

# PROMISING PRACTICES IN REFUGEE EDUCATION

CASE STUDY



## STANDING IN THE GAP FOR ROHINGYA REFUGEE CHILDREN: A community approach to making education possible

### Children on the Edge

Location:	Kutupalong unregistered Rohingya refugee camp - Bangladesh/Myanmar border
Target population:	Rohingya refugee children with no access to education
Intervention type:	Low-profile education in a safe space within the camp
Date started:	2010
Number of participants:	2,700

Written by Esther Smitheram



## KEY FINDINGS

- Supporting the local refugee community to **deliver their own 'stop gap' model of flexible education** is an effective means of enabling access to learning for refugee children who are denied services. Children are provided with basic education, protection, trauma recovery and opportunities for creative expression, until a time when official services become available.
- **Community ownership** from the outset ensures that needs are being met effectively and develops resilience in a volatile environment. The refugee community are supported to design and build school infrastructure and maintain the project through the establishment of School Management Committees (SMCs). Through these committees, regular discussion and evaluation; local parents, children and the wider community are supported to find solutions to their own problems, creating stability and sustainability for the project.
- **Training teachers from within the refugee camps** creates a resource that is otherwise unobtainable and maintains the low-profile of education activities in a volatile environment. It preserves culture, whilst encouraging engagement and familiarity for traumatised children. Using refugee teachers is both a result of, and an incentive for, the continuing ownership of the project and gives livelihood opportunities within the refugee community.
- **Classrooms are low-profile, basic shelters** made of mud and sticks and attached to refugee homes. They use only elemental resources, yet facilitate low cost, safe and child friendly learning spaces for thousands of unoccupied and vulnerable children.

Cover: A young Rohingya refugee boy within the Kutupalong unregistered refugee camp' © Children on the Edge



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# INTRODUCTION

Children on the Edge has supported an unregistered Rohingya refugee community to develop their own unique education system. This provides access to quality, child-centred education for 2,700 Rohingya refugee children in an unofficial refugee camp near the Bangladesh/Myanmar border.

With official UN camps in Bangladesh at capacity, thousands of Rohingya were denied official refugee status. They were forced to settle in makeshift border camps with no opportunity for basic services or education for their children.

The 'Rohingya Children's Education Programme' (RCEP) was developed with support from Children on the Edge from within the refugee community. Local people were resourced to develop a 'Standing in the gap' model to provide education for their children, through a low-profile approach, within one of the makeshift refugee camps. This concept acknowledges the complex dynamics of the area, the pressure on all actors involved and the limits on resources, but rather than allowing these factors to decide the fate of the most vulnerable, looks for an alternative solution until the situation improves.

The solution took the form of 45 small classrooms, dispersed throughout the camp, with basic learning materials. Classrooms were built out of mud either within or alongside existing dwellings. 45 Rohingya refugees from the camps were trained as teachers, through a 'train the trainer' system. This has enabled teachers to safely access training and children to learn in their own language and culture, from familiar people in their own community.

The teacher training and the curriculum delivered is from BRAC,<sup>1</sup> who provide a government approved 'second chance education' model.<sup>2</sup> This is a gender sensitive, pro poor and child friendly curriculum, designed for children who have never had the chance of education or who have dropped out of school.

The project is founded on local partnership and active community participation. Children, parents and the wider community are engaged at all levels, and staff work with parents to increase their understanding of the importance of education and to encourage them in supporting various aspects of their children's learning.

These children are equipped with the skills and knowledge required to cope with their current situation and an uncertain path ahead. They will be able to begin to process any trauma they have experienced and look towards a brighter future.

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## CONTEXT

Not recognised as citizens in either Myanmar or Bangladesh, the Rohingya are effectively stateless. Efforts to deprive them of their citizenship began after Myanmar's independence in 1948<sup>3</sup> and persecution has persisted over generations,<sup>4</sup> triggering regular waves of migration.<sup>5</sup> June 2012 and October 2016 saw extensive, coordinated campaigns of violence, forcing thousands of Rohingya into Bangladesh.<sup>6</sup> Both the UN<sup>7</sup> and human rights organisations documented reports of extrajudicial killing, mass rape and arson.<sup>8</sup>

The government now estimates that between 300,000 - 500,000 undocumented Rohingya<sup>9</sup> reside in Bangladesh, mostly without legal status. Thousands end up in refugee camps on the border, about an hour from Cox's Bazar, in the south of the country.

