, proved to be valuable sources of information in this instance.

Chapter 4: Results

This study aimed to explore and understand the existing teachers' professional development practices in the Rohingya camps and their effectiveness in the learning centers among Rohingya children. Identifying challenges is also a significant part of this study. Responses for this study is collected from Master trainers, TPD managers, education specialist, and Bangladeshi and Rohingya teachers. Teachers provided their answers through Focus Group Discussion (FGD), whereas one-to-one interview is conducted with master trainers, TPD managers, and the education specialist. After the training, five class observations helped to get a clear picture of teachers' delivery and improvement.

The prospects of Rohingya children are contingent upon their access to education. The importance of providing education to Rohingya children has become increasingly evident, as it represents a crucial means of safeguarding their well-being and prospects. Through education, Rohingya children and adolescents will acquire the necessary information and competencies to serve as agents of constructive transformation within their households, sub-blocks, and camps. Therefore, it will facilitate the advancement of peace and stability. Nevertheless, throughout the past four years, young Rohingya activists have experienced a sense of disillusionment and despair in the absence of a structured educational system (Chowdhury, 2022). The prioritisation of teachers' Professional Development is crucial to providing a high standard of education for Rohingya students. However, ensuring quality education for Rohingya children through Teachers' Professional Development is yet to happen entirely in the Rohingya crisis context. Based on fieldwork and interviews with research participants, some findings directly impact TPD and educational quality in Rohingya camps. The following are the significant findings areas:

The results have been presented in four major areas:

1. Present situation of education in Rohingya camps
2. Existing Teachers' Professional Development practices
3. Effectiveness of teachers' professional development training in the classroom practices
4. Existing challenges for TPD and quality education for Rohingya children

Table 1 Code name details of research participants

Code Name	Details of Participants	Number of Participants
M	M 1 to M 3 denote the Master Trainer	03

TPDM	TPDM 1 & TPDM 2 denote the Program Manager	02
TS	TS denotes the Technical Specialist	01

4.1 How education is taking place in the camp:

Education typically receives little consideration during emergencies. After the problem has been solved, education is put into action. However, while funding emergency education, quality needs to be considered; initiatives emphasise school reconstruction excessively and disregard the quality of education delivered. Rebuilding schools is a quick way to have a measurable impact when there is pressure to use emergency funds. How education is conducted in the camp was a question posed to one of the research participants. He stated (TS):

“The quality of education in the Rohingya education response project has remained the same as more focus is given to infrastructure development rather than teachers' capacity development. The Rohingya camps in Ukhiya and Teknaf, located in Cox's Bazar, have prioritised the establishment of Learning Centers (LC) over the enhancement of education quality over the professional growth of teachers. Alongside various other factors, the presence of teachers who need more qualifications directly influences the overall quality of education. Furthermore, the absence of official recognition of Rohingya children's educational achievements (such as certificates or degrees) diminishes the attractiveness of alternative educational options, irrespective of their level of excellence. Furthermore, the curriculum employed at the camp is still being determined for all participants, posing challenges for teachers and diminishing the effectiveness of classroom teaching.” (Interview-6, Date: 29/08/2022)

Teachers' professional development is essential to quality education in Rohingya camps. Professional development allows teachers to gain the knowledge, skills, and attitudes they need to be more effective in the classroom. It will enable them to stay updated with current educational practices, learn new teaching methods, and become more confident in their teaching abilities. Professional development can also help teachers create a better classroom learning environment, improve student communication, and foster a more positive attitude toward learning. Investing in professional development for teachers in Rohingya camps can ensure students receive the highest quality education. Professional development programs can provide teachers with the necessary training to teach in a culturally sensitive and age-appropriate way. They can also help teachers understand their students' needs and develop strategies to meet them. Professional development programs can also help teachers understand the challenges faced by their students, such as poverty, trauma, and a lack of educational resources, and develop methods to support them. In addition, professional development programs can help teachers create a safe and inclusive learning environment in the classroom. This can involve creating a culture of respect and understanding among all students and providing resources and guidance to support students facing difficult circumstances. Overall, investing in professional development for teachers in Rohingya camps is integral to ensuring quality education for students. Professional development programs can provide teachers with the skills and knowledge they need to be successful, create a better learning environment, and support their students.

4.2 TPD and Cox's Bazar Education Sector:

Humanitarian groups are actively providing educational services, as exemplified by UNICEF's initiative to deliver informal Education to Rohingya refugee children between the ages of 4 and 14. Since the influx of Rohingya refugees in 2017, 3200 learning centers have been

established to provide Education for over 300,000 refugee children and adolescents. The funding for these centres, which accounted for more than 70% of the costs, was provided by UNICEF (Hossain,2021). The Cox's Bazar Education Sector oversees the coordination of various educational initiatives within the Rohingya Response Program. The education sector, generally called the "Education Cluster," is jointly led by the United Nations Children's Fund (UNICEF) and Save the Children globally. The education sector has collaborated with several groups to develop guidelines and textbooks to enhance and ensure the quality of Education for students. The TPDM 1, who serves as a program manager in the Rohingya response education program, explicitly expressed that.

