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Rohingya Refugee Camp, Ukhiya. February, 2023

As a part of humanitarian assistance, COAST Foundation has been implementing the "Education Program" for Rohingya Children with the financial and technical support of UNICEF. The COAST Foundation has 84 Learning Centres and 50 ECD centres in Camp-14. There are (5540+1124) Total-6664 learners taking basic and informal quality education with

### Build a garbage-free camp, stay well in home



Part of the participants in the day celebrations, Photo-Manik, P.O.

On 23-01-2023, Camp-14 (Hakim Para) COAST Education Program organized "Camp Cleaning and Day Observation". The main theme of the day's observation was "Keep Garbage & waste free camp, build healthy life". The day is celebrated once in every quarter of the program to raise awareness among the Rohingya communities including Learners.

All the students, host teachers, Rohingya teachers of 84 LCs and 50 ECDC of the program participated in the day observation based on the said theme. Also present were program organizers, Technical Officers, Mentors, PIU staff, all CESC committee ombudsman, parents of children and community-conscious people. CiC office staff were observed the day frequently also. At the beginning of the day is discussed with all the children and their parents in each learning center and ECD center about cleanliness. A few issues were highlighted in the discussion such as 1. Needs and benefits of camp cleaning 2. How to keep clean the camp, block and house 3. Actions to increase awareness in the community and 4. Parents and elders should do this to keep children disease free and healthy.

At the end of the discussion program, the environment around the camp and Education facilities was cleaned with the participation of all. All leftovers and garbage are kept in designated areas and dustbins. Later, those wastes are stored in specific recycling centers from the wash sector. At the end of the cleanliness drive, the participants wash their hands properly. After the keynote speech by the CESC presidents, snacks were also distributed among all the participants.

**An exceptional initiative by joint efforts of Rohingya and Bangladeshi teachers**

Vegetables and fruits are the sources of vitamins and minerals in food. Essentially, vitamins and minerals increase the body's immune system and help our body utilize carbohydrates, fats and fats from food. That is, vegetables and fruits have an important contribution to protecting our bodies. Vegetables fulfill the nutritional needs of people in daily life. Based on this objective, a group of Rohingya and Bangladeshi teachers of the Education Project undertook vegetable cultivation around LC. The teachers of two LCs named Green and Brown at E3 block in camp-14 discussed on November 10th, 2022 to raise awareness for growing vegetables in the community and around the shelter among their learners and they decided to grow vegetables. From there they plan to cultivate a vegetable garden around LC.



Harvesting has started from planted seedlings, Photo-Md. Nasim, P.O.

By November 2022, the team of teachers completed planting their vegetable seedlings in the field. These included digging the land, providing fertilizer and water as per requirement and planting the seedlings, the plants planted included green chili, tomato, brinjal, radish and others. Till the seedlings are grown and yielded they have received support from community people and SGC in various ways. The cooperation of SGCs were very much in growing the seedlings by watering the garden every morning and evening. Other colleagues of the project like POs and TOs were inspired to take up such vegetable gardening initiatives along with other LCs in the camp when they visited the garden.

Colleagues and children are very happy when the vegetable garden yields chilies, tomatoes, and brinjals. Recently some PIU colleagues of the education team visited the garden and appreciated the teachers for taking such initiative.

CESG committee Ombudsman Md. Nabi Hossain visited the vegetable garden, he said that if Rohingya families living in the camp are motivated to grow vegetables next to their houses, the shortage of vegetables will be alleviated and the cost will also be reduced. On behalf of the community, he thanked the COAST Education Team and encouraged the people of the community to cultivate vegetables at the family level.

### Identification and supportive assessment of children with disabilities by Handicap International



*Observing children with disability, photo-Suraiya, GDIO*

As part of humanitarian assistance, COAST Foundation has been implementing an education program for Rohingya children with financial and technical support from UNICEF. Rohingya children forcibly displaced from Myanmar are receiving basic and non-formal quality education in a recreational environment through 84 learning centers and 50 child development centers in Camp-14. Through LC and ECD centers where (5540 + 1124) a total of 6664 people are receiving quality education in a pleasant environment. Among the learners, some children are facing various disabilities. Disability refers to a person who cannot perform any task properly due to social/environmental barriers. A person who cannot participate actively in society is considered disabled. "Interactional attitudes and environmental barriers among persons with disabilities result from their full and effective participation in society on an equal basis with others". Handicap International in collaboration with UNICEF is implementing such activities in Rohingya camps to ensure inclusive education through the participation of children with disabilities in education centers across barriers. As a part of the technical cooperation, from January 23 to 26, Handicap International (HI) completed the process of identifying children with disabilities and collecting information through the Child Functional Module (CFM) for all the children of learning centers and ECD centers of COAST Foundation. Out of 6680 learners, 56 students identified different disabilities. Out of this, 27 students were provided **Occupational therapy**, 11 students **Speech & language therapy**, and 18 students got physiotherapy. Among the facilitator from HI were 2 CFM-Data collection specialists; an Occupational therapist; Speech & language therapist and a physiotherapist.

*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.*

Screened children will be provided with an Assistive device from UNICEF so that they can actively participate in the learning center. The main objective of this program is to ensure the enhancement of the quality of inclusive education in learning centers by providing accessible learning materials'

### Completed early learning and Myanmar Curriculum training at Cox's Bazar Training Center



*Trainees engaged with pre-test and group work, photo-Jabedul Islam*

As a part of the activity of COAST-Education Program, 5 days training titled "Early Learning and Myanmar Curriculum" was held at Cox's Bazar training center. A total of 60 host teachers participated through 3 batches. The training incorporates contemporary content schedules to further clarify teachers' understanding of pre-primary education and Myanmar curriculum. 2 batches of training have already been completed. The project staff participated in the training spontaneously and their learning process was very good. Participants included 24 male and 26 female colleagues. Recently, UNICEF provide a new curriculum known as the Myanmar Curriculum to improve the quality of education for Rohingya children. As the curriculum is new, there is a need for curriculum-based skill development for all Host teachers, which is why the project organized training.

Among the notable discussions were (a) what is formal and non-formal education and what role does the teacher need to play to ensure it? (b) How children enter their educational life through primary education and the importance of primary education (c) Strategies for parent and caregiver and CESG meeting reporting (d) Myanmar curriculum piloting (e) MC Scale-up (f) With children in learning centers Dos and Don'ts (g) Effective communication strategies with the Rohingya population (h) Implementation of child friendly classrooms, child rights and inclusive education programs are also discussed. At the end of the training, each participant was tested for their learning level through an assessment test and it was observed that 90% of the trainees were able to clearly understand the content.