Despite its progress and development, Bangladesh is a nation that still faces severe poverty, and struggles to accommodate such a large refugee population. Since 2005 the UN stopped registering new refugees, resulting in the creation of a sprawling mass of mud, stick and plastic shelters, on the outskirts of the official UN Kutupalong camp. The blocks of this makeshift camp cover more than 10 square kilometers and are currently home to around 40,000 unregistered Rohingya.<sup>10</sup>

Unregistered refugees had little or no access to food, health care or education services, as the government were concerned that such services will attract further arrivals. The Rohingya also face regular violence and discrimination from the local community surrounding the camp.

Thousands of unregistered refugee Rohingya children were existing in this environment, knowing nothing but rejection and violence from the outside world. Whilst services were provided in the official camp, children in the makeshift camps were denied basic education and trapped in cramped, unsanitary conditions.

When Children on the Edge began talking with the Rohingya community here in 2010, their only request was education for their children. The World Food Programme at the time confirmed that, *"In the makeshift camp in Kutupalong, there is no education facility available"*.<sup>11</sup> The destructive consequences of refugee children missing out on even short periods of education are well documented<sup>12</sup> and at this point, there was a real likelihood that an entire generation of Rohingya would grow up unable to read and write. A UNHCR senior officer stated that *"Without this community receiving education and opportunity, it's a generation lost."*<sup>13</sup>

There were no organisations providing education at this time, but Children on the Edge worked closely with Doctors without Borders (MSF) and Action Against Hunger (ACF), who were operating within the makeshift camp providing vital health and nutrition services. These organisations were suspended in 2012 leaving Children on the Edge as the only outside agency supporting the Rohingya. Both have been allowed back for various periods on condition of maintaining a low-profile.



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# INTERVENTION

## Problem

The intervention was developed in response to the absence of education opportunities for thousands of unregistered Rohingya refugee children, near the Myanmar – Bangladesh border. International organisations were unable to provide services to unregistered refugees, so education in the makeshift Kutupalong camp was non-existent.

Most children had never attended school, as they had only known life in the camp, or arrived from Myanmar, where education was restricted for the Rohingya. Consequently, the children had either no education, or significant learning gaps for their age. Thousands of children wandered the camp unoccupied and vulnerable. They were fearful and lacking in confidence due to the traumas they had experienced, the squalid conditions they survived in, and the negative attitudes displayed to their community.

Bringing in teachers from outside the camp was a practical impossibility, but there were very few trained teachers from within the refugee community. The climate was too volatile to facilitate large training gatherings and refugees leaving the camp were vulnerable to abuse.

Securing venues for the education was also a significant problem. The initial school building constructed by the community was pulled down five days later by the police, and permanent building materials were not permitted.

## Overview of approach

The approach was developed with the Rohingya community in the makeshift camp, who identified children's education as their most pressing need. Together with local partners, Children on the Edge began discussions with the camp authorities.

Authorities were faced with a situation where they could not officially sanction services here, but were concerned about the implications that thousands of unoccupied and vulnerable children roaming the camp, posed to general security. This issue was a factor in their tacit agreement to allow the education project to begin, under the strict condition that the work would have an informal and low-profile nature.

Children on the Edge have supported the Rohingya community to achieve outcomes using the following methods:

Low-profile classrooms	45 largely unmarked classrooms, made of mud and sticks, were woven into the structure of the makeshift camp, evenly spread, within or alongside existing dwellings. They contain only the most essential elements needed for teaching (blackboard, books, notebooks etc.). To maximise each venue, classrooms offer morning and afternoon sessions to 30 children.
A 'train the trainer' approach	To ensure a low-profile, teachers were trained from within the refugee community. To maintain safety, 15 teachers regularly travelled outside the camp to receive training, they then returned to the camp and, in pairs, shared their learning with the other teachers. This provided employment, skills training and increased social standing for teachers. It ensured community ownership and created familiarity for the children.
Child-friendly education	<p>To help children begin to recover from the effects of trauma and to develop their self-worth; classroom spaces were safe, child friendly environments and a familiar routine established a 'new normal'. Children had daily opportunities to play, express themselves and simply enjoy being children, despite their circumstances.</p> <p>Teaching methods encouraged creativity and had an emphasis on problem solving and hands-on learning rather than rote memorization. They included a focus on health and nutrition, prevention of common diseases, rights, sexual abuse, and the dangers of trafficking and child marriage.</p> <p>The schools used a government approved BRAC curriculum, designed for refugee children that have been out of school. Completion provides fundamental education, equipping children for daily life and giving greater opportunities for the future. It prepares children to join the government school system if they gain refugee status, but also teaches Burmese if they have the opportunity to safely return home. They undertake official exam papers, proctored by their teachers, to ensure that their education is at a certified standard, despite their refugee status.</p>
Working relationally	The model evolved from the initial request of the community who informed the original design of the work. Through the input of Rohingya teachers, School Management Committees, parent meetings and child councils, the project was implemented and adapted, shaped and protected over six years. The wider community was engaged through informal interviews, and their contribution included the vital provision of voluntary labour to construct and maintain the schools.

## Implementation and Monitoring

The project was implemented through local partners who engaged teachers, parents, children and the wider community to creatively respond to challenges. Monitoring processes were participatory from the outset; encouraging a wide spectrum of people to input into internal and external reviews.

Qualitative methods included the 'Most Significant Change'<sup>14</sup> technique, observations, focus group discussions and semi-structured interviews with both adults and children. Quantitative indicators included exam results, attendance rates and regular assessment of change indicators measuring signs of confidence and positive self-esteem.

Classes were spot-checked on a weekly basis and results were shared with teachers, along with data on the quality of teaching, learning, school environments, attendance and record keeping.

Children on the Edge oversaw the monitoring of progress, maintaining regular communication and quarterly site visits. Partners submitted bi-annual narrative and financial reports.

After the expansion to 2,700 children, a 2015 review examined whether components were consistent with objectives, determined factors that enabled or created constraints; and highlighted areas requiring attention. An external final evaluation was conducted by an education specialist to assess impact and inform future learning.



Photo: Low-profile classrooms are made of mud and sticks, woven into the structure of the make-shift camp. © Children on the Edge



# KEY MILESTONES AND OUTCOMES

The concept of 'Standing in the gap' draws on the need to find alternative solutions to improve the situations of the most vulnerable. Instead of postponing or abandoning their futures, this intervention supported refugees to provide an innovative learning model for their children, making education possible in a seemingly impossible situation.

In response to the Rohingya community's initial request in 2010, Children on the Edge supported them to create a two-year pilot education project reaching 900 children. Its relevance was soon reflected by increased demand, and they doubled their reach in 2012.

A thorough pilot evaluation in 2013 reflected the success of the model thus far and identified the need to expand.<sup>15</sup> With the support of the Big Lottery in 2014, schools increased their reach to 2,700 children. By the end of 2016 a 93% retention rate was recorded.<sup>16</sup>

**Impact** was demonstrated in a final external evaluation identifying how children's language, literacy and numeracy have improved and are evident in everyday capacities and exam scores. Final monitoring recorded a 97% pass rate on official exams, with all 2,700 children following a Bangladesh government approved curriculum.

Monitoring of 'change indicators' showed an **increase in signs of confidence and self-esteem**, rising from 30% to 90% of students within a three-year period and 99% of students now report high aspirations for the future.<sup>17</sup> One parent told the external evaluator "When people like you come to the camp, they are not afraid to talk."<sup>18</sup>

Teachers were given a source of training, income (incentives paid through Children on the Edge) and improved social standing. They showed zeal and commitment in spite of the personal risks involved, and developed 'deep bonds of affection'<sup>19</sup> with their students. Teachers demonstrating improved skills and ability to BRAC education specialists increased from 70% to 100%.<sup>20</sup>

The **relevance of this education** to daily lives was continually assessed through interviews with parents and children. They described the following positive changes:

- Children used their knowledge to teach siblings and parents.
- Their learning enabled them to read health leaflets, and understand announcements about visiting health workers.
- They spoke of developing their learning about the world through newspapers they found.
- They could understand army officers entering the camps.
- They started to be able to handle simple financial transactions, getting better deals, counting change and ensuring they were not being cheated at the market.
- Those who had finished grade 3 could volunteer with an ACF program that distributes food in the camp, for which they receive a small stipend.
- They now sign their names instead of using thumb prints.