“The absence of assistance in training competent teachers remains a significant issue that detrimentally impacts the educational quality. A prioritised approach was adopted to enhance teachers' skills and the quality of classroom learning by implementing a comprehensive and standardised model for teacher professional development (TPD).”

(Interview 4 Date: 22/8/2022)

Furthermore, the author notes that Save the Children, in collaboration with “Education Cannot Wait” (ECW) facilitated by the United Nations Children's Fund (UNICEF) and the United Nations High Commissioner for Refugees (UNHCR), has initiated the development of a Teacher Professional Development (TPD) Framework within the education sector. This framework aims to establish uniform guidelines for enhancing the skills and knowledge of teachers, thereby creating an optimal learning environment for Rohingya children in the Cox's Bazar camps.

4.3 Training provided for the teachers:

The TPD program provides various types of training for both master trainers and teachers. Master trainers and teachers who participated in this study have mentioned the numerous training they have received. A training series is listed below based on their responses (M1, M2, M3). Foundational training, subject-based, life skills, socio-emotional learning, and classroom management; early childhood education; child protection; psychosocial support; gender sensitivity; conflict resolution; peace education; mental health and well-being; child rights; inclusive education; innovative teaching and learning methods; and curriculum." The training is initially offered to master trainers representing various education actors, who disseminate this training to teachers at the grassroots level. In addition, teachers receive training in Child Protection, Gender-Based Violence (GBV), and Disaster Risk Reduction (DRR). All three responders (M1, M2, M3) said they found the training helpful for them and their teachers to enhance their capacity development and ensure quality education in the classroom.

4.4 The teacher's qualifications:

The primary determinant of student accomplishment is the skill level of teachers, with a notable deficiency being the lack of requisite subject matter expertise or pedagogical proficiency necessary for appropriately instructing pupils. The qualities of teacher quality, such as certification status and the possession of a degree in the subject being taught, have a significant and positive correlation with student achievement. The effectiveness of teachers in influencing student accomplishment is anticipated to increase when they receive sufficient training (Arshad et al., 2011). The effective coordination of classroom activities at the grassroots level necessitates the involvement of numerous educators in the field of emergency education. Consequently, there has been a relaxation in the educational prerequisites for recruiting numerous instructors. Numerous instructors have the potential to collaborate with education

stakeholders operating within the Rohingya camps situated in the Ukhiya and Teknaf upazilas of Cox's Bazar district. A program manager inside the TPD acknowledged this statement. According to TPDM 2,

“A persistent obstacle in delivering quality education to all children in the Rohingya refugee response is the challenge of recruiting teachers with the necessary qualifications, experience, and training. Most educators in the Rohingya camp in Bangladesh possess a secondary education or a higher academic qualification. In contrast, the Burmese Language Instructors possess educational levels equivalent to grades 8-10, indicating that the teachers' level of expertise and training may be limited. The various stakeholders involved in providing education within the camp face challenges in their efforts to ensure the delivery of high-quality education for Rohingya children. Furthermore, a significant proportion of those who have assumed teaching roles inside the Rohingya camp need to gain prior experience and possess limited knowledge of the intricacies of the teaching profession.” (Interview-5 Date: 25/08/2022)

4.5 Multilingual Approach:

Providing Rohingya children with a high-quality education is difficult due to language barriers. Except for one Burmese subject, the current Rohingya children's camps curriculum books are all written in English. The technical Specialist (TS) responded to this concern by saying,

“It becomes evident that English is a tertiary language for the Rohingyas. The Rohingya community employs their dialect as a primary mode of communication in their daily activities. While in Myanmar, they engaged in academic pursuits conducted in the Burmese language. From a logical standpoint, it can be inferred that English is the third

language of the individuals in question. This circumstance presents challenges in establishing a conducive and enjoyable learning atmosphere within the classroom, as both the students and teachers need a sense of ease and proficiency in the English language. In addition, it should be noted that teachers may need to possess a higher level of proficiency in English, as it is their third language. Therefore, utilising the English language as an instructional tool has an impact on fostering enjoyable learning experiences and promoting high-quality education within the classroom setting. (Interview-6, Date: 29/08/2022)

4.6 Unfamiliar Curriculum:

Currently, the Learning Competency Framework Approach (LCFA) curriculum, referred to by the Bangladesh government as the Guideline for Informal Education Program (GIEP), is used to teach Rohingya children. As a response, the technical specialist (TS) said,

