

As part of the humanitarian assistance and response, Coast Foundation is providing pre-primary and non-formal education to Rohingya children under the education project with financial and technical support from UNICEF. COAST Foundation has 84 learning centers and 50 ECD centers in Camp-14. Where a total of **6937** students are receiving quality education in a pleasant environment.

UNICEF PD Manager visits COAST Education Project

At the end of the inspection, he gave important feedback and instructions



UNICEF Visiting team, PC-Nasim, PO

There are currently over 1.1 million Rohingya living in the refugee camps in Cox's Bazar, including more than 3.5 million children. Since its arrival, the COAST Education Project has continuously worked to improve the quality of life of refugee children who have taken refuge in Bangladesh after being forcibly displaced from Myanmar. After the arrival of the Rohingya there was an urgent need for education (EiE) for their children. As part of humanitarian assistance, COAST Foundation, in partnership with UNICEF, has been implementing education programs for Rohingya children aged 3-14 since May 2018. Through partnership, COAST is successfully implementing activities in Camp-14 through 84

Learning Centers (LCs) and 50 Child Development Centers. On 13th June 2023 PD Manager



and ECD Focal of Education Project (Fredrick), IMO officer-Machiko and Engineer Shanam Karin as part of Informal Programmatic Visit. UNICEF team commenced visit to Block E3 and A5 of Camp 14 at 9:30 am. ED- Rezaul Karim Chowdhury and Assistant Director- Md. Shahinur Islam and PIU staff were present during the field visit. After the visit, they attended a brief meeting at the Ukhiya Relief Operations Center (UROC) project office and discussed new project activities, challenges and learnings.

During the field visit, they interacted with a total of 5 LC classes in E3 Block and CSG Committee in A5 Block. While observing classrooms, they justify the LC's physical infrastructure, teaching and learning activities, curriculum and instructional activities, student engagement and well-being, community involvement, teacher competence and teaching processes and also among others. A short feedback meeting was organized at the project office Ukhiya after the field visit. Several important suggestions and directions for further development were provided through the meeting. Which is as follows;

1. LC decorations should always be arranged based on the students and their grades.
2. Teachers should engage all students while teaching any story and lesson through active learning process.
3. Teachers must check each student's skills (whole class response or individual) after completing each lesson through reflection/assessment.
4. All flow charts related to COVID should be removed from LC.
5. All LCs which are already at risk should be tied down as soon as possible.
6. Program organizers should always be engaged in field activities.
7. The project engineer needs to be more active in ensuring the stability of the structure.
8. All staff and volunteers (especially at field level) should be more aware of PSEA and child protection.
9. Every month the project will prepare a field visit report and submit to the concerned PD Manager.
10. The senior colleagues of the project have to follow the specified checklist for LC monitoring and it will not exceed 4 per month.

Achievements of ECD Learner Amina

Parents are very happy to see this change.

Among the learners is a girl named Amina. She is five years old and the youngest of four siblings. Her parents were subsistence farmers who struggled to make ends meet. They

didn't have much education and didn't see the value in sending their children to learning centers. However, they decided to enroll Amina in the ECD center because they felt it would keep her safe during the day.



Amina at her ECD center, PC-Mahabub & Salma_PO

Amina had never been to school before, and she didn't speak or understand much Burmese and English, which was the language of instruction. She was overwhelmed by the new environment, the structured routine, and the other children who seemed to know more than her.

She missed being at home with her mother, helping with chores, and playing with her siblings.

Despite these challenges, Amina tried her best to adapt to the new situation. She learned how to hold a pencil, how to count to ten, and how to sing the alphabet song. She made a few friends, who were patient and inclusive. She also enjoyed the colorful toys, songs, and stories the teachers shared with her.



However, Amina faced many obstacles in her learning journey. She didn't get enough food at home, affecting her concentration and energy levels. She often got sick from drinking unclean water or inhaling smoke from the kitchen stove. She also faced discrimination from some of the older children who mocked her accent and clothes.

Amina persevered and continued to attend the ECD center. She learned how to express herself, how to interact with others, and how to respect rules and routines. She gained some confidence and some pride in her achievements. She also received some support from the teachers, who encouraged her to keep learning and growing.

Colleagues at all stages of the project have contributed information and images to this publication. Images displayed are provided with consent of the individual and Program Participants.