The work has promoted the importance of education to around 8,000 parents and **countered the rise of child marriage** through sensitisation.<sup>21</sup>

**"We have found out about how girls getting married this young, is bad for their health, so we understand this now and we are trying. It is reducing in the camp, in fact there has been a 70% reduction. Also, the camp committee checks on the age of a child when they are to be married".**

Mohammed\* - Rohingya father

Studies have shown that a lack of education in refugee communities leads to longer term heightened violence and conflict<sup>22</sup> and in the short time the intervention has been running there has been a **marked decrease in aggressive behavior**. There was much initial concern about unrest, coarse language and fighting in the camp, but the community feel that the project has improved this and parents have reported that their children had become more polite and gentle.<sup>23</sup>

Teachers and the wider community have noted a **decrease in illness** as children are in school rather than playing in unsanitary ditches, they have learned about basic hygiene, spotting early signs of disease and can now read health notices.<sup>24</sup>

**“Children have learned to keep themselves clean: to bathe, cut nails, and wear proper clothing. The children who stay clean don’t get sick so often, and miss fewer class days”.**

Razia\* - Rohingya teacher

The intervention **maintained participation** from all stakeholders throughout, with the external evaluation describing how refugee teachers, parents and the wider community had proven highly capable of recognising and addressing issues as they arise.

Encouraging communities to lead in identifying children and solving issues has resulted in **significant and demonstrable commitment and enthusiasm**. Teachers continued to work in the face of arrests and personal danger, sometimes without pay. Parents have taken a keen interest, with 90% of parents now attending quarterly meetings and 93% reporting that they now spend time with their child supporting learning.<sup>25</sup>

Midway through the project, 32 students were interviewed about the schools. They asked for more creative arts and playtime, which influenced the shape of activities. **A student council was created**, which continues to influence direction.

In terms of **sustainability**, the purpose of ‘Standing in the gap’ is to ensure that marginalised and overlooked children are provided for until such a time that they can realise their rights through the appropriate channels. Tacit agreement for education was limited to Grade 3, yet children were taught to national standards and took standardised exams, so they did not fall so far behind that they could not re-engage with learning. **The model paves the way for longer-term access to education.**

Children were taught Bangla and English to aid their integration, but also Burmese, to prepare them for a potential return. They were encouraged to pass on learning to siblings, parents and the wider community.

Local teachers were fully trained, experienced in training others and have proven they can carry on independently in times of trouble. Using refugee teachers means that children can meet established national standards, whilst maintaining close ties to their own language and culture.

The violence against the Rohingya in October 2016 and the added influx of refugees to Bangladesh, drew the eye of the international community and softened the government's position on unregistered Rohingya. Children on the Edge are optimistic that the work of the Rohingya community will now be recognised by the authorities and facilitated by UNICEF, with children transitioning smoothly into their respective standardised grades. With the children in Kutupalong makeshift camp receiving the services they should, Children on the Edge can replicate the model to support new Rohingya arrivals, as yet unable to access services.

Because of its modest resources and community ownership, the model is low cost and easily replicated. This is evidenced by the charity piloting four similar classrooms for 240 Rohingya children in the Dohazari enclave community, two hours from the Bangladesh-Myanmar border.