“The teachers and the students need to familiarise themselves with this curriculum. This LCFA curriculum is also unknown to the educational actors in Cox’s Bazar. The Rohingya children will receive a fundamental education through this program in an emergency. The LCFA curriculum covers basic subjects, socio-emotional learning, and life skills. The limited resources of an emergency were considered when developing this curriculum. Since grades are blended into levels to make the best use of scarce resources, we find the story, not the quality, that we see in our regular educational system here.” (Interview 6, Date: 8/29/2022)

Most kids are enrolled in the Learning Competency Framework Approach, a non-formal education program for kids between ages 4 and 14. On the other hand, the new Myanmar Curriculum Pilot aims to provide a formal, structured education based on their native country's

national curriculum to Rohingya Forced Displaced Myanmar Nationals (FDMN). Children who are Rohingya refugees do not attend formal school. As of right now, UNICEF is permitted by the Government of Bangladesh (GoB) to begin offering formal education using the Myanmar school system's curriculum in collaboration with GoB and other humanitarian partners (Hossain, 2021). It aims to educate older kids who do not currently have access to education. Ten thousand students in grades 6 through 9 are the primary audience for the initial pilot program. Most enrolled students are between 14 and 16, with many Rohingya youth needing to catch up on their education. By 2023, UNICEF intends to broaden this initiative and teach the new curriculum to all children of school age.

4.7 The effectiveness of training in the classroom:

Due to a need for more information and research, it is challenging to evaluate the success of teacher training programs in the classrooms of Rohingya camps. However, some anecdotal evidence suggests that training can be helpful in helping teachers understand their students better, produce more relevant and engaging content, and improve classroom management abilities. Additionally, exercise has been linked to better student outcomes, such as better grades, higher attendance rates, and better conduct. Teachers who have received training often have a better understanding of their student's needs and how to meet them. More study is required to comprehend the effects of teacher training in Rohingya camps fully. After teachers receive the training, significant changes are seen in the classroom. From the interviews of master trainers and class observation, it is found that,

Noticeable improvements are observed within the classroom environment following the completion of teacher training. Before the training, teachers only employ the loud reading technique within the educational institution. Following their training, educators attempt to use it to facilitate children's learning. Significant transformations are also observed in the realm of

classroom administration. Educators who have undergone training demonstrate remarkable proficiency in classroom management by implementing various approaches. The amount of knowledge on subject-based teaching has experienced notable growth. Currently, most educators arrive at their classrooms equipped with completed lesson plans and a thorough understanding of the subject matter. In addition, they ensure the provision of relevant educational resources within the classroom setting. Classrooms are typically adorned with aesthetically pleasing decorations and educational resources. Student participation is facilitated by collaborative learning strategies such as pair and group work. Furthermore, there has been an increase in the frequency of evaluating students within the classroom setting. (Interview-1,2,3 Date: 12/08/2022-20/08/2022 & Class observation: 1, 2, 3, 4,5 Date: 01/09/2022-12/09/2022)

4.8 No certification of academic achievement:

Recognition of any education is crucial because it helps the learners take learning seriously. Academic acknowledgement through certification motivates learners and parents to be convinced to send their children to school regularly. Rohingya children are enrolled in a nonformal education program that follows the LCFA curriculum. However, their interest in education is directly affected due to the absence of academic certification. "It is crucial that national authorities, educational institutions, and organisations accept curricula and the certificate given in an emergency and during the recovery process. communities desire that national authorities understand and value their children's education." (INEE, 2010). Recognition of students' efforts and accomplishments can boost their motivation initially. Besides, not having recognition of academic achievement in Rohingya camps can have serious long-term consequences for the individuals and the community, hindering their ability to progress and succeed. Moreover, once they are repatriated to Myanmar, it will help them get

enrolled in the proper grade to the formal education system in Myanmar to A master trainer (M1) articulated,

“The absence of acknowledgement of academic accomplishments has a detrimental impact on the educational standard at the camp level. Lack of recognition of academic success by the governments of Bangladesh or Myanmar leads to diminished interest among learners. Furthermore, it impacts the parents' level of engagement with the educational system, for they do not observe any growth in their children after an academic year. The constraint lies among the educational stakeholders as well. Over the past five years, efforts have been made to deliver educational services to Rohingya children. However, obtaining official accreditation for the academic accomplishment of these children has proven to be a challenge.” (Interview-4, Date: 22/08/2022)

4.9 Classroom observation & findings:

The classroom observation checklist was used to assess various aspects of teaching-learning activities and to understand the impact of the existing TPD program. Five classes have been observed in the Rohingya camps. Based on these observations, areas for improvement include increased use of teaching-learning materials, proper use of lesson plans, better teacher preparation and confidence, a well-decorated classroom, enhanced student engagement, clear instructions, improved classroom management, and consistent assessment of all students. The results indicated the following:

1. Lesson Planning: Although some teachers had completed lesson plans in the required manner, most teachers only had partially completed lesson plans. Out of five teachers, one still needed to have a lesson plan in writing.
2. Classroom decoration: While most classrooms were decorated with papers, one was brightly furnished with instructional supplies and learning materials.
3. Use of Teaching Learning Materials (TLM): Four teachers utilised TLM to a lesser level, while only one teacher used no TLM. One teacher, however, followed the lesson plan and used TLM well.
4. Preparation: Three teachers were ready but needed more confidence; one instructor was well-prepared and at ease discussing the lesson's subject.
5. Student Engagement: While two classrooms reported minimal student participation in such activities, two classes had no individual, pair, or group work. However, in one class, individual, couple, and group projects guaranteed complete student participation.
6. Instructions: One class had confusing instructions, while three classes had instructions that only a few students understood, and one class had instructions that were specific, clear, and understood by every student.
7. Control of the learning environment: Two classrooms were noisy with no control, three had maximum student attention, and one classroom ensured all students were in a regulated learning environment.
8. Subject Knowledge: One instructor showed a deep comprehension of the teaching issue, three teachers had low knowledge levels, and one teacher needed to learn the teaching topic.

9. Praising students’ performance: Four classes recognised and complimented each student's performance, while one class only applauded a select few pupils.

10. Implementation of the lesson plan: One class completely ignored the plan, three only partially adhered to it, and one class carried out the lesson as intended.

11. Student Assessment: In three classes, there was no assessment; in two classes, just a small number of students were evaluated, and in one class, every student was assessed.

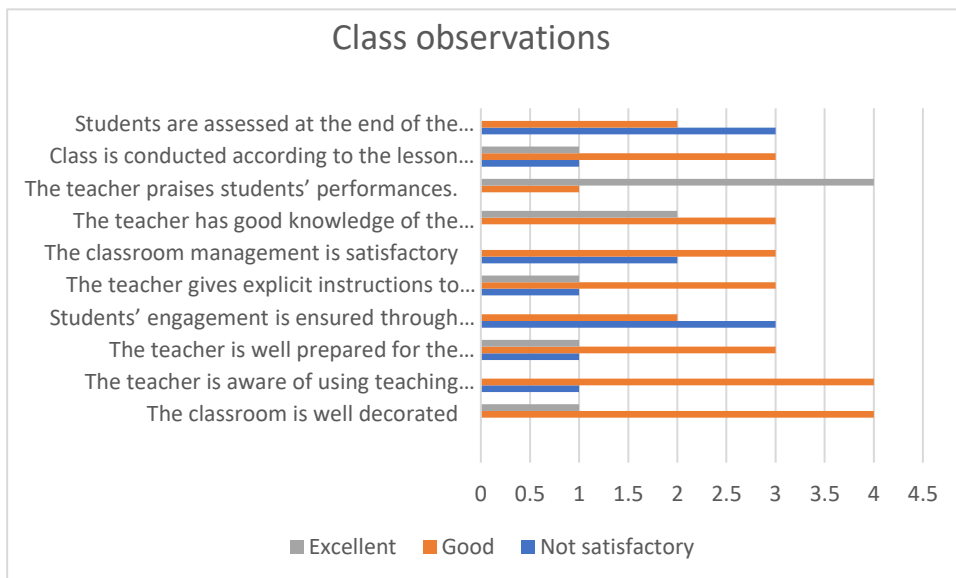


Figure 3: Class observations result

Chapter 5: Discussion & Conclusion

5.1 Discussion:

This study investigated the extent to which Teacher Professional Development (TPD) contributes to the professional growth of teachers and influences the quality of education in the classroom inside the Rohingya camps. Additionally, an attempt was made to identify the

primary obstacles that hinder the successful implementation of TPD programmes. The Rohingya refugee crisis in Bangladesh is currently regarded as one of the most urgent global concerns. Despite Bangladesh not being a member of the Refugee Convention, it is noteworthy that during the initial phase of the second migration of Rohingya in 1992, over 30,000 Rohingya individuals were granted refugee status with the aid provided by the United Nations Refugee Agency. Since 1992, these refugees have resided in two officially registered camps in Cox's Bazar. Following this, over 250,000 Rohingya individuals migrated to Bangladesh during the subsequent wave and established residences close to the officially designated camps. Nevertheless, the Bangladeshi government refrained from conferring official refugee status upon them, instead categorising them as "Forcedly Displaced Citizens of Myanmar," whereas the media commonly referred to them as refugees. Notwithstanding their legal standing, Rohingya factions residing in officially recognised camps and improvised settlements have been provided comparable assistance and provisions by the government of Bangladesh, international non-governmental organisations (INGOs), and non-governmental organisations (NGOs). This aid encompasses sustenance, water, and indispensable everyday necessities. Bangladesh has decided to refrain from incorporating these individuals into the dominant societal framework, resulting in the denial of recognised refugee status. The nation is currently applying persistent pressure on Myanmar to facilitate its residents' repatriation (BBC News, 2020). At the beginning of the text, with a population exceeding one million, most Rohingya refugees currently residing in Bangladesh are children. The significance of education provision within refugee camps is of utmost importance. The provision of education has the potential to enhance the prospects of Rohingya refugees currently seeking safety in Bangladesh. Nevertheless, due to the severe circumstances prevailing in the camps, the accessibility and adequacy of the facilities are frequently compromised. In order to enhance the educational standards within the Rohingya camps, it is imperative to ensure that teachers are equipped with

