

A Critical Analysis by Richard Morgan (2214234) of Case Study Number 10 in the UNICEF Report: *All In: Towards Tangible Solutions for Equity and Inclusion in Education*

1

Case 10: Bangladesh: Establishing a coherent inter-agency system that promotes and supports teachers' professional development in Cox's Bazar

Intersectionalities and Barriers: Children living in poverty, children who are refugees.

Programme Title: Teacher Professional Development Programme.
Organisations: UNHCR, Save the Children, Education Cannot Wait (ECW).

Target Group: Volunteer teachers (who are refugees) with a focus on the intersectional challenges faced by children who are refugees and living in poverty.

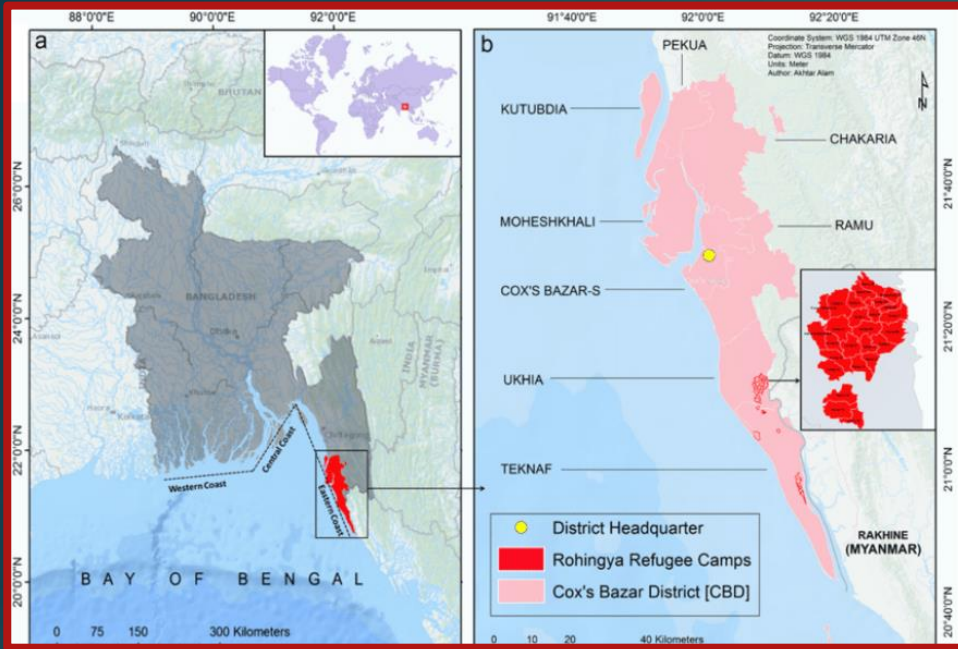
This BBC News report from 2018, illustrates the crisis in which the Rohingya people face

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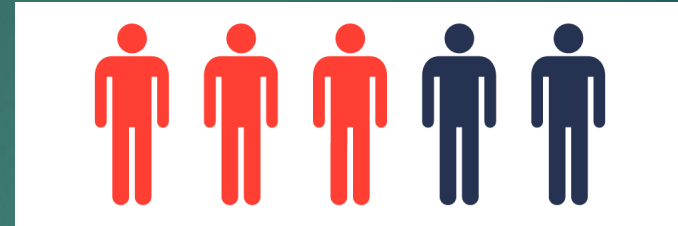


BBC News (2018)

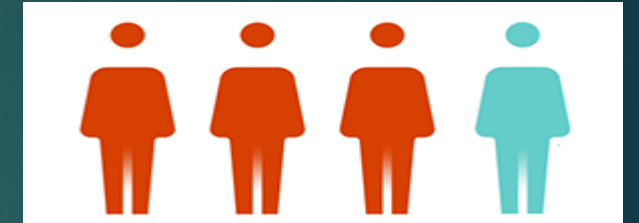
1.5 million refugees fled Myanmar to an area of Bangladesh known as Cox's Bazar.



(Alam, 2019)



Men



Women



60-80%

(Philippe, 2018)



(Send My Friend to School, 2023)

"Teachers are the key drivers of quality education and are instrumental in children's development. In the unique context of the Rohingya camps, where teachers are delivering the Myanmar curriculum, the need for teacher professional development programs (TPD) becomes even more pressing".

(UNESCO, 2024)

3

In 2019, the Teacher Professional Development (TPD) was launched in Cox's Bazar to promote the well being and development of teachers. Their aim was to be able to provide professional development for teachers so that they are better equipped in which to educate the refugees.

The TPD programme combines a variety of opportunities for the teachers so they can continuously develop and grow. They have a chance to learn from teaching experts and peer to peer learning. The teachers also have the opportunity of further training if they desire.

A Teacher Competency Framework (TCF) was developed to develop competencies that ensure the quality of teaching is at a high standard, so that the standard of learning was also improved.

The TCF began with a Knowledge, Attitude and Practice study (KAP). This was to ascertain if the competencies of the teaching within the refugee camps were adequate. The study was conducted with the use of classroom observations, interviews and group discussions with teachers and other parties. The study concluded that there was a need of mapping for teacher competencies.

Criticism of the TPD programs in Cox's Bazar

4

- Informal and Uncertified System
- Lack Of Specialized Training
- Inadequate Learning Environment
- Cultural and Social Barriers
- Language and Curriculum Mismatch
- Safety and Resource Constraints



“limited, inconsistent and lacks evidence-based assessment”

(Mendenhall et al., 2022)

Has it helped the Rohingya children?

5

303,064
accessing education

76%

5,981
facilities

- Approximately 334,000 were enrolled in camp education
- 50% gender ratio

(UNICEF, 2021)

The presentation's overall findings, conclusions and suggested ways forward

6

- ❑ Immediate funding and support
- ❑ Operationalizing the Mynamar Curriculum
- ❑ Teacher Training and Compensation
- ❑ Expanding Learning infrastructure
- ❑ Targeted Support for Adolescents and girls
- ❑ Educational materials and technology
- ❑ Community engagement

(Arab News, 2026)



(Kiron / UNICEF 2022)

Reference List for – Richard Morgan's Section of the Presentation (Slide Nos 19 - 24)

7

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