\*Names changed for protection

# CHALLENGES



Photo: Refugee children enjoying their class. © Children on the Edge

- **Classrooms made of mud** were susceptible to flooding and vandalism. As a solution, many retained mud walls but were installed with concrete floors. Budgets and voluntary labour were available for repairs.
  - **Not having uniforms was disappointing for children**, and a low-profile meant they could not make the classrooms 'beautiful'. Instead, emphasis was put on creative outlets like singing and dancing. They received book bags and, seeing they had nothing to keep pencils in, the community crafted wooden boxes for each student.
  - **Teachers leaving the camp were vulnerable to violence and abuse**, especially women. This was avoided by sending only 15 teachers to external training, ensuring 80% were men. Gender disparity was countered with the 'train the trainer' approach, ensuring an equal gender split by training extra female staff.
- Following a 2014 incident in India involving a Rohingya militant, the government tightened surveillance and authorities raided a training meeting. Nine teachers and three staff were arrested, but despite a period in jail, all were acquitted. During this time, teachers rallied to take on extra shifts to cover missing staff.
- Rohingya teachers had been training alongside Bangladeshi teachers in Cox's Bazar.<sup>26</sup> Travelling here after the arrests became untenable, so training became separate. This thwarted an objective to use joint training to foster relations between communities, but the experience can be built upon if the situation changes.
- Originally, a **hierarchical system with "head" teachers distributing salaries, created tensions amongst staff**. A peer-based system was developed and payment switched to mobile banking which, as cash was often confiscated, was also a safer method.
  - Only some teachers **possessed skills in all three languages taught**, so they created a rotation system across classrooms to share their knowledge. This also increased familiarity with more students, improving child protection.
  - **When civil unrest blocked funding and access**, teachers worked without pay and students shared supplies. Information was shared with NGOs in the wider area and dialogue maintained with camp authorities. A 'homeworking' arrangement, was developed by teachers and parents to ensure children could carry on when class could not be accessed.
  - As **trafficking was common**, the community ensured that children were accompanied to school, and teachers quickly informed parents of any absence.
  - Maintaining a low-profile **created challenges in reaching beneficiaries**. Communication had to be done piecemeal, through camp councils, mosque announcements and door-to-door.
  - The **overwhelming amount of need was an ongoing challenge**. To achieve the furthest reach, one child per household attended and classrooms had an equal gender split. Children passed on their learning to siblings and parents.
  - This selection method often lead to households sending their most able child, **marginalising disabled children**. This was addressed by allowing households with a disabled child to have two places, and further sensitisation is planned.

# LESSONS FOR PROMISING PRACTICE

This model is a **vital stop-gap** until a time when the situation of a people denied all rights and citizenship is countered politically, the international relief community are made aware and granted access, or the project is able to function more overtly. It is a relatively low cost, efficient method to ensure that children in this period are both educated and protected. Throughout this time, their wellbeing is nurtured and, rather than falling irrevocably behind in their education, their learning paves the way for future engagement.

A **relational approach** has enabled Children on the Edge to fully support indigenous organisations to find solutions to their own problems. Participation from the full spectrum of the community was written in from the start; resourcing them to facilitate their own ideas, rather than implementing a pre-built external system. The result of this ownership is a flourishing skill and resilience to safely maintain work within an incredibly turbulent environment, and the germination of hope, that with some simple resources, a community can influence future opportunities for their children.

Organisations looking to work in situations like this need to **support communities to be agile and adaptable**; prepared to deal creatively with problems as they arise, and to be flexible in their outlook. The core aim is not negotiable, but it may not be possible to implement all ideas to their full extent. Compared to their counterparts in the Cox's Bazar project,<sup>27</sup> camp teachers had to make do with limited training and support, and a bare minimum of resources. Child councils have had less scope to be creative and put their ideas into practice. The successful implementation of the main objectives of the project however, have been protected at every turn.

**Building up in increments** and conducting thorough consultation at each stage has contributed to the strength and impact of the intervention. This model could be replicated or scaled up to other refugee camps in the area quite simply, as the pilot projects in the enclave communities have shown. It relies heavily on a relational approach, but the basic components and lessons learned would be useful to any agency looking to provide education in volatile situations.

The limitations of being low-profile (i.e. inability to use brick buildings, tables, uniforms and electricity etc.) means that **costs are low**, with a month's education for a child costing less than £5.

Organisations hoping to adopt this approach need to **go against the cultural grain of 'stamping' their work**. There are no banners, signs, logo embossed uniforms, donor plaques or branded vehicles. Sporadically through the years, depending on the political situation, communication about the project online or in the press may carry too great a risk of jeopardising the work of groups supported, which can limit general support and potential funding channels.

**Advocacy for forgotten and persecuted groups** like the Rohingya is crucial, but many aspects of engaging government could bring unwanted attention to the project or disruption to working relationships with authorities. Instead of direct advocacy, Children on the Edge supported the efforts of other organisations speaking out on behalf of the Rohingya, referring supporters to their campaigns.