essential resources, granted access to educational facilities, and offered opportunities for professional growth. This will enable them to provide their students with the best possible education and ensure they can reach their full potential. Furthermore, the government and international organisations must provide the necessary funding and resources to ensure that the camps can provide quality education. Some of the biggest challenges are implementing TPD programs and ensuring Rohingya children get a good education. Education actors like NGOs, INGOs, and UN agencies working in the Rohingya camp allocate most of the budget for staff salaries, educational materials, infrastructure building, and renovation. The funding for teachers' professional development and building their skills is small, which makes it harder to give Rohingya children a good education. Emergency settings often neglect teacher training (Richardson et al.,2018). It has been contended that equipping teachers with professional development opportunities enables them to effectively handle traumatic situations through emergency planning and building awareness (Peterson, 2011). However, it is important to note that adequate funding and other necessary resources are essential for implementing such training programs (HRW, 2019). To meet the staffing needs on the ground, education actors have hired many teachers, most of whom have never taught. Not having any teaching experience makes it hard to give Rohingya children a good education. It is observed that teachers hired from the Rohingya and Bangladeshi communities to teach the Rohingya children are college students without any teaching background. Without a doubt, the Rohingya children cannot get a good education because their teachers do not have enough education. Teacher training positively impacts refugee children's education (Richardson et al., 2018). According to HRW (2019), regular monthly exercise is crucial for enhancing the quality of teaching and professional development for educators.

The LCFA curriculum currently used for Rohingya children is unfamiliar to all. Bangladeshi teachers had their entire education in the Bangladeshi curriculum, and Rohingya teachers had

their education in the Myanmar curriculum. Therefore, teachers need help to give their best in the classroom, as they are also struggling with this unknown curriculum. Language is the best way to communicate and understand each other, especially when there is a question about teachers' and students' understanding. Good communication between teacher and student can help a learner understand and learn better in their classroom. However, the language used in a school in Rohingya camps is not Bengali, Burmese, or English, which creates more confusion and directly affects learning. Myanmar curriculum was never a point of discussion for Bangladesh before the Rohingya influx in Bangladesh. However, as the repatriation of the Rohingya community prolongs, and there is no clear picture of how long it will take to be repatriated, providing education on the Myanmar curriculum for Rohingya children becomes an important issue. However, we do not have a Burmese curriculum expert, making it hard to make and teach the curriculum in the camps. Implementing TPD and quality education for Rohingya children in Bangladesh requires many resources. These resources include adequate classroom space, textbooks, learning materials, and qualified teachers. Unfortunately, most schools in Bangladesh need more help and funding to provide quality education to all students, including Rohingya children.

5.2 Conclusion:

Education is a crucial tool that can either help resolve the challenges faced by refugees and their host countries or shed light on these issues (Wiseman et al., 2019). It has been noticed that education was not prioritised over other concerns at the start of the Rohingya emergency. However, as time went on and things began to calm down, the significance of education for Rohingya children emerged as one of the crucial elements in the Rohingya emergency context. The Bangladeshi government and local experts agree that the Rohingya community must have access to education. However, suppose Rohingya kids in Bangladesh do not get an education.

In that case, they will not have the chance to learn crucial knowledge and skills for life, making them more susceptible to exploitation and poverty. Additional dangers to them include increased child labour, child marriage, and violence. Without access to education, they might find it challenging to find work, further marginalising them. As a result, they will experience even more disruption in their lives, and their prospects are dim. The host community and the state would then be at greater risk and vulnerability as they might engage in additional illegal activities, which is a clear threat. Additionally, the Rohingya children who do not receive an education will become uneducated, arrogant, and hopeless adults. Education is one of the most crucial spheres in the Rohingya response crisis; this has become increasingly obvious over time. However, because the LCFA curriculum offers Rohingya children a fundamental elementary education, the LCFA curriculum is losing favour among educators in Cox's Bazar Daily. Further complicating the LCFA curriculum is that it is neither certified nor recognised by the governments of Bangladesh or Myanmar. Hence, promptly introducing the Myanmar curriculum within the camps is imperative. This measure would ensure that upon the repatriation of the Rohingyas to their homeland, their offspring can seamlessly resume their education at a commensurate grade level as attained in Bangladesh. If this issue remains unaddressed, the Rohingya population will encounter a substantial predicament, adversely influencing the host nation.

