

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 162 learning centers, 94 ECD centers & 17 CBLFs and 5 Maktob in Camp-14. Where a total of 6686 learners are receiving quality education in a pleasant environment.

Setara's Journey of Resilience

Discovering Joy through Education and Compassion in Adversity



Setara's participation in classroom, photo-Shahina Akter, HT

In the initial chapters of her life, she was a mystery enfolded in an unknown fear, a young soul apparently disconnected from the world, unable to smile, speak, or mingle with others. Teacher, undeterred by the frightening challenge, embarked on a journey to understand and know Setara. Day after day, in the backdrop of the refugee camp, Shahina's continuous efforts manifested in countless acted laughs, persistent encouragement, and unwavering determination to make Setara understand the beauty of laughter and the warmth of human connection.



Setara's past in her Myanmar village was marked by isolation, a profound sense of loneliness as no one seemed interested in talking to her. Now, within the confines of Block D-3, sheltered by her maternal uncle and aunt, her life took a new turn. Setara, a Grade 5

student at the Aristotle Learning Center, was a testament to the transformative power of education offered by the COAST Foundation. Entering Grade 1 in 2018, Setara faced the

unnerving task of not knowing how to read or write, and dislike to mingling with her classmates. Her struggles extended to her unfortunate habit of resorting to physical aggression, preventing her from joining her peers in class. The changes in Setara were profound. She evolved from a reluctant student into one who could introduce herself, write her name, and grasp class readings with ease. The once-disliked habit of physical aggression was replaced by a constant, warm smile. Setara's newfound ability to express herself through writing with a pen and confidently sitting on the bench and also write on the whiteboard. Setara became a beacon of hope in the midst of adversity - a living testament to the transformative consequences of dedication, education, and the power of communal support in the face of uncertainty.

Dreams of becoming a teacher and helping other



Setara's favorite place is her classroom, photo-Rofika, RTM

Umme Habiba, a Rohingya refugee, dreams of becoming a teacher and helping other children like her. Despite the challenges of living in a refugee camp with no electricity or running water, she could attend school thanks to her teacher. Salma Khatun a Rohingya teacher of COAST Foundation, visited her home and talked to her parents about the benefits of education for their daughter. She explained that COAST had set up seventeen CBLFs in the camp, where children could learn English, math, Burmese, science, arts, and life skills.



She eagerly joined the morning shift, where she met 15 other girls of her age. Her favorite subject is English and Burmese. She likes to learn new words and practice speaking with her classmates and teacher. She also likes to learn about life skills, such as hygiene, health, nutrition, protection and peace. These skills help her cope with the challenges of

living in the camp and prepare for the future.

Umme Habiba's parents have noticed a positive change in their daughter. She is more confident, happy and hopeful. She also helps her siblings with homework and teaches them what she learns at the CBLF. Her father says that he is proud of her and supports her ambition to become a teacher. She says that education is her right and her passion. She hopes that one day, she and her family can return to their homeland, where she can continue her studies and fulfill her dream. She also says that education is the key to a better life for her and her community.

COAST Learning Centre's creating to Educational Brilliance

A Symphony of Collaboration, Sacrifice, and Innovation in Creating a Unique Learning Haven



The teacher is busy managing the class, photo-Mubarak, HTP

Teachers at the learning centers are deeply committed to fostering a positive and engaging environment for both learners and themselves. They prioritize learner engagement by encouraging active participation in various activities such as decoration, class conduction, and hygiene maintenance. In cases of student absence, communication with learners and their families is maintained to ensure a supportive learning community.

Collaboration between teachers is evident in their joint efforts during class sessions, planning for decorations, and maintaining cleanliness. Sacrifices are made willingly, with a focus on prompt action and mobilization for emergencies. Lesson planning is meticulous, utilizing teacher guides and textbooks, along with the preparation of necessary materials.

Decoration of the learning center is seen as a crucial aspect, employing clear writing and colorful images in English and Myanmar to captivate students' interest. Community mobilization, house visits for absentees, and monthly meetings with parents and caregivers further strengthen the ties between the learning center and the community.

The Community Education Support Group (CESG) adds an extra layer of support, with regular meetings, learner's attendance, community sensitization and environmental management. Tree plantation activities contributed to a conducive learning environment. Understanding the diverse needs of students, teachers prioritize individual attention and intention setting based on each student's abilities and desires.

Sitting arrangements, encouragement of dreams, regular assessments, discipline promotion, hygiene practices, and the dedicated efforts of Rohingya teachers, who maintain strong community connections, collectively shape the Learning Centers into a unique and effective educational space.



Communication:
jasim Uddin Molla, Project Manager-01958163216
www.coastbd.net

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.