**Donors engaged need to understand and support the volatile nature of this work**. They need to be willing to invest in the knowledge they may not receive public accolade and be flexible in their expectations of deadlines, linear progress and timely reports. One lesson learned was that monitoring and evaluation systems in place for the final three years were overly complex, and consequently burdensome for staff already working in very challenging conditions. Going forward these will be adapted, and the charity would recommend keeping the system as simple as possible.

The model has been honed over six years and survived many threats and attacks. Now the international community is aware and engaged, the education in the camp will become official, facilitated by UNICEF. Children on the Edge **will use the model as part of expanding its efforts to meet the needs of the ongoing influx of new arrivals from Rakhine state**. They will begin again, supporting small disparate groups of Rohingya along the border to educate their children.

An example of replicating this model and building on learning can also be found in an education project, supported by Children on the Edge, for **Syrian refugee children in Lebanon**. To address the lack of access to mainstream education for Syrian children in the informal tented settlements of Bekaa Valley, this project provides:

- **The creation of safe spaces with a trusted adult presence** where 500 children are able to access educational opportunities and creative play, through informal tent schools.
- **The training of refugee teachers to teach**, increasing accessibility for children in terms of language and culture.
- **The development of a bespoke, mixed Syrian and Lebanese, child friendly curriculum** and the use of Montessori techniques to help children re-engage with learning.

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## PERSONAL IMPACT STORY

Ahmed is 10 years old and lives in the makeshift Kutupalong camp with his parents and six siblings. His family came to Bangladesh during the troubles in 2012.

His father says "We had a simple but happy life in Burma. I worked as a farmer and sometimes a fisherman. We were not rich, but we had everything we needed. Then the Rakhine mobs came to my village. They burned down my neighbour's house. I did not wait to meet them. I took my family and ran. I have never met my neighbour again. We walked for two days to cross the border. Some mosques gave us food and water along the way. After we crossed, we walked another half day to Kutupalong camp. That first day we arrived I began building our house. I knew we had no other place to go".

Ahmed does not remember much about home, as he was just five years old when they fled, but he remembers being happy and playing with his friends in the grove of coconut trees near his house, taking turns climbing the trees.

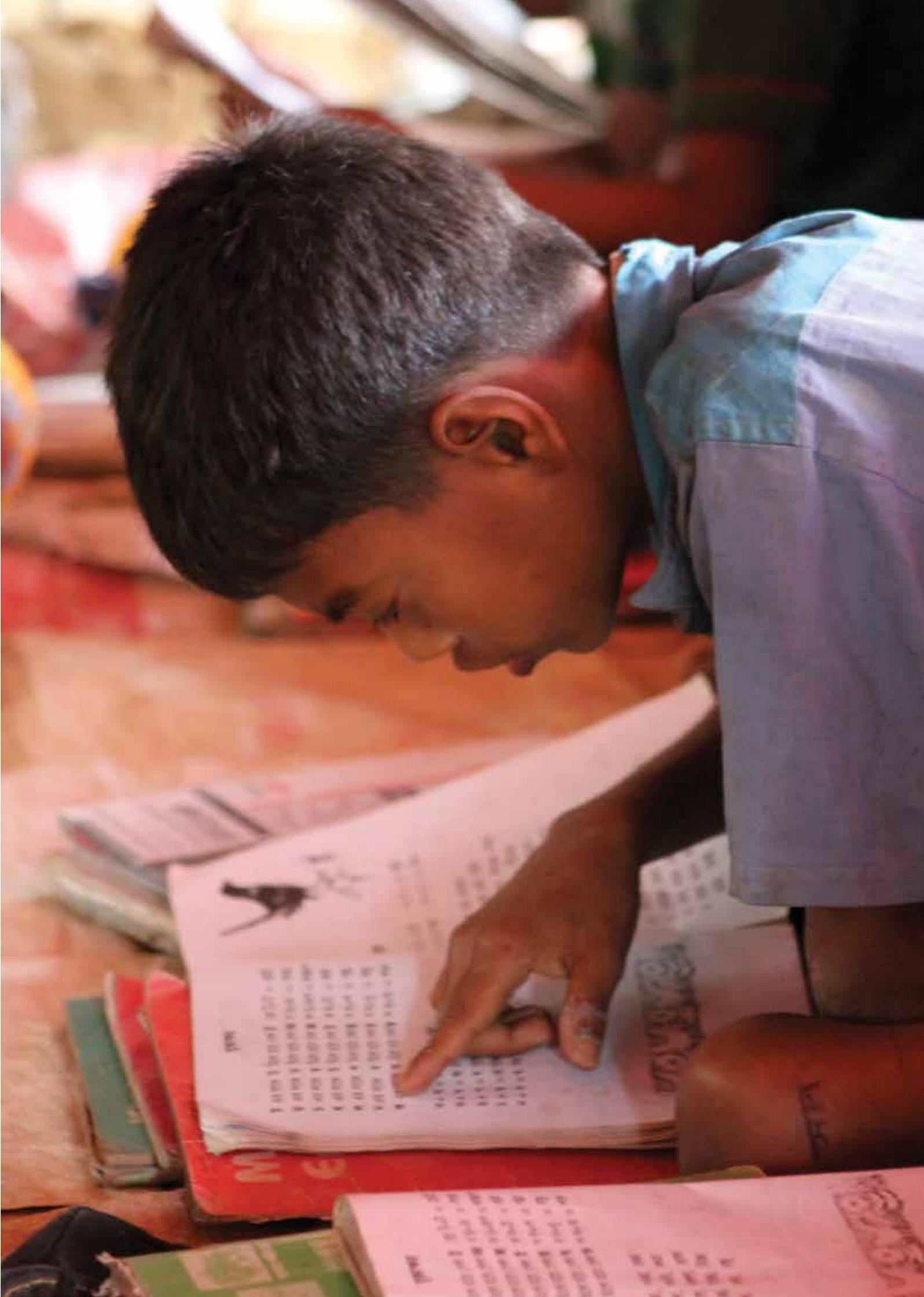
"All I really know is life in the camp. I get up at 5.00, finish my school homework and eat, go to the madrassa and then collect firewood if I can find any. Then I go to class. This is the best part of my day! I am lucky to learn, it gives me something to do each day. My favourite subject is English, but I can read and do maths, even my older brother can't do this! If there is a newspaper I help my family understand what it says. I feel very proud to help them".