The Myanmar Curriculum pilot has commenced, indicating that the complete implementation of the curriculum may be imminent. The discourse around the school system for Rohingya children is a subject of considerable interest in their future. The conclusion of their educational journey will also influence the outcome of Rohingya children's lives. The host nation, and particularly the lives of the host community in the Rohingya-affected areas, are affected by the inability of the Bangladeshi government to begin repatriating the Rohingyas and the lack of a deadline for doing so. Given the circumstances, implementing the Myanmar curriculum in

schools would be a great idea, and implementing the Myanmar curriculum will increase the interest of Rohingya parents and children in education. In addition, the Myanmar government will acknowledge their education in their home country upon their return. It also helps to educate older kids who do not currently have access to education. By 2023, Cox's Bazar Education Sector intends to broaden this initiative so that all school-age children are taught the new curriculum. One of many approaches to getting Rohingya kids involved in education is the full implementation of the Myanmar curriculum. Besides, we must concentrate on teachers' professional development to give the Rohingya kids a high-quality education and a joyful learning environment. The difference between the Myanmar and LCFA curricula will not matter if teachers are competent and able to guarantee learning outcomes through enjoyable learning; additionally, since the Burmese language will be the primary medium of instruction for the Myanmar curriculum, teachers of the Burmese language must possess a strong command of the language. Therefore, those involved in education should ensure teachers' capacity development occurs throughout the year. Among other things, we must remember that every child has a fundamental right to an education. Since they are denied it and subjected to oppression by their government, they are not given it. Nevertheless, they are entitled to a quality education regardless of who they are, where they come from, or what is happening in their lives.

5.3 Recommendations:

A significant number of Rohingya children have been confronted with distressing circumstances because of acts of violence, forced displacement, and the experience of grief. A high-quality education facilitated by professional instructors can create a secure and supportive atmosphere that contributes to healing and enhances emotional well-being. The Rohingya youngsters residing in camps encounter many challenges, one of which pertains to the scarcity

of educational prospects. Prioritizing the professional development of teachers is of utmost importance to guarantee high-quality education for Rohingya children. The provision of quality education to Rohingya children extends beyond the realm of academic instruction, as it possesses the potential to bring about profound transformations in their personal lives, communities, and broader society. This tool holds significant promise in facilitating empowerment, healing, and societal progress, enabling Rohingya children to overcome challenges and actualize their capabilities. In emergency circumstances, providing quality education serves as a fundamental mechanism for Rohingya children to attain knowledge and skills while simultaneously playing a pivotal role in safeguarding their well-being, fostering their agency, and instilling a sense of optimism for the future. Positive influences can significantly impact individuals' lives, fostering their well-being and facilitating personal development, especially in intricate and demanding situations.

The following suggestions are proposed for individuals engaged in the Rohingya response education program to enhance the professional growth of teachers and improve the educational standards for Rohingya children residing in camps:

Adequate budget allocation for TPD: Adequate distribution of funds and investment in professional development for teachers: Educators operating in emergencies often face distinct challenges and necessitate specialized training to address the needs of pupils impacted by catastrophes effectively. The allocation of financial resources towards training facilitates the ongoing enhancement of individuals' professional capabilities, enabling them to acquire the requisite expertise and understanding required to deliver effective education within demanding contexts. It is imperative to increase the deployment of financial resources towards enhancing teacher capacity building. To ensure that instructors have access to instruction throughout the year. Providing a quality education for Rohingya children necessitates an imperative

investment in the professional development of instructors. Teacher training programs should prioritize teaching approach, classroom administration, and lesson preparation skills. The allocation of funds towards teacher training in emergencies is of utmost importance in the establishment of an education system that is both adaptable and enduring, capable of effectively tackling the distinctive obstacles faced by educators and learners throughout times of crisis. Sufficient allocation of financial resources and necessary training empowers educators to deliver high-quality education, fostering the sustained welfare and development of the impacted communities.

Continuous professional development and learning opportunities: One recommendation is to grant educators the means for professional development and ongoing learning opportunities. During emergencies with limited resources and the impracticality of standard teaching methods, instructors must have access to professional development and continuous learning opportunities. Continuous learning allows teachers to engage with creative and low-resource instructional practices that have demonstrated effectiveness in similar educational contexts. Educators must be provided with consistent and abundant opportunities for professional growth, enabling them to acquire the requisite competencies for effectively instructing Rohingya students. Possible revisions: 1. Various educational initiatives, such as workshops, seminars, and other instructional materials, may be implemented to address the optimal pedagogical approaches and strategies for instructing refugee children. 2. Providing workshops, seminars, and educational resources can be instrumental in fostering effective teaching techniques and practices specifically tailored to the unique needs of refugee children. 3. Workshops, seminars, and other educational resources can enhance educators' knowledge and proficiency in using the most efficacious methods and practices when instructing children from refugee backgrounds. Providing ongoing learning opportunities for educators in emergency settings enhances their professional competencies and positively impacts the

overall educational quality delivered to children. Educators possessing relevant expertise and competencies are more adept at effectively addressing the complexities of emergencies, fostering an inclusive educational environment, and exerting a beneficial influence on the children in their care.

Introducing Myanmar Curriculum: The expeditious adoption of the Myanmar curriculum is crucial for educating Rohingya children. The Myanmar curriculum serves as Myanmar's officially recognized national curriculum, specifically tailored to meet the educational needs of pupils inside the country. It is anticipated that in the future, Rohingya children will be repatriated to Myanmar, granting them the lawful entitlement to avail themselves of formal educational opportunities. The enrolment and access to formal education in Myanmar for Rohingya children would be facilitated if they were educated according to the Myanmar curriculum. Implementing the Myanmar Curriculum in all learning centers within the Cox's Bazar Education Sector can be expedited by collaboration with the Bangladeshi government and education stakeholders involved in Rohingya communities.

Training for Burmese Language Instructors: The proficiency level of Burmese Language Instructors (BLI) is low due to their limited educational background, necessitating instruction in the Burmese language. Instructors who have undergone training can access various effective instructional methods, strategies, and approaches. Educators possess the ability to create compelling and meticulously organized curricula, hence augmenting students' effectiveness and satisfaction in the process of acquiring knowledge. Furthermore, the acquisition of adequate training for instructors of the Burmese language is of utmost importance to facilitate the delivery of efficient language education, safeguard linguistic heritage, and foster intercultural comprehension. Improving the quality of language education has a beneficial effect on students' language learning experiences.

Educational Acknowledgement: Certifications of academic excellence are tangible recognitions of students' dedicated efforts and noteworthy accomplishments. Motivating and inspiring pupils, primarily through difficult and painful circumstances, can be achieved by offering a sense of accomplishment and progress. Certifications can be tangible proof of students' educational accomplishments, aiding their successful reintegration into the official education system following the crisis resolution. The acknowledgement of Rohingya children's academic accomplishments can be effectively conveyed through the presentation of a certificate of recognition.

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Appendix A: Informed Consent Form for Research Participants

Exploring Teachers' Professional Development (TPD) Interventions and its Challenges in the Rohingya Response Education Program.

I hereby agree for Nayon Chakma to conduct the research project "Exploring Teachers' Professional Development (TPD) Interventions and its Challenges in the Rohingya Response Education Program." I was granted permission to inquire about the aspects of this investigation and received satisfactory responses. I comprehensively understand the study's objectives, potential hazards, and methodologies. I hereby express my consent to partake in the study experiment after being provided with the following information:

- The research findings may not have a direct impact on my circumstances.
- My participation is entirely voluntary.
- I possess an inherent entitlement to discontinue my participation in the study at any given moment.
- Potential sources of annoyance, discomfort, or physical harm resulted from my study involvement.
- I know the expectations and requirements placed upon me.
- I would like a copy of the study results and reports.
- The safeguarding of personal information in terms of privacy and security.

Furthermore, I concur with the following:

- Comprehensive audio-visual documentation of any relevant research activities, if applicable.
- The dissemination of the results of this investigation is contingent upon the condition that my name remains undisclosed.

Full Name:

Signature:

Date:.....Organisation:.....

Appendix: B

Class observation

Subject:

Title of the lesson or topic:

Name of the teacher:

Grade:

Name of the camp:

Name of the organisation:

Starting time of the class:

Ending time:

Total time spent:

The total number of students in class: Boys: Girls:

The number of present students in class is: Girls.....

Date and signature of the observer

Class observation checklist

(Please observe the teacher's teaching-learning activities in the class and put

a tick on the appropriate box: not at all, good, very good.)