To reach the most households in the camp, a school place is given to one child from each household, then that student will share as much of the learning as they can. Ahmed's father says "Ahmed is a smart boy and works very hard. Without education, he will just be a labourer like me. I believe he can do anything he wants if he studies hard. Without the schools, nobody in my family could read or write. I am very thankful that I have one child who can do this. Maybe they can all find better jobs than me because they can learn. Our family are better because he was lucky to go to school. He brings books home and shares them with his brothers and sisters, so I am hopeful he can teach them. Now I am too old to learn these things, but they still can learn. Also, people in the community know they can ask my son to read or write something if they need. That makes me proud".

Ahmed's father tries to provide for the family by working as a daily labourer outside the camp. He does jobs that locals don't want to do, but says that work is not always available and they are paid a pittance. Locals are unfriendly and he is often grabbed by the police who take any money he has earned. Ahmed never leaves the camp, and feels sorry for his friends that can't attend the school. "They have nowhere to go, and they can't read like me. I try to teach them, but it is not easy. If I couldn't attend the schools I would be sad".

Ahmed feels that his future will be different because of the things he has learnt at the schools, he says "I know I can find a job because I can read, write, and do maths, and I know if I work very hard and learn many languages, I can someday be a doctor in another country. Then I will take care of all my family. I love seeing my teachers, who are very smart, I love being with my friends and having books".

His teacher says "We hope that one day the children will replace us to teach in the community and also in the world. That they will be able to keep the name of the Rohingya known in the world. If this doesn't happen then we will disappear. We need them to ensure the education goes down each generation."