Aspects of Observation	Not satisfactory	Good	Excellent
A written lecture plan is available to the teacher.	Without lesson plan	Partially complete lesson plan	Complete the lesson plan in the prescribed format
Well-decorated is the classroom.	No decoration	Decorated with papers only	Colorfully decorated with learning elements and materials
The instructor is aware of using teaching and learning materials relevant to the subject.	No use of TLM	Less use of TLM	Teachers use TLM according to LP
The teacher is well-prepared for the lesson's topic.	No preparation	Prepared but not confident	Teachers are ready and confident
Student engagement is facilitated by implementing individual, pair, and group work activities.	No individual/pair/group work.	All students are not engaged in individual/pair/group work.	100% of Students are engaged through individual/pair/group work.
Students receive clear directions from the teacher.	Instruction is not clear	Only a few students understand the instruction	Instruction is precise and clear, and 100% of students understand it
There is satisfactory classroom management.		Maximum students are attentive in class	100% class is under control, learning and environment are ensured
Teacher expertise in the subject matter is vital.	No understanding of the teaching topic	The knowledge level is low	Has a strong sense of the teaching topic
The teacher praises students' performances.	No praise	Teachers praise only a few students	Every student's performance is acknowledged, and praises
The class is done following the planned lesson plan.	LP is not followed at all	LP is followed partially	Class is performed according to LP
After class, students are evaluated.	No assessment	Few students are assessed only	Every student is assessed

Overall comments of the observer:

Date and Signature of the observer:

Appendix: C

Interview Questionnaire for the Master Trainer

(The information you provide will only be used for research. Your comments will be kept entirely secret, and your name will not be revealed.)

Name of the Master Trainer:

Name of the organisation:

Interview time: 1 hour

1. What is the duration of your experience in the Rohingya response education sector?
2. For what duration of time have you served as a master trainer inside your organisation?
3. Have you received any formal training as a master trainer? List the training you have obtained from the education sector. How does the training enhance educational quality inside the classroom for yourself and your teachers?
4. Is teachers' professional development and quality education ensured in the camp? What more could be done to guarantee teachers' professional growth and high-quality classroom education?
5. What differences do you notice in the classroom before and after teachers receive the training?
6. Are any issues that may arise while implementing the TPD program in the Rohingya camp? What strategies might be employed to overcome those challenges?
7. What recommendations do you have for enhancing the effectiveness of TPD training?

Appendix: D

Interview Questionnaire for TPD Manager

(The information you provide will only be used for research. Your comments will be kept entirely secret, and your name will not be revealed.)

Name of the TPD manager:

Name of the organisation:

Interview time: 1 hour

1. What is your tenure in the Rohingya response education sector?
2. How long have you been a TPD program manager within your organisation? What is your observation regarding TPD programs within this specific time frame?
3. How is the TPD program structured? Which factors were considered during the design of the TPD program?
4. Is the TPD program regarded as a crucial component of the education program in the Rohingya response? Please provide a rationale for your response.
5. What types of training does your program provide for educators?
6. To what extent does the training enhance educational quality within the classroom setting for teachers?
7. As a manager responsible for Training and Professional Development (TPD), what challenges do you anticipate in the TPD program? What strategies can be employed to address and surmount the obstacles encountered?
8. Did an assessment of teachers' capacity development and teaching quality occur before and after the provision of training? If affirmative, what is the outcome of the assessment?
9. What recommendations do you propose to enhance the efficacy of TPD training at the field level?

Appendix: E

Interview Questionnaire for Technical Education Specialist

(The information you provide will only be used for research. Your comments will be kept entirely secret, and your name will not be revealed.)

Name of the organisation:

Name of the Technical Specialist:

Interview time: 1 hour

1. How long have you been employed in the field of education related to Rohingya response?
2. How is education being provided in the camp for Rohingya children?
3. How can the TPD programs in the Rohingya response be defined?
4. What is your perspective on the capacity building of teachers within the Rohingya camp?
5. As someone with expertise in the technical domain of the Rohingya response education sector, I would like to inquire about your observations regarding providing quality education for Rohingya children.
6. Are there any identified gaps or shortcomings in teacher capacity development and efforts to enhance educational quality inside the Rohingya camps?
7. What are the potential benefits of Teacher Professional Development (TPD) programs in enhancing teachers' professional competencies and elevating the standard of education?
8. What are some ways to lessen the shortcomings of the TPD programme?

Appendix: F

FGD questionnaire for teachers

(The information you provide will only be used for research. Your comments will be kept entirely secret, and your name will not be revealed.)

Name of the organisation:

Name of the Teacher:

Interview time: 1 hour

1. How long have you been teaching in the Rohingya camps?
2. As a teacher, do you encounter any difficulties in the classroom? Kindly provide supporting proof to support your response.
3. How does the organisation assist you in overcoming your obstacles?
4. Have you had any training? If yes, what are the exact details of that training?
5. Does the training demonstrate efficacy in enhancing the educational quality inside the classroom? Please include a rationale for your response.
6. What type of training would be more beneficial for you?
7. How has the training affected the teaching environment, in your opinion?
8. As a training recipient, do you observe any gaps in TPD programmes, or what could have been done differently to enhance the TPD programme and the quality of classroom instruction?