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# APPENDICES

- <sup>1</sup> Bangladesh NGO – ‘Building Resources Across Communities’
- <sup>2</sup> Samir Ranjan Nath, Competencies Achievement of BRAC School Students: Trends, Comparisons and Predictors, April 2012. p. 25, RED: Research Monograph Series No. 51
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- <sup>10</sup> ‘It is estimated that over 60,000 UMN’s are residing in the Makeshift Settlements (MS) in Kutupalong and Leda’ - IOM (Feb 2017) ‘Humanitarian Response to undocumented Myanmar nationals in Cox’s Bazar, Bangladesh’ – Situation report ACF 2016 census estimated 37,200 people in Kutupalong makeshift settlement, and the Director of RCEP estimated 40,000.
- <sup>11</sup> UNHCR (2010) Report of the WFP-UNHCR Joint Assessment Mission, Bangladesh – June.
- <sup>12</sup> ‘Education is also crucial to protecting children in situations of displacement, which can last an entire childhood. The longer children remain out of school, the less likely they are to finish their education’. HRW 2016 ‘Growing up without an Education – Barriers to Education for Syrian Refugee Children in Lebanon’
- <sup>13</sup> IRIN (2010) ‘Bangladesh: Rohingya youth hunger for education’
- <sup>14</sup> MSC ‘Sigsgaard, P ((2004) ‘Doing Away With Predetermined Indicators: Monitoring using the Most Significant Changes Approach’ in ‘Creativity and Constraint – Grassroots Monitoring and Evaluation and the International Aid Arena’ Ed. Earle, L
- <sup>15</sup> Children on the Edge (2013) ‘Education for working children and Unregistered Rohingya refugee children, Bangladesh - 2-year pilot project: evaluation’
- <sup>16</sup> Children on the Edge (Jan 2017) ‘Refugee and Working Children Education’ – End of Project Monitoring Report’
- <sup>17</sup> Children on the Edge (Jan 2017) ‘Refugee and Working Children Education’ – End of Project Monitoring Report’
- <sup>18</sup> Leehey, J (2017) ‘Bangladesh Education Project: Learning Centres for Working Children & Rohingya Refugee Camp Schools – Final Evaluation’
- <sup>19</sup> Leehey, J (2017) ‘Bangladesh Education Project: Learning Centres for Working Children & Rohingya Refugee Camp Schools – Final Evaluation’
- <sup>20</sup> Children on the Edge (Jan 2017) ‘Refugee and Working Children Education’ – End of Project Monitoring Report’
- <sup>21</sup> Children on the Edge (2015) ‘October parent semi structured interviews – Rohingya community’
- <sup>22</sup> UNHCR (2016) – ‘Missing out – Refugee Education in Crisis’
- <sup>23</sup> Children on the Edge (2016) ‘May parent semi structured interviews – Rohingya community’
- <sup>24</sup> Leehey, J (2017) ‘Bangladesh Education Project: Learning Centres for Working Children & Rohingya Refugee Camp Schools – Final Evaluation
- <sup>25</sup> Children on the Edge (Jan 2017) ‘Refugee and Working Children Education’ – End of Project Monitoring Report’
- <sup>26</sup> Children on the Edge had already established work in the slums of nearby Cox’s Bazar, providing education for 900 Bangladeshi working children. This investment strengthened relationships with authorities through their recognition of the added value bought by the charity to Bangladeshi children.
- <sup>2</sup> See endnote xxvi above.

**Promising Practices in Refugee Education is a joint initiative of Save the Children, the world's largest independent children's rights organisation, UNHCR, the UN refugee agency, and Pearson, the world's learning company.**

Launched in March 2017, the initiative set out to identify, document and promote innovative ways to effectively reach refugee children and young people with quality educational opportunities.

This case study is one of more than twenty promising practices that were selected as part of the initiative.

The practices have been grouped under one or more of six themes.



The practices and the experience of implementing partners have been used to identify ten recommendations, grouped under three overarching pillars, aimed at improving refugee education policy and practice. They are:

**Approaching the immediate crisis with a long-term perspective:**

1. Strengthen inclusive national systems
2. Commit to predictable multi-year funding for education in refugee responses
3. Improve collaboration and develop innovative partnerships

**Understanding different contexts and meeting distinct needs**

4. Adopt user-centred design and empowering approaches
5. Establish diverse pathways that meet distinct needs
6. Use space and infrastructure creatively

**Improving outcomes for all**

7. Support teachers to help ensure quality
8. Prioritise both learning and well-being
9. Use technology as an enabling tool in pursuit of education outcomes
10. Build a robust evidence base

Our reflections on all of the promising practices that we identified and documented and their implications for policy and practice are available in a separate Synthesis Report.

More information including case studies, the Synthesis Report and a series of articles from thought leaders in the field can be found at

**[www.promisingpractices.online](http://www.promisingpractices.online)**

